

# Summary



Prior to the development of this book, several group consultation workshops were conducted by the author, Dannika Patterson, in partnership with Queensland kindergartens and primary schools. This consultation aimed to investigate children's understanding of their rights at ages 4-12, and to invite them to contribute their voices, opinions and artwork to inform and inspire the text and illustrations for *The Big Book of Rights*. Gathering input from a diverse range of children was an essential step in the creation of an effective and age-appropriate picture book resource to help children begin to understand their rights. *The Big Book of Rights* aims to educate, entertain and provoke further discussions about children's rights in home and classroom environments. It will also serve as a commemorative historical marker of the 35th anniversary of the adoption of the United Nations Convention on the Rights of the Child (UNCRC).

## Key concepts:

The Rights of the Child, Rights, UNICEF, Queensland Children's Rights, 50th Anniversary of the UN 54 Rights of the Child

## Age suitability:

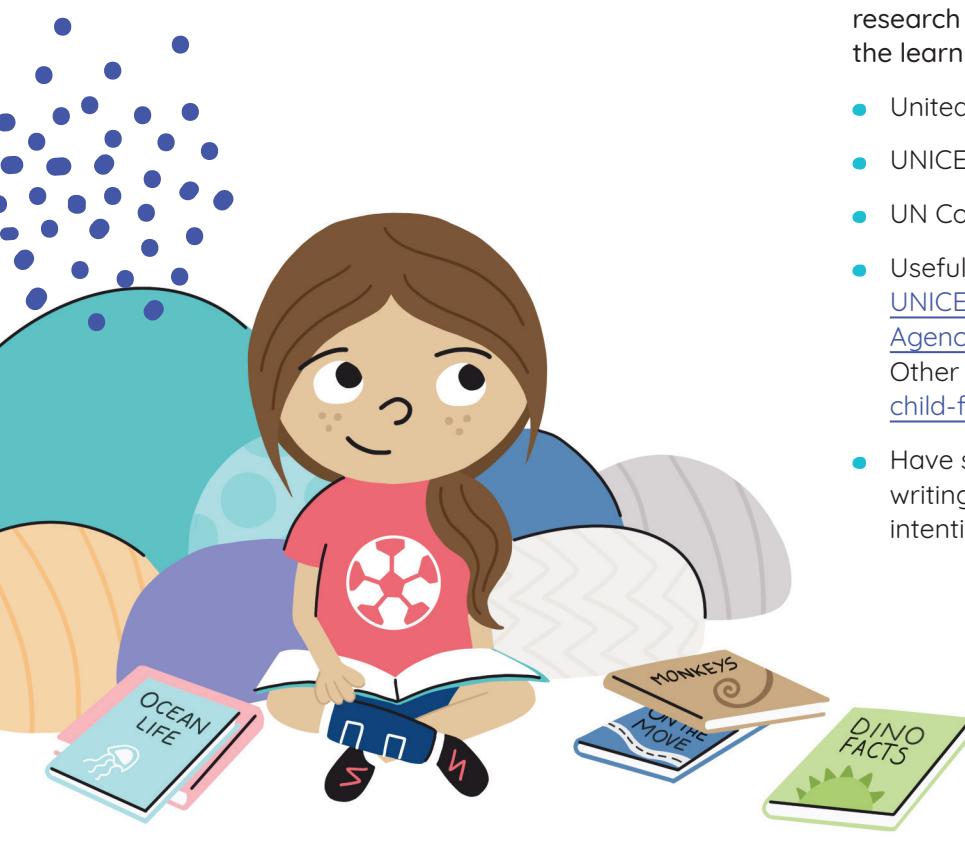
### Prep to Year 4/5

Note: This Teaching Guide is intended to reflect the span of abilities in this range and may need adjusting to suit individual classes.

