

# Under the Same Sky

Children's Rights and the Environment



A TOOLKIT OF CREATIVE ACTIVITIES FOR CHILDREN  
TO EXPLORE THEIR EVERYDAY ENVIRONMENTS

**THIS TOOLKIT IS DEDICATED TO THE UNDER THE SAME SKY CONSTELLATION OF CHILDREN IN AUSTRALIA, BRAZIL, MOZAMBIQUE, PALESTINE, SCOTLAND AND ZIMBABWE. MAY YOU CONTINUE TO SHINE.**



## A few words from the Under the Same Sky partners...

*“Under the Same Sky created little windows on the worlds of children letting us glimpse what life is like for them. It was a huge privilege to be shown by the children in the original six projects what they felt about the places they are growing up. Their creativity, imagination and thoughtfulness really impressed upon us how much there is to gain when children are allowed to speak in their own voices and when adults listen to them carefully.”*

*IPA has been delighted to be a lead partner in Under the Same Sky from its inception through participation in the UN Day of Discussion and now with the launch of this toolkit. In sharing the approaches and methods used in the project we hope lots of other children and adults can enjoy being part of the lovely thing that is the Under the Same Sky constellation.”*

**THERESA CASEY**  
**PRESIDENT**  
**INTERNATIONAL PLAY ASSOCIATION:**  
**PROMOTING THE CHILD’S RIGHT TO PLAY**



*“It has been an exciting and unique experience to work with Under the Same Sky. Being part of this opportunity for children and young people around the world to share their views about where they live and what their lives are like at an international level has felt both empowering and moving.*

*What makes the experience even more powerful is the knowledge that all the organisations and individuals involved in Under the Same Sky remain committed to creating opportunities for children and young people’s views to be heard by decision-makers who will reflect and act on what they hear. This is demonstrably an effective process for children and young people’s voices to influence what we do with and for them and how we go about it.”*

**CATHY MCCULLOCH**  
**CO-DIRECTOR**  
**CHILDREN’S PARLIAMENT**



*“It was great to see that by sharing their experiences of playing and growing up in very different environments, including urban spaces, children from around the world delivered a strong statement for the protection of our planet at the Committee on the Rights of the Child’s Discussion Day on children’s rights and the environment. We are all one, living under the same sky. The stars – children involved in our different project locations – have truly formed a beautiful constellation.*

*It has been an honour for Terre des Hommes to work with IPA and Children’s Parliament on this project. We hope it will bear many fruits. Let’s keep our eyes open and explore the sky for future opportunities of collaboration in this area.”*

**JONAS SCHUBERT**  
**POLICY OFFICER**  
**TERRE DES HOMMES**



*“It is crucial that children and young people here in Scotland and across the world can share their views and experiences of their own lives with adults who hold power and influence.*

*Under the Same Sky supported children to tell world experts and the members of the UN’s Committee on the Rights of the Child, as well as others in the countries and communities in which participating children live, about the environmental challenges they face in their daily lives. They also shared their hopes and dreams for the future.*

*Their experiences informed the UN’s Day of Discussion, and through this toolkit many more children will be supported to explore this theme and have their views taken into account by other decision-makers and duty bearers. This is a blue print for inspirational and meaningful ongoing engagement of children with power at the highest of levels.”*

**TAM BAILLIE**  
**CHILDREN AND YOUNG PEOPLE’S**  
**COMMISSIONER SCOTLAND**





# Contents

## PART 1: INTRODUCTION

- 7 Welcome to Under the Same Sky
- 8 Purpose of this Toolkit
- 10 Children's rights and the environment – background and talking points
- 11 Linking environmental concerns with the Convention on the Rights of the Child

## PART 2: YOUR PROJECT

- 15 Under the Same Sky focus and themes
- 16 Involving children
- 17 Documenting and sharing your project
- 20 Tips for recording your project
- 24 A rights-based approach
- 26 Establishing expectations for the role of adults
- 27 7 Golden Rules of Participation

## PART 3: CREATIVE ACTIVITIES

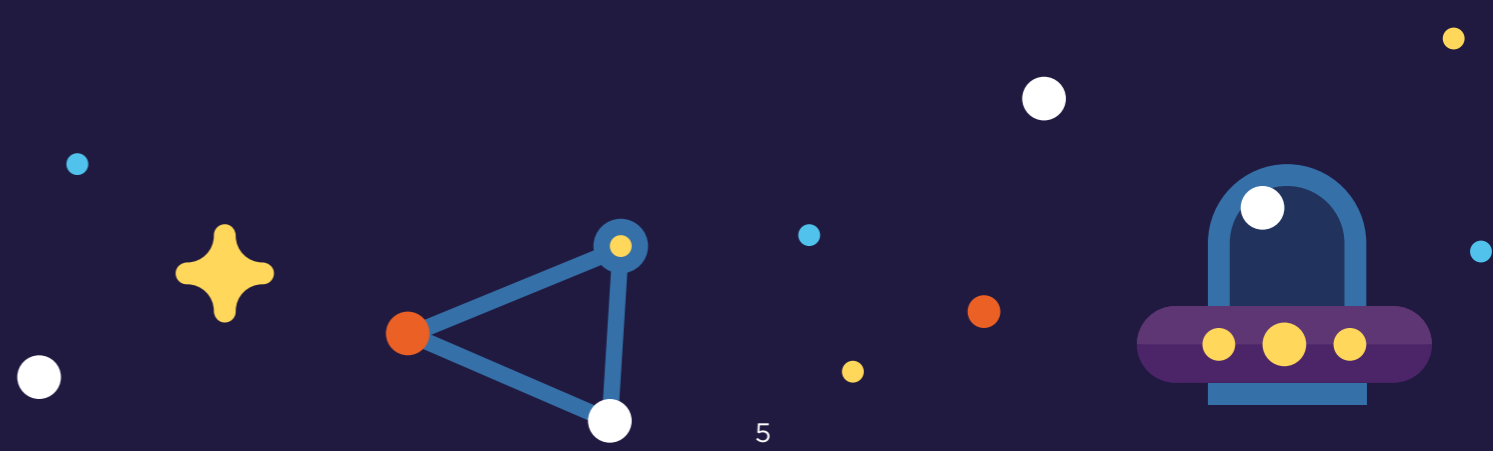
- 30 Introductory activities
- 34 Creative process
- 35 Examples of Children's Parliament projects: outputs, aims, process
- 37 EcoCity
- 41 StreetsAhead
- 45 Me + Us
- 49 Celebration and stakeholder events

## PART 4: UNDER THE SAME SKY CONSTELLATION AT THE UNITED NATIONS

- 52 UN Day of General Discussion: Children's Rights and the Environment
- 53 Under the Same Sky at the UN Day of General Discussion, 2016 – Side Event
- 54 Presentation of Under the Same Sky
- 56 Questions from the children to the panel

## PART 5: RESOURCES AND INFORMATION

- 59 Links and downloads





# PART 1

## INTRODUCTION

# Welcome to Under the Same Sky

**Under the Same Sky** is all about creative opportunities for children to re-imagine their local environments.

The original Under the Same Sky project in 2016 brought together a constellation of children's projects from [Scotland](#), [Brazil](#), [Palestine](#), [Australia](#), [Zimbabwe](#) and [Mozambique](#). It aimed to have a positive local impact in each location as well as helping to create an international buzz around children's rights and the environment.

The results of the children's work - what they made, thought about and recorded - contributed to the UN Committee on the Rights of the Child 'Day of General Discussion', which in that year focused on Children's Rights and the Environment.

The Day of General Discussion was a wonderful opportunity for children to share their views about their own local environments with other children and adults from around the world.

This toolkit has been developed out of that first project. We hope it will inspire you and the children to look at the environment you inhabit with new eyes and to have fun exploring it together. The toolkit also suggests ways the children can share their views and experiences with other community members and people who make decisions which affect them.

Children's rights and the environment combine to make a rich and exciting topic which children have told us matters to them and their future.

*Thank you for joining us Under the Same Sky!*



# Purpose of this toolkit

This toolkit is designed to provide a framework for Under the Same Sky projects on children's rights and the environment.

## It provides:

- **Talking points to help set the scene**
- **Ideas, tips and creative approaches you can use**
- **The context for children's rights and the environment informed by the UN Committee on the Rights of the Child's 2016 Day of General Discussion.**

Setting up an Under the Same Sky project opens an opportunity for children to reflect on how their local environment impacts on their rights to lead healthy, happy and safe lives. Using creative approaches, children are encouraged to think about what they enjoy about their local environment, what doesn't work and what could be done to improve it.

Children's rights as articulated in the United Nations Convention on the Rights of the Child (CRC) are used as the foundation for the work described in this toolkit. However, Under the Same Sky projects are an exploration; children can engage with the principle ideas in their own ways.

