



# Getting ready for FMQT Next Generation

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**A resource for teachers, youth workers and practitioners  
working with children and young people**



**SUPPORTING**

**year of young people**  
bliadhna na h-òigridh  
2018



## About FMQT Next Generation

Children in Scotland and YouthLink Scotland, funded by the Scottish Government, are running a First Minister's Question Time for Children and Young People. First Minister's Question Time (FMQT) Next Generation aims to provide a platform for young people to have their views heard and acted upon.

This event plays a role in creating opportunities for children and young people to have a meaningful say about how Scotland is run, particularly for those too young to vote or who find it difficult to have their voices heard otherwise.

Children and young people aged from 8 to 18, with an upper limit of 26 for those young people with additional support needs, can participate by submitting questions, being in the live audience, and by learning more about children and young people's participation with this and other resources.

FMQT Next Generation supports the realisation of the United Nations Convention of the Rights of the Child (UNCRC) by prioritising children and young people's participation in matters affecting them.

## About this resource

This resource is for teachers, youth workers, parents, carers and other practitioners working with children and young people. The information and activities in this resource were designed to support the participation of children and young people in FMQT Next Generation.

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

#### Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

#### Article 3

All adults should always do what is best for you.

#### Article 4

You have the right to have your rights made a reality by government.

#### Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

#### Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

## Foreword from the First Minister



"I am really excited about facing questions from Scotland's next generation and finding out more about what matters to them. The Year of Young People is an opportunity for us to really focus on how we can make sure everything we do as a government has at its heart the best interests of Scotland's children and young people.

"We want to enhance children's rights in all aspects of Scottish life – this is at the heart of our ambition to make Scotland the best place to grow up, be educated and to live and work.

"Through events like this I really hope that young people will learn more about the value of participating in politics and decision-making. We want our young people to have the confidence and skills to influence decisions that affect them, effectively participate in wider civic society and shape the future Scotland they want to live in and this will.

"As First Minister, events like this, provide an excellent opportunity for me to directly listen to the voices of our young people, and I genuinely value their continued engagement on the issues that are important to them, their friends and families, and their local communities."

**First Minister Nicola Sturgeon**

## Foreword from the Design Team



A group of 10 children and young people were selected to co-design FMQT Next Generation. They were also supported by a group of children and young people online. We wanted to be on the Design Team:



...to know what is going on in our country and to take part making sure others my age, older and younger know too.

**Eloise, 10**

...because I thought it was really interesting that children were being asked to do it, not adults. I want to represent other children in Scotland and to make sure that our views and opinions are heard too!

**Ivana, 15**

...to get involved in events for children to get involved in.

**Divine, 12**

...I wanted my voice to be heard. I want to achieve the ability to speak out against the things I want to change.

**Rosie, 13**

...because the youth of Scotland are becoming ever more diverse and should have an opportunity to be involved with their democracy and ask questions because, after all, we are the next generation of adults. I'd like young people to achieve a greater understanding of Scotland's politics and how the country works but I'd also like young people to be more confident when it comes to speaking out about change.

**Findlay, 15**

...I wanted to help children speak out and know they have the right to be heard and listened to. What I want to achieve in this project is more confidence and the knowledge that children will be heard.

**Evelyn, 9**

...I wanted to make sure that not just my voice, but my generation's voice, was not just being heard but being listened to and taken into consideration. As the decisions being made will not affect the decision makers in the long run, they will affect us.

**Josh, 13**

...because I am worried about all the big decisions that are being made without asking kids what they will want in the future. I like working in teams and all the different things we have to think about when we organise the question time sessions. I want to improve my confidence by working with other people who are older than me and learn what happens behind the scenes at these sort of events.

**Zander, 10**



...because I feel this is a fantastic opportunity for myself and other young people within Scotland to have their say. As a care experienced young person, I know that some work has begun to help bridge the gap but I felt more could be getting done to give us the same opportunities in the future as our peers, so I wanted to be given the chance to advocate for others like myself.

I am part of the student council in my school and if I can make a change in my school I feel I can make a change on a larger scale.

I always love a challenge and this was an opportunity to have a once in a lifetime chance for me to have my say on what I believe in on a national level.

By being part of this project along with advocating for care experienced young people, I want to help make a change in the lives of young people in Scotland. By doing this I hope to leave a legacy of a better Scotland for young people in the future.

**Katie, 15**

...because it's their life and they want to have their own space. I like helping people and I love working in a group. I would like to help kids around the world and in Scotland.

**Aidan, 10**





## Who is the First Minister?

The First Minister is head of the Scottish Government and ultimately responsible for all decisions and policies that the Scottish Government make. The First Minister represents Scotland in all devolved areas. This means that the elected First Minister is expected to have a clear vision for running the country and to make decisions and frame policies for education, health, transport, police and fire services, children's services, farming, forestry and so on.

It is also the responsibility of the First Minister to liaise with the UK Government over reserved matters such as defence and benefits. The First Minister is also an international figure, elected to represent Scotland on all devolved matters. There is more information on devolved and reserved issues on page 9.

The First Minister appoints a team of people to work with them called the Cabinet. There is a Deputy First Minister and each person appointed thereafter is responsible for a particular area of government and is known as a Cabinet Secretary. For example, there is a Cabinet Secretary of Justice who is in charge of the justice system in Scotland.

The First Minister is accountable for all decisions that the government make. One way this happens is through First Minister's Question Time. This takes place between 12:00 and 12:30 every Thursday at the Scottish Parliament while Parliament is in session. The opposition parties and other MSPs put forward questions on any issue, law or policy for the First Minister to answer.

The current First Minister is Nicola Sturgeon. She has been the First Minister since November 2014. She is the MSP for Glasgow Southside and has been an MSP since 1999.

## Why are we asking her questions?

FMQT Next Generation is an opportunity for children and young people to have their views heard and acted upon at a national level. Asking questions of Scotland's First Minister, particularly for those too young to have a vote or whose voices are seldom heard, allows children and young people to express their views and needs directly to the Scottish Government.

This provides children and young people with the chance to influence national policy, which often affects their lives directly. It also provides a platform to scrutinise policy and makes a direct link between the opinions of the younger generation and how policy is developed in the future.

The First Minister will answer questions on a range of issues relevant to and decided by children and young people. The questions raised will be fed into wider policy development, including through the Scottish Government, Children in Scotland and YouthLink Scotland.



## Submitting a question

Children and young people aged 8 to 18, with an upper limit of 26 for young people with additional support needs, can submit questions for the First Minister. Questions should focus on devolved issues.

The Design Team, in collaboration with staff from Children in Scotland and YouthLink Scotland, will select the questions to be asked at FMQT Next Generation. The Design Team will be selecting questions which represent the age range of the audience and which address a range of topics.

To help you think of questions, we've included activities in this resource that can be used with groups of children and young people.

Questions can be submitted in a range of formats, for example text, video and pictures. To submit your question, email **Emma Rogan** [erogan@childreninscotland.org.uk](mailto:erogan@childreninscotland.org.uk) with the subject **FMQT Next Generation Question**.

Please include the following details of the child or young person submitting the question:

- Name
- Age
- Local authority
- Question (in chosen format, see above)
- Why this question is important to them.

Those submitting successful questions will be given the opportunity to ask their question live at FMQT Next Generation on Wednesday 12th September in the Glasgow area.

Questions must be submitted by **5pm on Sunday 24th June 2018**.



## Be part of the audience

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We have a limited number of places for children and young people aged 8 to 18, with an upper limit of 26 for young people with additional support needs, to be part of the audience for FMQT Next Generation on Wednesday 12th September 2018. We aim to engage a diverse group of children and young people.

Children and young people should come as part of an established group, such as school or youth group. A maximum of four children and young people are permitted per group, along with one accompanying practitioner (except in circumstances of additional support needs).

To express interest in attending, **email [events@childreninscotland.org.uk](mailto:events@childreninscotland.org.uk) by 5pm Monday 6th August 2018**. You will then be sent an information form to complete and return to us. Successful groups will be contacted with full details of the time and location of the event on Monday 13th August 2018.

Please note:

- We are unable to provide any costs incurred to attend this event, for example class cover or transport.
- Expressions of interest do not guarantee audience places at the event.
- Practitioners will not be participating in the event.
- This event will be filmed and shared digitally.





## Devolved and reserved issues

In 1998, a law was passed in the UK Parliament to establish a Scottish Parliament with powers to make laws on a range of issues that affect day-to-day life in Scotland. These issues are called **devolved matters**. They include areas such as education, housing, environment, transport and health.

There are also matters **reserved** to the UK Parliament, such as immigration, foreign policy and defence. Only the UK Parliament can make laws in these areas.

### Devolved

Education	Housing
Agriculture and Forestry	Fishing
Local Government	Health and Social Care
Tax and Borrowing Powers	Law and Order
Police and Fire services	Environment
Tourism and Culture	Sport and the Arts
Transport	Some Welfare Benefits

### Reserved

Foreign Affairs	Defence
National Security	The Constitution
Welfare	Immigration
Broadcasting	Economic Policy for the UK
Energy – electricity, gas, coal, oil and nuclear	



## Activities

The following activities have been designed to discuss children and young people's priorities and to shape questions for FMQT Next Generation. Practitioners should consider the age, stage and development of the children and young people they work with and adapt the activities accordingly.

This list of activities is not exhaustive and practitioners are encouraged to use other activities to complement this work.

### Links to Curriculum for Excellence

#### Health and Wellbeing

HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a

#### Social Studies

SOC 2-17a / SOC 3-17a

## Day in the Life

2 hours

Materials: Devolved issues cards [see Appendix], optional: range of other materials

### Purpose

This activity is designed to show children and young people the relevance of devolved issues to their everyday life. It is a good starting point for those who may be unfamiliar with local and national decision-making.

Start in small groups. Give each group one set of devolved issues cards. Ask the group to think about a young person's day. They should use the cards to show when the issue is relevant to their day, for example going to school (Education) or taking a bus ride (Transport).

Groups can be creative when presenting their day to the other groups. Here are some of our ideas:

- Verbal story telling
- Illustrated days
- Role play
- Lego or Play Doh characters
- Stop motion videos or gifs
- Mock social media posts (Tweets/Instagram photos/etc)



**Use the following points to discuss in small groups or in plenary.**

- Were you surprised about any issues? Were any issues missing from your day?
- How are different young people impacted by different issues?
- Do you feel like your voice is heard on issues that affect you?
- Which issues are most important to you?

## **Making Collages**

1-1.5 hours

Materials: magazines, newspapers, glue

### **Purpose**

This activity gets children and young people thinking about the problems or issues in Scotland important to them.

In small groups, ask the young people to cut out photos and headlines using newspapers and magazines demonstrating problems or issues in Scotland. Alternatively, this activity can be done digitally with young people.

Groups should create a collage for each issue. Once collages are complete, groups should present their issues to the whole group explaining why they picked them. In plenary, put each issue under a main heading, for example, education, environment, human rights, etc.

Lay all the collages out so each is visible. Small groups should now select one issue that affects young people or that they care about. They should now answer the following questions about the issue:

- How does this issue affect children and young people?
- What could improve the issue?
- Who can improve the issue?

### **Example:**

The issue: There is too much rubbish in my area (Environment)

The issue could be improved by reducing waste and recycling more.

Lots of people would need to take action to improve this issue.

Groups should present the new information about the issue to other groups.



## Top Three

1 hour

Materials: devolved issues cards (if required)

### Purpose

This activity helps to form a group consensus around important issues.

Start in pairs. Each pair discusses the list of devolved issues and is asked to agree their top three priority areas.

Each pair then comes together with another to form a group of four. The two pairs compare their lists of top three priority areas and agree on a joint top three.

Each group of four comes together with another to form a group of eight. Again, each group takes its two lists of priority areas and reduces it to an agreed top three.

Repeat until the whole group has come back together. Three clear priorities have emerged. Young people can now form questions on these issues.

(Activity adapted from: [seedsforchange.org.uk](http://seedsforchange.org.uk))

## Diamonds

30 mins

Materials: Paper

### Purpose

This activity gives groups the tools to prioritise their questions.

Ask the group to brainstorm a list of questions to ask the First Minister. Each question should be written on a separate piece of paper. In groups, arrange the issues in a diamond ranking, with number one being the issue with most support, nine being the issue with least support.

1: most support

2-3: next best ideas

4-6: other possibilities

7-8: little support

9: weakest idea

1  
2 3  
4 5 6  
7 8  
9



## Beans

30 mins

Materials: Dried beans (or alternative counters)

### Purpose

A quick, visual way to prioritise issues. This activity supports understanding of democratic processes.

Give each participant a measured scoop of dried beans. Ask the young people to put an amount of beans against their chosen issue, explaining that the more important they feel an issue is, the more beans they should put against it.

Once each young person has voted with their beans, remove the issue with the lowest amount. Continue this process until there is one issue left.

This activity could also be run using dot stickers.

## Appendix: Devolved Issues Cards



Health and  
social care



Tax and borrowing



Law and order



Police and Fire



Tourism and culture



Transport



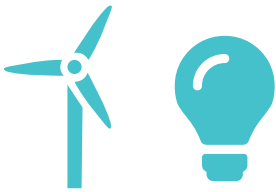
Some  
welfare benefits



Education



Environment



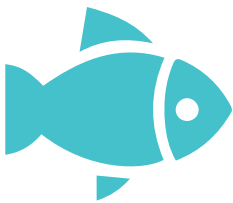
Energy



Housing



Agriculture and  
Forestry



Fishing



Local Government



Sport and the arts



SUPPORTING

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