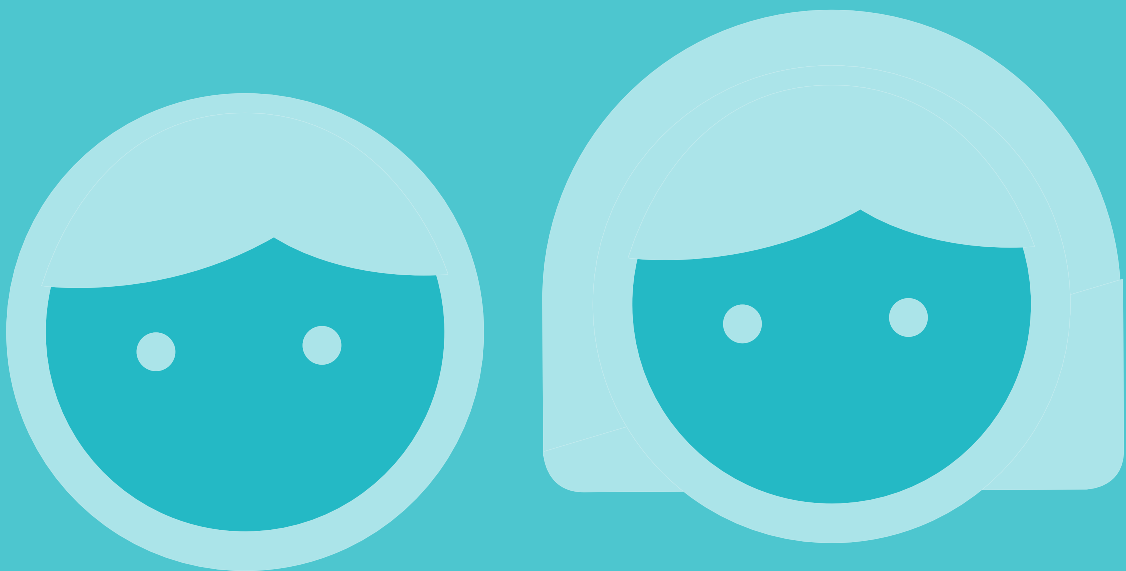


SCOTTISH BORDERS  
YOUTH VOICE

# CHILD RIGHTS AMBASSADOR



**HANDBOOK**

Updated September 2017

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**Scottish Borders Youth Voice** supports young people to have a say and to be involved in decision-making in their local community. We promote the right for children and young people to be heard in the decisions that matter to them.

**The Child Rights Group** includes young people aged 12-18 years old who are passionate about promoting our rights as children and young people. We started work in 2013 to understand our rights and then decided we wanted to find a way for more children and young people in the Scottish Borders to know about their rights.

With funding from **Young Scot** *Truth About Youth* and the support of *Scottish Borders Youth Voice* we have created the Child Rights Ambassador programme. We have written this handbook for you and hope you enjoy learning about and promoting child rights in your community.

# CHILD RIGHTS AMBASSADOR





SCOTTISH BORDERS  
YOUTH VOICE

# CHILD RIGHTS AMBASSADOR



KNOW YOUR RIGHTS

## WHAT ARE RIGHTS?

**A right is something to which you have a legal or moral entitlement to. These are different from needs or wants – in some ways rights make sure that your needs are met.**

Children's rights are special, because they have been agreed especially to protect the wellbeing of children and young people. Every child and young person holds these rights, just because they are young!

In other words, a right is something you are entitled to and cannot be taken away.

It is the job of adults – including parents, carers, teachers, social workers, and politicians to make sure you always experience your rights: they should respect and protect your rights. We call these people 'duty-bearers'.

As a child or young person you are the 'rights-holder' - it is important that children and young people know about their rights so that they can claim their entitlement and make the adult duty-bearers responsible.

### **THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD**

All the rights for children and young people have been grouped together in to one legal document – this is called the United Nations Convention on the Rights of the Child.

- There are 54 rights in the United Nations Convention.
- The United Nations was formed at the end of World War 2 as an organisation that brings people together from all over the world to promote peace.
- The idea of a set of Rights for Children has been around since 1917, but it took until 1989 for the United Nations to agree the rights and make it an international agreement.
- The United Kingdom agreed to the Convention in December 1991.

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## Why is the United Nations Convention on the Rights of the Child special?

