

FOI Response: Unicef Launchpad, Information held

Public Authority: Children and Young People's Commissioner Scotland

Public Authority Ref: IRQ/2016/005

Name of applicant: My Crawford

Date: 28 September 2016

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Document 1: Email (08/11/2013 at 13:20) Subject: UNICEF UK's Child Rights Journey – stakeholder meeting

From: Teresa Bergin [<mailto:Teresab@unicef.org.uk>]

Sent: 08 November 2013 13:20

To: Frances Bestley; jacqueline.Lynn@sportscotland.org.uk; Benny Lawrie; Klaus Mayer; J Bettley; mechana; Mr G. Walker; Barr, Ruth; 'Diana Ellis'; Paul McWatt; Scott.Wood@scotland.gsi.gov.uk; Gordon.Gilchrist@scotland.gsi.gov.uk; Janice Kelly; Sambrooke Scott; Steven Kidd; mark.langdon@glasgow.gov.uk; Katie Brown

Cc: Martin Russell; Maura Hayes; Layzelle , Di; Leonie Brown; Hannah Ewing; Tom Burstow

Subject: UNICEF UK's Child Rights Journey - stakeholder meeting

Dear All

Many thanks for attending the meeting this week. We were hugely encouraged by the feedback and engagement and look forward to working with you on this exciting proposition.

We promised to send you follow up emails to remind you of the actions agreed at the meeting and to progress partnership discussions. Attached please find brief notes which include the actions from the meeting along with the two documents circulated at the meeting. For your ease of reference I have copied the actions below.

Actions from the meeting

1. All to identify a comprehensive list of organisations that may be interested in being involved. Email responses to teresab@unicef.org.uk
2. All to identify any awards already available that may be possible to include/bring on board/need to be looked at in the context of this proposal. Email responses to teresab@unicef.org.uk
3. All to send any suggestions for exciting useful resources to leonieb@unicef.org.uk
4. UNICEF UK to write an engagement plan identifying the contribution of children and young people.
5. UNICEF UK to book telephone conversations and develop a discussion template
6. Steven Kidd to book suitable room (up to 50 people).

In addition to responding to Action points 1, 2 and 3 above and to facilitate me in taking forward action 5 above, I would be pleased if key partner organisations could email me at teresab@unicef.org.uk with initial thoughts on your organisations' appetite for working in partnership with UNICEF UK on the Child Rights Journey/Discovery.

It would be helpful if you could include your telephone contact details – we will follow up with a phone call with all partners- including any new potential partners you identify through action 1 above.

Have lovely weekend

Kind regards

Teresa



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**UNICEF UK Child Rights Journey / Quest/ Discovery
Minutes of Stakeholder Meeting
5th November 2013**

Present: Scott Wood, Steven Kidd, Klaus Mayer, Paul McWatt, Ruth Barr, Kathleen Muir, Mandy Bruce, headteachers from primary and secondary schools (Glasgow City), Graham Walker, Prabhjot.Nijjar, Ailsa, Benny Lawrie, Sharon May, Mark Langdon, John Heraghty, David Duke, Alison Mechan, Lorna Harvey, Keir Gettrel, Greg Cann, Teresa Bergin, Frances Bestley, Martin Russell, Di Layzelle, Leonie Brown, Hannah Ewing

Apologies: Gordon Gilchrist, Jim Bettley, Jacqueline Lynn, Janice Kelly, Cathy Begley, Katie Brown

Aims and thinking so far

The scope for the Child Rights Journey was shared, (see scope document) and discussion focused on one positive and one challenge.

The positives were identified as:

- A strong focus on equality and consistency so it's beyond tokenistic
- Civic engagement and community involvement fits well with Curriculum for Excellence
- Fits in well with primary curriculum and a focus on enterprise
- Could support transition and be an interesting focus for primary schools
- Innovative and flexible – 'accreditation' of personal development
- Facilitates other awards
- The focus on equality and inclusion is wider than the Commonwealth Games
- The 'pass it on' and community work should impact on public knowledge about rights

The challenges were:

- How do we engage the most vulnerable children, those with additional support needs or those who do not engage with school, without parental support?
- There are so many awards out there already - how do we make sure we link in and not overlap?
- How do we maintain interest once the Commonwealth Games are over – so up to 2018?
- What is the knowledge about rights from potential partners?

Actions:

7. All to identify a comprehensive list of organisations that may be interested in being involved. Email responses to teresab@unicef.org.uk
8. All to identify any awards already available that may be possible to include/bring on board/need to be looked at in the context of this proposal. Email responses to teresab@unicef.org.uk

Look and feel

Very early ideas about the resource were shared (see Look and feel document). There was some discussion that the age ranges may be too wide particularly at 13-18.

Action:

3. All to send any suggestions for exciting useful resources to leonieb@unicef.org.uk

Children & Young People's views

A questionnaire was shared to look at how we obtain the views of children and young people. This had been piloted in two schools. There was a great deal of discussion about the most effective way to collect children and young people's views and their contribution to the development of the resource.

Action:

4. UNICEF UK to write an engagement plan identifying the contribution of children and young people.

Next steps:

It was agreed to follow up the stakeholder meeting with individual bilateral telephone conversations with potential partners around the table and other suggested partners identified through responses to Action 1 to identify areas where we can work together.

Action:

5. UNICEF UK to book telephone conversations and develop a discussion template.

AOB

The next stakeholder meeting will be **30th January 2014**.

Action:

6. SK to book suitable venue

Document 3: Attachment 3 (Email 08/11/2013 at 13:20)

Scope for Child Rights Journey / Quest / Pledge/Discovery

Aims:

- To reach every child in Scotland by 2018, particularly prioritising those children who are most vulnerable
- To enthuse 5-18 year olds about their rights through the context of the Commonwealth Games in Scotland and the Gold Coast
- To empower and engage children and young people about the Convention
- To connect children in Scotland with children in the Commonwealth
- To encourage children to be involved in play, physical and cultural activities
- To encourage children to take action to improve the lives of children locally and globally

The resource will provide a Framework to develop knowledge and understanding of the UN Convention on the Rights of the Child in a practical and engaging way. It will highlight the unique partnership between UNICEF and the Commonwealth Games and focus initially on the Commonwealth Games in Glasgow 2014 but will continue as part of the legacy arrangements for the Games. It will encourage children and young people to find out about the Convention, about the Commonwealth countries and take action themselves; by taking part in play, physical and cultural activities and also by volunteering, fundraising and campaigning for the rights of children across the world.

It will be a flexible unifying Framework that will reach out to other organisations beyond RRS for example Sports Partners, British Council, Education Scotland. It will be a 'reward' that is accessible and attractive to children and young people and simple and adaptable to administer.

Suggested four sections

Section 1: Get rights: An exploration of Child Rights in the context of the School and their heritage in Scotland

Section 2: Get the Commonwealth countries An exploration of Child Rights in the context of one or more Commonwealth Country- drawing on for example information already provided by 'Game On'/British Council and learning about UNICEF projects particularly in the 6 key countries or through International Inspiration

Section 3: Get active Take part in a sports or cultural activity which could use opportunities provided by Active Schools/ Fit for Girls scheme/Bank of Scotland National School Sport Week/Sports days/ games from CG countries (as used for International Inspiration

Section 4: Get involved Action, volunteer or campaign at the local or global level related to issues of child rights. This could include training to be a young leader or sports mentor, Youth Sport Trust Young Ambassador/ Lead 2014 or attendance at Games events

Pass it on!

Document 4: Email (17/01/2014 at 14:51) Subject: UNICEF UK's Child Rights Journey – 30 January stakeholder meeting

From: Leonie Brown [<mailto:LeonieB@unicef.org.uk>]
Sent: 17 January 2014 14:51
To: jacqueline.Lynn@sportscotland.org.uk; Benny Lawrie <benny.lawrie@youthsporttrust.org>; Klaus Mayer <Klaus.Mayer@educationscotland.gov.uk>; J Bettley <JBettley@ea.n-lanark.sch.uk>; mechana <mechana@spittal-pri.s-lanark.sch.uk>; Mr G. Walker <graham.walker@chrystonhigh.n-lanark.sch.uk>; Barr, Ruth <Ruth.Barr@glasgow.gov.uk>; 'Diana Ellis' <diana.wosdec@btconnect.com>; Paul McWatt <Paul.McWatt@educationscotland.gov.uk>; Scott.Wood@scotland.gsi.gov.uk; Gordon.Gilchrist@scotland.gsi.gov.uk; Janice Kelly <Janice.Kelly@creativescotland.com>; Sambrooke Scott <Sambrooke.Scott@creativescotland.com>; Steven Kidd <Steven.Kidd@glasgow2014.com>; mark.langdon@glasgow.gov.uk; Katie Brown <Katie.Brown@sccyp.org.uk>; Muir, Catherine (British Council) <Catherine.Muir@britishcouncil.org>; david@streetsoccerscotland.org; julie@inspire-aspire.org.uk; Cathy Begley <Cathy.Begley@sccyp.org.uk>; gcann@ng2works.com; J.Heraghty@sported.org.uk; Hull, Stephen (British Council) <Stephen.Hull@britishcouncil.org>; sharon.may@creativescotland.com; kate.walker@britishcouncil.org; Charlie.johnston@eastrenfrewshire.gov.uk
Cc: Martin Russell <martinr@unicef.org.uk>; Maura Hayes <maurah@unicef.org.uk>; Layzelle, Di <LAYZED@croydon.ac.uk>; Hannah Ewing <hannahe@unicef.org.uk>; Caroline Argyropulo-Palmer <CarolineA@unicef.org.uk>; Frances Bestley <francesb@unicef.org.uk>; Jeannie Rigby <JeannieR@unicef.org.uk>; Teresa Bergin <Teresab@unicef.org.uk>; Kate Dentith <kated@unicef.org.uk>; Vaughan Simons <VaughanS@unicef.org.uk>
Subject: Re: UNICEF UK's Child Rights Journey - 30 January stakeholder meeting

Dear all,

Hello again and happy new year.

I can now confirm the venue and agenda for the meeting on Thursday 30 January. The meeting will take place at the [STUC building on Woodlands Road, Glasgow G3 6NG](#). Lunch will be served at 1pm and the meeting will start at 1.30pm.

The agenda is attached. We will be running a session to ask for your ideas and input on sections of the Journey. If you work regularly with children and young people please could I ask you to come armed with ideas and examples of successful resources and activities you have used to engage with them. I sure this is something that will come very naturally to many of you anyway.

If possible please let me know whether or not you are able to attend, so we can plan for numbers. If you would like to invite colleagues with an interest in the Journey, or who can attend in your place, please do forward this invite to them.

We look forward to seeing you there.

Best wishes,
Leonie

From: Leonie Brown <leonieb@unicef.org.uk>
Date: Tuesday, 17 December 2013 16:39
To: "jacqueline.Lynn@sportscotland.org.uk" <jacqueline.Lynn@sportscotland.org.uk>, Benny Lawrie <benny.lawrie@youthsporttrust.org>, Klaus Mayer <Klaus.Mayer@educationscotland.gov.uk>, J Bettley <JBettley@ea.n-lanark.sch.uk>, mechana <mechana@spittal-pri.s-lanark.sch.uk>, "Mr G. Walker" <graham.walker@chrystonhigh.n-lanark.sch.uk>, "Barr, Ruth"

<Ruth.Barr@glasgow.gov.uk>, 'Diana Ellis' <diana.wosdec@btconnect.com>, Paul McWatt
 <Paul.McWatt@educationscotland.gov.uk>, "Scott.Wood@scotland.gsi.gov.uk"
 <Scott.Wood@scotland.gsi.gov.uk>, "Gordon.Gilchrist@scotland.gsi.gov.uk"
 <Gordon.Gilchrist@scotland.gsi.gov.uk>, Janice Kelly <Janice.Kelly@creativescotland.com>,
 Sambrooke Scott <Sambrooke.Scott@creativescotland.com>, Steven Kidd
 <Steven.Kidd@glasgow2014.com>, "mark.langdon@glasgow.gov.uk"
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 "Prabhjot2.Nijjar@eastrenfrewshire.gov.uk" <Prabhjot2.Nijjar@eastrenfrewshire.gov.uk>, "Muir,
 Catherine (British Council)" <Catherine.Muir@britishcouncil.org>, "david@streetsoccerscotland.org"
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 "J.Heraghty@sported.org.uk" <J.Heraghty@sported.org.uk>, "Hull, Stephen (British Council)"
 <Stephen.Hull@britishcouncil.org>, "sharon.may@creativescotland.com"
 <sharon.may@creativescotland.com>, "kate.walker@britishcouncil.org"
 <kate.walker@britishcouncil.org>
 Cc: Martin Russell <martinr@unicef.org.uk>, Maura Hayes <maurah@unicef.org.uk>, "Layzelle , Di"
 <LAYZED@croydon.ac.uk>, Hannah Ewing <hannahe@unicef.org.uk>, Caroline Argyropulo-Palmer
 <CarolineA@unicef.org.uk>, Frances Bestley <francesb@unicef.org.uk>, Jodi Gothold
 <jodig@unicef.org.uk>, Jeannie Rigby <JeannieR@unicef.org.uk>, Teresa Bergin
 <Teresab@unicef.org.uk>

Subject: UNICEF UK's Child Rights Journey - 30 January stakeholder meeting

Dear all,

Before we all break for Christmas I wanted to confirm that the next Child Rights Journey meeting will be held in Glasgow on the afternoon of Thursday 30 January 2014.

