



Scottish Youth Parliament Elections 2026

Workshop Toolkit



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About the Scottish Youth Parliament

What is the Scottish Youth Parliament?

The Scottish Youth Parliament (SYP) is the democratically elected voice of Scotland's young people. We platform the voices of young people in spaces where decision makers are, at a local, national, and international level. We exist to make changes in young people's lives, to think differently about issues, and to create a meaningful impact to make Scotland the best place to grow up. You can find out more about the Scottish Youth Parliament [here](#).

What are the Scottish Youth Parliament Elections?

Every two years, around 160 members of the Scottish Youth Parliament - MSYPs - aged 14 to 25 are elected to represent young people in every part of Scotland and to campaign for positive change.

The next SYP elections will take place in November 2026, and this toolkit has been written to help you find out more!

Who are MSYPs?

Members of the Scottish Youth Parliament (MSYPs) are young people aged 14 – 25. They are elected every two years to represent young people in every community in Scotland. This includes:

- Taking part in youth voice and participation activities in their local area or organisation, like the local youth forum or youth council.
- Consulting young people in the area or organisation they represent to find out about the issues they care about. Consulting lots of different people helps MSYPs to understand a range of different views and experiences.
- Meeting with local decision-makers, like Councillors and Members of the Scottish Parliament (MSPs) to share the views of the young people MSYPs represent.
- Campaigning for change and taking part in local and national events, like SYP Sitings and online workshops.
- Attending trainings and meetings to develop their confidence, skills and experiences.
- Meeting young people across Scotland and making new friends.





About this toolkit

This toolkit has been written by the Scottish Youth Parliament to help young people find out about the Scottish Youth Parliament and the work we do to raise young people's voices and campaign for change.

The toolkit has been written as part of the Scottish Youth Parliament's 2026 National Election Programme, but you are welcome to use these resources at any time!

Before you start

We have included lots of information and lots of different activities in this toolkit.

Before you start, please read through the toolkit so you can decide which activities will work best with the time you have available and the group of young people you are working with.

This toolkit contains five sections:

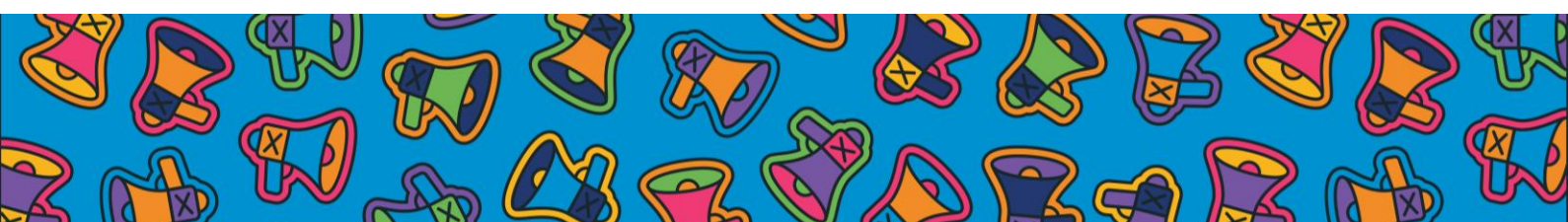
- **Warm up activities**
- **About the Scottish Youth Parliament**
- **Know your rights**
- **Use your voice**
- **Evaluation activities**

This toolkit is designed as a pick-and-mix style resource, so you can choose different activities to fit the amount of time you have available and the needs of the young people you are working with.

At the end of the toolkit there is a list of useful links to other resources to help young people increase their awareness of the Scottish Youth Parliament, build their political literacy and critical thinking skills, and explore how they can take action on issues they care about.

To help us evaluate this toolkit and make improvements for future SYP activities, please take a few minutes at the end of your session(s) to fill in this short feedback form –
<https://forms.cloud.microsoft/e/808zZdKeMx>.

The activities in this toolkit link to the UN Convention on the Rights of the Child (UNCRC), Curriculum for Excellence, and Youth Work Outcomes and Skills Framework. You can use these frameworks to tailor your session to young people's needs and experiences.





United Nations Convention on the Rights of the Child

This toolkit aligns many aspects of the [UN Convention on the Rights of the Child](#), and particularly with the following UNCRC Articles:

- **Article 12:** Children and young people have the right to express their views freely in all matters affecting them, and to have those views taken seriously.
- **Article 13:** Young people have the right to express their thoughts and opinions, and to seek, receive, and share information and ideas of all kinds.
- **Article 14:** Young people have the right to think and believe what they choose, as long as they are not stopping other people from enjoying their rights.
- **Article 15:** Young people have the right to meet with other young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
- **Article 29:** Education must prepare young people for responsible life in a free society, including participation, respect for human rights, and critical thinking.
- **Article 31:** Young people have the right to relax, play, and take part in a wide range of cultural and artistic activities.
- **Article 42:** Young people have the right to learn about and know their rights.

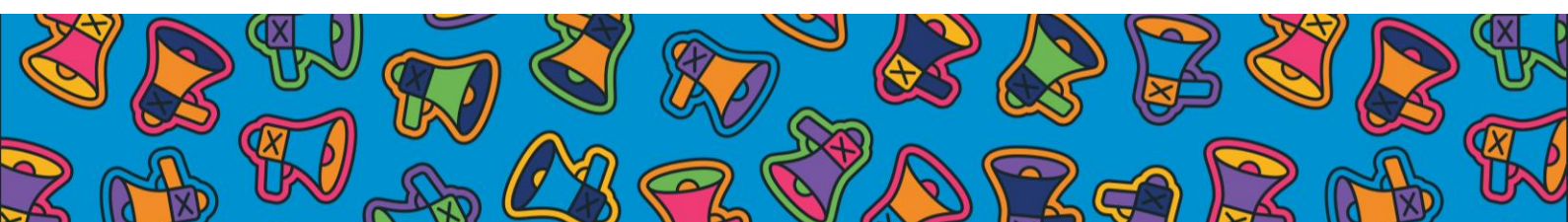
Curriculum for Excellence

This toolkit will contribute to the Curriculum for Excellence Four Capacities in the following ways:

- **Successful Learners** – activities in this toolkit will help young people to develop research skills, source evaluation and critical thinking skills, critical inquiry, and independent learning.
- **Confident Individuals** – activities in this toolkit will help young people to build confidence in using evidence and expressing opinions.
- **Responsible Citizens** – activities in this toolkit will help young people to understand how to participate in decision-making, to form opinions, and to engage respectfully and critically in debate.
- **Effective Contributors** – activities in this toolkit will help young people to work in teams, communicate clearly, collaborate, and be creative.

This toolkit supports the **Political Literacy** theme which underpins the Curriculum for Excellence. You can find out more about this theme on the Education Scotland website [here](#).

This toolkit can also contribute to young people's learning about **Community Resilience**. There is information about this theme on the Education Scotland website [here](#).



The activities in this toolkit may also contribute to the **Social Studies** experiences and outcomes, available [here](#). In particular:

- People in society, economy and business – SOC 2-17a; SOC 3-17a; SOC 3-17b; SOC 4-17a
- People in society, economy and business – SOC 2-18a; SOC 3-18a; SOC 4-18a; SOC 4-18b

Youth Work Outcomes and Skills Framework

The Youth Work Outcomes and Skills Framework, available [here](#), has been created by YouthLink Scotland to help young people develop and track their skills and development.

National Youth Work Outcomes and Skills Framework

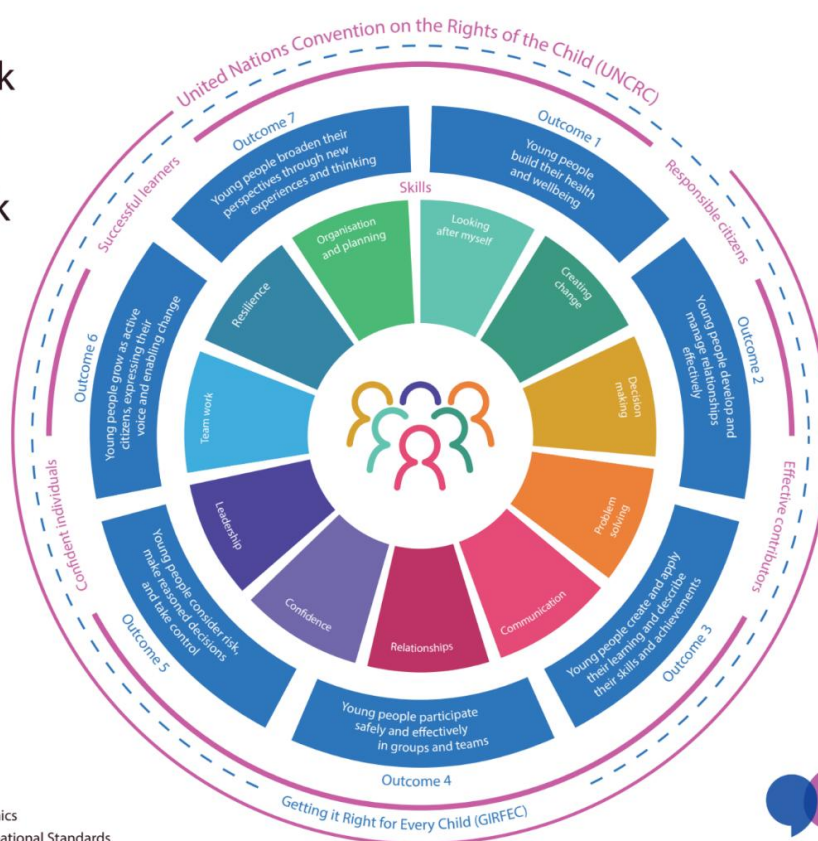
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People
We grow up loved, safe and respected so that we realise our full potential

Education
We are well educated, skilled and able to contribute to society

Health
We are healthy and active



YouthLink Scotland: <https://www.youthlink.scot/education-skills/youth-work-outcomes-skills/>

The activities in this toolkit align with many of the youth work outcomes and skills, but will contribute to achieving the following outcomes in particular:

- **Outcome 4:** Young people participate safely and effectively in groups and teams.
- **Outcome 6:** Young people grow as active citizens, expressing their voice and enabling change.
- **Outcome 7:** Young people broaden their perspectives through new experiences and thinking.



Warm up activities

Warm up activities are short activities you can use at the start of the session to help everyone feel comfortable, to start thinking about the topic, and to prepare to take part in the session. You can also add these activities in the middle of longer sessions if you need a quick energizer to help everyone to refocus.

Activity	Activity overview	Timings
Would you rather...	A short choices / dilemmas game that gets young people involved in decision making in a fun and interactive way, which can help to break down barriers.	5-10 minutes
Show me...	A creative game to help participants think about how they interpret instructions and share an idea in a convincing way.	10-15 minutes
Are you listening?	This game emphasises the importance of listening skills and how hard it can be to take in lots of information at one time.	5 minutes
One-word story	One-word story builds confidence, creativity, and listening skills while participants create a story together by taking turns saying one word at a time.	5 minutes
Gift for a day	Gift for a day encourages imagination and self-expression by inviting participants to creatively explore how they would use a temporary, magical gift.	10-15 minutes
My best friend Rob	A playful, low-pressure game which helps participants get to know each other using humour, creativity, and imagination to break the ice and build group confidence.	10-15 minutes
Speed debate	A fast-paced game that enables participants to practise expressing and listening to different people's perspectives.	10 minutes
People bingo	A game which encourages participants to mingle and get to know new and interesting information about each other.	5-10 minutes
Low-fi social networking	An activity to introduce participants to each other and to think about how they want to represent themselves to others.	10-15 minutes



Would you rather...

5-10 minutes

You won't need any resources for this activity, but you will need space for young people to move from one side of the room to the other.

Would you rather... is a short choices / dilemmas game that gets young people involved in decision making in a fun and interactive way, which can help to break down barriers.

Instructions:

Ask participants to stand in the middle of the room. Read out one statement at a time and ask participants to move to one side of the room or the other, depending on which statement they would prefer. (Eg, if they would rather have a robot best friend they should move to the left side, and if they'd rather have a pet dragon they should move to the right side of the room). They can't stand in the middle – they have to pick a side!

You can use the example statements below, or come up with your own.

Would you rather...

- Have a robot best friend OR a pet dragon?
- Live in a treehouse OR live in a castle under the sea?
- Be invisible for a day OR be super strong for a day?
- Always have to sing instead of talk OR always have to dance instead of walk?
- Travel to the past for a day OR travel to the future for a day?
- Be the star of a movie OR be the hero in a video game?
- Only eat pizza for a week OR only eat ice cream for a week?
- Be able to talk to animals OR be able to fly like a bird?
- Explore outer space OR explore the bottom of the ocean?
- Have a bag that never runs out of snacks OR have boots that let you jump over buildings?



Adaptations:

- If there isn't space to move around, young people could stand up / sit down, or put their hands on their head / on their knees to indicate their preference.
- If you have time, you could ask a couple of participants on each side of the room to explain why they've chosen to move to that side of the room.
- If you're playing this game online, you could assign each option a different reaction (eg, option A is a heart, and option B is a thumbs up), ask young people to type their preference in the chat, or ask young people to put their hands on their head / on their shoulders to indicate their preference.

Show me...

10-15 minutes

Participants will need around five random objects each. These objects could be items they have in their bag, things they can find in the room, or random objects you've laid out for them to use.

Show me... is a creative game to help participants think about how they interpret instructions and share an idea in a convincing way.

