



**ombudsman**  
for children & young people

# What do you say?

Exploring children's rights and  
understanding what the Ombudsman  
for Children does

Resource Pack for  
**Civic, Social and Political Education**



# What do you say?

Exploring children's rights and understanding  
what the Ombudsman for Children does

'What do you say?' is an Ombudsman for Children's Office resource.



**www.oco.ie**



Some of these materials were originally developed in cooperation with:

the **CDVEC Curriculum Development Unit**  
& the **Citizenship Education Support Team**,  
Sundrive Road, Crumlin, Dublin 12  
[www.curriculum.ie](http://www.curriculum.ie)

The original materials were edited and compiled by

**Deirdre Phelan**

and written by a team of experienced teachers:

**Judith Coughlan**  
**Michael Domoney**  
**Audrey O'Reilly**  
**Deirdre Phelan**

The new activities in these materials were written by **Michael Domoney**.

The OCO would like to acknowledge the important contributions made by Clíodhna Ní Ghiollagáin and Kate Mitchell to the development of these materials.

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# Preface

Dear Teacher,

I am delighted that you have decided to use these resource materials to learn more about some of the many issues that affect children and relate to children's rights.

My job, and statutory responsibility, is to promote the rights and welfare of children up to the age of eighteen and to ensure that in law, policy and practice their best interests are considered. People often ask me where children's rights are defined. There are two key reference points: the Constitution, which is the basic legal instrument in Ireland, and the UN Convention on the Rights of the Child, a set of internationally agreed human rights standards for children, ratified in Ireland in 1992.

In 2007, we carried out the 'Big Ballot', a project where 74,000 children and young people voted on the key issues affecting them. 560 primary and post-primary schools, Youthreach Centres and Senior Traveller Training Centres throughout Ireland supported these children and young people to participate. It is the largest consultation with children in Ireland to date and, needless to say, could not have happened without the support and enthusiasm of teachers across the country.

Feedback on the project indicated that the principal benefits of participation for children included the opportunity to explore children's rights; to form and express opinions; and to learn about and take part in a democratic process. Teachers spoke very positively about their experience of using the

resource materials and many have since requested further materials on children's rights.

Michael Domoney, a member of the team of teachers who developed the original resource materials for post-primary schools, worked with us again on these materials. We appreciate his expertise and creativity.

I know the significant role that teachers play in children's and young people's lives. Our own experience of participative work with children and young people reminds us that, like all those working directly with children, we are learning every day.

I hope these materials will support your work and that you and the young people you work with will find them not only educational but fun.

If you would like to find out more about the OCO and our work to promote the rights and welfare of children in Ireland, please visit our website - [www.oco.ie](http://www.oco.ie)

Many thanks,



**Emily Logan,**

Ombudsman for Children

2010

# Introduction

Welcome to 'What do you say?!' This set of resource materials consists of 10 activities on the concept of rights and responsibilities. Culminating in suggestions for action projects, the materials support teachers to explore issues relating to children's and young peoples rights with students. The resource includes references to rights in the UN Convention on the Rights of the Child and the Constitution.

Although it is designed for use in Civic, Social and Political Education (CSPE), this resource can equally be used in the non-formal sector. It provides essential information and includes creative group activities where young people, through their active participation, can explore and learn about their rights and about issues that are relevant to them. Most of these activities were developed by a group of practising teachers and have been piloted and evaluated by these teachers and young people.

The purpose of this resource is to make young people more aware of children's rights and to highlight how they apply to them in their everyday lives. The materials also highlight the role and work of the Ombudsman for Children's Office. Each activity gives young people the opportunity to have a voice and to discuss issues that affect them. The resource is structured in the following way:

- **Activity 1:** The Ombudsman for Children and the UN Convention on the Rights of the Child (UNCRC)
- **Activity 2:** Having a Voice
- **Activity 3:** Family & Care
- **Activity 4:** Health & Community
- **Activity 5:** Wealth & Material Deprivation
- **Activity 6:** Vulnerable Children
- **Activity 7:** Young People & Education
- **Activity 8:** Play, Leisure & Recreation
- **Activity 9:** Children & the Law
- **Activity 10:** Action Project

Activity 10 presents ideas for an Action Project. These are based on the topics and issues covered by the resource materials. To arrive at a group decision on which Action Project to work on, suggestions and guidelines for carrying out a group ballot are also provided.

Through participating in these activities, it is hoped that young people will develop a broader understanding of their rights and responsibilities, as well as the importance of being heard in matters that affect them.

**Constitution Article 40(6)(1)(i):**  
Citizens have the right to express their opinions freely.

**UN Convention on the Rights of the Child (UNCRC), Article 12:**  
Children have the right to have a say about things that affect them.

# How to use this resource pack

There are ten activities in this teaching and learning resource about children's rights. Each activity involves an active learning methodology which requires a certain amount of advance preparation. What follows below are specific guidelines regarding the amount of photocopying and cutting required. It also highlights the materials needed for each individual activity.

## **ACTIVITY 1:**

Photocopy enough copies for one between two of each of the following pages:

- *Worksheet 1: Message from the Ombudsman for Children*
- *Worksheet 2: Children and Young People have Rights*
- *Worksheet 3: Questions Page*

You will also need blu-tack to stick up the UNCRC poster and the OCO poster

Coloured markers.

A4 plain sheets of paper, one for each person.

## **ACTIVITY 2:**

Make 7/8 copies of the '*I Think*' page and cut out each individual box. The bigger your group, the more boxes you will need.

One in every fourth person will not be given any '*I Think*' boxes so the rest of the group could be given 9 or 10 or more of the boxes.

### **ACTIVITY 3:**

Make one copy of the Issue Cards and cut out the individual cards.

Make enough copies of the Character Cards page to ensure that there is enough for each young person to get one character. There are 10 characters on the page so you may only need 3 copies of this sheet.

You will also need blank sheets of paper, one for each group and coloured markers.

### **ACTIVITY 4:**

You will need blu-tack to stick up the Definition of Health page.

Coloured markers.

Large plain sheets of paper, one for each group.

### **ACTIVITY 5:**

Make a copy of the Wealth Cards page for each group.

Make a copy of the Additional Costs in Education page for each group.

Make a copy of the Nursery Rhymes page and cut one rhyme out for each group.

### **ACTIVITY 6:**

Make enough copies of the set of Role Cards so that each person receives one character.

*Note: This activity should take place in a large, empty space.*

### **ACTIVITY 7:**

Make a copy for every member of the group of the Survey in Education Page and the Education Ranking Sheet.

### **ACTIVITY 8:**

You will need a packet of blu-tack to stick up the Heading Sheets as well as the cut up Recreation Issues Sheets.

Photocopy the Recreation Issues Sheet and cut out each of the individual words making 8 sets of four separate words (one from each column).

### **ACTIVITY 9:**

Make “Agree” and “Disagree” signs to be positioned at separate locations in the room.

*Note: This activity should take place in a large, empty space.*

### **ACTIVITY 10:**

Make a copy of the Ballot Paper for each person.