It would be fantastic to see as many of you as possible there, to build on our very positive first meeting in November and the subsequent conversations we've had with many of you. The session on 30 January will focus on the creative development of the journey and what it will mean for children and young people – and for those delivering the journey - in practical terms.

I will be in touch with exact times, venue details and an agenda early in the New Year, but for now please do hold this afternoon in your diaries if you can.

Best wishes for a relaxing festive season and see you in January.

Leonie

Leonie Brown
 Editor

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 UNICEF UK, 30a Great Sutton Street, London EC1V 0DU



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Document 5: Attachment (Email 17/01/2014 at 14:51)

**Child Rights Journey - Stakeholder Meeting
30 January 2014**

The Scottish Trades Union Congress, 333 Woodlands Road,
Glasgow G3 6NG

		30 January 2014
13.00	-	Lunch
13.30		
13.30	-	Welcome and introductions
13.45		
13.45	-	Progress update
14.15		Timeline Format User engagement
14.15	-	Developing the journey
15.30		Get rights - example content Group activity to develop sections of the journey Feedback
15.30	-	Next steps
15.45		
15.45		AOB Date of next meeting

Document 6: Email (03/07/2014 at 16:58) Subject: Minutes

From: Katie Rosenthal [<mailto:KatieR@unicef.org.uk>]

Sent: 03 July 2014 16:58

To: benny.lawrie@youthsporttrust.org; catherine.muir@britishcouncil.org; cdownie@lourdes-sec.glasgow.sch.uk; david@streetsoccerscotland.org; enicholson@darnley-pri.glasgow.sch.uk; gordon.gilchrist@scotland.gsi.gov.uk; hazel.williamson@youthsporttrust.org; jacqueline.lynn@sportscotland.org.uk; jillian.kane@southlanarkshire.gsx.gov.uk; j.heraghty@sported.org.uk; Julie Thompson; Greg Cann; Cathy Begley; kate.walker@britishcouncil.org; Paul McWatt; ross.mclay@eastrenfrewshire.gov.uk; ruth.barr@glasgow.gov.uk; Sarah-Louise Davies; Sharon May; steven.kidd@glasgow2014.com; sophy.Merrick@uksport.gov.uk; dougie.millen@sportscotland.org.uk

Subject: Minutes

Hi

Please find the minutes from last Friday's reference group attached.

As discussed last week, if anyone has any name and strapline suggestions please email them by tomorrow.

Thanks

Katie Rosenthal

UK Programmes Support Officer

www.unicef.org.uk / katier@unicef.org.uk / @unicef_uk

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**Meeting Minutes
Child Rights Journey - Stakeholder Reference Group
27th June 2014**

Attendees:

Leonie Brown, Teresa Bergin, Katie Rosenthal, UNICEF UK
Emma Nicholson, Darnley Primary
Alison Fotheringham, Klaus Mayer, Paul McWatt, Jennifer Cairns,
Education Scotland
Sharon May, Creative Scotland
Ross McLay, East Renfrewshire Council
Dougie Miller, Sport Scotland
Ruth Barr, Glasgow City Council

Apologies:

Phil Raines, Gordon Gilchrist, Scottish Government
Benny Lawrie, Youth Sport Trust
Catherine Muir, Kate Walker, Natasha Kozlowska, British Council
Cathy Begley, Sarah-Louise Davies, SCCYP
Christine Downie, Lourdes Secondary
David Duke, Street Soccer Scotland
Greg Cann, NG2
Hazel Williamson, Youth Sport Trust
Jacqueline Lynn, Sport Scotland
Jillian Kane, South Lanarkshire Council
John Heraghty, Sported
Julie Thompson, Inspire-Aspire
Martin Summers, Young Scot
Steven Kidd, Glasgow2014

Welcome & introductions

- Leonie & Teresa introduced UNICEF's new baby book to the group, and showed a video. A copy of "Baby, I Love You" will be gifted to each baby born in Scotland from the start of the Commonwealth Games until the 2018 Games in Australia.
- UNICEF will run a two hour "Wee Garden" on Glasgow Green from 15:00-17:00 each day during the Commonwealth Games. The space

is for children aged under five and their parents and carers. Volunteers are needed to help out each day.

- *Action- Katie to email round some information about the Wee Garden and everyone to forward to those who may be interested in helping.*
- Leonie recapped the project for those new to the group and explained that the meeting would focus on phase one of design.

Content & development update

- A digital agency and writer have been appointed to develop online and offline content. Registrations went live on the 25th of June and there have been over 100 registrations so far. Leonie explained the process for registrations including the code given to supporting adults. There will be criteria in place that must be met before an organisation is approved, including a duty of care and safeguarding policy.
- The group were shown some graphics of what children's avatars could look like and the format of the journey was explained. There will be draw through gaming techniques, and the pace will be much slower than a typical video game.
- There will be no cost involved to supporting adults at any stage.
- The group discussed the possibility of permeable age boundaries and content based on an assessment of ability rather than age.
- The group discussed the information that will be supplied to supporting adults, and where children and young people might access the resource, and safeguarding was highlighted. It was agreed that there is huge value in the clarity of guidance on the role of the supporting adult. There was concern around children signing up twice in different settings. Implementation models, including encouraging partnership working between organisations, can mitigate this risk. The idea of a 'lead adult' was also suggested.
- *Leonie and Teresa will issue of children signing up multiple times with the digital agency, E3.*
- *Leonie and Teresa will speak to the Children's Commissioner for Wales regarding the quiz on their website, and the advice and signposting they provide.*
- The group discussed 4 possible names and straplines for the journey, and the consultations that have been carried out with children and young people. "Dream Machine" had the most interest

amongst the children consulted but was also identified as the name and strapline most likely to cause confusion.

- Teresa emphasised the importance of a quick decision and the challenging time schedule, and the difficulty of the process of identifying a name and strapline. She acknowledged concerns around the “Dream Machine” name and strapline and the importance in appealing to those aged over 14. Leonie noted that any name will

need an explanation and it is not possible to completely surmise the journey in a name and strapline.

- Paul stated his concerns about “Dream Machine”, in that it could be confusing to children and supporting adults, and has no link to rights. He mentioned that he had asked for opinions on the name from those with a good knowledge of rights, and that his concerns had been reiterated.
- Teresa noted that rights are inherent in all children even when they are not being realised, and that the “Dream Machine” name is both inspirational and aspirational. She mentioned the value of stakeholder views and support.
- *Everyone to think of possible names and straplines in the next week before a final decision is made.*

Implementation models & training

- The group discussed the value and challenges in collaborative working between different organisations. UNICEF have held trials and discussions with organisations including Street Soccer and Sported aimed at exploring these issues.
- Paul asked about the administrative load that will be placed on supporting adults, and Leonie agreed that this is an area that has to be worked on. A guidance document will be produced and an evaluation will be carried out with six or seven of the first schools to support children on the journey. Guidance for supporting adults should lock into existing duty of care processes. Resources must be provided for children and young people who feel that their rights are not being met. *UNICEF to ask SCCYP for guidance.*
- The group discussed fitting into the Curriculum for Excellence. *Teresa and Leonie to look at the tool on Education Scotland’s website and arrange a separate meeting with Education Scotland to work through the content around this.*

Communications & launch

- A media launch will be held during the week commencing 14th July. The date will be confirmed next week.
- *Katie to share the comms plan and content structure with the group.*

Evaluation

- A full time co-ordinator position, based in Scotland, will be recruited for shortly, whose remit will cover evaluation and monitoring.

Next Steps & AOB

- The advert will go out next week for the co-ordinator post, for an initial year.

Date of next meeting

- The next stakeholder meeting will be held after the launch. 28 August was suggested but this is not convenient for several members of the group so an alternative date will be sought.

Document 8: Email (31/07/2014 at 09:37) Subject: RE: Child Rights Launchpad

From: Cathy Begley
Sent: 31 July 2014 09:37
To: 'Teresa Bergin' <Teresab@unicef.org.uk>; Katie Brown <Katie.Brown@sccyp.org.uk>
Subject: RE: Child Rights Launchpad

Hi Teresa

Thanks for this. It reads well and looks like you have sorted out the problem with a name for the journey. We are happy for it to go as is.

Best Wishes
Cathy

Cathy Begley
Participation and Education Officer
Scotland's Commissioner for Children and Young People
85 Holyrood Road
Edinburgh
EH8 8AU
Tel: 0131 558 3733
Mobile: 07738427529
www.sccyp.org.uk



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From: Teresa Bergin [<mailto:Teresab@unicef.org.uk>]
Sent: 30 July 2014 17:48
To: Cathy Begley; Katie Brown
Subject: Child Rights Launchpad

Hi Cathy and Katie

I hope you are both well.

Building on the fantastic response during the games we are planning to launch the Child Rights Launchpad on Saturday just ahead of the close of the Games.

Attached is a draft press release and as a key partner we wanted to give you the opportunity to comment on this- once this is finalised we will of course send you an invite. Just a heads up though the launch will be held in St Enoch's Square at 11.30.

If possible any comments before the end of play tomorrow would be appreciated. #

Kind regards

Teresa

Teresa Bergin

Director of Programmes

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Document 9: Email (15/08/2014 at 16:41) Subject: Child Rights Launchpad - update

From: Leonie Brown [<mailto:LeonieB@unicef.org.uk>]
Sent: 15 August 2014 16:41
To: Benny Lawrie <benny.lawrie@youthsporttrust.org>; Catherine Muir <Catherine.Muir@britishcouncil.org>; Cathy Begley <Cathy.Begley@cypcs.org.uk>; Christine Downie <CDownie@lourdes-sec.glasgow.sch.uk>; David Duke <david@streetsoccerscotland.org>; Dougie Millen <dougie.millen@sportscotland.org.uk>; Emma Nicholson <ENicholson@darnley-pri.glasgow.sch.uk>; Gordon Gilchrist <Gordon.Gilchrist@scotland.gsi.gov.uk>; Greg Cann <gcann@ng2works.com>; Hazel Williamson <hazel.williamson@youthsporttrust.org>; Jacqueline Lynn <jacqueline.Lynn@sportscotland.org.uk>; Jillian Kane <Jillian.Kane@southlanarkshire.gsx.gov.uk>; John Heraghty <J.Heraghty@sported.org.uk>; Julie Thompson <julie@inspire-aspire.org.uk>; Kate Walker <Kate.Walker@britishcouncil.org>; Kenneth Chrystie <kchrystie@McClureNaismith.com>; Martin Summers <martins@youngscot.org>; Natasha Kozlowska <Natasha.kozlowska@britishcouncil.org>; Paul McWatt <Paul.McWatt@educationscotland.gov.uk>; Philip Raines <Philip.Raines@scotland.gsi.gov.uk>; Ross Mclay <ross.mclay@eastrenfrewshire.gov.uk>; Ruth Barr <ruth.barr@glasgow.gov.uk>; Sarah-Louise Davies <Sarah-Louise.Davies@cypcs.org.uk>; Sharon May <sharon.may@creativescotland.com>; Sophy Merrick <sophy.Merrick@uksport.gov.uk>; Steven Kidd <Steven.Kidd@glasgow2014.com>
Cc: Katie Rosenthal <KatieR@unicef.org.uk>; Teresa Bergin <Teresab@unicef.org.uk>
Subject: Child Rights Launchpad - update


Dear all,

I hope you're well and have enjoyed what's been an exciting summer.

A quick update for you on Child Rights Launchpad.

We have advertised for a Scotland-based Project Manager to lead the implementation and phase 2 development of the resource. Please pass this ad on to anyone you know who might be interested in applying:

<http://www.unicef.org.uk/Jobs/Paid-positions/UK-Programmes-Project-Manager-Child-Rights-Launchpad/>

 and we are hoping to appoint my replacement this week. Once they are in post we will look at the next date for a meeting of the reference group and be in touch with you about that.

Phase 1 of the Launchpad will be live from w/c 26 August and we will be doing limited promotion and roll out to seed and test this online side of the resource, focusing on schools. We held a successful media launch to announce the Launchpad during the games, and I have attached an image from the event.

Phase 2 will include offline resources and further development of the online resource, based in part on learnings from Phase 1, as well as wider implementation.

If you have any questions please get in touch.

