

NATIONAL 
CHILD DAY
2024



NATIONAL CHILD DAY TOOLKIT

There are 8 million empowered children in Canada and they all have something in common - their rights!



#8MillionEmpowered

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National Child Day is celebrated in Canada on November 20th in recognition of our country's commitment to upholding the rights of children.

There are 8 million kids in Canada, and they all have something in common—their rights!

The purpose of this toolkit is to provide quick and easy ideas to celebrate National Child Day in early years centers, schools, after-school clubs, children's hospitals, and other places that support children and youth.

Overview

National Child Day is celebrated annually in Canada on November 20th in recognition of our country's commitment to upholding the rights of children. This year is the 35th anniversary of Canada signing the Convention on the Rights of the Child (UNCRC). The UNCRC protects the rights of children with 54 articles that provide us with a solid road map of what is needed to raise healthy and happy children and adolescents.

This year marks the 30th anniversary of celebrating National Child Day in Canada. It's a unique opportunity to celebrate Canada's 8 million children and to identify the urgent issues that need action so that every child in Canada to achieve their full potential!

While many Canadians think of this as being a world-leading country for kids, we rank 66th on the Global Kids Rights Index. One third of Canada's kids are not able to achieve their full potential due to violations of their rights to a safe and healthy childhood. The recent Raising Canada report by Children First Canada identified the top 10 threats to childhood and called on the federal government to take action.

Children First Canada has a bold and ambitious vision that together we can make Canada the best place in the world for kids to grow up! National Child Day is a great opportunity for children, youth and adults to work together to promote the rights of every child in Canada!

Top 10 Threats to Canadian Children





CHILD HONOURING: A COURSE AND COVENANT

Join Raffi and educator Kristin Wiens in a compassion revolution. Based on Raffi's Covenant For Honouring Children and its 9 principles, this is an interdisciplinary course in conscious living. [Take the course](#) to embrace Child Honouring and make it part of your life.

The Raffi Foundation for Child Honouring has a Covenant and Nine Principles for healthy living. The Covenant for Honouring Children is a promise to love, respect and be kind to children.

[Endorse](#) the Covenant.



HUMAN RIGHTS EDUCATION

The Canadian Museum for Human Rights offers a variety of K to 12 school programs onsite at the Museum or virtually for your classroom that can get students started on their journey of understanding and defending human rights. Here are just three examples:

Grades K to 4

My Rights, Our Rights

Program length: 45 minutes (virtual) or 75 minutes (onsite)

Learn about human rights and how these rights can keep everyone happy, healthy and safe.

through conversations with three diverse Canadians throughout Canada to understand their relationship to racism better and learn how to be anti-racist. Topics include bias, microaggressions, intersectionality, and allyship.

Grades 5 to 8

Pass the Mic: Let's Talk about Racism

Program length:
75 minutes (onsite)

Check out The Pass the Mic: Let's Talk About Racism program! This valuable program allows students to watch

Grades 9 - 12

Be an Upstander

Program length:
75 minutes (onsite)

Learn how to be a human rights upstander by discovering the stories of people who used their personal strengths to take a stand, protect their rights and the rights of others, and create change.



READ, LEARN AND GROW!

[Check out Ainará's Bookshelf](#), which introduces tween viewers to middle-grade books that give visibility to literary works featuring voices, characters, and points of views from underrepresented communities.



6IX ACADEMY

The 6IX Academy is an experiential program, connecting students with industry professionals, to produce fashion-based capsule collections for the socially conscious change-maker. Community-based + cross-curricular initiatives get students thinking out of the classroom + doing within the community.

Design and create a bookmark that celebrates Children's Rights: to educate, inspire and unite us in advocating for Children's Rights.

1. Start by researching children's rights. Work in groups to examine children's rights that you are interested in learning about. [Use the following placemat template to direct your research.](#)
2. Look at some of the bookmark design + video inspiration ideas in this deck.
3. Plan your bookmark design.
4. [Use this template](#) to plan your design.



Based on your research, think of symbols, colors, or images that represent these rights.

- **Sketch Your Layout**
Use the template to sketch your bookmark layout idea. Decide where to place your chosen rights, images, and text. Make sure your design is clear and easy to read.
- **Incorporate Text**
Add the names or short descriptions of the rights you selected in. Use concise language to make the message impactful.
- **Add Visual Elements**
Include symbols, drawings, or icons that represent each right. Use colors that help make each right stand out and convey a positive message.



