

Developed by



Funded by



Purpose

The Activate Our Voice pack describes practical activities that help you to initiate Youth Voice.

Using the cards

The activities are grouped by:



Active – involve movement and can be used within physical activity sessions.



Creative – involve writing, drawing and crafting and can be used in classrooms.



Technical – involve use of online or offline technology and are subject to your ICT policies.



YOUTH VOICE TOOLKIT: *Activate our voice*

The cards also indicate the depth of young people's involvement and response:



Fairly quick with simple responses.



Longer with greater clarification.



Longer with in-depth exploration.

When planning to use an activity, consider: →

Each activity indicates how it might support the different elements of Youth Voice:

- **Consult** – seek young people's views and support them to share their feelings and experiences.
- **Collaborate** – meaningfully involve young people in making decisions.
- **Co-produce** – enable young people to design and deliver activities and projects.

In practice, this typically involves changing the focus of the activity and type of responses you seek. For example, you could use one activity differently by asking participants to respond to different questions:

- **Consult** – How did you feel during that lesson?
- **Collaborate** – Which of the taster activities would you like us to deliver in PE?
- **Co-produce** – What would make the session more inclusive of all?

Crucially, the activities are a **catalyst**. They offer enjoyable ways to encourage and support young people to share their views – and will provide insight – but are also a means to build relationships with and between young people that lead to ongoing, open and constructive dialogue.



PURPOSE

- What difference do you want to make as a result of using Youth Voice?



PARTICIPANTS

- Which young people do you need/want to change things for?
- Who represents those young people? Whose voices do you need to hear?
- How will you ensure the activity is appropriate for those young people? (see next page)



ENVIRONMENT

- How will you create an emotionally safe space for the activity?



TIME

- How will you give young people time to share? What is realistic for them and you?



FOLLOW UP

- What will you do with young people's responses?
- How will you keep the young people updated about progress

Adapting the activities

Activities make Youth Voice enjoyable for young people. They complement the speech-based methods, such as discussions or focus groups, that you may also use. They also offer alternative ways to contribute for young people who struggle to have a voice within more traditional discussions, e.g., those with low confidence or with additional support needs. They help to make Youth Voice more inclusive.

All of the activities can and should be adapted to suit the participants and your context.

Consider:

- **Individual abilities and support needs**, e.g. age, confidence, SEND/ASN, EAL
- **Experience of the topic**, e.g. not involved at all, used to be involved, regular attendee
- **Experience of Youth Voice**, e.g. first time, negative past experience, regular consultee
- **Group dynamics**, e.g. how well they know each other, cliques, dominant individuals
- **Type of relationship**, e.g. one-off consultation, long-term project group.

The **STEP** model can be used to adapt all of the activities, not just the active (physical activity) ones.

SPACE:

Where it is happening

- Larger or smaller playing area
- Shorter or farther distances to/ between points
- Lower or higher objects or surfaces
- Private or public; secluded or open; familiar or novel
- Indoors or outdoors; allocated or chosen
- Theatre, cabaret, boardroom or round table layout

TASK:

How it is happening.

- Run, walk, wheel, roll, crawl, stand, sit (movement)
- Throw, roll, kick, strike, push, catch, trap (objects)
- Write, draw, speak, sign, demonstrate
- Same or different topics for people
- Open or closed questions; lower or higher order
- Own response; select from given options

EQUIPMENT:

What is being used.

- Different type, colour, weight, size, texture (sports)
- Text, signs, pictures, photos, video, audio
- Font style, size, colour/contrast; paper colour/size
- Material/in-person or digital/virtual
- Online or offline; personal or shared devices
- Assistive technology, personal aids

PEOPLE:

Who is doing what.

- Mixed or same age, sex/gender, ethnicity, ability etc.
- Full cohort, targeted individuals, volunteers
- Individual, pair, small group, whole group
- Self-identified, chosen, random or allocated groups
- Group by similar or contrasting views/ experiences
- Young people participating or leading peers





Download


See the Youth Voice toolkit – **Communication** and **Collaboration** – for more guidance on creating safe and inclusive spaces for young people. In particular, read the **Inclusive Focus Groups Tool**.