Best wishes,
Leonie

Leonie Brown
Editorial Project Manager

www.unicef.org.uk / leonieb@unicef.org.uk / @unicef_uk

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Document 10: Email (29/08/2014 at 14:50) Subject: Child Rights Launchpad

From: Leonie Brown [<mailto:LeonieB@unicef.org.uk>]
Sent: 29 August 2014 14:50
To: Benny Lawrie <benny.lawrie@youthsporttrust.org>; Catherine Muir <Catherine.Muir@britishcouncil.org>; Cathy Begley <Cathy.Begley@cypcs.org.uk>; Christine Downie <CDownie@lourdes-sec.glasgow.sch.uk>; David Duke <david@streetsoccerscotland.org>; Dougie Millen <dougie.millen@sportscotland.org.uk>; Emma Nicholson <ENicholson@darnley-pri.glasgow.sch.uk>; Gordon Gilchrist <Gordon.Gilchrist@scotland.gsi.gov.uk>; Greg Cann <gcann@ng2works.com>; Hazel Williamson <hazel.williamson@youthsporttrust.org>; Jacqueline Lynn <jacqueline.Lynn@sportscotland.org.uk>; Jillian Kane <Jillian.Kane@southlanarkshire.gsx.gov.uk>; John Heraghty <J.Heraghty@sported.org.uk>; Julie Thompson <julie@inspire-aspire.org.uk>; Kate Walker <Kate.Walker@britishcouncil.org>; Kenneth Chrystie <kchrystie@McClureNaismith.com>; Martin Summers <martins@youngscot.org>; Natasha Kozlowska <Natasha.kozlowska@britishcouncil.org>; Paul McWatt <Paul.McWatt@educationscotland.gov.uk>; Philip Raines <Philip.Raines@scotland.gsi.gov.uk>; Ross Mclay <ross.mclay@eastrenfrewshire.gov.uk>; Ruth Barr <ruth.barr@glasgow.gov.uk>; Sarah-Louise Davies <Sarah-Louise.Davies@cypcs.org.uk>; Sharon May <sharon.may@creativescotland.com>; Sophy Merrick <sophy.Merrick@uksport.gov.uk>; Steven Kidd <Steven.Kidd@glasgow2014.com>
Cc: Caroline Argyropulo-Palmer <CarolineA@unicef.org.uk>; Katie Rosenthal <KatieR@unicef.org.uk>; Teresa Bergin <Teresab@unicef.org.uk>; Frances Bestley <francesb@unicef.org.uk>
Subject: Child Rights Launchpad

Dear all,

Child Rights Launchpad is now live at www.unicef.org.uk/rights-launchpad

Now that the site is live we will begin an initially targeted roll out, feeding learnings back into phase 2 development. Caroline Argyropulo-Palmer will be taking on my role as Editorial Project Manager from Monday, [REDACTED]. She will be leading phase 2, alongside the [Scotland-based Project Manager](#) role that we are currently recruiting.

Caroline will be in touch soon about the next meeting of the reference group, where she'll also be able to give you a full demonstration of the site, as most of the content sits behind a sign-up system.

Thank you all for your input into this project so far. We very much hope it will prove a valuable and exciting part of the Games' legacy and will inspire children across Scotland to explore their rights.

All the best,
Leonie

Leonie Brown
Editorial Project Manager

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Document 11: Email (24/09/2014 at 15:55) Subject: Child Rights Launchpad – Stakeholder Reference Group meeting, 22nd October

From: Katie Rosenthal [<mailto:KatieR@unicef.org.uk>]
Sent: 24 September 2014 15:55
To: benny.lawrie@youthsporttrust.org; catherine.muir@britishcouncil.org; Martin Summers <martins@youngscot.org>; david@streetsoccerscotland.org; enicholson@darnley-pri.glasgow.sch.uk; gordon.gilchrist@scotland.gsi.gov.uk; hazel.williamson@youthsporttrust.org; jacqueline.lynn@sportscotland.org.uk; jillian.kane@southlanarkshire.gsx.gov.uk; j.heraghty@sported.org.uk; Julie Thompson <julie@inspire-aspire.org.uk>; Greg Cann <gcann@ng2works.com>; Cathy Begley <Cathy.Begley@sccyp.org.uk>; kate.walker@britishcouncil.org; Paul McWatt <Paul.McWatt@educationscotland.gov.uk>; ross.mclay@eastrenfrewshire.gov.uk; ruth.barr@glasgow.gov.uk; Sarah-Louise Davies <Sarah-Louise.Davies@sccyp.org.uk>; Sharon May <Sharon.May@creativescotland.com>; sophy.Merrick@uksport.gov.uk; dougie.millen@sportscotland.org.uk; Katie Brown <Katie.Brown@sccyp.org.uk>; klaus.mayer@educationscotland.gov.uk; jennifer.cairns@educationscotland.gov.uk; cdownie@lourdes-sec.glasgow.sch.uk
Subject: Child Rights Launchpad- Stakeholder Reference Group meeting, 22nd October

Hi

The next stakeholder reference group will be held on Wednesday 22nd October. This revised date aims to accommodate holidays during the week commencing 13 October, and the start date of the UK Programmes Project Manager- Child Rights Launchpad post.

The meeting will start with lunch at 13:00, and we aim to finish by 16:00. As before, Education Scotland have kindly agreed to host the meeting at The Optima, 58 Robertson St, Glasgow G2 8DU

We really hope that you will be able to attend, so that we can update you and get your thoughts on all the exciting developments since we last met in June! I will shortly be sending out calendar invites for the meeting- I would be grateful if you could accept or decline where possible, so that I can provide numbers for catering. If you would like a colleague to attend with you or on your behalf please let me know. I will be in touch again soon, with an agenda for the meeting.

Thanks,

Katie Rosenthal
UK Programmes Support Officer

www.unicef.org.uk / katier@unicef.org.uk / @unicef_uk

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Document 12: Email (29/10/2014 at 12:08) Subject: 29 October 2014 12:08

From: Caroline Argyropulo-Palmer [<mailto:CarolineA@unicef.org.uk>]
Sent: 29 October 2014 12:08
To: Paul.McWatt@educationscotland.gov.uk; Maggie.Fallon@scotland.gsi.gov.uk; klaus.mayer@educationscotland.gov.uk; jennifer.cairns@educationscotland.gov.uk; Alison.Fotheringham@educationscotland.gov.uk; Katie Brown <Katie.Brown@sccyp.org.uk>; Cathy Begley <Cathy.Begley@sccyp.org.uk>; Sarah-Louise Davies <Sarah-Louise.Davies@sccyp.org.uk>; Frances Bestley <francesb@unicef.org.uk>; Martin Russell <martinr@unicef.org.uk>; benny.lawrie@youthsporttrust.org; hazel.williamson@youthsporttrust.org; sharon.may@creativescotland.com; enicholson@darnley-pri.glasgow.sch.uk; ross.mclay@eastrenfrewshire.gov.uk; j.heraghty@sported.org.uk; gcann@ng2works.com; david@streetsoccerscotland.org; Lucy.Young@britishcouncil.org; Natasha.Kozlowska@britishcouncil.org; Dougie.Millen@sportscotland.org.uk; ruth.barr@glasgow.gov.uk; catherine.muir@britishcouncil.org; jacqueline.lynn@sportscotland.org.uk; jillian.kane@southlanarkshire.gsx.gov.uk; juneo@youngscot.org; julie@inspire-aspire.org.uk; kchrystie@McClureNaismith.com; CDownie@lourdes-sec.glasgow.sch.uk; Stephen.Hull@britishcouncil.org; colin.armstrong@scotland.gsi.gov.uk; Giles.Meyer@internationalinspiration.org
Cc: Teresa Bergin <Teresab@unicef.org.uk>; Katie Rosenthal <KatieR@unicef.org.uk>; Steven Kidd <StevenK@unicef.org.uk>
Subject: Reference group meeting - October 22

Dear all,

Many thanks to those of you who were able to attend the reference group meeting last Wednesday. I'm sure you will all agree that it was a very positive and productive session, and it was great to once again have your insight and expertise.

I have attached a copy of the agenda with notes from the meeting, and the three Powerpoint presentations that were given. If anyone would like further information, please do just let me know.

As was announced at the meeting, we are delighted to now have Steven Kidd, who many of you will know from the reference group, on board as our Project Manager. Steven will be coordinating the promotion and support of Launchpad going forwards.

Best,

Caroline

Caroline Argyropulo-Palmer

Editorial Project Manager

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Document 13: Attachment 1 (Email 29/10/2014 at 12:08)

Child Rights Launchpad - Stakeholder Reference Group

22th October 2014

Education Scotland: The Optima, 58 Robertson St, Glasgow G2 8DU

22th October 2014

13.00 – 13.15 Welcome and lunch

- Please also feel free to eat during the first session

13.15 – 14.00 Phase 1 - User testing findings and reflections

- Presentation of key findings
- Any additions to the user testing findings?

'Difficult conversations' section of Adult Guidance currently too far back. That during the user testing the content raised personal issues for 2/9 children shows how powerful learning about rights is, and demonstrates the importance of having a supporting adult.

How will we reengage children who have been involved in phase one? Phase two needs to be broader so that they can come back to it. Equally, a child might be introduced to it in multiple settings – needs to be enough breadth to account for this.

Adult Guidance needs a clear, step-by-step summary page at the beginning. A quick overview. Current offering thorough, but a bit overwhelming.

Some local authorities are looking at opening up YouTube access – not sure which ones. But on the whole teachers have access, children don't. Ideally would include YouTube link as additional option, not primary way of viewing video.

14.00 – 14.45 Phase 2 - Development

- Break into small groups to discuss key questions
- Feedback to whole group

Activities should prompt CYP to think about what happens in their school/community with regards to the right.

Need to be able to measure the difference participation in Launchpad has/capture what CYP do – how do we do this without adding 'verification' of what children do – not a test.

Not currently a Scottish Education Award for rights – could this be developed?

If/when expanded to include more than 6 rights, could the 6 rights that you explore first be selected by a randomiser – shows that they are equally important, no hierarchy. Unlocking additional content could be good – but will it make children 'speed' through it without thinking (a competitive element)? Quizzes would help with that. A progress bar would be a good addition.

Some discussion on the 'class-taught' method of delivery. Practicalities mean that this will likely be fairly common, at least in part. Has implications for the CYP experience and the design of the Launchpad e.g, randomly-selected rights – careful consideration of how best to accommodate this is required.

GIRFEC principles not foregrounded at the moment for CYP – but perhaps they should be, they need to understand them – are referred to in schools, need to come to life, not just be jargon.

42 rights wouldn't be unwieldy for adult guides if they were given support on planning. Is fundamentally for young people with adult support.

Screen is quite sparse – children actually used to busier screens – could add a pop up or banner directing children to speak to their adult guide/Childline if they need.

Need to check that adult guides understand the appropriate process for child protection. Could be a tick box during the sign up process, also 'check best practice' could be included in a summary page/step-by-step.

Most important issues to address in phase 2 were considered to be around support for Adult Guides, rather than around the offering and existing functionality. Importance of addressing IT facility challenges ranked varyingly – some felt without addressing this, the content wasn't accessible, making it most important, others that adult guides would find ways around it if adequately supported. Highlights need to develop good offline content – it might be that settings use both, rather than one or the other.

14.45– 15:30 Phase 2 - Promotion and support

- Presentation of participation data
- Open discussion of ideas for promotion and support going forwards

Personal achievement as part of the curriculum needs a stronger handle – could Launchpad be promoted to be used to support this? Need to generate real enthusiasm. Should showcase different models. Should look at contextualisation – what are the key themes being looked at in schools, how can Launchpad link to them.

Incentives for CYP – e.g. trip to London, involvement of Unicef ambassadors - BUT fundamentally CYP need to know these things, rights aren't something you win – a confusing message to suggest that they are a reward. Have rights all of the time.

One page summary for Adult Guides – show how links to Curriculum for Excellence – BUT everyone does this now!

Children's Conferences – includes child to child presentations. Good to include this – want comms and promotion to model the values of Launchpad, give children a voice, empower them.

Rights Committees at RRSA schools – could take the lead on Launchpad.

Role of adults – pragmatically, teachers need to embrace foremost. CYP at heart, but need to go to practitioners in first instance. Some people will do it if it helps to fulfil local authority reporting functions – box ticking.

Could look at developing peer to peer in school – leadership role for older children, incentive.

For older children, use of Facebook or school social media.

One avenue for rights engagement – can't do it all.

Events should be virtual, so not geographically bound, don't just get just the usual suspects.

Linking into and making the most of existing networks is vital for promotion. A variety of local and national networks have an interest in the area of child rights and will be willing to help: "If it's good, it spreads".

15.30 – 15.50 Looking forwards for the reference group

- Frequency of meetings

- Objectives going forwards

Largely still happy to meet, though not possible for all members. Next meeting to share phase two insights, or having conducted a more detailed evaluation. Look to add value for reference group participants.

15.50 – 16.00 AOB

Document 14: Email (13/11/2014 at 14:51) Subject: RE: Steven Kidd

From: Steven Kidd [<mailto:StevenK@unicef.org.uk>]
Sent: 13 November 2014 14:51
To: Katie Brown <Katie.Brown@sccyp.org.uk>
Subject: RE: Steven Kidd

Hi Katie,

████████████████████████████████████████████████████████████████████████████████

27th at 2pm sounds good. Looking forward to seeing your new space!

