YOUTH VOICE TOOLKIT

Ideas, Tips & Tools

CONTENTS

What is Youth Voice & Why is it important?

This toolkit has grouped activities into suggestions of when to use them:

Do consider that some activities also include other uses:

- Ideas Generation

- Information Sharing

- Mapping

- Needs Analysis

- Problem Solving
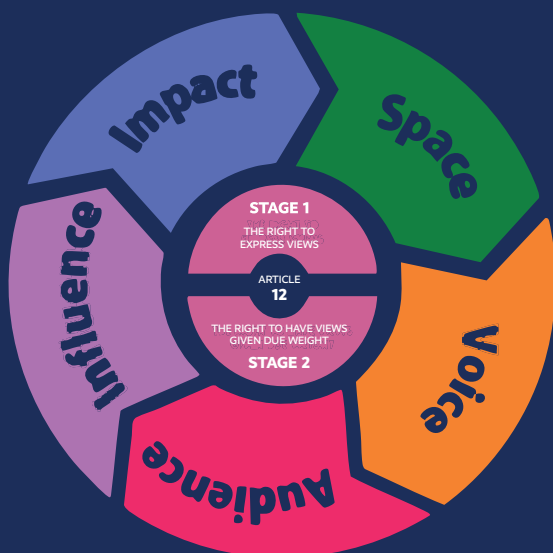
WHAT IS YOUTH VOICE?

Youth Voice is young people's views and opinions on things that affect them.

Young people can be involved in three different ways:

- **Consultation** – the active process of gathering young people's views and experiences on specific issues

- **Collaboration** (Co-design) - the meaningful involvement of young people in decision-making and/or design processes

- **Co-production** (youth-led) - where young people share power and responsibility to design, deliver, and evaluate their ideas

The Lundy Model

We advocate using our co-designed #BeeWell adaptation of the Lundy Model as the basis for our approach to Youth Voice:

STAGE 1
THE RIGHT TO EXPRESS VIEWS
ARTICLE 12
THE RIGHT TO HAVE VIEWS GIVEN DUE WEIGHT
STAGE 2

- **Space** – providing the right environment and safe space to express themselves

- **Voice** – seeking and capturing youth voice in variety of methods

- **Audience** – views must be listened to and respected

- **Influence** – views are taken seriously and acted upon (and fed back to participants with reasoning)

- **Impact** – actively capture the impact on the young people and audience

WHY IS YOUTH VOICE IMPORTANT?

Youth Voice is vital because it empowers young people to express their opinions to influence decisions that affect their lives. Article 12 of the United Nations Convention on the Rights of the Child highlights this importance, stating that children have the right to freely express their views in all matters affecting them. By valuing youth perspectives, we create more inclusive and effective solutions that resonate with their experiences and needs.

Youth Voice is important because of the difference it can make to young people in terms of:

- Sense of ownership and belonging

- Personal development

- Increased self-confidence and wellbeing

- Networking & friendships

- Responsibility

- Feeling valued in their communities

- Increased positive engagement

- Gaining a better understanding of how organisations work

There are also many benefits to organisations:

- Better understanding of need

- New ideas and design

- Better quality engagement

- Demonstrates a commitment to children and young people

UNDERTAKING YOUTH VOICE

- There are lots of different ways of gathering views, opinions and attitudes; it doesn't just have to be done through a structured interview, survey or group discussion.

- It can sometimes be helpful to use enabling activities (or what is sometimes called facilitation or projective techniques) to help gather views and opinions. This can be particularly helpful where there are people who don't feel comfortable speaking up in a group, or don't want to be interviewed one-to-one.

- It can also be a useful way of delving a little deeper - to help understand different people's attitudes, opinions, behaviours and motivations.

- Using enabling activities also provides the opportunity for research & consultation to be undertaken in a much more interactive and engaging way – so often useful with young people and it can give them a chance to get actively involved in decisions about their local area or project.

- In the pages which follow, we have provided a range of different enabling activities that are simple to use and could help you gather the views and ideas of others from your community in an interesting and engaging way.

- This toolkit has grouped activities into suggestions of when to use them, but this is for guidance only and many (if not all) activities could be used for multiple different uses. We recommend looking at the variety of activities closely and selecting the right ones for your purpose and session.

Ice Breakers, Energisers & Team Builders

When planning a youth voice session with young people, always include other activities such as ice breakers, energisers and team builders. Some activities within the toolkit can double up as these.

Why?

A well-chosen icebreaker, energiser or team builder can relax the mood, pick up the energy or bring a group together quickly. The following key features can help this to happen:

- Know your audience: assess the group for age, familiarity with one another, purpose of the group gathering and potential considerations for physical abilities.

