

Day 1 Pre-appointment Training & Assessment

The Parameters of the Safeguarder Role

Aims

1. To provide an overview of the training and assessment
2. To provide an overview of the safeguarder role and responsibilities, the role's context and boundaries

Learning Outcomes

By the end of this session, a participant should be able to:

- a. understand the aims and expectations for the training and assessment as a whole
- b. explain the safeguarder role in broad terms
- c. describe key documents relevant to the role in practice
- d. describe the context for the safeguarder in practice
- e. identify priorities for learning and next steps

Programme

Coffee/ registration / networking

Welcome to the day/ programme outline

Activity & discussion:

- the overall training and assessment expectations
- understanding of the role
- the wider context for the role

Comfort Break

Activity & discussion

- the role in practice
- expectations, including those of reporters, panel members and the court

Lunch

Activity & discussion

- the experiences and expectations of young people
- key reference points for the role

Reflections & learning from day

Next steps & home



A toolbox for staff and volunteers



Welcome to the Tool Box for accessing children and young people's views

These tools can be individualised to meet the needs of all children and young people according to their age, stage and developmental level. The descriptions below are only an indication.

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4. [I woke up one morning](#) an open-ended way of getting a child/young person's views about what needs to happen so that they can feel supported (Page 8)
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6. [On the bank in the pond](#) A game to promote good listening (Page 43)

1. CORNERS

Useful for an active child who isn't able to sit and answer questions

Activity

- Develop a list of questions relating to the child which require a simple, yes, no or don't know answer
- Make large cards/posters with yes, no or don't know
- Find a large space where there is a degree of privacy
- Using the cards, label areas where the child can run to, e.g. corners of room, spot on floor, etc
- Ask the child to run to the card in answer to the questions you are posing
- Repeat the exercise to check that answers the child gave were thought out and meaningful

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2. FOR AND AGAINST

Suitable for a child who has to make a choice

Activity

Materials - 2 sheets of paper (size dependent on where this activity is taking place), writing materials

For example, a child may have to make a choice between staying in foster care or going home, about staying at a school which is outwith the area or moving to a local school

1. Label each sheet, e.g. one with School A and one with School B
2. Make two columns headed for and against on each sheet
3. Brainstorm the positive and negative aspects of each and record these

The child has a visual record of for and against for both options and is more likely to be able to make a reasoned decision.

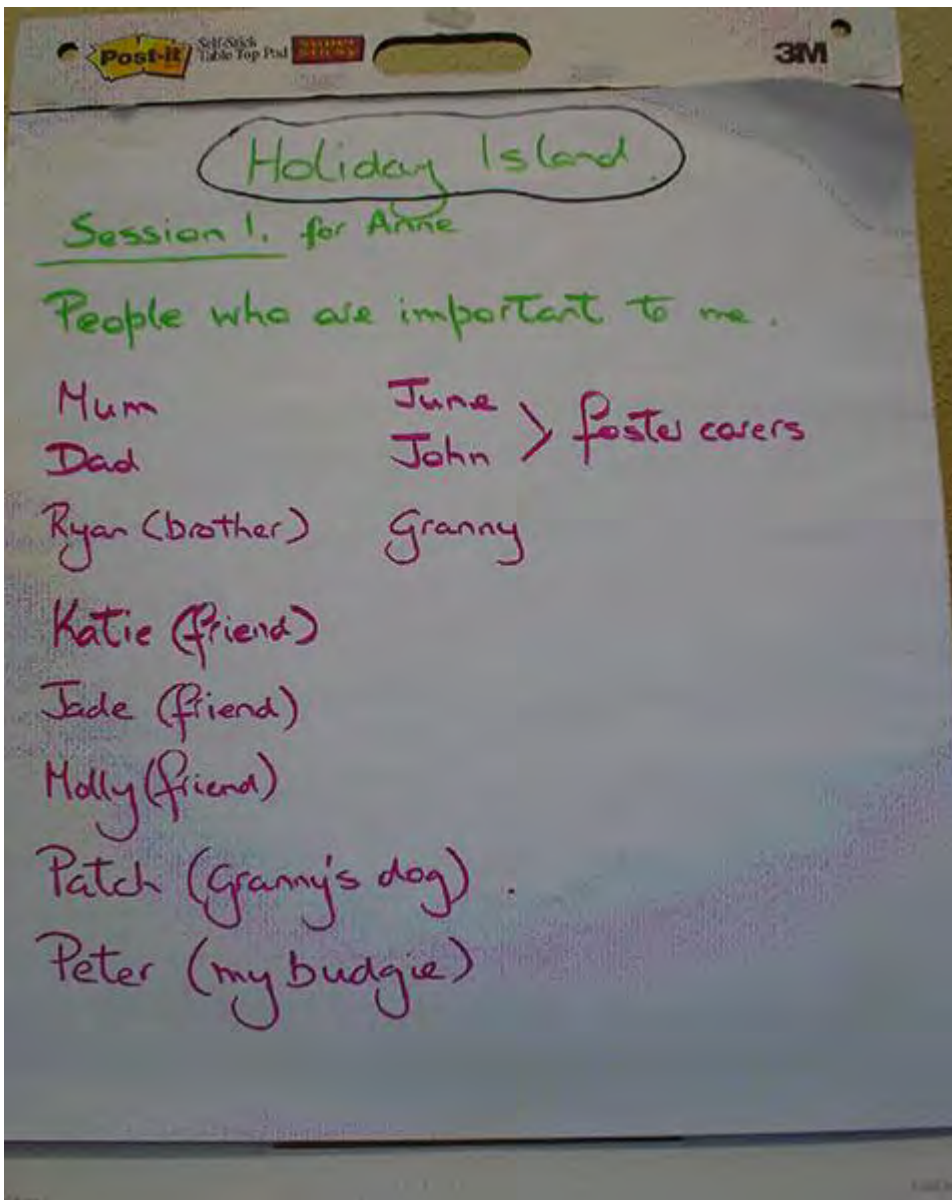
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3. HOLIDAY ISLAND

A tool, used across three sessions, to access the views of children and young people about where they would like to live and who they would like to live with.

