

Community Ambassador Resource Pack



Comisiynydd
Plant Cymru

Children's
Commissioner
for Wales

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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).

Job 2 - Tell others about Sally and the Children's Commissioner's Team.

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, UNCRC posters and information about our Investigations and Advice team.

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.

Activity One

Introduction and Measuring the Impact

Size of group: 20-30

Time required: 30 minutes

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 1: 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:

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 1](#)).
3. Show this video clip of Sally <https://www.youtube.com/watch?v=UNy9Xq5AIIU&t> to show the group who she is. If you don't have access to a computer, please read out [Resource 2](#) to the group.
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 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:

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.

Activity Three

Agree/Disagree Game

Size of group: Whole group

Time required: 10 minutes

This is a sense checking game to ensure the group understands children's rights and the role of the Children's Commissioner for Wales. Can be played sitting down or moving around.

How to:

You can play this game three different ways:

- Have different sections of the room designated to agree, disagree and not sure and have children run to which one they agree with.
- Have children hold up a thumbs up, thumbs down or thumbs in the middle.
- Have children reach up high (if they agree), touch the ground (if they disagree) or wobble in the middle (if they're not sure).
- Read out a variation of different statements that the children can agree or disagree with. Mix up some rights based ones with some general ones, for example:
 - Children have the right to play.
 - Children have the right to Christmas presents.
 - I like chocolate cake.
 - Adults will always know what's best for children.
 - My favourite sport is basketball.

Activity Four Rights Freeze Frame

Size of group: Whole group

Time required: 30 minutes

This activity can be used as an icebreaker as well as an opportunity to explore children's rights. For this activity, you will need space in the room for the group to break into small teams. This activity can be played with all ages.

You will need:

- Pre-selected symbols cards.

Suggested Cards

- Article 15 - I have the right to meet with friends and join groups.
- Article 19 - I have the right to be protected from being hurt or badly treated.
- Article 24 - I have the right to good quality health care, to clean water and good food.
- Article 27 - I have the right to have a proper house, food and clothing.
- Article 28 - I have the right to an education.
- Article 31 - I have a right to relax and play.
- Article 36 - I have the right to be kept safe from things that could harm my development.

How to:

1. Ask participants to break into small groups.
2. Explain that you are going to give each group a symbols card with a right on it, the group should keep their right hidden and not share it with other groups.
3. Ask groups to think about the right they have been given and how they could how it in a freeze-frame.
4. Give each group 5 minutes to think about their freeze-frame.
5. Explain that each group will take it in turns to show their freeze-frame while the other groups guess which right they have.
6. Ask which group would like to go first, explain that you will count down from 5 and when you get to 1 they should freeze.
7. Once the right has been guessed move onto the next group until all groups have participated.

Activity Five Stepping Out

Size of group: a group of at least 10 participants.

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 steps across the room. If you don't have enough space ask participants to stand at the beginning of the activity and 'Stay Standing If...'

How to:

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 steps).
3. Explain to the young people: "I am going to read out a number of questions, if your character would answer yes to the question then 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.

Activity Six Rights Pictionary

Size of group: Whole group

Time required: 30 minutes

This game is a good alternative to rights freeze frame if your group isn't keen on acting. It can be played at the start of a session as an icebreaker or at the end as a re-cap on participants learning.

You Will Need:

- Symbols cards.
- Whiteboard/ flipchart.
- Appropriate pen.

How to:

1. Ask a volunteer to start the game (if no-one wants to volunteer you could always start it yourself).
2. Choose a card from the symbols pack and give it to the first participant, ask the participant to draw that right for their peers to guess which one it is.
3. The first person to guess the right gets to go next/ nominate someone.

Alternative Group Pictionary

This game is very similar to classic Pictionary but played in groups.

You Will Need:

- Symbols card.
- Enough paper for each table.
- Enough pens for each table.

How to:

1. Divide the group into teams of approximately 4-6.
2. Pre-select 5 or 10 symbols pack rights (depending on how much time you have).
3. Ask each team to sit around a piece of paper for their group — place yourself at the opposite end of the room.
4. Explain to students that this is a competition. The members of each team must identify the right drawn by their teammates. The first team to identify all the rights drawn wins.
5. Ask 1 member of each team to come to you. Secretly show these children the first symbols pack card.
6. The team members return to their respective teams and draw the right. The other team members must guess what they are drawing. When the right has been identified, another member of the team comes to you for the next right.
7. The activity ends when one of the teams has identified all the rights.

Activity Seven

Four Corner Rights

Size of group: Whole Group

Time required: 10 minutes

This game is best played in a large room with a large group and is especially suited to younger children.

You Will Need:

- Four large cards with different right written/drawn on them.
- Four clear areas in a room (ideally corners)

How to:

- Show the group each corner of the room and tell them which right is in each corner.
- Explain that you are going to shut your eyes and they must all choose a right to stand under.
- Tell the group that you will then shout a right out and everyone stood under that right will be out and come and join you in the middle of the room.
- Keep playing the game until there is only one player left, they then become the activity leader.

