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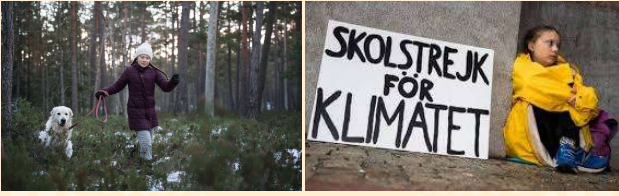
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### Greta Thunberg



<https://www.youtube.com/watch?v=F8g0zmDv9Rw>

"School strike for the climate"



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### Climate Rallies



March 15, 2019 - September 20, 2019 - Climate Change rallies attended by thousands of students in many cities across Australia & the world.

"Young people are awake, we are aware, we know what's going on, and we need you to stand up for us. The time to act is now and we need you to be the leaders that we deserve."



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### Reflection

- Reflect on a time when you felt heard as a child/young person.
- How did you feel heard?
- Who heard you?
- What were some of the qualities of the listener?



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### Rights based Framework

- In 1991 Australia ratified the United Nations Convention on the Rights of the Child- UNCRC.
- All Children have the same rights.
- All rights are connected to each other, and are all equally important.
- As children grow, they have more responsibility to make choices and exercise their rights.



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### The Rights of all Children and Young People



<https://professionals.childhood.org.au/re-sources/>



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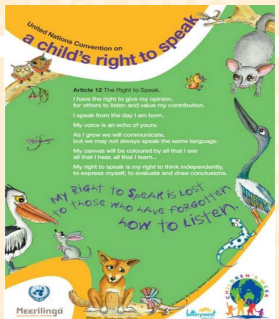

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### Article 12

- You have the right to give your opinion, express your view, and for adults to listen and take it seriously.
- Article 12 has two key elements
  - the right to express a view
  - the right to have the view given due weight

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**Article 12 should be understood in conjunction with other rights- (these in particular)**

The infographic features a central blue circle labeled 'Article 12: Right to Express a view, Right to have views given due weight'. It is surrounded by four other articles: Article 2 (All children have these rights), Article 3 (Adults should do what's in a child's best interests), Article 5 (Children have the right to guidance from adults), and Article 19 (Children have the right to be safe). The background is a light orange with a pattern of small white dots. Logos for the Australian Childhood Foundation and the National Family Violence Partnership are at the bottom left, and the website childhood.org.au is at the bottom right.

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**Implementing Article 12**

"The strongest argument for guaranteeing the implementation of Article 12. derives from its capacity to harness the wisdom, authenticity, and currency of children's lived experience in order to effect change." (Lundy, 2007)

"We recognize children as competent humans who have the inherent right and capability to contribute to decisions that affect their lives. Children are key informants and experts on their own lives (MacNaughton, et al, 2003) and, indeed, are our best source of advice for matters affecting them." (Harris & Manatakis, 2013)

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*"If you had a problem in the black community, and you brought in a group of white people to discuss how to solve it, almost nobody would take that panel seriously, in fact, there'd probably be a public outcry. It would be the same for women's issues or gay issues. But every day, in local areas all the way to the White House, adults sit around and decide what problems youth have and what youth need, without ever consulting us."*

Jason, 17, Youth Force Member, Bronx, NY – (Lansdown, 2011)

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**Implementing Article 12 - Example:**



The Scottish Commissioner for Children and Young People has developed a strategy for involving children and young people. To ensure that their involvement is meaningful and practical, they are divided into the following age groups:

- Reference Group, 14-21 years – to support and advise SCCYP on matters of organizational development
- Consultation Groups- 5 -13 years- to advise on policy, recruitment and communications, and on how to involve younger children
- Early Years Events, 0-4 years, to gather the views of very young children through play, stories and consultations with play workers, nursery nurses and parents.

In line with Article 12 (1) of the UNCRC, children's level of influence is given due weight in accordance with their age and maturity. (Lansdown, 2011)

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**Children's Knowing**





"Children have unique ways of knowing and an authentic body of knowledge about their lives, needs, concerns, and views which derive from their direct lived experience." (Lansdown, 2011)

"Children have unique, interesting, creative ideas and are very hopeful"  
Participant- Consultations with Children and Young People in Ireland- (Horgan, 2017)

"Children are active constructors of meaning with voices to be heard and capacity to express their views with wisdom and insight." (Harris & Manatakis, 2013)

- <https://www.youtube.com/watch?v=f0tEcxLDDd4>

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**Foundations for listening to Children and Young People**

- Respect – What are our views of children?
- Openness and Collaboration - We need to be open to preferred ways that children choose to communicate- and we need to respond in their preferred ways- learn from others who know the child well
- Honesty- We need to be honest about why we are listening, and about how far we may be able to act upon children's views and to explain how other people's views may need to be taken into account.
- Patience and Timing- Children's timing may be different from our own.
- Imagination- We need to listen to how children are expressing themselves. We need to design ways of listening which are enjoyable and varied and which take into account children's different strengths and abilities.

