
# Finding your voice

## Confidence in the community

In partnership with

Cefnogir gan
**Lywodraeth Cymru**
Supported by
**Welsh Government**

Believe in children
Barnardo's Cymru

# Contents

# Introduction

**The toolkit that you have in your hand has been developed for children in Newport, by children in Newport as part of the Children First Pioneer Pilot.**

The toolkit is intended for use with Key Stage 2 aged children, in order to support them to conduct a research and action project in their school to make changes on things within their school or local community which matter to them.

The toolkit has been designed to be as straightforward and easy to use as possible. There are 10 sessions, each with supporting resources that can be printed out or photocopied. Each session is planned to last roughly one hour, but can be easily lengthened or shortened to suit your purposes.

The avatars that you see appearing throughout represent each of the children that were involved in creating this toolkit. Each individual created their own avatar as well as designing all the graphics and icons that appear in the following pages. Also, look out for our 'top tens' – lists created to help supply you with ideas along the way.

We have designed the sessions to enable you to facilitate the project in your school. However, we are mindful that in each school there will be a different focus and the children will take the project in different directions. We have kept this in mind whilst writing session plans and allowed flexibility for you to tailor them as needed.

We hope you enjoy using the tool kit as much as we enjoyed making it!

***"My favourite thing was playing games and having fun."***

**Teagan**

# Background information

## What is Children First and where does this toolkit come from?

Children First is a Welsh Government approach that aims to encourage the local community and organisations to work together to address the specific needs of children and young people in that area. Children First aims to reduce the inequalities some children and young people face compared with their peers in more socially advantaged places. Working with children with ACEs (Adverse Childhood Experiences) is a priority so that they can be prevented longer term and their impact can be mitigated.

Newport is one of five Children First pioneer areas and Barnardo's has been working collaboratively with Pillgwenlly and Millbrook Primary schools to deliver the programme.

## What did we do? (Phase One)

In Newport we have implemented Children First by focusing on giving children a voice and encouraging them to participate in decision making. As such, Barnardo's set about training a group of children from the above named schools to become researchers and lead their own project to effect change in their communities. The project was completely child-led and focussed on tackling the issues that they raised and in the way that they wanted to do it.

***"I would like it if more schools and more important people would be a part of Children First."***
**Mehreen**

## What happened next? (Phase Two)

Since completing these two successful projects our aim has turned to taking what we have learned and experienced, getting it down on paper and creating a simple, creative and practical toolkit that enables all primary schools in Newport to do the same. We are unable to provide the opportunity for all children to be trained as researchers as we did in the two pioneer schools. However, our aim is that through Finding Your Voice teachers will have access to the tools and resources needed to enable children to carry out their own research project in their schools. The toolkit provides a structure, session plans and resources that can be used in any primary school. Yet, because it is child-led, the theme of each project, the way you go about working, how you present findings and who you present them to and the outcome will be different in each school.

## Acknowledgments

There are many people that we'd like to thank for making *Finding Your Voice* possible.

First and foremost to the children, without whom this would not have been possible. Your brilliant ideas, enthusiasm and dedication to the project have been an inspiration to us.

Annais
Caitlin
Libby
Mehreen
Ousman
Teagan

Thank you to the staff at Millbrook Primary School and Pillgwenlly Primary School for partnering with us in this project and welcoming us into your school communities. In particular, thanks to: Lindsey Watkins; Jodie Drew; Kathryn Bevan and Kath Powell

Thank you to Tim Ruscoe and Elaine Speyer of Barnardo's Cymru for completing the phase one research projects, training the children to become researchers and assisting us with creating this toolkit.

Thank you to staff at Save the Children for their input in the initial stages of the project

We hope you enjoy using this toolkit in your school and that through it we can enable children in Newport to find their voice!

Rhys Benjamin and Jon Hilder,

Spring 2019

# How you could use the toolkit in your school?

**This toolkit is designed to be flexible and adaptable depending on your school context.**

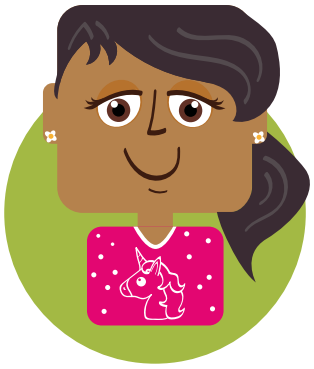
It will look different in every single school.

Here are a few suggestions of how you might implement the toolkit in your school:

- **As part of a theme day on participation or children's rights**
- **A project for the school council or Eco club**
- **As a new after school club**
- **As part of the curriculum, harnessing literacy and numeracy links**
- **Transition – a project for Year 6 pupils to prepare for high school**
- **Through Personal and Social Education (PSE)**

***"Through Finding Your Voice I learnt that children's views are of equal importance to adults."***

**Mehreen**



## Case studies

It will look different in your school, but as an example this is a brief overview of how it worked in Pillgwenlly and Millbrook.

### Millbrook Primary project

- Small group of Year 5 children
- Paper based questionnaire given to pupils throughout school
- Focus: littering, dog fouling and recycling
- Presentation by creating a jigsaw and a comic strip to highlight the issues.
- Target audience chosen: school community and local decision makers, as well as Welsh Assembly members.

### Pillgwenlly Primary project

- Small group of Year 5 / 6 children
- Electronic questionnaire, accessed by pupils online
- Focus: services and provision in the local community
- Presented by producing a drama in the form of a news report which was turned into a video
- Target audience chosen: local decision makers and politicians.

# What will you get from this project?

Carry out action-research project

Become a researcher!

Design a consultation

Conduct a survey

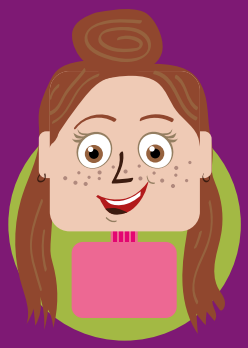
Choose your target audience

Present your findings

Have your voice heard!

Make real changes that matter to you

***"It helped me to be more confident"***
Ousman



***"It helped me to know myself more and find out about my interests."***
Caitlin

***I would recommend other children to do this because you can make new friends."***
Annais

# Why use this toolkit?
# The importance of pupil voice

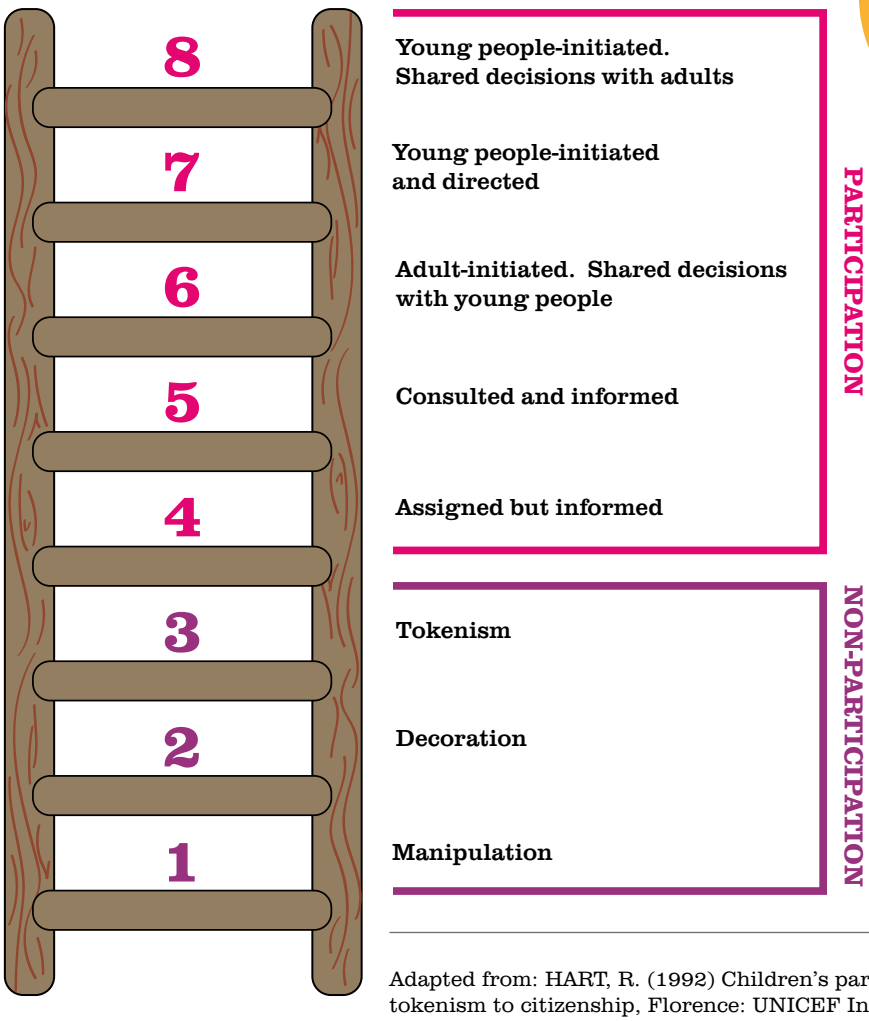
## Hart's ladder

**At the heart of this toolkit is the desire to give children a real and meaningful role in having a say on decisions that affect them. We want to challenge you to transfer power from adults to children in your school.**

How meaningful is participation in your school? Roger Hart's influential ladder model categorised levels of participation and it is a helpful measure of where we are now and where we want to be. Through using this toolkit we want to inspire and support you to reach the top rungs!

***"I've learnt that children deserve a voice"***

**Ousman**




Adapted from: HART, R. (1992) Children's participation: From tokenism to citizenship, Florence: UNICEF International Child Development Centre

Article 12 of the **UNCRC** (United Nations Convention on the Rights of the Child) states that children have the right to **participate in decisions** that affect them, to be heard and to be taken seriously.

In Wales there are 7 participation standards that are a guide to best practice and ensuring we **listen and respond** to children and young people in the most meaningful way possible.

The National Participation Standards are a guide on the best and most meaningful ways of listening and responding to the voices of children and young people, in line with Article 12 of the UNCRC.

The **Wellbeing of Future Generations Act** stresses that the effective **involvement** of young people in their communities is at the heart of improving well-being.

The **School Councils (Wales) Regulations (2005)** require schools to 'provide pupils with the **opportunity to discuss and make representations** on matters relating to the school or other issues of concern to them'

**ESTYN** have highlighted the **crucial importance of pupil voice** in driving improvements in schools. At Glan Usk Primary in Newport an emphasis on pupil voice has resulted in benefits to pupil wellbeing and standards of teaching and learning.

Another **ESTYN thematic report** based on a Newport primary school, Glasllwch, identified the benefits of allowing pupils to be involved in decision making and **meaningful participation** within the school.

***"I have learnt that it's not only adults that have a voice because children have one too."***

**Annais**

# Finding Your Voice and the new curriculum

**With the introduction of the new curriculum for Wales the whole approach to working with children and young people will change.**

In developing Finding Your Voice we have thought carefully about ensuring it fits well with the new curriculum, so that: a) it is a relevant resource for schools and b) we build on the best practice that has been identified.

*Through Finding Your Voice* children and young people will:

- develop skills that they can use in real life situations.
  EXAMPLE: giving a presentation to an audience.

- be equipped for life, teaching them to be 'ethical and informed citizens'.
  EXAMPLE: being involved in making changes in their community.

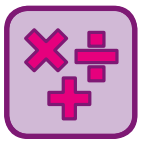
- have new experiences and opportunities.
  EXAMPLE: taking part in a research project where they are in charge of what happens.

- learn to be 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society'.
  EXAMPLE: learning how to influence change in their communities and the importance of their voice being heard.

