



**A NATIONAL VOICE
PARTICIPATION MENU
SUPPORTING YOUTH VOICE
AND**



**The independent review
of children's social care**

A NATIONAL VOICE PARTICIPATION MENU

A National Voice Ambassadors (16-25 year old care experienced young people) Have created this participation menu to support YOU (children in care and care leavers) to have your voice heard in the independent review of children's social care.

We have designed a number of short workshops and activities for you to share your thoughts and feelings with us so we can ensure the care review hears from as many young people as possible

We will be sharing everything collected directly to the care review but will also be creating our own report so you can see exactly what young people from all across England have had to say and what the key messages for government are from young people.

WHAT IS THE INDEPENDENT REVIEW OF CHILDREN'S SOCIAL CARE (IN THEIR WORDS)

- **The government want to understand how we can improve the experiences and outcomes of children, young people and families who access Children's Social Care and Josh MacAlister is leading the independent review.**
- **Josh and his team are working separate to government to understand what the challenges and positives are for children, young people and families who are supported by children's social care.**
- **The review team have been asked to look at the whole system, which means we are reviewing the support provided to families, the experiences of those in and leaving care, and the role of the different agencies who are responsible for supporting them.**
- **Once the review is completed we will develop a number recommendations which will be shared with the Prime Minister and other government departments on what the children's social care system should look and feel like in the future.**



**The independent review
of children's social care**

How it Works:

The workshops are designed for you to pick and choose the topics you want to discuss (or not). The starters and desserts are just suggestions as you may have your own favourite ice breakers and activities, but this pack should help you build a fun engaging session tailored to your group. It would be great if all groups can have a go at the 6 words activity and Change 3 things activity, but the rest is up to you.

Pick a starter (or 2), 6 words , then pick a few of the mains that take your fancy, round off your menu with your change 3 things and a tasty dessert to finish on a sweet note. There are some suggestions for how sessions can be adapted for online, but you know your groups best so feel free to adapt as necessary .

When you're done make sure you save all the pictures, note, quotes or recordings and email them over to us ANV@coramvoice.org.uk **by 16th August, along with the monitoring form so we can keep track of how many young people have participated. All feedback will be anonymised and not linked back to specific young people or local authorities.**

FAQ'S

I want to feed in directly outside of the session how can I do this?

We have a survey link you can submit what you would like to share directly to us. You can find it here -

www.smartsurvey.co.uk/s/carereview/

or you can email the review team directly here -
review.childrensocialcare@education.gov.uk

What happens to our response?

We will share all responses (anonymised) with the engagement team at the independent care review.

Our ambassadors will also be looking at all of the responses and creating a report that details the young people's response from across England and makes its own recommendations to the review. We will share this report with you as soon as it is ready.

How do I send in our work?

Please complete our monitoring form, which gives us some basic information about who has participated and then you can take photo's, scan in notes, share voice recordings or video or share online whiteboard/Jamboards with us. We want to make the process as easy as possible for you to contribute, so whatever format this is in we don't mind. A good phrase to remember is QUOTES NOT NOTES - quotes can be much more powerful when getting your point across!

Please send all your responses to us at ANV@Coramvoice.org.uk by 16th August 2021.

PARTICIPATION MENU

Starters:

Common Ground
Find your pair
Egg Drop
Lego Metaphors

Amuse Bouche:

6 words

Mains

Hot Topics

Design a Worker

Cliff Edges

What should care look like?

Home is Not a Placement

Journey of Care

Pre-Dessert:

Change 3 things

Desserts

One word at a time

News Reporter

Low Tech Social Networking

STARTER: COMMON GROUND

Equipment: 1 person in each group will need a pen and paper.

Time: 20 mins

Considerations: Utilise break out rooms to do this activity online.

Split the group to form groups of approx. 4 people, (use your judgement on group size, as long as there's 2 or more groups the activity will work).

