



**Life-skills, Leadership
and Limitless Potential
(LLLP)
3-Day Youth
Facilitator Training**

**Day 1
10am – 5pm**



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Exercise

Facilitator presentation: Introductions and housekeeping

Time

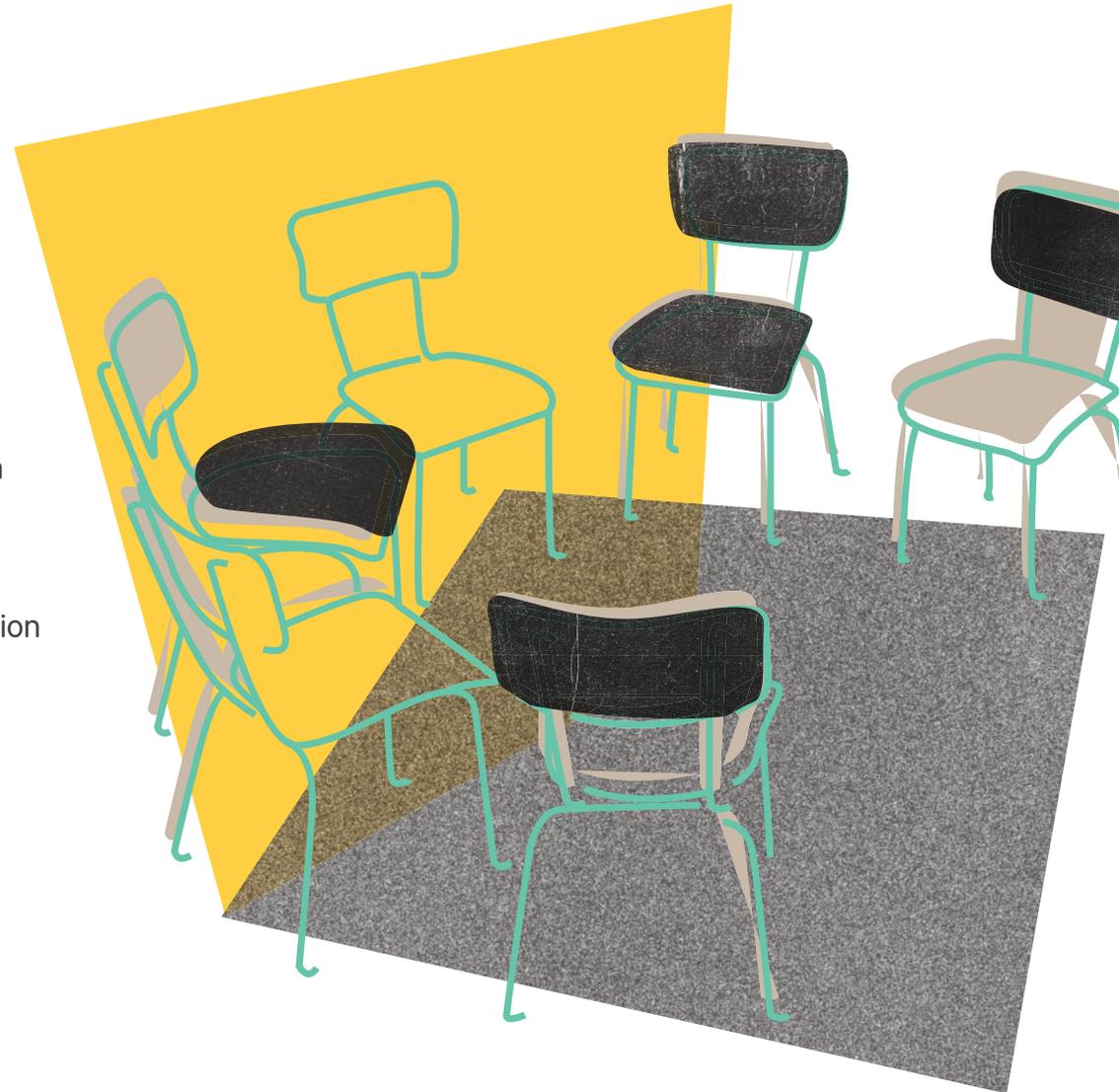
10.00 – 10.15

Aims

- For young people and facilitators to begin to get to know each other and feel comfortable in the group setting
- To create a safe space for all participants
- To ensure that all procedural requirements regarding registration and evaluation have been met

Materials / Resources

- Room set up appropriately for group discussion
- Circle of chairs creates a dynamic of equality and is useful for the icebreaker exercise
- Attendance registers



Stage 1

Welcome the young people to the group. Briefly introduce all the facilitators and any specific roles they have that are important to explain.

Give a very brief explanation of why you are all there: to be part of the 3-day youth facilitator training which aims to develop the skills to co-deliver the 12 session programme to young people.

Ask each person in the group to introduce themselves. They can provide their name, their age and perhaps a reason that made them decide that they wanted to be involved in the project.

Stage 2

Explain any housekeeping issues that need to be shared. These should include:

- Location of toilets
- Accessibility information: toilet, lift
- Scheduled break times, start and end times of session
- Check that young people have satisfied all applicable registration procedures

Exercise

Icebreaker: Truth or lies

Time

10.15 – 10.30

Aim

- To introduce the idea of group dynamics and assumptions and judgements and how these can undermine the safe space



Stage 1

Explain to the group that you will do an ice breaker called 'Truth and Lies'. Everyone in the group should think of one thing that is truthful and one thing that is a lie about themselves.

Explain that they should take it in turns to introduce themselves again and to tell the group their truth and lie. Their aim is to convince the group that both are truths about themselves. The aim of the group is to guess which is true and which is the lie. The group is not allowed to ask any follow up questions. They just have to guess based on what they have seen of that person in the group so far.

Once the group has attempted to guess the truth, the participant should then reveal their truth. Repeat this process for each participant (including facilitators).

Stage 2

Once everyone has had their turn, ask the group whether they heard anything that was surprising about other people, that they did not expect. This will often generate some interesting conversation and helps to get people 'warmed up' in a light hearted way.

Deconstruction

Ask them why they think you have asked them to complete the exercise. What was it like to do that exercise?

Follow up with suggesting that it is useful to break the ice and to get to know each other. It can also be useful to introduce the idea of assumptions and judgements we make of people in new groups or situations without knowing them, recognising that this could be going on right now in the group setting.

Ask the group what the word 'assumptions' means to them. Feedback that assumptions are when we think we know what 'type' of person someone is, just by looking at them, by what they are wearing, how they speak etc. We assume that we know something about that person because of how they 'present' themselves to us. Often, however, these assumptions can be quite limiting and inaccurate. If we don't attempt to learn about people beyond the assumptions we make, we may never get to know who they are, what experiences they have had, what we may have in common and what we can learn from each other.