The children's activities are likely to highlight the responsibilities of adults in families, communities and professional settings so that children grow up healthy, happy and safe. In that way, Under the Same Sky can also inform and influence policy and practice of public bodies and agencies in your locality.

## We hope this toolkit can:

- **Support the work you are already doing to improve outcomes for children**
- **Provide you with creative, rights-based activities to put into practice**
- **Increase children's participation and engagement with their environment.**

## What is the United Nations?

The United Nations is made up of 193 countries from around the world. It is often called the UN. It was set up in 1945 after the Second World War as a way of bringing people together and to avoid war. The United Nations logo shows the world held in the 'olive branches of peace'.



## What is the UN Convention on the Rights of the Child (CRC)?

The UN Convention on the Rights of the Child is an international agreement. It explains the rights that all children up to 18 years old should have. These rights help children to be healthy, happy and safe and take part in all sorts of activities and decisions that affect them.

## What is the Committee on the Rights of the Child?

The Committee on the Rights of the Child is a group of people from all over the world who are experts in children's rights. They meet at the UN in Geneva in Switzerland. The Committee's job is to check how well governments are supporting children's rights. They make recommendations to governments and others about how they could do better.

## What is a Day of General Discussion?

Every two years the Committee organises a 'Day of General Discussion'. The Committee chooses a specific topic regarding children's rights each time to help people understand it better. Representatives of governments, organisations, experts and children from all over the world can take part in the Day of Discussion.

# Children's rights and the environment – background and talking points

This section gives you some background to inform your projects and some starting points to prompt conversations. It was originally created as an 'easy-read' or 'child-friendly' version of the formal concept note for the UNCRC Day of Discussion.

Across the world, the environment we live in is being damaged and that has a negative effect on the lives and basic rights of many people.

A UN report said that problems caused by changes to the world's climate is one of the most urgent problems we now face.

Many of the big disasters that happen in the world, such as earthquakes and floods, are related to the environment. Many children grow up in areas of the world that are prone to big disasters. Often the areas which are most likely to have these disasters are also where the poorest people live.

Sometimes the only choice for children and their families, especially those living in the least developed countries, is to leave their homes to move to new places so that they have a chance to survive.

Damage to the environment can affect people's lives in many ways such as:

- **making people ill**
- **causing shortages of food or water**
- **causing problems with houses**
- **limiting access to education and health services**
- **stopping children from going out to play.**

Towns and cities all over the world are growing bigger and more and more people live in them. Children in poor urban areas (towns and cities) are more likely than children in better off areas not to have enough safe green spaces to play in and spend time in nature.

More people are starting to understand how the environment affects people's lives and are expecting the world's governments to do more to protect the environment.

## What do you think?

**Have you noticed any damage to the environment where you live?  
(Around your home, in the streets, in your local community?)**

**Does it cause problems for you or your friends and family?**

**Can you describe them?**

# What's your story about the place where you live?

## More talking points

Environmental problems often have a bigger impact on children than adults.

Children are often affected differently by environmental hazards (dangers or risks) compared to adults.

Not all children suffer from environmental problems in the same way, nor do they have equal access to clean, safe and healthy environments. Decision-making doesn't usually take this into account.

Adults forget or don't know these are children's rights issues and they don't always fully understand how important the environment is in making sure children have all of their rights.

Even people in positions of power, like politicians for example, don't always understand the importance of ensuring everyone understands how children's rights help keep children healthy, happy and safe.

## What do you think?

**How do environmental problems affect you?**

**Do the adults you know understand children's rights?**

**How can we help more people understand why children's rights are so important?**

## Talking points about children and nature

Contact with the environment plays a big role in children's lives. It is said to help with all areas of children's development as they grow up, for example, social development, learning, aesthetic development (being able to appreciate beauty, art, etc.) and moral development (understanding fairness, right and wrong, making good decisions). Whether children live in urban or rural environments, access to natural spaces are important to their development.

Spending time in natural environments helps children develop respect for the natural world.

Future generations need to be willing and able to look after the natural world, so that nature can also look after people.

### What do you think?

**How can this generation encourage future generations to care for our planet earth?**

**How does nature look after you?**

## Talking points about children's participation

Children's right to participate in the context of the environment is important but it is not well understood.

Most children around the world don't get proper education about the environment.

It can be hard for children to find out basic facts about environmental risks in their communities. That makes it difficult to make informed choices or help to influence decisions about the air they breathe or the food they eat.

Often children don't have the opportunity to think critically about how the environment impacts upon their lives and are excluded from environmental decision-making.

This means all the experience, knowledge, creativity, courage and interest that children have isn't used well for making laws and policies.

Children also lack access to quick enough and effective help even for severe child rights violations caused by environmental harm.

### What do you think?

**Why is it important to listen to children?**

**What messages do you have for adults who make decisions about your life and where you live?**

## The BIG picture

In 2015, the world's governments adopted new agreements and plans for sustainable development, climate change and disaster risk reduction. These are:

- **the Paris Agreement**
- **the 2030 Agenda for Sustainable Development**
- **the Sendai Framework on Disaster Risk Reduction.**

As well as these, Habitat III is a major global summit which was held in Ecuador in October 2016. The United Nations called the conference to refresh and strengthen the worldwide political commitment to the sustainable development of towns, cities and other human settlements, both rural and urban. This means that developments shouldn't use up all our natural resources or harm the earth in a way which would mean future generations cannot survive. Habitat III aimed to set a new global strategy (plan) around urbanization for the next twenty years. This is referred to as the New Urban Agenda.

World leaders talk a lot about protecting the planet for children and future generations. However, children's rights are only partly reflected in the big agreements and plans they make.

The United Nations Convention on the Rights of the Child (CRC) could be used to help to improve that. For example, governments could think about the CRC when they make action plans on climate change.

Issues such as the impact of climate change were not included in the CRC because we didn't know about them when it was written. However, they are important to children and children's lives and need to be taken into account.

The Committee has also raised environmental concerns in relation to the rights of specific groups of children, including children with disabilities, indigenous children and children working in hazardous conditions.

### THE COMMITTEE HAS LINKED ENVIRONMENTAL CONCERNS WITH THE CONVENTION ON THE RIGHTS OF THE CHILD. SPECIFICALLY, THE RIGHTS TO:





# PART 2

## YOUR PROJECT

## Under the Same Sky focus and themes

The focus of Under the Same Sky is the relationship between children's rights and the environment. This matters to children in many different ways. The main issues or themes you explore in your project should be those that are most relevant and important to the children involved.

### THESE MAY INCLUDE:

- **Urbanisation** - what is it like to grow up in an urban environment? What do you like about where you live? What don't you like? (What do these things feel, taste, smell and look like?) Are there things that worry you or that feel dangerous? Do you have ideas about what could be done to make where you live better? In places where lots of people are living in the same area, what kinds of things do we need to think about? Maybe you could ask your friends and family what ideas they have.
- **The right to play** - Where do you play? What's it like there? What do you like and what do you wish was better? Where would you like to play? Are there any hazards or challenges in the environment when you want to play? What is it like on the streets where you live? What is it like to get around? Do you have any imaginative ways to improve opportunities to play in your community?
- **The impact of natural disasters** - Has your community experienced a natural disaster? How has this impacted on your life? What has changed? Are certain things more difficult after it happened? How do you feel? Are there efforts to return life back to normal? Do adults ask for your views and ideas to make things better?
- **The right to an opinion** - Do any adults ask you what you think about where you live? Have you had a say about any changes in your local community? What do you think children could contribute to processes that make communities better places for children to grow up in?
- **Living with conflict** - What impact does living with conflict have on the environment you live in? Is your right to play effected, your health or safety? In what ways do you think your environment could be improved? What are the things you love about your environment? What causes you problems?

## Did you know?

**Did you know more than 50% of the world's population lives in cities?  
By 2050 it will reach 70%**

**By the year 2020, 1.4 billion people will live in informal settlements or slums.**

**"Megacities" have more than 10 million inhabitants. Problems in them include things like freshwater shortages, dirty air, industrial pollution and waste issues.**

# Involving children

Under the Same Sky encourages engagement with a broad demographic of children. Children of different ages, genders, abilities and social, economic, ethnic and national backgrounds should have the opportunity to participate equally.

## Age range

The approaches described in this toolkit were originally intended for children aged around 8 to 12 years. If your children are older or younger, you may wish to adapt your approach to account for the needs, interests and abilities of the children in your project.

## Targeted demographic

Depending on the focus of your project, there may be a specific group of children that you would like to involve. For example, you may specially wish to include children with disabilities\* or children who have been displaced by natural disaster, so that you can explore their particular experience.

