

The story so far

The Resource Pack

for those working with children and young people

UK Children's Commissioners' Midterm Report to the UK State Party on the UN Convention on the Rights of the Child

November 2011



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Introduction

Every five years a report is delivered to the United Nations on the state of children's rights in the United Kingdom. This resources pack will provide information and step by step guidance to enable teachers / youth leaders / community workers to facilitate workshops on key issues on children's rights including:

- What is the United Nations and how it affects children's rights
- The work of your Children's Commissioner
- Short workshops on:
 - [The UN Reporting Process](#)
 - [Participation and Children's Rights](#)
 - [Disability and Children's Rights](#)
 - [Poverty and Children's Rights](#)
 - [Youth Justice and Children's Rights](#)
 - [Asylum and Children's Rights](#)
- [How to go about campaigning](#)

The resource pack can be used as an ongoing programme of workshops or individually depending on areas of interest. Facilitator's notes are available through supporting information (below and within step by step guidance). It is aimed that by using the resources both young people and facilitators will have a greater awareness of the children's rights and some of the key issues affecting children and young people.

The 4 Commissioners for children and young people...

England	Maggie Atkinson
Northern Ireland	Patricia Lewsley
Scotland	Tam Baillie
Wales	Keith Fowler

...challenge you to learn about children and young people's rights and campaign on issues that affect children and young people both in your local area and beyond.

What is the United Nations?

The purpose of the [United Nations](#) (UN) is to bring all nations of the world together to work for peace and development, based on the principles of justice, human dignity and the well-being of all people.

There are currently 193 members of the UN. They meet in the General Assembly, which is the closest thing to a world parliament. Each country, large or small, rich or poor, has a single vote; however, while they are encouraged to, no country can be forced to implement these decisions. Nevertheless, the Assembly's decisions become resolutions that carry the weight of world governmental opinion.

The UN Headquarters is in New York City. The UN has its own flag, its own post office and its own postage stamps. Six official languages are used at the United Nations - Arabic, Chinese, English, French, Russian and Spanish. The UN European Headquarters is in Geneva, Switzerland.

The Aims of the United Nations:

To keep peace throughout the world.

To develop friendly relations between nations.

To work together to help people live better lives, to eliminate poverty, disease and illiteracy in the world, to stop environmental destruction and to encourage respect for each other's rights and freedoms.

To be a centre for helping nations achieve these aims.

What is the United Nations Convention on the Rights of the Child?

Today we live in a world where almost everyone agrees that anyone child and young person has the right to special care and protection and they are seen as playing an active role in asserting their rights.

However, that has not always been the case. It has only been since 20 November 1989, when the UN General Assembly adopted the [Convention on the Rights of the Child \(CRC\)](#) that the world has benefited from one set of legal rights for all children and young people. Today, 192 State parties or Governments have ratified the Convention, making it the most widely ratified human rights agreement in the world.

A convention such as this is an agreement between people or countries where everyone agrees to follow the same law. The CRC spells out the range of rights to which children everywhere are entitled. It is one of the most comprehensive of all the human rights treaties containing a complete list of all civil and political, and social, cultural and economic rights - It sets basic standards for children's well-being at different stages of their development and is the first universal, legally binding code of child rights in history.

The Convention states that everyone under the age of 18 (the definition of a child), regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often the most vulnerable. In England, the remit of the Children's Commissioner includes those up to the age of 21 if the young person has experience of being in care or has a learning disability.

Guiding principles:

Although the Convention has 54 articles in all, it is guided by four fundamental principles.

Non-discrimination (article 2): Children and young people should neither benefit nor suffer because of their race, colour, gender, language, religion, or national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.

The best interests of the child (article 3): Laws and actions affecting children should put their best interests first and benefit them in the best possible way.

Survival, development and protection (article 6): The authorities in each child or young person's country must protect them and help ensure their full development – physical, spiritual, moral and social.

Participation (article 12): Children and young people have a right to have their say in decisions that affect them, and to have their opinions taken into account.

Introduction

What is UNCRC reporting?

The [Committee on the Rights of the Child](#) is the body of 18 independent experts that monitors implementation of the Convention on the Rights of the Child by Governments. It also monitors implementation of two optional protocols to the Convention, on involvement of children in armed conflict and on sale of children, child prostitution and child pornography.

All Governments who have ratified the Convention have to submit regular reports to the Committee on how the rights are being implemented in their country. Governments must report initially two years after signing up to the Convention and then every five years. The report that a government sends to the UN Committee is the start of a process where other people, including Children's Commissioners, charities and children and young people are able to have their say. The Committee examines each report and addresses its concerns and recommendations to the Government in the form of "concluding observations" (see below).

The [UN Committee](#) meets in Geneva and normally holds three sessions per year. It also publishes its interpretation of the content of human rights provisions, known as general comments on thematic issues and organises days of general discussion.

Independent Child Rights Institutions

The UN Committee is keen to hear from independent organisations that have a duty to look after and safeguard children's rights. Before it examines a government, the UN Committee holds a 'pre-sessional' working group where it hears from these independent organisations.

England, Northern Ireland, Scotland and Wales all have Children's Commissioners who are independent from government. All 4 Commissioners worked together to produce a report on the state of children's rights to the UN Committee that concluded in 2008 and will do so again when the reporting cycle starts in 2014.

The next 5 year report is due to start in 2014 but because five years is a long time, half way through the 4 Commissioners also produce a mid-term report which is sent to the UK Government and a copy sent to the United Nations.

Non-governmental organisations

Non-governmental organisations (NGOs) such as national charities, e.g. [Barnardos](#), [Save the Children](#), [Childline](#), etc and international bodies such as [UNICEF](#) are encouraged to submit reports to the UN Committee about the implementation of the Convention in a particular country. The CRC is the only international human rights treaty that expressly gives NGOs a role in monitoring its implementation. The UN Committee prefers NGOs to work together and to submit coordinated reports.

Children and young people

The UN Committee is keen to hear from children and young people about the implementation of their rights. Children's Commissioners and NGOs have a critical role in supporting children and young people to submit their views and experiences to the UN Committee. Governments too must obtain children's and young people's views about how well their rights are respected.

Concluding Observations

The UN Committee considers all evidence submitted to it by the government and other bodies. It then produces concluding observations on the country it has assessed. These set out the UN Committee's assessment of progress in implementing the Convention in that country and any areas of concern and recommendations for change. An easy read version of the 2008 Concluding Report for the UK government was created by the Northern Ireland Commissioner for Children and Young People and can be found [here](#).

So far, the reporting to the UN Committee on the Rights of the Child is the only international mechanism to monitor periodically the Government's compliance with all children's rights.

The Children's Commissioner for England

Maggie Atkinson is the Children's Commissioner for England. Her job is to make sure that adults in charge take account of the views and interests of children and young people when developing laws and policies that will impact on their lives.

The Children's Commissioner travels around the country to meet children and young people from lots of different areas in England to listen to what they have to say. She also has meetings with the people who make decisions about children and young people, like MPs, Ministers, teachers and Directors of Children's Services. She also meets with youth workers and other children's organisations.

The Children's Commissioner has particular regard to groups of children who do not have other adequate means by which they can make their views known.

The Children's Commissioner is the only job in England to be created by the Government to find out what makes children happy or unhappy and to try and make their lives better.

The Children's Commissioner's job was created as part of the 2004 Children Act. The Children Act is a law created by the Government to protect children and keep them safe from harm.

The Commissioner uses the United Nations Convention on the Rights of the Child (UNCRC) to guide her work.

The Children's Commissioner has some very special powers:

- The Commissioner is the only person who can go to certain places where children live and speak to them to find out how they are being treated. The Children's Commissioner is only allowed to go into places like homes for children in care and children's prisons. They are not allowed to go into an ordinary house along a street - it's the police or social worker's job to go into private homes if they're worried about a child.
- The Children's Commissioner can carry out a major investigation or inquiry if they are concerned about the way children are being treated.
- When the Children's Commissioner writes a big report about an important issue, they ask organisations to make a formal response to the report within a certain time.

Summary of Midterm Report

England, Northern Ireland, Scotland and Wales all have Children's Commissioners. The Commissioners are independent from their local Government. All four Commissioners worked together for the reporting process that concluded in 2008 to produce a report on the state of children's rights for the UN Committee they have decided to do this again.

The next five year report for the UN Committee is due to start in 2014 but because five years is a long time, half way through, the four Commissioners have also produced a mid-term report. This is sent to the UK Government and a copy sent to the United Nations.

The Children's Commissioners from the United Kingdom are pleased to mark the International Day of the Child 2011 on 20th November by publishing our UNCRC Midterm report on the United Nation's Convention on the Rights of the Child (UNCRC) to the UK Government. The report is called "The Story So Far".

The report highlights some key areas where the UK Government can take action now to promote and protect children's rights. Between now and 2014, the four Children's Commissioners will continue to establish the facts, talk to children and young people and report on the real impact and consequences of the financial cuts on children and young people's services.

The key areas of the midterm report and the messages from the four Commissioners are:

Participation and Children's Rights

What the UNCRC says

Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

What the 4 Commissioners say

The Commissioners call for new laws so that children and young people are allowed to participate in deciding on things that affect them, and for this to be supported by participation training for all adults who work with or for children.

There are concerns that advocacy for children and young people in each jurisdiction is not consistent. Each local Assembly or Parliament in the UK must make sure that Children receive adequate support to participate in decisions which affect them. This may require new laws or new promises to put into practice the laws that are already there.

Each local Assembly must promise to continue to encourage the participation of children in educational issues. This includes every child in the UK to have a right to appeal against exclusion from school and in decisions about Special Educational Needs.

Disability and Children's Rights

What the UNCRC says

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

What the 4 Commissioners say

The UK government and each local Assembly should development national plans to include children with disabilities in society.

Professional training for staff working with children with disabilities must be developed and put into practice as soon as possible.

Children's right to be heard in issues affecting them must be encouraged and protected by each government and Assembly.

Services and support that enable children with disabilities to enjoy their rights must be protected from cuts in public spending.

