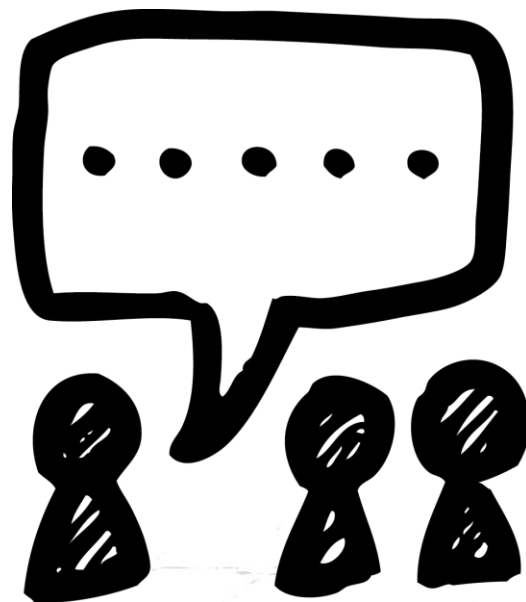




Community Ambassadors Activities



Introduction

Sally Holland is the Children's Commissioner for Wales, a post she's held since April 2015. It is Sally and her team's job to:

- Support children and young people to find out about children's rights
- Listen to children and young people to find out what's important to them
- Advise children, young people and those who care for them if they feel they've got nowhere else to go with their problems
- Influence government and other organisations who say they're going to make a difference to children's lives and make sure they keep their promises to children and young people
- Speak up for children and young people nationally on important issues – being the children's champion in Wales

We work for every child and young person in Wales who is under 18, or 25 years old if they've been in care.

Community Ambassadors

Community Ambassadors are children and young people who have volunteered as a member of their local community group or special interest group to take on three main jobs for the Children's Commissioner:

Job 1 - Tell others about the UNCRC (United Nations Convention on the Rights of the Child) - Activities two and three are designed to support this.

Job 2 - Tell others about Sally and the Children's Commissioner's Team - Activities four and five have been designed to support this.

Job 3 - Be a voice on the ground for the Children's Commissioner and feed into her work via termly missions and workshops.

How to use this toolkit

This resource has been created for group leaders and Community Ambassadors to use with their peers to explore the role of Community Ambassadors, the role of Sally Holland and her team and most importantly the UNCRC and children's rights.

To accompany this resource we have also sent a symbols pack (UNCRC cards) with ideas on how to use them, top tips to embed the UNCRC in your community, Ambassador badges and UNCRC posters.

If you need any further information about Rights, Sally Holland the Children's Commissioner for Wales and the work she does then you can find it on our website

www.childcomwales.org.uk



Tell us what you did

The Children's Commissioner would like to hear about how your community group has used this pack. So please email us at post@childcomwales.org.uk and tell us what you have done.

Alternatively you could get involved with our **#RightsHour** on Twitter. Tweet [@childcomwales](https://twitter.com/childcomwales) and include **#RightsHour** within the tweet. **#RightsHour** happens every Friday from 12pm – 1pm and is an excellent way of sharing the work your group has done with everyone around Wales.



Contents

These activities can be used in any order, but we suggest you start with Activity One.

Activity One: Introduction and Measuring the Impact..... p.5

This is a short activity to introduce what Community Ambassadors role is

Activity Two: Body of rights..... p.6

This activity enables the group to think about what they need to grow and be healthy, happy and safe. It then introduces them to the UNCRC.

Activity Three: Rights Bingo..... p.8

This game of bingo enables the children and young people to explore their rights in more detail and helps them to start to remember them.

Activity Four: Power Walk..... p.9

This activity is a visual way to explore why children and young people have rights and consider how much power some adults have over young people's lives.

Activity Five: The Big Quiz..... p.11

This activity uses a quiz about the Children's Commissioner as a way of learning about her role.

