

Children's Rights

Work, Religion, Family, Identity

Teacher's Guide





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IMPORTANT NOTICE

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Presentation of the Activity

What you need to know	In this activity, students become familiar with the <i>Convention on the Rights of the Child</i> . Then, they participate in a true or false quiz focused on certain rights. Finally, they analyze various scenarios involving rights violations and propose possible solutions.
Target audience	Secondary II students
Summary	<p>In this activity, the <i>Convention on the Rights of the Child</i> is presented to the students to raise their awareness of their rights. Several exercises will enable them to deepen their knowledge and identify rights violations. They'll observe that, despite the Convention, rights are not always respected.</p> <p>The students will analyze various scenarios. For one, they'll prepare a presentation summarizing their main reflections and the rights being violated, based on different legal documents.</p> <p>The four themes addressed in the presentation are:</p> <ul style="list-style-type: none"> • Freedom of religion of children and teenagers • Children and teenagers and work • The rights of children when parents divorce • Gender identity

Objectives	<p>Culture and Citizenship in Québec - Secondary II</p> <p>Theme (Cultural reality): Autonomy and interdependence Main concept: Autonomy Specific mandatory concept: Freedom of choice</p> <p>Theme (Cultural reality): Democracy and social order Main concept: Rights and responsibilities Specific mandatory concept: Human rights</p> <ul style="list-style-type: none"> • Competency 1: Study cultural realities <ul style="list-style-type: none"> – Establish the scope of the object of study • Competency 2: Reflect on ethical questions <ul style="list-style-type: none"> – Engage in dialogue – Identify the ethical dimensions of a situation – Examine a variety of viewpoints – Develop a viewpoint
Duration	<p>Three or four periods of 75 minutes</p>
Preparation	<ul style="list-style-type: none"> • Print one Teacher's Guide. • Familiarize yourself with the <i>Convention on the Rights of the Child</i>. • Print one Answer Key. • Print one Student Workbook per student.
Material	<ul style="list-style-type: none"> • Teacher's Guide (one for you) • Student Workbook Answer Key (one for you) • PowerPoint presentation • Student Workbook (one for each student) • <i>Convention on the Rights of the Child</i> (one for each student)

In-Class Procedure

Period and duration	Theme and activities
Period 1 (75 min.)	Communication of important concepts related to the <i>Convention on the Rights of the Child</i> and how it can be applied.
Period 2 (75 min.)	<p>Exercises:</p> <ul style="list-style-type: none"> • True or false • Scenarios and search for solutions <p>These exercises help students acquire knowledge and the capacity to identify rights that can protect them.</p> <p>The concrete scenarios enable students to develop their empathy, familiarize themselves with other cultural realities, and engage in dialogue and debate.</p>
Period 3 (75 min.) Period 4 (optional) (75 min.)	<p>Exercise – In-depth analysis of a scenario (possible summative evaluation)</p> <p>In this exercise, the students analyze a scenario, summarize it and formulate an argument. The exercise also provides an opportunity to develop writing and debating skills.</p>

Proposed calendar

We suggest you use current events to introduce this activity. Several international theme days are good opportunities to address children's rights:

- World Children's Day (November 20)
- International Day of Education (January 24)
- World Day Against Child Labour (June 12)

The activity can also be introduced using an issue in the news. For example, articles on the difficulties faced by young people in youth protection, or the impacts of armed conflicts on youth. You can also base yourself on one of the scenarios presented in these materials.

Preparation

We suggest you:

- read the materials from beginning to end so that you're completely familiar with them,
- read the *Convention on the Rights of the Child*,
- print the documents to be distributed to the students: one **Student Workbook** per student, the *Convention on the Rights of the Child*, and a **Student Workbook Answer Key**.
- Have on hand the necessary equipment for the **PowerPoint presentation**, if you're using it.

Period 1 – Introduction to Children’s Rights

Activity 1 – Activating prior knowledge

75
minutes

Begin the period by asking the students what they know about children’s rights.

If the activity is based on an international theme day, start by briefly presenting the day: its objective, how long it has existed, and then continue with the questions below.



QUESTIONS FOR THE STUDENTS

- Do you have rights as children?
- What are these rights?
- Up to what age do these rights apply?
- Do all children have the same rights?
- Are children’s rights protected?
- Do you know the title of the official document that sets out children’s rights?

Asking open-ended questions fosters greater dialogue.

Encourage the students to develop their ideas as much as possible in their answers. Encourage students to build upon the ideas of others. The goal is to draw a portrait of the group’s overall level of knowledge.

Activity 2 – The *Convention on the Rights of the Child*

Key information to convey to the students

1

Proceed with this period by passing on key information for the continuation of the activity. This information is also found on page 4 of the **Student Workbook**.

On November 20, 1989, many countries around the world adopted the *Convention on the Rights of the Child* (the “Convention”) to protect the rights and well-being of children.

The Convention, designed for children under 18 years old, defines the fundamental needs of children. Countries that signed the Convention agreed to respect the rights listed in it.

The Convention has now been adopted by almost every country, making it the most widely-accepted human rights treaty in history.

