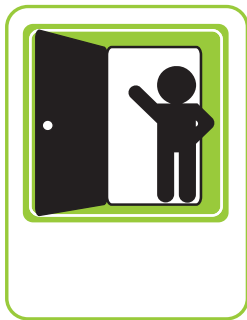


**Taking Part in Making Decisions:
Training for 8 to 12-year-olds**



Introduction and Getting Started

These training resources have been commissioned by the Department of Children, Schools and Families and have been produced on behalf of Participation Works by the National Children's Bureau.

Participation Works enables organisations to involve young people effectively in the development, delivery and evaluation of the services that affect their lives. It is a consortium of six national children and young people's agencies and is made up of the British Youth Council, the Children's Rights Alliance for England, the National Children's Bureau, the National Council for Voluntary Youth Services, Save the Children and The National Youth Agency.

Participation Works offers a comprehensive programme of activities and resources on participation – including workshops, training sessions and practitioner networks – designed to support organisations and practitioners that work with children and young people under 25 years old.

For more information visit: www.participationworks.org.uk

The National Children's Bureau (NCB) promotes the voice, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, we provide essential information on policy, research and best practice for our members and other partners. NCB has adopted and works within the UN Convention on the Rights of the Child.

For more information visit: www.ncb.org.uk

Acknowledgements

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Compiled by Rachel Monaghan, Participation Unit, National Children's Bureau

March 2008

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Introduction

For children and young people to participate in decision-making successfully, they need to develop skills and understanding; they do not come ready packaged as active participants. Participation Works partners' experience indicates that children and young people can be more effective participants in the services and issues that affect their lives when they are given opportunities for personal development.

These training resources have been produced to support workers who want to provide appropriate development opportunities to improve the ability of the children and young people they work with to participate in decision-making. While there are a number of resources available for people working with older young people, a need was identified to provide some training guidance for children and young people from 8 to 12 years old.

What is the training?

The training takes the form of a package of five training resources, each section focusing on a different set of skills. Together the skills will equip children and young people to take an active part in decision-making. The sections are:

- Recruitment and Selection
- Facilitation
- Evaluation
- Developing Children's Champions
- Making Change Happen.

These sections are all supported by information provided in this Introduction and Getting Started section, which includes tips on what you need to think about to ensure your training is a success and exercises to include at the beginning and end of your training sessions.

Each section has been written by a different writer who has wide experience of training in that area. Elements of the training were piloted on two groups of children and young people to test that they worked well for groups of this age.

Who is it for?

The training resources are aimed at workers who want to involve children and young people in decision-making within their project, group or organisation. The workers may be young people who are planning to work with their peers.

You do not need to have extensive knowledge or experience of training or participatory work. There is a resource list (see the appendix) which will provide some background information and further reading.

The term 'children and young people' is used in these resources to refer to children and young people aged between 8 and 12 years old. The activities are all designed for work with children and young people of that age, although many of them can be used with younger or older groups with some alteration.

The training will work best for a group of about 12 children and young people. Most of the activities are designed for a group who already know one another to some extent and already have a project, issue or piece of work that they are involved in together.

If your group, project or organisation does not fall into the above categories, lots of the activities will still be useful and can easily be adapted.

How to use the resources

Every project, group or organisation is unique and every worker has different requirements. These resources can therefore be used in a variety of ways. You may want to do all or any of the following:

- use them as a series of training tools to go through as a whole with a group or groups of children and young people
- take certain sections and use them to support specific areas of your work
- take certain activities within those sections and use them in isolation to complement work you already have planned
- make use of the introductory information and resource list to help you in your planning.

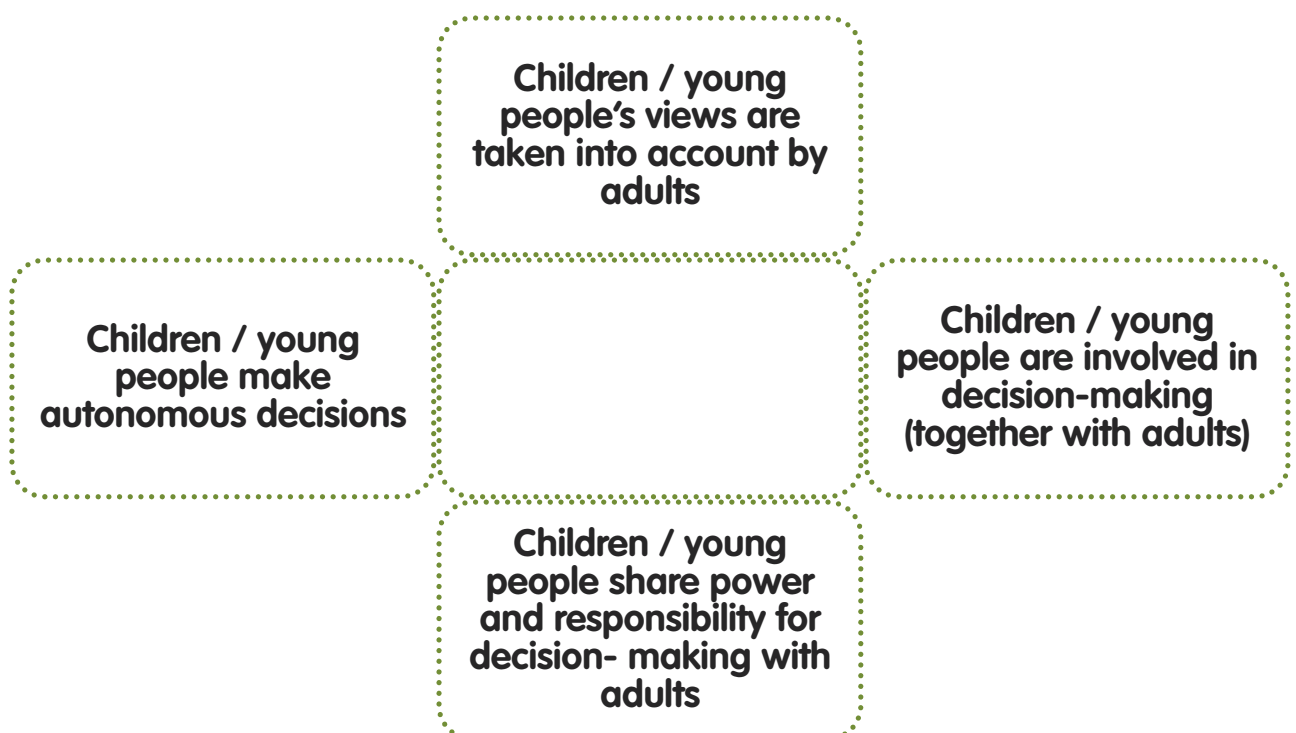
Each training section is divided into a number of activities. They are designed so that you can either carry out the training as one full session or divide the activities into a number of sessions to suit your group.

