

How can we meaningfully engage with young people in research?



Hi, my name is Harriet, I run youth participation at YMCA DownsLink Group. I love attempting to grow veg (although I am never very successful!) and like a bit of Crime drama TV binging and doing quizzes.



Hi, my name is Hannah and I am a Participation Coordinator, for Kent Youth Voice and lead the Kent Youth Research Network. I love to crochet and camping with my friends.



Hi, my name is Lucy, and I am the Youth Research Participation Officer at Surrey County Council. I am happiest when I'm with my friends, doing fun activities, going to music events, and travelling to cool places. I also love taking my dogs out for a walk.

Today's Timetable

We will aim to run to these timings but some sections could be shorter or longer!

13.30	Introductions and how to feel safe
13.40	How to meaningfully engage young people in research (Haarts participation Ladder)
14.00	Examples of meaningful engagement and barriers experienced.
14.10	Summary and whats next with youth engagement for you?

Feeling Safe in Workshops

What if I don't understand something?

That's OK! It's fine to ask questions or say if you're unsure. We may not have explained ourselves clearly! **What would be helpful for you?**

What if I feel uncomfortable?

It's OK to have tools (e.g. fidget toys) or lollies in these workshops if you need. **What helps you feel more comfortable?**

What if I feel uncomfortable later?

Talk to someone you trust, or do something that feels comforting. **What things do you do to make yourself feel better?**

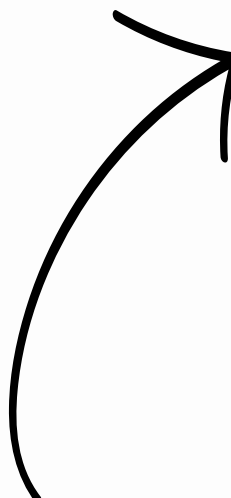
TOP TIP:

Lollies can help to ease anxiety, so these could help with exam stress!

If you need a break...

A hand with light skin and blue nail polish holds a blue card. The card is tilted and contains the text: "I'm good, I just need a few minutes."

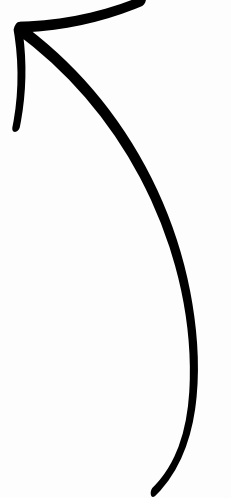
"I'm good, I just need a few minutes."



You can use this if you need a movement break!

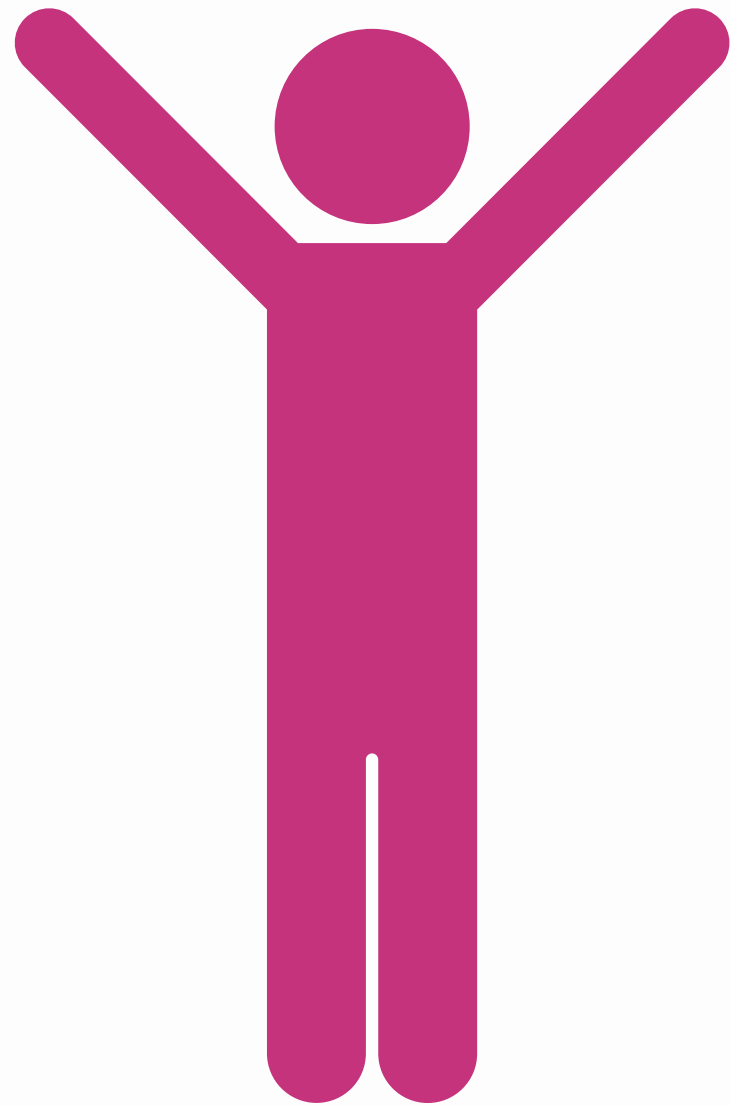
A hand with dark skin and purple nail polish holds a purple card. The card is tilted and contains the text: "I'm going out and need support."

