

Child Friendly CARDIFF



CAERDYDD Sy'n Dda i Blant

03 ACCESS TO PARTICIPATION

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INTRODUCTION

2.1 THE RIGHTS BASED AGENDA & PARTICIPATION

INTRODUCTION

It is important to have a working knowledge of the UNCRC when working with children and young people. The main article referred to in the context of participation is Article 12 which states:

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

EXAMPLE

When making changes to the opening and closing times of a youth centre, (because of low numbers) the young people were consulted, giving their preference. The centre was then tailored to suit the young people's needs and numbers increased accordingly. (Cardiff Youth Centre)



INTRODUCTION (CONTINUED)

2.2 ACCESS TO PARTICIPATION

INTRODUCTION

Access to Participation is the first in a number of resources that have been brought together to provide professionals and practitioners with ways to actively involve families in participatory practices. Ideally it is the gateway and once completed it can then lead on to Commissioner, Inspector and Interviewer training.

Access to Participation is the first stage where children, young people and their families get together to explore their views, beliefs and understand more about representing the views of others. Individuals work as a team to develop confidence and skills to help them to develop personally and socially. The programme will help participants to organise a social enterprise project which makes a real difference to the local area.

Individuals who take part in this will gain the confidence and tools to meaningfully participate. They will learn to understand more about other people's perceptions and opinions, so that they are able to develop campaigns and action projects as well as acquiring the skills needed to take on roles to improve services for children, young people and their families.

TRAINING CONTENT

Part of the course will involve participants planning, organising and running a social action project. The social action project will differ depending on theme, time, and resources; however it must make a difference to the local community. The individuals who take part in this programme will be required to reflect on their participation and will need to create a case study outlining their time and experiences. This case study can be videoed or written.



ACTIVITY 1

GROUND RULES

NEED

To further train and gain an understanding of the participatory process.

AIM

The aim of this activity is to get service users to manage their own group so that they can respect what it is they are doing and have ownership over it.

OBJECTIVES

- Training in participation
- Up skill service users in the local Participation Agenda;
- Enable service users to get to know one another & share a common experience;

METHOD

Run a series of informal educative, fun & interactive workshops.

DESCRIPTION OF ACTIVITY

'Ground rules' should take approximately 10 minutes. Ground rules, team contract or agreement is a set of 'rules' that the team of service users and staff agree to whilst working together. Workers should ask service users to come up with their own ideas as to what to include in the rules, the worker should also come up with their own rules too (E.G No Drugs & Alcohol). The worker should let service users know what the consequences of breaking the agreement are, these consequences and the rules should be recorded on flip chart, paper or by film and everyone including the workers should sign the agreement.

Time	Activity	Anticipated Outcomes	Resources
	Ground Rules	Service users able to manage their own group so that they can respect what it is they are doing and have ownership over it.	Flip chart/paper & pens or filming device

ACTIVITY 2

SIGNING IN

DESCRIPTION OF ACTIVITY

Signing in should take approximately 20 minutes with a group of 15. A piece of flip chart should be stuck up on a wall. Workers should ask each service user and member of staff to come and write their name (Sign in) on the piece of flip chart in a colour of their choice, whilst signing

in this group member must tell the rest of the group an interesting fact about their name. For example; my name is Clarise Moomoo Burrowes which my sister chose for me when I was born.

Time	Activity	Anticipated Outcomes	Resources
	Signing In	The group will get to know each other a bit better. They will find out one interesting fact about each other before the session starts. This is an ice breaking activity that can be used to bond a new group.	Flip chart & coloured pens

DESCRIPTION OF ACTIVITY

Discussing what a right is can take as long as the service users want and need, but this activity can be carried out in 20 minutes with most groups.

Workers should stick together 2/3 pieces of flip chart paper and ask for two volunteers, one to lie down on the flip chart and one to draw around the outline of their body. Once the outline of a person is drawn workers should start to discuss what the service users feel are human rights and write these around the outline of the person.

