

curriculum **toolkit** | young people's participation in decision making



gaining accreditation, influencing services, building skills, raising aspirations, moving towards employment

curriculum toolkit

 | Young People's
Participation in
Decision Making

Written and edited by Andrew Cummings,
with thanks to the following people for their help and ideas:

Aimee Burnham, Dan Cockerill, Beki Hynes, Jenny Grashoff,
Chelsea Renehan, Shavindra XXXXXX, Lea-Ann Robinson,
Nick Newton, Melanie Shears, David King, Sam Whittaker,
Kita Owen-Brown, Helen Lloyd Jones, Rachel von Goetz,
Carola Adams

Edited by Andrew Cummings

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in England and Wales no. 5402004.

Registered office:

Avon Tyrrell, Bransgore, Hampshire BH23 BEE

T: 01425 672347

E: info@ukyouth.org

W: www.ukyouth.org

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*Every effort has been made to acknowledge the
original sources of the materials used in this
programme. However, because of the informal
nature of youth work, many ideas and activities
are passed on by word of mouth or through
experiential learning. At times it has not been
possible to identify where some materials and
ideas originated.*

The Background

The pilot group for this project was UK Youth's National Members Group, which is an elected body of young people aged 16 to 25, who act as an advisory body for the organisation, as well as having members on the Board of Trustees, as well as organising an annual young people's conference and other projects. Some of the things the NMG members had to say were:

“Being on the NMG has been a fantastic experience. It has given us the chance to represent young people nationally – to be part of a youth-led body that works on young people's issues and concerns, as well as having lots of new experiences, such as travelling and meeting new people.”

“I learnt so many new things – to be more tolerant, to become a better leader, and to learn what ‘democracy’ really means. It was frustrating at times, but it's been a really worthwhile experience”

The NMG is very much a young person-led group. The young people decide the agenda for their meetings, chair the sessions, and carry out all of the functions and roles within the group. The support worker's role is very much a background one - to be available to guide and support, but on the young people's terms.

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“To really be part
of something is
great”

Aims, Objectives, Do's & Don'ts for making it work

Aims and Objectives

The aim of this programme is to provide young people with a sound basis upon which to become involved in participation and decision making.

The programme introduces young people to the principles of youth participation, and explores some of the key issues that influence the success of young people's involvement in decision making bodies and processes.

The themes and topics covered in this programme include:

- What is youth participation?
- Understanding our values and choices
- Types of youth participation
- Human rights and youth rights
- Team work and problem solving
- Communicating and handling conflict
- Types of decision making
- Meetings and committees
- Support from workers and organisations
- Planning for our group

Do's and Don'ts for making it work

Do's and Don'ts for running this programme, and for getting your youth participation and decision making project off the ground:

- Provide all staff and adult volunteers who will be involved with the young people with training and support around how to involve young people in decision making
- Offer young people options and choices whenever possible
- Don't make assumptions about what young people want or are capable of - ask them!
- Remember that the process is as important as the outcome, so don't take unnecessary short-cuts to get to the end result
- Things don't happen overnight. Often letting young people take the lead will mean that things take longer than if older people were doing it for them
- Be clear and honest about the things that young people have control over or a say in, and those areas where they don't.
- Take time to discuss expectations about your project - both theirs and yours
- Allow young people to make mistakes and create an environment where they know that this is ok
- Look at what other groups and projects are doing, and learn from other models and approaches.
- Encourage young people to have a sense of ownership in the project and the work they are doing
- Take time to explain different words and phrases related to the young people - like "represent", "having a voice", "consultation" etc
- Keep it fun!!

“Meeting new people has been important to me”

Session 1: Introduction – Getting to Know Each Other

- > **Aim:** To introduce the young people to each other and to the overall aims of the programme
- > **Learning Objectives:** At the end of the session the young people will:
 - Know more about each other
 - Be able to explain the overall aims of the programme
 - Be able to describe what they hope to gain from taking part in the programme
 - Have a basic understanding of the Youth Achievement Awards and Youth Challenges
- > **Total session:** 3 hours

Introduction and explanation of programme



The worker welcomes the young people and briefly introduces themselves and the project. Spend time explaining the practical aspects of the programme, such as when and where the group will meet, how long the sessions will be and so on.

Ask the young people whether they have any questions or comments, and discuss any questions, issues or concerns they may have.

If the young people are not familiar with the venue for the sessions, take time to explain things like where the toilets are located, and any rules that the young people need to be aware of.

If the young people do not already know each other, go around the group and ask each person to introduce themselves and perhaps say a little about why they have decided to take part in this programme.

Method/Process
Introduction by worker
Young people introduce themselves

Ice breaker

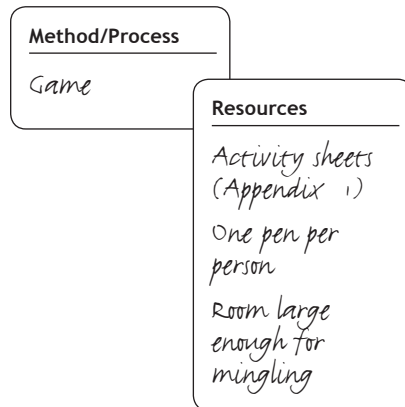


“Find Someone Who...”

Each young person is given a copy of the activity sheet, which lists a number of facts (see **Appendix 1** for an example). Alternatively, the worker can write their own sheet using facts which are relevant to their group. Once the activity starts, the group mingles and each person must go around the group. For each of the facts listed on the sheet, they must find someone for whom the statement is true. This person then signs the sheet next to the particular statement. However, they can only sign one fact on any one person’s sheet.

The winner is the first person who has a signature next to each of the statements on their sheet, and does not have the same signature for more than one statement. The winner should jump up and down and make a big fuss and lots of noise. If there are fewer people in the group than the number of questions, the worker can allow people to get two or more signatures from each person.

As well as getting the group mixing and having fun, this exercise gently raises the issue of individual differences and choices.



Getting to know each other:



Onion of Diversity

The young people are asked to form 2 circles - an inner circle and an outer circle. These represent the layers of the “onion”. The two circles should stand face to face in pairs. Each pair then has to quickly find one thing they have in common, and develop a form of expression to represent this common thing. The form of expression can be up to each pair, or the worker can give instructions such as “sing a song” or “express it with a noise” or “create a short mime”. Once completed, the outer onion skin moves one step to the right and finds something in common with their new partner.

The worker can also give directions about the common issue, such as food, family, music, hobbies, political issues etc, with each issue going a bit deeper into our “onion layers”.

Repeat this several times, depending on the time you have available.

(This exercise was taken from the *T-Kit Intercultural Learning* developed by the Council of Europe and European Commission November 2000)

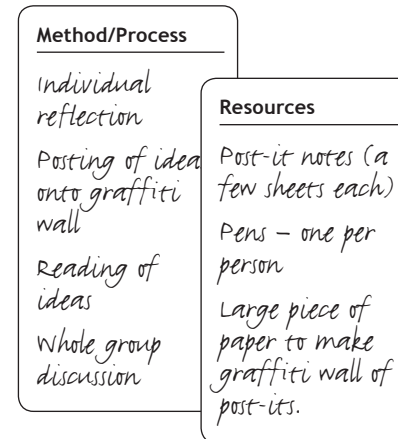
Why do I want to be part of this group?



Each young person is asked to think about why they want to be part of this group or project based around the topic of youth participation and decision making, and then to write each reason or idea on a separate post-it note.

When the young people have finished writing, they are all invited to place their post-it notes onto a large sheet of paper at the front of the room, to make one large poster or graffiti wall.

Once everyone has posted their ideas, allow everyone a few minutes to read the ideas of the group members. Then spend a few minutes discussing how similar or different the ideas are, and any themes that come through from this.



Break

Group agreement



The young people are broken into small groups of four or five people. Each small group is asked to discuss and write down their ideas on the following questions:

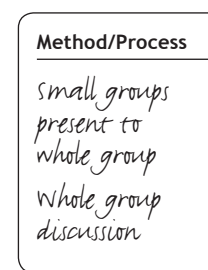
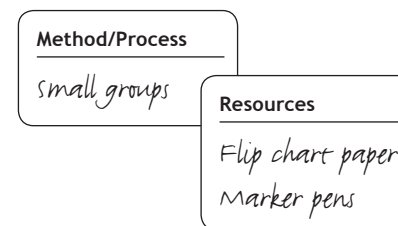
“What would I like to have happen in this group, so that I will feel safe and comfortable to be involved and share my ideas?”

“What do I not want to happen?”

Explain to the group that the answers they come up with will help to form the group’s agreement with each other.

The small groups then come back together into one large group. Each small group presents their answers to the two questions.

Once each group has presented their ideas, discuss the ideas that have been presented, and debate any issues arising from these. The group should be invited to accept these as the group agreement. If the worker feels there are any important points missing, they should suggest these to the group for consideration and acceptance.



Agree / disagree game



The worker starts by asking the group to clear any furniture and belongings from a “corridor” stretching from one end of the room to the other. Explain that one of the walls represents “completely agree”, and the opposite wall represents “completely disagree”. The worker will read out a series of statements, and the young people should choose somewhere to stand along the line that best represents their opinion about that statement. A list of possible statements is given in **Appendix 2**. If the worker prefers to write their own statements, start with “soft” topics and gradually move to more contentious ones. Once the topics become more contentious, invite comments from the group members and encourage debate and discussion.

At the end of the game, point out the importance of respecting each other’s opinions, and of people feeling comfortable to express themselves. Explain that this is at the very heart of youth participation.

Method/Process

Game involving movement and discussion around personal opinions

Resources

Statement sheet (Appendix 2)
Large enough room for moving around freely

Summarising and finish



The worker briefly summarises the issues and topics covered today, and invites comments from the group about their experience of the programme.

Method/Process

Worker input
Discussion

Introduction to Youth Achievement Awards / Youth Challenges



The worker introduces the Youth Achievement Awards and Youth Challenges programme, explaining what they are, why young people may wish to do the Awards, and how they can use the things they will be doing in this project to gain an Award.

The worker needs to have some sample challenges and portfolios which they can share with the young men.

The worker should explain to the young people how the work and activities they will be doing can count towards a YAA / YC challenge.

Ask the young people to split into small groups to look at the sample portfolios and Award booklets, giving them the opportunity to discuss the Awards with their peers and ask questions as they arise.

Give the appropriate Award booklet to the young people who would like to work towards their Youth Achievement Award or Youth Challenge Award, and a folder for them to keep their evidence in.

Those groups / projects that have not used the Awards before you will need to register. For more information go to www.ukyouth.org

Method/Process

Presentation led by worker

Resources

YAA & YC Award booklets,
sample challenges,
sample portfolios,
folders for young people who are keen to start their Award

Method/Process

Small group discussions

Session 2: What is "Youth Participation"?

- > **Aim:** To provide the young people with a better understanding of what youth participation is, and some of the values associated with it
- > **Learning Objectives:** At the end of this session, young people will be able to:
 - Explain the concept of youth participation
 - Outline the values behind youth participation
 - Describe some of the benefits and costs of youth participation
- > **Total session:** 3 hours

Introduction



The worker introduces today's programme and briefly recaps the things covered in the previous session. Ask the group for comments about what they remember from the session, including what they thought was the most useful and the least useful parts of the session.

Method/Process

Worker leads a discussion

Warm up exercise



Changing Places:

The group members sit on chairs in a circle, with one fewer chair than there are people. The person without a chair stands in the middle. This person must think of a statement, which is true for at least some members of the group. They then give the instruction to "change places if ...". For example "change places if you ate cereal for breakfast this morning". Anyone for whom the statement is true must change places, but they cannot change places with the person next to them. The person in the middle should try to find get a chair. Whoever is left without a chair then stands in the middle and makes the next statement.

Method/Process

Game / activity

Resources

Chairs placed in a circle with enough room to move around in the middle

What is "youth participation"



The worker asks the group for their ideas on what is meant by the term "youth participation". Write these ideas on the flipchart.

Once all the ideas from the group have been recorded, spend a few minutes discussing the ideas that have been raised.

Give the young people a copy of the definition in **Appendix 3**, and discuss how similar or different this is from the group's ideas.

Method/Process	Resources
Thought shower and record ideas	Flip chart
Whole group discussion	Marker pen
	Handout (Appendix 3) - one each

Youth participation in the UK



The worker gives each young person a copy of the quiz sheet on "youth participation" (Appendix 4). Allow people enough time to complete the sheet, and then go through the answers as a whole group, using the answer sheet (Appendix 5).

Discuss the issues raised in the whole group

Method/Process	Resources
Answer quiz sheet individually	Quiz sheet (Appendix 4)
Whole group discussion	Answer sheet (Appendix 5)
	Pens



Break

Values of participation



The worker should briefly introduce the handout on the Values of Participation (Appendix 6). Explain that these are taken from "Hear By Right", which is a framework that was developed to support and encourage the involvement of young people in decision making within organisations and communities. (For more information about Hear By Right, go to www.nya.org.uk/hearbyright).

