

Taking Decisions Together:

An accessible participation plan to support children and young people to take part in strategic decision making



Comisiynydd
Plant Cymru
Children's

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This is an adult guided step-by-step accessible participation plan

Aim: This plan sets out how to support a group of children and young people to take part in decision making about how to make a service better.

Audience: This is an accessible plan, which is designed to be used with all children, including those with additional learning needs.

Outcomes

- Using this participation plan will enable children and young people to take part in planning about issues that affect them;
- It will be particularly useful for local authorities and health bodies to use in order to involve children and young people in planning and reviewing their strategic approach to Additional Learning Needs, as set out in Chapter 5 of the Additional Learning Needs Code for Wales 2021;
- It can also be used by any organisation as an accessible method for children to have a say in strategic planning.

Children's Human Rights Approach

The toolkit is designed to help develop [The Right Way: a children's human rights approach](#). It particularly supports the principles of **Empowerment** and **Participation**. It will support children to experience their human rights including:

UNCRC

- Article 2: equality and non-discrimination;
- Article 12: the right to participate in decisions;
- Article 13: the right to information;
- Article 15: the right to meet friends and join groups;
- Article 23: the right to support if you are disabled

UNCRPD

- Article 7: disabled children have the same rights as all other children
- Article 9: disabled people have the right to full participation in society
- Article 23: disabled children and their families have the right to information and support
- Article 24: disabled children have the right to inclusive education with support to develop their skills and talents to the full



How to use the session plan

The session plan and resources set out a method that professionals can adapt and change to suit the individual children and young people in a group. It includes ideas about how you can structure activities. It will provide a basis to **adapt and tailor activities** so that they meet the specific needs of children. It is recommended that organisations discuss their session plans in detail with a professional that works regularly with the group, for example, their teacher, youth worker or group leader.

Top Tips from Ty Coch

To help you plan how you can use these sessions with a group consider the following top tips, created by teachers at Ty Coch special school. These are a guide to help you think about your work with children and young people.

The teachers at Ty Coch would always recommend having a conversation with the member of staff supporting the children and young people you are going to work with.

1. Observe the class prior to the session

- This might not be possible, but would be beneficial. You can observe how the link worker delivers the session and make notes on the types of resources they use.

2. Send information ahead of time

- Core vocabulary and symbols that would support non-verbal children and young person (the link worker may be able to help you with which symbols to use).
- Social story – you could send a social story to introduce yourself to the group. We've included an example of a social story [here](#).
- Send an introduction pack to explain your office and team. This could include a person identifier (a picture of yourself), a smell (if that's relevant to your organisation) or a sound. The link worker can then use this information to introduce you and your team and remind young people when you are going to visit.

3. Timing for your session

- Some children and young people will need the session to be broken down into smaller chunks. Your link worker will be able to explain what would work best for your session. This may be as little as 10 minutes per session.
- Ask your link worker what time of day would be best for the session to be run.

4. Bring a visual timetable

- We've included examples of visual timetables in our session plan. Visual timetables will support children and young people to understand what they need to take part in/ complete during your session.

5. Language

- Keep language concise.
- Avoid wordy sentences.
- Make sure the language you are using is age appropriate.



6. Building relationships

- Children and young people might take some time to warm up to you – this is okay. Be patient.
- Children and young people might not have the answers to your questions – this is okay. Let them know that it's okay.
- Be consistent. Try to wear the same outfit when you visit the group, don't change your appearance (for example your hair). You could also deliver your sessions on the same day for consistency.
- Give your group time to talk at the end of the session. They may have more information to share with you.

7. Resources

- You should laminate PECS/ Widgit Symbols that you are using in the session
- If you are using E-Trans or Eye-Gaze you will also need un-laminated resources
- Velcro and blu-tac can be useful when using PECS/ Widgit Symbols too – your link worker will be able to tell you if you'll need these
- Your organisation may want to invest in a system like PECS/ Widgit to support you with symbol creation
- Don't panic if you forget a symbol. You can do a jig. This means drawing a simple version of the symbol during the session.

8. Celebrate the wins

- Celebrate the work of the group. No matter how small.
- Take time to get to know the children and young people in the group. Celebrate the contributions they make.

