



Lesson 9
Get Started - Finding an Issue of Interest

Searching for your Spark Using Data-Based Research

Objectives

After this lesson, students will be able to:

- Ask questions based on the KidsRights Index (data).
- Become motivated by research.
- Draw conclusions from data.
- Ask questions based on a KidsRights Index report.
- Draw conclusions based on data.

Overview/Purpose:

To use data as a point of information in understanding children's rights around the globe.

Guiding Questions:

- What is the KidsRights Index and why was it created?
- What can I learn from the KidsRights Index?
- After examining the data in the index, what are my observations? What stands out as interesting or unusual? What questions do I have?
- How can I interpret the data?

Recommended Time:

This is a double lesson and may take up to four class periods to complete.

This lesson provides students with an experience of becoming motivated by the analysis of data, such as that reported in the KidsRights Index, an annually updated global index that ranks how countries adhere to and are equipped to improve children's rights. The KidsRights Index includes a ranking for all the UN member states that have ratified the UN Convention on the Rights of the Child, and for which sufficient data is available: a total of 163 countries in 2016. The index consists of 5 domains, including: Right to Life, Right to Health, Right to Education, Right to Protection, Enabling Environment for Children's Rights. [Visit here for more information.](#)

Common Core State Standards:

[CCSS.ELA-LITERACY.CCRA.R.1](#)

[CCSS.ELA-LITERACY.CCRA.R.7](#)



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Materials:

- [KidsRights Index](#) interactive map and rankings
- PDF of Overall Index Rankings
- [KidsRights Index Report](#)
- What? So What? Now What? Handout

Lesson Design:

- Introduce students to the KidsRights Index via the [infographic](#).
- Ask students to turn and talk with a partner following the [See Think Wonder](#) routine.
- Share with students the history and the context for the KidsRights Index.
- Explain to students that you will be exploring one of the five domains, Right to Life, together. Guide students through the process of a whole class [See Think Wonder](#) routine about that domain. Possible responses include:
 - I see...a lot of purple, particularly in North and South America and Europe, the Russian Federation, China and Australia.
 - I see...a large cluster of lower ranked countries (red, orange and yellow) in Africa.
 - I think...it must be difficult to live in parts of the world that rank low on the index.
 - I wonder...what is the relationship between access to healthcare and the rankings for this domain?
 - I wonder...what other factors might have an impact on infant and maternal mortality?
- In small groups, invite students to select one of the other four domains (*Right to Health, Right to Education, Right to Protection, Enabling Environment for Children's Rights*) they are most interested in exploring.
- To promote meaningful discussion and to generate initial inquiry questions about the index, have students complete one of these activities in small groups as they read on the [interactive map](#):
 - [See, Think, Wonder](#)
 - [Think, Puzzle, Explore](#)
 - [Data Driven Dialogue](#)
- Regroup as a class to share highlights from group discussions.



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- Record points and questions for the following lesson and for future reference.
- Remind students about the KidsRights Index presented in Lesson 5 by reviewing the [infographic](#) and reviewing points and questions collected from the previous lesson.
- Hand out the full [KidsRights Index Report](#) to students. Depending on the readiness of your students, you may consider annotating the report for them to access the content in a way that suits their needs.
- Read the first section of the report aloud, modeling how you would respond to the text with questions and thoughts. For example, while reading the first paragraph, you might say or note the following:
 - How do they judge how “well equipped” countries are? What does it mean for a country to be “well-equipped”?
 - It is interesting that KidsRights is using research from a University of economics - I imagine a country’s economy has an impact on the rights of the children who live there.
 - I never realized there was an International Institute of Social Studies.
 - How many countries and which ones lack sufficient data?
 - Why is the United States of America the only country that has not ratified the Convention on the Rights of the Child?
- Instruct students to continue reading, marking up their copies of the text with questions, comments, and clarifications.
- After reading the text, have students complete the What? So What? Now What? Handout, in order to identify at least two topics they want to learn more about:
 - What? – What did you learn?
 - So what? – Reflect upon your learning. How is it relevant or why is it important?
 - Now what? – What has this sparked within you? What do you want to learn more about?