- It treats all children and young people as individuals and gives children and young people a say in their own lives
- The same set of rights apply to children and young people across the world, almost every country in the world has agreed to the set of rights
- The Convention requires world wide reporting on how well Governments are doing in their job as duty-bearers and how it is making a difference to the lives of children and young people
- It supports the United Nations goal of bringing people together; countries help each other out by giving aid, money, or other resources to those who are less fortunate than themselves
- America is the only country yet to 'ratify' the Convention. This means that they have signed to show they agree with the ideas, but they have not got the political agreement to make it law in their country.

CHILD RIGHTS  
AMBASSADOR



### **You are a Child Rights Ambassador.**

#### **What does this mean?**

Congratulations on becoming a Child Rights Ambassador. This is a really important role in your school/group and the wider community.

#### **There are 3 main tasks that we ask our Ambassadors to do:**

1. Tell children and young people about rights and the United Nations Convention on the Rights of the Child
2. Tell children and young people about Scotland's Commissioner for Children and Young People
3. Organise events and activities which promote child rights in your community

#### **Child Right Ambassadors are children and young people who are:**

- Confident in their role
- Creative and full of good ideas
- Organised and responsible
- Enthusiastic, helpful and friendly
- Reliable and dedicated

#### **What types of tasks will I do as a Child Rights Ambassador?**

- Meet with teachers, parents or other adults who can help you to organise workshops or events
- Talking at assemblies or at youth groups about being an Ambassador and Child Rights
- Write an action plan
- Make posters
- Lead games or lessons in your school/group

**“Representing my class, school and / or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.”**

Curriculum for Excellence.  
(HWB 0-4-12a)



## WHAT RIGHTS DO CHILDREN HAVE?

There are 54 rights; it is difficult to remember all of the rights individually. It is usual to only learn about the first 42 rights – rights 43-54 are about what the Government is responsible for.

To help you and other children and young people know their rights we can group some rights together.

Provision	Protection	Participation	Promotion
rights that give children and young people access to services, information or support	rights that keep children and young people safe and develop their wellbeing	rights that let children and young people take part in their community and have a say in decisions about themselves	rights that tell adults and children that they have rights!

All Rights are important, but some Rights are considered special. These are rights that you need first for the other rights to happen.

Article 2	Article 3	Article 6	Article 12
you have the right to protection against discrimination	adults should do what is best for you	you have the right to life	you have right to an opinion and for it to be listened to and taken seriously



# UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)



## Article 1

Everyone under 18 has these rights.

## Article 2

You have the right to protection against discrimination.

## Article 3

Adults should do what's best for you.

## Article 4

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

## Article 5

You have the right to be given guidance by your parents and family.

## Article 6

You have the right to life.

## Article 7

You have the right to have a name and a nationality.

## Article 8

You have the right to have an identity.

## Article 9

You have the right to live with your parents unless it is bad for you.

## Article 10

If you and your parents are living in different countries, you have the right to get back together and live in the same place.

## Article 11

You should not be kidnapped.

## Article 12

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

## Article 13

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

## Article 14

You have the right to think what you like and be whatever religion you want to be with your parents guidance.

## Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

## Article 16

You have the right to a private life, i.e. you can keep a diary that other people are not allowed to see.

## Article 17

You have the right to collect information from the media.

## Article 18

You have the right to be brought up by your parents if possible.

## Article 19

You have the right to be protected from being hurt or badly treated.

## Article 20

You have the right to special protection and help if you can't live with your parents.

## Article 21

You have the right to have the best care for you if you are adopted or living in foster care.



**The UNCRC** is a big legal document where often the language is difficult to understand or confusing. Some organisations have made it easier for us to understand the rights of children.

All the articles of the UNCRC in this section use the words that the Commissioner for Children and Young People - Scotland believes gives the clearest description of rights for children.



**Article 22**

You have the right to special protection and help if you are a refugee.

**Article 23**

If you are disabled, either mentally or physically, you have the right to special care and education.

**Article 24**

You have the right to the best health possible and to medical care and information.

**Article 25**

You have the right to have your living arrangements checked regularly if you are living away from home.

**Article 26**

You have the right to help from the government if you are poor or in need.

**Article 27**

You have the right to have a good enough standard of living.

**Article 28**

You have the right to education.

**Article 29**

You have the right to education which develops your personality, respect for other's rights and the environment.

**Article 30**

If you come from a minority group you have the right to enjoy your own culture, practice your own religion and use your own language.

