

Communicating through Comics

Giving the life of

CRC in ECEC

Convention on the Rights of the Child in Early Childhood Education and Care

edited by the Japan Federation of Accredited ECEC Centers

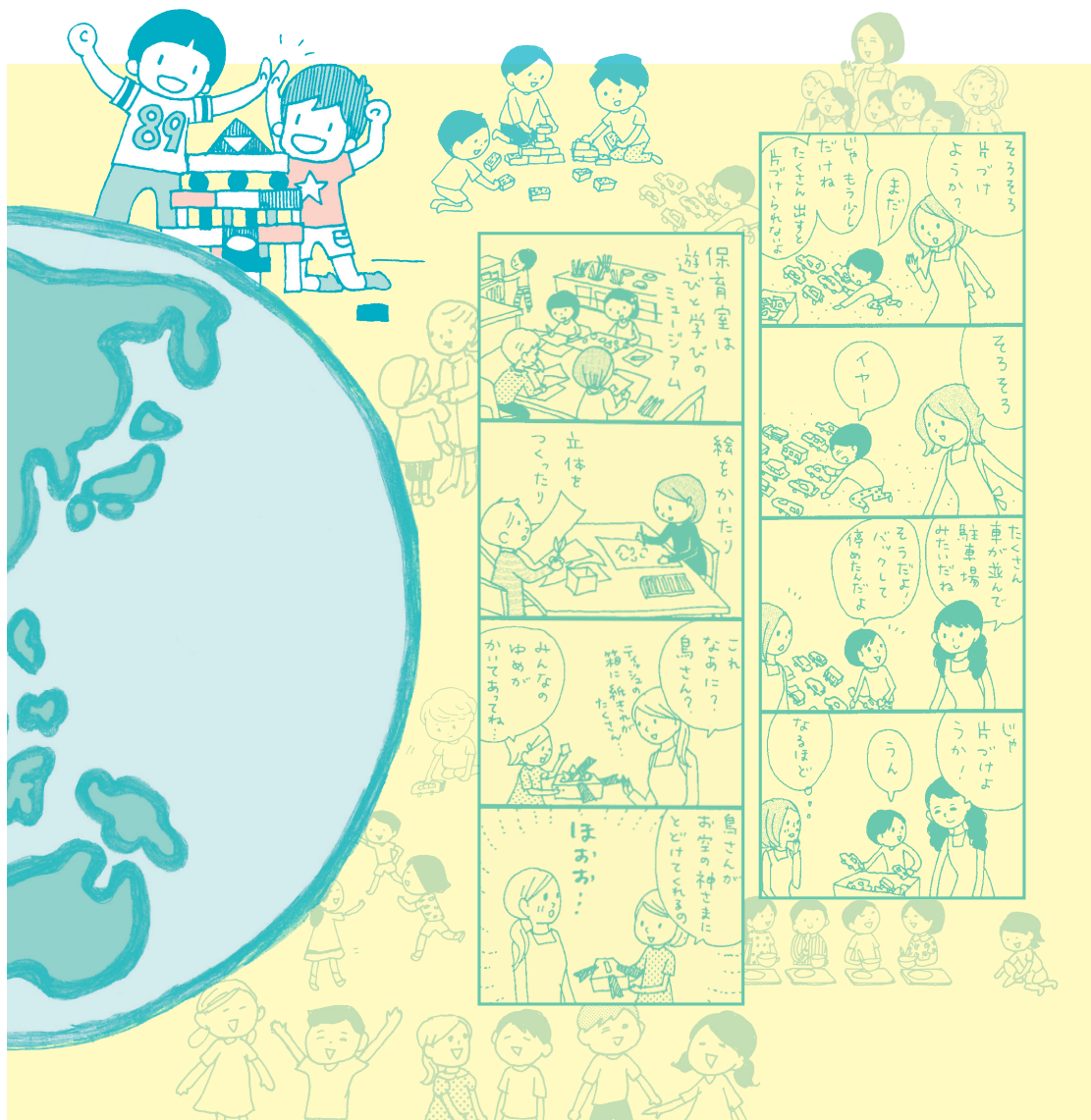


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Introduction

In 2022, the Japan Federation of Accredited ECEC Centers published a book titled “Communicating through Comics: Giving the life of the Convention on the Rights of the Child in Early Childhood Education and Care” (edited by the Japan Federation of Accredited ECEC Centers and published by Eidell Institute), which aims to provide materials for educators to consider how the Convention on the Rights of the Child can be applied in the field of early childhood education and care.