Instructions:

Give participants a few minutes to collect five random objects (if you have more time, you can ask them to find more than five objects). When everyone is back in their seats, ask everyone to show you something from the 'show me...' list below (eg, show me a hedgehog). They must pick one of their objects and hold it up for everyone to see. Go round the group and ask everyone in turn to convince you that the object they are holding is the thing you've asked them to show – their explanations can be as silly or creative as they want (Eg, if the young person is holding up a notebook, they might say 'this is a hedgehog because the pages look like spikes'). When everyone has had a turn, pick another item from the list below, or come up with your own list.

Show me... examples:

- A unicorn.
- A plant.
- A vehicle.
- Something you would use to keep dry in the rain.
- Something to entertain a toddler.
- Something that represents voting.
- Something that represents politics.



Participants can only use the random objects in front of them. They can only use each item once – when they've used that item, they should put it to the side, so they don't use it again.

Adaptations:

- If you don't have a lot of time, or if you have a big group, pick a few people in each round instead of asking everyone to explain every item.
- The list of 'show me...' items could be themed around the topic you are focusing on. For example, if you're focusing on voting you could ask to see a ballot box, a pencil, a microphone, etc.
- This game works well online when everyone has their camera on. If they don't have a camera, they could share a photograph of their item in the chat or just describe their item.



Are you listening?

5 minutes

For this activity, you will need slips of paper with individual words of a well-known phrase, slogan or rhyme – there are some examples at the bottom of this page.

Are you listening? emphasises the importance of listening skills and how hard it can be to take in lots of information at one time.



Instructions:

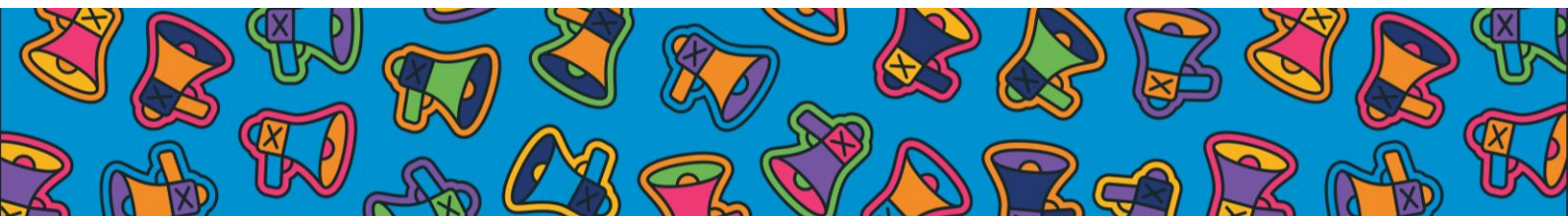
Split participants into groups of six. Ask one participant from each group to either leave the room, or to move away from their group so they can't see or hear what the group is saying. Ask the rest of the group to pick a well-known phrase, slogan or rhyme. Each participant will pick one word from the phrase. Call the person back into the room, shout "1, 2, 3" and then all at the same time the rest of the participants shout out their word from the phrase. The listener must make sense of the words and identify the phrase. The listener might find this hard to do. They may ask for it to be repeated twice and after that they must guess.

Adaptations:

- If you have a small group, split into two groups – one group will be the callers, and the other group will be the listeners who will work together to try and identify the phrase.
- You could extend the activity by asking the listeners or listening group to draw a picture representing the words they hear.
- If you are playing this game online, pick five people to be the callers and send them an individual word in a private message. They should unmute and call out their word at the same time. If a participant thinks they know the phrase, they can write it in the chat.

Examples (you can print these and cut them out but keep the words in each row together!)

Full phrase: Mary had a little lamb	Mary	Had	A	Little	Lamb
Full phrase: Old McDonald had a farm	Old	McDonald	Had	A	Farm
Full phrase: London Bridge is falling down	London	Bridge	Is	Falling	Down



One-word story

5 minutes

You don't need any resources for this activity

One-word story builds confidence, creativity, and listening skills while participants create a story together by taking turns saying one word at a time.

Instructions:

Sit or stand in a circle so everyone can hear each other easily. Choose a starting person – they will begin the story by saying one word. The person to their left adds a word, and so on to help the story grow.

Participants will need to listen carefully – the words should make sense and keep the story moving forward. The story can be silly, but it should be kind and appropriate.

End the game when the story feels complete, or after you've been all the way round the circle two or three times.

Adaptations:

- If you have time to play this a few times, you could add a new twist to the rules each time. For example:
 - Add sound effects – each person can either say a word *or* make a sound to build the story.
 - Add a picture or object to prompt the story – the story must connect in some way to the picture or object.
 - Set a theme (eg, politics, voting, campaigning, social media) – the story must connect to the theme.
 - Every third word should be said in a dramatic voice / every fifth word should be whispered / every sixth word should be an adjective, etc.
 - Each sentence must be a certain length (eg, no longer than seven words).
- If you are playing this game online, agree the order participants will speak in before starting the game – eg, this could be alphabetical order, or you could put a list of names in the chat so participants know when it is their turn to speak.





Gift for a day

10-15 minutes

For this activity, you will need a cup or bowl and slips of paper with 'gifts' written on them – there are some examples at the bottom of this page.

Gift for a day encourages imagination and self-expression by inviting participants to creatively explore how they would use a temporary, magical gift.

Instructions:

Explain that you are giving each person a gift which lasts only 24 hours. Give each participant a slip of paper with a 'gift' written on it – you can either allocate one per person, or ask them to pick one randomly from a bowl or cup. Go round the group and ask each person in turn to explain what they would do with their 'gift' – answers can be silly or serious!

Adaptations:

- If you have a big group, split participants into groups of two or three and give each group a gift. Ask each group to agree what they would do with their 'gift' and then act it out for the rest of the participants.
- If participants don't feel comfortable sharing out loud, they could draw a picture showing what they would do with their gift.
- If you are doing this activity online, give all participants the same gift and ask each person to either:
 - Draw a picture showing what they would do with their gift
 - Write in the chat what they would do with their gift.
 - Shout out in turn what they would do with their gift.

Examples:

A key that unlocks any door once	A watch that pauses time for five minutes
A pencil that makes anything you draw real	A bag that never feels heavy
A scarf that lets you speak any language	A seed that grows into whatever you need
A hat that lets you talk to animals	A bag that always contains one type of snack
A spoon that refuses one food you dislike	A coat that turns you invisible



My best friend Rob

10-15 minutes

You don't need any resources for this activity



'My best friend Rob' helps participants get to know each other in a playful, low-pressure way by using humour, creativity, and imagination to break the ice and build group confidence.

This is a silly game, and participants can give ridiculous descriptions, but they should be kind and try to make the descriptions clearly fictional. Participants should not make fun of or focus on real characteristics which might upset or cause harm to other people.

Instructions:

Have participants sit in a circle and introduce the person sitting on their right to the rest of the group.

The first person should start by saying, "This is my best friend Rob," and then say at two or three made up things about the person (e.g., she was the third person to land on the moon, he is 95 years old, they have a pet alligator). The more creative or ridiculous, the better! Once the person has been introduced by their "friend," they introduce themselves to the group, telling everyone their real name. Then they introduce the person to their right by making up things about the person. This continues until everyone in the group has had a chance to introduce themselves and the person to their right.

Adaptations:

- If you have a lot of participants, limit everyone to one made up characteristic – they can make it as ridiculous as they want (eg. 'This is my best friend, Rob; he rides his pet elephant to school every day.'). If you have a small group, participants can share more made-up characteristics about the person sitting to their right.
- If you're doing this activity online, pick one person to go first, and they will pick who goes next by describing them before introducing them. For example, 'My best friend Rob has brown hair and is wearing a blue jumper. She has seven ears, her favourite food is banana pizza, and she has twelve pet giraffes.' If a participant thinks they have been introduced, they could write 'that's me!' in the chat - they will go next.





Speed debate

5-10 minutes

You will need a timer for this activity.

Speed debate is a fast-paced game that enables participants to practise expressing and listening to different people's perspectives.

Instructions:

Have participants stand in two equal lines facing each other – each participant should have a partner in the opposite line. They need to be standing close enough that they can speak to and hear their partner. Name one line 'A' and the other line 'B'.

Pick a topic from the list of debate topic ideas below (or you can come up with your own topic or question) and set a timer for one minute. For one minute, everyone in line A will speak about that topic to their partner. Everyone in line B will listen to their partner but is not allowed to talk.

After one minute, shout 'CHANGE'. Everyone in line A will now listen to their partner while everyone in line B speaks about the same topic for one minute.

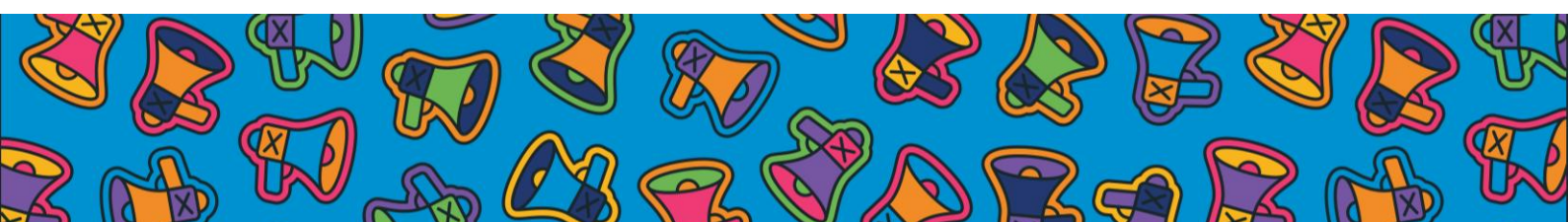
After one minute, shout 'SWITCH'. Everyone should take one step to the left. The player at the end of each line will now be without a partner, so they should swap to the opposite line (their new partner will now be the person who previously stood to their right).

Repeat the above with a new debate topic. You can do this a few times with a few different topics, to enable participants to share with more people.

Debate topic ideas:

- What is your favourite film / book / TV show / song / artist / food etc. [pick one], and why?
- Does politics have an impact on your life?
- Young people should be involved in making decisions that affect our lives?
- Should more young people be involved in politics?
- Should social media be banned for young people?

Adaptations:

- If you don't have enough space for a long line, participants can stand in two circles, with one circle outside the other.
 - This activity is difficult to run online but can work in breakout rooms of 3-4 participants.
- 



People bingo

5-10 minutes

For this activity, everyone will need a pen or pencil and a people bingo sheet (there are example sheets on the next page, or you can create your own). You will need space for young people to move around safely.

People bingo encourages participants to mingle and get to know each other by finding people who match different descriptions and filling their bingo card with unique names.

Instructions:

Give everyone a people bingo sheet and make sure everyone has a pen or pencil.

Participants move round the room asking each other if a statement applies to them. If someone answers yes that person signs their name in the box with the relevant statement.

Participants can only sign a card once, and they can't sign their own card!

The first person to fill their whole grid with different signatures shouts 'BINGO!' and the game ends.

Adaptations:

- If you don't have a lot of time, or if you are working with a very small group, you could end the game when the first player has signatures in a full row / column / diagonal / four corners, instead of the whole card.
- You could set a time limit (eg, three minutes) and see who has the most boxes filled when time is up.
- If you're doing this activity online, you could set up a digital bingo sheet (eg, <https://myfreebingocards.com/virtual-bingo>) and have participants ask questions verbally or in the chat to find out about each other.



**Find someone who...**

Ate cereal for breakfast	Has a 4-letter name	Has been on a plane
Enjoys sudoku	Loves spicy food	Can whistle
Took a selfie today	Is taller than you	Has an unusual hobby

Find someone who...

Has voted	Knows the name of their MSP	Has visited the Scottish Parliament
Has taken part in a consultation	Is registered to vote	Follows a politician on social media
Knows which constituency they live in	Knows the name of Scotland's First Minister	Has heard of the Scottish Youth Parliament





Low-fi social networking

10-15 minutes

For this activity, you will need one small piece of card per person (this can be roughly credit card sized or bigger), colouring pens or pencils, and blutak (optional)

Low-fi social networking is an activity to introduce participants to each other and to get them to start thinking about how they want to represent themselves to others. Participants will make and share trading cards which represent them and their personalities.

Instructions:

Hand out the colouring pens / pencils and one piece of card per person.

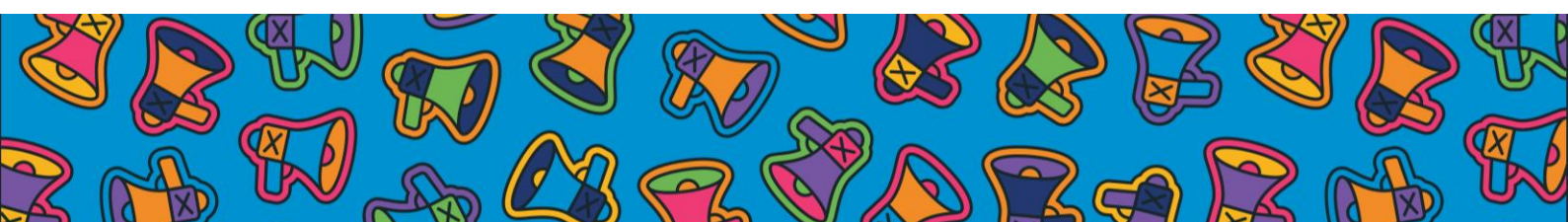
On one side of the piece of card, ask everyone to draw a self-portrait and write their name, a fun fact about themselves, and one issue they care about – give 2-3 minutes to do this, it doesn't need to be perfect!