The danger of making assumptions about people is that we don't allow time to really get to know people, that we exclude people instantly, or discriminate, because we think they are a certain 'type', or 'not like us': people with whom we don't have things in common or we don't 'like'.

Facilitator notes:

Depending on how much time you have, you can make some important points using this exercise. Acknowledge that coming into new groups can be a very difficult thing to do and we may worry that people are judging us or we may be making assumptions or judgements about other people. Explain that you know too well that young people may feel that other people are giving them 'unwelcoming looks'. Explain that this sort of behaviour when first entering a group is understandable due to anxiety and nervousness. Sometimes this sort of hostility can be used as a defence mechanism to protect ourselves from seeming vulnerable., or to gain power But then explain that you will be working in a way that will seek to address and avoid this hostility. The aim is to create a safe space where everyone has an equal right to feel comfortable and happy to be there. Naming hostile behaviour and its cause and consequence can help to undermine negative power dynamics in a group. It also sends a clear message that you as facilitators understand how group dynamics can work.

You are making it safe for people who may use more aggressive behaviours to protect themselves in group settings to be vulnerable and/or let their defences down. If they do, the chances are that they will have a much richer experience!

Exercise

Group discussion: Project mapping

Time

10.30 – 11.00

Aims

- To develop understanding of the programme
- To provide a visual and interactive introduction to the multi-faceted (and sometimes complicated) project
- To provide a different way of communicating with the group so that they retain a full and accurate understanding of the project

Materials / Resources

- 4 x project maps as described
- Agenda for 3-day programme



Stage 1

Ask the group to explain their understanding of why they are there and their understanding of the programme. At this stage you do not need to correct them, just capture all their ideas on flip chart paper.

Explain to the group that you are now going to explain the programme and the wider project that it is part of in more detail.

Stage 2

Place 4 large pieces of paper around the room, folded up in order to hide the content on each page. Each picture should describe an element of the LEAP project (as below).

Reveal each picture one by one. After each 'reveal', ask the group what they think the picture represents. What does it tell them about the project? Annotate or complete the pictures as the young people come up with the correct information about the project. The group should also be given the opportunity to ask questions.

Only when they have exhausted their responses to each picture should the facilitator fill in any gaps of information or understanding and provide a summary of that particular stage of the project.

Picture 1

- Map of Europe with the four partner countries that are involved in the LEAP project (silhouetted with no country names added)
- University of Bedfordshire logo
- A board room style table with chairs around the edge with young people and professionals seated around the table
- The euro currency symbol

Annotate the picture with the correct responses to the following questions:

Q. Where in the world has the programme taken place?

A. Europe.

Q. Which countries were involved as project partners?

A. UK, Bulgaria, Romania, Netherlands. SV and participation services in each country.

Q. Who led the project?

A. University of Bedfordshire.

Q. What project oversight/management is in place?

A. Advisory group is in place and young people's advisory group

Q. Who is funding the project?

A. The European Commission with input from each of the partner projects.

Picture 2

- A book with a screwdriver and spanner/tools on the front and back covers to represent a toolkit/ workbook
- 4 groups of young people (stick people with colourful clothes on) under the names of each country
- 4 more larger groups of young people around the edge of the paper

Q. What is the book in the middle of the picture and what is it for?

A. A toolkit/ workbook that you will use to deliver the life skills leadership and limitless potential programme to groups of young people.

Q. Who is delivering the programme and toolkit?

A. Youth and adult facilitators in each country who have been trained in how to deliver the programme which you are attending.

Q. Who is the programme for?

A. Young people who have been affected by sexual violence or who have an interest in the issue and in preventing other young people from experiencing SV.

Picture 3

- A group of young people in a circle holding hands around the toolkit
- A clock face
- Light bulb
- Tools

Q. What is the aim of the programme?

A. To increase the life skills of young people, including communication, dealing with conflict, confidence and critical thinking.

Q. How long are we here for?

A. 3 days.

Q. What does the light bulb represent?

A. New ideas from young people's perspectives on how to prevent other young people from experiencing sexual violence and how young people can be involved in these efforts.

Picture 4

- Question mark
- Group of young people
- Group of young people (stick people with colourful clothes) with an empty speech bubble

Q. What happens after the programme is finished in each country?

A. Young people have the skills to develop their own projects to prevent other young people experiencing sexual violence.

Q. What does the speech bubble represent?

A. Young people being able to express their views and have their voices heard and to influence decision making in regard to efforts to prevent sexual violence towards young people.

Deconstruction

Ask the group to think about why we did that exercise?

Explain the importance of ensuring that they have a clear understanding of the projects they are involved in, their reach, the possible impact they will have and what the projects are not!

Ask if it was useful and gauge feedback. Explain that it is important that the group and other young people involved have clear expectations of what they are getting involved in.

Facilitator notes:

It is important to give a 'health warning' for the project. Remind the group that we are looking at the issue of sexual violence; that we will never ask them to share personal experiences; that everyone will have different experiences; that despite this the programme may raise emotions or affect thinking on personal issues; remind the group of the support networks available to them.

Finally

Explain the agenda for the three days of working together. Also explain that all the tools and exercises that you will be delivering to them are what they will be delivering to young people. Although you don't have enough time over three days to practice the whole 12-session programme, they will experience many of the exercises first hand and/or practice delivering them to the rest of the group.

Important to check in here that young people understand the content so far - check in with them and get feedback at this stage.

Exercise

Group discussion: Hope and fears

Time

11.00 – 11.30

Aims

- To gauge participants' concerns about the project and address those in the group setting
- To begin to think about how they could benefit and what they hope to be different for them as a result of the project

Materials / Resources

- Post its
- Pens
- Flip chart paper



Stage 1

Ask the group to turn to the person sitting next to them. They will work in pairs for the next five minutes.

Based on their new understanding of the project and its remit, they should firstly talk to their partner about what they hope to get from the project. This could be anything – little or small. It could be hopes for themselves, for the group, for young people in general, for wider society. They should put their ideas on post its.

Stage 2

Using flip chart paper draw two columns, one titled 'hopes' the other titled 'fears'. Ask the group to feedback their ideas from their discussion on their hopes. Go round each pair and ask them to stick their post its in the 'hopes' column. You can ask them to elaborate on their post its, if more detail is required.

Once everyone has shared their hopes, reflect on the completed list. Are there any similarities across the hopes?

Stage 3

Next ask them to work with their partner again, this time to discuss any fears they may have about the project. Again, these could be anything: that they find it difficult to trust people; that they aren't very good at speaking in groups; that they don't want young people to continue to be stereotyped or their efforts to go ignored; or they won't be confident enough to deliver peer training.

