

# The right to Rights!

Teaching children about their rights

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# Why did we start a Children's Rights project?

- ▶ Fulfilling our responsibility regarding Child Safety Standard 7- Strategies to promote the participation and empowerment of children

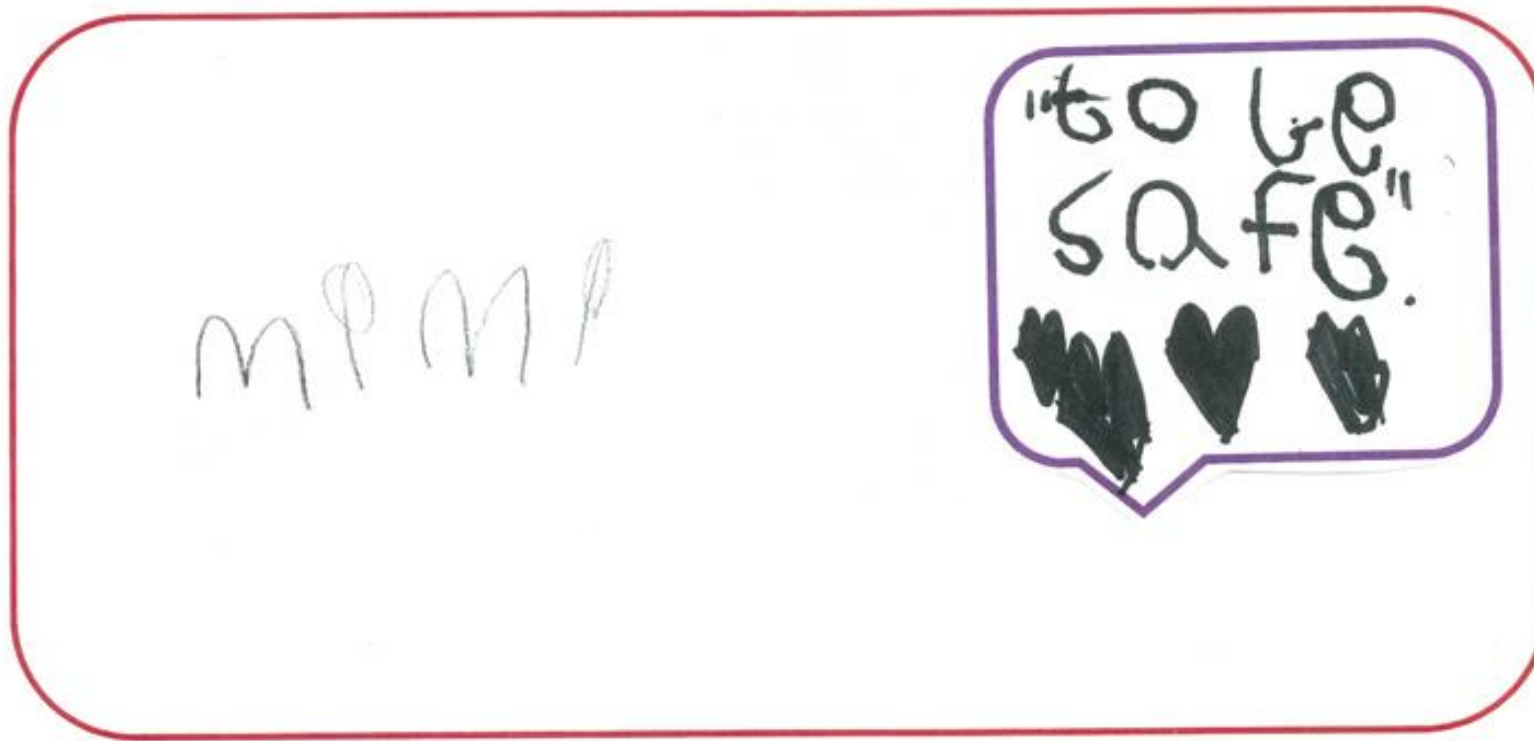
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**Article 12 (Respect for the views of the child)**

