

Children as Human Rights Defenders **Toolkit**



**Children's
Parliament**
giving ideas a voice

**CHILDREN &
YOUNG PEOPLE'S**
Commissioner
Scotland

With
thanks
to...



Thank you to Aiden, Alexander, Alistair, Anna, Bethany, Cameron, Dylan, Emily, Faith, Hannah, Jay, Megan and Shea for their enthusiasm, commitment and incredible work as human rights defenders.

Thank you to all the Members of Children's Parliament (MCPs) and staff from:

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Dalneigh Primary, Inverness

Balivanich Primary and lochdar Primary, Benbecula

Ross High School, Tranent

Children as Human Rights Defenders is a partnership project by Children's Parliament and the Children and Young People's Commissioner Scotland.

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Part 1.

Introduction

Children as Human Rights Defenders is a partnership project by Children's Parliament and the Children and Young People's Commissioner Scotland, designed and delivered with children for children. It explores children's views on what rights need to be defended and what adults need to do to ensure children are both empowered and protected in their role as human rights defenders.

Building on our learning from this project in Scotland, we have designed this toolkit for individuals and organisations who wish to explore the role children and adults can play to defend children's human rights and what support children need from adults in order to be empowered and protected as human rights defenders. Children's human rights as defined in the United Nations Convention on the Rights of the Child (UNCRC) are used as the foundation for the work described in this toolkit.

There are two parts to this toolkit. Part 1 gives you the background to the initial project and some suggestions as to how to apply a children's human-rights based approach to this work. Part 2 gives you the practical activities for you to undertake a similar project.

"DON'T BE AFRAID TO SPEAK UP AND DEFEND WHAT'S IMPORTANT TO YOU. WE NEED TO LOOK AFTER RIGHTS AND MAKE SURE THAT THEY ARE ALWAYS THERE FOR EVERY CHILD, EVERY HUMAN."

Hannah, aged 12

We hope this toolkit will:

- Support you in recognising the role of children in defending their human rights and opening up conversations about what adults can do to empower and protect child human rights defenders
- Provide you with creative, rights-based activities to explore these issues with and for children
- Increase children's participation and engagement in local, national and international decision-making, in turn, demonstrating the positive impact of a children's human rights approach in improving outcomes for children

Glossary

What is the United Nations?

The United Nations is made up of 193 countries. It is often called the UN. It was set up in 1945 after the Second World War as a way of bringing people together and promoting peace.

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

The [UN Convention on the Rights of the Child](#) (UNCRC) is an international treaty that almost all the countries in the world have signed up to. It explains the rights that all children up to 18 years old are entitled to. These rights help children to be healthy, happy and safe and take part in all sorts of activities and decisions that affect them. The UNCRC is the most widely and rapidly ratified UN document in its history. Children's Parliament have created a child-friendly version, titled the [Wee Book of Promises](#).

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

The [United Nations Committee on the Rights of the Child](#) is a group of people from all over the world who are experts in children's human rights. The Committee's role is to monitor how well governments are implementing children's human rights.

What is a Day of General Discussion?

Every two years the Committee chooses a topic to be the focus of a '[Day of General Discussion](#)' (DGD). The topic reflects an issue of international importance and aims to help us better understand and consider actions that we can take that will improve children's lives. Representatives of governments, non-governmental organisations, experts and children from all over the world can take part in the DGD.

What is a Child Human Rights Defender?

Children who take action to promote their human rights, the rights of their peers or the rights of others (including adults) are human rights defenders ([Child Rights Connect, 2018](#)).

What is an Unfeartie?

The [Unfeartie](#) initiative was launched by Children's Parliament in 2017 to engage adults in defending children's human rights. The term 'Unfeartie' is inspired by Edwin Morgan's poem 'Open the Doors', written for the opening of the Scottish Parliament in 2004 in which he writes: "A nest of fearties is what they do not want". In Scots, to be 'feart' is to be afraid. Unfearties are therefore adults who are courageous in discussing children's issues, are making a difference in children's lives, and who are willing to speak up for, and stand alongside, children.

Our Story



In January 2018, Hannah and Cameron, two 12-year-old Members of the Children's Parliament (MCPs) were accepted as the youngest members of Child Rights Connect's global Children's Advisory Team. 21 children from across the world were brought together to help the UN Committee on the Rights of the Child design and deliver the **Day of General Discussion 2018** on

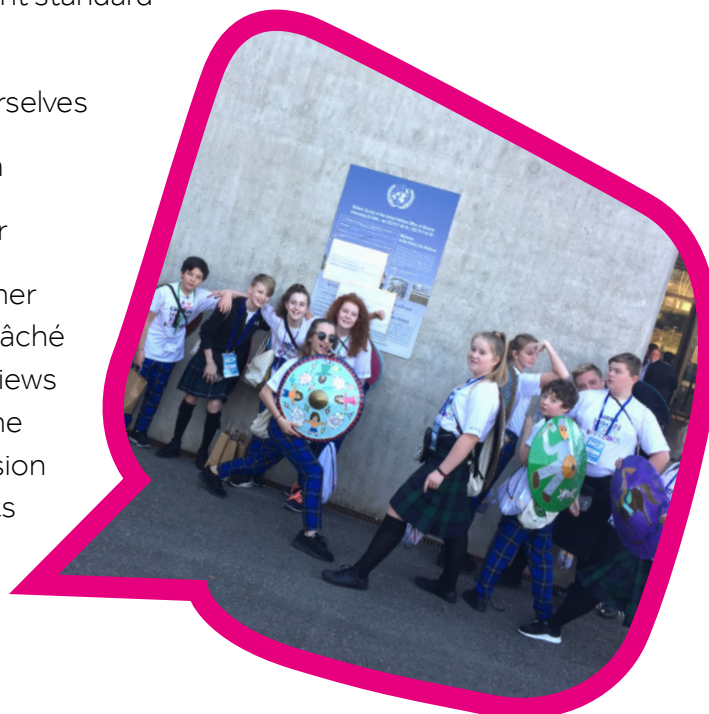
'Protecting and Empowering Children Human Rights Defenders'.

In Scotland, Hannah and Cameron joined four experienced MCPs, aged 12 and 13 from a Children's Parliament project **StreetsAhead Tranent**, forming the Children as Human Rights Defenders project. 200 children aged 8 – 11 from primary schools across Scotland took part in full-day, creative workshops, designed and delivered with the six child human rights defenders to explore what rights need to be defended in Scotland and what adults need to do to ensure children are both empowered and protected in their role as human rights defenders.

Returning to Tranent, the six child human rights defenders invited a further six children from the local Youth Reference Group to analyse the 200 children's views. Gathering all the children's artwork, poems, stories and songs created during the workshops, the 12 children identified the following five themes as being of particular importance to children growing up in Scotland:

- Defending our right to play
- Defending our right to education and a decent standard of living
- Defending our right to participate and be ourselves
- Defending our right to protection from harm
- Defending our right to be loved and cared for

The child human rights defenders worked together with artists to create five giant 6ft x 6ft papier-mâché shields reflecting these themes. The children's views gathered in the workshops and represented in the shields informed Children's Parliament's submission to the global consultation on 'Child Human Rights



Defenders' which formed the **DGD children's publication**. The five giant shields were displayed in the Palais des Nations, UN Geneva in September 2018 and all 12 children from the project had the opportunity to give tours of the shields to child and adult delegates from across the world during the DGD itself.

