

RIGHTS RESPECTING SCHOOLS

WORKSHOP 2 FACILITATOR GUIDE

Workshop 2: Building Awareness

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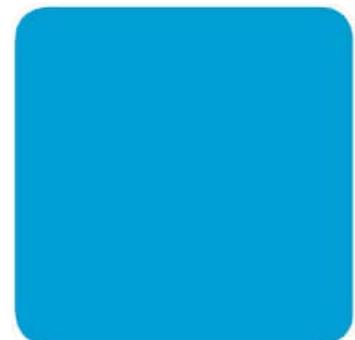
rights respecting
schools™



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Every child.

Every opportunity.

No exceptions.

RIGHTS RESPECTING SCHOOLS:

WORKSHOP 2 FACILITATOR GUIDE

*Workshop 2:
Building Awareness*

ACKNOWLEDGEMENTS

We would like to thank the network of local and national organizations across Canada that participates in the **Friends of Rights Respecting Schools (FRRS)**. This collaborative forum is responsible for the leadership and implementation of the Rights Respecting Schools initiative in Canadian schools. Read more about the members of FRRS at rightsrespectingschools.ca.

The Rights Respecting Schools initiative was originally initiated and developed by UNICEF Canada for Canadian schools. Thank you to all the staff at this organization that worked tirelessly to envision, develop, implement, test and monitor, and champion this innovative educational approach.

UNICEF Canada would like to thank the UK Committee for UNICEF for its support and guidance on the development of Rights Respecting Schools in Canada. We would also like to thank Carissa MacLennan for her vision and commitment to this initiative, Sarah Hutchison for compiling the feedback and information from the initiative's pilots to develop this version of the toolkit, and consultants Leanne Johnny and Pat Clarke for their early contributions to this toolkit.

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A very special thanks to the staff and students at Cape Horn Elementary School, Coquitlam British Columbia for starting on this journey back in 2008, for being Canada's first Rights Respecting School, and for providing valuable input and feedback. Special recognition goes to the Principal of Cape Horn Elementary School, Bill McGovern and the teachers there who have poured so much passion, time and energy into this initiative. Thank you to Coquitlam District School Board staff Sharon LeClair and Maureen Dockendorff for their support of Cape Horn Elementary and the Rights Respecting Schools initiative. And lastly, thank you to Kelly Quinlan, Global Classroom Manager for British Columbia, who worked with the students and staff at Cape Horn to pilot the first Canadian Rights Respecting School and provided much guidance in the development of this toolkit for future implementation.

UNICEF Canada would like to extend special gratitude to all of the schools who have participated in the pilot phase of this initiative. The contributions and feedback of many students, staff and parents have informed this version of the toolkit and are greatly appreciated.

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ABOUT RIGHTS RESPECTING SCHOOLS

Rights Respecting Schools is a whole school initiative that uses the United Nations Convention on the Rights of the Child as a basis for building an inclusive and respectful school culture. In these schools children's rights are adopted as guiding principles that inform a common set of values shared by all members of the school community. These common values create a sense of community and become the lens through which students, teachers, school administrators and parents make decisions, choose behaviour, and participate at their school.

Research on more than 1,600 UNICEF Rights Respecting School Award (RRSA) schools in the United Kingdom demonstrates that participating students have improved self-esteem and are more engaged in their learning. Students have been shown to become engaged by learning how to voice their opinions, participating in decision-making, resolving conflict peacefully, and understanding global social justice issues. They are also found to have a positive attitude towards diversity, which has led to a reduction in prejudice and bullying.

The Rights Respecting Schools initiative was developed by UNICEF Canada for Canadian schools and is implemented by a network of local and national organizations, known as the *Friends of Rights Respecting Schools*.

For more information about the Rights Respecting Schools initiative, visit rightsrespectingschools.ca.

ABOUT THE FRIENDS OF RIGHTS RESPECTING SCHOOLS

The Rights Respecting Schools initiative in Canada is facilitated by a network of local and national organizations with mandates and expertise in social justice and human rights, children's rights education, student-centred learning and global citizenship. The collaborative forum for RRS-trained facilitators from these organizations is the *Friends of Rights Respecting Schools (FRRS)*. The Friends of Rights Respecting Schools are responsible for the leadership and implementation of the Rights Respecting Schools initiative in their jurisdictions (regional or provincial/territorial).

To find out more about Rights Respecting Schools in your area, visit rightsrespectingschools.ca.



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WORKSHOP 2: BUILDING AWARENESS

OVERVIEW

Aim

This workshop examines how schools can create a greater awareness and understanding of children's rights and the Convention amongst the school community. Participants explore what awareness of children's rights looks like in a school, how to implement a whole school approach to rights respecting education, and examples of good practice that can support the achievement of the first RRS Building Block: Awareness.

Guiding Questions

- What does awareness of children's rights look like in a school?
- What is a whole school approach to rights respecting education?
- What are the benefits and challenges of using a whole school approach?
- What are some good practice ideas for building awareness of children's rights in schools?

