

# Bringing Child Rights into Your Classroom

An Educator's Guide



**SNAICC**

Secretariat of National Aboriginal  
and Islander Child Care

The national peak body for  
Aboriginal and Torres Strait Islander  
child and family services

[www.snaicc.org.au](http://www.snaicc.org.au)

SNAICC is the national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families.

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# Getting started



# Using this guide

Bringing child rights into your classroom is about exactly that – learning how to integrate children’s rights information, instruments and tools into lessons and activities in your classroom!

## What is it?

- » A guide to teach your class what children’s rights are all about. It provides an overview of children’s rights and then focuses separately on seven major rights of our children.
- » A helping hand to make children’s rights more than just writing on a piece of paper – it’s about teaching children how their rights relate to their worlds.
- » A series of children’s stories and activities designed to make children’s rights fun and accessible for Aboriginal and Torres Strait Islander Children.
- » Some methods to help you embed human rights in your classroom every day.

## Who is it for?

- » This guide has been specifically designed for early childhood educators working with Aboriginal and Torres Strait Islander children up to 8 years of age.

## How do I use it?

- » For each child right in this guide there are three sections to help you bring these rights into your class.
  - What is this right all about?  
This is a reference for you to read through before you teach your class. It will give you a sense of exactly what this right is all about.
  - Story Time  
This is a fun children’s story written especially for Aboriginal and Torres Strait Islander children.
  - Activity Time  
This is a series of activities you can choose from to help continue your class session on each human right.
- » This Educator’s Guide is part of a larger child rights pack that includes:
  - Child rights Educator’s Guide
  - Child rights children’s poster series (seven posters)
  - Child rights activity book
- » This Educator’s Guide is to be used in conjunction with the Children’s rights poster series. There are seven child rights that are explained in this guide and for every right there is a special poster to match.

### REMEMBER!

*There are many other activities (not included in the guide) that you can do with your class that connect with these child rights. Activities, for example, around culture, family, food, safety, participation and education.*

*The educators guide is designed for you to use as a base. However, to really embed child rights in your class, you’ll need to bring in other activities and stories that connect to these rights.*

*Think about local people and services you could bring to your class and relevant stories that you could tell.*

*And yes, of course I can talk, I’m a cockie!*



# Why should you teach child rights to children?

Whilst the idea of child rights may seem too difficult for very young children, we now know that from a young age children are actively developing the skills to understand complex concepts. Their sense of right and wrong, their identity as socially responsible beings, and their sense of fairness are all growing and developing. Teaching children about their rights is an important part of this development – even for those children who are too young to read the United Nations Convention on the Rights of the Child.

## Here's a quick summary of why we should teach child rights to young children:

- » All children in Australia have these rights under the United Nations Convention on the Rights of the Child.
- » Article 42 of the Convention on the Rights of the Child states that all children have a right to learn about their rights – including children who are not old enough to read the Convention themselves. This Article also states that adults have a duty to teach children about their rights.
- » Learning about their rights empowers children and helps them to claim these rights.
- » Learning about their rights helps children understand how to respect other people's rights, to behave in socially responsible ways, and to identify and connect with other children across Australia and the world.
- » Learning about their rights helps children learn how to take action to promote children's rights. For example, after learning that all children have the right to nutrition, but that many children in their community weren't having this right fulfilled, children at an early childhood centre in Canada successfully initiated a school breakfast program.

**"Everyone, children and adults, should know about Children's Rights"**

– (Article 42, United Nations Convention on the Rights of the Child)



# What are child rights?

## What are rights?

Rights are things that all children need to be happy, healthy, safe, cared for and to grow up strong within their culture. They cover all of the things that are essential for children growing up. They include being able to go to school and learn, having time to play, being able to do things their ways within culture, and having enough healthy food to eat and clean water to drink.

There is an important distinction between what are rights and what are wants or desires. Rights are fundamental things that are core to who we are and what we need as human beings. There are lots of other things that we may want. But rights are those very important things to support us as human beings. These are what we can demand as our rights.

## Who has rights?

Every child in the world has these rights. No matter who you are, what you look like, where you come from, what language you speak, if you are a boy or a girl, or how old you are, every child is as equal and special. So every child in Australia has rights!

## Where do rights come from?

Every child in the world is born with these rights as human beings. They are just there, within us. To make sure that these are protected by everyone, and particularly for children who are little and still growing, people created agreements about them.

Many years ago a group of people from all over the world got together to make up a list of rules to help protect children's needs. They decided that all of the children in the world should have these rights – including in Australia. This agreement is called the United Nations Convention on the Rights of the child.

## Why are rights important?

Rights help children to be happy, healthy, safe, and to learn and have fun. They provide all of children's basic needs to assist them to be all that they can be in their life. They help them to learn how to be kind to each other and how to treat each other fairly. They also help adults to know what they need to grow up strong and happy.

## Who helps children with their rights?

Many different people can help to make sure that children can enjoy their rights:

- Family
- Friends
- Teachers
- Doctors and nurses
- Adults in the community
- Adults in the Government

## Rights and Responsibilities

So all children have rights, but this doesn't mean children can always do what they want. There are also things that everyone has to do - like going to school, not hurting anyone else, and helping parents and family. Each child has rights and each child has to respect the rights of other children.

# Right Here, Right Now



# Child rights introductory session

This section talks through how you might start explaining about children's rights to the children in your service.

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit daunting at first, but don't worry! By starting with basics conversations and games about rights you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

1. Start with the story below – this explains how children's rights came to be developed.
2. Then move on to the fun activity 'Rights feely bag' to introduce the children to some of the rights they have.
3. Once the children have done the activity, draw them back into the circle for a bit more of a discussion about rights. Feel free to add in anything to these discussions that you think is relevant to your service and children.

## 1 Story Time

A long time ago, people from all over the world got together to talk about kids.

They all think that kids are special and all kids are the same. It doesn't matter if you are big or little. It doesn't matter what your language and culture is. It doesn't matter what things you like or what things you don't like. You are special.

They wrote down a list of rules to make sure that kids everywhere can be safe, happy and healthy.

### Questions:

*What does it mean to be safe?*

*What does it mean to be happy?*

*What does it mean to be healthy?*

These people decided that every kid in the world should have these things – and they call them 'rights'. Kids in Australia have these rights too.

I've got this list of rules here that these people wrote (*hold up child friendly version of the United Nations Convention on the Rights of the Child*). These rules are called Children's Rights. These rights are things that all kids need to be happy, healthy, safe, cared for and to grow up strong. They talk about all the things that kids need when they are growing up. They say things like 'kids need to be able to go to school, kids need to have time to play, kids need to have healthy food to eat and kids need clean water to drink'.

*You might want to ask the children to help you make your own list of child rights for the group – these could be things that matter to the children in your class or service. You could write these up as you talk through the story above.*

*Your list could include: happy, healthy, special, food, clean water, time to play, love and protection, your family, education, safe home, and culture.*



## 2 Activity Time

### Activity:

Rights Feely Bag

### Purpose:

To assist children to connect with and see the relevance of child rights to their world around them in a fun way. This is taken from UNICEF's First steps to rights (2003) activities book.