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**Foundations for Children/Young People's Active Participation**

"Active participation refers to situations where there is 'empowerment of those involved- that children believe, and have reason to believe, that their involvement will make a difference' (Sinclair, 2004)

- Participation should mean more than listening to or consultation to seek the views of children. How the child's participation has affected the actual decision is becoming an increasingly important consideration when defining participation.



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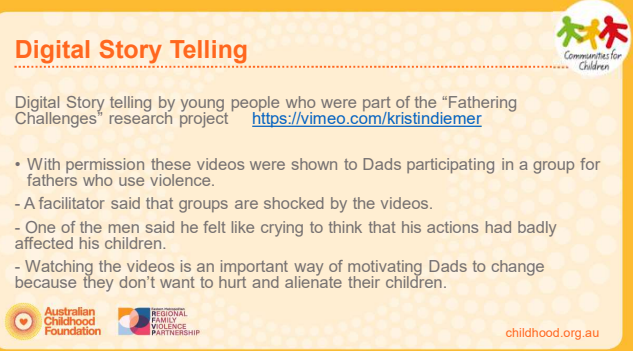
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**Digital Story Telling**

Digital Story telling by young people who were part of the "Fathering Challenges" research project <https://vimeo.com/kristindiemer>

- With permission these videos were shown to Dads participating in a group for fathers who use violence.
- A facilitator said that groups are shocked by the videos.
- One of the men said he felt like crying to think that his actions had badly affected his children.
- Watching the videos is an important way of motivating Dads to change because they don't want to hurt and alienate their children.



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**Children's Day Example**

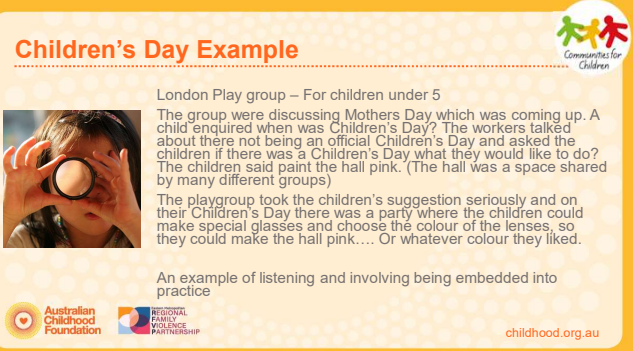
London Play group – For children under 5



The group were discussing Mothers Day which was coming up. A child enquired when was Children's Day? The workers talked about there not being an official Children's Day and asked the children if there was a Children's Day what they would like to do? The children said paint the hall pink. (The hall was a space shared by many different groups)

The playgroup took the children's suggestion seriously and on their Children's Day there was a party where the children could make special glasses and choose the colour of the lenses, so they could make the hall pink.... Or whatever colour they liked.

An example of listening and involving being embedded into practice



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**Foundations for Children and Young People's Active Participation**

Lundy suggests a good way to focus on more dialogue occurring is the focus on the Four F's when it comes to Feedback:

**Full:** Responses need to be more detailed and extensive.

**Friendly:** Responses need to be child friendly and accessible.

**Fast:** Children readily 'age out' or move on from services- so a speedy initial response acknowledging their involvement plus progress updates can be useful.

**Followed Up:** Seek encounters with children and young people that are more ongoing compared with one offs.





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**Barriers to Children's Active Participation**



**Benefits of Children's Active Participation**





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**Key Questions to consider before asking children and young people to participate**

- 1. What do we hope to achieve?
- 2. Where have we got so far?
- 3. What will children and young people get out of it?
- 4. Are we prepared to resource it properly?
- 5. Why have we not done it before?
- 6. Are we being honest with the children and young people?
- 7. What are our expectations?
- 8. Are we prepared to share some power?
- 9. Are we prepared to take some criticism?
- 10. Do we recognize this as a long-term commitment?
- 11. Are we prepared to build in changes long term, and not just have a one-off event?
- 12. What is our plan for how to deal with potential harm or risk related disclosures?