All of the Six Areas of Learning and Experience (AoLE) are covered through the sessions in the toolkit:

- **Expressive arts**
  EXAMPLE: By presenting your findings in the form of a play or drama (as Pillgwenlly Primary Children's First group did)

- **Mathematics and numeracy**
  EXAMPLE: Collating and Analysing the results of surveys



- **Health and well-being**
  EXAMPLE: Consulting on a topic to boost well-being of the school community and tackle an issue identified in the community

- **Languages, literacy and communication**
  EXAMPLE: choosing how to communicate and present your findings in a persuasive way to your target audience

- **Science and technology**
  EXAMPLE: Using technology in an innovative way to conduct a survey and analyse results

- **Humanities**
  EXAMPLE: interpreting information, questioning reliability and biases, problem solving and using geographical mapping skills (as Millbrook Primary Children's First group did*)

Throughout this toolkit you will notice icons in the margins (as above) of session plans. These are included to denote when an activity covers an aspect of one of the six AoLE.

*for example, see Q1 in Millbrook questionnaire (appendix 2)

# Even more reasons to use this toolkit

**There are so many benefits to using this toolkit in your school! The advantages are many and varied.**

Below are just a few of the possible benefits to children that can be harnessed:

Developing **literacy skills** through group discussion, reasoning, decision making, presenting and communicating findings etc.

Children will develop **numeracy skills** through collecting data, collating results, analysing findings and presenting them in graphs.

Fulfils one of the key recommendations of the **Donaldson report** (2015) by teaching children to be 'ethical and informed citizens'… 'healthy, confident individuals ready to live fulfilling lives as valued members of society.'

**Digital Competency Framework** – "Developing digital skills which can be applied to a wide range of subjects and scenarios that are transferable to the world of work."

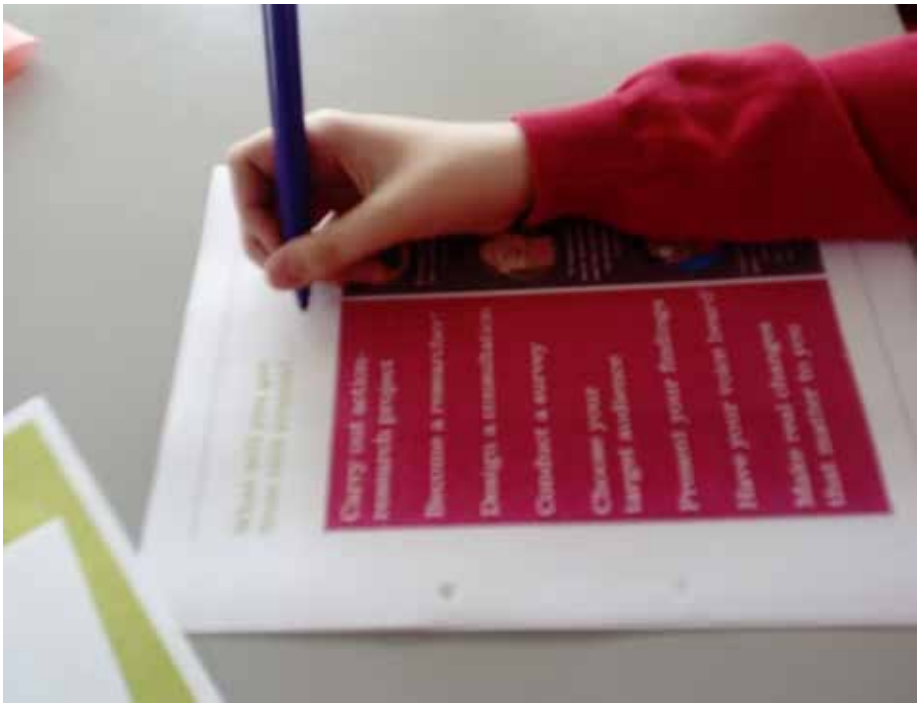
Helps to meet **Newport City Council's Wellbeing Objective 3**: 'People and communities are friendly, confident and empowered to improve their well-being.' Children are empowered to express their opinions and have them listened to and acted on.

*Please see references at the back of the toolkit for details of all the web links, reports and publications that are mentioned above.

***"I would recommend doing it because you can get involved with more things and you will feel really proud of yourself."***
Annais

***"It's a great opportunity for kids."***
Libby

***"I would recommend it because you get to have more experiences."***
Caitlin



# Brief session overview

These slides give you an overview of the ten session plans at a glance. If it helps in your context, you can share the learning objectives with the children by displaying these slides on a screen.

## Session 1 – Know Your Rights!

**Lesson Objective**

To understand what participation is and understand why your rights are important.

## Session 2 – Top Topics

**Lesson Objective**

To understand what a consultation is and to decide on a topic or issue that we would like to address in our school.

## Session 3 – Time to decide!

**Lesson Objective**

To understand that there are different types of questionnaire and to choose the one to use.

## Session 4 – Question Quest

**Lesson Objective**

To understand what makes a good question and to decide what questions you are going to ask.

## Session 5 – Super Survey

**Lesson Objective**

To use what you have learnt so far to design your very own consultation.

## Session 6 – Analysing Answers

**Lesson Objective**

To gather the answers to the questions and understand the importance of handling information sensitively.

## Session 7 – Dazzling Data

**Lesson Objective**

To analyse the data from the consultation and find patterns and themes from the answers.

## Session 8 – Share your results!

**Lesson Objective**

To decide who we want to share the results of the consultation with.

## Session 9 – Perfect Presentation

**Lesson Objective**

To look at creative ways to present the information that we have gathered.

## Session 10 – Show what you're made of!

**Lesson Objective**

To present your findings in your chosen format.

# Session 1 – Know Your Rights!

## Aims/Objective

To understand what participation is and understand why your rights are important.

## Resources Required

- UNCRC Cards (Resource 1 – to be cut up prior to session)
- Flip Chart paper
- Coloured Pens

## Ice Breaker Activity

See Top 10 Icebreaker Suggestions. Self Portrait or Guess Who would work well as this is the first session.

## Main Activities

**Group Rules**

If this is a new group you might want the children to suggest some ground rules e.g.:

Listening to the chosen speaker
Respecting each other's opinions
Right to have your ideas listened to
Feel safe to express your ideas

This could be done as a whole group using flip-chart paper. Let the children suggest some rules and once you are all happy with them each individual could sign their name on the paper. This can be displayed every session to remind each other or a photograph taken and displayed.

## Rocket activity with the UNCRC

- On flip chart paper the children draw a space ship, planet and an alien.
- Children imagine that they are starting a new community in space and must use the cut up UNCRC cards to decide which rights they feel are the most important on the new planet – they can choose up to 20.
- Using the UNCRC cards, discuss what their rights are and which ones are important to them.  Place the ones they want to keep on the planet if this helps.
- As they are doing the activity guide the discussion to get them thinking about their rights: How would you explain your rights to the alien? Which are most important? Which are most important to you personally? Which could you discard? Can any be discarded? What would you want life to be like on the new planet? What are some of the things that are not so good about life on planet Earth? What changes would you make for the new planet?

***"Doing 'Finding Your Voice' helps you understand more of what's going on in the world."***

**Ousman**

***"My favourite session was the first one we ever did where we met each other."***

**Annais**

## For Next Time

Ask children to consider:

What issues are important to you in your school/local community?
What would you like to change?

# Resource 1
# UNCRC Cards

Cards to be cut out to aid discussion

Everyone under 18 has all these rights.

You have the right to protection against discrimination.

This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

All adults should always do what is best for you.

You have the right to have your rights made a reality by the government.

You have the right to be given guidance by your parents and family.

You have the right to life.

You have the right to have a name and a nationality.

You have the right to an identity.

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You have the right to
live with your parents,
unless it is bad for you.

You have the right to
think what you like and be
whatever religion you want to be,
with your parents' guidance.

If you and your parents
are living in separate countries,
you have the right
to get back together and
live in the same place.

You have the right to be
with friends and
join or set up clubs,
unless this breaks
the rights of others.

You should not
be kidnapped.

You have the right
to a private life.

For instance,
you can keep a diary that
other people are not allowed to see.

You have the right to
an opinion and
for it to be listened to
and taken seriously.

You have the right to
have the best care for you
if you are adopted or fostered
or living in care.

You have the right to find out
things and say what you think,
through making art, speaking
and writing, unless it breaks
the rights of others.

You have the right to
collect information from the media
– radios, newspapers, television, etc –
from all around the world.
You should also be protected from
information that could harm you.

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You have the right to
be brought up by
your parents, if possible.

You have a right to
the best health possible
and to medical care
and to information that
will help you to stay well.

You have the right to be protected from
being hurt or badly treated.

You have the right to
have your living arrangements
checked regularly if you have to be
looked after away from home.

You have the right to
special protection and help
if you can't live with your parents.

You have the right to
help from the government
if you are poor or in need.

You have the right to special
protection and help if you are a refugee.

A refugee is someone who
has had to leave their country
because it is not safe
for them to live there.

You have the right to
a good enough standard of living.

This means you should have food,
clothes and a place to live.

If you are disabled,
either mentally or physically,
you have the right to special care
and education to help you
develop and lead a full life.

You have the right
to education.

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You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

You have the right to be protected from sexual abuse.

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

No-one is allowed to kidnap you or sell you.

You have the right to play and relax by doing things like sports, music and drama.

You have the right to protection from of any other kind of exploitation.

You have the right to protection from work that is bad for your health or education.

You have the right not to be punished in a cruel or hurtful way.

You have the right to be protected from dangerous drugs.

You have a right to protection in times of war.

If you are under 15, you should never have to be in an army or take part in a battle.

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You have the right to
help if you have been hurt,
neglected, or badly treated.

You have the right to any rights in laws
in your country or internationally that
give you better rights than these.

All adults and children
should know about this convention.
You have a right to learn about
your rights and adults should
learn about them too.

You have the right to
help in defending yourself
if you are accused
of breaking the law.

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# Session 2 – Top Topics

## Aims/Objective

To understand what a consultation is and to decide on a topic or issue that we would like to address in our school.

## Resources Required

- Playground Rules' (Resource 2) print for the children to see
- Post it notes
- Pens

## Ice Breaker Activity

Find Someone Who or Guess Who

## Main Activities

**Rules of the playground activity**

Give the children a copy of the 'new playground rules' (feel free to amend to make them specific to your school) and explain that you, as an adult, have come up with some changes for lunchtimes. Ask the children what they think about the new rules and are they happy for the changes to be imposed on them? If not, why not?

Discuss with the children. If you want to make changes in school, who are the best people to ask? Who are the experts in this area?

What is a consultation? Introduce the children to the idea of a consultation. How can we find out what children think? Does everybody have the same opinion?

## Choosing an issue to tackle

What are the issue(s) that the children would like to address in their school /community?  What did the children come up with from last time?

Hand around post-it notes and get children to write up issues that they would like to address. They can suggest more than one. Stick post-it notes up on the wall and group together any similar ones. Then the children can vote which issue they are going to choose as the topic of their consultation.

See top 10 voting methods – going dotty or diamond ranking would work particularly well here

***"You can change the ways of how your community works for the better."***

**Ousman**

## For Next Time

Ask the children to start talking to their friends about the chosen issue.

The children using sticky dots to vote for their preferred options.

# Resource 2 – Our new school playground rules

1. Only boys can play football
2. No running on the playground
3. Only quiet games are allowed
4. Playtime will be 10 minutes shorter on Tuesdays and Thursdays for extra maths lessons
5. Year 6 children can have snacks on the yard, no one else is allowed.

# Session 3 – Time to decide!

## Aims/Objective

To understand that there are different types of questionnaire and to choose the one to use

## Resources Required

- 1x questionnaire type cards (cut and folded up) – Resource 3
- 1x each questionnaire information sheet – Resource 4
- 4x blank fact sheets – Resource 5
- Laptops / tablets (optional)

## Ice Breaker Activity

Web of questions or Mix and Meet would work well.

## Main Activities

**Types of questionnaires**

Remind the children what topic they chose at the end of the last session.

Explain to the children that by the end of the session they will have chosen how they are going to ask the questions for their consultation.