Activity Eight

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:

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:

Education setting — Article 28

Playground/sports ground/theatre group — Article 31

Religious building — Article 14

Doctors — Article 24

Welsh Language School — Article 30

Police Station — Article 19 and Article 37

Don't forget to use our Top Tips!

Activity Nine Rights Up Your Street

Size of Group: Teams of approx. 5/6

Time Needed: 20 minutes

This game involves identifying rights/violations of rights in the community.

You Will Need:

- Right up your street posters (available for free from [Amnesty International](#)).
- Post-it notes.
- Pens/pencils.

How to:

- If you have a large group, split into groups of approximately 5-6 — give each group a poster, post-its and pens/pencils.
- Ask each group to try to identify which rights are being represented or violated in the poster — ask them to place post its on what they find.
- When complete, ask everyone to share what they found on the poster — could discuss which of these are prevalent in your community?

Activity Ten Snaptivists

Size of Group: Teams of approx. 5/6

Time Needed: 20 minutes.

This game involves matching young activists with what they did and what right they were fighting for.

You Will Need:

- Printed out copies of the descriptions, names and rights that the activists are protecting available in [Resource 4](#).

How to:

- If you have a large group, split the group into smaller groups of 5-6.
- Print out and mix up the descriptions, names and rights that the activists are protecting.
- Hand out a pack each of the names, description and rights to each group.
- Ask the groups to pair the activist with the description with the right that they are defending.

Activity Eleven What Came First

Size of Group: Teams of approx. 5/6

Time Needed: 20 minutes

A simple activity asking participants to guess what came first in history.

You Will Need:

- What came first power point presentation available [here](#)

How to:

- Play the presentation and ask participants to guess which came first.

Activity Twelve Rights Kahoot

Size of Group: Small teams

Time Needed: 20 minutes

This is an interactive quiz game to introduce participants to children's rights and the Commissioner.

You Will Need:

- Tablet or phone for each group.
- Kahoot quiz. Available [here](#). (Access this pack online to click on the link).
- Interactive screen that everyone can see.
- Wi-Fi connection.

How to:

- Set up the Kahoot on the interactive screen.
- Split the children into groups and make sure everyone has access to a phone/tablet.
- Ask them to search for Kahoot and then insert the code given on the Kahoot game.

Follow the online instructions to play the game.

RESOURCES

Resource 1

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

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			

Resource 2

Information on The Children's Commissioner for Wales

Sally Holland is the Children's Commissioner for Wales. It's her job to be the independent champion for every child and young person in Wales. It's also her job to make sure that all children in Wales get their rights and learn about their rights too.

But what are rights? Well, rights are all the things that everybody in the world agrees that every child needs to grow up in order to be healthy, happy and safe. That means that you've got rights to go to school, to see a doctor if you're sick, to be kept safe, to be listened to and many other things.

Sally and her team work hard to listen to children all over Wales and of all ages to find out what's important to you and to work hard to do something about those things that you've said. They work hard to influence others and to speak up for and with children in all sorts of places, whether that's with the government, with your local council, or on the media for example on the news.

Sally also works hard to check that all the laws and rules and things provided for children work well for children and if they don't she tries to get them changed.

Sally also has a helpline service which individual children and young people who are having trouble getting access to their rights can call to get help. If you want to find out more about what Sally and her team do to help children in Wales get their rights and know about their rights then please look on the webpage.

Resource 3

Character cards and Questions for Stepping Out

Print and cut character cards before the activity.

Characters - Children and Young People

<p>A BOY ON THE SCHOOL COUNCIL</p> <p>15 YEARS OLD</p>	<p>A GIRL WITH EXTREME ANXIETY</p> <p>12 YEARS OLD</p>	<p>A CHILD WITH SEVERE ALLERGIES</p> <p>7 YEARS OLD</p>
<p>A YOUNG CARER</p> <p>10 YEARS OLD</p>	<p>A YOUNG PERSON WHO HAS RECENTLY BEEN RELEASED FROM A YOUTH DETENTION CENTRE</p> <p>18 YEARS OLD</p>	<p>A SINGLE MUM WITH A TWO YEAR OLD DAUGHTER</p> <p>17 YEARS OLD</p>
<p>A YOUNG MAN FROM THE GYPSY TRAVELLER COMMUNITY</p> <p>15 YEARS OLD</p>	<p>A REFUGEE WITH LIMITED ENGLISH</p> <p>11 YEARS OLD</p>	<p>A HOMELESS YOUNG PERSON LIVING ON THE STREET</p> <p>16 YEARS OLD</p>
<p>A DEAF CHILD</p> <p>3 YEARS OLD</p>	<p>A MUSLIM GIRL</p> <p>14 YEARS OLD</p>	<p>A BOY WHO USES A WHEELCHAIR</p> <p>15 YEARS OLD</p>

<p>A LOOKED AFTER CHILD IN FOSTER CARE</p> <p>8 YEARS OLD</p>	<p>A BABY</p> <p>18 MONTHS</p>	<p>A CHILD WHO IS ACUTELY SHY</p> <p>5 YEARS OLD</p>
<p>A CHILD WITH LEARNING DISABILITIES</p> <p>12 YEARS OLD</p>	<p>A CHILD IN A CHILDREN'S HOME</p> <p>9 YEARS OLD</p>	<p>A YOUNG PERSON WHO IS TRANSGENDER</p> <p>17 YEARS OLD</p>

Characters - Adults

<p>A SUCCESSFUL BUSINESS WOMAN</p> <p>35 YEARS OLD</p>	<p>A HEADTEACHER</p> <p>55 YEARS OLD</p>	<p>A HEALTH VISITOR</p> <p>45 YEARS OLD</p>
<p>A SOCIAL WORK STUDENT</p> <p>24 YEARS OLD</p>	<p>THE CHILDREN'S COMMISSIONER FOR WALES</p>	<p>A MALE JUDGE</p> <p>63 YEARS OLD</p>

<p>A POLICE OFFICER</p> <p>33 YEARS OLD</p>	<p>A TEACHING ASSISTANT</p> <p>28 YEARS OLD</p>	<p>A YOUTH WORKER</p> <p>35 YEARS OLD</p>
<p>AN ASSEMBLY MEMBER</p> <p>58 YEARS OLD</p>	<p>A TEACHER</p> <p>37 YEARS OLD</p>	<p>A LOCAL COUNCILL</p> <p>45 YEARS OLD</p>
<p>A LAWYER</p> <p>33 YEARS OLD</p>	<p>A GRANDPARENT WHO IS A RETIRED GP</p> <p>72 YEARS OLD</p>	

Questions

1. Can you choose what you wear?
2. Can you choose what you eat?
3. Can you openly practice your religion?
4. Do you think it will be easy for you to get a job?
5. Can you get to see and talk to your family when you want to?
6. Can you choose where you would like to live?
7. Do you know how to get legal help if you get into trouble?
8. Can you meet with friends when you want to?
9. Are you consulted in issues that affect your life?
10. Have you or are you likely to go to university
11. Can people easily understand your thoughts and feelings?
12. Can you easily complain about services you receive?
13. Do the media portray you in a positive light?
14. Can you access your rights?
15. Can you drive a car?
16. Can you rent a flat or buy a house?
17. Can you vote?
18. Can you stand as a candidate in an election for Parliament/the council/the Assembly?

Resource 4 Snaptivists

On the next few pages there are the descriptions, names and rights that the activists are protecting. Cut them out and mix them up to play Snaptivists.

In 2008, the Taliban took control of her village and said that girls could no longer go to school. Disagreeing with this, she spoke publicly on behalf of girls and their right to learn. In October 2012, she was shot in the head by a masked gunman who was trying to silence her. She recovered in a hospital in Birmingham and moved to the UK. She continues to be an activist for girls, ensuring they get access to education worldwide.

Name: Malala Yousafzai
Age: 11 when they began activism

Article 28: I have the right to an education

She recently became an ambassador for UNICEF and now uses her fame to help raise awareness of children's rights. She focuses on promoting education, safe places to play and learn, and the negative impact of violence, bullying and poverty.

Name: Millie Bobby Brown
Age: 14 when they began activism

Article 12: I have the right to be listened to and taken seriously.

After a mass shooting at their high school in Florida, the group decided to establish a movement that would call for tighter gun control in the United States. The group staged protests and walkouts and in November 2018, they won the International Children's Peace Prize.

Name: March for our Lives
Age: 15-18 when they began activism

Article 36: I have the right to be kept safe from things that could harm my development.

In September 2016, she set up a Twitter account, and with help from her English-speaking mother sent out videos and tweets criticising the use of weapons by the Syrian government.

Name: Bana al-Abed
Age: 6 when they began activism

Article 38: Governments must do everything they can to protect and care for children affected by war.

In 2015, she ran into the middle of Pope Francis' parade in Washington DC. She gave a letter to the Pope, because she was scared that her parents - undocumented Mexican immigrants - would be deported. In an interview she said, "I believe I have the right to live with my parents. I have the right to be happy." In March 2017, she met Barack Obama and spoke at the Women's March.

Name: Sophie Cruz

Age: 5 when they began activism

Article 9: I have the right to live with my parents unless it is bad for me.

He was sold by his family at the age of four to repay a debt. He worked long hours in a carpet factory until age 10 when he escaped; he was captured and then escaped again for good. He went on to help over 3,000 Pakistani child slaves escape from hard labour and received international recognition for his efforts.

Name: Iqbal Masih

Age: 10 when they began activism

Article 35: I should not be abducted, sold or trafficked

