



Skills for Work

Children and Young People: Rights and Protection

National 5

Support material

Updated January 2024



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Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

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Introduction

These notes are provided to support teachers and lecturers presenting the National 5 unit HC38 45 Children and Young People: Rights and Protection.

Further information regarding this course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The Children and Young People: Rights and Protection unit at National 5 is a mandatory unit in the National Progression Award in Playwork and Childcare. The unit is also an optional unit in the Skills for Work Early Learning and Childcare course. It may also be undertaken as a stand-alone unit.

The unit is suitable for learners who have, or are considering, employment in the Early Learning and Childcare sector or to progress onto higher level Playwork and Childhood Practice qualifications.

The National 5 unit is an introductory unit that allows learners to investigate the rights that children and young people should have today in society in relation to the UNCRC. This unit is designed to allow learners to explore these rights in relation to national and current legislation and in relation to policies and practice within settings for children and young people. Learners will be expected to consider rights in three main areas as laid down by the United Nations Convention on the Rights of the Child (UNCRC) - provision, protection and participation. They should be able to describe how adults' support for these rights has an impact on children and young people in specific settings.

This pack is intended as a guide and an aid to delivery of the units. It aims to provide centres with a flexible set of materials and activities that can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The pack is divided into the following sections:

Introduction

- Outcomes
- Evidence requirements

Delivery support section

- Advice on delivery and generating evidence
- Experiential learning
- Employability skills
- Suggested topics
- Delivery notes

Learner support section

- Learner activities
- Learner notes

National 5: Children and Young People: Rights and Protection

Outcomes

On successful completion of the unit, the learner will be able to:

1. Investigate the rights of children and young people.
2. Explain how these rights relate to children and young people in Scotland.

Evidence requirements

National 5: Children and Young People: Rights and Protection

Outcome 1

Learners must explain the rights of children and young people as set out in the UNCRC.

Learners must explain how the UNCRC benefits children and young people in Scotland.

Outcome 2

Learners must describe children and young people's rights to provision.

Learners must describe children and young people's rights to protection.

Learners must describe children and young people's rights to participation.

Delivery support section

Advice on delivery and generating evidence

The National 5 unit is designed to allow learners to investigate the rights that children and young people should have today in society in relation to the UNCRC. Learners will explore these rights in relation to national and current legislation, and in relation to policies and practice within settings for children and young people.

Learners will be expected to consider rights in three main areas as laid down by the UNCRC — provision, protection and participation. They should be able to describe how adults' support for these rights has an impact on children and young people in specific settings.

At the beginning of this unit it is important for the learners to investigate the UNCRC, and they need to consider the current legislative framework, such as the Children (Scotland) Act, 1995, and relevant charters and policies, such as:

- Health and Social Care
- Protecting Children and Young People: The Charter
- Children and Young People (Scotland) Act 2014.

Learners should look at significant current legislation designed to ensure that the rights of children and young people are upheld. They should also consider the impact on policy and practice of settings for children and young people. They should be able to describe how adults' support for these rights has an impact on children and young people in specific settings.

The learner must provide evidence that they can describe and explain the rights of children and young people across the outcomes and performance criteria. This should cover rights to provision, protection and participation. The following can provide this evidence:

- Produce a report describing the rights of children and young people.
- Develop a poster for children and young people describing their rights
- Design a leaflet for children and young people describing their rights
- Invent a game for children and young people describing their rights

The evidence should link to the requirements in the outcomes, and also to the rights of children and young people as outlined in the UNCRC.

Experiential learning

Throughout the delivery of this unit, emphasis will be on learning current theory on the UNCRC, and the need to consider the current legislative framework, such as the Children (Scotland) Act, 1995, and relevant charters and policies, such as:

- Health and Social Care Standards
- The National Care Standards: early education and childcare up to the age of 16

- Protecting Children and Young People: The Charter
- Children and Young People (Scotland) Act 2014.

A variety of methods should be used to integrate theoretical knowledge with developing skills. These can include taking part in small group exercises, group discussion, case studies, individual research, videos, and the use of ICT, such as searching appropriate and relevant websites.

Some learners may be new to the UNCRC, so as part of the delivery they should participate in group investigations and share in the evaluation of case studies. This will allow them to discuss the UNCRC — provision, protection and participation and current legislative framework.

Other learners will have limited experience of the UNCRC, so film and video can be used to help them build knowledge and understanding of children's rights.

In these ways, lecturer/assessors will provide a varied range of experiences, encourage discussion by learners to link theory to practice, and provide notes that reinforce key points on the rights of children and young people.

Employability skills

In this unit, learners will have the opportunity to develop skills:

- working co-operatively with others
- listening and communicating
- decision-making
- being a responsible citizen

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- personal learning
- emotional wellbeing
- understanding

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Topic	Content	Unit
Topic 1	United Nations Convention on the Rights of the Child (UNCRC) <ul style="list-style-type: none">- What is the UNCRC?- What do children need to be happy and healthy?	NAT 5

Topic 2	Children's rights <ul style="list-style-type: none"> - What are children's rights - What is a right? - Are children's rights being denied in Scotland? - What children's rights do you think Scotland is upholding? - UNCRC Articles - The right to good food - The right to healthcare - The right to education 	NAT 5
Topic 3	3Ps: Provision, Protection and Participation	NAT 5
Topic 4	Scottish legislation and frameworks <ul style="list-style-type: none"> - Legislation - Frameworks 	NAT 5
Topic 5	Employability skills	NAT 5

Delivery notes

Delivery notes topic 1: United Nations Convention on the Rights of the Child (UNCRC)

In this lesson, learners will be introduced to the UNCRC.

You will support learners to develop their understanding of the UNCRC and to build knowledge about children's rights.

Learners should be supported to consider the importance of the UNCRC in ensuring that all children have the same rights so that they can grow up healthy and achieve their full potential.

United Nations Convention on the Rights of the Child activity 1

You should ask the learners to think about what the UNCRC is.

Ask learners to watch the video clips below:

- 'What is the UN Convention on Rights of the Child?'
<https://www.bbc.co.uk/newsround/33121569>
- '30 years on from the UNCRC' <https://youtu.be/KwOKNgD8vIM> (www.unicef.org.uk)
- 'UNCRC United Nations Convention on the Rights of the Child - introduction video'
<https://youtu.be/tesGUxyd-lw>

After learners have watched the video clips, ask them to note down what they learned about the UNCRC.

United Nations Convention on the Rights of the Child activity 2

Ask the learners to further investigate the UNCRC to build knowledge and understanding of the treaty and what it means for children:

What is the United Nations Convention on the Rights of the Child (UNCRC)?

After the learners have individually recorded their responses, ask them to share what they have discovered about the UNCRC.

You may at this point give a summary of the background and history of UNCRC.

Following the Second World War, the United Nations followed the Universal Declaration of Human Rights with the Declaration on the Rights of the Child (1959). In 1989 the UN General Assembly passed the Convention on the Rights of the Child. The Convention is legally binding on countries who ratify it by making it part of the laws of their country. To date, over 196 countries have ratified the convention, promising to ensure that children in their country have these rights protected and promoted. The UK signed up to the UNCRC in 1989.

The UNCRC treaty is a legally binding agreement which consists of 54 articles that set out the **civil, political, economic, social and cultural rights** of children and how governments should work together to make these rights available to all children.

All nations that have signed the treaty are bound by international law to ensure that the agreement is implemented appropriately, and these nations are subject to inspections by the Committee on the Rights of the Child. This means that they must report to the committee every five years on their work on children's rights. During the reporting cycle, the committee consults with each nation so they can accurately assess children's rights in that country.

The treaty also allows non-government organisations such as UNICEF and Save the Children to oversee the implementation of children's rights by:

- making sure all laws fully comply with the UNCRC
- urging governments to increase spending on children
- establishing an independent ombudsman for child rights

The use of non-government organisations has been written into the UNCRC in article 45.

Under the terms of the treaty, governments are legally required to meet children's basic needs and help them reach their full potential. These fundamental rights include the right to:

- life, survival, and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised by, or have a relationship with, their parents
- express their opinions and be listened to

Since 1989, there have been three amendments to the treaty. The first was in 2000, to add two optional protocols. The first of these asks governments to guarantee that all children under the age of 18 are not forcibly recruited into their armed forces, and the second calls on all subscribed nations to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by more than 120 countries. The third optional protocol was added in 2011 and supports children whose rights have been violated to complain directly to the UN Committee on the Rights of the Child (www.savethechildren.org.uk).

United Nations Convention on the Rights of the Child activity 3

Ask the learners to consider the following question:

What do you think children need to be happy and healthy?

Ask learners to note down what they think children need to be happy and healthy.

You should encourage learners to share their suggestions with the class.

Summary of feedback can be made on a chart.

Delivery notes topic 2: Children's rights

Children's rights activity 1

The lesson should begin with a recap on the previous session on the UNCRC.

You should explain to learners that this topic will be looking at children's rights.

You should introduce the topic by asking the learners to watch the video clip 'Rights of the Child Segment 1 – What are Children's Rights?'

<https://youtu.be/COjVj9czgrY>

Ask learners to take notes on this video clip.

You should ask the learners to consider the following question:

What is a right?

Ask learners to take notes on what they think a right is.

You should ask learners to share their suggestions with the class.

Discussion should include:

- What is a right?
- What are children's rights?
- Why do children have rights?

Provide learners with a summary of current theories on children's rights.

What are children's rights?

Children and young people have the same human rights as adults. They also have specific children's rights under the UNCRC, which recognise their special needs so that they can develop to reach their full potential. These rights are a set of universal entitlements for every child and young person below the age of 18. They apply to children of every background and encompass what all children need to survive.

Why do children have rights?

- Children are vulnerable
- Children need protection
- Children are a distinct group with different needs and rights from adults

Children have specific rights as part of their human rights, and it is important that adults who provide services for children and young people understand what these rights are and what they mean for professional practice.

Protection rights ensure that children and young people are kept safe from violence and harm and are given proper care by those looking after them.

Developmental rights mean that children have a right to be able to play and take part in leisure and cultural activities. They should be free to express their religion and beliefs. Children and young people also have a right to meet and socialise with other children, and to receive an appropriate education.

Survival rights ensure that children are provided with a good and healthy life, with adequate living standards.

Participation rights ensure that children are able to voice their own opinion and have access to information so that they are able to make informed choices and decisions. Children also have a right to express a view about the things that affect them, and one of the principles of the Children Scotland Act (1995) is the right to be heard on major issues.