Put the 4 cut up cards (Resource 3) in a hat/box/bag and shake them up. Split children in pairs/threes/small groups. (You could use the get in line icebreaker activity to split the children into groups if this would be helpful). You will need 4 groups so that each group has a card to discuss. Each group then pulls a card out of the hat to determine which questionnaire type they will look at.

Give each group a copy of the blank fact sheet (Resource 5) and the relevant questionnaire information sheet (Resource 4) for their group. Ask the children to complete this for the card that they pulled out of the hat. Give the children plenty of time to complete this activity.

If you have tablets or laptops and access to the internet you may want to consider allowing the children to complete further research online into their questionnaire type.

Children feedback the information they have found out to the rest of the group. Encourage them to use persuasive language in order to try to convince the others to use their questionnaire type.

Using the information gathered children must vote on the questionnaire type that they feel will work best for their school and their topic.

Use one of the top 10 voting methods suggested in the tool-kit. Hoola Hoop, losing your marbles or ranking could work here. We used Going Dotty to decide which questionnaire type to go for (see picture below).


***"A lot of children can make a difference."***

**Teagan**

## For Next Time

Get the children to think about what questions they might like to ask?

# Resource 3 – Different types of questionnaire

Cut up the different types of questionnaire below. Fold them up and put them in a container so the children cannot see what is written. They will have to pull one out and this will be the questionnaire type that they need to research.

Paper

Electronic / Online

Video

Interviewing

# Resource 4 – Questionnaire information sheets

Print out this page and distribute to the groups according to which card they picked. They need to read the information and then fill in their blank fact sheets, ready to present to the rest of the group.

Emphasise the need to read and understand – not just copy and regurgitate!

Depending on their level of ability you could make this activity harder by holding back these information sheets until after the children have had time to think of their own ideas.

Whether you give these info sheets to the children from the start or part way through, encourage them to come up with their own pros and cons – this is by no means an exhaustive list.

See Appendix 1 for an example of a paper questionnaire.

## Paper

This is the traditional method of completing a questionnaire. It can be made more interactive and fun by including creative activities for participants to complete. Write your questions, print out and then physically take the questionnaire to people and ask them the questions face to face.

+ Face-to-face and avoids misunderstandings
+ No problem if technology fails!
+ People can be more honest as it is anonymous

- Creates lots of wasted paper
- Takes a long time to look at answers from each questionnaire
- Not the best option for children who cannot read.

## Electronic/online

A more modern approach to completing a questionnaire. There are websites which let you design and send out a questionnaire.

+ Time saving. You can send it to lots of people very quickly
+ Websites can make analysing your results much easier
+ No need to print out and waste lots of paper

- It's not face-to-face so can end up with people misunderstanding questions
- Things can go wrong with technology
- You are limited by what the website can offer. It may not be able to do the things you want it to do.

## Video

Questions are pre-recorded and then shown to people taking part in the survey for them to answer.

+ You can be really creative – perhaps by acting out questions as a drama.
+ More interactive and interesting for people doing the questionnaire.
+ You can reach a lot of people in one go, perhaps showing the video questions to a whole class at a time.

- Possible issues with technology failing or not being able to play videos in all locations.
- Videos may distract from what you are actually asking in the questionnaire.
- Less personal so people may misunderstand what you are asking them.
- Might be expensive to do this.

## Interviewing

Face-to-face method, sitting down with one person at a time to talk to them and hear their answers to each question.

+ Better quality of answers as you can talk to the person about their responses and clear up any misunderstandings.
+ Feels more personal, as you can have a conversation.
+ Participants feel listened to and valued.

- More time consuming as you have to repeat the questions with every single person.
- You would have to be careful not to encourage people to give certain answers.
- People might be less truthful with their answers when they are face to face.
- some people may feel under pressure when being interviewed.

# Resource 5 – Questionnaire fact sheet

What is your Questionnaire type?

What are some good things about this way of asking questions?

- 
- 
- 

What are some not so good things about this way of asking questions?

- 
- 
- 

Does this type of questionnaire work in your school? Why or why not?

Does this type of questionnaire work for the topic / issue that you have chosen to tackle? Why or why not?

**Now share your findings with the rest of the group!**

# Session 4 – Question Quest

## Aims/Objective

To understand what makes a good question and decide what questions we are going to ask.

## Resources Required

- Helpful/unhelpful questions (Resource 6) cut up in advance
- Sports hoops/circles on the floor
- Points to consider written/displayed on wall/board (Resource 7)
- Post it notes
- Pens
- Flip Chart Paper
- Question grid (Resource 8) printed out

## Ice Breaker Activity

Find someone or You will never guess!

## Main Activities

**Helpful and unhelpful questions**

Children put helpful/unhelpful questions (Resource 6) cut up in venn diagram hoops. One hoop is for helpful questions, the other is for unhelpful. Where they overlap is for questions that the children are not decided upon. The answers are on the back of the cards but try to do the activity before turning the cards over and seeing if your answers match ours!

Explain: We need to ask questions to find out opinions. The better the question is, the better the answer will be!

## Our questions

Start by reminding the children what they have chosen as the topic of their consultation and the method they have chosen to gather the information.

What questions can we ask on our consultation? What do we want to find the answers to? (Display the points to consider – Resource 7)

Together start to come up with some possible questions – be mindful that these questions will be asked on a questionnaire/consultation – Mind map on flipchart paper.

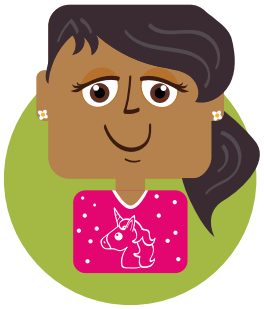
Choose a child to record the questions – use the grid (Resource 8) to assist you if needed.

Use one of the top 10 voting methods to choose the best questions for the consultation. (Emoji madness or give us a hand would work well)

We recommend that you use no more than 10 questions.

***"Everyone has a voice and we should use our voices."***

**Mehreen**



## For Next Time

What do we need to design the survey? Depending on which type of survey you have chosen you may need Laptops/Craft Materials/ Recording Equipment etc.

See Appendix 2 for ideas of a paper questionnaire.

# Resource 6 – Helpful/unhelpful questions

What is the meaning of life?

Would you prefer a delicious chocolate bar or a plain biscuit?

I really love playing football at school – What is the best sport in your school?

Who can you talk to for help? (Police, Teacher, Friends, Doctor, Counsellor, Family)

What are you really proud of in your community?

What do you not dislike about your school?

Would you like to get involved in your community?
Circle your answer

YES NO MAYBE

It is good to have a fish dinner on a Friday? (Agree/Disagree/Not Sure)

**UNHELPFUL** because it's irrelevant to your survey and too 'open'

**UNHELPFUL** because it's biased towards one of the answers

**UNHELPFUL** because it's a leading question

**HELPFUL** because it gives it gives a good range of suitable options to choose between

**COULD BE HELPFUL OR UNHELPFUL** because it's relevant and not leading, but it may be too 'open' and you could get too many different answers

**UNHELPFUL** because it's phrased in a confusing way

**HELPFUL** because it is a clear and simple question that gives you clear answers

**COULD BE HELPFUL OR UNHELPFUL** because it gives you a clear answer but it needs to be relevant to your survey

# Resource 7 – Points to consider

These points are to help you decide what questions you are going to ask in your consultation. Display them where the children can see them and explain each point.

Points for the teacher to consider:
(Display these for the children)

- Can this question be answered?
- Is this question going to upset anyone?
- Will people be happy to answer this?
- Is this question going to give us information on what we are trying to find out?
- How will people be able to answer this question?

# Resource 8 – Question grid

| | Is... | Did... | Can... | Would... | Could... |
|---|---|---|---|---|---|
| Who... | | | | | |
| What... | | | | | |
| Where... | | | | | |
| When... | | | | | |
| Why... | | | | | |
| How... | | | | | |

# Session 5 – Super Survey

## Aims/Objective

To use what you have learnt so far to design your very own consultation

## Resources Required

- What makes a good question? Checklist (Resource 9)
- Your questions from Session 4
- Appendix 2 as an example for your information
- ICT equipment or craft materials for designing your survey (depending on survey type that you chose)

## Ice Breaker Activity

Crocodile Rock or What the papers say

## Main Activities

**Re-cap on chosen Questions**

Review questions from session 4 – do you want to amend any of your questions? Use the checklist (Resource 9) to check through each of your questions.

**Designing your survey**

Leave plenty of time for this activity as this is when you will actually complete the design for your questionnaire.

We have based this session on a paper based questionnaire – see Appendix 2 for an example of one.

How would you like to ask your questions? See the examples from Appendix 2 to help initiate discussions. You can use the resources that you have at your disposal – plasticine/lego/figures/ toys/drawings.

Allocate a question to each child (could be pairs depending upon the size of your group) they are responsible for designing the way that they will ask that question.  Allow children the time needed to do this.

If you are confident in ICT then there are a variety of survey design websites which can be used for free.

***"I have learnt that it is not only adults who have a voice because children have one too."***
**Annais**

## For Next Time

Now you have chosen your questions and looked at how you will present them you actually need to complete your survey/consultation.

Depending on how many people in your school/year group this may take some time and you will need to consider the best way of doing this.

Will the children themselves undertake the survey or will you ask class teachers to allocate a little time during the week to get the survey done?  Will it be a home learning task?  It really depends on what your survey is about and the questions that you are asking as to how you do this.

You may want to discuss gaining consent from the children who are going to be participants in the survey.

Please see appendix 4 for further information on the subject and a consent template that you could use in your school.

# Resource 9 – What makes a good question? checklist

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Will the people filling in the survey understand the question? | | | | | | | | | | |
| Will people enjoy answering the question? | | | | | | | | | | |
| Can they answer the question quickly? | | | | | | | | | | |
| Will the question give us useful answers? | | | | | | | | | | |
| Will we be able to count or tally the answers easily? | | | | | | | | | | |

# Session 6 – Analysing Answers

## Aims/Objective

To gather the answers to your questions and understand the importance of handling information sensitively

## Resources Required

- Printed case studies (Resource 10)
- Completed survey responses
- Lolly sticks/Pretzel sticks

## Ice Breaker Activity

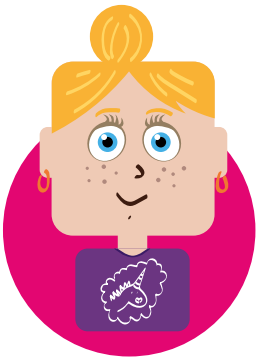
Walk of Strength or Self Portrait

## Main Activities

**Handling information sensitively**

Give pupils the case studies, one case study at a time (Resource 10). Have a group discussion about how they should handle these situations. Talk about confidentiality and respecting other people's opinions.

***"I learnt that handling data is really fun!"***
**Libby**



### Collating the responses

Split pupils into groups and give them responsibility for some responses.

Pupils will need to tally the responses according to the questions asked ie: Question 1 – Do you recycle?

Yes = 10
No = 5

To make it more creative why not use lolly sticks, pretzels or something else as the tally?

If you get time you could discuss whether or not you are happy with the results and if you got the results that you expected.

"take a photograph of the results before anything gets packed away or eaten!"

## For Next Time

Keep your eyes peeled for interesting ways in which other people display information.

"To make it more creative why not use lolly sticks, pretzels or something else as the tally?

Remember to take a photograph of the results before anything gets packed away or eaten!"

# Resource 10 – Case studies

**Note for facilitators:**

The aim of case study one is to have a discussion about confidentiality and get the children thinking about why it's not good to share personal information with others. However, if there is an issue with bullying or something similar then it is good for them to share this with a teacher to help deal with the issue and support the child.

The aim of case study two is to start a discussion about respecting different opinions – even if you don't agree with them or think they are rude. It's also important to ensure that findings are shared in an appropriate way and anonymous where quotes or specific feedback are shared. A further discussion point you may like to have with the children is that if only one person in one hundred shares something negative then do we need to share their feedback? Can we acknowledge it in a different way?

