

# Essentials:

# Participation

tried and tested, creative  
participation activities

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Thanks to:  
Brendan McGowan for compiling the original resource  
James Moody – Connexions Swindon and Wiltshire  
Connexions Herefordshire and Worcestershire

Some of the activities, resources and strategies have been adapted from:  
*Hear by Right* and *Act by Right* – National Youth Agency  
*Spice It Up* – Save the Children / DYNAMIX

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# Section 1: introduction

- Background
- Participation Charter

In this section we will introduce you to Participation, how to use this resource and how it fits in with the general Children and Young People's Trust framework and the Participation Charter.

## \* Introduction



This guide should help you in your work; it has been tried and tested with groups of young people and practitioners. This resource is not only an East Sussex model but is based on national standards and policies from **Every Child Matters** to the National Youth Agency/Local Government Association's **Hear by Right**. Please read through it, use it and adapt it for yourself.

### **Why involve young people?**

In the Children and Young People's Trust, participation of children and young people should be at the heart of all processes. Children can not be fully safeguarded or provided for if we don't listen to what they are saying and engage them when change happens.

By developing such opportunities we will enable young people to feel a sense of ownership and value towards the service as well as providing all agencies within the Children and Young People's Trust with clear ideas and direction.

### **What is Participation?**

**Participation** is about children and young people understanding issues that affect them and coming up with possible solutions to these issues. It is supporting them to shape all stages of program decision-making, including planning, implementation, monitoring and evaluation.

### **How can a Toolkit help?**

Involving children and young people across the Children and Young People's Trust requires the support and commitment of both young people and staff. To achieve this a greater emphasis on planning and developing participation opportunities throughout the service is required.

The Essentials: Participation toolkit has been designed as a support pack to those who are undertaking youth participation. It offers information on suggested activities and signposts to various strategies associated with youth participation. It also includes guidance on recording, monitoring and evaluating of such activities.

The toolkit is a resource which will be added to over time with new information. It is available on [Czone home page – Czone](#) and can be used by anyone working with children and young people. Please add to it and create this as an organic piece of work, email [unite.participation@eastsussex.gov.uk](mailto:unite.participation@eastsussex.gov.uk)

## \* What's the vision?



### Participation Strategy

The Children and Young People's Trust Arrangements: Participation Strategy sets out a clear vision for children and young people's consultation and participation across the county. It is intended to act as a blueprint for agencies/ organisations to develop their own participation plan.

While the Strategy provides a vision for participation, the Participation Charter establishes a set of principles which provides a framework. It is based upon an equal opportunities approach that will aim to promote/facilitate/achieve the participation of all children and young people. Agencies/organisations who support the participation of children and young people will be assessed on their work.

A copy of the Strategy is available from the Participation section of [Czone home page – Czone](#)

This document is the guide for working with young people in a participatory manner. This resource will guide participation and evaluate the effect of the lives of young people within the ideas of the Participation Strategy. We will be able to have standards of participation and encourage participation along the lines of the **Hear by Right** standards.

### Hear by Right

**Hear by Right** (HbR) was developed by the National Youth Agency with the Local Government Association. HbR are the national standard assessment tools for organisations to assess and improve practice and policy on the participation of children and young people. Children and Young People's Trust arrangements will work towards the HbR formula as the mechanism for judging good practice.

HbR relies on self-assessment, divided into three levels of participation, 'Emerging', 'Established' and 'Advanced', with each level building on the last.


# SECTION 2:

## planning

- A guide to the Tree
- The Participation Tree
- Implementing the Tree
  - Application to consult
- Planning for participation

In this section we will introduce how to assess participation and what questions to ask before starting to involve young people. It is important that before you start down the road of participation that this be looked over and completed. The foundations of participation, as in building many processes, are vital for successful participation.

## \* A guide to the Tree



The Participation Tree identifies a range of methods where young people can be actively involved in the design, delivery and evaluation of their services.

### **The Leaves**

Each leaf symbolises an individual participation opportunity that young people could undertake within East Sussex.

### **The Branches**

The branches that connect the leaves symbolise how participation opportunities will be developed. This requires consideration towards support, resources and impact.

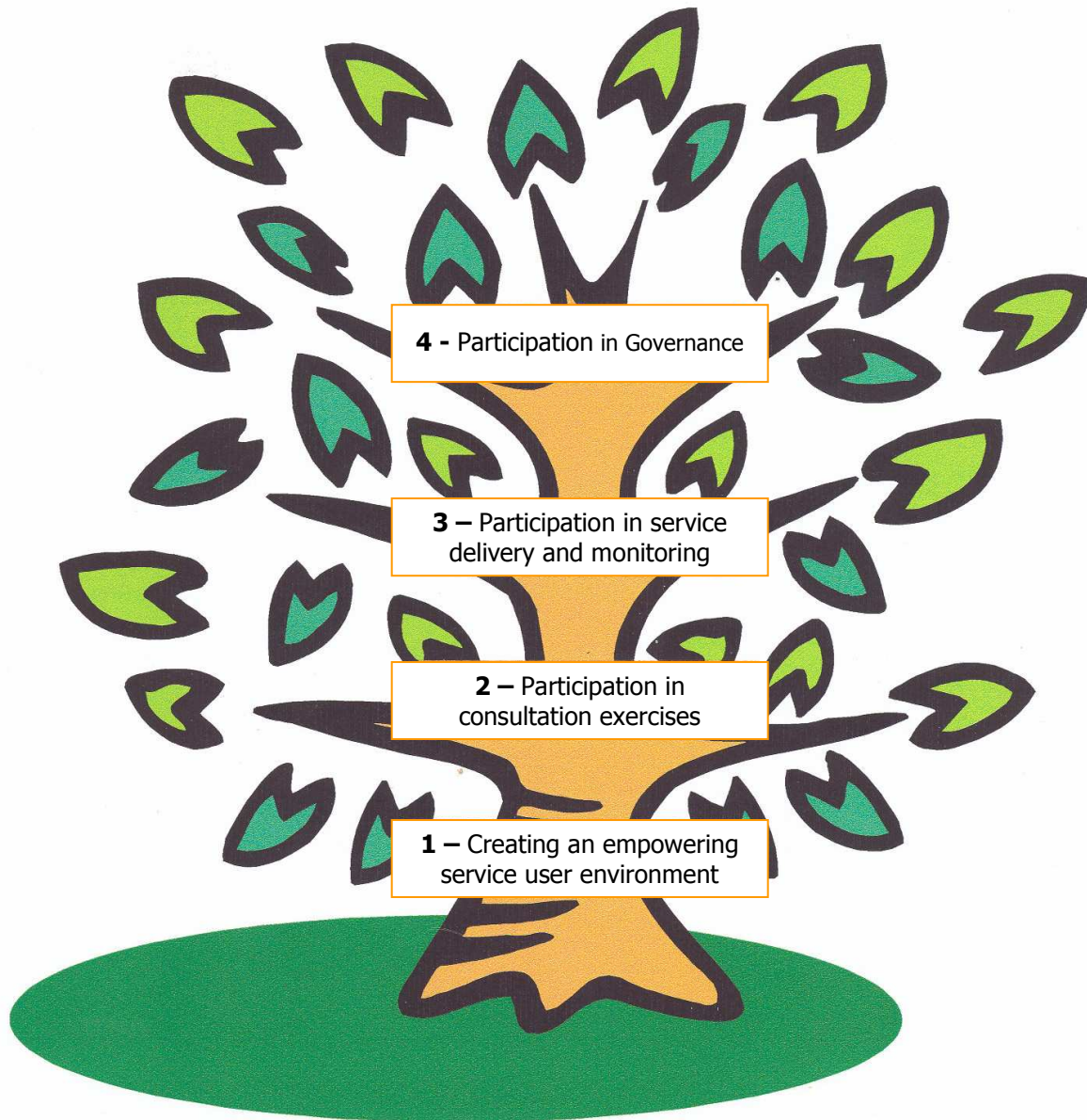
### **The Ladder (Levels of Participation)**

The Tree has 4 levels, each being an increased level of participation. This ensures we offer a range of participation opportunities accessible to a variety of young people.