This tool helps overcome the difficulties children can have in being asked to choose when their loyalties are split between being happy in their foster home or returning to their family home and helps the child to express their views without feeling too threatened.

Session 1: Important people in the child's life



The child is asked to list all the key people in their life. It is important to be as inclusive as possible and to encourage the child to list everyone. That can include pets etc.....

Session 2: Holiday Island

The child is asked to imagine that they have won an exciting prize. They can take all their friends and family to a holiday island! They are then asked to imagine all their family and friends from the list being there and then to draw them doing what they would enjoy.

This is a very inclusive activity and makes it easier for the child to be exclusive in session 3. The child is able to show everyone at the meeting that they have been included in some part of their life i.e. if they won a holiday they would definitely be included...



Session 3: Where the child would like to live



The child is told this is not an imaginary or pretend activity like the previous one. In this picture they are showing where they want to live and who they want to live with.

The child is asked to draw:

- the people they would like to live with in their house
- the people they would like to see often in their garden
- the people they would like to see sometimes on the street going past

The pictures from the three sessions form a powerful pictorial representation of the child's views and, with their consent, can be presented at the child's meeting.

4. I WOKE UP ONE MORNING AND I KNEW EVERYTHING WOULD BE ALRIGHT BECAUSE...

An open ended way of accessing the child's views about what needs to happen for their needs to be met.

Activity

Ask the child to finish the sentence by telling you what changes they would see if they woke up one morning and knew that everything would be alright.

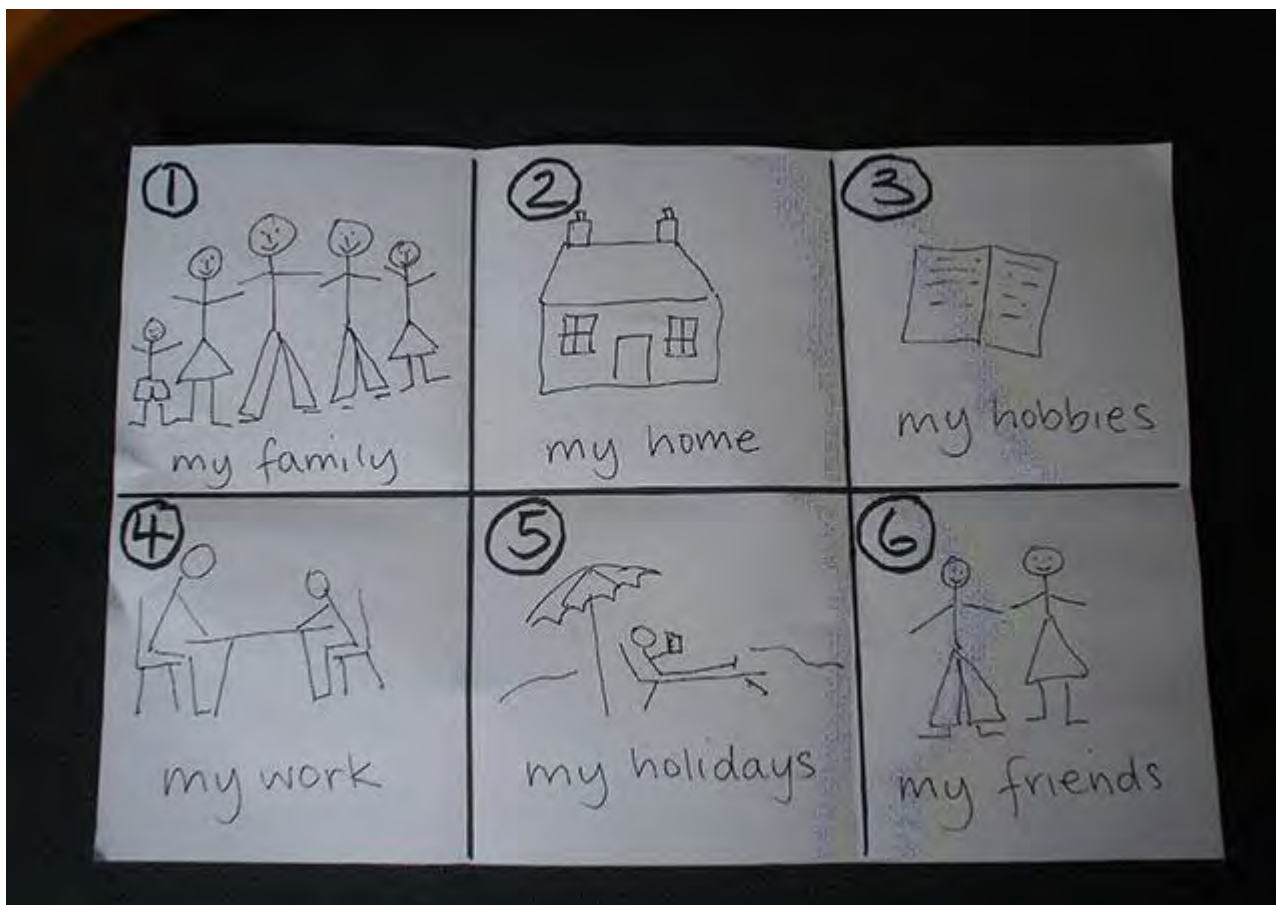
With the child's consent, record their views share these at the child's meeting.

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5. IMPORTANT THINGS ABOUT ME GAME

A game for two, the child and you, to get to know each other

You need: 2 sheets of paper, pens/pencils and a dice



You both fold your paper into six squares and each draw your important things/people into each square. Number each square 1 to 6.

Taking turns, roll the dice. Whoever's turn it is has to say why the picture with the number that corresponds to the dice is important to them.

Through this activity, you learn about each other and hopefully build up trust since this is a two way process!