Once the sheet has been handed out to the young people. The worker should lead a discussion in the whole group about the values mentioned on the sheet. Ask the group whether any values should any be added or taken away? Discuss whether they are relevant for their group. Why or why not?

The worker then asks the young people to break into small groups of around four to five people. Ask the small groups to spend a few minutes prioritising the values that the group have agreed on, in other words they should produce a list from the most important to the least important.

Once the small groups have had enough time for this. Bring them back together into the whole group. Ask each group to present back to whole group their list of values in order from most important to least. Once each group has presented back, discuss their prioritisation - how similar were they and why?

Method/Process	Resources
Brief presentation by worker	Handout on Values of Participation (Appendix 6)
Whole group discussion	Pens
Small groups	Paper
Present back to whole group	

Benefits and costs of youth participation



Ask the young people to form different small groups to the ones they have just been in. Explain that each small group will be given a piece of flip chart paper, which they should divide into two sides. On one side they should write the word "benefits" and on the other side they should write the word "costs".

The worker should then explain that each group will be spending time discussing the benefits and costs of "youth participation", but they will be considering these from different points of view. Half of the small groups should consider the benefits and costs of youth participation from the point of view of young people. The other half should discuss the costs and benefits of youth participation from the point of view of organisations and adults.

Once the small groups have had enough time to discuss and write down their ideas, ask the small groups to come back together. Ask each group to present back to whole group, looking first at the feedback from groups that focused on young people, and then from groups that looked at organisations and adults.

Once each group has presented their ideas, briefly discuss the key points in the whole group, focusing on the similarities and differences in the ideas presented

Method/Process	Resources
Small groups	Flip chart paper
Record on flip chart	Marker pens

Method/Process
Presentations by small groups
Whole group discussion

Review



The worker should briefly review the topics covered during this session, and ask the young people for feedback about what they learned in the session, as well as their opinions and ideas about the session generally.

Method/Process
Worker lead

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process	Resources
Individual or small group work on YAA / YC	Portfolios
	Various evidence

Session 3: Values and Choices

- > **Aim:** To encourage the young people to explore their own personal values, and to understand some of the effects these have on their lives
- > **Learning Objectives:** At the end of this session the young people will be able to:
 - Describe their top three personal values
 - Explain how differing values can influence group decision making
 - Outline the values underpinning youth work practice
- > **Total session:** 2 hours 50 minutes

Introduction

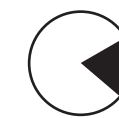


The worker briefly revises the previous session and introduces the theme for today. Ask the group what they remember about the previous session, and any comments they would like to make about the session.

Method/Process

Worker lead
with group
input

Warm up exercise



Elephant's Trunk:

Participants stand in a circle, with one person in the middle. The person in the middle closes their eyes and spins around, with their arm outstretched and finger pointing as they turn. When they stop, the person they are pointing to must become the "elephant's trunk". To do so, they must raise their right shoulder up to their own nose, thus forming the "trunk".

At the same time, the persons to their immediate right and left must become the elephant's ears. They do this by holding one hand up to the ear of the person who is the elephant's trunk, holding their other hand near the waist of the person who is being the trunk. Thus the three people together make up the elephant's face.

The last of the three people to get into their position must replace the person in the middle as the "pointer". The game starts again. After a few rounds of this, the worker can introduce some other actions. For example:

Method/Process

Game /
activity

Warm up exercise (continued)

Toaster:

The person who is pointed to becomes the toast and the people on either side become the toaster. The sides of the toaster face each other with their arms outstretched so their fingers are touching each other, with the person who is the “toast” standing in between their arms. At the same time, the person playing the toast puts their arms to their side and jumps up and down like a pop-up toaster.

Baby on a motorway:

The person in the middle is the “baby” and must stand with their thumb in their mouth. The people on either side become the cars, and must “drive” around the baby in a clockwise direction.

For each of these actions, the last person into the correct position or action replaces the person in the middle of the circle.

The person in the middle of the circle must call out which action is to be performed before they finish spinning around. Repeat the game several times.

Understanding our Own Values



The young people are given a copy of the handout “Personal Values” (Appendix 7). The worker asks each young person to look at the sheet and choose firstly their top ten values from the list. Once they have completed this, ask the young people to narrow this down further by choosing their top three values.

Once everyone has had time to complete the exercise, go around the group asking each person to read out their top three values. Encourage the rest of the group to listen without comment or judgement.

Discuss the exercise, focusing on things like how people found choosing their top three values; differences and similarities between the group; and where we get our values from.

Method/Process

Individual reflection
Complete handout
Individuals feedback to group
Whole group discussion

Resources

Handout on Personal Values (Appendix 7)
Pens



Break

Values Exercise



Curing HIV

The worker reads out the following instructions to the group:

“You are a team of top doctors who have found a wonder drug that could cure HIV. People that have a poor chance will increase their life expectancy by around 6 months to a year. Those with an average chance for more than a year, and people with a good chance will not be cured but will have a high probability of living a ‘normal’ life. You can only afford to give one of the applicants the treatment and you only have limited information on each applicant. You have half an hour to choose one applicant. If the team cannot agree within half an hour who should get the treatment, no-one will be given it.”

The worker should be mindful that somebody in the group may be HIV positive, or have friends or family who are, and that this could be quite an emotive exercise.

The worker should either print Appendix 8 on an OHP transparency, or copy it out onto a white board or flip chart. Show the young people the table, which lists the categories of information on each applicant. Explain that they can have a total of 11 pieces of information about the applicants (Note that there are 42 pieces of information in total). The young people should decide as a team which pieces of information they would like about the applicants. Using the worksheet (Appendix 9), the worker gives the information the group have decided on.

After five minutes of discussion, the worker explains to the group that they can now have a further 11 pieces of information about the applicants. The group must decide which pieces of information they would like. After another 10 minutes, the group can have a final 11 pieces of information. Explain that this is all the information they will be given about the applicants. The group now have the remainder of the 30 minutes to make a decision about which person should be given the treatment.

When 30 minutes is up, the worker must stop the discussion and ask the group for their answer. If they have been unable to come to an agreement about who gets the treatment, nobody receives it.

Once this is completed, allow the young people a couple of minutes to stand up and move around. Then bring people back into the whole group and discuss the exercise, focusing on things like how people felt about doing the exercise, the decision the group came to, and about what this teaches them about their values.

Method/Process

Introduction by worker

Resources

List of the names and categories of information on OHP or flip chart (Appendix 8)
Details of the Applicants sheet (Appendix 9)
stop watch

Method/Process

Whole group discussion

Youth Work Values



The worker gives each person a copy of the handout on “Youth Work Values” (Appendix 10). In light of the two previous exercises, looking at individual and group values, discuss the values outlined on the sheet. How do these values relate to the values discussed in the other exercises the group have done today?

Briefly discuss this in the whole group.

Method/Process

Read through handout
Individual reflection
Whole group discussion

Resources

Handout “Youth Work Values” (Appendix 10)

Review and finish



The worker briefly reviews the exercises and key points from today. Invite feedback from the group about the session.

Method/Process

Worker and group input

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today’s session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process

Individual or small group work on YAA / YC

Resources

Portfolios
Various evidence

Session 4: Values and Choices



Aim: To develop an understanding of different ways and levels that young people can be involved in participation and decision making.



Learning Objectives: At the end of this session, the young people will be able to:

- Describe the “Ladder of Participation” model
- Explain how the model can be used to explore different ways that young people can be involved in participation and decision making
- Outline the characteristics of the stages of this model and give examples of each



Total session: 3 hours

Introduction



The worker asks the group what they remember from the previous session, and any comments or opinions they would like to make about that session. The worker then gives a brief introduction to today’s topic.

Method/Process

Worker leads discussion

Ice breaker



Spill the beans:

Pass a bag of jelly beans or similar sweets around the group. Ask each young person to take as many beans as they want. After they have all taken some, explain that for every sweet they have taken, they must say something about themselves.

Method/Process

Game / activity

Resources

Bag of jelly beans or similar sweets
Chairs in a circle

Case studies



This exercise can be done in the whole group or in small groups. Before the session, the worker should choose a few case studies from those given in Appendix 11. Read through each situation with the group (or ask the young people to do this if in small groups), and then discuss each case study.

Focus first on the positive aspects of the scenario, and then on any weaknesses they think the scenario has, with regard to how involved the young people are in decision making and participation within the project or situation described. Also discuss what could be done to improve the level of participation in each situation.

Method/Process

Whole group or small groups

Resources

Case Studies (Appendix 11)

Models of participation



The worker starts by introducing the “Ladder of Participation” model (Appendix 12). Spend time discussing each level, making sure that people are clear about the difference between each of the levels, the language used etc. Ask the young people for examples of each level from their own experience or knowledge

Taken From “Hear by Right” produced by NYA and LGA

Method/Process
Brief presentation

Resources
Handout on Ladder of Participation (Appendix 12)
OHP / Power Point and a copy for each person



Break

Ladder of participation exercise



The worker explains to the young people that they will be breaking up into small groups. Each small group will be given a number of cards from Appendix 13, each of which describes different ways in which young people can be involved in decision making. Each small group must discuss each card and decide where on the ladder of participation each situation fits. The worker should divide up the cards so that each small group has the same number, and so that they have a range of levels within the cards they are given.

Explain that when they come back together, they will present their ideas back to the whole group.

Method/Process
Worker introduction
Small groups

Resources
Situation cards (Appendix 13)
Scissors to cut up cards

Ladder of participation (continued)



While the young people are working in small groups, the worker arranges the large group room so that an area of the floor is arranged like a large version of the ladder of participation, from levels 1 to 8.

Once the small groups have completed the exercise, they should come back together in the whole group. Ask each small group to present back their cards, one at a time. When they present each card, one member of the group should take the card and stand at the position on the ladder that the group believes the card should go.

When all the groups have presented their situations and placed them on the ladder board, ask the whole group whether there are any placing they disagree with. Discuss these and change any places if the whole group agree to this. Then look at any situations that have been placed on the same level of the ladder. Discuss with the group and together decide the order of these in terms of the placing up the ladder (i.e. the higher the order, the greater the level of responsibility for the young people involved in the activity). You should end up with the ladder showing a progression of responsibility and participation through each of the example cards, from the least participative to most.

Method/Process
Small groups present to whole group
Whole group discussion and negotiation

Resources
Sheets of paper with each level of the ladder from 1 to 8 written on them, placed along the floor.
Blu tak

Summary and review



The worker briefly summarises the topics covered today, and asks the young people for feedback regarding today’s session.

Method/Process
Worker led discussion

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today’s session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process
Individual or small group work on YAA / YC

Resources
Portfolios
Various evidence

Note:

From this session on, the young people should become involved in actually leading the sessions, in order to mirror the principles of the course, and to demonstrate a belief in young people's abilities.

How much of the sessions the young people lead will depend on a variety of factors, such as the experience, interest and maturity of the group members. Perhaps begin with young people volunteering to lead part of the session, such as leading the warm up games. But if your group is ready, don't be afraid to hand over the responsibility for the whole session. And remember it is ok if they don't do it perfectly - it is all part of learning and is an essential element of youth participation.

Ideally, the young people should be leading all of the sessions by the end of the programme, with the worker's role focusing on supporting and resourcing the young people to facilitate their own sessions.

For this reason, the term "**facilitator**" will be used from here on, instead of "**worker**".

Session 5: Human Rights and Youth Rights

- > **Aim:** To provide the young people with a basic understanding of human rights, and to consider how young people are treated in the UK.
- > **Learning Objectives:** At the end of this session, the young people will be able to
 - Describe some of the key issues associated with human rights
 - Outline some of the groups most at risk of human rights abuses
 - Explain some of the ways young people might not have their needs met in their own youth club / project
 - Discuss some of the ways young people are discriminated against in the UK
- > **Total session:** 3 hours

Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, and asks for any comments from the young people about the session. Then briefly introduce the theme for today.

Method/Process

Input and/or discussion

Ice breaker



Celebrity Heads:

Each young person is given a strip of cardboard with the name of a famous person or character on it. This might be a singer, actor, cartoon character, politician, historical figure etc. Each person must have the cardboard with the name on it stuck to their forehead without seeing it, but so that the rest of the group can see it. No-one should tell anyone else what name is on their forehead.

Sitting in a circle, each young person has a chance to ask questions in order to guess the name of their character. The questions can only be ones which require an answer of "yes" or "no". For example "Am I alive?", "Am I American?", "Am I a famous actor" etc. The group then answers the person's question. If they have asked a question with a "yes" answer, they can ask another question, and continue to do so until the answer to their question is "no". When the person asks a question with a "no" answer, the right to ask questions goes to the next person in the group. The winner is the first person to guess their character correctly. Depending on time constraints, you can stop playing when the first person has guessed their character, or keep going until everyone has guessed correctly.

Method/Process

Game / activity

Resources

strips of cardboard with a celebrity's name on each
sellotape
Chairs in a circle

What are "human rights"?



The facilitator asks the group to list as many ideas as they can about their understanding of the term "human rights", and records these on flip chart paper

Method/Process

Thought shower

Resources

Flip chart, marker

Two steps forward...



