

Children and Young People's Healthcare Rights

A Resource Pack



Helping sick children and young people meet their healthcare needs, in partnership with parents, carers and professionals

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Action for Sick Children (Scotland) is the campaigning name of the National Association for the Welfare of Children in Hospital (NAWCH), (Scotland), a company limited by guarantee, NO 100114, and a Scottish charity, NO SC006016.

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Foreword

Action for Sick Children (Scotland) has for more than thirty years campaigned for children and young people to receive the highest standard and quality of care when they are ill in hospital, at home or in the community. Whilst our core purpose remains that of influencing and collaborating to secure best health care outcomes for sick children and young people, our activities also reflect the dynamic developments in the planning and delivery of health care in Scotland today. We work in partnership with parents, carers, health care professionals and most importantly with children and young people themselves.

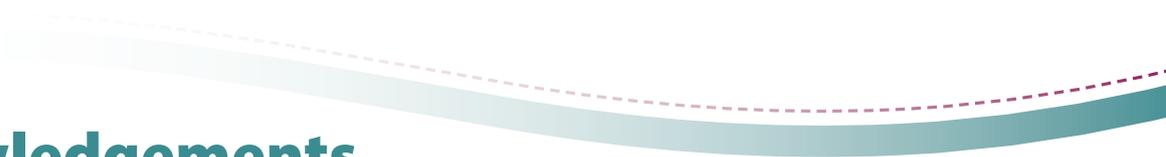
Action for Sick Children (Scotland) is a member of the European Association for Children in Hospital (EACH). A key focus for members is the EACH Charter and its ten Articles which explain the rights of children, young people and families when using health care services. The EACH Charter is underpinned by the United Nations Convention on the Rights of the Child and members aim to have the principles of the Charter incorporated into their countries' health laws, regulations and guidelines. We are delighted that the Scottish Government has recommended in 'Delivering a Healthy Future: An Action Framework for Children and Young Peoples' Health in Scotland', that the EACH Charter is to be used by NHS Boards as a standard against which to assess their child health services.

Our work to ensure that children, young people and their families are made aware of their health care rights and responsibilities at times of illness has been supported over the last two years by the Big Lottery Fund in Scotland. We are grateful for their support and this Young People's Healthcare Rights Resource Pack has been developed as a result. We very much hope it will help children and young people throughout Scotland to understand the nature of the health care services that are available to them, how to access these services and what their rights are in relation to using such services.

Very often children and young people are seen but are not listened to, nor involved with their health care. We believe that this Pack will go some way towards helping children and young people to address this. As Co-chairs of Action for Sick Children (Scotland) we trust that it will be a useful tool for those who work with children and young people but that above all it will be of benefit for children and young people themselves.

Melanie Brown
Gwen Garner

Co-Chairs



Acknowledgements

We would like to acknowledge the support of the Big Lottery Fund which enabled us to produce this Resource Pack as part of a two year project. We would also like to acknowledge the Reading Bus project in Aberdeen for their support and assistance and all the children and young people throughout Scotland who took part in this project. Special thanks go to those children and young people in Lanarkshire, Aberdeen and Central Scotland who took part in the making of the DVDs.

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Section 1

Introduction

How to use the Resource Pack

Resource Pack

Introduction

Children and young people are entitled to be involved in making choices and decisions when it comes to using healthcare services. However not all children and young people are aware of their rights and responsibilities in these settings. This Resource Pack has been designed to enable you to help children and young people address this.

The Resource Pack provides a structured approach to discussing healthcare services and healthcare rights with children and young people. It is intended for use by all those who work with children and young people in either education or community settings, such as Scouts, Guides, and other youth groups.

The workshop sessions are set out in such a way that the trainer can pick and choose those sessions which they think, or the participants think, will be relevant to their learning. It may also be used by following the sessions in the order they appear.

For those delivering the material we would also advise that relevant staff become familiar with the range of healthcare services that are commonly available. Good practice should be followed when information is shared, ensuring respect for opinions and confidentiality, within the limits of child protection. In particular if participants are offered the chance to draw or write down their experiences they should be offered the choice of handing them in, disposing of them or keeping them.

Materials required during sessions are listed at the start of each workshop. We have included Trainer Notes to accompany most of the workshop sessions which provide further information for conducting the relevant session. The accompanying animated DVD is provided as an example of how the medium of animation can be used to help children and young people understand their rights and have fun in the process.

The material provided here has been developed with the involvement of other national and local organisations and children and young people. We are happy for others to use and adapt the material for their own needs, providing that it is used on a not-for-profit basis and that full acknowledgment is given to Action for Sick Children (Scotland), and any other organisation referred to in the sessions.

Section 2

Workshop Sessions 1–3

Children 5 years and over

Workshop session 1

Trainer's notes:

This session aims to help a child's understanding of what happens if he/she becomes unwell. The session is kept short and is used as part of a longer session exploring our health system. It is important, as an adult, you acknowledge the child's feelings and help them share experience at an appropriate time. The local community child health department may help if you feel this is needed.

Objective: To help children identify what happens when they become unwell.

Learning point: Understanding of what it means to be unwell.

Materials: Paper; pencils; colouring pencils; reading books*.

Activities: Ask what children know about feeling poorly. Has anyone ever felt "not well"? Explore these areas ensuring that no-one gets upset by discussion. *(5 minutes)*

Using paper, pencils and colouring pencils get children to draw what they think they would look like when "not well", ie, would they be sad, crying, sleeping etc. Talk through the drawings. *(15 minutes)*

Explain to children that next time we will look at what happens when you are "not well".

End with a story about going to the doctor/hospital. *(5 minutes)*

Keep drawings to use at the next session or put them on the wall.

Notes: The idea here is to start a discussion about the kinds of things which can help us to get better. Encourage the children to talk about their experiences or to draw their experiences.

* Suggested reading books are listed in Appendix 1

Workshop session 2

Trainer's notes:

This is the follow up to the last session and will introduce the children to the doctor, ambulance, hospital, nurse etc.

Objective: To discover about hospital and the people who work there.

Learning point: Understand the different people who can look after you when you are "not well".

Materials: Drawings from the previous session; play materials; reading books*.

Activity: Go over the drawings from last session to start with.
Ask the children where they would go if not feeling well. *(5 minutes)*
Using play materials, or photographs, ask the children to identify various things and let them hold the item and use it, eg stethoscope, mask.
Ask the children to identify a nurse and doctor and ask what they think each does. *(15 minutes)*
If the children are happy to, ask them to dress up as a nurse, doctor, surgeon and talk about what they do and why they are dressed like that.
(Appendix 1 will give you ideas for making and using a hospital themed play box) (15 minutes)
End with a story. *(5 minutes)*

Notes: Check out with the children that they understand what is being talked about. Encourage play with materials and open discussion about their own experiences, or that of friends. The idea is to get the children to become familiar with equipment and people associated with hospitals and healthcare. In forthcoming weeks discussions can be centred on the role of each worker.