If it is appropriate and the child consents, you can be recording their comments as the game progresses to build up a picture of the child which can then be presented at their meeting.

6. MAKE A POSTER

Ask the child to draw a poster about an issue that they feel strongly about and discuss why.

This example shows that a poster drawn by the child often tells you or a meeting more about the concerns that affect their life than words could say!



7. MAKE UP YOUR OWN GAME

List all the questions you would wish to ask the child in terms of the information a meeting might require but also add some fun ones and more general ones too!

Make two sets of card using the questions.

You and the child should have a pile of identical cards which can be shuffled to make the activity more interesting.

Take it in turns to pick up a card and answer the question.

This is an activity where you are getting to know each other and where it would be less threatening for the child to answer since you are both on a more even footing!



If it is appropriate and the child consents, you can be recording their comments as the game progresses to build up a picture of the child which can then be presented at their meeting.

8. OPEN ENDED SENTENCES

An open ended non directive way of access the child's views

Activity

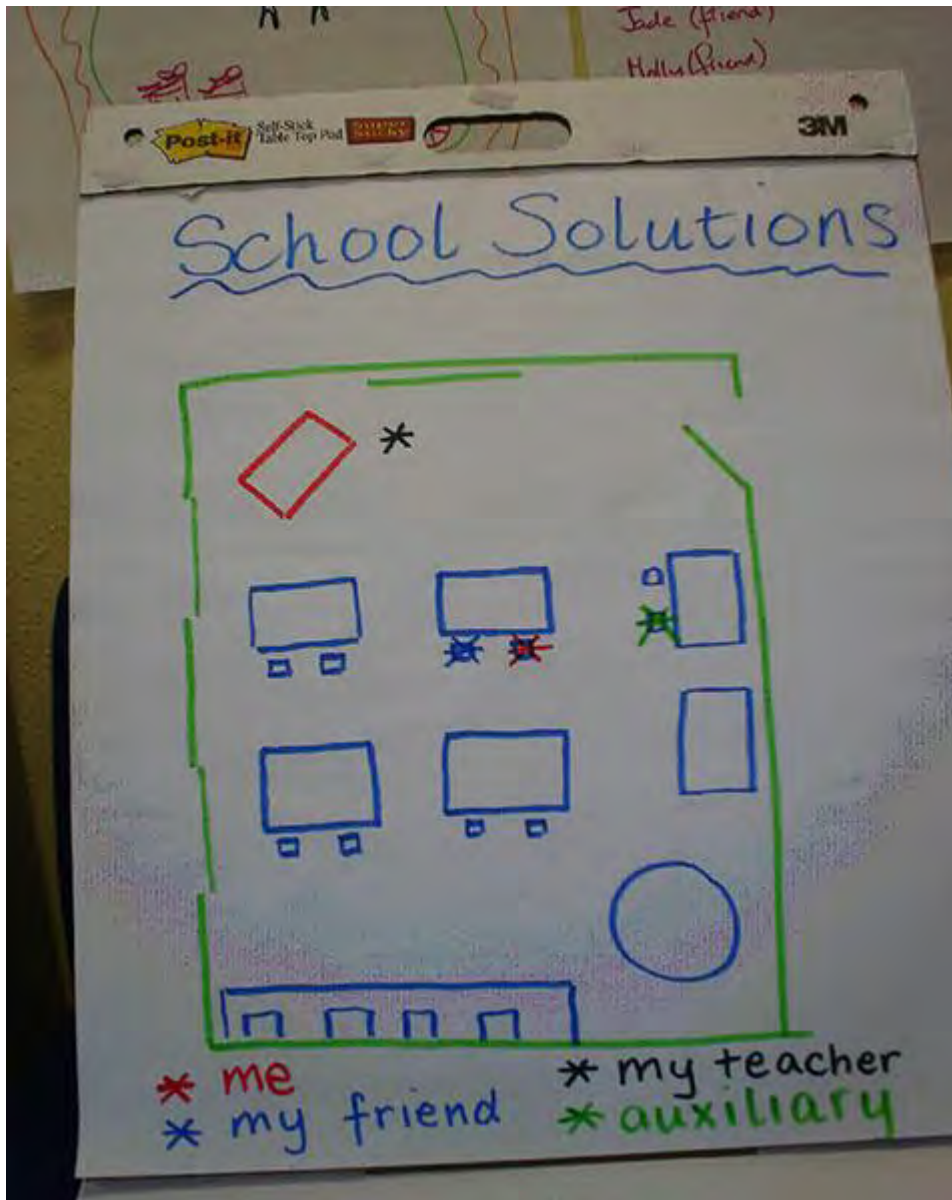
Make up opening statements which are pertinent to the child, e.g. *I like... My best friend is.... The thing that upsets me most is.....*

The child can complete the statements by writing or drawing a picture.

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9. SCHOOL SOLUTIONS

An activity to complete with a pupil who has difficulty being in class



1. Draw a plan of the class room or area
2. Ask the pupil to indicate where they would like to sit – why?
3. Ask the pupil who they would want to sit next to – why?
4. Ask who would support them and where they should be seated – why?

Throughout the exercise, record the discussion that takes place between you and the pupil so that a clear picture emerges of the pupil's views about what works best for them in class.

10. SCORING OUT OF TEN

By using scoring the child is able to reflect on their situation

Activity 1

1. Ask the child to score statements which are relevant to them, e.g. I don't like school, I get on well with the people I live with. Scoring **1** means you **strongly disagree** and **10** means you **strongly agree**
2. Then ask the child to say why they gave that score
3. Ask the child what needs to happen to make the score a 10

Activity 2

1. Ask the child to score a particular area of their life out of 10, e.g. home, leisure, etc
2. Then ask the child to say why they gave that score
3. Ask the child what needs to happen to make the score a 10

If it is appropriate and the child consents, you can be recording their comments as the activity progresses to make a report that the child can present at their meeting.