Notes compiled  
by Sue Warren  
(Teacher-librarian)  
and Dannika  
Patterson (Author)



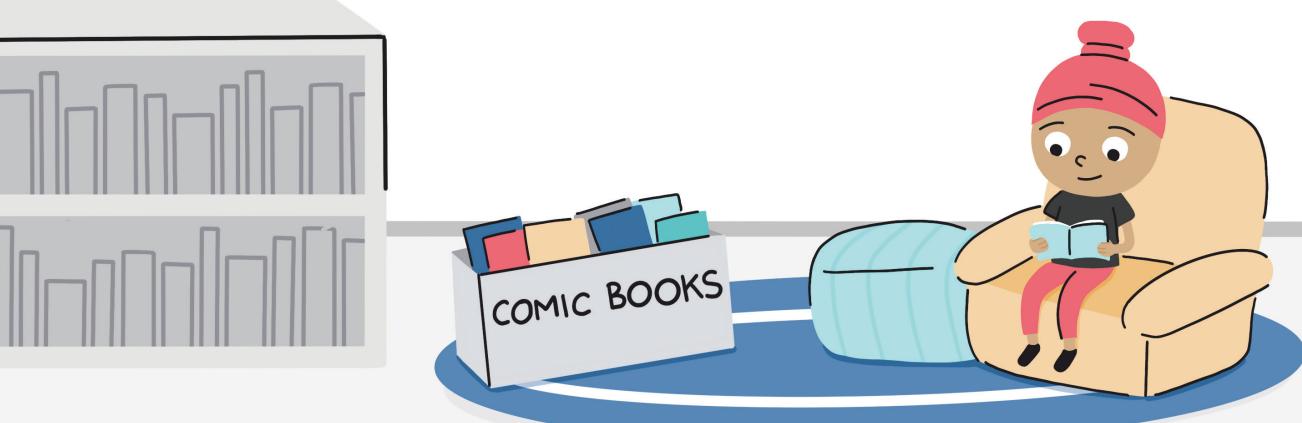
# Before reading



- Ask students what they understand by the concept of rights within the context.
  - What do we mean by rights?
  - Who has rights?
  - Does everybody in the world have rights?
  - Do adults have more rights than children? Or vice versa?
- What do students know about the following terms. Seek answers, from prior knowledge or research and create a class K/W/L chart for the learning wall:
  - United Nations
  - UNICEF
  - UN Convention on the Rights of the Child
  - Useful resources could include: [What is UNICEF? \[6.49 mins\]](#) [UNICEF 1946-1959: An Agency for Children is Born \[3.46 mins\]](#). Other short videos are available as well as [child-friendly information here](#).
  - Have students create their own definitions in writing and/or pictures of the purpose and intention of UNICEF.
- Print out a copy of the [UNICEF Australia](#) child-friendly poster (at least A3 scale) or the [NAPCAN](#) version as a central focus for the learning wall. Subsequent learning/s on specific articles could be colour-coded to match the poster (both have the articles colour-coded). Compare this/these to the page in the book which has all the articles.
- Have students individually complete a K/W/L template and construct a class one which can be added to for the duration of the unit of inquiry.
- Establish a class learning wall and collate the various initial reflections/responses as a starting point.
- Visit the school library for a session with the teacher-librarian and seek out books both fiction and non-fiction for classroom free reading that reflect this topic.
- Introduce or review CRQ's other children's book titles [The Right to be Me](#) and also the song and book [I Am Me](#) [digital version of both available].