Ask everyone to move around the room and trade cards with each other. People can trade as many times as they want, but they must read each card they get before they trade. After a few minutes, ask everyone to stand or sit in a circle, and one at a time ask everyone to introduce the person on the card they ended up with.

If there is time, participants can ask questions to the card's owner if they want.

Optional – stick the cards on the wall so everyone can see who is in the room.

Adaptations:

- If you have participants who struggle to read, draw, or write, have participants work in pairs to interview each other for one minute each – you can set specific questions, or ask them to share their name, a fun fact, and an issue they care about. After they have interviewed each other, ask participants to swap partners, and then to tell their new partner what they learned about their first partner.
 - If you're doing this activity online, you could:
 - Use a whiteboard function and ask everyone to draw a self portrait or create an image which represents them, then go round the group and ask them to introduce themselves and their drawing.
 - Ask participants to use the chat function to share a gif or an image which represents who they are and how they are feeling today.
- 



About the Scottish Youth Parliament

The activities in this section are designed to help young people to explore and understand what the Scottish Youth Parliament is and how we represent young people across Scotland.

Activity	Activity overview	Timings
SYP Elections 2026 - where your voice finds its place	A short video introducing the Scottish Youth Parliament elections 2026, available on YouTube at: https://youtu.be/hA9OeFRXZRY .	2 minutes
SYP quick facts	Five quick facts about the Scottish Youth Parliament you can reference during short sessions or use as prompts in longer sessions – this includes five options for longer activities you can carry out using the facts.	3-5 minutes (with longer options)
SYP presentation	A short presentation about the Scottish Youth Parliament and the 2026 SYP Elections.	10 minutes
SYP quiz		10 – 20 minutes
SYP word match	SYP word match will help young people to understand key words relating to the Scottish Youth Parliament while moving around the room and interacting with each other.	10-15 minutes
MSYP for a day	MSYP for a day will help young people understand the role of an MSYP and practise representing young people's views.	1 hour





SYP quick facts

3-5 minutes (plus extension activities)

You don't need any resources for this activity, although the quickfire activities on the following pages will need some resources and preparation in advance.

Five quick facts about the Scottish Youth Parliament you can reference during short sessions or use as prompts in longer sessions.

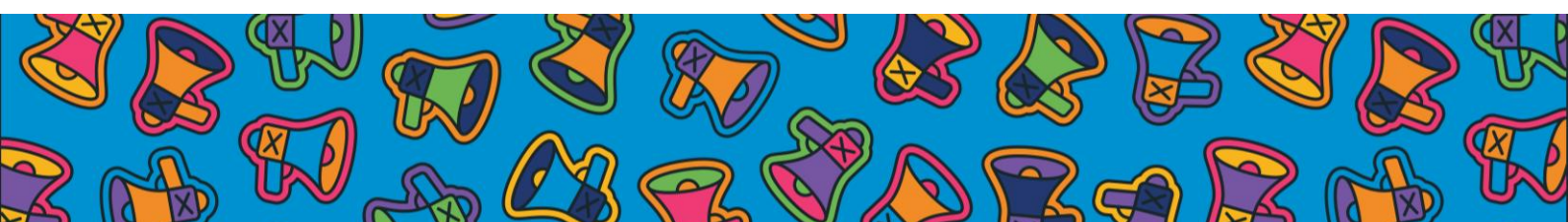
Instructions:

These five quick facts will help young people find out about the Scottish Youth Parliament if you don't have a lot of time.

Five quick facts about the Scottish Youth Parliament:

- The Scottish Youth Parliament campaigns for changes in young people's lives by raising young people's voices in spaces where decision makers are, locally, nationally, and internationally.
- The Scottish Youth Parliament defends young people's rights. They help young people to know their rights and feel confident sharing their views, and they challenge decision-makers to listen to respect and uphold young people's rights.
- Members of the Scottish Youth Parliament (MSYPs) are young people aged 14 – 25. Every two years, young people in every community in Scotland vote to choose which MSYPs will represent them. The next SYP Elections will take place in November 2026, and applications to stand as a candidate in the SYP Elections are open now – find out more at <https://syp.org.uk/elections-2026/>
- MSYPs consult young people in the area or organisation they represent to find out about the issues they care about and what they want to see change. MSYPs share these views with decision-makers to make sure young people's views inform their decisions.
- The Scottish Youth Parliament is politically impartial, which means they don't support any individual political party or campaign. Instead, SYP works with all political parties to make sure the issues that matter to young people can be discussed and openly debated.

You can read out the facts or show them on a PowerPoint slide, but if you have more time, you could use the facts in the quickfire activities shown in the table on the next page.



True or false (5-10 minutes)	Turn each of the facts into statements which are either true or false. Put a TRUE sign on one side of the room and FALSE on the other side of the room, and ask everyone to stand in the middle of the room. Read out one of the statements and ask participants to move to either the TRUE or FALSE sign. Reveal the answer and explain the fact. If you're doing this online, participants could use emojis (eg, 👍 = True / 🙅 = False) or type TRUE or FALSE in the chat.
Speed debate (5-10 minutes)	Use the five facts about SYP as prompts for the speed debate warm up activity.
In real life... (10-15 minutes)	Split participants into five groups, and give each group one of the facts. Ask each group to spend five minutes discussing what the fact they've been given might mean for them and their lives (or for young people in their community). After five minutes, ask each group to share what they came up with. If you're doing this online, split participants into five breakout rooms for their discussions. <i>Eg. SYP campaigns for change – young people told SYP they were spending a lot of money on buses to get to school, so MSYPs campaigned for cheaper bus travel. This led to the Scottish Government introducing free bus travel which everyone under 22 in Scotland can access with their Young Scot card.</i>
Fact stations carousel (10-15 minutes, although this could be turned into a longer project-type activity if you have time to deliver this over several sessions.)	Print out each of the five quick facts on a separate sheet of paper, leaving plenty of room for young people to write comments or questions. Stick the sheets of paper on a wall or spread them around tables. Ask young people to move around the room and read each fact and write on the sheet how the fact makes them feel or a question about the fact. After ten minutes, ask if anyone would like to share their reflections on what they have learned. If you're doing this online, use an online whiteboard to gather comments. If you have more time, split participants into five groups and give each group one of the sheets. Ask each group to spend time looking at the SYP website – www.syp.org.uk – to see if they can find the answers to any of the questions on their sheet. Ask each group to present their findings in an interesting way!
Design a poster (30-45 minutes)	Give everyone a blank sheet of paper and some colouring pens or pencils, and ask them to create a poster showing what they have learned about the Scottish Youth Parliament. Display the posters around the room and give everyone a few minutes to look at each other's creations in a gallery walk.



SYP presentation

10 minutes

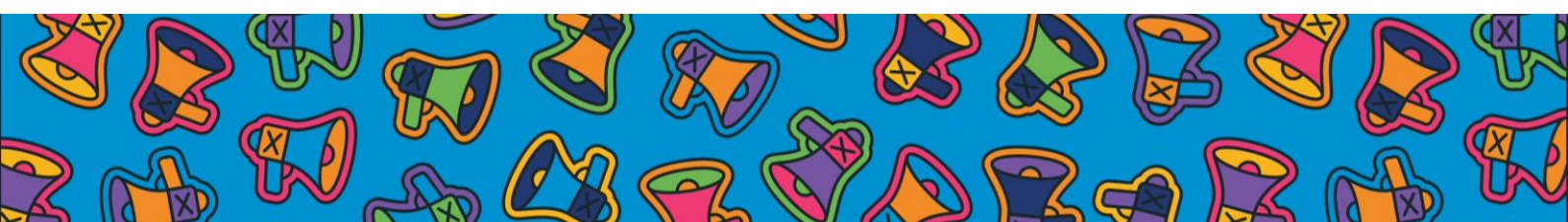
You will need a copy of the PowerPoint presentation for this activity – available [here](#).

A short presentation about the Scottish Youth Parliament and the 2026 SYP Elections.

Instructions:

Share the presentation on a screen and talk through the slides using the script below:

Slide 1: Title slide	Put your hand up if: • You use your Young Scot card to travel for free on the bus. • You have seen free period products in public toilets. • You have learned a musical instrument at school without having to pay for lessons. • You have heard of the United Nations Convention on the Rights of the Child (UNCRC). • You registered to vote in Scottish elections when you were 14 or 15. • You voted in the Scottish Parliament elections on 7th May. (Put up two hands if you were 16 or 17 when you voted!) All these things have something in common. Does anyone know what that thing might be? <i>(Take 2-3 comments from participants)</i> Has anyone heard of the Scottish Youth Parliament? <i>(Take 2-3 comments from participants)</i> All these things are issues the Scottish Youth Parliament has successfully campaigned for, to help make Scotland the best place for young people to grow up.
Slide 2: What is the Scottish Youth Parliament?	The Scottish Youth Parliament, or SYP, is a charity which represents all young people aged 12 to 25 who live in Scotland. SYP gives young people a platform to discuss the issues that are important to you. They exist to raise the voices of Scotland's young people, to make sure decision makers like MSPs and local councillors listen to you and involve you in making decisions that affect your lives.
Slide 3: SYP is Bold	Article 12 of the UN Convention on the Rights of the Child, or UNCRC, says that all young people have the right to express your views and for your views to be taken seriously by decision makers.



	In Scotland, this right was recently made into law because of campaigning by organisations like the Scottish Youth Parliament. The Scottish Youth Parliament empowers young people to know your rights and feel confident sharing your views, and they challenge decision makers to uphold your right to be heard.
Slide 4: SYP is Led by Young People	All the major decisions about what SYP does are made by young people who are Members of the Scottish Youth Parliament, or MSYPs. MSYPs are young people aged 14 - 25 from every part of Scotland who have been elected by young people in their community to listen to them, to represent their views, and to campaign for change.
Slide 5: SYP Elections 2026 - video	Play this video of MSYPs speaking about what SYP does (1 minute 11 seconds)
Slide 6: What do MSYPs do?	MSYPs represent young people in their local community or in a national voluntary organisation. They do this by: • Taking part in local youth voice and participation activities. <i>[You could share examples of these activities in your area or organisation]</i> • Consulting the young people they represent to find out what issues they care about and what they want to see change. • Meeting local decision-makers to share the views of the young people they represent and make sure decision-makers are upholding young people's rights by taking their views seriously. • Taking part in workshops and events where they share ideas and work with MSYPs from across Scotland to campaign for change. • Building skills and confidence, and making friends across Scotland.
Slide 7: SYP Elections 2026	Around 160 MSYPs are elected every two years, and the next elections will take place in November 2026. To be a candidate in the SYP elections, young people must be aged between 14 and 25 and live, work, or study in the community, or be a member of the national voluntary organisation they want to stand for. If you are interested in becoming an MSYP, you can either stand to represent your local community or a national voluntary organisation if you are a member of one of the organisations shown on the screen. <i>[Find out which national voluntary organisations are represented at SYP here]</i>
Slide 8:	SYP is for all young people.



Why should I get involved?	Young people get involved in SYP for lots of different reasons – you don't have to be interested in politics or in being a politician when you grow up. Most MSYPs get involved because they care about young people's rights, they want to make sure young people's views are heard by decision-makers, or they want to make a positive change in young people's lives. Some young people get involved because they care about specific issues, like equality, education reform, mental health, the environment, or justice.
Slide 9: How do I get involved?	Applications to stand for election are open now and will close in September. You can apply by visiting elections.syp.org.uk and filling in an application form. Candidates will be supported through the process by an Election Coordinator in your local authority or voluntary organisation. After you apply, your Election Coordinator will get in touch with you to let you know more about what the plans are. Through the summer, candidates in the SYP elections will have lots of opportunities to take part in events and local activities, to meet people around Scotland, to develop your skills, and to prepare your election campaigns. Then, in October, you'll campaign to let young people know about the SYP elections and encourage them to vote for you.
Slide 10: How do I vote for my MSYP?	If you aren't interested in standing for election, that's ok. You'll still be able to take part by voting for the candidates you want to represent you for the next two years. Voting will take place in the first two weeks in November, and the Election Coordinator in your area or organisation will share more information about how to vote closer to the time.
Slide 11: How else can I get involved?	There are lots of other ways you can have your voice heard through SYP. • Follow SYP on Instagram - @OfficialSYP – to keep up to date with all their current and upcoming campaigns. • SYP often runs surveys or other consultations to find out young people's views – these are shared by MSYPs and on SYP's socials. • Get involved in local youth voice and participation activities. <i>Add information relevant to your organisation or area.</i>





SYP quiz

20-45 minutes

Young people will need paper and a pen or pencil each, and access to the SYP website (www.syp.org.uk) and a word processing app (eg, Microsoft Word or notepad, or similar) in groups of two or three. If you want to use the Kahoot quiz, you will need access to a Kahoot account, and young people will need a phone, tablet, or laptop each to take part in the Kahoot quiz. You could also bring a small prize if appropriate.

This quiz is designed to help young people explore the Scottish Youth Parliament website, and to find out more about SYP and MSYPs.

Instructions:

Part 1 – 20 minutes:

Split participants into pairs or groups of three and give each group a copy of the SYP quiz questions (without the answers!). Direct them to the SYP website (www.syp.org.uk) and give them 15 minutes to find the answers to as many of the questions as they can.

