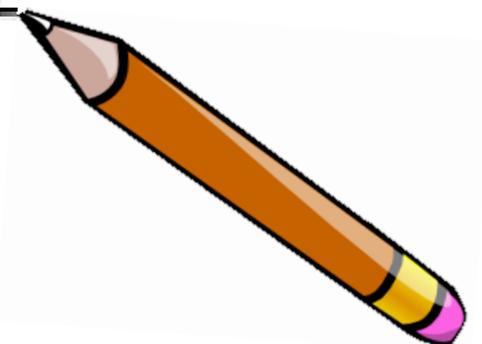
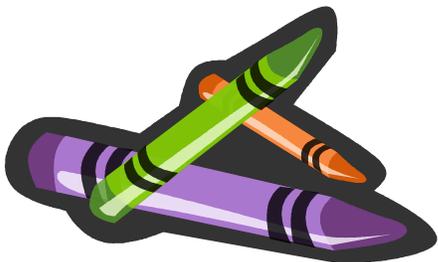


Color it Rights!



CBU CHILDREN'S
RIGHTS CENTRE





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Introduction to *Color it Rights*

This teacher's guide is designed to accompany Cape Breton University Children's Rights Centre's *Color it Rights* coloring book. It was developed by research assistant and curriculum developer, Robin MacLean and translated to French by Annick Anctil. Each picture in the coloring book represents an article of the United Nations Convention on the Rights of the Child (UNCRC or the Convention). There are few resources suitable to teach pre-literate children about the UNCRC; *Color it Rights* is intended to help fill that gap! This resource uses fun pictures to present the UNCRC and to convey the meanings of Convention articles to children with corresponding simplified language for teachers to read aloud. The production and distribution of this resource was funded by the Department of Canadian Heritage, Government of Canada.



What are Children's Rights?

Under the UNCRC, Canada is obligated not only to respect the rights of children but also to spread awareness of children's rights. Children, as well as adults, are to be informed of the rights of children as contained in the Convention. Under the

Convention, children are defined as persons under the age of 18 years. This means a particularly important role for public schools and for public school teachers.

The principle of children's rights in Canada predates the UNCRC. It is a part of the Canadian Charter of Rights and Freedoms, human rights codes and acts across the country, and Canada's official policy of multiculturalism. What is important about the Convention, which the Government of Canada signed in 1990 and which Parliament and the provinces ratified in 1991, is that it focuses specifically on children.

In signing the Convention, Canada is legally obligated to comply with each of the articles on the rights of the child and to make reports to the United Nations every five years indicating how Canada is complying with the Convention. The Convention assumes that each of the articles is of equal importance. It also assumes that with rights come responsibilities. If one has a right, then others have a responsibility to respect that right. Through the activities in this resource, as children learn about their rights, they also learn about their corresponding responsibilities.

The text of the Convention is found in the Appendix of this resource book. The most basic assumption of the Convention is that like adults, children have rights because they are human beings with dignity. If they and their rights are treated with respect, they are more likely to treat others with respect.



Why teach Children's Rights?

There are a number of reasons why children should be taught about children's rights. Because the Convention on the Rights of the Child has been ratified almost globally, it applies to virtually all children. When children learn this, they are readily engaged by the knowledge that they have rights. In addition, they come to identify with children around the world, showing increased levels of socially responsible behaviors and respect for the rights of all others. Children appear to realize that if the rights of other children can be violated, so can their own and in turn prompts an empathetic response. This realization, together with the identification with other children, promotes action. Action to reduce the infringement of children's rights is facilitated by rights-based pedagogy because it, by definition, is participatory and democratic.

Through democratic teaching, children learn the skills required for democratic action and they appear to become more empowered to act. In previous children's rights initiatives we have seen children successfully initiate school breakfast programs after learning that children have the right to nutrition, and realizing that for many children in their community, this right was not realized.

For more information on the benefits of using a rights-based approach in your classroom, refer to:

Howe, R.B & Covell, K. (2005/2007). *Empowering Children, Children's Rights Education as a Pathway to Citizenship*, Toronto: University of Toronto Press



Why use a coloring book to teach about children's rights?

The United Nations Convention on the Rights of the Child states that all children have rights and children should be made aware of their rights - including children who are not old enough to read the Convention themselves. Rights are an abstract idea and can be hard to understand for younger children, especially pre-literate children. Young children learn best through activities which involve their senses and concrete experiences, such as a visual coloring book.

A good way to remind students what they have learned about their rights is to post the colored pages around the classroom. Pages can be clustered into 1) "All children have Rights" and "And Me", 2) "Who Helps me with my Rights", and 3) "My Favorite Classroom Rights" (aka Our Classroom Charter). Teachers can make a banner for each cluster. **There are sample activities on the following pages to help guide teachers in using *Color it Rights* in their classroom.** These visual reminders can be referenced when issues arise in the classroom, such as one student interfering (violating) with another's right (e.g., "Billy, remember that *all children have rights* and disrupting the other while pointing at the pictures).



banging on the desk is students' right to learn." - corresponding colored

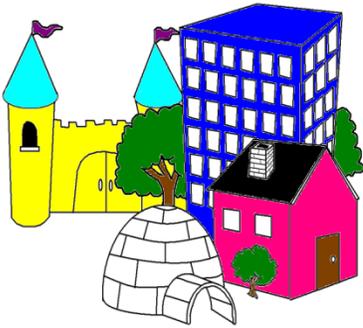
All Children Have Rights!

Summary: Students will discuss children's rights while coloring pictures that represent their rights as children.

Preparation: Photocopy pages 5-8 in *Color it Rights* - one of the four pages for each student.

Method:

1. Begin by discussing what rights are. Explain that children's rights are things that all children need to be healthy and treated fairly.
2. Ask students to color their page and tell them they can color it however they like, using as many different colors as they wish.
3. Once students are finished, ask if any students wish to share their colored page. Try to show several examples of each of the four pages. Describe any differences between pages to students while stating that each and every child has rights no matter what differences exist. For example:



Who live in All Kinds of Homes

"Children who live in this big blue apartment building have rights. Children who live in this yellow castle have rights. Children who live in this small pink house have rights. All children, every single one, have rights!"

"Children with black hair have rights. Children with orange hair have rights. Children with pink skin have rights. Children with purple skin have rights. All children, every single one, have rights!"

"Big children have rights and little children have rights. Children who are special in many ways have rights. All children, every single one, have rights!"

4. Students may wish to talk about differences. In this discussion, be sure to convey that all children have rights no matter any difference.

These pictures can be displayed around the room as a reference to the UNCRC.



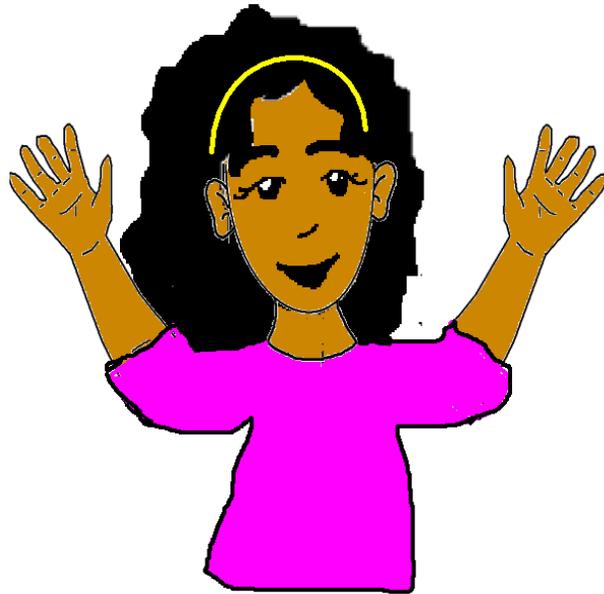
Summary: Students will discuss children's rights while coloring pictures that represent their rights as children.

Preparation: Photocopy enough of the "And Me!" (Page 9) coloring page for all students.

Method:

1. Ask students to color a picture of themselves to represent the fact that each one of them has rights.
2. Once they have colored in their picture, ask each student to share their colored picture with the class. Students can stand up and say: "This is a picture of me and I have rights!"

These pictures can be displayed around the room as a reference to the UNCRC.



And ME!

Who helps me with this Right?

Summary: Students will discuss children's rights while coloring pictures that represent their rights as children.

Preparation: Photocopy pages 10-31 from *Color it Rights* - one page for each student.

Method:

1. Tell students that they will be coloring a picture of one of their many rights as children and that even though every student will have a different page to color, they all have every right shown in all the pictures.
2. Distribute the pages to students and ask them to take note of what the picture is about while coloring them.
3. Once students have finished coloring their pictures, ask each student to show theirs to the rest of the class. Ask students what they think the picture is about. Remind students that the pictures represent their rights and ask them to think about who can help them with each right. For example:



The Right to Eat Healthy Food

Right to eat healthy food (page 11) - *"A farmer grows potatoes because they are a healthy food; the farmer helps me have my right to eat healthy food."* Or, *"My dad makes me breakfast every morning because it's healthy; my dad helps me have my right to eat healthy food."*

The right to go to school (page 12) - *"My teacher teaches me new things; my teacher helps me have my right to go to school."* Or, *"My bus driver takes me to school safely everyday; my bus driver helps me have my right to go to school."*

Examples of who helps them with their rights can be written on the corresponding coloring page.

These pictures can be displayed around the room as a reference to the UNCRC.

My Favorite Right in the Classroom

Summary: Students will discuss children's rights while coloring pictures that represent their rights as children. This can be used as the basis for a rights based classroom charter!

Preparation: Photocopy enough of the "My Favorite Right" (page 32) coloring page for all students.

Method:

1. Remind students of the rights previously discussed (referencing a visual aid of colored pictures on the wall would help - "Who helps me with this right" cluster.
2. Ask students to draw and color what their favorite right would be for the classroom. **These pictures can be displayed in the room as a corresponding visual aid to the classroom charter.**
3. Once students are finished coloring, the pictures can be used as a basis for a rights based classroom charter. For example:

"Kayla's favorite right is the right to learn many things. I will write 'We have the right to learn many things and we will help our friends to have this right.' That means when our friends are trying to learn, we will not interfere with their right to learn by making noise or moving from our seats when we are to be sitting. Do we all agree with this?" The colored pictures will be placed beside corresponding sentences in the charter.



Our Favorite Rights in the Classroom

We have the right to learn many things and we will help our friends to have this right!



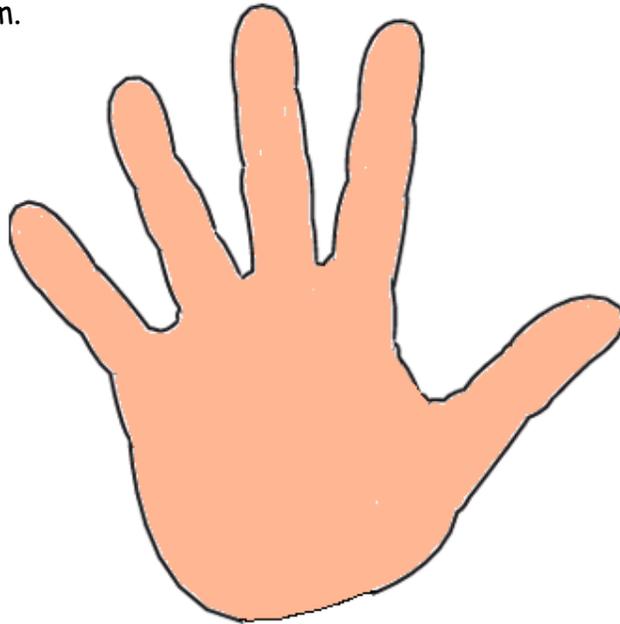
Hands Up!

Summary: Students will draw and discuss things they like to do with their hands and things they shouldn't do with their hands.

Preparation: Each student will need a large sheet(s) paper and markers

Method:

1. Each child traces their hands on the paper; they can then decorate or color their drawing.
2. When students are finished, sit in circle and ask each child to identify some things that they like to do with their hands. After every child has described what they like to do with their hands, the teacher can summarize repeated themes (e.g., play, eat, hold hands, draw, etc.). The teacher can then point out that these are things every child likes and that every child has a right to play, have healthy food, have friends, and so forth depending on what the children have said.
3. Children can then be asked what things to do with their hands are *not* good such as aggressive behavior by themselves or others. The teacher can then point out that children have the right to protection from harm.





What's Right?

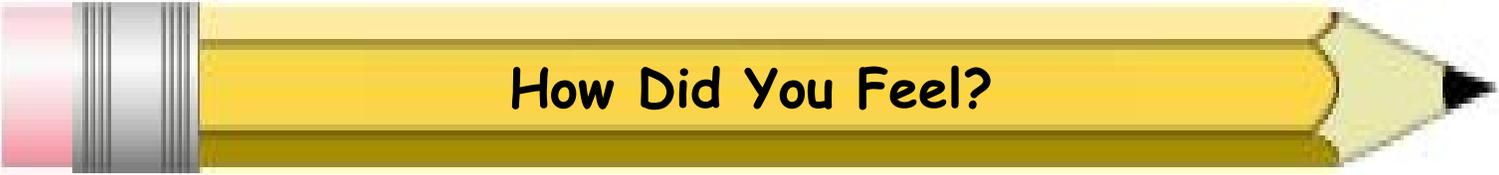
Summary: Students will discuss scenarios and decide what is right and what is not right and why.

Preparation: None.

Method:

1. Sit students in a circle.
2. Read scenarios (next page), one by one in a random order, and ask students if they think each scenario is right or not right and why.
3. Discuss with students the rights that correspond to each scenario. To help students make connections between each scenario and the corresponding right, refer to the *Color it Rights* pages posted on the classroom wall.

<u>Right</u>	<u>Not Right</u>
1. Deborah's parents let her choose whether she wanted to take guitar lessons or piano lessons.	2. Sarah has a hard time getting into her school because she needs to use a wheelchair and there are no ramps at her school.
3. Natasha's parents pack her a healthy lunch every day.	4. Elsie draws on pages of books she borrowed from the school library. Now the other children will not be able to read these books.
5. Terrence puts the classroom toys away when he is finished playing with them so nothing gets broken.	6. At Jenny's school the cafeteria only serves junk food at lunch.
7. Melanie chooses her own friends to play with.	8. Derrick cannot play with his friends because he has too many chores at home; the other children can do their chores and still have time to play.
9. Jacob's dad walks him to school to make sure he gets there safely.	10. Kyle makes fun of Samuel because he stutters when he speaks.
11. Grace can visit the doctor if she is feeling ill.	12. Kayla is telling her classmates what she thinks about the storybook but Bruce interrupts her several times to say he thinks she is wrong.



How Did You Feel?

Summary: Students will draw two pictures: one when someone violated their rights and one when someone respected their rights.

Preparation: Each student will need two pieces of blank paper and crayons.

*This activity can take place over several days.

