PARTICIPATION
TRAINING DAY

THE BOYS' BRIGADE
> the adventure begins here
Participation Training

The Aim:

To provide a training day for leaders in the Boys’ Brigade that increases their awareness of participation and empowerment, as well as provides them with the skills and advice to implement it in their own area of work, week by week.

Timing:

4-5 hours training time. You might want to include a break at an appropriate time.

Group Size:

As this course is designed to be interactive, the optimum number is 15, but could run with a maximum of 25 and a minimum of 8 people.

Learning Outcomes:

At the end of this course leaders will:

- Understand what is really meant by “participation” at company, battalion and national levels;
- Become a champion of participative working by understanding why it is the key to good youth work;
- Become confident in how to use participation techniques and methods in your BB work;

Resources:

- Flip chart
- Pens
- Paper
- Post-it notes
- Handouts
- Wallpaper

Suggested programme:

1. Introductions and Targets (5 mins)
2. Quiz (10 mins)
3. Agree or Disagree (15 mins)
4. Prejudices Against Young People (15 mins)
5. Who’s in Charge? (15 mins)
6. Introducing Degrees of Participation (15 mins)
7. Through the Ages (10 mins)
8. Policy Cards (10 mins)
9. What is it? (10 mins)
10. Summary and Discussion (15 mins)

**Morning Total: 2 hrs**

< LUNCH >

11. Participation Quiz (10 mins)
12. Entitlements and Responsibilities (10 mins)
13. Family Fortunes (10 mins)
14. Imagine (15 mins)
15. Ice Skating Trip (15 mins)
16. Conundrums (15 mins)
17. Company Evaluation (15 mins)
18. Decisions (15 mins)
19. Youth Participation Plan (15 mins)
20. What Now? (5 mins)
21. Evaluation (5 mins)
22. Word Wall (5 mins)

**Afternoon Total: 2 ¼ hrs**
Welcome and Introductions

Exercise 1a: Word Wall (prior to start)
Overview: A short method of evaluation and means to ensure targets for the day are met.

Materials:
- Pens
- Post-it notes
- Flip chart paper

Instructions: Stick up two sheets of flipchart paper around the room. As participants arrive hand out the post it notes and ask them to answer:
1. How do you feel about participation?
2. What would you like to come away from today with?

Note to trainers: Welcome the participants onto the course and share the learning outcomes with the group (handout 1).

AND/OR

Exercise 1b: Remember (10 mins)
Overview: A reflection on childhood memories.

Instructions: Get the group to sit down and think about a memory from their childhood. Then ask them to think more generally about their childhood, and ask what they needed and how they were as a child.

How Do We See Young People?

Exercise 2: Quiz (10 mins)
Overview: To raise awareness of issues that are facing young people.

Materials:
- Quiz Sheet Handouts 2-3
- Pens

Instructions: Split into small groups and give out handout 3. Read through the questions as the participants answer the questions. Afterwards go though the answers. Give a small prize to the winner.

Exercise 3a: Agree or Disagree (15 mins)
Overview: This activity uses contentious statements to encourage participants to think about where they stand on different issues.

Materials:
- “Agree” and “Disagree” signs on Handouts 4 and 5
- List of statements

Instructions: Draw out an imaginary line along the length of the room. Identify one end of the room as the place to go if you agree with a statement and the other if you disagree. Read out a statement, and ask the group to go to the end of the room that best reflects their opinion. The stronger they feel about the issue, the further they should go to the end of the room. After each statement encourage discussion about why they have chosen their position, and allow participants to move after they have listened to contributions.

Note to trainers: It might be interesting to make a note of the results to build up a picture of the attitudes and opinions of the group.

We have provided some statements below, but you may like to think of your own. Do not try and do every statement, but use as many as you feel appropriate.

1. The BB is a dead organization and I’m not quite sure why I’m wasting my time here today;
2. Young people should be “creators not consumers”1 of the BB;

1 Mark Smith, Creators not Consumers: Rediscovering Social Education (Leicester: National Association of Youth Clubs, 1982).
3. Young people are not interested in making decisions;
4. Children of today lack respect for their elders;
5. Young people should be able to influence how what little money we have in the BB is spent;
6. Children and young people should be seen and not heard, they are the root of all problems in our society;
7. Young people don’t really get a chance to say what they think about the BB;
8. All young people have the right to say what they think and to have their opinions respected;
9. The job of an officer is to lead, and the role of young people is to follow;
10. If something’s not broke why fix it;

(This activity is based upon, Agree or Disagree?, Democracy Cookbook (Electoral Commission 2005))

**AND/OR**

**Exercise 3b: Opinion Finder (10 mins)**
**Overview:** An exercise to identify different opinions around the room.

**Materials:**
- Statement Cards on Handouts 6 – 10
- Pens

**Instructions:** Give each person a piece of card with a statement on it. Ask them to mind map their own ideas about one of the statements and then move around the room asking others their opinion and writing them down.

**AND/OR**

**Exercise 3c: Diamond Rank (10 mins)**
**Overview:** An exercise to identify different opinions around the room.

**Materials:**
- Diamond Rank Statements on Handout 11
- Scissors
- Pens

**Instructions:** Split into small groups and give each group the statement cards. Instruct the groups to place the cards into a diamond shape depending on how much they agree with it (*see below*). Place the statement that they agree with the most at the top of the diamond and the least at the bottom. Tell each group that they have two cards to fill in themselves.

![Diamond Rank Diagram]

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**Exercise 4: Prejudices Against Young People (15 mins)**
**Overview:** This activity seeks to demonstrate how young people are discriminated against.

**Materials:**
- Young People in the Media Handout 12

**Instructions:**
Show the handout of newspaper headlines.

- What do we think about these headlines? Can you think of any others?
- What is the underlying message being communicated to young people – and what is the likely response to the message?

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*Note to trainers: You may like to get a couple of newspapers and look through them at how young people are portrayed? Stick all the headlines onto a piece of paper.*
Note to trainers: Read these quotes without revealing who or when it was written:

“The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants, they no longer stand up when their elders come into the room where they are sitting, they contradict their parents, chat together, in the presence of adults, eat gluttonously and tyrannise their teachers.”

Socrates 470 - 399BC

"I see no hope for the future of our people if they are dependent on frivolous youth of today, for certainly all youth are reckless beyond words . . . When I was young, we were taught to be discreet and respectful of elders, but the present youth are exceedingly wise [disrespectful] and impatient of restraint"

(Hesiod, 8th century BC)

"The world is passing through troublous times. The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for the girls, they are forward, immodest and unladylike in speech, behaviour and dress.”

(Extract from a sermon preached by Peter the Hermit in 1274 AD)

Tell the group that these statements could be a headline from any tabloid newspaper. Then reveal who wrote them and when they were written.