This booklet is a response to requests for an English version of the book, featuring five stories selected from a total of 47 stories translated into English.

A complete translated version of the book will be published in the future, and available for purchase.

Please contact us soon in order to get your copy immediately after the completed book is ready for you.

March 2025
Kazuhiro NIJIMA
Chairman, International Committee,
Japan Federation of Accredited ECEC Centers



資料編

References

「子どもの権利条約」条文

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5 Comics and Columns on Giving the life of the Convention on the Right of the child in Early Education and Care



Episode 1



Child R, holding a toy car in his hand, is coming in a narrow space where other children are playing with the blocks.

Vroom, vroom.

The teacher worries that a conflict might occur and abruptly picks up the boy.

"You shouldn't play there. Play over here."

"Oh, no no. Even adults would be startled if they were lifted up like a crane load, wouldn't they?"

We should talk and listen to children properly and encourage them so that we respect the child right.

"R. Would you like to play in a spacious area over here?"

Vroom, vroom.

Aren't the hands of the teacher becoming like those of a crane truck?

乳児のお部屋で子どもたちが遊んでいます。AちゃんとT君が積み木遊びを楽しんでいるところに、R君が車のおもちゃを持って入ってきました。積み木が積まれている狭いところでトラブルが起きそうです。そんな時、保育士がR君をひょいと抱き上げて、「こっちで遊びなさい」と移動させてしまいました。

突然抱き上げられた子はとても驚きますよね。もし、大人がそんなことをされたら大問題です。

クレーンのように子どもを移動させるのではなく、「こっちの広いところで遊んだらどうかしら」と声をかけ、自分で移動できるように促す——こんな小さなことの積み重ねでも、自分の存在が認められていると感じて育つのではないのでしょうか？

ユリア 愛知県碧南市・へきなんこども園園長

第3条 子どもの最善の利益

第12条 意見表明権

第31条 休息・余暇・遊び、文化的・芸術的生活への参加

Infants and toddlers are playing in their nursery room. Child A and T are enjoying playing with blocks when child R comes in with a toy car. A conflict seems imminent as child R approaches the small space where the blocks are stacked. At that moment, the teacher suddenly picks up Child R and moves him, saying, "Go play over here."

It must be very frightening for a child to be suddenly picked up like that. If an adult were treated that way, it would be a big problem.

Instead of moving a child like a crane truck, we should encourage them to move on their own by saying something like, "How about playing in this wider space?" Through the accumulation of such small acts, children can feel that their existence is recognized.

Yulia, Director, Hekinan Kodomoen ECEC Centre, Hekinan City, Aichi Prefecture

Article 3: Best interests of the child

Article 12: Right to express views

Article 31: Right to rest, leisure, play, and to participate in a cultural life and the arts

Episode 2 自分で決める権利、 大人の説明責任



"Okay, everyone! It's time to finish. Let's work together to put everything away quickly."

"I wanna play more."

"When we're back from the potty, we'll do some fun drawing sitting on chairs."

"Oh. I don't wanna draw."

"You can look at a picture book after you finish drawing."

"I wanna do Origami."

"I wanna play outside."

The teacher changed her mind to listen what children want to do.

"We are thinking of going for a walk tomorrow. Where would you like to go?"

"The Oak Park"

"I wanna do acorn picking."

The right to self-determination and the adult's duty to provide explanations.

いつもの保育の中で、急に環境が変わる声かけ、突然始まる先の見えない活動、そんなことを体験したことはありませんか。保育は時として、乳児期から“集団性”を求めてしまうことが多々あります。それだけに、子どもたちには大人に思いを受け止めてもらいながら、嫌な時には「いや!」という表現ができるようにしておくことが大切です。

子どもたちは大人と違ってとても心が柔らかく、大人の失敗をすぐに許してくれたり、言うことを聞いてくれたりします。しかし、子どもの権利を考える時、表現のうまくできない子どもたちの声をもっと聴こうとする保育が求められています。子どもたちは自分のことを認めてくれないと、そのことを時として別の表現で強くアピールするため、集団による保育が難しくなるのだと思います。

島本一男 東京都八王子市・諏訪保育園園長

第3条 子ども最善の利益
第12条 意見表明権
第13条 表現・情報の自由

Have you ever experienced situations where the environment suddenly changes with a word, or an activity starts abruptly without any prior explanation, in your usual childcare routine? Sometimes, childcare, even from infancy, tends to focus too much on group rather than individual. That's why it's important to let children feel acknowledged by adults and to allow them to express their dislike by saying "no" when they feel uncomfortable.