Adapted from Clare O'Name's, Children's Participation in the Analysis, Planning and Design of Programs (2013).

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**Ethical Considerations**

- Children and young people must understand the purpose and nature of the participatory process.
- Participation must not harm or place at risk children and young people.
- Participation needs to be voluntary.
- Workers should have procedures for dealing with children's disclosures of harm.
- Workers should have procedures for responding should they become concerned about the safety of a child.
- Children and Young People who are providing feedback should be made aware of what will happen with their feedback.
- Organizations/programs should have processes to feedback to children and young people how they have heard and integrated children's input.
- Children and young people should be made aware at the outset whether their contribution will be kept confidential if they choose to participate.

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**Consent / Agreement**

It is a good idea to get consent for involvement from children and their guardian before commencing.

- Seek children's consent in words that are child friendly and explain the extent of what is involved.
- Children and young people must understand that they can opt out at any time along the way.
- Children and Young People must have all the information they need to decide if they wish to participate.

*Renee*  
*(Mum)*  
Renee's permission  
"Lots of ticks."

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**Cultural Considerations with Kit engagement**

- It is best for all children to engage with this kit in an environment of trust. Consider who is best to administer the kit with the child/young person.
- Consider the most appropriate space to meet with children/young people.
- Consider the best format for providing information.
- Use translations and interpreters where appropriate.
- Consider that in some cultures it is unusual to seek the views of children independently of adults.
- Understand that expressing negative feedback can be very uncomfortable for people of some cultures. Seek ways to aid children feel safer to express their views.

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### Lundy's Voice Model Checklist for Participation

- Space**- Children must be given safe, inclusive opportunities to form and express their view.
- Voice**- Children must be facilitated to express their view.
- Audience**-The view must be listened to.
- Influence**-The view must be acted upon, as appropriate.

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- Space**
  - HOW: Provides a safe and inclusive space for children to express their views
  - Have children's views been actively sought?
  - Was there a safe space in which children can express themselves freely?
  - How do you know (ask) to ensure that all children can take part?
- Voice**
  - HOW: Provides appropriate information and facilitates the expression of children's views
  - Have children been given the information that needs to form a view?
  - Do children know that they do not have to take part?
  - Have children been given a range of options about how they might choose to express themselves?
- Audience**
  - HOW: Ensures that children's views are communicated to someone with the responsibility to listen
  - Is there a process for communicating children's views?
  - Do children know who their views are being communicated to?
  - Does that person/body have the power to make decisions?
- Influence**
  - HOW: Ensures that children's views are taken seriously and acted upon, where appropriate
  - Were the children's views considered by those with the power to effect change?
  - Are there procedures in place that ensure that the children's views have been taken seriously?
  - Have the children and young people been provided with feedback explaining the reasons for decisions taken?

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### Action Feedback Kit For Children and Young People

Draw, Play, Talk, Do

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### Origins of the Feedback Kit

- The Melbourne Eastern Metropolitan Regional Family Violence Partnership was established in 2007 under the Victorian family violence reforms, as an alliance of organisations committed to working together to address family violence in the region.
- The Partnership acknowledged that children and young people are a particularly vulnerable group who lack voice across the family violence service sector, despite being strongly impacted by the effects of family violence.
- A literature review was commissioned to scan for existing frameworks or tools geared for collecting feedback from children and young people in child friendly ways. Little was found.
- The Action Feedback Tool emerged from inter-agency collaboration and engagement with children and young people.



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### Contained within the Kit




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Communities for Children

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**Kit Adaptation – Tower Game**



- Part B. questions have been stuck on most of the 48 blocks.
- For this activity remove one block each turn from the tower, without knocking the tower over.
- Decide on a fun thing to do if a non-question block is removed, eg. the person or the group will do 4 star jumps, or flossing, or tell a joke, or one go at charades, or share a fun fact, or something else.
- As the question blocks are removed respond to them. You can utilise the activity tools or simply talk to each question.
- As each block is removed and responded to, begin lining them up domino style. When the tower falls, respond to the remaining fallen block questions before completing your domino chain and then knock them over.



