



My Rights, My Say: Teachers' notes (to accompany slides)

A All children in Scotland have rights under the UN Convention on the Rights of the Child, incorporated into Scottish law in 2021. These rights include the right to education (Article 28) and the right to be involved in decisions that impact on their lives (Article 12).

Children aged 12-15 with additional support needs have even more rights to ensure they are involved in decisions about their support.

My Rights, My Say supports children and adults to make these rights a reality. It's independent, confidential and easy to use, and here to make sure the voices of children with additional support needs are heard. This resource gives pupils an opportunity to look at children's rights from a Scottish perspective, specifically learning about the extension of rights.

There are four parts to the resource, all of which can be used as a basis for further discussion of the topic.

The resource does not need to be taught in its entirety. You may wish to use or adapt just some of the activities, depending on the students you are working with. It is important that pupils have some understanding of children's rights prior to learning about the extension of rights for 12-15 year olds with additional support needs.

How to use this resource:

All activities for this topic are outlined below. Use these teachers' notes in conjunction with the relevant slide. The resources that relate to activities are found in additional appendices and are detailed below. For information about the corresponding links to Curriculum for Excellence, see the 'My Rights, My Say - Curriculum for Excellence Links' document.

Further information regarding Children's rights and additional support for learning can be found at the end of this document.





Learning Objective

To develop an understanding of the extension of children's rights offered to 12-15 year olds in Scotland.



Age

S1-S4, with the main focus of the content being for 12-15 year olds.



Time

Four sessions, each: 45-60 minutes.



Contents of Resource Pack

- Teachers' guide
- Slides
- Curriculum for Excellence links
- Diamond 9 cards (appendix 1)
- Equity vs Equality table (appendix 2)
- Solving a problem statements (appendix 3)
- Scenarios (appendix 4)
- Infographic – My Rights, My Say process (appendix 5)



Background Information

The UN Convention on the Rights of the Child sets out the rights of all children. Two of these rights are:

- the right to an education (Article 28).
- the right to be involved in decisions that impact on them and have their views taken seriously (Article 12).

In Scotland, every child has the right to additional support for learning to help them get the most out of school.

Children aged 12-15 with additional support needs have even more rights to ensure they are involved in decisions about their support. My Rights, My Say supports children and adults to make these rights a reality.

Once children reach their 12th birthday they will have the right to:

- ask their school or local authority to find out if they need extra support
- have a say in plans and decisions made about the support they get
- advocacy at meetings about their support needs to help them share their views, questions some plans or make an appeal about certain issues if they are unhappy with the support provided
- be more involved in resolving disagreements about their support.

You can find out more about My Rights, My Say at myrightsmysay.scot

Session One Plan: Understanding my rights

Objective	Slide	Activity
<p>Session One: Before the lesson</p>		<ul style="list-style-type: none"> • Print and cut out diamond 9 activity - Appendix 1 • Print out 'Is it fair?' activity - Appendix 2
<p>Expressing Opinions (If I ran the school...).</p> <p>This activity allows the session leader to gain some understanding of what the students care about. It also offers an opportunity for the group to think creatively and develop confidence when speaking publicly.</p>	<p>2</p>	<p>Option One (with groups of 15 or less): Group to stand in a circle. The first person introduces themselves with “My name is X and if I ran the school, I would Y.” Go around the circle, allowing each student to introduce themselves. No repetition. You may wish to record these ideas to refer to later in the session.</p> <p>Option Two (with larger groups/ whole class sessions): Students to work in pairs to decide between them what they would do if they ruled the school. Then chose a student at random (either using the register or names in hat) to introduce themselves and their partner using “Our names are X and if we ran the school, we would Y.” You may wish to record these ideas to refer to later in the session.</p>
<p>Introducing My Rights, My Say and the Learning Objective</p> <p>Ensure group is clear on the meaning of the vocabulary used in the Learning Objective. Clarify meaning where needed.</p>	<p>3</p>	<p>Explain that you will be looking at the following topics during this session:</p> <ul style="list-style-type: none"> • Understanding my rights • Exploring Equality vs Equity
<p>UNCRC Rights of the Child Recap</p> <p>This activity is designed so that students revisit the UN Convention on the Rights of the Child (UNCRC) prior to introducing the newer Extension of Rights for 12-15 Year Olds (My Rights, My Say).</p>	<p>4</p> <p>5</p>	<p>If students are not aware of the UNCRC, it is important to give them additional information and a background to their rights prior to delivering this lesson. Students should have an understanding of the difference between rights, wants and needs.</p> <p>Students should work in groups of two or three. Each group needs one set of nine 'Rights cards' (showing a selection of rights from the UNCRC) and a diamond 9 template (appendix 1). Students to work together to decide the following structure:</p> <ul style="list-style-type: none"> • Most Important - Top • Very Important x 2 - 2nd Level • Important x 3 - Mid Level

Objective

N.B: All rights are viewed as being of equal importance.

This exercise is designed to stimulate discussion. It is intended to challenge students to think through a concept in a small group, then share opinions with the rest of the group/class.

Resources:

Diamond 9 template, Diamond 9 cards (appendix 1).

Do you experience your rights? (plenary)

Resources (depending on group size):

Signs saying: no, yes, maybe, not a right

Slide

Activity

- Less Important x 2 - 2nd Bottom Level
- Least Important x 1 - Bottom Level

Students then to feedback their ideas - you can use the following questions to help prompt discussion.

- What is at the top of your diamond 9?
- Why is it there?
- Was it difficult to select some rights over others?
- How did you decide which rights were most important?
- Are there any rights that are more important than others?

Possible response template: I think the most important right I have is.... Because....

Option One (with groups of 15 or less):

Place four pieces of A4 paper on the floor: one saying YES; one MAYBE; one NO and one NOT A RIGHT.

Option Two (with larger groups/ whole class sessions):

Pupils to either create signs with: YES/ NO/ MAYBE/ NOT A RIGHT or vote with hands up when answering questions.

Explain that you will ask a series of questions and you want pupils to think for themselves and stand nearest the YES / NO / MAYBE / NOT A RIGHT mat that reflects their answer.

Ask a mixture of questions listed below, some are linked to rights and others are 'wildcards' (not rights).

After each question, allow pupils to choose their mat and allow for discussion. Link discussion to key Articles as outlined below.

Questions linked to rights:

1. Do you go to _____ (insert name of school)? Article 28 - right to an education
2. Do you have a name? Article 7 - every child has the right to a name

Objective	Slide	Activity
		<p>3. Do you feel listened to at school? Article 12 - right to be listened to and the reason we have a school council</p> <p>4. Do you go to any clubs/activities in or after school? Article 15 - right to meet with friends and join groups</p> <p>5. Do you feel safe at school? Article 19 - you have a right to feel safe</p> <p>6. Do you get the chance to relax? Article 31 - you have the right to relax and play</p> <p>7. Can you speak another language? Article 30 - you have a right to learn and use the religion, language and customs of your family</p> <p>8. How much did you know about the United Nations Convention on the Rights of the Child before today? Article 42 - you have a right to know your rights</p> <p>9. Are you helped to develop your skills or talents? Article 29 - your right to be the best you can be.</p> <p>Wildcard questions not specifically linked to rights.</p> <p>10. Do you like homework?</p> <p>11. Do you get the bus to school?</p> <p>12. Do you enjoy playing sport?</p> <p>13. Do you play a musical instrument?</p>

Session Two Plan: Exploring My Rights, My Say

Objective	Slide	Activity
Session Two: Before the lesson		Watch the animations that you will show in the lesson (links on slides). The animations can also be found at www.reach.scot
Define ‘fair’ Resources: Paper for mind mapping.		Ask students to share their definition of the word fair. Create a bubble/word map (either in groups or as a class). A likely definition that could arise is: “fairness means everyone is treated equally.” When you hear this, explain that students will challenge this idea during this session.
Challenging the notion of fairness. (Equality vs Equity).		Explain the idea of equality and equity (use corresponding slide 6). The point of this activity is not to provide answers but to provoke debate around this subject.
Equality vs Equity table Resources: Equality vs Equity Table (appendix 2)		<ol style="list-style-type: none"> What do you see when you look at this picture? Does it seem fair? What is unjust about it? (An equal distribution of resources does not necessarily achieve an equal outcome) If the picture doesn’t seem fair, how could you fix it so it would be more fair?
Explaining the My Rights, My Say service		Students can then work individually or in small groups to complete the ‘Equality vs Equity’ table (Appendix 2). Students can then create their own example of a situation.
Talking Points (plenary)		Play animation: Your Rights, Your Say: vimeo.com/348800536
Talking Points (plenary)		Discussion points from session: <ul style="list-style-type: none"> • Why is there stigma attached to having additional support needs? • What can we do as a school to help break down the stigma surrounding additional support for learning? See also the My Rights, My Say ‘Illustration Activity Pack’ resource, which helps facilitate discussions with secondary school pupils (particularly aged 12- 15) about additional support for learning and children’s rights to be involved in decisions about their support. The pack is available from myrightsmysay.scot/resources.

Session Three Plan: Understanding my support in school

Objective	Slide	Activity
		<ul style="list-style-type: none"> Why do you think the Scottish Government have bought in the additional rights for 12-15 year olds? The above can either be facilitated as a class discussion, in smaller groups or pupils can record their thoughts and ideas.
Session Three: Before the lesson		<ul style="list-style-type: none"> Print out 'Solve a Problem activity' - Appendix 3 Print out scenarios - Appendix 4
Recap of children's rights - A to Z of children's rights		<p>If you have taught the previous sessions, remind students what they have covered - use Learning Objective slide as a prompt.</p> <p>Pupils write the alphabet on a blank sheet of paper. They then work in groups to find a word or a phrase relating to children's rights for every letter of the alphabet. Give pupils a set time (5 minutes would work), they will then have the opportunity to add to their alphabet at the end of session three. <i>N.B: Pupils could use a copy of the UNCRC to help them find relevant words/ phrases.</i></p>
What does My Rights, My Say mean to me?		<p>Talk through the slide explaining that, in order to understand what My Rights, My Say means to each individual student, they first need to know what type of help they can ask for and how they go about asking for help.</p> <p>Ask students to reflect on whether they think 'My Rights, My Say' could be relevant to them at some point during their education. This should be an initial starting point, focusing on what they learnt previously about additional support for learning. Further reflection is built in later in the session, once they have more information about the legislation.</p>
How to ask for help - barriers to asking for help and how to overcome them	 	<p>Ask: Why can it be difficult for some pupils to ask for help? Discuss and list some reasons on the board e.g. Embarrassing, someone will get in trouble etc.</p>
Resources: Solving a problem game (appendix 3)		<p>Model how to play 'solving a problem game (instructions below) out loud. Students then play in groups of 2-4.</p>

Objective

Slide

Activity

Choose a 'Barrier to getting help' statement as an example to model, for example:

No one cares if I have a problem.

Show group that there are often different solutions to solving a problem by modelling possible answers out loud.

Then identify another problem and ask the group to find a solution. Collect feedback and talk through their ideas, modelling how to find a solution, for example:

I don't have anyone that I can tell

Once the class is clear on the activity, divide into smaller groups, give each group a barrier statement (appendix 3) and ask them to find a solution. Ask students to share their feedback. You may wish them to record their ideas.

How to ask for help - school support network

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Facilitate a discussion around the following questions:

- What do you look for in someone to talk to?
- Who do you go to if you need help at school?

Set out who within your school is available for students to talk to and any practical advice i.e. re days/times available

- What could the school do differently to make asking for help easier?

Share ideas with group.

Emphasise that there is always someone you can talk to about a worry, however big or small a problem is. It can help to have different people for different problems which is why we have networks of various friends and family. People change over time so it's important to revisit this and consider who is available for us at different times, in different ways. Emphasise that students can take responsibility for finding the support they need.

What type of help might you ask for?

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Go through each point on the slide, explaining and facilitating a class discussion/ questions around the topics.

Objective

How to have a say

Slide

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Activity

Show group corresponding slide, which explains the initial starting point for children accessing 'My Rights, My Say'. Explain overview of 'My Rights, My Say' process in practise and where it fits into the school/the student's personal support network. For further information about advocacy, use the Reach film (slide 16) How to make your voice heard - found on the Reach website and Youtube channel: **reach.scot/my-say**

The attached infographic (appendix 5) provides further information about the process for professionals. You can also contact Enquire for additional help: **0345 123 2303** or **enquire.org.uk**

A to Z Plenary

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Give pupils a chance to return to their alphabet after today's lesson to see if they can add anything further/ complete the alphabet of children's rights.

