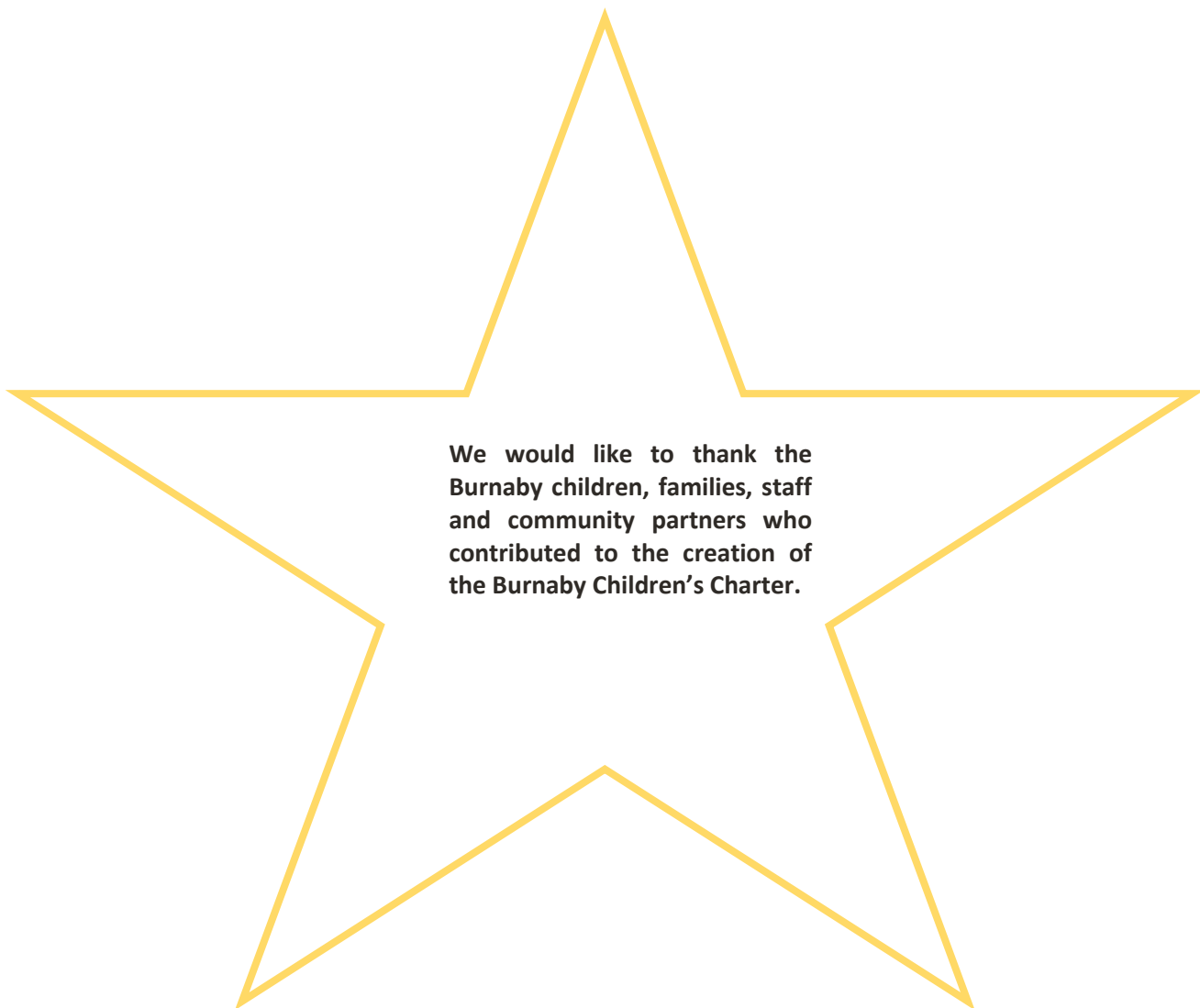


## Moving the Charter Forward An Action Planning Guide





**We would like to thank the  
Burnaby children, families, staff  
and community partners who  
contributed to the creation of  
the Burnaby Children's Charter.**

The Burnaby Children's Community Table would like to thank Equitas - International Centre for Human Rights Education for their guidance throughout this process and for writing the children's engagement resource book and this action planning guide.

