

## Together's State of Children's Rights Report 2024

### Facilitator Pack

#### Summary

This guide is for **adults** who are supporting babies, children and young people to share their experiences to inform Together's **State of Children's Rights Report 2024**.

Our 2024 report will present babies', children and young people's experiences of their rights through their own words, artwork and other means of expression. We anticipate it will include a mixture of positive stories about things that are going well, as well as stories that outline potential rights breaches and need for improvement.

#### How can you help?

- Identify babies, children and young people you support who might be interested in taking part;
- Plan and deliver a "story-gathering session(s)" to support babies, children and young people to explore and share their experiences (this guide has lots of activity ideas to help get you started);
- Send us your findings by **Friday 19<sup>th</sup> July 2024**.

#### For more information:

If you would like to speak to us about the project then please contact:

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## Part 1: Background and purpose

Every year Together writes a State of Children's Rights Report. This monitors how well children's rights are being implemented across Scotland, including where there are areas of progress and where there are gaps. We share our report with the Scottish Government, local authorities, professionals, charities and others to help influence change.

In the past we've mainly gathered evidence from *organisations*. Our reports have helped to drive forward positive changes, such as the move to incorporate the UN Convention on the Rights of the Child (UNCRC) into Scots law and helping to change the law on physical punishment of children by their parents/carers. [You can read previous reports here.](#)

Our 2024 report will take a different approach, by gathering evidence directly from *babies, children and young people*. The report follows the United Nations Committee on the Rights of the Child making almost [200 recommendations](#) to the UK and Scottish Government. These recommendations were shaped by [evidence from children and young people from Scotland](#).

Our 2024 report is part of our [#RightsOnTrack campaign](#) – all about ensuring that the Scottish Government and other duty bearers put the UN Committee's recommendations into practice and act on other priority issues identified by children, young people and their supporters.

We will share the 2024 report with Scottish Government and other duty bearers to help them understand what life is really like for babies, children and young people in Scotland. By framing our 2024 report through children's own words, artwork and experiences, we hope to make a powerful case for change - touching the hearts and minds of decision-makers.

## Part 2: Gathering children and young people's stories

Together is looking for organisations to support babies, children and young people to share their experiences to help inform our report.

In preparation for this project, we sought advice from a wide range of organisations on how best to approach the research. They encouraged us to frame the project around gathering children and young people's "**stories**" – as an accessible entry point for children who may be less familiar with language about human rights.

We want children and young people to be able to share their experiences in whatever way works best for them, without any pressure to use human rights language or a particular format.

### 2.1 Resource packs

In addition to this facilitator pack, we have also produced several resources of children, young people and their parents/carers. You might wish to share these resources with the children and families your support, particularly those who may wish to submit their stories to us independently.

## Resources for children and young people

We have produced four resources for children and young people:

- A two-page leaflet ([access the WEB version here](#) and [access the PRINT-READY version here](#))
- More detailed leaflet ([access the WEB version here](#) and [access the PRINT-READY version here](#))
- Easy Read leaflet ([access here](#))
- Video explainer ([access here](#))

The resources introduce Together, details about the report, the different formats their story could take (e.g. written, painting, photos, audio clip), how to submit stories (email, freepost, survey and lastly WhatsApp if they are 16 or older) and how their stories might be used.

**Unfortunately we are not able to accept submissions via social media - either directly** (e.g. via instant messaging) **or indirectly** (such as emailing a link to a video made on TikTok). Together has made this decision following an assessment of the elevated risks associated with children sharing personal information via these channels.

## Resources for parents/carers

We have produced a leaflet for parents/carers to explain about the report and why we are writing it, how their child can get involved and how we will use the information shared.

- [Access the leaflet for parents/carers here.](#)

## 2.2 Planning a story-gathering session

We encourage organisations to plan a story-gathering session to support children and young people to explore and share their experiences.

Your story-gathering session could be with a **group of children** or as a **one-to-one chat** – whichever is most appropriate depending on the subject matter and the needs/preferences of the baby, child or young person.

The next section has lots of activity ideas to help you get started with planning your session.

When planning your story-gathering session, please consider how you will **record the findings** from the activities and discussions with children and young people. This is 'built in' to some activities in the sense that children and young people are asked to write down their thoughts. For other activities, supporting adults may wish to take written notes or record film/audio clips if the appropriate consent has been given for this.

Please make a plan for how you will record your findings in advance, so that you can identify any steps you need to take – such as arranging for scribes. Together can then assist with transcribing if this is required. Please remember to check your understanding of what children and young people have said/drawn/created using open follow-up questions. It is important that adults avoid assumptions about what they think children and young people are trying to convey.