## Case study one

You are going through the survey answers and you find that someone has written their name on it. In one of the boxes they have said they are being bullied in school. What should you do about this?

A) Speak to the child in the playground to check they are ok.

B) Speak to the teacher so that they can check if the child is ok.

C) Don't speak to the teacher because we shouldn't share personal information about people.

D) Tell your classmates so you can all help.

## Case study two

You have done a survey about school dinners and the plan is to share the results with the canteen staff. If someone has written that they don't like the food, how should you share their opinions?

A) Tell the kitchen staff the name and comments of the person.

B) Share the findings with the kitchen staff but don't say any names.

C) Throw away that survey because you don't agree with the answer and think their comments are rude.

D) Tell the canteen staff to give them less food next time.

# Session 7 – Dazzling Data

## Aims/Objective

To analyse the data from the consultation and find patterns and themes from the answers.

## Resources Required

- Graph paper, rulers, pencils and calculators
- Alternatively use laptops / tablets for producing graphs
- Results/raw data/tally charts from session 6
- Print out the Analysing Results worksheet (Resource 11)
- Print and cut out the Misleading Data cards (Resource 12)
- Print out ways of presenting data (Resource 13)

## Ice Breaker Activity

What the papers say or Get in Line

## Main Activities

**Statistics and what they say**

Misleading statistics card game (Resource 12) – what is wrong with the statistics on the cards? Place the cards on the table, face up. The children have to try and work out what is wrong with them (answers on the back of the cards). Have a discussion about how we need to be careful when we are presenting data.

**Different ways of presenting data**

Ask the children to list different ways they can think of presenting raw data, e.g. bar charts, graphs, pie charts, pico-grams, bubble diagram.

Show children examples and discuss what they like and don't like about each example (Resource 13)

Which ones do they like / dislike and why? Which ones give the clearest representation of the survey results?

Use one of the top 10 voting methods to select the best ways of presenting data for your consultation. Diamond Raking or Losing Your Marbles would work well.

**Create a mini-Presentation**

Use the tally charts created last time to draw up some graphs/pie charts whatever the children have said is the appropriate way of showing the information.

Each child can be responsible for a question and chose a method of presenting the results of the question. (Again, if it is possible, keep each child on the question they have worked on previously) Share these with the group.

**What do the results show/mean?**

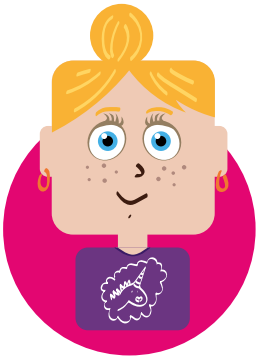
This is optional, if you have time.

Have a look at the worksheet on Analysing Results (Resource 11) and see if the children can complete this task themselves. Why are some of the words not appropriate?

Can they apply this to the question(s) that they presented the results for?

The results don't prove anything. They simply show what some people think.

***"Eight children can change a community"***
**Caitlin**



## For Next Time

Ask the children to think about who they would like to share the results of their consultation with.

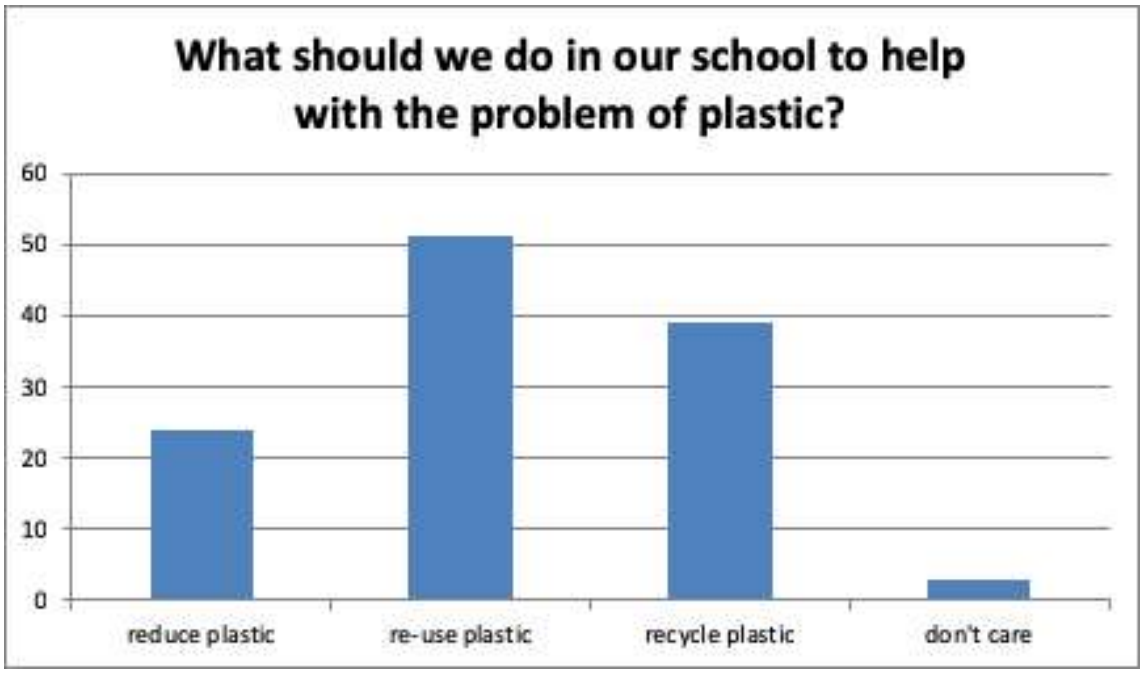
# Resource 11 – Analysing results worksheet

**Congratulations - you've now successfully completed your questionnaire and hopefully got lots of results from everyone you've asked!**

But how is it possible to explain what so many people think? It is really important to think about the words we use to explain the results of our questionnaire

We asked 117 children 'What should we do in our school to help with the problem of plastic?' We gave them 4 answers to choose from.

Have a look at our graph below…



**Complete the blanks in the sentences below, choosing the most appropriate words from the word bank below.**

1) This bar graph _____ that _____ we asked feel that they want to re-use plastic in our school.

2) _____ want us to reduce the amount of plastic we are using in the school.

3) The results _____ that _____ don't care.

| | | |
|---|---|---|
| most people | everybody | the majority of people |
| some people | nobody | the minority of people |
| 44% of people | more than 50 people | |
| indicates | suggests | confirms |
| proves | shows | highlights |

# Resource 12 – Misleading data cards

**The aim of this activity is to get the children thinking about how they are going to present their raw data in a visual way, showing the answers people have given and remaining factual, unbiased and fair.**

Data can be presented in many ways, but some are more helpful than others. This activity illustrates the fact that sometimes the way data is presented can be misleading.

Place the cut out cards face up on the table. As a group, look at the images and statistics that are on each card and see if you can work out why they are misleading. The answers are on the backs of the cards.

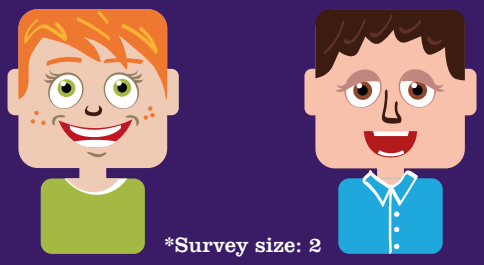
Have a group discussion. Here are some questions to get the children thinking:

- Why are they are misleading?
- Why might the person who drew them want to mislead you?
- What is bias?
- How can we make sure our presentation of data from our survey is not biased?
- Is it important to share what people have said, even if we don't agree or don't like it?

MISLEADING STATISTICS

# 50%

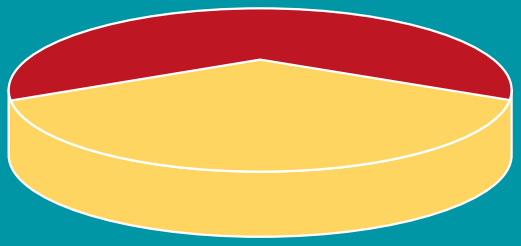
## OF TEACHERS HAVE RED HAIR



*Survey size: 2

MISLEADING STATISTICS

# WHICH TAKEAWAY IS MORE POPULAR?



CHINESE

INDIAN

MISLEADING STATISTICS

# WHAT IS YOUR FAVOURITE COLOUR?

| BLUE | RED |
|---|---|
| 55% | 45% |

MISLEADING STATISTICS

# FOOTBALL SHOULD BE BANNED

## MOST PEOPLE AGREE!

30% YES, I AGREE
25% NO, I DISAGREE
25% UNSURE
20% MAYBE

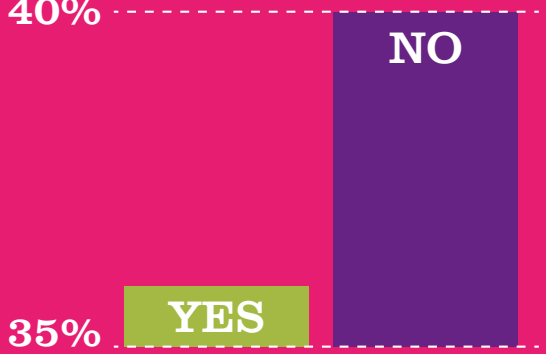
MISLEADING STATISTICS

# 85% FAT FREE!

## NEW HEALTHY YOGHURT

MISLEADING STATISTICS

# THE ANSWER IS NO!



## Card 1

The 3D pie chart makes it look like Indian Takeaway is more popular even though it's actually a smaller section of the chart.

## Card 2

The sample size of 2 is far too small to produce meaningful results/make broad and sweeping results.

## Card 3

This is a misleading claim because only 30% actually agree.

70% of people did not say 'YES'.

## Card 4

This makes it look like blue was much more popular than it actually was, because more of the box is shaded blue and the word 'BLUE' is bigger.

## Card 5

This graph makes it look like many more people said 'NO' than said 'YES'.

However, there wasn't much difference as 'YES' had 36% and 'NO' had 40%

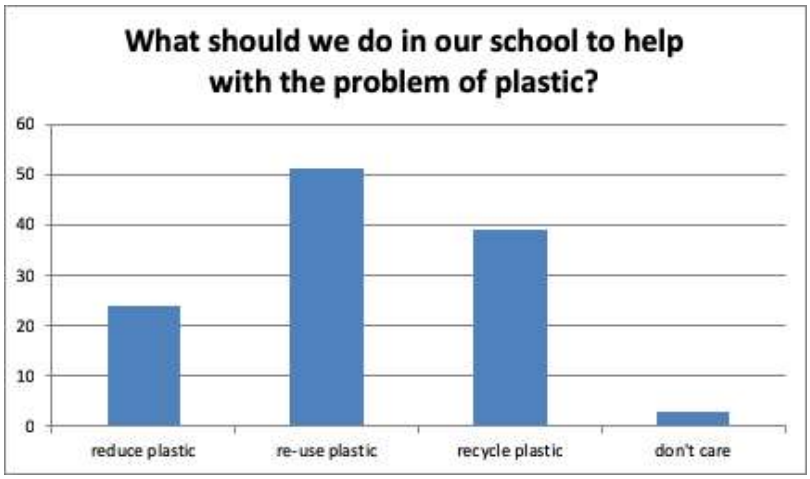
## Card 6

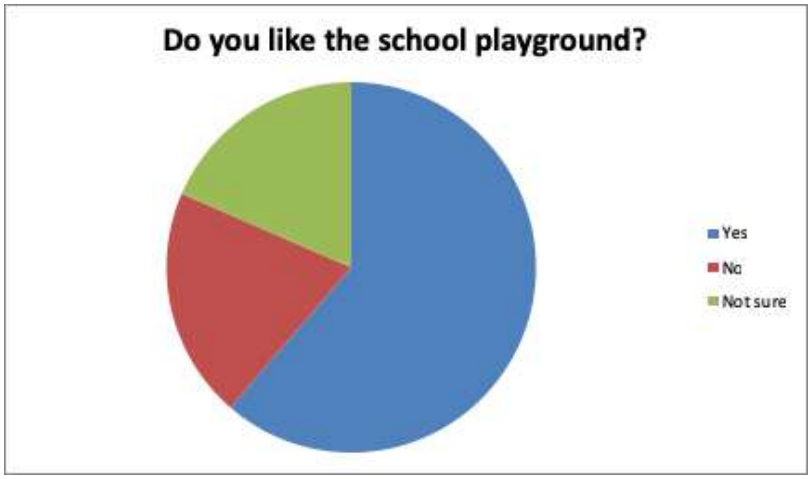
This advert for a healthy new yoghurt suggests that it's a good thing that it's 85% Fat Free.