### Purpose of the Action Planning Guide

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The purpose of this guide is to give you an in-depth look at the process of creating the Burnaby Children’s Charter and the implementation steps. As you will read, the Burnaby Children’s Community Table has made commitments in terms of how they will use and action the Charter. Our hope is that you use the action planning tool to take an in-depth look at the work your organization is doing. It is important to build upon your current understanding of the rights of the child. We challenge you to include the voices of children contained in this Charter to enhance your programs, policies and decision-making processes at all levels.

### Contents

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This guide contains tools and information to support you to implement the Burnaby Children’s Charter. Contained within this guide you will find:

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## How to use the Action Planning Guide

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Here are the steps to using this Action Planning Guide:

1. Read the text of the Burnaby Children's Charter.
2. Read the simplified version of the UN Convention on the Rights of the Child, to give you further context.
3. Share the Burnaby Children's Charter with children in your programs *using Action Planning Tool 1: Children*.
4. Fill out the Response Gathering Form from *Action Planning Tool 1* so that you can see how children want the rights in the Charter implemented.
5. Use the *Action Planning Tool 2: Organizations* to take an in-depth look at the work your organization is doing. The purpose of this tool is not to validate what you are already doing but to encourage you to improve and expand on your current practices.
6. Implement your Action Plan and share your actions and results with the Burnaby Children's Community Table.

**What is a Children’s charter**

A Children’s charter is a tool that helps communities, schools and organizations embed the principles of the *United Nations Convention on the Rights of the Child (UNCRC)* into their work. A Children’s charter tells us what children need to grow up healthy and happy. It helps us think about and protect the rights of children. A charter is a simple tool written in accessible language. It is used to amplify the voices of young people, mobilize action and support the development of action tools including child and youth strategies.

*“Children need these things to be healthy and happy to live.”*  
- Burnaby child

**What is the Burnaby Children’s Community Table**

The Burnaby Children’s Community Table is a collaborative group of community service providers that serve Burnaby children and families. The table includes representatives from the City of Burnaby; Fraser Health; Parks, Recreation and Cultural Services; the Burnaby Public Library; Ministry for Children and Family Development; the Burnaby School District; Equitas International Centre for Human Rights Education; the United Way of the Lower Mainland; not-for-profits and community based organizations.

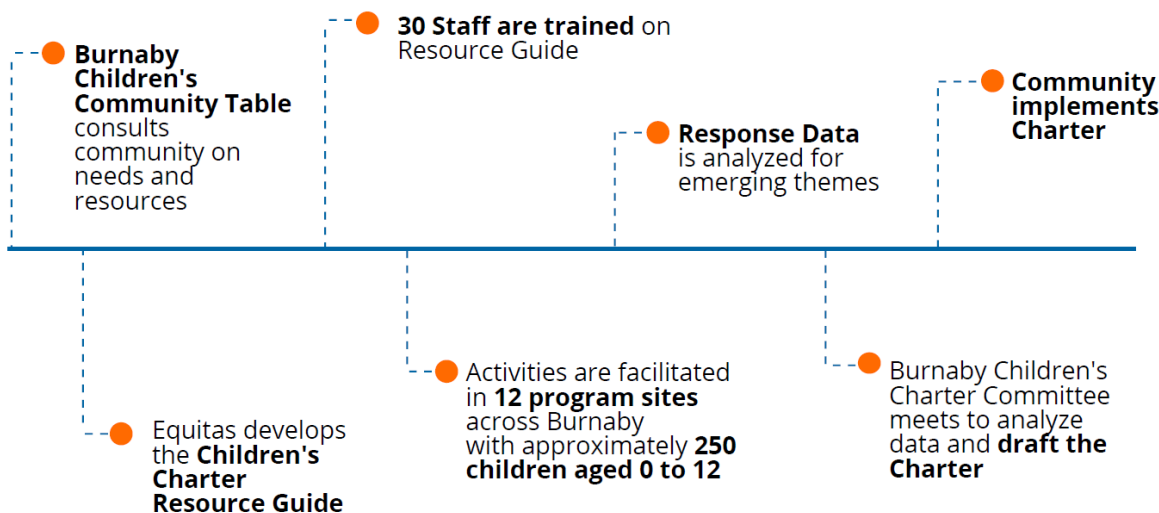
**Why we created a children’s charter**

Everyone in our community has a responsibility to support and protect the rights of children. To do this we have to know about children’s rights and actively support these rights. The Burnaby Children’s Charter will give us a child’s view for a city that supports and promotes children’s rights and responsibilities.

