



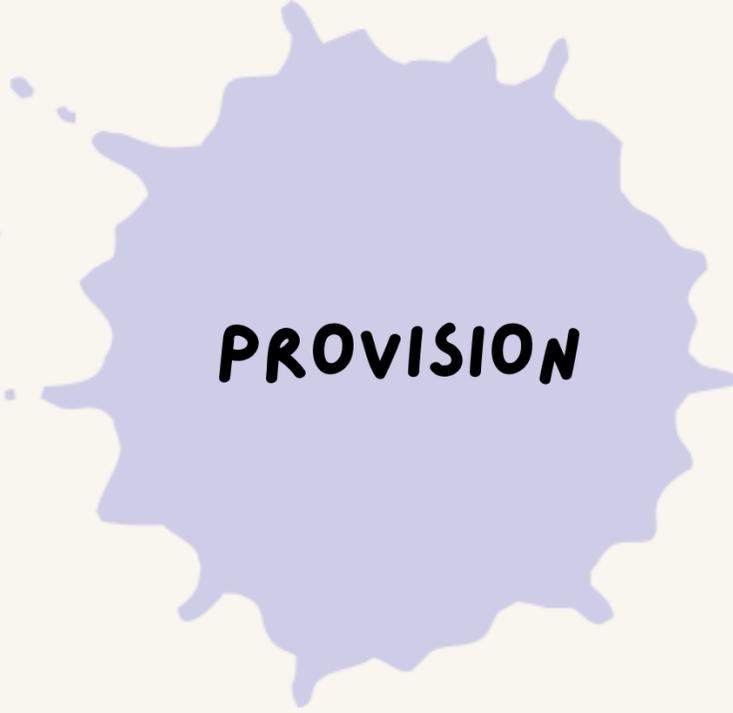
ECOLOGICAL CITIZENS: RETHINKING PLAY

Jack Stancliffe - Project Officer
Giulia Preponis - Digital Learning Officer



Antantas Sutkus - Mother's Hand (1966)