Provision rights ensure that children are entitled to a free education and that regardless of ability or background, children and young people should be able to access further and higher education.

It is important the adults who provide services for children and young people are aware of these rights and what they mean. However, it is not enough just to be aware of these rights — it is our responsibility to ensure that they are put into practice. Embedding legislation and codes of practice within children's services ensures that children's rights are met, and that their voices and opinions are heard.

What responsibilities do children and young people have?

Children and young people also have responsibilities:

- **To themselves** — to do whatever they can to ensure their own safety, health and learning.
- **To other children** — to be caring, responsive and protective of other children and not act in ways that prevent their rights being realised, for example, by bullying or disruptive behaviour in childcare and education settings.
- **To their families** — to contribute to the life of the family, support their parents and show respect.
- **To their community** — to contribute positively and as far as possible towards community life and their own environment.

However, it is important to remember that rights cannot be taken away. Rights are not dependent on children and young people exercising responsibility. For example, children and young people cannot be denied the right to medical care because they have acted in ways that places their health at risk.

Children's rights activity 2

In small groups ask learners to record their responses to the following questions:

- What would they really like to have?
- What would they really like to do?
- Is this something that everyone wants?

- Should it be the right of everyone to have this?
- What would happen if everyone had this?
- Would anyone be harmed or suffer as a result?

Groups can feed their discussion back to the class.
Summary of feedback could be made on a chart.

You should end the lesson with a class discussion on:

- Are children's rights being denied in Scotland?

You should suggest the following:

- Are they able to access healthcare services, education?
- What other things do they have access to that help them stay happy and healthy?
- What things do they feel there needs to be improvement on, for example: housing, 'cost of living crisis'?
- How might these things affect their rights?
- Who is responsible for ensuring that children's rights are met?

You should record learners' suggestions.

Children's rights activity 3

Ask learners to complete the article titles by filling in the missing words.

1. Definition of the _____
2. _____-discrimination
3. Best _____ of the child
4. _____ of the Convention
5. Parental _____ and a child's evolving capacities
6. Life, survival and _____
7. Birth registration, _____, nationality, care
8. Protection and preservation of _____
9. Separation from _____
10. _____ reunification
11. _____ and non-return of children
12. Respect for the _____ of the child

13. Freedom of _____
14. Freedom of thought, _____ and religion
15. Freedom of _____
16. _____ to privacy
17. Access to _____ from the media
18. _____ responsibilities and state assistance
19. Protection from _____, abuse and neglect
20. Children unable to live with their _____
21. _____
22. _____ children
23. Children with a _____
24. Health and _____ services
25. Review of _____ in care
26. _____ security
27. Adequate _____ of living
28. Right to _____
29. _____ of education
30. Children from _____ or indigenous groups
31. Leisure, _____ and culture
32. Child _____
33. _____ abuse
34. Sexual _____
35. Abduction, sale and _____
36. Other _____ of exploitation
37. Inhumane _____ and detention
38. War and _____ conflicts
39. Recovery from _____ and reintegration

40. _____ justice

41. Respect for _____ national standards

42. _____ of rights

Answers:

1. Child
2. Non
3. Interests
4. Implementation
5. Guidance
6. Development
7. Name
8. Identity
9. Parents
10. Family
11. Abduction
12. Views
13. Expression
14. Belief
15. Association
16. Right
17. Information
18. Parental
19. Violence
20. Family
21. Adoption
22. Refugee
23. Disability
24. Health
25. Treatment
26. Social
27. Standard
28. Education
29. Goals
30. Minority
31. Play
32. Labour
33. Drug
34. Exploitation
35. Trafficking
36. Forms
37. Treatment
38. Armed
39. Trauma
40. Juvenile
41. Higher

42. Knowledge

Ask learners to record their answers and feed back to the class.

Children’s rights activity 4

You should recap on what the learners have learned about the UNCRC, children’s rights and the UNCRC articles.

You should ask learners to complete the quiz, to gauge their knowledge and understanding of the unit so far.

UNCRC Quiz

Complete the quiz below to test your knowledge.

	Questions	Answers
1	What does the UNCRC stand for?	A. United Nations Convention on the Rights of the Child B. United Nations Code of the Rights of the Child C. United Nations Children’s Rights Convention D. United Nations Charter for the Rights of the Child
2	How many articles are there in the UNCRC?	A. 12 B. 42 C. 48 D. 54
3	Who does the UNCRC apply to?	A. Everyone under 18 B. Everyone legally classed as a child by the law that applies to them (e.g., their country’s laws) C. Everyone under 18 except people without a state, like refugees D. Everyone under 18 who is a citizen of a country who has signed up to the UNCRC
4	When it was created, the UNCRC had to be agreed and signed off by countries in the UN. What year did this happen?	A. 1959 B. 1970 C. 1990 D. 2002
5	What year did the UK sign the UNCRC?	A. 1989 B. 1993 C. 1998 D. 2002

6	Who checks whether the UNCRC is being followed in Scotland?	A. The UN Committee on the Rights of the Child B. The Children and Young People’s Commissioner Scotland C. UK Government D. Scottish Government
7	An article in the UNCRC states that children should be listened to particularly about issues that concern them.	A. True B. False
8	Article 7 of the UNCRC states that every child has the right to...?	A. A nappy B. A name C. National insurance D. A nap
9	Children are allowed to do any type of work.	A. True B. False
10	Children have a right to get and share information.	A. True B. False
11	Children have the right to privacy.	A. True B. False
12	What are the guiding principles of the UNCRC?	A. Children everywhere are equal. They have the right to be treated equally. B. Children everywhere have the right to live their lives safely and develop to the fullest. C. Children everywhere have the right to protection from harmful influences, abuse, and exploitation. D. Children everywhere have the right to participate fully in family, cultural and social life. E. All the above.

Provide learners with the answers and encourage peer mentoring by getting another pupil to mark their answers.

Ask learners to share their quiz results with the class.

Answers:

1. A
2. D
3. B
4. C
5. A
6. A

7. A
8. B
9. B
10. A
11. A
12. E

Children's rights activity 5

Ask learners to answer the following question:

What keeps you healthy?

Divide the class into small groups.

Ask each group to consider the following statements:

- eat fruit and vegetables
- go to the doctor regularly
- keep clean
- keep warm in winter
- exercise
- play away from roads
- have clean water
- don't fight or hurt each other
- have friends and be happy

You should ask the groups to place each statement in order of importance.

Ask the groups to feed back their suggestions.

Children's rights activity 6

Ask learners to read the following case study and to consider their right to access healthcare in comparison to Miriamo's.

Miriamo 12, lives in Camanga village, in a poor region of Mozambique that suffers from drought.

Miriamo lives with his parents, who are both blind, and nine of his ten brothers and sisters. The eldest girl left the family to get married, so Miriamo is the oldest remaining child and the primary carer for the family. They live in a small cluster of three huts set away from their neighbours and their main food source is nhica (river fruits which look like a cross between a beetroot and a piece of coal, are very sour but do have some nutritional value).

Save the Children has helped Miriamo understand how he can support his parents. Before this help, Miriamo said that he didn't know anything about the importance of hygiene and thought it was normal to serve food on unwashed plates. Miriamo says, 'Every day I get up and sweep the floor, then go to the river looking for river fruits and I get back at lunchtime when I cook them for the family. Because it's school holidays, at about two I go to the fields with my father and help him because he can't see. I also help him repair the huts. During term time I go to school in the afternoon, from one o'clock.

'In the evening I cook again and wash the dishes. We have two meals a day, but this year we are suffering from drought, so we are only eating from the river.

'When my father falls sick, I take him to the hospital, which happens very often. The family is not in good health. We have illnesses like sight problems and wounds from leprosy. In the last three months, my eyes get bad when the sun shines. I have some medicine from the hospital, which is helping. When I need to get to the hospital, I borrow a bicycle (provided by the government and distributed by Save the Children). When I don't have enough money for medicine, I sell the food I gather from the river, and we don't eat. 'I have seen improvements in the family's health since I started this washing.'

Ask learners to share their suggestions.

Children's rights activity 7

Ask each group to consider the following activities:

- reading and writing
- doing maths
- finding out about the past
- learning about other places
- discovering how things work
- learning how to make things
- making friends
- getting on with people.

You should explain to the learners that they must choose **ONE** activity and consider the following to help them develop their understanding of it:

- What have you learned in that area of your education?
- How has this aspect of your education helped you?
- How will it help you in the future?
- What do you feel you get out of going to school?
- What do you enjoy most about school?
- What are you good at?

Ask learners to record their answers.

You should ask the class to share their thoughts on their chosen statement.

Children's rights activity 8

You should further support learners to develop their understanding of the 'right to education' by using the case study below about accessing education.

Ask learners to read the following case study.

Fateema, 12, lives in Lalbag, the old part of Dhaka city in Bangladesh, where it is estimated that between 15,000 and 17,000 children are forced to work more than ten hours a day. Save the Children supports a working children project in Lalbag.

'I have two brothers and five sisters. My mother breaks bricks and my father works on a construction site. My mother earns 60 taka (£0.51) for 100 bricks. During the hot season my father cannot work since he has some problems. When he does work, he earns between 60 and 100 taka (£0.51-£0.86) a day.

'I work in an earring factory. I make earrings. I push the stones through the pieces then I put different colours on the stones. I have been working there for two or three years. I start from my house at 8am and work until 8pm.

'I earn between 100 and 150 taka (£0.86-1.30) a week. I give the money to my parents, and they buy food for the family.

'I work long hours and I feel very bad because this is not my age for working. This is the age I should be studying and playing, but I must work. My wish is to become a doctor when I grow up. I want to go to my village and set up a shop there to give free treatment to the poor. I used to live in a village but now it has been damaged because of river erosion – that's why we came to Dhaka.'

Save the Children works with a partner organisation called Prodipan to support quality education opportunities for working children and to create better working environments with reduced working hours. Prodipan's Working Children Education Centre reaches 70 working children, between eight and 15 years of age.

The centre provides a child-friendly learning environment and, as well as teaching English, Bangla, and maths, it also runs classes in drawing, singing and storytelling.

'I have been coming to the education centre for two years. I like talking to the sisters (child facilitators) at the centre, they teach us in a fun way. I think teachers in other schools are not like them. We also get to play which is good. Before, I could not read but after coming to this centre I can. This is useful because if the owner gives me a piece of paper, I now know what it says.

I can also count money now.'

Ask the learners to consider their right to accessing education in comparison to Fateema's.

Discussion

Ask the learners to feed back their suggestions on the Fateema's case study.