1. **Creating an empowering service user environment:** Involving young people in activities so that the service is welcoming, friendly and responsive to the needs of young people.
2. **Participation in consultation exercises:** Involving young people in consultation in order to build a picture on a range of issues, and to develop/capture information on local provision or need.
3. **Participation in service delivery & monitoring:** Participation in activities which enables improvements in the delivery of the service; and to involve young people in monitoring the service so that the Children's Trust can learn what works and what doesn't in order to implement change.
4. **Participation in Governance:** Involving young people in decision making which directly affects the service and is either backed up by the positioning of resource or a change in policy.



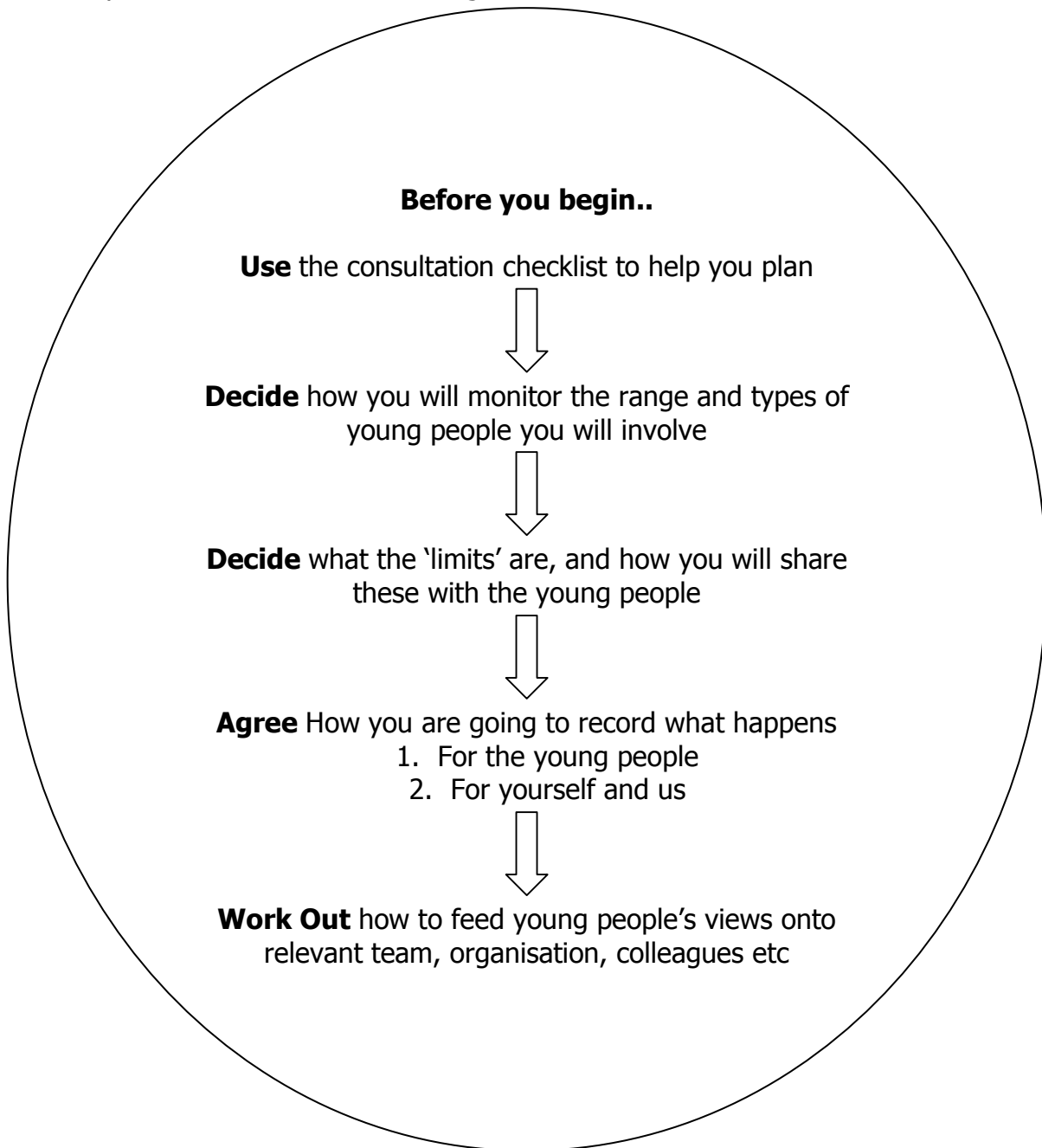
## The Participation Tree- involving children and young people





**\* Implementing the Participation Tree**

Before you begin implementing the participation opportunities outlined in the tree please undertake the following:





## \* Application to Consult: Check List

**Application to Consult Checklist** should be used if you are considering involving young people in a consultation or wanting to give young people a questionnaire.

The application should have as many 'Yes' answers as possible. If any of the answers are 'No' then you should consider if a consultation is the best option for you. The Checklist should identify things that should be changed or adapted to make the consultation appropriate to the audience.

### Resources

- Is there a venue for the consultation? **YES / NO**
- Is the venue suitable for young people? **YES / NO**
- Are the young people able to get there easily? **YES / NO**
- Do you have workers to support the consultation? **YES / NO**
- Do your workers have enhanced Criminal Records Bureau Clearance? **YES / NO**
- Is there enough time to complete the consultation?  
(You will need to consider the number of sessions you need to run, the length of each session and time for breaks). **YES / NO**
- Is there enough funding for the consultation? **YES / NO**

### Participants


- Do you have consent for the young person's involvement inc medical, use of images, if necessary? **YES / NO**
- Are the young people going to be clear on the aims of the Consultation? **YES / NO**
- Will the young people be involved in planning the consultation? **YES / NO**

- Will enough notice be given to young people before their participation in the consultation? **YES / NO**
- Have you got enough of the right young people to get the information you need? **YES / NO**
- Will feedback be given to young people? **YES / NO**
- Will young people have more opportunities to be involved with your department / organisation? **YES / NO**

### **Process**

- Have you thought about the time needed for planning, collection of information, and feedback to the young people? **YES / NO**
- Have you chosen the best method to collect the information you need e.g. survey, discussion group, engagement games? **YES / NO**
- Are the methods you chose lively and engaging for young people? **YES / NO**

## **Planning for Participation**



If you are planning a larger piece of participation work eg a setting up a user group, a series of focus groups or video project. There is a section on a [Czone home page – Czone](#) which helps to provide focus and steer the planning of the project.

