

Children and Young People in the Lead

It all begins with rights!



The voice of children,
young people and
families

Recipes for *Rights*



www.rcpch.ac.uk/rightsmatter



Royal College of
Paediatrics and Child Health

Leading the way in Children's Health



How to use this booklet

#RightsMatter to RCPCH and we want to make it as easy as possible for you to support The United Nations Convention on the Rights of the Child (UNCRC) and understand how it applies to children, young people and your health services.

The resources in this booklet will take you through the UNCRC and the five articles that RCPCH &Us children and young people have said are important to their health care.

The recipes in this booklet include; starter activities to break the ice, patient's view finders for one to one work and quality improvement activities to support groups of children, young people and their families to inform your work and service planning. You can also find other activities in [**Recipes for Engagement**](#) by RCPCH &Us.

We would like to thank the children and young people who contributed to this booklet from Central Bedfordshire Council Youth Voice, the Warrington Children in Care Council, Knowsley Children in Care Council, YiPpEe – Young People's Executive Oxford, RCPCH &Us young volunteers, VOYPIC, NICCY Youth Panel, Fitzalan High School Cardiff, St. Mary's College Derry and Girvan Academy for their support.

#RightsMatter

Useful Links



The voice of children,
young people and
families

Participation and Involvement

[Royal College of Paediatrics and Child Health](#)

[NHS Youth Forum](#)

[Children's Commissioner for England](#)

[Commissioner for Children and Young People in Northern Ireland](#)

[Children and Young People's Commissioner Scotland](#)

[Children's Commissioner for Wales](#)

Children's Rights

[Save the Children](#)

[UNICEF](#)

[RCPCH &Us](#)



Find out more

For useful links and tips on
participation or children's rights, go
to [**www.rcpch.ac.uk/rightsmatter**](http://www.rcpch.ac.uk/rightsmatter)



It all starts with Rights!

The UNCRC looks at the protection, provision and participation of children and young people in all elements of their life. RCPCH actively supports these rights within child health, promoting the UNCRC to health care professionals enabling them to work with their patients and families towards shared goals.

RCPCH &Us asked children and young people which articles were important to them linked to good health outcomes. They said:



Article 12

The views of the child in decisions that affect them

Children and young people said:

- We worry that our voices are too easily dismissed in health conversations
- We only want to tell our health story once. If we have to tell health services each time we see a health worker, it could mean that people have forgotten what we said, or that it wasn't important enough to be remembered or that the service loses things and can't be trusted.

Questions for health workers:

- How do you support children and young people's views in decisions about their health?
- How do you share these views with other teams or health services?



Article 23

Children with disabilities living a full life

Children and young people said:

- I am an expert in my condition – talk to me about my condition so that you can understand more about how I understand things
- I want to have choice and be involved in making decisions about my care. It's important that I am involved in decision making. One day I will be an adult and have to make my own decisions. Help me from an early age to be part of the discussion and make good decisions.

Questions for health workers:

- How can doctors and other professionals work together to support a full life when supporting children and young people with disabilities?
- How can health services be more accessible for children and young people with different disabilities?





Article 24

The best health care possible

Children and young people said:

- Ask patients and families to be involved in developing health services, so that they can share stories to help services to understand their experiences
- Make health services child and youth-friendly and fun so that we feel comfortable coming and speaking with you.

Questions for health workers:

- How can *your* health service involve children and young people?
- What one thing would make your service more 'child & youth-friendly'?



Article 28

The right to education

Children and young people said:

- School is a place where we access support, including peer support and other services. It's a place which supports us to be healthy through healthy food, physical exercise and with emotional wellbeing
- Health services and schools should work together so that we miss as little school as possible for health appointments and can take part in trips and activities.

Questions for health workers:

- What impact do health conditions or needs have on children and young people's education or experience in school?
- What ways could schools and health work together to improve experiences of children and young people with health conditions?



Article 31

The right to rest, relax and play

Children and young people said:

- Play and leisure activities supports us to understand the world around us as well as being fun and helping us to learn
- We need help from doctors and nurses to help us to be able to take part in fun activities without our health conditions stopping us, like going to stay overnight at a friend's house.