Poverty and Children's Rights

What the UNCRC says

Article 27: Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

What the 4 Commissioners say

The UK Government and local Assemblies should fully put into practice the Child Poverty Act 2010.

Enough money should be allocated to tackling child poverty across the UK, funding both services for poor children as well as increasing the income of poor families.

Assemblies must prioritise services for poor children to address the wide range of difference in health and educational outcomes they experience.

Summary of Midterm Report

Asylum and Children's Rights

What the UNCRC says

Article 22: Children who come into a country as refugees should have the same rights as children born in that country. Governments must help in trying to reunite child refugees with their parents. Where this is not possible, the child should be given protection.

Article 35: The Government should make sure that children are not abducted, sold or trafficked.

What the 4 Commissioners say

That the UK government, in partnership with local assemblies, put into practice and evaluate the new arrangements for removing families from the UK against the standards set out in the UNCRC and other international standards.

The UK Government should look again at the current system for checking the age of a young person who arrives in this country on their own to ensure that they are treated as children and given their rights as children.

Enough money should be given to local Assemblies and other authorities to ensure that children and young people can get proper services, including guardians and independent legal advice.

The UK Government should review its commitment to the Council of Europe's 'Convention on Action against Trafficking in Human Beings' and publically report its findings.

Juvenile Justice and Children's Rights

What the UNCRC says

Article 37: Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 39: Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40: Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

What the 4 Commissioners say

The UK Government and local Assemblies must focus on prevention and diversion with the youth justice system to ensure the non-criminalisation of children and young people.

The UK Government and each local Assembly must work with relevant agencies to ensure that there is a standard delivery of mental health and educational services for children and young people in the youth justice system.

Each local Assembly must take immediate action to ensure that every child in custody is treated humanely and that their rights are respected.

Workshop 1: The United Nations Reporting Process

Facilitator's Notes

This is the first step in a series of workshops and associated materials. This workshop must be done first in order to give children the context in which the other workshops in this series are set.

This workshop requires children and young people to build up a picture of the United Nations (UN) reporting process through various tasks. Once the picture is completed it will be used as a reference point for the other workshops in this pack.

Please see the [general introduction](#) for details on the UN, UN Reporting and the role of your Children's Commissioner.

NB. This session should be suited to the group you are working with by adding appropriate ice breakers, introduction or evaluations.

Aim

The aim of this workshop is to help children and young people understand:

- What the UN reporting process is
- Why it affects children and young people
- Who else is doing something about it

NB. For information on how the group can get involved in campaigning, [see workshop 7](#).

Time

40 minutes to 1 hour

Process

Facilitator with a group of 30 young people maximum (use additional support if required).

Materials

You will need:

- Coloured markers or pencils
- Scissors
- Blu Tak
- Space to create a wall display from tasks completed in this workshop
- Post it notes or small bits of paper
- Copies of [UNCRC leaflet](#) (one per person)
- Copy of letter U, to be printed on A3 paper and cut up using the section lines (6 pieces) - *INCLUDED*
- Copy of letter N, to be printed on A3 paper and cut up using the section lines (6 pieces) - *INCLUDED*
- Copy of paper hand (one per person, already cut out) - *INCLUDED*
- Circle card with Government written on it (1 per group) - *INCLUDED*

Workshop 1: The United Nations Reporting Process

PART 1: What is the UN reporting process? (Approx. 15 minutes)

Split the children into two groups.

1. Tell the young people 'I am going to give each of you some pieces of a jigsaw. I want you to have completed the jigsaw and read the text on the pieces and discuss in your group what each piece means'.

Give one group the letter N pieces and the other the letter U pieces. (For larger groups you could split into 4 groups giving out 2 x letter U and 2 x letter N).

2. After a few minutes, tell the group that you are going to ask them some questions. Some of the answers are on the pieces of the puzzle, others will need direction from the facilitator.
3. Ask the group the following questions (see [general introduction](#) for further information on the UN; UNCRC; Children's Commissioners and Non-governmental organisations)
 - Do you know what the letters UN stand for?
(Answer: the United Nations)
 - Do you know what the job of the UN is?
(Answer: To keep world peace)
 - Do you know what the United Nations Convention on the Rights of the Child (UNCRC) is?
(Answer: The UN, United Nations, created the UNCRC which is a list of 42 promises to children)
 - Has the UK agreed to keep the promises in the UNCRC to children?
(Answer: Yes)
 - Whose job is it to make sure that government is keeping these promises?
(Answer: The UN – *as well as Children's Commissioners*)
 - How many countries throughout the world make up the UN?
(Answer: The UN is made up of 192 countries throughout the world)
 - What does Article 12 say?
(Answer: Children have the right to have a say and be respected)
4. Take the two completed letters and stick them at the top of the display board.

PART 2: Why does the reporting process affect children and young people? (Approx. 15 minutes)

1. Tell the young people 'The UN's job is to make sure government keeps their promises to children and young people'. On the puzzle you completed are some of the rights that children and young people have. Ask the group to shout out what it would be like if these rights were broken?
2. Give the young people out a hand print each.
3. Tell the young people 'I want you to write down in the middle of the hand an example of a right that is being broken for a young person and on each of the fingers write or draw down, how you think that person might feel'. Use examples as necessary. (Participants can use the UNCRC handouts to find examples of right which can be broken) – This could be done in pairs or individually.
4. Give the children 15 minutes to complete the activity.

Workshop 1: The United Nations Reporting Process

PART 3: Who else is doing something about it? (Approx. 15 minutes)

1. Take all the hands the young people have completed and stick them at the bottom of your display area leaving space between the UN letters at the top of the area (part 1) and the young peoples hands at the bottom (part 2). *Please remember it's ok if the young people don't want to share their hands.*
2. Say to the young people 'As you can see there are lots of children's rights that are being broken, so whose job is it to make sure that the promises the UN made to children are kept? The answer is the Government.'
3. Take the circle sheet with 'Government' in the middle. Then stick this up on the display area between the UN letters and the children's hand prints.
4. Tell the children 'The UN checks that the government are keeping their promises to children and young people. But what if this doesn't work, who can make sure the voices of children are heard by the UN?'
5. Discuss with the children lots of other organisations who can help give children a voice and for each one they come up with write it on a piece of coloured card.

Stick it up on the display area. The aim of this exercise is to get children to understand roles like the Children's Commissioners - see [general introduction](#), and other NGOs and children's charities that work on behalf of children to give them a voice.

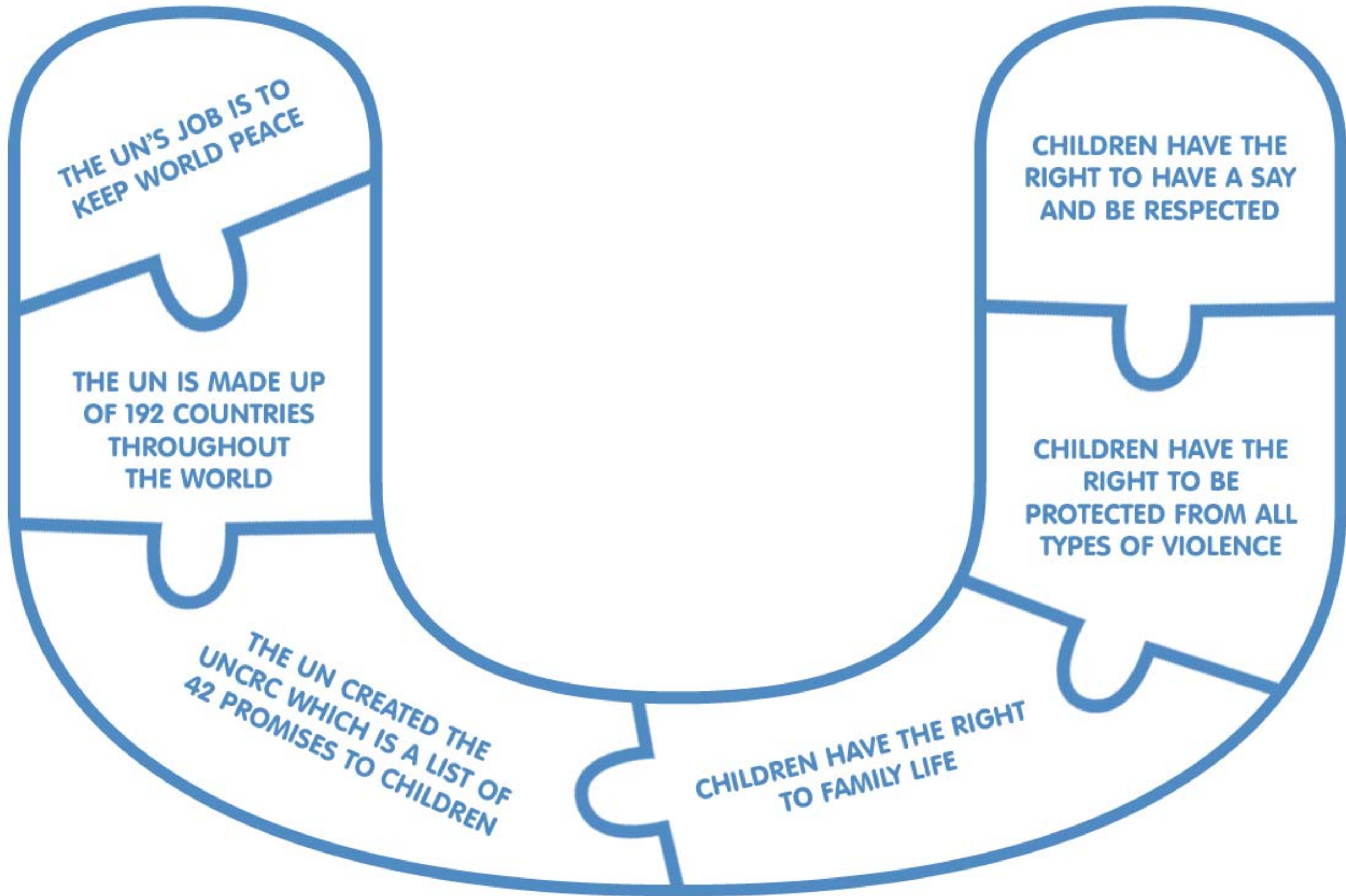
6. When the discussion has come to an end, say to the children. 'The display area you have created shows you how the UN works. It sets promises to children (point to the UN letters); then it tells the government to make sure it keeps the promises (point to the circle in with the government); then it checks with the children and organisations who work with them (like the children's commissioners) to make sure that children's rights are being respected.'

