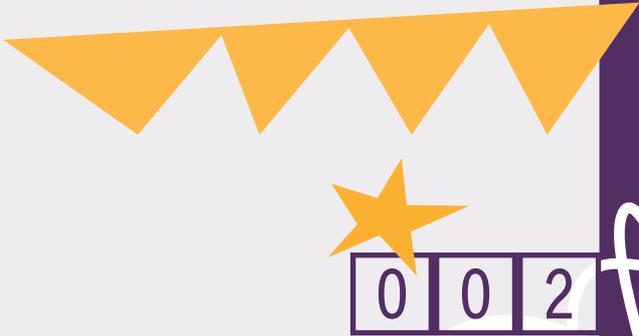


**Participation:  
Checking the scoreboard**

# Coach's handbook





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# Participation: Checking the Scoreboard

## Coach's handbook

### Overview

*Participation – Checking the Scoreboard* will help groups or organisations involved with children and young people to reflect and take stock of how effectively kids are being included in their work, activities and decision-making processes.

Whether an organisation or group involves children and young people a little or a lot, *Participation – Checking the Scoreboard* will provide useful feedback from both staff and children and young people.

It is designed to be done as a facilitated exercise, so that questions and answers can be discussed by staff, children and young people who are involved in the organisation in a group setting.

### Organisations and groups will find it useful in a number of ways:

- **Getting feedback:** staff, children and young people have the opportunity to give feedback about how well existing participation initiatives are working.
- **Identifying opportunities:** the organisation can identify opportunities for improving participation or trying new approaches, ideas and activities.
- **Raising awareness:** the organisation can see how children and young people's participation is helping them to make their work more relevant to children and young people.

### Background

*Participation – Checking the Scoreboard* was designed with the help of a number of organisations and specialists in the field of children and young people's participation. It was independently evaluated and piloted by children and young people before its release and we appreciate their ideas and feedback. A full list of acknowledgements is on page 10.

### TAKING PARTICIPATION seriously

*Participation – Checking the Scoreboard* is designed to be used in conjunction with the NSW Commission for Children and Young People's *TAKING PARTICIPATION seriously* kit.

*TAKING PARTICipation seriously* includes the following components:

- **Sharing the stage – an overview**
- **Conferences and events**
- **Meeting together – deciding together: involving kids in case-planning**
- **All aBoard! – Young people on boards and committees**
- **Involving kids in staff selection**
- **Participation – references, models and resources**

You can find these resources at [www.kids.nsw.gov.au/publications/taking.html](http://www.kids.nsw.gov.au/publications/taking.html) or order them from the Commission by telephoning 61 (02) 9286 7276.

## What makes up Participation – Checking the Scoreboard?

*Participation – Checking the Scoreboard* is made up of four parts:

### 1. COACH'S HANDBOOK:

This section – the *Coach's handbook* – will provide you with an overview of *Participation – Checking the Scoreboard* and is your guide on how to use it with staff, children and young people.

### 2. RUNNING ON TO THE FIELD – QUESTIONS FOR STARTERS:

*Running on to the field* is for children and young people who are part of groups or organisations that are starting to think about participation. It is written in language that is suitable for a younger age group.

### 3. GETTING INTO THE GAME – QUESTIONS FOR PLAYERS:

*Getting into the game* is for children and young people who are part of groups or organisations that have invested time and energy in participation strategies. It is written in a style that is suitable for older children and young people.

### 4. THE CHEER SQUAD – QUESTIONS FOR STAFF:

*The cheer squad* is for adult members of a group or organisation that wants to assess or improve children and young people's participation.

You can download all these sections at [www.kids.nsw.gov.au/publications/tps\\_scoreboard.html](http://www.kids.nsw.gov.au/publications/tps_scoreboard.html)

## Steps to Participation

The three other parts of *Participation* – *Checking the Scoreboard* – which are *Running on to the field*, *Getting into the game* and *The cheer squad* – are each divided into nine steps. These steps make up the different elements of effective participation. In moving through each step you may find it useful to refer to the parts of the *TAKING PARTICipation seriously* kit shown below for further information and ideas.

### Step 1: Why involve kids?

See *Conferences & Events*, page 27

### Step 2: Kids have a say about different things

See *Sharing the Stage*, page 16

### Step 3: Kids participate in different ways

See *Sharing the Stage*, page 13, and *Conferences & Events*

### Step 4: Helping kids to participate

See *Sharing the Stage*, pages 21-26, 29-31 and 33-37

### Step 5: Kids have access to decision-makers

See *Sharing the Stage*, page 18

### Step 6: Kids understand how decisions are made

See *Sharing the Stage*, pages 19 and 27

### Step 7: Kids are appreciated

See *Sharing the Stage*, pages 40 to 42

### Step 8: Kids feel participating is worthwhile

See *Sharing the Stage*, pages 33 to 42

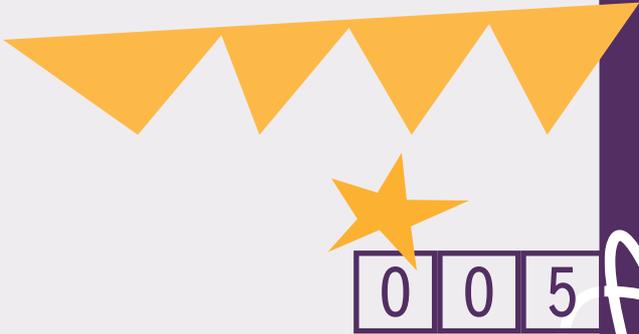
### Step 9: Reviewing how kids' participation is working

See *Sharing the Stage*, page 42

## Check, Reflect, Act

Steps 2 to 9 are divided into three parts to encourage people to think about:

- 1. CHECK:** what the organisation is doing now.
- 2. REFLECT:** what other things the organisation could do.
- 3. ACT:** what they could do to make these things happen.



