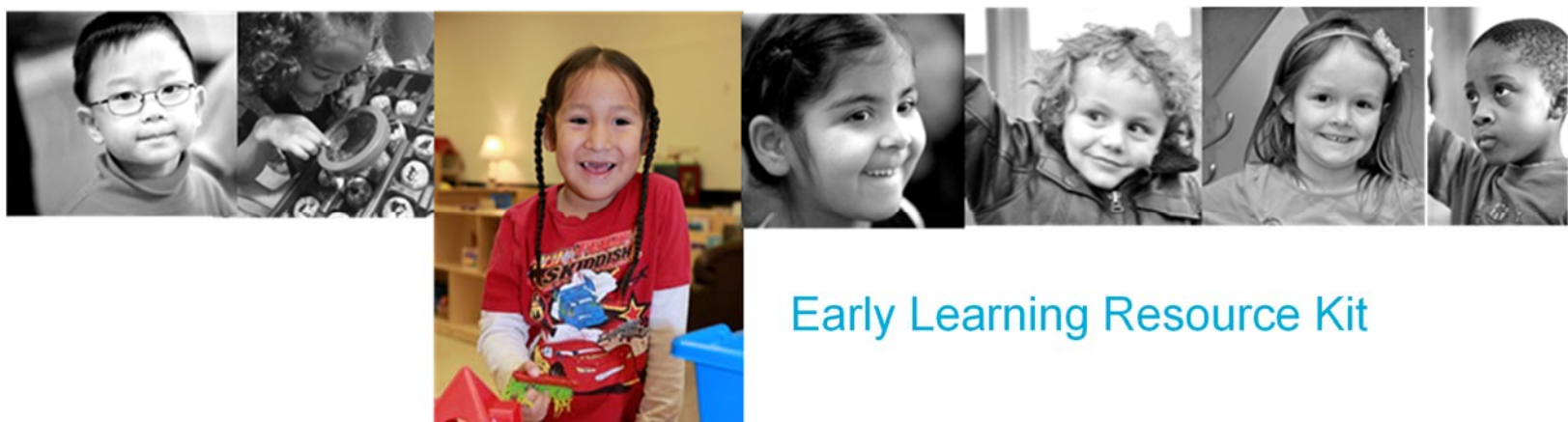


National Child Day | November 20, 2017



Early Learning Resource Kit



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Purpose

The purpose of this resource kit is to introduce early learning educators to National Child Day, the current theme of 'A Child's Right to Be Safe' and provide a sampling of suggested ideas to bring this day to life.

Overview

National Child Day is celebrated annually on November 20th and is specially designated to mark two historic events: Canada's signing of the United Nations [Conventions on the Rights of the Child](#) (UNCRC) and the adoption of the convention. The UNCRC sets out these rights in 54 articles.

Awareness and Children's Rights

Celebrating National Child Day raises awareness of the rights of children in Alberta and specifically those who experience social marginalization within our province. These rights can be categorized into three main areas: *protection, provision and participation*.

- Children have less power in society. They are more often left disempowered in a country where rights awareness is low.
- Many children in Alberta and Canada live in poverty. Our "rights report card" indicates there is in need for improvement, especially compared to other countries that have signed the UNCRC and have fewer resources.
- Poverty is the condition of a human being who is deprived of the resources, means, choices and power necessary to acquire and maintain self-sufficiency and participate in society. Awareness and advocacy play key roles in overcoming poverty.
- Canada also has poor child rights performance when it comes to child life satisfaction, bullying, healthy body weights and peer and family relationships.

Where can I learn more about the UN Rights of the Child?

- <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf> | UN Rights of the Child poster
- <http://www.phac-aspc.gc.ca/ncd-jne/index-eng.php> | Public Health Agency of Canada: National Child Day
- <http://www.phac-aspc.gc.ca/ncd-jne/guide-acti-eng.php> | Public Health Agency of Canada: Activity Kit