**Article 13 (Freedom of expression):**

**Article 14 (Freedom of thought, believe and religion)**



# Objectives of the project

- ▶ Develop an awareness of the importance of teaching children that they have rights
- ▶ Group thinking and learning about how we can engage families in the process
- ▶ Critical thinking about how we ensure the voice of the child is heard in everything we do
- ▶ Children are empowered to be activists and advocates for others whose rights are not being upheld or respected
- ▶ Educators networking, sharing resources and developing an ongoing community of practice

“I have right to jump on my mummy and dad’s bed”  
“I have right to have a birthday party”  
“I have right to play with my toys”

I HAVE RIGHTS! YOU HAVE RIGTHS! WE HAVE RIGTHS!

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# Project overview

- ▶ Expression of interest to join the Children's Rights project working group
- ▶ Attended Anthony Semann Children's Rights Professional development seminar
- ▶ Workshop with working group
- ▶ Planning of projects
- ▶ Implementation
- ▶ Sharing projects
- ▶ Creation of a resource

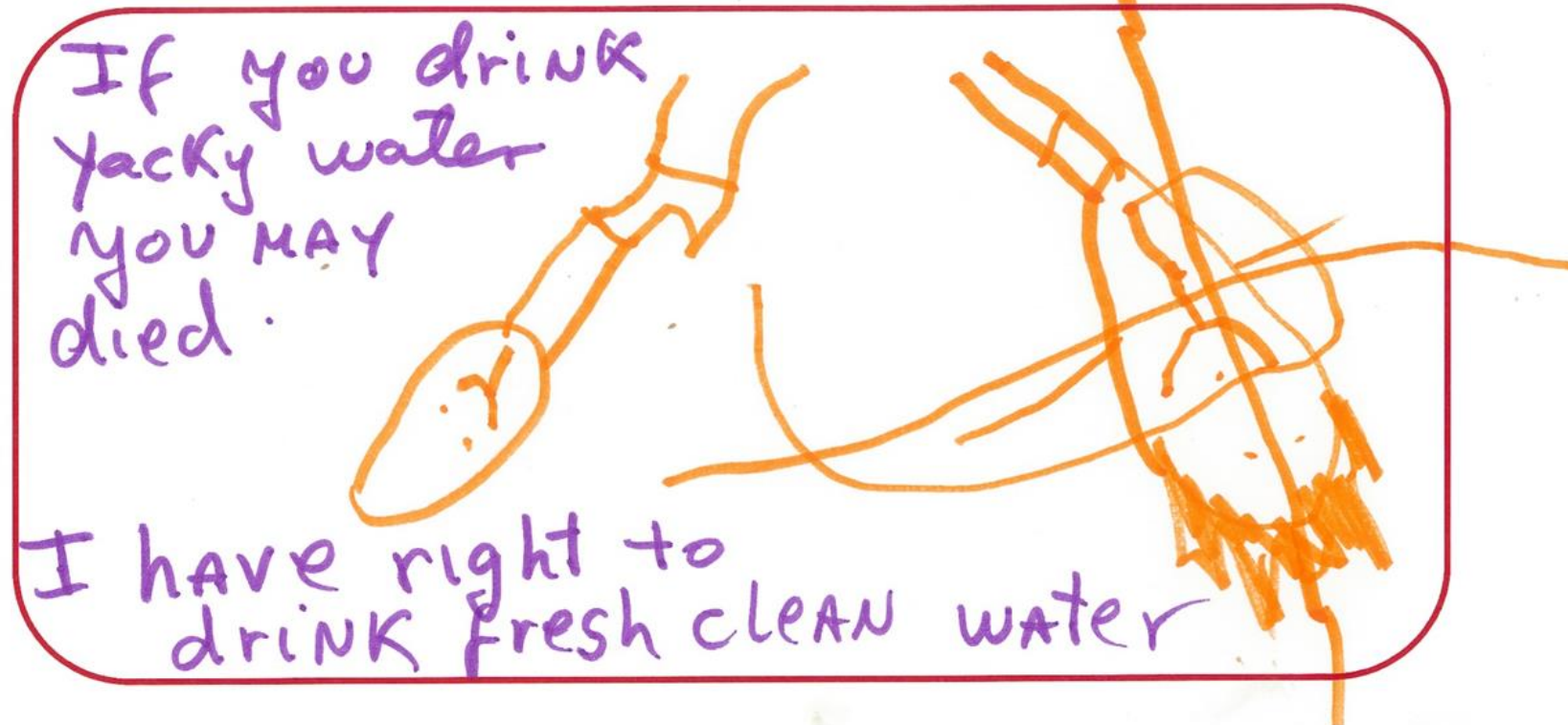
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# Elements of Anthony's seminar