## 2.3 Activity ideas

This section includes some ideas for activities that you may wish to use or adapt as you plan your story-gathering session. Some involve **group activities** and others can be completed through a **one-to-one** discussion between the child/young person and a supporting adult.

These are ideas to get you started – you can use as many or as few of them as you like. Feel free to adapt the activities or use them as inspiration for designing your own. Children and young people may wish to act as **peer researchers** and use the activities as part of their own research with friends and classmates. The activities are deliberately framed in a very open way, allowing children and young people to direct what they wish to share.

You may wish to adapt the activity to focus on a **specific theme** that is of particular interest to the children and young people you support. For example, this could include:

- Life at school.
- Life at home.
- Life in Scotland.
- Life online.
- Hobbies and interests.
- Relationships with people around them – e.g. support workers, teachers, friends.
- Or any other ideas children/young people think of.

Please also remember to include **breaks** and any other activities that the children and young people you support may need – such as alerting and calming activities.

Here are 14 activity ideas to help get you started:

### 1. The time capsule

- Give each child/young person an empty box (e.g. shoebox) and explain the task: to make a time capsule for people 100 years in the future to learn about what life was like for them in 2024.
- Encourage the child/young person to gather items that represent their current life, such as photos, drawings, small objects etc.
- Help them create a "Time Capsule" by placing these items in the box and decorating it.
- Use the activity as a prompt for discussion - what would they want people in 2124 to understand about their lives? What was good and what could be better? You might want to frame your prompt questions around a specific theme of interests to the children/young people you support.
- Adapting for online sessions: put a picture of the box on an interactive whiteboard and ask the children/young people to add images representing the things they'd want to include.

### 2. Doodle/collage your day

- Provide children and young people with a choice of paper, pens, magazines, glue, playdough, lego etc.

- Ask them to create a visual representation of their daily life, you might want to include prompts like: different times of day (e.g. morning, at school, after school, evening, night time). You might also want to give thematic prompts like: home, friends, hobbies etc.
- Encourage them to use symbols and images to express their feelings and experiences.
- Ask each child/young person to talk you through their day if they feel comfortable sharing.
- Give the child/young person space to decide what are the most important things they want to include. Ask follow-up questions based on what children have chosen to raise.
- Adapting for online sessions: if doing this activity virtually you could use a whiteboard with images or even a game like Minecraft.

### 3. An author's adventures

- Provide a variety of writing materials such as notebooks, pens, and coloured paper.
- Ask children/young people to write a short story or draw a comic strip about a typical day in their lives or something about their life that's important to them.
- You may wish to ask prompt questions like, "What is your favourite part of the day?" or "Can you describe a time when you felt really happy?"

### 4. Conversation game:

- In this activity, children/young people can become peer researchers through using a playground favourite – the paper fortune teller:



- Ask the children to find a friend(s) to work with.
- Show the children [how to fold the paper](#) and encourage them to think of different questions they would like to ask each other about their lives. Ask the children to write these questions on the different parts of the fortune teller.
- Ideas for questions might include: "What's your favourite thing to do for fun", "Is [name of town] a good place to be a young person? Why?"
- Give the children time to play the game and find out their partner's answers. You might want to arrange scribes to record what's shared – or take audio clips.

## 5. Picture this:

- Tell the child/young person that they are a famous photographer who has been tasked with creating an exhibition about what life is like for children and young people in Scotland.
- Ask children to take pictures of places and things that matter to them in their daily lives using their phone (or offer the loan of a camera if they do not have a smartphone).
- Ask the children to think about what order they'd like the pictures to be hung up in the art gallery and any descriptions they think should accompany each picture so that people understand why it is significant.
- If you have space, you could help the children/young people to 'hang'/stick up their pictures in room where you're meeting.
- Ask the child/young person to take you on a tour of the exhibition. Use the photographs as prompts for discussions about their experiences and why those moments are significant for them.
- **Important:** if you are sharing photos with Together then please make sure to obscure faces or identifiable locations that may identify a child.

## 6. Role-playing or drama activity:

- Set up a space for drama activities with props and costumes.
- Ask children to enact scenes from their daily lives, such as a school day, a family dinner, or a spending time with their friends.
- After the activity, have a discussion about what things the children presented and the significance of these.
- Follow up questions might include why the child chose a certain prop or costume to represent something in their play.