Theme | A Child's Right to Be Safe

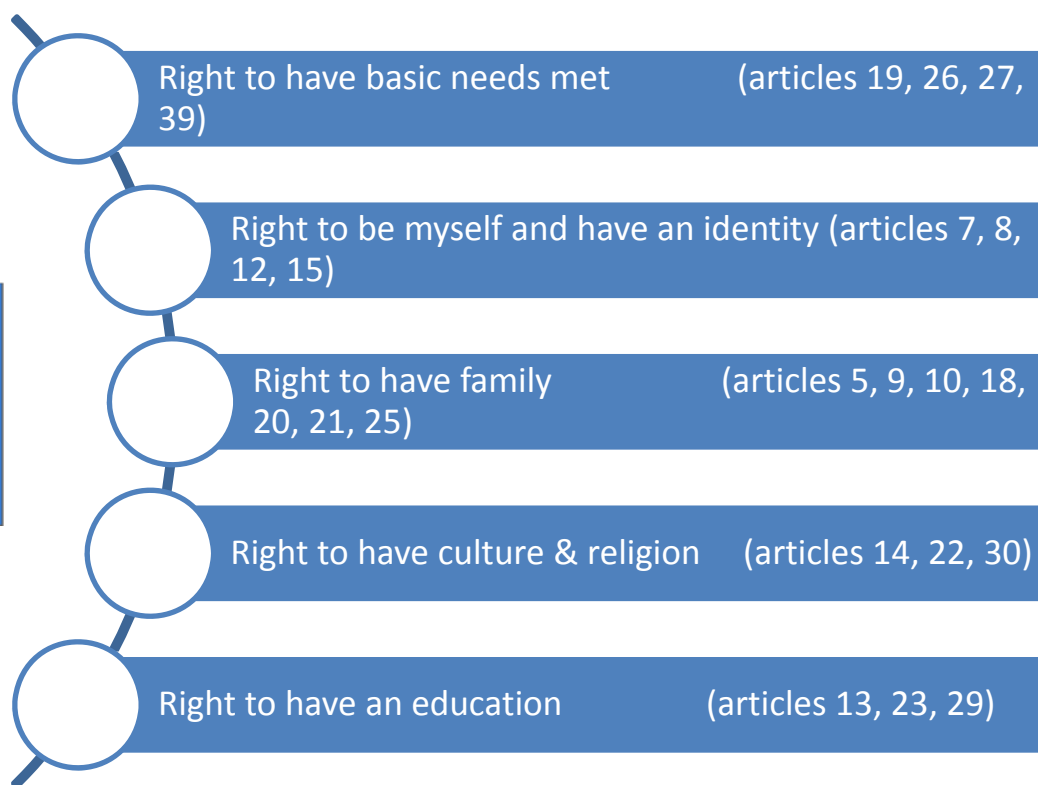
When children experience safe, stable, and nurturing relationships, they develop the strength necessary to cope with significant stressors or challenges. When they are placed in unsafe environments that do not uphold these rights, children are at risk for toxic stress, hindered brain development, and negative physical and mental health outcomes later in life.

At the core of respecting a child's right to safety is their voice being heard, believed, and valued in their community. Whether children and youth are at school, at home, on a sports team, with friends, or online, fostering a safe community involves creating positive relationships with caring peers and adults. We respect a child's right to safety by:

- being approachable;
- listening to, and believing their concerns, and
- advocating for safe spaces for them to learn, grow and play.

UN Rights of the Child

Connections between the Articles of the UN Rights of the Child and the theme of Safety:



National Child Day Planning Ideas

What follows is a tiered set of activities and resources to get your class or centre involved with National Child Day, from fast and easy to more sophisticated. Feel free to alter, extend and create your own tasks that connect students with curriculum and deeper understandings about the **UN Rights of the Child** and the theme of *A Child's Right to Be Safe*.

See it!

- Read the [Convention on the Rights of the Child](#) ([child friendly language version](#) also available) and distribute within your organization
- Post the NCD verbiage on your website
- Add an article around NCD to your parent newsletter
- Post pictures of your centre in **blue** and hashtag it
- Share your thoughts on National Child Day on Health Canada's website at http://www.hc-sc.gc.ca/hppb/english/e_splash.html.
- Introduce your child to your place of work
- Send a card to a child in honour of the day

Wear it!

- Have your centre wear **blue** to recognize National Child Day
- Wear a NCD ribbon or bracelet - take a picture wearing the ribbon or bracelet and post it online with hashtag #YYCNCD #YourOrganization/ #YYCNCD #YourOrganization/school/ #YYCNCD #Yourschool

Sing it!

Share a Song!

Music is a wonderful way for us to bond together – even when we can't all hear it or make it – we can share rhythms, movements and vibrations! It is a powerful tool for communication and social skills and it's also just a lot of fun! Learn a song about safety and share it with your class. Suggested songs:

- Water Safety Video- <https://www.youtube.com/watch?v=z0v7Ref9CIE>
- Song Library: Safety Songs- <http://www.songsforteaching.com/safetysongs.htm>
- Rhymes: Safety- <http://roadsafety.transport.nsw.gov.au/stayingsafe/children/songsrhymes.html>

Or try making one together! Teach a tune then substitute your own words.