Activity Six: Here to Help..... p.12

This activity is best as a follow on activity as it draws on knowledge of the UNCRC already developed in previous activities

Activity Seven: Rights in your community..... p.13

This activity provides a fun way for participants to think about their community and the rights they have within their community.

Resources..... p.15

Additional resources to help with your activities.

Activity One – Introduction and Measuring the Impact

Size of group: 20-30

Time required: 30 mins

This activity provides an introduction to the role of Sally Holland and an outline of what a Community Ambassador is expected to do. Included in the resources is a tool to help you measure and record the impact of the work you or the Community Ambassadors undertake. This includes a Worker Evaluation and a Before and After Reflection for young people. We would appreciate you using these now at the start and then again at the end of running these sessions as it helps us measure the impact of our work and getting this information back helps us improve how we work.

You will need:

- A copy of the evaluation questions in back of pack (Resource 5: Young People's Before and After Reflection)
- Yes/No/Maybe written on A4 sheets to place on floor or wall
- Video Clip of Sally Holland
- Access to the first page in this pack to remind you of the Community Ambassador's jobs

How to do it:

1. Explain that you are going to ask the group 4 questions and you would like them to answer yes, no or maybe. You can use show of hands or place the Yes/No/Maybe mats across the room and ask participants to stand near their answer.
2. Use the evaluation questions in back of pack to record your answers and note the number of young people in the room (See blank template in Resource 5)
3. Show the video clip of Sally <https://www.youtube.com/watch?v=UNy9Xq5AII&t> to show the group who she is
4. Explain that Sally is looking for Community Ambassadors to be a voice for her on the ground and that they have three jobs:
 - a. Job 1 - Tell others about the UNCRC (United Nations Convention on the Rights of the Child);
 - b. Job 2 - Tell others about Sally and the Children's Commissioner's Team
 - c. Job 3 - Be a voice for the Children's Commissioner on the ground and to feed into her work via termly missions and workshops.

If any of the group are interested to be Community Ambassadors you can invite them to take part in the next six activities.

Activity Two – Body of rights

Size of group: Split into small groups (6 or less)

Time required: 30 minutes

This activity enables young people to think about rights by focusing on a young person like themselves, and thinking about what they need to grow and be healthy, happy and safe. It then introduces them to the UNCRC, and explores whether the needs they have identified match up with the rights they have.

You will need:

- UNCRC poster and Symbols pack (you can print extra packs from our website)
- Wallpaper/ flipchart paper or paper table cloths
- Felt tip pens (washable)
- Scissors
- Sticky tape
- Scraps of paper

How to do it:

1. Ask each group to draw around one member of their team on the large piece of paper on the floor. Get the groups to name and decorate their imaginary child/young person.
2. Next ask groups to think about what their imaginary person needs to grow, to be happy, healthy and safe. The group can choose to write or draw the things they think the person needs and then they can stick their ideas onto the outline of their child/young person. (Allow 15 minutes to do the above tasks)
3. Ask each group to feedback three things they have drawn on their child to the whole group.
4. Explain that “the UNCRC is a list of rights for children and young people, up to age 18, everywhere in the world. The rights on the list are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives”.
5. Give each group a copy of the UNCRC poster and make the symbols resources available. Ask the groups to see if they have drawn/written any of the rights on their child/young person.
6. Finally ask children/young people to look for rights in the convention that they have not drawn/written on their child.
7. Feedback the group’s answers.

Further things to think about:

The activity may lead to discussions about why some children are unable to access all their rights. The group leader or Community Ambassadors running the session could have advice and support information available to give out if necessary (see our [website](#) for help with this).

Variations: Children and young people could work alone either drawing a person on an A4 person or you could provide them with a template.

Children and young people could work as a whole group and make one child - putting everyone's ideas on it.