A large box with a lid is needed.

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## ACTIVITY 1

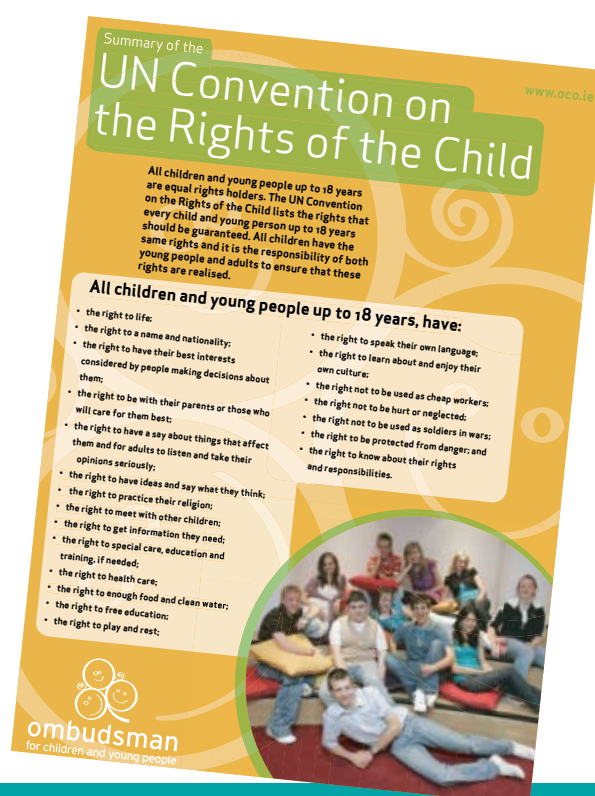
# The Ombudsman for Children





# The Ombudsman for Children & the UNCRC

This activity introduces young people to the Ombudsman for Children's Office by means of a message from the Ombudsman for Children herself. It also introduces the UN Convention on the Rights of the Child (UNCRC). This Convention is an internationally agreed set of standards and obligations that most countries in the world have signed up to. The UNCRC was specifically put in place to address the special needs of children and to ensure that the world recognises that children have human rights too. A key reference point as regards children's rights in Ireland is the Constitution, which is the basic legal instrument in Ireland.



## ACTIVITY

1. Divide the group into pairs. Give each pair a copy of the Message from the Ombudsman for Children (Worksheet 1), All Children and Young People have Rights (Worksheet 2) and the Questions Page (Worksheet 3).
2. Ask the young people to read the first two worksheets and to answer the questions on the Questions Page.
3. Correct the answers with them.
4. Display the United Nations Convention on the Rights of the Child (UNCRC) poster and read down through the rights with the young people. Explain where necessary what they mean and that they will be discussing issues related to these rights over the next few weeks.
5. Ask the young people to think about the rights they have heard and to pick one that they think is not being respected that is particularly relevant to them. Ask them to then justify why they have picked that one.

## FOLLOW-UP OPTIONS

1. Ask the young people to represent the right they have picked in some way on an A4 page. This can be a sketch, picture, key words, a photograph from a magazine, cartoon... The actual right itself must be done as a heading on the page.
2. When all of the representations are done these could be stuck up on the wall of a room if possible. During all of the following activities in this resource, you will refer the young people back to the UNCRC. Therefore a visual display would make it more interesting instead of referring back to the actual sheet.
3. Ask the young people to research what the Ombudsman for Children is currently working on by checking out the website **[www.oco.ie](http://www.oco.ie)**.

## Message from the Ombudsman for Children



Hi everyone,

My name is Emily Logan and I have the honour of being the first Ombudsman for Children in Ireland. That means that I work for all children and young people under 18 living in Ireland and my job is to make sure that the government and other people who make decisions about young people really think about what is best for young people. I believe it's really important that young people have a say and are heard about things that affect them, so I try to meet as many young people as I can to find out your views on things that are important to you and to highlight your concerns to people.

Before I became Ombudsman for Children, I trained as a children's nurse in Temple Street Hospital in Dublin in 1982. Even though I knew I wanted to work with young people, this was a real eye opener for me. I met lots of children who had experienced things I had never even heard about. Some children were very sick, some had organ transplants, sadly some children I met also died, some were not looked after very well at home and some children were really poor.

I was shocked by some of the things I saw. Some of these injustices made me angry and it was really during this time I realised that I had to try to make a difference. From then on I became more determined to work as hard as I could to help make children and young people's lives better.

In November 2003 the job for Ombudsman for Children was advertised. The thing that really struck me about the ad was that children and young people were involved in the whole thing. The advert looked different and caught my eye. At the bottom it said that children and young people would be interviewing for the job. I cut the advert out and couldn't stop thinking about it; couldn't stop thinking about how much I would love this job. When I was interviewed by 15 young people I wanted the job even more, I just knew it was my perfect job; it would give me the chance to make a difference and allow me to work with children and young people face to face.

As Ombudsman for Children, I am given lots of power that allows me to see if children and young people are getting a fair deal and, if they are not, to ask questions of the government and people who make decisions about why they are not. To do that I need to keep my ear to the ground and understand what's really going on for children and young people. So I need the help of children and young people directly. This isn't just about listening to them, but about really hearing what it's like from their point of view.

I am very lucky to be Ombudsman for Children and to have been re-appointed for a second six-year term in December 2009. There is huge variety in the job, so no two days are the same. I am very serious about my job. Sometimes it can be hard – many children have difficult lives and this can be very sad to see. This just makes me want to work harder to try to make sure children and young people get a fair deal. Other parts of my job aren't hard at all - I love the fact that I meet children and young people face to face. This gives me great energy, because they are so honest and they want me to do a good job

*Emily Logan*

# All Children & Young People have Rights

Every single person regardless of their age has human rights. Children and young people have special rights because being young sometimes makes them vulnerable. This means that they must be treated properly and respected by everyone but it also means that children and young people have to respect other people's rights too.

Some examples of the kind of rights that children and young people have are the right to be listened to, the right to an education, and the right to be looked after if they get sick.

Sometimes children and young people's rights are not respected. This does not mean that their rights are taken away. It just means that their rights have been ignored. People in charge in Ireland must make sure that this does not happen.

When you have rights, you also have responsibilities. For example, children and young people have the right to education and so the responsibility to go to school.

All children and young people in the world have the same rights, and these rights are listed in the UN Convention on the Rights of the Child (UNCRC).

## What the Ombudsman for Children can do

The Ombudsman for Children's Office (OCO) is here to make sure that the government and other people who make decisions about young people really think about what is best for young people.

The role of the Ombudsman for Children is to promote and safeguard the rights and welfare of children and young people up to eighteen years of age. The OCO's main functions are: to

provide an independent complaints handling service regarding public bodies; to promote children's rights, including through participation and communication activities; to carry out research to get a better understanding of children and young people's lives; and to give advice to the Government to make sure laws are strong for children and young people. For more information, visit the website **[www.oco.ie](http://www.oco.ie)**.