- Method:**
1. Each student will draw on one paper a time when their rights were respected. Students can reference the coloring book pictures of their rights.
 2. Once students complete this picture, they will discreetly tell the teacher, in one or two words, how the event they drew made them feel. The teacher will write what the student has said on the back of the drawing (as well as the student's name).
 3. Each student will draw on the other paper a time when their rights were not respected. Students can reference the coloring book pictures of their rights.
 4. Once students complete this picture, they will discreetly tell the teacher, in one or two words, how the event they drew made them feel. The teacher will write what the student has said on the back of the drawing (as well as the student's name).
 5. The Game: Each student will describe one of their two pictures without saying how it made them feel. The rest of the class will guess what words that student used to describe his or her feelings. Each answer should be discussed.

*Teachers may wish to complete Step 5 over several days:

Once students have completed their drawings, ask them to pass them in. Each day pass one of their two drawings (mix it up between respecting and violating) back to several students.

Adapted from: Northwest Center for Philosophy for Children (2008)

<http://depts.washington.edu/nwcenter/lessonsclassroomhdyf.html>



Children's Rights!

Summary: Students will draw lines between each word and the corresponding picture.

Preparation: Photocopy enough of the worksheet for all students (next page).

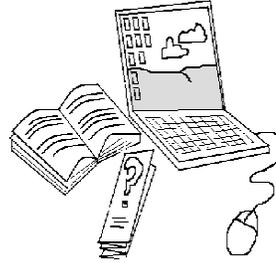
- Method:**
1. Give each student a copy of the worksheet.
 2. Read what each letter in CHILDREN'S RIGHTS stand for and discuss each word (e.g., L is for leisure - Children have the right to leisure. Does anyone know what leisure means? It means free time or rest. What do you like to do in your leisure time? Or, R is for respect - we all must respect the rights of others. For example, we put our garbage in the garbage can because we respect other children's right to a clean environment. Or, R is for responsibility - Children have the right to go to school and so they have the responsibility to try their best in class)
*Pictures are in the same order, from top to bottom, as the word they represent.
 3. Point out the corresponding picture for each letter and word and ask students to draw a line from the word to the picture.
 4. Students can color pictures and decorate the page.

CHILDREN'S RIGHTS

CARE

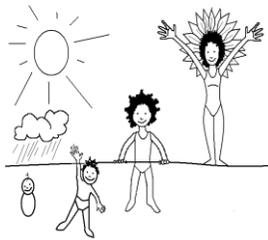


HEALTH



INFORMATION

LEISURE



DEVELOP



RESPECT



EDUCATION

My name is _____

NAME



SAFETY



RESPONSIBILITIES



INVOLVEMENT



GATHERING



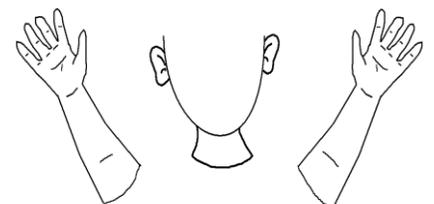
HERITAGE



THOUGHT



SELF





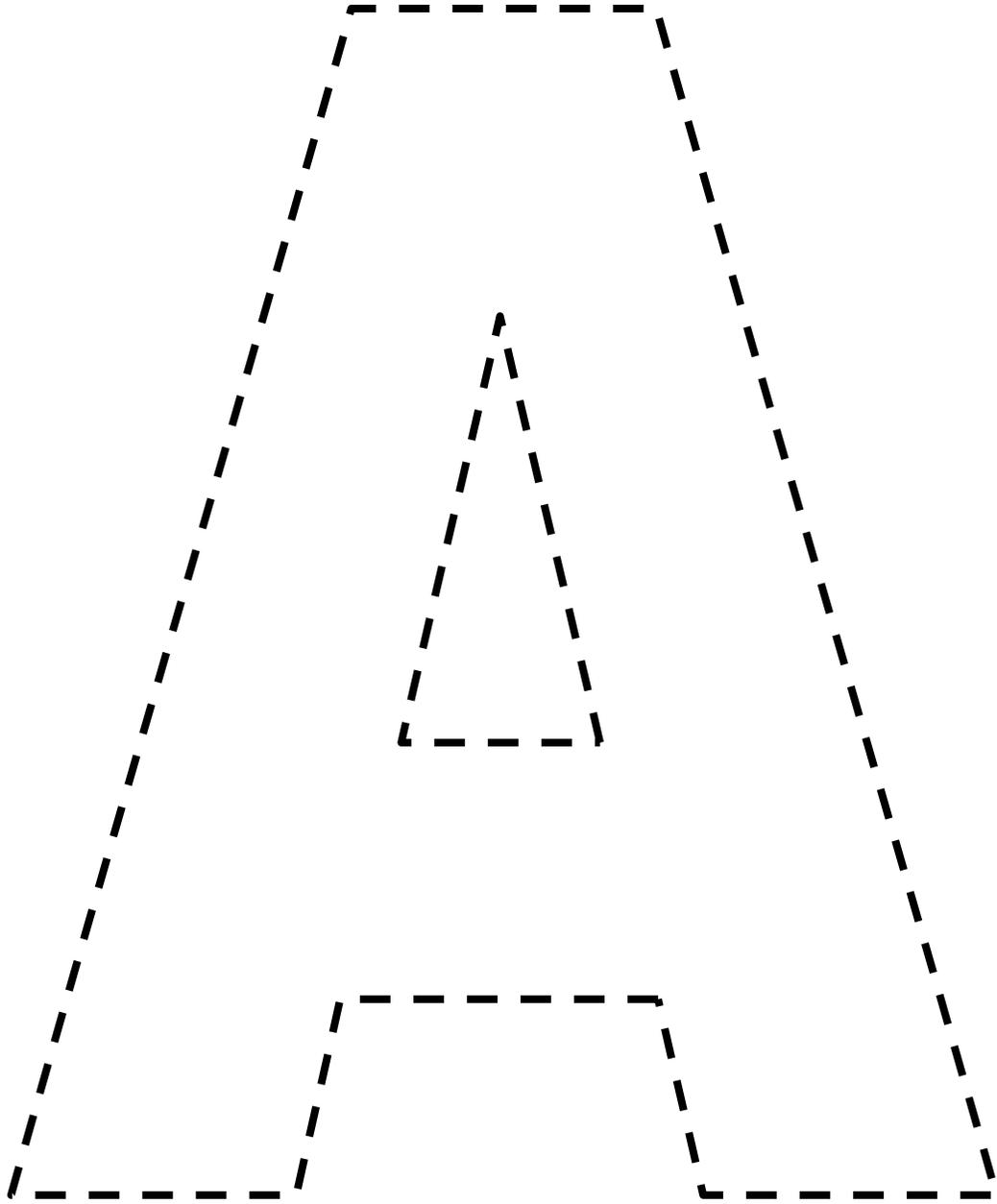
How to Say My ABCs Right!

Summary: Students will trace the dotted lines for each letter.

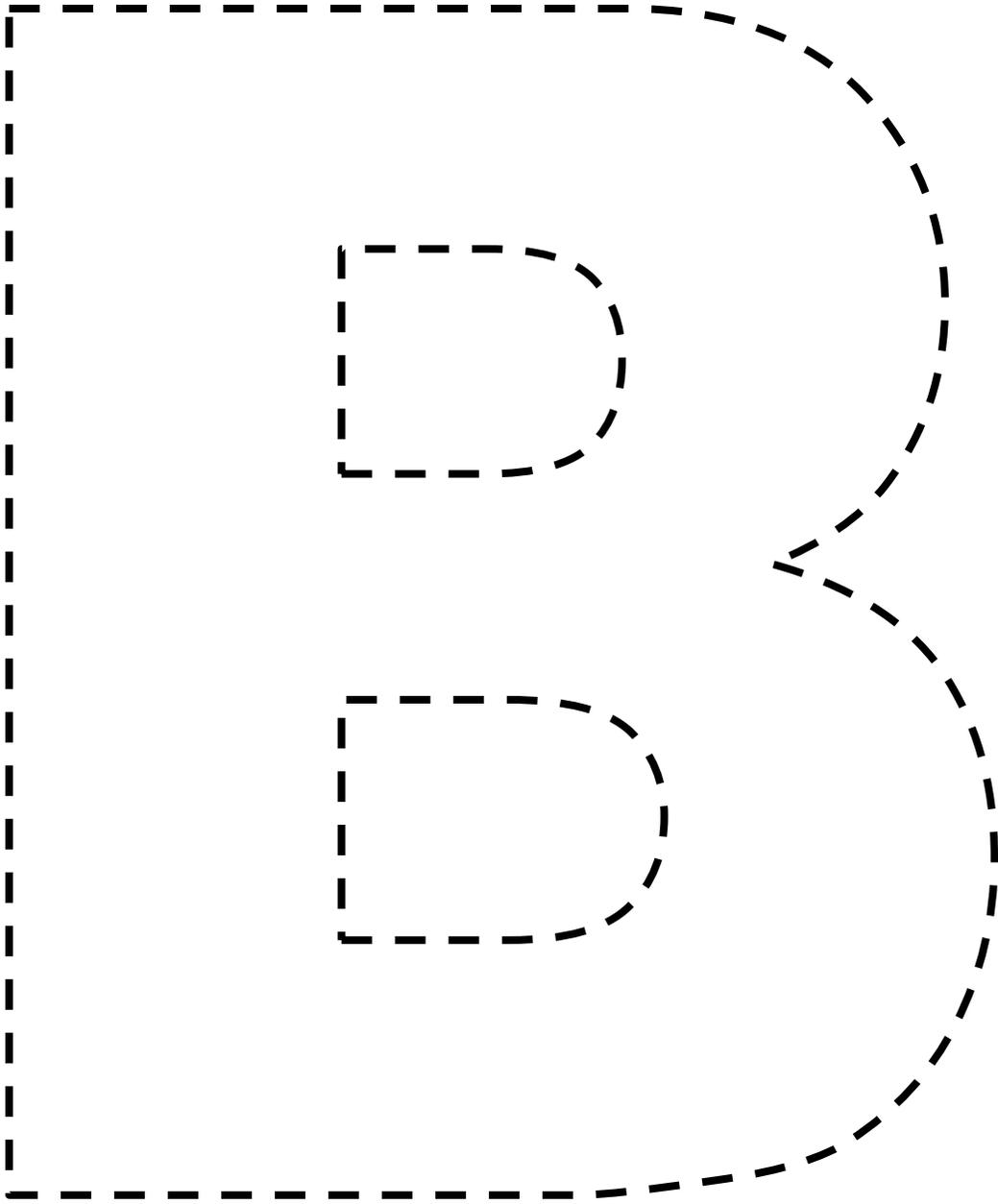
Preparation: Photocopy enough of each letter worksheet for all students. One letter can be done each day.

Method:

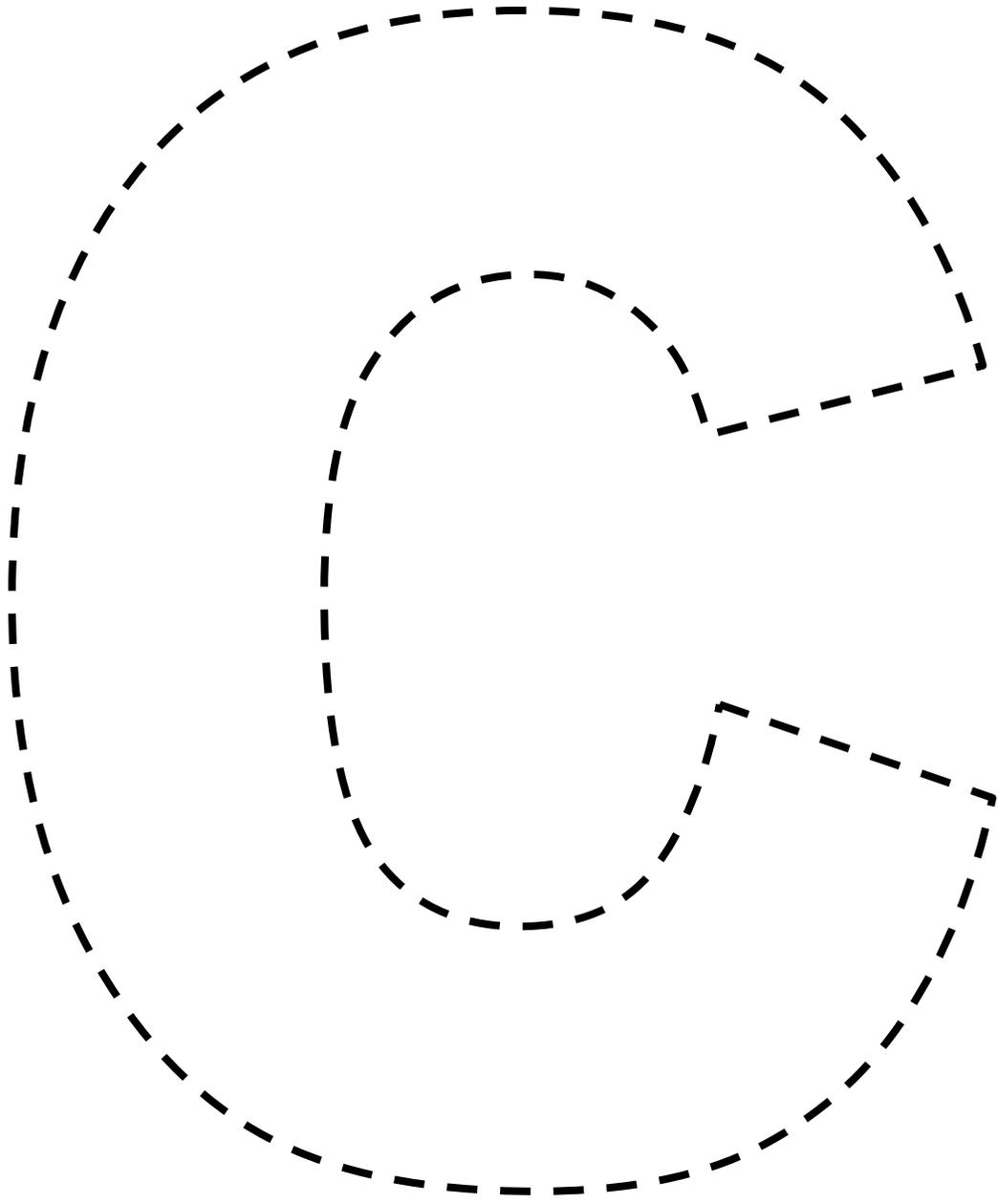
1. Give each student a copy of one letter (i.e., all students will receive the "A" worksheet one day, "B" the next day, etc.).
2. Read what is on the bottom of each letter and ask students to repeat it. Be sure to clarify what terms on each worksheet mean.
3. Discuss with students rights that correspond to each letter worksheet.