The Unite team provides free consultancy service to support the planning of this work, to ensure it useful and not just a paper exercise.

# SECTION 3:

## delivery

- Ice breakers
- Session methods
- Evaluation ideas

This section looks at activities that you can use to run a session with young people, activities to gauge the needs of young people and activities to get young people engaged with change. You are advised to select a couple of **Ice Breakers** then the relevant **Session Methods**, and then at least one if not more **Evaluation Activities**. Evaluation is the key to the event. We are trying to evaluate the change that has happened. Without this the process loses its edge.

## \* **Essentials: Ice Breakers**

We suggest that you use a mix of different ice breakers. There are three types of ice breakers: some ice breakers are better for getting to know people, while several can be used for focusing the group after a hard day. Others are just for a bit of fun. It is also worth keeping some ice breakers for later parts of the session if things get a bit bogged down, to regain focus.

### \* **knots**

**10 -20 min, up to 30 people**

**aim:** to encourage group communication and team work

**method:**

Ask the group to stand in a circle shoulder to shoulder. The circle should then put both hands

in the air, so that they are pointing to the opposite side of the circle. Ask the group to take baby steps until the group gets smaller and smaller, they should then grab someone else's hands. Once everyone is holding another hand, ask the group to untangle themselves without breaking the chain.

It usually works best when the group work together and unchain themselves section by section.

**needs:**

- nothing

**\* the crucial 3**

**20-30 mins, groups of up to 8 people**

**aim:** to introduce people using music.

**method**

Unveil each piece of paper one at a time

1. **Cd Burner-** What's been in their cd player so long and is played so often that its starting to burn a hole in it? ie what is currently in their Cd player.
2. **Eargasm-** (named after the Plump Djs debut album *Eargasm*) What track transports them to a happy place? It might remind them of a fantastic night, holiday etc. Something that gets the hair on the back of their neck to stand up, is phat and funky, has the bubbliest beats etc etc
3. **1<sup>st</sup> Single-** what was the first single they ever bought

**needs:**

- 3 Colour pieces of A4 (labelled Cd Burner, Eargasm and 1<sup>st</sup> Single)
- everyone given 3 post it notes and a pen

Feeding back: Usually it's best to start with the Cd burner (ask them why they like the cd so much) , then the Eargasm (ask what their 'happy time' was) and finish on 1<sup>st</sup> Single for comedy value (its best to save the worst track till last)

**\* win, lose or draw**

**10 - 20 min, up to 30 people**

**aim:** encourage team work. Is also a cracking 'filler'

**method**

A bit like Pictionary, a single artist attempting to draw as many objects (normally single-word nouns) as possible within two minutes, for 10 points a time. Only two items can be passed upon within the 2 minutes; all other items must be guessed correctly before the artist can move on.

**needs:**

- Two groups of 3 or 4
- Flipchart paper
- A long list of single word nouns
- Prizes (freebies or chocolate)

**\* famous people**

**20 + min, any number of people**

**aim:** encourage a bit of banter amongst the group

**method**

1. Everyone in the group has a name of someone famous on their back (or forehead) using Post-it notes.
2. Meet as many people and ask one question about the person named on their back.
3. Others in the group can only answer 'Yes' or 'No'.
4. Aim to meet as many people as possible and work out the name of the famous person.

**needs:**

- Famous names written on post-it notes or stickers



**\* the hand of big brother**

**20 min, up to 40 people**

**aim:** encourage some movement and learning peoples names.

**method**

1. Form two circles, the inner circle sat on chairs and the outer circle positioned standing behind a chair.
2. Then ask the inner circle to shout out their names, then repeat this with the outer circle. (this exercise should be repeated during the start of the game).
3. One person in the inner circle (Big Brother) shouts out another inner circle name (Housemate).
4. Big Brother (the caller) doesn't have a standby behind them so cannot be tapped.
5. The person whose name was shouted out should then attempt to change seats with the name caller.
6. The person (Stand-by) stood behind the Housemate then has to tap the housemate on the shoulder before the housemate moves from their original chair.
7. If the housemate successfully exchanges seats with Big Brother, they become Big Brother.

**OR**

If the Stand-by is successful in tapping the Housemate on the shoulder, then the Stand-by becomes a Housemate, while the old Housemate becomes a Stand-by.

8. Then repeat the process.

The benefit of the game is that people have to learn other people's names quickly, but its achieved using a active game.

**needs:**

chairs in two circles  
(one circle inside the other)

**\* listening train**

**20 mins, up to 6 per group**

**aim:** to practice listening and communication skills

**method**

Divide the participants into groups of no more than 6. Line up 6 chairs in single file facing forward, and ask everyone to sit down. The person at the front of the Train should have a good memory, while the person at the back should be able to draw.

Ask the participants at the front of each train to all look at the Mural, they have 1 minute to memorize as much of the mural as possible, they then have to pass on the info by whispering a description of the drawing to the person directly behind them. Each participant has only one opportunity to pass the info on- so **no repeating** allowed. Once the whisper has passed down the Train to the 5<sup>th</sup> person, they must describe the mural, to the drawer. Then the drawer is given the flipchart to draw mural. Once all the groups have finished, pin them all up and compare them to the original.

**needs:**

Divide a flipchart into four with a large '+'. Then draw a random scene, product or place, in each quarter. Position the drawing at the front of the room but facing away from the participants.

**\* 1 to 10**

**8 min, up to about 20 people**

**aim:** to help focus the group, particularly during the graveyard post lunchtime shift

**method**

If at any point during the session or after a break the group finds it difficult to concentrate ask them all to lie down and

close their eyes. Then ask them to count to 10 as a group, but if two or more people shout out the same number the group must start at 1 again. If they are good at this and do it in one go, get them to countdown from 10 to 1. It is important to be fully aware of the numeracy levels of the group to ensure that the exercise is appropriate for the group.

**needs:**  
nothing

**\* 3,2,1, - 1,2,3**

**8 min, pairs, any number**

**aim:** to help focus the group, particularly during the graveyard post lunchtime shift

Arrange the whole group in to pairs. Then :

1. Ask the pairs to count, alternately from 1 to 3. So Person A would be 1, Person B would be 2, Person A would be 3, Person B would be 1 and so on.
2. After a minute or so, tell the group that when they say 1 they should tap their head.
3. After another minute or so, ask them to rub their stomach when they say 2.
4. Again after a minute. Ask them to stamp their foot when they say 3.
5. Stop the group and ask them to do the actions but without counting.

**needs:**

- nothing

**\* name kill**

**10 min, up to 20 people**

**aim:** to learn names, get a bit of action and increase concentration

**method**

Stand the group in a circle, choose one person to be the 'killer'. This person must walk towards someone

in the circle (victim). For this person to be saved they must get the eye contact of someone else in the circle. They must then call the victim's name before the killer gets to the victim. The killer must then turn around and go towards another victim on the opposite side of the circle. If the name of the victim is not called in time then the victim becomes the killer.