Once the pairs have had 5 minutes to discuss this, ask them to share their post its once again. You should try to make sure that everyone gets a chance to speak without putting pressure on people to speak if they don't want to.

As much as you can, use examples of what is going to happen in the project and how you will be working (future focused, experiential, participatory) to put their minds at rest and deal with their concerns. If the concerns need some more thought about logistics, resources and delivery, you may need to explain that you will need to go away and get more information before you can address this.

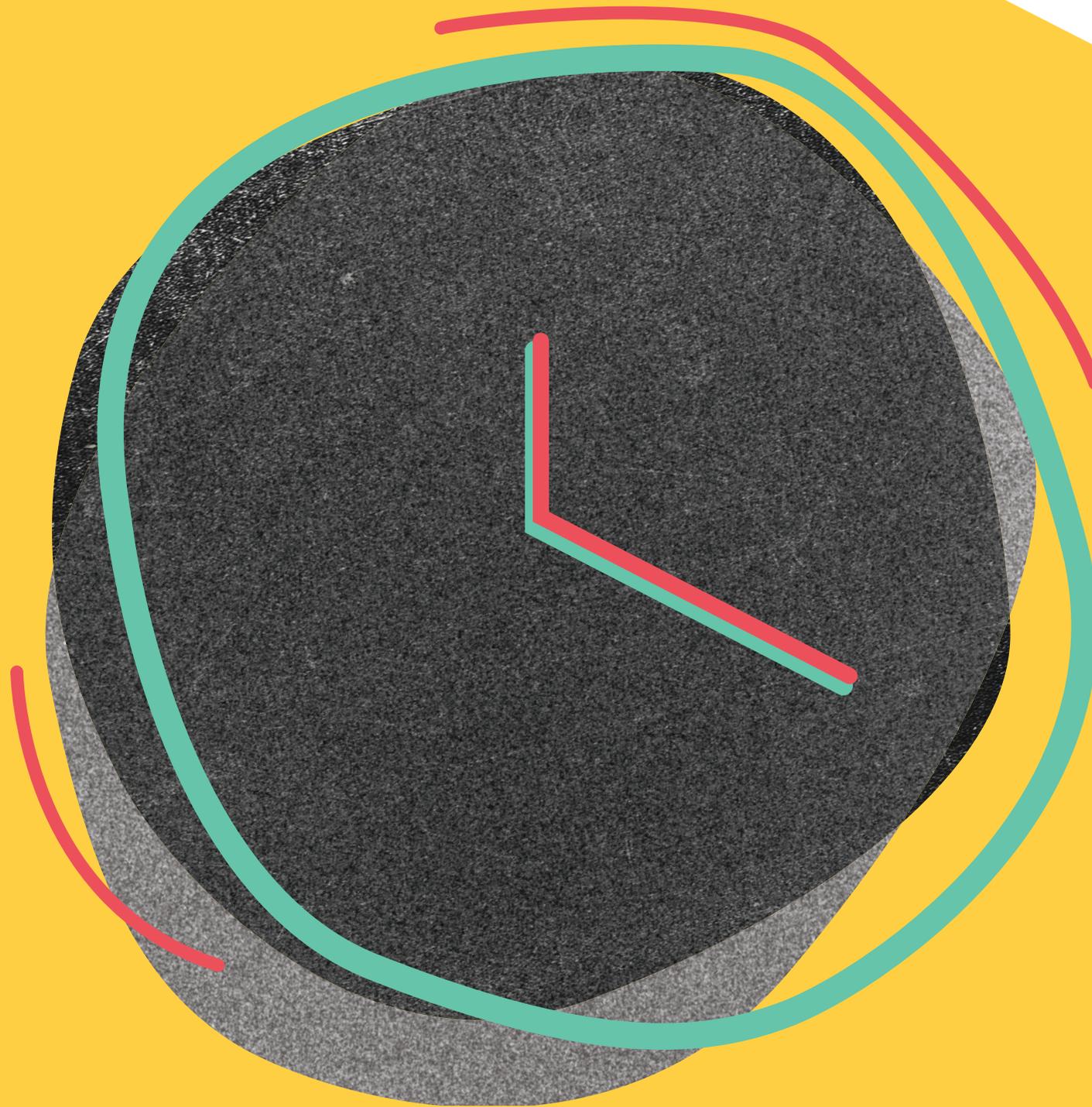
Facilitator notes:

There may be similarities across the fears, it can be useful to highlight this and make it clear that they are not alone with their concerns, and that it is reasonable to be concerned or worried about new experiences. Assure the group that, even if they haven't expressed their concerns, that they can do this at any point and that they may find this easier as they get more comfortable in the group setting.

Break

Time

11.30 – 11.50



Exercise

Group discussion: Creating a safe space

Time

11.50 – 12.30

Aims

- To ensure that the group have designed, defined, and are clear about the 'rules' by which they want the group to operate
- To illustrate confidentiality boundaries and young people making disclosures in the group setting
- To begin to create safe spaces for young people

Materials / Resources

- Flip chart paper
- Pens
- Toothpaste



Group agreement

Explain to the group that this toolkit is based on the assumption that they already have a relationship with the adult facilitators and that work has taken place before the programme to understand what the project is, and how you will work with each other.

However, it is still important to look develop a group agreement, especially because this is a group where adults and young people are working in partnership and learning together. You might ask young people themselves to facilitate this if possible.

Stage 1

Explain to the group that you will collectively create a group agreement. Explain that this is decided by them based on how they want the group to run, how they want people in the group to behave towards each other and how they will collectively manage difficulties in the group setting if and when they occur.

Ask them to turn to the person sitting next to them to discuss briefly the 'rules' they think should be included in the agreement. Give them 5 minutes to do this. You can give them post its to record their thoughts.

Stage 2

Next ask the pairs to shout out some of their ideas. After each idea is presented, the facilitator should consult with the wider group to:

- establish what they understand this rule to mean
- ask if they agree that it should go into the group agreement
- why this is the case

The facilitator should keep asking for ideas that have not been discussed, until all pairs have exhausted their ideas. The facilitator should encourage the group to break down concepts or actions as they could mean different things to different people. For example:

- Respect – what is this? What are people doing if they are being respectful? How would we know if someone is being respectful?
- Listening – how do we know if someone is listening?
- Participating – what does this mean? Is someone participating just by listening? Within their own comfort zone and capacity?

