National Child Day | November 20th



IDEAS FOR TEACHERS TO CELEBRATE NATIONAL CHILD'S DAY
FREE POSTERS | RESOURCES | GAMES TO PLAY

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In partnership with National Child's Day,
this toolkit was created on behalf of the NCD Calgary Planning Committee
by Agnes Chen of Starlings Community INC.

WHAT IS NATIONAL CHILD DAY ABOUT?

National Child Day is celebrated annually in Canada on November 20th in recognition of our country's commitment to upholding the rights of children. It marks two historic events:

1. The 1959 United Nations Declaration on the Rights of the Child
2. The ratification of the United Nations Convention on the Rights of the Child (UNCRC) in 1989. In 1999, the UNCRC was endorsed by Alberta. The UNCRC sets out the rights of children with 54 articles that provide us with a solid road map of what is needed to raise healthy and happy children and youth.



HONOURING THE INHERENT DIGNITY OF CHILDREN AND CELEBRATING THEIR FUNDAMENTAL RIGHTS AS HUMANS

As a teacher, increasing rights awareness within your school and classroom can lead to:

- A decline in absenteeism and bullying
- Increased compassion and greater inclusion
- Increased global awareness
- Improved communication and conflict resolution skills.

1 DEFINITION OF A CHILD

2 NO DISCRIMINATION

3 BEST INTERESTS OF THE CHILD

4 MAKING RIGHTS REAL

5 FAMILY GUIDANCE AS CHILDREN DEVELOP

6 LIFE, SURVIVAL AND DEVELOPMENT

7 NAME AND NATIONALITY

8 IDENTITY

9 KEEPING FAMILIES TOGETHER

10 CONTACT WITH PARENTS ACROSS COUNTRIES

11 PROTECTION FROM KIDNAPPING

12 RESPECT FOR CHILDREN'S VIEWS

13 SHARING THOUGHTS FREELY

14 FREEDOM OF THOUGHT AND RELIGION

15 SETTING UP OR JOINING GROUPS

16 PROTECTION OF PRIVACY

17 ACCESS TO INFORMATION

18 RESPONSIBILITY OF PARENTS

19 PROTECTION FROM VIOLENCE

20 CHILDREN WITHOUT FAMILIES

21 CHILDREN WHO ARE ADOPTED

22 REFUGEE CHILDREN

23 CHILDREN WITH DISABILITIES

24 HEALTH, WATER, FOOD, ENVIRONMENT

25 REVIEW OF A CHILD'S PLACEMENT

26 SOCIAL AND ECONOMIC HELP

27 FOOD, CLOTHING, A SAFE HOME

28 ACCESS TO EDUCATION

29 AIMS OF EDUCATION

30 MINORITY CULTURE, LANGUAGE AND RELIGION

31 REST, PLAY, CULTURE, ARTS

32 PROTECTION FROM HARMFUL WORK

33 PROTECTION FROM HARMFUL DRUGS

34 PROTECTION FROM SEXUAL ABUSE

35 PREVENTION OF SALE AND TRAFFICKING

36 PROTECTION FROM EXPLOITATION

37 CHILDREN IN DETENTION

38 PROTECTION IN WAR

39 RECOVERY AND REINTEGRATION

40 CHILDREN WHO BREAK THE LAW

41 BEST LAW FOR CHILDREN APPLIES

42 EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54 HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD

THE CONVENTION ON THE RIGHTS OF THE CHILD

in child friendly language

Article 1
Everyone under 18 has these rights.



Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.



Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.



Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.



Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.



Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.



Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.



Every child in Canada and around the world from birth to 18 has rights. Rights are what you should have or be able to do to survive, thrive and meet your full potential. All rights are equally important and are connected to each other. You are born with these rights, and no one can take them away.

UNICEF Canada wants to support you and your school as you explore rights, respect and responsibility for yourself and others here and around the world. UNICEF Canada's Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child (the Convention) to make sure everyone feels included and respected. This includes giving you meaningful opportunities to voice opinions about your school, and to make it the best school it can be!

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.



Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.



Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.



Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.



Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.



Article 43-54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

unicef canada

unicef.ca/schools

This text is not an official version of the UN Convention on the Rights of the Child. Access the official text at **unicef.org/crc**.

