



Recruitment and Selection Toolkit

A practical toolkit to involve children & young people in
the recruitment and selection process

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Introduction

This toolkit aims to provide practitioners with the practical tools, resources and information to involve children & young people in the recruitment and selection process. There can be no 'one size fits all' approach and this toolkit is therefore not an exhaustive document, but aims to bring together a set of ideas and methods to allow practitioners to begin building or expanding their own processes. Every child & young person and the service they use is unique, and what works for one may not work for another. The fun part is learning with the children & young people on how to make your recruitment and selection process unique to your specific group.

The toolkit contains information to support and guide practitioners through the initial stages when establishing the involvement of children & young people in the recruitment and selection process, as

well as resources and checklists to move forward into planning and implementing this process. These resources include training materials for children & young people and materials to support children & young people in assessing and making their selection. These materials will support practitioners in making an informed decision that is both relevant and adaptable to their organisational policies and strategic direction.

We understand that many, although striving to empower and fully involve the children & young people they work with, will perhaps envisage their involvement in recruitment and selection as an extra cost. Throughout this toolkit we will look at the potential barriers that individuals and organisations may face, as well as looking at ways to overcome these barriers to carry on this crucial development within the children's workforce.

Who is this toolkit for?



This toolkit is suitable for anyone working in the children's workforce within Kent who would like practical support to involve children & young people in the recruitment and selection process within their service, organisation or project.

We frequently hear from practitioners who say that in order for the involvement of children & young people in the recruitment and selection process to be successful, it must be openly supported throughout the organisational structure and embedded in the culture of practice. As Kirby *et al* (2003) state;

"The fact that participation is part of international law or public policy is not always enough to convince those who work with children and young people to engage in this work."

Similarly;

“Increasing children and young people’s participation within organisations is a political process about shifting power relationships.”

This toolkit is therefore accompanied by a strategic guide designed for managers and strategic leads, which details the legislative and legal directives surrounding the involvement of children & young people in recruitment and selection.

Copies of this document can be

downloaded from our website www.kcfn.co.uk or requested by emailing participatebyright@kcfn.co.uk. Together the guide and toolkit aim to provide relevant and suitable information for:

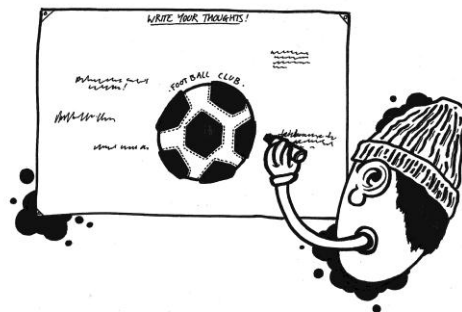
- Practitioners
- Strategic leads
- Managers
- Stakeholders
- Trustees

Initial Planning

It is important to ask yourself why, when and how you wish to involve children & young people in the recruitment and selection process. Asking these questions will enable you to be more effective in the planning, implementation and on-going monitoring & evaluation of this process.

There are a few things that need to happen to ensure that the process of involving children & young people has real value. Firstly you need a 'buy-in' from all adults involved with the process. If some adults are reticent to involve children & young people in the recruitment and selection process please refer them to the strategic guide which accompanies this toolkit. Following on from this you need the right training and support structures both for staff and for the children & young people who will be involved. A resolution on the weighting of the decision needs to be made; how much of a say will young people have in the final decision? Finally you need to ensure that children & young people will receive proper feedback about their involvement in the process and any decisions made.

It is important to see the involvement of children & young people in relation to the other factors involved in recruitment and selection, and therefore to plan ahead. By holding an initial consultation with children & young people and finding out what areas they would like to be involved in you can finalise the details before approaching them with final, clear roles. In order for the process to be as effective as possible it is important to be realistic, open and respectful with children & young people about how their participation will fit into the overall strategy.



You will find planning tables to record the stages of the planning process under [Resource i](#).

FAQS

Question 1:

Our interviews are being held on Tuesday between nine and four. This is during term time so we are not able to involve children & young people in the recruitment and selection process. What can we do?

Suggestion 1:

You should always try to aim to book interviews in the school holidays or after school. These can be done over two days if you have several interviewees. Sometimes 6th form students, young people at college or young people currently out of work may be able to take part in recruitment and selection if your interviews are restricted to term time. In any instance you should always give plenty of notice to children & young people and never have interviews for the same post too far apart as the children & young people will forget what they thought about the interviewees.

Question 2:

A young person's panel and an adult panel carry out some interviews. Afterwards the young people and adults meet to discuss who their top three choices of candidates are. The adult's top choice was John but John was not even in the young people's top three choices. The young people had chosen Mary as their top choice, finding her warm and friendly with lots of relevant experience working with young people. The adults argued that John had appeared professional and the most qualified. The young people trust in the adult's experience and let them select John. Who is right and who is wrong?

Suggestion 2:

During the recruitment and selection process you should always let children & young people know how their choice will affect the final

decision before interviews are held. The level of influence may depend on how much contact with children & young people the post calls for. If you are facilitating the children & young people's interview panel it is your responsibility to ensure that their voices are heard or the whole process will not be participative. If the opinions of the children & young people will not even be taken into consideration it will demotivate them and take away the responsibility that was given to them in the first place. In the scenario above the children & young people have not been allowed any influence over the decision despite having different (and valid) views. The adult panel should not override the children & young people but should try to come to a compromise or reach a consensus. It is therefore very important that the children & young people have a strong advocate to encourage them to have their views heard.

Question 3:

A member of staff that is not a part of the interview training with the children & young people has noticed that they have written down as one of their questions "If you could be an animal, which animal would you be and why"? The member of staff asks them to take the question off of the sheet as it is not relevant to the job role. Do you agree?

Suggestion 3:

During the creation of the interview questions the children & young people should discuss with the participation worker why they have chosen each question, what the relevance to the role is and what the aim is of asking the question. Questions like the one mentioned in the scenario above may seem inappropriate to us, but for children & young people they can offer an insight into the interviewee's personality.

Question 4:

We are interviewing for an administration assistant who will not come into contact with children and young people on a regular basis. Should we still involve children and young people in the recruitment and selection process?

Suggestion 4:

One of the things you should aim to look at in the initial stages of your planning is not only the level and type of contact that the staff member will have with children and young people, but also the impact their position will have on the lives of other children and young people. By looking at this information you will be able to

make an informed decision about how the process should look in your organisation. For example a senior manager may not have much direct contact with children and young people but you may decide to involve them in the recruitment and selection process anyway as the staff member will be making important decisions about children's services. Involving children and young people in recruitment and selection is not a 'one size fits all' activity and it is important that you look at job roles carefully in order to inform the planning process. Asking yourself these questions can also aid you in determining how much influence the children & young people will have on the final decision and what weighting their decision will be given.

Training workshops

This section of the toolkit will provide you with the necessary practical ideas and resources to support children & young people to participate in the recruitment and selection process. For ease of use these resources have been split into topics relating to different sections of the recruitment and selection process. As previously mentioned, children & young people can be involved in any and all of these areas if provided with the appropriate support and information.

You can jump to one of these specific sections by clicking the links below:

- [The job description and person specification](#)
- [Drafting questions](#)
- [Preparing for the interview](#)
- [Feedback](#)

The job description and person specification

Objectives:

By the end of this session the children & young people will be able to:

- Explain how and why they will be involved in the interview process
- Describe what a job description and person specification are and how they are used in the recruitment and selection process
- Identify the qualities that they feel are necessary to fulfil the job description and person specification
- Actively contribute to the production of the job description and person specification

Inputs:

For this section of the process you will require the following:

- Time (around 1 to 1 ½ hours depending on the ability of the children & young people and length/frequency of breaks)
- Flip chart paper, post-it notes and marker pens
- Copies of the current job description and person specification (If possible have a copies translated into age and ability-appropriate language)
- Evaluation activities (see appendix ii)
- Healthy snacks and drinks

Outputs:

By the end of this process you will have:

- A completed job description
- A completed person specification

Outcomes:

The outcomes of this process will be as follows:

- Children & young people will be clear about their involvement in the recruitment and selection process
- Children & young people will understand the job description and person specification
- Children & young people will be able to articulate the skills and qualities they see as priorities for the position

Session One – 15 minutes

This opening session will provide an introduction to participation and the recruitment and selection process. Suggested topics for this section are:

- Introductions and 'getting to know you' activities
- The purpose of the workshop
- Why it is important to involve children & young people in the process

Introductions and 'getting to know you' activities:

If the group are unfamiliar with each other then a good idea is to make introductions and play a quick getting to know you activity. The following are just two examples of activities you can do with the children & young people.