Activity Three – Rights Bingo

Size of group: Whole group

Time required: 30 minutes

This game of bingo enables young people to explore their rights in more detail and helps them to start to remember them. The game can be modified to become more difficult as the young people become more familiar with their rights, the game can be played a number of times. Below are the different variations of the game.

You will need:

- A pack of symbol cards
- Enough Rights Bingo cards for everyone in the pack (see resources 1 and 2)
- Pens or counters to mark the numbers

How to do it:

1. **Version One:** the “bingo caller” calls out the numbers and reads the right e.g. 12 – Right to be listened to, children and young people mark off the number if it’s on their bingo card.
2. **Version Two:** the “bingo caller” calls out the number and asks children if they know the right, children and young people call out the right and mark off the number if it’s on their card.
3. **Version Three:** the symbols version, the “bingo caller” calls out the right and the children match it to the symbol on their card rather than the number.

The first to get a row wins RIGHTS BINGO.

Rights to use for Bingo:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32 and 42.

Variations:

You may wish to print the A4 versions of our symbols resource, which is available on our [website](#).

Activity Four – Power Walk

Size of group: 16 to participate but the whole group can watch (you could re-run the activity with other children)

Time required: 30 minutes

This activity is a visual way to explore why children and young people have rights and consider how much power some adults have over young people's lives.

You will need:

- Character and Statement cards (see Resource 3)
- Enough space for each participant to take 16 steps across the room

How to do it:

1. Ask each participant to choose a character card, ask them to look at it but not share it with the rest of the group. Explain for the purpose of this game they have to pretend to be the character on the card and assume a stereotypical view of this character.
2. Get each participant to line up on one side of the hall (you will need enough room for each participant to take 16 steps).
3. Explain to the young people: "I am going to read out a number of statements, if the statement applies to your character – step forward one space. If it is something your character is unable to do then you must stay where you are."
4. Read out the statements, some of the characters will move for nearly every statement and will end up on the other side of the room, while others will hardly move at all.
5. Once all statements have been read out, stand in the middle of the room and get the participants to turn on the spot to face you, then ask each young person (starting with whoever moved the furthest) to read out their character card.
6. Facilitate a discussion with the group about the levels of power the different characters have and how this affects their ability to claim their rights.

Some questions to prompt discussion might include:

- Who was left behind?
- Why were they left behind?
- Why was the gap between those at the front and those left behind so big?
- Was there any difference based on age and gender?
- How did it feel to be left behind or move forwards?
- Which adults in your life support you to access your rights? e.g. Sally Holland's job is to stand up for your rights.



Variations:

If you don't have a lot of space, you can give each participant a counter instead of them taking a step (or a sweet, or a grape). By doing it this way, it also means that you could run more than one group with two leaders taking the activity.

Activity Five – The Big Quiz

Size of group: Whole group playing individually or smaller groups playing as a team.

Time required: 30 minutes

This activity uses a quiz about the Children’s Commissioner as a way of learning about her role. It starts as a quiz in which participants try to guess correctly from multiple choice answers you read out. By the end of the activity, the goal is for every participant to know all 5 of the answers.

You will need:

- The quiz sheet
- Paper and pens or a ball for each group and three receptacles

There are a variety of ways in which the game can be played, below are three examples.

- Low energy:** Split the young people into small groups. Give each group 3 sheets of paper and ask them to write A, B and C on them. The group must decide on the correct answer and hold up the corresponding card. Give the group the correct answer and supporting information written on the quiz sheet and then read out the next question.
- Medium energy:** Rather than answer cards place three buckets with A, B, and C written on them and give each group one ball to vote with. Once they have decided on the correct answer, one member of the team comes forward and puts the ball in the corresponding bucket. Give the group the correct answer and supporting information written on the quiz sheet, young people collect their ball back and then you can read out the next question.
- High energy:** Designate three areas of your room as a different answer and stick up the pieces of paper A, B and C. Ask the pack to come and stand with you in the middle. You read out the question and they run to the corner they think indicates the correct answer when you read out the right answer, if they are in the right area they cheer. After each answer, it is best to bring the pack back to the middle to read out the supporting information before asking the next question. **NB:** for question 4, everyone will be right, so everyone will cheer.

