

PARTICIPATION TOOLKIT

A resource for involving
children and young people in
decision-making.



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Introduction

Introduction



Many of the decisions made locally and regionally, are made by adults and the thoughts and feelings of children and young people are often not considered, although the choices made will have an impact on their lives now and their future. Participation provides young people with the opportunity to make a real change within an organisation and community. Evidence has shown that when young people are part of decision-making processes, the services provided are more effective and valued by all. It offers opportunities for the voices of young people to be heard within local services and communities and to wider key decision makers.

Important to this process is the meaningful engagement, not just seeking young people's views, but being a key partner in the decision-making process. Participation is based on a collaborative approach where adults place value on young people's opinions about their wants and needs, entering into co-design with them.

Young people of all backgrounds, abilities and walks of life should be able to participate in all aspects of youth provision on the basis of equity. In some instances, additional support, encouragement, and resources may be needed to facilitate participation on an equal basis.

This toolkit has been created to support youth workers to engage the voice of children and young people in decision-making processes and facilitate them to express their views on projects, activities, services, and issues that are important to them. The activities included are adaptable for any age group and context, and many alternatives and expansion options are detailed. Most activities can also be run as stand-alone activities in drop-in or youth club contexts to give young people a 'taster' and start building their capacity to participate fully.

We would like to express our thanks to the staff in the EA Regional Participation team and the My Voice team, the Horizons team, stakeholder engagement and social impact, and the local youth workers and young people who contributed to the co-design of this resource.



What is
participation?

What is Participation?

Participation is a way of thinking and working which facilitates joint decision-making by young people and youth workers. It's not just about taking part in activities, but actually having a say in what is being provided, decisions that are made, and how things run.

There are several identified benefits for both young people, and youth workers, when involving young people in participation within youth programmes.

The National Youth Council of Ireland (NYCI) details that being involved in participation can:

- Promote confidence and self-esteem in young people.
- Improve youth programmes as ideas for new and up-to-date activities and services are generated.
- Provide opportunities for young people to learn and practice the skills needed in different professional roles such as negotiating, planning, reporting, communication etc.
- Offer young people the chance to develop important decision-making and problem-solving skills.
- Provide opportunities for both young people and adults to develop more meaningful relationships.
- Encourage young people to make a commitment to a programme and/or policy when they have been involved from the outset in the programme's design and implementation plan.
- Provide opportunities for adults to show that they respect young people's views.
- Ensure that more relevant and appropriate decisions can be made with regard to young people and their needs.
- Increase feelings of ownership and influence over the decisions which are made by adults in relation to them.

(NYCI Youth Participation Charter, 2007)

Values of Participation

For participation to be truly meaningful, staff and organisations need to embrace the values of participation.

1 RIGHTS BASED

Young people have the right to give their opinions freely on issues that affect them. Adults should listen and take children and young people seriously. (Art 12) Adults should also think about what is best for young people and how their decisions will affect them. (Art 3) (UNCRC)



2 VOLUNTARY

Young people choose to take part and can also choose not to take part.



3 USER LED

Young people are given the space, means and opportunity to have their voices heard on topics / things that matter to them. We must acknowledge young people as stakeholders. We must be open with them on how their information will be used, and feedback should be given on the impact of their participation.



4 EMPOWERING

It gives young people the skills, knowledge, and tools to be able to participate in making decisions that affect their environment and lives.



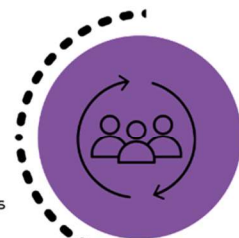
5 ORGANISED

Young people have the right to share freely with others what they learn, think, and feel, by any means, as long as it doesn't harm other people. They should be supported to join or set up groups that enable them to meet with others - as long as it poses no harm to others. (UNCRC Art 13, 15)



6 PURPOSEFUL

Young people taking on valued roles, addressing issues that are relevant to them and influencing real outcomes. It is carried out honestly and not just because it must be done.



7 PARTNERSHIP

It is a partnership between young people and adults, where young people are seen as assets and add value to the decision-making process.



8 OBLIGATION

Adults have an obligation to ensure young people are represented, listened to, and have influence.



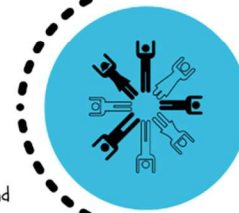
9 ONGOING

Participation is a process and a culture, it's not a one-off event and requires ongoing commitment.



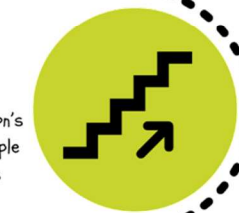
10 INCLUSIVE

It must be accessible for all young people without discrimination, and recognises and values diverse backgrounds, needs and circumstances, and aims to remove blocks and barriers to participation.



11 EVOLVING

It must happen at the individual young person's level - with acknowledgement that young people will learn, grow and develop along the way. As their capacities grow, their opportunities to influence matters should also grow.



Circle of Courage

Embedding the Circle of Courage in 'Voice' structures is important because it has participation at the core; with needs, rights, and partnerships as its guiding principles and strengths-based approach. Each element of the Circle of Courage can be applied to participative structures and ensures that this strength-based approach is embedded in its development, organisation, processes, and outworking.

Participative structures develop a culture of giving, sharing, and caring through consultations, and delivering on Social Action Projects to bring about positive change. Young people represent others and give their time and attention to their peers. They also allow young people to appreciate the limitations of decision makers and the role that they play. Participants and staff develop a relationship of openness and transparency, understanding the importance of reflection in the work accomplished together.

Participants develop leadership and self-confidence in an environment of respect. They are also given opportunity to grow in autonomy regarding their work and the feedback they provide.



Participants should feel trusted, supported, and connected in a safe environment. Having a voice that is heard, along with sharing space with others with a common interest help to develop a sense of belonging to their local service and community. Wherever possible, the physical environment is welcoming and appropriate to the needs of the group.

Participants feel trusted and are challenged to grow and develop through opportunity. They develop confidence and skills through exploring local issues, leading and participating in peer consultations and social action. Young people therefore acquire knowledge and skills which are life enhancing and will assist their future careers.

Policy framework

Statutory and Voluntary Youth Services in Northern Ireland have embedded participation of young people as an underpinning component from its early development.

In 1989 the United Nations created the 'United Nations Convention on the Rights of the Child' which listed 'the right to an opinion' as one of the rights children and young people were entitled to. Thus, began the process of co-signatories agreeing to make these rights statutory, with the UK government becoming a signatory in 1991.

CONVENTION ON THE RIGHTS OF THE CHILD

12 The right to an opinion



Article 12 – Children and young people have the right to give their opinions freely on issues that affect them. Adults should listen and take children and young people seriously.

Article 3 – Adults should also think about what is best for young people and how their decisions will affect them.

3 Adults should do what is best for you



Article 17 – Young people have the right to get information about the decisions affecting them.

Article 42 – Governments should actively engage with young people, so they know their rights.

17 The right to information



42 You have the right to know your rights



Following this, legislation and policy is now in place for young people to have a say in the development of services and policies that affect their lives, namely:

Local Government Act (NI, 2014)

requires the involvement of young people in the formation and outworking of Community Plans.

Children's Services Co-Operation Act (NI, 2015)

places a statutory obligation on all children's service providers to improve the well-being of children and young people in a manner that realises their rights under the UN convention.

Youth Work: A Model for Effective Practice (2003) has participation as a key element of the youth work process. It is a way of thinking and working which facilitates joint decision-making between young people and youth workers and promotes personal and social development.

Priorities for Youth (2013) promotes participation of young people in a range of formal participative structures which are highly visible forms of youth participation, but also less formal but no less important, methods of participations which involve young people as recipients, volunteers, junior leaders, partners and evaluators.

The obligation is placed on youth services to:

- Develop options for a flexible contemporary model for strengthening participation in the youth service at a local, sub-regional and regional level.
- Include support to enable young people from a variety of backgrounds to participate.
- Enable and support young people to help further develop the proposals of youth-governed participative forums.
- Demonstrate and provide evidence of how workers have supported an ethos and culture of active participation.
- Show how young people are provided with opportunities to be involved in the design, delivery and evaluation of programmes/projects, proportionate to the level of support provided.

(Priorities for Youth: 2013, 4.17 – 4.20)

Participation in EA

Within youth work, it is recognised that there are various stages of participation that can be employed depending on the group or what you wish to achieve. All are important and play a role in the participation for a variety of groups.

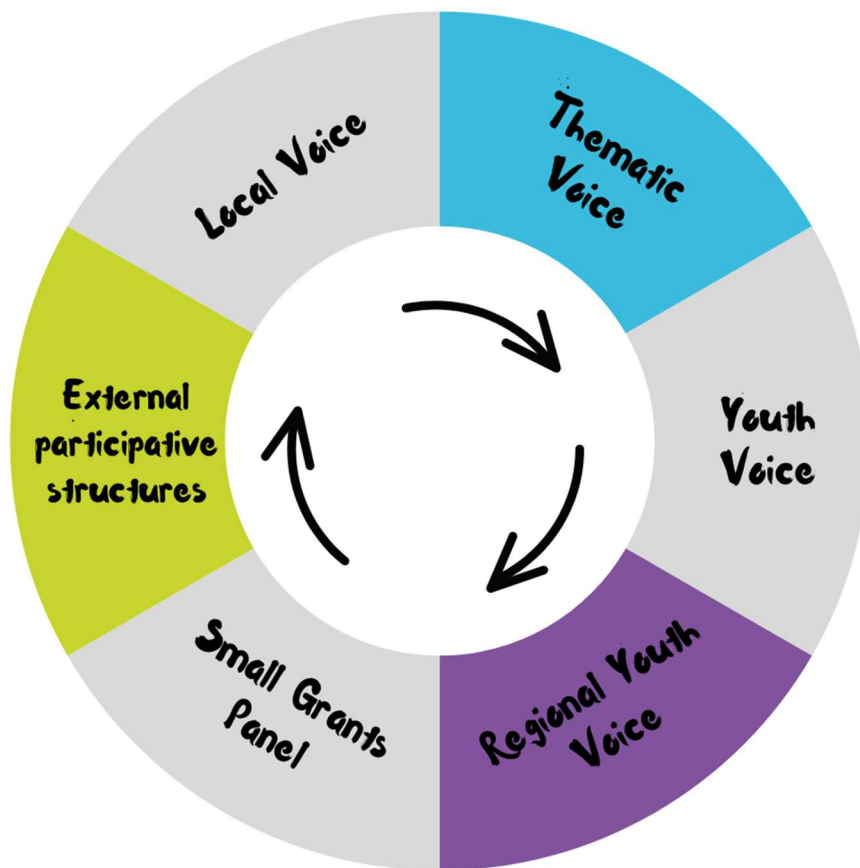
EA Youth Service delivers four pathways for participation:

1. Local Voice
2. Youth Voice
3. Thematic Voice
4. Regional Youth Voice

These 'Voice' programmes are interconnected and should work in tandem. For example, Local Voice groups should have a direct line into Youth Voice, by giving them feedback to assist with needs assessment, consultation, and research.

Each Youth Voice group should then be able to do the same for Regional Voice. Communication should flow in all directions, with groups providing feedback on their progress. Each group should also act as a recruitment pool for the next stage and young people should be equipped, empowered, and encouraged to progress through these programmes and structures.





We recognise that the journey through participation is not always linear, and young people should be able to enter or exit at any point, depending on their capacity and readiness. Young people can also participate in more than one programme simultaneously.