Summary of activity cards

 ACTIVE	Consult	Collaborate	Co-produce
Snowball	Gathering opinions and feelings quickly.	Voting on or prioritising options.	Generating lots of ideas without judgement.
On The Spot	Getting instant visible feedback.	Showing preferences visibly.	Testing responses to ideas.
Ball-In Ballot	Gauging strength of feeling.	Voting on or prioritising options.	Ranking solutions and possibilities.
Jigsaw Jog	Exploring the variables within preferences.	Creating consensus of opinion.	Creating a shared vision.
Talk Tag	Recognising and clarifying feelings.	Clarifying different preferences.	Clarifying initial ideas.
Roam and Reflect	Sharing experiences in depth.	Exploring options in depth.	Developing ideas and solutions in more depth.

 CREATIVE	Consult	Collaborate	Co-produce
Comic Strip	Understanding diverse perspectives.	Gauging feelings about options.	Evaluating qualitative impact.
Personal Postcards	Reflecting on personal experiences.	Seeing the components that inform choices.	Evaluating qualitative impact.
Make a Wish	Identifying motives and interests.	Voting privately and clarifying reasons.	Gathering a variety of ideas.
Conscious Collage	Understanding diverse experiences.	Hypothesising about potential actions.	Sharing aspirations or creating a vision.
Mask Your Feelings	Seeing initial reactions.	Judging reactions to potential decisions.	Evaluating ideas quickly.
Stepping Stones	Exploring different suggestions.	Making decisions and action-planning.	Developing solutions and projects.

 TECHNICAL	Consult	Collaborate	Co-produce
A Brick in the Wall	Gathering detailed insights.	Reflecting on pros and cons.	Suggesting additions and adaptations.
Word Cloud	Identifying trends and key themes.	Getting an overview of responses.	Getting an overview of initial ideas.
Picture This	Understanding diverse experiences.	Exploring potential impact of decisions.	Creating a project storyboard.
Cutaway Corner	Gathering succinct and varied feedback.	Testing responses to ideas and choices.	Gathering ideas and potential solutions.

Examples in action



ACTIVE

PE staff have embedded a number of active reviewing activities within PE lessons as a way to gauge young people's feelings and adapt their teaching accordingly.

- **On the Spot:** This is used regularly to check in on a variety of topics. For example:
 - *Starter:* Have you taken part in this activity before? Red = never, Yellow = tried it, Green = often.
 - *Midway:* Which challenge do you want to try? R = creative, Y = personal best, G = competitive.
 - *Plenary:* How do you feel about your progress? R = frustrated, Y = fine, G = proud.
- **Ball-in Ballot:** This is used as part of curriculum planning. At the start of each new unit, which focuses on transferable, non-sport-specific skills, pupils take part in relevant taster activities (e.g., outwitting opponents – hands, feet or sticks). The selected option is used as the basis for that unit. It also reinforces the transferability of skills between sports, aiding extra-curricular engagement.

Staff are visibly more responsive and adaptable, which motivates pupils within lessons and encourages them to feedback informally outside of lessons, helping to build positive relationships for all.



CREATIVE

At the start of a process to improve PE for pupils with autistic spectrum conditions (ASC), targeted pupils were invited to share their experience and suggest ways to improve it.

- **Conscious Collage:** Following an initial support session, which shared and discussed an example, pupils were given space, time, resources and, if needed, support from a teaching assistant during lunchtimes to create a collage. They shared these with each other and the staff.
- **Mask Your Feelings:** Based on the messages emerging from the collages, PE staff identified potential improvements. The PE lead shared these with the pupils, who used the masks to indicate their initial responses. The most favourable were enacted by the department.

The young people find it easier to articulate their feelings through imagery than through words and PE staff continue to use emojis (Chateez cards) to gather feedback on the changes they make.



