



A CHILD PARTICIPATION TOOLBOX

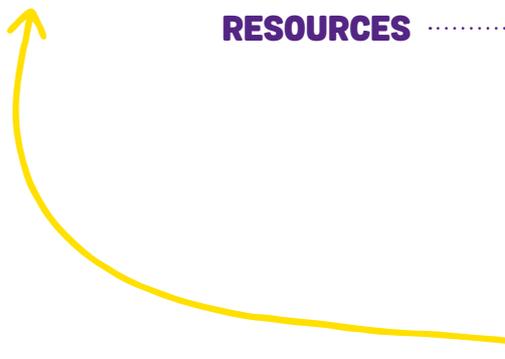
EUROCHILD
LEARNING FOR WELL-BEING FOUNDATION

CLICK ON
PAGE NUMBER



COLOPHON	3
THANK YOU	4
INTRODUCTION	5
Everything you need to know about who created this Toolbox, why it was created, what is special about it, and how to use it.	
PARTICIPATION	20
What we mean by child participation and how to create the best conditions for children and adults to work together.	
 A US – FOUNDATION OF PARTNERSHIP	52
Understanding why we come together, and how to be competent partners	
 B ME... AS ME.	70
Understanding what my unique qualities are, what inspires me and how I learn	
 C ME, AS PARTICIPANT	83
Preparing to share my views and participate wholeheartedly	
 D ME, AS REPRESENTATIVE	91
Preparing to share and represent the views of others	
 E ME, AS FACILITATOR	99
Preparing to help everyone have a chance to express their views	
 F US, REFLECTING AND LEARNING	150
Learning and making sense of our experience of collaboration	
RESOURCES	178

SEE ALL
ACTIVITIES



Title We Are Here – A Child Participation Toolbox

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Eurochild
Putting children at
the heart of Europe

**Learning for
Well-being Foundation**



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THANK YOU

We would like to thank **Eurochild** and the **Learning for Well-being Foundation** for recognizing the complementarity of each other's approaches, and creating the opportunity to put together this Toolbox, which will hopefully help us all expand our understanding of children's participation.

Tinna Ros-Steinsdottir and **Alice Hagger-Vaughan** from Eurochild, and **Darren Bird** and **Luís Manuel Pinto** from the Learning for Well-being Foundation for developing and testing different parts of this Toolbox.

We thank the **children and young people** in the **Eurochild Children's Council** and the **Young Advisory Group for the Eurochild's Conference** for taking on their roles so seriously and for making our job fun and fulfilling.

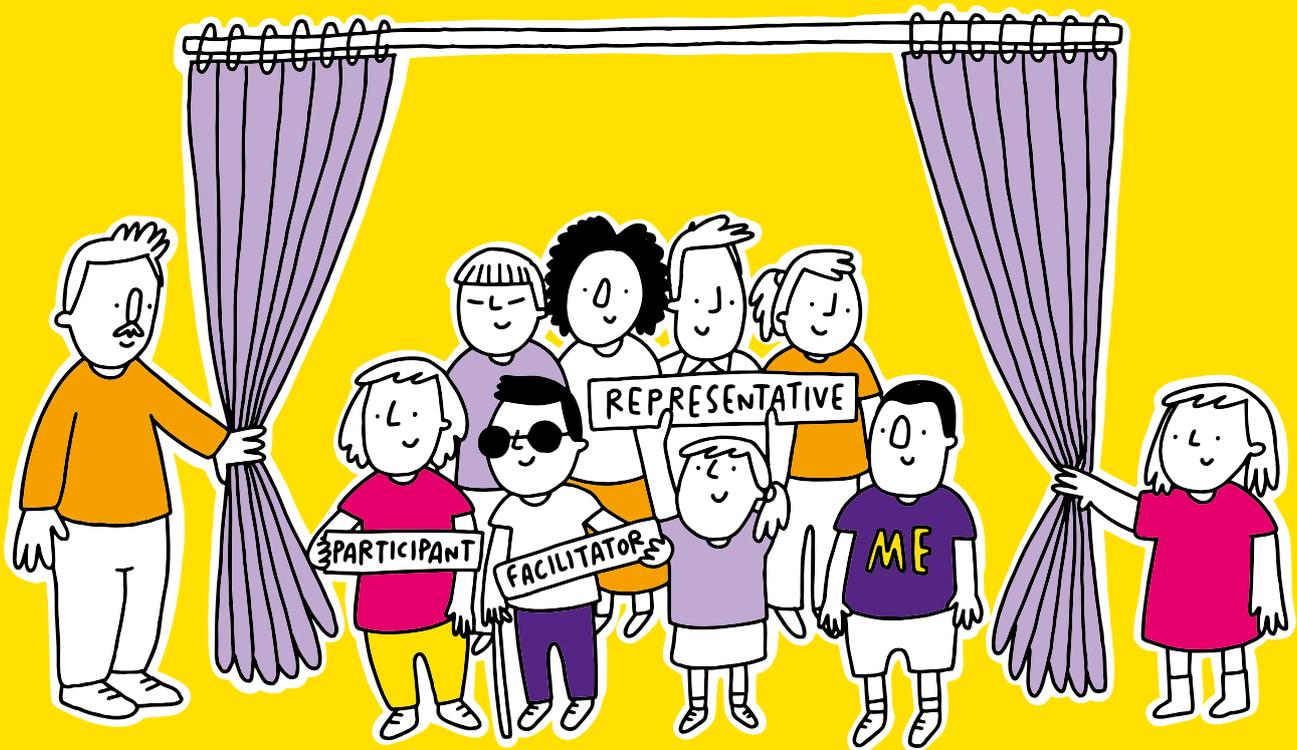
We thank all the **accompanying adults** for their commitment. They have done much more than being chaperones. They have shared the journey and helped to create environments that enable children and young people to thrive.

We thank **Linda O'Toole** from the Learning for Well-being Foundation and **Mieke Schuurman** from Eurochild for their expertise and contribution to the Toolbox.

We thank the **European Peer Training Organisation** (www.epto.org), and **Gemma Perkins** from the **Self Leadership Initiative** (www.selfleadershipinitiative.com) for allowing us to adapt and include some of the activities they have developed to support children and young people.

We thank **Cath Larkins** from **The Centre for Children & Young People's Participation** at the University of Central Lancashire and **Elaine Kerridge** from **Children in Scotland** for their precious advice.

INTRODUCTION



This child participation Toolbox was developed through a partnership between Eurochild and the Learning for Well-being Foundation, to support their respective communities, members and partners.

The partnership is a long standing one with complementary strengths and interests: Eurochild's work centres on the rights of children, using the United Nations Convention on the Rights of the Child as its frame of reference. The Learning for Well-being Foundation's work centres on holistic well-being with a focus on process, meaning paying attention to HOW we do, as much as WHAT we do. The two strands — rights and well-being — come together in the partnership between the two organizations to create a unique approach to child participation. This Toolbox is done in the spirit of the ACT2gether initiatives, which take this approach even further through emphasizing partnerships between adults and children.

In the next section we share information about the partners, and how we see this Toolbox as a contribution to building capacity of child-focused organizations to involve children in their activities. We end this chapter explaining how we structured the activities in this publication around three roles through which children participate in events and advocate for their rights.

The last section of the introduction focuses on how to use the Toolbox: the roles that young advocates can play in events with children and adults, the organization of the chapters, and some guidelines for planning your activities.

WHO'S WHO?

PARTNERS

EUROCHILD

Eurochild is a network of organizations working with and for children throughout Europe, striving for a society that respects the rights of children. Eurochild works for children's rights and well-being to be at the heart of decision-making at local, national and European level. It influences policies, develops the capacities of individuals and organizations, facilitates mutual learning and exchange of practice and research. The United Nations Convention on the Rights of the Child provides the frame for its work.

Eurochild recognizes that children and young people themselves need to be actively involved in shaping changes in society, and that adults can learn from their insights and experience. That is why Eurochild engages children in shaping its own advocacy efforts to improve policies and practice and has laid this down in a Child Participation Strategy. Working with a group of representative children from across Europe (the Eurochild Children's Council), Eurochild is building spaces and structures for children to effect change. Eurochild's flagship conference every two years is designed with and for children.

www.eurochild.org

LEARNING FOR WELL-BEING FOUNDATION

At its heart, the Learning for Well-being (L4WB) Foundation is a group of people – team, community, board – who have come together to support a shared purpose: to cultivate the capacities of children and adults to realize their unique potential throughout their lives. They are committed to creating a world where each one of us can participate fully, engaging all parts of one's self and all parts of society.

The Foundation was set up in 2004 as a non-profit organization and registered in the Netherlands. Since its formation it has initiated and engaged in many co-creative partnerships placing well-being at the heart of all endeavours. Its current areas of work involve creating programmes that help children and adults collaborate in all sectors of society, bringing together enough actors to shift the way we see children, well-being, learning, participation and leadership, and researching how we develop the core capacities that enable us to live more wholesome lives.

www.learningforwellbeing.org

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THE SELF LEADERSHIP INITIATIVE

Gemma Perkins and The Self Leadership Initiative (SLI) team provide soft skills workshops that develop leadership, teamwork, communication, problem solving, facilitation, creative thinking, well-being, action planning and more. They specialize in working with young people, students and third sector workers to help them realize their wider potential and achieve their goals.

SLI prides itself on encouraging adults and children alike to learn through play and other creative means; role play, drawing, team games, group discussions as well as focused practice. They are strong advocates of experiential and peer-supported learning.

www.selfleadershipinitiative.com

EUROPEAN PEER TRAINING ORGANISATION (EPTO)

The European Peer Training Organisation (EPTO) helps young people in Europe to embrace their differences and realize their unique potential through peer education. Its programmes prepare youth leaders to discuss different issues related to diversity, well-being and citizenship, to train their peers, and to become activists in their own environments: associations, schools, neighbourhoods. Youth workers and youth-serving organizations are supported through resources, coaching, training and integrated peer education programmes. EPTO creates a widespread 'snowball effect' where young people are active actors of social change through their participation.

www.epto.org

ACT2GET²HER: PARTNERSHIP BETWEEN GENERATIONS

If children and adults see and treat each other as competent partners, they can create a world that is fairer, more sustainable, and where everyone can realize their unique potential.

The purpose of ACT2gether is to create an international social movement that promotes and supports partnership between children and adults in all sectors (including education, health, welfare, justice, etc.), addressing issues affecting our societies in a way that makes use of our best capacities.

Through intergenerational collaboration, it aims to fulfil children's right to participate in decisions that affect them, as a means to support the fulfilment of all of their other rights, while at the same time supporting adults to play their role and benefit from the qualities and perspectives of children.

ACT2gether is an international initiative in which local initiatives promoting partnership between generations can participate, and advocate for children's right to be heard and act as change makers. The activity strands that support the movement are: 2getherLand (gatherings); 2getherLearn (training) and 2getherLink (alliances), all supported by a component of learning and research.

We Are Here. – A Child Participation Toolbox was developed as a contribution to the ACT2gether initiative and is available to any person wanting to support the movement and organize activities in partnership between children and adults.

The distinctive elements of ACT2gether's approach reflected in this Toolbox are:

- Emphasis on the role and development of adults, as well as children, in participation in society (intergenerational perspective).
- Regard for one's unique potential and inner diversity (one's unique way of learning and communicating), bearing in mind that participation is experienced differently in each person.
- Acknowledging the quality of relationships between children and adults as a foundational condition for children's participation.
- Focus on the process, as much as the outcome of children's participation
- Considering children's participation across sectors, not just those more closely associated with children.

www.act2gether.com

ACT2GET²HER

**PARTNERSHIP BETWEEN
GENERATIONS FOR A FAIR
AND SUSTAINABLE WORLD**

DIFFERENT ROLES CHILDREN PLAY AS ADVOCATES

This Toolbox is designed to support children and adults who advocate for the rights and well-being of children, through children's participation.

In the next table we explore three common roles children play in situations where they are asked to express their views or enable others to share their perspectives. It is worth noting that these roles parallel those of adults in advocacy situations. Underneath each role you will see how we define the purpose of the role, the physical and virtual spaces where such role can be played, and an illustration of how this strengthens advocating for children's rights and well-being.

We emphasize that there are many paths into each role – someone who is structured and likes to spend time on their own can be as good a facilitator as someone who is more outspoken and likes to be in groups. It is about finding your way to the role and building on your own strengths.

Beyond the scope of this publication, children can also be supported in becoming trainers in child participation. This means they can not only participate in the activities suggested in this Toolbox but learn how to implement the same activities as guides and help other children acquire knowledge and skills that support their participation in face-to-face events like workshops and presentations, or online through webinars and video tutorials. Partnership between children and adults in training others can be a powerful way to demonstrate and access children's capacities. We encourage any adult using this Toolbox to seek out ways in which they can partner with children themselves in their role as trainers.

**INTRODUCTION
DIFFERENT ROLES CHILDREN PLAY AS ADVOCATES**

		ROLES PLAYED BY CHILDREN AND YOUNG WHILE PARTICIPATING		
ROLE		PARTICIPANT	REPRESENTATIVE	FACILITATOR
PURPOSE		Contributing with your perspective and experience.	Expressing the voice and interests of a group or cause.	Enabling other (young) people's voices to be shared.
SPACES	PHYSICAL	<ul style="list-style-type: none"> • Consultation • Meeting • Learning Event 	<ul style="list-style-type: none"> • Panel • Parliament/Council • Delegation 	<ul style="list-style-type: none"> • Dialogue • Meeting • Panel
	VIRTUAL	<ul style="list-style-type: none"> • Internet Forums • Social Media • Petitions 	<ul style="list-style-type: none"> • Campaigns • Online Groups • Video Channels 	<ul style="list-style-type: none"> • Conference Call • Online Chat/Forums
CONTRIBUTION Ways in which each role contributes to advancing children's rights and well-being		<ul style="list-style-type: none"> • Sharing children's lived experiences. • Modelling children's agency and helping children be visible as a social group.. 	<ul style="list-style-type: none"> • Empowerment of children as advocates. • Representing the views of children within specific social groups. 	Children enabling others to advocate, by expressing their points of view in a safe and generative space.
OUTCOME:		CHILDREN'S RIGHTS & WELL-BEING		

HOW TO USE THE TOOLBOX?

We decided to call this publication a Toolbox and not a manual. It contains tools and exercises that can help children and adults prepare for their roles in a very practical way.

These tools are organized in modules, but without giving precise or scripted instructions on how to use each activity in different situations, or how to combine them. We count on your experience and curiosity to experiment and develop your own ways of working with the tools, and appeal to a certain flexibility of approach, to support children's varying interests and needs.

ORGANIZATION OF CHAPTERS

All chapters are organized around a theme.

- **Introduction**
This chapter tells you everything you need to know about who created this Toolbox, why it was created, what is special about it, and how to use it.
- **Participation**
This chapter explains what we mean by child participation and how it takes place when children and adults are working together. It also proposes a number of conditions coming from a rights and well-being perspective, to make participation meaningful and engaging. The chapter ends with some reflections about working with intergenerational groups including: embracing diversity and social differences, being sensitive to trauma, and finding strategies that allow children (and adults) to feel included.
- **Module A: Us – Foundation of Partnership**
This chapter contains activities for children and adults to understand each other's roles in partnership, to create trust and discuss the best way to work together safely and meaningfully.
- **Module B: Me...as me**
This chapter offers activities to explore one's own qualities, what inspires them, what they pay attention to and how that influences how they participate in the world.
- **Module C: Me, as Participant**
This chapter has activities to help children and adults prepare to participate in dialogues with other children and adults, or to be consulted on topics that matter to the lives of children.

- **Module D: Me, as Representative**
This chapter contains activities to help children better represent groups of people, when they have to participate in an event on their behalf.
- **Module E: Me, as Facilitator**
This chapter is dedicated to helping children who take a lead in facilitating conversations between children and adults. This could be a group discussion or a panel with speakers.
- **Module F: Us, Reflecting and Learning**
This chapter contains activities and tools that you can use during or at the end of all activities to help children and adults reflect on their experience, and share the learning with others.
- **Resources**
A list of publications and websites where you can find more activities and resources to help you feel prepared.

GUIDELINES FOR PLANNING YOUR ACTIVITIES

UNDERSTAND WHAT ‘PARTICIPATION’ MEANS FIRST

To understand the intention and spirit of this Toolbox, we highly recommend that you read the module “Participation” before starting to use the activities. It will give you useful information on the important conditions for children to participate meaningfully, and also how to make it safe for children and adults to work together.

UNDERSTAND BOTH GROUPS AND INDIVIDUALS

We put together this Toolbox thinking you might gather a group of 10 to 25 children and adults in the same room to participate in the activities described here. Children will be preparing to play a role as advocates, and adults will be preparing to support them. We believe you can run these activities with children as young as 10 years old, but you need to consider each child you will be working with – their capacities, their interest and their learning preferences.

START WITH THE PEOPLE, NOT THE ROLES

There are no two people in the world that have played a similar role and have done it exactly the same way. Take two very important people that have changed the world: Gandhi and Che Guevara. Both leaders of an independent movement fighting for freedom and change, but if you think of three qualities that would describe each of them, you might come up with very different ones. In short, there are many ways to fulfil one’s role, and that is why it is important for you to find YOUR way.

ALWAYS INCLUDE A BIT OF 'ME' AND 'US'

The practical modules follow a logic from inside out, first looking at who children and adults are in terms of identity, qualities and aspirations – and only after looking at the roles people are playing. We recommend that even if you have only half a day at a time to run activities, that you include a few activities from both 'Module A – Us, Foundation for Partnership' and 'Module B – Me... as me.' In doing this, you will emphasize the fact that there are no universal ways of being a good participant, representative or facilitator, and that each of us can bring their unique qualities into the role. You are also enabling children and adults to become aware of their strengths and build on them.

LOOK BACK, LOOK FORWARD

We also recommend that you always end any session with a reflective activity that allows everyone to make sense of the experience and give you some feedback about how it went for them in terms of process and what they got from it. We have included some of these activities in 'Module F – Us, Reflecting and Learning.'

ANSWER YOUR QUESTIONS

Within each module, we offer activities and tools that help answer questions children might ask themselves as they prepare to play a role in a project. For example, a question like "how do we create a safe environment?" can be answered through several activities like 'Hopes and Fears' or 'Creating a Code of Conduct'. These are interactive and hopefully fun ways to bring children and adults to share the responsibility of creating safety. We hope we have covered all the essential questions you might want to answer. The next pages show you all the questions each module is hoping to answer, and all the activities and tools that help answering them.

MODULE A

US – FOUNDATION OF PARTNERSHIP

1	HOW DO WE CREATE A SAFE ENVIRONMENT?	
1.1	HOPES AND FEARS	53
1.2	GROUND RULES (CODE OF CONDUCT)	55
1.3	HOME GROUPS	57
2	HOW DO WE CREATE TRUST IN THE GROUP?	
2.1	BLIND PARKOUR	58
2.2	NIGHT TRAIL	58
2.3	TURNING OVER A NEW LEAF	58
3	WHAT DOES IT MEAN TO BE A CHILD OR ADULT IN THIS WORLD?	
3.1	THROUGH MY EYES	59
4	HOW CAN CHILDREN AND ADULTS BE BETTER PARTNERS?	
4.1	SCULPTURES OF PARTNERSHIP	13
5	HOW WILL WE UNDERSTAND EACH OTHER?	
5.1	PARKING LOT	63
5.2	COMPASS: EXPLORING DIFFERENT PERSPECTIVES	64
6	WHAT ARE CHILDREN'S RIGHTS?	
6.1	CHILDREN'S RIGHTS CARD GAME	67

CLICK ON
PAGE NUMBER 

GO TO
TABLE OF CONTENTS 

MODULE B

ME... AS ME.

1	WHAT ARE MY UNIQUE QUALITIES?	
1.1	ONE CONSTANT GIFT	71
2	WHAT INSPIRES ME?	
2.1	UNIQUE POTENTIAL	72
3	HOW DO I KNOW AND LEARN?	
3.1	LANDS OF 'KNOWING': MOUNTAIN, VALLEY, CITY	74
4	HOW DO I PARTICIPATE FULLY?	
4.1	TEN QUESTIONS BEFORE STARTING	77
5	WHAT ARE MY CAPACITIES?	
5.1	FANTASTIC 4s: SUPER (HUMAN) POWERS	79
6	WHERE DO I BELONG?	
6.1	JUST LIKE AN ONION	81

CLICK ON
PAGE NUMBER 

GO TO

TABLE OF CONTENTS



MODULE C

ME, AS PARTICIPANT

- 1** **WHAT ARE THE CONDITIONS FOR CHILD PARTICIPATION?**
- 1.1** **MAKING PARTICIPATION MEANINGFUL** **84**
- 1.2** **UNPACKING PARTICIPATION** **85**

- 2** **HOW DO I KEEP CALM AND FOCUSED?**
- 2.1** **HITTING THE 'PAUSE' BUTTON** **87**

- 3** **WHAT INFORMATION DO I NEED TO FEEL PREPARED?**
- 3.1** **KNOW YOUR S**T, OR KNOW YOU'RE S**T/THE STALKER** **89**

CLICK ON
PAGE NUMBER 

GO TO
TABLE OF CONTENTS 

MODULE D

ME, AS REPRESENTATIVE

1	WHAT IS REPRESENTATION?	
1.1	PUBLIC FIGURES	92
2	HOW DO I COMMUNICATE EFFECTIVELY?	
2.1	ELEVATOR PITCH	94
2.2	QUESTION-PROOF/CRITIQUE TENNIS	95
2.3	HOW? HOW? HOW?	97

CLICK ON
PAGE NUMBER 

GO TO

TABLE OF CONTENTS



CLICK ON
PAGE NUMBER



MODULE E

ME, AS FACILITATOR

1	WHAT MAKES A GOOD FACILITATOR?	
1.1	CREATE THE FACILITATION DUDE!	100
1.2	BODIES TALK.	102
2	HOW DO I FACILITATE WITH OTHERS?	
2.1	TIPS FOR CO-FACILITATION	105
2.2	FACILITATOR AGREEMENT	107
2.3	OUR SECRET CODE	109
3	HOW DO I BREAK THE ICE?	
3.1	PERSONAL SHARING	113
3.2	FIND THE OWNER	114
3.3	TWO TRUTHS AND A LIE	115
3.4	FIVE ROUNDS OF ME	116
3.5	CHAOS THROW	117
4	HOW DO I MAKE SURE PEOPLE GET A FAIR SAY?	
4.1	BIG, SMALL AND CROSS TALKERS	119
4.2	SCALE GAMES	122
4.3	HELPING GROUPS GET UNSTUCK	124
5	HOW DO I ASK GOOD QUESTIONS?	
5.1	LISTENING CIRCLES	127
5.2	QUESTION SPOTTER	130
5.3	QUESTION SCRIPTS	132
6	HOW DO I PREPARE A PANEL DISCUSSION?	
6.1	SETTING UP A PANEL DISCUSSION	134
6.2	INTRODUCING SPEAKERS	139
6.3	GETTING QUESTIONS FROM AUDIENCE	141
7	HOW DO I ENERGIZE THE GROUP?	
7.1	WALK, DANCE, CLAP	144
7.2	THE OBSESSIVE CHEERLEADER	144
7.3	MAZINGA	145
7.4	SWAP SEATS IF YOU...	145
7.5	PICK A STRAW	145
7.6	FINISH THE SENTENCE	146
7.7	FORM A LINE	146
7.8	DO WHAT I SAID, NOT WHAT I SAY	147
7.9	PASS THE MOVE	147
7.10	DRUM LEADER	147
7.11	THE EVOLUTION GAME	148
7.12	FRUIT SALAD	149

MODULE F

US, REFLECTING AND LEARNING

1	HOW WAS MY EXPERIENCE, AND HOW DO I SHARE WHAT I LEARNED?	
1.1	EVALUATING AN ACTIVITY TOGETHER	151
1.2	ANIMAL CORNERS	153
1.3	5Ps	155
1.4	MOOD CARDS	157
1.5	PICTURE REVIEW	159
1.6	LOOKING BACK, LOOKING FORWARD	160
2	HOW TO GIVE FEEDBACK?	
2.1	SNOWBALL FEEDBACK	164
2.2	THE FEEDBACK SANDWICH	165
3	HOW DO I CHECK IF EVERYTHING IS GOING OK?	
3.1	DOT MONITOR	167
3.2	BUDDY SYSTEM	168
3.3	EVALUATION GROUPS	169
4	HOW DO I HELP PEOPLE SUMMARIZE LEARNING?	
4.1	JOURNEY MAPPING	170
4.2	LETTER TO YOURSELF	171
4.3	PHONE CALL HOME	173
5	HOW DO I CLOSE AN ACTIVITY?	
5.1	ONE WORD SUMMARY	174
5.2	POSTCARDS HOME	176
5.3	SILENT COMPLIMENTS	177

CLICK ON
PAGE NUMBER



GO TO

TABLE OF CONTENTS



PARTICIPATION



As mentioned in the introduction, this Toolbox brings together the complementary threads of children's rights and children's well-being through broadening the definition of child participation.

We begin this chapter by describing the context for our understanding of participation, emphasizing the role of the United Nations Convention on the Rights of the Child (UNCRC), followed by three ideas that have contributed to evolving our thinking around children's participation: the ladder of participation, the recognition of children as competent, and the added contribution of the Learning for Well-being approach.

The second section, a 'conditions for meaningful (and wholehearted) participation', weaves together the strands of rights and well-being, demonstrating how they interact and complement each other.

In the next section, we review the basic considerations for any events or activities involving children and adults: keeping everyone safe and embracing diversity, including respect for different cultures, and different life experiences that might have caused trauma.

The final section of this chapter on participation offers strategies, based on what we have discussed about participation, that allow children (and adults) to feel included in the process.

FROM PARTICIPATION TO PARTNERSHIP

THE RIGHT TO PARTICIPATE

In November 1989, the United Nations adopted the United Nations (UN) Convention on the Rights of the Child (UNCRC). Since it was adopted, **194 countries** have signed up, making it the most ratified convention in the UN's history.

All countries that sign up to the UNCRC are bound by international law to ensure it is implemented. The Committee on the Rights of the Child monitor this. The UNCRC is the only international human rights Treaty to give non-governmental organizations (NGOs), like Eurochild, the Learning for Well-Being Foundation and maybe yours, a direct role in overseeing its implementation.¹

The UNCRC recognizes that children are in a different situation to adults and will often have different needs, and face particular challenges related to different stages of development within childhood. All of the articles of the convention cover three main themes: Participation, Provision and Protection (Figure 1).

- **Protection** articles deal with exploitation of children and young people. The Convention makes it a duty for Governments to protect children and young people from all forms of exploitation and abuse, and where necessary offer rehabilitation.
- **Provision** articles cover the basic rights of children and young people to survive and develop. These range through healthcare, food and clean water to education and environments which allow children to develop.
- The articles on **Participation** are based on the idea of the child or young person as someone who actively contributes to society as a citizen in the *here and now* and not just someone on the receiving end of good or bad treatment and services from others.

¹ Under Article 45a.



Looking at the Convention through the lenses of these three main themes might help us understand it better. We should not think of them as separate categories because protection requires participation, participation requires provision and enables protection, etc. Think of these three themes as three siblings of the same family, each of them with their set of skills, and where the youngest is 'Participation'.

Article 12 of the UN Convention on the Rights of the Child, states that:

'States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.'²

² https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf

The Committee on the Rights of the Child, the international body established to monitor the implementation of the UNCRC, adopted a General Comment no 12 on the Right of the Child to be heard in 2009.³ This General Comment no. 12 gives guidance on how Article 12 should be implemented in a range of different settings.

The General Comment makes it clear that the right to be heard or to 'participate' applies to ALL children as individuals and as part of a social group, and country governments have an obligation to make particular efforts to engage children who are vulnerable or affected by discrimination and to ensure that child participation is an ongoing process, not a one-off consultation event. Child participation is embedded in a cluster of articles that recognize children as social actors: Articles 5 (right to information, guidance and advice), 13 (right to freedom of expression), 14 (right to freedom of thought) and article 15 (the right to freedom of association) and article 17 on the right to have access to information.

While the UNCRC did not give birth to the idea of children being involved or active citizens, it did change the language used to describe such actions by calling them 'participation'. For many people the ideas of protection and provision were long established and understood. Participation however, for too many was a new idea. Many individuals and organizations began to question what it means to 'participate'. Our friends in the field of sport said, "children participate in a game of football", while our friends in the child rights field said, "participation of children in football would see children represented on the board of FIFA". In many ways they were both right. However, the UNCRC gave a new definition to the word 'participation', giving new depths to what we mean by being 'involved'.

KICKING THE LADDER OF PARTICIPATION

Following the adoption of the UNCRC, people began to question, what is good 'participation' and what is not so good. Roger Hart's (1992; 2008)⁴ landmark model, which took the form of a ladder, described and categorized children and young people's participation in deciding actions in a community.

Hart's ladder was intended to raise discussion on effective ways to involve children and young people up to the age of 18 in research, planning, and design of children's environments. He outlined eight 'rungs' in total. Five rungs represented meaningful participation: (a) children assigned roles but kept informed; (b) children consulted and informed; (c) adult-initiated and shared child-adult decisions; (d) child initiated and directed; and (e) child initiated and shared child-adult directed participation.

3 <https://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/CRC-C-GC-12.pdf>

4 Hart, R. A. (1992). Children's participation: From tokenism to citizenship (No. inness92/6); Downloaded on 11 April 2019 from https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf.

Most beneficially for the understanding of participation was Hart's (1992) inclusion of three rungs for non-participation: manipulation, decoration, and tokenism. In tokenistic roles, children and young people appear to have meaningful participation, but actually do not have any opportunity to express their opinions, or their opinions have no influence.

Someone looking at the ladder might assume that we are aiming for the highest rung possible (child-led activities). Hart has subsequently said that his ladder should be 'lying sideways in an apple orchard' to avoid this hierarchical thinking of children's participation. More recent models expand this idea by thinking participation as an ongoing process rather than an isolated moment. The lattice of participation,⁵ emphasizes that a participatory project is made up of many stages, most of which are about dialogue between groups of adults and children and control over some form of project or social resources such as communicative spaces, time, money, knowledge, social position, attitudes, social networks, institutional commitment, equipment, food and transport. Children may have control of one or more stages in a project while having no influence over other stages.

Another idea the ladder model might not show, is that even in the highest rung of participation children interact with significant adults that can support and encourage their initiatives. Sometimes adults, whether professionals or parents, cannot simply transfer their responsibilities to children. At a minimum, those working with children and young people have a set of responsibilities and one of them is to exercise the power to say "stop" if things are unsafe, but also to say "go" when the action leads to safe empowerment and growth.