Incidents like the ban on hooded tops and baseball caps in the Bluewater shopping centre, the call for young offenders to wear uniforms while carrying out community service, as well as other headlines that find their way into our newspapers demonstrate that we are often overly focused on negative stories about young people. Issues such as anti-social behaviour, underage sex, gang violence and bullying are by far the most likely to be singled out by the media. Last year research by Mori found that three in four articles about young people were negative. Furthermore young people are largely absent in stories about themselves. Only eight per cent of articles included any comment or quote from young people. Furthermore MORI research for the Youth Justice Board carried out in 2003 reveals that only seven per cent of young people in mainstream schools have been in trouble with the police in the past year, and of the offences carried out the vast majority were not violent crimes. Two thirds of young people in a poll reported by the Daily Mail believed that they had been unfairly given a bad name by the minority of hooligans. Consequently they believed that they should be praised for the good things that they do and not always be tarnished with the same brush of young people. Home Office Minister Hazel Blears, in the same article, said:

“Young people around the country are fed up with being tarnished by the anti-social actions of a minority”

The continued underpinning of stereotypes and the use of negative language, such as 'yobs' and 'thugs', impact on public opinion and fuels the fear of young people.

Young people have only a slim chance of ever having any real control over the events and institutions that shape their lives. The only power they have is a negative one, which is to

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2 Charlotte Goddard, “Positive Images: Media still has a long way to go”, in Young People Now, 327 Hay Market professional publications 26th April – 2nd May 2006

3 Daily Mail, 27th February 2006

4 Mark Smith, Creators not Consumers: Rediscovering Social Education (Leicester: National Association of Youth Clubs, 1982).
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be a threat to order. A commitment to everyday participation requires leaders to value and respect young people, and not always to expect the worst. In the BB we are all about helping young people to achieve their full potential. When we aim for young people to exceed what we or they expect, they are more likely to do so.

- What examples of young people do you have making a positive contribution to society?
- How respectful are we to young people?
- How do we demonstrate this to young people?
- List three things that empower young people?
- Identify an occasion when you gave up power or handed over control?

Exercise 5: Who’s in Charge? (15 minutes)
Overview: This activity is a fun way of addressing how decision-making works.

Materials:
- Leadership Style Handout 13

Instructions: Get the group to sit in a circle. Designate two people as decision makers for the group. These two people are in charge of the group for the next two minutes. They have to identify three tasks, issues or rules that they are going to make decisions on. All members of the group have to follow these decisions. Each member of the group gets to be in charge for at least two minutes; they can stick to the rules that their predecessor made or scrap them all and make a new set. For example:
  - Only people whose names begin with the letters P and R can talk.
  - Only the decision maker is allowed to sit down for the next two minutes.
  - Only the decision maker is allowed to smile for the next two minutes.

- Introduce bars of chocolate and ask them to divide them in the group. Make sure there are less bars than participants and instruct them that they cannot break the bars up.

Then explore alternative methods of making decisions:
- Participation/ joint decisions/ democratic decision making – Decisions made by vote or referendum.
- Selling – Tries to persuade people that it is a good idea and that they should take part.
- Telling/ Dictator - You decide that one person is going to be the leader all of the time.
- Lottery - A decision is made by chance.

Distribute the “Leadership Style” handout 13 and ask:
- Which is the most common approach in your youth work?

Note to trainers: The answer if we are honest is probably “selling”. Highlight to the group that the further we move towards a democratic style, the more power we are going to need to give up.

Think about the impact that the process of decision-making has on the group:
- Is it important that everyone has a chance to make decisions?
- Are decisions made by the whole group more valid than those taken by one person?
- How do we normally go about making decisions?

Note to trainers: Democracy is often seen as a moral ideal. Do we apply the same standard in the BB?

(This activity is based upon, Who’s in Charge?, Democracy Cookbook (Electoral Commission 2005)
Exercise 6: Introducing Degrees of Participation (15 mins)
Overview: Introduce the concept that there are different degrees of participation.

Materials:
• Degrees of Participation Handouts 14-16

Instructions:
Ask the group to cut out each stage of the participation ladder (Handout 14) and put them into the correct order. Go through asking where they placed each stage and why? Distribute complete ladder (Handout 15).
• Where is their company operating?
• Can you think of examples that might fall into each “degree”?

Note to trainers: The ladder model has been criticised on two grounds:
1. It suggests that the highest level of participation is best, but in practice the level workers aim for depends on where they and the young people are to begin with. Different levels are appropriate at different times and places.
2. The categories imply that it is more valuable for young people to do things by themselves, rather than in partnership with adults.

Distribute handout 16.

Exercise 7: Through the Ages (10 mins)
Overview: The purpose of the exercise is to demonstrate that young people are given varying degrees of responsibility as they get older but aren’t always allowed to voice their opinion or exercise choice at every age.

Materials:
• Wallpaper or several sheets of paper
• Marker pens

Instructions: Roll out an old roll of wallpaper or a couple of sheets of paper. On the x axis label an age range from 0 to 21. On the same sheet of paper write or draw what you are allowed to do at different ages.

Note to trainers: Get the groups to comment on any inconsistencies in the age ranges, e.g. at 16 you can start working pay tax but you can’t vote, at 18 you can vote but you can’t become a BB captain, you can smoke at 16 but you can’t drink alcohol, you can vote at 18 but you can’t become an MP until your 21.

• When should young people be able to influence decisions that are made about them?
• What are the boundaries or limits to young people being involved in decision making processes?
• How do you think young people will react to these limits?

Exercise 8: Policy Cards (10 mins)
Overview: An exercise to reveal that young people have a right to be involved in decision making.

Materials:
• Policy Cards

Instructions: Copy the extracts from the UN Convention on the Rights of a Child, BB Mission Statement, and/or BB Development Plan below, onto A4 pieces of card with only a couple of words on each piece.

Note to trainers: Below are the extracts of policy:

UN Convention on the Rights of the Child
Article 12: “Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.”
BB Mission Statement: “Empowering boys and YP by involving them in decision making structures at all levels of the organisation and giving responsibility appropriate to their age and aptitude.”

BB Development Plan: “To promote the participation and empowerment of YP by developing the decision making infrastructure of the BB.”

Split the group into three and hand out the policy cards. Get each group to rearrange either the UN Convention on the Rights of a Child, BB Mission Statement, or BB Development Plan, in order that it makes sense. Read out the completed sentences.

- Ask the groups to briefly comment on what they think it means.

Exercise 9: What is it? (10 mins)
Overview: An exercise to clarify what we mean by participation.

Materials:
- Flipchart pad and pens

Instructions:
Split into groups of 4-5 and on a flip chart answer the following questions:
- What is a decision?
- What do we mean by consultation?

Note to trainers: “A position or opinion or judgment reached after consideration”

- What do we mean by participation?

Note to trainers: “The act of taking part or sharing in something”
... but in terms of youth work it means a lot more. It’s about shifting power to those that are most affected by a decision. Adults need to be willing to engage children and young people and give up some of their own power.

“Participation is a process of dialogue through which joint decisions are made by adults and young people working together – and change occurs as a result . . . Establishing a culture of participation within a youth group means creating a climate where young people expect to be heard and involved. It is something that happens every day, and is not a separate event or activity.”


Exercise 10: Summary and Discussion (15 mins)
Overview: A summary and discussion on participation.

Instructions: Summarise the morning session so far and discuss the following questions:
- Why is participation important?

Note to trainers: The Bible teaches us that participation is a good thing to do, and in particular Jesus modelled effective inclusion:
- Matthew 16:15; Mark 8:29
- Mark 10:13 ff
- Matthew 11:25
- Acts 2:17

Furthermore we have seen that BB policy and the UN Convention on the Rights of a Child demonstrate that young people have a right to participate in decision making.