- Divide the children & young people into pairs. Allow two or three minutes for them to introduce themselves to each other, including first name, likes, hobbies etc. After the time is up have each child or young person introduce themselves to the group.
OR:
- Have everyone stand in a circle and introduce themselves. Using a soft ball have one child or young person throw it to another member of the group. The person who catches the ball must say the name of the person who threw them the ball out loud. They can then throw the ball to another member of the group who will repeat the process.

The purpose of the workshop:

Give the children & young people a brief overview of the position, the recruitment and selection process and what their role will be in the process. A good idea is to visualise the recruitment and selection process either electronically using Powerpoint or Prezi, or by making a timeline. Make sure that you give clear guidelines about how their decision will influence the outcome and what their contribution will be. It is important that you explain this so that the young people are satisfied that their level of influence reflects how closely the candidate will be working with children & young people.

Why it is important to involve children & young people in the process:

Use this time to give the children & young people a brief overview of their rights to participation. Outline Article 12 of the United Nations Convention on the Rights of the Child and explain to the children & young people that they have a right to be heard in decision-making that affects them. It is important that this process recognises that children & young people are experts in their own lives and that they have the necessary skills and insight as stakeholders in the project or service.

Session two – 45 minutes

Following on from the previous session this session will cover the development of the job description and person specification. Suggested topics for this section are:

- Introducing children & young people to the job description and person specification
- Identifying the ideal worker
- Agreeing key tasks and qualities

Introducing children & young people to the job description and person specification:

This session should be opened with an introduction to the job description and person specification. If a pre-existing job description and person specification are available for the role these can be used. Make sure that you have made an alternative copy in a format and language that is suitable for the age and ability of the children & young people involved. If you have a mixed age group then bear in mind that older young people may be capable of understanding and discussing the job description in its original format.

To explore decision-making you can start with a short game. Prepare a selection of fruits, toys, sweets etc. (either pictures or the real thing) and ask the children & young people to choose their favourite three and then to rank these favourites in order of preference. After they have completed this ask the children & young people to explain why they chose the items they did. They will probably identify characteristics of the items such as colour, flavour or similar. Follow up this discussion by explaining that they will use the same sort of method in the recruitment and selection process by identifying the characteristics that are important to them and by devising questions or exercises to enable them to judge how each candidate performs against those characteristics.

For children & young people it is often easy to think of a job description as a list of the things a person has to do in their job. It can be useful to refer children & young people to workers they are familiar with and ask them to identify the tasks or things that person does as part of their job (relating to the job description) and how they do it (relating to the person specification).



Identifying the ideal worker:

The next step in this session will be to identify the children & young people's ideal worker for the position. There are several ways of doing this, which are appropriate for different ages and abilities and some of these are listed below.

- Ask the group to draw their ideal worker on sheets of paper and write down their ideal qualities. Some examples of this could be: a big head for understanding lots of issues, holding a mobile phone to indicate that they are easy to talk to, broad shoulders to illustrate that they can support people and take lots on.
- Ask the children & young people to work either on their own or in small groups. Encourage them to think about the tasks that they wish to have included in the job description and to write these on post-it notes. This process should then be repeated for the qualities that the children & young people would like to see in their ideal worker. These can then be stuck onto a pre-prepared card. This card could have a drawing or outline of a person on it (although this should be non-gendered or androgynous to avoid gender stereotyping). It may be useful to take the time to discuss the answers and suggestions made by each group and to collate similar answers.
- When looking at the job description, children & young people can be asked what sort of jobs they think a specific worker does and then their responses can be compared to the original job description. Using the children & young people's responses you can then update or amend the job description.
- Provide the children & young people with a copy of the job description, either in original format or adjusted for the individual ages and abilities of the group. Ask the children &

young people to read, discuss and highlight key words that describe the core tasks of the job description. You can then go over these key words with the children & young people and explain or discuss the meaning. The discussion should ideally focus on the desirability of the tasks for the job description, if they should still be included or if any new tasks should be added.

Whichever method is used remember that you may need to tailor the activity to suit the children & young people's age and ability. Once the activities are finished it is recommended that you use flipchart paper to produce a list of the key tasks for the job description and the key qualities for the person specification. These can then be used to draft the interview questions.

Session 3 – 10 minutes

This final session will focus on summarising and evaluating the workshop. You can start this section with a speed questioning activity to review what you have covered so far. The children & young people should call out answers to the questions. Some example questions are listed below:

- Who can tell me what an interview is?
- Who can tell me what a job description is?
- What would your ideal person for the job be like?

At the end of the workshop the children & young people should reflect on the session and fill out the evaluation forms. Some examples of evaluation forms can be found in [Resource iv](#). If there are any major suggestions for changes then you can also discuss how to implement these in following workshops.

Drafting Questions

Objectives:

By the end of this session the children & young people will:

- Have developed interview questions to gather the necessary information from candidates
- Be able to explain why they have chosen the question they have
- Be able to describe the ideal answers to the questions they have chosen
- Have decided how they will differentiate between good, OK and poor answers

Inputs:

For this section of the process you will require the following:

- Time (around 1 to 1 ½ hours depending on the ability of the children & young people and length/frequency of breaks)
- Flip chart paper, post-it notes and marker pens
- Copies of the current job description and person specification (If possible have a copies translated into age and ability-appropriate language)
- Evaluation activities (see appendix ii)
- Healthy snacks and drinks

Outputs:

By the end of this process you will have:

- Completed interview questions for the children & young people's panel
- Developed methods of scoring answers to the children & young people's questions

Outcomes:

The outcomes of this process will be as follows:

- The children & young people will have a clear understanding of their role in the recruitment and selection process
- The children & young people will have a clear understanding of the interview process
- The children & young people will be confident in asking questions and responding to answers

Session One – 15 minutes

This session will include a review of the previous session (if delivered) and an introduction to this training workshop. Suggested topics for this section are:

- Icebreaker activity
- Review of the previous workshop
- Getting to know you game

Icebreaker activity:

An icebreaker activity is a great way to get the children & young people energised for the session and to create a relaxed and open atmosphere. For some examples of icebreakers please see [Resource v](#).

Review of the previous workshop:

If the workshops are taking place with a large interval between them then it may be necessary to refresh the children & young people about what was discussed in the previous workshop. This section should be kept brief, highlighting the key points and outcomes from the previous sessions.

'Getting to know you' game:

For this activity you will need copies of the 'getting to know you' sheet which can be found in [Resource vi](#). Divide the group into pairs and distribute a sheet to each child or young person. Allow some time for the children & young people to interview one another using the questions on the sheet. Dependent on their age or ability they can also write down the answers they are given. Afterwards discuss what it was like trying to find out the answers. Did any of them have to ask the question more than once or ask it in a different way? Encourage them to consider whether the way the question was asked affected the answer.

Session Two – 30 minutes

This session will focus on the development of the interview questions to be used by the children & young people in the interview. Suggested topics for this section are:

- Identifying the priorities
- Planning the questions
- Planning the ideal answers

Identifying the priorities:

Using either the existing job description or the job description created in the last session, go through each item with the children & young people and identify priority areas. A good strategy is to identify six core priorities from either the job description or person specification. The exact number may vary depending on the numbers of children & young people involved, as will their choice of topic. For example there may be only two items in the job description which they feel are a priority, but there may be four or more items from the person specification which they feel are important. Once the children & young people have identified their priorities they can begin to create their questions.

Planning the questions:

This will be one of the main topics for this session. A good way to begin thinking about this is to have the children & young people look over their priorities and imagine what sort of person would fill these qualities and what they would be like. From this the children & young people can begin to come up with ideas for question topics or full questions. To start with they may need some prompting to come up with these questions, and you should aim to provide the scaffolding to support them in exploring their ideas. Some qualities or abilities may be best tested through a presentation or practical examples rather than a question. Make sure that the children & young people are aware of this and that this option is open to them. Examples include: 'Giving a presentation on an item from your childhood which is important to you' or 'creating a collage which shows what things you think are important for young carers.'