# Your Guide to using Participation – Checking the Scoreboard

*Participation – Checking the Scoreboard* is designed to be discussed in a group setting. You will need to choose a facilitator, children, young people and staff to be involved and set time aside for everyone to come together.

## Step 1: Will it be useful for our organisation?

It is important that management is supportive of children and young people's participation and is prepared to consider suggestions for change. Using *Participation – Checking the Scoreboard* will create expectations that the organisation is behind efforts to develop children and young people's participation. If this is not the case then it may be necessary to spend time cultivating participation within the organisation first. *Sharing the Stage*, part of the *TAKING PARTICIPATION seriously* kit, will provide a useful starting point.

If management is fully behind children and young people's participation then *Participation – Checking the Scoreboard* will be a useful tool.

## Step 2: Selecting the 'coach' to facilitate the process

The person who facilitates the use of this resource needs to be someone who has a good relationship with children, young people and staff as well as good knowledge of the organisation. It could be a member of staff or a young person who facilitates – depending on the type and make up of the group or organisation.

## Step 3: Choosing the right part for children and young people

If you are selected as facilitator, you will first need to look through the two parts for children and young people (*Running on to the field* and *Getting into the game*) and decide which is most appropriate for your organisation at its current stage of thinking. You will also need to decide which part is the most appropriate for the children and young people you are working with, based on their age and skill levels.

## Step 4: Deciding how to engage children and young people

You will then need to decide which children and young people to invite to participate and the best way for them to complete the questions in the resource. The resource is not a survey for children and young people to take away and fill in. It will work better if each question is discussed by children, young people and staff together. It is a good idea to give everyone the questions before the discussion to give them time to think. Although, the best approach will depend on the skill level, availability and interests of the children and young people you work with.

### Step 5: Deciding how to engage staff

It is a good idea to involve staff in the discussion session with children and young people as this will give everyone a chance to discuss ideas and decide on actions together. If this is not appropriate or possible, invite staff members to complete *The cheer squad*, the questions for staff, after children and young people have answered the questions. You will need to go through a similar process as with the children and young people, deciding on which staff members, what approach will work best and providing an overview that covers the points at Step 6.

### Step 6: Setting the scene

During the session, you will need to give participants a comprehensive overview of:

- what the resource is
- why it is important
- how it works
- what will be done with the information, and
- how you will give them feedback once the process is complete.

It is important you emphasise the stage the organisation is at and how to develop participation from here.

It is a good idea to help the children and young people feel as comfortable as possible with participating. This might mean providing refreshments, breaks and rewards for participation. You might also want to consider how to make the experience fun and interesting for participants by incorporating activities or games – you'll find some practical suggestions in *Conferences & Events*.

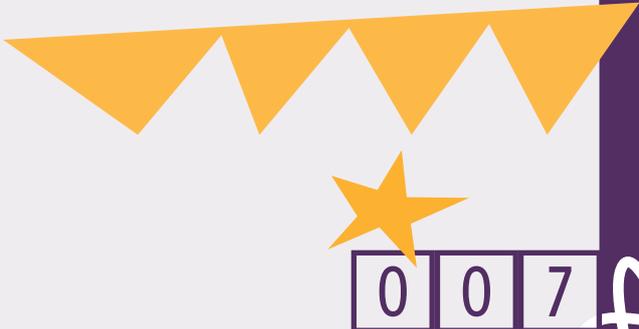
### Step 7: Compiling the information

Once information from both children and young people and staff has been collected, you will need to complete the table on pages 8 and 9. This will help you summarise the feedback and identify what the organisation is already doing well and where there are opportunities for improvement or new activities.

The table will provide a *Participation Plan* that can be presented to management and used as an operational plan.

### Step 8: Feedback – Did it work?

Provide the staff, children and young people who took part in the process with feedback about the process and a copy of the approved *Participation Plan*. Thank them for their part in developing the plan and let them know what will happen next.



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### Step 9: Taking the plan forward

Once the plan has been approved by management it will be useful to form a team of staff, children and young people to work on putting the plan into action. At this point the last column of the table can be completed, indicating who is responsible for taking action in particular areas and the timeframe for this. It may be useful to nominate one person to drive and monitor the implementation process and organise regular meetings so the team can discuss progress, problems and new ideas.

You may find the *TAKING PARTICipation seriously* kit useful to help you implement your *Participation Plan*. The kit has lots of practical ideas and case studies about what has worked for other organisations.

### Step 10: Reviewing the plan periodically

You might find it useful to redo *Participation – Checking the Scoreboard* after six months to see how things have changed and identify further areas of opportunity. This will help you review and update the *Participation Plan* and keep moving forward.

### Compiling the feedback into a Participation Plan

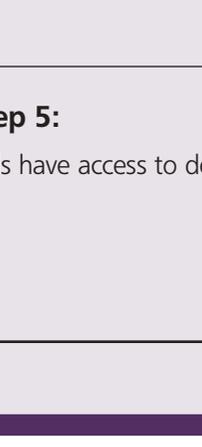
Use the table over the following pages to collate and summarise the answers you have received from the staff, children and young people who have completed the questions. You may need to create the table yourself on paper or a computer so you have enough space.