Questions for health workers:

- How might health conditions prevent children and young people from enjoying play or leisure activities?
- What support could health services offer to support children and young people to rest, relax and play?





1. English Literature

Ingredients

8+ people

Virtual change:

Use online video to mouth the words and the chat box to share answers.

Method

1. Stand in line or if a big group, split into two lines
2. The first person turns around and says something to the next person by mouthing it (no sound!). The person can repeat it 3 times
3. Each person tells the next person till you reach the end of the line
4. The person at the end must say what they think the word was. The first person tells everyone if it was right!
5. For a harder version repeat the mouthed word once per person or use sentences rather than words or phrases.



Recipe review

This activity demonstrates how confusing communication can be when you take away sound. Ask the group how they communicated without sound: did they use facial expressions, mouth it clearer or use body movements? How did they adapt through the game? Sometimes we think that what we are communicating well with children and young people. It is important that we check out with children and young people their understanding of what is being explained to them and to find out their communication preferences.

Thanks to members of Central Bedfordshire Council Youth Voice for this game.



2. Toy From Your Childhood

Ingredients

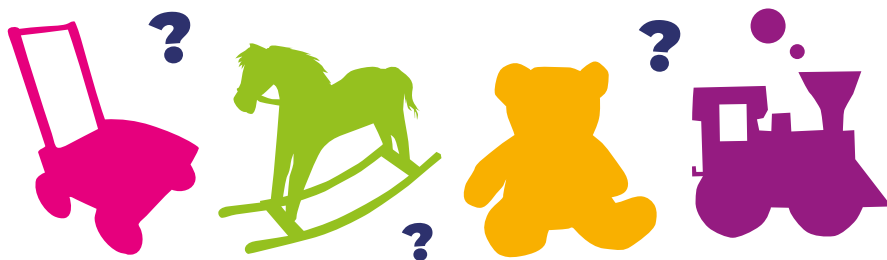
4+ people

Virtual change:

Discuss this in a safe online platform as per your digital protocols.

Method

1. All players sit in a circle
2. Everyone closes their eyes and thinks about their favourite childhood toy or game
3. Ask everyone to remember when they got it, how old they were, who gave it to them, why was it special and how did it make them feel
4. Ask for volunteers to share their memories but be clear that they only have to share what they are comfortable sharing
5. At the end, think about what experiences were good and the same in the group, and what could be used within health services to help improve patient experiences.



Recipe review

This activity helps people to share memories of childhood play then links to how to bring play into health experiences. Think about the memories from play, the feelings, sounds, and how important being able to have fun is. Talk with the group about what has stood out as learning and link it to their local health clinics or services, and how play could help their time in clinics or hospitals, or how play might be being impacted by health conditions when at school or out with friends. Think about how the right to play can be integrated into your work.

Thank you for the members of YiPpEe for developing this game.



Starter Activity

Articles 12, 23, 24, 28 & 31



3. Mindfulness and #RightsMatter

Ingredients

1+ people

[Colouring in sheets](#)

Pens

Virtual change:

Use online colouring apps to create a colourful digital reminder!

Method

1. Print the 5 rights sheets or all in one poster
2. Use the colouring in sheets as part of a mindfulness colouring in activity or to raise awareness and talk about the UNCRC and the 5 articles chosen by RCPCH &Us
3. Share on social media, in clinics, wards or offices to raise awareness.



Recipe review

This activity introduces children, young people and colleagues to the UNCRC and the 5 rights chosen by RCPCH &Us.



4.Origami Dog

Ingredients

2+ people

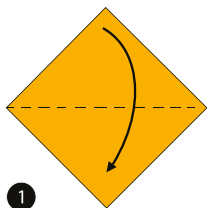
[Origami Dog Instructions](#)

Blind Fold (optional)

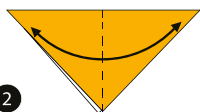
Paper

Method

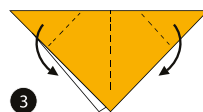
1. Spilt up into pairs, **A** and **B**
2. Each pair will get a single square piece of paper and the origami dog instructions below
3. **A** will have their hands behind their back and **B** will close their eyes / use the blind fold
4. **A** has to tell person **B** how to do the origami dog. **B** does their best!
5. At the end, **B** can open their eyes/ take off their blind fold and see their creation
6. Swap roles and repeat the activity so **B** tells **A** how to make the origami dog.