Activities / Timing

Explore

- Activity 1: Introduction 20 minutes *(plus optional 10 minute activity)*
- Activity 2: Using a Whole-School Approach 15 minutes

Respond

- Activity 3: The Stages of Group Development 10 minutes
- Activity 4: Challenges of a Whole-School Approach 20 minutes

Take Action

- Activity 5: Results from the Initial Rights Assessment 20 minutes
- Activity 6: Good Practices for Building Awareness 30 minutes

Wrap Up

- Take away resources 5 minutes

Total 2 hours

CHECKLIST TO PREPARE FOR WORKSHOP 2

✓	ACTIVITY	RESOURCES
○	<p>1. Send an email to your contact at the school with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Overview of Workshop 2 and a request to forward it to all workshop participants <input type="checkbox"/> A reminder to have workshop participants bring their binder to hold handouts <input type="checkbox"/> A request for a flipchart and markers, multimedia projector, screen, and (if needed) a laptop <input type="checkbox"/> A request to have the Children’s Rights Team send slides to share the results of the Initial Rights Assessment (see page 23). 	<p>All resources are available at: rightsrespectingschools.ca</p> <p>Overview of Workshop 2</p>
○	<p>2. Bring the Email Contact List filled in during Workshop 1 so that participants absent from Workshop 1 can add their contact information.</p>	<p>Email Contact List Page 26</p>
○	<p>3. Prepare the following handouts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Handout 1: United Nations Convention on the Rights of the Child <input type="checkbox"/> Handout 2: Five-Minute Reflection <input type="checkbox"/> Handout 3: Rights Respecting Schools Building Blocks <input type="checkbox"/> Handout 4: The Five Stages of Group Development <input type="checkbox"/> Handout 5: The Challenges of a Whole-School Approach <input type="checkbox"/> Handout 6: Tips for Implementing a Whole-School Approach <input type="checkbox"/> Building Block Chart: Awareness (filled in) <input type="checkbox"/> Template: Rights Respecting Schools Action Plan <input type="checkbox"/> Take-Away Resource: Picturing Rights/Rights Bingo 	<p>Handout 1 Pages 8-9 (6 copies)</p> <p>Handout 2 Page 10 (one per participant)</p> <p>Handout 3 Pages 12-13 (6 copies)</p> <p>Handout 4 Pages 18-19 (one per participant)</p> <p>Handout 5 Page 21 (one per participant)</p> <p>Handout 6 Page 22 (one per participant)</p> <p>Building Block Chart: Awareness (filled in during Meeting to Review Results of Initial Rights Assessment) – one per participant</p> <p>Template: RRS Action Plan</p> <p>Take-Away Resource</p>
○	<p>4. Prepare the following resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Download the RRS Workshop 2 Presentation <input type="checkbox"/> Facilitator Resource 2: Benefits of a Whole-School Approach to Rights Respecting Education <input type="checkbox"/> Facilitator Resource 3: The Five Stages of Group Development Cards 	<p>RRS Workshop 2 Presentation</p> <p>Facilitator Resource 2 Page 15 - one set of cards per group</p> <p>Facilitator Resource 3 Page 17 - one set of cards</p>

EXPLORE

20 - 30 minutes

ACTIVITY 1: INTRODUCTION

Objectives

- To brainstorm ways of building awareness of children’s rights amongst the school community
- To understand the objectives of Workshop 2: Building Awareness
- To examine what ‘awareness of children’s rights’ looks like in a school.

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Make copies of the **United Nations Convention on the Rights of the Child** (pages 8-9) – 6 copies
- Make copies of **Five-Minute Reflection - Workshop 2** (page 10) – one per participant
- Make copies of **Rights Respecting Schools Building Blocks** (pages 12-13) – 6 copies.

Activity

1. Set up **slide 3** from the **RRS Workshop 2 Presentation**. Arrange the furniture so that the participants will be sitting in small groups of four to six participants. As participants arrive, remind them to complete the **Five-Minute Reflection** by following the instructions at their table.
2. Welcome participants to Workshop 2 of the series and explain that this workshop is focused on the first of four RRS Building Blocks: Awareness. Use the description on **slide 4** to explain this Building Block.
3. Next give participants a chance to share their ideas for building awareness of children’s rights. Have the participants send off their paper airplanes created during the **Five-Minute Reflection** to be caught by someone else. Once everyone has caught a different airplane, have them read the ideas aloud in their small groups. Bring the large group back together and (if there is time) take suggestions for a few of the most interesting ideas for building awareness of children’s rights.
4. Briefly go over the objectives and agenda for the workshop using **slides 5-6**.
5. Optional (if time) – 10 minutes: Explain that now the group will focus on what awareness of children’s rights looks like in schools. Show **slide 7** and ask participants to close their eyes. Then read aloud the **Awareness Visualization** on page 11. When you have finished reading, draw the participants’ attention to **slide 8**. Have the participants share some of their reflections from the visualization. Ask the questions on the slide to prompt discussion.
6. Next explain that Rights Respecting Schools has defined certain benchmarks or objectives that schools can work towards in order to build awareness of children’s rights amongst the school community. These benchmarks help us imagine what awareness of children’s rights looks like in Rights Respecting Schools. Show **slides 9-15** and briefly explain each Benchmark (using the examples provided in the presentation notes). Explain that the seven RRS Benchmarks are by no means exhaustive and that they may feel that other benchmarks could be included – which they can add if they wish.

