**UNCRC: The rights of the Child**

**Including Children and Young People in the Planning Process**

Involving children and young people in planning trips can foster a sense of community, enhance learning opportunities, and empower them to become active participants in their own experiences.

1. **Promotes Ownership and Engagement**

* When young people help plan a trip, they feel a sense of responsibility and connection to it, which makes the experience more meaningful.
* They are more likely to engage with the activities and learn effectively when they have had a say in what happens.

2. **Encourages Skill Development**

* By contributing to the planning process, young people practice important skills like teamwork, communication, problem-solving, and decision-making.
* They learn how to balance fun with safety and responsibility, which are crucial life skills.

3. **Fosters Inclusivity**

* Children can identify the needs of their peers and suggest ways to make trips accessible and enjoyable for everyone.
* This promotes empathy and a better understanding of diversity within the group.

4. **Builds Confidence and growth mindset**

* Participating in trip planning helps young people develop confidence in their abilities to make decisions and contribute to group discussions.
* They feel empowered by having their ideas and opinions valued by adults and peers.

5**. Teaches Responsibility**

* Being involved in planning encourages young people to think about practical considerations, like safety, behaviour, and logistics, helping them develop a sense of accountability.
* Designing behaviour contracts or setting group rules reinforces their understanding of mutual respect and cooperation.

6. **Aligns with the UNCRC**

* It supports Article 12 of the UNCRC, which emphasises children’s right to express their views and have their opinions taken seriously in matters affecting them.
* It also aligns with Articles 29 and 31, which promote personal development, education, and the right to play and leisure.

**Meta-skills development**

By being involved in planning a trip, children and young people will develop and practice several **meta-skills**, including:

**Self-Management Skills**

1. **Planning and Organising:** Learning how to prioritise tasks, gather necessary resources, and create plans for the trip.
2. **Adaptability:** Thinking about different scenarios (e.g., bad weather or delays) and preparing solutions.
3. **Responsibility:** Taking ownership of their roles in the trip, like packing the right items or sticking to safety rules.

**Social Intelligence Skills**

1. **Collaboration:** Working with peers, teachers, and group leaders to make decisions and share responsibilities.
2. **Empathy:** Considering the needs of others to ensure everyone can participate and feel included.
3. **Communication:** Sharing ideas clearly and listening to the perspectives of others during discussions.

**Innovation Skills**

1. **Creativity:** Suggesting unique ideas for destinations, activities, and ways to make the trip fun and meaningful.
2. **Critical Thinking:** Evaluating safety measures, weighing the benefits of various activities, and identifying potential risks.
3. **Problem-Solving:** Anticipating challenges and coming up with practical solutions, such as how to stay safe or manage group dynamics.

**Confidence and Leadership**

1. **Decision-Making:** Practicing how to make informed choices based on the group’s goals and safety considerations.
2. **Agency:** Gaining a sense of control and ownership over the trip by contributing to its design.
3. **Leadership:** Taking on roles like creating the safety contract or helping organise group plans.

**Practical and Life Skills**

1. **Time Management:** Understanding how to schedule activities and allocate enough time for fun, learning, and travel.
2. **Environmental Awareness:** Learning how to respect and protect the environment during outdoor or adventure activities.
3. **Budgeting:** Thinking about cost-effective choices for transport, food, and activities, if involved in discussions about finances.

These meta-skills contribute to building well-rounded, confident, and thoughtful individuals who are prepared to engage with the world in a responsible and creative way.

**Child Friendly Version to Share**

**Let’s Plan a Trip Together!**

Planning a trip can be fun and exciting, and your ideas are important! Here’s how you can help make it the best trip ever:

**Step 1: Why Are We Going?**

* Think about what the trip is for. Are we going to learn something new, have fun, or help others?
* Share your ideas on what you’d like to see or do on the trip!

**Step 2: Where Should We Go?**

Here are some examples of trips:

* **Routine and Expected Trips:** Walks to the park, local libraries, or nearby museums.
* **Day Visits:** Zoos, theme parks, galleries, or historical sites.
* **Residential Trips:** Staying overnight at activity centres or campsites.
* **Overseas Trips:** Exploring another country or visiting a partner school abroad.
* **Adventure Activities:** Kayaking, climbing, or hiking in the hills.
* **Special Venues:** Farms, coastal areas, and swimming pools. For these, we need to think carefully about staying safe and following the rules.

Do you have ideas for where we could go? Suggest them and explain why you think they’d be great!

**Step 3: How Can Everyone Join In?**

* Trips should be for everyone! If someone needs extra help, what can we do to make sure they’re included?
* Help come up with ideas for activities that everyone can enjoy.

