



# Participation



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**Purpose:** To introduce participants to the programme and to provide them with a basic understanding of what participation means.

**Participant learning objectives:**

1. Be aware of programme expectations
2. Understand what it meant by participation in youth work
3. Understand the benefits of participation for young people and society



CONTENT	METHODS/ RESOURCES <i>Slides 1-20 can assist with this session.</i>	APPROX. TIME
<b>Short Introduction to Programme</b>	<p><b>Resources:</b> Participant Booklets</p> <p>Go through slides 1-4 at a pace that is suitable for the group. Provide each participant with their work booklet. Inform participants that this is how they will showcase/ evidence their learning. Emphasize that a variety of evidence tools can be used i.e., photos, words, sentences, videos, drawings etc.</p>	10 minutes
<b>Hopes and Fears for the Programme</b>	<p><b>Resources:</b> Post-it notes (2 colours) Pens 2 X flip chart paper. One labelled 'Hopes' and one labelled 'Fears.'</p> <p>Bring participants into a full circle. Provide participants with one post-it note of each colour. Ask participants to write hopes for the programme on one colour and fears on the other. They can write more than one hope/ fear. Stick the flip chart papers on the wall. Once everyone has completed the activity, ask them to stick their notes on the appropriate flip chart. Go through them as a group, taking note of any common themes. Participants can remain anonymous if they wish.</p> <p>Facilitator should explore how hopes can be achieved and mitigations in place to reduce fears.</p> <p>Tip: Leader provides examples of their own hopes and fears first.</p>	20 minutes

<p><b>Contract</b></p>	<p><b>Resources:</b>  <a href="#">Flip chart</a>  <a href="#">Markers</a>  <a href="#">Blu Tac/ Flip chart stand</a></p> <p>This activity involves working with the group to agree a set of guidelines, a contract or an agreement about hopes, fears, and expectations, and can be a good way to explore important themes, establish a safe environment and way of being together that allows everyone to be clear and feel safe.</p> <p>Gather ideas from the group around ground rules/ ways of being together that will enable everyone to participate, learn and enjoy the experience. As facilitator, write all ideas on flip chart for all to see. Check for shared understanding and agreement from all group members throughout the process. Ensure the contract is on display throughout the duration of the programme and re-visit as necessary.</p> <p>Examples of things to think about:</p> <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• Confidentiality</li> <li>• Mobile phone usage</li> <li>• Session times</li> <li>• Language</li> <li>• Respect for people, places, and things</li> <li>• Conflict</li> <li>• Non-negotiable rules e.g., drugs/ alcohol</li> </ul> <p>Remember to make it appropriate to the age and needs of the group.</p>	<p>20 minutes</p>
<p><b>Sweet Introductions - Optional</b></p>	<p><b>Resources:</b>  <a href="#">Bags of Skittles (enough for each participant to take 5)</a>  <a href="#">Colour codes</a></p> <p>This game is useful for participants to get to know facts about one another. If you have a larger group split into groups of approx. 10 people.</p> <p>Ask participants to take between 1-5 sweets out of the bag. Tell them not to eat them just yet. Once all participants have between 1-5 sweets show them the colour codes which illustrates which each colour means. Each participant, in turn, tells the group their name and one fact for each sweet type that they have. Once the activity is complete, participants can eat their sweets.</p> <p>Tip: The leader(s) goes first to open the conversation.</p>	<p>20 minutes</p>



<p><b>What is Participation?</b></p>	<p>Ask participants what they think we mean when we say participation. Once a few people have given their suggestions, remind participants that the definition of participation is slightly different in youth work than it is for the rest of society.</p> <p>If we are talking about a general definition, participation means ‘taking part in something’. However, in youth work, participation means something different; it essentially means having control over the world you live in (your current situation). Having control over your own world means having the space, voice, influence, and audience to make decisions about things in your life.</p> <ul style="list-style-type: none"> <li>• To have a safe and open space to think, discuss and make decisions on things.</li> <li>• To have clear information and support in using your voice.</li> <li>• To be taken seriously.</li> <li>• To ensure that influencers and decision-makers listen to what you have to say.</li> </ul> <p>Show participants the short video clip of Matilda on slide 14. (<a href="https://www.youtube.com/watch?v=nAZ9URFi5Sw">https://www.youtube.com/watch?v=nAZ9URFi5Sw</a>). Ask participants to reflect on Matilda’s ability to make decisions on things which affect her – does she have control over her own world? Why/ why not? For those who have watched or read Matilda, how did she get more control over her life? What steps did she take to gain some control over decisions which affected her?</p> <p><b>Debrief:</b> Are you familiar with participation in youth work? Do you talk about participation in your club? What opportunities do you have in your club to participate/ make decisions?</p>	<p>20 minutes</p>
<p><b>Why is Participation Important?</b></p>	<p><b>Resources</b> <b>Flipchart</b></p> <p>Brainstorm as a group – Why is participation important?</p> <p>Why is it important for young people to be heard and be actively involved in their club/ community?</p> <p>Ask participants to think about what young people can contribute, the importance of them having them an influence over decisions which affect them, the skills and qualities that this will help them to personally develop.</p>	<p>30 minutes</p>



	<p>Show participants Tommy, aged 9 (slide 17). Explore and discuss the following questions around Tommy –</p> <ul style="list-style-type: none"> <li>• Do you think Tommy has some control over decision making?</li> <li>• How do you think this makes him feel?</li> <li>• Why do you think his Dad is making the decisions for him?</li> <li>• What could he do to try and help his situation a bit?</li> <li>• What could the implications be when he has authority over his own decision making?</li> </ul> <p>Now show participants Kate, aged 12 (slide 18). How is this scenario different? Does Kate have more control over her decision making?</p> <p>You can provide other scenarios such as teacher refusing pupil to go to the toilet during classtime, parents forcing child to do further study etc.</p> <p><b>Debrief:</b> Ask participants to reflect on their own decision making at home, school, club etc. Some decisions are for our safety and wellbeing. As children/ teenagers we are constantly trying to agree boundaries and gain more independence/ control over our decision making.</p>	
<p><b>Quiz – Know Your Rights!</b></p>	<p><b>Resources:</b>                  Pen                  Paper                  Children’s Law Centre Quiz – <a href="https://childrenslawcentre.org.uk/your-rights/">https://childrenslawcentre.org.uk/your-rights/</a></p> <p>Go through the quiz questions as a group and ask young people to guess the correct answer. You can provide pen and paper for participants to write down their responses if you want to make it more competitive.</p>	<p>20 minutes</p>
<p><b>Evaluation/ Check-Out</b></p>	<p><b>Resources:</b>                  Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p> 

Best memory

Dream job

Favourite place

Biggest talent

Wildcard!