If the delegates do not raise the following issues, the facilitator should do so:

- Confidentiality (see toothpaste exercise below)
- Sharing personal information, consequences for them and impact on others. Ask the group to throw out ideas about how it might impact on others if we share stories that may be distressing or re-traumatising.
- Respecting difference: explore what 'difference' might include.
- Non-discrimination: what is this? Treating people differently and unfairly because of difference.
- Creating space for others to talk. Ask the group to think about whether they are often the first to talk in group settings. If so, ask them to recognise that others in the group may not find it as easy as they do. Sometimes, holding back allows others to speak and share opinions and ideas that we may not hear otherwise. This makes the group discussion more interesting.
- Recognising and reflecting on power dynamics, including recognising your own confidence and comfort levels in the group setting and how this might affect others' opportunity to speak.
- If English is not the first language for all delegates, thinking about how should this be managed so that everyone benefits fully from the programme?

Stage 3

Ask the group to explain what they understand confidentiality to mean. Once they have offered their explanations you can summarise using the following statement.

Next explain what your boundaries are regarding confidentiality. These will vary depending on the country and service context. As a minimum standard these should be that you will break confidentiality when:

- Someone discloses information that makes you believe that they or another young person or vulnerable adult will be at risk of significant harm
- Someone discloses information that makes you believe that a serious crime is going to be committed
- Someone discloses information about a serious crime that has been committed and it is in the public interest to share that information
- You discover or suspect that someone is carrying a weapon or drugs in the session

Facilitator notes:

The group are sharing their ideas with more than one person. They cannot guarantee that people in the group will keep their information confidential. No matter how much we feel committed to the group agreement and confidentiality, professionals and young people do break confidentiality – often without thinking about it or doing it deliberately. Young people may want to share personal information, but they should be mindful about how they do this because of how it might affect them and others in the group who are less ready to share personal stories and who may have had very different experiences and outcomes.

Facilitators will need to set boundaries and expectations in regard to whether they are creating a space where young people can feel safe to disclose or share personal experiences. This may depend on the history of the group and whether they are used to working with each other. It will also depend on the risk assessments that were completed prior to the programme as to whether this is sensible or not.

Stage 4

Using a tube of toothpaste ask a member of the group to squeeze out the entire contents of the toothpaste tube on to a sheet of paper. When they are satisfied that they have emptied all they can, hand the empty tube to another member of the group and ask them to put all the toothpaste back into the tube. Explain that there are rules, as follows:

- They are not allowed to tamper with or damage the tube in any way
- They have to keep it clean in doing so
- They have to get every last 'smear' of toothpaste back in the tube
- The group will soon come to the conclusion that it is impossible to put the toothpaste back in the tube

Stage 5

Ask the group, what the toothpaste exercise represents in relation to confidentiality and disclosure of personal information?

Once they have given their views, explain that:

- Once they say something in the session, they cannot take it back.
- This means that once the practitioner has heard information from young people that raises concerns, they cannot pretend they have not heard it. They must then act on it and in some cases break confidentiality.
- Others have the information and cannot 'un-know' it.
- Emphasise to the group that the space is safe and confidential and they are in control of what they choose to disclose in the session.
- However, they should make their decisions regarding sharing personal details based on the knowledge that there are boundaries to this confidentiality.
- You should also assure them that you can and will hear what they want to tell you, should they want to share difficult experiences.
- The young people and professionals will also be working together in a professional capacity. What do they want to share with each other on the basis of the boundaries they want to place on that working relationship?

Deconstruction

Ask the group why it is important that we do this exercise? Suggest the following if they do not cover this:

- To establish a safe space where young people feel they are in control of what gets discussed
- To ensure that young people understand confidentiality boundaries and information sharing processes
- To help young people understand how to talk about things in the group setting that is ok for them and for others in the group
- To support the development of peer support and peer 'policing' in regard to group dynamics and conflict

Facilitator notes:

The decision to disclose should be informed by the fact you are not able to guarantee that people won't speak outside of the space.

It is important, however, to emphasise that group members can share information if they want to, particularly if they want help. There may also be things they want and need to speak about but do not want to make a personal disclosure. Helping them to think about talking in the third person and not using real names or locations in their discussions can be useful in them being able to speak about issues that affect them in a way that is safe for them.

Ask all the group members (young people, adults, facilitators and project workers) to sign the group agreement as a demonstration of their commitment to trying to uphold it.

Exercise

Lone working: Individual outcome setting and evaluation

Time

12.30 – 1.00

Aims

- For the group to set their own 'desired outcomes' from the project
- For the group to understand that what they want from the project is of equal (if not more) importance than the wishes of project facilitators or organisers
- To set the tone as a young person led project
- To generate distance travelled data that can contribute to the evaluation of the training programme

Materials / Resources

- Individual outcomes and goal setting forms
- Pens



Stage 1

Leading on from the 'hopes and fears' discussion, explain that you will spend some time on what they hope to get from the programme as individuals. It is not based on what we want to achieve as the facilitators/organisers etc.

Ask the participants to take a moment to think about the following question on their own (you may need to write this and stick on the wall so they can refer to it in their thinking):

Based on your understanding of the project, what are your best hopes from our work together over the 3 days?

Another way of saying this is:

What would be useful for you as a result of being part of the LLP programme?

Stage 2

Once they have had a few minutes to think about this, ask them to turn to the person sitting next to them and share with each other what they are thinking in response to this question. Have a brief sharing of responses to this question amongst the wider group (if people are happy to – again don't insist that people share if they don't want to). You need to check that people understand the question. Best hopes should be realistic and achievable in the time you have and within the remit of the programme (reference mapping exercise). The facilitator will need to remind the group of this if the 'best hopes' seem to be outside the remit of the programme.

The group may have more than one 'best hope' - they can identify up to three if they want to. Best hopes can be seemingly big or small achievements. The point is that they are important and of use to the person who owns them. For example: 'I want to have more confidence in group settings'. Or, 'I want express myself better'. 'I want to develop professional work skills'.

Hand out the 'Best hopes and goal setting form'. Ask them to write their

responses on the form in the relevant boxes in response to question 1. Each best hope should go in a separate table - as shown on the form.

Stage 3

Next ask them to think about one thing they would be doing differently at the end of the 3 days that would tell them that they have achieved their best hope/s. Again, ask them to share these with the person sitting next to them and also ask for some examples. This will allow you to make sure that they understand the question. Answers might include, for example: 'I would be talking more in group discussions', or 'I would be talking clearly and calmly', or, 'I would have more skills to put on my CV'.

They should write their responses to these questions under the relevant best hope on the form provided, in response to question 2.

Stage 4

Next ask the group to work on their own. Using their forms they should think about each best hope they have identified and scale themselves against them from 0 – 10, where '0' is 'not achieved' and '10' is 'fully achieved'. They will complete the scale at the beginning of the programme and at the end of each day. By the end of the programme they should have 4 scaling scores to review and assess distance travelled.

