



# Ahead of the consultation process:

- Participating schools and kindergartens gained parental/guardian consent to offer their children the opportunity to participate in a research workshop with author Dannika Patterson, in advance of author Dannika Patterson's visit/s to the service/school.
- Dannika Patterson's Blue Card was sighted/recorded by the school/kindergarten.
- All children also consented to participate in the workshop and consultation process and were made aware that they could agree or decline to participate in the workshop.
- Children were told their ideas and words would be recorded, and that these may be
  used and shared to help the book's creators write and illustrate a new picture book
  about children's rights.
- The children who participated had their names recorded by the school/kindergarten for record-keeping purposes.
- Dannika Patterson was introduced to the children by a member of the school/ kindergarten staff and at least one staff member of the school/kindergarten stayed to observe each workshop session.
- Children were told that if they no longer wanted to participate in the workshop at any stage – they could exercise their right to withdraw and not participate in any activity (i.e. drawing, question and answer, readings).





To create a baseline understanding on how Queensland children in the target age range perceive, interpret and understand the concept of children's rights (overall) and specific children's rights (individually) in order to inform the creation of a picture book. The book would be a compelling, meaningful and useful resource about children's rights for children, aged 4-8, including those from culturally and linguistically diverse (CALD) backgrounds.

Consultation workshops were designed to feel like an informal story time and open discussion with participating children to:

- explore children's understanding of rights and gathering representations of their ideas.
- gather input for wording and imagery to be used in 'The Big Book of Rights' to help ensure that the book is as child-centric, engaging, and reflective of diverse perspectives as possible.
- invite children to contribute drawings and ideas for the book's illustrator to use as inspiration.

### Structure:

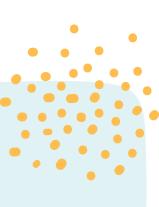


Dannika Patterson introduces herself to children, explains she is an author, talks about her existing work and the process of how she creates picture books, explaining that she is in the process of researching and talking to children about a new picture book she is about to write – 'The Big Book of Rights'.

#### **Discovery Discussion.**

A discovery discussion was then undertaken to uncover what the children currently understood about their rights.







# Opening questions (different combinations per group) to children included:

- 'Tell me, what do you know about children's rights?'
- 'Can you give me an example of a right you have?'
- 'If you were responsible for making up a list of rights, or rules, for ALL children, what do you think would be important?'
- Do you think only some children should have rights, or ALL children should have rights?'

'Do you know what I mean when I say 'children's rights'?



#### · 'Do you think children should have the right to...

- ...be treated fairly, no matter what?
- ...have a say about decisions affecting them?
- ...live and grow up healthy?
- ...have people do what is best for them?
- ...know who they are and where they come from?
- ....have a name?
- ...believe what they want?
- ...privacy?
- · ...find out information and express themselves?
- ...be safe no matter where they are?
- ...be cared for and have a home?
- ...education, play and cultural activities?
- ...help and protection if they need it?
- 'Is it the job of just one person? Or should everyone help?'
- Why is protecting the rights of children important, do you think?'
- 'What makes you feel protected, or safe?'
- 'What might it look like, feel like, or sound like to have your rights respected?'

'What might it look like, feel like, or sound like to NOT have your rights respected?'

## Key responses and comments from children during discovery discussions included:

#### 'I have the right to be happy!'



- 'I have the right to write to Santa!'
- 'I can write my name when Mum draws dots on a page for me to join.'
- 'I have the right to education.'
- 'Children need to have a home and to feel safe.'
- 'My family makes me feel happy.'
- 'I have a right to pick flowers with my Mum.'
- 'Rights are like a list of rules of how to be a good human.'
- 'Children's rights are choosing what to do positively.'
- 'Children have the right to be independent and learn stuff by themselves.'
- 'Having a right to go to school.'
- 'Having a sense of control.'
- 'Being able to choose.'
- Liking whatever they want.'
- 'Being able to know anything.'
- 'Children's rights are what we do...and we create legislations and regulations.'
- What we are allowed to do.'
- 'The way we are and behave.'
- 'We have the right to learn new things.'
- 'We have the right to grow.'
- 'We have the right to be unique.'