The five shields informed the **Children and Young People's Commissioner for Scotland's eight recommendations** on how to promote, protect and defend child human rights defenders in Scotland, as outlined in their report laid before the Scottish Parliament in April 2019.

Returning to Scotland, the 12 child human rights defenders participated in Children's Parliament's annual **National Sitting 2018**, sharing international learnings from the DGD with child human rights defenders and national decision makers and exploring how adults can empower and protect children across Scotland to be human rights defenders. Hannah and Cameron accepted the invitation to extend their mandate as Child Advisors for another year into 2019.

In May 2019, the child human rights defenders co-designed and delivered 'Unfeart Tranent!', an event for local decision-makers and stakeholders to develop an action plan to embed a children's rights-based approach across their community and local authority, East Lothian Council.

You can find out more and sign up to be an Unfeartie on the **Children's Parliament website**.



Meet the Child Human Rights Defenders



Emily, aged 13

"I have realised that a lot of people don't know about their rights and that it is our job as human rights defenders to educate children about their rights and encourage them to speak up and stand up for themselves."



Shea, aged 13

"I made my shield because I felt that autistic people weren't getting their voices heard or their voices weren't loud enough: being listened to is one of the things we don't have. I want to help people as not everyone has their rights."



Cameron, aged 12

"I'm a human rights defender because we must never underestimate the power of rights. It's good to help other children make a better world for children."



Anna, aged 13

"My rights-defenders shield represents confidence and the courage to speak up and that my voice is heard and taken into account. I am not afraid to speak up. I understand that no question is a silly question."



Jay, aged 12

"I'm a human rights defender because I want people to understand about disabilities. Children's Parliament is special because it's about making people know what I want them to know. I am proud of who I am because I'm brave and special."



Bethany, aged 13

"Everybody deserves their own opinion. If everyone was the same, life would be boring! My shield makes me feel brave and safe - I'm strong and never give up."



Megan, aged 13

"Even if you're the richest person in the world or the poorest, everyone is a human and has equal rights. Children have a voice, not just adults."



Hannah, aged 12

"I'm a human rights defender because I am helping children to understand their rights and because I want girls to know that they can grow up to be anything they want."



Aiden, aged 13

"My shield is about defending our right to clean water. Our world needs less litter, less pollution and less plastic."



Alistair, age 12

"I've really enjoyed the project because it has been fun and it has helped give me a purpose and feel important."



Faith, aged 13

"My shield is about stopping vandalizing. Lots of places like parks and schools have bad words on them. It's not nice for children who spend time there. We have a right to live somewhere nice and safe."



Dylan, aged 14

"Child human rights defenders are important because adults don't always know what's important in our world. If someone is being bullied, I speak up. If rights are not being respected, I fix that problem."



Alexander, age 12

"I feel my confidence has grown more [because of] the people I have been speaking to. I felt that they were really listening to me, giving me the respect that I gave them."

Children's Parliament: Our Approach



This toolkit uses our approach to working with children in which every space we create is a children's parliament. When children come into this space we want them to bring with them their knowledge of what it is like to be a child, their ideas and their opinions, and to be willing to voice and explore them. Children's Parliament is not about advocating on children's behalf, we believe children can advocate effectively for themselves if the right environment is created and support is in place. Such approaches are rich in learning for adults if they listen carefully.

A children's rights-based approach: Our top tips

Our aims, activities and outcomes are underpinned by a children's rights-based approach. This involves...

1. Viewing all children and adults as equals and treating everyone with respect. We do not shout or raise our voices as we know it inhibits children's participation and wellbeing.
2. Creating structure and boundaries and then allowing freedom within these.
3. Using a range of creative arts as a way of exploring and expressing views, ideas and feelings.
4. Including children of all stages and abilities, encouraging children to participate at a level they are comfortable with and adapting activities and pace to the needs of individual children and groups.
5. Encouraging adults to participate and take part in each activity and discussion.
6. Making enough time to allow conversations and ideas to unfold and deepen. All views and ideas are valid, no matter how trivial or irrelevant they may appear.
7. Encouraging children and adults to try new things and be open to new ideas.

8. Acting with care and compassion and remaining aware that some issues raised may be sensitive for children.
9. Understanding and supporting children who are struggling. We recognise that all behaviour is a form of communication.
10. Being present. Children tell us that adults using mobile phones in their presence makes them feel left out, ignored and not listened to. We nominate one person who has responsibility for emergency calls and taking photographs. We limit social media posting until after sessions.

Realising children's human rights is everyone's responsibility. In order to embed a children's rights-based approach within policy, practice and legislation, we work in partnership with a range of adults from across the public, private and third sector. We identify key adults early on and encourage their participation in the planning, delivery and evaluation of the project in order to experience a children's rights-based approach and thereafter reflect on how to embed such an approach into their own work. We also work closely with parents, carers and communities to ensure their involvement throughout the process.

"IF ADULTS HAVE THEIR PHONES OUT ALL THE TIME THEN THE CHILDREN WILL BE CONSTANTLY DISTRACTED, AND WE DON'T WANT THAT. WE WANT CHILDREN TO FEEL LIKE THEY'RE AT THE CENTRE OF ATTENTION BECAUSE THEY ARE."

Dylan, aged 13



Part 2.

Using the toolkit

When planning how to use this toolkit, you might like to consider the following questions and suggestions:

- What do you want to achieve?
- How will you involve children from the outset?
- Who needs to be involved?
- How many sessions do you want / will you need to hold?
- Where will you hold sessions?
- What resources do you need?
- Who will do which tasks?
- How will the ideas and views gathered be recorded?
- How will you share children's ideas and views to influence and create change?
- How will you obtain consent and ensure all children are informed about the activities?
- How will you feedback to children involved?

You might like to reflect on the [7 Golden Rules for Participation](#), developed by the Children and Young People's Commissioner Scotland with children, young people and adult practitioners.

The Golden Rules were developed to help adults:

- understand what the United Nations means by participation, and
- understand what they should do when helping children and young people inform and take part in decision-making.

They can also help children and young people learn about their participation rights under [Article 12 of the UN Convention on the Rights of the Child](#).

You can use them to help you:

- plan your work with children and young people,
- inform your dialogue and relationships with the children and young people you work with,
- decide which approaches you will use to engage children and young people in the work you do,
- check how things are going,
- review the way you work, and
- make decisions about what should happen next.

The activities in this toolkit are divided into four sections:

- Warm up
- Rights as precious jewels
- Defending children's human rights
- Evaluation and reflection

Each activity has a suggested time-duration based on our project experiences; however, these can be adapted to fit with your own project aims and requirements.