Children in Burnaby also acknowledge the importance of having their rights respected:

*“[You need rights] so you can live happy and healthy.”*  
*“[Rights] give you a good future.”*  
*“Children should be treated equally even though we’re younger because we are still human and deserve a good life.”*  
*“We’re human beings and we make mistakes.”*

**Process for creating our Charter**



### The importance of consulting children

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The UNCRC and the UN Committee on the Rights of the Child emphasize the importance of children having the right to be heard in decisions that impact their lives. Children have the right to be heard at all levels of government and in the development of programs and policies. Child-friendly spaces and opportunities should be created to support children to exercise this right. The UN Committee stated:

*“The concept of participation emphasizes that including children should not only be a momentary act, but the starting point for an intense exchange between children and adults on the development of policies, programmes and measures in all relevant contexts of children’s lives.”<sup>1</sup>*

As a result, the Burnaby Children’s Community Table worked in partnership to create tools that were play and art-based to support children to exercise their right to be heard. The voices of children are the foundation of the Burnaby Children’s Charter and this Action Planning Guide.<sup>1</sup>

### What children said about the process

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*“Yes. I’ve been waiting for something like this.  
Finally, someone who takes me seriously.”*

*“Adults should listen to kids more often.”*

*“Doing this makes me feel important.”*

*“This is fun! I have to do a very good job drawing this because  
it is important that grown-ups understand.”*

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<sup>1</sup> UN Committee on the Rights of the Child. General Comment No. 12 (2009). *The right to be heard*. CRC/C/GC/12

## **Human Rights**

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Human rights are fundamental rights that belong to every person simply because they are a human being. Human rights are based on the principle that every human being is born equal in dignity and rights. All human rights are equally important and they cannot be taken away under any circumstances.

### **What is the purpose of human rights?**

Human rights are important because they protect our right to live in dignity, which includes the right to life, freedom and security. To live in dignity means that we should have things such as a decent place to live and enough to eat. It means we should be able to participate in society, to receive an education, to work, to practice our religion, to speak our own language, and to live in peace.

### **What is human dignity?**

Human dignity is a fundamental principle of human rights, which affirms that all people deserve to be respected simply because they are human beings. Regardless of age, culture, religion, ethnic origin, colour, sex, sexual orientation, language, ability, social status, civil status or political convictions, all individuals deserve respect.<sup>2</sup>

## **Children's Rights**

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The rights of the child are specific rights that aim to protect all human beings younger than 18 years old<sup>3</sup>. The *Universal Declaration of Human Rights* applies to all human beings regardless of their age, and as such, children benefit from the same rights as adults. However, because of their vulnerable position in society, children also have specific rights that afford them special protection.

### **Purpose of children's rights**

Children's rights aim to ensure that each child has the opportunity to reach their full potential. Children's rights stipulate that all children – without discrimination (Article 2) – should be able to develop fully, have access to education and health care, grow up in an appropriate environment, be informed about their rights, and participate actively in society.

Children's rights are a tool to protect children from violence and abuse.

Children's rights foster mutual respect among people. Respect for the rights of the child can only be fully achieved when everyone, including children themselves, recognizes that every person has the same rights, and then adopts attitudes and behaviours of respect, inclusion and acceptance.

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<sup>2</sup> *Play it Fair!* Reference sheet 01. *Equitas – International Centre for Human Rights Education*. [www.equitas.org](http://www.equitas.org)

<sup>3</sup> In the Convention on the Rights of the Child, a child is defined as a person younger than 18 years old unless the laws of a particular country set the age of majority at a younger age

### *The United Nations Convention on the Rights of the Child*

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The *UN Convention on the Rights of the Child* (UNCRC) is an international treaty that recognizes the civil, political, economic, social and cultural rights of children. This treaty was adopted by the United Nations in November 1989.