Thanks,

Steven

From: Katie Brown [<mailto:Katie.Brown@sccyp.org.uk>]
Sent: 13 November 2014 11:55
To: Steven Kidd
Subject: RE: Steven Kidd

HI Steven - sorry for the delay in our coming back to you about this - ██████████ ██████████
██████████ so the management group has not yet met. We will get on it as quickly as possible.

Yes indeed - lets meet up. A really sensible idea. Cathy is away for the next week - and it would be good if she could be involved in discussions as she is lead in the office re UNICEF RRS. Could we try for week after next? How about Thursday 27th November at 2 p.m. here?

Let me know if this will be possible?

Katie

Katie Brown
Head of Participation and Education
Scotland's Commissioner for Children and Young People
Rosebery House
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Edinburgh
EH12 5EZ

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From: Steven Kidd [<mailto:StevenK@unicef.org.uk>]

Sent: 13 November 2014 09:50

To: Katie Brown

Subject: RE: Steven Kidd

Hi Katie,

Hope the move went well and you're settling into the new office! Aside from the discussions about office space, now that I've started to settle into the role, I'd welcome the chance to have a general chat about Child Rights Launchpad – are you free anytime for a quick meeting? If you suggest some dates/times, I'm happy to come to you (as you know, I don't have an office of my own anyway!)

Thanks,

Steven

Document 15: Email (02/12/2014 at 09:10) Subject: Child Rights Launchpad – save the date

From: Sarah-Louise Davies
Sent: 02 December 2014 09:10
To: Katie Brown <Katie.Brown@sccyp.org.uk>
Cc: Cathy Begley <Cathy.Begley@sccyp.org.uk>
Subject: Re: Child Rights Launchpad- save the date

Yes, I can go.

SL

Sent from my iPhone

On 2 Dec 2014, at 09:09, "Katie Brown" <Katie.Brown@sccyp.org.uk> wrote:

Hello - are you both able to go to this?
K

Sent from my iPhone

Begin forwarded message:

From: Katie Rosenthal <KatieR@unicef.org.uk>
Date: 1 December 2014 12:19:15 GMT
Cc: Cathy Begley <Cathy.Begley@sccyp.org.uk>, Frances Bestley <francesb@unicef.org.uk>, Martin Russell <martinr@unicef.org.uk>, "klaus.mayer@educationscotland.gov.uk" <klaus.mayer@educationscotland.gov.uk>, "jennifer.cairns@educationscotland.gov.uk" <jennifer.cairns@educationscotland.gov.uk>, "Alison.Fotheringham@educationscotland.gov.uk" <Alison.Fotheringham@educationscotland.gov.uk>, Katie Brown <Katie.Brown@sccyp.org.uk>, Sarah-Louise Davies <Sarah-Louise.Davies@sccyp.org.uk>, "benny.lawrie@youthsporttrust.org" <benny.lawrie@youthsporttrust.org>, "hazel.williamson@youthsporttrust.org" <hazel.williamson@youthsporttrust.org>, "sharon.may@creativescotland.com" <sharon.may@creativescotland.com>, "enicholson@darnley-pri.glasgow.sch.uk" <enicholson@darnley-pri.glasgow.sch.uk>, "ross.mclay@eastrenfrewshire.gov.uk" <ross.mclay@eastrenfrewshire.gov.uk>, "j.heraghty@sported.org.uk" <j.heraghty@sported.org.uk>, "gcann@ng2works.com" <gcann@ng2works.com>, "david@streetsoccerscotland.org" <david@streetsoccerscotland.org>, "Lucy.Young@britishcouncil.org" <Lucy.Young@britishcouncil.org>, "Natasha.Kozlowska@britishcouncil.org" <Natasha.Kozlowska@britishcouncil.org>,

"Giles.Meyer@internationalinspiration.org"
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<jillian.kane@southlanarkshire.gsx.gov.uk>, "jacqueline.lynn@sportscotland.org.uk"
<jacqueline.lynn@sportscotland.org.uk>, "Dougie.Millen@sportscotland.org.uk"
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<juneo@youngscot.org>, "julie@inspire-aspire.org.uk" <julie@inspire-aspire.org.uk>,
"CDownie@lourdes-sec.glasgow.sch.uk" <CDownie@lourdes-sec.glasgow.sch.uk>,
Teresa Bergin <Teresab@unicef.org.uk>, Steven Kidd
<StevenK@unicef.org.uk>, Caroline Argyropulo-Palmer
<CarolineA@unicef.org.uk>

Subject: Child Rights Launchpad- save the date

Hi all

We have a date for your diaries! The next Child Rights Launchpad reference group meeting will take place on Thursday 5th February 2015, from 14:00-17:00. Education Scotland have kindly agreed to host us again.

At the meeting we hope to:

- Bring you up to date on progress on the site and offline resources and get your thoughts
- Share plans for promotion and engagement
- Give a call to action- how can you help?

We'll circulate more information nearer the date, and please do get in touch if you have any questions in the meantime.

Katie Rosenthal

UK Programmes Support Officer

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Katie Brown

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Sarah-Louise Davies

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Document 16: Email (03/12/2014 at 10:27) Subject: RE: Child Rights Launchpad: Quality Assurance

From: Steven Kidd [<mailto:StevenK@unicef.org.uk>]
Sent: 03 December 2014 10:27
To: Cathy Begley <Cathy.Begley@sccyp.org.uk>; Katie Brown <Katie.Brown@sccyp.org.uk>
Subject: RE: Child Rights Launchpad: Quality Assurance

Hi Cathy,

Thanks for agreeing to come along.

The meeting will take place at Education Scotland on the 11th, 10am-4pm. The day will be split into three sessions, taking each level in turn. Education Scotland staff will drop in as appropriate. Paul is collating comments from Education Scotland staff ahead of the meeting, which he is going to share with us and we can forward on to you. The objective of the meeting is to review all of the content, make any changes that are agreed and can be made through the CMS and make a list of other actions as appropriate. This will complete the Quality Assurance from the point of view of Education Scotland so they can promote and we can put their endorsement on the site.

If there is anything that you feel SCCYP would need from a quality assurance process, please let us know and we can think about whether this could be incorporated into that meeting or done in some other way.

Regards,

Steven

From: Cathy Begley [<mailto:Cathy.Begley@sccyp.org.uk>]
Sent: 02 December 2014 10:43
To: Steven Kidd; Katie Brown
Subject: RE: Child Rights Launchpad: Quality Assurance

Hi Steven

Thanks for inviting us. I'll be able to come so will see you on the 11th.

Regards

Cathy

Cathy Begley
Participation and Education Officer
Scotland's Commissioner for Children and Young People
Rosebery House
Ground Floor
9 Haymarket Terrace

Edinburgh
EH12 5EZ

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From: Steven Kidd [<mailto:StevenK@unicef.org.uk>]
Sent: 01 December 2014 11:28
To: Katie Brown; Cathy Begley
Subject: Child Rights Launchpad: Quality Assurance

Hi both,

Thanks again for taking the time to meet with me on Thursday, I found it really useful. You'll remember I spoke about quality assurance of the site, which is scheduled for the 11th of this month. When we spoke about it with ES, we were keen to have SCCYP's input if possible, so I know it's short notice, but I wonder if either/both of you might be able to join us at the Optima on the 11th, 10am-4pm?

Regards,

Steven

Steven Kidd
Project Manager
Child Rights Launchpad

www.unicef.org.uk / stevenk@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk)

Mobile: +44 (0)7587 554 789



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Document 17: Email (17/12/2014 at 10:30) Subject: Tomorrow

From: Steven Kidd [<mailto:StevenK@unicef.org.uk>]
Sent: 17 December 2014 10:30
To: Katie Brown <Katie.Brown@sccyp.org.uk>; Cathy Begley <Cathy.Begley@sccyp.org.uk>
Subject: Tomorrow

Hi both,

I'm now coming through to Edinburgh for a meeting at 3.45pm tomorrow and because of travel times I'm going to be in well in advance – I don't suppose either of you would be available for a quick chat beforehand? I wanted to get your thoughts on an idea I have for an event in early March to launch phase 2 of CRL; essentially I want it to be a wider children's rights events which includes the launch of phase 2 rather than being entirely focused on the launch.

Let me know if it's possible – just trying to make the most efficient use of time at short notice!

Steven

Steven Kidd
Project Manager
Child Rights Launchpad

www.unicef.org.uk / stevenk@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk)

Mobile: +44 (0)7587 554 789



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Document 18: Email (03/03/2015 at 15:25) Subject: RE: Child Rights Launchpad – reference group meeting

From: Katie Brown
Sent: 03 March 2015 15:25
To: 'Katie Rosenthal' <KatieR@unicef.org.uk>
Subject: RE: Child Rights Launchpad- reference group meeting

HI Kate

Sarah-Louise is attending this for Tam's office. I won't be there sadly but I'm it will be very exciting and look forward to hearing all about where things are at.

Kind regards

Katie

-----Original Appointment-----

From: Katie Rosenthal [<mailto:KatieR@unicef.org.uk>]

Sent: 03 March 2015 10:25

To: Katie Rosenthal; Paul.McWatt@educationscotland.gov.uk; Maggie.Fallon@scotland.gsi.gov.uk; klaus.mayer@educationscotland.gov.uk; jennifer.cairns@educationscotland.gov.uk; Alison.Fotheringham@educationscotland.gsi.gov.uk; Katie Brown; Cathy Begley; Sarah-Louise Davies; Frances Bestley; Martin Russell; benny.lawrie@youthsporttrust.org; hazel.williamson@youthsporttrust.org; sharon.may@creativescotland.com; enicholson@darnley-pri.glasgow.sch.uk; j.heraghty@sported.org.uk; gcann@ng2works.com; david@streetsoccerscotland.org; Lucy.Young@britishcouncil.org; Natasha.Kozlowska@britishcouncil.org; Dougie.Millen@sportscotland.org.uk; ruth.barr@glasgow.gov.uk; catherine.muir@britishcouncil.org; jacqueline.lynn@sportscotland.org.uk; jillian.kane@southlanarkshire.gsx.gov.uk; juneo@youngscot.org; julie@inspire-aspire.org.uk; CDownie@lourdes-sec.glasgow.sch.uk; Stephen.Hull@britishcouncil.org; colin.armstrong@scotland.gsi.gov.uk; Giles.Meyer@internationalinspiration.org; Charlie.Johnston@eastrenfrewshire.gov.uk; Dawn.Goodwin@internationalinspiration.org

Subject: Child Rights Launchpad- reference group meeting

When: 01 April 2015 14:00-17:00 (UTC) Dublin, Edinburgh, Lisbon, London.

Where: The Optima, 58 Robertson Street, Glasgow G2 8DU

At the meeting we hope to:

- Bring you up to date on progress on the site and offline resources and get your thoughts
- Share plans for promotion and engagement
- Give a call to action- how can you help?

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**Document 19: Email (07/05/2015 at 11:00) Subject: RE: Child Rights Launchpad
– Promoting to Networks**

From: Robert Shepherd
Sent: 07 May 2015 11:00
To: Cathy Begley <Cathy.Begley@sccyp.org.uk>; Ezmie McCutcheon
<Ezmie.McCutcheon@sccyp.org.uk>
Cc: Katie Brown <Katie.Brown@sccyp.org.uk>; Sarah-Louise Davies
<Sarah-Louise.Davies@sccyp.org.uk>
Subject: RE: Child Rights Launchpad- Promoting to Networks

Yes, we can do both! And we will, next week.

Thanks,

~R

Robert Shepherd
Digital Media Officer
Scotland's Commissioner for Children and Young People
Rosebery House
Ground Floor
9 Haymarket Terrace
Edinburgh
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From: Cathy Begley
Sent: 06 May 2015 14:57
To: Robert Shepherd; Ezmie McCutcheon
Cc: Katie Brown; Sarah-Louise Davies
Subject: FW: Child Rights Launchpad- Promoting to Networks

Hi Robert
Could we highlight the Launchpad on our website or in one of our newsletters please.
Many thanks
Cathy

Cathy Begley
Participation and Education Officer
Scotland's Commissioner for Children and Young People
Rosebery House
Ground Floor
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Tel: 0131 346 5350
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From: Unicef UK Programmes [<mailto:Programmes@unicef.org.uk>]
Sent: 06 May 2015 14:53
Subject: Child Rights Launchpad- Promoting to Networks

Dear reference group members

We are now stepping up our promotion of Launchpad, and would be grateful for your help in promoting the site to your networks through websites, emails and social media. The attached document provides some information which should help with this. Please get in touch if you have any questions or would like any further information, and thanks for your help.

Best,

Katie Rosenthal

UK Programmes Support Officer

www.unicef.org.uk / katier@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk)

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Document 20: Email (01/06/2015 at 13:09) Subject: RE: Child Rights Launchpad – Promotional Leaflets

From: Katie Brown
Sent: 01 June 2015 13:09
To: 'Unicef UK Programmes' <Programmes@unicef.org.uk>
Subject: RE: Child Rights Launchpad- Promotional Leaflets

Yes of course we will take some Kate and display in the office and take with us to visits at schools etc.
Katie

From: Unicef UK Programmes [<mailto:Programmes@unicef.org.uk>]
Sent: 29 May 2015 13:05
Subject: Child Rights Launchpad- Promotional Leaflets

Hi all

We are producing some promotional flyers for Launchpad, which are double sided, A5 sized and provide information on what Launchpad is and how to sign up, designed for potential adult guides. It would be great to send you some if you have opportunities and would be happy to distribute them. Please let me know if you would like some.

