

Children and Young People's Rights

Rights Resilience Pack

Activate Your Rights



Scottish Government
Riaghaltas na h-Alba
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Ministerial Foreword

As the Scottish Government Minister for Children and Young People, I am delighted by the progress Scotland is making towards embedding and fulfilling children's rights across Scotland.

This work has been strengthened by the Government's introducing legislation to incorporate the United Nations Convention on the Rights of the Child (UNCRC) into domestic law. Incorporating the UNCRC will aim to ensure that there is a proactive culture of everyday accountability for children's rights across public services in Scotland. We want Scotland to be the best place in the world to grow up.

As part of the wider work to progress children's rights, the Scottish Government developed an action plan, Progressing the Human Rights of Children in Scotland: An Action Plan 2018-2021. One strand of this action plan was to develop and deliver an ambitious programme to raise awareness and understanding of children's rights across all sectors of society in Scotland through co-production with children and young people. Ensuring a good level of knowledge and understanding of children's rights is crucial to ensuring that children's rights are respected, protected and fulfilled. This will empower and increase confidence levels of children, young people and adults to act as human rights defenders - promoting rights and challenging where they see rights not being met.

I am delighted to introduce this new resource as part of this Awareness Raising Programme. This Activity Facilitation Pack will be a fun, engaging and valuable addition to the tools and resources our teachers, youth workers and others who work with children and young people have to ensure children are aware of and understand their rights.

I wish to thank Young Scot, Children in Scotland and all of the children and young people on the #ActivateYourRights Panel for all their hard work and commitment to bringing these resources together on behalf of the Scottish Government.



Maree Todd MSP
Minister for Children and Young People

Young Scot

The United Nations Convention on the Rights of the Child (UNCRC) is the ‘gold standard’ for young people’s rights and Young Scot’s services are closely aligned with these rights.

The Young Scot National Entitlement Card (Young Scot NEC) is issued free to 11-26-year-olds living in Scotland and it is proof of age – supporting the right to an identity. The Young Scot NEC also provides young people all over Scotland with discounts on goods and services, from food shopping to driving lessons, which help to uphold a variety of the rights in the UNCRC.

Our digital information supports young people to exercise their rights to seek out information. Also, our Young Scot Hive #YSHive service reflects the importance of young people having opportunities to give their opinion and be system changers and influencers to tackle issues that matter most to them and for adults to take it seriously.

For years, young people have been campaigning for the UNCRC to be incorporated into Scots law. They desired to be at the heart of decision making and to safeguard their human rights. The imminent incorporation of the UNCRC into Scots law will make history. For the first time ever, our laws will set out the civil, political, economic, social and cultural rights that every young person is entitled to. Despite the UNCRC being 30 years old, knowledge of it, and what it means for young people, is limited. Therefore, resources such as this are incredibly important. They will empower young people to recognise their rights, and know what to do if they aren’t respected. As adults, being aware of the UNCRC and what it means in Scotland, is vital if we are to support young people to have their rights fully realised.

I would like to say a huge thank you to the ActivateYourRights Panel for the time they’ve given to producing these resources. I’d also thank all of the children and young people who contributed to this work, including the young people from Glasgow Disability Alliance who took part in a rights workshop, and the children from Castleview Primary and Linlithgow Bridge Primary who took part in workshops with Children in Scotland.

The success of this jam-packed resource and the ActivateYourRights project is due to the involvement of young people right from the start, and is an excellent illustration of why the UNCRC is so vital. I encourage you to head to the Young Scot Observatory <https://youngscot.net/young-scot-observatory-library> to see the wide range of insights young people in Scotland have contributed to a range of topics over the last few years.



Louise Macdonald OBE,
CEO, Young Scot



Children in Scotland

During the past 30 years we've seen children's rights gradually move from the margins to the centre of child policymaking.

Now we stand on the cusp of landmark legislative success and what we've all been striving for over decades: full incorporation of the United Nations Convention on the Rights of the Child.

In that context, we've been delighted to partner with Young Scot to support the Scottish Government's Progressing the human rights of children in Scotland: An Action Plan 2018-21 by working with children and young people to develop this fantastic new resource, Progressing the Human Rights of Children in Scotland: An Action Plan 2018-21: <https://www.gov.scot/publications/progressing-human-rights-children-scotland-action-plan-2018-2021/>

Through our participation and engagement work with children we've learnt about their instinctive understanding of the concept of rights – not as an 'add-on' but as a vital principle and intrinsic expression of who they are.

We hope that this resource can help to build on that instinct, so young people can be protagonists in the process of implementing the UNCRC in Scotland and raise awareness of rights across the country as part of a collaborative effort.

Incorporation will be a policy and legal process, but its real meaning will emerge in children's lived experience and how they talk about, use and share an understanding of their rights day to day.

This resource is also intended to strengthen adults' understanding of children's rights, including their role as human rights defenders to ensure children can experience their rights in all aspects of their lives.

We hope children will enjoy the fun activities included here. They were co-designed by the children and young people involved in the development of the resource, and we are very grateful to them for the sense of humour, intelligence and creativity they brought to the project.

We especially enjoyed working with P2 pupils from Castleview Primary and nursery pupils from Linlithgow Bridge Primary. It is essential that these younger voices and experiences are heard in education, participation and policy work, as they are here.

Thank you to them and to all the practitioners who supported us. Working in partnership with like-minded individuals and organisations, and most importantly in common cause with young people, means that, together, we will advance the rights agenda in Scotland.

Jackie Brock
Chief Executive
Children in Scotland



Introduction

Welcome to the **ActivateYourRights facilitator pack**. Within this pack you will find a range of activities co-designed by children and young people on the ActivateYourRights Panel to help you ensure that the children and young people you are working with are aware of and understand their rights.

The facilitation pack was developed through a Scottish Government funded co-production project delivered by Young Scot and Children in Scotland. The project worked with children and young people to develop a programme of materials which aims to raise awareness and understanding of children's rights, in support of *Progressing the Human Rights of Children in Scotland: An Action Plan, 2018-2021*. All the resources in this programme were co-designed with 20 children and young people, aged 8-18, on the ActivateYourRights Panel.

The children and young people were recruited in September 2019, and took part in a co-design process to explore understanding and awareness of children's rights and the United Nations Convention on the Rights of the Child (UNCRC). They were asked to research what resources currently existed to promote children's rights and the UNCRC, and what key messages they felt needed to be communicated to all sectors of society to help increase awareness and understanding. Alongside this work, Children in Scotland led activities with early years groups in schools and nurseries to identify activities promoting rights to that age range. A separate report detailing the co-design process is available from the Young Scot Observatory <https://youngscot.net/young-scot-observatory-library>.

Our goal is for Scotland to be the best place in the world to grow up and children's rights play a key part in this. Now the UNCRC has become part of Scots Law, it is more important than ever that all members of society are knowledgeable of and feel confident about children's rights, how important they are, and what they look and feel like in our day to day lives. Being able to identify children's rights and recognise when they are being upheld will also, crucially, empower children and young people to defend their rights and ask for support to ensure they are recognised.

This resource focuses on supporting children and young people of all ages to understand more about their rights, while also being fun and interesting for young people, with a focus on group work and interactivity. There are different activities for practitioners, teachers and others to use with children and young people from the early years up to the senior level. This pack includes reference to external rights and awareness raising materials identified as useful by the ActivateYourRights Panel, such as posters and videos, which can support in the delivery of activities within this pack.

The activities in the pack are flexible and adaptable to suit children and young people's needs, interests, and situations. The activities can be used as a 'one off' experience for children and young people to raise awareness of their rights, or used as part of a series of activities, perhaps related to UNICEF Rights Respecting Schools or Recognising And Realising Children's Rights work.

Although this pack contains activities that can be deployed in different curriculum areas, you may wish to spend time thinking about how rights awareness can be additionally embedded across a range of subjects, whether that is drawing attention to Article 8 – the right to an identity - during Modern Languages when children are learning to introduce themselves, or highlighting Article 16 – the right to privacy – in Computing or Business when discussing cyber security or data protection. The activities in this pack could be used with staff and other adults to enhance awareness of children's rights, allowing practitioners to draw these links between rights and their own areas of expertise more easily.

Introduction from the ActivateYourRights Panel

We think it is important for everyone to know children's rights so they can help protect them and stand up for us when we can't stand up for our own rights. If adults don't know about children's rights, then it's harder for us to learn from them and identify when our rights are and are not being respected.

Raising awareness of rights is important because rights ensure that we are treated fairly by others, are kept safe and protected from harm, and are healthy and happy. If we didn't have the right education then we wouldn't be able to learn about rights!

Children aren't always taken as seriously as adults, and aren't as often heard or listened to, so rights encourage adults make sure our interests are top priority, especially when making decisions on our behalf. All adults should know about children's rights, and adults should be the duty bearers to spread awareness of rights. It is adults' responsibility to uphold our rights.

It's important for us to know about our rights too, because it gives us a sense of empowerment and value. Knowing our rights will make us more confident to ask for our rights if they are not being met. Children should have everything from a shelter to their own opinion, and everything in between.

When it comes to teaching children about their rights, the best ways to learn are engaging and interactive. We like it when adults listen to our opinions and ideas about what we want to learn, and making learning creative and fun makes it easier to remember. It's important to give us the right information at the right time, making sure that we understand the purpose behind what we are being asked to do and how it is useful in our lives.

It is important that children and young people are included in making resources for others because we understand what other children and young people already know about, what matters to them, and how they like to learn.

ActivateYourRights Children & Young People's Panel

Aoife (11)	Gabriella (18)	Niamh (11)
Aurelia (14)	Georgia (12)	Noah (12)
Ava (12)	Hannah (16)	Pippa (12)
Ava (13)	Isabella (13)	Safiyah (9)
Branden (11)	Jack (9)	Shayne (14)
Calum (11)	Jamie (15)	Sophie (13)
Emma (17)	Liam (15)	Soroush (14)
Finn (15)	Lucia (15)	

Overview of the United Nations Convention on the Rights of the Child (UNCRC)

What is the UNCRC?

The United Nations Convention on the Rights of the Child, often referred to as the UNCRC, is a legally-binding international agreement which sets out civil, political, economic, social and cultural rights for every child and young person. This applies to all children and young people, regardless of their ethnicity, gender, religion, language, abilities or any other status.

The UNCRC is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history, meaning almost every country has agreed to recognise the rights in the UNCRC.

The UNCRC was agreed and signed by the United Nations (UN) in 1990 with the aim to recognise the rights of children and agree that they should be protected and promoted in all areas of their life. Over the last 30 years, the majority of countries in the UN have ratified the UNCRC. The rights in the UNCRC belong to everyone up to the age of 18 in the UK, although in some countries this age is lower as they define childhood as ending at an earlier age.

An [excellent introduction video](#) to the UNCRC has been produced by Bruce Adamson, Children and Young People's Commissioner Scotland.

What is the UN?

The United Nations (UN) is an international organisation founded in 1945. It is currently made up of 193 member states. The mission and work of the United Nations is guided by the purposes and principles contained in its founding Charter. This includes maintaining international peace and security, delivering humanitarian aid, promoting sustainable development, upholding international law and protecting human rights.

The UN write conventions to say what the countries need to do in order to make a collectively fairer and more peaceful world.



Why is the UNCRC so important?

Rights are things that every child should have or be able to do. The UNCRC was created to ensure the rights of children and young people are protected. The UNCRC has 54 articles that cover all aspects of a child's life and set out the rights that all children everywhere are entitled to. It also explains how states must work together to ensure the rights of children and young people are recognised and to make sure all children can enjoy all their rights. Articles 1-42 describe the different rights of children, and Articles 43 onward describe the administrative requirements relevant to the UNCRC and the reporting duties that states have.

From the right to a name and privacy to the right to housing and food, almost every country has agreed to recognise the rights in the UNCRC. All UN member states except for the [United States](#) have ratified the Convention. The Convention came into force in the UK in 1992.

The fact that a country has signed the UNCRC does not guarantee that the rights will be respected, protected and fulfilled. Governments are responsible for respecting these rights and for creating laws that will protect these rights.

Article 42 in the UNCRC says that governments should publicise children's rights and the UNCRC. Part of this is encouraging adults to know what the rights are and help children learn about them too, and using the ActivateYourRights facilitator pack is one way for practitioners to help respect and uphold Article 42 for children and young people in Scotland. To ensure accessibility, the UNCRC is available in Arabic, Chinese, English, French, Russian and Spanish, so that as many people as possible can read and understand it.

You can read a full list of the articles of the UNCRC on the Children and Young People's Commissioner website – there is a [simplified version](#) for children and young people, and the [full legal text](#). There is a printable list of the simplified rights in Appendix A.

What is in the convention?

The UNCRC has 54 articles that cover all aspects of a child's life and set out the rights that children are entitled to.

The UNCRC must be seen as a whole: all of the rights contained in the Convention are linked. No right is more important than another. The Children and Young People's Commissioner Scotland states that "the rights contained in the 54 articles of the UNCRC are **universal, inalienable, indivisible** and **interdependent**."

UNCRC rights are universal

Everyone under the age of 18 has the human rights contained in the UNCRC.

UNCRC rights are inalienable

Human rights can't be taken away from you. That includes the ones in the UNCRC.

UNCRC rights are indivisible

The rights in the UNCRC can't be separated from each other. They shouldn't be placed in an order so one's more important than another, because they're all part of a single broad structure that's essential to human dignity.

UNCRC rights are interdependent

Different rights in the UNCRC depend on each other. For example, for many children and young people the right to the best health possible outlined in Article 24 of the UNCRC will depend on the right to be free from discrimination set out in Article 2.



The UNCRC in Scotland

What does Scotland as a country promise it's children and young people under the UNCRC?

By signing up to the UNCRC, the UK agreed that the rights of children should be protected and promoted in all areas of their life, including their rights to education, freedom from violence, abuse and neglect, to be listened to and taken seriously, proper housing, food, clothing, and relax and play.

Scotland has a strong track record on building respect, protection and fulfilment of children's rights into law, policy and practice. The rights set out in the UNCRC are often upheld by different laws. On 16 March 2021., the Scottish Parliament passed a Bill to incorporate the rights in the UNCRC into Scots Law. This is called the incorporation of the UNCRC (see below). In addition, Scotland has embedded reporting on how it is fulfilling the commitments of the UNCRC into the Children and Young People's Act (Scotland) 2014. The Getting it Right for Every Child (GIRFEC) national approach also underpins the Act and how the UNCRC is upheld in Scotland. Scottish Government's "Progressing the human rights of children in Scotland: 2018 report" provides an account of the steps that have been taken so far to ensure the UNCRC is being upheld.

The Children and Young People's Commissioner in Scotland <https://cypcs.org.uk> (CYPCS – also sometimes called "the Children's Commissioner") was established in 2003 to help keep some of the promises made to young people about their rights.

The Children's Commissioner works to protect and promote young people's rights in Scotland. The Scottish Youth Parliament also exists so young people can represent their views to decision makers and MSPs and ensure their rights are promoted and protected.

Incorporation into Scots Law

The UN Committee on the Rights of the Child monitors whether the UNCRC is being upheld in the UK. The Children and Young People's (Scotland) Act 2014 also gives the CYPCS additional powers to investigate whether a service provider has had regard to the rights, interests and views of the child in Scotland.

Scotland has now incorporated the UNCRC into law to the maximum extent possible within the powers of the Scottish Parliament. In order to achieve this, a Bill was laid before Parliament in September 2020 <https://beta.parliament.scot/bills/united-nations-convention-on-the-rights-of-the-child-incorporation-scotland-bill> which would also allow for incorporation of the provisions of the UNCRC which are currently beyond the powers of the Scottish Parliament, should these powers change in the future.

The Bill seeks to incorporate the rights set out in the UNCRC in full and directly into Scots law as far as possible - using the language of the Convention. There are some limitations because of the specific powers held by the Scottish Parliament, and those which are reserved to the UK Government.

This represents a huge step forward for the protection of children's rights in Scotland. The Deputy First Minister, John Swinney MSP, has stated that:

"Every devolved body, every health board, every council and the Scottish Government itself will be legally obliged to make sure they respect children's rights."

If they don't, children and young people will be able to use the courts to enforce their rights.

The Children and Young People's Commissioner for Scotland has produced this excellent video resource to explain the incorporation of the UNCRC into Scots Law.

Rights and Responsibilities

You may come across resources or materials which talk about children's rights and responsibilities, and how these are respected and protected, so it is important to recognise and understand what these terms mean and who they apply to.

Governments (referred to as states within the UNCRC) have the main responsibility to make sure the rights of children in the UNCRC are respected, protected and provided for. The UNCRC also outlines the role of the parent in relation to their child's rights. It explains how parents should fulfil their responsibilities and is clear that the state should provide parents with the necessary level of support they need to fulfil their role. All citizens have responsibilities to respect the rights of children as well, but they are not responsible for their protection as this is the role of the state.

Whilst children are encouraged to be respectful of the rights of others, for example, respecting another's right to protection from harm by not bullying them, they are not responsible for protecting the rights of children. Where a resource or material talks about a child being responsible, this should never be in relation to their own or another child's ability to access or have their rights respected and protected. The UNICEF resource [Myths and Misconceptions](#) about the Convention on the Rights of the Child describes this well:

"There is a common misunderstanding that children's rights are linked with responsibilities. But this is not correct. **Children's rights, like all human rights, are unconditional. This means there are no conditions attached to rights.** Rights can never be a reward for the fulfilment of a responsibility and they can never be taken away because a 'responsibility' hasn't been met. Children's rights are also universal, so both adults and children should be encouraged to respect rights but this does not mean that a child's rights are dependent on them respecting the rights of others."

Some resources which aim to encourage and support children and young people to respect the rights of others, often refer to this as their 'responsibility' but this can be confused with the responsibilities held by the states and parents in relation to children's rights within the UNCRC.

It is also worth highlighting that Article 29 of the UNCRC, which sets out a child's right to an education, talks about the provision of quality education which prepares a child for a "responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin". It is clear here that the responsibility to ensure that this right is upheld is with the State and that the article itself is not placing any type of responsibility on the child in relation to their rights.

As a practitioner, use your professional discretion when introducing resources or materials to the children or young people you are working with to help them understand the difference and to challenge where their rights are contingent on their responsibilities. For more information on parenting and the UNCRC, Together Scotland have prepared a useful [briefing](#) which can help to inform lesson or session plans. UNICEF Canada have a [handy booklet](#) and BBC Bitesize has a [section](#) which explains in more detail about Children's Rights and Responsibilities, these are good examples to compare and contrast to see how rights, respect and responsibilities are introduced into learning materials and resources differently.

Relevant Policy Areas

The activities within this pack support the integration and development of a number of policies and procedures across the education and youth work sector. Below are details of these policies and how they are fulfilled by the activities in this pack.

The Curriculum for Excellence (CfE)

The activities within this pack will offer more opportunities for young people to develop essential skills and gain access to relevant information regarding their rights within Scotland. Highlighted within the activities are the Experiences and Outcomes (Es & Os) that they meet, showing the breadth of the curriculum that children's rights education covers. The activities vary and most can be completed within the broad general education as well as in the senior phase. It will be identified on the activity the level it is best suited for.

More generally, the activities support the development of the Four Capacities in children and young people:

Successful Learners

With access to a range of engaging activities surrounding rights, young people are presented with opportunities to develop new thinking and ideas around the topic. They will use a range of subjects, including literacy as a medium to explore rights through, having to think creatively and work independently as well as linking their learning about rights to real life scenarios. Activities will also encourage group work.

Confident Individuals

Through the completion of these rights based activities, young people will not only develop a sense of self-respect, but also an understanding of what needs to be in place to secure their physical, mental and emotional wellbeing. Developing an understanding of their rights in the context of everyday life will help them to become more self-aware and also communicate their thoughts, feelings, values and beliefs.

Responsible Citizens

This rights-based learning will help young people to develop a respect for others through a range of activities. They will be given opportunities to make informed choices and develop a commitment to participate responsibly in political, economic, social and cultural life. Some of the activities will also help them to develop an awareness of cultural differences and beliefs both within Scotland and the wider world.

To enable all young people to become:

Effective Contributors

Young people will develop both resilience and self-reliance when learning about rights. Through the different activities they will learn to communicate in different ways independently and alongside others. There will be opportunities for them to develop initiative, apply critical thinking to a range of contexts as well as apply their creativity to develop ideas and solve problems.

Rights Respecting Schools Award (RRSA)

The RRSA is now implemented in a number of schools across Scotland. It ensures children are respected, nurtured and thriving to the best of their ability and that schools are recognised for their achievement in putting the UNCRC into practice within the school.

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is the Scottish Government's approach to supporting children and young people and puts the rights of the child at the heart of good practice. These rights are set out in the UN Convention on the Rights of the Child (UNCRC) which covers all aspects of a child or young person's life. GIRFEC is about strengthening the wellbeing of children and young people, as well as providing support if and when needed. Understanding a child or young person's wellbeing is based on consideration of the eight wellbeing indicators within the context of the family, unique circumstances, and wider world, taking the child or young person's strengths and vulnerabilities into account. The eight wellbeing indicators are safe, healthy, achieving, nurtured, active, respected, responsible and included, and are often called the SHANARRI indicators. The child or young person should always be at the centre, proactively involved in discussions and decisions about their wellbeing.

