



Participation A Practical Guide

(Reviewed September 2009)



Be Healthy



Stay Safe



**Enjoy and
Achieve**



**Make a
Positive
Contribution**



**Achieve
Economic
Wellbeing**

Introduction

What is Participation?

Asking Children and Young People (C&YP) what works for them, what doesn't and what could work better, and involving them on an ongoing basis, in the design, delivery and evaluation of services. As part of the actively involving C&YP project in Harrogate, a group of young people came up with this definition: *"Participation means that it is my right to be involved in making decisions, planning and reviewing an action that might affect me."*

How does Participation help my work?

Participation offers the best long-term guarantee of services meeting C&YP needs in a sustainable way. An ongoing dialogue with C&YP is important to ensure that services are effectively evaluated and can evolve as necessary. Involving C&YP also helps to develop new skills and promote links within communities.

Why should we bother helping C&YP to participate?

The active promotion of participation by C&YP should lead to change. This can be done by developing more opportunities for them to have a real say in decisions being made. It also creates benefits to organisations (better targeted services, saving money, and new ideas), the C&YP (new skills, services they want) and to the community (better engaged and community-minded young people, democracy).

Isn't effective Participation just going to make my job harder?

No. It should make it easier and more effective to achieve your outcomes. Understanding the needs of those use services means they're more likely to take up what your organisation has to offer, and to recommend it to others in need.

What Does Participation Cost?


Participation does not need to cost anything, however for some activities you might require some resources that have a very low cost e.g. colouring pens, pencils and flip chart paper. The biggest cost would be your time dedicated to planning and implementation of the process.

Simple Participation Checklist

Before	Check
1. Do you and your organisation understand the importance of C&YP in the planning, decision making and evaluation of the project?	
2. Are you clear about why you are involving C&YP in the process?	
3. Has the level in which the C&YP are influencing the project been agreed?	
4. Have you liaised and agreed a suitable time and venue for participation to take place (this is called having a suitable platform)?	
5. Has the necessary consent been obtained from parents/carers/schools to enable the young people to be involved?	
6. Are you prepared if the process takes longer than anticipated to get it right? i.e Follow up consultations may be required	
During	
7. Are the C&YP aware of what participation means? (Planning, Decision Making and Evaluation)	
8. Do you have a plan of the activities that you are going to do with the C&YP? (i.e. have you photocopied the activities from this Practical Guide?)	
9. Have you prepared more than one plan of activities in case the C&YP do not enjoy/engage in one activity?	
10. Do you have all the equipment, pens, colours, flip chart paper etc required for the activities?	
11. Do you have adequate numbers and appropriate staff to engage the C&YP?	
After	
12. How are you going to feedback to the C&YP that have participated?	
13. Are the C&YP going to receive any rewards for their involvement?	
14. Have you evaluated the process to highlight what worked well and perhaps what you would do differently next time?	


Icebreaker Activities

Group Agreement

<p>Equipment: Flip Chart Coloured paper (cut into speech bubbles) Pens Blu tac</p>	<p>How to:</p> <ul style="list-style-type: none"> • Gather the group together • Introduce the activity: a group agreement is the rules that the group has to abide by during the session and referred to if someone doesn't uphold them. • Write on a flip chart/speech bubbles, the rules that the C&YP come up with. • Try and encourage each member of the group to contribute. • Post the flip chart sheet on the wall to remind the group of the rules that have been agreed. <p>Tip: you can ask all the young people to sign the ground rules to show that they agree to them.</p>
<p>Time : 10 minutes</p>	
<p>Recommended numbers Groups from 4+</p>	
<p>Tip If the group is not very vocal then ask them individually to fill in a speech bubble</p>	
<p>Recommended age: 7 +</p>	<p>Every Child Matters Outcomes:</p> 