**needs:**

- Nothing

**\* swap places**

**10 min, any number of people**

**aim:** this is good to get people moving and also finding out things about people

**method**

Young people sit in a circle, on chairs. There is one chair short so that if a young person doesn't

run to the chair in time, they have to stand in the middle of the circle and has to be the caller. One person starts the session by standing in the middle of the circle.

The aim is that young people have to swap seats with people with whom they share common situations. The caller picks out various issues and themes for people to swap places. These themes can vary, according to the context and themes. For example: swap places if you had breakfast today; swap places if you are on a youth council etc. Where the topic applies to young people, they then swap places with someone else. Whoever is the last to a seat, has to be the caller for the next round.

**needs:**

Enough chairs for everyone minus one

**\* headliners**

**15-20 min, up to 6 per group**

**aim:** to get the team working together and thinking creativity.

**method**

Get each group to pick one story and write new Headlines for the story. This works best if they are funny and are puns. Provide an example of your own to kick start the session. Give the groups about 10 mins to come up with as many headlines as they can. Then ask them to feedback to the whole group their best ones.

**needs:**

- Group to be divided into 3s or 4s, one or two topical funny stories from a red top tabloid newspaper stick on a flip chart, pens and paper

**\* end of the pier**

**10 min, any number of people**

**aim:** to start thinking about issues and what others think about them, or to just find out about others

**method:**

Release the balloons and play the music, get everyone to tap them in to the air, explain that they shouldn't touch the floor. When the music stops everyone should grab a balloon and turn to the person nearest to them without a balloon and for a couple of seconds each discuss the issue on the balloon, share ideas.

When the music starts tap the balloon up into the air and then start again, this time trying to get a different balloon when the music stops. Repeat a few times.

**needs:**

- Half the number of balloons as participants. Each balloon with an issue/ statement or word on it.
- Music

**\* chair order**

**15 min, any number of people**

**aim:** Activity to get people moving and also interacting without talking

**method:**

Everyone get a chair. Place them in a circle and stand on them.

Then tell people that they must order themselves in birthday or alphabetical with name, house number etc.

However there are two catches. People mustn't talk and they have to stay on the chair not touching the floor. When everyone is in place standing on a chair per person, in order, get everyone to say the things that ordered them to make sure that they are in the right order.

**needs:**

- Chairs for each person.

## \* **4 things about yourself**

**10 min, any number (groups of about 15)**

**aim:** this activity is good for an icebreaker. It can also be used to look at stereotypes and assumptions.

### **method:**

In groups, young people introduce themselves to each other.

They say 4 things about themselves – 3 of which are true and 1 of which is false. The others in the group then have to guess which statement is false. Young people only disclose what they feel comfortable with, eg) I play the drums, last year I went on holiday to... etc.

### **needs:**

- Nothing

## \* **walk to the chair**

**5-10 mins, 5-25 people**

**aim:** To focus the group in working together and also to get some movement.

### **method:**

Everyone takes a chair and sits on it.

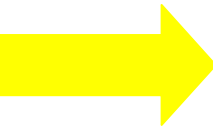
It is explained to the group that this next exercise has to happen in silence. One person stands on the other side of the room from the chair and they are told that they have to try and sit down on an empty chair. They cannot run only walk.

The task of the others is to try and keep the empty chair as far away as possible from the standing person preventing them to sit down on it. They do this by moving and sitting on the empty chair. The catch is by sitting on the empty chair they make their original chair empty. Each participant can't go directly back to the chair they have just come from. See if the group can work together to try and keep a chair empty?

### **needs:**

- One chair per person

## \* **Essentials: Methods**



In this section it is important that you look at the activity and consider which activities will provide what you need for a session. If the group is planning for a project, activities like the *Balloon* may be useful; while if you are trying to explore what issues there are locally then *Issues Through Images* may be a useful session method to try.

### \* **making it work**

**10 min, any number.**

**aim:** to establish ground rules for the session

#### **method**

It is basically ground rules with a different name. Get everyone to sit in a circle around the flip chart and shout out ways in which the session will go smoothly.

Suggestions: Respect each other, turn off mobile phones, listen, confidentiality etc  
Display them on the wall. If there are any problems during the session just revert back to the flipchart.

#### **needs:**

- Flip Chart paper
- a pen
- one facilitator

### \* **hopes and fears**

**10-15 mins, any number**

**aim:** to identify hopes and fears for the session and beyond.

#### **method**

Ask the group to describe their hopes and fears about the session and what they each want to bring to the meeting. Record them on flipchart. Return to the flipchart at the end of the session to ensure all concerns have been addressed.

#### **needs:**

- Flipchart paper
- Post-its
- Pens

**\* car park**

**no extra time, any number.**

**aim:** to keep the group focused on one issue at time

**method**

Next to the Making it Work... stick up a piece of flip chart paper called 'Car Park'. If during any part of the session the group goes off the subject or gets bogged down write the issue on a post it and come back to it at the end of the session.

**needs:**

- Flip Chart paper
- Post-its
- Pens

**\* talking stick**

**3+ people.**

**aim:** ensure everyone in the group has an opportunity to speak and be listened to, better for younger ones

**method**

If the group gets a bit loud and everyone wants to have their '2 pennies worth' at the same time. In turn give them a marker pen or something to use as a 'Talking stick' so everyone gets a chance to say something and everyone else listens.

**needs:**

- A marker pen or object



**\* body outline**

**20-35 mins, 2+ people**

**aim:** to identify skills, experience and training needs

This exercise is very flexible and has been used in a number of ways. From identifying how to effectively communicate with target audiences for a marketing campaign to looking at participation training needs for staff. The example below has been taken from Essentials: Recruitment and Selection training and enables young people to contribute to a job description and person spec. As with all Essential materials please adapt this exercise to best fit the needs of your session.

**needs:**

- Wallpaper/lining paper with a body outline drawn on
- Post-its
- pens

**Methods**

The inside of the body represents skills and experience that a person needs to do a specific job and the external represents possible training needed for that job.

Ask the group to write or draw on the post its what skills and experience that they think the person/job will need, then stick them on the inside of the body. Then ask them to think of training that the person might need to do their job more effectively and stick them on the outside of the body.

Once they've done this try and group similar issues together without mixing the internal with the external. This can then feed into issues, which needs to be covered by the interview questions.

\* **balloon**

**30-45 mins, groups of 4-8 people**

(Please see attached template)

**aim:** to help with the planning process for a project

**Method:**

Explain the aim of the group e.g. to plan a project or piece of work.