### Time:

15 minutes

### What you need:

Small bag made of strong, non-transparent fabric, but which is soft enough to allow children to feel its contents through the outside of the bag

Objects to represent basic survival and development rights:

- Family group of small dolls (right to live with your family, unless it is bad for you, Article 9)
- A food item, eg a tin of beans or an orange (right to food, Article 24)
- A small bottle of water (right to water, Article 24)
- A small toy house of some kind, eg from a train layout or model village (right to a safe house, Article 24)
- A toy (a ball is good because it is not gender biased and does not go out of fashion, but other toys could be used) (right to play, Article 31)
- A stethoscope or other medical item – real or toy (right to health care, Article 24)
- An exercise book or reading book and a pencil (right to education, Article 28)
- Set of rights labels, printed and cut out separately. **These are on page 43 of this book.**

A set of photographs showing:

- A photograph of a child with their family outside or inside their home (right to live with your family, unless it is bad for you, Article 9; right to a safe house, Article 24)
- A photograph of a child with an extended family (right to live with your family, unless it is bad for you, Article 9)
- An adult feeding a child (right to food, Article 24)
- A vegetable stall or food store (or similar) (right to food, Article 24)
- Children eating a meal (right to food, Article 24)

- A photograph of children at school (right to education, Article 28)
- A photograph of children being taught something from a family member (for example being read to by their parent) (right to education, Article 28)
- Someone getting water from a tap (right to water, Article 24)
- Someone collecting water from a river (right to water, Article 24)
- A photograph of children playing (for example skipping, swinging or play some other kind of game) (right to play, Article 31)
- A children receiving medical attention (right to health care, Article 24)
- A child having their height/weight measured (right to health care, Article 24)
- Any other photographs that are relevant to your community that represent one of the child rights

### Steps:

1. Explain to children that they are going to think about important things that children need in order to stay alive and grow up well. Invite children to give a few ideas about what some of these things might be. Explain that they are going to play a game to help them to think about these things – there will not be time for everyone to have a turn with everything, but everyone will have a turn with something.
2. Have one object in the feely bag, and pass the bag to a few children (so they can't see what is inside). Invite them to describe what it feels like, and guess what it might be.
3. Take the object out of the bag and discuss what it is. What important thing does it make you think of? Is that important for all children? Why is it important? How would it feel if they weren't allowed this thing?
4. Show corresponding photograph(s) and talk about different ways that children experience this right.
5. Add the labels to photographs.
6. Repeat with the other objects in the bag – making sure not to show the children what the object is before you put it in the bag.
7. Once all of the objects have been explored, ask your children if they have all these things. Do they think all children should have these things?
8. Explain that these important things that every child needs are the rights that you discussed earlier.

### **3 Discussion**

Now that you've talked about what rights are, and introduced children to some of the rights through the feely bag activity, you might like to have more of a discussion about rights. Here are some ideas, but feel free to add your own.

#### ***Who has rights?***

No matter who you are, what you look like, where you come from, what language you speak, or how old you are, all children are all equal and special, so every child in Australia has rights!

#### ***Where do rights come from?***

Because all children are equal and special, many years ago a group of people from all over the world got together and decided to help children to be safe, happy and healthy. They made up a list of rules to help do this. They decided that all of the children in the world should have these rights – including in Australia.

#### ***Why are rights important?***

Rights help you to be happy, healthy, safe, and to learn and have fun. They help you to learn how to be kind to each other and how to treat each other fairly. They also help grownups to know what you need to grow up strong and happy.

#### ***Who helps me with my rights?***

Lots of people can help to make sure that you have your rights:

- Your family
- Your friends
- Your teachers
- Doctors and nurses
- Grownups in the community
- Grownups in the Government
- Can you think of any more people?

# The right to live with and be taken care of by your family

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit tricky at first, but don't worry!

By starting with these children's stories and games you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

### *The right to live with and be taken care of by your family*

All Children have the right to grow up in family and to be taken care of by family. For Aboriginal and Torres Strait Islander children growing up in family often means much more than growing up with Mum and Dad. It can include growing up with cousins and siblings and aunts and grandparents.

### *What is this right all about?*

- » **It's about children having a right to live with their families.** We know that mothers, fathers, grandparents, aunts and uncles all play a vital role in growing up and teaching Aboriginal and Torres Strait Islander children. Out-of-home care is only necessary when it is clear that the family or extended family is unable or unwilling to provide a safe and nurturing environment for the child.
- » **It's about families making decision for their children.** Aboriginal and Torres Strait Islander families know what's best for their children so it's very important the child's immediate and extended family involved in planning and decision-making.
- » **It's about families guiding children and raising them strong in accordance to their ways.** A child's contact with their family is the most important way of maintaining connections to family, land and culture. These are the essential things which help Aboriginal children maintain a strong sense of who they are, where they belong to and understand their family and community relationships. All of these things are critical to an Aboriginal or Torres Strait Islander child's self-esteem and well-being.
- » **It's about families taking care of their children's needs.** Children have a right to grow up feeling protected and safe, supported and respected.

**Remember for each story there is a matching poster to show to your class.**  
For this story hold up the poster called:  
*We have a right to live with and be taken care of by our family!*



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you some stories. What should we call him?*

*Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### Today is the Monday Story

"We have the right to grow up in family"

It's Monday! The first day of the week. After the weekend, Monday morning is mad! There is biggest mob of people at my house and it's really noisy.

My Dad says "Monday's are madder than Nanna's hair on a windy day!"

*Does your Nanna's hair look funny when the wind blows it?*

*Does YOUR hair blow everywhere in the wind?*

On Monday we've got a lot of things to do.

Auntie brushes and brushes my sister's hair, lots of times! My Auntie say's "It's better to keep yourself looking good all the time."

It hurts my sister because she goes "Ow. You doing it too hard, Aunty. You hurting me!"

*Can you see my sister?*

When I finish my breakfast, I help my Dad to do the dishes. That's me there at the sink – can you see me?

My Dad is deadly and he lets me do things with him all the time. We go fishing, we do corroboree dancing, and he lets me help him fix the car. But he won't let me drive it!

Dad says, "Only when you get bigger, son."

Nanna makes breakfast for us, and she makes lunches for us kids too.

Nanna also gets us ready and dressed. Nanna always says, "Family is a good thing. Look after family".

My cousin Jimmy says footie is a good thing.

*Have you ever watched a footy game?*

*Can you see my Nanna in the picture?*

This is a story that Nanna tells us about a little black cockie who falls out of a big tree. A big wind came and blew him out of his nest.

Poor thing.

Baby cockies can't fly, so when he falls out of the tree he can't get back to his family. He stays with a dingo family on the ground.

The dingoes are friendly and they teach the cockie how to look for feed.