This facilitator pack was co-designed with children and young people across Scotland, which helps to ensure it is suited to children and young people's needs and interests. The activities in this pack encourage young people to think about rights in the context of their own lives. Children and young people's rights are distinctly linked to their wellbeing, growth and development. By having an understanding of their rights, children and young people can develop a better understanding of the world around them, what external factors impact their lives, and what support is available to them to strengthen their wellbeing.

Play Strategy for Scotland

Play is a fundamental part of children's quality of life and a right enshrined in the UN Convention on the Rights of the Child (Article 31: Children are entitled to take part in physical activities and to play, including outdoors, and have an opportunity to experience and judge and manage risk).

The Scottish Government's Play Strategy aims to create and enhance those fundamental building blocks that enable and inform a more playful Scotland, where children can realise their right to play, every day. This includes improving the play experiences of all children and young people, including those with disabilities or from disadvantaged backgrounds, aiming to ensure that all children and young people can access play opportunities in a range of settings that offer variety, adventure and challenge.

Through play, children and young people can explore the world around them in a creative and engaging way. It is important for their growth, development and wellbeing. We know the benefits of outdoor learning, exercise and play for young children in terms of their health and wellbeing, physical and cognitive development.

Children will become more active, more confident and better able to develop key skills for growing up as contributing members of society.

The activities that are within the pack range from group work to individual work, with some involving play, challenges and a choice of freedom in the completion of them – all key characteristics of play identified in the Play Strategy.

Progressing the Human Rights of Children in Scotland: 2018-2021 Action Plan

"A Scotland where children are recognised as citizens in their own right and where their human rights are embedded in all aspects of society is the Vision we aspire to; a Scotland where policy, law and decision making takes account of children's rights and where all children have a voice and are empowered to be human rights defenders." (Progressing the Human Rights of Children in Scotland: An Action Plan 2018-2021, Vision)

This pack fulfils part of the Raising Awareness objective of the Action Plan and supports the development of rights-based culture across the school community. This facilitator pack provides clear and detailed information on incorporating rights-based learning into the school and youth work sectors.

Scotland’s National Performance Framework (NPF)

The outcomes within the National Performance Framework outline the type of Scotland that we want to see. All the outcomes within the framework in some way relate to the importance of children and young people learning about and understanding their rights, but in particular these activities contribute to the **Children and Young People National Outcome** which says that children and young people should grow up loved, safe and respected in order for them to realise their full potential.

Through rights-based learning, children and young people will develop knowledge and understanding of one another, how to treat each other and how to show respect to others. They will begin to see the importance of contributing to their communities, be inclusive of others and also feel empowered in the choices and decisions that they make. Through these activities, children and young people will learn in more detail about rights within the context of their own lives.

In particular these activities support the NPF Outcomes that people in Scotland:

- ▲ Respect, protect and fulfil human rights and live free from discrimination
- ▲ Live in communities that are inclusive, empowered, resilient and safe
- ▲ Are creative and their vibrant and diverse cultures are expressed and enjoyed widely

The activities in this pack work toward the achievement of the following NPF Indicators:

- ▲ **Children’s Voices** – percentage of young people who feel adults take their views into account in decisions that affect their live
- ▲ **Educational Attainment** – percentage of young people achieve expected levels of educational attainment and qualifications
- ▲ **Confidence of children and young people** – indicator in development

UN Sustainable Development Goals (SDGs)

The activities within this pack support the integration of the SDGs in order to achieve a better and more sustainable future for all. Having a greater understanding of rights will encourage children and young people to take a greater interest in others rights and ways of living and the world around them, all closely relating to the SDGs. In particular, activities in this pack can support the following SDGs:

- Goal 4** – Quality Education
- Goal 10** – Reduced Inequalities
- Goal 16** – Peace, Justice & Strong Institutions



Common Core of Skills, Knowledge & Understanding and values for the “Children’s Workforce” in Scotland

“The Common Core describes the skills, knowledge and understanding, and values that everyone should have if they work with children, young people and their families, whether they are paid or unpaid.” (p.3, Common Core of Skills, Knowledge & Understanding and Values for the “Children’s Workforce” in Scotland)

The Common Core skills, knowledge and understanding are based on the guiding principles of the UNCRC, with the values being taken from GIRFEC.

Learning about their rights is fundamental in the development of children and young people’s wellbeing, and links closely with and supports the common values and principles, which are at the heart of the Common Core, including:

- ▶ Putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions
- ▶ Promoting opportunities and valuing diversity: children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity
- ▶ Supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices may be

Pupil Attainment – Closing the Gap

The aim of the Scottish Attainment Challenge is to close the Attainment Gap and achieve equity within education by ensuring every child and young person has the same opportunity to succeed. The Scottish Government’s ambition is for Scotland to be the best place in the world for children to grow up, therefore attainment needs to be raised and the gap in progress of learning between those living in our least and most deprived areas must be reduced.

There is a focus on improvement within literacy, numeracy and health and wellbeing and rights-education can specifically support with health and wellbeing. Through learning about their rights, children and young people living in deprived areas will develop a sense of empowerment and knowledge about what they can achieve and to speak up for what they want. Children and young people developing a sense of belief in themselves will in turn support the aim of closing the attainment gap between children and young people across Scotland and help more children and young people from deprived areas across Scotland to achieve to the best of their ability.



Using This Pack

The activities in this facilitator pack are all based on the UNCRC so that children and young people can become more informed of their rights, understand what these rights look like day-to-day, become more informed on how they can stand up for their rights, and feel empowered to do so.

The activities included in this pack are split into three sections:

▲ Rights Awareness

These activities aim to give children and young people a broad and general understanding of the kinds of rights that are guaranteed in the UNCRC and to raise awareness of the UNCRC in itself.

▲ Rights in Action

These activities aim to encourage reflection and discussion of how and when rights are upheld, and equip children and young people with the ability to recognise how rights are present in their own lives.

▲ Rights Resilience

These activities aim for children and young people to feel confident to stand up for their rights and inform other people about the UNCRC.

Before beginning to deliver any of the activities in this pack, we recommend checking with your participants what their current level of understanding and awareness of children and young people's rights is, so you can gauge which section is more aligned to their learning needs. If you are unsure or have a mixed group, we recommend beginning with some activities from **Rights Awareness**, before moving on to the **Rights in Action**, and finally **Rights Resilience** stages. Each section has its own introduction giving more context to the activities therein. You will know your group's need best, so feel free to tailor it to suit.

The activities can form part of a lesson or youth group session, and can be deployed as individual activities or form the basis for a whole lesson or workshop. The flexibility behind these activities ensures that differentiation can be applied easily across different settings (notes on this are also included on each activity to ensure that all children and young people are included and supported). They could also be used to develop *UNICEF Rights Respecting Schools* or *Recognising And Realising Children's Rights work*.

The activities are aimed at a range of ages and developmental levels. Each activity includes a suggested level and age range for delivery, aims and objectives, a step-by-step methodology, an estimated time, and links to any necessary resources. Some resources are available online and others can be found in the appendices of this pack. The suggested age range for each activity is only a guideline and practitioners are encouraged to use activities as appropriate for the children and young people they are working with. If relevant to your work, you will also find each activity links to any relevant Experiences and Outcomes from Curriculum for Excellence.



There is an evaluation form (Appendix B) at the end of this pack which can be used by practitioners to evaluate how you felt the session went and to make changes for next time. There is also an example evaluation form which can be used to measure whether the children and young people are increasing their awareness and understanding of children's rights and the UNCRC, through each of the stages.

Some children's rights touch on topics that can be difficult to discuss, including sexual exploitation, child abuse, and trafficking. Practitioners should use their professional judgement to guide children and young people through these issues in an age-appropriate way. Though difficult, supporting children and young people to understand their rights with regard to these issues can empower them to evaluate their own lived experiences and potentially ask for help.

The activities are designed based on the ActivateYourRights Panel's ideas and their reflections on how to make activities engaging and enjoyable for children and young people. The children and young people identified active learning styles as the most engaging way for them to learn and we have ensured that this is a strong theme throughout. They wanted the activities to be child centred and to ensure that the young people participating in the activities were involved and engaged in the learning process, directing their own learning where possible.

It is important that all children and young people in a group are given the chance to participate equally in activities, rather than focussing only on the more engaged learners. Learning how to advocate for and uphold children's rights may be even more useful for disengaged learners who may be dealing with challenges to their rights in their daily lives.

Some activities, especially in the **Rights Resilience** section such as Planning a Rights Week and Peer Education Campaign, will need agreement from senior staff before being delivered as there is a commitment inherent in these activities that the children and young people's plans will be delivered. The time allocated to these activities is only related to the planning stage, as implementing those plans may take multiple sessions across weeks or months.

We hope that you enjoy these activities and that this pack offers the information required to support you on your rights journey.

Below we have collated a range of resources identified by the ActivateYourRights panel, and considered useful and trusted, for use in delivering the activities in the pack.

For the majority of the activities in this pack you will need to provide your group with a copy of the UNCRC. Simplified versions of the UNCRC are available as posters, pocketbooks, or through the CYPCS website. Resources can be printed off or ordered using the links provided.

The Young Scot ActivateYourRights page <https://young.scot/campaigns/national/activate-your-rights> is a collection of information articles and quizzes on the UNCRC which can be incorporated into activities or shared with children and young people for independent exploration.

Activate Your Rights



Resource	Description	Target age range
<i>CYPCS resources</i>	Posters, picture cards and a pocketbook (free to download or order)	Early years to S6+ 0-18 years
<i>CYPCS simplified articles</i>	CYPCS website with each article in child-friendly language	P3-S6+ 5-18 years
<i>Young Scot ActivateYourRights page</i>	Website with a variety of articles, quizzes, podcasts and videos about rights	S1-S6+ 11-18 years
<i>UNICEF rights video library</i>	Library of short videos produced by different Scottish schools about rights	P1-P7 4-11 years
<i>UNICEF resources</i>	Posters, pocketbooks and activities (available for purchase only)	P1-S6+ 4-18 years
<i>UNICEF rights poster</i>	Free poster of the UNCRC articles to print	P5-S6+ 8-18 years
<i>Save the Children rights poster</i>	Free poster of the UNCRC articles to print	S1-S6+ 11-18 years
<i>Plan International rights poster</i>	Free poster of the UNCRC articles to print	P5-S3 8-14 years
<i>UNICEF UK “We’ve All Got Rights” song</i>	Popular song created by a Scottish school about children’s rights	P1-P5 4-9 years
<i>Equality and Human Rights Commission video</i>	Short video about the UNCRC and how it is applied in the UK	P5-S3 8-14 years
<i>UNICEF Australia video</i>	Short video explaining rights with some specific examples	P1-P5 4-9 years
<i>30 second animated shorts</i>	Results of an international competition to create a 30 second animation about rights	P5-S6+ 8-18 years

Rights Resilience

About these activities

The activities in this section aim to increase children and young people’s understanding of why rights are important, how they have developed in society, and how they can sometimes not be respected.

The activities explore the challenges involved in ensuring all rights are upheld for all children, and empower children and young people to stand up for their rights and the rights of others. These activities may involve the discussion of sensitive topics, including personal experiences, as children and young people reflect on times when society does not protect children and uphold their rights.

This section builds on the learning outcomes within Rights Awareness and Rights in Action. Some activities call for practitioners to cede power to children and young people and allow them to make decisions and take the lead in developing peer education work and whole-school initiatives.

Learning Outcomes

- ▲ Children and young people understand that rights are not always respected and how they can take action if this is the case
- ▲ Children and young people feel confident in informing other people about the United Nations Convention on the Rights of the Child (UNCRC) and children’s rights
- ▲ Children and young people understand the value of rights in society and how they have developed over time

Activity	Guide age range	Type	Time	Page
Rights First Aid	S1-S6+ 11-18	Small or large groups	45 minutes	80
My Rights Aren’t Being Respected	P5-S3 8-14 years	Small or large group	60 minutes	83
Rights Placards	P5-S6+ 8-18 years	Individual or small group	60 minutes	86
Rights for All	S1-S6+ 11-18	Individual or small group	60 minutes	90
How to be a Rights Champion Podcast	P5 – P6+ 8-18	Individual or small group	15-30 minutes	94
The Development of Rights	S1-S6+ 11-18 years	Small group	60 minutes	97
Embedding Rights in Your Organisation	P5-S6+ 8-18	Large group	30-60 minutes	101
Planning a Rights Week	P5-S6+ 8-18	Small or large group	60-90 minutes	106
Peer Education Campaign	S1-S6+ / 11-18	Large or small group	60 minutes	110

Rights First Aid

Time to deliver
45 mins

Aim:

To be able to develop an informed view of a specific right, understand the value of its importance in today's society and how it is, or can be, upheld.

Outcome:

To imagine what it would be like if a right was possibly going to be removed from society and justify why a right is important to them and their lives.

Target age range:

Year	Age	Level
S1 – S6+	11–18	3 - Senior

Experiences & Outcomes:

- ▲ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a, 4-09a**
- ▲ When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- ▲ When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
- ▲ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**
- ▲ I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**
- ▲ When listening and talking with others for different purposes, I can: communicate information, ideas or opinions ;explain processes, concepts or ideas ;identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**
- ▲ When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions; explain processes, concepts or ideas with some relevant supporting detail; sum up ideas, issues, findings or conclusions. **LIT 4-09a**
- ▲ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**
- ▲ I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

Experiences & Outcomes:

- ▲ I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- ▲ Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**
- ▲ I understand the arrangements for political decision making at different levels and the factors which shape these arrangements. **SOC 3-18a**
- ▲ Can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere. **SOC 4-18a**

Type: Large or small groups**Resources:**

- ▲ Printed copies of the scenarios below
- ▲ Pens, paper, pencils,
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#)) – focus on articles 12, 13 and 31.
- ▲ Smart device with internet access for multiple groups to research (optional)

Methodology:

5 mins	Read the scenario below to the group. Give each group a different scenario to work with.
10 mins	Once they have read their scenario, each group should begin by discussing and writing down what the consequences of removing this right will be. What impact will it have on their lives and the lives of other children and young people in Scotland?
5 mins	Based on this work, the group should now be able to come up with a good argument about why this right is important to them and why it should be kept in the UNCRC. They should write this down as their mission statement.
15 mins	<p>Next the group will need to decide how they will campaign for this right to stay in the UNCRC. They should think about what their message will be, who they will target, and how they will get the message across. If they have access to the internet it would be useful for them to look up and identify organisations who could support their campaign and help them to stand up for this right.</p> <p>They should prepare a short presentation to the rest of the group covering the following points:</p> <ul style="list-style-type: none"> ▲ Why is it important that this right is upheld? ▲ What is your campaign message? ▲ How would you get the word out? ▲ Who could help with this campaign?
10 mins	Each group should then present their ideas to the wider group.

Governments around the world have been spending time looking at the articles within the United Nations Convention on the Rights of the Child. They have decided that as it is now time to review the articles, they will possibly take some out and possibly add some new ones in. They have been specifically looking at taking out Article 12: the right to be listened to and taken seriously, Article 13: the right to find out and share information and Article 31: the right to relax and play.

Below is their reasoning for this:

Article 12: Yes, children and young people have opinions and should be listened to, but they are not right, adults know better and if we have this right in place then children and young people will begin to think that they can make all of the decisions.

Article 13: Adults can find out the information for children and young people, they do not need to do the research themselves. If they do this then they might find things that they don't need to know.

Article 31: Children and young people should be allowed to play and rest, but this is a luxury, it isn't something that they need to do. We are worried that if they have this right then they will want to play and relax all of the time.

Governments are making their final decision on whether to keep these articles next week. During the time between now and then, you must decide how you can save these rights and come up with a compelling case for keeping each of them. You will then have turns in your group to present your argument and hopefully you will be able to save these rights.



My Rights Aren't Being Respected

Time to deliver
60 mins

Aim:

For children and young people to develop an understanding that children's rights in Scotland are not always respected and some actions they can take if this happens to them.

Outcome:

To show an understanding of how to respectfully challenge someone if rights are not being respected and to explain the impact on someone of their rights not being respected.

Target age range:

Year	Age	Level
P5 – S3	8–14	2 - 3

Experiences & Outcomes:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a, 3-09a, 4-09a**
- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. **HWB 2-44b**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 2-01a**

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EX 2-13a**
- I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**
- Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. **EXA 3-14a**

Type: Large or small group

Resources:

- Scenarios below printed and cut out
- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Methodology:

10 mins	If working with a large group, split them into five smaller groups. Give each group a scenario below and have them read over it together. Their first task is to identify which right is not being respected in the scenario. Distribute the articles of the UNCRC to help them.
5 mins	Now each group should discuss how they think the scenario will end if the right is not respected. They should think about what the children in each situation might do next and how they will feel. Groups must ensure they are working together and sharing ideas and opinions.
10 mins	Each group should then develop a short performance to act out, including the ending they have just discussed.
10 mins	Each group should act out their performance in front of the larger group. You can ask the rest of the group to guess which right is not being respected.
10 mins	<p>After all of the performances, the groups must get back together and discuss an alternative ending for the scenario where someone challenges what is happening and stands up for the right that is not being respected.</p> <p>Example, for scenario 1: Kelly could ask a parent to come and speak to the school to suggest that a new team is set up to allow more pupils to play, or that players can take turns on the field to allow more people to play for the existing teams.</p>
15 mins	The groups will then perform again, this time with the alternative ending. Spend a few minutes at the end rounding up and answering questions.

Scenario 1

- ▲ Kelly loves playing sports and is keen to play on one of the school teams. However, when she tries to attend Kelly is told that all the teams are full and she cannot join. Kelly can't find any other teams to join in the local area.. **(Article 15 -I have the right to join groups).**

Scenario 2

- ▲ Sophia is 12 and doesn't enjoy school very much, finds the work really hard and thinks that teachers don't listen to her. Sometimes, she just doesn't go to school which means she has missed a lot of school. Her mum wants her to go, but doesn't know how to change her mind about school and the school doesn't seem to be mind that Sophia has been absent.**(Article 28 -I have the right to an education).**

Scenario 3

- Sam is part of his pupil council group. Every week they meet to discuss what is going on in the school and what needs to be changed. Sam always has lots of good ideas however he is shy and finds it difficult to speak up and tell everyone his ideas when everyone else in the group is talking so much. Even though there are teachers that help the group, none of them take an action to help Sam share his thoughts. **(Article 12 - I have the right to be listened to and taken seriously).**

Scenario 4

- Allan is a practising Muslim which is unusual among the people in his local area. He tried to join one of the local youth groups run by his Local Authority, but as that group was run by a Christian youth worker, Allan wasn't allowed to join due to his religion. **(Article 14 – I have the right to have my own thoughts and beliefs and to choose my religion with my parents guidance).**

Scenario 5

- Ben keeps in touch with his friends using a messaging service on his phone. One day as he is leaving school, a teacher pulls Ben aside and says that he suspects that Ben's friends have been involved in vandalism at a nearby park. The teacher demands to see Ben's messages and emails to see if his friends have been talking about the incident. Ben isn't sure what to do as he wants to keep his messages private and none of his friends have messaged about the incident. **(Article 16 – I have the right to keep some things private).**



Rights Placards

Time to
deliver
**60
mins**

Aim:

To encourage a discussion about rights with other learners in their school/youth group and to give a voice to learners own ideas about rights.

Outcome:

Children and young people will make a decision about what rights are important to them and use their creativity and voice to personalise their message about rights to others.