* See Appendix 1 for suggested hospital play items and ideas for use.

Workshop session 3

Trainer's notes:

Here we can start to introduce the idea that children can have a say in what is happening to them, that they can ask questions etc. Remember that hospital is only one place where children can be treated.

This can be quite a messy session so be prepared!

Objective: To discuss healthcare and explore feelings children may have.
To introduce the rights of the child.

Learning points: It's OK to be worried. Be able to ask questions about hospital or doctor visit.

Materials: Paper; colouring pens/paints; art/craft materials; scissors; glue.

Activity: Brief discussion about what it would feel like to have to go to hospital or to see the doctor. Explain what may happen when they go to see the doctor, and when they may have to go into hospital. *(10 minutes)*

In groups hand each group a sheet of paper and some pens/art materials and ask them to draw or make what they think a hospital should look like. For some of the older children it may be an idea to get them to cut out pictures from magazines. Encourage children to be as inventive as possible. *(20 minutes)*

Put each drawing/collage up on the wall and get each group to talk about what they did and why. When talking about the drawing ask children if they think real hospitals are like that? Ask them what they would feel like if they were in hospital? **(See Trainer Note 3.1, for ideas of types of questions to ask the children)** *(20 minutes)*

Trainer note 3.1

The following are some suggested questions to use when working on Workshop Session 3. Be creative with questions and encourage the children to think about the types of things which may concern them when in hospital, going to the doctor, going to the dentist or optician.

Some questions

- Do you think you can ask questions when you visit a doctor, dentist, eye doctor, nurse?
- What kind of things would you ask a doctor, nurse, dentist, eye doctor?
- What would you like to know if you have to go into hospital as a patient?
- Do you think the doctor should only speak to your parents/carers? Why do you think this?
- Should you be asked if you want to take medicine?
- What would you ask the doctor about the medicine he/she is giving you?
- Do you think healthcare staff should ask what you want to help to make you well again?

Discussion points

In this session you are trying to get the children to understand that they have the right to question healthcare staff about what is happening to them. You will be looking for the children to have an understanding that it is their right to have their views heard by staff and to have their wishes taken into account.

It is important to state to the children that sometimes they may have no choice in accepting medication as it will make them well again. However the child does have the right to be told what the medication is and what it will do. We advise you to read the information booklet for children and young people "Consent - Your Rights" by Health Rights Information Scotland. Copies can be obtained from www.scotconsumer.org.uk/hris

It is also important to explain that injections can hurt but that sometimes this is the best way to give medication, or, in the case of the dentist, it needs to be done so he/she can carry on working on the child's teeth.

Section 3

Workshop Sessions 4–8

Children 8 – 12 years

Section 3

Workshop session 4

Trainer's notes:

A child may choose to disclose a period of ill health which causes them concern during some of these sessions. It is important, as an adult, that you acknowledge the child's feelings and help share their experience at an appropriate time. The local community child health department may help if you feel this is needed.

Objective: To continue to explore a child's perception of illness and concerns they may have when unwell.

Learning points: Illness happens from time to time.
Not all ill people need hospital admissions.
People go to hospital for a variety of reasons.

Materials: Paper; pencils; colouring pencils.

Activity: Ask each child to write a story about a time when they were unwell. Ask them to think of how they felt at this time and who looked after them, or give each child a piece of drawing paper and pencils and ask him/her to draw a picture of what they think an unwell child may look like. *(15 minutes)*

Discuss the stories and/or drawings. Give the children the choice of putting their work on the wall and talk about the things which are drawn or written. Explore some common concerns. *(10 minutes)*

Ask the children to tell you who might help when they are feeling unwell. Write these on the board. Try and get the children to think of as many as possible. *(5 minutes)*

Workshop session 5

Trainer's notes:

This workshop will look at the world of hospitals.

Objective: To encourage the children to think about what going to hospital means and the people involved in hospitals.

Learning points: Reasons for going to hospital.
Different departments within a hospital.
Various people working in a hospital.
Understanding of rights of the child when in hospital.

Materials: Paper; pencils; handouts 1(a)–1(g).

Activity: Split the children into groups and give each group a piece of flipchart paper. Ask each group to write down the things they would take into hospital. *(5 minutes)*

Put paper on the wall and ask each group why they would take the things written down into hospital. Ask the children if they think they are allowed to take these things in. *(10 minutes)*

Issue **Handouts 1(a)–1(g)** to each group and ask the children to identify the different objects/people on the sheets/cards. Discuss these roles with the children. **(Trainer Note 5.1 will help with this)** *(10 minutes)*

If you are able to get actual examples of hospital equipment let the children touch and try them. Show how the stethoscope works and why it is used. Use x-rays to explain that a lot of time in hospital can be taken up waiting for tests. Get children to identify parts of the body on x-ray. **(See Appendix 1 for information about setting up and using a health themed play box)** *(10 minutes)*

Trainer note 5.1

For use with Handouts 1(a)–1(g)

Handout 1(a)–1(g) can be used as presented or can be photocopied and cut up into individual cards.

Try and get the children to discuss what it is they are seeing and ask them what they think the instruments are used for:

Stethoscope – used to hear heart beat.

Needle and syringe – used to give medicine or take blood samples. It is essential that children are taught that they should never handle syringes found lying around in gardens, on beaches, in play areas etc as they may be contaminated. Help the children decide who they could tell if they find a syringe.

Crutches – used if someone has injured/broken a leg or foot.

Wheelchair – used by some people who have difficulty walking; who cannot walk at all; or who have to rest one or both legs following surgery or an accident.

X-ray – used to look inside the body mainly at the bones to see if there are any problems, such as broken bones.

Ask the children to identify the various people in the pictures, such as doctor, nurse, surgeon etc.

There are also some examples of transport such as an ambulance. Ask the children when they think they would need to use an ambulance and what an ambulance does.

There are other pictures covering dental, hospital signs, glasses etc. These are to encourage the children to think about the whole range of health services and things they may see on a visit to hospital.

Handout 1(a)

What do you think is happening in this picture?



What has happened in this picture? What should the boy do?