Once service users have come up with ideas of rights they should start to think about which of them are the BASIC human rights. At the end of this activity each service users should understand what the basic human rights are

Time	Activity	Anticipated Outcomes	Resources
	What is right?	For service users to understand what basic human rights are, and why it is we have them. It is important that service users understand these basic rights to enable them to deal with the more complex issues discussed during the other sections of the participation training.	Flip chart, tapes, pens & basic human rights – See next page

HUMAN RIGHTS

- Men and women, black or white or any other colour, are ALL equal
- Freedom of speech
- The right to medical care (but not necessarily free or low-cost)
- The right to refuse medical treatment (even this can be restricted if you are underage)
- The right to have a safe working environment
- Freedom of the press
- The right to privacy (with restrictions)
- Freedom of religion
- The right to own property
- The right to bear arms
- Rights concerning children (child abuse, child porn, and work conditions)
- Freedom of opinion and expression
- The right to receive an education
- Freedom of movement/travel
- The right to adequate housing
- Freedom from cruel and unusual punishment
- The right to an attorney
- The right to a fair trial by jury
- Disabled citizens and the elderly have the right to work
- Equal pay for men and women
- The right to start our own business
- The right of sexual orientation/preference (but not necessarily the right to marry)
- The right to have an abortion (with limits of course)
- Innocent until proven guilty
- The right to have a minimum wage
- The right to adequate housing

ARTICLES OF RIGHTS

DESCRIPTION OF ACTIVITY

Card games of the service users' choice can be played with articles of rights cards (for information on how to buy these cards please see resources). Service users should try and remember the articles of rights; each service user should try to remember one article each and article 12. Workers can test them on these during the day.

Time	Activity	Anticipated Outcomes	Resources
	Articles of Rights	Service users will understand what the articles of rights are and will be able to explain the meaning of article 12, if not the repeat whole article it's self.	Articles of rights playing cards can be purchased from www.article12.org , these are a very good tool to helping young people understand the articles of rights. If a worker is not permitted to purchase these cards they may wish to make their own or carry out an activity of their choice to teach young people the articles of rights. In particular Article 12

TERRA-FORMING

DESCRIPTION OF ACTIVITY

Terra-forming should take between 30-40 minutes. Workers should split the group into groups of 2 or 3. Service users should be given a piece of flip chart and some pens and be asked to make their own country. They will pitch the idea of their country to the workers and the workers will get to choose which country they would rather live in.

The small groups will need to create the following: A name of their country, a country flag, a national anthem of their country, four laws of the land and two immigration rules. For example the young people may decide that one of the laws of their land is that the government will give the people of the land the right to vote on the decision to go to war. The young people may decide that one of their immigration rules will be that only people with skills that can be used with in their country will be allowed to come to their country.

Workers should give service users a specific amount of time to complete this in (20 minutes is suggested). The groups should each feedback about what they have decided for their countries and workers can choose the country they would like to live in. This activity can be run in a really fun way but debate should also be encouraged.

Time	Activity	Anticipated Outcomes	Resources
	Terra-forming	Service users to be able to work together in a team and to take part in something that makes them think about the laws of our own country and how hard it is to put these together.	Flip chart & pens

ACTIVITY 6

BRICK WALL

DESCRIPTION OF ACTIVITY

Brick Wall can take as long as a worker chooses to make it. The minimum amount of time suggested to spend on this activity is 30 minutes. Before this session takes place workers will need cut card or paper into 'brick' shapes and print or create a large picture of a service user.

Each service user should be given a few 'bricks' each, the service users should discuss the reasons why service users are stopped or blocked from having their rights upheld

(IE Who or what is stopping them?), these reasons should be written on a brick.

These bricks should be laid over the picture of the service user. Once these reasons have been discussed service users can select a brick and see if they can be removed by writing a solution on the back. These bricks can be placed to make steps rather than a wall to create something that is visually pleasing.

Time	Activity	Anticipated Outcomes	Resources
	Brick Wall	Service users able to discuss barriers to service users participating today and come up with solutions to these barriers.	Flip chart, handmade 'bricks' cut out of card or paper, picture of a service user & pens.

POWER WALK

DESCRIPTION OF ACTIVITY

Power Walk takes approximately 20 minutes to run. Workers should give each service user a character slip. Service users should read these privately.

When all the statements have been read, the service users can reveal their characters and discuss why some characters have progressed further than others.

Workers should ask the service users to stand side by side at one end of a room. Workers should then read out a series of 'power walk statements' if a service user feels they, as their character can answer 'yes' to the statement they must take a step forward.