Target age range:

Year	Age	Level
P5 – S6+	8–18	2 - Senior

Experiences & Outcomes:

- ▲ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a, 3-09a, 4-09a**
- ▲ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a, 3-10a, 4-10a**
- ▲ Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a, 3-13a, 4-13a**
- ▲ I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**
- ▲ I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a**
- ▲ I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a**
- ▲ I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**
- ▲ While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions. **EXA 3-06a**
- ▲ By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions. **EXA 4-06a**

Type: Individual, Small group

Resources:

- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ A3 (or bigger) piece of card/cardboard
- ▲ Bamboo stick or other sturdy handle (optional)
- ▲ Pens and pencils
- ▲ Scissors, glue, tape
- ▲ Colouring pens, paint, collage materials, craft materials
- ▲ Smart device with internet access for multiple groups if research is needed

Methodology:

Step 1 – Discussion and planning

10 mins	<p>Introduce the subject with a discussion first, asking:</p> <ul style="list-style-type: none">▲ Have you seen a placard before and know what it is commonly used for?▲ Can you think of specific examples of where you might have seen them used recently?▲ Why might people use placards when they are involved in protests?
10 mins	<p>If you have internet access, encourage the group to search for images of placards online, or take a look at this article which collects some good ones together.</p> <p>If there's time you could discuss which images are most powerful or resonate most with the group.</p>
10 mins	<p>Tell the group they'll now create their own placards, which urge people to stand up for their rights. Hand out copies of different the articles of the UNCRC and run through them. Ask each person to choose one of the rights they would like to focus on for the activity, picking one that is particularly relevant to their lives or community. You should encourage people to discuss in small groups how the rights they are interested in could be upheld or fought for.</p> <p>There are some articles which may be easier to do this for than others, so you may want to suggest the following articles to choose from:</p> <ul style="list-style-type: none">▲ Article 12 - I have the right to be listened to and taken seriously▲ Article 13 - I have the right to find out and share information▲ Article 14 - I have the right to have my own thoughts and beliefs and to choose my religion▲ Article 16 - I have the right to keep some things private▲ Article 19 - I have the right to be protected from being hurt or badly treated▲ Article 23 - If I have a disability, I have the right to special care and education▲ Article 24 - I have the right to good quality health care, to clean water and good food▲ Article 27 - I have the right to somewhere safe to live, food and clothing▲ Article 29 – I have the right to an education which develops my personality, respect for others' rights and the environment▲ Article 31 - I have a right to relax and play <p>Depending on the right they choose, there may be some research the group can do about how children and young people can stand up for their rights when they are not being listened to, for example finding out about different support helplines that you can contact if you've been hurt, disability rights organisations, or health eating guidance.</p>

25 mins

Now the group can create the placards. You can read out the 'Creating the placard instructions' or print them out, or copy them onto the board.

Encourage creativity and expression but to remember the main point of the placard is to spread a message. It's a bonus if it's eye-catching, but it should also send a powerful message to others about how to stand up for their rights.

Let them know they will get to take their placards around school or present them at an assembly (providing this has been agreed by senior school staff) to engage other students in discussions about rights. Therefore, the group may need to prepare a short explanatory statement about the right they are basing their placard on, what it might look like to have this right disrespected, and how children can stand up for their rights.

5 mins

Have each person show off their placard and explain what article it refers to and what they are communicating.

Creating the placard instructions:

- 1. You might choose to just use words to get your message across.** Or an image with a couple of words. If using words, usually 8 or less will have a bigger impact.
- 2. If using an image or symbol, try to connect it with to the words you are writing.** Is there already a universal symbol which represents the idea you want to get across?
- 3. Test and try out.** Come up with a couple ideas first, try out a couple of ways to present your idea first before you settle on drawing it on the placard.
- 4. Create your canvas.** If you are using cardboard, you will want to cut it out to size. You want it to be big enough to stand out, but not too big you can't hold it. The length of your torso is a good estimate.
- 5. Start by adding the outline of your letters and images in pencil.** Once it is pencilled in, you can see how it will look as one and make adjustments to the size or location of words and images.
- 6. Begin blocking in your base colours.** Bold colours are great but too many can be distracting. Make sure the words and images stand out from the background too, the placard should be read easily at a distance.
- 7. Finish off with the details.** Add your finishing touches to bring an image to life, outline your letters, or add a touch of glitter to make things sparkle!
- 8. Create a handle and put it all together.** Grab a bamboo stick or something stick-like to use as a handle. Lay the stick down the middle of the back of your placard and stick it down in a few different places with tape. Test it out by holding the placard up and moving it around. Add more tape as required. If you don't have a handle available, you can always just hold it with your hands.

Extension activity:

Lead a discussion on the role of protest in a democratic society. Ask the group to think of recent protests they have heard about and discuss the issue that was being highlighted.

Some questions to begin with:

- ▲ Why might the protests have happened?
- ▲ Who were the protesters trying to influence or what issue were they trying to raise awareness about?
- ▲ Why might this have been method that protesters used to have their voice heard?
- ▲ What other ways might protesters be able to have their voice heard?
- ▲ What are the impacts of protest? Can you think of any examples from the past?
- ▲ Why might protests become dangerous or turn into riots?
- ▲ What are your rights to protest?



Rights for All

Time to
deliver
**60
mins**

Aim:

Learners will explore ideas around creating a fair society where all children and young people's rights are met.

Outcome:

Learners will be able to think creatively about how all children and young people can have the same experience of rights, no matter their circumstance

Target age range:

Year	Age	Level
S1 – S6+	11–18	3 - Senior

Experiences & Outcomes:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a, 4-09a**
- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. **SOC 4-16a**
- I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event. **SOC 4-17a**
- Understand the arrangements for political decision making at different levels and the factors which shape these arrangements. **SOC 3-18a**
- I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere. **SOC 4-18a**

Type: Individual, small or large group

Resources:

- A3 paper and pens
- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Methodology:

10 mins

To support creating a society that enables all children and young people to enjoy their rights, it might be helpful to think about how far away (or close to) that vision we currently are as a society.

Individually or in small groups, have the young people create an Anti-Vision, a society where children and young people's rights are ignored. They can think creatively about this or bring in examples from history where children's rights weren't met. Write all initial ideas on a large sheet of paper.

Distribute the list of UNCRC articles to help, and encourage the groups to think of at least four different rights that are being ignored in their Anti-Vision.

Questions to think about when creating this Anti-Vision:

- ▲ Give examples of what rights aren't being met (e.g., children do not have an identity)
- ▲ What would children and young people experience on a daily basis? (e.g., they would all have to dress the same, they wouldn't have a name but would be tagged with a number or letter)
- ▲ How would this affect their opportunities for growth and development? (e.g., if children have no identity, they have no sense of self and are not encouraged to have goals in life, they don't feel valued)

15 mins

Based off of their Anti-Vision, the young people should now think about how the rights they were thinking about get upheld in Scottish society. On a new sheet of paper, they should try and address each of the points in the Anti-Vision and say how this right is upheld and respected, and who is responsible for respecting it, in modern day Scotland. Basically, what is stopping the Anti-Vision from coming true!

To do this, get them to divide a fresh piece of paper into four quarters, and in each quarter they can write the following categories:

- ▲ Beliefs and culture (e.g., the belief that childhood is a unique development time)
- ▲ Individual actions (e.g., parents and other adults take action to protect children)
- ▲ Organisations and institutions (e.g., social workers, the courts)
- ▲ Laws and rules (e.g., mandatory schooling)

Each person or group should try and come up with as many things as possible to go in each category. Ask everyone to feedback a couple of points from each of the categories at the end.

5 mins

Now that the group have an understanding of how and why rights are upheld, they should think about children's experiences of their rights. Explain to the group that children are not all the same, and that different children and young people will grow up with very different experiences based on a number of factors.

See if the group can come up with some of the factors which may influence children's experiences growing up – write them on the board or flipchart. **They may come up with ideas like:**

- ▲ family size
- ▲ location
- ▲ wealth
- ▲ disability
- ▲ gender
- ▲ health

10 mins

Now, back in small groups or individually, explain to the group that they're going to identify which of the factors on the board may affect a child's rights as they grow up, and which rights are affected by which factors.

Ask them to choose a right to begin with (ideally one they have already been looking at so they have an idea of how this right works in society). They should write this out in the middle of another pieces of paper and create a mind map around this, mapping out factors that influence whether this right is respected and why.

For example, if they chose 'Article 23 - If I have a disability, I have the right to special care and education', they might identify location and wealth as factors that influence how well this right is implemented. For location, this could be because there are fewer services in rural areas, for wealth, this could be due to parents being able to afford private education or additional equipment.



20 mins

Now that they have identified some groups of children who may be less likely to have their rights fully respected, the group should now think about how this situation can change, after all Articles 1 and 2 highlights how the UNCRC applies to every child, no matter their circumstances.

Have each individual or small group choose one of the factors affecting children's experiences of rights in Scotland. How could they, and others in society, support those children to have their rights fully met?

On a fresh piece of paper, have the group draw out the silhouette of a head and shoulders in the middle of the page, about the size of their hand, so there is enough room to write in but not taking up the whole page. They should leave the inside of the silhouette blank (i.e. no colouring in!).

Then ask them to draw a rough circle/oval around the silhouette, leaving enough room so they can write things inside and outside the circle (e.g., about halfway between the silhouette and the edge of the page).

The paper should be divided into three sections, the silhouette in the middle represents the individual. The circle around them represents other people and culture. The outside space represents structures in society like laws and rules. Have them write 'individual' in the silhouette, 'other people' in the circle, and 'structures' in the outside.

Each person or group should now think about how each of these areas need to change to ensure that the children's rights they've identified can be better upheld. What can they do? What should other people or organisations be doing? What rules or laws need to change?

After they have had some time to fill these in, you can ask people for feedback on some of the changes that need to be made.

Extension activity:

If the group have internet access, you can ask them to look online to see whether there are people or organisations currently working to make the changes they have identified happen. You can see if there are ways they can get involved in any of those organisations, or discuss how they can make their individual changes or actions happen.

Have the group set themselves an objective for one thing they will commit to doing or changing to support other children to enjoy their rights in full.

How to be a Rights Champion Podcast/Video

Time to deliver
15-30 mins

Aim:

Raise awareness and understanding of children's rights and how they are applied in Scotland and empower young people to advocate for rights in their own lives.

Outcome:

Children will have increased their understanding of the UNCRC, how they can support others to find out about their rights, and how they can stand up for the rights of others.

Target age range:

Year	Age	Level
P5-S6+	8-18	2 - Senior

Experiences & Outcomes:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a, 4-09a**
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a, 3-10a, HWB 4-10a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a, 3-13a, 4-13a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**
- As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; use this information for different purposes. **LIT 3-04a**

- ▲ As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**
 - ▲ As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; use this information for different purposes. **LIT 3-04a**
 - ▲ As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes. **LIT 4-04a**
 - ▲ I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**
 - ▲ I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a**
 - ▲ I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**
 - ▲ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**
 - ▲ I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**
- Type:** Large or small group, small group for the discussion element.
- Resources:**
- ▲ Smart device with internet access for practitioner only to access podcast or video from Young Scot website <https://young.scot/campaigns/national/activate-your-rights>
 - ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Time to deliver:

15 minutes without discussion questions, 30 minutes with discussion questions

Methodology:

15 mins	<p>Explain that the group will listen to a podcast or watch a video exploring how rights can be upheld. Play the podcast/video to the whole class. You may want to encourage them to reflect on any questions that are posed during the podcast/video, or write down any questions of their own as they listen.</p>
15 mins	<p>The podcast/video will end by proposing three questions for the group to discuss. You can pause in between each question if you like, or let them all play through and then reiterate each question to the group:</p> <ul style="list-style-type: none"> ▲ Take a look at the articles of the UNCRC – which rights are easiest and hardest to uphold and stand up for? ▲ How could you raise awareness of children's rights in your school or community? ▲ Think about an issue in society or your community that relates to one of the rights in the UNCRC. How could you stand up for this right and make sure it is respected? <p>You can allocate 5 minutes for small groups to discuss and answer each question.</p>

Extension activity:

Have the groups use the podcast and three questions as a basis to create and deliver a presentation to the rest of the class, another group, or even a group of practitioners.



The Development of Rights

Time to deliver
60 mins

Aim:

For young people to gain an understanding of how the protection and implementation of rights came about through campaigning, cultural development and the introduction of legal frameworks.

Outcome:







Have an understanding of the history of activism and advocacy for rights and how this has led to tangible changes in the way rights are protected in society.

Target age range:

Year	Age	Level
P5 – S6+	8–18	2 - Senior

Experiences & Outcomes:





- ▲ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a, 3-09a, 4-09a**
- ▲ I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**
- ▲ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**
- ▲ I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**
- ▲ I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**
- ▲ EXA 2-03a I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a**
- ▲ I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a**
- ▲ I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. **SOC 3-05a**
- ▲ I can present supported conclusions about the social, political and economic impacts of a technological change in the past. **SOC 4-05a**
- ▲ I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- ▲ I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual. **SOC 4-16a**
- ▲ Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

-  I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.
SOC 2-17a
-  I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.
SOC 4-17a
-  I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works.
SOC 2-18a
-  I understand the arrangements for political decision making at different levels and the factors which shape these arrangements.
SOC 3-18a
-  I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.
SOC 4-18a
-  I can debate the reasons why some people participate less than others in the electoral process and can express informed views about the importance of participating in a democracy.
SOC 4-18b





Type: Small groups

Resources:

For younger and less advanced learners:

-  Children Who Changed the World book.
-  Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
-  A3 paper and pens
-  Board or flipchart







For older and advanced learners:

-  Smart device with internet access for multiple groups to conduct research
-  Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
-  Board or flipchart
-  A3 paper and pens

Methodology:

10 mins

Begin this activity by sharing the articles of the UNCRC and looking over some of the rights. You can link some of the rights to laws which exist to protect those rights, for example:

-  **Article 2** -All children have these rights – Equality Act 2010
-  **Article 9** - I have a right to live with a family who cares for me and maintain contact with my family, even if they are separated - Children (Scotland) Act 1995
-  **Article 13** - I have the right to find out and share information - Human Rights Act 1998
-  **Article 19** - I have the right to be protected from being hurt or badly treated - Criminal Justice (Scotland) Act 2003
-  **Article 23** - If I have a disability, I have the right to special care and education - Education (Additional Support for Learning) (Scotland) 2004
-  **Article 40** - I have the right to get legal help and to be treated fairly if I have been accused of breaking the law – Human Rights Act (1998)

You can also note that the UNCRC is being 'incorporated' into Scots Law, which means that most of the rights in the UNCRC will be protected by law, even if there is no specific law about them already like the ones above.

5 mins	<p>Depending on the prior knowledge of the group, you could ask them how they think laws are created, and then explain that Scottish Parliament creates laws, but that someone has to think of them first and write them out. This is a good time to raise the idea of campaigning. Ask the group if they can think of ways that people can have their voice heard by Scottish Parliament, e.g.,</p> <ul style="list-style-type: none"> ▲ Writing or speaking to an MSP ▲ Voting in elections ▲ Going on protests ▲ Highlight an issue in the media <p>You could use any recent examples in society to frame a discussion (e.g., school climate strikes).</p>
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For younger and less advanced learners:

15 mins	<p>As a group, you can now read through the Children Who Changed the World book together to illustrate some examples of children who have been activists. As you are going through the examples in the book, remember to link the campaigning back to the articles of the UNCRC.</p>
10 mins	<p>Now it is the group's turn to become campaigners. Ask the group (individual or in pairs) to think about an issue they could campaign about. It could be a local issue, something happening in their school, or a big national or global issue. They could write down the issue, or create a quick poster about it.</p> <p>Once they have come up with an idea, see if they can link this back to one of the rights in the UNCRC.</p>
5 mins	<p>Ask each group member or pair to share their idea with the group.</p>

For older and advanced learners:

5 mins	<p>When there are a few suggestions written up, ask the group if they can identify any links between these campaigns and the articles of the UNCRC. You may need to distribute the articles at this stage.</p> <p>If they are struggling to identify links, you can make suggestions if you have them, but it is also ok if none of the campaigns they have raised relate to rights just now. You can let them know that not all campaigns are about children and human rights, but it is good they have an understanding of campaigning.</p>
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5 mins

The group should now be allocated (or choose if you prefer) one of the articles of the UNCRC, either individually or in pairs. They will spend some time looking at how this right has become embedded in Scotland/UK through campaigning, the creation of laws, and social movements.

Some suggested articles to focus on are:

- ▲ **Article 2** - All children have these rights (anti-discrimination, Equality Act 2010, minority rights)
- ▲ **Article 12** - I have the right to be listened to and taken seriously (e.g., votes at 16, universal suffrage)
- ▲ **Article 13** - I have the right to find out and share information (e.g., censorship, Section 28 which prohibited teaching about acceptance of homosexuality in schools)
- ▲ **Article 23** - If I have a disability, I have the right to special care and education (e.g., disability at work, anti-discrimination laws, welfare state)
- ▲ **Article 24** - I have the right to good quality health care, to clean water and good food (e.g., creation of NHS, public health, mental health services)
- ▲ **Article 28** - I have the right to an education (creation of universal primary education, tuition fees and access to university education, education maintenance allowance)
- ▲ **Article 29** - I have the right to an education which develops my personality, respect for others' rights and the environment (e.g., Time for Inclusive education, black history in school curriculum, sex and relationship education)
- ▲ **Article 30** - I have a right to speak my own language and to follow my family's way of life (Roma/Traveller discrimination, anti-fascism, religious intolerance)

15 mins

Each group or pair should prepare an A3 poster highlighting the article of the UNCRC they are looking at and key moments in the development of this right in Scotland/UK. They will likely need access to the internet to research this.

5 mins

Have each group member or pair present their poster back to the group.



Embedding Rights in Your Organisation

Time to deliver
30-60 mins

Aim:

To give children and young people the opportunity to take the lead in deciding how children's rights could be uplifted and promoted within the organisation.

Outcome:

For children and young people to feel confident in discussing and promoting rights to others, and to feel empowered to change their environment for the better. For children and young people to have a plan for the implementation of an idea to promote rights in their community.

Target age range:

Year	Age	Level
P5 – S6+	8–18	2 - Senior

Experiences & Outcomes:

- ▲ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a, 3-09a, 4-09a**
- ▲ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a, 3-10a, 4-10a**
- ▲ Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a, 3-13a, 4-13a**
- ▲ When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- ▲ When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**

- ▲ When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

Type: Large group

Resources:

- ▲ Pens
- ▲ Small pieces of paper / post-it notes
- ▲ Dot stickers or felt-tip pens
- ▲ A4 & A3 paper
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ Full text of the articles on the [CYPCS website](#).

Time to deliver:

This activity will need to be delivered over a series of group meetings or lessons.

- ▲ **Part 1** – 30 minutes
- ▲ **Part 2** – 35 minutes
- ▲ **Part 3** – 60 minutes
- ▲ **Part 4** – 60 minutes

Methodology:

Following on from this activity, you may wish to work through the Planning a Rights Week activity and Peer Education Campaign activity if these suggestions are made by the group.

This activity will produce a plan for children and young people to implement around rights awareness and development. This may lead to suggestions including peer education or a rights week in school/your organisation. If so, please see the Peer Education Campaign activity and Planning a Rights Week activity below.

The implementation of the plan and final launch of their ideas may take weeks to complete, and involve home working, class time and supervised meetings with senior staff or community leaders. You may wish to have standing check-ins with the group at the start of subsequent meetings, so they have a chance to see how they are progressing along their plan.

Part 1 – Choosing the article

5 mins	To begin with, let the children and young people know that they are going to be taking the lead in planning some new initiatives within the organisation to uplift and promote children's rights. They are aiming to produce a well thought-out idea to present to senior staff (and any other stakeholders), with clear reasoning founded on the articles of the UNCRC. Share the articles of the UNCRC so the group can look through the whole list of articles in depth.
5 mins	In small groups, ask the young people to choose one or more of the articles which they think should be promoted and developed within your organisation. It may be a right relating to something important in the local community, like access to parks and green space, or a right that they think is really important to communicate to the other young people in the organisation, like having their voice heard in decision making
10 mins	<p>Each small group should write out their article of choice on a post-it note or piece of paper and stick on a wall, or lay out on a clear table. Each small group should then present their chosen article back to the others, and make a case for why they believe it is important to promote it. When all the groups have presented there should be a collection of articles to choose from.</p> <p>Each article only needs to be represented once, so if two groups chose the same article, they don't need to add a second post-it or piece of paper.</p>

5 mins	<p>Now ask the wider group to prioritise which article to take forward. Distribute stickers or pens, and ask each person to place their sticker/mark with a pen next to the article they want to take forward. They have up to three votes which they can distribute how they want (they should not vote twice for the same idea as the point is to encourage them to consider other ideas alongside their own). When voting is done, the article with the most dots can be taken forward first.</p>
10 mins	<p>As this process is being led by the young people, it is important to check at this stage that the group are happy with this choice. You may wish to facilitate some discussion, especially if there was another article with a lot of votes. Is there a way to combine these articles into a unifying theme (e.g., protection from harm)? Is there some dissent within the group that leads to debate and a re-vote? Could different groups agree to work on different articles?</p>

Part 2 – Defining the problem

5 mins	<p>Now that the article has been agreed upon, find the full text of the article and read it out or have the young people read it. The reason for going back to the full text is that there are often more nuanced aspects of the article which are missed in the simplified text. It is important to check understanding of the full text as it may contain difficult words or unfamiliar contexts. Ask if there are any words or language that the group don't understand (you can also present the option to write these down and hand them to you).</p> <p>You could ask the rest of the group if anyone can help with the definition, step in yourself to define it, or look it up in a dictionary with the group. If you're not sure about a definition, it is ok to be upfront about this and learn with the group.</p>
10 mins	<p>Once everyone is comfortable with the full text, the next step is to apply the article to the local community and organisation. Have small groups discuss and note down some examples of when and where this article is not fully respected in their lives, or the lives of others in the community. Some of what comes out of these discussions may be challenging for the organisation and for practitioners, so try to keep from being defensive or justifying your organisation's current approach. This is the chance for the young people to share their experiences.</p>

15 mins	<p>Now ask everyone to write up the problems or issues identified on paper – one problem per sheet – and stick them on the wall or lay them out on a flat surface. The group should then work together to group these problems together so that similar ones are put in the same place. Invite the group to label each set of problems (e.g., if the conversation has been about negative peer relationships in school, you may have a group of problems which can all come under the heading of ‘Bullying’).</p>
5 mins	<p>Now you can let the group know that they will be working on ways to overcome the problems identified. Each person should choose the area they would like to focus on and form a group with others who want to work on that area. If there are some problems which no-one wants to touch, you can either challenge some of the group to have a go at working with them, or check in with the group that they are happy not to deal with these problems. When the groups are formed, they should take the set of problems to a work space.</p>

Part 3 – Putting forward solutions

5 mins	<p>Each group should begin thinking about how they could work to solve the problems that have been identified. Ask everyone to think individually about changes that could be made to alleviate or solve the problems facing them. Encourage them to think big, challenge systems, and not censor themselves. Each person should jot down their ideas, one per piece of paper, and add them to the middle of the workspace to create a pile of ideas.</p>
10 mins	<p>Now as a group, they can come back together to review all the ideas, group similar ones together, ask questions of each other, etc. The group should begin to rank the ideas, laying out the paper on a wall or flat space with the idea they like the best at the top. Depending on the dynamics of the groups, you may wish to instruct them to have each person in the group move the rankings around one at a time so that everyone gets a chance to articulate their preferred ranking. If the group is really struggling to rank, you can suggest that they use dots to vote.</p>
15 mins	<p>The group should now begin elaborating on and evaluating the ideas. Ask the group to take the top idea first (or top few ideas if the group has capacity to do this) and work on a short presentation to describe the idea to other people. Encourage them to use visuals to describe their idea. They should cover the following points:</p> <ul style="list-style-type: none"> ▲ What is the problem they are solving? ▲ What exactly is the idea? (headline) ▲ What impact will it have? ▲ Who needs to be involved to make it happen? ▲ Are there any challenges in implementing it? ▲ What steps could be taken to overcome this challenge?