Delivery notes topic 3: Provision, Protection and Participation

Provide a summary of the previous lesson on children's rights.

Introduce the new topic on the 3Ps: Provision, Protection and Participation.

Ask the learners if they have heard of the 3Ps.

What are the three Ps?

The UNCRC is divided into sections and are known as the '3 Ps': these are the rights to **Provision, Protection and Participation**. It is important to understand that children have rights that are different to those of adults, and when providing services for children and young people we must ensure that these rights are catered for. The UNCRC recognises these rights, and states that every child has the right to provision, protection and participation until they reach 18 years of age.

Rights to provision

These rights are concerned with services, skills and resources: the basic 'inputs' that are necessary to ensure children survive and develop to meet their full potential; for example:

- health care (Article 24)
- education (Article 28)
- the right to play (Article 31).

Rights to protection

These rights are concerned with the protection of children from acts of exploitation or abuse, in the main by adults or institutions, that threaten their dignity, their survival or their development; for example:

- protection from abuse and neglect (Article 19)
- the regulation of child labour (Article 32)
- protection and care in the best interests of the child (Article 3)

Rights to participation

These rights are concerned with how children are provided with the means to engage in the processes of change that will bring about the **realisation** of their rights and prepare them for an active part in society. They include, for example:

- the right to express their views and to be heard in legal proceedings (Article 12)
- freedom of expression and the right to information (Article 13)

The 3Ps: Provision, Protection and Participation activity 1

You should advise the learners to refer to their notes on the UNCRC articles table or alternatively download 'UNCRC summary

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

Ask learners to complete the 3Ps table.

You should advise the learners that they need to identify **FIVE** articles for each section: provision, protection and participation.

CATEGORY	RIGHT Explanation	ARTICLE
Provision		
Provision		
Provision		
Provision		
Provision		
Protection		
Protection		
Protection		
Protection		
Protection		
Participation		
Participation		
Participation		
Participation		
Participation		

You should ask learners to feed back to the class on the articles they have selected for each section.

You should take notes on the articles for each section.

The results could be used to discuss why learners have chosen these articles.

The 3Ps: Provision, Protection and Participation activity 2

You can use this activity to consolidate prior learning on children's rights. It can bring the class together and demonstrate how children's rights work by giving children and young people a voice. It also provides an opportunity for the learners to develop an understanding of their responsibilities to themselves and others.

You should explain to the class that they are going to work as whole group to develop a classroom charter concerning behaviour and classroom conduct, relationships, responsibilities, participation and protection.

It should be made clear to the learners that they must agree to respect and uphold the classroom charter.

Discussion should include:

- rules on behaviour
- rules on conduct at the beginning, during and at the end of a lesson
- rules on how we develop and maintain good relationships
 - What does this involve?
- rules on responsibilities
 - What responsibilities does the lecturer have?
 - What responsibilities do the learners have?
- rules on how to participate appropriately during lessons.
- rules on how we can protect ourselves and others in the class.
 - What forms of protection can the learners think of?

You should take notes on the discussion which can be used to create the charter.

Ask learners to create the classroom charter.

The 3Ps: Provision, Protection and Participation activity 3

You should explain to the learners that they are going to play a game to help them understand their rights in relation to the 3Ps: provision, protection and participation. It will also help them understand the responsibilities that go with these rights and how they are interrelated.

Divide the class into groups of three or four.

Provide each learner with a card with a right on it.

Ask learners to take it in turns to share their right with the group.

Advise the groups to work together to come up with suggestions of two or three responsibilities that correspond to each group member's right.

Ask learners to feed back their group suggestions.

You should record feedback.

Feedback could include:

- Which section does the right come under: provision, protection or participation?
- What were the responsibilities that come under this right?
- Have learners noticed if there is a connection between the rights?

Learners should retain their notes.

You may at this point give a summary of 'why these rights are connected', emphasizing points in current thinking.

Why are these rights connected?

Children's rights are interconnected, which means that all rights are linked together and are all equally important. Together they create a complete framework of rights that, if fully respected, would promote the health, wellbeing, development and active participation of all children in Scotland.

There is often a tendency to view physical needs as having priority. Clearly, it is true that without food children's lives are put at risk. However, it is also true that without education or play, children's potential cannot be realised. Without respect and freedom from discrimination, their psychological and emotional wellbeing will be impaired. Children's rights are mutually interdependent, and none takes precedence over another.

Children's right to health and development cannot be fulfilled without a commitment to address their rights to:

- an adequate standard of living
- decent housing
- protection from economic exploitation
- protection from exposure to harmful work
- information to help them make informed choices
- information to help them protect themselves

The 3Ps: Provision, Protection and Participation activity 4

The previous lesson focused on learning about the responsibilities attached to each right and how all rights are interlinked.

You may at this point introduce the learners to 'duties and responsibilities' to develop knowledge and understanding of this in relation to the UNCRC.

Ask learners to consider:

- What is the government's responsibility?
- What is the local authority's responsibility?

- What is the service provider's responsibility?
- What is the parents'/carers' responsibility?
- What is the local community's responsibility?
- What is the wider society's responsibility?

You should record learners' suggestions.

Learners should retain their notes.

Duties and responsibilities

What is the government's responsibility to the UNCRC?

The Scottish government has a responsibility to ensure that sufficient resources are allocated to children and young people's services. Examples include the training of childcare practitioners, and ensuring that services are available for all children, wherever they live in the country.

Likewise, a **childcare setting** has a responsibility to provide a professional, efficient and inclusive service for all children and young people. This should provide information, a safe, hygienic environment, an excellent standard of care, and opportunities for children and young people that will contribute to their wellbeing and development.

Childcare workers have a responsibility to treat all children with respect, without discrimination, and to ensure that the children are as fully involved in the service as possible.

Parents/carers have a responsibility to provide, as far as possible, a happy and healthy environment for their child to grow up in, with enough food, care and shelter, and to ensure that they have access to medical services and education.

One of the key aspects of a child having a right is that there is a corresponding responsibility on someone else to ensure that the right is fulfilled or respected. Children's youth, vulnerability and lack of power mean that they are dependent on adults to ensure that their needs and rights are met. This places responsibility on adults to create the necessary conditions to ensure this happens.

The UNCRC describes governments as having the primary responsibility. This means governments, more than any other institution or organisation, have both the duty and the responsibility of fulfilling the rights of children. The Scottish Government's responsibilities, therefore, should include the fulfilment of rights for individual children, such as access to medical care and education. They should also include the development of policies that positively influence children's health, wellbeing and development, for example by providing adequate housing, safe transport, protection of the environment, a healthy economy and the elimination of poverty.

Many other groups also have responsibilities, including local authorities/councils, education and health service providers, communities and parents/carers. The UNCRC provides some guidance on the different responsibilities that these groups have for ensuring children's rights are realised. For example, it emphasises that the Scottish Government must respect

the role of parents/carers as having primary responsibility for the guidance, upbringing and development of the child.

However, the UN convention also stresses that the best interests of the child will be the primary concern. In other words, parents/carers and those working with children must always consider the child's best interests in all decisions and actions that affect the child. This means ensuring that their rights are respected. This includes, for example, ensuring that boys and girls are treated equally and fairly. The role of the parent and those working with children is to promote the full, healthy development of all children. They should therefore consider the age and evolving abilities of the children, to ensure that their physical, psychological, social and spiritual needs and rights are met.

You should finish this topic on the 3Ps by asking learners to create a leaflet, poster or booklet on the 3Ps: provision, protection and participation. This activity is designed to consolidate the learner's knowledge and understanding of the topic.

Learners should include the following:

- Provide a description of each of the 3Ps
- Provide a definition of each of the 3Ps
- Provide a minimum of three rights for each of the 3Ps
- Ensure each right has a number, title and description
- Provide an image or symbol that relate specifically to each right.
- Provide an explanation of how these rights are inter-connected.
- Identify who is responsible for ensuring these rights are respected and upheld.

Delivery notes topic 4: Scottish legislation and frameworks

You should recap on the previous topic and then introduce the learners to the new topic.

You should outline to the class the Scottish Government's ambition '*to embed all children's rights into all aspects of society*' (Scot.gov).

By signing the UNCRC, Scotland and the UK agreed to ensure the rights of children should be protected and promoted in all areas of their life, including their rights to:

- education
- freedom from violence, abuse and neglect
- be listened to and taken seriously
- a proper house, food and clothing
- relax and play.

Although the UK approved the treaty in 1991, it has not yet been made part of domestic law. This means that many of the protections contained within the treaty are not accessible to children and young people across the UK.

You should outline the Scottish legislation that is covered in this topic.

- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children (Scotland) Act 2020
- UNCRC (incorporation) (Scotland) Bill 2021

Scottish legislation and frameworks activity 1

Divide the class into small groups.

Ask the learners to use their learner notes or the internet to investigate TWO current acts from the list above.

Advise the learners that they need to include the following information in their investigation:

- names of the TWO acts chosen
- when these acts became law
- description of the acts
- children's rights that come under these acts
- how the legislation upholds children's rights.

Ask the learners to create a leaflet or PowerPoint presentation.

After the investigation is complete learners should present their investigations to the class.

Scottish legislation and frameworks activity 2

Divide the class into groups of three or four.

Ask the learners to think about what the UNCRC (Incorporation) (Scotland) Bill means to them and all children and young people in Scotland.

Ask the learners to refer to the notes they made on the video clip, the learner notes, and the internet to further investigate the bill.

You should suggest to the learners that they carry out their own research to deepen their knowledge. They could interview their peers to get a better understanding of the views of children and young people in Scotland.

Ask learners to create a list of interview questions.

Ask learners to feed back on these questions to the class.

Learners should be asked to carry out their research as homework.

You should set a deadline for when learners should complete their research.

Scottish legislation and frameworks activity 3

Ask learners to create a poster that could be displayed on the school noticeboard to provide information on what the UNCRC (Incorporation) (Scotland) Bill means for children rights in Scotland?

Posters should contain the following:

- description of the bill
- what it means for children and young people in Scotland
- testimonials from pupils and peers.

Ask learners to present their posters to the class.

Scottish legislation and frameworks activity 4

Ask learners to watch the videoclip 'SSSC codes of practice – What they mean for people working in social services'

<https://youtu.be/uXQao2o7uxl>

Ask learners to take notes on the video clip.

Learners should provide their feedback to the class.

Discussion should include these questions:

- What are the codes of practice?
- How do these codes relate to children's rights?

A record should be made of key points of discussion.