The facilitator gives each young person a card with some details about a person (**Appendix 14**). Ask each person to spend a couple of minutes thinking about their character and the issues this person may face. The facilitator then reads out a series of statements using **Appendix 15**. Each statement requires people to either step forward or backward depending on certain characteristics.

Once all the statements have been read out, ask each young person to notice where they are standing and what factors contributed to the position they are standing in.

Ask the young people to stay in the role of their character, and then place them in groups of four or five people. In these groups, ask them to discuss their characters and the position they ended the game in, and what this might be like for each character.

In the whole group, spend a few minutes discussing the main issues raised within the small groups.

Adapted from Bells of Freedom, APAP, 1996 and Working with Young People, TSA and Youth Access, 2002.

Method/Process

Simulation exercise

Resources

Exercise cards (Appendix 14)
List of statements (Appendix 15)
Suitable sized room

Method/Process

Individual reflection
Small group discussions in role
Whole group discussion



Break

Taking the human rights temperature of our youth club / project



The facilitator gives each young person a copy of the "Human Rights Temperature" questionnaire (**Appendix 16**). Explain that the group will be going through the questionnaire as a whole group, one question at a time. It is important that the group members are all clear about what group they are focusing on, in other words whether they are discussing a particular group, a whole youth club or school etc.

Go through the questions and discuss them before giving a score for each one as a group. At the end, tally up the score out of 100.

In the whole group, discuss which questions got the lowest score, and which particular groups of young people might find it difficult to have their needs met within this group or project.

What could be done to make the group / project more open to the needs and rights of people from marginalised groups?

What else could be done to enhance human rights in the community and society generally?

Taken from www.youth-work-training.org, ECYC, 2004

Method/Process

Group discussion using a questionnaire

Resources

Questionnaire sheets (Appendix 16)
Pens

Method/Process

Whole group discussion

Youth as a marginalised group



On an OHP or power point projector, the facilitator shows the group the shop signs in **Appendix 17**. Ask the young people what they think about these signs:

What does this say about the way young people are viewed in our society?

Is it acceptable for young people to be treated in this way?

Which other groups could be actively discriminated against in this way?

Taken from "Everyday Participation", UK Youth

Method/Process

Show signs to whole group
Whole group discussion

Resources

OHP / PP projector and screen
Shop signs (Appendix 17)

Review



The facilitator briefly reviews the exercises and key points from today, and invites feedback from the young people about the session.

Method/Process

Facilitator and group input

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process

Individual or small group work on YAA / YC

Resources

Portfolios
Various evidence

Session 6:

Team Work and Problem solving



Aim: To encourage the young people to explore the key aspects of working together effectively as a team



Learning Objectives: At the end of this session, the young people will be able to:

- Describe the main characteristics of effective team work
- Apply these ideas to a range of tasks and problems



Total session: 3 hours

Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, and invites any comments from the young people about the session. Then briefly introduce the theme for today.

Method/Process

Input and/or discussion

Ice-breaker



Fact, opinion, fantasy:

A soft toy is passed around the group as they sit in a circle. When the leader calls "stop", whoever is holding the toy is asked to give a fact, an opinion or a fantasy about a topic of the group or the facilitator's choosing. Start with fun, non-threatening topics such as "sport", "holidays", "television shows" and gradually move on to more serious topics.

Method/Process

Game activity

Resources

Soft toy

Team work and problem solving



Speed ball:

The young people are asked to form a circle, with the facilitator standing outside the circle. The facilitator's role is to act as observer, time keeper and trouble shooter. Choose someone from the group to hold the tennis ball. The group is then given the following instructions:

The person holding the ball should pass the ball to anyone they wish to within the group. That person should then pass on the ball to someone else, so that the ball is passed around the group. Everyone should get the ball once and only once, except for the person who first started with the ball. The ball should begin with this person and then be passed back to that person when everyone else has had it once. You can pass the ball in any order you wish, but is important that you remember who you passed the ball to."

Once the group members have understood the instructions, begin the exercise. The facilitator should time how long the ball takes to go around the group, beginning and ending with the same person, using a stop watch. Once they have successfully completed the task, tell the group the time it took, and explain that their task is to do it faster.

Ask for suggestions from the young people for making it faster. The only things they must keep in mind are the rules you have given them already - that the ball must go around the group so that everyone gets the ball once and only once (except the first person, who has it twice), and that they must pass the ball in the same order.

Encourage the group to have several more goes. Some groups will need encouragement to be flexible with the rules (for example, that they can change the order they are standing in, or that the rules say "pass" the ball, which means they do not have to throw it), whilst others will need to be reminded that they mustn't break the rules.

When the group has managed to reduce the time to around three to five seconds, challenge them to try for the "world record" of around 0.5 seconds. Tell them that the "Golden Rule" is to try to shorten the time a little bit at a time, rather than "getting stuck" trying to solve the problem.

If the group do "get stuck", the facilitator should stop them by calling "time out", and then spend a couple of minutes reviewing what has worked so far. Encourage them to do more of what has worked and less of what has not. It may help to ask them questions which hint at a solution. For example, if they have everyone putting two hands into the circle to pass the ball around, you might say "what could you do that would halve the time you did it in last time (i.e. using one hand instead of two).

Method/Process

Whole group activity

Resources

Tennis ball
stop watch
suitable space

Team work and problem solving (continued)

(There are several possibilities for solving this problem. These include everyone putting one finger into a tight circle and rolling the ball around the fingers, or forming a spiral of hands/ fingers. Provided the ball touches each person in the same order the problem has been solved).

Once the group has solved the exercise, briefly discuss the following questions in the whole group:

*What would you have said at the start of this exercise if I had told you that I wanted you to pass this ball around the group in 0.5 second (or whatever time they managed)?

*What has happened over the last 15 to 20 minutes that made something which seemed impossible become possible?



All aboard:

Keeping in mind the things which have just been discussed, the group is asked to meet the following challenge. This time, the group are given a small piece of flat cardboard, measuring approximately 60 cm by 60 cm (or even smaller, depending on the size of the group). Their task is to work out a way to ensure that no member of the group is touching the ground, or anything connected to the ground, except for the cardboard. Everyone must be in contact with the cardboard (either by touching it themselves or by being in contact with it via contact with someone else). They cannot use furniture, walls etc. If the group find a solution quickly, fold the board in two and ask them to solve it again with a new idea.

The group must stick to the rules (but only to these rules!), so encourage them to think creatively.

Method/Process

Debrief / discussion

Method/Process

Activity
Debrief / discussion

Resources

sheet of cardboard



Break

Egg exercise:



Before the exercise starts, the facilitator will need to stick an egg securely to a piece of string, and then stick the string to the ceiling, so that the egg is hanging about six to eight feet above the ground. Then stick a plastic cup to the floor, so that it is about six feet away from where the egg would hit the ground if it fell. Do this for each of the small groups. Each small group will need an area to perform this task where they cannot see the other groups.

The facilitator then asks the young people to form small groups of around four to five people. Explain to the young people that exactly 25 minutes after they start the exercise, the facilitator will come around and cut the string. Each group's task is to build a contraption using only the materials they have been given, so that when the string is cut the egg will land in the cup without breaking. They must not move the egg or the cup, and they cannot be touching any of the materials when the string is cut.

Allow 25 minutes for the groups to complete the task. Then gather the groups together, and go around to each small group's area and cut the string.

Debrief and discuss this in the whole group, focusing on how the group's worked together, and what this highlighted to them about team work and problem solving for this activity.

Method/Process

Small groups exercise

Resources

Eggs
Masking tape
String
Paper
Plastic Cups
Elastic bands
Straws
Scissors
Suitable room(s)
Stop watch
Scissors

Method/Process

Discussion / debrief

What makes effective teamwork?



In the whole group, the facilitator asks the young people to think back over the activities they have done today and to list as many of the aspects of effective teamwork they can think of. Record these on the flip chart.

Discuss the key themes in the whole group

Method/Process

Whole group discussion

Resources

Flip chart
Marker pens

Review



The facilitator briefly reviews the exercises and key points from today. Invite feedback from the group about the session.

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process

Individual or small group work on YAA / YC

Resources

Portfolios
Various evidence

Session 7:

Communicating and Handling Conflict



Aim: To explore various ways that people communicate, and how to use these to address and resolve conflict



Learning Objectives: At the end of this session, the young people will be able to:

- List a variety of verbal and non verbal communication skills
- Describe some of the affects that these skills have on effective communication
- Explain the importance of seeing things from other people's points of view
- Outline some ways of avoiding and addressing conflict



Total session: 3 hours

Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, asking for any comments from the group about the session. Introduce the theme for today.

Method/Process

Input and/or discussion

Ice breaker



Body Parts

Clear an area of the room of furniture. Ask the young people to begin walking around the cleared area of the room. When the facilitator calls out a number, the young people must rush to form groups of this many people. Once these groups are formed, the facilitator reads out a list of "body parts" from the activity sheet (Appendix 18). It may also help to write these on a flip chart or white board.

Each small group must work together so that within their group, only the body parts mentioned are touching the ground. They cannot use furniture, the walls etc to assist them. Once each group has achieved this for a moment, they should make a fuss by cheering and clapping themselves. Repeat this a few times, each time changing the number of people in the group.

Method/Process

Game / activity

Resources

Suitable space
Activity sheet (Appendix 18)
Flip chart or white board
Markers

Communication games



8 words:

Each person is given 8 strips of paper, and must write a different noun (i.e. names of objects or things) on each strip. The strips are then placed in a plastic container. Young people form into pairs and decide who will be person A and person B.

The facilitator then goes around the group from pair to pair. Person A picks out a strip of paper and must try to get their partner to guess the word that is on the paper by describing the word. They must not say the word. They have 45 seconds to guess as many words as possible. Once each pair has had a turn, swap over, so that Person B tries to get person A to guess the words. The winners are the pair who gets the most words correct.

Following the game, briefly discuss which aspects of the game people found easy and which parts they found hard.

Method/Process

Word game
Pairs work

Resources

Strips of paper
Pens
Plastic container
Stop watch

Method/Process

Whole group discussion

Non-verbal communication



Emotions exercise

Before the session, the facilitator should cut **Appendix 19** so that they have a series of cards, each with the name of an emotion on it.

The facilitator asks the group to place their chairs in a circle, and then gives each person a card with an emotion written on it (**Appendix 19**). At the same time, show the young people the list of possible emotions being used in this exercise on an OHP (**Appendix 20**).

Give the young people a few moments to think about the emotion they have and how they can best display this to the rest of the group without using any words or other verbal communication.

Go around the group and ask each young person to act out their emotion. The rest of the group must write down individually which emotion they think it is.

After everyone has acted out their emotion, go around the group and ask the group members which emotion they thought each person was displaying. Then find out from that person which emotion it was.

Follow this with a discussion about the exercise:

How was it to act out their emotion?

Which aspects were easier? Which aspects were harder? Why?

What does this tell us about non-verbal communication?

Why is this important to understand?

Resources

Chairs in a circle
Emotions cards (Appendix 19)
OHP (Appendix 20)
OHP projector
Screen
Blank paper
Pens

Method/Process

Individual reflection
Acting emotion to group
Reflect and record
Feedback from group
Whole group discussion

Perception



The facilitator shows the young people each of the perception pictures on an OHP / PP (**Appendices 21a, 21b and 21c**). Show each picture one at a time, allowing about 20 seconds for people to look and write down their answers. Ask people not to comment or discuss their answers in any way. Simply ask each person to write down what they see in the picture.

After all three pictures have been shown to the young people, go through them again one at a time, this time asking people what they saw in each picture. Some people will have only seen one image, whilst others will have been able to see two or more in each picture.

In the whole group, discuss this exercise by considering the following questions:

Were there any differences in the answers?

What might cause these differences?

What does this teach us about communication?

Why is this important?

Method/Process

Visual display
Individual written answers
Review answers
Whole group discussion

Resources

OHP / PP (Appendices 21a, 21b and 21c)
OHP projector
Blank paper
Pens

Effective Communication



In the whole group, discuss the factors that help people and groups to communicate effectively, and how these contribute to making a group into a team. Record these ideas on the flip chart.

Method/Process

Whole group discussion / thought shower
Record on flip chart

Resources

Flip chart paper
Marker pen



Break

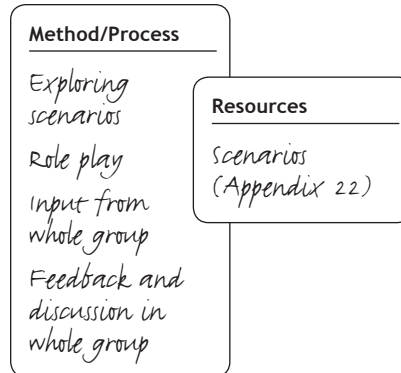
Handling conflict



Option 1:

The facilitator explains to the young people that the next exercise will involve looking at ways of handling conflict. Using the scenarios in **Appendix 22**, ask for volunteers to role play the parts of each character. Once the roles have been allocated, spend a few minutes in the whole group discussing the situation and giving suggestions to the actors about how their characters might react.