When creating the questions remind children & young people that they should try to use open questions which start with words like 'how...', 'why...', 'when...', 'what...', or 'can you tell me...'. This makes it more likely that the children & young people will get more detailed answers to make a considered decision. At this stage it is also useful to highlight the importance of only asking relevant questions and not asking questions which are too personal. For a brief activity on personal, relevant and irrelevant questions please see [Resource vii](#).

Bear in mind that the number of questions and length of time the children & young people will want to spend on the interview is variable. Most children & young people will want to ask at least one question each and there will need to be a fair process for deciding who asks what and when. If there are too few questions or the interview is too short then the children & young people will not have enough information to make an informed decision. If there are too many questions then the children & young people may get bored or overwhelmed with information.

Planning the ideal answers:

After planning the questions it is important that the children & young people are given the opportunity to plan their ideal answer. This activity can be carried out in groups or individually as you see fit. Ask the children & young people to look at the questions and plan out an ideal answer. The answer does not have to be exact; instead it could be a list of key points which the children & young people would expect the interviewee to address. This can also help to refine the question and you may find that the children & young people will want to review their questions again at this point. It is important to remind the children & young people that the interviewee may give an answer that they had not expected, but which may still be a very good one. The key is to have an idea of the ideal answer but to also keep an open mind. The process of discussing the ideal answers can also contribute to helping set the scoring criteria to be used during the interview.

Session three – 15 minutes

This session will focus on the creation of scoring criteria for questions. Once the questions have been agreed the next stage is to reach an agreement for scoring. Explain to the children & young people that you need to agree on a way of scoring each answer. Depending on the age and ability of

the children & young people you may have to suggest a system which you adjust to their views rather than have them produce an entirely novel scoring system. It is best to use a simple system such as a three point 'good, OK, not good'. It may be useful for the children & young people to have their ideal answers written at the side for reference and a space to write notes for them to compare the interviewees answer to their own priorities. For some examples of scoring systems to use with children & young people please see [Resource viii](#).

Session four – 5 minutes

The final session will focus on summarising and evaluating the workshop. You can review the questions that you have agreed upon and go over the scoring system by offering some example responses. Using an evaluation activity from [Resource iii](#) you can evaluate the children & young people's thoughts about the workshop.

Preparing for the interview

Objectives:

By the end of this session the children & young people will be able to:

- Understand the importance of confidentiality
- Understand what they need to do to keep themselves safe
- Understand equal opportunities and how to make a fair decision

Inputs:

For this section of the process you will require the following:

- Time (around 1 ½ to 2 hours depending on the ability of the children & young people and length/frequency of breaks)
- Flip chart paper, post-it notes and marker pens
- Copies of the current job description and person specification (If possible have a copies translated into age and ability-appropriate language)
- A colleague to practice interview questions on
- Copies of the equal opportunities activities found in appendix viii
- Healthy snacks and drinks

Outputs:

By the end of this process you will have:

- The finalised plan for the interview

Outcomes:

The outcomes of this process will be as follows:

- Developed the children & young people's understanding of confidentiality
- Developed the children & young people's understanding of safeguarding
- Developed the children & young people's understanding of equal opportunities
- Finalised the interview process

Session One – 15 minutes

This session will include a review of the previous session (if delivered) and an introduction to this training workshop. Suggested topics for this section are:

- Icebreaker activity
- Review of the previous workshop

Icebreaker activity:

An icebreaker activity is a great way to get children & young people energised for the session and to create a relaxed and open atmosphere. For some examples of icebreakers please see [Resource v](#).

Review of the previous workshop:

If the workshops are taking place with a large interval between then it may be necessary to refresh the children & young people about what was discussed in the previous workshop. This section should be kept brief, highlighting the key points and outcomes from the previous sessions.

Session two – 10 minutes

This session will provide the children & young people with the appropriate information and awareness about keeping themselves safe. Suggested topics for this section are:

- Introducing the concept of staying safe
- Discussing the issues
- Laying out the strategy

Introducing the concept of staying safe:

As with any activity involving children & young people you must make sure that the appropriate safeguards are in place to ensure the safety of the children & young people. There are always risks involved in introducing children & young people to adults who we cannot be sure are safe. When involving children & young people in recruitment and selection we must be aware that some children & young people may interpret the adult's attendance at an interview as an endorsement by the organisation that the adult is 'safe'. It is important to raise the awareness with the children & young people but equally it is important not to over-stress the risks and unduly worry the children & young people.

Explain to the children & young people that they will be meeting people who they have never met before and that you yourself have never met before. Explain that it is very unlikely these people will be 'bad' people but that we always need to stay safe around new people.

Discussing the issues:

Following on from this you may wish to have a brief discussion around the issues with the children & young people. Some topics to discuss might include:

- How does your school make sure that any adults who have contact with you are safe?
- How might some of these people be a risk to you?
- What can we do to make sure there is no risk to you?

Laying out the strategy:

The main thing to remember during this process is that the children & young people do not divulge any personal information to the candidates. The children & young people may wish to adopt a false name or a nickname for the purpose of the interview. Using the planning tables in this toolkit you should already have planned a risk assessment and permission form. Keeping children safe should be a key part of the process and you should ensure that key safeguarding principles are upheld throughout. Ensure that all participating staff hold a current CRB check and that the children & young people will never be left with an unattended adult (including both candidates and current staff).

Agree with the children & young people how they will respond if an interviewee asks them personal details such as 'where do you live'. They can simply explain that they are not allowed to give out any details about themselves, but it is important that they are aware that they should not give out these details. Often children & young people (especially younger children) can be easily coerced by adults who they see as authoritative, so it is important to ensure that the children & young people are not pressed into divulging this information.

Session three – 15 minutes

This session will raise the children & young people's awareness of diversity and equal opportunities in the recruitment and selection process. Suggested topics for this section are:

- Discussing diversity and equal opportunities
- Activities to explore diversity and equal opportunities

Discussing diversity and equal opportunities:

During this session you should outline the importance of diversity and equal opportunities to the children & young people. Ask the children & young people to think about the ways in which they are different to each other, from other children or young people at school or from people in their community. Have they ever been treated differently because of this or have they been teased or bullied because of their differences. If not do they know anyone who has? Do they think it is fair to treat someone differently? Is it right or wrong? Explain

to the children & young people that this is called *discrimination* and this is wrong and that it is illegal to discriminate against people based on certain characteristics. Explain to the children & young people that this includes someone's age, race, culture, sexuality, gender, disability, religion or belief. This discussion should be followed up by an activity to explore equal opportunities.



Activities to explore diversity and equal opportunities:

There are several activities that you can carry out with children & young people to explore diversity and equal opportunities. Some examples are listed in [Resource ix](#).

You should conclude this section by explaining that we need to be very careful in interviews that we do not make assumptions about people because of how they look, dress or act, and that we cannot let these sort of things affect our decision. Explain that someone's age, race, culture, sexuality, gender, disability, religion or belief should not influence how we think they could do the job and that we should only think about their answers to the questions we ask.

Session four – 10 minutes

This session will deal with the issues of confidentiality during the recruitment and selection process. Suggested topics for this section are:

- Outlining confidentiality
- Discussing the issues of confidentiality

Outlining confidentiality:

A good way to introduce the issue of confidentiality is to carry out a brief interviewing activity with the children & young people. Ask the children & young people to get into pairs and interview each other (you can base this on the questions used in [Resource vi](#)). After the children & young people have asked each other the questions then ask them to reflect on how they felt sharing their answers with the group. This discussion can then move into the next section.

Discussing the issues of confidentiality:

Following on from the previous section move the discussion on to talking about how the children & young people felt sharing their answers. How do they think the candidates might feel if the people doing the interviews were to talk with other people about the answers they gave and how well they did. Tell the children & young people that they should not identify the applicants or talk about what they said to anyone not involved in the recruitment and selection process.

Session five – 30 minutes

This session will allow the children & young people to prepare and practice for the interview process. Suggested topics for this section are:

- Preparing the timetable
- Planning the layout
- Finalising and practicing the process

Preparing the timetable:

Allow the children & young people the opportunity to work out their own timetable for the interview process. How much time do they think they will need for their questions? Would they like a break in-between interviews or would they like some time after each candidate's interview to talk as a group about the answers?