Discussion

- How would you describe the current level of awareness of children’s rights at your school?
- How do you feel about your responsibility to teach children about their rights under the Convention?

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (THE CONVENTION)

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure children's rights are protected.

Article 5

Families have the responsibility to help children learn to exercise their rights, and to ensure that their rights are protected.

Article 6

Children have the right to be alive.

Article 7

Children have the right to a legally registered name and nationality (to belong to a country).

Article 8

Children have the right to an identity – an official record of who they are. No one should take this away from them.

Article 9

Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

Article 10

If children live in a different country than their parents do, they have the right to be together in the same place.

Article 11

Children have the right to be protected from kidnapping.

Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 13

Children have the right to find out things and share what they think with others unless it harms or offends other people.

Article 14

Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong, and what is best for them.

Article 15

Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

Children have the right to privacy.

Article 17

Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources.

Article 18

Children have the right to be raised by their parent(s) if possible.

Article 19

Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

Children have the right to special care and help if they cannot live with their parents.

Article 21

Children have the right to care and protection if they are adopted or in foster care.

Article 22

Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (THE CONVENTION)

Article 24

Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.

Article 25

If children live in care or in other situations away from home, they have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

Children have the right to assistance from the government if they are poor or in need.

Article 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met. They should not be disadvantaged so that they can't do many of the things other kids do.

Article 28

Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29

Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30

Children have the right to practice their own culture, language and religion – or any they choose. Minority and indigenous groups need special protection of this right.

Article 31

Children have the right to play and rest.

Article 32

Children have the right to protection from work that harms them, and is bad for their health and education. If they work, they have the right to be safe and be paid fairly.

Article 33

Children have the right to protection from harmful drugs and from the drug trade.

Article 34*

Children have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell a child.

Article 36

Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish a child in a cruel or harmful way.

Article 38*

Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

Children have the right to assistance if they've been hurt, neglected or badly treated.

Article 40

Children have the right to legal help and fair treatment in a justice system that respects their rights.

Article 41

If the laws of a country provide better protection of a child's rights than the articles in this Convention, those laws should apply.

Article 42

Children have the right to know their rights! Adults should know about these rights and help children learn about them, too.

Article 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

**There is an Optional Protocol on this article.*

FIVE-MINUTE REFLECTION – WORKSHOP 2

Start by choosing one article from the Convention that you feel is important for members of your school community to understand. Then brainstorm one engaging strategy, activity or idea to help make students, staff and parents aware of that right. Record your ideas below. When you are finished fold this paper into your very best paper airplane – one that will fly really far!

Chosen children’s right (article): _____

How would you make students, staff and parents aware of this right?

AWARENESS VISUALIZATION

Ask participants to close their eyes and relax. Tell them to clear their minds and listen carefully to what you say. Read the following visualization slowly.

“I want you to visualize a school. Maybe it’s this school or maybe it’s another one. Imagine you are a new student at this school. It’s the typical morning rush as students enter the building and flood the hallways. You are walking among them, making your way to your classroom. You’re nervous but excited at the same time. There is a positive buzz in the air – you have a good feeling about this school. This year will be like turning over a new leaf for you. Finally you can leave behind how you were treated at your last school.

You’ve heard such good things about what is going on here. You were told that this school calls itself a Rights Respecting School. In fact that was one of the first things the Principal explained to you. She explained that at this school you will learn what being rights respecting means. She said that you will learn about your rights and about the United Nations Convention on the Rights of the Child. The more you look around you realize that there are a lot of differences between this school and your old one. You can tell that the students here already know their rights and that the school is committed to protecting and upholding them. How can you tell students know their rights? What do you see? What do you hear? How do you see students interacting inside and outside the classroom? How do you see students and adults interacting? What evidence is there that the school administration and staff promote rights respecting education?”

RIGHTS RESPECTING SCHOOLS BUILDING BLOCKS

The Rights Respecting Schools initiative is built around four building blocks. The Rights Respecting Schools Workshop Series, the evaluation of the initiative and all aspects of the RRS initiative are built around this framework of four building blocks. Each of the four building blocks has benchmarks that each should aim to achieve on their journey to becoming a Rights Respecting School.

The Rights Respecting Schools initiative is based upon four building blocks:

Awareness

Awareness

The school community (students, staff, teachers, parents) knows and understands the concept of children's rights, the rights children have as outlined in the Convention and how children's rights relate to school culture and to their own roles.

Benchmarks

1. All members of the school community, including students, teachers, staff and parents, have opportunities to learn about the Convention and how it applies to the school community.
2. There are visible references in the school to children's rights and RRS.
3. The school curriculum provides regular opportunities for students to learn about and apply the Convention.
4. Teachers have regular professional development opportunities to advance their rights respecting practice.
5. Children's rights are a regular reference in discussions in school.
6. The school community recognizes special days related to human and children's rights.
7. Attitudes and actions inconsistent with children's rights are regularly addressed.

Student Participation

Student Participation

Every student has regular opportunities to be an active participant in the school community, and his or her opinions are sought and listened to by decision makers.

Benchmarks

8. The school has an active student council that is democratically elected.
9. School committees and decision-making processes include student representation and the active participation of students.
10. Students are consulted and help make decisions on a regular basis in the classroom and in the wider school environment.
11. The school has an elected student council whose members act as ambassadors for the Convention and the Rights Respecting Schools initiative.
12. Students are provided with opportunities to support the rights of others locally, nationally and globally.

