

Children and Young People's Rights

Activity Facilitation Pack

Activate Your Rights



Contents

Foreword	3
Introduction	6
Overview of the United Nations Convention on the Rights of the Child	8
Relevant Policy Areas	11
Using This Pack	15
Rights Awareness	18
Introduction	18
Activities	19
Rights in Action	39
Introduction	39
Activities	41
Rights Resilience	79
Introduction	79
Activities	80
Additional Learning Resources	113
Appendices	115

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/youngscot-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. As the UNCRC becomes 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.

In Scotland, the rights set out in the UNCRC are often upheld by different laws, and the Scottish Parliament is currently working to make sure most of the rights in the UNCRC are covered by 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> (CYPCC – 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 CYPCC additional powers to investigate whether a service provider has had regard to the rights, interests and views of the child in Scotland.

Scotland aims to incorporate the UNCRC into law to the maximum extent possible within the powers of the Scottish Parliament. To do this, a Bill was laid before Parliament in September 2020 - the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill. This will 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](#).

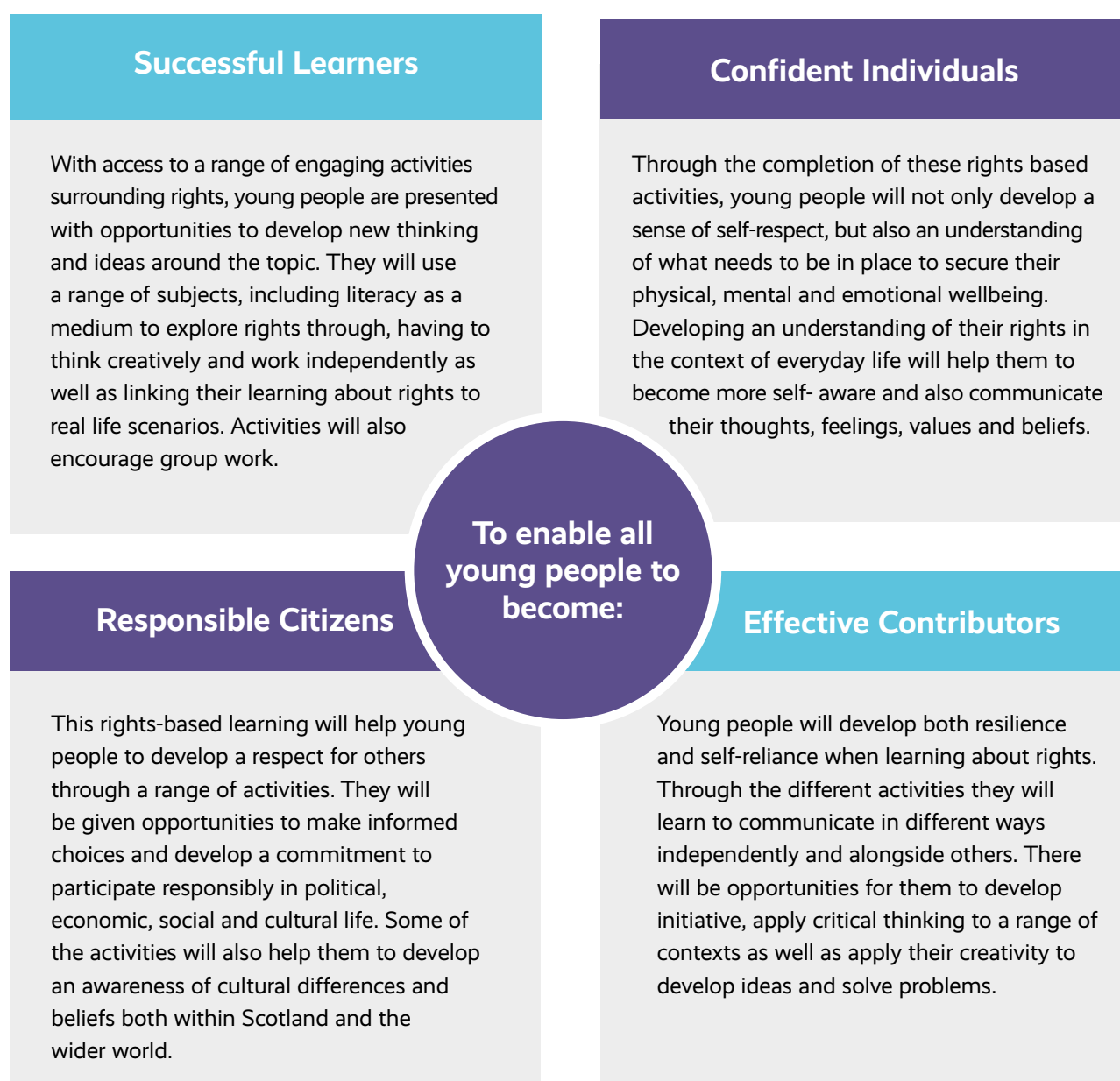
Relevant Policy Areas

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:



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 CYPSC 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 Awareness

About these activities

The activities in this section are designed to support children and young people to become familiar with the United Nations Convention on the Rights of the Child (UNCRC) and the articles within it. They should also encourage children and young people to begin to recognise and understand what these rights mean for them.

Learning Outcomes

- Children and young people are aware of the UNCRC and understand what it is
- Children and young people have a broad and general understanding of the kinds of rights that are guaranteed in the UNCRC
- Children and young people are familiar with some of the specific articles of the UNCRC

Activity	Guide age range	Type	Time	Page
Simple Rights Bingo	Early years to P4 0-7 years	Individual or small group	15-30 minutes	19
Rights Card Games	Early years to P4 0-7 years	Small group	Various	20
Rights Role Play	Early years to P4 0-7 years	Small group	30 minutes +	22
Rights Scavenger Hunt	P1-S6+ 4-18 years	Individual or small group	60 minutes	25
Spread the Rights Message	P1-S6+ 4-18 years	Individual	60 minutes	28
Depicting Rights in Art	P5-S6+ 8-18 years	Individual	60 minutes	31
Timeline of the UNCRC	P5-S6+ 8-18 years	Small or large groups	30-60 minutes	35
UNCRC 101 Podcast/ Video	P5-S6+ 8-18 years	Small or large groups	15-30 minutes	37

Simple Rights Bingo

Time to
deliver
15 mins

Aim:

To support children to become more familiar with their rights.

Outcome:

Children will have interacted with rights bingo and become more familiar with the concepts and related images and vocabulary.

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

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 0-09a, 1-09a**
- ▲ I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**
- ▲ By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

Type: Individual or small group

Resources:

- ▲ Rights cards (Appendix C)
- ▲ Simple bingo cards x 10 (Appendix D)
- ▲ Felt pens or bingo dabbers

Methodology:

5 mins	Distribute bingo cards to the children and explain that they will need to listen to the 'caller', and when they hear a right on their card, they need to cross it off their card.
10 mins	A 'caller' picks rights cards at random and calls out the right/image. Children mark off if that right/image appears on their card.
	When a child has marked off all the rights/images on their card, they should say "bingo!"

Rights Card Games

Aim:

To support children's knowledge of children's rights generally.

Outcome:

Children will have interacted with rights cards and become more familiar with the concept and related images and vocabulary. Option for further discussion about rights.

Time to deliver
15 mins
per game

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

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 0-09a, 1-09a**

I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

Type: Small or large group

Resources:

Rights cards x 2 sets (Appendix C)

Methodology:

There are a range of card games that can be played.

Snap

5 mins	Divide cards out equally to all players, and instruct the group to take turns to put one card down in the middle, with the picture side facing up. When two cards played one after the other match, the first player to put their hand on the pile and say "snap" picks up all the cards from the middle.
10 mins	Choose a player to begin the game and play. When a "snap" is called, you could take the opportunity to pause and discuss the right or the image on the card that was matched in more detail.
	The game ends when one player holds all of the cards.

Pairs

5 mins	Gather players around a table or flat surface and place all the cards face down in a grid. Explain that each player will take it in turn to flip over 2 cards. If the 2 cards match, they can pick them up and keep them. If the cards do not match they must turn them back over and play passes to the next child.
10 mins	Choose a player to begin the game and play. When cards match, this could be an opportunity to discuss that right or the image on the card in more detail. Encourage children to pay attention to where cards have been turned over to develop memory skills.
	The game ends when all of the pairs have been matched.

Mix and Match

To prepare for this game, cut the cards to separate the image and the words.

5 mins	Place the pictures and words face up on a flat surface and mix them up. Explain to the players that they will need to match up the pictures with the right words that go with them. When a player correctly matches up the cards, they can keep the two pieces.
10 mins	Choose a player to begin the game and play. When the correct picture and words are matched, this could be an opportunity to discuss that right or the image on the card in more detail.
	The game ends when all of the cards have been matched.



Rights Role Play

Time to
deliver
5-10 mins
per scenario

Aim:

Raise awareness and understanding of children's rights generally, and particularly Article 31, the right to relaxation, play and leisure time.

Outcome:

Children will have considered different rights-based scenarios and start to link situations they will feel are right and wrong with their rights. This may lead to discussions about the difference between rights and wants.

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

Experiences & Outcomes:

▲ As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-02a**

▲ As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others **RME 0-05a**

▲ As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. **RME 0-09a**

▲ I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. **EXA 0-12a**

▲ I enjoy creating, choosing and accepting roles, using movement, expression and voice. **EXA 1-12a**

▲ I use drama to explore real and imaginary situations, helping me to understand my world. **EXA 0-14a**

Type: Small groups or individual. You could choose to make puppets as a larger group preparation activity.

Resources:

▲ Puppets, dolls, small world play figures or similar.

Methodology:

5 mins	Pick up the characters and explain who they are (e.g., parent, child). Start the scenario conversation off between the characters.
5-10 mins	Explore the issues involved for both adults and children and try to find a healthy, respectful resolution to the scenario

Scenario 1

Right to food, right to be healthy and for adults to look after you.

- ▲ **Characters:** Parent and Child
- ▲ **Scenario:** Parent - What do you want for tea?
Child - Chips! Every day!
- ▲ **Explore:** children may want things that end up not being healthy for them. What is an adult's role in this? How can children and adults find a balance together?

Scenario 2

Right not to have to go to work.

- ▲ **Characters:** Adult and Child
- ▲ **Scenario:** Adult - You're six now so it's time for you to go and get a job!
Child - I am too young!
- ▲ **Explore:** What is a job? Some examples. Why do adults do them? Why might it not be a good idea for a child to work? Maybe use different jobs to explain importance of education, safety etc.

Scenario 3

Right to a name and an identity.

- ▲ **Characters:** Two Children
- ▲ **Scenario:** Child 1 - Hello, what's your name? Child 2 - I don't have one, no one ever gave me one.
- ▲ **Explore:** identity and how it helps us understand and feel good about who we are. Children might like to reflect on their identity and what makes them special.

Scenario 4

Right to be listened to.

- ▲ **Characters:** Child, Adult and Class
- ▲ **Scenario:** Child is sad and sat in the story corner. Teacher decides that it will make them happy again if the rest of the class comes to join them and sing a song. Child is still sad. Consider why might the child still be sad? Re-do the scenario with the teacher taking different approaches to see what will help the child feel better (such as discussing why the child is sad and what might make them feel happier).
- ▲ **Explore:** What choices do you get to make? (this could be what they play with or perhaps what they eat in the early years setting) Why is your opinion important? Giving your opinion doesn't mean you get to make all the decisions. How do we make decisions together?

Scenario 5

Right to food, right to be healthy and for adults to look after you.

- ▲ **Characters:** Group of children and Adult
- ▲ **Scenario:** Group of children playing at the park. Adult comes and tells them to stop because they are being too noisy.
- ▲ **Explore:** thinking about others but why it is important to have friends, to relax, to play as it helps us feel happy and healthy. Would this scenario be different if it happened somewhere else? Is a park somewhere it's OK to be noisy?

Scenario 6

My rights and your rights.

- ▲ **Characters:** Two Children and a Teacher
- ▲ **Scenario:** It is free play time in the classroom. One child is reading a book in the story corner. Another child comes and sits in the story corner with a xylophone/drum from the music box and starts playing it. The first child tell the other child to be quiet. The second child says it's free time and they can do what they want. An argument starts.
- ▲ **Explore:** How do you negotiate so that everyone can enjoy their rights? How can I help other people enjoy their rights? What do I need from other people so I can enjoy my rights?



Rights Scavenger Hunt

Time to
deliver
**15-60
mins**

Aim:

To familiarise children and young people with the articles of the United Nations Convention on the Rights of the Child (UNCRC).

Outcome:

Children and young people will gain an understanding of the different articles of the UNCRC and their rights.

Target age range:

Year	Age	Level
P1 – S6+	4-18 years	0-4

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 0-09a, 1-09a, 2-09a**

Type: Small or large groups

Resources:

For younger and less advanced learners (e.g., P1 - P4)

- Rights Cards (Appendix C)
- Rights checklist (List the rights that have been hidden on a piece of paper)

For middle years learners (e.g., P5 - S3)

- [UNCRC Symbols Cards](#)
- Articles of the UNCRC (Appendix A)
- Alternative version:**
- Articles of the UNCRC random order (Appendix E) with the article numbers cut off
- Checklist of numbers 1-42
- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

For older and advanced learners (e.g., S4-S6)

- Rights Case Studies (Appendix F)
- Articles of the UNCRC random order (Appendix E) with the article numbers cut off

Time to deliver:

For younger and less advanced learners (e.g., P1 - P4) - 20-25 minutes

For middle years learners (e.g., P5 - S3) and older and advanced learners (e.g., S4-S6)
15-60 minutes (depending on the size of your space and number of rights hidden).

Methodology:

You will need to hide the cards before learners arrive for the activity. You could hide the cards in areas of the classroom that relate to certain rights, e.g., right to food at the snack table.

