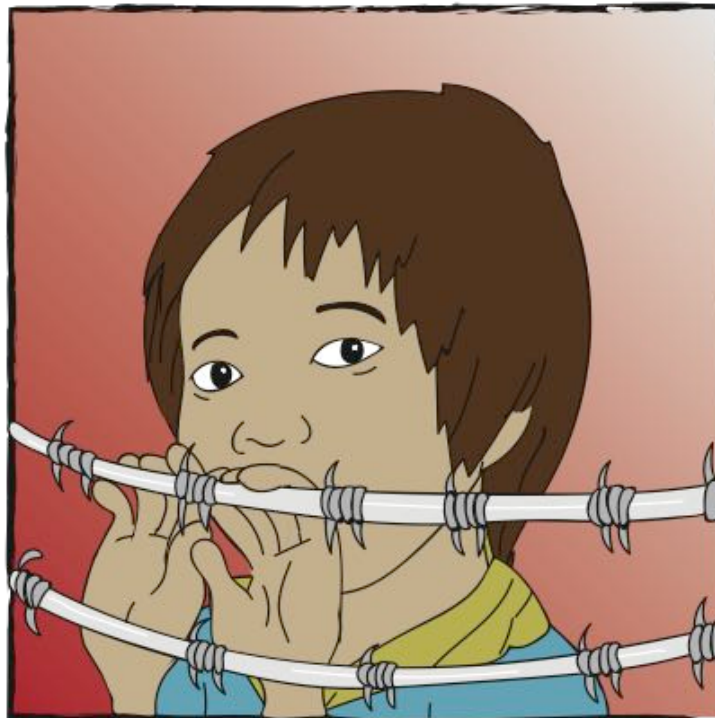




CHILDREN'S RIGHTS CHAT PACK



Aim: Activate prior knowledge; develop connections; extend ideas: Chat packs are designed to be a pressure free opportunity for students to develop speaking, listening and recording skills while sharing their current ideas and knowledge of a given topic

Subject links: Writing and Presenting; Speaking and listening

Included in the resource:

- Explanation of chat packs
- Example cards
- Key to the thinking keys- Based on Tony Ryan's' Keys
- 3 critical thinking cards
- 5 creative thinking cards
- 7 critical and creative thinking combination cards

Teaching resources that move *Beyond Conventional Wisdom*.

Our resources are designed to support student choice, voice and agency. The resources are ideal for all teaching styles, but particularly suited to inquiry (constructivist) teaching.

Our aim is to move beyond conventional teaching tools, consultancy and training by creating tailored resources, strategies and training opportunities that enable teachers to implement supportive, differentiated, challenging and innovative learning experiences.

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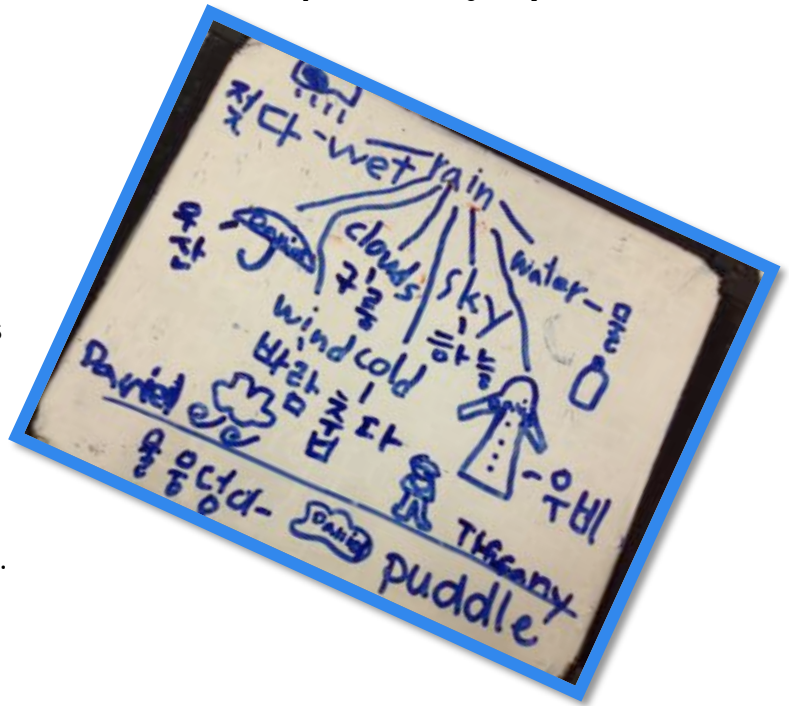
Some big ideas to consider when teaching a unit on RIGHTS and EQUITY

- Human or Children's Rights are ideas and beliefs constructed with the aim of helping people to live fulfilling and safe lives
- Rights need to be enforced or acted on by those in power to ensure all have access to them
- Equitable choices and opportunities are needed to meet a variety of needs
- A variety of circumstances will impact on a person's ability and opportunity to access rights that will enable them to live safely and healthily
- Social action needs to be informed by the needs and hopes of those most affected by the action
- Social responsibility requires that people and organisations make choices informed by the voice of those most in need with the least power
- Rights are often connected to the needs people have in order to live a safe, meaningful and healthy life
- People have different points of view about what is a need and what is a want
- People make different choices to meet their needs and wants
- Needs are items, services or actions that living things must have to live
- Wants are items, services or actions people would like to have but can live without

<p>I</p> 	<p>Interest <u>Choice and Voice:</u> <i>Supporting agency and choice in the learning process.</i></p>	<p>Learners will be actively involved in the decision making process by...</p> <ul style="list-style-type: none"> • Participating in a variety of collaborative experiences where a range of recording techniques and strategies are used. • Problem solving in open-ended tasks so they can work at own level of competency. • Engaging in meaningful or relevant communication experiences. • Exploring language and play with words to increase knowledge of words. • Having an active say in the group formation and process of the task
<p>A</p> 	<p>Attitude <u>Relationships:</u> <i>The relationship learners have with beliefs, ideas or perspectives of being a learner.</i></p>	<p>Learners will have the opportunity to explore WHO they are as learners by...</p> <ul style="list-style-type: none"> • Be being encouraged to take risks when discussing and recording ideas in different forms • Experimenting with a variety of communication techniques. • Participating in supportive environments and language learning communities that encourages risk taking and reflection. • Valuing of all languages (modes and forms) used in the communication process.
<p>S</p> 	<p>Skills <u>Processes and strategies:</u> <i>Skills and strategies that support learners to engage in the learning process.</i></p>	<p>Learners will know HOW to...</p> <ul style="list-style-type: none"> • Uses bilingual tools and strategies to comprehend new words and vocabulary. • Investigates and identifies strategies and process that will help improve fluency and comprehension during collaborative discussions. • Engage in discussions with others that are balanced and reciprocal. • Choose effective recording techniques as evidence of spoken and collaboratively generated ideas
<p>K</p> 	<p>Knowledge <u>Knowledge and facts:</u> <i>Details, facts and knowledge about a topic or process.</i></p>	<p>Learners will KNOW ...</p> <ul style="list-style-type: none"> • There are lots of different ways of recording ideas shared in a discussion. • How to share critical and creative thinking ideas about a given topic. • What the process for participating in collaborative discussions is. • The specific terminology is connected to a given topic and that it must be used to ensure others comprehend what is being shared.
<p>U</p> 	<p>Understanding <u>Concepts and enduring understandings:</u> <i>Supporting learners' meaning making and enabling learning to become portable in problem solving situations.</i></p>	<p>Learners will be develop an UNDERSTANDING about...</p> <ul style="list-style-type: none"> • That there are many different ways of sharing a message or an idea. • People write to express or share ideas and make sense of the world. • Spoken communication is be recorded and is a tool for making sense of the world.

Using chat packs to develop an inquiry.

An example of two students using primary language to record ideas during chat pack time. These words were then later used in an ELS class as a translation inquiry. The students' primary language and prior knowledge were valued and uncovered a rich knowledge that could be shared in the class inquiry.



Chat packs are designed to be a pressure free opportunity for students to develop speaking, listening and recording skills while sharing their current ideas and knowledge of a given topic. It is a great opportunity for teachers to bear witness to what can happen when creative and critical thinking are allowed to evolve as students initiate conversations in styles and groupings of their choice.

