

# **The Story of Children's Rights**

Illustrated by Adam and Samuel Bosse

## **The United Nations**

Once upon a time, a group of adults, from countries all around the world, had a meeting to discuss something very important. Would you like to know what they talked about?

Children's rights!

## **The Convention on the Rights of the Child**

They decided that children are very important, and they created a list of rights for children. These rights are for all children, all over the world.

They are not for adults, just children!

## **Why are rights important?**

Rights help children to become their very best self. Every child has them, they are all equally important. Adults must listen to children and protect them. If children are not enjoying their rights, adults must help them.

## What rights do children have?

Children have the right to an identity. You are unique, with your own likes and interests. Your name is very important too, and your country.

They are part of your identity.

Imagine if somebody asked your name, and you didn't have a name!

## Article 7-Name and Nationality





Children have the right to a safe home, and to be part of a family. They have the right to be healthy, by eating good food, and wearing the right clothes.

You might need a coat to keep you warm during winter, but you would not want to wear it during summer!

### Article 27-Food, Clothing, A Safe Home



Children have the right to play. Play is very important for children, as they learn to solve problems when they are playing.

When children play together, they learn how to collaborate, which is also very important!

### Article 31-Rest, Play, Culture, Arts





Children have the right to an education. School is a great place for children to learn about their world, and decide how they might want to change it, so that it's better for everybody.

### **Article 28-Access to Education**



Children have the right to information. Adults should share appropriate information with children, so they can gain knowledge that may help them make decisions.

### Article 17-Access to Information



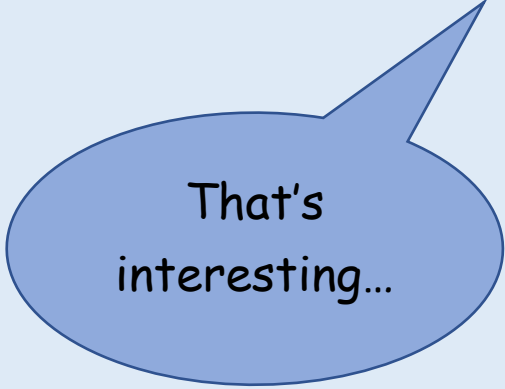
Children have the right to help make decisions  
about themselves.

Your opinion matters, and adults need to listen to  
you when you share ideas!

### **Article 14-Freedom of Thought and Religion**



I think...



That's  
interesting...



I know...



Thank you  
for telling  
me...



I believe...



## What really important message can I share with people about children's rights?

Adults must support children, and listen to them. We should all work together “in the best interests of the child”. Adults should help children be who they want to be, listen to their opinions, and take care of them.

### Article 12-Respect for Children's Views





## Let's begin

We all have an important part to play in children's rights, ensuring that all children know about their rights, and that their rights are being upheld.

It all starts with learning about your rights!

### The United Nations Convention on the Rights of the Child



## Tip Sheet for Teachers

This story is intended as a conversation starter, and will work differently for everyone.

Use the embedded cues to initiate critical engagement. The idea of not having a name, the notion of a winter coat in summer, the importance of play, etc., are all likely to elicit a “personal-level” response from children.

Providing space for “personal-level” responses paves the way for “big-picture” thinking. A discussion of how education looks in other countries can make rights very real for children. The idea of not having enough schools, or not being allowed to attend school, is a great way to start a conversation regarding some of the challenges which exist.

When discussing challenges, encourage the children to explore possible solutions. This will empower them, and instil in them the idea that they may bring about change. For younger children, you may wish to provide possible solutions for them to discuss.

Use the embedded cue of listening to children’s ideas to encourage the children to lead your school’s rights journey. They may want to explore other articles, or illustrate their own booklet. Acting out open-ended scenarios might also facilitate discussion, and encourage critical-thinking, as the children collaborate to find a solution.

A great way to share information with young children is through song, so you may wish to explore some rights-based songs, or create your own rights-based songs. Using a familiar tune will make the information easier to recall.

Most importantly, **make rights real** for children by supporting them to actively engage with rights. Perhaps wanting children to have the correct clothing could be supported by an organised clothes collection, or perhaps it begins by the children collaborating more often, and being more respectful of each other.

Collaborate with the children, and find your own school community path to rights!

This resource was written by Tash O’Donnell.