## 7. Treasure map adventure:

- Provide paper, pens and other creative materials.
- Encourage the children/young people to create a "Treasure Map" of where they live, marking spots that hold significance to them.
- Ask them to draw or write about important place on their map.
- You might want to give them some ideas – e.g. some "buried treasure" could represent things they are happy or proud about; a "shipwreck" could represent a worry they have.
- After the activity, ask the child/young person to talk through their map, exploring what they have included and why. Ask follow-up questions based on what the child/young person has drawn or shared.

## 8. The check-in

- To prepare for this task you will need to print out a set of 'check in' cards ([we have some examples here](#)). Each set has a different theme – for example: animals, cartoon characters,

emojis etc. If you are doing this activity online then you can use the in-built emojis on an electronic whiteboard.

- Ask the children and young people to think about which card represents their feelings for different aspects of their lives – for example; home, school, friends, having fun etc.
- You can make the prompts more specific within each theme – e.g. for school you might want to ask about: homework/playtimes/school lunches/getting to and from school etc. You might also want to flip the game, to ask the child/young person which card represents the adults around them and why – e.g. teachers, politicians who make decisions etc.
- Encourage the child or young person to share why they have chosen this specific card and what their feelings are in each context.

### **9. Dream house drawing:**

- Provide paper, pens and other creative materials.
- Encourage the child/young person to draw their "dream place to live," including details like who they'd share it with, and any special features.
- Another way of doing this activity is to ask the child/young person to draw where they currently live using a black pen (step 1); then ask them to use coloured pens to draw the changes that would turn this into their dream house (step 2). Take photos and notes of the conversation at both step 1 and step 2 to show the transformation.
- Have a conversation about their drawing, asking about the elements they included and the significance behind them. What's different about their dream place and their current reality?

### **10. Superhero story:**

- Support the child/young person in creating a superhero character with a name, powers and adventures.
- Ask them to share a story about a day in the life of their superhero, focusing on how they make a positive impact for children and young people.
- Engage in a discussion about the values and qualities represented by their superhero and how they relate to the child/young person's own experiences.

### **11. Behind the mask**

- Provide the children/young people with blank mask templates, alongside pens, stickers, feathers, beads, glue, magazines and other creative items.
- Ask the children/young people to choose a theme – e.g. "my hobbies", "health" etc
- Ask them to decorate their mask with how they feel about this theme. What do they like? What do they dislike?
- Ask them to talk you through their mask and the significance of the different decorations.
- If the children/young people enjoy this activity, then you could repeat it with a different theme.

### **12. Documentary-maker**



- Provide children and young people with the task of being film-makers/documentary makers/producers and documenting what life is like for children/young people in Scotland.
- You might want to encourage them to plan questions and activities to do with other children/young people and to interview each other.
- Ask the children/young people how they would like to record – writing, taking photos, drawing scenarios or filming.

### 13. Corners OR sliding scale game

- These activities require a fairly large space to move around.
- **Corners:** Ask the children/young people to think of different emotions they might feel throughout a day – e.g. “excited”, “calm”, “frustrated”, “angry”, “worried”. Write each feeling out on a separate sheet of paper. Place each sheet in a different corner or area of the room. Call out different themes relevant to children’s lives (e.g. friends, health, things to do where they live etc) and ask the children/young people to move to the corner that best represents their feelings on the theme. You could also encourage children to think about their *friends’* experiences as well as their own (this might make children feel more comfortable about going to a particular corner). Children and young people can take turns being the ‘caller’ and shouting out a theme of their choice.
- **The sliding scale:** Using a similar idea, rather than corners, create a scale along a line on the floor. Pick points on the line which represent a scale of enjoyability or feelings for example, “I really enjoy this” → “I do not enjoy this at all”. Then ask specific questions or themes and ask children/young people to stand at a point on the scale which represents their feelings or thoughts on this subject/theme.
- Once children/young people have made their decisions and moved to their chosen location, encourage them to share why they are standing where they are, why is it that this thing makes them feel that way? Note down the reasons given.

### 14. Walking tour

- The children/young people are the expert guides to their life and their rights. Encourage them to plan a route or map through their local area/to their school/ their home/ a special place for them/ anywhere they would like, with stops at different places to show what it’s like to be there as a child.
- Allow them to take you on a walking tour through their life.

### 15. Sunflowers

- In advance, prepare flower shapes by cutting out card into the shape of petals, stems and leaves. Cut out some yellow circles to represent the sun and white or grey shapes to represent clouds.
- Provide the children/young people with paper, coloured pens and glue.