**Article 31**

You have the right to play and relax by doing things like sport, music and drama.

**Article 32**

You have the right to protection from work which is bad for your health or education.

**Article 33**

You have the right to be protected from dangerous drugs.

**Article 34**

You have the right to be protected from sexual abuse.

**Article 35**

No one is allowed to kidnap you or sell you.

**Article 36**

You have the right to protection from any other kind of exploitation.

**Article 37**

You have the right not to be punished in a cruel or hurtful way.

**Article 38**

You have the right to protection in times of war. If under 15 you should never have to be in the army or a battle

**Article 39**

You have the right to help if you have been hurt, neglected or badly treated.

**Article 40**


You have the right to help in defending yourself if you are accused of breaking the law.

**Article 41**

You have the right to any rights in laws in your country or internationally that give you better rights than these.

**Article 42**

All adults and children should know about this convention.



The Scottish Parliament decided in 2001 that Scotland needed someone to protect the rights and views of children and young people. Together with young people it was decided to appoint a Commissioner for Children and Young People, the first started their job in 2004. The current Commissioner is Bruce Adamson who was appointed in May 2017.

### The Commissioner:

- is independent of the government
- must ensure that children and young people are aware of their rights and to make sure that adults respect our rights
- looks after the rights of everyone living in Scotland who is under the age of 18. He also looks after the rights of older young people who have been in foster care or a residential children's home or school
- can help children and young people who want to know more about their rights; or think that their rights have not been respected.

The Commissioner has a great website full of useful information and activities.

Visit [www.cypcs.org.uk](http://www.cypcs.org.uk) for more information or speak to him on twitter **@CYPCS**

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# CHILD RIGHTS AMBASSADOR



PROMOTING THE RIGHTS OF THE CHILD

### **Child Right Ambassadors have an important role to do in promoting the Rights of children and young people in their community.**

In your role description it says:

- Tell children and young people about rights and the United Nations Convention on the Rights of the Child
- Tell children and young people about the Commissioner for Children and Young People – Scotland
- Organise events and activities which promote child rights in your community

This part of the handbook is to help you get thinking about activities or events that you could plan, organise and run in your school, youth club or community.

Some ideas that we think are great include:

- Poster Competitions
- Assemblies
- Design a child rights game
- Taking part in workshops
- A pledge board to show support from children, parents, and staff
- Debates
- Pupil-led research projects
- Information stall
- Media projects: film, audio, animation
- Comic Strips using Comic Life
- Newsletter articles
- School Website
- Notice Board

In the next few pages we have included tips for making your events and activities successful – and also included some activity plans for the ideas listed above to get you started. Of course we know that you will have your own fantastic ideas of how to shout out about child rights in your community.

Don't forget to plan your ideas for people your own age, parents and carers and for your teachers! Everyone needs to know about children's rights.

All of the activities contained in this pack link to Curriculum for Excellence:

Each activity is shown in the same way, It tells you who the activity is for, how long it will take, what it will achieve, and what you need to make it work.

Some activities can be simplified for younger children or if you have less time. In the same way you can make some of the activities more challenging. These activity guides are flexible – if you want to change something to meet your needs or skills then go for it!

“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.”

Curriculum for Excellence.  
(HWB0-4 – 09a)

## ORGANISING A SUCCESSFUL WORKSHOP

### SUCCESSFUL WORKSHOPS AND EVENTS REQUIRE PLANNING AND PREPARATION

#### SOME TOP TIPS

Work as a team and give everyone a job to do – but make sure someone is in charge and has overall responsibility

Always take notes to remind yourself of the jobs you will do

If you ever feel unsure remember to ask for help!

Plan ahead and promote your workshop or event by putting up posters, telling people, talking about it in school etc.

Get the right permissions from people in charge

Be prepared, don't leave it to the last minute

Double check your preparations and planning

If you are running a competition don't be afraid to set some rules!

**AGE GROUP:** 5+  
**TIME:** 5-10 minutes  
**PURPOSE:** To check or consolidate/evaluate understanding about child rights.

**RESOURCES:**  
Statement Cards  
True / False Cards  
An open space

### Description of the Activity

1. Mark the two sides of the space as True (Yes) and False (No).
2. Invite the group to stand in the middle of the space.
3. Read out a statement (below) and ask the group to move to the side they think is the correct answer – true or false
4. Tell the group the correct answer, and everyone should return to the middle of the space to start again for the next statement

### Some statements to get you started, remember to add more:

- All children have rights (True)
- To have rights you must be responsible (False)
- Children have the right to hang out with their friends (True)

### Ways to add challenge

Split the group in to two and ask them to come up with the statements for the other group.