1: Warm Up

Aim

The following activities are designed to help you create a nurturing, safe space for children and to help strengthen relationships between the children and adults participating.

Outcome

- All children and adults feel supported, nurtured, valued, respected and able to participate in the group.
- Children and adults are encouraged to be open about their feelings and to support others where needed.
- The facilitator can reflect on how children and adults are feeling at the beginning of the session and adapt activities if necessary.

Activity: Check – In

We begin each session with a 'check-in'. All children and adults form a circle together before the facilitator invites everyone to share how they are feeling at that moment in time.

Activity Duration: 10 Minutes

Resources

There are lots of ways to 'check-in' but here a few suggestions of resources for you to choose from.

- An assortment of pictures of animals pulling different expressions or displaying different emotions
- A series of colourful shapes representing a spectrum of emotions
- A series of abstract pictures or cartoons cut out from magazines and newspapers which can be widely interpreted (older children)
- A series of letters or numbers

Activity

The facilitator invites everyone to choose a picture that best represents how they are feeling in that moment. One at a time, each participant is invited to share which picture they have chosen and why.

Note: This activity can be delivered in multiple ways with a range of prompts and resources – whatever the facilitator feels would be appropriate for the group with whom they are working. For example, it is also possible to do a verbal check-in whereby the facilitator begins with a sentence such as:

- "When I arrived here today, I felt...because..."
- "As I sit here in the circle, I feel...because..."
- "I'm feeling...about the session today because..."

However, regardless of the resource prompts used, it is important to emphasise that the 'check-in' is about providing a space for and validating the children's emotions. This means that there are no 'right' or 'wrong' emotions and that they are not placed on a hierarchy.



Activity: People Bingo

This activity is a fun, interactive game to help children and adults get to know each other. It's easy to organise and can be customised to any group.

Activity Duration: 10 Minutes

Resources

- Paper or card (one sheet per person)
- Pens

Preparation

To make your bingo sheets, draw or insert a table with 4 x 4 boxes to fill the paper. In each box, provide a short statement about hobbies, interests, experiences, skills people might have. For example:

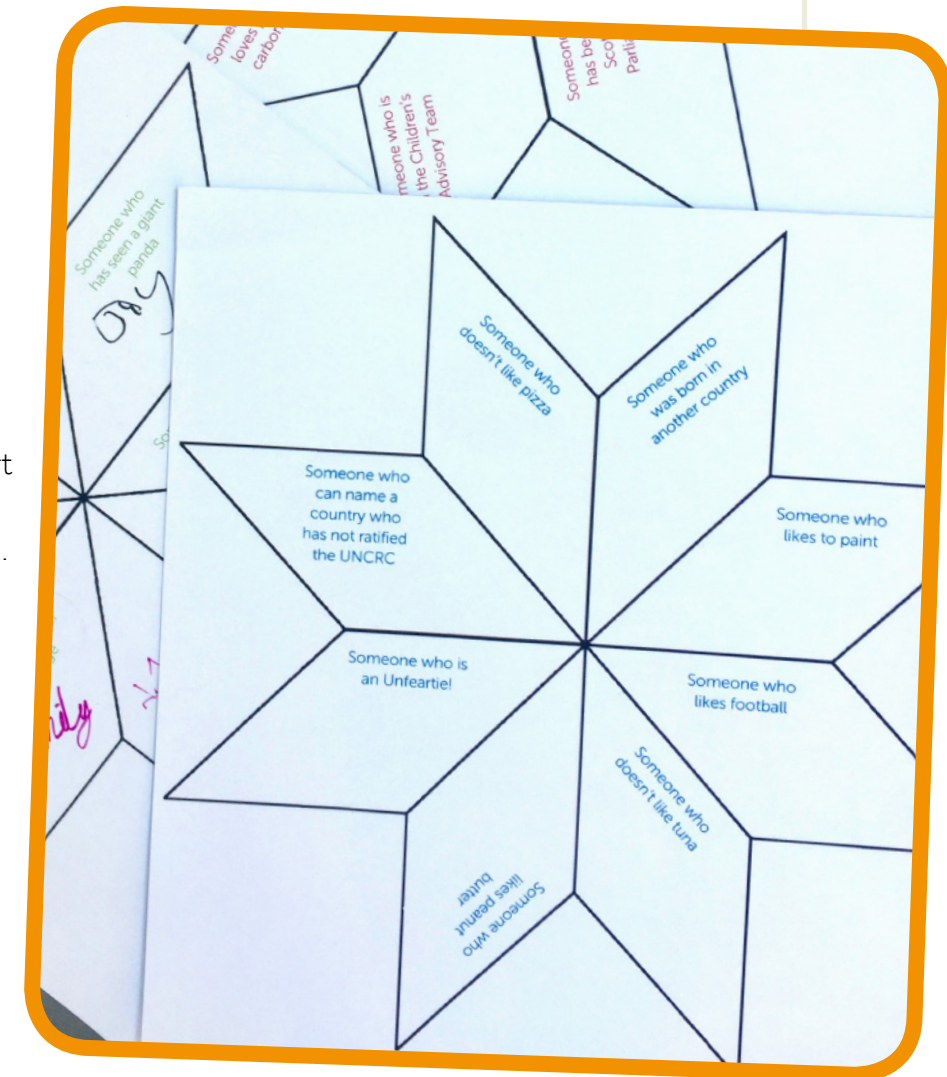
- "I have been on a boat."
- "I speak two languages."
- "My favourite colour is orange."
- "I like football."

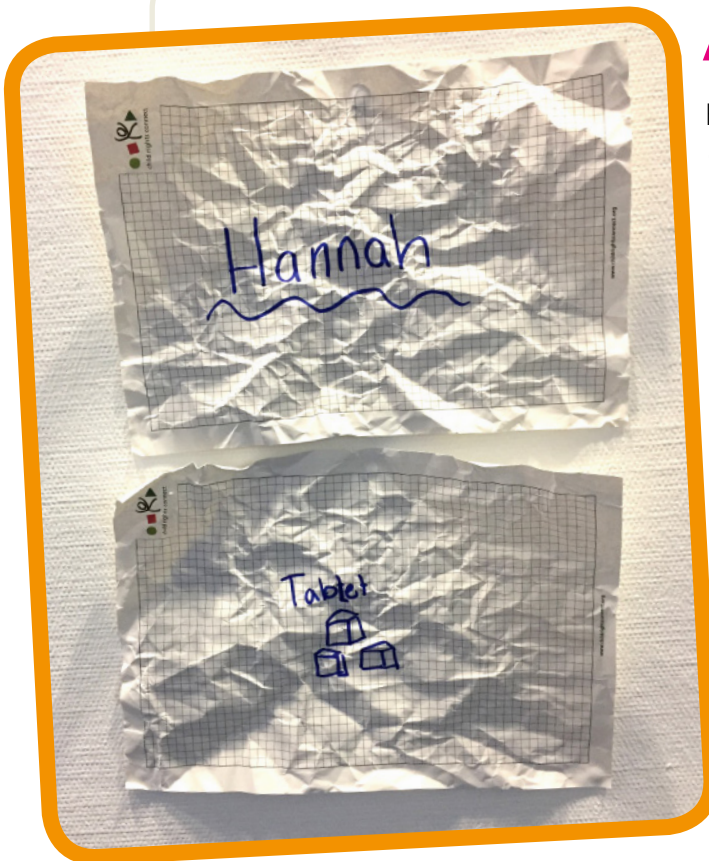
Print or photocopy enough copies for one per person.