In December 1991, Canada ratified the *Convention on the Rights of the Child* and thus committed itself under international law to respect, protect, promote and fulfil the rights of children in Canada.

The UNCRC requires governments from around the world to respect and uphold children's rights, particularly through the laws they develop at a national level. However, in order for children to fully enjoy their rights, the fundamental principles of the Convention must be respected and promoted by all members of society from parents, to educators, to children themselves.<sup>4</sup>

To see a simplified language version of the UNCRC please see Appendix 2.

For more information about children's rights, visit UNICEF's website:  
<http://www.unicef.org/crc>

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<sup>4</sup> *Play it Fair!* Reference sheet 01- 04. [Equitas – the International Centre for Human Rights Education](http://www.equitas.org)  
[www.equitas.org](http://www.equitas.org)



Charter Right	Quotes from Children of Burnaby	UN CRC Articles
I have the right to play	<p><i>“When I can play I'm happy.”</i>  <i>“I like to play outside in the park.”</i></p>	31
I have the right to healthy food and clean water	<p><i>“I like to eat bananas.”</i>  <i>“It's good that there are stores in my community. We need food to grow big.”</i></p>	6, 24
I have the right to a clean environment	<p><i>“I like to collect caterpillars. I like flowers.”</i>  <i>“Stop people smoking.”</i></p>	27, 29
I have the right to feel safe	<p><i>“If you get treated badly, you will have a bad memory.”</i>  <i>“I can walk to my grandparent’s house.”</i></p>	19, 18, 27
I have the right to people who care about me	<p><i>“I love my mom, dad and brother, they take care of me.”</i>  <i>“I ask police when I don’t know how to go home.”</i></p>	9, 21
I have the right to kindness, love, and to be included	<p><i>“We help others so that when we need help they help us.”</i>  <i>“When we are treated right we will treat others better.”</i></p>	5
I have the right to sleep and rest	<p><i>“We need to sleep to grow.”</i>  <i>“I like alone time.”</i>  <i>“[We need} Apartment buildings families can afford.”</i></p>	31
I have the right to community spaces	<p><i>“The library, because anyone can go there.”</i>  <i>“[Community centre] you can learn without having to go to school.”</i></p>	4
I have the right to be heard and to express myself	<p><i>“I like when the teacher writes my ideas down.”</i>  <i>“Listen to us, don’t ignore us.”</i></p>	12, 13
I have the right to learn	<p><i>“The aquarium is important because you can learn about jellyfish.”</i>  <i>“I like my school. I like to go there to play with my teacher and my friends.”</i></p>	23, 28, 29, 31

### Best practices for implementing the Charter

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The entire Charter can be used in many ways to help you plan for children, including for programs, policies, community spaces, city plans, events, initiatives and lesson plans. Some examples of how staff in other communities are using their Charter include:

7. Use the Charter as a tool to help you make decisions that impact children.

*A staff member at a school district consistently uses the Charter to make decisions that impact children. He considers whether the decision is respectful of the rights outlined in the Charter.*

8. Use the Charter as a tool to help you integrate principles from the UNCRC.

*A manager of a program for children read the UNCRC and therefore knows the importance of providing healthy food for children. As a result, she set aside additional funds to provide more nutritious snacks in her program.*

9. Use children's rights as a hiring tool.

*A community-based organization interviews new staff using questions that are based on their Charter. Questions include "How can you integrate children's voice in the design of your daily activities?"*

10. Use the Charter in strategic planning processes.

*A community-based organization has integrated their Charter into their organization's strategic plan. This ensures that staff at all levels and in all programs consider what is in the best interest of children.*

11. Use the Charter to help you plan your programs and activities for children.

*A staff member at a municipality is using their Charter and the Charter Action Planning tools twice a year to give children the opportunity to discuss what programs and activities they would like each season.*