TELUS WISE'S 11TH ANNIVERSARY

TELUS Wise® is a free digital literacy education program that offers informative workshops and resources to help people of all ages have a positive experience as digital citizens. Download free resources for parents, teachers, kids and youth to stay safe in our digital world.



TELUS Friendly
Future Foundation



Fondation TELUS
pour un futur meilleur



TELUS STUDENT BURSARY PROGRAM

Post-secondary education opens doors to a brighter future for youth and their families. Unfortunately, for too many young people in Canada, attending college or university is also a time marked by financial stress, with the average Canadian undergraduate leaving post-secondary school heavily in debt. The TELUS Student Bursary provides financial assistance to socially-minded students nationwide who are experiencing financial need so they can pursue their dream of a post-secondary education.

Welcoming Spaces

EARLY LEARNING CENTRE AT TORONTO METROPOLITAN UNIVERSITY



The Toronto Metropolitan University Early Learning Centre (ELC) is a licensed early childhood education program that fosters innovative, meaningful, and engaging learning, practice, and research through building respectful partnerships between registered early childhood educators, toddler and preschool aged children, families, students, faculty and researchers, and the community. Guided by values of collaboration, integrity, respect, and trust, the ELC is dedicated to sustaining an inclusive, enriching, and equitable early childhood education community that centres social justice through a children’s rights-integrative and inclusive approach to understanding learning, care, and environments. The ELC works in partnership with the School of Early Childhood Studies in the Faculty of Community Services to create curriculum, practices, and pedagogies that respond to the complexities of children’s everyday experiences in Toronto. As a laboratory school, the ELC collaborates with students, faculty, and employees to support research, practicum experiences, and in-class learning.

[Learn more](#) about the Toronto Metropolitan University Early Learning Centre.

Co-Creating Welcoming Spaces with Children

This activity, ‘Co-creating welcoming spaces with children’, is founded on Article 12 in the [United Nations Convention on the Rights of the Child](#). Article 12 states that “parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”. In the [Child-Friendly Language version of the UNCRC](#), this is expressed as “you have the right to give your opinion, and for adults to listen and take it seriously”.

Centering children’s right to participate, this activity initiates a long-term process of thinking collectively about how to co-create, with children, welcoming spaces for children, families, and community. Working with children to gather their ideas and then ensuring that the particulars of children’s ideas are acted on in creating more welcoming spaces is important. We are purposefully creating opportunities for children and educators to practice two elements of participation: children’s ideas and opinions are welcome and children’s perspectives are valued and directly acted upon.

This activity emphasizes extension and sustained work, over multiple days. We invite educators to consider this plan as a provocation for transforming the central ideas into their practices and questions that are meaningful for their particular contexts. The process outlined below is cyclical and can be repeated.

Opening the Activity

Materials: easel, paper, markers

1. Naming a Question

Building on already ongoing conversations around ‘community’ with the children, the educators opened by offering a question to discuss with the children: *what might we be able to create together that would make the hallway feel more welcoming?*

2. Discussing Creating ‘Something’ Welcoming

Using a brainstorming process, the educators led a discussion with the children. Initially, the educators emphasized two key considerations: (1) what might we be able to create? (2) how might what we create make the hallway feel more welcoming? Foregrounding the connections between creating something and making the hallway more welcoming invites children to think about what makes them feel welcome, and then linking this to creating ‘something’ centres children’s agency and their impact on how spaces are designed and the form that the creation will take.

Using open-ended questions such as “what do you think?” and waiting for children’s responses is important. Educators also ensured that all interested children had the opportunity to share ideas.

3. Discussing How

As the brainstorming session continued, the educators began turning towards asking the children more logistical questions about what we might create and why. Here, the educators added some honest context about what is possible and impossible in the space, and helped to connect children’s ideas to practices that were feasible. In our context, a large canvas art piece to be hung on a large, empty brick wall was agreed upon. This discussion concluded with a summary of what the plan to create was. Children were invited to add in anything that might be missed in the summary.