Activity

Each participant is given a bingo sheet and a pen. Everyone is asked to move around the space and find people to sign the boxes if the statement in the box applies to them. If possible, suggest that participants can only sign someone's sheet once to encourage people to move about and introduce themselves to as many people as they can.

Once the first person has completed their bingo sheet by having a signature in each box, they call out 'bingo!' to the room. Everyone re-groups and reads out one interesting fact they discovered about someone in the group.





Activity: Snowball Fight

Hannah and Cameron, Child Advisors with Child Rights Connect's global Children's Advisory Team, played this game with other child advisors from across the world when they met for the first time at the UN. Since then, the 'snowball fight' has become a favourite activity for getting to know new people.

Activity Duration: 10 Minutes

Resources

- Paper (two sheets per person)
- Pens

Activity

Each participant is given two sheets of paper and a pen. They are asked to write their name on one piece of paper and then to crumple the paper into a small 'snowball'. On the other piece of paper, each participant draws something that represents them

as a person. You could give prompts such as:

- Something that represents the country where you are from
- Something you like to do
- Something you like to eat
- Your favourite animal

Each person then crumples their second sheet into another small 'snowball'. At this point, all snowballs are placed into a pile in the middle of the space. After a countdown of 3, 2, 1, everyone picks up the snowballs and has a snowball fight! After 10 seconds or so, everyone stops and then picks up two snowballs. One at a time, each participant unravels the crumpled papers and the group works together to match the names to the pictures.

2: Rights as Precious Jewels

Aim

Knowing you have human rights is the first step to being a human rights defender. After all, how can anyone stand up for their own or someone else's human rights, if they don't know they have them? The following activities are designed to introduce children and adults to the origin and importance of children's human rights.

Outcome

By the end of these activities, children and adults understand:

- What children's human rights are and why they are important
- What challenges there are to realising children's human rights
- What rights need to be defended (at a local, national or international level)

"RIGHTS ARE LIKE JEWELS
BECAUSE CHILDREN'S RIGHTS
ARE PRECIOUS. RIGHTS IMPACT
UPON OUR LIFE BECAUSE THEY
KEEP US SAFE, HEALTHY AND
HAPPY. THEY'RE THERE TO
HELP US GROW AS HUMAN
BEINGS."

Hannah, aged 12

Activity: Interactive Storytelling about Children's Human Rights

In this activity, facilitators take children on a journey to introduce children's human rights and the importance of protecting and defending these rights. Below is a story transcript to accompany a prop - a large book or scroll - which represents the UNCRC.

Activity Duration: 15 Minutes

Resources

- Large Book or Scroll of Paper
- Child-Friendly UNCRC

Activity

A facilitator reads the story or children can be supported to take it in turns to read sections of the text below from the large book or scroll.

Story Transcript

The United Nations is a world-wide organisation - nearly every country in the world is a member. It was created in 1948 after the Second World War to try to make sure countries worked together in peace and harmony to make the world a better place for everyone.

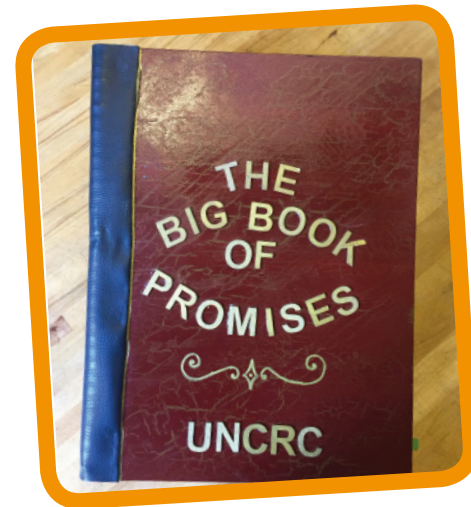
In 1989, a very exciting thing happened. Some people think it's the most important thing ever to happen for children. Leaders from all the countries in the world met to talk about children. They agreed that much more needed to be done to help improve children's lives in every country in the world. They created a list of children's human rights to help keep children healthy, happy and safe and to ensure that every child is treated with kindness, empathy, trust and dignity.

Human rights belong to everyone in the world - every adult and every child. Children's human rights are important because they are promises from adults to children, to make sure children have the basic things that they need to thrive and flourish. This list of children's human rights (or Big Book of Promises) is called the United Nations Convention on the Rights of the Child or UNCRC. You can read about all your rights in your very own Wee Book of Promises.

Rights exist to help keep you healthy, happy and safe. If you ever feel worried or scared, then it is important for you to choose an adult you trust and share your worry with them. Having a right is an entitlement - something that should not be taken away from you. All your rights are equally important and they are all connected.

You have your rights at home, in the classroom, in the playground, when walking or travelling to school, when playing with friends, when you're with your social worker or support worker, when out and about in your community...you have them all the time!

Your rights are precious, like jewels, because without them, children might not be happy, healthy and safe. All of us, adults and children, must protect these rights and defend them if they are not being respected.



Activity: The Jewel Ritual

In this activity, children work together in small groups to consider the importance of individual Articles of the UNCRC. Using the metaphor of rights as precious jewels, children record their reasons for why a particular right is important to children's lives and what can happen to children if this right is not respected.

Activity Duration: 30 Minutes

Resources

- Child-Friendly UNCRC
- Box, basket or container representing a 'treasure box'
- Coloured card
- Jewel stencils (Template A)
- Coloured / metallic pens
- Shiny / sparkly embellishments
- Scissors
- Glue

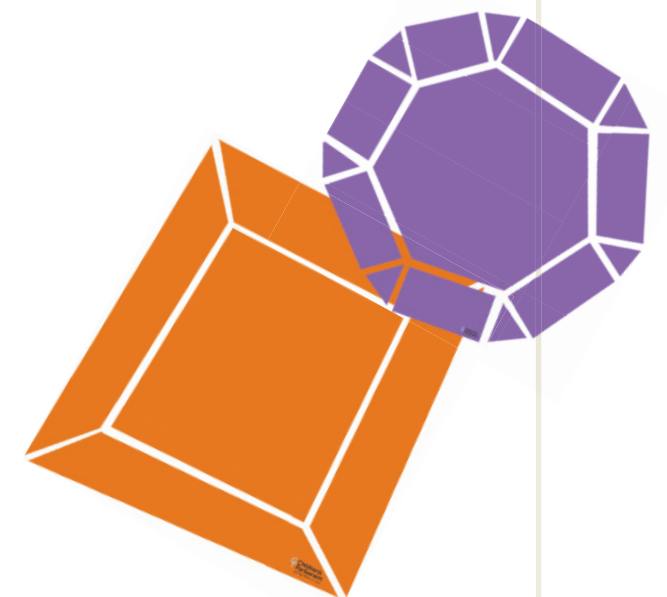
Activity

In small groups, children identify an Article of the UNCRC and discuss:

- Why this right is important for keeping children happy, healthy and safe
- What might happen to children if this right is not respected

Using the jewel stencils, the children draw jewel shapes on the card and cut out each shape using scissors. On one side of the jewel, the children write or draw their responses to the above questions. On the reverse of the jewel, the children write the article number and decorate with shiny / sparkly embellishments to bring the jewel to life.