- Present your activities with enthusiasm; if it sounds and feels fun to do, it no doubt will be!

- Mix things up; having activities with different purposes including thinking, doing, acting, and listening can help to engage a range of participants and maintain engagement.

When to use?

- Icebreakers are used to help a group get to know each other; as an introduction to a session, to get people talking, interacting or generally feeling more comfortable and relaxed. Great icebreakers can create a positive group atmosphere and bond a group when newly forming.

- Energisers are great for that little pick me-up that is often needed when the energy drops within a session; they are great for keeping the energy up, keeping groups motivated and to refocus after an intense or quiet session, or a break.

- Team builders are great for a range of groups, whether you are focusing on developing specific skills, bringing new groups together and helping them to get to know each other, or challenging an existing group; there are a range of team building activities to adapt and develop to keep participants growing.

TOPIC DISCUSSION

Surveys

- Firstly, you need to decide what you are trying to find out; what's the "Big Question" ?

- Then, you can break it down into smaller questions that build on each other. Try to make sure they are not leading questions, for example "The Friday night club is brilliant, don't you agree?", and try to keep them short and simple.

- Next you need to decide if you want to ask the questions face to face, online, or on a paper questionnaire. However you decide to do it, just make sure you can easily collect the results into one place, and then easily analyse what you get back.

When to use: Topic discussion

Data: Qualitative & Quantitative

Equipment: Online survey tool or paper & pens

Polls

- Short polls can be used to assess people's opinions in real-time. This could be an online poll where people select their preferred option, a live poll or show of hands, or a suggestion session.

- Alternatively, you could send out pre-stamped envelopes or postcards.

- You could also use social media polls e.g. Facebook, Instagram, WhatsApp, MS Teams, Zoom.

When to use: Topic discussion

Data: Quantitative

Equipment: Online poll tool or paper & pens

Interviews

- You need to decide on what you want to find out. Think about what the "Big Question" is that you are trying to work out and break it down. Write down your questions and later think about how well they will flow – what's it going to feel like asking the questions in this order. You will need to decide if someone is going to write notes whilst you are interviewing, or if you want to record the conversation, and listen back to transcribe it later.

- If you want to record it, be sure to get permission from the person you are interviewing first!

- Top tip: consider sharing questions/topics with participants in advance.

When to use: Topic discussion (deeper understanding)

Data: Qualitative

Equipment: Recording software (if required)

Focus Groups

- A focus group brings a small group of people together to share their thoughts, feelings and talk about a specific topic.

- You need to decide on what you want to find out. Think about what the "Big Question" is that you are trying to work out and break it down. Write down your questions –and from these develop a topic guide, which sets out the key areas for discussion, how long you intend to spend on each area and whether you plan to gather some of the feedback using an activity (see ideas below) rather than just discussion

- Top tip: consider sharing questions/topics with participants in advance.

- Optimum group size 5-8

When to use: Topic discussion (deeper understanding)

Data: Qualitative

Vote With Your Feet

- If you have questions to ask a big group that have clear answers, for example multiple choice, or yes/no answers, then this activity could engage quickly. Make sure you clearly communicate which area people move into for what answer.

- You could stick answers on paper on the wall, or you could just tell the group. Depending on how big the group is, some people may 'follow the crowd' on the answers that they give. Try to think of ways that you could make people feel comfortable expressing their opinion, or other follow up activities you could use to make sure the results reflect the group accurately.

- Top tip: Begin with fun and easy questions (e.g. Crisps vs. Chocolate) and work to more complex questions as young people settle and become confident.

When to use: Topic discussion, Decision Making, Evaluation

Data: Quantitative

Equipment: None

Continuum Questions

- Get people to stand or place something on a linear scale – this could be a line on the floor or wall (the scale should then be marked e.g. using numbers from 1 to 10, or a scale with strongly agree at one end of the line and strongly disagree at the other end of the line) depending on the question. E.g.: "how safe do you feel walking home from the youth club on a scale of 1-10", where 1 is not safe at all and 10 is very safe.

- Once people have placed themselves on the scale, this could then be used to start a further discussion about why people chose that number...what makes them feel safe / unsafe and what could help.

- Continuum activities can be good for ice breaking and movement breaks but also to reveal knowledge of issues, assumptions and biases. Support young people to explain their choices especially if there are splits across the agree/disagree group – as this is where there can be really useful intel.

- Top tip: Begin with fun and easy questions and work to more complex questions as young people settle and become confident.