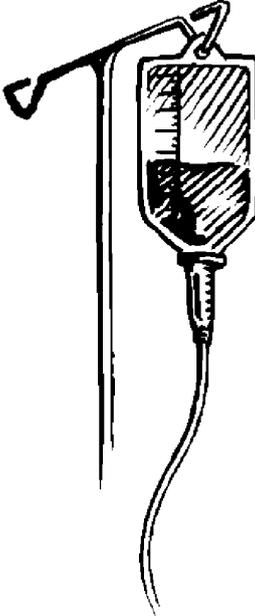
Handout 1(b)

What do you see in the pictures?



Handout 1(c)

What do you see in the pictures?



Handout 1(d)

What has happened to this boy?



How do you think it happened?

Who could help him?

Handout 1 (e)

Who are these people?



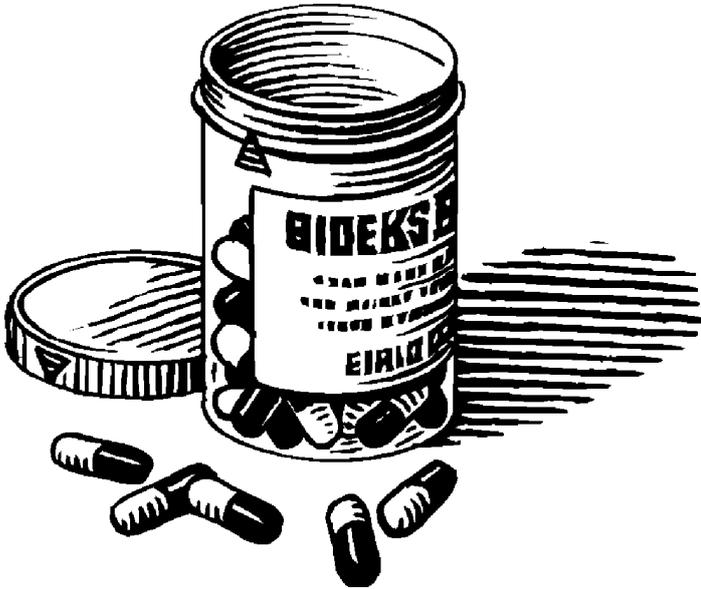
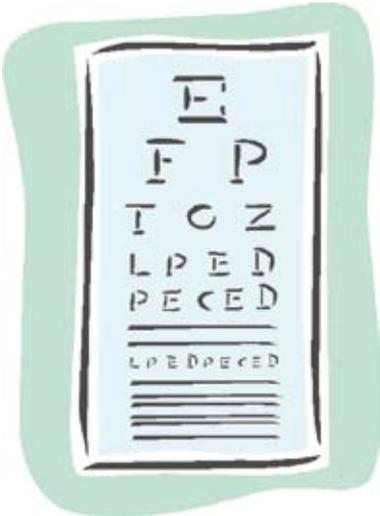
Handout 1(f)

What are these pictures about?



Handout 1(g)

What are these pictures about?



Workshop session 6

Trainer's notes:

This session looks at the European Association for Children in Hospital (EACH) Charter points.

Objective: To inform children of their rights within the healthcare system.

Learning points: Understand that going to hospital is only one way to receive treatment. Most children are looked after at home when feeling unwell. Understanding of basic rights of involvement in care, parents/carers' rights to stay with the child, asking questions etc.

Materials: EACH Charter booklet/poster; Know Your Rights DVD.*

Activity: Ask children to draw a hospital ward with a bed, a patient and anything else they think should be there.

Put the drawings on the wall and encourage a discussion around the things drawn. Tease out why children have drawn certain things.
(10 minutes)

Using the EACH Charter booklet/poster discuss with the children what they think the various points mean. Start by choosing a couple and gradually work through the 10 points.

Alternatively you may wish to help the children act out a role play scene centred around an EACH Charter point. **(Trainer Note 6.1 will give you ideas to tease out during discussion)** *(20 minutes)*

The DVD can be used at the start or the end of the session. See notes on use of the DVD. **(Appendix 2)**

* See Appendix 2 for uses of DVD

Trainer note 6.1

Some ideas for discussion of the EACH Charter points:

Go through the EACH Charter booklet/poster and discuss what the point means, maybe by asking questions such as:

- Why would a child like to have their parents stay?
- What sort of questions would you ask a doctor?
- Has anyone ever asked a doctor any questions when they go to see him/her?
- What kind of things would you like to know if you were in hospital and who would you ask?
- Do the children think they should get school work if they are in hospital for a while?
- Who would teach them their school work?
- What would worry you about going into hospital?

Try and get children to talk about any fears/concerns they may have about going into hospital, and about how they think they could overcome these. What would help etc?

Some other questions around Charter points could be:

- Should parents be allowed to stay? (*Article 3*)
- Who should be allowed to visit you in hospital? (*Article 6*)
- Do you think children should be in a hospital ward where there are adult patients? (*Article 6*)
- What should nurses know about children? (*Article 8*)
- Do you think you can ask the doctor questions? (*Articles 4 and 5*)
- Should you be given information about what is happening to you? (*Article 4*)
- Should you be allowed some time to play? (*Article 7*)
- Who are all the people looking after you when you are in hospital? (*Article 9*)
- Do you think there might be times when you need to be by yourself when in hospital? (*Article 10*)

These are just some simple questions you can ask around the Charter points. It may be that you can ask the children to discuss what the drawings of each Charter point are about.

In this session you are beginning to introduce the idea that children have rights when using healthcare services. You may want to discuss with them what type of things they would like to ask a doctor for example, or how they would like information to be given to them. You could also discuss the role that the nurse plays in looking after a child in hospital or in the community and explain that there are nurses who are specially trained to work with children.

Explain the importance of children continuing to receive education if they are in hospital for a long time.

Explain that an adult (parent/carer) they know can stay overnight with the child when in hospital. The adult may have a separate bedroom, but come anytime, day or night and help to look after them.

If you decide to do role play as part of this session, start by using something very simple such as a child visiting a GP and get them to think about what they might like to ask the doctor, what information they think they would need, how would they like the doctor to talk to them etc.

Workshop session 7

Trainer's notes:

Try and be as creative as possible with this session - make it fun. This can be quite a messy session so be prepared.

Objective: To explore range of healthcare services available.

Learning points: Not all healthcare needs are met in hospital.
Knowledge of different healthcare settings.
Demonstrate understanding of basic rights of a child when he/she is a patient.

Materials: EACH Charter; flipchart paper; pens; craft materials.

Activity: Split class into groups and give each group a sheet of flipchart paper and pen.