Icebreaker Activities

Human Knot

<p>Equipment: None</p>	<p>How to:</p> <ul style="list-style-type: none"> • Ask group to stand in a close circle; shoulder to shoulder. • Ask them to “put your right hand in the air, wave it round like you just don’t care, grab and hold someone else’s hand, not next to and not opposite you and don’t let go. • Ask them to “put your left hand in the air, wave it around like you just don’t care, grab someone else’s hand that is not next to and not opposite you and don’t let go • This is the Human Knot; without letting go try and unravel yourselves. <p>Note: If there is more than one group then get them to have a race.</p>
<p>Time : 10 - 15 minutes</p>	
<p>Recommended numbers</p> <p>Groups from 4 to 10 Will only work with an even number in the group</p>	
<p>Tip If they are struggling; suggest that they can rethink two links</p>	
<p>Recommended age: 6+</p>	<p>Every Child Matters Outcomes:</p> 


Icebreaker Activities

Ball Name Game

<p>Equipment: Ball (one to three)</p>	<p>How to:</p> <ul style="list-style-type: none"> • Ask group to stand in a circle • Throw the ball to someone and ask them to say their name loudly and clearly, get them to throw to someone else and ask them to say their name. Continue till back to yourself. Get them to fold their arms if they have already caught the ball. • Second time round: throw the ball to someone whose name you remember, shout their name and throw the ball to them. • Third time round: ask if they can remember the route we did last time; encourage them to work it out and chat to each other <p>Note: After one round is complete throw in another ball, and then another until all 3 balls are being used.</p>
<p>Time : 10 minutes</p>	
<p>Recommended numbers Groups from 4+</p>	
<p>Tip Remember to stress eye contact, saying each persons name loudly and clearly, and use under arm throw.</p>	
<p>Recommended age: 7+</p>	<p>Every Child Matters Outcomes:</p> 


Icebreaker Activities

Mummies

<p>Equipment: Sellotape Toilet roll Scissors Pens and pencils Paper</p>	<p>How to:</p> <ul style="list-style-type: none"> • Introduce the activity; “Your task is to make one person in your group into a mummy; the mummy needs to be able to see, breathe and walk.....” • Give out the toilet roll and sellotape to each group. • Allocate a time limit • To judge the mummies set a series of tasks (e.g. star jumps, Assault course, and quickest team to remove the toilet roll).
<p>Time : 15 – 20 minutes</p>	
<p>Recommended numbers Groups of 2 to 5</p>	
<p>Tip If you need to fill a little more time get them to make a passport of interesting information about the mummy.</p>	
<p>Recommended age: 7 +</p>	<p>Every Child Matters Outcomes:</p> 

Icebreaker Activities

Human Bingo


<p>Equipment: Bingo grid (e.g.see bottom of page)</p>	<p>How to:</p> <ul style="list-style-type: none"> • Give a copy of the bingo card to each player • Players circulate to find group members who match the descriptions in the bingo squares • When a match is found, the player writes the name of the individual in each square • Different names must be used in each square. • When a player has filled each square of the grid, s/he yells "Bingo!" • With the group, check the squares and identify the individuals described
<p>Time : 10 minutes</p>	
<p>Recommended numbers Groups from 4+</p>	
<p>Tip Make the bingo card colourful and interactive</p>	
<p>Recommended age: 7 +</p>	<p>Every Child Matters Outcome:</p> 

Suggested format:

Wearing Green socks	Has size 6 feet	Likes the colour blue
Has brown eyes	Supports Man U	Goes Horse Riding
Has a brother	Can Swim	Has been on an aeroplane

Icebreaker Activities

Power Cards


<p>Equipment:</p> <p>Power Pack cards</p>	<p>How to:</p> <ul style="list-style-type: none"> • Cut out the power cards and give a set to each group. • Ask groups to place the cards on the floor/table with the people or organisations they feel have the most power at the top and those with the least power at the bottom. • Ask the groups to add other people or organisations by writing on the blank cards • Finish the activity with a discussion: <ol style="list-style-type: none"> 1. Which they feel have the most power or which are the most powerful 2. Why? 3. Which people or groups have the least power? 4. Which they think is most likely to listen to them, their project or idea?
<p>Time :</p> <p>20 minutes</p>	
<p>Recommended numbers</p> <p>Groups of 2 to 5</p>	
<p>Tip</p> <p>Point out that it is interesting that each of us are different.</p>	
<p>Recommended age:</p> <p>7 +</p>	<p>Every Child Matters Outcome:</p> 