Session in a Story

We have included a short description of how a session based on the plan might work. This has been created using our experience of delivering similar sessions to those described in the plan, but is not a direct description of a project. During the trial phase of this toolkit we would like to gather your 'sessions in a story' so that we can capture the different ways this plan can be used to give children and young people a say.

All organisations using this plan are invited to write their own 'Sessions in a Story'. Please share them with the Children's Commissioner post@childcomwales.org.uk

Include:

- Your name;
- Your organisation name;
- The purpose of your engagement with children and young people;
- Your 'Sessions in a Story' – a description of each of the sessions you delivered.
- Please do not include the names of children or any other information that identifies individuals.

Where appropriate we will publish edited versions of these on our website.



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Session One: Choosing your focus

Outcomes of Session One

- Children and young people know about your service
- Children and young people work together to think about a focus for this project

Before you start this session:

- **DECIDE** – As an organisation decide what area of your work need to consult about with children and young people.
- **CHOOSE** - Choose two main topics and themes within this area for you to focus on. For example, if you are a health body and you decide to consult with children about changing your service, you might choose to focus on the two topics of: the waiting room; and how professionals introduce themselves. If you are a local authority using this plan to consult with children about your Additional Learning Needs service, you could review what themes have been raised by children during person-centred planning in relation to their Individual Development Plan. This will help you choose areas that could be improved.
- **FIND YOUR GROUP** - Think about the number of children or young people you would like to work with and the range of experiences they will need. We recommend a group size of between 5-15. Identify one or more groups of young people to work with, for example, a youth group or participation group.
- **INVITE** - Explain in a sentence what you are trying to improve and invite the group to take part in helping make improvements. You could do this through sending a video, a letter, attending a session, or through a professional that regularly works with the group.
- **PLAN** - Understand the needs of the group. Make sure you have enough additional adult support (to support individual needs) during the session. Make any resources you need. Think about the timeline for your sessions, including session 4 – when you will feedback to young people what you have done with their ideas.

Introduction: Get to know the group and introduce your service

- **Introduce** your team and include: your name(s); who you work for; what your organization does. Here's a [video](#) showing Jordan introducing herself at the start of a session.
- Explain what you are going to do today with a **visual timetable**. In the video Jordan uses a visual timetable to set out her session. You will need to create your own, you can use [this template](#) to do this. For example, today we are going to: play a name game; listen and draw; vote; count the votes; play a favourite game; finish. You can display your visual timetable in the room.
- **Play** an ice breaker to learn names. Here are two suggestions:
 1. Get into a circle. Take turns for each person (including the adults) to say their own name and do an action with it "I'm Jordan" (e.g. clap, jump, wave, nod head). The rest of the people in the circle need to say "Hello Jordan" and repeat the action. Go round the whole circle. You can do this more than once.



2. Sit down and each person says their name and their favourite (colour/ animal / place). *"I'm Jordan and my favourite place is the swimming pool"*. You can repeat and reinforce what the young people say.
NOTE: If you are working with children and young people with profound and multiple learning disability (PMLD) or with children that are non-verbal, for example with non-verbal ASD, you should send symbols ahead of time that represent your "favourite discussion". For example if you chose animals you could pre-select popular animals.

- Set a **safe space**. One way to do this is to use three important rights for the session.
"You all have the right to be equal – so you can take part in your own way"
"You all have the right to be listened to – so you can expect kind voices and we will all listen"
"You all have the right to keep some things private – so don't share anything you don't want to"

Note: if a young person shares something that you think might be private in the session, stop them and tell them you will check in at the end. You can use [these symbols](#) to help you introduce the rights.

Main: choosing a focus for the project

- **Explain** that as a group they will focus on one topic in this project. You will vote as a group to decide it.
- **Introduce** your two topics. You will already have checked with the link worker that the topic is relevant to the group. E.g. *"I have chosen two things that you might want to change, they are: the waiting room; how the [doctor / nurse / receptionist] talks to you."* Use an A4 piece of paper with a picture on to represent each of your two topics. Display them.
- Explain that these are your ideas but the group might want to change something else. You could give some suggestions. Give each young person a blank **idea card** (blank piece of paper) to complete draw or write one thing they would like to change about your service. They can create one together if they have the same idea. Young people can also have support from an adult or another young person to complete their idea card.
- **Display** the idea cards on the wall / table / floor with your own two ideas. Discuss them all and if some are the same topic then put them together.
- **Vote**. Invite each of the young people to vote on the idea they want to focus on. They have one vote each. You could vote by raising hands or by giving each young person a sticker to stick on the picture they most want.

