

Activity Training Toolkit



About this Activity Toolkit

Participation is more than just asking children and young people for their ideas and views. It's about listening to them, taking them seriously and turning their ideas and suggestions into reality.

Involving children in decision-making means they can influence some of the things that affect them, and offer a different perspective from adults. It helps decision-makers understand children's issues, helps to make sure policies and services are in tune with children's needs, and acknowledges children's important role in society. It also helps children and young people to gain new skills and knowledge and build their confidence in other processes, including democracy.

This resource toolkit is for government departments, services, organisations, community groups and adults who want to engage children and young people in effective decision-making.

It includes:

- icebreakers
- fun activities with worksheets
- feedback forms for children and young people and a self-assessment form to check your work against the standards.

There is also a [Toolkit for engaging with children and young people](#). It explains more about Children's Rights, participation and our Participation Standards.

Just a
reminder

Children's Rights

All children and young people have rights, no matter who they are, where they live or what they believe in. These rights are in the **United Nations Convention on the Rights of the Child** — the UNCRC.

There are 54 rights – called 'Articles' in the UNCRC. The Jersey Government has agreed to do all it can to make sure children and young people have all their rights, which include the right:

- to have a say in the decisions that affect them
- to life, survival and development
- to have their best interests come first
- to not be discriminated against because of gender, sexuality, religion or race.

Some of the articles include:

- **Article 4** The Government should make sure children's rights are respected.
- **Article 6** Every child has the right to life and to grow up with everything they need.
- **Article 12** Children and young people have the right to be listened to and taken seriously.
- **Article 27** Children have the right to housing, food and clothing.
- **Article 28** Children have the right to an education.
- **Article 42** Everyone should be told and know about Children's Rights.

The Participation Standards are built on these rights and they should be the foundation of all participation.

It's everyone's job to know about Children's Rights.

PARTICIPATION STANDARDS

Listening to and including children and young people from start to finish.



These Participation Standards are a checklist for anyone involving children and young people in decision-making in Jersey.

Children, young people and professionals were all involved in creating these together.

gov.je/yoursay

PARTICIPATION STANDARDS

Listen



All children and young people have opportunities to be listened to, included and involved in decisions that affect their lives.



Children and young people should be able to say:

I know how to get involved in decisions that affect my life in Jersey.

I feel listened to and included from the start.

I find it easy to take part and have support when I need it.

I don't feel left out because of my age or who I am.



What adults will do:

We will ensure children and young people are included, listened to and have all the information they need when we ask them to get involved in decision-making.

Choice



All children and young people have a right to choose or consent to be involved or change their mind.



Children and young people should be able to say:

I understand the questions I am being asked.

I can choose to get involved or not.

I have enough information and time to make a choice.

I know it's okay for me to stop taking part if I want to.



What adults will do:

We will ensure children and young people are given a choice to get involved or not.

Information



All children and young people have information about their involvement that is easy to understand, fun or interesting.



Children and young people should be able to say:

I have information that is easy to read, right for my age and it's in my language.

I understand the information that's given to me.

I can take part in fun or interesting activities when having my say.

I can ask for help if I don't understand something.



What adults will do:

We will ensure the information is easy to read and understand, and work with children and young people in fun or interesting ways.

Safe



All children and young people feel safe and supported when having a say.



Children and young people should be able to say:

I have support to help me have a say, if I need it.

I feel safe to say what I think.

I can trust what I contribute will be valued.

I can share my ideas in a safe space.



What adults will do:

We will ensure all children and young people have a safe space to express their views and feel safe and supported when having a say.

Respect



All children and young people are treated with kindness and their views and ideas are valued.



Children and young people should be able to say:

I feel my ideas and rights are respected and valued.

I am kind and don't stop others from taking part or being listened to.

People are kind and say thank you for taking part and giving my time.

I am listened to and taken seriously.



What adults will do:

We will ensure all children and young people's views are respected and they are thanked for taking part.

Influence



All children and young people's views and ideas have a genuine and direct influence on decision-making.



Children and young people should be able to say:

I feel people are being honest and tell me what is happening and why.

I know who is listening and what will happen to my ideas.

I think what I said will be taken seriously.

I know where my opinions are going to be used.



What adults will do:

We will ensure children and young people's views, ideas and opinions are listened to and acted on as appropriate.

Feedback



All children and young people are listened to and receive feedback.



Children and young people should be able to say:

People celebrate who I am and the difference I make.

My contribution made a difference.

People keep in touch and explain decisions clearly.

Taking part was worth it!



What adults will do:

We will ensure children and young people are told how their ideas have been used and why.

Ice-breakers

Activities to help the group relax. They can help everyone get to know each other and they're fun!



Penguin Adventure

This is a fun activity to get the group moving and involved in creating the adventure.



How it works:

“Welcome to the Antarctica... it’s a little chilly! Today the penguins are all going on an adventure and we’re going too. They want to get from one side of the island to the other to catch some fish.”

“Penguins’ feet sound a little like your hands slapping on your legs.” Get the group to stand up and practice that.

On the way they come across some different obstacles. The first obstacle is a rock they have to jump over. Get everyone to jump when you say “rock”.

The next obstacle is a tree that they have to duck under. Get everyone to duck down when you say “tree”.

When they come across a baby polar bear, the group to say aww! and pretend to stroke the baby bear.

When they see sleeping daddy bear! The group says Shhhh!

When they see mummy bear they throw their hands in the air and scream!

As the adventure goes on introduce different things and let them decide the reaction.