This is repeated for as many answers the children can come up with for this particular right. Once the children have had time to create a series of jewels per their chosen right, the children present their thoughts to the wider group before placing their jewels in the 'treasure box' for safe-keeping.



3: Defending Children's Human Rights

Aim

Both Child Human Rights Defenders and **Unfearties** embody the UNCRC's principles of trust, kindness, empathy and dignity, using these to speak out in ways that will help everyone value and include children. The following activities are designed to help children think about their role as child human rights defenders and to help adults consider how to empower and protect child human rights defenders.

Outcome

By the end of these activities, children and adults understand:

- What actions children and adults can take to defend children's human rights at a local, national and / or international level
- What challenges children and adults might face when defending children's human rights and how one might overcome these challenges
- How adults can support children to ensure they are protected and empowered when defending their rights

"AS A HUMAN RIGHTS DEFENDER, I STAND UP FOR ALL CHILDREN'S RIGHTS ESPECIALLY YOUNGER CHILDREN WHO MIGHT NOT KNOW ABOUT THEIR RIGHTS YET."

Megan, age 13

Activity: Defender Shields

In this activity, children and adults work together to explore a series of key questions relating to the role of child human rights defenders and how adults can empower and protect child human rights defenders.

Activity Duration: 45 Minutes – 1 Hour 30 Minutes

Resources

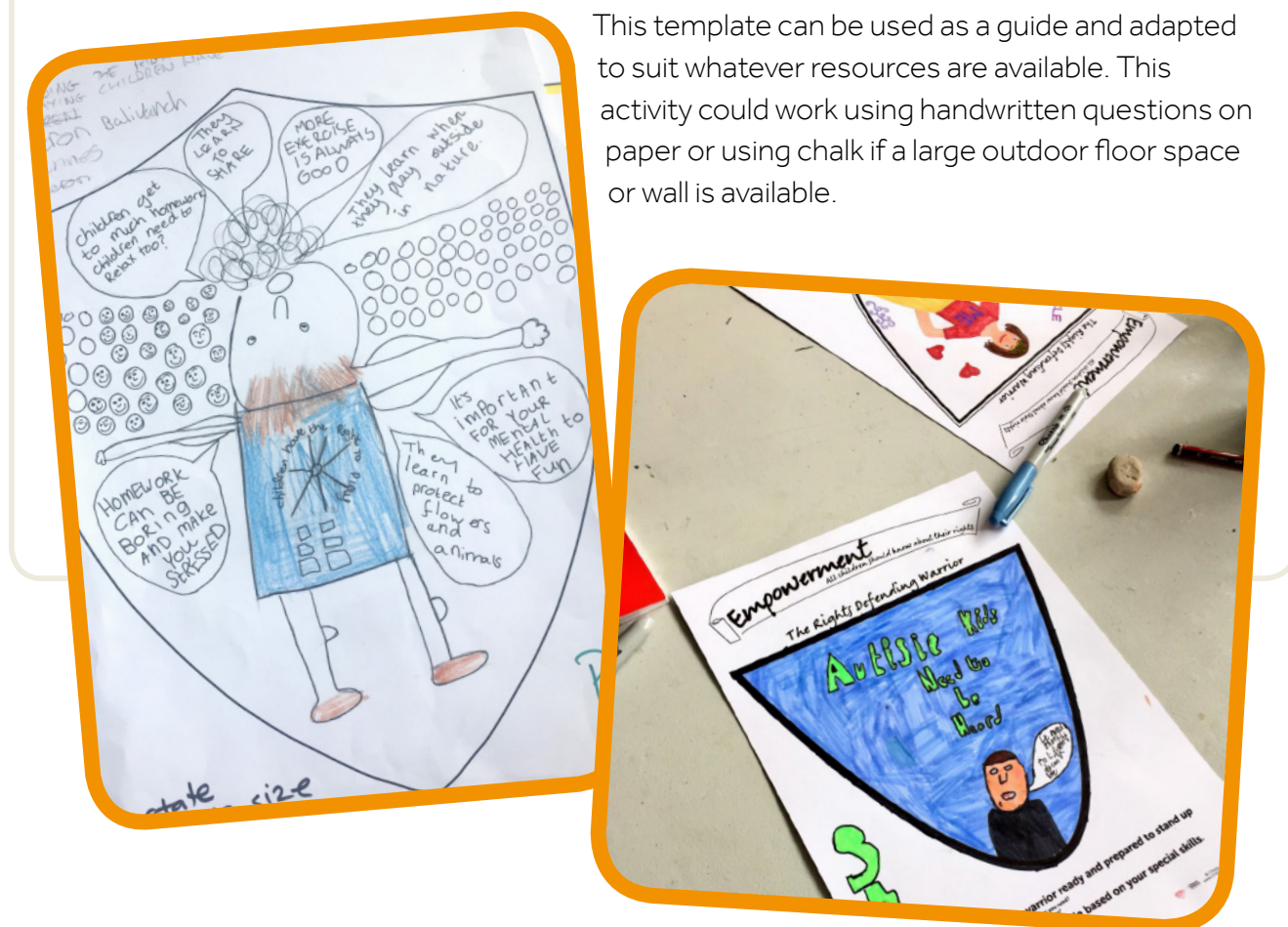
- Defender Shield (Template B) printed on A1 paper or card.
- Assorted art materials - coloured pencils, pens, collage paper etc.
- Glue / Scissors (optional)

In small groups (we suggest approximately 4-6 people), children and adults choose an Article of the UNCRC. Focusing on this right, group participants discuss each of the four questions on the shield and record their thoughts, ideas and experiences using words, illustrations or collage:

- What gets in the way of the right being respected?
- What might happen to children when this right is not respected?
- What can adults do to help children defend this right?
- What can children do to defend this right?

Once the group has answered all questions, the shield can be decorated, and a jewel drawn in the centre to represent the Article of the UNCRC they have chosen.

This template can be used as a guide and adapted to suit whatever resources are available. This activity could work using handwritten questions on paper or using chalk if a large outdoor floor space or wall is available.



Activity: Rights Defending Warrior and Rights Protecting Angel

In this activity, children work individually or in small groups to imagine and reflect upon their capacity as a human rights defender before considering the support and protection they require from adults in order to realise their role as human rights defenders. Based on two concepts designed by younger children during our creative process, we use the image of a 'warrior' to symbolise a child human rights defender and a 'guardian angel' to symbolise an adult figure.