In this Toolbox, we would like to promote the idea that while there might be different levels of children's participation, we cannot say that one is more desirable. In fact, it depends on the possibilities and circumstances of each situation. For instance, in cases where the child is too young, or when there is conflict within a family, it might be unfair and even violent to expect children to 'lead'. With this said, there are ways that even toddlers can lead an activity, like when they are spontaneously playing, and adults might simply follow their initiative. The secret is to consider that both children and adults, regardless of their age, always have some level of competence, and some level of responsibility.

5 Cath Larkins, Johanna Killi & Kati Palsanen (2014) A lattice of participation: reflecting on examples of children's and young people's collective engagement in influencing social welfare policies and practices, *European Journal of Social Work*, 17:5, 718-736, DOI: 10.1080/13691457.2014.928269

COMPETENT PARTNERSHIPS

Authors like Hutchby and Moran Ellis or Jesper Juul took the idea of responsibilities and competence even further. Hutchby and Ellis (1998) said that competence is related to experience, opportunities and resources.⁶ With his concept of 'the competent child',⁷ Juul proposed a new paradigm for adult-children relationships based on competence and anchored on two ideas: dignity and responsibility.

The first idea is 'equal dignity'. Juul thought this should be a new standard for interpersonal relationships and especially for the relationship between adults and children. He understood that it is difficult, emotionally and intellectually, to stop thinking only in 'adult versus child' terms and adopt a perspective that serves both parties equally and does not put the needs of one before the needs of the other. Being considered as competent does not mean being considered equal, but to be recognized for what we are capable of doing, respecting one's dignity.

The second idea is 'responsibility', specifically understood as *personal responsibility*.⁸ Relationships are 'two-way streets', but in any interaction between an adult and a child, the adult is responsible for the quality of their relationship. This is because of the power imbalance between children and adults in society, the roles attributed to adults, and a way of respecting children's evolving capacities and best interests. Whenever children are forced to assume such responsibility, because the adult is not willing or able, the child (and the relationship) suffers. This is true whether we talk about a family or a classroom. It is imperative for adults to understand that this responsibility cannot be delegated to children. However, it is also imperative that there are many aspects of the relationship in which children are competent – to know when they feel safe or they express their interests, for example. Distributing responsibility is a delicate and dynamic process that should always look to take into consideration the specific capacities of each child, and the context they are in. These aspects must be allowed to flourish and grow in a competent relationship.

We are exploring the practice of children and adults working together as competent partners, which requires each person to recognize the different skills and experiences others bring, regardless of age. For example, adults may have 30 years of experience working in the field of education, they do not have the experience of living in a children's home in Bulgaria today.

6 Hutchby, I., & Moran-Ellis, J. (1998). *Situating children's social competence*. Children and social competence: Arenas of action, 7-26.

7 Juul, J. (2011). *Your competent child: Toward a new paradigm in parenting and education*. Balboa Press.

8 i.e. the responsibility we all have the possibility to assume for our own behaviour, feelings, reactions, and values.

THREE WAYS OF PARTNERING FOR CHILDREN'S PARTICIPATION

We have seen so far that participation is a right in itself and a path to all other rights. We have also seen that there are different degrees of involvement in children's participation, but that in any circumstance there is a supporting role for other children and adults to play. Children's participation therefore requires partnership between children and adults, each recognizing their own personal responsibilities, each respecting the other with equal dignity. This Toolbox aims to provide a guide to children and adults working together: For us 'participation' is everyone working together to create a fair and sustainable world.

UNICEF Monitoring and Evaluation toolkit for Children's Participation,⁹ written by Gerison Lansdown and Claire O'Kane, describes three formats of children's participation, with different degrees of children and adults' agency within any given activity: consultation, collaboration and child led. All of these are means of partnering for children's participation. We describe them below, highlighting the roles of children and adults in the process.

1 CONSULTATION

Is where adults seek children's views in order to build knowledge and understanding of their lives and experiences, or in order to design or evaluate a programme.

Children

- Express their views or share their experience on a given subject
- Influence outcomes

Adults

- Initiate, lead and manage activities
- Use information to design or change a programme

2 COLLABORATION

Is where children/adults – having identified a problem that needs to be addressed or decided to set up a particular programme – involve children/adults in helping to work out what needs to be done and how.

Children

- Express willingness to address a problem with adults
- Co-design, implement and evaluate the initiative

Adults

- Express willingness to address a problem with children
- Co-design, implement and evaluate the initiative

3 CHILD-LED

Is where children are provided with the space and opportunity to initiate their own activities and carry out advocacy. Adults might support by simply removing obstacles or might serve an executive function in implementing decisions made by children.

⁹ <https://resourcecentre.savethechildren.net/document-collections/toolkit-monitoring-and-evaluating-childrens-participation>

Children

- Identify the problem that needs to be addressed
- Initiate, lead and manage activities

Adults

- Create the space and offer the necessary support for children to carry out their activities

**RELATIONSHIPS BETWEEN CHILDREN AND ADULTS:
 A LEARNING FOR WELL-BEING APPROACH**

The Learning for Well-being (L4WB) approach draws inspiration from living systems and social pedagogy and adds an important dimension to our understanding of participation. By focusing on process, it considers both *the means by which* and *the manner in which* one plans, makes decisions, and takes action. It puts a light on the *interior* conditions for creating environments that foster participation of children and provides ways for expanding one’s awareness and disposition.

L4WB emphasizes human-scale actions and interactions – these are the ones that consider the uniqueness of each individual, the diversity of people, and the importance of relating to one another as competent partners. This approach shapes how this Toolbox is implemented in the following specific ways:

1 FOUR PERSPECTIVES (WHOLENESS)

Every person has physical, emotional, mental and spiritual attributes. In the Toolbox, we use these four perspectives as a way to structure reflection within the activities.

The four perspectives are a way of making sure that we consider the whole picture and the whole person in every experience. They can be used in different ways, as illustrated by the table below.

PERSPECTIVE	METAPHOR	FUNCTION	LEARNING⁹	QUESTIONS
'Spiritual'	Spirit	Dream/Be	Learn to be	Why? (deeper meaning, inspiration)
'Mental'	Head	Think	Learn to know	What? (clarity and information)
'Emotional'	Heart	Feel	Learn to relate and live together	Who? (attitudes, feelings and relationships)
'Physical'	Hand	Do	Learn to do	How? When? Where? (action & implementation)

¹⁰ Delors, J. (1998). *Learning: The treasure within*. Unesco.

2 PURPOSE

Time is given within all the activities for participants to make meaning and to connect with their own purposes for engaging. This also implies referencing a larger picture or world view, connecting to environments that are beyond the immediate situation.

3 INNER DIVERSITY

Individual patterns of learning, communicating, participating, etc. are repeatedly emphasized: there is no standardized approach or expectation that everyone is similar or that there is only one way to accomplish a specific task or fulfil a role. Allowing this diversity is critical throughout the entire toolkit.

4 RELATIONSHIPS

We treat ourselves and others as 'competent' partners in all our relationships, ensuring mutuality of respect and actively seeking to acknowledge what each of us contributes to any interaction. This implies that we engage with others – whether as a participant, a facilitator, or an advocate -- through allowing them to share in the process of what the relationship will be(come). In doing this, we allow people to reach their own decisions about how and when they participate.

5 CORE CAPACITIES

As a necessary part of the processes of the Toolbox, we are striving to extend our basic human capacities – the life skills with which we operate: how we listen, ask questions, notice and reflect on what has been said or done, and how we listen to our 'inner voices and signals' and to the wisdoms of our head, heart and hands.

In the next section we will explore how the different approaches we have covered so far come together to form guidelines on how to implement children's participation.

CONDITIONS FOR MEANINGFUL (AND WHOLEHEARTED) PARTICIPATION

No child should ever be harmed or feel uncomfortable because they expressed their views or participated in any form. In fact, expressing one's views and being taken seriously is a right that everyone has. It is also an important part of learning, and is necessary to feel good about oneself and flourish (well-being).

The United Nations Committee on the Rights of the Child has written a list of conditions that help those supporting children in creating the best possible environment for children to participate and realize their unique potential. These conditions are based on the General Comment No. 12 and are called 'Basic requirements for the implementation of the right of the child to be heard.'¹¹

In summary, they say that child participation must be...

- 1 Transparent** — There is clear and complete information available
- 2 Free** (voluntary) — It happens out of children's free will
- 3 Respectful** — Everyone gives due consideration to what is expressed
- 4 Relevant** — It makes sense for children why they are participating
- 5 (Child) Friendly** — Experience is adapted to the needs and interests of each child
- 6 Inclusive** — Everyone should feel they can participate, in their own way
- 7 Safe** — Children feel protected from any harm
- 8 Supported** — Everyone involved feels they are prepared
- 9 Responsive** (Accountable) — Children must know what is done with their views

In this Toolbox, we are adapting and expanding the requirements so that they include other ideas coming from a well-being perspective, as described by the Learning for Well-being Framework.¹² We have also written them in a way that we hope is easier to understand and that highlights the role of children and adults as partners in participation.

¹¹ UN Committee on the Rights of the Child (CRC), General comment No. 12 (2009): *The right of the child to be heard*, 20 July 2009, CRC/C/GC/12, available at: <https://www.refworld.org/docid/4ae562c52.html> [accessed 23 March 2019]

¹² Learning for Well-being Foundation. (2018, June). *Learning for Well-being – Our Approach*. Retrieved March 23, 2019, from <https://www.learningforwellbeing.org/our-approach/>

CHILD PARTICIPATION MUST BE...

1 TRANSPARENT

FREE (VOLUNTARY)

RESPECTFUL

RELEVANT

(CHILD) FRIENDLY

INCLUSIVE

SAFE

SUPPORTED

RESPONSIVE (ACCOUNTABLE)

1 TRANSPARENT

There is clear and complete information available.

Children must...

- ... receive all the information they need about their right to express their views, and their views must be given due weight.
- ... know how their participation will take place, its purpose and how it might impact them and others.
- ... access information adapted to their age, language, culture, and physical and mental possibilities.

From a L4WB perspective:

Making information clear and complete requires understanding that different children have different communication and learning preferences. By giving children a choice not only on the type of information but also how to access it, you increase the chances of reaching most children in ways that are meaningful for them.

CHILD PARTICIPATION MUST BE...

TRANSPARENT

2 FREE (VOLUNTARY)

RESPECTFUL

RELEVANT

(CHILD) FRIENDLY

INCLUSIVE

SAFE

SUPPORTED

RESPONSIVE (ACCOUNTABLE)

2 FREE (VOLUNTARY)

It happens out of children's free will

Children must...

- ... never be forced to express views against their wishes and they should be given the possibility to stop their involvement at any time.

From a L4WB perspective:

Children can give subtle feedback about the nature and extent of their involvement in specific activities, often through non-verbal cues. Pleasing adults or conforming to peer expectations are common motivators that get in the way of meaningful participation. Genuinely evaluating 'voluntary actions' requires alertness, and willingness to listen with openness and curiosity.

CHILD PARTICIPATION MUST BE...

TRANSPARENT
FREE (VOLUNTARY)

3 RESPECTFUL

RELEVANT
(CHILD) FRIENDLY
INCLUSIVE
SAFE
SUPPORTED
RESPONSIVE (ACCOUNTABLE)

3 RESPECTFUL

Everyone gives due consideration to what is expressed

Children must...

- ... have their views treated with respect.
- ... have opportunities to have their own ideas and initiate their own activities.

Adults working with children should...

- ... acknowledge, respect and build on good examples of children's participation, for instance, in their contributions to the family, school, culture and the work environment.
- ... understand the socio-economic, environmental and cultural context of children's lives.
- ... respect children's views with regard to participation in public events.

From a L4WB perspective:

- Respect should apply both to the content of children's views and the form in which those views are expressed. Too often, children who are consulted are those who are very good at speaking and writing, and sometimes in English if in international settings. It is reassuring for adults to have children around that mirror the way adults communicate, either by their choice of words or by the way they dress. Children who might express themselves better through metaphors, images, personal stories or actions might not earn the same respect as those who master oral and written communication.
- This consideration also applies to how younger children are regarded as valuable contributors. It is the host and accompanying adult's duty to show appreciation for all forms in which children's views are expressed, and to make the necessary sense-making so that the information can be used and transferred.

CHILD PARTICIPATION MUST BE...

**TRANSPARENT
FREE (VOLUNTARY)
RESPECTFUL**

**4 RELEVANT
(CHILD) FRIENDLY
INCLUSIVE
SAFE
SUPPORTED
RESPONSIVE (ACCOUNTABLE)**

4 RELEVANT

It makes sense for children why they are participating

Children must...

- ...deal with issues that are felt as important in their lives.
- ...express themselves using their own experience, knowledge and abilities.
- ...have the space to highlight and address the issues they themselves identify as relevant and important.

From a L4WB perspective:

- Do we always have a clear purpose for the process in which children are asked to participate? And do we consider whether this purpose is meaningful to those contributing? For all of us – including children – connecting to the part of us that gives direction and purpose to our choices is not something that comes easy. This capacity must be modelled and cultivated throughout life, as a foundation for agency and well-being.
- Participating in environments (and relationships) is a means through which one develops core capacities for learning, communicating, and developing. Likewise, strengthening the core capacities of children and adults improves the quality and the meaning of their participation.

CHILD PARTICIPATION MUST BE...

TRANSPARENT

FREE (VOLUNTARY)

RESPECTFUL

RELEVANT

5 (CHILD) FRIENDLY

INCLUSIVE

SAFE

SUPPORTED

RESPONSIVE (ACCOUNTABLE)

5 (CHILD) FRIENDLY

Experience is adapted to the needs and interests of each child

Environments and working methods should be adapted to children's capacities.

- Enough time and resources should be made available so that children are prepared and have the confidence and opportunity to contribute their views.
- Different children will need different degrees of support and forms of involvement according to their age, capacities and learning preferences.

From a L4WB perspective:

Creating child-friendly environments asks families and childhood professionals to bring their whole selves to each experience – considering the physical, emotional, mental and spiritual implications in each moment or interaction.

CHILD PARTICIPATION MUST BE...

**TRANSPARENT
FREE (VOLUNTARY)
RESPECTFUL
RELEVANT
(CHILD) FRIENDLY**

6 INCLUSIVE

**SAFE
SUPPORTED
RESPONSIVE (ACCOUNTABLE)**

6 INCLUSIVE

Everyone should feel they can participate, in their own way

- Children are not all the same and participation needs to provide equal opportunities for all, without discrimination on any grounds.
- Participation must avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved.
- Programmes also need to ensure that they are diversity sensitive to children from all communities; with a range of additional support needs.

From a L4WB perspective:

- What processes are in place to ensure the genuine diversity of a group? Age, country of origin, experience, and gender are often mentioned, but we need to consider all the ways in which individuals define themselves, including how they learn, communicate, lead and solve problems.
- If we know that children are different in fundamental ways, we need to consider how such differences impact our perception of what it means to 'participate' or to be 'engaged.' Taking time to consider a response, to see the whole picture, or to observe carefully before moving into action are often considered as a sign of disengagement instead of a different way of functioning. Without considering inner diversity, we might privilege a particular form of participation, whether that is cultural or individual, to the detriment of others.
- Aspiring to be inclusive invites us to notice what is unique about each child, and how such uniqueness is expressed as qualities in the way the child engages with the experience.

CHILD PARTICIPATION MUST BE...

TRANSPARENT
FREE (VOLUNTARY)
RESPECTFUL
RELEVANT
(CHILD) FRIENDLY
INCLUSIVE

7 SAFE
SUPPORTED
RESPONSIVE (ACCOUNTABLE)

7 SAFE

Children feel protected from any harm

Sometimes expressing one's views involves risks for children and those around them.

Children must...

- ... be aware of their right to be protected from harm and know where to go for help if needed.
- ... be considered as agents of their own protection, by being offered the right information, support and attitude.

Adults must...

- ... take responsibility towards the children with whom they work and must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation.
- ... create a safe environment, including developing a clear child-protection policy which recognizes the particular risks faced by some groups of children, and the extra barriers they face in obtaining help.
- ... work with families and communities in order to build understanding of the value and implications of participation, and to minimize the risks to which children may otherwise be exposed.

From a L4WB perspective:

- Like participation, safety expresses itself through different perspectives. We need to take account of safety of thoughts and ideas, relational and emotional safety, safety to take action, but also and more profoundly, safety to be who I am uniquely.
- Participation happens always in a relational context — first in relationship to oneself and knowing one's worth and capabilities, and then the relationship with others, whether peers or adults. The quality of relationships is critical in ensuring a foundation where everyone can truly engage.

CHILD PARTICIPATION MUST BE...

TRANSPARENT
FREE (VOLUNTARY)
RESPECTFUL
RELEVANT
(CHILD) FRIENDLY
INCLUSIVE
SAFE

8 SUPPORTED
RESPONSIVE (ACCOUNTABLE)

8 SUPPORTED

Everyone involved must feel they are prepared

Both children and adults need preparation to make participation effective.

- Children themselves can be involved as trainers and facilitators on how to promote effective participation. Some of the things they might learn are what are their rights, how to organize meetings, raise funds, how to deal with media, public speaking and influencing others.
- Adults need skills and support to facilitate children's participation effectively. Some of the things they might learn are skills in listening, how to work jointly with children of different ages, and how to engage them differently in accordance with their learning preferences and evolving capacities.

From a L4WB perspective:

- Engaged participation is possible only when those involved, children and adults, have sufficient information, experience, and training in order to contribute. This includes training on decision-making processes and power, relevant to the arena they are participating in.
- Underneath the skills and information to be trained for a specific context, the Learning for Well-being Foundation has identified nine core capacities that are foundational to the quality of relationships and participation. These are: observing, listening, inquiring, reflecting, empathizing, discerning patterns, sensory awareness, subtle sensing (intuiting, imagining), and relaxing. Acknowledging and strengthening these basic life skills allows all training to be enriched.¹³

¹³ To find out more about these core capacities visit the Learning for Well-being Foundation website: <http://www.l4wb.org>

CHILD PARTICIPATION MUST BE...

**TRANSPARENT
FREE (VOLUNTARY)
RESPECTFUL
RELEVANT
(CHILD) FRIENDLY
INCLUSIVE
SAFE
SUPPORTED**

9 RESPONSIVE (ACCOUNTABLE)

9 RESPONSIVE (ACCOUNTABLE)

Children must know what is done with their views

Commitment to follow up and evaluation is essential.

Children must...

- ... be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings.
- ... be provided with clear feedback on how their participation has influenced any outcomes.
- ... be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with children themselves.

From a L4WB perspective:

- Any living system is constantly responding in ways that are most nurturing in each moment, whether as a place of expansion (relaxation) or contraction (tension). While all conditions might be in place to allow engaged participation, not all factors can be controlled; ultimately, the child is the one establishing the pacing, and that rhythm and space must be respected.
- Participation requires feedback. Listening to children can be a way through which a particular system (e.g. a school, a healthcare service, a government) 'measures' the impact and the quality of the experience it offers to children. In consequence, those participating require feedback on what is taken into consideration, how such processes occur, why any views were not taken into account, and how complaints can be raised and pursued.

EXPANDING OUR VIEW: WHAT ELSE IS NEEDED?

No participation process happens without impacting the space (system) in which it happens. From a Learning for Well-being perspective, we would like to add two more requirements, so that participation can be truly meaningful for the child participating but also for the larger context in which it takes place.

PARTICIPATION SHOULD ALSO BE...

– WHOLE/HOLISTIC

It engages the whole person

By 'whole' we mean all aspects of one's life - mental, emotional, physical and spiritual - which are genuinely connected to a sense of purpose. Here we make the distinction between 'participation' and 'engaged participation'. While the first is concerned with whether children are involved in activities, the second looks at the quality, impact and meaning of participation in the child's life. We can say children are engaged when they feel a sense of flow and are able to connect their participation with a sense of purpose.

– SYSTEMIC

It considers how it impacts everything around

What are the ways in which children (individually and as a group) interact within and between systems? Any system must consider the participation of their individual elements as a way of generating diversity and vitality, the same way the well-being of a family depends on the positive contribution of all of its members. Being a third of the world's population, the participation of children and young people should happen in all kinds of spaces, and not only in those that children are more closely associated with, such as education, health and family environments.

Since the publication of the nine requirements for meaningful child participation, other models have been developed that help us further understand the necessary conditions that support children's right to be heard, especially in determined environments and sectors. One we would like to highlight was developed by Laura Lundy,¹⁴ Professor of International Children's Rights at the School of Education at the Queen's University of Belfast. While the nine requirements are virtually applicable in any context where children participate, Laura's model is particularly useful when considering children's involvement in public decision-making. The model articulates four elements of Article 12 of the UNCRC, organized in chronological order: space, voice, audience, influence.



This model¹⁵ provides a way of conceptualizing Article 12 of the UNCRC which is intended to focus educational decision-makers on the distinct, albeit interrelated, elements of the provision. The four elements have a rational chronological order:

- **Space:** Children must be given safe, inclusive opportunities to form and express their view
- **Voice:** Children must be facilitated to express their view
- **Audience:** The view must be listened to
- **Influence:** The view must be acted upon, as appropriate

14 Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British educational research journal*, 33(6), 927-942.

15 National Strategy on Children and Young People's Participation in Decision-Making 2015-2020, Ireland. Downloaded from: <https://www.gov.ie/en/publication/9128db-national-strategy-on-children-and-young-peoples-participation-in-dec/>

CHILD SAFEGUARDING

As we have seen in the previous section, safety is at the basis of children's participation, therefore we must consider what should be put in place for everyone's protection or safeguarding. Safeguarding is crucial to ensure that children under the age of 18, with the right information and space, can express their views and communicate effectively with other children and adults. This means preventing any form of neglect, abuse, discrimination or harm of any kind, be it physical, sexual, or emotional in nature.

Child abuse is a global phenomenon. It occurs in all countries and in all societies. Children and adolescents can be subjected to violence or neglect in families, communities, institutions, organizations, private or public places. It can happen in various circumstances and be perpetrated by a variety of people, including delegates and support staff associated with the activity, and older peers.

Child abuse is almost always preventable. In order to address and protect children and adolescents from potential abuse and exploitation during their involvement in child participation activities, a Child Protection Policy has to be developed. Below is an example of Eurochild's Child Protection Policy and Code of Conduct. We encourage you to create your own, in collaboration with the adults and children. You might use the activity 'Ground Rules/Code of Conduct' for this purpose.

EUROCHILD'S CHILD PROTECTION POLICY

The 'Keeping Children Safe Coalition' has provided guidance to Eurochild in developing child protection standards and how to implement them. This process resulted in Eurochild's full membership in 'Keeping Children Safe.' Eurochild's child protection policy applies to all those involved in working with children, accompanying children or being in contact with children during activities led by Eurochild. Adults and children involved have to sign a commitment to adhere to its principles and procedures.

The link to Eurochild's child protection policy, including its consent forms for children, parents/carers and accompanying adults can be found on Eurochild's website.¹⁶

At every activity with children, children will be informed of the key aspects of the child protection policy. These are laid down in a Code of Conduct which should be printed on poster formats and put up on the walls across the location where activities take place. Below is the example of Eurochild's Code of Conduct. We recommend you develop your own with the children and adults you work with.

EXAMPLE CODE OF CONDUCT AT EUROCHILD EVENTS

During Eurochild events, **we are all responsible for making sure that everyone's well-being and safety is taken into consideration.** To make it easier for us all to ensure this, and for us all to be able to feel safe, happy and engaged, here are a few rules that we should keep in mind at all times:

1 Treat others as you would like to be treated

Do not shout, discriminate, tease, bully or use any forms of violence or bad language

2 Everyone is to be treated with respect

We are all equal, regardless of race, gender, age, religion, education, cultural background or anything else¹⁷.

3 Use user-friendly language

Keep in mind that most participants have English as their second language, so be careful to speak slowly and clearly when communicating and try to use simple words. It is also alright to ask if you don't understand something that is being said.

¹⁶ https://www.eurochild.org/fileadmin/public/05_Library/Thematic_priorities/05_Child_Participation/Eurochild/I5_Eurochild_Child_Protection_Policy.pdf

¹⁷ European rights to non-discrimination. Retrieved on 29th October 2019 from https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/equality/non-discrimination_en

- 4 Make sure that you listen and allow space for everyone to participate**
We want to hear what all participants have to say. Everyone should feel welcome and respected.
- 5** Some of you will be **sharing a room with someone you are comfortable with** who is around the same age as you. In these cases, we will allocate people of the same gender to share a room. Show respect to your roommate; don't touch their possessions or invite others to the room without their approval.
- 6** There is no strict dress-code during the event. We ask that you **dress appropriately and respectfully** in a way that you feel comfortable with and that represents who you are.
- 7** You will not need a computer or the internet during the event, but you are welcome to use both if you want to. **WIFI will be available at the venue.** Social media will be used to promote the event and all participants are encouraged to use this as well and use the hashtag provided. **Please keep in mind to be respectful towards others in your use of social media at all times.** Be careful to follow the activities and discussions of the event and **do not post pictures or remarks about others without asking them first.**
- 8** This Eurochild event is **a smoke and drug free zone.**
- 9** At this Eurochild event, **alcohol will not be served to children and young people below the age of 18.** Participants or accompanying adults over the age of 18 are expected to lead by example and keep alcohol consumption to a minimum.
- 10 We all need to protect the environment** and keep our surroundings neat. Please clean up after yourself, pick up your trash and treat the event venue, your hotel and other places you might visit with respect.
- 11 Be yourself!** You have been asked to participate because we want to hear what you have to say. No suggestions or questions are wrong or bad. Let's all remember to welcome and appreciate diversity.

*Child Protection Focal Person **contact details** ...*

In this section we have unpacked children's right to participate as established by the UNCRC. We looked at different perspectives from a rights and well-being perspective that have since then expanded our view on participation. We looked at child participation as an ongoing process in which children and adults act as partners, with different degrees of control and leadership over parts of the work and resources. We ended the section by outlining what conditions must be created for engaged and meaningful participation, and the critical role of child safeguarding in the process.

In the next section we will alert you to some points around dealing with diversity and trauma when organizing events for children and adults.

CONSIDERATIONS FOR EVENTS WITH CHILDREN AND ADULTS

This section will help you consider what you might do to create an environment where everyone's uniqueness is respected and seen as an added value. We include some reflections and orientations around embracing inner and outer diversity, addressing trauma, and making everyone feel included.

EMBRACING DIVERSITY

Human beings have both inner and outer diversity. On the inside, how we think, feel and act is unique. On the outside, we also look different. We have characteristics that influence both how we perceive the world, and how others perceive us. These inner and outer characteristics shape our experience as we grow, make us who we are, are part of the gifts we have to offer the world through our perspectives and competences.

Our unique set of characteristics are also linked to power and opportunities in our societies. Our background, the colour of our skin, our physical and mental possibilities, our family history and wealth... all of these determine whether we will have an advantage in our path. Understanding and addressing the exclusion or disadvantage that certain expressions of diversity might carry is crucial to creating an environment where everyone truly feels they can participate.

Embracing diversity allows for the exploration and understanding of these differences in a safe, positive, and nurturing environment. Each person brings with them a diverse set of ideas, perspectives and experiences, and their unique contribution to the world. When we move from tolerating to understanding and accepting each other, we begin to truly value difference. The power of diversity can only become a resource when we recognize these differences and learn to respect and value each person irrelevant of their background.

There are many organizations that can support both you and your organization in promoting inclusion. Many 'groups' will just not turn up to your event, in which case you will have to go and meet them first. All the activities in Module A which look at how to create a safe environment can help children and adults in your groups state what they need in order to fully and safely participate. Group activities might not be enough, and you might need further conversations about how you will support everyone in feeling respected.

WORKING WITH DIVERSITY

Identities are complex and dynamic. They can be seen as ways of belonging to different communities, social or cultural groups. Each group might have its own set of values and practices, and furthermore, each member of a given group may adapt practices individually. Discovering and learning about such practices and values, perhaps different to our own, can be one of life's greatest lessons. All the activities in Module B – 'Me, as Me' are designed to help participants discover and share different aspects of their experience, as well as their qualities and strengths.

In the safe environment we are trying to create, we must be sensitive to inner and outer differences. Organizations wishing to be more inclusive can become competent in working with diversity. This means far more than offering the right food, saying the right pronoun, or not offering a handshake to someone who does not touch. It means developing "a set of behaviours, attitudes, and policies that enable a system, agency, or professional to work effectively in cross-cultural situations".¹⁸

Thus, developing cultural competency requires the integration and transformation of knowledge about specific groups of people into specific standards, policies, practices, and attitudes that can be used to increase the quality of the experiences you want to create.

Based on previous work^{19,20} the authors have adapted specific cultural competency values that organizations should strive towards in order to create culturally sensitive programmes and activities. These include:

- Acknowledging **identity** as a prevailing factor in shaping behaviours, values, and institutions
- Understanding when the values of dominant mainstream groups are in **conflict** with those of other groups, often in minority.
- Respecting the defined **needs** of a particular community
- Acknowledging and accepting that **social differences** exist and have an impact on how services are delivered and received
- Understanding the role of natural **systems** (e.g., family, community, and places of worship) as primary mechanisms for individual support and development
- Recognizing that the **concepts** of individual, family, relationships and community can differ across groups
- Respecting **preferences** that value process rather than product, and harmony and balance within one's life more than achievement
- Recognizing that to deal with a **dominant** society, people of racial, gender, sexual or ability-related minorities have their own set of challenges.

¹⁸ Isaacs, M. R., & Benjamin, M. P. (1991). Towards a Culturally Competent System of Care. Volume II: Programs Which Utilize Culturally Competent Principles.

¹⁹ Idem.

²⁰ Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). Towards a culturally competent system of care: Vol. I. Washington, DC: National Technical Assistance Center for Children's Mental Health, Georgetown University Child Development Center.

IMPLICATIONS FOR PRACTICE:

- Most people are happy to discuss their own experience, especially if they are aware that your intention is to make them, and other members of their communities feel welcome.
- It is vital that you are in touch with individuals and groups prior to your training event to ensure that their needs and expectations are met.
- Further training may be required, whether that is an introduction to a particular social group or an in-depth understanding. Many social/minority groups have organizations and individuals that are happy to help you prepare and get to know their customs and practices.

BEING SENSITIVE TO CHILDREN WITH TRAUMA

Loss is a universal human experience which we all encounter and, although it may be painful, successful resolution of loss is part of normal development. Trauma, however, results from events outside normal human experience which overwhelm the usual coping mechanisms. It is associated with terror and helplessness and often involves a feeling that the individual or someone important to them is at serious risk.

TRAUMATIC TRIGGERS

The human brain creates connections between neurons. This enables our capacity to learn, remember and develop throughout our lives. The brain is able to make connections between a particular experience and all the sensory stimuli present in our environment at that moment. If we encounter the stimulus again, it can evoke powerful and emotional memories of an event, person or place. Often these sensory memories are unavailable to the conscious mind but are embedded deep in the sub-conscious that reacts to what the brain thinks is a threat.