Give the actors a couple of minutes to act out the scenario, and then stop the role play and ask the group to discuss the situation with regard to how the conflict was handled, what the characters might have done differently, and what the consequences of these different options might have been.

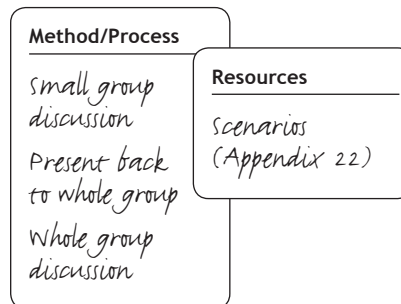


Option 2:

Ask the young people to form small groups of four or five people. Using the scenarios in Appendix 21, ask each small group to look at one or more of the situations, and discuss possible ways of handling the situation, and what the likely outcome might be as a result of each approach.

Ask each small group to briefly present back their ideas to the whole group.

End the exercise with a brief discussion in the whole group, highlighting the key points about handling conflict effectively.



Review

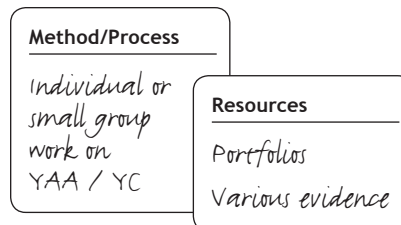


The facilitator briefly reviews the exercises and key points from today. Invite feedback from the group about the session.

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.



Session 8:

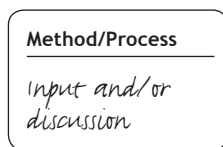
Types of Decision Making

- > **Aim:** To explore some of the main forms of decision making in society, and to explore the pros and cons of each
- > **Learning Objectives:** At the end of this session, the young people will be able to:
 - Describe the key characteristics of the four main forms of decision making
 - Outline some of the pros and cons associated with each of these
- > **Total session:** 2 hours 45 minutes

Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, and asks the young people for any comments about it. Also briefly introduce the theme for today

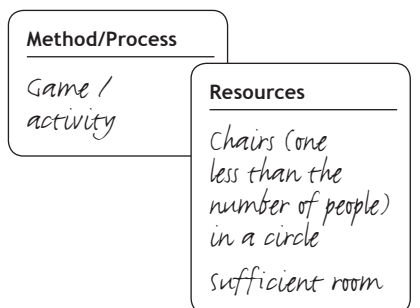


Warm up exercise



Fruit Salad:

The facilitator asks the group to sit in a circle with the facilitator standing in the middle. There should be enough chairs for everyone except the person in the middle of the circle. Choose 3 or 4 fruits and give everyone a fruit name in order. The person in the middle calls out one of the fruits, and everyone assigned the corresponding fruit has to switch seats with someone else, but NOT the seat next to them. The person in the middle should also try to get a seat. Whoever is left standing in the middle calls out another of the fruits. When 'fruit salad' is called out everyone must change seats. Fruit names can be replaced with other themes e.g. sports, jobs, animals etc.

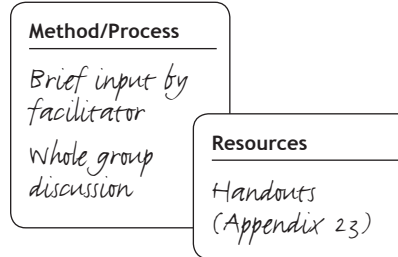


Types of decision making in society



The facilitator briefly explains the characteristics of the four main types of decision making processes in society - anarchy, democracy, dictatorship and consensus, using the ideas in the handout (Appendix 23). Give each person a copy of the handout.

Encourage the group to discuss each term, in order to make sure people are clear about the difference between each term. The facilitator then asks the group for any examples of these that they know of - both "formal" examples, such as a country with a dictator, but also less obvious examples, such as a dance floor in a nightclub might be an example of anarchy.

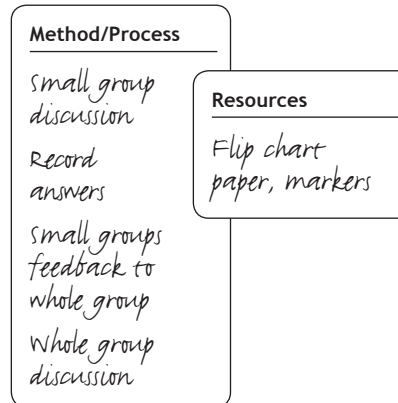


Pros and cons of each style of decision making



The facilitator asks the young people to break into small groups of three or four people, and gives each small group one or more decision making style to focus on, depending on the number of groups. For each decision-making style, ask the groups to list the pro's and cons of that style of decision making both for individuals and for the society generally.

Once the small groups have completed the exercise, ask each small group to feedback to the whole group. Briefly discuss the key issues raised in the feedback with the whole group.



Break

Exploring the different styles of decision making



For this exercise, it is important that the facilitator is strict with keeping the group to task and ensuring that the rules are followed.

Using one or more team work exercises, explore each of the four decision-making styles in an experiential way:

Democracy - everyone must have a chance to give an opinion and nothing is done without a vote. The majority decision always wins

Dictatorship - one person is appointed as dictator by the facilitator and this person must make all decisions regarding the group

Anarchy - everyone is free to do whatever they want whenever they want

Consensus - All decisions about the group's actions must be agreed upon by all members of the group. Nothing can be done without 100% support

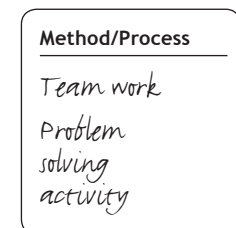
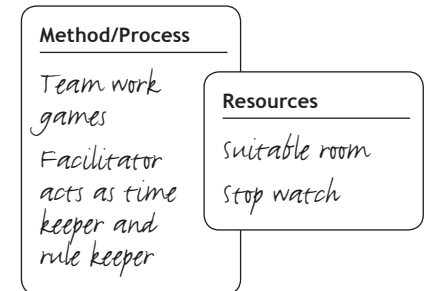
Allow 8 minutes for each decision making style. When the time is up, freeze the exercise the group are doing, and move on to the next style of decision-making. The facilitator should announce the decision-making style being used, and remind the group of the definition of that particular style. Then resume the exercise they were doing at whatever point the group was up to.

Suggested exercises to use for this:

a) Human knots

In groups of approximately 8 - 10 people, the young people stand in a circle facing each other. They are then asked to hold both of their arms out in front of them towards the centre of the circle, with their hands crossed at the wrists. They then join hands, so that each person has the hand of two different people, making sure they do not have the hands of either of the persons standing next to them. Once they have done this, their task is to unravel the knot so that they are back in a circle with all arms uncrossed, without having unlinked their hands at any time.

If you have a more than one group doing this exercise, you may wish to attempt a knot by combining two or more groups, once they have solved this in the smaller group.

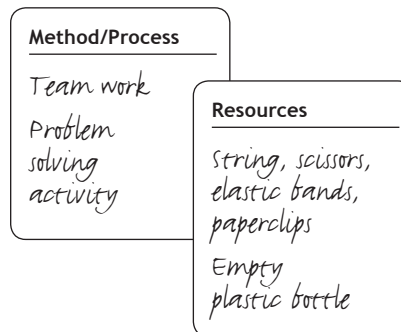


Exploring the different styles of decision making (continued)

b) Anthrax Challenge:

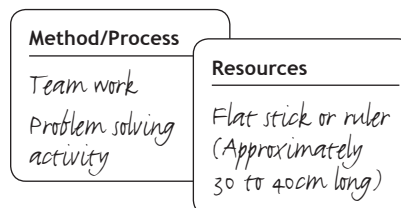
A bottle containing some liquid and no lid is placed in the middle of a large circle of string, which forms an 'island'. The surrounding "water" is filled with sharks and acid which makes it too dangerous to step in. Using string, scissors, elastic bands and paperclips the group members have to work out a way to get the bottle out of the circle without it touching the 'water' and without spilling the deadly 'anthrax'.

Note: One solution is to use the string to make two lassos, which are thrown from opposite sides of the circle over the bottle. Tighten them around the lid area of the bottle and lift.



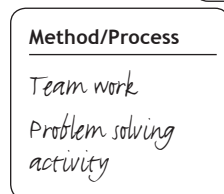
c) Floating stick

The group must lower a flat stick or ruler to the floor with everyone having 2 finger tips in contact with the stick at all times.



d) Flip the Mat

Using a small mat or rug, ask all of the young people to stand on the mat. Their task is to flip the mat over onto its other side without anyone in the group's feet touching the floor (ie, not on the mat).



Allow the group enough time to complete the last activity using the final decision-making style, in order not to create a sense of frustration or failure within the group.

At the end of the activity, discuss in the whole group each of the decision making styles and the issues that arose from using them in this situation. People may have strong feelings of frustration, disappointment etc, so it is important to allow adequate time to de-brief from the exercise.

Which style(s) of decision making were most suitable for this group to use and why?

How might this be useful to know as the group develops?

Review

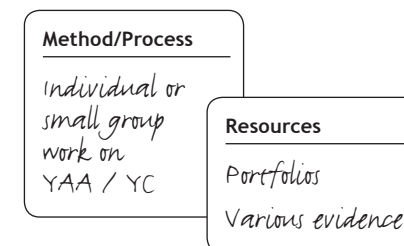


The facilitator briefly reviews the exercises from today's session and the key points raised, inviting feedback from the group about the session.

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.



Session 9: Meetings and Committees

- > **Aim:** To explore and discuss different ways that meetings and committees can function
- > **Learning Objectives:** At the end of this session, the young people will be able to:
 - Describe the different roles within a committee or organised group
 - Explain the difference between “formal” and “informal” committees, and some of the factors that might affect which style is more suited to different situations
 - Apply these ideas to their own group and its needs
- > **Total session:** 2 hours 50 minutes

Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, and asks the young people for any comments about the session. Then introduce the theme for today.

Method/Process

Input and/or discussion

Ice breaker



Zip Zap Bop:

The group stands in a circle. The facilitator can pass ‘a current of electricity’ around the room by using the word ‘zip’ and pointing to the young person immediately on his/her left. This young person passes the zip on in the same manner, until the zip is being passed quickly around the circle. Once the group can handle ‘zip’ the facilitator introduces ‘bop’. The rule is that a young person can rebound a zip by using the word bop and holding both hands up to their sides as if they were under arrest. This has the effect of reversing the direction of the zip, so it will then be passed around the room to the right until it is again bopped - where upon it will switch direction. It is against the rules to bop a bop!

After the group is comfortable with this, the facilitator introduces ‘zap’. This is done by missing out the person directly on either side and passing the current of electricity on to any other person in the circle by pointing at them and stating zap. The receiver can either bop the zap, can zap another group member or can zip the current of electricity to the person on either their left or right.

Once the group can rapidly use zip, zap and bop, the facilitator introduces the no speaking rule. Zip zap and bop are then managed by non-verbal communication.

Method/Process

Game / activity

(Taken from Understanding Anger, UK Youth 2001)

Different styles of committee or group



The facilitator gives a brief presentation to explain the difference between a “loose” or “informal” meeting / committee, and a more “tight” or “formal” style (ie with defined roles, rules of procedure etc), using **Appendix 24**.

Following the presentation, the facilitator asks the group members for both the pros and cons for each style, and writes these ideas on the flip chart.

Following this, discuss in the whole group when each of these styles of meeting / committee might be suitable or unsuitable, and what might affect the choice towards one style or the other.

Method/Process

Brief presentation
Thought shower
Whole group discussion

Resources

Meeting styles (Appendix 24)
Flip chart
Marker pen

Roles of a committee



In the whole group, agree the key roles of a formal style of committee (Chair person, secretary, treasurer etc).

Break into small groups. Ask each small group to explore one or more of these roles. Discuss and write down what the group believe are the key tasks of each role, and the skills and qualities the person in this role would need to do this job well.

Each small group then presents back to whole group.

Method/Process

Whole group discussion
Small group discussion and write answers
Small groups present to whole group
Whole group discussion

Resources

Flip chart paper
Marker pens



Break

Roles of a committee – preparing for role play



Ask the young people to go back into the small groups they were in for the previous exercise. Each group is given a copy of the handout relating to the role they are focusing on (**Appendix 25a, b or c**). Ask them to look through the role descriptions and discuss the similarities and differences of what is in the handout compared with their own ideas from the previous discussion.

Method/Process

Small group discussion
Scenarios

Resources

Appendix 25 a, b and c

Playing the roles



Ask the young people to come back into the whole group. The facilitator explains to the group that they will now be doing a role play exercise.

The role play situation is read out and explained. Each group is asked to nominate one person to take on the role their group has been looking at, and to begin playing that character in the role play. The rest of the group will play the members of the committee.

After a few minutes, people can swap roles with the person playing the role of their group. They do this by tapping the person on the shoulder that they wish to replace, and changing seats with them.

After a while, people can step into any role if they have an idea how that role should be reacting in the situation.