**needs:**

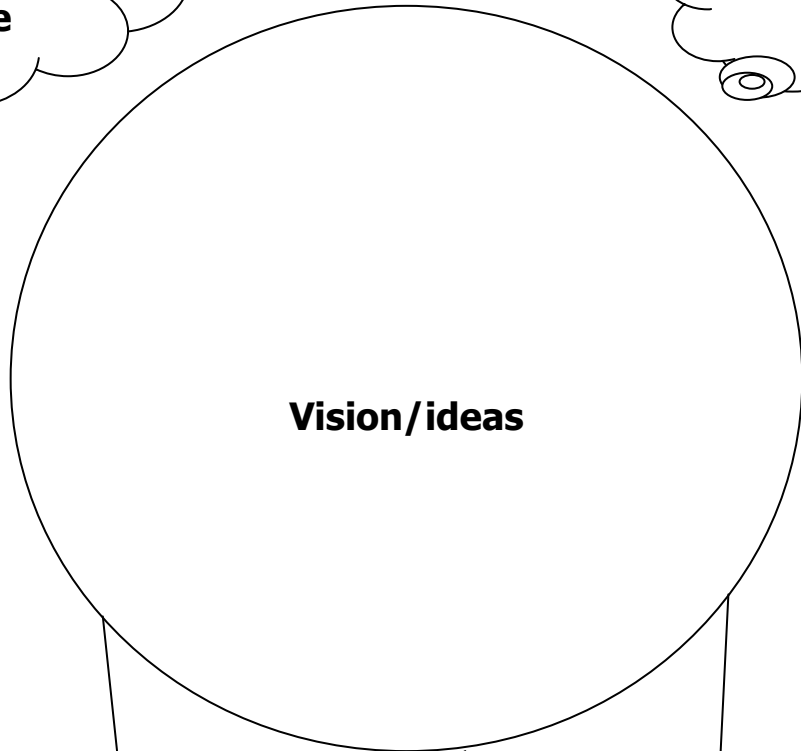
- Flipchart,
- pens
- post-its

Then take each topic in turn. Get participants to write or draw ideas on post-its and stick them on the relevant bit of the flipchart. Clarify ideas and group similar ones before moving on to the next topic.

1. **On the balloon-** issues and factors that will be needed for the proposal to fly
2. **In the basket-** write the names of people or organisations who can help and support your aims
3. **Ropes-** what will hold it back, before the balloon/project has started?
4. **Clouds-** what could push the balloon off course? (once the project has started)
5. **Making it fly-** above the balloon write factors that will make things happen and work

**Could blow  
project off  
course**

**Could blow  
project off  
course**



**Make it fly**

**Support**

**Could hold project down**



**\* how? how? how?**

**30-40 mins, variation: why? why? why?**

**aim:** to explore how an issue can be developed and potentially reach a solution to a series of barriers

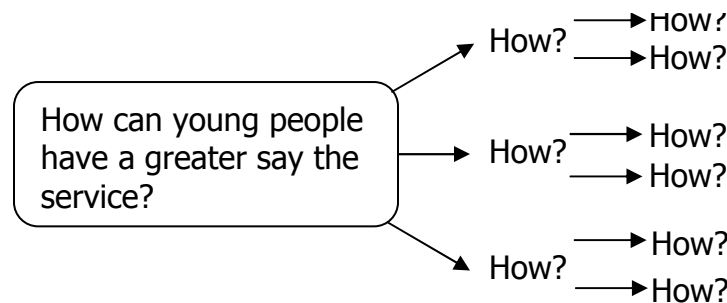
**method:**

Keeping participants in the same groups from the Balloon exercise, ask them how they could deliver their vision. They should start with one question

each eg. How can young people have a greater say the service? After each answer comes another How?

**needs:**

- lots of flipchart paper
- Marker pens



**\* in perspective**

**30- 45 mins, 2-12 people**

**aim:** to create a street scene that the whole group has participated in making

**method**

With a map of the area get young people to use photos, newspaper cuttings or drawings to show different areas on the map. They should show what they think about each area, highlighting issues in parts of the town, but also what is good about areas and provisions that are situated there.

**needs:**

- A large map
- Photos that show the area
- A ruler
- Coloured Chalk
- Newspaper
- Large sheets of paper

**\* diamond formation**

**15-30 mins, groups of approx 4-6 participants**

**aim:** to put issues in priority order.

**method:**

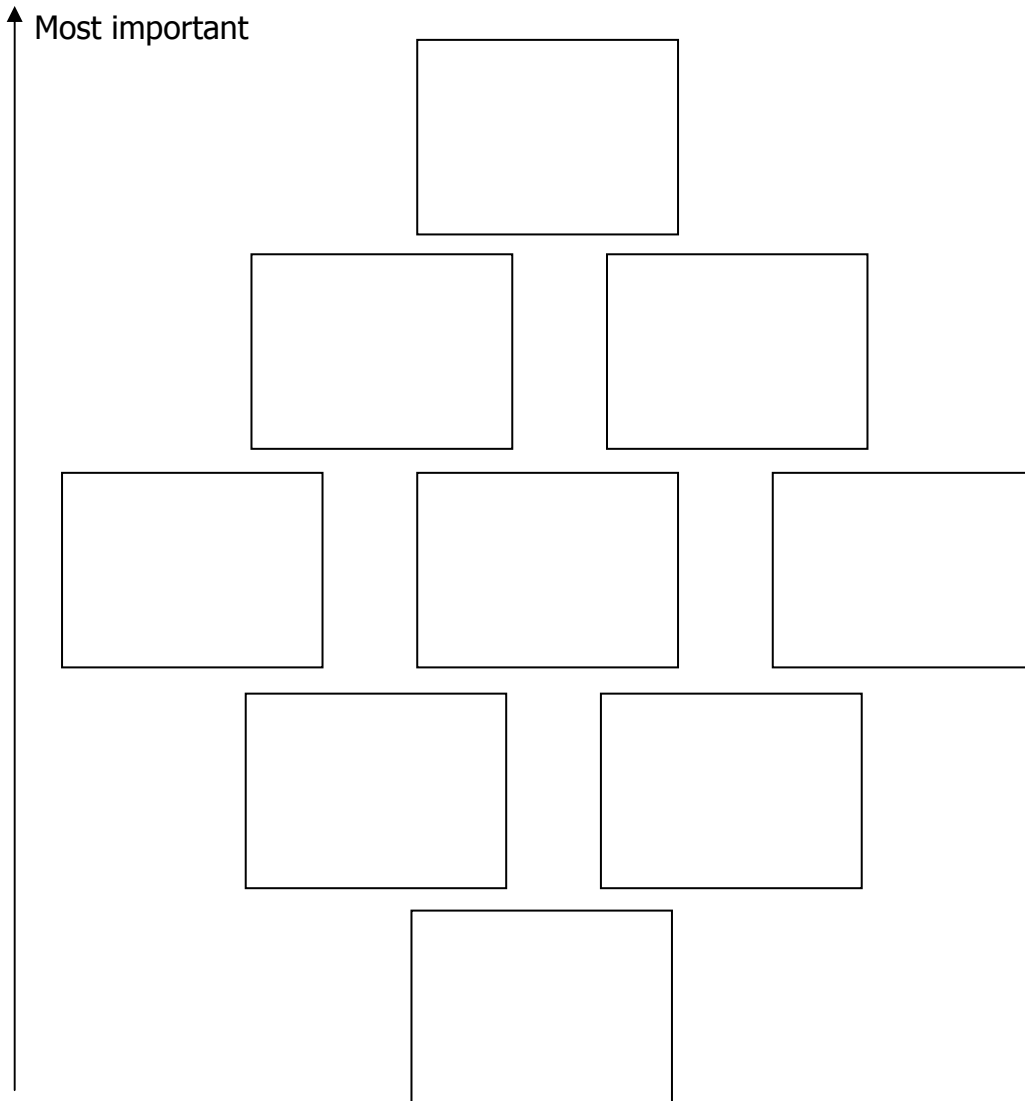
Ask each group to arrange their top nine ideas (they can add any to the above list if they want to) in a diamond formation with the priority at the top, two in 2nd, three in 3rd, two in 4th and their lowest at the bottom. They need to get consensus as a group and can move the ideas round until they reach an order with which they all agree.