# Questions Page

## Message from the Ombudsman for Children

1. Who does Emily Logan work for?
2. How does Emily describe her work?
3. Who gave her the job?
4. What does Emily try and get the government to do?
5. Who interviewed Emily for her job?
6. Why do you think she was interviewed like this?  
Do you think that this is a good idea? Why?
7. If you had been on the interview panel what one question would you have asked?
8. Why is Emily's job sometimes hard?

## All Children and Young People have Rights

9. Why do children and young people have special rights?
10. What does it mean when they say that sometimes young people's rights are not respected?
11. Give an example of a responsibility that goes hand in hand with a right?
12. What is the role of the Ombudsman for Children?
13. What is the name of the document that lists children's rights?





# ACTIVITY 2

## Having a Voice





# Having a Voice

In this activity young people carry out what is called an Exclusion Activity which means that certain members of the group will not be able to have a voice for a short period of time. They will be asked to think about how this feels. They will discuss how important it is to be heard and debate whether they feel young people's views and concerns are heard in society.

**UNCRC, Article 12:**

Children have the right to have a say about things that affect them.

**Constitution Article 40(6)(1)(i):**

Citizens have the right to express their opinions freely.



This activity introduces young people to the issue of

## Having a Voice

### ACTIVITY

1. Divide the participants into groups of four.
2. Tell the whole group that they are going to be talking about things that they are interested in and that they are being allowed to give their opinion on these different things. The rule is that only the person who puts down their card is allowed to speak at any given time. If someone wants to say something they must put their card in the middle of the table and everybody else must listen to that person until the next card goes down.
3. Distribute the 'I Think' cards to each of the groups but make sure that ONE person in EACH group does not get a card at all / nor is anyone within the group allowed to share their cards with anybody else! The other cards can be distributed randomly or in equal numbers to each other person in the group.
4. Pick one of the questions from the Questions Worksheet and call it out to the group. The discussion begins with whoever puts down the first card and continues for 2 minutes or so. Warn them not to use all of their 'I Think' cards on the first question.
5. Pick out up to four of the questions from the *Questions Page* and allow each group to have a discussion on the question. The young people without 'I Think' cards may ask for cards for themselves but they are to be refused.
6. When those with the cards have discussed four (or more) of the issues, it is time to talk to the whole group about how they felt about this activity.
7. Start with the people who were participating in the discussion. Ask questions like the following:  
*Did they enjoy the discussion?*  
*Which was the best question and why?*  
*Which question did they argue most over?*
8. Now and only now is it time to talk to those who have been excluded from talking up to this point. Ask the excluded people to stand up. Ask them questions like the following:  
*Did they enjoy the discussion?*  
*Did they have opinions on these questions?*  
*How did they feel about not being able to give their opinion?*  
*Why do they think this activity was done in the group?*

**This activity works particularly well if the more vocal members of the group do not receive I Think cards!**

9. Choose one last question from the list of questions and now allow EVERYONE to give their opinion on the questions for a couple of minutes.

10. When they have finished, pose the following questions to the whole group and make a note of some of their comments on the board/ flipchart:

*Do they think young people have a voice in society?*

*Do they feel young people are listened to?*

*Where and when should young people have a voice? Ask them to give examples.*

*What happens when young people do not have a voice?*

11. Ask them to then look at the UNCRC and find the article/s that they think is/are relevant to this issue. Do they feel that these rights are respected?

## FOLLOW-UP OPTION

Ask them to write a text message they would send to a friend to explain the issue of Having a Voice. They may use 180 characters only, including spaces.



# Questions Page

What was the best movie you ever watched and why do you think this?

Who is your favourite musical group or artist and why do you think this?

Who is the best footballer in the world and why do you think this?

What was the best game you ever watched and why do you think this?

Who is your favourite film star and why do you think this?

What is your favourite song or piece of music and why do you think this?

What is your favourite tv programme and why do you think this?

Or any questions you would like to pose which may be particularly relevant or topical for young people at this time.







# ACTIVITY 3

## Family & Care





# Family & Care

In this activity young people carry out a carousel discussion playing the role of different characters, which will introduce them to the issue of Family and Care.

They will then relate the issues and concerns that arise back to the UNCRC and identify the rights that are relevant to these issues.

**UNCRC, Article 7 & 9:**

Children have the right to be with their parents or those who can care for them best.

**Constitution, Article 41:**

The family has a special place in society.



This activity introduces young people to the issue of

## Family & Care

### ACTIVITY I

1. Make one copy of the Issue Cards and cut out the individual cards. Make enough copies of the Character Cards page to ensure that there is enough for one for each person. Explain that this activity explores the issue of Family and Care.
2. Distribute a Character Card to each person asking them not to discuss their character with anybody.
3. Ask half of the group to stand and form a circle, with people facing inwards.
4. Ask the second half of the group to form another circle on the inside of the existing circle, facing outwards. (Each person should now be facing another.)
5. Tell the young people in the inner circle that they have a minute to tell the person opposite them about their character. They are to pretend that they are this character and they should elaborate on the details they have been provided with.

6. After one minute ask the INNER circle to rotate clockwise to the next person opposite them. They are to continue discussing their character with this person. Each time the circle rotates, they should be facing someone new and while describing their character, they should always try to add something new each time.
7. Once three / four rotations have taken place, it is now the turn of the outer circle to take their turn and to repeat the action of the inner group.

### ACTIVITY II

Following on from Activity I:

1. When both groups have finished their descriptions, divide the young people into five groups.
2. Give each group one Issue Card, a coloured marker and a blank sheet of paper. Ask them to put their issue as the heading on the paper. The young people must now try and make the link between the characters now present in their group and the issue. This allows them to understand the role of each member of the family - e.g. the person with the Grandparent card is:
  - involved in **childcare** and
  - **supports** his/her daughter's family by helping out with the childcare arrangements
  - this person can also identify a particular type of **family unit**.

3. Once the groups have finished putting their comments on the sheets, move the sheets from one group to the next - (each group will get each of the five sheets in turn.) The groups read the comments on each sheet and put a tick beside the ones they agree with and an **x** beside the ones they don't agree with. They can also add any new comments or words that they think are relevant that may not already have been mentioned.
4. The sheets will finally be returned to the original group who may add to what is now written on the sheet.
5. Ask each group to feed back on their sheets. Explain again that each of these issues are part of the main issue of Family and Care.
6. Ask the young people to then look at the UNCRC and find the article/s that they think is/are relevant to this issue.

## FOLLOW-UP OPTION

Ask them to write an email they would send to their friend describing the activities they did today and the issues that were raised. In the email they are to mention the character they played in the carousel activity and how it was relevant to the issue of Family and Care.



**Parent**

You are a mother with three children going to secondary school. One child is doing the Leaving Certificate examination next year. Describe your life.

**Foster Child**

You are a young girl in foster care. Your father is in prison and your mother is in hospital. Describe your life.