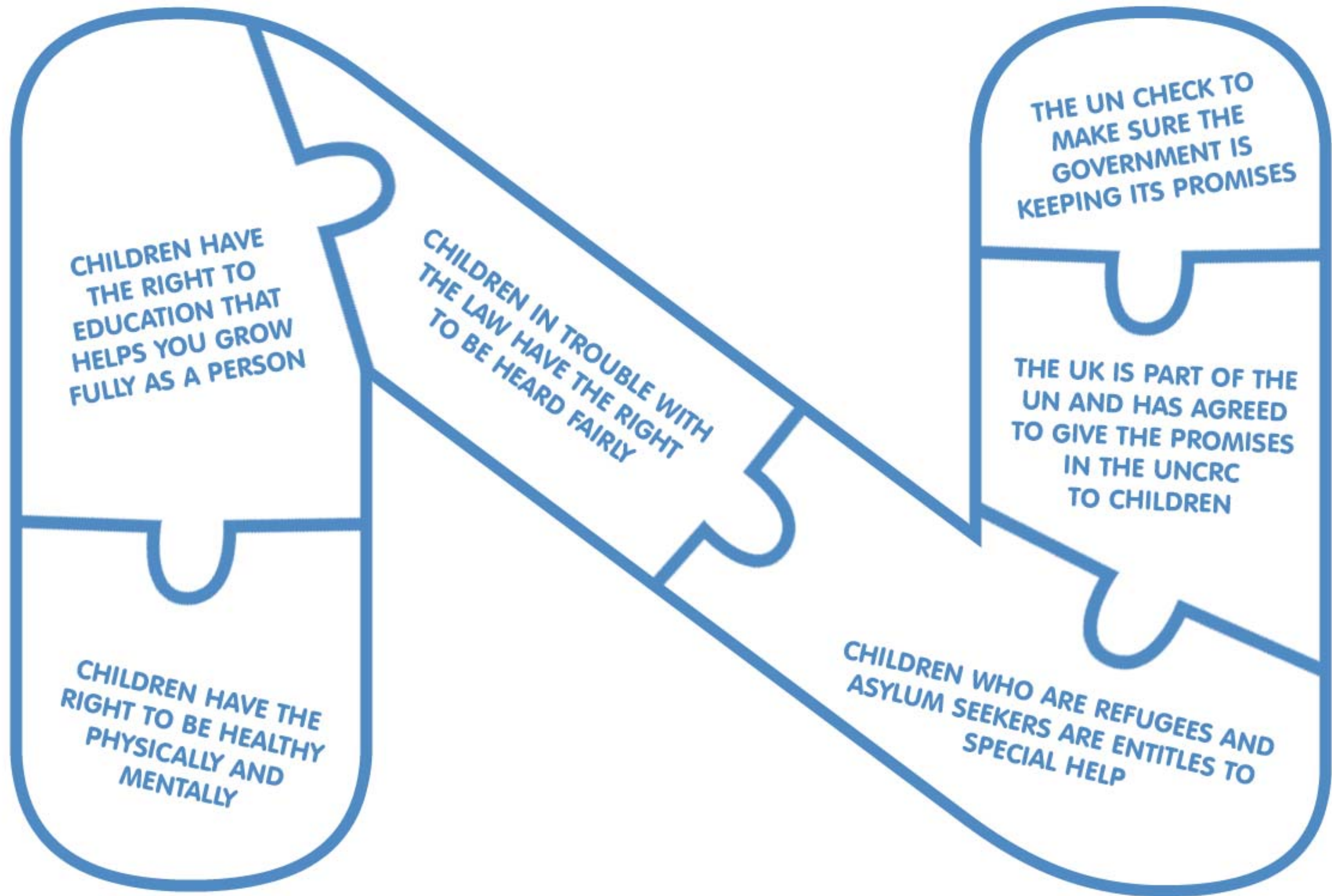
Info on UN reports:

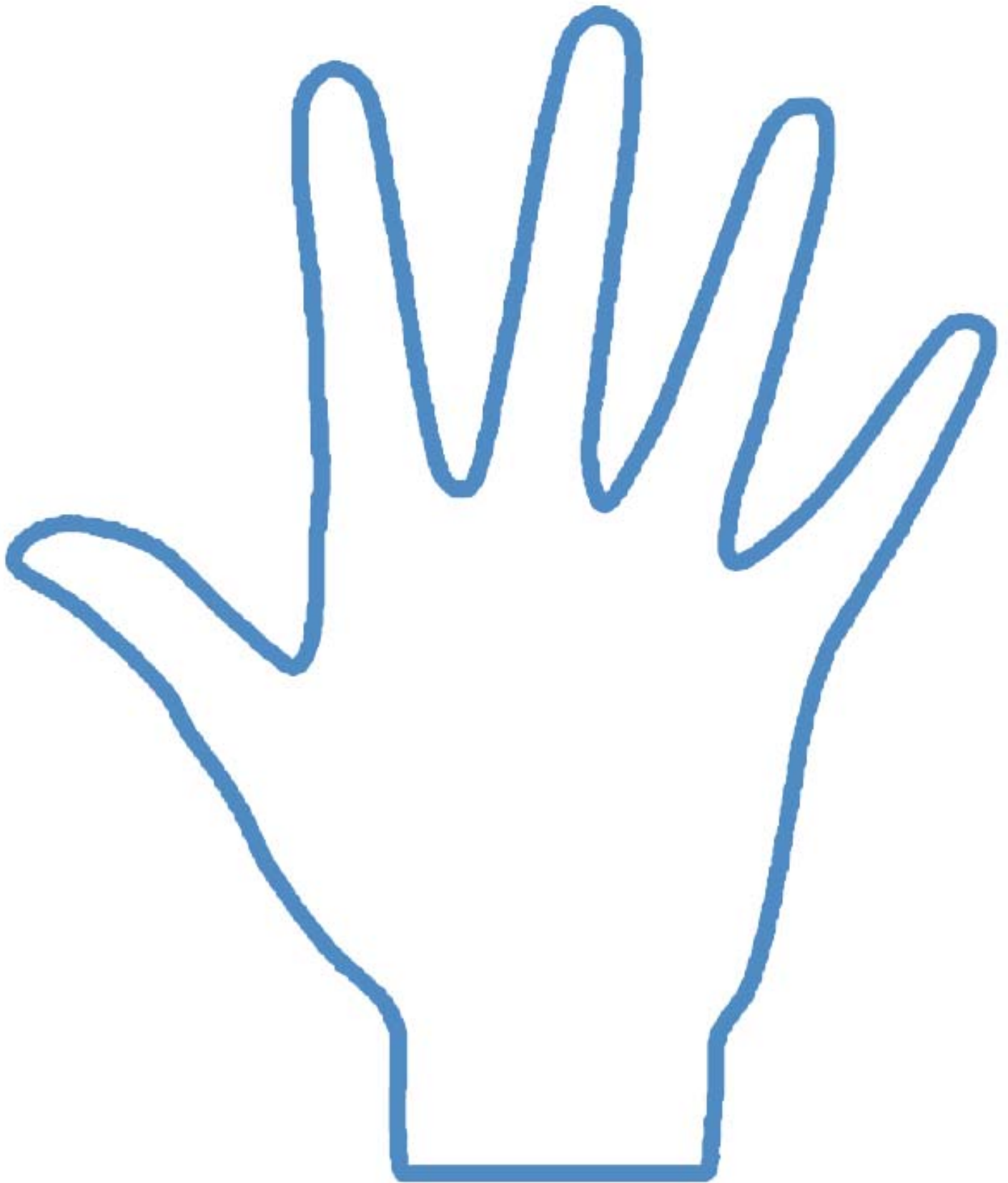
When the UN checks with governments, commissioners and NGOS about how well they are doing in relation to children's right this is the reporting process.

- Every 5 years the UK must report to the UN.(Interim is by choice)
- Government, NGOS and UK commissioners all write reports
- UN invites UK Government officials to come to Geneva to answer questions on their report.

Debrief after completion of the workshop to check that participants understand more about the UN reporting process, how children and young people are affected, and who is doing something about this.









GOVERNMENT

Workshop 2: Participation and Children's Rights

Participation Power Walk

Facilitator's Notes

This workshop can be used in conjunction with the other workshops in the series and in particular Workshop 1: The UN Reporting Process. It can also be used as a stand alone exercise.

For background and preparatory information please see the [general introduction](#) for details on the role of your Children's Commissioner, and the UNCRC.

Aim

The aim of this workshop is to help children and young people understand:

- **What** participation is
- **Why** it affects children and young people
- **Who** else is doing something about it
- **How** they can get involved

NB. For information on how the group can get involved in campaigning, see [workshop 7](#).

Time

40 minutes to 1 hour

Process

Facilitator with a group of 30 young people maximum (use additional support if required).