RIGHTS RESPECTING SCHOOLS BUILDING BLOCKS (CONTINUED)**Teaching
and
Learning****Teaching and Learning**

The Convention is a reference point for classroom rules, formal and informal curriculum implementation and other decision-making. Adults model rights respecting attitudes and behaviour, and students are given regular opportunities to learn about and exercise their rights and responsibilities.

Benchmarks

13. Teaching staff model rights in their classroom by adopting participatory teaching and evaluation methods.
14. Teachers give students opportunities to make choices in their learning and evaluation methods, within the framework of the required curriculum, so that curriculum requirements and students' interests and concerns are met.
15. Conflicts between students, and between students and adults, are resolved with rights-consistent decisions, policies, and classroom management practices.
16. Teachers cultivate a culture of respect in their classrooms by adopting a class charter that incorporates the rights of children.
17. Students have opportunities to give constructive feedback to their teachers with regards to the quality of teaching and learning, assessment, and evaluation methods.

Leadership**Leadership**

Administrators are committed to promoting respect for children's rights. Children's rights are used as a lens for policies, program choices, program implementation, and other decision-making.

Benchmarks

18. The school has a mission statement, charter and code of conduct that reflect the principles of the Convention.
19. The school reviews its policies and procedures, and ensures that they reflect the principles and rights articulated in the Convention.
20. Conflicts between students, and between students and adults, are resolved with rights-consistent decisions and policies.
21. School staff are recruited and inducted to be able to support and advance progress as a rights respecting school.
22. School community stakeholders have opportunities to improve their knowledge and understanding of the Convention, its relevance to the school, and its relation to local, national and global issues.
23. The school takes active and regular measures to assess its progress as a Rights Respecting School.

ACTIVITY 2: USING A WHOLE-SCHOOL APPROACH

15 minutes

Objectives

- To understand what a whole-school approach is
- To examine the benefits of a whole-school approach to rights respecting education

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Copy and cut out **Benefits of a Whole-School Rights Respecting Approach** (page 15) – one set per group.

Activity

1. Explain that in order to build awareness of children’s rights amongst all members of the school population and to implement a rights respecting approach to education that ultimately results in sustainable transformative change, UNICEF Canada recommends using a ‘whole-school approach’ to rights respecting education.
2. Share the definition of a ‘whole-school approach’ on **slide 16**. Ask the participants: Why do you think UNICEF Canada has designed Rights Respecting Schools around a whole-school approach?
3. Augment the discussion with the following further explanation:

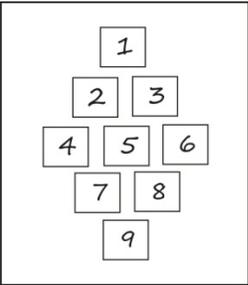
*Research has shown that cultural transformations within a school are more successful when all members of the **school community** (teachers, support staff, students, administrators, parents and community members) collaborate and work towards a common goal. This is largely because when educators promote a consistent message, and when this message is reinforced by practices throughout the institution and in the home and community, children are more likely to change their own attitudes and actions. Moreover, when children participate in creating and directing educational improvement plans, they are likely to take ownership of them.*
4. Explain that there are numerous benefits for a school community that embraces this approach. Some of the benefits will be similar to, or the same as, those associated with adopting a personal rights respecting approach. But there are also many benefits that come from having the whole school embrace this approach. This next part of the activity will explore some of those benefits and help us understand the value of this approach.
5. Have participants work in their table groups. Hand out one set of **Benefits of a Whole-School Rights Respecting Approach** cards to each group. Explain that each group will diamond rank the cards (use the explanation on **slide 17** to explain diamond ranking). When groups are finished they can circulate to see how other groups ranked their cards.

Discussion

- What were some of the similarities in your rankings? What were the differences?
- What other benefits could be added to this list?
- How might our own paradigms about education affect our ranking?

BENEFITS OF A WHOLE-SCHOOL APPROACH TO RIGHTS RESPECTING EDUCATION

Instructions for facilitator: Make copies and cut out the following cards so that you have one full set of cards per group. Explain the following process of ‘diamond ranking’ to the participants. Arrange the nine benefits in a diamond formation (see diagram) with the most important benefit for the school community to appear in position 1, the second most important in position 2, etc. The most valuable aspect of this activity is the discussion that occurs as you prioritize. Reaching a consensus with your group require discussion and may mean rearranging the order more than once. It may also be that your group does not reach a consensus. **Note:** The letters on the cards are just for ease of reference, they do not depict a certain order of importance.



A rights respecting initiative unites school staff around a common theme and professional development focus. Many staff are reminded why they chose their career as the school community becomes more cohesive.

A

A rights respecting focus and the Convention provide schools with the tools and/or ideas to help them engage students in responsible decision making.

B

A school that focuses on rights respecting action and the Convention as a guideline, has a concrete approach to improving student-to-student and teacher-to-student relationships.

C

A rights respecting initiative helps schools evaluate how well they are protecting children from discrimination, bullying and neglect.