Each column of the table corresponds to a section in each step:

- **Check:** to determine the positive work your organisation is already doing to help children and young people participate in decision-making.
- **Reflect:** to identify other opportunities for children and young people's participation in other decisions.
- **Act:** the practical ways you can act on the opportunities and build on your existing work.
- **Date and person:** for you to note who is responsible for taking action and what timeframe they will achieve the action in.

# Coach's handbook

## PARTICIPATION PLAN



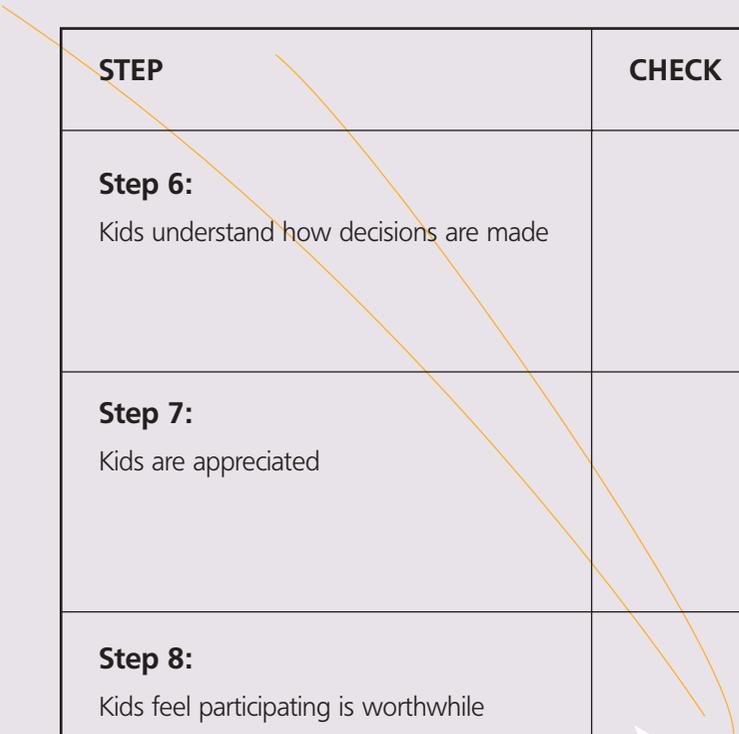
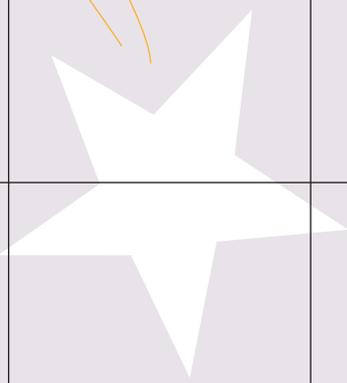
STEP	CHECK	REFLECT	ACT	DATE AND PERSON
<b>Step 2:</b> Kids have a say about different things				0 0 8
<b>Step 3:</b> Kids participate in different ways				
<b>Step 4:</b> Helping kids to participate				
<b>Step 5:</b> Kids have access to decision-makers				

# Coach's handbook



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STEP	CHECK	REFLECT	ACT	DATE AND PERSON
<b>Step 6:</b> Kids understand how decisions are made				
<b>Step 7:</b> Kids are appreciated				
<b>Step 8:</b> Kids feel participating is worthwhile				
<b>Step 9:</b> Reviewing how kids' participation is working				





## Acknowledgements

We would like to thank the following individuals and organisations for their assistance:

John Howard from the Ted Noffs Foundation, Alan Woodford from Twyford Consulting, Consultant Asaf Fisher, Bankstown Multicultural Youth Service, Cabramatta Community Centre, Department of Family and Community Services, Holy Spirit College, Lake Illawarra PCYC, Marist Youth Care, New South Wales Student Representative Council, Office of the Children's Guardian, Sarah Redfern Primary School, Shoalhaven High School, Wentworth Area Health Service.

We would also like to thank the following children and young people for their contribution:

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Participation:  
Checking the scoreboard

# Running on to the field

Questions for Starters

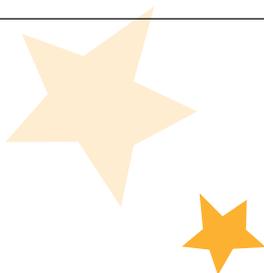


Your teachers or workers should talk to you about these questions and give you time to talk with other kids from your school/club/youth service about them.

### STEP 1: Why should they ask me what I think?

Write down five reasons why your school/club/youth service should ask for your ideas and opinions.

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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#### Doing a better job

Organisations that work with kids can do a better job if they ask you for your ideas and opinions.

#### For example

A club wants to start running activities on Saturday mornings for kids in your local area.

Rather than just announce what the activities will be, the club asks you and your friends to decide and to help organise the activities.

You and your friends turn up every week because you are doing the things you want to and feel as though you own the decisions.

The club's program works much better because you and your friends were involved and helped make it work!

## STEP 2: Having a say about different things

### CHECK

Tick the things that teachers/workers ask you for your ideas about.

- things to do
- what rules to have
- if something worked or not
- how things should look
- how to spend money
- what food to have
- how things work
- write down any other things that are not on this list...

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### REFLECT

Tick the things that teachers/workers could ask your ideas about (but don't at the moment). Add in any other suggestions you have.

- what food to have
- things to do
- what rules to have
- if something worked or not
- how things should look
- how to spend money
- how things work
- write down any other things that are not on this list...