"I'm going out and need support."

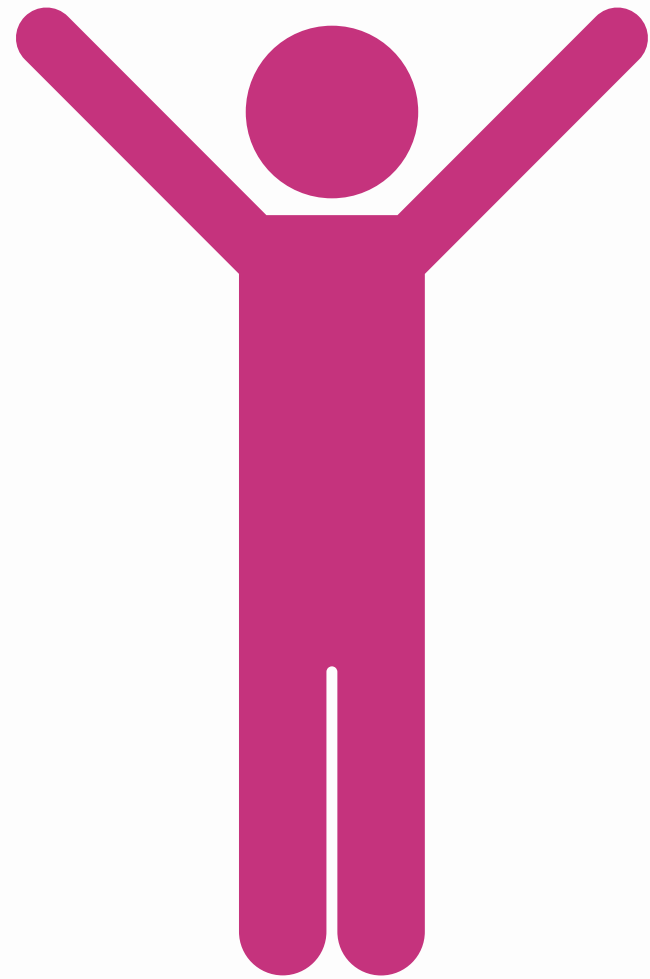


A staff member will be able to listen and help.

Welcome Activity



Do you like Marmite?