Ask each group to write down as many different places they can think of where they might go if they were not feeling well. *(5 minutes)*

Ask each group to feedback and discuss. In the discussion tease out the difference between healthcare settings, for example, when would you use a dentist? What is a GP? What do they do? *(10 minutes)*

Still in their groups hand out another sheet of flipchart paper (or they could use the back of first one). Give each group a different EACH Charter point and ask them to write down what they think it means. Be creative and get the children to draw or re-create the Charter point using art/craft materials. *(20 minutes)*

Discuss with whole group what has been created, drawn or written. *(5 minutes)*

Note: This session can be split over a couple of weeks to allow children to complete drawings etc. and to allow for discussion.

Workshop session 8

Trainer's notes:

This session is based around a game which will get children thinking about issues which may arise when using healthcare services. This session may have to be adapted to suit abilities and age of children. It may need to be split over two sessions.

Objectives: To check the children's understanding of their rights and responsibilities.
To encourage the children to think through and discuss decisions made.

Learning points: Knowledge of basic rights of a young patient.
Improved decision making skills.
Know when to apply certain rights in particular situations.

Materials: EACH Charter booklet; stop light game; sheet of scenarios; Know Your Rights DVD (optional)*
(Trainer notes 8.1 and 8.1 (a) will give you instructions for playing the game)

Activity: Explain the rules of the game and why it is being played – to reinforce understanding of a young patient's rights etc. *(10 minutes)*
Set out the game and ask pupils to stand. Begin asking questions from scenario sheet. *(20 minutes)*
At the end of the game ask pupils to return to seats and discuss what they thought about the game and points learned. *(10 minutes)*
Know Your Rights DVD can be used to end this session as a way of consolidating understanding of the Charter points.

* See Appendix 2 for uses of DVD

Trainer note 8.1

Each Stop Light Game

Materials: Red, Amber and Green stop light signs (**Note 8.1 (a)**)
EACH Charter points

Activity: Place the red, amber and green stop light signs at different places in the room.

Explain that you will read out a question, children have to move to a colour which best represents what they think about the question.

Try one or two sample questions to see if the children understand the rules. These can be simple questions such as “Should homework be done before watching TV?”

Once you have established that the children understand the rules, take one EACH Charter point at a time and ask what the children think about it. Do they agree with it, are not sure or disagree? Ask them to move to the relevant stop light.

Ask some of the children why they have chosen a particular stop light and, after hearing their answer, ask if any of the other children would like to change to another stop light.

Encourage discussion between the groups as to why certain people have chosen a stop light colour.

Carry on like this until all 10 Charter points are covered (you may have to repeat the game in future sessions).

At the end of the game check that the children have understood some of the EACH points.

Trainer note 8.1(a)







Section 4

Workshop Sessions 1–6

Young People 12 years and over

Workshop session 1

Objective: To encourage participants to think about what is meant by health and how to protect health.

Learning points: Participants will be aware of the concept of general health.

Materials: Paper; pens; participant worksheet 1.1

Activity: Start the session by working with the participants to come up with a definition of health, remember that health includes physical, mental and social health. Make notes of any definitions mentioned. **(Trainer Note 1.1 will give you some examples of physical, mental and social health) (10 minutes)**

Put the participants into small groups and ask them to complete Worksheet 1.1.

Take feedback and discuss where you could go for help if you had any health problems. Try and encourage participants to think about physical and mental health. **(Trainer note 1.2 will help) (25 minutes)**

End session by looking at what kinds of experiences participants have had of using healthcare services. Explain that this will be built on in future sessions. *(5 minutes)*

Reference: P M A, Glasgow

Trainer note 1.1

Health encompasses physical and mental health in equal measures. Health also has personal, social, political, emotional and moral aspects. Health is a resource for everyday life, not the object of living. It is a positive concept emphasising social and personal resources as well as physical capabilities.

The table below gives some indicators for good health.

MENTAL HEALTH	PHYSICAL HEALTH	SOCIAL HEALTH
<ul style="list-style-type: none">• Enjoys life• Looking forward to the future• Optimistic• Sense of achievement• Happy• Sense of fun• Able to deal with crises	<ul style="list-style-type: none">• Feeling fit• Energetic• Free from pain and disease• Enough to eat• Good sleep	<ul style="list-style-type: none">• Good relationships – family, friends and community• Feels valued• Feels able to make an impact on the world• Feels able to be creative and expressive• Able to learn, work and succeed

Adapted from PMA, Glasgow

Trainer note 1.2

Things that make me happier and may affect my health.	Things that make me less happy and may affect my health.
<ul style="list-style-type: none">• Feeling healthy• Having friends• Eating good food• Going on holiday• Doing well at school• Thinking positive thoughts "I can do this", "I am a good person."	<ul style="list-style-type: none">• Bullying• Arguments at home• Feeling unwell, sick• Having a cold• Falling out with friends• Not having enough money• Thinking negative thoughts "I can't do this", "Bad things always happen to me."

How can you help yourself?

Simple tips:

- Try and eat healthily.
- Go to the doctor if you are not feeling well.
- Talk to someone about how you are feeling.
- Write a list of things you like about yourself and things you are proud of achieving.
- Look after yourself; get plenty of sleep and exercise.
- Make time for doing the things you enjoy.

Where could you go for help?

- Within school: trusted teacher, school nurse, friends, other members of school community.
- Outwith school: friends, family, doctor, local youth group, pharmacist, dentist, optician.
- Emergency support: NHS 24, hospital A&E, out of hours social work services (only appropriate for some problems).

Adapted from PMA, Glasgow

Workshop session 2

Trainer's notes:

This session is rather long so it may be that each activity is carried out on separate occasions.

Objective: To explore healthcare services available to young people.

Learning points: Raised understanding of what services are available. Understand basic words associated with healthcare and the people they might meet along the way.

Materials: Paper; pens/pencils; label cards; sticky tape; pictures of hospital equipment and people. **(Could use Handout 1 contained within Children's Workshop Sessions)**

Activity 1: Put the participants into small groups and ask them to write down as many healthcare services as they can think of. *(10 minutes)*
Take feedback and discuss why a person may use a particular service, e.g., when would you visit a dentist? **(Trainer Note 2.1 gives some examples)**

Activity 2: Ask the participants to pair up. Using label cards stick a label card to the back of each participant. Make sure they are not aware of what their card says.
Ask the participants to look at their partner's card and describe what is written on it. They have to explain to their partner what they think the professional does, without mentioning the name. *(10 minutes)*
At the end of the game ask the participants to discuss what they think each professional does. Use questions like, "When would you go to see a school nurse?", "What does a GP do?", "How do you make an appointment to see these people?", "What should you do if you can't keep the appointment?" *(10 minutes)*

Trainer note 2.1

Some examples of healthcare services:

- **General Practitioner (GP)** – A doctor who will offer support and advice as well as being able to refer people to specialist agencies.
- **Dentist** – looks after dental and oral health.
- **Optician/Optomtrist** – looks after health of eyes.
- **District Nurse** – Trained nurse working with patients in the community either in their own home or in residential settings.
- **Consultant** – hospital based doctor specialising in certain areas of medicine, such as cardiac, paediatrics, surgery etc.
- **Pharmacist** – deals with all prescriptions written out by doctors or dentist. They work in chemists' shops, can give advice on medicines/minor illness.
- **Occupational Therapist** – Looks at areas of an individual's life where they may need extra help, such as help with budgeting skills, help with mobility, help with using special utensils for eating (particularly if a patient has arthritis affecting hands) and other areas of daily living.
- **Physiotherapist** – deals with areas concerning an individual's muscle strength, movement, mobility, posture, fitness.
- **Psychiatrist** – specialist doctor dealing with mental health problems.