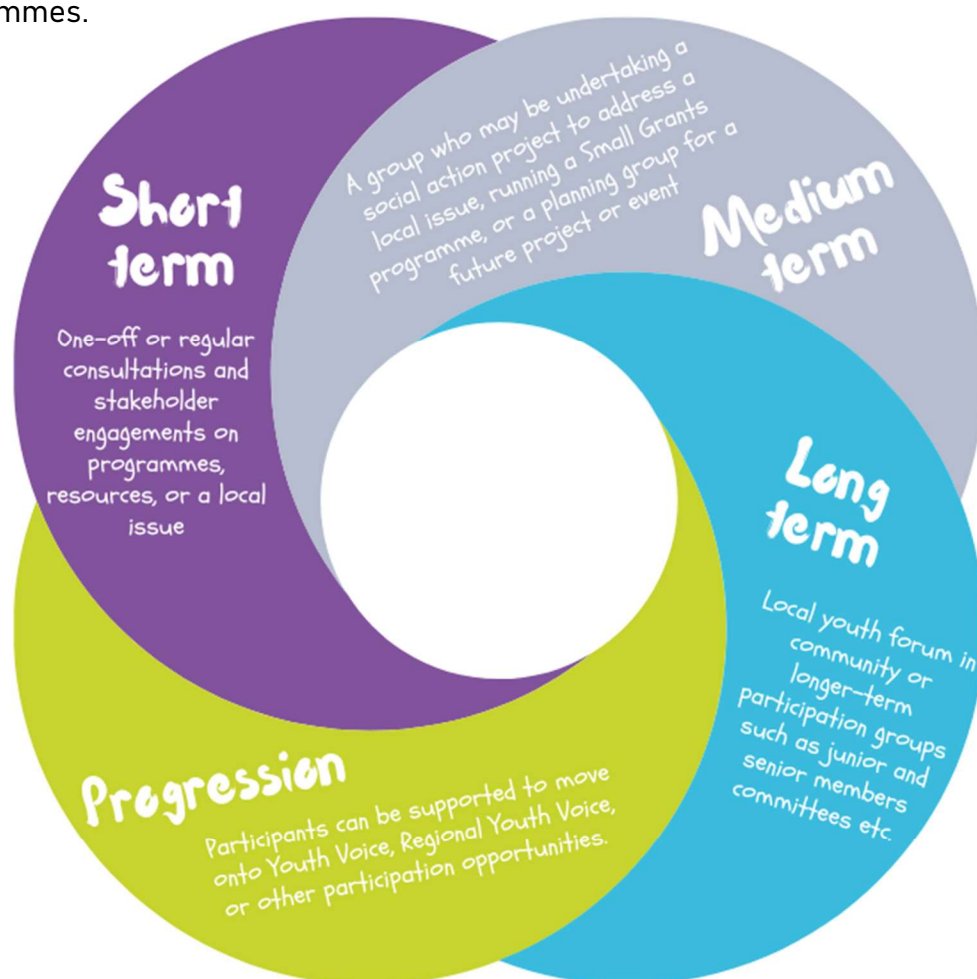
Feel free to name your groups differently if the terms are a barrier. The participation of young people doesn't need to be an additional programme, it is a way of working.

**Nothing
about me,
without me**

Local Voice

Local Voice is delivered at the entry point of children and young people in Youth Services to contribute to the decision making in their local area, service, and community. This may be informal, where young people offer their views and opinions on an issue, activity, event, or programme, but can be formal when they are constituted as a particular group.

Local Voice is an essential platform to begin building confidence, developing skills, and engaging those considered harder to reach, along with developing civic leadership interest and advocating on behalf of others. It is an ideal forum to begin building capacity for young people to progress to other participative leadership programmes.



Local Voice groups should be supported to provide relevant feedback from young people to inter agency forums such as Local Advisory Groups, through whichever means are appropriate. (LAGs)

Youth Voice

Youth Voice is a participative structure to allow young people in a specific council area to voice their opinions and ideas, participate in consultations and ensure that key issues are brought to the attention of the District Council. It works in partnership with the local borough council, establishing a group which is representative of young people across the council area, who speak on behalf of young people, offering opinions and ideas, responding to consultations, and advocating on issues they choose.

A Youth Voice group will consult with other young people, provide supportive resources to young people, advocate, and campaign where they consider it necessary, and ensure that young people make a significant contribution to community planning and local decisions. Young people also grow in knowledge, skills and confidence and can gain accreditation.

Youth Voice is coordinated by the local area youth team and will generally run in two-year cycles and follow a consistent programme model across Northern Ireland. This begins with capacity building and training and moves on to consultation, social action and campaign projects directed by the young people.



There should be clear connections between Local and Youth Voice groups and a feedback mechanism into Local Advisory groups (LAGs). Local Voice young people can be a consultation group for Youth Voice projects and provide feedback, whilst Youth Voice can support the rollout of projects and campaigns at a local centre level through a Local Voice group. Workers should also encourage Local Voice young people to progress to Youth Voice, or they participate on both simultaneously.

Thematic Voice

Thematic Voice is a programme or structure which provides young people who have a shared interest or shared identity, to represent their voice on a specific theme. This can be delivered Regionally or Locally, based on the needs and the nature of the group participants and can be established through the initiative of young people, or by the recommendation of the local youth worker. Local or Youth Voice groups may choose to take on thematic pieces of work, therefore Thematic Voice is not always a separate programme.

The purpose of a Thematic Voice programme is to create a 'voice' or message, which will be heard by an audience identified by the young people and relevant to the theme.

Workers are likely running Thematic Voice groups and not realising it! We are constantly running issue-based group work sessions and programmes, and if we are asking young people to have a voice about the issue and provide feedback, this is a Thematic Voice piece of work. It is also very easy to progress a group work programme into a Thematic Voice programme by using the methodologies in the Resources section of this toolkit.



Regional Voice

Regional Voice is delivered regionally, and its purpose is to bring together the voice of young people from across all areas in Northern Ireland. We acknowledge that young people will face issues and challenges specific to where they live. However, there are some common themes across all areas, and young people are also required to give feedback about decisions being made that impact everyone in Northern Ireland, Ireland, the rest of the UK and sometimes further afield. It is important for Regional Voice initiatives to be as representative of Northern Ireland as possible, engaging with young people from diverse backgrounds, rural areas, and Section 75 groups.

Regional Voice aims to facilitate global education with young people and widens their worldview outside of their communities. This may take the form of a thematic project where young people across Northern Ireland are engaging in a consistent programme or session, and their 'voice' is brought together. This could be used for a government consultation, research, to contribute to the Regional Assessment of Need, or to introduce an issue into the public domain that young people are keen to see taken further.

There is also a Regional Youth Voice group which is a participative structure representative of statutory and voluntary youth services, schools, and young people who don't engage in youth work programmes. This is a great progression opportunity for young people who are involved in Local and Youth Voice programmes and provides pathways into external participation programmes, however young people don't have to be involved in these to be a part of Regional Youth Voice. Small Grants Panel is another example of a Regional Voice structure.

Please see Appendix 1 for External participation programmes outside of EA.

Please see Appendix 2 for more information on the Small Grants Panel and Funding.



How do I know?

How do I know if my group is a 'Voice' programme?

Youth Workers often have a different perception of what participation work should look like; some favouring formal, structured groups and others preferring informal methodologies of collecting feedback from young people. Both approaches are valid and it's important to remember that participation is a principle first, and a programme secondly.

Participation is a way of thinking and working which facilitates joint decision making by young people and youth workers. It's not just about taking part in activities, but actually having a say in what is being provided, the decisions that are made, and how things run.

If you answer yes to the questions below, then your session/group/programme is a 'Voice' programme.

YES

NO

Are young people allowed to articulate their needs and interests?

YES

NO

Are young people actively involved in the design and delivery of the session or programme?

YES

NO

Are young people being facilitated to give their opinions on a theme/decision/service?

YES

NO

Are their opinions listened to by the right people? i.e. the people who have the power to do something about it.

YES

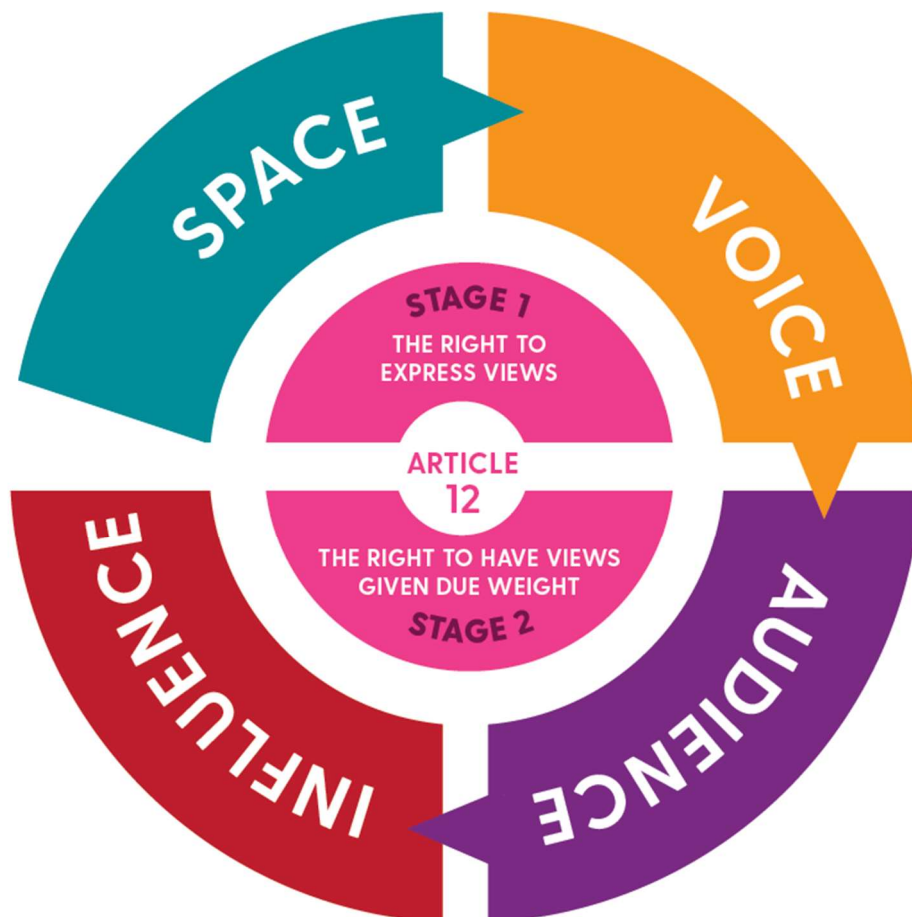
NO

Are their opinions taken seriously? i.e. does something change as a result?

Lundy Model

Education Authority Youth Service has adopted the Lundy Model of Participation (2007), which is grounded in Article 12 (UNCRC), as its preferred model of practice. This model underpins how Youth Service should deliver Local, Youth, Thematic and Regional Voice programmes.

This model provides a way of conceptualising Article 12 of the UNCRC into practice and focuses on four elements, which have a rational chronological order:



Facilitating **'Space'** and **'Voice'** requires youth workers to be knowledgeable and skilled in group work development, setting up safe spaces, and informal education through using interactive, creative, and age-appropriate methodologies to engage young people in discussion and exploration of a topic.

Facilitating **'Audience'** and **'Influence'** can be more challenging. We can't complete an effective piece of 'voice' work without having someone to listen AND do something about it, otherwise it becomes tokenistic.

Hub na nÓg has developed an Everyday Spaces Checklist, Planning Checklist, Evaluation Checklist and a Group Evaluation Form which are key when considering engaging or consulting with young people for participation or a 'voice' programme. The Everyday Spaces Checklist is useful for youth centres or area projects to consider their culture of participation in their everyday activities. The Planning and Evaluation Checklist are useful when developing sessions, programmes and participative structures used to capture the 'voice' of young people.

Please see Appendix 3 for Everyday Spaces Checklist, Planning Checklist, Evaluation Checklist and Group Evaluation Form.

Please see Appendix 4 for Other Models of Participation.

The image features a central purple circle containing the word "Resources" in a white, hand-drawn, brush-stroke font. This central circle is surrounded by a white ring that is partially broken by a lime green line. There are also several other circles: a large black circle in the upper right, a smaller black circle in the lower left, and a small blue circle in the lower right. The background is a light gray gradient.

Resources

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SPACE

SETTING UP
'VOICE'
STRUCTURES

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VOICE

CAPACITY
BUILDING

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VOICE

EXPLORING
THEMES AND
ISSUES

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VOICE

RESEARCH
AND
CONSULTATION

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AUDIENCE &
INFLUENCE

TAKING ACTION

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AUDIENCE &
INFLUENCE

EVALUATION
AND REVIEW

Setting up

Space

Our first priority is to set up a 'Space' where young people feel comfortable, included, and supported to engage in participative work.