**Best Practices for implementing the Charter articles**

<p><b>I have the right to play</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure children have equal opportunities for structured and free play.</li> <li>✓ Design indoor and outdoor play areas with the needs of all children in mind, including children with different abilities.</li> <li>✓ Allow children to choose activities that spark curiosity and joy.</li> <li>✓ Include regular physically active play.</li> <li>✓ Limit screen time and adhere to age appropriate use.</li> </ul>
<p><b>I have the right to healthy food and clean water</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure budgets have sufficient funds dedicated to providing substantial and healthy snacks.</li> <li>✓ Provide alternative snacks for children with dietary restrictions.</li> <li>✓ When possible, provide healthy free or low-cost food at community and family events.</li> <li>✓ Teach children and their caregivers about nutritious food and how to access affordable options.</li> <li>✓ Involve children in the preparation of snacks and meals.</li> </ul>
<p><b>I have the right to a clean environment</b></p>	<ul style="list-style-type: none"> <li>✓ Give children time and space to explore their environment in a safe and responsible way.</li> <li>✓ Prohibit smoking and vaping products in areas close to schools, community centres, playgrounds and other spaces children frequent.</li> <li>✓ Teach children easy ways that they can help care for the environment.</li> </ul>
<p><b>I have the right to feel safe</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure that your organization has rigorous child protection policies and training, including disclosure protocols.</li> <li>✓ Children are included in conversations about safety and informed of community resources and support people.</li> <li>✓ Children’s safety is prioritized during community planning.</li> <li>✓ Teach children that they have the right to be safe, and what that looks like and feels like.</li> </ul>
<p><b>I have the right to people who care about me</b></p>	<ul style="list-style-type: none"> <li>✓ Learn and use children’s names who attend your centres, libraries or programs regularly. This helps children feel seen and safe.</li> <li>✓ Provide children with orientation opportunities at school, in their community and in their program locations, so that they can become familiar with safe and caring adults and resources.</li> <li>✓ Share community resources with children including contact information for support services.</li> </ul>
<p><b>I have the right to kindness, love, and to be included</b></p>	<ul style="list-style-type: none"> <li>✓ Programs are designed to be accessible and inclusive. Consider children’s unique needs including, but not limited to ability, linguistic, developmental, and cultural.</li> <li>✓ Programs and activities teach children about their rights and responsibilities, including their right to be themselves.</li> <li>✓ Program leaders are given opportunities to get to know children, including their likes, dislikes, and interests.</li> </ul>

<p><b>I have the right to sleep and rest</b></p>	<ul style="list-style-type: none"> <li>✓ Include adequate time for children to rest and have unstructured time in programs, activities, and daily routines.</li> <li>✓ Children and caregivers are informed about the importance of adequate sleep and the negative impacts of electronic devices on sleep and wellbeing.</li> </ul>
<p><b>I have the right to community spaces</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure that community spaces are accessible for children of all abilities.</li> <li>✓ Consider making community spaces free or low cost.</li> <li>✓ Children’s needs and interests are considered when developing new community spaces, services or programs.</li> <li>✓ Maintain community spaces are regularly to keep a safe and clean environment.</li> </ul>
<p><b>I have the right to be heard and to express myself</b></p>	<ul style="list-style-type: none"> <li>✓ Child-friendly tools, resources, and activities (games and art) are used to support children to express themselves.</li> <li>✓ Children’s opinions are taken into account when making decisions that impact them, such as what they play and what programs they join.</li> <li>✓ Children are able to safely express their differences including through clothing, culture, and identity.</li> </ul>
<p><b>I have the right to learn</b></p>	<ul style="list-style-type: none"> <li>✓ Learning opportunities are adapted to meet the unique needs of each child.</li> <li>✓ Children are provided with everyday learning opportunities.</li> <li>✓ Learning is a holistic process. It should support children to reach their full potential and go beyond literacy and numeracy.</li> <li>✓ Children feel safe and welcome in their schools and community programs.</li> </ul>

### The Burnaby Children's Community Table Commitments

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The Burnaby Community Children's Table will:

- Share the Burnaby Children's Charter and the supporting document including, Moving the Charter Forward: An Action Planning Guide, with our member organizations.
- Proactively look for opportunities to share the Charter and Moving the Charter Forward: An Action Planning Guide with other Burnaby individuals and organizations.
- Use this Action Planning Guide to help move the BCCT members forward.
- Encourage endorsement and action from community stakeholders.
- Offer opportunities for community dialogue to invite engagement with and understanding of the Charter.
- Support and encourage collaborative action between organizations and Burnaby families to move forward ideas and actions that will allow Burnaby to continue to create a child-friendly city where every child can grow up healthy and happy.