D

A rights respecting school initiative and a focus on children’s rights as presented in the Convention provides teachers with a useful lens through which to analyze their teaching methodologies and curriculum applications.

E

Since Canada is a signatory of the Convention on the Rights of the Child, Canadian schools have a key responsibility to be aware of and be involved in protecting and advancing children’s rights. A rights respecting initiative is a way to do this.

F

A rights respecting initiative is a useful framework for reflecting on and implementing concepts that support democratic classrooms and inclusive learning.

G

A key aspect of most Canadian curricula is the attainment of “democratic and global citizenship”. The rights respecting initiative takes citizenship beyond textbooks and into the daily life of a school and its community.

H

A rights respecting initiative is a good way to enhance the general atmosphere in a school. It gives students a sense of belonging and empowerment.

I

ACTIVITY 3: THE STAGES OF GROUP DEVELOPMENT

Objectives

- To understand the stages of group development
- To examine the challenges that can present at each stage

10 minutes

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Copy and cut out one set of **The Stages of Group Development Cards** (page 17)
- Make copies of **The Stages of Group Development** (pages 18-19) – one per participant.

Activity

1. Explain that as the adult members of this school community responsible for building awareness of children's rights and implementing a rights respecting approach to education, they have formed a distinct group united by a common goal. And as a group, they will inevitably be faced with a number of challenges throughout the process of becoming a Rights Respecting School. This activity is going to focus on identifying the typical stages groups go through and what challenges can occur at the various stages. This helps school realize that the process to becoming a Rights Respecting School is one that will likely have highs and lows.
2. Show **slide 18**. Draw everyone's attention to the diagram on this slide. Explain that it illustrates a process that many groups go through when they form together with a common goal.
3. Hand out one of the **Five Stages of Development Cards** to each group. Have the groups discuss the stage they have been given and determine which part of the diagram it most likely describes.
4. Then have each group send one representative up to the front of the room and stand across the front of the room in the spot (1 through 5, left to right) they think represents their stage. Once the representatives have found the correct order put up **slide 19**.
5. Have the representative briefly name their stage and describe what happens during it. Then add in the challenges that often happen at that stage using the **Handout 4: The Five Stages of Group Development** for reference. Then repeat for the remainder of the five stages.
6. Be sure to emphasize that they may not go through all these stages or they may experience things in a slightly different order. However, note that it is helpful to be aware of the fact that Rights Respecting Schools is a journey, one that will have ups and downs and that there are potential challenges along the way that will need to be met and dealt with.
7. Once you are finished discussing **The Five Stages of Development**, then handout one copy of **Handout 4: The Five Stages of Development** to each participant for their reference.

THE FIVE STAGES OF GROUP DEVELOPMENT¹ CARDS

Instructions to facilitator: Copy and cut out one set of the following cards. Consider laminating them for long-term use. Organize the participants into five groups and hand out one of the following cards to each group. Have each group determine which stage on the Five Stages of Group Development diagram their card describes.

FORMING

What happens during this stage?

- Members acknowledge the group's identity
- Members focus on understanding the task at hand, but often fail to clarify exactly what constitutes success
- In an environment of relative discomfort, members seek a leader and rely on their guidance easily.

STORMING

What happens during this stage?

- Discrepancies arise between member's expectations and realities
- Members have not yet developed the skills to function well as a group, and may resent their dependency on a leader
- Negative climate may stall progress
- Groups move past this stage by developing collective and individual skills to define tasks and methods early.

NORMING

What happens during this stage?

- Members close the gap between expectations and reality
- Leaders and members reconcile differences and begin to fulfill complimentary roles
- Members' self-esteem develops as their skills are applied with successful results
- Group cohesion develops
- Leadership role focuses on task-clarification and problem restructuring.

PERFORMING

What happens during this stage?

- Confidence and skills develop
- Members cooperate effectively
- Progress becomes easier and more rapid
- Satisfaction engenders positive and emotional climate
- Leadership role focuses on coordination.