Find Youth Voice case studies at:



TECHNICAL

As part of a programme to enable teenage girls to support their peers to get active, staff ran two two-hour online workshops for girls who had successfully applied to be leaders.

- **A Brick in the Wall:** This was used to identify the barriers that prevent girls from taking part in physical activity. Participants were asked 'What stops you from being active?' and submitted notes via their mobile phones. Afterwards, the organisers sorted the barriers into themes.
- **Word Cloud:** This was used to identify girls' motivations for being active. Participants submitted their responses – three each – via their mobile phones, with the Word Cloud live on screen.
- **Picture This:** At the end of workshop 1, the girls were asked to create a photo montage to share their story, i.e., their personal experience of physical activity. They created these in their own time and presented them online in the second workshop one month later.

The girls are now using all of these activities with their peers to instigate change in their schools.

Snowball



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Snowball** to:

- **Consult** – gather initial feelings, opinions and ideas quickly.
- **Collaborate** – vote on or prioritise options.
- **Co-produce** – generate lots of possibilities before focusing on a few.

PROCESS

1. Lay out the 'court' – large wide area divided into 2 halves.
2. Each person has a piece of paper and a pen/pencil.
3. They write their response(s) to your question, e.g. What would make physical activity more enjoyable for you? Crumple up the paper into balls (snowballs).
4. Divide into 2 teams.
5. Players throw their balls into the other team's half whilst trying to keep their own half clear.
6. Play for max. 60 seconds. Which team has fewest snowballs in their half?
7. Play as many rounds as time permits.
8. Players select one snowball and share its contents – small or whole group.
9. Collate the responses as players share them. Go on to discuss themes if wish.

BUILD BELONGING

Pair and share responses; play in smaller teams; discuss themes in small groups.



EQUIPMENT

- 1 sheet of paper per person
- 1 pen per person
- Cones or tape/chalk line



TIME

- Approx. 15 mins:
 - 5 mins writing
 - 1 min x 3 rounds playing
 - 5 mins sharing



THINK INC

- Draw or write responses
- Pairs to write and share
- Play seated



FEEL SAFE

- Anonymous responses
- Value/respect all responses
- Play in smaller groups

Funded by



Developed by



On the Spot



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **On the Spot** to:

- **Consult** – get instant feedback on simple questions or statements.
- **Collaborate** – vote on suggestions or select from options.
- **Co-produce** – indicate preferences or test proposals.

PROCESS

1. Spread multiple spots across a large space – at least 1 per person.
2. Indicate which colours represent which response, for example:
 - green = agree, red = disagree, yellow = neutral
 - blue = option 1, white = option 2, orange = option 3.
3. Young people move around the space to music. Encourage different ways to move, e.g. fast, slow, low, sideways, zig zag, circles, creatively.
4. Stop – and ask a question or make a statement, for example:
 - You enjoyed today's session.
 - Which of the three learning methods did you like most?
5. Young people respond by moving to the matching colour spot.
6. Young people discuss with peers why they responded that way, either to share views (same colour) or contrast views (different colour).

BUILD BELONGING

Start with fun everyday topics, e.g. food, music; discuss with partner before selecting.



EQUIPMENT

- Multi-coloured spots/cones
- Optional: music



TIME

- Up to 2 minutes per round:
 - 30 seconds moving
 - 30 seconds choosing
 - 60 seconds chat



THINK INC

- Give reminder of colours
- Label spots, e.g. letters
- Use open language for movement, e.g. fast, low



FEEL SAFE

- Multiple spots of each colour
- Low stakes questions
- Move to a different spot if change mind

Funded by



Developed by



Ball-in Ballot



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Ball-in Ballot** to:

- **Consult** – gauge strength of feeling.
- **Collaborate** – prioritise choices and decisions.
- **Co-produce** – rank possibilities.