- When a baby is born you should give it water and food.'
- 'Live. learn and have fun.'
- 'Children have a right to safety.'
- 'Children have a right to imagine.'
- 'Children have a right to have emotions.'
- 'Children have a right to learn new things.'
- 'We can have all kinds of emotions and do things sometimes our way, or maybe alone.'
- 'The right to learn.'
- 'Children have the right to enjoy your culture!'
- 'The right to peace.'
- 'The right to have friends.'
- 'You have the right to an education.'
- 'Children should be treated nicely and make choices and be free from violence.'
- 'No one has the right to hurt me.'
- 'Kids have a right to speak up!'



'Children should be able to make their own choices and get a good education, with people listening to their ideas.'



- 'It is the right to learn because if you didn't know anything you wouldn't have a job and wouldn't go to university and you won't have as much money and you would be sad so at least go to school to learn stuff.'
- 'Have the right to be alive. No one can judge how you express yourself.'

'I think something I would let my children have the right to do should be listening to music because it is part of me and I want it to be part of them.'



'Children's rights can be: to have fun, learn to do new things, to speak up, to be independent, to be allowed to ask anyone for help. to speak their minds, to follow their dreams, to learn things about themselves, make their own choices, do what they want to do, do something they can do, to ask for something, to be able to go to school.'

- 'We are all good at something, we just need to find it.'
- 'We have a right to be safe.'
- 'I have a right to feel love from my family.'
- 'We have the right not to go to school.'
- 'We have the right to our names.'
- 'We need shelter.'
- 'We need clothes.'
- 'We can have opinions.'
- 'We all go to school.'
- 'Important rights are food, friends, family, name, water, love, living, school, learning, house, fun.'
- 'The right to have love.'
- 'My family makes me feel safe and happy.'
- 'The right to let people speak and talk.'
- 'The right to do fun things.'
- 'The right to have a name.'
- 'The right to have food.'
- 'The right to have parents.'



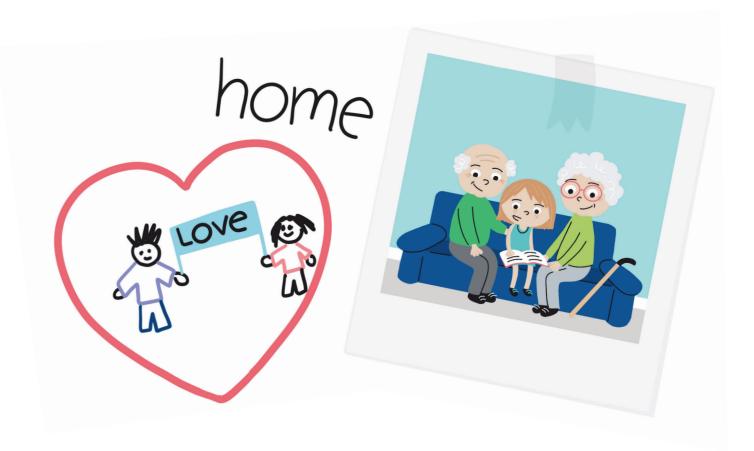


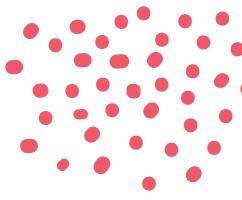


- 'The right to have friends and family.'
- 'The right to play.'
- 'To understand what is right, we also need to understand what is wrong.'
- 'When children's rights aren't respected, it makes me feel sad.'
- 'If there are rules for children's rights all over the world, why do children get hurt in wars?'
- 'What happens when people don't follow or respect children's rights?'

(Note: This is a sample of all comments collected. Where there were close duplicates and tangents, these have been omitted.)

'Children's rights include: food, emotions, water, challenges, family, love, opportunities, friends, shelter, help, excitement, health, care, support, plants, parents, school, peace, learning, kindness and clothes.'