15 mins	Each group can now present their idea to everyone else, and encourage questions and discussion. You could do this by having each group stand at the front and present in turn, or have everyone leave their presentation on display and get them to roam the room and leave notes and questions on other people's presentations. Remind the audience that this is an opportunity for collaboration, and to constructively critique the idea, not criticise the person!
15 mins	The groups can now get back together to discuss feedback and revise their idea. If there was any crossover in ideas between groups, they may need to sit together to elaborate on a shared idea. This is a time to answer any questions posed by the audience and tackle critiques. It is still ok to throw an idea out at this stage and move on to another. The group may wish to revisit their list of ideas and see if any others are better to focus on. They should come out of this step with at least one a final idea to take forward.

Stage 4 – Implementing the idea

5 mins	To begin thinking about putting their idea into action, ask each group to write the idea headline on a post-it note or scrap of paper. They should stick this on the right hand side of the wall or table. This represents the moment in time when their idea is launched. Now they need to articulate the steps leading up to the idea launch.
15 mins	<p>Using post-it notes or scraps of paper, have the groups map out the steps they will need to take to lead up to the idea launch. They should write out each step they will need to go through to enact their idea, with one scrap of paper per step. These should be laid out in time order, with the first step on the left hand side, and the others arranged to lead up to the idea launch.</p> <p>Steps may include things like presenting the idea to senior staff, doing some market research, fundraising, creating materials, or learning a new skill. Encourage them to break down steps as much as necessary – for example for a fundraising step to work they may need to research the cost of materials, etc.</p>
20 mins	<p>Ask the group to identify any 'critical steps', which are steps where the idea could fail if the step is not successful (e.g., approval from the headteacher, raising enough money). They could use a different colour post-it note or scrap of paper to highlight this step.</p> <p>This is another good time to stop and ask everyone to wander around the room and look at the other groups' steps. They could leave post-it notes at each work space to highlight gaps they have spotted or questions they have.</p> <p>When all the steps are laid out, take a photograph of the steps or ask the group to glue them down to a big bit of paper so they order is not lost.</p>
10 mins	It is now time to allocate tasks and arrange deadlines. The groups should discuss who will take on which roles to progress through the steps identified and allocate deadlines, especially for critical steps. You may need to help with arranging some steps so make sure you take a note of tasks you are allocated too! The group should also discuss how they will keep in touch with each other to progress the steps.

Planning a Rights Awareness Week

Time to deliver
60-90 mins

Aim:

For children and young people to plan a week of activities to celebrate children's rights.

Outcome:

For young people to have created a clear plan for the week highlighting rights that will be celebrated and justify why certain rights have been chosen.

Target age range:

Year	Age	Level
P5 – S6+	8–18	2 - Senior

Experiences & Outcomes:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a, 3-09a, 4-09a**
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 2-10a, 3-10a, 4-10a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a, 3-13a, 4-13a**
- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. **HWB 2-19a**
- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a**
- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. **HWB 4-19a**
- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**

- ▲ When listening and talking with others for different purposes, I can: share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more. **LIT 2-09a**
- ▲ When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; identify issues raised, summarise findings or draw conclusions. **LIT 3-09a**
- ▲ When listening and talking with others for different purposes, I can: communicate detailed information, ideas or opinions; explain processes, concepts or ideas with some relevant supporting detail; sum up ideas, issues, findings or conclusions. **LIT 4-09a**
- ▲ I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a, 3-10a**
- ▲ I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**
- ▲ By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**
- ▲ By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. **LIT 3-26a, 4-26a**

Type: Large or small group

Resources:

- ▲ A3 paper
- ▲ Pens
- ▲ Multiple colours of post-it notes.
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ Peer Education Campaign worksheet (Appendix O)
- ▲ Rights Week calendar – you will need to create this on A1 paper, or as big as you can get. Divide the paper into six vertical columns – the first column is for the time of day so can be narrower, but the subsequent five columns are for the week days so should be of equal width – ideally wide enough for a post-it note to be stuck there. Add the week days at the top of the columns, and leave a space underneath to add the article or theme that will be the focus of that week day. In the first column, divide the day into time slots that make sense for your day (e.g., assembly, first period, break, lunch).

Time to deliver:

Stage 1 – 60-90 mins. **Stage 2** – 45-60 mins (and then ongoing activity up until the delivery date).

Methodology:

It may be useful to complete the Embedding Rights in Your Organisation activity before this one, to help young people prioritise the articles and develop planning ahead of a Rights Week. You should also have commitment from senior staff that the Rights Week can take place.

Stage 1 – Planning the Week

5 mins	Introduce the idea that to celebrate and promote the UNCRC and children's rights in school, the group will be planning and helping to deliver a Rights Week in the school. If you know the dates of the week, share this so the young people know how much time they have to plan.
10 mins	<p>Give each person in the group two different coloured post-it notes. On one colour they must write down one thing they already know about rights and on the other they must write down something that they would want to learn or something they think others might want to learn.</p> <p>Ask the group to stick them up on the board and separate them out into colours.</p> <p>Go through some of the post-it notes on both sides, asking the group to share some more detail about what they have written, perhaps picking on a few more interesting learning outcomes.</p>
5 mins	<p>If you have not already completed the Embedding Rights in Your Organisation activity you will need to spend some time with the group deciding which articles from the UNCRC to focus on for Rights Week. This could be one article or theme (e.g., Article 28 and 29 could be combined into an education theme), or you could celebrate different articles or themes on different days of the week.</p> <p>First distribute the articles of the UNCRC and in small groups have them come up with the top three articles/themes that should be the focus of the week and write each one on a separate post-it note.</p>
10 mins	Ask each group to feedback, presenting their ideas and justifying why these rights should be the focus. Have them stick each post-it noted up on a different part of wall. As you go around the groups, they can group together post-its with the same article/theme.
5 mins	Hold a vote for the most popular choice of article/theme (e.g., write up the shortlist and have people mark against which they prefer, or use a show of hands). Depending on the article or themes shortlisted, it will probably make for an easier-to-plan week if you focus on more than one article.

10 mins	<p>Once you have identified the top article(s) or theme(s), split the group so that either:</p> <ul style="list-style-type: none"> a) Each group is working on a different theme/article for one day of the week (e.g. Monday - Article 31) b) Each group is working on a certain activity type (assembly, classroom/break activities, displays), developing iterations of this activity for the different themes/articles (e.g. Monday's assembly on Article 31, Tuesday's assembly on Article 28) <p>Before they get started, hold a discussion with the whole group focussing on school activities that they have enjoyed in the past. This is just to get some ideas generated, so put some examples up on the board.</p>
5 mins	<p>Now the groups can begin work, firstly they should brainstorm a range of ideas for activities onto a sheet of paper.</p>
10 mins	<p>They should now have a good selection of ideas. Have the groups reflect on their ideas and try and pick some favourites. They should then feedback their favourite ideas to the rest of the group.</p>
10 mins	<p>At this point, you can bring out the calendar for the week to stick on the wall. This will help the groups to plan the week.</p> <p>If your groups are doing option a) above, firstly decide with the group which day each article should be celebrated on. Add the article to the relevant day on the calendar. The groups can then add their activities to the calendar on that day by writing them up on post-it notes and sticking them on. You could use a different colour post-it note for each activity type if you have them.</p> <p>If your groups are doing option b) above, then each group will need to decide which day each activity will go on. Encourage them to try and align with other groups (e.g., say your group are working on Article 12 and the assembly group wish to do a Monday morning assembly on Scottish Youth Parliament, then it could make sense to have a lunchtime voting activity to tie the two activities together). Again, activities should be written on post-it notes and added to the calendar, using a different colour post-it note for each activity type if you have them.</p> <p>Take a photo of the calendar when all activities have been arranged and tack or tape the post-its down, so they don't fall off.</p>

Stage 2 – Plans into Action

The groups will need to put their plans into action now. Use the Peer Education Activity Worksheet for planning any peer education activities. All the groups will need to identify who is delivering each activity, assign roles in the group, and set deadlines for tasks to be achieved.

You could potentially deploy the “Stage 4 – Implementing the idea” session from the Embedding Rights in Your Organisation activity here.

Peer Education Campaign

Time to deliver
60 mins

Aim:

To educate others on the knowledge they have gained relating to children and young people's rights.

Outcome:

Young people will reflect on the knowledge they have gained, consolidate learning, and be able to confidently discuss/present on rights to others.

Target age range:

Year	Age	Level
S1 – S6+	11–18	3 - Senior

Experiences & Outcomes:

- ▲ As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a, 4-09a**
- ▲ I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a, 4-10a**
- ▲ Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a, 4-13a**
- ▲ When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. **LIT 3-02a**
- ▲ When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **LIT 4-02a**
- ▲ I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a**
- ▲ I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a, 3-10a**
- ▲ I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. **LIT 4-10a**

- ▲ I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**
- ▲ I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. **LIT 4-28a**
- ▲ I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**
- ▲ I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**
- ▲ I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. **EXA 3-03a**

- ▲ I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a**

Type: Large or small group.

Resources:

- ▲ Peer Education Campaign worksheet (Appendix O)
- ▲ Smart device with internet access for practitioner only to show [TED's Secret to Great Public Speaking video](#) (optional)

Time to deliver:

60 mins (longer if you include an opportunity for the group to run through their designed activities after planning)

Methodology:

This activity should be carried out when the group have a comfortable knowledge of rights, enough that they feel they can inform others on the subject.

10 mins

Introduce the concept of peer learning, e.g.,:

- ▲ A peer is someone who belongs to the same social group as someone else, usually of a similar age. There are also usually similarities in lifestyle and experiences. Peer learning is the process of sharing your learning and knowledge with a peer.

You could ask the group if they have any experience of peer learning they would like to share.

Then explain why peer learning relevant to the articles of the UNCRC, e.g.,:

- ▲ By sharing your own thoughts/experiences of engaging with rights, you will be able to pick out or highlight the issues that are most important to you and other young people. It will also support you to summarise and reflect on the skills and knowledge you have developed and encourage you to remember the information you have learned throughout.

10 mins	<p>Introduce the task to the group, that they are going to be communicating an idea to their peer groups. Draw a mind map on the board with 'How to communicate ideas well' in the middle.</p> <p>Ask for learners to contribute their tips, and times when they have really enjoyed or got a lot from learning. They could think about the content of what's being shared, tone, language, what activities were used, and so on.</p>
10 mins	<p>If you have audio visual, show the group TED's Secret to Great Public Speaking video about how to communicate ideas. You may wish to write up on the board the four tips that are given at the end of this video to remind the group as they are planning:</p> <ol style="list-style-type: none"> 1. Limit your talk to just one major idea 2. Give your listeners a reason to care 3. Build your idea, piece by piece, out of concepts that your audience already understands 4. Make your idea worth sharing, ask yourself who does it benefit?
10 mins	<p>If you have not already completed the Embedding Rights in Your Organisation activity you will need to spend some time with the group deciding which articles from the UNCRC to focus on in their peer education efforts.</p> <p>First, distribute the articles of the UNCRC and have the group identify their top articles they would like to communicate. You could also do this by theme, for example Articles 28 and 29 both focus on education, so could be put together without confusing the message too much.</p> <p>If you would like the whole group to work on the same article or theme then use a majority vote system and take the article/theme which has the most selections.</p> <p>If the group can work on different articles/themes in smaller groups, then you can ask people to group themselves together based on their choice (e.g., everyone who chooses Article 13 can gather around one table). If you want each individual to work on a different article you will have to get the young people to negotiate if they have picked the same one (e.g., choosing another article on the same theme), however it is probably easiest to let them work together.</p>
20 mins	<p>You can now hand out the Peer Education Activity Worksheets. Before beginning the activity, you should hopefully have an idea of where and when the peer education activities will be delivered, so provide as much context as you can for the group to work with (e.g., it will be with an S1 class, for half an hour, next Wednesday after lunch).</p> <p>It is over to the group to decide how they will share their knowledge but ask that they try and cover the following:</p> <ul style="list-style-type: none"> ▲ An explanation of the UNCRC ▲ An example of the article/theme being respected/not respected ▲ Information on where to find support with this article if needed <p>When they have completed the Peer Education Activity Worksheets, they should be ready to create their activity. Groups may wish to practice their talking parts, gather props, create slideshows or posters, and test out games, so your next session could be dedicated to running through each activity before it is deployed with a group.</p>

Additional Learning Resources

Using fiction to teach human rights

(Amnesty International's story book activities)

Stories are an excellent way for children to engage with concepts through characters and images. It also helps them reflect on their own lives and experiences. Amnesty International have created some activity sheets to pick out rights themes in popular storybooks. Have a look in your book corner or school library and see if there are any other books that you can find that have rights themes. Look out for stories that:

- ▲ Address injustice
- ▲ Are about the importance of being yourself
- ▲ Are issue based

Amnesty International First Steps Resource

Amnesty International Education Resources
Range of activities and resources designed for children of all ages to explore different human rights

Think U Know resource library

(CEOP / National Crime Agency)

A selection of resources for use with children and young people mainly around online safety, especially with regard to sex and relationships)

Experiences & Outcomes:

HWB 3-48a, 4-48a / HWB 2-16a, 3-16a, 4-16a / TCH 2-03a, 3-03a, 4-03a

RSHP - Relationships, Sexual Health and Parenthood

(RSHP Network)

Resources for use with a variety of age ranges exploring topics including equality, discrimination, sex and consent, relationships, and parenthood.

Experiences & Outcomes:

HWB 3-45a, 4-45a / HWB 2-49a, 3-49a, 4-49a, 3-49b, 4-49b / HWB 2-51a, 3-51a, 4-51a, 3-51b, 4-51b

Talk. Act. Change. – Conversation Toolkit

(Just Fair)

Activity for guiding groups through discussions of equality in society, local issues, and how people can initiate change.

Experiences & Outcomes:

SOC 2-16a, 3-16a, 4-16a / SOC 2-16b, 4-16b / SOC 4-18a / SOC 4-18b

UK Safer Internet Centre Education Packs

(UK Safer Internet Centre)

Education packs and videos for multiple age groups covering online safety topics.

Experiences & Outcomes:

HWB 2-16a, 3-16a, 4-16a / TCH 2-03a, 3-03a, 4-03a

Under the Same Sky – Children's Rights and the Environment

(Children's Parliament & Children and Young People's Commissioner Scotland)

A toolkit with activities to explore environmental issues in Scotland.

Experiences & Outcomes:

SOC 2-08a, 3-08a, 4-08a / SOC 2-10a, 3-10a, 4-10a

RespectMe Learning Resources and Videos

(respectme)

Series of resources, including videos and facilitation plans, to initiate discussions of bullying and how to prevent and tackle it.

Experiences & Outcomes:

HWB 2-05a, 3-05a, 4-05a / HWB 2-06a, 3-06a, 4-06a / HWB 2-08a / 3-08a, 4-08a / HWB 2-10a, 3-10a, 4-10a

UNCRC Video Competition Playlist

A collection of 30 second animated shorts from various countries depicting an article of the UNCRC, in response to a competition.

International Falcon Movement – Socialist Education International (IFM-SEI) Educational Resources

(IFM-SEI)

A range of learning resources on topics such as migration, equality, peace, climate change and participation.

Rights Defenders Toolkit

(Children and Young People's Commissioner Scotland)

Toolkit to explore the role children and adults can play to defend children's human rights and what support children need from adults in order to be empowered and protected as human rights defenders. Aimed at primary age children.

Curriculum Inclusion – LGBT Mapping Across Curriculum for Excellence

(LGBT Youth Scotland)

Ideas and references for teachers who wish to include LGBT figures, issues and history in a variety of curriculum areas.

PANTS resources for schools and teachers

(NSPCC)

Learning resources to talk about difficult issues of sexual abuse with younger children.

Inspiring Practice: Resources, tools and activities for human rights education

(Northern Ireland Human Rights Commission)

Activities designed to help children explore and increase understanding of human rights.

Appendices

Appendix A – Simplified Version of the UNCRC

Article 1: Everyone under 18 has these rights

Article 1 says that all people under 18 have the rights the UNCRC talks about, no matter who they are.

Article 2: All children have these rights

All children have the rights set out in the UNCRC, and individual children and young people shouldn't be discriminated against when these rights are realised.

Article 3: Adults must do what's best for me

Article 3 says that the best interests of children and young people should be thought about when decisions are being made about them.

Article 4: The Government should make sure my rights are respected

Article 4 of the UNCRC means that the Scottish Government and UK Government should both work to make sure the Convention is known about and upheld.

Article 5: The Government should respect the right of my family to give me guidance

Article 5 of the UNCRC is about recognising that most young people will find that their parents, guardians or family are the people who are most qualified to give them good advice.

Article 6: I should be supported to live and grow

Article 6 of the UNCRC recognises that all children and young people have the right to survive and the right to develop.

Article 7: I have a right to a name and to belong to a country

Article 7 of the UNCRC says that all children and young people have the right to a name and nationality, which they should be granted at birth.

Article 8: I have a right to an identity

Article 8 is about your name, nationality and family relationships. It says the government shouldn't unlawfully interfere with the right to any of these.

Article 9: I have a right to live with a family who cares for me and to maintain contact with my family

Article 9 of the UNCRC says that a child or young person should be allowed to maintain contact with the parents and shouldn't be separated from them unless it is in their best interests.

Article 10: I have the right to maintain contact with my family if they live in another country

Article 10 of the UNCRC says children and young people should be able to stay in contact with and visit their parents, even if they live in different countries.

Article 11: I have the right not to be taken out of the country illegally

Article 11 of the UNCRC says children and young people shouldn't be taken from their home country against their will.

Article 12: I have the right to be listened to and taken seriously

Article 12 says children and young people have the human right to have opinions and for these opinions to be heard and taken seriously.

Article 13: I have the right to find out and share information

Article 13 is about the right to freedom of expression, which children and young people have like everyone else.

Article 14: I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance

Article 14 is about freedom of thought, freedom of conscience and a child's rights around religion.

Article 15: I have the right to join groups

Article 15 of the UNCRC makes it clear that – like all people in the world – children and young people have the human right to freedom of association.

Article 16: I have the right to keep some things private

Article 16 of the UNCRC makes it clear that children and young people have the right to privacy, just like adults do.

Article 17: I have the right to get information in lots of ways, so long as it's safe

Article 17 of the UNCRC says children and young people should be able to access information, particularly from the media. They should be able to get information from many places— from their country and beyond.

Article 18: I have the right to be brought up by both parents if possible

Article 18 of the UNCRC says that a child or young person's parents will normally have the main responsibility for bringing them up.

Article 19: I have the right to be protected from being hurt or badly treated

Article 19 of the UNCRC makes it clear that children and young people have the right to be protected from violence, just like everybody else.

Article 20: I have the right to special protection and help if I can't live with my own family

Article 20 of the UNCRC says that children and young people have the right to special protection and help if they can't live with their family.

Article 21: I have the right to have the best care if I am adopted

Article 21 of the UNCRC says that when a child or young person is adopted or living in foster care, their best interests should come first.

Article 22: If I am a refugee, I have the same rights as children born in that country

Children and young people who are refugees have the right to special protection and help.

Article 23: If I have a disability, I have the right to special care and education

All children and young people have the right to be safe and happy. When a child or young person has a disability, people should make sure it does not get in the way of this.

