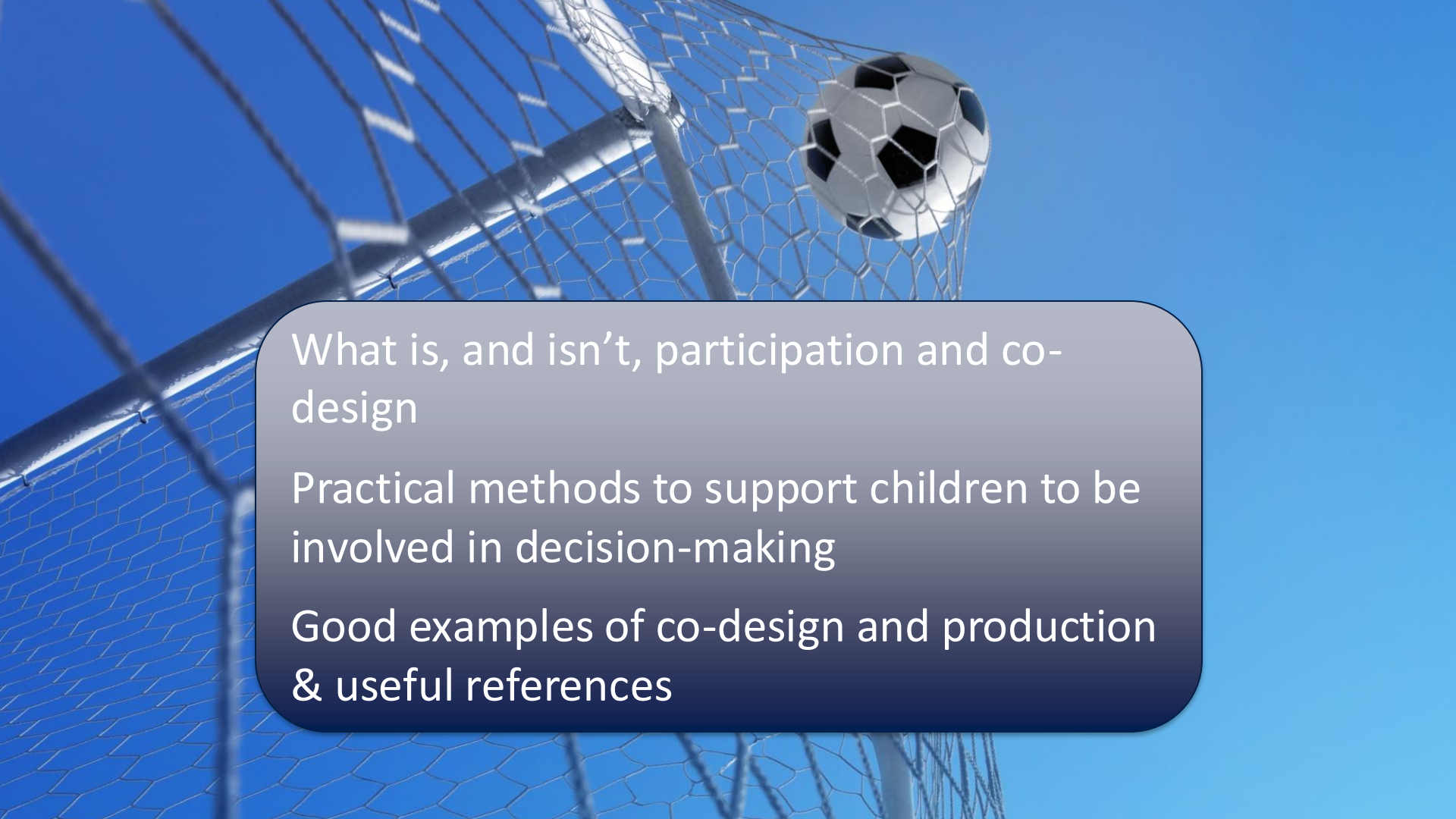




**Engaging Young People in
Co-Design
Julia Hayes**

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@juliainclusion

A low-angle shot of a soccer goal net against a clear blue sky. A soccer ball is caught in the net, having just hit it. The net's hexagonal mesh is prominent in the foreground and background.