## Story time.

Following the discovery discussion, there was a reading of one or more comparative titles that address the subject of children's rights, from the list below. The title/s read were chosen by Dannika showing the group all five comparative title picture books and asking the children to vote (with only one vote each), by placing their hand in the air, which title they would most like her to read to them. Dannika read the title/s with the most votes.

# Five comparative titles (Picture book titles for children 4-8 years about human/children's rights):

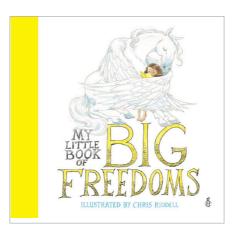


#### I Have the Right to Be a Child by Alain Serres and illustrated by Aurélia Fronty (Groundwood Books, 2012, Canada)

This book uses illustrations to bring the Convention on the Rights of the Child to life and help young readers understand their rights. With a very simple text accompanied by rich, vibrant illustrations, a young narrator describes what it means to be a child with rights-from the right to food, water and shelter, to the right to go to school, to be free from violence, to breathe clean air, and more.

# My Little Book of Big Freedoms by Chris Riddell (Amnesty International, 2015, UK)

My Little Book of Big Freedoms brings to life 16 fundamental freedoms outlined by the Human Rights Act. Each of the 16 rights pictured is illustrated with a symbolic animal accompanied by a single illustrated word – e.g. Freedom – with an explanatory sentence or two on the opposite-facing page.



# COMIC BOOKS

#### Every Human Has Rights (National Geographic)

A photographic declaration for kids based on the UN Universal Declaration of Human Rights with poetry from the community and a foreword by Mary Robinson, Former UN High Commissioner for Human Rights.



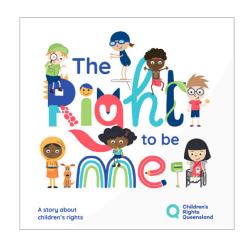
# WE ARE ALL BORN FREE The Universal Declaration of Human Rights in Pictures I making from the sign of the ball in depth in the pictures I making from the sign of the ball in depth in the pictures I making from the sign of the ball in depth in the pictures I making from the sign of the ball in depth in the pictures I making from the sign of the ball in depth in the pictures A picture in the sign of the ball in the sign of the ball in the pictures I making from the sign of the ball in the sign of the sign of

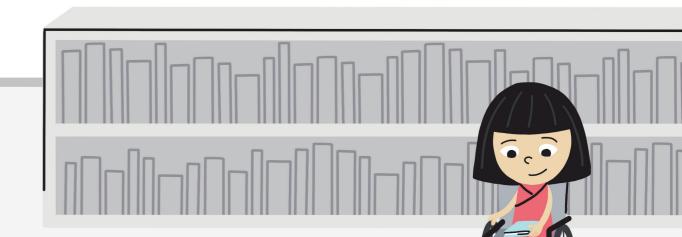
#### We are all born free (Amnesty International)

This collection was originally published to celebrate the 60th anniversary of the Universal Declaration of Human Rights. The 30 Articles are simplified for children by Amnesty International and beautifully depicted by internationally renowned artists including John Burningham, Chris Riddell and Jackie Morris.

# The Right to Be Me (A story about children's rights) by Allison Paterson

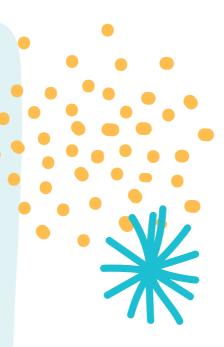
Children's Rights Queensland's first picture book, explaining children's week and expounding on key rights using a cast of diverse characters from around Queensland.





# Groups selected and were read the following title/s (or how children judged these books, by their covers):

- Wynnum General Gordon Community Kindy: The Right to Be Me + We Are All Born Free
- **Gumdale Kindy Group 1:** My Little Book of Big Freedoms
- Gumdale Kindy Group 2: I Have the Right to Be a Child
- Gumdale Kindy Group 3: I Have the Right to Be a Child
- Moreton Bay College Group 1 (Prep Grade 2): My Little Book of Big Freedoms
- Moreton Bay College Group 2 (Grades 3 & 4): The Right to Be Me
- Moreton Bay College Group 3 (Year 6): I Have the Right to Be a Child/Every Human Has Rights



#### Post story time discussion:

Dannika invited open feedback both during the reading and after the reading. Comments, thoughts and opinions were offered by the children via the raising of hands.