Compared to adults, children have very tender hearts and are quick to forgive adult mistakes or listen to what they are told. However, when considering children's rights, it is necessary to foster a childcare environment where we actively listen to the voices of children who may have difficulty expressing themselves. If children feel that they are not being acknowledged, they may sometimes strongly assert themselves in other ways, making group childcare difficult.

Kazuo Shimamoto, Director, Suwa Nursery School, Hachioji City, Tokyo

Article 3: Best interests of the child
Article 12: Right to express views
Article 13: Freedom of expression

Episode 3 “自分らしく 思いやりのある大人” になる権利



We had an incident like this.

“Wow, a toilet paper roll in the toilet!”

“If you do such a thing, there will be no toilet paper rolls left and everybody will be in trouble.”

“Mom. Can I take our toilet paper roll to the school?”

“Yeah, sure, you can.”

“There. I brought this because I want everybody to stay out of trouble.”

“Oh,,,”

The Right to Become an Independent and Compassionate Adult

トイレトペーパーがロールごと便器に入っている事件が続きました。そこで、担任はクラス全員に「トイレトペーパーがなくなって、みんなが困ることになるよ」と話しました。するとAちゃんは、おうちに帰るとお母さんに「おうちのトイレトペーパーを保育園に持って行ってもいい？」と訊ねました。お母さんは特に理由を聞くこともなく、「いいよ」とトイレトペーパーを渡しました。

翌朝、Aちゃんは担任に持ってきたトイレトペーパーを渡しました。担任が「どうしたの？」と訊ねると、Aちゃんは「トイレトペーパーがなくなるとみんなが困るから……」とさりげなく言いました。「この子が入れたわけでもないのに……」と担任は不思議に思うと同時に、とても嬉しくなりました。

Aちゃんのお母さんは理由を問い質しませんでした。子どものことを信じていて、子どもも親を信頼しているのです。子どもにとっていちばん大切な権利は、親や身近な大人に自分の思いや願いをそのまま抱えてもらい、愛されながら大きくなる権利です。

新島一彦 埼玉県北本市・中丸保育園理事

There was a series of incidents where toilet paper rolls were being flushed down the toilet. The teacher explained to the entire class, “If we run out of toilet paper, everyone will be in trouble.” When A-chan got home, she asked her mother, “Can I bring some toilet paper from home to the nursery?” Without asking for a specific reason, her mother replied, “Sure.”

The next morning, A-chan brought the toilet paper to her teacher. When the teacher asked, “Why did you bring this?” A-chan casually replied, “Because everyone will be in trouble if we run out of toilet paper.” The teacher was surprised and happy at the same time, thinking, “She didn’t even do it herself...”

A-chan’s mother didn’t question her daughter’s reasons. She trusted her child, and the child trusted her parent. The most important right for a child is the right to be loved and raised while having their thoughts and wishes embraced by their parents and other adults close to them.

Kazuhiko Nijima, Director, Nakamaru Nursery School, Kitamoto City, Saitama Prefecture

Article 3: Best interests of the child
Article 12: Right to express views

第3条 子ども最善の利益
第12条 意見表明権



Episode 4 子どもの話に耳を傾けて



Hey, mom, listen!

Yeah, yeah, later later.

"You know, mom, hey listen."

"I want her mom to appreciate this moment with her more."

"Mom, you know what? Today, I did..."

"I'm sorry, yeah, tell me, what did you do today?"

The girl felt so relieved,

"We played with blocks."

"So, mom was listening to me all this time."