Our lives and histories are all different, and the same sensory experience that evokes warm memories in some people, such as the smell of a loving parent's perfume, can trigger terror in a child who relates this scent to an abusive adult.²¹ These are known as traumatic triggers.

Such conditioned responses can occur to a range of different triggers. Many children are unlikely to be consciously aware of why they have reacted so strongly and may try to find a 'rational' explanation for their behaviour both for themselves and others.

²¹ Gaskill, R. L., & Perry, B. D. (2012). Child sexual abuse, traumatic experiences, and their impact on the developing brain. *Handbook of child sexual abuse: Identification, assessment, and treatment*, 29-47.

IMPLICATIONS FOR PRACTICE:

- Many children in the care system will have experienced significant trauma before they arrive in care, but the care system itself may potentially create further damage and/or traumatic experiences.
- Working with children, who have been hurt and betrayed within their closest relationships, requires adults to recognize that mistrust and hostility can be part of the child's coping mechanism. This may require an increase in support and training offered to staff working with them.
- Trauma theorists confirm the common perception that children in care are often functioning at a different developmental level than would be expected by their age. An essential challenge is to understand a child's developmental needs and yet be able to provide for them in a way that is respectful of their chronological age.
- Culture plays an important role in the meaning we give to trauma and our expectations for recovery. Thus, trying to understand the child's experience (from the child's own point of view), as well as that of the child's family and community, can help guide intervention efforts.

STRATEGIES THAT ALLOW CHILDREN (AND ADULTS) TO FEEL INCLUDED

"If there is anything that we wish to change in others, we should first examine it and see whether it is not something that could better be changed in ourselves."

— Carl Jung

'Challenging behaviour' is a term often used to describe behaviour that prevents children from achieving their goals or interferes with a child's daily life. It can also be behaviour that interferes with the people who are around the child, so one of the first steps in handling 'challenging behaviour' is to recognize who feels challenged by the behaviour. As the quote from Carl Jung implies, it is often the adult or older child who needs to determine what it is about someone else's behaviour that seems challenging, and perhaps to adjust their expectations.

Not all behaviour called challenging is obvious or apparent. Some behaviour that interferes with participation can be considered disruptive or aggressive, but such behaviour may also manifest as being quiet and retreating from others. Children who exhibit behaviours that interfere with their participation may do so for a variety of reasons: some of these are related to cultural norms or experienced trauma that makes it difficult for children to communicate. However, it is equally important to recognize that some behaviours are related to the child's natural way of functioning and not necessarily the consequence of a disorder or disability. Making this distinction when working with children requires an understanding that separates the behaviour from the child and takes account of who the child is as an individual, not just looking at labels or assumptions.

TWO OTHER POINTS ARE IMPORTANT TO REMEMBER:

1 Challenging behaviour always happens for a reason; it's a way of communicating.

In general, it often indicates that the person has misunderstood or is in pain. It often stops many people (the actor and those around the actor) from feeling safe, included and able to participate. Adults, as well as children and young people, can exhibit challenging behaviour and need to be addressed in careful and caring ways.

2 If you encounter behaviour from a child or adult that you do not understand or which makes you uncomfortable, reflect on what may have triggered it. Also reflect on what it triggers in you.

While you may not be able to remove or control the causes for behaviour that seems challenging to you or others or interferes with the process, you and your team should be aware of some strategies you can use for managing challenging behaviour, and allowing people to feel included and able to participate in the process.

IMPLICATIONS FOR PRACTICE:

Here are some strategies to use with groups and individuals. They are described in terms of children, but most apply equally to young people and adults. The brief descriptions are intended to offer you prompts that may stimulate your awareness. For many of these strategies, the most important actions require a shift in your mindset as to what is appropriate or possible because you may need to change your usual ways of working in groups.

1 Recognizing each child as a unique individual

Particularly in group settings, it is difficult to recognize and acknowledge each person as an individual. Practice 'making contact' with each person in various ways, according to the feedback you receive from the child or adult. For almost everyone, addressing them by name is a way to begin. For some, that might need to be accompanied by a smile; others, looking directly at them; still others, a simple and friendly nod. Assume that each person needs and wants a different kind of acknowledgment – look to their response to you as feedback of what is needed.

2 Practicing core capacities

The first step in addressing challenging behaviour is to engage with the child to establish trust and encourage communication. A good guide is to remember to practice the core capacities of relaxing – remaining calm and respectful; listening in order to understand; inquiring to extend your connection with the child; empathizing with the specific circumstances that are triggering the behaviour, and so forth.

3 Turn negatives into positives

Instructions tend to sink in better when we are told what we should do, rather than what we should not. Framing your instruction positively, as opposed to negatively, will have much better results. For example, we react much better to statements like “Billy, please talk quietly” than “Stop shouting Billy.” Even better, include the reason for your request – for example, “Billy, please talk more quietly so the people next to you will be able to hear what is being said.”

4 Teach positive behaviour

Remember, we cannot know, what we don't know. Do not assume that the behaviour you require is known. Ask! Inquire about the child's intentions. Rather than trying to completely remove unwanted behaviour, teach children what good behaviour means to you and show them how to behave or achieve what they want in a positive way, and explain why a different behaviour may be more effective for them to get what they want (e.g. achievement, acceptance, etc.)

5 Model the behaviour you desire

Be a positive role model and behave in the same way you expect your participants to behave. You should always be respectful towards young people, in a way that you wish to be respected. You should also try to be considerate of young people's feelings, just as you want them to be considerate of others' feelings. Be consistent as an individual but also as a staff team. How you all treat each other, and the children is important.

6 Establish a Code of Conduct

Together with the children and adults you are working with, develop a list of shared behaviours and attitudes that can help everyone feel safe and engaged. Check the activity ‘Creating a Code of Conduct’ in Module 1.

7 Communicate in ways that connect with your audience

Strive to communicate clearly and consistently. The way you phrase your comments can have a big impact on the way children perceive them and in turn, how they react to them. It is very important that you stick to what is happening, as concretely as possible, and not make assumptions about what is going on inside the child's mind. If you see that you are not being understood or you feel unsure about the impact of your words, ask the child what is heard and understood. With children, in a situation where the behaviour is negative, use simple language and acknowledge their frustration, show them you understand. Be calm but assertive. Remember, how you communicate is not just about what you are saying, keep your voice calm and reassuring.

8 Recognize behaviour that supports the process and the goals of the child and the group

Most children are keen and driven to achieve tasks or goals, to do a good job, or just behave in a pleasant way. It is important to recognize that, and to acknowledge behaviour that is helpful.

9 Use your body

For many children exhibiting challenging behaviour is a result of frustration or stress, many children (and adults) have trouble managing their energy levels, and may need some kind of physical release, or a change of pace. Some children may benefit greatly from just “running around”. Dancing or jumping can be used to deal with immediate stress and may also be fun for others too.

10 Have a quiet area

Having a quiet space is helpful for all children. This is a designated space, where children can go to be quiet. It is essential that the space has a culture or rules of quiet. Children can then choose to use this, as they wish, or you can suggest a time for everyone to be quiet.

11 Before you talk *about* the child, talk *with* the child.

Many children who have a pattern of exhibiting challenging behaviour in groups will have a ‘plan’ for their behaviour. This may be as simple as the child expressing “if I get mad, I go for a walk”, or it may involve more sophisticated practices agreed by parents, doctors and professionals seeking to support the child. It may well be that there are agreed ways in which a behaviour is reacted to, to ensure consistency in the child’s life. While we want to support ‘the plan’, whenever possible engage with the child directly.

MODULE A

US – FOUNDATION OF PARTNERSHIP



UNDERSTANDING WHY WE COME TOGETHER, AND HOW TO BE COMPETENT PARTNERS

A1.1 HOPE AND FEARS



Participants introduce themselves and indicate, in a private and confidential way, their hopes and fears about working in the group.

WHY WE LIKE IT

Understanding hopes and fear at the beginning can help you adapt the activities or help participants to know what to expect or not. Having everyone voice their expectations also makes the group responsible for everyone's well-being, not just the facilitators.

HOW LONG

30 minutes

WHAT YOU WILL NEED

5 index cards, 1 per participant, or 2 pads of sticky notes in 2 different colours

HOW IT WORKS

- Distribute 3 x 5 index cards or 2 sticky notes of different colours to each participant. Instruct participants not to put their names on the cards.
- Ask participants to write on one side of the card what they would like to get out of the workshop. This is the 'hopes' side of the card. If using sticky notes ask participants to write one 'want' per sticky note. Specify the colour that will be used for 'hopes.' Explain that the 'hopes' represent what each participant wishes, hopes for, or would like to see happen in the workshop. Ask participants to turn the card over and write down the 'fears' they have about the workshop. If using sticky notes, ask participants to write the 'fears' on the other colour.



A US – FOUNDATION OF PARTNERSHIP

A1 HOW DO WE CREATE A SAFE ENVIRONMENT?

A1.1 HOPES AND FEARS

- Collect the cards, shuffle them, and pass them back so that each person gets to read another participant's cards. If using sticky notes, ask the participants to put both sticky notes directly on the chart paper under the columns of fears/hopes.
- As each participant reads aloud the hopes and fears, the facilitators can chart responses, generating a list of 'hopes' and a separate list of 'fears.'
- Read aloud the two lists that you have on the chart paper. Process the activity by discussing some or all of the following questions.

Reflection

- Did you notice any common themes as participants read the 'hopes' and 'fears' on the cards?
- Does some information seem safer to reveal because it is an anonymous activity? Which ones and why?
- What did you learn from this activity?

TIPS AND VARIATIONS

It is possible to use this activity as the basis upon which to form the ground rules.

Asking participants to reflect on the list of 'fears,' what kinds of ground rules would be needed to create a safe and secure environment for open and honest discussion?

The 'hopes' column can also serve as representative of the participants' expectations for the workshop.

TIPS

A1.2

① ② ③

GROUND RULES (CODE OF CONDUCT)

The whole group establishes 'ground rules', exploring what is needed for things to work well, and getting everyone familiar with safeguarding measures.

WHY WE LIKE IT

At the start of each session, we work with the whole group to establish the 'ground rules'. Setting the ground rules is an important part of making people feel safe and being sure that everyone has a clear, shared understanding of how to behave. If people start displaying challenging behaviours, then coming back to the ground rules can help put things right.



HOW LONG

20 minutes

WHAT YOU WILL NEED

Flip chart, pens.

HOW IT WORKS

- On the flip chart write the question "What do we need to make today work?"
- Invite the group to call out suggestions. Writing each of them on the paper. Contributions can be discussed, as they are written up. Key things to discuss as a facilitator:
 - Is this rule realistic?
 - Is it said in a positive way?

For example, rules that say 'always' or 'never' can be quite limiting. "We will always arrive on time" sounds like a nice rule, but it is not always possible and we do not want people to feel punished. This could be rephrased to "We will respect the timings of the day."

If participants come up with negative rules (Don't do this, No doing that) then the facilitator should ask "so what DO we want instead?" Making sure that things are said in the positive has a big impact on group culture. For example:

- Don't repeat anything said in the group > Keep personal information confidential
- No phones ringing in the group > All phones on silent or off
- Don't talk over people > Take it in turns to speak

A US – FOUNDATION OF PARTNERSHIP

A1 HOW DO WE CREATE A SAFE ENVIRONMENT?

A1.2 GROUND RULES (CODE OF CONDUCT)

- Upon completion, you may invite everyone to sign it and then put it on the wall. Once established, these 'rules' can be reviewed at the start of each session.
- If it does not come up, we would always raise the issue of mobile phones. In many settings, young people and adults have different perceptions on the use of phones during sessions. Often, adults wish for phones to be left in pockets until breaks, while young people would argue they use their phones to take notes or publicise what they are doing to support the event. We are happy to acknowledge both sides. However, a discussion about the issue often avoids conflict.
- Other things you may want to have rules about if not mentioned by the group or they are not in the general code of conduct for the event:
 - The purpose of the group. Being clear about what the group is trying to achieve together.
 - Timeliness, lateness and letting people know about delays.
 - Open mindedness/respect for the ideas and opinions of others.
 - A respectful way to disagree with each other that does not hurt people but still addresses the topic / issue.
 - A system for making sure everyone has a fair voice in the group e.g. hands up, passing an object to speak, turn taking, signals for interruptions/follow ups.
 - Being present, giving attention, managing phones and interruptions.
 - Confidentiality – keeping personal issues/details/stories inside the group.
 - Social media, photographs and permissions to share certain things. Use of phones to take notes.



TIPS AND VARIATIONS

- Often, when we talk about 'rules', participants start with "no,.." or "you must not". Because rules can sometimes sound limiting, here are some other words you may find useful for this process: team, rules, norms, group, charter, agreement, guidelines, promises... By asking the question "what do we need to make today work?" people tend to give more positive answers.
- This activity can be done as a whole group or in smaller groups. If you work in smaller groups, then you will need to bring all the groups back to consolidate one final set of 'things to make it work?'
- Individuals can record key ideas on sticky notes. These can be collected and sorted into key ideas and themes to discuss. This can be good for shy groups to make sure everyone gets a say.
- You can also build on the ground rules to create a code of conduct. More than the final result, creating a code of conduct together can be a great way for children and adults to discuss boundaries and desired behaviour, and have everyone (not just the adults) be the holders of that agreement.



A1.3

HOME GROUPS

The same people meet several times in a small group to reflect, digest their learning experience, and share at a more personal level.

WHY WE LIKE IT

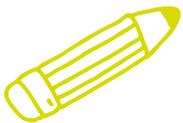
In residential, several day events, it is easy to get a bit overwhelmed and not have the necessary support to make sense of the whole experience. Home groups give a familiar space for children and adults to dialogue and connect in a deeper way.

HOW LONG IT TAKES

45–90 minutes, it depends on what you want to accomplish with Home Groups.

WHAT YOU WILL NEED

Shoe boxes, material, pencils, pens, small pieces of paper for the anonymous replies, cutter (to create a hole on the shoe boxes).



HOW IT WORKS

- Home Groups can be facilitated by a child and supported by an adult. During the Home Groups meetings, you can ask participants for feedback with the help of guiding questions inspired by the four perspectives:
 - What was the most important thing that happened today? – Values
 - How included did you feel? – Connection
 - What opportunities did you have to contribute? – Contribution
 - What inspired you today? – Inspiration
- Besides these questions, there can be a box where participants will be able to share anonymously (if they wish) their feedback. In order to guide them if needed, you can write 2 questions on the box (What can be improved? Which part of the agenda did you prefer?).

Some examples of activities you can use to help children and adults develop a sense of trust.

A2.1 **BLIND PARKOUR**

Create 2 or 3 parkours with some obstacles. Divide the group into teams. In each team should be 1 adult and 1 child. Either the adult or the child will have a blindfold while the other participant will guide him/her through the parkours.

A2.2 **NIGHT TRAIL**



Assemble an obstacle course of sorts. Blindfold the participants and have them get into a line. Give them a rope and tell them to all grab onto it. Have the team try to navigate the obstacle course. They are allowed to talk — so leadership will be displayed, and trust will develop.

A2.3 **TURNING OVER A NEW LEAF**



Split the group into smaller groups of 6-10 participants. Have them all stand on similar-size tarps or piece of cloth. Make sure the tarps are not so big that they make the game simple. The goal of this activity is to flip the tarp over without anyone breaking contact with it. The group that is able to do it quickest, wins.



A3.1

THROUGH MY EYES



Children and adults have a chance to explore how they perceive each other, including their advantages and disadvantages, but also the stereotypes they have of each other.

WHY WE LIKE IT

Sometimes it is good to get children and adults in separate spaces, so they can speak more freely without being concerned with how it will affect the others. This is also a great opportunity to discover how different generations experience their interaction with the world.

HOW LONG

45–75 minutes

WHAT YOU WILL NEED

Large paper, markers, enough space for two groups to work in parallel

HOW IT WORKS

- Explain the aim of the activity and ask participants to divide themselves into smaller groups in line with their shared characteristics. For the purpose of this Toolbox, we divide by age ('younger' and 'older' or 'Under 18' and '18+') but you could also do the activity based on gender, ethnicity, or something less sensitive like 'pets/no pets'
- Give each group a sheet of paper and pen. Ask each group to delegate a reporter and divide the page into 2 columns: + and -.
- For the next 15 minutes, the task for each group is to generate a list of positive and negative aspects of carrying a certain characteristic (e.g. adult or child). At this stage, each group should only write about their shared characteristic. After 15 minutes, collect the lists from each group and display them around the room.

KEEP GOING
→

A US – FOUNDATION OF PARTNERSHIP

A3 WHAT DOES IT MEAN TO BE A CHILD OR ADULT IN THIS WORLD?

A3.1 THROUGH MY EYES

- Using a separate sheet of paper, ask the groups to repeat the activity, except this time their list should reflect what they think of another identity group. (i.e.: children now list what are the pluses and minuses of being an adult; adults do the same about their perceptions of being a child). Pause the activity after 15 minutes.
- Instruct participants to share their lists and make a note of any questions they may have. Ask participants to return to their seats (in a circle).

Reflection

Debrief the participants by asking some or all of the following questions:

- Are there any questions that need to be clarified? (Note: By starting off in this way, you give the participants a chance to explain their line of thinking when discussing a particular identity, thus preventing misunderstandings or possible conflicts).
- Have you noticed anything about the lists that surprised you?
- Which list was easier to work on?
- Did you notice any patterns on any of the lists?
- Did you notice any contradictions on any of the lists?
- What are the roles of both groups (i.e.: children and adults) in our society?
- What happens if you 'step outside the role' that is prescribed – like a child leading adults, or adults being playful or making mistakes?
- What can we learn from this activity?



TIPS AND VARIATIONS

When dividing the groups, you need to make sure that they are evenly represented. Uneven representation either forces a small group to be the spokesperson of a larger group or if no one is represented at all from that group the results will be hearsay and therefore enforce stereotypes.

When working with age, one way to do that is by doing the activity 'Form the line' and then divide the group in the middle, to form 'younger' and 'older'.

- Make sure you do not impose your opinions or values on the participants.
- Allow participants to come up with their own lists.
- Help participants cope with any frustrations they may experience during this activity by focusing on WHY we have certain opinions/impressions of other people.
- Encourage respect but do not stop the process should you encounter conflict
- If necessary, remind the participants about the ground rules or code of conduct.

A4.1

SCULPTURES OF PARTNERSHIP

Using our bodies to empathize with the roles of children and adults in different sectors – child/parent, pupil/teacher, patient/doctor, etc. – and then imagine what is needed to help them work in partnership.



WHY WE LIKE IT

This activity engages the body in showing the contexts in which children and adults can partner. It's also fun to see adults and children be surprised by the different roles they get assigned to, and what they come up with.

HOW LONG

30 minutes

WHAT YOU WILL NEED

A4-size paper, markers, flip chart paper or board

HOW IT WORKS

- Ask the group to give examples of pairs where children and adults can help each other in their roles. You can use your imagination to find pairs where the power is not lying on the adult side or challenge your participants to think of situations where the power is with the child. This could include but is not limited to:
 - Teacher–Pupil
 - Doctor –Patient
 - Parent–Child
 - Politician–Constituent
 - Business Owner–Consumer
 - Lawyer–Client
 - Social Worker–Service user
 - Police–Victim
 - Mentor–Mentee
 - Employer–Employee
 - Religious leader–Believer
 - Carer–Family member

A US – FOUNDATION OF PARTNERSHIP

A4 HOW CAN CHILDREN AND ADULTS BE BETTER PARTNERS?

A4.1 SCULPTURES OF PARTNERSHIP

- Write them down on different pieces of paper and distribute roles from the list of partnerships randomly to people sitting in a circle. Also, assign a scribe to write down what is said on a flip chart.
- The first participant with an assigned role who feels ready, comes to the centre and says their role out loud; their self-identified match comes and stands in front of them.
- Ask the participant to feel and think about what that role (e.g. pupil) needs from the other (e.g. teacher) in order to experience they are in a meaningful partnership. This could be something like “I need you to let me follow my own rhythm.” or “I need you to know I am on your side.”
- Ask the participants to translate this need into a shape represented through their bodies or postures and say a sentence that expresses its essence. Both participants show their human sculpture and sentence, one at a time. Ask the scribe to take note of the roles and what they state as needs.
- When both have finished demonstrating their sculptures, they return to their seat and another pair enters the centre. Continue the exercise until all participants have completed their sentences.

Reflection

- Ask participants to look at the statements made by the different pairs and reflect with them on whether something can be learned in terms of what children and adults need from each other to work in partnership in different environments.



A5.1

PARKING LOT

Groups make visible any questions or reflections on a board, so they can be addressed at a later stage of their time together.

WHY WE LIKE IT

When running participation trainings it is important that space is given for participants to give their feedback, ideas, experiences and ask questions. The Parking Lot helps to facilitate this. A Parking Lot not only gives participants an easy way to contribute their voice to the group, it also makes the internal dialogue of the group more transparent. It's another form of participation.

HOW LONG

As long as the group stays together

WHAT YOU WILL NEED

A notice board or wall that you can stick things onto. Coloured paper, pens, Sellotape or pins depending on how you are attaching things to the wall.

HOW IT WORKS

- Before your session, create a space on the wall where participants can post their thoughts and ideas. You can provide sticky notes, pieces of paper, cards, etc. depending on your needs. You can divide the wall into different categories (e.g. 'questions'; 'ideas'; 'improvements').
- At the beginning of your session, introduce the Parking Lot. Let everyone know that it is an open space for participants to share their thoughts, ideas and opinions, to give feedback and to ask questions about the session (and anything else that is relevant).
- You should regularly check in on the Parking Lot and try to ensure that you fully validate every note. This doesn't mean you have to agree with every note, nor do you have to take the advice of every note. You do have to acknowledge and consider the idea in the note in front of your participants, however. Read the notes word for word, as best you can, and talk through the ideas with your group. Listen to the thoughts of at least three or four participants before you contribute your thoughts. Then, listen to a few more participants before sharing a decision or final thought. If you change your mind because of something you heard, say so and explain how, or why, it helped you see the issue in a different light.

A5.2

COMPASS: EXPLORING DIFFERENT PERSPECTIVES

Participants move in space and through the metaphor of the four directions they learn to look at any situation in life from different perspectives.

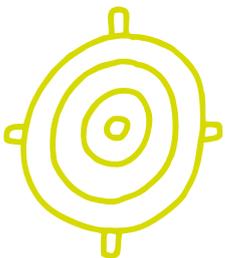
WHY WE LIKE IT

With an understanding of the four perspectives represented by the metaphor of the Wheel, participants practice looking at each situation (and themselves) in different ways. This helps them work more holistically while starting to grasp different ways of functioning between individuals in the group.

WHAT YOU WILL NEED

Sellotape; flip chart; markers (different colours); pens; A4 paper; symbols for each direction

Prepare the room by creating a giant wheel on the floor using tape (the kind that comes in various widths.) Make it large enough so that everyone in the group can walk on it without bumping into one another. You can keep it simple by putting a cross and marking the coordinates in each direction (North, South, East, West), or make it more elaborate by marking a point in the right direction, using a compass.



Characteristics associated with each of the perspectives:

- **North:** head (symbol), thinking, overview
- **West:** heart (symbol), feeling, relationships
- **South:** hand (symbol), doing, details
- **East:** fire (symbol), being, inspiration

Keywords you can use: Love, Intelligence, Learning, Creativity, Success

A US – FOUNDATION OF PARTNERSHIP

A5 HOW DO WE UNDERSTAND EACH OTHER?

A5.2 COMPASS: EXPLORING DIFFERENT PERSPECTIVES

HOW IT WORKS

- Introduce the metaphor of the 'compass' as an instrument that provides guidance about where we are and the direction we want to take.

Everyone possesses an 'inner compass', composed of different capacities of doing, feeling, thinking and being, that are constantly in interplay and that are expressed uniquely in each human being. The four perspectives (which we are calling North, South, East, West) have been used by various cultures around the world to represent qualities available to human beings and communities.

- Gather participants around the representation of the compass taped on the floor, and recall the characteristics associated with the four directions.
- **North:** head, values, overview/vision, concepts/ideas.
- **East:** fire, spiritual, new beginnings, inspiration, symbols and metaphors
- **South:** hand, actions, details, product and environment.
- **West:** heart, feelings and what is happening inside (subjective), relationships, connections
- Use a metaphor or story of your choice to talk about the four perspectives and describe their qualities. Remember that this metaphor might not work with every group, so feel free to adjust as long as you keep a similar set of characteristics as described in the list above. Example of a metaphor – times of the day:

The Sun rises in the East. In the morning, when you wake, the whole day is ahead of you and filled with new possibilities. You may be aware of your dreams, and the mystery they represent. You may not know what they mean, but intuitively they provide information about yourself and your life.

At midday, the Sun is the highest in the South. You may be very engaged in your daily activities, maybe focusing on the details of your job or occupation. This is the moment where you produce something concrete, the fruit of your work.

When the Sun sets in the West, you may be coming to a place where you join someone you are connected to. Friends or family. You may be aware of how you feel after another working day. It is a moment where you pay closer attention to your relationships.

At night, before you go to bed, and the Sun is hiding in the North, you have an overview of the whole day that just passed, and you imagine how the next day will be. You may think about the things you would like to accomplish the following day. It is a more individual moment, and you may be wrapped up in your own ideas.

- After introducing the four perspectives, ask participants to reflect on themselves and how they relate to them in terms of the perspective they tend to see things through the most; ask them to consider whether it changes/shifts depending on whether they are alone or in the context of a group.

A **US – FOUNDATION OF PARTNERSHIP**

A5 HOW DO WE UNDERSTAND EACH OTHER?

A5.2 COMPASS: EXPLORING DIFFERENT PERSPECTIVES

- Give voice to the questions that might be naturally associated with each perspective. For example, from the West, you might ask: Who are the people I am working with? And how do I feel about them? From the North, what's the purpose of this activity? Why is it important? Does it have a clear structure? From the East, what are the new possibilities that have not been explored? Can I wander into the unknown? From the South, how do I find out what has been done already? Can I see where it has been done? What will we actually do?
- Ask everyone to find a spot around the wheel, preferably one they feel an affinity with – but not necessarily. Place a piece of paper with a situation or a concept like 'participation' or 'respect' in the centre (see Keywords in beginning of the activity) and ask those around the wheel to voice how such a situation or concept might be seen from different perspectives. For instance: leadership from the North might look like having a vision, in the West like feel connected to the team, in the South by hard work and strong will, and in the East as inspiration.

A6.1 CHILDREN'S RIGHTS CARD GAME

Play with cards that have 'real' rights included in the United Nations Convention on the Rights of the Child and 'fictional' rights that are not in the Convention.

HOW LONG

35–40 minutes

WHAT YOU WILL NEED

38 cards (go to page 179), 1 or + facilitator(s) and 5-7 persons to play

You have 24 cards with 'real' rights of children: these rights are laid down in an international treaty: the United Nations Convention on the Rights of the Child. This treaty aims to protect, promote and realize the rights of all children, including the right to have their voice heard and the right to education, to health services, or leisure and play. All children are entitled to these rights.

You have 14 cards with 'fake rights': These cards are about special treats for children or naughty things, which you should not do, but which are not crimes either.

The 'fake' rights cards aim to help children understand what their human rights are, in opposition to the notion of having a right to do or not do something according to accepted behaviours in society or cultural norms.

There is a methodology and a toolkit to complement the game and provide an explanation on other possible ways to play it:

http://www.eurochild.org/fileadmin/public/06_Projects/Methodology_Speak_Up_Final.pdf

http://www.eurochild.org/fileadmin/public/06_Projects/Toolkit_Speak_Up_Final.pdf

HOW IT WORKS

The instructions below are indicative and the cards can be used in other creative ways to learn about the rights of the child. To play the game, facilitators should adapt the instructions according to the age and/or support needs of participants.

A US – FOUNDATION OF PARTNERSHIP

A6 WHAT ARE CHILDREN'S RIGHTS?

A6.1 CHILDREN'S RIGHTS CARD GAME

1 Setting the context. The facilitator(s) should explain:

- What human rights are and why children, because of their age (0-18 years old), have certain, specific additional rights.
- Where child rights come from: they are listed in the United Nations Convention on the Rights of the Child – an international agreement which almost all countries in the world have accepted. The Convention deals with all sorts of things to do with the lives of children and young people. Sometimes, these rights describe what is best for children in a situation, or what is critical to life and to protect children from harm.
- Who should promote and respect child rights: everyone and countries who have accepted the Convention on the Rights of the Child have therefore an obligation to lay down rules to respect children's rights.
- Engage in a dialogue with participants by asking them if they know the children's rights Convention or have heard about it; whether they know who they can complain to when their rights are not upheld. Make clear that there are no right or wrong answers here.

2 Display the cards and play!

- You can use all the cards or just a selection of them according to the participants, their age, support needs or specific aim of the session.
- If necessary, participants can be split into smaller groups of around 5 persons (in this case, more than 1 set of cards might be needed).
- Put the cards on a table or on the floor with the pictures facing the participants. Ask the participants to take turns in picking a card and say whether it shows a real or a fake right and explain why. Engage in a discussion to explain the cards.
- Ask participants to select 3 rights that are most important to them personally and why. It should be made clear that they should select rights which are relevant for them and close to their living situations and their own experiences.
- Additionally, participants might also be encouraged to place the rights in order of importance and explain why. Though each child might find one or another right more important or relevant to their life, it is also important to remember that all rights are important and should be upheld. There is no 'winning' answer, or in other words, the Convention considers all rights equally important.
- Discuss whether the selected rights are violated or not and what can be done about it.

A **US – FOUNDATION OF PARTNERSHIP**

A6 WHAT ARE CHILDREN'S RIGHTS?