Consider the following factors:

- Is the room: Large enough, appropriate for the planned activities, comfortable, warm, light, safe, quiet, without distractions, private, sensory appropriate, a place that offers incentives like food and refreshments.
- Is the time: Sufficient for the full participative process, suitable for the young people, consistent, long-term, or short-term, protected from other interruptions, realistic if there are any deadlines for the work to be completed by.
- Are the people the right people? How many young people will be involved? Are there appropriate numbers to allow meaningful discussion? We recommend a group size of 8-15 per session. Is the group inclusive and diverse and representative of your service users? Are the young people there voluntarily? Is the facilitator approachable, trusted and can help young people feel at ease?
- Do you have appropriate support in place if young people become anxious, upset, or uncomfortable?
- Is this 'voice' project recognised as a key aspect of youth service delivery and the worker is given the appropriate time, support, and resources to carry it out?

This section looks at activities which can be used to build trust and safety with a group and create an effective 'Space' for young people to engage.

Icebreaker and Energizers

Icebreakers and Energizers promote a relaxed and informal atmosphere. They are a good start to creating a comfortable space for young people, fostering trust, and helping groups get to know each other.

Alphabet Name Game	
Duration	10 minutes
Resources	None
Instructions	The first person says their name and something they like that begins with first letter of their name e.g. My name is Jane and I like jelly. The next person says their name and something they like, and then everyone who has gone before them. e.g. My name is Stephen and I like sweaters... this is Jane, and she likes jelly.

Cartoon Introductions	
Duration	10 minutes
Resources	None or printed cartoon characters
Instructions	Each person picks a cartoon character that they think best represent them and explain why to the group. E.g. Lisa Simpson because I also play the saxophone.

One of Us	
Duration	10 minutes
Resources	Post-it notes and pens
Instructions	Each person writes down a fact about themselves on a post-it note and gives it to the facilitator. The facilitator reads out each fact and the group have to guess which person it belongs to.

Me as a Logo	
Duration	10 minutes
Resources	Paper and pens
Instructions	Ask each person, "If you had a logo, what would it be?" Get the group to design or draw a logo to represent them as a person. Consider colours, images, a tagline. Each person shows their logo to the rest of the group and explains it.

Two truths and a lie

Duration	15-20 minutes
Resources	None
Instructions	Each person thinks of three facts about themselves – two have to be true and one has to be a lie. They share their facts with the rest of the group, and they have to decide which one they think is the lie.

Pulse

Duration	15 minutes
Resources	A coin and a pen
Instructions	Split the group into two teams and line them up facing each other holding hands. Have a chair at one end with a pen on it and the facilitator at the other end with a coin. Everyone closes their eyes apart from the two closest to the facilitator. Facilitator flips a coin. If it's heads, the group have the squeeze hands down the line and grab the pen from the chair. If it's tails, they do nothing. The groups are not allowed to speak. The first team to grab the pen gets a point, the person at the front moves to the other end and game continues.

Popcorn 21

Duration	10 minutes
Resources	None
Instructions	<p>The group takes it in turns to count up to 21 but cannot consult with each other whose turn it is to speak. If two people speak at the same time, the group has to start from the beginning again. The same person cannot say consecutive numbers.</p> <p>Alternative – The group sits in a circle and counts in the same order up to 21. Each person can say up to 3 numbers each and can decide how many they want to say. The person that ends up having to say '21' is eliminated until one person is left.</p>

One Frog

Duration	10 minutes
Resources	None
Instructions	Person 1 says "one frog", next person says "jumped over", next person says "the pond", next person says "plop". The next person says "two frogs", next person says "two frogs", next person says "jumped over", next person says "the pond", next person says "plop", next person says "plop". The next person says "three frogs" and so on.

Connect Me

Duration	10 minutes
Resources	None
Instructions	Each participant will be given 5 random words (everyone will have the same). The participants will then get some time to come up with something about themselves that associates or has a connection with the words given. For example, if one word is 'London' they may say "I went to London last month" or "London is where I'd like to live one day". Each person reads out their association with that word for the five words given. This gives the participants time to make connections with each other and find common interests.

Beach Ball Q&A

Duration	10 minutes
Resources	Inflatable beach ball with different colours or segments.
Instructions	<p>Get the group to stand in a circle and throw the beach ball to each person. Whichever segment or colour that their right thumb lands on, they will answer the question for that segment. If the group don't know each other, get them to introduce themselves when they catch the ball. Once they have said their name and answered the question, they will toss the ball on to someone else in the group. They cannot throw the ball to someone on their immediate right or left or to someone who has already had a turn. Continue to toss the ball around the circle until each person has introduced themselves and answered a question.</p> <p>e.g. if you land on red, answer "If you could be in a reality show, what would it be?" If you land on blue, answer "What superpower would you like to have?"</p> <p>Alternative – You could also do this with coloured sweets e.g. starburst, skittles. Ask the young people to choose 1-5 sweets and answer the questions for those colours.</p> <p>You could also do this with a foam dice and assign a question to each number they could land on.</p> <p>This activity could also be used as an Evaluation activity by adapting the questions e.g. What have you learnt today? What would you change?</p> <p>The activity could also be used to ask questions about a specific theme or issue.</p>

Starburst Relay

Duration	15 minutes
Resources	Starburst, rubber gloves
Instructions	Split the group into two teams, set up a table in the middle with a pair of rubber gloves and a packet of starburst sweets. The team race against each other, one by one, to put on the rubber gloves, open a Starburst sweet and eat it. The team that finishes first is the winner.

Lollipop Wordsearch

Duration	10 minutes
Resources	Lollipop sticks
Instructions	To create the activity you will need 7 large lollipop sticks per team. Pick a word/phrase relating to youth voice or your theme that you would like the group to find. Write the word across the lollipop sticks. The group must figure out the correct order to line up the sticks to find the hidden word.

Jenga

Duration	15 mins
Resources	Jenga game
Instructions	On each Jenga block, write a question that the young person has to answer, or a challenge they have to complete. Play Jenga with the group and ask them to carry out whatever is on the block they remove.



Winds of Change (Also known as All change)

Duration	15 minutes
Resources	Chairs
Instructions	The group are seated in a circle. The facilitator says, “the winds of change blow for anyone who... (insert statement here)”. Everyone who shares that statement stands up then performs whatever action is called for. Then, the facilitator says another statement. Examples of statements are: Has more than 2 siblings – rub their belly. Ate breakfast – hop on one leg. Has a piercing – give the person next to you a thumbs up. Learned something new today – give the person next to you a high five. Likes to eat lunch – clap your hands. Is wearing black socks – show us.

Guess the Voice

Duration	10 minutes
Resources	YouTube
Instructions	Prepare a selection of quotes from famous people. Split the group into small teams. Explain that you are going to play a selection of recordings and they must guess who the voice belongs to. The team with the most answers right, wins.

What the Papers Say

Duration	10 minutes
Resources	Multiple copies of the same newspaper
Instructions	Divide into teams and give each group a copy of the same newspaper. Ask them to spread the newspaper out in front of each team. Describe a particular advert, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point. Continue calling out items and the winning team is the one with the most points.



Team Building

The following activities can help young people get accustomed to working in teams, form bonds and develop their communication, leadership, negotiation, and problem-solving skills.

Make a team with... (Also known as Clumps)	
Duration	15 minutes
Resources	None
Instructions	The group have to form a team based on the instructions that you shout out. For example, some instructions could include "Get into a team with people who have the same number of siblings as you" or "Get into a team with people who like similar types of music to you." People can shout out or sit down to signal that their team is "complete." Encourage people to work as quickly as possible. Repeat the exercise as many times as you want. You can make this more challenging by not allowing the group to speak.

Human Calculator	
Duration	10 minutes
Resources	Numbers 1-30 printed out on pieces of paper, masking tape
Instructions	Lay out the numbers on the floor randomly and mark out a square around them. Have the group stand around the outside of the square. The group must count from 1-30 as quickly as possible by touching and saying the number, only one person can have any part of their body inside the square at one time. Time the activity, and the group can keep adapting their strategy to complete it faster. Increase the numbers if your group is larger.

Drainpipe	
Duration	10 minutes
Resources	At least 2 drainpipes, tennis ball
Instructions	Give the materials out to the group (you can split them in smaller teams if you have more materials) They have to get the ball from a start line to the finish line without dropping it, by rolling it down the pipes. Allow them to come up with a strategy, time it and they can adapt their approach to complete it faster.

Rock, Paper, Scissor Hoops

Duration	10 minutes
Resources	Hula hoops
Instructions	Lay the hoops on the ground, creating a random path from one side of the room to the other. Split the group into two teams and each team goes to either side. The team members must jump into the hula hoops to cross the room. When they meet an opponent, they must play Rock Paper Scissors. The loser goes back to the start, and the winner can continue to the other side. The losing team can send a new team member to meet the winner and try to beat them. The game finishes when one team has successfully crossed to the other side.

The Floor is Lava

Duration	15 minutes
Resources	Paper
Instructions	Split the group into teams of 4-5 people. Give each team sheets of paper (one less than the amount of team members e.g. if the team has 4 members, give them 3 sheets.) The team must use the paper to cross from one side of the room to the other. The floor is lava so if they step on it, they lose use of one foot, then the other, then have to go back to the beginning. If a piece of paper is left unattended, that paper will disintegrate and be removed from play.

Landmines

Duration	10 minutes
Resources	Paper
Instructions	Set out a grid using A4 paper on the floor and decide a path that you want the young people to follow (you may wish to write or draw this on a separate page for you to refer to.) It can be as big or small as you wish depending on the size of your group but recommend at least 12-16 pieces of paper. The aim is for the young people to figure out the path without stepping on a landmine. One person steps on the grid and the worker says "Yes" or "No" each step. If they step on a landmine they go back to the beginning and the next person starts. The group must memorise the correct steps that the previous person took. You can add a forfeit in for every time someone stands on a landmine.

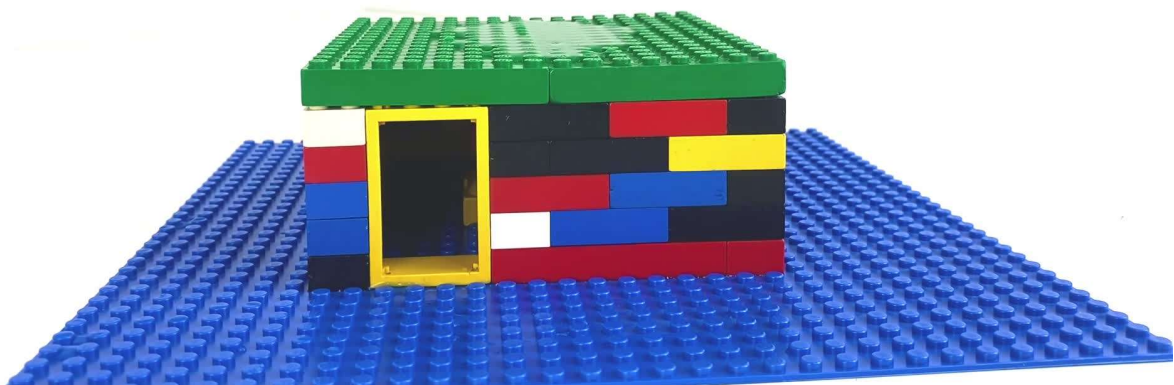
Fashionista	
Duration	10 minutes
Resources	Loose parts, arts and craft materials, scissors, tape
Instructions	Split the group into teams, each team nominates their model. The team must create a costume with the resources provided that represents their group and its members. Each team should present their model and design to the rest of the group.

Card Pieces (At least 6 people)	
Duration	15 minutes
Resources	Playing cards (4-6 cards per team)
Instructions	<p>Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card. Mix all the pieces together and put equal numbers of pieces into an envelope for each team. Divide the group up into at least 3 teams. Give each team an envelope of playing card pieces. Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy. After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter. When the time is up, count each team's completed cards. Whichever team has the most wins the round.</p> <p>Debrief –</p> <ul style="list-style-type: none"> • Which negotiation strategies worked? Which did not? • What could they have done better? • What other skills did they need to use?