For younger and less advanced learners (e.g., P1 - P4)

5 mins	<p>Tell the group that there are (insert number) of rights hidden around the space. Provide parameters for the space they will be exploring. Their job is to search and find the cards. Depending on the number of children you may wish to split them into pairs or threes to search, or potentially have an adult accompany them.</p> <p>You can either:</p> <ul style="list-style-type: none"> a) distribute a checklist to each child or group, and explain they should cross off each card when they find it b) ask each child or group to pick up a card when they find it and return to the lead facilitator to help them stick it up on the wall
10-15 mins	Start the group off exploring the space and finding cards.
5 mins	When all the cards are found, go over each one and reiterate which right it represents.

For middle years learners (e.g., P5 - S3)

You will need to hide the cards before learners arrive for the activity. You may need an extra member of staff to check on groups as they are searching.

5 mins	<p>Tell the group that there are (insert number) articles of the UNCRC hidden around the space. Provide parameters for the space they will be exploring. Their job is to search and find the cards. Split them into small groups to search. Instruct the groups to be subtle when they find a card to not give away its location to other teams, and to leave the card in place for others to find. One staff member should maintain a 'home base' area, which the groups can return to for hints, or when they have completed the task.</p> <p>You can either:</p> <ul style="list-style-type: none"> a) distribute a checklist to each child or group, and explain they should cross off each article of the UNCRC when they find it b) ask them to take a photo of each article as they find it (if they can use phones)
10-45 mins	Start the group off exploring the space and finding cards.
5 mins	Teams should return to the base when they have found all the articles. Go through and check they have correctly collected/identified each article. You may need to send a helper out to round up the other teams.

Alternative version: Hide only the article numbers or the article descriptions. If you hide the article numbers, print out the randomised articles checklist (Appendix E) and remove the article numbers. When a group find a number, they will need to match it to the correct description on their checklist. If you hide the article descriptions, you can simply write out the article numbers on a piece of paper to act as a checklist. When a groups finds a description they will need to match it to the correct article number. Each group will need a copy of the UNCRC in full to do this.

Alternative version: If your group are able to use their phones or cameras, distribute a list of articles and ask the group to explore the space and take photographs of an object representing each article or themselves acting out an article. As this activity may be difficult with all articles of the UNCRC, use a reduced list.

Suggested articles include:

- ▲ **Article 12** – I have the right to be listened to
- ▲ **Article 13** – I have the right to express myself
- ▲ **Article 14** - I have the right to my own beliefs and religion
- ▲ **Article 15** – I have the right to join groups
- ▲ **Article 16** – I have the right to keep some things private
- ▲ **Article 17** – I have the right to find out information
- ▲ **Article 24** – I have the right to healthcare, clean water, good food
- ▲ **Article 27** - I have the right to housing, clothes and food
- ▲ **Article 28** – I have the right to education
- ▲ **Article 31** – I have the right to relax and play

For older and advanced learners (e.g., S4-S6)

You will need to hide the cards before learners arrive for the activity. You may need an extra member of staff to check on groups as they are searching.

5 mins	<p>Tell the group that there are (insert number) case studies illustrating articles of the UNCRC hidden around the space. Provide parameters for the space they will be exploring. Their job is to search and find the case studies, read each one and match it to the correct article of the UNCRC. Split them into small groups to search.</p> <p>Instruct the groups to be subtle when they find a case study to not give away its location to other teams, and to leave it in place for others to find. One staff member should maintain a 'home base' area, which the groups can return to for hints, or when they have completed the task.</p> <p>Distribute a checklist to group and explain they should cross off each article of the UNCRC when they find it.</p>
10-45 mins	<p>Start the group off exploring the space and finding case studies.</p>
5 mins	<p>Teams should return to the base when they have found all the articles. Go through and check they have correctly collected/identified each article. You may need to send a helper out to round up the other teams.</p>

Alternative versions: Instead of having written case studies to locate and find, use a 'human books' approach and have different people around a space read out a Rights Case Study when approached by a group. As above, the group must then decide which article this case study refers to. To have enough people to make this a viable option use a reduced number of case studies.

Spread the Right Message

Time to deliver
45-60 mins

Aim:

To encourage a broad and general understanding of the articles in the United Nations Convention on the Rights of the Child (UNCRC) and to raise awareness of the UNCRC.

Outcome:

Children and young people will gain an understanding of the different articles of the UNCRC and their rights in relation to that.

Target age range:

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

Experiences & Outcomes:

- ▲ 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**
- ▲ Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work. **EXA 4-05a**
- ▲ 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: Small group or individual

Resources:

- ▲ UNCRC posters ([UNICEF rights poster](#), [Save the Children rights poster](#), [Plan International rights poster](#), [CYPSC symbols poster](#))
- ▲ Smart device with internet access for multiple groups or access to a wide range of posters for learners at a more advanced level
- ▲ Smart device with internet access for multiple groups (Extension Activity)

Time to deliver:

45-60 minutes.

Extension activity

20 minutes.

Methodology:

Practitioner to introduce any of the above resources and present some of the different articles of the UNCRC.

For younger and less advanced learners (e.g., P5-S3)

15 mins	<p>Practitioner to tell the group they will be creating a poster based on the articles of the UNCRC or about their rights.</p> <p>Use examples of existing posters to generate discussion about what makes a good poster. Ask the group what they like and dislike about each poster. Write up an agreed list of what makes a good poster on the board, or somewhere visible to everyone.</p>
5 mins	<p>The aim of the poster is to tell other children about their rights. Encourage a discussion about what rights are and where you might see rights in everyday life. Present the group with the options below to choose from:</p> <ul style="list-style-type: none"> ▲ Design a poster demonstrating your favourite right or right that you think is most important ▲ Design a poster promoting awareness of rights and the UNCRC ▲ Design a poster to show others why rights are important
20-30 mins	Design the posters taking into account some of the things which have been identified as making a good poster, and depicting rights in everyday life if relevant.
10 mins	Have each person share their poster with the group, describing what key message they have tried to achieve.



For older or more advanced learners (e.g., S4-S6)

20 mins	Ask the group to think about the power of spreading a message, and for the young people to conduct research and identify posters which convey an impactful message. Ask each young person to note down or discuss in a small group what elements of the poster make it impactful (e.g., the colours, font, layout, message, images). Write up an agreed list of what makes a good poster on the board, or somewhere visible to everyone.
5 mins	<p>Tell the group they will be sharing their new knowledge of the UNCRC and children/young people's rights with others, and ask them to think about how they can do this in an impactful way, using elements they identified when looking at existing examples of impactful posters.</p> <p>Remind them that the intention of their poster is to communicate information about rights in everyday life in a way that is meaningful to other young people. Options to choose from:</p> <ul style="list-style-type: none"> ▲ Design a poster/social media post encouraging others to be aware of their rights ▲ Design a poster/social media post detailing one of the UNCRC articles in more depth, using examples of rights in everyday life ▲ Design a poster/social media post to show others why rights are important
20-30 mins	Design the posters taking into account some of the things which have been identified as making a good poster, and depicting rights in everyday life if relevant.
10 mins	Have each person share their poster with the group, describing what key message they have tried to achieve.

Extension activity for more advanced learners:

Discuss with the group how posters and imagery contributes to the spreading of messages and awareness raising. Ask them to look online for posters from protest and social change movements, and have each person choose one example they like to share with the group.

Ask the group to discuss, with relation to the poster or artwork they have chosen:

- ▲ What idea or message is the poster communicating?
- ▲ How does it make you feel, and what aspects of the design bring out that feeling?
- ▲ What else makes the poster effective?

Based on the discussion, you can also ask them to identify one thing they would change about the UNCRC poster they have created to make it more effective.

Depicting Rights in Art

Time to deliver
20-90 mins

Aim:

To encourage children and young people to engage creatively in understanding the articles of the United Nations Convention on the Rights of the Child (UNCRC).

Outcome:

Children/young people will be able to use creative methods to express their understanding of the UNCRC and the associated rights.

Target age range:

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

Experiences & Outcomes:

- ▲ I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**
- ▲ I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. **EXA 3-02a**
- ▲ I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. **EXA 4-02a**
- ▲ 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: Small group or individual

Resources:

- ▲ Smart device with internet access for practitioner only or multiple groups to play **30 second animated shorts**
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ Storyboard template (Appendix G) if required

Time to deliver:

Stage 1 – 20 mins

Stage 2 – 25 mins

Stage 3 – 60-90mins

Methodology:

Depending on time and resources available in the learning environment, the practitioner may want to split this activity over a couple of lessons. The first two parts of the activity could be run in one session, the final part of the activity during another session. This would give the practitioner the opportunity to organise supplies. Alternatively, supplies such as paint, pencils, clay, plasticine, newspaper/magazine cut-outs could be prepared.

Stage 1

20 mins

Practitioner plays a selection of the 30 second animation clips to the group to inspire creativity. If possible, small groups can watch on their devices.

Discuss with the group the following points:

- ▲ What animation clips they liked and why?
- ▲ What reactions did they have to the clips? (did they find them powerful, emotional, informative)
- ▲ What story did the clips convey?

Stage 2

10 mins

Ask the group to think of other creative ways that information about rights could be shared. Encourage a discussion in small groups or as an entire class, and make a list of the ideas somewhere visible.

If the group are struggling with idea generation, the following creative methods could be suggested (depending on the resources available):

- ▲ Clay or plasticine modelling
- ▲ A fake newspaper
- ▲ Graffiti spray-painting
- ▲ Storyboard their own animated video
- ▲ Collage
- ▲ Embroidery

Stage 2

5 mins

Inform the groups that it's now their chance to get creative. From the ideas suggested ask the groups to decide on a creative method they would like to use to depict rights (this could be dependent on supplies available in the classroom). This could be done as an individual task or in small groups.

When everyone has decided on what method they want to use, run through the different articles of the UNCRC. These could be printed out and handed to groups to discuss on their own. Ask them to decide on at least one right to present via their chosen creative method.

There are some articles which may be easier to depict than others, so you may want to suggest the following articles to choose from:

- ▲ **Article 2** - All children have these rights
- ▲ **Article 6** - I should be supported to live and grow
- ▲ **Article 8** - I have a right to an identity
- ▲ **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 19** - I have the right to be protected from being hurt or badly treated
- ▲ **Article 22** - If I am a refugee, I have the same rights as children born in that country
- ▲ **Article 24** - I have the right to good quality health care, to clean water and good food
- ▲ **Article 27** - I have the right to have a proper house, food and clothing
- ▲ **Article 30** - I have a right to speak my own language and to follow my family's way of life
- ▲ **Article 31** - I have a right to relax and play
- ▲ **Article 42** - Everyone should know about the UNCRC

10 mins

Ask everyone to make a plan for their work before they start, jotting down some ideas about:

- ▲ What does this article/right mean for young people in Scotland?
- ▲ What idea do they want to communicate in their artwork?
- ▲ What do they want the audience to think, feel or do?
- ▲ What are some key words or images that you could use to depict this right?
- ▲ If using colour, what colours will help communicate your idea?

Stage 3

10 mins	<p>Now it is time for the group to create their artwork. Ensure supplies and creativity stations are set up around the room. Different stations could be set up depending on the different creative methods.</p> <p>For example:</p> <ul style="list-style-type: none"> ▲ A painting/clay modelling area with surfaces covered and aprons provided for the learners ▲ A collaging area with newspaper/magazine cut-outs ▲ A computer area playing the animation clips with storyboard templates on the table <p>Have everyone retrieve their plans and get their materials.</p>
45-60 mins	Time for creating their art.
10-20 mins	At the end of the session, go around each person and ask them to share their art work. Remember to leave time to pack away materials and clean up the space.

Extension activity:

Have the young people think about rights in different parts of the world (this activity could be run alongside/ after the 'Children's Rights Around the World' activity in the **Rights in Action** section). The above process could be carried out in the same way but with a link to different countries. The learners could show how different rights are respected in different countries and use the art and craft traditions and techniques of the country in question to demonstrate that right.



Timeline of the UNCRC

Time to deliver
30-45 mins

Aim:

For children and young people to be able to describe the development of the United Nations Convention on the Rights of the Child (UNCRC) over time.

Outcome:

For children and young people to know the timeline of the development of the UNCRC, including Scotland's plans to incorporate the UNCRC.

Target age range:

Year	Age	Level
P5 – P6+	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**
- ▲ Can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**
- ▲ I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. **SOC 2-04a**
- ▲ By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. **SOC 4-04a**
- ▲ 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 discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

- ▲ I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. **SOC 3-06a**

Type: Individual or small groups

Resources:

- ▲ Simple timeline of the UNCRC (Appendix H)
- ▲ Full timeline of the UNCRC (Appendix I)
- ▲ A3 paper or a longer roll of paper if available
- ▲ Glue
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ Smart device with internet access for multiple groups at more advanced level to research the history of the UNCRC. Alternatively, this could be a homework task
- ▲ Smart device with internet access for practitioner only to show YouTube videos explaining the United Nations (optional):
 - [For younger age groups](#)
 - [For older age groups](#)

Methodology:

Depending on the prior knowledge of the group and their ability level, you may or may not need to spend time covering the UN.

5 mins	Introduce the concept of the United Nations to the group, using the YouTube videos provided if useful.
10 mins	Now introduce the UNCRC to the group, you can tell them that this is a document which summarises the human rights which children have, created by the UN. It links to the Universal Declaration of Human Rights, which was also created by the UN but includes some special rights just for children, as children are particularly vulnerable. You can talk through some of the articles in the UNCRC, and hand out copies of the articles.
5 mins	Once everyone has had a chance to look through the articles of the UNCRC, you can introduce the task. Explain that the group will be creating a timeline of the development of the UNCRC, so they can see where these rights come from and when the UNCRC was created.