### Additional Resources (Community)

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1. BC 211  
[www.bc211.ca](http://www.bc211.ca)
  - Multilingual support 24/7 (dial or text)
  - Community support referral services
2. Burnaby Community Services  
<https://www.bbyservices.ca>
  - Burnaby New Westminster Community listings / Community Resource Guide
  - Ready Set Learn- services for Newborn – 12 years of age mapped services
3. Burnaby Early Years  
[www.kidsinburnaby.ca](http://www.kidsinburnaby.ca)
  - Information and programs for children 0-6 years
  - Services are mapped out
4. Office of the Representative for Children and Youth BC  
<https://rcybc.ca>
  - Support children and youth in care and with disabilities

### Additional Resources (Children's Rights)

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Below are some good additional resources to support you and your programs with children's rights.

#### 1. Children's rights colouring books

There are two resources that can be downloaded and printed for free. Both resources are simple colouring books that support children to learn about their rights. Sheets can be printed individually if you want to focus on one right at a time.

a. *These are your Rights!*

[https://childhub.org/en/system/tdf/childfriendly/attachments/these\\_are\\_your\\_rights-comic-and-coloring-book.pdf?file=1&type=node&id=21297](https://childhub.org/en/system/tdf/childfriendly/attachments/these_are_your_rights-comic-and-coloring-book.pdf?file=1&type=node&id=21297)

b. *Colour it Rights!* [https://resourcecentre.savethechildren.net/node/8580/pdf/coloring\\_book-1.pdf](https://resourcecentre.savethechildren.net/node/8580/pdf/coloring_book-1.pdf)

#### 2. Teacher's Resource Guide

This resource guide is intended as the companion for *Colour it Rights!* (above) however; it can be used separately. It includes additional information about children's rights, as well as classroom alphabet posters.

[https://resourcecentre.savethechildren.net/node/8580/pdf/color\\_it\\_rights\\_teacher\\_guide-1\\_1.pdf](https://resourcecentre.savethechildren.net/node/8580/pdf/color_it_rights_teacher_guide-1_1.pdf)

#### 3. Government of Canada Children's Rights Activity Guide

<https://www.canada.ca/en/public-health/services/health-promotion/childhood-adolescence/national-child-day/children-s-rights-activity-guide.html>

#### 4. Printable *United Nations Convention on the Rights of the Child* poster

[https://www.unicef.ca/sites/default/files/imce\\_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN\\_FA.pdf](https://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf)

#### 5. The Charter for Children

An introduction to the *Canadian Charter for Rights and Freedoms* in the format of easy to read children's stories. For information about the series and to buy the books:

<http://charterforchildren.ca/>

### Contact Us

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To learn more about the Burnaby Children's Charter, how to use this Action Planning Guide or for information about our process, you can contact:

Gabriella Maio  
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Co-Chair, Burnaby Children's Charter sub-  
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Sheri Brattson  
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E: [Sheri.Brattston@burnabyschools.ca](mailto:Sheri.Brattston@burnabyschools.ca)

Time:	30 minutes
Location:	Indoors/ outdoors
Group Size:	5 - 25
Materials:	Copy of the Charter (next page), information sheet about the Charter, paper, markers

### Purpose of the Activity

For children to see the completed Burnaby Children's Charter and share how they would like to see the rights in the Charter implemented in their programs, classes and community

### Rights and Responsibilities

Right to be heard (Article 12)

Right to know your rights (Article 42).

For all of us to enjoy these rights, we need to learn about our rights and responsibilities.

### How to Play

1. Post the Charter and read over each item with children. Older children may prefer to read them out loud together or in small groups.
2. Share with the children how the Charter came to be, using information from the 2-pager. Some children (or yourself) may have participated in the response gathering stage of the Charter creation.
3. Ask children to choose one right from the Charter. The right they choose can be a right that they feel is really important to them in this moment.