**Step 4: Staying Safe**

* What rules do you think are important to keep everyone safe?
* For special places like farms, beaches, or swimming pools, how should we behave to keep ourselves and others safe?
* What should we do if something unexpected happens? Share your thoughts on how to handle it!

Let’s design a **safety contract** together! It could include:

* Promises to listen to leaders and follow instructions.
* Being kind and helpful to others.
* Agreeing on what to do if you get lost or need help.
* Taking care of the environment and respecting wildlife.

**Step 5: Getting Ready**

* What should we bring? Think about clothes, snacks, and other items we might need.
* Do you think there should be a group plan, like walking partners or meeting points?

**Your Voice Matters!**

When you help plan a trip, it’s more fun and works better for everyone. Talk to your teachers or group leaders about your ideas and make this trip amazing for all of us!

**Teen Friendly Version to Share**

**Let’s Plan a Trip Together!**

Planning a trip can be a blast, and your ideas matter! Here’s how we can work together to make it an epic adventure:

**Step 1: Why Are We Going?**

What’s the goal of this trip? Are we going to learn something new, relax and have fun, or maybe help others?

Share your thoughts on what you'd like to see or do!

**Step 2: Where Should We Go?**

Check out these trip options:

* **Regular Trips**: Local parks, libraries, or museums.
* **Day Trips**: Zoos, theme parks, art galleries, or cool historical sites.
* **Overnight Trips**: Staying at a camp or activity centre for a few nights.
* **Travel Abroad**: Visiting another country or collaborating with a school overseas.
* **Adventure Trips**: Activities like kayaking, rock climbing, or hiking.
* **Special Locations**: Places like farms, beaches, or swimming pools (we’ll need to think about safety and rules for these spots).

Got any cool trip ideas? Share them and explain why you think they’d be awesome!

**Step 3: How Can Everyone Be Involved?**

Trips should be fun for everyone! If anyone needs extra support, what can we do to make sure they feel included?

Come up with ideas for activities everyone can enjoy, no matter what.

**Step 4: Staying Safe**

What rules do you think are important to keep everyone safe?

For places like farms, beaches, or pools, how should we act to keep ourselves and others safe?

What should we do if something unexpected happens? Share your thoughts on how we can stay calm and handle any surprises!

Let’s create a **safety contract** together! It might include:

* Listening to leaders and following directions.
* Being respectful and helpful to others.
* Knowing what to do if you get lost or need help.
* Taking care of nature and respecting wildlife.

**Step 5: Getting Ready**

What should we pack? Think about clothes, snacks, and any other essentials.

Do you think we should have a group plan, like buddy systems or designated meeting spots?

**Your Ideas Matter!**

Planning this trip together makes it more fun and ensures everyone enjoys it. Talk to your teachers or leaders about your ideas and help make this trip unforgettable for everyone!

**Let's Plan a Trip Together Primary Example**

**Let’s Plan a Trip Together!**

Planning a trip can be fun and exciting, and your ideas are important! Here’s how you can help make it the best trip ever:

Shape**Example Trip: Learning About Our Local Wildlife**

Children and young people were learning about local wildlife and their habitats. They decided they wanted to visit a nearby nature reserve to see animals in their natural environment and learn more about conservation efforts.

Shape**Step 1: Gathering Ideas**

To get everyone’s input, the teacher:

* Held a brainstorming session where children shared ideas for places to visit.
* Used a suggestion box for those who preferred to write their ideas down.
* Created a quick survey to vote on the most popular destination.

The nature reserve was chosen because it matched what the class was learning and had lots of exciting activities like pond dipping and a guided wildlife walk.

Shape**Step 2: Planning the Trip with the Framework**

Using the "Going Out There" framework, the teacher:

* Completed a risk assessment for the nature reserve, considering hazards like uneven paths and proximity to water.
* Ensured appropriate supervision ratios and briefed adult helpers.
* Arranged transport, confirmed first-aid provision, and planned an emergency procedure.
* Communicated with the nature reserve staff to tailor activities for the group.

Shape**Step 3: Creating a Respectful Relationships Contract.**

The class worked together to design a respectful relationships contract. Here’s what they agreed:

**Wildlife Visit Respectful Relationships Contract**

* Be quiet and respectful around animals to avoid scaring them.
* Stay with your group and always use the walking partner system.
* Follow the guide’s instructions and ask questions politely.
* Keep the area clean by using bins for any litter.
* Help each other and let an adult know if there’s a problem.

Everyone signed the contract to show their commitment to the rules.

Shape**Step 4: What Skills Are We Practising?**

The children identified these skills they would develop on the trip:

|  |  |  |
| --- | --- | --- |
| **Meta-Skill** | **How I Used It** | **Stamp** |
| Planning and Organising | I helped make the trip checklist. |  |
| Teamwork | I worked with my group to stay safe. |  |
| Communication | I asked questions and shared ideas. |  |
| Responsibility | I followed the behaviour contract. |  |
| Problem-Solving | I helped decide what to do if someone got lost. |  |

Shape

**Step 5: Evaluating the Trip**

After the trip, everyone shared their thoughts using this simple evaluation form:

**Trip Evaluation**

1. What did you enjoy most about the trip?

Shape

1. What did you learn about wildlife?

Shape

1. Was there anything you’d do differently next time?

Shape

1. Which skills did you improve during the trip? (Circle all that apply)

Planning | Teamwork | Communication | Responsibility | Problem-Solving

1. Any other comments?

Shape

Shape**Your Voice Matters!**

When you help plan a trip, it’s more fun and works better for everyone. Talk to your teachers or group leaders about your ideas and make this trip amazing for all of us!

**Let's Plan a Trip Together Secondary Example**

**Let’s Plan a Trip Together!**

Planning a trip is an exciting chance to make unforgettable memories, and your input matters! Here’s how you can help make it the best trip ever:Shape

**Example Trip: Exploring Careers in Science and Technology**

Older students were learning about careers in science, technology, engineering, and mathematics (STEM). They decided they wanted to visit a university research lab and a technology company to explore career opportunities and see how STEM is applied in the real world.

Shape

**Step 1: Gathering Ideas**

To get everyone’s input, the teacher:

* Held a class discussion where students shared ideas for industries and companies to visit.
* Used an online poll for students to vote on their preferred destinations.
* Asked students to research and suggest companies or universities that offer educational visits.

The university research lab and tech company were chosen because they aligned with student interests and offered hands-on activities, career talks, and networking opportunities with professionals.

Shape

**Step 2: Planning the Trip with the Framework**

Using the "Going Out There" framework, the teacher:

* Conducted a risk assessment, considering transport, safety within the lab, and group supervision.
* Arranged for guest speakers and practical demonstrations at both venues.
* Planned logistics such as transport, schedules, and permission forms.
* Ensured accessibility for all students and briefed them on expected professional conduct.

Shape

**Step 3: Creating a Respectful Conduct Agreement**

The students collaborated to design a respectful conduct agreement. Here’s what they agreed:

**STEM Visit Conduct Agreement**

* Arrive on time and dress appropriately for a professional setting.
* Be respectful to professionals and ask insightful questions.
* Follow safety rules in the lab and tech company environments.
* Represent our school positively and behave responsibly.
* Engage actively in discussions and hands-on activities.

Everyone signed the agreement to show their commitment.

Shape

**Step 4: What Skills Are We Practicing?**

**The students identified these skills they would develop on the trip:**

|  |  |  |
| --- | --- | --- |
| **Meta-Skill** | **Examples of How I Used It** | **Reflection & Further Comments** |
| **Critical Thinking** | **Asked thoughtful questions and analysed data.** |  |
| **Networking** | **Introduced myself and engaged with professionals.** |  |
| **Time Management** | **Followed the schedule and managed my time well.** |  |
| **Professionalism** | **Represented my school with respect and maturity.** |  |
| **Problem-Solving** | **Adapted to challenges and found solutions.** |  |
| **Teamwork** | **Collaborated with peers to complete tasks.** |  |
| **Communication** | **Expressed my thoughts clearly in discussions.** |  |
| **Self-Confidence** | **Stepped out of my comfort zone and participated.** |  |
| **Leadership** | **Took initiative in group activities and planning.** |  |

**Students can complete the last column to reflect on how they applied these skills, and any personal insights gained from the trip.**

Shape

Shape

**Step 5: Evaluating the Trip**

After the trip, students reflected using this evaluation form:

**Trip Evaluation**

1. What did you enjoy most about the trip?

Shape

1. What did you learn about careers in STEM?

Shape

1. Was there anything you’d do differently next time?

Shape

1. Which skills did you improve during the trip? (Circle all that apply)

Critical Thinking | Networking | Time Management | Professionalism |

Problem-Solving

1. Any other comments?

Shape

Shape

**Your Voice Matters!**

Your voices help shape these experiences, and that matters. The ability to plan, collaborate, and advocate for what’s important to you are skills that will take you far beyond this trip. Never underestimate the impact of your voice, not just here, but in every space, you step into.