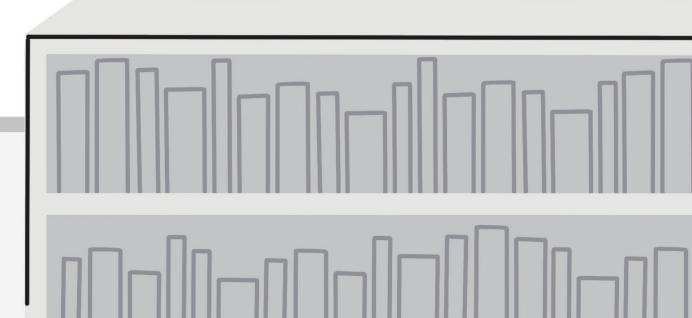
# During reading

- What do students notice about the diversity of children depicted?
  - Make a list of these and add them to the learning wall.
  - Are there children in the class or school who also reflect some of these differences e.g. race, culture, disability, physical attributes, etc.?
  - Collate a list of these as well to emphasise the spread of diversity within the students' personal community.
- Alexis, the narrator, loves her library. What do you love about your school library?
- Why does Alexis decide to make the book? Why does she think it's important?
- Ask students: Have you ever made a book? Create a joint 'how to' explanation on what one would need to do and have to do so. This could then develop into an activity for each student.



# After reading

- In small groups or pairs, have students choose one of the articles and script a role-play to perform for peers. Have the audience guess which article it is depicting.
- As a whole class, write a play or create a presentation for assembly that provides an explanation of the Rights of the Child. This could include some history or highlight current affairs which either contravene the rights or support them.
- Address any unanswered questions on the learning wall and discuss findings as a whole class. Add any new questions/wonderings that arise during the reading.
- Use a platform such as Suno to write a song about one (or more) of the articles. Find out how here with [easy-to-follow instructions](#). Perhaps this could be incorporated into the class play/performance.
- While all children's rights are equally important, some may not be observed as rigorously as they could be, e.g. eating healthily, being active. As a class or even school, create a 'Healthy Me' challenge (A month? A term?) and support each other to achieve set goals. Finish up with a celebration day of good health, which might incorporate visiting experts or trainers, a healthy feast or round-robin sports activities.



# Writing

- Write a persuasive piece focused on one specific article from the UNCRC. This persuasive piece could be aimed at a body such as the school council or parent group.
- Write an acrostic poem on one aspect/article. For younger students this might be just one word for each letter. For example:

- Play
- Laugh
- Active
- Young

For older students a more complex construct could be expected.

\*Students could use their 'fancy fonts' for this activity.

- Older students could write a letter to the editor on a contentious current situation that contravenes the UNCRC Rights. [Oxfam](#) has some useful pointers on this activity that are well-suited to the premise.
- Write and illustrate a pattern poem about a chosen UNCRC Article. Suitable choices could be acrostic, shape, cinquain, haiku or an onomatopoeia poem depending on the abilities of students.
- Information report for older students. Present research on a situation that contravenes the UNCRC Rights e.g. children in war zones. A multi-media approach to incorporate images, film, music as well as information could become an expo-type event for parents or other classes.

- The frontispiece has a unique [Acknowledgement of Country](#). As a class collaboratively write your own Acknowledgement. This could incorporate 'fancy fonts' (like the CRQ TypeRights Font) and could be illustrated. Display prominently e.g. classroom door or feature wall.
- Students could take inspiration from the character of Alexis and make their own version of a book about children's rights, using their own wording and illustrations to explain one or more of the Articles. Younger children could create a single page which could then be collated into a class book.
- "Our vision for every child is a life in all its fullness." (World Vision). Write an explanation of this statement and what it means.
  - For older students, find examples of how this is being denied to children in various parts of the world or country.



# Activities

- **Vignettes:** Fold a piece of paper into four. Students create four vignettes to represent aspects, actions or interpretations of a particular article.
- **Pavement chalk one-pager:** In pairs or small groups choose one of the articles or perhaps one of the pages to summarise, using chalk art on pathways or the playground. Gallery walk: invite others afterwards to share.
- **Morning meeting:** If there are none already in place, initiate these (also known as circle time) to underline the concept that everyone belongs and is important. This is a time to share and develop respect for others.
- **Brain breaks:**
  - Incorporate some kids' yoga as part of the Healthy Me challenge.
  - Fitness bingo (students could create cards to use) OR have a bucket of quick fitness ideas and have students lucky-dip one.
  - Focus on diversity: Trading places - have students stand behind their pushed-in chairs. Call out a trait, and everyone who has that trait must change places with someone else (students who do not have the trait stay where they are). Examples: "Everyone with curly hair." "Everyone who ate cereal for breakfast." "Everyone who is wearing stripes."