At the end of the quiz go over the correct answers to make sure everyone knows them.

Variations:

If you have access to a whiteboard or screen you can show a Powerpoint to young people to help describe Sally Holland’s role and how her Investigations and Advice team can support young people and adults who care for them, this can be found on our website here:

<https://www.childcomwales.org.uk/our-schemes/community/useful-resources/>

Activity Six - Here to Help

Size of group: Individual/All

Time required: 30 minutes

This activity is best as a follow on activity as it draws on knowledge of the UNCRC already developed in previous activities. This activity will help participants think about who they could go to for help to make sure their rights and other young people's rights are respected.

You will need:

- Posters
- Art materials

How to do it:

1. Give every participant a small piece of paper or card.
2. Ask children/young people to draw a picture to show a right that they think is important.
3. Once children/young people have finished their drawing ask them to work as a team to stick their rights images together. They may wish to stick them together in a certain pattern.
4. Hand pairs of children/young people a piece of card and ask them to write the names, and the phone numbers or website addresses if they know them, of people who can help get these rights respected.

Variations:

Paint on tiles or fabric (or other art material of choice).

Discussion point:

Question for young people – *“Who helps you in different aspects of your life, in school, at home?”*

Mention Sally Holland and her powers:

Listen to what children and young people have to say.

Speak up about things that are important to children and young people.

Tell children and young people about their rights

Help to make sure that children and young people get their rights

Talk to children and young people if they have a problem.

Activity Seven – Rights in your community

Size of group: Small groups

Time required: 30 minutes (with possibility of following the activity up looking at individual problems/topics)

This activity provides a fun way for participants to think about their community and the rights they have within their community. Using paper and pens, participants will work as a group to draw a large map of their local community and will take time to explore how the community supports their rights.

You will need:

- Large paper (rolls of paper ideally)
- Sticky Tape
- Pens and Pencils
- Rights Posters
- Post-it notes (can also use scrap paper and sticky tape)

How to do it:

1. Each group is given large pieces of paper and asked to draw a picture of their local community/group, putting their meeting point at the centre. Allow 15 minutes for this part of the activity, encourage young people to get creative while creating their maps, they could use symbols or use other art materials.
2. Ask each group to use post-it notes and point out places of interest to them that adults may not know (e.g. we play in the trees here/we hang out here).
3. The last part of the task involves linking up parts of the community to their rights, if you suggest beginning at their meeting place with Article 12 (the right to be heard) and Article 15 (the right to meet with friends and join groups) it will give the participants a good idea of how to link other places in their area with rights.

Other examples:

School – Article 28

Playground/sports ground/theatre group – Article 31

Religious building – Article 14

Corner Shop – Article 17

Doctors – Article 24

Welsh Language School – Article 30

Police Station – Article 19 and Article 37

Don't forget to use our Top Tips!



Variations:

You could work as a large group and build a more comprehensive map using “junk modelling”.

To extend this activity you could ask young people to think about how they are denied their rights in their local area – lack of play space etc. and consider who they need to express their views to that can create positive changes for the group e.g. local council or Assembly Member.

Discussion point:

- Let Sally know about your community and how it supports your rights. Use #Rightshour and tweet @childcomwales on a Friday between 12 – 1pm.
- Have you done your mission this term?