*What do dingoes eat? What do you think a cockie eats? Can the dingoes teach cockie how to find seeds, fruit or insects on the ground - or how to find feed in the air?*

The dingoes try to teach the cockie how to run on 4 legs.

*Can you see that the cockie has got 2 legs?*

*How many legs have the dingoes got?*

*Can the dingoes teach cockie how run on 2 legs?*

The dingoes cry and make a big noise when they look at the moon. Can you cry like dingo?

The dingoes try to teach cockie to cry.

*Do you think cockie can cry like a dingo?*

*Can the dingoes teach cockie how to cry like a dog?*

The dingoes don't know how to teach cockie to fly because they don't have wings, do they? They can't fly.

So now poor little cockie has to stay on the ground with the dingoes.

He can't get back to his family in the tree, poor thing.

The cockie's family are sad because they can't get their little cockie back.

*Is it his fault that he fell out of the tree?*

No of course not, because he is a baby and the wind blew him out.

The dingoes try to teach cockie to look for feed.

The dingoes try to teach cockie how to run.

The dingoes try to teach cockie to cry.

The dingoes try to teach cockie to fly.

They are kind and friendly to cockie but they can't teach him to do any of these things because he isn't the same as them. He isn't their family.

Nanna says "We can learn things from our family that we can't learn from other people. That's why it's good to stay with family."

My family is big and loud and mad, but I love living with them. Sometimes we fight but we never forget what Nanna says, "Family is a really good thing".



### 3 Activity Time

#### My family collage

##### *Purpose:*

This activity gets the children thinking about who is in their family, the role of family, and why they love them so much.

##### *Activity Time:*

20 minutes

##### *What you need:*

Coloured paper

Glue

Scissors

Textas or crayons

Magazine Pictures or family photos

##### *Steps:*

1. First you'll need to ask the class the day before to bring in some photos of their family that they can use in the collage (these photos can be photocopied if the children or parents don't want the photos wrecked). Photos need to be of the people in their family who they love and who care for them.
2. Once all the children have their photos, a piece of coloured paper and some glue, ask the children to make a collage that shows the people in their family that care for them the most.
3. At the top of the page the children or teacher can write in big letters, "MY FAMILY".  
The children can write the names of their family members above each picture.

Note: If getting photos is difficult you could ask the children to draw their families.

Once the pictures are finished, ask each child to explain who is in there picture and why they love them.

Again you can explain the role families play in raising children, and in teaching them about important things in life, and that all children have a right to live with their families.

*You can also use page 1 of the Child Rights Activity Book for this activity, as well as the others in this Educator's Guide.*

*The Activity Book is part of this child rights education set.*

#### Family Kinship Tree

##### *Purpose:*

The family kinship and extended family is an important part of Aboriginal and Torres Strait Islander culture. It is a time where children learn who they are related to, a time to be proud of where they belong in their community

##### *Activity time:*

20 minutes

##### *What you need:*

A twig with many branches

Green paper – make shapes of leaves on it

Textas

Scissors

String or wool

A hole punch

paper cup,

lump of play dough or plasticine

##### *Steps:*

1. Cut out leaves from the green paper, big enough to place family members names on it. The more leaves the better
2. Punch a hole at the end of the leaves and tie with wool.
3. Place the play dough in the cup and then press the twig down firmly.
4. Place the leaves starting from the child name on the top branch, down to the grandparents.



# The right to learn, no matter what!

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit tricky at first, but don't worry!

By starting with these children's stories and games you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

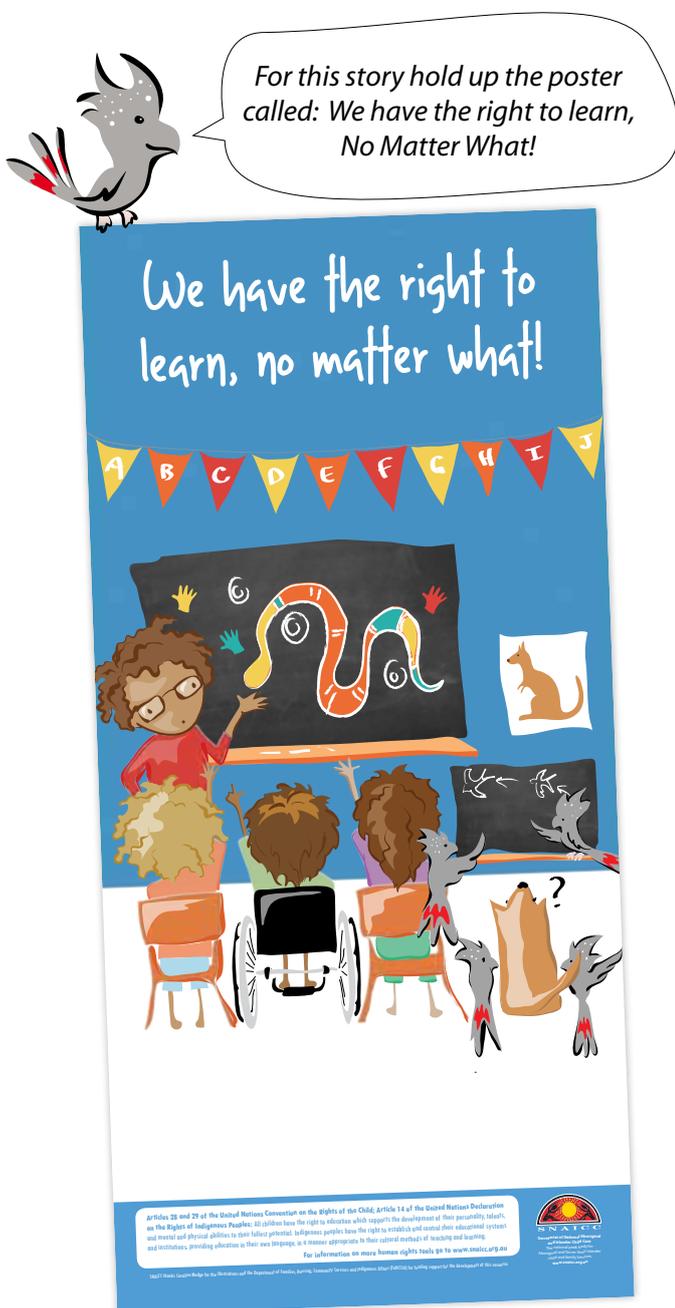
## 1 What is this right all about?

### *The right to learn, no matter what!*

All children should have access to quality education. For Aboriginal and Torres Strait Islander children, education should be culturally appropriate, available in language, easy to reach, affordable and always without discrimination.