Finally it is also a beneficial thing to do.
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- Who benefits and what are the benefits of involving young people in decision making?

**Young People** have a voice, influence, organise events, meet new people, have fun, develop personally, receive training, acquire new skills and experiences, receive social and political education, and participate in wider society.

**The BB** receives loyalty to the organisation, retains members who feel involved, young people who are more likely to be committed to an event or activity that they have been involved in organising, creativity, problem solving, updated services, democracy.

**Wider society** has young people who are active citizens.

- What are the values that are associated with participative working?
- What are the barriers to greater participation?

**Adult attitudes:**
- “We tried it once and it didn’t work”
- “Young people don’t want to”
- “What if young people want things that are unreasonable”
- Create miniature clones of ourselves
- Not willing to give up power
- Make young people jump through hoops
- Complacency

**Resources:**
- Lack of information
- Lack of time

- How can these be overcome?

**Lunch**

**Exercise 11: Participation Quiz (10 mins)**

**Overview:** A quiz devised to test participants understanding of participation in a BB setting.

**Materials:**
- Participation Quiz Handout 17-19
- Pens

**Instructions:** Handout the question sheets at the beginning of lunch as a voluntary exercise. Get the participants to answer and score the questions individually.

**Exercise 12: Entitlements and Responsibilities (10 mins)**

**Overview:** To identify the entitlements and responsibilities young people have in their BB company.

**Materials:**
- Entitlements and Responsibilities Handouts 20-22
- Pens
- Paper

**Instructions:** Ask the group to identify what key elements make up a BB company. i.e. what can a young person expect to gain from their company and how should they behave. Show examples.

e.g. As young people in the BB we are entitled to:

As young people within BB we have the rights and responsibilities to:

**Note to trainers:** You might like to show the examples from Saint John Ambulance and the new seniors programme. These could be used as an evaluation tool for your activities.
Exercise 13: Family Fortunes (10 mins)

Overview: The purpose of this exercise is to demonstrate that young people have opinions that we might not be aware of, and often aren’t given a chance to express them.

Materials:
- Flipchart

Instructions:
Divide the group in two and ask the individual members to come up with an answer to the following questions. Each group has three lives and if they fail to get all the answers the question is passed to the opposition who then have one guess at the correct answer to win the round. Two points are given for a completed board, and one point for a steal.

Write up the answers onto a flip chart pad and cover them up. Reveal the most popular answers to the questions as they are guessed by the group.

1. Which physical activities do boys aged 11 -14 like doing the most?
   - Football
   - Uni-hoc/ hockey
   - Volleyball
   - Basketball
   - Vaulting
   - Dodge ball

2. Which special activities do boys aged 11 -14 like doing the most?
   - Camp/ Residential
   - National Competitions

3. Which formal activities do boys aged 11 -14 dislike doing the most?
   - Drill
   - Inspection
   - Church Parade

4. What are the reasons for coming to the BB in the 11-14 age bracket?
   - Fun
   - Friendship
   - Activities
   - Learn
   - Christian Faith
   - Adult Influence

Note to trainers: This information has been gathered from responses to a questionnaire issued in the BB Gazette in relation to the Company and Seniors programme review in 2005.

Exercise 14: Imagine . . . (15 mins)

Overview: Demonstrate different ways of generating ideas.

Materials:
- Handouts 22-27
- Pens

Instructions:
Explain to the group that getting ideas can often be the hardest part of effective participation. Using the “Getting Ideas” sheet (handout 22) instruct each group to experiment with the different methods and think of when they might be useful. Ask the group, from the perspective of a young person, to think about issues that concern them and ones where they could be encouraged to express an opinion. It might be about BB or your community or school. e.g. we should play more football, children and young people should be involved in preparing the national curriculum, 15 year olds should vote, children and young people should contribute to the leadership of church worship.
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Note to trainers: This is an ideal opportunity to try and expand the group’s horizons to see their BB group as a place to talk about lots of different issues including sex, drugs or even use it as a live rock revenue. Participation isn’t just about giving young people a choice of activity, but allowing them to raise issues and to facilitate them in finding answers.

Then fill in the planning tool for change (handouts 25-27). This is an ideal way to help young people to plan change as a result of their actions.

Ask the group:

- **Do you think this is something that might work with your young people?**

**Exercise 15: Ice Skating Trip (15 mins)**

**Overview:** An activity demonstrating young people’s ability to do things for themselves.

**Instructions:**

Read out the following scenario:

“Just after club had finished Neil came into the office and asked if we could organise an ice skating trip. He thought we could easily fill a coach if we charged £1.50 per person. How did he arrive at £1.50 we asked? That’s what the British Legion had charged. How many people had he spoken to? About half a dozen. In the end it was agreed that he should take a list around next club night to gauge the response. He got 45 names and a delegation trouped in, would we now organise the coach and book the rink? You do it, we suggest, and after some discussion they go away and decide on a date and sort out ‘who is doing what’. Tony and Sue return, phone a bus company, and book a 42 seater. That’s three less seats than people who said they wanted to go, we say, and anyway where are we going to sit? People are bound to drop out comes the answer. They leave a scribbled note for the secretary to type in the morning. Meanwhile Neil is out canvassing the choice of rink. “Silver Blades” is the most popular so Tony and Sue do their bit again. What are you going to charge? They’d clean forgotten to ask the cost of the coach. Another phone call and Mike (who was skilful with figures) produced the answer — £1.65 if we were going to allow a little leeway for those who didn’t turn up on the day and to give a tip to the driver. Mike took responsibility for the deposits, giving them to us to bank.”

(Mark Smith, *Creators not Consumers: Rediscovering social education* (Leicester: National Association of Youth Clubs, 1982), pg. 5)

Ask the group the following questions:

- **What did the young person need to know to do the job?** The cost and availability of ice skating. Details of coach companies.

- **What tasks did the job entail?** What the demand is. Timing. How long do people want on the ice?

- **The attitudes and values needed to do the job?** Confidence to undertake the various jobs. Honesty. Motivation to carry out the job. Persistence to see the job through. Respect for others

- **How much confidence does the person require?**

- **What the person has to be able to do to complete the job?** Being able to calculate costs; use a telephone; write a letter; collect names; make decisions; communicate personally.

- **How would you go about developing a similar project?** Assess strengths and weaknesses of the group; set objectives; learning by doing; evaluation.

Note to trainers: Emphasise to the group that any leader could organise a similar event quickly with their eyes blindfolded. However the value of allowing a young person to be...
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involved in the planning and delivery of the trip is in the process as much as the outcome.

Exercise 16: Conundrums (15 mins)
Overview: To get participants to think about different ways of working and how they might react to different circumstances.

Materials:
- Conundrum Handouts 28-40

Instructions: Split into groups of three and handout the conundrum cards. Discuss the questions and then feedback.

Note to trainers: It might be beneficial to get each group to discuss different cards. Each group will only get through 2-4 cards.

Exercise 17: Company Evaluation (15 mins)
Overview: To identify areas of strengths and weaknesses in your own company.

Materials:
- Self Assessment Handout 41-43

Instructions: Ask the group the following questions:
- How is participation going in your company?
- What successes and what failures have you experienced?
- What works well and what do you find frustrating?