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11. SORTING GAME

Using a bank of words, pictures or symbols that are relevant to the child and what the child needs to express at their meeting, ask the child to cut and stick according to what they like, dislike, or don't mind.



If it is appropriate and the child consents, you can be recording their comments as the game progresses to build up a picture of the child which can then be presented at their meeting.

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12. TALKING MATS

This activity is a sorting activity. The sorting categories depend on what you want to know. For example you might want to know what makes the child happy or sad or you may want to know answers to questions through using yes, no or don't know.

Symbols, pictures, photographs, words or objects can be used. Options are endless but the necessary vocabulary must be provided so that the child can fully respond.

To record the child's views take a picture!



13. WISHES AND WORRIES

An open ended way of finding out the child's views...

Activity 1

- **If I was a fairy godmother and could grant you three wishes what would these be?**
You may get an answer like "I would like a Porsche" but on the other hand you may be told that the child wishes that their mother would stop drinking...

Activity 2

- **List your three biggest worries**
You may get an answer like "I would like a Porsche" but on the other hand you may be told that the child wishes that their mother would stop drinking...

Some children may say that they have no worries but other children may be worrying about their younger siblings when they get adopted that they get a good family.

The answers can be surprising and can bring out issues that adults who know the child well may not have anticipated were causing the child concern.

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14. DRAW ON YOUR EMOTIONS

Draw On Your Emotions, by Margot Sunderland and Philip Engleheart (Speechmark Publishing). An excellent book, offering “creative ways to explore, express and understand important feelings”.

Particular favourite exercises include:

Images of Place (page 89)

This offers a wide range of images – a jungle/an empty room/an oasis, etc – to explore the young person’s experience/perception of their lives. Images can be explored further:

- Verbally
- Creating a visual representation
- In conjunction with ‘The Window’ (Page 23), exploring changes over time – including hopes and fears for the future.

The Little Things in Life that get in the way of the Big Things (page 79); Life Luggage (page 59); The Wall (page 63)

Explores experiences of burdens and obstacles that child/young person perceive as getting in the way of them living the lives they would want to.

First Aid Kit (page 83); Suitcase of Valuables (page 85)

Explore their strengths and the resources available to them.

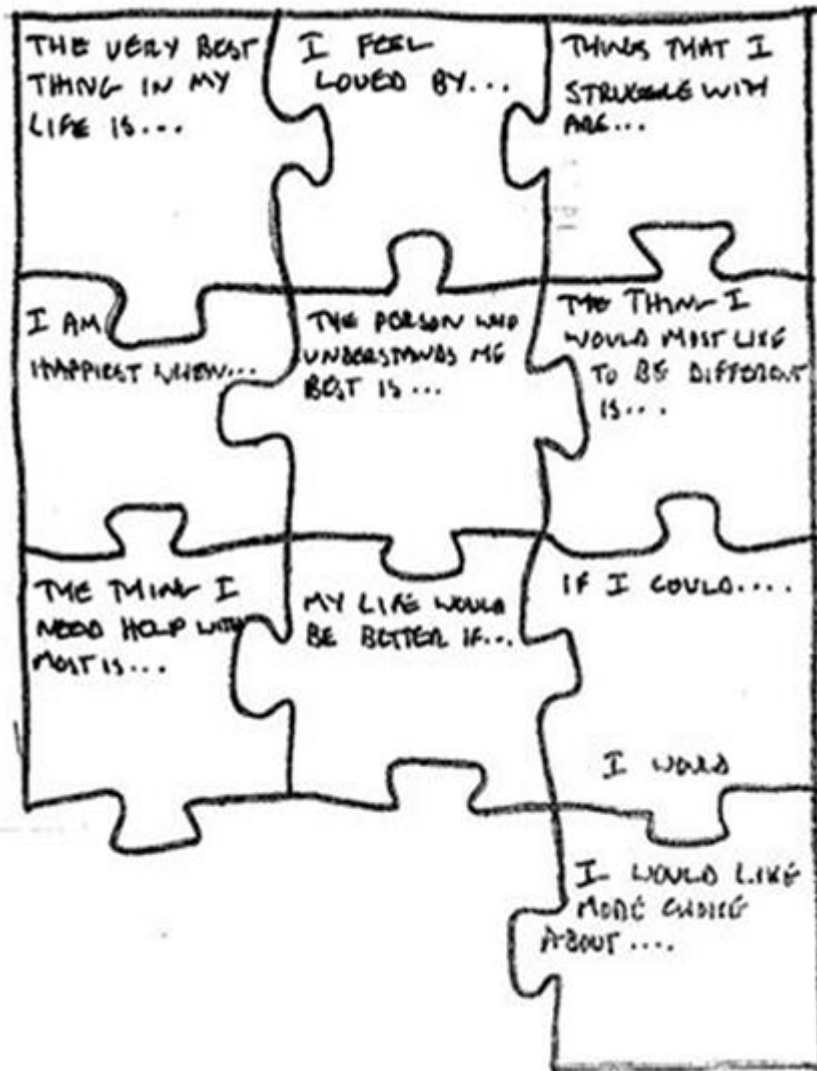
The Maze (page 57)

Explore the child/young person’s perception of current confusions or dilemmas, and possible next steps.

15. JIGSAW SENTENCES

This can be used with any age of child – note the two extras pieces where you can add questions of your choice or the child or young person's choice.

This is a good way of finding out about a child or young person and this can be presented to a meeting as a report on their views.



16. STRENGTH CARDS FOR KIDS

This is an opportunity through cards to encourage children to think about their strengths rather than their difficulties. Their strengths can then be incorporated into a report prepared for a Hearing or other meeting.

Examples of the cards “I join in, I help others, I am brave.”

These statements can be used as a basis for a more detailed conversation.

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17. THE MIRACLE QUESTION

A useful tool from solution focussed therapy which can be used to explore hopes and wishes.

