

# Make a Difference: A Young Person's Guide to Taking Action

## Information for Supporting Adults

This document will support **teachers, community group leaders, youth workers** and other **supporting adults** to help children and young people to use Make a Difference.

You will also find information about how this will support learning, how it links to the new Curriculum for Wales, and how these activities empower children and young people to experience their human rights, as laid out in the United Nation Convention on the Rights of the Child (UNCRC).

[Visit our website](#) for more information about the UNCRC and for more learning resources to support children's rights.

## What is the Make a Difference resource and who is it for?

Make a Difference is an **online resource** that includes videos, activities, templates, and information. It provides ideas and inspiration and differentiated scaffolded activities that children and young people can use to take informed action as ethical citizens. It will be helpful for already existing groups such as **school councils, pupil voice groups** or **community groups**. It will also help children and young people start a new group if they want to make a change.

The Make A Difference webpage is organized in sections, each with each linked to differentiated resources:

- **"Activities for all"** are activities or information with less text and more structure. Many of these activities include symbols to aid communication. These activities may suit children in primary schools or in community groups. Activities are also designed to provide scaffolding for older learners, including but not restricted to those with additional learning needs. It will be helpful for school councils and other community participation groups.
- **"Extension activities"** use more text. They include more detailed information and less scaffolding in activities. These resources may suit young people in secondary school settings, Further Education settings, or in youth participation groups and youth community groups. They will be helpful for secondary school councils and other pupil voice groups in secondary schools.



You can also **download a pdf** of all the paper based activities and information. This will include the activities for all and the extension activities.

## How to use Make a Difference

The guide helps children and young people to campaign for change. Importantly, it does not tell children and young people **what** to campaign for. This means children and young people can use the activities for any issue that is important to them; it could be a change they want to make in their school or their community, it could also be a national or global issue.

Young people and the adults that support them can use any part of the resource they find helpful. You can choose activities to select what will work best for your group.

## The United Nations Convention on the Rights of the Child (UNCRC)

All children and young people have human rights, laid out in the UNCRC. You can find a poster showing all [children's rights here](#). A key principle of children's human rights is the right of all children to participation. Participation means that children take part in decisions that affect their lives (Article 12), that they have the right to express their opinions (Article 13) and get information (Article 17) and that they have the right to cultural participation, to join peaceful groups and to relax and play (Article 14, 15, 31). Taking informed action for change as an ethical citizen also supports children's rights to an education (Article 28) and to develop their skills to the full (Article 29).

## Curriculum for Wales 2022

This guide supports curriculum learning and can be used as part of curriculum delivery. It can also be used in pastoral tutor time and in out-of-school settings to develop learning across different contexts. It develops learning across the AoLEs, particularly in Humanities and Language, Literacy and Communication. It also supports the development of cross-curricular skills, particularly Literacy, Digital Competency and Critical Thinking. In line with the Four Purposes, this guide is specifically designed to enable children and young people ready to be

Ethical, Informed Citizens who:

- › engage with contemporary issues based upon their knowledge and values
- › understand and exercise their human and democratic responsibilities and rights
- › understand and consider the impact of their actions when making choices and acting



› respect the needs and rights of others, as a member of a diverse society

## Welsh Bacallaureate Qualification

The resources, activities and ideas in the guide are ideal for young people to use to support their skills challenge certificate of the Welsh Bacallaureate. Activities are designed to support skills development required in both the Global Citizenship and Community Challenges.

## Wellbeing

Research shows that taking positive actions to make changes<sup>1</sup> enhances the wellbeing and mental health of young people, as does belonging to a youth activism group<sup>2</sup>. Young people's activism goes beyond fundraising activities, and involves enabling young people to participate in decision making and to take action to create changes in organisations, communities or in other local and global contexts. Supporting children and young people to participate in this way can form an important element of a whole school approach to wellbeing. Through the guide we highlight how young people and the adults around them can also support their wellbeing and how to celebrate successes even when a campaign doesn't succeed. We have also indicated throughout the guide where children and young people will need to seek the support of a trusted adult in activities.

<sup>1</sup>[https://www.researchgate.net/publication/320346402\\_Exploring\\_the\\_Role\\_of\\_Engagement\\_on\\_Well-Being\\_and\\_Personal\\_Development\\_A\\_Review\\_of\\_Adolescent\\_and\\_Mental\\_Health\\_Activism](https://www.researchgate.net/publication/320346402_Exploring_the_Role_of_Engagement_on_Well-Being_and_Personal_Development_A_Review_of_Adolescent_and_Mental_Health_Activism)

<sup>2</sup> <https://onlinelibrary.wiley.com/doi/pdf/10.1002/jcop.219>