- For the petals, ask the children/young people to think about the different things they need to grow up happy and healthy and safe. Ask them to write these things on the petals.
- For the sun, ask the children to think about who helps make sure that they have these things. Ask them to write these things on the sun. You may need to offer some prompts like parents, teachers etc.
- For the clouds, ask the children/young people to think about things that might stop them from getting all the things that they need. Ask them to write these things on the clouds.
- Give the children/young people some time to put their collage together.
- Encourage the children/young people to tell you about their collage and why they have put certain things on the petals/sun/clouds. Is there anything else they can think of that they might need to grow up happy, healthy and safe?

## 16. About me drawing

- You'll need a large paper roll, coloured pens, magazines, post-it notes and other craft supplies.
- On the large paper roll, draw around the child/young person (ask for a willing volunteer).
- Use the pens, magazines and other craft supplies to create a collage about their interests, hobbies and what life is like being them.
- Have a conversation about the collage, asking about the things they included and the significance behind them.

### 2.4 Adapting the activities

Every baby, child and young person is different and will like to do things in different ways - please do **adapt the activities** and method of delivery/communication based on the age, abilities, experiences and preferences of the children/young people you are working with. Creating a space where children feel comfortable, safe and supported is key to eliciting honest and meaningful responses.

During the Development Phase (January-March 2024), we worked with five organisations to test the activities and how well they worked with babies, children and young people.

The organisations shared valuable learning and advice:

#### Supporting babies (learning may also be relevant to older pre- and non-verbal children):

Observation is key to gathering babies' feelings and experiences. Babies' communication is about reacting to their immediate surroundings and feelings. As such, one way of capturing babies' views would be to observe them in a range of settings throughout their day.

Caregivers have an important role to play and should be part of story-gathering sessions with babies and very young children. Organisations can support caregivers to tune into their babies' reactions and help to interpret these, while being mindful of assumptions that caregivers may make about their babies' communication. Other important adults in the baby's life may also be in a position to play this role – for example, a worker who the baby knows really well could be well placed to interpret the baby's reactions.

We worked with [Art at the Start](#) who developed two activities for engaging with babies and their caregivers:

### **1. Arts-based group session**

This activity uses the arts to help caregivers tune into their babies' communication by observing how they react to different sensory materials. Their reactions in the present moment can then be used to prompt conversations with caregivers about times their babies have used the same communication in the wider world, thus allowing workers to find out what is important to the baby.

- Set up the room to be engaging to babies, with a wide range of sensory materials to explore so there are lots of clear reactions from the babies. For example, different textures (fluffy, corrugated, silky fabric, space blankets etc), lights and colours, sounds etc. All items should be safe, laid out on the floor and accessible to the babies.
- Allow the babies to explore and encourage caregivers to follow their lead.
- Ask caregivers what they have noticed their babies enjoying, and what it was they noticed that told them that.
- Ask if they noticed things their baby responded negatively to, and again what cue from their baby told them that.
- After practicing with this session, ask caregivers if there are things in their babies' wider world that they can see are positive for them. How do they communicate that?
- Then ask if there are things that their babies don't enjoy. How do they communicate that dislike?
- You could end with baby safe paint and the chance to make art together while continuing to observe the babies' cues and signals.
- Transcribe the discussions and feedback, as well as workers' own observations.

### **2. Individual "day in the life" story**

- This activity involves observing the baby throughout their day and narrating it from the baby's point of view, based on observation of their non-verbal communication.
- Ideally, workers could spend a day with the baby and their caregiver (if capacity allows) as this will help capture small details.
- As an alternative, workers could support the caregiver to do this more independently, by supporting them to tune into their baby's reactions, do the observation over the course of the day and narrate the story from their baby's point of view. Workers can support the caregiver by asking follow up questions about the small details.

#### **Further resources to support engagement with babies:**

- [Art at the Start, Observational tool for infant-caregiver activities and therapeutic interventions](#)
- [Starcatchers, Voice of the Baby resources.](#)
- [NHS Lanarkshire, Infant Mental Health Team – Observational Indicator Set - printable](#)

## Supporting autistic children and young people:

Images and symbols can be very important to aid autistic children's understanding of tasks, the project purpose and communicating more broadly.

Symbol tools like [Widgit](#) and [Boardmaker](#) can be used in the planning of activities, during the activities themselves and when evaluating the session at the end. Free versions of tools like [Canva](#) can also be used to produce symbols. Images can also be added into many polling tools, including [Mentimeter](#).

Some examples using Widgit have been included in the **annex** at the end of this pack.

You may also wish to consider other ways of making the space more comfortable for autistic children – such as having fidget toys available for those who might benefit from them.