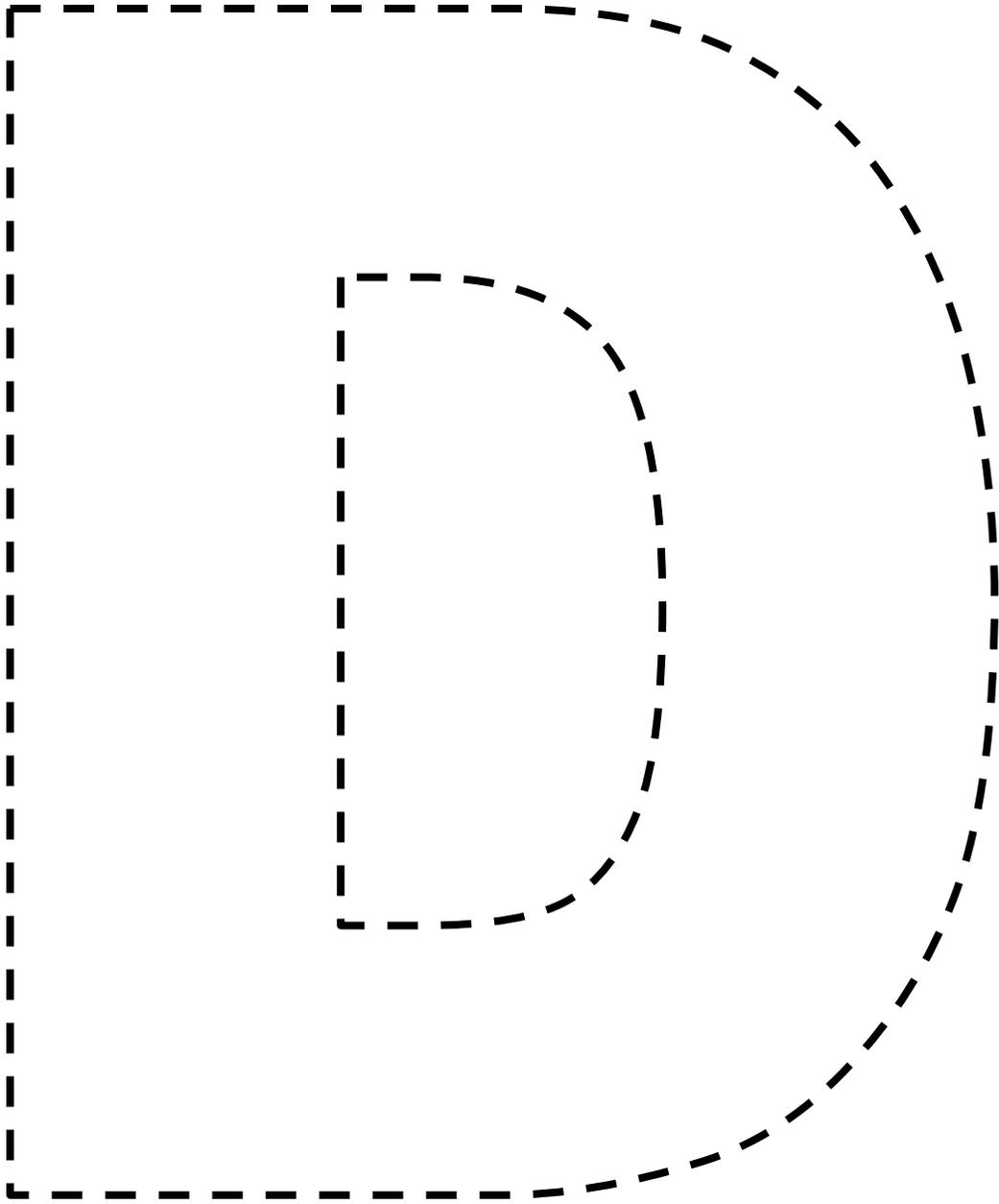
ALL CHILDREN HAVE RIGHTS



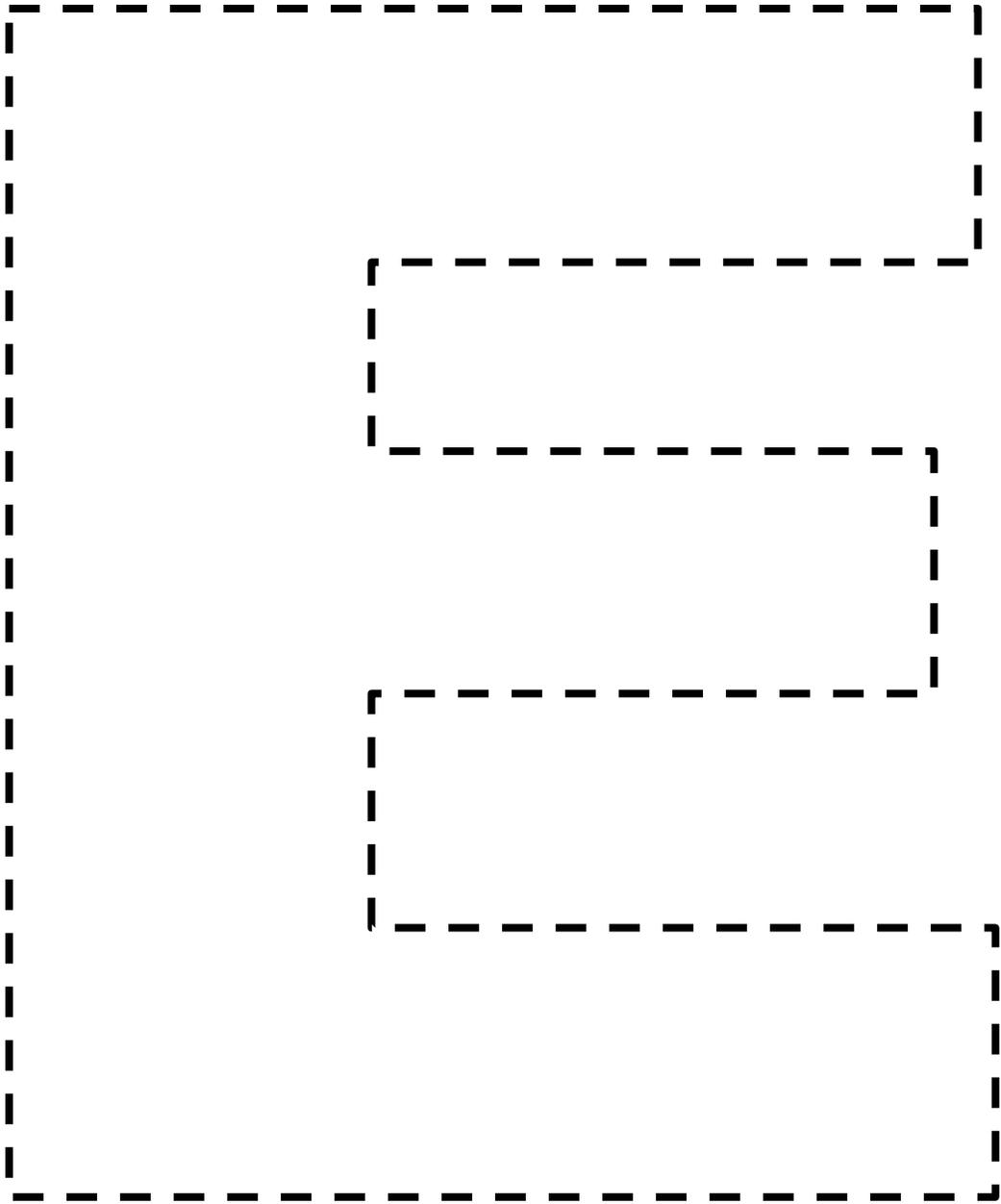
BOYS AND GIRLS



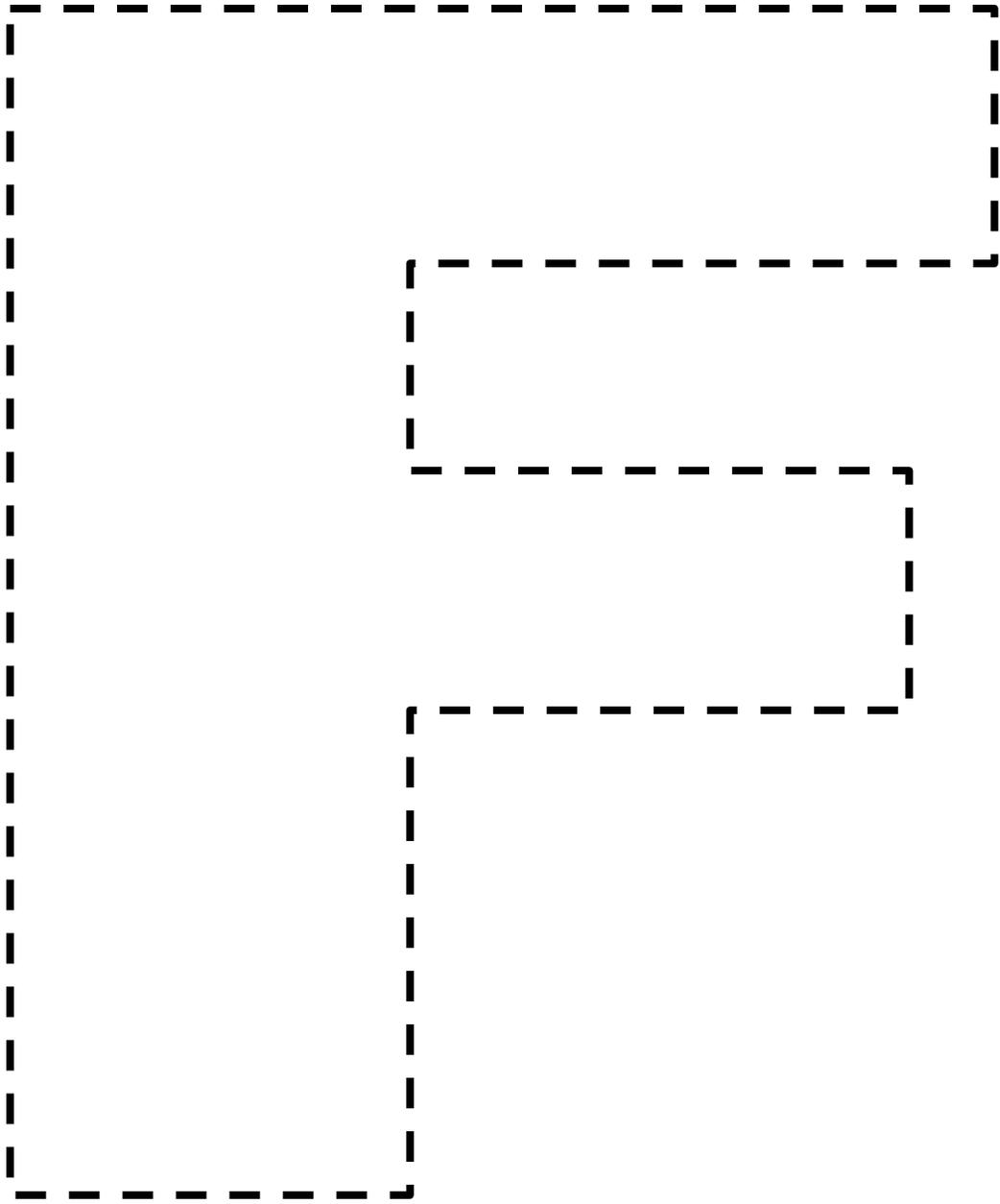
CCULTURE IS A RIGHT



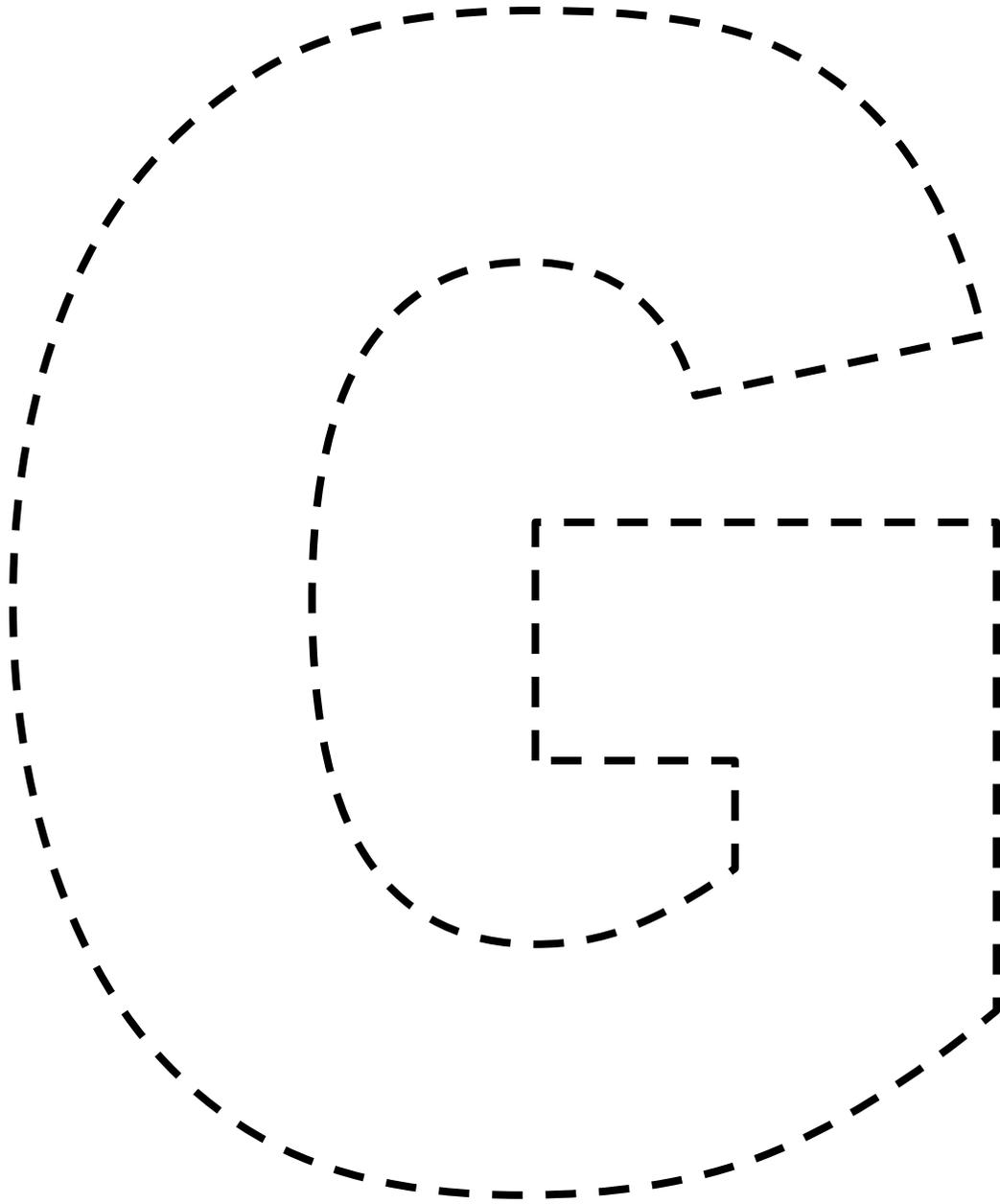
DEVELOP YOUR TALENTS



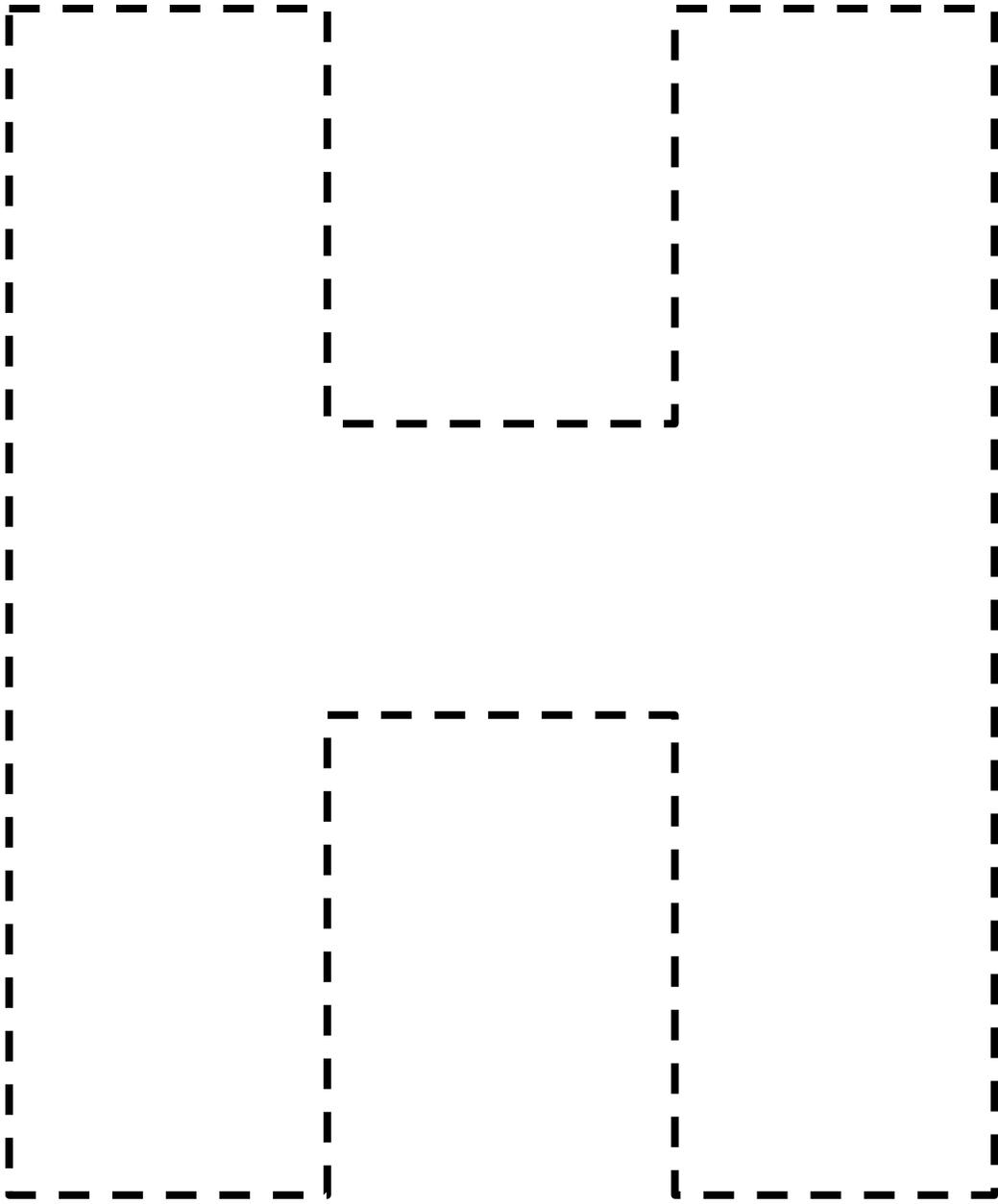
E DUCATION IS A RIGHT



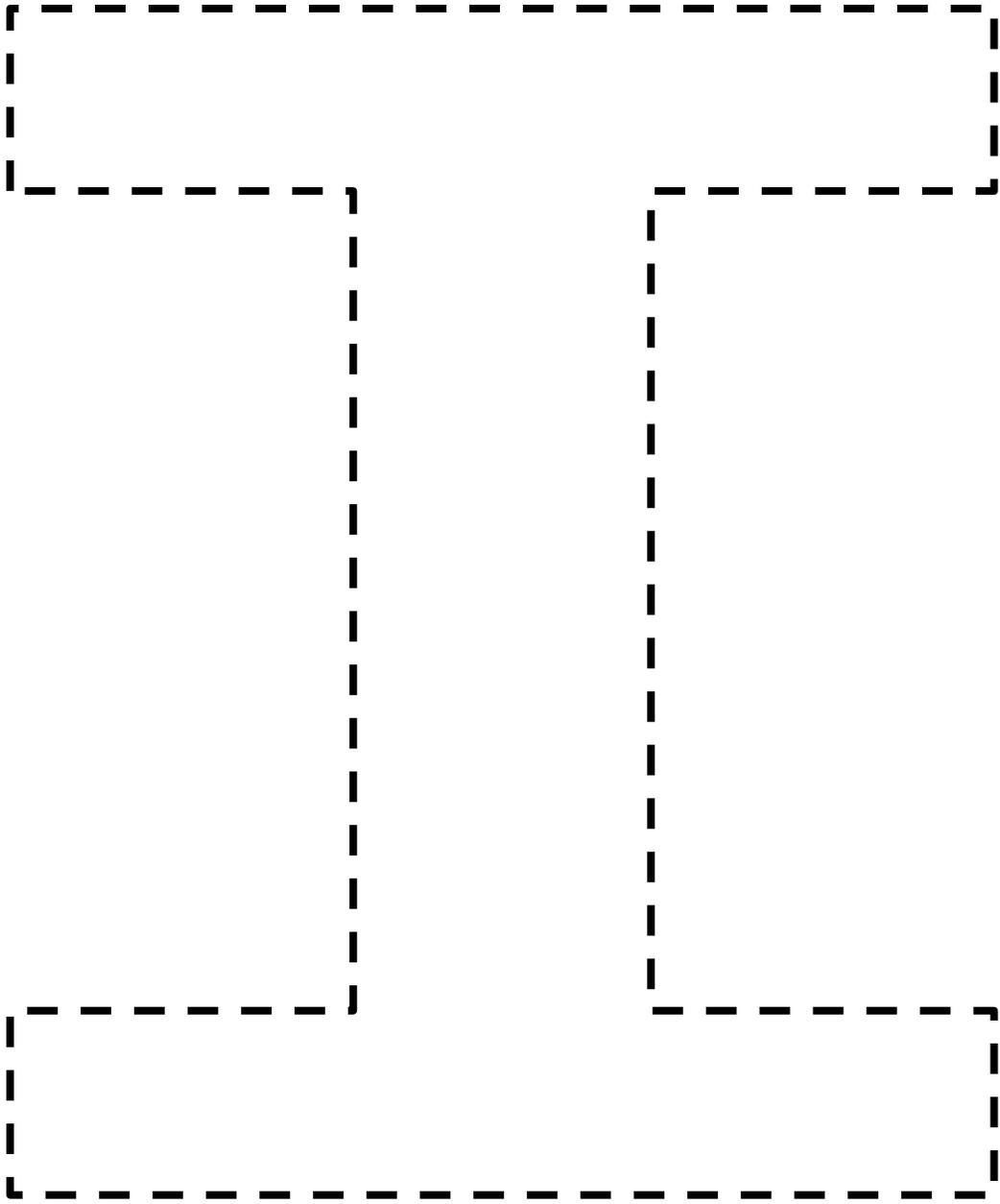
FAMILY AND FRIENDS



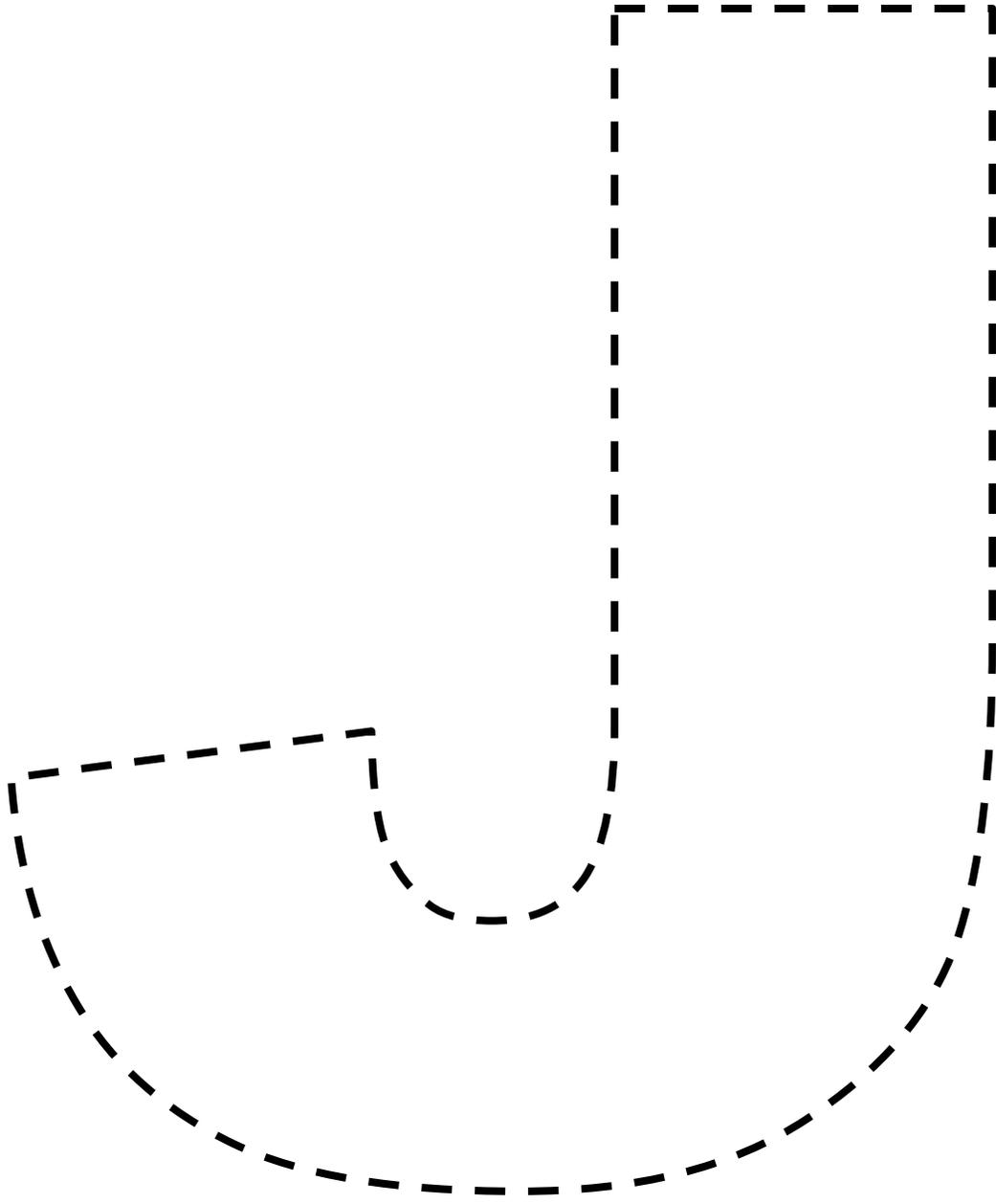
GUIDANCE FROM ADULTS



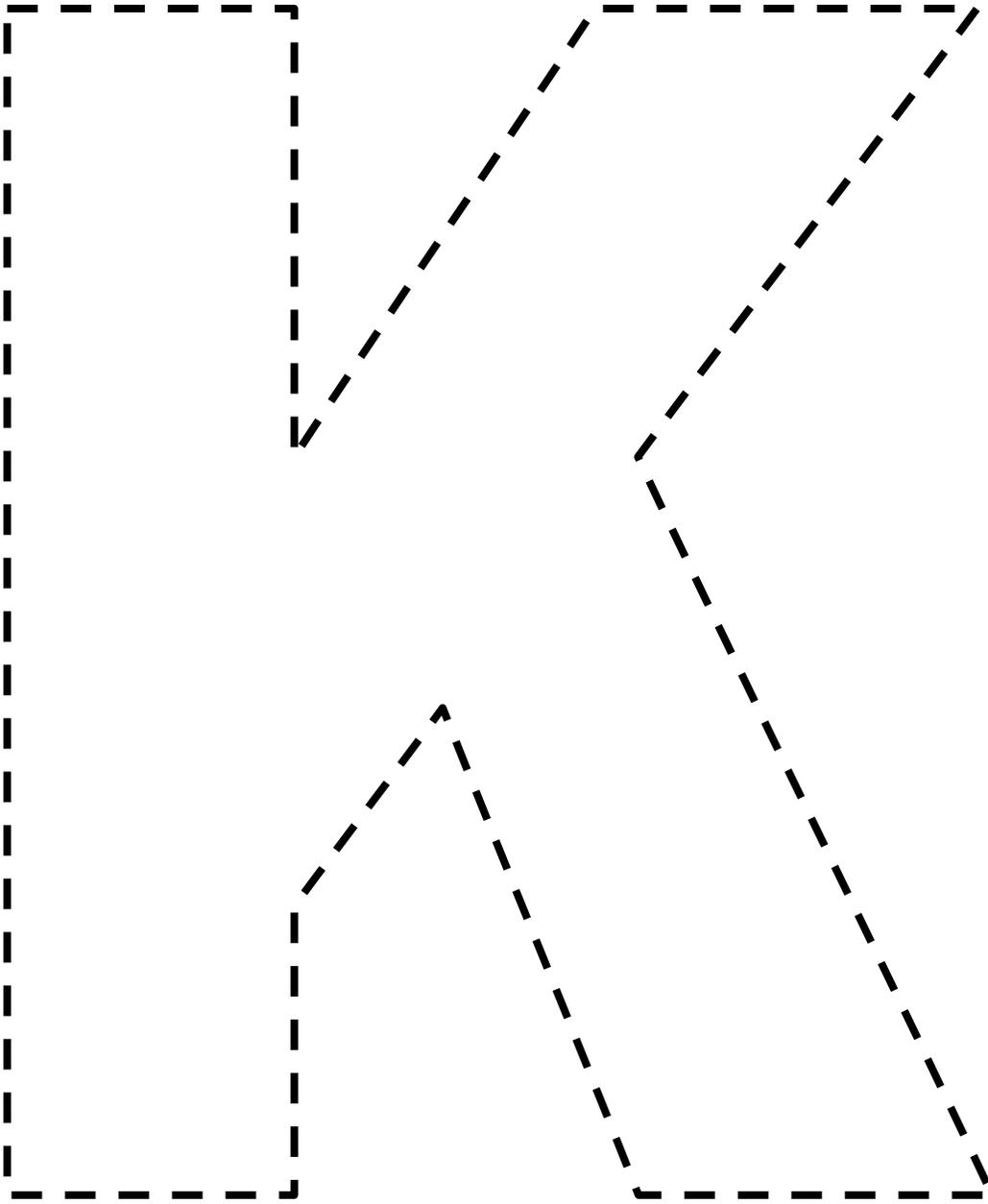
H EALTHY FOOD IS A RIGHT



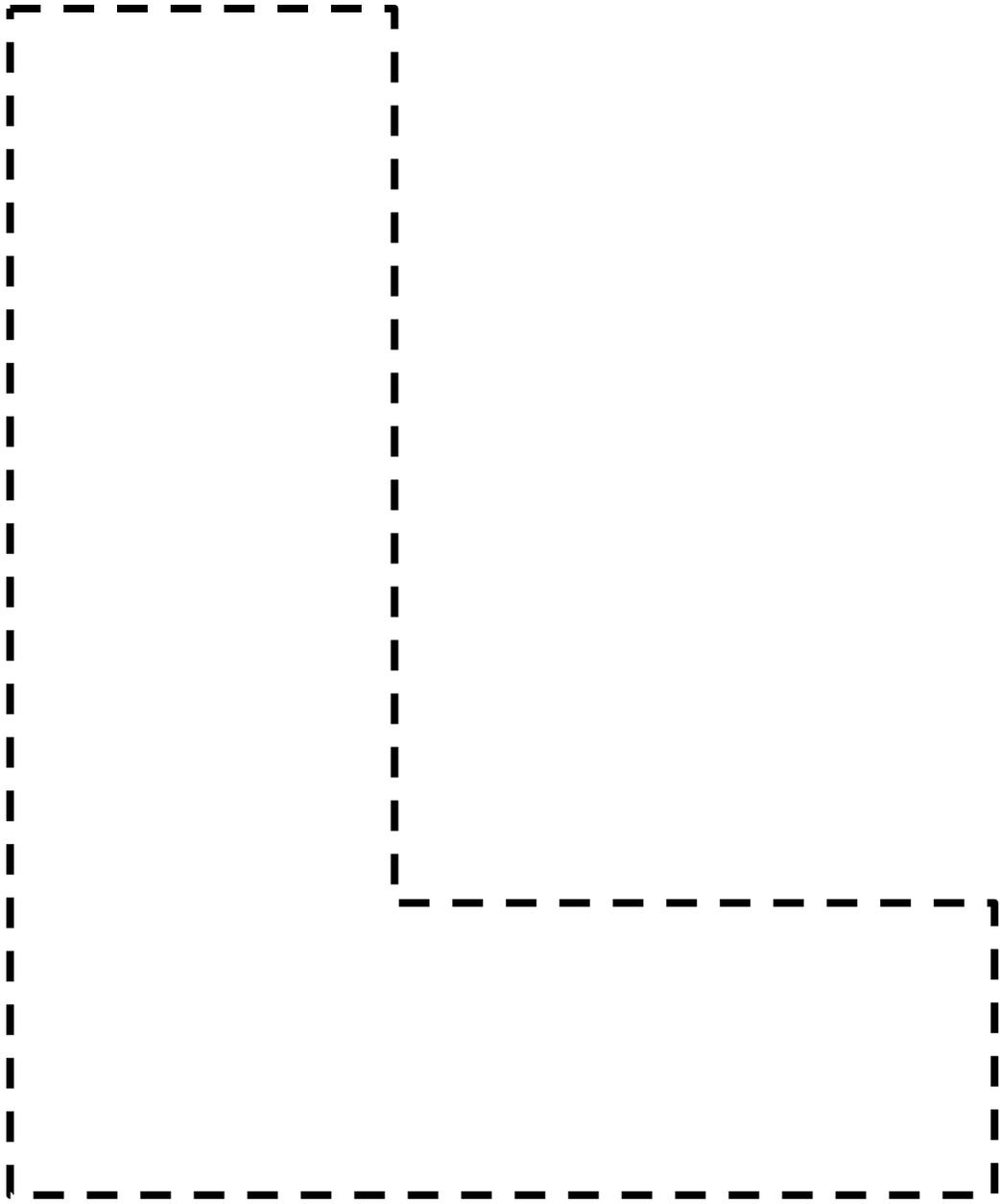
IDEAS TO SHARE



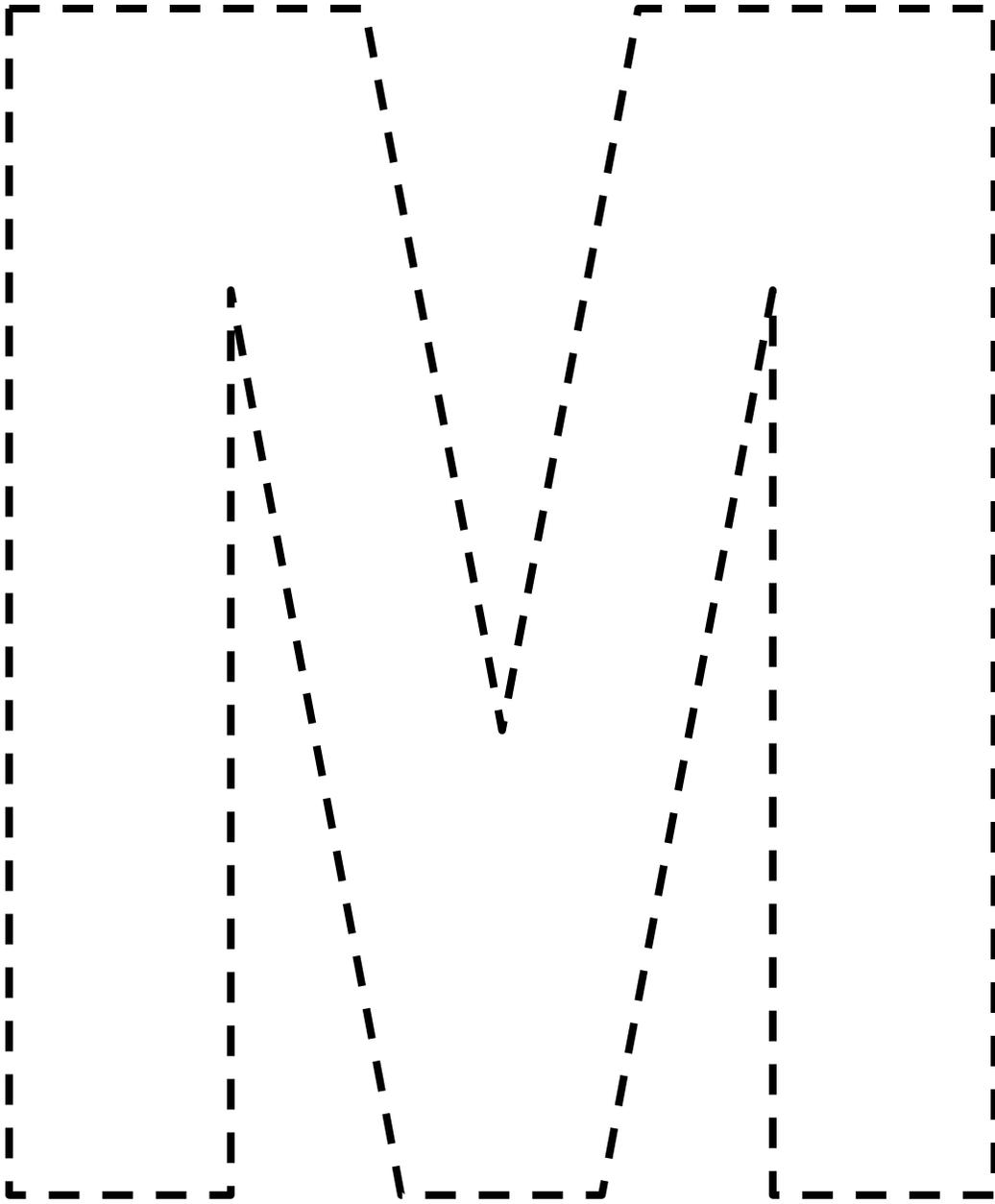
JOBS OR CHORES ONLY IF
THEY ARE SAFE



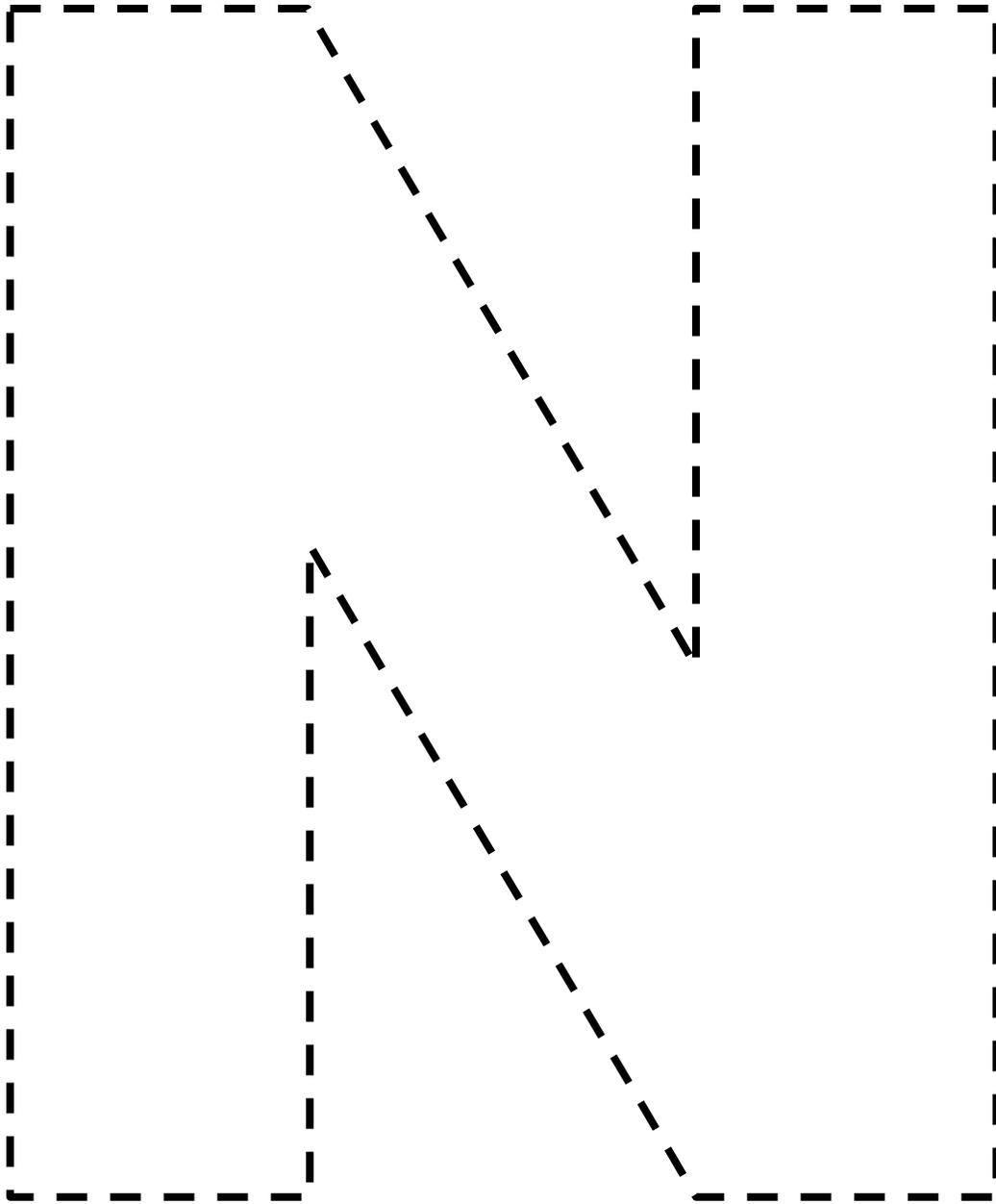
**KIDS EVERYWHERE HAVE
RIGHTS**



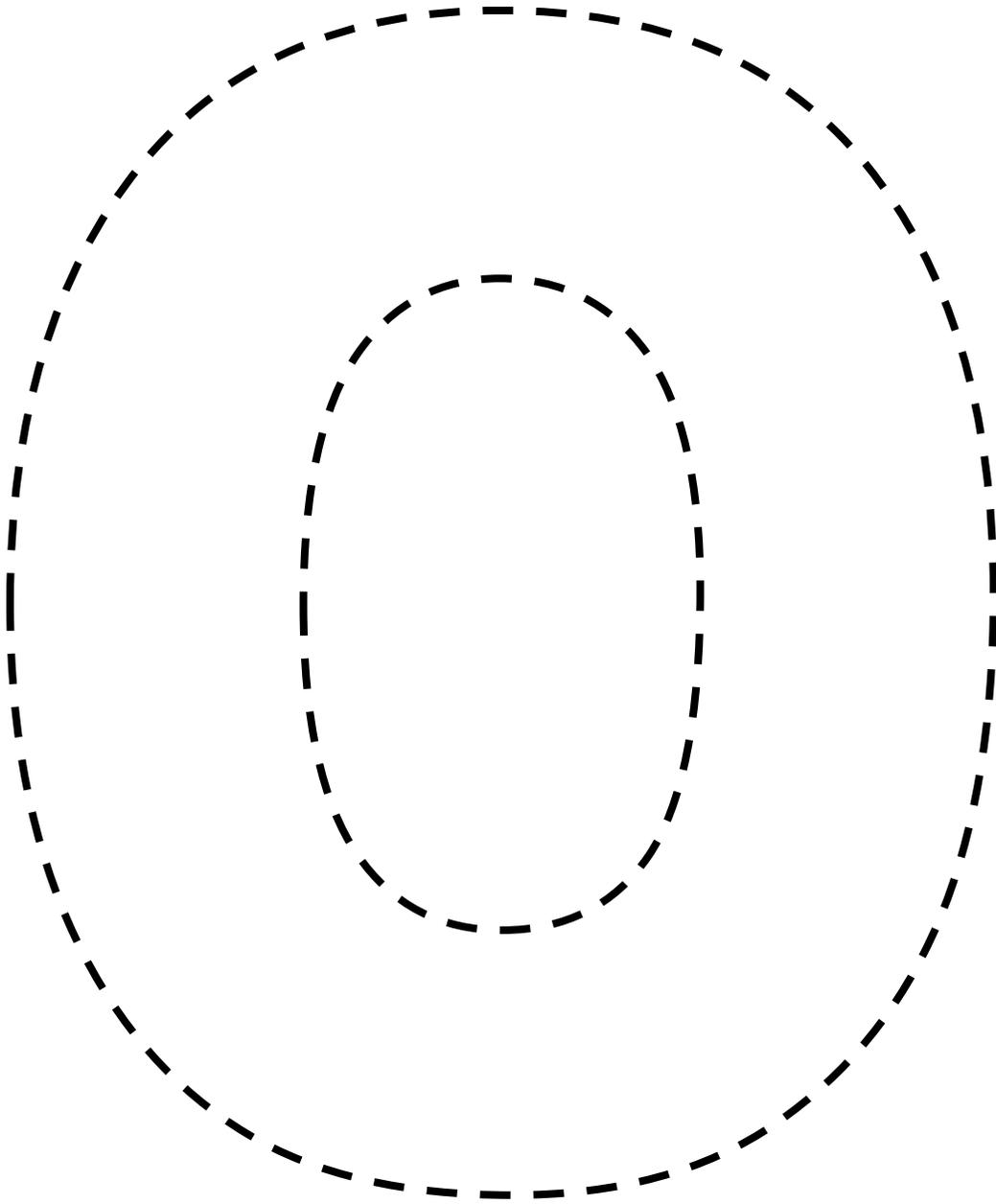
LEARN ABOUT YOUR RIGHTS



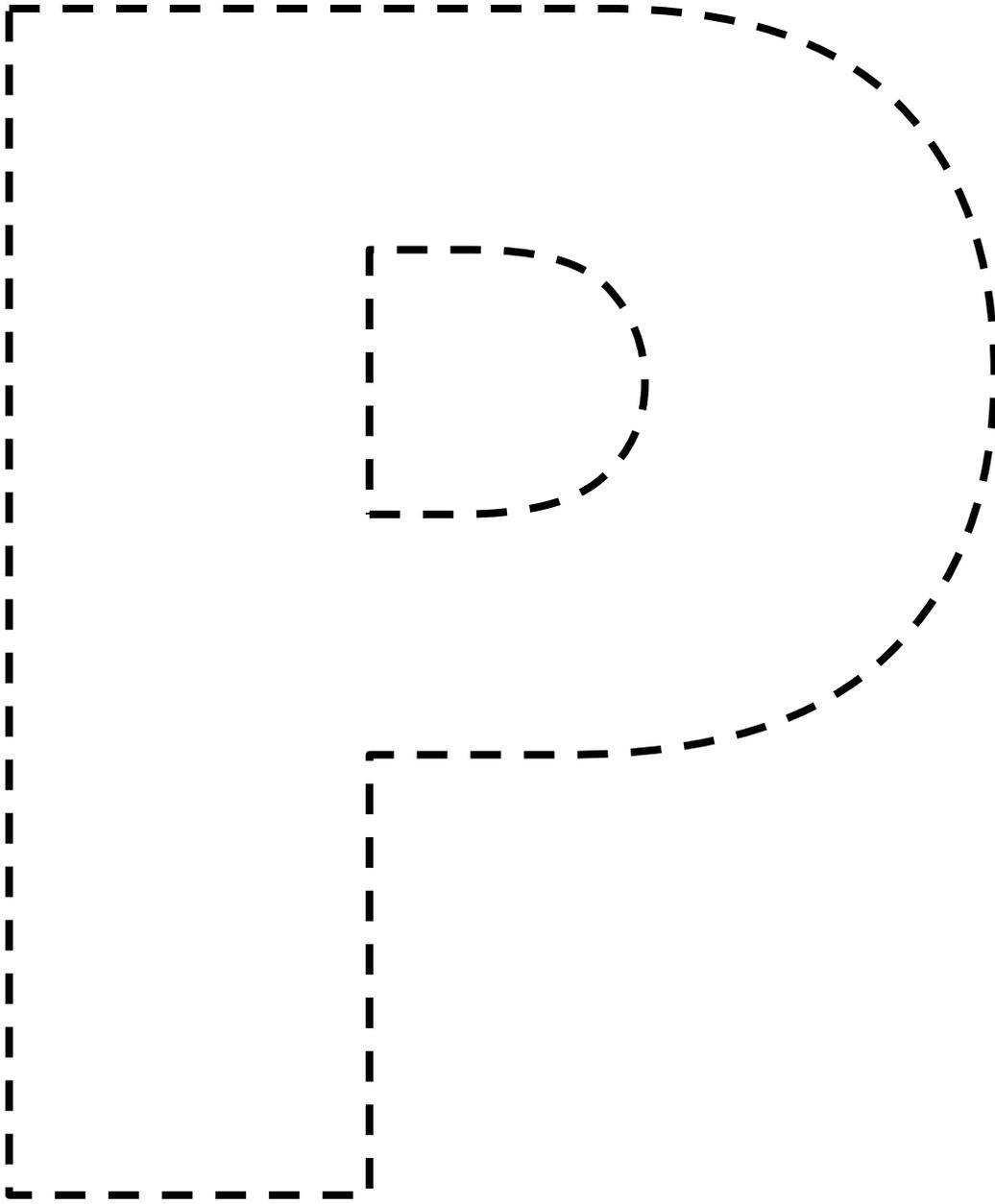
MY RIGHTS



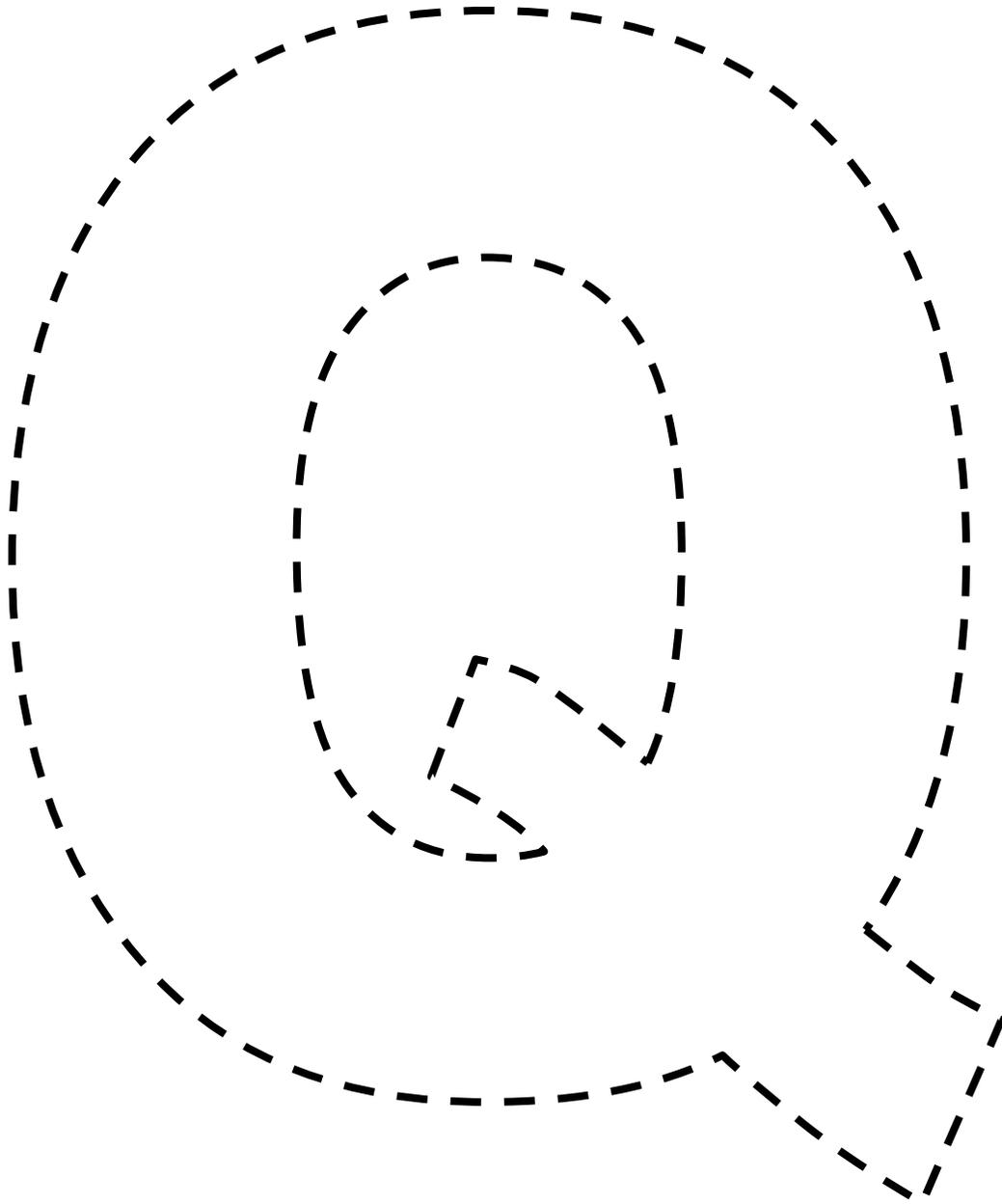
NAME AND NATIONALITY



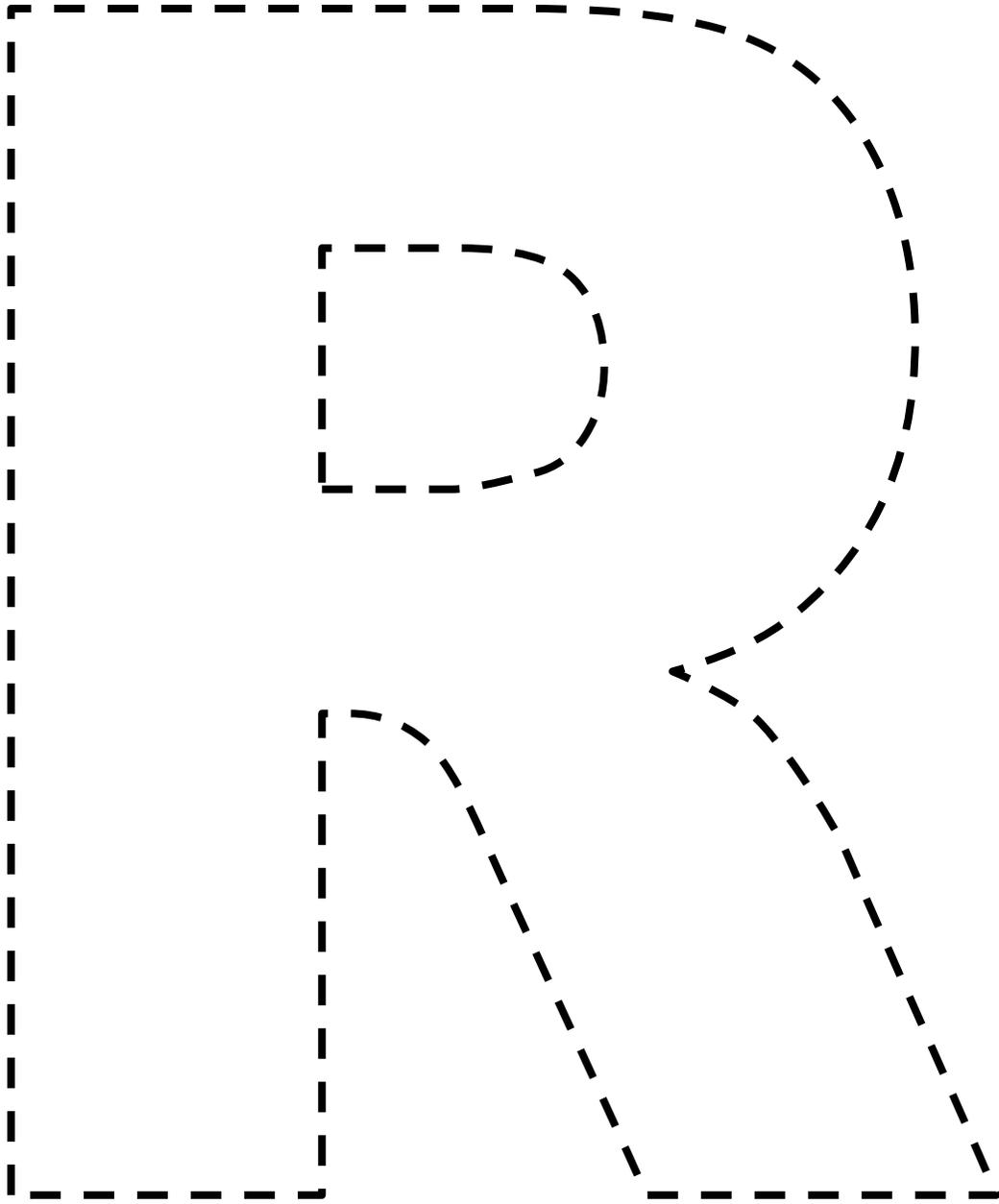
OPINIONS THAT COUNT



