

CLASSROOM RESOURCES INSIDE!

WIN 1 OF 3 \$500 PRIZES FOR YOUR SCHOOL!

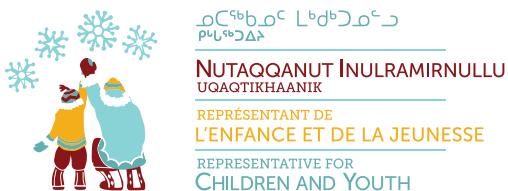


2019

YOUR STORY, YOUR VOICE

C O N T E S T

An art contest for all schools in Nunavut which aims to raise awareness of child rights
and the work of the Representative for Children and Youth's Office.



2019 Your Story, Your Voice Contest Rules

The Representative for Children and Youth's Office (RCYO) is excited to announce the fifth annual Your Story, Your Voice contest! This is an art contest and we encourage students to work together to create a poster, wall mural, or other form of creative submission based on:

CONTEST THEME

Article 42 of United Nations *Convention on the Rights of the Child*

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

For more information about Article 42, the following resources have been provided to support child rights-based learning in your classroom:

- **Child Rights and Article 42, the Right to Know Your Rights, page 3:** child rights explained;
- **What Are Child Rights?, page 4:** please print this poster and display it in your classroom;
- **Classroom Resources for Child Rights-Based Learning, page 5-6:** links to print, video, and RCYO, made in Nunavut resources for all grade levels;
- **Working Together: A Look at Inuit Societal Values and Child Rights, page 7-8:** how both aim to support the healthy development of young people, families, and communities.

CONTEST RULES

1. The 2019 Your Story, Your Voice contest opens Monday, September 30, 2019. The contest closes and entries must be received by the RCYO by 5 pm Mountain Standard Time on Sunday, November 10, 2019.
2. The contest is open to all classes in Nunavut schools from kindergarten to grade 12. Limit of one entry per class.
3. Entries should be a class art submission that expresses the students' thoughts and opinions on **Article 42 of United Nations *Convention on the Rights of the Child***.
4. For administrative purposes, teachers should submit the entry on behalf of their class.
5. To submit your entry, please email the following information to contact@rcynu.ca:
 - community name;
 - school name and grade of class participating;
 - names of all students who participated;
 - teacher's name, phone number, and email address; and
 - a high resolution photo of the entry (either JPG or PNG files)

WINNING AND PRIZES

6. Entries will be evaluated by RCYO staff based on creativity, content, and class participation.
7. The RCYO reserves the right to use photos of the winning entries on our website, in our annual report, and for promotional purposes.
8. Contest winners will be notified by the RCYO on November 20, 2018, National Child Day.
9. One prize will be awarded for each of the following categories:
 - Kindergarten to Grade 3
 - Grade 4 to Grade 7
 - Grade 8 to Grade 12
10. We view determining the prize as an opportunity to support a young person's right to give their opinion and have adults listen and take it seriously — Article 12 the United Nations *Convention on the Rights of the Child*. While the prize will be valued at \$500, (RCYO pays shipping) what the prize is will be decided on by each of the winning classes and the RCYO together. Past years, prizes awarded have included gym equipment, board games, books, and even a computer for the school.

QUESTIONS

The RCYO is an independent advocacy office that works to ensure the Government of Nunavut (GN) supports the rights and best interests of young Nunavummiut. If you have questions about our 2019 Your Story, Your Voice contest; child rights; the work of our office; or concern for a young person and the support they are receiving from a GN department, we encourage you to contact our office by:

- phone at **1-855-449-8118** (toll free) or **867-975-5090** (in Iqaluit)
- email at contact@rcynu.ca, or
- text at **1-855-449-8118**.

Child Rights and Article 42, the Right to Know Your Rights

WHAT ARE CHILD RIGHTS?

All humans have rights. Child rights are things young people should have, like a safe place to live, or things young people should be able to do, like go to school, so they and their family have what they need to make good choices for their life. The United Nations *Convention on the Rights of the Child* details the rights of young people, and the responsibilities of government and adults to support these rights.

