



# Participation



2

**Purpose:** Explore, and improve, communication skills to maximise young person’s ability to actively participate.

**Participant learning objectives:**

1. Understand the importance of effective communication
2. Be aware of skills necessary for effective communication
3. Improve ability to communicate effectively with both peers and adults

CONTENT	METHODS/ RESOURCES <i>Slides 21-34 can assist with this session.</i>	APPROX. TIME
<p><b>Important Skills for Active Participation &amp; Baseline</b></p>	<p><b>Resources:</b>            Flipchart            Markers            Baseline assessments</p> <p>Inform participants that through this module they will be learning the skills required to maximise their participation. As a group, ask participants what skills they think are important for participation (Remember – participation is having control over your own world/ situation).            These can be listed on flipchart at the front of the room.            Probe as to why these skills are important and how they might be used.</p> <p>Ask participants to reflect on their own personal skills using the participant baselines. Inform participants of the purpose of a baseline assessment; -            to help understand participant’s needs, to help measure their potential and to help measure progress they have made throughout the programme.            Explain that a second assessment will be conducted at the end of the programme which will allow the worker to compare skills, knowledge and understanding before and after.</p>	<p>20 minutes</p>



<p><b>Communication</b></p>	<p>Brainstorm as a group what we mean by communication. Communication is essentially how we exchange information with others i.e., how we give information (speaking, body language, writing), and how we receive information (listening, reading). Important communication skills include confidence, clear language, short sentences, listening, empathy, friendliness, and use of non-verbal communication.</p> <p>Show participants the images on slide 26. Ask them to think about how each picture communicates: How does a baby communicate? From the moment we are born we are communicating. From birth, the only way we know to communicate is to cry. This lets the parents know when baby is hungry, cold, tired, sore, scared etc. When parents get to know their babies, they can begin to recognise when baby is crying from hunger, from tiredness etc. How does a dog communicate? Think about when your dog is excited – they might wag their tail, jump around. Or when they are sad or frightened, they might put their head down, lie on their hands etc.</p> <p>Think about how communication can be more difficult when we can't see a person: Phone call – Can't see their body language, no eye contact etc. Text message – Can't see their body language, can't tell their tone of voice e.g., telling the difference between when someone is serious and when someone is joking. Emojis can be very useful to help express our tone of voice through text. What about someone who is non-verbal? How might they communicate? Would we differ how we communicate with them? Non-verbal children and adults use key cards, actions, body language, sign language etc. to help express themselves. Generally, they can hear and understand all that is being said to them. Additional gestures can be used where required.</p> <p>Debrief: There are lots of ways to communicate with one another. It is important we use eye contact, body language, tone, pitch of voice, emojis etc. to communicate exactly what we want to.</p>	<p>20 minutes</p>
<p><b>Communication Skills in Action</b></p>	<p>The following activities are great for increasing awareness around communication methods and essentially improving communication within the group.</p> <p><b>20 Questions:</b> Ask participants to stand in a circle. Let one person stand in the centre, and s/he must think of a famous place or a known personality. The others in the group must identify it by asking a set of 20 questions. The young person in the centre can respond by saying only yes or no. In case the group fails to guess, the person in the centre is declared the winner! Try to give everyone a go at standing in the centre.</p>	<p>60 – 90 minutes dependent on chosen activities.</p>

**You Don't Say:**

Resources:  
Emotion cards

Provide each participant with an emotion card. Tell participants not to show anyone else in the group the word listed on their emotion card. Ask participants to sit in a circle and take turns to act out their given emotion (without speaking!). Everyone else in the group must try to guess the correct emotion!

**Blindfold Leads:**

Resources:  
Blindfolds  
Cones/ Markers

A blindfolded person is led by a sighted person, at first across a clear area, then around increasingly complex soft obstacles such as round markers, balls etc. The sighted person can lead with physical contact at first, progressing to voice leading only. The sighted person must support the blindfolded person and ensure they are safe. Participants can swap roles once they are finished.

**Back-to-Back Drawing:**

Resources:  
Paper  
Pens  
Geometrical drawings

Pair off group members and instruct them to sit back-to-back.  
Give one participant (the listener) a blank piece of paper and a pencil, and the other member (the speaker) a geometrical image.  
Ask the speaker to describe the image in detail.  
The drawer will attempt to recreate the image on their blank piece of paper, based upon the instructions.  
Neither member can see the others' paper, and the listener may not communicate with the speaker.

Allow 5-10 minutes for this portion of the exercise.



	<p><b>Telephone:</b> Bring participants together, sitting in a circle. Pick one person to say a message into the ear of the person sitting next to them. That person then relays that message onto the next person and so on. Each participant is only allowed to say the message once and must say it quietly so as only the person sitting next to them can hear. Once the message gets back to the originator ask them to call out what was said to them. Is it different to the message they passed on at the beginning?</p> <p><b>Debrief to speakers:</b> What steps did you take to make sure the instructions/ body language would be clear? How can these steps be translated to real-life conversations? What was it like not having feedback from the listener during this exercise? What we mean to say, and how its interpreted, are often not the same. What can you do while speaking to reduce the risk of miscommunication in real-life conversations?</p> <p><b>Debrief to listeners:</b> What did you like about the speaker’s instructions/ body language? Were any of the instructions difficult to follow? How do you think your results would have been different if you had been able to communicate with the speaker? Communication is as much about being a good listener as being a good speaker. What steps can you take while listening to reduce misunderstandings in real-life situations?</p> <p>Emphasize to participants that we are continuously improving our communication skills, even as adults! Communication skills are so important for basic survival to ensure that we can ask for help when we need it and to ensure that even our basic needs are met. Communication is key if we want to be able to fully participate not only in the youth club but at home, in school, in our community, and in our wider society.</p>	
<p><b>Evaluation/ Check-Out</b></p>	<p><b>Resources:</b> <a href="#">Informal evaluation ideas</a> Choose an activity from the list provided.</p> <div data-bbox="1491 868 1765 1289" data-label="Image"> </div>	<p>10 minutes</p>



# PARTICIPANT BASELINE - START

TO BE COMPLETED INDEPENDENTLY AT THE BEGINNING OF THE PROGRAMME

Please circle your answer.

**Do you understand the purpose of the programme you are participating in?**

Yes      No

**These are all the essential skills needed for effective participation. Rate your skills:**

	Poor					Excellent
Communication	1	2	3	4	5	5
Teamwork	1	2	3	4	5	5
Negotiation (coming to an agreement)	1	2	3	4	5	5
Ability to influence decisions	1	2	3	4	5	5
Awareness of local community	1	2	3	4	5	5
Awareness of wider societal issues	1	2	3	4	5	5
Leadership	1	2	3	4	5	5

**How hopeful do you feel about young people having more of a voice within local/ wider society?**

Not hopeful    Very hopeful  
 1                      2                      3                      4                      5

Learner Name: .....

Club:.....



## You Don't Say - Emotion Cards ✂

Angry	Happy	Sad	Excited	Scared
Interested	Bored	Guilty	Surprised	Relieved
Anxious	Disgusted	Tired	Confused	Shy