For older or more advanced learners (e.g., S4-S6)

5 mins	Give each group a long sheet of paper that has a line through the centre horizontally and explain that they will need to place dates and events along this line in the order they happened. You can have them write the oldest date on the left end of the line, and the present date on the right end of the line.
10-15 mins	Now distribute the dates and events (cut out separately). The groups must match each date to an event and stick them in order along the timeline. You can use the Simple Timeline (Appendix H) or Full Timeline (Appendix I) of events from the appendices for this, depending on the abilities of the group.
5 mins	Give each group a long sheet of paper that has a line through the centre horizontally and explain that they will need to place dates and events along this line in the order they happened. The events they place on the timeline should cover the world events which led to the formation of the UNCRC and the stages in its development, up to the present day. Their timeline should provide a social and cultural context for the development of the UNCRC.
20 mins	<p>The groups will need to research the history of the UNCRC as well as events and ideas which were shaping the world as it developed. They may bring in aspects of the history of the United Nations in general, and the development of thinking around human rights.</p> <p>You can additionally ask the groups to illustrate their timelines, for example with the different flags of the world, or examples of some of the rights in action.</p>

UNCRC 101 Podcast or Video

Time to deliver
15-30 mins

Aim:

Raise awareness and understanding of children's rights and how they are applied in Scotland.

Outcome:

Children will have increased their understanding of the United Nations Convention on the Rights of the Child (UNCRC), what rights are and why they are important, as well as the incorporation of the UNCRC into Scots Law.

Target age range:

Year	Age	Level
P5 – P6+	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**
- ▲ 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: 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 describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**

Type: Large or small groups

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	Explain that the group will listen to a podcast or watch a video introducing them to the UNCRC. 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.
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 all the rights in the UNCRC. Are there any that you are surprised by or have questions about? ▲ Choose one of the rights to think about more – how is this right upheld in your lives? Can you think of any examples of this right in action? ▲ Imagine you were telling other people about children's rights. Try and write down a sentence or two to explain why children's rights are important, and share this with the rest of the group. <p>You can allocate 5 minutes for small groups to discuss and answer each question.</p>

Extension activity:

Have the groups use the podcast/video 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.

Rights in Action

About these activities

The activities in this section put the articles of the United Nations Convention on the Rights of the Child (UNCRC) into a Scottish context. They can be used to emphasise to children and young people what their rights might look like when they're being respected and when they're not being respected.

This section builds on the learning outcomes within Rights Awareness. Often, narratives around children's rights focus on children living in what some refer to as the global south or developing nations, these are often countries where legislation protecting children is not as robust as it is elsewhere internationally, including in the UK and Scotland. However, despite Scotland having a strong history of respecting children's rights there are examples of children's rights not being respected in Scotland. This section draws on such examples as they can help children and young people understand their rights in a more meaningful and tangible way.

Learning Outcomes

- ▲ Children and young people are able to reflect on and discuss how and when rights are upheld in Scotland
- ▲ Children and young people have the ability to recognise how rights are present in their own lives
- ▲ Children and young people have an increase awareness of the specific articles of the UNCRC

Activity	Guide age range	Type	Time	Page
Bringing My Rights to Life	Early years – P4 0-7 years	Individual or small group	30 minutes	41
Everyday Rights	Early years – P4 0-7 years	Small group	30 minutes	42
All the Children Have Their Rights Song	Early years – P4 0-7 years	Small or large group	30 minutes	43
All About My Rights	Early years – P4 0-7 years	Individual	30 minutes	45
Your Rights Where You Live	P1-S6+ 4-18 years	Individual or small group	30 minutes	46
Storyboard Your Rights	P5-S6+ 8-18 years	Individual or small group	60-120 minutes	49
UNCRC Case Studies	P5-S6+ 8-18 years	Small group or large group	15 minutes	52

Activity	Guide age range	Type	Time	Page
Exploring Your Rights	P5-S6+ 8-18 years	Small or large group	60-90 minutes	54
Profile of a Child in History	P5-S6+ 8-18 years	Individual or small group	30-60 minutes	57
Comparing Rights Around the World	P5-S6+ 8-18 years	Individual or small group	60 minutes	60
Celebrating Cultures Across Scotland	P5-S6+ 8-18 years	Individual or small group	60 minutes	63
Healthy Food Plans	P5-S6+ 8-18 years	Individual	60 minutes	66
A Closer Look at the articles of the UNCRC Podcast/Video	P5-S6+ 8-18 years	Small or large group	15-30 minutes	68
Invite a Rights Organisation to Speak	P5-S6+ 8-18 years	Small or large group	45-60 minutes	70
Advanced Rights Bingo	S1-S6+ 11-18 years	Individual or small group	15-30 minutes	72
Rights and Discrimination in Scotland	S1-S6+ 11-18 years	Individual or small group	60-90 minutes	74



Bringing My Rights to Life

Time to
deliver
20
mins

Aim:

Raise awareness of a range of children's rights

Outcome:

Children will be able to identify some examples of how they access their rights in daily life and who helps them to do this.

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

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 0-09a, 1-09a**
- ▲ I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**
- ▲ By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

Type: Individual activity but can be done as a small group

Resources:

- ▲ Rights colouring pages (Appendix J)
- ▲ Colouring pencils, pens, or crayons

Methodology:

5 mins	Choose a small number of rights (one for each group member) and show the children the colouring in page for each right. Explain that each image represents one of their rights, and tell them what that right is. As they are black and white, explain that the children are going to 'bring their rights to life' by colouring in the pictures.
10 mins	Give each child one of the colouring in pages, or let them select their own, and allow time for colouring.
5 mins	Ask each child to show their finished picture and discuss with the group any other examples they can think of for that right. For example, if the right is access to food, discuss what other healthy foods the children eat.

Extension activity:

Ask the children to draw and colour in another image representing the right in a different way, e.g., for the right to clothing they could all draw their favourite clothes. Their finished drawings could form a wall display.

Everyday Rights

Time to
deliver
**20-30
mins**

Aim:

Raise awareness of a range of children's rights

Outcome:

Children will be able to identify some examples of how they access their rights in daily life and who helps them to do this.

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

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 0-09a, 1-09a**

▲ I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**

▲ By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**

Type: Small group or individual.

Resources:

- ▲ Rights cards (Appendix C)
- ▲ Large paper/ roll of paper
- ▲ Pens or pencils

Methodology:

Draw out the timeline in advance.

10 mins	With the children, map out the sequence of their day in a timeline on the large sheet of paper, from when they get up to when they go to bed.
10 mins	Go over the timeline and match up any rights cards to the activities. You may wish to print multiple versions of the cards to stick onto the timeline or could write on the timeline in another colour e.g., have breakfast – right to food, get dressed – right to clothes
5 mins	Discuss why these are important and who can help make sure they happen

Extension activity:

Ask the children to draw a scene from their day where they are accessing a particular right.

All the Children Have Their Rights (song)

Time to deliver
20-30 mins

Aim:

Raise awareness of a range of child rights contained in the UNCRC.

Outcome:

Children have an opportunity to explore different rights and how they interpret them. The repetition of the song will help them to remember some of their key rights.

Target age range:

Year	Age	Level
Early years - P4	0-7 years	0-1

Experiences & Outcomes:

- ▲ I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully. **EXA 0-08a**
- ▲ I have opportunities to enjoy taking part in dance experiences. **EXA 0-10a**
- ▲ I enjoy singing and playing along to music of different styles and cultures. **EXA 0-16a**

Type: Small or large group

Resources:

- ▲ Rights cards (Appendix C)
- ▲ Bag/bowl for children to select cards from (optional)
- ▲ Lyric sheet (optional)

Methodology:

10 mins	Spend some time exploring the rights cards. These are designed to be eye-catching, engaging and a good place to start a discussion about rights in action. You could select a smaller number for the group of children, if you choose. Go through and look at the pictures and make sure the children understand each one.
5 mins	As a group, come up with an action or noise for each card e.g., “food” noise could be ‘mmmmm’ and rub tummy, or “rest” could be pretending to sleep and snoring noise. This gives children the opportunity to think about the rights in more detail.
5 mins	Sing the song together. At every round, pick a card from the bag/bowl and read it out, e.g., ‘And one of the rights they have is...“PLAY” (then add in the sound/ action). Repeat as many times as you like.

Lyric sheet
(to the tune of Old MacDonald)

All the children have their rights

U – N – C – R – C

And one of the rights they have is [read from card]

U – N – C – R – C

With a [insert action or noise] here

And a [insert action or noise] there

Here a right

There a right

Everywhere we have our rights

All the children have their rights

U – N – C – R – C

All About My Rights

Time to
deliver
**25-30
mins**

Aim:

To support children's knowledge of children's rights generally and their understanding that rights have an impact on our everyday lives.

Outcome:

Children will have reflected on how they enjoy their rights in their own lives and who helps them to do this. This may lead to discussions about the difference between rights and wants.

Target age range:

Year	Age	Level
P1 – P4	4-7 years	1

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 0-09a, 1-09a, 2-09a**
- ▲ I make decisions and take responsibility in my everyday experiences and play, showing consideration for others. **SOC 0-17a**
- ▲ By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me. **SOC 1-17a**
- ▲ As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-02a**

- ▲ As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. **RME 0-05a**
- ▲ As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. **RME 0-09a**

Type: Individual activity

Resources:

- ▲ All about my rights sheet (Appendix K)

Methodology:

5 mins	Child to draw features onto figure in the centre to represent themselves.
15 mins	Child fills in each box (with support where needed), thinking about their own life and what makes them unique
10 mins	Ongoing possibility for discussion and for children to explain and explore what they have drawn and written, what makes them feel happy and safe and why this might be.

Your Rights Where You Live

Time to deliver
35-40 mins

Aim:

To find out the range of local cultural, social and physical activities and opportunities within a five-mile range of a child's home or school

Outcome:

Increased awareness of how article 31, the right to leisure, play, recreation, cultural life, and the arts, is implemented in their local area.

Target age range:

Year	Age	Level
P5 – S6	8–16+	2 - 4

Experiences & Outcomes:

- I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.

HWB 2-26a / HWB 3-26a

- I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond. **HWB 4-26a**

- Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

SOC 2-10a

- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a**

- I can use a range of maps and geographical information systems to gather, interpret and present conclusions and can locate a range of features within Scotland, UK, Europe and the wider world. **SOC 3-14a**

- I can explain how the needs of a group in my local community are supported. **SOC 2-16a**

Type: Individual or small group

Resources:

This task can be completed using digital tools:

- Smart device

- Online tool ...

Or using analogue tools:

- printed map...

- pencils & pens

- pair of compasses

- paper and stickers

Or a mixture of both.

Time to deliver:

35-40 minutes, longer if walking around the area.

Methodology:

For digital delivery

Each group or individual will need a device to access the map on, as well as a device to search for local amenities. The young people can then plot the amenities using pin drops on a map (e.g., using this [mapping tool](#)). It is also possible to do this activity using Google Maps, however the young people will need to use the route finder to see how far away an amenity is from their central location. It may be useful to begin the activity by providing an example of something which is five miles away from their current location so they can see the distance.

For analogue delivery

The group will need to draw a five-mile radius on the map from your location. It may be easier to use stickers to highlight local amenities, or just a pen to write onto the map directly/create a key. You will likely need access to the internet for the young people to explore local amenities, unless this is a homework activity where young people can walk around the area. You could also rely on the existing knowledge of the young people.

5 mins	<p>Begin by distributing maps and getting the young people to create the five-mile radius on the map. The centre of the circle can be their home address, or the school or centre they are learning in.</p> <p>This activity may be more difficult for young people in rural areas, so you can either extend the radius to increase the search area, or change the parameters so instead of looking within a certain distance, the task is to find places which are within an hour's travel of the central location.</p>
10 mins	<p>Explain that Article 31 of the UNCRC says that they have a right to relax, play and enjoy leisure time, so this task is designed to see how many leisure facilities are within easy reach.</p> <p>Tell them their task is to find as many of the following places as possible, and mark them on the map, focussing on places/activities which are aimed at their age range (or children and young people in general), within a 5 mile radius.</p> <ul style="list-style-type: none"> ▲ Sports centres, training grounds, gyms or exercise venues (e.g., dojos, dance studios) ▲ Indoor play or activity centres (e.g., soft play, trampolining parks, amusement arcades) ▲ Outdoor play parks or activity centres (e.g., BMX tracks, playgrounds, obstacle courses) ▲ Cultural venues or hubs (e.g., cinemas, museums, music venues) ▲ Social centres or clubs (e.g., youth clubs, community centres, Scout huts) <p>When a place has been located, they should mark it on the map. If using a paper map, they may wish to create a key on another sheet of paper for clarity.</p>
10 mins	<p>Once everyone has mapped their locations, have everyone share back one or two things they found. You may also want to get people to discuss which of the local amenities they have used and review them, or talk about the good and the bad.</p>

10 mins

Back in their small groups or individually, the young people should think about what is missing and already existing in their local area. It is also a chance for the group to talk about amenities which exist, but are perhaps not accessible for some reason, e.g., no wheelchair access, too expensive, no transport options etc.

The young people should decide what amenity they would create or change in their local area. It could be anything, but it should provide young people with more opportunities to exercise their Article 31 rights.

Everyone should write their ideas down and then share them back with the rest of the group.

Extension activity:

If there are a real lack of local amenities for the young people, this could be an opportunity to discuss starting a campaign for the local council to build something new in the area. Have the young people vote on the ideas that were shared for new amenities, and then ask them all to write a letter or email to their local councillor proposing the idea.



Storyboard Your Rights

Time to
deliver
50-60
mins

Aim:

To create a story around a specific right and the impact it has on someone's life, enabling children and young people to apply rights to their own lives and the lives of those around them.

Outcome:

Children and young people have increased understanding of the impact a right can have on someone's life and of why rights are important.

Target age range:

Year	Age	Level
P1 – S3	4-14 years	1 - 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 1-09a, 2-09a, 3-09a**
- ▲ I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**
- ▲ 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**
- ▲ Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. **EXA 1-05a, 2-05a**
- ▲ I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-06a**
- ▲ 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**
- ▲ By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**
- ▲ 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**

Type: Individual or small group

Resources:

- ▲ Pens & pencils
- ▲ Colouring pencils/pens
- ▲ Storyboard template (Appendix G)
- ▲ Rights case studies (Appendix F)
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Methodology:

Depending on the ability level of the group, you may find it useful to prepare an example storyboard in advance of the activity. You can complete a storyboard based on one of the case studies provided.