WHY ARE CHILDREN'S RIGHTS IMPORTANT?

Celebrating National Child Day raises awareness of the rights of children and youth, especially for those that face social marginalization within the province and country. Supporting children's rights is a key factor in improving their quality of life.

Did you know, in Canada:

- One in five children lives in poverty
- One in three children have experienced some form of abuse
- One in five children has seriously considered suicide
- Almost half of our youngest learners are not meeting their developmental milestones by the time they enter kindergarten
- Only 9% of children get the recommended 60 minutes of physical activity each day

Despite our abundant resources, many children and youth in Canada face poverty, bullying, discrimination, poor mental health and abuse. This is stressful and this stress, when chronic, can increase a child's risk for adverse health outcomes.



A community that promotes and invests in healthy childhood development, free from these adversities, raises healthier and more engaged citizens.

The bottom line is that in countries where awareness of children rights is high, children are healthier, safer and happier.

HOW CAN TEACHERS CELEBRATE NATIONAL CHILD DAY WITH THEIR STUDENTS ON NOVEMBER 20TH?



- Wear blue to show your support.
- Print the children's rights poster and let your students discuss which rights matter most to them
- Teach about children's rights using our resources, and make plans to celebrate the day!
- Join the social media campaign: Post pictures of your event or activities on social media
- Read a story or watch a film on children's rights (see page x)
- Post NCD messaging on your website and in your newsletter.
- Invite a speaker to your classroom or group to speak about rights.
- Plan an event that highlights a social justice issue for the young people in your school or community.
- Check out other ideas and resources within the toolkit or visit www.nationalchildday.ca to learn more.

CHILD AND YOUTH VOICE AND ENGAGEMENT



AT THE CORE OF RESPECTING CHILDREN'S RIGHTS, IS HAVING YOUTH VOICES BEING HEARD, BELIEVED, AND VALUED IN THEIR COMMUNITY.

Respecting a child's rights involves creating positive relationships with caring peers and adults who listen to them and include them when important decisions are being made about their lives. Even very young children, when provided with the right support, can express their feelings, likes and dislikes and will let teachers know what is important to them.

We show respect to young people's voice by:

- being approachable and non-judgmental;
- listening to, and believing their concerns, and advocating **with them** for safe spaces for them to be able to learn and develop.
- Start a student advisory group for your school or community.
- Include children and youth on interview panels when hiring new staff.
- Give them choices for activities and lessons whenever possible.
- 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.

CREATING SAFER MORE JUST CLASSROOMS

Feeling safe with the people around you and the spaces you exist in is imperative to a healthy life. But not all children feel safe or experience safety in their home, school, or community, increasing the amount of stress their body carries.

Help create a **safer classroom** for your students to use their voices and express their needs by:

- actively listening when youth reach out to you by asking questions to better understand them and their needs and by validating their emotions
- respecting and celebrating the unique culture and identity of students
- bringing diverse voices and experiences into their learning environment
- model emotional regulation by staying calm when students are stressed.



SUPPORT YOUTH TO FIND AND SEEK OUT THE PEOPLE AND SPACES THEY CONSIDER SAFE

Feeling safe with the people around you and the spaces you exist in is imperative to a healthy life. But not all children feel safe or experience safety in their home, school, or community, increasing the amount of stress their body carries.

We cannot tell children who or where "safety" is to them, but we can empower children **to seek out** safe people and spaces when they are feeling stressed. Use the poster on the next page, created and provided by Starlings Community INC (www.starlings.ca) to empower youth to seek out and find their safe people and spaces.

FIND YOUR SAFE PEOPLE AND SPACES

WHEN YOU ARE FEELING REALLY WORRIED, SCARED, OR STRESSED, WHO CAN YOU TALK TO OR WHERE CAN YOU GO?

A safe person and space does not shame or criticize you, does not try to "fix you," does not need you to share any details of your stressful experiences (unless you want to share), and does not try to get you to feel a different way. They make you **feel** less stress, less worry, more calm, and more SAFE. Who are your safe people and spaces?