NOTE: Some young people will find it easier to make a decision if the choices have some distance between them. You may want to place each choice in a different part of the room.

Close

- Count the votes: explain this is the topic you will change.
- Explain that next session you will explore this topic in detail.
- Invite the group to teach you a game or activity that they like to play. Play it. You might want to have discussed or arranged a game beforehand with their link worker.
- Thank the group for their time.

After the session:

- Note the young people's wildcard choices as well as the topic you will focus on. You might want to revisit these.
- Check in with link worker/ support staff to see if you need to make any changes to your resources for next time.
- Use our [reflective practice sheet](#) to think about what went well and what you found difficult.

Tips:

- You may want to make sure you have one adult to facilitate the session and another to take notes.
- If you have image consent for individuals in your group, notes can include taking photos or videos.
- These can give a helpful visual aid when you recap the session with your group next time.

Session in a story

Jordan works for the Children's Commissioner for Wales. The Children's Commissioner decides to consult with children about how the office communicates info to young people. Jordan chooses to focus on two areas of communication: the website and school visits. Jordan identifies an inclusive youth group that the office had worked with in the past and records a video inviting the group to have a say about how the Commissioner tells children about her work. The youth group leader shares this with the group and they decide to take part.

Jordan shares the plan for session one with the group leader. The youth group leader thinks most of the activities would work well but suggests it would be best to do this session as two 30 minute sessions, so Jordan splits the session into two parts over two weeks. Jordan gives the group leader an image consent form and the young people complete these before the first session so that Jordan can take pictures and video. In the first week Jordan does the introduction and the first part of the main activity, and then gives the young people the blank 'idea card' to complete at home. In the next session the young people introduce their idea card and then the group vote and play a game to close.

Jordan starts both sessions with the same icebreaker: asking everyone in the room to say their favourite colour. The young people are impressed when Jordan remembers these in the second session. Jordan wears her own name on a name label, she writes it in red: her favourite colour. Jordan brings two ideas as a focus (website and school visits) and the young people introduce new ideas, including social media and TV shows. Jordan makes a display of all the idea cards by pinning them on a board with her own. The group vote for a TV show. Jordan explains that it might not be possible to create a TV show but that they could focus on videos that the Commissioner uses on YouTube and the website. The young people decide to do this and Jordan explains that next time they will focus on how the Commissioner uses videos to communicate. Then the young people play musical statues with Jordan to finish the session.

After the session Jordan informs the Commissioner that young people wanted to focus on the videos made by the office and how these could be improved. This information is shared through the organisation so that all the staff know to expect this. Jordan asks the youth group leader for feedback about the session to inform planning for next time, as a result Jordan decides to use more visual aids, including a visual timetable.

Session 2: Exploring the theme

Outcomes of session 2:

- Children and young people will explore their chosen theme
- You will have a better understanding about the priorities and experiences of the young people in the group

Before you start this session:

- **DECIDE** – As an organisation decide what you need to know.
- **CHOOSE** – one main area you would like to know about and two extra areas you could explore if you have enough time.
- **PLAN** – Plan your open and closed questions.
Revisit your reflective practice sheet from the last session to remind yourself about how best to support your group.
Create a new timeline to reflect the activities you will cover in session 2.

Introduction: Greet the young people and re-cap on the last session

- **Introduce yourself** – use the same technique as last time to remind children and young people about who you are.
- **Play** an icebreaker – choosing the same ice breaker as last time can be beneficial. You can always add an extra game if you feel comfortable.
Repeating the same activity will help you build relationships with the children and young people. You will be able to show them you've remembered their names and their favourite thing.
- **Recap** – Remind the group of the last session and the theme they chose. Do this by using visual aids. You could:
 1. Use the pictures/ voting from the last session and ask the group questions such as "Can you remember what this is?", "Can you remember talking about this in our last session?"
 2. If you took pictures/ videos of the previous session you could create a visual timeline of the tasks the group took part in and use them to recap.