Learners should retain their notes.

Scottish legislation and frameworks activity 5

Ask learners to investigate ONE of the following frameworks:

- Getting it right for every child (GIRFEC)
- The Health and Social Care Standards
- Scottish Social Services Council (SSSC)
- National Guidance for Child Protection 2021
- Protecting Children and Young People: The Charter

The investigation should look at how the chosen frameworks support practitioners' practice and uphold children's rights.

Ask learners to create a leaflet that includes the following:

- name of the framework
- description of the framework
- explanation of how the framework is used in practice
- rights that are being met (or not)
- how practice can ensure children's rights are upheld

You should advise the learners to explore the links below to help them with their investigation:

- Case studies - Working with children and young people
<https://www.sssc.uk.com/knowledgebase/category/?id=CAT-01263>
Scenarios
https://www.scotborders.gov.uk/download/downloads/id/1665/scottish_borders_autism_case_studies.pdf

Delivery notes topic 5: Employability skills

Skills used in teamwork include:

- listening and talking skills
- negotiating skills
- problem-solving skills
- decision-making skills
- organisational skills.

Which of these skills were used when carrying out group discussions, planning and presenting investigations?

Learner support section

Tutor note on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered and used in whatever way suits individual centres and their particular situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 5 Level: Children and Young People: Rights and Protection

Outcome 1

Investigate the rights of children and young people.

You should be able to:

Performance criteria

- a) explain the rights of children and young people as set out in the United Nations Convention on the Right of the Child (UNCRC).
- b) explain how the UNCRC benefits children and young people in Scotland.

Outcome 2

Explain how these rights relate to children and young people in Scotland.

You should be able to:

Performance criteria

- a) describe children and young people's rights to provision.
- b) describe children and young people's rights to protection.
- c) describe children and young people's rights to participation.

Learner notes: United Nations Convention on the Rights of the Child (UNCRC)

What is the United Nations Convention on the Rights of the Child (UNCRC)?

Following the Second World War, the United Nations followed the Universal Declaration of Human Rights with the Declaration on the Rights of the Child (1959). In 1989 the UN General Assembly passed the Convention on the Rights of the Child. The Convention is legally binding on countries who ratify it by making it part of their laws. To date, over 196 countries have ratified the convention, promising to ensure that children in their country have these rights protected and promoted. The UK signed up to the UNCRC in 1989.

The UNCRC treaty is a legally binding agreement which consists of 54 articles that set out the civil, political, economic, social and cultural rights of children and how governments should work together to make these rights available to all children.

All nations that have signed the treaty are bound by international law to ensure that the agreement is implemented appropriately, and these nations are subject to inspections by the Committee on the Rights of the Child. This means that they must report to the committee every five years on their work in children's rights. During the reporting cycle, the committee consults with each nation so they can accurately assess children's rights in that country. The treaty also allows non-government organisations such as UNICEF and Save the Children to oversee the implementation of children's rights by:

- making sure all laws fully comply with the UNCRC.
- urging governments to increase spending on children
- establishing an independent ombudsman for child rights

The use of non-government organisations has been written into the UNCRC in article 45. Under the terms of the treaty, governments are legally required to meet children's basic needs and help them reach their full potential. These fundamental rights include the right to:

- life, survival, and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised by, or have a relationship with, their parents
- express their opinions and be listened to

Since 1989, there have been three amendments to the treaty. The first was in 2000, to add two optional protocols. The first of these asks governments to guarantee that all children under the age of 18 are not forcibly recruited into their armed forces, and the second calls on all subscribed nations to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by more than 120 countries. The third optional protocol was added in 2011 and supports children whose rights have been violated to complain directly to the UN Committee on the Rights of the Child.

(www.savethechildren.org.uk)

Learner notes: Children's rights

What are children's rights?

Children and young people have the same human rights as adults. They also have specific children's rights under the UNCRC, which recognise their special needs so that they can develop to reach their full potential. These rights are a set of universal entitlements for every child and young person below the age of 18. They apply to children of every background and encompass what all children need to survive.

Why do children have rights?

'The language of rights performs an important function. It acknowledges that there are certain things which we should provide for children, not just because adults think it would be nice if they had them, but because we are prepared to recognise that children want them or can reasonably be assumed to want them.'

- Children are vulnerable
- Children need protection
- Children are a distinct group with different needs and rights from adults

Children have specific rights as part of their human rights, and it is important that adults who provide services for children and young people understand what these rights are and what they mean for professional practice.

Protection rights ensure that children and young people are kept safe from violence and harm and are given proper care by those looking after them.

Developmental rights mean that children have a right to be able to play and take part in leisure and cultural activities. They should be free to express their religion and beliefs. Children and young people also have a right to meet and socialise with other children, and to receive an appropriate education.

Survival rights ensure that children are provided with a good and healthy life, with adequate living standards.

Participation rights ensure that children are able to voice their own opinion and have access to information so that they are able to make informed choices and decisions. Children also have a right to express a view about the things that affect them, and the Children Scotland Act (1995) includes the right to be heard on major issues as one of its principles.

Provision rights ensure that children are entitled to a free education and that regardless of ability or background children and young people should be able to access further and higher education.

It is important the adults who provide services for children and young people are aware of these rights and what they mean. However, it is not enough just to be aware of these rights — it is our responsibility to ensure that they are put into practice. Embedding legislation and codes of practice within children's services ensures that children's rights are met, and that their voices and opinions are heard.

What responsibilities do children and young people have?

Children and young people also have responsibilities:

- **To themselves** — to do whatever they can to ensure their own safety, health and learning.
- **To other children** — to be caring, responsive and protective of other children and not act in ways that prevent their rights being realised, for example, by bullying or disruptive behaviour in childcare and education settings.
- **To their families** — to contribute to the life of the family, support their parents and show respect.
- **To their community** — to contribute positively and as far as possible towards community life and their own environment.

However, it is important to remember that rights cannot be taken away. Rights are not dependent on children and young people exercising responsibility. For example, children and young people cannot be denied the right to medical care because they have acted in ways that places their health at risk.

The UNCRC Articles

Article no	Name	Definition
1	Definition of the child	Everyone under the age of 18 has all the rights in the Convention.
2	Non-discrimination	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.
3	Best interests of the child	The best interests of the child must be a top priority in all decisions and actions that affect children.
4	Implementation of the Convention	Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
5	Parental guidance and a child's evolving capacities	Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognise the child's increasing capacity to make their own choices.
6	Life, survival, and development	Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
7	Birth registration, name, nationality, care	Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

8	Protection and preservation of identity	Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality, or family relationships from being changed unlawfully.
9	Separation from parents	Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents unless this could cause them harm.
10	Family reunification	Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.
11	Abduction and non-return of children	Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives or being prevented from returning home.
12	Respect for the views of the child	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
13	Freedom of expression	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
14	Freedom of thought, belief and religion	Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
15	Freedom of association	Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
16	Right to privacy	Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
17	Access to information from the media	Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

18	Parental responsibilities and state assistance	Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.
19	Protection from violence, abuse and neglect	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
20	Children unable to live with their family	If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.
21	Adoption	Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.
22	Refugee children	If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.
23	Children with a disability	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
24	Health and health services	Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment, and education on health and wellbeing so that children can stay healthy. Richer countries must help poorer countries achieve this.
25	Review of treatment in care	If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.
26	Social security	Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

27	Adequate standard of living	Every child has the right to a standard of living that is good enough to meet their physical and social needs and to support their development. Governments must help families who cannot afford to provide this.
28	Right to education	Every child has the right to an education. Primary education must be free, and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
29	Goals of education	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
30	Children from minority or indigenous groups	Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
31	Leisure, play and culture	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
32	Child labour	Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work, and ensure that work conditions are safe and appropriate.
33	Drug abuse	Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.
34	Sexual exploitation	Governments must protect children from all forms of sexual abuse and exploitation.
35	Abduction, sale and trafficking	Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.
36	Other forms of exploitation	Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.
37	Inhumane treatment and detention	Children must not be tortured, sentenced to the death penalty, or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

38	War and armed conflicts	Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.
39	Recovery from trauma and reintegration	Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.
40	Juvenile justice	A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.
41	Respect for higher national standards	If a country has laws and standards that go further than the present Convention, then the country must keep these laws.
42	Knowledge of rights	Governments must actively work to make sure children and adults know about the Convention.

Note: Articles 43–54 are concerned with how adults and governments must work together to make sure all children can enjoy all their rights. (www.unicef.org)

Learner notes: 3Ps: provision, protection and participation

What are the three Ps?

The UNCRC is divided into sections and these are known as the ‘3 Ps’: these are the rights to **Provision**, **Protection** and **Participation**. It is important to understand that children have rights that are different to those of adults, and when providing services for children and young people we must ensure that these rights are catered for. The UNCRC recognises these rights, and states that every child has the right to provision, protection and participation until they reach 18 years of age.

Rights to Provision

These rights are concerned with services, skills and resources: the basic ‘inputs’ that are necessary to ensure children survive and develop to meet their full potential; for example:

- health care (Article 24)
- education (Article 28)
- the right to play (Article 31)

Rights to Protection

These rights are concerned with the protection of children from acts of exploitation or abuse, in the main by adults or institutions, that threaten their dignity, their survival or their development; for example:

- protection from abuse and neglect (Article 19)
- the regulation of child labour (Article 32)
- protection and care in the best interests of the child (Article 3)

Rights to Participation

These rights are concerned with how children are provided with the means to engage in the processes of change that will bring about the **realisation** of their rights and prepare them for an active part in society. They include, for example:

- the right to express their views and to be heard in legal proceedings (Article 12)
- freedom of expression and the right to information (Article 13)

Why are these rights connected?

Children's rights are interconnected, which means that all rights are linked together and are all equally important. Together they create a complete framework of rights that, if fully respected, would promote the health, wellbeing, development and active participation of all children in Scotland.

There is often a tendency to view physical needs as having priority. Clearly, it is true that without food children's lives are put at risk. However, it is also true that without education or play, children's potential cannot be realised. Without respect and freedom from discrimination, their psychological and emotional wellbeing will be impaired. Children's rights are mutually interdependent, and none takes precedence over another.