5 mins	Distribute copies of the United Nations Convention on the Rights of the Child (UNCRC) and spend a short time going through the articles. Once they group are familiar with the idea of the UNCRC, let them know that this activity will be thinking about how rights impact their lives as children and young people living in Scotland.
10 mins	Read through some of the case studies to give some examples of rights in action across Scotland. For older learners, you could hand out case studies for people to read through themselves and then get them to feedback what they were reading about.
5 mins	<p>Explain that everyone will be asked to storyboard a new scenario, like the case studies they have just read, demonstrating an article of the UNCRC in action. Explain that a storyboard is a series of images or drawings that show what a film, TV show, or short video is going to look like and the order it is going to go in. If you have prepared one, you can show an example of a storyboard to the group.</p> <p>Each person or small group should then pick one of the articles from the UNCRC to build a story around (avoiding replicating those provided in the case studies). For younger pupils, you might want to pick some specific articles out and assign them to groups. Some examples of articles which lend themselves well to this activity include:</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 15 – I have the right to join groups ▲ Article 16 - I have the right to keep some things private and to have private space. ▲ Article 24 - I have the right to good quality health care, to clean water and good food ▲ Article 27 - I have the right to have a proper house, food and clothing ▲ Article 28 - I have the right to an education ▲ Article 30 - I have a right to speak my own language and to follow my family's way of life ▲ Article 31 - I have a right to relax and play

10 mins	<p>There should be three stages to the story they are trying to tell, so go through each stage and get them to jot down an idea or two about what could happen at each stage.</p> <ol style="list-style-type: none"> Stage 1 – the beginning: Ask them to begin by imagining a situation in which the right they have chosen is not respected (e.g., A child/young person is really tired and lacking energy, but they still have lots of homework to do). Stage 2 – the middle: Now they will need to imagine something which will trigger a change to the scenario from Stage 1 (e.g., A parent comes up to their room to remind them that they have the right to play and relax). Stage 3 - the end: Finally, the change has happened, and the situation has become one where the right they have chosen is being respected (They take a break from homework and then complete their homework later that evening, or when they more energised and well-rested).
15 mins	<p>Using their notes, they should come up with scenes that they will split into their storyboard using images and some descriptive text. You should distribute the storyboard template (Appendix G) so they know how many squares they have to fill. use multiple pages if needed.</p> <p>Remind the group that images do not need to be works of art, but should get across the general gist of the scene. It is fine to use stick figures!</p>
10 mins	<p>Once the storyboards are complete, the group can present their storyboards to each other and describe what is taking place, and which article is being depicted. This is a chance to assess their understanding of rights in the context of real life.</p>

Extension activity:

Put the storyboards into action and share on your school social media accounts.

The young people could create a:

- ▲ Puppet show
- ▲ Drama scene
- ▲ Short film
- ▲ Animation



UNCRC Case Studies

Time to
deliver
**15
mins**

Aim:

To raise awareness of the United Nations Convention on the Rights of the Child (UNCRC), children's rights and how they are applied in Scotland.

Outcome:

Children and young people will understand, through discussion, the way that rights are applied in appropriate contexts, and be familiar with the articles of the UNCRC.

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**
- ▲ 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**
- ▲ I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- ▲ 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 describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**

Type: Small group

Resources:

- ▲ Smart device with internet access for multiple groups to access [web activity](#)
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Methodology:

5 mins	Create small groups for the activity, giving each team access to the web activity and UNCRC articles. As a group they should read through the information provided and answer the initial set of questions about the UNCRC. They will likely need to look up some of the answers to the questions on the Children & Young People's Commissioner website or Young Scot's ActivateYourRights website.
10 mins	Following this, the group will be presented with five case studies of children's rights in action in Scotland. One member of the group should read out the case study and the group must then discuss and decide which right is being respected in the example. They will need to reference the UNCRC to find the correct article. They record their response in the appropriate box and submit their answer. The web resource will tell them if they were correct or not. They have the option to revise their answer or progress to the next case study.

Extension activity:

Have each group identify an article in the UNCRC and create their own case study of this right in action. Ask groups to swap their case studies to see if they can guess the articles each other's case studies refer to.



Exploring Your Rights

Time to
deliver
**40
mins**

Aim:

To be able to describe one of the United Nations Convention on the rights of the Child (UNCRC) articles in depth, to enhance their understanding and appreciation of the rights within the UNCRC. Learners should develop more awareness of this right in everyday life.









Outcome:

For children and young people to be able to identify an article from the UNCRC that is relevant to their lives and use this as a stimulus for their research. To be able to research the articles using resources that are available to them, and then present their research, sharing learning and thoughts with the rest of the group.

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 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 / LIT 4-06a**
-  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**
-  To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. **LIT 2-18a**
-  To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

Experiences & Outcomes:

- ▲ To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. **LIT 4-18a**
- ▲ 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**
- ▲ I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**
- ▲ I have experienced the energy and excitement of presenting/performing for different audiences. **EXA 4-01a**
- ▲ I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- ▲ 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**

Type: Small group

Resources:

- ▲ Smart device with internet access for multiple groups to conduct research if this is available or any books you have on rights.
- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))

Time to deliver:

40 minutes, plus 5 minutes for each group presentation.



Methodology:

Most resources aimed at children and young people use simplified language to talk about the UNCRC, however the articles are available in the full legal text from CYPSC website too <https://cypsc.org.uk/rights/uncrc/full-uncrc/#part-i>, and this could be worth sharing with young people if they are able enough to comprehend the text.

10 mins	Introduce the UNCRC to the group and run through the articles to ensure everyone understands them. In small groups, the children and young people should discuss and decide on an article to research in more depth.
30 mins	<p>They should focus on the questions below in their research, but encourage the groups to take ownership of the direction that their work goes in.</p> <p>Each group should aim to create a 5 minute presentation communicating their research to others (this could be the rest of the class, a group of staff, another year group as part of a peer education programme etc.). The presentation should have a visual element, whether a PowerPoint presentation or a poster.</p> <p>Research questions:</p> <ul style="list-style-type: none"> ▲ What detail can you find about this article and why it was created? ▲ Read the full text of the article - is anything surprising or new there? (This may require adult support to interpret) ▲ How is this article respected and upheld in Scotland? Give a few examples. ▲ What did it look like in the past when this article was not respected? ▲ What are the challenges in making sure this article is respected in present day Scotland? Are there times when it is still not respected? ▲ Who is responsible for making sure this right is respected, and are there any ways you can suggest for how respect for this right can be improved? <p>As the group are conducting their research you may need to provide support, help answer questions, etc.</p>
5 mins	<p>Have each group present their research.</p> <p>After each presentation, you can give the audience the chance to ask questions, and potentially pose one yourself, e.g., what did you find most interesting about this research? Did you learn anything new? Can you explain more about...</p>

Extension activity:

This could be a more in-depth research project done over the course of a couple of weeks, with time spent speaking to others about this right asking questions, looking into policy, exploring the organisations who help uphold the right they are looking at, and so on. The result could be a visual display of their work or a showcase event for parents/carers to come to.

Profile of a Child in History

Time to deliver
60 mins

Aim:

To compare and contrast children's rights from a time in the past to the present, thinking about how rights have changed over time

Outcome:

Children and young people should have an increased understanding of why rights are important, how rights change the material factors and circumstances of children's lives, and what life was like for children at different times in the past.

Target age range:

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

Experiences & Outcomes:

- I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

- I can explain the similarities and differences between the lifestyles, values and attitudes of people in the past by comparing Scotland with a society in Europe or elsewhere.

SOC 3-04a

- I can describe the main features of conflicting world belief systems in the past and can present informed views on the consequences of such conflict for societies then and since.

SOC 4-04b

- 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 describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.

SOC 2-17a

- I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.

SOC 3-17a

- I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people.

SOC 4-17c

Type: Individual or small group

Resources:

- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- Smart device with internet access for multiple groups to conduct research if this is available or any books you have on rights.
- Pens and paper

Methodology:

5 mins	To begin with practitioners should specify the period in history for comparison or allow the young people to choose any period in history, preferably in Scotland or UK for which there is sufficient information.
20 mins	<p>Instruct the group to create a profile of a child in the chosen era of the past. This will involve research into the living conditions of this era: information about schooling, family and home life, work and play may all be relevant. This stage could involve a visit to the school library, a museum or online research. The aim is to illustrate what children's rights looked like at different times in the past.</p> <p>To ensure some diversity in the profiles created, you could assign certain characteristics be incorporated e.g., class, gender, age and location.</p> <p>The profile should include:</p> <ul style="list-style-type: none"> ▲ A made-up name for the child ▲ Age and gender ▲ Location ▲ Year in history ▲ Family and living situation ▲ School/work situation ▲ Description of a day-in-the-life ▲ Hopes and fears for the future
10 mins	Each group member should now create a matching profile of themselves, including the same information as above.
15 mins	<p>Distribute the articles of the UNCRC. Looking at the two profiles side-by-side. Young people should begin to draw out the differences between the two and identify where children's rights have changed the lives of their two profiles. Some of the key differences might include access to education, food, housing, care, and financial support, having a say in things that affect them, access to information etc. Support the groups to think of even more.</p> <p>There will likely be a sense that things are better for children in the present, but if possible, encourage the young people to think of any ways where rights are more difficult to implement now, or where things have gotten more complicated. You could help them by prompting conversations on the right to privacy online, right to information that is accurate, right to enjoy and preserve your culture in a globalised world, right to play and relaxation in an era of phones and social media pressure.</p>
10 mins	Ask each person to briefly share their profile and one thing they found that was different between then and now, related to one of the articles of the UNCRC.

Extension activity:

List the rights that were not protected for the child in the past that are protected now. When did this change in the UK? Have they group research the development of at least one of the rights in the UK or Scotland, and as a group create a timeline of when different rights came into play (e.g., universal free primary education, creation of Scottish Youth Parliament, creation of the printing press or the internet, dangerous drugs legislation, etc.)

Extension activity:

You could also ask them to use their profile to create a person 50 years in the future, and to consider what rights might look like in Scotland after implementation of the UNCRC into Scot's Law. What has changed for children and young people as a result?

Activate Your Rights



Comparing Rights Around the World

Time to deliver
60 mins

Aim:

To give children and young people an understanding of how children's rights are respected in different countries, compared with Scotland.

Outcome:

Be able to compare children's rights in Scotland with another country, understand that rights can be interpreted and respected in different ways in different cultures, and understand some of the challenges in making sure children's rights are respected around.

Target age range:

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

Parts of this activity may involve exploring subjects like human rights abuses, which some young people may find difficult.

Experiences & Outcomes:

- ▲ 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 have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences. **SOC 3-17a**
- ▲ I can compare and contrast two world ideologies to express an informed view on how ideology affects the lives of people. **SOC 4-17c**
- ▲ 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**

Type: Individual or small group

Resources:

- ▲ Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- ▲ Smart device with internet access for multiple groups to conduct research if this is available or any books you have on rights.
- ▲ Pens and paper

Methodology:

10 mins	<p>Introduce the idea that children's rights are universal and apply to all children, but that for rights to be respected, adults in your country have to make commitments to uphold them and take action for rights to be respected. This may involve creating laws based on rights, allocating money to make sure rights are upheld, or creating services to support children and their families. In most countries, the government is responsible for making sure these things are put into place, with help from local authorities, schools, hospitals, charities, and social work.</p> <p>Tell the young people that they will be comparing Scotland with another country around the world to look at how children's rights are respected there. You could distribute the articles of the UNCRC at this stage and go through a couple of examples to identify one or two ways that right is upheld in Scotland.</p>
5 mins	<p>You may wish to allocate articles and countries for comparison, or let the children choose. The grid below contains suggestions for rights to look at and which countries may make a good comparison.</p>
15 mins	<p>Ask each young person or group to first complete a profile on how Scotland respects this right first of all.</p> <p>Include the following information in the profile (example in brackets):</p> <ul style="list-style-type: none"> ▲ Country (Scotland) ▲ Article of the UNCRC (Article 24 / right to healthcare) ▲ How is this right respected in this country? (free, universal healthcare for children; doctors; hospitals; dentists; school nurse; etc.) ▲ Organisation or group who put this right into action? (Scottish Government, NHS Scotland) ▲ How long has this right been respected in this country? (1948 – creation of NHS) ▲ Can all children access this right all the time? (Theoretically yes, but some children may be less able to access health care due to a lack of facilities) ▲ What are some of the difficulties or conflicts involved in making sure this right is respected? (Access to some services is difficult due to underfunding and lack of facilities)
20 mins	<p>Once this is complete, they will need to research their other country's approach to the same right and fill out a profile of that country using the same questions.</p>
10 mins	<p>Once both profiles are complete, young people can highlight some of the key differences and similarities between the two, and the main issues involved in making sure this right is respected.</p>

Article	Suggested focus	Suggested comparison countries
Article 12 You have the right to be listened to and taken seriously	Youth participation in democratic and representational systems, campaigning	Canada, Germany, Malawi
Article 17 You have the right to get information in lots of ways, so long as it's safe	Freedom of the press, state media monopolies, censorship	Turkey, Jamaica, Venezuela
Article 24 You have the right to good quality health care, to clean water and good food	Healthcare provision and accessibility, sanitation and nutrition	USA, India, Hong Kong
Article 28 You have the right to an education	Education rankings, school system, access to primary & secondary education, teaching styles	Finland, China, Niger
Article 30 You have a right to speak your own language and to follow your family's way of life	Languages spoken, respect of indigenous cultures, celebration of multi-culturalism	Norway, Australia, Wales
Article 32 You should not be made to do dangerous work	Child labour laws, children in work, industrial accidents	Italy, Pakistan, Vietnam
Article 40 You have the right to get legal help and to be treated fairly if you have been accused of breaking the law	Age of criminal responsibility, access to legal representation, child incarceration	Luxembourg, Cuba, Iran



Celebrating Cultures Across Scotland

Time to deliver
45-60 mins

Aim:

For young people to find out more about Article 30 of the UNCRC and think about how it can be thought about in a Scottish context.