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**The three-step process:**

*CHECK: what is your organisation doing now?*

*REFLECT: what other things could your organisation do?*

*ACT: what could you do to make these other things happen?*

**STEP 2: Continued...**

**ACT**

Write down some ways you or your school/club/youth service could encourage teachers/workers to ask for your ideas about the things you ticked in the last section.

**You**

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**Your school/club/youth service**

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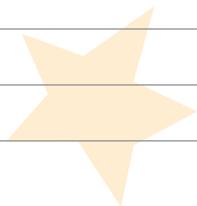
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**Here's an idea!**

You could get together with your friends and make a list of rules for your school/club then talk to your teacher/worker about them.





### STEP 3: Having a say in different ways

#### CHECK

Tick the different ways you are able to have your say.

- talking to a teacher/worker – like you are today!
- going to meetings
- playing games
- doing art
- using the internet
- going to forums
- filling in a survey
- write down any other ways that are not on this list...

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#### REFLECT

Tick the different ways that teachers/workers could let you have a say (but don't at the moment). Add in any other suggestions you have.

- talking to a teacher/worker
- going to meetings
- playing games
- doing art
- using the internet
- going to forums
- filling in a survey
- write down any other ways that are not on this list...

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**STEP 3: Continued...**

**ACT**

Write down some things you or your school/club/youth service or your teacher/worker talking to you today could do to help you have your say in the ways you ticked in the last section.

**You**

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**Your school/club/youth service**

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**Your teacher/worker talking to you today**

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Maybe you could...  
Make a feedback box so that kids can write down their ideas for your school/club and put them in the box.





### STEP 4: Things that help me have my say

#### 4.1 CHECK

Tick the things that you need to be able to do to have your say.

- read well
- write well
- speak well
- speak in front of other people
- use a computer well
- draw and paint well
- understand how things work in my school/club/youth service
- express my opinions
- write down any other things that are not on this list...

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#### REFLECT

Would it be useful to have help or training in some of these things?  
Which ones?

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### STEP 4: Continued...

#### ACT

What could you or your school/club/youth service do to give you help or training in these areas?

#### You

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#### Your school/club/youth service

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#### 4.2 CHECK

Tick the things that teachers/workers do to help you have a say (including the things they are doing today).

- take you to places/help you with travel
- help you to use computers
- teach you new things
- let you talk to your friends and other people
- let you have fun
- encourage you to speak up
- provide good information about the decisions you need to make



**How about:**  
*Asking a journalist who works for your local newspaper to come and talk to kids about how to write good stories for your school/club newsletter.*

**STEP 4.2: Continued...**

write down any other things that are not on this list...

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**REFLECT**

What other things could teachers/workers do to make it easier for you to give your ideas and answer these questions?

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**ACT**

Write down what you or your school/club/youth service could do to help teachers/workers do these things.

**You**

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**Your school/club/youth service**

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Another example:

Your teachers/workers could take you to a conference with them to speak on behalf of kids.

### STEP 5: Getting to talk to people who make decisions

#### CHECK

Write down the names of the teachers/workers in your school/club/youth service who make decisions that affect you.

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#### REFLECT

Are there teachers/workers who don't hear enough of what you have to say? Write down the reasons why you think they don't hear what you have to say.

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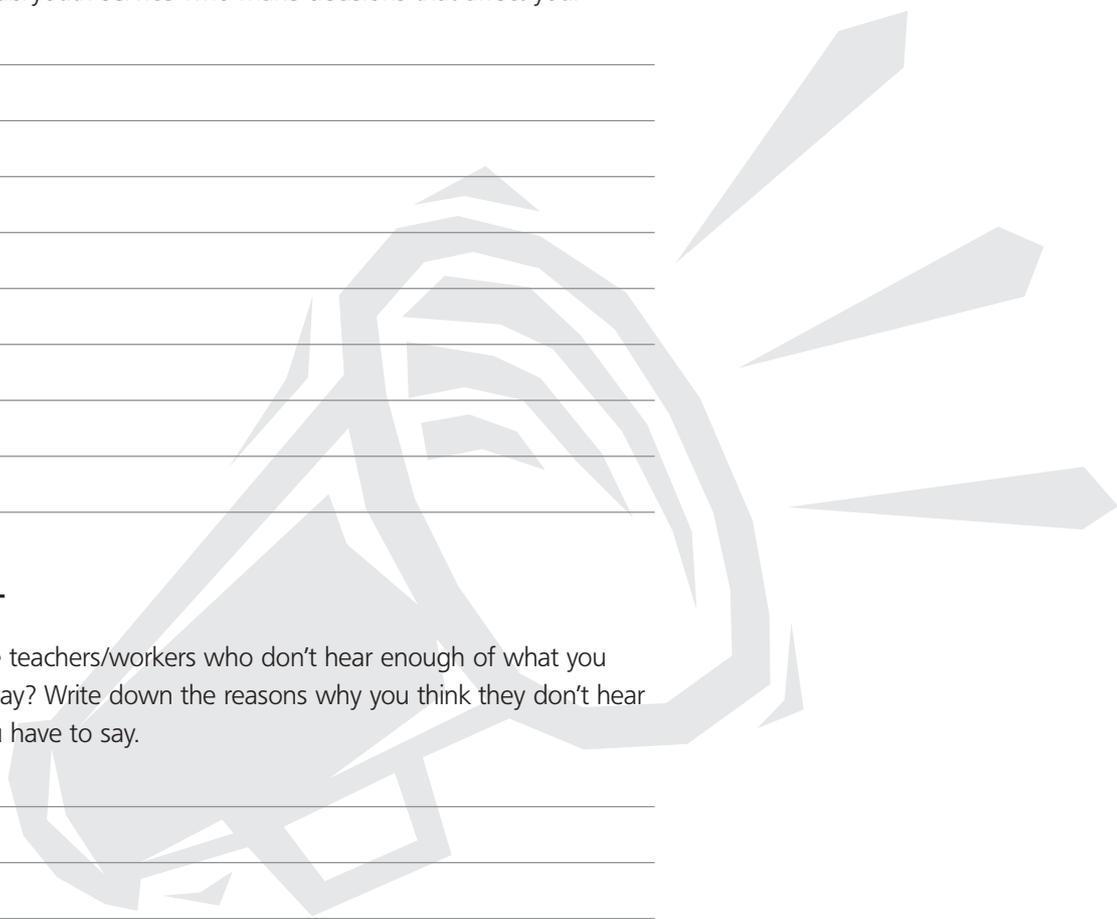
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**STEP 5: Continued...**