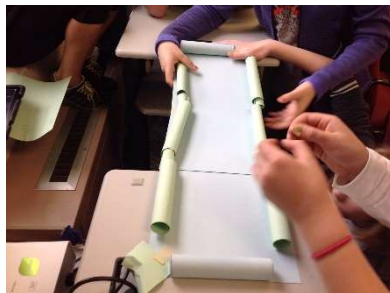
Perceptions	
Duration	10 minutes
Resources	Paper, pens
Instructions	The facilitator describes a face (e.g. round face, large, oval eyes, hoop earrings, small ears etc.) until the participants draw a face. When the facilitator and the participants are done with the drawing, you compare the two drawings to see how each person "perceived" the description. You could use this to discuss how and why perceptions for a range of people may differ.

Lego Replica Challenge	
Duration	30 minutes
Resources	Lego bricks (Enough for a pre-made structure, and for teams to recreate)
Instructions	<p>Build a structure in advance of the session and place it in a separate room, or behind a barrier so it's hidden from the young people. Split the group into teams, choose one person to be the communicator and the others will be the builders. The communicator can view the structure and must go back to their group and give instructions to help them replicate the structure they have seen – the brick colour placement and shape of the structure must be correct. The communicator is not allowed to take part in the physical building of the structure but can direct and explain to the group verbally. You could do this in different stages i.e. start with a structure that is easily replicated, then increase the difficulty of the task with a harder to replicate structure for a second round. The facilitator can throw in some challenges such as – no one is allowed to talk for 2 mins etc. If a group are struggling, they can use their “wild card” and send in a different team member to have a look at the structure and bring back a different perspective from a fresh set of eyes. They only get one ‘Wild Card’ to use per round. The winning team is the one who can get their structure to replicate or match the original structure or the closest to it.</p> <p>Debrief –</p> <ul style="list-style-type: none"> • Was this easy or difficult? • What made it challenging? • What strategies helped to communicate better? • If you were to do this again, what would you do differently? (If there's time, let them try it again!)



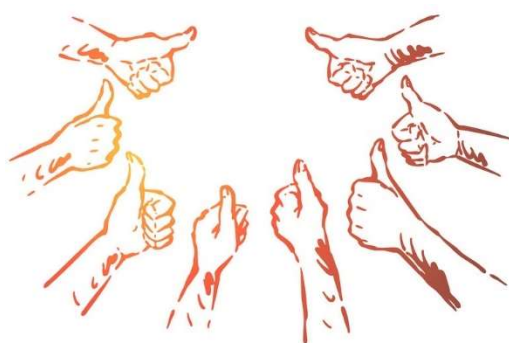
Build a Bridge (At least 6 people)

Duration	45-60 minutes
Resources	Large space, tarpaulin, tape measure, paper, pens, materials for bridge building e.g. loose parts, Lego, cardboard, paper, pipes, wood, plastic, tape, glue
Instructions	<p>Split the room in half using the tarpaulin or a sheet, to create a private working space for each team. In this activity, two teams must work together to build a bridge using materials that you supply. They each build half of the bridge and then “connect” the two pieces to make a complete one, made up of two similar designs. The activity is challenging because the room is divided: no team is able to see how the other constructs its bridge. Teams have to communicate verbally through a sheet or tarpaulin that divides the room, as they work.</p> <p>Divide young people into two (or four or six) teams. Team size doesn’t matter; however, teams of four or fewer might be most effective. Give each team a bag of the same materials. Each team should also get paper and pens, and a tape measure.</p> <p>Give everyone 10 minutes to draw their ideas. Remind teams to communicate with their “partner group” on the other side of the tarpaulin to make sure that they come up with similar designs. Remember, each half of the bridge must be able to “join” at the end of the building phase.</p> <p>Each team then gets up to 40 minutes to construct its half of the bridge. While the teams build, walk around to ensure that each team communicates with the other through the tarpaulin. When time is up, remove the tarpaulin to see how close each group came to matching their partner team’s bridge and see how well the bridges connect.</p> <p>Debrief –</p> <ul style="list-style-type: none">• Was this easy or difficult?• What made it challenging?• What strategies helped to communicate better?• If you were to do this again, what would you do differently?



Developing a group contract or agreement

Contracts define what is acceptable and not acceptable behaviour, they allow young people to decide how they want to be treated in the group, it creates a safe space. It is also important to consider consequences if the contract is broken, the group should take ownership of the contract and challenge behaviour themselves. It is also beneficial to discuss ways of coping with disagreements, tension, or conflict within the group.



Option 1 – Helps me, melts me

- Split a flipchart page down the middle with one half for 'Helps me', and the other half for 'Melts me.'
- Ask the group to suggest things that help them engage with a session, and things that will frustrate them or cause them to disengage.

Option 2 – Word cards

- Print a range of words on pieces of paper and lay them out on the floor with a few blank pages.
- Ask each group member to pick up a word that appeals to them or a blank one if they want to add their own word – discuss what that word means to them and what should be included in contract.
- E.g. respect, language, open mindedness, confidentiality, participation, trust

Option 3 – Group discussion

- Group are facilitated to discuss expectations and requirements to be included in a group contract.

Baselines and Goal Setting

Carrying out a baseline allows workers to figure out where the young people are at, so they can pitch sessions and build capacity at the appropriate level. Baselines can be carried out at the beginning of a programme, or at the beginning of a session, and it's important to always review it at the end to see what has changed. Very often we facilitate young people to build skills organically without them realising it, however it is important that they understand their development and can articulate it. Supporting young people to set goals helps them to see their progress and have a better understanding of the new skills they are developing.

Hopes and Fears	
Duration	10 minutes
Resources	Post-it notes, pens
Instructions	Young people might join a 'Voice' group for different reasons, and they may feel anxious about their role. Ask each person to write down a hope on a post-it note, and a fear on another. If the group is comfortable, they can feedback individually, or else the facilitator can collect all the post-it notes and read them out anonymously. It is important that the facilitator affirms whether their hope can be achieved, and what they can do to alleviate the fears. It is also a useful tool for planning as you know what the group wants to get out of the programme.

Why do I want to take part?	
Duration	15 minutes
Resources	None
Instructions	Split into smaller groups and discuss the following questions: <ul style="list-style-type: none">• Why do I want to be involved in this programme?• What do I understand about what the programme is?• If I don't understand something, what do I need to ask or find out more about?• What type of things do I want to get involved in or interested in doing as part of the programme? Ask someone from the group to feedback to the larger group.

Baseline Survey

Duration	10 minutes
Resources	Printed survey (See Appendix 5)
Instructions	<p>Discuss and complete baseline survey with group members. Ask each person to set 2-3 goals to improve the scores identified on their survey. There is also a blank copy of the survey in Appendix 5 for you to add your own outcomes for a particular topic.</p> <p>It is important that they baselines are reviewed throughout the programme, preferably mid-way and at the end.</p>

Baseline Spectrum

Duration	10 minutes
Resources	Masking tape and post-it notes or coloured stickers.
Instructions	<p>Choose which skill or outcome you would like to measure e.g. confidence, leadership, level of participation. Alternatively, it could be level of knowledge in a particular subject area or topic.</p> <p>Put a piece of tape on the floor or on the wall and ask each person to mark on the line with a post-it note or sticker (from 1-10) where they feel they are in relation to the chosen outcome. It is helpful if you place this somewhere where it can remain until the end of the programme or session, as young people can revisit it throughout to place more stickers and see their progression.</p>

Baseline Hopscotch

Duration	10 minutes
Resources	Hopscotch template (Appendix 5)
Instructions	<p>Choose which skill or outcome you would like to measure e.g. confidence, leadership, level of participation. Alternatively, it could be level of knowledge in a particular subject area or topic.</p> <p>Ask the young people to mark on the hopscotch template where they feel they are in relation to the chosen outcome. They could complete this individually or you could have a group hopscotch and mark each person's contribution with a post-it note or coloured sticker.</p> <p>You could also do this by physically drawing out a hopscotch on the ground and play the game.</p> <p>It is important to revisit this at the end of the programme or session so young people can see their progression.</p> <p>Credit: Boys & Girls Clubs NI</p>

Capacity Building

Voice

Once you have created your 'Space', you need to make sure that young people are equipped and supported to participate and find their 'Voice.'

This might involve improving their confidence, learning how to work with others and communicate better, or it could be increasing their knowledge around what participation means and their role. This section looks at activities used to build the skills and capacity of young people to engage in meaningful participation. These activities could also be used as 'tasters' for young people who haven't done group work like this before.

UNCRC Charades

Duration	20 minutes
Resources	Print out a selection of 10 rights on separate pieces of paper in an envelope for each team
Instructions	Split the group into teams and give each an envelope. The team should give out all the pieces of paper until each team member has at least one, don't show it to anyone else. They need to act out or play charades to describe the right which is on their piece of paper. When the group correctly guess, the next person acts out their right. The first team to complete all 10 is the winner. Alternative – Instead of acting, you could also do this as Pictionary.

What is Participation?

Duration	20 minutes
Resources	Flipchart and markers
Instructions	In small groups, young people discuss what the participation of young people looks like. This can be done as a mind map with key words. Provide feedback to the large group and form an agreed understanding/definition.

What do I want my 'Voice' programme to look like?

Duration	20-30 minutes
Resources	Flipchart, markers
Instructions	<p>This discussion should take place for any of the 'Voice' programmes outlined previously i.e. Local Voice, Youth Voice, Thematic Voice, Regional Voice. It's important that young people provide feedback on the planning process and how they wish to engage.</p> <p>Some prompt questions:</p> <ul style="list-style-type: none"> • Group meetings – When? How often? How long? Face to face or online? • Communication – How do you want the worker to share info or materials for sessions? • Promotion – How will you promote the work that your group is doing? • What kinds of activities do you want? E.g. speakers, guest facilitators, games, group projects • What methods do you want to use in sessions? E.g. presentations, drama, music, art, photo, video, podcast, writing • What trips or visits would be relevant to the group? • What topics would you be interested in looking at? • Who could your audience be? <p>This would also be a good time to let the group know if you have a programme budget and get feedback on how they would like to spend that. Make sure you manage expectations, tell the group what the boundaries and limitations are so they understand.</p>

What is a Representative?

Duration	30 minutes
Resources	Flipchart, markers
Instructions	<p>Ask the group to think about what it means to be a representative and the qualities they should have. What are their most important characteristics? What skills should they have? What knowledge should they have? Does that matter?</p> <p>Alternative – You could do this as a body outline where each young person draws around themselves of their hands and writes the qualities on the outline.</p>

UNCRC Walking Debate

Duration	45-60 minutes
Resources	Agree/Disagree signs, UNCRC poster (See Appendix 6)
Background Info	The United Nations Convention on the Rights of the Child (UNCRC), agreed by the UN in 1989, is all about making sure children (those aged under 18) in all parts of the world and in all parts of our country have the best possible childhood.
Instructions	<p>Read out the following statements and ask the group to go to a side of the room for Agree, or the other side for Disagree.</p> <ul style="list-style-type: none"> • Human rights are only necessary for people who live in countries where there is a lot of poverty or war. • Children have their own human rights treaty because childhood is a very precious time. • Ordinary people can do much more than the Government to protect human rights. • You have to be a certain age to have the right to be heard and taken seriously. • If children commit crimes, their rights should be removed. • Children have their own human rights treaty because there are things that children need that adults don't. • Picking on someone is a violation of their human rights. • Babies have human rights. <p>Ask the group to look at the UNCRC poster and discuss if there are any rights which surprised them, or they weren't expecting. Are there any rights that are missing that they would like to add?</p> <p>Expansion options –</p> <ol style="list-style-type: none"> 1. Ask each group to put the rights in order of high priority to low priority and provide feedback. 2. Ask each group to choose 5 rights and to pick a real-life example of their chosen rights in action, or being violated. (You could provide newspapers to help them.) 3. Ask the group to choose the rights they think are being upheld well by their youth centre or project, and the rights they think could be improved and how.

Prime Minister for the Day

Duration	30 minutes
Resources	Flipchart, pens, magazines, newspapers, scissors, glue
Instructions	Split into small groups and give resources out. Ask each group to create their ideal representative, draw them and give them a name. Around the picture young people will write the skills, qualities, values of the prime minister. What issues do they want to tackle, what values should they have? Ask each small group to present their ideal representative to the rest of the group.