Best,

Katie Rosenthal
UK Programmes Support Officer
www.unicef.org.uk / katier@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk)

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Document 21: Email (05/10/2015 at 10:40) Subject: FW: September update and meeting agenda

From: Sarah-Louise Davies
Sent: 05 October 2015 10:40
To: 'xxxxxxxx@xxxxxx.xxx.xx' <francesb@unicef.org.uk>
Subject: FW: September update and meeting agenda

Hi Frances

I hope you had a great weekend, and it was lovely to see you again the other week.

Just to let you know that we have promoted both the Launchpad and the Day for Change on our website. If there is anything else you would like us to promote then just let me know.

I will see you at the next Strategic Leads meeting, [REDACTED]

Kind regards, Sarah-Louise

----- Forwarded message -----

From: "Frances Bestley" <francesb@unicef.org.uk>
To: "Lewie.Peterson@shetland.gov.uk" <Lewie.Peterson@shetland.gov.uk>, "Barr, Ruth" <Ruth.Barr@glasgow.gov.uk>, "Caroline McMenemy" <caroline.mcmenemy@eastdunbarton.gov.uk> "caroline.mcmenemy@eastdunbarton.gov.uk>, "Cathy Begley" <Cathy.Begley@sccyp.org.uk>, "Charlie Johnson" <Charlie.Johnston@eastrenfrewshire.gov.uk> "Charlie.Johnston@eastrenfrewshire.gov.uk>, "Christine McLennan" <Christine.McLennan@aberdeenshire.gov.uk>, "Crossan, Lynn" <Lynn.Crossan@south-ayrshire.gov.uk>, "davinnes@aberdeencity.gov.uk" <davinnes@aberdeencity.gov.uk>, "Gerry McMurtrie" <GerryM@unicef.org.uk>, "Hunter, Ceri" <Ceri.Hunter@scotborders.gov.uk>, "Jane Westall" <JWestall@pkc.gov.uk>, "janice.levens@renfrewshire.gov.uk" <janice.levens@renfrewshire.gov.uk>, "Jen Drummond" <Jen.Drummond@edinburgh.gov.uk>, "John L. Wilson" <john.l.wilson@east-ayrshire.gov.uk> "john.l.wilson@east-ayrshire.gov.uk" <john.l.wilson@east-ayrshire.gov.uk>, "Kay Macpherson" <kay.macpherson@southlanarkshire.gov.uk> "kay.macpherson@southlanarkshire.gov.uk>, "Kaye Hills" <khills@clacks.gov.uk>, "Lynne Riddoch" <lynne.riddoch@moray.gov.uk> "

<lynne.riddoch@moray.gov.uk>, "Martin Russell" <martinr@unicef.org.uk>,
"Mary Vest" (mary.vest@westlothian.org.uk) " <mary.vest@westlothian.org.uk>,
"Maxine Jolly" <mjolly@aberdeencity.gov.uk>, "McCall, Kevin"
<KMcCall@scotborders.gov.uk>, "McLaughlin, Gerard"
<Gerard.McLaughlin@eastrenfrewshire.gov.uk>, "Michelle Wright
(MWright@swinton-pri.glasgow.sch.uk) " <MWright@swinton-pri.glasgow.sch.uk>,
"Paul McWatt" (Paul.McWatt@educationscotland.gsi.gov.uk) "
<Paul.McWatt@educationscotland.gsi.gov.uk>, "Phil Garnier
(phil.garnier@shetland.org) " <phil.garnier@shetland.org>, "Sandra Martin-es"
<Sandra.Martin-es@fife.gov.uk>, "smgibson@north-ayrshire.gov.uk"
<smgibson@north-ayrshire.gov.uk>, "TeriMcIntosh@north-ayrshire.gov.uk"
<TeriMcIntosh@north-ayrshire.gov.uk>
Subject: September update and meeting agenda
Date: Fri, Sep 4, 2015 15:32

Dear colleagues

I hope you all had good summer breaks despite some mixed weather and are now back into the swing of things in the new school session.

The very good news for us is that we now have Gerry McMurtrie appointed as a full-time permanent Senior Professional Advisor in Scotland. I think I let everybody know at the end of June but am alerting you again in case you missed it. Gerry started on 14th August and is already making an impact. Given the huge proportion of Rights Respecting schools in Scotland Martin and I will continue to provide some support; Martin supporting with training initially and I will still try to absorb some of the additional things that get asked of Scotland and work closely with Gerry on the SLAs but Gerry is the key contact for you and your schools. His email address is gerrym@unicef.org.uk

I attach the agenda for the Strategic Lead Meeting on the 18th September. Please look at the new website <http://www.unicef.org.uk/rights-respecting-schools/> if you haven't already done so. It really has made a fantastic difference already in terms of clarity for schools. We might do a short quiz with you at the meeting so do be prepared.

Steven spoke about Child Rights Launchpad at our last meeting and will be doing so again at our next. You might remember that he issued a 3-2-1 challenge to all strategic leads ahead of this upcoming meeting:

- Get at least **3** more schools in your area to register;
- Send **2** emails/communications to promote Launchpad; and
- Invite Steven to promote Launchpad at **1** meeting/event.

He will be talking about LA progress at the meeting in September. Remember, the meeting is a couple of weeks away, so still time to complete the challenge if you've fallen behind!

I look forward to seeing you all on the 18th September. Please let me know if you can't attend (I know it's an Ayrshire holiday and apologies have already been received.) so I can organise refreshments.

Best wishes

Frances

Frances Bestley

Programme Director

Rights Respecting Schools Award

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Document 22: Email (21/10/2015 at 11:16) Subject: Launchpad reference group and exciting news

From: Caroline Argyropulo-Palmer [<mailto:CarolineA@unicef.org.uk>]
Sent: 21 October 2015 11:16
To: Caroline Argyropulo-Palmer <CarolineA@unicef.org.uk>
Cc: Steven Kidd <StevenK@unicef.org.uk>; Katy Brown <KatyB@unicef.org.uk>
Subject: Launchpad reference group - and exciting news!

Dear all,

I am writing to you with exciting news – Child Rights Launchpad has won an award!

Launchpad won *silver* at the Digital Impact Awards last week, in the best use of digital by a charity, NGO or NFP category. You have to pass a certain standard to win at each level, which means there isn't always a bronze, silver and gold winner, so this is a massive achievement. Among other winners in our category were Comic Relief, who won bronze.

We're really pleased and proud. This is a great recognition of all of the hard work that has gone into developing Launchpad and making it a success – and you are all a big part of that, so thank you.

As ever, please get in touch with Steven if you have any events coming up where he could promote Launchpad, or anywhere that we can distribute flyers! And please keep spreading the word about the award-winning Launchpad.

Katy Brown (who replaces Katie Rosenthal – Katie has moved to a new role within Unicef UK) will be in touch shortly about our next meeting – we are planning for this to be in February, and for it to concentrate mainly on the offline version of the resource.

Best wishes,

Caroline, Steven and Katy

Caroline Argyropulo-Palmer

Editorial Project Manager

www.unicef.org.uk / CarolineA@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk) /

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Document 23: Email (21/11/2015 at 20:41) Subject: Re: Child Rights Launchpad Reference Group

From: Sarah-Louise Davies [<mailto:Sarah-Louise.Davies@cypcs.org.uk>]

Sent: 21 November 2015 20:41

To: Katy Brown

Subject: Re: Child Rights Launchpad Reference Group.

Hi Katy

Just to confirm, either myself or Cathy Begley will be attending the meeting.

kind regards,

Sarah-Louise

Sent from my HTC

Sarah-Louise Davies

Participation and Engagement Officer

Children & Young People's Commissioner Scotland

Rosebery House

Ground Floor

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Edinburgh

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----- Reply message -----

From: "Katy Brown" <KatyB@unicef.org.uk>

To: "Sarah-Louise Davies" <Sarah-Louise.Davies@cypcs.org.uk>

Subject: Child Rights Launchpad Reference Group.

Date: Thu, Nov 19, 2015 12:42

Good afternoon Sarah

Unicef UK's Child Rights Launchpad continues to progress, with nearly 700 adults and thousands of children signed up. Hot on the heels of our recent win at the Digital Impact Awards, we're now turning our attention to the 'offline' version of the resource, designed to complement our successful online offering.

By February, we'll have a clear idea of what the resource will look like, what it will achieve and how we intend to distribute it. We are aware that Ailsa Wylie attended last time on behalf of Sports Scotland, so we are not sure who the best contact would be- but we'd love a representative from Sports Scotland to be there!

The meeting will once again take place at Education Scotland's Glasgow office at the Optima, on the 22nd February 2016. If you are able to confirm your attendance please email me back at katyb@unicef.org.uk and I can provide you with more information about the day, which is scheduled to run 10am -1pm. Of course we'll be providing the lunch!

Hope to see you there.

Best wishes,

Katy Brown

UK Programmes Support Officer

www.unicef.org.uk / KatyB@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk) /

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Document 24: Scottish Children's Rights Implementation Monitoring Group 13 January 2016, Scottish Government Written Update

ANNEX A

CHILDREN'S RIGHTS INITIATIVES FOR SCHOOLS – EDUCATION SCOTLAND UPDATE

The following update on rights in schools has been provided by Education Scotland.

Recognising and Realising Rights

- 8 professional learning opportunities have been offered within Education Scotland.
- In consultation with local authority representatives, a further 3 national professional learning opportunities have been organised since June 2015. 50 participants attended these professional learning sessions; four local authorities have asked for support with more local professional learning.
- Education Scotland have been working in partnership with Youthlink and its members to revise Recognising and Realising Children's Rights for use in youth-work settings. The working group have almost completed finalising content for this new version and have identified 9 pilot sessions, from across the spectrum of youth-work provision, which will inform the final resource which will be ready for summer 2016.
- The evaluation report of Recognising and Realising Children's Rights will be ready for the start of 2016.

Glasgow City Council, South Lanarkshire, Renfrewshire and West Dunbartonshire have either developed or are in the process of developing their own approach to rights-based learning: GCC have integrated this into their Learning for Sustainability Approach; SLC have developed 'Making Rights Real' with their own internal accreditation model; Renfrewshire have trained 'Rights Champions' in each of their clusters to support ongoing professional learning and practice based on children's rights and West Dunbartonshire have convened a short-term working group to develop their own approach based on the work of GCC and SLC.

Unicef's Rights Respecting School Award

In 2013 Unicef UK applied for a grant of £50,000 from the Scottish Government to explicitly align RRSA with Curriculum for Excellence and Getting it Right for Every Child and to lay the foundation for a sustainable RRS model in Scotland. The grant claim was submitted in March 2014.

The intention is that Unicef UK will work towards establishing a formal arrangement, based on a Service Level Agreement with each interested LA whereby support, guidance and assessments for schools will be completely delivered by the Unicef UK RRSA strategic lead. Once the agreement is formalised the LA will be identified as a 'Unicef UK RRS Associate LA'. Unicef UK's role in Scotland would change to one of informing, supporting and quality assuring.

To date Unicef have held 26 local authority meetings:

- 12 Agreements are in place: Aberdeen City, Aberdeenshire, East Ayrshire, East Renfrewshire, Edinburgh, Fife, Inverclyde, Moray, North Ayrshire, Scottish Borders, South Ayrshire, West Lothian (60% of schools registered for RRSA)
- 8 agreements are to be confirmed: East Lothian, Highland, Midlothian, North Lanarkshire, Renfrewshire, Stirling & Clackmannanshire, South Lanarkshire (23% of schools registered). Three meetings were held in November and in other cases the local authority is looking at different options or just has not confirmed one way or another.
- 6 agreements have been declined: Angus, Dundee, Glasgow, Perth & Kinross, Shetland, West Dunbartonshire (14% of all schools registered for RRSA are in these six authorities). The reasons for declining have been around capacity within the authority, small numbers of schools involved, not at the right time for the authority.
- No meetings: Argyll & Bute, Dumfries & Galloway, Eilean Siar, Falkirk, Orkney (Only 3% schools registered for RRSA are in these five authorities)
- There are currently 1175 schools in Scotland registered for the award with more registrations being received from Early Years. 139 schools have received Recognition of Commitment, with another 63 schools at Level 1 and 18 at Level 2.
- From January 2016 all schools in Authorities that have not signed an agreement with Unicef will be required to meet assessment fees.
- New RRSA website is proving popular with positive feedback from schools.