- **Fancy fonts:** The CRQ TypeRights font was developed by Children's Rights Queensland and inspired by the creativity of children from across the state. The letters and numbers reflect the unique ideas and imaginative input from these children, whose contributions helped shape a font that captures their individuality and creativity. The font is featured in a range of materials, such as picture books, posters, and educational booklets, to raise awareness of children's rights in a visually meaningful way.
  - Encourage students to create a font that reflects their own personality (which could be used in their writing activities).
  - CRQ encourage students (3-17 years) to submit their own designs for consideration to be used in their TypeRights collection. Choose your favourite number or letter. This could be a number or letter that is special to you!
  - Take a look at the inspiration page in the downloadable explainer booklets, then design your number or letter (in upper or lower case) on an A4 sheet of paper.
  - Upload your design.
  - [Find out more here.](#)



# Activities

- **Identity self-portrait:** Students can draw themselves and label the illustration with attributes. Older students might like to do this in a Picasso portrait as a different means of self-expression. There are many examples and tutorials online - [here is just one.](#)



- **Identity: All About Me.** Use your choice of template to create visual representations of individuals. [Canva](#) has an extensive range and this [art activity](#) also has some colourful ideas. Templates for the hoodies are available via subscriber platforms and some [free-to-download](#) sites.
  - For younger students or students with special needs, there are simpler versions of All About Me templates available from [A Day in Our Shoes](#).

# Activities

- The Council of Europe has an excellent free-to-download teaching program called [Exploring Children's Rights](#) which has extensive lesson sequences and teaching resources for primary students. It features nine short projects with full details. These might be done as full class activities or allow pairs/small groups to undertake the project of their choice and then share.
- Cross-cultural perspectives: [SNAICC](#) has a full week of activities, stories and information specifically tailored to First Nations young children. All of these can be incorporated into any classroom program.
- For older students: Train students to be facilitators for teachers' professional development sessions on children's rights. [Learn more from UNICEF UK.](#)
- Engage students in a discussion about the difference between rights and wants. Find a <https://humanrights.gov.au/our-work/rights-ed-child-rights-activity-sheet-rights-and-wants> lesson outline and worksheet [here](#). [Human Rights Australia]. Older students could debate differences or use persuasive techniques to argue about a 'want' being a 'right' or vice versa.
- [Children's parliament](#): Investigate the concept of a children's parliament. Brainstorm ideas on how to go about instituting one in your community. What would students like to achieve with this?



# Activities

- **World Children's Day:** World Children's Day was first established in 1954 as Universal Children's Day and is celebrated on 20 November each year to promote international togetherness, awareness among children worldwide, and improve children's welfare.
  - Plan and execute a whole class or school celebration of the day. [Save the Children NZ](#) has a free downloadable bundle of ideas for making this a special day. There are also multiple ideas on various organisational sites and subscriber platforms.
  - Some of the activities completed as a class could become part of the celebrations. Also consider inviting special guests.
  - Some countries also have national children's days such as Japan. In Australia we also have a special day for [First Nations children](#) with a different theme for each year, and some of the individual states also have official days. Do some research to find other countries and states that have children's days. Compare themes and activities.
  - In 2024, the UNICEF theme for World Children's Day is: **For Every Child, Every Right!** Blue is the symbolic colour for children's rights on World Children's Day. Students could create posters to promote the day with a focus on the colour blue.
- Create a classroom display reflecting the 54 articles depicting the parts making a whole e.g. leaves on a tree, petals on a sunflower, scales on a fish, bricks in a wall/Tetris, jigsaw. Depending on age/ability of children, these could be illustrated or written.
- [Beaver Road Primary School UK](#) has won awards as a rights-respecting school. Explore some of their ideas and innovations. Create a similar 'map' that aligns an article from the Convention to an action students could undertake within their own school community. This could be displayed in a special place within the school such as the foyer or library.