Some examples of child rights include:

- **Article 12** All young people have the right to give their opinion and for adults to listen and take it seriously.
- **Article 24** All young people have the right to the best health care possible.
- **Article 27** All young people have the right to food, clothing, and a safe place to live.
- **Article 30** All young people have the right to practice their own culture, language, and religion.
- **Article 34** All young people have the right to be free from sexual and physical abuse.
- **Article 42** All young people have the right to know about their rights.

As rights holders, young people also have responsibilities. Article 28 and 29, which promotes a child's right to education, also places several responsibilities on the young person and their family including ensuring the young person attends school and does their homework.

WHY GOVERNMENT MUST SUPPORT CHILD RIGHTS?

When Canada signed on to the United Nations *Convention on the Rights of the Child* in 1991, the government agreed to support the rights of young people. This means that all young people living in Canada should have access to all of the things they need to live life to its full potential, regardless of their gender, nationality, religious beliefs, race, sexual identity, sexual orientation, and/or geographic location.

CHILD RIGHTS AND THE FAMILY

Child rights are not meant to encourage young people to be selfish or disobey the adults in their lives. In fact, the United Nations *Convention on the Rights of the Child* works to protect the family unit as it identifies the essential role that family plays in a young person's life. As all people have rights, everyone should respect the rights of others, including their family, peers, and community members.

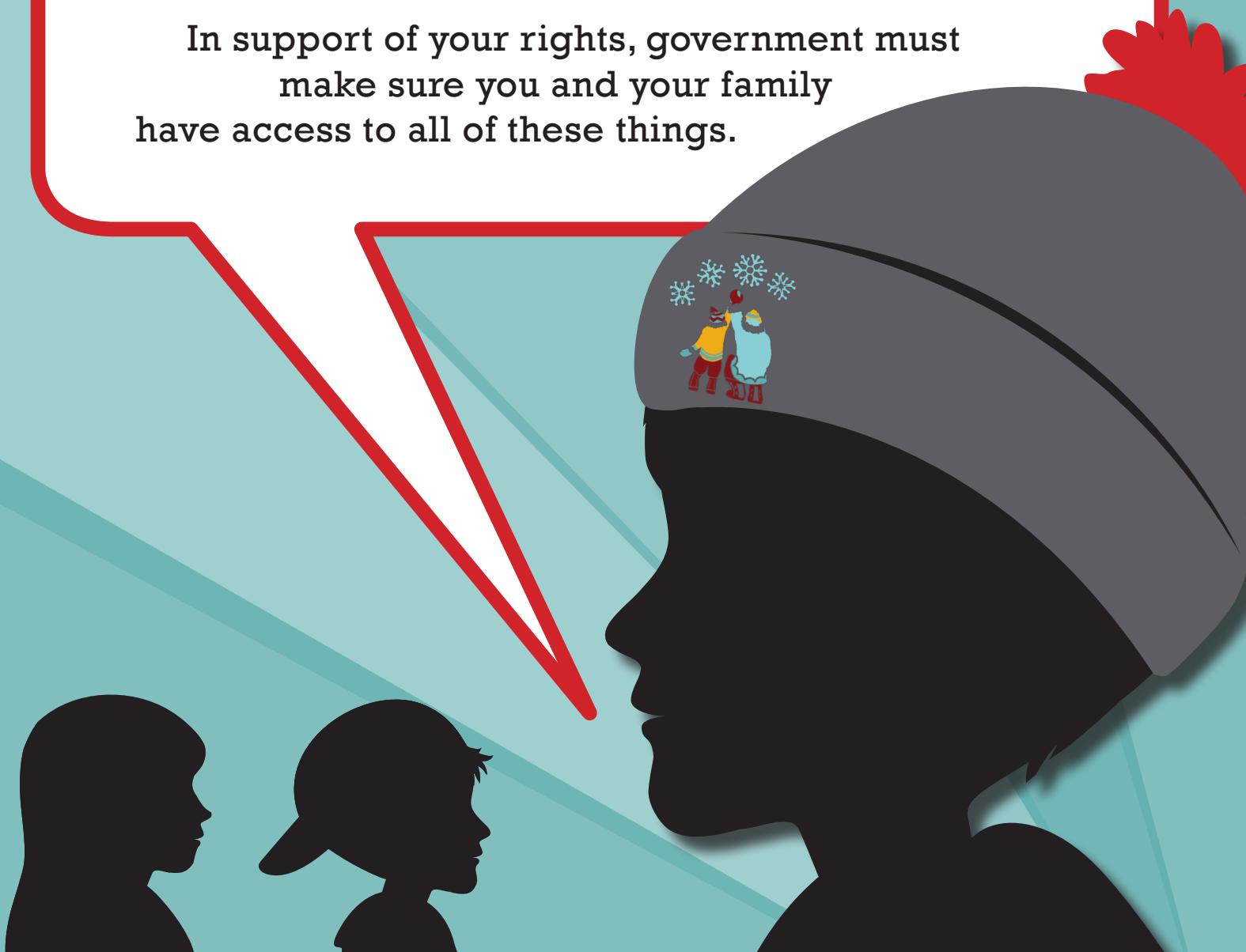
Please print page 4 and display it in your classroom! ►