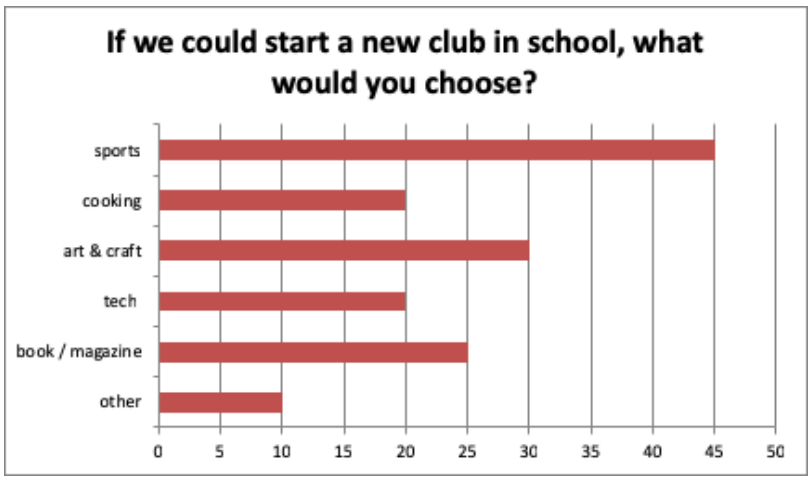
However, it is misleading as 85% Fat Free means it has 15% Fat. It also has images of fruit so that you think it is a healthy product.

# Resource 13 – Ways of presenting data

**Examples of different charts that can be made using Microsoft Word or similar software.**



# Session 8 – Share your results!

## Aims/Objective

To decide who we want to share the results of the consultation with.

## Resources Required

- The analysed data from the last session
- Cut out card or post-it notes
- Print out "Top 10 who to share our findings with"
- Venn diagram – Resource 14
- Star Cards – Resource 15 Photocopied and cut into sets

## Ice Breaker Activity

You will never guess! or Self portrait

## Main Activities

**Who to share with?**

Re-cap on last session – what did your graphs/pie charts etc show?

Make a list of everybody, from your Mum and dad to the Prime Minister, which you could share your results with on pieces of cut out card/post it notes. Refer to Top 10 who to share our findings with for some suggestions.

(The rest of this session will focus on narrowing down your list of people to share the information with).

Place the cards/post it notes into a Venn diagram (Resource 14). The aim of this activity is to help the children work out if they want to target the school community or the wider community.

Why not create your own Venn diagram using sports hoops placed on the floor

## Star Cards

To help the children decide who would be the best people to share their results with you are going to play a game of Star Cards.

Photocopy the cards (Resource 15) and cut them out so each child can have a complete set. There are some blank cards so that the children can add other characters that might be relevant for you to share the results with.

Individually get the children to allocate a score out of 10 for each of the Star Cards characters skills. The higher the score, the better. Once this has been done, they can get into pairs or threes and have a game of Star Cards.

Once the games have finished have a discussion and see if there was a particular card that all of the children were recognising as a "Star Card." It might be that this is a person you really need to share your results with.

Based on the activities that you have completed use one of the Top 10 voting methods to decide who the best people to share your results with would be. Going Dotty or Losing your marbles would work well.

***"Finding Your Voice has given me the opportunity to meet and speak to important people."***

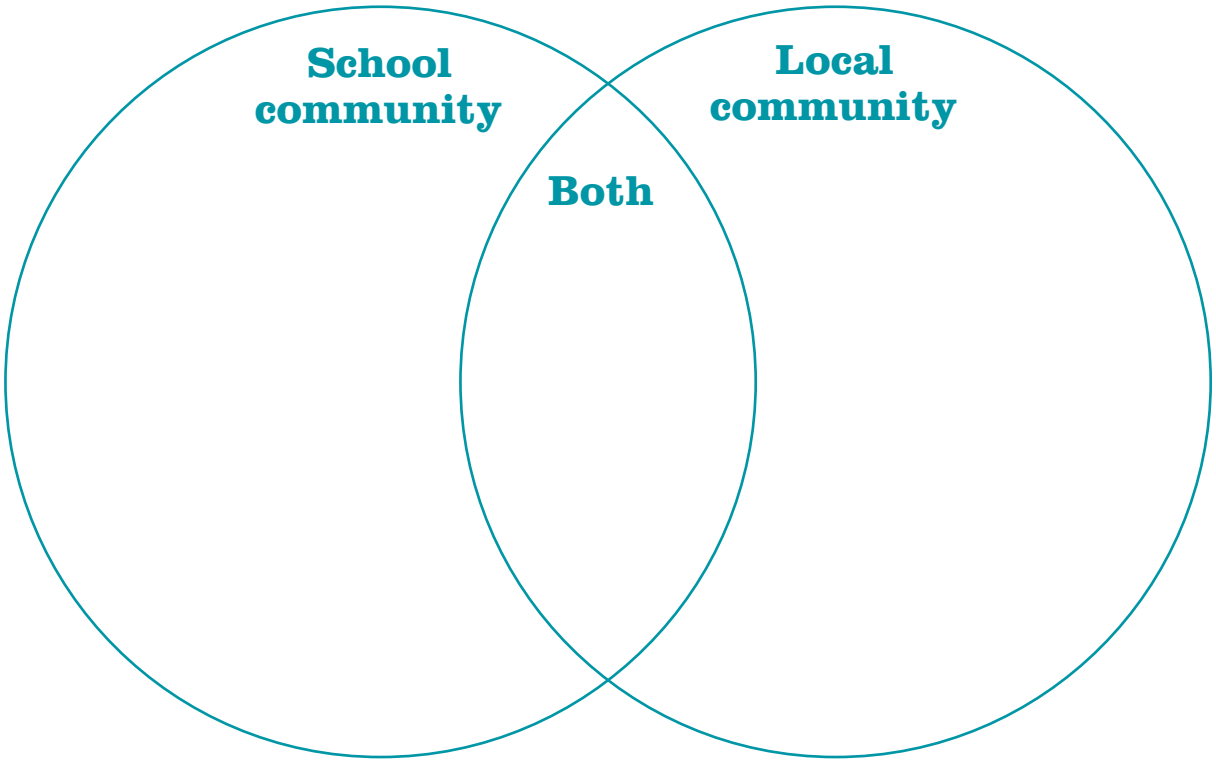
**Teagan**

## For Next Time

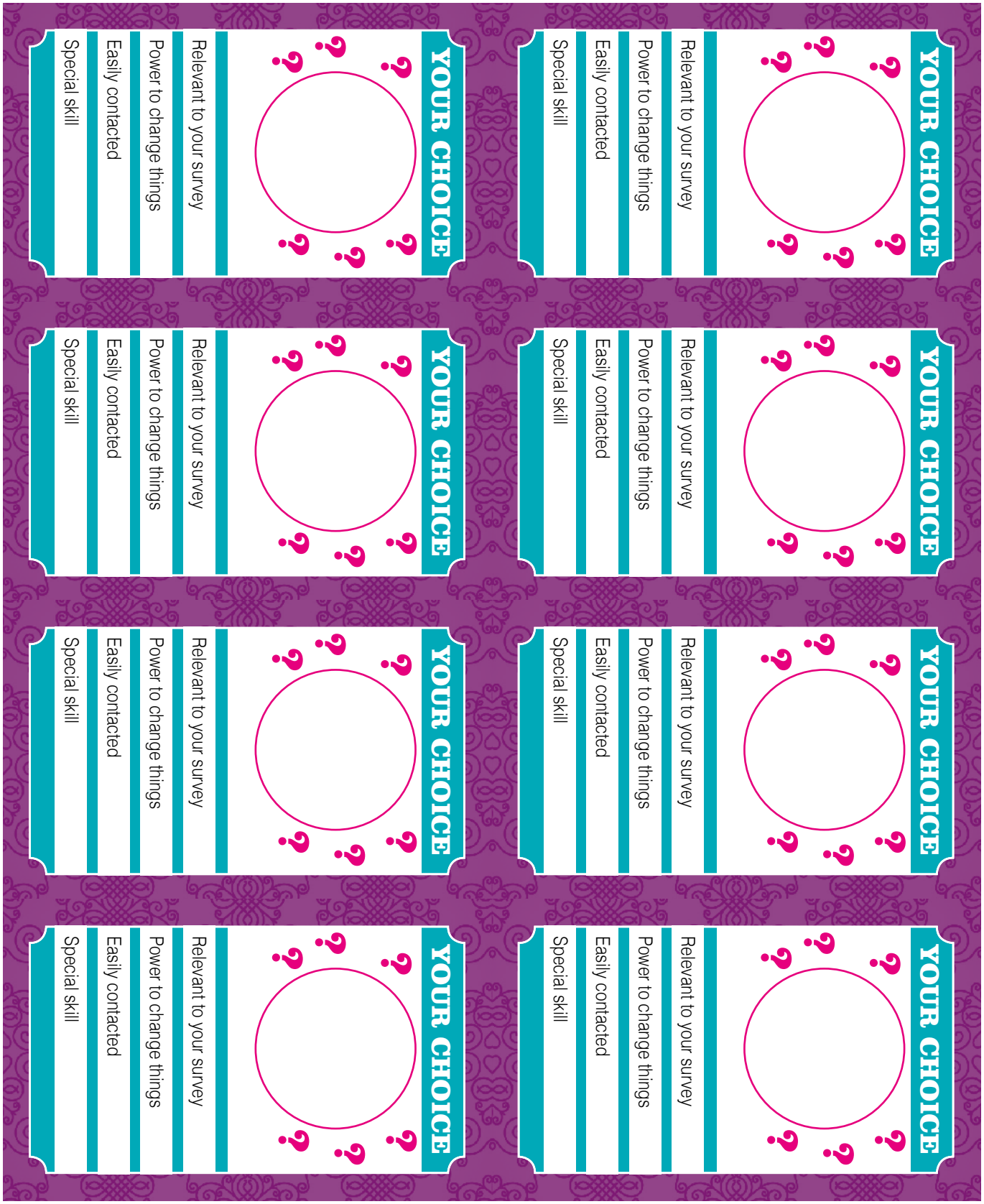
Encourage the children to think about how they are going to share this information.

# Resource 14 – Venn diagram

**Who is our audience? Are they part of the school community, local community or both?**



# Resource 15 – Star Cards



Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

## ASSEMBLY MEMBER

Relevant to your survey

Power to change things

Easily contacted

Special skill

## POLICE

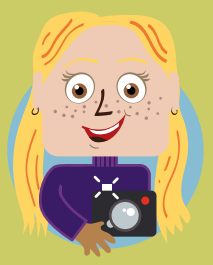
Relevant to your survey

Power to change things

Easily contacted

Special skill

## MEDIA



Relevant to your survey

Power to change things

Easily contacted

Special skill

## PUPIL

Relevant to your survey

Power to change things

Easily contacted

Special skill

## GOVERNOR

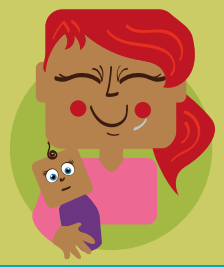
Relevant to your survey

Power to change things

Easily contacted

Special skill

## PARENT



Relevant to your survey

Power to change things

Easily contacted

Special skill

## SCHOOL STAFF

Relevant to your survey

Power to change things

Easily contacted

Special skill

## COUNCILLOR

Relevant to your survey

Power to change things

Easily contacted

Special skill

## COMMUNITY LEADER

Relevant to your survey

Power to change things

Easily contacted

Special skill

## CHILDREN'S COMMISSIONER

Relevant to your survey

Power to change things

Easily contacted

Special skill

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

Star Cards

# Session 9 – Perfect Presentation

## Aims/Objective

To look at creative ways to present the information that we have gathered

## Resources Required

- Print out Top 10 tips for communicating your results and Top 10 ways to present our findings
- Flip Chart and Pens
- Print out copies of Info hunt activity checklist – Resource 16
- Pens and Clipboards (optional)

## Ice Breaker Activity

Web of Questions or Walk of Strength

## Main Activities

It may be that you have already decided how you are going to present your information. If this is the case then go straight to session 10.