# Related resources

## Books

- Every Child a Song – Nicola Davies
- A Child's Right to Rights – UNICEF
- I Have the Right to be a Child – Alain Serres/Aurélia Fronty
- I Have the Right: an affirmation of the United Nations Convention on the Rights of the Child – Reza Dalvand
- You Can! – Alexandra Strick/Steve Antony
- Here We Are – Oliver Jeffers
- We Are All Born Free: The Universal Declaration of Human Rights in Pictures – Amnesty International
- My Little Book of Big Freedoms: the Human Rights Act in Pictures – Chris Riddell
- A Kid's Book about Identity – Taboo

## eBooks/readers

- Epic: [Human Rights Children's Book Collection](#)

## Film

- [What Are Children's Rights?](#) [2.04 mins]
- [Do Children's Rights Matter?](#) [8.24 mins]
- [Our Films – Learn Child Rights](#)
- [6 Youtube Films to Spark Discussion on Children's Rights](#)
- [Voices of Children Documentary](#)
- [Child in the City](#)
- Into Film: [World Children's Day](#) – celebrating with films



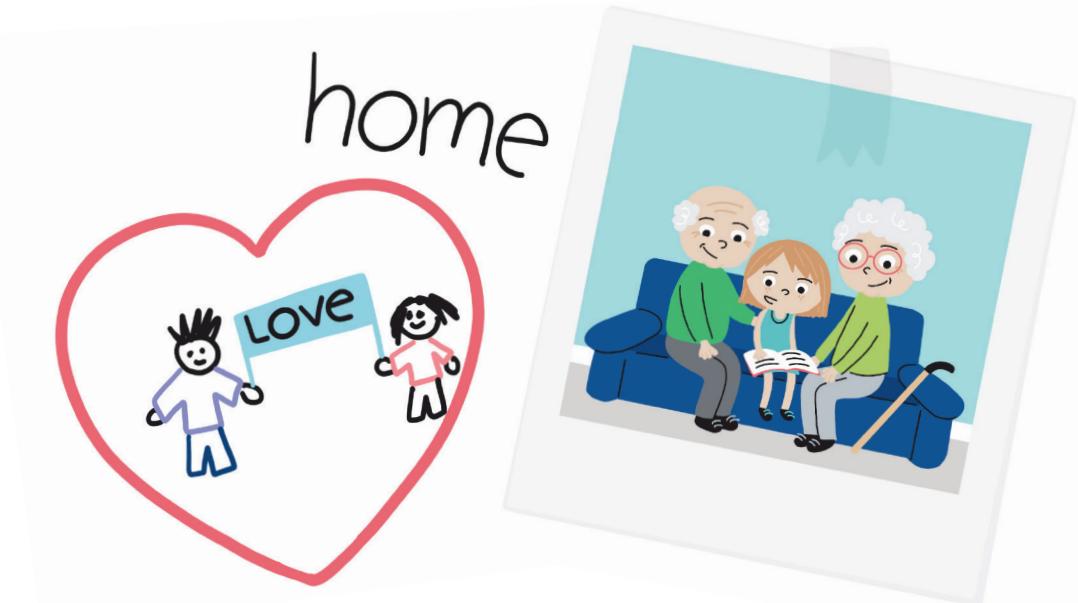
## Songs

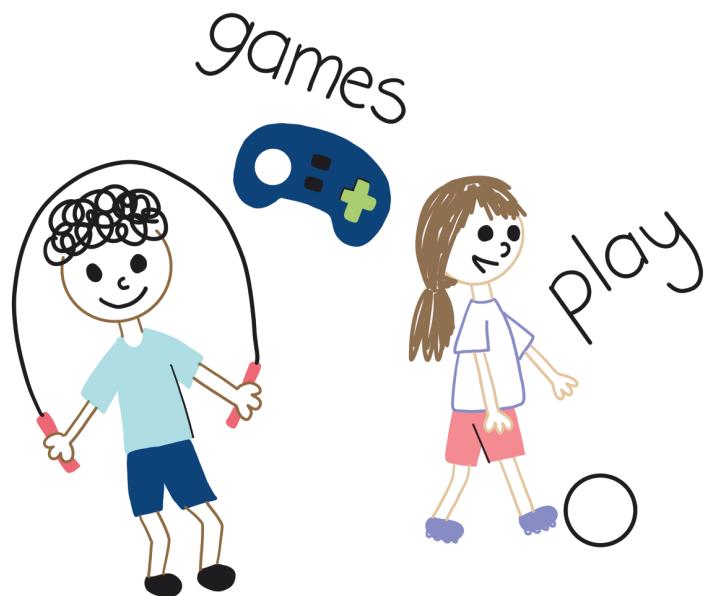
- [I Am Me](#) – Children's Rights Queensland
- [Children's Rights Song](#)
- [The Rights of the Children](#)
- [The River](#)
- [We Stand Together](#)
- [We've All Got Rights](#)



## Other:

- [10 Classroom Yoga Poses to Help Children Relax and Focus](#)
- [Morning Meetings](#)





# Related resources

## Other useful links

You can find more information about children's rights at the following websites:

- [Face the Facts: Children's Rights statistics](#). The Australian Human Rights Commission has created a short publication which provides accurate and easy-to-understand information about children's rights. The publication features a colourful infographic, interesting statistics, and useful links.
- [Youth Law Australia - Know Your Rights](#). In this website, select the state or territory that you live in to see the laws that apply to you. This includes information on laws that relate specifically to children and young people such as cyber-bullying, sexual assault and juvenile justice.