Child Rights Launchpad

- Articles 1-42 will be available as missions at all three age-levels by the end of the school term. The majority of missions have been recorded by children in Scotland, and the remainder will be recorded in early 2016.
- Child Rights Launchpad has been recognised as a contender for several awards, and has **won a silver award at the Digital Impact Awards in the Best use of digital by a charity, NGO or NFP category.**
- 782 adult guides have signed up for the award.
- The anticipated child sign-up numbers are 112248; the actual number of sign-ups are 4406. We know from discussion with teachers that many of them sign up and work with a whole class on the Child Rights Launchpad. Our ambition in 2016 is to be able to gather more accurate data about child sign-up.
- Adults from 31 authorities have registered for Child Rights Launchpad; the authority not yet registered is Orkney.
- There have been registrations from 100 non-school organisations. These are mainly child minders.
- A complementary, offline, sports-focused element of Launchpad is being developed and will be piloted in the new year.
- Report for SG anticipated in early 2016.

World's Largest Lesson

- Officially launched by Unicef in a Level 2 RR school – Newark Primary in Inverclyde, with the support of the minister for Children and young People, ES

and SG. Schools across the UK are working hard to support the new Global Goals for Sustainable Development.

OutRight

- Over 700 schools across the UK registered and took part in this year's campaign focusing on children's rights during humanitarian emergencies.

Document 25: Email (02/03/2016 at 10:28) Subject: Launchpad Offline Reference Group

From: Katy Brown [<mailto:KatyB@unicef.org.uk>]
Sent: 02 March 2016 10:28
To: Campbell Roy <c.roy@sported.org.uk>; david@streetsoccerscotland.org;
hazel.williamson@youthsporttrust.org; Michelle.Livingston@sportscotland.org.uk;
Dawn.Goodwin@internationalinspiration.org;
Paul.McWatt@educationscotland.gsi.gov.uk; JuneO@young.scot; Sarah-Louise Davies <Sarah-Louise.Davies@cypcs.org.uk>; Cathy Begley <Cathy.Begley@cypcs.org.uk>
Subject: Launchpad Offline Reference Group

Good Morning.

Apologies for the previous email sent in error!

This is just a quick note to say thank you so much for joining us on Monday of last week to discuss Child Rights Launchpad. We so appreciate you all taking the time to contribute to the resource. Your comments and feedback are really invaluable to Launchpad's continuing development.

Please see attached the minutes from the meeting. If you have any additional comments or questions please feel free to email either myself or Steven (stevenk@unicef.org.uk).

Best wishes and we look forward to seeing you all again soon.

Katy Brown

UK Programmes Support Officer (Commonwealth Games)

www.unicef.org.uk / KatyB@unicef.org.uk / [@unicef_uk](https://twitter.com/unicef_uk) /

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More than 2 million Syrian children are refugees

Please [help](#) keep them safe from danger.

Right now, children are in danger. Unicef will do whatever it takes, until every child is safe. [Will you help us?](#)

The United Kingdom Committee for UNICEF, Company limited by Guarantee, Registered in England and Wales Number 3663181, Registered Office 30a Great Sutton Street, London EC1V 0DU, Registered Charity No. 1072612 (England and Wales) SC043677 (Scotland).

Document 26: Attachment 1 (Email 02/03/2016 at 10:28)

CHILD RIGHTS LAUNCHPAD: REFERENCE GROUP MEETING MINUTES

DATE: 22nd February 2016, 10am

VENUE: Education Scotland, The Optima, Robertson Street, Glasgow

CHAIR:

Frances Bestley

ATTENDEES:

Cathy Begley; Katy Brown; Sarah Louise Davies; David Duke; Dawn Goodwin; Steven Kidd; Michelle Livingston; Paul McWatt; Campbell Roy; Hazel Williamson; Ailsa Wylie.

APOLOGIES: June Osborne

MINUTES:

WELCOME AND INTRODUCTIONS

- Frances welcomed everyone to the meeting and explained that the focus today would be on the development of the offline resource. An update would also be given on progress to date with the online resource. She explained that the idea was for this to be a working meeting, with attendees input very much appreciated.

- Attendees introduced themselves and highlighted their connection to Launchpad.

PROJECT UPDATE (ONLINE RESOURCE)

- Steven presented on progress to date with the online Child Rights Launchpad:
 - o 42 rights available for exploration at each of 3 age levels. 126 missions. Almost 300,000 words of content.

- o Good progress with adult and organisational sign-ups, but work to do in relation to children and young people accounts.
- o Improving these numbers is key – focus for online will be in driving up school audience registrations.
- Paul suggested Launchpad should work within the Scottish curriculum to engage secondary schools, for example working within global citizenship classes.
- Michelle suggested that Young ambassadors & Fit for Girls could be engaged with Launchpad. This would require using specific rights that relate to what they are doing in their current activities. Fit for Girls would be interested in rights that relate to relationships.

OFFLINE RESOURCE

- Steven presented on the development process for an offline resource and introduced our new prototype:
 - o 1 introduction leaflet
 - o 7 Activity Cards
 - o 42 Rights Cards
 - o 1 ball.
- The meeting then split into two groups to look at the offline resource in more detail. The following represents the feedback from the two groups.

GROUP 1

DESIGN:

- Create a visual link with online Launchpad (link to existing Launchpad 'brand').
- Design leaflet is too school themed, would be good to show children using Offline Launchpad.
- More information for the adult guide is required, prior rights knowledge cannot be assumed.
- Plastic cards or laminate cards for durability.
- Article summary on the front of the cards.
- An 8th card that asks adults to engage in the rights they are already indirectly covering as part of their group or guidance for adults to create their own activities.

FUNCTIONALITY:

- Activities are like ice breakers, not a lot of depth or opportunity for in-depth questioning of rights.
- Adults would probably want training to deliver this, perhaps this could be delivered via an online video on YouTube or alike.
- Cards deliver formal learning in an informal environment.
- Older children may be difficult to engage with it.
- Invite adult guides to cover the rights they are naturally engaging with in their group activities, a process map would be helpful for seeing how an adult would use the resource.
- A lot of adult guides will be volunteers, offline Launchpad needs to be as straight forward as possible.
- Local Scottish examples will make the activities relatable, as they do on online Launchpad.
- An accompanying blog on how to use offline Launchpad. Public facing Glow blog would be helpful for adult guides to share ideas on how best to use the resource (Unicef brand considerations to contend with).
- Sports clubs could have a Child Rights Officer as they do with a Child Protection Officer; this person could lead on offline usage in individual sports groups.

GROUP 2

DESIGN:

- Pictures on cards.
- Inflatable ball would be more inclusive.
- Weatherproof the cards.
- Other resources could be drawn upon: e.g. TOPPS cards; Ball activities can be a good way to engage children.

FUNCTIONALITY:

- Quick activities would be difficult to facilitate in sports groups.
- Tenuous link between rights and some of the activities; many of the activities are quite standard. Some activities and rights could be linked e.g. activity 5 could be linked to article 42 and kept on the same card.
- Some of the language is overly complicated.

- Four principle articles, 2, 3, 6 & 12 should be a starting point for the activities.
- Collaborate with young people sports panel at Young Scot.

ROUND-UP:

The two groups came back together and a short discussion ensued. Frances thanked everyone for their participation and it was agreed that we would revisit the resource, but aim for pilots to take place before the end of the academic year, to avoid further slippage of timescales. David and Campbell both offered assistance with securing groups for pilots. It was also agreed that consideration would be given to facilitating some form of co-design process.

DATE OF NEXT MEETING:

TBC. Aim to reconvene by Summer 2016, following completed pilots.

Document 27: Email (29/08/2016 at 15:47) Subject: RE: notes from the RRSA strategic leads meeting

From: Cathy Begley
Sent: 29 August 2016 15:47
To: Tam Baillie <Tam.Baillie@cypcs.org.uk>; Katie Brown <Katie.Brown@cypcs.org.uk>; Sarah-Louise Davies <Sarah-Louise.Davies@cypcs.org.uk>
Subject: RE: notes from the RRSA strategic leads meeting

Hello all

Here is a short note of the Rights Respecting Schools Award meeting which I attended last week including a ppt with all the figures in terms of updates. If there is anything else that you would like to know please don't hesitate to ask.

Many thanks
Cathy

Cathy Begley
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Document 28: Attachment 1 (Email 29/08/2016 at 15:47)

**Rights Respecting Schools Strategic Leads Meeting
Friday 26 August 2016**

Update on activity across Scotland

See attached ppt

What isn't here is the Local Authorities where there is little activity. These are Highlands, Orkney, Dumfries and Galloway, Dundee and Argyll and Bute.

Child Rights Launchpad (CRLP) is being used by approximately 25% of all schools with 679 schools registered so far. However it has been hard to work out how many children and young people are actually accessing the resource.

A decision has been taken not to progress the offline/printed version of the Launchpad due I think both to difficulty in writing it and funding concerns. As a legacy product from the Glasgow Commonwealth Games there does need to be a link to sport and physical activity and this will now be incorporated into the online version. Each mission will include a traditional game from around the world as a final activity. This is for primary school children only at the moment. There will also be a document to download on the website of all the sport and physical activity. There is now an area on the UNICEF website about how to promote Launchpad and there will be case studies of how schools are using it.

<http://www.unicef.org.uk/UNICEFs-Work/Our-UK-work/rights-journey/>

Other news

UNICEF are commissioning some research around the effectiveness of the RRSA in Scottish schools, there wasn't much information about this.

Discussion around whether they should shift their focus towards being a transformative process for schools rather than an award. Should they be talking more about school improvement?

There is also a push to set a timetable for schools to move forward once they have registered to become a RRS. This will be piloted in September 2017. See attachment for more information.

Document 29: Email (30/08/2016 at 10:36) Subject: RE: Gathering stories for newsletters

From: Cathy Begley
Sent: 30 August 2016 10:36
To: Robert Shepherd <Robert.Shepherd@cypcs.org.uk>; cypcs <cypcs@cypcs.org.uk>
Subject: RE: Gathering stories for newsletter

Hi Robert

UNICEF have asked if we could promote their online resource for Scotland, Child Rights Launchpad. There is an area on their website which gives information on how to use the resource and UNICEF are trying to encourage more adults who work with children and young people to sign up. The information is here <http://www.unicef.org.uk/UNICEFs-Work/Our-UK-work/rights-journey/>

If you have plenty of other news this could just be a couple of lines.

Thanks
Cathy

Document 30: Internal Note 1: Comments/Review of Launchpad

How do you evaluate both progress on key + evaluation of agency?
reflective log book?
to include

understanding
the impact

setting advice in
personal email
addresses.

Adult guide to be separated into smaller parts.

needs to be for all settings + all settings
use of word levels too close to CFE?

Example of one mission in key concepts
+ activity to global section in lighter touch.

min launch in 12 rights + remove repetition esp in article 12

all 12 min be the same across all levels but content
min be different, + users can choose.

Phase 1 amendments +
Phase 2 development } timeline

Advance warning for fixes + updates on Monday

tick box for info on child protection + identifying

who your named person

Plan + dev
adult guidance
next week.
+
log changes
to each mission

Questions — Visibility lines [7 1/1 Sara black]
 [564 yfours Football 3]

Do you have to start over from the beginning every time?

hair styles v. ltr - no start hair for a girl + boy v. ltr

Why do you have to do them sequentially?

After completing a level it reverts to Main menu your user screen

Keep having to re-register

Why do you have to log in after every lock down?

For user head?

hacked out again!

If you go to see running lock down close reports

on Google

Chrome is

saved password

hitting using smacking hands to discipline
 violence against children

Document 31: Internal Note 2: Comments/Review of Launchpad

Level 2

Availability of boys

hair styles not great

Can you Δ the size of the font on screen

He wants smacking to be against the law - check w/ Tam

poster, poem or film

quite like the look down

Document 32: Internal Note 3: Comments/Review of Launchpad

Safe and secure | Child Rights Launchpad

Page 4 of 8

can't use the word smack
- trivialises the debate.

The Committee on the Rights of the Child is the part of the United Nations, which checks governments are protecting your rights.

Smacking is a form of violence. *hitting children which*
against children

Leaving in
on UNICEF's
guidelines

The committee says the United Kingdom should change the law to stop children being smacked.



General comment

AN END TO SMACKING

YOU HAVE THE RIGHT TO BE SAFE

This is Tam Baillie. He is **Scotland's Commissioner for Children and Young People**. His job is to protect the rights of children and young people in Scotland.

He wants *violence against children* smacking to be against the law. He says this change is needed for Scotland to be the best place in the world for children to grow up.

Wave to Tam
Aberdeenshire
Barthol Chapel
School
Hitting children
prep
all forms of
violence
Tam

Are you ready to put what you've learned into action?



Document 33: Internal Note 4: Comments/Review of Launchpad

Steven - UNICEF

Launchpad website will be finished
in a few months.

at the moment just 6 articles per level
can now do it as a group as well as an individual
Eventually it will be an 42 rights
Phase 2 ready by March 2015

Early adopter phase

Adult guidance - Caroline re-writing
+ sticky notes on adult section

Big launch / event

Rd demand growing assuming the site
by 11/12

Contact for SFA → Steven
65,000 end of 2015

State of
Children's Rights
support - read

guiding
principles
could be
in the
teachers /
adults
notes ?

Document 34: Internal Note 5: Comments/Review of Launchpad

Why do adults need to give
cgs a secret code?