**ACT**

Write down some things you or your school/club/youth service could do to help these people hear what you have to say.

**You**

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**Your school/club/youth service**

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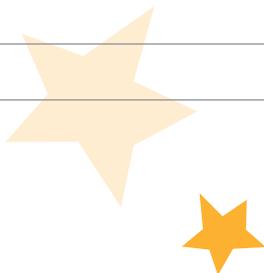
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What about:  
Asking the teachers/workers who don't hear enough of what you have to say to meet with you so you can explain the benefits of listening to kids' ideas and opinions.



### STEP 6: Understanding how decisions get made

#### CHECK

Write down what you know (or think) happens with your ideas after you give them to teachers/workers.

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#### REFLECT

Write down some things teachers/workers could do to help you understand how they make decisions in your school/club/youth service.

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**STEP 6: Continued...**

Write down what sort of feedback from teachers/workers would be useful for you so you know that your ideas have been considered.

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**ACT**

Write down some things you or your school/club/youth service could do to help teachers/workers explain how decisions are made or how your ideas are used.

**You**

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**Your school/club/youth service**

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Here's an idea:  
Ask your teacher/worker to draw a map that shows how decisions are made in your school/club and who they are made by.



### STEP 7: Feeling appreciated

#### CHECK

Tick the ways you are shown that your contribution is appreciated and you know that sharing your ideas has made a difference.

- someone says 'well done!' or tells you how you have helped
- you see that things have changed
- you read it in a report
- someone writes you a letter
- you get an award or prize
- you hear back from other children and young people
- write down any other ways that are not on this list...

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#### REFLECT

Write down some other ways that teachers/workers could let you know they value your ideas.

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### STEP 9: Finding better ways to get kids involved

#### CHECK

Write down some examples of how your ideas are helping your school/club/youth service do a good job.

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#### REFLECT

Tick the ways that your school/club/youth service checks with you whether they are doing a good job involving young people.

- teachers/workers ask you – like they are today!
- you fill in a survey
- you talk about it at the end of the year or finish of a project
- you have a feedback box where you can put your ideas
- you talk about it at regular meetings
- write down any other ways that are not on this list...

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**STEP 9: Continued...**

**ACT**

Write down some other things your school/club/youth service could do to find out from you if they are doing a good job involving young people.

**You**

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Maybe you could...

Help your school/club to hold a BBQ where kids can talk to teachers/workers about their ideas about how kids could be involved.

**Your school/club/youth service**

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**Participation:  
Checking the scoreboard**

# Getting into the game

Questions for Players

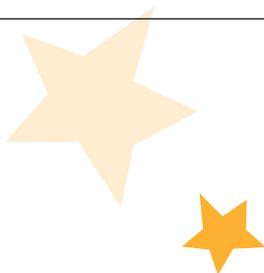


Your teachers or workers should talk to you about these questions and give you time to talk with other kids from your school/club/youth service about them.

### STEP 1: Why should they ask me what I think?

Write down five reasons why your school/club/youth service should ask for your ideas and opinions.

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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#### Doing a better job

Organisations that work with or for young people can do a better job if they ask you for your ideas and opinions.

#### For example

A youth service wants to start running activities on Saturday mornings for young people in your local area.

Rather than just announce what the activities will be, the service asks you and other young people to decide and to help organise the activities.

Lots of young people turn up because you are doing the things you want to and feel as though you own the decisions.

The service's program works much better because young people were involved and helped make it work!

## STEP 2: Having a say about different things

### CHECK

Tick the things that teachers/workers ask you for your ideas and opinions about.

- things to do
- what rules to have
- if something worked or not
- how things should look
- what food to have
- how to spend money
- how things work
- write down any other things that are not on this list...

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### REFLECT

Write down some other things they could ask you about.

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**The three-step process:**

*CHECK: what is your organisation doing now?*

*REFLECT: what other things could your organisation do?*

*ACT: what could you do to make these other things happen?*







### STEP 3: Having a say in different ways

#### CHECK

Tick the different ways you are able to have your say.

- talking to teachers/workers
- going to meetings and forums
- playing games
- doing art
- using the internet
- filling in surveys
- write down any other ways that are not on this list...