- ▶ How do we teach young children about rights?
- ▶ How do we practice what we preach?
- ▶ Do we consider children's rights when we are designing our rooms, programs and routines?
- ▶ How can we include children's rights in our curriculum?
- ▶ How can you be an advocate for children's rights?

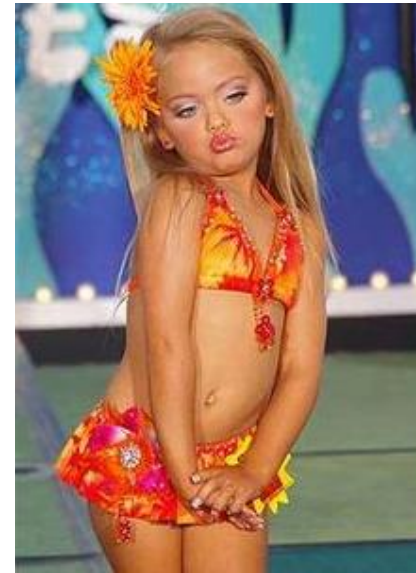


# How do we view children?

As MacNaughton, Smith & Lawrence (2003: p. 15) argued, the image of young children as active citizens rests on three ideas:

- ▶ young children can construct valid meanings about the world and their place in it
- ▶ young children know the world in alternative (not 'inferior') ways to adults
- ▶ young children's perspectives and insights can help adults to understand their experiences better.

# Images of children



# Images of children



# How did educators approach the project?

- ▶ Individual approach
- ▶ Conversations with children
- ▶ How to include parents?

## UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the United Nations (UN) Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

**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, 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 to 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 do, 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.

**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 health care 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 those 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 - or any you choose. 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 and 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.



A collaborative  
Children's Week Project  
of the  
ACT Children's Week Committee



