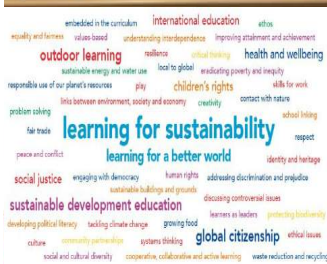




# Aberdeen City & Aberdeenshire Council Rights Respecting Newsletter—Jan 2017



## WELCOME

Welcome to the joint Aberdeen City and Aberdeenshire Council Rights Respecting Newsletter. This is designed to offer everyone participating in rights based work the chance to hear about some of the good practice happening locally, to share some of the ideas and resources that you may find useful and to update you on any information that might be of interest.

If you, or any of the children/young people you work with, would like anything featured in the newsletter (with photos where possible) then please email Maxine Jolly ([MJolly@aberdeencity.gov.uk](mailto:MJolly@aberdeencity.gov.uk)) or Matt Reid ([matreid@aberdeencity.gov.uk](mailto:matreid@aberdeencity.gov.uk)), if working in Aberdeen City, or Christine McLennan ([Christine.McLennan@aberdeenshire.gov.uk](mailto:Christine.McLennan@aberdeenshire.gov.uk)), if working in Aberdeenshire Council, and we would be happy to feature them in future editions.



SAINT PETER'S SCHOOL

## PLANNING OUR PROJECT

Last year, Gemma Lamarra from **SCIAF** visited our class to introduce a new and exciting project called Talented Fundraisers. This project derives from the Parable of the Talents and we were tasked with showing skills in initiative, teamwork and enterprise. We knew we would need to use these skills in order for the project to be a success. We decided to organise three separate fundraisers that would appeal to the children and the community of St. Peter's. We brain stormed about how we could use our

talents to raise money for SCIAF. Gemma gave us £50 to begin our enterprise as a starting loan.

## BUSKING FOR CHANGE

Ideas followed ideas followed more ideas! In September we struck gold with the idea of busking.

It sounded amazing in theory but could we make it work practically? It is unheard of and when we per-



formed a quick 'google search' to see how other schools had got on with this idea there was nothing! We knew this was a fresh and unique idea. We finally put it to use in October after a month of

planning in our classroom.

Our idea was to turn the playground into a street party with lots of different entertainment on offer. We played instruments, sang songs and performed magic tricks in front of the younger classes, and many children donated their spare change. We were encouraged by the success of the busking and had already planned our next event.

## COOL CRAFTS FOR SCIAF

Next, we had a Crafts day, where we spent £15 from the previous enterprise on buying a variety of crafts such as origami, finger painting and making "magic" wands with

the other classes, which we sold in hand-made paper bags for 50p each. We invited every class to our P7 classroom which had been turned upside down into an art studio. Our stalls were very popular and this time we used our talents to create fantastic stalls and actually make the crafts with our younger pupils. Everybody left with a smile on their face and had something creative and pretty to bring home with them.



### THE FINAL FUNDRAISER

As Christmas approached we had completed two of our three talented fundraisers. With one left to complete we were under pressure to make the last one as fantastic as the previous two. We decided to create a SCIAF stall at our school Christmas Fayre. This time we created and sold festive hand-made crafts such as cards, baubles, reindeer dust and made some biscuits.

We had such an amazing time taking part in the SCIAF talented fundraisers and we eventually raised a grand total of £301.15 which made us very proud. This money will go to countries in Latin America, Asia and Africa to help them work their way out of poverty. By helping them start their own business to get more money for food, clothes and other needs for them and their family. As well raising so much money it was so rewarding to be able to say "we did that" using our mix of talents.



### WHAT IS SCIAF?

SCIAF, the Scottish Catholic International Aid Fund, is a charity that works across areas such as Asia, Africa and Latin America. They help the

people living in those places make their lives and the lives of others better.

In St. Peter's SCIAF is a charity we have worked with for many years and have built up a great relationship with SCIAF. We always like to hear back from the places and people we have helped and it is amazing to see how far our money and spare change can actually go.

In December, we were visited by Alastair Dutton, the director of SCIAF. He told us what SCIAF does, and where the money we raised would be going. It inspired us to keep on working and making money for this cause. He was very interested to find out how we got our creative ideas of busking and craft workshops and he was very impressed at the totals

raised from these fundraisers. Alastair explained to us that he was heading to Syria to see how money given to SCIAF is helping Syrian refugees and the poor in Lebanon. We discussed the civil war that was happening right now and how it wasn't long ago that Syria was a country with many similarities to Scotland.

We were reminded that the aim of SCIAF is to help rebuild lives in a physical sense by re-homing, giving food aid and building schools but they also work in these countries to help them socially by giving children opportunities to work and play.