Method/Process

Role play

Resources

Role play scenario (Appendix 26)

Debriefing role play and future needs



In the whole group, begin by discussing and debriefing the role play. Then move on to discussing the needs of the group in terms of the style of group / committee they would like, and what they feel is needed for them to function successfully.

Method/Process

Whole group discussion

Review



Briefly review the exercises and key points from today. Invite feedback from the group about the session.

Method/Process

Whole group discussion

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today’s session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process

Individual or small group work on YAA / YC

Resources

Portfolios
Various evidence

Session 10: Support from Workers and Organisations

- > **Aim:** To explore what young people need from workers and organisations in order to be involved in youth participation and decision making
- > **Learning Objectives:** At the end of this session, the young people will be able to:
 - Describe what they see as the ideal youth club or project
 - Outline the skills and characteristics of a good youth worker / young people's worker
 - Use these ideas to describe what they need from a support worker and from their organisation, in order to be involved in youth participation and decision making
- > **Total session:** 3 hours

Introduction and Review

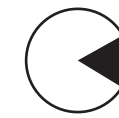


Briefly review the issues covered in the previous session, and introduce the theme for today

Method/Process

Input and/or discussion

Warm up exercise



Ask for a volunteer from the group to lead a warm up game or exercise. It could be one that the group have already played in a previous session, or a favourite activity they have learned somewhere else.

Method/Process

Game / activity

Dreams and nightmares



Divide the group into two and ask one group to think about a Dream Youth Club / Project and the other group about a Nightmare Youth Club /Project.

Ask them to discuss and then draw and / or write what they think are the ingredients which make for a good youth club / project or a bad youth club / project. This activity can be tailored to any youth project or youth group it does not have to be about youth clubs.

Once the small groups are finished, ask each small group to present their ideas to whole group.

Once each group has presented, give each person a copy of the handout "What Young People Want" (Appendix 27). Discuss in the whole group the similarities and differences in the ideas presented by the small groups compared with those on the handout.

Method/Process

Small groups
Writing / drawing on large sheet
Small groups present to whole group
Whole group discussion

Resources

Flip chart paper
Marker pens
Handout "What Young People Want" (Appendix 27)

(Taken from Everyday Participation UK Youth 2004)



Break

What we need in a support worker



Good Youth Worker / Bad Youth Worker

Divide the group into two and give each small group a large sheet of flip chart paper and some coloured pens.

Ask one group to draw a picture and write about what a good youth worker / young people's worker is like, with whatever characteristics or qualities they would like their worker to have.

Ask the other group to do the same, but this time to draw a picture and/or write about what a bad youth worker / young people's worker is like.

Ask the two groups to present their pictures, in whatever way they like.

In the whole group, give each person a copy of the handout "What Young People Wanted From Workers" (Appendix 28) and ask them to compare these ideas to the ones they came up with. Also, briefly revisit the Youth Work Values sheet (Appendix 10) from session 3.

With these things in mind and the ideas from the previous exercise, split the group into small groups and ask them to list the qualities and characteristics that are needed by the group's support worker.

Once they have done this, ask the young people to stay in their small groups. Go around to each small group and give the handout (Appendix 29). Ask them to use this outline to develop a Job Description and Person Specification for the role of support worker for the group.

Once the small groups have finished these, ask the young people to come back into the whole group and have each small group present these back to the whole group

In the whole group, discuss the key issues and how similar and/or different the group's ideas were.

Method/Process

Small groups present to whole group
Small group exercise
Drawing and writing
Present back to whole group
Whole group discussion

Resources

Flip chart paper
Marker pens

Resources

Handout (Appendix 28) - one each

Method/Process

Small groups

Resources

"Youth Work Values" sheet (Appendix 10)
Paper, pens
Outline for job description (Appendix 29)

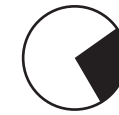
Method/Process

Small groups

Method/Process

Small groups feed back to whole group
Whole group discussion

What do we want and need from our workers and organisations?



With these things in mind, discuss in the whole group what the group needs from its workers and from the organisation in order for them to participate in decision making.

Give the young people a copy of the handout "NMG Youth Participation Guidelines" (Appendix 30) as a reference for this. Allow time for people to read and comment on this.

Method/Process

Whole group discussion

Resources

Handout of NMG Guidelines (Appendix 30)

Review



Briefly review the exercises and key points from today. Invite feedback from the group about the session.

Method/Process

Whole group discussion

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process

Individual or small group work on YAA / YC

Resources

Portfolios
Various evidence

Session 11: Planning for our Group – what we want and don't want

- > **Aim:** To develop a plan of what the group wants to do once this course has been completed
- > **Learning Objectives:** At the end of this session, the young people will be able to:
 - Describe the main strengths, weaknesses, opportunities and threats for their group
 - Describe what they want their own involvement in the group / project to be
 - Explain how the group will work together to achieve their ideas
- > **Total session:** 3 hours

Introduction and Review



Briefly review the issues covered in the previous session, and introduce the theme for today.

Method/Process

Input and/or
discussion

Warm up exercise



Ask for a volunteer from the group to lead a warm up game or exercise. It could be one that the group have already played in a previous session, or a favourite activity they have learned somewhere else

Method/Process

Game /
activity

Analysing the needs of our group



SWOT Analysis:

Divide the young people into four small groups. Ask each small group to look at one of the following aspects of their group:

- strengths
- weaknesses
- opportunities
- threats

Give each group a copy of the handout (Appendix 31), and ask them to consider the questions relevant to the aspect they are considering. Ask each group to be as thorough as they can in identifying the various issues that might come under the aspect they are focusing on.

They should record their ideas on flip chart paper.

When the small groups have finished, ask each group to present their ideas to the whole group, and briefly discuss the issues raised.

Method/Process	Resources
SWOT analysis Small groups Present back to whole group	Flip chart paper Marker pens of various colours Handout (Appendix 31)

Method/Process
Small groups present ideas Whole group discussion



Break

Where to from here...



In the whole group, the facilitator leads a discussion about where the group wishes to go from here, in light of the issues they have been focusing on over the sessions in this course, and those highlighted in the SWOT analysis.

Following this, invite the group members to spend a few minutes reflecting on what they want their own involvement in the group to be, and what they will need in order to be able to contribute. Ask people to write down their ideas so that they can re-visit them in a few weeks or months time.

Method/Process	Resources
Whole group discussion Individual reflection Writing own ideas and thoughts	Paper Pens

Developing a new working agreement



Following on from the previous discussion, and with those ideas in mind, ask the group members to begin developing a new work plan. Use the Traffic Light Review (Appendix 32) as a reference for this, and to generate new ideas. They should focus on what it is they want to do as a group, and how they can best work together to achieve it.

Method/Process	Resources
Whole group discussion Recording ideas	Handout (Appendix 32) Flip chart paper Marker pens

Reflection



Ask each person to think of a few words or phrases to complete the sentence "I am happy to be part of this group when..."

Go around the group one at a time for people to share their answers.

Method/Process
Individual reflection Individuals share answers with whole group

Working on YAA / YC portfolios



Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today's session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

Method/Process	Resources
Individual or small group work on YAA / YC	Portfolios Various evidence

Session 12:

Reflections and Evaluation of this Programme

- > **Aim:** To reflect on what they have learned and gained from this programme, and to give feedback on their experience of it
- > **Learning Objectives:** At the end of this session, the young people will be able to:
 - Explain their opinions about the various aspects of the programme
 - Describe what they thought was most and least useful about it and why
- > **Total session:** 3 hours

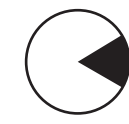
Introduction and Review



The facilitator briefly reviews the issues covered in the previous session, asking the young people for comments about what they liked, didn't like and so on. Then briefly introduce the theme for today.

Method/Process
input and/or discussion

Warm up exercise



Ask for a volunteer from the group to lead a warm up game or exercise. It could be one that the group have already played in a previous session, or a favourite activity they have learned somewhere else

Method/Process
Game / activity

Reflecting back on the training programme

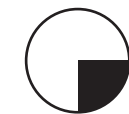


Cover an area of at least 8 ft by 8 ft with flip chart paper or similar. In the centre, write 3 or 4 words relating to the themes of these sessions, such as "Participation", "Decisions", "Democracy" etc. Explain to the group that they will have 45 minutes for this exercise. During this time they can write, draw etc. They can also read and respond to other people's comments. However, the 45 minutes must be spent in silence.

Once the 45 minutes is over, spend some time discussing the exercise - both the process and the ideas generated by the group.

Method/Process
Silent floor exercise
Reflection
Review
Writing
Drawing
Whole group discussion / debrief.

Resources
Paper for floor
Range of marker pens
Tape for sticking paper down

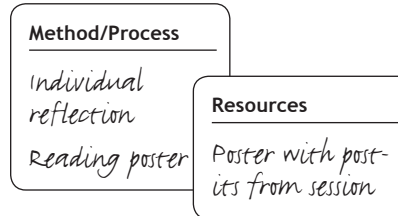


Break

Reviewing goals



Put the poster that was made with post-it notes back in session 1 up on the wall. Ask the young people to have a look and remember back to the personal goals and expectations they wrote in the first session. Allow a few minutes for people to review and reflect on how well these have been met by the programme over the recent weeks.

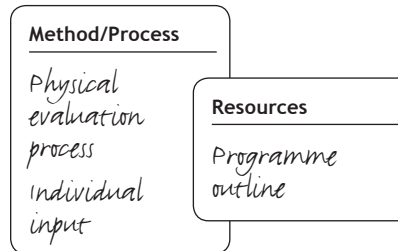


Evaluating the programme



Use this exercise as a “physical” evaluation process for reviewing the previous sessions. The facilitator explains to the young people that the room is divided into a line or continuum from 0 to 10. Run through each aspect of the programme from session 1 to 12, and ask the young people to stand somewhere between 0 and 10 depending on how they felt about each aspect of the programme.

Invite people to make comments about where they are standing and why. The worker or facilitator should write the comments down, or record or video this session as it will be useful for evaluation and reporting purposes.

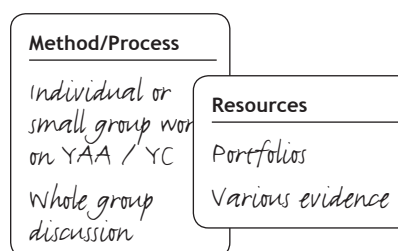


Working on YAA / YC portfolios

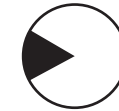


Allow time at the end for the young people who are working on their Youth Achievement Awards and Youth Challenges to compile evidence from today’s session for their portfolios. This might include personal reflections or a journal, including handouts, photos of group activities, notes of small group work etc.

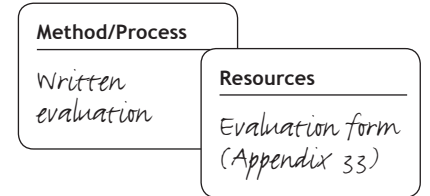
If more time is needed to complete the portfolios, the worker should discuss this with the young people now.



Written evaluation



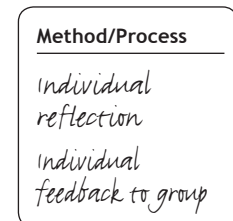
Give each person a copy of the evaluation sheet (Appendix 34) and ask them to spend a few minutes filling it in.



Finishing



Give people a couple of minutes to think of one word that best describes their experience of being a member of this group over the last 12 sessions. When everyone has thought of a word, go around the group with people saying their “one thing” one at a time.



Appendix 1:

Find Someone Who...

1. Ate cereal for breakfast this morning _____
2. Has blue eyes _____
3. Has attended a training course before _____
4. Was born in the 1990s _____
5. Is wearing jeans _____
6. Loves chocolate _____
7. Has been to another country _____
8. Was born in a different town or city to the one they now live in _____
9. Has met someone famous _____
10. Is still at school or college _____
11. Has done some exercise this week _____
12. Has a piercing _____
13. Owns a Madonna CD _____
14. Likes Science Fiction movies _____
15. Is a vegetarian _____

Appendix 2:

Agree or Disagree

Find a place to stand that best represents how strongly you agree or disagree with each of the following statements:

1. I love the colour red
2. Madonna should stop making music
3. Summer is the best time of year
4. "East Enders" is rubbish
5. Living in the city is better than living in the country-side
6. The UK is a great place to live
7. Global warming is a really serious issue
8. The voting age in the UK should be lowered
9. All drugs should be legalised
10. Young people aren't treated fairly by most adults

Appendix 3:

What do we mean by Participation?

The term **participation** is simply used to mean taking part and is used inter-changeably with **involvement**. Power is a key concept when looking at involvement in public decision making. The image often employed is of a ladder with the bottom rung representing the most limited form of consultation on a narrow issue where the views expressed may not be given much weight, through to the top rung which gives full control of the decision making process from initiation to outcome.

Another model is of a wheel with degrees of power as spokes. Different spokes may be valid for the involvement of a particular young person on a specific issue at one time and they will move around the wheel - something which is also true of adults. What is important is that all the spokes of the wheel can be used in different situations by young people.

The phrase **public decision making** is used to mean decisions which affect a group of young people. It is deliberately broad and includes decisions about the detail of how an organisation is run and broad policies or legislation.