Part 2 – 25 minutes:

Split participants into pairs or groups of three. Ask them to spend ten minutes looking at the SYP website (<https://syp.org.uk/>) and writing three questions for another group to answer. They should write their questions on a piece of paper and keep a note of the answers and the webpage where they found the answers in a separate word document. When everyone has their three questions, swap the question sheets with another group and give five minutes for participants to try and find the answers by searching on the SYP website. At the end of five minutes, swap the sheets back and mark the answers. *The aim of this activity is not to get the questions right – that's a bonus – but to spend time exploring the SYP website to find out more about what the Scottish Youth Parliament does.*

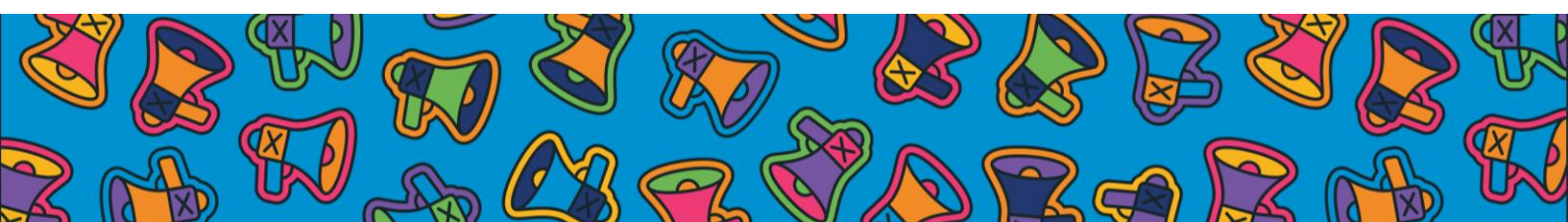
Adaptations:

- If you have access to a computer and screen, or if you are doing this activity online, you could create a PowerPoint presentation with the Part 1 questions split across two slides. Give five minutes for the first batch of questions and then change the slide to the second batch of questions for the remaining five minutes.





SYP quiz questions:

1. **SYP has five values. Name at least one of those values.**
[Youth-led, bold, ambitious, inclusive, politically impartial] - <https://syp.org.uk/about-syp/>
 2. **How many MSYPs sit on the SYP Board?**
[8] - <https://syp.org.uk/about-syp/who-is-in-charge/board/>
 3. **Name at least two of SYP's eight Subject Committees.**
[Culture & Media; Equalities, Human Rights and Social Security; Education and Lifelong Learning; External Affairs, UK & International Relations; Health, Wellbeing & Sport; Jobs, Economy & Fair Work; Justice; Transport, Environment and Rural Affairs] - <https://syp.org.uk/about-syp/who-is-in-charge/subject-committees/>
 4. **What is the name of SYP's Manifesto for 2026-2031?**
[Dear Scotland's Future] - <https://syp.org.uk/manifesto/>
 5. **What does the acronym NVO stand for?**
[National Voluntary Organisation] - <https://syp.org.uk/get-involved/join-us/>
 6. **How many different policies are in the 2026-2031 Manifesto?**
[31] - <https://syp.org.uk/manifesto/>
 7. **Between 2024 - 2026, what were SYP's three national campaigns focusing on?**
[Youth work, gender-based violence, mental health] - <https://syp.org.uk/our-work/campaigns/>
 8. **True or false. In SYP's 2023-2025 membership, 10% of MSYPs identified as belonging to a minority ethnic group other than White.**
[False. The percentage is 34%] - <https://syp.org.uk/members/our-diversity/>
 9. **What is SYP's username/handle on Instagram?**
[@OfficialSYP] - <https://syp.org.uk/contact-us/>
 10. **When is SYP's birthday?**
[30th June 1999. We're one day older than Scottish Parliament itself!] - <https://syp.org.uk/about-syp/our-story/>
- 



SYP word match

10 minutes

Print a copy of the large-print word match list and cut out each box so you have a pile of words and a pile of definitions, with one card per participant (jumble them up to make it trickier).

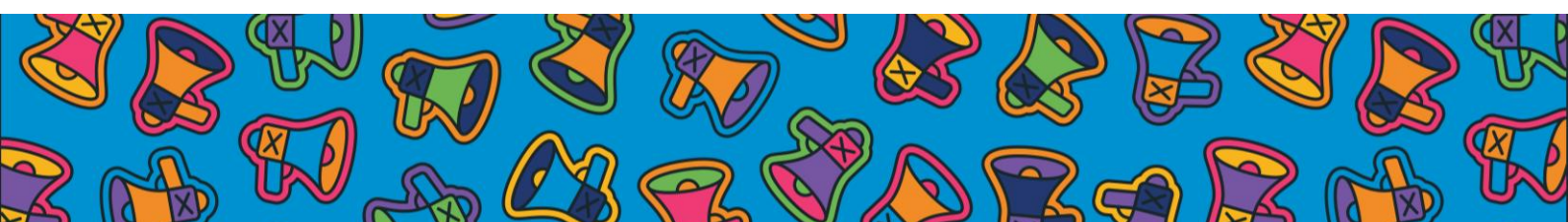
SYP word match will help young people to understand key words relating to the Scottish Youth Parliament while moving around the room and interacting with each other.

Instructions:

This activity is a good starter activity to get participants into pairs and could be used as a warm-up activity for a longer session.

Give each participant a card containing *either* one word *or* one definition from the SYP word match list on the next page. Ask them to move around the room to find the person who has the word or definition which matches their card. Eg, if they have the word 'MSYP', they should find the person who has the definition for that word. When they have found their partner, ask them to sit down together. When everyone is sitting down, go round each group and ask them to read out their word and its definition. If they are incorrect, ask if anyone else thinks they have the correct definition – ask participants to swap places with the person who has the correct definition.

Adaptations:

- If you are working with a small group, or if participants will struggle to move around the room or feel uncomfortable speaking in front of a large group, split participants into groups of three or four and give each group a full set of SYP word match cards. Give them 5-7 minutes to match each word with its definition, then read out the answers (or show the answers on a presentation).
 - If you are doing this activity online, we have set up a Kahoot quiz with ten of these words, which you can access [here](#) (you will need to log in to a Kahoot account to play this game).
 - If you are doing this activity online and don't have access to a Kahoot account, you could use a multiple-choice quiz in a PowerPoint presentation (there is one you can use [here](#)) and ask young people to write down their answers or share the right answer in the chat.
- 



SYP word match answers:	
Scottish Youth Parliament (SYP)	A charity in Scotland that helps young people aged 12–25 to make change.
MSYP	A young person who is chosen to speak for the young people in their area.
Youth-led	Activities or decisions which are made by young people.
Democracy	A way of making decisions where people can have a say.
Participation	Sharing your views and taking part in making decisions.
Representation	Speaking on behalf of a group of people to share their views and ideas.
Policy	Rules or plans that help governments or organisations to make decisions.
Campaign	A set of actions to raise awareness or push for change.
Manifesto	A document explaining what a person or organisation believes in and wants to change.
Consultation	The process of asking people what they think before a decision is made.
Equality	Making sure everyone is treated fairly.
Inclusion	Making sure everyone feels welcome and supported to fully take part.
Human Rights	Basic rights and freedoms that everyone has.
Youth Voice	Young people being heard and able to influence decisions.
Constituency	The local area or group that an MSYP represents.
National Sitting	A meeting where MSYPs come together to talk, debate and vote on issues.





SYP word match: print this page and cut out each box, separating the words from their definitions.

 Scottish Youth Parliament (SYP)	A charity in Scotland that helps young people aged 12–25 to make change.
 MSYP	A young person who is chosen to speak for the young people in their area.
 Youth-led	Activities or decisions which are made by young people.
 Democracy	A way of making decisions where people can have a say.
 Participation	Sharing your views and taking part in making decisions.
 Representation	Speaking on behalf of a group of people to share their views and ideas.
 Policy	Rules or plans that help governments or organisations to make decisions.
 Campaign	A set of actions to raise awareness or push for change.





 Manifesto	A document explaining what a person or organisation believes in and wants to change.
 Consultation	The process of asking people what they think before a decision is made.
 Equality	Making sure everyone is treated fairly.
 Inclusion	Making sure everyone feels welcome and supported to fully take part.
 Human Rights	Basic rights and freedoms that everyone has.
 Youth Voice	Young people being heard and able to influence decisions.
 Constituency	The local area or group that an MSYP represents.
 Advocacy	Speaking up for other people's rights and views.





MSYP for a day

1 hour

For this activity, you will need flipchart paper, colouring pens or pencils, sticky notes, and a small box or a bowl to use as a ballot box. Blutak is optional.

MSYP for a day will help young people understand the role of an MSYP and practise representing young people's views.

*This activity will involve young people thinking about issues they care about. Be aware of any potential risks or safeguarding concerns which young people in your group might raise during this activity and take steps to address these in line with your organisation's safeguarding procedures. Ask participants not to share any personal information or information which might be upsetting or harmful to other people. There is signposting information in the **'Useful links'** section.*

Instructions:

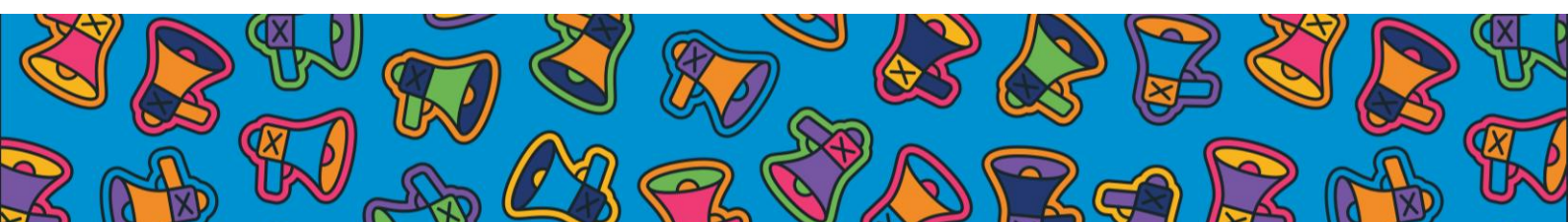
Explain that everyone is going to imagine they are a Member of the Scottish Youth Parliament – share the information about who MSYPs are (see box below) if you haven't already covered this earlier in the session.

Who are MSYPs?

Members of the Scottish Youth Parliament (MSYPs) are young people aged 14 – 25. They are elected every two years to represent young people in every community in Scotland. This includes:

- Taking part in youth voice and participation activities in their local area or organisation, like the local youth forum or youth council.
- Consulting young people in the area or organisation they represent to find out about the issues they care about. Consulting lots of different people helps MSYPs to understand a range of different views and experiences.
- Meeting with local decision-makers, like Councillors and Members of the Scottish Parliament (MSPs) to share the views of the young people MSYPs represent.
- Campaigning for change and taking part in local and national events, like SYP Sitings and online workshops.
- Attending trainings and meetings to develop their confidence, skills and experiences.
- Meeting young people across Scotland and making new friends.

Split participants into pairs or groups of three. Give everyone five minutes to discuss issues they care about, and to pick one issue everyone in their group cares about. Give each group a piece





of flipchart paper and some colouring pens or pencils and ask them to write that issue at the top of the paper. Then ask them to draw three columns, and add the questions shown below, so the top of their sheet of paper looks like this:

Issue:		
What do you think about this issue?	How does this issue affect young people?	What would make this issue better for young people?

You could save time during the session by creating these sheets beforehand, and have the groups just write the issue they want to focus on at the top of the sheet.

Explain that MSYPs must listen to others, not just share their own views, so they are going to carry out a short consultation to find out what other people think about their issue.

Lay out all the flipchart papers around the room, with enough space for young people to move around. Give everyone fifteen minutes to look at all the flipchart papers individually and to draw or write their answers to the three questions on as many of the flipcharts as they can.

After fifteen minutes, groups should collect their original flipchart. Give them five minutes to look at all the responses. For each of the three questions, they should highlight two or three key points they think are most important.

The example below is for illustrative purposes, informed by SYP and Young Scot's 'Young People and Politics' research findings, available [here](#).

Issue: All young people should learn about politics at school		
What do you think about this issue?	How does this issue affect young people?	What would make this issue better for young people?
Politics is boring I do Modern Studies so I already learn about politics. It's important for young people to learn about politics. It isn't as important as things like mental health or climate change. We already have to learn too much at school.	If young people don't learn about politics, they won't vote when they are adults. Politics doesn't affect me. Learning about politics will help me know how to get involved in my community. Adults don't listen to us. It will help us understand what politicians actually do.	Make it fun. Add it into subjects we already learn so it isn't adding more stress. Nothing, politics is boring. Give us more information about what politics actually is. Make adults listen to us.





Next, give participants twenty minutes to prepare a one-minute speech to convince other people to vote for their issue to be the next imaginary Scottish Youth Parliament campaign. In their speech, they should include:

- What is the issue?
- How many young people did you consult?
- What do young people think about this issue?
- How does this issue affect young people?
- What action should be taken to make this issue better for young people?

Bring everyone together for a mock MSYP meeting. Each group will give their speech and then participants will vote to decide which issue should be the next imaginary Scottish Youth Parliament campaign.

Ask each group to give their speech. After each speech, if there is time you could invite questions or comments from the rest of the participants, but these must be respectful and not criticise anyone or their speeches.

When everyone has given their speech, give everyone a sticky note and a pen or pencil. Give participants two minutes to write down **one** issue they have heard about today which they would like the imaginary Scottish Youth Parliament to campaign on. For fairness, they cannot vote on their own topic. All votes should be folded in half and put in the 'ballot box' or they won't be counted.

Count the votes and announce which issue was most popular.

Wrap up by reminding participants that all young people's voices matter, and even if their issue didn't win this vote, all the issues discussed today are important and change starts when young people speak up.

Adaptations:

- If you have time during the session, or if you would like to extend this activity into another session, you could use activities in the 'Use your voice' section to help young people create their own campaigns or find out about existing campaigns on the issues they care about.
- If you are doing this activity online, use breakout rooms for young people to work in groups. Whiteboards or online polls or surveys can be used to gather young people's views on issues in place of flipchart paper.





Know your rights

The activities in this section are designed to help young people to explore and understand their rights.

Activity	Activity aim	Timings
Rights charades	Rights charades will get young people moving around and checking their knowledge of the UNCRC articles.	10 - 15 minutes
Word association	Word association can be used as a warm up activity to explore young people's existing awareness and understanding of a topic or issue.	5 - 10 minutes
Seven-word stories	Seven Word Stories will help young people to explore and express their understanding of rights by creating impactful short stories.	15 minutes
Know your rights scavenger hunt	Know your rights scavenger hunt involves working in teams to search for items which represent young people's rights.	30 - 45 minutes
Rights detective	Rights detective will help young people explore and identify where rights appear in their real life	30 - 45 minutes





Rights charades

10-15 minutes

For this activity, you will need cards with individual UNCRC articles written on them – for example, you could use the CYPSCS UNCRC poster ([here](#)) or Play Scotland's UNCRC poster ([here](#)).

Rights charades will get young people moving around and checking their knowledge of the UNCRC articles.

Instructions:

Depending on the group size, split into smaller groups of around four or five participants. Give each group a small pile of folded cards. Each card has a UNCRC right written on it.

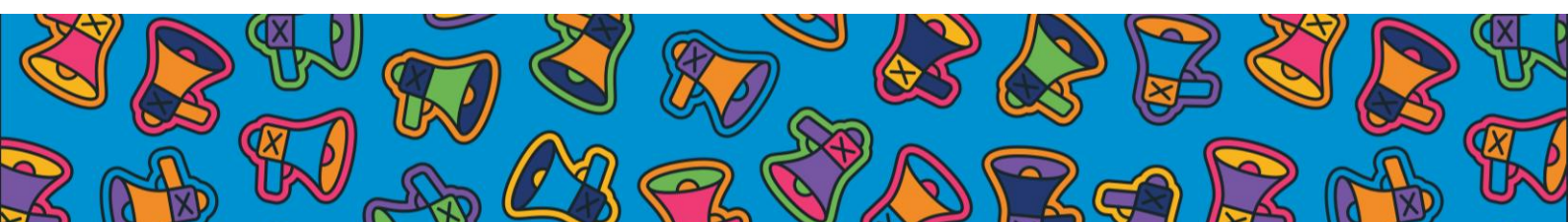
Give participants around eight minutes (or longer if needed) to guess as many rights as possible. Try to give everyone the chance to act at least once if they want to.

One person at a time takes a card and acts out the right without speaking. The rest of the group tries to guess which right it is.

- If the group guesses correctly, place the card on the “Yes” pile.
- If the group can't guess, you can pass and place the card on the “Pass” pile.

Try to encourage everyone to have a turn acting, but it is ok if they don't feel comfortable acting – they can pass and help by guessing instead.

Adaptations:

- If young people don't feel comfortable acting, participants could draw a picture which represents the right they have chosen – give them a set time (eg, 30 seconds or 1 minute) to make it a quickfire game.
 - You could ask participants in their group to create a freeze-frame which represents the right they have chosen, and ask other groups to guess which right they are representing.
 - If you are doing this activity online, you could pick one person to act out a right and ask everyone else to write their guess in the chat box or to raise their hand when they think they know what the right is. Alternatively, you could ask each participant to find an object which represents a right. Ask them to hold up their objects one at a time, and see if others can guess which right that object represents.
- 



Word association

5-10 minutes

You will need a ball of wool or string for this activity (optional)

Word association can be used as a warm up activity to explore young people's existing awareness and understanding of a topic or issue.

Instructions:

Standing in a circle, ask participants in turn to share one word or phrase that comes to mind about what 'rights' mean for them. As they do this, they will throw a ball of string to another person in the group, who will speak next.

Once everyone has spoken, the group will have created a web connecting everyone to each other. This web symbolises that young people's rights are interconnected.

Adaptations:

- If you are playing this game online, give a prompt and then when the facilitator says "GO" everyone types one word into the chat. The facilitator reads out the words in the order they were shared.
- If you have access to the internet, participants could search for and share an emoji, meme or gif which represents the topic instead of shouting out a word.
- If you don't have a ball of wool or string, participants could draw a symbol or image that comes to mind rather than using words.
- Instead of asking each participant to shout out the first word that comes to mind, you could ask them to say a word that relates to the word the previous person said.





Seven word stories

20 minutes

For this activity, you will need slips of paper, a box or bowl, sheets of A4 paper, and pens.

This activity has been inspired by the Children and Young People's Commissioner Seven Word Stories resource, available [here](#).

Seven Word Stories will help young people to explore and express their understanding of rights by creating impactful short stories.

Instructions:

A seven word story is 'A complete story told in seven words'!

Give participants five slips of paper each and ask them to individually write down five words relating to the theme of 'rights' (one word per slip of paper). Gather all the slips of paper in a box or bowl.

Split participants into pairs, and ask each pair to pick three slips of paper at random from the box or bowl.

Give each pair 10 minutes to write as many stories as they can using the three words on their slips of paper as inspiration.

Ask each pair to pick one of their stories and to share it out loud with the rest of the group.

Adaptations:

- If you are doing this activity online, you could use the Word Association game to gather a list of random words, and ask participants to write their own seven word stories to share with the rest of the group.
- To extend this activity, young people could turn their stories into a poster (eg, using the collage or photo journal activities later in this pack), a set of social media posts, or a stop motion video or gif. You could also collect the stories for a collaborative display or booklet, and display them in your meeting place.





Know your rights scavenger hunt

30-45 minutes

For this activity, participants will need a copy of the scavenger hunt sheet on the next page (one copy per group of 3-4 participants). In teams, young people will also need a camera and a pen, one post-it note, coloured paper, scissors, and sticky tape. You could also use a small prize for the winning team.

Know your rights scavenger hunt involves working in teams to search for items which represent their rights.

Instructions:

Split young people into teams of four or five and give each group a copy of the scavenger hunt sheet on the next page. Lay out the other resources in the centre of the room.

Set clear boundaries of where the groups can and cannot go, and give them about 30 minutes to complete as many of the tasks on the scavenger hunt sheet – you can give them more time if you have time available.

After 30 minutes, bring everyone back together and ask each group to show the items they have found or created. Each group can keep track of their own points.

Hand out a prize to the team with the most points if you would like to!

Adaptations:

- If you're doing this activity online, you could ask participants to do each of the activities independently – give them a time limit for each activity to make it competitive.
- For the photograph items, ask young people to take a photo and share it in the chat.
- For the find-it items, ask young people to find one item in turn, bring it back and show it to the group, and then read out the next item.





Rights Scavenger Hunt:

- You must stay within the boundaries set by your group leader.
- Follow the prompts on the sheet to gain points in your team.
- Stick together as a team and go at the speed of the slowest person.
- Don't break or damage anything.
- Check with the owner if you can take items, and make sure you return them at the end.
- You must be back in the room at the time given.
- Have fun and don't be afraid to get creative!

PHOTOGRAPH IT (1 point/task) Take a team photo: • With the Scottish flag • Of something sustainable • Of something that helps you learn • Somewhere you feel safe • Of something you use to play or relax • Doing self-care • Doing activism • Expressing yourselves • Of something that protects you • Somewhere you feel listened to • Of something showing respect or fairness	MAKE IT (2 points/task) Let your creativity shine: • Decide your team name • Design a team flag • Come up with a team motto • Make the letters RIGHT using only your team members • Make something representing a UNCRC right using one sticky note. • Make a paper chain with at least ten different links, with a right on each link. • Write and perform a poem about your favourite UNCRC right (no AI!)
FIND IT (1 point / item) Find an item to represent each of the following rights: • Something that shows equality or inclusion (Right to non-discrimination – Article 3) • A trusted adult young people can talk to (Right to guidance and Support – Article 5) • An item that shows young people's identity (Right to an identity – Article 8) • Something that shows young people's views matter (Right to be heard – Article 12) • An item showing young people are respected (Right to dignity and respect – Article 16) • Information for young people (Right to information – Article 17) • Something that represents health or wellbeing (Right to health – Article 24) • Something that helps you learn (Right to education – Article 28) • An item for play or fun (Right to rest, play and leisure – Article 31) • An item that helps you learn about rights (Right to know your rights – Article 42)	





Rights detective

30-45 minutes

For this activity, you will need a list of the UNCRC Articles for each group (you could use the Unicef UNCRC summary [here](#)), paper and pens. Cameras are optional.

Rights detective will help young people explore and identify where rights appear in their real life

Instructions:

Explain that participants will look for examples of children's rights in action.

In pairs or groups of three, give participants 15 minutes to look round the room or the building / area you are in to look for examples of rights being respected – agree the boundaries before starting this activity to make sure participants know where they can or can't go.

Examples could include:

- Playground facilities (right to play)
- Suggestion boxes (right to be heard)
- Accessible entrances (non-discrimination)

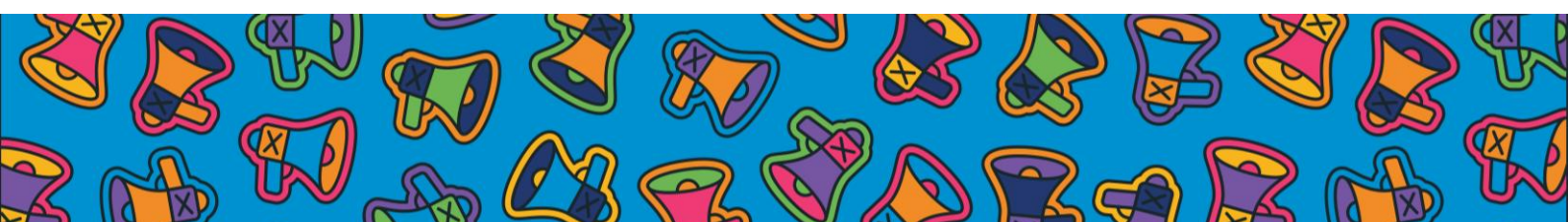
Ask each group to write notes, draw pictures, or take photos each time they find an example of rights being respected. They should keep a note of which rights 'in action' they can find.

When everyone is back in the room, ask each group to share their findings with the group. If you have a large group, you could ask pairs / groups of three to compare their findings with another pair or group of three instead of sharing with the whole group.

After each group has shared their findings, facilitate a group discussion considering these questions:

- Which rights were easy to spot?
- Which rights were missing?
- What improvements could be made?

Adaptations:

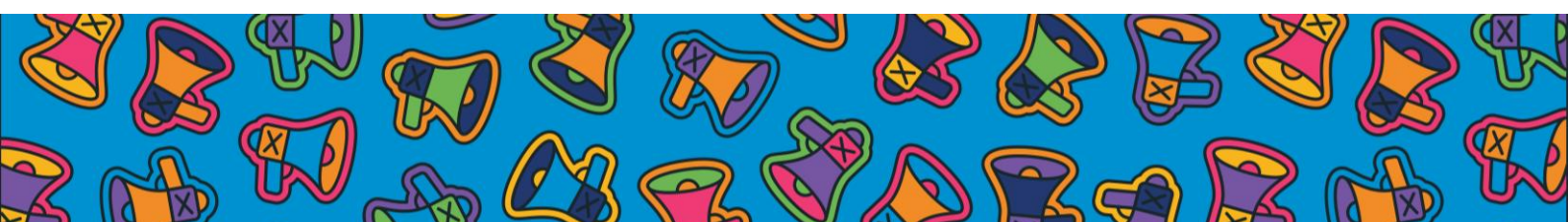
- If you're doing this activity online, you could ask participants to look around the room they are in – give them five minutes. When everyone is back, ask them to share one or two examples they found and explain which right(s) it relates to. You could make it more challenging by asking them not to repeat a right which has already been discussed. If participants are photographing items, ask them to share their photos in the chat.
 - If participants aren't able to move around the room or space you are in, you could search for examples of rights in action in newspapers or magazines instead.
- 



Use your voice

The activities in this section are designed to help young people to explore the issues that matter to them and how they can use their voice to share their views and influence change.

Activity	Activity aim	Timings
Take part in a Scottish Youth Parliament consultation	This activity gives young people an opportunity to directly inform SYP's current and upcoming campaign and advocacy activities.	15 – 20 minutes
Agree or disagree	Agree or disagree... is a short choices / dilemmas game that gets young people involved in decision making in a fun and interactive way. It builds on the 'Would you Rather' warm up activity.	10 – 15 minutes
Diamond nine	Diamond nine is a prioritisation activity which can help young people work together to think about the most important issues affecting young people.	40 minutes
Silent debate	Silent debate gives young people space to share their views and ideas in a reflective way, while encouraging them to engage with and respond to the perspectives of others.	30 – 40 minutes
Issues collage	Issues collages will help young people explore, discuss, and express their views, feelings, and experiences about a topic or issue using visual prompts and creativity.	1 hour
Photo journals	Photo journals can be used to gather young people's views and experiences of a topic or issue through photography.	1 hour
Elevator pitch	Elevator pitches are short summaries of a topic or issue that can be delivered quickly to capture someone's interest.	30 minutes
Letter to a decision-maker	Letter to a decision-maker will help young people to contact a decision-maker to ask them to take action on an issue young people care about.	30 – 45 minutes





Take part in a Scottish Youth Parliament consultation

15-20 minutes

For this activity, young people will need access to a computer or other device to fill in an online survey.

This activity gives young people an opportunity to directly inform SYP's current and upcoming campaign and advocacy activities.

Instructions:

Explain that the Scottish Youth Parliament regularly carries out consultations to find out young people's views on a range of different issues and topics.

SYP currently has two live consultations for young people to share their views:

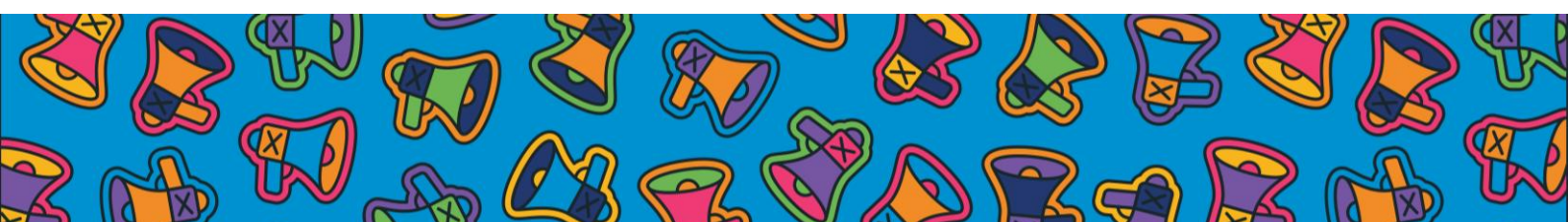
- **Young people's online lives – closes at 9am on Friday 18th September 2026.**
<https://forms.cloud.microsoft/e/KAVtsyfxYh>
- **Choose the next SYP national campaigns! – closes at the end of October 2026.**
<https://tinyurl.com/4a75y96n>

Explain that it is important for young people to take part in consultations because the decisions being made often affect their lives directly. Sharing your views through a consultation or a survey is important because:

- Adults often make decisions about young people's lives. Taking part in a survey or consultation helps to make sure young people's voices are part of those conversations.
- By taking part in these consultations, young people's views will help shape Scottish Youth Parliament campaigns, which can lead to real and meaningful change for young people.
- Your experiences can help decision-makers better understand what life online is really like for young people today.
- The more young people who take part, the stronger the evidence and the harder it is for decision-makers to ignore young people's views.
- Your responses could help challenge assumptions and stereotypes about young people's lives, views, and experiences.

Share the survey links with young people and ask them to spend some time responding.

Adaptations:

- If you don't have time for young people to fill in both surveys during your session, please share the links with them and encourage them to respond in their own time.
- 

- You could encourage young people to promote these surveys to other young people in their community, in the following ways (as appropriate for their age and stage):
 - Share the survey on your socials, and encourage others to nominate three friends to fill it in.
 - Use Instagram or TikTok stories with a countdown sticker to the deadline.
 - Record and share a video of yourself talking about why this survey matters.
 - Share the survey with young people at school, college, uni, or any other groups you're in.
- If you have more time, you could hold an open discussion with the young people in your group to help them identify other ways they can promote these surveys.

More information about these surveys:

Young People's Online Lives	Choose the next SYP national campaigns!
SYP is working with the Scottish Government's Children and Young People's Mental Health and Wellbeing Policy Team to explore young people's views and experiences of screen time and online life, and the impact this has on their mental health and wellbeing. This research will include an online survey and a series of focus groups with young people across Scotland. The findings from this research will be published in a report in October 2026. The report and recommendations will inform the Scottish Government's policy work relating to young people's online lives and their wellbeing, as well as SYP's Mind Yer Time project and our campaigning on mental health, digital and information literacy, online safety, and the UK social media ban.	Each SYP membership focuses on three campaign priorities. These campaigns are based on the issues young people across Scotland think are the most important or urgent issues for MSYPs to take action on. In December or January, MSYPs will vote for the three issues to be the focus of our national campaigns for the next two years. To help MSYPs decide which issues SYP should campaign on for the next two years, SYP is asking young people aged 12-25 to fill in a short survey. The results of this survey will be shared with MSYPs in November to help them decide about which issues to choose on behalf of the young people in their communities.

Agree or disagree

10-15 minutes

You won't need any resources for this activity, but you will need space for young people to move from one side of the room to the other.

Agree or disagree... is a short choices / dilemmas game that gets young people involved in decision making in a fun and interactive way. It builds on the 'Would you Rather' warm up activity.

Instructions:

Ask participants to stand in the middle of the room. Read out one statement at a time and ask participants to move to one side of the room or the other, depending on whether they agree or disagree with the statement. (Eg, if they agree with the statement, they should move to the left side, and if disagree they should move to the right side of the room). They can't stand in the middle – they have to pick a side!

After young people have moved to their preferred side, ask a few young people from each side to share why they agree or disagree with the statement. Take views from both sides, and then ask if anyone has changed their mind based on what they have heard. Explain that it is okay to disagree with each other. Respectfully listening to different opinions and experiences helps us understand one another better and can give us new ways of thinking about an issue.

You can use the example statements below or come up with your own.

Do you agree or disagree...

- The national curriculum and assessments should be reformed.
- Financial education should be available to all young people in Scotland.
- There should be more support for young people's mental health.
- Public transport services should be more accessible and more reliable.
- The free bus travel scheme for under 22's should be expanded up to the age of 26.
- Social media should not be banned for under 16s.
- Everyone aged 16 and over who lives in the UK should be able to vote in UK elections.
- There should be more spaces specifically for young people in local communities.
- Action is needed to tackle the climate crisis.
- All young people should have access to free school meals.



All of these statements have been adapted from existing Scottish Youth Parliament manifesto positions – more information is available at: <https://syp.org.uk/manifesto/>



Adaptations:

- If there isn't space to move around, young people could stand up / sit down, or put their hands on their head / on their knees to indicate their preference.
- If you're running this activity online, you could assign each option a different reaction (eg, agree is a heart, and disagree is a sad face), ask young people to type their preference in the chat, or ask young people to put their hands on their head / on their shoulders to indicate their preference.





Diamond nine

40 minutes

For this activity, participants will need access to 'Dear Scotland's Future' – the Scottish Youth Parliament's 2026-31 youth manifesto (available [here](#)), a copy of the diamond nine handout, nine sticky notes or small pieces of paper, and pens or pencils.

Diamond nine is a prioritisation activity which can help young people work together to think about the most important issues affecting young people.

Instructions:

Arrange participants into small groups of around three or four. Give each group a copy of the diamond nine handout and the link to 'Dear Scotland's Future' – the Scottish Youth Parliament's 2026-31 youth manifesto (available [here](#)),

In groups of three, give participants around 15 minutes to look through 'Dear Scotland's Future' and pick the nine issues their group feels have the biggest impact on Scotland's young people. Write each issue on a separate sticky note or small piece of paper.

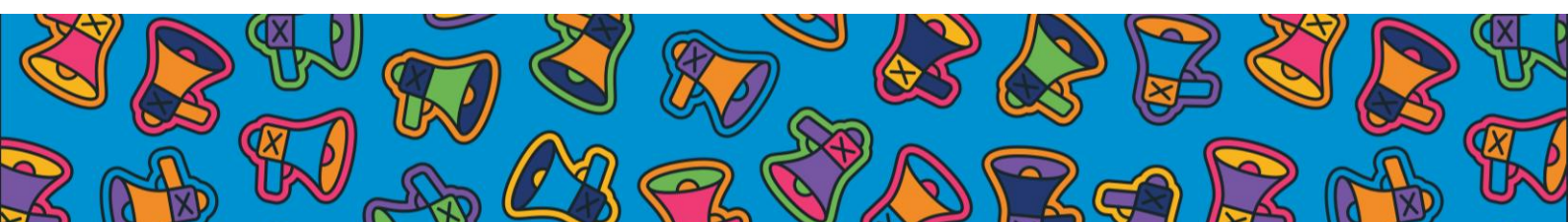
When the groups have chosen their nine issues, give them about 15 minutes to discuss the issues and try to rank them in order of importance, with the most important for decision makers to address in the top square, and the least important in the bottom square. They can move their sticky notes or small pieces of paper around in the diamond formation while they're discussing and then add their final order onto the handout when everyone has agreed.

Ask each group to give verbal feedback by sharing their top three issues and explaining why they felt these are the most important for decision-makers to address. If there is time, you could

Adaptations:

- This activity is difficult to do online, but you could use an online whiteboard or survey to ask young people to rank issues individually and then hold a debate or discussion to explore participants' views on the issues they ranked most important.
- You could extend this activity by pairing groups and asking them to compare their priority issues, looking at areas of similarity and difference. Groups could then try to agree a new diamond which combines the issues on both groups' original lists.
- Combine this activity with the following activities to give young people space to explore ways they could take action on their most important issue:
 - **Silent debate** – write the top issue identified by each group on separate pieces of flipchart, and ask participants to share their views on each issue.



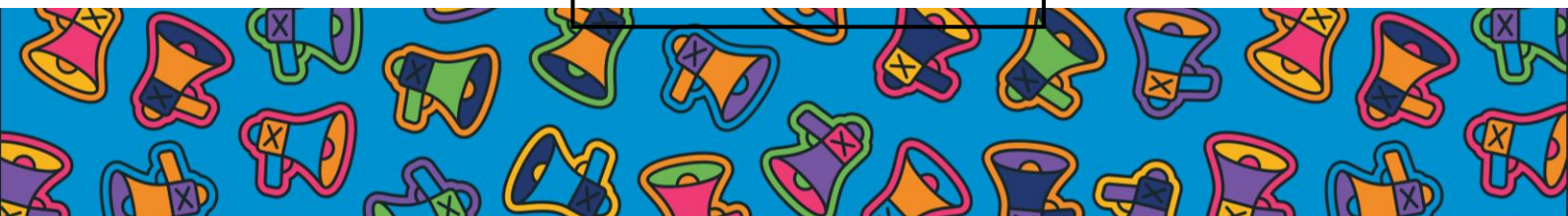
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- **Issues collage** – ask each group to create a collage about the issue they identified as most important for decision-makers to address.
 - **Photo journal** – challenge participants to take photographs of things relating to their most important issue, and to create a journal or presentation explaining why this issue needs to be addressed.
 - **Elevator pitch** – write an elevator pitch to briefly introduce the top issue.
 - **Letter to a decision maker** – write a letter to a local decision maker to let them know why the top issue needs to be addressed.
- 



Diamond nine – instructions:

In groups of four, look through ‘Dear Scotland’s Future’ – SYP’s 2026-31 youth manifesto, and pick the nine issues you think are most important for young people. Rank them in order of importance, with the most important issue in the top square, and the least important in the bottom square. You have about 20 minutes.

The most important
issue is...





Silent debate

30 - 40 minutes

For this activity, you will need flipchart paper (or A3 paper), colouring pens or pencils, sticky notes, and sticky dots (optional).

Silent debate gives young people space to share their views and ideas in a reflective way, while encouraging them to engage with and respond to the perspectives of others.

Instructions:

Identify a topic or issue young people would like to discuss, or a topic / issue you would like the young people to share their views on – you could use the ‘Diamond Ranking’ or ‘Agree or Disagree’ activities to identify the topic or issue.

Write the following questions on separate sheets of flipchart / A3 paper – one question per piece of paper (see ‘Adaptations’ below for alternate questions):

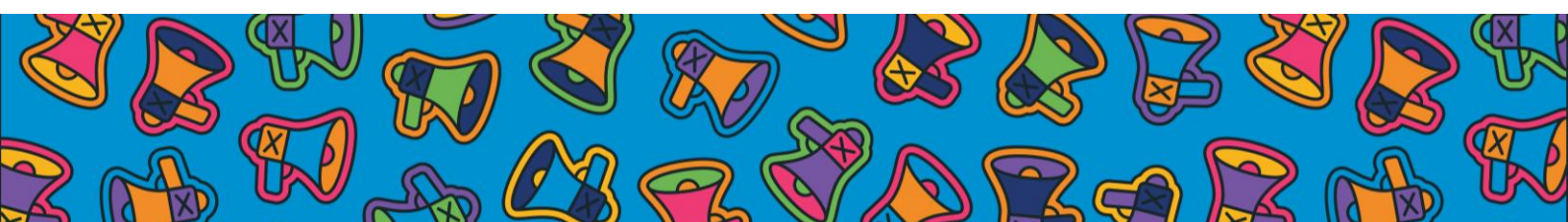
- How does this topic/ issue affect young people?
- What needs to change to make this topic / issue better?
- Why is it important to make change to this topic / issue?
- What do adults need to know about this issue?

Spread the flipcharts around the room, ensuring there is enough space for small groups to gather around each one. Explain that this activity takes place in silence to allow everyone an equal opportunity to contribute and to encourage thoughtful responses.

Participants can start at any flipchart. Ask them to read the question and write their response directly onto the flipchart. They can also respond to, build on, challenge, or ask questions about comments already written by others, and they can use arrows, circles, symbols, or additional comments to show connections between ideas. Participants should stay silent throughout the activity and communicate only through their written contributions.

- Remind participants that it is ok to disagree with an idea, but responses should always be respectful.
- Encourage participants to read existing comments before adding their own so that they can engage with the discussion rather than simply adding standalone answers.
- Highlight that people may have different opinions because they have different experiences and backgrounds, and that considering a range of perspectives can help deepen understanding of an issue.
- Monitor the room to ensure silence is maintained and that all participants can engage.

After about 5 minutes, invite everyone to move to a different flipchart and repeat the process.





Continue rotating around the room until participants had the opportunity to respond to all the questions.

At the end of the activity, invite participants to walk around and read the completed flipcharts. You could also give them each three sticky dots and ask them to use these to 'vote' for the three comments they feel are most important.

When everyone has had time to look over the completed flipcharts, facilitate a 5-10 minute discussion to gather young people's reflections on:

- Common themes that emerged.
- Areas of agreement and disagreement.
- Surprising or thought-provoking comments.
- What participants learned from reading other people's perspectives.

Adaptations:

- If you're doing this activity online, you could use an online whiteboard instead of flipchart.
- Using sticky notes instead of writing on flipcharts can make this activity easier for young people who are uncomfortable writing in front of others, and allows participants to move comments around and group similar ideas.
- Allow participants to draw symbols, pictures, diagrams, or emojis alongside written comments to help participants who may find writing challenging. Participants can also work quietly in pairs if they are unsure about responding individually.
- Use different coloured pens for each round (eg, on the first flipchart use a red pen, then when participants move to the next flipchart use a green pen, then a blue pen on the third flipchart and so on) to make it easier to track developing discussions and identify themes and patterns.
- You can change the prompt questions to make them more relevant to the topic or issue you are exploring, or to gather young people's views on a range of different topics or issues. For example:
 - If you are looking at a range of different topics or issues, you could have one topic / issue per flipchart sheet and use the same prompt question, such as 'why should we campaign on this issue?', 'what do adults need to know about your experience of this issue?', or 'what needs to change in relation to this issue?'
 - If you are focusing on a single topic or issue, you could use a different prompt question on each flipchart sheet to gather a range of perspectives, experiences, ideas, and solutions related to that topic.





Issues collage

1 hour

For this activity, you will need large sheets of paper or card, magazines / newspapers, scissors, glue, and colouring pens or pencils. Other craft materials such as stickers, coloured paper etc are optional. In small groups, young people will also need internet access and a device they can use to research.

Issues collages will help young people explore, discuss, and express their views, feelings, and experiences about a topic or issue using visual prompts and creativity.

Instructions:

Before starting this activity, young people should identify an issue or topic they want to explore in more detail or to communicate to another audience. You may want to identify trusted information sources relating to these issues or topics to signpost young people to use.

Split participants into small groups based on the issue or topic they want to focus on.

Optional: Ask each group to spend 10-15 minutes researching their issue or topic. You could use the following questions as prompts:

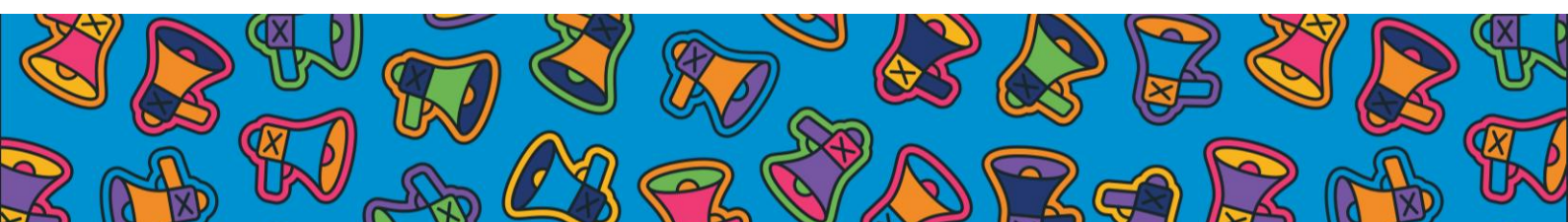
- *How does this issue affect young people?*
- *What are the positives and negatives of this issue or topic?*
- *What needs to change to make this issue better for young people?*

Place the craft materials in the middle of the room or spread them out so each group has access to a range of materials. Give each group a large piece of paper or card.

Give participants around 30 minutes to create a collage that represents their research findings, thoughts, feelings, experiences, and/or opinions about the topic or issue. They can use images, words, symbols, colours, drawings, or short phrases to communicate their ideas. They could also include any key messages, recommendations, or actions they would like decision-makers to hear.

Ask each group to present their collage to the whole group, or display the collages around the room and allow participants to walk around, view each other's work, and leave comments or questions on sticky notes.

After the session, you could display the collages in a prominent place at your venue or share images on social media or in a newsletter to share the group's artwork and calls for action.





Adaptations:

- If you're doing this activity online:
 - Participants could create their own collages using materials they have around them and then share a photograph of their creation in the group chat. If you're doing this activity with everyone together, play some gentle music to avoid awkward silence.
 - Split participants into breakout rooms and use an online whiteboard, PowerPoint, or platform such as Canva for groups to create a digital collage.
- Ask each participant to create their own collage before bringing the group together to identify common themes.
- Ask participants to focus on one specific question, such as "What needs to change?" or "What matters most to young people?"
- Ask participants to create a collage showing what success would look like in five years' time if the issue was addressed today.





Photo journals

1 hour

For this activity, you will need one camera per group, and a computer to collect all the photographs in a central folder. You will also need to identify a way to gather everyone's photographs (eg, by asking participants to send them by email to via a collaboration platform such as Teams or Google Drive).

Photo journals can be used to gather young people's views and experiences of a topic or issue through photography.

Instructions:

Before young people take any photographs, discuss any relevant safeguarding, privacy, and consent considerations. Participants should not photograph people without their permission and should avoid taking photographs that could identify others without consent.

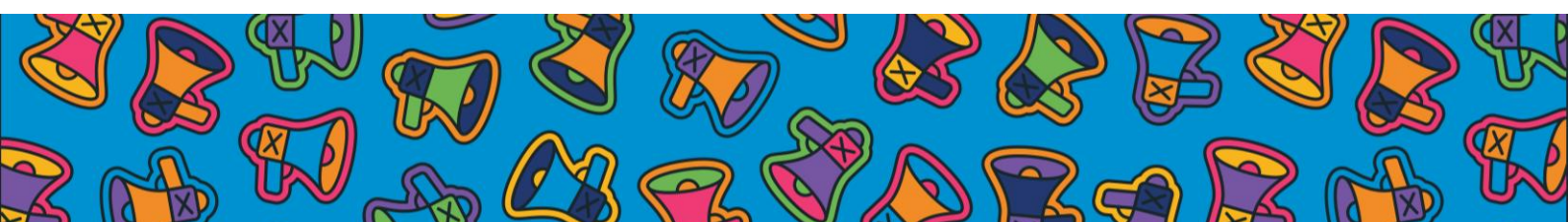
Before starting this activity, young people should identify an issue or topic they want to explore in more detail or to communicate to another audience. You may want to identify trusted information sources relating to these issues or topics to signpost young people to use.

Start this activity by asking young people to think about the topic or issue they are exploring. For example:

- What makes you feel included in your community?
- What helps or stops you from participating in activities?
- What places are important to you?
- What changes would you like to see?

Split participants into groups of 3-4 and give each group a camera. Ask them to spend around 20 minutes taking up to ten photographs that help tell their story or show their experiences and opinions about the topic. Their photos could include places, objects, activities, signs or symbols, and things that represent thoughts or feelings.

For each photograph, write a few sentences or notes explaining:

- What the photo shows
 - Why you took this photo
 - What it says about your experience or opinion
 - How it makes you feel
 - What you would like others to understand from it
- 



After 20 minutes, bring the groups back together and ask each group to choose three photographs that best represent their views and experiences. They could consider:

- Which photos tell the strongest story?
- Which photos highlight important issues?
- Which photos show what needs to change or what is working well?

Ask each group to present their photographs to the rest of the group.

Adaptations:

- If you're doing this activity online, ask participants to bring a set number of photographs they have taken over an agreed period before the workshop (eg, the previous week / day etc). Alternatively, you could ask them to take photographs in the space around them during the session, or to search for photographs in a newspaper or magazine.
- If you have more time, photo journals can be used as powerful visual evidence to showcase young people's views and experiences. By combining images with personal reflections, they can be used to:
 - Highlight issues that matter to young people in their own words.
 - Share experiences that may be difficult to express through surveys or interviews.
 - Showcase both challenges and positive aspects of communities, services, or environments.
 - Bring attention to everyday experiences that are often overlooked.
 - Demonstrate diversity of experiences across different groups of young people.

With the group, explore how they could use their chosen photographs to campaign for change. For example, they could:

- Create an exhibition displaying photographs and quotes. Inviting decision-makers to view the exhibition helps them engage directly with young people's perspectives.
- Develop a campaign report, combining photographs and stories that highlight young people's experiences, recommendations for change, and calls to action.
- Create a presentation to share directly with decision-makers at meetings or events.
- Create a social media or digital campaign.





Elevator pitch

30 minutes

For this activity, you will need paper and pens. Printed copies of the ARMED method are optional.

Elevator pitches are short summaries of a topic or issue that can be delivered quickly to capture someone's interest.

Instructions:

Before starting this activity, young people should identify an issue or topic they want to explore in more detail or to communicate to another audience. You may want to identify trusted information sources relating to these issues or topics to signpost young people to use.

Explain that there may be times when you come across a decision maker 'in the wild' – it's always handy to be prepared. Imagine you are in a lift with a decision-maker, and you have a message you want to put across. You don't have a lot of time, so an elevator pitch is meant to be quick. It's not about doing a full-blown, formal, presentation, but just doing enough to get something out of it.

There are lots of different methods we can use to engage with decision-makers, but sometimes we don't have a lot of time to share lots of detailed information with them. The ARMED method can be used to create a short summary to grab someone's attention quickly.

ARMED stands for:

- **Attention** – start by grabbing your audience's attention – for example, by asking a question. When you have their attention, then you can introduce yourself.
- **Relevant** – next, make sure that your message is relevant to your audience, not necessarily to you – this will keep them listening to you.
- **Message** – it is essential you know your key message, as this will underpin everything else. Be clear what you want your audience to take away from your pitch.
- **Example** – give your audience an example which shows your key message, giving them an opportunity to imagine how this may work, and to better understand the impact of what you are asking for.
- **Do** – give your audience a specific action they could take, and a deadline to do it by, to give them something practical to take away from your interaction.

Share the example elevator pitch below and ask participants to identify each part of the ARMED method:





"Hello, are you the Minister for Children and Young People? I'm Katie, and I'm standing as a candidate in the Scottish Youth Parliament elections! I want to make education better for young people, because it has a huge impact on our futures, but many students still face barriers that make learning harder than it needs to be. From my experience, the right support helps young people feel more confident and prepare for work and life. My school council is running an event to hear about students experiences of school, here is a flyer! Please keep listening to young people's voices and when you're making decisions about our future. It was lovely to meet you, have a great day!"

Split participants into pairs and give them 10-15 minutes to use the ARMED method to write their own elevator pitch to help spread the word about an issue or topic they care about.

When everyone has written their pitch, ask them to find a different partner and practice their pitches. One person will give their pitch, and the other person will pretend to be the decision-maker. After everyone has given their pitches, open the floor to feedback:

- What was successful about your partner's pitch and communication method?
- What could be improved to be even more convincing, clear, and concise?

Adaptations:

- If you're doing this activity online, participants could write their own elevator pitch and then present it to the rest of the group.
- Instead of writing a full elevator pitch from scratch, provide a template:
"Hello, my name is _____. I care about _____. This matters because _____. For example, _____. I would like you to _____."
- If you have more time, challenge participants to:
 - Spend time researching their issue or topic before writing their elevator pitch, and use evidence or statistics to support their message.
 - Deliver their pitch without notes.
 - Adapt their pitch for different audiences (politician, councillor, school leader, employer).
 - Respond to follow-up questions from the decision-maker.





Letter to a decision-maker

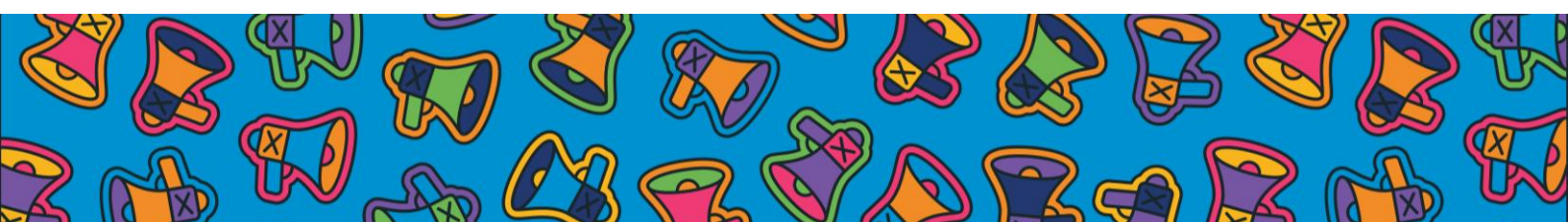
30 – 45 minutes

For this activity, you will need paper and pens, or access to a computer and printer. Young people will also need to find out who represents them, and who best to contact about the issue they would like to take action on. You can search for representatives at <https://www.theyworkforyou.com/> or <https://www.writetothem.com/>.

Letter to a decision-maker will help young people to contact a decision-maker to ask them to take action on an issue young people care about.

Instructions:

Young people can use the template letter on the next page to write to a decision maker about an issue or topic they would like to see change.





Template letter to decision makers

Your name
Your school / youth group address
Today's date

Decision-maker's name
Decision-maker's address

Dear <decision-maker's name>,

My name is <your name> and I am a young person from <where you are / your school or group>.

I am writing to you because I care about <the issue you want to change> and I would like to find out how you, as a representative for <your area> are currently taking action on this issue.

This issue matters to me because <briefly explain why this issue affects you or other young people>.

For example, <share a short personal experience or something you have seen happen>.

I believe it is important to change this issue for young people because:

- Reason 1 – how it would help
- Reason 2
- Reason 3

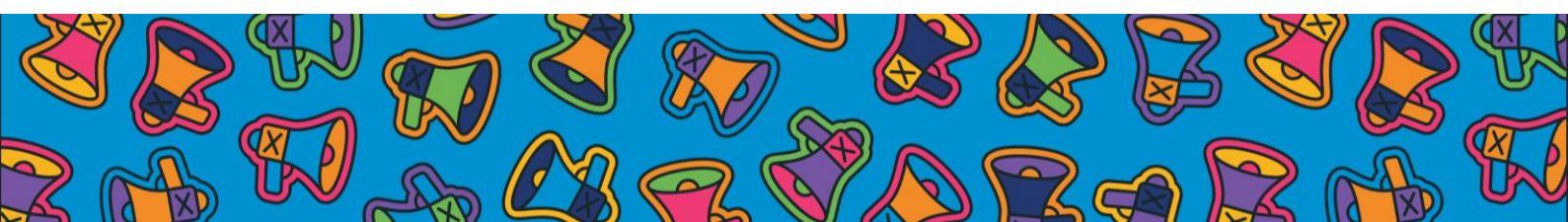
I would like to ask you to please consider <clearly describe what you want to change or happen>.

I think this would make a positive difference for young people by <explain the benefit of the change you want the decision maker to make>.

According to Article 12 of the UN Convention on the Rights of the Child (UNCRC), young people in Scotland have the right to be heard and taken seriously by decision makers. Our voices are important and we have valuable experiences to share. I hope you will consider the issues I have outlined in my letter, and continue to listen to the young people you represent when you are making decisions.

Thank you for taking the time to read my letter. I look forward to hearing your response.

Yours sincerely
<your name>

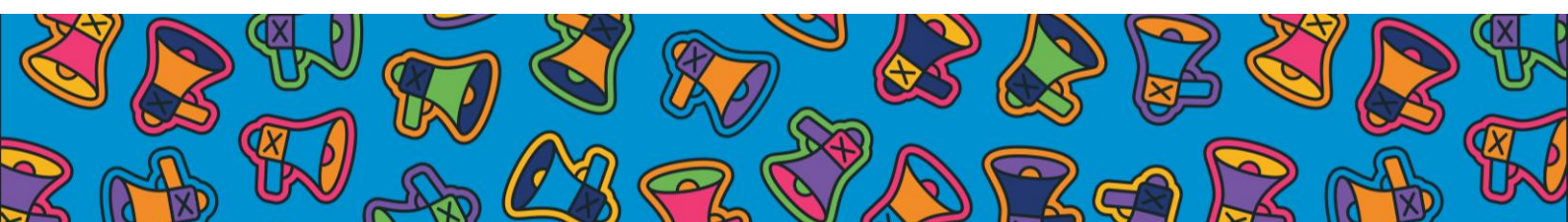




Evaluation activities

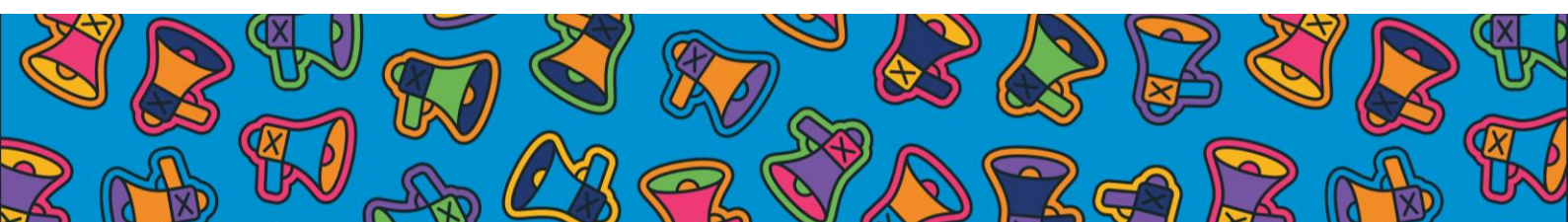
At the end of your session, it is important to gather feedback to help young people reflect on their experiences and learning, and to think about what you could do to make the activities even better in the future.

Traffic lights	Give each participant a red, yellow, and green card (or sticky notes). • Green – I understand / I feel confident • Amber – I partly understand • Red – I need more support or information Ask participants to hold up a card to show how they feel about the following questions (you can ask your own questions tailored to the specific workshop): • How well do you understand what the Scottish Youth Parliament does? • How confident do you feel speaking out about issues that matter to you?
Emoji feedback	Display four emojis around the room: 😊 Loved it 🙂 It was good 😐 It was okay ☹ Didn't enjoy it Ask participants to place a sticker or mark beside the emoji that best reflects their experience.
Postcard to an MSYP	Ask participants to write a short postcard message beginning with: "Dear Member of the Scottish Youth Parliament, today I learned..." Or "The issue I would most like SYP to work on is..."
Continuum line	Mark one side of the room Strongly Agree, and the other Strongly Disagree. Read statements such as: • I understand what the Scottish Youth Parliament does. • I understand how young people can influence change. • Young people's voices can make a difference. • I enjoyed this session. Ask participants to stand where they feel on the line, and then invite volunteers to explain their choices.





Rose, thorn and bud	Ask participants to share: 🌹 Rose: Something you enjoyed. 🌵 Thorn: Something that could be improved. 🌱 Bud: Something you would like to learn more about.
Graffiti wall	Place large sheets of paper around the room with questions: • What surprised you? • What did you enjoy most? • What was confusing? • What should happen next? Ask participants to move around the room adding comments and drawings.
Exit tickets	Give each participant a small slip of paper and ask them to write down: • One thing I learned today... • One question I still have... • One thing I would change about the workshop... Collect responses as participants leave.
Head, Heart and Hands	Draw three large shapes: 🧠 Head - What did you learn? ❤️ Heart - How do you feel about the issues discussed? 👐 Hands - What action might you take after today? Ask participants to add notes under each heading.





Useful links

The links in this section have been collated to help you explore the topics covered in this toolkit in more detail.

The Scottish Youth Parliament does not own or control the content of external websites linked in this toolkit and is not responsible for the information, views, or changes that may appear on those sites.

About the Scottish Youth Parliament

About the Scottish Youth Parliament (SYP)	https://syp.org.uk/ The Scottish Youth Parliament website
SYP Elections 2026 information page	https://syp.org.uk/elections-2026/ Information about the Scottish Youth Parliament elections on the SYP website.
SYP Elections 2026 Application Platform (SYP)	https://elections.syp.org.uk/elections/ Young people (aged 14-25) who are interested in standing for election to the Scottish Youth Parliament can apply here.
SYP Elections 2026 - where your voice finds its place (YouTube - @OfficialSYP)	https://www.youtube.com/watch?v=KQPX_VgIibU A short video about the Scottish Youth Parliament, hosted on YouTube.
Dear Scotland's Future - Scottish Youth Parliament Manifesto (SYP) 2026-31	https://syp.org.uk/manifesto/ SYP's 2026 - 2031 Manifesto: Dear Scotland's Future has been written by young people, for young people. It captures the issues that matter most to Scotland's young people and turns them into clear policies that decision-makers can act on.



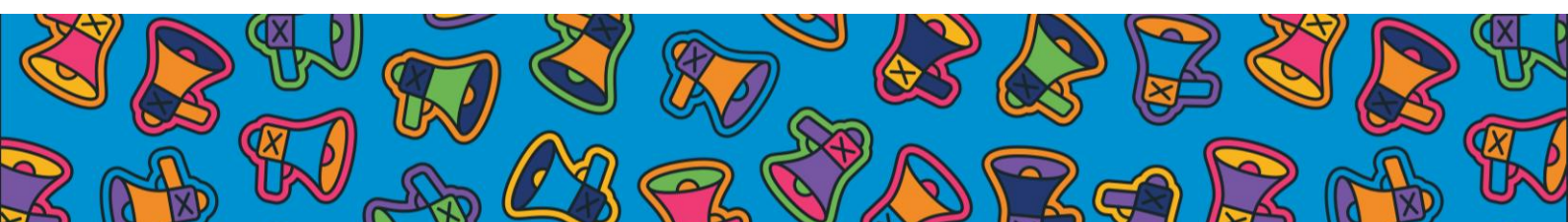
Know Your Rights

The Right Way (SYP)	https://www.therightway.scot/ ‘The Right Way’ is a project run by the Scottish Youth Parliament and funded by the Scottish Government’s Children’s Rights Unit. It aims to support and challenge officials and decision-makers, as duty bearers, to work to ensure young people’s UNCRC Article 12 right is respected.
Activate Your Rights (Young Scot)	https://young.scot/campaigns/activate-your-rights/ Activate Your Rights is information created for young people, by young people in partnership with Children in Scotland, Scottish Government and Young Scot.
UNCRC Card Games (unicef)	https://tinyurl.com/bdz99vcf Instructions for various card games using the UNCRC articles.
Children’s Human Rights (Children First)	https://www.childrenfirst.org.uk/campaigns/childrens-human-rights/ This webpage contains resources and information about UNCRC and children’s human rights in Scotland.
Children’s rights in Scotland (Education Scotland)	https://education.gov.scot/resource-themes/childrens-rights-in-scotland/ This webpage contains resources and information about UNCRC and children’s human rights in Scotland.
What is the UNCRC? (unicef)	https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ This webpage explains what the UN Convention on the Rights of the Child (UNCRC) is and includes a useful summary of each of the UNCRC’s 54 Articles.
The Children and Young People’s Commissioner Scotland (CYPCS)	https://www.cypcs.org.uk/ The Children and Young People’s Commissioner Scotland works to protect the human rights of children and young people. This website contains lots of information and resources to help practitioners and young people to explore their rights.
Together – Scottish Alliance for Children’s Rights	https://www.togetherscotland.org.uk/ Together is an alliance of Scottish children’s charities that works to improve the awareness, understanding and implementation of the UNCRC



Use Your Voice

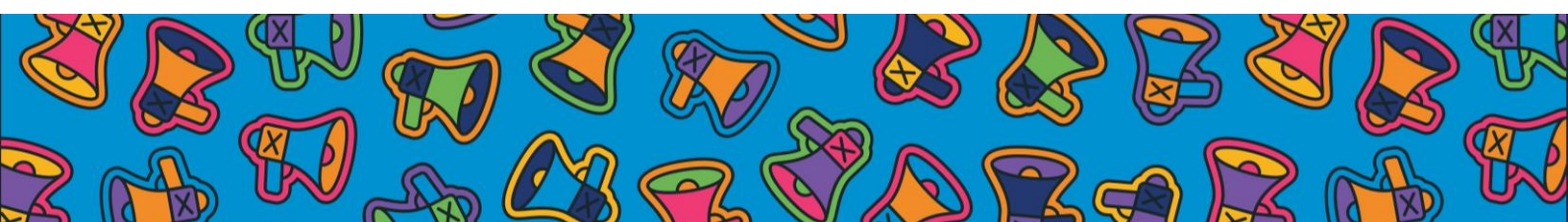
You decide - A political literacy resource (Education Scotland)	https://education.gov.scot/resources/you-decide-a-political-literacy-resource/ This resource is aimed at developing professional capacity in practitioners, schools and community settings to develop and embed the key skills of political literacy in young people.
Youth Voice Toolkit (Education Scotland)	https://education.gov.scot/resources/youth-voice-toolkit/ Education Scotland's Youth Voice Toolkit aims to support a genuine approach to youth voice and consultation activities across schools and communities.
Scottish Parliament Education Resources (Scottish Parliament)	https://www.parliament.scot/get-involved/education The Scottish Parliament offers education sessions online, and resources to help you learn or teach about the Parliament.
Learning at the UK Parliament (UK Parliament)	https://learning.parliament.uk/en/ The UK Parliament offers education sessions online, and resources to help you learn or teach about the Parliament.
Electoral Commission Resources (Electoral Commission)	https://www.electoralcommission.org.uk/resources The Electoral Commission offers a range of resources for educators and young people to explore and understand democracy and democratic processes.
Supporting young people to engage in elections (Democracy Classroom)	https://democracyclassroom.com/ The Democracy Classroom is a shared hub of resources, training opportunities and events, created by a partnership of non-partisan organisations working on democracy, education and youth.





Signposting and General Resources

Mind Yer Time (SYP)	https://mindyertime.scot/ Mind Yer Time is a digital resource which helps children and young people use screens and social media in a healthy way. The Scottish Youth Parliament developed this Scottish Government-funded project in partnership with the Children's Parliament.
ASK (SYP)	https://syp.org.uk/ask/ ASK aims to support all adults who interact with children and young people – whether in the workplace, in the community or as a parent/carer – to check in on their mental wellbeing.
Amplifying Child Safety Online (SYP)	https://syp.org.uk/our-work/projects/amplifying-child-safety-online/ This online resource hub was designed by young people to equip young people with critical digital literacy skills, and to highlight changes young people want to see to keep them safe online. This resource was developed in partnership with, and funded by, the NSPCC.
InfoWise (Young Scot)	https://young.scot/campaigns/infowise/ Whether you want to learn about information literacy, understand AI, or spot fake news, Young Scot's InfoWise resources have plenty of helpful information for you.





**For more information, please visit
syp.org.uk/elections**

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