What is, and isn't, participation and co-design

Practical methods to support children to be involved in decision-making

Good examples of co-design and production & useful references



It would help if I could roller skate to school



Things I want to do



Tri, Tri again



THE LUNDY MODEL OF CHILD PARTICIPATION

SPACE

Children and young people must be given safe, inclusive opportunities to form and express their views

VOICE

Children and young people must be supported to express their views

AUDIENCE

The views must be listened to

INFLUENCE

The views must be acted upon, as appropriate

THE RIGHT TO EXPRESS VIEWS

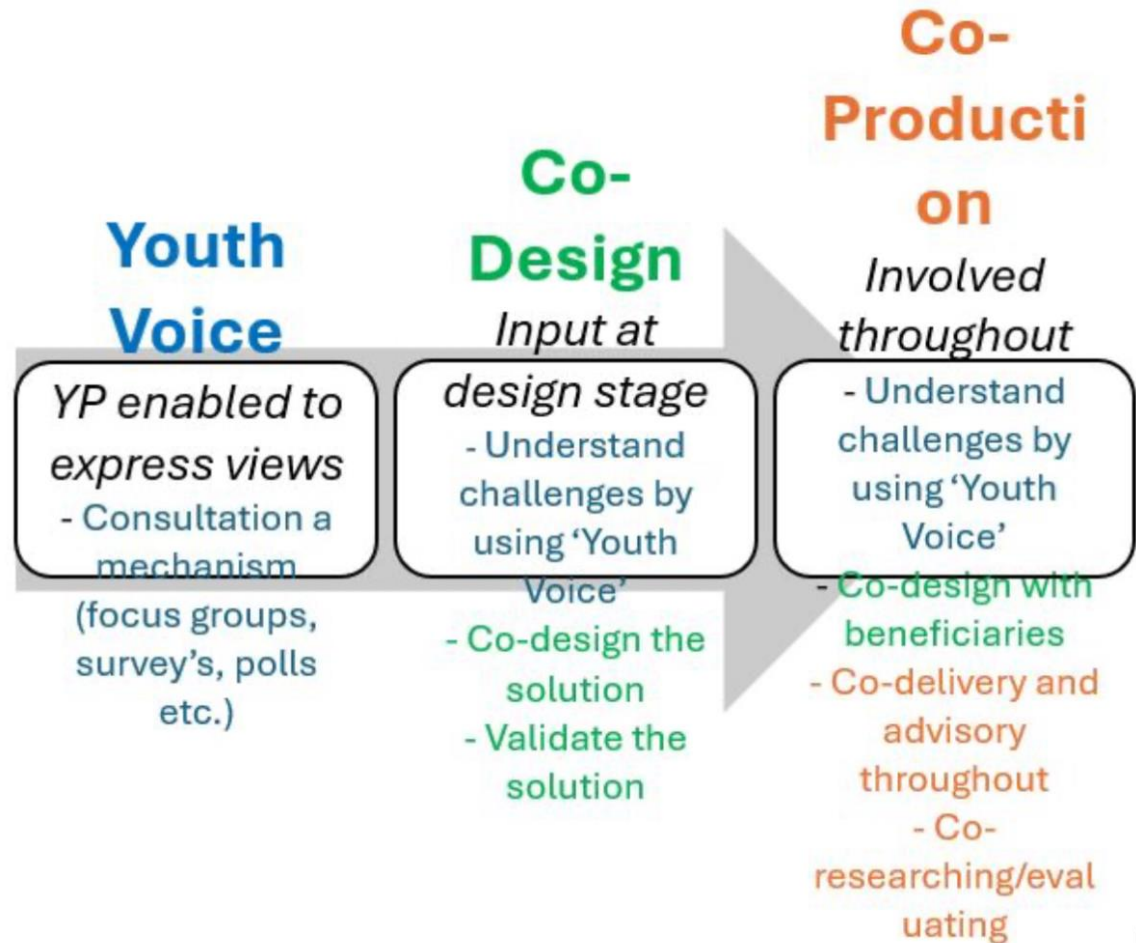
ARTICLE

12

THE RIGHT TO HAVE VIEWS GIVEN DUE WEIGHT

Professor Laura Lundy - child rights badass

Co- Dewhat- now?





Roger Hart's ladder of participation

- Child initiated: shared decisions with adults
- Child initiated and directed
- Adult initiated shared decisions
- Consulted and informed
- Assigned but informed
- Tokenism
- Decoration
- Manipulation

Consultation: Expressing views, feedback



YOUTH VOICE

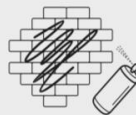
IDEAS
TIPS &
TOOLS



HOW DO YOU DO IT?

HERE ARE SOME IDEAS AND ACTIVITIES TO HELP YOU GET PEOPLE'S VOICES HEARD

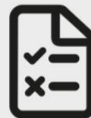
THOUGHT WALL/GRAFFITI BOARD



MOOD BOARD



QUESTIONNAIRES AND SURVEYS



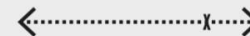
INTERVIEWS



VOTE WITH YOUR FEET ACTIVITIES



CONTINUUM QUESTION ACTIVITIES



What if they ask for things we can't give?