PROCESS

1. Place 3 containers in the middle of the space. These form the hub of a wheel.
2. Label each container with an option, e.g. 3 different activities.
3. Sort players into small teams, evenly spread around the circumference of the wheel.
4. For each team, place a marker a set distance from the hub, e.g. 2m.
5. On "go", players from each team take turns to run to the marker and throw their ball into their preferred container. All teams go at the same time.
6. Players have 3 turns – they can throw all of their balls into one or spread them across the options as they wish. (If they miss, they have another go.)
7. Count the balls and eliminate the container with the lowest number.
8. Repeat with 2 balls each to eliminate another choice and identify the final one.
9. Alter the number of containers/balls to reflect the number of options on offer.

BUILD BELONGING

Teams discuss preferences and tactics before/between/after rounds.



EQUIPMENT

- 3 containers (or targets)
- Markers – 1 per team
- Balls (or similar) – 3 per player



TIME

- Approx. 20 mins:
 - 5 mins x 2 rounds
 - 5 mins set up/groups
 - 5 mins counting/re-set



THINK INC

- Adjust the throwing distance
- Throw, roll, strike or kick
- Change the type of target



FEEL SAFE

- Random colour balls for players
- Thinking time before playing
- Multiple containers for each option

Funded by



Developed by



Jigsaw Jog



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Jigsaw Jog** to:

- **Consult** – get insight into different groups' views and experiences
- **Collaborate** – explore multiple elements within a decision.
- **Co-produce** – create an overall picture or vision.

PROCESS

1. Decide on a question you would like to ask, e.g. What would attract you to a new club?
2. Write one consideration for the question on each of 6 envelopes, e.g. time, location, deliverer, grouping, activity, format. Write a set of envelopes for each team.
3. Write a set of options, one option per jigsaw piece (sticky note) for each consideration and place them in the envelopes, e.g. the jigsaw pieces for 'time' might be breakfast, lunchtime, after school.
4. Set up 6 controls around a large space – one for each consideration and place/tie the relevant envelopes there (one envelope per control for each team).
5. Give each team a map of the controls (numbered but not named).
6. Start each team with a different control to avoid congestion.
7. Give each team a template – a blank grid with 6 sticky note sized boxes.
8. Teams wait at base. Player 1 in each team runs to find their first control, collects an envelope of options and returns. The team selects their preferred option and sticks that jigsaw piece to the template. Player 2 runs to the next control and so on.
9. When all teams have completed their jigsaws, take turns to share them.

BUILD BELONGING

Teams visit controls as groups; pair teams to share their jigsaws in detail.



EQUIPMENT

- Map – 1 per team
- Jigsaw pieces (sticky notes) – 1 set of options per team at each control
- Envelopes – 1 per set of options per team



TIME

- Approx. 45-60 mins (depending on number of stations)



THINK INC

- Consider distance and terrain
- Use symbols as well as text
- Use coloured markers, not maps



FEEL SAFE

- Choose own teams
- Group by common factors
- Gallery final jigsaws

Funded by



Developed by



Talk Tag



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Talk Tag** to:

- **Consult** – share and validate thoughts, feelings and experiences.
- **Collaborate** – consider and analyse potential decisions.
- **Co-produce** – consider and expand possibilities.

PROCESS

1. Prepare 2-3 open questions relating to your topic, e.g. to identify what motivates young people to be active, you might ask:
 - When do/did you most enjoy being physically active?
 - What do you want to gain from physical activity?
2. Individually, players reflect on your first question and try to summarise their answer in one or two words on a sticky note, e.g. a) With friends.
3. Players stick the note to their foreheads then move around the space to tag (find) someone who has a similar answer.
4. Pairs then tag another pair with a similar answer.
5. Stop the music and movement when small groups have formed.
6. Give groups time to discuss their responses before feeding back to everyone.
7. Repeat with another question.

BUILD BELONGING

Include other life-related questions; give time to talk after each tag.