Handout the evaluation sheet and instruct the group to fill it out as individuals, circling the relevant face that best matches how they meet the criteria. Then fill in the adjacent box describing their practices and listing any evidence. It might be good to do this in company groupings.

Note to trainers: You might like to suggest to the group that they repeat the exercise in 6 months time.

Exercise 18: Decisions in Our Company (15 mins)
Overview: This exercise will help identify areas to develop participatory practice.

Materials:
- Company Checklist Handouts 44-45
- Pens

Instructions: Working in groups write down decisions that are made everyday in your company or Battalion. Then ask:
- Who made the decisions?
- Why were the decisions made?
- Was anyone else involved?
- Who was excluded and why?
- Where could young people get involved more?

Note to trainers:
- Programme
- Running residential experiences
- Rules
- Buying equipment
- Fundraising
- IT
- PR
- Training
- Project management
- Managing budgets
- Planning and developing service
- selection of staff
- Developing policies
- Mentoring
- Evaluation
- Planning and running activities

Fill out company checklist
Exercise 19: Youth Participation Plan (15 mins)
Overview: An exercise to strategically plan a participation strategy.

Materials:
- Youth Participation Plan Handout 46-47
- Pens

Instructions: Use the youth participation plan template to identify how young people could be encouraged in making decisions in your company.

Note to trainers: An important part of participation is recording and rewarding what happens as a result of what young people say and do. A good way of doing this is to fill out a “What’s changed” tool and publicise it (see handout 48). Please send a copy of complete forms to the address at the bottom of the sheet.

Exercise 20: What now (5 mins)?
Overview: An exercise to see different areas outside of the company where young people could get involved.

Instructions: Ask the following questions:
- What areas outside of the BB could young people be encouraged to get involved in?

Note to trainers: Young people who have not known or seen power and organisation are likely to be excluded in the future. If they don’t do it when they are young when will they do it? Youth parliament, BYC and local youth forums are a good way that young people can engage in politics. You might like to research this in your area.

Furthermore ask the participants if they would be interested in forming a network to share experiences and plans with each other. Collect contact addresses and discuss ways of keeping in contact.

- What could the BB do in your area to encourage more participation?

Note to trainers: Examples might include some of the following:
- Battalion Competition that rewards young people led projects
- Youth forum
- Young people on Battalion management groups

Exercise 21: Evaluation (5 mins)
Overview: A quick way of getting feedback on the training day.

Materials:
- Evaluation Target Handout 49
- Pens

Instructions: Ask participants to place a mark on each of the four sections of the “dartboard”. Place it near the bull’s eye for a positive response and towards the outside for a more negative one.

Exercise 22: Word Wall (5 mins)
Overview: A short method of evaluation and means to ensure targets for the day were met.

Materials:
- Pens
- Post-it notes
- Flip chart paper

Instructions: Stick up three sheet of flipchart around the room. Repeating the exercise from the start of the day, hand out the post it notes and ask participants to write on them to answer:

1. How do you feel about participation?
2. One thing you learned about participation during the day?
3. What they are now going to do as a result of the day?
Ask for any comments about the day.

Useful Resources
- www.byc.org.uk
- www.crae.org.uk
- www.dopolitics.org.uk
- www.ncb.org.uk
- www.ncvys.org.uk
- www.nya.org.uk
- www.participationworks.org.uk
- www.ukyouthparliament.org.uk
- www.youthbank.org.uk
- Electoral Commission, Democracy Cookbook: Doing Politics with Young People (Electoral Commission, 2005)
COURSE AIM:

To provide a training day for leaders in the BB that increases their awareness of participation and empowerment, as well as provides them with the skills and advice to implement it in their own area of work week by week.

LEARNING OUTCOMES:

- Understand what is really meant by “participation” at company, battalion and national levels;
- Become a champion of participative working by understanding why it is the key to good youth work;
- Become confident in how to use participation techniques and methods in your BB work;
1. In 2004 how many young people aged between 13 and 19 were there in the UK?

5.5 million
(Source: Social Trends, No. 36, 2006; National Statistics)

2. In 1997 how many young people were living in poverty?
   a. 2.7 million
   b. 4.2 million
   c. 5.3 million

3. True or false, in September 2005, there were 8,689 young adults aged 18 to 20 and 2,495 young people aged 15 to 17 in prisons in England and Wales?

TRUE
(Source: Social Trends, No. 36, 2006)

4. Fill in the gaps . . .

For young people aged between 11 and 15
22% had drunk alcohol in the last week.
42% had never drunk alcohol - (the highest proportion ever recorded by this survey).
19% had taken drugs in the last year (down since 2003).
9% had smoked at least one cigarette a week (boys only 7%).
(Source: http://www.ic.nhs.uk)

5. In 2003, what percentage of young men aged 16-24 were obese?

8%
(Source: Department of Health, Health Survey for England, 2003)

6. In 2005, what percentage of people said that young people hanging around on the streets was a big problem in their area?

32%

7. True or false, 32% of young people aged between 16-19 engaged in formal volunteering opportunities in 2005?

TRUE

8. What percentage of eligible voters aged between 18 and 24 took part in the 2005 general election?
   a. 37% Compared to the general turnout of 61.4%
   b. 23%
   c. 15%
(Source: Electoral Commission, Election 2005: turnout)

9. True or false, in 2003 55% of 11-15 year olds said they had been involved in youth clubs in the last year.

FALSE 36% had been involved in youth groups.

10. What percentage of young people aged between 10 and 25 had committed at least one offence in the past 12 months?
   a. 33%
   b. 13%
   c. 26%
(Source: Home Office 2004 Offending, Crime and Justice Survey)
Quiz

1. In 2004 how many young people aged between 13 and 19 were there in the UK?

2. In 1997 how many young people were living in poverty?
   a. 2.7 million
   b. 4.2 million
   c. 5.3 million

3. True or false, in September 2005, there were 8,689 young adults aged 18 to 20 and 2,495 young people aged 15 to 17 in prisons in England and Wales.

4. Fill in the gaps . . .
   For young people aged between 11 and 15
   ☐ % had drunk alcohol in the last week
   ☐ % had never drunk alcohol
   ☐ % had taken drugs in the last year
   ☐ % had smoked at least one cigarette a week (boys only ☐ %)

5. In 2003, what percentage of young men aged 16-24 were obese?

6. In 2005, what percentage of people said that young people hanging around on the streets was a big problem in their area?

7. True or false, 32% of young people aged between 16-19 engaged in formal volunteering opportunities in 2005?

8. What percentage of eligible voters aged between 18 and 24 took part in the 2005 general election?
   a. 37%
   b. 23%
   c. 15%

9. True or false, in 2003 55% of 11-15 year olds said they had been involved in youth clubs in the last year.

10. What percentage of young people aged between 10 and 25 had committed at least one offence in the past 12 months?
    a. 33%
    b. 13%
    c. 26%

Accept certain inalienable truths! Prices will rise, politicians will philander, you too will get old. And when you do, you will fantasise that, when you were young, prices were reasonable, politicians were noble and children respected their elders.