### *What is this right all about?*

- » **It is about education that is available.** There must be functioning institutions and programs in a safe and healthy environment to support all children to access education.
- » **It's about education that is accessible.** Education should be free and available for all children, no matter whether they live in the cities or in remote areas. It should be accessible to children who may experience a physical or mental disability.
- » **It's about education that is free from discrimination.** Aboriginal and Torres Strait Islander children should not be discriminated at school by anyone or by the school system itself either directly or indirectly.
- » **It's about education that is culturally appropriate.** Education for Aboriginal and Torres Strait Islander children, including curriculum and teaching methods, must be relevant to their lives. It must respect and incorporate their culture. It also includes providing education in their own language and recognising that learning does not just happen at school from teachers. Our children learn from their parents, their uncles and aunties, their grandparents and their community. They learn from nature and from dreamtime stories.
- » **It's about education that is of good quality.** Schools should have trained teachers, a strong learning environment and quality curriculum.
- » **It's about education that is flexible.** Education should adapt to the needs of changing societies and communities, and respond to the needs of students within their specific social and cultural context, including the evolving capacities of the child.



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### **This is the Tuesday story.**

On Tuesdays I am always running late for school. Lucky it's not far, just at the end of my street so I can get there quickly if I run fast.

Dad says, "Running is good exercise."

My friend Billy can't run and he can't walk. He's in a wheelchair. At school they made a special ramp because he can't walk up the stairs.

*Does your school have a ramp?*

Nanna says it's it doesn't matter who you are or where you come from, even if you can't walk and use a wheelchair. It doesn't matter where you live and it doesn't matter what language you speak. Everyone should be able to school.

On Tuesday we have our culture class. Miss Manny is my favourite teacher. She teaches us words in our language and stories from our culture and dreamtime. I like listening to stories from the old time. My favourite is 'The Rainbow Serpent'.

*Can you see Miss Manny?*

Miss Manny isn't the only one who teaches me cool things. My uncle shows me how to catch a fish. My cousin shows me how to kick a football straight and my Dad shows me how to hop like a kangaroo, and then we do it in a dance.

*Can you show me the kangaroo in the picture?*

When it's nearly home time, Miss Manny always tells us a story. Today she told us about a hairy little dingo who

went to a school that had only cockies. The teacher was a cockie, and the kids in the class were cockies too. Even the lady in the tuck-shop was a cockie!

On Tuesdays the teacher teaches all the little cockies to fly.

"Come on you kids, flap your wings," she says. And the whole class flaps their wings.

But the poor little Dingo can't flap his wings because he hasn't got wings.

*Can you see wings on the dingo?*

But he can run.

*How many legs has the dingo got?*

"Come on everyone, fly into the sky," says the teacher. But the poor little dingo stays on the ground because he can't fly.

"You can't fly!" the cockie kids say and they tease him.

"No," the Dingo says, "but I can run a long, long way, and I can jump really high! Look at me!" The little Dingo runs and jumps, runs and jumps, lots of times.

"Oh, we can't do that!" Chirped the cockies, "can you teach us?"

Miss Manny says "we are all good at doing something".

*What are you good at?*

If you practice and practice you'll get even better at doing it.

In our story the dingo feels lonely because he doesn't have friends who can do what he can do, like jumping and running. He feels left out because he can't do what the other kids can do.

*He can't fly like a cockie, can he?*

Look at the dingo in the picture. He isn't interested in cockie's lesson about how to fly, because he isn't a bird, he hasn't got wings and he can never learn to fly.

*Do you think that dingo would be happier in a school that has got other dingoes in it?*

*Do you think he would like a lesson about hunting for meat, like a rabbit or a possum?*

Miss Manny thinks that the school should find a dingo teacher, and get more little dingoes to come to school so that the cockies and dingoes can each learn the right way for them.

This way they can all learn together and they can all be friends together, even though they are different.

*What do you think?*



### 3 Activity Time

#### Who do you learn from?

##### *Purpose:*

This activity gets the children thinking about all the people they learn from.

##### *Activity Time:*

15 minutes

##### *What you need:*

Paper  
Felt markers or pencils to draw with  
Everyone sitting down ready for a class discussion  
A list of places you learn from (below)

##### *Places children learn from:*

Teachers  
Friends  
Parents  
Aunties and Uncles  
Grandparents  
Cousins  
Brothers and Sisters  
Animals (your pets)  
Nature (the sea and the land)  
Dream Time Stories  
Books  
Television  
The Internet  
Local environment - wherever they are  
Community

##### *Steps:*

1. Tell the children that you learn from many places. Ask them to tell you where they learn from? (Use the list above to prompt them and the places that you know locally that are important).
2. Ask the children what they learn from the different people or things. Ask:  
What do you learn from your dad?  
What do you learn from any animals?  
What do you learn from aunties and uncles?
3. Tell the children to think of one thing they learn from their family and to draw it on a piece of paper. It could be learning how to cook, how to do their homework, how to dance, anything.

#### 10 Questions for your Elders

##### *Purpose:*

This activity is an opportunity for children to learn about themselves from their Elders.

##### *Activity Time:*

homework

##### *What you need:*

Find an Elder that his happy to have a yarn

##### *Steps:*

1. Ask the children to find an Elder from their family or community and ask the following questions.
2. When they come back to class ask them to tell the class one thing they learnt.

##### WHERE DO I COME FROM?

1. Where was I born?
2. What is my traditional name?
3. What is, or do I have a totemic symbol?
4. Can you teach me an animal dance?
5. What are my people called?
6. What traditional language do you speak?
7. How do I say hello and goodbye...in my language?
8. What is your traditional bush tucker?
9. Show me how to draw 3 animal tracks in the sand?
10. Can you teach me how to sing a song that your mum or dad taught you?

You can also use  
page 2 of the Child  
Rights Activity Book



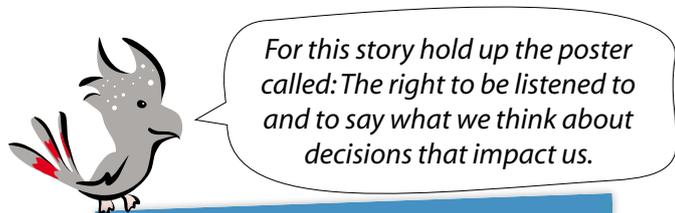
# The right to be listened to and to say what we think about decisions that impact us

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit tricky at first, but don't worry!

By starting with these children's stories and games you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.



We have the right to be listened to and to say what we think about decisions that impact us!



Article 12 of the United Nations Convention on the Rights of the Child; Article 18 and 19 of the United Nations Declaration on the Rights of Indigenous Peoples. All children have the right to say what they think about all issues that affect them. The views of the child must be given proper weight based on the age and maturity of the child.  
For information on more human rights tools go to [www.unicef.org.au](http://www.unicef.org.au)



1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

*The right to be listened to and to say what we think about decisions that impact us.*

All children have the right to say what they think about all issues that affect them. The views of the child must be given proper weight based on the age and maturity of the child.