EQUIPMENT

- Music
- Sticky notes – 2-3 per person
- Pens – 1 per person



TIME

- Approx. 30 mins – depending on number of people and questions



THINK INC

- Speech and/or sticky notes
- Show questions on large screen
- Stop (and sit) after each tag



FEEL SAFE

- Start with fun/easy questions
- Start in pairs (existing buddies)
- Use audio to record feedback

Funded by



Developed by



Roam and Reflect



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Roam and Reflect** to:

- **Consult** – delve into experiences and build empathy.
- **Collaborate** – examine potential decisions.
- **Co-produce** – develop ideas and solutions.

PROCESS

1. Young people choose their own small groups (2-3).
2. Set a topic, e.g. 'school sport competitions' and ask groups to discuss their experiences, views or ideas as they go for a walk around a given area.
3. Either place a series of prompt cards around the area or give each group a set before they leave, e.g. 'What stops you from taking part in school competitions?', 'When have you enjoyed competitive or challenging activities? 'How would you make intra-school competitions more inclusive?' Etc.
4. Establish clear guidelines and set a return time.
5. If appropriate, young people record key thoughts (not their whole conversation) as a series of voice memos – one per prompt – and submit them afterwards.
6. Alternatively, reps from each group join together to summarise their general feedback afterwards – one prompt per group.

BUILD BELONGING

Start with short walks; use for a range of topics; roam with new buddies each time.



EQUIPMENT

- Topic cards
- Timer – 1 per group



TIME

- 20-30 minutes – depending on available time and space



THINK INC

- Consider terrain/distance
- Place prompts at rest points
- Provide audio prompts



FEEL SAFE

- Select own pairs/trios
- Generalise feedback
- Do not record

Comic Strip



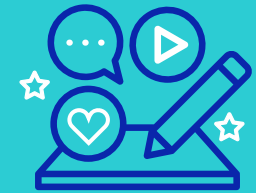
Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Comic Strip** to:

- **Consult** – understand and empathise with different perspectives.
- **Collaborate** – gauge feelings about previous/potential decisions/process.
- **Co-produce** – evaluate the qualitative impact of a programme/experience.

PROCESS

1. Share the situation to be reviewed, e.g., after-school sports programme
2. Describe it as a story with key plot points, each representing a key moment, action or decision within the situation, e.g., school staff offer to run clubs of their choice; clubs promoted in newsletter; students decide to join; students welcomed to first session...
3. Write down the plot points as visual reminders.
4. By drawing one or more emojis for each plot point, individuals create a cartoon or comic strip to represent how they felt/feel about the situation.
5. Encourage creativity: make it as much like a comic strip as possible. Consider style, e.g., manga.
6. Options for sharing:
 - Interact with individuals as they are working (small group).
 - Young people share with each other (pairs, small groups).
 - Gallery comic strips – identify commonalities, e.g., most highs or lows.
 - Post emojis (on sticky notes) on communal plot point posters.

BUILD BELONGING

Small groups create stories/plot points together; every image is shared and valued.



EQUIPMENT

- 1 A3 sheet of paper each
- Coloured pens/pencils
- Optional: emoji examples
- Optional: comic strip example



TIME

- Approx. 30 mins:
 - 5 mins share story with group
 - 15 mins individual working
 - 10 mins sharing



THINK INC

- Copy/cut out ready-made emojis
- Move to emoji cards on floor as each plot point is called out
- Point to picture board emojis



FEEL SAFE

- Choose personal working space
- Only volunteers share their comic strips
- Discuss key themes, not individuals' responses

Funded by



Developed by



Personal Postcards



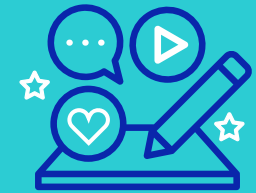
Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Personal Postcards** to:

- **Consult** – reflect on personal experiences.
- **Collaborate** – consider and inform future choices and decisions.
- **Co-produce** – evaluate the qualitative impact of a programme/experience.

