

Activities for all

These activities and information pages have less text and more structure. Many of these activities include symbols to aid communication. These activities may suit children in primary schools or in community groups. Activities are also designed to provide scaffolding for older learners, including but not restricted to those with additional learning needs. It will be helpful for school councils and other community participation groups.



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Group Work

Forming a group

Getting together with others means you have a bigger voice.

This makes it easier to create change.

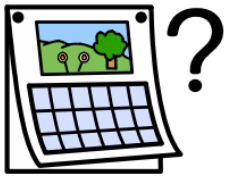
You may have a group already.

These questions help you think how to make your group work well.

Questions to think about



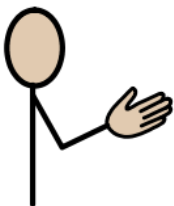
1. Do you need more people? How will you get more to join?



2. When and where could you meet?



3. What do you want to change?



4. Who could help you?

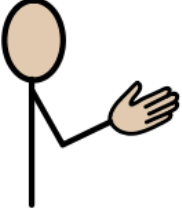
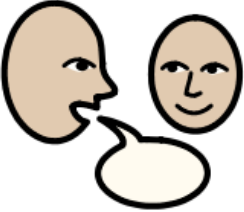

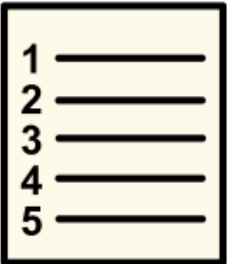



5. What is your group called?

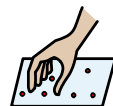
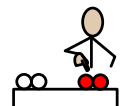
Wellbeing Check

Healthy, Happy, Safe

Your group will work best if everyone is happy. Use this list to help you.

	1. Support. Does your group have a grown up to support you if you need?
	2. Check in. Give a chance at the start of the meeting for everyone to say how they feel.
	3. Listen. You could vote to make decisions so everyone has a say.
	4. Record. Make a list of what you decide in meetings.
	5. Celebrate. Feel proud of what you achieve. Share it with others through display or presentations.

Top Tip: [Look at our videos of groups.](#)



Use these cards to choose an activity.



Make Poster



Online campaign



Protest



song



Meet decision makers



Start a group



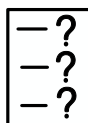
Make a banner



Write a letter



Start a petition



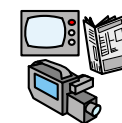
Do a survey



Protest



poem



Contact the press

Extension Activities

These use more text. They include more detailed information and less scaffolding in activities. These resources may suit young people in secondary school settings, Further Education settings, or in youth participation groups and youth community groups. They will be helpful for secondary school councils and other pupil voice groups in secondary schools.



Create a group identity

This activity helps you to create a name and an identity for your group.

If you are using a group you already have, like a community group or your school council, it is still a useful activity to help you decide what is important to you.

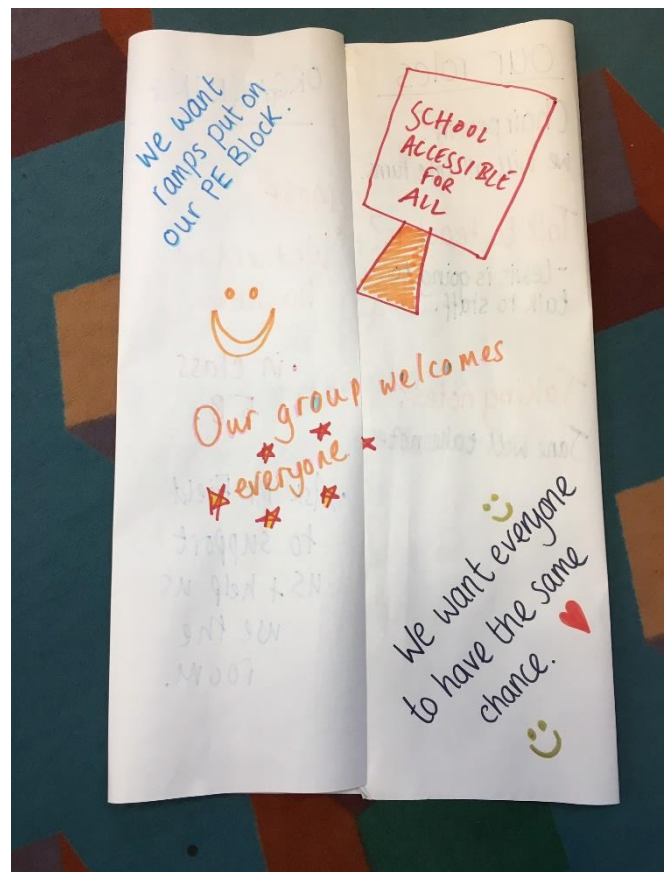
Resources

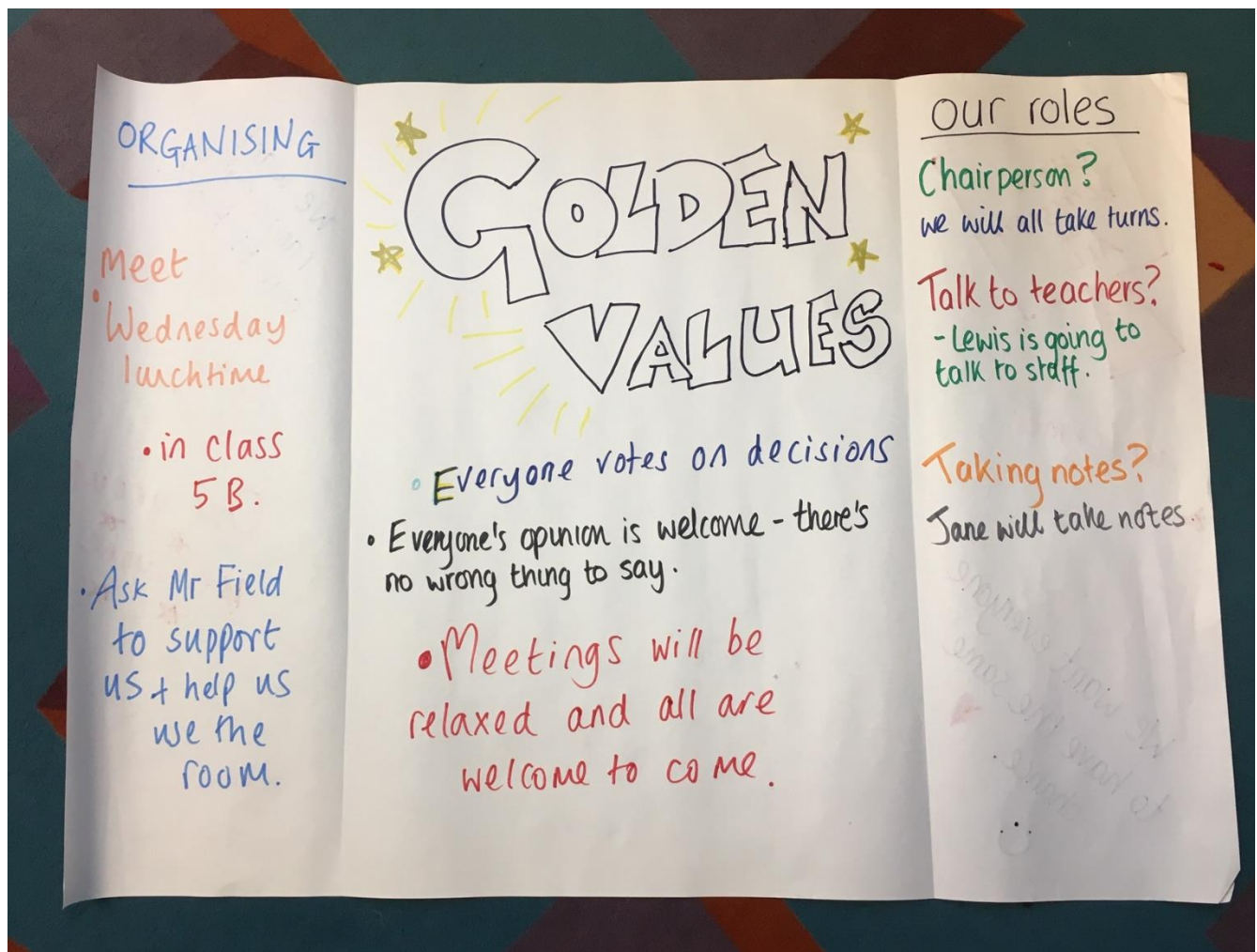
You will need:

- Your group members
- A large piece of paper – the bigger the better (e.g. flipchart)
- Coloured pens
- Optional - any other creative materials you like, for example glitter, stickers, ribbons...

Activity

1. Put your large piece of paper in the middle of the group. Fold the two sides in so that the edges meet in the middle. This is your 'group identity cupboard'.
2. On the front of the 'doors' write the **key messages** you want other people to know about your group. Choose 2 or 3.
3. On the inside of one 'door' write how you will **organise** your group. Think about these questions:
 - When will you meet?
 - Where will you meet?
 - Do you need to invite anyone to support your meetings? For example a supporting adult?
 - How will you invite or encourage other people to join your group?





- On the inside of the other 'door' write down the **roles** in your group and who might take them. Think about these questions:
 - Will you elect a chairperson to lead the meetings or will you take turns to chair?
 - Would you prefer not to have a chair at all?
 - How will you record what happens in your meetings? Will you appoint someone to take a note or take turns?
- Inside the cupboard (on the back page) write down the **key values** you have for working together in and out of meetings. You might like to choose around 3-5. It might be helpful for you to think about the children's rights everyone in your group has under the United Nations Convention of the Rights of the Child, for example:
 - The right to be equal and not face discrimination (Article 2)
 - The right to have a say in decisions (Article 12)
 - The right to express yourself (Article 13)

- The right to information (Article 17)

Reflection

- Discuss each part of your group identity cupboard. Do you want to **change anything** you have written?
- Does your **group name** reflect your identity?
- Could you create a **key message** about your group or campaign?

Extension: Decorate your 'group identity cupboard' with any materials you want – to reflect your group 'personality'

You can keep your 'group identity cupboard' and display it in your meetings to remind you of your group identity and decisions.

Variation

Use a cardboard box and make a 3D version

Useful Links

[You can use these activity cards](#) to decide what you would like to do as a group.

Wellbeing Checklist

Check-in

Use this checklist at the start of meetings or before you do campaign activities.

Keep your check-in brief and regular. It is a way to keep communicating and supporting each other.

Use the checklist in pairs or small groups. Or you can discuss each question as a whole group.

1. Does everyone have an opportunity to share their opinion?
2. How happy are you / the group with our decisions?
3. Do we need more support from a trusted adult, like our group leader or teacher?
4. What are our worries or concerns about our work so far?
5. What are you / we most proud of achieving so far?

Variations:

Play this as a game with a dice. Roll the dice at the start and the end of every meeting and answer the question next to the number you roll.

Other ideas:

- Celebrate your successes. Keep an achievements noticeboard or scrapbook to record letters you get or your thoughts.
- You could film a video diary of your meetings and activities. Or at the end of your campaign each member could say what they most enjoyed or are most proud of about your work.
- Read this 'support cloud' activity for another way you can support each other together. You might want to work with your group leader to do this.

<http://agendaonline.co.uk/support-cloud>