The task is to create the longest list of thing you have in common, there are no rules about what common ground can be found, but all members of the group must have it in common for it to go on the list.

You can extend the activity by comparing lists across the groups and finding commonalities across the whole group.

STARTER: FIND YOUR PAIR

Equipment: Tape, Paper with pairs written on them

Time: 10-15 mins depending on group size

Considerations: Not suitable for online session

- 1: Prepare word pairs, like salt and pepper, milk and honey, sail and wind etc on separate pieces of paper.
- 2: Tape one to each person's back. People then have to walk around and ask closed questions (with a yes or no answer) to find out what their word is.
- 3: Once they find out, they have to find their pair & by continuing to ask questions (these can be open or closed) they have to learn 3 new things about the other person.

STARTER: EGG DROP

Equipment: Eggs, items to protect the egg (paper, paper clips, tape, erasers, and pens, literally anything

Time: 10-25 mins depending on group size

Considerations: In person activity

Work in teams to create protection around an egg

1: Split your group into teams

2: Teams are then tasked with using materials from around the space to protect an egg from breaking when dropped from about ten feet. Each team should have access to the same office materials like paper, paper clips, tape, erasers, and pens.

3: The teams will compete to see who can protect their egg from breaking all while using the least number of materials possible.

STARTER: LEGO METAPHORS

Equipment: Lego pieces (or similar building material)

Time: 10-15 mins depending on group size

Considerations: This could be an online activity by giving young people an assortment of shapes and asking them to draw a picture using these shapes.

1: Each participant gets a set of few LEGO bricks (identical sets to everyone – a few items, around 5-10 bricks per person will suffice).

2: Everyone builds something that relates to any topic (this doesn't need to be care related).

3: Afterwards, everyone gets 30 seconds to explain what their building means (e.g 'My Home', 'Interesting Experiment', 'The coolest computer ever') and how it relates to the topic

(Optional: the figures/buildings and the metaphors may be used later on to help discussions)

AMUSE BOUCHE: 6 WORDS

Equipment - 6 strips of paper per person & a pen

Time - 5-10 minutes

Considerations - could be run online using a jamboard, or Mentimeter word cloud, allowing people to submit their words anonymously.

for everyone to complete, you have 5 minutes to select 6 words that describe care for you, write them on strips of paper and put them in a box/hat/bag, they can be positives, negatives, descriptions, there are no rules.

The prompt "Care is..." may be helpful for some - you do not need to share them unless you want to (invite people to share but no pressure).

MAIN: HOT TOPICS

Equipment Needed: Conversation starters printed out (appendix 1), Balloons, a large space

Time: 10 mins per topic (you can use this a quick activity to break up other sessions or as a longer standalone activity)

Considerations: For online session or a less mobile group this could be done with the topics being pulled out of a hat/bag. For online sessions a Mentimeter could be created allowing young people to submit their thoughts anonymously.

Prepare for this activity by printing (or writing out) the conversation starters (appendix. 1), if you are planning an in person active session then you can insert these inside balloons and have a game of balloon tennis, popping a balloon and sharing the question when it touches the floor, alternatively use a hat or bag to pull the topics out and ask the group to share their responses.

We suggest limiting the topic discussions to 10 minutes each (but obviously sometimes a question may spark more of a debate). Please capture young peoples comments and thoughts in an appropriate way, post-its, flipchart or even voice notes. A good phrase to remember to think is "QUOTES NOT NOTES"

MAIN: DESIGN A WORKER

Equipment Needed: Paper, pens.

Time: 20-30 mins

Considerations: For online session this could be completed as a group task using a virtual whiteboard, for an older group you could consider asking them to write a job description for a member of staff. You can alter the worker to suit the group or pick to do a few if you want to.

What skills, qualities and traits should the best worker have? You can get as creative as you like and show us in picture form or words (eg. should they have big ears to show they are good listeners? do they need a watch so that they are always on time etc.) what your ideal worker looks like.