## 2.5 Evaluation

This is the first year that Together has approached the State of Children's Rights Report in this way. We are constantly learning and looking to improve our approach for future projects. At the end of your session, please ascertain how children and young people (and caregivers if relevant) felt it went and their thoughts on the resources/activities used.

Please be mindful to use open questions so that children and young people feel able to express exactly how they feel.

Please do share this feedback with Together - and any suggestions they have – so that we can take this into account for future projects. We also want to hear your feedback as a supporting adult.

### Evaluation ideas for in-person meetings

#### 1. Wish you were here postcards

- Ask the children and young people to write a postcard to a friend or person who wasn't able to be at the session today.
- Ask them to tell them about the best bits of the session and anything they would change.
- They can choose to sign the postcard or leave it anonymous.

#### 2. Trash or Treasure

- Have a range of templates that represent treasure (e.g. gold coins, diamonds, watch templates etc.) and some that represent trash (e.g. banana peel, crushed up tins, apple cores etc.).
- Ask the children and young people to take one/couple of each and write down the best bits of the session on the treasure and things they didn't like on the trash.

- Encourage them to give some suggestions/ideas on how to make the session better.

### **3. Flipchart sheet**

- Have flipchart sheets available with a range of evaluation questions on it.
- Ask the children and young people to go and tick/write comments to give feedback.
- Some suggested questions might be:
  - Did you enjoy today?
  - Did you feel you were fully included?
  - What was your favourite part of the session?
  - What could we do to make the session better?

### **4. Maltesers - the lighter way to enjoy evaluation!**

- Give each child/young person a mini bag of Maltesers or other sweets (check allergies!).
- Have two or three 'yes/no' or ranking evaluation questions set out on the desk with a paper cup in front of each answer option.
- Ask the children/young people to go along and answer the questions by putting a sweet in each corresponding paper cup.
- Then have an empty cup with paper/pens next to it, ask the children/young people to add any comments about what we can do to improve the session.
- They can then eat the rest of the sweets.

### **5. Anonymous survey, Google or Microsoft forms**

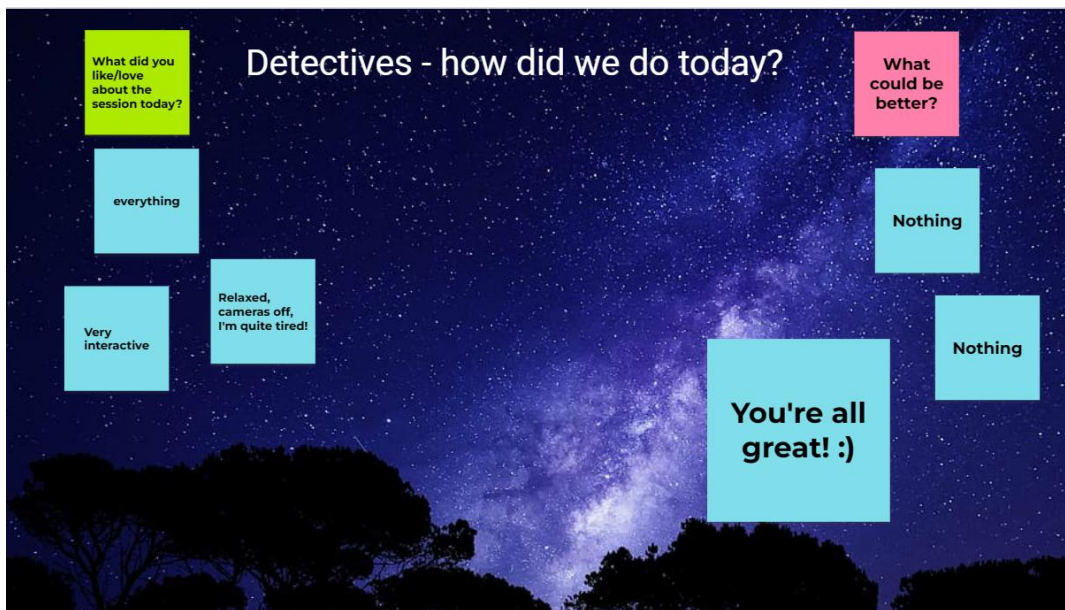
- This is another way to gather anonymous evaluation responses.
- It could be completed at the end of the session or a link emailed out afterwards.

## Evaluation ideas for online meetings

### **1. Interactive whiteboard:**

- for online sessions, you could use an interactive whiteboard to gather anonymous feedback. Some options are Microsoft Whiteboard, Witeboard, Padlet, ClickUp Interactive Whiteboard and Miro.