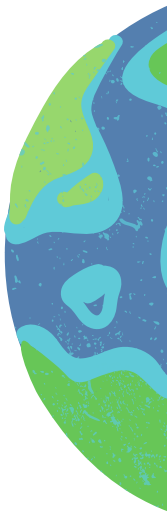


WHO MAKES YOU LAUGH? HANG OUT WITH THEM MORE	**WHO CAN YOU TRUST WITH YOUR EMOTIONS?** THIS PERSON WONT MAKE YOU FEEL BAD FOR HOW YOU FEEL CALL THEM MORE.	**DO YOU PRAY? WHO CAN YOU PRAY TO?** TALK TO OR PRAY TO YOUR GOD OR ANCESTOR
WHAT RITUALS BRING YOU PEACE? PRAYING, CEREMONY, MEDITATION, CONNECTING WITH THE LAND? PRACTICE IT MORE	**WHAT SONG BRINGS YOU A FEELING OF CALM OR HOPE?** LISTEN AND SING TO IT MORE	**WHERE DO YOU FEEL CALM?** A CREEK, A LIBRARY, A FIELD OF GRASS? SPEND MORE TIME THERE.

CELEBRATE NATIONAL CHILD DAY

Play It!

As an educator you know how essential play is to learning and development. The cognitive, physical, social, and emotional well-being of children and youth are shaped by these ideal opportunities to engage young people. Play is a right and despite its many benefits, time for play has been diminished.



A PLANET WHERE ALL RIGHTS RESPECTED:

Have your students make up a new country or planet. Tell them that this place wants to make sure all children's rights are respected. Gather different items that represent the different rights children have (food, toys, clothing, school supplies, etc.) Alternatively, you can have pictures that represent these items. Tell the students they get to travel to this new place. Have them take turns packing a suitcase to visit there and ask them to choose three items to bring with them. Have them explain why each item is important.



MY RIGHTS ARE MY SUPER POWER

Have your students pretend they are a superhero. Their superpower is a right that children have. Once they have chosen their superpower, have them imagine and act out how their world would be different with that right respected.

TOOLKIT OF RIGHTS:

Build a right's kit and 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.

WEB OF RIGHTS:

Have your students sit in a circle and get ready to make a "rights web". Use a ball of yarn and have the first student say "I have rights. (Another participant's name), you have rights too." Have them toss the ball of yarn to that student they named. Once a web is created explain how all children in the world have the same rights, just like every person in the circle holds the same yarn. Talk about how the web links everyone together, just like children's rights are linked together. Have a few participants tug gently at their string, one at a time, so that the tug is felt by others around the circle. Encourage further discussion.



Inspire Play In Young Children:

Check out Loose Parts by Lisa Daly and
Miriam Beloglovsky. Photographs by Jenna Daly
An important book for every educator's toolkit. Loose Parts sparks children's creativity and innovation. It is full of pictures and activities that motivate learning and help to build their brains. Using this book in your classroom will set the stage for future learning, health and well-being.

Watch It!

- Jordan River Anderson: The Messenger
- This is Me: Article 31 and a Child's Right to Play
- The UN Convention of the Rights of the Child (UNCRC)
- We Have a Voice
- 7 Ways to Make a Difference



Show a video and discuss how it related to the UNCRC. What rights is the video exploring? How can we improve the safety, health and well-being of children in our school, community, city, province, country? Ideas? Actions?

Make It!

Buddy Bench: Find a parent to build a bench or have one donated. If a child has no one to sit with, they simply sit on the bench. All children are taught to keep an eye on the bench and to invite these kids in to play. This teaches a sense of community, belonging and also helps children to become more aware of their surroundings. Are there kids standing by wanting to join in?

Make a "graffiti wall" and fill it with messages of respect and kindness.

Have each child trace their hand on a piece of paper. On the top of the page have them write the words: "I am a kind and caring child/person." Have each child write something on each hand that they will do in the next week to show they are kind and caring.

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 the squares into a large patchwork quilt and display it.



Action It!

Organize an essay contest on the UNCRC in which students pick a specific right and explain why that right is important. Share essays in the school paper or local community paper.

Organize and participate in a model parliamentary debate on a right or group of rights featured in the UNCRC.