A6.1 CHILDREN'S RIGHTS CARD GAME

Reflection

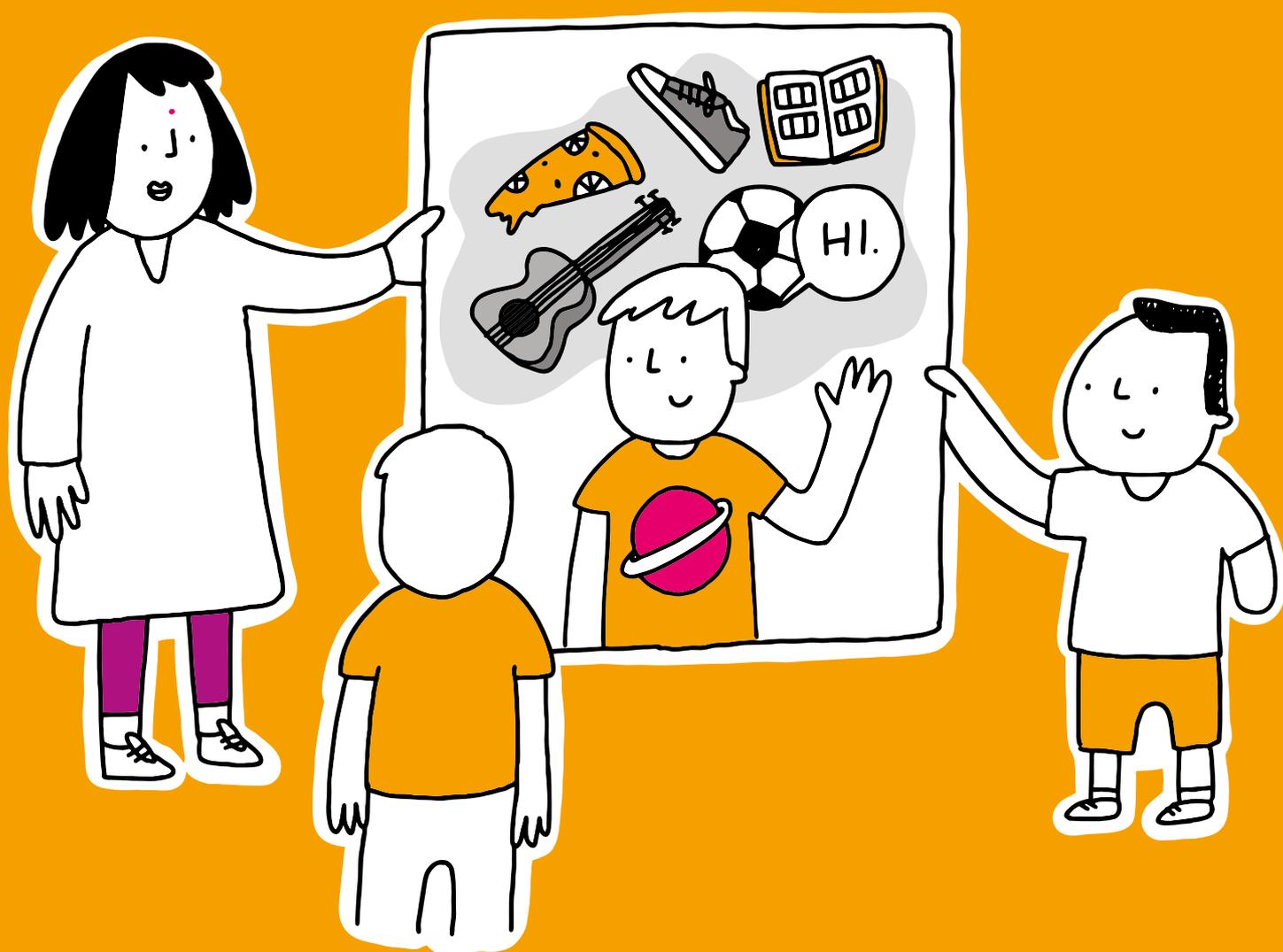
- At the end of the game, participants can write down on different coloured sticky notes what they have learned; what activities could be undertaken to advocate for children's rights; or any other feedback they would like to share. At the end of the discussions, the facilitators stick the sticky notes on three big poster papers which can be used for a group discussion.

REFERENCES

This game was developed by Eurochild based on original cards by Defence for Children International in the Netherlands.

MODULE B

ME... AS ME.



UNDERSTANDING WHAT MY UNIQUE QUALITIES ARE, WHAT INSPIRES ME AND HOW I LEARN



B1.1

ONE CONSTANT GIFT

Participants share unique qualities they can offer to a group. They also realize the diverse qualities of the rest of the group as each person has a chance to be heard and validated.



WHY WE LIKE IT

This activity helps people think of qualities they bring to others, besides any role they might have played or any experience they might have acquired. It quickly shows that we all have something unique to offer and provides a good foundation for helping participants feel more connected to their own potential.

HOW LONG

30 min

WHAT YOU WILL NEED

Flip chart, pens.

HOW IT WORKS

- Ask everyone to form a circle. Each person should then take turns to say their name and one quality that they consistently bring to any group they are part of (school class/friendship group/family etc).
- Note: we are looking for qualities that remain more or less stable anywhere you go... if someone brings structure, or a lot of energy, they might be doing that in their families, groups of friends, and school environment... Insist that it is about qualities – not something they have acquired with experience or a particular role they play in their clubs, associations, or communities. It is more about how they do it, then what they do.
- Before they start presenting their qualities, tell them that they can't repeat any qualities that have been said by someone else. Instead, if someone else in the group hears a quality that they also think they have, they can take a step forward/stand up when it is said so that they say "me too, I have that quality".
- As participants are saying their qualities, write them down on a flip chart. This will eventually illustrate the strength of the group as a whole (it can also be referred back to in discussions about representing/facilitating).
- At the end, invite the participants to look at the full list and consider the potential of the group, but also the unique potential of each person in the room.



B2.1

UNIQUE POTENTIAL



This activity helps participants to explore what gives them a sense of purpose by answering 3 connected questions.

WHY WE LIKE IT

Engaged participation happens when those participating can connect the action with a sense of purpose. This activity helps participants to understand better what gives meaning to their lives so they might become better able to make that connection.

HOW LONG

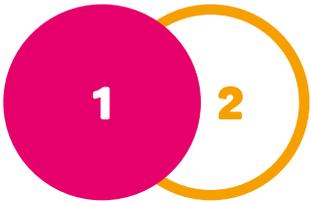
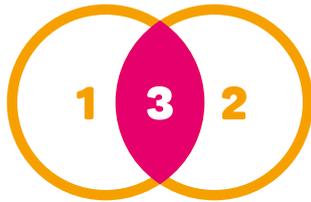
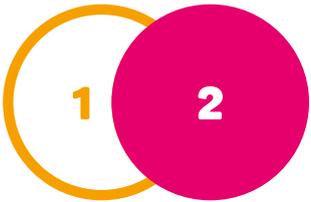
30–45 minutes

WHAT YOU WILL NEED

A4 paper and pens

HOW IT WORKS

Draw three columns on a piece of paper and write the following sentences and numbers:

		
1: INSIDE What are the things in my life that bring me deep joy or feeling of being of service?	3: IN Where are the places that bring me joy and feeling of service (1) and the world's needs meet (2)?	2: OUTSIDE What are the things occurring in my family, my community, or my world that move me in a deeper way?

B ME... AS ME.

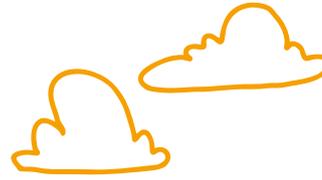
B2 WHAT INSPIRES ME

B2.1 UNIQUE POTENTIAL

- Invite them to consider the first question: *“What are the things in my life that bring me deep joy or feeling of being of service”* – Ask them to write down whatever comes to mind in the FIRST (left) column, *and to make the list as long as possible*. To help, you might say – things that you do that make you forget about time, and leave you with energy, rather than draining you.
- Ask the second question: *“What are the things occurring in my family, my community, my world that move me in a deeper way?”* As answers come to them, they write them down in the THIRD (right) column. Again, write whatever comes to mind, and keep writing until there is nothing more to write. These are things you think about, you wish they were different so that everyone could benefit, or simply you want to contribute to.
- As a last step, invite them to look over the two lists and ask themselves: *“where are the places where my joy and feeling of service (column 1) and the world’s needs meet (column 3)?”*. In the SECOND (middle) column, ask them to write down their responses, without judging whether they are practical or doable. Tell the participants to just let their heart and imagination run free.
- Conclude the activity by explaining: *it is in this middle column where they may find some clues to how their unique potential (or inner spark) might manifest. Not an exact answer, but clues!*

Reflection

- Create small groups to discuss how participants might connect the role they prepare to play – as participant, representative, or facilitator – and how they might be fulfilling a sense of purpose through such role.



B3.1

LANDS OF 'KNOWING': MOUNTAIN, VALLEY, CITY

Visualization where participants discover their own qualities by imagining a journey through a mountain, a valley and a city.

WHY WE LIKE IT

This is an activity that involves imagination and drawing. Through the metaphor of landscapes participants get to talk about their own qualities, and explore their affinity with different ways of knowing that are represented by the lands.



HOW LONG

60 minutes

WHAT YOU WILL NEED

Create three areas on the floor with masking tape - these are called 'Lands of Knowing'; A3 white paper (for drawing), drawing materials like pastels, crayons and markers.

HOW IT WORKS

1 Explain:

In the room we have three different 'lands': There is the Land of Tall Mountains in which you are alone in the clear air (you can see very far); the Land of Valleys, small gardens and open spaces where people gather to talk and share (you feel connected to other people) and the Land of the City, a place of many people actively engaged in getting things done!

2 Invite participants to participate in a visualization. We define this as a way to see things in one's imagination. You can ask everyone to close their eyes for a moment and think of walking a dog; ask: is the dog walking quietly or actively exploring? Is it on a leash or running free? After you tell them to open their eyes, ask for reports on the different kinds of dogs people imagined and say: "this is a visualization!" so that people will understand it is simple and natural.

B ME... AS ME.
B3 HOW DO I KNOW?
B3.1 LANDS OF 'KNOWING': MOUNTAIN, VALLEY, CITY

- 3 Explain that the visualization will represent a journey through three different Lands –representing three ways of knowing. In each 'land' they should notice their sensations, feelings and thoughts, and catch the essential message that the land has to give them. At the end of the journey we will make some drawings to capture these sensations, feelings and thoughts.
- 4 Guide:

The following visualization is in three parts. The journey is to be taken in silence with your eyes closed. It is sometimes easier if you are lying down. Between each of the parts there will be a pause for you to notice each aspect of the journey.

Find a comfortable place, lie down, and close your eyes.

Relax by focusing on your breathing. Allow yourself to inhale, pause and then exhale. Feel your breathing becoming deeper and slower.

Your journey begins at the top of a very tall mountain. Notice the clearness of the air, and the lightness in the space. It feels fresh and alive. You can see many other mountains around you, some higher, some lower. In your imagination, go to the top of the mountain that calls to you. Here, at the top of this mountain, you sense that there are values and qualities of life to which you can relate. Take your time and stay fully with those qualities that are there for you at the mountaintop.

You know that you need to go down to the valley below, but before you do, you identify one quality to which you are particularly attracted to and attracted by. In your imagination, take hold of that quality. You can think of this as your gift from the space of the mountaintop -- what does it offer you? As you take hold of this quality in one hand, you internalize that quality ... you live that quality ... you are that quality.

And holding on to that quality – that gift from the mountaintop – you start your journey down the mountain. Take your time. And be sure to remember your gift and how you relate to that gift.

As you walk down the mountain, you enter a valley. It is full of flowers, warm and inviting. Full of fragrances and colours. There, in the distance, you see a group of people. Even before you reach them, you know that they are your group. You hear their laughter and their joy at you joining them. This is a group to which you belong, and a group which is bound by a purpose. You join with them -- sharing your stories, expressing your caring for one another and enjoying the reasons that have brought the group together. Take your time. Participate fully in the group and with the purpose that binds you all.

KEEP GOING


B ME... AS ME.
B3 HOW DO I KNOW?
B3.1 LANDS OF 'KNOWING': MOUNTAIN, VALLEY, CITY

And when you are ready, you know that there is another step to take. You need to go into the land of action and production -- the land of the City which is filled with people busily making and doing. Before you do that, you remember the clarity and simplicity of the mountaintop -- with one hand, you hold tight to the gift that you have brought as you lived the qualities of the mountaintop. Then, you imagine that there is a specific treasure that represents the life of the group -- the purpose for them coming together, and with your other hand, you take hold of that purpose and the joy you feel in being with the group.

You internalize the gift from the mountain and the treasure of the valley, and on your own, you step forward into the lights and activity of the City. You take this step on your own but you remain filled with the life of both the mountaintop and the valley.

In the City, notice what attracts your attention: do you feel drawn to other people? To what they are doing? To the systems that keep the City functioning? Wander a little. Let yourself feel immersed in the rhythms and activities of the City until you feel centred in one particular area of the City-- a place where you feel needed and to which you can contribute. Join in the activities of that area.

And then ... when you are ready ... In the midst of the possibilities offered by the City, holding in your hands the gift of the mountaintop and the purposeful life of your group, allow yourself to experience and to know deeply your reason for being on earth.

Stay with this experience for a few minutes, and when you are ready, express your experiences by drawing or writing in four spaces on your paper: the experience of the mountaintop, the experience of the valley, the experience of the city, and an image of your reason for being on earth.

- 5 Once participants have completed their drawings, ask participants to move to the space in the room to which they feel more connected. Ask them to notice who else is living in that land. Talk to them about why they came to this land. How does that land say something about what is important for them?

B4.1 TEN QUESTIONS BEFORE STARTING

Participants discover what they need to feel engaged by looking at ten questions they need to have answered before starting a new activity.

WHY WE LIKE IT

This activity helps participants understand what it means to fully participate. They do not just learn about what they need to participate fully but also about the different needs of the people around them. Through the exercise the variety and diversity of needs in every group is revealed.

HOW LONG

60 minutes

WHAT YOU WILL NEED

White paper, pens, flip chart, coloured sticky notes.

HOW IT WORKS

Ask everyone to pick up 10 sticky papers and write on each of them: their name, and one question they need to have answered at the beginning of any new activity in order to feel they are able to participate fully and engaged. It can be anything: Where is the coffee? What are the instructions? What is the aim? etc.

Draw a wheel on a large piece of paper and put it on the floor. Spaced around the wheel write out four words related to the four perspectives: *What? – Who? – How/ Where/When? – Why?* (See the Learning for Well-being section in the introduction).

Ask everyone to put their papers on the flip chart wheel, depending on where they think they fit. After this, ask them to form groups according to the perspective or question where they have put more pieces of paper.

B ME... AS ME.

B4 HOW DO I PARTICIPATE FULLY?

B4.1 TEN QUESTIONS BEFORE STARTING

Within the groups formed around the questions, ask participants to discuss:

- What might we have in common?
- How does our type of questions help moving forward?
- What are the 1 to 3 conditions that would fulfil our needs?

At the end give ten minutes for the groups to share their discussions with the rest of the group.

Collect the statements from the group and have an open discussion about the variety of needs people have in order to participate fully, linking the discussion to the role of participant, representative, or facilitator in respecting participant needs and ensuring the right conditions.

Make the point that they should be aware people have different needs in order to participate fully. They might meet someone (politicians) or be with someone (peer) that has different needs than theirs. They should also be aware of the different gifts associated with the perspectives/questions.



TIPS AND VARIATIONS

This activity can be done before creating 'Ground Rules' or 'Code of Conduct'.

Building on the activity, ask the participants within same groups formed around the questions: What are the skills they have that help to answer the needs they have identified. Ask them to write the skills on stickers of a different colour and place them on the flip chart diagram next to the needs. This is a way of showing that the group has the skills needed to offer the conditions for participation.

B5.1 FANTASTIC 4s: SUPER (HUMAN) POWERS



Participants describe their capacities as if they had superpowers, they form temporary superhero teams to talk about what they can do together.

WHY WE LIKE IT

It is a fun way to talk about each one's capacities, but also to show how working in partnership can bring better results.

WHAT YOU WILL NEED

Cards with core capacities translated into 'powers', empty cards

HOW IT WORKS

- List a series of human core capacities we come equipped with from the beginning of our lives. Say they are like 'powers' because they are fantastic abilities human beings have that can be practiced and developed.
 - **Observing:** Power to see broadly and closely
 - **Reflecting:** Power to offer another perspective
 - **Intuiting and Imagining:** Power to know something that is not visible
 - **Listening:** Power to connect and tune in
 - **Empathizing:** Power to see and feel through the eyes of others
 - **Inquiring:** Power to ask questions that expand and move things along
 - **Discerning (patterns and systemic processes):** Power to see the whole, and its parts
 - **Relaxing:** Power to let go of tensions in thoughts, feelings and body
 - **Sensing:** Power to use the body as source of knowledge
- Ask participants to choose one capacity they feel they feel is stronger in them. If they cannot find one in the list, ask them to create a new one.
- Form small groups of 4 (or 3) and ask them to come up with a story of how they would help others or the environment as a group, and how each member would use their strong power (this story could be told or enacted in a skit).

B ME... AS ME.
B5 WHAT ARE MY CAPACITIES?
B5.1 FANTASTIC 4s: SUPER (HUMAN) POWERS

Reflection

- What real-life situations have we used these powers in to make life better for ourselves, others or the environment?
- How might we use our strong capacities in the way we will play our roles as participant, representative and facilitator?
- What capacity might we need to develop the most, and how can others help?

YOU ARE
AWESOME!

B **B** **B**
B6.1

JUST LIKE AN ONION

Participants 'peel' the layers of their identity, as if it was an onion, and reflect on what defines them, and how they might be seen by others.

WHY WE LIKE IT

This activity helps participants to understand themselves as an individual and what makes them them (education, background, culture, language, etc.). After reflecting on their essential qualities (see previous activities), it is important to become aware of the multiple layers of identity and to realize the differences/similarities within a group. This can help realize who and how they represent others that might share the same identity, like being a young person or sharing the same origin.

HOW LONG

90 minutes

WHAT YOU WILL NEED

A coloured card and board markers or ball point pens for each participant

HOW IT WORKS

- **My Onion:**
 - Show participants an example of an onion, composed of a centre and a few different layers.
 - Ask participants to try to imagine themselves as the onion now, where each layer will be a different aspect of their identity. From the centre, the things that they have from birth and difficult to change, the middle, things that are either from birth or gained later and difficult to change; the outer, things that are gained later and possible to change.
 - Participants are asked to create their own onion thinking about 5-6 things that define them, from the centre to the edge. It's important to be specific and talk about things they identify with (e.g. girl, French, strong, fairness, etc.) rather than categories (e.g. gender, nationality, character, values, etc.).
- **Your Onion:**
 - Participants are asked to get into pairs with someone else and compare their onions, and discuss those things that are common and those that are different (15 minutes)

B ME... AS ME.

B6 WHERE DO I BELONG?

B6.1 JUST LIKE AN ONION

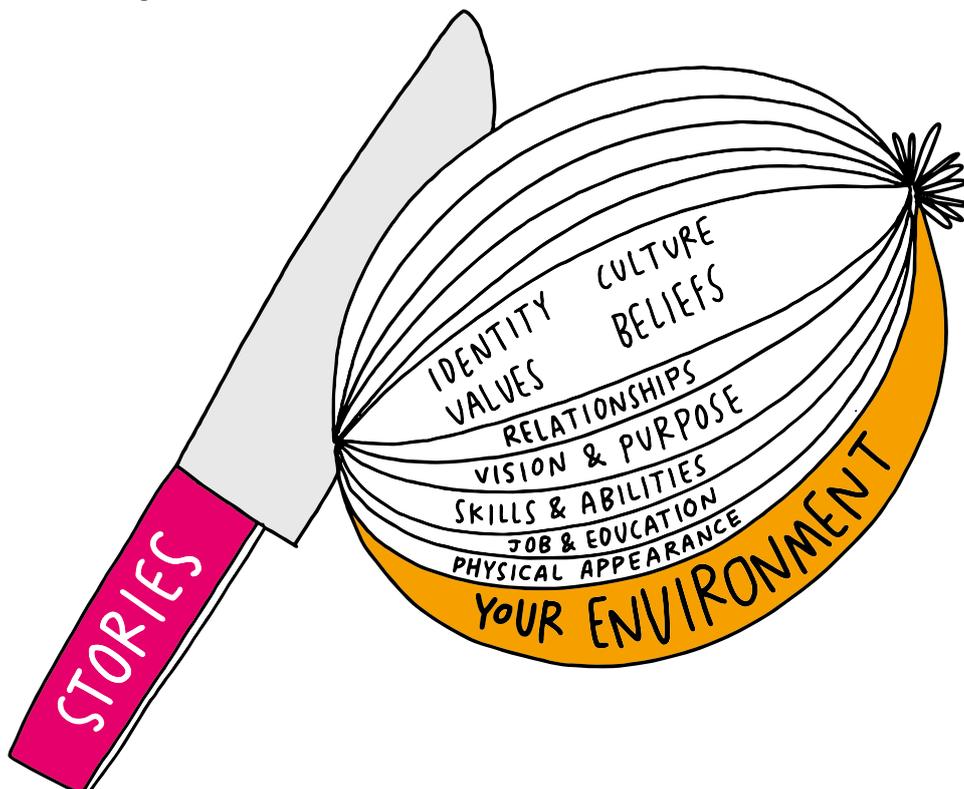
- **Our Onion:**
 - The pairs are asked to form groups of 6 people (3 pairs together) and try to do the same thing as a bigger group this time. Moreover, this time they also try to create their group onion (25 minutes) The groups come back to the whole group to share their group onions.

Reflection

- Individual reflection:
 - What was it like when you were forming your onion? Difficult? Easy?
 - How did you choose the most important parts of your identity?
 - Why are they important?
 - What did you NOT choose, that others might have chosen? Why?
 - What is the place of your identity in the society?
- Group reflection:
 - Was it easier/more difficult compared to individual work?
 - How did you choose the common identities?
 - Does everybody feel represented in the group onion?
 - As young people/adults, how are we representing all other young people/ adults?
 - How can we handle the fact that others judge us through our identities in the best way?

REFERENCES

This activity was adapted from the Council of Europe's Education Pack activity 'Let's Talk about Culture', downloaded from <http://www.eycb.coe.int/edupack/08.html> on the 14th August 2019.



MODULE C

ME, AS PARTICIPANT



PREPARING TO SHARE MY VIEWS AND PARTICIPATE WHOLEHEARTEDLY

C1.1

MAKING PARTICIPATION MEANINGFUL

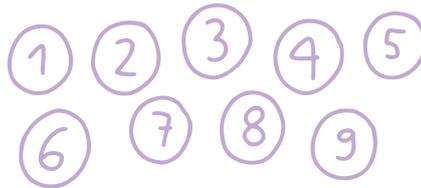
Children and adults learn about nine requirements for child participation and discuss how relevant each requirement is, and how they can achieve it together.

WHY WE LIKE IT

The 9 requirements are an internationally known and accepted set of orientations we can all use to help us make participation meaningful for children, but also to measure how meaningful it was.

HOW LONG

45–60 minutes



WHAT YOU WILL NEED

Each of the 9 requirements are written on a piece of paper. It would be good to list down important points for each requirement and add those to the explanation if needed. We want the children and adults participating to understand children's rights and how we plan to make their engagement meaningful.

HOW WE DO THIS

- Use the revised '9 Requirements of Meaningful Child Participation' (in the "Participation" chapter) and explain them all to the group.
- It would be good to do this as a game. For example form groups around each requirement (depending on the size of the group) and have them study it and explain to the others in the group. Ask each group to discuss: What does this requirement mean to you? How can we achieve this requirement?
- Collect the feedback from each group and decide on a course of action, and evaluation at the end of the activity.



TIPS AND VARIATIONS

When forming small groups, you can decide whether to have children and adults mixed or separate.



C1.2

UNPACKING PARTICIPATION

Children and adults reflect on what they need before, during and after an event where children are playing a role, and then find ways to address those needs along the way.



WHY WE LIKE IT

This activity makes children's participation in events very concrete, and helps children and adults discuss and prepare for their role in helping each other do the best job they can.

HOW LONG

45–60 minutes

HOW IT WORKS

- This activity uses the 9 requirements of participation (see below) as a planning tool. The tool also allows for children and adults to openly discuss what is expected of themselves and each other. You can find an expanded version of the 9 requirements in the 'Participation' chapter.
- Create a table as described ahead. You will need a separate line for Children and Adults for each of the requirements, with *before*, *during* and *after* columns.
- The exercise is then simply a matter of going through each of the 9 requirements, discussing both the rights and responsibilities associated with each. In the table ahead you will see examples of what children and adults might commit to as ways of fulfilling the 'transparent and informative' requirement.

The 9 requirements of Participation

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child-friendly
- Inclusive
- Supported by training
- Safe and sensitive
- Accountable

C ME, AS PARTICIPANT
C1 WHAT ARE THE CONDITIONS FOR CHILD PARTICIPATION?
C1.2 UNPACKING PARTICIPATION

TRANSPARENT AND INFORMATIVE			
INFORMATION	BEFORE	DURING	AFTER
CHILD	<ul style="list-style-type: none"> • Share with organizers your medical and food requirements. • You must read the information you are given – if not understandable need to say that you don't. 	Ask if you need any information or do not understand something.	Notes of the meeting, in a format I can understand.
ADULT	Give all relevant information in time, and in a language that is adequate.	To listen to children.	Send out meeting notes.



TIPS AND VARIATIONS

It might be interesting to have children and adults separate and reflect on what are the rights and responsibilities of each in achieving the requirements, although this might take more time.

Or, they could separate into groups of children/adults, reverse roles and think ‘what does the other need according to the requirement, and what is it that I must provide?’.

With each of the above variations, the groups would need to come back as one group to discuss each other’s conclusions, then reflect on options to support this in their particular context.

C2.1 HITTING THE 'PAUSE' BUTTON

Prepare for those (tense) moments where you need to take a step back, and choose what to do in a way that you feel good about it — without harming yourself or anyone else.

WHY WE LIKE IT

We like this activity because children participating in group discussions, particularly if adult-led, might feel frustrated either because the topic hits a sensitive spot or because the process is not including them in the way they would prefer. Pausing can be a good way to help with frustration and enable children and young people to feel more prepared to voice when the process is not working for them, or when they are affected by what is being said.



HOW LONG

60 minutes

WHAT YOU WILL NEED

Flip chart and markers (optional)

HOW IT WORKS

- Gather the whole group in a circle and talk about how we all need a break sometimes. You might say something like:

Each person has their own way 'pausing' at different moments. In a year – holidays; in a week – weekends, in a day – throwing yourself on the couch, in a moment – going outside, breathing deeply, looking at the phone or out the window, daydreaming, counting to ten, playing with something, taking a step back, shaking it off...

- Ask each person about their own way of 'pausing' in the moment – specially moments where they feel they are 'losing themselves' or feel they are getting agitated. These should be ways to get you back on the ground. Write these on a flip chart and at the end, ask the group what they notice. (10 minutes)

C ME, AS PARTICIPANT

C2 HOW DO I KEEP CALM AND FOCUSED?

C2.1 HITTING THE 'PAUSE' BUTTON

- Divide the group into pairs and ask them to take turns in being *The Pauser* and *The Provocator*. Each pair will start a conversation about something they both decide. The Provocateur role will be to constantly ask something annoying. The Pauser role will be to pause in their favourite/chosen way before answering. Ask them to notice how that gesture might change something in them or in the interaction. (15 minutes)
- Ask the pairs to switch roles but keep the same topic of conversation. (15 minutes)

Reflection

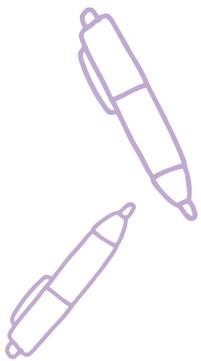
Bring the whole group together and ask how the pause changed the quality of thoughts (head perspective), relationship (heart perspective), and action (hand perspective).

YOU ARE
AWESOME!

C3.1

KNOW YOUR S**T, OR KNOW YOU'RE S**T/ THE STALKER

Small investigation teams seek information from people and media to gather as much information as possible about the people they will interact within their roles.



HOW LONG

90 minutes

WHAT YOU WILL NEED

Pens, sticky notes with names of those who will be researched, large sheets of paper, computers

HOW IT WORKS

- Ask everyone to get into pairs (or small groups, if possible). One person from each pair or group should select a pre-prepared sticky note with the name of the person they will be researching and the other grabs a large piece of paper and a marker.
- Give 30 minutes for everyone to carry out research on their expert. Use this time to walk around to each group and see how they are doing with their research. To help them as they research, ask the participants to keep some questions in mind:
 - What information am I looking for?
 - If I understand someone has a particular interest, how can I use it to get my message across to them?
 - Is some of the information I found too personal for this context?
- On the large sheet of paper everyone should write down key information about the person they are researching, as well as key questions they would like to get answers to during their time with the person.

KEEP GOING
→

C ME, AS PARTICIPANT

C3 WHAT INFORMATION DO I NEED TO FEEL PREPARED?

C3.1 KNOW YOUR ST, OR KNOW YOU'RE S**T/THE STALKER**

- After the groups have had enough time to research, ask the groups to come back together. Each group reports back to the rest of the participants about what they have found out about the person. They can also tell the top 2-3 questions that they would like to ask that person.
- End the session by giving some general tips on meeting with different people. You can let everyone know that it's ok to be honest about the fact they have done some research and prepared to meet the person.

TIPS

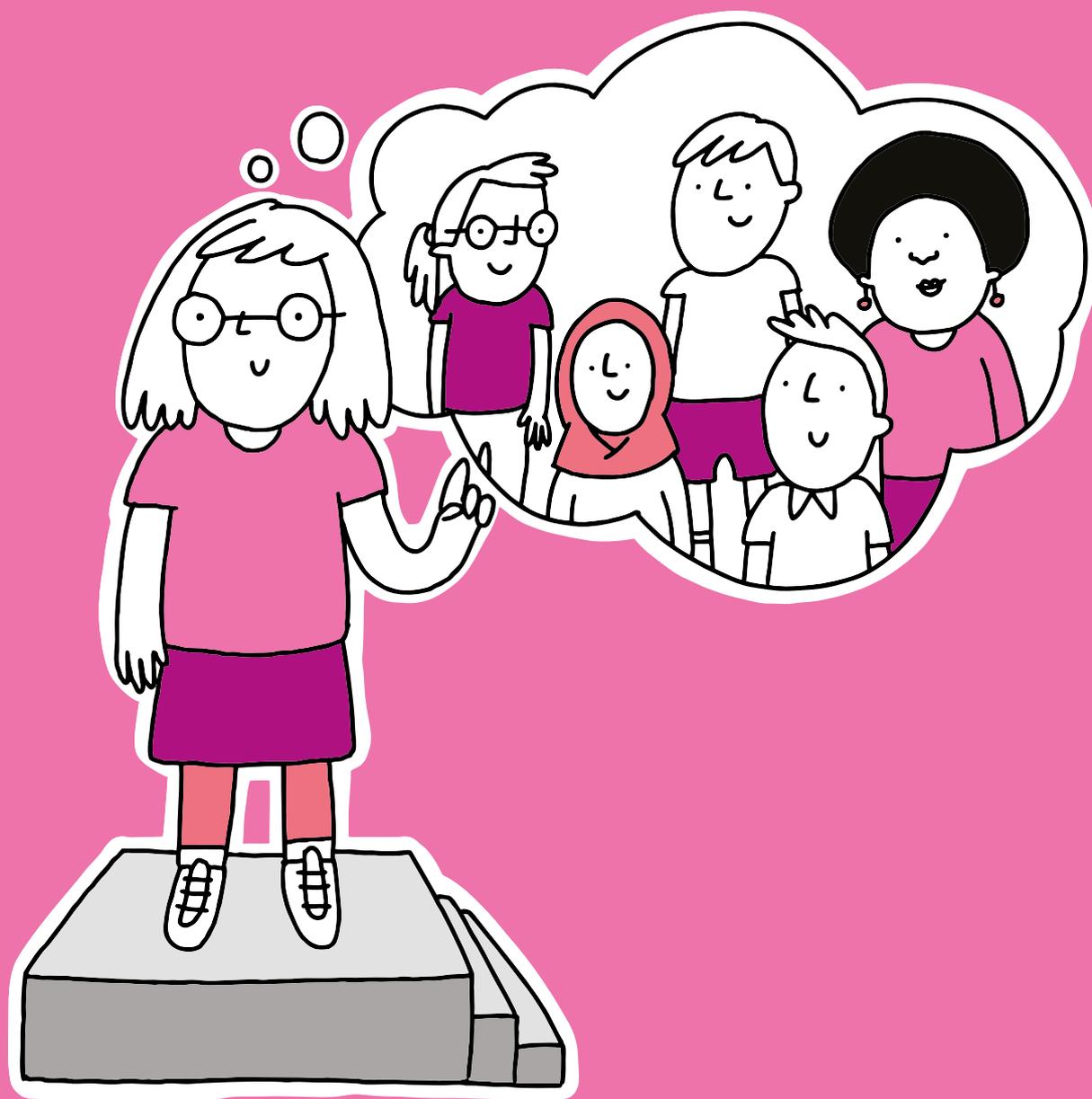
TIPS AND VARIATIONS

If there is no internet access, prepare information sheets for the session that they can use to pick out the key points from.