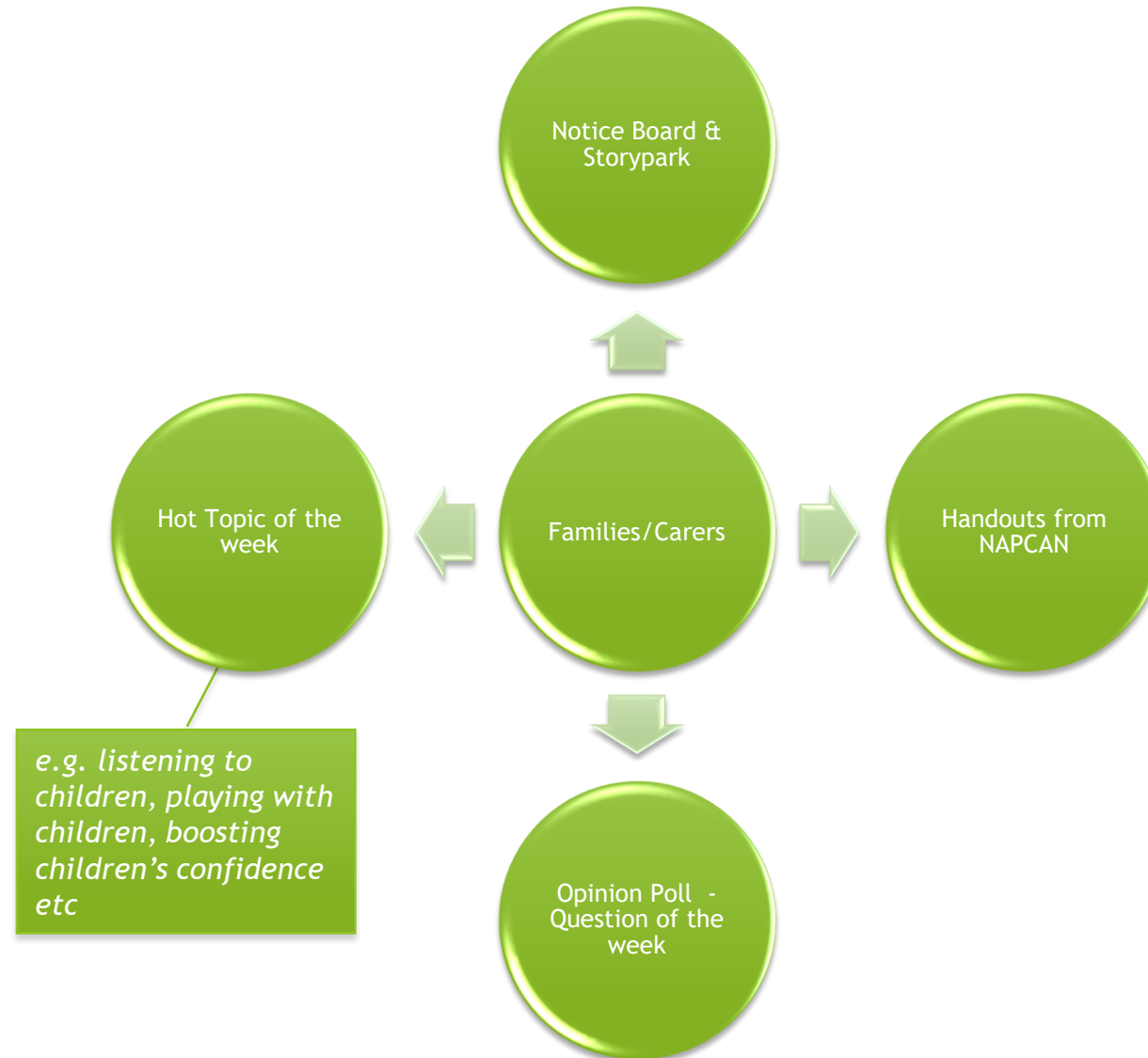
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