**Grandparent**

You are a grandparent and two of your grandchildren come to your house after school to do their homework and have their dinner. Your daughter collects them at 7pm. Describe your life.

**Child with separated Parents**

You are a child whose parents are separated. You live with your mother and you see your father on Saturdays. Describe your life.

**Refugee**

You are a 16 year old refugee from Africa. Your parents are not allowed to work until you are granted asylum, which could take a long time. Describe your life.

**A Home School Liaison Officer**

You are a Home School Liaison Officer who visits the homes of children who have difficulty getting to school on a regular basis. Describe your life.

**A Child from a two parent Family with a Mother who works in the Home.**

You are a child whose father is working and whose mother works in the home. Describe your life.

**Teenage Mother**

You are 17 years old with a baby of six months. You live on your own and you don't work. You left school at the end of fifth year so you didn't get to sit your Leaving Certificate. Describe your life.

**Parent with an alcoholic Daughter**

You are a father with a daughter who is addicted to alcohol. She started drinking when she was 14. She is now 17 and the problem seems to be getting worse. Describe your life.

**Boy with an abusive Parent**

You are 12 years old and you live with your mother and father. Your father gets very angry and hits your mother a lot. He sometimes gets angry with you. Describe your life.

**Child with a Parent with long term Illness**

You are a 14 year old girl and you live with your mother who has multiple sclerosis. You look after her all of the time when you are not in school. Describe your life.

**Boy with a Disability**

You are a 14 year old boy who is confined to a wheelchair as a result of a car accident. Describe your life.

**A Neighbour**

You live next door to a family of school-going children and you know that they are home alone most days after school. How do you feel about this?

**A Volunteer with Child Line**

You are a volunteer with Child Line. You work on the phones answering calls from children. What is your job like? What kinds of things do young people tell you?

## **SUPPORT FOR FAMILIES**

Identify people, groups or organisations that give support to a family.

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## **POSITIVE PARENTING**

Identify ways in which parents can support / bring up their children positively

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## **DIFFERENT FAMILY UNITS**

Identify different types of families.

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## **CHILD CARE**

Identify those who should be looking after children and those who are not looking after children.

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## **VULNERABLE CHILDREN**

Identify a list of children who might be vulnerable i.e. children who are in need of extra support for lots of different reasons.



# ACTIVITY 4

## Health & Community





# Health & Community

This activity introduces young people to the issue of Health and Community from the perspective of children's rights. It aims to make them more aware of their health and of where they live and helps them to assess how healthy their community/city/town is by using the broad WHO definition of health. They will discuss and decide in groups what facilities and services are needed for a place to be healthy before designing their own ideal "healthy place". It is important to relate the issues and concerns that arise in discussion back to the UNCRC and identify the rights that are relevant to the issue.

**UNCRC, Article 24:**

Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to keep them well.

*Note for teachers/facilitators*

For more information on healthy cities and child friendly cities, the following websites can be consulted:

<http://www.childfriendlycities.org>

<http://www.euro.who.int/Healthy-cities>



This activity introduces young people to the issue of

## Health & Community

### ACTIVITY

1. Display the Definition of Health and discuss with the group what each of the aspects of health means.
2. Generate a discussion on the topic “What does it mean to be healthy?” and write the suggested answers on the board/flipchart.

*What does it mean to be physically healthy? Mentally healthy? Socially healthy?*

*What services are needed to keep people healthy?*

*Should these services be free of charge?*

*Is there a link between a person being healthy and the town or city where they live?*

3. Divide the young people into groups of five.
4. Ask each group to produce a list of facilities and/or services that would be needed to make a town/city/community a “Healthy Place”.
5. Each group should then design and draw up their “Healthy Place”, using these facilities and services. They should also give their “Healthy Place” a name. Participants are effectively creating the ideal community that would support young people’s physical, social and mental health.

6. Finally each group should present their “Place” to the others, giving reasons why they made their choices and how their lives would be affected for the better if they lived in this new “Place”.

*All work could be displayed.*

### FOLLOW-UP OPTIONS

1. a) Ask one half of the group to check out the website [www.childfriendlycities.org/](http://www.childfriendlycities.org/) and the other half to look at [www.euro.who.int/Healthy-cities](http://www.euro.who.int/Healthy-cities) and then to report back on an Irish or European city that they have read about.

- b) The activity could generate a discussion about what they found:

*Do they think a child friendly city is worthwhile?*

*Do they think a child friendly city would be difficult to develop? If so, why?*

*What are the benefits of having a “healthy” city?*

*Do they think these initiatives can actually make a difference?*

*How do these initiatives tie in with children’s rights?*

2. The young people could then audit their own town/city/community in writing to see how healthy and child friendly they feel it is.

# What is Health?

Health is a complete state of physical, mental and social wellbeing and not simply the absence of disease or infirmity.

World Health Organisation (WHO)



## ACTIVITY 5

# Wealth & Material Deprivation







# Wealth & Material Deprivation

This activity introduces young people to the issue of Wealth and Material Deprivation in a real and practical way. They first explore various definitions of 'Wealth' before moving on to a practical exercise in budgeting the additional costs of education. Finally, they examine simple nursery rhymes and identify the material deprivation highlighted in the rhyme.

This issue should be dealt with in a sensitive manner, as the young people will be asked if material deprivation is a thing of the past or a harsh reality for many still in Ireland today. They will then identify the various rights within the UN Convention on the Rights of the Child which relate to the issues raised in the group.

**UNCRC, Article 26 & 27:**

Children have the right to help from the government if they are poor or in need. They have the right to food, clothing, a safe place to live, and to have their basic needs met. They should not be disadvantaged so that they cannot do many of the things that other children can do.



This activity introduces young people to the issue of

## Wealth & Material Deprivation

### ACTIVITY I

1. Divide the young people into groups of four or five.
2. Give each group a set of Wealth Cards.
3. Explain to them that these are different definitions of the term "Wealth" and they are to arrange the ten cards in the shape of a diamond. The statement of their preferred definition of wealth should be at the top and the statement they least agree with should be at the bottom, and the others arranged in between.
4. Allow each group a brief period of time to come up with their own definition of wealth.
5. When all groups have finished, compare the different results using a group discussion. Each group should give reasons for their particular choice.

*All work could be displayed.*

### ACTIVITY II

1. Once the discussion on wealth has come to a close, explain the following scenario to the same groups as before:

#### SCENARIO

You are now back in school.

You have your books, essential equipment, school bag, uniform, P.E. gear etc, in fact everything that you need to see you through the year in school. Your parents/guardians have told you that if you want anything else you must pay for it yourself out of the €30 a week you earn babysitting your younger brother.

2. Give each group a list of additional educational costs. Encourage them to add other costs to this list in the spaces provided.
3. In their groups the young people should look at the list of costs and pick which of the additional expenses they would like to pay for on their budget.