Consider literacy levels and use alternative methods of communication such as photos, films, etc.

MODULE D

ME, AS REPRESENTATIVE



PREPARING TO SHARE AND REPRESENT THE VIEWS OF OTHERS

D1.1 PUBLIC FIGURES



By reflecting on well-known public figures, participants will understand what representation means, and what they themselves represent, even when they are doing nothing.

WHY WE LIKE IT

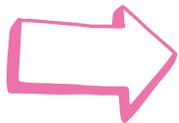
This activity will help understanding what it means to represent in a fun way. It can be always updated with celebrities and public figures that are relevant for the children you are working with. This activity will also make the group become more aware of their social identities.

HOW LONG

30–40 minutes

WHAT YOU WILL NEED

Photos of different public figures like the country's president or a sports player, sticky notes, thin tip markers.



HOW IT WORKS

- Prepare a number of images of different people in representation roles offline and online.
- Get everyone to sit or stand in a semi-circle and put the first picture in front of them. Ask everyone to think about what this person represents to them and why. Participants can take turns to share their opinion. Note that the first round of opinions might focus more on visible things.
- After a first round of ideas, try and encourage everyone to think about more invisible traits. Examples could be tenacity, authenticity, resilience etc. Look at what the person represents from four perspectives: what ideas and values? What feelings and attitudes? What actions and accomplishments? What identity or belief do they represent?

D ME, AS REPRESENTATIVE

D1 WHAT IS REPRESENTATION?

D1.1 PUBLIC FIGURES



- Ask everyone to get into groups of 3 and discuss these questions:
 - What/who do YOU personally represent? — You can use the 4 perspectives to reflect.
 - How can you represent those who are not like you or have a similar life experience?
- Get one person from each group to give feedback on what they discussed.
- You could ask groups to come up with people they like or dislike for a particular reason. For example, they might say Donald Trump, for negative reasons. Add another layer of reflection where we flip the perspective and think what might Trump represent that is positive for those who are Trump supporters.

Reflection

- Concluding that you are always representing something for someone, in the public eye – and that there is what you think you represent and what others think you represent
- Awareness of layers of representation (e.g. US state but also males, black man)
- That I might represent some things for some and some for others
- Others might not recognize them for certain traits (e.g. “he does not represent anything like that for me”)
- Awareness of social identities and belonging
- Understanding direct and indirect representation

YOU ARE
AWESOME!



D2.1

ELEVATOR PITCH

Preparing an 'elevator pitch' helps you decide what are the most important things to say when the only time you have with someone you want to convince is an elevator ride.



WHY WE LIKE IT

This exercise gives practical skills for representation while also giving a chance to think about the differences between a participant, a representative and a facilitator. By the end of the activity, participants should feel more comfortable representing their group or organization externally.

HOW LONG

90 minutes

WHAT YOU WILL NEED

Flip chart, pens.

HOW IT WORKS

- Put 2- 3 flip charts around the room. Start the session by asking everyone to think about the following questions:
 - What does it mean to be a representative?
 - What makes me unique?
- Once everyone has reflected on this, ask everyone to now think about who/what they represent. Give everyone some time to think of ideas, and then ask everyone to come up to the flip chart and write down what they want others to know about the group/organization they are representing.
- Once everyone has done this, go through all of the ideas and ask participants to prioritize the main points from these messages and use them to come up with an elevator pitch. This can be done in small groups. Ask everyone to think about the following questions as they do the task:
 - What is important to keep?
 - What can we change depending on our audience?
 - What do you want to say?
 - How are you going to say it?
 - Why are you passionate about this?
- At the end of the session ask for volunteers to demonstrate their elevator pitch. Give space for an open discussion after each pitch for groups to say what they liked about it.

D2.2



QUESTION-PROOF/ CRITIQUE TENNIS



Not everyone you meet will wholeheartedly agree with everything you say. Here's how to prepare for such occasions - or as we say, *'How to respond positively to someone who might push your buttons?'*

WHY WE LIKE IT

This exercise allows people to think about what arguments their critics will put forward and then discuss how best to respond.

HOW LONG

30–60 minutes

WHAT YOU WILL NEED

Basically, all you need is to divide the group in 2. However, the 'tennis' metaphor can be increased by making a net with rope or having a ball to pass back and forth (rolled up paper will do). You can also use a hat covered in Velcro and a sticky ball. The metaphor provides fun to the game, don't let it get in the way.

HOW IT WORKS

Each group stands on opposite sides of the court. Toss a coin to decide who goes first. The serving team then discusses the question or statement they are going to serve the opposing team. You can ask them to consider *"What is the difficult question you don't want to be asked?"* or *"What is the worst question you could be asked?"*

Once decided, the server reads the question or statement:

"Children should be seen and not heard?"

The receiving team then responds with their most constructive answer. This can be done as a group discussion but the response time should be limited e.g. within 1 minute.

Once they have answered, the answer can then be discussed, did the serving team think they got a good answer. What else could they have said?

D ME, AS REPRESENTATIVE **D2 HOW DO I COMMUNICATE EFFECTIVELY?** **D2.2 QUESTION-PROOF/CRITIQUE TENNIS**

On completion of the answer, it is then the opposing team's chance to serve a question:

"Why should this organization spend time and money to listen to children, when we adults already know all the answers?"

The game then continues until you have covered all your questions.



TIPS AND VARIATIONS

Not everyone will remember everything, so you may want to write down final or accepted answers.

You can add an Umpire, the role being to call 'out' on any questions or answers that are considered a 'foul'. Discussion on what constitutes a foul can be had beforehand with the group, e.g negative answers, raised voices, swearing, combative answers.

You could add a point system make it into more of a competition if you wish.

D2.3
**HOW? HOW?
HOW?**

Being prepared means you know in detail HOW you will deal with the task at hand. In this activity you ask HOW three times and make a plan for action.

WHY WE LIKE IT

This activity allows participants to:

- Explore issues in more depth
- Break issues down into smaller issues
- Develop a plan to tackle issues
- Develop a plan that everyone has contributed to
- Develop a deeper understanding of issues? (using Why?)



HOW LONG

30–60 minutes

HOW IT WORKS

Define a question for each group that will help accomplish your tasks. It is vital that your question begins with a 'How?'.

Prepare flip chart sheets for each group. We recommend that you divide the group into groups of 5 or 6, each group will need 1 flip chart sheet each. The flip chart should look like this:

QUESTION: HOW CAN WE INVOLVE MORE YOUNG PEOPLE IN OUR WORK?		
HOW?	HOW?	HOW?

D ME, AS REPRESENTATIVE
D2 HOW DO I COMMUNICATE EFFECTIVELY?
D2.3 HOW? HOW? HOW?



Ask the groups to begin by completing the first column only. Give them at least 10 mins. Then you move to the second column, this time you ask 'how?', for each of the answers in the first column. After this, you repeat the exercise a third time. You will see by the time you get to the third column your ideas have now formed into an actionable work plan.

QUESTION: HOW CAN WE INVOLVE MORE YOUNG PEOPLE IN OUR WORK?		
HOW?	HOW?	HOW?
<ul style="list-style-type: none"> • Put up a poster to tell people about meeting times. • Tell our friends. • Write to other organizations. 	<ul style="list-style-type: none"> • Design the poster in next week's session. • Put posters up around the village. 	<ul style="list-style-type: none"> • Design poster session for members. • Speak to office about printing.

You can end the session getting each of the groups to share their work.



TIPS AND VARIATIONS

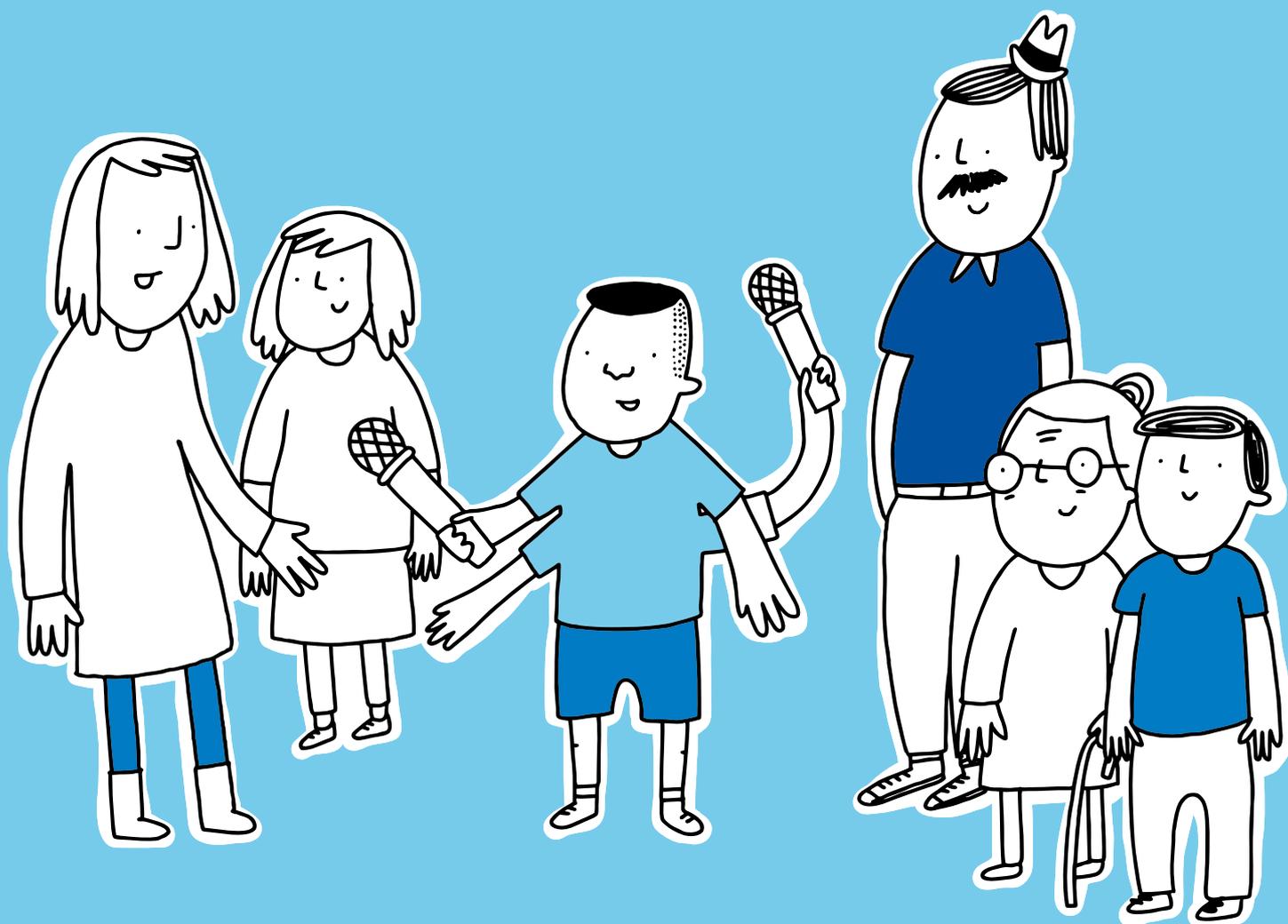
Instead of asking 'How?', the activity works perfectly well by asking 'Why?' For example, "Why involve young people?" Warning, when asking "why?why?why?" in front of Welsh people, the answer you will get is 'Delilah' (famous welsh song!).

You can also use 'What?' For example "What happens if we don't involve young people?" Get different groups to answer different questions, after a set period move participants from one 'question' to the next. Moving them around so that by the time the activity finishes, everyone has answered all of the questions.

You can mix it up with one group having the question "Why involve young people?", with another having; "How could we involve young people?"

MODULE E

ME, AS FACILITATOR



PREPARING TO HELP EVERYONE HAVE A CHANCE TO EXPRESS THEIR VIEWS



E1.1 CREATE THE FACILITATION DUDE!

A facilitator can make or break a session. In this activity, participants draw what makes a 'good' facilitator.

WHY WE LIKE IT

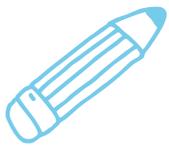
Through this activity, participants are able to reflect on the characteristics a person needs to have in order to successfully facilitate a discussion. They are able to link their own needs as participants to related skills and characteristics of the facilitator.

HOW LONG

90 minutes

WHAT YOU WILL NEED

Flip charts, markers, sticky notes, drawing of a facilitator dude.



HOW IT WORKS

- In groups, get participants to draw a 'facilitator dude'.
- Set up a scenario to give inspiration for the coming task; e.g. the facilitator dude is about to run a training session preparing a group to participate in a conference and he/she has to make sure everyone in the group is engaged and interested, is able to take part, feels comfortable, has fun etc. Tell the group this dude has certain characteristics that make him/her a good facilitator and that these characteristics are connected to 4 main parts of him:
 - **Their Head** (Things to know)
 - **Their Heart** (Attitudes and beliefs)
 - **Their Hands** (Skills needed)
 - **Their Dreams** (Inspiration/Purpose)

E ME, AS FACILITATOR

E1 WHAT MAKES A GOOD FACILITATOR?

E1.1 CREATE THE FACILITATION DUDE!

- Ask everyone to write everything the facilitator needs to do his job well onto the picture. Once everyone has finished, bring the room back together. Ask each group what kind of dude they have drawn, and what qualities he has that make him a good facilitator. As participants share their ideas, note down the main needs on one 'mega facilitator dude' (pre-prepared) at the front of the room.
- End the session by summarizing the ideas from the session and giving some general tips for facilitation.



TIPS AND VARIATIONS

If you have some more time you can also get the group to reflect on what makes a 'bad' facilitator and then compare the two sides. Note: Good characteristics (e.g. punctuality, organized) can also sometimes be 'bad' if over done.



E1.2 **BODIES TALK.**

Become conscious of what you tell others with your body, and practice so that you communicate the way you want.



WHY WE LIKE IT

When we communicate there are three things to think about; the words we say, the tone of voice we use and our body language. During public speaking and panel events people spend a lot of time worrying about their words and they forget that body language and tone are important for helping us feel and look confident. This activity gets participants to practice using their body language to look friendly, open and confident.

HOW LONG

30 minutes

WHAT YOU WILL NEED

Flip chart, you can cut the descriptions of the body elements included in the activity or you can make pictures illustrating the same gestures.

HOW IT WORKS

- Get the participants to work in groups of three or four (enough to cover all elements) and distribute pictures or the descriptions of body language elements, one per group.
- Each person should take a turn to be a speaker and the others should be the audience. Give them an easy topic to present about in order to practice the body language element indicated in their card. If you give them something too complicated, they will be busy trying to get the words right and will forget to pay attention to their body. Good topics are 'introduce yourself' 'talk about a recent trip/holiday' 'tell us about what you've learned here so far'.

- The 'audience' members of the group should give feedback on the speaker's body language, NOT their words. They should pick out some things that made the audience more engaged and attentive, and things that were distracting or disengaging. You might want to use the activity 'Feedback Sandwich' to prepare for this group work.
- Ask the group to report back on ways that help the conversation flow better, and the audience feel more engaged.

Head

Notice how you place your head. Nodding can be used to show you are listening, that you agree or disagree. You can also nod when you are saying something that you want the audience to confirm. Tilting your head to the sides can be used to show you find something touching or endearing. Use your head to face different parts of the audience.



Eyes

Eye contact is one way to show you are interested. It can also help those you connect with pay attention. Play with looking at the whole and connecting with one person – but be careful not to stare at the same people for too long as it could make them uncomfortable. If you are uncomfortable looking at people's eyes, find other places on the face you can look at like the bridge between the eyes, the forehead or mouth.

Smile

This gesture can make people feel welcome, makes you look confident and more importantly openness and enjoyment. You can smile when you connect with others, your surrounding or your own thoughts. Even if the topic is serious, you can use a smile. Just notice whether comes from inside, or you smile to deal with nerves.

Arms and Hands

Open arms and hands can help people feel comfortable around you, and that they can approach you. It can also make you feel more comfortable. Notice where you place your arms and hands. Do you cross them? Do you place them in your pockets? Behind your body? Do you use an object to play while you talk? Choose the one that is most comfortable and doesn't give the impression you're closed up. People can think we are upset or nervous.

Back

We often forget our backs. Standing straight and tall can help you keep a sense of perspective. Leaning forward a little bit can show you are interested and involved. Leaning backwards slightly can look relaxed, but also that you want distance from the audience. Use your back the way you need to show the audience you are connecting and present.

E ME, AS FACILITATOR

E1 WHAT MAKES A GOOD FACILITATOR?

E1.2 BODIES TALK.

Posture

Use your posture to feel grounded or steady. If you are standing, keep your back straight with your feet slightly apart. Play with turning the upper part of your body left and right to be able to see and connect the whole audience. If you do want to move around the 'stage' then it is sometimes better to pause talking, move to another point and then carry on. Talking while you walk back and forth can be distracting or make you hard to hear.

TIPS AND VARIATIONS

Common body language challenges for people are:

- Wobbling or swaying from one leg to another
- Not knowing what to do with their hands... hold notes? Put them in your pockets? Fold them? Sometimes putting your hands behind your back can be good because the audience can't see you twiddling your fingers.
- Sharing the eye contact between all audience members

E2.1 TIPS FOR CO-FACILITATION



Co-facilitation means leading the activity with another person. Find out and prepare for some of the advantages and challenges of this way of working together.

ADVANTAGES OF CO-FACILITATION

Using your strengths – usually if two or more people are delivering, they can use their strengths, expertise, skills or experience. You can also practice your weaker areas knowing that there is a support in place.

Time to rest – taking turns delivering means that each person becomes less tired than if they were facilitating the whole session themselves. This can be useful as part of longer conferences when people can quickly get worn out.

Different ways of communicating – you will always have a mixture of people in the audience who will all learn or like to work in different ways. Having a mixture of facilitation styles is good because you have more chance of bringing everyone on board.

Observation – the second facilitator makes a great observer while the first is delivering. This is useful for giving the facilitator feedback on how they are doing but also noticing how the group is doing and whether people need help or a change in delivery style.

More time for the group – if you had one facilitator working with a group of 30, you would only be able to get a small overview of how everyone was doing. Having a second facilitator means that you can keep an eye on 15 people each and spend a little more time with each of them.

Supporting each other – a good facilitation team is able to help each other perform and grow. This can be stepping in when someone is stuck, preparing resources while the other delivers, taking over if someone is not feeling well, giving feedback and helping to work with the group.

CHALLENGES OF CO-FACILITATION

Planning takes longer – deciding who will deliver what takes time. You also need to plan what the second facilitator will be doing while the first is delivering (observing, helping participants, preparing resources). This takes time but does pay off.

Different opinions and styles – every facilitator will have a different way of working, which is great if you work well together as a team. Sometimes these differences can cause disagreements. You will need to take time to understand the way each other likes to present and why and then find ways of negotiating the things you disagree on.

Balancing time and power – this means making sure that you come across as a team to participants. If one co-facilitator only delivers 1/10th of the material, or gets spoken over all the time, then it will show the participants that you are an unequal team. One person may appear to be ‘just a helper’ and the participants may respond differently to them – not feeling like they will be able to answer their questions or not respecting their instructions because they are not really in charge. It is important that both facilitators start the session together to present an equal team, and that you divide the session in a fair way so that both people are valued.

Audience perception – you cannot control the way the audience thinks about you. Sometimes if you have two very different facilitators (age, gender, culture, background, experience) the audience may show favouritism to one facilitator. You will need to be clear at the beginning that you are a facilitation team and may even like to outline the expertise you both bring and who to speak to about certain questions/topics.

It’s not the way I’d do it! – Sometimes when you watch another person present or deliver you can find yourself thinking “they’ve missed something” or “that’s not the way I’d do it”. It takes a lot of practice to be able to ask yourself “but is it important?” If your partner misses a vital instruction then you may need to interrupt, but if their way of presenting is meeting the objectives in a different way to you, then you need to step back and let them keep going.

Communicating and interrupting – the facilitators will need to be able to speak to each other during sessions to check how things are going, make changes and get ready for the next part. This can be difficult with the audience watching. You may also need to tell each other if you have spotted an issue. The section called ‘Your Secret Code’ provides advice on this.

E2.2 **FACILITATOR AGREEMENT**

A simple way to help two people of any age decide how to split the task of moderating a conversation.



WHY WE LIKE IT

In the context of this Toolbox we may see co-facilitators of different ages (adult-young person), from different organizations, different cultural backgrounds and even of different languages aided by interpretation. This is a general tool which can be used to help you plan your co-moderation and decide who will deliver what. It is best done in pairs – it can be done in larger groups, but if so, then use a table with one column per person rather than a Venn diagram (two intersecting circles).

HOW LONG

20–40 minutes depending on depth

WHAT YOU WILL NEED

Flip chart paper, pens, sticky notes.

HOW IT WORKS

- Make sure that people are paired with their co-facilitator and given sticky notes and pens.
- Use a large piece of paper to draw a table or Venn-diagram. It is important that there is space to record information for participant 1, participant 2 and both participants.
- Work through a list of key questions and ask participants to use the sticky notes to arrange their answers on the Venn diagram. E.g.
 - What are your key skills as a facilitator?
 - What are your responsibilities during the session?
 - Which parts of the session/activities do you feel confident delivering/would you like to deliver?

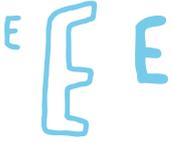
E ME, AS FACILITATOR

E2 HOW DO I FACILITATE WITH OTHERS?

E2.2 FACILITATOR AGREEMENT

- Look together at the completed Venn diagram and use it to help you split up the different parts of the session. For example, if one participant feels they are high energy and confident giving instructions then they might be better placed to run the warm-up activities. If the other participant is detail oriented, thoughtful and asks good questions then they might be better at running a reflective review. If both participants feel confident about an activity, then you could allocate it to either person or see how you feel on the day.
- If you are co-facilitating with a less experienced facilitator it is important to get a fair balance of activities – and remember that fair does not always mean equal. Facilitators may want to deliver things they are confident about, but they may also want to try something new, knowing that their co-facilitator could step in and support them if needed.





E2.3 **OUR SECRET CODE**

Communicate with your co-facilitator when there is a change of plan or issue, in a way that is not evident to participants.

WHY WE LIKE IT

Facilitating in pairs can bring a lot of energy to a session but it is also important that the pair can work smoothly together. There may be times when you need to hand over to each other or ask for help without letting the participants know that something is wrong. It is important that both of the co-facilitators understand key phrases or signals to know when to step in.

HOW LONG

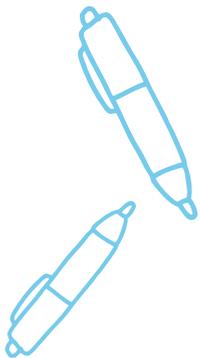
15–20 minutes

WHAT YOU WILL NEED

Paper, pens

HOW IT WORKS

- Start by making a list of all the different things you may need to create signals for.
- Decide which ones need to be verbal signals and which ones can be non-verbal.
- Run a practice activity and test out the signals to see if they work without being too noticeable. You will need to think about where both of you are in the room. It is usually helpful if the participants cannot see any signals, so the second facilitator may be at the side or the back so that any hand movements are less noticeable.
- Spend time rehearsing the signals and their meanings.
- It is important not to pick too many different signals otherwise things could become confusing. As you co-facilitate with real groups you may decide to make changes to your secret code.



USING BODY LANGUAGE	
ISSUE	SIGNAL
You need to slow down	Both hands up
You need to speed up	Rotate index fingers
Time is nearly up	Tap watch or wrist
You need to be louder	Hand held to ear or finger pointing upward
You need to be quieter	Hand motioning downwards
You/I need resources	Pointing to where resources are stored
You missed something	Raise a hand to add a comment/speak
Over to you	Open hands towards the other person

USING VERBAL LANGUAGE	
ISSUE	PHRASE
I think I've forgotten something	___, is there anything you'd like to add?
I don't feel confident doing this activity	I'm going to hand over to ___ to run the next part
I don't know the answer	Perhaps ___ could answer that better.
I need thinking time/prep time	Let's take a break OR discuss ___ with a partner?
___ is difficult to work with	Would you be able to help ___ on this activity?
You have missed something	Do you mind if I add something/I'd also like to add



TIPS AND VARIATIONS

- There may be times when you need to explain an issue to your co-facilitator in more detail – especially if it concerns a participant’s behaviour or making changes to the activities/timetable. If you need to chat, then it is great to either take a short break (if it was close to break time anyway) or ask them to discuss a relevant question. E.g. “summarize the three most important points from what we just discussed. What questions do you still have about X? How could you use X so far?” This short discussion time should give you a few moments to work out if you need to hand over or make changes.
- At times, the person facilitating will know that they are struggling and will be able to signal the need for help. At other times they may not realize that they have missed something or that there is a problem. In these cases, it is really important that co-facilitators are able to sensitively and supportively step in. Perhaps putting their hand up a little to signal they want to speak and then saying “adding on to what ___ said” – this type of language shows they are supporting their partner rather than going in a different direction.
- As you continue to work with a co-facilitator it is important that you evaluate the session itself but also your working relationship. Check whether the way you are communicating is working for both of you and try out changes to improve it.

E3 **HOW DO I BREAK THE ICE?**

These next few introduction games help people to say something a little more interesting.

Many people attending training have to go through 'creeping death'. This means the first person shares their name, age and usually their job or study area or organization. Then the next person speaks. People rarely remember each other's names because they are busy thinking about when it is their turn to share. Often, our job, studies or organization are not the most interesting things about us.

hello!



E3.1 PERSONAL SHARING

People introduce themselves in the group answering interesting questions, instead of making the usual presentation.

WHY WE LIKE IT

To allow participants to learn interesting things about each other. To create group closeness.

HOW LONG

10–30 minutes

HOW IT WORKS

- Explain that you would like everyone to get to know something interesting about each other, so instead of giving a usual introduction everyone will answer an interesting question. You could give everyone the same question or offer a range of possible questions to answer.
- If needed, explain what the time limits will be. If you have lots of people, they may only get 10-30 seconds to speak.
- Give the questions and give the whole group some quiet thinking time. Ideas for questions:
 - What is your proudest moment so far and why?
 - Tell us an interesting fact about you that not many people know.
 - What is your biggest dream in life?
 - If you had a whole year to spend doing anything, what would you do?
 - Who is your biggest role model and why?
 - If you could be any animal, what would you be and why?
 - What is your superpower?
- Invite group members to answer the question. You may want to ask questions in random order so people don't feel pressured.

E3.2 FIND THE OWNER



People get to know each other's names by looking for the owner of their name badge.

WHY WE LIKE IT

This gets people to know each other's names and encourages people to personally introduce themselves to each other and remember who each other are.

HOW LONG

5 minutes

WHAT YOU WILL NEED

Name badges

HOW IT WORKS

- Spread out name badges or give them out randomly to people – make sure people don't have their own name.
- Tell the group that they must try to find the owner of the name badge by introducing themselves to others or asking others for their names. Discourage people from just shouting out the name of the person they are looking for – they should make lots of small introductions.
- Signal for the group to start. It will start off busy and as people get their correct name badge people will start to sit down and the room will quieten.

TIPS AND VARIATIONS

Instead of working with names you could ask people to answer a question on a sticky note – such as what is your proudest moment? What is your ideal weekend? Collect the sticky notes and then mix them up. Give people a random sticky note and let them move around the room asking others the question until they find the person who wrote the note.

E3.3 **TWO TRUTHS AND A LIE**

Find out interesting things by spotting the lie in a set of three things people say about themselves.

WHY WE LIKE IT

Learn each other's names, interesting facts about each other and get the chance to be a bit silly or creative.



HOW LONG

15 minutes

WHAT YOU WILL NEED

You could use sticky notes

HOW IT WORKS

- 1 Explain that each person will think up three statements about themselves. Two of these should be true and one should be a lie. Give people time to think of these statements. They may want to note them down on a sticky note
- 2 Take it in turns to share their two truths and lie.
- 3 After each person shares, people usually guess which one is the lie. The whole group could quickly vote by a show of hands, or to make things quicker you may say 'the person on your left guesses'.
- 4 The speaker reveals the lie and the next person takes their turn.

E3.4 FIVE ROUNDS OF ME

① ② ③ ④ ⑤

Get to the essence of who you are by introducing yourself to others five times without repeating the same information.

WHY WE LIKE IT

Learn each other's names, interesting facts about each other and start thinking more creatively about yourself.

HOW LONG

15 minutes

WHAT YOU WILL NEED

A loud noise or signal

HOW IT WORKS

- Everyone stands up and walks around the room. When you make the signal, people find a partner.
- Each partner shares their name and 5 interesting facts about themselves.
- You may want to give a time limit for this, or say "As soon as you have shared, start walking around the room again."
- Make the signal again for people to find a new partner. This time they say their name but they have to think of five different interesting facts to the ones they used before.
- Repeat this so that people have 5 introductions. This means that they should have shared 25 interesting facts in total.





E3.5 **CHAOS THROW**

Test your memory by throwing the ball and saying the person's name – while you play, also think about what makes a team work better.

WHY WE LIKE IT

This activity is a great warm up that mixes learning group names with thinking about what makes good teamwork. There are lots of possible discussion questions to have after the game – you don't have to do all of them.