*What is this right all about?*

- » **It's about speaking up and being listened to.** Like all children, Aboriginal and Torres Strait Islander children, have a right to participate in important decisions that impact their lives. Important decisions might be deciding where they live or who they live with, choosing where they go to school or what they do with their free time.
- » **It's about informing children and facilitating a safe space for sharing.** Children can feel inhibited and confused where they feel heightened emotions from those they love and see big changes happening. Adults have a responsibility to support children by informing them of what is happening in appropriate language, and assisting them to feel comfortable to speak up and say what they think.
- » **It's about proper consideration of their views.** This right recognises that as children grow up, their knowledge, understanding and ability to make decisions for themselves grows as well. Participation requires adults to give proper weight to the opinions of each child based on their age and maturity.

## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### **Today is the Wednesday story.**

Right to participate

Every Wednesday after school me and my cousins play in the park. There aren't many things to play with, only one old, broken down see-saw and a sandpit.

*Can you see the see saw?*

So when my uncle told me that the grown ups had decided to build a new playground, I was very excited.

A big meeting was held and nearly everyone came along. All the grown ups were there and the little kids were there too!

"We need to make sure there is a big red slide," Yelled my cousin Jonny.

"It must have yellow monkey bars!" Another little girl screamed.

"What about a sandpit" I cried.

"And a see-saw that isn't so wobbly" I added.

The grown ups listened and scratched their big heads. We had made some deadly suggestions they agreed.

*What would you like in your playground?*

On the way home my Dad told us he was really proud of what we said. "Little people can sometimes have very big ideas".

Dad told us a story that his dad told him when he was a little boy.

A flock of cockies were perched high in tree. They were trying to decide where to fly to next. The biggest cockie said "It's time to fly south!"

The littlest cockie said, "Excuse me".

"Hush now," said the mummy cockie. "It's time to fly North".

"Excuse me," the littlest cockie tried again.

"Hush now," squawked the uncle cockie. "It's time we fly west".

"Excuse me," the littlest cockie pleaded.

"Hush now," said the Nanna cockie "It's time we fly AHHHHHHHHHHHHHHHHHHHH". And before she could finish, the branch suddenly broke and all the cockies fell down. The littlest cockie had been trying to tell them the branch was breaking!

"Remember that you need to speak up and tell people what you're feeling" my Dad explained.

"You won't always get what you want. But you should always be listened to".

It turns out I did get what I wanted! We have a new sandpit to play in now, and the see-saw doesn't wobble at all.



### **3 Activity Time**

#### **Kids Rules!**

##### *Purpose:*

This activity gets the children the opportunity to design or choose their own activity.

##### *Activity Time:*

15 minutes

##### *What you need:*

Depends on the activity.

##### *Steps:*

1. Tell the children that this is their chance to be like the teacher. Nominate one of the children to be the "kid teacher" for the activity.
2. Ask the child to choose an activity or game that they want to play.
3. Once they have chosen a game or activity to play, ask them to explain the rules to the class and start the activity.

#### **Classroom Quiz**

##### *Purpose:*

This activity gets the children to stand up and tell people the things that are important to them.

##### *Activity Time:*

15 minutes

##### *What you need:*

Everyone sitting down ready for a class discussion

##### *Steps:*

1. Tell the children that's its important that they can tell other people what they believe in. Talk them through what is the right to participate and what it means for them.
2. Ask the following questions to the group and ask them to answer one at a time. Remind the class that its very important to listen to what each other says.  
What is your favourite colour?  
What is your favourite food?  
What is your favourite animal?  
What is your favourite game?  
What is your favourite day of the week?

*You can also use  
page 3 of the Child  
Rights Activity Book*



# The right to be cared for and protected

## Explaining child rights to young children

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Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

*The right to be cared for and protected.*

All children have a right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

*What is this right all about?*

- » **It's about supporting children's basic needs.**  
The right to care and protection for Aboriginal and Torres Strait Islander children includes supporting children's physical needs and emotional needs.
- » **It's about protecting a child's body.** Children should be taught that they're body is their own and to be protected from any interference from anyone else – hitting or shaking or sexually inappropriate behaviours.
- » **It's about the care and love of parents and family.** Children should be cared for and protected by their parents or guardians. They should also be taken care of by people who take care of them or who are in charge of them for any period of time, such as teachers and sports coaches.



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### **This is the Thursday story.**

Thursdays at my house it's all about family.

*Does your family come to your house for dinner sometimes?*

Every Thursday my cousins and aunties and uncles all come round and we have dinner. My cousin Jimmy is my best friend. He always looks after me.

Once someone did something bad to me that made me scared and upset.

I told my cousin Jimmy what happened and he told the police. They said they're going to look after me. They told me it's good to talk to them if I'm feeling sad. They told me it wasn't my fault that the big person did something bad to make me sad.

The police said, "Everyone has the right to be safe from bad people."

Jimmy said he'll keep me safe.

On Thursday when we have dinner we tell old stories.

My uncle always tells funny stories and we all laugh until we fall off our chairs. My uncle says he's "Big Man Billy". He says "No one would be so silly to mess with Big Man Billy". He's strong with big muscles. He's got whiskers and even a big tummy! So we all feel pretty safe when Uncle's around.

Uncle told us a story about how he caught a big dingo biting a baby dingo. He said he doesn't care if you're a dingo, or a cockie, or a person. No one should hurt their little ones.

*Can you see the two dingoes in the picture?*

*What are they doing?*

*Does the Mummy dingo look friendly?*

Aunty says that looking after each other is good and it's our culture. It's what we all do.

Aunty says that for all of the time Aboriginal and Torres Strait Islander people have looked after each other, and especially the kids. Our Culture is always to be with our family.

I love being with my family on Thursdays, but the best part of Thursdays is the last part.

After all the food is eaten and all the stories have been told. After all the laughs have been laughed and all the songs have been sung. After all games have been played and even after the dishes have been cleaned.

My best part of the day on Thursday is after this.

*Can you guess what that is?*

My best part of Thursday is the last thing at night. It's when my Mum picks us up and squeezes us and holds us close. She puts us in bed, and lets us rest our heads. She hugs us close and tells us twice that we're THE ONES SHE LOVES THE MOST!

*Can you see us in bed?*

*Can you see my favourite book?*



### **3 Activity Time**

#### **Safety Hands**

##### *Purpose:*

This activity helps children identify people who they can go to when they need help or feel unsafe

##### *Activity Time:*

15 minutes

##### *What you need:*

Coloured Paper

Textas or pencils to draw with

##### *Steps:*

1. Ask the child to put their hand on a piece of coloured paper and spread their fingers. Then ask the child to trace their hand print with a texta.
2. On the fingers of the hand print ask them to write the names of people the child can call for help should he or she need it.
3. After this the child can decorate the hand with the textas.

*You can also use  
page 4 of the Child  
Rights Activity Book*



# The right to play and get a good night's sleep

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit tricky at first, but don't worry!

By starting with these children's stories and games you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

*The right to play and get a good night's sleep.*

All children have the right to rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts.