What is participation?

Participation is the active involvement of children and young people in decisions that affect their lives and communities. As the experts in their own lives, it is their right to be meaningfully involved in all decisions that affect them.

The purpose of participation is to ensure improved outcomes for children and young people themselves and also for the organisation and the wider community. Effective participation is likely to mean that the involvement of children actually leads to change (where they identify that change is needed) (Kirby et al., 2003)

'Participation' is used to refer to a wide range of activities taking place in different contexts in which the level of active engagement by young people varies. This is often seen in terms of the amount of power shared between adults and young people. The model below shows four different levels of participation in which no level is assumed to be better or worse than another (Kirby et al., 2003). The appropriate level for a certain activity, or piece or programme of work, is determined according to the circumstances and the participating children and young people.



Participation has been shown to provide clear benefits to children and young people and to service providers, and to help the wider community. It can become a means of achieving positive outcomes, as well as being a valuable process for participants (Kirby et al., 2003).

The right to participation is increasingly embodied in legislation. The UK government ratified the United Nations Convention on the Rights of the Child (UNCRC) in 1991 to protect the rights of all children. Article 12 states that any child or young person has a right to express their views and have them given due weight in decisions affecting them, in accordance with their age and maturity.

One of the key principles embodied in the 1989 Children Act is:

children should be kept informed about what happens to them, and should participate when decisions are made about their future (The Children Act, 1989)

In addition, the Department for Education and Skills *Learning to Listen* document (DfES, 2001) stated that participation can ensure:

1. better services which genuinely meet the stated needs of the customers
2. promotion of citizenship and social inclusion
3. personal and social education and development.

If you would like to do some more reading about participation, have a look at this section's appendix for a resource list.

Getting Started

Top tips

Here are some tips that may help you as you get ready for your training:

- Make sure you know the materials you will be using well and feel confident about what you are doing. You may want to do a trial run through some or all of the activities you are planning in order to check that they work, the timings are appropriate and your method is easy to follow.
- If you are carrying out the session with other trainers, make sure you all know who will be doing what so you can work together and support each other.
- Think carefully about the length of the meeting or session. It needs to suit the group you are working with. Remember that the training is designed so that you can do it over more than one session if you choose, and so that you can have breaks whenever you think that is appropriate.
- If you are dividing the training into different sessions, remember that participants may not remember what they have done or said in previous training sessions. It is useful to refer back to what has happened or what people have said to demonstrate that the training is a process. You might also need to adjust your timings to include a recap.
- Check that the materials and activities are accessible to all the participants. You may need to adapt some activities for children and young people who cannot move around a room easily or are not confident about writing or reading. Or you may need to bring in additional support for some participants.
- If you are using a venue you do not know well, get to know where things are before the group arrives – e.g. venue staff, toilets, catering facilities, fire exits.
- Make sure any equipment you are using is booked and working, and that you know how it works.
- Have some back-up activities in case the ones you plan to use do not work.
- Spend some time before the training considering how you will deal with any participants who are negative, disruptive or cynical about the training.
- If you do not know everyone in the group, learn their names as soon as you can. The ice-breaker

activities should help. Or you can use sticky labels to help you. Ask people to write their names on labels, or get someone to design name badges.

- Be sensitive to shifts in the group's energy during the session. You may want to take a break earlier than you had planned. Or you may want to try out one of the energiser activities included in this section.
- Make sure that the children and young people know what is going to happen next and when they will get the chance to put some of their newly developed decision-making skills into practice.
- Give all the participants a certificate and a letter of thanks to celebrate their involvement. These will make up part of their achievement record.

Making the training accessible

All children and young people should be able to access events and activities, including training. It is therefore important to think through any access issues that may occur before, during and after an event and to take the necessary steps to ensure that your activities are open to anyone who wishes to participate.

Key points to ensuring that all children and young people may participate include these:

1. Getting information about children and young people in advance so that their individual needs – e.g. communication methods or support requirements – can be met. In addition you should ensure that activities and sessions designed are accessible.
2. Providing information about the training and what issues will be covered in advance, so that children and young people can begin to think this through and formulate their thoughts. They will find this reassuring if they are unsure or nervous about attending.
3. Having a range of activities using different learning styles and media on offer, so that children and young people can focus on the ones they feel most comfortable with.
4. Ensuring information is accessible – using photographs is a great way of doing this.

The Council for Disabled Children have produced a publication called *Come On In* which provides examples of issues around physical access and a number of audit tools that may be used as a reference for your project.

References: Department for Education and Skills (2001) *Learning to Listen*. DfES

Kirby, P. et al (2003) *Building a Culture of Participation*. DfES

The Children Act 1989. Stationery Office

Wheatley, H. (2004) *Come On In: The Disability Discrimination Act 1995, Part 3: Access to Goods and Services - a practical guide for children's services*. Council for Disabled Children



The Activities

Ice-breaker activities

Purpose:

To get the group to start working together and learn a little more about each other in a fun and active way

Learning outcomes:

By the end of these activities the participants will have:

- grown to know one another better
- had some fun
- started to work as a group.



Ice-breaker activities

Activity One

Ball name game

Purpose:

To make sure everyone knows everyone else's name and that they start to work as a group in an energetic mode

Time needed:

5 minutes



Materials:

Soft ball

Preparation time needed:

None

Top tips: Once people have got the hang of this, spice things up a bit by adding in more balls or getting them to go faster.

Tell participants that they must not throw to someone they have thrown to previously.

Get participants to do a whole round in which each participant is thrown to and no one receives the ball twice.

Have a look at the Balls of Respect game in the Evaluation section for an example of how this game may be used as part of the training as well as being a warm-up activity.

Method:

1. Explain that the game is going to help them memorise each other's names quickly, then explain how it is played.
2. Each participant says their own name in turn for a couple of turns round the circle. Then a ball is thrown to someone, they catch it, say their own name out loud and throw it to someone else, whose name they say out loud as they throw. That person in turn says their own name and throws the ball to someone else whose name they say out loud as they throw.
3. Encourage everyone to play the game at a brisk pace.
4. If some people are unable or uncomfortable throwing the ball, they can pass it or use workers or other group members to 'ferry' the ball to the person of their choice.



Ice-breaker activities

Activity Two

Getting to know you bingo

Purpose:

To learn more about each other, and gain some understanding of participants' interests that may have an impact on the training

Time needed:

10 minutes



Materials:

Bingo sheets (Resource 1), pens, prize (if appropriate)

Preparation time needed:

5 minutes to copy the sheets.