Adaptations:

You can get one or two of the children to come out and lead it.

The adventure can be anything:

- Little aliens lost on a planet
- Dodos on a desert island
- Pirates trying to find treasure

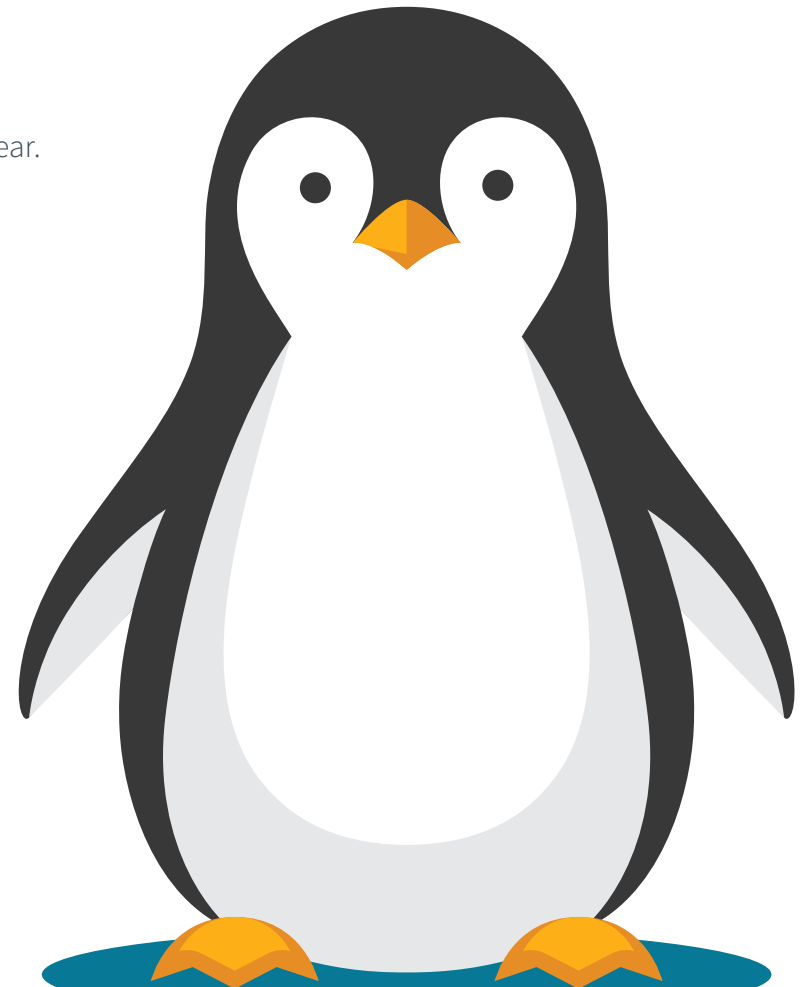


Why we like this:

It’s a fun way to raise the energy in the room.

It includes them in making decisions.

It works with all ages.



Put a Finger Down

This is a popular online activity.



How it works:

Everyone starts with putting their fingers up in the air. Then you go through your list and see the responses.

There are endless examples and themes online but here are some example ideas:

- Put a finger down if you read an entire book in a day.
- Put a finger down if you've ever tripped over your pet.
- Put a finger down if you ever fallen asleep in class.
- Put a finger down if you are scared of insects.
- Put a finger down if you have ever faked sick to stay at home.
- Put a finger down if you ever pretended to be in a music video while listening to it.
- Put a finger down if you spend more than an hour a day on social media
- Put a finger down if you can whistle with your fingers.
- Put a finger down if you ever tried opening a fridge door just enough to see the light go on and off.
- Put a finger down if you ever laughed so hard that you spit out your drink.
- Put a finger down if you ever dropped your phone on your face.
- Put a finger down if you want this to end.



Adaptations:

The list can focus on a variety of issues or topics like:

- Wellbeing
- Revision
- Aspirations

This is easy to film for a quick social media post if that fits in with your plans.



Why we like this:

It's a fun way to find out where the group is up to and introduce some humour too. It includes everyone.



Would You Rather...

This is a fun activity to get the group thinking and making choices.



How it works:

You can hand out voting cards with 'A' on one side and 'B' on the other, or they can physically vote with one side of the room being 'A' and the other side is 'B'.

There are endless examples and themes online but here are some example ideas:

- Would you rather have the power to heal or the power to fly?
- Would you rather next week was warm and sunny or that Jersey got snow for a week?
- Take an exam or have a project that is marked?
- Would you rather make your dreams come true or make other people's dreams come true?
- Would you rather eat only meat or only vegetables?
- Would you rather eat your least favourite food every day or study your least favourite subject every day?
- Would you rather not have electricity or not have indoor plumbing?
- Would you rather see a concert with your favourite band or a game with your favourite sports team?
- Would you rather the Government made being a student more affordable or buy a house more affordable?



Adaptations:

You can mix in choice that relate to the issue the participation session is on.
You can get the young people to prepare a set for the staff team to respond to.



Why we like this:

It's a good way to involve everyone.
It works well with large groups too.
It starts them thinking about the issue you're about to discuss.



Circle Time

This is a calm icebreaker that helps you get to know the group and help them to get used to sharing.