HOW LONG

20 minutes

WHAT YOU WILL NEED

Balls – just less than one per person

HOW IT WORKS

- Get participants into groups of 5-12.
- Choose one 'ball master' or 'leader' for each group and give them a ball.
- Explain that they must throw the ball to someone in the group and say that person's name. It is ok to ask for the person's name or read their name badge.
- The second person now throws to someone else who has not had the ball yet – and says their name. This carries on until everyone has caught the ball once and then the ball gets back to the ball master. (It is important that people don't just throw the ball to the person next to them, they should throw it across the circle to create a nice mixture.)
- Ask the group to throw the ball around the circle again. This time they must throw it in the exact same order. They must remember who they threw to, and say the name as they throw.
- Once they remember the order, give the ball master more balls. After they throw the first ball into the circle, they can introduce a new ball to the game. This means that a group may be throwing and catching 3-8 balls at once.
- When the groups seem energized you can stop the game to discuss some questions.

Reflection

- This game can be played as a name game and warm up. Or you can use some or all of the discussion questions to introduce ideas about teamwork and resilience.
 - What skills did you need to make the game work well? Generally, people say teamwork, communication, patience, resilience, concentration, focus, throwing, catching. You may want to ask them to explain these in more detail. For example, communication is very broad – what does good communication look like?
 - Who do you need to pay attention to? To play well, you should focus on the one person you throw a ball to and the person you catch a ball from. This is a good way of looking at teamwork. Sometimes you don't need to know everything that is happening in a team, but you do need to know who responds to your role.
 - What did YOU do if/when you dropped the ball? Blamed others, laughed about it, got frustrated, picked it up and carried on. This can be a good way of talking about how we respond to setbacks. Some people recover well and other people let setbacks bring them down.
 - What did YOUR TEAM do if/when you dropped the ball? Did they get cross, wait for you, keep throwing balls while you were collecting, encourage you. This is a good way of talking about supportive teamwork.

REFERENCE

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E4.1

BIG, SMALL AND CROSS TALKERS

A few tips for encouraging everyone to talk in a conversation.

WHY WE LIKE IT

A facilitator will often need to invite individuals, groups or the whole group to contribute ideas, ask questions and tell stories. Sometimes we need ways to invite those who did not talk to share or to prevent confident group members from taking an unfair portion of the air time. Here are some tips and tools for sharing the voice.

HOW IT WORKS

DEALING WITH BIG TALKERS

- **Time limits** – if you need everyone to speak for a small amount of time, then tell the whole group what their time limit is. This could be 5 seconds for quick ideas, 30 seconds for a short reflection or one minute for a story. You could keep the time or you could share timing responsibilities between the rest of the group. (The person on your left times you and tells you when to stop). When the time is up, it is very important to stick to that and move on so people feel you are being fair.
- **Word limit** – instead of a time limit tell everyone they get to share one word, three words etc. to sum up their ideas or reflection. This can also encourage creativity.
- **Spend a card** – if you find that the same few people keep commenting or asking questions then you can give everyone a number of cards. Usually 2-5 depending on the length of the session. If someone wants to answer, comment or ask a question then they raise a card. Take the card off them when they speak. This way some people may spend all their cards and so have to sit back and let other people speak later. This can be useful in conferences and debates. You could also number the cards. If I raise my second card but someone else raises their first card, then they should get priority because they haven't spoken yet.
- **Summarize to show understanding** – when someone says many things, the audience might get lost. If your group has a 'big talker', when they finish speaking show them you have understood by summarizing what they said. This might reduce their need to speak more, and help audience keep up.
- **Facilitate the point** – people who are talking a lot could be people who need to think out loud. Make sure the task has clear expectations and you may want to remind people of the point by asking good questions: So what is your key idea? What is your conclusion? What did you learn from that? What do you recommend we do?

E ME, AS FACILITATOR

E4 HOW DO I MAKE SURE PEOPLE GET A FAIR SAY?

E4.1 BIG, SMALL AND CROSS TALKERS

- **Interrupt** – people don't like being spoken over, but if someone is taking an unfair amount of time, use one of their pauses or breaths to interrupt. Use the interruption to either thank them for their ideas, ask them for the final point, remind them of the goal/purpose or explain time is short and you need to let others speak.
- **No speech** – for some activities you may be able to avoid speech all together. Everyone shares one body movement, hand signal, or draws a picture of how you feel/what you think. This can be creative and prevent people taking too much time.
- **Observer** – in group settings you may want to strategically put the big talkers into an observation role. This means they make notes on what they see happening and give feedback at the end. This may give teams a bit more space to discuss their ideas.
- **Extra time** – if someone clearly has more to say you might like to arrange a time or place to speak with them further. For example, “if anyone wants to discuss this more, you can meet me over lunch/we can plan a separate meeting” etc.
- **High verbal groups** – you may want to put big talkers or dominant people together in their own group. This leaves all the quieter people in a group where they don't feel as dominated. You may also want to reflect afterwards on how they found being with people of a similar use of voice and talking time

DEALING WITH SMALL TALKERS

- **Thinking time** – if certain group members hardly ever share then give everyone 2-5 minutes to think quietly and write their ideas down. Then you can ask the shy members of the group what they thought of. You could also get people to read each other's sticky notes.
- **Pairs groups first** – instead of asking the whole group to offer ideas to the room, get participants to speak in small pairs or groups first. This means that everyone gets to speak to someone and share ideas in a safe way before contributing to the whole group.
- **Ask directly** – if you know someone doesn't tend to offer ideas, try asking them. This works well if they have already had thinking time or a small group discussion. “___ tell us what you talked about/thought about.”
- **Tell me what THEY said** – sometimes people feel shy about sharing their own ideas. Get people to talk about something in pairs, then each person feeds back a short summary of what the other person said.
- **Ask open questions** – if you ask a quiet person a closed question (Do you have an idea?) they may only respond with a one-word answer and stop there. Using open-ended questions means they are likely to share more.

DEALING WITH CROSS TALKERS (INTERRUPTERS)

- **Pass/throw an object** – this is useful for groups with lots of interruptions. Only the person holding the object can speak. Others who want to speak give a signal and when the object is given to them, they can contribute.
- **Group signal** – in some groups people may feel safe enough and well bonded to produce a signal for when they feel they are interrupted or when they see others interrupting. Some people don't always realize they talk over others, so perhaps a hand gesture, motion or even group pause can help people learn when they are talking over others. Be careful that the signal doesn't make someone feel bad.
- **Ask to finish** – if someone is interrupted you may want to interrupt them and say "Can we let ___ finish before we hear your idea?"
- **Allocate a speaking time** – let the group know the best time for their comments and questions so that they don't feel the need to interrupt. For example, "We'll listen to four ideas and then take comments. I'll give all the instructions and then you can ask questions before we start the activity".
- **A quiet word** – if you need to challenge behaviour directly you may need to have a private and quiet word with someone. For example, "I've noticed you have a lot of ideas about ___ which is great, but when you talk over others it makes it hard for them to share. Can you let a few other people speak before you offer your ideas so that everyone participates?"

As you practice facilitation activities you may like to try out some of these different methods to see how they feel and how they fit with your facilitation style.

E4.2 SCALE GAMES

Get to know people's opinions about a topic without having to speak, and simply by placing themselves in space.

WHY WE LIKE IT

To break the ice by getting people to visually share their opinions and ideas. This can be used to introduce topics, ideas and discussions. The activity allows people to stand up so it can break up sitting activities.

HOW LONG

15 minutes

WHAT YOU WILL NEED

3 pieces of paper with "YES" "NO" and "MAYBE", a list of statement, and enough space for people to move around.

HOW IT WORKS

- Put the three pieces of paper along the floor to make a scale: YES – MAYBE – NO.
- Explain to the group that you will read out a statement and each person can stand on the scale to show their answer. You may want to give an example showing that people can 100% agree or agree a little bit.
- Read out a statement. Examples might be:
 - I am organized
 - I enjoy dancing
 - I think it is wrong to keep pets
 - I get distracted a lot
 - Power and leadership are the same
- The statements can start very simple with likes and dislikes and then move to more controversial topics. You could also read statements that are linked to your event/activity topic. Participants put themselves wherever they want on the line.
- Once people are in position, invite a few people to explain why they put themselves there. For the ice breakers this may not be needed, but for the more challenging statements this time is helpful.

E ME, AS FACILITATOR

E4 HOW DO I MAKE SURE PEOPLE GET A FAIR SAY?

E4.2 SCALE GAMES



TIPS AND VARIATIONS

- You can use this game to get people into pairs. For example, choose a skill or opinion to read out. Then get participants to pair up with someone who stood in a different place to them.
- After reading a statement you could let people share their ideas why and then ask the whole group if they would like to change their position on the scale based on the arguments they heard.
- This game is good for showing that there is strength in difference. For example, some people are organized, some are creative, some are shy thinkers, some are active doers. You can use this activity to celebrate the diversity in the group.
- This can also be used to measure confidence or skill level. You could put the scale on the wall and ask “How confident are you at...” Get them to place their name on a sticky note at the start of the event and again at the end of the event to see what changed.

E4.3

HELPING GROUPS GET UNSTUCK

Create your own strategies of how help groups move forward by reflecting on typical 'stuck' scenarios.



WHY WE LIKE IT

To know there are different patterns of speech in a group and if the balance of speech is not right, groups can get stuck. When a group is stuck, a good facilitator needs to know what to say, ask or do to help the group get back on track.

HOW LONG

20 minutes

WHAT YOU WILL NEED

Stuck scripts (appendix), flip chart or flash cards

HOW IT WORKS

- Explain that in any conversation there are 4 basic types of things we can say. You could show these on flash cards which can be stuck on the wall or write them on a flip chart.
- Go through the four types. You could either give your own examples or ask the group to share examples.
 - **Move** – making a statement, sharing an idea or suggesting action. They want to make things happen. "Let's go to the park."
 - **Follow** – agreeing with someone else, adding to their idea or carrying out their idea. They want to get things done. "Great idea, I'll get my ball."
 - **Oppose** – challenging others, disagreeing or correcting them. They want to make sure any action is correct. "We can't go out, it's raining!"
 - **Bystand** – summarizes, comments, questions or adds perspective to help the group reflect. They want a solution that suits everyone. "It sounds like the weather will affect our decision."

E ME, AS FACILITATOR

E4 HOW DO I MAKE SURE PEOPLE GET A FAIR SAY?

E4.3 HELPING GROUPS GET UNSTUCK

- Provide some more examples and ask the group which category they fit into. You can think of some and say them out loud, you could show more flash cards. You can even write things the participants said in a previous activity down on sticky notes – this can be a fun way of finding out if they use one of the four types more often.
- Split participants into groups of 2-5 and give them a 'stuck script'. Explain that in the examples, the people discussing something aren't making progress because there is too much / too little of the four types. Get them to think about what the problem is.
- Invite groups to share the problems they have noticed and suggest what the group needs to get on track.
- You may like to say "If you were the facilitator of this group, what would you say, ask or do to help them?"

Stuck script 1 – the group is stuck because the conversation goes move-oppose. New ideas are suggested but all are put down. This group needs to pick an idea and follow it. The facilitator may bystand (Summarize your ideas so far). You may want to encourage them to list pros and cons of each idea. You may urge them to take a vote and whatever wins is what they get on with.

Stuck script 2 – this group is getting on really well with each other. There is lots of following and bystanding to make sure everyone is happy. By the end of this short discussion we still don't actually know what they are going to do. This group needs a clearer move. A facilitator may ask them: how are you going to present this? What are your ideas so far? What will your presentation look like? These questions may encourage more concrete action.

TIPS AND VARIATIONS

Sometimes you can have one type of behaviour immediately followed by another. For example: "We can't go to the park, we should go to the beach." This is an oppose followed by a new move.

REFERENCE

This model is also known as Structural Dynamics and was created by Dr David Kantor. David Kantor: Reading the Room: Group dynamics for coaches and leaders (Jossey-Bass Inc, 2012).

STUCK CONVERSATION 1

SPEAKER	SPEECH
1	Right, we need to present ideas back to the group. Any ideas?
3	We could just do a PowerPoint, that's easy.
2	Everyone always does PowerPoint, it will get boring.
4	I could make an animated slideshow instead – it's way better than PowerPoint.
3	Can't we just use handmade posters?
1	I don't think we have enough felt tips for that.
3	Or we could just speak it out loud – maybe throw in a few bits of action to make it memorable.
2	Yeah, but we won't remember all the information without something to follow. That's why we should use PowerPoint or something.
3	We could just write everything down on bits of paper.
1	Using a computer looks way more professional.
4	I thought we wanted to make ours stand out though.

STUCK CONVERSATION 2

SPEAKER	SPEECH
1	So, we need to show the group what we have been doing.
4	We should make sure that everyone gets to present part of the project.
2	Yeah, that would make it really fair. We could even divide the speaking time up equally.
1	Well, only if everyone wants to speak for the same amount of time. Some people might be a bit shy.
3	I'd prefer to do more showing than speaking if that's ok.
4	That's fine. So how will we do it?
2	It ought to be interactive – that will make it more fun so people remember.
1	Ooh maybe the audience have to get up out of their seats to join in.
3	I'll bet no one else is doing that.
4	Cool – so we are going for something fair and interactive.
2	That sounds great.

E5.1 LISTENING CIRCLES

Practice your listening and summarizing skills in small groups so you can better moderate a conversation.

WHY WE LIKE IT

Listening is an important part of coaching and asking good questions. You may want to practice listening skills before moving on to questioning. This activity can be used to practice summarizing, paraphrasing and clarifying. It is also a great way to share stories and create bonding in the group.



HOW LONG

5 minutes to introduce it

+ __ time for each person to speak

+ __ time for the listeners to give feedback

Multiplied by the number of speakers

5 minutes to debrief

For example.

2 minutes to speak, 3 minutes to give feedback for a group of 2 = Total 20 minutes

5 minutes to speak, 5 minutes to give feedback for a group of 5 = Total 60 minutes

WHAT YOU WILL NEED

Chairs in circles, prompt cards

HOW IT WORKS

- Organize into groups. You could work in 2's, 3's, 4's or 5's.
- Tell the groups what topic you want them to speak about. Think about whether this activity could be used to help them bond or explore a topic from the rest of the event:
 - Talk about your most recent holiday/day out
 - Tell us about your favourite food/book/movie and why
 - What are your views on ____ issue
 - Who are your role models and why?
 - If you were in charge of ____ what changes would you make?

E ME, AS FACILITATOR

E5 HOW DO I ASK GOOD QUESTIONS?

E5.1 LISTENING CIRCLES

- Once everyone has had a small amount of time to think about the topic, give out the role cards. These will depend on how many people are in your groups. You do not have to use them all.

Roles

Speaker – talk about your topic

Listener 1 – summarize the facts

Listener 2 – summarize the feelings

Listener 3 – clarify what was said

Timekeeper – observes and tells people when to swap roles

- The first speaker talks about their topic. The rest of the group listen and are not allowed to interrupt or comment.
- Once the speaking time is over, the listeners give their feedback. They should summarize what was said and if needed ask questions to clarify their understanding.
- Rotate the roles in the group so that each person gets the chance to be a speaker.
- It is hard to get all the groups to finish at the same time. Some people talk for longer than the time limit and others for less. You may want to have a whole group timer if you need things to run on time.
- When all the groups are finished you could ask some discussion questions:
 - How did it feel speaking without being interrupted?
 - How did it feel being a listener?
 - What was it like having your ideas summarized back to you?
- If you asked them to talk about a topic based around your main event, you may like to collect ideas or key themes. If not, then treat what was said as private to the individuals and groups.

E ME, AS FACILITATOR

E5 HOW DO I ASK GOOD QUESTIONS?

E5.1 LISTENING CIRCLES

HANDOUT

Prompt cards for listening circles:

Print or make cards based on your group sizes and what roles you want them to play.



CUT HERE

SPEAKER
TALK ABOUT YOUR TOPIC

LISTEN AND CLARIFY
SUMMARIZE WHAT WAS SAID.
CLARIFY ANYTHING YOU DIDN'T UNDERSTAND.

"You told me..."

"When... happened you said you felt..."

"I think you did/felt ... is that right?"

LISTENER 1
SUMMARIZE THE FACTUAL PARTS
OF WHAT WAS SAID

"You said that..."

"Then you..."

LISTENER 2
SUMMARIZE THE FEELINGS
OF WHAT WAS SAID

"You used the word... to describe..."

"When... happened you said you felt..."

CLARIFY
ASK QUESTIONS TO CHECK YOUR
UNDERSTANDING OR ASK FOR
FURTHER DETAIL

"I think you did/felt ... is that right?"

"Can you give me more detail about ...
to help me understand?"

TIMEKEEPER
LET THE SPEAKER KNOW WHEN
TO FINISH. LET THE GROUP KNOW
WHEN FEEDBACK TIME IS OVER
AND THE GROUP SHOULD SWAP
ROLES.

E5.2 QUESTION SPOTTER

Learn when to use different type of questions to help the conversation get where you want it to.

WHY WE LIKE IT

Moderating is about asking questions, but not all questions are helpful. This game helps people to spot the different types of questions we can use and think about using better ones instead.

HOW LONG

15–20 minutes

WHAT YOU WILL NEED

Flip chart. Examples of questions.

HOW IT WORKS

To start with, we want to understand the types of questions before playing the game. You could either talk participants through the question types. Or you may like to give example questions and ask the group what type of question they could be, when are they useful and not useful.

Once participants have a good understanding of the question types you can play question spotter. The basic idea is to provide a question and for participants to say what type of question it is, and whether it is problematic.

You will need a bank of questions which could be written on sticky notes, displayed on a screen or written as a list. Try to make them relevant to your overall training so they may be questions found in teambuilding settings or in a particular environment like school. Check the tool 'Question Scripts' for inspiration.

HOW IT WORKS

Different ways of playing

- Set up four corners in the room for question types. Read a question out loud and get participants to run to the corner it belongs in. This turns it into a warm up.
- Write the questions on sticky notes. Give these out to participants to sort onto a flip chart split into the four categories.

E ME, AS FACILITATOR
E5 HOW DO I ASK GOOD QUESTIONS?
E5.2 QUESTION SPOTTER

- Display the list of questions. Use paired, group or whole group discussion to go through the questions one at a time.
- Give different people a different question type to spot. Place questions in a random pile on the floor and have people pick out their question types.
- After sorting the questions and discussing whether they are good or bad, invite people to re-write bad questions. Share some of these examples.

	DEFINITION	WHEN IT IS GOOD?	WHEN IT IS BAD?
CLOSED	Yes/no or one-word answer	For quick understanding or data. “Where is the exit?” “Do you need a break now?”	For trying to start a longer conversation. “Do you like art?”
OPEN	Needs a longer, detailed answer. Many different answers.	For getting people to explain. To open up conversations and share ideas. “How could we approach...?” How did you feel about...?”	When you need to be quick. “Can you explain the best way to put out this fire?”
LEADING	The question tells you how you are supposed to answer or encourages you to agree/disagree.	Using trick questions in learning – seeing if people can spot the errors or gaps. “2 + 2 is 5, isn't it?” “So our action plan is finished, right?”	When it makes people feel pressured to respond a certain way. “You are enjoying this workshop aren't you?”
WHY	Ask for an explanation.	For finding out how something worked or what led to an outcome. “Why is the sky blue?” “Why do we need to pack umbrellas?”	For asking about personal behaviour – it can seem like an attack even if it's not. “Why did you fail the test?” “Why were you confident?”

E5.3 QUESTION SCRIPTS

WHY WE LIKE IT

Asking good questions is key to moderating activities. If we ask bad questions we can have a really negative effect on facilitation. Can you imagine asking a team “Why did you fail the task?” and then upsetting them so much that they don’t want to join in anymore? These scripts may help you start asking better questions without causing any distress.

Reflection

- How did you think you performed?
- What went well?
- What could you do to improve?
- How did you approach...?
- How can you use/apply ...?
- What will you/could you do differently next time?

Change and growth

- How have you improved so far?
- In what way would you like to get better?
- What is your main area for improving?
- What will you do first?
- Where or how can you get support with ...?

Working in groups

- How did your team do?
- What did you contribute/offer to the team?
- How do you like to work with others?
- How could you change the whole team approach to perform better?

Emotional/sensitive issues

(if it is a safeguarding issue it may not be your job to ask these questions)

- How do you normally respond to.../when...?
- When does ... affect you most?
- I hear that ... is very stressful/upsetting/frustrating for you. I'd like to understand what about ... makes you feel that way?
- Have you experienced this before, and if so, how did you deal with it then? What could be different this time?
- I notice you said he NEVER listens or she ALWAYS shouts... What makes you think that? Is that really true?
- If a friend of yours were in the same situation, what advice might you give to them?
- This sounds like a difficult decision to make. What options have you thought about so far?
- You seem to have told me a lot about the problem. How you would like things to be better in future?
- Thank you for sharing. I need some time to think about what you have told me. Can we continue this chat on/at ...?

HOW IT WORKS

These question starters are not part of a particular game or activity. You could provide them as a printout for facilitators to remind them of good questions. You could allow them to practice leading discussions after team games using these questions. You could role play a situation (team game, learning environment, argument) and practice using the questions to understand in more detail or take action.

E6.1 SETTING UP A PANEL DISCUSSION

All you need to know about preparing and running a panel discussion.



WHY WE LIKE IT

Panels are a good way to hear lots of ideas from different people and encourage an open discussion through questions. Most panels involve 2-6 people and can either go straight into questions or start with panel members speaking for a little bit first. The facilitator's job is to keep the flow as the panel answer questions and keep the audience engaged. The main challenge of working with a panel is making sure that everyone keeps to time and that the audience feels they can participate with the speakers.

Objectives

- Most panel discussions try to achieve the following objectives:
- Share differing viewpoints on a topic – political debates, best course of action for an issue
- Provide information on a topic – how something works, experts on a topic
- Share personal or professional experiences – story telling, autobiographical talk
- Present solutions to a problem – how do we solve ___?

They can be held as standalone events, or part of a wider event such as a conference or community day. The outcomes are normally that the audience feels better informed, has a broader range of views or can start making choices based on what they have heard.

You should make sure the purpose of the panel is clear before the event starts. Decide on a topic, choose speakers who have some experience in that area and tell the audience about the event so that they can start thinking of questions before they get there.

If you have a very specific outcome in mind, then this needs to be made clear. For example, if you want the audience to learn 'three tips for greener living' then at the end you may ask them to do an activity, questionnaire or chat with a partner to see if they heard any ideas they could use. If you want the audience to listen to three different solutions to a problem, you may want them to vote at the end on which was the better solution. If there is a 'final' result, then this should be clear to the audience and the panel before the event starts.

Timings

Most panel discussions last between 30-90 minutes depending on the detail and number of speakers. Some panel discussions start by letting each speaker answer the same general question about their topic/idea/opinion before working with the audience questions.

For example, a 40-minute discussion may look like this.

5 minutes:

- Thank everyone for coming.
- Introduce the topic - "How do we build more inclusive communities for children?"
- Explain how the session will be run – speakers talking, then audience questions. Briefly introduce each of the four speakers.

4 minutes per speaker (16 minutes):

- 1 Child talks about having safe spaces to play.
- 2 Teacher talks about having education that works for those with disabilities and challenges.
- 3 Doctor talks about having fair access to medical care regardless of social status.
- 4 Young parent talks about the need for affordable childcare and parent support classes.

16 minutes:

Audience questions – collect questions and get one or two panel members to answer each question

3 minutes:

(See TIQS & TSAT)

- Conclusion/Strengths – pick out a few interesting key points.
- Actions – what you want the audience to do, think about as a result
- Thank everyone – speakers and audience

For longer discussions, you may want to give each speaker more time on their starting topic, or allow more time for audience questions.

To keep things on time, it is helpful to have a separate person acting as the timekeeper. This person will give a signal when a speaker's time is nearly over or when you need to move on to the next part of the event (questions, conclusion etc). It can be helpful if there is a large clock at the back of the room or if your timekeeper can stand at the back and give a signal. Holding up signs saying '5 minutes', '1 minutes' can be helpful.

The biggest problem for timings is people spending too long talking. The Tips & Tricks section will give you some ideas for dealing with this.

You should also make sure that there is time in the overall programme for a coffee break, lunch or a networking session just after the panel discussion so that people with more questions can chat with the panel members.



TIPS FOR RUNNING A PANEL DISCUSSION

Before the Panel

- **Try to get a representative panel** – people of different ages, cultures, experiences, religions, viewpoints etc. Having a mixed panel makes for a better discussion. One big mistake people can make in the media is bringing in someone with an extremist view or an opinion that goes against all evidence – this is not being representative and will cause lots of trouble.
- **Invite more people than you need.** If you need 4 people, try to have at least 8 people in mind to invite so that you know you have a good chance of filling the slots.
- **Brief the panel** – tell them what the topic is, how long they will have to speak, what kind of audience they will be speaking to and how you will be running the session.
- **Get to know the panel** – find out a little bit about each one by speaking to them or researching them. This will help you to know what questions to ask them and who might be the best person to answer an audience question.
- **Get the panel to know each other** – this could be a few weeks before the event or for 20 minutes just before the panel starts. This will help the panel feel comfortable with each other, know names and hopefully know a bit about their topic areas.
- **Decide on any signals** – tell the panel how you will show them they are running out of time or that they need to finish an answer. Knowing beforehand helps timings go more smoothly.
- **Prepare your own questions** – as soon as you know the topic and speakers, prepare your own questions. This is useful if the audience are shy at first.
- **Share some questions** – you could tell the panel members one or two questions you plan on asking them. They should not script an answer, but it does give them time to think about what they might say.

Setting up the room

- Make sure the audience can clearly see all members of the panel. There may be a raised platform or the audience may be sat in rows facing the panel members' chairs. Make sure there are no tables between the panel and the audience. If you need panellists to put their drinks somewhere, tables could be to the side of their seats or the drinks could go on the floor.
- Sensible chairs. The panel will be sat for a while so comfy and sensible chairs are best. Stools can be too high, inaccessible or difficult for people wearing skirts.
- The facilitator could either be sat in the middle of the panellists or to the side of them all.
- Know where the clock is.
- Semicircle. When panellists are in a line it can be hard for them to see each other if they want to discuss or debate. Tilt the chairs into a slight semicircle so that they get a clear view of each other and the audience.
- Put out the right number of audience chairs. If you have too many then people may avoid the front row. You want people to be close to the panel. If you are not sure how many guests to expect you can block out the back rows until the front rows are full.

Audience Engagement

- Clapping & appreciation - As the facilitator it is your job to get the audience to show their thanks to the panel. They may clap at the beginning, before each speaker to welcome them, after each speaker and at the end of the event. Encouraging the audience to clap can keep them awake and engaged. Doing it too much can make things seem forced.
- Show of hands/stand up – At the beginning of the event you may want to get the audience involved by asking them a few questions before the panel starts. For example, “stand up if you are new to this topic/idea”. “Raise your hand if you have participated in ___ before”. “Wave if you are from ___ career background”. These can help you and the panel know who is in the room so that you can adapt what you say to suit them.
- Quickly thank each audience member for their question.

Keep Timings Smooth

- No slides. When panel members have slides to talk with, they tend to take longer and can be a little boring. If slides are needed because of a specific diagram, then you may want to set automatic timings on the slides or you be in charge of the clicker.
- You introduce the panel. When people introduce themselves they tell longer stories. If you say a sentence or two about each panel member then they can jump straight into the main points they need to address or questions they want to answer.
- Don't ask everyone every question. When you get a question decide on the best person to answer it, or the best two people. Or the panel may volunteer themselves. If every person answers every question it will take up a lot of time and fewer questions will be asked. If some questions seem important enough that all panel members should answer it then you may want to give them a limit. For example, “Give us one sentence of your key message to the next generation.”
- Prepare some ‘cut off’ sentences. These are ways of politely telling people they have spoken for too long or have gone off topic. Good examples *for speakers*:
 - Thank you ____. Now let's hear ___'s ideas on this.
 - That is an interesting point. Next let's focus on ____.
 - We'd now like to hear ____'s thoughts on ____.
 - We are running out of time so I am going to move over to ____.
 - Can you summarize this into one key idea/thought/point/action?
- If *audience members* take too long:
 - Politely interrupt to say: So your question is ____, is that right?
 - What key thing would you like to know/find out?
 - I'm sorry we need to keep things moving. What is your question?
- Give time warnings. You can give quiet or silent time warnings to speakers that they need to wrap up. You should also warn the audience when you are moving to the last 2/3 questions.

E ME, AS FACILITATOR

E6 HOW DO I PREPARE A PANEL DISCUSSION?

E6.1 SETTING UP A PANEL DISCUSSION

Taking Questions

- If the audience are shy, ask your own question first to get things moving.
- 'Plant' a question. You may know a confident audience member who you can get to ask a question first to get things moving.
- Take representative questions. Try to ask people of different ages, backgrounds, positions in the audience etc. This way people feel they have had a fair chance.
- One at a time – if questions tend to be detailed you could ask each question individually, let it be answered and then take a new question.
- Three at a time – sometimes it can be helpful to hear three different questions at once. Make a quick note of them. Hearing all three can give panel members time to think about which question they would best like to answer. You could cover them in any order you like. Sometimes questions could be similar and so answered in a group.

After the Panel

- Use the TSAT model (see below) to summarize or conclude the panel.
- Let the audience and panel know what happens next in the schedule and if there is time/space to chat with the panel further.
- Thank the panel. As well as getting the audience to give a final clap you may want to write a little thank you card or give a small token of thanks to the panel for their time and expertise.

hello!

E6.2

INTRODUCING SPEAKERS

Practice introducing and thanking speakers in front of an audience using a simple way to memorize the steps.

WHY WE LIKE IT

This is to help anyone be a 'master of ceremonies' (MC) or facilitator during public speaking events or panel discussions. The role of MC means helping the audience pay attention and making the speaker feel respected and cared for.

HOW LONG

10 minutes to learn the basic model
20 minutes to do the activity

WHAT YOU WILL NEED

Flip chart, paper and pens

HOW IT WORKS

- Explain how important it is to be an MC/facilitator. Their job is to keep everyone interested, make sure people know who is speaking, thank people and remind the audience of the important points made. This simple model helps you to do that.
- Introduce part 1: TIQS. This acronym tells you what to do before you introduce a speaker.
 - **(T) Topic** – tell everyone what they are going to hear about today
 - **(I) Importance** – explain to the audience why it is important to them
 - **(Q) Qualifications** – show why this speaker is a good person to tell you about this topic. Maybe they are an expert, have experienced it or have studied it.
 - **(S) Speaker** – finally introduce the speaker and get the audience to clap.
- Introduce part 2: TSAT. This acronym tells you what to do after the speaker has finished talking.
 - **(T) Thanks** – thank them for coming & speaking. It is normally good to remind the audience what they spoke about. E.g. "Thank you for telling us all about..."
 - **(S) Strengths** – pick out one or two things that were good about their talk
 - **(A) Actions** – tell the speaker and the audience what you will do as a result of their talk. By showing you will act, it encourages the audience to do the same.
 - **(T) Thanks** – finally thank them again and get the audience to clap.