Power Cards

Teacher	Youth Worker	Parent
MP	Young Person 8 - 12	Teenager
Baby	Police Officer	Social Worker
Religious Leader	Prime Minister	Famous Footballer
Rock Star	Councillor	Judge
Youth Centre Manager	National Charity	Head Teacher
Local Press	Learning Mentor	School Governor


Consultation Activities

Suggestion Box

<p>Equipment: Ballot Box</p>	<p>How to:</p> <ul style="list-style-type: none"> • Place a box in a centralised location • Invite C&YP's to place their ideas in thebox! <p>Variation – as appropriate to the group needs if working with disabled groups or those with learning difficulties.</p> <p>Younger children: Pretend an alien has landed at the school and s/he wants to know what the children think about their school, any questions that you want to know the answers to, use a suggestion box for the C&YP to write a letter to the alien.</p> <p>Older Children: Each week have a different question posted above the suggestions box.</p>
<p>Time : No time limit</p>	
<p>Recommended numbers Individuals so potentially lots of C&YP</p>	
<p>Tip Feed back results and changes. This will motivate C&YP's to place comments in</p>	
<p>Recommended age: 4 +</p>	<p>Every Child Matters Outcome:</p> 


Consultation Activities

Vote with your Feet.....

<p>Equipment: Flip chart paper</p>	<p>How to:</p> <ul style="list-style-type: none"> • Prepare room/hall/playground with large picture, poster, emotion card, one on each wall of a room/hall/playground • Congregate the C&YP's in the centre of the room ask them to consider a question/statement and get them to move to the side of the room that best represents their opinion. • At random ask a C or YP to “sell” / justify why they are stood there to the rest of the group, with an aim of trying to get others to join them. <p>Variation: For younger children make it a game and have some staff to support and ensure that they understand what they are asked to do</p>
<p>Time : 10 – 15 mins</p>	
<p>Recommended numbers 6 – 30</p>	
<p>Tip Make it fun and use colourful pictures</p>	
<p>Recommended age: 2 +</p>	<p>Every Child Matters Outcome:</p> 


Consultation Activities

Fly or Sink

<p>Equipment: Balloons Flip Chart (Draw hot air balloon on) Post it notes Pieces of paper with holes punched in (Post it size) Pens pencils String</p>	<p>How to:</p> <ul style="list-style-type: none"> • Blow up one balloon per group and attach some string to the knot or draw a hot air balloon on a large piece of paper. • Hand out some post it notes and some small pieces of paper with holes punched. • Think of an idea or question. Ask the group to identify what will make the idea work (fly) or fail (sink). Write the comments down and stick it to the balloon as appropriate. • Review the comments with the group. • Ask the C&YP to come up with some actions to move things forward
<p>Time :</p> <p>10 minutes activity 15 minutes review</p>	
<p>Recommended numbers</p> <p>Groups from 4 to 6</p>	
<p>Tip Prepare the balloons with string</p>	
<p>Recommended age: 7 +</p>	
<p>Every Child Matters Outcome:</p> 	


Consultation Activities

Issue Tree

<p>Equipment: Flip chart paper Colours Paint Magazine cut outs</p>	<p>How to:</p> <ul style="list-style-type: none"> • Draw an outline of a tree • Label the tree; Trunk – Chosen Issue Roots – Causes Branches – Effects Fruits/ leaves – Possible solution • Ask the C&YP's to colour, illustrate and talk about each category with their thoughts and opinions • When the C&YP have completed the tree discuss the issue, causes, effects and possible solutions
<p>Time : 20 – 30 mins</p>	
<p>Recommended numbers 1 - 6 per group</p>	
<p>Tip Make it fun and use colourful pictures</p>	
<p>Recommended age: 2 +</p>	<p>Every Child Matters Outcome:</p> 