### Other Information, Ideas, Tips

You can use this activity to check how much people have learnt about Child Rights. This is a great activity to do at the start and then again at the end of the programme!

Make sure you have prepared enough statements – make sure you use words that everyone in the group will understand.

If you have less space or any of your participants have restricted mobility, you can adapt this activity. Give every person a true and false card and ask them to show the side of the card they think is the correct answer; they can do this from where they are seated.



## ACTIVITY

### What's in the box?

**AGE GROUP:** 5+  
**TIME:** 30-40 minutes  
**PURPOSE:** To learn about wants, needs and rights

#### RESOURCES:

Card, Pens,  
Glue, Paper.

#### Description of the Activity

1. Give the participants a cube template on card to cut out (or add this on to existing lessons on shape).  
[www.senteacher.org/Worksheet/12/3D.html](http://www.senteacher.org/Worksheet/12/3D.html)
2. Participants should score their template to define the sides, fold then glue to make their cube, leaving one side open.
3. They should then identify 6 needs that they have as children. On each face of the cube they should write or draw the need.
4. Then give the participants a piece of coloured paper on to which they should write a right that children should have. This should then be folded and placed inside their cube.
5. Cubes can then be stacked or displayed in creative ways in the classroom, corridors or youth centre. You should encourage people to open the cubes to find out their rights.

#### Ways to simplify

Work in groups, and each person decorate a face of the cube.  
Make the boxes ahead of time, this will make the session quicker and easier.

#### Other Information, Ideas, Tips

This activity requires whole group discussion about what is a want, a need and a right. You can do this yourself or ask an adult to help you.

Why not find a public place to display your boxes or use these at parents nights to help them to learn about the UNCRC?

**AGE GROUP:** 7+  
**TIME:** 5 minutes  
**PURPOSE:** To check understanding and consolidate learning about Rights

**RESOURCES:**  
Quiz Questions  
Pens/Pencils  
Paper  
Quiz Sheets  
Buzzers (optional)

**Description of the Activity - Put the group in to teams. You will be the Quiz Host. Ask the following questions**

- Q.** Describe as many articles of the UNCRC as you can remember?  
**A.** See Page 10-11
- Q.** Which country has NOT signed up to the UNCRC  
**A.** United States
- Q.** In Scotland, what age range does the UNCRC apply to?  
**A.** Birth to 18; and 21 if the young person has been in Foster Care
- Q.** How many articles are there in the UNCRC?  
**A.** 54 articles, but we often just talk about the first 42.
- Q.** Who is the Commissioner for Children and Young People – Scotland  
**A.** Bruce Adamson

**Ways to Simplify / Ways to Add Challenge**

Make your own questions to add to the suggestions above.  
Ask group members to make up questions and answers to quiz the rest of the class.  
Having multiple choice questions will simplify this activity.

**Other Information, Ideas, Tips**

You can have a read out aloud quiz – or you can print quiz sheets for people to complete.

**AGE GROUP:** 7+

**TIME:** 40 minutes to 1 hour

**PURPOSE:** to identify wants, needs, and rights and develop the position of the duty bearer

**RESOURCES:**

Modelling Clay  
& Tools  
Large Paper  
Pens  
A3 Paper

**Description of the Activity**

Participants should work in a group of no more than 5 participants. Each group should be given paper to draw an island or clay to model an island.

Following the activity, lead the group in discussing and sharing their island needs and their island rights. Note and discuss any similarities and differences between the island groups.

**Give each group the following instructions:**

Imagine you are deserted on an island and you have the chance to create your own child rights. In your team you are tasked to create the rights of children and young people on your island.

1. Pick an island leader – they should coordinate your team and be prepared to feedback

2. Give your island a name
3. Create your island using the paper and pens/clay think about and include:
  - a. Who lives there
  - b. What are the needs and wants of the people who live there
  - c. What facilities or services are available to the residents of the island
  - d. Who runs the island – how are decisions made?
  - e. How do people on the island find out information
  - f. Anything else your group decides is important
4. Discuss and decide on 6 rights that children and young people on your island should have. Everyone in your group must agree. Write your rights as a Charter.