It may be an idea to ask any of these people if they would be able to come and give a presentation to participants about what their role entails within health services.

Label cards

Session 2

GENERAL PRACTITIONER (GP)	DENTIST
PRACTICE NURSE	PHYSIOTHERAPIST
RECEPTIONIST	OCCUPATIONAL THERAPIST
WARD SISTER/ CHARGE NURSE	OPTICIAN
HEALTH VISITOR/ DISTRICT NURSE	PARAMEDIC
SCHOOL NURSE	ANAESTHETIST
CONSULTANT	

Workshop session 3

Trainer's notes:

This session begins the work on the rights of young people using healthcare services. In this session the idea of equality is the main theme.

Objective: To encourage young people to think about what is meant by equality and the effects inequality can have.

Learning point: Young people will develop an understanding of equality and discrimination.

Materials: Paper; pens; flipchart paper.

Activity 1: Discuss with participants what equality means to them. Create, with participants, a definition of equality and put it on the wall. **(Trainer Note 3.1 may help)** *(10 minutes)*

Split the participants into small groups and give each group a sheet of flipchart paper.

In the small groups ask them to write down people in society who may face discrimination.

Ask groups to feedback. Ask the participants to choose two sets of people/groups who may be discriminated against and ask how society discriminates against them. **(Trainer Note 3.1 will help you)** *(15 minutes)*

In a large group discuss what the consequences may be of discrimination.

Discuss with participants what they think they could do about discrimination. **(Trainer Note 3.1 gives some guidance)** *(15 minutes)*

Adapted from PMA Glasgow

Trainer note 3.1

Sample definition of equality:

Everyone has the same opportunities, regardless of race, gender, sexual orientation etc.

Some groups who may face discrimination are:

- Young people
- Older people
- People with mental health problems
- People with facial disfigurements
- Unemployed people
- Single parents
- Smokers
- People who misuse drugs/alcohol
- Lesbian, gay, bi-sexual and transgender community
- Black and minority ethnic community

How this can affect some groups:

Society can discriminate against young people by stating that they are all out to create trouble, can create adult only areas in cafés etc.

People can make an assumption that a person with a scar on his/her face may be a trouble maker or is violent.

People can state that someone with a mental health problem is daft, violent, unable to cope.

The effects of this type of thinking and attitudes can be devastating for the people concerned. It can affect their opportunity of gaining work, getting help, making friends, living in a safe environment.

Get participants to really think about how a person may feel if they are being discriminated against.

What can be done about discrimination?

Challenge it by considering

- Feelings of others
- Our behaviour
- Our use of language
- Knowing what our rights are and how to use them.

Workshop session 4

Trainer's notes:

This session is best used following on from Session 3 as it begins to look at specific rights in relation to healthcare.

Objective: To develop an understanding of the need for rights and how to exercise these.

Learning point: Participants are aware of certain rights enshrined in law.
Participants are able to identify when and how to assert these rights.

Materials: Paper; pens; Know Your Rights DVD* (optional)

Activity: Remind the participants about the previous session on equality and the effect discrimination can have on people in society. *(5 minutes)*

Split into small groups and give each group a sheet of flipchart paper.

Ask each group to write down what rights they think they have as young people. Ask them to think about rights they may have when using healthcare services. *(15 minutes)*

Take feedback from each group and generate discussion around some of the topics raised. Refer to the EACH Charter booklet/poster for some pointers.

Ask participants how they would exercise these rights. This could be done by asking them to come up with an EACH style charter aimed at people their age. **(Use Trainer Note 4.1 to help tease out some issues)** *(20 minutes)*

At the end of the session you may wish to play the Know Your Rights DVD, although some young people may find this too young for them. **(See Appendix 2 for uses of DVD)**

Trainer note 4.1

Using the EACH Charter take some of the points and ask young people how they would go about achieving these rights. Keep in mind that the Charter is illustrated in a style more suitable for younger age groups, but stress that the same rights are there for teenagers.

An example may be:

Article 6 “Children shall be cared for with others of similar age and stage of development”

Discuss what they think that means. Admission age for children into paediatric wards is now up to 16 years old. Ask participants how they would feel being admitted into a paediatric ward? Would they ask to be placed in an area of the ward away from young children? Do they think they can ask this? Would they want to be with other teenagers?

Article 10 “Children have the right to understanding, respect and privacy”

Teenage years can be difficult and many find being in hospital embarrassing due to changes in their bodies. Would the young people find it easy to ask for privacy? What type of thing would worry them about going into hospital with regard to privacy and respect?

Article 8 “Children shall be cared for by staff especially trained to work with children.”

Do they think this also means staff should be trained in how to care for a teenager? What things should staff be aware of when caring for a teenager?

These are just a few examples. It may be that by working through the EACH Charter booklet or poster other discussion areas are raised, such as moving from paediatric care to adult healthcare services.

Young Person’s EACH Charter

- Could be written in language used by teenagers
- Illustrations may be different
- Photos used rather than illustrations
- More emphasis placed on health services used which are not in hospital
- Space for teenagers only and what that space would be like
- Staff trained to know how a teenager works
- Information in appropriate format.

Workshop session 5

Trainer's notes:

This session is intended to encourage group discussion. Allow for ideas to be debated. This game is ideal for use with young people over the age of 13 years.

Objective: To agree on priorities within a group setting.

Learning point: An activity giving everyone an opportunity to speak within their group and share views.
The opportunity to put the EACH Charter into practice.

Materials: Post It Notes (10 per group); flipchart size paper; pencils; Handout 5.1; EACH Charter Booklets (available from Action for Sick Children (Scotland)).