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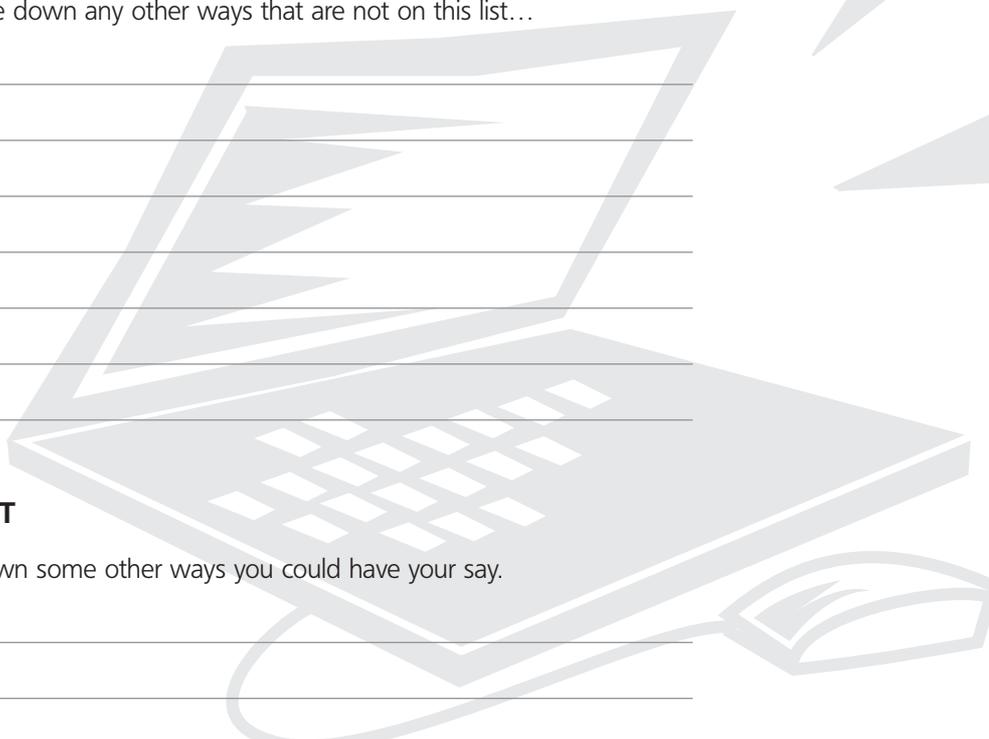
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#### REFLECT

Write down some other ways you could have your say.

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**STEP 3: Continued...**

**ACT**

Write down some things you or your school/club/youth service or your teacher/worker talking to you today could do to help you have your say in the ways you suggested in the previous section.

**You**

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**Your school/club/youth service**

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**Your teacher/worker talking to you today**

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Maybe you could...  
Ask your school/club/youth service to set up an e-group or online forum where young people can share their ideas.





### STEP 4: Things that help me have my say

#### 4.1 CHECK

Tick the things you need to be able to do to have your say (including having your say today).

- read well
- write well
- speak well
- speak in front of other people
- use a computer well
- draw and paint well
- express my opinions
- understand how things work in my school/club/youth service
- think creatively
- write down any other things that are not on this list...

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#### REFLECT

Would it be useful to have help or training in some of these things? Which ones?

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**STEP 4: Continued...**

**ACT**

What could you or your school/club/youth service do to give you help or training in these areas?

**You**

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**How about:**

*Asking a journalist who works for your local newspaper to come and show young people how to write a media release and do media interviews.*

**Your school/club/youth service**

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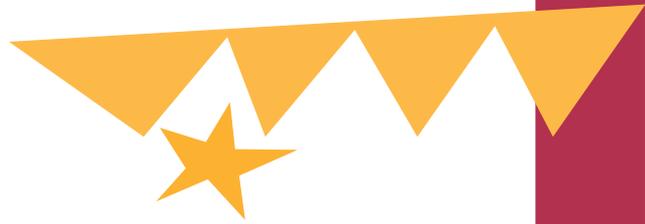
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**4.2 CHECK**

Tick the things that teachers/workers do to help you have a say (including the things they are doing today).

- provide training
- help you with travel
- provide a chance to socialise
- help you with computers
- encourage you to speak up
- provide good information about the decisions you need to make





**STEP 4.2: Continued...**

write down any other things that are not on this list...

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**REFLECT**

Write down the things from the previous section that you need more of.

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Write down some other things teachers/workers could do to make it easier for you to give your ideas.

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**STEP 5: Continued...**

**ACT**

Write down some things you or your school/club/youth service could do to help your teachers/workers hear what you have to say.

**You**

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**Your school/club/youth service**

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**What about:**  
*Asking the teachers/workers who don't hear enough of what you have to say to meet with you so you can explain the benefits of getting young people's views and ideas.*







### STEP 7: Feeling appreciated

#### CHECK

Tick the ways you are shown that your contribution is appreciated and you know your input has made a difference.

- someone says 'well done!' or tells you how you have helped
- you see that things have changed
- you read it in a report
- someone writes you a letter
- you get an award or prize
- you hear back from other children and young people
- write down any other ways that are not on this list...

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#### REFLECT

Write down some other ways that teachers/workers could let you know they appreciate your contribution.

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## STEP 9: Finding better ways to get kids involved

### CHECK

Write down some examples of how your ideas are helping your school/club/youth service do a good job.

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### REFLECT

Tick the ways that your school/club/youth service checks with you whether they are doing a good job involving young people.

- teachers/workers ask you – like they are today!
- you fill in a survey
- you talk about it at the end of the year or finish of a project
- you have a feedback box where you can put your ideas
- you talk about it at regular meetings
- write down any other ways that are not on this list...

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**Participation:  
Checking the scoreboard**

# The cheer squad

Questions for Staff



When you are answering these questions, also think about the way children and young people are being involved in this checking process.