**Ways to add challenge**

Your island will take longer to create if you use air-drying modelling clay.  
Discuss how the islands will cooperate with one another.

**Other Information, Ideas, Tips**

Remember to display your islands and charters in a public space to share your learning.

**AGE GROUP:** 8+  
**TIME:** 30 mins  
**PURPOSE:** To be creative and confirm knowledge and understanding of Child Rights

**RESOURCES:**  
Arts materials  
(paints, pens, collage)  
White Card

### Description of the Activity

This is a great whole class or group activity.

Give each individual or pair a letter of the alphabet and ask them to start a sentence about rights with the letter they have been given.

Then give a piece of white card and ask the pair to write their sentence out and add a picture or illustrate their card.

This makes for a great wall art for the classroom, corridor or your youth centre.

### Ways to add challenge

To make it more challenging, ask the class to make an A-Z story which would involve greater cooperation and team work, to tell a story where each sentence joins together to tell a bigger story.

### Other Information, Ideas, Tips

This can then be used in story-telling activities with other classes or at an assembly or parent's night.

**AGE GROUP:** 9+  
**TIME:** 30 minutes  
**PURPOSE:** To become familiar with the articles of the UNCRC

**RESOURCES:**

Rights Cards (p10-11)  
 (1 set per group)  
 Flip Chart, Pens, Glue  
 Blu-Tack (optional)  
 Post It Notes (optional)

**Description of the Activity**

1. Give each group 4 large pieces of paper. On each piece of paper write one of the headings:  
**Provision** – rights that give children and young people access to services, information or support  
**Protection** – rights that keep children and young people safe and develop their wellbeing  
**Participation** – rights that let children and young people take part in their community and have a say in decisions about themselves  
**Promotion** – rights that tell adults and children that they have rights!
2. Give each group a set of Rights Cards.
3. Instruct the group to sort their Rights Cards in to the four headings. The groups should be encouraged to discuss each right and ensure that everyone in the group is taking part.
4. Cards can be glued to the paper if you don't want to reuse them, alternatively the group can write the article number on the paper, or you can give out blu-tack so that people can change their mind!
5. Give the group a time limit to complete their card sort – at least 15 minutes.
6. At the end of the time, ask each group to feedback. Things to ask in feedback may include:  
 Which rights caused most discussion?  
 Did you find any rights that surprised you that Children hold this right?
7. Remember there are no real right or wrong answers to this activity – its purpose is to familiarise the group with the rights and have discussion about the reasons why children have rights.

**Ways to add challenge**

Ask the group to summarise the right in to their own words onto a post it note. The post it note should include the article number and should be sorted in the same way as described above.

**Other Information, Ideas, Tips**

Make sure that everyone is taking part. Encourage group discussion rather than individual decision-making when allocating the cards. We want everyone to learn about every right.

**AGE GROUP:** 14+  
**TIME:** 1-4 hours  
**PURPOSE:** To develop depth in understanding of UNCRC and their application to real life issues and Global Citizenship education

**RESOURCES:**  
Computer and online access  
Rights Cards (p10-11)

### Description of the Activity

1. In pairs, pick 2 articles of the UNCRC from your rights Cards.
2. Make a note of which articles you have picked
3. Discuss and record why this article is important to you and/or other children and young people
4. Identify and discuss an example of this right in the 'Real World' – think of personal experiences, real or fictional incidents you may have seen in books, on TV, or in the news and think about and discuss how this has promoted your chosen right or has breached (taken away) that right from the children and young people involved.
5. Include how this makes you feel and your own opinion on the matter.
6. Make a presentation to the rest of the group.

### Ways to simplify / Ways to add challenge

You can reverse this activity by picking a global issue and then mapping it to the articles of the UNCRC.

You can add challenge and complexity by linking this to curriculum work in Modern Studies or Social Education, ask your teacher for help.

### Other Information, Ideas, Tips

Why not do the presentations at assembly to reach a bigger audience?  
Make a film of your findings and post it online for a global audience.

## ACTION PLAN

### OUR AIM

Our Group will \_\_\_\_\_ to \_\_\_\_\_ in \_\_\_\_\_ by end of \_\_\_\_\_ (when)

Task	Sub actions	Date	Leader	Location	Purpose/target Audience	Priority	Notes

**Don't forget your evaluation. How will you know your actions have made a difference. Always ask for feedback.**

Use this action plan to organise your priorities and work as Child Rights Ambassadors.

## FINDING OUT MORE ABOUT RIGHTS

When making this handbook we have used some very trusted websites to help us to learn, and we acknowledge these organisations in the creation of the Child Rights Ambassador Programme.

You can find out more:

### OXFAM:



[www.oxfam.org.uk/education/resources/childrens-rights](http://www.oxfam.org.uk/education/resources/childrens-rights)  
A range of lesson plans exploring the differences between wants, needs and rights that could be used in the classroom for ages 8-10

### UNICEF:



[www.unicef.org/rightsite](http://www.unicef.org/rightsite)  
A collection of resources for children exploring children's rights in detail.



[www.unicef.org/crc/index\\_30225.html](http://www.unicef.org/crc/index_30225.html)  
FAQ about the United Nations Convention on the Rights of the Child

### CYPCS:



[www.cypcs.org.uk](http://www.cypcs.org.uk)  
Learn more about the Commissioner and download workshop activities and plans.

We have suggested some film clips that can be used by Child Rights Ambassadors and that are available on youtube.



<http://www.youtube.com/watchv=V1BFLitBkco>  
A UNICEF video for children explaining the rights of a child



[www.youtube.com/watch?v=mJggYdw3l0k](http://www.youtube.com/watch?v=mJggYdw3l0k)  
A video for children explaining the rights of a child



[www.youtube.com/watch?v=y\\_2nA49p3yw](http://www.youtube.com/watch?v=y_2nA49p3yw)  
Children's Rights Alliance animation



<https://www.youtube.com/watch?v=5yopH4xTNEE&list=PLGslZNczbJKhq3lfdkTMSbNIhtBzu5yrc>  
British Sign Language Video playlist of the Articles of the UNCRC from the Commissioner for Children and Young People – Wales”

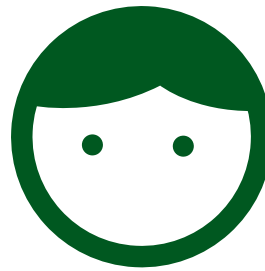


## ACKNOWLEDGEMENTS

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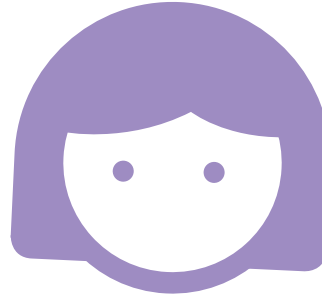
**Lucy Robinson, 17**  
Galashiels



**Patrick Heger, 15**  
Melrose



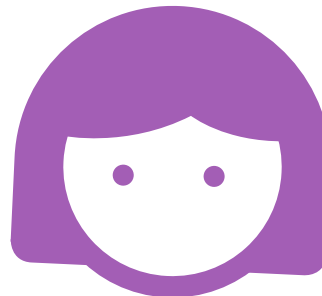
**Ben Durkin, 14**  
Peebles



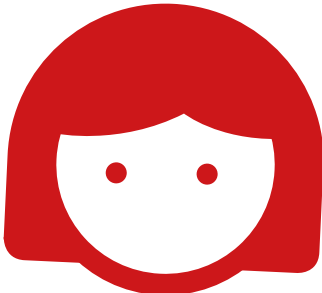
**Caris Watson, 15**  
Earlston



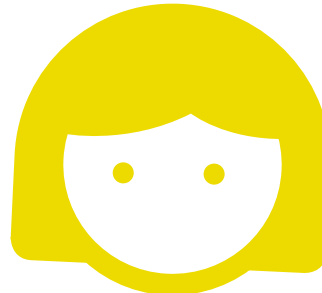
**Rachel Heard, 17**  
Tweedbank



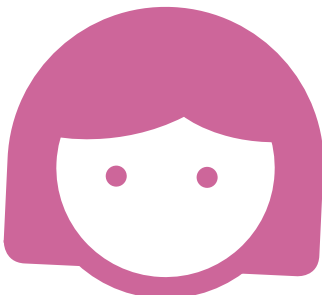
**Amber Masters, 18**  
Galashiels



**Abby Wilson, 17**  
Tweedbank



**Gemma Watson, 17**  
Earlston



**Kirsty Lennon, 16**  
Tweedbank



**Kirsty Brown, 14**  
Selkirk

You can get this document on cd, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

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