Activity: Discuss ground rules, for example:
Differing views will be respected and everyone given a chance to speak and be listened to.
Give each group a copy of the EACH Charter.
Photocopy Handout 5.1 and give each group a health scenario to discuss. (Handout 5.1) Give each group 10 Post It notes numbered 1 to 10 for the 10 EACH Charter points.
Ask every group to arrange all 10 Post It notes in order of importance for their group scenario (1 = most important, 10 = least important). Then stick or place the Post It notes in the agreed order on the flipchart paper in a pyramid shape. *(20 minutes)*
Top priority Charter points can either be at base or apex of pyramid. Group can decide.
Take feedback and allow time for discussion. Ask why the participants think certain points are relevant to the scenario.
Top 4 points from each group can be discussed with all participants. *(15 minutes)*

Reference: Participation, Spice it up (2002)
Dynamix Ltd & Save the Children Fund

Handout 5.1

Scenario 1

14-year-old boy, emergency admission with abdominal pain, comes from chaotic home life. Never been in hospital before.

Scenario 2

13-year-old girl, history of weight loss, query anorexia, admitted to children's ward at her parents' insistence.

Scenario 3

15-year-old mum with young baby. Baby has chest infection and is admitted as an emergency to paediatric unit. Mum and young baby live at home in a rural area with her parents.

Scenario 4

12-year-old boy with brittle bone disease, regular attendee to paediatric medical ward. Admitted to surgical ward to have tonsils taken out.

Scenario 5

14 year old girl with severe learning difficulties, dependent on her mother for all activities of daily living. Mum wants daughter to have full hysterectomy as she does not want her daughter to suffer with menstruation.

Workshop session 6

Part 1

Trainer's notes:

The next few workshop sessions are intended to give you an alternative idea on how to work through the EACH Charter using animation format. You can decide how much of each session you work through. Each session lasts around 40 minutes and can be split over several sessions as need be.

Objective: To raise awareness of the EACH Charter and health rights in Scotland.

Learning point: To look at a fun method of communicating with young people.

Materials: Copy of EACH Charter point with annotation
Laptop computer
Animated film computer programme and camera
Storyboard sheet
Playmobil figures; playdoh.

Activity: Discuss how animation can work and explain what will be happening. **(Trainer note 6.1 will help with this)** Show sample animation DVD. *(15 minutes)*

Put participants into groups of three or four, according to the number of computers.

Ask participants to choose an EACH Charter point. *(10 minutes)*

In their groups, ask participants to discuss the Charter point and what it means to them. Ask them to come up with some different ways in which they could use animation to illustrate the Charter point. *(15 minutes)*

Make a note of ideas for discussion at the next session.

End the session by explaining that next time will involve actual making of props etc.

Workshop session 6

Part 2

Trainer's notes:

Here you will be building on the previous session. Again this will be a 40 minute session so can be split over several sessions to suit participants.

Objective: To raise awareness of the EACH Charter and health rights in Scotland.

Learning point: Develop an understanding of making animation film.

Materials: Storyboard template; computer programme; pencils; colouring pencils/crayons.

Activity: In their groups allow the participants to practice using the computer programme. **(Trainer's note 6.1 will help with this)** (20 minutes)

Using the storyboard template, ask each group to create a scenario around a Charter point. Encourage groups to be as imaginative as possible. At this stage all ideas are to be included on the storyboard only. (20 minutes)

End the session by collecting storyboards and explaining that the following session will move onto developing animated stories.

Workshop session 6

Part 3

Trainer's notes:

This can be a rather long session so may be better split over several sessions. Allow participants as much time as possible to complete tasks.

Objective: To raise awareness of the EACH Charter and health rights in Scotland.

Learning point: Use of modelling clay to make animated figures. Start to move and film characters.

Materials: Modelling clay/Play-Doh; Playmobil figures.

Activity: In their groups ask the participants to start to develop figures for animation. This can be done by using modelling clay and paints or by using Playmobil figures (as in the sample DVD included in this pack).
(20 minutes)

Ask each group to rehearse the scene they wish to animate. *(20 minutes)*

It may be necessary for other props to be made, such as hospital background, ambulance etc. If so this would be the session to do this.
(20 minutes)

End the session and store away props for following session.

Workshop session 6

Part 4

Trainer's notes:

This session will involve some filming so make sure you are familiar with the camera and programme. **(See Trainer Note 6.2)** Again this session may take some time.

Objective: To raise awareness of the EACH Charter and health rights in Scotland.

Learning point: Use of film and computer programme.

Materials: Recording camera; computer programme; props from previous sessions.

Activity: Set up film area. **(Trainer Note 6.2 gives some ideas on this)**
(15 minutes)

Allow each group time to rehearse moving props and telling the story of the EACH Charter point chosen. *(20 minutes)*

Start to film small parts of animated stories. *(20 minutes)*

Repeat this process, making use of editing as required.

At the end of session show participants completed filming so far.

Workshop session 6

Part 5

Trainer's notes:

This is the last session and it involves completing the filming of animation.
This may take several sessions to do.

Objective: To raise awareness of the EACH Charter and health rights in Scotland.

Learning point: Use of film and computer programme.

Materials: Recording camera; computer programme; props from previous sessions.

Activity: Continue as previous session.
Start to get participants to think about any sound they may wish to use, such as voice over or music. **(Trainer Note 6.2 has information on this).** *(40 minutes)*
Continue to work on animation for as long as is required.
Once completed, add introduction, ending and any voice over etc.

Trainer note 6.1

Animation

Animation is a great way of getting the participants to think through a story they wish to tell. Make use of any materials you have lying around. The idea is to get young people thinking imaginatively about how they would want to illustrate an EACH Charter point.

It does take time and requires the use of recording and computer equipment. Make sure you are familiar with these before starting, or see if you can find a volunteer who could help. It is always good to let the participants have a go at filming some scenes.

Animation can be any of the following:

- Cartoons
- Modelling clay figures
- Use of puppets
- Use of Playmobil characters
- Use of dolls/teddy bears etc

At the start of the process lies the story board. All animation is started by drawing out each animated scene using a story board template. We have included one for you to use.

This story board is used as a means of getting ideas down on paper and can be altered as many times as necessary to get the finished result. The completed idea then goes on to be filmed. Animation requires a lot of patience, as it takes quite a bit of filming to do just one small movement of a figure.

Try and get copies of some well known animation DVDs (our own, made by young people in Aberdeen, is included for reference). Let the participants have a look at some types of animation.

We have set out session ideas for animation using modelling clay or Playmobile characters. If participants wish they could create cartoons. If this is the case we recommend asking the help of someone who works in that field.

Trainer note 6.2

Tips on animation

The computer programme required is anything that supports 'still' animation.

One good free programme is Monkey Jam, available to download at:
www.giantscreamingrobotmonkeys.com/monkeyjam/index.html

Windows Movie Maker is suitable for editing and final production work. Further information about resources will be available on the internet.