Adapted from "Taking the Initiative" (Cutler, D, 2002, Carnegie UK Trust)

Appendix 4:

Quiz Young People and Participation in the UK

Circle the answer you think is correct for each of the following statements:

- | | | |
|--|------|-------|
| 1. Young people are all the same | True | False |
| 2. Adults don't have to change in order for youth participation to be effective | True | False |
| 3. There is only one way to involve young people in decisions | True | False |
| 4. The pace of youth participation has increased in recent years | True | False |
| 5. Young people still have little impact on decision made by most key organisations | True | False |
| 6. Only a minority of young people are aware of the right to participate and have suitable ways and support to be involved | True | False |
| 7. Young people's lives are just the same as adults | True | False |
| 8. Youth participation should start with what adults want | True | False |
| 9. Both adults and young people need support in order to make youth participation work well | True | False |
| 10. More needs to be done to evaluate what works with youth participation, and to help organisations to use this knowledge | True | False |

Appendix 5:

Answer Sheet Young People and Participation in the UK

- | | |
|----------|--|
| 1. False | <i>young people are not all the same, and they do not all have the same opinions or experiences.</i> |
| 2. False | <i>good youth participation requires a change in attitudes and practices by adults and by organisations</i> |
| 3. False | <i>there are lots of ways to involve young people in decision making</i> |
| 4. True | <i>there has been a significant increase in the number of organisations that are taking youth participation seriously in recent years</i> |
| 5. True | <i>unfortunately the impact of youth participation is still minimal in most organisations, and most important decisions are still made by adults</i> |
| 6. True | |
| 7. False | <i>young peoples' lives tend to be quite different to adults' lives, and to change more often and more rapidly</i> |
| 8. False | <i>good participation starts with asking young people what they want, and how they wish to be involved</i> |
| 9. True | |
| 10. True | |

Taken from "Taking the Initiative" (Cutler, D., 2002, Carnegie UK Trust)

Appendix 6:

Shared values for the active involvement of children and young people

The active involvement of children and young people works best when:

Children and young people's involvement is a visible commitment that is properly resourced

- There is visible commitment to the principle and practice of children and young people's participation from senior managers and leaders.
- Participation is built into the organisation and is reflected in its strategic planning, services, resources and communication.
- Relevant staff, managers and leaders have the opportunity to develop the attitudes and skills needed to work effectively with children and young people.

Children and young people's involvement is valued

- Children and young people are treated honestly and with respect and their contributions are taken seriously.
- Feedback to children and young people about the effects of their involvement is prompt and clear.
- Children and young people's participation is rewarded and celebrated.

Children and young people have equal opportunity to get involved

- All children and young people have a right to participate in the decisions that affect them.
- Children and young people feel welcomed and included and are not discriminated against or prevented from participating effectively on grounds of ethnic origin, language, religion, culture, disability age, gender, sexuality or where they live.
- Care and time is taken to go the extra mile to ensure children and young people facing greatest barriers to getting involved are aware of and can take up opportunities to have their say.
- Relevant training and support are provided to children and young people so that they can contribute effectively.
- Information is available to children and young people in good time and is accessible, jargon free and culturally appropriate.

Policies and standards for the participation of children and young people are in place, evaluated and improved

- What the organisation is trying to achieve and the intended benefits are clear from the start.
- Children and young people evaluate the process and changes that result from their involvement and help apply lessons learned.
- There are agreed quality standards and codes of conduct for working with children and young people to ensure their participation is safe, sound, effective and evaluated.

Taken from 'Hear by Right' by NYA & LGA

Appendix 7:

Personal Values

Place a tick beside the 10 items below that you value most highly

- | | |
|--|---|
| 1. <input type="checkbox"/> Love | 11. <input type="checkbox"/> Freedom of speech |
| 2. <input type="checkbox"/> Financial security | 12. <input type="checkbox"/> Approval from others |
| 3. <input type="checkbox"/> Ability to make free decisions | 13. <input type="checkbox"/> Great personal wealth |
| 4. <input type="checkbox"/> World peace | 14. <input type="checkbox"/> Close friendships |
| 5. <input type="checkbox"/> Leadership | 15. <input type="checkbox"/> Job / work success |
| 6. <input type="checkbox"/> Humour | 16. <input type="checkbox"/> Preserving the environment |
| 7. <input type="checkbox"/> Courage | 17. <input type="checkbox"/> Close family ties |
| 8. <input type="checkbox"/> Beauty | 18. <input type="checkbox"/> Loyalty |
| 9. <input type="checkbox"/> Fun | 19. <input type="checkbox"/> Plenty of free time |
| 10. <input type="checkbox"/> Caring for others | 20. <input type="checkbox"/> Personal fame |

Now choose your top three items from the ten items you ticked above.

Group members then share their responses around the group.

Appendix 8:

Name	Gender	Age	Occupation	Transmission	Stage	Family	Nationality
Anne							
Bob							
Jo							
Sam							
Ashley							
Darren							

Appendix 9:

Name	Gender	Age	Occupation	Transmission	Stage	Family	Nationality
Anne	Female	15	Sex Worker	Sexual contact	Average	1 child	British
Bob	Male	59	Doctor	Blood transfusion	Poor	Wife and 2 children	British
Jo	Female	22	Homeless	Sharing needle	Good	Parents	Polish
Sam	Male	25	Student	From birth	Average	Boyfriend	American
Ashley	Female	3 months	N/A	In-utero	Poor	Mum who has HIV	African
Darren	Male	30	Shop assistant	Unknown	Average	Male partner 1 child	French

Youth Work Values

- Young people choose to be involved, not least because they want to relax, meet friends and have fun;
- The work starts where young people are - with their view of the world and their interests;
- It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them and supporting their exploration of new ideas, interests and creative ability;
- It takes place because young people are young people, not because they have been labelled or categorised as deviant;
- It recognises, respects and is actively responsive to the wider networks of peers, communities and cultures which are important to young people;
- Through these networks it seeks to help young people to achieve stronger relationships and collective identities - for example, as black people, women, men, disabled people, gay men or lesbians - and through the promotion of inclusivity, particularly for minority ethnic communities;
- It is concerned with how young people feel and not just what they know and can do;
- It is concerned with facilitating and empowering the voice of young people;
- It is concerned with ensuring that young people can influence the environment in which they live;
- It respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change;
- It works with other agencies which contribute to young people's social and personal development; and
- It complements and supports school and college based education by encouraging and providing other opportunities for young people to achieve their fulfill potential.

Annex 1, Transforming Youth Work: Resourcing Excellent Youth Services, DFES, 2002

Case Studies

1.

A regional youth work organisation has for many years had a young people's committee, which acts as a consultative body, and has representatives on the organisation's board of management. Until recently there was a half-time support worker employed to support the group and co-ordinate their work. However, due to budget cuts the new worker has very little time to support the group between meetings.

4.

Article 12 is a network of young people aged 12 to 18 in Scotland who work together to promote youth rights, based on the rights laid out in the UN Convention on the Rights of the Child. The network is entirely youth led, with young people completely making up the Management Group, which sets the agenda for Article 12. Whilst adults are employed by Article 12, their role is to co-ordinate the day to day activities as determined by the Management Group. For legal reasons, young people must be at least 16 to be on the Management Group, but young people under 16 can still be active within Article 12, and they help to inform the decisions and directions of Article 12 at the grassroots level.

2.

Several young people at a local youth club have been attending the club for several years, and are keen to become involved as leaders. They talk to one of the youth worker, who arranges for them to run a tuck shop on a Thursday evening, and says they can have a budget of £50. She says that if they write a list of what they need she will buy it for them in time for next Thursday night.

5.

The Local Authority has been told that they need to consult with young people on their planned changes to the services they provide for young people. They invite two local high schools to send two or three members of their student councils, and invite the teenage children of some of the council staff. The young people attend a meeting where they are told about the planned changes and asked their opinions. After they leave the meeting they hear nothing more about it.

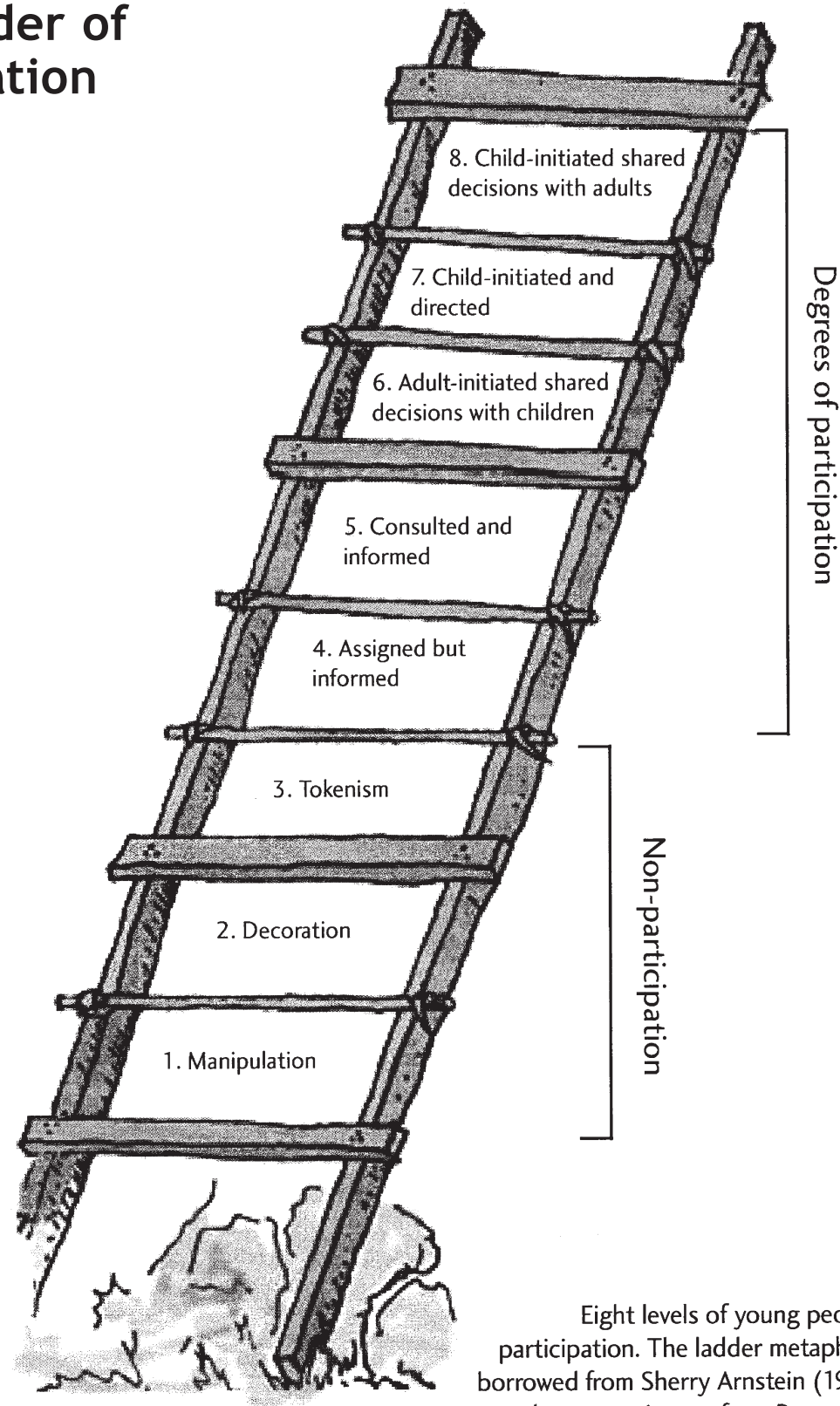
3.

One of the projects of the local Connexions partnership is a Communications Youth Group, which puts together all aspects of the Connexions magazine. The young people involved in this plan and write the articles, carry out interviews and so on. The articles in the magazine can be on anything that the young people on the Communications Group think will interest other young people.

6.

After a recent OFSTED inspection, the Education Authority has told a local high school that they need to make more effort to involve young people in decisions that affect them. The head teachers discussed the matter at their last meeting, and have decided to put three suggestion boxes up around the school. They will encourage young people to use them by telling the students about the boxes at the next school assembly.