RESOURCES

Resource 1: Symbols Bingo Cards

BINGO CARD 1

Resource 1: Symbols Bingo Cards

BINGO CARD 2



Resource 1: Symbols Bingo Cards

BINGO CARD 3



Resource 1: Symbols Bingo Cards

BINGO CARD 4



Resource 1: Symbols Bingo Cards

BINGO CARD 5



Resource 1: Symbols Bingo Cards

BINGO CARD 6



Resource 1: Symbols Bingo Cards

BINGO CARD 7

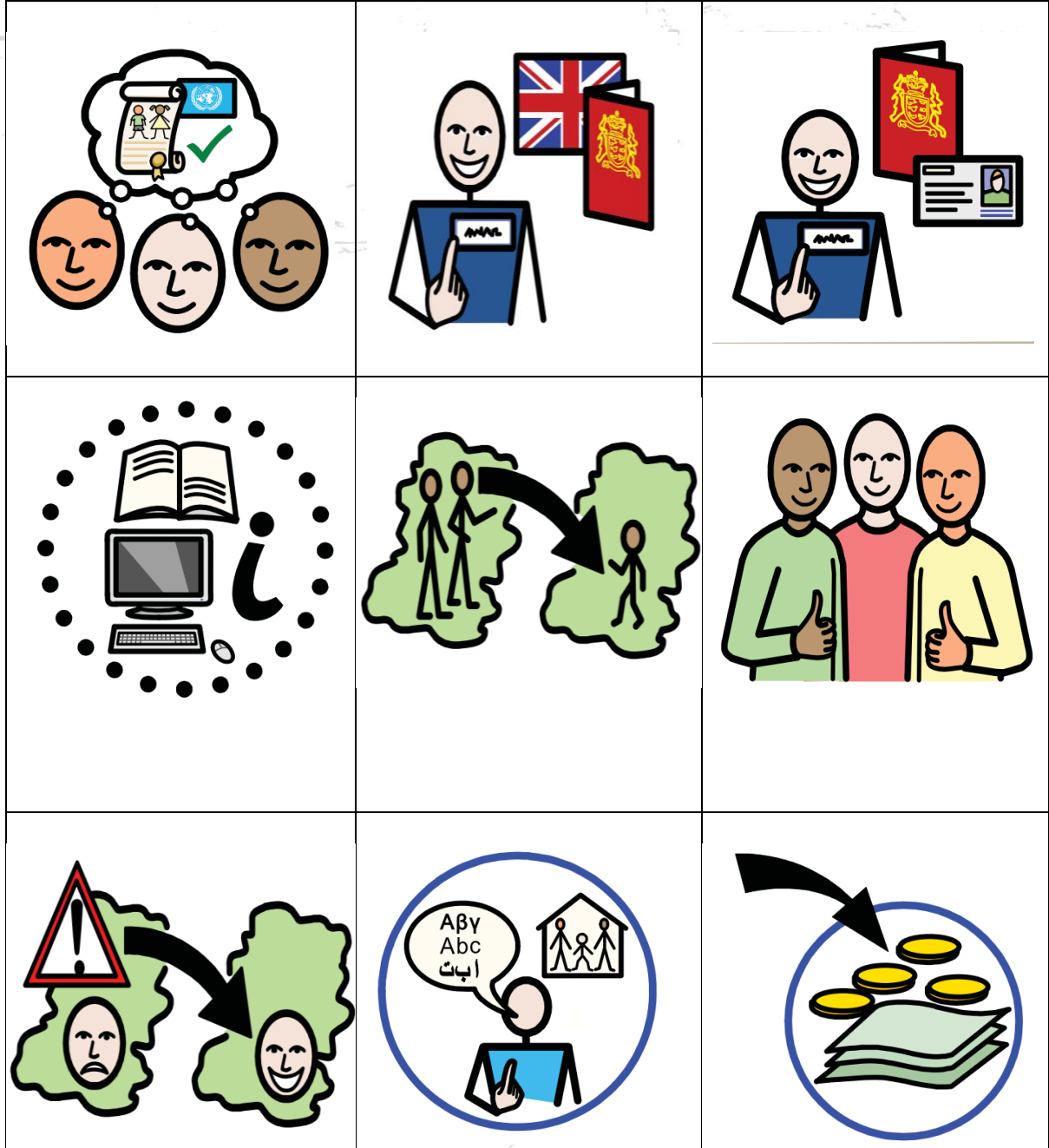
Resource 1: Symbols Bingo Cards

BINGO CARD 8



Resource 1: Symbols Bingo Cards

BINGO CARD 9



Resource 1: Symbols Bingo Cards

BINGO CARD 10



Resource 2: Numbers Bingo Cards

Bingo Card 1

1	2	3
4	5	6
7	8	9

Bingo Card 2

10	12	13
14	15	16
17	19	22

Bingo Card 3

23	24	26
27	28	29
30	31	32

Bingo Card 4

42	1	5
9	10	15
22	23	28

Bingo Card 5

32	27	26
17	16	3
7	15	10

Bingo Card 6

4	14	27
9	15	29
16	6	2

Bingo Card 7

23	42	32
4	9	10
29	30	7

Bingo Card 8

1	9	12
22	28	32
42	10	15

Bingo Card 9

6	9	13
22	30	42
5	7	31

Bingo Card 10

7	10	32
30	9	42
29	4	23

Resource 3: Character cards and statements for Power Walk

Print and cut character cards before the activity.

A local Councillor	The boss of a local children's charity	A politician at the Welsh Assembly/ Government	A school teacher
A youth worker	A 14 year old boy in a detention centre	A 13 year old girl living in a care home	A single mother with three children aged 12, 6 and 2
A Traveller boy aged 13	A 17 year old pregnant girl	A primary school girl aged 7	The head teacher of a local private school
A 12 year old boy on the school council	A policeman	A 15 year old boy who has been excluded from school	A 30 year old business owner



Resource 3: Character cards and statements for Power Walk

Statements

1. My opinion is listened to in decisions made by the council.
2. I get to meet politicians and people from Government.
3. I get new clothes when I want.
4. I can watch TV, go to the cinema and spend time with my friends when I want.
5. I can choose what I eat.
6. I get to see and talk to my parents.
7. I can speak at town meetings.
8. I have access to transport so I can go where I want to, when I want to.
9. My opinion is listened to when decisions are made in local schools.
10. I went to or I expect to go to university or college.