UNCRC: 54 rights 3 Ps



PROVISION



PROTECTION



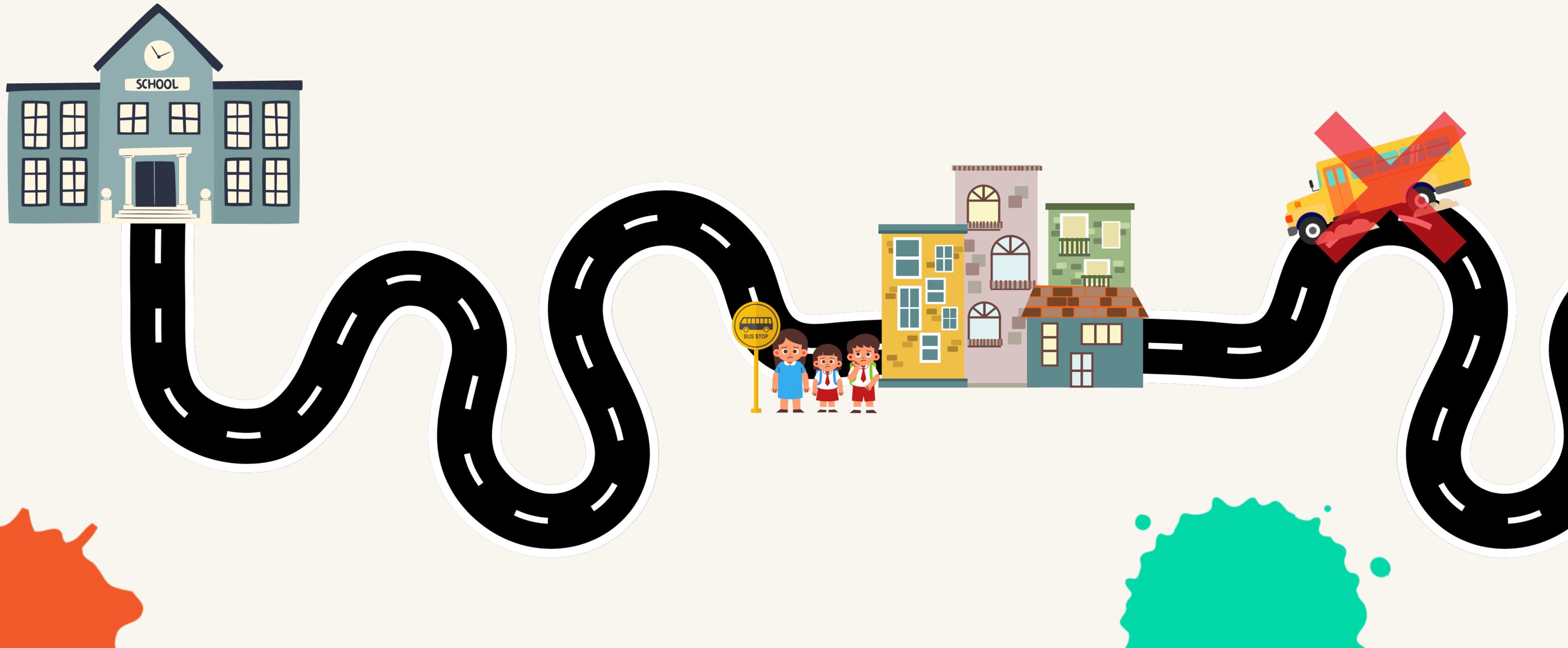
PARTICIPATION

UNCRC BINGO

 <p>1 DEFINITION OF A CHILD</p>	 <p>2 NO DISCRIMINATION</p>	 <p>3 BEST INTERESTS OF THE CHILD</p>	 <p>4 MAKING RIGHTS REAL</p>	 <p>5 FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6 LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7 NAME AND NATIONALITY</p>	 <p>22 REFUGEE CHILDREN</p>	 <p>23 CHILDREN WITH DISABILITIES</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25 REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26 SOCIAL AND ECONOMIC HELP</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	 <p>28 ACCESS TO EDUCATION</p>
 <p>8 IDENTITY</p>	 <p>9 KEEPING FAMILIES TOGETHER</p>	 <p>10 CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11 PROTECTION FROM KIDNAPPING</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13 SHARING THOUGHTS FREELY</p>	 <p>14 FREEDOM OF THOUGHT AND RELIGION</p>	 <p>29 AIMS OF EDUCATION</p>	 <p>30 MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p>	 <p>32 PROTECTION FROM HARMFUL WORK</p>	 <p>33 PROTECTION FROM HARMFUL DRUGS</p>	 <p>34 PROTECTION FROM SEXUAL ABUSE</p>	 <p>35 PREVENTION OF SALE AND TRAFFICKING</p>
 <p>15 SETTING UP OR JOINING GROUPS</p>	 <p>16 PROTECTION OF PRIVACY</p>	 <p>17 ACCESS TO INFORMATION</p>	 <p>18 RESPONSIBILITY OF PARENTS</p>	 <p>19 PROTECTION FROM VIOLENCE</p>	 <p>20 CHILDREN WITHOUT FAMILIES</p>	 <p>21 CHILDREN WHO ARE ADOPTED</p>	 <p>36 PROTECTION FROM EXPLOITATION</p>	 <p>37 CHILDREN IN DETENTION</p>	 <p>38 PROTECTION IN WAR</p>	 <p>39 RECOVERY AND REINTEGRATION</p>	 <p>40 CHILDREN WHO BREAK THE LAW</p>	 <p>41 BEST LAW FOR CHILDREN APPLIES</p>	 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

How are these rights applied?

Example: A Local Authority removes school bus transport for children living outwith 2 miles from their school, **children/adults are not consulted** on the potential impact.



Article 28:

Every child has the right to education.



Article 3:

The best interests of the child must be a primary consideration in all actions concerning children.



Article 6:

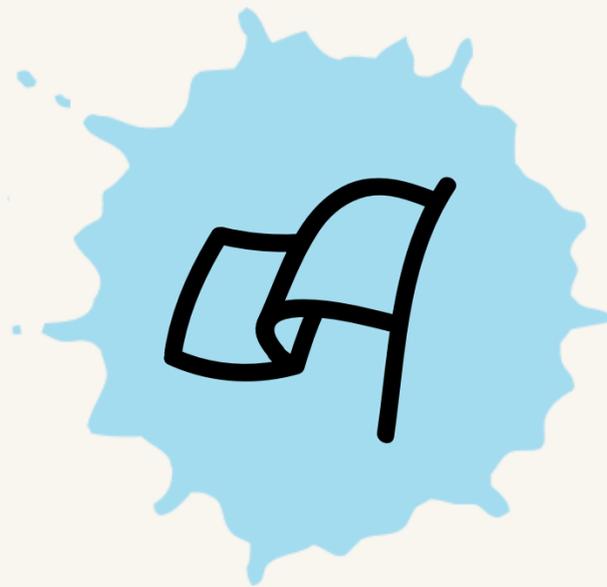
Every child has the right to life, survival, and development.

Article 12:

Children have the right to be heard and participate in decisions that affect them.