4. Develop a discussion around the following questions:

*Why did the group choose these things?*

*Do they think that these activities/ things are an essential part of education? If not, why not?*

*Do they think that people should have to pay for these or should they be free as they help to educate a child?*

**ACTIVITY III**

1. Reorganise the young people into groups of six so that each new group receives one Old Nursery Rhyme.
2. Ask each group to identify what the people in the nursery rhyme are being deprived of.
3. Ask each group to read out their nursery rhyme and to name the material deprivation.
4. Ask the whole group to think about the things that young people in Ireland could be deprived of today or if material deprivation is a thing of the past like in the nursery rhymes.
5. Take a look at the UN Convention on the Rights of the Child together and ask the group to find article/s that they think is/are relevant to this issue.
6. Generate a discussion on ways and things that can be done to alleviate poverty. What services or organisations can people contact?

**FOLLOW-UP OPTIONS**

1. Ask the young people to reply to the following blog:

*Today the teacher/facilitator talked about wealth and material deprivation and I switched off to think about nicer things! Unfortunately she gave us questions about this and I haven't a clue.*

*Can somebody help me please? I do not understand what this is about.*

*Derval, Ballyfinn.*

2. Encourage the group to check out the websites of the following agencies in order to assess how they are attempting to combat material deprivation in Ireland:

*Barnardos*

*Focus Ireland*

*St Vincent De Paul*

Which do they think is most effective? Why?



**WEALTH** is about  
your family going  
on a foreign holiday  
every year.

**WEALTH** is about  
having the latest  
mobile phone.



**WEALTH** is about  
having your own car  
to drive to school in.

**WEALTH** is about  
being able to wear  
the latest fashions  
in clothes.

**WEALTH** is about  
living with both your  
parents and siblings.

**WEALTH** is about  
going to a private  
school.

**WEALTH** is about  
being able to play  
sports after school  
or at weekends.

**WEALTH** is about  
having opportunities  
to fulfil your  
potential.

**WEALTH** is about  
having good health.

**WEALTH** is about  
having great friends.

# Additional Costs in Education

|   |                     |
|---|---------------------|
| Outdoor pursuits trip - orienteering, canoeing, etc | €200                |
| Music classes                                       | €120                |
| Speech and drama classes                            | €120 / €40 per term |
| Visit to a play for the whole class                 | €30                 |
| After school study                                  | €10 per week        |
| School trip / tour (abroad)                         | €500                |
| Dance classes                                       | €40 per term        |
| Leaving /Junior Certificate exam revision course    | €150                |
| Visit to an art museum for the whole class          | €30                 |
| School debating team                                | €50                 |
| Swimming classes                                    | €50 per term        |
| Other _____   | € _____             |
| Other _____   | € _____             |
| Other _____   | € _____             |
| <b>Total</b> _____                                  | <b>€</b> _____      |



**OLD MOTHER HUBBARD**

Old Mother Hubbard, went to the cupboard,  
To fetch the poor doggy a bone.  
When she got there, the cupboard was bare,  
and so the poor doggy had none.

**THIS LITTLE PIGGY**

This little piggy went to market; This little piggy stayed at home;  
This little piggy had roast beef; This little piggy had none;  
and this little piggy cried, 'wee wee wee' all the way home.

**SIMPLE SIMON**

Simple Simon met a pieman going to the fair;  
Said Simple Simon to the pieman: 'Let me taste your ware.'  
Said the pieman to Simple Simon: 'Show me first your penny.'  
Said Simple Simon to the pieman: 'Indeed, I have not any.'

**SEE-SAW MARGERY DAW**

See-saw Margery Daw, Johnny shall have a new master;  
He shall have but a penny a day, Because he can't  
work any faster.

**COBBLER, COBBLER MEND MY SHOE**

Cobbler, cobbler, mend my shoe, Get it done by  
half-past two; Stitch it up and stitch it down,  
Then I'll give you half a crown.

**THE CROOKED MAN**

There was a crooked man, and he walked a crooked mile,  
He found a crooked sixpence against a crooked stile;  
He bought a crooked cat, which caught a crooked mouse,  
And they all lived together in a little crooked house.

## ACTIVITY 6

# Vulnerable Children









# Vulnerable Children

This activity gives young people an insight into the lives of vulnerable children. After discussing what the word “vulnerable” means, they go on to identify what groups of children they consider to be vulnerable. Then, through a “Giant Steps” activity the young people have an opportunity to empathise with children who are vulnerable through a role play exercise. It is important to link the issues covered back to the UNCRC and the realisation of the rights of all children.

## **Constitution, Article 40:**

All citizens shall, as human persons, be held equal before the law.

## **UNCRC, Article 2:**

All children have the same rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether or not they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## **UNCRC, Article 3:**

The best interests of children should be a primary consideration in all decisions concerning children.

*Several articles in the UNCRC recognise that particular groups of children can be more vulnerable for one or more reasons - e.g. children belonging to ethnic minorities or children seeking asylum. These articles provide that vulnerable children have the right to any additional supports they may need to be safe, cared for, included and to live a full life.*

## Note for teachers/facilitators

*A large empty hall or space is needed for the 'Giant Steps' activity.*

This activity introduces young people to the issue of

## Vulnerable Children

### ACTIVITY

1. Before initiating the activity, brainstorm what the term "vulnerable" means and write responses on the board/flipchart.
2. Develop a brief discussion about what groups of children and young people the participants consider to be "vulnerable", eg. children in care, children in detention, traveller children, immigrant and asylum-seeking children, homeless children, children living in poverty, children at risk of abuse or neglect.
3. Have a brief brainstorming exercise on organisations or services that try to support vulnerable children.
4. Once the discussion is over, explain to the group that they are to complete a Giant Steps activity where they will be given a Character Card they need to role play and that they are to reflect on the life of this character.
5. Give each person a card and allow them a few moments to think about who that character is and to try to imagine the life and the experiences of the character.

6. Assemble the whole group at one end of the classroom or hall.
7. Begin by calling out a number of statements, individually. After each statement each young person must take a giant step, a baby step, or stay where s/he is depending on what the statement means to him/her. Explain that they should take a giant step if s/he can do it quite easily, a baby step if s/he can only do it with difficulty or to stay still if s/he cannot complete the action at all.

*Note: The aim of this activity is to try to experience what life is like for each character. It is not about reaching the end first!*

8. It is important at the end of the activity to debrief and to discuss why each person could or could not move.
  - Ask how did it make them feel if they couldn't move?
  - Discuss the different aspects of the lives of vulnerable children.
  - Could their lives be changed for the better in any way?
  - Which services could they use, or what organisations could they contact to improve their situation?

*Eg. Irish Association of Young People in Care (IAYPIC), the Simon Community, Barnardos, Pavee Point, Down Syndrome Ireland, National Council of the Blind, St.Vincent DePaul, Refugee Information Service, Irish Wheelchair Association, etc.*
9. Ask the young people to look at the UNCRC and find the article/s that they think are relevant to the statements used in the activity.

## FOLLOW-UP OPTION

Ask each young person to write a short story about their character adding in extra pieces as they see fit. Include organisations or services which might be available to provide support. These stories could be presented to the group at a later date.