**needs:**

- 9 priorities written up on to post-it notes/A4 paper,
- the Diamond formation to be drawn on to flipchart (see attached)

For consensus to work the group must understand that everyone must not have an objection. So the majority may agree, but if one person disagrees then this is not a consensus. The people disagreeing must remember that the aim is cooperation and not to be argumentative.

NB: it might be useful to emphasise that ideas that come towards the bottom of the formation are the ninth most important issue overall and not the least.



**\* onions**

**30- 45 min, 8-12 people per flipchart**

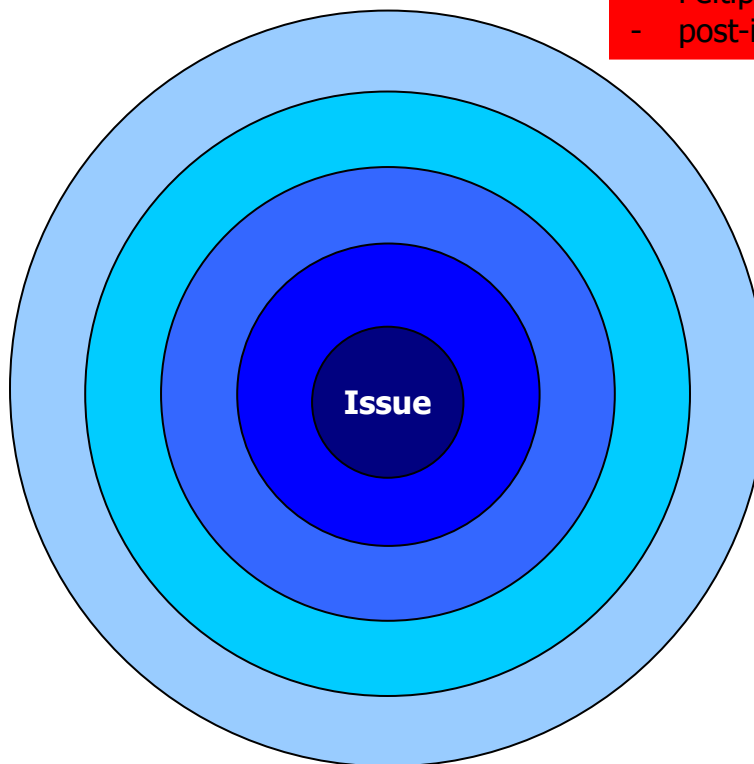
**aim:** Ensure a group understands a complex issue by investigating all angles and perspectives whilst ensuring there is a recognisable thinking trail

**method:**

Ensure the group understands a chosen complex issue by investigating all angles and perspectives whilst ensuring there is a recognizable thinking trail.

**needs:**

- Flipchart paper (for a group of 8-12 participants stick 4 flipcharts together)
- Feltip Pens
- post-its



1. In the centre circle write in the issues that the group will look at.
2. Ask the group to write down their initial thoughts, eg. why does the issue exist? on post-its then stick them on the second inner circle
3. Then invite them to look at other post-its and ask them 'Why?'
4. In the next circle ask participants to write down their responses and stick them down.
5. Repeat this process until the group gets to the last layer.

## \* post-it note ideastorm

10-30 mins, 2+ people

**aim:** young people can look at barriers or problems they are experiencing in a particular context.

### **method:**

The exercise can easily work with a range of issues. For example it can be used to look at problems young people have at school, difficulties they may have getting access or the problems they experience in youth clubs etc.

### **needs:**

- A wall or flipchart
- post its,
- pens,
- sticky dots, if doing prioritising work.

Young People can write on post-its (or draw if they don't want to write). This would be all the things that they see as barriers to them enjoying and achieving or having things to do etc.

**Variations:** if young people express many problems, sticky dots can be used to prioritise which are their 3 biggest concerns.

This activity works well when it is followed up with a solution tree (see separate exercise). The wall can become a focus to discuss issues that young people raise.

**NB:** its best to use the proper branded post-it notes. The cheaper ones have proved to be a false economy as they have a tenancy to not stick.



**\* solution tree**

**45-60 min. 3-15 people**

**aim:** A participatory exercise whereby young people identify problems / issues of concern to them and then think of their own solutions to these issues.

**method**

1. Young people identify problems / difficulties they are experiencing. (Using a 'Problem wall' is also an effective way of doing this).
2. Young people put all the problems into themes.
3. Each branch on a solution tree needs to correspond to a theme.
4. Young people explore what the barriers / problems are in each theme and then look at all themes in turn.
5. Then they are to write on leaves all the solutions (a different solution on a new leaf) and then stick these to the branches that correspond to the theme

**needs:**

- A tree, either drawn or cut out of flipchart paper or waller paper
- Leaf shaped Post-its
- Blue tack

**\* issues through a lens**

**timing and number dependent on project**

**aim:** to consult with young people who find it more difficult to speak on issues like designing playgrounds or youth centres and environmental issues. Telling staff/workers what you liked best about a trip or an event

**method**

1. Decide what is it that you are trying to show adults.
2. Use the cameras to take as many photos as you need to. Make sure the photos you take show what it is that you are trying to say.
3. Either you or the adults who are working with you will need to get the photos developed (unless, of course the camera is digital, in which case you can just print them off).
4. Stick the pictures in the scrap book or on card

**needs:**

- 1 scrap - book or large piece of card.
- 3 different coloured pens.
- 1 glue stick per person or some sticky tape.
- 1 disposable camera each, or one between two.

**\* say what you see, see and say it**  
**3-25 people, 30-40mins**

**aim:** find out what concerns young people about their circumstances. What negatively impacts on their wellbeing without requiring anyone to write. Taking individual concerns and representing them as a group response, using a poster

**method**

Using everything from pictures out of magazines to felt tip pens, young people work alone or in pairs are invited to select images/ words that express the difficulties/barriers they are facing.

**needs:**

- Large sheets of paper- A3 or bigger,
- Glue and scissors,
- lots of magazines/ newspapers/ postcards/ pens/ stickers etc

Bring individuals or pairs together into small groups to discuss the posters. One young person from each group is selected to take notes on the discussion and then feed back the three main concerns brought out by the exercise (they do this by keeping a tally chart of the themes raised).

The main group reforms and a large collective poster is made. This is done by inviting each group in turn to put up on the main sheet one of their top three issues. Once there are no new issues the main poster represents a collective view of barriers and difficulties.