#### Key comments included:

- 'Why are there funny letters in the book?'
- 'To understand what is right, we also need to understand what is wrong.'
- 'I don't like the pages where the scary things like the wolf and broken doll is. They make me want to cry.'
- 'If there are rules for children's rights all over the world, why do children get hurt in wars?'
- 'What happens when people don't follow or respect children's rights?'
- 'My favourite right is the right to be with my family.'
- 'That's not really a story book, that's a teaching book.'
- 'I like the pictures that are funny.'
- 'I like the pictures with the animals in them, because the animals represent the rights and I like that.'
- 'I don't really like books that are lists.'
- 'Yeah, that book was a list, but with pictures. There was no story. The pictures were good though.'

- 'I don't think little kids would understand that very well, or it might be scary for them to think about their rights not being respected.'
- 'I don't want to read anymore, this is boring.'
- 'Why aren't the pictures the same. This is like a lot of books but all in one book.'
- 'I talk to my Grandma on Zoom like those kids are talking to each other'
- 'I like the cool font and the way it is used to make the words stand out.'
- 'That helped me understand a bit more about my rights. I liked the pictures with family in them because it makes me grateful for my Mum.'
- 'I feel sad for children who don't feel safe or loved or have parents.'
- 'Do we have the right to go to school and not to go to school?'
- 'I like the happy look of that front cover. I like the yellow and white happy colours on it because it makes me think it will be a happy book and not a sad or scary book.'
- 'I think that book is a list...not really a story with characters that I care about or know the names of.'
- 'I liked the look of that book {The Little Book of Big Freedoms by Chris Riddel} best because it looks like it will have 'real' pictures, not the kind of pictures that are made on a computer.'
- 'So, rights are just like rules then? Can we just call them rules? We know what rules are.'
- 'I like the books that look like they will be fun and kind and happy.'

(Note: This is a sample of all comments collected. Where there were close duplicates and tangents, these have been omitted.)

'I think my parents should know about all these rights I have.' 'The most important right is the right to be with family.'









'When children's

#### Invitation to create art.

At the conclusion of the session, participants were invited to create a piece of art in response to the content shared and discussed in the workshop. It might be a right that stood out to them, a question they had, a representation of how having rights (or a certain right) made them feel, or an example of how they would illustrate a certain right. Children could opt in or out of the art component at any time. They were provided with paper and a selection of coloured crayons, pencils and marker pens.

Examples of all artwork created by the children who participated in the consultation workshops were reviewed by Children's Rights Queensland and the illustrator. Those with signed Copyright License Agreements from the State Library of Queensland were advised they they may also be considered for archive and display purposes by the State Library of Queensland.



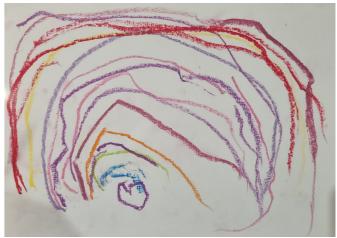
# Samples of artworks and artist statements for each age group:

#### Kindergarten children (aged 3-5)

Note: Kindergarten children made statements about their artworks verbally to Dannika. These were noted in real time on the reverse side of the original artworks (mostly – some are on the front because the children wanted their words beside their pictures).



Artist, Yaxin 'Jessica' Ma (4): "I have the right to love."



Artist, Georgie Cooper (4): "I have the right to be happy and look for rainbows."



Artist, Josie Treby (4): "This is my fish tank. Having a pet fish makes me excited and bouncy. I have the right to bounce."





Artist, Lucy Cahill (4): "I have the right to have friends."