- Clear boundaries
- Honesty
- Don't be so sure



Using Photovoice to co-design plans and provision

The logo for 'PHOTO Voice' features the word 'PHOTO' in white capital letters above a green speech bubble containing the word 'Voice' in a purple, rounded font. The entire logo is set against a purple background.

Exploring children's views using photos



Photovoice Steps



What helps and does not help us....

1. **Introduction** and practice taking photos
2. Discuss issue further and set 'homework': individuals take photos
3. **Individual interview with adult**: tell me about this photo, what do we see? What did you feel? Caption
4. **Group identify themes**, together
5. **Group make action plan**: our ideas for what we can do, who will we tell and how?



Co-production

Young leaders from City of Derby Academy, The Bemrose School and Djanogly City Academy

Co-created, co-designed and co-delivered a 'Girls Active' Event

Young leaders from Djanogly delivered a dance session to their peers.

Focus around how girls feel when being active as opposed to just how they look.

YST GIRLS ACTIVE

girls active



- GIRLS ACTIVE suggest...
- Take a **long-term approach** to engaging girls
- Put developing **self-confidence** at the heart of activity
- Make PE and sport **relevant** to girls lives
- Recognise the **power of friends** to drive progress
- Develop **role models** for the future
- **Empower girls** to design and deliver PE and sport.



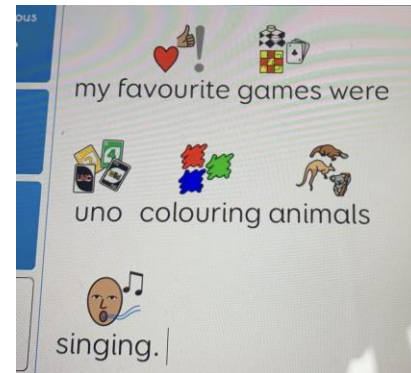
Inclusive Focus Groups Tool



www.youthsportstrust.org



- Visual timetable for session plan
- Allow Chill-out space/time for neurodivergent children
- Use pre-prepared visuals for instructions - not fancy!
- How does this child communicate and what helps?



Great resource for addressing the practicalities

See the [https://makingourmove.org.uk/resources/youth-engagement-and-co-design/youth engagement](https://makingourmove.org.uk/resources/youth-engagement-and-co-design/youth-engagement) page for all links to resources and as it develops case studies showcasing different ways to engage young people to gain their voice, co-design and co-deliver
Also see www.playtheirway.org



YOUTH SPORT TRUST

Youth Voice Toolkit

Developed by



Funded by



Space

HOW: Provide 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
- Have steps been taken to ensure that all children can take part?

Voice

HOW: Provide appropriate information and facilitate the expression of children's views

- Have children been given the information they need to form a view?
- Do children know that they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

Audience

HOW: Ensure 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: Ensure 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?

Choose your audience, be creative



Source: Switzer, S. (2019).

The community insight officer consulted with 162 children and 56 parents. They told him...

Nearly ALL P.E. regardless of usual activity level

Nearly ALL play on technology

social friends

HA HA HA HA

JACK Hi!

LEAST ACTIVE ACTIVE MOST ACTIVE

COFFEE TIME

HEALTH

it's 2 buses and 2 hills to school

GIRLS feel pushed out of football

For **FAMILIES** of the **LEAST ACTIVE** and **ACTIVE**

pass to me!

SHIFT PATTERN

Family

ACTIVE DADS KEY TO MOST ACTIVE CHILDREN

Local clubs
Accessible
low cost/free
Adverts in community e.g. mosque, church

EMBRACE TECHNOLOGY

Wider range of activities

Activities We enjoy

Barriers to being more active

What Helps?

There were **gender differences** on favourite sports

67% boys

23% girls

23%

19%

It's a GIRLY sport

dodgeball overjoys me

dodgeball dancing
swimming
volleyball
cricket
tennis
cheerleading
running
handball

WIDER RANGE of sports when naming their favourite

Girls enjoy a

when activities are **NOT INCLUSIVE** for ALL

will they include me?

am I welcome here

I'm busy every Friday

INCLUSIVE - Diverse

Build Relationships over time

Let's do this!

Staff make sure it is fair taxes!

Disability-inclusive activities & staff

Signposting TRY THIS!

Staff



Mentimeter:

Please scan this QR code or go to www.menti.com and enter the code 2890

1. What is your main take away from today's session?
2. From what you've heard, what are your top two priorities for change?



Together, we will address inequality & empower **EVERYONE** to be active in a way that works for them