## \* participatory video

timing and numbers dependent on project

**aim:** allow young people to feedback on issues affecting them without having to write. An advantage of this approach is that you don't have to be in a room. You can take the camera to places where young people hang out and film the context as well as the discussion. Video can also be used to help young people show their environment e.g. they can film their play area before talking about it etc

### method

The camera is handed over to the young people who take it in turns to talk into the camera and hold the camera. This initial session is about feeling familiar with the equipment. Allowing the young people to watch what they have produced will allow them to see when things do and don't work. You can help them with their questions on how to improve the picture.

The second time round encourage young people to think about what they want to say into the camera. Maybe a key theme came out whilst they were 'getting to know the camera' or maybe you want to ask them to speak to a particular individual. Maybe they want to have a discussion but film it. Maybe they want to draw up a storyboard of which themes they will discuss and in which order before filming.

If a story board has been used, no editing will be necessary. The film can be used to highlight issues at subsequent meetings with the permission of the young people

### needs:

Digital camera, preferably with a touch screen that can be turned around to face the group/ A monitor to hook the camera to for quick group feedback.

Paper and pens - should young people want to plan what they have to say.

**\* time past – time future**  
**3-8 people, 20-35 mins**

**aim:** time lines can be used to unearth information (possibly forgotten) that direct questioning may not. A time line helps to provide a context to information given by young people. It is also good at looking how situations have come about then can be solved, what actions can be taken in a particular time

**method**

Place the paper to represent different time periods in the young peoples life and the project. This can be illustrated with large events along it such as England winning the Ashes back in 2005, Millennium Dome in 2000, then get the young people to write on the paper

what happened to them. Think about the project/idea and how that developed.

Get people to go back to the wall after talking about the past and place what they want to see happen in the next few years of the project. What do they want to have achieved by when?

**needs:**

- Long tables/clean accessible floor
- Coloured paper
- pens and pencils
- stickers/glue.

**\* colour jacuzzi**

**20-30 mins. 3-15 people**

**aim:** To understand young people's ideas, motivations and issues that affect them.

**method**

On **blue sheet** write "Blue – Royal Colour" and ask If you were ruler for a day what would be the first thing you would (e.g. to improve your area) do?

On **green sheet** write "Green – Money Colour" and ask what do you plan to do for money?

On **red sheet** write "Red - Turn off Colour" and ask what really is a turn off in your area?

On **orange sheet** write "Orange – Motivation Colour" and ask what motivates you? What helps you be more creative?

**needs:**

- Orange, blue, yellow, green and red paper
- Flip chart to record ideas

## \* **Essentials:** Session Evaluation

Evaluation techniques are below, the key is to ensure that the participants understand what they are being asked to do and why. To make sure their responses are as accurate as possible, it is important that the participants are given time and space to do these evaluation exercises

### \* **idea storm**

**5 min.**

**aim:** gather feedback in a relatively informal manner

#### **method**

Ask the group an evaluative questions eg.

**'I think today's session was...'**

Hand out pens and post-it notes, then ask the group to answer the question by writing or drawing one idea per post-it (emphasise that it doesn't matter about spelling as long as they can explain their point).

The participants put the post-its down on the flipchart, while the **facilitator highlights shared ideas and suggests grouping these ideas together.** If there is time feedback the issues to the group.

#### **needs:**

- Different Coloured Post-it notes
- Pens
- Flipchart (with evaluation written in the centre)

### \* **graffiti wall**

**aim:** To allow people to feedback on the session anonymously

#### **method**

Place a large paper wall somewhere in the room with plenty of different coloured pens near by and encourage people to get up and write on the wall at anytime during the session

#### **needs:**

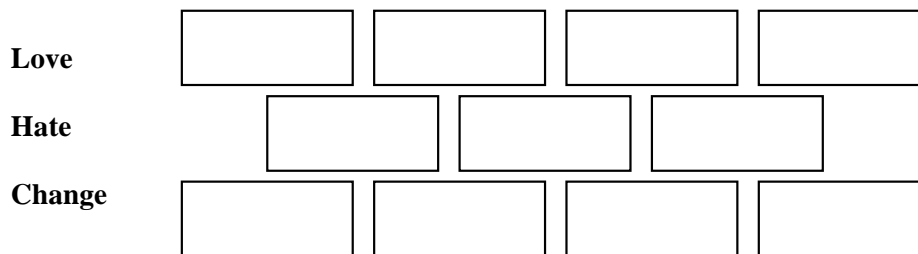
- Flipchart/wallpaper
- Pens
- Masking tape

**\* love, hate, change**

**aim:** to gather feedback on the session in a structured manner

**method**

1. Giving each participant 3 post-it notes, ask the group to respond to the following questions on separate post-it notes.
  - What did you think was good about the session?
  - What did you think was bad?
  - What would you change?
2. Using the format below ask them to stick all their good, bad and changes on different lines



**needs:**

- Post-its
- Pens
- The diagram below drawn on to a piece of Flipchart paper:

**\* target (pg 41) / rate it or slate it (pg 42)**  
**5 mins, any number of people**

**aim:** to evaluate specific aspects of the session

**method**

Draw the attached 'Target' or 'Rate it or Slate it' on to a flipchart or wall paper using different colours.

**For the Target-** hand out four stickers to each participant and ask them to vote by sticking a dot in each section.

**For rate it or slate it-** Ask the group to put a cross next to how they're feeling during breaks. Remember to include all the ice breakers and activities that you have used in the session

**needs:**

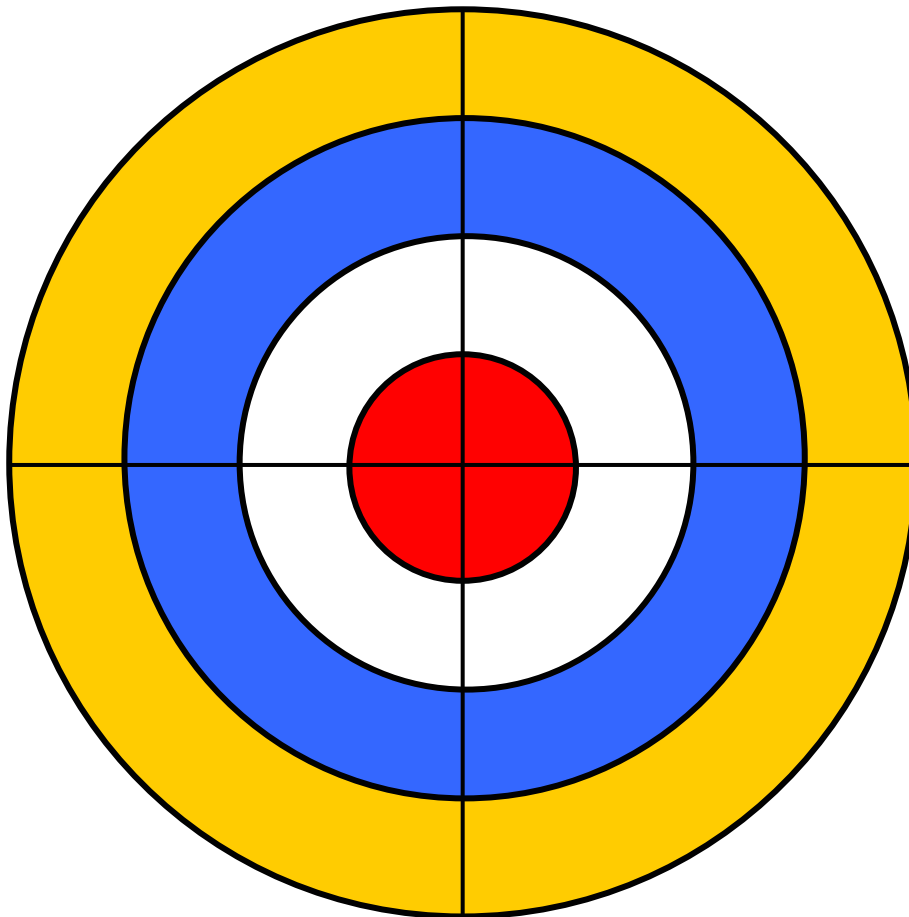
- Flipchart/wallpaper
- Marker pens
- Sticky dots