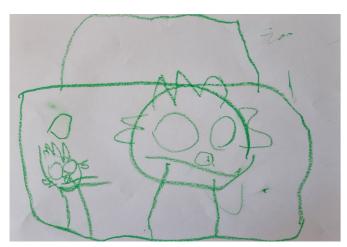
Artist, Cienna Miller (4): "I have the right to be loved."



Artist, Emily Mitchell (4): "This is rainbow hair that makes me happy."



Artist, Lachlan Bond (5): "I have the right to play."



Artist, Brooks Johannessen: "My Dad makes me feel safe."

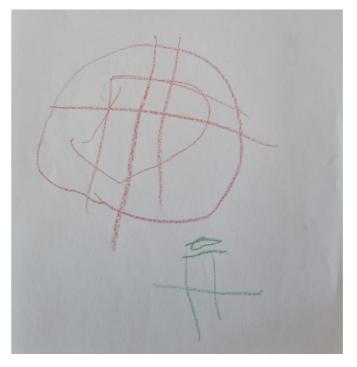


Artist, Hayden Cunliffe: "I feel safe in my house."

#### Kindergarten children (aged 3-5)



Artist, Timothy Cook (4): "I have the right to draw my friend Dannika."



Artist, Brodie Hildebrandt: "It's a house, you can lock the doors so strangers can't get you."



Artist, Lucas Newby: "I drew flowers because they make my Mummy and me happy."





Artist, Billy Ross: "I drew a house because that keeps me safe. I drew me because I am happy and the flower because I like them."



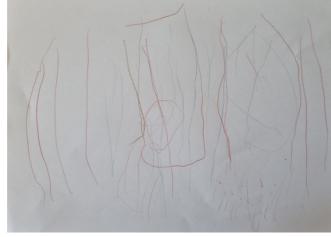
Artist, Ava: "I have the right to be in nature and I love butterflies. This is me in nature with a mummy and a baby butterfly."



Artist, Adelaide Miller (4): "I have the right to live in my happy house."



Artist, Robert Summerville (4): "I feel air at my house. It has a lot of windows."



Artist, Louis Goffey: "Stripes make me happy."

#### Kindergarten children (aged 3-5)





Artist, Isobel Elizabeth: "This is my Mum and me picking yellow flowers. I love nature."



Artist (Annon): "This is me with love hearts for love coming from me. And an apple tree with yummy apples to eat."



Artist, Louis: "This is a hospital with three patients and doctors. One patient is worried, one is smiling because the doctor knows how to help him and one (the one above) is standing up talking to the doctor."



Artist, Isabelle Lily Eliza: "This picture is the garden because the garden makes me happy."





Artist, Lachie: "It makes me feel happy and loved."



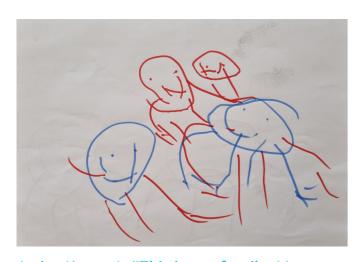
Artist, Poppy: "I drew these things because I like these things."



Artist, Jacob: "This is a race car. I love to draw race cars."



Artist, Lex: "This is a music note. I like music."



Artist (Annon): "This is my family. Mummy, Daddy, Harry, Charlie and Holly and me. My family makes me feel happy."



Artist, Luke: "Rainbows make me happy and like I'm not going to have nightmares at night. I didn't like the picture of the scary wolf in the book we read. That made me feel like I would have nightmares at night. Too scary."

#### Kindergarten children (aged 3-5)



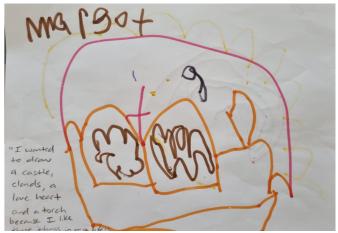
Artist, Navy: "This is a person hopping on a bean bag to relax."



Artist, Unknown: "I drew a rainbow because it makes me happy."



Artist, Ezra: {This is...} "A dinosaur because I love them."



Artist, Margot: "I wanted to draw a castle, clouds, a love heart and a torch because I like these things in my life."