- Here is an example from a meeting of our [Rights Detectives](#):



## 2. Anonymous survey, Google or Microsoft forms

- This is another way to gather anonymous evaluation responses.
- It could be completed at the end of the session or a link emailed out afterwards.

### 2.5 Further resources

The following resources may also be helpful as you plan your session:

- [Together's child-friendly version of the UN Committee's concluding observations 2023](#) (to give you an idea of the range of topics that we are keen to cover in our report)
- [Licketyspit, Have your Say through Play resources and Lickety Playcards](#)
- [Children's Parliament, Dignity in Schools resources.](#)

### 2.6 Consent, safeguarding and trauma-informed practice

#### Child protection and safeguarding

Story-gathering sessions will be conducted under the supporting organisation's child protection and safeguarding policies and procedures.

Together will not be able to use photos or videos that identify specific children and young people. If submitting photos then please make sure to obscure/don't include faces.

Please also be mindful when submitting stories to remove or change any details which may accidentally reveal the child's identity (e.g. if the child/young person has said the name of their school, you should change this to "my school" or similar).

### Trauma informed approach

It is essential that supporting organisations take a trauma-informed approach to planning and delivering the session(s), taking into account that some of the issues children may wish to share could be sensitive and require extra support being put in place.

Participation must always be voluntary. Children and young people should never feel under pressure to share something if they don't want to. Organisations should ensure that if children do wish to share their experiences, that they are able to do so in whichever way works best for them – for example, a child may not feel comfortable speaking about a certain issue in front of other children but they might still want to share their experience in written form or through a one-to-one chat with a supportive adult. Please take this into account when planning and while delivering your story-gathering sessions.

### Consent forms

Together will need a consent form to be completed for every baby, child and young person who takes part. This will tell us how we can use their story. For example, the consent form will ask what details we are allowed to share like the child's 'made up' name, age, location and other characteristics.

For babies and children who are unable to give their own consent, then the form will be completed by the parent/carer. For children aged 15 and under, we will also need their parent/carer to give consent. Young people aged 16 or 17 will be able to consent on their own behalf.

Together has produced a 'consent pack' which includes an information leaflet (also available in Easy Read and video format) alongside the relevant versions of the consent forms for different ages. Together will not be able to use stories if we have not received a completed consent form.

- [Access the consent pack here.](#)

A separate consent form is not required for the survey, as this is already built into the survey questions (including parent/carer consent if under 16).

## Part 3: Submitting stories to Together

The deadline for submitting stories to Together is **Friday 19<sup>th</sup> July 2024**.

**Story format:** Stories can be in any format and don't necessarily have to be in writing. Stories might include artwork, photographs, video or audio. They may also take the form of a report or notes that supporting adults have made during a session to record discussions, or other formats. We want to accommodate the diverse ways in which children and young people may feel most comfortable expressing themselves.

**Names/pseudonyms:** all names will be changed in the final report. You may wish to support the children and young people to choose a 'made up' name as part of your story-gathering session. This will mean that they can still identify their story if used in the report, while protecting their identity and right to privacy. If the child/young person doesn't wish to choose a pseudonym then you can do this instead before submitting the stories to Together.

Together's consent form has a section where children, young people and parents/carers can add the pseudonym they wish to be used.

### Submission methods:

Organisations should send findings to:

- Email: [myrights@togetherscotland.org.uk](mailto:myrights@togetherscotland.org.uk)
- By post: please write "**Freepost TOGETHER SHARE MY STORY**" on the envelope. You don't need a stamp. Please write the address as it is shown above – including the capital letters.

Children and young people can also use the above routes to send information directly to Together. Children and young people also have two additional routes to share information with us:

- WhatsApp (for those aged 16 and 17 only): 07442044206
- [Completing our survey](#)

### Consent forms:

Together will need a consent form to be completed for every baby, child and young person who takes part.

- [Access the consent pack here.](#)

A separate consent form is not required for the survey, as this is already built into the survey questions (including parent/carer consent if under 16).

## Part 4: What happens next?

Together will review all the information that has been submitted. Any audio or video submissions will be transcribed so that it is possible to use these in any written materials.

Depending on the format of submissions, we will explore alternatives to a 'traditional' written report.

### What might happen to children's stories?

Together has produced an **infographic** for children and young people to help explain what might happen to their story after they send it to us. We have included this in the **annex** at the end of this document.

Every story that we receive is important and we will take the contents into account as part of our campaign to ensure that the rights of every baby, child and young person in Scotland are upheld all of the time. We will use as many responses from babies, children and young people in our report as possible. However, depending on the level and nature of responses, we cannot guarantee that each and every submission will be included in the final report.