Yes

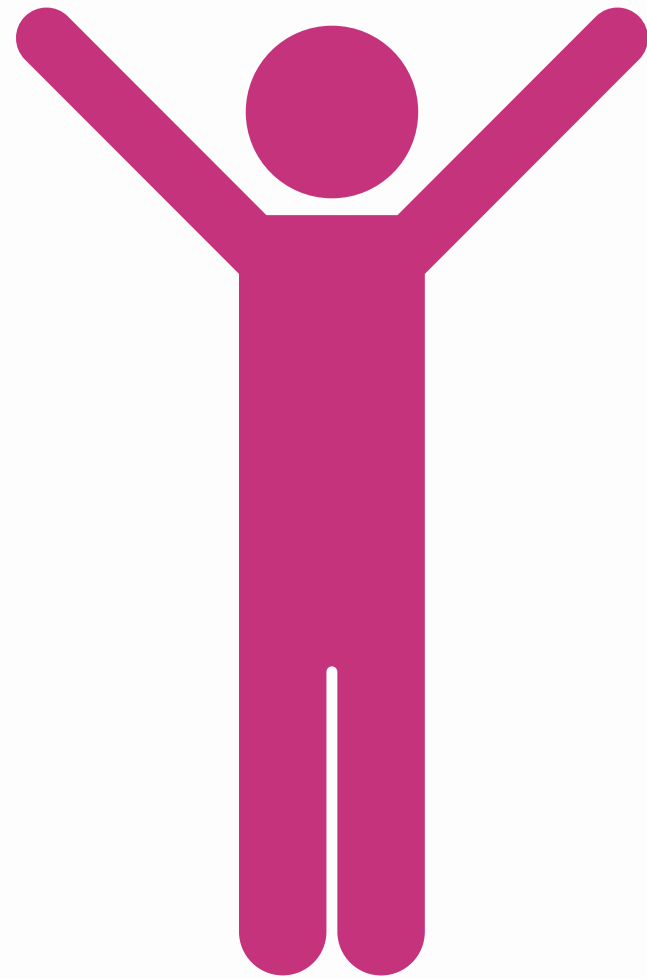


Unsure



No

Choose a superpower:



**Able
to fly**

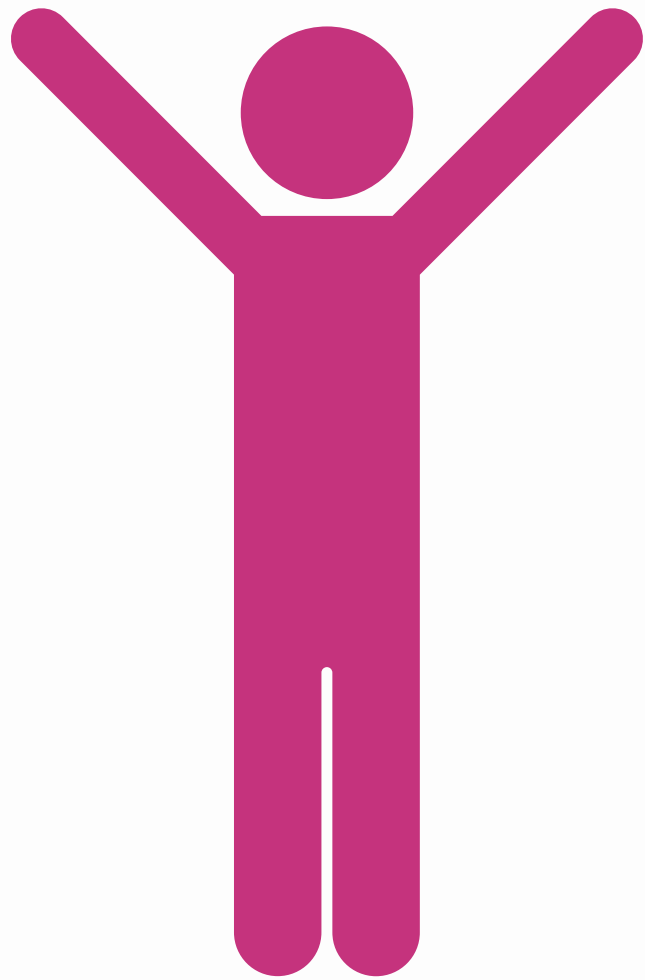


**Breathe
underwate**



**Read
minds**

**Would you take 1 million
pounds to give up your phone?**



Yes

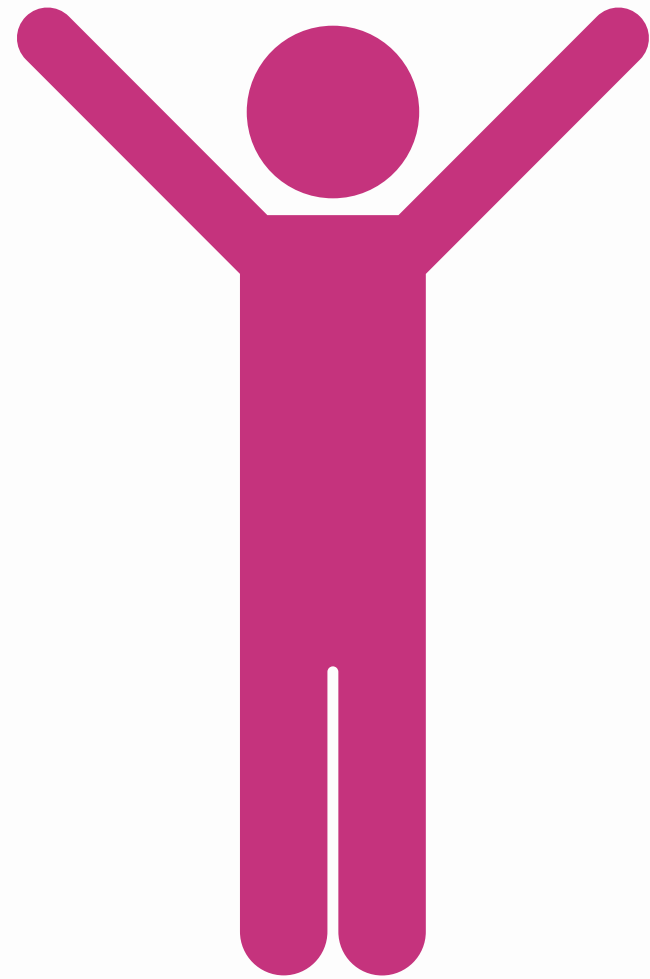


Unsure



No

How do you feel today?



Good



Unsure



Bad

So far in this workshop, has anything been designed for you?

Who is it designed for?

- On the sheet in front of you are the slides so far
- Next to each slide, explain reason why we would intentionally include those activities or that information for PCIE groups of young people
- Are there any issues you can see with these activities?



Code of Conduct Examples

What do you think?

Please use trigger warnings about sensitive topics in conversations

Respect people's feelings and boundaries

Try not to be too loud

Be mindful of other people's opinions and be aware of how you react

Treat other opinions with respect, everyone is entitled to their own opinion

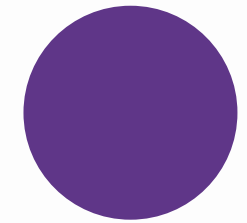
Challenge the point not the person, and don't speak over others

What do you do if you spot a safeguarding issue in an answer / feedback?

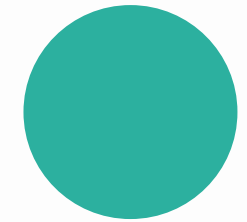
Would it be unethical to not say you are observing someone, so they don't change their behaviour?

Pre-Session Checklist

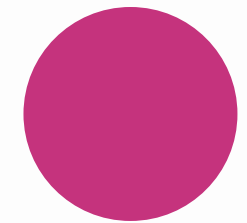
Checking demographics



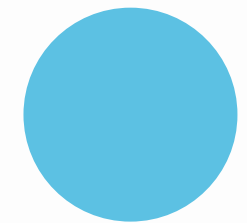
Accessibility - how do we gather this?