Artist, Anita: "This is a castle. I live here and it makes me happy."



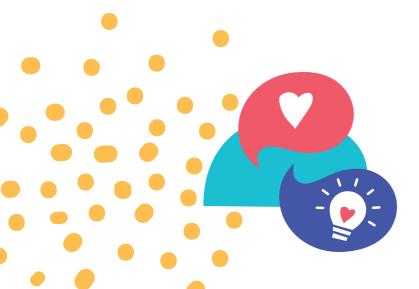
Artist, Grace: "This is a love-heart person."



Artist, Darcy: "This is my family. I love them. They make me feel happy."



Artist (Annon): "This is all the colours that come out of my heart."



#### Year 1 & 2 students (aged 5-7)

Note: Statements self-written by children as part of their artwork (writing statements about their art was optional).















Year 1 & 2 Students (aged 5-7)

















Year 1 & 2 Students (aged 5-7)





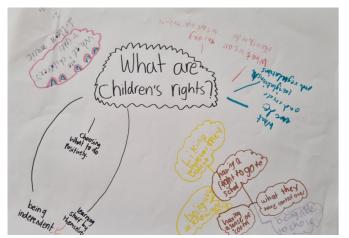






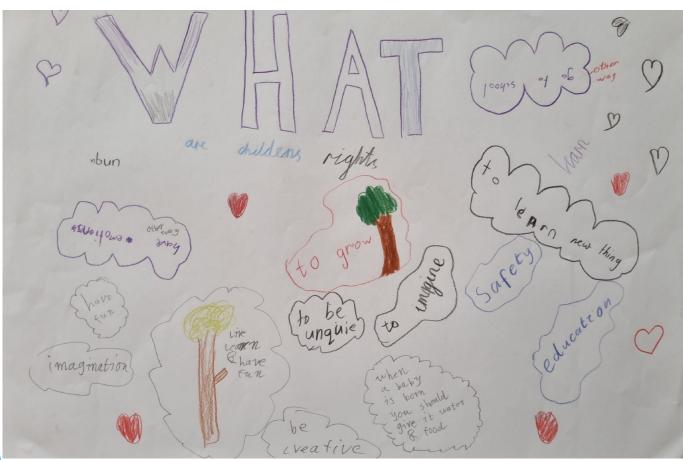
#### Year 3 & 4 children (aged 7-10)

Note: Statements self-written by children as part of their artwork (writing statements about their art was optional).