Activity Duration: 45 Minutes – 1 Hour

Resources

- Rights Defending Warrior and Protecting Angel (Template C) printed for each child
- Assorted art materials - coloured pencils, pens, collage paper etc.
- Glue / Scissors (optional)

Activity

Beginning with the warrior template, children imagine and creatively represent themselves as a warrior defending a children's human rights issue which is particularly important to them. Using the prompt questions on the template as a guide, the children can add what tools they

might need in order to defend their rights issue and come up with a motto and name or title.

Once the children have created their warrior, they can reflect upon what support they might require from adults in order to be protected and empowered as a rights defending warrior. Children can record their answer in the space provided in the angel's cloud on the second part of the template.

After all children have had the opportunity to complete this part of activity, allow time for feedback to the wider group.

Top Tip: Using the concepts of the 'warrior' or 'angel' as inspiration, the above method can be adapted depending on available resources. Here are some suggested adaptations.

- Children can use clay or play dough, recycled materials, natural materials or building blocks to build a small model of themselves as a warrior.
- Children can use printed photographs of themselves and layer collage materials to turn themselves into a rights defending warrior.

We'd love to hear what other creative ideas you come up with.

4: Evaluation & Reflection

Aim

A children's rights-based approach requires ongoing evaluation and reflection to ensure the process and outcomes are shaped by children's views and experiences throughout the project. This ensures children and adults are working together to achieve the best possible individual and collective outcomes for children.

For this project, we used multiple evaluation tools: we primarily used **film** to capture the views and experiences of the children, parents, carers, partners and other stakeholders throughout the process and complemented this with participatory activities and events, postcard feedback and questionnaires (see Template D).

In addition, as with all our projects at Children's Parliament, we facilitated two creative, participatory events – a stakeholder event and celebration event. The stakeholder event, Unfeart Tranent, brought children together with decision makers from the local community and government to have meaningful, reflective conversations about the important messages from the project so the children's views and ideas directly influence policy and practice. We also held a celebration event for children to share their accomplishments with their families, teachers, social workers and other community members. Children presented their work, talked about the process and shared what they learned/gained from the experience. Below, we outline some of the activities we used at these events.

Outcome

By the end of these activities, children and adults have:

- Reflected on their experiences of the project, recognising individual and collective successes, achievements and highlights as well as the challenges they have encountered and navigated.
- Identified key learnings and skills developed during the project, recognising areas in need of further exploration, development and support.
- Identified individual and collective actions to further realise children's human rights with particular emphasis on influencing practice, policy and legislation.



Activity: Reflection Tree

This activity works well as a structured activity for children and adults or can be used as a tool for participants to engage with throughout an event, at their own pace. It can be designed to answer specific evaluation or reflective questions, or to gather more open, informal feedback.

Activity Duration: Flexible

Resources

- Freestanding large branch or model tree
- Small basket or box
- Coloured card (one colour per statement)
- Ribbon, twine or thread
- Coloured pens
- Scissors

Preparation

Draw a leaf shape (approximately the size of an adult hand) on to one sheet of card and cut out using scissors to form your template. Use your template to create enough leaves for participants, choosing one colour per statement. Each child or adult should have at least one of each colour leaf to record their feedback.

- My proudest moment... (green leaves)
- I have learned... (purple leaves)
- I have enjoyed... (orange leaves)
- My biggest challenge (red leaves)
- I have not enjoyed... (yellow leaves)

Activity

Assemble the tree in a prominent space in the room, with the basket or box filled with the coloured leaves and coloured pens. Invite children and adults to record their responses on the leaves, using the colours of the leaves to correspond with the statements asked. Once finished, the leaves can be hung on the tree so the tree's branches are brought to life with reflections.

Activity: Achievement Rosettes

We used this activity for our final evaluation session with children and their parents/carers. Each child and adult made their own rosette; children were asked to reflect on their journey as human rights defenders and write their achievements on the rosette and parents/carers were asked to reflect on and write their thoughts and experiences of their child's journey as a child human rights defender.

Activity Duration: 30 minutes

Resources

- White card
- Coloured paper
- Coloured pens
- Double-sided sticky tape
- Sticky tape
- Safety pins (one per person)

Preparation

Cut out circles (approximately the diameter of a drinking cup) from white card, ensuring there is enough for two circles per person. Cut out strips (approximately 5cm x 20cm) of coloured paper so there's enough for seven per person.

Activity

Invite children and adults to write and decorate one of their two circles, answering the first prompt (see below). Using double-sided sticky tape, each person creates five loops with the strips of paper and sticks them to the back of the circle to form a rosette. To seal the loops at the back, the second white circle is fixed to the back, along with a safety pin to attach the rosette to a person's clothing. Writing on the final two strips of paper, the children and adults answer the second and third prompts before attaching the strips to the base of the rosette.

Children:

1. Tell us something you have achieved as a human rights defender since the beginning of this project.
2. How does this make you feel?
3. Thinking back over the whole project, has becoming a child human rights defender changed your life at home, school and your community? If so, how?

Parents / Carers:

1. Tell us something your child has achieved as a child human rights defender since the beginning of this project.
2. How does this make you feel?
3. Thinking back over the whole project, has your child's experience as a child human rights defender changed you/your child's life at home, school and your community? If so, how?



"THIS HAS BEEN THE MAKING OF MY CHILD. IT'S BROUGHT HIM OUT OF HIS SHELL. HE FINDS IT MUCH EASIER TO TALK TO PEOPLE AND OTHER KIDS."

Parent of child human rights defender

"I FEEL I'VE GROWN IN CONFIDENCE QUITE A LOT BECAUSE I AM NOT SCARED TO SAY HOW I FEEL BECAUSE THERE ARE PEOPLE I TRUST. I FEEL MORE COMFORTABLE TALKING TO OTHER PEOPLE."