*What is this right all about?*

- » **It's about children getting a good night sleep.** Getting a good night's sleep is essential for everyone but it is especially important for children as it directly impacts mental and physical development. As well as the role it plays in brain development, sleep also plays an important role in our brain's day-to-day ability to function. A lack of sleep makes it much harder for children to concentrate and manage their emotions. The right amount of night-time sleep is just as important for children's development as healthy eating and regular exercise.
- » **It's about children being children.** Getting the chance to play and have fun is an important part of growing up. For many children overseas, work and family duties mean they rarely get a chance just to be a child. It's important for our children to realise they are lucky.
- » **It's about children being able to learn new skills that build their physical and mental strengths and creativity.** Having the opportunity - to read stories, to make up stories, to act, to listen to music, to play music and to play sports - all seem like fun. But these activities also do play a really important role in supporting children to develop all parts of their minds as well as to be strong and healthy.
- » **It's about children getting a chance to participate in cultural activities.** For Aboriginal and Torres Strait Islander children being part of cultural activities like dance, music, activities on country and story telling is an important part of growing up. It helps develop a child's identity, knowledge, self-esteem, well-being and values.



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### Today it's the Friday story.

Sometimes when the big people in my house make too much noise, laughing and talking and getting silly, I can't sleep. Then I don't wake up in time for school. My teacher, Miss Manny says, "You must come to school before the bell rings everyday." But it's real hard when I can't sleep in the night.

My Nanna says I must tell my teacher when there is too much trouble at home.

Nanna says, "All kids should be able to sleep at night."

Other times it's fun at home. We play and laugh and have fun, and then when it gets dark everyone is real quiet and we all go to sleep until we hear the birds singing in the morning.

Then we get up and run to school early. Miss Manny likes it when I get to school early.

It's better when I can get a good sleep at night.

My school is good fun to. But if I was the teacher, I would make it play-time ALL the time.

All kids need to work and learn, but playing outside is the best fun of all.

After school some days we play with our friends and cousins.

*Do you like to play after school? What do you like doing?*

On hot days we go to the waterhole and play in the water. We jump in the water and swing on the rope.

We splash each other. My cousin even brings his didge with him and Nanna stands and watches us. She says, "Hey, don't make me wet kids. Or I'll jump in and splash you back! When I was a kid I jumped in that water and swam like a fish! But I'm too old now!"

*Can you see us in the picture? Can you see Nanna watching us?*

*Can you see my brother's didgeridoo?*

Sometimes at school we learn to write little rhymes.

Miss Manny says we must make the last word in each verse rhyme.

Here's a rhyme for you.

Listen for the rhyming words!

We go to school, we read, we write,  
When we get home we sleep all night.

On Saturday and Sunday too,  
There is no school, no work to do.

Our Nanna says, "You kids, go play,  
Go jump and run, have fun all day."

On weekends when there is no school,  
The waterhole will keep us cool.

We swim, we laugh, we shout, we splash,  
We dive, we jump, we swing, we crash!

Big people work on all week-days,  
Some never play, but work always.

A nurse, a fireman, a baker spends,  
All day working, even weekends.

Think of poor little cockie too,  
He thinks he's better in a zoo,

Cause there he'd cheep and run and play,  
But in the bush he works all day.

Looking for worms, water and seed,  
Cause that's the way he gets his feed.

He cannot swim and splash and run,  
But like us kids, he wants some fun.

Working all day makes him so sad,  
If he could play he'd be real glad.

All kids should play and have some fun,  
Then sleep at night, just like the sun.



### **3 Activity Time**

#### **Animal Game**

##### *Purpose:*

This game will encourage children to think of what animals live in Australia, and promote movement, creativity and fun!

##### *Activity Time:*

10 minutes

##### *What you need:*

A fun attitude

##### *Steps:*

1. Gather the children to form a circle facing inwards.
2. Ask the children to think of an Australian animal.
3. Ask the children to think of how that animal would move around in the bush.
4. Ask the children who would like to go first. Get the first child to mimic the animal by walking, crawling, hopping, jumping etc. away from the circle and get everyone else to mimic that child as well.
5. Instruct the child to return to his or her original spot in the circle.
6. Repeat until every child has had a turn.

*You can also use  
page 5 of the Child  
Rights Activity Book*



# The right to practice our culture with our family and communities

## Explaining child rights to young children

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Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

*The right to practice our culture with our family and communities.*

Aboriginal and Torres Strait Islander children have the right, together with their community, to learn about and practice their own culture, to follow their religion and to use their own language.

*What is this right all about?*

- » **It's about learning our histories, stories and traditions.** All Aboriginal and Torres Strait Islander children have the right to know where they come from and to whom they're connected. Children need the opportunity to learn about how they are connected to country, sea, water, islands, rivers and mountains.
- » **It's about being a part of cultural practices.** Arts, songs, dance and ceremonies are big parts of Aboriginal and Torres Strait Islander culture that children should be part of. Taking part in these cultural practices allows children to be with their communities, share things, and to develop their values, skills, self esteem and knowledge. Being connected to culture and community is also a protective factor for Aboriginal and Torres Strait Islander children.
- » **It's about our language.** Children have a right to learn, preserve and speak their language without discrimination.
- » **It's about access to culturally appropriate services.** A right to culture also includes ensuring that all health, education, housing and other services are culturally appropriate.
- » **It's about the use of lands.** It's also about Aboriginal and Torres Strait Islander communities being in a position to own, develop, control and use their lands and resources.

For this story hold up the poster called: *We have the right to practice our culture with our family and communities!*



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### **This is the Saturday story.**

My family comes from people with a long, long story. I'm proud to be in my family.

My Dad always tells me "Us mob, we strong in our culture".

"Culture keeps us strong," he says.

*Can you see my Dad?*

I feel strong in my culture when I'm with my family. Especially on Saturdays because on Saturdays we do lots of cultural things.

Sometimes on Saturdays we go out bush with Nanna and we hunt for bush tucker. I like hunting for bush tucker.

Sometimes me and my cousins paint with my Aunty. She finds us ochre and we use that to make paintings like Nanna's parents used to do a long, long time ago.

I like painting with ochre.

But my best thing is dancing!

Every Saturday my uncles and my cousins teach me and my sister how to do corroboree dancing! We wear our different clothes. We listen to my brother playing the didgeridoo and we try new ways to dance.

We're all from different parts of Australia. We wear different clothes. We do different dances.

My sister thinks she's a good dancer!

*Can you see us dancing?*

*Can you see my cousin from Torres Strait Islands?*

My uncle says "Our dancing keeps us strong."

After we finish dancing we go and find wood for the fire. Me and my sister look for little pieces of wood to start the fire. Nanna says "The littlest chips of wood are the most important bits – the fire can't start without them."

When the fire is burning we cook bush tucker for dinner.

I say to Nanna, "Can I cook damper on the fire?"

Nanna always helps me to make damper, then I put it in the coals to cook.

My Mum and my Aunties sing songs and my Nanna tells us old stories.