Children's right to health and development cannot be fulfilled without a commitment to address their rights to:

- an adequate standard of living
- decent housing
- protection from economic exploitation
- protection from exposure to harmful work
- information to help them make informed choices
- information to help them protect themselves

Duties and responsibilities

Governments

Responsible for legislation, policies, resources and building an environment where children's rights can be respected

Local Authorities/Councils

Responsible for implementing government policy on children's rights, acting in the best interests of the children

Service providers

Responsible for providing services that promote children's rights and their best interests

Parents/Carers

Responsible for providing care, protection and opportunities for children in the family and supports respect for their rights

Local communities

Responsible for creating safe environments where children are included, welcomed and accepted

Civil society organisations

Responsible for providing and promoting services for children to protect their rights and to hold others to account in respecting children's rights

What is the government's responsibility to the UNCRC?

The Scottish government has a responsibility to ensure that sufficient resources are allocated to children and young people's services. Examples include the training of childcare practitioners, and ensuring that services are available for all children, wherever they live in the country.

Likewise, a **childcare setting** has a responsibility to provide a professional, efficient and inclusive service for all children and young people. This should provide information, a safe, hygienic environment, an excellent standard of care, and opportunities for children and young people that will contribute to their wellbeing and development.

Childcare workers have a responsibility to treat all children with respect, without discrimination, and to ensure that the children are as fully involved in the service as possible.

Parents/carers have a responsibility to provide, as far as possible, a happy and healthy environment for their child to grow up in, with enough food, care and shelter, and to ensure that they have access to medical services and education.

One of the key aspects of a child having a right is that there is a corresponding responsibility on someone else to ensure that the right is fulfilled or respected. Children's youth, vulnerability and lack of power mean that they are dependent on adults to ensure that their needs and rights are met. This places responsibility on adults to create the necessary conditions to ensure this happens.

The UNCRC describes governments as having the primary responsibility. This means governments, more than any other institution or organisation, have both the duty and the responsibility of fulfilling the rights of children. The Scottish Government's responsibilities, therefore, include the fulfilment of rights for individual children, such as access to medical

care and education. They also include the development of policies that positively influence children's health, wellbeing and development, for example by providing adequate housing, safe transport, protection of the environment, a healthy economy and the elimination of poverty.

Many other groups also have responsibilities, including local authorities/councils, education and health service providers, communities, and parents/carers. The UNCRC provides some guidance on these different responsibilities that these groups have in ensuring children's rights are realised. For example, it emphasises that the Scottish government must respect the role of parents/carers as having primary responsibility for the guidance, upbringing and development of the child.

However, the UN convention also stresses that the best interests of the child will be the primary concern. In other words, parents/carers and those working with children must always consider the child's best interests in all decisions and actions that affect the child. This means ensuring that their rights are respected. This includes, for example, ensuring that all children regardless of their gender identity are treated equally and fairly. The role of the parent and those working with children is to promote the full, healthy development of all children. They should therefore consider the age, abilities and evolving abilities of the children, to ensure that their physical, psychological, social and spiritual needs and rights are met.

Learner notes: Scottish legislation and frameworks

Scotland and the UNCRC

In Scotland, the ambition is to embed all children's rights into all aspects of society.

By signing the UNCRC, Scotland and the UK agree that the rights of children should be protected and promoted in all areas of their life, including their rights to:

- education
- freedom from violence, abuse and neglect
- be listened to and taken seriously
- a proper house, food and clothing
- relax and play

Although the UK approved the treaty in 1991, it has not yet been made part of domestic law. This means that many of the protections contained within the treaty are not accessible to children and young people across the UK.

Scottish Legislation

- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children (Scotland) Act 2020
- UNCRC (incorporation) (Scotland) Bill 2021

Children (Scotland) Act 1995

This Act focuses on the needs of children and their families and defines both parental responsibilities and rights in relation to children. It sets out the duties and powers available to public authorities to support children and their families, and to intervene when the child's welfare requires it.

The key principles are:

- Each child has a right to be treated as an individual.
- Each child who can form a view on matters affecting him or her has the right to express those views if he or she so wishes.
- Parents should normally be responsible for the upbringing of their children and should share that responsibility.
- Each child has the right to protection from all forms of abuse, neglect or exploitation.
- So far as is consistent with safeguarding and promoting the child's welfare, the public authority should promote the upbringing of children by their families.
- Any intervention by a public authority in the life of a child must be properly justified and should be supported by services from all relevant agencies.

Children and Young Peoples (Scotland) Act 2014

This Act facilitated a shift in services towards the early years of a child's life, and towards early intervention whenever a family or young person needs help. It draws attention to the whole child.

Part 1 of the act places duties on Scottish ministers and on public bodies to report on what they are doing to progress children's rights. However, it only requires Scottish ministers and public bodies to *report* on UNCRC implementation. It does not provide a way of enforcing rights if they are violated.

Part 2 of the act introduced a new function that enables individual investigations. This gives more powers to the Children and Young People's Commissioner for Scotland. They can investigate how far a service provider has regarded the rights and views of particular groups of children. Service providers who provide a service to children across all sectors (voluntary, private and public) can be investigated.

This new function gives children a way to seek an investigation into violations of their UNCRC rights. Children, their parents, and other adults who support them are now able to ask the Commissioner to investigate the extent to which an individual child's rights have been upheld. The Commissioner is now able to make recommendations about what should be done to make improvements, but does not have the power to order a service provider to act on the findings of any investigations.

Education (Scotland) Act 2016

This act introduced new measures for the purpose of improving Scottish education, with a focus on:

- improving the attainment of pupils from poorer backgrounds
- widening access to Gaelic medium education

- giving children a voice in matters that affect them
- extending the rights of children with additional support needs.

The act has also streamlined the process of making a complaint to Scottish ministers.

Children (Scotland) Act 2020

This act brings further changes to the law that was first made 25 years ago in the Children (Scotland) Act 1995, and has brought further alignment with children's rights under the UNCRC. The act makes sure children's views are heard in family court cases and children's hearings, and that the best interests of children are at the centre of those cases. It also provides more protection to victims of domestic abuse and their children.

The UNCRC (Incorporation) (Scotland) Bill

This bill was introduced to the Scottish Parliament on 1 September 2020 and was passed unanimously on 16 March 2021. The bill is a culmination of the efforts made by children, young people, wider society and the Scottish Parliament to further embed children's rights across legislation, policy and practice, which includes the Getting it Right for Every Child (GIRFEC) approach and the Children and Young People (Scotland) Act 2014.

This places Scotland in a unique position to make children's rights part of its laws and to fulfil Scotland's duty in making sure all laws fully comply with the UNCRC and ensuring the health, wellbeing, and development of all children is achieved.

What will it mean for children rights if this bill becomes law in Scotland?

This means:

- that the Scottish Government will be able to change laws to make sure they are compatible with the UNCRC requirements.
- the Children and Young People's Commissioner Scotland and Scottish Human Rights Commission will have powers to take legal action to protect children's rights.
- the Scottish Government will also have to publish a Children's Rights Scheme to show how it is meeting UNCRC requirements and explain their plans to progress children's rights.
- the Scottish Government will have to review how the Children's Rights Scheme is working each year.
- All 32 local authorities in Scotland will have to report every three years on what they are doing to meet the UNCRC requirements.

Scottish Frameworks

- Getting it Right for Every Child (GIRFEC)
- Health and Social Care Standards
- Scottish Social Services Council (SSSC)
- National Guidance for Child Protection 2021
- Protecting children and young people: The Charter

GIRFEC (Getting it right for every child)

GIRFEC supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community, but sometimes, perhaps unexpectedly, they may need a bit of extra help.

GIRFEC is a way for families to work in partnership with people who can support them, such as childcare practitioners, schoolteachers, doctors and nurses.

The Common Core attributes are central to everyone working across justice, health, community learning and development, and social services. They apply to everyone working in the private, voluntary, or public sector including volunteers, self-employed or people employed through agencies.

- GIRFEC is based on children's rights and its principles reflect the UNCRRC.
- It is for all children and young people because it is impossible to predict if or when they might need support. GIRFEC also respects parents' rights under the European Convention on Human Rights (ECHR).

The GIRFEC approach:

- is child-focused — it ensures the child or young person (and their family) is at the centre of decision-making and the support available to them.
- is based on an understanding of the wellbeing of a child in their current situation — it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered.
- is based on tackling needs early — it aims to ensure needs are identified as early as possible to avoid bigger problems developing.
- requires joined-up working — it is about children, young people, parents and the services they need, working together in a co-ordinated way to meet their specific needs and improve their wellbeing.

The GIRFEC approach has been tested and developed across Scotland since 2006. It is based on research evidence and the experiences of practitioners, families and children.

GIRFEC is central to all government policies which support children, young people and their families, and is delivered through services and people who work with families.

This provides a framework for those working with children and their families to provide the right support at the right time. The key guidance for anyone working with children in Scotland is the national guidance for child protection in Scotland.

Health and Social Care Standards

The new Health and Social Care Standards came into effect in April 2018. The new standards replace the National Care Standards and are relevant to all health and social care provision. The standards no longer focus on regulated care settings, but are for use in social care, early learning and childcare, children's services, social work, health provision and community justice.

The standards set out what individuals should expect when using health, social care or social work services in Scotland. These standards have been developed to ensure better outcomes for everyone, that individuals are treated with respect and dignity, and that their basic human rights are upheld.

The standards are underpinned by five principles:

- dignity and respect
- compassion
- be included
- responsive care and support
- wellbeing

Scottish Social Services Council (SSSC)

The SSSC is the regulator for the social service workforce in Scotland.

The role of the SSSC is to protect the public by registering social workers, social care and early years workers, setting standards for their practice, conduct, training and education, and by supporting their professional development.

What are the SSSC standards?

The SSSC Code of Practice for Social Service Employers sets out the responsibilities of employers in the regulation of social service workers. Employers are responsible for meeting the required standards, and supporting their workers to meet the standards, set out in the Code for Social Service Workers. (www.sssc.uk.com)

The SSSC Code of Practice for Social Service Workers requires workers to take responsibility for maintaining and improving their knowledge and skills. During every five year registration period the SSSC requires practitioners to complete 60 hours or 10 days of continuous professional learning (CPL).

National Guidance for Child Protection 2021

This new guidance provides local multi-agency child protection procedures, processes and training, and will support the care and protection of children across Scotland. The guidance has been developed collaboratively with the National Guidance Steering Group.

The guidance advice on the protection of children involves early support within the family. If children do require placement away from home, real protection involves attuned, trauma-informed and sufficiently sustained support towards reunification, or, when this is not possible, towards an alternative secure home base.

The Scottish approach to child protection is based on the protection of children's rights. The GIRFEC policy and practice model is a practical expression of the Scottish Government's commitment to implementation of the UNCRC. This requires a continuum of preventative and protective work.