- [UNICEF - Children's rights in other countries](#). An overview of the issues that children and young people face on a country-by-country basis.
- [30 Years of CRC UNICEF](#)
- [UNICEF Australia – teacher resources](#)
- [Children's Rights Activities for Early Years \[Wales\]](#)
- [First Steps – Activities to explore human rights with 3-5 year olds](#) (Amnesty UK)
- [Children's Rights/National Children's Day activities/information](#) [Canada]
- [Training - National Principles for Child Safe Organisations](#). Undertake a free eLearning course on the National Principles for Child Safe Organisations.



# About the book

## **The Big Book of Rights**

Children's Rights Queensland, 2024  
ISBN 978-0-6452990-3-8

## **About the Author**

Dannika Patterson is a Brisbane-based author and presenter with degrees in psychology and journalism. She has written numerous books for children, including Jacaranda Magic, Scribbly Gum Secrets, Zoom and Hedgehog the Wonder Dog. Her children's book titles are used widely as resources in Australian homes and schools, helping to open relatable conversations about important topics. Dannika enjoys visiting schools, libraries and festivals to share her books and story-driven workshops, where she uses her skills to educate, empower and inspire children in a warm, joyful way. Discover more about Dannika and her books at [dannikapatterson.com](http://dannikapatterson.com)

## **About the Illustrator**

Amanda Letcher is an illustrator and book designer, specialising mainly in digital art. She worked in the graphic design industry for 18 years and has been illustrating professionally for five years. She particularly loves children's art and drawing animals. Her style is fun with lots of texture and colour.



## Australian Curriculum (Version 9.0) Outcomes

### General capabilities:

- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding
- Critical and Creative Thinking