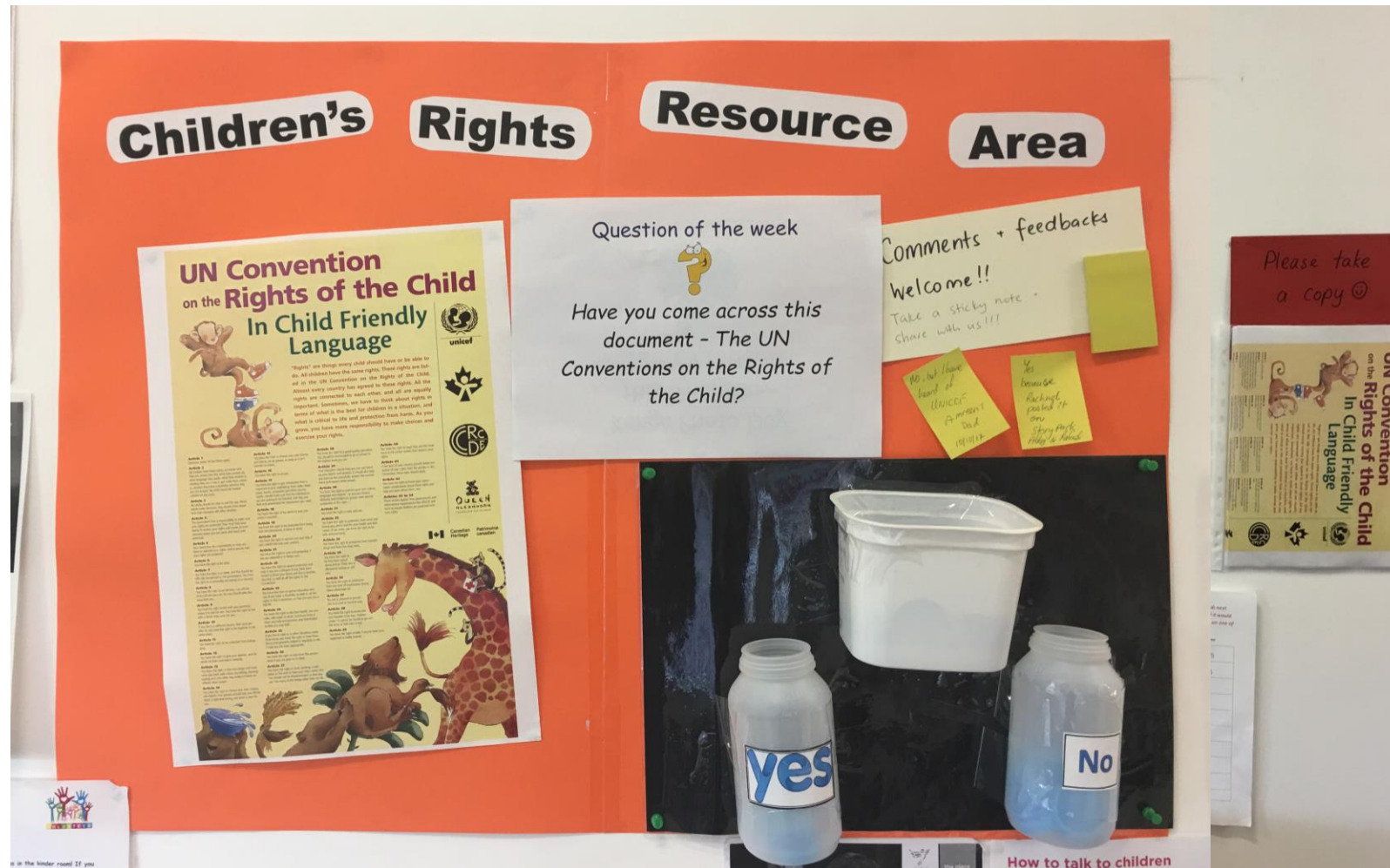
# Keon Park's Project