4. Ask the children to draw the right and show why it is important to them.
5. Lead a discussion and record what the children say in the Discussion Gathering Form (page 15).
6. Share the information you have recorded with your organization's committee that is integrating the Charter.

### Discussion Questions

1. Did you like this activity?
2. Why did you choose this right?
3. What can we do in our programs or community to make sure this Charter is respected?
4. What can we do in our programs and community to make sure other children know about this Charter?
5. What can we tell adults about the Charter and what we need to be happy and healthy?

### Suggestions for adaptation

- Ask the children to draw or act out the rights instead of drawing.
- Have the children do the activity as one large group rather than in smaller groups
- One of the facilitators can do all of the drawing while the children explain its importance.
- Instead of drawing, give the children blocks or playdough to demonstrate their responses.
- Ask the children to write a letter to a decision maker explaining why these rights are important to them.



Charter Rights	Quotes from Children of Burnaby
I have the right to play	<p><i>"When I can play I'm happy."</i>  <i>"I like to play outside in the park."</i></p>
I have the right to healthy food and clean water	<p><i>"I like to eat bananas."</i>  <i>"It's good that there are stores in my community. We need food to grow big."</i></p>
I have the right to a clean environment	<p><i>"I like to collect caterpillars. I like flowers."</i>  <i>"Stop people smoking."</i></p>
I have the right to feel safe	<p><i>"If you get treated badly, you will have a bad memory."</i>  <i>"I can walk to my grandparent's house."</i></p>
I have the right to people who care about me	<p><i>"I love my mom, dad and brother, they take care of me."</i>  <i>"I ask police when I don't know how to go home."</i></p>
I have the right to kindness, love, and to be included	<p><i>"We help others so that when we need help they help us."</i>  <i>"When we are treated right we will treat others better."</i></p>
I have the right to sleep and rest	<p><i>"We need to sleep to grow."</i>  <i>"I like alone time."</i>  <i>"Apartment buildings families can afford."</i></p>
I have the right to community spaces	<p><i>"The library, because anyone can go there."</i>  <i>"[Community centre] you can learn without having to go to school."</i></p>
I have the right to be heard and to express myself	<p><i>"I like when the teacher writes my ideas down."</i>  <i>"Listen to us, don't ignore us."</i></p>
I have the right to learn	<p><i>"The aquarium is important because you can learn about jellyfish."</i>  <i>"I like my school. I like to go there to play with my teacher and my friends."</i></p>

Discussion Questions	Qualitative Responses
1. Did you like this activity?	
2. Why did you choose this right?	
3. What can we do in our program space to make sure this Charter is respected?	

<p>4. What can we do in our community to make sure other children know about this Charter?</p>	
<p>5. What can we tell adults in our community about the Charter and how to respect it?</p>	

Additional comments:

**Organization:**

**Staff involved:**

**Date:**

**Planning Check List:**

- We have reviewed *Moving the Charter Forward: An Action Planning Guide*
- We have consulted the correct people including leadership, volunteers, children and front line staff to allow us to make strategic decisions.
- We have reviewed and discussed the Burnaby Children’s Charter and the UNCRC.
- We have consulted children and recorded their ideas in the Response Gathering Form

**Planning Form:**

This form is intended to support you to examine what you are already doing and how you can improve your existing practices. At the end you will create a short action plan. Don’t forget to include the ideas shared by children in Action Planning Tool 1.

<b>Our mission and organization priorities are:</b>
<b>Our strengths are:</b>
<b>Our challenges are:</b>

**Right 1:** In what ways do you provide opportunities for children to play?

*We can improve children's opportunities to play by...*

**Right 2:** How do you support children to access healthy food and clean water?

*We can further support children to access healthy food and clean water by...*

**Right 3:** In what ways do you support children to learn about and access a clean environment?

*We can further support children to learn about and access a clean environment by...*

**Right 4:** In what ways do you ensure that children in your program/community are safe?

*We can support children in our programs and community to be safer by...*

**Right 5:** How do children in your programs and community know that they have people who care for them?

*We can ensure that every child knows that there are people who care for them by...*

**Right 6:** How do you know that children in your programs and community are always included and feel kindness and love?