Discuss it!

- Discuss the *UN Convention on the Rights of the Child*. How do we experience these rights in Canada? How can we as Canadians further support the Rights of a Child within Canada and outside of Canada? Ideas? Actions?
- Make a list of improvements you would like to see for children and youth living in your community. You could begin by identifying factors in the community that could improve the health and well-being of children and youth. Discuss ways that institutions, organizations and youth themselves can address these factors.
- Explore ways to make your neighbourhood a safer place for children.
- Share a book or story about being safe.

Make it!

- Send a package of toys, clothes or books to children in need.
- Make a safe space in your classroom or home; have the children help to create it; ask what they need to help them feel safe, and discuss how the space will be used and what it means to have, or not have, safe spaces.
- Help each child to trace their hands on a piece of 8.5 X 11 paper. On the top of the page write the words: “I am a kind and caring kid(child/person).” Write something on each hand that they will do in the next week to show they are kind and caring. An alternative would be to write something they have already done that is kind and caring on one of the hands and something they plan to do on the other hand.
- Patchwork Quilt Each class receives a piece of felt and comes up with a picture or quote about kindness, belonging, friendship, safety, etc. Stitch all of the squares into a large patchwork quilt and display it in a prominent place.
- INAC’s Teaching Resources for Indigenous arts, culture and heritage: <https://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>
- Assembly of First Nations Digital Resources for Teachers– available through iTunes: <https://education.afn.ca/toolkit>

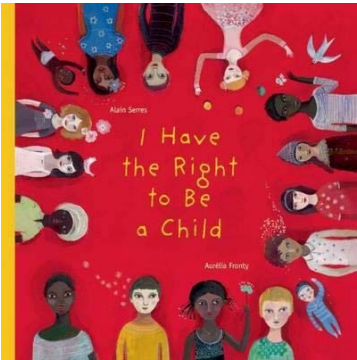

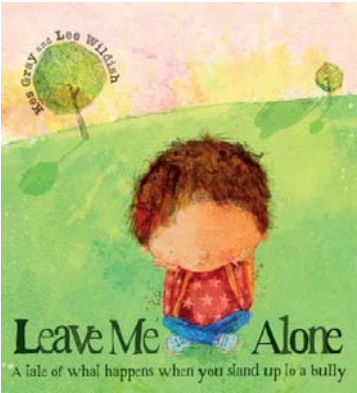
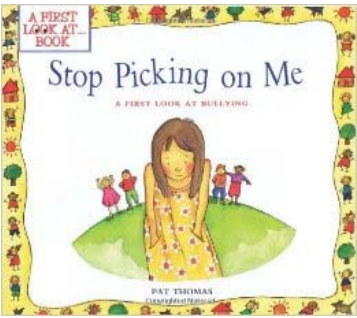
Action it!

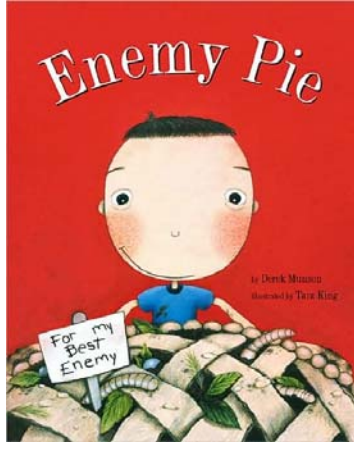
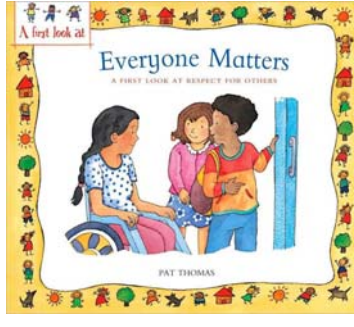
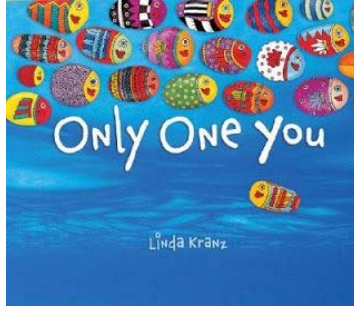
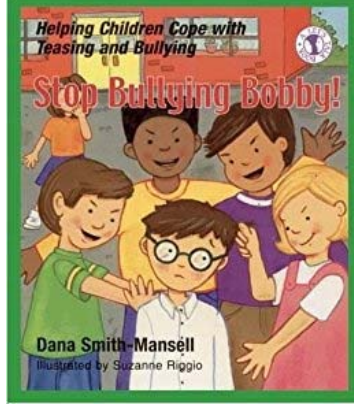
- Collaborative Art (For a sample of this, check out https://www.facebook.com/pg/RhymeAndReasonEarlyLearning/photos/?tab=album&album_id=1241986212511899)
 - Have each child in your centre tell you what it means to be safe and transcribe this quote. Now have everyone draw a picture or make a painting that represents this idea (it is okay for it to be very abstract!). Have the children trade pictures and talk to each other about what they’ve created, and see if the quotes can be applied to different pictures. Take home your collaborative art or display it somewhere publicly (for more than just parents and children to see!)
 - Ask family and community members to share their ideas of what it means to be safe, and have your children make artwork to accompany it. This kind of “blind collaboration” will help increase awareness in the community. Ask community and family members to display this art somewhere publicly.