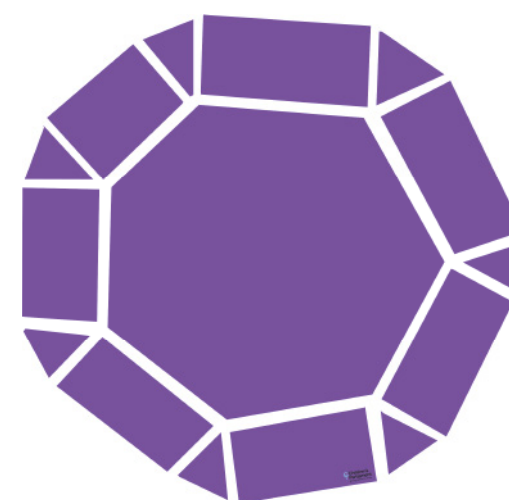
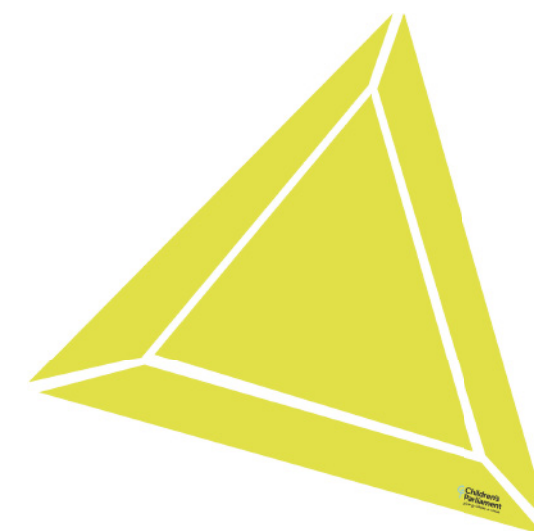
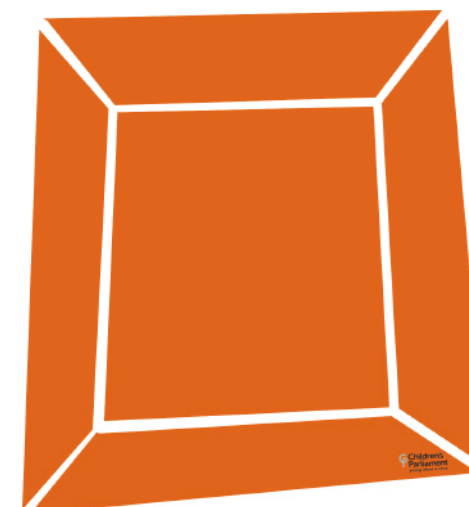
Child human rights defender

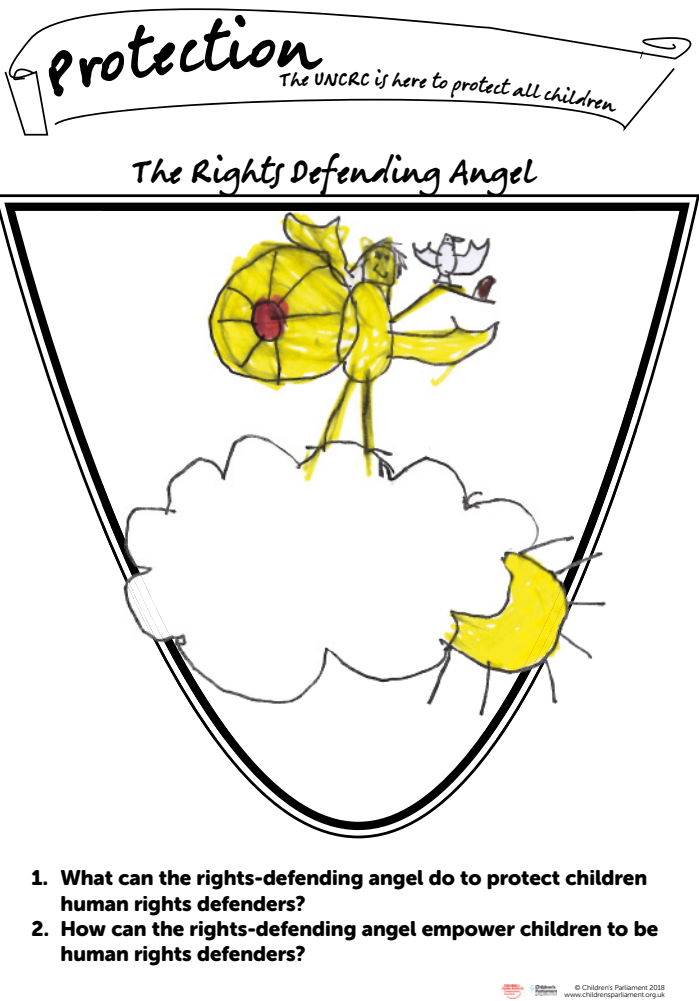
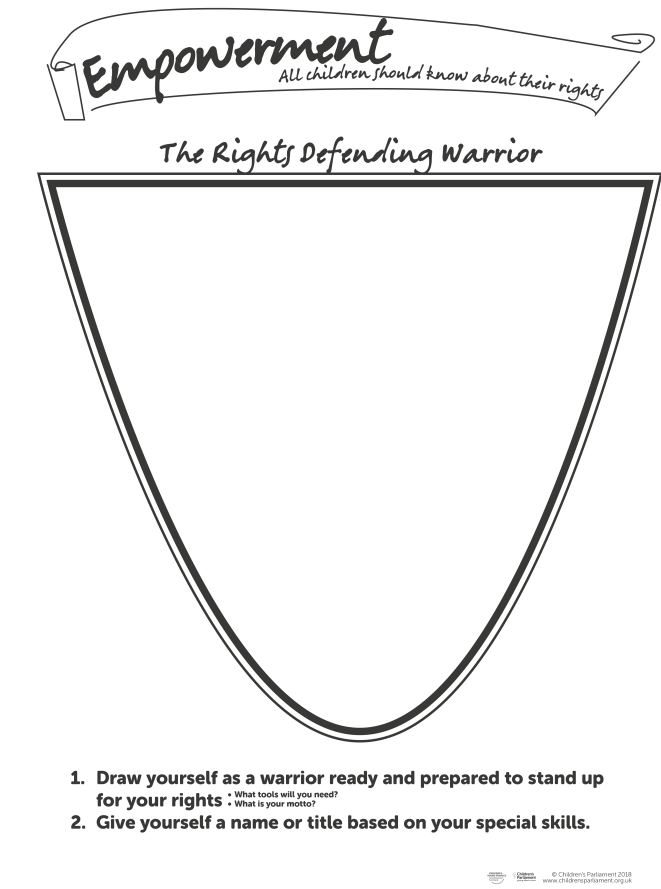
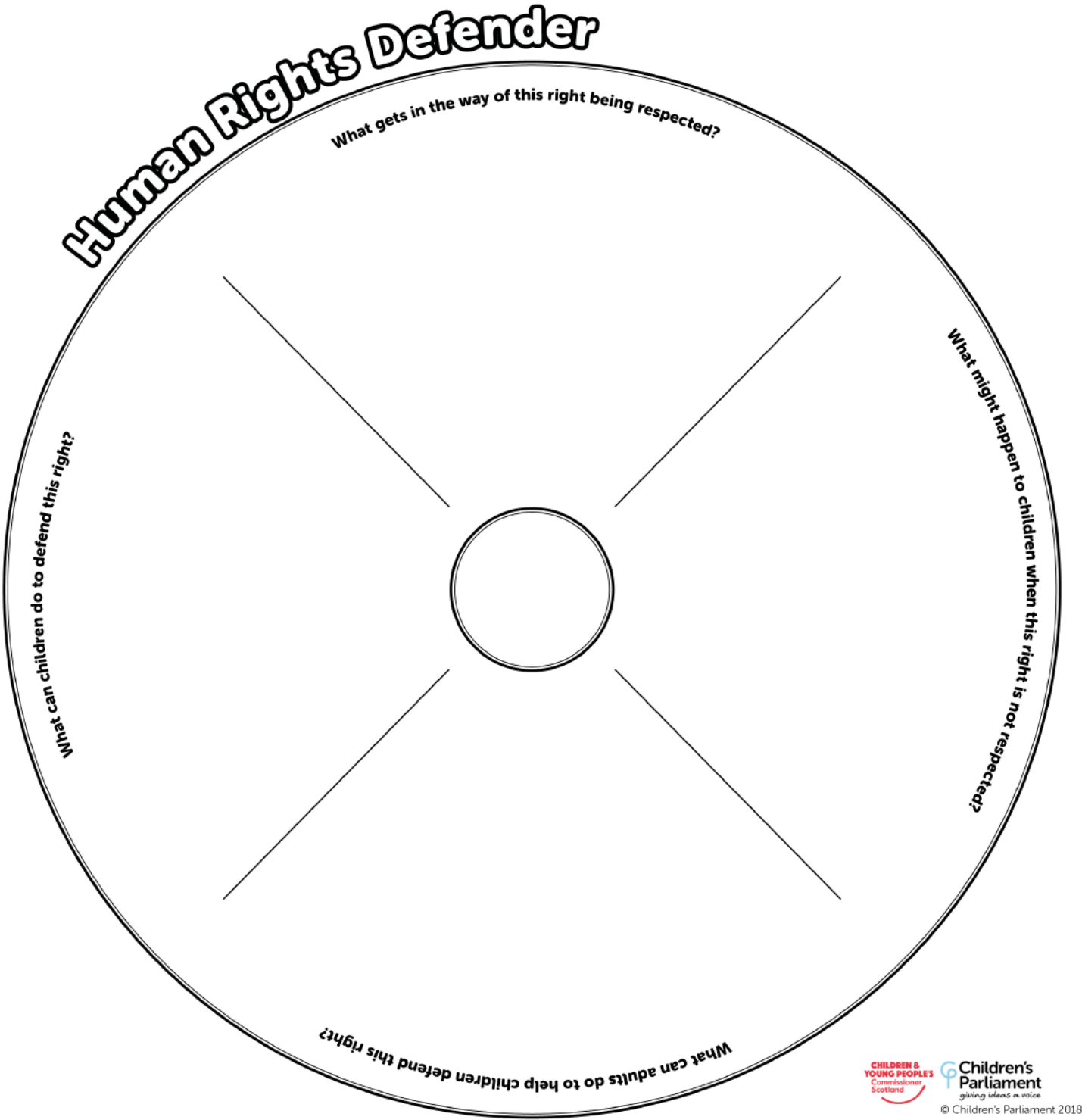
"WE FEEL HER CONFIDENCE HAS IMPROVED DRAMATICALLY. SHE HAS CLEARLY THOROUGHLY ENJOYED EVERY ASPECT OF THE JOURNEY OVER THE LAST 12 MONTHS OR SO. SHE SEEMS TO HAVE MORE AWARENESS OF EVERYTHING THAT IS GOING ON AROUND HER AND HAS THE CONFIDENCE TO EXPRESS HER VIEWS. SHE HAS CLEARLY BENEFITTED ACROSS SO MANY AREAS AS A RESULT OF HER EXPERIENCES. THE EXPERIENCES AND LEARNING SHE HAS HAD WILL HOPEFULLY STAND HER IN VERY GOOD STEAD. SHE HAS GRASPED THE OPPORTUNITY AND LEARNED FROM IT. SHE HAS HAD THE OPPORTUNITY TO EXPERIENCE THINGS THAT ORDINARILY WOULD NOT HAVE BEEN THE CASE."