When to use: Topic discussion, Decision Making, Evaluation

Data: Quantitative & Qualitative (upon further reasoning)
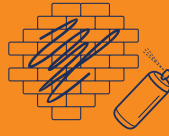
Equipment: None

Emoji Cards

- Can be used to gather opinions about how people feel about a particular thing or topic.

- The tool can be used in a variety of different ways:

  - Provide the group with a set of different emojis such as thumb up/thumb down or smiley face/sad face

  - Then ask the YP how they feel about a particular topic and ask them to hold up the emoji which best reflects their feelings towards this topic.

  - OR place the emojis in different corners of the room and ask the YP to stand next to the emoji that best reflects their feelings towards this topic.

  - OR having a range of emotions on the floor/table for all to see and they have to choose the emoji that best describes how they are feeling.

- Top Tip: This is not restricted to emojis – could be other images that are relevant.

When to use: Topic discussion, Decision Making, Feedback

Data: Quantitative

Equipment: Emoji Cards (can be printed or purchased)

Grafitti Wall

- Using flipchart paper or a whiteboard, write a question and ask people to write their answers. This can be anonymous or people can write their names - the group can set the rules.

- You can ask more than one question at a time, but make sure you can clearly see the answers to the questions.

When to use: Topic Discussion, Ideas Generation

Data: Qualitative

People: Any number

Equipment: Flipchart paper, pens

Speech Bubbles

- Provide the group with sheets which have drawings of people on them each with a BLANK speech bubble attached. Ask the participants to write into the speech bubble to finish a sentence – linked to your question e.g. What I really like about my local community is... / What I really dislike about my local community is...

When to use: Topic Discussion

Data: Qualitative

Equipment: Paper, Pens, Speech bubbles

With or Without

- This activity is helpful to understand the importance of different things to your participants. By thinking about how they feel without, it can help them better understand what is most important.

- Ask people: "How would you feel without…"

- Probe around their answer.

When to use: Deeper Understanding, Understanding Priorities

Data: Qualitative

Equipment: Materials to capture conversation

Car Analogy

- Ask people to draw the type of car that best describes [xyz] i.e. whatever it is you are consulting about, so for example it could be asking them about their local park or community centre. Once they have done the drawing, ask them to explain why they chose that car and drew it in this way.

- By using an analogy you often get far more depth/clarity about what they like and don't like about something.

When to use: Topic Discussion

Data: Qualitative

Equipment: Paper, pens

Drawing or Writing

- Some young people prefer to draw rather than write their thoughts/opinions – so ask them to do just that!

- For example: Draw a picture of a person (you could also draw around a real person if you have big enough paper!). On the inside of the body/drawing write the benefits to the individual. On the outside of the body/drawing write the benefits to others/community.

- Top Tip: Ask young people to feedback on their drawings so that you fully understand the meaning.

When to use: Ideas Generation, Topic Discussion

Data: Qualitative

Equipment: Paper and pens (coloured if possible)

Post-It Note Races

- This can be used for whole range of scenarios. Divide the group into equal teams. Each group has post it notes and pens and are given a set amount of time to produce as many different ideas on a topic as possible. After the time limit is up, the groups all start behind a start line and move to the other end of the room to stick their post-its (one at a time) on the flipchart/wall.

- When all the post it notes have been stuck, facilitator leads a group discussion summarising/grouping all the ideas from all the groups.

When to use: Ideas Generation, Topic Discussion

Data: Qualitative

Equipment: Post-it notes, Pens

Barriers Wall

- Either draw a brick wall onto flipchart and stick on the wall, or give out rectangular pieces of card, or post-it notes that represent bricks. Get the group to write one barrier per brick/rectangle/post-it note and assemble to form a brick wall.

- Follow on activity – finding the solution: For every barrier, on paper shaped like a balloon, write the solution. Attach the solution to the appropriate barrier using string, to symbolise the brick being pulled away. If the above activity has been done with post it notes or rectangles, simply remove them from the wall and reposition them to form a path to symbolise the way forward.

When to use: Topic Discussion (barriers & solutions)

Data: Qualitative

Equipment: Flipchart, rectangular pieces of card/post-it notes, pens

What Would They Say..?

- A range of fictional people are created in advance to illustrate the difference in the topic. These people are placed within the groups and a question is posed to the whole room. Each group must answer the question, trying to give the point of view of the fictional character they have been given. The idea is to get the group to think about the question from a range of different viewpoints to solve it effectively.

- e.g. Monica is 17 years old, she is at college and has a part time job. She lives at home with her mum and three younger brothers. She wants to move away to university when she finishes college and is working to save money to do so.