The group can choose what kind of worker they want to depict and don't need to be tied down by their current experiences of different roles. You may want to look at: Social Worker, Leaving Care Personal Advisor, Independent Reviewing Officer, Foster Carer, Residential Worker.(or any others - please just make sure we can tell which worker is being referred to is sharing pictures).

Prompt questions that may be useful - How often would you like to see them? How should they stay in touch?

Please capture young peoples comments and thoughts in an appropriate way, post-its, flipchart or even voice notes. A good phrase to remember to think is "QUOTES NOT NOTES".

MAIN: CLIFF EDGES

Equipment Needed: Paper, pens, post-its

Time: 20-30 mins

Considerations: For online sessions this could be completed as a group task using a virtual whiteboard , or using a a jamboard (or similar) to share post-its

Many points in the care system can be described as "Cliff Edges", when there are significant changes to either support, workers or entitlements, these can often been linked to milestone birthdays.

If you could redesign the care system to remove these "cliff edges" and make the transition smoother what would it look like?

Are there any other cliff edges or transitions that can be really difficult? (perhaps school changes or moving homes?) How could these be improved?

Please capture young peoples comments and thoughts in an appropriate way, post-its, flipchart or even voice notes. A good phrase to remember to think is "QUOTES NOT NOTES".

MAIN: WHAT SHOULD CARE LOOK LIKE?

Equipment Needed: Paper, pens, post-its

Time: 20-30 mins

Considerations: For online sessions this could be completed as a group task using a virtual whiteboard , or using a a jamboard (or similar) to share post-its

What should care look like to you?

Imagine you are a detective and you need to look for the clues that somebody cares about you, this could be a social worker, a carer, a teacher? (remember to tell us who you are talking about). What clues might you find that show you that they care about you?

Some sentence starters that might help -

I know my Social Worker cares when they...

Care is when ...

Please capture young peoples comments and thoughts in an appropriate way, post-its, flipchart or even voice notes. A good phrase to remember to think is "QUOTES NOT NOTES".

MAIN: HOME IS NOT A PLACEMENT

Equipment Needed: Paper, pens, worksheets (appendix 2)

Time: 20-30 mins

Considerations: For online sessions this could be completed as a group task using a virtual whiteboard, or using a jamboard (or similar) to share post-its, or young people could complete the worksheet and submit individually

Many things going into making a home and these can be very individual for each of us.

Use the worksheet to think about what home means to you and what needs to be (or not be!) in a home to make it more than a placement.

A National Voice are running their national campaign this year on this topic and there's lots of ways you can get involved and take this campaign further, come and find the campaign on our social media channels @coramvoice

MAIN: JOURNEY OF CARE

Equipment Needed: Paper, pens,

Time: 20-30 mins

Considerations: For online sessions this could be completed as a group task using a virtual whiteboard , or using a a jamboard (or similar) to share post-its, This may be a more personal activity that young people wish to complete independently.

Everybody's journey into, through, and out of care is personal but I'm sure there's some tricky spots that are common to lots of us.

Draw us a map of your journey so far and think about what the highs and lows have been. Is there anything that could have been done differently at different times on your journey that would have made things better?

This can be a very visual map or telling of your care journey with words or pictures We want to share with the care review what things need to change to make everyone's care journey better in the future.

PRE DESSERT: CHANGE 3 THINGS

Equipment - 3 strips of paper per person & a pen

Time - 5-10 minutes

Considerations - For online sessions this could be completed as a group task using a virtual whiteboard , or using a a jamboard (or similar) to share post-its, This may be a more personal activity that young people wish to complete independently.

for everyone to complete, Thinking about all the discussions you've had if you had to prioritise 3 things to change about the care system what would they be? If you have any amazing ideas for changes that this is your chance to share them, or you might just want to shout about the things you want to change, even if you're not sure what that change looks like, Please capture young peoples comments and thoughts in an appropriate way, post-its, flipchart or even voice notes. A good phrase to remember to think is "QUOTES NOT NOTES".