Materials

You will need:

- Large space (such as an assembly hall) enough for 30 young people to stand side by side in a line.
- Role cards (1 per person) (you can add new cards or remove cards as appropriate) - *INCLUDED*
- Recording sheet (1 per person) - *INCLUDED*

Workshop 2: Participation and Children's Rights

Method:

1. Tell participants 'this game requires you to use your imagination. I will give each of you a role card and I want you to imagine what it would be like to be that person'.
2. Give out the role cards to each person.
3. Ask the participants to stand in a line, side by side and facing you.
4. Tell participants 'I am about to read out a series of statements. If you think your character displayed on the card would answer yes to the statement, take a step forward, if you think they would answer no, stay where you are'.
5. Ask the group 'Does anyone have any questions?'
6. If there are no questions. Read out the following statements to the group:
 - If I wanted I could go to a youth club.
 - If I wanted to I could be on my school's student council.
 - I have time and it's easy for me to watch TV, go to the movies, spend time with my friends.
 - I can vote.
 - I get to see and talk to my parents.
 - I get a say on my town council.
 - I am never asked to leave my school bag outside a shop.
 - I can pay for treatment in private hospital if necessary.
 - I am not in danger of being beaten up.
 - Someone in my class has been expelled for attacking another person; I know he didn't do it. If I tell someone, I will be taken seriously.
 - When I go to the doctors, I can speak for myself, I don't need my parents there.
 - I can provide a child with what they need.
 - I have a good income.
 - I will be consulted on issues affecting children/ young people.
7. After you have finished ask the group to put their character sheet on the floor and step away so that they can see the position of all of the role cards.
8. Explain to the participants that 'this exercise was designed to give you an idea of what participation is, and how it's not always equal for everyone. Think about the exercise we did with the hand prints (workshop 1); what are some of the rights that are being broken here and how could they be overcome.'
9. Use the following discussion points as prompts to help the participants understand the aims of the workshop:
 - Who were the groups or people left out?
 - Why were they left out?
 - Why was the gap between those in front, in the middle and at the back so big?
 - Was there any difference based on age and gender?
 - What responsibilities and duties do those in front or in the middle have?
 - What rights do those "left out" have?
 - What kind of conversations need to happen to make sure all children and young people can have their rights met?
 - What kind of things should happen to make sure those with responsibilities (those at the front) can do their job the best they can?
 - Do you think the people with responsibilities know what's happening with those who are further back? Was there any communication between them?
 - What should be done to develop the capacity and empower those at the back to claim their rights?
10. Give out the recording cards to everyone in the group and assist them in filling in what they have learned

The Children's Commissioner

A fifteen year old boy who lives on a council estate. All of his neighbours have labeled him a trouble maker.

A prefect in a grammar school, age 13

A doctor

A lawyer

A single mother, age 17

A school teacher

A boy in a young offenders centre, age 14

A girl who lives in a care home, age 13

A woman fostering 3 children

An 18 month old boy

**A single mother with 3 children,
aged 12, 6 and 2**

A homeless boy, age 13

A girl with physical disability, age 9

A boy with Down's Syndrome, age 16

A university student, age 18

A youth worker

A single father

A HIV positive pregnant girl, age 19

A Primary School girl, age 10

A Primary School boy, age 9

A female wheelchair user, age 5

A Polish unemployed young woman, age 16

**A recent college graduate with a
job, age 24**

A senior manager in large private business

**A male bus driver,
age 45**

A female cleaner, age 40

A Grammar School male pupil, age 15

A Secondary School male pupil, age 15

A young person with dyslexia, age 13

A Traveller

Workshop 3: Disability and Children's Rights

Simon's Troubles

Facilitator's Notes

This workshop can be used in conjunction with the other workshops in the series and in particular Workshop 1: The UN Reporting Process. It can also be used as a stand alone exercise.

For background and preparatory information please see the [general introduction](#) for details on the role of your Children's Commissioner, and the UNCRC.

Aim

The aim of this workshop is to help children and young people understand:

- **What** having a disability is
- **Why** it affects children and young people
- **Who** else is doing something about it
- **How** they can get involved

Time

30 to 45 minutes

Process

Facilitator with a group of 30 young people maximum (use additional support if required).

Materials

You will need:

- Four large sheets of (flip chart sized) paper
- Markers
- Sticky tape
- Evidence sheets 1-4 (one copy of for each group) - *INCLUDED*
- Recording sheet (1 per person) - *INCLUDED*

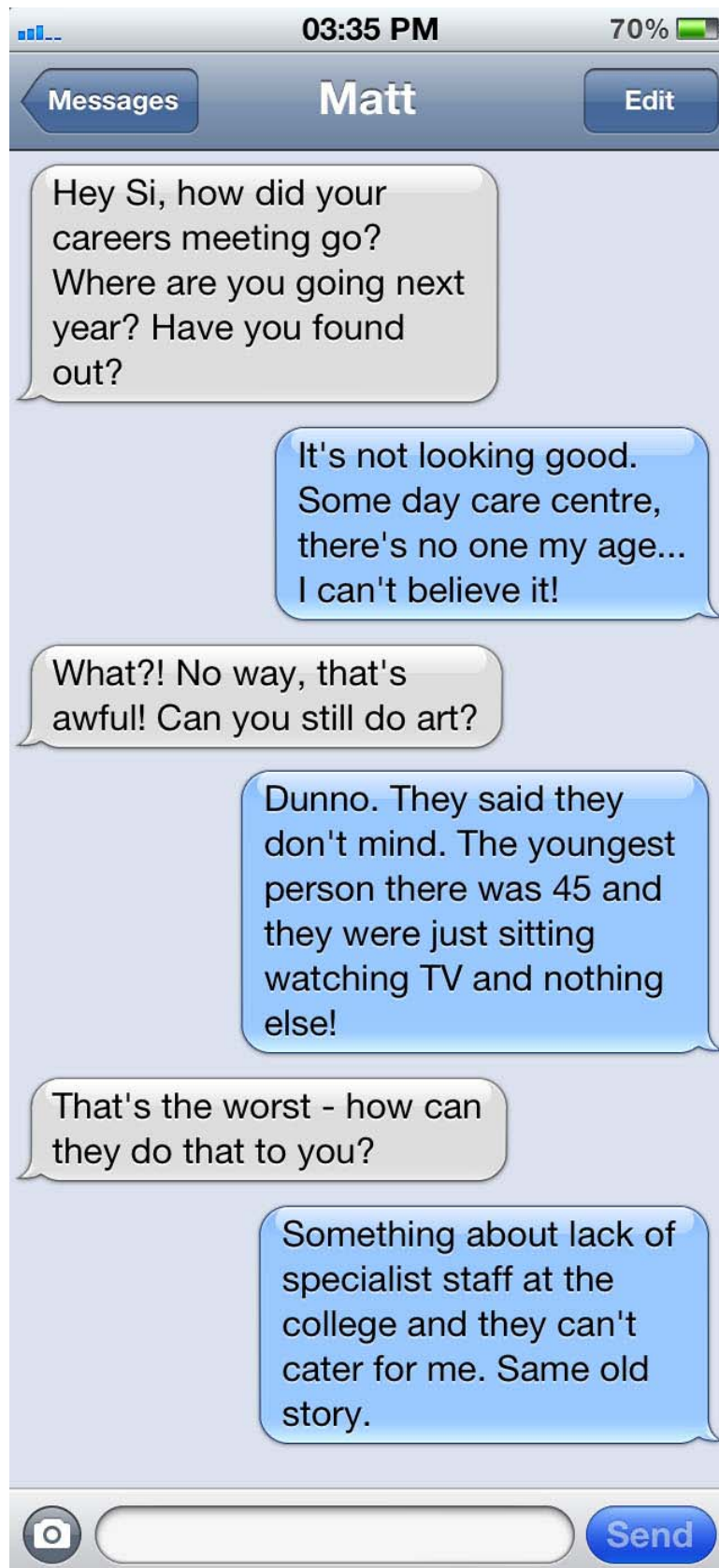
Workshop 3: Disability and Children's Rights

Method:

1. Split the participants into 4 groups
2. Explain to the group that they will be exploring the issues of Children's Rights and disability during the session. Answer any questions they may have. Next, tell the whole group:
"I am going to give you out a sheet of paper and I want you to read everything that's on it, if there are any words that you don't understand just ask and I'll explain"
3. The facilitator gives
 - Group 1, a copy of Evidence piece 1
 - Group 2, a copy of Evidence piece 2
 - Group 3, a copy of Evidence piece 3
 - Group 4, a copy of Evidence piece 4
4. While the group are reading the evidence pieces pass out flipchart sheets with the outline of a person drawn on each.
5. Tell the group:
 - Now we are going to find out a bit more about Simon. All of you have been given a bit of information about him. So I am going to ask you some questions and if you know the answer put your hand up. I will take your answers and put it on the big sheets I have in front of me.
6. Ask the group the following questions, each time you receive an answer (you or the young person) write it on the flipchart sheets on the outside of the body shape:
 - What does Simon like?
 - What is he good at?
 - Who are the important people in Simon's life?
 - Who are the problems going on in his life?
 - Who supports him in his life?
7. Then ask the group the following questions. Each time you receive an answer (you or the young person) write it on the flipchart sheets inside the body shape:
 - How does Simon feel inside?
 - Is he concerned about the future?
8. Review with the group the answers that they have written on the sheet.
9. Explain to the participants that "this exercise was designed to give you an idea of some of the issues facing young people with disabilities'. Think about the exercise we did with the hand prints (workshop 1), and imagine Simon is the middle of the hand what are some of the rights that are being broken here and how could they be overcome.'
10. Give out the recording cards to everyone in the group and assist them in filling in what they have learned.

Workshop 3: Disability and Children's Rights - Resources

Evidence Sheet 1: A text conversation between Simon and his best friend Matt



Evidence Sheet 2: Notes of a meeting with Simon, his parents and his headteacher



Acorn Comprehensive School Meeting Minutes

Present: Mr. Watkins (Headteacher), Mr. Strong (P.E Teacher), Simon Arrow (Student) and Mr. Arrow (parent)

Mr Watkins welcomed everyone to the meeting and outlined that the purpose of this meeting was to discuss Simon's participation in PE class.

Simon is a final year student at the school and is currently studying for his A-levels. He has timetabled PE classes once a week with the rest of his class.

Simon's teacher Mr. Strong has stated that Simon is a model student but his disability means that his participation in class is limited.

Simon stated that he understood that he will not be able to participate in everything, but he has been doing the same exercise of bowling for over 4 months. Initially his friends would volunteer to play with him, but he understands that they don't want to do this every week and so there is always someone in the class selected at random from a hat, to take their turn and play with him. Simon stated that this is embarrassing and that if things were the other way round he would hate being selected to play bowling, whilst everyone else is able to engage in volleyball, basketball, football and other activities.