Why do you
name my
dob?

General comments

- Great to have this resource
- Glad this is freely available to everyone
- Good idea with clear potential

my name + depr confusing

Framework/flow

- The initial screen looks great for a younger audience. I'm not sure that those 15 and above will look at this and identify it as something age appropriate.
- After clicking get started we are introduced to "The world's most important organisation – the United Nation" Is this the world's most important organisation? It is an important organisation absolutely, but the worlds? Perhaps rephrase this?
- I would change I'm a child/adult to age groups. 15/16 year olds can identify themselves as adults.
- I like the cube effect way it asks for your information.
- Just got disconnected and had to go back to the start? Is that right, can't you return to your last activity?
- The what character screen is great, again for a younger age group, however most young people are engaged in some kind of gaming culture, they might find this rudimentary?
- User area very small; text and pictures very small. Could this area be enlarged?
- Whole thing takes place in space? Didn't find rationale for this in guidance.
- 'Super You' avatar doesn't have any real function in the game?
- Adult Guide dashboard should allow full access to all areas of the resource; it would also be useful to have access to the relevant guidance directly from each mission.
- Mission awards have no relevance to the game – not linked to broad wellbeing themes, articles, or even rights in general. Feels superficial; tokenistic gamification?
- The experience involves clicking through many pages and reading text – not very interactive and I don't see what skills are being developed here. *IS it more about KU*
- It was frustrating that on many pages you had to scroll to see the Got it button – this should be visible on the screen without scrolling.
- The 30 min lock out facility could prove frustrating – I can see why they've introduced it but what happens if a child manages to lock themselves out by mistake when they get to the computer suite?
- The bands for the different age groups are very big – 8 to 12 years.
- Will learners just click through the information? I like the input of some videos which help to convey some key points but maybe some little activities would be nice to complement some of the information.
- I logged in as a child using the "secret key" provided and when I got to the activity stage I was being times for this task for 30mins? I couldn't go any further – is that the point? You are locked out until the 30min activity is timed out? If that is the case this is an area I might re-visit as it may be better to give estimates as to how long the task will take to complete.
- It would be useful to have the 'learning overview' information for guiding adults accessible directly from the relevant area of the website.
- How will users be engaged to inform future development?
- Good to use avatar; preference to have a 'real person' type avatar. Concern about 'future-proofing the avatar.
- It would be for the avatar/child's profile to include a summary of their activity; this would support the 'skill development' requirements of CfE

15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222/1223/1224/1225/1226/1227/1228/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Supporting learning experience / adult guidance

It's not just aimed at use in schools

No use the existing resource on Ed Scotland website

- Layout of mission information (tables on p.14 of adult guidance onwards) is not clear, and doesn't really flow: e.g. 'Activity' on p.14 should be 'starter'; 'Introducing the activity' on p.15 could be better described as 'suggested activities'; not all relevant Es&Os referenced, or no clear rationale for why certain ones have been chosen/omitted.
- There is no mention of the Learning for Sustainability agenda which says learners have an entitlement to learn about participation and their rights. Teachers now have to demonstrate professional values as outlined in the GTCS professional standards. This is significant and highlighted as a priority for SG colleagues - we need to connect these agendas up.
- What the UNESCO visits showed was that a focus on children's rights can transform school communities, provide a culture of participation and skills development, provide opportunities for young people to show leadership, take on challenges, drive forward improvements to relationships and learning and teaching through learning councils not tokenistic pupil councils.
 - Does Launchpad support this relevant and meaningful type of learning?
 - Does it give children an opportunity to discuss, share, collaborate, learn from each other and change their school and communities?
- Reflecting on comments about appropriateness for 3/4 year olds and the broad age levels, could the guidance give greater detail about the proposed context for the resource's use and clarify how practitioners can use it to support learning in the various settings that it's intended for?
- Building a context/theme around the on-line resources within the lesson so that this compliments some of the tasks/activities on the resources. There is a lot of useful information on here but I think it needs to be built around practical lessons to promote the key messages to young people.
- The resource almost presupposes a suitable knowledge and understanding of rights; it would be beneficial to have adult learning material to ensure that the resource is utilised appropriately (c.f. British Council Connecting Classrooms courses on Global Citizenship)
- It would be useful to have an 'at-a-glance' overview of what is covered across each journey (a one-page grid which details key themes, concepts, articles, resources and activities).
- Who is the intended audience for this resource? Is it focused on children, or adults supporting children? Guidance could give greater clarity to this, with information that is pertinent to each group, for example:
 - Parts that are for teachers – other learning links/tips could be suggested
 - Parts for young people – a summary version would be useful
 - Parts for community partners – quick overview of using online/offline resource with groups
- Currently, document seems too large and difficult to navigate; it should be quick and easy to access the appropriate information from this document. Could this be reduced or separated into smaller documents? Or is there another way to make navigating the document better
- As it is currently set out (i.e. as one large document) it looks very repetitious; could this be separated into smaller documents with clearly identified purposes? (e.g. 'Parents' Leaflet'; 'Level 1 overview' etc)
- Page of links to other supporting organisations (as referred to in the AG document)

too teaching

Okay need a discussion about how explicitly you need to link to the E's & O's. Other professionals outside ed find Res a bit off & I think they date the resource too much.

Level 1 – Mission 1

Cube page	Detail
Overall	<p>+ HWB E's & O's when talking about rights & responsibilities</p> <ul style="list-style-type: none"> If the following activities are aimed at 3 to 7 year olds, you will probably want to remove references to second level experiences and outcomes as, for most children, these are covered from P5 onwards. HWB 0-45a;1-45a could be included here. 'People who look after me' is a common topic - it would be good to allow practitioners to readily make the links between learning and the resource (cf comment about layout of the information in the table) The what character screen is great, again for a younger age group, however most young people are engaged in some kind of gaming culture, they might find this rudimentary? The language usage of mums and dads might have a negative effect on those children and young people living in care/brought up by relatives etc. and Article 18 does not mention mums and dads rather parents and legal guardians: perhaps use parents'/carers throughout? I would have children and young people throughout not just children. The Show and Tell section talks about asking an adult to help, however there has been a lot of complex language used before this section. I am logged in as a 5 year old, is this appropriate language? Should there have been adult support throughout?
1	<ul style="list-style-type: none"> Hyperlink on cube pg1 to UNCRC is very faint and doesn't work
2/3	<ul style="list-style-type: none"> Many schools unfortunately don't have access to You Tube -will the video on your website still play? ✓ Five Minutes Peace: content seems to present caring for children as a chore from which adults want to escape. Cube pg 3 does allow for a redirection from this message, albeit at a superficial level; it would be useful for adults to know any scaffolding that will be required of them to ensure the correct understanding is drawn out of the resource. Would be good to have a learning activity that gets children to think more? The use of a storytelling video is interactive and I think young children will respond well to this. However I'm a bit confused that the story is about the mother needing 5 minutes peace from her children being a priority? Might just be me though.....I would change this.
5	<ul style="list-style-type: none"> Query film title – 'FREE – Emma'? Not sure what this title means or how it links? Focus here is more on family typology than on the safety and security that all families should provide. Should the focus not be more on the latter? The activity from cube pg 4 'what's yours like?' could be developed into a discussion activity to consolidate the key learning point. I'm also confused by Emma's story. I get the message of promoting the idea that families are diverse and come in all shapes and sizes but where does this fit in, and also, Emma is 'free'? I just don't get it.

Document 35: Internal Note 6: Comments/Review of Launchpad

- 'Get Involved' from the 'find out more section' takes participants to a page where fundraising and donating is the initial key message. Could there be a page to launch them into their real rights journey through either an open activity or a page of links – SCCYP; SYP; CP?
- Activity slides didn't appear when I went through the mission for a second time mission (Level 2; mission 1)

IT

- The consultation referred to several IT issues about log-ins and whether schools would have access to sufficient numbers of computers or if the graphics would load properly because of poor bandwidth. These are valid points and I'm not sure how it is planned to address these. Going online then doing activity then going back on line may not be practical when you only have a 1 hr booking for a computer suite.
- The bands for the different age groups are very big – 8 to 12 years. Really hard to get the level right and pitch text/graphics correctly so older ones don't feel patronised. Not sure if it's currently right.
- It would be good to be able to capture and share pupils' practical activities; could this link to an area in Glow which will allow pupils to communicate in a safe environment? *could it go on to an area of the SCCYP website?*

Experience

- The Launchpad site as an e-learning course for kids. My experience is that young people don't like reading a lot of text online (many adults don't either) so this maybe a turnoff. I wonder how engaging children will find this?
- During the recent school visits we did for the UNESCO report it was very clear that children prefer learning by doing stuff – not via textbooks or 'being stuck in a classroom'.
- The Launchpad resource will involve 360 minutes of activity for each level – I estimate that about 50% will be in front of a computer. From the resource it suggests that even more content will be developed for all the other articles – this could prove to be overwhelming.
- There are successful e-learning platforms like TWIG and Tigtag or Education City but these are much more interactive.
- The content was a bit abstract – pretend you are the First Minister or a Police Officer. The content, in places, could be made more relevant to the lives of young people and school life.

↑ size of font

Speak to me button

Δ awards to be linked thematically to what they've been learning

Content

- 'Top priority' is used a lot – could this be made more age/stage appropriate for level 1?
- Some of the info about other countries didn't hit the mark – Ancient tombs in Ireland? There are big families in Ethiopia but doesn't explain how parents in Ethiopia care for their children etc
- Some of the content is repeated across the various levels – how does this ensure progression?
- Content was good and I enjoyed creating the character
- I am still not convinced that it is a resource for 3 and 4 year olds but it is hard to cover the 3-7 years age range.
- Some activities would be nice to complement some of the information.
- Topic choice should be given some consideration to ensure contemporary relevance (e.g. Level 3 could include a focus on human trafficking which is very current and could

6	<ul style="list-style-type: none"> Governments must help parents/carers who go to work? But not those that don't? the message is lost here. This relates to point 3 in Article 18 and is about children's services and facilities. (see above) It's a strong statement for children/young people to see, if their parents aren't in employment. Also in Scotland we have introduced free early years places for vulnerable 2's and also for those whose parents/carers are not in employment. Also Health professionals, which include Health Visitors help to keep children healthy...lastly I think there should be something in here that encapsulates the third sector and community workers that spend a huge amount of time with children and families.
8	<ul style="list-style-type: none"> Guidance states that examples will be given from Ethiopia - not very clear?
10/11	<ul style="list-style-type: none"> Does this say enough about childhood in Ethiopia and how parents make their interests a priority? Text in cube 10/11 should be more focused on safe/secure so that pupils can respond to the comparison question to a level beyond, 'they're poor and we're not' type answers. Does this promote a 'poor Ethiopians' view of Article 18 from this country? Should we conclude that Ethiopian families do not ensure the safety and security of their children? Lots of focus on anecdotal facts about the country.
	<ul style="list-style-type: none"> Just completed this section and got a jacket...could there be something more here to pull it altogether, talk about what we have learned?

Large numbers
millions in early
childhood by young
children

Level 1 – Mission 2 (Included/art.12)

Cube page	Detail
Overall	<ul style="list-style-type: none">
3	<ul style="list-style-type: none"> Video not available
4	<ul style="list-style-type: none"> Text doesn't read well – would be better if there were questions that could be asked of the children that would lead them to showing their understanding that there were bad consequences for Bernard's parents not listening to him (rather than simply stating it). <i>too text heavy for age group</i>
5	<ul style="list-style-type: none"> It would be beneficial to link the idea of 'being listened to' and 'ways of communicating'.
8	<ul style="list-style-type: none"> Hyperlink to video not working
Global 4	<ul style="list-style-type: none"> Good example of participation – duplicated with level 2 exemplar Activity could be highlighted from text
Global 5	<ul style="list-style-type: none"> Good example - childline

Level 1 – Mission 3 (Healthy & Active; art.6)

Cube page	Detail
Overall	<ul style="list-style-type: none"> Mission seems to end abruptly Mission lends itself to a road-safety campaign or similar (not expecting the game to prescribe this, but it could invite ideas for translating the learning into action).
2-5	<ul style="list-style-type: none"> Very didactic - could be more interactive with questions being posed rather than statements given; responses could be captured as an online/offline profile
3	<ul style="list-style-type: none"> Discussion or activity could be highlighted more obviously; currently just looks like more text Picture of cyclists could be changed to something else which reflects growth and development from baby-toddler-child >>>>; the cyclists may be better placed on cube page 4
6	<ul style="list-style-type: none"> Picture would break up this text
7	<ul style="list-style-type: none"> Thematic leap from road safety to baby cards – supporting information required to allow this link to be made
SWEDEN	<ul style="list-style-type: none"> Hyperlink to 'lot of lakes' seems somewhat random <i>YES</i>
TIME FOR NEW BABIES	<ul style="list-style-type: none"> 480 days of work....<i>to look after their children? would 3-7 years care?</i>
SAFE ROADS	<ul style="list-style-type: none"> Again, the hyperlink to seatbelts seems random (I can see that some pupils might like this approach to link to 'interesting things', but it would need to be done with some consistency)

Level 2 – Mission 1 (Safe and secure; art.19)

Cube page	Detail
Overall	<ul style="list-style-type: none"> Mission seems very short; activity slides do not appear if you have already gone through the mission
3	<ul style="list-style-type: none"> Subject of bullet points switches from you to they
4	<ul style="list-style-type: none"> Childline – would there be merit in using more child-like language rather than 'violence, abuse or neglect'
5	<ul style="list-style-type: none"> Does this picture represent authentic participation? Looks like child is being used as a pawn in an adult demonstration Conflict between UNCRC and Section 58 of the Children Act 2004. Should AGs be given some indication of this conflict between 'reasonable punishment' and the Convention? I think adults would appreciate some indication of this issue.
6	<ul style="list-style-type: none"> Write, say, make or do – will be easily recognised by teachers; this doesn't seem to be a common approach to activities across levels/missions?
Global intro	<ul style="list-style-type: none"> Animation seemed to jump (different from level 1)
9	<ul style="list-style-type: none"> Lots of text; would it be possible to see something from this campaign; or a suitable image of some sort to break up the text A 'next step' activity would be good – 'get active'?