Again, go around the group checking that they all understand the question. Once complete, you should ensure that the young people have written their names on the forms and then collect them in so they are ready to be re-distributed later in the programme .

Facilitator notes:

The things they notice should (as much as possible) be physical and/or behavioural signs that tell them that they have, or are, achieving their best hopes. The best hope might be a feeling such as being happier, but the signs that would tell them they are happy might be, smiling more, laughing, talking openly etc. It is much easier to measure things that are demonstrable rather than internal feelings!

This can be a difficult process. It is also really easy for people to come up with things that they would not be doing if they achieved their best hope. For example, 'I wouldn't be feeling nervous', 'I wouldn't be getting angry because no one understands me'. If they start responding with negative statements, then ask them individually 'Ok, if you weren't doing that, what would you be doing instead'. Keep asking this until they get to a positive sign that they had achieved their best hopes.

You will need to make time to go around each person and check one-to-one that they are clear and happy with their best hopes and outcomes. You need to avoid moving on from this point while some of the group have not completed it fully because they don't understand what you are asking them to do.

Facilitator notes:

Be very clear with the group, that this is not an assessment of their 'achievement'. It is just a way of understanding where they 'are at' with their own desired outcomes and also where they want to go and what they want to achieve from the project. It is really important that you as facilitators know what they want to get out of the programme so that you can support them to get there and help them notice the things that will tell them that they are there!

Lunch

Time
1.00 – 1.45



Exercise

Icebreaker: Anyone who

Time

1.45 – 2.00

Aims

- For participants to begin to get to know each other and to feel more comfortable in the group environment
- To introduce an informality and element of fun into the programme
- To energise the group
- To provide an informal way of learning a little more about each other

Materials / Resources

- Circle of chairs
(one less than the number of people playing the game)



Stage 1

Explain to the group that you are now going to do an exercise that involves moving around quite quickly within the circle of chairs. Ask one person to volunteer to go first. That person should stand in the middle of the circle and you should remove the chair that they were sitting on. There should be one less chair than the number of people playing the game. Facilitators should play this game too.

- Anyone who brushed his or her teeth this morning
- Anyone who ate breakfast this morning
- Anyone who likes pizza
- Anyone who is wearing trainers
- Anyone who has brown eyes

If the statement is true of people sitting around the circle, those people should stand up and try to sit in a chair somewhere else in the circle. They are NOT allowed to return to their own chair or to sit in a chair that is directly either side of them.

At this stage there is a lot of movement in the circle as people rush to sit in a new chair to avoid being the person who is left without a chair and standing in the middle. At this stage the person who has been in the middle of the circle should also try to find a seat so that they are no longer the person making the statements and left standing. They may not be successful in this. If this is the case they continue with another 'Anyone who...' until they manage to get a seat.

You will need to warn the group about being too rough and to be mindful that they are not hurting anyone in their attempt to secure a chair!

Stage 2

When the person in the middle has claimed a chair. The next person left without a seat then takes their turn in the centre of the circle and repeats the previous stage.

Deconstruction

Once you have played for long enough (hopefully so that everyone has a go in the middle of the circle), ask the group why you have asked them to play this game.

Suggest that: it is fun; it gets the adrenalin, blood and oxygen pumping around the body so it wakes us up; we learn more about other people in the group and we change the dynamics in the group with people through being physically closer to each other.

Exercise

Group discussion: observation exercise

Time

2.00 – 2.20

Aims

- To explain the purpose of the observation exercise
- To ensure the group understands expectations of the observation exercise

Materials / Resources

- Observation pro-forma



Stage 1

Explain to the group that there are various evaluation tools used throughout the programme in order to measure impact.

Explain that you would like them to 'buddy up' with someone in the group and that you want them to observe each other throughout the 3 days of training and the delivery of the programme. You may want to allocate the buddies; if possible this should be a young person with an adult.

Explain that there will also be a chance to give each other ideas of how you could each do things even better! The areas you would like them to think about are:

- Leadership
- Team work
- Communication
- Negotiation
- Presentation

You might choose to discuss these together – how would they describe these terms?

Explain that, during the 3-day youth facilitator programme and the delivery of the 12-session programme, you would like them to observe each other and record the great things they are each doing. This will help you to know whether the projects are helping them to develop skills and experience and will also be a record of their achievements for you to keep.

Stage 2

Ask the group to use the forms to record which of the skills they have seen their partner demonstrating. You should do this:

- At the end of day 3 of the youth facilitator training
- Half way through the programme
- At the end of the programme

Explain that there are some skills to look out for under each heading, but they can add their own too if they see their partner doing things which are not on the list. Although they won't be completing these until the end of the 3 day programme, they should keep a note of what they observe as they go, so they don't forget.

Exercise

Group discussion: Introduction to human rights

Time

2.20 – 3.10

Aims

- To create foundation knowledge in order to move on to discuss children's rights and participation
- For participants to understand the concept of human rights

Materials / Resources

- Human rights definition
- Hand-out: UDHR booklet
- www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf



Stage 1

Explain that you are going to explore human rights and participation, how these are linked and why they are relevant to this programme. You might also link to sexual violence if appropriate.

First do a brief board blast asking the group to give ideas as to what they think human rights are. We don't want to hear a list of human rights, but rather what is a 'right', what makes a right different to a 'need' or a 'want'? The group may come up with ideas such: 'it's what all human beings are entitled to', 'it's a way of being treated' or 'it's a way to make sure people are equal'.

Explain that the following definition of human rights might help us to understand what rights are:

"Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These basic rights are based on values like dignity, fairness, equality, respect and independence. But human rights are not just abstract concepts – they are defined and protected by law. In Britain our human rights are protected by the Human Rights Act 1998."

Equality and Human Rights Commission:
www.equalityhumanrights.com/en/human-rights/what-are-human-rights

Ask the group to think of examples of human rights. Capture these on flip chart paper. Some may be rights, some may not be!

Stage 2

Explain that there is a Universal Declaration of Human Rights (UDHR) that was created in 1948 and sets out fundamental human rights that should

be universally protected.

Split the group into small groups and hand each group a copy of the UDHR booklet. Give them 10 minutes to look through this booklet and read some of the human rights. Ask them to talk about:

- Which ones appeal to them the most? Why?
- Which ones are most important or relevant? Why?

Ask them to share their views briefly in the larger group.

Stage 3

If they haven't done so, highlight the first two articles of the UDHR. Ask them for their views on these. Do they understand them? Why are they important? Explain that they establish that all human beings are equal and equally entitled to the human rights set out in the UDHR. You may want to extend this conversation by asking if they can think of examples in the world or in their communities where any of these rights are at risk or withheld.