Mr. Strong said that this was unfair and he hadn't meant to cause embarrassment to Simon, but risk assessment and insurance means that he can't involve Simon in any other activities apart from bowling, which is a safe and secure way for him to participate.

Mr. Arrow, Simon's parent, said that as a compromise, Simon does lots of contact sports outside of school; they are all fully insured and safe. Mr Arrow suggested that Simon's basketball coach could come in and take sessions with the students or help to train Mr. Arrow in some other sports.

Mr Watkins said that it was unacceptable for Simon's father to be suggesting that his staff were not fully trained, and that the other two students in the school who used wheelchairs were happy playing bowls, and Simon should be too.

MEETING ENDS

Workshop 3: Disability and Children's Rights - Resources

Evidence Sheet 3: Simon's Diary Entry

Had to go to hospital today with Mum to see Dr Thompson we have been waiting for over 3 weeks for this appointment.

So we get down there and after waiting for over two hours in A & E we get called in. So I wheel up and go inside and he starts talking to me about my medication and what the problems are and I couldn't really understand him. So I asked him to slow down, then he accused me of not listening to him. So I said I was listening I just didn't understand some of the side effects of one of the drugs.

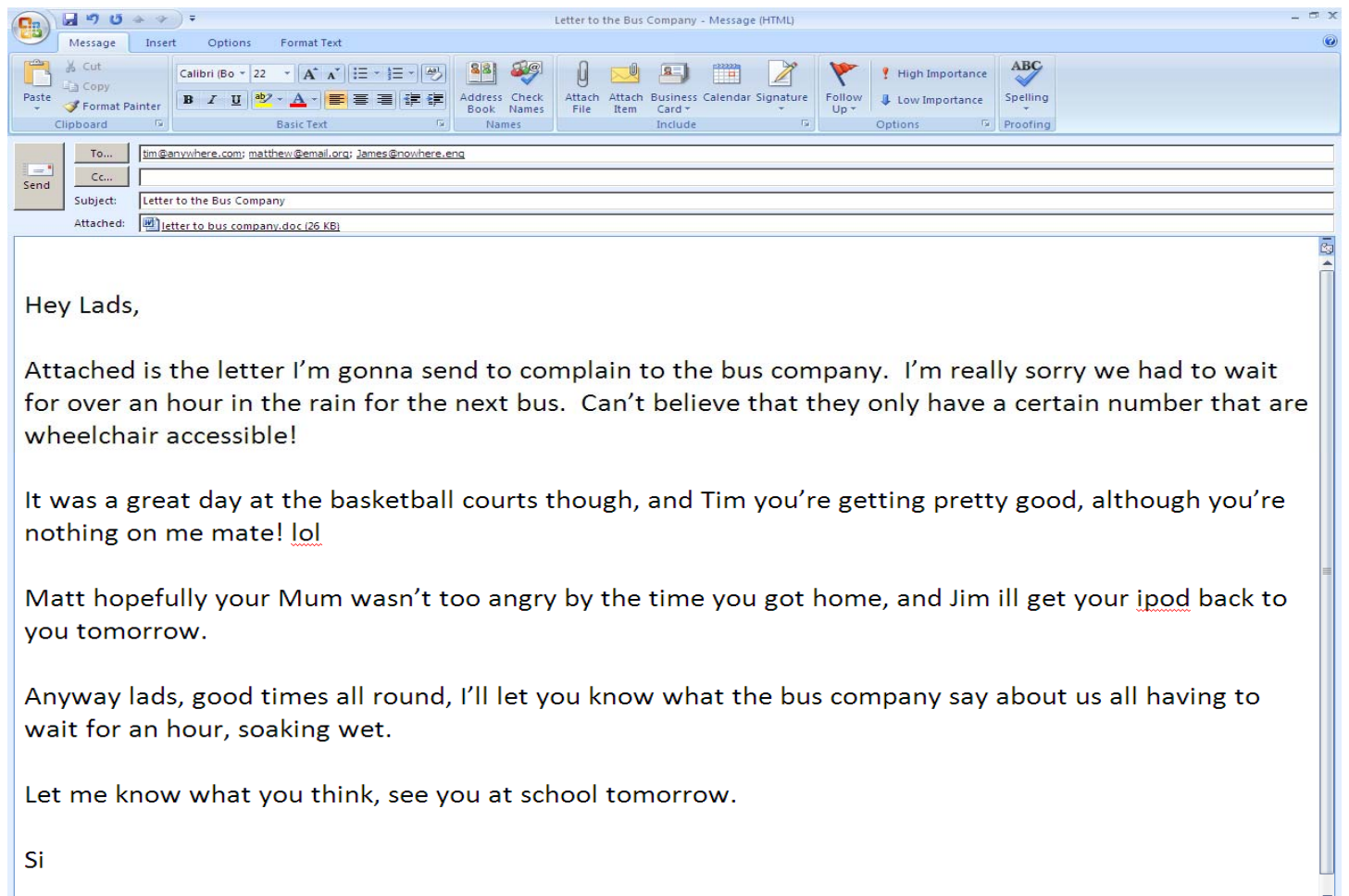
So then he walked out and two minutes later was back and in behind him comes my Mum. He then starts and goes through everything with her, completely ignoring me. A few times I tried to interrupt to ask a question but he didn't seem to care.

Finally when the man stopped to take a breath, my Mum said 'shouldn't you be having this conversation with Simon?' To which the doctor looked completely lost. In the end I just said it's fine to which Mum kicked off. She told the doctor that he should have discussed these issues with me personally rather than having to be there. The doctor didn't really see the point and in the end the appointment ran over time and we have rescheduled with a different doctor, so we have to wait now until next week.

I fell really bad my Mum took the afternoon off work, I missed school (which I'm not too concerned about) but next week its art class and I don't wanna miss it. Fair play to Mum I know she was trying to stick up for me but it's really embarrassing I feel like I have wasted everyone's time.

Workshop 3: Disability and Children's Rights - Resources

Evidence Sheet 4: Email from Simon to his friends



The screenshot shows an email client window titled "Letter to the Bus Company - Message (HTML)". The window has a menu bar with "Message", "Insert", "Options", and "Format Text". Below the menu bar is a ribbon with various tools and options. The email content is as follows:

Hey Lads,

Attached is the letter I'm gonna send to complain to the bus company. I'm really sorry we had to wait for over an hour in the rain for the next bus. Can't believe that they only have a certain number that are wheelchair accessible!

It was a great day at the basketball courts though, and Tim you're getting pretty good, although you're nothing on me mate! lol

Matt hopefully your Mum wasn't too angry by the time you got home, and Jim ill get your ipod back to you tomorrow.

Anyway lads, good times all round, I'll let you know what the bus company say about us all having to wait for an hour, soaking wet.

Let me know what you think, see you at school tomorrow.

Si

Workshop 4: Poverty and Children's Rights

Shopping List

Facilitator's Notes

This workshop can be used in conjunction with the other workshops in the series and in particular Workshop 1: The UN Reporting Process. It can also be used as a stand alone exercise.

For background and preparatory information please see the [general introduction](#) for details on the role of your Children's Commissioner, and the UNCRC.

Aim

The aim of this workshop is to help children and young people understand:

- **What** are the realities of living in poverty
- **Why** it affects children and young people
- **Who** else is doing something about it
- **How** they can get involved

Time

40 minutes to an hour

Process

Facilitator with small groups of 8 (maximum)

Materials

You will need:

- Price List (one for each group) - *INCLUDED*
- Shopping list (one for each group) - *INCLUDED*
- Shopping tokens (one set for each group) - *INCLUDED*
- Cash tokens (one set for each group) - *INCLUDED*
- Jenna's picture (one per group) - *INCLUDED*
- Recording sheet (one per person) - *INCLUDED*

Workshop 4: Poverty and Children's Rights

Method:

1. Introduction to the UNCRC:
 - In 1991, the UK government, as a member of the United Nations, signed the Convention on the Rights of the Child (UNCRC)
 - This is a list of 42 promises the government has made to children and young people living in the UK.
2. Facilitator concludes introduction by saying:
 - Rights are not just something written on paper, but should be real for young people to be protected in everyday life
 - Unfortunately, children and young people's rights are not always met
 - One of the issues which affect children and young people in the UK is poverty.

3. Read Jenna's story aloud to the group:

Jenna is 17 and is from Northern Ireland. She lives in a one bedroom flat. She's been living on her own for a few months since her grandparents moved into a home, and couldn't look after her anymore.

Jenna has been studying to become a trainee plumber and she gets education maintenance allowance of 40 pounds a week. From this 40 pounds she has to pay for everything she needs to look after herself this includes heat, electricity, food and money for transport.

To try and save some money she has been walking to college everyday, but the rain has made all her clothes damp and she can't afford to turn the heat on too much to dry them out. She has tried to get a part time job but there is nothing on offer at the minute.

It's January, its freezing and Jenna hasn't been able to shake off a cold that's getting worse. She doesn't have money to do anything and most of her days after college are spent in the house in bed to try and keep warm.

4. Discuss with the group:
 - What is happening to Jenna
 - How is poverty affecting her
 - What do they think about Jenna's situation
 - Which rights from the UNCRC are not being met for Jenna
5. Split the whole group into smaller groups of 5 or 6 and give each group:
 - A picture of Jenna in her house
 - £40 cash tokens
 - A price list
 - Shopping sheet.
6. Each group must decide how to spend the £40 for the week. Ask participants to think about:
 - How to make things better for Jenna
 - How Jenna will feed herself and keep herself safe
7. Once they have decided how to spend the money, each group writes the items they would like to buy on the shopping list and totals up how much it costs.
8. Each group brings the shopping list to the facilitator who hands out tokens according to their list.
9. Each group takes the items back and add to Jenna's picture how they have spent the £40, e.g. putting food in the cupboard to reflect the food you bought or colouring in the radiator to show heat, etc).
10. Bring all participants back into one group and ask each smaller group to feedback and answers the following questions:
 - How did you decide what to use your money on?
 - What could you not afford to buy this week?
 - What will this mean for Jenna?
 - Are any of her rights not being met?
11. Explain to the participants that "this exercise was designed to give you an idea of some of the issues facing young people affected by poverty. Think about the exercise we did with the hand prints (Workshop 1), and imagine Jenna is the middle of the hand what are some of the rights that are being broken here and how could they be overcome."
12. Give out the recording cards to everyone in the group and assist them in filling in what they have learned.