Parent of child human rights defender

Library of Resources

Template A: Jewel Stencils





Evaluation Questionnaire

(Child Human Rights Defenders)

1. Have you enjoyed the project?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not

Why?

2. Do you see yourself as a human rights defender?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not






In what ways have you been a human rights defender? What actions have you taken to stand up for your rights and the rights of other children?

3. Do you feel you have grown in confidence throughout this project?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not






Why do you feel like this? How do you think the project helped/did not help your confidence to grow?

4. Do you think your relationships have improved with (a) other children and (b) adults at home, (c) adults at school and (d) adults in the community?

					
	Totally	Quite a lot	A little bit	Not really	Absolutely not
a) other children					
b) adults at home					
c) adults at school					
d) adults in the community					

Why do you feel like this? Can you give us an example?

5. Do you think you have helped raise awareness of children’s rights in Scotland for a) children and b) adults?

					
	Totally	Quite a lot	A little bit	Not really	Absolutely not
a) children					
b) adults					






How did this happen and why do you think it happened?

6. Did you feel listened to?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not

How did this happen and why do you think it happened?

7. Do you think this project is helping to make positive changes in your community?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not

Following on from this project, what are your hopes for the future?

8. Would you like to share any other feedback with us?

Evaluation (Parents & Carers)






1. Do you think your child enjoyed the Children as Human Rights Defenders project?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not

2. Do you think your child has grown in confidence throughout the Children as Human Rights Defenders project?

				
Totally	Quite a lot	A little bit	Not really	Absolutely not

3. Do you think your child’s relationships have improved with (a) other children and (b) adults at home, (c) adults at school and (d) adults in the community?

					
	Totally	Quite a lot	A wee bit	Not really	Absolutely not
a) other children					
b) adults at home					
c) adults at school					
d) adults in the community					

Can you tell us a little bit about why?

4. Have you noticed any particular change in your child? What? (i.e. new skills, achievements, participation and engagement in school)

5. Do you think your child has benefitted from being part of the Children as Human Rights Defenders project? Why?

6. What are your hopes for your child’s future, considering their journey as a human rights defender? Do you think your child will / would like to continue their work as a child human rights defender within their local community and/or at a national level?

7. Any other comments or suggestions?

About Us

Children’s Parliament

Children’s Parliament provides children with opportunities to share their experiences, views and ideas so that they can influence life at home, in school and in the community through change at both a local and national level. Through this, our work both empowers and protects children across Scotland to be human rights defenders.

For more information about Children’s Parliament please visit:

www.childrensparliament.org.uk

@creative_voices

What’s an **Unfeartie**? Find out here: www.childrensparliament.org.uk/unfearties/

Children and Young People’s Commissioner

Established by the Commissioner for Children and Young People (Scotland) Act 2003, the Commissioner is responsible for promoting and safeguarding the rights of all children and young people in Scotland, giving particular attention to the United Nations Convention on the Rights of the Child (UNCRC). The Commissioner has powers to review law, policy and practice and to take action to promote and protect rights. The Commissioner is fully independent of the Scottish Government and Parliament.

For more information about the Children and Young People’s Commissioner Scotland please visit: www.cypcs.org.uk

@cypcs

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**RIGHTS
DEFENDERS**
PROMOTE. PROTECT. DEFEND.



**CHILDREN &
YOUNG PEOPLE'S**
**Commissioner
Scotland**