PROCESS

1. Prepare and copy a postcard template for each participant:
 - Front – 4 quarters – each with a category, e.g. One thing I...
 - Enjoyed the most
 - Am most proud of
 - Gained from the experience
 - Contributed to the team
 - Back – 2 halves:
 - Space for name
 - Space for improvement goal or next step, e.g. I will...
2. Each young person draws or writes their personal responses within each box.
3. Ideally, produce as printed cards and post them back to participants after the programme/event or participants take them home or submit them.

BUILD BELONGING

Use categories that focus on connection, e.g. I helped someone..., I felt included....



EQUIPMENT

- A4 postcard template – 1 per person
- Coloured pens/pencils



TIME

- Approx. 20 mins



THINK INC

- Provide visual or verbal examples
- Add photos instead of drawing or writing
- Make a talking postcard (audio/video responses)



FEEL SAFE

- Choose personal working space
- If submitted, remain anonymous
- For personal reflection only

Funded by



Developed by



Make a Wish



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Make a Wish** to:

- **Consult** – understand needs, interests and motivations.
- **Collaborate** – inform potential actions and decisions.
- **Co-produce** – gather ideas and solutions.

PROCESS

1. Make either a wishing line, wishing tree or wishing well.
2. Individual activity: place it in a space that young people can access in their own time but without fear of being overlooked by others.
3. Locate the prompt nearby, e.g. What is your wish for making PE more enjoyable?
4. Provide a supply of pens and cards (washing), labels (leaves) or circles (coins) to write wishes on.
5. Give young people a specific timescale, e.g. one week, within which to add their wishes to the line/well/tree.
6. Group activity: use within or after a session. Participants have 2-3 cards/labels/coins each and peg/hang/throw them whenever they are ready.

BUILD BELONGING

Young people sort and create themes from wishes; each group agrees 3 wishes.



EQUIPMENT

- String, pegs and colourful A6 cards or
- Tree and luggage labels or
- Box and cardboard circles



TIME

- 5 mins – as individual activity
- 10 mins – as group activity



THINK INC

- Accessible location and height
- Take cards/labels/circles away to have time or support to write
- Select from ready-made wishes



FEEL SAFE

- Private/secluded site
- Anonymous wishes
- Visit site in own time

Funded by



Developed by



Conscious Collage



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Conscious Collage** to:

- **Consult** – understand and empathise with different experiences.
- **Collaborate** – gauge responses to previous/potential decisions.
- **Co-produce** – share aspirations or create a vision.

PROCESS

1. Share the theme, e.g. 'How do you feel about PE at the moment?' or 'What would positive PE look, sound and feel like for you?' or 'How might you feel if we...?'
2. Individually, young people create a material (cutting and pasting pictures and words from magazines) or a digital (copying and pasting digital images from an approved source) collage that captures their thoughts and feelings.
3. Give plenty of time and space (with relaxing background music) for crafting.
4. Encourage creativity: images may be metaphors and/or literal.
5. Young people take turns to present their collage, highlighting only the aspects they choose to share, either in small groups or in the whole group.



BUILD BELONGING

Create a shared collage as a group; start with an 'I am...' or 'We are...' theme.



EQUIPMENT

- A3 paper (material)
- Magazines (material)
- Scissors and glue (material)
- Or device and WIFI (digital)



TIME

- Approx. 45 mins:
 - 30 mins crafting
 - 15 mins sharing



THINK INC

- Diverse imagery available
- Have different roles (designer = thinking, technician = doing)
- Material or digital options



FEEL SAFE

- Work in personal space
- Pair and share collages first
- Choose which aspects to share

Mask Your Feelings



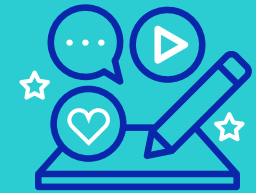
Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Mask Your Feelings** to:

- **Consult** – judge whether something is seen positively or negatively.
- **Collaborate** – get a judgement before making a decision.
- **Co-produce** – evaluate an idea or the impact of a project.

PROCESS

1. Young people each make a tragi-comedy mask (one side happy, one side sad) – large enough to cover their faces (optional: add a lollipop stick to hold it).
2. Present a specific question, e.g.
 - How do you feel about being grouped by ability for PE?
 - How would you feel if we allowed you to wear leggings or shorts for PE?
 - How might you respond if we offered a lunchtime fitness session?
3. Young people put the masks over their faces to show their responses.
4. Feedback:
 - Gather instant views from observation and/or
 - Young people find a same-face partner to share why and/or
 - Groups with the same face discuss and present their case for/against.
5. Alternatively, use Chateez cards for nuanced responses: www.chateez.co.uk

BUILD BELONGING

Start with fun or everyday situations; discuss in mixed groups (sad and happy faces).



EQUIPMENT

- A4 card – 1 piece per person
- Coloured pens/pencils
- Scissors
- Optional: lollipop sticks and glue



TIME

- Approx. 40 mins:
 - 20 mins crafting
 - 20 mins sharing



THINK INC

- Ready-made templates
- Make sounds as well as wear mask (hurrah/boo)
- Sit or stand to discuss



FEEL SAFE

- Wear mask while discussing
- Show without sharing
- Share within a consistent group

Stepping Stones



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Stepping Stones** to:

- **Consult** – identify solutions and preferred approaches.
- **Collaborate** – plan how to enact a decision.
- **Co-produce** – solve problems or create a new process/project.

PROCESS

1. Outline the start (current situation) and finish (desired situation) points, e.g. start – insufficient competition opportunities for young people with additional needs (SEND/ASN); finish – weekly competitions for young people with SEND/ASN.
2. Mark start and finish lines on the floor at either end of the space.
3. Working in pairs/small groups, young people make stepping stones to represent actions needed to move from start to finish (one specific action per stone).
4. Groups lay out their stones and look at each other's pathways.
5. Whole group identifies commonalities (keep as actions) and discusses contrasts (keep/adapt/discard) to agree one path of stepping stones.
6. Take photos at different stages to capture ideas and record the agreed action plan.

BUILD BELONGING

Seek consensus for each stepping stone; fully explore 'outliers' before deciding.



EQUIPMENT

- Multiple sheets of A4/A5 paper
- Marker pens
- Optional: start/finish markers



TIME

- Approx. 45-60 mins – depending on the complexity of the topic



THINK INC

- Select from prepared stones
- Explain as well as show paths
- Devices to create virtual paths



FEEL SAFE

- Use anonymous voting to agree stepping stones
- Time out to reflect/question
- Keep all stones as future ideas

A Brick in the Wall



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. **Use A Brick in the Wall** to:

- **Consult** – gather detailed insights on challenges and solutions.
- **Collaborate** – reflect on the advantages and disadvantages of a decision.
- **Co-produce** – suggest adaptations and additions to basic ideas.

PROCESS

1. Sign up to Padlet (free): <https://padlet.com>
2. Create a Padlet 'wall' with a question, topic or idea, e.g. What stops you from taking part? How should we promote this event? What are the benefits of...?
3. Share the link with participants as a weblink or QR code (Padlet will create this).
4. Give a deadline for responses to be posted.
5. In their own time/space, individuals post their responses as 'bricks' to the wall. They may post as many as they wish.
6. Analysis: sort the posts into colours to highlight trends (click on the 3 dots of each post); use posts to identify issues/ideas/preferences.
7. Optional analysis: participant sub-groups look at specific themes (colours) and summarise them for the whole group and/or tackle the theme.

BUILD BELONGING

Recognise commonalities; create like-minded discussion groups; explore the 'why'.



EQUIPMENT

- Padlet 'wall' set up via laptop
- Individual access to internet-connected device (in own time or in group session)



TIME

- Approx. 25 mins:
 - 5 mins set up
 - 10 mins individual answers
 - 10 mins analysis of answers



THINK INC

- Post starter example responses
- Share verbally – a buddy posts
- Send voice messages to email, SMS or a WhatsApp group



FEEL SAFE

- Anonymous responses
- Time and space to reflect
- See other posts to know others share similar views

Word Cloud



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Word Cloud** to:

- **Consult** – gain an overview or identify trends.
- **Collaborate** – see the strength of agreement/disagreement.
- **Co-produce** – collect simple/initial idea.

PROCESS

1. Sign up to Mentimeter (free): www.mentimeter.com
2. Create a new Menti: start from scratch and select word cloud.
3. Content: type in a question, e.g. What stops you from being physically active?
4. Interactivity: select how many responses each young person can make.
5. Interactivity: share a QR code on screen or just use the automatically generated code at the top of the slide.
6. Present: share via a laptop or project on a full screen.
7. Young people go to menti.com on their devices, enter the code and join; they enter their responses to the question then submit.
8. Responses appear on the screen – largest words are the most popular.
9. Results: download the screen and save as a pdf to retain the word cloud.

BUILD BELONGING

Recognise commonalities; create discussion groups to explore the 'why'.

EQUIPMENT

- Mentimeter set up on laptop
- Individual access to internet-connected device (in own time or in group session)

TIME

- Approx. 10 mins:
 - 5 mins intro
 - 5 mins response

THINK INC

- Post starter example words
- Share verbally – a buddy posts
- Send voice messages to email, SMS or a WhatsApp group

FEEL SAFE

- Anonymous responses
- Give fewer responses if wish
- See other posts to know others share similar views

Picture This



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Picture This** to:

- **Consult** – understand and empathise with personal experiences.
- **Collaborate** – identify potential changes.
- **Co-produce** – evaluate or create a storyboard for a project.

PROCESS

1. Present a broad theme or topic, e.g. 'My experience of PE in this school' or 'What I have gained from being a leader'.
2. Over a given period, young people take photos which capture their experiences. These may be positive or negative, literal or metaphorical.
3. Provide clear guidance on what is and is not permissible as part of local policies.
4. Using an approved digital tool, young people curate the photos within an online photo album or as part of a PowerPoint presentation.
5. Young people present their albums/slideshows to each other.
6. Listen, ask questions, recognise and reassure to build empathy.
7. Alternatively, make a 2-minute video instead of taking photos.

BUILD BELONGING

Work with others to create an album or video; include aspects from wider lives.



EQUIPMENT

- Camera – 1 per person
- Digital album, e.g. PowerPoint, Google photos, Canva etc



TIME

- At least 1 week for photos
- 5 mins per person to present



THINK INC

- Print photos
- Have different roles, e.g. director and camera operator
- Make a podcast



FEEL SAFE

- Photograph objects not self
- Curate own photo album
- Choose how much to share

Cutaway Corner



Fairly quick activity
with simple responses



Longer activity with
greater clarification



Longer activity with
in-depth exploration



PURPOSE

Activate Our Voice cards help you to initiate Youth Voice. Use **Cutaway Corner** to:

- **Consult** – gather feedback and insights on specific topics.
- **Collaborate** – test potential actions.
- **Co-produce** – gather ideas and solutions.

PROCESS

1. Place a recording device in a screened-off corner of the space.
2. Post a question or suggestion next to the device, e.g. 'What 3 words would you use to describe today's event?' or 'What one thing would make this activity better for you?' or 'Share a high and/or low from the session.'
3. During the activity/event, individuals take brief time outs to visit the corner and record their responses to the prompt, either as video or audio.
4. Alternatively, if there are sufficient devices, allocate them to groups at key points during the session to capture their point of view (POV).
5. If permitted, edit the video/audio to summarise key messages.
6. Young people's views can be used as cutaways within a video of an event.

BUILD BELONGING

Groups agree a shared response; young people record their peers.



EQUIPMENT

- Video- or audio-enabled device
- Screen, e.g. freestanding noticeboard, curtain



TIME

- 2 mins per person
- Duration of an activity or event



THINK INC

- Choose audio or video
- Record signs instead of speech
- Have a device operator



FEEL SAFE

- Choose audio or video
- Record in pairs
- Participation is voluntary

Funded by



Developed by