### LEARNING FOR SUSTAINABILITY AT BRIDGE OF DON ACADEMY



In the last few months staff and pupils at Bridge of Don Academy have been working towards raising awareness of different aspects of Learning for Sustainability. Learning for Sustainability is an important part of education in Scotland and is referenced in the GTCS Standards for all teachers.



In Bridge of Don Academy we are taking this seriously and have set up a 'Learning for Sustainability' staff working group and a pupil 'Global Goals Group' which is based on the Sustainable Development Goals. The staff and pupil groups are working together to raise awareness of Children's Rights and sustainability issues. So far we have achieved the Unicef Rights Respecting School 'Recognition of Commitment' Award and are now working towards RRSA Level 1 and the FairAware Award.

Staff have been taking part in CPD run by the British Council and Learning for Sustainability Scotland (LfSS). One such course is the 10 week long 'Connecting Classrooms'. This is a global education programme run by the British Council in partnership with the Department for International Development (DFID) which leads onto a 10 month programme. On completion of this the teacher will receive GTCS Professional Recognition in 'Learning for Sustainability'. The course was a great opportunity to learn new ideas for teaching LfS issues and reflect on current practice and is highly recommended.



A member of staff also attended the LfSS AGM held in Edinburgh. This was an interesting event where there was the opportunity to hear from speakers from different sectors, network with organisations and take part in a Skype conference with Aaron Benavot, Director of the Global Education Monitoring Report 2016.

It's not just the staff taking part. Pupils are getting actively involved in STEM style projects, inviting people into the school, taking part in National campaigns and attending events. Read on for their stories.

### UNICEF UK'S OUTRIGHT 2016 CAMPAIGN

The S1 Modern Studies classes have been completing a unit on children's rights around the world and as part of this they have been working on Unicef UK's OutRight Campaign. Their task was to promote articles 10 and 22\* of the United Nations Convention on the Rights of the Child (UNCRC) and highlight their views about the refugee crisis to the Home Secretary (Amber Rudd) and their local MP (Alex Salmond).

Throughout the unit pupils completed activities about the rights of children around the world and examples of how these rights were not being met.

The culmination of the unit was to take part in the OutRight 2016 campaign and pupils took the opportunity to get creative. They showed a range of skills including team work, leadership, critical thinking and digital literacy and the work produced was outstanding (and came completely from the pupils). One video was chosen to be part of Unicef's Campaign video which will be released soon.

Article 10: **Family reunification.** Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country.

Article 22: **Refugee children.** If a child is a refugee or seeking refuge, governments must ensure they have the same rights as any other child. Governments must help in trying to reunite refugee children with their parents. Where this is not possible, the child should be given protection.



### THE WIND MEASURER BB APRIL MCLEISH, 2C2

I had a school project where I had to make a machine that could help me decide which area of the school would be the best place to put a bench for pupils to sit at.

I decided to try and measure how much wind each area had so made a machine from Mecanno and ping pong balls that would spin in the wind, so I could count how many spins there were in each area over 15 minutes. I then used the speedometer from my bike to measure the number of turns and speed so I could just set up my experiment and leave it, then come back to see how many times my machine had spun. My results showed that some areas were windier than others so the best place to put the bench was in one of the more sheltered areas.

I think my machine would link to the Sustainable Development Goals 9, 13 & 15.

- **Goal 7** – Affordable and clean energy. My machine would let us put things in the wind if that's what was needed like a windmill.
- **Goal 9** - Industry, Innovation and Infrastructure – My machine is innovative because we could now measure how much wind there is in any particular area.
- **Goal 11** – Sustainable cities and communities. My machine would help us plan the best places to put things like a bench in shelter from the wind.
- **Goal 13** – Climate Action - my machine will let me measure the same places at the same time every year so we can measure if it gets windier or calmer each year.

For my rights with the United Nations Convention on the Rights of the Child, I think my machine helps me with two of them:

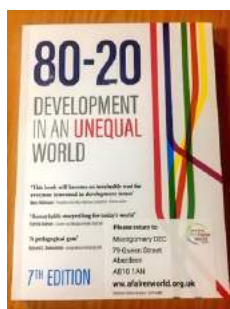
- **Article 12** – Respect for the views of the child. My machine lets me find out the information for myself and then share this with my teachers who let me have my say and respect my view.
- **Article 29** – Goals of education. My machine then makes me think about the information it gives me, and how I can work with it to achieve something.



This project has taught me that if you think hard about any problem there is always a way to work it out, and that sometimes you should try and try with what you think will work before you get it right. At the beginning my machine had much longer arms, but was too heavy to spin in the wind, and when the arms were too short it just didn't move at all so it took a lot of messing about and practice to get it just right, but it was worth the effort. This is a bit like William Kamkwamba who was 'The Boy Who Harnessed the Wind' by building a windmill in his village in Malawi and shows that by being innovative you can make something that might change people's lives.