PLAY AND REST ARE RIGHTS

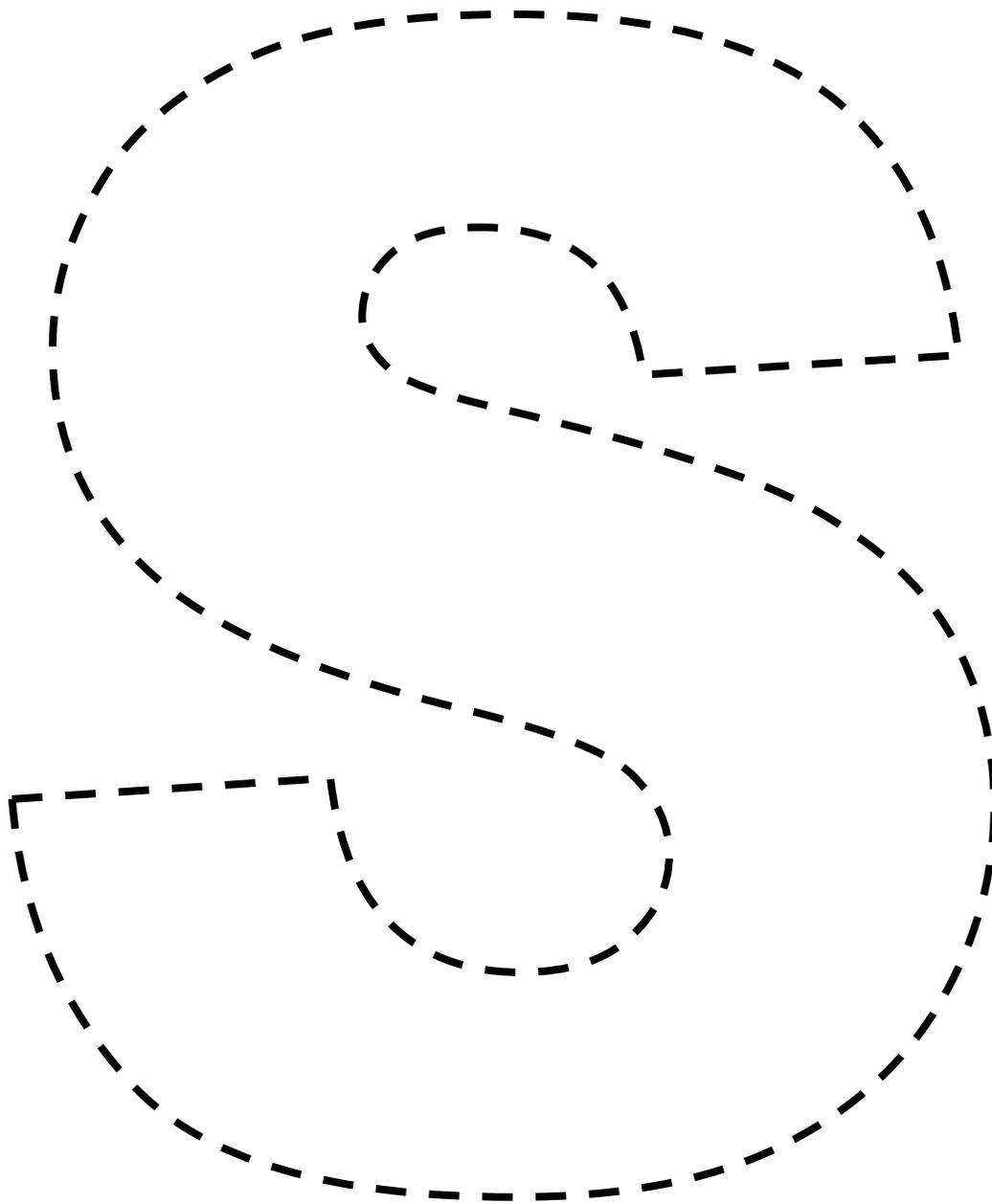


QUESTIONS AND ANSWERS

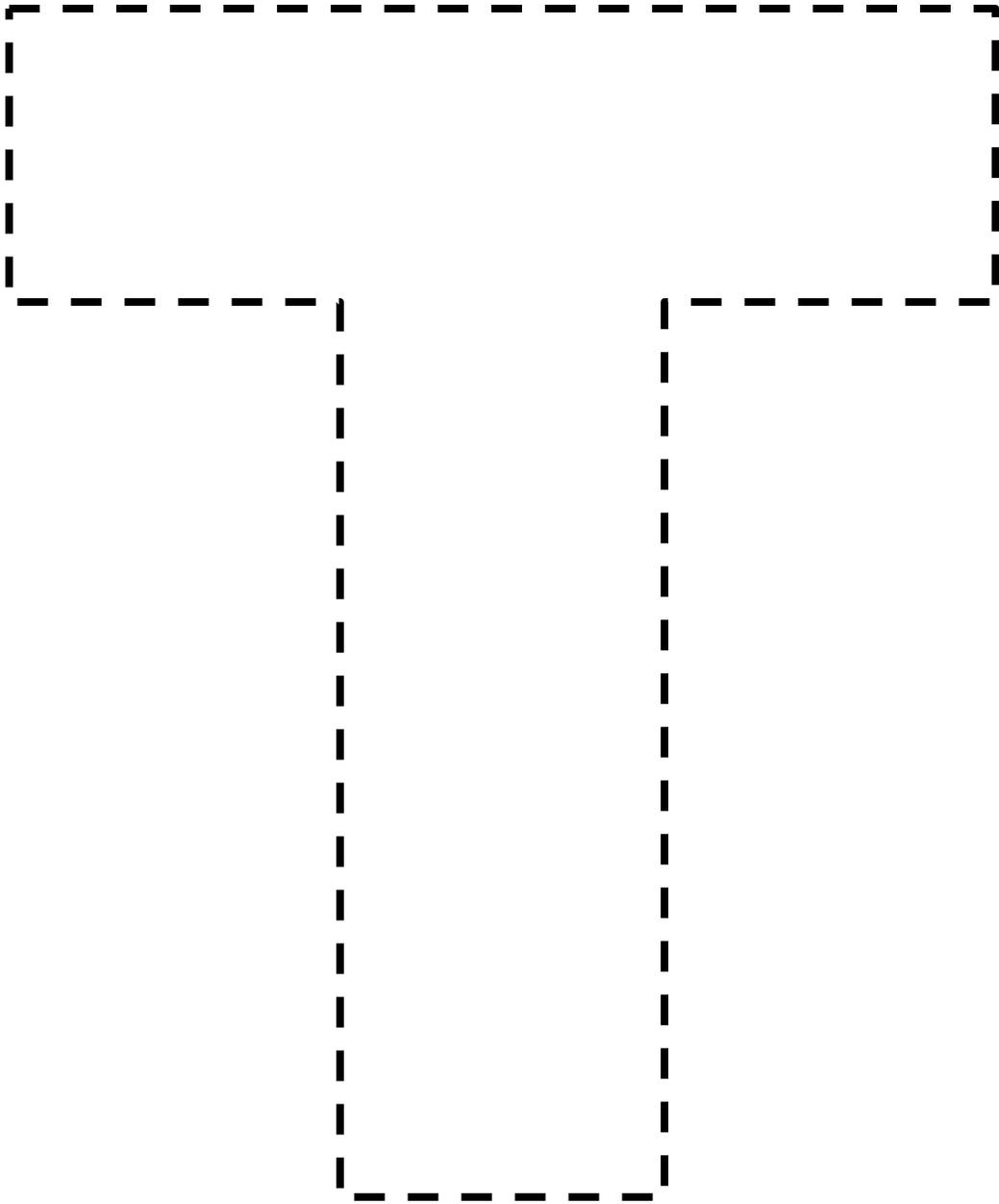


RESPECTING OTHERS

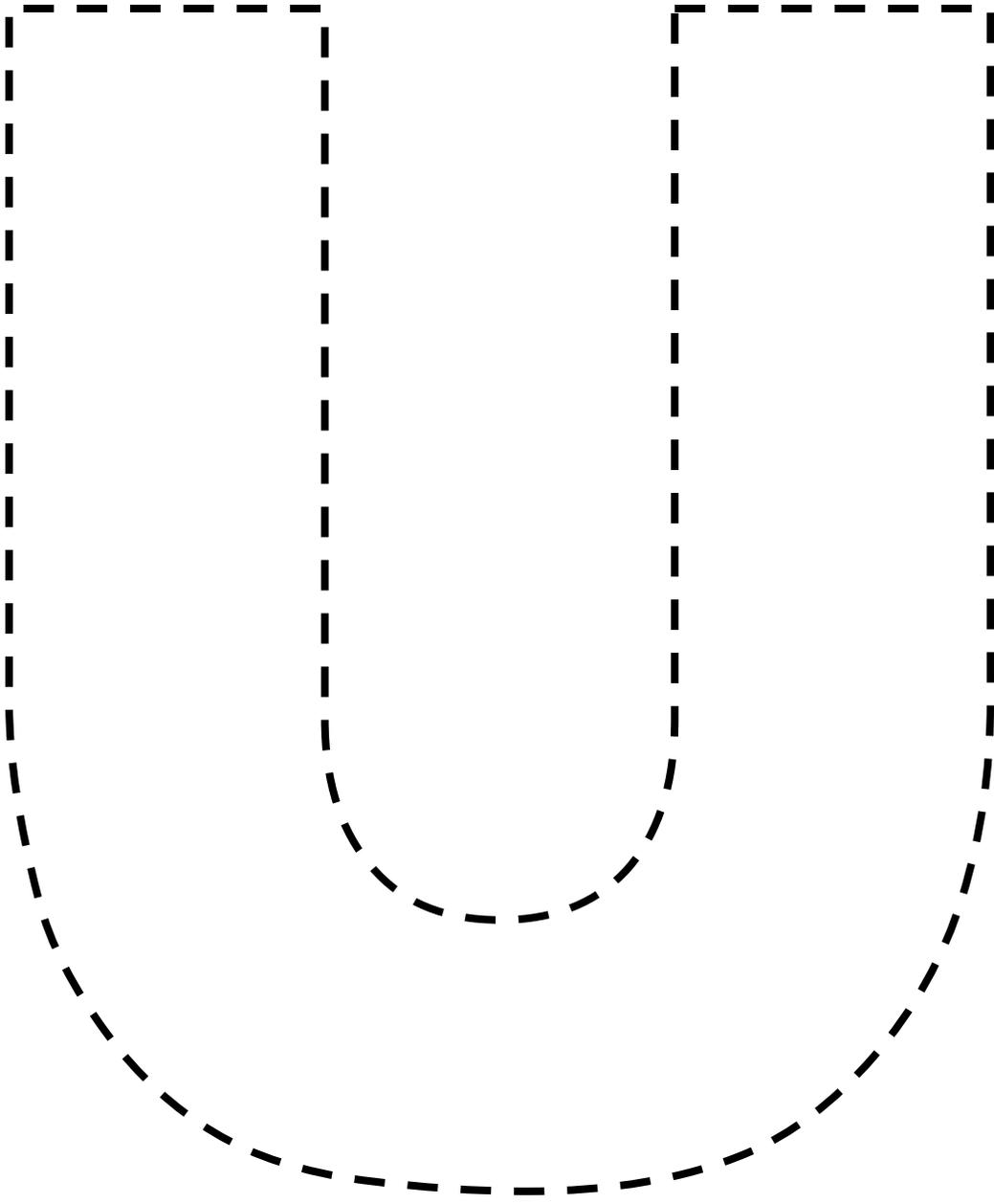
RIGHTS



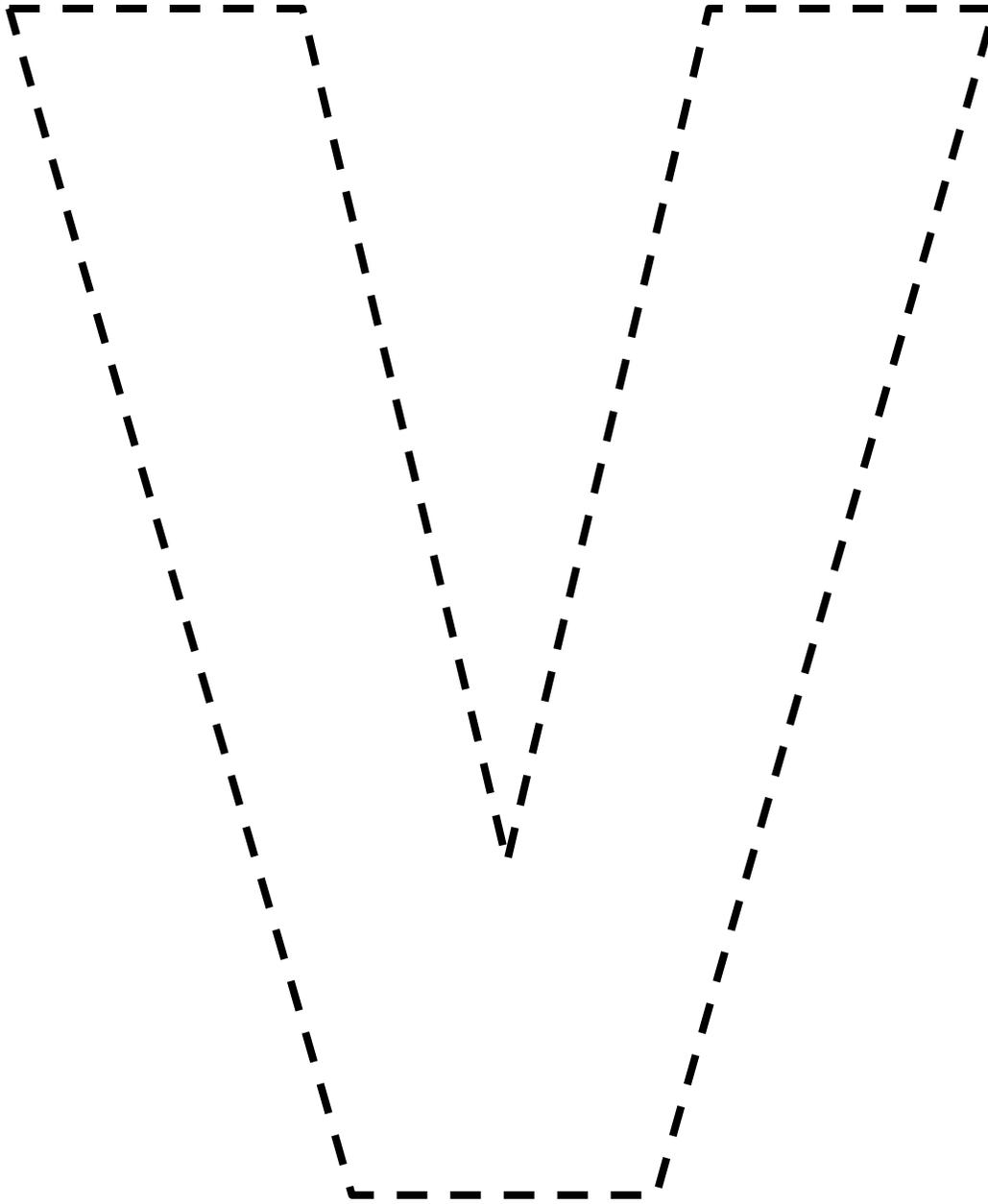
SAFETY IS A RIGHT



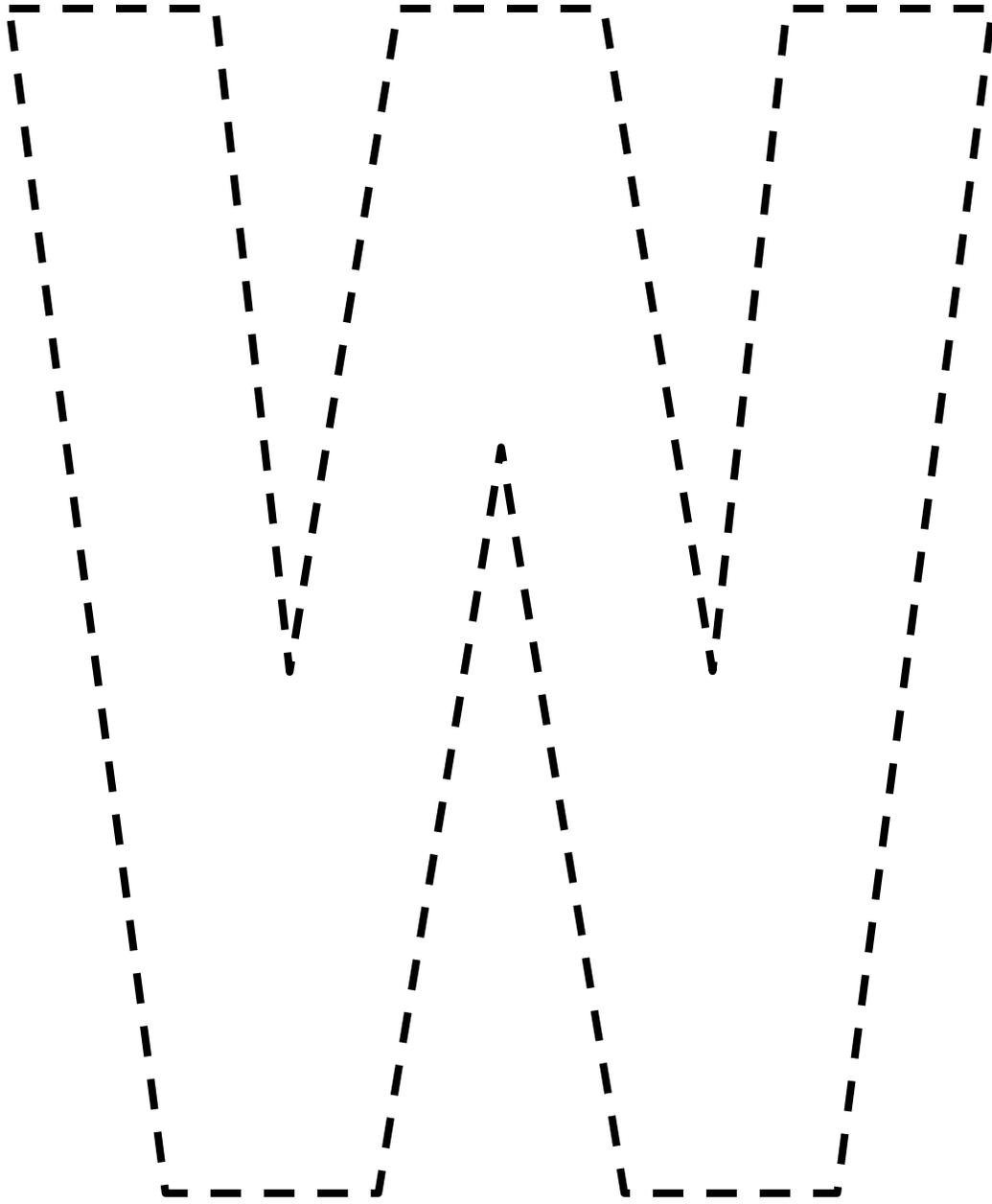
THOUGHTS CAN BE SHARED



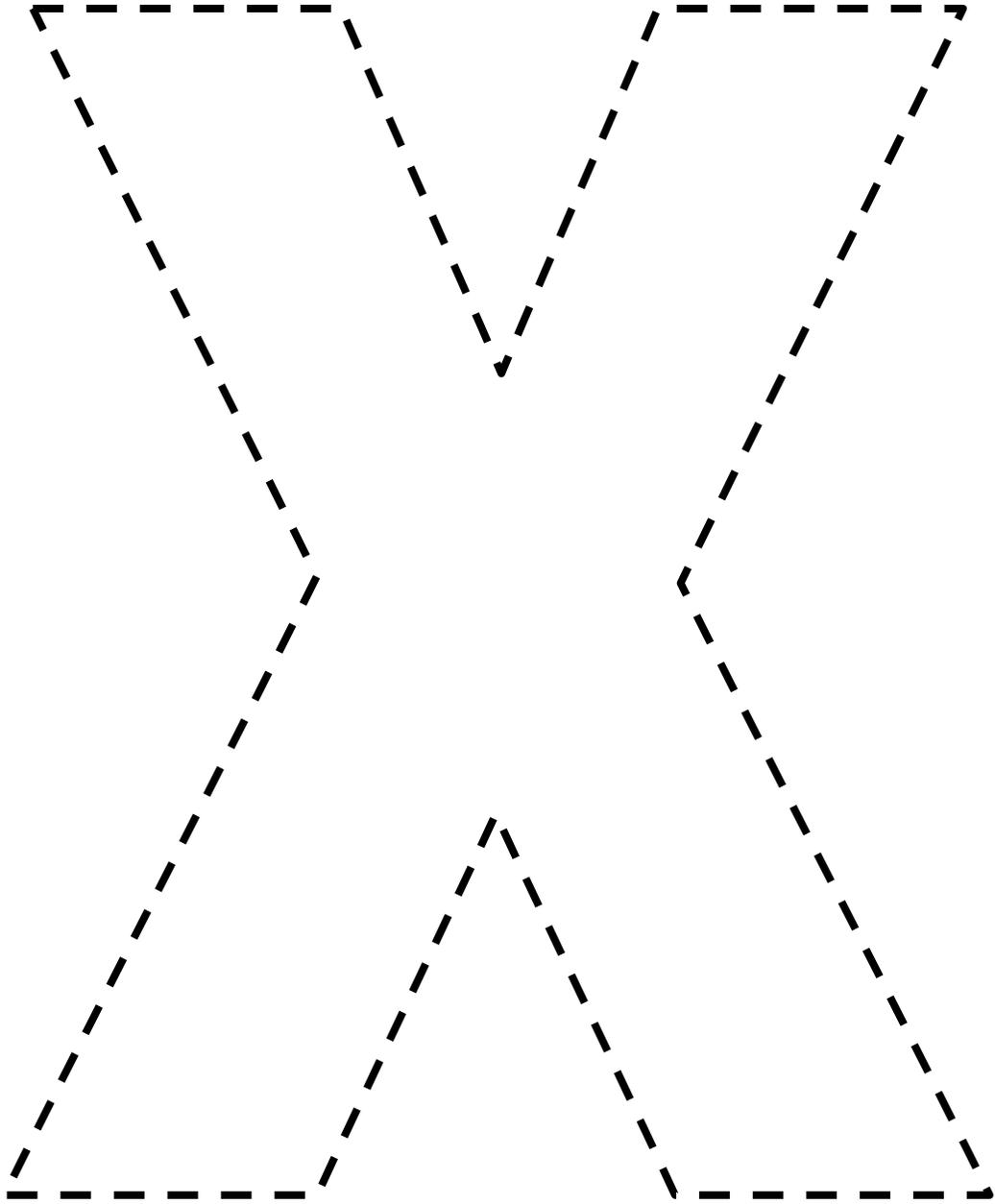
UNDERSTAND YOUR RIGHTS



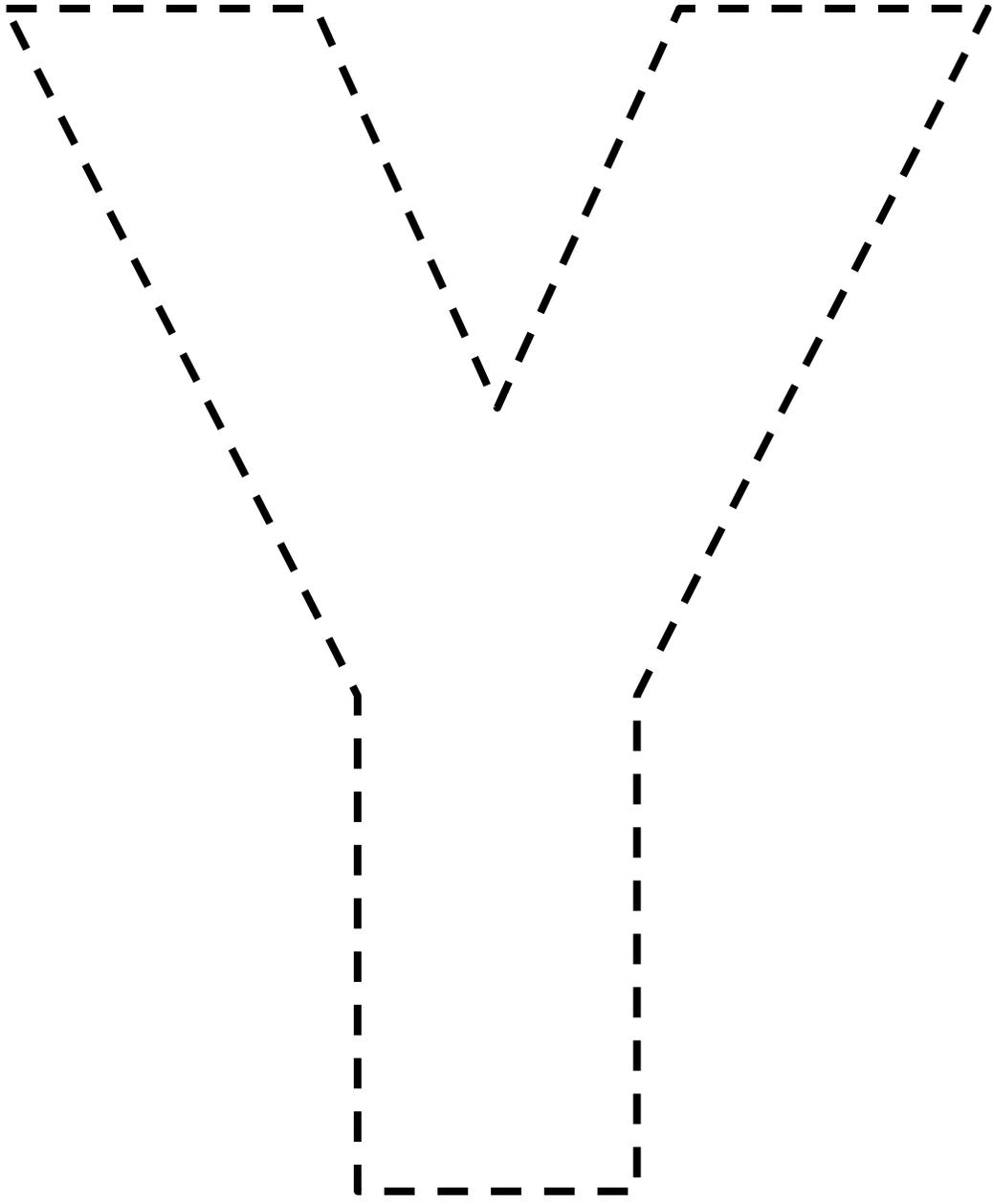
Voice Your Thoughts



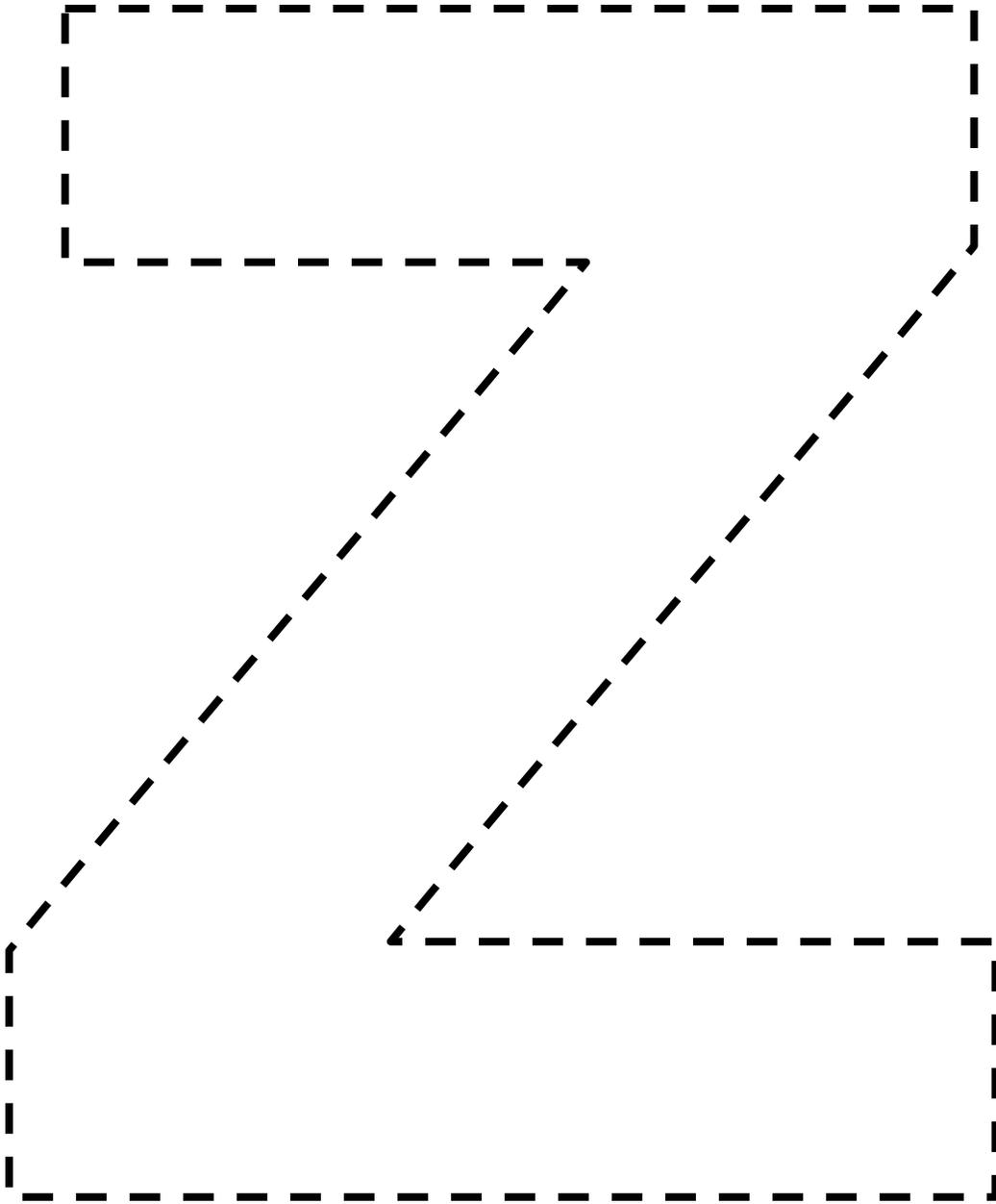
WATER THAT IS CLEAN



**EXTRA HELP FROM
GOVERNMENT IF YOU NEED IT**



YOU HAVE RIGHTS



ZERO KIDS LEFT OUT

Appendix

United Nations Convention on the Rights of the Child Unofficial Summary of Articles

FOREWORD: This is a summary of the substantive articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

Article 1 - Definition of Child

Every person under 18, unless national law grants majority at an earlier age.

Article 2 - Freedom From Discrimination