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**Kit Extension – Body Mapping, Exploring Space**



- This activity taps into a child's experience of the spaces they inhabit in relation to the service.
- It invites children to consider a space "Here I am at" and explore what they like the most and the least about it.
- This activity collects information that is body based and taps into children's preferred and least preferred areas within service spaces, as well as information about their sensory engagement with the space.



**HERE I AM AT**

**The Most**

What do you like most about this space?

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

**The Least**

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

What do you like most about this space?

What do you like least about this space?

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**Data Representation Ideas- Part A. Gingerbread Me**

- Part A. of the tool is a personalised change map for children, involving somatic, feelings based and cognitive response invitations, charting children's involvement across time with the service.
- One aspect of Part A. invites children to identify three of their main feelings at three points in time, when they first started, now when they come here, and how they expect they may feel in a year's time. Children can also scale these feelings as a child's sense of intensity of feeling may change over time. This information can be collated into word clouds which could provide organisations comparable data visualisations across time.



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### Word Clouds



- St Joseph's Healthcare ICU in Hamilton, Canada
- Word Clouds were created for patients dying in ICU. This project was developed with the objectives of bringing peace to the final days of critically ill patients, and to help family members grieve.
- Word Clouds were initially conceived as a gift to the family, as a way of coming to know and honouring the patient and family. While researchers initially hoped this gift would be meaningful, they came to realise it was much more than that, powerfully effecting the relationships among patients, family members and clinicians.
- Vanstone, Toledo, & Clarke, et al. (2016)

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### Word Clouds



- When Obama was President he received 10,000 letters per day. He read and responded to 10 every day.
- Aside from physically passing letters around, the administration also emailed out a daily word cloud derived from the letters—a visual representation for policy-makers of the issues concerning the public. The most re-occurring word across all of the compiled word clouds was 'Help.'

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### ACF Pilot - Part A. Word Clouds

When I first started coming      Now when I come      Later, in one year

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### Data Representation Ideas- Part A. Gingerbread Me

- Children's drawing responses to the gingerbread shape invitations could provide organisations a comparable visual data set across time. This type of representation would be accessible to most and have immediate impact.

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### Data Representation Ideas- The Paper Doll Project

- The Paper Doll Project is the brainchild of two New Zealand children Emily (8) and Daniel (10) Barback. The children decided they wanted to do something after the recent Christchurch shootings. They want Kiwi kids to show the world "their New Zealand".

"We want to create a long, long line of paper dolls that show kids of all different cultures together holding hands," Emily.

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### Data Representation Ideas- The Paper Doll Project

Harvey from the UK is sending in his paper dolls to the Project in New Zealand

Poem 24 at Sylvia Park School in Auckland

Messages of hope and support for those affected by the shootings are written on the back of the paper dolls, including "It's okay to be different", and "Kia kaha Christchurch".

Gladstone School- Auckland

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### Data Representation Ideas- Part B. 'My Experiences'

- The kit contains 16 closed ended questions which will yield categorical, frequency data. Services may benefit from comparing how respondents endorse items utilizing the 5 point scale over time.
- Content analysis of the qualitative data provided through children's responses to the 24 open ended questions could allow services to act on emerging themes to better meet the needs of its youngest service users.



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### Some Themes from ACF's Pilot- Part A. Gingerbread Me

- ACF conducted a pilot of the kit with a small group of children and young people. A general theme across the ACF pilot when it came to responding to drawing invitations was that children and young people particularly focused on drawing their faces across time. Their drawn facial expressions seemed largely coherent with their identified 'main feelings' at each time point.



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### Part 2. 'My Experiences'

#### Experience of People

- Children communicated how their main worker took care of them at the service, in practical ways- through providing food and gifts, to more interpersonal/relational ways like 'listening to me'. It is noted that workers administered the tool with their clients and this is likely to have influenced responses. The tone of the open-ended responses cohered with the scaled responses; children rated their experience with their workers in highly positive ways.

#### Experience of Place

- Children offered improvement suggestions including changing the built environment as well as more relationally based suggestions, such as including animals/pets. Many children also suggested free wi-fi as an improvement.

#### Experience of Change

- Children's responses suggested they grasped how the service had helped them re-negotiate relationships with important people around them (mainly family), and they identified un-met goals that remained important.



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## Part 2. 'My Experiences'

**Experience of Culture**

- Children and young people struggled to respond to these questions. Workers who administered the kit expressed the need and intention to focus more with clients on cultural endowment, heritage and impacts.