Baz Luhrmann
AGREE
YOUNG PEOPLE DON'T CARE ABOUT THE FUTURE OF THE BB
Young people have influence on what is happening in the BB
OLDER LEADERS MAKE ALL THE DECISIONS IN THE BB
I ALREADY LISTEN TO YOUNG PEOPLE WHO ARE RESPONSIBLE AND SENSIBLE
YOUNG PEOPLE DON'T HELP THEMSELVES TO OPPORTUNITIES
<table>
<thead>
<tr>
<th><strong>Children and young people need to have the opportunity to be heard and be involved in making decisions on how the BB is delivered to them</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children and young people are given the opportunity to get together and share ideas</strong></td>
</tr>
<tr>
<td><strong>Change should happen as a result of what children and young people say.</strong></td>
</tr>
<tr>
<td><strong>Children and young people need to be made aware of all outcomes resulting from their involvement</strong></td>
</tr>
<tr>
<td><strong>Children and young people need to be informed about their rights and supported to get involved</strong></td>
</tr>
<tr>
<td><strong>Children should be seen and not heard</strong></td>
</tr>
<tr>
<td><strong>All the ideas young people come up with are unrealistic</strong></td>
</tr>
</tbody>
</table>
Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

**ASBO YOUTH BECOMES POSTER BOY**
The Times 15th Jul 2006

Teenagers to face random drug testing at all schools
The Times 31st May 2006

**ASBOS - A RITE OF PASSAGE FOR YOUNG REBELS**
Daily Telegraph 1st Aug 2006

One in four adolescents is a criminal
Daily Mail 31st March 2001

**SHOP NOTICES:**
- Only two children at a time allowed in this shop
- No children under 16 unless accompanied by a responsible adult
- No children under 16 years after 7pm unless accompanied by an adult

"How did my little angels turn into ASBO TERRORS?"
Daily Mirror 8th Sep 2005

"Teenage sex shock"
Daily Mail 4th June 2003

"Yobs are laughing off their ASBOS"
Daily Mail 14th January 2006

"Jobless youngsters need lessons in waking up"
Daily Mail 25th November 2005

"Young people around the country are fed up with being tarnished by the anti-social actions of a minority"

Hazel Blears
Leadership Style

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

<table>
<thead>
<tr>
<th>Use of Authority by Leader</th>
<th>Area of Freedom for Young People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader decides and tells</td>
<td>Autocratic</td>
</tr>
<tr>
<td>Leader decides and sells</td>
<td></td>
</tr>
<tr>
<td>Leaders present ideas &amp; invites questions</td>
<td></td>
</tr>
<tr>
<td>Leader presents tentative decision open to change</td>
<td></td>
</tr>
<tr>
<td>Leader presents problems get suggestions, makes</td>
<td></td>
</tr>
<tr>
<td>Leader presents problems get suggestions, makes</td>
<td></td>
</tr>
<tr>
<td>Leader defines limits and asks group for decision</td>
<td></td>
</tr>
<tr>
<td>Leader gives freedom for decisions in broad boundaries</td>
<td></td>
</tr>
</tbody>
</table>

"Leadership of any kind requires the consent of the led and often that consent must be worked for and earned."

Richard Ashley, Where have all the leaders gone? (The News Press, June 2001). pg. 1f.

Adapted from Youth Participation Training Event, Frontier Youth Trust, http://www.fyt.org.uk/pdf/partmarch06.pdf
<table>
<thead>
<tr>
<th>CONSULTED BUT INFORMED</th>
<th>CHILDREN AND YOUNG PEOPLE ARE DIRECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>YOUNG PEOPLE TOKENISED</td>
<td>CHILDREN AND YOUNG PEOPLE INITIATED SHARED DECISIONS WITH ADULTS</td>
</tr>
<tr>
<td>YOUNG PEOPLE ARE MANIPULATED</td>
<td>ADULT INITIATED, SHARED DECISIONS WITH CHILDREN AND YOUNG PEOPLE</td>
</tr>
<tr>
<td>ASSIGNED BUT INFORMED</td>
<td>YOUNG PEOPLE ARE DECORATION</td>
</tr>
</tbody>
</table>
Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

Children and young peoples have the ideas, set up projects and invite adults to join with them in making decisions.

Children and young peoples have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

Adults have the initial idea but children and young peoples are involved in every step of the planning and implementation: their views are considered and they are involved in taking the decisions.

The project is designed and run by adults but children and young peoples are consulted. They have a full understanding of the process and their views are taken into account.

Adults decide on the project and children and young peoples volunteer for it. Adults respect their views.

Children and young peoples are asked to say what they think about an issue but have no choice about the way they express those views or the scope of the ideas they can express.

Children and young peoples take part in an event but they do not understand the issue.

Children and young peoples do or say what staff suggest they do, but have no real understanding of the issue. Adults use some of their ideas but do not tell them what influence they may have had on the final decision.

Degrees of Participation

Participation isn’t an on/off switch and there are different levels that are appropriate to different circumstances. It’s also about how young people want to be involved, or deciding if they don’t! The diagram below shows different levels of involvement.

Youth Participation can sometimes appear as a juggling act, and different levels need to be chosen in order to satisfy young people’s needs and that of the task.

Young People

... are asked their opinion during members’ contact with their leaders they can expect to have the opportunity to be asked for their opinion in relation to any specific activity

... are delegated tasks young people are given tasks and activities to undertake

... have an input into decision-making young people are involved in influencing and planning the decisions related to activities

... are involved in all decision-making young people and youth leaders negotiate decisions within acceptable boundaries.

... run activities with adult staff young people plan and run aspects of the programme

... take responsibility to run activities young people take major role in the co-ordination and running of activities

... have equal status young people have an equal involvement in activities and decision-making. They are involved in planning, delivering and evaluating projects equally with others.

(Based on Youth Development Department, St John Ambulance: Guide to Involving Young People. (London: St John Ambulance, 2004)
IN THE BB WE BELIEVE VERY MUCH IN THE “EVERYDAY” PARTICIPATION OF YOUNG PEOPLE AND CHILDREN IN DECISION MAKING. TAKE THIS QUICK QUIZ TO SEE HOW WELL YOU’RE DOING?

CIRCLE WHICH ANSWER APPLIES TO YOU, AND AT THE END TOTAL UP YOUR SCORE:

1) AS A YOUTH LEADER IN THE BB, I THINK THAT GOOD PARTICIPATION IS . . .
A) . . . ABOUT TELLING YOUNG PEOPLE WHAT IS GOING ON;
B) . . . ABOUT EMPOWERING YOUNG PEOPLE AND TAKING THEIR VALUES AND OPINIONS SERIOUSLY MAKING SURE THAT THEY KNOW THEY WILL MAKE A DIFFERENCE;
C) . . . ABOUT LISTENING TO OR CONSULTING WITH YOUNG PEOPLE;
D) . . . A LOAD OF RUBBISH;