Planning the layout:

If the children & young people are not familiar with the venue for the interviews then try to arrange a visit to the venue with the children & young people so that they are more familiar and comfortable with the setting for the interviews. Allow the children & young people to plan the

layout of the room. Some children & young people may like to have a more formal setup with the children & young people's panel sitting behind desks facing the candidates. Some children & young people may choose a more relaxed setup. You can facilitate this process by having a plan of the venue and cut-outs of desks, chairs and people which the children & young people can arrange on the plan.

Finalising and practicing the process:

As the adult co-ordinator for the children & young people's panel you may wish to finalise the process into a concrete action plan, either for your own reference or for the children & young people. The children & young people may find it useful to have a prompt sheet or script to follow which they can spend some time drafting and agreeing the order and process. An example of a children & young people's prompt sheet can be found at [Resource x](#). You can have the children & young people role-play or run through their interview process with you in the place of the candidate. Give a range of answers (good, OK and poor) to allow the children & young people some practice in assessing and scoring.

After the run-through have a discussion with the children & young people about how it went, what worked well or what needs to be changed or done differently. Are there any details which have been overlooked?

Session six – 10 minutes

The final session will focus on summarising and evaluating the workshop. This brief summary should focus on the learning around diversity and equal opportunities, staying safe and confidentiality. Ask the children & young people how they should respond if a candidate asks for personal information from them and have a final review of the plan for the interview. You can use an evaluation activity from [Resource iii](#) for this process.

Feedback

Objectives:

By the end of this session the children & young people will:

- Provide their feedback to the adult panel
- Receive feedback on the final decision

Inputs:

For this section of the process you will require the following:

- Time (around 1 hour depending on the ability of the children & young people and length/frequency of breaks)
- The children & young people's panel feedback
- Healthy snacks and drinks

Outputs:

By the end of this process you will have:

- A decision made about the successful candidate

Outcomes:

The outcomes of this process will be as follows:

- Finalised recruitment and selection process
- A successful candidate who has been approved by the children & young people

Session one – 15 minutes

This session should focus on the children & young people's panel finalising their decision. Dependant on the format of the adult selection panel and how the decision will be made there may be various options at this stage. These may be:

- The children & young people selecting their top three candidates (depending on number of candidates for the post)
- The children & young people sitting alongside the adult panel in the decision-making process
- The children & young people ranking candidates in order of preference
- Aggregating scores for candidates to provide the adult panel with average scores

Ask the children & young people to discuss their decision based on the format required. If the children & young people are to select a top list of candidates then how will they select these candidates? Will you simply aggregate the scores, will the children & young people have a vote or will the children & young people try consensus decision-making? Bear in mind that some quieter or less confident members may not get their voices heard in group discussions and it is important that you encourage all the children & young people to contribute.

Session two – 20 minutes

This session will comprise of the children & young people's panel giving their feedback to the adult selection panel. Ideally this session should take place as soon after the interviews as possible so that the process is fresh in the minds of the children & young people. If for some reason this is not



possible then you can consider filming the children & young people's responses (providing consent has been given) to present at the adult panel. If the children & young people cannot make it back to the venue then you can also consider using video conferencing technology such as Skype to reduce travel pressure on the children & young people. This may encourage children & young people to contribute more openly as they feel more comfortable in their own home.

Whatever the process of decision-making there should be at least one adult present to advocate for the children & young people and to make sure that their opinions and input are being properly considered. This is one of the most important stages of the process and it is vital that the children & young people see their contribution being listened to and that they do not feel their involvement has been tokenistic. That does not mean to say that the adult panel should be pressured into agreeing with the children & young people, but equally the children & young people should see their opinions being considered and if the adult panel choose a different candidate the children & young people should at least feel that they had an input and some level of say.

Session three – 20 minutes

This closing session will focus on feeding back the final decisions to the children & young people and rewarding them for their involvement. It is vitally important to feed back to the children & young people about the final decision and how the adult panel arrived at that decision. If you fail to provide proper feedback the children & young people will feel as though their time has been wasted and that their participation did not achieve anything concrete. Providing proper feedback as quickly as possible will maintain the children & young people's engagement in your project or service and consolidate the positive experiences of the recruitment and selection process.

It is always a good idea to reward the children & young people for their involvement in the recruitment and selection process, and this can take any form you would like. If you have any money budgeted for it then you could provide an outing or small gathering for the children & young people. If not a simple certificate will do. It is more important that you recognise the children & young people's contribution than necessarily how you do so. For an example of a certificate please see [Resource xi](#).

Resource i

Stage 1: Examples of good participatory practice - Agreement between adults and children & young people					
Question to ask	Response	By when	Are there policies and procedures in place?	If no, when do you hope to achieve this?	Who is responsible for this?
1.1 Are the children & young people that you are going to involve past or current service users?					
1.2 Will you hold interviews for individuals to take part in a children & young people interview panel?					
1.3 Which parts of the recruitment & selection process will children & young people be involved in?					
1.4 How much of a say will children & young people have in the final decision?					
1.5 Is it clear that the children & young people's participation is voluntary?					
1.6 How and when will you feedback to the children & young people?					

Stage 2: Planning - Safeguarding

Question to ask	Response	By when	Are there policies and procedures in place?	If no, when do you hope to achieve this?	Who is responsible for this?
2.1 Has a risk assessment been prepared?					
2.2 Has a permission slip been prepared?					
2.3 Have all staff been briefed on the involvement of the children & young people?					
2.4 Do all participating staff hold a current CRB?					
2.5 Which members of staff will be appointed to act as advocates for the children & young people?					

Stage 3: Planning - Venue

Question to ask	Response	By when?	Are there policies and procedures in place?	If no, when do you hope to achieve this?	Who is responsible for this?
3.1 Is the venue accessible?					
3.2 Is the venue easy for children & young people to get to? (Consider distance, travel routes)					
3.3 Is Transport to be arranged? (Consider reimbursing children & young people's travel costs. Will you be using taxis, minibuses?)					
3.4 Is the venue safe?					

Stage 4: Prepare - Resources

Question to ask	Response	By when?	Are there policies and procedures in place?	If no, when do you hope to achieve this?	Who is responsible for this?
4.1 Will adequate notice be given?					
4.2 Will refreshments be provided?					
4.3 Have the hours/times been considered?					
4.4 Have resources, activity material, been prepared?					
4.5 What will be given to the children & young people to recognise their achievements?					

Guidance notes on completion of tables

Stage 1: Examples of participatory practice - Agreement between adults and children & young people

1.1 Are the children & young people that you are going to involve past or current service users?

If the position that you are interviewing for is one where the employee will have direct and regular contact with a specific group of children & young people then those children & young people will have direct experience and first-hand knowledge of what makes a good or not so good worker. By assessing the quality and quantity of direct contact the employee will have with children & young people you will be able to consider which children & young people will be best suited to the process.

1.2 Will you hold interviews for individuals to take part in the children & young people's interview panel?

When deciding who to involve in their recruitment and selection process, some organisations will have a 'walk-in' policy and invite and involve all children & young people who wish to take part. Other organisations may hold their own recruitment and selection interviews where they will train the children & young people who wish to take part and then from this decide on who they feel is best suited to the process.

If you will be selecting individuals to take part in the children & young people's interview panel then consider the age, maturity and abilities of the children & young people within your service and how resources and materials can be adapted to suit their specific needs. Do not exclude those children & young people who have additional needs - instead offer extra support and always **ask** what they feel they are able to do or want to do.

1.3 Which parts of the Recruitment & selection process will children & young people be involved in?

Realistically children & young people can be involved in all of the recruitment and selection process. Remember that if children & young people are supplied with the information, facts and knowledge to take part in the recruitment and selection process then they are more likely to make informed and relevant decisions. Rather than guessing what the children & young people are capable of taking part in why not have an initial consultation to ask them. There may be part of the process that they would like to input in to, but where they need that extra support and guidance on how best to approach it.

Nobody can successfully take part in a task without first understanding the full picture. Giving the children & young people all of the facts and necessary information will help them (and you) make an informed decision about what they feel capable of doing, the level of commitment they wish to give and which part of the process they would like to take part in.

1.4 How much of a say will children & young people have in the final decision?

Asking yourself how much direct contact the employee will have with children & young people can aid you in determining how much influence the children & young people will have on the final decision. For example a participation worker or youth worker will have direct contact with children & young people, therefore the children & young people may be better equipped to make a well-informed decision, warranting a higher weighting in their choices. On the other hand a senior manager

may have little or no involvement with the children & young people and the influence of the children & young people's decision may be reduced accordingly.

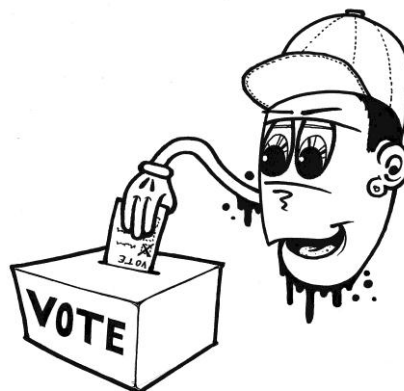
1.5 Is it clear that the children & young people's participation IS voluntary?

Whilst participation is a child or young person's right it is not their duty. All participation is voluntary, including recruitment and selection and it must be made clear to both adults and children & young people that it is not compulsory and they may withdraw as and when they wish.

1.6 How and when will you feedback to the children & young people?

When involving children & young people in the recruitment and selection process it is best to take some time at the very beginning to discuss how and when you will provide feedback to the children & young people's panel regarding the impact that their input and decisions have made on the final outcome. If children & young people are not informed of the outcome it is highly likely that they will become disengaged and will not wish to take part in any future

activities. Providing feedback illustrates to children & young people that they can have an impact and influence decision-making, and that your organisation truly puts their interests at the centre of its work.



The method of feedback is up to you. Your feedback can be presented in a simple written format or you can make it more engaging by creating a video or comic about the outcomes. Remember to keep your audience in mind and create something that is both appropriate and accessible for the children & young people involved. It may be better to produce a variety of materials or use a combination of formats to communicate with the children & young people.

Stage 2: Planning– Safeguarding

2.1 Has a risk assessment been prepared?

Your organisation should have an existing Safeguarding policy in place to protect the children & young people who you are working with. However when involving children & young people in the recruitment and selection process you may need to implement extra measures, for instance:

- Venue information: How are the children & young people going to travel to and from the training and interviews? (This information should be submitted by parents/guardians on the permission slip.) Parents/guardians should inform staff as soon as possible if another adult will be collecting their child.
- Equipment/resources at the venue: Check organisation’s policy, consider age group of the children & young people you are working with.
- An appropriate ratio of staff to children & young people.
- Is there an appointed first aider, an accident log book and a fully equipped first aid box?
- Do you have the children & young people’s emergency contact details? This should include medical requirements, allergies, any required medication etc. (This should be covered in the permission slip.)
- Any known behavioural issues.
- Children & young people are not allowed to be left alone at any time with interviewees or members of staff not in receipt of an up-to-date CRB check.
- Children & young people should be made fully aware of confidentiality issues. No child or young person should give away any personal information about themselves. Children & young people can create fictitious names and the interviewees should be briefed

beforehand on these issues to avoid embarrassment and more importantly to uphold the safety of the children & young people.

- Children & young people should be told who the designated member of staff is to speak to should they have an issue or situation they wish to discuss. As a precautionary measure there should always be two assigned members of staff. (Children & young person may feel more comfortable speaking to a particular member of staff.)

Children and young people can also be involved in risk assessment. This can increase their visual awareness and responsiveness to hazards. A good example of involving children and young people in helping carry out a risk assessment can be found at www.safenetwork.org.uk

It is advisable for a code of conduct to be created. This process will be more effective if the children and young people discuss and implement their own rules, responsibilities and consequences. It may surprise you that they will come up with the rules and conduct that you had in mind, probably with a few more on top! An example of some of the rules that were put forward by children & young people are;

- Respect each other
- Do not speak while someone else is speaking
- Remember that everyone has an opinion and it should be listened to and taken seriously
- Walk don’t run
- Remember who you can speak to about the interviews
- Do not give away any personal information about yourself

- Always let staff know where you are
- Do not shout
- Do not make fun of anyone or their ideas
- Make sure you sign in and out
- Make sure you know who the person is that you can go to if you are feeling sad or uncomfortable

As covered earlier on, the issue of confidentiality must be discussed and implemented in the code of conduct and the recruitment and selection training procedure. It is imperative for the facilitator to ensure that all children & young people are aware of the issues, such as;

- Information they may read that is disclosed in the interviewee's application forms
- Information disclosed during the interviews. Discuss with the children & young people who they can and who they cannot disclose information to regarding feedback from interviews.
- Children & young people divulging personal information about themselves to interviewees.
- Inappropriate and irrelevant questions put to interviewees during the interview process. (This can be covered later in training for children & young people.)

2.2 Has a permission slip been prepared?

Always keep hard copies and electronic copies of the permission slips safely logged. Electronic copies of the permission slips should be encrypted with a password and hard copies should be kept safe when not in use. For an example of a permission slip please see [appendix i](#)

2.3 Have all staff been briefed on the involvement of children & young people?

Discuss the involvement of children & young people with all staff involved in the interview process. Also ensure that all staff agree and understand why the children & young people are involved. Any tension or fears regarding the balance of power between children, young people and adults can derail the process before it even begins.

2.4 Do all participating staff hold a current CRB check?

All members of staff working directly with children & young people should hold a current CRB check. Children & young people should not be left alone at any time with a person who does not hold a current CRB check (including interviewees).

2.5 Which members of staff will be appointed to act as advocates for the children & young people?

The children & young people should have a member of staff acting on their behalf to;

- Support them during training.
- Sit in on interviews to ensure that all safeguarding issues are observed.
- Ensure that questioning is kept relevant and appropriate for both the children & young people and interviewees and that confidentiality is upheld.
- Take notes during interviews to help prompt the children & young people when discussing interviews and when they feedback to the staff panel.
- Offer support in any issues the children & young people are unsure of or any situations which make them uncomfortable.
- To sit in and act as an advocate when the children & young people's panel reconvenes with the adult panel, to ensure that the children & young people's feedback is being listened to and taken seriously.

Stage 3: Planning – Venue

3.1 Is the venue accessible?

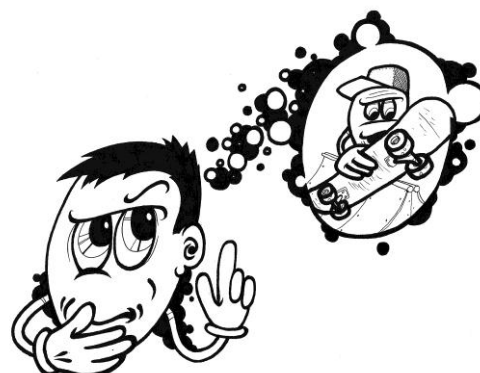
In order to foster an atmosphere which is accessible to all children & young people there are certain aspects of the venue which should be looked at before planning a meeting. Access goes beyond simply ramps into the entrance of a building. You should take into account whether or not wheelchair users will be able to easily gain access to different floors. Are toilets and other facilities accessible and fitted with the necessary fixtures (i.e. alarms)? Even though the venue itself is accessible these facilities might not be.

Access needs may also apply to other children & young people. Will children & young people with visual impairments be able to access all areas of the venue? For such children & young people good lighting will also be an important issue. Lighting will also be an issue to take into consideration for children & young people with photosensitive epilepsy. The easiest way to prepare for these children & young people is to ask for their access needs prior to confirming a venue. If children & young people with specific access needs turn up to your venue and find that they cannot participate fully then they may feel disenfranchised as you have failed to consider their needs and prevented them from participating fully.

3.2 Is the venue easy for children & young people to get to?

In order to ensure that children & young people can fully participate you will also need to consider how they will get to the venue. You should take not only the distance but also the travel options and routes into account. If children & young people have nobody to drive them to a venue then is there an existing bus service that will enable them to get to the venue? This is particularly relevant for those who may live in rural areas where the bus

service may be unreliable or infrequent.



Transport is another area where you should take access for disabled children & young people into account. Many methods of public transport are still not accessible for disabled people and you must take this into account when considering transportation to and from a venue.

3.3 Is Transport to be arranged?

Not all children & young people will be able to afford their own travel to the venue. Consider paying for transport costs beforehand or reimbursing the travel costs. During the planning stage you should allocate this money as part of your budget. Also consider arranging your own transport for the children & young people. Ensure that you have the necessary insurance cover and also take the access needs of disabled children & young people into account.

3.4 Is the venue safe?

Is the venue set in a location where the children & young people will feel safe travelling to? Who else shares the building or might be using the venue? These issues are particularly important if you are holding interviews that may finish late in the evening.

Stage 4: Prepare – Resources

4.1 Will adequate notice be given?

Children & young people and their parents (particularly if they are driving them to and from the venue) will need sufficient notice before engaging in recruitment and selection training and/or taking part in the interview process. Children & young people may have specific clubs they attend as well as various other commitments outside of school. Time also needs to be allocated for permission slips to be sent, signed and returned before the process can begin. Consider creating a Gantt chart in order to map your time scales and ensure you have allocated sufficient time for these actions.

4.2 Will Refreshments be provided?

Refreshments should be provided for the children & young people during the recruitment and selection process. In order to ensure that the refreshments are appropriate provide a section on the permission slip requesting any information on dietary requirements or allergies. Refreshments should also be set aside as part of your budget. If the training or interviews are being held after school, the chances are the children and young people will be particularly hungry!

4.3 Have the hours/times been considered?

There are several ways to find out what days and times are most appropriate for children and young people to take part in the recruitment and selection process. Some of the methods and things to bear in mind are listed below:

Keep a record in your own calendar or diary of when the school holidays are. Remember some schools in Kent operate on a different term system. (School term dates can be checked on the [KCC website](#)). You should also take into

consideration that some children & young people will not be able to attend if the date clashes with a date of religious or cultural importance. Consult an interfaith calendar (available online) to check this.

You can use online applications to organise a meeting time which suits all the children & young people you are hoping to involve. By emailing parents and children & young people a copy of a free online calendar application and asking them to tick the days which they are available to attend you can build up a picture of which date is most appropriate. You can insert the days that you are hoping to schedule prior to sending the calendar out. One such application is Doodle (available at www.doodle.com).

If it is impossible to arrange interviews after school or during the holidays, consider working with young people who have time off from college or 6th form if this does not interfere with study time or any other commitments.

4.4 Have resources, activity material, been prepared?

There are some resources and activities which you should prepare beforehand. These include the materials for children & young people to map out and compile their own questions and icebreaker activities to put everyone at ease. Some resources and materials which you should consider collating are as follows:

- Pens
- Paper, flip chart paper
- Ice breaker resources
- Feedback forms
- Sign in sheets

4.5 What will be given to the children & young people to recognise their achievements?

How you recognise the children & young people's achievements will vary between organisations/services. Some organisations will feel that participation alone leads to several positive outcomes and new skills (including empowerment, confidence, knowledge and the fact that the experience will add value to their C.V.) Other

services/organisations might offer:

- Trips out
- Certificates
- Letters of recognition
- Vouchers
- A mention in a newsletter/on the radio/a website
- Points towards accreditation
- Opportunity to be involved in further developments within the organisation/service

Resource ii

Permission Form

Date: INSERT DATE HERE

Location: INSERT LOCATION HERE

Please return a copy via email to insertemailaddress@email.com

To be completed by parents/guardians

Permission to attend meeting:

Please tick this box if you give permission for your child/ward to attend a meeting on the INSERT DATE HERE.

Information regarding your child/ward:

Child/ward's name: Date of birth:

Address:

Postcode: Contact email address:

Parent/guardian information:

Title:

First Name: Surname:

Relationship to young person: Home telephone number:

Work telephone number: Mobile number:

Emergency contact:

The following person can make decisions on my behalf in case I am unavailable:

Name: Relationship to young person:

Home telephone number:

Work telephone number: Mobile number:

Medical/dietary information:

Please give details of any medical conditions or dietary requirements:

Medical/Emergency:

Please tick the box if you give consent for anaesthetic to be administered or any other medical treatment to be given to the above named young person on the advice of a qualified practitioner should an incident occur.

Photographs, filming and promotional materials:

We may wish to use images of your child/ward for promotional purposes. These images may appear on any of the listed medias.

To comply with the data protection act 1998, we need your permission before we take or use any images of your child/ward. Please tick the appropriate boxes below if you give permission for images to be used for any of these purposes:

- Local newspaper Promotional publications
 Website Promotional Videos

Collection:

Please tick this box if you (parent/guardian) will be collecting your child/ward at the end of the meeting.

Please tick this box if someone other than yourself (parent/guardian) will be collecting your child/ward and provide their details below, along with a 'collection password' which we will require before allowing your child/ward to be collected.

Name: Relationship to child:

Contact telephone number: Collection password:

Please tick this box if you give permission for your child/ward to make their own way home after the meeting.

Declaration:

I have read and checked the information above and agree that all the information is correct.

Parent/Guardian's signature*:

Printed name:

Date:

*Printed name will be taken in lieu of signature

Resource iii

Evaluation activities

The hat game

You will need: A collection of hats or caps
A tape, CD or MP3 player
Post-it notes
Flipchart paper & pens

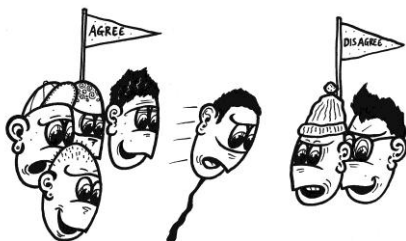


Write a selection of evaluation questions on the post-it notes. These questions can be things such as 'One thing I have learnt in this session is...', 'One way this session could have been better is...' etc. Stick each of the post-it notes onto a hat or cap. Have the children & young people sit in a circle and play some music. The children & young people pass the hat around the circle until you stop the music. The person holding the hat puts it on and answers the question. If you have a variety of unusual hats this can be a very fun way of evaluating, particularly if one person ends up with more than one hat! It may be useful to have the questions pre-written on flipchart paper and to fill in the answers for your own records.

Pass the parcel

You will need: A pre-prepared parcel of evaluation questions wrapped up in sheets of newspaper/wrapping paper
A tape, CD or MP3 player
Post-it notes
Flipchart paper & pens

Write a selection of evaluation questions on the post-it notes. These questions can be things such as 'In this session I have enjoyed...', 'One thing I have learnt in this session is...', 'One way this session could have been better is...' Place one question between each layer of paper. Have the children & young people sit in a circle and play some music. The children & young people pass the parcel around the circle until you stop the music. The person holding the parcel opens it and answers the question. It may be useful to have the questions pre-written on flipchart paper and just fill in the answers for your own records.



Near and far

You will need: A number of cards or sheets of paper with statements written on such as 'I had fun today', 'I am excited about interviewing' etc.
Flipchart paper or capture sheets

Place a statement in the middle of the floor and ask the children & young people to stand either near or far from it depending on how much they agree or disagree with the statement. For each statement ask the children & young people to elaborate on why they have chosen to stand in a particular place and note their answers on flipchart paper or capture sheets.

Poetry and rapping

You will need: Paper and pens
Flipchart paper

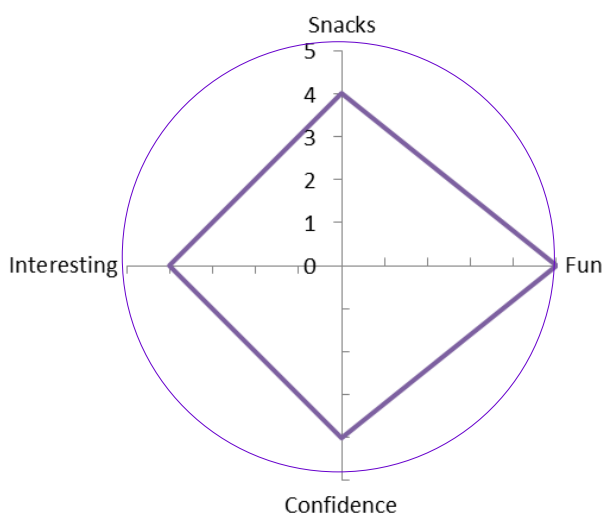


Ask the children & young people to suggest words or phrases which describe the session, particularly any words to describe what was good or what could be improved. Note these key words down on flipchart paper in any order you wish and then have the children & young people use these to make up a poem or rap about the session. If you have a backing beat and recording device you can even record the raps which the children & young people write. Members of the KCFN steering group of children & young people who attended a Children's Commissioner conference in London wrote and recorded a rap about issues facing children & young people. The rap can be accessed [here](#) or by using the address in the resources section below.

Evaluation web

You will need: Flipchart paper
Pens

Draw a large circle on flipchart paper and intersect it with lines. Label each line with a session or an element of the day that you wish the children & young people to feed back on. The children & young people can indicate how they found the session by making a mark on the line. The further towards the outside the mark the greater agreement or satisfaction.



Card Visualisation

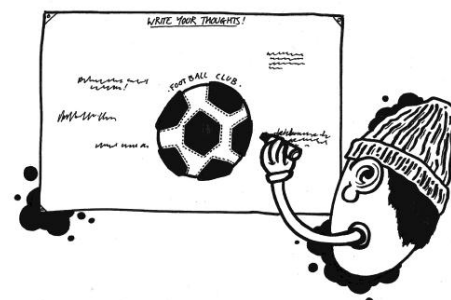
You will need: Cards
Pens

Pinboards and pins

Give each child or young person a card and ask them to write something that they enjoyed about the session etc. Everyone will write their answer to this question on a card and hand it to the adult. The adult will begin to pin the card onto boards, reading them aloud as they go. The adult can start to group similar responses so that everyone can see the relationship between people's responses. The children & young people can discuss the clusters of responses and see what other people said, what was similar in responses and what was different.

Graffiti boards

You will need: Pre-prepared flipchart paper
Pens



Prepare the flipchart paper with a question about the session or a statement which you would like the children & young people to feed back on. The paper can be decorated to look like a wall or left plain depending on time or resource constraints. Encourage the children to 'graffiti' their thoughts and responses on to the paper. The paper can be left completely blank to allow the children & young people to express their thoughts without prompting.

Now and then

You will need: Paper
 Pens or pencils

Provide each child or young person with a sheet of paper and some pens or pencils. Explain to the children & young people that you would like them to draw themselves as they were before the session. Explain that they should try to express how they were feeling, what they knew or other characteristics and that they can write as well as draw. Next have the children & young people draw themselves as they are now on the other side of the paper, focussing on what is different between now and then. This activity can be useful in seeing the outcomes for the children & young people and the developments in their knowledge and confidence.

Yes and no

You will need: Pre-prepared questions on individual sheets

Explain to the children & young people that you are going to play the 'yes and no' game. The children & young people will need to get into small groups, and each individual will be given a question sheet. Explain that one person will be the 'answerer' and the rest of the group should take it in turns to ask them questions. The answerer cannot respond with 'yes' or 'no'. If they say either of these words then they must swap with the person who asked the question. This person becomes the new answerer. In order for all children & young people to be involved it is a good idea to periodically change the answerer, even if they have not said 'yes' or 'no'. Make it more difficult by using questions the children & young people might normally answer 'yes' or 'no' to, such as 'did you enjoy the snacks?'.

Green and red

You will need: A piece of red card and a piece of green card or paper for each child or young person
 Pens
 Pinboard and pins

Provide each child or young person with a piece of green and red card and some pens. Ask the children & young people to write one thing they thought was really good on the green card and one thing they would change on the red card. You can pin these onto boards to provide an overall view and also for your own reference to make alterations to subsequent sessions.

Resource iv

Evaluation Forms





Using questionnaires can be a good way of gathering the information you need from the children & young people. Below are some examples of different questionnaires you could use for evaluation activities with children & young people.





Smiley Face Questionnaire

	 Great!	 OK!	 Not so good!
Ice Breaker	✓		
Job Description		✓	
Writing Questions	✓		

This form of questionnaire is often easier for younger children to use as it is more visual. Insert as many questions as you need and ask the children & young people to tick the face that they most agree with.

Smiley face colouring questionnaire

How would you score the workshop?     

How much did you enjoy the event?     

Write the questions you would like answered and place five blank smiley faces to the side. Ask the children & young people to indicate a score by colouring in the smiley faces or drawing hair, noses etc. on them. The more they colour in the higher the score. Again, this format of questionnaire is easier for younger children to engage with as it is more visual than a standard questionnaire.

Resource v

Example icebreaker activities

Fact or fiction

You will need: Paper
Pens

Ask everyone to write on three things on a piece of paper which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises and it can be a great way to find out more about the group.

Hi my name is...

You will need: Post-it notes or stickers
Pens

Go around the group and ask each young person to say their name and choose an adjective that describes them and starts with the same letter of their name. For example; generous Grahame, happy Harriet etc. Write the names down on post-it notes or stickers and have the children & young people use these as name tags.

Who has...

You will need: Printed question sheets
Pens

Each person is given a sheet of paper with a series of instructions to follow. The sort of questions you might wish to use could be:

- How many people with brown eyes are there in the room?
- Find out who has made the longest journey.
- Who has the most unusual hobby?
- Find the weirdest thing anyone has eaten.

Once everyone has completed the task ask them to share their answers with the group. This is a good mixing game and conversation starter as each person must speak to everyone else.

The question web

You will need: A spool of string or wool

Ask the young people to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question from a list to answer. A list of sample questions is given below which you may adapt for your group.

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other.

- If you had a time machine that would work only once, what point in the future or in history would you visit?
- If you could go anywhere in the world, where would you go?
- If you could talk to any one person now living, who would it be and why?
- If you were an animal, what would you be and why?
- Do you have a pet? If not, what sort of pet would you like?
- What one present will you never forget receiving.
- Name one thing you really like about yourself.
- What's your favourite thing to do in the summer?
- Who's your favourite cartoon character, and why?
- Does your name have a special meaning and or were you named after someone special?
- What is the hardest thing you have ever done?
- What was the best thing that happened to you this past week?
- If you had this week over again what would you do differently?
- What's the weirdest thing you've ever eaten?
- If you could change one problem in the world today, what would it be?
- What book, movie or video have you seen or read recently that you would recommend? Why?

At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that we all take part to make the group what it is - unique and special.

Guess who?

You will need: Blank card or paper
 Pens

Divide the group into two teams and give each person a blank piece of card or paper. Ask them to write five little known facts about themselves on their card. For example; I have a pet guinea pig, I was born in France, my favourite food is cabbage, I have a sister called Doris and my favourite colour is bright green. Collect the cards into two team piles. Draw one card from a pile and read a clue to the opposing team. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. If you do not want a competitive element to the icebreaker then remove the scoring and just play for fun.

Flags and shields

You will need: Blank paper
 Pens or colouring pencils

Flags and shields is a get-to-know-you activity, which can help children & young people express what's important to them or more about themselves. Provide large sheets of paper, and pens or pencils. Ask each young person to draw a flag or shield which contains some symbols or pictures describing who they are, what's important to them or what they enjoy. Each flag or shield is divided into 4 segments. Each segment can contain a picture e.g. favourite food, a hobby, a skill, where you were born, your family, your faith. Give everyone time to draw a flag or shield and then ask some of the group to share their picture and explain the meaning of what they drew.

Word tennis

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish (for example; apple). The next person repeats the first word and adds another word which links to the first i.e. tree. The next person repeats this word and adds another word link and so on.

Line up

Ask the group to line up. Ask the group to now form a new line in order of....

- Height, from smallest to tallest.
- Birthdays, from January through to December.
- Shoe size, from smallest to largest.
- Alphabetical first names (A-Z).



If you would like to alter this activity then first have the children & young people try to order themselves without talking. For topics such as height this should not pose a problem, but for birthdays or names this can prove very tricky!

Who am I?

You will need: Pre-prepared post-it notes or stickers

Prepare a post-it note or sticker for each young person in your group. Write on it the name of a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. They must then ask questions of the others to find out their identity. Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

20 questions

20 questions is a classic party game which encourages deductive reasoning and creativity. One player is selected to think of an item. The rest of the group tries to guess the item by asking a question which can only be answered with a simple "Yes" or "No."

Resource vi

Getting to know you sheet



Use this sheet to interview your partner. You can record their answers in the spaces provided.

What is your name?

What is your favourite colour?

What is your favourite animal?

What is your favourite game?

What do you do in your spare time?

Anything else?

Resource vii

Personal, relevant and irrelevant questions activity

Some of these questions are intentionally ambiguous. Use these to promote a discussion amongst the children & young people and allow them to come to their own conclusions about what constitutes a relevant or irrelevant question.

Personal, relevant and irrelevant questions!

We should only ask questions which are relevant to the position, and we should not ask any questions which are too personal or irrelevant.

See if you can sort the questions below into 'relevant' and 'irrelevant'!






Question	Relevant?	Irrelevant?
How old are you?	<input type="checkbox"/>	<input type="checkbox"/>
What did you do in your last job?	<input type="checkbox"/>	<input type="checkbox"/>
Are you married?	<input type="checkbox"/>	<input type="checkbox"/>
What religion are you?	<input type="checkbox"/>	<input type="checkbox"/>
When would you be able to start working for KCFN	<input type="checkbox"/>	<input type="checkbox"/>
What skills do you have that you could bring to this job?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any children?	<input type="checkbox"/>	<input type="checkbox"/>
Who does your hair?	<input type="checkbox"/>	<input type="checkbox"/>
What do you do in your spare time?	<input type="checkbox"/>	<input type="checkbox"/>

Resource viii

Example scoring systems

There are several scoring systems you can use during the recruitment and selection process. Some examples are listed below, though these can be adapted for your specific group of children & young people.

Smiley face grading system

	 Great!	 OK!	 Not so good!	Notes
Question 1	✓			
Question 2		✓		
Question 3	✓			

As with the smiley face questionnaire this scoring system is often easier for younger children to use as it is more visual. Insert the questions and ask the children & young people to tick the face that they most agree with. A space should be provided for the children & young people to write notes during the interview.

Smiley face scoring

Question 1





Question 2



Both of these methods can be adapted from the questionnaire toolkits mentioned above. As these are more visual methods they are suitable for younger children & young people as well as being applicable to older young people as well. If it is appropriate to your group's age and ability you can use a numbered scoring system, as in the example below.

Numbered scoring system

<u>Question:</u> 	<u>Asked by:</u> (Name of interviewee)	<u>Score out of</u> <u>10:</u> 	<u>Notes:</u> (Any responses, quotes, feedback or relevant information you would like to include)
		/10	
		/10	

Remember to use a scoring system which is appropriate to your process as well as adapting it to the age and ability of your group of children & young people.

Resource ix

Diversity and equal opportunities activities

Activity one

You will need: A copy of the equal opportunities cards (below)

Mix the equal opportunities cards up and divide them between the children & young people in your group. Have the group read their cards (some children & young people may have more cards than others and this is OK). Ask the children & young people to imagine that they are a brilliant scientist. They have invented an intergalactic spaceship and will be embarking on a journey to another planet to build a new space station. There are five extra spaces on the spaceship and they have to discuss who from the cards they would like to take with them. If the group is large enough you can produce two copies of the cards and split the children & young people into two groups. It may be interesting to compare which cards both groups choose.

Sally is 70 years old. She has worked as a nurse for 30 years but is now retired.	David is 30 years old. Originally from Nigeria he came to England 5 years ago to complete a degree in physics.	Ruqayyah is a 28 year old Muslim woman. She has a master's degree in engineering.
Sarah is a 26 year old personal trainer.	Alan is 29 years old. Alan has worked as a mechanic for 8 years.	Daniel is 58 years old. Daniel worked as a teacher for 10 years before becoming an astronomer and physicist. Daniel has asthma.
Nick is 21 years old. He studied to be an electrician at college and now runs his own electricians business.	Claire is 40 years old. She is a computer scientist with a PhD. Claire is also gay.	Susan is a 37 year old athlete. She was an Olympic runner until an accident left her blind in one eye.
Xiao Mei is 33 years old. Her parents are Chinese but she was born in England. Xiao Mei is a language expert and is fluent in 5 languages.	Colin is 31 years old and Irish. Colin is an award – winning architect.	Steven is 56 years old. He is American and worked for NASA for 15 years. Steven is paralysed from the waist down and uses a wheelchair.
Marie is 39 years old. She is from a traveller family and is a catholic. Marie is a psychologist and counsellor.	Anna is 29 years old and has just finished studying to be a doctor.	Jean-Luc is 58 years old. He is a retired soldier who has served 30 years in the army. He is partially deaf
Arjun is 30 years old. He has degrees in mathematics, biology and chemistry. Arjun is a Buddhist.	Nikolai is an ex Russian astronaut. He has been into space twice but he only speaks a very little bit of English.	Laura is 44 years old. She is a structural engineer and has owned a construction company for 24 years.

At the end of this activity you should ask the children & young people to explain who they chose and why they chose them. You can discuss the reasons why they chose these people and why they did not choose others. There are no right or wrong answers in this activity and it is important to remind the group of that. Every group will probably choose different people, and the most important thing is not who they choose but the discussion around why. Remember to close by reminding the group that someone's age, race, gender etc. does not directly affect their ability to do anything.

Activity two

You will need: A selection of photos (either printed from the internet or cut out from magazines).

Collect your pictures and hand out one to each child or young person. Ask the children & young people to think about the person whose picture they have. Ask them to think about what they are like, what they do for a living, are they married, do they have children etc. Each child or young person can then feed back to the group and you can invite comments from the other children & young people. Remember to stimulate discussion around WHY the group think certain things about certain people.

Resource x

Children & young people's prompt sheet

Interviews for Community Development worker:

Reminder – if you are asked any personal details about yourself such as where you live or go to school or anything else just say “I’m sorry I’m not allowed to answer that.”

Leah: *To welcome each candidate into the room, introduce them and ask them to take a seat.*

Toni: *To introduce herself and get the other members to introduce themselves.*

“Welcome to our part of the interview process. We are all going to be asking you a question but before we do please can you explain what activity your presentation is about and what was good or bad about your experience?”

Candidate: *To introduce their presentation.*

Toni: *To ask the others if anyone has any questions about the presentation. If there are no questions or once the questions are answered, Toni will prompt Tyrone to ask question one.*

When the candidate has finished answering each question Toni will ask the others if they have any further questions. If not she will prompt the next person on the list to ask their question.

Leah: *At the end of the questions Leah will thank the candidate for their time and she will escort them out of the room.*

Resource xi

This certificate is proudly presented to _____

In recognition of outstanding interview skills

Presented by _____
on behalf of _____

Date: _____ Signed: _____



THIS CERTIFICATE IS PROUDLY PRESENTED TO

IN RECOGNITION OF OUTSTANDING INTERVIEW TECHNIQUES

Presented by _____

on behalf of _____

Date: _____ Signed: _____

Links

UN Convention on the Rights of the Child

The UNICEF rights overview - a useful document summarising each of the articles of the UN Convention on the Rights of the Child

The UN Committee on the Rights of the Child's 2009 General Comment on the Child's right to be heard considers the meaning of participation

Some more information on Participate By Right!

Building a culture of participation - a research report from ncb.org.uk

Aiming High - The Government's aiming high for Young People' Strategy Empowerment: Giving young people and communities real influence

Every Child Matters (Subsequently renamed 'Helping children achieve more')

The Children and Young Person's Policy Unit's Learning to Listen guidance

The National Service Framework for Children

The Children Act (1989)

Paragraph 3.10 of the Special Educational Needs Code of Practice (2001)

The Childcare Act (2006)

Key Aspect 2 of the Ofsted Joint Area Review: Youth work - a framework for inspection (2007)

The Social Care Institute for Excellence Involving children and young people in developing social care guide, part of the Department of Health Quality Protects initiative for looked-after children and young people

Priority 7 of the Kent Children & young people's plan (2008 – 2011)

The Kent Children's Trust Framework for Participation

NSW Commission for Children and Young People's Guidance on Participation (2004)

Safe Network - A good example of involving children and young people in helping carry out a risk assessment

Cutler, D. (2003). Standard! Organisational standards and young people's participation in public decision-making, London: Carnegie Young People Initiative.

Cutler, D. and Taylor, A. (2003). Expanding and sustaining involvement: A snapshot of participation infrastructure for young people living in England, London: Carnegie Young People Initiative.

Kirby, P. et al (2003). Building a Culture of Participation: Research Report, London: Department for Education and Skills.

Applications



Prezi is a web-based presentation application and storytelling tool that uses a single canvas instead of traditional slides. Text, images, videos and other presentation objects are placed on the infinite canvas and grouped together in frames. The canvas allows users to create non-linear presentations, where users can zoom in and out of a visual map. A path through different objects and frames can be defined, representing the order of the information to be presented. The presentation can be developed in a browser window then downloaded so that an Internet connection is not needed when showing the presentation.



Skype is a software application that allows users to make voice calls and chats over the Internet. Calls to other users within the Skype service are free, while calls to both traditional landline telephones and mobile phones can be made for a fee. Skype has also become popular for its additional features which include instant messaging, file transfer, and video conferencing. Skype can be used to bring children and young people's views into meetings and conferences when they may not be able to physically attend. This makes it useful when children and young people cannot attend (due to barriers such as distance, cost or time) but their input is still needed.