Main: Exploring the theme

In this section you are supporting the group to explore the chosen theme. You want to find out the things they like/ dislike about the theme, and provide them with opportunities to share their experience. You may want to use a selection of methods below to help you with this.

Example of an introduction to the activities:

"Last session we decided to focus on the waiting room in the hospital. Today I want to find out what you think about our waiting room. We are going to do an activity(ies) to help you think about your opinions."

Activities (Methods):

Voting

If the theme chosen by the group has clear *agree/disagree* or *yes/no* answers, then you could pre-determine questions for the group.

For example, if you were focusing on a waiting room you could read out statements like *"I think the waiting room is too loud"* or *"I think the waiting room is lovely"* and ask the group to agree or disagree. You could use the following methods to support yes/no or agree/disagree statements.

NOTE: Some young people will find it easier to make a decision if the choices have some distance between them. You may want to place each choice in a different part of the room.

Electronic voting

Websites such as Kahoot can be used to support the group to share their opinion.

When creating a Kahoot make sure you allow enough time for young people to answer by selecting the maximum amount of time available.

Model how Kahoot works by completing each stage of the "log in" process together.

Start with a simple question about you or the group to make sure young people understand how to use the Kahoot function.

Read the questions out loud for the group. Repeat the question as many times as necessary.

In person voting

There are a number of in-person voting activities you could use to gather young people's views:

Dot voting – follow the instructions in Session 1.

Physical vote

For this to work you will need space to move around. You will also need signs at different ends of the room, this could be a Yes and No sign or a thumbs up/ thumbs down sign.

Read statements out and ask the group to move to the sign that shows their answer.

You could talk about how many people are voting yes/ no for each statement and ask open questions to explore the topic in more detail.

Expressing views

The follow activities focus on different ways you could enable young people to express their views. You may want to ask young people to work in smaller groups and circulate the room to work with them one by one.

You will need an extra member of staff with you to take notes while you facilitate discussions.

Ask (verbal activity)

Ask the group an open question and ask them to share their answer with you. This can be done one at time or in smaller groups. Give the group time to think before asking them to speak out loud. You could facilitate discussions by using young people's opinions as statements. For example, you could say "Sam thinks the waiting room is too noisy. Put your hand up if you agree". You could then ask young people to explain why they agree.

Allow time at the end of the activity for young people to share any other views they may have about the topic. You could ask "Does anyone have anything else they would like to say?"

Pictures (verbal and non-verbal)

Pre-select pictures to do with your topic. For example, if you were focusing on a waiting room you may want to take pictures of the individual aspects of your waiting room (the lights, chairs, floor, walls, signs etc).

Show each picture one at a time and ask young people if they like this specific item/ area. Wait for responses from the young people (link workers will be able to support you with non-verbal cues). Start a "list" on a board so everyone can see the answers. If you are working with a young person who is non-verbal you may want to do this activity as a one-to-one and feed their thoughts back to the group as a visual piece of work.

NOTE: For children and young people with PMLD or non-verbal children you may want to send symbols ahead of the session so link workers can set up E-Tran frames or other systems to support young people. You should also prepare extra questions to support them to give their opinion. For example: "Do you like the room?" (wait for yes/ no answer) If no, ask another question like: "Is it too bright?". This will help you gather the views of young people.

Art based activity

"Dream" activity

This activity could be used if you are discussing a space/ service or a person (for example a social worker/ teacher/ doctor).

Ask young people to think about what their dream space/ service/ person would be like. Use language like:

"If you could draw your dream waiting room, what would it look like?"

"What would be on the walls?" "What would it sound like?" "Would there be music?"

If you were talking about a person you may want to use language like:

"How would they act?" "What would they sound like?"

Once young people have finished their dream picture ask them to feedback to the group.

You can use ideas in their pictures to ask questions:

"Sam in your dream waiting room, you've drawn lots of lights. Do you like it when a room is bright?"

If young people have been working in smaller groups, make sure they feedback their ideas to the main group.

NOTE: While you are running the activity and feedback you might find it useful to create a list of the things young people like and dislike about their theme. You could use this list to help you in the close.

Close

- Revisit the thoughts young people shared. You could use the like/ dislike list from the end of the main section. You could use the visual aids from the activity to feedback to the whole group
- Explain in the next session you will be looking at the things they like and don't like about the service/ organisation and will think about ideas to make it better.
- Thank the young people for their time.
- Finish by playing a game, you might want to repeat the game from last session.