Participation Human Bingo	
Duration	10 minutes
Resources	Human Bingo sheets (See Appendix 7), a prize
Instructions	<p>Give each person a Human Bingo Sheet. They have to move around the group and find someone to sign a box in their bingo sheet. They cannot sign their own name on their sheet. Depending on the group size, you can decide if they can have the same person signing twice. The first person to get all boxes signed shouts BINGO and they are the winner. The facilitator might want to ask some questions to the people who signed for 'quality assurance.'</p> <p>Alternative – Human Bingo can also be used to ascertain the groups knowledge and experience on a particular theme and to introduce a topic. Appendix 7 also includes a climate change version, an independence version for SEND young people and a blank template for you to create your own.</p>

Youth Participation Quiz	
Duration	10 minutes
Resources	Yes/No signs
Instructions	<p>Many young people are involved in all kinds of participative activities but don't connect these experiences with the term 'youth participation'. Read out the following statements and ask the group to answer, "Yes" or "No". Alternatively you could do this by standing up and sitting down.</p> <p>Have you ever...</p> <ul style="list-style-type: none"> • Got involved in organising or running activities for yourself, your friends, or your community? • Signed a petition? • Taken part in a demonstration/protest? • Been involved in a school council? • Taken part in a consultation? • Been involved in a Youth forum? • Spoken up on behalf of a cause? • Campaigned on behalf of a cause? • Volunteered in any way? • Got involved in any community/school fundraising? • Done any charity work? • Written an article for your school/youth club newsletter/social media? • Been involved in making a video, writing a song, or making a poster about something important to you? • Voted for something?

Snapshot	
Duration	20 minutes
Resources	Snapshot Photo Resource Pack
Instructions	<p>Print the Snapshot Photo Resource Pack (laminates them if possible so you can use them again) and lay them out in the middle of the room. Ask the group a question and find a photo they think represents that, or one they are drawn to. First impressions are best, don't think about it too much. Ask the group to share why they chose that photo.</p> <p>This is an adaptable activity which can be used to explore participation or youth voice in general i.e. Choose a photo which represents 'youth voice.'</p> <p>It can also be used to explore a particular theme or issue i.e. choose a photo which represents mental health to you.</p> <p>It can also be used as a check in/check out activity or an evaluation tool i.e. choose a photo which represents how you are feeling right now or choose a photo which represents your experience as part of this group/programme.</p>



Stepping Forward

Duration 45-60 minutes

Resources Large space, name label, role card for each person (See Appendix 8)

Instructions Photocopy the role cards and give each person one to read. Ask them to make a label showing their name and where they live and to attach it to themselves. Depending on the size of the group more than one person may have the same role. Ask them to think about who they are and where they live. Now ask people to stand in character at one end of the room. Ask the groups to stand with their backs to the wall and use the full length of the room.

Explain that you are going to call out statements. After each statement is read, they must take a giant step, a baby step, or stay where they are depending on how easy it would be for them to participate in the consultation. Take a big step if you can participate quite easily, take a baby step if you can do it with difficulty. Don't move at all if you cannot participate. Emphasise that the aim of the exercise is to try and experience what life is like in character – it is not about reaching the end first.

Now call out the first statement. Once everyone has responded, ask them to explain what they did and why. Choose more statements from the list, read them out and allow participants to make their move. When all the statements are read out start the debriefing.

Debrief –

- Who got the furthest along? Why?
- How did you feel when you could not move?
- How did you feel when you were moving faster than other people?
- Who moved the shortest distance? Why?
- What can be done to make it easier for people who moved slowly?
- Choose one character and discuss what could be done to allow them to participate.



Exploring themes & issues

Voice

Now that young people are growing in confidence and skills, we can start to explore topics and issues. The first stage of this is finding out what is important and relevant to them, we should never assume to know what young people might, or might not be interested in.

Young people need to be able to make informed decisions; if we ask for feedback around a topic they don't understand, or don't see as being relevant, then it won't be meaningful.

Young people should also have the freedom to express their 'Voice' in a range of ways that best suits their needs. This may include reading, writing, talking, movement, creative or digital methodologies, or a combination of different methods. This section looks at activities which can help you explore different topics and issues in creative and interactive ways.

Stay Standing	
Duration	20 minutes
Resources	None
Instructions	<p>Ask the group to stand and read the following questions. If the young person feels the statement applies to them, they stay standing. If not, they sit down. To those still standing, ask for examples and how they would have liked to be able to change this. Feel free to add more statements which are appropriate to your group or session.</p> <p><u>Stay standing if you have ever been unhappy with...</u> Rules at school or youth club. Your community or where you live. Public transport. Your employer.</p> <p><u>Stay standing if you have had ideas to improve ...</u> Activities at school. Your youth provision. (Club/group) Your community. Your environment. Your Rights.</p>

Community Mapping

Duration 40-90 minutes

Resources Flipchart, markers, magazines, newspapers, scissors, glue

Instructions Split the group into smaller groups and assign a specific area to each one, it could be where they live e.g. different estates, town centre. Ask them to create an area map as creatively as possible with the following prompts:

- Mark all the important places and landmarks – places that are part of your everyday life.
- Where do you hang out?
- Are there any funny names or stories for things in your area?
- What parts make you proud to live in your area?
- What parts do you wish you could change?
- What parts are an eyesore and make the area look bad?
- Are there any parts which are more disadvantaged/poorer than others?
- What parts show diversity in your area?
- What issues or problems does the area have?
- What services/organisations are there when people need help? E.g. a foodbank, GP surgery, emergency services, charities
- Where is a safe place / or a dangerous place in your area?
- Who are the important or influential people in your area? (Can be positive or negative)
- Are there opportunities for you to progress in education or employment?
- What is the housing like?
- What is transport like? Is it easy to travel outside your area?
- Are there places where crime is more likely or prevalent?

Each small group should present their map to the rest of the group. Facilitator should then facilitate a discussion around the common issues or areas for concern identified by each group.

Alternative – You could carry out community mapping physically by walking around your area and asking young people to identify different aspects of the area. It could also be done as a photo scavenger hunt. You could also carry this out as a sensory walk while paying attention to the things you can see, smell, hear and feel.

Keep your community maps to use in the next activity!

Child's Rights Community Mapping Activity
 (adapted from the UK Committee for UNICEF (UNICEF UK) Child Friendly Cities & Communities Programme)

Duration	40-90 minutes
Resources	Flipchart, coloured flags or post-it notes, scissors, glue, UNCRC Poster
Instructions	<p>This is an effective follow-on activity from the previous Community Mapping activity to explore where child rights are being respected, and where they are being violated or could be improved.</p> <p>Choose a coloured flag or post-it note to represent rights being respected, and a different colour for rights being violated.</p> <p>Using the maps completed in the previous activity, ask the group to add a flag or post-it note to areas on the map. It would be helpful to provide the UNCRC poster to prompt ideas. The questions below might also help to get young people thinking:</p> <ul style="list-style-type: none"> • Where do you feel really welcome? • What do you like about the places you hang out? What could be better about them? • Where is it easy to make friends? • Where can you go to get help? • What helps you to stay healthy? • How do you like to relax? • How do you access information about the world around you? • What does your family need from your community to feel supported? • What gets in the way of you enjoying your community? • How are you able to influence decisions made in your community? • What helps you to learn and develop the talents and ideas that you have? • What do you think your community can be most proud of for young people growing up here? • What are the challenges in your community and what needs to improve? <p>Each small group should present their flags to the rest of the group and provide feedback. Facilitator should then facilitate a discussion around the common issues or areas for concern identified by each group.</p>

Community Voice Pyramid

Duration	20-30 minutes
Resources	Markers, A4 paper
Instructions	<p>Split the wider group into smaller groups of 3-5 people (depending on group size). Ask them to think about and write down 10 different stakeholders within their community such as young people, youth workers, politicians, the elderly, community members, refugees and asylum seekers, people with disabilities, parents, paramilitaries, teachers etc. The groups must position the stakeholders in order of who they feel has the 'strongest voice' or has the most say or hold power within the community over decision- making.</p> <p>Make a pyramid structure with the A4 sheets. Bottom 4 have the least say, next 3 have a little more say, next two have a lot of say, top 1 has the biggest say or influence. (You can give the groups 10 pre-decided stakeholders or ask them to choose their own and write these on an A4 sheet (to make 10 sheets total).</p> <p>Groups should discuss and debate this in their smaller groups, then decide on their final structure. Each group presents their pyramids to the whole group and discuss reasons why some were placed low or high.</p> <p>Debrief –</p> <ul style="list-style-type: none">• Do certain stakeholders have more of an influence on decisions?• Who has the loudest voice? Why?• What barriers are in place for those lower on the pyramid within the community?

Hot Potatoes

Duration	45-60 minutes
Resources	Post-it notes, pens, flipchart
Instructions	<p>Give everyone some post-it notes and a pen. Ask the group to write down a key issue that they think needs to be addressed within the local area/club for young people, then stick it onto the flipchart. Split into small groups and ask them to pick 2-3 of the topics. In their groups they should discuss and feedback why they feel this is a key issue for young people in the area and what needs to change. The group should consider what they could/would do as an advocate for this issues/topic. Each small group then provides feedback to the larger group.</p>

First Thoughts

Duration	10 minutes
Resources	None
Instructions	This is a good starting point to look at an issue. List a series of things related to the issue and ask the group to write down the first thing that comes into their head. Try not to censor their thoughts. Discuss the group's thoughts and where they came from.

Build it

Duration	15-20 minutes
Resources	Lego/Duplo/Playdough/Clay/Peg boards/Building materials/Loose parts/White Boards and markers
Instructions	Providing a creative way for young people to express their views on a topic or issue. This will work particularly well for younger age group or young people with SEND. Allow them to make their piece, and then present it to the rest of the group.

Magic Bus

Duration	30 minutes
Resources	Chairs
Instructions	<p>Set chairs to mimic the layout of a bus. Place a label on some of the chairs with the role of the person sitting on them. Ask the group to consider who they would feel comfortable sitting beside and take a seat. Ask the group to provide feedback about the seat they chose and why.</p> <p>Labels may include a religious person, elderly person, trans person, LGB person, single mum, prisoner, drug dealer, businessman, politician, paramilitary, police, teacher, someone with English as a second language, traveller etc.</p> <p>You may want to provide an additional piece of information about the person and ask them to repeat the exercise e.g. The politician may be young and just graduated.</p> <p>You should choose labels to represent the different types of people in your communities. You should draw out reflection of the different experiences of members of their community and different issues those people might face.</p>

Issue Thermometer	
Duration	45-60 minutes
Resources	Flipchart, post-it notes, markers, thermometer printed or drawn
Instructions	<p>Ask the group to identify issues that they feel are important to local young people and write these on post-it notes. Read out each issue and group and apply the thermometer exercise to each one.</p> <p>'Hot' on the thermometer indicates the negative things that they feel strongly about regarding the issue especially those things that anger, annoy, or frustrate them about it.</p> <p>'Cold' on the thermometer indicates the things that they feel are positive about the issue or those things that address the issue well.</p> <p>Young people can decide individually, or in small groups and feedback to the larger group. Facilitator should question the groups to reflect on and clarify which issues are important and the aspects which need action.</p> <p>You may use this activity to choose issues to focus on in group work, social action, or campaign projects. It could also be a useful activity for assessment of need and local planning.</p>

Traffic Light Issues (Alternative to Issue Thermometer)	
Duration	45-60 minutes
Resources	Traffic light printed or drawn, flipchart, markers
Instructions	<p>Ask the group to identify issues that they feel are important to local young people and write these on post it notes. Read out each issue and group and apply the traffic light exercise to each one.</p> <p>'Red' indicates the issue that they feel strongly about especially those things that anger, annoy, or frustrate them about it.</p> <p>'Amber' indicates the issues that they feel ok about but could have the potential to get worse if not addressed or improved (or things that are almost good but just missing the mark.)</p> <p>'Green' indicates the issues that they feel more positive about, or those things that address the issue well.</p> <p>Young people can decide individually, or in small groups and feedback to the larger group. Facilitator should question the groups to reflect on and clarify which issues are important and the aspects which need action.</p> <p>You may use this activity to choose issues to focus on in group work, social action, or campaign projects. It could also be a useful activity for assessment of need and local planning.</p>

S'not Fair	
Duration	20 minutes
Resources	Paper, pens
Instructions	Draw or print a picture of a miserable face, with a cold. Young people write what is not fair about a subject on green spot shaped pieces of paper then stick these all over the face.