- Top tip: Encourage your group to create their own characters based on their peers to create a more realistic discussion.

When to use: Topic Discussion, Ideas Generation

Data: Qualitative

Equipment: Pre-prepared "people" cards, and/or blank cards with prompts for participants to create

Pin Your Thoughts

- Along a wall or across a room, hang some string and give each person 1-2 pegs. After talking about a topic, write a word or a small sentence on the peg and hang it on the string.

- You can also use the peg to peg a piece of paper with more thoughts, feelings or comments.

When to use: Topic Discussion, Ideas Generation

Data: Qualitative

Equipment: String, Pegs, Pens, Paper

Table Curling

- On one end of a table mark out zones with masking or electrical tape or white board pen.

- Depending on what you are asking, each zone can be a question, statement or number.

- At the other end of table, using a bottle top, coin or a counter, the idea is to push the counter using one finger into a zone. Whichever zone the counter lands in, speak around the topic.

- NOTE: make the topic in each zone hidden, so you don't know what you might land on. Or get the group to come up with their own topics for each zone.

When to use: Topic Discussion, Feedback

Data: Qualitative

Equipment: Masking tape, counter/coin/bottle top, Question/Topic Cards

Snowball Fight

- Using post-it notes or small pieces of paper, ask the group to write down comments, statements or questions (depending on the purpose). Screw up the paper into "snowballs" and for 30 secs have a snowball flight.

- At the end, ask everyone to pick up the snowballs and split into smaller teams, to take it in turns to read out each paper and discuss. This allows comments to be anonymous and the rest of the group to discuss.

When to use: Topic Discussion, Feedback

Data: Qualitative

Equipment: Paper or post-it notes, pens

Rock, Paper, Scissors

- Using sticky notes or small pieces of paper, write down 2-3 comments, statements or questions per person (depending on the purpose)

- Starting in pairs, play Rock, Paper, Scissors – the winner takes a sticky note from the other person. Play again, but with a different person in the group.

- After 3-5 rounds, read out 1 sticky note each and discuss.

When to use: Topic Discussion, Feedback

Data: Qualitative

Equipment: Paper or post-it notes, pen

Ping Pong Score

- Place 6-10 cups in a triangle formation at the end of a table: 1, 2, 3, (4) per row. Using a ping pong ball, the aim is to bounce the ball into one of the cups.

- Once a ball has landed in a cup, the participant should choose a statement or question to read out/discuss.

- You can make it competitive by creating 2 teams, one at either end of the table, and 2 sets of cups. Players who get the ball into a cup can nominate someone from the other team to pick a statement/question instead. The game is finished when all cups from one team have been removed.

When to use: Topic Discussion, Feedback

Data: Qualitative

Equipment: 6-10 plastic cups (x2 if competitive), ping pong balls, 6-10 pre-prepared questions or statements

Business Cards

- Each person is given one sheet of A4 paper and asked to divide it into 4 equal sized smaller pieces of paper by tearing/cutting it. They write their name at the top of each piece. The facilitator puts a question on the wall/screen that everyone needs to answer.

- Participants pick a partner, swap their paper and discuss the question for 30-60 seconds, making a note of their partner's answer during the conversation. Switch partners 4 times. At the end, all the answers are displayed and discussed. This can be done with multiple questions displayed one at a time.

- Top-tip: this activity can be done as an icebreaker where you find out an interesting story about the other person and make a note of it on their business card. At the end, all the stories are displayed and the facilitator asks for anyone to share particularly interesting/funny stories.