After the session:

- Collect the young people's work in and record it.
- Check in with link worker/ support staff – do you need to adapt the resources for the next session?
- Use our reflective practice sheet to evaluate your session.

Tips:

- You might want to include a home task after this session. This would be particularly useful if the theme is quite specific, for example, if the group are thinking about how to improve a waiting room, or a classroom. You could ask the young people to think of examples of places they like to be and to tell you about them next time. They could bring a picture too.
- You could also do this for other themes: e.g. if the theme is websites, can they tell you about a website they find helpful?

Session in a story

Last session narrowed down the focus of the project to considering how the Children's Commissioner can improve videos for children, so that these are inclusive and communicate to all. To plan for this session, Jordan selects three of the videos on the Commissioner's YouTube Channel to find out what the group like and dislike about them and creates closed and open questions to ask about each one. Jordan arrives at the session wearing the same clothes as last time, and with the same name sticker written in the same colour. At the start of the session Jordan recaps the intro but develops the ice-breaker. Last time Jordan noticed that some of the young people used Makaton and BSL, so this time Jordan introduces her name by spelling it with BSL. Jordan invites the young people to do the same if they wish, and Jordan repeats it after them. Participants who don't sign are invited to do an action to go with their name and Jordan repeats this. Jordan then uses a visual timetable to explain what will happen in the session. This has pictures for the following four activities: watch videos; answer questions; make a list; play a game.

As the main activity Jordan puts YES and NO paper placemats in the room. First she shows video 1 and asks some closed questions, including: Do you understand the words in the video? Do you think you would watch it to the end? Would you recommend it to a friend? Some of the young people found it hard to decide so Jordan creates a MAYBE placemat too. When the young people move to their chosen spot Jordan asks some open ended questions, including: what do you like about the video? What don't you like? The youth group leader uses the answers to make a list of LIKES and DISLIKES on a big piece of flipchart paper.

Jordan does this for two of the videos, which generates a lot of ideas. During the second video Jordan invites the young people to sit down next to the placemat when they have decided their answer and Jordan also sits down to talk to them. This is more comfortable than standing up. Jordan decides not to show the third video because they already have a lot of info to work from. Jordan shows the group that they are on picture three of the visual timetable and she uses the flipchart list to summarise the likes and dislikes with the group. Jordan explains to the group that if they wish they can do a home task – this task is to find an info video that they find helpful. Jordan gives each young person a home task sheet with the task written on it using symbols to support understanding.

Jordan informs the group it is time to move to picture 4 on the visual timetable and play a game. Like last time, the young people play musical statues with Jordan to finish the session. They use the same music as last time.

Session 3: Solutions

Outcomes of session 3:

- Young people will work as a group to come up with ways your organisation can improve
- Young people will be listened to
- You will have ideas to take back to your organisation

Before you start this session:

- **CHOOSE** – Think about what your service/ organisations solutions are to the issues raised by the young people (using their dislikes from the session before)
- **PLAN** – Prepare the young people's likes and dislikes into a visual aide to share with young people. You could use photos/ pictures.
Create a new timeline to reflect the activities you will cover in session 3.

Introduction: Greet young people and re-cap work

- **Introduce yourself** – use the same technique as last time to remind children and young people about who you are.
- **Play** an icebreaker – choosing the same ice breaker as last time can be beneficial. You can always add an extra game if you feel comfortable.
Repeating the same activity will help you build relationships with the children and young people. You will be able to show them you've remembered their names and their favourite thing.
- **Recap** – Revisit the young people's likes and dislikes from the last session using your visual aid. Ask questions to support young people to re-cap their work.

Main: young people will think about ways your organisation can improve

- **Homework task** – If you asked young people to do a homework task, give them chance to feedback their ideas.
- **Introduce your activity** – Pick an activity that suits the type of issue you are exploring.

Picture collages/ mood boards/ sound board

You could prepare a collage/ mood board reflecting the things/ colours and ideas young people had said they liked. You could ask them to pick pictures/ ideas from magazines and websites to add to the mood board and use it as a discussion point.

If concentrating on a physical space, you could also bring a range of sounds to play to young people to see which one they prefer.

NOTE: You could also provide young people with items for tactile exploration. For example: you could take material for them to feel and choose (like carpets) and paint colour options for them to choose from.

Use your solutions

You could turn your organisation/ service's solutions into agree/ disagree questions. Use the same techniques in session 2 to encourage conversation and discussion.

Young people's ideas

Using conversation or art work you could ask young people to come up with solutions to the issues/ things they don't like about your service/ organisation.

Be sure to discuss their ideas with them to make sure they are achievable for your service/ organisation.

Use the activities above to develop thinking. Revisit the voting activity in session one to help the group choose their top 3 solutions/ recommendations to your service/ organisation.

Close: Pledge and next steps

- **Recap** the top 3 solutions/ recommendations chosen by the young people
- **Make a pledge** to the young people that you will share their top 3 solutions/ recommendations with your service/ organisation
- **Explain** the timescales for feedback. For example: *"Thank you so much for your ideas, they are really helpful. There are lots of things for us to think about and do. It will take me 3 months to do this so I will be back to visit you in XX to share what has changed."*

After the session:

- Make sure you collect all of the young people's work and record it
- Check in with link worker/ support staff – how and when will you deliver the feedback?
- Use our reflective practice sheet to evaluate your session

Tip:

- Don't over commit your organisation
- Be honest if your organisation can't achieve something
- Give young people a date for the next session

Session in a story

Before the session Jordan finds two examples of videos from other organisations that seem to fit the things the young people said they liked in the last session. Jordan also creates an A3 'PLEDGE' sheet and sources some craft equipment – stickers, glitter, glue and gold pens.

Jordan wears the same clothes and name badge as last time but has had a new hairstyle since last seeing the group. At the start of the session Jordan recaps the intro and uses the same icebreaker as last time, using Makaton / BSL and actions, when Jordan says her name she explains why her hair looks different. Jordan uses a visual timetable to explain what will happen in the session. This has pictures for the following four activities: tell me about your favourite videos; choose three top tips; make a pledge; play a game.

Jordan invites the young people to tell the group about the videos that they liked. Not all of the young people have done the home task and Jordan reassures the group this is fine, explaining it was optional. One young person describes an animation that was used for an advice line. Jordan finds the video online and shows it to the group and asks them what they like about it. Because they look at this video Jordan doesn't need to use one of the examples she found before the session.

Jordan asks the group to work in groups of two/three. Jordan asks each group to think of 2 or 3 top tips for a good video. Jordan gives each group an iPad and asks them to present their top tips and film it. Adults in the room support the groups to do this. Each group shows their video. Everybody claps after each group and Jordan praises each group for their film and makes a list of all the top tips.

Jordan invites each young person to put a star sticker on the tip on her list they think is the most important, using the vote technique that they had used in the first session. Jordan writes the top tips on her 'PLEDGE' sheet, choosing four because they all had an equal number of votes. The pledge sheet then reads, 'We will make videos that: speak slowly; use sign / Makaton; have jokes; include young people.' Jordan invites the group to use the craft equipment to decorate the pledge and explains that she will display it on the wall in her organisation. Jordan takes a picture of it for the group.

Jordan explains that she will see the group in a month and by then she will have created 2 new videos to show them.

There isn't time for the game this session, so Jordan uses the visual timetable and crosses out the game to explain it is the end of the session. As a closing activity the whole group give a big group cheer and clap for the videos the young people have made.

Session Four: You Said / We Did and Celebration

Outcomes of Session Four

- Children and young people know how their views and experiences have influenced change;
- Children and young people's participation is recognized and celebrated.

Before you start this session:

- **DECIDE** – with your organization decide which changes you will take forward and how, make sure you can start this before you go back to the group.
- **ACT**- Start making the changes. Ideally complete this before you meet with the group for session 4. Remember you can plan session 4 some time after session 3 to give you organization enough time.
- **PLAN** – How will you present the changes to the group? Are there pictures or [visual aids](#) you can use? Will you show them a video or invite them to visit? How will you explain why you didn't take forward any of their ideas – what was your reason? You could also use this session to re-start the cycle with a different theme – and go back to session one to help you plan this.

Introduction: recap who you are and introduce what you will do today

- **Introduce** your team in the same way you did previously. It is helpful to stick to the same format, particularly if there has been some time between session 3 and 4.
- Explain what you are going to do today with a **visual timetable**.
- **Play** an ice breaker. You can use the same one or try a new one.
- Set a **safe space** in the same way you have done before.

Main: Feedback your changes

- Recap your project. Explain the topic the young people chose, their main dislikes and likes, and their suggestions for improvement. If you took photos or videos throughout your project these will be helpful. You can also keep resources you used e.g. the ideas cards, flipchart paper and display these in the space. You could do a 'gallery walk' and walk around a display of photos and resources stuck on the wall and talk through them, asking the group questions about each one to support memory.
- Highlight the main suggestions the group had for change. You can do this by having a simple list that says, *You said...* (e.g. *the lighting was too bright in the waiting room / there was nothing to do / you would like computer games / you would like comfy chairs / you would like a window with a nice view*)
- Explain how you acted on ideas. You can do this with a simple list alongside the you said list that says, *We did...* (e.g. *we put lamps and soft light in the room and we keep the overhead lights off / we have a box of sensory toys and puzzles and we put comics and books out on the tables / we have bought cushions for the chairs / we have bought some pot plants and some pictures of beautiful views in Wales.*) Use pictures and visual aids where you can.
- Explain any ideas that you haven't been able to do and why (e.g. too expensive / not possible), but where you can, say what you have done instead.
- Invite the group to give you opinions on your changes.

Close: celebrate

- **Explain** how you will celebrate and promote the work that the group have done.
- **Ideas:**
 - you could make a video or webpage explaining the project (and include visuals of the resources you've used);
 - you could have a display board or poster that showcases the project somewhere visible in your service;
 - you could include info about the project in your newsletter and communications;
 - you could write to each of the young person's schools / settings / families to thank them for their participation and explain the change they have made;
 - you could award a certificate to each young person for taking part;
 - you could have a launch event hosted by the young people with representatives from across your organization;
 - you could include this work in your annual report or other reports and evaluations about your service.
- **Ask** the group for their own ideas about how to celebrate the changes they have made.
- **Thank** young people for all their ideas and hard work.

After the session:

- Make sure you take forward ways to celebrate the changes achieved by young people as widely across your service and service users as possible.
- Use our [reflective practice sheet](#) to think about what went well and what you found difficult about the whole project. What changes would you make next time?
- Consider what other projects and changes would benefit from young people having a say? How can you incorporate participation as a regular part of your cycle of planning and review?

Session in a story

Before the session Jordan displays the pledge sheet to her colleagues and works with colleagues to create two new videos for the website. As well as trying to use the top tips on the pledge sheet Jordan and the team also try to use many of the other ideas the young people had suggested. Jordan also uses the videos that the young people had made and the resources they had created to make an additional short video about their project. Jordan also creates certificates for each of the young people.

Because it is a longer gap than usual between sessions, Jordan sends a greeting video a week before to remind the group of her visit. Jordan wears the same clothes in the video as previously, and wears them again for the session a week later. At the start of the session Jordan recaps the intro and uses the same icebreaker as last time. Jordan then uses a visual timetable to explain what will happen in the session. This has pictures for the following activities: sit down; watch videos; celebrate; play a game; finish.

Jordan shows the group the videos, starting with the video about the project to remind the group of all the activities and discussion they had.

Then Jordan shows the two new videos on the website. After each video Jordan gets the list of top tips that the group made and explains how the video has tried to use their ideas. They have used all the ideas on the pledge apart from one, which was to include jokes. Jordan explains that this was too difficult – she and her colleagues couldn't think of any good jokes about children's rights! After each video Jordan asks the group to put thumbs up if they like it.

Jordan gives each of the participants a certificate for helping with this project and each participant is clapped by the whole group. Jordan explains that she will send a link to the video explaining the project to the youth group leader who will put it on their website and share it with families and schools / colleges.

Jordan asks the group if there is another thing they would like to improve now that they have already made this difference? The group have lots of ideas for things they would like to improve in their communities. Jordan shows them the Children's Commissioner's ["Making a Difference"](#) resource, and the group agree to do this activity with their youth group leader.

To close, the group play musical statues and another game they know called 'Beans'. They do the extra game to make up for missing the game last time. After the session Jordan keeps in contact with the youth group leader so that the group can be engaged in future consultations.