Top tips: Do not assume that everyone knows what Bingo is. You may need to show them the resource and explain how to play.

You may adapt the sheet to suit your group.

Method:

1. All participants need to stand up and hold in their hand a Bingo sheet and a pen.
2. Explain that the aim of the game is to fill in all the squares on their Bingo sheet. Each square is to contain the name of a different person.
3. Ask participants to move around the room and ask people if they like the different things written in the squares on the sheet – e.g. Do you like speaking in public? Do you like Arsenal football team? If the person they ask says 'yes', they write their name in the appropriate box. They must then move on to another person.
4. When someone has collected nine different names on their sheet they should shout 'Bingo!' The first to do this is the winner.



Ice-breaker activities

Activity Three

Blast off

Purpose:

To encourage the group to work as a team and explore the challenge of how to communicate with one another

Time needed:

5 minutes



Materials:

None

Preparation time needed:

None

Top tips: This game may also be used to calm groups down and to focus attention.

Method:

1. Everyone stands in a circle.
2. Tell participants that the aim of the activity is for everyone to work as a team. They are to count down from 10 to 1 with only one person saying a particular number at any one time (no one else may speak at the same time). Anyone can start and anyone can say the next number.
3. Remind people that no signals or gestures are allowed. If more than one person speaks at the same time the group must start again at 10.
4. If the group manages to count down from 10 to 1, everyone then shouts 'Blast off!'



Ice-breaker activities

Activity Four

Build a tower

Purpose:

To start working collaboratively in smaller groups

Time needed:

20 minutes



Materials:

Dry spaghetti and marshmallows or straws and plasticine / play dough, prize (if appropriate)

Preparation time needed:

10 minutes to get the 'ingredients' ready.

Top tips: If you have time, you may want to have a discussion about what the experience of working together was like. Start to think about how different people take on different roles (there may have been a leader / a doer/ an observer, etc.).

These insights will be very useful in other areas of the training.

Method:

1. Divide the group up into smaller groups of 3 or 4. Ask them to go and sit by the ingredients, which should be divided into the appropriate number of groups.
2. Tell them that they have 15 minutes to build a tower using only spaghetti and marshmallows (or straws and plasticine / play dough). The tower has to stand up on its own. The group that makes the highest tower will be the winner.
3. Remind the groups that everyone needs to be involved.
4. When there are 5 minutes remaining, tell the groups. Similarly, tell them when there are 2 minutes and 1 minute remaining.
5. Once the time is up, bring the whole group back together and go around the towers in turn to decide which is the highest. Applaud the winners (and give them a prize if appropriate).



Ice-breaker activities

Activity Five

At the zoo

Purpose:

To take on differing roles in a group and have fun!

Time needed:

10 minutes



Materials:

None

Preparation time needed:

None

Top tips: Once you have been round the group a couple of times, you could ask the group to choose their own animals. One group had great fun getting their trainers to act out the smelly end of a skunk!

Method:

1. Ask the group to form a circle (try to involve all the workers/ trainers in this too).
2. Explain that in 3s the group are going to be asked to become animals. Ask for 3 volunteers, and get them to stand next to each other.
3. Tell them they are going to be an elephant. The one in the centre should put a hand in front of their head like a trunk. Those on the sides should hold up the arm farthest from the person in the centre to form a large elephant's ear on either side of the trunk.
4. Explain to the group that they will have 5 seconds to make the animal shape in their group of 3. If they fail they will have to sit down outside the circle.

If they make the animal successfully, the person in the centre should move to the middle of the circle and choose the next group of 3 by pointing at a person who becomes the new central figure.

You can use other animals too, for example:

- Rhino (with the central person acting out a horn and those on the sides scuffing the floor as if about to charge)
 - Giraffe (with the central person raising their arm to create a neck and head and the others bending down to form a body).
5. Be sure to keep the pace up by keeping to the 5-second rule.



Ice-breaker activities

Activity Six

Conversation wheel

Purpose:

To ensure that participants speak to each of the other participants and start to share knowledge about themselves

Time needed:

10 minutes



Materials:

None

Preparation time needed:

None

Top tips: You could make up own questions to suit your group, or you could ask questions related to your project or the piece of work for which you are training the group.

Method:

1. Ask the group to form an inner and outer circle, causing people to pair up. If you have an uneven number of participants a worker/trainer will need to join in.
2. Ask the group a question. Give them 1 minute to introduce themselves and discuss each other's answer.
3. When the question has been completed, brief the participants to thank their partner. Ask the outer circle move to the left so that each person is facing someone new. Give them the next question and repeat the procedure.
4. Ask up to five questions, such as:
 - What's your favourite TV programme at the moment?
 - If you could be invisible for a day, where would you go?
 - What do you like doing most at school and why?
 - If you could invite anyone you wanted to your birthday party, whom would you invite?
 - Why have you come to the training today?



Making a group agreement

Let's get together

Purpose:

- To produce an agreed way of working that participants will adhere to during activities and meetings
- To facilitate the process of learning to respect each other
- To encourage individual young people to work together

Learning outcomes:

By the end of this activity participants will have:

- understood how agreements can be reached through discussion, compromise and consensus
- experienced how groups can work together
- begun to understand the preferences and priorities of other people in the group.

Time needed:

15 minutes



Materials:

Flipchart, Post-its, pens

Preparation time needed:

None

Top tips: Some group members may want to design a poster of the group agreement.

Keep this group agreement and put it up at every session. You could also use it for other activities so that it can be referred to at any time by facilitators or participants.

You could highlight the fact that by working together to come up with a group agreement the young people have already started to work according to that agreement.

Method:

1. Explain the importance of ground rules for the smooth running of the group. You may also mention how ground rules can help uphold health and safety needs and the idea of rights and respect.
2. Ask the young people to work individually or in pairs to write on Post-its ideas about what would help them work together.
3. As a group put all the Post-its on a flipchart and group them according to headings they identify – e.g. no bad language, listen to each other, don't shout, be on time, respect what other people say, etc.
4. Once the headings have been established, a discussion can be held to produce a group agreement based on the headings.
5. Young people can then be asked to sign up to the agreement so that they take ownership of it.



Understanding expectations

Perfect pizza

Purpose:

To find out what participants want from the training, what they are looking forward to and what they may need support with

Learning outcomes:

By the end of this activity participants will have thought about and shared with the group what their expectations of the training are.

Time needed:

15 minutes



Materials:

Flipchart paper with a large circle/pizza drawn on it, Blu-Tack, marker pens, copies of pizza ingredients sheet (Resource 2)

Preparation time needed:

10 minutes to copy the ingredients and cut out enough mushroom, cheese and tomato pieces for the group.