Article 1

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

Article 2

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status...."

Exercise

Group activity: Children and Young People's Rights

Time

3.10 – 3.50

Aims

- To introduce the UNCRC
- To introduce the difference in disadvantage and power held by young people and adults
- To introduce information about structural inequalities which can undermine the rights of children and young people

Materials / Resources

- Power walk characters
- Power walk statements
- Child friendly version of UNCRC
www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf



Stage 1

Explain to the group that you are going to do an exercise to explore human rights a bit further. Explain that this will focus particularly on the rights of children and young people.

Give each person a piece of paper with a character written on it. The characters are listed in the attached resource: Power walk characters. If there is a small group, reduce the number of characters, making sure you do not take out too many from one group (e.g. all the powerful ones, or all the vulnerable ones and have a mix of age, genders, ethnicity, sexuality etc). Ensure that the majority of them are young people and children.

THEY SHOULD NOT SHARE THEIR CHARACTER WITH ANYONE AT THIS STAGE.

Explain to the group that they should all stand in a row at one side of the room, as if at the starting line to a race. You are going to read out some statements. These are in the attached resource: Power walk statements.

Explain that each person takes two steps forward if their response to the statement is a 'yes'. One step forward if their response is a 'maybe/possibility'. Stay where they are if the answer is a 'no.'

Stage 2

Read out the statements, one by one. Allow the group time to think about their character and whether they should move forward or not. Once they have made their move, they should stand still and wait for the next statement.

Stage 3

Once the statements have finished or the group is significantly 'spread out' ask people to stay where they are and facilitate a discussion using some of the reflection questions below.

Ask different characters in the group to:

- Reveal their character to the group – who were they?
- Explain where their character ended in the race and how that feels
- What stopped them being able to move forward?
- How did it feel when they were unable to move forward?
- How did it feel to be the one always moving forward ahead of others?
- Do they feel included in society/community?

The next questions specifically apply to children's rights from the UNCRRC. Without explaining their origin, ask the young people to raise their hand to the following questions if:

- They think that decisions in their lives are made in consultation with them
- They are able to influence the decisions that affect them
- They feel they have an identity in the country that they live in
- They feel protected from hurt and mistreatment
- They feel they can seek out information and understand what is best for them
- They are able to play and rest
- They feel free from abuse and kidnap
- They are free from exploitation and violence
- They feel they know their rights

Deconstruction

Ask the group to reflect on why you have asked them to do this exercise. What do the outcomes of this power walk represent in society?

Explain that the last questions you have been asking about their characters are questions that represent children's rights. Young people are having their rights undermined on a daily basis simply as a result of being young and even more so as a result of other disadvantage or abuse they face. This disadvantage is often the result of structural inequalities in the systems that make up society.

Stage 4

Provide the group with a hand-out of the child friendly version of the UNCRC. It can be found here:

www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

Explain that the UNCRC is a set of rights specifically designed for children and young people.

Ask the group to turn to the person sitting next to them and to have a quick look at, and discussion using, the UNCRC and decide which rights would be restricted or undermined by the experience or threat of sexual violence and abuse. You may want to facilitate this as a larger group discussion. You have not done work on sexual violence yet, so this will be a cursory look at this issue, which you will return to over the coming sessions.

Do a quick fire feedback round asking for people to shout out the Articles and why they would be undermined by sexual violence.

Then provide an overview of the rights that are specifically related to experiences of abuse and can also often be violated in the aftermath of abuse as a result of CYP losing control of decision making. Also reference the rights that refer to CYP being actively involved in decision-making.

Break

Time

3.50 – 4.00



Exercise

Group activity: Introduction to participation

Time

4.00 – 4.50

Aims

- To introduce the group to the principles of participation
- To introduce the different stages of participation that could be applied in work with or by young people
- To illustrate that the project is aiming to support young people to develop skills so they can develop their own participation work

Materials / Resources

- Flip chart paper
- Participation ladder stages
- Participation scenarios



Stage 1

Explain to the group that you are going to explore what 'participation' means. Ask the group to work in pairs. They should have 5 minutes to have a conversation about what they think 'participation' is. What does this mean, especially in regard to young people's participation? Ask them to share their views with the rest of the group and capture their thoughts on flip chart paper.

Stage 2

Use the following two definitions to explain what we might mean by 'participation'.

"sharing decisions which affect one's life and the life of the community in which one lives". (Hart, 1992)

"Children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights" (Lansdown, 2002)

Ask the group what this means to them. Is there anything that people don't understand? Check people's understanding of community. This is a big concept that will mean many different things to different people – some may not understand the word at all.

Stage 3

Next ask the group to work in pairs again to think about what the basic principles of participation are. Another way of understanding 'principles' is the 'rules'. What would have to be happening for an approach or a project or service to be classed as participatory?

Give them 5 or 10 minutes to think about this in pairs. If they had to sum up participation in no more than 10 bullet points, what would these be? To ensure they understand the task, ask the group to shout an example of a principle. This might be: hearing from those who don't have their voices heard; being included etc.

Stage 4

Ask them to feed back their ideas to the wider group and capture their views on flip chart paper (Adapted from 'Putting the first last. Whose reality counts?'(Chambers, 1997)). Each pair should give a principle, you should ask them to explain it and then add it to a list of principles. Then move onto the next pair until all their ideas are exhausted.

You should then provide the following list of principles on flip chart paper. These are not the only principles but are useful as a starting point in the things to look out for that would tell us if something was participatory or not.

- People knowing they usually hold the most power and letting other people be in control or take some power
- Listening to and focusing on the reality of other people's lives as they see it (normally the people who are least powerful)
- Believing that everyone has the ability to make decisions and should influence these
- Hearing the views and experiences of the least powerful people and those we don't normally hear from
- Letting people speak and make decisions who don't normally have the opportunity to
- Being aware of yourself and your power and position in the world and how this affects others
- Sharing: of information and ideas (not just one sided)
- Learning is happening all the time: reflecting on challenges and adapting
- The people experiencing the issues are the experts
- Creating opportunities for young people to represent themselves and to have power to make decisions and influence change