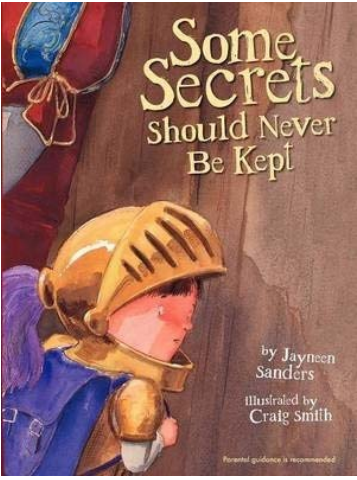
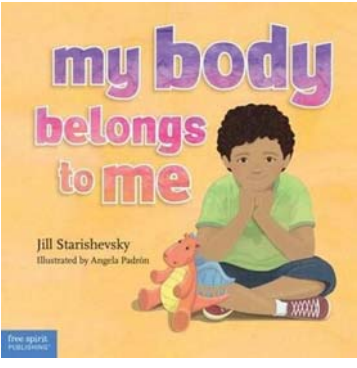
- Put your “Safety Helpers” dramatic play tools in the spotlight: doctors kits, firefighters, police officers; these are all props and costumes you’ll likely already have access to. Talk about the ways these people keep our communities safe! See if a local community helper can come speak to your group about safety! With enough notice, they are often able to.
- Leave out provocations for children to play out the roles of community helpers: Is there a doll that has an injury and needs a doctor or a paramedic? Is there a ‘fire’ that needs to be checked and put out? Try adapting an idea like this one: <https://happyhooligans.ca/doll-diaper-station/>
- Build a helper’s kit – talk about what kinds of tools and materials you might need if you were going to help someone. Assemble these and distribute one to the children in your centre. Try an idea like this one: <https://www.sisterssuitcaseblog.com/toddler-doctor-kit-in-bag/>
- Find a guest speaker! Is there someone in your community who can come in to talk about healthy minds and healthy bodies? What are some ways you already do this in your centre? Brainstorm some ways that health and safety are similar and different!
- Organize a fundraiser to support activities for children.
- A good way to get children talking about safety is to fill a bag with safety props, such as a toy stop sign, a toy telephone, sunscreen, and a garbage bag. Take each object out one at a time for discussion. You might ask, "Why do we need this?" "How does it help us?" "What can we do with this object to keep us safe?" Children might say that they use the sunscreen to protect their skin in the sun, the stop sign to keep cars from bumping into each other, the telephone to call 911 for help, and the garbage bag to pick up litter. Use this activity to get children talking about safety. (Scholastic Canada)
- There are a lot of excellent professional development opportunities around Health and Safety that will help boost your own knowledge on the topic. Check out Alberta Health Services Community Education Sessions for some amazing (and free) programming: <http://community.hmhc.ca/>
- Introduce Safety Topics through games. Learning about safety rules through play make stronger and faster connections in our brains than by just talking about them (especially if we talk about it after a situation where we’ve just not been safe; our brains are still returning to normal after that stress and aren’t in the best place for learning!). Try a game like Red Light/ Green Light (<https://www.thespruce.com/red-light-green-light-is-a-fun-outdoor-game-1696126>). This isn’t just a road safety game. Can you think of any other situations that might be red lights, green lights, or yellow lights? (For example, if we’re playing with our friends and someone is about to do something unsafe or uncomfortable, could we say red light to remind them to think again about that choice?)
- Ask a child for advice about a problem you might be having! Demonstrate that their opinions and experiences have value, that they are worthwhile and valuable members of society, and that their words have power and impact. Thank them for their advice once it’s given. Try it out! The results might surprise you! This is a wonderful way to model what a conversation can look like so children can do it themselves.