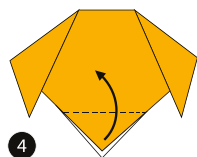
1



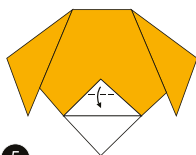
2



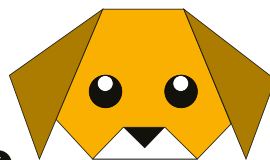
3



4



5



6

Recipe review

This activity helps people to experience how it feels to have a sense or movement taken away and how important good, clear communication is. How did it feel to work as a team? What was difficult about the activity? How did you adapt when you swapped over? What can we learn about disabilities or communication? How can we all become more inclusive?

Thanks to members of Central Bedfordshire Council Youth Voice for this game.



5. Being Me

Ingredients

1+ people

[Being Me](#)
or [Health Diary](#)
resources

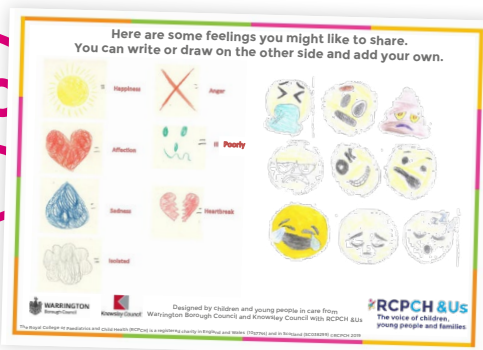
Pens

Method

1. Before your patient comes in, have a look at the Being Me/Health Diary resources and print some off
2. When your patient arrives, ask them to choose a resource in reception and give them a copy and a pen
3. Ask the patient to have a think about how they are feeling, what questions they might have or what they want the doctor to know
4. When they come in to see you, use the resources to help get their views into the discussion and to answer any worries, questions or concerns they might have.

Virtual change:

This activity can be run virtually without any changes.



Recipe review

This activity concentrates on what matters to children and young people, and how hard they have said that it can be to get their views across when they are in a doctor's room because they might be worried, nervous, embarrassed, forget or not know how to say it. Children and young people who have in care experiences helped to develop the Being Me resources to help other children and young people to say what they think and need when in health appointments.

Thanks to the Warrington and Knowsley Children in Care Councils for your help with these resources.



6. My Day

Ingredients

1+ people

[Emoji cards](#) or
[Feelings poster](#)

Paper

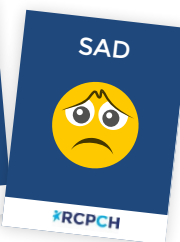
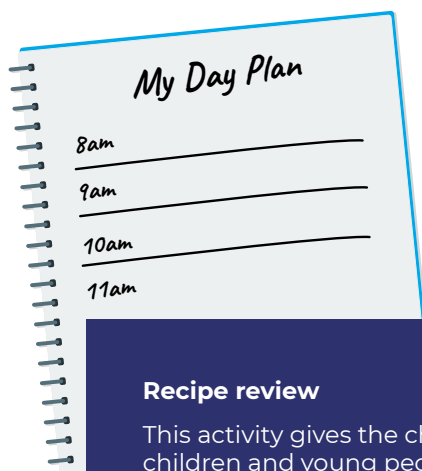
Pens

Method

1. Ask the child or young person to describe or draw part of a typical day (e.g. from waking up and getting to school or getting home from school and going to bed) when they feel happy, healthy and well or when they feel less happy, healthy or well. The emoji cards or feelings posters could be used to help identify feelings or emotions
2. Think together about what helps to have a good day and what are some of the times where it is more difficult. Are there things that health needs or conditions makes harder and that they might need support with?
3. Think about one or two things that could make "My Day Plan" that are actions or things that can keep the good things and help the harder things
4. Look at the "My Day Plan" and talk about who can help make it happen, who needs to know about it, where there is good support and agree when to talk about it again.

