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| **Title:** | **Children's Rights Education- Empowering Children (AFTERNOON)** |
| Target Audience: | K-12 |
| Presenter Biography: | **Lesley Friedmann** graduated with an Education undergraduate degree from the University of Victoria and thereafter stayed home to raise her four children. Simultaneously, she enjoyed creating art in her home studio and garden. Recently, Lesley trained in Montessori Methods for the Elementary Classroom and she enjoys the on-call teaching position at [Maria Montessori Academy](http://www.montessori.bc.ca/) in Victoria, Canada. She has recently returned to the world of academia to pursue a graduate Masters degree in Social, Cultural, and Foundational studies in the department of Curriculum and Instruction at the University of Victoria. Her thesis topic is to examine BC’s current education policy and curricula to determine the degree to which it complies with international human rights law obligations contained within the human rights treaties that Canada has ratified. A passion for children's rights, justice, and a dream of global peace inspired Lesley to create the children's rights education curriculum. A deep desire to impart our children with a tool-set to make this world a better place continues to drive its development.  |
| Workshop Summary:  | In an increasingly globalized and interdependent world, it is important to ensure that the next generation is well versed in critical topics such as sustainable development, fundamental human rights and dignity, social justice, and peace building. Children’s rights education offers a viable platform to accomplish this by developing each child’s capacity to become a peacemaker. It values their contribution to the positive shaping of our world. By educating children about their rights as outlined in the UN Convention on the Rights of the Child, they are empowered to collaborate with other children and question the root causes of social injustice in their pursuit of peace. Children’s rights education is based on Montessori pedagogical methods combined with Drs Covell and Howe’s research findings following the *Rights, Respect, and Responsibility Initiative* in Hampshire County, UK between the years 2004 – 2011. It is an integrated curriculum for children in grades K-12 that is designed to provide comprehensive information about the rights afforded to the individual, as well as the values that underpin these rights, and the mechanisms for their protection.  |

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| **Title:** | **Creating Historical Empathy (MORNING)** |
| Target Audience: | Gr 9-12 |
| Presenter Biography: | **Adrian French** grew up in Metchosin, B.C. After graduating from Spectrum Community School in 1983, Adrian moved to Los Angeles and completed an apprenticeship in tile setting. In 1992 Adrian began studying Kinesiology at The University of British Columbia. Graduating with majors in Human Kinetics and Geography, and completing a Bachelors of Education, Adrian was hired by the Victoria School district in 1998 as a Teacher-on-Call and promptly began work at Mount Douglas Secondary teaching senior Social Studies, History, and Physical Education. After a short stint teaching International Baccalaureate Geography at Glenlyon Norfolk School in Fairfield, Adrian returned to Mount Douglas to coordinate The Challenge program for gifted and talented learners. In 2008 Adrian complete his Master thesis focusing on project based learning in Social Studies. |
| Workshop Summary:  | Using examples from a grades 9, 10 &11 Socials Studies the presentation will explore the use of cross-curricular studies in Canadian History, Literature, and Art . The infusion of sustained project-based learning, anchored in an authentic learning environment, maximizes the creative potential of high school humanities students. Strategies to help teachers attend to the challenge of the differentiated classroom will be discussed. Student samples of poetry, literary reviews, historical research and aboriginal art will highlight the presentation.  |