How it works:

Get the group to sit in a circle and introduce themselves and answer a question. It can be the same question for each person or different questions. Some sample questions:

1. Who's your favourite band or solo artist?
2. What do you see yourself doing in 5 years? 10 years?
3. What do you do when you feel bored?
4. What is your favourite movie?
5. What song makes you happy?
6. How do you handle stress?
7. What do you enjoy doing for fun?
8. What is your favourite thing to do outdoors?
9. What makes you laugh?
10. What do you wish you knew how to do that you can't right now?
11. What subjects in school do you enjoy learning about?
12. What are your goals for this year?
13. How would you describe your own personality?
14. What are you proud of yourself for?
15. Who is the funniest person you know and why?
16. Would you choose a different name for yourself?
17. What do you think makes a good friend?
18. What sports interest you?
19. What would be your perfect day?



Adaptations:

You can write the questions on slips of paper and fold them up. Then people can pick one from a bag/bowl.



Why we like this:

It's a good way to build connection and get to know the group.



Favourites

This is about the process of decision-making.

Disclaimer – to avoid riots, explain that there's no real ice-cream, or buy some!



How it works:

Set a scene of a day trip where they get a snack. Show them the PDF image of ice-creams.

“Good news – you get to choose your favourite flavour of ice-cream!”

Go around and ask people.

“Bad news – you have to share one cone between two – so, in pairs, decide what flavour it will be.”

“Good news – you each get an ice-cream – but we have to buy small tubs with 6 scoops in – so, in groups of 6, decide what flavour it will be.”

“Bad news – we're getting a catering tub from the factory – decide what flavour it will be.”



Discussion points:

- Is everyone happy with the final flavour?
- How were the decisions made?
- Did anyone start with the flavour we ended up with?
- Do you think it was fair or unfair?
- How do we decide what we want as a community?



Adaptations:

You can do this same activity using crisp flavours, or pieces of fruit. Be aware of diet problems and offer alternatives.



Why we like this:

It's a fun way to raise the energy in the room. It introduces the challenges of decision-making and compromise.



General Activities

Pick activities and develop or adapt them to fit your group and the issue you are involving them in.



I'm Unique

Everyone is different and as unique as a Unicorn!



How it works:

This is an opportunity to get the group to reflect on what makes them unique and what gifts and abilities they are bringing to the group/session.

Ask the group to write on a sticky note what they are good at, it could be:

- Good at listening
- Finding solutions
- Thinking about things from other people's point of view
- Good at caring
- Working in a team
- Focusing on a challenge
- Speaking and presenting
- Lots of ideas
- Valuable experiences
- Being an advocate - helping them to get heard
- Patient



Why we like this:

It communicates individual value and appreciation for each member of the group.

It helps the group focus on what the task needs and their ability to contribute.



The Knowledge Machine

Developing clarity and a map of the project ahead.



How it works:

Use this machine to gather information and ideas. Ask the groups to fill in each question.



Discussion:

Talk through each section.

What else might the machine need to work?

What things might break the machine?



Adaptations:

You can adapt this to find solutions to team problems or problems they have with a service.

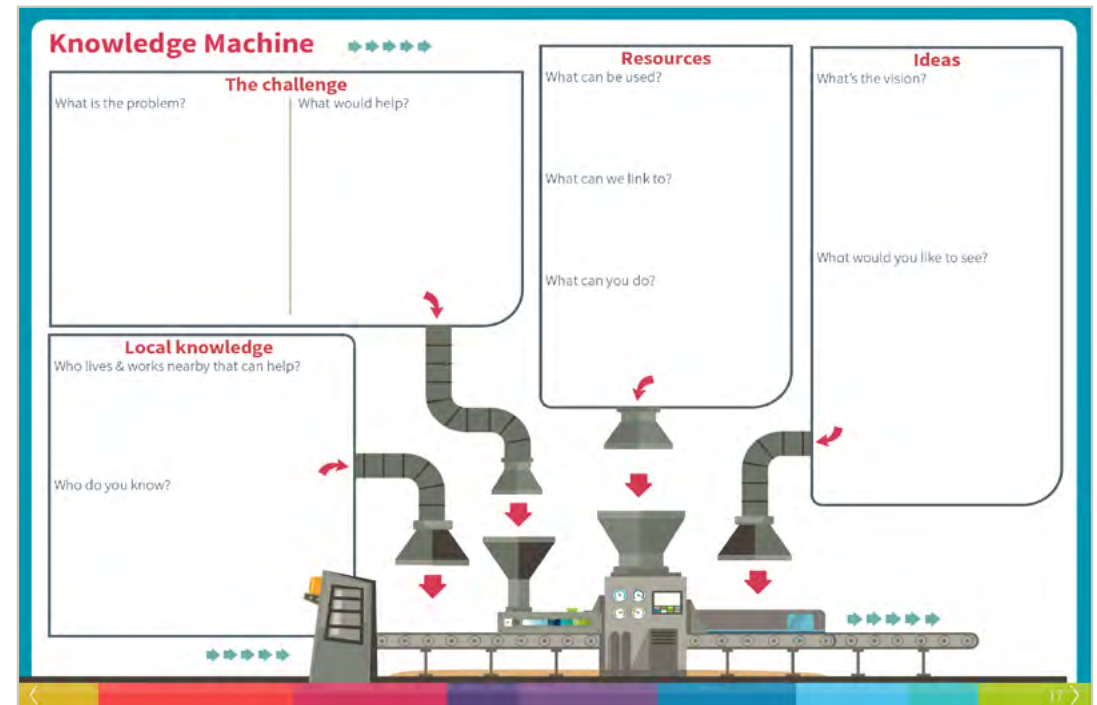


Why we like this:

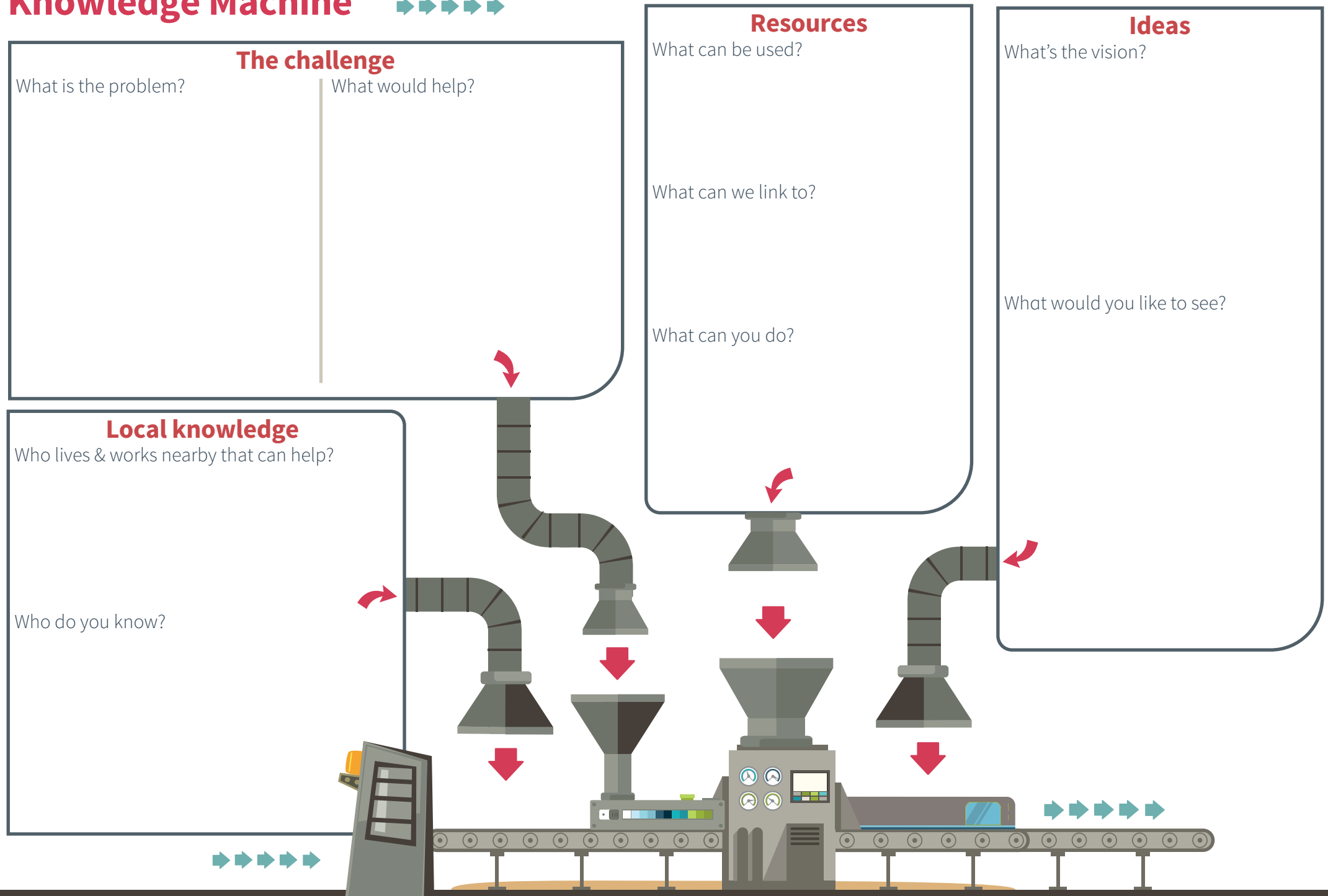
It empowers people to take ownership.

It's a good way to get them involved at the start of a project.

It helps people see the resources they have.



Knowledge Machine



Someone Else's Shoes

Exploring different points of view.



How it works:

Each of the strips below has 6 different characters. Give one to each group. Get them to think about the plan and answer these questions from each character's point of view:

- how does the issue/plan affect me?
- what might I like about the issue/plan?
- what might I NOT like about the issue/plan?



Discussion:

How can we find out what different people actually think and feel about this issue/plan? Does this change how you feel about the issue/plan? Which characters would be for or against this issue/plan and why?