Workshop 4: Poverty and Children's Rights - Resources

Price List

We want you to decide the things that you will spend £40.00 budget on to last one week.
Write the items you'd like to buy on the shopping list and work out how much it costs in total.

Item	How long will it last	Price
Heating	1 week	£20
Electricity	1 week	£15
Night at the cinema	1 night	£10
New waterproof coat	1 year	£5
Bus to college	1 day	£2
Food		
Bread	4 days	£1
Milk	4 days	£1
Pasta	7 days	£2
Bacon	3 days	£3
Chicken	2 days	£5
Vegetables	3 days	£2
Beans	4 days	£1
Chocolate	1 day	£1
Tea	7 days	£1
Biscuits	2 days	£3
Fruit	3 days	£3

Workshop 4: Poverty and Children's Rights - Resources

Shopping List

Write down the things you'd like to buy and add them up. Write the total in the box at the bottom.

NAME

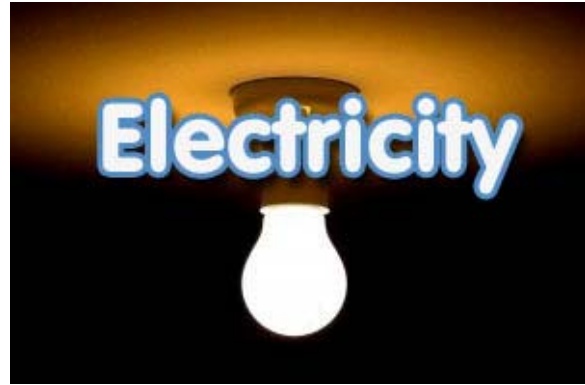
PRICE

TOTAL

Workshop 4: Poverty and Children's Rights - Resources

Shopping Tokens (you may need to print these a few times)

Facilitator keeps these and hands out any tokens on completion of a correct shopping list. Participants can then colour/change the picture of Jenna to suit the items they have bought.







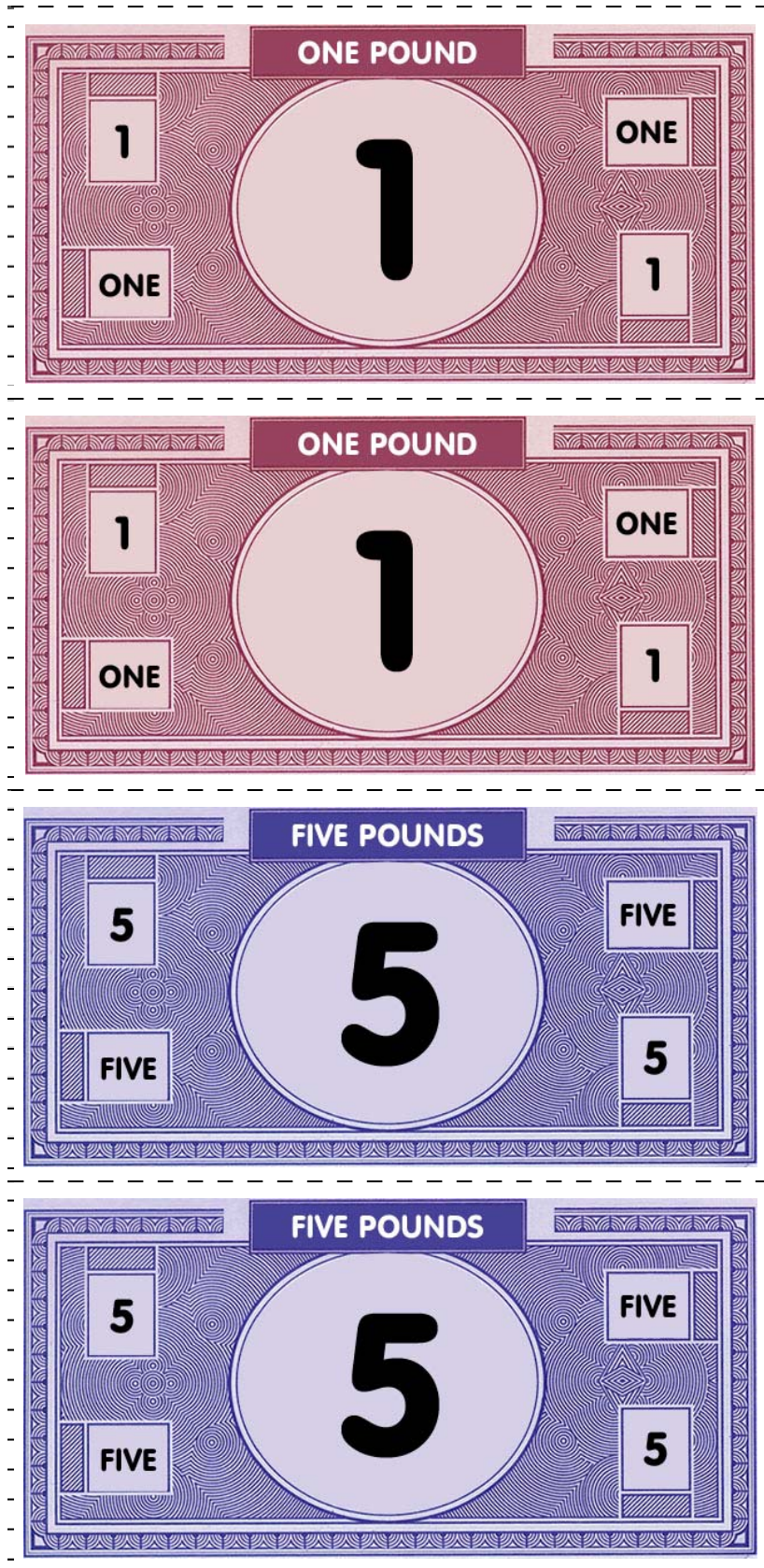
Workshop 4: Poverty and Children's Rights - Resources

Cash Tokens

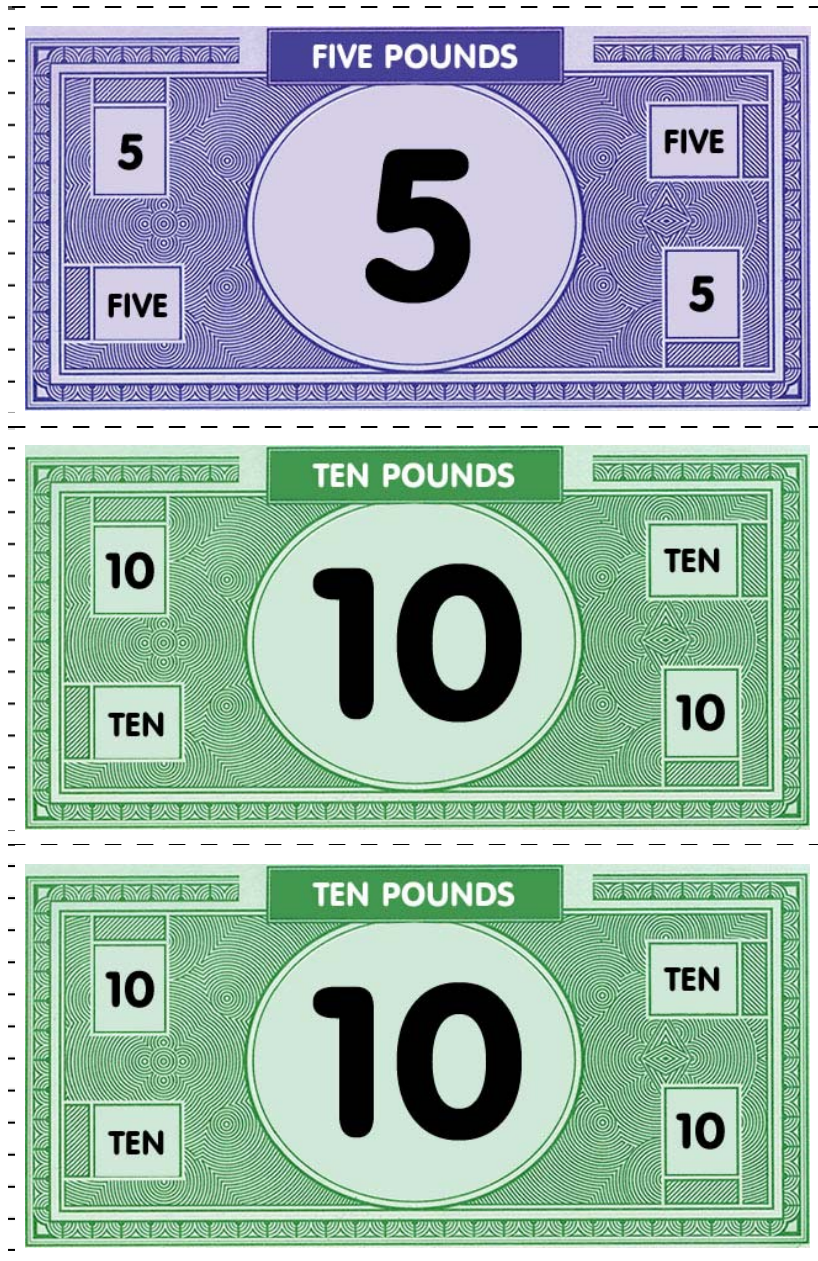
Each group need 5x 1 Pound notes, 3x 5 Pound notes and 2x 10 Pound Notes.



Workshop 4: Poverty and Children's Rights - Resources



Workshop 4: Poverty and Children's Rights - Resources



Workshop 4: Poverty and Children's Rights - Resources

Jenna



Workshop 5: Youth Justice and Children's Rights

Justice Island

Facilitator's Notes

This workshop can be used in conjunction with the other workshops in the series and in particular Workshop 1: The UN Reporting Process. It can also be used as a stand alone exercise.