MOURNING

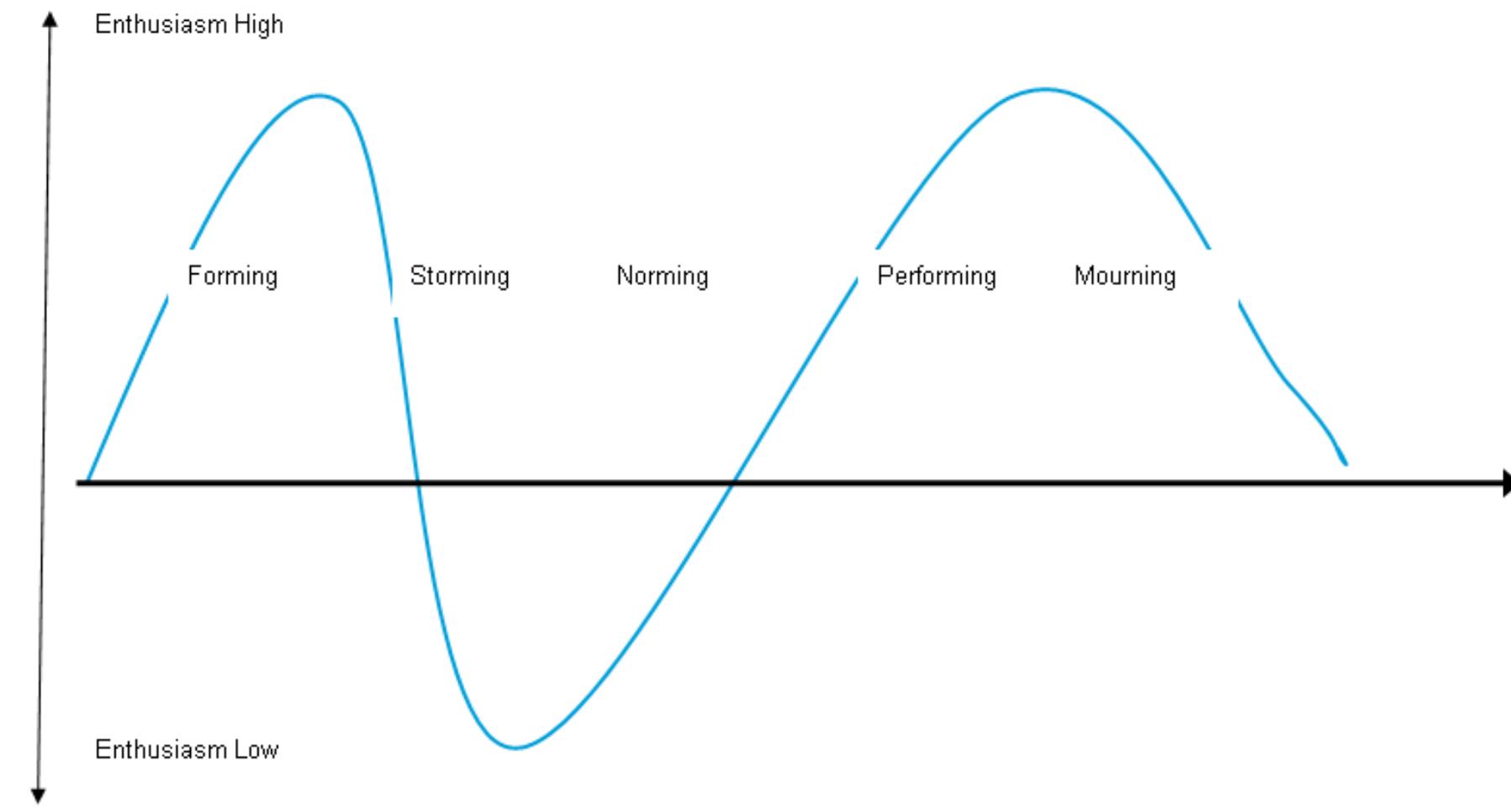
What happens during this stage?

- Members negotiate their dissolution as a group
- Attempts may be made to maintain group cohesion in another setting.

¹ Dovetail Consulting Inc. (2010). Effective Group Facilitation Resource Manual.

THE FIVE STAGES OF GROUP DEVELOPMENT²

Groups tend to develop in stages. When groups of people work together toward a common goal there is usually a distinct progression. Knowing what to look for and how to manage the challenges can have a big impact on how your group progresses. As with many things, the progress of a group isn't always neat and tidy. Sometimes groups will regress to an earlier stage if there's a major change, if a group member leaves or another is added, or for various other reasons. All of that considered here is an overview of how groups typically develop and progress.



² Dovetail Consulting Inc. (2010). Effective Group Facilitation Resource Manual.

THE FIVE STAGES OF GROUP DEVELOPMENT³

Stage	What Happens During this Stage?	Observable Behaviours
Stage 1: Forming	<ul style="list-style-type: none"> Members acknowledge the group's identity Members focus on understanding the task at hand, but often fail to clarify exactly what constitutes success In an environment of relative discomfort, members seek a leader and rely on their guidance easily 	<ul style="list-style-type: none"> Members are eager and enthusiastic Questions arise regarding why we are here, what is to be gained, what the groups purpose means to me Some members express urgency about getting on the job Appointment of a leader is readily accepted Concerns may be expressed about how the leaders will behave and how each member will fit in
Stage 2: Storming	<ul style="list-style-type: none"> Discrepancies arise between member's expectations and realities Members have not yet developed the skills to function well as a group, and may resent their dependency on a leader Negative climate may stall progress Groups move past this stage by developing collective and individual skills to define tasks and methods early 	<ul style="list-style-type: none"> Members express anger and frustration directed at the leader and/or other task at hand Members point to their own expectations that are not being fulfilled Focus on the task at hand gives way to focus on the progress used to get there
Stage 3: Norming	<ul style="list-style-type: none"> Members close the gap between expectations and reality Leaders and members reconcile differences and begin to fulfill complimentary roles Members self-esteem develops as their skills are applied with successful results Group cohesion develops Leadership role focuses on task-clarification and problem restructuring 	<ul style="list-style-type: none"> Clear roles of group members are named and acted upon Members are open to learning and trying new things in the interests of group success Leaders and members give each other encouragement and recognize successful completion of tasks Interpersonal relationships flourish
Stage 4: Performing	<ul style="list-style-type: none"> Confidence and skills develop Members cooperate effectively Progress becomes easier and more rapid Satisfaction engenders positive and emotional climate Leadership role focuses on coordination 	<ul style="list-style-type: none"> Members are more positive about the group and its work Tasks are completed efficiently A unique group culture and even language develops
Stage 5: Mourning	<ul style="list-style-type: none"> Members negotiate their dissolution as a group Attempts may be made to maintain group cohesion in another setting 	<ul style="list-style-type: none"> Sadness is expressed and feelings of loss are sometimes denied by joking and escape like behaviours Focus on task decreases, although spurts of activity may be used to overcome the sense of loss of meeting the final deadline

³ Dovetail Consulting Inc. (2010). Effective Group Facilitation Resource Manual.