Highlight our top 10 tips for communicating your results and talk through this. Would the children like to add any? Which do they think is the most important?

### Info Hunt

Take a walk around the school (with clipboards if you have them) and see how many different ways the children can find that information has been presented, e.g. leaflets, videos, displays, booklets, posters etc. Which do they feel was the most effective and why?

On the walk around the school, the children use the checklist provided (Resource 16) to assess which information is presented best. They can decide to put a tick or cross in the box depending on their opinions.

**Choosing a way to present our findings**

With the children, create a mind map of suggestions for how to display the information. Remember to refer back to the last session when we chose our target audience and think about which way of presenting information would appeal to them.

For suggestions see the Top 10 Ways to Present our findings

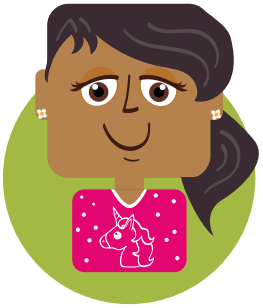
If there are lots of suggestions, group similar suggestions together i.e. leaflet and poster could go together.

Discuss the pros and cons of each method.

Once you have a shortlist of perhaps four or five ideas it's time to vote for which one you will use to present your findings. Use one of the voting methods to decide (Spectrum, Secret Ballot or knock out football cup would work well).

***"I would recommend Finding Your Voice because you get to be a part of an important group."***

**Mehreen**



## For Next Time

Ask the children to think of a time they were really impressed by the way information was given to them.  What made it so memorable?

# Resource 16 – Info hunt activity checklist

**Take this checklist on your walk around school.**

Look out for posters, displays, leaflets and any other ways information is being communicated to you. Check through this list to see how well they are designed…

| | | |
|---|---|---|
| **1.** | Is it clear and easy to understand?<br>Does it make sense? | |
| **2.** | Is it interesting and attractive?<br>Will people be interested? | |
| **3.** | Is it confidential?<br>(No names or details of participants) | |
| **4.** | Is it made with the audience in mind? | |
| **5.** | Is it factual and specific? Have they included data and statistics from research? | |
| **6.** | Is it easy to share? | |
| **7.** | Is it eye-catching? | |
| **8.** | Does it have a clear message? | |
| **9.** | Are there too many words?<br>Is it over-complicated? | |
| **10.** | Does it stick to the point?<br>Is it relevant? | |

# Session 10 – Show what you're made of!

## Aims/Objective

To present your findings in your chosen format.

## Resources Required

- Print out 'What needs to go into a report?' – Resource 17
- Top 10 tips for communicating the results
- Appendix ? comic strip

## Ice Breaker Activity

Self Portrait or Crocodile Rock

## Main Activities

**Presenting Your Findings**

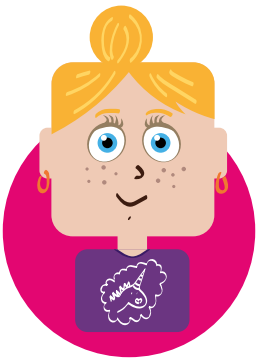
By now you have completed your consultation, analysed your results and looked at what they show (or don't show!). You have thought about who you would like to share the results with and you have chosen the method of sharing the results.

This session is all about spending the time needed to present your findings in your chosen format.

Obviously, whatever you have chosen will determine how this session goes but here is our example from the session that we did:

***"Finding Your Voice helped me to believe in myself."***

Libby



**Case Study**

In session 9 the children from Millbrook voted and chose to present their findings in the form of a comic strip. (See appendix one for the final version of the comic strip).

Look at Resource 17 with the children. Does the comic strip have an introduction, middle and end? Is it clear what issues came out of the consultation and what the children would like to do about it? When presenting your results you will also need to have a beginning, middle and end too.

Refer to top 10 tips for communicating results – does the comic strip achieve any of these top 10 tips?

**Your Presentation**

Spend time producing your presentation. This will look different in every school and will depend on the way that your survey has been conducted and who the children want to share the information with.

Allocate certain tasks to groups of the children – perhaps some focus on the beginning, others the middle and others the end. Keep in mind the Top 10 Tips for communicating the results and the information in Resource 17.

Be creative with your presentation – if you are able to use the wider resources of the school community (parents, contacts etc) then you may be able to find someone who can design a comic strip for you or make a video, or produce a leaflet!

Good luck with presenting your findings and we hope you can use them to make a positive change in your community.

# Resource 17 – What needs to go into a report?

**Introduction** → **Middle** → **End**

The **introduction** should include:

- Why you did your research and what it is about
- Who you asked your questions to and how you asked them
- How many people took part

The **middle** bit should include:

- The **key** things you found out
- What you think about what you have found out

The **ending** should include:

- What you think should happen next
- Any ideas you have for more research which you think should be done which is connected to your research, but that you haven't been able to answer.

# Ice Breaker – Find someone who…

**Each child is given a grid with a set of statements on it. They need to go round the room and find someone to answer each statement. Write that person's name in the grid and the answer that they give.**

Once they have completed the grid, with a different person for each square, (if possible) they shout BINGO! First one to finish is the winner.

## Find Someone Who…

| | | | |
|---|---|---|---|
| Has a pet<br>Name …… | Is an only child<br>Name …… | Likes Fortnite<br>Name …… | Likes to draw<br>Name …… |
| Can curl their tongue<br>Name …… | Likes Brussel sprouts<br>Name …… | Enjoys dancing<br>Name …… | Can speak 2 or more languages<br>Name …… |
| Can make homemade slime<br>Name …… | Has been on holiday<br>Name …… | Enjoys Sport<br>Name …… | Can touch their toes<br>Name …… |

## Find Someone Who…

| | | | |
|---|---|---|---|
| Has a pet<br>Name …… | Is an only child<br>Name …… | Likes Fortnite<br>Name …… | Likes to draw<br>Name …… |
| Can curl their tongue<br>Name …… | Likes Brussel sprouts<br>Name …… | Enjoys dancing<br>Name …… | Can speak 2 or more languages<br>Name …… |
| Can make homemade slime<br>Name …… | Has been on holiday<br>Name …… | Enjoys Sport<br>Name …… | Can touch their toes<br>Name …… |

# Ice Breaker – Mix and meet

**Get each person to grab some coloured chocolates or sweets. Tell them not to eat them (yet!). If this is not suitable consider using coloured stickers as an alternative.**

Assign a different meaning to each colour:

Blue = family

Green = school

Yellow = friends

Red = hobbies

Brown = music/movies

However many sweets/stickers they have in their hands, that is how many facts they have to tell. For example, if they have three blue, they would have to say three facts about their family.

# Ice Breaker – Walk of strength

**Everyone has a few sheets of plain A4 paper. On their paper the children must write down their strengths, abilities and talents. They can write on as many bits of paper as they want.**

Once finished everyone stands on one side of the room.

Explain that the floor has now turned to lava and they can only get across the room by standing on their bits of paper. Only bits of paper with positive things written on can be used.

Without touching the ground, everyone needs to get across the room. If more paper is needed to cross the room then the group must work together to recognise each other's strengths and write them down.

## Discussion

- Could one person have contributed enough to cross the lava by themselves?
- Did anyone find it difficult to write positive things about themselves?
- What strengths did others write down that you did not write yourself?
- What strengths did the children have as a group?

# Ice Breaker – Crocodile rock!

**Split into groups – 2 teams would probably work best.**

Stand in a line and put your hands on the shoulders of the person in front of you.

The line crouches down and now represents a crocodile.

When you say “Go!” the lines race each other to a given point – there and back if you like.

The lines must stay in shape and keep contact with each other.

First team to the finish line wins the race.

# Ice Breaker – Get in line!

**Ask the children to stand in a line.**

The children have to get in the right order but they are not allowed to speak to each other. This activity helps build non-verbal communication skills as children are encouraged to communicate in other ways e.g. hand gestures, signs, facial expressions.

## Children to get in line according to:

- Height order
- Month they were born in – January one side of the room stretching over to December at the other side of the room.
- House number that they live in – smallest to biggest.
- Number of pets they have – most to least
- How many seconds they think they can stand on one leg for – most to least. (Prove it!)

# Ice Breaker – Guess who?

**Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Teachers can play in this game too.**

For example, I have a pet iguana, I was born in Iceland, my favourite food is spinach, my grandmother is called Doris and my favourite colour is vermillion.  (Probably a good idea to give the children some examples like above).

Collect the cards into two team piles.

Draw one card from the opposing team pile.

Each team tries to name the person in as few clues as possible.

Five points if they get it on the first clue, then 4, 3, 2, 1, 0.

The team with the most points wins.

(Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

# Ice Breaker – Web of questions

**You need to have a ball of string or wool for this game. Ask the young people to stand in a circle. Hold on to the end of the string and throw the ball to one of the young people to catch. They then choose a question from 1-20 to answer. A list of 20 sample questions is given below (feel free to use your own).**

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other! At the end of the game you could comment that we all played a part in creating thisunique web and if one person was gone it would look different.

In the same way it's important that we all take part to make the group what it is, unique and special.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?

2. If you could go anywhere in the world, where would you go?

3. If your house was burning down, what three objects would you try and save?

4. If you could talk to any one person now living, who would it be and why?

5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?

6. If you were an animal, what would you be and why?

7. Do you have a pet? If not, what sort of pet would you like?

8. Name a gift you will never forget?

9. Name one thing you really like about yourself.

10. What's your favourite thing to do in the summer?5

11. Who's your favourite cartoon character, and why?

12. Does your name have a special meaning and or were you named after someone special?

13. What is the hardest thing you have ever done?

14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?

15. What was the best thing that happened to you this past week?

16. If you had this week over again what would you do differently?

17. What's the first thing that comes to mind when you think about Christmas?

18. What's the weirdest thing you've ever eaten?

19. If you could change one problem in the world today, what would you like to change?

20. What book, movie or video have you seen/read recently you would recommend? Why?

# Ice Breaker – What the papers say

**Divide into teams and give each group a copy of the SAME newspaper.**

Ask them to spread the newspaper out in front of each team.

Describe a particular advert, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point. Continue calling out items and the winning team is the one with the most points. Watch the paper fly!

# Ice Breaker – Self-Portrait

**You will need paper and pencils.**

Ask the children to draw a self-portrait.  Don't let anyone else in the room see the picture.

Once finished, fold the pictures up and place them in the middle of the table/ floor (wherever you are sat).

Randomly unfold a picture and try and guess who it is a picture of.

The children liked this activity!

# Ice Breaker – You will never guess!

**The children each write a fact about themselves, on a piece of paper, that no-body else in the room would know.**

Scrunch the paper up and put it in a basket/hat/container.

Pull out one piece of paper at a time and read it out – can you work out who the fact is about?!

# Top Ten – Survey ideas

1. Environment
2. Well-being
3. Mental Health
4. School specific issues
5. Children's rights
6. Community based issues
7. Sports, play and leisure provision
8. Healthy Eating
9. Recycling
10. Bullying

# Top Ten – Voting methods

## 1. Hoola-Hoop

Set up two hoola-hoops on the floor so that they are next to each other but overlapping. The idea is to create a 'Venn diagram'. The children can chose between three options, e.g. yes, no and unsure.