Start “Recess Rovers” as a leadership activity. The Recess Rovers can act as rights ambassadors. They can have ideas for starting games, cue cards to support problem solving amongst peers and to take notes of common problems that arise like students being left out or bullied.

Invite a local politician or leader to your classroom to talk about what they are doing to improve things.

Invite speakers from a children's rights organization to talk about their work in Canada or abroad and how you can help make a difference.

Organize a National Child Day festival at your school. Set up booths with audio or visual presentations on themes such as youth and the family, the participation rights of children and youth, or healthy minds and healthy bodies.

Discuss It!

Discuss the difference between Rights and Responsibilities...present different rights and ask the class what responsibilities go along with that right. Example: With the right to safety comes the responsibility to obey the law, ensuring you don’t do things that make other people feel unsafe and telling a trusted adult if you or someone you know is being hurt.

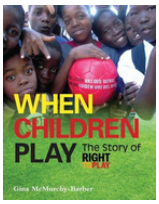
Teach about Article 23 that says that if you have a disability you have the right to special education and to be treated kindly and with respect. Ask the students: How do you guys show respect for people with disabilities at your school? Examples: ramps for kids in wheelchairs, teaching assistants, being nice to them and involving them in games, not teasing.

Write a story about you being an advocate for someone who couldn’t speak up for him, her or their self. Or write a poem about one of the rights mentioned in the CRC. Tell them the story of Shannen’s Dream or Jordan River Anderson before for inspiration.

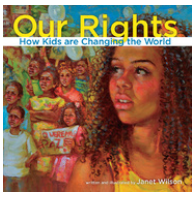
CALGARY PUBLIC LIBRARY

National Child Day 2019 Books for Young Readers

Go to www.nationalchildday.ca for a list of partners and more ideas on activities, including booklists



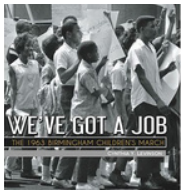
When Children Play: The Story of Right to Play
McMurchy-Barber, Gina
2013, Grades 5 – 8
"Right to Play begins at the grassroots community level, using sports and games to teach at-risk and underprivileged children around the world important values like self-esteem, empathy, and peace."



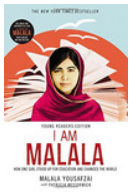
Our Rights: How Kids Are Changing the World
Wilson, Janet
2013, Grades 6 – 8
"This around-the-world tour introduces readers to children who have taken on the role of social activist, fighting for human rights and social justice..."



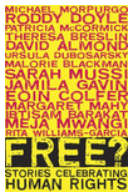
Shannen and the Dream for a School Wilson, Janet
2011, Grades 4 – 8
"The true story of Shannen Koostachin and the people of Attawapiskat First Nation, a Northern Cree community, who have been fighting for a new school since 1979."



We've Got a Job: The 1963 Birmingham Children's March Levinson, Cynthia
2012, Grades 7 and up
"The inspiring story of one of the greatest moments in civil rights history seen through the eyes of four young people at the center of the action."



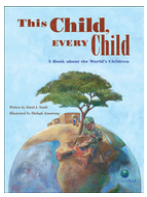
I Am Malala: How One Girl Stood Up for Education and Changed the World
Yousafzai, Malala
2014, Grades 6 and up
"Malala's powerful story will ... make you believe in hope, truth, miracles and the possibility that one person ... can inspire change in her community and beyond."



Free? Stories Celebrating Human Rights
Amnesty International
2010, Grades 7 and up
"What does it mean to be free? Top authors donate their talents to explore the question in a compelling collection..."



Every Human Has Rights: A Photographic Declaration for Kids
2009, Grades 5 to 9
"At the end of this deceptively simple book, kids will know-and feel-that regardless of individual di erences and circumstances, each person is valuable and worthy of respect."



This Child, Every Child: A Book About the World's Children
Smith, David J.
2011, Grades 1 to 4
"This Child, Every Child uses statistics and stories to draw kids into the world beyond their own borders and provide a window into the lives of their fellow children."



On behalf of the NCD Calgary Planning Committee, thank you to all educators and school staff comitted to ensuring children know and experience their rights.

#childrenhaverights @NatlChildDay nationalchildday.ca