For background and preparatory information please see the [general introduction](#) for details on the role of your Children's Commissioner, and the UNCRC.

Aim

The aim of this workshop is to help children and young people understand:

- **What** are the issues faced by children in the juvenile justice system and their interactions with victims and the wider community
- **Why** current systems in the UK have been developed in a certain way and why they pose a problem to children's rights being met
- **Who** else is doing something about it
- **How** they can get involved

Time

40 minutes to an hour

Process

Facilitator with a group of 30 young people maximum (use additional support if required).

Materials

You will need:

- Poster sized sheets of paper or card (one per group)
- Coloured markers or pencils
- Copies of [UNCRC leaflet](#) (one per person)
- Copies of scenario cards (1 set (cards 1-3) per group) - *INCLUDED*
- Copies of Nikita's Story (1 per group) - *INCLUDED*
- Recording sheet (one per person) - *INCLUDED*

Workshop 5: Youth Justice and Children's Rights

Method:

1. Sit participants in a large group in the middle of the room and explain to them that you are about to tell them a story, and they have to use their imagination. You will be the story teller and all they have to do is listen and can close their eyes if they wish.
2. Read aloud the following story, you can tailor this to suit the desired age group.

You are about to go on a holiday, and have been saving your money for a few months, to pay for it. You are really excited and have your bags packed and ready to go. You are picked up by a limousine and arrive at the docks where a massive ship is waiting for you. The ship is beautiful and seems to go on for miles, it's so big. As you board the ship you notice that there are children of all ages there. You go up the gangplank and see babies crawling past you, toddlers are playing on the deck and teenagers are waving from balconies. The interesting thing is that everyone is speaking different languages and wearing different clothes. There seems to be someone from every religion and culture on earth on this ship.

The ship sets sail and over the next few days you explore as much as you can. There is something for everyone, a football stadium with your favourite team playing, a disco with your favourite music, video games as well as every sport you can imagine. This is proving to be the best holiday you could ever imagine.

Then one night you are awoken by an alarm. The ship has struck an iceberg and you need to evacuate. You go on board a comfortable lifeboat with plenty of food and water. Everyone gets out alive and no one is hurt.

After a few hours you arrive on an island. Everyone has made it, and although they are a bit tired, they seem to be okay. The island is very big; there is fresh water and fertile soil for growing crops. But here you are with hundreds of other people standing on a beach waiting for some instruction.

3. Break participants into small groups and give each group a flipchart paper and pen.
4. Tell the group:
 - Now that you have landed on the island you must decide what are the first five things you would do, straight away?
 - Think about all the children on the island and what they need, right now. You must work together as a group and write down the 5 things you would do on your flipchart paper.
5. Once each group has at least five things, as each group to feed back.
6. Tell the group:
 - You have been on the island for 2 months now and everyone has been getting along well, so far but problems have started to happen. I am going to read you out a problem and I want you to think about what you are going to do.
7. Read out scenario card 1.
8. Tell the group:
 - In a minute I will give you a copy of the card that I have just read out and I want you to think about what effect this problem will have on:
 - o The victim
 - o The suspect
 - o The community
 - Then I need you to decide what you are going to do with everyone involved and how will you stop the problem happening again. I will give you out a card with all this information to help you.
 - Once you have decided as a group what you are going to do I need you to write it down on the flipchart paper.
9. Give each smaller group a copy of scenario card 1 and then give them time to write and develop their ideas.
10. Once each group have come up with their own ideas get each to feed back. Then repeat the process outlined in steps 10-14 with scenario card 2 and then scenario card 3.

Rescue and Real Life

11. Once you have completed steps 7-10 with the three cards tell the group:
 - After 3 months of being shipwrecked, you are finally rescued and return home.
 - This game was pretend but, the solutions you came up with may be similar to those on the outside world.
 - Everyday decisions are made about the rights of people who commit crimes, their victims and how the community is affected by them. It is difficult to make sure that everyone's rights are considered.
 - Now I am going to give you out a story of girl from Scotland and what happened to her.
 - Read the story and then we will discuss it

Workshop 5: Youth Justice and Children's Rights

12. Give each group a copy of Nikita's Story
13. Then ask the group the following questions and allow them to feedback:
 - What has happened to Nikita?
 - Who is the suspect?
 - Who is the victim?
 - What do the wider community think?
 - Which of her rights are being affected?
 - Do you think it is fair what has happened to Nikita?
 - If Nikita lived on your island what would you have done?
14. Now that you have thought about Nikita, think about how you did things on your island and how you would like to do to help people like Nikita. Think about the exercise we did with the hand prints (Workshop 1), and imagine Nikita is the middle of the hand - what are some of the rights that are being broken here and how could they be overcome.'
15. Give out the recording cards to everyone in the group and assist them in filling in what they have learned.

Workshop 5: Youth Justice and Children's Rights – Resources

Scenario Card 1

Story

You are called to a group of huts on the other side of the island. The young people there have spent their time on the island collecting pineapples and storing them, to feed everyone else. Last night the store was full and this morning it was empty. They are blaming two people

One is a young boy called James who someone thinks they saw creeping around last night but the boy says he was in his bed.

The other is called Mary, when her house was searched she was found to have lots of pineapples in the house. Mary says that she has been collecting them for herself and didn't steal the pineapples in the store.

Questions you need to answer

1. Who is and what will you do with:
 - The Victim
 - The Suspects
 - The Community
2. How will you stop it from happening again?

Workshop 5: Youth Justice and Children's Rights – Resources

Scenario Card 2

Story

You are walking along the beach one day and you hear shouting from the jungle when you go to investigate. On the ground you see a boy who is bleeding and another who is punching him and calling him names.

You stop the two boys, and ask them what they were doing the attacker replies, he deserves it he was looking at me funny.

You tell the boys that this is not a good reason and he says that he got beaten before when an older boy thought he was looking at him funny.

Questions you need to answer

1. Who is and what will you do with:
 - The Victim
 - The Suspects
 - The Community
2. How will you stop it from happening again?

Workshop 5: Youth Justice and Children's Rights – Resources

Scenario Card 3

Story

At one part of the island the younger children have built a play park. Everyday lots of children from across the island use the play park to play in.

Last night a group of girls were caught chopping down the swings and the climbing frames that were built from palm trees. The park is totally destroyed.

The girls say that they needed they are responsible for keeping the fire going and they needed the wood as there is no more nearby and it's too hard for them to carry wood across the island.

Questions you need to answer

1. Who is and what will you do with:
 - The Victim
 - The Suspects
 - The Community
2. How will you stop it from happening again?

Workshop 5: Youth Justice and Children's Rights – Resources

Nikita's Story

Nikita is 19. Home has never been a happy place for her; she found it hard to cope with family problems and tried to stay out of the house as much as possible. She started hanging around with the wrong crowd and when she was 15 she was caught breaking in to a house. She was sent to a secure training centre for six months.

Nikita wanted to use the time in the centre as a fresh start. But life in the centre was very difficult. As soon as she arrived Nikita was confused about how things worked. She didn't feel safe and had no one to talk to about the problems at home. Nikita had planned to try to study but she was very behind in school work and needed more help than the centre had available.

Since she has come out of the centre things have not got any easier. She has tried to get jobs but has not got good qualifications. Anyway, people know what she did and won't give her a chance. She feels sorry for what she did all those years ago, but feels that she has been punished enough and wishes that she could have a second chance.

Workshop 6: Asylum and Children's Rights

Ade's Story

Facilitator's Notes

This workshop can be used in conjunction with the other workshops in the series and in particular Workshop 1: The UN Reporting Process. It can also be used as a stand alone exercise.

For background and preparatory information please see the [general introduction](#) for details on the role of your Children's Commissioner, and the UNCRC.

Aim

The aim of this workshop is to help children and young people understand:

- **What** are the issues faced by children who come to the UK to seek asylum
- **Why** current systems in the UK pose a problem to children's rights being met
- **Who** else is doing something about it
- **How** they can get involved

Time

40 minutes to an hour

Process

Facilitator with a group of 30 young people maximum (use additional support if required).

Materials

You will need:

- Small wooden tower blocks or other similar building blocks
- One A4 sheet of paper per person
- Sticky tape
- Scissors
- Label sheet - *INCLUDED*
- Story Sections A, B and C - *INCLUDED*
- Recording sheet (one per person) - *INCLUDED*

Preparation

To prepare this workshop follow the instructions below:

1. Cut out the labels on the label sheet and stick each one onto the building blocks you are using as shown below:

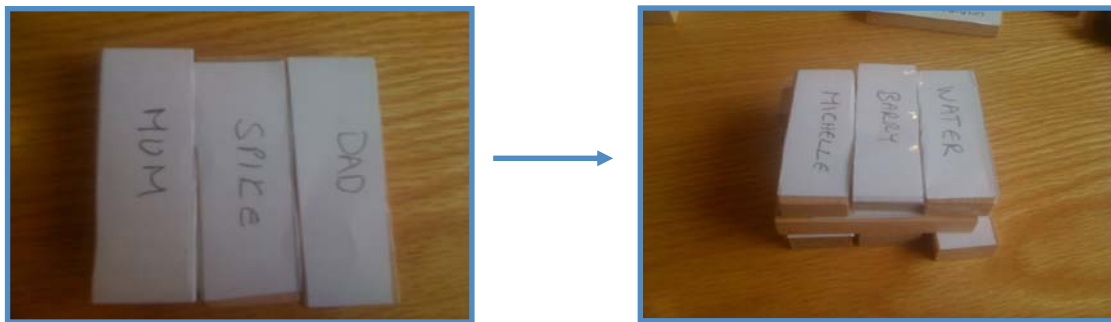


2. There are building blocks that are left blank; these are for you or the group you are working with to add in your ideas of what's important in a child's life. This can be done before the workshop or you can write them on during the workshop.