One basic form would be: "If a miracle were to happen tonight, while you are asleep and the things that are troubling you were changed for the better, what would bet the first things that you would notice when you wake up which would let you know that a miracle had happened?"

This can then be followed up with "scaling questions" to explore their perception of their current experience and what would be needed to move one point up the scale.

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18. MISCELLANEOUS

Getting to know you exercises

1. **Life Line**

Draw a "path" across a sheet of paper with the child's date of birth at one end and their current age at the other. Ask them to mark significant events in their lives on the path that have made them who they are today.

2. **Ecogram**

Write the child or young person's name in the centre of a piece of paper and invite them to add the names of people who have been important in their lives – writing those that they feel most close to in the centre and writing names further out for people they have more problematic relationships with. People with variable relationships e.g. little brothers can have their names in two positions connected by a dotted line. Be clear that names of people who have died, pets, favourite TV programmes, music etc can be included as well.

3. **Collages**

Offer a child or young person a pile of magazines and invite them to cut out images that represent a particular theme, e.g. family, future dreams, etc.

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19. HAVING YOUR SAY

Questionnaire for a child preparing for a Looked After Review

Having Your Say

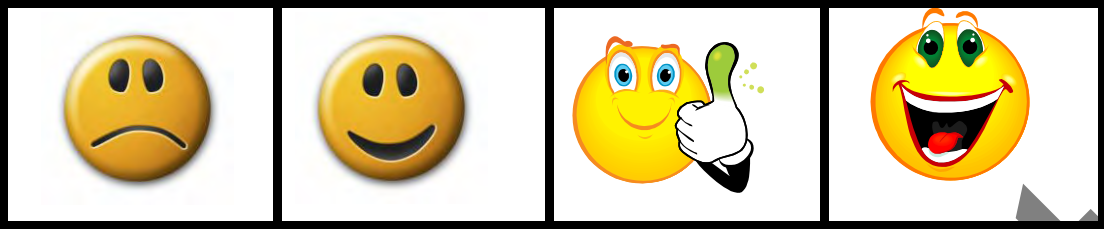
Name.....

Date.....

How do you like living where you are now?			
			
How do you get on with the people you live with?			
			
How's the food where you live now?			
			

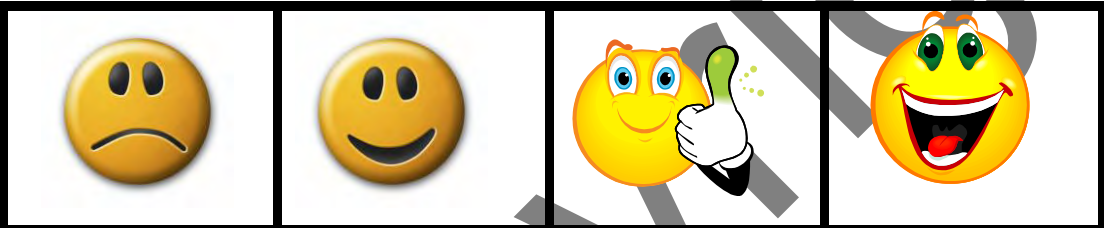
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What's your pocket money like?



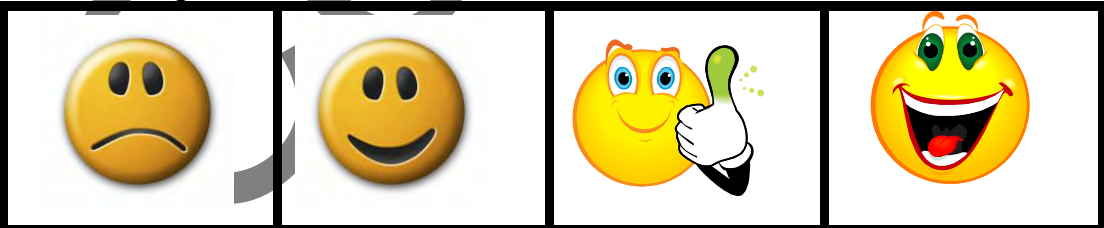
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The rules are



Blank space for writing.

I am feeling safe



Blank space for writing.

I know what the plans are about me



Getting to see my family



Getting to see my friends



Knowing why I am looked after away from home



Knowing what happens after a meeting



Anything else I want you to know.

COPYRIGHT

20. QUESTIONNAIRE FOR LAC REVIEW

Questionnaire for young people to prepare for a Looked After Review.

Your placement

1	Are you feeling happy where you are living just now?		
2	Have you been given all the information you need about where you stay?		
	Yes	No	Not sure
3	How did you get the information about where you are staying?		
	Any comments?		
4	You have been given important contact names and phone numbers for someone you could speak to about your placement?		
	Yes	No	Not sure
	Any comments?		
	Did you know how to contact your social worker?		
	Do you know how to contact a children's rights worker?		
5	You know how you can make a complaint if things go wrong or you are unhappy		

	Yes	No	Not sure
	Any comments?		
6	You feel that you are in a placement that best suits you		
	Yes	No	Not sure
	Any comments?		
7	You were able to visit your placement before going to live there?		
	Yes	No	Not sure
	Any comments?		
	You knew who also lived there?		
	You knew the kind of things you would be doing there?		
8	Your carer(s) were told the information important for them to know about you		
	Yes	No	Not sure
	Any comments?		
9	Do you feel safe here?		
	Yes	No	Not sure

	Any comments?		
	Do you have your own room?		
	Do you have a special place to keep your things safe?		
	Do you know the house rules?		
	Do you know why there are rules there?		
10	Do you feel that your carer(s) have been trained to look after you and support you properly		
	Yes	No	Not sure
	Any comments?		
11	You can keep in contact with your family and friends ?		
	Yes	No	Not sure
	Any comments?		
	How do you keep in touch with your family and friends?		
	Do you have photos of important people in your life?		
12	Do you have good healthcare?		
	Yes	No	Not sure

