

# FACILITATORS MANUAL GUIDELINES TO ENHANCE CHILD PARTICIPATION AND WORK WITH YOUTH ON CHILD ADVISORY BOARDS

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WRITTEN WITHIN THE FRAMEWORK OF THE **AWAY** PROJECT



ALTERNATIVE WAYS TO ADDRESS YOUTH  
JUST/2015/RCHI/AG/PROF/9589

Authors:

Andrea Gruber

Szilvia Gyurkó

With contributions from CAB facilitators in the AWAY project:

Viktoria Sebhelyi (project manager)

Anamarija Vuic (Croatia)

Christina Vladescu (Romania)

Velislava Delceva (Bulgaria)

Edited by Mary Evelyn Porter



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DEAR READER,

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THIS MANUAL IS A PRACTICAL GUIDELINE FOR FACILITATORS AND PROFESSIONALS WHO ENHANCE CHILD PARTICIPATION IN THEIR PROGRAMS, APPROACHES AND DAILY WORK. THE CONTENT WAS WRITTEN WITH THE LEAD OF PRESSLEY RIDGE HUNGARY FOUNDATION IN STRONG COOPERATION WITH THE CHILD ADVISORY BOARD FACILITATORS IN THE AWAY PROJECT OVER A PERIOD OF ONE YEAR.

PLEASE NOTE, THIS MANUAL IS BASED ON A PROJECT WITHIN THE AREA OF CHILDRENS' RIGHTS WITH A STRONG COMMITMENT TO OFFERING NEW KNOWLEDGE AND METHODS TO ALL PROFESSIONALS WHO ARE COMMITTED TO CREATE AN OPEN AND INCLUSIVE SPACE FOR CHILDREN WHERE THE CHILD'S VOICE IS HEARD AND ACKNOWLEDGED.

THANK YOU FOR YOUR UNDERSTANDING AND COOPERATION.  
THE AUTHORS



Drawing created by the CAB group from a Detention Center in Craiova, Romania

# HOW TO USE THE MANUAL?

This Manual serves as a methodological and administrative guidance for all partners on how to work with the Child Advisory Boards within the AWAY project<sup>1</sup>. After briefly introducing the project, detailed information is provided on setting up the CAB, planning its meetings, and developing the group. The manual also suggests approaches and guiding ethical principles for child participation. Along with the theoretical background, practical tools and tips are enclosed to help practitioners in working with the CAB.

Although this manual was prepared specifically for the AWAY project, it arises from the broader context of working with groups of young peoples. The core methodology is based on the principles of experiential education augmented through the fifteen year experience of Pressley Ridge Hungary Foundation staff in working with young people in various group settings. This manual is adaptable for use with any newly formed group of children or youth.

The manual provides a comprehensive picture of how to build your group into a highly functioning team. Its structure and logic allow the beginner group facilitators to organize the basic work of the CAB, but also allows for the more seasoned group leaders to deepen work with the kids. Namely, the sections of AWAY Project Background, The Child Advisory Board, the Child Participation Guideline, and the Planning and Running CAB Meetings and Appendices 1 – 3 (Forms, Child Participation Guideline, and

Description of Activities) should equip CAB facilitators with the basic knowledge and tools to effectively run the CAB. At the same time, the additional chapters on The Importance of Relationships in Working with Youth, and Building the Group, in conjunction with debriefing questions found in the Appendix called 'Questions for Debriefing' provide in depth information and skills to aide in further developing the group into a team. The insights and tips presented in these sections will help you to become a more seasoned facilitator. In other words, you will get as much out of this manual as you are willing to invest in it.

The manual works best if it is coupled with training on the content, which you will receive at the kick-off meeting of AWAY, and through personal consultation with our staff. We suggest that you read through the theoretical portion of the manual before you start the work with the CAB and familiarize yourself with the tools and tips. It is also advisable to plan the series of meeting with the CAB ahead of time and allow yourself time for planning and preparation of each session. To support the planning process, ready-made forms for session plans and evaluations are enclosed along with a tip sheet on motivating and running group meetings, a collection of activities you can use for various purposes in your work with the CAB, as well as a set of debriefing questions to maximize the learning outcomes of each session.

<sup>1</sup> This manual has been developed within the framework of the 'Alternative Ways to Address Youth (AWAY) project (contract no. JUST/2015/RCHI/AG/PROF/9589) AWAY is a regional project that has been implemented in the following countries:

1. Bulgaria, (under the coordination of Program for the Development of the Judicial System (PDJS))
  2. Croatia, (Brave Phone Croatia)
  3. Romania, (Terre des Hommes Helvetia in Romania)
  4. Belgium, under the coordination of Defence for Children International (DCI) and the International Juvenile Justice Observatory (IJJO)
  5. Hungary, (Terre des hommes "Lausanne" Foundation (project lead) and The Global Network for Public Interest Law – PILNET).
- AWAY project aims to observe the regional justice systems to gather empirical evidence on the use or non-use of diversion methods. Part of the project is the setting up and operating Child Advisory Boards. The Child Advisory Board are comprised of youth in the 14-25 age range who are interested in the justice system - and if possible, have themselves been involved with the juvenile justice system. They are identified and facilitated through existing partnerships in each target country. Child Advisory Boards are active throughout the project. Children and youth will actively participate throughout the spectrum of relevant project activities and will be involved in development of learning modules, participate in advocacy meetings and beneficiaries of child-friendly materials in the area of diversion. The board member children undergo periodic evaluation and assessment to ensure that their rights are not breached throughout the process. Given the voluntary nature of the project, the members of Child Advisory Boards are able to benefit from professional development, including opportunities for networking, psychosocial group activities, and a platform to exchange experience based ideas.

As this manual was prepared for the Child Advisory Boards of the AWAY Project, certain terms and designations are used interchangeably. **Children** may be referred to as *kids, youth, youngsters, young people, group members, CAB members, or participants*. Whatever the case we mean the young people who participate in the CAB group in the current project. Similarly, the **adult who leads the group** may be called the *facilitator or the group leader*. Finally, the **group** itself is referred to as the **CAB**. These designations may be used in working with other groups as well.

This manual was prepared at the beginning of the AWAY project. As the project activities have developed and the facilitators have gained ex-

perience in setting up and running the CABs, we have continued to formulate the manual. Conclusions of regular discussions with all CAB facilitators and reflections on the work of the CABs have been incorporated in the text. As a result, we have created a solid methodological “how to” handbook which can be utilized in other settings, projects, or programs in which child participation is essential.

Examples of meetings plans that were developed and employed during actual CAB sessions are included. To provide additional insight into the project we share some takeaways at the end of the chapters as well as a separate chapter entitled Behind the Curtain which features best practices and experiences shared by facilitators.

## THE CHILD ADVISORY BOARD ABOUT THE CABS

The Child Advisory Board is composed of young people between the ages of 14 and 25 who are interested in the justice system - and if possible have been involved in the juvenile justice system. CABs are heterogeneous groups (age, experience, and gender) with 4-8 members each. Members actively provide input into research, development of training materials, campaigns, awareness raising and policy work within the AWAY project. CABs serve as a platform for young people to share their experiences and learn from each other, to influence practice and promote the issue of diversion among national and regional forums.

CAB meetings are held every other month; there are a total of ten CAB meetings in each partner country during the project. Preferably the meetings should be held at the same time and place. Project partners provide an appropriate meeting room and consumables for the CAB meetings.

CABs operate throughout the project. Youths actively participate throughout the spectrum of relevant project activities and are involved in the creation of the Child Friendly Booklet and development of learning modules. They are participants in advocacy meetings and

beneficiaries of child-friendly materials in the area of diversion. CAB members support the process of developing the training materials by discussing the different aspects of the trainings in their ongoing meetings and channeling their recommendations to the national teams. Facilitators have a major role to ensure the engagement of children and their participation in the 2-year project.

The children participating in the CABs are identified through existing partnerships in each target country. For example, Tdh Hungary and Pressley Ridge Hungary Foundation partner with a correction facility for girls as partners in an EU-funded project on child-friendly juvenile justice. Similarly, Brave Phone and Tdh Helvetia also work with children's groups in their country within the same project. Tdh's online children's courts game also offers opportunities to engage children across the region to join activities and advocate for diversion measures. These relationships are utilized to involve and work with children who are interested in taking part in the CABs.

To include and address the needs of children in particularly vulnerable situations (children with mental disabilities, street-involved children,

children of marginalized ethnic minorities), the project design and implementation has been planned through child participatory approaches, to ensure that children identified represent different backgrounds, and all research and training related activities will include specific information on services and special needs of vulnerable children.

In the CAB meetings we collect data to ensure the consistent high quality of the project: base and end line *Knowledge and attitude surveys* for children participants; pre and post training assessments, checklists for trainers and facilitators.

Given the voluntary nature of the project, the children members of CABs can enjoy and benefit from professional development, opportu-

nities for networking, psychosocial group activities, and a platform to share their experiences. Any child participation in designing and developing the awareness raising campaign, including the child-friendly booklet, is completely voluntary and based on the child's availability and aspiration.

With the active involvement of Child Advisors, a children's corner will be designed and developed on ChildHub, that gives a voice to children where they can present their views, stories, opinion or ideas directly to professionals. They will be able to edit content – with the supervision of ChildHub editors.

## SELECTION CRITERIA REGARDING THE CAB MEMBERS AND FACILITATORS

Each project partner (BPH-CR, IJJO, PDJS, TDH-HU, TDH-RO) set up a CAB with four to eight children members. Selected members have had a heterogeneous background in terms of age, experience, and gender. To avoid fluctuation and drop-out of the CAB members it is advisable to select at least ten children at the beginning of the process. We know that in every group there are members who due to various reasons are not able or willing to sustain participation.

### Selection criteria for CAB members:

- Be at risk or in conflict with the law
- Be between 14-25 years of age
- Interested in the operation of the justice system
- Subjected to the juvenile justice system

### CAB members participate in:

- All strategic and specific activities (planning, research, development of learning materials, advocacy meetings), and will add their voice to every deliverable (Research report, Child-friendly booklet, ChildHub platform, press release, e-newsletter, videos, etc.)
- Advocacy meetings (to discuss aspects of the trainings and make recommendations)
- Ensuring child-friendly practices throughout the project
- Development of the Child's Corner (upload their messages, thoughts and stories)

## COMPENSATION FOR CAB MEMBERS

CAB members receive no compensation for this task. Child members of CABs are able to enjoy and benefit from professional development, opportunities for networking, psychosocial group activities, and a platform to share their experiences. CAB members will receive a certificate for their participation and also a reference letter. They

can also receive an acknowledgement that they worked as volunteers so they can count these meetings in the compulsory service learning activities (in Hungary). The project partners also can offer their network of pro-bono legal advisors to help kids in their legal processes.



## Lessons Learned

Project goals for CAB groups included informing children of research activities, trainings offered for professionals and the child friendly booklet about diversion, etc. At the beginning of the project the project team reviewed these goals and amended the activities for the CAB groups. We consider that the main value of child participation is the safe space created for children who participate in the project. This also means that the topics we ask the children to reflect on should be topics that are relevant to the lives of group members. Relevant topics for CAB groups in this project cover the child friendly booklet and participation in the trainings organized for professionals.

Creating a safe space has three levels: first the facilitator has to create a safe group culture, second offer learning platforms for group members by inviting guests or visiting institutions that work on the child rights area, and third ensure that young people's voices are heard and incorporated into the project outcomes in a respectful manner and their input is valued.

# CHILD PARTICIPATION

Child participation is a concept that should be in place in every project, program or institution that works with or for children. It ensures that children and youth are given a voice in all matters that concern them within the framework of the given project or agency. Yet, it is an approach that is still only developing in most projects, programs and institutions. At Terre des Hommes and Pressley Ridge Hungary Foundation we believe in the strength of involving children in all aspects of our work and taking a child participatory approach has become an everyday practice in our work. When preparing the proposal for the AWAY project, the priority was to set up Child Advisory Boards to inform our subsequent work on diversion and in all work packages of the project.

At the same time, child participation is a sensitive area. Young people have not yet reached their full maturity, and as teens are dealing with the challenges of their lives' tremendous forward thrust. Their participation is a delicate process; we as adults and facilitators of the group have to be careful and establish a good balance

between asking for the kids' experiences and advice and creating teachable moments and prepare the floor for them to develop their own knowledge and skills. The manual of course will help you with setting the stage for each of your CAB members while developing your group.

In addition, child participation in and of itself is a serious teaching and learning opportunity for the children involved. It is highly rewarding for children and youth when they become a member of an advisory group; their involvement and commitment is usually higher than in other kinds of groups. We have to honor this dedication and carefully plan our activities so that we can give something back to them during the project. We have to keep in mind that the kids' contribution of their time, knowledge, experiences, and openness is a key to the project's success. Being a member of an advisory group as a child usually has a positive effect on their achievement on different segments of their life. Nevertheless, there are youth who need support to be able to deal with this kind of responsibility and opportunity to act as a re-

sponsible person. It is our role as facilitators to make sure that all children in our CAB receive the right support so that he/she can participate to his/her full potential.

Therefore, it is of utmost importance that young people's participation in and contributions to the CAB happen safely, in a space that guarantees the respect of their rights and personalities all through the process. To ensure such an environment for young people supporting our work TDH Hungary developed the first complete **Child Participation Guidelines** document in the framework of its Right(s) Court for Children project in 2015-16, which we have adopted for the current project. *You will find the complete **Child Participation Guidelines** of the AWAY project along with forms that you can use with the participants of your CAB in **Appendix 2**.*

Honoring the Child Participation Guidelines are mandatory in the AWAY project and we expect all project partners to adhere to them at all times. We highly recommend that you review the guidelines and elaborate these directions and build them in your process while you prepare the plans for and when delivering the CAB meetings. As a rule, children who participate in CABs undergo periodic evaluations and assessments following the guidelines to ensure that their rights are respected throughout.

# THE IMPORTANCE OF RELATIONSHIPS IN WORKING WITH YOUTH

## WHAT DO WE KNOW ABOUT RELATIONSHIPS?

Relationships are everything!

In essence, acting as a facilitator is nothing more complicated than a relationship. In this sense, the relationship that you have with the youth in your group is everything! You should pay attention to that relationship on an ongoing basis. Check in with yourself – how are you getting along with Susanna today? How about Patrick? Continual assessment and adjustment will make sure that you are being an active, responsive facilitator.

“Relationships matter: the currency for systemic change was trust, and trust comes through forming healthy working relationships. **People, not programs, change people.**” (Bruce D. Perry)

## NURTURING RELATIONSHIPS

Like anything that starts small – an infant, or a seedling plant – a relationship needs to be nurtured most carefully in the beginning. It needs to be fed and cared for and sheltered from external forces. Similarly, the first occasions, that you meet with your CAB youth group are extremely important. The attention and care that you put into your first meetings with the youth will set the tone and character of your relationship in the future. Research says that many youth do not change their impression of adult/child relationships until after the first several meetings.

As the year progresses and relationships become established, they need less work from you to grow on their own. Like a plant that has taken root, they will need less and less constant attention to produce fruit!

## ENCOURAGEMENT MATTERS

Many youth – particularly adolescents – are experiencing a time in their lives where they are unsure of their own capabilities, their own strengths, and their path in life. Although they may not realize it, this period is an incredible opportunity for them; never again in their lives will they be offered so many choices about what to pursue, who to call friends, and how to be seen by others. In a very real sense, they are choosing what kind of person they will become.

Your job as a facilitator is a special relationship, distinct, in that you are a guiding, non-authoritative adult whom the youth looks up to. There will be aspects of *your* personality that the youth sees as something they want to have in *their* personality. Pretty amazing, huh? What to do with all this responsibility? Simple – encourage them to become the best person they can be. When they (or you) identify strengths that they have, you should be their biggest cheerleader. Encouragement is something that all youth (and adults) crave.

## IT ISN'T WHAT YOU SAY THAT MATTERS...

This is a strong statement, and at first it can seem somewhat misleading. Clearly, if you say one terrible and insulting thing to a student, it will probably seriously damage your relationship. But it just might be that the opposite case is not true: there probably is not one “perfect”

thing you can say to the child at the right time to seriously *improve* your relationship. Relationships can be destroyed in a day, but must be built over the long term.

A good teacher was talking to another teacher years ago. The first teacher was very concerned about a student in her class. The student was not liked by other students and did not have a good relationship with his parents. The student was always angry, alone, and frustrated. His teacher commented to the other teacher, “I just want to find the right thing to say to this student to let him know that I really care, that I like him, and that I want to help him.” As he listened, the other teacher thought about his own experience working with difficult kids and realized that the good relationships he had built with the very angry, alone kids did not come from saying the right thing at the right time. He told his fellow teacher, “There is not one “silver bullet” that can turn a difficult relationship into a positive one. Just consistently being there for the child might matter the most. In that child’s life, you might be the only consistently caring, positive adult who encourages that student and listens to what they are feeling. That is what will let them know that you care and want to help.”

This story points to a truth about being a facilitator or a mentor. Do not spend your energy worrying about saying the “right” thing to a difficult or troubled child. Instead, focus your energy on the other skills you already have or are learning here for building relationships with youth. A quality relationship will come naturally if you can remain positive, consistent, warm, and most importantly, you can listen to youth.

## ALLIANCE: IT REALLY IS THE RELATIONSHIP THAT MATTERS!

All this talk about the relationship being everything may sound great, but is it really true? Almost! Psychology has concerned itself with the relationship that exists between clients and therapists for almost a century, and over the past 40 years there has been a wealth of research into the power of the therapeutic relationship. What this research has found is that there is a consistent correlation between the strength of client-therapist relationship and client outcomes. In plain language, that means that if the client and the therapist have a good working relationship, the client is more likely to

have a good therapeutic result. The opposite is also true: clients and therapists with poor working relationships often do not see good therapeutic results. Put that way, it sounds like basic

1. *Tasks and goals.* Do the client and therapist agree on what the tasks and goals of therapy should be?
2. *Emotional bonds.* This is the quality of the emotional, personal relationship that develops between client and therapist.
3. *Openness and truthfulness.* Do the client and therapist see their relationship as an open and truthful relationship?

Before we go any further, one important point: *you are not in a therapeutic relationship with these kids!* Therapists work to eliminate dysfunctional behavior, and your job as a facilitator is to help the kids develop more functional behaviors. This is an important distinction. So don't worry – nobody is expecting you to be a therapist!

However, there are some similarities between the role of a therapist and the role of a facilitator. A therapist is a helping, caring adult who works with someone to help them improve the quality of their life. Although their techniques may be very different, a facilitator can fit that same general definition of a helping, caring adult. As such, the idea of alliance can shed some light on the major elements of relationships between facilitators and youth. Look back on the above three-part definition of alliance.

If you are in agreement with the youth about the **tasks** and **goals** of the projects you work on together, if you establish good **emotional bonds**

- **Flexibility:** Open to new ideas or multiple ways of doing things; allows for change.
- **Emotional Stability:** Emotions do not fluctuate drastically from day to day.
- **Warmth:** Perceived as friendly, inviting, somebody that is pleasant to spend time with.
- **Motivating:** Inspires others to be active and want to participate.
- **Tranquil:** Does not get too agitated or upset during times of stress.
- **Focused on the motivation of others:** Places a priority on youth being motivated to participate, learn, and grow.
- **Low impression management:** Not very concerned with “how they appear” to the youth, but rather more concerned with the substance of the relationship.

Beyond personality characteristics, there are also categories or types of adult behaviors that research says may help build better alliance with youth. Working to emphasize these types

- **Demonstrating leadership:** Showing and teaching leadership to youth.
- **Keeping events in perspective:** Does not overreact to successes or to failures; tries to see events in the context of the “bigger picture.”
- **Holding youth accountable:** Youth need constant, predictable adults who have high expectations. Holding them accountable for rules and their own commitments helps build productive relationships built on trust.
- **Being a team member:** Working alongside the youth on projects demonstrates your commitment to your shared tasks and goals.

logic, right? In psychology, this relationship is called the *therapeutic alliance*, and theorists say it has three major components:

with that youth, and both of you feel that your relationship is **open** and **truthful**, do you think youth will have better outcomes from your work as a facilitator and your relationship? Probably. The idea of a working alliance may be important to understanding how successful facilitated relationships function.

## CHARACTERISTICS AND BEHAVIORS THAT PROMOTE ALLIANCE

We know from our own research at Pressley Ridge that there are certain personality characteristics in helping adults that seem to help them in forming strong alliances with youth. Although you certainly cannot change your own personality to match these characteristics, as people who are interested in getting involved to help youth chances are you have one or more of these characteristics already. Highlighting these attributes may help you recognize what parts of your personality will help build quality relationships with the young people in your CAB group.

of behavior in your own work with your Roma facilitatorship group may result in better working relationships with the youth.

- **Being able to “play”:** It’s okay to have fun! Being able to play with youth is essential.
- **Knowing the goals of the youth and the program model:** Being familiar with their own priorities and the program models shows youth that you are invested in their progress and take your role and the program seriously.

## TIPS ON HOW TO BUILD QUALITY RELATIONSHIPS WITH YOUTH?

### IT ISN'T WHAT YOU SAY THAT MATTERS...

Feedback is a general term that we use to describe words that tell someone how their actions make you feel. It is intended to help them improve in the future. It is different than a complement or criticism (although feedback can certainly take the form of either of those things) in that feedback strives to be *neutral*, very *specific*, and above all *constructive*. It is best delivered as soon as possible to the actual event the feedback refers to.

Here is an example of feedback that reinforces good behavior. Instead of trying to catch the child doing something wrong, when an adult catches the child doing something right, they

should give the youth some positive feedback. Let’s say one kid in your group shows up for group on time every meeting, but has difficulty using respectful language while in group. When they get to group on time one week, say something like, “You know what? I have noticed that you are on time to the CAB group every week. I like that in a person; it shows that you can take responsibility for yourself. Not every kid your age is good at that.” Do not exaggerate your praise, because youth (like adults) are good at picking up on insincerity. Focusing on encouraging the child’s strengths may build a positive working relationship, one which will help you later in giving constructive feedback about negative things (like the kid’s inappropriate language).

### CHARACTERISTICS OF CONSTRUCTIVE FEEDBACK

Good constructive feedback is	Destructive feedback is
<ul style="list-style-type: none"> <li>• given with the goal of improvement</li> <li>• timely</li> <li>• honest</li> <li>• respectful</li> <li>• clear</li> <li>• issue-specific</li> <li>• objective</li> <li>• supportive</li> <li>• motivating</li> <li>• action-oriented</li> <li>• solution-oriented</li> </ul>	<ul style="list-style-type: none"> <li>• unhelpful</li> <li>• accusatory</li> <li>• personal</li> <li>• judgmental</li> <li>• subjective</li> <li>• undermines the self-esteem of the receiver</li> <li>• leaves the issue unresolved</li> <li>• the receiver is unsure how to proceed</li> </ul>

### CONSISTENCY

Consistency is incredibly important to youth, quite possibly because their own lives are in a state of continual growth, development and change. It is important that you are consistent in your expectations with the youth in your CAB group. Although the dynamics of each relationship with the youth in your group will certainly be different, it is vital that the youth can expect to be treated in a manner that is consistent with the treatment the other group members re-

ceive. If you do develop close relationships with the youth in your group, the predictability that comes with consistency may allow you to influence the decisions they make even when you are not around. When faced with a difficult decision in the community, your consistency is what may allow them to answer the question, “What would my facilitator encourage me to do in this situation?” Likewise, when enjoying success outside of their CAB groups, consistency may help them to say, “I know my facilitator would be proud of me for this!”

## REALISTIC EXPECTATIONS

We have talked in a few places about creating expectations. You have probably already got some of your own – about how the year will go, about how the kids will behave, about how you will be as a facilitator. Hopefully, you and your group will work together to create your own expectations for one another as time goes on. Expectations, like consistency, are a really vital part of any group's functioning. Group members need to know the parameters of behavior.

In creating and evaluating expectations, make sure to keep them realistic. Do not expect anything from the kids that you would not be capable of yourself. Work to keep your expectations high but manageable. Too easy, and the kids have nothing to rise to. Too hard, and the group will dismiss the expectations as unrealistic and never really make them their own. Realistic expectations are ones that are in line with what the group is capable of.

If the expectations are not being met – and they certainly will not be met all the time – don't panic, **evaluate!** Evaluation will let you find out **why** they are not being met. Often, behaviors will have to change to meet expectations, but sometimes unrealistic expectations need to be changed to be more in line with realistic behavior.

An important step toward building an effective and productive CAB group is encouraging a group **culture of feedback**. This means that giving and receiving feedback become a vital part of how your group operates. Encourage your kids to give feedback to one another when appropriate, both constructive and positive. Creating this culture of feedback among peers takes work. First, you must model how feedback is given by doing it yourself. The kids will look to you for modeling, so make sure you make it an important part of how you interact with them. Second, start explicitly teaching your group members about what feedback is, how it differs from criticism, and how to give it appropriately. Your group members may want to come up with their own expectations about how feedback is to be given within your group.

Remember, a culture of feedback means that everybody in the group is expected to give and receive it as necessary, and that includes you! Encouraging the kids to give you feedback helps

you grow as a leader and facilitator, shows the children that you are as much a group member as they are, and helps to build relationships by demonstrating the value you place on their opinion.

Creating a culture of feedback might sound intimidating at first. It may sound like creating opportunities for kids to criticize each other in a potentially hurtful way, and at first, they might. Building this culture will certainly take work and determination, but it will payoff tenfold. A group that can give each other feedback is a group that can help each other to grow. They can monitor and regulate individual behaviors in a systematic, structured, and self-sustaining way. It creates a dynamic between group members that feels open, honest and demonstrates that individual opinions are not just valued but necessary and helpful. Put simply, a group with a culture of feedback is a group that is easier to run and produces better results!

## ACCOUNTABILITY – YOU AND THE YOUTH

Keeping youth accountable is an important part of building quality relationships with them. Accountability means holding youth to certain standards and is closely related to the “commitment” element of their full value contract (see the following chapter on Full Value Contracts). If the youth say they will do something, then they should know that you expect them to do it. If they agree to follow certain expectations of the CAB group, then they should be expected to honor that agreement.

Of course, there will inevitably be times when they are unable to keep these commitments. There may be good reasons why they are unable to honor their commitments – real life always makes room for exceptions - but part of accountability is being willing to provide these reasons to you and/or the group. There will also be times when the youth cannot follow expectations, and do not hold themselves accountable. During these times, it may fall on you or the group (ideally) to hold them accountable by addressing the issue. Although youth do not always like being held accountable, particularly when its actually happening – i.e., telling a youth that they are not keeping their word, or not meeting program expectations – accountability is a cornerstone of trusting relationships. The youth begin to learn that you will expect them to do what they say they will do (related to the consistency component discussed earlier).

Further, it is essential that you hold *yourself* accountable to program standards, the expectations of your group, and particularly to what you say that you will do. The youth look to you to model behavior. A key part of securing the youth's trust is keeping your word. If you say you

will do something – do it. If you agree to certain expectations – follow them. Relationships are two-way streets, and you are as accountable to the children in your facilitating group as they are to you.

## Lessons Learned

We, as facilitators also learned a lot about how to build a strong and safe relationship with children at risk. Creating a safe space means that there are routines that are repeated at each group meeting. We had an opening question in the Hungarian CAB tailored to the characteristics of our group, "How are you today and what are your challenges these days?"

At the end of the semester we asked our group members what was the most important lesson they learned during the CAB meetings. Most of them referred to the opening question.

"They asked us the same question at the beginning of each meeting. It was very novel and unfamiliar at the beginning. I don't remember when other adults asked me how I feel. But then we got used to it. I like it very much. I even started to ask for myself: what are the challenges I face now. I have learned a lot from this question." (A. 17 year old girl)

"It was very easy to get integrated in this group. In other groups it took me 3-4 months. Here I felt at the meetings that they accept me as I am, from the very beginning. They didn't ask me what I committed. They gave us time to share our story when we want. Or not to share if we don't want." (K. 16 year old girl)

"We had to build the ground for trust. We built up the understanding that we are persons who they can trust. When we managed to build a relationship, the children were very cooperative." (CAB facilitator, Croatia)

# PLANNING AND RUNNING CAB MEETINGS

## THE IMPORTANCE OF PLANNING AND REPORTING

To insure high quality programming, the AWAY project needs to be documented carefully. Project documentation will help you achieve your goals with the children in the CAB group. The purpose of this chapter is to give an overview of the administration and documentation of the project related to the CAB. It will help you understand the connection between various forms and visualize how each will serve you in the process of implementing the program.

Each form has a specific purpose; they need to be filled in at different stages of the program. At the same time, every form has two functions: planning and evaluating the meetings, and reporting to the AWAY Project Leader.

## PLANNING THE MEETINGS

Child Advisory Boards will be actively involved in all phases of the project. Each CAB will have 10 meetings throughout the 24 months of the AWAY project. Children will contribute to the relevant components of the project: the planning, development of learning modules, and advocacy meetings. In addition, they will be the beneficiaries of child-friendly materials in the area of diversion.

Before the meetings we will prepare participants through an individual interview session. The interviews will allow us to initiate and build a stable relationship with those members who express their intention to participate. During the interviews we also will have the opportunity to get to know the child and also to be aware of their life story, and their involvement with the judicial system. As shown in the chart, group meetings will not take place during the summer holiday period to ensure that as many members can participate in the meetings as possible. We suggest beginning the group sessions when the school year starts, in September or October. This timing will help the kids implement this new task and sessions into their daily routine.

We also suggest having the first 3-4 sessions every second week in order to establish the group and the commitment of participants. As the winter season approaches the sessions will be modified by holiday events, fewer sessions might be held. At the beginning of the new year we suggest having one CAB meeting per month.

We recommend preparing young people for the meetings with judicial professionals and planning together with the mentors a 3-hour session within the trainings where kids and professionals can work together.

Each month facilitators will have one online meeting on the ChildHub platform so they can discuss their experiences, questions or difficulties related to child participation guidelines with the group.

The chart below outlines the annual plan for the CAB groups. The Annual Plan Overview Form is also a helpful chart to map out activities for the whole year. (You will find this Plan in the Appendices).



## PREPARATION

May, 2017 - August, 2017



## GROUP SESSIONS

September, 2017 - June, 2018

### Forms - planning and evaluation

If you take a look at the documentation package in the Appendices section of the Manual you will find 4 different kinds of forms:

- CAB Annual Plan Overview Form
- CAB Annual Planning Form
- CAB Meeting Planning Form
- Memo of CAB Meeting Form



You probably noticed that certain parts of the forms resemble each other. For example, on many forms you have to define a goal (annual goal, meeting goal). We believe that the documentation is only useful if it supports you in your work. It should serve as a guideline for planning and managing meetings. The main activities of the meetings will lead you and the group to the annual/overall goal of the CAB meetings and the AWAY project. Practically this means that the annual goal and plan is constructed from the detailed CAB meeting plans and vice versa. In the meeting plan you can think about what other things you will do to motivate the children, to cover the main activity of, for example giving feedback to training topics, how much time it will take, what and how you can teach children in this meeting, and how you will evaluate with them. The meeting plans will help you focus on achieving the different levels of goals with your group.

You can define different goals for different activities according to the hierarchy of program goals (basic, knowledge, development). For ex-

ample, when discussing child-friendly practices kids can get to know about children's rights (knowledge goal), and through online research or interviews with judicial practitioners about child-friendly processes their communication, reading or analytical thinking skills can be developed (development goal). While doing interviews or collecting information you will probably also achieve the basic goal of providing a high-quality activity for children that they enjoy and in turn develop their group cohesion.

Many aspects of this program need to be planned out in detail in advance. The forms provided can help you with this planning process.

In addition to planning, these forms will also help you to prepare your reports to the AWAY Project Leader, including your possible questions and feedback.

Below is an overview of each form in respect to its purpose and timeline for completion and submission to the AWAY Project Leader.

## CAB ANNUAL PLAN OVERVIEW FORM

### Aim:

- To have a one-page overview of the annual plan
- To outline the integration of the planned activities into the various project elements

### When does it have to be prepared?

- This form summarizes the CAB Annual Planning Form. Fill it out after you complete the CAB Annual Planning Form.

### When does it have to be submitted to the AWAY Project Leader?

- Before you start the CAB group meetings – together with the CAB Annual Planning Form.

In the CAB Annual Plan Overview Form you can see the **yearly planning** of the AWAY project **on one page**. It includes the annual goal, input toward final products, and the main activities of the 10 meetings. This form is an abstract and also a base of the Annual Planning Form.

The base of the CAB Annual Planning Overview Form is the AWAY GANNT Chart that shows all the project activities, the duration of each activity and also the obligatory inputs from the CAB groups.

The form has been filled in according to the **AWAY GANNT** Chart. Unless there are major changes in the project activities or completion of tasks within the given deadlines, this Overview will be our guide during the whole project period.

This form helps both you and the AWAY Project Leader to see the totality of the yearly activities on one page, to understand your particular project goals and with what steps you plan to take to reach those.

## CAB ANNUAL PLANNING FORM – WHAT AND WHEN?

### Aim:

- To define the annual goals of the CAB group
- To distribute the meetings throughout the year in accordance with the annual goal (e.g.: plan the Child Corner; meeting with judicial professionals, etc.)
- To plan the activities of the individual meetings (e.g.: ice breaker, learning about children's rights, learning about different measures or diversion processes etc.)

### When does it have to be prepared?

- Start preparing the CAB Annual Plan at the Kick-off Meeting together with facilitators from partner countries
- Finish the CAB Annual Plan shortly after the Kick-off Meeting

### When does it have to be submitted to the AWAY Project Leader?

- Before you start the CAB group meetings – together with the CAB Annual Plan Overview Form.

It is the *CAB Annual Planning Form* in which you first have to indicate what goal you defined for the group, e.g. **WHAT** you would like to achieve with the kids by the end of the 10 sessions; how the project goals (basic, knowledge and development) will manifest in this process; and what

steps you are taking that lead towards the goals in each meeting. In other words, the CAB Annual Planning Form outlines **WHAT** you will do and **WHEN** with the kids in order to achieve the goal set for the year.

## CAB MEETING PLANNING FORM – HOW?

### Aim:

- To plan each meeting in detail including goals for the meeting, activities, and evaluation
- To help the facilitator to implement the meeting

### When does it have to be prepared?

- At the beginning of each month for the upcoming meeting. We recommend that you plan your next meeting right after finishing a meeting as you evaluate it. This is crucial when you plan to invite a guest or visit a judicial institution.

### When does it have to be submitted to the AWAY Project Leader?

- At the beginning of each month for the upcoming meeting. You need to send them together with the Memo of CAB Meeting of the previous month.

On the CAB Meeting Planning Form you plan each meeting in detail from the arrival of the kids, through all activities, to the closing of the meeting. In the CAB Annual Planning Form you have already planned all your meetings, decided about the topics and the main activities for each. Now you have to plan your next meeting minute by minute.

For example: the kids will have to arrive, you will probably play an icebreaker with them, or talk to them about how they feel. Then you might

give them some snacks. Then you move on to the main activity of the meeting. And before the kids go home you may evaluate the meeting with them or tell them about what you plan for the next meeting. Finally, you close the meeting. In your CAB Meeting Planning Form you will have to think about this sequence of activities for the given meeting, as well as the methodology or approach you will take in each of these activities.

In other words, the meeting planning should focus on **HOW** you will design the planned activity.

## When does it have to be submitted to th

	"Add your voice" meeting	Support child-friendly practices meeting	Develop the Child's Corner meeting	Advocacy meeting
<b>Preparation and Motivation Building</b>	<ul style="list-style-type: none"> <li>arranging the room</li> <li>greeting ceremony</li> <li>planning meeting (discussion circle)</li> <li>creating personal routines/rituals</li> <li>setting rules and expectations</li> </ul>			
<b>Setting Goals and Objectives</b>	<ul style="list-style-type: none"> <li>setting long-term goals</li> <li>setting the objectives of the actual meeting</li> </ul>			
<b>Preparation for the Activities</b>	E.g. learning about the specific material/research / press release, etc	E.g. <i>learning about childrens rights, child-friendly practices</i>	E.g. learning about Child Hub, online platforms, NGOs	E.g. learning about different legal stakeholders, institutions, roles
<b>Distribution of Tasks</b>	<ul style="list-style-type: none"> <li>maintaining motivation</li> <li>assigning activities according to the youths' level of competencies and abilities</li> </ul>			
<b>Implementation/ Main Activity</b>	<ul style="list-style-type: none"> <li>maintaining motivation</li> <li>the facilitator/group leader as a role model</li> </ul>			
<b>Evaluation of Goal Achievement</b>	<ul style="list-style-type: none"> <li>evaluation of the objectives of the particular meeting in light of the group's and project's long-term goal</li> </ul>			
<b>Evaluation of Group Work</b>	<ul style="list-style-type: none"> <li>evaluation of meeting the expectations and keeping the rules (both at individual and group level)</li> <li>closing the meeting and ritual of saying good-bye</li> </ul>			

## MEMO OF CAB MEETING

### Aim:

- To document what happened at the meeting
- To evaluate the meeting according to the goals set
- To see if you are making progress towards the annual goal and inputs to the final products of the project
- To help you prepare your reports

### When does it have to be prepared?

- Right after the meeting

### When does it have to be submitted to the AWAY Project Leader?

- At the beginning of each month for the meeting of the previous month. You need to send them together with the CAB Meeting Planning Form for the upcoming meeting.

In order to monitor your progress towards your annual goal and inputs to the final products it is very important to compare your plan with what actually happened in the given meeting. It often happens that a meeting does not work according to the plan, but it is also a possibility

that everything goes smoothly. In each case it is important to find those points where certain changes are required, and those things that worked well and can be used as a basis for future meetings. This form helps you with this evaluation.

## Lessons Learned

To help understanding of the importance of planning and documentation, we will share a few completed forms in the Appendices, page 51.

## RUNNING THE CAB MEETINGS – HELPFUL HINTS

In the following chapter we provide some practical methodological and professional ideas on how to run your group. The aim is to support your work and to encourage you to be mindful, yet creative when planning the CAB meetings.

As noted, the project achieves its goals primarily through processing various topics. When planning the meetings, it is always a good idea to choose methods which match your selected topic and will help the group achieve a deeper understanding of the topic. The following gives hints on how to achieve this target.

When working with a group of children or youth you should always explore and take into account the current state of the group, as well as characteristics of the group members, such as age, interests, boy-girl ratio, possible behavioral issues, etc.

The defining element of group work is the role model provided by the facilitator/group leader. Kids have a great ability to 'read' the group leader – they will pick up on your mood when you arrive at the meeting and mirror it. In other words, you set the tone and mood for the meeting, and children will participate in activities through modeling your tone and mood. Your preparedness, spiritual presence and motivation will define how children will mobilize their own resources, fantasy and volition.

You should always keep in mind that YOU are the KEY to the success of your meeting.

### PREPARATION AND MOTIVATION BUILDING

Having a predictable and safe environment, an adult leader, and a clear schedule are all very important for kids and youth. If they know what to expect in terms of place, time, topic, their performance will improve. In this structured and predictable framework, it is also easier to manage their behavior both for them and for you.

Here are some ideas on how to create such a predictable environment:

**a) Always hold meetings in the same room / classroom!**

**b) Pay special attention to how you set up the room! Arrange the chairs or desks in a circle!**

We believe in the importance and productivity of discussions that happen in a circle. The circle is a symmetric form that delivers a message to participants: here everybody is equal – we accept each other's thoughts, opinions, ideas and need everybody's full participation. We don't need tables or large furniture to keep us safe.

## WHY "CIRCLE UP"?

**"Everything the Power of the World does is done in a circle"**  
Black Elk

**It is important to bring participants together in a circle formation when you share info, give instructions, problem-solve, brainstorm or debrief. The circle is important culturally and practically. Circles help participants "Be Here..."** *National Indian Youth Leadership Project's (NIYLP) Facebook page, posted on Dec 15, 2010*

"People who take part in a circle find that their power increases exponentially while with the group. Like a drop of water rippling on the surface of a pond, the waves of energy produced in a circle radiate outward in circular motion. While one person may act as a single beacon of light, **a circle of people is like a satellite dish that beams energy.** There is power in numbers, and when the commitment is made by many to face one another, clasp hands, and focus on one intention, their circle emanates ripples of energy **that can change the world."**

*Quoted from <http://www.dailyom.com/articles/2006/3012.html>*

As much as possible remove all furniture, equipment and decoration from the room, which may distract the kids' attention. You could put up posters which fit the theme of your meeting or the AWAY project. Displaying the kids' work, such as notes, pictures or the group contract always increases their motivation and involvement in the program. If you involve the children in preparing the room for the meeting, they will take much better care of the room and its décor. Always make sure that there is not any dangerous equipment, device, or area of the room that might cause an accident.

### **c) Always arrive on time to meetings!**

You should be the first one in the room; the one, who greets the kids as they arrive. Being late to meetings sends a message to kids that punctuality is not important. Next meeting the kids may show up late.

### **d) Create your group's ritual for greeting each other at the beginning of the meeting!**

It is always a good idea to involve the kids in this process. Be interested and learn how the kids normally say hello. At the same time, be creative and take the lead in teaching them new ways to greet each other. When your CAB group is formed, choosing a good group name is also an important step in creating a strong group identity and setting positive group values. Choosing a

positive name that represents group values will guarantee that group members strive to meet their objectives. A positive group name does not allow misbehavior and increases commitment. Be creative and courageous when facilitating the the choice of a group name. Encourage youth to choose a name that they will be proud to identify with even years later.

### **e) Start the meetings with a planning session!**

As a first step in the planning session, let participants know that you are interested in their current mood and feelings. Ask them how they feel; in what state they arrived at the meeting; how their previous day went; what's been going on since the last meeting; what their plans and goals are for that particular meeting. If necessary, refer to the previous meetings. Make sure that everyone in the group has time to talk. Some kids are naturally more open and talkative than others. Make sure these kids do not monopolize the conversation and the planning meeting. Make certain that the quiet children also get the group's attention. Be aware of the length of this round. The round can be long when the kids realize that their feelings count, and this is a safe place to share, even those things that are not appreciated by anyone else in their world. The next important step of the planning session is the discussion of group rules and expect-

tations. According to the maturity level of the group, you as the facilitator may take on a variety of roles in setting up and clarifying rules and expectations. Some groups are able to define rules, expectations and structures on their own. However, it is more likely that your group will need your guidance to define the framework for facilitator meetings. If this is the case, pay attention that you involve the young people in the process and listen to their ideas and suggestions for group rules and expectations. Avoid imposing your rules and expectations on them. If you just tell the kids your own rules and expectations, they will not be able to relate to them as well and are more likely to break them. Be creative. Ask questions from the group that will help the kids to arrive at effective group rules and expectations.

The last step of the planning meeting session is to review and discuss the meeting schedule. Kids will feel safe if they know what to expect and what is expected of them. They need to know their daily schedule; what will happen when; and how to function in the meeting. If the rules and expectations are clear and realistic it is easy for the kids to comply with them. Thus, well-defined expectations and daily routines are the basics of a good meeting and the basics of a kid's sense of being safe.

## SETTING GOALS AND OBJECTIVES

Setting the goals is an essential element of each meeting. The goal of a specific meeting has to be in line with the long-term goal of the project. Keep in mind that this step is always a good opportunity to review the global aim of AWAY with the children and to remind them of what you as a group want to achieve. This is a good opportunity to involve the young people in the active management of their own development and learning. Setting goals provides a framework for each specific meeting, and ensures that the children will come back. By setting goals with the kids you act as a role model for them in setting their own personal goals.

## PREPARATION FOR THE ACTIVITIES

Always take into consideration that your group is heterogeneous in terms of age, gender, interests, knowledge, competencies, etc. Also keep in mind that kids come to the meetings voluntarily, and dedicate time to the CAB meeting from their spare time. The facilitator is responsible for selecting activities which match the

characteristics of the group participants. Some activities which kids reject, for example learning about rights, legal formulas, or legal institutions must be included to achieve the group's long-term goals. In an advocacy meeting, young people are often reluctant to discuss topics regarding the law and the court system as these apply to children and families. Yet a clear understanding of these structures is necessary to developing an informed opinion and giving feedback. It is your responsibility to make these less popular activities attractive to participants.

## DISTRIBUTION OF TASKS

Distribution of appropriate tasks to the various kids in the group is also key to the success of the CAB meetings. Assessing the individual competencies and abilities of the youth beforehand will ensure that you can give each a task that matches his/her interests and abilities. Make sure that you select activities that do not pose impossible challenges for kids. It is not the aim of the project, that the facilitator takes the lead in every activity.

## IMPLEMENTATION

Implementation of the activities is the real experiential learning for the participants. Maintaining the kids' motivation and involvement will be key to ensuring that learning that occurs in the CAB meetings can be transferred into their daily lives to help them develop individual competencies.

The FACILITATOR as a role model in the implementation phase will make a long-lasting impression on the kids. Children learn most from activities that you do together with them – they read your moves and gestures and listen to your words and intonation very carefully. Through this emotional connection and the activity done together kids will learn the various roles that you transmit (adult/kid, man/woman, advisor/facilitator/teacher/mentor, mother/father, etc.). Kids retain skills learned through role modeling better than those gained through instruction.

## EVALUATION OF GOAL ACHIEVEMENT

The evaluation of each meeting as well as your long-term goal of the CAB meetings is a good opportunity to develop the experiential learning piece of the AWAY program. Make sure to evaluate yourself and your work during each meeting. By doing so you are a role model for the kids.

However, keep in mind that the length of the evaluation is not proportional to its value. Be honest in your evaluation and avoid preaching to the kids.

## EVALUATION OF GROUP WORK

If you make time to evaluate the group's work, the level of cooperation, and individual and group performances the value of the meeting will be enhanced. In essence this step is a reflection on the beginning of the meeting. The evaluation piece at the end of the meeting is a good opportunity to review the rules and expectations that were set during the planning session. You

can increase the chance of children's long-term learning if they can reflect on the quality of their own activity and behavior. You can help them in this learning process if you evaluate your work as well. The evaluation piece raises meeting experiences to a conscious level and insures learning transfer. Provide an opportunity for a short evaluation to everybody in the group!

Finally, if you are honestly interested in the youngsters and have fun during the meetings you cannot go wrong with the group. So do not forget to enjoy yourself while with the kids!

# BUILDING THE GROUP

This section will outline the process and timeline for building a new group starting from selection through building a solid foundation together with CAB members up to evaluation and tips for dealing with problem scenarios.

We encourage you to recall your previous experiences working with groups or as a member of a group which worked on a concrete project or theme. Your own memories, experiences and lessons learned will help you to visualize your CAB group as if you were a group member. Use these memories also to imagine your CAB

group. What values are important for you and for the group? What group rituals and topics would you like to initiate and facilitate? What is the trail you want your group members to walk together? What is the overarching message or lesson you want to share with your CAB group?

We believe that answering these questions will help you formulate steps for working with your group.

## INTERVIEW AND SELECTION PROCESS

### HETEROGENOUS GROUP

As mentioned in the Child Advisory Board chapter, each CAB group should consist of four to eight young people, between 14-25 years of age. However, to achieve the optimal number of 6-8 kids in the CAB we suggest that initially you recruit at least 10 participants. In our experience there is always fluctuation in the groups.

Your goal is to create a heterogeneous group in terms of age, gender, social background and school achievement. You must also take into consideration heterogeneity of the youths' experiences with law or judicial procedures. Some might be children who are at risk or in conflict with the law, at various levels. You should also seek out youth who are simply interested in the operation of the justice system and/or the juvenile justice system.



Creating a heterogeneous group will allow you:

- to build on the differences among group members
- to ensure that the natural/innate stability of the group will start to normalize group performance
- to raise the number of teachable moments because group members will learn from each other
- to maximize group achievement.

## BUILD TRUSTING RELATIONSHIP

The selection of the CAB members is a trust building process not simply a checking off of selection criteria.

You have to build trust with the leaders of the institutions where the potential members of the CAB group live or learn. You also have to build

a trusting relationship with those professionals who are closely responsible for the child's life and take care of the child (i.e. if the child lives in the child protection system). Similarly, it is very important to develop a trustful relationship with the child's family or caregivers.

Building trusting relationships with caregivers starts with accomplishing a few tasks. In the process you will have to:

- create a short description of the project (what this project is, what the main goals are, what the CAB is, what concrete tasks and what learning opportunities the CAB members will have and what experiences and opportunities they will accrue from participating in the project),
- make an appointment,
- introduce yourself (your professional background, experiences working with children, criteria for selection and guarantees built into the project),
- introduce the project and its work as well as the importance of the Child Advisory Board,
- describe the heterogeneity of the group, the required skills of the members of the group,
- ask for suggestions and also the contact information of the potential CAB members,
- after the interviews give feedback to caregivers about your decisions.

## INTERVIEW CAB MEMBERS

The interview is also part of creating a trusting relationship with the future members of the group. Remember that the impact of the first meeting with a potential group member on subsequent group meetings is huge.

You are going to invite a child or youth into a long process in which both the opportunities to learn and the responsibility that is required are tremendous. This is your first message to the young person: you are looking for children and

youth who can dedicate themselves to a two-year commitment, who can take responsibility for their behavior and decisions.

There is no doubt that young people will try to fulfil these expectations; at the same time, they will also try to test your limits, to test –so to speak– whether they can rely on you or not, and open up to you. Therefore, the interview has to be more of a dialogue with the child than just a sequence of questions and answers.

## INTERVIEW – WHAT?

We suggest you cover the following topics during the dialogue:

### Life story:

- Tell me about yourself.
- Tell me about your life.
- Describe the milestones that have led you to this moment.
- How would you describe yourself at the moment? What characteristics did you have before (connect to an important life event)?
- What has helped you and what were your obstacles?
- If the youth has a criminal record or was a ward of the juvenile justice system ask concrete information about the crime/delinquency, the sentence and also about the associates (are there any other associates involved whom the child is forbidden to contact).

### Skills:

- Communication, verbalization
- Social skills – role in groups, position in groups
- What are you good at?
- What are the skills you want to work on?

### Motivation:

- What are your goals and interests when you think about this group?
- What do you offer to the group?
- What would make you satisfied with your contribution at the end of the 2nd year?
- Are there any possible obstacles that would prevent you from participating in the group?

## INTERVIEW – HOW?

We know from research that in communication it is not only the verbal message that counts. In fact, non-verbal signs have a much bigger role in the effectiveness of delivering the message than words. Thus, we suggest that you prepare yourself for the interviews beyond the set of questions you want to ask from the youngsters. One crucial element is to be an active listener during the interview. In the following section we present some thoughts and ideas that will support your dialogues with children and youth.

## ACTIVE LISTENING

If there is one thing that most youth really want, it is to feel that what they have to say matters to people, and especially to adults. Youth want to be truly and genuinely understood for what they are actually saying and feeling. Often, they do not want to be heard for what adults interpret them to be saying or feeling. And too often, adults will write off a child's opinion or thoughts as just that – “merely” the ideas or opinions of a child. Although as adults we spend plenty of time hearing words and ideas and thoughts from youth...how much of the time are we actually listening?

One way that we can work to genuinely understand youth – and to show them that genuine understanding is a priority to us – is through active listening. **Active listening** is listening in a way that allows the speaker the space to develop and communicate a full thought. It is a way of listening that lets the speaker know that we are listening and involves the speaker in confirming and clarifying what we hear them saying. There are several components of active listening, including *body language*, *clarification*, and *confirmation*.

First, your **body language** must convey to the speaker that you are interested and attentive. Leaning slightly toward the speaker, maintaining a lot of eye contact, and refraining from distracting movement conveys attention in most cultures. Body language that communicates continuing attention is more important than we might think. Examples include nodding, or saying simple small things like “okay,” “go on,” “I see,” etc.

Try to really hear what the person is trying to say to you. Do not interpret what you think they are saying – actually listen to what they are saying to you. Pay close attention, and if you have any questions about what they are trying to say, or are confused about something, tell them so. **Clarification** is an important part of active listening.

One of the most powerful tools of active listening is **confirmation**. Confirmation means checking with the speaker periodically to make sure that what you understand from the conversation is what they are trying to say. At appropriate times throughout the conversation, stop the speaker and confirm that everything you have heard is correct. Start at the beginning and summarize everything that you have heard. You may say something as simple as, “Can you hold on for a moment? I just want to make sure I understand everything you have told me so far. Let me repeat it back to you and you tell me if I got anything wrong, or missed anything, okay?” You will be shocked how much additional vital information you can get from the speaker using this simple technique. **Particularly when youth are excited or emotional, they often forget to include relevant information in their rush to communicate.** Also, it is really important to use the speaker's own words in your summary.

## A FIVE-FINGER FULL VALUE CONTRACT<sup>2</sup>



We want to review some simple expectations that – if followed – will allow each of you to have the best experience possible in your CAB groups. We call this a full value contract because it will help you get the most you can out of this group. Like a contract, we are going to ask you to agree to it before participating – and then we are going to hold you responsible for what you agreed to. Also, you should hold the other group members accountable to this, because they are going to agree to it too! Don't worry, there is no catch or trick to this– they are simply guidelines that everybody can follow, guidelines that will guide your group to become the excellent group we know it can be! And the best part about these rules? They are all already in your hand....

### SMALL FINGER: SAFETY

The smallest finger is the most vulnerable to injury. It is not as strong or as agile as the other fingers, but without it most of us would have a much harder time using our hand. You might not even realize it, but the other fingers are always careful to protect it. With this in mind, the little finger reminds us that safety must always be on our mind, and we are always working to keep things safe. Safety is not just physical, although that is very important. Emotional safety is as important to all of us as our physical safety – we want to strive to create an environment where every group member feels comfortable and safe. *What does safety mean to you?*

### RING FINGER: COMMITMENT

This finger is where people from many cultures traditionally wear their wedding ring. The ring is worn as a symbol of commitment to a partner, and commitment is what we want to emphasize here. By joining this group, you are making a commitment to the other group members. You are making a commitment to becoming the best group member you can be at all times, even in difficult times. You are also making a commitment to yourself to participate in something that holds the potential to help you grow. *What does commitment mean to you?*

### MIDDLE FINGER: RESPECT

In many cultures, raising your middle finger at someone is a serious sign of disrespect! This third finger reminds us how important respect is to a group. To get the most out of this experience, you need to respect the other group members, even if their ideas, personalities, bodies, families, and/or culture are different from yours. You need to respect yourself, keeping your body healthy and your mind focused on the activities and the fun. And respect your own intelligence and ideas – if you have an idea you think could help the group, please share it! Respect for your group leaders is also important, they are giving their time to help you grow into the best adult you can be. *What does respect mean to you?*

### POINTER (INDEX) FINGER: RESPONSIBILITY

The index finger is the finger that many people around the world use to point at something or someone. Take your finger and point it at yourself. That person you are pointing to right now – you – is the one who is most responsible for you! Sounds simple, doesn't it? When you are in your CAB group, you need to be responsible for yourself. This means you are accountable to the group for what you say and do. Now take

<sup>2</sup> Originally: "Full Value Contract" – copyright of Project Adventure

your finger and point it at someone else, like you are blaming them for something that happened. Look at your hand...how many fingers are pointing back at you right now? If you are like most people, you probably still have three fingers pointed back at yourself. This is how it often is when people are blaming others...most of their focus should be on the role that they themselves had in the issue, not others! If everybody is responsible first and foremost for themselves, the group receives the benefits. *What does responsibility mean to you?*

## RING FINGER: COMMITMENT

For us, the thumb goes up...and that means it's okay to have fun! We believe in fun so much that we are making it one of our rules, right next to things like safety and respect. We want you to bring a positive attitude to group every time you come. If you are having trouble being positive, try letting one of your group members cheer you up. Remember, there is enough fun to be had in your CAB group to improve any negative feelings. Even if you are having a challenging time in group, a positive attitude is often what helps people push through challenges and enjoy the success on the other side. *What does a positive attitude mean to you?*

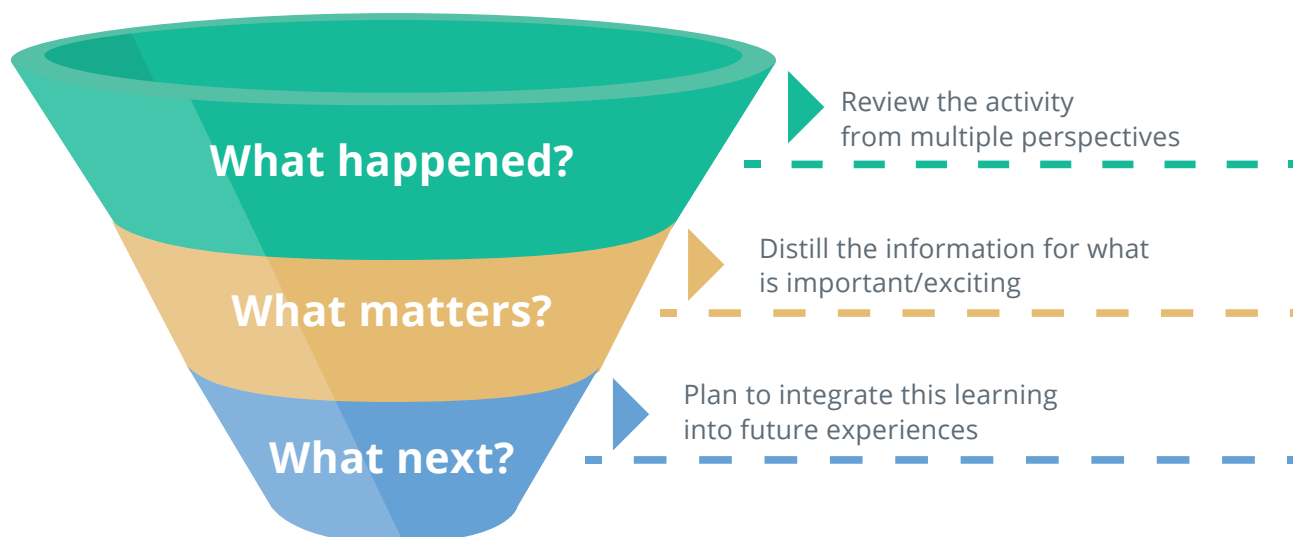
### Lessons Learned

You can find a few examples of some of these methods along with tools for implementation in the Appendices: Annotated Forms.

## THE PROCESSING FUNNEL

Okay, so let's say you know the goals of your children. And you've just completed a great activity, visit or meeting that generated a lot of material for discussion. The group comes together, still buzzing from the last activity, and sits down in a circle to process the experience. Suddenly, all eyes are on you – the group leader. Where do you begin?

There is no definite answer, but a simple tool that has been useful to many group leaders is the following three question sequence:



These three questions are almost never asked directly of the participants. Instead, they are guiding questions that a group leader may review in their own mind to formulate more direct, appropriate, and sequential questions.

This last part – the **sequencing** of questions – is particularly important. Would you ever sit down after an activity, and have the first question you asked be “What did you learn from that activity that you want to integrate into your life?” Probably not...you would be greeted with blank stares and a lot of confusion. But that is an entirely appropriate question if placed at the end of a sequence of questions that explored what happened, and what mattered. This simple tool is designed to help “funnel” your reviewing process, from broad questions and information gathering down to concrete and specific learning outcomes that can then be integrated into future possibilities.

*In ‘Questions for Debriefing’, near the back of this manual you will find questions matched to each stage of processing to help get you started.*

## WHAT HAPPENED?

Asking the participants to establish what happened during the activity helps generate accurate information on what was experienced by the participants. This information might sometimes be very different than what we as group leaders perceived as happening. Sometimes this information might be very different from participant to participant. The way a child who took a very active leadership role perceived the activity may be quite different from the perception of a kid who quietly followed directions... and hearing both perspectives may be very valuable. This stage of processing can be viewed as having two steps: **facts** and **feelings**. Exploring the facts of what happened first – i.e., reconstructing the event from multiple perspectives – can then sequence into a discussion on feelings that were experienced throughout the activity. Some group leaders try and keep these steps separate.

## WHAT MATTERED?

The next step is for you and the group to search the information you have reviewed for greater relevance. If the first step was intended for gathering information, this second stage sifts through that information to find the diamonds in the rough... those pieces of information that if processed carefully, will provide a real “gem” of learning for the group members. Questions

at this stage often focus on **analyzing, interpreting, or investigating** further the facts and feelings that were brought up earlier. There is never time to explore all the possibilities at hand, so work with your best judgment and the group goals to make this the most productive time possible.

There are many techniques for this and they are certainly best learned by watching others, trying out new approaches, and (again) experientially developing your own style. Good group leadership takes practice, and evolves over many years.

## WHAT NEXT?

The final step in our three-question sequence begins to build a bridge to the future. Group activities are fun and often very powerful for participants. But if the learning generated through activities and reflection does not transfer into future experiences – and especially into our participants’ “real” lives – have we really done good work? Is this really a tool for learning and change, if we cannot provide for the **transfer of learning** from the context of our activities to the context of everyday life?

Once your group has interpreted or analyzed the information for the most valuable learning – what mattered most – it may be appropriate for you continue the discussion by talking about future possibilities. What new possibilities exist for the future? What specific actions can we take to make that future a reality? What will you do when you are back in “real life” to make sure the learning you are experiencing here remains with you? The possibilities for this phase of reviewing are as broad as the future itself. Predictions about what will be different? Possibilities for choices, obstacles, or successes? Plans, including priorities, action plans, or objectives? Rehearsing new ideas? Dreaming about your ideal futures? This step is truly where you as the group leader –or change agent – has the most potential for meaningfulness in the lives of your kids.

As stated above, there are so many processing techniques... your creativity is truly the limit. We have seen brilliant non-verbal processing techniques using human sculpture, pantomime, and music. We have seen wonderful visual processing techniques using a deck of picture cards, or graphics for processing. Use this manual as a guide and challenge yourself to be the most innovative and effective reviewer you can be.

## HELPFUL HINTS ON PROCESSING

The following tips are not rules, of course. These are general guidelines on what has worked well for the group leaders at Pressley Ridge and many other great group leaders that we know.

- DO ask open ended questions; DO NOT ask questions that have a “yes” or “no” answer DO guide them towards thinking and interpreting on their own, so that the learning becomes theirs. DO NOT tell the participants what they are learning, however tempting that might be.
- DO be open to outcomes and sensitive to what the group is producing. DO NOT assume that just because you planned an activity to target a particular learning goal (e.g. communication, gender roles, etc.) that the group is experiencing their most valuable learning around that goal.
- DO try and vary your processing techniques and styles. DO NOT become predictable or boring.
- DO be sensitive to multiple learning styles. DO NOT assume that all people process best verbally – try visual or kinesthetic approaches as well.
- DO know your limits and the boundaries and goals of the group. DO NOT go into territory – physical or emotional – that you cannot bring the group back from.
- DO recognize when enough is enough – sometimes a group will want to say the same thing over and over, just in each person’s own slightly different words. DO NOT allow for the group to get stuck in “analysis paralysis.”
- DO recognize that sometimes you can jump right into “what mattered”, because the group has generated all the “what happened” on their own. DO NOT force participants through a stage that they feel is useless.
- DO involve the group in the process of deciding what is important to talk about. DO NOT assume that you always know what is best for them!
- DO recognize that the guidelines contained in this manual are just helpful suggestions, and that your own judgment combined with the group input is the best guide of all. DO NOT think that because you read or learned one way to lead a group, it is the right way!

## GENERALIZE AND APPLY

As educators, counselors, psychologists, social workers, activists – from whatever angle you approach your group, you are probably interested in one thing above all others: change. Educators change minds and futures, psychologists change dysfunctional attitudes and behaviors, activists change the way we think about ourselves and others. If you are truly in this business of change, then, it is your responsibility to do everything you can to ensure that the learning or change that occurs through these experiences transfers into the lives of your participants with a minimum of loss. As noted above, this transfer is called the **transfer of learning**, and there are methods available to us to increase it.

The “What Next?” step in the above processing tool is effectively a step in this direction. Using a similar process, you begin to **generalize** learning from this specific activity into a broader context. What that context is depends on your group. If you are working with families in a multi-family program, you may be generalizing back to individual family life. If you are working with an ongoing school group, you may generalize from this specific day of activities to the larger context of school life, or the future dynamics of this group. If you are working to build teamwork among a group of corporate managers from a single company, you

may choose to generalize to the office environment. If you work with a CAB group and have some kids who have experienced the juvenile justice system you may want to generalize to decision making skills development.

We encourage you to work with your group to find **concrete strategies** for applying any new-found knowledge or change after your program concludes. Although some sample questions for the “What Next?” stage are listed in Appendix 4, your own creativity and the goals of your children should direct your approach. Action planning with timelines and objectives may work really well for certain groups, such as professionals or intact teams. Something as creative as a letter to self (outlined in the Description of Activities in Appendix 3) could be a way for groups to challenge themselves to make particular changes as inspired by your program, and then hold themselves accountable (through the letter) at a later date. With a group of troubled youth, it may make sense to create a list of new group norms and post them on the contract wall. Whatever methods you choose, please remember – the best authority on your children is your children. Work with them to find methods that *they feel* will be most effective for them.

# TIP SHEET

In this chapter we will list a few tips and hints from the experiences we gathered while working with children and youth in programs that tackled the topic of children's rights, in working with kids from disadvantaged groups, or as we built the program on child participation. We will cover a wide range of situations here that can occur while working with the CAB groups. We encourage you to consider these tips and hints, use them wisely and shape them to meet the needs of your group, your country's child protection and judicial systems, and also to reflect on the culture of the children in your CAB.

On the ChildHub platform we will have a closed group to discuss all group related tips, tools, methodologies, and burning questions as well as to share the best practices.

This list is a good start, but not a complete "How to deal with groups of children?" handbook. We invite you to create your own collection of hints and tips. At the end of the project we reached out to all CAB facilitators and the AWAY project tips and hints are now inserted at relevant sections of this manual (Lessons Learned).

The challenge in AWAY will come from different aspects of the project:

- the frequency of the meetings,
- the number of inputs CABs have to cover,
- the complexity of the topic of diversion,
- motivating the CAB members to keep their attention and commitment,
- motivating CAB members to share their experiences,
- motivating CAB members to contribute to a topic that could be boring for them,
- presenting serious and complex legal or judicial topics in a motivating and exciting way.
- 

Possible answers to these latent challenges:

- Build on the commitment of the young people – spend the first two-three sessions creating the group's contract and also offer opportunities for children to take responsibility for small but real tasks related to the group process.
- The meetings offer opportunities for youth to reflect together on how the project should respond to their interests, needs and rights based on the realities of their lives.
- Offer a few opportunities to meet other groups working on similar or complimentary tasks/themes. This is a great opportunity for the CAB members to socialize and learn from other young people's life experiences. Use non-formal settings.
- Plan visits to different judicial professionals or institutions which work on children's rights. Involve the group in planning and organizing the visit, prepare questions and discussion points together. This is the best way to build the lessons on real experiences and apply a learning-by-doing method. These visits also help children who underwent some judicial proceedings to reframe their attitude and stereotypes about these institutions and professionals.
- Always keep the focus on the best interest of the child and on children's rights. During the sessions and project events where CAB members meet other children or professionals or people outside of the project always allow CAB group members to decide what and how they want to share from their own stories.
- Children will come to CAB groups with a wide variety of social, family, and school background. Some of them may have undergone judicial proceedings or even served sentences. We assume that the life of many of these kids is unstable so we can expect a high percentage of drop outs: CAB members may have to move to a different city, they run away from the facility where they are serving their sentence, they may lose their motivation after a life changing event. It is okay to start with a group of 10 children and youth and gradually arrive at a stable 4 – 8 participants.
- During the selection process you should build trustful cooperation with the leaders of the facilities and institutions where the possible members of the group may live.

- Initially, invite more kids to the group who are stable and have better self control. Take on only a few really challenging youth at the beginning. In other words, you have to be conscious during the selection process and invite kids who need more attention, but also invite kids who can support the stability of the group. As the group develops and you establish positive group norms it will be easier to add more troubled and troubling kids to your CAB.
- The Child Participation Guidelines is the foremost guide to focusing on the best interests of the child.

## BEHIND THE CURTAIN

In the following section we will share a few short stories that offer insight behind the group processes and procedures. These are individual stories of the children participating in various groups or the difficult situations encountered by facilitators during the process.

### FREEDOM IS A PRIVILEGE

The Hungarian CAB team is composed of eight young adults who meet every other week within the AWAY Project frame. We are at the beginning of their journey, where our goal is to create a group culture and trust which rests on positive values and rules. This is first and foremost achieved by experiential education and group process methods. We have signed a contract with these young people and we follow the same routine every time, using the same evaluation and feedback system. This helps them view each other and us as equal partners. This forms a more cohesive group.

We are now ready to discuss more serious and difficult subjects which are important from the standpoint of the project. At this point the young people are ready to open up and want to share their life stories. This is when the professionals we have invited can link their knowledge and expertise to the young people's personal experiences. Their own life stories can become life lessons which provide badly needed safe zones for these kids. All the while the experts obtain valuable lessons and feedback for their work on policy.

Some of the kids in our group live in detention centers, or special children's homes. Some have just got into child protection services and some still live at home. Five out of the eight children have had a brush with juvenile law and the rest have circumstantial experience from within their immediate family or friends.

This short story demonstrates these points: Shortly before a group session one of our young participants who is in the care of child protec-

tion services arrived under the influence of drugs and on the run. The group has a closed online group for scheduling meet-ups and this is how he knew where and when the next meeting would take place and what the topic would be. When he arrived, we were glad to see him return after a period of not partaking in these sessions. We let him know that we could tell that he was still using and in fact was under the influence of drugs at this moment. His presence was not disturbing; in fact, he participated appropriately and knew his limits while on drugs. At the end of the session while talking with some youths from the detention center, he tried telling them he knew what he was doing and it was all under control. The young girls from the detention center were asking him direct, honest questions and were very professional during this interaction, trying to make him see how his behavior would lead to yet more trouble. One of them pointed out that she started off the same way, with a gang of kids using drugs and stealing cars. After breaking into over two hundred cars, she found herself in a detention center. This made her realize that "freedom was a privilege and that she needed to learn how to use that privilege rather than take it for granted. She believed she needed to learn this the hard way, from within the walls of the detention center."

In the criminal justice system, a youth detention center, also known as a juvenile detention center is a secure and closed setting for people under the age of eighteen (the threshold to becoming an adult), who have committed serious crimes that endanger themselves and others. Sometimes we think these punishments too harsh, but in some cases, there are secure and very specific, therapeutic programs available where second chances for healing and trauma care as well as freedom can be accessed.



# APPENDICES

## APPENDIX 1 FORMS

### AWAY PROJECT CAB ANNUAL PLAN OVERVIEW FORM

Name of AWAY partner: \_\_\_\_\_ Name of AWAY partner: \_\_\_\_\_

Goal for the CAB for the one-year process: \_\_\_\_\_

*Indicate on the form what process you will use to achieve the final group goal. Think about the Hierarchy of AWAY goals: basic, knowledge, development. For each meeting specify main activities.*

First Term Meetings (September – December)	1	KA Introduction of the Project Getting to know each other
	2	Full Value Contract Building the Group (Name, Rituals) Guest/Expert in the topic: child rights, diversion + feedback on diversion
	3	Raise the Commitment Feedback on diversion Creative work: design the Child Corner 1.
	4	Feedback on Good Practices (BE) Creative work: design the Child Corner 2. Visit to the Office of the Ombudsman
	5	Feedback on Training Materials Prepare to take part in the training for professionals Creative work: design the Child Corner 3.
Jan		Interim evaluation
Second Term Meetings (January – September)	6	Feedback on Local Adaptation of Training Materials Invite mentors who complete the adaptation Participate in the training together with the professionals.
	7	Living Library : Feedback on the Program of the Learning Events; feedback to judicial professionals
	8	Guest/Expert – CAB group free choice Creative work: design the Child Corner 5.
	9	Creative work: final feedbacks to the Child Corner 6. Guest: designer of the Platform
	10	Feedback on the booklet and awareness raising campaign materials Celebration and closing the CAB group work KA

## AWAY PROJECT CAB ANNUAL PLAN OVERVIEW FORM

Name of AWAY Partner: \_\_\_\_\_

Name of CAB Group: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Co-facilitator/Volunteer: \_\_\_\_\_

**Goals** for the CAB group for the year:

1. **Development related goals:**

\_\_\_\_\_

2. **↑ Knowledge related goals:**

\_\_\_\_\_

3. **↑ Basic goals:**

\_\_\_\_\_

**Inputs to the outputs of the AWAY project:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### MEETING 1.

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Guest invited: \_\_\_\_\_

Visit to: \_\_\_\_\_

**Activities Planned:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MEETING 2.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

## MEETING 3.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

## MEETING 4.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 5.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 6.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 7.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 8.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 9.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

MEETING 10.

<b>Date:</b> _____	<b>Time:</b> _____
<b>Guest invited:</b> _____	<b>Visit to:</b> _____
<b>Activities Planned:</b> _____ _____ _____ _____ _____	

## AWAY PROJECT CAB ANNUAL PLAN OVERVIEW FORM

Fill out one of this form for each CAB meeting

<b>Name of AWAY Partner:</b> _____			
<b>Name of CAB Group:</b> _____			
<b>Facilitator:</b> _____		<b>Co-facilitator/Volunteer:</b> _____	
<b>Meeting No.:</b> _____	<b>Date:</b> _____	<b>Duration:</b> _____	
<b>Place/ Visit to:</b> _____			
<b>Goals</b> to be addressed in this meeting: <i>Please mark all that apply.</i>			
<b>4. Development related goals</b> – Specify: _____			
<b>5. ↑ Knowledge related goals</b> – Specify: _____			
<b>6. ↑ Basic goals</b> – Specify: _____			
<b>Activities</b> planned to achieve the above goals:	<b>Duration</b>	<b>Methodology*</b>	<b>Equipment</b>
<i>* Methodology of work: Interactive approach, research, creative workshops, presentations, group work, pair work, discussion, simulations, etc.</i>			
<b>Guest invited:</b> _____		<b>Funds required:</b> _____	
<b>Milestones:</b> _____			

## AWAY PROJECT CAB ANNUAL PLAN OVERVIEW FORM

Fill out one of this form for each facilitator meeting.

<b>Name of AWAY Partner:</b> _____		
<b>Name of CAB Group:</b> _____		
<b>Facilitator:</b> _____	<b>Co-facilitator/Volunteer:</b> _____	
<b>Meeting No.:</b> _____	<b>Date:</b> _____	<b>Duration:</b> _____
<b>Place:</b> _____		
<b>Number of children/youths participating:</b> _____		

Please list and name the activities you actually did today:

What went well in today's activities in line with the 3 main goals? Where is the group in the process of achieving the annual goal?

What would you do differently next time (if anything)?

Other comments:

Please describe any incidents or unexpected events (if any) that happened during today's meeting.

## Signatures:

<b>Facilitator:</b> _____
<b>Co-facilitator/volunteer:</b> _____
<b>Guest:</b> _____

## LESSONS LEARNED

### Annotated Forms

In this section we will share an example of the Annual Planning Form as well as the Session Planning Form and Memo of the Meeting. In the following you will see the annotated versions of these forms. These two examples will help you understand how to fill in these forms and give you some ideas about what to write in the various boxes.

The two forms below supported two sessions in the CAB Group Detention Centre for Minors in Craiova, Romania. They were prepared and shared by Christina Vladescu, facilitator of the CAB group.

## AWAY PROJECT CAB ANNUAL PLAN OVERVIEW FORM

**Name of AWAY partner:** TDH Romania

**Name of CAB Group:** CAB Group in Detention Center for Minors Craiova, Romania

### Short presentation of the CAB group in Craiova

In the period March 21 – June 14, 2018 seven meetings were conducted with a Child Advisory Board from the Detention Centre for Minors in Craiova city. Based on the partnership agreement signed with this institution, Tdh staff invited 10 young people, nominated by the centre, to attend the CAB. All were boys between

the ages of 14 and 18. All had been convicted after a trial to lengthy sentences.

Even if on a few occasions, some of the young people could not attend, as they were in transit on that specific date or for some other reason, the core group remained the same, throughout the period of March – June.

Goal for the CAB for the one-year process: As main working goals, we proposed group discussions, role plays, creative activities, and consultations related to the child booklet.

## THE OVERALL GOAL

### The overall goal is to empower the young people and increase awareness for child friendly procedures and diversion

- To facilitate a participative practice, among the youth group from the Detention Centre for Minors in Craiova – through the process of involving them in consultation activities and development of some friendly info materials for other children and youth in conflict with the law;
- To increase awareness and knowledge related to childrens' rights along with the judicial proceedings.

### General competences to develop

- Communication and inter relational abilities
- Self-expression and creativity
- Increased knowledge of childrens' rights along with judicial proceedings
- Participatory abilities (communication, assertive listening, ability to formulate recommendations, ability to make decisions)



## CAB ANNUAL PLAN OVERVIEW FORM

### Goal for the CAB for the one-year process: First Term Meetings (March – June 2018)

1	2	3	4	5
31.03	12.04	19.04	16.05	24.05
Introduction of the Project Getting to know each other	Full Value Contract Building; Resilience and personal resources	Raise the Commitment Creative work: collective drawing	Feedback on Good Practices Creative work on child booklet topic	Invitation of an expert
6	7	8 / 9	10	11
31.05	14.06	July	August	August
Invitation of an expert	Evaluation and closing session with this CAB	Feedback on diversion procedure, life skills, creative work	Feedback on the Program of the Learning Events; feedback to judicial professionals	Feedback on the booklet and awareness raising campaign materials Celebration and closing the CAB

## CONTENTS IN DETAILS

31.03.2018	15.00 – 16.45 Introduction of the project & Getting to know each other
12.04.2018	15.00 – 16.45 Full Value contract, Building the group; About resilience and personal resources to overcome obstacles
19.04.2018	15.00 – 16.45 Consultation with the young people about the activities in AWAY project, Creative activity – collective drawing
16.05.2018	15.00 – 16.45 Young people's feedback on the topic and content of the AWAY child booklet
24.05.2018	15.15 – 16.45 Invitation of an expert in juvenile justice (Mr S. D., mentor in AWAY) and group discussion about their life experiences and understanding of the judicial procedures
31.05.2018	15.15 – 16.45 Invitation of an expert in juvenile justice (Mr L. C.) and group discussion on the topic of their opportunities to reintegrate in the society
14.06.2018	15.15 – 16.45 Evaluation of the CAB meetings and closing

## AWAY PROJECT CAB MEETING PLANNING FORM

Fill out one of this form for each CAB meeting

<b>Name of AWAY Partner:</b> <u>Terre des hommes Romania</u>			
<b>Name of CAB Group:</b> _____			
<b>Facilitator:</b> <u>Cristina Vladescu</u>		<b>Co-facilitator/Volunteer:</b> <u>none</u>	
<b>Meeting No.:</b> <u>1</u>		<b>Date:</b> <u>31. 03. 2018.</u>	<b>Duration:</b> <u>2 hours</u>
<b>Place/ Visit to:</b> <u>Detention Centre for Minors Craiova</u>			
<b>Goals</b> to be addressed in this meeting: <p>7. <b>Development related goals</b> – personal development, creativity, self-expression and active participation. Specific to this session: <u>creating the group “space” that facilitates participation.</u></p> <p>8. <b>↑ Knowledge related goals</b> – personal development, creativity, self-expression and active participation. Specific to this session: <u>creating the group “space” that facilitates participation.</u></p> <p>9. <b>↑ Basic goals</b> – functional group, engaged in the activities proposed for CAB; interaction with external mentors; knowledge related to procedures. Specific to this session: <u>getting to know one another.</u></p>			
<b>Activities</b> planned to achieve the above goals: <ul style="list-style-type: none"> <li>• Welcome the participants</li> <li>• Introduction of the project</li> <li>• Getting to know each other</li> <li>• Hopes and fears related to the program</li> </ul>	<b>Duration</b> <ul style="list-style-type: none"> <li>• 2 hours</li> </ul>	<b>Methodology*</b> <p>games for introduction group discussion</p>	<b>Equipment</b> <p>a ball for the game / flipchart / markers</p>
<i>* Methodology of work: Interactive approach, research, creative workshops, presentations, group work, pair work, discussion, simulations, etc.</i>			
<b>Guest invited:</b> <u>No</u>		<b>Funds required:</b> <u>No</u>	

## AWAY PROJECT MEMO OF CAB MEETING

31.03.2018

### **Please list and name the activities you actually did today:**

- **Welcome participants and presentation of all**

Short game to present themselves and share passions, like sports (football, handball, ping pong, drawing, music)

All participants mentioned their love of sports and that they would like to have more time for them, as part of the program offered by the detention centre. Each young person introduced himself by name, age and hobbies.

- **Short presentation of AWAY project – main objectives**

The presentation was done verbally by the facilitator. Participants encounter difficulties in writing and reading, so information is better absorbed when presented visually or verbally.

- **Hopes and fears**

The youth hope that after the sessions they will be better equipped to fight against the discrimination they encounter, because they are Rroma. They mentioned that they feel this discrimination outside the detention centre, in the community – and that, actually, inside the centre they have not felt any targeted discrimination toward them as compared to other ethnicities.

A fear they mentioned was related to the utility of the CAB activities to their lives at the detention centre. How can the learning be applied if they have to remain in detention for so many years?

A hope was that the meeting would be fun and not boring.

### **What went well in today's activities in line with the 3 main goals?**

The group was open for discussion and wanted to continue to attend. The activity accomplished the introductory purpose, in terms of getting to know each other and present AWAY.

### **What would you do differently next time (if anything)?**

I have to be more attentive to include all to speak. One participant, C., was very talkative; he is the informal leader of the group and somehow influences the others.

### **Please describe any incidents or unexpected events (if any) that happened during today's meeting.**

None

## AWAY PROJECT CAB MEETING PLANNING FORM

**Facilitators:** Alina Dumitru, Cristina Vladescu

**Meeting No.:** 2                      **Date:** 31. 03. 2018.                      **Duration:** 2 hours

**Place/ Visit to:** Detention Centre for Minors Craiova

**Goals** to be addressed in this meeting: *Please mark all that apply.*

1.        **Development related goals** – personal development, creativity, self-expression and active participation. Specific to this session: building trust and the group dynamic, getting to know each other; accessing internal resources
  
2.        ↑ **Knowledge related goals** – increased knowledge related to childrens’ rights, diversion, juvenile justice system. Specific to this session: info about the meaning of resilience in our lives (experience of the House of Resilience, conform to Vanistendael & Lecomte, 2000)
  
9.        ↑ **Basic goals** – functional group, engaged in the activities proposed for CAB; interaction with external mentors; knowledge related to procedures. Specific to this session: create the group rules, inform and consent agreement, awareness of the project.

Activities planned to achieve the above goals:	Duration	Methodology*	Equipment
<ul style="list-style-type: none"> <li>• Short intro of the meeting and welcome to all</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hours</li> </ul>		a ball for the game / flipchart / markers
<ul style="list-style-type: none"> <li>• Who am I (metaphor with one element of a house) – talking about personal resources</li> </ul>		description of the resilience house	
<ul style="list-style-type: none"> <li>• Building trust: the blindfold train</li> </ul>		psychosocial game: blindfold train	
<ul style="list-style-type: none"> <li>• Our tree of rules</li> </ul>		personalized by the hands of the attendees	

*\* Methodology of work: Interactive approach, research, creative workshops, presentations, group work, pair work, discussion, simulations, etc.*

## AWAY PROJECT MEMO OF CAB MEETING

12.04.2018

**Please list and name the activities you actually did today:**

The resilience house illustrates inner strength – each element of the house represents a resource. Participants were invited to reflect on their resources, such as unconditional acceptance and love; the personal scope (finding a meaning); the skills; self-esteem; humour and the potential not yet discovered.

**What went well in today's activities in line with the 3 main goals?**

The "tree of rules" was an exercise used to discuss and create the group chart. Participants put their hands and names on it, together with the facilitators; As rules they suggested: listen to one another, have fun, be engaged.



**What would you do differently next time (if anything)?**

During the game "the blind train" it became obvious that some participants did not trust the others. They said they felt discomfort when keeping their eyes closed. Some misled the group, some barely obeyed the rules, others did their best to correctly lead the group. We have to be more careful when introducing activities that rely on trust. Probably a longer preparation and sequencing of this type of activities is required.

**Please describe any incidents or unexpected events (if any) that happened during today's meeting.**

None

# APPENDIX 2

## CHILD PARTICIPATION GUIDELINES<sup>3</sup> AWAY PROJECT

**Szilvia Gyurkó**

**These guidelines are intended to assist you in coordinating a meaningful and safe participation of children in the AWAY project.**

### 1. Preparation

Project partners have the responsibility of ensuring that Child Safeguarding Policy and these guidelines are respected and implemented during the whole project.

The project partners are expected to abide by the child-protection policy. They will need to keep a copy of the policy, give a copy to the legal representative of the child and brief him/her and the child participants on child-protection procedures, notably the complaints procedure and contact details for the child-protection responsible person (Child Protection Focal Point, CFPF) of the consultation.

#### *Responsibility*

One person should take responsibility for organizing children's participation in a consultation. (CFPF) That person should be trained and experienced in child protection, child safeguarding and child rights issues.

#### *Preparatory materials*

The responsible person at the partner organization (CFPF) produces child friendly information that outlines: the aims of the child participation / the roles and responsibilities of those attending / child-protection procedures.

#### *Preparatory workshop for child participants*

The aim of the preparatory workshop for children is to prepare them for their participation in the consultation they will be attending. (Sharing preparatory materials, discussing the AWAY project, etc.)

#### *Briefing for the guardians:*

Using the preparatory materials, the child safeguarding policy and this guideline as a basis, project partners can arrange briefings for the legal representatives (parents, guardians, care givers) of the participating children: on their role and the role of others at the consultation, in particular

their legal and ethical obligations and responsibilities and rules of behavior; on the role of the children and the impact of signing consent forms.

If it is possible to arrange, all adults and children (with parents) attending the consultation from each local area should meet and discuss the issues of the consultation and their roles in the whole process.

All briefings should take place several days before the consultation; briefing on roles and responsibilities must take place before consent forms are signed.

### 2. Consultations

A minimum of two administration support staff need to be available through the consultation together with enough facilitators to help if necessary.

Organizers need to ensure that all opportunities for child participants to voice their opinions are well planned and clearly communicated to the children so that they have ample opportunity to prepare.

All decision-making processes in the consultation need to be transparent and participatory.

The agenda should include sufficient time for evaluation sheets, which include questions on children's participation, to be distributed and completed by all participants.

The meeting place for the consultation needs to be accessible to all children. (Including children with disabilities.)

The child participants should be seated in such a way that lets them feel comfortable and included.

At the closing workshop, the child participants should be given evaluation sheets and adequate time for completing them.

Taking photos and using any kind of recording during consultation meetings is possible only after the written consent of the legal represent-

<sup>3</sup> The Child Participation Guidelines were developed in the framework of the Right(s) Court Project in 2016.

ative of the child participant has been received. There is no 'no photo' rule in the AWAY project. The project partners are allowed to take photos of the consultation and of the child participants, but only in the frame of the AWAY project. Every photo taken has to respect the rights of the child, in particular the best interest of the child and their right to privacy. The project partners are allowed to publish these photos only to promote the AWAY project and/or child participation.

### 3. Principles<sup>4</sup>

All child abuse is an abuse of children's rights. Child abuse is never acceptable.

In order to meet the above standards of reporting and responding, the partner organizations will also ensure that they:

- Take any concerns raised seriously;
- Take positive steps to ensure the protection of children who are the subject of any concerns;
- Support children, or adults who raise concerns or who are the subject of concerns;
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation;
- Are guided throughout the child-protection process by the principle of 'best interests of the child';
- Listen to and take seriously the views and wishes of children;
- Work in partnership with parents/care givers and/or other professionals to ensure the protection of children;
- Always treat them with respect and recognize that children are individuals in their own right;
- View children in a positive manner and value children as individuals who have specific needs and rights and a particular contribution to make;
- Work with children in a spirit of cooperation and partnership, based on mutual trust and respect;
- Value children's views and take them seriously;
- Work with children in ways that enhance their natural capacities and capabilities and develop their potential;
- Do their best to understand children's home contexts.

We have a commitment to protect children with or for whom we work.

Partner organizations must use the child-protection policy in preparatory and follow-up activities for the consultation.

We will ensure, through awareness and good practice, that organizers of the consultation and others minimize the risks to children.

We will ensure that action is taken to support and protect children when concerns arise regarding possible abuse.

### How to Raise Concerns – A Framework for Action

If you are concerned about the safety of a child because

- you see or suspect abuse
- an allegation of abuse is made
- the child discloses abuse



### How to Raise Concerns – A Framework for Action

- Discussions should focus on:
- nature of concerns
- risks to child/ren
- action, next steps

Concerns should be reported promptly (same day)

*Ensure detailed written records are made of all events and what the child has said in his/her own words (where this applies), using the form on the following page.*

<sup>4</sup> Please, see Terre des hommes' Child Safeguarding Policy for general principles.

**The Child Protection Focal Person (CPFP) will then:**

- inform a designated member of the AWAY team and/or the participating organization
- inform the legal representative for the child (if (s)he is not in the focus of concern)
- develop an action plan
- if, and only if there is immediate risk to the child, take every step necessary to avoid further harm
- fulfill the requirements of mandatory reporting (if it is applicable).

**CHILD PARTICIPATION FORMS**

**Child Protection Policy – ‘Reporting a Concern’ Form**

I. Who is filling out this report: (your name, your role, details of your organization, your relationship to the child concerned)

.....  
.....  
.....

II. The child/ren: (name, sex, age, name of guardian/legal representative, name of local partner representative)

.....  
.....  
.....

III. Your concern: (How did you come to have a concern? Was abuse observed or suspected? Was an allegation made? Did a child disclose abuse?)

.....  
.....  
.....

- date, time, place of any incident(s)
- witnesses
- nature of concern, allegation
- write down exactly what happened
- any other relevant information
- were other children involved or aware
- have you reported to the guardian of the child, parents or care givers, local partner representative

IV. Time and date of reporting, person to whom report was made, advice given, action taken, signed and dated.

.....  
.....  
.....



## Child Participation Agreement<sup>5</sup>

We would like to welcome you to the ..... [insert official name of consultation]. You and other children are coming together from around the ..... for this special event. We want everyone to enjoy this consultation, so we have created this participation agreement.

The participation agreement is to make sure that everyone can take part, have fun, be safe.

### What we would like:

- To hear your opinions, ideas and experiences;
- To listen to and respect the opinions, ideas and experiences of others;
- Respect for everyone and everyone's property;
- Acceptance of all cultures and beliefs whether similar or different;
- Your participation;
- Everyone to enjoy themselves.

### What you can expect:

- To have your opinions, ideas and experiences listened to and respected;
- To be respected;
- For your culture and beliefs to be accepted;
- Support to take part;
- To have a great time!

Many of you live in very different places, with different ideas about children and how they live their lives. When you are at the consultation, we ask that you respect the guidelines in this agreement. These guidelines have been written for your safety.

### We ask you:

- To accept that other people at the consultation will have different ideas, thoughts. Some of their beliefs may be different from your own. It is important to accept differences, as they make us individuals.
- To come together to share ideas, opinions and experiences. Political differences can cause disagreement. Please respect the right of each person to have his/her own political ideas.
- To accept that there may be cultural differences between us and to see the opportunity to learn about other cultures as a part of the event.

For most participants, the consultation will be in an unfamiliar place, with unfamiliar people. However, we want you to enjoy your time together. Please take an active part in the consultation and get to know other people, their cultures and build friendships.

- We want everyone to feel safe and unpressured in this environment, so we ask that there are no sexually oriented behavior such as sitting on laps, kissing or caressing during the consultations.
- Please be sensitive to the feelings of others at all times; your behavior or language may cause offence to someone from another culture.

### Feeling Comfortable

It is not correct or acceptable for any adult or children to:

- Hit you or hurt you in any way;
- Bully or tease you;
- Ignore what you say, including questions and requests;
- Insult you or make you feel stupid or embarrassed.

<sup>5</sup> Translate this agreement form into your local language (if necessary to the mother tongue of all participating children).

## Being Respected

No adult or children should:

- Treat one child or a group of children better (or worse) than others – everyone should be treated equally.
- Refuse to believe what you say or suggest that you are not telling the truth.
- Try to make you say things you do not want to say.
- Try to make you do things you do not want to do.
- Force or persuade you to do things that you should not do, including activities that are:
  - Illegal (such as drinking alcohol or smoking);
  - Unsafe (such as swimming in the hotel pool on your own);
  - Harmful to others (such as hitting or unkind teasing).

If you feel uncomfortable or if you are not respected or if you are not safe, you have the right to ask for help from the Child-Protection Focal Person (CPFP).

The Child-Protection Focal Person will be available day and night at the consultation. They will listen to anything you want to tell them and not tell anyone else, unless you give your permission.

They will try to make sure that the person you complained about changes their behavior. If you are in real danger, they may have to tell someone to help protect you, but they will talk to you about this first.

You can complain about something that has happened to you or about something that has happened to another child.

## Child Participation Agreement<sup>6</sup>

### Statement of Agreement:

I have read, understood and agree to all points of the Child Participation Agreement. I understand that if I do not keep to this agreement, then I may not be able to take further part in the consultation.

Signature:

Name (print in capital letters):

Date:

## Rules of Behavior

All children and support staff at the consultation are asked to abide by the following Rules of Behavior. Adults and children at the consultation must never:

- Hit or otherwise physically assault or physically abuse children;
- Develop physical/sexual relationships with children;
- Develop relationships with children that could in any way be seen as exploitative or abusive;
- Act in ways that may be abusive or may place children at risk of abuse;
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive;
- Behave physically in a manner that is inappropriate or sexually provocative;
- Have a child stay overnight at their home unsupervised;
- Do things for children of an intimate nature that the participant could do on his/her own;
- Permit or participate in behavior of children that is illegal, unsafe and/or abusive;
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise commit any form of emotional abuse;
- Discriminate against, show differential treatment to or favor particular children to the exclusion of others.

Everyone must avoid actions or behavior that could be seen as poor practice or potentially abusive.

## Emergency Situations

In the event of any emergency situation, parents/care givers of the children will be contacted immediately. In addition, contact will be made with any relevant authority to inform them.

<sup>6</sup> Translate this agreement form into your local language (if necessary to the mother tongue of all participating children).

## Medical Emergency

In the event of a medical emergency, immediate medical attention will be sought. The health and safety of all children is paramount, and all necessary action will be taken to secure this. The child consultation organizers are asked to keep copies of the consent forms of children with them at all times.

## Child Registration Form<sup>7</sup>

<p><b>Your name:</b> _____</p> <p><b>Your home address:</b> _____</p> <p><b>Telephone:</b> _____</p> <p><b>E-mail:</b> _____</p> <p><b>Date of birth: (day/month/year)</b> _____ <b>Female</b> <input type="checkbox"/> <b>Male</b> <input type="checkbox"/></p>
<p><b>Special arrangements: (for persons with a disability)</b></p>
<p><b>Special needs (dietary requirements):</b></p>
<p><b>Medical issues: Please fill in the medical history form (which is confidential) and send to the Child-Protection Focal Person.</b></p>
<p><b>How were you selected for the consultation? Please explain:</b></p> <p><b>Have you ever attended child consultation before? Yes:</b> <input type="checkbox"/> <b>No:</b> <input type="checkbox"/></p> <p><b>If yes, please specify where and what the event was about. I attended:</b></p> <p><b>The event was about:</b></p>

### Checklist and Signature of Agreement

Please answer the following by ticking the boxes:

Have you completed all of this registration form? \_\_\_\_\_

Have you signed and dated this registration form? \_\_\_\_\_

Have you completed the medical history form? \_\_\_\_\_

Signature of the child: \_\_\_\_\_ Date: \_\_\_\_\_

<sup>7</sup> The registration form is necessary only if the participating NGO organizes the consultation out of school or such places where a responsible person (guardian, parent, teacher, etc.) is not present.

## Checklist

Local preparatory consultation (finalizing materials, child safeguarding policy training, declaring child recruiting principles, select responsible person within the organization)

Briefing the team (about their roles and the child consultation process)

Obtaining informed consent (explain the consent form for children and their guardians and explain the roles and processes of the consultation / ensure that all parties sign the consent form)

Obtaining registration form

Confirming participation (when all the necessary forms have been received, the responsible person sends each child an official letter (mail) of invitation to the consultation meeting (mentioning the guardian's name and role)

Finalizing follow-up activities (de-briefing the child participants, monitoring, evaluation)

## Bibliography - Child Participation Guideline

Checkoway, Barry, Adults as Allies, School of Social Work, University of Michigan, no date.

Child and Youth Participation Guide. UNICEF. 2006.

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Lansdown, Gerison, Involvement of Children and Young People in Shaping the Work of Save the Children, A Report to the SC-UK Board, Save the Children UK, London, 2003.

NSW Commission for Children and Young People, Taking Participation Seriously, New South Wales Commission for Children and Young People, Australia.

Booklet One: Sharing the Stage

Practice Standards in Children's Participation. Save the children. 2005.

[https://www.savethechildren.org.uk/sites/default/files/docs/practice\\_standards\\_participation\\_1.pdf](https://www.savethechildren.org.uk/sites/default/files/docs/practice_standards_participation_1.pdf)

The National Child Participation Guide for Uganda. 2008. UNICEF

[http://www.kindernothilfe.org/multimedia/KNH/Downloads/Fremdsprache\\_+Englisch/Child+Participation+Guide+Uganda+Final.pdf](http://www.kindernothilfe.org/multimedia/KNH/Downloads/Fremdsprache_+Englisch/Child+Participation+Guide+Uganda+Final.pdf)

Youth on Board, 14 Points: Successfully Involving Youth in Decision Making, Youth on Board, Somerville, MA, USA,

<http://www.newwaystowork.org/contentcallsdocs/14%20Points%20Overview.pdf>

## APPENDIX 3

### DESCRIPTION OF ACTIVITIES (SELECTED BY PURPOSE)

#### Use of the Web Loop

Many of these activities require the use of a web loop, known to many as a “raccoon circle.” It is imperative that you tie the web loop using a water knot. This knot is very safe and can handle the weight that will be put on it during the activities. Any other knot may be unable to handle the strain and will certainly be harder to untie. The below diagram demonstrates the process of tying a water knot.

#### Icebreakers and Energizers

##### Required Equipment:

None.

##### Projected Length of Time:

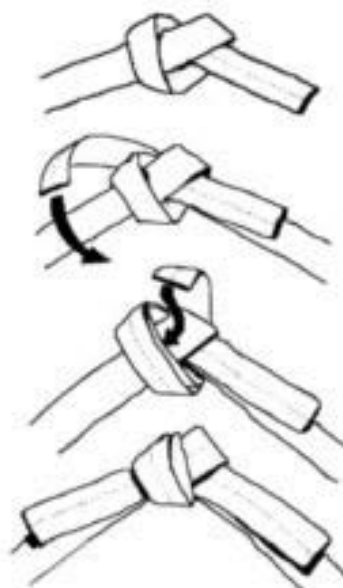
5-10 minutes.

##### Description:

This activity is a Handy icebreaker and attention-grabber for just about everybody, kids thru corporate group programs. This stimulating group activity is used to get people together, focused, challenged, having fun and ready for action. Useful to get focused attention when people arrive, get off the bus, or to fill 5-10 minutes. Works with any size group, indoor and outdoor. Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbor’s outstretched palm. Facilitator then says something like, “When I say the word go, do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed... 1 ... 2 ... 3 ... [add suspense] ... Go!”. Repeat several times. Try to put a lot of energy, and your own style into it... This activity never fails to grab everyone’s attention, bringing them immediately to the present. The trick is dramatizing the “Go!”, with the build up of suspense, and most will jump the gun, adding to the fun.

##### Variations:

Try a different trigger word, e.g., “Cheese”, and mention lots of other “eeze” words for humor - peas, sneeze, wheeze, please and freeze. Or use the word/theme of the day e.g., “outdoor” or “challenge” to help get people listening to every word. Can transition to talking about “assumptions” and “temptation”, etc.



#### PARTNER TAG

##### Required Equipment:

None.

##### Projected Length of Time:

5 minutes.

##### Description:

This fun activity can be run as a quick energizer or icebreaker. Mark off boundaries for playing the game. More constricted spaces often lead to more fun, as pairs begin to use other pairs as “shields.”

Everybody needs a partner, who they will “link up” with. Each pair then stands opposite another pair. These two pairs will then play against each other for the remainder of the game. One pair begins as “it,” and are designated with the task of chasing the other pair, trying to tag them. When the other pair is eventually tagged, they become “it,” but they must spin around in a circle three times (to give the other pair time to get away) before beginning to chase their opponent. Game play continues like this, with the roles flipping back and forth frequently. Rules are simple:

- You must walk at all times, no running.
- You and your partner must keep your arms linked together.
- You must stay within the boundaries.

Oh...and have fun!

## MOONBALL

From *Teamwork and Teamplay*, by Jim Cain & Barry Jolliff

### Required Equipment:

One 30 cm inflatable ball.

### Projected Length of Time:

20 minutes or more.

### Description:

A classic activity popularized by Karl Rohnke in several activity books. Can be used as an initial icebreaker, an energizer between meetings, or a focused problem-solving initiative. The objective for this activity is for the group to hit the ball aloft as many times as possible (or to a pre-determined goal) before the ball touches the ground. 3 simple rules:

- Each hit equals one point.
- You may hit it with any body part.
- No player may hit the ball twice in succession.

The task and rules are easy to understand, so a new group (or one that has never participated in experiential activities) can easily begin. The play itself is engrossing, the individual task -- hitting an inflated beach ball up -- is doable by even the most non-athletic participants, the center of attention is the ball rather than the players. Often run as an energizer activity, although it can be run as a more involved initiative. Despite its non-threatening nature, the activity can provide the basis for intense team development in the areas of goal setting, individual roles, and work processes.

### Variations:

- Two points for kicks.
- The team scores one point when everyone on the team has touched the ball before it hits the ground. With a large group, a score of one is excellent, a score of two is world class!

## GROUP JUGGLE

### Required Equipment:

Assortment of soft throwable objects.

### Projected Length of Time:

30 minutes.

### Description:

One person starts the game by saying the name of somebody in the group, and then throwing the ball to that person. That person then says

the name of somebody else who has not gotten the ball yet and throws the ball to them. The process continues, so that in the end everybody has tossed the ball once. The game ends by returning the ball to the person who started the circle. If the ball hits the ground, start the round over.

After the group is satisfied with one round, instruct the group that in the next round, we will keep the same order -- i.e., you will always throw to the same person -- but there will be more balls. Start one ball as before, and after it has made progress around the circle start another. Get as many balls going in the air as you want! If a ball falls, leave it. Count how many of the balls reach the final person without falling.

If the group gets into it, consider pausing to discuss strategy options to get more balls all the way around.

### Variations:

**Courteous Group Juggle:** In addition to saying the name of the person you are throwing to, each person says "Thank you, NAME" to the person who threw them the ball.

**Goal Setting:** The group sets goals for how many balls they can get around until one drops or how many out of the total can reach the final person (e.g. setting a goal for 11 balls out of 20 total thrown)

**Warp Speed:** See how little time it takes the group to get one ball from start to finish. The only parameters: Each person must touch the ball once. By a touch, that means that it must come into contact with their hands, and then leave contact with their hands. It must move through the group in the order of people that was set at first. Groups have many solutions to this. Many groups will realize that they can change where they stand. Processing opportunities are really great here. (Note -- this is a progression into a problem solving activity and isn't a very good way to learn names!)

## GROUP ROCK PAPER SCISSORS

### Required Equipment:

Rope and boundary markers.

### Projected Length of Time:

10 minutes.

### Description:

This is a really fun, active variation on the classic game. Create a playing field with a rope mark-

ing the center line, and the boundary markers marking the edge of the field parallel to the center line, like this. Divide the group into two even teams (creatively!). Each group gathers near the boundary line and discusses what object they are going to choose as a group (rock, paper, or scissors). They must all choose the same object. When both groups are ready, have them approach and line up on both respective sides of the center line. On the count of three, both teams display the hand signal for their object. (Rock=a fist; Paper=hand out palm down; Scissors=index and middle finger mimicking cutting motion). The team that loses (rock crushes scissors, paper covers rock, and scissors cut paper) has to run as fast as they can back towards and past their own boundary line. The winning team tries to catch and tag as many of the losing team members as possible before they cross the boundary line. Anybody that they successfully tag becomes a member of their team. The game continues until there is just one, big team (eventually, this WILL happen).

**Variations:**

For fun, you can try more creative hand signals. Some of our favorites are Dragon, Princess, Samurai (Dragon kills Princess, Princess breaks Samurai’s heart, Samurai Kills Dragon) or Bear, Mosquito, Fish (Bear eats Fish, Fish eats Mosquito, Mosquito stings Bear).

**Activities Exploring People and Personalities**

**FEAR IN A HAT**

**Required Equipment:**

Hat, slips of paper, something to write with.

**Projected Length of Time:**

20 minutes.

**Description:**

Set an appropriate tone, e.g., settled, attentive, caring and serious. The tone could be set by introducing the topic of fear and explaining how it is normal and natural at this stage of the program to experience all sorts of anxieties, worries and fears about what might happen next. A good way of starting to deal with these fears is have them openly acknowledged - lay them on the table, without being subject to ridicule. Having one’s fears expressed and heard almost immediately cuts them in half. This can be done as the first activity in a program, during the initial stages or well into the program. When used early on in particular, it can help to



foster group support and be helpful in alerting the group to issues they may want to respect in a Full Value Contract.

Ask everyone, including the group leaders, to complete this sentence on a piece of paper (anonymously): “On this trip/in this group or program, I am [most] afraid that...” or “On this trip/in this group or program, the worst thing that could happen to me would be...” Collect the pieces of paper, mix them up, then invite each person to take a piece of paper and read about someone’s fear. One by one, each group member reads out the fear of another group member and elaborates on what he/she feels that person is most afraid of in this group/situation. No one is to comment on what the person says, just listen and move on to the next person.

If the reader doesn’t elaborate much on the fear, then ask them one or two questions. Avoid implying or showing your opinion as to the fear being expressed, unless the person is disrespecting or completely misunderstanding someone’s fear. If the person doesn’t elaborate after one or two questions, leave it and move on. When all the fears have been read out and elaborated on, then discuss what people felt and noticed.

This exercise can lead into other activities, such as developing a Full Group Contract, personal or team goal settings, course briefings which specifically tackle some of the issues raised, or other activities in which participants explore their feelings.

**Variations:**

This activity can be used to solicit opinions or feelings from the group members on a variety of issues, not just fears. Examples:

- Likes and dislikes - in two separate hats.
- Worries about the program.
- Complaints/gripes about the program.
- Wishes for the program.
- Favorite moments during the program

**Processing:**

- How did you feel when your fear was read out loud?
- Was it difficult for you to write your fear down?
- Did being anonymous help you?
- Did you feel supported or understood when your fear was read?
- Do you feel any differently about this fear after the activity?
- How did you feel the group atmosphere was? How does group atmosphere affect us?
- How should our group address the fears/anxieties of group members?

**WHERE DO YOU STAND?**

**Required Equipment:**

None.

**Projected Length of Time:**

15 minutes.

**Description:**

The facilitator asks questions of the group with a two way, close-ended answer. How they answer it determines where they stand. Example: "Are you more like a watermelon or a grapefruit? Watermelons over here, grapefruits over here." Can be abstract (like above) or literal "do you like football or tennis?" Play as long as it keeps being fun.

Some sample questions:

Are you...

- Chocolate or vanilla?
- Chess or checkers?
- Tom or Jerry?
- Piano or drum?
- Water or fire?
- A train or a plane?
- A forest or a meadow?
- Spring or autumn?
- Whisper or a yell?
- A lamp or a chair?
- A beach or a mountain?
- Cookie or cake?
- Earth or wind?
- A number or a letter?
- Spicy or sweet?
- Sun or moon?
- Fish or bird?

Do you...

- Like coffee or cola?
- Keep a pile of clothes or neatly folded ones?
- Shower in the morning or at night?
- Feel old or young?
- Believe in aliens or not?
- Believe in God or not?
- Write left or right handed?
- Fold your arms like this or like this?
- 

**HAVE YOU EVER?**

**Required Equipment:**

None.

**Projected Length of Time:**

20 minutes.

**Description:**

Mark two ends of a longish playing field (a hallway works well if you are indoors). All players line up side by side. One person is "it" (usually the facilitator starts). This person asks the group questions that start with "Have you ever..." If the answer is yes for you, you take one step forward. If the answer is no, you take one step backwards. Once you reach either end of the playing field, you become the "it" who can ask the questions.

Variations:

- Works the group towards a common goal. Designate one point as the starting point. Designate another as the finish. The goal is to get the whole group from start to finish, keeping the group as close together as possible. Each person gets to be the "question asker" for a predetermined number of questions (5, 7, 10, whatever), and then joins the game in the middle of the group. Great as a transition activity from one area to the next.
- Have the group sit in a circle on chairs, with one chair less than the number of people in the group. One person stands in the middle and says "Have you ever..." When they finish the sentence, everybody who has done that thing has to change seats (including the person who asked the question). Everybody who has not can stay seated. One person will end up without a seat, and this person asks the next question.

**Processing:**

- Did you learn things about other people?
- Were you comfortable sharing things about yourself in this way? Why?



- Did anybody not tell the truth at any point?
- Were there any surprises?
- Was anything really predictable?
- Does knowing more about your group members change things in any way?

### Trust and Support Activities

#### MINEFIELD (FOR GOAL SETTING)

Adapted from Silver Bullets, by Karl Rhonke

#### Required Equipment:

Long lengths of rope to mark the boundaries, paper plates to function as mines, markers to write with, and blind folds.

#### Projected Length of Time:

1 hour.

#### Description:

What is described here is a version of a popular, engaging, and moderately complex game involving communication and trust, modified to include a metaphoric element addressing goal setting and avoiding obstacles for youth in a school setting.

First, facilitate a general discussion on goal setting, focusing upon what students in this group see as reasonable goals for themselves at this time in their life. What follows below is a sample of a framework that a facilitator could deliver to a group of students; feel free to adapt this to suit your facilitation style or program.

“As students at Pressley Ridge, you are at a critical time in your lives. Each of you has traveled a “path” in your life, one that began when you were born and has led to this exact moment. The choices you made and the obstacles you encountered are the things that led you here.

And maybe you don’t spend too much time thinking about the future - the path ahead. But we think it’s a good time for you to start thinking about that. As we said, you are at a critical time in your life. The choices you make now, as well as the obstacles that you face in the future, will determine where your path leads. Will it take you somewhere that you will be happy, perhaps happier than you are now?

We want you to find yourself on whatever path is best for *you*. We don’t want to tell you what is best. We want you to begin to think about what is best for *you*. This school has the opportunity

to help you get your life on the path you want it to be on. We might be able to help get you onto a path that is better than the one you have been traveling. But the school cannot put you on that path, nor walk it for you. *Only you can do that*. So think....

#### What do you *really* want?

#### What would you like to achieve/happen/change in your life by the time the school year has ended?

We would like you to write down your answer on this sheet of paper. (Pass out paper and markers. Collect all papers when they are done, and read them out loud, removing any that are not serious).

Every path has obstacles, as you work to try and build your life as a successful young adult, you are going to find obstacles too. Think for a minute:

#### What are the specific obstacles that come between you and a successful school year, whatever that means to you?

We would like you to write down as many obstacles as you can think of on these paper plates. (Pass out paper plates and markers. Collect all plates when they are done, read them out loud, again removing any that are not serious).

We are going to do an activity that has you traveling a path toward a goal and trying to avoid obstacles on the way. Consider the end of the playing field reaching whatever goal you have set for yourself. We are going to put the goal that you have written on the paper down there. The obstacles that we have written on the paper plates are going to be spread throughout this playing field. Your goal is to travel from one side – which represents right now – to the other, which represents you reaching your goal, while avoiding touching any of the obstacles.

But....as you are probably learning by now, in all of our activities there is a catch, one that makes it more adventurous. Like life, sometimes we have trouble seeing the obstacles until it is too late, and we’ve touched them, and we have to deal with the consequences. For this activity, you are going to be blindfolded – unable to see the obstacles on the ground.

However, you will have help. Each of you will have a partner, whom you can choose, who will help guide you through the minefield. They cannot touch you, and they cannot enter the playing field. As we said, only you can walk your path. But they can see what you are doing, and they will give you verbal feedback and guidance, helping you to avoid the obstacles that you cannot see. If you touch one of the obstacles, unfortunately you will have to go back to the beginning and start again. Each person will have the chance to be a guide and to be blindfolded.

Other groups will be going at the same time. This might be distracting a lot like real life. Other people in your class walking their own path can be a distraction, even an obstacle, to you walking your own. You will need to find ways to cope with this.

Pick your partner wisely. Sometimes our closest friends are a good choice, and sometimes they are not. Pick someone you think will help you be successful. Once you pick your partner, we will allow you about 5 minutes to plan a communication strategy. (Allow time for people to pick partners, and then strategize).

One last thing before we begin. For some people, being blindfolded is not scary at all. For other people, it's very, very uncomfortable and scary. This is a major safety issue – emotionally and physically. Although this activity is fun, we want a safe atmosphere, and will not tolerate any reckless play or “messing with” the people who are blindfolded. Can we get a commitment to that?

#### **Variations:**

- Minefield in a Circle: Participants start on the outside of a rope circle, go into middle, get an item, and then return to outside.
- 3-D Minefield: In addition to the objects on the ground, what if you suspend mines from the ceiling (or tree branches, etc.) to create mines in 3-D space?
- These activities can be run with a variety of metaphors. What if the obstacles in the middle are things representing drugs for kids with substance abuse issues?
- This activity can, of course, be run without the metaphoric component. In this case it is still a strong trust and communication activity.
- You can run this with only one pair going at a time, rather than multiple pairs at one

time, if you want to reduce confusion and increase focus. Watch that other pairs don't become distracting or start goofing off.

#### **Processing:**

- Is anybody willing to talk about how that experience was for them as a blindfolded walker?
- How about as a guide?
- What was most difficult about this activity?
- What was the most enjoyable part?
- How did you feel about the support of your guide?
- How did you react when you hit an obstacle?
- How was it dealing with the distraction of the group?
- What similarities do you see between this activity and school (or life)?
- What are some things that we could learn from this about traveling your path?
- How will we apply those things?

## TRUST CIRCLE

From *The Book on Raccoon Circles*, by Jim Cain & Tom Smith

#### **Required Equipment:**

Web loop.

#### **Projected Length of Time:**

10-15 minutes.

#### **Description:**

Have the group stand in a circle around a web loop. Ask all members of the group hold on to the web loop with both hands. Have the group first keep their feet in one place, and then slowly, cooperatively lean back so that their arms are extended, and the web loop is supporting their weight. It is often helpful to give them a 1-2-3 countdown to help with the timing, and then afterward allow them to find a way to time the movement themselves (even silently).

For the second stage, have the group lean back as before. This time, however, have them begin slowly moving their feet slightly to the center of the circle and leaning back, a circle of trust (trust in the webbing, self-trust, trust-in-others) is formed. You can give instructions to close their eyes, come to their center, breathe deeply, and sense the connection, the support, and the security of the circle.

**Processing:**

- Was it hard to trust the group?
- Was it easier or harder than you thought it would be?
- How did it feel?
- What does it mean for the group to “be in balance?”
- Why is balance in the group important?

**Projected Length of Time:**

At least half an hour.

**Description:**




Refer to the diagram below for an explanation of this activity. Note three groups in the diagram below. This explanation includes 3 teams of six members each. Feel free to adjust to suit your group size.

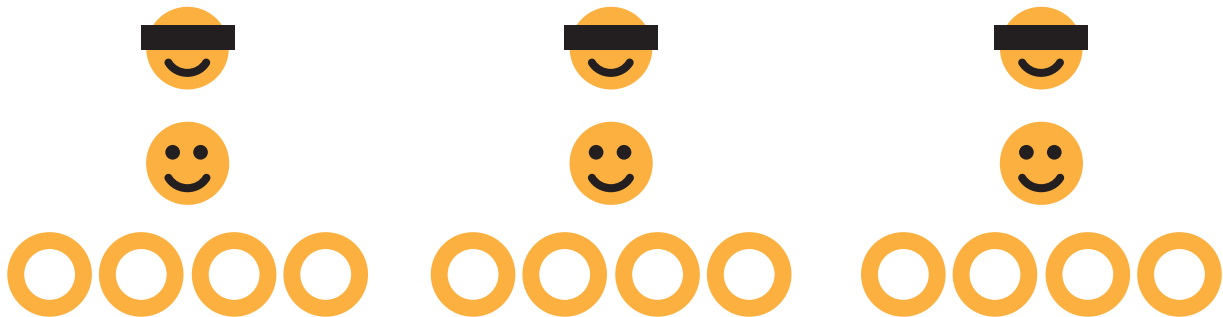
**Cooperation and Communication Activities**

**HEAR NO EVIL, SEE NO EVIL, SPEAK NO EVIL**

**Required Equipment:**

Blindfold, several objects to hide.

-  Seeker (blindfolded person)
-  Guide (speaker)
-  Directors (silent)



In this activity, the blindfolded person on each team will be working to find an object that the facilitator will hide. There will be one object hidden for each team. Have all the Directors sit against a wall or on chairs near the edge of the playing field, facing into the playing area. Have the Guide take a seat facing the Directors, about 6-10 feet in front of them. Have the Seeker stand behind the Guide in the playing field.

The only person who can give directions to the blindfolded person is the Guide. However, the Guide faces towards the Directors and cannot see a) where the object was hidden or b) what the Seeker is doing. For this, the Guide must rely on the Directors, who are the only ones who can see those two crucial things. However, the Directors cannot talk – they must give non-verbal signals to the Guide, who will try to interpret them and tell the Seeker what to do. The goal is for the team to work together to get the Seeker to find the hidden object for that team.

**Some Crucial Points:**

- It is usually more interesting if the Seeker cannot talk, although you can assess your group and see if this is appropriate.

- Teams with more than 3-4 Directors usually have some group members sitting around doing nothing, since the Guide can only pay attention to a few.
- A variation is to reverse the activity: have the Directors be unable to use body language or gestures at all, but able to use verbal communication - *but not linguistic communication*. For this, they will probably have to brainstorm as a team with the Guide to come up with a system for communicating directions (Animal noises? Nonsense sounds?).
- Keep a close eye on the blindfolded person and any hazards around them. If they are in a tricky area, giving them a “spot” is advised.

**Processing:**

- What was it like to be the Guide/Director/Seeker?
- What was difficult about being a Guide/Director/Seeker?
- What traits made the best Guide/Director/Seeker?
- What did you do when the Seeker got into a tough situation?

- How did your group work through the communication obstacles?
- Can anyone give an example of when you think a group member was communicating effectively with somebody in the group?
- How many different ways were used to communicate messages?
- Which ways were the most effective? Why?
- Did you learn something about communication that will be helpful later? What?

## IMPULSE

### Required Equipment:

Depends on variation: none, or one bandana and one stopwatch.

### Projected Length of Time:

30 minutes or more.

### Description:

This activity likens the squeezing of joined hands in sequence to the sending of an electrical impulse from a beginning point to an end point in a conductive line. Participants sit cross legged facing forward in a line. Each person faces the back of the person in front of him/her. A second line of people is formed parallel to the first line. Both lines are facing the same way, and individuals in the lines are matched side by side with about 40 cm between each line.

The person in front of the line has his/her left hand joined to the person behind, but the right hand is free. The person in back of the line also has one free hand. All other participants are joined to each other, front and back, by both hands. All but the people in front have their eyes closed. A bandana is placed between the two people in front. A signal is given to the people at the back (their eyes are closed) by the facilitator touching both lightly on the top of the head simultaneously. They then send the signal toward the front of the line by squeezing the hand of the person in front of them. The person in front then squeezes the hand of the person in front of him/her until the "impulse" reaches the people at the head of the line. The two people at the front can grab the bandana as soon as the signal reaches them. In short, this is a race between the two groups to see which sends the impulse the fastest. The line whose person at the front gets the bandana first, can then rotate. The person in front goes to the back of the line, the whole line moves up one and the second

in the line then takes his/her place as the front person.

False starts and disputes over simultaneous grabs of the bandana are the responsibility of the facilitator to resolve. He/she has the full power of a ref. Excessive false starts or arguing over ties could be penalized by making the last person in a line rotate to the front. This kind of intervention is uncommon, but it can be used to cool things off when a destructive competitive attitude interferes with the purpose of the game. The race continues in rounds until one of the two groups has returned to the same order they were when the game started (same person in front, same in back).

There are a number of ways to get the group familiar and comfortable with the notion of squeezing hands to send the "impulse" quickly and cooperatively. One good way to do this is to form the whole group into a circle. This is especially effective with large groups, since the facilitator eventually splits the large group into two smaller groups who will then compete against persons with whom they formerly cooperated. The large group links hands in an unbroken circle. The facilitator designates one person to begin the signal by squeezing the hand of the person to his/her direct right and to give a verbal indicator that the signal has been sent to allow the facilitator to start timing (a stopwatch is best, although you can count seconds, too). The impulse will round the circle until it returns to the originator who indicates verbally to the facilitator to stop timing. The facilitator debriefs by sharing the time with the group and getting the group to set time goals for subsequent rounds. The focus is on cooperation.

### Variations:

The limit to possibilities in this activity is the facilitator (or group's) imagination. Some possible ideas:

- How fast can a group send a message?
- How fast can they send a high five?
- Can they do it as fast down low?
- Can they do it with their eyes closed?

### Processing:

- In what specific ways was the group cooperating?
- How did we set goals for ourselves?
- Were our goals realistic?
- Did practice help?

## Problem Solving Activities

### EGG DROP

#### Required Equipment:

Eggs, plastic straws, tissues, masking tape

#### Projected Length of Time:

1 hour (minimum).

#### Description:

Divide your group into smaller teams. Groups can be anywhere from small groups of 2-3 people to one large group including all participants. Explain to the participants that each group will be given 10 straws, 10 tissues, 2 meters of tape, and an egg. The task for each group will be to design some sort of apparatus that can protect the egg from breaking when dropped from a height (a second story balcony, window, or roof can work well).

We have found that if immediately after explaining the activity you give the teams the equipment, many groups will rush right into building without taking the time for quality planning. If you choose to, you can give the group a mandatory fifteen-minute planning time before giving them the equipment.

We have found that our school groups often fail on the first try but are really motivated by the activity. With one school group, they decided to do the activity over and over until they got it right. It took them five weeks before one group was finally successful, but the level of motivation and experimentation stayed really high. You can consider giving extra equipment if necessary.

We ask all teams when finished to name their apparatus and elect a representative to present their apparatus to the group. This spokesperson tells the name of the apparatus explains its design and why they think it will work.

Participants are not allowed to alter the egg in anyway (e.g. hard boiling, or blowing out the inside) but are allowed to cut straws, etc.

This activity can be made very powerful if the egg is made to represent something meaningful to the participants. An extra element can be added to the activity where the groups "personalize" the egg to really represent this meaning, with pens, markers, etc. The group rules can be written on the egg, or values that the group want to keep intact... the sky is the limit.

#### Processing:

- Did the egg break?
- How did we protect our egg?
- How did we decide on a protective system?
- How did we evaluate ideas?
- What does the egg represent to you?
- How do groups protect what is important?
- In your group which was a priority - the process or the product?

### ACID RIVER

#### Required Equipment:

Boundary markers (rope, tape, etc.) and "spots": carpet squares, paper plates, or something similarly lightweight and portable to stand on.

#### Projected Length of Time:

45 minutes.

#### Description:

The facilitator sets up two riverbanks with boundary markers. Choose how many spots to give your group, depending on the level of challenge you want them to take on. We usually give the average group of ten 9 regular spots and one Supreme Spot. The object is for the entire group to cross the river. Some guidelines:

- The spots and Supreme Spot are the only objects that can touch the river.
- The spots can only move in one direction - toward the other side. The Supreme Spot can move in all directions.
- Spots can only be moved by picking them up and placing them down in a new location.
- If any mortal touches the river, the facilitator takes their spot away, although they stay in the game by sharing spots with others.
- All spots must constantly be in contact with a human body. If not, they lose that spot to the facilitator.

Be vigilant with the rules! Throw in twists if you want. For example, sometimes the group gets in a major bind and wants to start over. If I allow this, I usually ask for something in return: often, I will make the rule that there is no talking the second time around.

#### Variations:

- This is a great activity for creating elaborate story lines, especially with kids. What about a pancake factory exploding pancakes and boiling maple syrup?
- You can run the activity with no Supreme Spot - so all Spots can only move in one direction. If the group is very successful with a Supreme

Spot, consider challenging them again with no Supreme Spot and less squares. Can they set a minimum number of Spots they think they need to be successful?

**Processing:**

- What strategy worked?
- How did you agree on that strategy?
- Did things get more or less fun when the challenge increased?
- How is your group doing?
- What was your group's biggest success?
- If you could change one thing about how the group did this task, what would it be?
- Did you cheat?

**Closing Activities**

**FEEDBACK WEB**

**Required Materials:**

Ball of yarn, scissors or knife.

**Projected Length of Time:**

Minimum 30 minutes.

**Description:**

Have the participants sit comfortably in a circle. One participant starts the process by holding on to the end of the ball of yarn and passing the ball to another participant of their choosing. They then give the participant (and the group) some sort of positive feedback. Examples include:

- Something they appreciate about that participant
- Something notable that happened in the experience/program regarding that participant
- Some sort of help or support that the speaker needed and got from that participant

The participant who received the ball then passes it to another group member and gives that person feedback. As the activity progresses, a web of connection is created between the participants, based on the significant events or relationships that occurred in the group. Allow the process to continue until it comes to a natural end. This is a place where the facilitator can say something about the web and connections and reflect on the experience/program itself.

Then the facilitator can speak to this being a time of ending or transition, and that the interconnected group will now go back to being individuals. The facilitator then symbolically

cuts through the strings, leaving each individual with something to take with them (representing connection) to remember the group experience.

**Processing:**

As a closing activity, this activity probably should not be processed, but allowed to "speak for itself."

**LETTER TO SELF**

**Required Equipment:**

Pen, paper, envelopes, (stamps).

**Projected Length of Time:**

30 minutes.

**Description:**

In this activity you will have each participant write a letter to themselves. The content of the letter can be up to the participant, or regarding an assigned topic that has relevance to individual goals or group activity. The participants can take the letters home that day, or the facilitator can save the letters and send them to group members later. This latter option is great; it's a powerful experience to get a "surprise" letter from yourself 6 months or 1 year after writing it.

**Processing:**

As closing activity, you can choose not to process this activity and allow it to speak for itself. If you do choose to process it, here are some possible questions to ask.

- What do you imagine will change in your life between today and the time that you open the letter?
- Was it worth while to write this letter to yourself?
- Is there a way to take the time to step back and look at events differently? How often do we take the time to have a dialogue with ourselves, and in what way are these dialogues productive?

**SCULPTURES**

**Required Equipment:**

Modeling clay or play-dough.

**Projected Length of Time:**

Minimum 30 minutes; depending on group size.

**Description:**

Give all participants a small tub or piece of Play-dough, or a piece of modeling clay. Ask each

participant to create an object that reflects something important they learned in the program and that they would like to take away with them. When everybody is finished, have the participants gather in a circle. One by one, have the participants come to the center of the circle, show the object they have created, and explain its meaning to the group. When they have finished, they leave the sculpture sitting in the middle of the circle. This continues until the last person has explained theirs.

The facilitator can then give a short speech about how the collective learning/insight is what made this experience so powerful, and that as we leave this program, we are not taking away only our own learning, but also a piece of the

others' learning as well. The facilitator can then ask the participants to bring up their sculptures as they are ready, and then start mashing them together into one large ball.

When everyone has finished contributing his or her piece, the large ball is passed around the circle again. Each participant takes a piece of the large ball, so that they can carry away not just their own learning and experiences, but also a part of the whole group.

**Processing:**

As a closing activity, this activity can be left without processing to speak for itself.

## APPENDIX 4

### QUESTIONS FOR DEBRIEFING

Adapted from *Questions for Reviewing* by Roger Greenway and *Designing Processing Questions to meet Specific Objectives* by Clifford Knapp.

Processing primarily involves observing individuals, making assessments about what is happening, and then asking appropriate questions. As stated elsewhere in the manual, knowing the goals for your program (both the children's and your own) and programming for them – in planning, activities, and evaluation – can help achieve these objectives. The questions below follow the What Happened – What Mattered – What Next sequence outlined in this manual. These questions are intended to stimulate your thinking and be a resource to you as you begin a group leading practice.

### WHAT HAPPENED?

It is likely that your participants will have a wide variety of experiences resulting from the program activities. We all have limited perspectives, and usually not everybody is aware of everything that occurred. Therefore, this first phase of processing is intended for information gathering, and is divided into two sequential steps. The first attempts to gather the facts about what happened during the activity, without too much interpretation or opinion. The second gathers the various emotions that were experienced during the activity.

**Facts**

- What happened when ...?
- What did you do when ...?
- What did your group do when ...?
- Tell the story of the event in five chapter headings.
- Make a short news report covering What? Who? Where? When? [Save Why? and How? for 'findings'.]
- Did anything unexpected happen? Any surprises?
- Did anything very predictable happen?
- What was most memorable / different / interesting?
- What were the turning points or critical moments?
- What happened next? What happened just before?
- What most influenced your attitude and behavior?
- What did you think / hope / fear would happen, but did not?
- Describe the event from the perspective of (e.g. a young child, your boss, a reporter from ...)
- Describe your role from the perspective of ...

## **Feelings**

- How did you feel when ...?
- Everybody complete this sentence: I was [proud] when... [happy, sad, excited, disappointed, ???]
- Name five feelings that you experienced.
- What were your personal highs and lows? What were your most contrasting experiences?
- At what points did you feel most and least involved?
- Who did you feel was going through similar/different emotions?
- At what points were you most aware of controlling/expressing your emotions?
- Did you get a sense of 'déjà vu' at any time? What previous experience was this most like?
- What music (instrument/song/style) would have suited the event? (or not)
- If you were a ... (e.g. something found in the kitchen) during that event, what would you be?

## **WHAT HAPPENED?**

Once you have established what happened during your activities, it is time to begin analysis. To help you dive deeper into the content of what happened, the questions in this section are divided into subheadings under common topics or themes that arise in experiential education. Note that the first subheading contains questions that may be useful to ask a group at the start of an experiential programming event, and the last contains closing questions that might be useful in concluding programming.

### **Opening Questions**

- What are you hoping for from today's experience?
- What kind of support do you need from the other group members?
- What do you perceive will be difficult for you today?
- What excites you about what is ahead for you today?
- What can you offer the group today?
- Knowing your typical role in a group, what role would you consider assuming today?
- What are your personal and group goals for the day?
- What kind of support do you need from the group leaders?

### **General Questions**

- Why ...? (e.g. why did you take the role that you did?)
- How ...? (e.g. how did your feelings influence what you said or did?)
- What are you finding out? (about yourself/the group/the topic)
- Regrets? Missed opportunities? (e.g. What would you like to have done differently/more of/less of?)
- Achievements? (e.g. How (or how well) did you achieve your group/personal objectives?)
- Opinions, judgements? (e.g. What was most/least valuable?)
- Feedback, appraisal? (e.g. What did you appreciate about others?)
- Links, connections? (e.g. In what ways was the experience like/unlike work?)
- Learning processes? (e.g. What is helping / hindering your learning?)
- What have you found?
- 

### **Communicating Effectively**

- Can anyone give an example of when you think a group member was communicating effectively with somebody in the group? (Consider non-verbal as well as verbal communication).
- How did you know that what you communicated was understood?
- Who didn't understand someone's attempt to communicate?
- What went wrong in the communication attempt?
- What could the communicator do differently next time to communicate a clearer message?
- What could the message receiver do differently the next time to understand the message?
- Which ways were the most effective? Why?
- Did you learn something about communication that will be helpful later? What?

### **Expressing Appropriate Feelings**

- Can you name a feeling that you had at any point during the activity (e.g., mad, sad, glad, scared)? Where in your body did you feel it most?



- Is that feeling a common one in your life?
- Did you express that feeling to others? If so, how? If not, what did you do with the feeling?
- Would you like to feel differently in a similar situation? If so, how?
- How do you feel about the conflict that may result from expressing certain feelings?
- How do you imagine others felt towards you at various times during the activity? Were these feelings expressed?
- What types of feelings are the easiest to express? The most difficult?
- Do you find it difficult to be aware of some feelings at times? If so, which?
- Are some feelings not appropriate to express to the group at times? If so, which?
- What feelings were expressed non-verbally in the group?
- What feelings do you want to keep most fresh in your memories?

### **Judging Others**

- Is it difficult for you to avoid judging others? Explain.
- Can you think of examples of when you judged others in the group today? Of times when you didn't judge others?
- What are some of the advantages to you when you didn't judge others?
- What are some of the advantages to others when you do not judge them?
- Would not judging others be valuable in other situations? Explain.
- Are there some situations in which judging others is useful, or in which not judging others is a disadvantage?

### **Listening**

- Who made suggestions for completing the activity?
- Were all of these suggestions heard? Explain.
- Which suggestions were acted upon?
- How did it feel to be heard when you made a suggestion?
- What interfered with your ability to listen to others?
- How can this interference be overcome?
- Did you listen in the same way today as you generally do? If not, what was different about today?

### **Leading Others**

- Who assumed leadership roles during the activity?
- What were the behaviors you saw that you would describe as showing leadership?
- How did the group respond to these leadership behaviors?
- Did the leadership role shift to other people during the activity? Who thought they were taking the leadership role? How did you do it?
- Was it difficult to assume a leadership role in this group?
- Is it easier to take a leadership role in other situations or with other group members? Explain.
- Did anyone try to lead the group, but felt they were unsuccessful? What were some possible reasons for this? How did it feel to be disregarded?

### **Following Others**

- Who assumed a follower role at times during the activity? How did it feel?
- How did it feel to follow different leaders?
- Do you consider yourself a good follower? Was this an important role in the group today? Explain.
- How does refusal to follow affect the leadership role?
- What are the traits of a good follower?
- How can you improve your ability to follow in the future?

### **Making Group Decisions**

- How were group decisions made throughout this activity?
- Were you satisfied in the way that decisions were made? Explain.
- Did the group arrive at any decisions through group consensus?
- Were some decisions made by one or a group of several individuals??
- Did everyone in the group express an opinion when a choice was available? If not, why not?
- What is the best way for this group to make decisions? Explain.
- What do you like about how the group made decisions? What did not you like?

### **Problem Solving**

- What is the problem?
- What are the most important concerns that you have about the problem?
- What are some of your lesser concerns about the problem?
- What changes do you need to make?
- What (or who) was helpful in solving the problem?

### **Solution Finding**

- What are some possible solutions? Brainstorm.
- What is the best solution for you? Is that different than the best solution for the group?
- What are we doing well right now?
- What would things look like if you were doing worse?
- How come you are not doing worse?
- What can we do more of to successfully execute our solution?
- What can you do individually to help the group reach a solution?

### **Cooperating**

- Can you think of specific examples when the group cooperated during the activity? Explain.
- How did it feel to cooperate?
- Do you cooperate in most things you do?
- How did you learn to cooperate?
- What are the rewards of cooperating?
- How did cooperative behavior lead to successfully completing the activity?
- How can you cooperate in other areas in your life?

### **Respecting Human Differences**

- How are you different from some of the others in the group?
- How do the differences strengthen the group as a whole?
- When do differences in a group prevent them from reaching certain objectives?
- What would this group be like if there were very few differences in people? How would you feel if this were so?

### **Respecting Human Commonalities**

- How are you like some of the others in the group?
- Were these commonalities a help to the group in completing the task? Explain.
- Were these commonalities ever a hindrance to the group in completing the task? Explain.
- Do you think you have other things, not yet discussed or found, in common with other group members? Explain.
- How did this setting help you discover how similar you are to other group members?

### **Trusting the Group**

- Can you give examples of when you trusted someone in the group? Explain.
- Is it easier to trust some people and not others? Explain.
- Can you think of examples when trusting someone would not have been a good idea?
- How do you increase your level of trust for someone?
- On a scale of 1-10, rate your level of trust in the group as a whole. Can you explain your rating?
- What did you do today that deserves the trust of others?
- What behaviors and attitudes help to build trust?
- How does the amount of fear you feel affect your trust of others?
- How would this group look or act if we were more trusting?
- What can you do personally to increase the level of trust in the group?

### **Closing Questions**

- What were your goals at the beginning of the day?
- What goals were you able to meet? Not able to meet?
- What did you learn about yourself?

- What did you learn about others?
- How do you feel about yourself and others?
- What new questions do you have about yourself and others?
- What did you do today of which you are particularly proud?
- What skill are you trying to improve?
- Was your behavior today typical of the way you usually act in a group? Explain.
- What beliefs about yourself and others were reinforced today?
- Would you do anything differently if you were starting the activity again with this group?
- What specific memories or visuals will you take away from today's experience?
- What was fun about today?
- What would you like to say to group members?

## WHAT NEXT?

Education is the business of growth and change. Through processing, you can help your group move further on their own path of growth by helping them explore what to do next with the learning highlighted earlier in processing (What Mattered). There are many ways to do this, and we encourage you to be as active and experiential in this stage as possible. The questions below are some examples to help stimulate your thinking.

- What have you learned?
- What do you think you can do with that learning?
- Has this experience "opened your eyes" to anything?
- How might this experience benefit you in the future?
- What will you do back at school/work/home to keep this learning fresh and useful?
- What possibilities and choices can you see?
- What will you start/stop/continue?
- What do you want to take with you forward from this experience? Why? How? When?
- What do you want to explore further? Why? How? When?
- What are your pessimistic and optimistic predictions about the real value of this experience?
- Complete this sentence: I will be \_\_\_\_\_ if .... (pleased, disappointed, surprised, etc.)
- Complete this sentence: This experience has renewed my ...



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