Target




Staff

Venue



Overall

Food

			
Knots			
Hand of Big Brother			
Snap shot			
Diamond			
Body Outline			
etc			

**Rate it or Slate it**

**\* ranking**

**20 min, 3+ people**

**aim:** To identify which activities were the most / least popular. This activity can be adapted for different purposes.

**method**

On one side of paper / card, have a list of different topics / sessions. This can be written, or done through pictures. Leave space next to each activity so that young people can stick a

colour dot to vote on their most / least favourite. Different colour dots can mean different thing e.g. a green dot can be most favourite and a red dot can be least favourite.

This activity can be adapted and used in planning sessions too, where young people can identify what is the most popular topic for youth club sessions etc. See Diamond Formation pg. 35-36

**needs:**

- Sticky dots
- A ranking card

## \* evaluation wheel

**aim:** Using the groups own criteria for 'quality' without having to write

### method

The object/subject of the evaluation is discussed e.g. an information leaflet. The group first discuss what a good leaflet would look like, what would it contain. The chosen criteria are then represented on the edge of a segmented circle.

Each section is coloured in to represent how closely the leaflet fulfils the criteria.

A variation of this method can be used to evaluate a session. Ask the group members to outline the essential qualities of a good session. Put these statements on the wall and invite members of the group to place a happy smile or a sad smile under the statement. The group can then discuss. 'Why do you think some people have put sad faces next to the 'length of session' statement'. Young people can then discuss 'hypothetically' without necessarily revealing themselves.

### needs:

- Photocopies of blank circles
- Pens and pencils

## \* graduated line – vote with your feet

10-15 mins, 5-30 people

**aim:** to get views on a session/topic with little preparation or equipment

### method

One end of the room is described as "very good", the other end is "not good" and the space in between denotes expressions, according to where young people stand in relation to the 2 extremes. The facilitator can ask questions, eg) what was the workshop like, and young people stand in a place in the room that they feel best represents their thoughts on it. This is then discussed.

### needs:

- nothing! Although masking tape / cards / paper could be used to break up the space more e.g. very good, good, OK, Not good at all, terrible etc

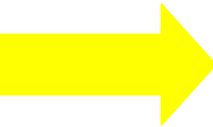
# Section 4:

## evaluation

- Introduction to Impact
  - Impact form
- Completed examples

This section is important to show what you are doing everyday in terms of youth participation. Impact will assist in the recording and future accreditation of young people's participation.

## \* Essentials: Impact



What is **great** is that listening to young people happens as part of many people's everyday work. What is **not so great** is that because it is happening on a daily basis it's not seen as 'participation'.

There is sometimes a perception that participation must be a huge piece of work like a structured youth council with elections, but it doesn't have to be. The challenge is to ensure that the vast amount of quality participation work that's already going on gets captured, hence Impact.

The Impact form is simply a summary evaluation sheet which will be held electronically in the Unite Participation. It also should be held by agencies and local centres. Including all session/lesson plans young people's comments and some evidence (possibly photographic) of the session.

1. The 1st page of the Impact proforma is pretty standard-
  - The **numbers** of children and young people involved (for monitoring of equal opportunities and against any stats targets).
  - A project **outline**.
2. Second page of the form is based around the Hear by Right standards
  - What the children and/or young people have **said?**
  - What the organisation did in **response?**
  - What **change** occurred as a result of children and young people participation?
3. We will **assess the quality of the participation** based on the colour coded "Degrees of Participation" which was explained in the Participation Tree on in this pack. For this to happen we need to have as much information from you as possible, so remember to include evidence for us as well as keeping a local file that you can refer to.

**E-mail the completed documents to:**  
[unite.participation@eastsussex.gov.uk](mailto:unite.participation@eastsussex.gov.uk)

## iMPACT

measuring children and young people's participation

**Project:**

**Venue:**

**Date:**

**Names of children/young people involved:**

**Names of supporting staff and/or Organisations involved:**

### **Details of Event**

- Project outline (how were children/young people involved?)

[What was the aim of the project?]

[When did young people start to be involved in the project?]

[What was young people's role in the project?]

- Which group or person will use the information? Eg. SMT, Team Manager

[Who are the people responsible for making the change/decision?]

- How/when will children/young people receive feedback?

[Will the young people receive a letter? Will there be a debrief meeting? If so what date?]

**Outcomes:** what changes have been made as a result of children/young people's participation ie. what is the impact. (For example , design of a centre, delivery: content of the website and evaluation: mystery shopping)

**Evidence of Listening** (what have we learned from children/young people?):

- Evidence from the organisation.
- Evidence from Children and young people.
- Evidence from the wider community.

[Please add quotes from young people that summarizes their involvement- these might be from a focus group, large consultation, meeting etc]

**Evidence of Planning** (what was the response to the listening stage?):

- Evidence from the organisation.
- Evidence from Children and young people.
- Evidence from the wider community.

[How did the young people influence the decision makers?]

**Evidence of Change** (what changes have resulted from children/young people's participation?):

- Evidence from the organisation.
- Evidence from Children and young people.
- Evidence from the wider community.

[Eg. Following the Straight To The Top conference 2003, resources were made available which led to the appointment of a Strategic Anti-bullying Lead Officer]

Please indicate which of the ECM outcomes this piece of work contributed to:

Healthy                       Safe                       Enjoy & Achieve   
Positive contribution                       Economic well being

Please send this form to [unite.participation@eastsussex.gov.uk](mailto:unite.participation@eastsussex.gov.uk) and any evidence that you think maybe relevant such as photos, reports, feedback, and session plan. Please keep all this information locally as well



# Section 5: Support

- Participation Support
  - Contact us

The support that Unite Participation can offer has been touched on in other parts of this pack. This section describes what the unit does and then how to get in contact with us.

## \* **Essentials:** Participation Support



To help the development of youth participation across East Sussex the following support is available:

### **Unite Participation**

East Sussex has a participation team. It is here to support the development of children and young people's involvement and participation across East Sussex Children Trust. Unite has an overview of planned participation activities across the partnership and will be able to offer support and guidance on how to progress it further. It produces packs such as this and also training activities. It is the contact for the **Hear by Right** standards in the county and also supports some young people in participation projects.

Our pages on [Czone home page – Czone](#) have the latest information on training opportunities, along with a host of other toolkits and the Ideas Store, where we have suggested some ways of involving children and young people.



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