Stories that are not included in the final report may be used in another way – for example, they might be quoted as part of a social media post, included in another report, included in one of our



presentations or shared at a meeting we have with decision-makers. These possibilities are reflected in the consent forms.

## Feedback loop

*“What happens after participation work is just as important as what happens during it”*

A recurring message we hear from children and young people is that they want to be included throughout the whole process. Every effort should be made to inform children and young people about how their views have been carried forward and what has happened as a result. This ensures that participation is a two-way respectful dialogue.

If you are holding a story-gathering session, this could mean emailing or calling your event participants or their parents/carers and providing them with a copy of your notes.

Together will keep supporting organisations updated as the report develops. We will contact organisations with any clarifying questions and keep you informed about plans for the launch of the report.

We will also post updates in our e-newsletter, website and social media.

## For more information:

If you would like to speak to us about the project then please contact:

Judi Martin, Policy Assistant, [judi@togetherscotland.org.uk](mailto:judi@togetherscotland.org.uk) or


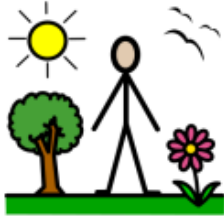




Jacqui Dunbar, Participation Lead, [jacqui@togetherscotland.org.uk](mailto:jacqui@togetherscotland.org.uk)

## Annex

**Annex 1:** Using symbols to support autistic children and young people's communication and understanding

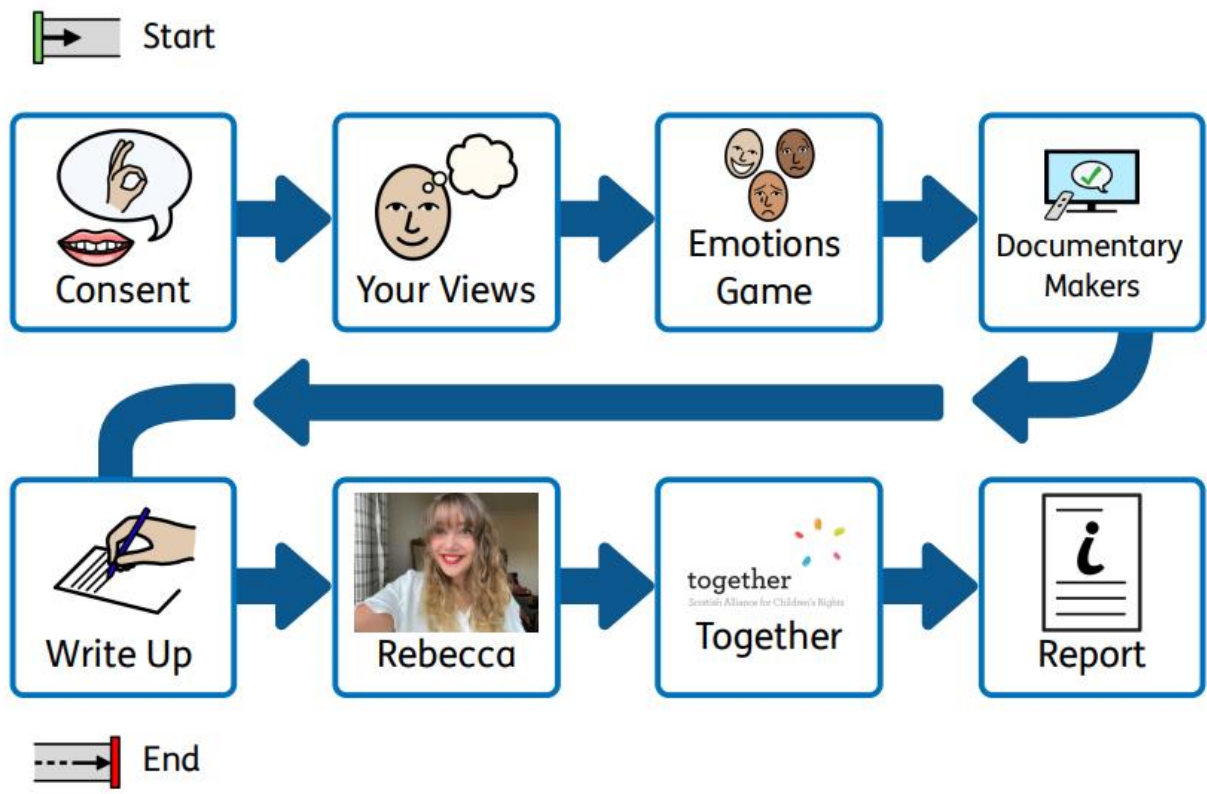
**Activity example: documentary makers:**

What are your favourite parts of youth group?  
What parts of youth group do you want to film?