Outcome:

To be able to explain the positive impact of speaking your own language and celebrating your own culture in Scotland, and describe the impact that Article 30 has on people's lives.

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**
- ▲ Can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- ▲ I can discuss issues of the diversity of cultures, values and customs in our society. **SOC 2-16c**
- ▲ 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 describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. **SOC 2-17a**

Type: Individual or small groups

Resources:

- ▲ Board or flipchart
- ▲ Paper and pens/pencils
- ▲ Printed copies of the scenarios if needed
- ▲ Smart device with internet access for multiple groups to conduct research if this is available or any books you have on languages and cultures in Scotland

Methodology:

Before delivering this session, it is a good idea to spend some time familiarising yourself with the variety of languages spoken in Scotland, and some of the cultures and cultural events that take place all around the country.

5 mins	Introduce Article 30 of the UNCRC to the group – “I have a right to speak my own language and to follow my family’s way of life”. You can explain that the group are going to look at how this article is respected in Scotland, and what life might be like if this right wasn’t respected.
10 mins	<p>Split people into small groups, or do this as a whole class.</p> <p>Ask everyone in the groups to name as many languages as they can which are spoken in Scotland. Depending on the experiences of the class, they may themselves speak another language, or have friends or family who do. Write the languages up somewhere visible for the class to see.</p> <p>If the group have a smart device with internet access, they can go online and search for more information. If you have a globe or map of the world, you could also use this as a prompt.</p> <p>English can be included in the list too!</p>
10 mins	Now you can ask everyone in the group to name some cultural occasions that take place in Scotland, as these come up you may want to link them to languages that are spoken to link aspects of the same culture. This list can include religious holidays, celebration events, mourning events, rites of passage, etc. Again, if the group have internet access, they can spend some time online looking up cultural events in Scotland.
10 mins	Spend some time discussing these: - where they might have heard these languages or see the cultural events taking place, why they think other languages are spoken in Scotland, and why culture is important to uphold?
5 mins	Now read the scenario below to your group. This is based on what it may be like if we did not have the UNCRC.
5 mins	<p>Have the groups spend around five minutes answering these follow-up questions:</p> <ul style="list-style-type: none"> ▲ What impact do you think being told not to speak Hungarian will have on Adrienn and her family? ▲ If you went to the same school as Adrienn, what could you do to help her feel more included? ▲ What do you think the school or others helping Adrienn’s family to settle-in could do to help her feel included/ protect her rights under Article 30?
10 mins	<p>Once these questions have been answered, re-introduce Article 30, and remind the group that it ensures that children have the right to speak their own language and follow their family’s way of life.</p> <p>Everyone should now re-write the scenario, taking Article 30 into account. Think about how the situation would change if Adrienn and her family were encouraged to speak Hungarian. You may want to re-read the scenario or print out copies of it to help the group remember what was said.</p>
5 mins	Ask a few of the more confident group members to read out their new scenarios, and reflect with the group on how Article 30 being respected has a positive impact on other areas of life (e.g., friendships, mental wellbeing, respect and inclusion).

Scenario

- Adrienn has moved to Glasgow from Hungary at the age of 12. She has moved over with her mother and her younger brother. They have all been told by others in their community that they must only speak English and that they should stop speaking Hungarian. This is a worry for the family as the mother has very little English, and Adrienn and her younger brother don't understand English at all.

They have been told that they should not speak about what it was like in Hungary and that they should now only think about what their life is going to be in Scotland. The family is sad and worried, they have left a lot behind in Hungary and miss the culture, their friends and their family very much.

They had been very excited about joining a new community in Scotland as they would be able to share their culture, teach others about it but also learn about a new culture and way of life. Adrienn is feeling sad, unhappy and just wants to move back home, she doesn't want to go to school as she does not understand anything, and she doesn't want to go out and play in the park as other children tease her for not understanding English.



Healthy Food Plans

Time to
deliver
**45
mins**

Aim:

To support young people to understand how to plan for a healthy diet, how much it can cost to eat well, and how Article 24 - the right to good quality health care, to clean water and good food, is implemented in Scotland.

Outcome:

Some of the difficulties that families may face in providing nutritious food for children and young people on a low income, as well as what constitutes a healthy meal and how much food costs.

Target age range:

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

Experiences & Outcomes:

- ▲ By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**
- ▲ By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. **HWB 3-30a**
- ▲ Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. **HWB 4-30a**

Type: Individual or small groups

Resources:

- ▲ Pens and paper
- ▲ *The Eatwell Plate* (a guide to food groupings and portion size).
- ▲ This *Hand Size Portion Guide* may also help young people estimate amounts.
- ▲ Smart device with internet access for multiple groups to look up food prices on a supermarket website as well as recipes on websites like the BBC or use Common Food Price (Appendix L).

Time to deliver: 45 minutes for the meal plan activity.

Methodology:

If doing this activity without the internet, it may be useful for the young people to work in small groups so they can share knowledge about how to create different meals.

Alternatively, this could be a homework task and the young people could get food prices from a local shop.

5 mins	Introduce the idea that the group will be asked to create a daily meal plan for one week (Monday to Sunday) and that they will have £20 to spend for the entire week shopping so will need to plan each meal carefully. They will need to plan breakfast, lunch and dinner each day, although no need to worry about drinks. Link this activity to Article 24.
30 mins	<p>Have them write each day of the week on a piece of paper. Under each day they will need space to record the meal type (breakfast/lunch/dinner), meal name, ingredients, cost, and daily spending total. Example below.</p> <p>As they go through the week, they don't have to buy ingredients multiple times unless it is used up, e.g., a loaf of bread will last them a week, so they only need to pay for it once. You can also allow the young people a list of pre-bought pantry items to use throughout the week (Appendix L). If the young people are searching for food items on the internet, you can advise them to compare the difference between branded and non-branded food items.</p> <p>Monday</p> <p>Breakfast – toast Bread (60p), butter (pantry), jam (75p).</p> <p>Lunch – Cheese sandwich and an apple. Bread (pre-bought), butter (pantry), cheese (£2.50). Apple (£1.60).</p> <p>Dinner – Tuna mayonnaise & sweetcorn baked potato Potato (25p), mayonnaise (pantry), tuna (79p), sweetcorn (35p)</p> <p>Daily total: £7.49</p>
5 mins	Once they have planned the week, have them add up their spend through the week and see how close they are to £20. You can allow them time to try and revise their spending down if they are well over, however the point of the activity is to demonstrate how difficult eating on a tight budget can be, so it doesn't matter if nobody actually gets their spend to £20!
5 mins	You can lead a group discussion at the end of the activity to see what people found the hardest, of if there were any surprises about the cost of different food items. Link the discussion back to rights and Article 24 - the right to good quality health care, to clean water and good food. Some useful prompts could include how much fruit or veg they managed to include, or sources of protein, how varied the meals were over the week and whether they were able to make meals from scratch, or if they relied on processed foods.

Extension activity:

Ask the group to spend some time exploring how the right to access healthy food is supported by government policies and initiatives, as well as any other programmes that support this right (e.g., food banks, free school meals, breakfast clubs).

A Closer Look at articles of the UNCRC Podcast/Video

Time to deliver
15-30 mins

Aim:

Raise awareness and understanding of children's rights and how they are applied in Scotland

Outcome:

Children will have increased their understanding of the UNCRC and a more in depth understanding of some of the articles of the UNCRC, as well some things to think about if rights aren't being respected.

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**
- ▲ 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**

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	Explain that the group will listen to a podcast or watch a video exploring some of the articles of the UNCRC in more depth. 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.
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"> ▲ What are some issues that are important to you in society at the moment, and how could you make your opinion on this heard? ▲ What could be done within your school, group or community to make sure that everyone is able to express themselves freely without facing bullying or discrimination? ▲ Can you think of a time when one of your rights hasn't been respected? What would you have wanted to happen in that situation to make sure your rights were respected? Is there anything different you could have done? Take a look at all the articles of the UNCRC to remind yourself of your rights if you need to. <p>You can allocate 5 minutes for small groups to discuss and answer each question.</p>

Extension activity:

Have the groups use the podcast/video 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.

Invite a Rights Organisation to Speak

Time to deliver
45-60 mins

Aim:

To research rights organisations based in Scotland and invite them to present on the topic

Outcome:

Children/young people will gain an understanding of the different organisations supporting children's rights locally, nationally and internationally.

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**

Type: Small group activity

Resources:

- Pen and paper
- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- Sticky dots, or felt tip pens.
- Smart device with internet access for multiple groups to research organisations or use the Organisation List (Appendix M)

Methodology:

30 mins	<p>Organise everyone into small groups and tell the groups that they'll be researching organisations that support children and young people's rights in action. Each group will then choose the organisation they would like to contact and invite to speak to their class/school.</p> <p>Distribute a copy of the UNCRC to each group and allocate time for them to read through the organisation list or research organisation online.</p> <p>Each group should choose their top two organisations and discuss as a group (or do further research on top two depending on internet access). There should be an explicit link between one or more of the articles of the UNCRC and the organisation or speaking topic choice.</p>
5 mins	<p>Share their choice of top two organisations with the wider group and explain their reason for choosing them, thinking about what rights the organisation supports and why the work they do is important to children and young people. Write each group's choices on the board/flipchart.</p>
5 mins	<p>Dot voting to take place – a dot sticker is handed to each learner which is placed next to their top choice for speaker. Alternatively, have the group use a felt tip pen to place an 'x' next to their top choice.</p>
10 mins	<p>When the organisation has been chosen, hand out paper and pens to everyone. They will now need to write a letter to the organisation asking for someone to come and speak at their school.</p> <p>Talk them through the tips provided in structuring paragraphs and what information to include in the letter:</p> <ul style="list-style-type: none">  At the start: Introduce yourself and the reason you are writing. You could mention the work on Rights you are doing as a class.  In the middle: Describe in further detail why you want the organisation to come and speak. What do you like about the work they do? Why are you interested in their work? What do you want to get out of the visit? Why is it important to you? Consider the wording and language you are using.  At the end: Summarise the main points of writing the letter and an appropriate signing off, e.g., I look forward to hearing from you.  Signing off: Yours sincerely can be used if you know their name / Yours faithfully if you don't. <p>When the letters are complete, they can be handed in and posted to the organisation. You may wish to include a covering letter with the work.</p>

Advanced Rights Bingo

Time to
deliver
**30
mins**

Aim:

Raise awareness of a range of children's rights and their applications in Scotland

Outcome:

Children will be able to identify examples of children's rights arising in daily life in Scotland.

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, 4-09**

Type: Small groups (maximum 10 groups)

Resources:

- Advanced bingo cards (Appendix N)
- Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
- Pencils and rubbers
- Rights Case Studies (Appendix F)



Methodology:

5 mins	Distribute bingo cards to all groups and distribute articles of the UNCRC.
20 mins	<p>When each group is ready, read through the rights case studies in a random order, keeping track of which ones are read out. As examples are read out, the players must figure out which article is being talked about, before crossing it off their bingo card. It is recommended to use pencils for this so that players can erase any squares they cross off in error.</p> <p>After each scenario is read out the groups will likely need to discuss which article they think it is, so allow time.</p>
5 mins	<p>The first group to cross off a row of squares in any direction shouts out 'bingo!'. Ask them to read off the squares they have crossed, and double check against those read out. If they can remember, ask which examples related to which right.</p> <p>If they have got any wrong, you will need to correct them, and advise anyone else in the class who crossed off that number incorrectly to erase their cross and reinstate that number. If the number in question has been 'called' already but the player has matched it wrong, then instruct the rest of the group to keep it crossed off but think hard about whether they matched the right scenario.</p> <p>Depending on the time available, you can continue to play until someone gets a line with all the correct answers, or move on until someone has filled their card as below.</p> <p>Resume reading out scenarios until one team has crossed off all the squares on their bingo card and shouted 'bingo!'. As before, check their squares against the rights read out and ask if they can remember any examples. The rest of the class may join in with recalling the examples.</p>

Rights and Discrimination in Scotland

Time to deliver
60 mins

Aim:

To highlight the role that disadvantage has on children's rights in present day Scotland










Outcome:

Learners will understand the role of discrimination and how it impacts on the way children's rights are upheld and respected.

Target age range:




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

Experiences & Outcomes:

-  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**
-  **LIT 2-02a, 3-02a, 4-02a**
-  I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
-  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 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: Small or large group

Resources:

-  Blackboard or flipchart.
-  Articles of the UNCRC (e.g., [Articles online](#), [pocketbook](#), [UNICEF poster](#), [Children's Commissioners poster](#))
-  Smart device with internet access for multiple groups for Part 2 (optional)

Time to deliver: 60 minutes (**Part 1** - 30 minutes, **Part 2** - 30 minutes)

Methodology:

Part 1:

10 mins	<p>Practitioner to firstly model the difference between advantage and disadvantage. Divide the group in half and allocate a scribe. Advise the class they are to write down as many food items beginning with a particular letter as possible. Group 1 will go first and have 60 seconds to write as many as possible. Group 2 will go next and have 30 seconds to write as many as possible. It's likely that Group 1 will win this activity.</p> <p>Highlight to the class that Group 2 were at a disadvantage because of the different time limits imposed on the two groups.</p>
10 mins	<p>Now write the word "disadvantage" on the board/flipchart and encourage the group to give responses of what they think that word means.</p> <p>Possible answers:</p> <p>Disadvantage</p> <ul style="list-style-type: none"> ▲ "Something that reduces the chance of success" ▲ "Something that puts you in an unfavourable position" etc <p>Once everyone is comfortable with the definitions of disadvantage ask the group if they can think of reasons that might mean a child or young person is at a disadvantage in Scotland. This can be done as a whole group activity or split into smaller groups to discuss ideas for a few minutes. Possible answers:</p> <ul style="list-style-type: none"> ▲ Genders ▲ Ethnicity ▲ Poverty ▲ Poor mental or physical health ▲ A disability or learning difficulty ▲ An unstable home environment ▲ Being an asylum seeker

Part 1:

5 mins

Write the word “discrimination” on the board and repeat the process as above. Depending on the pre-existing knowledge of the class, you may want to begin by giving them an example of discrimination – you can ask the group to imagine that in the previous activity, instead of splitting the group at random, you had put all the people with brown eyes in Group 1, and all the people with blue eyes in Group 2. Ask the group how that would have changed things and why.

Possible answers:**Discrimination**

- ▲ “Negative treatment of individuals or groups of people based on characteristics such as age, sex, race”
- ▲ “Being treated differently than others”

5 mins

Reiterate the idea that discrimination means treating people unfairly because of who they are. You might want to give an example to reinforce this idea, for example comparing the difference between someone who is at a disadvantage in a job interview because they have a bad attitude toward work, and someone who is at a disadvantage because they are gay.

Now introduce the Equality Act (2010), which sets out the nine protected characteristics that it is unlawful to discriminate against someone for. You can ask the group if they know the protected characteristics or want to try and guess them. Write them up on the board/ flipchart for everyone to see.

- ▲ age
- ▲ disability
- ▲ gender reassignment
- ▲ marriage or civil partnership (in employment only)
- ▲ pregnancy and maternity
- ▲ race
- ▲ religion or belief
- ▲ sex
- ▲ sexual orientation

If done in small groups, ask each group for a couple of suggestions that they came up with and reflect back with the wider group.

Remind the group that you can be discriminated against for other reasons too, but that it is specifically unlawful to discriminate based on the protected characteristics. You can also highlight that people could be treated differently for one of these reason without it being illegal, for example providing adjustments for someone with a disability to be able to work in their office is not discrimination.

For more senior learners, this activity could be extended to consider the difference between direct and indirect discrimination and how this might affect children and young people.

Part 2:

5 mins

Introduce the UNCRC to the group. Depending on the prior knowledge of the group, you may want to spend some time explaining the UNCRC and going through some of the articles in it. Feel free to distribute posters or pocketbooks for the young people to look through themselves.

Tell the group that although the UNCRC exists not everyone's rights are always respected. Discrimination and disadvantage can still happen across Scotland. Not everyone has equal opportunities in life and some forms of discrimination and disadvantage are deep-rooted and resistant to change.

You should be aware that some articles deal with sensitive topics like sexual exploitation, violence against children, family separation, and poverty. While it is important for young people to be aware of all of their rights, you may wish to highlight that the groups should be aware that people in the room may have been personally affected by some of the issues that will be raised.

Depending on the group, this may be a good time to take 5 minutes to create a safe space agreement or code of conduct with the young people. Ask the group to suggest ground rules for this part of the activity (e.g., respect each other, don't repeat anything someone shares after this session).

You could also distribute some colouring in sheets, fidget spinners, stress balls, or similar things around the room, which young people can use to distract themselves if they are feeling overwhelmed or agitated by any of the discussion elements. This is also a good time to make sure participants understand the child safeguarding policy and how any disclosures will be handled.



Part 2:

In small groups, or individually, the young people will now explore how the implementation of one of the articles in the UNCRC is affected by disadvantage and discrimination. You can either allocate articles to each group/individual or allow them to pick.

Suggested articles to work with for this activity include:

- ▲ **Article 9** - I have a right to live with a family who cares for me, and maintain contact with my family if separated
- ▲ **Article 12** - I have the right to be listened to and taken seriously
- ▲ **Article 19** - I have the right to be protected from being hurt or badly treated
- ▲ **Article 24** - I have the right to good quality health care, to clean water and good food
- ▲ **Article 26** - My family should get the money they need to help bring me up
- ▲ **Article 27** - I have the right to somewhere safe to live, food and clothing
- ▲ **Article 28** - I have the right to an education
- ▲ **Article 30** - I have a right to speak my own language and to follow my family's way of life
- ▲ **Article 31** - I have a right to relax and play
- ▲ **Article 33** - I should be protected from dangerous drugs
- ▲ **Article 36** - I have the right to be kept safe from things that could harm my development
- ▲ **Article 39** - I have the right to get help if I have been hurt, neglected or badly treated

20 mins

The groups should think about the following questions in their groups:

- ▲ What does it look like for this right to be respected, and not respected in Scotland today?
- ▲ Who is less likely to have this right respected in Scotland?
- ▲ What impact does this right not being respected have on a person?
- ▲ Why is this the case? There may be multiple reasons.
- ▲ What could be done to further support these groups of people?
- ▲ Who is responsible for making changes to support these groups of people?

If the groups have internet access they could spend time researching these questions in more depth, using sites like [Citizen's Advice Young People's Rights, Disabled People's Human Rights in Scotland, Action on Prejudice, Zero Tolerance](#), and the [National Improvement Hub](#). Even without internet access though, each group should be able to come up with some ideas.

5 mins

Finally, ask each group/individual to share back their answers.

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Questions to think about when creating this Anti-Vision:</p> <ul style="list-style-type: none"> ▲ 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	<p>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!</p> <p>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:</p> <ul style="list-style-type: none"> ▲ 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) <p>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.</p>

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	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.
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>
--------	---

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>
--------	---

5 mins	<p>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.</p> <p>Some suggested articles to focus on are:</p> <ul style="list-style-type: none"> ▲ 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	<p>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.</p>
5 mins	<p>Have each group member or pair present their poster back to the group.</p>



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 [CYPSC 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	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.
10 mins	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?

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	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.

15 mins	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’).
5 mins	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.

Part 3 – Putting forward solutions

5 mins	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.
10 mins	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.
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).



Evaluation Form for Practitioners

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:

All outcomes met

- 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?

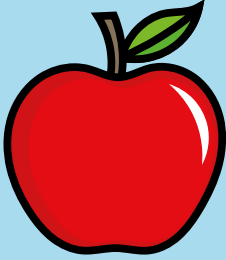

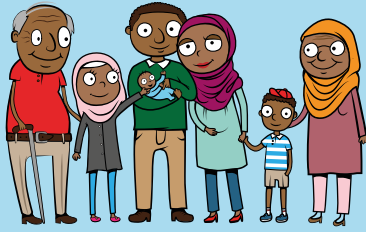
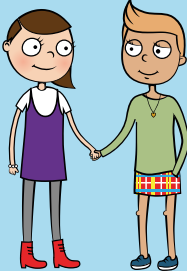

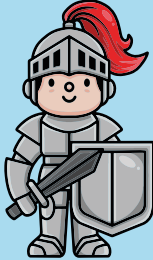
5. How enjoyable was this activity? Circle the face that shows how you feel:





Appendix C – Rights Cards

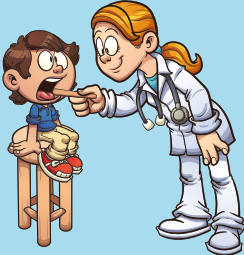



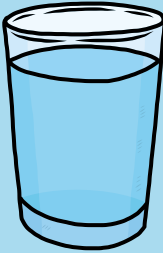
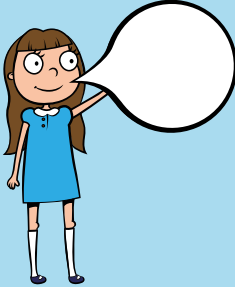
 <p>Food</p>	 <p>To be listened to</p>	 <p>A caring family</p>
 <p>Friends</p>	 <p>To learn and go to school</p>	 <p>Be safe</p>
 <p>Be healthy</p>	 <p>Play</p>	 <p>Rest</p>
 <p>A safe home</p>	 <p>Drink</p>	 <p>To have opinions</p>
 <p>Adults to look after you</p>	 <p>Be you</p>	 <p>Clothes</p>



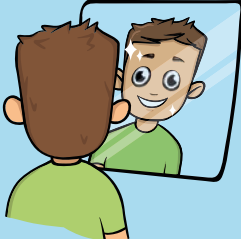
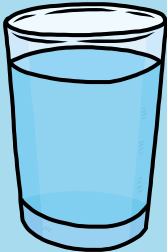
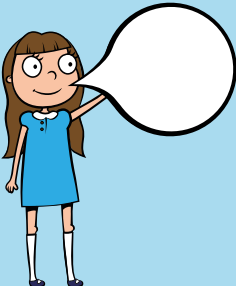

Appendix D – Simple Bingo Cards

 <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>


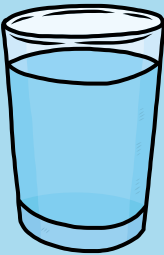
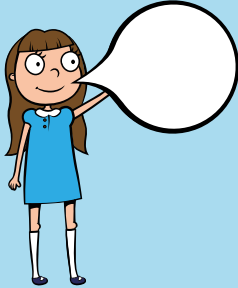
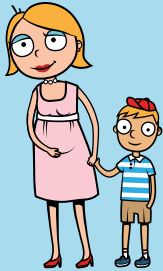
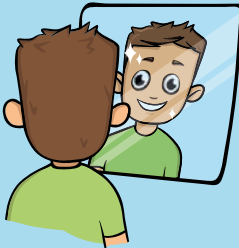

 <p>Friends</p>	 <p>To learn and go to school</p>	 <p>Be safe</p>
 <p>Be healthy</p>	 <p>Play</p>	 <p>Rest</p>

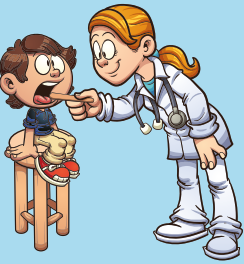

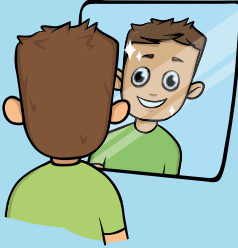

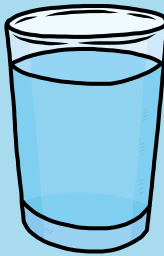
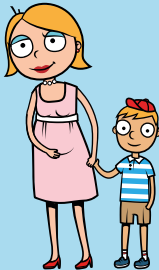
Appendix D – Simple Bingo Cards

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


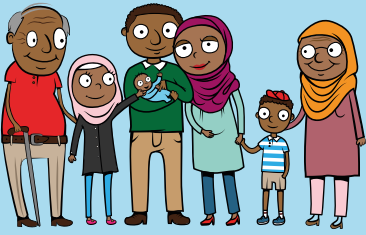





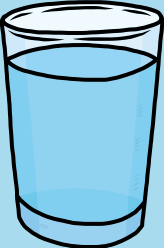

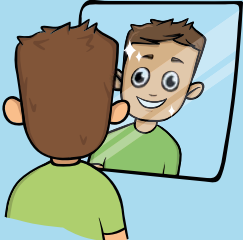
 <p>Play</p>	 <p>Rest</p>	 <p>Be you</p>
 <p>Drink</p>	 <p>To have opinions</p>	 <p>Clothes</p>

Appendix D – Simple Bingo Cards

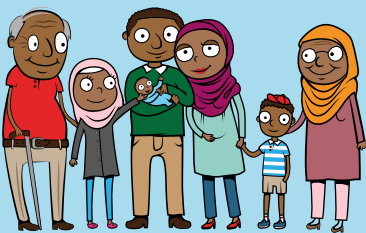
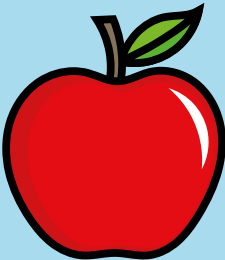

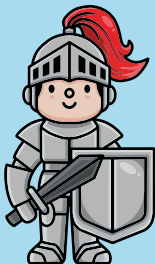
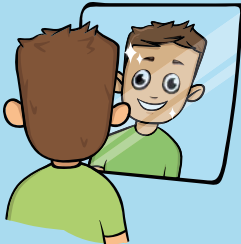


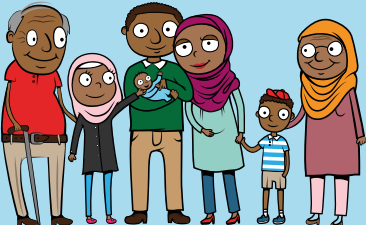

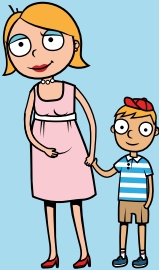
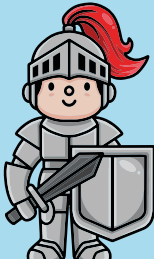
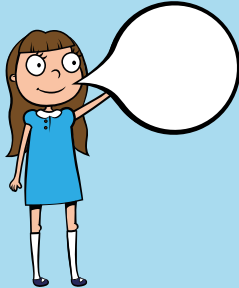
 <p>A safe home</p>	 <p>Drink</p>	 <p>To have opinions</p>
 <p>Adults to look after you</p>	 <p>Be you</p>	 <p>Clothes</p>

 <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.

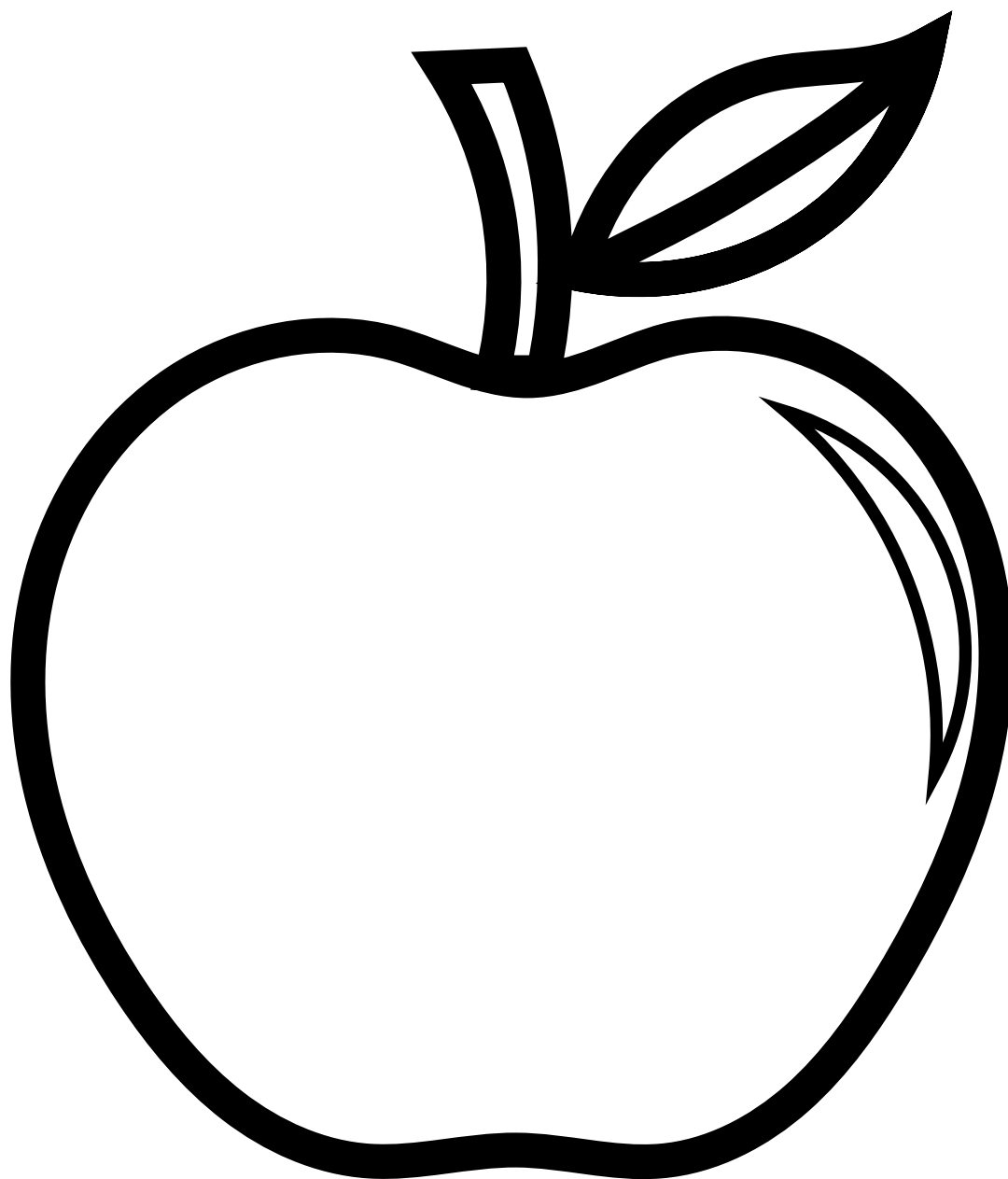
2000

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.

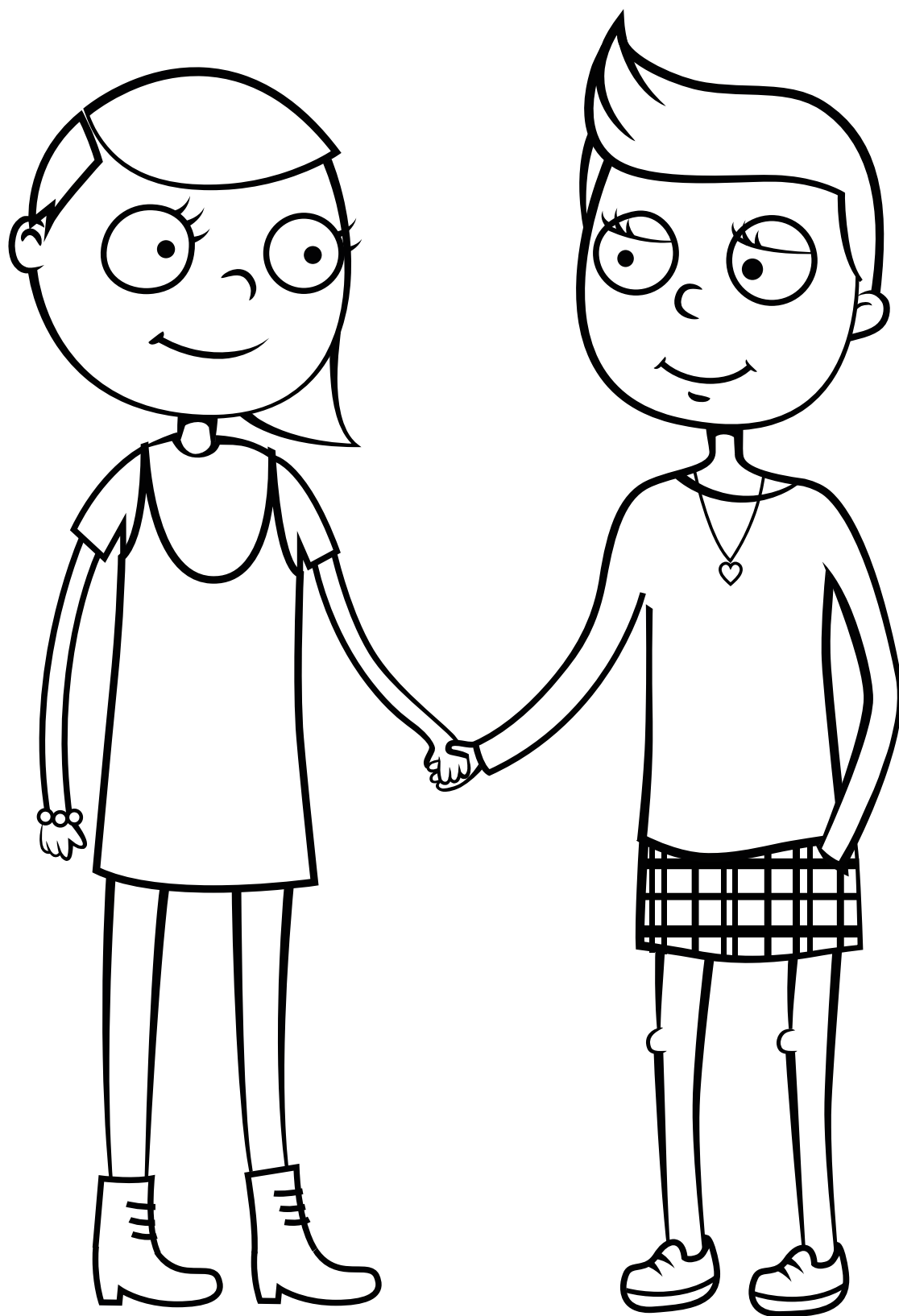
2019

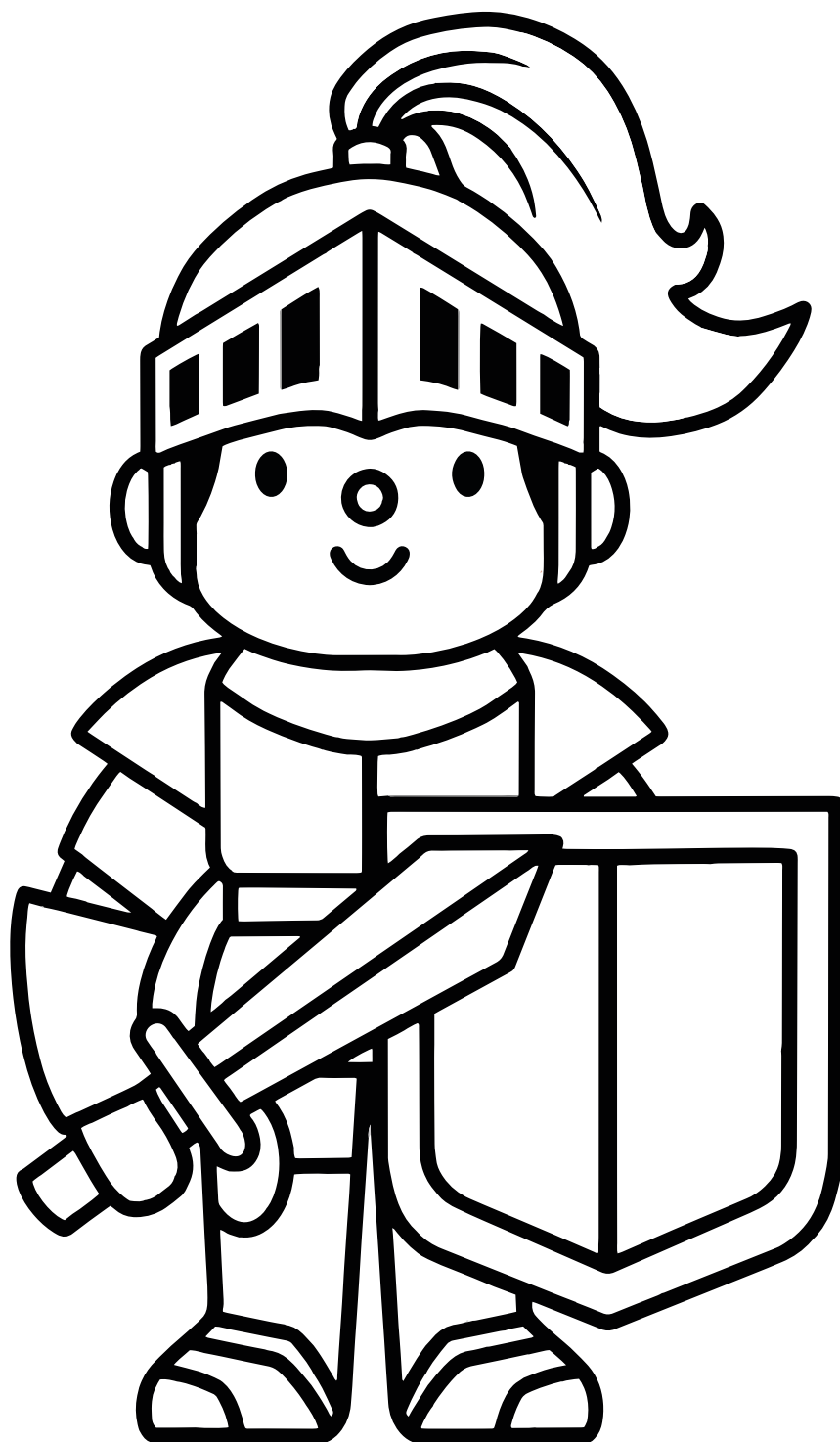
The Scottish Government announces that the UN Convention on the Rights of the Child will be incorporated in Scots law “in full and directly - using the language of the Convention - in every case possible”. This means that most of the rights in the UNCRC will be protected by law in Scotland.

Appendix J – Rights Colouring Pages

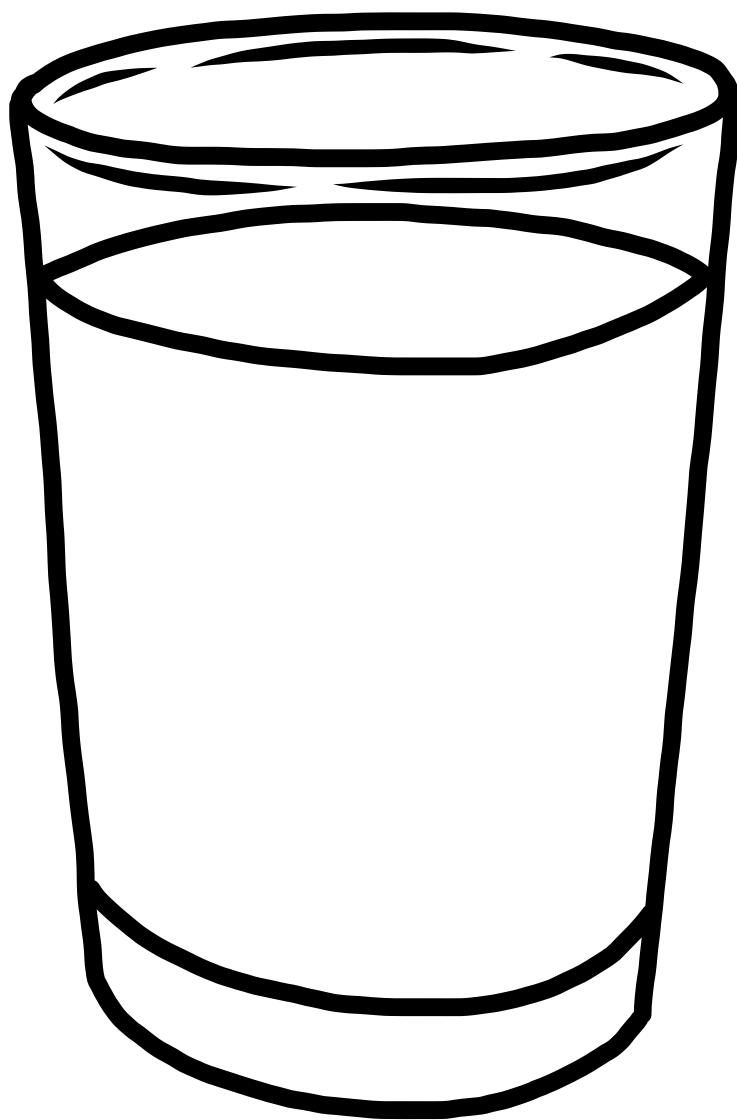


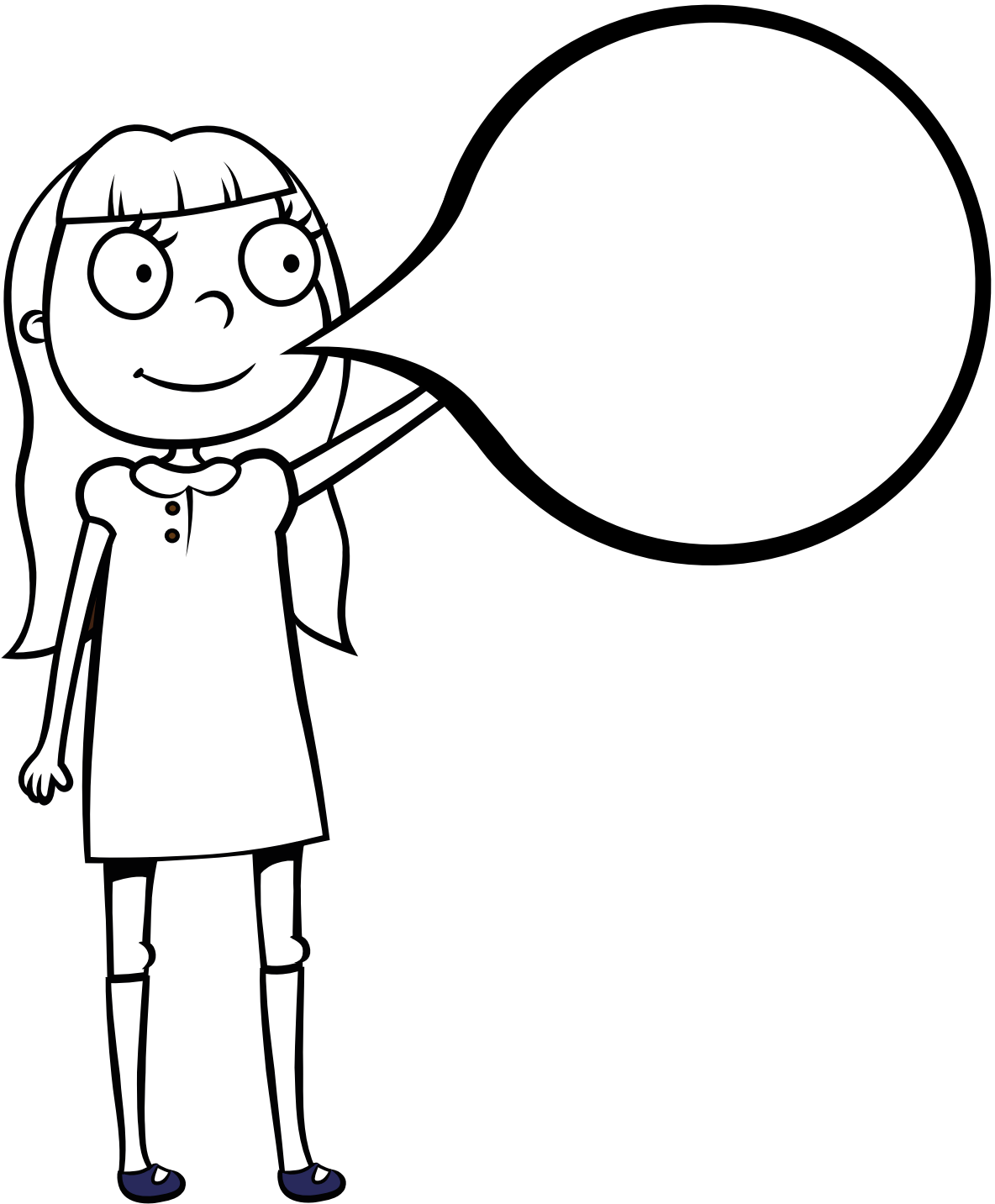






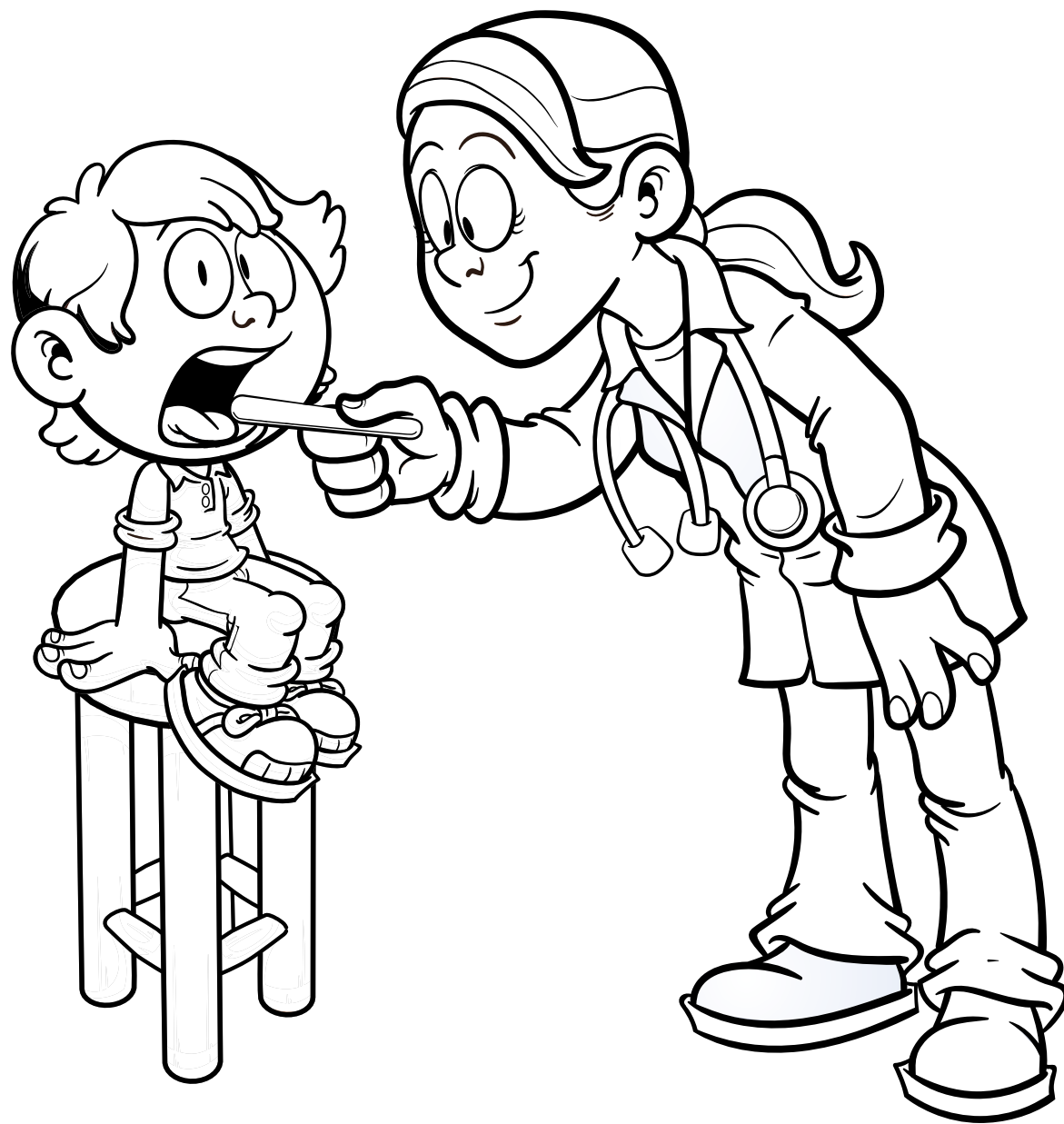






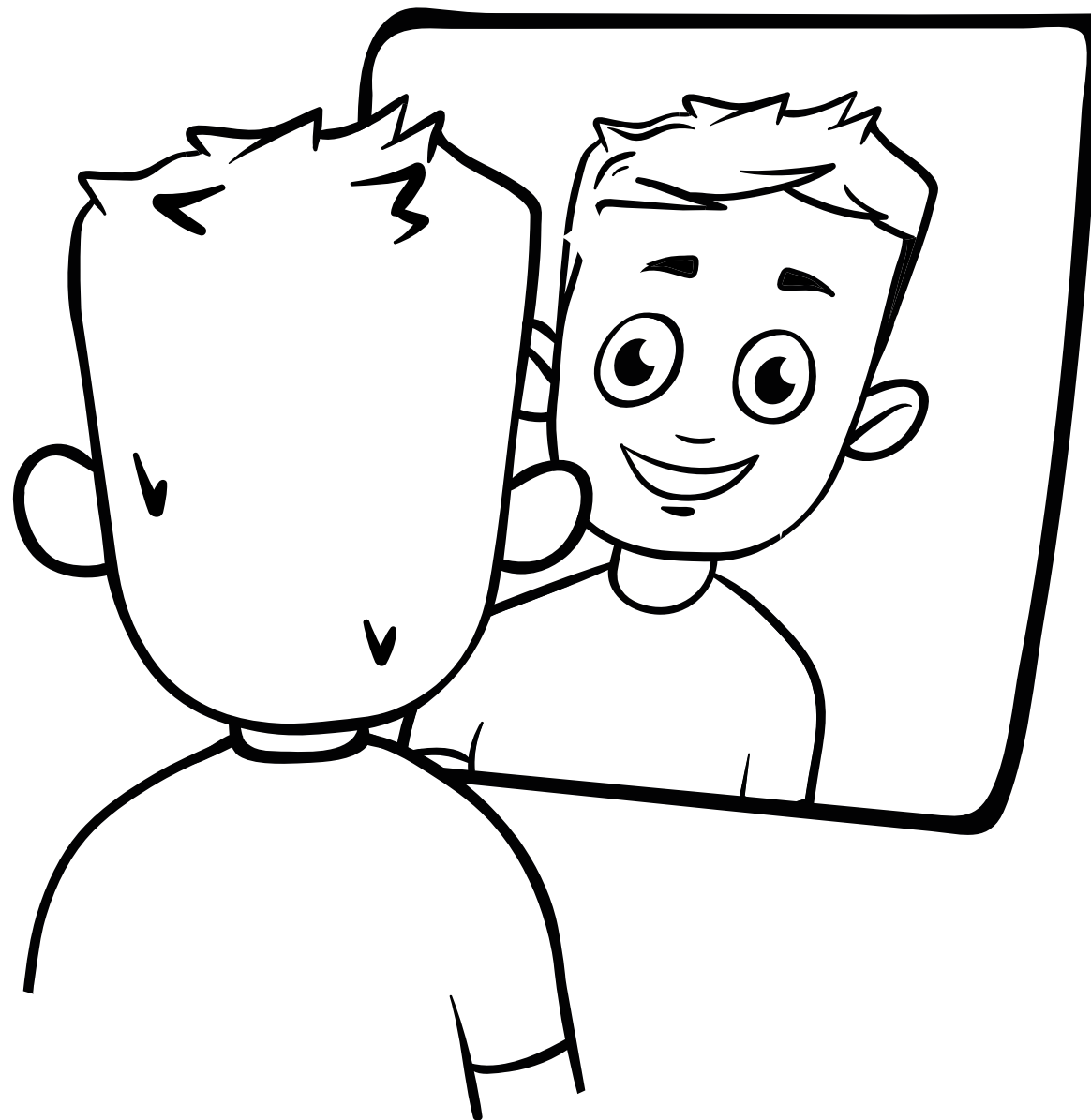


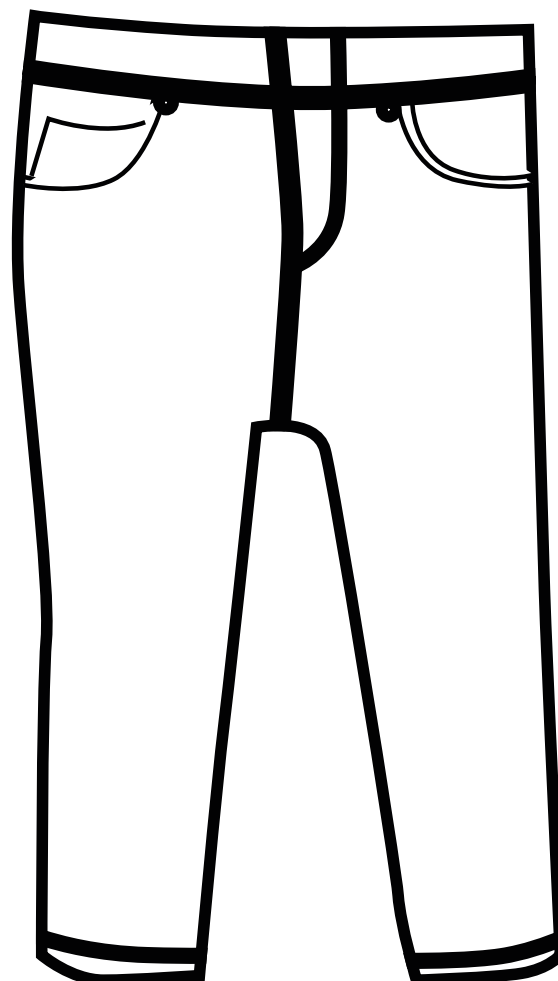




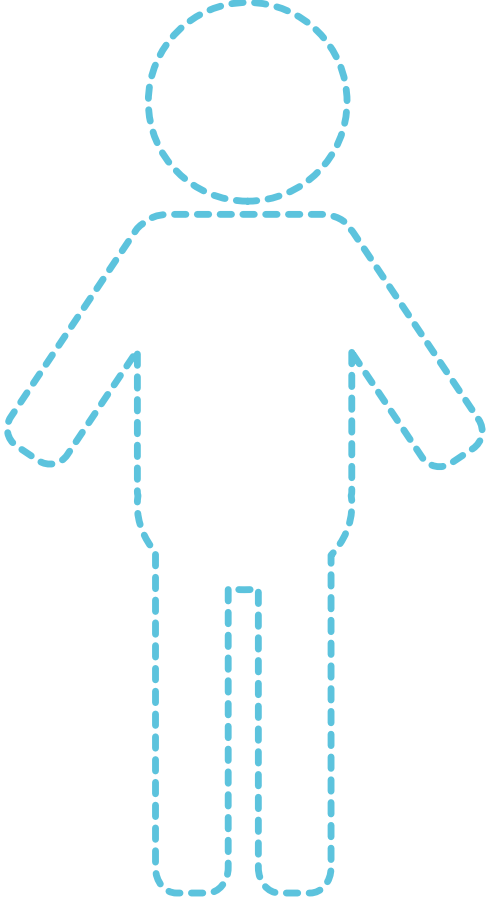








Appendix K – All About My Rights sheet

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

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

<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>
<p>9</p> <p>I have the right to live with a family who cares for me.</p>	<p>16</p> <p>I have the right to keep some things private</p>	<p>28</p> <p>I have the right to an education.</p>	<p>38</p> <p>I am not allowed to join the army until I am 15.</p>
<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