WHAT ARE CHILD RIGHTS?

All humans have rights.

Child rights are things you should have, like a safe place to live, or things you should be able to do, like go to school, so you and your family have what you need to make good choices for your life.

In support of your rights, government must make sure you and your family have access to all of these things.



努塔克納奴特·因烏拉米爾努魯
努塔克納奴特·因烏拉米爾努魯
NUTAQQANUT INULRAMIRNULLU
UQAQTIKHAANIK
REPRÉSENTANT DE
L'ENFANCE ET DE LA JEUNESSE
REPRESENTATIVE FOR
CHILDREN AND YOUTH

Do you have questions about child rights?

Text or call toll free: 1-855-449-8118

Email: contact@rcynu.ca

Visit: www.rcynu.ca

Classroom Resources for Child Rights-Based Learning

PRINT RESOURCES ABOUT CHILD RIGHTS

UNICEF: The *Convention on the Rights of the Child* in Child Friendly Language

This poster explains the United Nations *Convention on the Rights of the Child* and child rights in simple, clear language.

Inuktitut: www.rcynu.ca/sites/rcynu.ca/files/Inuktitut%20CRC%20Poster.pdf

Inuinnaqtun: www.rcynu.ca/sites/rcynu.ca/files/Final%20Inuinnaqtun%20Rights%20Poster%20High%20Res.pdf

French: www.rcynu.ca/sites/rcynu.ca/files/French%20CRC%20Poster_0.pdf

English: www.rcynu.ca/sites/rcynu.ca/files/English%20CRC%20Poster.pdf

UNICEF Fact Sheet: A summary of the rights under the United Nations *Convention on the Rights of the Child*

This UNICEF-produced fact sheet summarizes each article of the United Nations *Convention on the Rights of the Child* and identifies the responsibilities adults and governments have to support child rights.

French: <https://www.unicef.org/fr/convention-droits-enfant/la-convention>

English: <https://www.unicef.org/child-rights-convention/what-is-the-convention>

Children's Rights Activity Guide

In celebration of National Child Day, the federal government has put together a 24-page activity guide centered around child rights.

French: <https://www.canada.ca/content/dam/phac-aspc/documents/services/health-promotion/childhood-adolescence/national-child-day/children-s-rights-activity-guide/cdaguide-fra.pdf>

English: <https://www.canada.ca/content/dam/phac-aspc/documents/services/health-promotion/childhood-adolescence/national-child-day/children-s-rights-activity-guide/cdaguide-eng.pdf>

VIDEO RESOURCES ABOUT CHILD RIGHTS

We've All Got Rights

Upbeat song and animated video created by children and staff at Crosby High School, in Liverpool, England, about rights.

English: https://www.youtube.com/watch?v=LN_70HXxd5Y

United for Human Rights

This resource contains many short videos about human rights including, what are human rights, PSAs about individual rights, as well as a video about our responsibilities as rights holders.