Consultation Activities

Multiple Perspectives

<p>Equipment: A copy of the wheel Pens Paper/flipchart</p>	<p>How to:</p> <ul style="list-style-type: none"> • Create a cardboard wheel, or draw the wheel on a large piece of paper. Write the Issue/problem in the centre • Each spoke can be used to look at the issue from a different person point of view. Label the spokes - for example: Young people, residents, local council, youth worker etc. • Make sure that each team member has a role to play. • Each member must then act from the perspective of that stakeholder, and write thoughts and feelings on the wheel. • As you move the wheel round you move on to a new person, who adds their thoughts to the wheel. • Review - get each person to read out all the key findings and draw some conclusions, encourage discussion
<p>Time :</p> <p>Varies according to the group and issue, allow up to 30 mins</p>	
<p>Recommended numbers 1 – 8 per group</p>	
<p>Tip Have some questions prepared in case the C&YP aren't very vocal</p>	
<p>Recommended age: 11-19</p>	<p>Every Child Matters Outcome:</p> 

Consultation Activities

All about me....

<p>Equipment: Paper Pens Colouring pencils</p>	<p>How to:</p> <ul style="list-style-type: none"> • Ask the C&YP to draw the outline (As below) • In the centre get them to draw themselves, age, name. • Ask questions of the group as appropriate to your consultation. • Collect the sheets and tell the group what you are going to do with the information <p>Tip: You can encourage the group to rip up magazines or use the internet to find images to create an ideas board or storyboard.</p>
<p>Time :</p> <p>15 – 20 minutes</p>	
<p>Recommended numbers</p> <p>1-6 per group</p>	
<p>Tip Save paper and give out scrap paper and get them to draw the outline. Use the internet/pictures from magazines to make it more colourful etc</p>	
<p>Recommended age: 5 +</p>	<p>Every Child Matters Outcome:</p> 

All about me template

What I like doing in my spare time / what would I like to do in my spare time?


Space to draw picture, write name etc

Where do I like to go in my spare time / where would I like to see more activities for me?

When can I take part in activities?







Consultation Activities

My First, Second, Third Favourite

<p>Equipment: Stickers with the numbers 1,2,3 on (or paper cut outs and blu tac) Big posters (flip chart size) with a picture or drawing of the choice of things</p>	<p>How to:</p> <ul style="list-style-type: none"> • Conduct a brief presentation/explanation on the items that they have a choice of. Explaining what it is and how it is used. Perhaps use a video or picture to explain where possible. • Having prepared the room with the posters with pictures and short written description (in language that they can understand) give each young person three stickers with 1,2 and 3 on. • 1 = Favourite, 2 = second favourite and 3 = third favourite; ask them clearly to stick the numbers on the pictures that they like in order of favourite. • This will evoke dialogue between the facilitators and the C&YP
<p>Time : 5 – 20 minutes</p>	
<p>Recommended numbers 1 +</p>	
<p>Tip Have a pen and paper handy to note down what the C&YP say</p>	
<p>Recommended age: 2+</p>	<p>Every Child Matters Outcome:</p> 


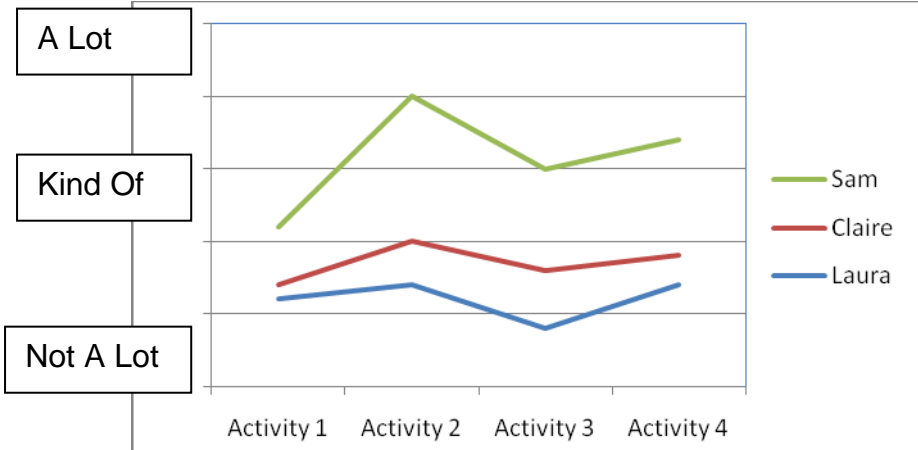
Consultation Activities

What's' the Scores!