Cameras which can be used are any that are recognised as an "Imaging" device: USB webcams, camcorders with VFW video capture cards. (Digital cameras will not capture directly into MonkeyJam unless they can function as a PC camera. Digital cameras can still be used by taking pictures, transferring the images to your computer and then importing the files into the X-sheet).

As the field of animation is growing and changing rapidly, you should seek up to date advice from the internet (or young people!) about programmes and cameras. Many schools will have suitable equipment available already.

Film area

This can be constructed out of a cardboard box cut away and made to look like a film set. It could be further furnished to look like the inside of a hospital, an ambulance, a child's bedroom, a play area or whatever backdrop participants wish. Use any materials you have to hand to create backdrop and props.

Set up the filming area in as quiet a place as you can, this helps reduce any background noise. Make sure lighting is adequate. To do this simply practice using camera and different lighting positions. It may be an idea to contact a local college and ask if they have any students studying filming. Some of these students may happily offer their time free to give advice or assistance with filming.

Keep a note of the scene set up so that you can be sure of continuity if you have to film the same scene over several days.

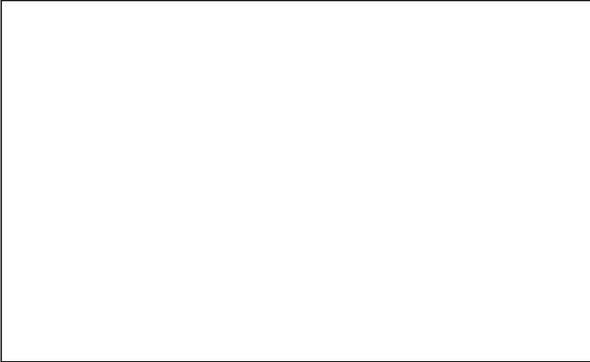
Voice over/music

As well as completing story board with animated ideas, get participants to write a script including an introduction to the animated piece and an ending to the piece. Get participants to think about any voice over they may wish to add to the film, for example maybe that voice over explains the Charter point, or tells a story.

If participants wish to use music over the film, make sure you do not infringe any copyright or performance rights. The Musician's Union can give you advice on this. There are various free downloads of music available on the internet which can be used without paying royalty fees, or gaining consent from the artist. Again check this out with the Musician's Union.

Practice recording the voice over and editing this with the film. Again students, or a volunteer with experience in this field, may be of assistance with this.

Story board template

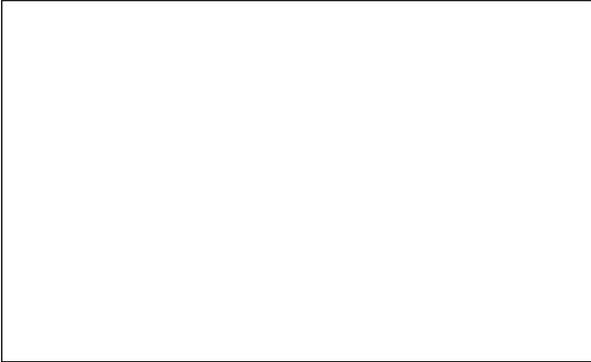


What is happening in the shot?

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Sound/dialogue:

.....

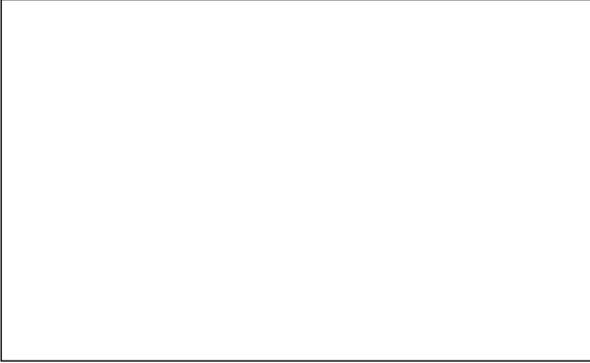


What is happening in the shot?

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Sound/dialogue:

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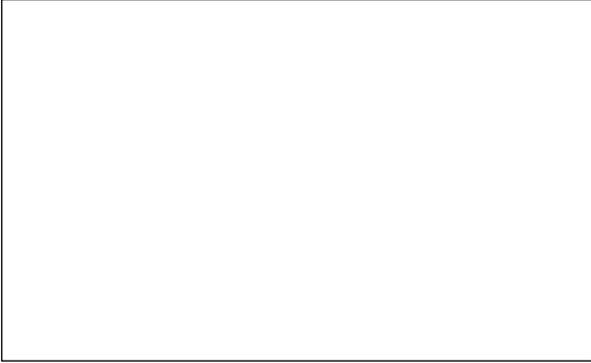


What is happening in the shot?

.....

Sound/dialogue:

.....



What is happening in the shot?

.....

Sound/dialogue:

.....



What is happening in the shot?

.....

Sound/dialogue:

.....



What is happening in the shot?

.....

Sound/dialogue:

.....

Section 5

Appendices & Resources

Appendix 1

The following is a list of books which may come in useful during some of the workshop sessions:

Visit to Hospital	Little Owl
Pingu the Doctor	BBC Books
Maisie goes to hospital	Usborne
Going to the Dentist	Child's Play
Going to the Doctor	Child's Play
Going to the Hospital	Usborne
Going to the Doctor	Usborne
Going to the Dentist	Usborne
Say Aah! My first visit to the doctor	Jen Green. Hodder Children's Books
Baby Duck and the new Eye Glasses	Amy Hest. Walker Books
I know how we get Germs	Kate Rowan. Walker Books
I know why I brush my Teeth	Kate Rowan. Walker Books
Jessica's X –Ray	Pat Zonta. Firefly Books
Mike has Chicken-pox	Jenny Leigh. Red Kite Books
Harriet has Tonsillitis	Jenny Leigh. Red Kite Books
Charlie has Asthma	Jenny Leigh. Red Kite Books

Your local library or children's bookseller will be able to help find other titles.