### \*Note

Many children including children with disabilities face attitudinal, environmental and institutional barriers in their everyday lives. We have used the term 'children with disabilities' in the text following the usage in the UNCRC. Some people may strongly prefer or commonly use other terms such as 'disabled children' which is argued to more clearly reflect a social model of disability. It is also recognized that children may have 'hidden disabilities' such as communication disorders or may face barriers due to social or economic factors.

# Documenting and sharing your project

There are lots of ways to document your project and it is worth thinking through how you would like to do this at the beginning.

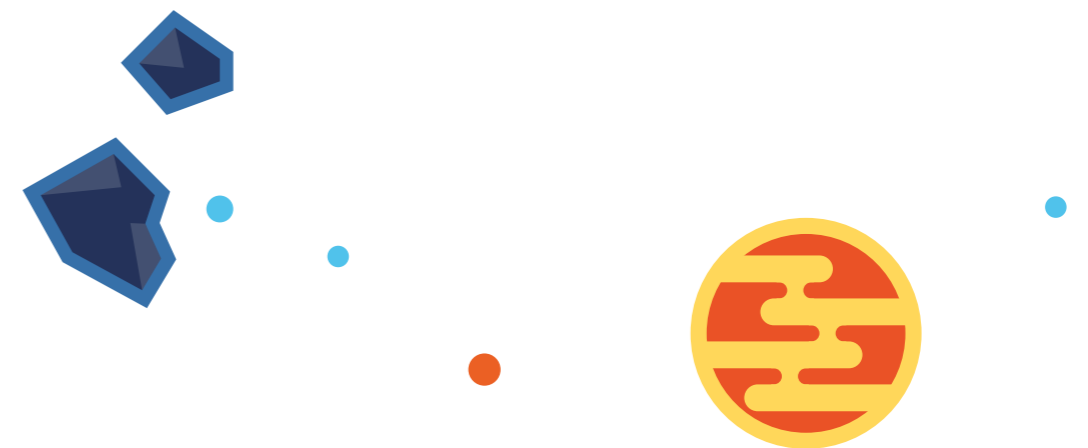
**Photographs** of both the **process** and the **outputs**. Always set your camera or phone to take the highest resolution or quality of photograph possible.

Remember to organise film/photography consent forms to be completed for the children whose faces are seen.

**Children's words and quotes** that have come up during the process and which reflect the theme of 'children's rights and the environment'. These can be written by the children themselves or noted word-for-word by the facilitator. Also, take photographs of any other key outputs which capture children's words for example posters, drawings, poems etc. You could also make an audio recordings or film of the children explaining or reading their ideas.

**Key messages:** After your project is complete, you can go through what the children have said and pull out key messages about children's rights and the environment. These can be distilled down to straightforward points and supported by images or direct quotes.

- Remember to stay true to what the children have expressed and what they feel is important to them. Don't be tempted to change the children's words or language into a more formal format. The power of the children's thinking and ideas comes from their own words.
- Do not add in ideas you think they should have said but which they didn't.
- Some of the issues involved may really be too big for children to be expected to answer - that's fine, just stay with what they did discuss and what matters to them.
- Check your key messages with the children - do they think the most important things have been noted?



## BILLBOARDS

This activity often serves as the final activity of Children's Parliament workshops and may be useful to arrive at key messages.

We ask children to reflect on everything that has been discussed and explored in the workshop and then for them to come up with one key message or idea they would like to share with others. They can use pictures or words to share this key message, whichever feels comfortable for them.

Facilitators can encourage children to think about how to make their billboards have as much visual impact as possible.

## BLOGGING AND VLOGGING

You may like to create an Under the Same Sky blog or vlog to:

- **Enable children in different parts of the world to see what you have worked on**
- **Create an ongoing record of the project**
- **Share what you have been doing with a wider audience**
- **Share the excitement and important messages.**

You can use free blogging platforms such as WordPress or Blogger. Most blogging platforms have tutorials and guides to help you set up your blog. Use the platform with which you feel most comfortable.

Your updates on might include:

- **Photographs**
- **Written posts by children and/or adults involved**
- **Short films**
- **Artwork.**

## NEWSLETTER

A simple newsletter that details what was done in the sessions, with examples of work created, is a good way to keep families and children up-to-date with what's going on. Newsletters can be digital or in hard copy.

## VOXPOPS AND FILMS

Alternatively, use video clips or short films to share what's going on in your project. These can be recorded with simple phones/digital cameras or by a filmmaker if your resources allow. Upload them onto YouTube, Vimeo or your website to ensure that they can be disseminated to a wider network.

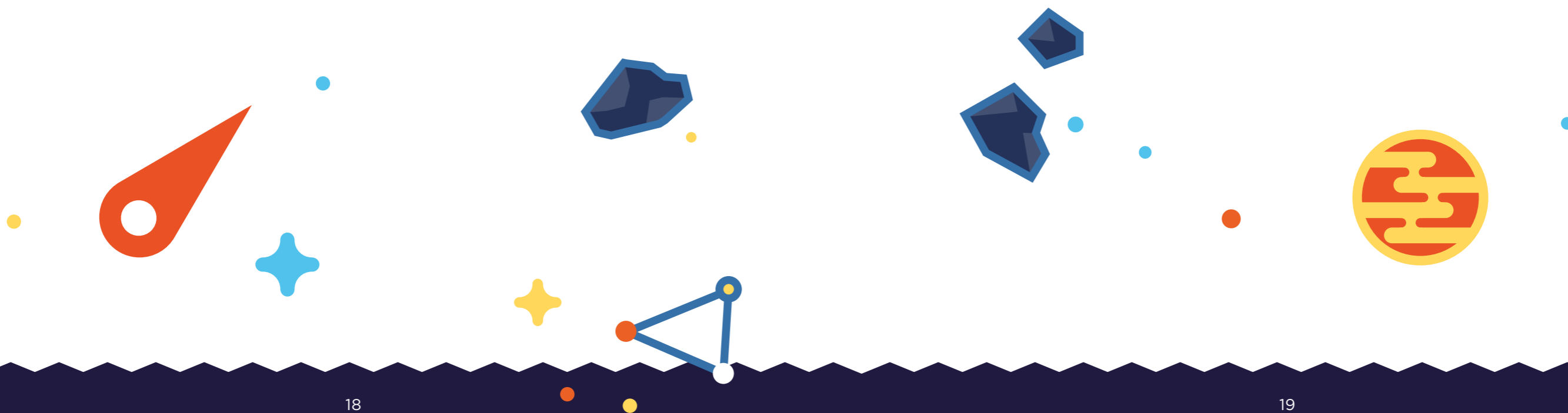
## EXHIBITION

Exhibitions of the children's work are wonderful opportunities to bring the children together with adults to discuss the project and the work that has been created. We suggest finding a community space – community centre, art gallery, library, etc. – to host an exhibition of the children's work. A launch event will get people along.

## PUBLICATIONS

Compiling the children's work into a book or newspaper is a great way to get their thoughts and ideas out into the public. It also is a nice way to mark the children's involvement in the project and leaves them with something to remember their experience.

If a hard copy publication is not a possibility, a PDF of the document can be uploaded onto your blog or website.





# Tips for recording your project

## THE BASICS OF FILMING

### Before You Get Started

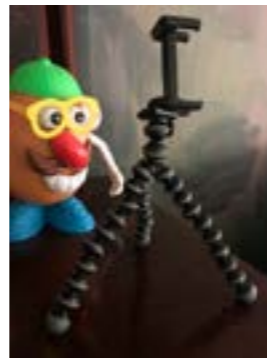
- Make sure your phone/camera is fully charged  
Take along extra batteries/power cord for back up
- Take a lens cleaning cloth
- Make certain that you have ample room on your memory card/phone.

### Some Basic “How To” Suggestions

Hold your phone sideways (horizontally).  
The video will fit on the screen much better this way.  
(This is not as big an issue for still photos.)



Keep the phone/camcorder as still as possible.  
Hold it with both hands and keep your upper arms  
and elbows pressed against your body to keep it stable.  
If possible, use a tripod especially for video. Keeping the  
shot steady makes a big difference in video quality.  
Tripods can be very inexpensive and they have small  
ones for phones.

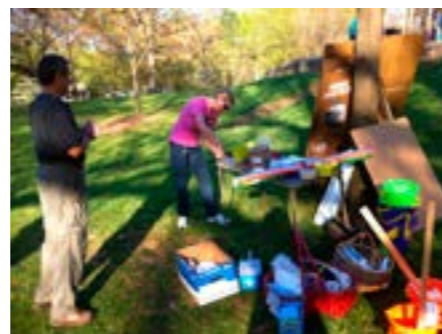


Lighting: whenever possible shoot outdoors.

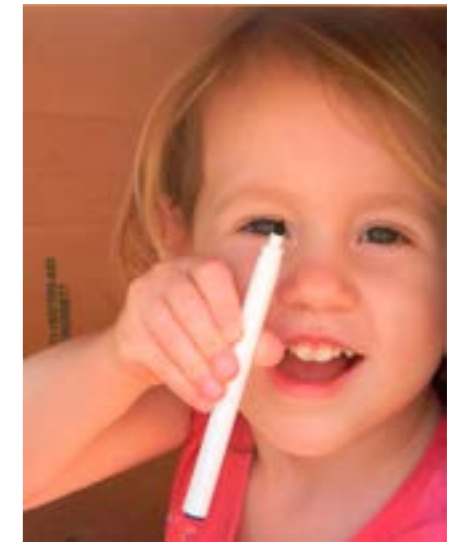
Phones get much clearer pictures/footage outside than  
inside. Always keep the sun behind you (but keep an eye  
out for your shadow getting in the picture). Never shoot  
into the sun.

This will also help you be aware of dark shadows  
that make your subject difficult to see.

Cloudy days are often wonderful for filming as are  
mornings and afternoons. Harsh sunshine that is directly  
overhead can create harsh shadows on your subjects  
that make them hard to see. Watch out for shadows.



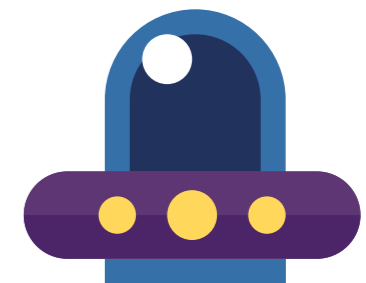
Sound: clear sound is important if people  
are speaking in your video. Phones and most  
camcorders only have basic microphones so  
stand as close to your subject as possible.  
Be aware if there is a lot of noise around you  
(like cars, etc.) as that will distort your sound.  
If what the subject is saying is important try  
to get away from the noise.



Zooming: Getting up close to your subject  
gives you better, clearer video and pictures  
than zooming in. Zooming in can result in  
a blurry, unclear image. Zoom with your feet,  
i.e. walk closer to your subject!

Still shots v. panning, etc.: Do not try to follow  
the action with your camera. Take videos  
without moving your camera. Hold the image  
for 10 to 15 seconds or longer. (This seems like  
a long time when you are doing it, but it is  
important unless everybody has left you!)

It is okay to let your subject run out of the  
picture while you hold your camera still.  
It keeps the audience interested. And, then  
you can show where the subject was going!



# Tips for recording your project

## What To Shoot

If you are filming an event get to your site early and shoot “before” footage. Later, shoot from the same spot when the children have arrived for a fun comparison.



Take close up shots of the preparation for your event.



Always take a still wide shot (an “establishing shot”) to show your audience what they are seeing. This helps them put things in perspective. Film this shot without moving the phone for at least 15 seconds. Do not move the camera up and down or side to side. If you do, move it as slowly and as smoothly as you can.



Here is an example of showing the audience where you are, what is happening, and then getting in closer for more personal experience of the children.



Keep open space in front of a moving target for still shots and at the start of video images.



Try to not keep your subject in the absolute center of the picture. Off to one side is better. (See the video link below for information on the “Rule of Thirds”.) But, don’t be too worried – you can do a lot in editing.



Always try to capture wonder when and wherever you see it!



## After the Shoot

Of course, you will need to transfer your video or photographs from your camera to your computer. Take either a USB cord to connect the camera to the computer, or just remove the memory card from the camera and put it into a card reader that’s connected to your computer (there will be instructions with the manual that came with your phone/camcorder).

Once the camera or memory card icon shows up on your computer, it’s time to transfer all those video clips, that’s called importing. Next, open the icon that shows up on the desktop when the camera or memory card is connected. Then select the files you want, drag and drop them onto the desktop.

Depending on how large each video clip is and how many there are, this may take some time.



# A Rights-Based Approach

The Convention on the Rights of the Child (CRC) is the foundation for Under the Same Sky. The aim is to enable children and adults to engage in constructive and direct conversations together so that children's voices inform and influence adults who are making decisions about their lives. This reflects both what we do and how we do it.

A rights-based approach gives importance to **process** as well as **outcomes**.

## USING A RIGHTS-BASED APPROACH MEANS:

- Human rights belong to all of us, all of the time, equally.
- Children's human rights help us do these things: keep children safe, provide a framework for our approach to providing services and allow children to have their say.
- Human rights apply in all areas of children and young people's lives: at home, at school and in other service provision contexts, and in the community.
- All citizens, including children and young people, should be viewed as equal and active members of society who should be a part of decisions which are made about them or which affect them.
- We make sure children have a good level of knowledge and understanding about children's rights and what they mean to children in their daily lives.
- We focus on building positive relationships based on respect and trust between children, between adults and children, and between adults
- As human beings we need to care about each other, we must help others lead decent and dignified lives, we must challenge injustice.

When speaking to children about their rights, it may be easier to focus less on the individual articles of the UNCRC (although these are important and shared directly with the children) and more on the overarching purpose of children's rights, which is to ensure that children are **safe**, **healthy** and **happy**, and that they **have a say** in their lives.

## OUR APPROACH IS BASED ON:

- Including all children of all ages, stages and abilities
- Working with small groups, with a high ratio of adults to children if possible
- Viewing all group members, children and adults, as equals
- Encouraging children to try new things and be open to new ideas
- Making enough time to allow conversations and ideas to unfold and deepen
- Adapting activities and pace to the needs of individual children and groups
- Using a range of creative arts as a way of exploring and expressing ideas and feelings
- Creating structure and boundaries and then allowing freedom within these.

## WHAT DO WE WANT TO KNOW? HOW DO WE ASK QUESTIONS?

How practitioners approach thinking and learning is important when facilitating work with children. To help children think critically about their lives, practitioners can encourage them to dig a bit deeper. Blooms Taxonomy is useful to outline the kinds of questions we might ask children:

- 1. Knowledge:** What happened...?
- 2. Comprehension:** Can you tell me in your own words...?
- 3. Application:** Do you know of another instance where...?
- 4. Analysis:** Why does....?
- 5. Synthesis:** What do you think would happen if...?
- 6. Evaluation:** Is there a better solution to...? Why...?

Curiosity, questions and dialogue - thinking skills are developed by practice.

For a project to be a positive experience, practitioners need to create safe, supportive spaces where children feel able to be honest and to take risks.



# Establishing expectations for the role of adults

You might find it useful to copy this page. It can be discussed and agreed with all adults in advance of your project to establish common expectations of adults' roles and behaviour.

## THE ROLE OF ADULTS WITHIN THE GROUP:

- Participate as a group member and take part in each activity and discussion.
- We will not shout at children or raise our voices – children repeatedly tell us it is something they do not like and it inhibits their participation and wellbeing.
- Adults should seek to open up discussion rather than close down ideas that may appear silly at first. All answers are valid, no matter how trivial or irrelevant they may appear.
- Encouraged all children to participate at a level that they are comfortable with. This will not be the same for all children.
- We should ask children open questions to build a deeper understanding of their points of view.
- During the project our focus is not on grammatical accuracy or technical quality. The emphasis should be on the quality of the dialogue with the children.
- Some of the issues raised may be sensitive for children and we should act with care and compassion at all times.
- We should share information about ourselves and our views of the world in a manner that is professionally appropriate and that helps children to reflect on different ideas and perspectives. We should take care not to suggest to children that we have the 'right' views as opposed to their 'wrong' views. Sharing should be an opportunity for mutual exploration and genuine enquiry on all sides.
- Sometimes sensitive issues arise through discussion. Exploration of sensitive issues should happen outside the group to preserve privacy and (where it can be offered) confidentiality.

# 7 Golden Rules of Participation

The 7 Golden Rules for Participation is a set of principles that can be used by anyone working with or for children and young people. They support children and young people to inform adults about things that are important to them.

The 7 Golden Rules were developed to help adults understand what the United Nations means by the word 'participation'. They help adults learn about what the United Nations says we must think about and put into action when helping children and young people take part in and inform decision-making. They also help children and young people learn about their participation rights under the UN Convention on the Rights of the Child.

The resource was created by the Children and Young People's Commissioner Scotland with children and young people from across Scotland, as well as being informed by adult practitioners and research.

We hope you will find the 7 Golden Rules useful when you are planning your Under the Same Sky sessions.

## YOU CAN USE THEM TO HELP YOU:



You can download the 7 Golden Rules for Participation for free in a range of formats (Visual, Text, British Sign Language, Audio and Symbols) on the Commissioner's website here: [www.cypcs.org.uk/education/golden-rules](http://www.cypcs.org.uk/education/golden-rules)

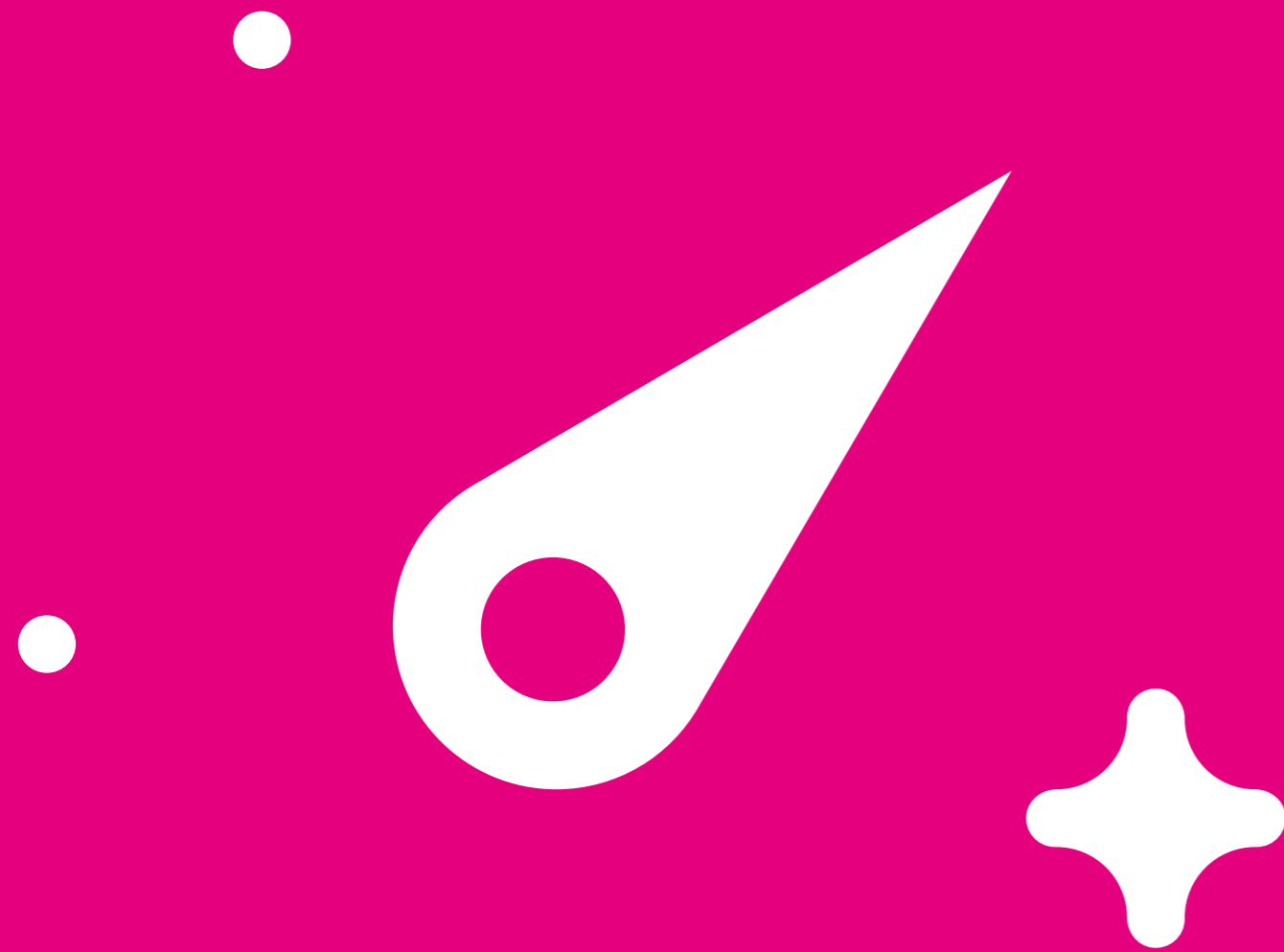
You can also request hard copy Golden Rules packs to be posted to you.

You can call us on **+44 (0)131 346 5350** or email [administration@cypcs.org.uk](mailto:administration@cypcs.org.uk) to arrange this.

We would also love to hear from you on Twitter, Facebook and Instagram: [@cypcs](https://twitter.com/cypcs)

# PART 3

## CREATIVE ACTIVITIES



## *Creative Activities*

Under the Same Sky gives you examples of projects on children's rights and the environment from Children's Parliament, Scotland's centre of excellence for children's participation and engagement. You can use and adapt these with your children as you feel appropriate.

**Part 3** guides you through these examples offering information and ideas.

Please remember that the most important thing is that the children focus on the issues that are of most importance and interest to them as they relate to their everyday lives.



# Introductory activities

Children's Parliament use the following activities to help children explore new ideas and gain confidence in voicing their opinions and ideas. Feel free to choose and adapt them as necessary.

## AIMS

1. To increase children's understanding of their rights to be safe, happy and healthy
2. To highlight how situations at home, school and community can impact (positively and negatively) on these rights
3. To help children to articulate what is happening in their lives
4. To help children to identify adults who can help them.

### Tip: Layout of the space

Create a space that feels safe and welcoming and that will allow children to be free and creative, whether you use tables and chairs or an open space. Children may work in a large group, smaller groups, pairs or individually, and you can be flexible with how you arrange these activities.

## INTRODUCTION TO CHILDREN'S RIGHTS

**This activity helps children identify their needs and what keeps them healthy, happy and safe and ensures that they have a say in life.** This can be a simple brainstorm – ask children questions such as what do children need to be healthy? What do children need to be happy? What do children need to be safe? The answers to these questions will often align directly with children's rights. Ask follow up questions to explore their answers on a deeper level. In this way, we are able to introduce the concept of rights by building naturally on the children's own thoughts, feelings and experiences. Following this initial conversation about being healthy, happy and safe, the children can be introduced to the articles of the UNCRC and have an opportunity to discuss them and ask questions.

Resource: Children's Parliament child-friendly version of the CRC:

<http://childrensparliament.org.uk/assets/me+us/resource-pack/Me+Us-UNCRC.pdf>

A simplified version of the Convention on the Rights of the Child communicating the 42 articles of the CRC using symbols and easy to read language.

<http://www.cypcs.org.uk/rights/uncrcarticles/symbols>

## AGREE/DISAGREE

**This activity encourages children to assess their own feelings and views about their lives and share their opinions with others.** Ask the children whether they agree or disagree with statements that address the theme of the project. There are various ways for children to show whether they agree or disagree, for example you could give each child a red and a green card. If they agree they hold up the green one, disagree the red one. This can also be a fun physical activity. Mark one end of the room as agree, the other end as disagree. After you have read a statement ask the children to run to agree, disagree or place themselves somewhere in the middle, depending on how they feel about each statement. There are no right or wrong answers.

Examples of statements you could use:

***"Some adults are better at listening to children than others."***

***"My community is a safe place for children to grow up."***

***"I have enough time to play."***





## VISUALISATIONS

**This activity asks children to imagine and reflect on the theme being explored.**

Ask everyone to close their eyes and picture what the facilitator is saying. They could lie down if that is comfortable for them. You might gently talk about the environment for example saying 'imagine you are walking down the street outside the centre, what do you see?' and so on. Alternatively, you could read out sections of the 'background and talking points' section in Part 1 and leave plenty of time for children to think about the questions and how they relate to them.

The children can more easily understand how they see the issue being addressed and how it impacts upon their lives because they will include known people and places in their visualisations. This is a quiet, introspective activity and helps to focus the group.

## BUILDING A MODEL OF YOUR COMMUNITY

**This activity helps visual learners discuss the environment in which they live.**

Using materials that are available (blocks, cardboard, sticks, etc.) ask children to work together to build a model of their street, neighbourhood or village. These models can be as simple or as grand as you want to make them. Building a physical model of where the children live, allows them to discuss places they like and feel safe, places they avoid, where other people are, what they'd change. Ask questions to prompt children to share stories from their everyday experiences. You might notice some common themes emerging as the children describe their experiences.

## COMMUNITY MAPS

**This activity asks children to think about the places that make up their daily worlds.**

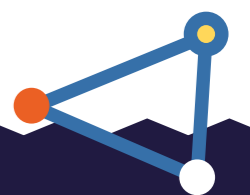
Making a map of a community space can be a simpler and less resource intensive way to explore the same ideas as described above. This can be an individual or group task. It might help children to show them examples of maps to begin with or show how to draw a simple one. You could even download a map of the area from Googlemaps.

Ask children to map out all the places that are important in their lives - where they live, play, learn, socialise, etc. Children can include any place where they spend time. By recording them all on a map (realistically drawn or imaginative), they can then discuss their feelings towards those particular places. Do they feel happy, worried, safe or excited when they are there?

## WORD WALL

**This activity is a simple way to help children retain learning around new themes or ideas.**

If there are certain words or phrases that are important to the project, discuss them and write their meaning on a word wall (e.g. a large sheet of paper pinned to the wall, a chalkboard). This can serve as a reference point throughout the project. Children can return to the word wall to remind themselves of the various words and ideas that have arisen.





# Creative Process

## AIMS

1. To help participating children learn new artistic skills and techniques and gain confidence in sharing their views and ideas with adults
2. To visually represent the experiences, views and ideas of a diverse range of children so that they can be understood by a wider audience
3. To provide an opportunity for adults to engage with children in a creative process that allows room for reflection and discussion
4. To provide a launchpad for the ongoing engagement of a group of knowledgeable, committed and enthusiastic children who can provide useful information and feedback to decision-makers.

## TIPS: STRUCTURES AND ROUTINES - FEATURES

- Mealtimes - when all children and adults eat meals together it creates a time to chat and build relationships and establishes a routine.
- Opening and closing circles - at the start and end of each day, all children and adults may gather in a circle to check in with each other. This is a time for people to share their feelings about the project, to receive updates on what's happening next and to ask any questions they might have. In these circles, the group is encouraged to listen as others speak, knowing that they will have their chance to share as well.
- Getting everyone's attention - whoever wishes to speak raises a hand and waits until the entire group has their hands raised and is silent. This is an efficient and non-stressful way to get the group's attention.
- Chill out zone - children may need time and space to relax and unwind. If possible, create a comfortable space that can be used by the entire group for visualisations or opening/closing circles or by individuals who just need a few quiet minutes away from the main activity.
- Responsibilities/stewardship - all children and adults have the responsibility to look after each other and the space in which they are working. Stewardship is the belief that we are responsible for the world and should take care of it. By being respectful of the people and the space and by everyone joining in to complete tasks, the project naturally becomes a safe, supportive and positive environment.

## EXAMPLES OF CHILDREN'S PARLIAMENT PROJECTS: OUTPUTS, AIMS, PROCESS

This toolkit provides examples of Children's Parliament projects which focus on children, their identity and their environments.

These examples demonstrate how the creative arts and a rights-based approach can be used to engage with children about complex issues that impact upon their lives.

These projects can serve as a starting point for how you might approach your project. Children's Parliament often works with professional artists, film-makers and local people with knowledge and expertise to share. If you do not have access or funds for professionals you can adapt the activities to use the skills of people from your community, students or volunteers.







# EcoCity

EcoCity is a tool for engaging children in re-thinking, planning and designing their local community. Children are supported to think about:

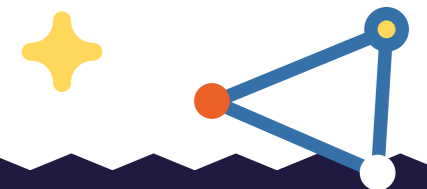
- How their community works and doesn't work
- What would make it function more effectively for everyone who lives there
- Social and economic factors as well as safety, health and wellbeing
- The diverse needs and abilities of all members of the community.

## AIMS

1. To increase children's understanding and experience of children's rights.
2. To increase children's understanding of where they live and to highlight children's views and experiences of the issues facing their community.
3. To provide decision-makers with valuable information directly from children about how they experience living in their communities and what would improve it for them so that children's voices can influence decisions made on a local and national level.

## OUTPUT

A large, scale model of a community or town.





## PROCESS

Children create a small replica of their community or town to understand how buildings and spaces are connected and to learn about architecture and urban design.

Architects, planners, civil servants and artists are invited to work with the children to explore the built environment of the community or town.



In small groups, children and adults work on a section of the model, painting the buildings and surrounding natural environment, incorporating their ideas for how to improve the area, and being respectful of what is already there. Each small group should work closely with the groups of the surrounding sections to ensure their sections complement each other.



The children and adults go on a site visit to tour their community or town and begin to think about what works and what doesn't and what could be improved.

The children may be asked to look at specific things on their site visit or to get a general feeling of the area. Their thoughts and ideas can be recorded through words or images, using sketchbooks, cameras, adult note-takers, etc.



The model is brought back together at the end of each day so that the groups can share their progress with each other and suggest new ideas to include on the model.



A model is made prior to the sessions by the adult architects, planners and artists to reflect accurately the geography of the town/area. The children see the basic model for the first time and begin to plan the changes they'll make to improve their community or town. Children often raise issues around housing, clean energy, transport, public/green spaces, accessibility and nature conservation.



Finally, the children share their model with members of the local community and key decision-makers from local and national government, so that adults can hear directly from children about their views on and ideas for their local area. This allows children to develop a sense of ownership over their work and for adults to experience children's participation in a meaningful way.



More information about this project can be found on the Children's Parliament website:

[www.childrensparliament.org.uk/our-work/past-work/ecocity](http://www.childrensparliament.org.uk/our-work/past-work/ecocity)





## StreetsAhead

StreetsAhead is a mural project which engages children to explore what their communities need to be healthy, happy and safe. The project helps to identify issues for particular communities and places that make children feel unhealthy, unhappy or unsafe. It also provides an opportunity for children to share what they like about growing up in their community and what could make it even better for children and families.

A team of professional artists works with the children to transfer the ideas and images generated during initial workshop onto boards so that all ideas are incorporated into the final mural. This is an imaginative and free process but also one that is firmly rooted in the lived experiences of the children.

### AIMS

1. To increase children's understanding and experience of children's rights
2. To increase children's understanding of where they live and to highlight children's views and experiences of the issues facing their community
3. To provide decision-makers with valuable information directly from children about how they experience living in their communities and what would improve it for them so that children's voices can influence decisions made on a local and national level

### OUTPUT

StreetsAhead results in the creation of an 8m by 2m free-standing mural.



## PROCESS

Children build a model of a typical street in their community and discuss what they like and dislike about it and where they feel safe and unsafe. The model can be made of wooden blocks, cardboard boxes, natural materials (sticks, stones, etc.), pre-cut foam board or any other materials available.



After participating in a creative workshop that explores children's views and experiences of where they live, each child creates a billboard to share one key message from the day. These billboards are then used to inform the creation of the mural.



The mural team of children and professional artists plan the layout of the mural and ensure that all the ideas from the initial workshops are included.



The children, with support from the professional artists, transfer the mural layout and images and words from the billboards.



Using high-quality materials and with support from the professional artists, the children paint the mural.

Children's Parliament invests in professional quality materials for the mural so that the finished product is a vibrant, long-lasting piece of art. This includes supersaturated acrylic paints, professional paint brushes, primed wooden mural boards and layers of varnish to protect the finished mural.



Finally, the children share their mural with members of the local community and decision-makers from local and national government, so that adults can hear directly from children about their views and ideas for their local area. This allows children to develop a sense of ownership over their work and for adults to experience children's participation in a meaningful way.



More information about this project can be found on the Children's Parliament website:

[www.childrensparliament.org.uk/our-work/streetsaheadtranent](http://www.childrensparliament.org.uk/our-work/streetsaheadtranent)





## Me + Us

Me + Us is a mixed media/digital project in which children explore cultural identity, heritage and belonging. This project helps children think about how individuals relate to others and to untangle issues that impact on their lives as individuals within their communities.

The children work with professional artists to help translate their ideas into visual representations of how they see themselves as individuals and their lives in their community. This process helps us understand children's ideas about how we might make the world a more inclusive and respectful place for all people.

### AIMS

1. To increase children's understanding and experience of children's rights
2. To increase children's understanding of where they live and to highlight children's views and experiences of the issues facing their community
3. To provide decision-makers with valuable information directly from children about how they experience living in their communities and what would improve it for them so that children's voices can influence decisions made on a local and national level.

### OUTPUT

Digital self-portraits of each child along with a short artist statement.





## PROCESS

Children use a word wall to discuss and explore key themes and ideas of this project.

Children create collages on paper of images and ideas that appeal to them and that reflect key aspects of their identities.

Children work in small groups to explore the idea of stereotypes and create photo-shopped images that reflect stereotypes they are familiar with in their daily lives.

Children collect images of people, objects, hobbies and ideas that are important to them. These collections included photographs, scanned images and electronic image searches.

Children learned how to use editing software to create self-portraits out of the images they had collected. The final self-portraits are then prepared to be exhibited. These images are large-scale and can be printed on banners and posters or even projected digitally onto a wall or side of a building. Because this is a digital project, the final output can be used in a variety of ways depending on the budget and space available.

Finally, the children share their self-portraits with members of the local community and decision makers from local and national government, so that adults can hear directly from children about their identities and how they see themselves within the wider social and cultural context. This allows children to develop a sense of ownership over their work and for adults to experience children's participation in a meaningful way.

## Identity (n.)

Who you are, what makes you you?  
The human body does not make you who you are, the thoughts that go through it and the objects and people that affect it are.



## EXAMPLES OF ME + US SELF-PORTRAITS

*"In my portrait I am wearing a costume that I wore for a stage show called, Ololyp, performed by my drama group. In the group everyone is an individual no matter how big their part is. From main to chorus we all feel included and I think Scotland should follow this lead. In my portrait there are three images of me; musical me, funny me and religious me, these are the things that make me who I am and I hope that people accept me for who I am."*

**Frankie, Age 12**



*"I use these images to tell about me and what's important to me in the world. The star and crescent symbol represents my heritage, my mum is from Indonesia, and my belief in the Muslim faith comes from her. I think that no matter what beliefs you have we are all equal in a way."*

*I'm really proud to be from two different nationalities, I feel like I have so much to learn about myself and my heritage, even things like learning two languages, it makes me feel special."*

**Aisha, Age 10**



A full project toolkit and more information about this project can be found on the Children's Parliament website:

[www.childrensparliament.org.uk/our-work/past-work/me-and-us](http://www.childrensparliament.org.uk/our-work/past-work/me-and-us)





## Celebration and Stakeholder Events

An important part of the process is the way in which children's ideas are shared with the wider community. This can be done through a series of events and publications which allow the key messages of the project to reach as many people as possible, including other local children, families, community members, local decision-makers and government officials.

It is important for the children to have the opportunity to speak directly to adults about their lives and the piece of art they have created, so that their ideas can influence change. After each project, Children's Parliament typically facilitates the following two events.

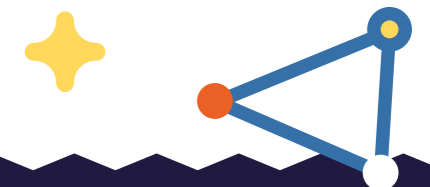
### CELEBRATION EVENT

The celebration event is a chance for the children to share their accomplishments with their parents/carers, extended family, teachers, social workers and other community members. Children can present their work, talk about the process and share what they've learned/gained from the experience. The focus of this event is on celebrating the children's work and ensuring that each child receives positive feedback on their contribution to the project.

### STAKEHOLDER EVENT

The stakeholder event is an opportunity to bring children together with decision-makers from the local community and/or government so that children's views and ideas can directly influence policy and practice. The emphasis of this event is on bringing children and adults together to have meaningful conversations about the important messages from the project. Key decision-makers should be identified by project partners early on and should be kept up-to-date on the project so that there is a commitment to attend the event.

In whichever way the project is shared, it is important that the children have a key role in shaping the discussions that take place around it. Children who participate in projects should feel a sense of ownership over the work and feel confident in speaking about their experience. The role of project facilitators is to create environments where children will be supported and encouraged to do this.



# PART 4 UNDER THE SAME SKY CONSTELLATION AT THE UNITED NATIONS

## Why a constellation?

### con-stell-ation:

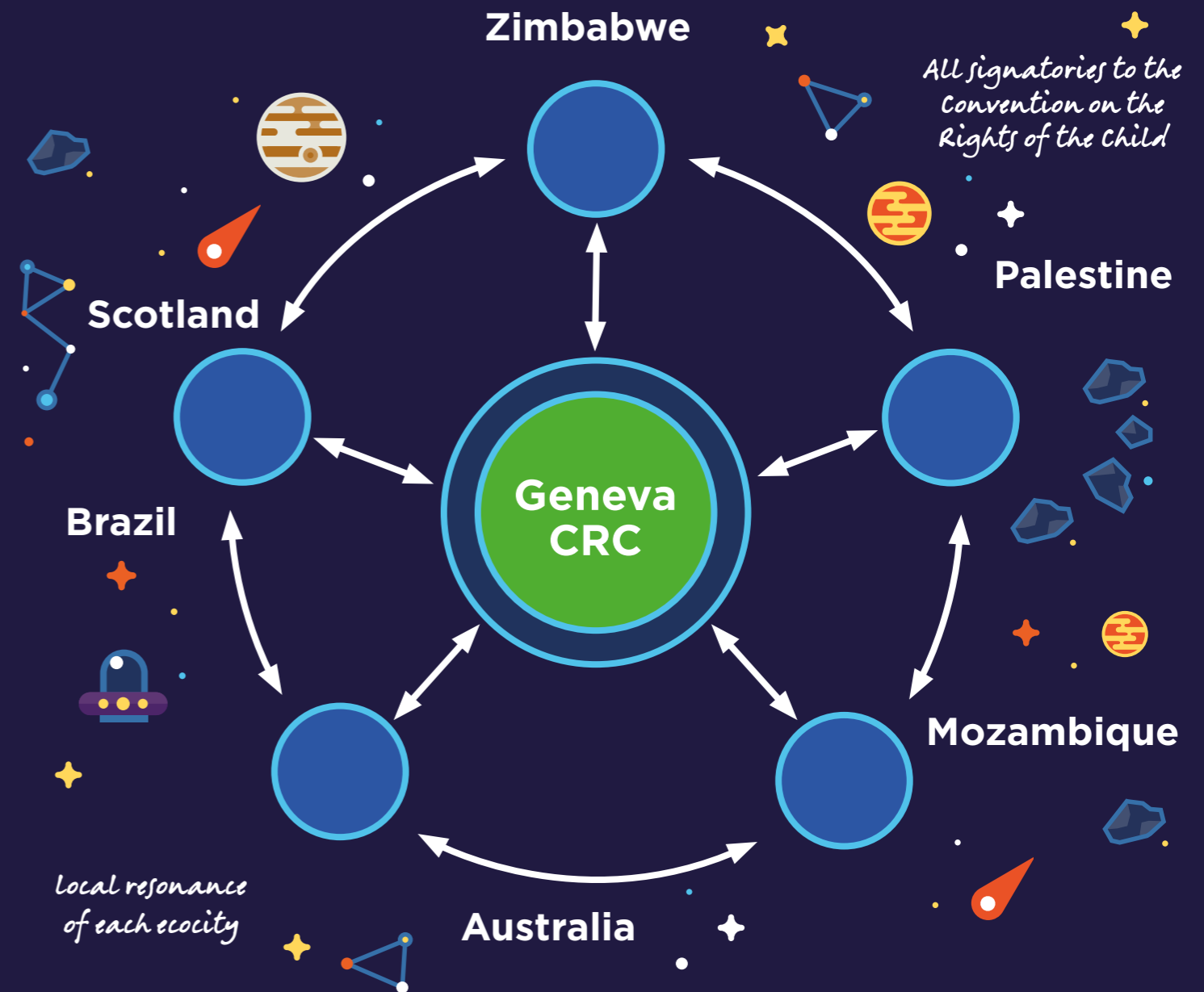
in Astronomy a constellation is a grouping of stars

or a constellation is a gathering

and a constellation is a set or configuration of related items, properties, ideas

the Under The Same Sky Constellation is a gathering of children around the world, bringing their voices to the discussion about shaping our communities and the future of our planet.

## UNDER THE SAME SKY CONSTELLATION FOR THE UNCRC DAY OF DISCUSSION 2016





# UN Day of General Discussion

The UN Committee on the Rights of the Child, Day of General Discussion  
“Children’s Rights and the Environment”, 23rd September 2016  
Palais de Nations, Geneva, Switzerland

Every two years the Committee on the Rights of the Child organises a “Day of General Discussion”. They choose a specific topic each time to help people understand it better. Representatives of governments, national and international organisations, experts and children from all over the world can take part in the Day of General Discussion.

The Committee on the Rights of the Child decided that the topic for 2016 should be children’s rights and the environment. This was the inspiration for Under the Same Sky.

## THERE WERE TWO BIG AIMS FOR THE DAY:

**Aim 1** was to promote understanding of the relationship between children’s rights and the environment.

**Aim 2** was to work out what needs to be done so that children’s rights and environmental issues are linked up to make better laws and policies and to improve what people actually do about them.

### Some of the themes of the Day of Discussion were:

- How does damage to the environment affect children’s everyday lives and their rights?
- Does it affect children in some situations more than others?
- Does it affect children of different ages, boys and girls, or children with different backgrounds and abilities differently?
- How could children be more involved in decision-making processes about the environment in which they live?
- What should governments and businesses be expected to do to make sure children have safe, clean, healthy environments to grow up in?
- What should governments and businesses be expected to do to make sure everyone has fair treatment especially when harm has been caused to the environment?
- How can governments and businesses prevent harm to the environment in the long term?

### The UN Committee on the Rights of the Child wanted:

- To find good examples from around the world of how children’s rights and the environment have been linked up.
- To look for where there are gaps.
- To be able to give advice to governments about how to make sure children’s rights are included in law, policy and in what people actually do about the environment.
- To learn more so that when they speak to governments around the world they can give them stronger recommendations for improvements in relation to children rights and environmental issues around national policy and legislation.

Lastly, the Committee organised the Day of General Discussion so that people from different parts of the world could talk together, exchange knowledge and tell each other about their own experience. All of this should encourage more people to work together and cooperate around the issues concerned with children’s rights and the environment.

The Committee on the Rights of the Child report and recommendations can be found on their website:  
<http://ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>

# Under the Same Sky at the UN Day of General Discussion, 2016 – Side Event

The Under the Same Sky constellation became a Side Event within the Day of General Discussion. It was a part of the formal programme and all participants in the Day of Discussion were invited to take part.

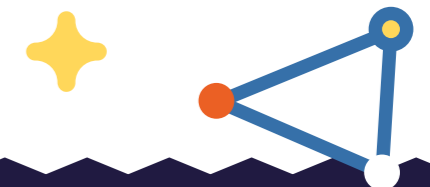
However, we began with an informal get together the evening before. Children and adults from the projects met each other, expert panellists joined us and the members of the Committee on the Rights of the Child got to know the children informally. This helped to make everyone comfortable and confident and allowed the children to recognise familiar, friendly faces during the formal proceedings the next day.



Under the Same Sky Brazil member chats with the Vice Chair of the Committee on the Right of the Child



Impromptu international gift exchange





# Presentation of Under the Same Sky

SIDE EVENT  
 A light lunch will be available

## THE Under the Same Sky Constellation

Committee on the Rights of the Child Day of General Discussion on Children's Rights and the Environment 23rd September 2016  
**SIDE EVENT 13.15 - 14.45 in Room XIX**

### INVITATION

The Committee and co-hosts invite you to join us and the children 'under the same sky'.

Under the Same Sky looks at the environments children live in, including urban areas, from their own point of view, expressed in their own words and images.

This short event will bring children's voices directly to the heart of the Day of Discussion. Children from six international locations have been using creative processes to think about the environments in which they grow up and play as the world changes around them.

Led by the children from Scotland and Brazil, participants are invited to view the children's work which includes a mural, films and photography and to join informal conversations with them. The invited panel will respond to questions posed by the children. Participants are also asked to join us in reflecting on the realisation of children's rights and the environment.

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#### Under the Same Sky Programme

Welcome from Ms. Amal Aldoseri Overview of Under the Same Sky (film) Exhibition tours led by the children (in two parts, groups allocated on arrival to the event) Children's questions from all six countries to the panel	Discussion Closing remarks Moderator: Ms. Amal Aldoseri Committee on the Rights of the Child Panel: Ms. Joyati Das, Urban Programmes, World Vision International	Dr. Wendy Russell, University of Gloucestershire/ IPA expert group Ms. Sharmila Bhagat, Ankur Society for Alternatives in Education Exhibition guides: Children from Children's Parliament & IPA Brazil
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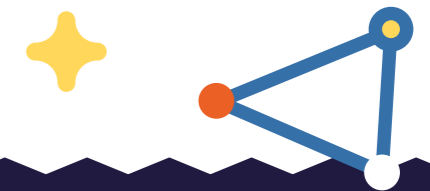





A short film which represented all the six country projects was shown to highlight the children's main concerns and ideas.

**View the film here:** <https://vimeo.com/182962267>

Tours of the StreetsAhead mural were led by the children from **Scotland** along with Under the Same Sky friends from **Brazil** and **Australia**.





# Questions from the children to the panel

Each of the projects decided on a question to ask the panellists that reflected their views and concerns. The questions prompted a range of responses from the different perspectives of the panellists and also aimed to raise the issues in the minds of everyone in the room. A report was produced after the Side Event in the form of a newspaper. It shared the questions and responses so that all of the children could hear what was said, not only in response to the issue they raised, but in response to the issues raised by the children in all of the other projects too (see p59: Resources). **Here are the questions the children posed – what would your response to them be?**

## MOZAMBIQUE

In our residential areas we don't have a place to play safely. Our parents are worried if we play in the streets because of child-trafficking. In the rainy season the places we play are flooded. What can governments do so we have so we have safe places to play?



## BRAZIL

I like São Paulo, but I wish there were more parks and grass and less cars. People don't always respect each other and only think about themselves. I would like to change that. What would you like to change about where you live?

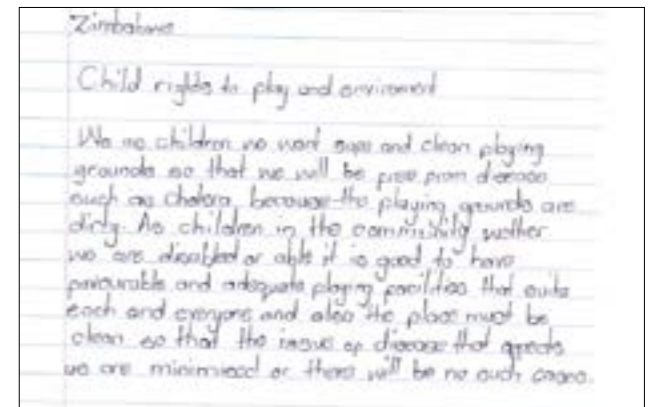


## PALESTINE

The situation of conflict in which we live causes many problems – being afraid of playing outside, lack of water to grow plants with and to make grass green and soft, not being able to enjoy the natural environment outside of the camp. What will be done to protect our right to play in a healthy environment, like many other children in the world can do?

## ZIMBABWE

An erratic supply of water for domestic use within our community creates an environment that infringes upon various children's rights and sometimes exposes us to abuse. How can this be addressed to free children from such an environment?



## SCOTLAND

In the future, global warming is really going to affect us. Why don't we have more green energy and other things to protect our environment?

## AUSTRALIA

How can children get their voices heard in their communities to help adults understand their rights and how can they influence the decision making of the UNCRC committee?



## THE UNDER THE SAME SKY 2016 CONSTELLATION:

Network of Community Activities, **Australia**  
Rede Brincar/International Play Association (IPA) **Brazil**  
Kanimambo, **Mozambique**  
Wi'am: The Palestinian Conflict Transformation Center, **Palestine**  
Children's Parliament, **Scotland**  
Citizenchild, **Zimbabwe**

# PART 5 RESOURCES

## Resources

### A SET OF UNDER THE SAME SKY OUTPUTS

- This toolkit describes the Under the Same Sky approach and suggested methodology
- A newspaper was produced as a souvenir of the project for all the members of the Under the Same Sky constellation and to share in communities. It reports on the projects, the Side Event and follow up activities.
- Films show the outputs of the projects
- Under the Same Sky is cooperating with colleagues to produce an easy-read version of the UN Committee's report and recommendations from the 2016 Day of Discussion on children's rights and the environment.

Updated information on all of these and downloads can be found on the Under the Same Sky partners' websites (see below).

### LINKS AND DOWNLOADS

- UN Committee on the Rights of the Child  
<http://ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>
- Day of General Discussion, 2016  
<http://ohchr.org/EN/HRBodies/CRC/Pages/Discussion2016.aspx>
- IPA Discussion Paper: Children's Right to Play and the Environment  
<http://ipaworld.org/childrens-right-to-play-and-the-environment>

### UNCRC

- Full text: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Child-friendly: <http://www.childrensparliament.org.uk/wp-content/uploads/MeUs-UNCRC-1.pdf>

A simplified version of the Convention on the Rights of the Child (UNCRC) communicating the 42 articles of the CRC using symbols and easy to read language.

<http://www.cypcs.org.uk/rights/uncrcarticles/symbols>

## Keeping in contact

### CONTACT INFORMATION UNDER THE SAME SKY PARTNERS

**Theresa Casey**  
President, IPA  
[theresacasey.ipa@gmail.com](mailto:theresacasey.ipa@gmail.com)  
[ipaworld.org](http://ipaworld.org)

**Cathy McCulloch**  
Co-Director, Children's Parliament  
[cathy@childrensparliament.org.uk](mailto:cathy@childrensparliament.org.uk)  
[childrensparliament.org.uk](http://childrensparliament.org.uk)

**Claudia Berker**  
Terre des Hommes  
[c.berker@tdh.de](mailto:c.berker@tdh.de)  
[terredeshommes.org](http://terredeshommes.org)

**Katie Brown**  
Head of Participation,  
Children and Young People's  
Commissioner Scotland  
[katie.brown@cypcs.org.uk](mailto:katie.brown@cypcs.org.uk)  
[cypcs.org.uk](http://cypcs.org.uk)





Under the Same Sky was developed by

**International Play Association:** Promoting the Child's Right to Play (IPA) is an international membership association.

**Children's Parliament (CP)** is Scotland's centre of excellence for children's participation and engagement.

**Children and Young People's Commissioner for Scotland (CYPCS)** works to protect the rights of children and young people.

**Terre des Hommes** works for the rights of children and to promote equitable development without racial, religious, political, cultural or gender-based discrimination.

Published 2016