- ❖ Where do we start?
  - ❖ Brainstorm with team
  - ❖ Goal setting - Keep our goals broad
- ❖ Families and Carers
  - ❖ Main goal - to build awareness and understanding that EVERY CHILD HAS RIGHTS
  - ❖ Focus on one right each week
- ❖ Children
  - ❖ Main goal - for children to learn what are children's rights and take it from there

# Families and Carers



# Notice Board for Families and Carers



# Educating Children - What are Child Rights?

What are  
Child Rights?

- Short clip “What are Child Rights”
- Children asked to watch again



What have  
we learnt?

- Children’s responses -
  - *Stanley “To protect us”*
  - *Elsa “To protect yourself from cars, mum and dad can help to protect”*
  - *Meiss “I don’t like it it’s so scary. Diving (Dying) part”*
  - *Niousha “To protect your brain and not eat dirty stuff and not eat any muddy water you’ll get dead at the doctor and you will die”*
- Many children covered their eyes on the part where the children drank yucky muddy water and died.

What can we  
do?

- Children were concerned about other children drinking yucky water
- Purchased “Thank You” bottled water and tracked impact





# Bathroom Privacy

- ▶ Children have the right to privacy (Article 16)
- ▶ Concerns over lack of privacy in our bathroom
  - ▶ Exposed window
  - ▶ Toilet cubicle is too open
- ▶ Discuss and brainstorm possible solutions with children who are concerned
  - ▶ Covered parts of the bathroom window
  - ▶ Added divider to toilet cubicles
  - ▶ Wrote a letter to council and area manager to raise concern with children voicing their concern, feelings and possible solutions

# Bathroom Privacy



Before



After



# Bathroom Privacy



Before



After

# Letter to Council

26<sup>th</sup> October 2017

Hello Anne and Sarah,

## **We have a concern – We need more privacy in our bathroom!**

This has been an ongoing issue at Keon Park Children's Hub where some children and families feel the lack of privacy in our bathroom when children are using the toilet.

*Charlotte said, "We need help with doors for the bathroom because people don't like being seen on the toilet."*

Many families have raised concerns as this is culturally inappropriate for them as they teach their children to go to the toilet in private. There are some children who refuse to use the toilet due to the lack of privacy whilst some children are very cautious when they go to the bathroom as they do not want other children to be able to see them as they use the toilet.

We need some help to install "*something to keep people can't see when you're doing wees*" (Ivy).

### **How does this make us feel?**

*Charlotte said, "It makes you feel a little bit scared and shocked if people see you on the toilet."*

*Elsa said, "A little bit sad when on the toilet if you've been seen."*

*Ivy said, "People looking at me makes me feel shy."*

*Niousha said, "When friends look at me on the toilet I look sad."*

### **Possible solutions**

*Ivy said, "With that thing (we have placed a divider near the toilets to provide some privacy to the children), it's better but people still can peek through. It needs a blanket."*

*Meiss said we can "put love hearts on the wall" to make us feel better.*

*Charlotte & Elsa suggested that we "Make a door" for every toilet. Ivy and Meiss thought it is a good idea.*

We would like to install door that hinges on the side of each toilet (see attached photo).

Article 16 on the UN Conventions on the Rights of the Child states that 'You have the right to privacy'. We are practicing to exercise our rights and to take actions to issues that are concerning us...

PLEASE HELP US OUT!!! THANKS!

Warm regards,  
KEON PARK CHILDREN'S HUB KANGAROO GROUP

What did the children learn?

# Other services projects

- ▶ Bulldogs ELC-Songs, drawing, book, display for families
- ▶ Delta Road Preschool- Book to take home and share with parents and community meeting to share their learning with adults
- ▶ Hurstbridge Hub-Focus on babies, sharing with families and creating a book and resource list



“I have right to draw the dog running and go around and back to the house because it was tired, the dog has rights”



“Aboriginals, he has a right not to climb to the mountain because it is not respect”