Virtual change:

This activity can be run virtually without any changes.



Recipe review

This activity gives the chance to see things through the eyes of children and young people to work out where their health needs have an impact on times that they feel happy, healthy and well and to identify some of the challenges they face. Remember that there may be some challenges that are shared that need extra support, or might need to be formally followed up, so be aware of your safeguarding and child protection procedures.



7. What Matters to Me

Ingredients

1+ people

Paper

Pens

Virtual change:

This activity can be run virtually without any changes.

Method

1. This activity is about creating a “What Matters to Me” guide which can be provided to professionals including doctors, teachers, social workers to support holistic care
2. The guide can contain information that is important to the child, young person and their care team. Sections could include:
 - About me (who am I, what I like and don't like)
 - School (how do I learn the best)
 - My future (what are my ambitions)
 - My network (who supports me/ is important to me)
 - Health information (what do people need to know/ what do I want them to know)
3. With the child or young person, work out who is involved in their care and who they would like to work with to create a “What Matters to Me” guide for everyone
4. As a team, think about how you will use the information, share it and review it to help keep the whole person in mind, not just their health condition.



Recipe review

This activity is useful to encourage children and young people to feel empowered about the information they wish to share with the adults around them including at school and hospital. Children or young people can draw or write or ask an adult who knows the child or young person well to help. They can make the sheet as colourful and as detailed as they wish. There are other examples of similar ideas including health passports for [Epilepsy](#) or as part of the [Being Me](#) resources.



8. Best Health Services

Ingredients

3+ people

Statement cards

Dice (one per table)

Paper

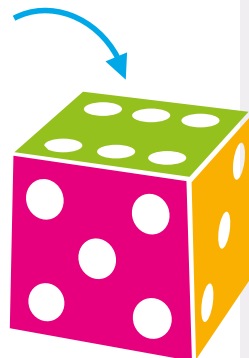
Pens

Virtual change:

Use an online dice for discussions taking place virtually.

Method

1. Work in groups of 3-5
2. Explain that they are going to have a short amount of time to come to an agreement about the rules for the best health services
3. Ask them to think about positive support, behaviours and attitudes that support them to have the best health possible
4. Each table has 1 dice. Take it in turns to roll the dice. Whatever number it lands on complete the following statement
 1. We should
 2. We will try to
 3. We will always
 4. We will never
 5. We believe
 6. We expect to
5. Then ask each group to choose their top 3 and share to the whole group
6. In a group discussion, agree what makes the best health services and create a charter for your service
7. Think about who you need to tell about your charter and what might need to happen to turn it into reality.



Recipe review

Charters help to make the service focused on patient needs so that people can get the best experience. It's important that there is an opportunity for all service stakeholders to input, but the charter should be based on the needs and wishes of children and young people. It can reveal what is important to individuals within the group and allows you to understand how best to support their service needs. You can find out more examples of this kind of work from [You're Welcome](#) and the [15 Step Challenge](#).



9. My Clinic View

Ingredients

3+ people

Camera/phone

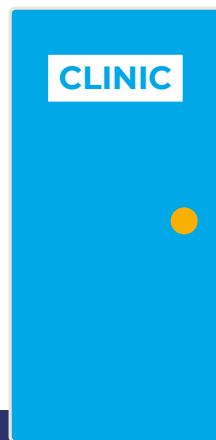
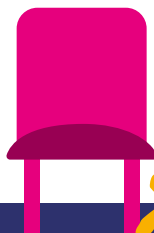
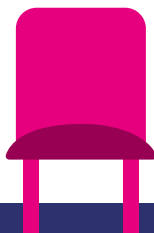
Red/green paper

Virtual change:

Ask the worker to do a video tour with children and young people shouting STOP when they want to see something to write on their red/green list for discussion later.