ACTIVITY 4: CHALLENGES OF A WHOLE-SCHOOL APPROACH

20 minutes

Objectives

- To examine the challenges of a whole-school approach to rights respecting education
- To suggest possible solutions for the identified challenges

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Make copies of **The Challenges of a Whole-School Approach** (page 21) – one per participant
- Make copies of **Tips for Implementing a Whole-School Approach** (page 22).

Activity

1. Put up **slide 20**. Explain that the purpose of this activity is for small groups to focus on the challenges, specific to their school context, that they will likely encounter implementing the whole-school approach of Rights Respecting Schools. They could be challenges associated with educating different populations within their school, they could be challenges with getting support and buy-in from staff and parents, they could be challenges associated with resources or time, etc.
2. Organize the participants into an equal number of groups. Handout one copy of **Handout 6: The Challenges of a Whole-School Approach** to each participant.
3. Each group will have 10 minutes to list their foreseen challenges, then they will switch their paper with another group and work for 7 more minutes on devising solutions to the other group's identified challenges. Point out then that it is important to adequately describe each challenge and solution so that the points are understandable by other groups. Note that groups will only switch one copy of **Handout 6** with the other groups, but each individual can take their own notes for their own reference.
4. After groups are finished devising solutions then they return the paper to their original owners and each group can review the suggested solutions and make additions where they see fit.
5. When the activity is complete, handout one copy of **Handout 6: Tips for Implementing a Whole-School Approach** to each participant for their reference.

THE CHALLENGES OF A WHOLE-SCHOOL APPROACH

Work with your group to identify the challenges your school could experience when implementing a whole-school approach to rights respecting education. Then switch your challenges with another group and tackle the solutions to their challenges. Finally receive your list of challenges and solutions from the other group and review what they have advised. See if there is anything you would add to their ideas.

Challenges	Solutions

TIPS FOR IMPLEMENTING A WHOLE-SCHOOL APPROACH

Research has shown that cultural transformations within a school do not occur unless all stakeholders (teachers, students, administrators, parents and community members) collaborate and work towards a common goal.⁴ This is largely because children are more likely to change their attitudes and actions when educators promote a consistent message, and when this message is reinforced by practices across the institution, in the home and in the community. Moreover, when children participate in creating and directing educational improvement plans, they are more likely to take ownership of them.

The following ideas help ensure that all stakeholders are engaged in the process.

Whole-School from Day One

From the very initial stages of becoming a Rights Respecting School, representatives of all school community stakeholders need to be an active part of the process. See *Tips for Establishing the Children's Rights Team* (in the *Rights Respecting Schools: Toolkit for Canadian Schools*). Ensure the leadership team fully represents the school community.

Cultivate Opportunities for Meaningful Student Participation

Wherever possible, children should be encouraged to brainstorm, initiate and lead how the school undertakes this transformation. Not only is this approach representative of the Rights Respecting Schools ethos, but it encourages wide-spread support because children have helped envision the process and educate their peers about the initiative.

Communicate Successes Broadly

Encourage a wider level of participation by regularly communicating your successes both inside and outside the school community. Use various methods of communication (emails, posters, newsletters, announcements, newspaper articles) to keep everyone informed. Remember to appropriately acknowledge the contributions of all those who participate.

Organize Staff Support

The organization of school-wide events requires the involvement of as many staff as possible. However, teaching and administrative staff often have little extra time. Try these ideas to engage staff:

- **Involve all staff from day one:** Before committing to the Rights Respecting Schools initiative, facilitate a discussion with all staff members. Discuss your ideas and ask for their support. Listen to and address their concerns to ensure they feel ownership over what unfolds.
- **Maximize the participation you get:** Staff with many demands on their time may only put in the minimal amount of effort. If you focus on a quality experience for those who do participate, show a keen interest in incorporating their ideas, and communicate your successes well, reluctant staff may be more inclined to participate in the future. Encourage staff to contribute what they can and work from their skill set, recognizing that some will contribute more than others.
- **Take a cross-curricular approach:** Encourage teaching staff to incorporate the rights respecting lens across all disciplines. Provide resource support and ideas for how to do so. See ideas in the supplementary RRS teaching resources *Creating a Rights Respecting Classroom* for activity ideas by grade level.

⁴ NESRI, *Teachers Talk: School Culture, Safety and Human Rights* (New York: National Economic and Social Rights Initiative, 2008), 30-38.

ACTIVITY 5: RESULTS FROM THE INITIAL RIGHTS ASSESSMENT

20 minutes

Objectives

- To understand the current rights respecting capacities of the school
- To explore the gaps between what the school is doing and the Rights Respecting Schools Benchmarks.