11. I will be asked my opinion when decisions are made about issues which affect children and young people where I live.
12. I know about children's rights and how to claim them.
13. I have access to plenty of information about health issues which affect children and young people.
14. I have access to benefits if I need them.
15. I can pay for treatments in a private hospital if necessary.
16. I can get a job and earn my own money.

Resource 4: The Big Quiz Questions and Answers

Quiz Questions

- 1. Who is the Children's Commissioner for Wales?**
 - a. Someone who works for the Welsh Government
 - b. Someone who plays football for Wales
 - c. Someone who makes sure everyone knows about children's rights

- 2. What does she do?**
 - a. Supports children and young people to find out about children's rights
 - b. Provides counselling for children and young people
 - c. Runs a marathon every morning before work

- 3. How does she do it?**
 - a. By listening to local councillors and Assembly Members about what issues they think are important to young people
 - b. Lots of ways like:
 - Listening to children and young people to find out what's important to them
 - Advising children, young people and those who care for them if they feel they've got nowhere else to go with their problems
 - Telling important people what you think and how to make things better
 - c. By building new schools and youth clubs

- 4. Where can I find out information about the United Nations Convention on the Rights of the Child?**
 - a. The website of the Children's Commissioner for Wales
 - b. By reading the "Know Your Rights" posters
 - c. By writing to or phoning the Children's Commissioner for Wales

- 5. Why would you call the Children's Commissioner's Freephone number?**
 - a. To win a prize
 - b. To order a pizza
 - c. To get advice about a problem

Resource 4: The Big Quiz Questions and Answers

Quiz Answers

1. Answer: C

Sally Holland is the Children's Commissioner for Wales. Some people think she works for the Government but she's not a politician. She supports children and young people to find out about children's rights. She also speaks up for them nationally on important issues – being the children's champion in Wales.