Top tips: As an alternative you may give people an individual pizza slice that they can put on the wall anonymously or give to the trainer.

This activity may also be used as an evaluation exercise.

Participants may write what they liked on the mushroom, what they didn't like on the cheese and what they would change on the tomato.

Method:

1. Give each of the participants photocopied pieces of mushroom, cheese and tomatoes.
2. Ask the participants to write or draw the following on each:
 - mushroom – what they are looking forward to
 - cheese – what they want to find out
 - tomato – what they are worried or not sure about.Alternatively make up your own questions.
3. Allow the participants a few minutes to write or draw their responses. When finished stick the food on the pizza.
4. As a whole group discuss the responses. Make sure that anything participants need to know or are anxious about is covered in the training.

This activity is adapted from The Recruitment Pack (Save the Children, 2005) with kind permission of Save the Children.



Energisers and concentrators

Purpose:

To enable to the group to gain a little more energy when it is flagging, or to bring them back on track when their minds are wandering by changing gear

Learning outcomes:

By the end of these activities participants will have:

- been re-energized
- regained some focus
- had fun.



Energisers and concentrators

Activity One

Knots

Time needed:

5 - 10 minutes

**Materials:**

None

Preparation time needed:

None

Method:

1. Ask the participants to stand in a circle and join hands.
2. Keeping their hands joined, they must move in any way they want, twisting and turning, but keeping their hands joined. In this way they will create a knot.
3. Once they are all knotted up they must unravel the knot, without letting go of one another's hands.



Energisers and concentrators

Activity Two

Fruit salad

Time needed:

5 -10 minutes

**Materials:**

None

Preparation time needed:

None

Method:

1. Ask the group to sit in a circle and name them all individually as one of four fruits – e.g. apple, orange, banana, pear.
2. One person stands in the middle of the circle and calls out the name of one of the fruits. If they shout 'orange' all the oranges change places. There will be 1 space or chair fewer than there are participants. The person who does not sit down moves to the middle to call the next fruit.
3. The caller may shout 'fruit salad', upon which everyone must changes places at the same time.



Energisers and concentrators

Activity Three

Group sculpt (concentrator)

Time needed:

5 - 10 minutes



Materials:

None

Preparation time needed:

None

Top tips: You can use this exercise to illustrate aspects of the training too – e.g. it could be used to sculpt a chosen children's right in the Developing Children's Champions section.

Method:

1. Divide the group into smaller groups of 3 or 4.
2. Tell them that in their small groups they are going to create a group sculpture to demonstrate a machine to the others.
3. Once the group have chosen their machine (help them with examples if things are moving slowly – such as a vacuum cleaner, a machine for making bottles or tins of beans, a sheep-shearing machine, etc.), they must work together to decide how to depict the machine.
4. When all the small groups have formed their sculpture, they show them to the other groups in turn, who must guess what the sculpture is.



Energisers and concentrators

Activity Four

Freezer wink (concentrator)

Time needed:

5 - 10 minutes



Materials:

None

Preparation time needed:

None

Method:

1. Ask the group to sit in a circle with their eyes closed. The trainer walks behind the circle and chooses the 'freezer' by touching one participant on the head.
2. Tell the group they can open their eyes. They should start walking about the room in whatever direction they want.
3. The freezer now tries to freeze other group members by winking at them. If participants are winked at, they must freeze for 5 seconds (you can encourage dramatic ice statues). Other participants must guess who the freezer is before they are winked at. Anyone who guesses wrongly must freeze.
4. Once the freezer is discovered, start the circle again.



Evaluation

Purpose:

- To reflect on what has been learnt during the training
- To evaluate the training
- To help the workers to understand what worked well and what did not

Learning outcomes:

By the end of these activities participants will have:

- reflected on what they have learnt and experienced
- found out from other participants what they have learnt and experienced.



Evaluation

Activity One

Evaluation targets

Time needed:

10 minutes



Materials:

Prepared flipchart with targets drawn on it, or large piece of paper with targets photocopied on it (Resource 3)
Pens, Post-its

Preparation time needed:

5 minutes to prepare flipchart or paper.

Method:

1. Explain to the participants that this is the end of the training session, and briefly recap some of the things the participants have learnt together, if appropriate.
2. Tell the group that this activity will give the participants a chance to feed back on what they think of what they have done. Explain how it will help the workers/trainers to understand what has worked and what has not, and how they feel about the training.
3. Show them the 3 targets and tell them that they need to put a Post-it where they think it appropriate on them. They may write a comment on the Post-it if they want to.
4. Once everyone has done their feedback, thank them for their hard work and let them know what is going to happen next.



Evaluation

Activity Two

Continuum

Time needed:

10 minutes



Materials:

Sign with 'yes' on it and sign with 'no' on it

Preparation time needed:

10 minutes to make the signs, stick them at opposite ends of the room and prepare a series of questions.

Method:

1. Explain that this is the end of the training.
2. Tell the group that they are going to give some feedback by placing themselves in position on the line from 'yes' to 'no'. That will depend on their answers to a number of questions, which will range from the extreme of agree strongly ('yes') to disagree strongly ('no').
3. Read out a series of questions and ask the participants to move to the appropriate spot. You can ask follow-up questions about why they moved to where they are.

Your questions could be general – e.g.:

- Did you enjoy the training?
- Did you learn a lot during the session?

They could be specific to a certain element of training – e.g.:

- Should all children know about their rights?
 - Do you now know enough about children's rights to tell others?
 - Is body language as important as spoken language?
 - Do you now know how to use body language to help people feel more confident about speaking out?
4. Once everyone has done their feedback, thank them for their hard work and let them know what is going to happen next.



Evaluation

Activity Three:

Smiley Face evaluation

Time needed:

10 minutes



Materials:

Copies of feedback form
(Resource 4)

Preparation time needed:

5 minutes

Top tips: This evaluation method gives people the chance to provide information anonymously.

You should fill in the boxes on the form to ensure you get feedback on the areas of the training or session that you would most like to know about.

Method:

1. Give each participant a copy of the form and ask them to place a tick or dot under the face that best describes how they felt during that activity.
2. Tell them that they may also use the space at the bottom. They may ask for help with filling in the form if they want.
3. Once everyone has done their feedback, thank them for their hard work and let them know what is going to happen next.

Appendix

Participation References and Resources

In addition to the up to the minute resources and information that you can find on the Participation Works Gateway at: www.participationworks.org.uk you might be interested in some of the following publications or websites:

Introduction to participation

Carnegie UK Trust (2008) *Empowering Young People: The final report of the Carnegie Young People Initiative*. Carnegie Trust UK

This report charts the lessons learned from the Young People's Initiative as well as presenting ideas for further action.