Nanna tells us a sad story about a little cockie and a family of dingoes. Nanna says all the dingoes sit together and make art with their paws. The art looks very pretty with paw patterns.

It doesn't matter how hard the little cockie tries to make a paw picture, she can't do it. She doesn't have any paws.

*What does cockie walk on?*

Nanna says that's why it's good to be with family who are like us and who do the same things as us. Then they can teach us the right way. The old way. This keeps our culture strong.

*Can you see cockie and the dingoes?*

*What are they doing?*

It's getting really dark now and I'm getting tired.

Mum says "Son, sometimes people tell you that your culture and your language aren't good. You don't listen to them. They don't know. They don't know that our culture and language is strong and that we learn our law and traditions from our culture."

Mum wraps me up in a blanket and carries me home to bed. I go to bed, thinking about my Nanna's Mum and Dad dancing like me when they were little kids, and their Mum and Dad dancing when they were little kids, and their Mum and Dad dancing when they were little kids too...and I fall asleep thinking about all the people who lived before me, but who danced and sang and painted and hunted like I do now.

Our family, our culture, our language, our law. This is our way.



### 3 Activity Time

#### Palm frond windmill

##### *Purpose:*

Palm frond weaving is one of many traditional crafts practised by Torres Strait Islanders. It has practical uses such as for making mats, hats, bowls, costumes for dance and used in the preparation of meals.

Certain families are known as weavers. Clan groups and Islands have their own trademarks when producing these items. Palm frond weaving is also used to construct play items for children, such as in this activity.

##### *Activity Time:*

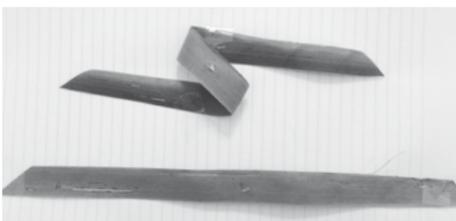
20 minutes

##### *What you need:*

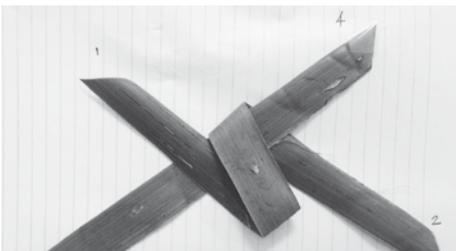
Palm fronds/leaves  
Stem of the palm frond

You can use strips of card if you do not have access to palm fronds. The straw from a straw broom, or small twigs can be used for the stem.

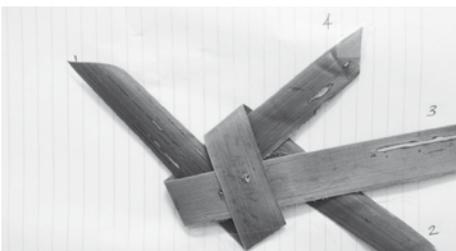
##### *Steps:*



1. Start with two palm frond strips, equal in length. Fold one into a short zig-zag shape with a loop.

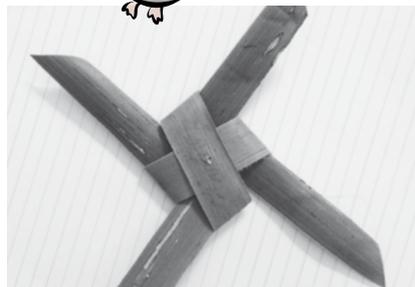


2. Slide the second strip into the left side of the zig-zag loop.



3. Fold the end of the second strip (3) up and through the centre of the zig-zag loop.

You can also use page 6 of the Child Rights Activity Book



4. Fold the same end of the strip (3) down and back through the zig-zag loop, this time to the right side.



5. Prick a small hole in the centre, slide the stem of the palm frond through it to finish the windmill.

#### Make your own clapsticks

##### *Purpose:*

Clapping sticks are also known as music sticks or tapping sticks and are made of wood and decorated by burnt wire markings or paintings. Two sticks are tapped together to provide a beat. They can come in many sizes and both male and female may use them.

##### *Activity Time:*

20 minutes

##### *What you need:*

Variety of coloured paints  
Paint brushes  
Thin sticks for dot painting  
Lengths of dowel  
Egg Carton to put the paint in

You can purchase dowel from hardware shops. You can even try looking for smooth branches

##### *Steps:*

1. Paint the dowel in a plain colour such as a variety of browns or black or try mixing the colours for a wood look. You can also paint one half one colour and the other half another colour.
2. If someone has a grinder, the edges could be shaved off to make it pointed.
3. To make it easier for painting, paint most of the sticks, and then place into the bottom of an egg carton to dry.
4. When dry turn them upside down and finish painting the other end.
5. When the sticks are dry, you can decorate the sticks by drawing on designs.
6. To help children make designs, you can use a pencil marking the sticks, and then paint the pattern over. This will make it easier for children to follow a pattern.

Photos contributed by Suzette Satrick. The activity is a traditional craft practised throughout the Torres Strait Islands and is handed down from generation to generation.

# The right to food, water, housing and healthcare

## Explaining child rights to young children

Explaining what child rights are to very young children might seem a bit tricky at first, but don't worry!

By starting with these children's stories and games you'll find that it can be meaningful, educational and fun! The best approach is to build rights activities and conversations into your weekly program so that it becomes a regular feature of practice at your early childhood centre.

Start by reading through the section "What is this right all about?" to help you to get a sense of what the right means and how it may be relevant to your class and the programs that you run with your class. Then move on to the story and activity.

1. In preparation, read the section "What is this right all about?"
2. Read the Story Time story to your children
3. Do the Activity

## 1 What is this right all about?

*The right to food, water, housing and healthcare.*

All children have the right to these basic needs in order to develop and stay healthy.

*What is this right all about?*

- » **It's about children having access to healthy, affordable food – at home and in the local store.** Healthy food helps children grow up strong and avoid sickness.
- » **It's about having clean water and a clean environment.** Clean water and a clean environment are important for children to stay healthy. Where there's water, families can grow healthy food for a better diet, allowing children to grow healthy and strong. Where there's clean water, we can remove the risks associated with sanitation and disease.
- » **It's about being able to access health-care.** Health care is essential for all children. Health care needs to be affordable, easy to access and culturally appropriate.
- » **It's about housing that is a safe place for children to grow up.** Housing with services and infrastructure for cooking and sanitation must also be available. Housing must be culturally appropriate and of adequate quality, with sufficient space, and be safe and protected from elements.



## 2 Story Time

*Can you see the little boy in the picture? He's going to tell you another story. What should we call him today? Let's listen to what he says should we?*

Hello my name is \_\_\_\_\_ and I'm going to tell you some stories about my family and about the things that we do. I'm going to tell you one story for each day of the week.

*Do you know the names of all the days of the week?*

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

For every day of the week I will show you a different picture, and for every picture I will tell you a different story. And for every story there is a different special message. So keep your eyes and ears wide open! Listen hard and keep looking!