Time	Activity	Anticipated Outcomes	Resources
	Power Walk	Service users will be able to think about how people can feel and be treated differently and identify with them.	Character slips & Power Walk Statements

CHARACTERS

A Black policemen aged 30	A single mum aged 17 with a two year old daughter	A seven year old school pupil who speaks a minority language	A 87 year old male serving a life sentence
A girl aged 12 with a mental illness	A boy in a secure unit (prison) aged 15	University student aged 21	A homeless young person living on the street aged 16
A recently released ex-offender aged 44	A boy on the school council aged 15	A girl aged five	A young offender in a bail hostel aged 18
A Muslim girl aged 14	A male asylum seeker aged 11 from the Congo with limited English language skills	An elderly man aged 87	A Drug Addict aged 17
A Pakistani girl aged 19	A head teacher aged 34	A Black single dad aged 25	A County Councillor aged 60
A blind person aged 20	A 14 year old boy who speaks a minority language	A deaf female aged 46	A wheelchair user aged 7
A white tattoo artist aged 27	A war veteran who has lost both legs aged 20		

STATEMENTS

- I can vote.
- I can buy new clothes easily.
- I can easily access the internet.
- I can get benefits.
- I can get my voice heard.
- I can go to or have been to university or further education.
- I can influence decisions made by my local council.
- I can watch TV, go to the cinema and spend time with my friends.
- I get to see my parents.
- I expect or have been to secondary school.
- I will be consulted on issues affecting children and young people.
- I am in danger of been abused.
- I can access sexual health advice in my own language.
- It is easy for me to get a job.
- People can easily understand what I say and my thoughts and feelings.
- I find it easy to complain about services I receive.
- I can choose where I would like to live.
- I can pay for my own health care and treatment if necessary.
- I can practice my religion openly.
- The media portrays people like me in a positive light.
- I know how to get legal help if I get into trouble.



COTTON WOOL BUD DEBATE

DESCRIPTION OF ACTIVITY

This exercise can go on for as long as a worker chooses. If a worker only chooses to run two debates the exercise should only take 30-45 minutes.

Workers should divide the group into two and place them on opposite sides of the room, one side of the room will be 'FOR' and the other 'AGANIST'. The service users should be given two cotton wool buds each. Workers should choose a debate topic that will interest the service users, for example should

life in prison mean life, the service users must debate on the topic depending whether they are on the 'FOR' or 'AGANIST' side of the room. Each time a service users speaks it will cost them one of their cotton wool buds. The debate will not finish until all the cotton wool buds have been collected.

When the debate is finished workers should discuss with the group how they felt, did they have more to say but didn't have enough cotton wool buds for example? When the group has discussed their feelings on this debate workers should start a new

debate with a different topic, this time workers should give out the cotton wool buds unequally by giving some service users none, some only one and others 5 or 6. The activity should be run as before and then discussed with the service users. For example how did some people feel about having no voice at all? How did others feel about acting as an advocate for those who had no voice?

Time	Activity	Anticipated Outcomes	Resources
	Cotton Wool Bud Debate	Service users will gain debating skills and be able to fight for an opinion that is not necessarily their own becoming good advocates. It will show service users that some people within society do not get as much of a say as others and it is up to certain members of society to stand up and be the voice.	Cotton wool buds & debate topics

PERSONAL DEVELOPMENT PLAN

(CASE STUDY/VIDEO DIARY)

DESCRIPTION OF ACTIVITY

A Case Study should be carried out with/ by each service user at regular intervals during their training, this can be a video case study or written. See example of a written case study in the resources section.

Time	Activity	Anticipated Outcomes	Resources
	Personal development plan (Case study/video diary)	Service users will be able to express the strengths and weaknesses that they have discovered about themselves.	See example of a written case study below.

PERSONAL DEVELOPMENT PLAN

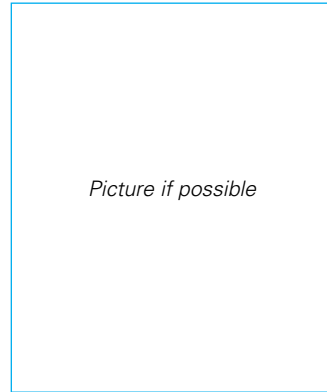
(CASE STUDY/VIDEO DIARY)

HUMAN RIGHTS

Name:

Age:

Group:



Picture if possible

Describe the Activity:

What have you learnt?

