

## Annual Conference 2019



### Participation, engagement and rights Workshops

## DAY ONE – Wednesday, 6 November 2019

### Workshop Session 1 (10.30am-11.20am)

#### **1a Making my mark: expressive arts and children's rights**

*Heather Armstrong and Kirstin Abraham, Starcatchers*

Young children learn about their rights through lived experience, and the expressive arts are a great way to co-design experiences, develop a sense of agency and show children they can make a difference. You will learn about artistic and creative approaches used in a project to help children communicate what would improve their playground during their transition to P1. You will also develop your own ideas and explore how these can support and expand children's interests and thinking.

#### **1b Using lived and professional experiences to guide the workforce**

*Jimmy Paul and Sue Brookes, Independent Care Review*

Learn how the workforce workgroup of the Independent Care Review has explored and developed the emerging principles which people with lived experience and professional experience have insisted must guide the future of the care 'workforce'. This will include a focus on values, nurture, skills, love, and participation and engagement.

#### **1f Tackling social issues through poetry and music**

*Blair Minchin and pupils, Victoria Primary School*

This interactive session will explore some very hands-on ways to tackle emotional and distressing issues through poetry and music. The children will lead a quick performance of spoken word set to body percussion, then you will join them to play 'Bust a Rhyme', try beatboxing and body drumming, create four line 'raps', and put the whole thing together!

### Workshop Session 2 (11.40am-12.35pm)

#### **2a Gaming and gambling: what's the difference?**

*Chiara Marin, Donna Brunton and Paul Anderson, Fast Forward*

Learn about the links between gaming and gambling, and the potential harms these pose to children's health and wellbeing. Explore the current landscape of gaming and consider a range of approaches and initiatives that can be used to address online safety, gaming and gambling with young people, and promote harm-reduction.

**2b Leader of the pack (brum brum!): diversion and desistance activities in Fife**  
*Young people and motorbikes, supported by Includem*

Includem and Kingdom Offroad Motorcycle Club designed and delivered a programme for young people who were involved in anti-social, dangerous behaviours. The young people were introduced to safe and responsible motorbike riding, incorporating bike maintenance, first aid, teamwork and consequential thinking. The young people will share their experiences and demonstrate their new skills.

**2c I am not your villain: stories of face equality**  
*Changing Faces' Youth Action Group*

The #IAmNotYourVillain campaign asks screen industries to stop using visible differences – a mark, scar or condition which affects someone's appearance – as a shorthand for villainy. The Youth Action Group will share their own personal stories of visible difference and give advice on making your own practice more inclusive. There will also be time to ask the young people any questions you may have.

**2d How well do you know Armed Forces children and young people?**  
*Young people supported by The Royal Caledonian Education Trust*

Anyone working with children and young people will likely encounter those living in Armed Forces families, who often face challenges not experienced by their civilian peers. Listen to the young people share how high levels of mobility and parental deployment can significantly impact their health and wellbeing, and tell you what you can do to support them.

**2e When the going gets tough: supporting young people to find coping strategies**  
*Young people supported by Quarriers*

Quarriers' Resilience for Wellbeing Service is an early intervention and prevention service that works with young people to improve their emotional wellbeing. Hear first-hand from the young people about how the resilience practitioners' work in secondary schools across the Scottish Borders has encouraged and supported them to develop the coping strategies that give them the confidence and resilience needed to achieve their goals.

**2f The golden ticket to a successful children and young people's advisory group**  
*Young people from Changing our World, Children in Scotland's advisory group*

Children in Scotland initiated their first children and young people's advisory group in 2017. Since then, Changing our World has helped to inform our priorities and contributed to numerous projects and events. Hear from our participation and engagement team about how and why the group was initiated, and from the group themselves about the challenges and opportunities it has brought them.