Time

- 20 minutes

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Obtain slides or content for slides from the Children’s Rights Team to put into the **RRS Workshop 2 Presentation** on **slides 21-22** for their presentation of the results of the Initial Rights Assessment
- Make copies of the **Building Block Chart: Awareness** that was filled in during the **Meeting to Review the Results of the Initial Rights Assessment** (see the Facilitator Guide for that meeting – under ‘Step 3’ at rightsrespectingschools.ca) – one copy per participant.

Activity

1. Hand out one copy of the filled in **Building Block Chart: Awareness** per participant.
2. Invite the Children’s Rights Team to present an overview of what they found when they examined the results of the Student Focus Groups, Student Workshops and the Staff Survey during the **Meeting to Review the Results of the Initial Rights Assessment**. Encourage them to cover what the school is already doing well, so what their rights respecting capacities currently are. And what gaps exist between what the school is doing and where the RRS Benchmarks are encouraging RRS schools to move to.
3. Leave time for discussion.

Discussion

- Do you have any questions regarding the results?
- What surprised you most?
- What did you feel were the most salient findings?

Note

- You may find that the participants require more time than 20 minutes to digest the findings of the Initial Rights Assessment. Consider encouraging the staff to explore the results in more depth during a future staff meeting or lunch meeting.

ACTIVITY 7: GOOD PRACTICES FOR BUILDING AWARENESS

30 minutes

Objectives

- To understand what a whole-school approach is
- To examine the benefits of a whole-school approach to rights respecting education

Materials

- Projector, screen, computer
- **RRS Workshop 2 Presentation** – Microsoft PowerPoint® (at rightsrespectingschools.ca)
- Make copies of the **RRS Action Plan Template** (at rightsrespectingschools.ca) – 7 copies.
- Prepare copies of the good practices for each Benchmark in the **Good Practices for Building Awareness of Children’s Rights** (available at rightsrespectingschools.ca)
- Prepare copies of the **Take-Away Resource: Picturing Rights and Rights Bingo** (available at rightsrespectingschools.ca).

Activity

1. Show **slide 23** to explain that:
Today we have examined the results of the Initial Rights Assessment and have a good understanding now of our school’s current level of awareness of children’s rights and rights respecting capacities to build that awareness.

This last activity is going to give us an opportunity to look more closely at each benchmark and some good practice ideas for meeting them. We will work in small groups to determine our next steps under each benchmark and essentially begin our RRS Action Plan.

And then from there the Children’s Rights Team will finesse the ideas we develop today and put them into the RRS Action Plan Template.

When that plan is complete and has been shared with our school community we will have a roadmap to guide us towards becoming a Rights Respecting School. Each year this roadmap will look different as we focus our efforts on different aspects of the program.

2. Organize the participants into seven small groups/pairs. Handout to each group: chart paper, markers, 1 copy of the **RRS Action Plan Template**.
3. Assign each group one of the seven Awareness Benchmarks. Handout 1 or 2 copies of the pages from the **Good Practices for Building Awareness of Children’s Rights** guide that are relevant for each group’s assigned Benchmark.
4. Have the participants create a 3-column chart on their chart paper with the column headings: Strategy, Resources, Timeline. They should write the Benchmark number at the top of the page. (These are the three columns that the CRT will need to fill in on the RRS Action Plan.)

Benchmark 6: The school community recognizes special days related to human rights.

Strategy	Resources	Timeline
<i>Activities the school will undertake.</i>	<i>People resource, budget and materials needed to undertake activities.</i>	<i>Timing of year, duration of time needed to accomplish the activities.</i>

ACTIVITY 7: GOOD PRACTICES FOR BUILDING AWARENESS (CONTINUED)

Activity

5. Explain the resources that each group has been given:
 - The **RRS Action Plan Template** is for their reference, so that they can see what the Children's Rights Team will be filling in.
 - The results on the **Building Block Chart: Awareness** (handed out in Activity 6) show them where their school is currently at and any ideas that the Children's Rights Team has had about where to head.
 - The **Good Practices for Building Awareness of Children's Rights** will provide inspiration as they brainstorm.
6. Then give each group 15 minutes to explore the good practice ideas and fill in their chart with strategies to meet their assigned Benchmark.
7. After 15 minutes, have groups stand up and rotate to a different table. Then give them 7 minutes to add to the previous group's ideas.
8. Then after 7 minutes, have groups leave their tables and move about the room however they wish, to see what other groups had developed. Encourage them to add ideas to the charts as they move about.
9. The charts are collected and given to the Children's Rights Team to use when they develop the RRS Action Plan.

FINAL WRAP UP

- Use **slides 25-27** of the **RRS Workshop 2 Presentation** to explain what the take-away resources are for the workshop. Hand out copies of the **Take-Away Resource: Picturing Rights and Rights Bingo** (available at rightsrespectingschools.ca).
- Ensure that all participants who were absent from Workshop 1 fill in the **Email Contact Sheet** (page 26).
- Ensure all participants have your contact information on **slide 28** of the presentation.
- Make sure you have a couple of minutes at the end for questions or comments.
- Explain that there will be an evaluation of the effectiveness and usefulness of the RRS Workshop Series at the end of Workshop 5.