Article 24: I have the right to good quality health care, to clean water and good food

Article 24 of the UNCRC says that children and young people's health should be as good as possible.

Article 25: If I am not living with my family, people should keep checking I am safe and happy

If children or young people aren't living with their families, people should keep checking if they are safe and happy.

Article 26: My family should get the money they need to help bring me up

Article 26 of the UNCRC says that children and young people should benefit from financial support when their parents or guardians can't give them enough.

Article 27: I have the right to have a proper house, food and clothing

Article 27 of the UNCRC says children and young people should be able to have the food and housing they need to reach their full potential.

Article 28: I have the right to an education

Article 28 of the UNCRC says that all children and young people have the right to education no matter who they are.

Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment

Article 29 of the UNCRC says that a child or young person's education should help their mind, body and talents be the best they can.

Article 30: I have a right to speak my own language and to follow my family's way of life

Children and young people who belong to a minority group have the right to share their culture, language and religion with other people in that group.

Article 31: I have a right to relax and play

Article 31 of the UNCRC says that children and young people have the right to have fun in the way they want to.

Article 32: I should not be made to do dangerous work

Article 32 of the UNCRC says that children and young people shouldn't be able to work until they reach a certain age.

Article 33: I should be protected from dangerous drugs

Article 33 of the UNCRC says that children and young people have a right to be protected from harmful drugs.

Article 34: Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad

Article 34 of the UNCRC says that children and young people have the right to be protected from sexual abuse.

Article 35: I should not be abducted, sold or trafficked

Article 35 of the UNCRC makes it clear that abducting, selling or trafficking children or young people is always wrong.

Article 36: I have the right to be kept safe from things that could harm my development

Article 36 makes it clear that children and young people should not be exploited for any reason.

Article 37: I have the right not to be punished in a cruel or hurtful way

Article 37 covers protection from cruelty and torture.

Article 38: I am not allowed to join the army until I am 15

Article 38 of the UNCRC covers how the rights of children relate to the armed forces.

Article 39: I have the right to get help if I have been hurt, neglected or badly treated

Article 39 of the UNCRC says children and young people have the right to recover from difficult things that happen to them.

Article 40: I have the right to get legal help and to be treated fairly if I have been accused of breaking the law

Children and young people have the right to get legal help and to be treated fairly if I have been accused of breaking the law.

Article 41: Where our country treats us better than the U.N. does we should keep up the good work!

Article 41 of the UNCRC says that the Convention doesn't limit the rights children and young people have: Countries are free to give them more.

Article 42: Everyone should know about the UNCRC

Article 42 of the UNCRC says that all children, young people and adults should know about the Convention.

Articles 43-54:

The Convention has 54 articles in total. Articles 43–54 relate to how adults and governments must work together to make sure the rights of children and young people are respected. Information about these can be seen as part of the full United Nations Convention on the Rights of the Child (this version provided by UNICEF).



Appendix B – Evaluation Forms

Evaluation Form for Practitioners

As part of the process of implementing rights education into your practice and setting, it is important to evaluate the activities that you choose to do with the young people you are working with. Below is a brief evaluation form for you to complete to help you to progress with your rights-based education.

You can choose to complete this evaluation for each activity that you do or in more general terms for the whole pack. This is a tool for you to use to progress in your rights-based journey.

1. How confident did you feel when delivering this rights-based session?

2. How easily did the young people that you are working with follow the session?

3. How well were you able to adapt when unexpected changes of direction came up?

4. To what extent did you feel the learning outcomes for this activity were met:

No outcomes met

Some outcomes met

All outcomes met

1

2

3

4

5

5. What are your next steps for implementing rights-based education with the young people you are working with?

Evaluation Form for Practitioners

1. What is one thing you enjoyed about the activity today?

2. Do you feel like you know more about children's rights and/or the UNCRC than you did before the activity? Tick the box below that reflects how you feel:

I didn't learn anything new

I learnt something new

I learnt lots of new things

3. What is one thing you learnt from taking part in the activity today?

4. What is something that you would improve about this activity?

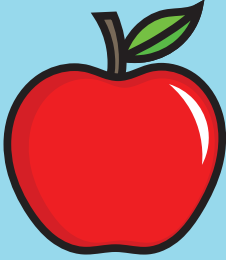


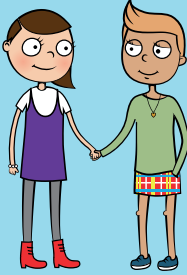

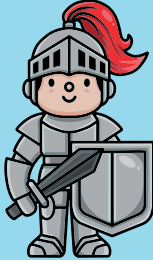
5. How enjoyable was this activity? Circle the face that shows how you feel:



Appendix C – Rights Cards

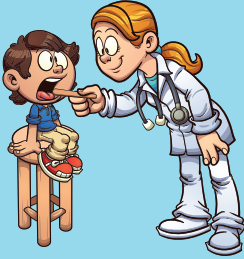



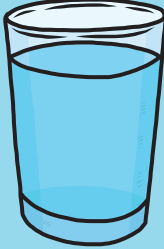
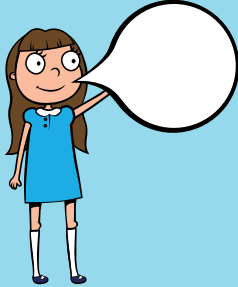
 <p>Food</p>	 <p>To be listened to</p>	 <p>A caring family</p>
 <p>Friends</p>	 <p>To learn and go to school</p>	 <p>Be safe</p>
 <p>Be healthy</p>	 <p>Play</p>	 <p>Rest</p>
 <p>A safe home</p>	 <p>Drink</p>	 <p>To have opinions</p>
 <p>Adults to look after you</p>	 <p>Be you</p>	 <p>Clothes</p>


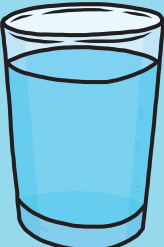

Appendix D – Simple Bingo Cards

 <p>Food</p>	 <p>To be listened to</p>	 <p>A caring family</p>
 <p>Friends</p>	 <p>To learn and go to school</p>	 <p>Be safe</p>

 <p>Friends</p>	 <p>To learn and go to school</p>	 <p>Be safe</p>
 <p>Be healthy</p>	 <p>Play</p>	 <p>Rest</p>

Appendix D – Simple Bingo Cards


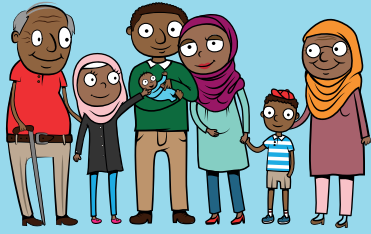




 <p>Be healthy</p>	 <p>Play</p>	 <p>Rest</p>
 <p>A safe home</p>	 <p>Drink</p>	 <p>To have opinions</p>

 <p>Play</p>	 <p>Rest</p>	 <p>Be you</p>
 <p>Drink</p>	 <p>To have opinions</p>	 <p>Clothes</p>

Appendix D – Simple Bingo Cards

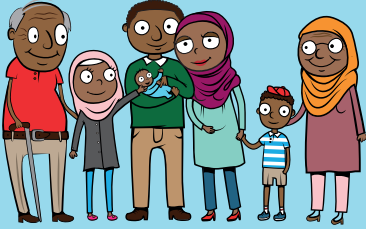
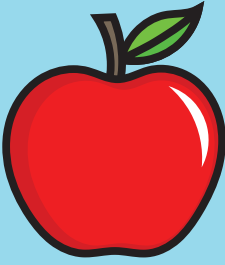

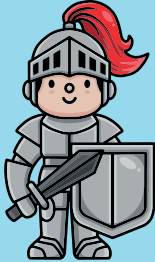
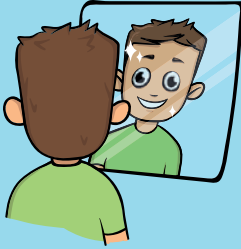



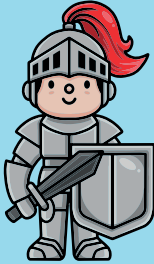
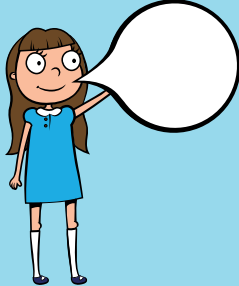
 <p>A safe home</p>	 <p>Drink</p>	 <p>To have opinions</p>
 <p>Adults to look after you</p>	 <p>Be you</p>	 <p>Clothes</p>
 <p>Be healthy</p>	 <p>Play</p>	 <p>Be you</p>
 <p>A safe home</p>	 <p>Drink</p>	 <p>Adults to look after you</p>

Appendix D – Simple Bingo Cards

 <p>To be listened to</p>	 <p>A caring family</p>	 <p>Play</p>
 <p>To learn and go to school</p>	 <p>Be safe</p>	 <p>Rest</p>

 <p>Food</p>	 <p>To learn and go to school</p>	 <p>Drink</p>
 <p>Friends</p>	 <p>Play</p>	 <p>Be you</p>

Appendix D – Simple Bingo Cards

 <p>A caring family</p>	 <p>Food</p>	 <p>To be listened to</p>
 <p>Be safe</p>	 <p>Be you</p>	 <p>Clothes</p>
 <p>A safe home</p>	 <p>A caring family</p>	 <p>Rest</p>
 <p>Adults to look after you</p>	 <p>Be safe</p>	 <p>To have opinions</p>

Appendix E - Scavenger Hunt

Randomised articles Checklist

Article 6	I should be supported to live and grow	
Article 11	I have the right not to be taken out of the country illegally	
Article 21	I have the right to have the best care if I am adopted	
Article 38	I am not allowed to join the army until I am 15	
Article 23	If I have a disability, I have the right to special care and education	
Article 24	I have the right to good quality health care, to clean water and good food	
Article 40	I have the right to get legal help and to be treated fairly if I have been accused of breaking the law	
Article 30	I have a right to speak my own language and to follow my family's way of life	
Article 42	Everyone should know about the UNCRC	
Article 35	I should not be abducted, sold or trafficked	
Article 2	All children have these rights	
Article 18	I have the right to be brought up by both parents if possible	
Article 22	If I am a refugee, I have the same rights as children born in that country	
Article 9	I have a right to live with a family who cares for me and to maintain contact with my family	
Article 37	I have the right not to be punished in a cruel or hurtful way	
Article 5	The Government should respect the right of my family to help me know about my rights	
Article 27	I have the right to have a proper house, food and clothing	
Article 13	I have the right to find out and share information	
Article 39	I have the right to get help if I have been hurt, neglected or badly treated	
Article 19	I have the right to be protected from being hurt or badly treated	
Article 32	I should not be made to do dangerous work	
Article 20	I have the right to special protection and help if I can't live with my own family	
Article 1	Everyone under 18 has these rights	
Article 14	I have the right to have my own thoughts and beliefs and to choose my religion with my parents' guidance	
Article 29	I have the right to an education which develops my personality, respect for others' rights and the environment	
Article 41	Where our country treats us better than the U.N. does we should keep up the good work!	
Article 10	I have the right to maintain contact with my family if they live in another country	

Article 33	I should be protected from dangerous drugs	
Article 31	I have a right to relax and play	
Article 25	If I am not living with my family, people should keep checking I am safe and happy	
Article 12	I have the right to be listened to and taken seriously	
Article 3	Adults must do what's best for me	
Article 8	I have a right to an identity	
Article 17	I have the right to get information in lots of ways, so long as it's safe	
Article 36	I have the right to be kept safe from things that could harm my development	
Article 28	I have the right to an education	
Article 15	I have the right to join groups	
Article 34	Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad	
Article 7	I have a right to a name and to belong to a country	
Article 26	My family should get the money they need to help bring me up	
Article 16	I have the right to keep some things private	
Article 4	The Government should make sure my rights are respected	



Appendix F – Rights Case Studies

Article 1 – Sophia aged 8, Zach aged 12 and Cara aged 17 are siblings living in the East End of Glasgow. Sophia is still at primary school, Zach has just started high school and Cara is in her final years. Individually they have learnt about the rights in the UNCRC and understand that they all have equal access. They have learnt that everyone under 18 has these rights.

Article 2 – Miriam is a traveller and enjoys going to school and makes friends with other children even though they come from different cultures. All of Miriam’s friends go to a local youth club run by the Local Authority, and they invite Miriam to attend too. When she tries to sign up to the club though, the Local Authority say she can’t join the club because she doesn’t have an official home address.

Article 3 – David enjoys playing in his local park with his friends, but one day he notices that there are fences up around the park. David asks what is happening and is told that the park is being changed into some new buildings. David is sad because this is the only park near him and now him and his friends have nowhere else to play, he feels like whoever made the decision to build over their local park did not think about what would be best for local children.

Article 4 – Ana recently found out about children’s rights, but she is worried that adults won’t uphold her rights or help to make them happen. She asks her parents how she can be sure that people are looking out for her rights, and her dad tells her that there are laws in place to protect her and guarantee some of her rights, and that the government has lots of plans in place to ensure she is looked after.

Article 5 – Asher is looking at all the rights in the UNCRC, and feels confused by how they can make sure their rights are upheld. They speak to their mum about their rights, and Asher’s mum talks about how she can help Asher learn more about their rights, and guide them in how to make sure their rights are upheld.

Article 6 – When Eve was 4 years old, she got really sick and had to be taken to hospital. She was in the hospital for a long time as all the doctors and nurses worked hard to keep her alive and make sure she would live a long time. When she was on the mend, lots of people supported Eve to grow stronger and make a full recovery.

Article 7 – When Owen was born, the hospital registered his name, date of birth and where he was born on his birth certificate. Owen has a copy of his birth certificate at home.

Article 8 – Greig and Calum are identical twins and have always been mistaken for each other growing up. Now they are in secondary school they have been issued with a Young Scot card, and they are really happy that they have some evidence to show they have distinct identities from each other. Even though they like being brothers, it feels good to have your own identity.

Article 9 – Charlotte’s parents have recently separated because her mum had some problems with drug addiction and it wasn’t safe for Charlotte to be around her. She lives with her dad for now but is keen to see her mum. Social workers have been talking to her mum and they are trying to arrange times when Charlotte can see her mum in a safe way.

Article 10 – Hanif, his sister and his mother have moved to Edinburgh from Rwanda. The majority of his family still live in Kigali, where he was born. They all keep in contact regularly with the family back in Rwanda on the phone and on skype.

Article 11 – Taylor is 7 months old and her parents are wanting to take her on holiday. To do this, Taylor needs to get a passport, so her parents take her to get her photograph taken. It is an exciting moment as Taylor is going to have her first passport that will show important details about her, including her full name and where she was born.

Article 12 – Jack is in the pupil council at his secondary school. They meet twice a month with the senior management team to voice their opinions on initiatives that are happening within the school. The adults listening always take the pupils opinions seriously and will use them to inform decisions happening in the school.

Article 13 – Finn and Lucy are both in S3 and go to school in Dundee. Every week in their English class, they teacher asks them to research an article to bring into class. They then get to discuss it and share their opinion with the rest of their class. Everyone is allowed to give their opinion.

Article 14 – Naomi attends a Catholic school but as she has gotten older she has questioned her beliefs and now thinks she is an atheist. She has spoken to her parents about not taking part in religious events and ceremonies at school, and her parents agree to write a letter to the school expressing Naomi's wishes.

Article 15 – Zahid, Cameron and Daisy all attend the same school, however they are all from very different parts of Edinburgh. They have become really good friends and once a week will meet after school to kick a ball around at the park near school. They enjoy meeting with each other and are thinking about signing up for the local football team.

Article 16 – Zara has joined the LGBT youth group run by her Local Authority. One day at school Zara is called into her guidance teacher's office and her guidance teacher asks if she needs any support with her sexuality. Zara is surprised that the guidance teacher knows about her sexuality as she hasn't told anyone at school. The guidance teacher says that she knows Zara attends the LGBT club as a youth worker told her. Zara feels really upset that this private information was shared about her.

Article 17 – At school, Luke's teacher ensures that the class have lots of ways to find out different information for their topic work. This includes researching on the internet, reading books and watching the news. It means that the pupils find information in lots of different ways.

Article 18 – Stacey, Jasmine and Joe's parents are separated. They live with them each on alternate weeks, meaning that they are being brought up by both parents.

Article 19 – Jake lives with his parents, but his mum and dad are out at work a lot so he has to look after himself. Sometimes when his dad gets angry he hits Jake. Jake has to cover up his bruises sometimes, but when they are changing for PE, his friend Mike notices. Mike knows that Childline can support children who are being hurt at home, so he encourages Jake to call them. Mike also says that his teacher can help Jake to be safe.

Article 20 – Emma and her brother usually live with their mum, but recently their mum has been struggling to take care of them properly. Social services help Emma and her brother to move in with their grandparents while their mum gets the help she needs to be able to look after them again.

Article 21 – When Ali was a baby, her parents could no longer look after her, and had to give her up for adoption. Ali was looked after by foster parents until the right people to adopt her came along. It was important that Ali was adopted by parents who would really care for her, and the adoption agency made sure her new parents fit the bill

Article 22 – Sara had to leave her home when war broke out in her country. It was too dangerous to stay. Her family help her to flee the country and come to Scotland as a refugee. It was a relief to find somewhere safe to go to school. Sara is being supported by the government and other organisations to locate the rest of her family.

Article 23 – Will is 15 and is about to finish his Highers. Because Will uses a wheelchair, he isn't sure if he will be able to find a job as a chef, like he always wanted. Will's dad helps him to find the right support at the local Jobcentre Plus to make sure Will can get appropriate adjustments to enable him to get his first job in a kitchen.

Article 24 – Joseph is 16 years old and loves downhill mountain biking. He eats well and takes lots of water with him when he is biking. Unfortunately, a couple of weeks ago he fell off his bike and broke his arm. The hospital was fantastic. He was looked after by the nurses and doctors and is now starting to recover.

Article 25 – Mohammed lives in a care home with his brother and some other young people. They are supported by great staff members who look after them well. Every month, a social worker comes round to speak to Mohammed and the others, and check their living situation to make sure they are being taken good care of.

Article 26 – Lou lives with her dad and two sisters. Recently her dad lost his job and they are struggling to pay all the bills and afford food. Lou's dad applies for income support benefits while he is looking for a job. These benefits bring a bit more money in and mean that Lou and her sisters can still get healthy food.

Article 27 – For the last few years Gavin and his family have been living in their flat in town, but recently they have struggled to pay the rent. Gavin looks online to see if there is any help for his family. He realises that his family might be eligible for housing benefits to help cover the costs of their rent and keep living in their flat.

Article 28 – Conor hates school, he doesn't like getting up in the morning and always moans the night before about the homework he has to do. He could do really well if he put his mind to it. His mum says that he is very lucky to have a good education and to be able to go to school for free as some children do not have this.

Article 29 – Charlie is just starting a new school and feels a bit nervous about all the new classes and people. His favourite class turns out to be art. The teacher asks the class to pick a theme to create a series of art pieces on. Charlie decides he will choose the theme of equality and respecting people of different backgrounds. Through taking part in art classes, Charlie develops his talents.

Article 30 – Amina and Annis have moved to Edinburgh from Morocco when they were 6 years old for their father's work. They are now 10 and their parents are starting to worry that the girls might forget Arabic and not know about the culture that they have come from. The girls have now started classes once a week after school in Arabic, and are able to access Arabic language books through their local library.

Article 31 – Molly lives in a city where there isn't much green space or any parks to play in, and there are lots of dangerous roads nearby which make it difficult to get around on foot. She lives in a small flat with her family and that means they don't have a garden either. It is hard for Molly to find places to play and exercise, and wishes the Local Authority would build a park nearby.

Article 32 – Ava is 14 and has a part-time job working in her parents' shop on Saturdays. She sometimes gets fed up with the work as it isn't very interesting. At school, she's just been learning in history about the way that children used to have to work in mines and factories. After reading about the conditions they worked in, the shop doesn't look so bad after all!

Article 33 – In school, Craig's class have a visit from a police officer who talks to them about illegal drugs. The police officer talks to them about the different types of illegal drugs, and what the effects of taking them are. Craig learns about why illegal drugs can be so dangerous.

Article 34 – Joe is 15 and it seems like all of Joe's friends are talking about sex, and recently his boyfriend, Dale, has begun suggesting they have sex. Dale is 18 and has had sex before, but Joe isn't sure he is ready to have sex yet. Dale keeps on asking about it and tries to dismiss Joe's feelings about sex. Joe feels pressured to say yes. One evening at his youth group, Joe asks to speak in private to his youth worker and confides in them about feeling pressured to have sex. Joe's youth worker reassures him that he shouldn't feel pressured to do anything sexual, and gives him lots of advice and support.

Article 35 – Jasmine is doing a project for school about modern day slavery. She is shocked to find out that some criminals kidnap children from other countries and sell them to criminals in the UK. As she looks into this more, she finds out that there are special laws against this kind of activity in the UK and a helpline for people to report any concerns.