E ME, AS FACILITATOR

E6 HOW DO I PREPARE A PANEL DISCUSSION?

E6.2 INTRODUCING SPEAKERS

- You could demonstrate an example using a fictional character, famous person, or someone known to the group. For example:
 - **T** – Thank you for joining us today for this lecture on defence against the dark arts.
 - **I** – With the rise of the Dark Lord and his Death Eaters it's very important we learn how to stay safe.
 - **Q** – Our speaker is not only an excellent wizard, but he has survived the Dark Lord twice.
 - **S** – Please welcome, Harry Potter.
 - ----Harry gives his actual speech----
 - **T** – Thank you Harry for that fascinating talk on defence techniques.
 - **S** – I especially liked the way you showed us how even the simplest spells keep us safe.
 - **A** – I am going to go away and practice my Patronus charm.
 - **T** – Join me again in showing your thanks to Harry Potter.
- If you have time to practice, invite all participants to write their own TIQS and TSAT scripts. These could be about fictional characters/made up speeches, or you could prepare them for the actual events they could be attending. Allow around 5-10 minutes to write the script.
- Let each participant perform their TIQS and TSAT for the group. You could give feedback as you go, but this will take longer.

TIPS AND VARIATIONS

- This is a really nice way to practice public speaking because the participants don't have to write a whole speech – they pretend someone else has given the speech.
- You may want to have one person introduce a speaker and another thank them, so you can do this activity in pairs.
- When working with a panel you should introduce each person individually. At the end you could sum up the strengths and action points across the whole discussion.

TIPS

E6.3 GETTING QUESTIONS FROM AUDIENCE

WRITTEN QUESTIONS

You will know your topic before a panel discussion or event starts. This means that you can ask people before they get there to write, email or even use social media to ask a few questions. These are really helpful because if the audience is shy on the day then you already have some questions to start things going. You can also group or filter the written questions.

For a real-life audience you could ask people to write questions on sticky notes during the session and pass them up to the front. This could help shy people to get involved. Reading sticky notes can be difficult if handwriting is not clear, and sometimes people prefer to say their question so the panel can see who has asked the question.

ROAMING MICROPHONE

If you have the resources, it's good to have one or two people walking around the audience with microphones ready to take questions. Ask audience members to put their hands up or stand to signal they want to ask a question. The facilitator then sends one of the helpers with a microphone over to take the question.

NUMBERED TICKETS

When you have a long conference or lots of different panel discussions in a row you may notice the same people keep asking questions. To get a balance of different people involved you could give each audience member three different numbered tickets – or coloured tickets. If someone wants to ask a question, they hold their ticket in the air. The facilitator will clearly be able to see who should get the chance to speak first. For example, someone holding up their third ticket must have already asked two questions so if anyone is holding up their first ticket, they should get a turn first.

LINE UP

If you only have one microphone you could get audience members with questions to line up at the front of the panel area and form a queue for the microphone. Once one person has asked their question, they pass the microphone on. If lots of people want to ask questions you can end up with a very long line!

E ME, AS FACILITATOR

E6 HOW DO I PREPARE A PANEL DISCUSSION?

E6.3 GETTING QUESTIONS FROM AUDIENCE

EMPTY CHAIRS

Have two or three empty chairs on stage for audience members. People who want to ask questions come to the stage and sit on a chair – this can make the question feel very personal and let them engage closely with the panel. People waiting to ask questions could either line up at the side of the stage or stand behind a chair to show it is their turn next. This can help people give short, clear answers because they can see other people are waiting.

GROUP CHAT

If a discussion has a lot of difficult ideas, or you feel your audience is shy, then you may want to put the audience into small groups. When the panel have shared their first ideas, get the group to chat about what they heard and think of a question they would like to ask. Each group could then write down or use a microphone to share their question.

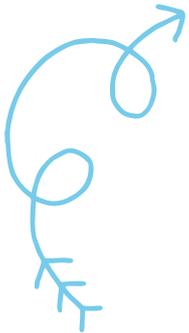
A MOMENT OF QUIET

Sometimes giving the audience a minute of silence to think about the topic or what the speakers said can help them to come up with ideas for questions. This can be useful if you know that it is usually the same few confident or extroverted people that always put their hands up first.

THROW AN OBJECT

Your object must be safe to throw into an audience – a screwed up paper ball, a light beanbag or even a balloon could be good. You could throw it to random audience members to try and get even participation. This works well when you think most people will have a question to ask. If a subject is very specific and not everyone has questions then this may not work.

People who want to ask questions could raise their hands and the audience members could throw objects to each other. This can be fun and physically engaging. This does mean that you as the facilitator lose the ability to pick who will ask the question. Sometimes it is good for you to pick because you can keep it fair.





E7
**HOW DO I
ENERGIZE THE
GROUP?**

The next set of activities will help you to quickly energize the group anytime you need.

When playing games and doing energizers with a group of people, be aware of the group you are working with. Avoid anything that requires much physical touching – especially when you have children and adults working together. Also be aware of potential language, emotional or behavioural barriers or physical challenges some in the group might have.

E7.1

WALK, DANCE, CLAP

Start by asking everyone to just walk around the room. After a while shout 'stop'. Repeat between the two commands for a while. Now tell everyone that *stop* means *walk* and *walk* now means *stop*. Start the commands. Now add the commands *Clap* and *Name* (everyone shouts their name. So now *Walk* means *Stop*, *Stop* means *Walk*, *Clap* means *Clap* and *Name* means shout name. After a while tell them *clap* now means *name* and *name* means *clap*. Continue with the four commands. Finally, add *Dance* and *Jump*. Carry on with the six commands and eventually say *dance* means *jump* and *jump* means *dance*. Do a final run with all 6 commands.

E7.2

THE OBSESSIVE CHEERLEADER

Ask someone to help you demonstrate. Begin by playing a game of Rock, Paper, Scissors. Whoever wins the round is the champion and the 'loser' becomes the cheerleader. Tell everyone in the group to find a partner to play a game of rock, paper, scissors with and once the champion is decided they must walk around the room with the cheerleader cheering their name to find another champion to play a round with. The loser from this game (along with their cheerleader) then become cheerleaders for the champion. They cheer on the champion as they continue around the room to find another champion. Eventually there will be only two champions with a group of cheerleaders behind them cheering them on as they play against each other. When the final champion is decided everyone else loudly cheers them on.

E7.3

MAZINGA



This is a very quick energizer to help build energy before starting or continuing with a session. Everyone stands in a circle. The leader leans into the circle with arms outstretched and sings MAAAA without stopping. This begins a chain reaction and one after the other people in the circle step one foot into the circle with arms outstretched and join in to sing MAAA. The group only end the note when the last person has joined in saying MAAA. Once the last person has joined the singing, in unison everyone steps back pulling their arms towards them shouting ZINGA.

E7.4

SWAP SEATS IF YOU...



Make a circle of chairs, enough for all but one of the participants. The person without a chair (this can be the facilitator) stands in the middle and says swap seats if you...(). Anyone that fits that category stands up and swaps seats as quickly as possible until the last person is left without a seat. This person now asks participants to 'swap seats if you...'. Continue until the group have learned a bit about the group.

E7.5

PICK A STRAW

Before the group arrives, count out straws or popsicle sticks, one for each person. Note: If you decide to use this game at the last minute, no problem. You can simply use sticky notes or small slips of paper. Place them in a cup, basket, or bag after marking 20% of them, i.e. two for every ten. Have each member of the group draw one and, if the one they draw is marked, they answer a question.

E7.6

FINISH THE SENTENCE

Put a number of sentence starters in a hat. Get people to volunteer to pick a sentence and finish it (if the group isn't too big, get everyone else to then finish the same sentence). Repeat until all of the sentences have been completed.

Example sentences:

- I am...
- I have never...
- I love to...
- The best way for me to relax is...
- The most important decision I ever made in my life was...
- The most unbelievable thing...
- The thing that makes me laugh is...

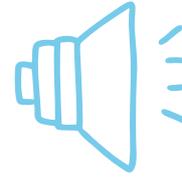
E7.7

FORM A LINE

Have all the participants form a line. Now have them organize the line a) in an alphabetical order by name, b) based on their date of birth (January–December), c) based on the year they were born. The trick is that they must do this without speaking. Note: *This could be a good game to use when you have language barriers, or in the beginning when people are still not fully comfortable with each other.*

E7.8

DO WHAT I SAID, NOT WHAT I SAY



The facilitator (or a participant) stands facing participants, this is the 'Leader'. This leader calls out a command and participants must follow the previously given command, not the immediate one. E.g.:

- Leader says: "Stand on one foot!" Participants do nothing.
- Leader says: "Hop on one foot!" Participants stand on one foot.
- Leader says: "Sit on the floor!" Participants hop on one foot.

Continue on like this.

E7.9

PASS THE MOVE

(credit goes to the first Eurochild Children's Council)

Everyone stands in a circle facing the back of the person in front of them. A 'dancer' is chosen to begin. Everyone else in the circle should now close their eyes. The dancer taps the person in front of them who turns around to watch them perform a dance move. This person then performs the same move to the person in front of them and so on. Those who have completed the move can open their eyes. Continue the task until everyone has performed the move. At the end get the first and last person to compare the dance move and see how it has changed as it has been passed along.

E7.10

DRUM LEADER

Select one person to leave the room. Select one person to be the leader. The selected leader starts a beat using their hands, stomping etc. Everyone else copies the beat. The person who left re-enters the room, their job is to figure out who the leader is. The leader has to try to change the beat while the seeker is trying to figure out who they are.

E7.11

THE EVOLUTION GAME

- This game works best with a bigger group. All participants start as an egg, symbolized by them knocking on the top of their head with a closed fist. They walk around the room and find another egg. The two play Rock, Paper, Scissors. The winner evolves to a chicken, the loser stays as an egg. Participants can only play Rock, Paper, Scissors with someone who is at the same evolution stage as they are (for example, an egg could not play with a human). Every time you win, you reach the next level, until you become buddha. Then you sit down, and you have won the game.
- **Movements** can be changed if you prefer, but they need to be distinctive and everyone needs to do the same movements, so other participants can easily see on which stage you are. A suggestion is:
 - *Egg*: Knock on your head with a closed fist.
 - *Chicken*: Fold your hands into your armpits and make your arms into chicken wings.
 - *Eagle*: Stretch your arms wide and move them up and down, symbolizing their wings.
 - *Human*: Walk around the room normally, with your hands behind your back.
 - *Professor*: Stroke your chin as if you are deep in thought.
 - *Superman*: Put one hand up in the air, like a flying Superman would.
 - *Buddha*: Sit down on the floor with your legs crossed and form circles with your fingers, as if you are meditating.
- This game can be easy when dealing with language barriers, since it can be played without speaking, after the initial explanation.



E7.12

FRUIT SALAD

WHY WE LIKE IT

This is an active game, so it is good for warming up the group. It helps people learn facts about each other and swap places. It can be useful if you need to move people into new groups.



HOW LONG

5–15 minutes

WHAT YOU WILL NEED

Chairs

HOW IT WORKS

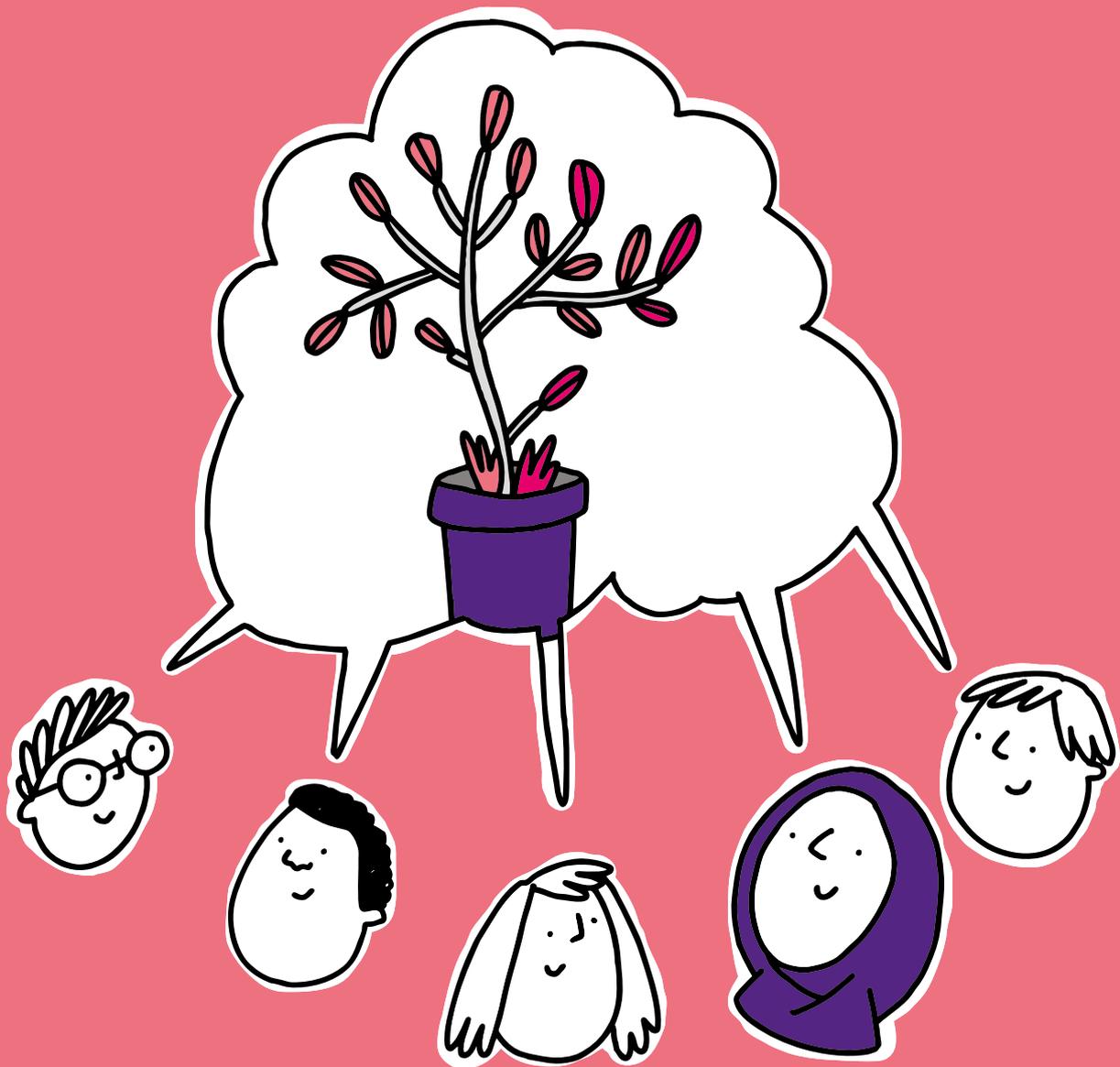
- 1 Get everyone to sit in a circle. There should be one less chair than there are people. This means that one person will be stood up in the middle.
- 2 Go around the room giving everyone the name of a fruit. You should have 3-7 different fruits depending on group size.
- 3 The person in the middle says a name of a fruit. All people with that fruit have to get up and find a new seat. The person in the middle must try to steal a seat too.
- 4 Whoever is left in the middle calls out the next fruit.
- 5 You could call out two fruits at one. "Oranges and bananas". You can also say "Fruit salad" so that all players leave their seats.

TIPS AND VARIATIONS

Instead of giving out fruit names you can say statements. Such as anyone who likes chocolate, if your favourite season is winter, if you have a pet. Anyone who agrees with the statement must change seats. Be careful not to pick traits that would hurt people's feelings – anything associated with appearance, gender, finance, social status, religion, disability etc should be avoided.

MODULE F

US, REFLECTING AND LEARNING



LEARNING AND MAKING SENSE OF OUR EXPERIENCE OF COLLABORATION



F1.1 **EVALUATING AN** **ACTIVITY TOGETHER**

In an event, we can talk about at least three typical forms of evaluation: continuous evaluation, self-evaluation and final evaluation.



CONTINUOUS EVALUATION

Evaluation and feedback rarely just happen at the end. A good facilitator is paying attention all the way through to make sure participants are learning, enjoying the session, in the right mood, not having difficulties etc. This is a form of continuous evaluation and allows you to change your session if something is not working. Working with another facilitator is valuable because you have two sets of eyes noticing what is happening with the group, and what you two can do to help it move forward in the best way.

SELF-EVALUATION

At some point, participants should get the chance to think about what they learned, discussed or heard and then reflect. You can ask open-ended questions to help participants think about their involvement in the session:
“How did you find that team exercise? What went well? What would you do differently next time? What skills/knowledge did you gain? How can you use this session in your life?”

These types of question can be asked along the way, at key points during the session or at the end to form part of the whole session evaluation.

FINAL EVALUATION

Final evaluation is when you look back and reflect whether you achieved the goals you proposed, and whether the process was adequate to achieve them. This may be something that you do with the participants or something you do with your facilitation team. This is often documented or reported somewhere so that people can decide whether to repeat it, or how to improve it.

KEEP GOING
→

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.1 EVALUATING AN ACTIVITY TOGETHER

When you are evaluating you must think “Am I really measuring what I want to measure?” For example, finding out if people enjoyed the session isn’t really measuring if you met the session objectives, — unless you include enjoyment as an objective in the first place! Useful questions, e.g.:

- Do participants know things they needed to learn?
- Did they demonstrate the skills they needed to learn?
- Have they had a change in attitude as a result of the session?
- Do they intend to do anything differently as a result of the session?
- Did everyone get the chance to participate/share?
- Did the group develop an idea/argument/action plan by the end?



F1.2 ANIMAL CORNERS

People move to closer to the animal that best represents how they are experiencing the activity.

WHY WE LIKE IT

This is an open-ended way of checking the different feelings people had at different points in time. It encourages a little bit of movement and allows everyone to express themselves even if some people don't want to speak out. This activity has a small amount of movement so it can be a good break from speaking all the time.

HOW LONG

10–20 minutes depending on depth

WHAT YOU WILL NEED

Pictures of animals. A clear floor space. Suggested animals and their possible meanings:

- **Lion:** Brave, fierce, strong, aggressive, powerful, stubborn
- **Mouse:** Timid, listening, shy, scared, nimble, fits in quietly
- **Whale:** Overwhelmed, slow, patient, listening, bold
- **Owl:** Clever, wise, slow, tired, aware
- **Cat:** Independent, playful, solitary, lazy, observing
- **Dog:** Playful, sociable, gullible, eager to please, quick to act, energetic

HOW IT WORKS

- 1 Place the animal cards around the edges of the room. Anywhere between 3–6 animals is good. You may also like to include an 'other' category for participants to choose the animal they identify with.
- 2 Ask participants to stand in the middle of the room to start with and explain that you will ask them which animal best shows how they felt at a certain time.
- 3 Ask a question. E.g: which animal shows how you felt when...
 - you first arrived?
 - we completed ... activity?
 - you were working in your team?
 - you completed day one?
 - you got stuck on activity?
 - you learned a new skill?

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.2 ANIMAL CORNERS

- 4 After you ask a question, participants should move and stand beside the animal that best shows their feelings.
- 5 When participants are in place, choose a few people to explain the animal they chose.
- 6 Choose a new question, allow people to move and then ask for feedback again.



TIPS AND VARIATIONS

- This activity works best towards the middle or end of an event, programme or conference because you will have more 'time points' to check.
- Notice people who stay in the same place or move around a lot – this may be important for supporting them through the rest of your event
- Try to ask a range of different people and animals to share
- The animals can show a range of different feelings so you may be surprised by the way people explain themselves.
- Some people might not want to explain where they stood, but can still express themselves by standing by their chosen animal.



F1.3
5Ps

Participants stand in the room by the label that best describes how they see themselves in the process: a Participant, a Passenger, a Protestor, a Prisoner or a Pilot?

WHY WE LIKE IT

This is a structured way of checking the different feelings and behaviours people showed during different activities. It encourages people to move and offers a alternative to speaking or writing as a means of communication.

HOW LONG

10–20 minutes depending on depth

WHAT YOU WILL NEED

A clear space, 5 cards – each with one of the words below:

1

2

3

4

5

- **Participant** – someone who gets involved
- **Passenger** – someone who follows along for the ride
- **Protestor** – someone who tries to go in a different direction
- **Prisoner** – someone who feels trapped and wants to escape
- **Pilot** – someone who takes the lead or guides

HOW IT WORKS

- Explain the meanings of the 5 P cards and then stick them up in different parts of the room.
- Ask participants to start in the middle of the room. Explain that you will ask them which word best describes their behaviour and feelings during different activities. These can be during your own event or more general.
- Ask a question. E.g.: which word best shows how you felt/feel when...
 - You are working in a team?
 - We learned about...?
 - You are asked to speak in public?
- Choose questions that are relevant to your event or a skill set / theme that they will be covering later. (Like planning a campaign or meeting leaders).

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.3 5Ps

- After you ask a question, participants should move and stand beside the word that best shows their feelings.
- When participants are in place select a few people to explain their choice.
- Choose a new question, allow people to move and then ask for feedback again.
- You may like to tally or make a note of where people are for different events to help you notice patterns. Are some people always protestors – do they only feel comfortable being a pilot in certain situations. You could extend it by asking, 'When do you most feel like a...'. This could be useful for working out how to facilitate better participation.



TIPS AND VARIATIONS

- This activity works best towards the middle or end of an event, programme or conference because you will have more 'time points' to check.
- Notice people who stay in the same place or move around a lot – this may be important for supporting them throughout the rest of your event.
- Try to ask a range of different people and words to share to create bonding and build empathy.
- Some people might not want to explain where they stood, but can still express themselves by standing by their chosen word.
- If you run the activity in another language, you might want to find other labels that start with the same letter (e.g. 5Cs or Ts).



F1.4 MOOD CARDS

Children and adults pick the image that best represents their feelings or how they have lived the activities.

WHY WE LIKE IT

To give the group an open-ended way of expressing their thoughts or feelings about a prompt question. This activity has a very slow, relaxing tone so it is good as a cool-down task. It encourages turn taking and creativity.

HOW LONG

10–30 minutes depending on the number of people and how long they have to speak

WHAT YOU WILL NEED

Chairs in a circle, assorted pictures. Stock photos of landscapes, faces showing moods, symbolic images (putting together a puzzle, a locked door, roller coaster etc). You will need more pictures than there are people and they should represent a range of moods.

HOW IT WORKS

- 1 Make sure everyone is sitting in the circle. Spread out the pictures on the floor in the middle.
- 2 The facilitator explains that there are a range of images on the floor to enjoy. Take a moment to look at them.
- 3 Ask the key question that you would like them to reflect on. Examples are:
 - Which image best shows how you feel right now?
 - Which image sums up your life?
 - Which image best shows your goal?
 - Who are you?
 - How are you feeling about the conference/ event/ training?
 - How do you feel about ...?
- 4 Give all participants time to look through the images and pick one.
- 5 When everyone has an image invite people to share their images and give an explanation of the one they chose. Also, feel ready to accept when participants don't want to explain and always make sure this is a safe option. After all, an image's worth a 1000 words...

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.4 MOOD CARDS

TIPS AND VARIATIONS



- Big groups can take more time so you might want to ask for 3 words, one sentence, 30 seconds. If you do use a 'limit' make sure that it is fair to everyone and make sure the rule is followed.
- If you go first, you can model how to do it but you will also influence others in doing it like you. If you go last, it might feel like your word is more important. Try to go somewhere in the middle.
- The circle does not have to share in order. Whoever is ready can speak.
- Use a calm and quiet voice all the way through.
- After people share you may like to nod or say thank you. This is a good way to encourage a shy group.
- If the circle goes quiet politely ask, who is left to share?
- At the very end thank everyone for their contributions.
- You may like to invite people to stick their pictures up or take them home as a reminder.
- You may like to have a few moments of silence/thinking time after everyone has shared. You could ask them to think about the range of emotions in the room, how they want to move forward, or you don't have to ask anything at all. When people have quiet moments, they come up with interesting and powerful ideas.

F1.5 PICTURE REVIEW

Participants use drawing to answer a key question about their experience in the activities.

WHY WE LIKE IT

To give the group an open-ended way of expressing their thoughts, feelings or key learning. This activity is generally quite calm and reflective, so it is good as a cool-down task. It encourages turn taking and creativity. Asking people to verbally answer a question can sometimes 'feel too big'. Drawing a picture or using creative media can help people express themselves more openly. When you have finished, participants have something nice to take away or hang on the wall.

HOW LONG

20–30 minutes depending on number of participants

WHAT YOU WILL NEED

Paper, pens, colours

HOW IT WORKS

- 1 Give each participant a piece of paper and access to pens, crayons, colours etc.
- 2 Give them a key question (or questions) to focus on and ask them to draw an answer to that question. If you want, you could allow them to write poems, create posters, make a song, make a model or some other creative method. Think about how long that would take and whether you have time.
- 3 Allow participants to spend around 10 minutes creating their picture review.
- 4 Use the remaining time to allow everyone to share a short explanation of their picture. You may need to give a time limit in a larger group to keep it fair.

Examples of questions:

- What was your key learning moment during ... event?
- What is your key take away from ...?
- Show us three things we need to know about you.
- What do you bring to a team?

TIPS AND VARIATIONS

- You can also compare people's artwork and appreciate how their personal qualities might come out in drawing (e.g. structure, clarity, vitality, simplicity, etc.)
- When the time is up, get people to share in a random order. This means people speak up when they are ready and don't feel under pressure because it is their turn next.

F1.6 LOOKING BACK, LOOKING FORWARD

How did we get here and where are we going next? Using the 9 requirements to evaluate the experience so far and then look to the future.

WHY WE LIKE IT

This activity offers participants the opportunity to share how things have gone, and in looking forward, it offers organizers the opportunity to make changes, either to correct anything or to keep doing what is working well to improve the remaining experiences.

We used this exercise when the first term of the Eurochild Children's Council came to an end and the next cohort of young people was about to begin.

HOW LONG

45–60 minutes

WHAT YOU WILL NEED

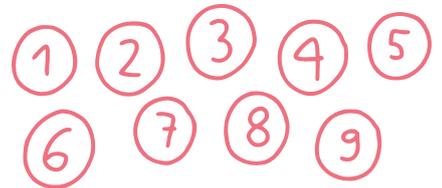
Paper and pens

HOW IT WORKS

Using the 9 conditions of participation (see 'Participation' chapter), we are going to look backwards and see how we did, then we are going to look forward and ask how we can do better.

Reminder of the 9 conditions:

- 1 **Transparent** — *There is clear and complete information available.*
- 2 **Free (voluntary)** — *It happens out of children's free will*
- 3 **Respectful** — *Everyone gives consideration to what is expressed*
- 4 **Relevant** — *It makes sense for children why they are participating*
- 5 **(Child) Friendly** — *Experience is adapted to the needs and interests of each child*
- 6 **Inclusive** — *Everyone should feel they can participate*
- 7 **Safe** — *Children feel protected from any harm*
- 8 **Supported** — *Everyone involved must feel they are prepared*
- 9 **Responsive (Accountable)** — *Children must know what is done with their views*



F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.6 LOOKING BACK, LOOKING FORWARD

This activity can be run in 2 ways:

1 Separately

Go through the looking backwards questions, then go through the looking forward questions.

2 Together

For each of the conditions, ask the looking backwards question, then the looking forward questions.

The advantage of doing separately is you get to look at the 'whole' before moving on. The advantage of doing the questions together is that the issue can be addressed while the idea is still in your head, for example: If young people felt they did not get adequate information, then you can ask what should we send young people in future?

Depending on the size of your group you may wish to split into smaller groups, if you do, then ensure you have time for each of the groups to give feedback to each other.

Below we have written the questions together, feel free to adapt the questions to make them more specific to your project. Also, we probably would not ask all of these questions during one session.

The process is then straight forward, you work your way through answering each of the questions.

1 TRANSPARENT

There is clear and complete information available.

Looking Backwards:

- Did you get enough information when you arrived?

Looking forward questions:

- What information should young people get before they arrive?

2 FREE (VOLUNTARY)

It happens out of children's free will

Looking Backwards:

- Did you get to do what you wanted?
- What parts have you enjoyed?

Looking forward questions:

- What would you have changed?

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.6 LOOKING BACK, LOOKING FORWARD

3 RESPECTFUL

Everyone gives consideration to what is expressed

Looking Backwards:

- Did you feel respected?
- Did you get to say what you wanted?
- Did you get to listen to what others had said?

Looking forward questions:

- How could we improve things in the future?

4 RELEVANT

It makes sense for children why they are participating

Looking Backwards:

- How was the work we did here relevant to you, outside of here?
- Was the purpose of what we are doing clear and did what we do meet that purpose?
- Did we deal with issues that are felt as important in their children's lives?
- Did you have the space to address the issues you feel relevant and important?

Looking forward questions:

- Could we do things differently in future?
- How can we make our work more relevant to young people's lives?

5 (CHILD) FRIENDLY

Experience is adapted to the needs and interests of each child

Looking Backwards:

- Was the experience a child friendly one?
- Did you have enough time and resources to do what you needed?

Looking forward questions:

- How could we make the experience more child friendly?

6 INCLUSIVE

Everyone should feel they can participate

Looking Backwards:

- Did you feel included in what we have done?
- Were there any bits that you felt less included?
- Did you have enough what you needed to do what you had to do? If no, what would have helped you?
- Did everyone have the confidence and opportunity to contribute their views?

Looking forward questions:

- What could we do make sure people feel included?
- How could we make this group more diverse?

F US, REFLECTING AND LEARNING

F1 HOW WAS MY EXPERIENCE, HOW DO I SHARE WHAT I LEARNED?

F1.6 LOOKING BACK, LOOKING FORWARD

7 SAFE

Children feel protected from any harm

Looking Backwards:

- Did you feel safe when you arrived?
- Did everyone feel safe throughout the project?
- Who would you turn to if you felt unsafe?

Looking forward questions:

- What would make children feel safe?
- What does the organization need to do to allow people to feel safe?

8 SUPPORTED

Everyone involved must feel they are prepared

Looking Backwards:

- Did you feel supported during the project?
- How could we have given more support?
- How did you support each other in this process?

Looking forward questions:

- What support should young people get before they arrive?
- What could we do to support young people in the future?

9 RESPONSIVE (ACCOUNTABLE)

Children must know what is done with their views

Looking Backwards:

- Was the process of what we were doing clear?
- Did we (the organization) feedback enough information?

Looking forward questions:

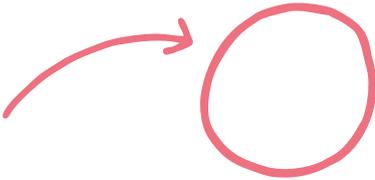
- What is put in place so that feedback can be given to children who were involved?

VARIATION

How were things for me, what do I want to give to others who will be in my situation.

Three sides:

- Individual: How did you do? Prepare? Perform?
- Organization: What conditions were given?
- Group: How did the group behave?