2) WHEN I EMPOWER YOUNG PEOPLE IN MY COMPANY, IT NORMALLY TAKES THE FORM OF . . .
A) . . . A PROJECT. IF THEY HAVE AN IDEA THEY CAN DO IT, BUT THEY NORMALLY DON’T HAVE MANY IDEAS;
B) . . . A FANCIFUL AND UNACHIEVABLE DREAM THAT HAS NO PLACE IN BB YOUTH WORK. WHEN I WAKE UP I’LL PLAN TONIGHT’S PROGRAMME;
C) . . . A ONE OFF EVENT. I LET YOUNG PEOPLE DO WHAT THEY WANT, AS LONG AS IT DOES NOT INTERFERE TOO MUCH WITH THE IMPORTANT THINGS WE ARE DOING. THEY CAN VISIT THE THEME PARK, BUT THEY MUST REMEMBER WHO IS THE BOSS AND THEY MUST FOLLOW ALL MY INSTRUCTIONS WITHOUT QUESTIONING;
D) . . . A WAY OF WORKING. I ALWAYS LOOK TO GIVE OPPORTUNITIES FOR YOUNG PEOPLE, WHETHER 5 OR 18 YEARS OLD, TO MAKE DECISIONS FOR THEMSELVES IN ALL AREAS WHEREVER I CAN. I HAVE TO BE ULTIMATELY RESPONSIBLE FOR THEIR SAFETY, BUT THAT DOESN’T MEAN THAT I CAN’T GIVE UP SOME POWER;

3) YOUNG PEOPLE HAVE A RIGHT TO VOICE THEIR OPINION AND INFLUENCE DECISION MAKING AS “CREATORS NOT CONSUMERS” DO YOU AGREE WITH THIS STATEMENT?
A) NO, THEY’RE NOT ABLE, THEY DON’T HAVE THE SKILLS OR ABILITY;
B) YES, BUT YOUNG PEOPLE DON’T KNOW WHAT THEY WANT;
C) YES, I AM COMMITTED TO DEVELOPING THE SKILLS OF YOUNG PEOPLE. WHEN GIVEN A CHANCE YOUNG PEOPLE OFTEN DEMONSTRATE A GROWTH IN CONFIDENCE, TAKE ON RESPONSIBILITY AND ARE RESPONSIVE TO WHAT IS ON OFFER;
D) YES, BUT ONLY THOSE WHO HAVE PROVED THEMSELVES CAPABLE AND AGREE WITH MY IDEAS;

4) I SUPPORT YOUNG PEOPLE TO CONTRIBUTE TO DECISION MAKING BY . . .
A) . . . MAKING INFORMATION AND LANGUAGE EASY TO UNDERSTAND, WORKING IN FUN AND DIFFERENT WAYS, SUPPORTING AND EQUIPPING THEM WITH THE SKILLS AND CONFIDENCE TO CONTRIBUTE IN ALL AREAS, AND ASKING HOW THEY WANT TO DO IT;
B) . . . ASKING THEM TO RUN AN EVENT OR PROJECT. I TELL THEM THAT I WANT THEM TO DESIGN THE PROGRAMME FOR THIS YEAR’S CAMP, GIVING THEM A BUDGET, ADVISING THEM FROM MY EXPERIENCE, GIVING THEM ACCESS TO THE INTERNET AND A TELEPHONE, BUT I GENERALLY LEAVE IT UP TO THEM. WHEN THEY’VE FINISHED THEIR PLAN I GO THROUGH IT WITH THEM ASKING QUESTIONS AND RAISING ANY CONCERNS. I ALWAYS REMEMBER TO RECOGNISE THE EFFORT THEY’VE PUT IN;
C) . . . INVITING THEM TO SIT ON COMMITTEES. IF YOUNG PEOPLE WANT TO CONTRIBUTE THEY MUCH SIT ON THE COMMITTEES AND STRUCTURES THAT HAVE ALWAYS EXISTED IN THE BB. THERE IS NO NEED TO CHANGE HOW WE OPERATE THESE MEETINGS, IF THEY’RE NOT INTERESTED OR DON’T UNDERSTAND WHAT’S GOING ON, THEN TOUGH;
D) . . . WAITING FOR THEM TO ASK FOR A CHANCE. IF THEY WANT TO DO SOMETHING THEN THEY SHOULD ASK;
PARTICIPATION QUIZ

EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

5) YOUNG PEOPLE ARE TREATED . . .
   A) . . . AS A USEFUL RESOURCE WHEN I WANT TO USE OR INFLUENCE THEM TO COME AROUND TO MY WAY OF THINKING;
   B) . . . HONESTLY, TRUSTINGLY, AND AS AN EQUAL WITH RESPECT. I GIVE FEEDBACK AS TO THEIR INVOLVEMENT QUICKLY AND CLEARLY;
   C) . . . AS THE CHILDREN THAT THEY ARE, THEY CAN NOT BE EXPECTED TO BE INVOLVED IN MAKING DECISIONS. THEY'VE LET ME DOWN BEFORE AND I WON'T FORGET;
   D) . . . IN A FAIR MANNER, BUT IT TAKES TOO LONG TO GIVE FEEDBACK;

6) YOUNG PEOPLE CAN DECIDE ON . . .
   A) . . . ONLY THE GAMES THAT WE PLAY IN THE BB;
   B) . . . THE RULES WE MAKE, AND GIVE PROGRAMME IDEAS;
   C) . . . ANY AND EVERY AREA OF THE WORK WE DO IN THE BB;
   D) . . . ANY AREA, BUT YOUNG PEOPLE CAN'T BE TRUSTED TO SPEND MONEY;

7) I LET YOUNG PEOPLE GET INVOLVED IN DECISION MAKING WHEN . . .
   A) . . . WE CAN ENCOURAGE THEM TO AND WHEN THEY WANT TO;
   B) . . . THEY GENERALLY AGREE WITH MY OPINION;
   C) . . . THERE IS A NEED;
   D) . . . THEY REACH THE RANK OF STAFF SERGEANT;

8) “YOUNG PEOPLE IDENTIFY WHAT THEIR GOALS ARE AND MAKE REALISTIC CHOICES”. DO YOU AGREE WITH THIS STATEMENT?
   A) NO, WILLIAM ALEXANDER SMITH DECIDED IN 1883 WHAT WE DO IN THE BB;
   B) YES, THEY DECIDE ON WHAT THE PRIORITIES ARE FOR OUR COMPANY;
   C) NO, THEY JUST COME UP WITH UNREALISTIC CHOICES LIKE A PAINT BALLING ARCTIC EXPLORATION;
   D) YES, BUT THEY ONLY EVER WANT TO PLAY FOOTBALL;

9) “YOUNG PEOPLE PARTICIPATE BOTH IN THE BB AND THEIR LOCAL COMMUNITY”. DO YOU AGREE WITH THIS STATEMENT?
   A) NO, IT TAKES UP TOO MUCH TIME;
   B) NO, WHY SHOULD I CARE ABOUT THE WIDER COMMUNITY, THEY DON'T EVEN KNOW THAT WE EXIST;
   C) YES, BUT I HAVE TO REALLY PUT PRESSURE ON THEM TO DO SO;
   D) YES, IT'S A PRIORITY. I ENCOURAGE YOUNG PEOPLE TO IDENTIFY AREAS FOR CHANGE AND HELP THEM TO PLAN AND EXECUTE THEIR IDEAS. I VALUE ALL YOUNG PEOPLES' CONTRIBUTIONS AND BELIEVE THAT THEY CAN CHANGE FOR THE BETTER THE WORK WE DO IN THE BB AND OUR COMMUNITIES;
PARTICIPATION QUIZ

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

10) “As a leader I give up some power to young people to help develop the work of the BB”. Do you agree with this statement?
   A) No, I’m the leader everyone else follows;
   B) Yes, I would love the chance, but there’s nobody willing to take it from me;
   C) No, they seem to enjoy what we do, so there’s no need;
   D) Yes, I take constructive criticism of my work well;

SCORES:
1. A:1, B:3, C:2, D:0
2. A:2, B:0, C:1, D:3
3. A:1, B:2, C:3, D:0
4. A:3, B:2, C:0, D:1
5. A:1, B:3, C:0, D:2
6. A:1, B:2, C:3, D:2
7. A:3, B:0, C:2, D:1
8. A:0, B:3, C:1, D:1
9. A:1, B:0, C:2, D:3
10. A:0, B:2, C:1, D:3

Score:
25-30 “Participation Chief” – Empowering young people is your forte. You’ve got it sorted!
16-24 “The Apprentice” – You recognise the importance of empowering young people, but you don’t quite know what to do.
6-15 “Window Shopper” – You’re looking into the whole area, but you don’t really understand the impact that it can make.
1-5 “Absolute Monarch” – You obviously think this is a load of mumbo-jumbo politically correct nonsense.