The Ladder of Participation



hear by right: standards for the active involvement of children and young people

Situation Cards

Having suggestion boxes for young people to give comments about a project or centre	Young people having four places on a management committee of 12 people	Having a youth club committee, where young people have their say about the club and its activities
Sending text messages to young people asking their views on a particular topic or issue	Youth workers writing a survey to get young people's views about a youth service or project	Young people designing a survey and then using it to consult other young people
Making sure young people are aware of the complaints procedure, in case they are not happy with the services they receive	Having youth parliaments and councils, where young people run their own meetings with the support of adult workers	Having two young people help to short-list and then interview candidates for a youth worker position, along with two adult staff and board members
Young people being part of a project where they go into local services as "mystery shoppers" in order to assess how young people friendly the service is	A meeting of young people in order to consult them about the latest government policy relating to young people	A youth-led project whereby young people make all the policy decisions, and adults are employed to co-ordinate the day to day tasks in line with the young people's wishes
Young people being trained and supported to then train adults in how to work effectively with young people	A youth led conference where young people plan and run the workshops, design the flyers, choose the venue etc	Young people being given a pot of money that they can then allocate to various youth led projects that meet certain criteria
Training young people to become inspectors of youth projects and services using OFSTED guidelines	Setting up a youth committee and giving them a small budget to carry out projects and activities	Asking young people for their opinions and input about policies and procedures of the local youth project

Appendix 14

Equality Role Cards

- | | | |
|---|--|---|
| <p>1 _____
You are 16
A young woman
White
Disabled and use a wheelchair
Living in a residential care home</p> | <p>7 _____
You are 16
A young man
Black
Non-disabled
Living in a children's home</p> | <p>13 _____
You are 16
A young woman
White
Non-disabled
Living with foster carers</p> |
| <p>2 _____
You are 16
A young man
White
Non-disabled
Have wealthy parents</p> | <p>8 _____
You are 16
A young woman
White
Non-disabled
A lesbian</p> | <p>14 _____
You are 16
A young man
Black
Non-disabled
Gay</p> |
| <p>3 _____
You are 16
A young woman
Black
Have Down's Syndrome
Living with foster carers</p> | <p>9 _____
You are 16
A young man
White
Non-disabled
Living with your grandparents</p> | <p>15 _____
You are 16
A young man
White
Non-disabled
Living in a children's home</p> |
| <p>4 _____
You are 16
A young woman
Black
Non-disabled
Your parents have a low income</p> | <p>10 _____
You are 16
A young man
Black
Non-disabled
Heterosexual</p> | <p>16 _____
You are 16
A young woman
White
Have Down's Syndrome
Living with foster carers</p> |
| <p>5 _____
You are 16
A young man
White
Non-disabled
Homeless
HIV positive</p> | <p>11 _____
You are 16
A young man
White
Disabled and use a wheelchair
Living with your family</p> | <p>17 _____
You are 16
A young woman
White
Non-disabled
Pregnant
Homeless</p> |
| <p>6 _____
You are 16
A young woman
White
Non-disabled
Heterosexual</p> | <p>12 _____
You are 16
A young woman
Black
Non-disabled
Heterosexual</p> | <p>18 _____
You are 16
A young man
Black
Have wealthy parents</p> |

Source: National Foster Care Association 1994 UK

(Taken from "Working With Young People", produced by the Trust for the Study of Adolescence and Youth Access (UK, 2002)).

Appendix 15

Sensitivity Game Statements

Question:	Yes . . .
1 Were you born with parents who could afford to financially support you as a child?	Take 2 steps forward
2 Do you have a physical disability?	Take 1 step backward
3 Who among you belongs to a group of people that you feel suffers from discrimination?	Take 2 steps backward
4 Can you easily use public transport?	Take 1 step forward
5 Can you easily kiss your boyfriend or girlfriend in public if you wish to?	Take 1 step forward
6 Do you feel safe outside after dark?	Take 1 step backward
7 Can you expect to be judged on more than just your looks / appearance?	Take 1 step forward
8 Can you expect to experience abuse or ridicule tomorrow?	Take 1 step backward
9 Can you expect to get good qualifications if you work hard at your studies?	Take 1 step forward
10 Can you keep in touch with your immediate family?	Take 1 step forward
11. Are you female?	Take 1 step backward
12 Can you easily invite friends home?	Take 1 step forward
13 Do you speak a native language different to the one of the country you live in?	Take 1 step backward
14 Can you expect others to take your opinions seriously?	Take 1 step forward
15 Can you introduce your boyfriend / girlfriend to your friends and family?	Take 1 step forward
16 Can you easily use public toilets?	Take 1 step forward

(This exercise was adapted from exercises in "The Bells of Freedom", produced by APAP (Ethiopia, 1996), and "Working With Young People", produced by the Trust for the Study of Adolescence and Youth Access (UK, 2002)).

Taking the Human Rights Temperature of Your Youth Club / Project

Introduction:

The questions below are adapted from the United Nations Universal Declaration of Human Rights (UDHR). The relevant UDHR articles are included after each statement. All of these questions are related to the fundamental human right to education found in Article 26 of the Universal Declaration:

Everyone has the right to education ... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

When discrimination is mentioned in the questionnaire below, it refers to a wide range of conditions: race, ethnicity, culture, sex, physical / intellectual capacities, friendship associations, age, culture, disability, social class, financial status, physical appearance, sexual orientation, life style choices, nationality and living space. It is important to keep these in mind when considering the Human Rights temperature of your youth club / project.

Directions:

Take the human rights temperature of your youth club / project. Read each statement and think about how accurately it describes your group in the space next to it. Keep in mind all members of your youth club / project (young people, youth workers etc). At the end, add up your score to determine your overall human rights temperature score of your youth club / project.

Rating Scale:

Never/No	Rarely	Often	Always	Don't know
1	2	3	4	DK

Questions:

- 1 My youth club / project is a place where young people feel safe and secure (Articles 3,5).
- 2 All young people receive equal information and encouragement regarding opportunities and activities (Article 2)
- 3 Members of the youth club / project are not discriminated against because of their lifestyle choices, such as style of dress, association with certain people and activities away from the youth club / project. (Articles 2, 16).
- 4 My youth club / project provides equal access, resources, activities for all young people (Article 2, 7).
- 5 Members of my youth club / project will oppose discriminatory or demeaning actions or slurs (Articles 2, 3, 7, 28, 29).
- 6 When someone demeans or violates another person, that person is helped to learn how to change his / her behaviour (Article 26).
- 7 Members of my youth club / project care about my development as a whole person, and try to help me when I am in need (Articles 3, 22, 26, 29).
- 8 When conflicts arise, we try to resolve them in respectful, non-violent ways (Articles 3, 28).
- 9 When there is a complaint about harassment or discrimination in the youth club / project, there are clear and agreed steps to dealing with these concerns (Articles 3, 7).
- 10 In matters related to discipline, all persons can be sure of fair and impartial treatment (Articles 6, 7, 8, 9, 10).
- 11 No one in our youth club or project is subjected to degrading treatment or punishment (Article 5).
- 12 If someone is accused of wrong-doing, they are presumed innocent until proven guilty (Article 11).
- 13 My personal space and possessions are respected at the youth club / project (Articles 12, 17).
- 14 My youth club / project welcomes people (young people, youth workers etc) into the club / project from diverse backgrounds and cultures, including those born in another country (Articles 2, 6, 13, 14, 15).
- 15 I have the freedom to express my views, beliefs and ideas (political, religious, cultural, social etc) without fear of discrimination or belittling (Article 19).

- 16 Members of my youth club / project can produce and distribute publications without fear of censorship or punishment (*Article 19*).
- 17 Diverse voices and perspectives (eg sexual orientation, gender, race and ethnicity, ideology, religion etc) are represented in posters, information, brochures, resources etc that is available or displayed at the youth club / project (*Article 2, 19, 27*).
- 18 I have the opportunity to express my culture, choices and beliefs through music, art, writing etc at the youth club / project (*Article 19, 27, 28*).
- 19 Members of my youth club / project have the opportunity to participate in democratic decision making processes to develop rules and policies for the youth club / project (*Articles 20, 21, 23*).
- 20 Members of my youth club / project have the right to form groups or associations within the youth club / project to advocate for their rights or the rights of others (*Articles 19, 20, 23*).
- 21 Members of my youth club / project encourage each other to learn about global and community problems and issues related to justice, the environment, poverty, peace etc (*Articles 26, 29*).
- 22 Members of my youth club / project encourage each other to take action to address social and global problems related to justice, the environment, poverty and peace (*Articles 20, 29*).
- 23 Members of my youth club / project are able to meet and organise activities in reasonable conditions, and have suitable rests / breaks etc (*Articles 23,24*).
- 24 Any staff in the youth club / project are paid enough to have an adequate standard of living, being able to afford housing, food, social care, health care etc for themselves and their families (*Articles 22, 25*).
- 25 I take responsibility in my youth club / project to ensure other people don't discriminate and that they behave in ways that promote the safety and well being of others (*Articles 1, 29*).

Your Youth Club / Project's Temperature

/ 100 Human Rights Degrees

Appendix 17:

Shop Signs

Only two school children at a time at this shop

No children under 16 years after 7pm unless accompanied by an adult

No children under the age of 16 unless accompanied by a responsible adult

Appendix 18

Body Parts

3 feet
2 hands
2 heads
1 backside
1 elbow

2 hands
1 foot
3 bottoms
4 elbows

2 knees
4 hands
1 bottom
3 heads
4 feet

2 feet
8 hands
3 elbows
2 bottoms
1 back

Appendix 19

Emotions Cards

Fear	Anger	Love
Frustration	Sorrow	Happiness
Joy	Hope	Indifference
Confusion	Warmth	Shyness
Embarrassment	Jealousy	

Emotions Cards

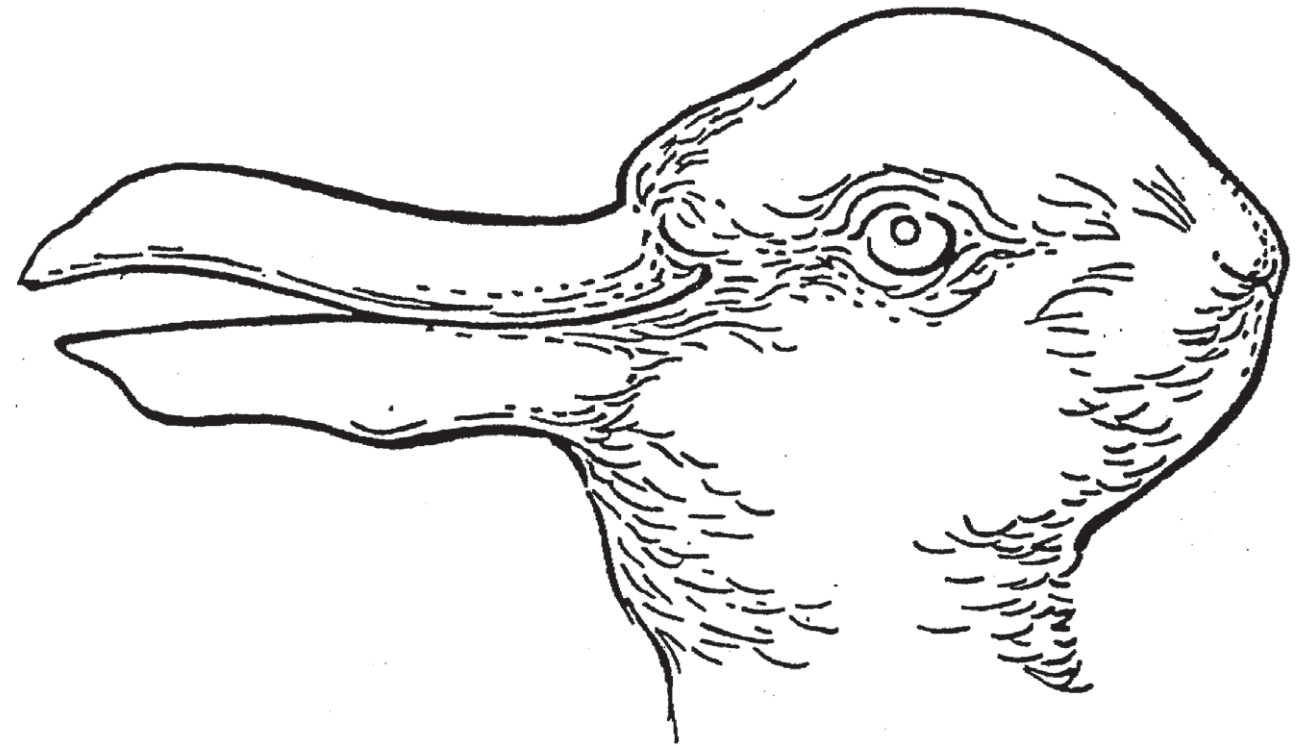
- Fear
- Anger
- Love
- Frustration
- Sorrow
- Happiness
- Joy
- Hope
- Indifference
- Confusion
- Warmth
- Shyness
- Embarrassment
- Jealousy



Appendix 21 b



Appendix 21 c



Role Play Situations

1. You are a 15 year old girl who has arrived home half an hour late because the train you were meant to be getting was cancelled. Your mother is in a bad mood, and exploded when you came in, telling you that you are grounded for 2 weeks for being late, and refusing to listen to you when you try to tell her about the train. You are really upset as it is your best friend's birthday party next week.
2. You are a 14 year old boy in a maths lesson. The class have been mucking up and the teacher is getting very annoyed. She has told the class that the next person to do anything wrong will be on detention. One of your friends passes you a note to give to someone else, and the teacher catches you with it and tells you that you are now on detention. Your parents have told you that they will buy you a new X-box if you don't get into any more trouble this term.
3. You are a 17 year old girl. Your best friend has told you that another girl that you know has been going around behind your back, telling people you are a slag and that you got with another friend's boyfriend. But when you see the girl who has been spreading rumours she acts like nothing is wrong.
4. You are part of a youth council which has been given a grant of £500 for the group to decide what to do with. You believe that the youth council should organise a big party for all the young people in the area. But one of the other members of the group feels it should be spent on sending three members of the youth council to a youth conference in Belgium. Some other member of the group think this is a good idea too.