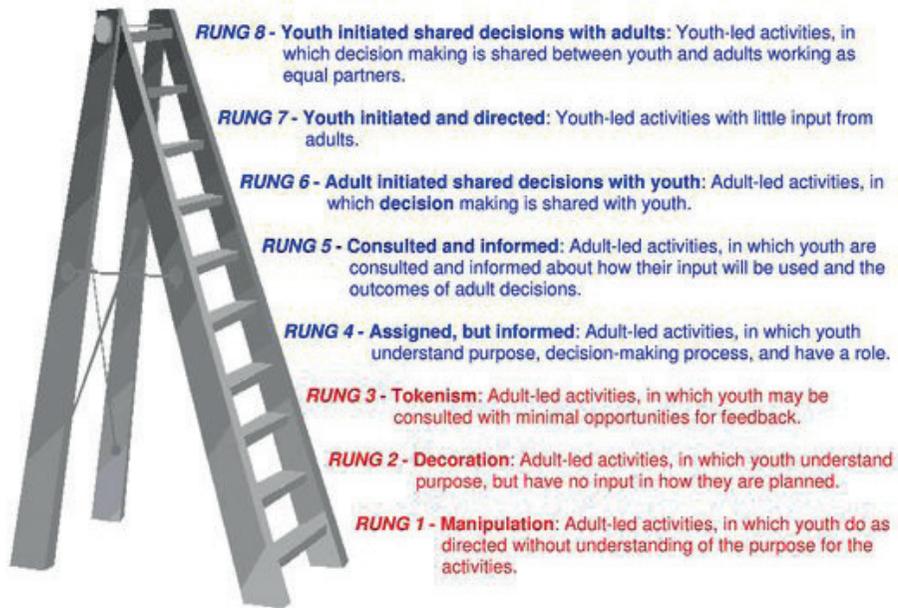
Stage 5

Explain that you are going to do a practical exercise to explore the principles in more detail.

Lay out on the floor the different stages of Hart's ladder of participation. You should have the 8 different stages stretched out across the room. As you do this you should discuss each stage from 8 (which represents participation) to 1 (which represents non-participation). For example:

8. Child initiated, shared decisions with adults
7. Child initiated and directed
6. Adult initiated, shared decisions with children
5. Consulted and informed
4. Assigned and informed
3. Tokenism
2. Decoration
1. Manipulation

Hart's ladder of participation. See below.



You can use Hart's work in Children's Participation. From tokenism to citizenship (1992), to understand these different stages in more detail.

Stage 6

Once you have discussed these stages, then you can –

a) Ask people to design their own ladder with young people friendly terminology;

b) Or/ and ... read out some scenarios of young people's involvement and ask the group to position themselves on the ladder based on what stage of participation they think the scenario represents. You can add your own scenarios, but these might include:

1. Young people sitting on an interview panel to recruit a new social worker. They haven't seen the interview questions prior to the interview or had a chance to influence what the interviewees get asked in the interview.

2. A focus group of young people who are asked to come together once to give their view on a funding bid that has already been written and the project to be funded has already been designed.

3. A charity advisory board made up of young people. The board meets monthly to decide what services the charity should develop in the future and how they should be run. The board members have all used the services of the charity in the past.

4. Young people making a film on issues that affect them. They have written and shot the film with help from a production company. They need adult professionals to help them to screen the film and get decision makers to view it.

5. Young people who have written a training programmes for professionals to teach them how to work with young people better in the future. The training is owned by the organisation they have been working with and they get paid to deliver the training.

6. Young people being allowed to decide what paint colour gets used to decorate a new youth centre.

7. A young person speaking at a conference where the agenda has been set by adults – the young person only stays for the time it takes to talk to the audience.

8. Young people who see that lots of girls are leaving school early as a result of getting pregnant. They decide to set up a space in their library during lunch time where young women can come to get information and ideas on sex and relationships and contraception. The young people ask an external sexual health service to come into the space to give out condoms.

After each scenario ask the group why they have placed themselves where they are standing on the ladder of participation. What evidence did they see in the scenario that led them to that position? Do they have a view on that type of participation? What are the pros and cons?

Ask them which stages of the ladder seem to truly bring about a power shift in favour of young people. Bring their attention to the 3 lower rungs of the ladder. These are often 'tokenistic' in order to 'tick boxes' for funders but do not represent any kind of power shift in favour of young people.

Finally, after each scenario, ask them to think about the principles that were explored previously. Which of these are being demonstrated in the scenarios? They can refer to the list that you created earlier in the exercise.

Deconstruction

Ask why they think you have asked them to do this exercise.

Suggest that:

- The project is partly about young people gaining knowledge and skills in order that they can be involved in participation projects, or lead and initiate them.
- In order to do this, it is important that they understand what participation is.
- That young people are regularly asked to be involved in activities that are tokenistic or non-participative.
- It is not always possible for professionals/adults to relinquish all control due to the constraints of funding, their own power to influence change etc. But being clear with young people about what they can expect (in adult initiated participation) is important in order to set expectations and avoid disappointment and frustration.

Exercise

Group activity and lone working:

Checking in, scaling and closing

Time

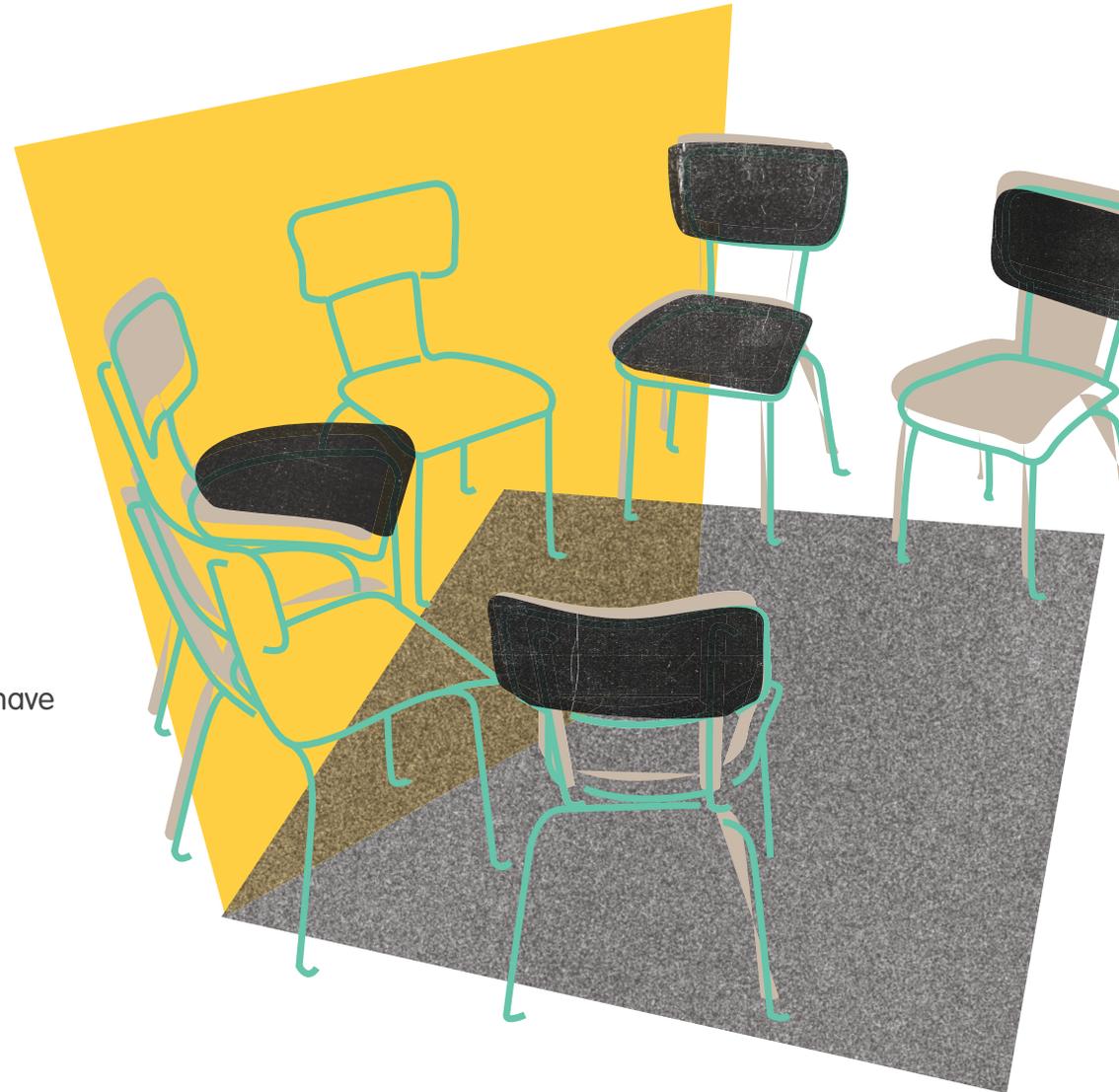
4.30 – 5.00

Aims

- For the young people to reflect on the session and what they have found useful
- To encourage the sharing of thoughts and critical thinking

Materials / Resources

- Mood Board



Finally, ask the group to join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. People do not have to talk if they don't want to.

Scaling

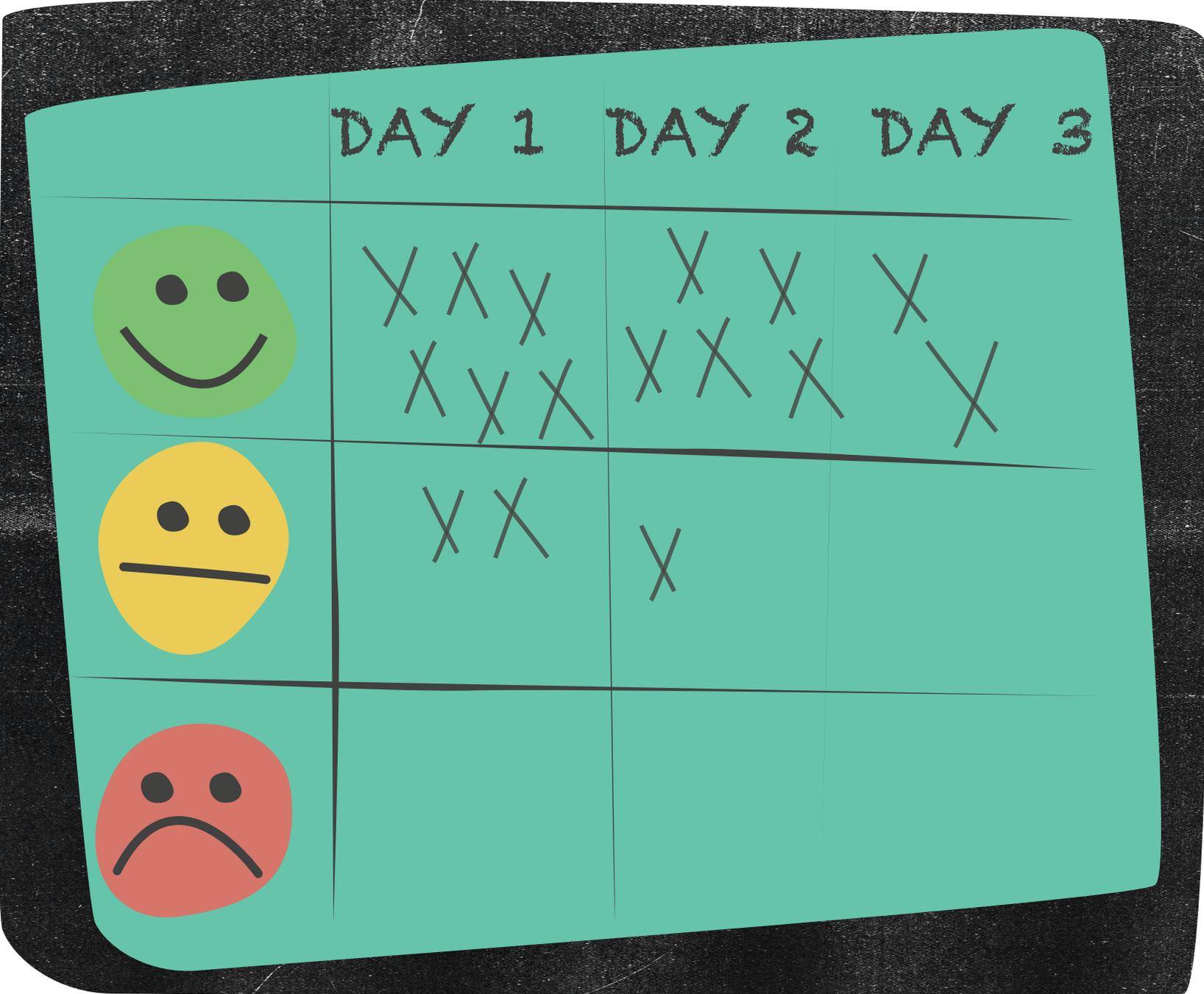
Using their Best Hopes and Goal Setting forms, they should think about each best hope they have identified and scale themselves again against them from 0 – 10, where '0' is 'not achieved' and '10' is 'fully achieved'. They should hand their forms back to you once this has been completed.

Mood metre

Ask young people to complete one last task before they leave. The facilitator should place a chart on the wall near the exit door. The chart consists of two columns. In one column there are three categories defined by smiley faces ranging from happy to sad. Young people should mark an 'X' against which ever category most reflects their level of satisfaction with the day. This is anonymous and takes just a few seconds as young people leave.

The facilitator should have 20 'x' marks (or however many young people are in the group) that will give them a rough overview of satisfaction levels. If these are in the 'unhappy' face category, the facilitator will need to think about how to address this with delegates the following session.

Example of the mood metre





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Terre des hommes

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Stichting **Alexander**
Young people active in
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