F2.1 **SNOWBALL** **FEEDBACK**

Write your feedback on a piece of paper and throw it around in a snowball fight.

WHY WE LIKE IT

Participants are able to give honest feedback in a relaxed, anonymous and energizing environment.

HOW LONG

30 minutes

HOW IT WORKS

- 
- 
- At the end of a training session, give a quick summary of the training and then ask everyone to grab a pen and piece of paper. Before explaining the main activity, give five minutes for an open discussion on how to give feedback in a positive and useful way.
 - Ask participants to divide the paper into two sections. On one side everyone writes down all the things they liked about the training. On the other, participants write down what could be improved next time. At this moment you can remind everyone of the importance of being fair and constructive with feedback. No one should write their name unless they want to. Otherwise this activity should be anonymous.
 - Once everyone has done this, ask them to scrunch the paper up into a ball and tell everyone it is time for a 'snowball fight'. Everyone throws the snowballs (not too hard!) at each other for a few minutes.
 - Once the papers have been completely mixed up, ask everyone to pick up a snowball and open it up. Each person reads out what is written on the paper. As everyone is sharing the anonymous feedback, collect the main feedback onto a flip chart. Try to give a short summary to everyone at the end of the session.

F2.2 THE FEEDBACK SANDWICH

Learn how to give feedback in a way that is constructive.

WHY WE LIKE IT

For each person to get detailed positive feedback on what they did well and some helpful ideas of how to improve. For the team to support each other in learning and growing. This activity works at the end of a session or an event.

HOW LONG

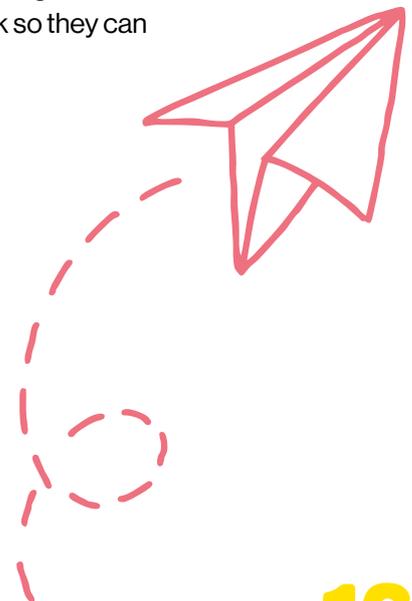
2–5 minutes per person

WHAT YOU WILL NEED

You could use note paper

HOW IT WORKS

- Explain the idea of a feedback sandwich. A sandwich has three main parts – two slices of bread and one filling. In a feedback sandwich we start and end with positive feedback. The filling is one area to improve on. It is very important that the group understands that they are not using the ‘filling’ to criticize or pull people down. They must make a positive suggestion for a way for someone to challenge themselves, improve or grow.
- Take it in turns to give feedback on your chosen topic. This may be how they performed at an event, how they did in a team, their general skills and traits, their ideas. Make sure that everyone is clear on what you would like to give them feedback on. You may like people to write down their feedback so they can remember it and act on it.



F US, REFLECTING AND LEARNING

F2 HOW TO GIVE FEEDBACK?

F2.2 THE FEEDBACK SANDWICH

TIPS

TIPS AND VARIATIONS

Alternative ways of running this activity

- Everybody could give feedback on themselves using the sandwich model. This is good for a short self-reflection and to encourage them to spot the positives in their own work.
- Everyone could pick a name out of a hat. That is the person they have to give feedback for. You could choose the names at the start of the day so that they can watch each other, ready to give feedback at the end of the day.
- Everybody could give feedback about everybody else. This takes a very long time but is useful after a big group event such as putting on a conference or spending two days working together. Choose one person to start with – everyone gives feedback about that person. Then move on to the next person. If you have a large number of people you could split into two smaller groups to save time.
- People can contribute as much or as little as they like. You could pick a person to focus on – those who have positives say them, then some people share ideas for improvement, then finish with some more positives. This can be a little quicker than the whole group feedback because fewer people speak. This can cause problems if some members of the group are quiet all the time or only share 'criticisms' not positives.

F3.1 DOT MONITOR

Use dots to get a sense of what people thought about the activities you participated in.

WHY WE LIKE IT

This is a very visual method that quickly reveals the opinion of the group about any matter. It is also very tactile to stick the dots on the board, so it gives a break from talking and listening.

HOW IT WORKS

When running participation training, provide opportunities for participants to give comments, share ideas and ask questions. You can do this in the following ways:

- Write open questions on a white board and leave pens out for people to write their answers.
- Provide blank white boards for participants to write comments during training sessions.
- Leave out boxes, into which participants can put written questions and comments.
- Set a board out in the following way and ask all participants to place stickers on it:

PUT YOUR STICKER HERE IF YOU SAID YES TO 1–5 OF THE QUESTIONS BELOW	PUT YOUR STICKER HERE IF YOU SAID YES TO 6–10 OF THE QUESTIONS BELOW	PUT YOUR STICKER HERE IF YOU SAID YES TO 11–15 OF THE QUESTIONS BELOW
QUESTIONS Question 1... Question 2...		



F3.2

BUDDY SYSTEM

WHY WE LIKE IT

Before or during a training/event/conference it can be helpful to participants to get to know each other to build trust and to help create a safe and comfortable environment to participate in. This can be done in advance of the participants actually meeting or once they have already met.

WHAT YOU WILL NEED

A way for the children to communicate if you set up the Buddy System before the training or event.

HOW IT WORKS

Put the children from the group in pairs. The person they are paired with will be their buddy throughout the training/event. They should always keep an eye out for their buddy. Some things to get them to keep an eye out for: Are they present in the room? Are they looking sad or lonely? How are they finding the experience? what could be better and what is good?

The Buddy System can also be used in advance of participants meeting in person. This can be done online by putting pairs in touch with each other so they can get to know each other before they meet. If you have enough time you can swap the pairs every week etc.

TIPS AND VARIATIONS

Always make sure that participants consent to having their details shared and that child protection measures are in place to make sure children feel safe communicating online.

It is often useful to arrange the buddies beforehand, to mix up the group. If this is not possible/considered useful, you can do this randomly, for example with a game where they randomly form groups of two.

F3.3

EVALUATION GROUPS

WHY WE LIKE IT

This activity gives space for participants to reflect on the things they have learnt whilst at the same time acting as a starting point for writing up a report after a training/ event.

HOW LONG

1 hour

WHAT YOU WILL NEED

Flip charts, pens

HOW IT WORKS

Get people into groups of about 8 people. Give them five questions (examples below) to answer and to share their ideas with each other. They should choose one or more of these questions to answer:

- What are the reasons child participation in public decision-making is important?
- How can disadvantaged children and children facing discrimination be supported to influence public decision-making?
- What works as ways of sharing information and educating people about children's rights?
- What ways do you know of enabling children to be heard by politicians/decision-makers and to introduce projects/new ideas?
- What effective ways do you know of getting European, national, regional and local decision-makers to do something?

At the end of the discussion, ask them the following:

- Which of these questions is the most important for us to focus our action on to help us write a report?

OK

F4.1 JOURNEY MAPPING



Through the metaphor of a road, draw the most important moments of your learning throughout the activity.

WHY WE LIKE IT

To give teams a creative and visual way of summarizing their key learning and activities over a programme of events. This works best for a long and varied day, or a wider programme/conference taking place over a number of days. You can use this activity towards the end as an evaluation and action planning tool.

HOW LONG

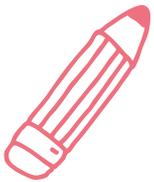
20–40 minutes

WHAT YOU WILL NEED

Pens, paper, colours

HOW IT WORKS

- Get participants into groups of 2-5 for this task and give each group resources.
- Explain that the group will 'map out' their experience over the event. This could be done in time order for longer events (day 1, day 2), by section or activity for smaller events, (introduction, session 1, over lunch), or possibly even by theme if parts of a longer event repeat (during workshops, on our placements).
- Participants can use the theme of a road or path to help give their map order. They can use doodles, key words and pictures to create a summary. This could focus on skills they have learned, knowledge they gained, contacts they made, resources they learned to use or how they felt. Be clear on what you want the focus to be.
- Give teams time to complete their maps then bring all groups back together to share. You may want to photograph or make notes in case what is shared is useful for evaluation.
- You may like to extend the activity by asking:
 - a. "Are there any gaps that we did not cover?"
 - b. "Where does the road go next?"
- These additional discussions could form the start of a formal action plan.



F4.2

LETTER TO YOURSELF



Write a letter to yourself in the future, reminding you of the most important moments you lived in the activity.

WHY WE LIKE IT

This helps participants summarize key learning and actions they want to take. It also gives you a finished letter which can be used to motivate participants after the event.

HOW LONG

10–20 minutes depending on detail

WHAT YOU WILL NEED

Pens, envelopes, paper or letter templates

HOW IT WORKS

- This is an individual reflection. Make sure everyone has a pen and paper.
- Explain that everyone is going to write a letter to their future self. You may like to leave it open ended or ask a more specific question. You could print a letter template with some questions on it. Prompt examples:
 - How will your work/behaviour/practice be different in 3 months' time?
 - What actions will you have taken as a result of this event?
 - What are your goals moving forward?
 - What is your most important memory from...?
- You may wish to ask people to share with the group the types of things they put in their letter, or you may wish to keep it private.
- When everyone has finished, give them an envelope. Ask them to write their address (or email address if you are sharing digitally) on the front.
- Collect all the letters and save them. After an agreed amount of time has passed, post (or email) them to participants. This acts as a reminder of what they did and as a way of checking whether they did what they wanted/planned to do after the event.

F US, REFLECTING AND LEARNING

F4 HOW DO I HELP PEOPLE SUMMARIZE THEIR LEARNING?

F4.2 LETTER TO YOURSELF

TIPS AND VARIATIONS

- You may want to get participants permission to keep a copy of their letters. This could be useful for evaluation or publicity.
- When you send the letters, you may want to follow up and see how people react to reading them. Do they still feel the same way? Did they achieve what they wanted to?

F4.3

PHONE CALL HOME



Summarize your learning by calling someone you care for on the phone and telling them what happened.



WHY WE LIKE IT

This helps participants summarize key learning and actions they want to take. It allows the group to share their experiences in a fun way.

HOW LONG

20 minutes – longer for larger groups.

WHAT YOU WILL NEED

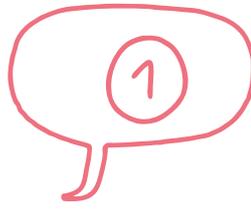
Pretend phone (cardboard cut out).

HOW IT WORKS

- Ask the group “If you had one minute of talk time on your phone to tell someone about today/this event, who would you call and what would you say.” Give the group a small amount of time to think.
- Pass around the cardboard phone and allow people to make their imaginary calls, sharing their key learning, goals, best moments etc.
- You could extend the task by asking people to explain who they chose and why they are important. This will make the task longer.

TIPS AND VARIATIONS

You could make real phone calls, but it is much harder to manage the timings of this, and if the person receiving the call asks questions or starts a two-way conversation you may lose participants’ attention. Sending a recording or voice message to an actual person could be a way to keep the activity on time.



F5.1

ONE-WORD SUMMARY

Finish the activity with everyone in the group saying one word (only) to summarize their experience of the activity.

WHY WE LIKE IT

To allow a large group to share their feelings. To give everyone a fair and equal space to speak. To help people reflect on their experience. This is very useful after an emotional, reflective or big event where people could be feeling a range of things. Using one word only also helps to keep the group on time.

HOW LONG

5–10 minutes depending on group size



WHAT YOU WILL NEED

Nothing, you could use sticky notes.

HOW IT WORKS

- Decide what people will be sharing a word about. It could be an event, activity, something they learned, a talk they heard. If you are reviewing an event or learning, then you may want to do a quick recap. Explain that every person will get to share **one word to summarize...**
 - ... how they feel right now
 - ... what they are looking forward to next
 - ... how they will use X
 - ... what they thought about the event
- Give everyone a few moments of quiet to think of a word. If you want to capture the words, get them to write them on sticky notes or postcards ready to share with the group.
- Allow everyone to share their word without an explanation. If you are using Post-its, you may like participants to stick them in a clear and visible place.
- It is up to you whether you want the group to share in order (e.g. going clockwise around the circle) or whether you let people share randomly whenever they are ready. You should share too. Take your turn in the middle to show that you are equal to the group (going first or last makes you look more important).

F US, REFLECTING AND LEARNING

F5 HOW DO I CLOSE AN ACTIVITY?

F5.1 ONE WORD SUMMARY

- When you have finished, thank everyone for sharing their feelings.
- If something important comes up, you may want to debrief the group. For example, if a lot of people feel confused, sad, tired then you may need to spend time with them or the whole group checking that they are ok.

TIPS AND VARIATIONS

TIPS

- This can be done in open sessions to set the pace, rather than to close them.
- You could specify a different number of words. Sometimes saying three words or a sentence made of 10 words can help people come up with creative ideas. This will take longer.
- You can give everyone a time limit to summarize instead; such as 30 seconds each to speak, or one sentence. This will take longer but is useful if a reflection is more complex.

F5.2

POSTCARDS HOME

Exchange postcards that talk about the qualities of each person in the group and take home a memory from your experience.

WHY WE LIKE IT

This gives group members something nice to keep as a reminder of their experience. It can be a nice way of starting the goodbye process and gives people the chance to reflect a little.

HOW LONG

15–30 minutes depending on group size.

WHAT YOU WILL NEED

Postcards, paper, pens



HOW IT WORKS

- Decide what kind of postcard you want to work with. Possible suggestions are:
 - Blank piece of paper (both sides).
 - Participants draw on one side of the paper (their name or an image) and the other side is blank.
 - You provide printouts of a range of nice images for participants to choose from. Great examples are nature, landscapes and teams smiling.
 - Print photos from the location, event or based around the theme.
- Once everyone has chosen their postcard, they should make sure their name is written clearly on it.
- Give the group a time limit and allow them to write on each other's postcards. You may like to guide them by saying something like write a sentence to remember them/show them gratitude. Or write two words to show qualities you admire in them. Or you can leave it open ended for people to write any kind of message to the other person.
- You could allow people to move freely around the room visiting each other or you could get everyone to sit in a circle and rotate their postcards so that everyone gets the chance to write on everyone else's.
- At the end you might like to give people a quiet moment to read the postcards or ask them to save them until they go home.

F5.3 SILENT COMPLIMENTS



Let someone in the group know what you appreciate in them without having to talk.

WHY WE LIKE IT

To give group members a positive boost. To reflect on the event/activities. To show gratitude to others in the group. This works well for groups that are shy and is quite a relaxing and calm activity.

HOW LONG

10 minutes

WHAT YOU WILL NEED

A clear space. Some suggestions to say aloud.

HOW IT WORKS

- The group sits in a circle with their eyes closed. Choose one or two people to stand in the middle of the circle.
- Say statements such as “tap someone who was brave today, someone who challenged themselves, someone who made you feel good.” The people in the middle tap as many group members as they want to give them the compliment.
- Swap around so all players get a chance in the middle and read a range of different statements.

TIPS AND VARIATIONS

You may need to check whether group members are happy to be tapped by other people. Bear in mind some body areas could be private (perhaps use the top of the head, back or back of the hand) and people may not want to be touched by certain genders. You could provide a method of touching such as a feather duster. Or if you want to do a no-touching version of the game people could have an object in front of them that is turned over, or a ticket placed in front of them. People would need to open their eyes between each statement.

RESOURCES

Reference documents

- UN Convention on the Rights of the Child (1989): <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>
- General Comment No. 12 (2009) The right of the child to be heard. Full text of the CRC-C-GC-12 : <http://www2.ohchr.org/english/bodies/crc/comments.htm>
- Council of Europe Recommendation on participation of children and young people under the age of 18: https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cb0ca
- Council of Europe Convention on Protection of Children against Sexual Exploitation and Sexual Abuse: <https://www.coe.int/en/web/children/lanzarote-convention>
- Learning for Well-being: <https://www.learningforwellbeing.org/our-approach/>

Models of participation

- Laura Lundy's model of child participation: https://ec.europa.eu/info/sites/info/files/lundy_model_of_participation.pdf
- Lattice of Participation (Cath Larkins, Johanna Kiili & Kati Palsanen), 2014 <https://www.tandfonline.com/doi/abs/10.1080/13691457.2014.928269>

Activities to work with Children and Young People

- Eurochild Advocacy Toolkit (with support from the Council of Europe): https://www.eurochild.org/fileadmin/public/05_Library/Thematic_priorities/05_Child_Participation/Eurochild/Training_Tool_on_engaging_children_in_advocacy_work.pdf
- TUSLA Child and Youth Participation Toolkit: [https://www.tusla.ie/uploads/content/Tusla_-_Toolkit_\(web_version\).pdf](https://www.tusla.ie/uploads/content/Tusla_-_Toolkit_(web_version).pdf)
- Compasito – Manual on Human Rights Education for Children: <http://www.eycb.coe.int/compasito/>
- Compass – Manual for Human Rights Education for Young People: <https://www.coe.int/en/web/compass>

Tools to support planning and implementing social action

- Hyper Island Toolbox – Activities for groups: <https://Toolbox.hyperisland.com>
- Development, Impact and You – Practical tools to trigger and support social innovation: <https://diytoolkit.org/tools>
- D School – Tools for taking action: <https://dschool.stanford.edu/resources>

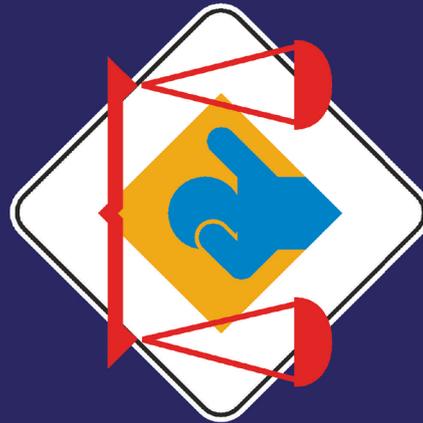
ANNEX A6.1 CHILDREN'S RIGHTS CARD GAME

Play with cards that have 'real' rights included in the United Nations Convention on the Rights of the Child and 'fictional' rights that are not in the Convention.

CUT HERE



EVERY CHILD HAS THE
RIGHT TO HEALTH CARE



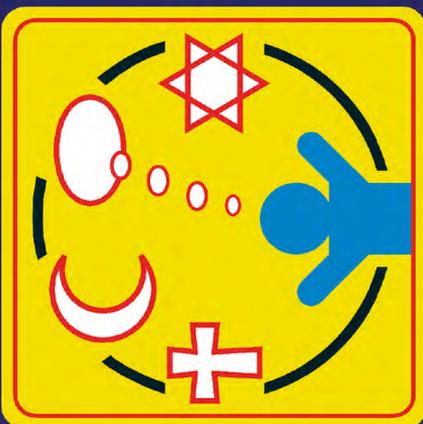
CHILDREN IN CONFLICT
WITH THE LAW HAVE
THE RIGHT TO SPECIAL
ASSISTANCE



EVERY CHILD HAS THE
RIGHT TO SUFFICIENT
AND HEALTHY FOOD



NO CHILD SHOULD
WORK



CHILDREN HAVE THE
RIGHT TO THEIR OWN
RELIGION



CHILDREN HAVE THE
RIGHT TO INFORMATION



CHILDREN MUST BE
PROTECTED IN TIMES OF
WAR



ALL CHILDREN HAVE THE
RIGHT TO EDUCATION



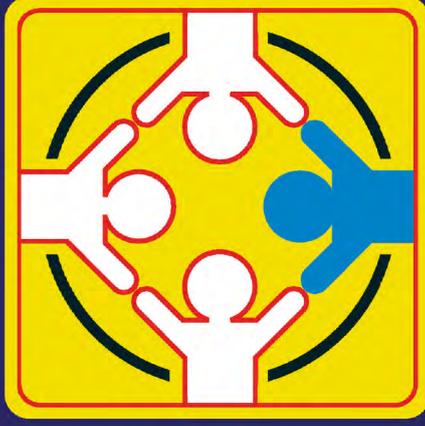
ALL CHILDREN HAVE
THE RIGHT TO PLAY



CHILDREN HAVE THE
RIGHT TO BE
PROTECTED FROM
SEXUAL EXPLOITATION



REFUGEE CHILDREN
HAVE THE RIGHT TO
SPECIAL ASSISTANCE



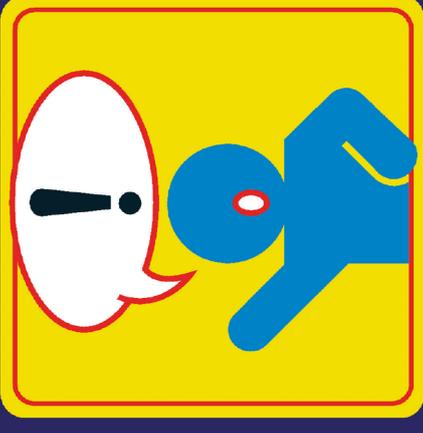
ALL CHILDREN CAN
FORM OR BELONG TO AN
ASSOCIATION



ALL CHILDREN ARE
EQUAL



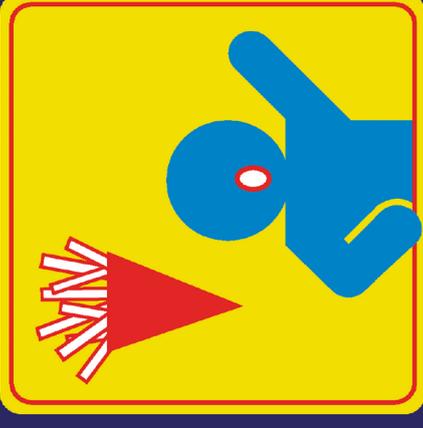
CHILDREN WITHOUT
FAMILIES HAVE THE
RIGHT TO SPECIAL
PROTECTION



**CHILDREN HAVE THE
RIGHT TO EXPRESS
THEIR OWN OPINION**



**NO CHILD SHOULD HAVE
TO CLEAN HIS OR HER
ROOM**



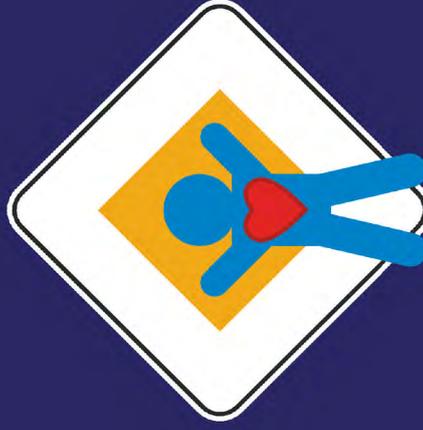
**EVERY CHILD HAS THE
RIGHT TO EAT
JUNK FOOD**



**EVERY CHILD HAS THE
RIGHT TO BREAKFAST
IN BED**



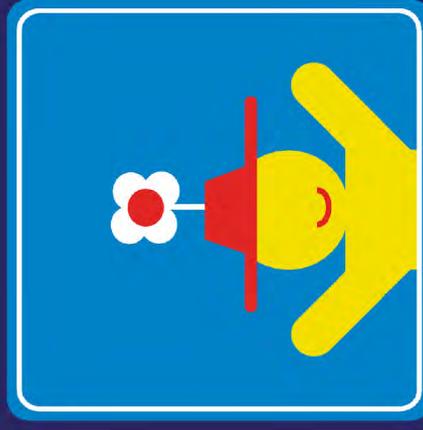
**CHILDREN HAVE THE
RIGHT TO LIVE WITH
THEIR PARENTS**



**CHILDREN WHO ARE
SWEET TO THEIR
PARENTS ARE ENTITLED
TO SPECIAL TREATMENT**



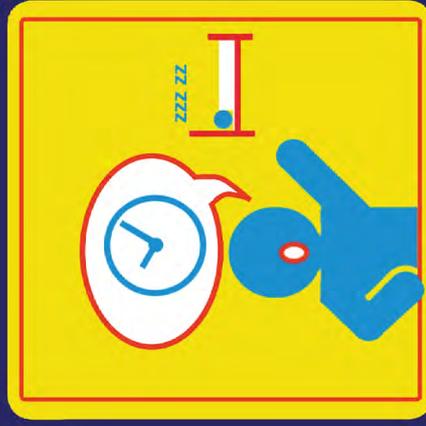
**NO CHILD SHOULD HAVE
TO DO THE DISHES**



**EVERY CHILD HAS
THE RIGHT TO HAVE A
FUNNY NEIGHBOUR**



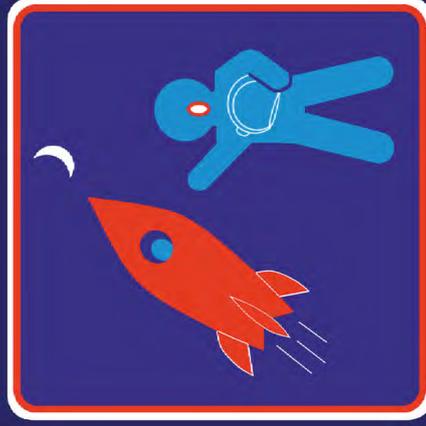
EVERY CHILD HAS THE
RIGHT TO BE REUNITED
WITH HIS OR HER
FAMILY



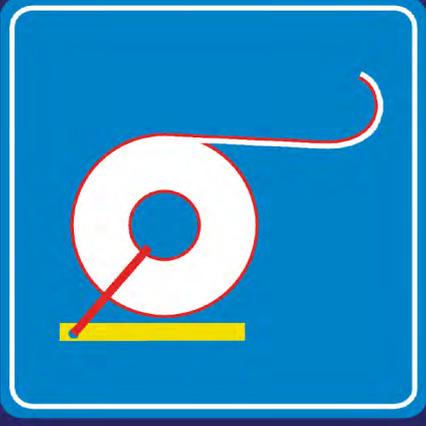
EVERY CHILD HAS THE
RIGHT TO CHOOSE
WHAT TIME TO GO TO
BED AT NIGHT



EVERY CHILD CAN
CURSE IF HE OR SHE
WANTS TO



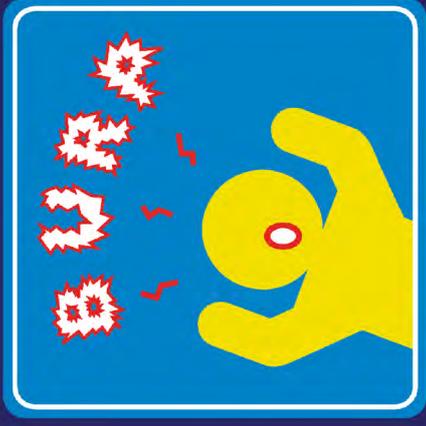
EVERY CHILD HAS THE
RIGHT TO VISIT THE
MOON ONCE IN
HIS OR HER LIFE



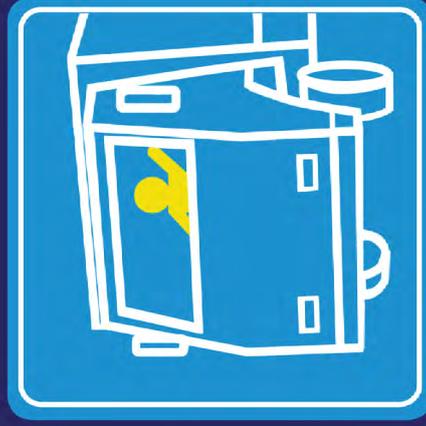
EVERY CHILD HAS THE
RIGHT TO USE SOFT
TOILET PAPER



CHILDREN HAVE
TO BE PROTECTED
FROM TORTURE AND
DEPRIVATION OF
LIBERTY



EVERY CHILD HAS THE
RIGHT TO BELCH AT
DINNER



EVERY CHILD HAS THE
RIGHT TO DRIVE A
LORRY



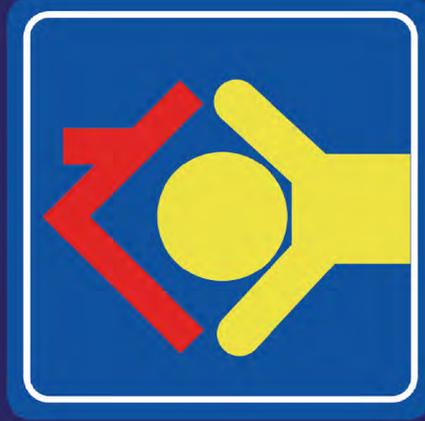
**NO CHILD SHOULD HAVE
TO DO HOMEWORK FOR
SCHOOL**



**EVERY CHILD HAS
THE RIGHT TO SOCIAL
SECURITY**



**CHILDREN HAVE THE
RIGHT TO A NAME,
NATIONALITY AND
FAMILY TIES**



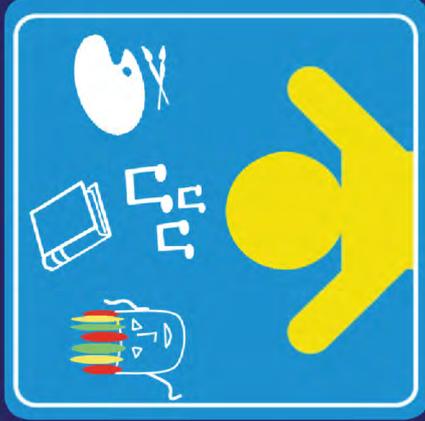
**EVERY CHILD HAS THE
RIGHT TO HOUSING**



**EVERY CHILD HAS THE
RIGHT TO COLOUR HIS
OR HER HAIR**



**CHILDREN WITH
DISABILITIES HAVE THE
RIGHT TO SPECIAL CARE**



**CHILDREN OF MINORITIES
OR INDIGENOUS
POPULATIONS HAVE THE
RIGHT TO ENJOY THEIR
OWN CULTURE**



**NO CHILD SHOULD BE
ABUSED OR
MALTREATED**



Eurochild
Putting children at
the heart of Europe

**DEFENCE for
CHILDREN**



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CHILDREN**

CLICK ON
PAGE NUMBER



COLOPHON	3
THANK YOU	4
INTRODUCTION	5
Everything you need to know about who created this Toolbox, why it was created, what is special about it, and how to use it.	
PARTICIPATION	20
What we mean by child participation and how to create the best conditions for children and adults to work together.	
 A US – FOUNDATION OF PARTNERSHIP	52
Understanding why we come together, and how to be competent partners	
 B ME... AS ME.	70
Understanding what my unique qualities are, what inspires me and how I learn	
 C ME, AS PARTICIPANT	83
Preparing to share my views and participate wholeheartedly	
 D ME, AS REPRESENTATIVE	91
Preparing to share and represent the views of others	
 E ME, AS FACILITATOR	99
Preparing to help everyone have a chance to express their views	
 F US, REFLECTING AND LEARNING	150
Learning and making sense of our experience of collaboration	
RESOURCES	178



SEE ALL
ACTIVITIES