Before starting chat pack conversations, provide an opportunity for learners to decide on the groupings they think would work best for collaboratively discussing a topic.

- Would they like to work in common language groups?
- Groupings based on friendships?
- Groupings based on thinking styles?
- Groupings based common interests?
- Groupings based on a balance of skills each can contribute to a team (i.e. a confident speaker, a good note taker, a creative thinker or problem solver, etc.)
- Random selection groupings?

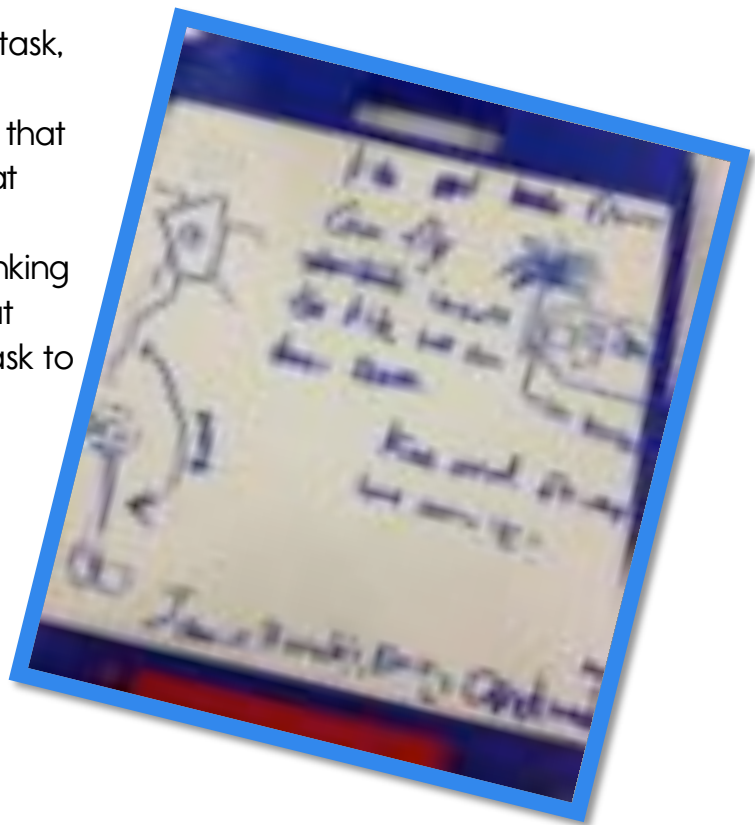
Using chat packs to develop an inquiry

As groups discuss ideas connected to the cards, they should also be experimenting with different recording strategies.

- Make sure lots of recording tools and graphic organisers are easily accessible for students to record ideas.
- While the learners are discussing ideas, the teacher can use this opportunity to gather and record topic specific terminology/vocabulary being shared by students. This can then be used to enrich word study or spelling tasks. In doing this teachers are making visible to the learners that they value the prior knowledge and ideas being brought forward.
- New, interesting and important vocabulary and ideas can be explored and developed using word web resources.

[For full details on using chat packs as an inquiry strategy please see the strategy document for Chat Packs on the BeConWiz site.](#)

The group that worked on this task, based their group on working strengths. They formed a team that had learners who were good at organizing, confident bilingual recorder, skilled at creative thinking and a learner who was good at checking on the focus of the task to keep things on track.