### **This is the Sunday Story**

Sunday's my best day.

Every Sunday all my cousins come around. We cook-up lots of food.

We play games, we sing songs, we listen to music and we eat, and eat and eat! I love chocolate, but Nanna always says, "You won't get big and strong if you just eat chocolate, you'll just get fatter and fatter."

She says, "Eating too much chocolate is no good for you."

"What can I do to grow big and strong, Nanna?" I ask.

"You need to eat lots of vegetables and fruit, and drink lots of clean water"

*Can you see any fruit and vegetables in this picture?*

*What other food can you see?*

*Can you see my Dad cooking?*

*Where can we get water from?*

On Sundays I love to kick the football around. I play so that I am the best in the world. Me and my friends play footy every week and we're in the best team in town.

My uncle says I'm the best 5-year-old player he knows! But I fall over a lot. Lucky the doctor lives in the house next door to us, so when I feel sick I can go and see him.

Today I was trying to catch the ball and I tripped over a rock and I hurt my leg. It hurts real bad, but my Nanna made it better.

*Can you see my Nanna?*

*Can you see her medicine box?*

She said that I must be careful next time, otherwise I might have to go the doctor. "I don't like going to the doctor Nanna. I hate yucky medicine."

Nanna said, "We're lucky we live so close to the doctor."

She told me a story about a little black cockie with a broken wing and a little brown dingo that tried to help her. The cockie travelled on the back of the dingo and they walked for a long, long time. They walked over a broken bridge and over big mountains to get to the hospital. There were no hospitals and no doctors close to them. And they had to walk to get there.

*Can you see the cockie?*

Nanna says all kids need to eat fresh food and to drink clean water. Nanna also says all kids need some place they feel safe to stay, and a place where the big people can cook food for us all and for the family. We also need a good doctor if we get sick.

Dad says it's ok to give kids different kinds of food, and for kids to live in different kinds of houses because each culture has its own way to look after us kids.

But he says "All kids need a good feed and a safe, warm place to stay so they can grow strong and feel happy and good." Just like I do.



### 3 Activity Time

#### **My Town Map**

##### ***Purpose:***

This activity connects children to all the important places in their community. It's a chance to show them where the services and places are that they'll need.

##### ***Activity Time:***

20 minutes (and ongoing)

##### ***What you need:***

Big poster sized sheet of paper

A map of your town – with details of the hospital or medical service, school, playgrounds, sports stadiums, cultural centres, ect.

Magazine Pictures to cut out.

Scissors

Glue

Glitter

Texta's

##### ***Steps:***

1. Write in big letters at the top of the poster the words – My Town
2. Draw a big outline of your town around the outside of the paper and try to include anything that helps layout your town (mountains, buildings, parks, bush, rivers or the beach).
3. Ask the children if they know the name of the street of your centre? If not ask them to tell you what it is near. Once they have told you, place a big dot on the map to show where your pre-school is. Write in the name of your school.
4. Repeat this step by asking about: the hospital or medical centre, the high school, the university, their favourite food store, the play equipment or park, a special cultural spot in town, areas where you know they play or do activities, etc.
5. Think about all the different places in town that connect to finding or eating healthy food, accessing medical or health supports, drinking clean water, or living in a safe and supportive environment. Help the children think about each of these places.
6. Once you have located and written down 5 or 6 places on your big poster it's time for the children to split into groups.
7. Each group will be working on a picture to put under each place. One group will be making a picture of a school to stick on, another might be making a picture of the hospital or the park.
8. Cut out the pictures in the magazines, draw and glue on the glitter to make each picture look great!
9. Then let the children glue their picture onto the right spot on the poster.
10. Place the My Town poster on the wall and add to it anytime you like.

*You can also use  
page 7 of the Child  
Rights Activity Book*



# Rights Resources



# Great human right resources to help you learn about and teach human rights

## **SNAICC Human Rights Webpage**

[www.snaicc.org.au/humanrights](http://www.snaicc.org.au/humanrights)

Comprehensive information on how human rights are protected today and how we can use them as tools in our everyday struggles to ensure that Aboriginal and Torres Strait Islander children are supported, protected and nourished to fulfil their potential.

## **UNICEF Human Rights Educational Resources**

<http://www.unicef.org.au/Educational-Resources.aspx>

Short animation, poster stories, lesson plans, fact sheet and activity kits.

## **UNICEF MAGIC**

<http://www.unicef.org/magic/>

Media Activities and Good Ideas by, with and for Children.

## **Teaching for Children's Rights: Rights, Wants & Needs**

[http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea\\_fileid=14113](http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113)

This resource kit consists of a set of 20 cards and associated educational activities to teach and learn about children's rights.

## **Australian Human Rights Commission- Child Right Activity Sheet**

<http://www.humanrights.gov.au/publications/rightsed-child-rights-index>

A series of activity sheets for around child rights.

## **Colour It Rights Colouring in Book and Teachers Guide**

[http://www.crin.org/docs/CBU\\_Color%20it%20Rights%20Teacher%20Guide-1.pdf](http://www.crin.org/docs/CBU_Color%20it%20Rights%20Teacher%20Guide-1.pdf)

A teacher's guide and colouring in book designed by Cape Breton University Children's

Rights Centre's Colour it Rights colouring book.

## **The Coloodle Book**

[http://www.uncrcletsgetitright.co.uk/documents/UN010\\_coloodle\\_book.pdf](http://www.uncrcletsgetitright.co.uk/documents/UN010_coloodle_book.pdf)

This cartoon book and colouring book is made up of 23 incomplete pictures! It's up to you to decide what's missing and what to put in the picture.

## **Aboriginal and Torres Strait Islander Child Rights Report Card**

[http://www.snaicc.org.au/\\_uploads/rsfil/02918.pdf](http://www.snaicc.org.au/_uploads/rsfil/02918.pdf)

This Report Card is a resource on key child rights issues for Aboriginal and Torres Strait Islander children, covering early childhood, youth, family support, health and more.

## **Child rights Fact Sheet**

[http://www.snaicc.org.au/\\_uploads/rsfil/02563.pdf](http://www.snaicc.org.au/_uploads/rsfil/02563.pdf)

Key child rights articles for Aboriginal & Torres Strait Islander children and families (taken from the UN Convention on the rights of the child as it relates to Indigenous children).

## **Indigenous Human Rights Network Australia**

<http://www.ihrna.info/>

The Indigenous Human Rights Network advocates for and promotes the awareness of Aboriginal and Torres Strait Islander rights in Australia.

## **Oxfam Children's Rights Lessons Plans**

<http://www.oxfam.org.uk/education/resources/childrens-rights>

A series of lesson plans on children's rights for ages 8-10.

**Food**

**Family**

**Play**

**Health**

**Water**

**Home**

**Education**



**Secretariat of National  
Aboriginal and Islander  
Child Care**

The national peak body for  
Aboriginal and Torres Strait  
Islander child and family services

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