This non-statutory national guidance describes responsibilities and expectations for all involved in protecting children in Scotland. The guidance outlines how statutory and non-government agencies should work together with parents, families and communities to prevent harm and to protect children from abuse and neglect. Everyone has a role in protecting children from harm.

In Scotland, a child legally becomes an adult when they turn 16, but statutory guidance which supports the Children and Young People (Scotland) Act 2014 includes all children and young people up to the age of 18.

Protecting children and young people: The Charter

The Charter aims to give every child and young person the best possible start in life by supporting them to realise their potential. This is vital to giving them a sense of self-fulfilment and equipping them for their future, but to do this children and young people need to be kept safe from harm and neglect.

The Charter reflects the voice of children and young people, and what they feel they need and should be able to expect when they have problems or are in difficulty and need to be protected. The Charter aims to:

- set out what help children may need to protect them from danger or when they have been harmed.
- set out calls from Scottish children for politicians, communities, parents, families, neighbours, police, the NHS, social workers and education authorities to take children seriously, involve them in decision making, and to respect their privacy.

Child Protection

What is child protection?

It is anything intended to protect children from physical harm or neglect, or emotional, psychological, or sexual abuse which can result in 'non-organic failure to thrive'.

What are the factors that make children vulnerable to abuse?

There are many factors that could impact on a child, making them more vulnerable to being exposed to harm. These include parental alcohol or drug dependency, poverty, domestic abuse, mental health issues and poor parental skills.

What are the signs of child abuse?

- child physical injuries
- change in a child's emotional behaviour or character
- dirty, unkempt clothing
- medical or dental needs not being met

- child is hungry / falling asleep / turning up late or not at all to nursery or school
- weight issues
- presentation of parents at nursery / school
- inappropriate or sexualized behaviour or language
- disclosure of incident

This is not an exhaustive list and some of the signs are not always an indicator of abuse. In some cases, there may be a reasonable explanation. For example, a child may fall asleep in nursery or school simply because they were at an event that finished late, and so went to bed late.

The Scottish Government is responsible for child protection in Scotland. It sets out policy, legislation and statutory guidance on how the child protection system should work. Child Protection Committees (CPCs) are responsible for multi-agency child protection policy, procedure, guidance and practice. Within each local authority, CPCs work with local agencies, such as social services, health services and the police to protect children.

The national approach to improving outcomes for children and young people in Scotland is Getting it right for every child (GIRFEC).

Learner notes: employability skills

Working as part of a team

As part of your Skills for Work course you will be working as part of different teams carrying out investigations, planning and contributing to presentations, and taking part in group discussions. This will help you build the skills you will need if you get a job, particularly in the early learning and childcare sector.

Most people who work in early education and childcare work as part of a team. In some settings, like small playgroups, the teams can be small, but in other settings, like large private nurseries, the teams can have twenty or more members, sometimes split into smaller teams. Even people who seem to work on their own, like nannies, work with the parents as part of a team providing care for the child.

If everyone is to benefit in the team, each member has to do their bit to ensure the team works well.

As teams are made up of people, and every person is different, you will not share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and weaknesses, and this is what makes a balanced team.

Here are some of the things you need to do to become a good team member:

- contribute to team discussions and meetings
- follow instructions carefully
- ask for help

- be enthusiastic
- share your ideas
- acknowledge the ideas of others
- look for ways of helping other team members
- be ready to do a little more than necessary to help out
- be flexible

In a team everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and weaknesses.

As part of your Skills for Work course you will be asked to plan, implement and evaluate play for children and young people. You will be working as part of a team, and part of this will be deciding who is going to do what.

You will need to consider your role in the team because your behaviour can help to make the team work effectively. Working with others is fun but you need to take your role seriously if you wish to succeed.

Each group will decide how they will present their plan for play to the class.

Learner activities

Learner activity: United Nations Convention on the Rights of the Child (UNCRC)

Your lecturer will now ask you to watch the following video clips:

What is the UN Convention on Rights of the Child?

<https://www.bbc.co.uk/newsround/33121569>

30 years on from the UNCRC

<https://youtu.be/KwOKNgD8vIM> (www.unicef.org.uk)

UNCRC United Nations Convention on the Rights of the Child — introduction video

<https://youtu.be/tesGUxyd-lw>

Make notes in the space below on the video clips on the UNCRC.

When you have completed this exercise, you will be asked to share the notes you have made with the class.

Learner activity: United Nations Convention on the Rights of the Child (UNCRC)

Think about what the UNCRC is.

Using the learner materials, classroom books and the internet investigate the UNCRC.

Make notes in the space below to take notes on the UNCRC.

What is the UNCRC?

When you have completed this exercise, you will be asked to share your thoughts with the class.

Learner activity: United Nations Convention on the Rights of the Child (UNCRC)

Think about the following question and make notes.

What do you think children need to be happy and healthy?

Make notes in the space below.

Learner activity: Children's rights

Your lecturer will now ask you to watch the video clip:

Rights of the Child Segment 1 What are Children's Rights?

<https://youtu.be/COjVj9czgrY>

Make notes in the space below on the video clips on the UNCRC.

What is a right?

Discuss your answers with the class.

Answer the following questions:

What I would really like to have / to do is...

Is this something that everyone wants?

Should it be the right of everyone to have / do this?

What would happen if everyone had / did this?

Would anyone be harmed or suffer as a result?

Discuss your answers with the class.

Class discussion:

- Are children's rights being denied in Scotland?

- What children's rights do you think Scotland is upholding?

Make notes in the space below.

Learner activity: Children's rights

Using the UNCRC Articles table in the Learner notes or alternatively download 'UNCRC summary'

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

Complete the article titles by filling in the missing words.

1. Definition of the _____
2. _____-discrimination
3. Best _____ of the child
4. _____ of the Convention
5. Parental _____ and a child's evolving capacities
6. Life, survival and _____
7. Birth registration, _____, nationality, care
8. Protection and preservation of _____
9. Separation from _____
10. _____ reunification
11. _____ and non-return of children
12. Respect for the _____ of the child
13. Freedom of _____
14. Freedom of thought, _____ and religion
15. Freedom of _____
16. _____ to privacy

17. Access to _____ from the media
18. _____ responsibilities and state assistance
19. Protection from _____, abuse and neglect
20. Children unable to live with their _____
21. _____
22. _____ children
23. Children with a _____
24. Health and _____ services
25. Review of _____ in care
26. _____ security
27. Adequate _____ of living
28. Right to _____
29. _____ of education
30. Children from _____ or indigenous groups
31. Leisure, _____ and culture
32. Child _____
33. _____ abuse
34. Sexual _____
35. Abduction, sale and _____
36. Other _____ of exploitation
37. Inhumane _____ and detention
38. War and _____ conflicts
39. Recovery from _____ and reintegration
40. _____ justice
41. Respect for _____ national standards
42. _____ of rights

Learner activity: Children's rights

UNCRC Quiz

Complete the quiz below to test your knowledge.

	Questions	Answers
1	What does the UNCRC stand for?	A. United Nations Convention on the Rights of the Child B. United Nations Code of the Rights of the Child C. United Nations Children's Rights Convention D. United Nations Charter for the Rights of the Child
2	How many articles are there in the UNCRC?	A. 12 B. 42 C. 48 D. 54
3	Who does the UNCRC apply to?	A. Everyone under 18 B. Everyone legally classed as a child by the law that applies to them (eg their country's laws) C. Everyone under 18 except people without a state, like refugees D. Everyone under 18 who is a citizen of a country who has signed up to the UNCRC
4	When it was created, the UNCRC had to be agreed and signed off by countries in the United Nations. What year did this happen?	A. 1959 B. 1970 C. 1990 D. 2002
5	What year did the UK sign the UNCRC?	A. 1989 B. 1993 C. 1998 D. 2002
6	Who checks whether the UNCRC is being followed in Scotland?	A. The UN Committee on the Rights of the Child B. The Children and Young People's Commissioner Scotland C. UK Government D. Scottish Government
7	An article in the UNCRC states that children should be listened to particularly about issues that concern them.	A. True B. False

8	Article 7 of the UNCRC states that every child has the right to...?	A. A nappy B. A name C. National insurance D. A nap
9	Children are allowed to do any type of work?	A. True B. False
10	Children have a right to get and share information.	A. True B. False
11	Children have the right to privacy.	A. True B. False
12	What are the guiding principles of the UNCRC?	A. Children everywhere are equal. They have the right to be treated equally. B. Children everywhere have the right to live their lives safely and develop to the fullest. C. Children everywhere have the right to protection from harmful influences, abuse, and exploitation. D. Children everywhere have the right to participate fully in family, cultural and social life. E. All the above.

When you have completed the quiz, your lecturer will provide the answers.

The lecturer will ask you to share your result with the class.

Learner activity: Children's rights

The right to good food

Answer the following question.

What keeps you healthy?

In small groups.

Consider the following statements:

- eat fruit and vegetables
- go to the doctor regularly
- keep clean
- keep warm in winter
- exercise.
- play away from roads
- have clean water
- don't fight or hurt each other
- have friends and be happy

Discuss what statement is the most important thing that you can do to ensure that you stay healthy.

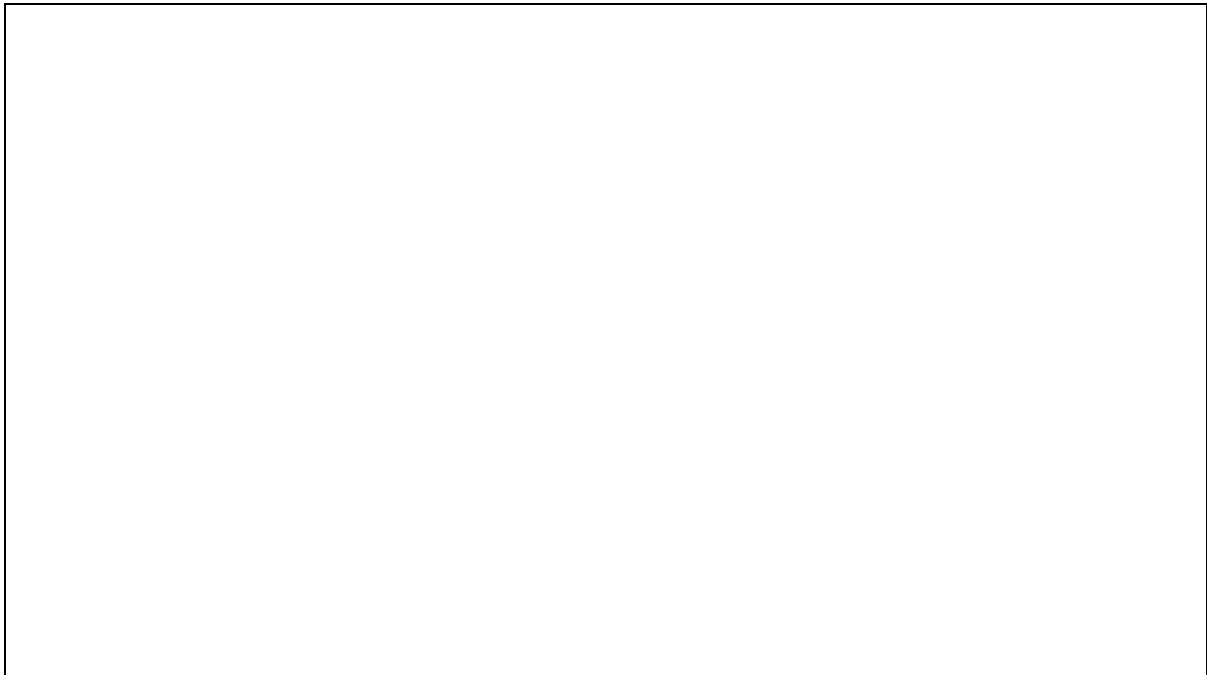
Repeat the process above until you have put the statements in order of importance.