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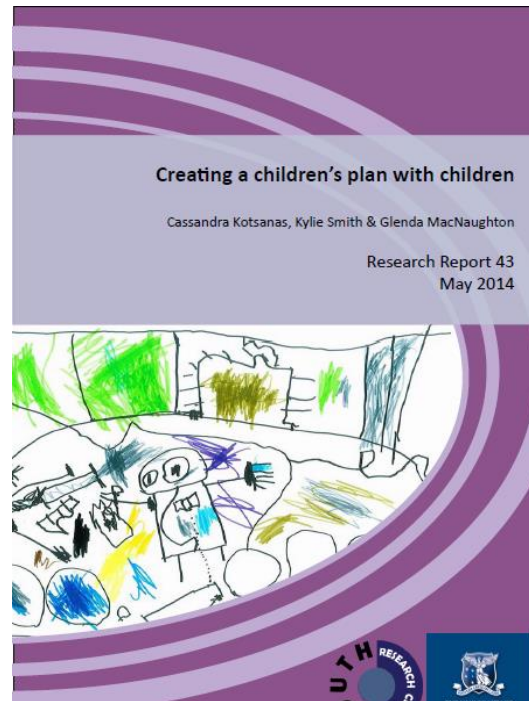
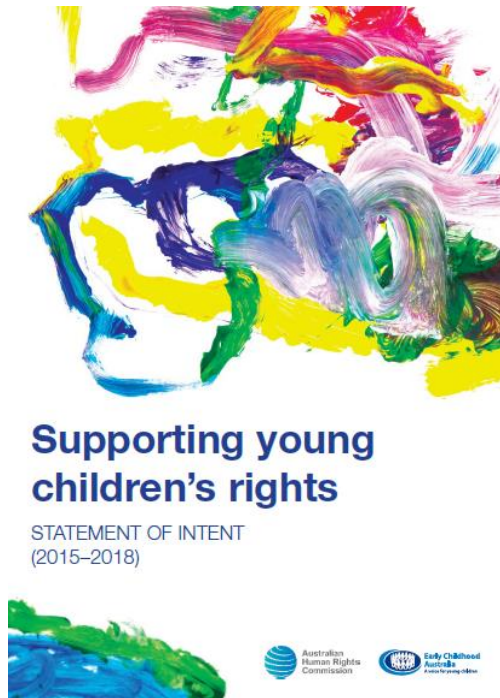
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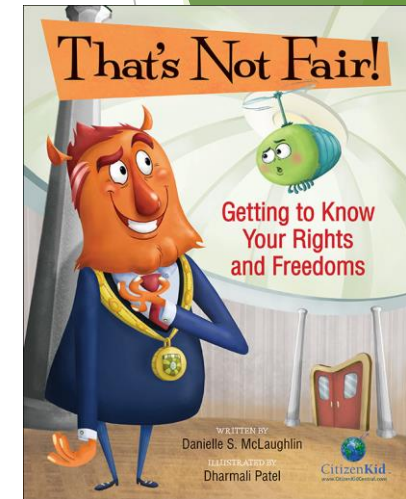
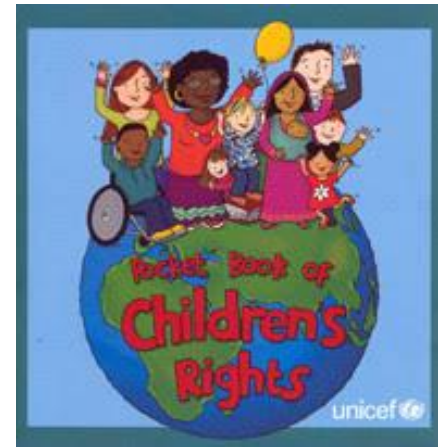
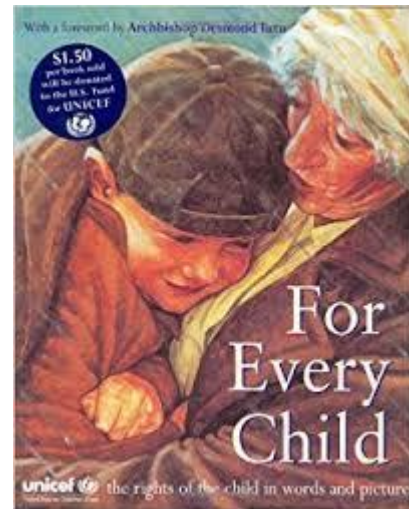
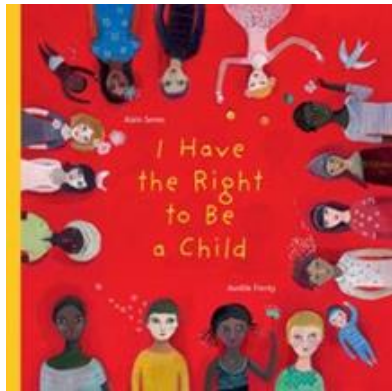




# Examples of capturing children's voices



# Useful resources for children's rights



UNICEF books/resources

[https://www.unicef.org/rightsite/484\\_540.htm](https://www.unicef.org/rightsite/484_540.htm)

UNICEF video

<https://youtu.be/V1BFLitBkco>