### '80—20 DEVELOPMENT IN AN UNEQUAL WORLD' BOOK LAUNCH

On the 24th of January at the Aberdeen Science Centre the Global Goals Group from Bridge of Don Academy attended the "80-20 Development In An Unequal World" book launch. Colm Regan and Tony Daly presented the event and spoke about global issues which were present in the book. The main issues which they spoke about were Human Rights, World Hunger, Gender Equality, Torture, and Climate Change. He told us facts like "144 countries practice torture", countries still practice torture even though it's violating human rights. "84% of food eaten in Sub-Saharan Deserts comes from female farmers" yet the males get paid far more for doing a lot less work in some cases. This is against gender equality.



The book launch linked to the Sustainable Development Goals, as in many countries these goals have been violated, for example goal 5 "Gender Equality" is not being used in some countries as both men and women are being treated unfairly in pay just because of their gender. That then links to the global goal 1 "No Poverty" as if people are not getting paid a decent amount for the work they do they may not be able to live a sufficient life.

Furthermore, that links to the United Nations Convention on the Rights of the Child, as for example, if parents are not getting paid enough for their work, they cannot afford to pay for their children to get an education. Therefore that is infringing article 28, "children's right to an education".



In conclusion, the "80-20 Development In An Unequal World" book launch informed me and the Global Goals Group members, that there really are some awful issues out there, but they can be prevented and helped if people are there to learn about it and act upon it.

Written by Jessica Le Poidevin, 2C

### RRSA UPDATE, JAN 2016



Charleston School

Charleston School are aiming to achieve UNICEF's Rights Respecting Schools Level 1 Award in 2017 and so continue to teach, promote and respect the rights of the child. We have been working hard to make links to the articles of the *United Nations Convention on the Rights of the Child* wherever and whenever possible and our Steering Group has been considering ways of reaching out to our local community.

### LOIRSTON ANNEXE COMMUNITY CENTRE

During one of our recent planning sessions, our Rights Respecting Steering Group decided that we should try to inform the wider community about *Rights Respecting Schools* and the work Charleston are doing. Our Parental Steering Group member then made links with Loirston Annexe (our local community centre) and requested space in the centre to display information about Charleston School and work relating to Rights Respecting Schools. After going to committee for approval, we were delighted to hear that the Annexe reserved a notice board for us to use. On Thursday December 1, our Steering Group visited the Annexe and created a small display, which we aim to alter and add to regularly.

### ABERDEEN CITY RIGHTS RESPECTING NEWSLETTER/ CHALK TALK

Charleston School pupils were delighted to be featured in both the first edition of the Aberdeen City Rights Respecting Newsletter and the most recent edition of 'Chalk Talk'. Seeing their hard work published and promoted has really inspired pupils at Charleston School.

### INFORMATION BOARD





## CRATHIE SCHOOL

As part of on-going school focus on The Global Goals, Zara Jones a P4 pupil at Crathie School attended a reception at The Scottish Parliament in Edinburgh with her father, Glyn, on Tuesday 31<sup>st</sup> January 2017. The reception was organised by Scottish Natural Heritage. Zara was representing Crathie School who had piloted a camera trap project for the NE Scotland Biodiversity Partnership.



The project was very successful and is now being rolled out nationally. The Scottish Government see it as a very good example of Citizen Science.

Whilst there Zara and her Dad listened to a debate about the year of history, heritage and archaeology.



Zara and others at Crathie School have written to The Prime Minister, Prince William and The First Minister of Scotland, Nicola Sturgeon, to raise the issue of elephant poaching in Africa after watching a clip about this on BBC

Newsround. The children in class were all horrified at the prospect of elephants becoming extinct and decided to take action. (UNCRC Article 12)



 **Department  
for Environment  
Food & Rural Affairs**

MCU 3<sup>rd</sup> Floor T 03459 335577  
Nobel House defra.help@defra.gsi.gov.uk  
Smith Square www.gov.uk/defra  
London SW1P 3JR

Miss Zara Jones  
Crathie Primary School  
Crathie  
Ballater  
AB35 5UL

Our ref: DWO415562/JP

2 November 2016

Dear Miss Jones,

Thank you for your letter of 27 September to the Prime Minister about elephant poaching. The Prime Minister receives hundreds of letters every day, and cannot answer them all herself. Your letter has been passed to Defra, the Government department responsible for this policy area and I have been asked to reply.