Method

1. Ask a group of children or young people to become the clinic inspectors, looking for what looks good, what they like to see/hear/touch and what needs to change
2. Give the group red and green bits of paper and get them to walk around marking good things (green) or things to change (red)
3. Ask them to take photos of things with their paper markers on them but remember to talk about ground rules such as not taking photos of people they don't know or any areas that are restricted
4. Look at the photos together and talk about ideas or things they would like to change and why
5. Create a photo story to share with other staff and managers in the clinic or ward and think about what can be changed quickly and what might take time and planning.



Recipe review

Asking children and young people to take photos of things that are working and things that need improving can lead to interesting observations particularly linked to the different eye levels for different ages. Creating a photo story also helps to share their experiences with others in a way that stays service user focused. Were there any common themes? How can you celebrate what is going well? What actions could be taken to support the challenges identified?



10. Pressure Cooker

Ingredients

9+ people

Flipchart paper

Pens

Virtual change:

Instead of being in lines, hold a virtual discussion just a virtual whiteboard to explore the positive and negative impacts.

Method

1. Split into two lines with each line facing each other
2. 1 person walks in between the lines through the 'pressure cooker'
3. As the nominated person slowly walks between the lines, the others say how children and young people who don't have access to education may feel or how they may be seen by others e.g. excluded, powerless
4. When the person gets to the end, they then walk back between the lines. This time they give examples of how a child or young person who has access to education may feel or what opportunities they may have had e.g. supported, empowered
5. Pick someone else to walk through the lines. This time think about children or young people with health conditions – what negative things they might experience and what positive things their condition brings
6. At the end, think about the two topics, education and health, and how the two link. What ideas are there for health services and schools/colleges to work together to improve experiences and supports for students with health needs.



Recipe review

Words are powerful. How did you feel when people were being negative? How did you feel when people were being positive? What words stood out for you? How can we ensure that access to education for children and young people with health conditions is a positive experience?

Thanks to members of Central Bedfordshire Council Youth Voice for this game.



11. The Best Appointments

Ingredients

3+ people
Flipchart paper
Pens

Virtual change:

This activity can be run virtually without any changes.

Method

1. Ask the group to think about attending an appointment with their doctor at 2.30pm in person or a virtual appointment
2. List all the things that have to happen before, during and after that are linked to that appointment, like getting permission to leave school, getting readings and results ready for the doctor, sorting out travel etc
3. On a piece of flipchart, work out all the things that help the appointment and all the ones that don't help or cause worries or anxieties (e.g. missing school or Wi-Fi not working)
4. Choose 2 areas to investigate further. You can use the recipe 12 from [Recipes for Engagement](#) to help discuss problems, questions, actions and who needs to be involved
5. Create a summary of ideas for improvement to test out with other patients, families and staff
6. Try the top ideas to see if it makes appointments better physically and emotionally for everyone involved.



Recipe review

This activity supports thinking around appointments and the length of time children and young people have out of school due to health needs. It also helps to compare what works with virtual appointments (tele-medicine) and face to face appointments and helps services to understand where there might be gaps or areas to explore.



12. A to B Together

Ingredients

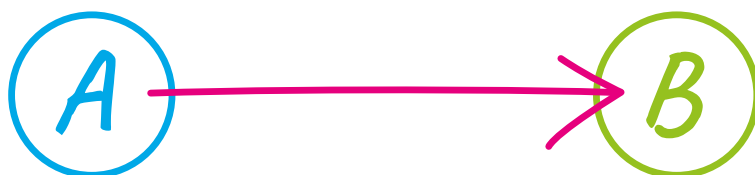
6+ people
Sticky notes
Flipchart paper
Pens

Virtual change:

This activity can be run virtually without any changes.

Method

1. Split the group into smaller groups
2. Start by writing down something that you would like to change within your service e.g. creating youth-friendly leaflets
3. Draw a line and label one side **A** and the other **B** on your flipchart
4. Think of all the steps that you will need to move from **A** to **B** and draw or write them onto sticky notes and place them on your line
5. Identify the key milestones for the project and add these onto your line
6. Think about the people that you might need to speak to in order to achieve your goal, add their names to the line
7. What resources might you need? Write these in too
8. Once you have put all your sticky notes on, move them around so that they are in the right order to help you move from **A** to **B**. Take a photo so you remember it and go, go, go!