Co-Creating ‘Something’ Welcoming

Materials: canvas, paints, painting supplies, glue

1. Revisiting Intentions

Prior to engaging with the materials, the educators and children returned to their previous discussion and brainstorming. They remembered together what the purpose of this arts-based creation is (creating welcoming spaces) and they emphasized some of the ideas that the children had about content and form. They pointed out specific materials that the children had suggested.

2. Creating

All materials were laid out on a table and on the floor, and children were invited to begin creating the shared art piece. The children chose their own materials (such as selecting the colour they wanted to paint with). Children offered materials to each other saying, “do you want to use this?”

Working together to create the artwork, educators encouraged children to think through how their contributions on the canvas were connected to creating a welcoming space. This is grounded in our intention for this activity, as we want to emphasize that this is a project that takes up children’s ideas of community, care, well-being, and welcoming.

3. Pausing

After working together for some time, the educators and children made time to review what had been created. Educators asked for children’s thoughts and input on the art piece. Educators also emphasized that this piece did not have to be ‘finished’ forever and that it could be returned to when the children had ideas about what to change or add.

Sharing Art Creation

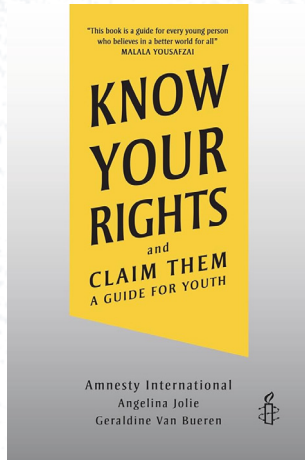
Materials: hanging/display hooks

The children and educators carried the art creation to the hallway and displayed it by hanging it along one wall. They discussed who the children thought might see the art creation and how it might make them feel. They reiterated that the work of creating a more welcoming hallway is ongoing and that the children might have other ideas over time that they could co-create together.



The children and educators in the Early Learning Centre at Toronto Metropolitan University carried out this Activity Plan to co-create a welcoming space and will continue in this ongoing effort.

Books



KNOW YOUR RIGHTS, BY GERALDINE VAN BUEREN & ANGELINA JOLIE

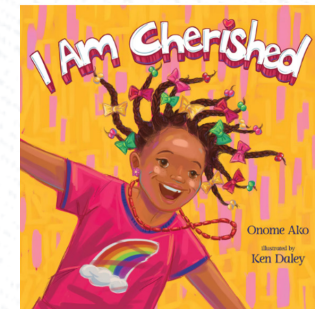
Check out and read “Know Your Rights and Claim Them” by Angelina Jolie, written in collaboration with Professor Geraldine van Bueren QC, an original drafter of the UN Convention on the Rights of the Child. This book explains child rights and the reality surrounding them. While learning more about your rights, you will have the tools to take action and claim your rights!

[amnestyusa.org/know-your-rights](https://www.amnestyusa.org/know-your-rights)



WEIRD RULES TO FOLLOW BY KIM SPENCER

Check out *Weird Rules to Follow* by Kim Spencer, which touches on themes of racism, cultural differences, interracial friendship, and the difficulties of growing up around racism. This is fictional book highlights these important topics and creates a space for children and youth to come to a better understanding of the impacts of racism.



I AM CHERISHED! BY ONOME AKO



Fun and Easy Ways to Celebrate National Child Day

Learn!

Watch the [video](#) with children and youth and learn together about the rights of every child.

Display the poster of the United Nations Convention on Right of the Child, in child friendly language (see next page in this document). Download the file or order a printed version from our website [here](#).

Discuss rights versus wants – rights are what you need to survive and thrive, *wants* are things that are nice to have but not essential to a safe and healthy childhood.

Arts and Crafts!

Make National Child Day posters or “Leave your (book)Marks” from 6ix academy, that represent the rights of children! Decorate your school, center or hospital etc.

March!

Organize a march in the halls of your school, centre, or hospital, and invite the children/youth to display the posters/flags that they created to represent their rights (see Arts and Crafts above) and sing songs or speak up about their rights.

Dress up!

Ask children to choose a right and dress up in a way that represents that right on National Child Day (ex. For the right to education, dress up like a teacher; for the right to health, dress up like a doctor or nurse, etc.)

Dance!

Choreograph a dance or a flash-mob around the theme of children’s rights.

Other Activities!