 <p>everywhere</p>	 <p>outside</p>
 <p>snack</p>	 <p>board games</p>
 <p>art</p>	 <p>walking</p>

Documentary Making Task

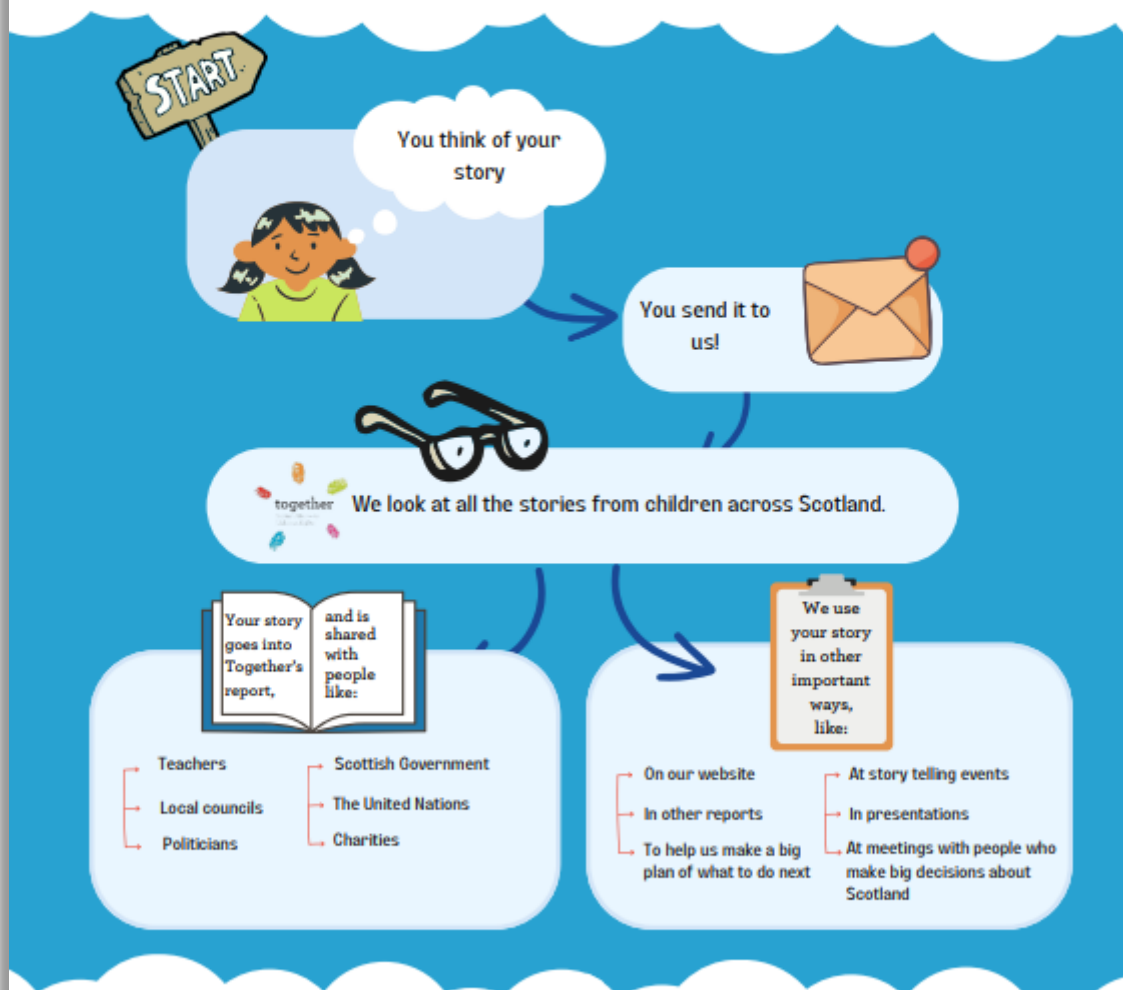
Timeline example:



## What happens next?

This picture shows **what could happen when you send us your story**. It shows the different ways it might be used and who might see it.

Your story is important wherever it goes! We will use as many of them in the report as we can but it might not be possible to include everything you send us. So we might use it in other ways.



Your stories will help us make sure that babies', children and young people's rights are protected and respected in Scotland.