*We can help children feel more kindness, love and inclusion by...*

**Right 7:** How do ensure that children in your programs and community get adequate sleep and rest?

*We can help children in our programs and community get more rest and sleep by...*

**Right 8:** How do you support children to access community spaces?

*We can support and create more accessible community spaces for children by...*

**Right 9:** How do you encourage children to be heard and express themselves?

*We can further encourage children to have a voice in decisions and express themselves by...*

**Right 10:** How do you support children to learn?

*We can provide more innovative and accessible learning opportunities by...*



**The rights we are going to prioritize this year are...**

--

**Our futures hopes for children in Burnaby are...**

--

**The actions we will take in the next 6 months are....**  
*(Choose 3-5 actions)*

--

**The actions we will implement by the end of the year are...**

--

### Endorsing the Charter

In order to move the Charter forward, we want stakeholders to endorse the Charter and to promise to support its use and implementation throughout the City. When an individual or organization endorses the Burnaby Charter, it means that they approve, support or sustain it.

### Steps to Endorse the Charter

Below are a variety of ways that the Charter can be endorsed. Please note, endorsement is not limited to the suggestions below. For more information, please contact the resource people on page 13.

#### Individuals

Individuals can endorse the Charter, whether they are private citizens or staff at a local organization. To endorse the Charter as an individual you should:

- Send an email or a letter to the resource people listed on page 13 and clearly indicate that you are in support of the Charter.
- Look for opportunities where you can support further endorsement and implementation of the Charter.

#### Organizations

Every organization will have different requirements to endorse the Charter. These requirements will depend on the type of organization and governance structure. Organizations may adhere to the following steps:

- Present the Charter to your organization's leader(s), decision makers and/or board.
- Once you have received permission to formally endorse the Charter, send an email or a letter to the resource people listed on page 13.
- Look for opportunities where you can support further endorsement and implementation of the Charter, including through use of the Action Planning Tools.

- 1.** Everyone under 18 has these rights.
- 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.
- 3.** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- 4.** The government has a responsibility to make sure your rights are protected. They must help your family protect your rights, and to ensure that your rights are protected.
- 5.** Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.
- 6.** You have the right to be alive.
- 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).
- 8.** You have the right to an identity – an official record of who you are. No one should take this away from you.
- 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 that cares for you.
- 10.** If you live in a different country than your parents do, you have the right to be together in the same place.
- 11.** You have the right to be protected from kidnapping.
- 12.** You have the right to give your opinion, and for adults to listen and take it seriously.
- 13.** You have the right to find out things and share what you think to others, by talking, drawing, and writing or in any other way unless it harms or offends other people.
- 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.
- 15.** You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to yourself or others.
- 16.** You have the right to privacy.
- 17.** You have the right to get information that is important to your well-being, from radio, newspapers, 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.
- 18.** You have the right to be raised by your parent(s) if possible.
- 19.** You have the right to be protected from being hurt and mistreated, in body or mind.
- 20.** You have the right to special care and help if you cannot live with your parents.
- 21.** You have the right to care and protection if you are adopted or in foster care.
- 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.
- 23.** You have the right to special education and care if you have a disability, as well as the rights in this Convention, so that you can live a full life.

- 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.
  - 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.
  - 26.** You have the right to help from the government if you are poor or are in need.
  - 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 do.
  - 28.** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
  - 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.
  - 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.
  - 31.** You have the right to play and rest.
  - 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 to be paid fairly.
  - 33.** You have the right to protection from harmful drugs and from the drug trade.
  - 34.** You have the right to be free from sexual abuse.
  - 35.** No one is allowed to kidnap or sell you.
  - 36.** You have the right to protection from any kind of exploitation (being taken advantage of).
  - 37.** No one is allowed to punish you in a cruel or harmful way.
  - 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.
  - 39.** You have the right to help if you've been hurt, neglected or badly treated.
  - 40.** You have the right to legal help and fair treatment in a justice system that respects your rights.
  - 41.** If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.
  - 42.** You have the right to know your rights! Adults should know these rights and help you learn about them, too.
- Articles 43 – 54**
- These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights

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This child-friendly version of the *Convention on the Rights of the Child* was produced by UNICEF. For more information on the *Convention on the Rights of the Child*, consult the UNICEF website: <http://www.unicef.org/crc>