2. Answer: A

It's Sally's job to make sure that children and young people know about their rights. Although she can give advice and information, she doesn't provide counselling. And although she rides her bike every morning, she doesn't run a marathon!!

3. Answer: B

Sally Holland does listen to adults but mostly she listens to young people about how life is for them in Wales. You can find out more about what Sally and her team do on their website: www.childcomwales.org.uk.

4. Answer: All of the answers are correct!

The United Nations Convention on the Rights of the Child (the UNCRC) is a list of rights that all children and young people, everywhere in the world have, no matter who they are, where they live or what they believe in. The UNCRC has 54 articles in it, 42 rights are for children and young people up to 18 years of age. The others are all about how governments and adults should work together to make sure children and young people can access their rights. Children's rights are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives.

5. Answer: C

The Children's Commissioner for Wales' Investigations and Advice service is free and confidential. It's there to help and support children and young people or those who care for them. The Children's Commissioner for Wales' officers can either point you in the right direction to another organisation or in other circumstances we can look at individual complaints. You can phone, text, email or write to the advice and support team. The phone number and text is free and won't show up on your phone bill. The phone number is 0808 801 1000 and the text is 80800, start your text with COM.



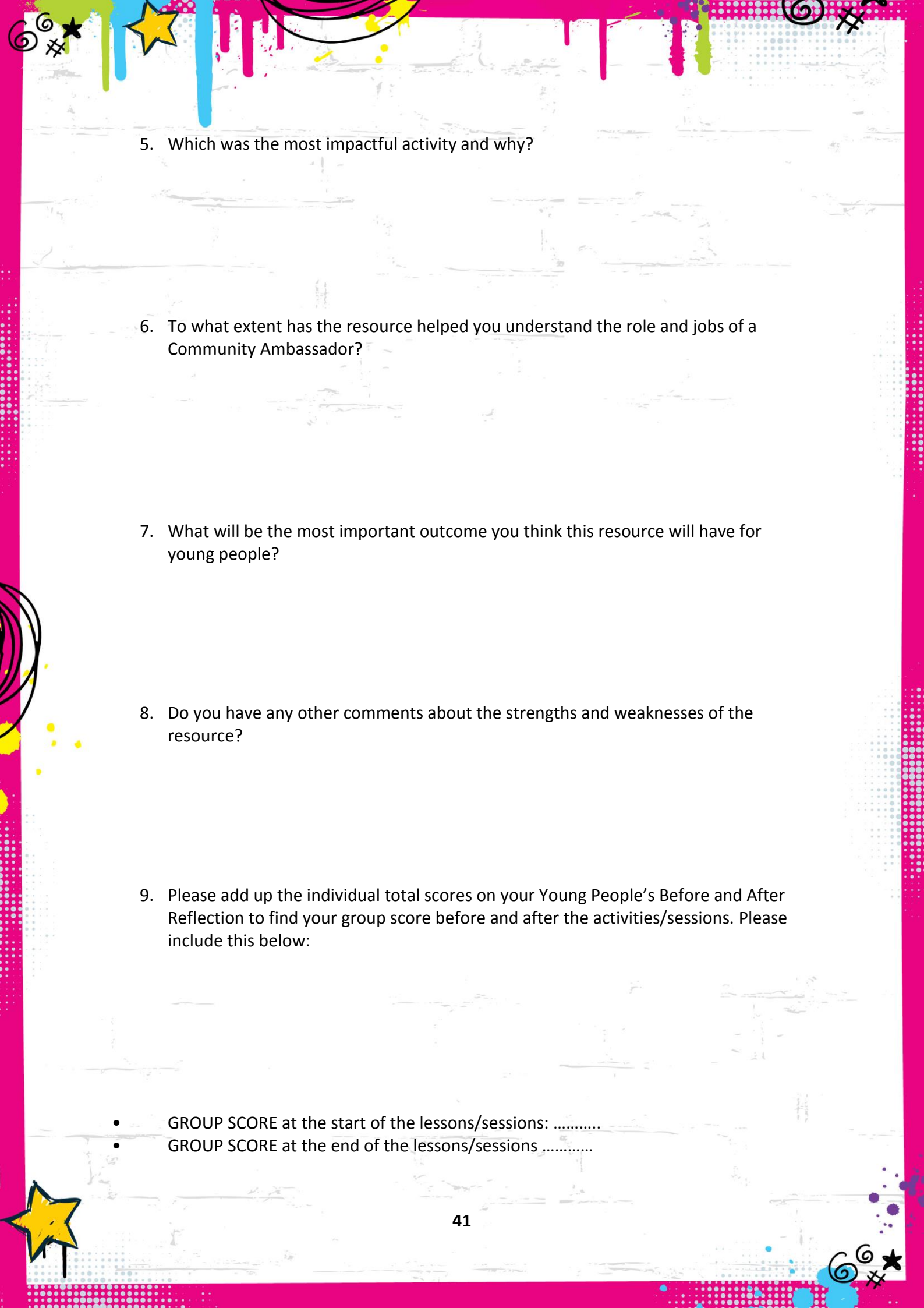
Resource 5: Measuring the Impact - Community Ambassador Evaluation Tools