The Government of Canada has produced an activity guide with many more ideas. Be sure to check out the great resources [available online](#), including this [colouring page](#).



Resources

Display these posters in your school, club, hospital or workplace:

[Vist our website to download](#) the United Nations Convention on the Rights of the Child poster, pictured below. [Download](#) the National Child Day poster pictured below.

ARTICLE 1
Everyone under 18 has special rights as children.

ARTICLE 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

ARTICLE 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

ARTICLE 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

ARTICLE 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

ARTICLE 6
You have the right to be alive.

ARTICLE 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

ARTICLE 8
You have the right to an identity - an official record of who you are. No one should take this away from you.

ARTICLE 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

ARTICLE 10
If you live in a different country than your parents do, you have the right to be together in the same place.

ARTICLE 11
You have the right to be protected from kidnapping.

ARTICLE 12
You have the right to give your opinion, and for adults to listen and take it seriously.

ARTICLE 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

ARTICLE 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

ARTICLE 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

ARTICLE 16
You have the right to privacy.

ARTICLE 17
You have the right to get information that is important to your wellbeing, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

ARTICLE 18
You have the right to be raised by your parent(s) if possible.

ARTICLE 19
You have the right to be protected from being hurt and mistreated, in body or mind.

ARTICLE 20
You have the right to special care and help if you cannot live with your parents.

ARTICLE 21
You have the right to care and protection if you are adopted or in foster care.

ARTICLE 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

ARTICLE 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

ARTICLE 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

ARTICLE 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

ARTICLE 26
You have the right to help from the government if you are poor or in need.

ARTICLE 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

ARTICLE 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

ARTICLE 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

ARTICLE 30
You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

ARTICLE 31
You have the right to play and rest.

ARTICLE 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

ARTICLE 33
You have the right to protection from harmful drugs, and from the drug trade.

ARTICLE 34
You have the right to be free from sexual abuse.

ARTICLE 35
No one is allowed to kidnap or sell you.

ARTICLE 36
You have the right to protection from any kind of exploitation (being taken advantage of).

ARTICLE 37
No one is allowed to punish you in a cruel or harmful way.

ARTICLE 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

ARTICLE 39
You have the right to help if you've been hurt, neglected or badly treated.

ARTICLE 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

ARTICLE 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

ARTICLE 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

ARTICLES 43 TO 54
These articles explain how governments and other organizations will work to ensure children are protected with their rights.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD
IN CHILD-FRIENDLY LANGUAGE

CHILDREN FIRST CANADA

EVERY CHILD HAS SOMETHING IN COMMON - THEIR RIGHTS!

NATIONAL CHILD DAY

JOIN US ON NOVEMBER 20

#8 MILLION EMPOWERED

REGISTER ON NATIONALCHILDDAY.ORG FOR A CHANCE TO WIN PRIZES

Children First Canada is proud to celebrate National Child Day with our partners from coast to coast to coast. Children First Canada is an alliance of Canada's leading children's charities and hospitals, research institutes, corporations that invest in kids, teachers, parents and kids themselves. We have a bold and ambitious vision that together we can make Canada the best place in the world for kids to grow up!

Join the celebrations by attending any of our events or hosting an event in your school, organization, or online.

To learn more about National Child Day go to www.nationalchildday.org.

The National Child Day Toolkit and other resources are produced by Children First Canada thanks to the generous support from our sponsors and partners:



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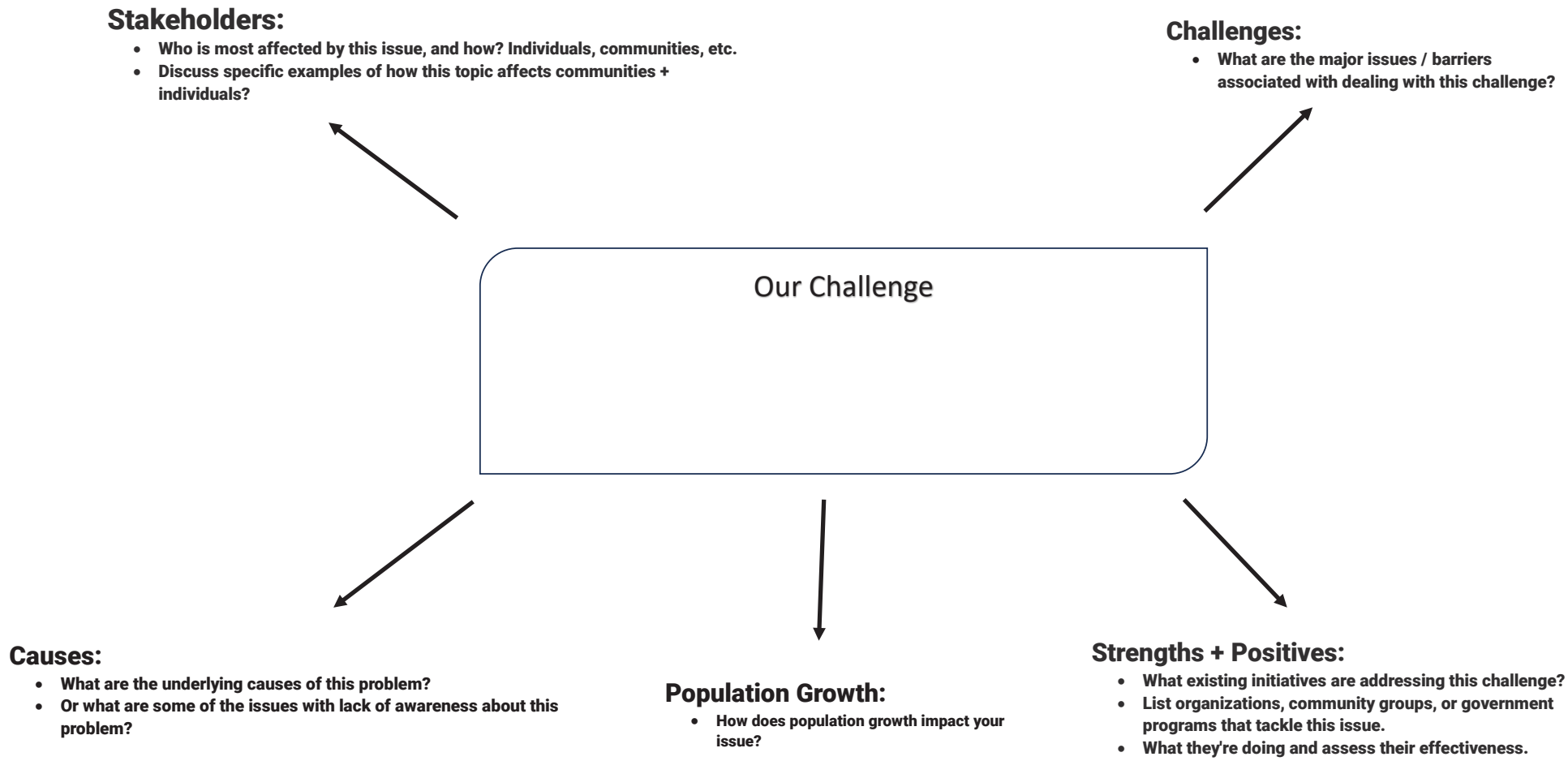


School of Early Childhood Studies
Faculty of Community Services

Template for Six Academy Activity (page 4)

Placement #1: Examining the Issue

Use these placement questions to begin investigating your challenge and to begin your group discussion.



Template for Six Academy Activity (page 4)

Placement #2: Brainstorming Solutions

Now that you understand the problem, it's time to brainstorm possible solutions. Think creatively and consider what can be done to address the issue. Use these questions to guide your discussion:

Innovations:

- What innovative solutions or strategies or technologies could help address this problem.

Awareness:

- How can you motivate people to care and get involved?
- How can we raise awareness about this issue and inspire others to take action?
- Ways to engage others and spread the word?
- Social media campaigns, community events, or educational programs, etc.?

Our Solutions:

Keep an open mind and encourage creativity. Write down all ideas, even if they seem unconventional. After brainstorming, narrow down your ideas to those with the most potential and discuss why they could work.

Community:

- How can local communities or small groups, schools contribute to solving this problem?
- Think about grassroots efforts. What can be done at the local level to make a difference? Discuss ways to mobilize and empower communities.

Engaging Youth:

- What role can youth play in creating change on this issue?
- Discuss the unique strengths of young people. How can they use their creativity, energy, and networks to drive change?
- How can youth lead in solving this problem.