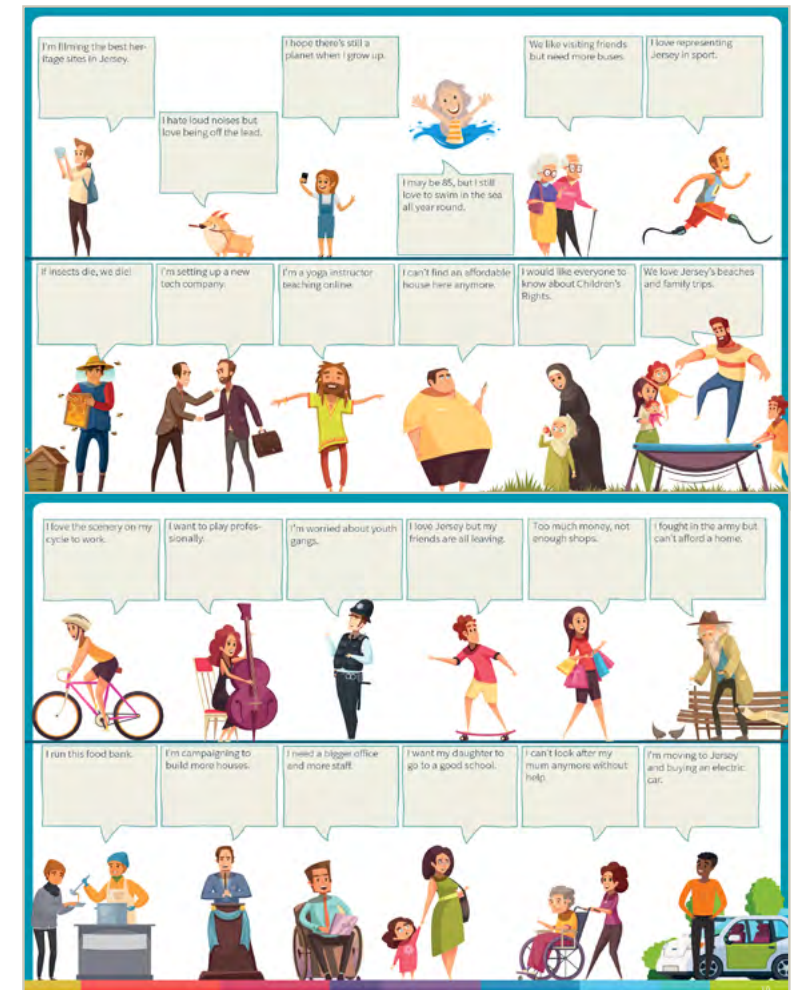
Adaptations:

Get the group to create their own strip of characters.



Why we like this:

It's a fun way to look at things from other perspectives. It introduces a much wider range of ideas and comments on the issue/plan.



I'm filming the best her-itage sites in Jersey.



I hate loud noises but love being off the lead.



I hope there's still a planet when I grow up.



We like visiting friends but need more buses.



I love representing Jersey in sport.



I may be 85, but I still love to swim in the sea all year round.

If insects die, we die!



I'm setting up a new tech company.



I'm a yoga instructor teaching online.



I can't find an affordable house here anymore.



I would like everyone to know about Children's Rights.



We love Jersey's beaches and family trips.



I love the scenery on my cycle to work.

I want to play professionally.

I'm worried about youth gangs.

I love Jersey but my friends are all leaving.

Too much money, not enough shops.

I fought in the army but can't afford a home.



I run this food bank.

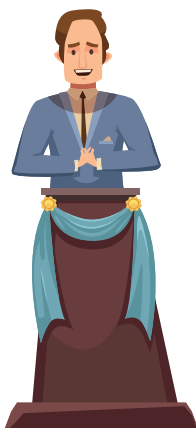
I'm campaigning to build more houses.

I need a bigger office and more staff.

I want my daughter to go to a good school.

I can't look after my mum anymore without help.

I'm moving to Jersey and buying an electric car.



Balanced Planning

Evaluating a plan, project or issue.



How it works:

Give each group the balance sheet below. Get them to write their thoughts and opinions on the plan, project or issue:



Positive points now (**Strengths**)
Positive points for the future (**Opportunities**)



Negative points now (**Weaknesses**)
Negative points for the future (**Threats**)



Discussion:

Which way would their scales tip?
Did everyone's scales tip the same way?
Are there ways to build on the opportunities?
Are there ways to reduce the chances of the threats becoming real?



Adaptations:

Divide the plan into different areas and each group can work through different sections.

Use as preparation for a debate activity.



Why we like this:

This gets groups thinking about the bigger picture.
Children and young people often spot threats we all missed.
It's a good decision-making tool for life.





Positive points now (Strengths)



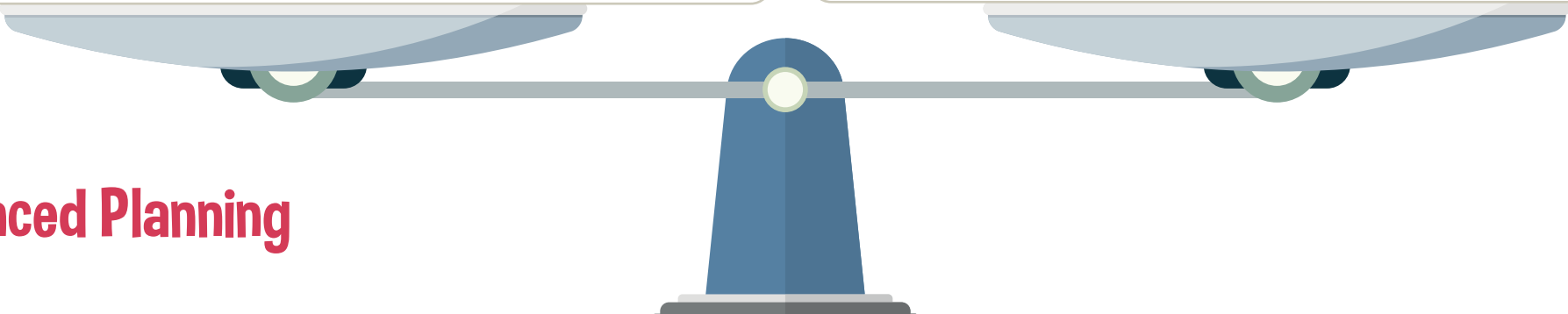
Negative points now (Weaknesses)



Positive points for the future (Opportunities)



Negative points for the future (Threats)