## 2. Emoji madness

Children chose between different options by drawing emjois next to each option to represent how they feel about each one. Alternatively, use emoji stickers or simple smiley / sad face stickers.

## 3. Give us a hand

Traditional hands up to indicate if they agree or disagree with different options/choices. Can also use thumbs up/down/middle.

## 4. Going dotty

Each child is given a set number of sticky dots. They then vote by sticking the dots next to their preferred option(s). They can use all their dots for one option or spread them between different ones.

## 5. Secret ballot

Children vote for their preferred option(s) by indicating their choices on a piece of paper which is folded and placed in a voting box. The adult then empties the box and counts the votes up.

## 6. Diamond ranking

This is a good method to use for voting where there are 8 or more options to choose between. Write the choices on small pieces of card. The children then rank their collective choices from most to least preferred, discussing each one as they go. The cards form a diamond shape with the card at the tip of the diamond being the most preferred option.

## 7. Spectrum

Get the children to stand in a certain area of the room depending on their opinion/preference. For example, if you strongly agree stand by the door, if you strongly disagree stand by the desk or somewhere in between.

## 8. Losing your marbles

Children are given five marbles each and they use them to vote for different options, represented by jars with labels on them. Children can put all five marbles in one jar or put some in each, depending on their preferences. Why not use chocolates as a tasty alternative?
See photo below for an example of this.

## 9. Ranking in order of most to least preferred options

Write or print the different options onto cards and cut out. Children then rank their choices from first to last depending on their preferences.

## 10. Football knock out cup

The children vote for different options from a list. The option with the least amount of votes is 'knocked out' of the cup. The children then vote again and another is knocked out of the competition. This process continues until there is only one left and we have a winner.

# Top Ten –
# Ways to present our findings

1. Assembly
2. Leaflets/Booklets
3. Poem
4. Jigsaw
5. Video
6. Game (on-line or board/card game)
7. Play
8. Song
9. Comic book
10. Display Board

# Top Ten –
# Who to share the results with

1. Parents
2. Pupils
3. Teachers and school staff
4. Governers
5. Councillors
6. Assembly Members/MP's
7. Mayor/community leader
8. Police/police commissioner
9. Children's commissioner
10. Media outlets

# Top Ten – For communicating the results of your consultation

1. Make it **clear** and easy to understand. Does it make sense?
2. Make it **interesting** and attractive. Will people be interested?
3. Make it **confidential** (no names or details of participants)
4. Make it with your **audience** in mind – who are we targeting?
5. Make it **factual** and specific. Have you included data and statistics from your research?
6. Make it easy to **share**. Is it easy to share with your audience?
7. Make it **eye-catching**!
8. Does it have a **clear** message?
9. **Not too many words**
10. Stick to the point – is it **relevant**?

# Index of icons

## Icons


Aims/Objectives


Resources needed


Ice breaker


Discuss


Activity


For next time

## Skills developed during the session


Expressive arts


Mathematics and numeracy


Health and well-being


Languages, literacy and communication


Science and technology


Humanities

# References and further resources

## Relevant legislation and policy

UNCRC (United Nations Convention on the Rights of the Child)
Donaldson Report
ESTYN Themed Reports
NCC Well-being Objectives
Future Generations Act 2015
School Council regulations 2005

## Useful links for further reading and resources

Barnardo's commitment to involving children and young people in decisions that affect their lives **https://www.barnardos.org.uk/what-we-do/voice-influence-young-people**

The Children's Rights Wales website has a wealth of resources, films, games and information related to the UNCRC and children's rights.
**http://www.childrensrights.wales/index.php**

Super Ambassadors is a programme developed by the Children's Commissioner for Wales that aims to promote children's rights and the UNCRC in school.
**https://www.childcomwales.org.uk/our-schemes/primary**

Lleisiau Bach: Little Voices is a Wales based initiative to empower children to be researchers and advocates and champion their rights. **https://www.lleisiaubach.org/home**

## References


Donaldson, Professor Graham, ***Successful Futures: Independent Review of Curriculum and Assessment in Wales*** **(2015)** **https://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf**

ESTYN, 'Pupil Voice Shapes the Curriculum', March 2018, **https://www.estyn.gov.wales/effective-practice/pupil-voice-shapes-curriculum**

ESTYN, 'Enhancing Learning Through Pupil Participation', March 2014, **https://www.estyn.gov.wales/effective-practice/enhancing-learning-through-pupil-participation**

Hart, Roger, ***Children's participation: From tokenism to citizenship*** (1992)

Wellbeing of Future Generations (Wales) Act (2015), overview video available at **https://www.youtube.com/watch?v=rFeOYlxJbmw**

Wellbeing of Future Generations (Wales) Act 2015

Newport City Council, 'Newport's Wellbeing Plan 2018 – 2023', May 2018, **http://www.newport.gov.uk/documents/One-Newport/Local-Well-being-Plan-2018-23-English-Final.pdf**

UNCRC (United Nations Convention on the Rights of the Child), (1989)

School Council regulations 2005
**http://www.legislation.gov.uk/wsi/2005/3200/pdfs/wsi_20053200_mi.pdf**

Digital Competency Framework
**https://learning.gov.wales/docs/learningwales/publications/160831-dcf-your-questions-answered-en.pdf**

New curriculum for Wales: 6 Areas of Learning

# Appendix 1 – Presentation of results example – Millbrook

# Appendix 2 – Questionnaire example – Millbrook

Credwch mewn plant
Believe in children
Barnardo's Cymru

**Millbrook Primary School**
**Questionnaire**
**Children First**

Save the Children

one newport casnewydd yn un

Improving the life experiences of children in their community.

Where can you go for help in your community?

Circle your answer. Draw or write any other places you go for help in your community.

## Who can you talk to for help?

Police

Teacher

Friends

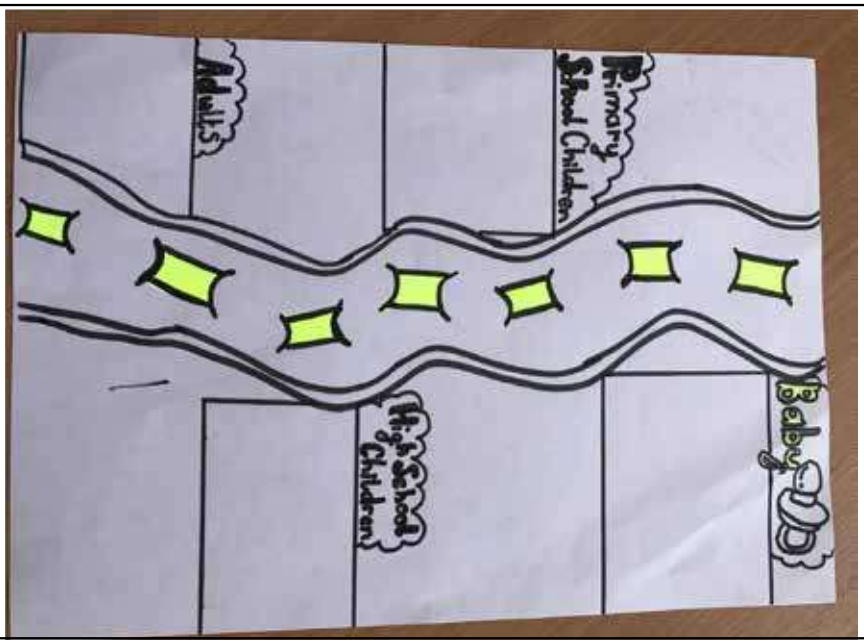
Family

Doctor / Nurse

Helper / Counsellor / Therapist.

Colour in your answers or draw / write your own.

## What do you think people might need help with?




Draw or write your answers in the boxes.

## Cat lives in Bettws. What help is around for Cat?





Draw or write your answers in the

## Services



Services are places you can go or people you can see to get help , support or



information . They can be places where everyone goes like school and doctors or


places that only some people go like playgroup youth club or centres for people


with disabilities . They also include the emergency services and transport like

buses .

Are you happy with the services in your community?

Yes

No

Not Sure

Circle your answer.

Is there something you would like to add to the community?

Yes

No

Not Sure

Circle your answer.

Use this box to draw or write anything you would like to add to your community.

## What are the problems in our community?

Park

Broken glass

Litter

Graffiti

Dog mess

Nightingale

Gangs

Smoking

Alcohol

Please tick your answers

## What are you really proud of in your community?

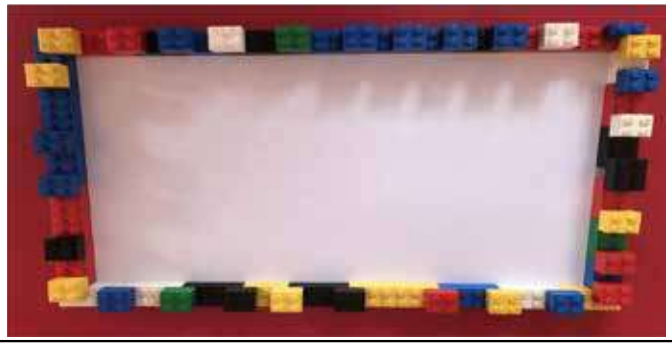
Please draw or write your answer.

Would you like to get involved in your community?



Circle your answer.

If you would like to get involved in your community please draw or write how you would like to do this.



Credwch mewn plant
Believe in children
Barnardo's Cymru

**Thank you for taking part**

**Do you have any comments?**

Save the Children

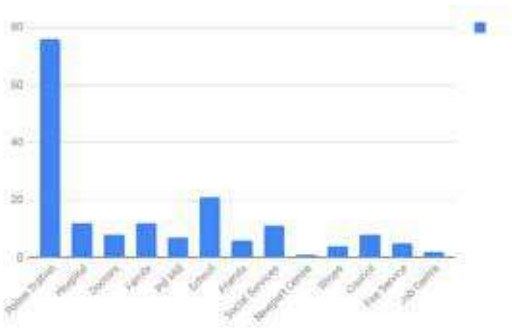
one newport casnewydd yn un

**Comments:**

# Appendix 3 – Survey results example - Pillgwenlly

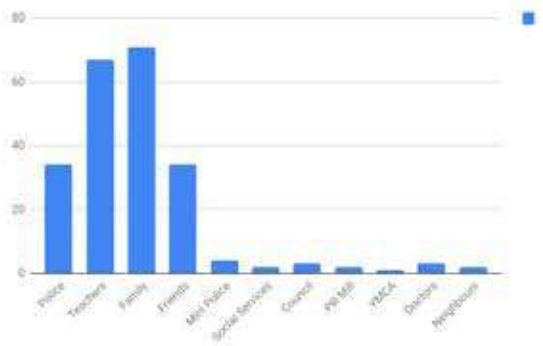

## Where Can you go for help and support in your community?

| | |
|---|---|
| Police Station | 76 |
| Hospital | 12 |
| Doctors | 8 |
| Family | 12 |
| Pill Mill | 7 |
| School | 21 |
| Friends | 6 |
| Social Services | 11 |
| Newport Centre | 1 |
| Shops | 4 |
| Council | 8 |
| Fire Service | 5 |
| Job Centre | 2 |



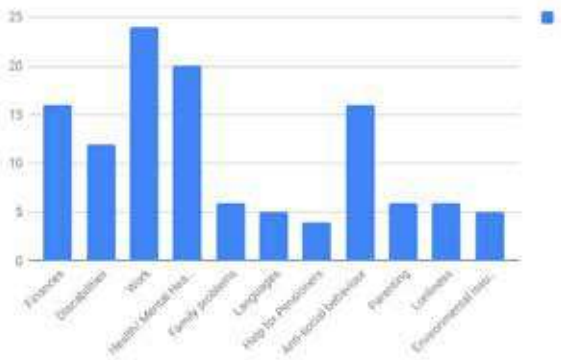
# Who can you talk to for help?