	Any comments?		
	Do you go to the dentist?		
	Are you taught about keeping healthy?		
	Do you get food you like?		
13	Your culture and beliefs will be respected		
	Yes	No	Not sure
	Any comments?		
	Can you go to church etc if you wish?		
14	Do you get the support to get the education you need?		
	Yes	No	Not sure
	Any comments?		
15	You get the help of any special service you need eg psychologist, occupational therapist etc		
	Yes	No	No special service needed
	Any comments?		
16	You have support to have leisure activities, hobbies and social activities?		
	Yes	No	Not sure

	Any comments?		
	When you changed placement were you be able keep up the same hobbies and do similar activities that you did before?		
	Have you had the chance to try new activities?		
17	Are you being kept up to date about the plans that are being made about you and what might happen in the future?		
	Yes	No	Not sure
	Any comments?		
18	Are you supported with any personal care in a private and dignified way?		
	Yes	No	Not sure
	Any comments?		
19	You and your family know how to make a suggestion or complaint ?		
	Yes	No	Not sure
	Any comments?		
20	You know how to make a complaint directly to the Care Commission		
	Yes	No	Not sure
	Any comments?		
21	You know how to get independent advice and help		
	Yes	No	Not sure
	Any comments?		
22	Do you go to any meetings which are held about you?		

23	Who helps you to prepare you to express your views at your meeting?
24	Who explains what is going to happen after the meeting?

Is there anything else that you want to know?
Is there anything else you would like to say?

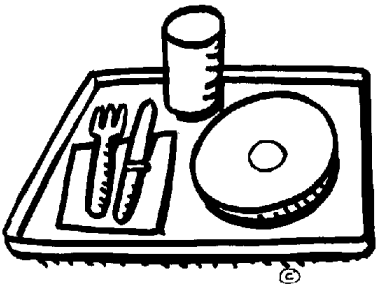
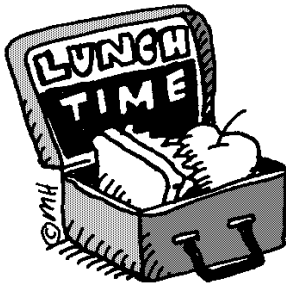
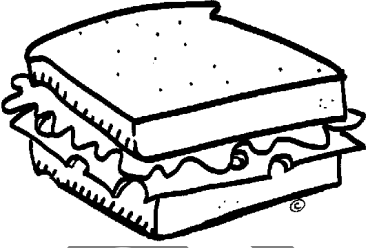









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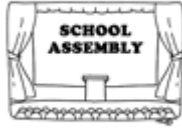





21. SCHOOL CLIPART ACTIVITY

Clipart Activity for views on school.





This can be used in a variety of ways:

- cut out the sections and sort/glue in order of preference
- use the grid and ask the child to add a happy or unhappy face against each one
- use as a means of conversation (empty sections at the end to add more topics)

		
school dinner	packed lunch	home lunch
		
writing	gathering together	reading
		
art	games	working with a friend or grown up
		
going to school and	PE	handwriting

coming home		
		
maths	topic or theme	using a calculator
		
music	holidays	assembly
		
my class	helping	computer
		
Sitting by myself	Boys and girls at school	

22. HOPES AND FEARS

Hopes and fears				
Getting ready for going back to school				
Getting ready for school in the morning				
Getting to school				
Subjects				
Teachers				
Break times				
Lunchtime				
Friends				
Support if I need help				
Place to go if I need to chill out				
Getting home from school				
Social time after school				
Homework				
Going to school full time				
Anything else?				

My Feelings Diary

Name

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This grid is for anyone for example, ***my Mum, my Granny, my teachers at school, my speech and language therapist*** **PERSONALISE HERE** or anyone else who is with me to record how I am feeling at certain times of the day and what I was doing at the time.

There is a grid to fill in every day. There is one for days when I go to school and one for when I am just at home – say, at weekends and during the holidays.

This is an important thing to do for me. By filling this in, you will be filling in a diary which will give people who work with me a picture of how I communicate my feelings and help others who make decisions about me to get to know what makes me happy or sad etc.







Please fill in the grids by ticking the box which you think shows how I am feeling at different times of each day and say a little bit about what you think is making me feel that way.

It would be really helpful if you could write who you are next to your comment about what you think is making me feel a certain way.

Thank you for doing this for me!







Name

Day Date

Today I was	At home (morning)	At home (evening)	At school
Happy 			
Sad 			
Excited 			
Annoyed 			
Fed up 			
Other feelings 			

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Day Date

Today I was	At home
Happy 	
Sad 	
Excited 	
Annoyed 	
Fed up 	
Other feelings 	

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My views for my
meeting

by

.....

Date.....

Copyright



The thing I like very best in my life is.....

Copyright

My special people are.....

Copyright

Things that are hard for me are.....

Copyright

I am happy when.....

Copyright

The person who most understands me
is.....

Copyright

The thing I would like to be different is.....

Copyright

The thing I need help with most is.....

Copyright




My life would be better if...

Copyright

I would like.....




Copyright

At home.....




Copyright

At contact with mum.....




Copyright

At contact with mum's partner.....

Copyright

At school.....

Copyright

My three wishes

My three worries are

Copyright

My views were recorded with the support of <<Project worker name and job title>>, Children 1st

Section 2

Participation

“Everyone working with children and young people needs to explore how to ensure that the principle of listening to children and young people, taking them seriously and having a continued dialogue with them about the decisions made, is integral to their work. Participation is a fundamental human right and it is only through supporting children and young people to express their wishes and feeling to make informed choices that we can help them to get the most from their childhoods and develop into healthy active citizens.”

Anne Houston

Please also read the Children 1st Participation Standards on Connect which were developed through consultation with staff and volunteers across all parts of the charity.

Participation is a huge area and this section of the Tool Box is not intended to be a comprehensive look at participation and the theory behind involving and consulting young people. It will help get you started and help give you ideas about how children and young people can be involved in designing and improving our services or our group work activities.