Session Four Plan: My Rights, My Say scenarios

Objective	Slide	Activity
Session 4: Before the lesson		Familiarise yourself with the scenarios (appendix 4) and the animations (links on slides).
What is advocacy?		Play animation: Help make your voice heard at school: vimeo.com/348792004
Why might I need advocacy?		Explain why pupils might need advocacy.
Scenarios/overview of process of using your extended rights - Key Vocabulary		Explain that pupils are now going to look at scenarios based on real experiences where advocacy has been used as part of the My Rights, My Say service.
N.B: These scenarios and more can be found on the My Rights, My Say website		There are three scenarios (which have been anonymised) to choose from. You may wish to look at all of them or there may be one which is more relevant to your school/class.
		N.B: These scenarios can be looked at in greater depth and link more directly with level three and four Literacy benchmarks. It is at the teacher's discretion as to whether you wish to use the scenarios as a basis for more in-depth literacy learning.
		Prior to giving the students the scenarios, introduce the group to key vocabulary if necessary.
		Key Vocabulary: <ul style="list-style-type: none"> • Advocate - link back to animation • Local Authority • Enquire Helpline • Additional Support Needs • Diagnosis • Coordinated Support Plan (CSP) • Mainstream School • Specialist School • Assessment

Objective	Slide	Activity
<p>Scenarios - links to literacy</p>		<p><i>Teachers may wish to use the My Rights, My Say scenarios in a way that suits the level and learning needs of the pupils in their class. The following is a suggested activity relating to the scenarios.</i></p> <p>Pupils to read the scenario/scenarios either individually or in groups. They should highlight (underline key words/annotating scenarios):</p> <ul style="list-style-type: none"> • WHY they think these individuals exercised their rights • HOW they were supported <p>Pupils can then discuss what they would hope to happen next. This can be fed back either as a class discussion or in smaller groups. The teacher can then share the outcomes (which can also be found at the end of the scenarios appendix).</p>
<p>Summary page REACH video 'It's not easy to talk'</p>	<p>28</p>	<p>Show Reach animation (link on power point slide): vimeo.com/348797617</p>

Useful links for further information:

My Rights, My Say: myrightsmysay.scot

Enquire: enquire.org.uk/professionals

Reach: reach.scot

Children in Scotland: childreninscotland.org.uk

The Children and Young People's Commissioner Scotland: cypcs.org.uk

Together: togetherscotland.org.uk

Unicef: unicef.org.uk/what-we-do/un-convention-child-rights

The Scottish Government: gov.scot/policies/human-rights/childrens-rights

About key organisations:

My Rights, My Say supports children in Scotland aged 12-15 with additional support needs to exercise their rights to be involved in decisions about their support in school. It's independent, confidential, easy to use, and supports children to speak up about what they need to learn.

My Rights, My Say is a partnership between Enquire, Partners in Advocacy, Children in Scotland and Cairn Legal. Each partner offers different services:

Enquire is the Scottish advice service for additional support for learning. We provide advice and information about additional support for learning to parents, carers practitioners, children and young people. Our role in My Rights, My Say is to raise awareness of the rights of children with additional support needs aged 12 - 15 and the support My Rights, My Say offers.

Reach can help you understand children's rights to be supported and involved in decisions so they have an equal chance to flourish in their education.

Children in Scotland is the national network improving children's lives. As partners in My Right, My Say we provide independent support to make sure child's views are heard in formal process (such as tribunal cases, assessments, etc). We also work with key stakeholders including schools and local authorities to enhance professional practice in listening to children's views.

Partners in Advocacy provides direct advocacy support to children aged 12 -15 with additional support needs to help them have a say in decisions about their support. Our advocacy workers support children to share their views, attend and speak at meetings and if a child does not feel able to speak themselves, speak on their behalf.

Cairn Legal is a legal firm helping families plan for their future. We provide legal representation to support a child making a reference to the Additional Support Needs Tribunal.