Workshop Session 3 (1.25pm-2.20pm)

**3b The impact of loss through childhood and adolescence**  
*Young people supported by Scottish Adoption*

Told through real life experiences and interactive participation, explore how loss is felt and experienced by children and young people as they move within the care system – and the implications of this at each developmental stage of childhood and adolescence.

### **3e The views of children experiencing domestic abuse and court-ordered contact**

*Dawn Ross, West Lothian Council (WLC) with Susan Lawson and Linda Hunter, Domestic and Sexual Assault Team (DASAT)*

Learn about the innovative Power Up/Power Down partnership project and how WLC subsequently created a Children's Rights post to ensure children's voices are heard in court. Explore the process of referral, information gathering, meetings, capturing and presenting children's views using different tools, while ensuring children's welfare and rights are paramount throughout. Hear how DASAT supports these children and their mothers to live safer lives.

## **DAY TWO – Thursday, 7 November 2019**

Workshop Session 1 (10.05am-11.05am)

### **1b Capes and creativity: engaging reluctant young writers**

*Claire Heffernan, Super Power Agency*

Creative writing and individualised interaction can dramatically improve a young person's social-emotional skills. This interactive storytelling and bookmaking session will model fun and engaging ways to help reluctant writers. Create your own story using your own imagination – and learn how to apply the techniques used to your work with children and young people aged 8-18.

#### **Sponsor workshop:**

### **1c Inspirational environments**

*Nikki Walters, Early Excellence*



If you work with children aged from 2-7 years, this is an opportunity to focus on what we mean by truly effective continuous provision. Revisit the principles, consider a fresh perspective and be inspired by innovative, exciting ideas. You will also have the chance to reflect on how to further develop your own enabling environments to support your children's self-initiated learning.

### **1d Children's Parliament investigates: an alcohol-free childhood**

*Members of the Scottish Children's Parliament, supported by Orlaith McAree*

Members of Children's Parliament, aged 9-11, have worked with 100 children across Edinburgh to investigate the impact that alcohol has on children's lives and to explore the concept of an alcohol-free childhood. Discover their key findings and learn directly from the children involved themselves about the methods adopted during the investigation process.

Workshop Session 2 (11.35am-12.45pm)

### **2a Lego serious play: building the bricks for Children in Scotland's manifesto**

*Chris Small, Children in Scotland and Joanna McCreadie, Seamab*

Children in Scotland is currently working to develop their Manifesto for the 2021 Scottish Elections. Using lego play, take this opportunity to feed into the Manifesto and influence Children in Scotland's policy activity for the next five years. Advocate for specific policy calls you feel are essential if we are to improve the lives of children, young people and families.

**2c Welly boots and Baltic bairns: a collaborative approach to outdoor learning**  
*Mairi Ferris, Inspiring Scotland, Gordon MacLean, Learning through Landscapes and Karen Kirke, Glasgow City Council*

Learning through Landscapes' child- and parent-led Nurturing Nature programme in Scotland helps early years settings to take staff, parents and children into local greenspace to support attachment and bonding through natural play. Supported by Inspiring Scotland, collaborative groups in Glasgow have improved outcomes for children through outdoor play. Go outside and experience hands-on the impact of these projects in promoting outdoor play and learning.

Workshop Session 3 (1.45pm-2.40pm)

**3e Health inequalities: peer research into the role of communities**  
*Chris Ross, Children in Scotland and Professor Niamh Shortt*

Children in Scotland, with funding from the Wellcome Trust, carried out a participative research project with children and young people aged 10-18 living in areas of high deprivation in Glasgow and Dundee. Gain an insight into the research and findings, and explore some of the recommendations on what community and place can do to improve people's health and wellbeing. Learn more about the peer research model used to engage with children and young people to gather views and experiences in relation to health, wellbeing, inequalities and place making.

---

**Our other conference themes are:**



**Health and wellbeing**



**Supporting families and communities**



**Early years, learning and education**



**Organisational and workforce development**



**Tackling inequalities**