“The measure of participation must be what’s changed in young people’s lives? and how an organisation is better in its planning and delivery of services,”

Bill Badham, “Youth participation: Real Participation” in Young People Now (January 2006)
Key Entitlements

- To have fun
- To have new experiences
- To have some social time
- Use and develop their skills
- To have a say and be listened to
- To be recognised as an individual
- For their achievements to be recognised and celebrated
- For the BB to be a safe place
ENTITLEMENTS, RIGHTS, AND RESPONSIBILITIES

AS YOUNG PEOPLE WITHIN ST JOHN AMBULANCE WE ARE ENTITLED TO:
- A varied and balanced programme of activities tailored to our needs and wishes;
- Participate in decision making in our company and in the wider organisation;
- Opportunities for achievement and celebration of our successes;
- A safe accessible and welcoming environment;
- Support and guidance;
- Youth leaders who are appropriately trained;

AS YOUNG PEOPLE WITHIN ST JOHN AMBULANCE WE HAVE THE RIGHTS AND RESPONSIBILITIES TO:
- Express our own feelings and for these to be valued;
- Treat others with dignity and respect, as we would wish to be treated ourselves;
- Listen and be listened to, valuing the opinions of others;
- Consider our own needs and recognising the needs of others;
- Ask for what we want recognising that others have the right to say no;
- Challenge each others ideas in a sensitive manner;
- Request clarification on anything we don’t understand;
- Make mistakes and learn from them;
- Be assertive, and to choose not to assert ourselves;
- Object to any words or actions that are offensive;
- An opportunity to explain ourselves if any grievances are made against us;
- Act in any way that does not violate the rights of someone else;
- Stand up for our own rights and those of others;

(Youth Development Department, St John Ambulance: Guide to Involving Young People (London: St John Ambulance, 2004)
Instructions: To introduce a scoring system for making decisions using criteria. List criteria for making a decision, and then everyone enters their marks out of 10 into the grid. Add the marks up.

Instructions: Set a topic for discussion and ask for suggestions. Write down on the flip chart any answers given.

Instructions: Write a question to be discussed onto a flip chart. Ask the group to write their ideas onto the post-its as they are generated. Feedback.

Instructions: Draw a tree outline. Label the trunk with a chosen issue, the roots as the causes, the branches as the effects of the issue, and the fruit with possible solutions to the problems.

Instructions: Sit in a circle with the whole group to discuss your feelings on a particular issue. Everyone takes it in turn to speak, and only one person speaks at any one time. Pass an object around to signify when you are allowed to speak.

Instructions: Sit in a circle with the whole group to discuss your feelings on a particular issue. Everyone takes it in turn to speak, and only one person speaks at any one time. Pass an object around to signify when you are allowed to speak.

Instructions: Display your opinion artistically for everyone to see.

Instructions: The aim is to weave together a story around an issue to explore different ways of solving it. Everyone in the group has ownership of the story and has to work together to keep it going. Keep the game moving quickly and ask for contributions of around 20 seconds. Make the first statement quite contentious and ask for a cliff hanging end to their contribution to help the next person. Record what is happening.

Instructions: Consider a problem and then consider two main courses of the problem. Then consider why these two courses have come about. At each stage uncover as many root causes as possible.

Instructions: Display your opinion artistically for everyone to see.

Instructions: Using the target (see handout 24) fill in the blank sections evaluating an issue or service. Ask everyone to score their level of satisfaction in the areas either close to the bulls eye if you rate it highly or further away if not.
<table>
<thead>
<tr>
<th><strong>If a BB leader was a car</strong></th>
<th><strong>If a BB leader was a hairstyle it would be . . .</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If a BB leader was a piece of clothing it would be . . .</strong></td>
<td><strong>If BB was a television programme it would be . . .</strong></td>
</tr>
<tr>
<td><strong>If BB was a food they would be . . .</strong></td>
<td><strong>If my town was a style of music it would be . . .</strong></td>
</tr>
</tbody>
</table>
EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

OUR GROUP IS LOOKING AT:

THIS IS WHAT WE REALLY CARE ABOUT:

THIS IS WHAT WE REALLY WANT TO CHANGE:

THESE ARE THE REASONS WHY:

PARTICIPATION

TRAINING
EVEN DAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

WE WON'T BE HAPPY UNTIL:

- 
- 
- 
- 
- 

THE IDEAS WE HAVE TO MAKE CHANGE HAPPEN:

- 
- 
- 
- 
- 

WHO CAN HELP US?

- PARTICIPATION
- TRAINING

- 
- 
- 
- 
- 
EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

WHAT WE WILL NEED?

________________________________________

________________________________________

________________________________________

________________________________________

WHEN WILL WE DO IT?

________________________________________

________________________________________

________________________________________

________________________________________

ANY OTHER COMMENTS:

________________________________________

________________________________________

________________________________________

________________________________________
Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

**Conundrum One**

Who you are . . .
A local BB group

The issue and dilemma
The young people in the group keep on saying that their local area is horrible and a bit of a dump.

The views of people in the local area
That all young people are the cause of the problem

Questions
- What could you as a leader do to help the young people change their area for the better?
- How would you go about doing it?
- What degree of participation will this be working at?
YOUTH PARTICIPATION

EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

CONUNDRUM TWO

Who you are . . .
A young person attending a church

The issue and dilemma
The young people in the group think that the Church services they attend are irrelevant and boring.

The views of people in the local area
That’s what always has been done

Questions
• What could you as a leader do to help the young people voice their opinion?
• How would you go about doing it?
• What degree of participation will this be working at?
**Youth Participation**

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

**Conundrum Three**

Who you are . . .
A local BB group

The issue and dilemma
The young people in the group are bored of the different activities that you do on your company night, but when you ask for ideas all they say is “I don’t know”.

The views of people in the local area
We might as well carry on with what we are doing if they’ve got no ideas.

Questions
- What could you as a leader do to help the young people make the programme more exciting?
- How would you go about doing it?
- What degree of participation will this be working at?
EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

CONUNDRUM FOUR

Who you are . . .
A local BB group

The issue and dilemma
A staff sergeant is responsible for the sports and activities whilst on camp. However a group of young people approach you stating that they want to different activities next camp to what they do every year.

The views of people in the local area
We have a young person already involved in planning camp what more could we do?