When to use: Topic Discussion, Feedback

Data: Qualitative

Equipment: Paper (1 sheet per person), Pens, pre-prepared questions or statements
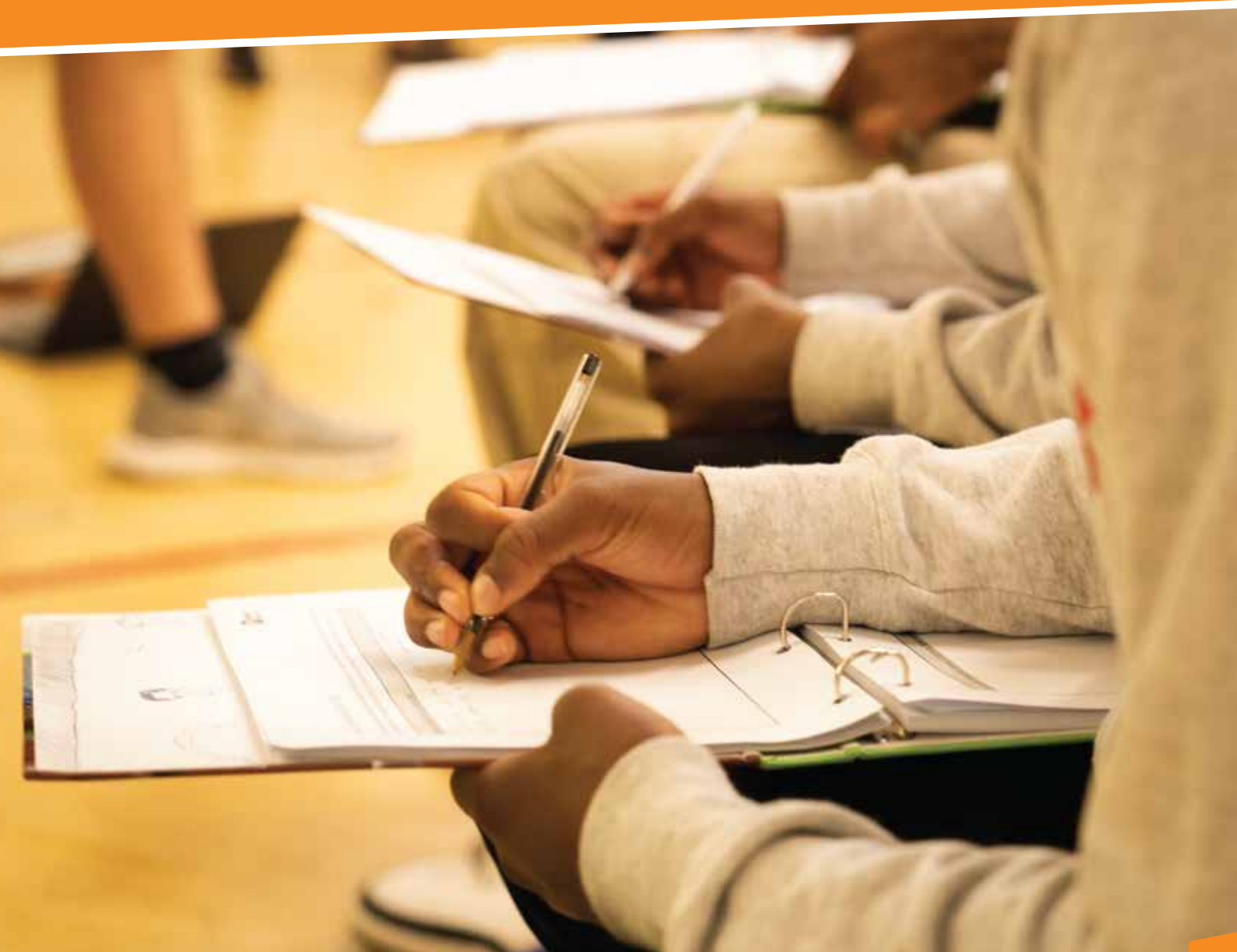
Think. Pair. Share

- Present participants with a topic or problem, then give them:

  - 2 minutes to think about the topic

  - 2 minutes discussing as a pair

  - 2 minutes sharing back to the group as a collective

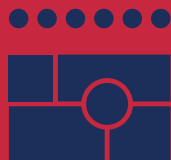**When to use:** Q&A, Topic Discussion, Problem Solving, Feedback

Data: Qualitative

Equipment: None

CREATIVE ACTIVITIES

Mood Board

- This activity is getting people to think about how they feel about a particular thing. It could be a question, for example, "how do you feel about the local sport provision for females" or a picture/video is shown and participants are asked how it makes them feel. Each person is given a piece of paper and asked to write or draw how it makes them feel.

- You could also use a stack of newspapers and magazines, and ask participants to cut out and stick down words and images that help to show how they feel about the question or topic.

When to use: Topic Discussion

Data: Qualitative

Equipment: Paper, Pens, Crafting materials, Mixed media

Photo Elicitation

- Photo elicitation essentially means using photographs to begin or aid discussions.

- For example, you could ask young people to take photos of significant places and spaces to them, then come together as a group and ask each young person to choose 1 or 2 photographs to share on screen or print. Ask them to share why these are significant to them and follow-up on things that potentially the photos don't show – for example, perhaps a safe area in the daytime but not at night.