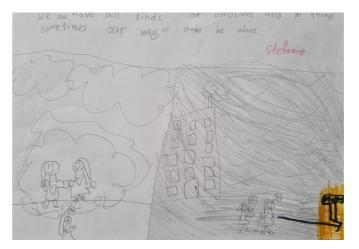








#### Year 3 & 4 children (aged 7-10)

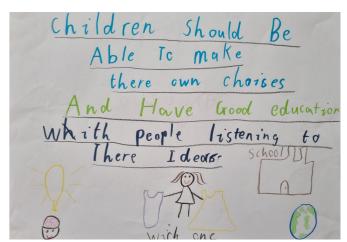


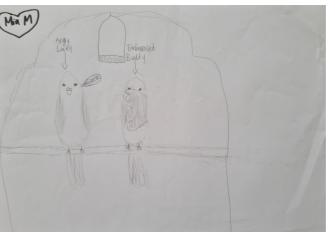






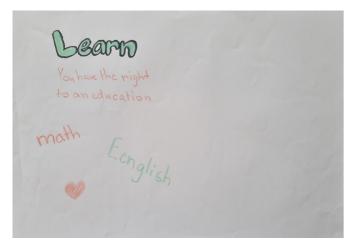








#### Year 3 & 4 children (aged 7-10)



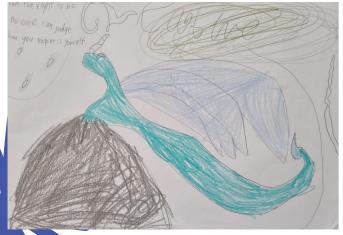


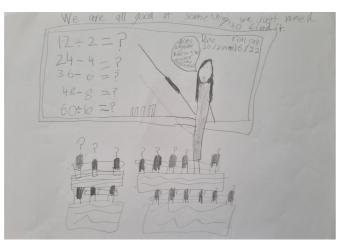




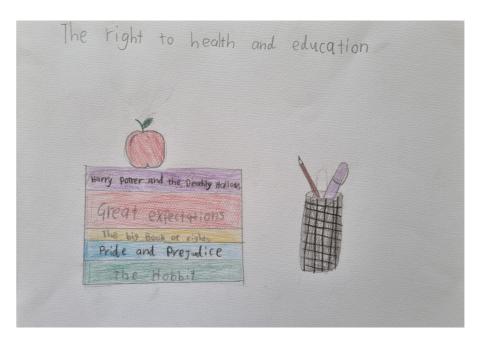








#### Year 3 & 4 children (aged 7-10)





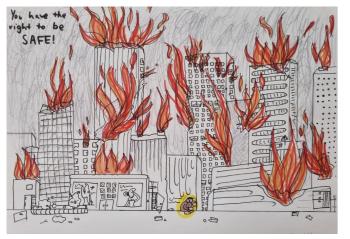
Artist, Olivia (9): "The stack of books represents how rights are just as important as famous books.

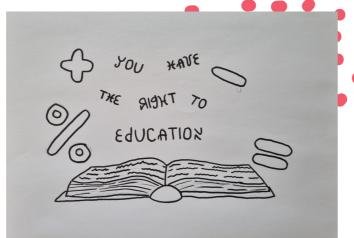
Everyone needs this right." (Additional statement written on reverse).

#### Year 6 children (aged 11-12)

Note: Statements self-written by children as part of their artwork (writing statements about their art was optional).



