### STEP 1: Why involve kids?

Write down five reasons why you think it is important that your organisation involves young people in decision-making processes.

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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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#### Doing a better job

Organisations that work with or for kids can do a better job if they ask children and young people for their ideas and opinions.

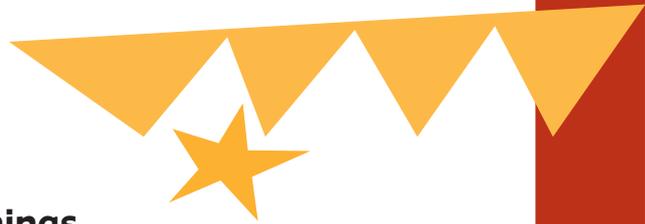
#### For example

A youth service wants to start running activities on Saturday mornings for young people in the local area.

Rather than just announce what the activities will be, the service asks young people to decide and to help organise the activities.

Lots of young people turn up because they are doing the things they want to and they feel as though they own the decisions.

The service's program works much better because young people were involved and helped make it work.



## STEP 2: Kids have a say about different things

### CHECK

Tick the things that children and young people make decisions about in your organisation.

- participation activities
- recreational activities
- rules, procedures and/or policies
- developing meeting agendas
- job descriptions
- service evaluation
- artistic design, such as the design of reports or brochures
- staff interviews
- food
- workers' skills audits
- strategic planning
- administration
- financial decisions
- case-planning
- conferences and/or events
- values of the organisation
- other – specify

**The three-step process:**

*CHECK: what is your organisation doing now?*

*REFLECT: what other things could your organisation do?*

*ACT: what could you do to make these other things happen?*

The cheer squad

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**STEP 2: Continued...**

**REFLECT**

Tick the areas where children and young people are not involved in decision-making but are affected by the decisions that are made.

- participation activities
- recreational activities
- rules, procedures and/or policies
- developing meeting agendas
- job descriptions
- service evaluation
- artistic design, such as the design of reports or brochures
- staff interviews
- food
- workers' skills audits
- strategic planning
- administration
- financial decisions
- case-planning
- conferences and/or events
- values of the organisation
- other – specify

The cheer squad

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**STEP 2: Continued...**

**ACT**

See *Sharing the Stage*, page 16 (part of the Commission for Children and Young People's *TAKING PARTicipation seriously* kit)

What could you and/or your organisation do to help children and young people get involved in decision-making about the areas you have identified? Write down whether these things can be done straight away or specify the period of time you'll need.

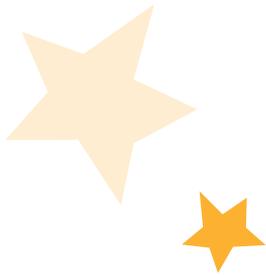
**You**

Idea	Timeframe

**Your organisation**

Idea	Timeframe

The cheer squad



### STEP 3: Kids participate in different ways

#### CHECK

Tick the ways that children and young people contribute to decision-making in your organisation.

- going to committee meetings
- through informal chats with staff
- through informal chats with other young people eg vox pop
- through informal meetings and/or small group work
- through games
- through art
- through camps and excursions
- video-making
- writing reports
- doing surveys, polls or focus groups
- other – specify

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#### REFLECT

Are there any other ways children and young people could be involved in decision-making?

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**STEP 3: Continued...**

**ACT**

See *Sharing the Stage*, page 13, and *Conferences & Events*

What can you and/or your organisation do to provide these opportunities for children and young people?

**You**

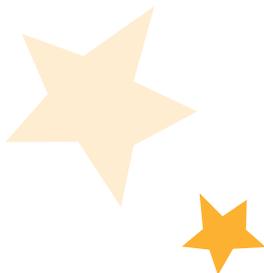
Idea

Timeframe


**Your organisation**

Idea

Timeframe

## STEP 4: Helping kids to participate

### 4.1 CHECK

Tick the types of support or training children and young people are provided with to help them participate in your organisation's decision-making process.

- help with writing
- training in public speaking
- training in presentation skills, including media work
- help with skills in listening, motivation, concentration
- help with socialising
- artistic support
- training and help with reading
- training in time management
- help with negotiation skills
- leadership training
- IT skills training and help
- help and support with travel
- mobility (disability access etc)
- English training/interpretation
- training about government and services
- an agenda with mixture of activities
- appropriate food
- opportunities to socialise
- a mentor/staff support person
- meetings held at convenient times and places
- other – specify

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The cheer squad

**STEP 4: Continued...**

**REFLECT**

Are there areas where children and young people need additional training or support?

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**ACT**

See *Sharing the Stage*, pages 21-26, 29-31 and 33-37

What steps could you and/or your organisation take to provide young people with this support or training?

**You**

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**Your organisation**

Idea

Timeframe

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**STEP 4: Continued...**

**4.2 CHECK**

Tick the things that staff are provided with to help them support children and young people's participation in decision-making.

- flexible working hours
- special training
- moral support
- stable employment
- a happy work environment
- time to work on relationships with kids
- compensation for working out of business and school hours
- child care support
- IT skills
- regular breaks
- clear understanding of their role
- fair pay
- flexibility to enable them to respond to the needs of kids involved with the organisation
- other – specify

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**STEP 4.2: Continued...**

**REFLECT**

Are there particular areas that could be addressed to help staff provide more support to participation initiatives?

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**ACT**

See *Sharing the Stage*, pages 21-26, 29-31 and 33-37

What could you and/or your organisation do to provide this additional support to staff?