**Experience of Rights**

- The majority of children's responses to questions about the role of the service located the 'site for change' or 'reason children attend' to be solely to do with a deficit within themselves. None cited broader family issues or anything else. This is important feedback our Therapeutic Services team is considering.

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## Returning to Lundy's Voice Model Checklist for Participation

<p><b>Space</b></p> <p>HOW: Provide a safe and inclusive space for children to express their views</p> <ul style="list-style-type: none"> <li>Have children's views been actively sought?</li> <li>Was there a safe space to express their views?</li> <li>Have steps been taken to ensure that all children can take part?</li> </ul>	<p><b>Voice</b></p> <p>HOW: Provide appropriate information and that elicit the expression of children's views</p> <ul style="list-style-type: none"> <li>Have children been given the information that needs to be used?</li> <li>Do children know that they do not have to take part?</li> <li>Have children been given a range of options and been encouraged to express themselves?</li> </ul>
<p><b>Audience</b></p> <p>HOW: Ensure that children's views are communicated to someone with the responsibility to listen</p> <ul style="list-style-type: none"> <li>Is there a process for communicating children's views?</li> <li>Do children know who their views are being communicated to?</li> <li>Does that person/body have the power to make decisions?</li> </ul>	<p><b>Influence</b></p> <p>HOW: Ensure that children's views are taken into account and that children have the power to effect change</p> <ul style="list-style-type: none"> <li>Are children's views taken into account by those with the power to effect change?</li> <li>Are there processes in place that ensure that the children's views have been taken into account?</li> <li>Have the children and young people been consulted with feedback regarding the reasons for decisions taken?</li> </ul>

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## Audience and Influence- ACF practice example

**WHO WILL LISTEN TO WHAT YOU SHARE?**

**Your Worker**

**Managers who help your worker**

**CEO (The boss of the Australian Childhood Foundation - ACF)**

**Miss Gander and Sheree Clark**

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**Audience and Influence- how might your program/organization integrate children and young people's feedback?**

**CHILDREN AND YOUNG PEOPLE'S FEEDBACK**  
Pathways to Impact

Audience	How are we sharing the data? (Data Representation)	Who's Responsible for collecting and sharing the data?	Timeline
Children, young people and families			
Employees			
Stakeholders			

How will the feedback be used to make a difference to the experience of other children and young people who access the Service or Program?

How will children and young people be able to receive feedback from the Service or Program about what impact their participation has had for other children and young people?

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**Beyond the Action Feedback Kit**

ACF is set to develop a space for an online community based around the encouragement of 'Children's Active Participation.' You are invited to join with us.

It is envisioned that this will include:

- A curated library of information, reports, articles, videos and examples of practice.
- Webinars with key international figures.
- A discussion feed related to supporting children and young people's active participation with services.
- Action Feedback Kit extension tools and manual updates.
- An area for people to share ideas and questions about their use of the Action Feedback Kit and extensions and variations relevant to their settings.
- Moderated forums for you to share practice wisdom, join with like minded others, and ask questions.

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**Donna Richards**

[drichards@childhood.org.au](mailto:drichards@childhood.org.au)

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**Kit Extension - Story crafting**

- Story crafting emerged in Finland in the 1980s. It is a participatory & narrative approach.

**How to Start:**

- Encourage a child, group of children or even another adult:
- "Tell me a story, however you would like.
- I shall write it down exactly as you tell it to me.
- I will then read your story, and you can change or fix it if you like."

- Children often like to draw a picture of their story. Sometimes the picture comes first, and the story follows.
- The most important thing is an adult's active listening
- For people aged 1 year old – elderly
- Great for cross-cultural encounters



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**Kit Extension - Story crafting**

- Child/Young Person with Worker
- Worker provides a photo prompt linked to the service
- Follow the story crafting process

**Process:**  
Encourage your partner to:

- "Tell me a story, however you would like.
- I shall write it down exactly as you tell it to me.
- I will then read your story, and you can change or fix it if you like."

Reverse roles  
(For our purposes today, partner up, invite the crafter to tell a story by putting themselves in the shoes of a child they work with or have worked with in the past, as that child considers arriving at the service)




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**Learning from Mary Poppins?**

Our services need to strive to be:

- Responsive to children's invitations and agendas
- Tuned into children's needs and preferences
- Fun and child friendly
- Partners with children advocating for change

Mary Poppin's greatest achievement with the Banks family was to open a set of parent's eyes to everything in their children that they had been missing out on.