Definition of Terms - Types of Decision Making

Anarchy:

1. a state of society without a government or law.
2. political and social disorder due to the absence of governmental control.
3. a theory that regards the absence of all direct or coercive government as a political ideal and that proposes the cooperative and voluntary association of individuals and groups as the principal mode of organized society.
4. confusion; chaos; disorder.

ANARCHISM is the name given to a principle or theory of life and conduct under which society is conceived without government. Harmony in such a society is achieved not by submission to the law, or by obedience to any authority, but by free agreements between the various groups and individuals, for the sake of production and consumption, as also for the satisfaction of the wide variety of needs and aspirations of people.

Democracy:

1. government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.
2. a state having such a form of government.
3. a state of society characterized by formal equality of rights and privileges.
4. political or social equality; democratic spirit.

A democracy is a government where the people share in directing the activities of the state, as distinct from governments controlled by a single class, select group, or individual. The definition of democracy has been expanded, however, to describe a philosophy that insists on the right and the capacity of a people, acting either directly or through representatives, to control their institutions for their own purposes. Such a philosophy places a high value on the equality of individuals. It insists that necessary restraints be imposed only by the consent of the majority and that they conform to the principle of equality.

Dictatorship:

- 1 a country, government, or the form of government in which absolute power is exercised by a dictator.
- 2 absolute, imperious, or overbearing power or control.
- 3 inclined to dictate or command; imperious; overbearing

Modern dictators have usually come to power in times of emergency. Frequently they have seized power by a coup, but some, such as Mussolini in Italy and Hitler in Germany, achieved office by legal means and once in power overthrew constitutional restraints. In the USSR the “dictatorship of the proletariat” took the form of a concentration of power in the hands of the Communist party.

Consensus:

- 1 group solidarity in sentiment and belief
- 2 being of one mind
- 3 having the agreement and consent of all

Consensus decision-making is a decision-making process that not only seeks the agreement of most or all participants, but also seeks to resolve or minimise the objections of the minority to achieve the most agreeable decision. Consensus is usually defined as meaning both general agreement, and the process of getting to such agreement. Consensus decision-making is thus concerned primarily with that process. While not as common as other decision-making procedures, such as majority voting, consensus is used by a wide variety of groups including religious denominations such as the Quakers.

(Taken from dictionary.com, the Merriam-Webster online dictionary, Encyclopedia Britannica, Wikipedia and infoplease.com)

Meeting and Committee Styles

A loose or informal meeting or committee is one where the roles and functions of the group are not defined. The group runs without a designated leader, and doesn't have formal procedures or ways of operating. They are unlikely to need things like a written agenda or minutes of the meeting.

A tight or more formal meeting or committee is one where the roles and structure are more clearly defined. Such groups are likely to have a Chair or leader, a secretary to make note or minutes, and other roles according to the group's needs. The meetings of such groups are likely to have an agenda, which is usually sent out to members in advance of the meeting, and written minutes or reports stating what was said, and what the group has agreed to do. Such groups might also have a written set of rules, such as a constitution.

The Chair's Job

What are the Chairperson's main responsibilities?

- Getting the meeting through all the business in the time allotted.
- Making sure it is clear what decisions have been made.
- Making sure it is clear who is going to do what tasks.
- Keeping the meeting in order - stopping interruptions and irrelevancies, and allowing everyone to be heard.
- Setting the agenda - you will need an agenda to help you organise the business to be discussed at the meeting. Sometimes the Chair and Secretary do this together.

Some helpful tips:

Keeping the meeting in order

How well the meeting runs depends on the people at the meeting, as well as the Chair. It makes a Chair's job easier if the group has agreed some basic rules about how they want the meetings to work - think about discussing this in your group.

Drawing it all together

- At the end of a discussion, summarise the main points and what has been decided.
- If the meeting has agreed to do something, make sure you've also agreed who is going to do it.
- Make sure the minute taker has had time to take down the decision and who will do it.

Some things to avoid

- Don't use your position to push your views
- Don't talk too much yourself
- Don't let someone talk a lot because they are your friend or you are a bit wary of them
- Don't ignore people who want to speak

The Secretary's Role

The exact work of the Secretary will vary from organisation to organisation. It is worth having a discussion in your group to agree what the responsibilities of all the Committee members should be.

This list can be used as a guide to the Secretary's job:

- Taking minutes in meetings.
- Keeping files of past minutes and reports.
- Letting people know when and where the next meeting is and what it is about.
- Helping to prepare agendas for meetings with the Chairperson.
- Writing and receiving letters on behalf of the group.
- Keeping members informed of what correspondence has been sent out and received.
- Keeping a record of membership.
- Keeping a record of important phone numbers.

Taking minutes

Taking minutes is an important part of the job, and can be a bit daunting when you first start.

The basic tasks for the minute-taker are:

- Taking rough notes during your meetings.
- Writing up these notes neatly or typing them out.
- Copying and distributing them to relevant people.
- Keeping all minutes together in a file for future reference.

Tips on being a good secretary:

- File things!
- File things quickly.
- Have a 'to do' list or notebook..
- Get a book to record correspondence the group receives.
- Get a diary to record dates of future meetings.
- Share information
- Don't take on everything

The Treasurer's Job

The treasurer and the committee

As treasurer, you have day-to-day responsibility for dealing with money. It is your job to keep accounts and report to the committee. The whole committee is responsible for deciding how the money will be raised and spent. Apart from small amounts (which may be left to the treasurer's discretion) the whole committee should agree on spending decisions. The committee, not just the treasurer, is responsible for ensuring that proper records are kept.

Why keep accounts?

- To keep track of money and to know how much you have available.
- To help make the best use of your money. Your records will help you work out how much money the association needs next year and then budget accordingly.
- To help with fundraising. .

Basic rules for dealing with money

- Be methodical
- Keep clear records at the time of money which you receive or pay out
- Make sure that you have paperwork for any money which you take in or pay out.
- Keep the group's cash separate from your own.
- Do not hold on to large amounts of cash; bank it as soon as possible.
- Check regularly that the cash in your tin equals the balance in your cash book.
- Make sure that two people are required to sign cheques or withdrawal forms.
- Check bank statements carefully.

Reports to the committee

Your report gives a summary of the information in your cash book so that the committee knows the financial position. The committee should decide how much detail it needs and whether a verbal report is enough.

You should always be in a position at any meeting to say how much money the group has available. For small groups, this may even be enough.

Role Play Scenario

You are the members of the Youth Council for your local area.

The Local Authority has asked you to organise a youth exchange with a group from Sweden, involving a week-long visit to Sweden for 20 young people, and have given £8000 of funding for the project.

Most of the people in the Youth Council think it is a good idea, although some would rather focus on other activities.

The Treasurer has looked into the cost of flights and accommodation and believes that £8000 is not enough money.

Appendix 27

What young people wanted in a building based project

- To be attractive, well maintained and in reasonable condition
- To be open when young people want it open not when it suits the workers
- To have friendly staff
- To have access to good quality, well maintained equipment
- To be safe e.g. with smoke detectors and first aid equipment
- To have some ground-rules which apply to everyone with sanctions that are open and upfront so that everyone knows what they are
- To be free from any kind of bullying or abuse
- To have a quiet room as well as activity space
- To provide for all groups of young people

Taken from 'Everyday Participation' by UK Youth

Appendix 28

What young people wanted from workers

- Friendly
- Approachable
- Someone who would join in with activities
- Someone fun
- To be able to listen
- Contactable
- To be fair
- Non-judgemental
- Make you feel safe
- People who could give them information and advice

Taken from 'Everyday Participation' by UK Youth

Job Description and Person Specification for Youth Participation Support Worker

Job Description:

Describe the four or five main tasks that you think a Youth Participation Support Worker should do in order to carry out their role effectively:

1. _____
2. _____
3. _____
4. _____
5. _____

Person Specification:

With these things in mind, what are the qualities, characteristics, skills, experience and/or qualifications the person should have in order to do the job well:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Youth Participation Guidelines

UK Youth's National Members Group (NMG) organised ActualReality, a conference for youth work managers and workers, run by groups of young people from local projects.

The aim was to present young people's priority concerns to people who had a say over youth services. The process helped to identify guidelines on how to promote the voice of young people. These guidelines were used by young people in training events for youth workers. Why not use them to initiate a piece of work with your youth group?

Sit and talk: it's only through spending time talking and listening that you will get to know what really matters to them.

Allocate resources: the most important resource is the time of a youth worker, who will ensure that young people's ideas are developed. Youth participation needs to be a high priority and high priorities require resources.

Plan a project: focusing on a goal can be a way of keeping everyone involved. The ActualReality groups had the conference to work towards. You might want to make presentations to people such as local councillors, agencies or local authorities, or prepare an event for other young people.

Do some research: one of the powerful elements of the ActualReality workshops was that they had all done some research. They could speak with authority on the subjects they were discussing.

Involve 'outsiders': the ActualReality groups involved people from outside their immediate circle. Experts were brought in, other projects were visited, people were invited in see what the groups had done. This helped to build confidence as the time came to present their workshops.

Edited from the ActualReality Conference Report, published by UK Youth.

SWOT Analysis

Strengths:

What does or could your group do well?

What resources can you draw on?

What do others see as your strengths?

Weaknesses:

What could you improve?

Where do you have fewer resources than you need?

What are others likely to see as weaknesses?

Opportunities:

What good opportunities are open to you?

What trends could you take advantage of?

How can you turn your strengths into opportunities?

Threats:

What trends or factors could harm you?

What threats do your weaknesses expose you to?

What else might get in the way of your group's success?

Traffic light review

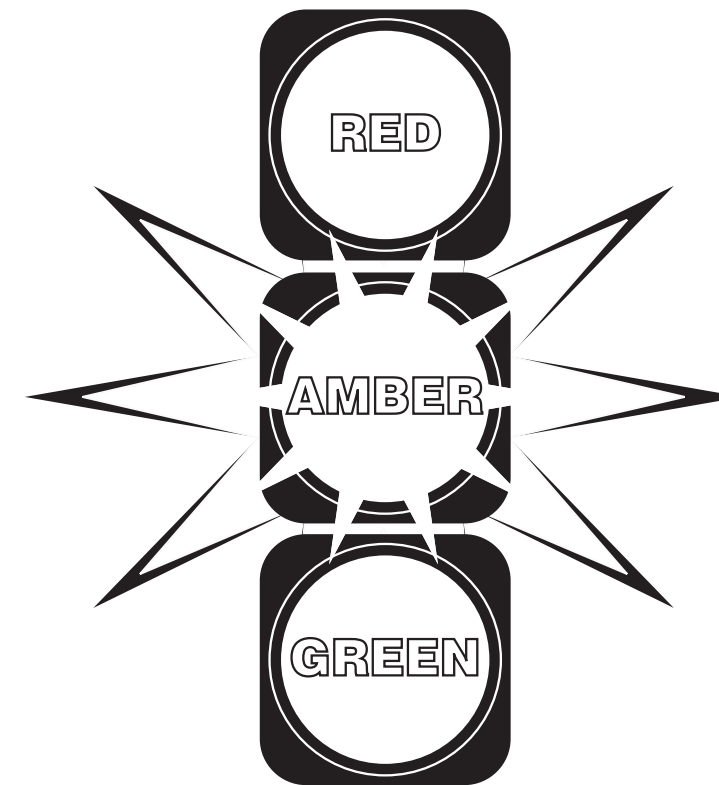
Decide what project or aspect of the work you want to look at. Use three flip charts - or group together "post-it" notes on the wall - to collect

Green Lights - Things that are going really well, things that you like, or that you would like to do more of.

Amber Lights - Things that are OK but could be better, or that you should be careful about doing differently.

Red Lights - Things that you don't like, or haven't worked or that you definitely wouldn't do again.

Use the findings to discuss the strengths and weaknesses of the project and decide how you could change things for the future.



Taken from 'Everyday Participation' by UK Youth

Appendix 33: Evaluation Questionnaire

Title of the programme or group:

PLEASE TICK THE RATING THAT MOST CLOSELY MATCHES YOUR OPINION

About the Programme	Strongly disagree ← Strongly agree				
	1	2	3	4	5
The programme fulfilled its aims and objectives					
The content was useful and relevant to me					
The facilitator communicated effectively					
There was enough opportunity to ask questions and discuss issues					

Overall, my experience was...	Poor	Below Average	Average	Above Average	Excellent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about the programme was:

The worst things about the programme was:

Identify two actions or learning points that you will take away from this programme

Please suggest ways that this programme could be improved in future:



curriculum
toolkit | young people's
participation in
decision making

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Registered office:
Avon Tyrrell, Bransgore,
Hampshire BH23 BEE

T: 01425 672347

E: info@ukyouth.org

W: www.ukyouth.org