

Community Groups Rights Resource Pack

Contents

Introduction	4
Activities	
Activity 1: Introduction and Measuring the Impact	6
This is a short activity to introduce the role of Community Ambassadors.	
Activity 2: Body of Rights	7
This activity enables the group to think about what they need to grow up happy, healthy and safe. It then introduces them to the United Nations Covention on the Rights of the Child (UNCRC)	
Activity 3: Agree/Disagree Game	8
This is a sense checking game to ensure the group understands children’s rights and the role of the Children’s Commissioner.	
Activity 4: Rights Freeze Frame	9
This activity enables participants to understand children’s rights through drama.	
Activity 5: Stepping Out	10
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 6: Rights Pictionary	11
This game is an alternative on the classic Pictionary, embedding rights through drawing.	
Activity 7: Four Corner Rights	12
This is a quick, energetic game which is especially good for young children.	
Activity 8: Rights in your Community	13
This activity provides a fun way for participants to think about their area and the rights they have in their community.	
Activity 9: Rights up your Street	14
This is a creative activity, identifying rights and violation of rights within your community.	
Activity 10: What Came First	16
This is a quick activity where participants guess what came first in history.	
Resources	17
Additional resources to help with your activities.	



Introduction

Rocio Cifuentes is the Children's Commissioner for Wales (CCfW), a post she holds April 2022-2029. It is Rocio and her team's job to:

- **Listen** to children and young people to find out what you need.
- **Speak up** about the things you need.
- **Help** you, and those who care for you, if you think you've been treated unfairly.
- **Challenge** people to make life better for children and young people.

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

How to use this resource:

This resource has been created for group leaders and Community Groups to use to explore the role of The Children's Commissioner for Wales, their team and most importantly the United Nations Convention on the Rights of the Child (UNCRC)..

You may find using some of the following resources useful to support activities in this pack:

- ['Know your Rights Poster'](#)
- [Symbols Cards](#)
- Information about our Investigation and Advice Team

If you need any further information about Rights, The Children's Commissioner for Wales and the work the office then you can find it on our website www.childcomwales.org.uk

Tell us what you're up to:

The Children's Commissioner values listening to and hearing from community groups; what they've been doing, any issues they are facing, how CCFW could help. If you have any issues, queries or questions please don't hesitate to email us at post@childcomwales.org.uk .

You can also share news with us on our social media platforms.

Activity 1

Introduction and Measuring the Impact

Size of group: 20-30

Time required: 30 minutes

This activity provides an introduction to the role of the Children's Commissioner for Wales.

We have included an optional tool that could help you measure and record the impact of the activities you complete with young people. This includes a Worker Evaluation and a Before and After Reflection for young people.

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
- Picture of Rocio Cifuentes (see www.childcomwales.org.uk)

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 picture of Rocio and read out [Resource 2](#) to the group or show video – [see here](#).
4. Explain that Rocio : wants to make sure she listens to the views of all children and young people in Wales, so she can stand up for their rights.
5. Use the resources in the pack to support young people to learn about their rights.

Activity 2

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 these from our [website](#))
- Big paper/wallpaper or flipchart paper
- Felt tip pens (washable)
- Scissors
- Sticky tape/blue tack
- Scraps of paper/post-its

How to:

1. Ask each group to draw around one member of their team on the large piece of paper on the floor. Optional - 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. (Allow enough time to do the above tasks)
3. Ask each group to feedback/share three things they have drawn on their outline 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 outline.
6. Finally ask the group to look for rights in the convention that they have not drawn/written on their child.
7. Feedback the group’s answers.

Activity 3 True/False Activity

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 true, false 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 think the statement is true, touch the floor if they think the statement is false or wobble in the middle if they're not sure.