Read it!

Rhyme and Reason Early Learning | “A Child’s Right to Be Safe”

Cover Image	Title, Author, Age Ranges
	<ul style="list-style-type: none"> ▪ <i>I Have the Right to Be a Child</i> by Alain Serres Age Range: 4-7
	<ul style="list-style-type: none"> ▪ <i>Whimsy's Heavy Things</i> by Julie Kraulis Age Range: 4+
	<ul style="list-style-type: none"> ▪ <i>Leave Me Alone: A Tale of What Happens When You Stand Up to a Bully</i> by Kes Gray. Age Range: 4-7.
	<ul style="list-style-type: none"> ▪ <i>Stop Picking on Me: A First Look at Bullying</i> by Pat Thomas. Age Range: 4-7.


Cover Image	Title, Author, Age Ranges
	<ul style="list-style-type: none"> ▪ <i>Enemy Pie by Derek Munson. Age Range: 3-9.</i>
	<ul style="list-style-type: none"> ▪ <i>Everyone Matters: A First Look at Respect for Others by Pat Thomas. Age Range: 4-8.</i>
	<ul style="list-style-type: none"> ▪ <i>Only One You by Linda Kranz. Age Range: 4+</i>
	<ul style="list-style-type: none"> ▪ <i>Stop Bullying Bobby: Helping Children Cope with Teasing and Bullying by Dana Smith Mansell. Age Range: 4-7.</i>

Cover Image	Title, Author, Age Ranges
	<ul style="list-style-type: none"> ▪ <i>Your Body Belongs to You</i> by Cornelia Spelman. Age Range: 3-5
	<ul style="list-style-type: none"> ▪ <i>Some Secrets Should Never be Kept</i> by Jayneen Sanders. Age Range: 3+
	<ul style="list-style-type: none"> ▪ <i>My Body Belongs to Me</i> by Jill Starishevsky. Age Range: 3-6
	<ul style="list-style-type: none"> ▪ <i>A Terrible Thing Happened</i> by Margaret Holmes. Age Range: 3+

Cover Image	Title, Author, Age Ranges
	<ul style="list-style-type: none"> ▪ <i>No Means No!</i> by Jayneen Sanders. Age Range: 3+
	<ul style="list-style-type: none"> ▪ <i>I Can Play it Safe</i> by Alison Feigh. Age Range: 4+
	<ul style="list-style-type: none"> ▪ <i>Once Upon A Dragon: Stranger Safety for Kids (and Dragons)</i> by Jean E. Pendziwol. Age Range: 4-7
	<ul style="list-style-type: none"> ▪ <i>How Do Dinosaurs Stay Safe?</i> by Jane Yolen. Age Range: 3-7

Read it!

The Sheldon Kennedy Child Advocacy Centre | “A Child’s Right to Be Safe”