English: <https://www.humanrights.com/>

RCYO CHILD RIGHTS RESOURCES

To educate young Nunavummiut about their rights and to encourage them to speak up about those rights, the RCYO developed that *Raise Your Voice: Self-Advocacy Workshop*. Activities from our workshop can be downloaded from our website and used in your classroom.

Rights Dice Game

This dice game is a fun way for students to learn about their rights under the United Nations *Convention on the Rights of the Child*.

Inuktitut: <https://rcynu.ca/iu/whats-new/resources/rights-dice-game>

Inuinnaqtun: <https://rcynu.ca/ius/whats-new/resources/pidjutikhaq-daisinik-ulapqiuyaangat>

French: <https://rcynu.ca/fr/whats-new/resources/jeu-de-d%C3%A9couverte-des-droits>

English: <https://rcynu.ca/whats-new/resources/rights-dice-game>

R 'n R Activity

This activity provides an opportunity for your class to discuss the responsibilities that come with being a rights holders. For example, embracing the right to culture means that when going out on the land one is responsible for bringing all the necessary supplies with them, telling someone where they are going, and not littering.

Inuktitut: <https://rcynu.ca/iu/whats-new/resources/r-%E2%80%98n-r>

Inuinnaqtun: <https://rcynu.ca/ius/whats-new/resources/unaguiqhiqluni-hulilukaagutighat-pilaarutainun-valuator-munaridjutaillu>

French: <https://rcynu.ca/fr/whats-new/resources/activit%C3%A9-sur-les-droits-et-responsabilit%C3%A9>

English: <https://rcynu.ca/whats-new/resources/r-%E2%80%98n-r-activity-rights-and-responsibilities>

***Mosesie Speaks Up* (with extension activities)**

Mosesie Speaks Up is a grade three reading level book developed in partnership by the RCYO, Inhabit Education, and the Department of Education, for the department's reading program Uqalimaariuqsaniq. In this story Mosesie learns about child right, advocacy, and healthy coping strategies.

Download *Mosesie Speak Up* and the extension activities here:

Inuktitut: available in hard copy and for download

<https://rcynu.ca/iu/whats-new/resources/mosesie-speaks>

Inuinnaqtun: still in production

French: available for download

<https://rcynu.ca/fr/whats-new/resources/mosesiee-fait-valoir-ses-droits-0>

English: available in hard copy and for download

<https://rcynu.ca/whats-new/resources/mosesie-speaks-0>

For hard copies of *Mosesie Speak Up*, please contact our office by:

- phone at **1-855-449-8118** (toll free) or **867-975-5090** (in Iqaluit)
- email at contact@rcynu.ca, or
- text at **1-855-449-8118**.



Working Together: A Look at Inuit Societal Values and Child Rights

Child rights articles detailed in the United Nations *Convention on the Rights of the Child* and Inuit societal values have many overlapping concepts as both aim to support the healthy development of young people, their families, and their communities. For example:

Tunnganarniq emphasizes the role that being open, welcoming, and inclusive plays in fostering positive relationships.

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, or whether they are rich or poor. No child should be treated unfairly on any basis.

Inuuqatigiitsiarniq guides us to respect and care for other people and our relationships so that we can all live together in harmony.

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.

Aajiiqatigiinniq encourages decision making through discussion and consensus.

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

Pilimmaksarniq/Pijariuqsarniq is about learning and mastering new skills through observation, mentoring, practice, and effort.

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

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. Minority and indigenous groups need special protection of this right.

Avatittinnik Kamatsiarniq is about respect and care for the land, animals, and the environment.

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. Minority and indigenous groups need special protection of this right.

Piliriqatigiinniq/Ikajuqtigiinniq emphasizes working together for a common cause.

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

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

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

Pijitsirniq is about serving and providing for family and community. It's about leading through doing for other people. It's about serving others for the greater good.

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

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

Qanuqtuurniq is about being innovative and resourceful.

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 28: 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.