**You**

Idea	Timeframe
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**Your organisation**

Idea	Timeframe
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### STEP 5: Kids have access to decision-makers

#### CHECK

List the people in your organisation who are the major decision-makers on issues affecting children and young people.

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#### REFLECT

Are there people in your organisation who do not hear the views of children and young people when making decisions that impact on children and young people? What are some of the reasons for this?

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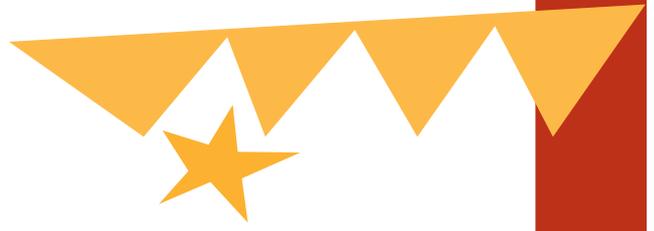
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**STEP 5: Continued...**

**ACT**

See *Sharing the Stage*, page 18

What can you and/or your organisation do to help these decision-makers have direct access to the opinions of children and young people?

**You**

Idea

Timeframe


**Your organisation**

Idea

Timeframe






### STEP 6: Kids understand how decisions are made

#### CHECK

Tick which of the following statements is true.  
When children and young people give their opinions, they are generally...

- given the information they need to make a good decision
- told who has the final say
- given information about how their input will be used
- told how the results of their input will be reported back to them

#### REFLECT

Are there other things that could be done to make the decision-making process clearer for children and young people?

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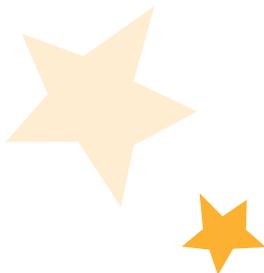
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## STEP 7: Kids are appreciated

### CHECK

Tick the ways that children and young people know they are appreciated and that their input has made a difference.

- a staff member tells them
- they see how things have changed
- they get sent a report
- they get sent a letter
- it is explained to them how their input has made a difference
- they are given an award or prize
- they hear back from other children and young people
- other – specify

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### REFLECT

Write down some other ways the organisation could show children and young people it appreciates their contribution.

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**STEP 7: Continued...**

**ACT**

See *Sharing the Stage*, pages 40 to 42

What steps could you and your organisation take to show children and young people you appreciate their contribution?

**You**

Idea	Timeframe

**Your organisation**

Idea	Timeframe

The cheer squad



## STEP 8: Kids feel participating is worthwhile

### CHECK

Tick the things your organisation does to make it worthwhile for kids to get involved.

- organising parties and outings
- organising a range of activities and opportunities to do new things
- sending a letter of thanks
- giving an award, such as a medal or certificate
- organising music
- staff personally thank them
- organising food
- holding training courses
- being friendly
- paying young people for their time
- other – specify

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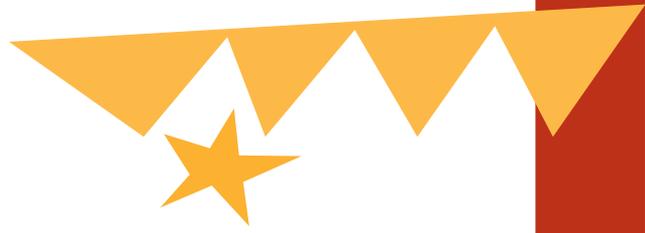
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**STEP 8: Continued...**

**REFLECT**

Write down why you think children and young people find it worthwhile getting involved with your organisation.

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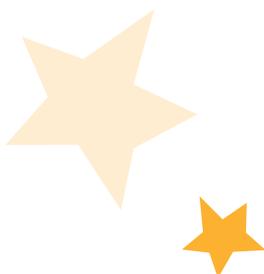
**ACT**

See *Sharing the Stage*, pages 33 to 42

List some things that you and your organisation could do to make children and young people's participation more worthwhile for them.

**You**

Idea	Timeframe



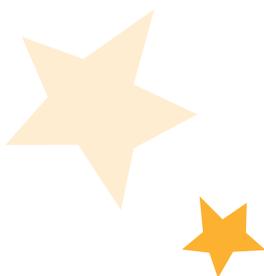
**STEP 8: Continued...**

Your organisation

Idea

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Idea	Timeframe





## STEP 9: Reviewing how kids' participation is working

### CHECK

Tick the different ways your organisation monitors how well it is involving children and young people in decision-making.

- strategic planning days
- annual reports
- staff meetings
- research
- program evaluations
- an annual monitoring checklist
- by an external organisation
- by what others say
- one-one supervisory sessions
- feedback from children and young people
- feedback from colleagues
- other – specify

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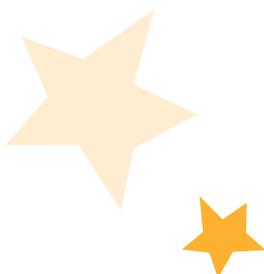
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### STEP 9: Continued...

#### REFLECT

Are there any other ways your organisation could monitor how well children and young people are involved in decision-making?

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#### ACT

See *Sharing the Stage*, page 42

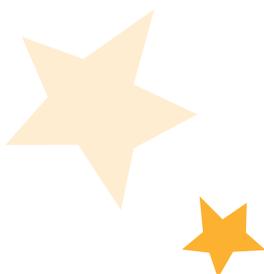
What steps could you and your organisation take to put some of these checks in place? You may wish to use these steps to monitor your organisation's *Participation Plan*.

#### You

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**STEP 9: Continued...**

Your organisation

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