Level 2 – Mission 2 (Included; art.12)

Cube page	Detail
Overall	<ul style="list-style-type: none"> Very text-based Mission ends abruptly; no review of purpose, progress or learning; no next steps
3	<ul style="list-style-type: none"> Text seems quite long and awkward on this slide; e.g. 'you have a right to be heard about all these things'
4	<ul style="list-style-type: none"> 'Must' reads very strongly; is 'should' a better alternative?
6	<ul style="list-style-type: none"> 'Set of rights is not working'? Language is clunky; would an analogy of a jigsaw puzzle be a way to help children understand the interrelation of rights?
9	<ul style="list-style-type: none"> Would be good to allow pupils to share their work here? Or link to a site on Glow that would allow them to share it safely there? More text – are there any examples of these tasks from early-adopters of the resource that could be photographed and included here?
Activity	<ul style="list-style-type: none"> Good activity suggested – good to invite the pupils' own creativity to doing this
Global intro	<ul style="list-style-type: none"> Animation jumpy again
BRAZIL	<ul style="list-style-type: none"> Exact same information as Level 1 – can this same material be appropriate for 2 age levels?
MARTHA	<ul style="list-style-type: none"> Good example
MARTHA'S STORY	<ul style="list-style-type: none"> 14 mins quite long for a clip What impact does this clip have on pupils? What are they thinking, learning, wanting to do? (Offline capture of impact? Paper journal?)

? If you had a budget etc

Good prompt for activity but lost at bottom of text box

Why can't I go forward from Martha's story?

Can't finish this level

Level 3 – Mission 2 (Included; art.12)

Cube page	Detail
Overall	<ul style="list-style-type: none"> Children's Parliament supported children in producing films about real-life examples of children not being listened to (e.g. about school placement etc) Language throughout appears to be focused on lower end of age-range Seems to be a number of repetitions from previous levels Global aspect would particularly benefit from an invitation to engage in activity
4	<ul style="list-style-type: none"> Good use of links for further information on the concept of democracy; would be good to have this throughout; not sure what 17/18 year olds would think of being led to a funkidslive website.
5	<ul style="list-style-type: none"> Examples seem to be quite negative; right to be heard politically through the vote could be a current one. No real information about what these legal rules are or their connection with rights (either to promote or limit rights)
6	<ul style="list-style-type: none"> Language seems focused on lower end of this age bracket; older end may find this quite patronising
8	<ul style="list-style-type: none"> Would be good to highlight the Concluding Observations from 2009 and the Do The Right Thing action plan/progress reports
9	<ul style="list-style-type: none"> Would this clip be better as part of the introduction? One of SCCYP's 'Right Blether' clip may be better for art 12? No
10	<ul style="list-style-type: none"> Hyperlink to Stephen Hawking is faint and not underlined like the others; text talks about Stephen's use of assistive technology yet the link is directed to his homepage; would this be a better link: http://www.hawking.org.uk/the-computer.html or a video of this?
11	<ul style="list-style-type: none"> Activity is exact same as previous level Namibia information a repeat from lower levels - what about progression?
13	<ul style="list-style-type: none"> 126million children accessing help lines – this is a staggering statistic. It would be good to set a challenge around this about which other articles might need to be considered in light of this stat?
15	<ul style="list-style-type: none"> Exact same input as level 2 – should this be adapted for the older age?

Yes but quite accessible for younger end of age range

You could use scyp's 7 Golden Rules to get you started

bit underwhelming + v ltd def of participation more examples here?

Document 36: Internal Note 7 Comments/Review of Launchpad

Delivering Child Rights Launchpad

Level 1

Level 1 of Child Rights Launchpad is intended primarily for three to seven-year-olds, or children of that level of ability.

Mission 1: Safe and secure Well-being indicator: <i>Children are protected from abuse, neglect or harm at home, at school and in the community</i>		
Article 18 <i>parents + covers? to abstract for This age group</i>	<p>Article 18 of the Convention affirms both parents as the primary caregivers of children and sets out their responsibilities, including to always give priority to the best interests of the child.</p> <p><i>Description for children: mums and dads have the job of making sure you have the best possible childhood.</i></p>	
Explaining Article 18 <i>Questionable for This age group + a</i>	<p>This content invites children to think about what parents do for them, using the book <i>Five Minutes Peace after Minutes</i> by Jill Murphy as an example. <i>Is there an alternative?</i></p> <p>It asks them to think about different family structures and uses this video as an example: www.youtube.com/watch?v=_NnQsv10mfw</p> <p>It explains the help parents are entitled to. <i>No it doesn't.</i></p>	
Activity <i>Scavenger context</i>	<p><i>Choose a doll, teddy or toy. Ask a friend to choose one too. Tell your friend a short story about the kind of family your toy lives in.</i></p> <ul style="list-style-type: none"> <i>Why is your toy special?</i> <i>You can ask an adult to help you.</i> <p>This is a gentle exploration of attachment and relationships, putting the child in the role of caregiver. It is a great introduction to learning about the responsibilities of parents (article 18).</p>	
Article 18 global context	<p>Children are given examples of this right in Ethiopia, looking at family structure there and the sort of help that is provided for parents.</p>	
Links to Curriculum for Excellence	HWB 0-01a HWB 1-01a HWB 2-01a	Child is aware of his/her feelings and is developing the ability to talk about them.
	LIT 0-02a / ENG 0-03a	Child learns to take turns in listening and talking.
	LIT 1-02a	Child knows when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.
	LIT 2-02a	Child can engage with others appropriately. Child shows he/she values the contribution of others and uses these to develop his or her own thinking.
	LIT 1-09a	When listening and talking, child can exchange information, experiences, explanations, ideas and opinions.
	RME 0-02a RME 0-05a RME 0-09a	Child is developing their understanding of what is fair and unfair and the importance of caring for, sharing and co-operating with others.

Delivering Child Rights Launchpad

Mission 1: Safe and secure

Well-being indicator:

Children are protected from abuse, neglect or harm at home, at school and in the community

Introducing this mission (Article 18)

This mission could be introduced by reading your class or group the story *Five Minutes' Peace*. Facilitate a discussion afterwards about why Mrs Large wanted some time alone and why she did not achieve this. Then inform the children they will now learn about what the Convention says about human (not elephant!) parents.

You could facilitate an arts activity whereby children create a wall display of different types of families. They could make representations of their own family or you could allocate different family arrangements to pairs or small groups who then work together. This would include children who are in adoptive families, foster care and living in children's homes. Once the artwork is complete, add key information to the display about the importance of the family and the role of parents and other caregivers in promoting and protecting the rights of children. Parents and caregivers could be invited to view the display as part of recognising children's work (see pages 52).

Summarising this mission (Article 18)

You could take this opportunity to reiterate that there are people who can help families, and signpost the support available within your school / group for children and young people to approach if they are ever worried about anything at home or elsewhere. Parents should have been advised previously about these kinds of conversations – see page 9.

Article 18 more about protection for up rather than different families

supporting both parents in their shared responsibilities as parents + for them to be supported by the govt in this role even if they don't live at home w/ the child

Delivering Child Rights Launchpad

self expression - not understandable for this age group

Mission 5: Achieving Well-being indicator:

Children are supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.

Article 13	<p>Article 13 of the Convention grants every child the right to freedom of expression, with some restrictions to protect the rights of others.</p> <p>Description for children: You have the right to express your ideas and thoughts in lots of different ways. You should be free to find out facts and ideas, and to share facts and ideas of your own.</p>
Explaining Article 13	<p>Children are invited to watch this cartoon: www.youtube.com/watch?v=mV8L9xC0ZYA</p> <p>The difference between facts and ideas is explained and some ideas are given about ways to share your own ideas and find out other ideas and facts. This film is given as an example of one way a group of children expressed themselves: www.youtube.com/watch?v=LN_70HXxd5Y</p> <p>There is some discussion of the limitations on what children can see, say and share.</p>
Activity	<p><i>Are you ready to express yourself?</i></p> <p><i>Draw four big circles on a large sheet of paper.</i></p> <ul style="list-style-type: none"> • In circle 1, draw something you really enjoy doing. • In circle 2, draw a person you love. • In circle 3, draw something very precious to you. • In circle 4, draw a favourite place. <p><i>Your drawings are a way to express yourself and enjoy this right. Share them with someone – a parent, teacher or friend.</i></p> <p>This activity is focused on children's right to freedom of expression. It invites children to reflect on positive aspects of their own life. It encourages mutual exploration with an adult or peer to identify similarities and differences in their preferences. This process affirms children's right to be themselves and to express their own preferences.</p>
Article 13 global context	<p>We travel to Tuvalu, in the Pacific Ocean, to hear about the radio station there. Every day it broadcasts 15 minute interviews with children about their lives, giving them a chance to express themselves. The programme is called 'What do you have to say?'</p>

Delivering Child Rights Launchpad

Mission 6: Responsible

Well-being indicators:

Children have opportunities and encouragement to play active and responsible roles in their schools and communities, where necessary having appropriate guidance and supervision and being involved in decisions that affect them.

Links to Curriculum for Excellence	HWB 0-09a	As child explores his/her own rights, and the rights of others, he/she is able to exercise those rights appropriately and with respect for others.
	HWB 1-09a	
	HWB 2-09a	
	HWB 0-19a	Child explores and makes choices to develop their learning and interests. He/she is encouraged to use and share his/her experiences.
	RME 0-02a RME 0-05a RME 0-09a	Child is developing his/her understanding of what is fair and unfair and the importance of caring for, sharing and co-operating with others.
	SOC 1-16a	Child can contribute to a discussion of the difference between his/her own needs and wants and those of others.
	SOC 0-17a	Child makes decisions and takes responsibility in his/her everyday experiences and play, showing consideration for others.
	SOC 1-17a	By exploring rules, the child can consider the meaning of rights and responsibilities and discuss those relevant to him/her.

Want this out

Delivering Child Rights Launchpad

Level 3

Level 3 of Child Rights Launchpad is intended primarily for 13 to 18-year-olds, or young people of that level of ability.

Mission 1: Safe and secure Well-being indicator: <i>Children are protected from abuse, neglect or harm at home, at school and in the community.</i>		
Article 40	<p>Article 40 of the Convention sets out a variety of protections for children in conflict with the law, including access to a lawyer, to be treated as innocent until proven guilty and the avoidance of delay. Children must be treated in an age-appropriate way, with dignity and worth and in a way that encourages their positive reintegration into society.</p> <p>Description for young people: children who are accused of being involved in crime should be treated with care and respect.</p>	
Explaining Article 40 <i>ok but no explanation for why he was denied early release.</i>	<p>We look at the age of criminal responsibility and what this means for young people in Scotland. The role of the Children's Reporter and Children's Hearings is explained.</p> <p>We emphasise that children who are in trouble with the police have all the same rights as other children, and that this can be a scary time for young people. This short film is shown: www.youtube.com/watch?v=JUEwp3jjCLQ</p>	
Activity	<p><i>Imagine that you are in charge of policing in your area. You want the police officers who work for you to protect the rights of children and young people involved with the law.</i></p> <p><i>Make a list of five dos and five don'ts for police officers, so that they:</i></p> <ul style="list-style-type: none"> • <i>Treat children fairly and with respect.</i> • <i>Let children know about their rights.</i> • <i>Help children to have a positive contribution to society.</i> 	
Article 40 global context	<p>England is the first stop on our tour of what this right means for children around the world. We look at a campaign by the group U R Boss to ban strip searches for young people entering prison.</p> <p>Next up is Sierra Leone, where the charity Defence for Children International helped a boy who was living on the streets and got into trouble with the police.</p>	
Links to Curriculum for Excellence	HWB 3-01a	Young person is aware of his/her feelings and is developing the ability to talk about them.
	HWB 4-01a	
	HWB 3-03a	Young person understands there are people he/she can talk to and support he/she can access.
	HWB 4-03a	
	HWB 3-16a	Young person is learning self-protection.
	HWB 4-16a	