## STATEMENTS

- I have been to primary school
- I can move freely without assistance
- I am happy
- I can speak out in school about things that affect me
- I could go to university
- I can play games/sports or rest every day
- I can live with my parents
- I can meet my friends
- Sometimes I am afraid
- I can go into any shops, restaurants, cinemas I like
- I can criticise the government if I like
- I like going home after school
- I have enough to eat and drink
- Sometimes people are mean to me
- I can get a fair wage
- I can get information when I need it
- I can go to the doctor when I am sick
- I can get a good job when I am older
- I have a rich culture and heritage
- I can join any group/organisation I like



**My name is Áine.**

I am 15 years old. I am being bullied at school.

My parents do not have the time to go in to see the Principal because of work.

**My name is Ruth.**

I am 13, the eldest of six children.

My father lost his job recently.

**My name is Darren.**

I have Down Syndrome. I am 16 years old.

I work in the local Cope Foundation.

I live at home.

**My name is Hope.**

I am 16 years old. I am a refugee from Nigeria.

I am going to the local school.

My parents are not allowed to work.

**My name is Grace.**

I am a 15 year old traveller.

I left school when I was 11. I live in a caravan in a halting site at the edge of town.

**My name is Katie.**

I am 16 years old and am visually impaired.

My dream is to go to university and study medicine.

**My name is Seán.**

I am 15 years old. I was involved in a car accident and now must use a wheelchair to get around.

**My name is Jenny.**

I am 11 years old. I live in a foster home.  
My father is in prison and my mother  
is in hospital.

---

**My name is Eddie.**

I am 14 years old.  
I live with my mother in a rented flat.  
I see my father at the weekends.

---

**My name is Alan.**

I am 16 years old.  
I had to leave home because my mother  
has a new partner and I do not get on with him.

---

**My name is Mick.**

I am 17 years old.  
I have recently been released  
from prison.

---

**My name is Peter.**

I am 12 years old. I have two sisters  
and one brother. My father is working  
and my mother works in the home.

---

**My name is Jack.**

I am 11 years old.  
My parents are always fighting.  
I don't get to go to school every day.

---

**My name is Laura.**

I am 17 years old, and I have a six month old baby.  
I live in a rented flat and I don't have a job.



## ACTIVITY 7

# Young People & Education







# Young People & Education

In this activity, young people carry out a survey on Education in Ireland, which asks them to look at some of the issues which are relevant to them in this area. When they have completed the survey they are asked to rank the three issues that were of most significance to them. They will also identify the rights within the UNCRC which relate to the issues raised in this activity.

**UNCRC, Article 28:**

Children have the right to education.

**Constitution, Article 42:**

The State recognises the right to education.



This activity introduces young people to the issue of

## Young People & Education

### ACTIVITY

1. Divide the young people into groups of three or four and give each group one copy of the survey. Explain that they are now being given a chance to rate / evaluate the education system of which they are currently part.
2. Ask each group to discuss each of the statements and to decide together whether they agree or disagree with the statements. When they have made their decision on each statement they are to write down one reason why they have chosen to rate it this way.
3. When they have finished the survey, ask each group to pick out the top three issues of concern for them and rank them 1, 2, 3. They will need to discuss this choice in the group.
4. Once they have finished prioritising their three issues in education, distribute a copy of the Issues in Education Ranking Sheet to each person.
5. Ask each group to feed back the order in which they picked their three issues of concern.

**When filling in the ranking sheet please award the following points to the issues:**

*Most important issue: 3 points*

*Second most important issue: 2 points*

*Third most important issue: 1 point*

When the scores are totalled, the students will be able to see which three issues are of most importance to the group and in which order.

6. As they are feeding back their concerns, each group should complete the Ranking Sheet using the point system above.
7. When all of the groups have finished feeding back, work out which of the three issues are most important to the whole group.
8. Ask the young people to look at the UNCRC and to find the article/s that they think is/are relevant to this issue.

### FOLLOW-UP OPTIONS

1. Ask the young people to produce a two minute ad for the radio on the issue of education.

OR

2. Ask them to produce a 2 minute sound bite in which they explain the issues in education for young people to other young people.

In your group, decide whether you agree, disagree or are undecided about the following statements. Discuss your reasons together as to why you agree or disagree before you pick one answer as a group. Put a circle around the word your group has chosen. When you have finished, count how many agree, disagree and undecided answers you have. In your group pick three of the statements that for your group are the most serious issues for young people regarding their education.

|  |       |          |           |
|--|-------|----------|-----------|
| Students in Ireland have to carry school bags that are too heavy.  | Agree | Disagree | Undecided |
| Students in Ireland have a great exam system.  | Agree | Disagree | Undecided |
| Students in Ireland have a large choice of subjects in school.   | Agree | Disagree | Undecided |
| Students in Ireland have easy access to computers.   | Agree | Disagree | Undecided |
| Students in Ireland have enough space and time to talk to friends.                                       | Agree | Disagree | Undecided |
| Students in Ireland have effective Student Councils.   | Agree | Disagree | Undecided |
| Students in Ireland have a say in their schools.   | Agree | Disagree | Undecided |
| Bullying is no longer a serious problem in Irish schools.  | Agree | Disagree | Undecided |
| Students in Ireland have access to practical and constructive career guidance in their schools.          | Agree | Disagree | Undecided |
| Students in Ireland have good supports in their schools if they need to talk to someone about a problem. | Agree | Disagree | Undecided |
| Students in Ireland have an excellent book rental scheme.  | Agree | Disagree | Undecided |

|                         | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 8 | Group 9 | Total |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| <i>School Bags</i>      |         |         |         |         |         |         |         |         |         |       |
| <i>Exams</i>            |         |         |         |         |         |         |         |         |         |       |
| <i>Subjects</i>         |         |         |         |         |         |         |         |         |         |       |
| <i>Computers</i>        |         |         |         |         |         |         |         |         |         |       |
| <i>Time</i>             |         |         |         |         |         |         |         |         |         |       |
| <i>Student Councils</i> |         |         |         |         |         |         |         |         |         |       |
| <i>Having a Say</i>     |         |         |         |         |         |         |         |         |         |       |
| <i>Bullying</i>         |         |         |         |         |         |         |         |         |         |       |
| <i>Career Guidance</i>  |         |         |         |         |         |         |         |         |         |       |
| <i>Supports</i>         |         |         |         |         |         |         |         |         |         |       |
| <i>Book Rental</i>      |         |         |         |         |         |         |         |         |         |       |

## ACTIVITY 8

# Play, Leisure & Recreation





# Play, Leisure & Recreation

This activity introduces young people to the issue of Play, Leisure and Recreation. They are asked to consider the types of play and leisure activities that young people might like and the importance of such activities. They also discuss the barriers to these activities, leading to the possible consequences for young people when such play and leisure activities are restricted.

They will then relate the issues and concerns that arise back to the UNCRC and identify the rights that are relevant to these issues.

**UNCRC, Article 31:**

Children have the right to play and rest.