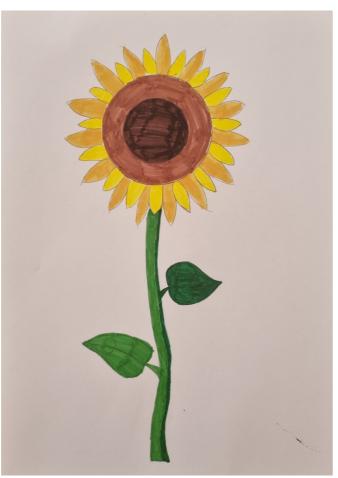


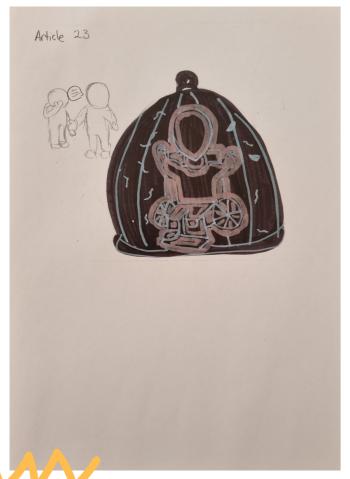




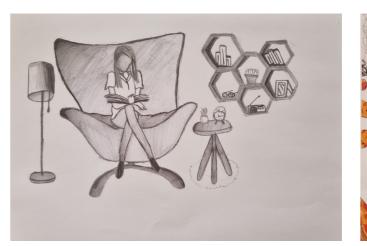
















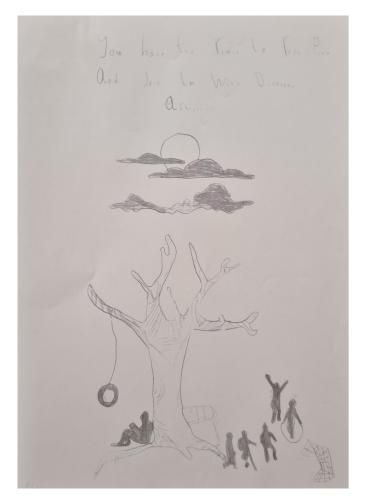


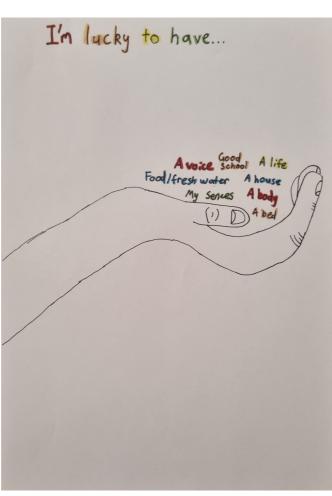






























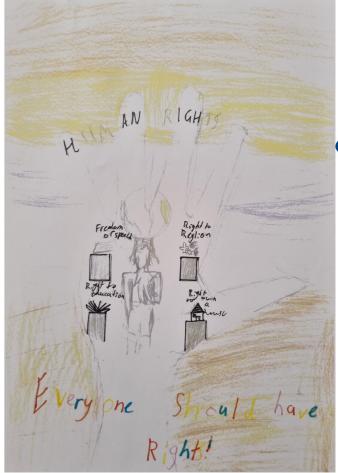
















# The Big Book of Rights – story creation in response to child consultation:

#### Rationale:

To create a valuable resource for children and their parents, carers and educators that would help current and future generations know and understand their rights and what they mean, we went through a process of consultation with children aged 4-12 years. This was done to better understand their grasp of and responses to children's rights prior to commencing creation of a written picture book manuscript.

The writing of this story has been informed by the findings and insights gained through the author's consultation process with a diverse range of Queensland children, including those with disabilities and those from CALD backgrounds.

This picture book 'The Big Book of Rights' aims not only to educate, and entertain and inform, but also to serve as a commemorative historical marker as Queensland (and Australia as a nation) moves towards further enacting, celebrating, upholding and honouring Children's Rights as we approach the 35th anniversary of the adoption of UNCRC.

This picture book aims to help young children (as well as their grown-up readers) understand children's rights and why they are important for leading a free, safe and happy life. It aims to open relatable conversations around why knowing about and talking about our rights are the first steps toward making sure they are respected, both universally and within an Australian context.

For the 4-8-year-old age group, we acknowledge that, developmentally, we are most effective when we entertain as we educate through compelling narratives. A picture book is an ideal format to achieve this, by nature of its dual languages of written and visual literacy. Although the purpose of this book is issue-driven, this book aims to be story-led.

It is recommended that a set of Teaching Notes, with links to Australian Curriculum, EYLF and at-home teaching guides will accompany this book and be made freely available to download for use in homes and in classrooms throughout Oueensland, and all of Australia.



# Key takeaways for crafting a compelling story about children's rights:

- **Contrast:** 'To understand our rights, I think we have to understand some examples of what could be a wrong.'
- Storyline: 'I think that book is a list...'
- **Child-centric:** Comparative texts with child narrators engaged the children more fully than more abstract 'non-fiction' or 'list of rights' style of books, when shared in these group settings. They especially responded to touches of humour.
- Love and family: These were the most common themes that came
  up in discussion and drawings around what it feels like for children to
  know their rights are being protected, so family characters should be
  included.
- For the 4-8 age group, a compelling narrative needs to be present to engage from the start, provoke curiosity, increase awareness and understanding, and inspire further discussion on the topic of children's rights.

Working Title: The Big Book of Rights

Publisher: Children's Rights Queensland

Target publication date: October 2024

**Target word count:** Approximately 600 words (additional words to be added in illustration form as a simplified list of rights as an informational page, are not included in narrative word count).

Target age group: Children aged 4-8 years

**Distribution:** Australia-wide

#### **About the Author:**

Dannika Patterson is a children's author and workshop presenter with degrees in journalism and psychology. She has written numerous books for children including Jacaranda Magic, Scribbly Gum Secrets and Hedgehog the Wonder Dog, which was shortlisted for the 2023 Speech Pathology Australia Book of the Year Awards.

Dannika writes stories with heart on issues that matter. Her words and workshops aim to entertain, educate and empower children in a gentle, joyful way.







