

Super Ambassador Workshop

Due to the coronavirus pandemic, we have decided not to hold our annual Ambassadors events in person this year, and instead will be using an online model for the first time. Sally, the Commissioner, has recorded a video workshop, which we would welcome you running with a class or group of pupils in your school. The notes in this document provide extra information, instructions and links to resources to support you.

In place of the event, we will be hosting a live webinar with Sally on **14th October** for schools across Wales. You and your pupils will be able to share what you did in the workshop with Sally and with other schools, and send in questions for her to answer. While we will miss the usual format of our events this year, we look forward to connecting with and meeting our Super Ambassadors, whilst making sure that they are kept safe.

You can adapt the workshop and use the video in a way which best suits the needs of your pupils, otherwise, Sally will indicate where to pause in the video so that the pupils can complete each task.

Aims:

- To learn about children's rights
- To understand the role of the Commissioner
- To use the findings from our Coronavirus and Me survey as an opportunity to discuss feelings and create mechanisms for change/ support in their setting

Here's the link to Sally's video, which supports this workshop: [SUPER AMBASSADORS WORKSHOP \(with Sally\)](#)

Learning outcome	Activity	Time	Notes
Welcome and explanation of changes to Ambassadors scheme	<p>Introduce the lesson by explaining that today you will be focusing on children's rights.</p> <p>Explain that the lesson will be a mixture of video and interactive activities.</p>	5 mins	<ul style="list-style-type: none"> • Teachers can pause in places throughout the video to allow pupils to do each task • You can feedback what they did during the webinar in October

	<p>PLAY the video</p> <p>Introduction from Sally and explain of how events will work this year</p>		
Learn about Sally/the Children's Commissioner's jobs	<p>Sally will introduce 5 different objects which represent parts of her job.</p> <p>Pause the video on each object and ask pupils to guess what that 'job' might be.</p> <p>After unpausing, Sally will explain the correct answer.</p> <p>PAUSE the video to re-cap Sally's jobs.</p>	10 mins	<ul style="list-style-type: none"> • Pupils could work individually or in pairs to guess the correct answer. You could ask them to raise their hands or use mini whiteboards to give their answer. • Brief descriptions of the correct answers are below: <ul style="list-style-type: none"> ○ EAR — to listen to children ○ MEGAPHONE — to shout out about the things that are important to children ○ TELEPHONE — to provide advice through our Investigations and Advice service, if a child or someone caring for them thinks they are not getting their rights ○ POSTER — to make sure everybody knows about children's rights ○ WIG/GAVEL — to make sure the law protects children's rights
Learn about United Nations Convention on the Rights of the Child (UNCRC)	<p>PLAY the video</p> <p>Sally will explain that the next task is to do an activity on children's rights in the classroom. There are some ideas below, but you're welcome to adapt them.</p> <p>Before starting the activity, explain that "children's rights are the things children need to grow up happy, healthy and safe."</p>	15 mins	<ul style="list-style-type: none"> • For Option 1, you could ask children to write or draw the things children need to be happy, healthy and safe. • For Option 2, you could use our symbols pack to give each group a card or an article from the poster. We recommend you look at the articles beforehand and take out a selection to use e.g. Articles 1 / 2 / 6 / 7 / 12 / 13 / 15 / 16 / 17 / 19 / 24 / 27 / 28 / 29 / 31 • We will be sending out hard copies of our poster and symbols pack to all schools registered as Ambassador schools. They are also available to download for free on our website.

	<p>Option 1</p> <p>In small groups to discuss what things children need to grow up happy, healthy and safe?</p> <p>Option 2</p> <p>In small groups, ask children to choose a right to act out. The rest of the class or group will need to guess which right this is.</p> <p>PAUSE the video while you do the activity.</p>		
<p>Introduce the findings from our 'Coronavirus and Me' survey</p> <p>Understand this as an example of Article 12 — the right to have your say and be taken seriously</p>	<p>Sally will talk about our 'Coronavirus and Me' survey which was launched in May 2020.</p> <p>There will be a short animation showing some of the key findings from the survey.</p>		<ul style="list-style-type: none"> • The 'Coronavirus and Me' survey was a Special Mission for our Ambassador schools for Summer Term 2020. • Over 23,000 children and young people completed the survey. • For further information, you can read the summary report here. • This links to Article 12 — the right to be listened to and taken seriously, you may want to highlight that right at the front of the room using our symbols pack.

<p>Discuss and reflect on key findings from the survey</p>	<p>Give each table or small group of children a key finding from the survey. Ask the children to discuss the following questions:</p> <ul style="list-style-type: none"> • Do you think this point is still true? • Are things different now? • How did this affect children's rights? <p>After the discussion, ask each group to feed back to the rest of the class.</p>	<p>10 mins</p>	<ul style="list-style-type: none"> • The key findings are attached as an appendix at the end of this document. • The purpose of the discussion is: <ul style="list-style-type: none"> ○ To share and feed back some of the key findings from the survey to our Ambassador schools ○ For children to reflect on whether the pandemic impacted on children's rights ○ For children to reflect on whether things have changed for children since the survey • For younger age groups, you can adapt the questions to simply ask: <ul style="list-style-type: none"> ○ Do you think children still feel this way?
<p>Reflect on group discussions</p> <p>Consider what still needs improving for children in Wales</p> <p>Summarise their discussions into key points to share with Sally during the October webinar</p>	<p>Ask the pupils, as a class, to come up with:</p> <ul style="list-style-type: none"> • ONE positive thing to come out of the coronavirus pandemic • TWO things which still need to change for children in Wales <p>Make a note of this, so that it can be shared with Sally during her October webinar.</p>	<p>10 mins</p>	<ul style="list-style-type: none"> • The purpose of this is so that Sally can hear about any positive changes that have happened around the country, but also know where improvement still needs to be made and where she could focus her work. • If the group is struggling to decide, you could adapt it so that they choose two good things to come out of the pandemic and one thing which still needs to change for children. This follows the 'two stars and a wish' format. • If the group have lots of ideas, you could do a vote for the most important to include. • If you are unable to join our webinar in October, please still share your feedback and points via Twitter (@childcomwales) or email post@childcomwales.org.uk.

<p>Close of session</p> <p>Reminder of October webinar</p> <p>Share details of our Investigations & Advice service</p>	<p>Re-cap on some of the main points from the workshop with the following questions:</p> <ul style="list-style-type: none"> • Who is the Children's Commissioner for Wales? • Can anyone name one of the rights that children have? <p>Finish the lesson by giving a reminder of Sally's 'phone' object, and the fact that our Investigations and Advice service is there if anyone is worried they aren't getting their rights.</p>		<ul style="list-style-type: none"> • Remember to join Sally in her webinar in October to share the children's ideas.
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Key findings

1. Children said they felt safe most of the time.
2. Over 50% of children said they had more time to relax and play.
3. Some children said they enjoyed being able to spend more time with their family.
4. Not being able to see their friends or groups had the biggest impact on children's education.
5. Some children were missing the chance to work with their classmates and get help from their teacher.
6. Most children in both English language and Welsh language schools were still getting chances to use Welsh.
7. Most children said they knew where to get help if they needed support to feel happy and well.
8. Lots of children in Year 6 were worried about not having the chance to say goodbye to their primary school before going to Year 7.