Balanced Planning



The Talking Wall

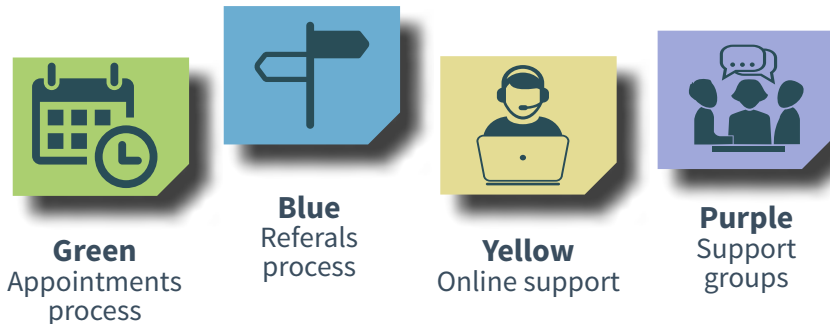
This is an opportunity to write down 'what matters to me'.



How it works:

Whatever you are involving children and young people in, break it down into its various aspects. Write each one on top of a flip chart sheet and get them to use coloured sticky notes for each one.

For example, if you are discussing a plan for community mental health:



Ask the group to pick what matters most. Encourage them to write down why it matters and stick them on the wall.



Discussion:

Which theme got the most comments and why?
Why do different things matter more to different people?



Adaptations:

Give each colour a different area of the room or table and let people move around.
The group can illustrate comments if they like.
They can add themes.



Why we like this:

It lets the group steer the discussion.
It's a quick way to explore the themes.

Where Do You Stand?

Having an opinion often inspires debate.



How it works:

Tell the group there's an imaginary line along the ground. Explain that you're going to make some statements.

One end of the line is 'strongly agree' – the other is 'strongly disagree'. They show their opinion by standing anywhere along the line that fits best. You can discuss issues as you go along or not.



Statement ideas:

- I love watching rugby.
- Marmite on toast please.
- Bottled water is better than tap water.
- Driverless cars will make transport better and safer.
- Let people build what they want – where they want.

Then, use statements on the proposed issue/plan for this game.



Discussion:

- Did it change your opinion if a friend was at a different place than you expected?
- Did it feel comfortable that everyone could see where you stood?
- Which statements on the issue/plan got the strongest reactions?



Adaptations:

Get the young people to come up with statements on this issue/plan.



Why we like this:

It's a non-threatening and easy way to engage everyone. It works well with any size of group, age or ability. It's a fun and active lift, if the session needs it.



Pacman Game

Evaluating a plan, project or issue.



How it works:

Make sure everyone is familiar with this retro video game concept.
Write the goal/aim on the board. Discuss how we're going to get there.
Ask the groups to write down how we get from where we are today, to the goal/aim.



Discussion:

- What are the ghost threats and how can we deal with them?
- What are the barriers and how do we get around them?
- What powers or support would help Pacman get through this?



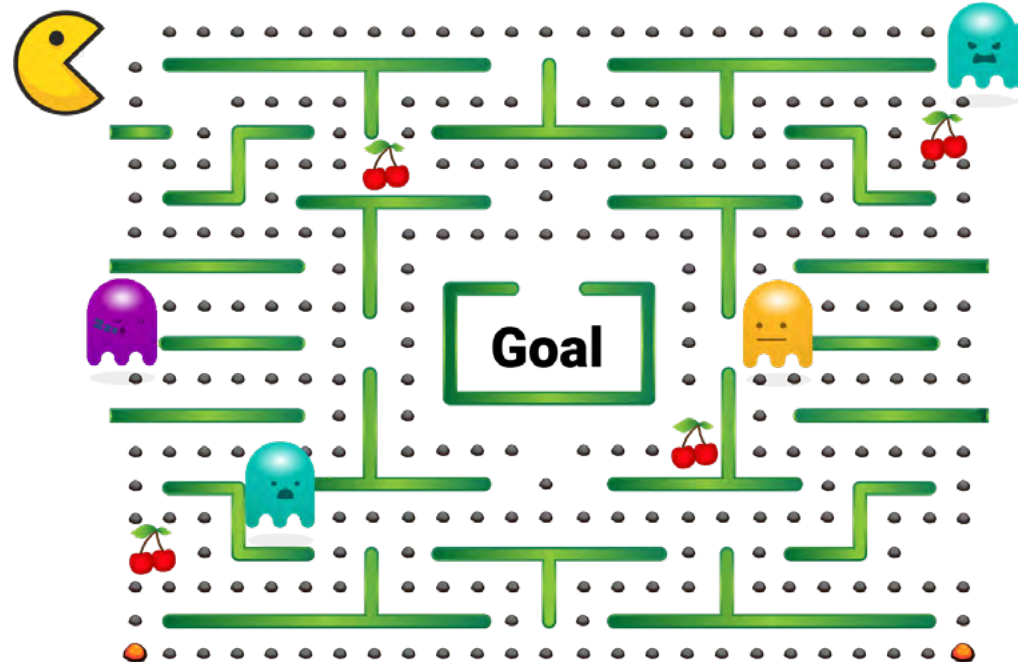
Adaptations:

Divide the plan into different areas and each group can work through different sections.
Use as preparation for a debate activity.



Why we like this:

It captures imagination and adds personality to the challenge.






Goal





Can o' Worms

An unusual way to find a different perspective on a service/plan/provision.