Questions
- What could you as a leader do to make camp a better experience for the young people?
- How would you go about doing it?
- What degree of participation will this be working at?
YOUTH PARTICIPATION

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

CONUNDRUM FIVE

Who you are . . .
A Battalion

The issue and dilemma
The Battalion decides that it would be a good idea to have one young person on its management committee.

The views of people in the local area
By involving one young person we will be able to get the perspective of young people. It’s a shame he doesn’t talk a bit more!

Questions
- What could you as a leader do to help the young people get their opinions across better?
- How would you go about doing it?
- What degree of participation will this be working at?
Youth Participation

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

Conundrum Six

Who you are . . .
A local BB group

The issue and dilemma
The young people love coming to BB, but they wish there were more young people there so they could do more activities. They suggest making a video and showing it in the local schools.

The views of people in the local area
They think it’s a great idea, and have already got some film. So only a few changes will need to be made.

Questions

• What could you as a leader do to help the young people own this project?
• How would you go about doing it?
• What degree of participation will this be working at?
EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

CONUNDRUM SEVEN

Who you are . . .
A Battalion

The issue and dilemma
Young Jimmy is a member of the programme group of the Battalion. At the meeting they discuss why events are so poorly attended. Jimmy suggests that maybe it’s the activities that are on offer.

The views of people in the local area
The activities we do always used to be popular.

Questions
- What could you as a leader do to help Jimmy strengthen his position?
- How would you go about doing it?
- What degree of participation will this be working at?
Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

Conundrum Eight

Who you are . . .
A local BB group

The issue and dilemma
Dave and Bob, both young leaders, want to arrange a camp for their company.

The views of people in the local area
They are impressed with their ideas and commitment, but noticed that they did not have the qualifications or filled in the correct paper work.

Questions
- What could you as a leader do to help the young people make their camp a reality?
- How would you go about doing it?
- What degree of participation will this be working at?
YOUTH PARTICIPATION

EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

CONUNDRUM NINE

Who you are . . .
A local BB group

The issue and dilemma
They highlight that young people in their school class are taking drugs

The views of people in the local area
We should give them a lecture on the dangers of drugs.

Questions
- What could you as a leader do to help the young people make an informed choice?
- How would you go about doing it?
- What degree of participation will this be working at?
Youth Participation

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

Conundrum Ten

Who you are . . .
A local BB group

The issue and dilemma
The older members of the group are busy with exams, and don’t want to come to BB and have to do more hard work.

The views of people in the local area
Well what would we do with them if we didn’t have a formal programme?

Questions
- What could you as a leader do to resolve this situation?
- How would you go about doing it?
- What degree of participation will this be working at?

Participation

Training Day
EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

CONUNDRUM ELEVEN

Who you are . . .
A local BB group
The issue and dilemma
Young people in your company don’t often come up with their own ideas, so you suggest encouraging it at an early age. Therefore the Juniors are encouraged to work together to devise a game and explain how to play it. Following this they are asked which game they enjoyed most and why.
The views of people in the local area
It will just descend into chaos.
Questions
- What would your role as a leader be?
- How would you go about doing it?
- What degree of participation will this be working at?

PARTICIPATION

TRAINING DAY
Conundrum thirteen

Who you are . . .
A local BB group

The issue and dilemma
During a discussion that arose in a badge class, the young people raise an issue that they care deeply about, but they don’t think that anyone cares about their opinions.

The views of people in the local area
It’s a shame that their voices are not heard.

Questions

• What could you as a leader do to help?
• How would you go about doing it?
• What degree of participation will this be working at?
Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

Conundrum thirteen
Who you are . . .
A local BB group

The issue and dilemma
The boys in your company tell you that they want to have a special camp, but they suggest going to Australia.

The views of people in the local area
It’s too expensive and too far to go.

Questions
- What could you as a leader do to help?
- How would you go about doing it?
- What degree of participation will this be working at?
EVERTYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

Our group enables young people to participate in different ways

We support young people to participate in ways that are appropriate to their ambitions, abilities and interests

We offer ongoing support to enable young people to participate

This resource is adapted from Youth Action Network, The Quality Practice Framework for Youth Action Agencies
We are able to support young people and adults to work together and to ensure that both points of view are equally valued.

We are able to show others the value of youth participation.

We are able to show how young people learn and grow in confidence through different kinds of participation.

Our organisation encourages and enables young people to contribute to the management of projects in partnership with leaders.

The case for participation is strong. Not only does participation enable children to engage as citizens within their communities and society, it also sends powerful messages about the value placed on the opinions and aspirations of the young. Participation means children, young people, and adults working together to find solutions and initiate change.
Our organisation encourages and enables young people to take part in advisory/consultative groups.

Our organisation encourages and enables young people to take part in decision-making groups or management committees.

Our organisation encourages and enables young people to develop their own ideas into projects.

**BB Mission Statement:**

Empowering boys and young people by involving them in decision-making structures at all levels of the organisation and giving responsibility appropriate to their age and aptitude.

**Participation and Training**
**COMPANY CHECKLIST**

**EVERYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.**

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<tr>
<th>POTENTIAL AREA FOR PARTICIPATION</th>
<th>DO NOW</th>
<th>COULD DO NOW</th>
<th>WITHIN 6 MONTHS</th>
<th>WITHIN 12 MONTHS</th>
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<td>Planning and Running Activities</td>
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<td>Developing Ground Rules</td>
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<td>Recruiting and Selecting Leaders</td>
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<td>Evaluation</td>
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**PARTICIPATION**

**TRAINING**
**COMPANY CHECKLIST**

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**PARTICIPATION**

**TRAINING**
**Youth Participation Action Plan**

Everyday participation in the BB is based on the belief that all young people have the potential to develop confidence and learn the skills needed to take an active role.

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<tr>
<th>What do I want to achieve?</th>
<th>How am I going to achieve it?</th>
<th>What do I need to do to achieve it?</th>
<th>When am I going to achieve it?</th>
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"In working with young people, do not try to call them back to where they were, and do not try to call them to where you are, as beautiful as that place may seem to you. You must have the courage to go with them to a place that neither you nor they have ever been before."

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**UN Convention on the Rights of the Child**

**Article 12:**

*Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.*
WHAT’S CHANGED TOOL

EVEYDAY PARTICIPATION IN THE BB IS BASED ON THE BELIEF THAT ALL YOUNG PEOPLE HAVE THE POTENTIAL TO DEVELOP CONFIDENCE AND LEARN THE SKILLS NEEDED TO TAKE AN ACTIVE ROLE.

WHAT’S CHANGED TOOL

Issue:

The situation:

What they said:

What's Changed?

What's Changed provides a tool for mapping the impact of participation activity - it seeks evidence of listening, planning and change resulting from children and young people’s participation. It can be used to plan participation activity and supervision, as well as to record successful outcomes. Please forward copies of your completed forms to philip.lund@boys-brigade.org.uk or Philip Lund, Felden Lodge, Hemel Hempstead, Herts, HP3 0BL.

This activity is based on Here By Right, What's Changed: Participation Outcomes Tool, National Youth Agency (2005), www.nya.org.uk/whatschanged
Do you know more about participation than you did before?

What did you think of the workshop presenter?

What did you think of the session overall?

Are you more likely to involve young people in decision making than you were before?