<p>Equipment: Pictures Feedback form pens</p>	<p>How to:</p> <ul style="list-style-type: none"> • Conduct a brief presentation or show some pictures offering a number of choices available to the group. Tip: use a video or picture to explain where possible. • Give out the scoring sheets – create one using a scoring mechanism, we often use the smiley faces below. • Individually or in teams they need to mark the equipment or service out of 10. (1 worse and 10 the best). Stating a reason for each. • After they have decided on a mark for each they can discuss and share their reasons. • Let them know how this information is going to be used (time scales etc)
<p>Time : 10 – 30 mins</p>	
<p>Recommended numbers</p> <p>Groups 1 – 4</p>	
<p>Tip Feed back results and changes this will motivate C&YP's to engage again</p>	
<p>Recommended age: 7 +</p>	<p>Every Child Matters Outcome:</p> 
<p>POOR      GREAT</p> <p>1 2 3 4 5</p>	



Evaluation Activities

Chuff Chart

<p>Equipment: Flip chart Different coloured pens</p>	<p>How to:</p> <ul style="list-style-type: none"> • Draw a graph and ask the C&YP to name all the activities on the x axis (along the bottom) in columns • Ask them to gauge their enjoyment of the activity on the y-axis (vertical) plot at the bottom “not at all” middle “kind of” and top “Very much so” or alternative language. (see graph below) • Show the group an example if required. • Get each person to plot their journey
<p>Time : 15 – 20 minutes</p>	
<p>Recommended numbers Whole group (up to 10 people on one chart)</p>	
<p>Tip Use a different coloured pen for each person</p>	
<p>Recommended age: 10 +</p>	<p>Every Child Matters Outcome:</p> 
	


Evaluation Activities

Bulls Eye!

<p>Equipment: Flip chart and draw a bulls eye or a print out of a bulls eye (see below) Post it notes.</p>	<p>How to:</p> <ul style="list-style-type: none"> • Apply a question to a bulls eye. (See below) the question can relate to an action following a consultation process. • Ask the participants to be as honest as possible and get them to answer the question on a post it note. Get the group to stick their post it notes on the bulls eye. • Work with the group to help them prioritise their views or answers. The biggest priority should end up in the centre of the bulls eye. • Ensure you carry out the prioritised action and feed it back to the group.
<p>Time : 5 minutes</p>	
<p>Recommended numbers 1+</p>	
<p>Tip Give each person 4 stickers in advance</p>	
<p>Recommended age: 11+</p>	<p>Every Child Matters Outcome:</p> 
<p>Question: how do you want us to respond to you? Email, newsletter, writing? Etc.</p> 	


Evaluation Activities

Tombola

<p>Equipment: Flip chart coloured pens Hat/tombowla/bucket Prepared questions on paper</p>	<p>How to:</p> <ul style="list-style-type: none"> • Prepare evaluation questions and place them in a hat, tombola, bucket and mix them up (suggested evaluation questions at bottom) • Invite an individual to pick one question. Then to read out the question • Ask for responses from individuals or the group, note them down on a flip chart paper <p>Variation: combine this evaluation tool with the “vote with your feet” consultation tool</p>
<p>Time : 10– 20 minutes</p>	
<p>Recommended numbers 1+</p>	
<p>Tip Use appropriate language for the C&YP to understand</p>	
<p>Recommended age: 5 +</p>	<p>Every Child Matters Outcome:</p> 
<p>What skills did you use? Who found that easy to understand? Who found that easy to explain/describe? Why? How hard was it to find other ways of explaining things you normally have a word for? How much did you enjoy that? What did you like? What do you want to see happen next?</p>	