 **How it works:**
We often focus on the goal or the aim of a plan/service. Perhaps it could be useful to look at what can go wrong. Get the group to write down on sticky notes answers to questions like:

- What could go wrong with this?
- What would happen if this service/provision didn't exist?
- How could this plan make things worse?
- What could go wrong if this really worked well or we got everything we wanted?

 **Adaptations:**
Get the groups to sketch and label a drawing of the 'World's Worst' version of this plan/service/provision.

 **Why we like this:**
It captures imagination and adds a different perspective.
It usually sparks positive solutions and ideas.



Money Tree

A interesting way to focus on priorities and communicate that we can't provide everything that people want.



How it works:

If possible find an artificial tree, perhaps with LED lights, or make a cut cardboard one.

Print up some fake money and ask the group to write on the back how they would spend that money on this issue/service if that is all there was to spend.



Discussion:

- Where would this £1000/£10,000/£100,000/£1m make the most difference today?
- Where would it make the most difference in the future?
- Where could we find more money for this?



Adaptations:

Give each person an amount and get different people in the group to present their need/priority or where the money should go on this issue/service. Then everyone votes by giving their money to that priority they think is most important.



Why we like this:

It brings a focus the cost of things.
It forces the group to prioritise.



£1000



£1000



£1000



£1000



£1000



£1000



Planning Web

Giving feedback on how the service/plan works for the users.



How it works:

Give each area a score: 0, 1, 2 or 3 by colouring in the sections on the web.
If this was used for after school play provision, the areas could be:

**The
leaders**

**The
friends**

**The
toys**

**The
outside area**

**The
snacks**

**The
toilets**

**The
entrance**



Discussion:

What suggestions, ideas and comments could improve its scores?
Did it score 0 in any area?
Does it HAVE to score well in all areas?



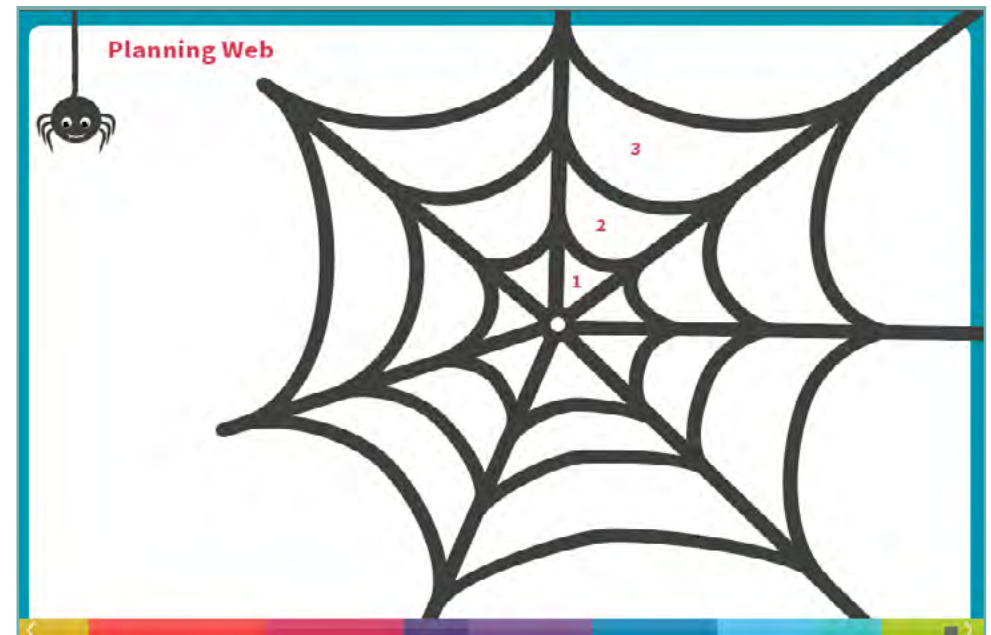
Adaptation:

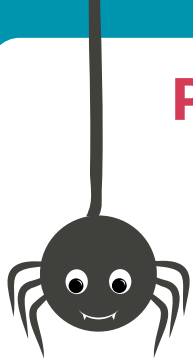
An older group could score the plan against the delivery goals or principles, a wider service or a strategy or plan.