English	
Foundation	<a href="#">AC9EFLA07</a> <a href="#">AC9EFLE02</a> <a href="#">AC9EFLY06</a> <a href="#">AC9EFLY07</a> <a href="#">AC9EFLA08</a> <a href="#">AC9EFLE03</a> <a href="#">AC9EFLY05</a>
Year 1	<a href="#">AC9E1LA09</a> <a href="#">AC9E1LE02</a> <a href="#">AC9E1LY02</a> <a href="#">AC9E1LY06</a> <a href="#">AC9E1LY07</a> <a href="#">AC9E1LA03</a> <a href="#">AC9E1LA08</a> <a href="#">AC9E1LE02</a> <a href="#">AC9E1LE03</a>
Year 2	<a href="#">AC9E2LA08</a> <a href="#">AC9E2LY02</a> <a href="#">AC9E2LY06</a> <a href="#">AC9E2LY07</a> <a href="#">AC9E2LE03</a> <a href="#">AC9E2LY03</a>
Year 3	<a href="#">AC9E2LA08</a> <a href="#">AC9E3LA03</a> <a href="#">AC9E3LE02</a> <a href="#">AC9E3LY02</a> <a href="#">AC9E4LY02</a> <a href="#">AC9E3LY06</a> <a href="#">AC9E3LY07</a> <a href="#">AC9E3LY05</a>
Year 4	<a href="#">AC9E4LY06</a> <a href="#">AC9E4LY07</a> <a href="#">AC9E4LA04</a> <a href="#">AC9E4LA11</a>
Year 5	<a href="#">ACELT1608</a>
The Arts	
Foundation -3	<a href="#">AC9AVA2D01</a> <a href="#">AC9AVA2C01</a>
Years 3-5	<a href="#">AC9AVA4P01</a>
Health and Physical Education	
Foundation	<a href="#">AC9HPFP03</a> <a href="#">AC9HPFP01</a> <a href="#">AC9HPFP02</a>
Years 1-2	<a href="#">AC9HP2P03</a> <a href="#">AC9HP2P01</a> <a href="#">AC9HP2M03</a> <a href="#">AC9HP2P06</a>
Years 3-4	<a href="#">AC9HP4M01</a> <a href="#">AC9HP4P01</a> <a href="#">AC9HP4P05</a> <a href="#">AC9HP4P08</a>
Year 5	<a href="#">AC9HP6P01</a> <a href="#">AC9HP6P04</a> <a href="#">AC9HP6P05</a> <a href="#">AC9HP6P10</a>





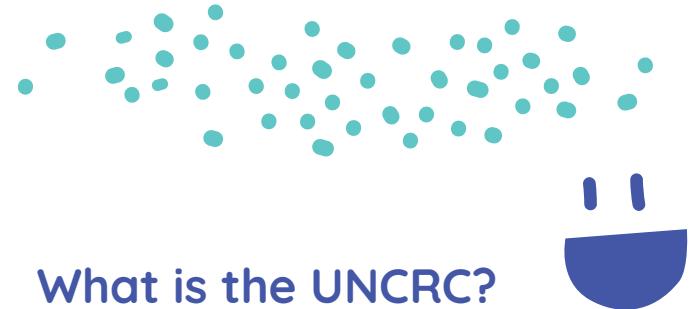
# children's Rights



## History

Eglantyne Jebb, a strong British Social Reformer, who became fondly known as the lady in the brown cardigan, is known to have drafted the document that became the Geneva Declaration of the Rights of the Child.

This document was published by the International Save the Children Union in 1923, and it was adopted on the 26th September 1924 by the League of Nations as the World Child Welfare Charter. In 1946 the United Nations adopted the document, and it was expanded to become a statement of Child Rights. In 1990 Australia ratified the United Nations Convention on the Rights of the Child (UNCRC) which the United Nations General Assembly had adopted.



## What is the UNCRC?

The UNCRC is the first legally binding international instrument to incorporate the full range of human rights for children —civil, cultural, economic, political and social.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

The Australian Human Rights Commission are accountable for making sure Australia is committed to human and child rights. Ms Anne Hollonds commenced as Australia's National Children's Commissioner on 2 November 2020. The role of the Children's Commissioner is to monitor, review, research, and improve the lives of all children and young people in Australia. There is a requirement to report to the United Nations on the Rights of the Child and how Australia is fulfilling its obligation to children and young people.



chil<sup>de</sup>n's

rights



Children's  
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