Read out a variation of different statements to do with children's rights that are either true/false, here are some examples to help:

Statement:	True/False	Further Information:
Children have the right to eat pizza everyday	False	Article 24 explains children have the right to good food, which would consist of a balanced diet.
Children have a right to play	True	Article 31 explains that children have the right to relax and play.
Children have the right not to be bullied.	True	Article 19 explains children have the right to be kept safe and protected from harm.
Children have the right to presents	False	Unfortunately not, a present is something we 'want' it is not something we 'need.' However Article 7 explains you do have the right to a date of birth, name and nationality.
Adults should always do what is best for children.	True	Article 3 explains this.
Children have the right to a mobile phone.	False*	There is not a current right for technology stated in the UNCRC as it was created over 30 years ago. *Children may fairly argue they use it for safety (A19), to socialise with friends (A15) or to find out information (A17) - you may wish to have a further conversation about this.
Children should not be listened too	False	Article 12 explains how children have the right to be listened too and taken seriously.

Activity 4

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 show 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 5 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 questions, 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. The Children's Commissioner for Wales' job is to stand up for your rights.

Activity 6 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 7

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 a 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 8

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/bluetack)

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;

Police Station – Article 19 and Article 37

Activity 9

Rights Up Your Street

Size of Group: Small groups between 2-6

Time Needed: 20 minutes

This activity 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 4-6 – 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 similar or different in your community?

Activity 10 Dream Community

Size of Group: Individual/Pair/Group

Time Needed: 20 minutes

A simple activity asking participants to design their dream community that supports and promotes children's rights.

This activity is a great follow on from Activity 9

You Will Need:

- Big paper
- Pencils
- Pens/colouring resources
- Rights poster or symbols cards

Optional - magazines, printed pictures, scissors, glue

How to:

- Decide what your dream community is called
- Using a rights poster which 5 rights you think are most important to help your community be brilliant (you will need to explain why)
- Decide a list of 5 rules/laws that will ensure your community is a place where people feel happy, healthy and safe
- Design & map out your community including all the places children can access their rights, you may be as creative and imaginative as you wish

> You could simply draw and colour your dream community on some paper or you may wish to be more creative and cut out some pictures/make a collage.

> You could adapt this activity to include building some parts of their dream community out of lego or junk model.

RESOURCES

Resource 1

Measuring the Impact - 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 undertake.

1. Worker Evaluation – this includes a summary of young people’s responses. You would be welcome to send us this completed form to post@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 sessions and again at the end. It is designed to help workers who run peer activities to track the impact of delivering these sessions.

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 Groups). 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 resource? What worked? What could be improved?
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/activity

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			






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			

Resource 2

Information on The Children's Commissioner for Wales

	<p>Rocio Cifuentes 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.</p>
	<p>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 have an education, to see a doctor if you're sick, to be kept safe, to be listened to and many other things.</p>
	<p>The Commissioner and her team work hard to listen to children all over Wales and of all ages to find out what's important to them and to work hard to do something about those things that they've said. The office works hard to influence others and to speak up for children and young people in all sorts of places, whether that's with the government, with your local council, or on the media for example on the news.</p>
	<p>The Commissioner 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.</p>
	<p>The Children's Commissioner for Wales' office 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.</p> <p>Here is more information about the Investigation & Advice Service.</p>

Resource 3

Character cards and Questions for Stepping Out

Print and cut character cards before the activity.

Characters - Children and Young People

<p>A CHILD IN A CHILDREN'S HOME</p> <p>9 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>

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 COUNCILLOR</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. When you woke up this morning, could you decide exactly what you wanted to wear?
2. Your family needs to do a food shop, will you be able to decide which supermarket you go to?
3. You are using the local leisure centre and need to make a complaint about a service you've received - will you be taken seriously?
4. Today, could you vote in the Welsh parliament election?
5. You are at the hospital, do you get to make your own medical decisions?
6. Do you get to see and talk to your family when you want?
7. You're going to choir practice tonight, are you able to get there independently?
8. You're moving house, can you sign the tenancy agreement?
9. Can you stand to be councillor?
10. Can you choose where you would like to live?
11. Can you meet with friends when you want to?
12. Can people easily understand your thoughts and feelings?