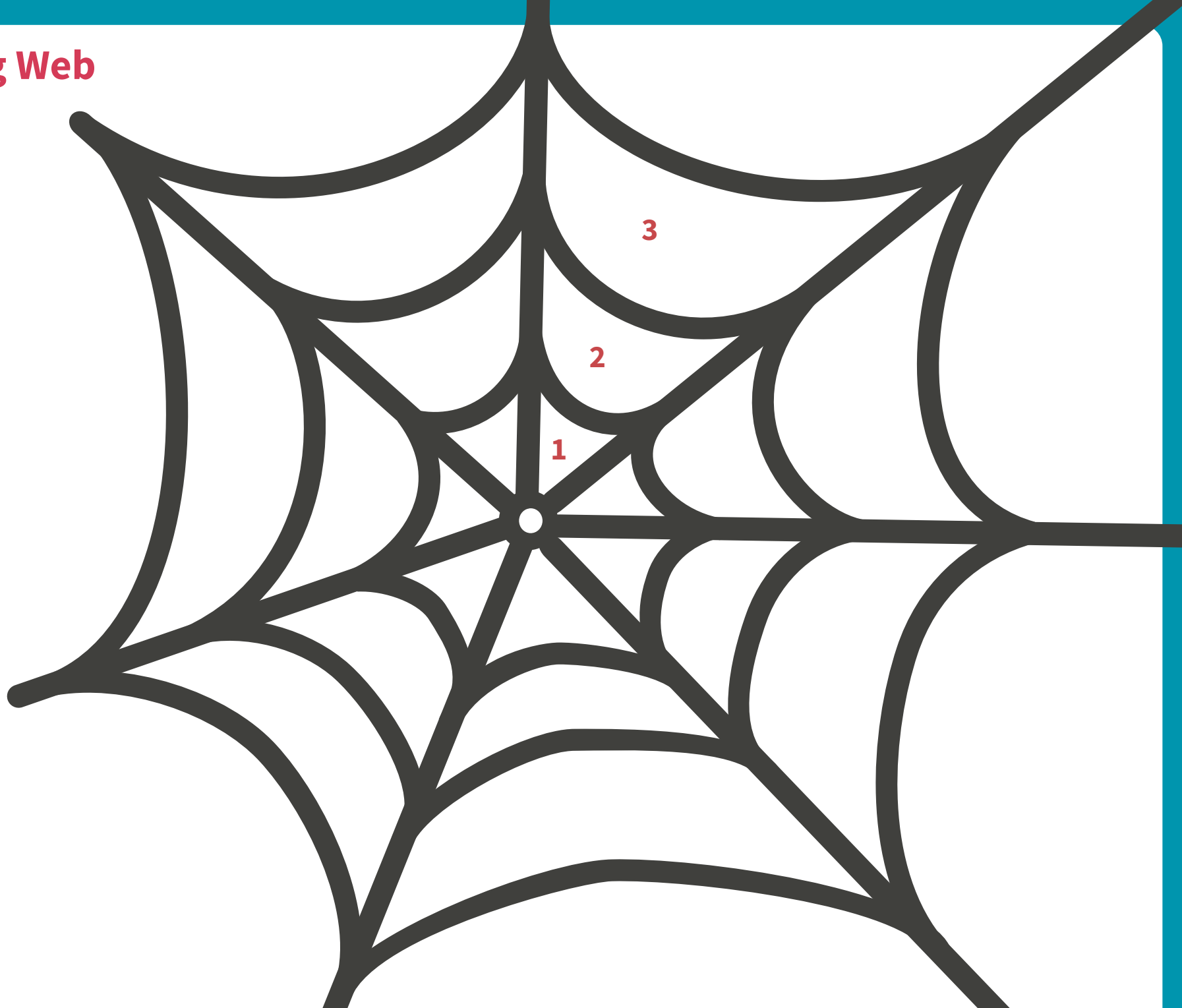
Why we like this:

It's a good way to develop constructive feedback and start discussions on play provision, a service or a plan. .





Planning Web



Feedback

It's good to know how you're doing.



Review Form

We always need help to know how to get better at involving children and young people.



How it works:

Hand out the forms. Make sure there's enough time for them to fill them in. Consider having a gift like a pen, a sticker or something else that they get when they hand in the form.

Questions could be:

- What worked well?
- What could make it better next time?
- What was your favourite activity?
- What made you think?
- What made you smile?
- What one memory or idea are you taking away today?



Adaptations:

Adapt the questions to your group.
Create an online survey version with a QR link so they can scan and fill it in.



Why we like this:

It's more than just a score. It gives insight and opportunity for significant feedback.

A template for a review form. On the left is a vertical bar with a color gradient (yellow, red, pink, purple, blue, green) and the text 'How was today?' written vertically. To the right of this bar are five rows, each with a feedback icon and a question. The icons are: a purple 'Great' face, a blue 'Fun!' face, a green 'Good' face, a yellow 'So so' face, and an orange 'Not good!' face. The questions are: 'What worked well?', 'What could make it better next time?', 'What was your favourite activity?', 'What made you think?', 'What made you smile?', and 'What one memory or idea are you taking away today?'.

Great	What worked well?
Fun!	What could make it better next time?
Good	What was your favourite activity?
So so	What made you think?
Not good!	What made you smile?
	What one memory or idea are you taking away today?



Great



Fun!



Good



So so



Not good!



How was it?

How Did We Do?

Give us a score for how we did on each of the Participation Standards.
Write a note in each area of what you liked or what we could do better.



Listen



Choice



Information



Safe



Respect



Influence



Feedback



Self Assessment Form

How we followed
the Standards?

Feedback from children
and young people.

How we can
improve.



Listen



Choice



Information



Safe



Respect



Influence



Feedback

Thanks!

If you want to know more about the Participation Standards then go to:

 gov.je/yoursay

 e.walker@gov.je Elaine Walker, Associate Director of Engagement and Participation (CYPES)

Some Useful Links

Jersey Youth Service

The youth service provide a wide range of personal and social development opportunities for young people aged 8 to 25 in Jersey.

 gov.je/youth and  yes.je

Jersey School Council Network

Involves many of the Island's individual school councils gathering together a number of times a year to collaborate, communicate and have a conversation together.

 gov.je/news/2020/pages/schoolcouncilnetwork.aspx

Youthful Minds

Youthful Minds is a participation group of young people (aged between 11-25) volunteering for Mind Jersey.

 mindjersey.org/services/youthful-minds-and-cyp

Best Start Partnership

Best Start support, preparation for parenthood, parents-to-be, children up to 5, and their families by working together to give children the best start in life.

 beststart.je

Children's Commissioner Jersey

The Commissioner and her team work in a range of different ways to help make sure the rights of children and young people in Jersey are promoted and protected.

 childcomjersey.org.je