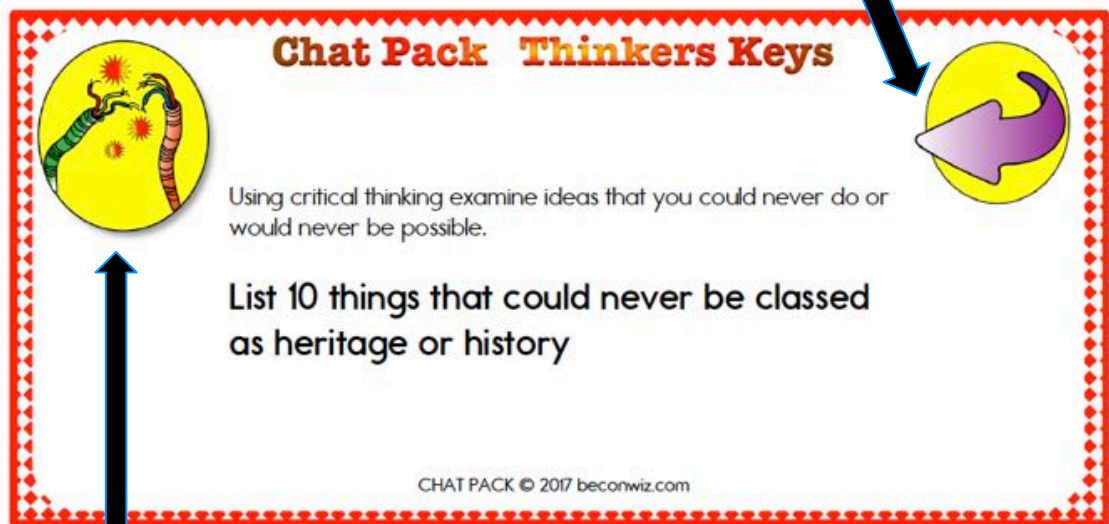


About the chat pack cards




Symbol for
creative thinking

Symbol for the
thinking key



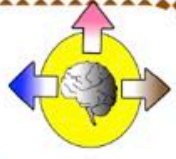
Symbol for critical
thinking



Chat Pack Thinkers Keys

Mix creative and critical thinking to look for variations on an idea.

How many ways could people discover the different aspects of a culture that show the beliefs that are part of the groups heritage?



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Symbol for creative and critical thinking combined

Symbol for the thinking key



Chat Pack Thinkers Keys





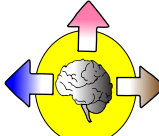



What if there was no way to find out about the past?





















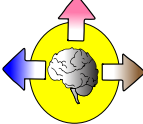






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Symbol for type of thinking required

The green cards have simplified English text. These cards are designed to be used by students who have a basic grasp on English. They are not designed for students who are just learning English.

Thinker Key	Symbol	Thinking
Reverse Key		Thinking in the opposite direction: Cannot, never and not
What If		Explore, build or generate new ideas
Problems and possibilities		Listing the good and bad points
Alphabet		A way of sorting and building ideas using the alphabet as a list
Variation		"How many ways can you...?" Expand your thinking
B.A.R		Make something new by Make 1 part Bigger Add 1 new thing Replace 1 thing
Prediction		What might happen?
Inventions		What could you make or design?

Thinker Key	Symbol	Thinking
Commonality		Building ideas by thinking creatively and critically
Brainstorming		Developing and growing ideas
Forced relationship		Solving a problem using a set of strange objects.
Alternative		Think of new ways of doing things
Brick wall		Looking for other choices, being open to looking for new possibilities.
Features and attributes		Identify the features or attributes OR Think about what things could be sorted or grouped or classified
Make a formula		Create a recipe or formula showing what is need to create a object, event or thing

Symbol	Thinking	Routines
	<p>Critical thinking</p> <p>You're looking for connections and using knowledge</p> <p>Exploring and showing the purpose of things...</p> <p>Comparing and contrasting ideas.</p>	  
	<p>Creative thinking</p> <p>Your thinking is big and adventurous.</p> <p>You're discovering something new. Finding other ways to solve a problem. Taking chances.</p>	    
	<p>Critical and creative thinking</p> <p>You're wondering, problem finding, and investigating.</p> <p>Asking questions. Finding challenges. Finding clues.</p>	      



Chat Pack Thinkers Keys



Use creative thinking to explore “what if” ideas about rights and choices

What if children no longer had rights?

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Chat Pack Thinkers Keys



If you had to use creative thinking ideas about rights and equity to design something new what might be possible...

Design portable shelters that could be used to provide safety and comfort for families who are not able to live in their hometown anymore

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Chat Pack Thinkers Keys



What might happen if you used your ideas about rights and equity to think creatively?

Improve the design of a school by

- Adding one new part
- Making one part bigger
- Replacing one part with something new.