Ideas for compiling a hospital themed playbox

This list contains items that have been found to be non-threatening and helpful in the Action for Sick Children (Scotland) hospital playboxes:

- Hospital play clothes: buy or make these easy to maintain and launder after use.
- Early Learning Centre Hospital toys: Happytown Hospital; Dressing up sets; medical/nurse sets
- Wooden jigsaws
- Finger puppets/Hand puppets
- Hospital fuzzy felts: good for making a storyboard.
- Teddy bear: can be used as a patient
- Stethoscopes
- Surgical Masks
- Oxygen masks/breathing treatment masks
- Disposable gloves

- Other assorted items children might see in a healthcare setting:
Disposable bedpans; urinals and sick bowls; 'Nil by mouth' chart; temperature chart; identification bracelets; X-rays; bandages; plasters; tubigrip; triangular bandages and cotton balls.
- Assorted story books about hospitals (list is provided in first page of Appendix 1)

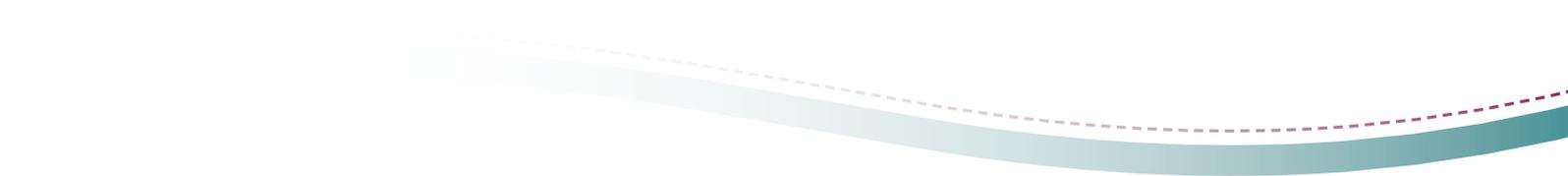
Ask the local hospital or health centre if they can help you compile these materials. Always ensure items are cleaned well after use.

Using playbox

The playbox you compile can be helpful to encourage a conversation with young children who may be concerned or had questions about their own experiences of visiting the doctor, dentist, hospital or other healthcare setting or who have never visited a hospital.

If you are able, gather safe items together to form a doctor/dentist/hospital corner for the children to learn about these healthcare settings through play. A list of suggested items is made available (Appendix 1). Also, consider these principles:

1. The stereotyped image of hospital being a place where children go "to be made better" can be misleading, as it suggests some kind of magical touch and does not emphasise sufficiently the large amount of time that might have to be spent in diagnosing and treating the condition.
2. Encourage the children to think of hospital as a large varied community where lots of people work at many different jobs. This helps to alleviate the tension of the actual hospital experience, which often consists mainly of tests, X-rays and various other examinations by doctors and technicians.
3. Explain the necessity for "admission procedures" and discuss them e.g. examination, X-ray, weighing and measuring height, taking down of personal details.
4. Some children have a secret fear of the X-ray machine falling on top of them. Some children will find the CAT scan and MRI machines to be somewhat claustrophobic. A good way to help with this is to make a pretend machine with a cardboard box and to practice using them. Calling ahead of the appointment for a visit can usually be arranged by the healthcare team.
5. All children in hospital will need to have their names on a wrist or ankle bracelet. Have the children make one for themselves or for a doll or stuffed toy.
6. Have the children make lists or draw pictures of the things they might like to take to hospital with them.
7. Discuss how some parents stay with their children while others are unable to do so, the difficulties parents and relatives may have in visiting due to other commitments, such as other children, work, other sick relatives etc, and the fact that some children may have visitors while others do not.

- 
8. Talk about all the people who help to keep hospitals running, the doctors and nurses and also technicians, therapists, maintenance staff, kitchen staff etc.
 9. Ask the school nurse, doctor or local health visitor to come in and show the children some real medical equipment such as a thermometer, stethoscope, blood pressure machine and eye testing charts.
 10. If you can, buy or make dressing up clothes such as doctors, nurses and surgeons outfits. Encourage the children to also play the part of porters, X-ray technicians, cleaners, parents/carers etc.
 11. Encourage the children to take an interest in their local hospital and children's ward. Perhaps they could collect toys (not soft ones) or send donations to their local children's hospital or ward.
 12. Arrange a visit to an ambulance station or see if an ambulance could come to visit your school.
 13. Discuss what games children can play when in bed. Most children's wards now have a hospital play specialist who can help the children find an age-appropriate game to play, as they will have a good supply of games and crafts. Play specialists also help children emotionally through their hospital stay with good explanations about tests and surgery, as well as using play to help children express their feelings. Many children's surgical wards will have a 'pre-operative' visit with the play specialist leading the session.
 14. Not all the ideas are suitable for all age groups or areas but they should provide an outline of the possibilities. A child's parents/carers should also be talking with them if they have a hospital appointment coming up, and should be encouraged to explore further any discussion held in class, especially in the case of young children.

A hospital/healthcare playbox is not intended to be an extra toy but a tool that will help to develop knowledge and confidence amongst young children. Fifty percent of children have some sort of hospital experience by the time they are seven, familiarity and good preparation will reduce anxiety.

Appendix 2

Showing the Know Your Rights DVD and making your own film

This DVD was made with a group of children who all had experiences of using healthcare services. The DVD is intended to highlight the EACH Charter points which set out the rights of the sick child.

The commentary was put together using the interpretations the children and young people made when working through the Charter. The work on the DVD was inspired by participants who also contributed to the script, set design and small drama scenes accompanying each Charter point.

When using the DVD you can either play it straight through and then ask children their views on the film. Alternatively you can choose to pause after some scenes and ask children what they thought the scene was about. The DVD lasts around 18 minutes. It can be used throughout any of the workshop sessions and is suitable for children of all ages.

The use of the film is one of many interactive ways of helping children understand the EACH Charter. If you wish to make your own DVD there are some things which must be taken into account. Below is a list:

- Obtain consent from the children and their parents/carers/guardians.
- Involve the children at every stage of film making.
- Ensure that all involved are aware of reason for film, who will see it and where it will be shown
- You must make children, parents/carers/guardians aware if film is to be used on the internet, and you must get permission from all that it is ok to do this.
- Plan out DVD and include costings.
- Try and get children involved in making the set/costumes as well as helping with script.
- You can approach a local college to see if there are any film/media students who may volunteer to help with filming, editing and sound work.
- If using well known music you must check out licence agreements, copyright and performance rights. This is best done through contacting the Musician's Union or the music company direct. You cannot use copyright music/songs without permission.
- It is not inexpensive so make sure money is available.
- A small film can be made (with all the necessary permission) using a DVD recorder and showing the children discussing the Charter rather than scripting and using music etc.
- Above all make it fun!

Terms of use relating to the film Know Your Rights

The terms govern the use you may make of the film "Know Your Rights" (the "**Film**") provided by Action for Sick Children (Scotland) of 22 Laurie Street, Edinburgh, EH6 7AB ("**us**"). Action for Sick Children (Scotland) is the campaigning name for NAWCH (Scotland) a company limited by guarantee and registered in Scotland under number SC100114. We are a charity registered with the Office of the Scottish Charity Regulator with registration number SC006016.

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