When you have completed this exercise, you will be asked to share with the class.

Class discussion:

- Did all the groups agree?
- What do you think you can do to stay healthy?
- If you are unable to help yourself, is it someone else's responsibility?

Make notes in the space below.



Learner activity: Children's rights

Your lecturer will now ask you to read the case study of Miriamo's difficulties in accessing health services. (<http://resourcecentre.savethechildren.net>)

Miriamo's story

Miriamo 12, lives in Camanga village, in a poor region of Mozambique that suffers from drought.

Miriamo lives with his parents, who are both blind, and nine of his ten brothers and sisters. The eldest girl left the family to get married, so Miriamo is the oldest remaining child and the primary carer for the family. They live in a small cluster of three huts set away from their neighbours and their main food source is nhica (river fruits which look like a cross between a beetroot and a piece of coal, are very sour but do have some nutritional value).

Save the Children has helped Miriamo understand how he can support his parents. Before this help, Miriamo said that he didn't know anything about the importance of hygiene and thought it was normal to serve food on unwashed plates. Miriamo says, 'Every day I get up and sweep the floor, then go to the river looking for river fruits and I get back at lunchtime when I cook them for the family. Because it's school holidays, at about two I go to the fields with my father and help him because he can't see. I also help him repair the huts. During term time I go to school in the afternoon, from one o'clock.

'In the evening I cook again and wash the dishes. We have two meals a day, but this year we are suffering from drought, so we are only eating from the river.

'When my father falls sick, I take him to the hospital, which happens very often. The family is not in good health. We have illnesses like sight problems and wounds from leprosy. In the last three months, my eyes get bad when the sun shines. I have some medicine from the hospital, which is helping. When I need to get to the hospital, I borrow a bicycle (provided by the government and distributed by Save the Children). When I don't have enough money for medicine, I sell the food I gather from the river, and we don't eat. 'I have seen improvements in the family's health since I started this washing.'

Consider your right to access healthcare in comparison to Miriamo's.

Make notes in the space below.

Discuss your thoughts with the class.

Your lecturer will record your suggestions on a chart.

Learner activity: Children's rights

The right to education

Consider the following activities:

- reading and writing
- doing maths
- finding out about the past
- learning about other places
- discovering how things work
- learning how to make things
- making friends
- getting on with people.

Choose ONE activity.

Consider the following :

- What have you learned in that area of your education?
- How has this aspect of your education helped you?
- How will it help you in the future?
- What do you feel you get out of going to school?
- What do you enjoy most about school?
- What are you good at?

Make notes in the space below:

When you have completed this exercise share your answers with the class.

Learner activity: Children's rights

Your lecturer will now ask you to read the case study on Fateema's difficulties in accessing education. (<http://resourcecentre.savethechildren.net>)

Fateema's story

Fateema, 12, lives in Lalbag, the old part of Dhaka city in Bangladesh, where it is estimated that between 15,000 and 17,000 children are forced to work more than ten hours a day. Save the Children supports a working children project in Lalbag.

'I have two brothers and five sisters. My mother breaks bricks and my father works on a construction site. My mother earns 60 taka (£0.51) for 100 bricks. During the hot season my father cannot work since he has some problems. When he does work, he earns between 60 and 100 taka (£0.51–0.86) a day.

'I work in an earring factory. I make earrings. I push the stones through the pieces then I put different colours on the stones. I have been working there for two or three years. I start from my house at 8am and work until 8pm.

'I earn between 100 and 150 taka (£0.86–1.30) a week. I give the money to my parents, and they buy food for the family.

'I work long hours and I feel very bad because this is not my age for working. This is the age I should be studying and playing, but I must work. My wish is to become a doctor when I grow up. I want to go to my village and set up a shop there to give free treatment to the poor. I used to live in a village but now it has been damaged because of river erosion – that's why we came to Dhaka.'

Save the Children works with a partner organisation called Prodipan to support quality education opportunities for working children and to create better working environments with reduced working hours. Prodipan's Working Children Education Centre reaches 70 working children, between eight and 15 years of age.

The centre provides a child-friendly learning environment and, as well as teaching English, Bangla, and maths, it also runs classes in drawing, singing and storytelling.

'I have been coming to the education centre for two years. I like talking to the sisters (child facilitators) at the centre, they teach us in a fun way. I think teachers in other schools are not like them. We also get to play which is good. Before, I could not read but after coming to this centre I can. This is useful because if the owner gives me a piece of paper, I now know what it says.

'I can also count money now.'

Consider your right to access education in comparison to Fateema's.

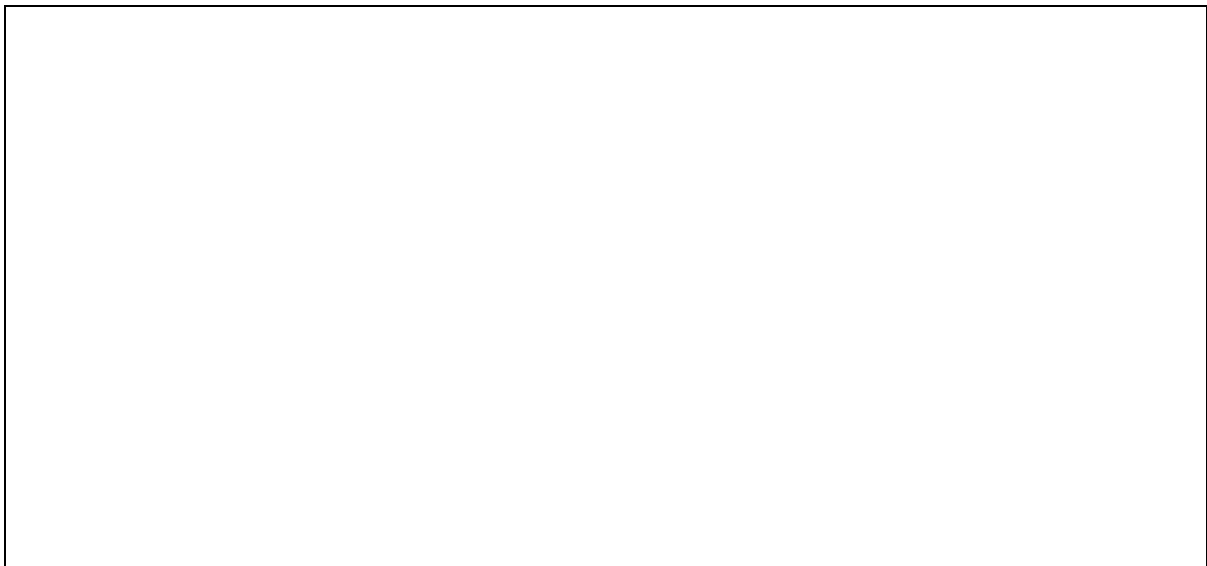
Make notes in the space below.



Discuss your suggestions with the class.

Your lecturer will record your suggestions on a chart.

Make notes in the space below on class feedback.



Learner activity: 3Ps: Provision, Protection and Participation

Refer to the UNCRC Articles table in the Learner notes or download 'UNCRC summary' https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

Ask learners to identify FIVE articles for each of the 3 Ps: Provision, Protection and Participation and enter them into the table below.

CATEGORY	RIGHT Explanation	ARTICLE
Provision		
Provision		
Provision		
Provision		
Provision		
Protection		
Protection		
Protection		
Protection		
Protection		
Participation		
Participation		
Participation		
Participation		
Participation		

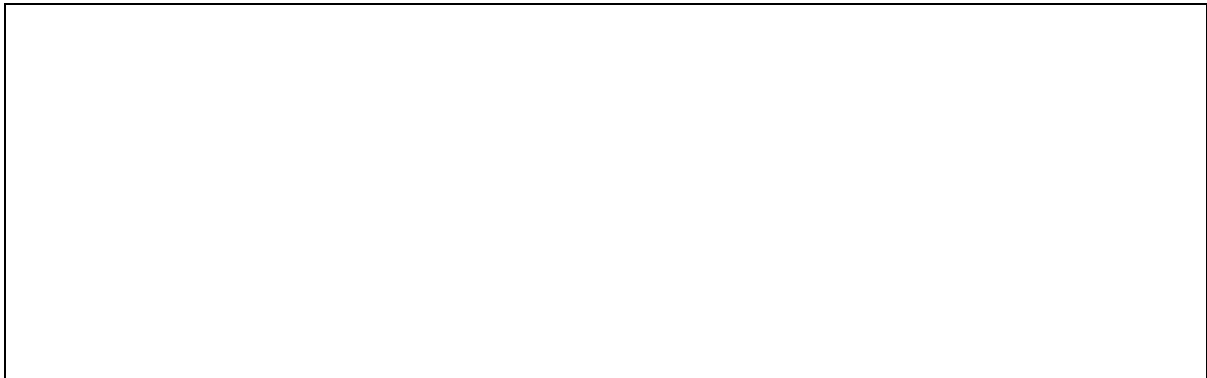
When you have completed this exercise, you will be asked to share the information you have recorded with the class.

Learner activity: 3Ps: Provision, Protection and Participation

Whole group activity

Work together as a whole class to develop a class charter that you all agree to respect and uphold.