Recipe review

This activity supports the development of action planning and thinking about how individual steps help to complete a project. It is a useful way of visually recording aspirations and communicating these to others that children and young people can see as it builds up and understand how they can get involved in helping the service to make a change.



13. What Do We Know?

Ingredients

4+ people
Flipchart paper
Pens

Virtual change:

This activity can be run virtually without any changes.

Method

1. Ask the group to identify an area that they would like to investigate (e.g. education for people with health needs)
2. Write down all the questions they would like to know the answer to e.g.
 - How many children and young people miss school due to health appointments?
 - How much school do they miss due to health appointments?
3. Think about who can help you to answer these questions and work together with them to find the answers to your questions
4. If things were improved, think about what difference it would make to:
 - a. Patients and families
 - b. Health workers
 - c. The service
5. Arrange to meet with managers to discuss these questions and answers and think about who is impacted by what you have found out. Find 2 or 3 things that could be done differently that helps each group mentioned above.



Recipe review

This activity helps children and young people to be involved in improving services by exploring data. The information collected might be useful to share with others or support bigger discussions around the topic and could be compared with data from patients, their families, service stats, views from doctors and health workers and from other parts of the country or similar projects.

Thank you to members of YiPpEe for this activity.



14. Family Misfortunes

Ingredients

8+ people

Data for your area on health topics

Buzzer

Paper

Pens

Virtual change:

Use the hands up icon or agree a buzzer noise or use the chat box for people to share their answers online.

Method

1. As workers, identify problem areas for health outcomes in your local setting and share these with your group of children/young people in a developmentally appropriate way
2. Ask the group to pick 4 things that are of interest to them e.g. something that stood out to them, shocked them or was interesting
3. For each one, ask them to create a multiple choice question that could be asked to other workers, patients or families in a fun way to raise awareness of the problem
4. For each one also ask the group to come up with ideas to help improve it. Ideas need to include one that costs nothing, one that costs a bit of time or money and one that need big investment
5. Support the group to play their "Family Misfortunes" game of 4 multiple choice questions with managers, other workers from your service, board members or others and to share their ideas for next steps.



Recipe review

This activity supports the development of action planning and thinking about how individual steps help to complete a project. It is a useful way of visually recording aspirations and communicating these to others that children and young people can see as it builds up and understand how they can get involved in helping the service to make a change.

Thank you to RCPCH &Us, Girvan Academy, VOYPIC, NICCY Youth Panel, St. Mary's College Derry and Fitzalan High School Cardiff for developing this game.



15. Roundtable Activity

Ingredients

8+ people
Sticky notes
Pens

Virtual change:

This activity can be run virtually without any changes.

Method

1. Set a clear question or topic for the roundtable discussion. You can then invite the most relevant professionals to attend (2 professionals to every 6 children/young people)
2. Create an agreement for the roundtable that supports everyone to have their views heard, feel listened to and respected
3. One person prepares and shares a short summary about the topic being discussed, covering the main points or facts that will help the round table discussion get started
4. Ask people to share their feelings or views from the short summary moving to a 45 minute discussion
5. After 45 mins, create a visual reminder of the discussion with 3 key points, 3 key facts and 3 actions and who is going to do them that is then agreed by the group
6. Take a photo, share it on social media / at other meetings and get people talking!

Recipe review

Roundtables are a flexible format for meeting with a range of adults, children and young people. It allows for giving and receiving targeted information, engaging in discussions, and meeting people with shared interests. There have been a number of virtual roundtable events during COVID-19 with children, young people and decision makers that have supported participants to share experiences about the pandemic and to hear up to date information.

Notes:

Notes:

Get involved and make a change with RCPCH &Us

Educate. Collaborate. Engage. Change.

Use your voice to help improve
child health across the UK.

We have opportunities for:

- **Children, Young People and Families**
through the &Us Network
- **Healthcare Professionals**
through the Engagement Collaborative

Contact us for further information:

Email: and_us@rcpch.ac.uk

 @Rcpch_and_Us

 \RCPCHandUs

 rcpch_and_us

 RCPCH &Us

www.rcpch.ac.uk/and_us



The voice of children,
young people and families