Some of the ideas and tools in this section have come from the work of the Safeguarding in Sport service and have been picked directly from their Play Your Part booklet which provides help and advice to group leaders in sports groups on how to involve children and young people in developing their group. In creating their leaflet they researched the sources below and would like to thank those listed below for their help and guidance.

Sources

Protecting children and young people: The Charter (Scottish Executive, 2004)

Re:action consultation toolkit (Save the Children)

Participation – Spice it Up! (Dynamix)

Children and Participation: Research, monitoring and evaluation with children and young people (Save the Children).

hearRvoice (Surrey Children’s Fund)

We would like to acknowledge Dynamix Ltd, whose resources we consulted and/or reproduced in part with their kind permission.

Thanks – for their participation and help – to:

Cambuslang Harriers, Glasgow

Earnhill Primary, Greenock

Scottish Disability Sport Summer Sports Camp

Scottish Governing Bodies Lead Officers Network Group

Badminton Scotland

Scottish Sports Association

ChildLine in Scotland

Child Protection in Sport Unit, Northern Ireland (NSPCC)

SportScotland

Planning a participation exercise

You don't need a degree in psychology or a complex understanding of the theory. But you *do* need a degree ... of common sense. Working with children and young people is immensely rewarding. It can also be hard work and it's best to be well prepared.

Be realistic about what your group will gain from working closely with young people and, in turn, the benefits for those who take part.

Dos and don'ts of consulting with young people

Do

- Decide whether young people need to be involved. What do you want to find out? What is the desired outcome?
- Decide what approach you're going to take and think about how you can involve children and young people
- Get parental consent and consent from the children or young people who will be taking part if appropriate.
- Think about who should be involved in talking to/running activities for children and young people? Decide who's going to do what
- Write down a realistic timeline
- Identify what age group of children or young people you want to consult.
- Think through any ethical, confidentiality or practical issues
- Make a decision on what method/s or activities to use
- Carry out the consultation and keep notes of the information you've gathered then look in-depth at the information
- Present your findings and/or recommendations
- Give feedback to those that took part – thank them in an appropriate way e.g. certificates etc
- Review the whole process
- Think about what went well and what you would do differently in future

Don't

- Go it alone – you'll need to know that there is somewhere to take the views that you have gathered e.g. to your staff team meeting, or for national consultations that you are within the timescale for passing information back.
- Tell the young people that you'll make sure their suggestions 'happen'
- Promise what you can't deliver
- Pick young people at random to ask
- Think you can undertake a consultation without planning it well
- Be vague about the purpose of the consultation
- Disregard any and all suggestions
- Forget to say thanks

Read on for some practical, easy ideas on how to involve service users in planning and developing our services.

1. ALPHABETICAL ARCHIPELAGO

ALPHABETICAL ARCHIPELAGO OR ISLANDS

.... You choose!

TACTICS:	A game to get everyone moving and sitting next to different people.
NUMBER OF PLAYERS:	😊 10-100+ people
TIME:	🕒 10+ minutes
KIT:	<ul style="list-style-type: none"> • A sheet of newspaper for each person and a loud voice!
	<p>How does it work?</p> <p>Get everyone to stand in a circle and give them a sheet of newspaper. Tell them to tear it in half and stand on one of the pieces. Ask them to do origami with the other half and make a shark by screwing up the paper and throwing it into the middle of the circle. You then tell them that they are no longer standing on a piece of paper in a room but are each on an individual island ... an archipelago. But this is no ordinary string of islands; it is an alphabetical archipelago – so they have to get themselves in alphabetical order of first names with all the Angela's and Andrews at one 'end', and all the Zoë's and Zac's at the other.</p> <p>If they step in the water they will be eaten by the sharks so they must co-operatively move around the islands! You can put on your shark-proof boots and provide a piggyback service to help people if you want to (especially for large groups). You can put on a time limit if you want, e.g. two minutes. Check their success by sending a Mexican Wave round the circle as you call out the letters of the alphabet (they lift their arms as you say their letter).</p> <p>Why do we like it?</p> <ul style="list-style-type: none"> • It usually makes people laugh. • It moves people from sitting in their friendship groups. • The Mexican Wave is a good energiser. • It allows people to move around and make a noise between quiet listening times like welcomes and introductions. <p>Developments/Adaptations</p> <ul style="list-style-type: none"> • You don't have to use newspaper; you can use chairs or just stand. • You don't have to have sharks; you can make it okay to walk around. • You can get into order of things other than alphabetical names, such as date of birth, distance travelled to get here and so on. • You don't have to make a circle; you can make a line from one end of the room to the other.

2.DISCUSSION CAROUSEL



Info gathering

DISCUSSION CAROUSEL

TACTICS:	A way to discuss an issue which allows everyone to give their own opinions and listen to others on a one-to-one basis.
NUMBER OF PLAYERS	😊 6-50 people
TIME:	🕒 20 minutes
KIT:	<ul style="list-style-type: none">• Chairs for everyone and a watch or clock• A large diagram of the two concentric circles often helps!
	<p>How does it work?</p> <p>Get everyone to move their chairs so that they make two concentric circles, the inner one facing out and the outer circle facing in. There should be the same number of people in each circle so that everyone is facing someone who they can talk to. Set up a topic for discussion, e.g., 'How can we improve training sessions?' or 'What could we do to raise money for new equipment?' Give everyone a minute to consider their views then give the inner circle one minute to tell the person sitting opposite what they think. The outer circle must listen and not speak.</p> <p>Then swap over so the outer circle speaks while the inner circle listens. Then move people around; i.e. get the inner circle to move one seat clockwise and the outer circle to move one seat anti-clockwise. Now ask the inner circle to explain what their previous partner's views were, in 30 seconds, and then do the same with the outer circle. They can then express their own views to this new partner so that each person has four sets of ideas to consider: their own, and those of their first and second partners, and their second partner's partner. Phew!</p> <p>Why do we like it?</p> <ul style="list-style-type: none">• Everyone has to express their views on a subject but they only have to speak to one other person at a time.• People are encouraged to listen to the opinions of others as well as expressing their own.• People have to repeat other people's views. This can be very powerful, especially in a mixed adult/young person group when adults have to express the views of a young person and vice versa.• A minute isn't too long if you don't feel you have much to say.