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

Article 3 - Best Interests of Child

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Article 4 - Implementation of Rights

The State to translate the rights in the Convention into actuality.

Article 5- Respect for Parental Responsibility

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

Article 6 - Survival and Development

The child's right to live; the State to ensure the survival and maximum development of the child.

Article 7 - Name and Nationality

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 8 - Preservation of Identity

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

Article 9 - Parental Care and Nonseparation

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Article 10 - Family Reunification

The right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 11 - Illicit Transfer and Nonreturn

The State to combat the illicit transfer and nonreturn of children abroad.

Article 12 - Free Expression of Opinion

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Article 13 - Freedom of Information

The right to seek, receive, and impart information through the medium of choice.

Article 14 - Freedom of Thought, Conscience, and Religion

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

Article 15 - Freedom of Association

The right to freedom of association and freedom of peaceful assembly.

Article 16 - Protection of Privacy

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

Article 17 - Media and Information

The State to ensure access to information and material from a diversity of national and international sources.

Article 18 - Parental Responsibilities

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

Article 19 - Abuse and Neglect

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 20 - Children Without Families

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

Article 21 - Adoption

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

Article 22 - Refugee Children

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

Article 23 - Disabled Children

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on

preventive health care, treatment of disabled children, and methods of rehabilitation.

Article 24 - Health Care

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

Article 25 - Periodic Review

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

Article 26 - Social Security

The right, where appropriate, to benefit from social security or insurance.

Article 27 - Standard of Living

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

Article 28 - Education

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

Article 29 - Aims of Education

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

Article 30 - Children of Minorities

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

Article 31 - Leisure & Recreation

The right to leisure, play, and participation in cultural and artistic activities.

Article 32 - Child Labor

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

Article 33 - Narcotics

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 - Sexual Exploitation

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 - Sale and Trafficking

The State to prevent the sale, trafficking, and abduction of children.

Article 36 - Other Exploitation

The State to protect children from all other forms of exploitation.

Article 37 - Torture, Capital Punishment, and Deprivation of Liberty

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

Article 38 - Armed Conflict

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

Article 39 - Rehabilitative Care

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

Article 40 - Juvenile Justice

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

UN Convention on the Rights of the Child: Unofficial summary of Articles.

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