

Audience Groups 1-8 (Working Together 2010)

Methods Small group activity; large-group discussion

Preparation

This exercise is quick and active, therefore, trainers may wish to run this exercise following lunch.

Trainers need to ensure that there are enough flipcharts, paper and pens. Some questions have been suggested. However, it might be useful to prepare questions in advance that reflect the range of professions represented within the group.

Links to Common Core

Common Core 1 Effective communication and engagement with children, young people, their families and carers (skills: listening and building empathy). Develop and use effective communication systems appropriate to the audience.

Childhood Neglect: Improving Outcomes for Children

Learning Outcomes

To assess the nature and extent of a child's developmental needs.

Process

This exercise is fun and active, and one in which all participants can relate to on some level. It is a useful exercise either to break the ice, or to engage participants following lunch. The aim is to identify some messages that could be applied in their work with children and young people, and also challenge whether people listen and take account of what children and young people are saying.

Split participants into 5 groups. Put five questions on the wall on a different piece of flip chart paper. Each group has a different coloured pen. You need to manage this and start each group at one station. They have two minutes at that station to record what they think about the question, move round to the next station, usually clockwise, taking their pen with them. At the next station, someone else in the group takes the pen (power of the scribe) they tick what they agree with and add other comments (it is about building forwards, hence no disagreements). Although you start with two minutes at each station, the exercise gets faster as the groups move round, so you can reduce the time a bit. Each group returns to their original station, takes the poster back to their table and distils the points down to three bullet points/statements (whatever is suitable) to feedback to the larger group.

Continued ↘

Time

Total : 15 minutes

Small group 10 minutes

Group feedback 5 minutes

Communicating
with the child

G12₁

Process Continued ↘

Questions could include some of the following:

- How do I observe young children in different situations?
- How do I observe teenagers in different situations?
- How do I talk with and/or communicate with young children (including those with communication impairments)?
- How do I talk with and/or communicate with teenagers (including those with communication impairments)?
- How do I interact with young children?
- How do I interact with teenagers?
- How do I listen to young children?
- How do I listen to young teenagers?

Once the group comes together, ask participants to consider the following question:

When leading or contributing to an assessment of a child or young person's developmental needs, and helping to develop a plan, how can I best incorporate the views, wishes and feelings of the child or young person?