- Alternatively you can provide images for teams/ groups/pairs/young people to sort into an order as an answer to a question – for example: rate these images in most inclusive sports to least inclusive. Then follow up by asking young people to share the reasons for their choices, if anything resonated with their experiences and encourage supportive debate between young people. Facilitator records notes of the discussion as the debate (rather than the order of images) is the important data and can help to define research questions. Would work well with community spaces, safe to unsafe etc.

- Depending on the group, there is also scope to bring in different forms of media. For example, some sensationalised stories (from the news, newspapers and/or social media) e.g. on knife crime and get them to rate, discuss and debate the truth or resonance of the stories.

When to use: Topic Discussion

Data: Qualitative

Equipment: Photos, Newspaper/Magazines, Mobile phones (if relevant)

Vlogs And Movie Showcase

- Support young people to record and edit a vlog style video to capture their perspectives on an issue and present movies as showcases for stakeholders.

- Incorporate 'meet the young people' into showcases so that young people ask and answer questions/challenge stakeholders on provision or local issues. This would work well longitudinally with a project to chart the social action over vlog episodes.

When to use: Longitudinal study, Evaluation

Data: Qualitative

Equipment: Participants' mobile phones

Mobile Ethnography

- Mobile phones can be used to ask the participant to document their own lives by taking photos or recording video diaries during a fixed time period. Such methods can be used to empower communities to collect and share data.

When to use: Information Sharing, Evaluation

Data: Qualitative

Equipment: Participants' mobile phones

DECISION MAKING

Paper Aeroplanes

- This activity is used to get people to think about different options and which one best fits them. For example, "what's your favourite chocolate". Each person is given a piece of paper to create a paper aeroplane. Remember to set up a bucket for each option or 'chocolate bar' and a throwing line. The aim is to ask the young people a question and give them different answers. They then need to throw their paper aeroplane into the bucket that most suits them. This allows you to retrieve quantitative data, but can also be a great method to begin the process of further questioning.

- Alternative(s): Use a ball or screwed up paper instead of the paper aeroplane, use cones or locations in the room instead of buckets

When to use: Decision Making, Topic Discussion

Data: Quantitative

People: Any number

Equipment: Paper, Buckets

Group Priorities

- Create a line down the middle of the room using tape/chalk/chairs, anything to split the room into two sections. The whole group stands/sits on the middle line. The facilitator then gives the group two options to choose from and assigns each option to one side of the line e.g. Option 1 = stand to the left if you would feel safer in the park with better lighting, Or option 2 = stand to the right if you would feel safer in the park if there were more organised activities taking place in the park. Whichever option most people select gets chosen.

- The group need to agree to a majority vote for this activity to work. If the group split is equal, give the two sides 2 minutes to prepare a debate argument for why their side should be chosen, then vote again.

When to use: Topid discussion, Decision Making

Data: Quantitative & Qualitative (upon further reasoning)

Equipment: None

Which Biscuit?

- This activity is used to get people to think about different perspectives, compromise and decision making.

- Offer the group a choice of biscuits, explaining that only one packet can be opened, giving them an opportunity to agree to their preference. Be prepared that not everyone will make the same choices. Ask them why they picked that and if anyone agrees with them.

- This activity helps demonstrate that everyone has different views and that needs to be respected. It allows you to discuss the options and as a group to find a solution that works for everyone.

When to use: Decision Making

Data: Qualitative

Equipment: 3-5 different packets of biscuits

Ducks In A Row

- Each Person to have 5 rubber ducks or other small objects. After each topic or statement is read out, ask the group to get their 'Ducks in a row', they then score 0-5 placing that number of objects in front of them.

- While discussing why they scored that number, allow others to change the number of objects they have placed.

When to use: Decision Making, Understanding Priorities

Data: Quantitative

Equipment: Rubber ducks or similar (enough for each participant to have x5)

Spoofing

- Each person has five coins or small objects that can fit in one hand.

- A topic or statement is read out by a facilitator

- The aim is to score the topic or statement based on their level of agreement/prioritisation by placing that number of coins in your hand. This is to be done secretly. Then pair up with someone in the group that you think would have scored the same.

- Once you have paired up based on their level of agreement/prioritisation, on the count of three, show the number of coins in your hand. Then discuss why the number might be different or the same.

When to use: Decision Making, Understanding Priorities

Data: Quantitative

Equipment: Coins or similar small objects that can fit in one hand (enough for each participant to have x5)

Game of Fives

- In groups of 5, after reading the statement/question, on the count of 3, each person to hold out a number between 0-5 with their fingers, giving their score.

- After they score, the group discusses why they scored what they scored and if they could all come to the same score.

- NOTE: If there are several statements to score, each group can give an individual score but then add the group as one score.