Article 36 – Andy is 15 and lives with his younger brothers and his dad who is a nurse at the local hospital. Andy knows that money is tight and wants to earn some cash to help pay for things for the family. He gets a job in a kitchen and is proud of being able to take home his pay to help out. Andy’s dad helps him look at his pay slip to make sure Andy knows how much he is being paid. Andy’s dad tells him that when he turns 16 he will be paid at least the national minimum wage.

Article 37 – When she was 13, Hannah was caught stealing from a shop in town. The police were called, and Hannah and her parents had to attend a Children’s Hearing where she was asked questions about stealing and other areas of her life. The people on the Children’s Hearing treated her with respect and really listened to Hannah.

Article 38 – Aaron talks to his grandad about the old days quite a lot. His grandad tells him a story about his dad, Aaron’s great-grandfather. It turns out, Aaron’s great-grandfather had only been 14 when he enlisted in the army to fight in World War I, and had lied about his age so he could sign-up. Aaron is surprised by this, but his grandfather says things were different in those day. Aaron thinks it’s right that you should have to be older to join the army.

Article 39 – Kayla struggles with her mental health sometimes because she wasn’t looked after very well when she was younger. It’s taken a while to recover from her experiences, but she has been supported by a counsellor and a specialist mental health nurse throughout. She feels better able to talk about her experiences now, and realises that she is not to blame for what happened to her.

Article 40 – Sajid cares a lot about climate change and the environment. He decides to take part in a protest about climate change and even though he was trying to protest peacefully, things get a bit heated and the police step in to calm things down. In the confusion, Sajid is arrested by the police and take to the station. The police tell him he has been arrested on suspicion of a breach of the peace, and ask if he would like a solicitor.

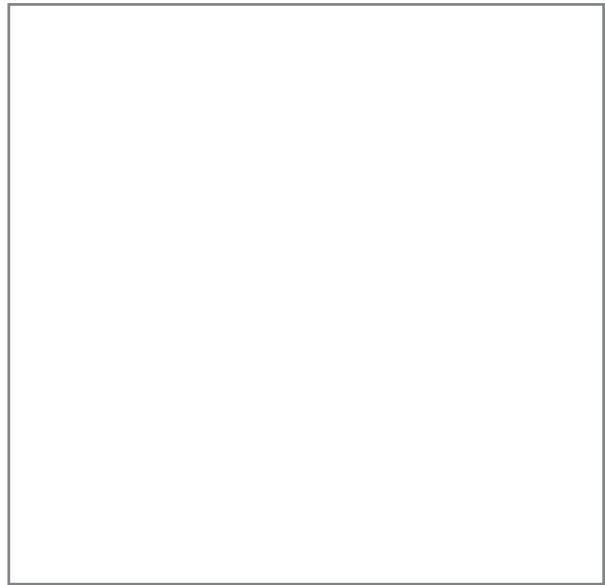
Article 41 – Robin is 14 and doesn’t like secondary school very much and wishes they didn’t have to go, even though they know it is compulsory. One day, while looking at the UNCRC, Robin reads Article 28 in full and is surprised to see that only primary education is compulsory! Overjoyed, Robin asks their mum if they can leave secondary school and get a job. Their mum says no, in Scotland secondary education is also compulsory – Scots Law protects the right of children to education more than the UNCRC does.

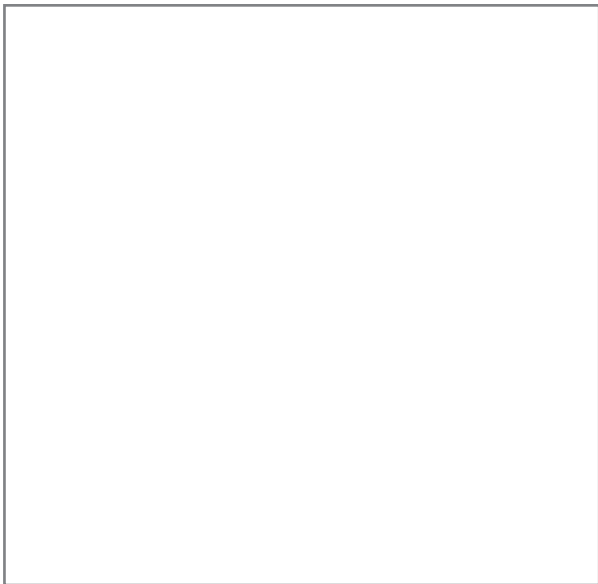
Article 42 – Laura has heard about children’s rights before but she doesn’t really know what they are. She does some searching online and finds out loads of stuff about children’s rights that Scottish Government and other organisations have put together for young people like her, and her parents.

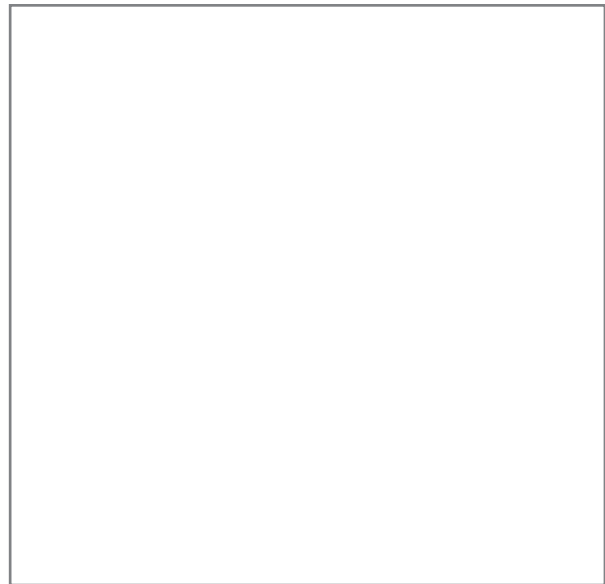


Appendix G – Storyboard









Appendix H – Simple timeline of UNCRC

1924

A woman called Eglantyne Jebb writes something called the Declaration of the Rights of the Child which is the first document to say that children should have rights. These rights include special help in times of need, being supported to develop, and being protected.

1948

The United Nations creates the Universal Declaration of Human Rights which sets out rights for all human beings everywhere in the world, but this doesn't offer children special protection.

1978

The UN writes a first draft of the Convention on the Rights of the Child. This is sent to all the member countries of the UN for discussion.

1989

The final version of the Convention on the Rights of the Child is agreed on by member countries of the UN. This is a huge achievement for children's rights!

1991

The UK Government agrees to try and make all laws, policy and practice compatible with the Convention on the Rights of the Child

2015

Somalia and South Sudan both agree to try and make all their laws compatible with the Convention on the Rights of the Child – this brings the total number of countries who have agreed to it to 196 States! Only the United States has not done so.

2019

The Scottish Government announces that the UN Convention on the Rights of the Child will be incorporated in Scots law, which means that most of the rights in the UNCRC will be protected by law in Scotland.

Appendix I – Full timeline of UNCRC

1924

The League of Nations adopts the Geneva Declaration on the Rights of the Child, drafted by Eglantyne Jebb, founder of the Save the Children Fund. The Declaration articulates that all people owe children the right to: means for their development; special help in times of need; priority for relief; economic freedom and protection from exploitation; and an upbringing that instils social consciousness and duty.

1948

The United Nations General Assembly passes the Universal Declaration of Human Rights, in which Article 25 entitles mothers and children to ‘special care and assistance’ and ‘social protection’.

1959

The United Nations General Assembly adopts the Declaration of the Rights of the Child, which recognizes, among other rights, children’s rights to education, play, a supportive environment and health care.

1968

The International Conference on Human Rights is convened to evaluate the progress made by countries in the 20 years since the adoption of the Universal Declaration of Human Rights. An agenda for future work is drafted and national commitments to upholding human rights are bolstered.

1978

The Commission on Human Rights puts forth a draft of a Convention on the Rights of the Child for consideration by a working group of Member States, agencies and intergovernmental and non-governmental organizations.



1989

The Convention on the Rights of the Child is adopted by the United Nations General Assembly and widely acclaimed as a landmark achievement for human rights, recognizing the roles of children as social, economic, political, civil and cultural actors. The Convention guarantees and sets minimum standards for protecting the rights of children in all capacities.



1991

The Committee on the Rights of the Child is created to monitor and report on the implementation of the United Nations Convention on the Rights of the Child around the world.



1991

The UK Government ratifies the UN Convention on the Rights of the Child, which means it agrees to make all laws, policy and practice compatible with the UNCRC.



2000

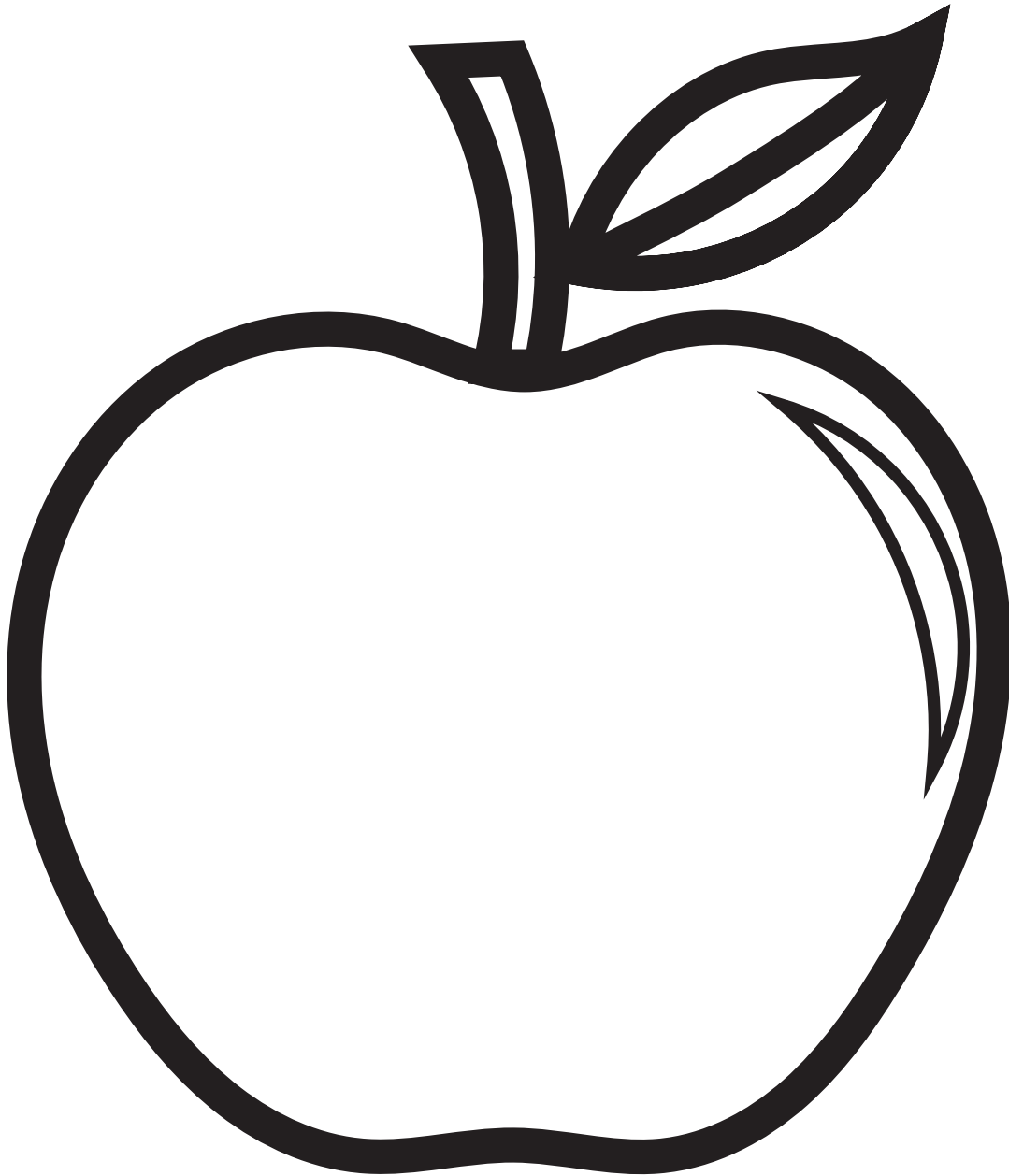
The United Nations General Assembly adopts two Optional Protocols to the Convention on the Rights of the Child, obligating State Parties to take key actions to prevent children from partaking in hostilities during armed conflict and to end the sale, sexual exploitation and abuse of children.



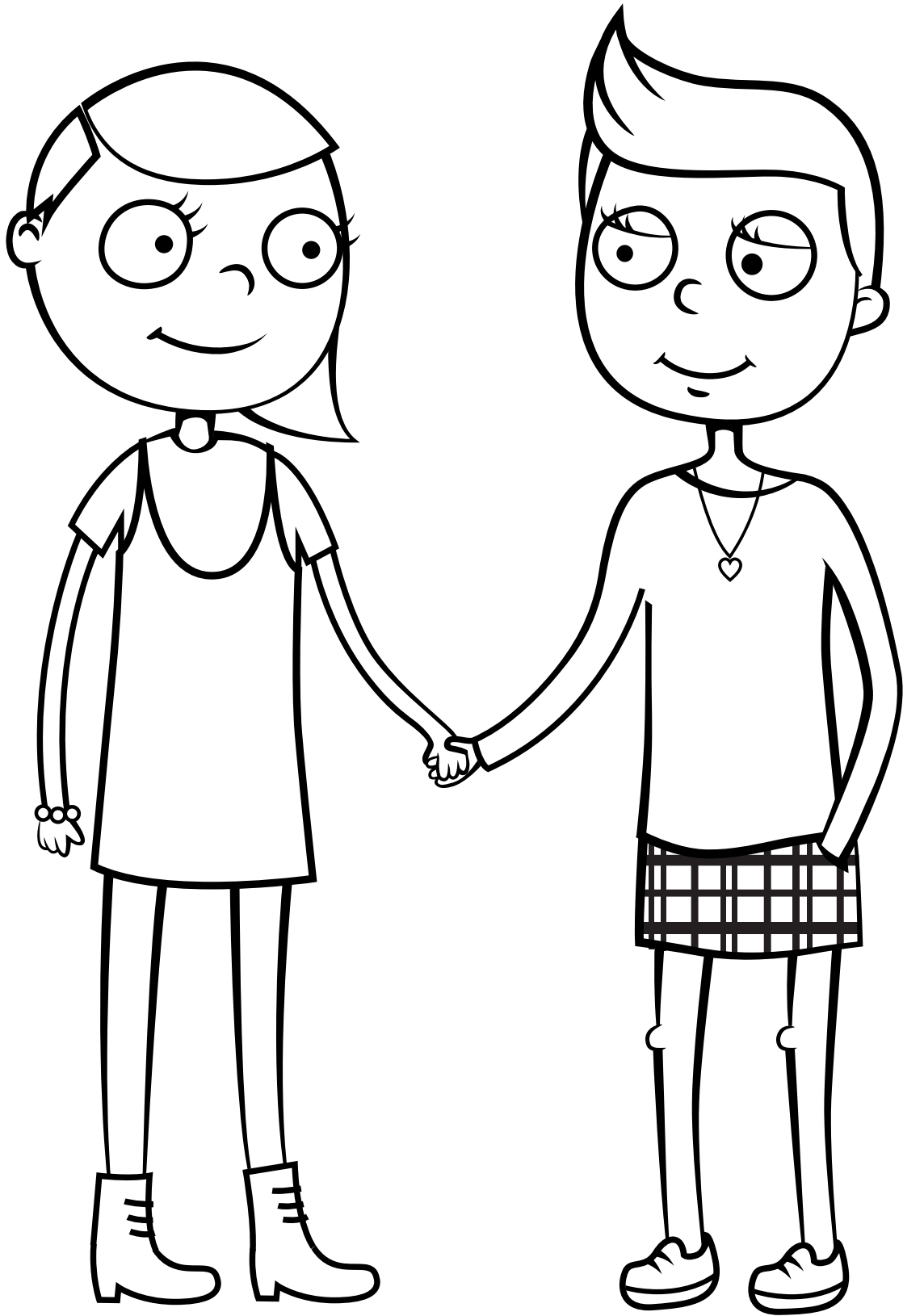
2019

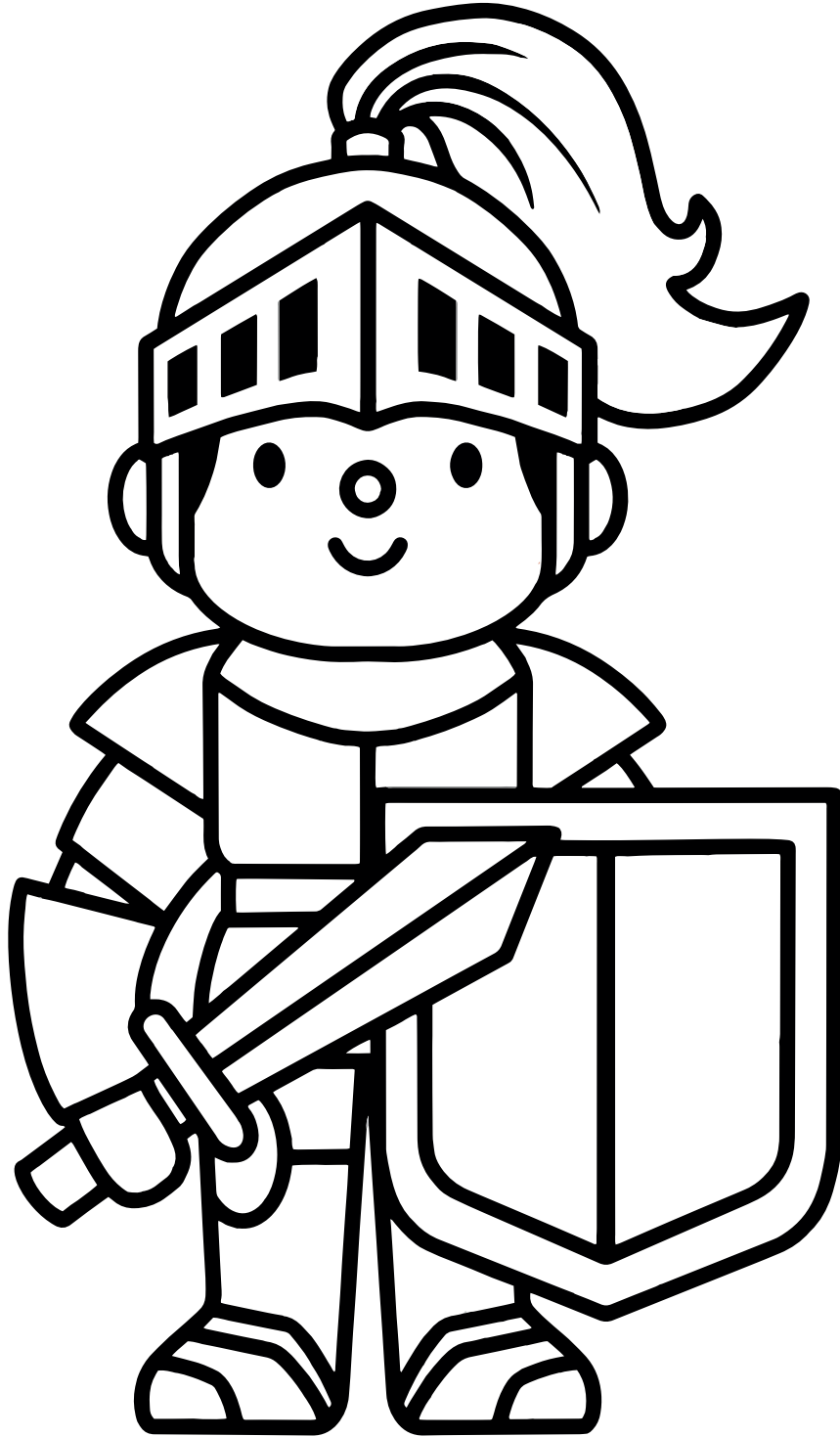
The Scottish Government announces that the UN Convention on the Rights of the Child will be incorporated in Scots law “in full and directly - using the language of the Convention - in every case possible”. This means that most of the rights in the UNCRC will be protected by law in Scotland.

Appendix J – Rights Colouring Pages

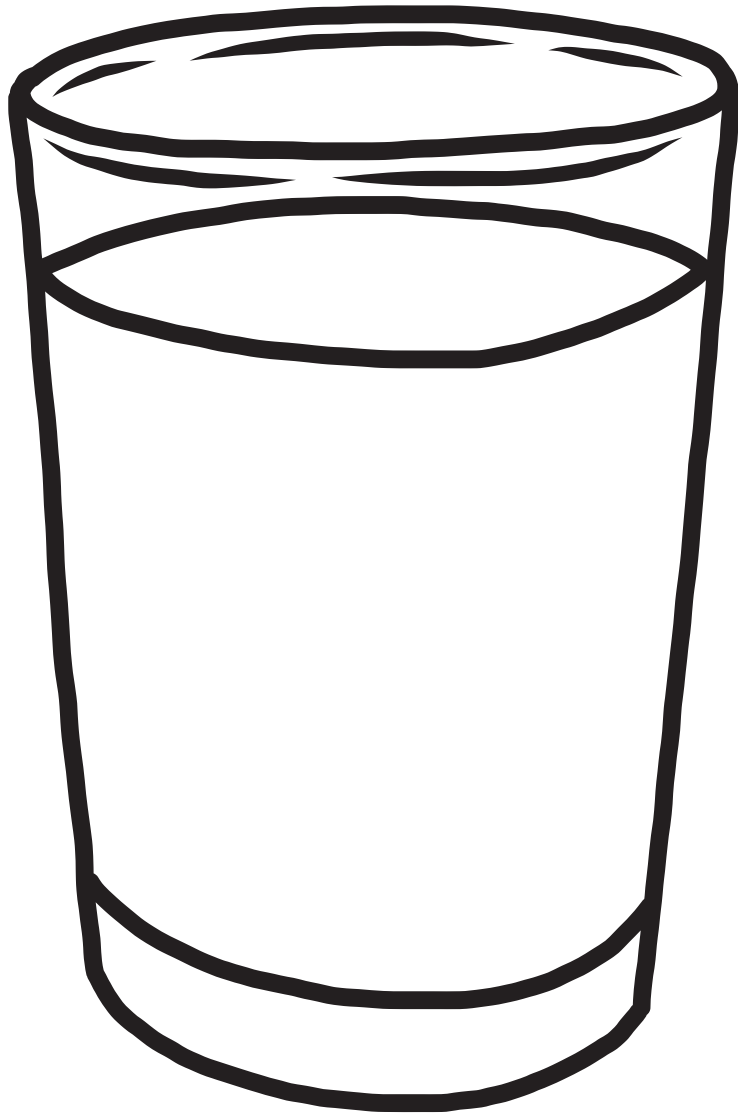


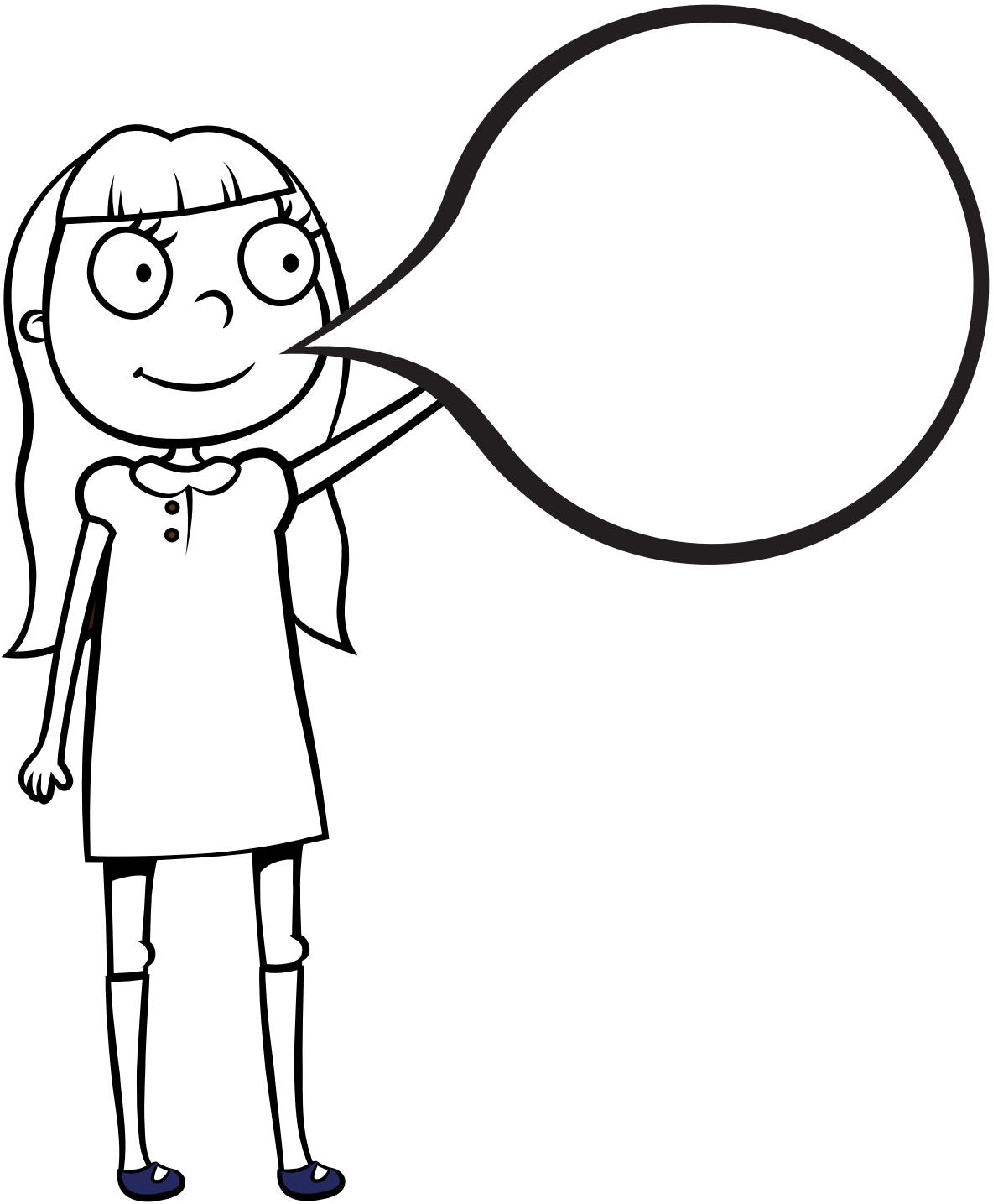






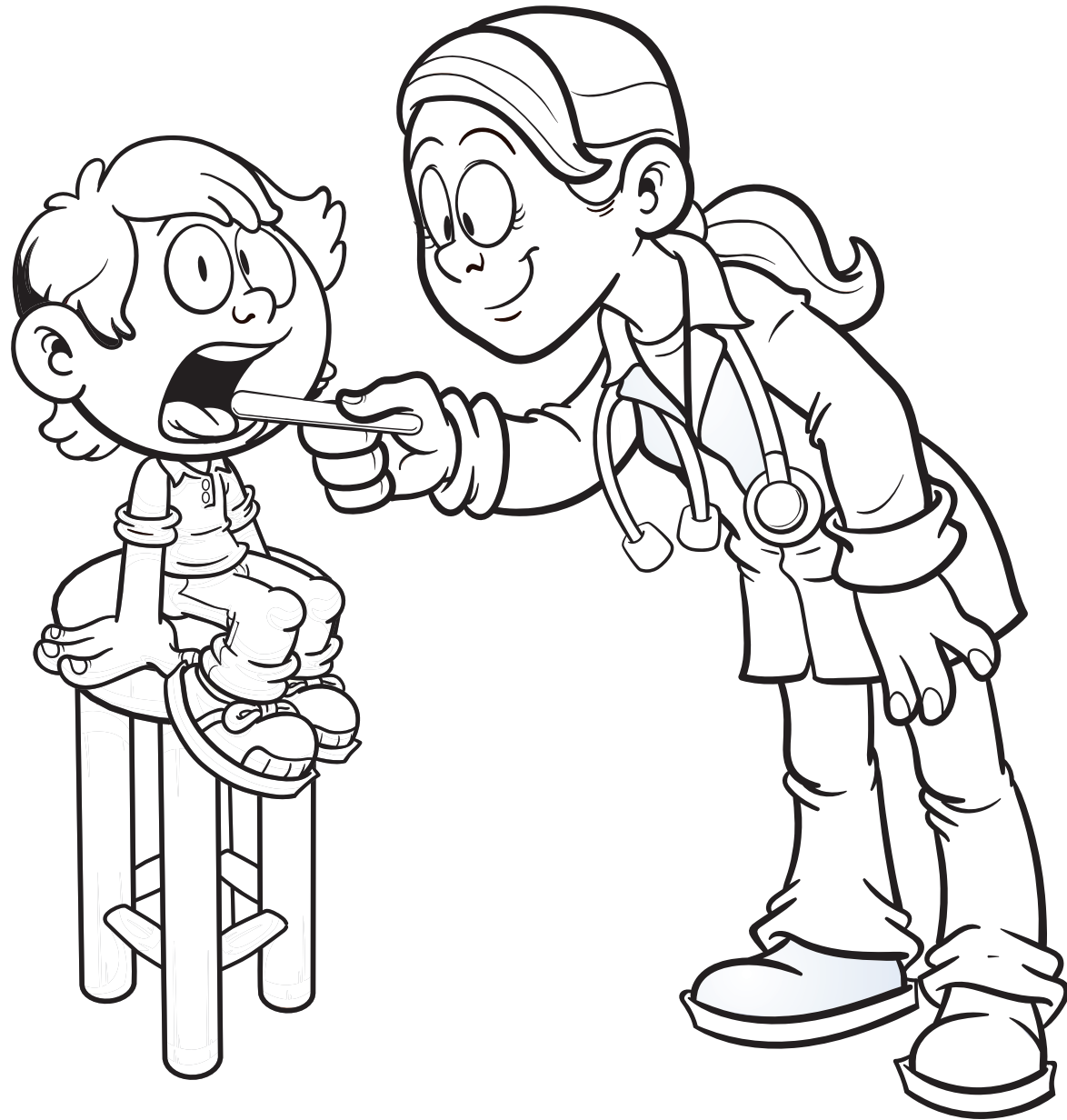


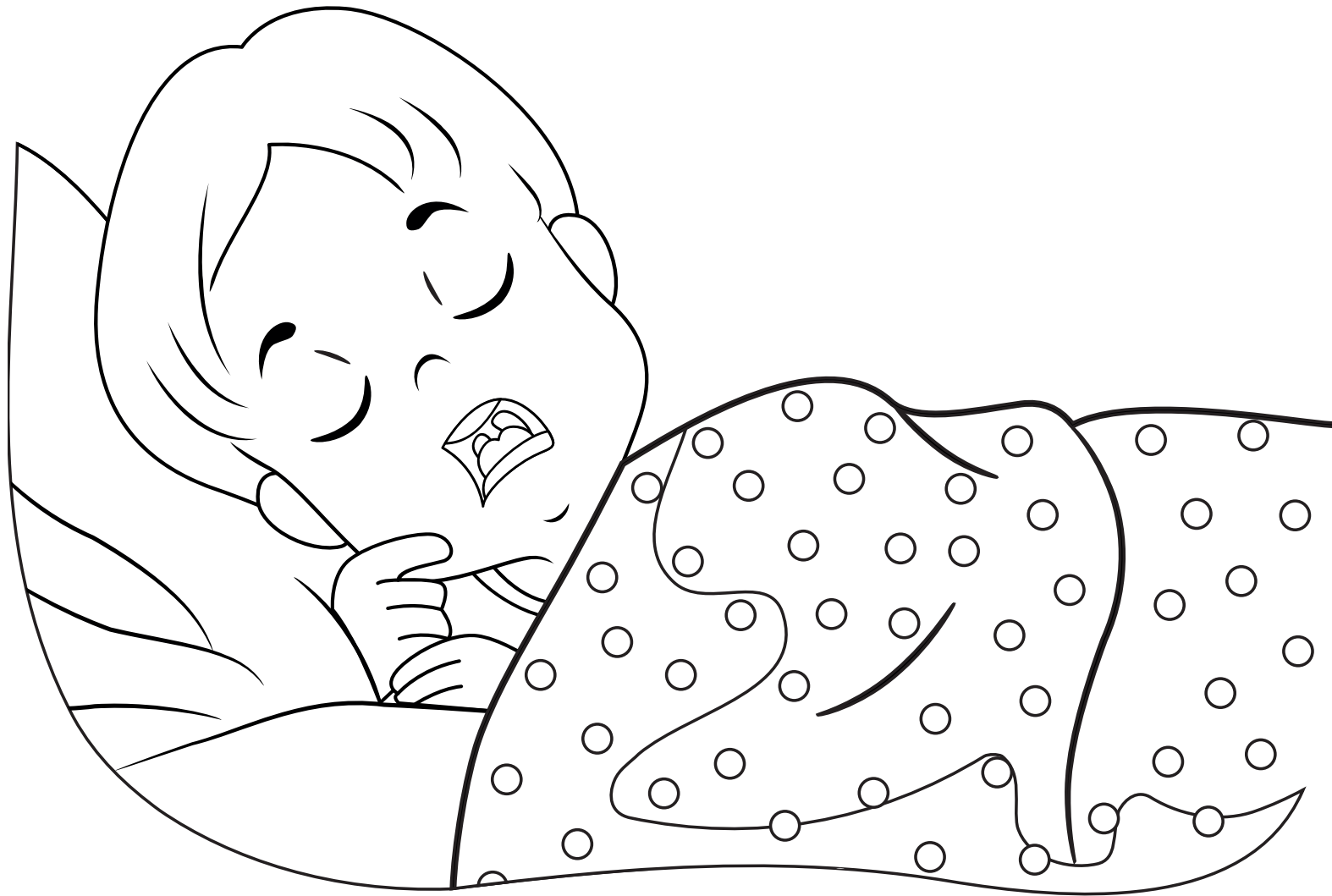




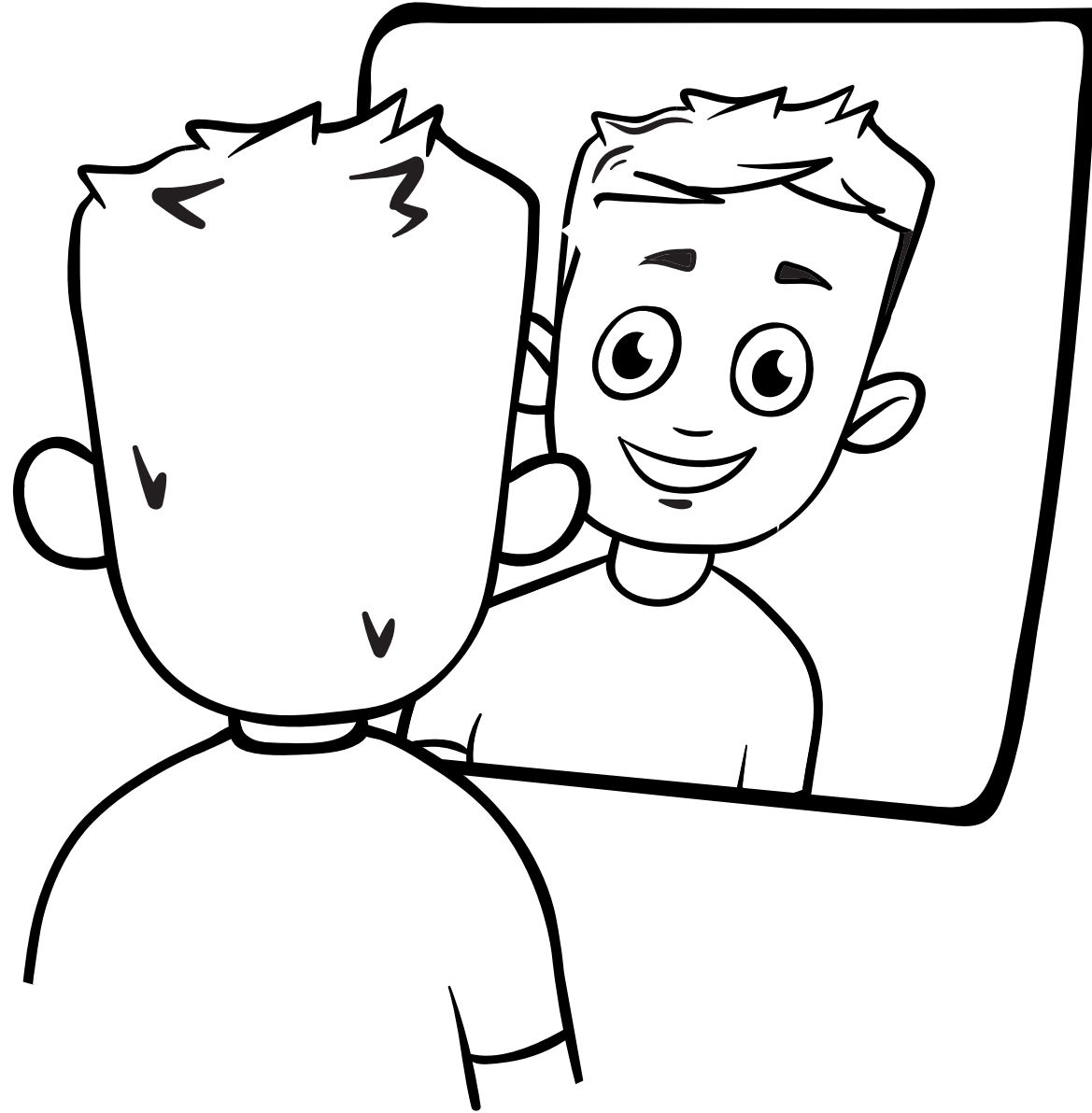


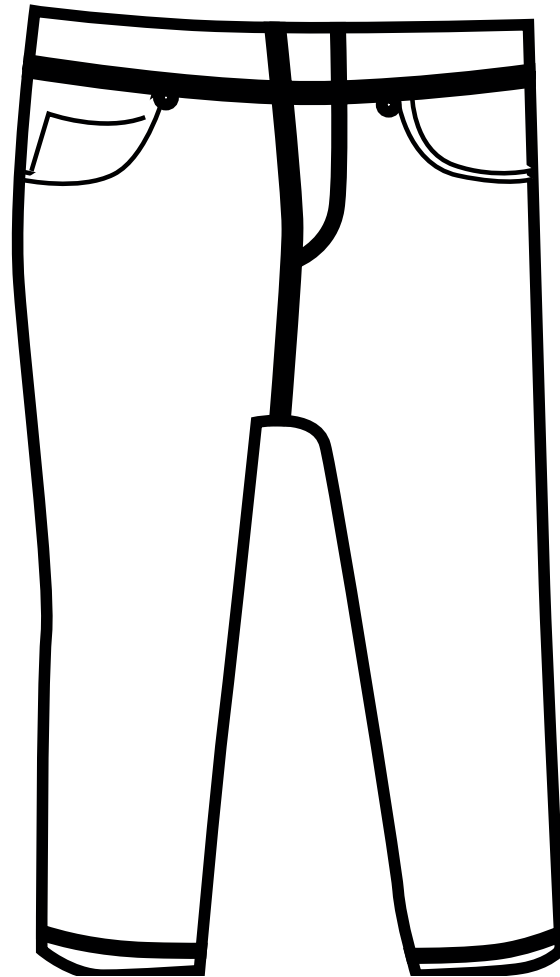






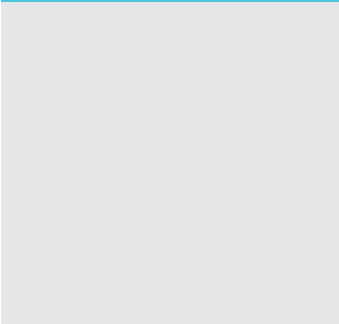




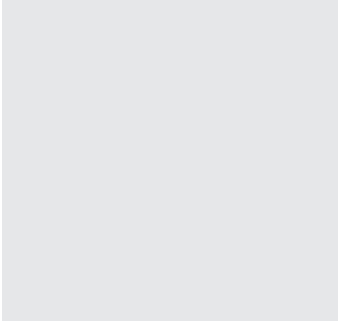


Appendix K – All About My Rights sheet

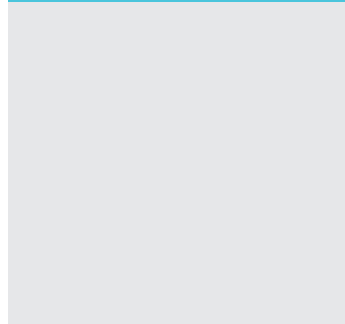
My favourite food:



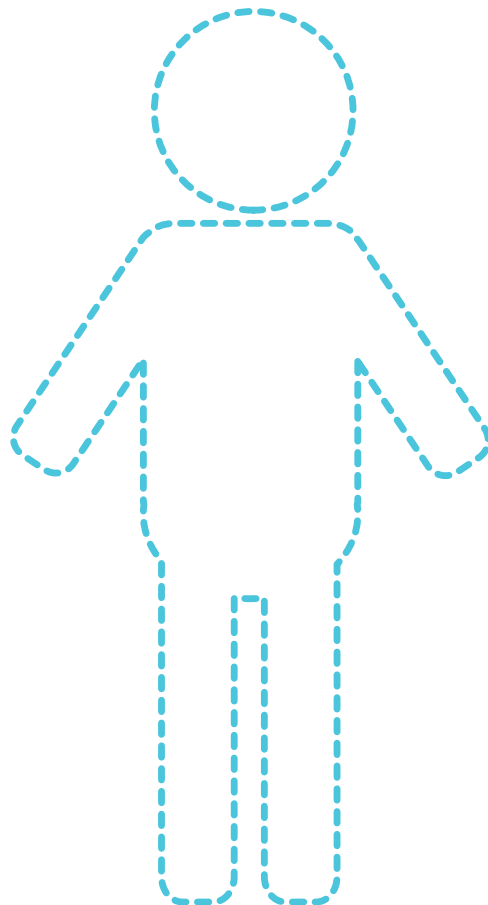
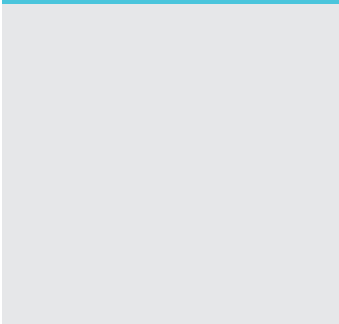
How I like to play:



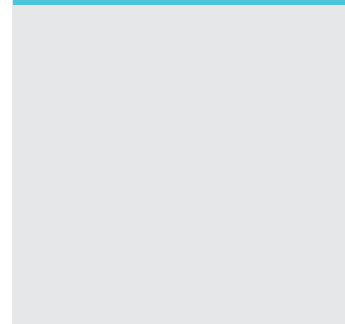
My friends are:



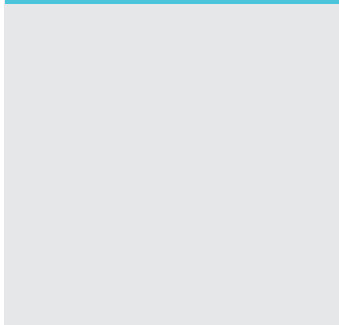
People in my family are:



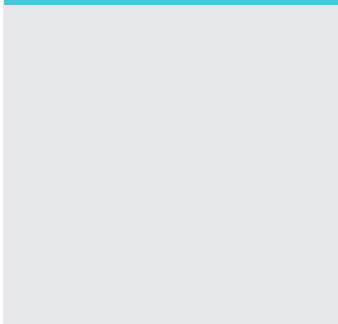
I like to learn about:



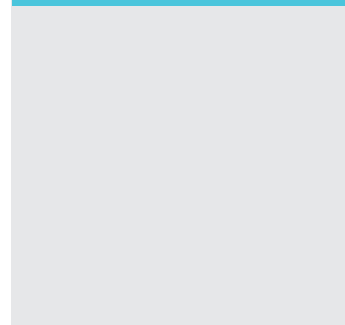
I stay healthy by:



Adults look after me by:



Clothes I like to wear are:



Appendix L – Common Food Price List

Potato – each	25p	Apples – bag of 6	£1.60
Bread – loaf	60p	Strawberries – 400g punnet	£2
Cereal – box	£1.50	Grapes – 400g punnet	£1.75
Pasta – 500g	50p	Crisps – multipack x 24	£4
Rice – 500g	85p	Chocolate bar – each	60p
Frozen chips – 1.5kg	£1.50	Biscuits – packet	50p
Noodles – 4 servings	£1	Ice cream – tub	£1.70
Cheese – 350g block	£2.50	Pasta sauce – jar	£1.50
Chicken – 2 fillets	£1.80	Curry sauce – jar	£1.80
Fish – 2 fillets	£4	Jam – jar	75p
Fishfingers – pack of 8	£1.50		
Eggs - 6 pack	£1		
Diced meat – packet	£4	Pantry items	
Minced meat – packet	£2.50	Sugar	
Joint of meat	£8	Flour	
Tofu – block	£2	Butter	
Sausages – pack of 6	£2	Milk	
Burgers – pack of 4	£2.25	Salt & pepper	
Pie – family size	£2.50	Herbs & spices	
Frozen pizza – each	£1.50	Garlic & onion	
Soup – tin	50p	Ketchup (and other sauces)	
Nuts – 200g	£2	Cooking oil	
Chickpeas – tin	55p	Stock/gravy	
Baked beans – tin	30p		
Tinned fish – tin	80p		
Lentils/beans – tin	55p		
Chopped tomatoes – tin	40p		
Carrots – one	5p		
Broccoli – one head	60p		
Cauliflower – one	90p		
Cucumber – one	50p		
Mushroom – 250g	£1		
Tomatoes – pack of 6	75p		
Pepper – each	45p		
Leeks – each	50p		
Frozen peas – 1kg	£1		
Sweetcorn - tin	30p		
Bananas – bunch	70p		

Appendix M – Organisations for Public Speaking



Respect Me

A charity based in Scotland which support children and young people to live a life free from bullying. Their vision is of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Their work is driven by a focus on children's rights.

They work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

respectme.org.uk



Equality and Human Rights Commission

An independent body which encourages equality and diversity and works to remove discrimination. They work with lawmakers to ensure that there are equality laws on protected characteristics such as disability, age, race or religion/belief.

Britain is fortunate to have a strong human rights framework to protect people. However, the experiences of many people across England, Scotland and Wales often do not reflect what is set out in law.

Their role is to make these rights and freedoms a reality for everyone. They do so by providing advice and guidance to individuals, employers and other organisations and sometimes taking legal action against those who have breached others rights.

www.equalityhumanrights.com



Children 1st

They exist to prevent abuse and neglect, to protect children and keep them safe from harm. They help survivors of abuse, trauma and other adversity to recover and we work tirelessly to protect the rights of children in Scotland.

As Scotland's national children's charity, Children 1st aims to take a rights-based approach to all aspects of their work. This means working alongside families to ensure their voices are heard and that children's best interests are considered in all decisions that affect them.

www.children1st.org.uk



Action for Children

They give young people the chance to fulfil their potential and make the most of their lives. Last year they helped more than 20,000 of Scotland's most disadvantaged children, working in partnership with councils and other organisations.

They work with looked after and accommodated children and young people, young carers, children affected by parental drug and alcohol misuse and families at risk.

They provide residential breaks and support for young people with disabilities and their families and employability support for young people who are not in education, employment or training and work with young people who offend or at risk of offending.

www.actionforchildren.org.uk

childline

ONLINE, ON THE PHONE, ANYTIME

ChildLine

Childline is a free, private and confidential service where children and young people under the age of 19 can talk about anything.

They have a free, 24-hour telephone helpline for anyone who feels they are in trouble or danger. All calls are treated confidentially, but if a child or young person discloses information which suggests a danger or threat to life, ChildLine will contact a social work department or the police. The child or young person will be informed that confidentiality has been broken and given the reasons why this has happened.

The child or young person can also email or chat online to a counsellor using ChildLine's 1-2-1 messaging service once s/he has registered on the website.

www.childline.org.uk

NSPCC

NSPCC

NSPCC provide services across Scotland to help give children and young people the support they need to thrive. We work with children, families and professionals.

They support parents and families in caring for their children and provide therapeutic assistance to help children move on from abuse.

They campaign by giving a voice to children when nobody else is listening. They stand up for children across the UK by finding the best ways to prevent abuse and neglect and work with the Government to urge them to take action to better protect children.

www.nspcc.org.uk

With Kids

With Kids is based in the East End of Glasgow and in South West Edinburgh which have some of the highest levels of poverty in Scotland and the UK. Living in or near an area of high poverty can affect you directly or indirectly through crime, lack of amenities, poor educational facilities etc.

Their services aim to provide children and their parents/carers with the tools to manage their lives effectively. Central to this work is building self-esteem and resilience in children and supporting parents in managing this.

With Kids is based on a preventative approach that involves working with children and families to enable the best life chances possible.

www.withkids.org.uk



Scottish Youth Parliament (SYP)

SYP is the democratic voice of Scotland's young people. Their vision for Scotland is of a nation that actively listens to and values the meaningful participation of its young people. Their goal is to make this vision a reality, in order to ensure young people in Scotland grow up loved, safe and respected, and able to realise their full potential.

SYP provides a national platform for young people to discuss the issues that are important to them, and campaign for changes to the nation that they live in. They support their members in their work by training them, supporting their personal development and empowering them, using a youth work ethos.

Members of Scottish Youth Parliament (MSYPs) listen to and recognise the issues that are most important to young people in every community across the country and ensure that decision-makers listen to their voices.

syp.org.uk

Appendix N – Advanced Bingo Cards

<p>1</p> <p>Everyone under 18 has these rights.</p>	<p>12</p> <p>I have the right to be listened to and taken seriously.</p>	<p>21</p> <p>I have the right to have the best care if I am adopted.</p>	<p>37</p> <p>I have the right not to be punished in a cruel or hurtful way.</p>
<p>2</p> <p>All children have these rights.</p>	<p>14</p> <p>I have the right to have my own thought and beliefs and to choose my religion with my parent's guidance.</p>	<p>22</p> <p>If I am a refugee, I have the same rights as children born in that country.</p>	<p>38</p> <p>I am not allowed to join the army until I am 15.</p>
<p>5</p> <p>The Government should respect the right of my family and help me know about my rights.</p>	<p>16</p> <p>I have the right to keep some things private.</p>	<p>30</p> <p>I have a right to speak my own language and to follow my family's way of life.</p>	<p>40</p> <p>I have the right to get legal help and to be treated fairly if I have been accused of breaking the law.</p>
<p>6</p> <p>I should be supported to live and grow.</p>	<p>17</p> <p>I have the right to get information in lots of ways, as long as it's safe.</p>	<p>36</p> <p>I have the right to be kept safe from things that could harm my development.</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work.</p>

<p>1</p> <p>Everyone under 18 has these rights.</p>	<p>11</p> <p>I have the right not to be taken out of the country illegally.</p>	<p>23</p> <p>I have a disability, I have the right to special care and education.</p>	<p>30</p> <p>I have a right to speak my own language and to follow my family's way of life.</p>
<p>6</p> <p>I should be supported to live and grow.</p>	<p>13</p> <p>I have the right to find out and share information.</p>	<p>24</p> <p>I have the right to good quality health care, to clean water and good food.</p>	<p>32</p> <p>I should not be made to do dangerous work.</p>
<p>7</p> <p>I have a right to a name and to belong to a country.</p>	<p>15</p> <p>I have the right to meet with friends and to join groups.</p>	<p>26</p> <p>My family should get the money they need to help bring me up.</p>	<p>39</p> <p>I have the right to get help if I have been hurt, neglected or badly treated.</p>
<p>10</p> <p>I have the right to see my family if they live in another country.</p>	<p>20</p> <p>I have the right to special protection and help if I can't live with my own family.</p>	<p>29</p> <p>I have the right to an education which develops my personality, respect for others' rights and the environment.</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work.</p>

<p>8</p> <p>I have the right to an identity.</p>	<p>17</p> <p>I have the right to get information in lots of ways, so long as it's safe</p>	<p>23</p> <p>If I have a disability, I have the right to special care and education.</p>	<p>31</p> <p>I have the right to relax and play.</p>
<p>9</p> <p>I have the right to live with a family who cares for me.</p>	<p>19</p> <p>Il have the right to be protected from being hurt or badly treated.</p>	<p>24</p> <p>I have the right to good quality health care, to clean water and good food.</p>	<p>36</p> <p>I have the right to be kept safe from things that could harm my development.</p>
<p>13</p> <p>I have the right to find out and share information</p>	<p>21</p> <p>I have the right to have the best care if I am adopted.</p>	<p>26</p> <p>My family should get the money they need to help bring me up.</p>	<p>37</p> <p>I have the right not to be punished in a cruel or hurtful way.</p>
<p>15</p> <p>I have the right to meet with friends and to join groups.</p>	<p>22</p> <p>If I am a refugee, I have the same rights as children born in that country.</p>	<p>28</p> <p>I have the right to an education.</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work.</p>

<p>7</p> <p>I have a right to a name and to belong to a country.</p>	<p>18</p> <p>I have the right to be brought up by both parents if possible.</p>	<p>31</p> <p>I have the right to relax and play..</p>	<p>37</p> <p>I have the right not to be punished in a cruel or hurtful way.</p>
<p>10</p> <p>I have the right to see my family if they live in another country</p>	<p>20</p> <p>I have the right to special protection and help if I can't live with my own family.</p>	<p>32</p> <p>I should not be made to do dangerous work.</p>	<p>39</p> <p>I have the right to get help if I have been hurt, neglected or badly treated.</p>
<p>15</p> <p>I have the right to meet with friends and to join groups.</p>	<p>24</p> <p>I have the right to good quality health care, to clean water and good food.</p>	<p>33</p> <p>I should be protected from dangerous drugs</p>	<p>40</p> <p>I have the right to get legal help and to be treated fairly if I have been accused of breaking the law.</p>
<p>16</p> <p>I have the right to keep some things private.</p>	<p>26</p> <p>My family should get the money they need to help bring me up.</p>	<p>35</p> <p>I should not be abducted, sold or trafficked</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work.</p>

<p>11</p> <p>I have the right to not be taken out of the country illegally.</p>	<p>16</p> <p>I have the right to keep some things private.</p>	<p>22</p> <p>If I am a refugee, I have the same rights as children born in that country.</p>	<p>33</p> <p>I should be protected from dangerous drugs.</p>
<p>12</p> <p>I have the right to be listened to and taken seriously.</p>	<p>17</p> <p>I have the right to get information in lots of ways, so long as it's safe.</p>	<p>24</p> <p>I have the right to good quality health care, to clean water and good food.</p>	<p>34</p> <p>Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad</p>
<p>14</p> <p>I have the right to have my own thoughts and beliefs and to choose my religion with my parents guidance.</p>	<p>19</p> <p>I have the right to be protected from being hurt or badly treated.</p>	<p>27</p> <p>I have the right to have a proper house, food and clothing.</p>	<p>36</p> <p>I have the right to be kept safe from things that could harm my development.</p>
<p>15</p> <p>I have the right to meet with friends and join groups.</p>	<p>21</p> <p>I have the right to have the best care if I am adopted.</p>	<p>31</p> <p>I have a right to relax and play.</p>	<p>42</p> <p>Everyone should know about the UNCRC.</p>

<p>3</p> <p>Adults must do what's best for me.</p>	<p>15</p> <p>I have the right to meet with friends and to join groups.</p>	<p>26</p> <p>My family should get the money they need to help bring me up.</p>	<p>35</p> <p>I should not be abducted, sold or trafficked.</p>
<p>4</p> <p>The Government should make sure my rights are respected.</p>	<p>17</p> <p>I have the right to get information in lots of ways, so long as it's safe.</p>	<p>27</p> <p>I have the right to have a proper house, food and clothing.</p>	<p>37</p> <p>I have the right not to be punished in a cruel or hurtful way.</p>
<p>7</p> <p>-I have a right to a name and to belong to a country.</p>	<p>20</p> <p>-I have a right to a name and to belong to a country.</p>	<p>30</p> <p>I have a right to speak my own language and to follow my family's way of life.</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work</p>
<p>10</p> <p>I have the right to see my family if they live in another country.</p>	<p>24</p> <p>I have the right to good quality health care, to clean water and good food.</p>	<p>32</p> <p>I should not be made to do dangerous work.</p>	<p>42</p> <p>Everyone should know about the UNCRC.</p>

<p>5</p> <p>The Government should respect the right of my family to help me know about my rights.</p>	<p>22</p> <p>If I am a refugee, I have the same rights as children born in that country.</p>	<p>29</p> <p>I have the right to an education which develops my personality, respect for others' rights and the environment.</p>	<p>35</p> <p>I should not be abducted, sold or trafficked</p>
<p>8</p> <p>I have the right to an identity</p>	<p>23</p> <p>If I have a disability, I have the right to special care and education.</p>	<p>31</p> <p>I have the right to relax and play.</p>	<p>36</p> <p>I have the right to be kept safe from things that could harm my development.</p>
<p>18</p> <p>I have the right to be brought up by both parents if possibly.</p>	<p>25</p> <p>If I am not living with my family, people should keep checking I am safe and happy.</p>	<p>32</p> <p>I should not be made to do dangerous work.</p>	<p>39</p> <p>I have the right to get help if I have been hurt, neglected or badly treated</p>
<p>20</p> <p>I have the right to special protection and help if I can't live with my own family.</p>	<p>27</p> <p>I have the right to have a proper house, food and clothing.</p>	<p>34</p> <p>Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.</p>	<p>42</p> <p>Everyone should know about the UNCRC</p>

<p>1</p> <p>Everyone under 18 has these rights.</p>	<p>16</p> <p>I have the right to keep some things private.</p>	<p>25</p> <p>If I am not living with my family, people should keep checking I am safe and happy.</p>	<p>36</p> <p>I have the right to be kept safe from things that could harm my development.</p>
<p>3</p> <p>Adults must do what's best for me.</p>	<p>18</p> <p>I have the right to be brought up by both parents if possible.</p>	<p>27</p> <p>I have the right to have a proper house, food and clothing.</p>	<p>38</p> <p>I am not allowed to join the army until I am 15.</p>
<p>8</p> <p>I have the right to an identity.</p>	<p>20</p> <p>I have the right to special protection and help if I can't live with my own family.</p>	<p>28</p> <p>I have the right to an education.</p>	<p>40</p> <p>I have the right to get legal help and to be treated fairly if I have been accused of breaking the law.</p>
<p>10</p> <p>I have the right to see my family if they live in another country.</p>	<p>22</p> <p>If I am a refugee, I have the same rights as children born in that country.</p>	<p>30</p> <p>I have the right to speak my own language and to follow my family's way of life.</p>	<p>41</p> <p>Where our country treats us better than the U.N. does we should keep up the good work</p>

<p>1</p> <p>Everyone under 18 has these rights.</p>	<p>13</p> <p>I have the right to find out and share information.</p>	<p>20</p> <p>I have the right to special protection and help if I can't live with my own family.</p>	<p>32</p> <p>I should not be made to do dangerous work</p>
<p>6</p> <p>I should be supported to live and grow.</p>	<p>15</p> <p>I have the right to meet with friends and to join groups.</p>	<p>25</p> <p>If I am not living with my family, people should keep checking I am safe and happy.</p>	<p>35</p> <p>I should not be abducted, sold or trafficked</p>
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<p>12</p> <p>I have the right to be listened to and taken seriously.</p>	<p>18</p> <p>I have the right to be brought up by both parents if possible.</p>	<p>30</p> <p>I have the right to speak my own language and to follow my family's way of life.</p>	<p>39</p> <p>I have the right to get help if I have been hurt, neglected or badly treated</p>

Appendix O – Peer Education Campaign Worksheet

1. Set clear aims

Look at the following examples of some aims. Which aim do you think is the clearest?

1. I want others to know what I know
2. I want to talk about rights
3. I want to help others be aware of their rights
4. I want to help others to understand their rights and apply this to a real life scenario
5. I want to help others understand the articles of the UNCRC that relate to education

In the example above, aim 5 is the clearest aim because it is specific, you can measure your success (e.g., by asking people what they know about the topic afterwards, and it is achievable – you aren't trying to tell them everything!

What do you want to achieve with your Peer Education activity?

Let's start by think about the articles of the UNCRC. You may have already discussed which article you will be basing this activity around (this could also be a theme which includes more than one article).

Rule number one is: Limit your activity to just one major idea!

Which article are you building this activity around?

And so, what is your aim with this activity? Write it out here:

2. Who is your audience?

Think about the people who are receiving your message. What age are they? What will they already know about rights, if anything? How many of them will there be?

You need to put yourself in the shoes of your audience. If they are younger than you, remember when you were that age. What were your concerns and worries, your interests and inspiration? How will the information you provide impact them in their everyday lives?

Rule number two is: Give your audience a reason to care!

Why should your audience care about this article?

Great job! You now know why you are doing this activity...but what about the how?

Think firstly about the discussion you just had. What stands out about times when you have enjoyed learning something?

Secondly, ask yourself if your audience has any previous knowledge about rights? Will you need to explain the United Nations Convention on the Rights of the Child (and the abbreviation UNCRC) to them? Will they know what rights are? What words and language will they know?

Rule number three: Build your idea, piece by piece, out of concepts that your audience already understands.

What concepts or ideas do your audience need to be introduced to?

For example, if I am going to share information about Article 12 of the UNCRC, I will need them to understand what the UNCRC, why it was created and by whom, and what it means for children in Scotland today.

3. Ok so let's plan this thing!

This is your chance to get creative! Think outside the box when deciding how to communicate your aim. Don't limit yourself to standing in front of a group and telling them something – that's not fun or engaging. Some questions to consider are:

- ▲ How can you get people moving around and relaxed?
- ▲ Do you want people to work together or alone?
- ▲ What props or objects could you use?
- ▲ Can you use audio or video elements?
- ▲ Could you get people playing a game?
- ▲ How do you talk less and get others talking more?
- ▲ Should they walk away with something at the end?
- ▲ How can you check if people have understood your message?

You can combine formats too, so do a presentation, then play a video, then introduce a game, then get people creating some art together!

No matter what format you choose for the activity, it's useful to follow a clear plan to help you stick to your aim. Use the format below – we have started it off for you:

Time	Activity	Resources
How long will you need?	What will be happening	What will you need?
5 mins	Opening statement. Introduce yourself and grab their attention with a question, quote, shocking statistic, relatable experience or story	Slideshow presentation