To mark the importance of the Convention, November 20 has become the official children's rights day.

2

Distribute the poster that presents the *Convention on the Rights of the Child* in child-friendly language ([poster in child-friendly language](#)). It's best to print it in 11 x 17 inch format. If electronic devices are available, the more detailed Convention can be read digitally ([Detailed Convention](#)).

3

Lead a discussion once the students have finished their quick review of the Convention. The following questions can also be found in the **Student Workbook**, on pages 4 and 5.

?

QUESTIONS FOR THE STUDENTS

1. What surprised you the most?
2. Why do you think a convention such as this is important?
3. Which articles do you think are the most important? Why?
4. Do you think these articles are respected everywhere in Quebec and around the world?
5. Do we have other laws in Quebec that protect children?

Variation

Instead of reading the entire text to the students, read certain pre-selected articles of the Convention. Lead a discussion after reading each article.

Wrapping up the period

End the period with the video included in the **PowerPoint presentation**.

Period 2 – Recognition of Children’s Rights

Exercise 1 – True or false?

75
minutes

Explain the activity, which will involve writing a hypothesis (true or false) based on statements related to children’s rights. Then, on your signal, the students will raise their hands to indicate their answers.

Read or project the statement on the board, when possible, so that the students have a visual support (See **PowerPoint presentation**).

Digital alternative

Take the online quiz. Link : <https://www.educationjuridique.ca/en/teacher/readytouse/quiz/children-rights/>

In their **Student Workbook**, the students must place a check mark beside their hypothesis and write a short explanation.

Then, on the teacher’s signal, they raise their hands to indicate their answers.

After each statement, ask a few students to explain their choices.

Provide the correct answers as you go along, using the notes in the **PowerPoint presentation**.

Ask the students to correct their answers in their **Student Workbook** and to write an explanation. You can develop the answers further by making links to the news items proposed in the sources of the **PowerPoint presentation**.

Variation

For a more interactive approach, divide the class into two groups or into small teams and present this activity as a quiz in which the teams compete. Allow the teams a minute or two to discuss and come up with a collective answer. Add up the points and keep time, or delegate this task to one of the students.

Exercise 2 – Which rights are violated in this scenario?

Ask the students to form teams of two or three.

Explain the exercise to the students: for each scenario, identify in writing the children’s right or rights that are being violated and suggest one or more solutions to ensure they’re respected.

Once most of the students have completed the activity, review it as a class and ask the students to share their answers. In many scenarios, there are several possible answers depending on the students’ reflections.

Periods 3 and 4 – Presentation of a Scenario and Analysis

Exercise 3 – In-depth analysis of a scenario

1 or 2
periods
of 75
minutes

Briefly present the themes of the scenarios to the students:

- Gender identity, scenario 1, **Student Workbook**, p. 16
- Freedom of religion of children and teenagers, scenario 2, **Student Workbook**, p. 19.
- The rights of children when parents divorce, scenario 3, **Student Workbook**, p. 22.
- Children and teenagers and work, scenario 4, **Student Workbook**, p. 25.

Present the scenarios to the students using the **Student Workbook**.

Form teams of about four students and assign each team a scenario, ideally based on their interests.

Each team must analyze their scenario. They must then respond to different points for consideration and justify their responses based on rights being violated under the *Convention on the Rights of the Child* and/or other legal documents (*Charter of Human Rights and Freedoms, Civil Code of Québec, Act respecting labour standards, etc.*).

Finally, each team prepares a presentation that will include a summary of the scenario, their main reflections, and the rights being violated based on the legal documents. Since many teams will be working on the same scenario, the teams must decide how to share the presentation.

During the presentations, the students answer the questions on each scenario in their **Student Workbook**.

The legal information related to each scenario is presented in the **Student Workbook Answer Key**.

Variation #1

Instead of a presentation, the students could design a poster summarizing their analysis of the scenario.

Variation #2

The students could write a persuasive essay of about 250 words justifying and summarizing their analysis of the scenario.

Your Opinion

To better support you and create tools adapted to your needs, we want to hear about your experience and opinions.

Take this short survey by scanning the the QR code or by clicking on the link.

It will take you less than 5 minutes.

Thank you for your participation!



[Link to the survey](#)

Other Tools for You!

Did you like this tool? We have more! Here's a list of the workshops and teaching guides we offer to help you teach key legal concepts.

You'll surely find what you're looking for!

Workshops Given by Legal Experts

Our workshops are free, interactive, and introduce participants to the justice system. They are led by volunteer legal professionals. The goal of these workshops is to help young people develop legal skills. They offer knowledge and tools that are practical and useful in students' daily lives.

Now it's your turn! All that's left is to [register](#) to your account and request the workshop you're interested in!

- [READY, SET, INVEST!](#)

Students step into the shoes of an investor to reflect on legal and ethical business practices before making investment decisions.

- [WORKING: NOT AT ALL COSTS!](#)

Students become aware of harassment in the workplace through a quiz and scenarios. They also learn about possible remedies and resources they can turn to if they experience or witness harassment.

- **BEAT THE BUZZER!**

In this game, teams square off to answer questions about legal issues in the lives of 12-to-17-year-olds.