Like you, we believe that protecting animals is important and are committed to working with other countries to help the conservation of wild animals worldwide. We cannot tell other countries what to do about their wildlife, but we do work closely with other countries to help the conservation of the world's wildlife through our membership of several international agreements. One such agreement, in which Defra plays a major part, is the Convention on International Trade in Endangered Species (CITES) where we work with 179 other countries to protect endangered plants and animals threatened by international trade. CITES helps to protect around 5,600 species of animals and 30,000 species of plants; of these, almost 950 types are thought to be threatened with extinction and so nearly all international trade in them is banned. These include most of the big cats such as tigers, cheetahs and leopards; many species of monkey and all great apes; several species of bear, including pandas; most elephants and rhinos; and all whales.

The poaching of elephants has risen alarmingly in recent years and we share your concern about the effect this illegal killing is having on elephant populations. Illegal trade in elephant ivory and other wildlife products is a particular priority for us and we are supporting action to tackle it, for example by providing funding for projects aimed at dealing with the problem.

I hope this reassures you that we are doing what we can to try and help the elephant population. Thank you again for taking the time to write to the Prime Minister. It is great to hear that you are taking an interest in such an important matter.

Yours sincerely,



Joseph Payne  
Defra - Ministerial Contact Unit



## STRATHDON SCHOOL

Mrs Field, Headteacher of Strathdon School, spent time a few years ago on an educational trip to Swedish Lapland learning about an approach to learning in Sweden called Snilleblixarna or 'Flashes of Genius'. This is always a very popular project with children and no matter what age they are they become totally immersed in the activities.



[http://www.schooleducationgateway.eu/downloads/entrepreneurship/Sweden\\_151022.pdf](http://www.schooleducationgateway.eu/downloads/entrepreneurship/Sweden_151022.pdf)

The purpose of this is to develop children's entrepreneurial thinking, creativity and technological knowledge.

All of the children in Strathdon are currently working on the project in connection with Sustainable Development Goals, 7, 9 and 13. <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

### INFORMATION BOARD

A revised information board regarding our journey to Level 1 has been created near the entrance of our school to help inform visitors about rights, respect, UNICEF and pupil participation.

### TROPHY CABINET

Charleston's trophies, certificates and awards are now proudly displayed in a trophy cabinet at the entrance of our school, celebrating the achievements of our school and pupils. We have framed our ROC certificate and our most recent addition (the Baile Jean Porter Trophy) celebrates the hard work of the children, staff and parents/carers, resulting in raised attainment.

### WEBSITE

Additions are being made regularly to our School website, as a means of maintain good communications links across the school community. We have started to link articles from the UN CRC to posts made in order to promote children's rights and to link our work and policies to the *United Nations Convention on the Rights of the Child*.

### PUPIL PARTICIPATION GROUPS

Our Pupil Participation Groups continue to meet every month. Every child at Charleston is a member of one of the following groups:

- Rights Respecting Schools
- Pupil Council
- Eco
- JRSO
- Library
- Audit Team
- Playground Leaders
- Leadership Skills
- Litter Patrol
- Enterprise
- Maasai
- Fair-Trade
- 

On January 16, representatives from all Pupil Participation Groups presented at our whole school assembly, updating the school on latest developments and targets.

### MAASAI

On November 8, pupils from the Maasai Group engaged in a live web chat with teachers and pupils we support in Kenya. The chat was very successful with children comparing daily routines and school life. Pupils taking part from Charleston had a good go at pronouncing some basic words and phrases in Swahili! For our Christmas Fayre, the Maasai Group prepared and decorated Hogmanay candles to sell. These proved popular, raising £50 for Maasai.

### ENTERPRISE GROUP EUROPEAN EXCHANGE

The Enterprise Group created their own Christmas decorations and a newsletter for the

*European Christmas Tree Decoration Exchange*. They made a variety of Christmas decorations and one of each was sent to our partner schools. We made sure that our decorations had some tartan on them to represent Scotland!

Our partner schools from around Europe were also very busy with their own decorations and newsletters. At the School Fayre, these were on show on our very own European Christmas Tree.



### NORTHSOUND 1 MISSION CHRISTMAS—CASH FOR KIDS JUMPER DAY

On Friday December 9, Charleston School participated in 'Christmas Jumper Day' in aid of Northsound 1's Mission Christmas appeal. All donations were given directly to Northsound 1's *Cash for Kids*.

### DISABILITIES

Following a series of whole school assemblies on disabilities, Primary 3 has been exploring hearing difficulties in class. Pupils have been looking at how technology can help people with hearing loss and even testing some hearing enhancing equipment. As part of their learning, they have been considering rights and respecting the rights of all.

### LAUNCHPAD

All classes are now set up with a Launchpad class account. Some pupils have already starting exploring the Launchpad and enjoyed building their Avatars! We look forward to learning more about children's Rights through ICT over the coming weeks and months.

**Jordan Leslie**  
Principal Teacher