Available to download from: <http://www.participationworks.org.uk/Portals/0/Files/resources/k-items/carnegie/empowering%20young%20people%20carnegie.pdf> (accessed 9 May 2008)

Participation Works (2008) *Listen and Change. A Guide to Children and Young People's Participation Rights*. Children's Rights Alliance for England

A comprehensive guide for managers and leaders that aims to increase understanding of children's rights, demonstrate the impact of participation, identify drivers for change and showcase best practice.

To order a copy tel 0845 603 6725 or e mail: enquiries@participationworks.org.uk.

Available to download from: <http://www.participationworks.org.uk/ResourceSHub/ParticipationWorksResources/tabid/316/Default.aspx> (accessed 12 May 2008)

Willow, C. (2002) *Participation in Practice: Children and Young People as Partners in Change*. The Children's Society

Detailed examination of the policy context for consultation and participation with children and young people. Using a rights focus it explores four themes; the case for participation, reasons for exclusion, how to respect children and young people and acting

on their ideas. Six case studies bring to life different models and approaches to participation.

Available from: <http://cnb-host4.clickandbuild.com/cnb/shop/tcs?op=catalogue-products-null&prodCategoryID=9> (accessed 9 May 2008)

Policy and legislation

For comprehensive information on relevant policy, legislation and Children's rights visit the Participation Works specialist rooms at: <http://www.participationworks.org.uk/AboutParticipation/tabid/54/Default.aspx>

Practical resources

Badham, B. (2004) *Act by Right: skills for the active involvement of children and young people in making change happen*. The National Youth Agency

Accredited workbook designed to help children and young people acquire the skills to take effective action on issues that concern them. Based on five units, designed to follow on from each other, the whole workbook comprises 50 hours of learning to develop young people's understanding and ability to work together on issues and concerns of importance to them.

Available from: <http://www.nya.org.uk/information/100133/108789/actbyright/> (accessed 9 May 2008)

Children's Rights Alliance for England (2005) *Ready Steady Change*. Children's Rights Alliance for England

A comprehensive set of training and tools to increase children's and young people's effective participation in decision-making. The materials include two participation training handbooks (one for adults and one for young people) and the 'Look what's changing' DVD showing examples of participation in practice.

Available from: www.crae.org.uk

Participation Works delivers a one-day Ready Steady Change training course for all

individuals who work in the participation field including, all levels of staff, volunteers and policy makers. To book a place on the course or for more information please contact the Enquiry Service: 0845 603 6725 or email: enquiries@participationworks.org.uk

Clark, A. and Moss, P. (2001) *Listening To Young Children – The Mosaic Approach*. National Children's Bureau

Looks at how young children's views and experiences can become the focus for reviewing services. The Mosaic approach is a multi-method approach in which children's own photographs, tours and maps can be joined to talking and observing to gain a deeper understanding of children's perspectives on their early childhood settings.

Available from:
<http://www.jrf.org.uk/bookshop/details.asp?pubID=353>

Connexions: A range of useful publications giving guidance on involving young people in the design, delivery and development of Connexions are available on its website: <http://www.connexions.gov.uk/partnerships/publications/connexpubs/index.cfm> (accessed 9 May 2008)

The *Disability toolkit*. A database of resources and practice examples to support professionals in involving children and young people in decision-making. For more information visit: www.disabilitytoolkit.org.uk

Kirby, P. et al (2003) *Building a Culture of Participation*. DfES

Research into the most effective ways of involving children and young people in services. This work involves a full research report and a handbook for practitioners.

Available to download from:
<http://www.everychildmatters.gov.uk/participation/buildingaculture/> (accessed 9 May 2008)

Participation Works delivers a one day Building a Culture of Participation training course and a consultancy service to equip individuals and organisations with basic theory and practical approaches to participation, to help them build a culture of participation. To book a place on the course or for more information please

contact the Enquiry Service: 0845 603 6725 or email: enquiries@participationworks.org.uk

Neary, S. and Goodall, D. (2006) *Sharing the Journey. A practical resource for organisations starting out on youth involvement work*. TSA

A unique practical guide for decision-makers on how to involve young people in the organisation's work. The pack features real-life DVD clips of the Camelot Foundation's participation work. The young people devise and present a major national awards programme (4Front).

Available from:
www.tsa.uk.com

Save the Children (2001) *Learning to Listen – Consulting children and young people with disabilities*. Save the Children

This practical report is based upon a consultation with disabled children and focuses on the methods and processes used to carry out that consultation. It includes how ideas and methods were developed, how these methods were used and an analysis of the effectiveness of each tool. The findings show what can happen when workers actually start to think in a creative way about how they might consult with disabled children and young people.

Available to download from:
https://www.savethechildren.org.uk/en/54_5165.htm (accessed 9 May 2008)

Shepherd, C. and Treseder, P. (2002) *Participation: Spice it up! Practical tools for engaging children and young people in planning and consultations*. Save the Children

Tried and tested practical activities to involve and engage children and young people including sheets to photocopy and examples of how the activities have been used.

Available from:
www.savethechildren.org.uk

Shenton, F. (2004) *Everyday participation: a practical guide for involving young people*. UK Youth

Introductory guide for voluntary sector youth groups on the principles and practice of participation. Based on the views of young people and youth workers about what has

worked for them, it is organised under three sections: understanding of what participation means, its history and values; examples of how participation can be part of everyday work with young people; and guidance on how to put participation into practice.

Available from:

<http://www.ukyouth.org/whatwedo/publications/allpublications/everydayparticipation.htm> (accessed 9 May 2008)

Standards

O'Kane, K (2007) *Do we meet your standards?: National Children and Young people's Participation Standards Self-Assessment Pack*.

Children and Young People's Participation Consortium for Wales

National Standards document with guidance on how to look at your practice in relation to seven separate standards and how to gather evidence to demonstrate participation within the organisation.

Available to download from:

<http://www.participationworks.org.uk/AboutParticipation/Standards/tabid/155/Default.aspx> (accessed 9 May 2008)

Wade, H. and Badham, B. (2006) *Hear by Right: standards for the active involvement of young people in democracy*. The National Youth Agency/Local Government Association.

Hear by Right offers tried and tested standards for organisations across the statutory and voluntary sector to assess and improve practice and policy on the active involvement of children and young people.

Available from:

<http://hbr.nya.org.uk/>

Participation Works offers one-day workshops on the Hear by Right standards framework. They are designed to provide information about using the framework to draw up a map of current participation in your organisation (with children and young people), and create an agreed strategic plan for improvement. To book a place on the course or for more information please contact the Enquiry Service: 0845 603 6725 or email:

enquiries@participationworks.org.uk

Evaluation

Cambridgeshire Children's Fund and Save the Children (2005) *Are You Listening! A toolkit for evaluating Children's Fund services with children and young people*. Cambridgeshire Children's Fund

A range of tried and tested, creative and fun activities used by Children's Fund Projects to include children and young people in evaluation. Also includes a quick guide to participative evaluation.