When to use: Decision Making, Understanding Priorities

Data: Quantitative

Equipment: None

"Strictly" Scoring Cards

- Participants have a small whiteboard (or laminated piece of paper) each and record their answers/scores for each question and hold them up at the same time.

When to use: Topid discussion, Decision Making, Understanding Priorities

Data: Qualitative & Quantitative

Equipment: Whiteboards or laminated paper, whiteboard pens

Find The Puzzle Piece

- Option 1: Divide the group into smaller equal groups and give them a piece of flipchart paper with a large puzzle piece drawn on it. Each group is given one area of the problem to think about and write down on the flipchart. The group then brings its puzzle pieces together to see 'big picture' thinking of how to solve the issue. The purpose of this activity is to a) breakdown the problem into smaller manageable chunks and b) help the group to each understand their role in solving the problem.

- Option 2: using pre-prepared puzzle pieces, each person adds their solution to a problem to their puzzle piece. The group then comes together by fitting the pieces together to create one big plan of action.

- Top Tip: all puzzle pieces need to be able to fit together.

When to use: Problem Solving, Topic Discussion

Data: Qualitative

Equipment: Pre-drawn puzzle pieces (that fit together) on flip-chart/paper

UNDERSTANDING PRIORITIES

Priority Dots

- This technique is helpful if you have a number of different options and need to prioritise something.

- Give participants an equal number of "sticky dots" to select their favoured choice.

- For example, if you wanted to decide what activities you are going to run at a local community festival, give each person in the group ten sticky dots and then ask them to put the dots on the activities they most want; they can put all of their dots on one activity if they feel really strongly about that one activity or split them up across the different options if they like a few different activities. You can then discuss with the group what the dots show in terms of most/least popular and which activities should be selected.

When to use: Decision Making, Understanding Priorities

Data: Quantitative

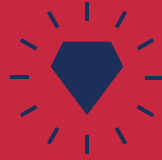**Equipment:** Sticky Dots, Paper with options listed

Hot Air Balloon

- On each table you have a basket (the hot air balloon) and photos/words of relevant items.

- For example: if you were asking people what activities they would like to be provided at holiday clubs for teenagers you might have a photo of a climbing wall, bubble football, a camp fire, etc.

- First you ask them to pick all the items they want at the club and to put them into their hot air balloon.

- Then say: 'Your hot air balloon is losing power, what would you throw out first....what would you throw out second...' etc.

When to use: Decision Making, Understanding Priorities

Data: Quantitative

Equipment: Baskets (or alternative), Photos/Words for illustration

Diamond 9

- This can be delivered in different ways:

  1) Have 9 (or more) cards ready with different items/statements on them – which are relevant to a certain topic (e.g. what is most helpful: work experience, training, qualifications, awards, a mentor, funding, etc..) and they arrange them into a diamond 9 shape – where the top of the diamond is the 'best' or highest priority.

  2) This could also be done with blank post-it notes/cards, where the users produce their own answers to the topic, and then arrange the top 9.

When to use: Understanding Priorities, Topic Discussion

Data: Qualitative

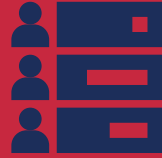**Equipment:** Cards or post-it notes (pre-written if using), pens

Importance / Urgency Quadrant

- Draw an axis (one horizontal line crossing with a vertical line) with importance on the vertical axis and urgency on the horizontal axis.

- Top right area = high importance and high urgency whilst the bottom left area = low importance and low urgency.

- You can then use the box to ask a particular question and gather views, so for example if you are asking young people what they need to help find a job and they think work experience is important and urgent then they would write this on a post-it note and then place it in the top right area.

When to use: Understanding Priorities, Topic Discussion, Decision Making

Data: Quantitative & Qualitative

Equipment: Paper & Pens, Post-it notes

Relative Importance Grid

- This tool helps you to decide between several options, when there are many different factors to consider.

- Create a table which lists all the important factors in one column, and across in a row.

E.g. If you were looking to design a community festival...

1. List the factors that are important like cost, activities, food, music, venue; in column A and across row 1.
2. Rank each item against the other with a 1 (for more important) or 0 (for less important) e.g. "if you think cost is a less important factor vs. activities, then place a 0".
3. Complete the table until you have ranked every item.

When to use: Understanding Priorities

Data: Qualitative

FEEDBACK

WWW/EBI

- A quick feedback tool that can be used in any situation – at the end of a session or to assess strengths and weaknesses in a funding bid or mapping a community.

- "WWW" stands for What Went Well – Strengths, Positives.

- "EBI" stands for "Even Better If…" – Areas for improvement.

- Top Tip: using online tools or post-it notes to anonymise will promote honest feedback.

When to use: Feedback

Data: Qualitative

Equipment: Post-it notes

Speedback

- Place 4-5 sheets of paper by the door with the 'options' on. Ask the people in the group to 'High 5' the option of their choice.

- You can either film them leaving or they use a post-it/sticker to stick on the option they 'High 5'.

When to use: Feedback

Data: Quantitative

Equipment: Numbers 1-5 or Emojis, Post-it notes or stickers

#Hashtag Of The Day

- At the end of a session, ask the group for their 'Aha moment,' their 'so what' of the day and turn it into a #hashtag. Write these on a collective flipchart and ask each person to explain theirs to the group. This will help to summarise the learning and/or the takeaway from the session.

When to use: Feedback

Data: Qualitative

Equipment: Flipchart

Individual Feedback

- Create an individual feedback form with some key headings, to enable you to gather group feedback on peers. This lets people express views anonymously but in a positive frame. The individual writes their own name on the top of their sheet and leaves it on the table. The whole group then move around the room writing on each other's sheets. The idea is to encourage everyone to write something positive/constructive on everyone's paper.

- Headline ideas: "I am most proud of you because…", "My best memory of you/us is…", "Your best skills & qualities are…"

When to use: Feedback

Data: Qualitative

Equipment: Pre-designed Individual Feedback sheets, pens (music)

Hand Feedback

- Get participants to draw around their hand on a piece of paper and write down one thing per digit:

1. Thumb – What was great?
2. Index finger – What did I learn?
3. Middle finger – What can be improved?
4. Ring finger – What are my take-aways (both positive and negative)?
5. Pinky finger – What was missing?

When to use: Feedback

Data: Qualitative

Equipment: Pen and paper

Traffic Lights

- Each person receives a red, yellow, and green card. Green signifies agreement, yellow signifies uncertainty, and red signifies disagreement or rejection. After a question is posed, all participants hold up a card, allowing for a quick expression of the overall feeling.

When to use: Q&A, Decision Making, Feedback

Data: Quantitative

Equipment: Green, Yellow and Red cards (1 per person)

ONLINE TOOLS

Padlet

- This is basically an online pinboard - you send the link to the people you are consulting, and they can add text, pictures, videos, links etc. They can comment on other people's posts too.

When to use: Q&A, Decision Making, Topic Discussions, Ideas Generation, Information Sharing

Data: Qualitative & Quantitative

Equipment: Devices with internet connection

Mentimeter

- Mentimeter is an interactive polling software that uses real-time polls, quizzes, and word clouds.

- People go to an online link on their device via a QR code, link or presentation code and can answer anonymously.

When to use: Q&A, Decision Making, Topic Discussions, Ideas Generation

Data: Qualitative & Quantitative

Equipment: Devices with internet connection

Canva

- Canva is an online graphic design tool to make it easy to create professional designs to share or print.

- Canva has an excellent whiteboard function for collaboration, which allows for multiple users to contribute simultaneously in real-time. Whiteboards can use existing templates and be pre-designed and populated with relevant graphics and prompts.

When to use: Topic Discussion, Ideas Generation, Information Sharing, Mapping (e.g. Ripple Effect Mapping)

Data: Qualitative

Equipment: Devices with internet connection

Kahoot!

- Kahoot! Is an online game-based platform where you can create quizzes for multiple participants to engage in.

- It's a fun, interactive and competitive tool which encourages speedy answering.

When to use: Q&A, Decision Making

Data: Qualitative & Quantitative

Equipment: Devices with internet connection

Miro

- Miro is a visual workspace for teams to collaborate simultaneously in real-time.

When to use: Topic Discussions, Ideas Generation, Information Sharing, Mapping (e.g. Ripple Effect Mapping)

Data: Qualitative

Equipment: Devices with internet connection

Slido

- Slido is an easy to use Q&A and polling platform.

When to use: Q&A, Decision Making

Data: Qualitative *&* Quantitative

Equipment: Devices with internet connection

Ethics

- To ensure research is conducted ethically, it is essential to inform the research participants (and their parents/guardians depending on their age) on what their participation involves.

- The information provided must be clear and accessible explaining:

  - That participation is voluntary (and they can withdraw at any time).

  - What the research involves e.g. chosen facilitation technique(s). - What research topics will be covered (e.g. capturing views about local sports provsion). Where the research will take place (ensuring that it is a safe, accessible space that there will be adult supervision throughout)

  - How parents / guardians can provide consent.