Title	About the Book
<p><i>I Can Play It Safe</i> by Alison Feigh 2008, Free Spirit Publishing ISBN: 978-1-57542-285-5</p>	<p>In a nonthreatening way, <i>I Can Play it Safe</i> engages young children in conversation about their safety and helps them practice rules for personal safety.</p> <ul style="list-style-type: none"> • Preschool, Kindergarten, Grade 1
<p><i>That Uh-oh Feeling: A Story about Touch</i> By Kathryn Cole 2016, Boost Child and Youth Advocacy Centre ISBN 978-1-927583-91-3</p>	<p>When Claire’s soccer coach tickles her, it feels weird. The situation is resolved when Claire decides to tell her secret, seeks help from others and communicates her feelings.</p> <ul style="list-style-type: none"> • Kindergarten – grade 4
<p><i>My Body Belongs to Me</i> Jill Starishevsky 2014, Free Spirit Publishing ISBN: 978-1-57542-461-3</p>	<p><i>My Body Belongs to Me</i> can help help start the sensitive conversation about body boundaries, safety and telling a caring adult.</p> <ul style="list-style-type: none"> • Preschool, Kindergarten, Grade 1
<p><i>A Terrible Thing Happened</i> Margaret M. Holmes 2000, Magination Press ISBN 1-55798-642-8</p>	<p>After witnessing something terrible, Sherman isn’t sure what to do. Talking about it helps him deal with his anxiety and anger.</p> <ul style="list-style-type: none"> • Preschool, Kindergarten, Grade 1
<p><i>Should I Tell My Secret?</i> 2011, Colette Sinnott ISBN 978-0-9869238-0-7</p>	<p><i>Should I Tell My Secret?</i> is an empowering story with clear messages about friendship, a mother’s love and the importance of talking to safe adults about uncomfortable touching.</p> <ul style="list-style-type: none"> • Kindergarten – Grade 3
<p><i>My Mom Says: A Safety Book for Kids</i> 2000, Debra Middleton-Hope ISBN 0-9687565-0-6</p>	<p>Written by a former Calgary Police Officer, this book encourages children and their families to make a personal safety plan.</p> <ul style="list-style-type: none"> • Preschool, Kindergarten, Grade 1
<p><i>The Trouble with Uncle Kevin</i> Kevin Rivard 2007, Calgary Communities Against Sexual Abuse ISBN 978-0-9784860-0-6</p>	<p>Uncle Kevin seems like a great guy, until he touches Eric inappropriately. Eric is upset and scared but finds the courage to tell his teacher.</p> <ul style="list-style-type: none"> • Kindergarten - Grade 4
	<p>An interactive book created by students at Bishop Carrol Highschool. Please follow the link provided to access the complete book on the National Child Day website,</p> <p>Who Are Your Champions</p>

Resources | “Dare to Care Bully Prevention”

Very Young Children

- [Children’s Rights Activity Guide \(Government of Canada\)](#)
- **National Child Day Colouring Poster** (link currently broken, <https://www.canada.ca/content/dam/phac-aspc/migration/phac-aspc/ncd-jne/pdf2010/cdaguide-eng.pdf>)
- [Rights, Wants, and Needs Cards \(Unicef\)](#)
- [First Steps to Rights \(Unicef\)](#)

ELCC Professionals

- [Preventing Bullying In Early Childhood \(PromotePrevent\)](#) An online resource with articles, resources, tips, and strategies for the prevention of bullying in early childhood and the promotion of childhood safety
- [What is Preschool Bullying? \(PREVNet\)](#) Online tools from Canada’s authority for research and resources on bullying prevention and violence elimination
- [Eyes on Bullying in Early Childhood \(Eyes on Bullying and Education Development Centre\)](#) Handbook Document on Early Childhood Bullying
- [What is the Best Interests of the Child? L’intérêt supérieur de l’enfant, c’est quoi ?](#) PDF Document
- [Read the Convention in Other Languages](#) Website

Parents

- ***Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy*** by Emily Bazelon (excellent updated information)
- ***The Big Disconnect: Protecting Childhood and Family Relationships in the Digital Age*** by Catherine Steiner-Adair
- ***Perfect Targets: Asperger Syndrome and Bullying*** by Rebekah Heinrichs (great reading for parents or teachers working to build children’s social competence)
- ***Nobody Likes Me, Everybody Hates Me*** by Dr. Michele Borba (great reading for parents or teachers working to build children’s social competence)
- ***The Bully, The Bullied, and the Bystander: From Preschool to High School; How Parents and Teachers Can Help Break the Cycle of Violence*** by Barbara Coloroso
- ***Cyber-Bullying: Issues and Solutions for the School, the Classroom, and Home*** by Shaheen Shariff
- ***Girl Wars: 12 Strategies That Will End Female Bullying*** by Cheryl Dellasega
- ***Queen Bees and Wannabes*** by Rosalind Wiseman
- ***Odd Girl Out*** by Rachel Simmons
- ***Real Boys: Rescuing our Sons from the Myths of Boyhood*** by Dr. William Pollack
- ***Boys Adrift*** by Leonard Sax
- ***Bullying at School: What We Know and What Can We Do*** by Dan Olweus
- ***Bully Proofing Your School: Teacher’s Manual*** by Carla Garrity et al.
- ***Little Girls Can be Mean*** by Michelle Anthony
- ***Boys on Target: Raising Boys into Men of Courage and Compassion*** by Barry MacDonald
- ***Smart Boys*** by Barbara Kerr and Sanford Cohn

Visit the [National Child Day](#) website to view all contributing partners.