Tree of Needs	
Duration	30 minutes
Resources	Tree of Needs (Appendix 9), flipchart, markers
Instructions	<p>The Tree of Needs allows the group to focus on behaviours, the feelings behind these behaviours and eventually work out the needs. It could be whole group needs, the needs of individuals, or problem solving the needs of a situation or issue that is occurring. Identifying the needs will help them to plan a social action or campaign project that may meet those needs.</p> <p>Leaves: These are the things that are most visible i.e. the behaviours. What kind of things do you see most?</p> <p>Trunk: Most behaviours are a result of feelings. How you feel determines how you act and how you act determines how other people feel. The trunk is for exploring those feelings.</p> <p>Roots: These are the needs. What is at the foundation of those feelings? Is it a lack up knowledge or support around an issue, or inaction?</p> <p>You could do this using the template or making it a larger piece by drawing a large tree and sticking on leaves.</p> <p>Alternative – Using printed leaf shapes, ask the group to write down things that they need to help them grow, or ways of being supported in the relation the issue/theme. Stick the leaves onto the tree and discuss among the group.</p> <p>Credit: National Youth Council of Ireland (NYCI)</p>

Mood Board	
Duration	20-30 minutes
Resources	Paper, pens, magazines, newspapers, scissors, glue
Instructions	This activity is getting people to think about how they feel about a certain topic/theme. It could be a question for example 'how do you feel about the local sport opportunities for girls?' Each young person is given a piece of paper and asked to write or draw how they feel. Once complete everyone sticks their paper onto the wall to make a large collage.

Thought Wall/Graffiti Board

Duration	20 mins
Resources	Flipchart/whiteboard/noticeboard
Instructions	<p>Write a question on the board and ask young people to write or draw their answers. This can be anonymous, or they can write their names, the group should agree the rules.</p> <p>This activity can also be done as an informal way of collecting feedback during centre activities like drop-in. You could choose a theme for the week or a question for the week. This could be related to your provision e.g. what activities would you like during summer scheme? Or related to a theme e.g. What do you do to look after your mental health? You could also use it as a needs assessment or evaluation tool.</p>



Post-It Note Races

Duration	10-15 minutes
Resources	Post-it notes, pens, masking tape
Instructions	<p>Mark a start and finish line in the room using string or tape. Divide the group into small teams and give each team a pack of post-it notes each. Give them a set amount of time to come up with as many different ideas about a certain topic as possible. The group should line up their post-it notes at the start line. The first team to cross the finish line wins the challenge and can receive a prize. Each group shares some of their post-it notes with the rest of the group, or the facilitator can read them out to the rest of the group. Keep the post-it notes for when the group start planning their project/campaign.</p>

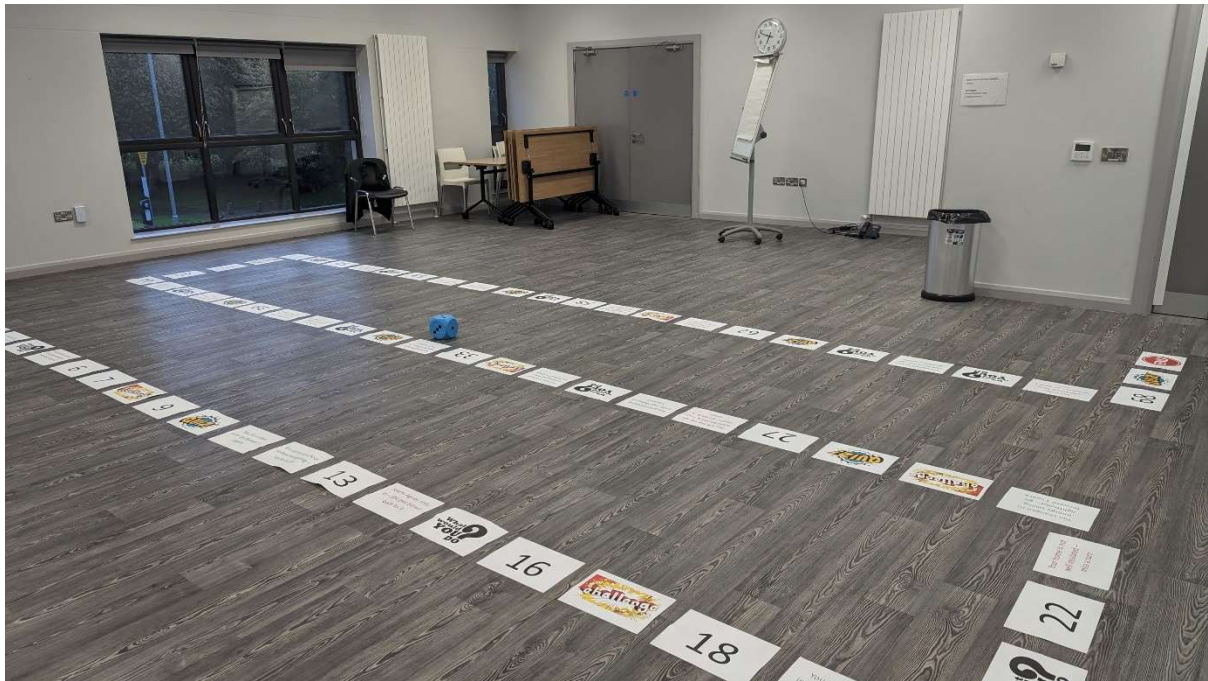
Exploring Physical Space

Duration	30 mins
Resources	Red and green stickers, or post-it notes and pens
Instructions	<p>This activity is useful for workers who are reviewing their centre and the local provision. It can work very well for young people with SEND to provide feedback on how inclusive and comfortable the space is, and to identify possible triggers or sensory issues.</p> <p>Invite participants to walk around the building, room or outside space exploring 'what is working well' and 'what could be improved'.</p> <p>You may like to give them different coloured post-it notes to add a visual dimension allowing them to stick 'green' to positive spaces and 'red' to spaces that need to be improved. Agree key actions they would like to do as a group, or advocate to be taken forward by others.</p> <p>Ensure that young people understand the limitations of what you can change within the space e.g. 'we can rearrange furniture, but we can't knock a wall down', or 'we can't afford a new pool table so we would need to fundraise for it.'</p>

Glitter Jar

Duration	20 mins
Resources	Glitter, teaspoons, water, fairy liquid, small jars or transparent tubs/bottles, worksheet (Appendix 10)
Instructions	<p>Depending on your theme or issue, amend the Glitter Jar worksheet to decide what each colour represents. This could be a feeling or thought on the topic. Each jar should be filled with water and a drop of fairy liquid and mixed. Each person chooses which colours they want to add and adds a spoonful of glitter into their jar. Each person gives feedback on what they put in their jar to the large group.</p> <p>Alternative – Instead of glitter, you could use other materials with the same idea e.g. beads, marbles, sand, salt coloured with chalk.</p> <p>Expansion – Use the amount of glitter added to illustrate how much the person feels or thinks something e.g. 1 teaspoon – disagree, 4 teaspoons – strongly agree.</p>

Human Board Game	
Duration	45-90 mins
Resources	Foam dice, Human Board Game Resource Pack
Instructions	<p>This template can be adapted to look at any theme or issue. The game has three activities; quiz questions, challenges, and 'What would you do' scenarios. You should also add positive actions to allow them to move forward, and negative actions which move back. E.g. If your topic is climate change, you could write 'Uses a reusable water bottle – move forward 1' or 'You left the lights on while you were out – move back 2)</p> <p>Print out the resource pack and set up on the floor in a square or loop depending on the room size. With a smaller group, young people can play individually or play in teams. If playing in teams, each team should designate a counter who will move around the board. Each team rolls the dice, the highest roll goes first. They move forward the number on the dice and follow instructions on the square.</p> <p>Quiz questions – Ask each team to come up with a buzzer noise or action. If the team answers correctly, they can move forward one square. Add some fun, general knowledge questions as well as issue-based ones.</p> <p>Challenges – Ask each team to carry out an activity related to the theme e.g. If your topic is mental health, you could ask them to list as many coping mechanisms as possible and the winning team has the most. Add some fun challenges e.g. the young person who can do the most push-ups.</p> <p>What would you do – Provide a scenario related to the theme and ask young people to feedback what they would do and why. You could provide options, or let the group come up with their own options. Once you have some options, it might be useful to take a vote to gain statistics if needed. Add some Would you Rather questions to keep it fun e.g. would you rather have a bath in baked beans or a shower in custard?</p> <p>It's important to keep notes or take photos of challenges and scenarios as they can provide you with useful consultation feedback.</p> <p>The team that gets to the final square first is the winner.</p> <p>This can take as long or short as you wish. For reference, six teams can play 30 squares in approx. 45 mins.</p>



Envelope Investments

Duration

20 mins

Resources

Envelopes, paper money

Instructions

After the group have come up with a list of issues, ask each person to take one of the issues to be responsible for. Give each person an empty envelope and £100 in paper money (a mix of notes). Each person should come up with a one-minute pitch for their issue and why it's the best one. The group go around everyone, listen to each person's pitches and decide if they would like to invest in an issue and how much. They hand over money to the other person to put in their envelope. Finish the activity once everyone has heard all the pitches. The envelope that has the most money is the issue that the group are most passionate and interested in.

Alternative – Use this as an interactive voting method with other young people attending the centre/project as part of a consultation.

Alternative – This activity could also be used to decide on a social action project or campaign.

Research & Consultation

Voice

The role of a 'Voice' group is to be a representative for other young people. This means that the group may have to carry out research or consultation activities with their peers to find out what they think about issues or the local youth provision. It is also helpful to make sure their ideas are sound and other young people agree with their plans. This work allows your group to become the 'Audience' and 'Influence' for other young people.

What is research?

Research is an exploration or investigation to find out facts and thoughts about an identified theme. It aims to establish the 'truth' of something through a process of enquiry. At times even the most common assumption should be validated before it is accepted.

What is consultation?

A consultation involves asking people to share their views and ideas about something, recording their ideas in an accessible format and feeding them back to people who are involved in the decision-making process.

Why should we do this?	
Duration	20 minutes
Resources	Flipchart, pens
Instructions	<p>Word storm with large group everything they know about research and why it is important.</p> <p>Ask participants to list any research they might have been involved in and identify who might use this research and why.</p> <p>Split into small groups and ask them to discuss -</p> <ul style="list-style-type: none">• Why should we research and consult with others?• Why is it important we hear the views and opinions of others?

Identify Research and Consultation Methods

Duration	20 minutes
Resources	Flipchart, pens
Instructions	<p>In a large group. List all methods of research that they can think of, e.g. internet research, community and services mapping, online questionnaires, focus groups, people stopping you on the streets, social media, interviews, etc.</p> <p>In small groups discuss and feedback what they think are the advantages and disadvantages of each of the different methods identified.</p> <ul style="list-style-type: none">• What type of information do we think we would get from using the various methods?• Why might each method be useful?• What information would you need – Qualitative or Quantitative data <p>Large group considers and plans which method/s they are going to use for their research.</p>

Aims and Objectives

Duration	20-30 minutes
Resources	Flipchart, pens
Instructions	<p>After carrying out the previous two activities, the group should now understand the purpose of consultation and how they might like to do this. Once they have decided their theme or topic, or the information they are trying to find out, they need to decide their aims and objectives.</p> <p>Aims are the changes that you are trying to achieve, the aspiration or goal you wish to reach. Aims are broad and general statements of intent and should inform participants about the overall purpose.</p> <p>Objectives are the methods or activities by which you plan to achieve your aims. Objectives are more focused and indicate what steps should be taken to reach the goal or aim.</p> <p>Prompt Questions:</p> <ul style="list-style-type: none">• What are we trying to achieve?• How will the research and consultation help us?• What do we need to find out? <p>Develop Aim and Objectives from the feedback.</p>

Hot Air Balloon

Duration	40-60 minutes
Resources	Basket or hot air balloon printout, pictures
Instructions	<p>On each table you have a basket (the hot air balloon) and photos of relevant items. For example if you were asking what activities they would want to see in their youth club, you might have a photo of a pool table, table tennis etc. First you ask them to pick all the items they want at the club and put them into their hot air balloon. Then say 'your hot air balloon is losing power, what would you throw out first?', then second etc.</p> <p>Alternative – You don't have to throw things out, but how can you reduce the weight? Is there a middle ground or compromise? You could also attach costs to each item and allow young people to develop their own budget.</p>

Creating the Consultation

Duration	60 minutes
Resources	Planning Template (See Appendix 11)
Instructions	Using the planning template, plan the consultation to be undertaken with other young people.