Record your ideas concerning behaviour and conduct, relationships, responsibilities, participation and protection in the space below.



At the end of the activity the class charter will be displayed in the classroom

Learner activity: 3Ps: Provision, Protection and Participation

In groups of four

Your lecturer will give you a 'right' card.

You will be given the opportunity to share your right with the class.

In your group, identify the rights that you have all been given by your lecturer. Think of two or three responsibilities that correspond to that right and how you think the rights your group has been provide are linked.

List the responsibilities attached to your right.



The 3 Ps leaflet, poster or booklet

Create a leaflet, poster or booklet on the 3 Ps: Provision, Protection and Participation.

Learners should include the following:

- Provide a description of each of the 3Ps.
- Provide a definition of each of the 3Ps.
- Provide a minimum of 3 rights for each of the 3Ps.
- Ensure each right has a number, title and description.
- Provide an image or symbol that relates specifically to each right.
- Provide an explanation of how these rights are interconnected.
- Identify who is responsible for ensuring these rights are respected and upheld.

Learner activity: 3Ps: Scottish legislation and frameworks

In pairs

Using the learner notes or the internet, investigate TWO acts from the list below:

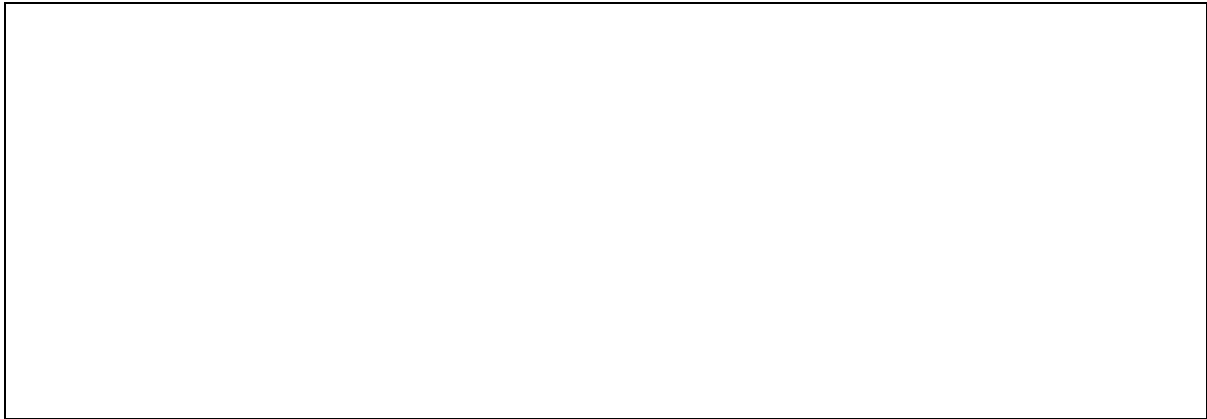
- Children (Scotland) Act 1995
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children (Scotland) Act 2020
- UNCRC (incorporation) (Scotland) Bill 2021

The investigation should include:

- names of the TWO acts chosen
- when these acts became law
- description of the acts
- children's rights that come under these acts
- how the legislation upholds children's rights.

Create a leaflet or PowerPoint presentation of your investigation.

Use the space below to take notes during your investigation.



When you have completed this exercise, your lecturer will ask you to present to the class.

Learner activity: 3Ps: Scottish legislation and frameworks

In a small group

Think about the following question:

What does the UNCRC (Incorporation) (Scotland) Bill mean for children's rights in Scotland?

Using the information from the videoclip, learner notes and the internet, investigate 'The UNCRC (Incorporation) (Scotland) Bill.'

You may find the link below useful to your investigation.

<https://www.gov.scot/publications/united-nations-convention-rights-child-incorporation-scotland-bill-leaflet/>

Create a list of questions you can use to interview other pupils in the class or school to get their views on what this bill means to them.

Make notes in the space below.



Learner activity: 3Ps: Scottish legislation and frameworks

In small groups

Create a poster for display on the school noticeboard that provides information on what the UNCRC (Incorporation) (Scotland) Bill means to children rights in Scotland.

Your poster should contain the following:

- description of the bill
- what it means for children and young people in Scotland
- testimonials from pupils and peers.

Your lecturer will ask you to present your poster to the class.

Learner activity: 3Ps: Scottish legislation and frameworks

Your lecturer will ask you to watch the videoclip ‘SSSC codes of practice – What they mean for people working in social services’ <https://youtu.be/uXQao2o7uxl>

Take notes on the video clip in the space below.

Your lecturer will ask you to feedback to the class.

Your feedback should answer these questions:

- What are the codes of practice?
- How do these codes relate to children’s rights?

Learner activity: 3Ps: Scottish legislation and frameworks

Investigate ONE of the following:

- Getting it right for every child (GIRFEC)
- Health and Social Care Standards
- Scottish Social Services Council (SSSC)
- National Guidance for Child Protection 2021
- Protecting children and young people: The Charter

The investigation should look at how the chosen framework supports practitioners' practice and upholds children's rights.

Create a leaflet that includes the following:

- name of the framework
- description of the framework
- explanation of how the framework is used in practice
- rights that are being met (or not)
- how practice can ensure children's rights are upheld.

Refer to the links below for your investigation:

- Case studies - Working with children and young people
<https://www.sssc.uk.com/knowledgebase/category/?id=CAT-01263>
- Scenarios
https://www.scotborders.gov.uk/download/downloads/id/1665/scottish_borders_autism_case_studies.pdf

When you have completed this exercise, your lecturer will ask you to present your findings to the class.

Learner activity: employability skills

Self-evaluation

Skills used in teamwork include listening and talking skills, negotiating skills, problem-solving skills, decision making and organisational skills.

Which of these skills were used when carrying out group discussions, and planning and presenting investigations on the rights of children and young people?

Evaluate the part **you** played in planning and in presenting investigations on the rights of children and young people?

Did you **contribute ideas** in **planning**? If so, which ideas did you contribute?

What skills did you use in your role in the **implementation** of the investigations into the rights of children and young people? Did you **play a part** in preparation? If so, what did you do? What was your contribution?

What was your role **during** the investigations into the rights of children and young people? What did you do? Did you do it well?

What was your role at the end of the investigations into the rights of children and young people? What skills did you demonstrate?

What were your strengths when planning and implementing the investigations into the rights of children and young people? What did you do well? What skills did you use?

What do you feel are areas in which you could improve? What could you do better?

Review your own contribution to group planning and group presentation in terms of strengths and areas for improvement

You are being asked to consider what you did and how well you did it!

When considering your contribution to the group plan, think of ways you could contribute to a plan:

- putting forward suggestions for the play experience and ways in which your plan can be presented
- listening to others
- responding to the suggestions of others and building on their ideas
- gathering information
- sharing information
- communicating clearly
- helping others carry out an idea
- making drawings
- working on the computer
- co-operating with others
- thinking of possible difficulties and problem solving

You can perhaps think of other ways people can contribute to plans.

My contribution to the group plan — what I did:

When considering your contribution to the group presentation, think of ways you contributed to this part of the work. You may have:

- constructed a poster
- made drawings
- made signs
- drawn a chart
- written out part of the dialogue
- put forward ideas when deciding on the form of presentation
- made a model
- delivered the plan to the class, actually speaking about the plan

You can perhaps think of different ways of contributing to a group presentation.

My contribution to the group presentation — what I did:

Glossary

United Nations — an international organization of countries set up in 1945, in succession to the League of Nations, to promote international peace, security and co-operation.

Treaty — a formally concluded and ratified agreement between countries.

Child — a person under the age of puberty.

Young person — a person under the age of 18.

Human right — a right which is believed to belong to every person.

Provision rights — the action of providing or supplying something for use.

Protection rights — a person or thing that protects someone or something.

Participation rights — the action of taking part in something.

Legislation — the process of making or enacting laws.

Framework — a system of rules, ideas or beliefs that is used to plan or decide something.

Government — the group of people with the authority to govern a country or state; a particular ministry in office.

Resources

Resources required for workshop / practical sessions

Materials / equipment	Source / supplier
Paper, card (white and coloured)	
Felt tip pens	
Coloured pencils / crayons	
Stencils	

Useful texts, videos and websites

Texts

Miller, M., (2019). *Care in Practice*. 4th Ed. Hodder Gibson. Glasgow

Videos

UNICEF Ireland Youth

30 years on from the UNCRC

<https://youtu.be/KwOKNgD8vIM>

UNCRC United Nations Convention on the Rights of the Child - introduction video

<https://youtu.be/tesGUxyd-lw>

Global Teacher Prize

Rights of the Child Segment 1 - What are Childrens Rights

<https://youtu.be/COjVj9czgrY>

Websites

Save the Children Resource Centre

Children's rights – A teacher's guide

<https://resourcecentre.savethechildren.net/document/childrens-rights-teachers-guide/>

Save the Children

www.savethechildren.org.uk

Protecting Children and Young People – The Charter

<https://lx.iriss.org.uk/sites/default/files/resources/0008816.pdf>

New National Health and Social Care Standards

<https://www.gov.scot/publications/new-national-health-social-care-standards/pages/4/>

A guide to Getting it right for every child

<http://girfec-ayrshire.co.uk/wp-content/uploads/2018/03/Guide-to-GIRFEC-1.pdf>

Scottish Government: Getting it right for every child

<https://www.gov.scot/policies/girfec/>

United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill: leaflet

<https://www.gov.scot/publications/united-nations-convention-rights-child-incorporation-scotland-bill-leaflet/>.

Children (Scotland) Act 2020

<https://www.legislation.gov.uk/asp/2020/16/section/1#:~:text=%20Children%20%28Scotland%29%20Act%202020%20%201%20%281%29,in%20which%20the%20child%27s%20views%20are...%20More%20>

UNICEF: United Nations Children's Fund

www.unicef.org.uk

Children in Scotland: Education (Scotland) Act 2016

https://childreninscotland.org.uk/wp-content/uploads/2017/09/Factsheet_EducationAct2016_July2017.pdf

Children and Young People (Scotland) Act 2014: National Guidance on Part 12: Services in relation to Children at Risk of Becoming Looked After, etc

<https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/>

Scotland's Children - The Children (Scotland) Act 1995 Regulations and Guidance: Volume 1 Support and Protection for Children and Their Families

<https://www.gov.scot/publications/scotlands-children-children-scotland-act-1995-regulations-guidance-volume-1-support-protection-children-families/pages/1/>

UNICEF: A summary of the UN convention on the rights of the child

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf