

The **right to be heard** (also children's participation) is defined by the [UN Convention on the Rights of the Child](#). According to Article 12 of the convention, children have the right to express their views in all matters affecting them & their views have to be given due weight in accordance with the age and maturity of the child. (See also Article 13, 14, 15)

It is important for children & young people's views on their life to be gathered & shared. By better understanding what makes an individual child/young person sad, mad & glad, we can work to ensure their needs are better met.

Every child/young person should be enabled to voice what they think about their day to-day life, as well as bigger things in their school/education, community & country

It is important to know children & young people's perspectives on

- Their life –what do they care about & what do they want to change
- Their relationships - parents, family, friends, pets
- Health - physical & mental wellbeing, historic, now & forward thinking
- Sport, art, culture - what hobbies & pastimes they enjoy, what would they like to do
- Their neighbourhood - crime/safety, the environment, being part of a community
- Their Education- early years, school, GCSEs, college, university, attendance
- Their Future aspirations & career hopes.

Children & Young people should be included in meetings about them as much as possible, these meetings should be set up to encourage, support & enable a child to participate.

Consider the reason for the meeting, the venue, the room layout, the time, who is attending, who will support the child, can they attend for part of the meeting

If the child can't attend or chooses not to attend, people close to the child need to gather their views, to ensure the child still has their voice heard. This can be done in a variety of ways, depending on what the child prefers.

- Pictures, photographs
- Written words
- Videos
- Power point presentations
- Resources – such as those listed here

1. DESIRES & NEEDS:

Over days/weeks listen carefully to the child & make notes of their comments about what they say is good & bad about all manner of things. Choose a time close to a meeting or a time when you need to share their views & write out all the things they said onto a piece of paper (or print out from a computer), cut up so each saying is separate. Give the child a piece of paper/ boxes clearly labelled; ESSENTIAL – WISHES – BIN or NEEDS - HOPES – TRASH or any other words similar to those that the child may relate better to. Then ask the child &/or help them to sort out all their sayings onto the papers/boxes.

2 – Brain Dump

EXCUSES

ANGER

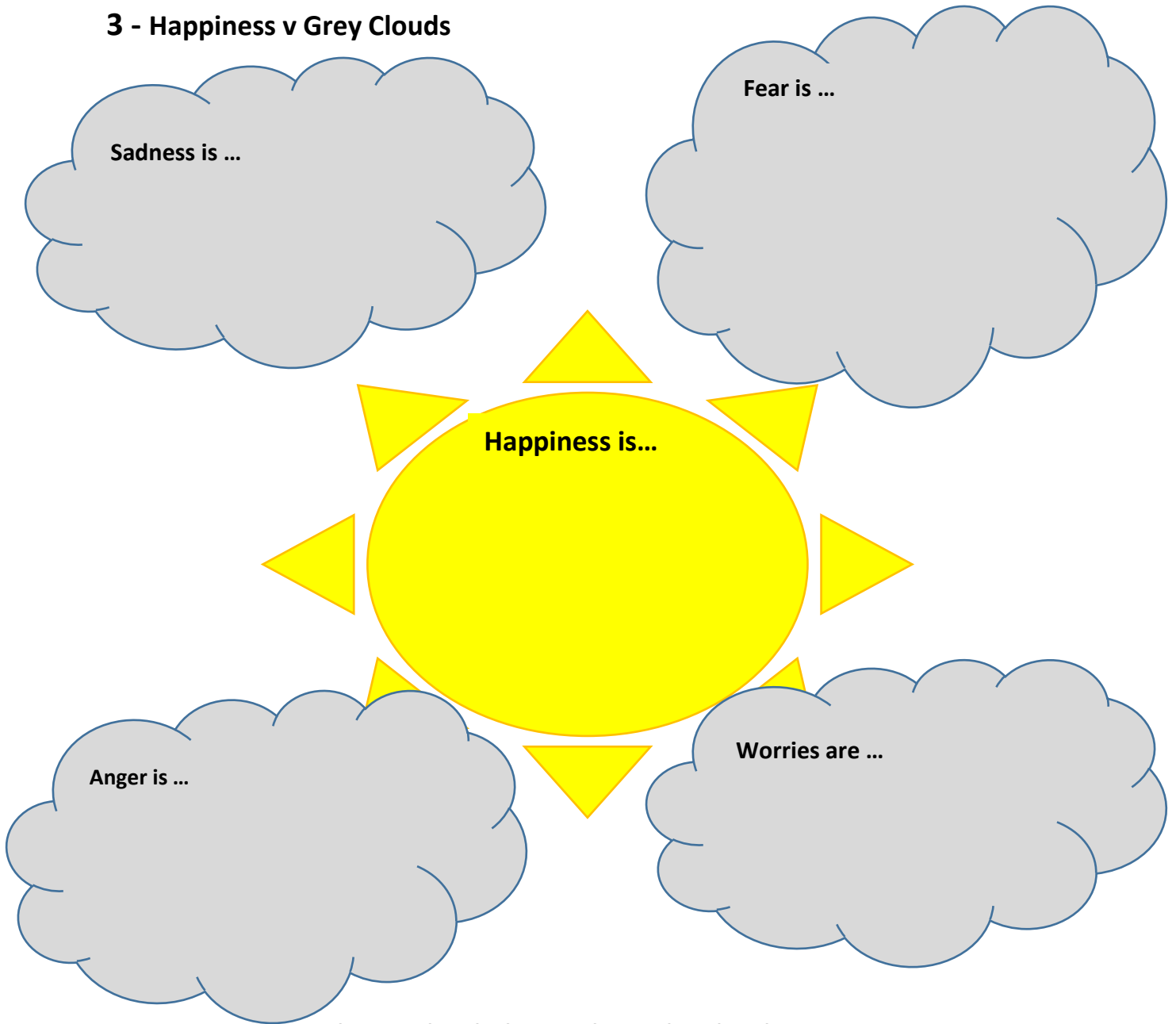
FEAR

INCOMPETE GOALS

SORROW

DISENCOURAGEMENTS

3 - Happiness v Grey Clouds



This is what helps to chase the clouds away

What I need	Who can help me

4. VISION BOARD:

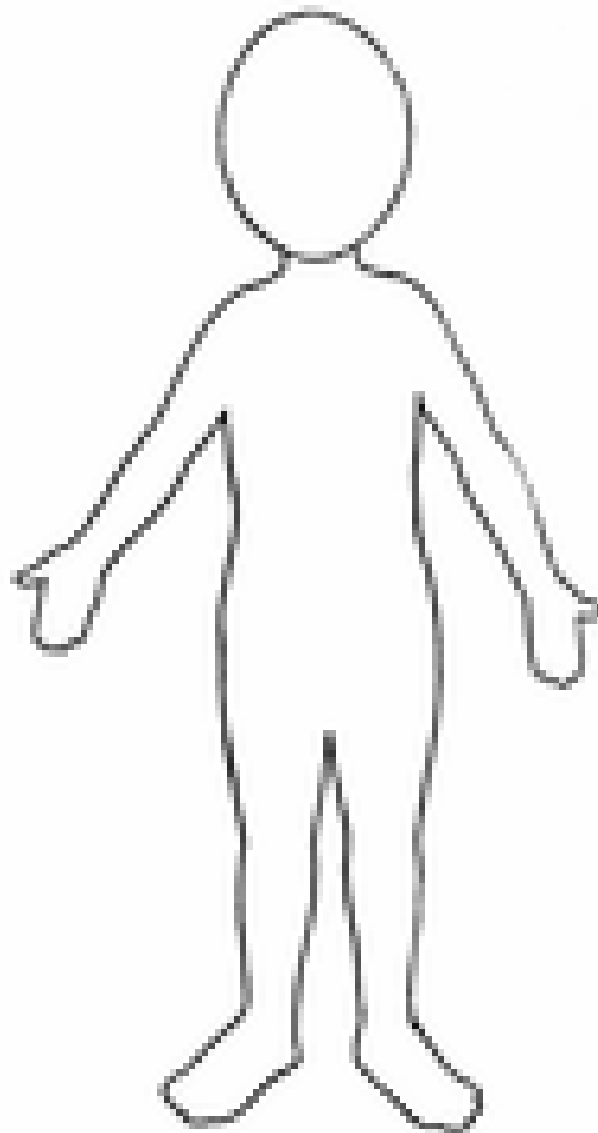
Create a vision board to help you visualise what you want to achieve & share your dreams with others. You will need pans, paper, pictures, magazines, glue & other arts/crafts equipment of your choice to personalise your vision board. Remember to name & date it.

LOVE	HATE	FAMILY/FRIENDS
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
SCHOOL	CAREER	HEALTH
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
ADDITIONAL IMPORTANT INFO		

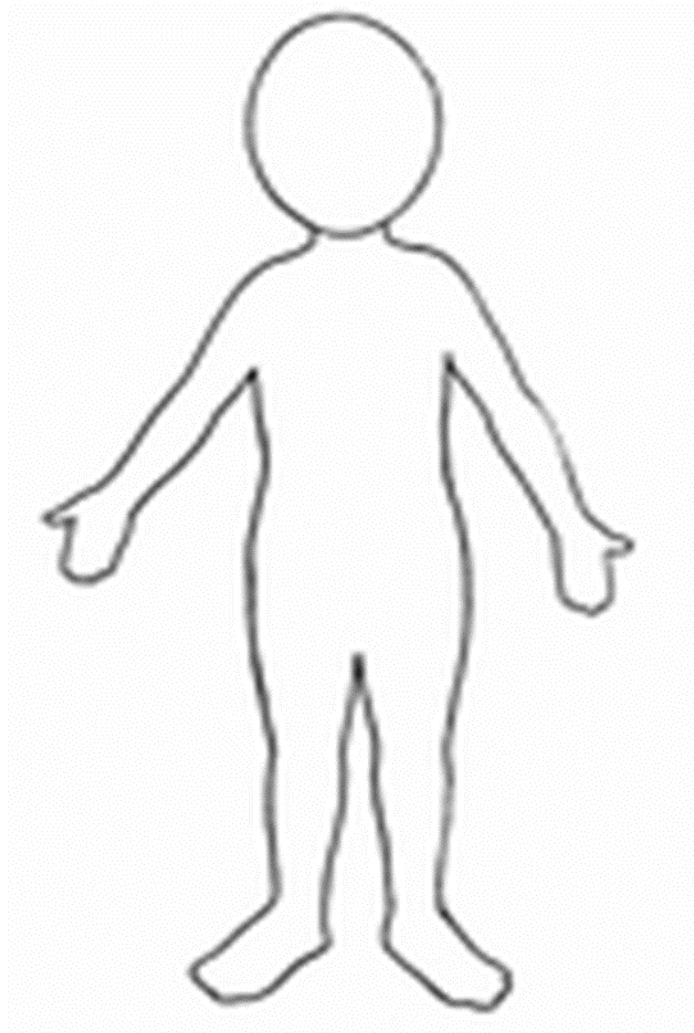
5. Happy v Sad me or Good v Bad me

Print out the 2 body images Happy/Good & Sad/Bad –use whichever title is most meaningful to the child. Ask the child to add features, details, words to describe themselves.

The Happy/ Good Me



The Sad/Bad Me



6. How I Feel

Name: _____ Date: _____

The Way I Feel



I Feel _____

7. The Colours of Me

**Feelings are
something
we feel in
our body**



Where do you
feel your feelings?

Show the places
with these colors

Sad - Blue

Fear - Black

Guilt - Brown

Anger - Red

Jealous - Green

Nervous - Orange

Happy - Yellow

Name

Date

8. Working & Not Working

Name: Date:


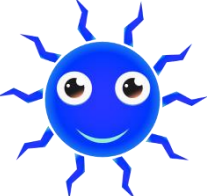

What's Working

V

What's Not Working

9. Good Days v Bad Days

Name: Date:

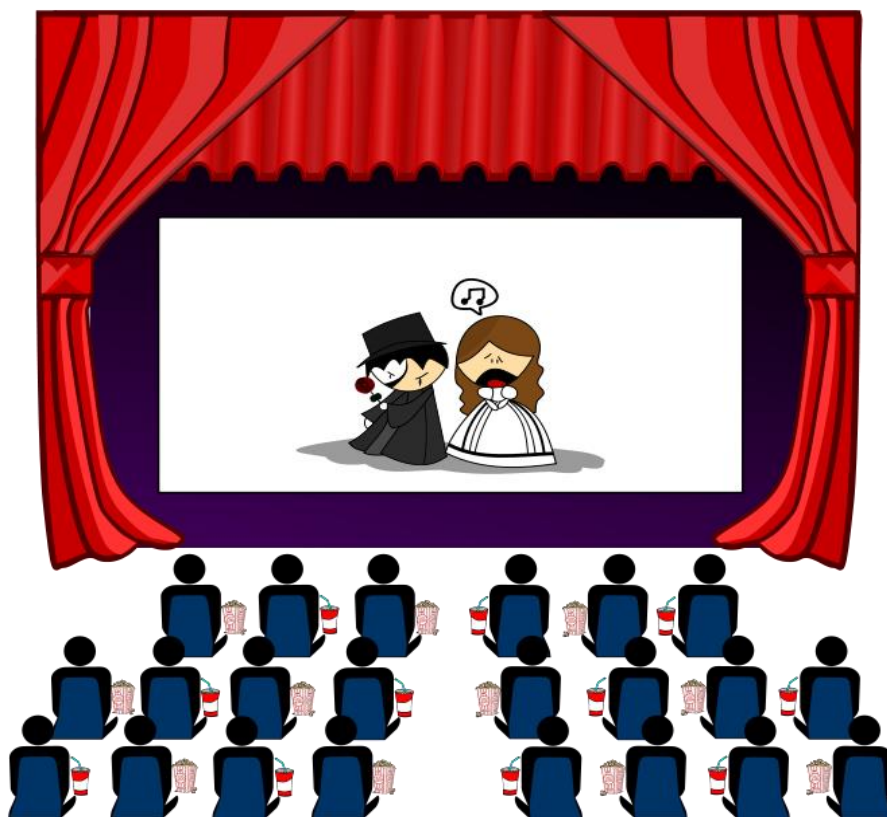
 <p>Bad day</p>	 <p>Good day</p>
<p>What do you need to have more good days than bad?</p> 	

10: Favourite place/activity

Consider what the child is interested in i.e. Football, trains, buses, Airports, theatre.
Draw the venue & label areas such as pitch, Attack, defence, goal, benches, stands, sickbay/stretchers, changing rooms/showers. Ask them where they would place themselves & why, you could include where they would place others significant to them.



- Attack,
- defence,
- goal,
- ref
- benches,
- stands
- sickbay
- stretcher,
- changing room
- showers.



- Main actor,
- Support role
- backing crew,
- scenery,
- lighting,
- dressing room,
- cleaner,
- audience etc

Remember to name & date all their work so it is a reference point to look back at & changes can be seen by the child & others.