<https://www.youtube.com/watch?v=FNzrp9grpZQ>      [https://www.youtube.com/watch?v=AB\\_M\\_gE-ZUc](https://www.youtube.com/watch?v=AB_M_gE-ZUc)



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### Troop 6000

Giselle Burgess is a single mother with five children. She and her children were living in a shelter for homeless families in a motel in Queens. Giselle decided to begin a Girl Scout troop within the shelter. Troop 6000 was born.

"When I first arrived at the shelter, all the girls who lived here barely spoke to each other," Burgess says. "They had the mentality of 'I won't be here long and won't make friends,' and I wanted to do something to make the situation easier."

The troop started with only eight girls, including three of Burgess's kids. Word spread quickly, and membership then ballooned with scouts ranging in age from 5 to 15. Burgess's daughter Hailey, 14, says being a Scout has changed her life. "I learned to be an advocate for girls and the homeless," she says.

The companionship is so important, since homelessness can impact girls' confidence in a huge way. "My daughters were ashamed," Burgess explains. "They didn't want anyone to think they were dirty, and they worried about people treating them differently."

<https://www.youtube.com/watch?v=yzbl1LuaJKY>




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### Caine Monroy - A boy's inspirational cardboard arcade

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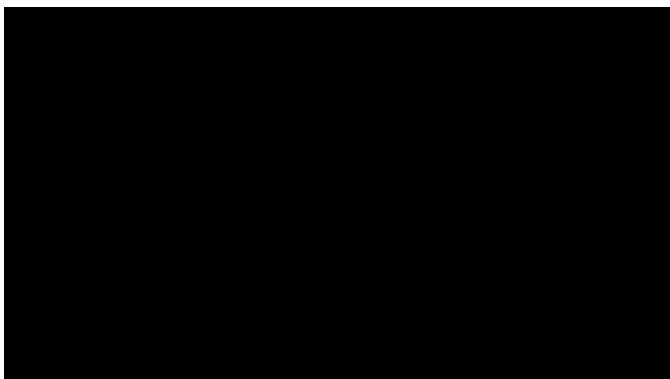
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**Don't be mean, keep it clean**



- A group of young people who live around Celtic Park in Glasgow were upset about how adults were treating their local streets and play areas. They were provided with an opportunity to make an animated film, directed at adult football fans in the local area.
- The young people hope the film will drive home their message: "You wouldn't litter or pee on the pitch, so please respect our streets on your way to the game."
- The young people wrote their own scripts and animated the scenes. In a series of workshops over three months, they produced a 90-second film titled Don't Be Mean, Keep it Clean.
- Their animation was played before movie screenings at local cinemas.



<https://www.dailyrecord.co.uk/news/scottish-news/schoolkids-who-live-near-celtic-11347753>




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<https://www.childcomm.tas.gov.au/we-can-short-film/>

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**The Varied Meaning of Participation**



- <https://create.org.au/resources/participation/>





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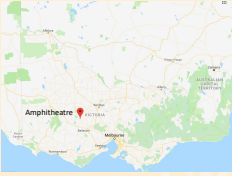
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### Billy Corcoran's Story

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### 7 Golden Rules for Participation

Children's Golden Rules: Accessible versions

<b>READ ME</b> 1 Golden Rule: Read me	<b>SEE ME</b> 1 Golden Rule: See me
<b>HEAR ME</b> 1 Golden Rule: Hear me	<b>SIGN ME</b> 1 Golden Rule: Sign me

<https://www.cypcs.org.uk/>

The 7 Golden Rules for Participation are a set of principles that anyone working with children and young people can use. They help children and young people tell adults about things that are important to them.



Download the Golden Rules for children

Download the Golden Rules for young people

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### Participatory Frames for younger children



<https://www.dailymail.co.uk/video/news/video-1803062/Video-Kindergarten-teacher-special-Good-Morning-Greeting-students.html>



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**Boyan Slat**

Boyan was 16 when he was scuba diving in Greece and was saddened that he could see more plastic bags floating around than fish. After some research he recognized plastic pollution in our seas as a global issue and set about inventing an ocean cleaner to clean it up.

After many knock backs he crowd funded support to develop an ocean clean up invention. Within 10 years the organization he created 'Ocean Clean Up' will halve the size of the Pacific Garbage patch.

<https://www.youtube.com/watch?v=qQCfthWdIhs>



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