Sharing your results

Duration	40 minutes
Resources	Paper, pens, laptop
Instructions	<p>When your consultation is complete you may wish to present your findings to the relevant decision makers.</p> <p>Tips to help you do this:</p> <ul style="list-style-type: none">• Make it clear and easy to understand. Does it make sense?• Make it interesting and attractive. Will people be interested?• Make it confidential (no names or details of participants)• Make it with your audience in mind – who are we targeting?• Make it factual and specific. Have you included data and statistics from your research?• Make it easy to share. Is it easy to share with your audience?• Make it eye-catching and attractive.• Does it have a clear message?• Not too many words – can you add photos or images?• Stick to the point – is it relevant?

The below methods are perfect for engaging young people during drop-in or youth club activities in an informal way without facilitating a group work session.

Interactive Voting Methods	
Hula Hoops	Set up two hula-hoops on the floor so that they are next to each other but overlapping. The idea is to create a 'Venn diagram'. One side would be 'yes', one would be 'no' and the middle section would be 'unsure.' Young people can stand in the hoops or place a sticker or post it note in the hoop.
Emojis	Young people choose between different options by drawing emojis next to each option to represent how they feel about each one. Alternatively, use emoji stickers or simple smiley / sad face stickers.
Dots	Each young person is given a set number of sticky dots to vote by sticking them next to their preferred option(s). They can use all their dots for one option or spread them between different ones.
Marbles	Young people are given five marbles each and they use them to vote for different options, represented by jars with labels on them. Children can put all five marbles in one jar or put some in each, depending on their preferences. (Sweets could also be used as alternative)
Vote with your feet	Ask young people to move to different parts of the room as their answer to questions. Make sure to record the numbers at each stage.
Thumbs Up	Traditional hands up to indicate if they agree or disagree with different options/choices. Can also use thumbs up/down/middle.
On the Scale	Ask young people to stand or place something on a linear scale e.g. a piece of string, rope or tape on the ground or the wall.
Secret Ballot	Young people vote for their preferred option(s) by indicating their choices on a piece of paper which is folded and placed in a voting box. The facilitator then empties the box and counts the votes up.
Ranking	Write or print the different options onto cards and cut out. Young people then rank their choices from first to last depending on their preferences.
Knock Out	The young people vote for different options from a list. The option with the least number of votes is 'knocked out' of the running. The young people then vote again, and another is knocked out of the competition. This process continues until there is only one left and we have a winner.
Balloon Pop	Get the young people to write or draw their ideas on balloons and the group have to choose which ones to pop and get rid of.
Wishing Well	Using whatever materials you can, set up a wishing well. Young people write their thoughts, suggestions, or ideas on a piece of paper (printed coin) and throw into the wishing well.

Taking Action

Audience & Influence

This next stage is about young people sharing their message. Now that the group have carried out research and consultation, they have to decide what to do with the information and how to present and share it.

Groups may choose to create a report or media piece or present their findings to decision makers. They may wish to carry out a social action project to take action around an issue. They may also decide to take forward a campaign to lobby for change. Young people should be facilitated to plan their action, consider their intended audience, and how they will report and feedback to others.

It's important at this stage that the voice of the young people is maintained. It can be tempting for workers to 'professionalise' what they say and filter it through an adult lens to make it more 'acceptable.' Whilst we shouldn't dilute or change their message, we can have conversations with young people about use of language and effective communication.

We also need to be mindful that it can be challenging to bring young people into adult environments like working groups and steering committees, but that doesn't mean we shouldn't do it. There are some things that both young people and adults need to consider when collaborating and communicating:

- Are meetings taking place at a time and venue that is suitable and accessible for young people?
- Will information be presented in youth-friendly manner and language?
- Have the young people received information in advance, so they understand the purpose of the meeting?
- What do both parties want to get out of the meeting?
- Have young people had the chance to prepare what they wish to say or questions they want to ask?
- Have any questions for the young people been sent in advance so they aren't being put on the spot?
- Is there a suitable adult attending who can provide support to the young people and make them feel comfortable?
- What feedback will young people receive following the meeting?

What is a social action project?

Once an issue is identified, the group will plan and implement an action that goes towards carrying out a solution. This may be in your local community, youth centre, school etc. A social action project is people coming together to tackle an issue, support others or improve their local area. People give their time and other resources for the common good.

This is a great video explaining Social Action - <https://youtu.be/pg8Apmu-r0s>

What is a campaign?

Campaigns are about communicating a message to create a change. Campaigns are about raising awareness of an identified issue or topic affecting young people to the appropriate decision makers and to others in the community to bring about change. Campaigns can be short or take place over a longer time involving many different methods including protests, strikes, rallies and marches, boycotts, sit ins, petitions, getting people involved in a movement, storytelling, lobbying and are now spread mostly on social media.

In my area...	
Duration	15 minutes
Resources	Flipchart, pens
Instructions	<p>If you completed the Community Mapping activity, it might be helpful to refer back to your flipcharts. Ask the young people to think about the areas of support in their local community, and existing social action projects in their local community e.g. litter picking, food bank etc. Ask the young people to think about how they can link in with existing services rather than coming up with something new. This could be a useful starting point if the group are new to social action as it gives them an idea of what is involved.</p> <p>Expansion – Ask the staff involved with current social actions to come into your centre to talk to the young people. Or you could hold a Volunteering fair to raise awareness of the opportunities and supports available in your area.</p>

Exploring Social Action

Duration	20 minutes
Resources	iPads, Wi-Fi
Instructions	<p>Give young people the definitions above of social action projects and campaigns. Ask them to look on internet for examples of both worldwide and local social action projects and campaigns and present them to the rest of the group.</p> <p>Things to consider – What was the purpose of the project/campaign? How did they know if it was successful or not? How did they spread awareness of it?</p>

Developing a Social Action Project

Duration	60–90 minutes
Resources	1 and 10 printout, flipchart, pens, Social Action Project Plan (Appendix 12)
Instructions	<p>Label one end of the room with a 1 being most important and the other end with a 10 being least important. Read the below statements and ask the group to stand on a rating scale to identify why they would like to undertake Social Action:</p> <ul style="list-style-type: none">• I want to do something good for others.• I want to work with others towards a common goal of making something better for someone or a group of people.• I want to do the right thing.• I want to be responsible.• I want to volunteer.• I want to make changes.• I want to develop new skills.• I want experience for applications for jobs/courses. <p>Using information from research and consultation, complete a mind map of ideas for their social action project to meet the identified need.</p> <p>Complete Social Action Project Plan & see ideas.</p>

Developing Advocacy Skills

Duration	60 minutes
Resources	Scenario Cards (See Appendix 13)
Instructions	<p>Split the group into 4 small groups and provide each group with a scenario card and an Advocacy worksheet. Explain to participants that they must develop a goal, plan, and negotiating tactic for their scenario. Small Groups should nominate one person to argue their case to the rest of the larger group. The larger group will then vote on whether or not their plan would be successful. For any small groups that did not successfully win the vote, provide them with time to develop a plan B. Give these groups the opportunity to argue their plan one more time.</p> <p>Debrief –</p> <ul style="list-style-type: none">• What's the difference between advocating for yourself and advocating for others?• What were the challenges in this situation?• Advocating, but only having a limited amount of information can be difficult, you cannot be an “expert” in everything.• What was difficult about working in a group vs being able to develop a plan yourself?• What was involved in the decision making to vote ‘for’ or ‘against’ a group?• What different factors were considered?

What's your Message?

Duration	30 mins
Resources	Flipchart, markers
Instructions	<p>Split into small groups and ask them to discuss the following questions based on the themes identified in their research and consultation:</p> <ul style="list-style-type: none">• What's my message?• How do I want to communicate it?• Who needs to hear it? (And how do I communicate best to this audience?)

Developing a Campaign – What's the vision?

Duration	60 minutes
Resources	Art materials, magazines, flipchart, pens (Or iPads as alternative)
Instructions	Using arts materials, ask the group to show what they want their changes to look like? What is their vision? For example: What does the layout of the youth centre look like? What the local play park should look like? What does the programme in the youth centre look like?

Developing a Campaign – Ideal Island

Duration	60 minutes
Resources	Art materials, magazines, flipchart, pens (Or iPads as alternative)
Instructions	If your group is doing a thematic campaign, you could facilitate an Ideal Island exercise in small groups where they create a world where their campaign has been successful in making a change. What would look different? Consider family life, school, health, relationships, society, laws, public services, careers, and the future.

Scenarios of Change

Duration	30 minutes
Resources	Flipchart, coloured pens
Instructions	<p>This activity works well following the previous visioning activities. Based on their vision, what changes would they like to see? Use two different colours to circle the changes, one colour for most important, and one colour for most realistic. The changes that are both important and realistic are the top priority for a campaign.</p> <p>Sometimes the changes that young people want to see aren't possible, so it helps for the groups to consider how much they are willing to compromise. Consider the requests, and categorise them into three sections –</p> <ol style="list-style-type: none">1. The Bare Essentials – The minimum changes that are needed by decision makers to show they are taking the feedback seriously.2. The Middle Ground – a scenario where not all of the changes are implemented, but the young people are still happy with progress made.3. The Dream – a scenario where all changes are implemented and have a great impact. <p>Expansion - Get your decision makers (Audience/Influence involved in this activity so they can feedback on which changes are realistic and within their power.</p>

Future News

Duration	30 minutes
Resources	Flipchart, pens, or a newspaper front page template
Instructions	<p>Split into small groups and give each small group a different year in the future. The group must consider their theme or project and what they would like to see changed by that year. They will now design a newspaper front page for that year and what headlines or articles they would like to see.</p> <p>Facilitate a discussion on the steps or actions needed to achieve those goals and start to develop an action plan.</p>

Developing a Campaign – The Plan

Duration	60-90 minutes
Resources	Campaign Plan (See Appendix 14)
Instructions	<p>After completing the visioning activities and exploring changes they would like to see, the group should consider the steps they need to take to achieve their vision.</p> <p>Identify goals of what they want to achieve and identify people who should be involved and who should they speak or present to? What methods should they use to do this? E.g. use media, presentation, speak at a community meeting etc</p> <p>Using the campaign plan template, identify what they are going to do, who will carry out this action and when they will do it. Identify how they will monitor their progress and how they will evaluate their success.</p>

Our Campaign Journey

Duration	60 minutes
Resources	Large roll of paper, individual sheets
Instructions	<p>Draw footprints on individual paper sheets and write one goal or action on each footprint that might help to achieve their objectives.</p> <p>Use the large roll as a timeline or pathway and ask the young people to stick on the path to show the order of when they hope to carry out these actions. The path can be used to create an action plan and assign roles and responsibilities. This can be reviewed throughout to see how near or far they are to achieving them.</p>

Evaluating the Project	
Duration	20 minutes
Resources	Project Diary & Evaluation (See Appendix 15)
Instructions	<p>While the project is taking place, ask the young people to keep a learning log of each day. They can do this using the Project Diary or keeping a journal.</p> <p>At the end of the project, you can use the Project evaluation, or reflect on the following questions:</p> <ul style="list-style-type: none"> • What skills did you learn? • What went well? • What challenges did you face and how did you overcome them? • If you were to do it again, what would you do differently? • On a scale of 1-10 (1 = none, 10 = a lot) what impact did your social action project have? • Who benefitted from your project and how? • How have your connections to your community improved? • How has the experience changed your attitude to getting involved in your community? <p>Alternative – You can do this creatively by using video diaries or creating a podcast.</p>

Feedback

Feedback processes are important for showing young people that you value their contributions. As a group, you will want to consider how you can provide feedback to those who participated and how you can showcase the changes you've made which reflect their suggestions. Feedback should inform them of who was listening, what actions have been taken and what has been developed – both short and long term. If no action has happened, why not? It is important to openly explain if things haven't happened and the reasons behind them. When working with external decision makers, it is important to make them aware that feedback is an integral part of this process, and both clarify and manage expectations.