Available to download from:

<http://www.cambridgeshire.gov.uk/NR/rdonlyres/91176010-5FF3-4708-8449-1BA2D1CABD9F/0/AreyouListening.pdf> (accessed 9 May 2008)

Children's Research Centre

Research centre which empowers children and young people to be active researchers of their own lives.

Visit:

<http://childrens-research-centre.open.ac.uk/>

Kirby, P and Bryson, S (2002) *Measuring the magic? Evaluating and researching young people's participation in public decision making*. The Carnegie Trust

Examines the different ways that involving young people in decision making could be measured and evaluated.

Available to download from:

<http://www.carnegieuktrust.org.uk/files/main/Measure%20the%20Magic.pdf> (accessed 9 May 2008)

National Evaluation of the Children's Fund (2005) *The Evaluators Cookbook: Participatory Evaluation Exercises*

Includes tried and tested, fun and creative activities for participatory evaluation collated from Children's Fund projects around the country.

The Evaluation Cookbook is no longer available as a web based resource. A revised and extended version of the Cookbook will be published by Routledge in early 2008. Further details will be posted on www.ne-cf.org

General resource lists

Unicef (2006) *Child and Youth Participation Resource Guide*. This guide brings together a wealth of information about participation from round the world.

Available to download from:

http://www.unicef.org/ceecis/Child_Youth_Resource_Guide.pdf

CRAE Participation Library

The Children's Rights Alliance participation library details a wide range of titles and publishers of key participation materials.

http://www.crae.org.uk/cms/index.php?option=com_content&task=view&id=206&Itemid=150

The National Youth Agency (2007) *Involving Children and Young People. Where to find out more* NYA

A resources list intended to help those with a responsibility for promoting children and young people's involvement, whether at policy development and strategic level, or at delivery level.

<http://hbr.nya.org.uk/system/files/9-Involving+Children+and+Young+People+-+where+to+find+out+more.pdf>

Library and Information Service National Children's Bureau

A range of participation publications, reports and articles on participation and children's rights.

http://www.ncb.org.uk/Page.asp?originx891zl_50910793632478b29p1026433444?cboContentGroups=34

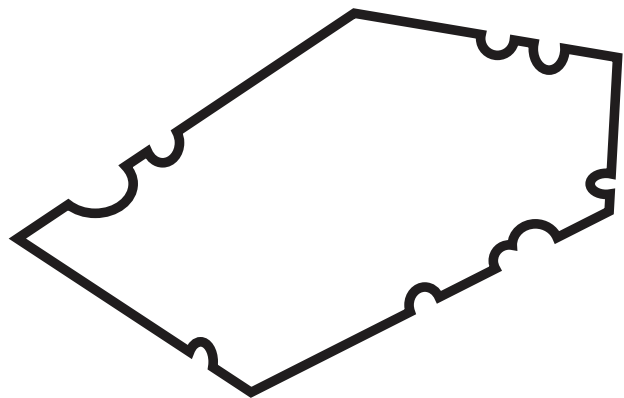
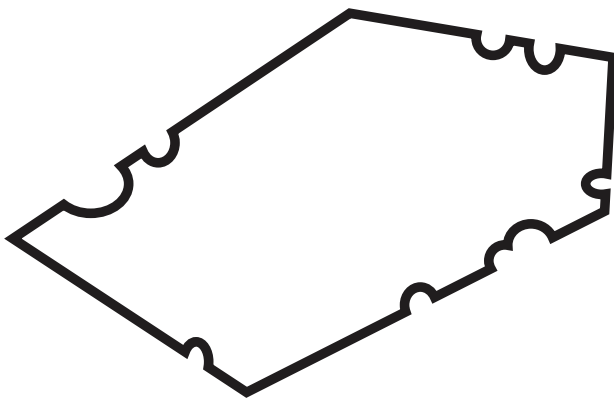
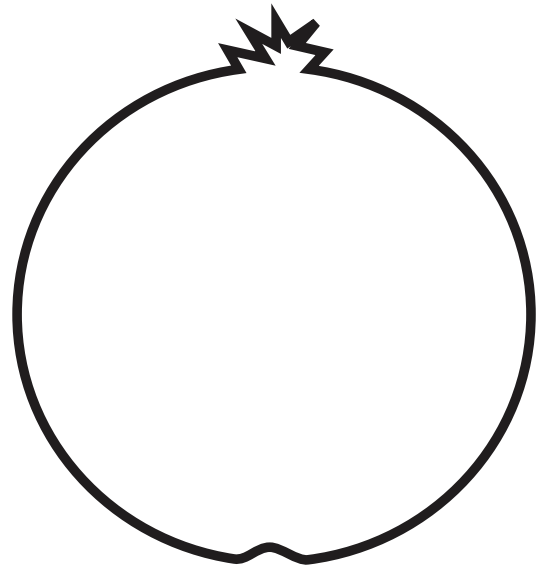
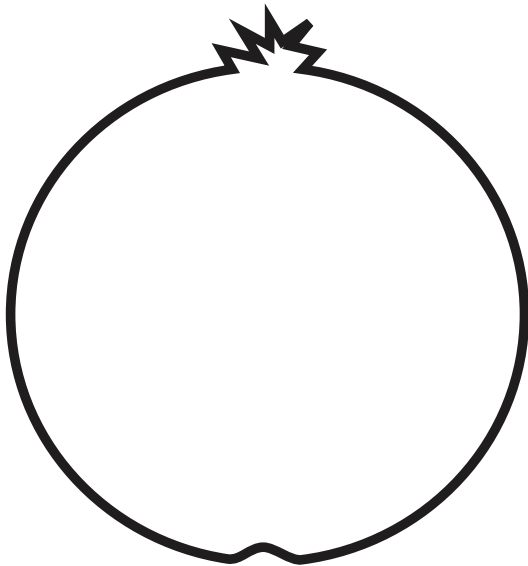
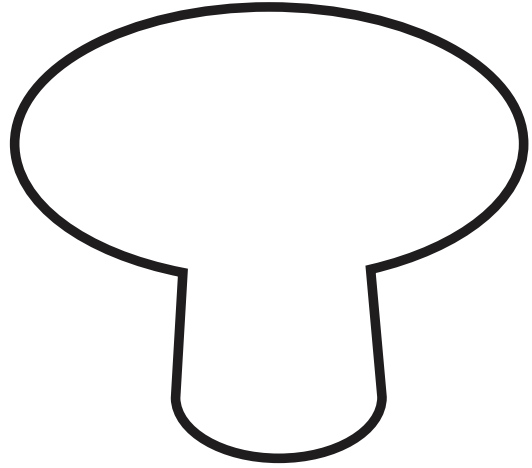
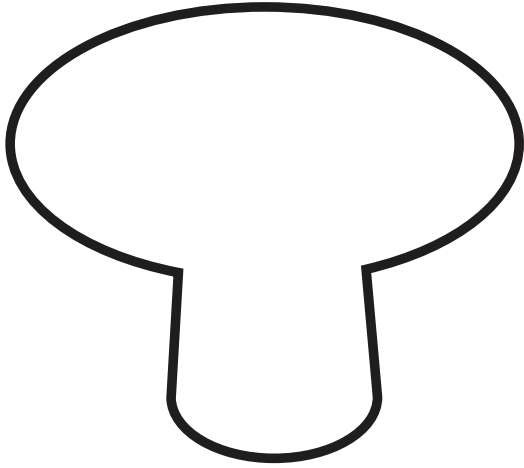
May 2008