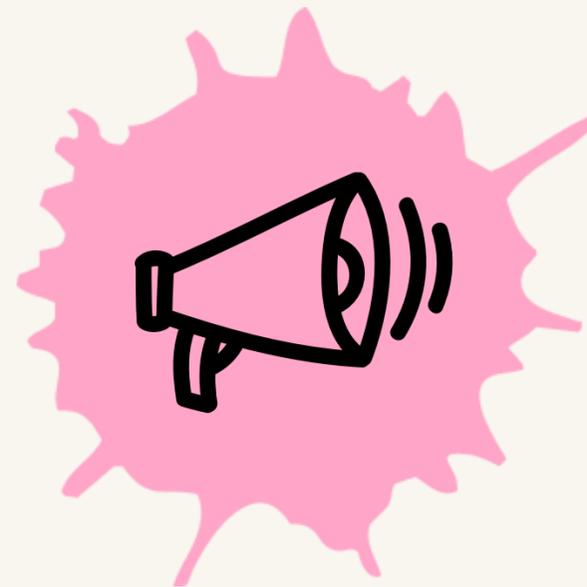
About Children's Parliament

Our mission: to inspire greater awareness and understanding of the power of children's human rights and to support the implementation of the United Nations Convention on the Rights of the Child (UNCRC) across Scotland.



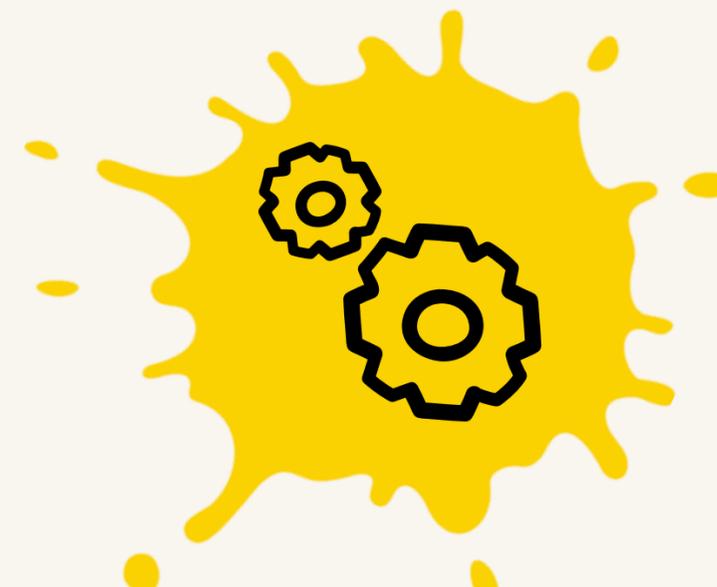
Demonstrate

We work with **partners locally and nationally** to demonstrate a children's human rights approach in practice.



Influence

We work with children and partners to **influence national legislation, policy and practice** to systematically implement the UNCRC.



Build Capacity

We work with individuals, organisations and public bodies to **build their capacity** to deliver children's rights.



Grow the Movement

We help **drive cultural change across civil society** to create a nation that values children and delivers their human rights.

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**RESPECT FOR
CHILDREN'S VIEWS**

“Every child has the right to express their **views, feelings and wishes in all matters affecting them**, and to have their views considered and taken seriously. This right **applies at all times**, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.” - Unicef UK

How do we ensure that children's voices are heard?

LUNDY MODEL OF CHILD PARTICIPATION

This model provides a pathway to help **conceptualise Article 12** of the UNCRC. It focuses on 4 distinct, yet interrelated, elements.

The 4 elements have a rational chronological order.

SPACE

Provide a safe and inclusive space for children to express their views.

VOICE

Provide appropriate information and facilitate the expression of children's views.

AUDIENCE

Ensure that children's views are communicated to someone with the responsibility to listen.

INFLUENCE

Ensure that children's views are taken seriously and acted upon, where appropriate.

From big concepts to digestible content

STEP 1: DECONSTRUCT THE CONCEPT

Where does it sit within
the wider context?

Identify the key idea or
theme/angle you want to
explore

Who is the audience and
what is their familiarity with
the topic?

Break the concept up into
smaller parts

STEP 2: RECONSTRUCT THE CONCEPT

How can we relate the
concept to familiar
experiences?

Build a new vocabulary
bank and keep populating
it with new terms

Tangible examples to
help solidify abstract
ideas

STEP 3: APPLYING THE CONCEPT

Provide opportunities to
practice the concept through
real-life applications, scenarios,
or interactive activities

Reflection and discussion -
how does this concept relate to
their own experiences and
perspectives?

Create and equip with tools
to apply the learning in
meaningful ways in their
daily lives

Assessment of
understanding

Now that we've got the theory, how do we translate it into a creative practice?

What do *we* mean by *creative approach*?



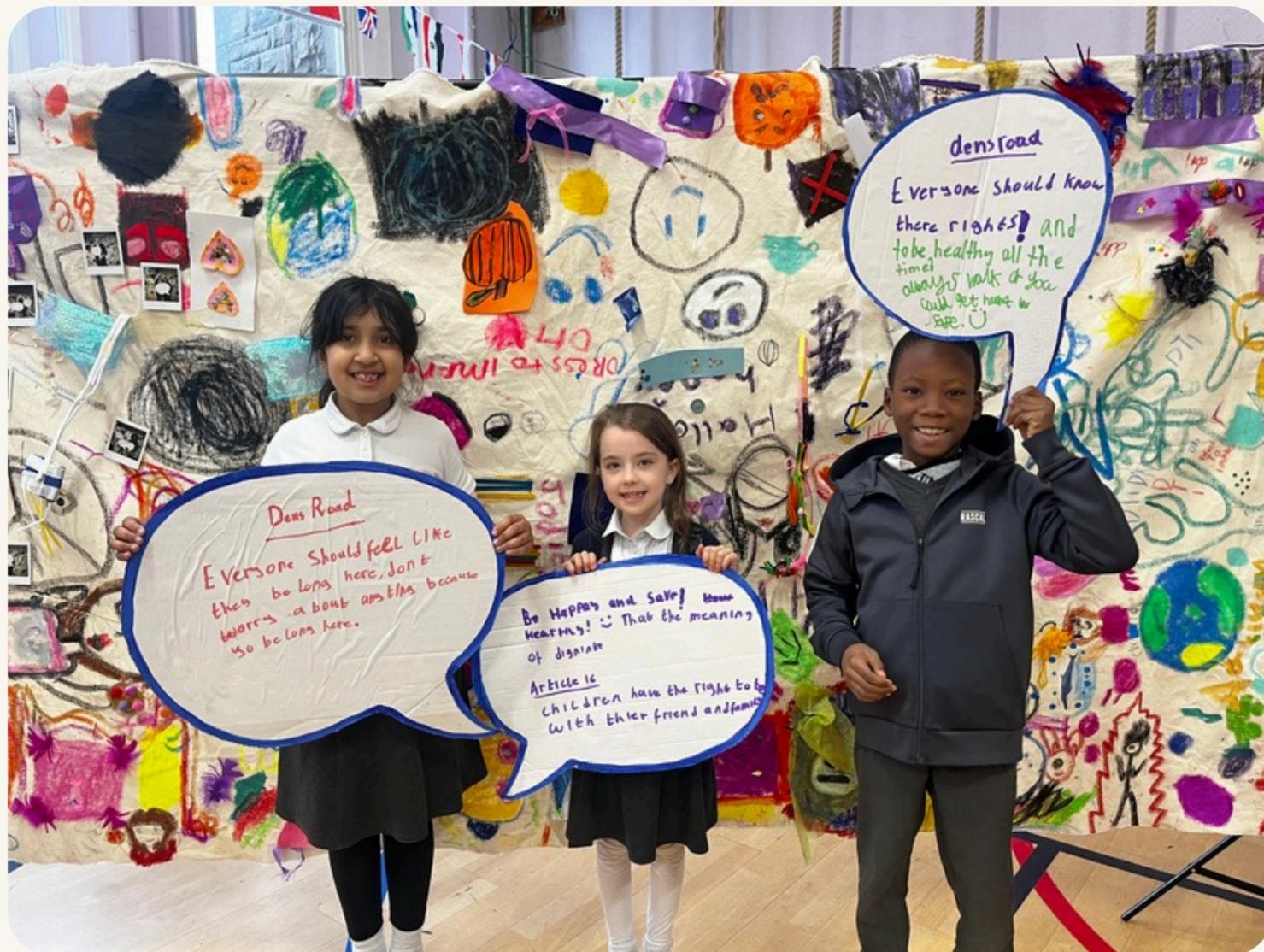
Dundee Anti-Racism Education project (November 2024)



Sculpture, artist statement and playground games



Allyship silhouette, map creation and portraits



Expression mural and final exhibition



What do *you* mean by creative approach?



Applying it into context of:
Ecological Citizens Brief





School Climate strike in Cardiff, Wales (UK), February 2019



Aftermath of Hurricane Harvey in Houston, Texas (USA), August, 2017



Flooding in Valencia (Spain), November 2024

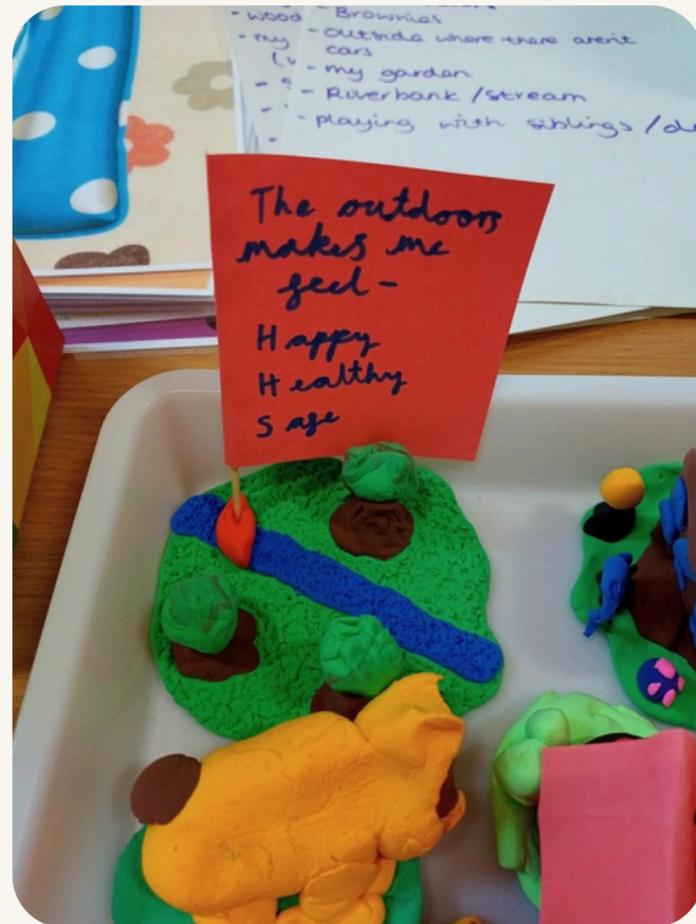


Heavy smog in Binzhou (China), December 2015

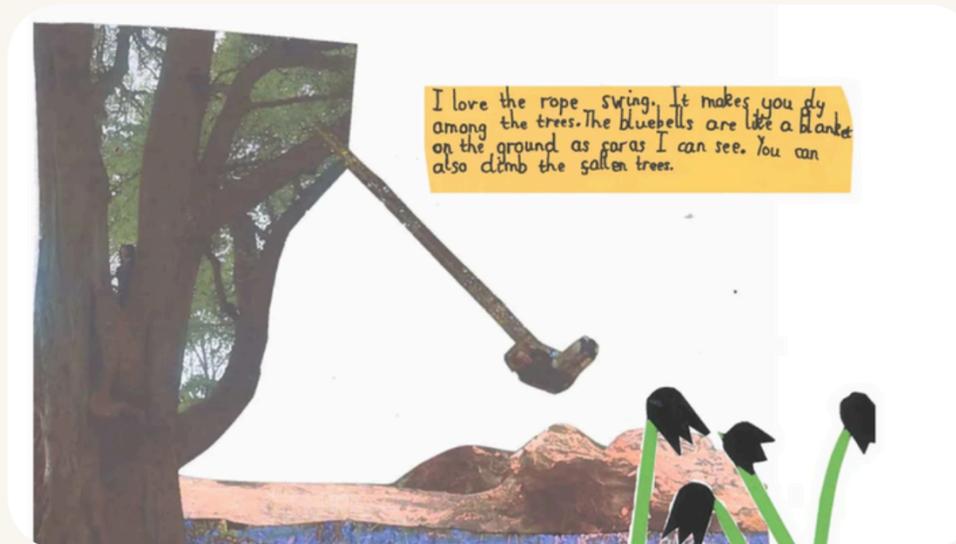
Climate Crisis as a threat to childrens rights

CP's work on climate emergency

Contributed to formation of the UNs 26th General Comment on Children's Environmental Rights



Contributed directly to Scottish Government's Refreshed Learning for Sustainability Education action plan



Working with the Scottish Government to develop curriculum around Scotland specific climate change education



Enabled Scottish children to deliver calls for action as part of COP26 in Glasgow



Children write on a “river map” to chart and reflect on their learning journey around themes related to sustainability and the climate crisis.

Children locate and document their favourite outdoor space, identifying plant species within it.





Arts Based: Children create a clay model of something they want to protect in the environment around them.

Creative Approach *Retrospectively children could have been invited to follow a process in which they dug, extracted, worked with, created and then returned the clay to communicate idea's relating to their local environment.



How will you measure impact?

How does sustainability factor into your creative approach ?

How will you ensure that your end result is accessible for children?

What is this project an opportunity for?