3. DOT VOTING

DOT VOTING

TACTICS:	A way to prioritise a series of ideas/opinions
NUMBER OF PLAYERS:	 10-100+ people
TIME:	 5-10 minutes
KIT:	<ul style="list-style-type: none"> • A big list of ideas • Dots for everyone
	<p>How does it work? Create a list of possible answers in response to a question or statement on a flip chart; for example, what activities do you like doing in this toolkit? Leave some space next to each answer. Give everyone three sticky dots and ask them to place their dots next to the three activities they would most like to do. You can all see immediately which are the most popular.</p> <p>Why do we like it?</p> <ul style="list-style-type: none"> • It is a very quick method of voting. • You can give people one or more dots. • You don't have to talk about your choices. • Your vote is anonymous. • There is a very clear visual image once voting has taken place. <p>Developments/Adaptations</p> <ul style="list-style-type: none"> • Dot Voting can be used to determine which issues to focus on. • You can restrict people to one vote each. • You could use visual images to depict the ideas so that no reading is necessary – this would require advance preparation. • You can colour code the votes to see if people vote differently according to age, gender, adults/young people, geographical area, and so on.

4.HOW, HOW, HOW?
In-depth look

HOW, HOW, HOW?

TACTICS:	An activity which allows you to look at an issue in more depth or to break it down into smaller chunks.
NUMBER OF PLAYERS:	😊 20 people max
TIME:	🕒 20 minutes
KIT:	<ul style="list-style-type: none"> • A long wide sheet of paper – the back of wallpaper or two pieces of flip chart joined together. • Markers • A ‘How...?’ question.
	<p>How does it work? Write a ‘How...?’ question on a long, wide piece of paper and draw four or five arrows coming from it. Ask the question, and write down any suggestions at the end of the arrows. For example:</p> <p>‘How would you stop things becoming boring at your club?’</p> <p>Explore these suggestions in more detail by asking “How...?” again. People might suggest, ‘Get friends to join’. You must then ask ‘How?’ again, to which they might answer ‘Get them to come along and try it’. You need to ask ‘How?’ again to each of these... “How can we get them to come along and try it?” to which they might answer, “Put something on internet, and get the club to go into the school and talk about it,” and so on.</p> <p>Why do we like it?</p> <ul style="list-style-type: none"> • You can break a problem/task down into smaller issues/tasks. • You can use How How How for action planning to determine what needs to be done and who will do what. • You can even explore more ‘off the wall’ ideas which may lead to exciting places and to some dead ends! <p>Developments/Adaptations</p> <ul style="list-style-type: none"> • You can also ask, “What...? What...? What...?” or “Why...? Why...? Why...?” • You can set up small groups to work on individual ideas.

5. IDEAS AVALANCHE

Info gathering

IDEAS AVALANCHE

TACTICS:	A way to quickly gather ideas from a group.
NUMBER OF PLAYERS:	😊 3-30 people
TIME:	🕒 10 minutes
KIT:	<ul style="list-style-type: none">• Flip chart and markers
	<p>How does it work? Set the topic for discussion and ask for suggestions. As people call out their ideas, write them up on a flip chart. It is crucial that you write down everyone's suggestions to value them, even if they seem impossible or unrealistic.</p> <p>Once the Ideas Avalanche is over you can discuss which ideas are most practical, whether any are impossible because of safety issues, finance, or the law, and which ones should be discussed further.</p> <p>Why do we like it?</p> <ul style="list-style-type: none">• It is potentially a quick way to get lots of ideas.• The whole group can see, hear and be inspired by the ideas as they are shared.• As long as you create a safe space and really do value all suggestions, then people tend to let their imaginations run and often come up with many creative ideas. <p>Developments/Adaptations</p> <ul style="list-style-type: none">• If you feel people are excluded from this activity through shyness or over-enthusiastic participation of others, then you could use Post-its ideas Storm instead.• If no one puts forward ideas, suggest a 'murmur' time where everyone talks to the person next to them for a minute to see if they can come up with something together.• You can deliberately take suggestions from different areas of the circle to prevent one person from dominating.

6.ON THE BANK IN THE POND
Energetic/movement games

ON THE BANK IN THE POND

TACTICS:	A game to promote good listening. Good for re-focusing after a break.
NUMBER OF PLAYERS:	☺ 10-50 people
TIME:	🕒 5-10 minutes
KIT:	None
	<p>How does it work? Get the group into a circle, kneeling on the floor and facing inwards. You, the caller, explain that for this game there are four positions:</p> <ul style="list-style-type: none"> • On the bank – hands on your knees • In the pond – hands on the floor • The Judge – standing up and looking serious • Judging – pointing at the accused <p>The game is a very simple version of ‘Simon Says’. People must get into one of two positions, ‘On the bank’ or ‘In the pond’ according to which one you call. If anyone is not in the right place (i.e. on the bank when they should be in the pond or vice versa!) then they become a judge.</p> <p>Judges stand on the edge of the circle watching carefully and point accusingly at anyone who is in the wrong place! Judges decisions are final. The game continues until there are only a few people left – those who are obviously good at listening but taking the game far too seriously! Applaud them and move on.</p> <p>Why do we like it?</p> <ul style="list-style-type: none"> • It’s really simple. • Everyone stays part of the game – if you are ‘out’ then you get a higher status role. • If people are getting too good at being in the right place you can add a rule, ‘Do as I say, not as I do’, and then try to confuse them by being in the opposite position to the one you just said. That should get rid of a few from the circle! • There doesn’t have to be an outright winner; in fact it’s better to stop the game when there are a few champions for the judges to applaud!



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