Send out plan to participants in advance



Food - menu - when they will eat (if they don't want to eat)



Meet with leader of the group with a checklist and go through these things to ensure you are prepped.

Why is it worth making the extra effort?



Human Rights
of a Child

- Youth voice also plays a really important role in making sure organisations have a realistic and accurate understanding of young people's views.
- This means organisations that work with young people are more likely to have a bigger impact.
- Young people are "experts by experience" and when adults can work collaboratively with young people this leads to the best solutions.

...And so much more!

Kent Youth Vaping
Survey

Youth Council
School Uniform
Survey

Sustained
relationships

Retaining
participants

Research
impacting
the
community

**It's not
'easy' but
it's worth it!**



Little Journey Case Study

- **Youth-friendly workshops** using written, verbal, art and play techniques
- **Direct communication** with participants about what content they want to be included in the quiz tool
- **Prototype creation** for participant testing and multiple feedback sessions for honest insights from CYP about further development
- Individual **usability sessions** to meet participants' access needs
- Adaptations at multiple stages following CYP **testing and feedback to make sure the product is valuable for the audience**

Little Journey



Ladder of Participation



8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

7 - Youth initiated and directed: Youth-led activities with little input from adults.

6 - Adult initiated shared decision with youth: Adult-led activities, in which decision making is shared with youth.

5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

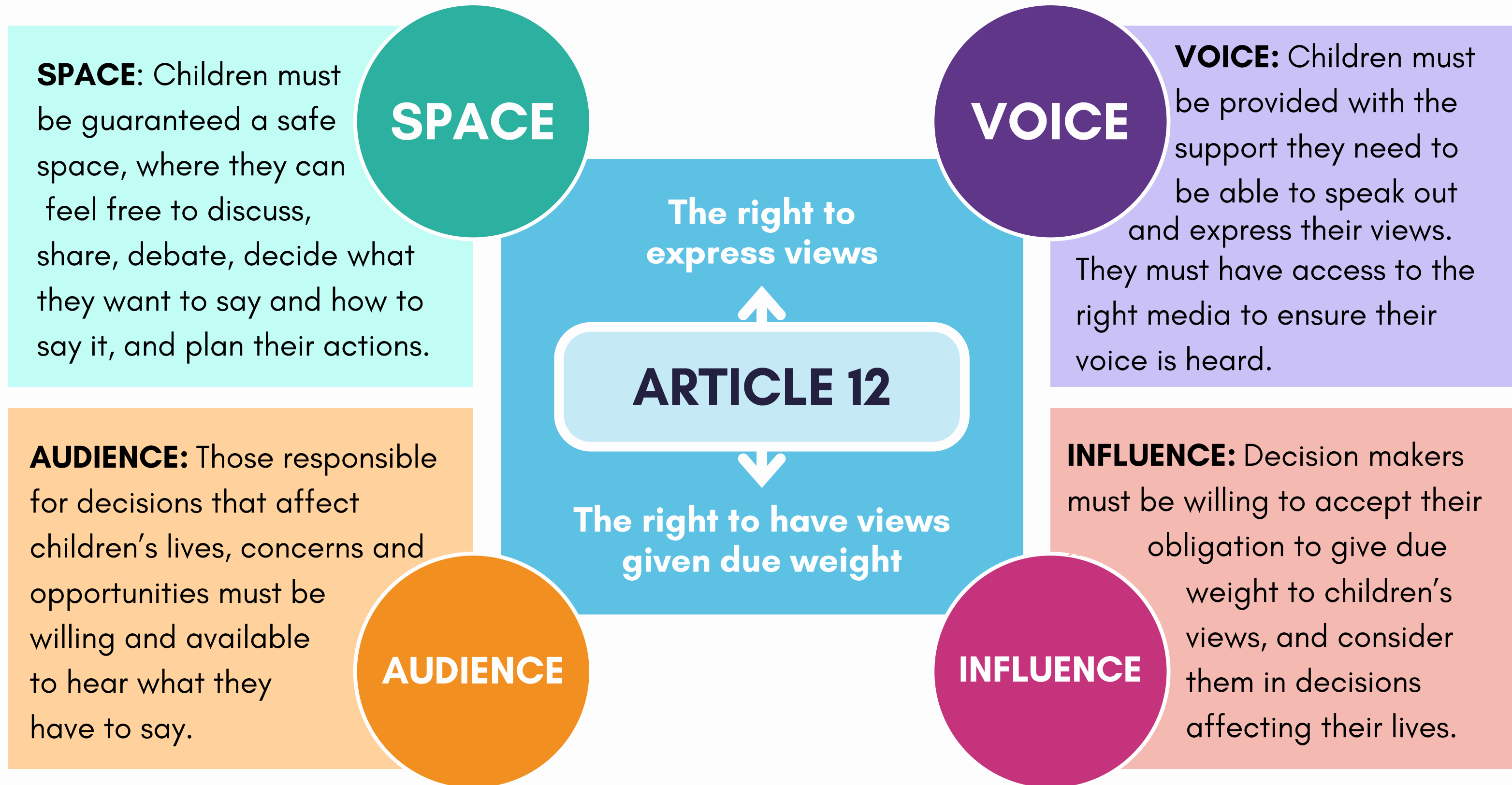
4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

2 - Decoration: Adult-led activities, in which youth understand purpose but have no input in how they are planned.

1 - Manipulation: Adult-led activities, in which youth do as directed without understanding the purpose for the activities.

How we can practically make this happen: Lundy Model of Participation (2014)



No bright lights

Headphones
available

Explaining things clearly

Jelly cats

**IN OUR OWN
WORDS:**

SPACE

Safety

Sensory stuff

Not too
crowded

Environment I'm
comfortable in

Fidgets

Colouring

Quiet

Different ways to communicate

Teaching public speaking and
building confidence

Written

**IN OUR OWN
WORDS:**

Quiet calm
space

Verbally

VOICE

Anonymous

Communicate clearly

Not too
complicated

Promoting and
encouragement

Youth clubs/groups

Police

EMTs/ambulance people

Dentists

**IN OUR OWN
WORDS:**

Organisations like
CAMHs or Mindworks

Nurses/doctors (the
NHS)

AUDIENCE

The council

People who are in charge
and decision makers

Shop
chasiers/retails

Teachers

Important or
famous people

Mindworks and GPs to understand young people better

Council in regards to EHCP

Better understanding of neurodiversity

More promotion for youth groups

IN OUR OWN WORDS:

Not being judgemental

INFLUENCE

Colleagues and employees

Make things easier for other young people for mental health

Teachers understanding and being patient

Better teacher training

More accessible support in educational settings

Mainstream is not for everyone

What are your biggest barriers to engaging in PCIE currently?

- What barriers we experience...

Effective Ideas

- Plan from the outset how you are going to approach meaningful PCIE:
 - Engaging Youth Organisations
 - Youth planning
 - Rewards and recognition
 - Opportunities and development
 - Co-production and Co-design
- Use Lundy Model as a template to ensure meaningful contact
- Never over promise!
- Make meaningful relationships with Youth Engagement groups/Organisations – who are trained and can hold much of safeguarding, GDPR etc.



Most importantly -

Have fun! Enjoy the challenge and experience. Youth engagement is not easy but incredibly rewarding!

Your outcomes are just BETTER when you involve young people in things that are relevant to them!



Post it notes...

**My next
step with
PCIE is...**

**A pledge I
would like
to make
is....**

**I would like
to know
more
about...**

**A comment
I have is...**

**If you would like to contact for any – Youth Voice support,
running research projects, joining our Youth Research Networks
etc....**

Please contact

Harriet Peach – harriet.peach@ymcadlg.org (Operating across Sussex)

Hannah Patton – Hannah.Patton@kent.gov.uk

Lucy Pearson – Lucy.Pearson@surreycc.gov.uk