As part of this resource we have provided the following tool to help you measure and record the impact of the work you or the Community Ambassadors undertake.

1. Worker Evaluation – this includes a summary of young people’s responses. Please return this completed form to kath.mattingly@childcomwales.org.uk or jordan.james@childcomwales.org.uk after you have delivered any or all of the activities/session plans. This will enable us to monitor the impact of our work and improve future resources.
2. Young People’s Before and After Reflection – This tool is designed to be used at the beginning of the session and again at the end. It is designed to enable workers or Community Ambassadors who run peer activities to track the impact of delivering these sessions.
3. You do not need to share the Young People’s Before and After Reflection with us but we would welcome you recording responses on the worker evaluation below and sharing with us via your contact at CCfW.

Worker Evaluation

1. Which group took part in the activities? E.g. scouts from Ceredigion
2. How many young people took part?
3. Please describe how you delivered the activities (worker or Community Ambassador). You may wish to include which of the activities you delivered and how you adapted the resource.
4. What surprised you most during the delivery of the sessions?



5. Which was the most impactful activity and why?

6. To what extent has the resource helped you understand the role and jobs of a Community Ambassador?

7. What will be the most important outcome you think this resource will have for young people?

8. Do you have any other comments about the strengths and weaknesses of the resource?

9. Please add up the individual total scores on your Young People's Before and After Reflection to find your group score before and after the activities/sessions. Please include this below:

- GROUP SCORE at the start of the lessons/sessions:
- GROUP SCORE at the end of the lessons/sessions

Resource 5: Measuring the Impact - Community Ambassador Evaluation Tools

Young People's Before and After Reflection

This tool enables young people to reflect on their understanding of their awareness of the UNCRC and role of the Children's Commissioner for Wales.

Before the sessions

Place YES/NO/MAYBE mats on the floor. Read these statements at the start of the session and record numbers of young people standing on each mat below.

	YES	MAYBE	NO
I understand what the United Nations Convention on the Rights of the Child is (UNCRC)			
I have heard of the Children's Commissioner for Wales			
I know what the Children's Commissioner's job is			
I understand the role of Community Ambassadors			

After the sessions

Replace the YES/NO/MAYBE mats on the floor. Read these statements at the start of the session and record numbers of young people standing on each mat below.

	YES	MAYBE	NO
I understand what the United Nations Convention on the Rights of the Child is (UNCRC)			
I have heard of the Children's Commissioner for Wales			
I know what the Children's Commissioner's job is			
I understand the role of Community Ambassadors			