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Chat Pack Thinkers Keys



Imagine you had to use these items to create something connected to rights and equity

Problem: You need to develop a space that protects people privacy using

- A flag
- Sticky tape
- Straws
- Newspaper

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Chat Pack Thinkers Keys



What are some alternative or different ways of thinking about rights and equity?

Work out 3 ways to help children express their identity without them talking, moving or writing.

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Chat Pack Thinkers Keys



Using critical thinking examine ideas that you could never do or would never be possible.

List 10 circumstances that might impact on how a child can access their rights

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Chat Pack Thinkers Keys



Use critical thinking about rights, equity and circumstances. Look at the positives and negatives about connected to these ideas.

List all of the possibilities and problems that having a set of rights for children causes.

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Chat Pack Thinkers Keys



Create an alphabet of ideas about action, rights, equity and circumstances

Make an alphabet that shares ideas about rights, action, equity and circumstances.

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Chat Pack Thinkers Keys



Mix creative and critical thinking about action, rights, equity and circumstances to look for connections between ideas or concepts.

What do a child and a country have in common?

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Chat Pack Thinkers Keys



Mix creative and critical thinking to look for variations on an idea.

How many ways could people who already have a lot of power or access to rights take action to respectfully support others?

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Chat Pack Thinkers Keys



Mix creative and critical thinking to brainstorm as many ideas as possible about action, rights, equity and circumstances

Brainstorm as many ideas as you can about the different ways people can make the choices for children more equitable

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Chat Pack Thinkers Keys



Mix creative and critical thinking to form a prediction about action, rights, equity and circumstances

What do you think anthropologists will discover about the way different children were treated in 100 years time? What could change these discoveries?

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Chat Pack Thinkers Keys



Mix creative and critical thinking to look for alternative views or ideas about action, rights, equity and circumstances

“All children have rights and responsibilities they just need to act on them”

- What are some other perspectives people might hold?
- What are some different ways of thinking about this?
- What are some of the ideas in this statement that are or are not fair?
- What details or realities disappear in this statement?

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Chat Pack Thinkers Keys



Think about the attributes and features of action, rights, equity and circumstances

How could you sort, group and classify the different rights children have?

How could people use these ideas to take action?

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Chat Pack Thinkers Keys



Use creative and critical thinking to create a formula for action, rights, equity and circumstances

Pretend you have to make all the people in the world who have privilege (*more opportunity to access rights*) change the circumstances that stop others from accessing the same choices they have. What plan would you put into action?

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Chat Pack Thinkers Keys

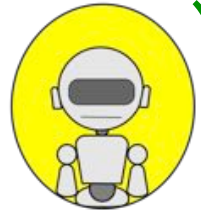


What if there were no rules to help look after children?

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Chat Pack Thinkers Keys



Make a house that people can carry with them to keep them safe and warm.

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Chat Pack Thinkers Keys



What might happen if you used your ideas about the opportunities that help children learn to think about new possibilities?

Change a school by

- Adding one new part
- Making one part bigger
- Replacing one part with something new.

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Chat Pack Thinkers Keys



How could you make a safe place using

- A flag
- Sticky tape
- Straws
- Newspaper

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Chat Pack Thinkers Keys



What are some different ways to help children feel safe and cared for?

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Chat Pack Thinkers Keys



What things could not change how safe a child feels?

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Chat Pack Thinkers Keys



List all the good and bad things about children's' rights

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Chat Pack Thinkers Keys



Make an alphabet about being fair

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Chat Pack Thinkers Keys



What is the same about home and school?

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Chat Pack Thinkers Keys



How many different ways can you think of to help other people who are not safe?

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Chat Pack Thinkers Keys



List all the things you think, feel or know about being a child in different parts of the world

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Chat Pack Thinkers Keys



What will families know about how to care for children 100 years from now?

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Chat Pack Thinkers Keys



“All children are equal and get the same things all over the world”

What does this statement have you thinking about?

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Chat Pack Thinkers Keys

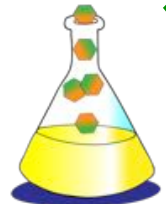


How could you sort or group the rights children have?

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Chat Pack Thinkers Keys



What would you need to make the word a safer place for children?

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