This activity introduces young people to the issue of

## Play, Leisure & Recreation

### ACTIVITY

1. Photocopy each of the Recreation Issues Sheets and cut out each of the individual words making 8 sets of four separate words.
2. Divide the young people into eight groups and give each group a set of four words and some blu-tack.
3. Stick each of the four Heading Sheets onto the different parts of the wall.
4. Each group is to look at the headings and decide under which heading each of their words should go.
5. One person from each group is then to stick their words under the correct heading.
6. When all of the groups have placed their words check from the master sheet whether they are placed correctly or not.
7. As soon as they have all sat down, ask the groups to come up with another word for each of the columns themselves.
8. Have a discussion with the group about these recreation issues and ask if they agree with the barriers and the consequences suggested of there not being enough leisure, play and recreation facilities for young people in their area.
9. Ask them to name some of the facilities that are available to them in their own local area and if they are adequate. What facilities work and which don't?
10. Ask the whole group to look at the UNCRC and to find the article/s that they think is/are relevant to this issue. Do they feel that these rights are being respected?

### FOLLOW-UP OPTION

Ask them to write a note to a friend who was out sick today and missed this activity. Ask them to explain to him / her what they discussed in their groups and what the issues around play and recreation are for young people.





# 1

## TYPES OF PLAY & RECREATION ACTIVITIES FOR YOUNG PEOPLE

*Football / Hurling*



*Swimming*

*Youth Clubs*

*Drop-in Centre*

*Skate Park*

*Fitness Centre*

*Coffee Bars*

*Music / Dance*

# 2

## THE IMPORTANCE OF PLAY & RECREATION

*Friendship*



*Health*

*Socialising*

*Hanging Out*

*Fun*

*Relaxing*

*Fitness*

*Information*

# 3

REASONS WHY  
YOUNG PEOPLE  
DO NOT HAVE  
OR CANNOT  
ACCESS  
RECREATION  
FACILITIES

Money



Space

Distance

Adult Supervision

Transport

Health & Safety

Insurance

Disability

# 4

## CONSEQUENCES OF NOT HAVING PLAY & RECREATION FACILITIES

*Boredom*



*Crime*

*Loneliness*

*Vandalism*

*Drinking/Drugs*

*ASBO*

*Teenage Sex*

*Isolation*



# ACTIVITY 9

## Children & the Law





# Children & the Law

This activity introduces young people to some issues related to children's rights and the law and explores how certain aspects of the law affect them in their daily lives. The first activity prompts students to reflect on the impact of the law on their lives. The following activities explore the reasons for youth crime, young people's relationship with the Garda Síochána and alternative ways of dealing with youth crime other than the courts and detention.

**Constitution,  
Article 40(4) (i):**

Citizens have the right to personal liberty in accordance with the law.

*Note for teachers/facilitators*

*A large empty hall or space is needed for the Walking Debate.*

**UNCRC, Article 37 & 40:**

Children have the right not to be punished in a cruel or hurtful way. This includes the right to legal help if they are accused of breaking the law. Any restriction of liberty should be used as a last resort and for the shortest appropriate period of time. The justice system should be fair and specific to children and include alternatives to court proceedings, institutional care and detention.

This activity introduces young people to the issue of

## Children & the Law

### ACTIVITY I

1. Discuss with the young people why the law should protect children. Brainstorm on times where the law and legal matters might affect the daily lives of children. (e.g. divorce proceedings, care orders, abuse, children seeking asylum, young people in conflict with the law)
2. Ask the young people what rights or principles they would place in the Constitution to make sure children are respected under the law.

#### *Note for teacher/facilitator:*

Whilst there is currently only one express reference in the Constitution (Art. 42.5) to the rights of the child, the courts have identified under Art. 40 what these rights are. They include, for example, the right to be fed and to live, to be reared and educated, to liberty, to rest and recreation, to work, to the practice of religion, and to a proper human standard in matters of food, clothing and habitation. In addition, the UNCRC refers to the right to be heard, and to the best interest principle i.e. the best interest of the child should always be a primary or paramount consideration. Many people feel there is a need to amend the Constitution in order to enshrine and enhance the protection of the rights of children.

### ACTIVITY II

1. Explore the reasons why a young person might get in trouble with the law and write them up on the board/flipchart.

#### *Note for teacher/facilitator:*

Research has shown that young people in conflict with the law are mainly male, between the ages of 16 and 17. The characteristics they share are that they are mainly socially and educationally disadvantaged, and come from unsettled family situations. Their families often have experience of the criminal justice system and have other problems including mental health and addiction issues. An Garda Síochána statistics show that the types of offence committed by children under the age of 18 years are primarily theft, alcohol-related offences, criminal damage, assault, traffic offences, drugs possession, public order offences and burglary.

2. Discuss the relationship young people in general have with the Garda Síochána. Ask them such questions as:

*Do they feel they are treated in a fair manner?*

*If not, what suggestions might they have to improve matters?*

**ACTIVITY III****Walking Debate**

1. Get all the young people to gather in the middle of the room or hall.
2. Position the signs “Agree” and “Disagree” at separate locations in the room. Read out one statement. Young people move towards one of the signs, in response to the statement. The closer they get to the sign the more they agree/disagree with the statement.
3. Ask a couple of participants for their reasons for their position. Why did they take that position? What influenced their choice? They should be allowed to move again, if they wish, on hearing other young people’s responses.
4. Allow time at the end of the activity for the participants to debrief. Again ask them to elaborate on their views and opinions.

**STATEMENTS**

1. A child’s voice should be heard in court and taken into consideration in a serious way, especially in matters affecting them.
2. A young person of 15 years of age knows what is in his/her own best interests.
3. If young people had more things to do in their area, they would be less likely to get in trouble with the law.

4. The Gardaí are an asset to the community and usually treat young people in a fair and respectful manner.
5. Loitering or hanging around with friends should not be a criminal offence as there is often nothing else to do.
6. If young people do get in trouble with the law, the age at which they are held responsible for their actions and sometimes sentenced to detention should be raised from 12 years.
7. Detention centres are the best way to prevent future youth crime.
8. Support for young people in trouble with the law should happen earlier to prevent them from committing future crimes.

**FOLLOW-UP OPTIONS**

1. Ask them to choose one of the statements read out today and explain why they agree or disagree with it.
2. Encourage them to do some research into the Irish Youth Justice Service and explore alternative forms of justice that don’t involve detention, such as the Garda Juvenile Diversion Programme or Garda Youth Diversion Projects.