Getting to know you bingo

Do you like		Getting to know you bingo
School holidays	Arsenal football team	Drama and acting
X factor	Finding out new things	Dogs better than cats
Speaking in public	Chocolate	Meeting new people

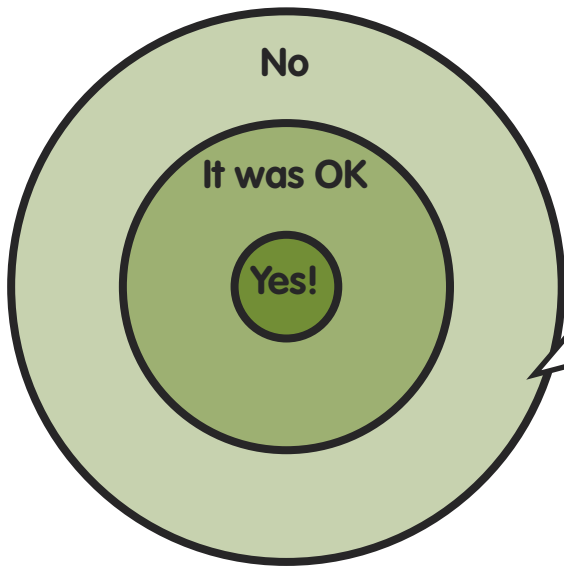
Do you like		Getting to know you bingo
School holidays	Arsenal football team	Drama and acting
X factor	Finding out new things	Dogs better than cats
Speaking in public	Chocolate	Meeting new people

Pizza ingredients



Evaluation targets

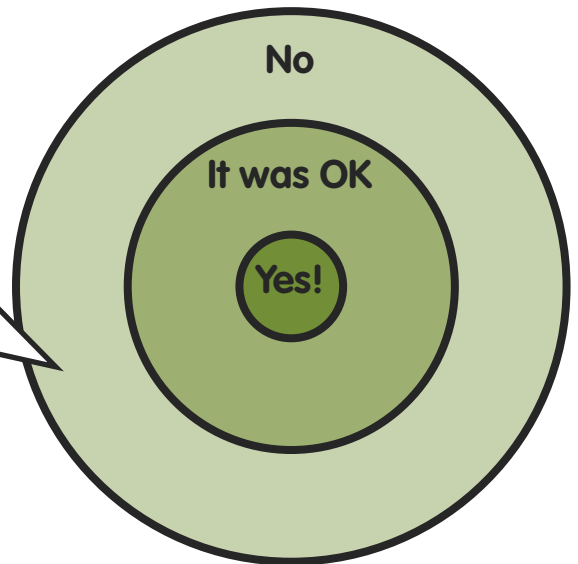
Did you have fun today?



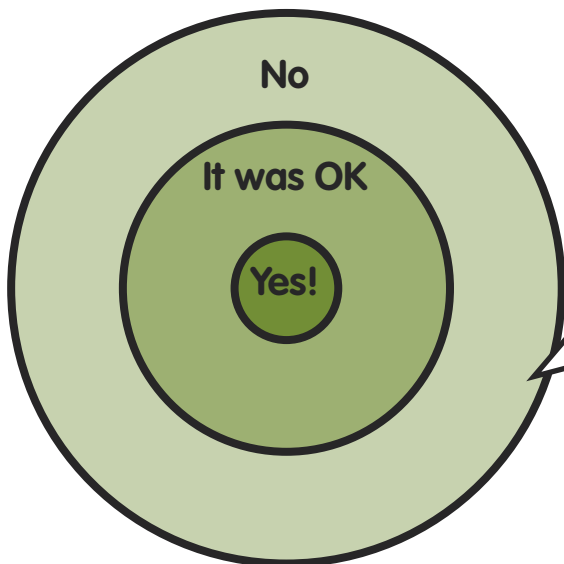
Comments:

Did you think we made any progress?

Comments:

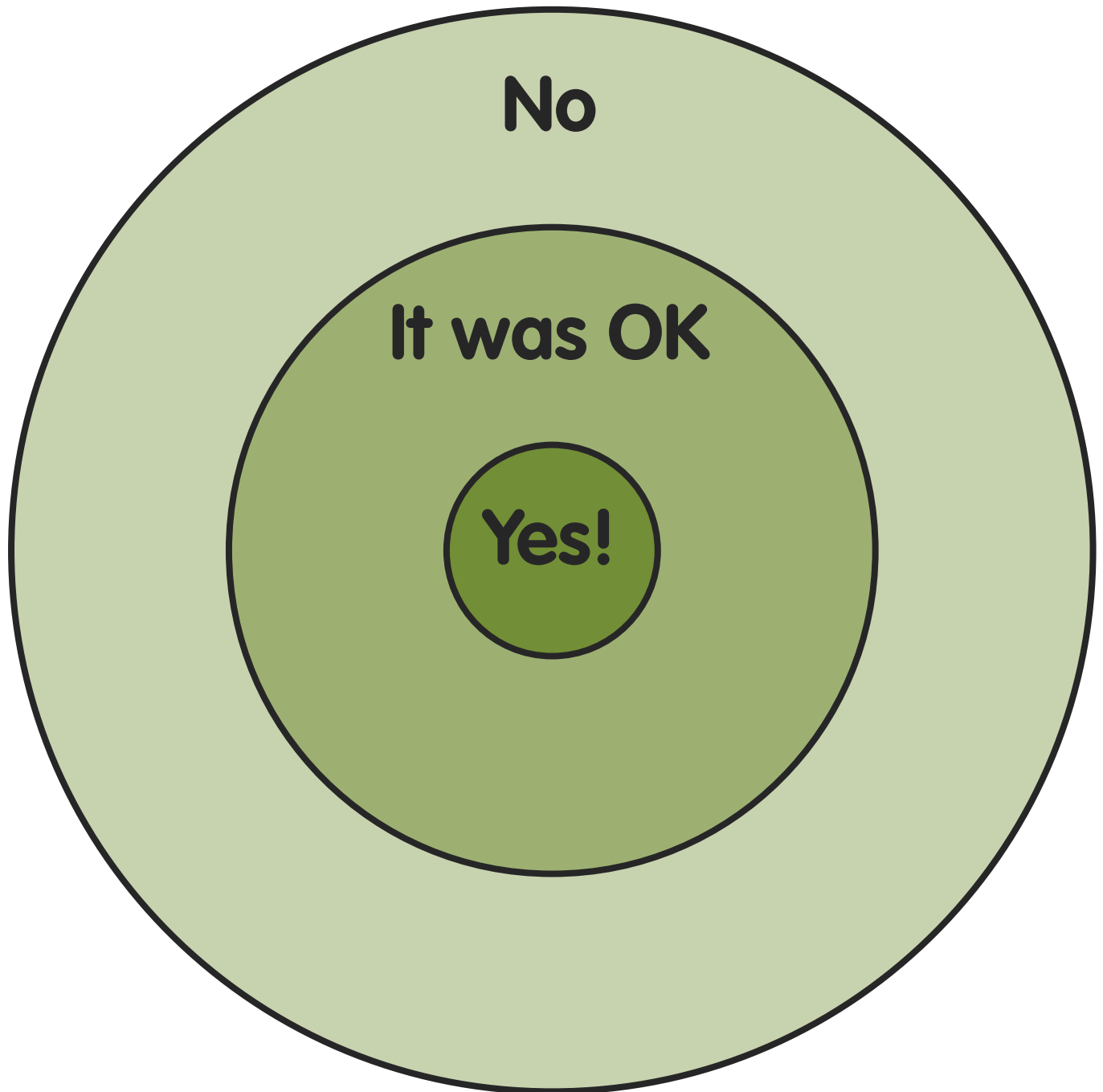


Did you enjoy the discussions?



Comments:

Evaluation targets

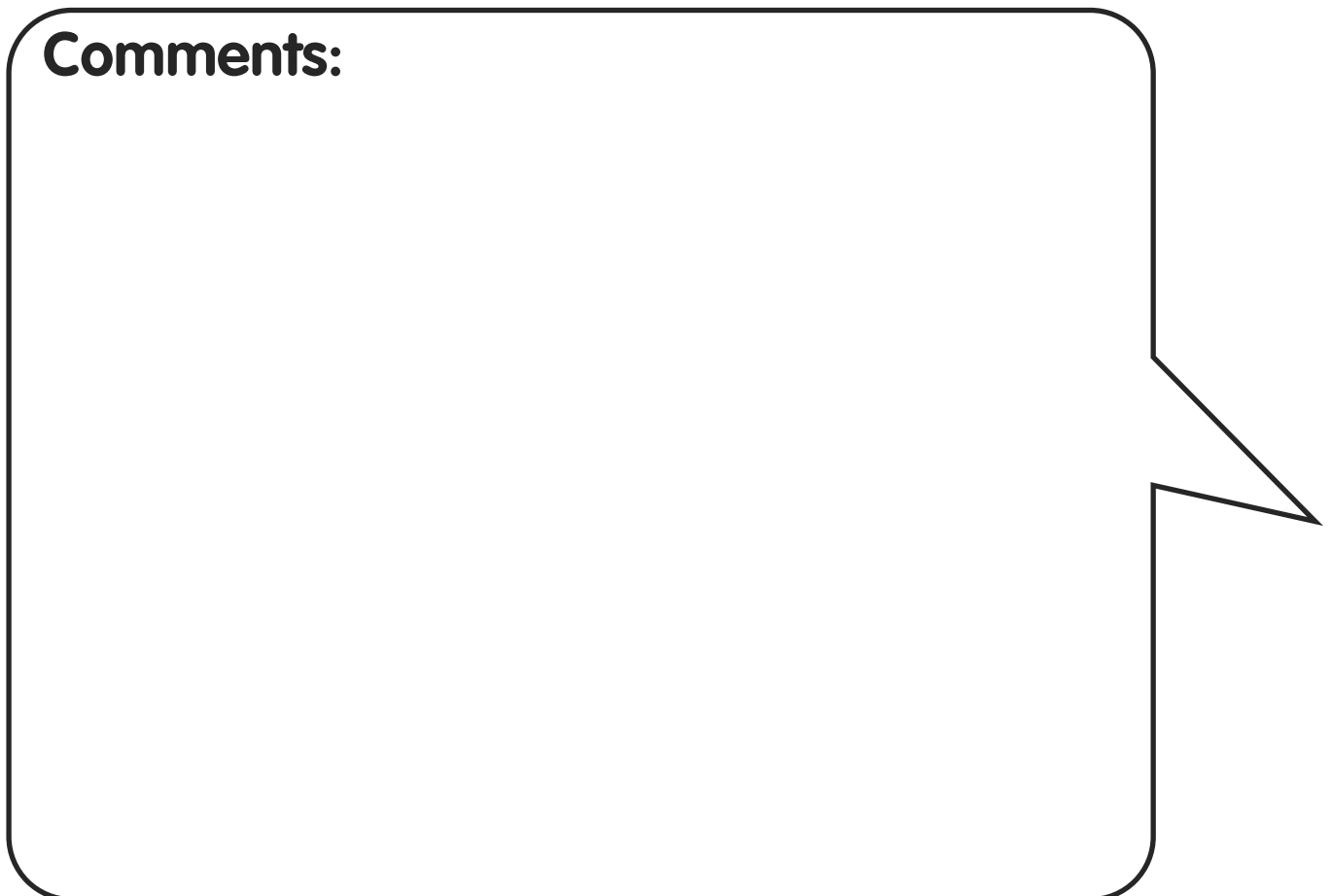


Evaluation targets

Comments:






Comments:



Feedback form

Please fill in this form to help us make future sessions as helpful and enjoyable as possible.

Put a tick or a cross in the right square.




	Did you feel listened to?	Did you have fun?	Was the meeting interesting?
			
			
			

The thing I enjoyed most about today was:

The thing that could have been better about today was:

Please fill in this form to help us make future sessions as helpful and enjoyable as possible.

Put a tick or a cross in the right square.

	Did you feel listened to?	Did you have fun?	Was the meeting interesting?
			
			
			

The thing I enjoyed most about today was:

The thing that could have been better about today was: