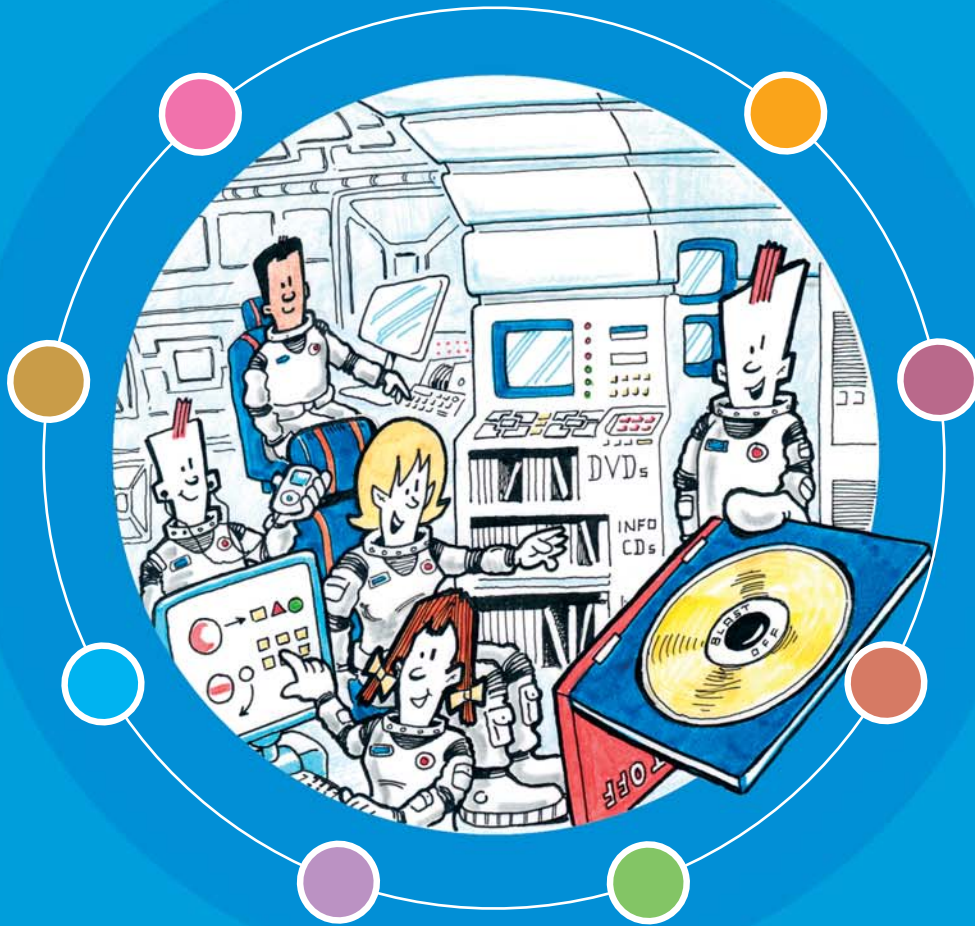
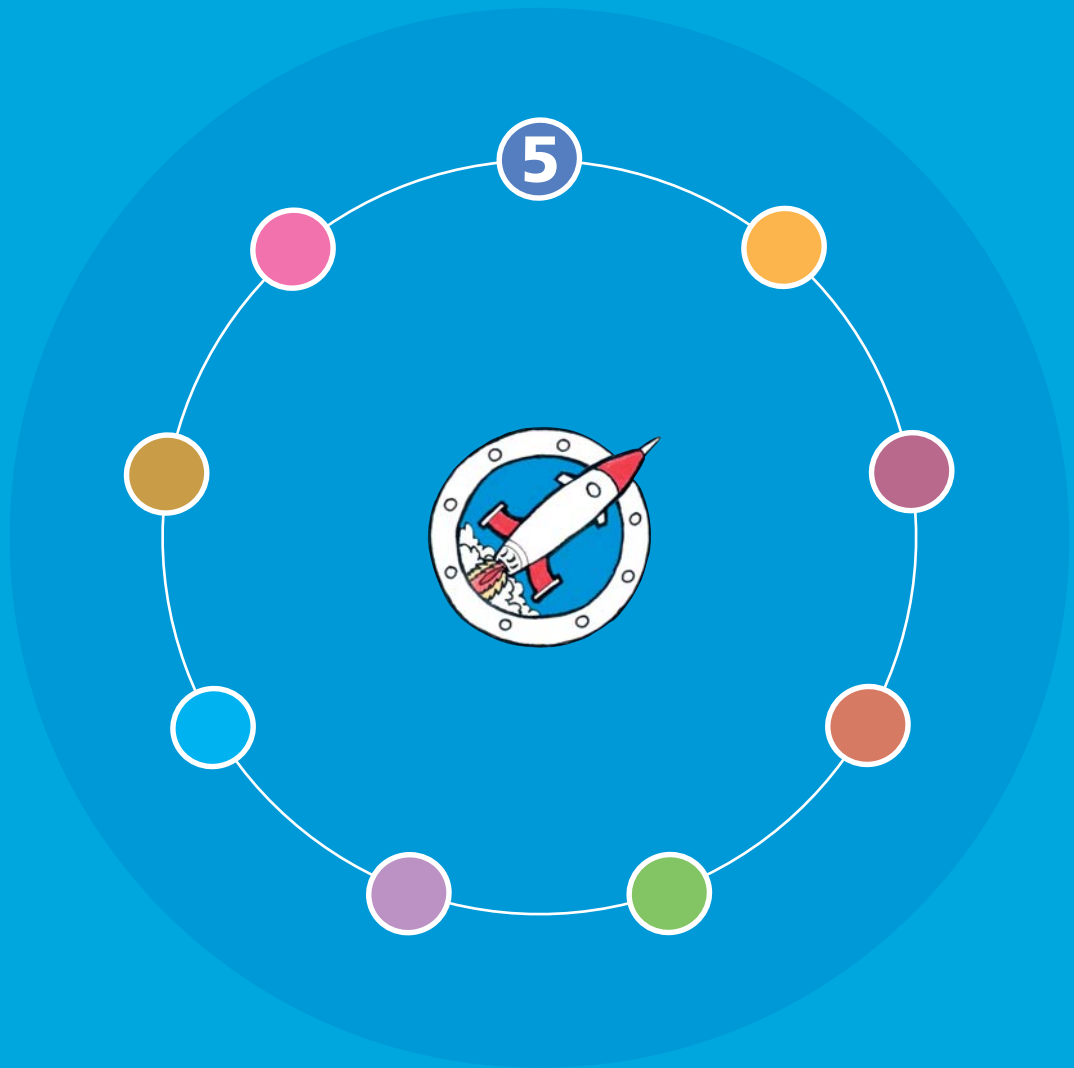


**GUIDES TO INCREASING PARTICIPATION  
OF CHILDREN AND YOUNG PEOPLE**

**5**

**ALTERNATIVES TO CHILDREN AND  
YOUNG PEOPLE FRIENDLY DOCUMENTS**





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## ? What will this guide tell me?

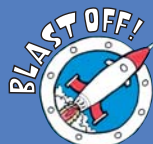
This guide identifies a wide range of ways of getting a message across as alternatives to producing a document. It considers the characteristics of different formats to highlight the advantages and disadvantages of different options. It provides case examples from across Wales of alternatives including websites and text messaging.

## ? What are the alternatives to documents?

For many years, groups have put up displays or 'made a video' to showcase their work or to get messages across. Now a range of different media is readily available to convey messages including:

- Posters
- 3D models
- Power point presentations
- Comic books/cartoons
- Audio tapes, video tapes or DVDs
- Music
- MP3s
- Digital storytelling (using photographs & voiceovers)
- Drama/plays/puppet shows
- Web sites.

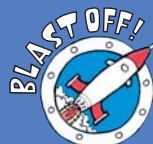
You can also run one-off events such as workshops, conferences or visioning days. Any of these one off events can include posters or displays of photographs or art and craft work contributing to the message. Also consider other marketing techniques like the 'goodie' bag with free pens, wristbands and Frisbees for example. These can grab the attention of your 'target market' and ensure the message lasts more than one day (**See Case Example 1**). The best solution for your needs will depend on a number of different factors. Consider the Key Questions in this guide and the characteristics, resources implications and costs of different formats (**See Table 1**).



**Table 1: Characteristics and resource costs (materials etc. and time) of different formats**

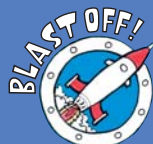
	Target age group	M. Total Cost materials etc or P. Cost per person	Preparation and/or reproduction time	Accessibility	Other main pros/cons
<b>HARD COPY OF DOCUMENT</b> (see Case Example 2)	All	P. under £5 per copy	Some time investment and IT skills required.	Slight alterations to the format e.g. font size, use of colour etc can improve accessibility for those of different ages and visual impairments.	Relatively cheap and easy to create given access to a PC and colour printer. Many options: flyer, leaflet, pamphlet, report or book.
<b>POSTER</b> (see Case Example 1)	All	M. under £50	Some time investment and art/graphic design skills required.	Need multiple, sites and venues to maximise effect. Works well when combined with leaflets.	Relatively easy to create given access to a PC. Reproduction of colour A4+ sizes becomes much more expensive.
<b>COMIC BOOK/MAGAZINE</b> (see Case Example 1 +11)	All	P. under £5 per copy	Some time investment and art/graphic design skills required.	Good level of accessibility.	An increasingly popular option. Much less daunting to read than a straight text document.
<b>DIGITAL STORY</b> (see Case Example 12)	All	M. depends on source of expertise and availability of PC and software	Some time investment and IT and design skills required.	Good level of accessibility including to those with disabilities.	Brief digital stories (under 5mins) can be an effective way of getting messages across.
<b>DVD</b> (see Case Example 7)	All	P. Blank DVDs up to £1/person	Can be created from a PC with DVD 'Read Write' facility.	Good level of accessibility including to those with disabilities.	An increasingly popular option as more schools/colleges/media projects have suitable technology available.
<b>ANIMATION DVD</b> (see Case Example 10)	All	M. depends on source of expertise; college/vol.org cheaper. P. Free to reproduce electronically.	Animation skills/time required/bought in. Can be part of other work with children and young people.	Good level of accessibility including to those with certain hearing disabilities.	Some colleges/media projects have suitable skills/technology available.

Key: Target age groups    A 5-10 yrs    B 11-15 yrs    C 16-25 yrs



GUIDE 5: ALTERNATIVES TO CHILDREN AND YOUNG PEOPLE FRIENDLY DOCUMENTS

	Target age group	M. Total Cost materials etc or P. Cost per person	Preparation and/or reproduction time	Accessibility	Other main pros/cons
<b>VIDEO</b> (see Case Example 13)	All	P. Blank video around 75p/person	Additional cost or real time to duplicate.	Good level of accessibility including to those with disabilities	Less popular due to growth of DVD market.
<b>AUDIO TAPE/CD</b> (see Case Example 10)	B C	P. Blank Audio tape around 50p/person	Additional cost or real time to duplicate.	Difficulty of maintaining children and young people's interest without any visual component.	Tape-Less popular format due to growth of CD market. But great for songs/music.
<b>MP3/ 'PODCASTS' /TEXT MESSAGES</b> (see Case Example 4 + 6b)	B C	P. Free/cheap to reproduce electronically (around 10p/text)	Some time and IT skills required.	Can be downloaded to PCs/MP3 players. Multiple texts can be sent.	Good for teenagers with MP3 access via PC or MP3 players/mobile phones. Colleges/media projects know about this.
<b>POWER POINT PRESENTATION</b> (see Case Example 14)	All	M. Under £20 P. Free to reproduce electronically	Some time investment and IT skills required.	Very adaptable to different target audiences.	Easy to adapt to update. Can include photographs and graphics.
<b>INTERACTIVE CD</b> (see Case Example 8)	All	P. Blank DVD up to £1/person	Major time investment and specialist IT skills required.	Requires some computer skills.	Can include electronic/pdf versions of hard documents, saving on printing costs.
<b>PC GAME</b> (see Case Example 8)	A B	P. Blank DVD up to £1/person	Major time investment and IT skills required.	Requires some computer skills.	Can be difficult to adapt or update once completed.



GUIDE 5: ALTERNATIVES TO CHILDREN AND YOUNG PEOPLE FRIENDLY DOCUMENTS

	Target age group	M. Total Cost materials etc or P. Cost per person	Preparation and/or reproduction time	Accessibility	Other main pros/cons
<b>DRAMA/ PLAY</b> (see Case Example 5)	All	M. Main costs are time and venues.	Major time investment and drama skills required.	Very adaptable to different target audiences.	Can be major time commitment. More cost effective if used several times. Need facilitator with skills and knowledge.
<b>PUPPET SHOW</b> (see Case Example 9)	A	M. Main costs are time and venues	Time and art/drama skills required.	Very adaptable to different target audiences.	Flexible. Can be done on a small scale with a local group and/or filmed for use later.
<b>BOARD GAME</b> (see Case Example 15)	A B	M. under £50	Some time investment and Art/craft skills required. Can be part of other work with children and young people.	Very adaptable to different target audiences.	Many options available e.g. conveying information, raising questions, encouraging interaction among a group.
<b>SET OF CARDS</b> (see Case Example 15)	All	M. Under £50	Some time investment and Art/craft skills required. Can be developed as part of other work with children and young people.	Very adaptable to different tasks and target audiences.	Many options available e.g. information, questions or symbols pack for interactive games.
<b>MODELS</b> (see Case Example 3)	All	M. under £50	Some time and Art/craft skills required.	Very adaptable to different tasks	Flexible. Can be created by one group then used more widely.



GUIDE 5: ALTERNATIVES TO CHILDREN AND YOUNG PEOPLE FRIENDLY DOCUMENTS

	Target age group	M. Total Cost materials etc or P. Cost per person	Preparation and/or reproduction time	Accessibility	Other main pros/cons
<b>WEBSITE</b> (see Case Example 6a + 6b)	B C	M. Up to £1000 unless skills available in-house. Will need to be maintained and updated. Or negotiate page on existing website.	Major time investment and/or specialist IT skills need to be bought in.	Requires access to internet and minimal computer skills.	An increasingly popular option. Can provide accessibility to anyone with access to the internet.
<b>EXHIBITION</b> (see Case Example 19)	B C	M. £500 to £1000 For display boards/ photographs/colour photocopying	Can be time consuming as a one off; greater benefits if used regularly or over several venues.	Need one or more accessible venues.	Useful option can be added to other events in the community to increase accessibility.
<b>WORKSHOP</b> (see Case Example 16)	All	M. Venue and refreshment costs	Some time required. But minimised if using experienced staff/facilitator.	Easily adaptable to target audience.	Can be linked to other events or in other venues. Useful option. Need facilitator with skills.
<b>CONFERENCE or VISIONING EVENT</b> (see Case Example 17 + 18)	All	M. Venue and refreshment costs Plus EXHIBITION costs as above.	Can be time consuming to plan and carry out.	Need one or more accessible venues.	Useful option as a one-off e.g. a launch of a consultation or beginning of a new stage.
<b>INTERACTIVE VOTING SYSTEM</b> (see Case Example 20)	All	M. Up to £5000 to buy whole system package-cheaper to hire/borrow from other organisation	Some time required. But minimised if using experienced staff/facilitator	Requires PowerPoint and minimal computer skills. Easily adaptable to target audience.	An increasingly popular option, especially for big groups. Can provide accessibility to anyone. Is costly to purchase however.



## Case Examples



### Case Example 1: Listen up M.U.S.H. (Making Ur Self Heard)

Swansea Youth Forum have devised a Listen up M.U.S.H (Making Ur Self Heard) Campaign. Bullying was identified at the Youth Forum's 2005 conference as a priority action point for young people in Swansea:

*We are also doing this campaign because we read about bullying in the news and saw lots of reports of bullying on the TV and in schools in our area. We plan to inform schools and youth groups about our anti-bullying campaign by: distributing a calendar; designing a poster; creating a comic strip to attach to our website; making a bullying map of Swansea; running a bullying workshop for young people; designing a young people friendly bullying policy and writing an article on their website.*

They have also produced M.U.S.H (Making Ur Self Heard) water bottles with the 10 entitlements on the side to give away as freebies.

See also: [youth@swansea.gov.uk](mailto:youth@swansea.gov.uk)



### Case Example 2: 10 Entitlements Calendar

Following the request of young people attending The Doorway Young People's Information Centre in Blaenafon, to raise awareness of the Welsh Assembly Government's 10 Entitlements to their peers, CSV (Community Service Volunteers) were approached to support a project to address this. The young people decided to produce a calendar of the 10 Entitlements with each month featuring an entitlement and the young people appearing in the photos in addition to picking the type of images they wanted to portray. The project involved a range of young people from different backgrounds and they were part of the whole process of producing it.





### Case Example 3: Wheel of Rights

An artist worked with children attending a play scheme to create a Wheel of Rights in metal, to show how rights affect children across the globe. The sculpture is now on display at the Gilfach Goch Community Centre for all people to see.

Saying Power Project, Save the Children, British Gas 2005.



### Case Example 4: Cyber K8

Caerphilly Borough Council have a text messaging information service called 'Cyber K8'. Young people can sign up by text or online to receive texts about one or more of the following: what's on, leisure, council news, roadworks, live music, youth news, General Council, road safety, Council news. The system also allows young people to submit text messages in to Cyber K8.

See also [www.caerphilly.gov.uk](http://www.caerphilly.gov.uk) or  
<http://k8.managedtext.com/textmessagingservice.aspx>



### Case Example 5: The Big Eye Workshop and No Smoking No Butts

Monmouthshire Youth Service has a project called The Big Eye Workshop. They recently produced a film, in English and Welsh made by young people for young people called No Smoking, No Butts alerting young people to the dangers of smoking. They have made other films and have held performances produced by young people on young people's issues.



### Case Example 6 (a): My School Lunch

Caerphilly Borough Council also has an informative and fun-filled website that aims to educate children and parents on the benefits of eating a healthy diet and encourage viewers to discover more about Caerphilly County Borough Council's school meals and its commitment to healthy eating.

The 'My School Lunch' website has previously won the prestigious marketing Award from Local Authority Caterers Association. The most popular area of the website is the games in the 'For Fun' Section. There are nine fun interactive games that are designed to educate pupils on healthy eating. See Screen shot 1 of the website or see [www.myschoollunch.co.uk/caerphilly/](http://www.myschoollunch.co.uk/caerphilly/)

Screenshot 1: My School Lunch

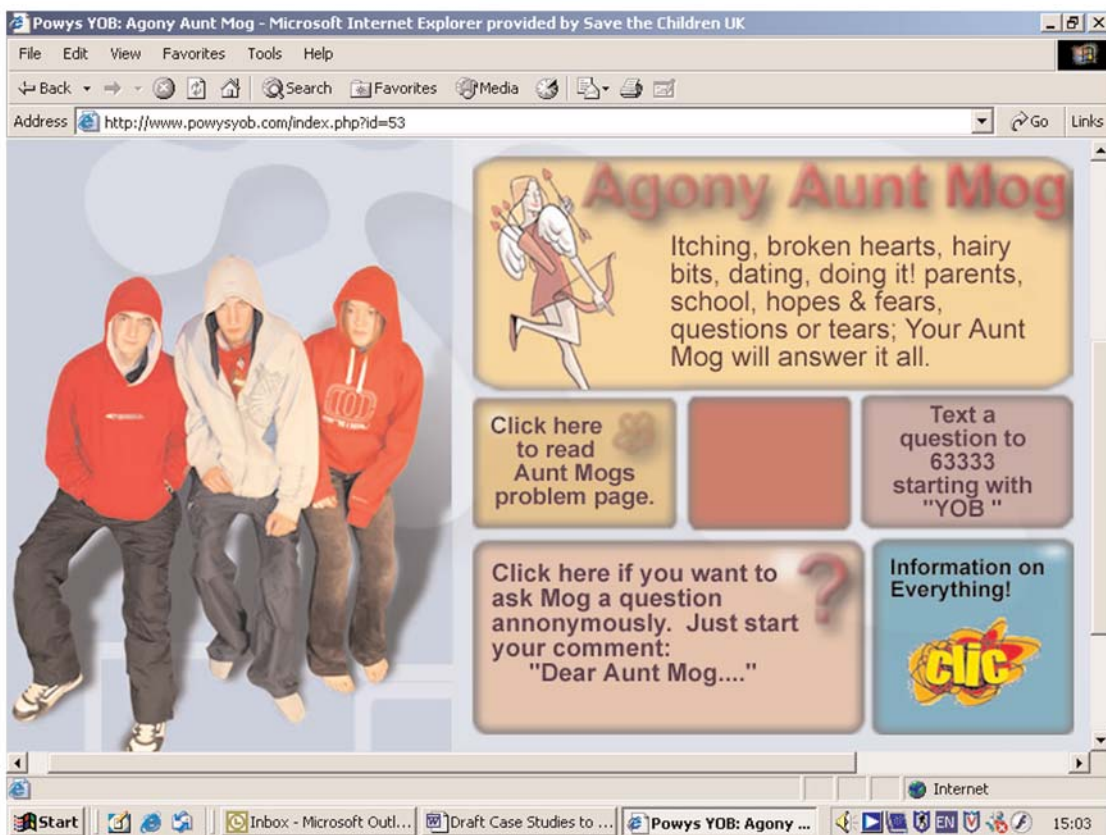




### Case Example 6 (b): Powys YOB (Youth with Opinions to Broadcast)

Powys YOB (Youth with Opinions to Broadcast) has a section on its website entitled 'Powys Children and Young People's Service Directory'. This section enables children and young people to easily locate an activity in their area for their specific age as the directory narrows down the search automatically. The website also has an 'Agony Aunt Mog' section where young people can submit questions or fears to 'Agony Aunt Mog' anonymously by e-mail or text. See screen shot 2 of the website or see [www.powysyob.com](http://www.powysyob.com)

Screenshot 2: Powys YOB (Youth with Opinions to Broadcast)





### Case Example 7: Barnardos Cymru DVD

Barnardos Cymru have used DVD's, created by young people for the Equal Opportunities Committee. The DVD enables the young people to share their feelings on a range of topics and was created as an alternative method to getting their voices heard and recording their thoughts and feelings. The DVD shows the young people's views on a range of topics such as independence, education, sexual health, relationships, and good and bad workers. Role-play drama and modelling are also used as alternatives to documents, with young people taking part in their production. The Equal Opportunities Committee Young People's Reference Group come from all over Wales and facilitated by Barnardo's Cymru carried out the production of these using a mobile editing suite as part of their review of services for disabled children. Committee Business has been televised and other events have been recorded with the involvement of young people using DVD Storytelling and Music.



### Case Example 8: Gilfach Goch Crew

Save the Children's Here to HELP project has been running in Gilfach Goch for two years. They've been working with children, young people and adults to promote and enable children and young people's participation in Communities First and other regeneration work.

They worked with children and young people to encourage and support their involvement in Communities First. They did this through lots of different activities and mini-projects including:

Supporting young people to undertake a Children's Audit to find out what children think about Gilfach Goch and how they would like to see it change in the future.

Supporting young people to make a film, which they called '*Stop, Look and Listen*' about young people's views of Gilfach Goch. The young people decided to make the film in the style of the Big Brother diary.

Supporting young people to design and help to build an animated computer game to show people in other communities how young people can get involved. The young people designed and animated the characters and the different stages of the game.

Supporting young people to attend Communities First meetings and speak about issues, which they identified as important to them.



### Case Example 9: Puppet Show (Gilfach Goch)

Save the Children's Here to HELP project has been running in Gilfach Goch for two years. A Trainee Project Worker for Save the Children worked with very young children to make a puppet show to explain Communities First to them.

*As a Trainee Project Worker for Save the Children, I set up an after school club for 5-7 year olds in Gilfach Goch. The after school club ran for 6 weeks and were 1 hour and 15 minutes sessions. The aim of the club was to educate the children on Communities First. I thought of ways how to do this so that the children would understand and not get bored. I came up with the idea of doing a puppet show that the children would star in and it would be filmed and given to other primary schools in the area. The children really enjoyed the sessions and benefited from them.*



### Case Example 10: Musical Youth Projects in Torfaen

Young carers in Torfaen produced a DVD called *Thinking Back* with the support of the Musical Youth Project. The DVD consisted of animations, songs and was produced by the young people for the benefit of other young carers and also to raise awareness of what young carers do. Also, in Torfaen a CD called 'Pure Vibes' was produced as part of the Musical Youth drugs awareness project.



### Case Example 11: Llais Ni Young People's Magazine

The young people's participation project on Anglesey Llais Ni: Youth Mon produce a magazine twice a year that goes out to all children and young people on Anglesey. The magazine is written and edited by children and young people and highlights children and young people's issues in addition to celebrating their achievements during the year.



### **Case Example 12: Canllaw Online Digital Storytelling**

CREDU, a multi-million pound project created by Canllaw Online and Fujitsu Services to provide a network of 82 Digilabs situated across the length and breadth of Wales, was launched by Andrew Davies, Minister for Economic Development and Transport, on Friday 10th September at the Canllaw Online office in Caerphilly. Through the CREDU Digilabs, young people will have the opportunity to learn ICT skills vital in today's digital world. Young people will be encouraged to develop content for the CREDU portal on topics which are of importance to them and in ways which best express their thoughts, emotions and creative capacity – be it in the form of a digital story, rap, video diary, written article, animation, piece of music etc.



### **Case Example 13: Mencap Listen Up Video**

The Listen Up Video is aimed at helping children with a learning disability complain about the services they use. The video is all about making choices and complaints, as well as using the 'Listen Up' Pack. In the video you hear from children, parents and staff about their own experiences, ideas and solutions in this important area. The video was made with the help of a number of different agencies and organisations.



### **Case Example 14: Young People Say...**

Young People Say... is a Young People's Participation Training Team based in the Participation Unit in Save the Children (Wales). The Team was initially set up by a young Trainee Project Worker with a group of 9 young people volunteers early 2006. They developed a full day's training programme from scratch and produced a resource pack and PowerPoint display to help them fulfil their aim of improving participation standards across Wales. They did this by delivering participation training workshops to groups of professionals from various service providers, Local Authorities, and Voluntary Organisations across Wales.



### Case Example 15: Board Game and Set of Cards

Copies of the United Nations Convention on the Rights of the Child (UNCRC) and cut-out copies of ten 'rights cards' were given to the class, to introduce the concept of rights in general and, in particular, the right to free speech and the right to freedom of religious belief. It was important to get young people thinking about the possible conflicts between competing rights. For more information, see:

[http://www.diversityanddialogue.org.uk/right\\_to\\_offend.pdf](http://www.diversityanddialogue.org.uk/right_to_offend.pdf)

CROA have made a children's rights board game which is for children of primary age. Its production was sponsored by the Millennium Awards. The game is paper-based and children can create their own counters, dice, and colour the board in, so it's quite useful for children across a range of ages and abilities. Contact Steve Lowe NDM-CROA:

<http://www.croa.org.uk>



### Case Example 16: Participation Unit Mapping Participation Workshop

The Mapping Participation Workshops were developed and delivered for a number of reasons.

The Unit were mapping participation with adults and organisations via questionnaires and wanted to map with young people as well. The questions from the adult questionnaires were adapted into an active workshop for young people.

The workshops were a way to get the views and ideas of young people across Wales and to feed these into the work of the Unit and the Participation Consortium.

The workshops were a way of getting young people involved in the work of the Unit – several young people went on to be involved in Young People Say... (See Case Example 14).

The workshops were aimed to be fun and informative for the participants, looking at experiences of participation; examples of good and bad practice; how they would like to see participation (and feedback) work; and their 'top-tips' for participation.



### Case Example 17: Children's Commissioner for Wales Visioning Event

The former Children's Commissioner for Wales invited a hundred and fifty young people to Caernarfon's Galeri on Monday 13 November 2006 for a consultation session on his work and plans. The event was one of a series intended to help give children and young people a real say in setting priorities for the future work of the children's commissioner programme. Members of the Backchat email group and children and young people visiting the Commissioner's website also got to cast their votes. Peter Clarke, the former Children's Commissioner for Wales said:

*From the very start I've tried to make sure that we pick up on the issues that are important to the children and young people of Wales. Today's event is part of the framework I have developed along with my team of staff. Issues from all aspects of our work are collated and grouped together in themes with the help of my young people's Advisory Groups.*



### Case Example 18: Funky Dragon Open Space Conference

The aim of this conference was to 'kick-start' focused discussions and debate on how they could take forward the participation of children aged 0-10. Funky Dragon decided to organize an 'Open Space' conference on children's participation, a conference that would make use of the real wealth of knowledge and understanding of those already doing the work. The Open Space methodology allowed people to come along and talk about what they wanted to talk about. It allowed for participants to share good practice with a range of people working in diverse settings; to discuss the challenges to children's participation; to learn from others working in similar situations; to reflect on their own work and develop collective strategies.

Open space conferencing is a meeting methodology with no agenda, no keynote speakers, no panel discussions and no pre-announced schedule of workshops. All they started with was the theme of "children's participation", which sets the parameters of the conference. Open Space is a learning process. Discovering, reflecting and resolving issues need time.





### Case Example 19: Poster Competition for Refugee Week

An Exhibition was held in October 2006 to exhibit and give prizes to the winning entries of posters done by pupils from schools across Wales. The Posters were submitted as part of an art competition held by Save the Children Wales, to promote Refugee Week and the positive contribution that asylum seeker and refugees make in Wales. The competition was split into sections of Under 11's entries and Over 11's and the messages in the children and young people's entries reflected the situations faced by asylum seekers. The Competition and exhibition were held to raise awareness in schools about asylum seekers and refugees in Wales.



### Case Example 20: Funky Dragon Interactive Voting System

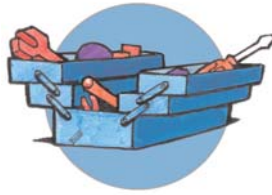
Many organisations in Wales now use interactive voting systems, where young people each have a voting pad and cast their vote on a variety of topics. The results are collated instantly and are available to see via PowerPoint. The voting is just like *Who wants to be a Millionaire* and works very well. Funky Dragon use the voting system to gather members' views on a subject. For example, Funky Dragon members recently voted on the final design of the *National Children and Young People's Participation Standards for Wales* using the interactive voting pads.



## FAQs

- ? What is your overall aim?**  
For example, is the aim to inform, inspire, generate ideas or raise questions?
- ? Who are your target audience?**  
Which age group? Is it all children within an age group or is it a particular group?
- ? Budget/resources?**  
Consider initial and ongoing costs. What staff resources do you have? Are volunteers available?
- ? Time constraints?**  
What is realistic and practical in the time scale you have?
- ? Information?**  
What information, do you want to provide? What do you need to find out from the work? How much and what level of detail is required?
- ? Involvement?**  
How can children and young people be involved in the creation of the product?
- ? Media accessibility?**  
Can children and young people use/access the technology you are using?  
E.g. Texts/internet/ MP3s/ DVDs.
- ? Accessibility for all?**  
Physical accessibility is important including transport. Subtitles or extra voiceovers for DVDs for those with visual or hearing impairments are possible though an additional cost. The combination of visual images and speech can improve understanding for those with learning difficulties.
- ? What combination?**  
In many cases the best solution may be a combination of products. What method or combination of methods might suit your purpose. Consider, for example leaflet and DVD; booklet and tape; poster, comic book and leaflet.

Timing is important too. What needs to be done quickly, and what can and should be considered over a longer timescale. For example, a poster display on children's rights, created by a Participation worker is required now. While a more complex art project over three months could create a longer lasting model or sculpture (See Case Example 3).



## RESOURCES

For signposts to general resources on Participation see *Guide 9: Resources and Support*.

See also resources in *Guide 4: Children and young people friendly Documents*.

### References and Websites for Case Examples

Frost, Louise 2005, *Saying Power Final Report*. (Save the Children Wales)

Swansea Youth Forum  
[www.youngswansea.net/](http://www.youngswansea.net/) [www.shoutforyouth.net](http://www.shoutforyouth.net)

Funky Dragon, *Our Rights Our Story* dvd on  
[www.funkydragon.org.uk](http://www.funkydragon.org.uk)

Cyber K8, Caerphilly CBC  
[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk) or  
<http://k8.managedtext.com/textmessaging-service.aspx>

My School Lunch Project  
[www.myschoollunch.co.uk/caerphilly/](http://www.myschoollunch.co.uk/caerphilly/)

Powys Youth Website  
[www.powysyob.com](http://www.powysyob.com)

For UNCRC and Rights Materials  
[http://www.diversityanddialogue.org.uk/right\\_to\\_offend.pdf](http://www.diversityanddialogue.org.uk/right_to_offend.pdf)  
<http://www.croa.org.uk>