You should also plan when to expect feedback or distribute it. Often when we work with external decision makers, these processes can be lengthy and young people can be left waiting for a long time before receiving feedback. If this is the case, consider interim feedback where you can provide a summary of responses and update the young people on the next steps.

Please see Appendix 16 for Feedback template for External Stakeholders.

Evaluation & Review

Audience & Influence

As in all youth work projects, taking time to reflect and evaluate is essential. This helps the members of the 'Voice' group to take stock and recognise their own learning and development, but also allows for successes to be celebrated, projects to be developed and built upon, and for changes to be highlighted to enable growth.

We recommend that you plan your evaluation in collaboration with your group to ensure they understand its purpose and are communicating their opinions in an appropriate way.

Some things to consider:

- Be clear about your reasons for collecting evaluation information.
- Be positive about how and why their responses will be useful.
- Thank them in advance for their time and acknowledge how valuable their views are.
- Encourage people to be honest, explaining that hearing direct views helps to improve services and future participation activities.
- Value their contribution, however big or small, even if it is difficult to hear.
- Think about the motivation behind participants' involvement and avoid responding defensively to criticism.

The Blob Tree	
Duration	5 minutes
Resources	Blob Tree (See Appendix 17)
Instructions	Give out a copy of the Blob Tree and ask the young people to colour in or circle the 'blob' which represents how they felt about the session or programme. You can also do this at the beginning as a check-in and then compare how they feel at the end.

Post-It Notes

Duration	15-20 minutes
Resources	Post-it notes, pens
Instructions	<p>Give each young person the same number of post-it notes, usually 3-5. Agree what the group will put on each post-it for example:</p> <ol style="list-style-type: none">1. Something they really enjoyed.2. Something they learnt in the meeting/programme.3. Something they would change next time. <p>They can read them aloud to the rest of the group.</p> <p>Alternative – If young people don't want to read out their own notes, carry out the Snowball evaluation by asking them to scrunch them up in a ball and throw them in the air. Each person has to grab one that belongs to someone else and read it out instead.</p>

Head, Heart, Bin, Bag

Duration	15-20 minutes
Resources	Printout of a head, heart, bin and bag
Instructions	<p>You can either do this as a worksheet with each image on it and get the young people to write on it. Or you could stick up a printout of each image around the room and ask young people to add post it notes to each one.</p> <p>Head – Something they learned. Heart – What they loved or felt was good about the session/programme. Bin – What they would change or get rid of. Bag – What they will take away with them, or something to bring back for further discussion.</p>

Traffic Light Evaluation

Duration	15-20 minutes
Resources	Printout of a red, amber, and green traffic light
Instructions	<p>You can either do this as a worksheet with each image on it and get the young people to write on it. Or you could stick up a printout of each image around the room and ask young people to add post it notes to each one.</p> <p>Red – Something you are going to stop doing as a result of the session/programme. Amber – Something you are going to continue doing. Green – Something you are going to start doing.</p>

Roll a Dice

Duration	10 minutes
Resources	Large foam dice
Instructions	<p>Each person rolls the dice and answers a question depending on the number they land on.</p> <ol style="list-style-type: none">1. I want to remember...2. Something I learned today.3. One word to sum up the day.4. Something I would change about the day.5. I'm still confused about...6. An 'Aha' moment I had today...



Evaluation Pizza

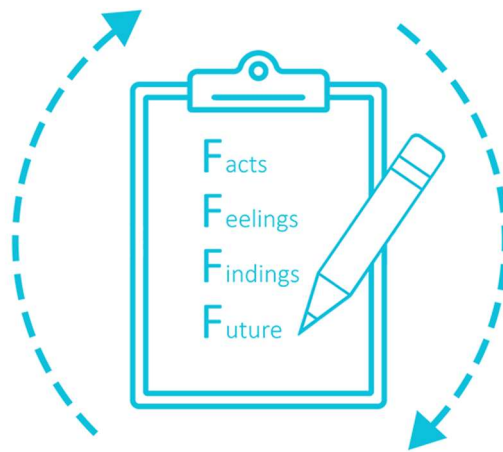
Duration	20 minutes
Resources	Flipchart, markers
Instructions	<p>Draw a circle on flipchart and split it into 'pizza slices.' Ask the group to come up with success criteria – what would show them that their session or programme was successful? Mark each slice with a different criteria. At the end of the session or programme, ask them to mark their view on each slice. A mark closer to the centre means they think it was achieved well. A mark at the 'crust' means it wasn't achieved as well.</p>

Washing Line

Duration	30 minutes
Resources	String
Instructions	<p>Tie a piece of string across the room and explain one end is 'high' and the other 'low' and the rest of the string is points between them. Read out statements about the session or programme and ask participants to move along the string to indicate their opinion.</p> <p>Alternative – Use pegs to pin photos or post-it notes rather than standing.</p>

The 4 F's

Duration	10 minutes
Resources	None
Instructions	Facts – What happened? What did you see and hear? Feelings – How did you feel during the session or programme? Findings – What did you learn? What could be improved? Future – How will you use what you have learnt? You could also do this using 4 flipcharts around the room.



My Journey

Duration	30 minutes
Resources	My Journey template (Appendix 18)
Instructions	Print handout and distribute to group. Give them time to complete their journey and feedback key points to the larger group. Alternative – You could do this without the handout by giving out paper and pens. Ask the young people to draw a path or river which depicts their journey on the programme. For positive things, they could represent these visually using flowers, bridges etc. For challenges, they could represent these visually using boulders, walls, puddles etc.

Don't forget to revisit your Baselines from the first section!

Useful Links

Hub na nÓg Participation Resources

<https://hubnanog.ie/resources/>

Save the Children Consultation Toolkit

<https://www.savethechildren.org.uk/content/dam/global/reports/advocacy/consultation-toolkit.pdf>

Volunteer Now Social Action Toolkit

<https://www.volunteernow.co.uk/publications/social-action-toolkit/>

Sligo & Leitrim Local Participation Practice Guidelines

https://www.cypsc.ie/_fileupload/Documents/Resources/Sligo%20Leitrim/Updated%20Local%20Participation%20Practice%20Guidelines05122022.pdf

Commissioner for Children Tasmania - Involving Children in Decision Making

<https://www.childcomm.tas.gov.au/wp-content/uploads/2015/06/Guide-to-making-decisions-booklet.pdf>

Tusla Participation Toolkit

[https://www.tusla.ie/uploads/content/Tusla_-_Toolkit_\(web_version\).pdf](https://www.tusla.ie/uploads/content/Tusla_-_Toolkit_(web_version).pdf)

Seldom Heard - A Practical Guide

https://www.cmetb.ie/wp-content/uploads/2021/11/Seldom-heard-a_practical_guide.pdf

National Youth Council Ireland (NYCI)

<https://www.youth.ie/>

UNICEF Child Friendly Cities

<https://www.unicef.org.uk/child-friendly-cities/>

funding

We understand that when we ask young people to have a 'voice', they usually come up with new and innovative ideas, and these ideas often cost money. The links below provide information on small grants funding available for young people. Some are only open to voluntary and community sector organisations, so please be sure to check whether your centre or project is eligible for funding.

You can use Grant Tracker, Community Foundation, and government websites to find up-to-date information on funding available in your local area.

<https://www.grant-tracker.org> (Please note this requires a paid subscription)

<https://www.govfundingpublic.nics.gov.uk>

<https://www.communityfoundationni.org>

<https://www.grantsonline.org.uk/region-news/northern-ireland/>

EA Funding

EA provide a range of project funding for both for statutory and voluntary sector organisations including T:BUC Camps and Planned Intervention. T:BUC aims to bring together at least two groups from different communities to promote good relations and social action through a joint camp. Planned Intervention provides positive alternatives to young people at risk of becoming involved in anti-social behaviour, sectarianism, and recruitment from paramilitary gangs, and address heightened tension around interfaces. Local and Regional Project funding is also available for EA registered voluntary sector groups.

<https://eanifunding.org.uk/funding/>

EA Small Grants Programme

EA Small Grants is developed and administered by a panel of young people representing both statutory and voluntary youth services. Each year, the panel determine a theme and young people can apply for up to £1500 for their group. Please see Appendix 2 for more information.

<https://www.eani.org.uk/smallgrants>

National Lottery Awards for All

National Lottery offers funding from £300 to £20,000 for projects, lasting up to 2 years. Projects should bring people together across communities, improve the places and spaces that matter to communities, help them to reach their potential and support people and communities facing challenges because of the cost-of-living crisis. These grants are open to both statutory and voluntary sector organisations.

<https://www.tnlcommunityfund.org.uk/funding/programmes/awards-for-all-northern-ireland>

King George VI Youth Awards

King George VI Youth Awards offers £500 for projects in NI for young people aged 14-21 and welcomes applications from both groups, and individual young people. Projects must be linked to the youth work curriculum, and groups from both statutory and voluntary sector are able to apply.

<http://www.kgviyouthawards.org.uk/>

The Burns Price Foundation

This funding is for young people aged 11-18 years who are engaging in a UK school, college, or youth group, who have an idea for a project that will make their community better. This is open to young people participating in both statutory and voluntary projects and can fund up to £5000.

<https://burnspricefoundation.org.uk/>

Tesco Stronger Starts

Tesco offers small grants focused on providing food, safety, and security for young people. The scheme is open to voluntary sector; however schools are also eligible to apply therefore statutory youth groups working in partnership with schools could enquire further.

<https://tescostrongerstarts.org.uk/>

PCSP

Policing and Community Safety Partnerships (PCSPs) are local bodies made of Councillors and independent people from each council area who work to make your community safer. They do this by focusing on the policing and community safety issues that most in areas. Local PCSPs release small grants funding for activities that have a benefit to policing and community safety in the area. Please visit the website for your local council area for more information and eligibility criteria.

<https://www.pcsp.org/>

Arts Council NI

Arts Council NI provide a range of funding for projects who are undertaking activities related to the arts and creative industries. Each funding programme has different eligibility criteria; some are open to both statutory and voluntary sector organisations, and others are only for voluntary sector.

<https://artscouncil-ni.org/funding>



The following grants are only available to voluntary and community sector organisations.

Coca Cola Thank You Fund

Coca Cola administers a Thank You fund every year with a different theme up to €5000 and €10000; focused on the empowerment and development of young people to drive positive change in their local communities in Ireland and Northern Ireland.

<https://www.coca-cola.com/ie/en/social/thank-you-fund>

Halifax Foundation

Halifax Foundation provide a range of funding opportunities to community and voluntary sector groups, including setting up projects, community support and tackling social issues at a local level.

<https://www.halifaxfoundationni.org/>

BBC Children in Need

Children and Need offers a variety of grant programmes that address the challenges faced by children and young people, build their skills and resilience, empower them, and extend their choices in life. Grants are available for projects, core running costs and emergency essentials to meet the needs of children and young people.

<https://www.bbcchildreninneed.co.uk/grants/>

Aviva Community Fund

Aviva Community Fund focuses on building resilient communities and helps local causes and projects, particularly with projects supporting financial wellbeing and taking action against the impact of climate change.

<https://www.avivacommunityfund.co.uk/>

Victoria Home Trust

Victoria Home Trust supports short term projects with grants of £500-£2500 to support the needs of young people particularly around substance use, homelessness, and mental health support.

<https://www.victoriahometrust.com/guidelines>

Trusthouse Charitable Foundation

Trusthouse Charitable Foundation provides grants to projects aiming to address deprivation and disadvantage in local communities. Different groups are available for community support, alternative education support, family support, counselling services and generic youth provision.

<https://www.trusthousecharitablefoundation.org.uk/>

Hope for Youth NI

Hope for Youth NI provides small grants up to a maximum of £5000 for groups who are working on a cross community basis to deliver creative, practical, or outdoor projects to support personal and social development.

<https://www.hopeforyouthni.com/grants/>

King Charles III Charitable Fund

King Charles III Charitable Fund provides a range of small grants focused on environment, social inclusion, health and wellbeing, heritage and conservation and education.

<https://www.kccf.org.uk/>



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