Workshop 6: Asylum and Children's Rights

Method:

1. Tell the group:
 - What I want you to do is to draw me a picture of all of the things that are important to you in your life. Draw them on the piece of paper in front of you.
 - Give the group 5 minutes to do this, and then ask a few people to feed back.
 - Each person has different things that are important to them yet for many of us there are things in common like; family, friends, home, safety etc
 - Sometimes children can find themselves in a situation where these things are taken away very quickly
 - We are going to hear about a boy called Ade who has lost a lot of things which are important to him, he even has to leave his home country and we will hear what happens to him when he comes to this country to look for safety.
2. Distribute all of the building blocks so that each group member has at least one block.
3. Tell the group:
 - Each of you has a brick which represents something in Ade's life what we are going to do is read out a piece of a story first then we are going to build up a picture of Ade's life with the building bricks.
4. Read out **Story A** and follow the instructions on the sheet.
5. As you read the story ask the group to build up a tower as shown below



6. After all the group members have built the tower as stipulated in the **Story A**, re-read the story and ask the group to remove all of the things which Ade has lost. Discuss with the group how Ade's life has changed and what could be difficult for him.
7. Make a note of what things have caused the greatest instability and difficulty for Ade.
8. Repeat this process with **Story B** and then **Story C**.
9. As you continue to read the story the tower will fall down and be built up again a number of times. At the end of each story section reflect with the group on what has stayed stable for Ade and what he has lost.
10. Ask the group the following questions and discuss their answers with them. The aim is to help them empathise with Ade's story and to try to teach them to identify what factors could help make the asylum seeking process easier for young people like Ade:
 - What did it feel like when the tower fell down each time?
 - What things did Ade have throughout the whole experience?
 - What do you think could have made things better so that the tower didn't fall each time? (The group may answer in different ways; the point you have to make here is that he could have had more stability if he had a constant contact person, regular access to people who could speak his language, a stable place to live etc. Other factors which could make things easier are; having a say in the decisions which are made about him, and support from organisations which help young people in the asylum process).
11. Explain to the participants that 'this exercise was designed to give you an idea of what it is like for young people who arrive in the UK as asylum seekers. Think about the exercise we did with the hand prints (exercise 1), and imagine Ade is the middle of the hand what are some of the rights that are being broken here and how could they be overcome.'
12. Give out the recording cards to everyone in the group and assist them in filling in what they have learned.

Workshop 6: Asylum and Children's Rights - Resources

Label Sheet

These must be cut out and attached to the building blocks before the workshop. Labels that are blank can be filled in by the group at the start of the session (see workshop method).

Dad	Mum
Ali	Sam
Home	Football Team
Team Mates	School
Mt Khan	Aunt Sara
Older Brother	Initial Accommodation
Photo of Dad	Sue
English Class	Levi

Workshop 6: Asylum and Children's Rights - Resources

Story A

Facilitator's Notes

Read the story out below. Do not proceed to the next part of the story until the group has put the bricks listed below on the tower. All of the words in bold have bricks to represent them.

Ade is 14 years old and lives at **home** with his **Mum**, **Dad**, an older brother **Ali** and younger sister **Sam**. Ade's dad works as a teacher and his mother stays at home to look after the family.

Ade is in a **Football team** and he practices with his **team mates** three times per week. He enjoys **School**, particularly Maths and Art classes. His maths teacher **Mr Khan** gives him a lot of support with his work. Ade hopes to train as an architect when he is older.

Politics in Ade's country have been very unstable for many years, recently the military have taken over government and there have been a lot of changes where Ade lives. A number of men and boys in the area have been imprisoned.

When fighting started in Ade's town he had to leave the country with his older brother **Ali**, leaving everything else behind.

Workshop 6: Asylum and Children's Rights - Resources

Story B

Facilitator's Notes

Read the story out below. Do not proceed to the next part of the story until the group has put the bricks listed below on the tower. All of the words in bold have bricks to represent them.

After a long and difficult journey by land and sea, Ade arrives in England with his **older brother** they have to live in **Initial Accommodation**. He is very worried about what will happen to him and doesn't understand what is going on. He tells the immigration officer his age.

Ade misses his family and is sad that he had to leave most of his belongings in his home town. He did manage to bring **a photo of his dad**. A lady from Social Services called **Sue** meets with Ade to explain what will happen as immigration checks what happened to them. He is happy to see someone who can speak his language.

In the centre Ade goes to an **English class** during the day with other children. Ade makes friends with two boys called **Levi** and **Caleb**. They play **basketball** together in the courtyard and in the evenings Levi teaches him to play **guitar**. It is difficult for Ade to communicate with other people as they don't speak the same language, but he is glad to have some people to spend time with.

Sue tells Ade that he will have to see a doctor so they can agree his **age**. Ade is very tall compared to other boys his age. He tells them he is 14 but the doctors say he must be older. Ade is moved away from his new friends **Levi** and **Caleb** and his **Aunt Sara**. He now has a new contact worker and doesn't see **Sue**. Ade doesn't get any **Say in decisions** about where he lives or who with. He is very frightened in his new accommodation with a lot of men he doesn't know. It is noisy at night and Ade really wishes he could go home.

Workshop 6: Asylum and Children's Rights - Resources

Story C

Facilitator's Notes

Read the story out below. Do not proceed to the next part of the story until the group has put the bricks listed below on the tower. All of the words in bold have bricks to represent them.

Ade's **Aunt Sara** finds his birth certificate and sends it to the authorities to prove he is only 14. He is reunited with his brother and together they move to an **apartment** in a large housing estate. Ade finds it very strange compared to his old village. People aren't very friendly and the food in the local shop is very different.

Soon Ade starts a **new school**. Within a few months he gets very good at English and enjoys his classes. Ade joins a **rugby team**. He likes it more than football. Ade is friends with **Jo**, **Paul** and **Dan** – they spend a lot of time together playing and doing homework. **Jo** and her family are also asylum seekers so she understands what Ade is going through.

Ade still misses his family and his home but he is starting to settle in to his new life. Then he hears that Jo and her family have been sent back to their country. He didn't even get to say goodbye. Ade is now worried that this will happen to him as he now feels **safe** where he is.

One evening Ade and his brother come home to find that graffiti has been sprayed on their door. It says "go home". The windows of the apartment have been broken. Ade calls the Police. He and his brother are moved to a different estate as they no longer feel safe there. Ade is so sorry to be moved again from his school and friends. He is worried about what will come next.

UNCRC Recording Sheet

Use this sheet after each workshop to write down and record what you've learned.
This will help you to remember your ideas for campaigning in workshop 7.

Workshop Name: _____

What rights did you talk about?	How are these rights being broken?	Who can help and how?

Workshop 7: Campaigners' Pack

This pack is created as part of a suite of materials as part of the 2011 UN reporting resource.

The aim of this pack is to help you plan, implement and follow on your own campaign; to tell the Government about your thoughts on how well they are keeping their promises to children and young people.

By following these steps you will think about:

- **WHAT you want to say**
- **WHY is this a problem**
- **WHO can help you**
- **HOW to get your message across**

For each step we will use an example of a campaign on negative stereotyping of children and young people carried out by the Youth Panel of the Northern Ireland Commissioner for Children and Young People (NICCY), to help illustrate how you go about each stage of the process.

Step 1 – WHAT do you want to say?

The first step in any good campaign is to decide your message or what you want to say. As part of this resource you will have explored the following areas that the UK Children's Commissioners have agreed are important areas:

- Asylum Immigration and trafficking control
- Poverty
- Children with disabilities
- Youth Justice
- Participation

You can look at some of the things the UN felt were important when they last looked at children's rights in the United Kingdom [here](#). Keep in mind that there may be many other things that you think are important enough to campaign about.

Step 2 – WHY is this a problem?

Once you have identified your campaign it's important to consider why this is a problem and what impacts it has on young people. To do this we looked at:

- Children's Rights
- The internet
- Local newspapers
- Published reports by various organisations
- Organisations who work on this issue
- What Children's Commissioners thought about the issues

For our example we found many examples in society that showed us how negative stereotyping is a problem.

Step 3 – WHO can help you?

A number of public organisations are responsible for issues which affect you. These public bodies are responsible to departments in government. They are usually the people who can make a real change.

Once you have thought about what you want to say, make a list of all of the people who have some kind of interest in this issue. Think about those who would be interested in helping you and why they might do it for example:

- Children's Commissioners
- Politicians
- Police
- Local councillors and councils
- Schools

Keep in mind that other organisations that have an interest in the issues you are keen to campaign on and may also be able to give you support.

Workshop 7: Campaigners' Pack

Once you have decided the message you want to get across you should be able to identify which government department is responsible for dealing with this. A list of departments can be found at <http://www.parliament.uk/>

Write down the names and political parties of the people who could help.

Once you've found out who could help then it's time to decide who you want to contact. Think about who could have the most impact or influence and also who is most likely to read about your concerns and do something about it.

Step 4 – HOW to get your message across

Once you've worked out who can do something about your issue the next step is to start talking, ringing and emailing. Communication is what it's all about!

What is the best method of communication to your target audience?

Each audience is slightly different, different people listen in different ways. For each group write down all of your ideas on how you will get your message across. We developed a plan to get our message across.

Who can help you?

Messages are stronger when they come from lots of people so it's really important to think of as many people as possible who can help you strengthen your message. For each of your target audiences think about who can help you. Young people from your local youth group or school may be interested in getting involved in this issue and may be able to provide help and support if you need it – and it's always good to share your ideas with others!

All there is left to do is DO IT! Make sure that people hear what you have to say ... and that they take action!

Step 5 – Follow Up

It doesn't end once you have completed your initial campaign. It can take a long time for things in society to change. Don't lose hope! Keep in touch with those who have the power to make a difference and make sure they are working to improve the situation you are concerned about.

1: Did they listen?

Did you get a response from those you contacted? Often you will get an initial letter to say that your message has been received, but is there any evidence to show that the person responsible is taking your concerns seriously and intends to do something about it. If you don't think you are being taken seriously keep asking.

2: Has anything been done to create change?

The person you have contacted might get back in touch to tell you about what they have been doing, for example asking questions in the Assembly or working on a policy to make a difference for the people affected by your issue.

3: What can you do next?

We have already said that change can take a long time but make sure you keep asking what developments have happened until you start to see change. Think about who else you might want to contact to help with your campaign.



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