The girl felt so relieved,

Listening to Children

家庭や園で、子どもたちの話を聞くことはとても大切だと考えています。保育者は何人もの声を聞き対応していく訓練をする機会がありますが、保護者の方々はわが子の声になじんでいるからなのか、なかなか返事をされない方もいらっしゃいます。スマホ片手にお迎えに来て、子どもが一生懸命に話しかけても空返事する姿に出会った時は、今を大事に、子どもの声に耳を傾けてほしいと心から思い、後日、「子どもが話しかけてきたら向き合っていて聞いてあげてね」とお願いしました。

大人にとっては一瞬のことで、「待って」と思われるのかもしれないですね。保育者も「待ってね」と言うことがありますが、子どもの思いを受け止めて向き合い、子どもをお願いします。

子どもと向き合わず、自分の都合だけで子どもの呼びかけに答えるのはどうでしょう。子どもの自己肯定感はどうなるのでしょうか。自分の思いを大切にしてもらえた子は、周りの人たちを大切にできる人になってくれると思うのです。私たち大人は子どもの一瞬の思いを見逃さず、子どもと真に向き合いたいと思います。

安藤百合子 京都府京都市・メグミ幼児園園長

I believe it is very important to listen to children at home and in the nursery. While teachers opportunities to train to listen to and respond to the voices of many children, parents may not always respond to their child's voice because they are so familiar with it..

I have seen parents, while holding their smartphones, give one-word answers to their children's enthusiastic questions. In those moments, I sincerely wished they would cherish the present and listen to their children's voices. Later, I would ask them, "When your child talks to you, please face them and listen."

It might seem like just a moment for adults to think, "Wait a minute." Even caregivers sometimes say, "Wait a minute." However, it is important to acknowledge a child's feelings and face them, and then ask the child to wait.

What if we don't face children and only respond to their calls based on our own convenience? How will it affect a child's self-esteem? I believe that a child whose feelings are valued will grow up to value others. As adults, we want to be able to face children sincerely, without missing a moment of their feelings.

Yuriko Ando, Director of Megumi Yojien (Nursery School), Kyoto City, Kyoto Prefecture

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Article 31: Right to rest, leisure, play, and to participate in a cultural life and the arts



Episode 5 何して遊ぶ? …暮らしにかかわる



"I wanna go for a walk."

"I wanna do crafts."

"I wanna play with blocks."

I wonder what the children really want to do?
Go for a walk? Or maybe playing inside?

"I was planning to take them for a walk, but..."

"Ah, going for a walk was good fun."

"I wanna play with blocks again."

"What would we like to do tomorrow?"

Look Teachers! Today we played doing many things such as ...

What Shall We Play?

子どもとともに暮らしをつくることの大切さを改めて感じさせられた実際のエピソードです。

当初、散歩に出かけようと大人は考えていましたが、子どもたちはそれぞれにやりたい遊びがある様子。そこで、一人ひとりの気持ちを叶えられるよう、別のグループとも相談をして混合グループでの活動とし、自分で選択して参加できる過ごし方へと変更したところ、たつぷり身体を使って遊んだり、じっくりと朝の遊びの続きをしたり、また、体調不良の子どもにも配慮ができるようになりました。

子どもにとっては、自分が暮らしに関われていること、選べること、やりたいことを表せるという実感を通して安心感につながっていきました。そして大人にとっては、予定している活動については心づもり、見通しを持てるように、予め子どもたちに伝えることの大切さを感じる気づきとなりました。

また、混合グループで過ごすことにより、子どもの様子を伝え合い、子どもの姿を共有し、明日の保育へとつなげるきっかけにもなりました。

内山菜津子 東京都世田谷区・
元喜多見バオバブ保育園保育士

第3条 子どもの最善の利益

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This is a real-life episode that made me realize once again the importance of creating a life together with children.

Initially, the adults had planned to go for a walk, but the children seemed to have their own ideas about what they wanted to do. Therefore, to meet the needs of each child, we consulted with other groups and decided to have mixed groups where children could choose their own activities. As a result, children were able to play physically, continue their morning activities at their own pace, and we were able to take care of children who were not feeling well.

For children, the feeling of being able to participate in their own lives, make choices, and express what they want to do led to a sense of security. For adults, it was a realization of the importance of informing children in advance so that they could have expectations and a sense of what to expect for planned activities.

Through mixing children's classes together regularly, the teachers of each class, were able to share observations about children and their behaviors, which led to better communication and planning for the next day's practice.

Natsuko Uchiyama, Former Childcare Worker at Kitami Baobab Nursery School, Setagaya-ku, Tokyo

Article 3: The best interests of the child

Article 12: Right to express views

Article 31: Right to rest, leisure, play, and to participate in a cultural life and the arts

