

EXTENSION ACTIVITY

LEVEL 12

BOOK TITLE

ገረገረ ድካም ግንኙነት ለሥነ ጥናት
(Mosesie Speaks Up)

LENGTH

2 lessons
(1 hour each)



Essential Question

What are rights? What rights do children have? How can children speak up for their rights?



Lesson Overview

In these lessons, students will explore the concepts of children's rights through whole-class and independent learning activities. Students will learn about advocating and how they can advocate for their own rights and the rights of others. They will also learn about the Representative for Children and Youth's Office.

REQUIRED MATERIALS

- ገረገረ ድካም ግንኙነት ለሥነ ጥናት
(Mosesie Speaks Up)
- Chart paper
- Activity worksheet: ለሥነ ጥናት (My Rights)
- Reproducible: ለሥነ ጥናት (Your Rights)
- Pencils
- Colouring utensils
- Hat or a bowl
- Representative for Children and Youth's Office poster (PDF)
- United Nations *Convention on the Rights of the Child* poster (PDF)

LEARNING ACTIVITIES

- Class discussion about what rights are, and what rights children have
- Class discussion about what rights and responsibilities you have as a rights holder
- Class discussion about the book
- Completing activity worksheet ለሥነ ጥናት (My Rights)
- Role-playing activity about rights
- Class discussion about what advocacy is
- Independent drawing and writing activity about being an advocate
- Class discussion about the Representative for Children and Youth's Office

LEARNING CONNECTION

Students will think about what some of the rights are and what it means to have rights, such as the responsibilities associated with each right. This will help students build an understanding of what types of rights they should have and how to better advocate for themselves if they feel these rights are not being respected.

READING VOCABULARY

ለሥነ ጥናት (rights), ለሥነ ጥናት (responsibility), ለሥነ ጥናት (advocate)

PRE-LESSON PREPARATION

1. Photocopy one ለሥነ ጥናት (My Rights) activity worksheet for each student.
2. Photocopy one ለሥነ ጥናት (My Rights) reproducible for each student, plus one for yourself.
3. From your copy of the ለሥነ ጥናት (Your Rights) reproducible, cut out each of the rights so each one is on its own slip of paper. Put these slips of paper into a hat or bowl that students will pick from later in this activity.

LESSON PLAN: ገገ ጋፍጋገፍፍፍፍ ለጎገገገገገ (MOSESIE SPEAKS UP)

5. Hand out the worksheet ለጎገገገገገገ (My Rights) to students. Have each student draw one of the slips of paper that you cut up and placed in a hat or bowl in the **Pre-lesson preparation**. Tell students that they will draw a picture and write a sentence about the right they chose. When students have completed the worksheet, collect the slips of paper and put them back in the hat or bowl. You will need them for the second bullet point under **Sharing and Displaying (Classroom Reinforcement)**.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- When students have completed the ለጎገገገገገገገ (My Rights) worksheet, display the worksheets together in the classroom on a bulletin board or taped up on a wall. Invite other classes, teachers, and administration to come and visit the display.
- Tell students you are going to do a role-playing activity. Have a pair of students pick a slip of paper from the hat or bowl. Tell this pair to act out the right they chose. The rest of the class can shout out which right they think the pair is acting out. Whoever guesses correctly gets to be next to act, along with a partner that you choose. Make sure each student gets a chance to act.

LESSON PLAN: ገሥገሥ ድክርነት ለማግኘት ለሚጠየቅ ሌቲያ (MOSESIE SPEAKS UP)

LESSON 2

1. Have students retell what happened in the story ገሥገሥ ድክርነት ለማግኘት ለሚጠየቅ ሌቲያ (*Mosesie Speaks Up*). Review the concept of rights by looking at the list of ideas recorded during the pre-reading discussion in **Lesson 1**.
2. Ask students why they think the story was called ገሥገሥ ድክርነት ለማግኘት ለሚጠየቅ ሌቲያ (*Mosesie Speaks Up*) in a few different ways. What does it mean to “speak up”? Give students the opportunity to talk about experiences when they have spoken up for themselves or for somebody else.
3. Tell students that in the story, Mosesie and his family advocated for his rights. Ask students if they can identify who Mosesie and his family spoke up to, and how they communicated what Mosesie needed.

Answers: Mosesie spoke up to his family. He told his mom and sister that he was having trouble seeing the board at school.

Mosesie and his mom advocated to his teacher. Together they told his teachers he was having trouble seeing the board and asked that Mosesie sit closer to the board so he could see it more clearly.

Mosesie’s mom spoke up to the advocacy office. She called them and asked for help getting her son what he needed.

Mosesie’s mom spoke up to the eye doctor. She told them that Mosesie really needed an appointment and asked to be placed on the waitlist.

4. Ask students why it is important to communicate clearly, especially when they are talking about their rights. Ask students what might happen if they are not sure about what they need. Give students the opportunity to share ideas and experiences.
5. Turn to page 34 and circle the word "advocate" with your finger so the class can see. Read Mosesie’s mother’s explanation of what the word “advocate” means.
6. Tell students that in the story, Mosesie and his family advocated for his rights. Have students think about how Mosesie, Mosesie’s mother, and Leetia advocated for Mosesie in the story. Encourage students to use the word “advocate” in their explanations.

Answers: Mosesie advocated for himself by telling his sister, his mom, and his teacher that he was having trouble seeing the board at school.

Leetia advocated for Mosesie by talking to her mom when she noticed that Mosesie was having trouble at school.

Mosesie’s mom advocated for Mosesie by going with Mosesie to talk to his teacher about his trouble seeing the board, and by calling the advocacy office to find out what else could be done to try and get Mosesie an appointment with an eye doctor as soon as possible.

LESSON PLAN: ᐃᓴᓴ ᐅᓃᓃᐅᓃᓃᓃᓃᓃᓃ ᐱᓃᓃᐅᓃᓃ (MOSESIE SPEAKS UP)

7. Tell students that there is an office in Nunavut called the Representative for Children and Youth's Office (RCYO). This office helps protect and advocate for the rights of young Nunavummiut. Tell students that they can contact this office if they feel their rights are not being respected or they need help speaking up for themselves or advocating for their rights. Students can have a parent or trusted adult contact this office for them, too. You can find the contact information on their website: www.rcynu.ca. If you are able, please put the RCYO toll-free number on the board (1-855-449-8118) and print out the poster found on the USB and display it in the classroom.
8. Tell students that when our friends and family advocate for us or when we advocate for them, we build positive relationships. Remind students that when they have positive relationships, they know someone will support them when they need help. Tell students to think about a time when they advocated for a friend or family member who needed help. Have them discuss their ideas with a partner, and then give the partners time to share with the whole class.
9. Hand out a piece of paper to each student. Tell students to draw a picture and write a sentence about a time that they advocated for themselves or somebody else. If they can't think of an example, they can draw and write about the advocates in the book.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- Have students share their drawing and writing with partners or in small groups. Encourage students to make a connection to one of the rights outlined on the ᐱᓃᓃᐅᓃᓃᓃᓃᓃᓃ (Your Rights) reproducible from **Lesson 1**.
- Display the students' drawing and writing with their ᐱᓃᓃᐅᓃᓃᓃᓃᓃᓃ (My Rights) worksheets from Lesson 1. Invite other classes, teachers, and administrators to visit the display again.

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