Evaluation Activities

Traffic Lights

<p>Equipment: Template (as below)</p>	<p>How to:</p> <ul style="list-style-type: none"> • Fill the “Priority” section with the key or main priorities that have arisen from the session. • This can be used to guide you through the process of identifying a problem to coming up with a solution • The red highlights the date in which the issue is first raised • Amber the start of the planning to resolve • Green when you have successfully come up with a solution/project <p>Tip: Red, Green and Amber can also be used to highlight – Yes, No and Maybe</p>																						
<p>Time : 10– 20 minutes</p>																							
<p>Recommended numbers 1+</p>																							
<p>Tip Revisit this exercise at each session to gauge where you are up to.</p>																							
<p>Recommended age: 5 +</p>	<p>Every Child Matters Outcome:</p> 																						
<table border="1"> <thead> <tr> <th data-bbox="272 1704 938 1787">Priority</th> <th data-bbox="938 1704 1062 1787">Red (Date)</th> <th data-bbox="1062 1704 1193 1787">Amber (Date)</th> <th data-bbox="1193 1704 1321 1787">Green (Date)</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 1787 938 1850"></td> <td data-bbox="938 1787 1062 1850"></td> <td data-bbox="1062 1787 1193 1850"></td> <td data-bbox="1193 1787 1321 1850"></td> </tr> <tr> <td data-bbox="272 1850 938 1912"></td> <td data-bbox="938 1850 1062 1912"></td> <td data-bbox="1062 1850 1193 1912"></td> <td data-bbox="1193 1850 1321 1912"></td> </tr> <tr> <td data-bbox="272 1912 938 1975"></td> <td data-bbox="938 1912 1062 1975"></td> <td data-bbox="1062 1912 1193 1975"></td> <td data-bbox="1193 1912 1321 1975"></td> </tr> <tr> <td data-bbox="272 1975 938 2038"></td> <td data-bbox="938 1975 1062 2038"></td> <td data-bbox="1062 1975 1193 2038"></td> <td data-bbox="1193 1975 1321 2038"></td> </tr> </tbody> </table>				Priority	Red (Date)	Amber (Date)	Green (Date)																
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Where else can I get resources to develop participation for C&YP?

Organisation	Website
National Children's Bureau (NCB)	www.ncb.org.uk
Participation works	www.participationworks.org.uk
Action for Children	www.actionforchildren.org.uk
British Youth Council	www.byc.org.uk
Children's Rights Alliance for England (CRAE)	www.crae.org.uk
Electoral Commission – Do Politics	www.dopolitics.org.uk

Every Child Matters (ECM) Outcomes for Children and Young People.

Below are descriptions of the ECM outcomes with examples of the type of projects which fit into them:

Be Healthy

This outcome relates to physical, sexual, mental and emotional health, the promotion of healthy lifestyles and encouragement not to take illegal drugs.

e.g. accredited sexual health project, sports tournaments, gym sessions, healthy cooking project, team-building residential with health related theme, peer mentoring or 'buddying' projects.

Be Safe

This outcome is about being safe from maltreatment, neglect, violence and sexual exploitation, accidental injury and death, bullying and discrimination, crime and anti-social behaviour in and out of school, and being secure, stable and well cared for.

e.g. young driver safety course, personal safety project, project to create a safe place to meet within an unsafe community, young women's empowerment project, first aid course.

Enjoy & Achieve

This is about being ready for learning, attending and enjoying school, achieving personal and social development, enjoying recreation and achieving national educational standards

e.g. homework clubs, DJing project, arts/drama/dance, educational visits, residentials, celebration of achievement events, festivals, fishing - and many more.....

Make a Positive Contribution

This is about engaging in decision making, supporting the local community and environment, engaging in positive behaviour, developing positive relationships, choosing not to bully and discriminate, developing self confidence, successfully dealing with significant life changes and challenges and developing enterprising behaviour.

e.g. project to make your local area better, gardening project, meeting community groups you don't normally meet with, anti-bullying or anti racism project, music/drama performances for local community.

Achieve Economic Wellbeing

This is about engaging in learning, employment or training on leaving school, being ready for employment, living in decent homes and sustainable communities, having access to transport and material goods and living in households free from low income.

e.g. job search and homework clubs, IT courses, career guidance project, budgeting/managing money project, vocational training courses e.g. sports coaching, babysitting course, music production.