DESSERT: ONE WORD AT A TIME

Equipment: Nothing needed

Time: 10-15 mins depending on group size

Considerations: This can easily be used online or in person

Create a surprise sentence by saying one word at a time.

- 1: Give a general topic. The first person in the group says one word to a topic.
- 2: The next person continues with another word. Eventually, the group creates a whole sentence by each member contributing only one word at a time.
3. Bring some more focus to the activity by constructing a sentence on word at a time to summarise

DESSERT: NEWS REPORTER

Equipment Needed: Paper/pens are optional

Time: 15 mins

Considerations: For online sessions this could be completed as a group task using a virtual whiteboard , or using a a jamboard (or similar) to share post-its, This may be a more personal activity that young people wish to complete independently.

Summarise the days session with a headline and 1 minute news bulletin.

Think about what the key messages have been and come up with your own headline and upto 60 seconds of "news" from the day.

Have each person share their news bulletin and reflect on what messages have resonated around the group.

Does anything surprise anyone? Could the group agree on the top "headlines" and create one news bulletin together?

DESSERT: LOW TECH SOCIAL NETWORKING

Equipment: Paper, Pens and Large paper for wall

Time: 10-25 mins depending on group size

Considerations: Could be an online task using a Miro Board (free to set up and use) or a virtual whiteboard within Teams or Zoom

To set up the game, all participants will need a 5×8 index card and access to markers or something similar to draw their avatar. They will also need a substantial wall covered in large paper to create the actual network.

1: Give the participants clear instruction for what this ice breaker is a:

“As a group, we are going to build the social network that is in the room right now. We’re going to use this wall to do it. But first, we need to create the most fundamental elements of the network: who you are. Start by taking your card and drawing your avatar (profile picture) that you’ll be uploading to the network. Save room on the bottom of the card for your name.”

2. Create the avatars. After a short period of time (and probably some laughter and apologies for drawing ability), the participants should have their avatars and names created. At this point, you may add a variation, which is to ask the group to also write two words on the card that “tag” who they are or what they’re interested in at the event.

3. Make the connections. Next, direct the participants to stand up and bring their cards and a marker to the paper wall, then “upload” themselves by sticking their card to the wall.

4. The next task is simple: find the people you know and draw lines to make the connections. Label the lines if you can: “friends with” or “went to school with” or “went mountain climbing with.” This continues for a time and is likely to result in previously undiscovered links and new friends.

Do you know what staying put is? Has someone explained this to you?

Do you think you will stay put? Why? Or why not?

Staying Put

What are some things that worry you about staying put?

What are some things that stop people from staying put?

“When I think of staying put, I think of...”

Do you understand what advocacy is and how to access it?

Who explained to you what advocacy is? Who should be responsible for explaining advocacy?

How can/has an advocate helped you?

Advocacy

What would make advocacy better?

“Good advocacy looks like...”

Do you feel confident about the future? Why or why not?

Do you feel supported to follow your goals the same as your friends who are not in care?

Education, Employment and Aspirations

What are some of your worries about the future?

How could school help you more?

How could you be more supported to follow your goals?

“I don’t like when people say...”

“I don’t understand what ... means”

“I’m tired of hearing...”

Language

“I wish people would say THIS instead of THAT”

“When people say ... It makes me feel...”

Do you understand how to make a complaint?

Do you feel confident in making a complaint if you need to?

What are some bad/difficult things about the complaints process? How could it be made better?

Complaints

How could the complaints process be made easier?

Who would you go to if you wanted to make a complaint?

“I really like it when my IRO...”

Do you understand your IRO’s role and why they’re there?

Do you think your IRO helps you?

IROs

(Independent Reviewing Officers)

Do you trust your IRO? Why? Or why not?

If you could keep on having an IRO after 18, would you?

What do you think are good things for an IRO to do?

What would make your IRO better?

HOME IS NOT A PLACEMENT



A HOME IS

NOT THIS