| | |
|---|---|
| Police | 34 |
| Teachers | 67 |
| Family | 71 |
| Friends | 34 |
| Mini Police | 4 |
| Social Services | 2 |
| Council | 3 |
| Pill Mill | 2 |
| YMCA | 1 |
| Doctors | 3 |
| Neighbours | 2 |



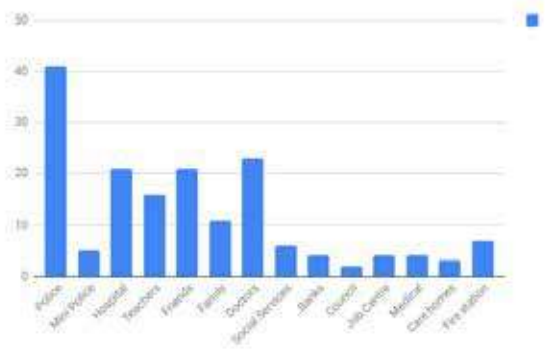

# What do you think people might need help with?

| | |
|---|---|
| Finances | 16 |
| Disabilities | 12 |
| Work | 24 |
| Health/ Mental Health | 20 |
| Family problems | 6 |
| Languages | 5 |
| Help for Pensioners | 4 |
| Anti-social behaviour | 16 |
| Parenting | 6 |
| Loneliness | 6 |
| Environmental issues | 5 |



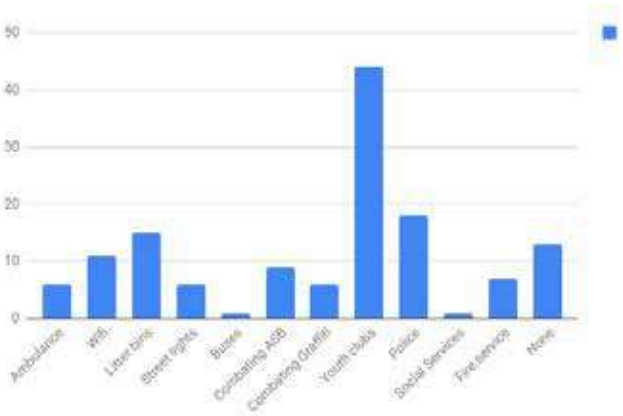
# What help is around?

| | |
|---|---|
| Police | 41 |
| Mini Police | 5 |
| Hospital | 21 |
| Teachers | 16 |
| Friends | 21 |
| Family | 11 |
| Doctors | 23 |
| Social Services | 6 |
| Banks | 4 |
| Council | 2 |
| Job Centre | 4 |
| Medical | 4 |
| Care homes | 3 |
| Fire station | 7 |



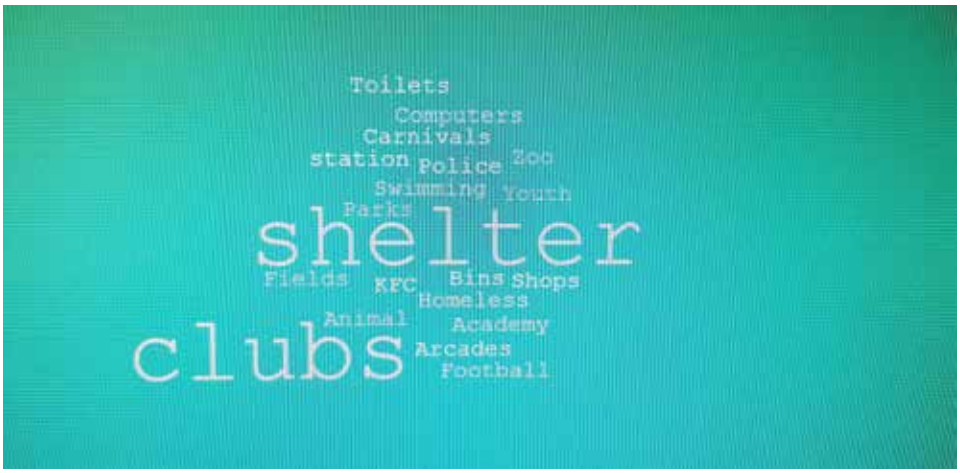

# What services are not working in your community?

| | |
|---|---|
| Ambulance | 6 |
| Wifi | 11 |
| Litter bins | 15 |
| Street lights | 6 |
| Buses | 1 |
| Combating ASB | 9 |
| Combating Graffiti | 6 |
| Youth clubs | 44 |
| Police | 18 |
| Social Services | 1 |
| Fire service | 7 |
| None | 13 |



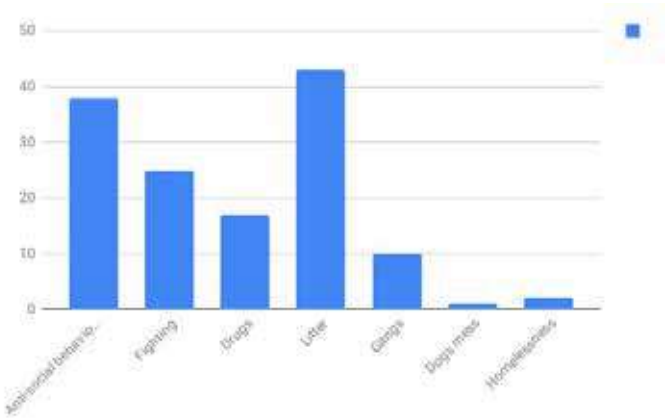

ASB= Anti-social behaviour

## Is there something you would like to add to your community?



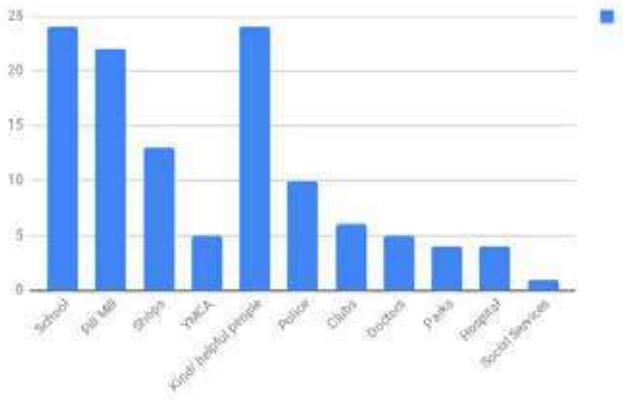

## What are the problems in the community?

| | |
|---|---|
| Anti-social behaviour | 38 |
| Fighting | 25 |
| Drugs | 17 |
| Litter | 43 |
| Gangs | 10 |
| Dogs mess | 1 |
| Homelessness | 2 |



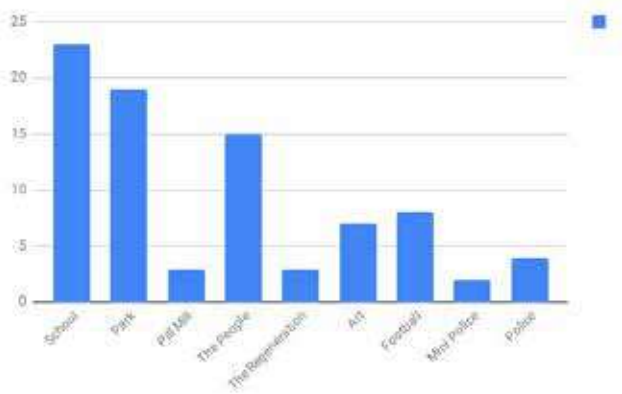
## What works really well in the community?

| | |
|---|---|
| School | 24 |
| Pill Mill | 22 |
| Shops | 13 |
| YMCA | 5 |
| Kind/ helpful people | 24 |
| Police | 10 |
| Clubs | 6 |
| Doctors | 5 |
| Parks | 4 |
| Hospital | 4 |
| Social Services | 1 |

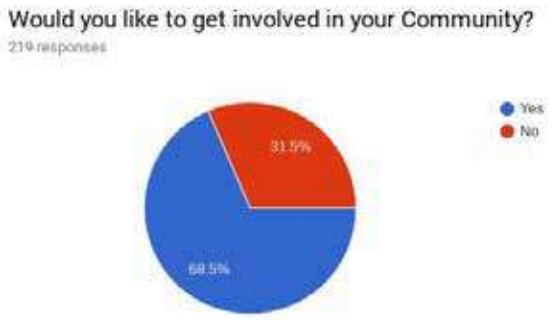



## What are you really proud of in the community?

| | |
|---|---|
| School | 23 |
| Park | 19 |
| Pill Mill | 3 |
| The People | 15 |
| The Regeneration | 3 |
| Art | 7 |
| Football | 8 |
| Mini Police | 2 |
| Police | 4 |

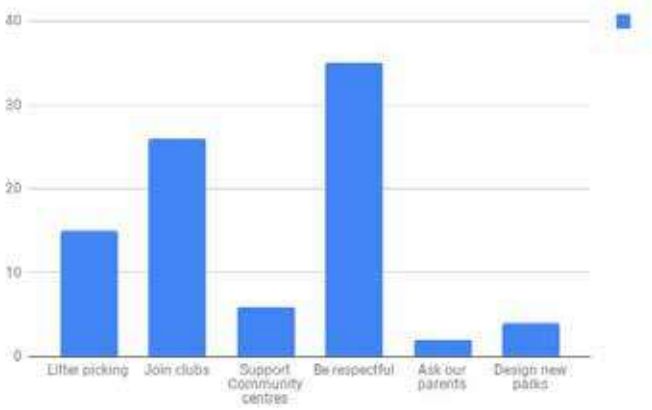


# Would you like to get involved in your community?




# How could you get involved in the community?

| | |
|---|---|
| Litter picking | 15 |
| Join clubs | 26 |
| Support Community centres | 6 |
| Be respectful | 35 |
| Ask our parents | 2 |
| Design new parks | 4 |



# Appendix 4 – Important note about consent for participants and template

**When undertaking a research project in the real world, gaining the consent of participants is crucial. This is even more important in light of GDPR (General Data Protection Regulations) which places increased responsibility on anyone collecting and handling personal data.**

Any person who takes part in research, should be fully informed about what they are taking part in and what will happen with their information. Best practice would involve each participant seeing a consent form which explains these things so that they are fully informed and signing their name so that we have a record of their consent. You can also be creative in how you explain the research, by using video for example. Verbal consent can be taken, but a record of this would need to be kept by the researcher.

Given that Finding Your Voice is designed as a school based project, you may find that you have policies, procedures and / or consent forms in place that already cover this. However, if you do not have this in place or if the children in your group wish to extend the project beyond the school gates and tackle a community issue you will definitely need to consider this issue. This represents a good opportunity for children to learn about the importance of consent and handling data in an increasingly digital age where more and more data is being collected than ever before.

Here is an example of a child–friendly consent form that you can use and adapt in your school to meet your needs.

# Information & consent

**Hi I'm**

**I'm**

**and I'm**

We are doing a research project in our school and we want to talk to you to find out your opinions about

If you're happy to talk to us, about what you think we will do a survey or questionnaire with you. This is so we can find out your opinions.

We will record what you tell us. This will help us to make a report or a presentation, which will tell others what children in our school think about

**If you don't understand something or if want to ask us any questions then you can.**

# Consent Form

I am happy to talk to .....
(insert name of child(ren) / group completing the survey)
and tell them what I think about

.....

I know that the information I give will be used to make a report or presentation, but my name will not be included in that report.

The report will be shared with

.....
(insert names of people or organisations that will be shown the report).

The report may be shared with people outside of our school.

Everything I say is confidential. This means it is kept private, unless I say something which means either me or someone else is in danger.

I know I can stop taking part whenever I want and no-one will ask why or make me carry on.

If I am feeling sad I can speak about it to

.....
(insert name of appropriate staff member)

Name .....

Signature .....

Age .....  Date .....

## THANK YOU FOR HELPING US!

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?????/CD/19

Believe in children

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