# ACTIVITY 10

## Action Project







# Action Project

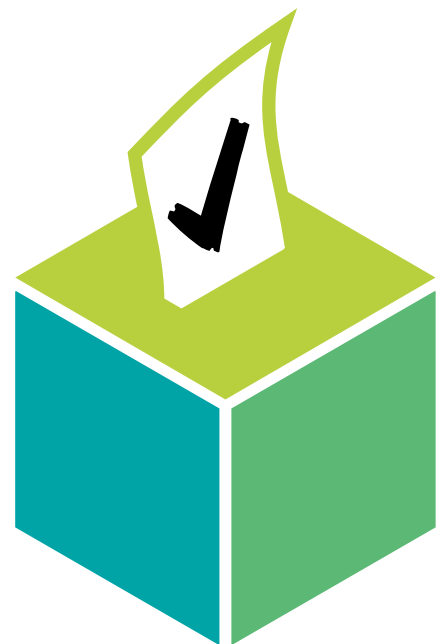
This activity encourages young people to develop one of the issues they have already explored into an Action Project. They first conduct a ballot to identify and agree on the issue for a project. This provides them with an opportunity to experience a practical application of Article 12 of the UNCRC. The activity also provides a list of suggestions and possible committees for an Action Project based on the topic areas already covered.

**UNCRC, Article 12:**

Children have the right to have a say about things that affect them.

**Constitution Article 40 (6)(1)(i):**

Citizens have the right to express their opinions freely.



## ACTIVITY I

### The Ballot

In this activity the young people conduct a ballot to decide on the issue for the Action Project.

1. You will need an empty box with a lid and a copy of the Ballot Paper for each person in the group.
2. Go through each activity briefly and do a quick recap on the issues at stake.
3. Give each person a Ballot Paper to complete, and ask them to vote on the issue/activity they feel the most strongly about and on which they would like to complete their Action Project. When everyone has cast their vote, organise a couple of people to count the papers.
4. This should give the group a result, but if it comes out a tie the ballot could be redone with just those two or three issues as the choice.
5. When the group has decided on an issue, they can then proceed with allocating committees for their Action Project.

Some of the following committees may prove useful in carrying out the Action Project:

#### 1. PERMISSION COMMITTEE

This group could write formal letters or ask formal permission from the people in charge so that they are fully informed about the Action Project plans and the group can arrange a day with them which would suit to host the event.

#### 2. POLLING STATION COMMITTEE

This group could be responsible for the overall running of the election.

They could set up the tables in the polling station.

They could set up screens so that the young people can vote in private.

#### 3. COUNT COMMITTEE

This group could be responsible for counting the votes.

#### 4. RESEARCH COMMITTEE

Before getting in contact with the relevant organisation or person, this group could be responsible for researching the current work of the organisation so that the whole group could prepare questions for the day itself.

#### 5. CONTACT COMMITTEE

This group could be responsible for getting in contact with the relevant organisation whether by phone, email or correspondence and arranging a suitable date for the event of the Action Project.

### 6. QUESTIONS COMMITTEE

This group could be responsible for collating everyone's questions and perhaps picking the best ones to be asked on the day itself.

### 7. POSTERS COMMITTEE

This group could be responsible for making colourful eye-catching posters to raise awareness about the issues.

They could also make posters to advertise the ballot or event.

### 8. HALL/REFRESHMENTS COMMITTEE

This group could be responsible for ensuring that the hall/space is tidy and organised to host an event.

They could also organise refreshments to serve to invited guests.

### 9. PETITION COMMITTEE

This group could be responsible for organising the layout and the handling of the petition.

They, or another group, could present the findings of the petition.

### 10. REPORTING COMMITTEE

This group could be responsible for reporting the results and issues arising from the Action Project.

## ACTIVITY II

### Action Project

The following is a list of possible issues to be developed into an Action Project and the various groups or committees required to carry out each project. Within the groups each participant should have their own individual task which is their responsibility. Each project involves a Reporting Group which will decide on how best to document and report on the project. The Ombudsman for Children's Office would be delighted to hear from the Reporting Group about the issues young people have voted on, why they think one or more of them is important, and what action they have taken in relation to the issue.

You can contact us by email at **oco@oco.ie** or write to us at **Ombudsman for Children's Office, Millennium House, 52-56 Great Strand Street, Dublin 1.**

*Please write 'Our Ballot Results' on the envelope/subject heading of the email.*

## Children Having a Voice

### Possible Action Project:

Organise a Student Council/Children's Rights' Monitoring Group Election.

The elected group could be responsible for highlighting the voices and views of young people and ensuring their children's rights are being respected at all times.

The following groups could be used:

- The Permission Group
- The Ballot Paper Group
- The Advertising Group
- The Polling Station Group
- The Register of Electors Group
- The Count Group
- The Reporting Group

## Family & Care

### Possible Action Project:

Invite a number of grandparents/older people to visit you to discuss how the concept and experience of family has changed over the years.

The following groups could be used:

- The Permission Group
- The Contact Group
- The Research Group
- The Questions Group
- The Poster Group
- The Hall/Refreshments Group
- The Reporting Group

## Health & Community

### Possible Action Project:

Organise a visit from a member of staff in the Planning Department of the local authority to discuss any planned development for the local area and prepare your views on how to make it more youth friendly.

The following groups could be used:

- The Permission Group
- The Contact Group
- The Research Group
- The Questions Group
- The Poster Group
- The Hall/Refreshments Group
- The Reporting Group

## Wealth & Material Deprivation

### Possible Action Project:

Organise a visit by a representative of the Society of Saint Vincent de Paul or a representative from your local Simon Community to discuss how they are tackling child poverty. Decide how you could support them in their work.

The following groups could be used:

- The Permission Group
- The Contact Group
- The Research Group
- The Questions Group
- The Poster Group
- The Hall/Refreshments Group
- The Reporting Group

## Young People & Education

### Possible Action Project:

Awareness raising event. Organise a debate to discuss the provision of education services in your local area.

The following groups could be used:

- The Permission Group
- The Research Group
- The Poster Group
- The Advertising Group
- The Event Group
- The Reporting Group

## Vulnerable Children

### Possible Action Project:

Organise a visit to one of the following: a Detention School; the Local Refugee Accommodation Centre; a Travellers' group; a Special School or Special Class; a Barnardos, Enable Ireland or Cope Foundation service for children.

The following groups could be used:

- The Permission Group
- The Contact Group
- The Research Group
- The Questions Group
- The Reporting Group

## Children & the Law

### Possible Action Project:

Organise a visit from the local Juvenile Liaison Officer.

The following groups could be used:

- The Permission Group
- The Contact Group
- The Research Group
- The Questions Group
- The Poster Group
- The Hall/Refreshments Group
- The Reporting Group

## Play, Leisure & Recreation

### Possible Action Project:

Organise a petition to be sent to the local authority regarding recreation facilities for young people in your area.

The following groups could be used:

- The Permission Group
- The Research Group
- The Design Group
- The Petition Organisers Group
- The Presenters of the Petition Group
- The Reporting Group

# Ballot Paper

**Please indicate which one of the following issues you would like to focus on for your Action Project.**

Place a tick in one box only.

- ☐ Young People having a Voice
- ☐ Family & Care
- ☐ Health & Community
- ☐ Wealth & Material Deprivation
- ☐ Young People & Education
- ☐ Vulnerable Children
- ☐ Children & the Law
- ☐ Play, Leisure & Recreation

Please fold and place in the ballot box provided.

**Thank you**