- **BULLYING: WHAT'S YOUR OPINION?**

Students learn about the legal aspects of bullying such as criminal law, sharing of intimate images, the right to control images of themselves and possible recourses. Students then take a position on these issues.

- **THE SMALL CLAIMS COURT IS IN SESSION!**

Students stage a mock civil trial between a consumer and a business. They discover the various players involved and experience what a trial is like in this court.

- **THE LAW: IT'S NOT LIKE IN THE MOVIES!**

By staging a mock criminal trial, students discover the roles of various players in the Quebec justice system, the different steps in a trial and basic criminal law concepts.

- **THE RULES OF THE GAME!**

In this game show activity, students debate legal issues affecting the lives of young adults: work, housing, consumer rights, the criminal justice system, and more.

- **OUR CONFLICT, OUR SOLUTION!**

Conflicts don't always end up in court with lawyers battling it out! In this scenario, groups of high school students who have a disagreement arrive at a win-win solution. This activity introduces students to mediation as an alternative method to prevent and resolve disputes.

- **PICK YOUR SIDE!**

Students take a position on issues that stimulate debate. They learn that the concept of justice evolves constantly and is shaped by the clash of ideas and changing societal values. Students then discuss why they chose one side over the other. The volunteer legal professional presents relevant legal information and encourages students to reflect on the issues raised.

Our Teaching Guides: Ready-To-Use Resources

Our teaching guides can be used in a range of grades. They are of various lengths and activity types. Turnkey, they can be led by the teacher and are specifically adapted to secondary school students.

Make your choice and download them free of charge.

Secondary – Cycle 1

- [ARE YOU OLD ENOUGH?](#)

Students learn which responsibilities and freedoms the law gives them according to their age.

- [THE INTERNET AND THE LAW](#)

This activity provides an overview of prohibited online activities and recommends solutions if a child is being harassed online.

- [THE CRIMINAL LEGAL SYSTEM FOR TEENAGERS](#)

This activity explains how the criminal legal system often treats teenagers differently than adults.

Secondary – Cycle 2

- [BIOETHICS: SAVIOUR BABIES](#)

This activity involves a class debate on two hot topics in biotechnology: the selection of human embryos and the use of a baby's tissues or organs to cure another person. Students then draft a bill on these topics.

- [DISCRIMINATION AT SCHOOL?](#)

This teaching tool lets students explore the themes of justice, tolerance and the accommodation of differences.

- [INSIDE THE COURTROOM: THE KEY PLAYERS AND STEPS OF A CRIMINAL TRIAL](#)

This activity explains the roles of people who play a part in a criminal trial, and the steps in the process.

- [INTELLECTUAL PROPERTY](#)

Clear explanations about trademarks, copyrights, patents, and more!

- [LEGAL CAREERS](#)

This activity introduces students to a variety of jobs that involve the law.

- [A RIGHT TO PRIVACY](#)

This teaching tool gets students thinking about why privacy rights are protected. Activities include discussion questions and a writing exercise.

- [LEGAL CAREERS IN THE INDIGENOUS CONTEXT](#)

In this activity, students learn about the variety of law-related jobs. It was designed with the realities of Indigenous people in mind.

- [DON'T FIGHT, MEDIATE!](#)

Students are asked to take on specific roles in a simulated mediation session to resolve a conflict between two teens and their families.

- [UNDER THE SPOTLIGHT: WITNESS EXAMINATION AND CROSS EXAMINATION](#)

Students learn the basics of the criminal justice system, the steps involved in questioning witnesses and the role of each player in a criminal trial. Students then take part in a mock trial with the help of a script. This activity appeals to students' sense of justice. They will role-play, analyze a situation, take a position and formulate questions to get to the truth.

CCQ: Resources for Teachers

[TRAINING 101: CULTURE AND CITIZENSHIP IN QUEBEC, THE LEGAL CONCEPTS](#)

Follow our training session, which covers the legal concepts found in the new CCQ course, improve your understanding of general legal concepts, and increase your confidence to teach them!

[TRAINING LEGAL CONCEPTS IN THE CCQ PROGRAM: SECONDARY SCHOOL LEVEL](#)

Listen to this hands-on training session. You'll get an overview of all the tools available to you. This will help you use them more easily and find all the resources you need.

Videos: Legal Education

You can use these videos and tutorials when discussing legal concepts with your students:

- [LE DROIT EN CLASSE : AGIR EN LIGNE](#) (Being online, French with English subtitles)
- [LE DROIT EN CLASSE : PROCÈS SIMULÉ](#) (Mock criminal trial, French with English subtitles)
- [LE DROIT EN CLASSE : LE CONSENTEMENT](#) (Sexual consent, French with English subtitles)

Order a Poster

These materials are great tools to reinforce the learning done in class. All that's left is to order them and display them:

<https://educaloi.gc.ca/en/order-educalois-products/>

- [AGE OF CONSENT TO SEXUAL ACTIVITIES](#)
- [CYBERBULLYING ... IT CAN BE A CRIME!](#)
- [WORKING: NOT AT ALL COSTS!](#)

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