What went well?

How did the passport training help?

What could have been done better?

Please include a quote!



ACTIVITY 10

ZIP, ZAP, BOING

DESCRIPTION OF ACTIVITY

Zip, Zap, Boing is an energizer; each round should take less than five minutes but it is suggested that at least two to three rounds are played.

The group should stand in a circle; the worker will choose someone to start the game. The service user starting the game must point to the person on their right and say 'ZIP' this will continue around the circle. If someone wants to cut across the circle they can point at anyone in the circle (apart from the person to the right or left) and

say 'ZAP' the person who has been 'ZAPPED' can then only 'ZIP' the person to their right.

As this continues around the circle someone can chose to change the direction of the 'ZIP' by saying 'BOING' and putting their hands up in the air at the person who has 'ZIPED' to them, as if to re-bound the 'ZIP'. This person will then have to 'ZIP' back to their left unless they choose to 'ZAP' across the circle. Service users must know that they cannot 'BOING' a 'ZAP'. Service users will be 'out' of the game if they use the

wrong hand movement or word, if they 'BOING' a 'ZAP' or if they leave too much of a pause. The two people left at the end are the winners.

Time	Activity	Anticipated Outcomes	Resources
	Zip, Zap, Boing	Service users will be energised ready for the next part of training.	

DESCRIPTION OF ACTIVITY

Workers should put service users into groups of 4-6, worker should then shout out images for them to organise themselves in, in silence; for example 'At a party'. After a few examples from the worker the groups should be given five minutes to put together three still images where someone is being oppressed. The group can then show these individually or all the groups can perform them to the workers at the same time.

Time	Activity	Anticipated Outcomes	Resources
	Photo Images	<p>Service users should be able to start to convey emotions or situations in a dramatic way so that they find it easier to work on the role play in the forum theatre.</p> <p>Service users will be able to understand how to work with others to display oppression.</p>	

DESCRIPTION OF ACTIVITY

Forum theatre is an extra tool; this does not need to be run but it is very beneficial to understanding access to participation. The choice to run this exercise will depend on the dynamic of the group and the experience of the workers.

To run this activity, workers should ask service users to break into groups of 4-6. Each group must put together and act out a small scene or scenes of no longer than five minutes; these

scenes should be based on the subject of oppression. Each group must put together a scene or scenes of one person being oppressed and one person being the oppressor.

Groups should show their scenes to the rest of the group who will act as an audience, once the group has finished their performance the audience should make suggestions as to how the scenario could be changed to stop the one person in the scene from being oppressed.

The audience member can choose to act out a new character for themselves or take on the role of one of the other characters from the scene. Actors should start from the beginning with the audience member acting alongside them to try and change the situation. All original members of cast must try to stop the audience member from changing the situation. Workers should continue to take suggestions from the audience until the scenario outcome has changed for the better.

Time	Activity	Anticipated Outcomes	Resources
	Forum Theatre	The purpose of this activity is to teach service users about oppression and how this can be tackled. It also allows service users to think about how situations can be changed so that there is a positive outcome for all.	

WHAT IS 'PARTICIPATION'?

DESCRIPTION OF ACTIVITY

Workers could use the word to create a mind map of all the ideas the young people have on what participation is. Then use the dictionary definition to see if this creates more discussion around this subject.

Workers should try and ask the following questions during the discussion – Does participation mean different things for adults and young people? What does participation mean to you personally? Do you think that participation is important to young people in your area? What about participation for people who cannot speak for themselves (e.g. people with profound disabilities)?

DICTIONARY DEFINITION OF PARTICIPATE

v. *participated, participating, participates*

1. *To take part in something:
participated in the festivities.*
2. *To share in something: If only
I could participate in your good fortune.
To partake of.*

Time	Activity	Anticipated Outcomes	Resources
	What is 'Participation'?	Young people will understand fully what participation is and be able to explore how they feel about it.	Flip chart, paper, pens & dictionary definition – See above

INCLUDED/EXCLUDED

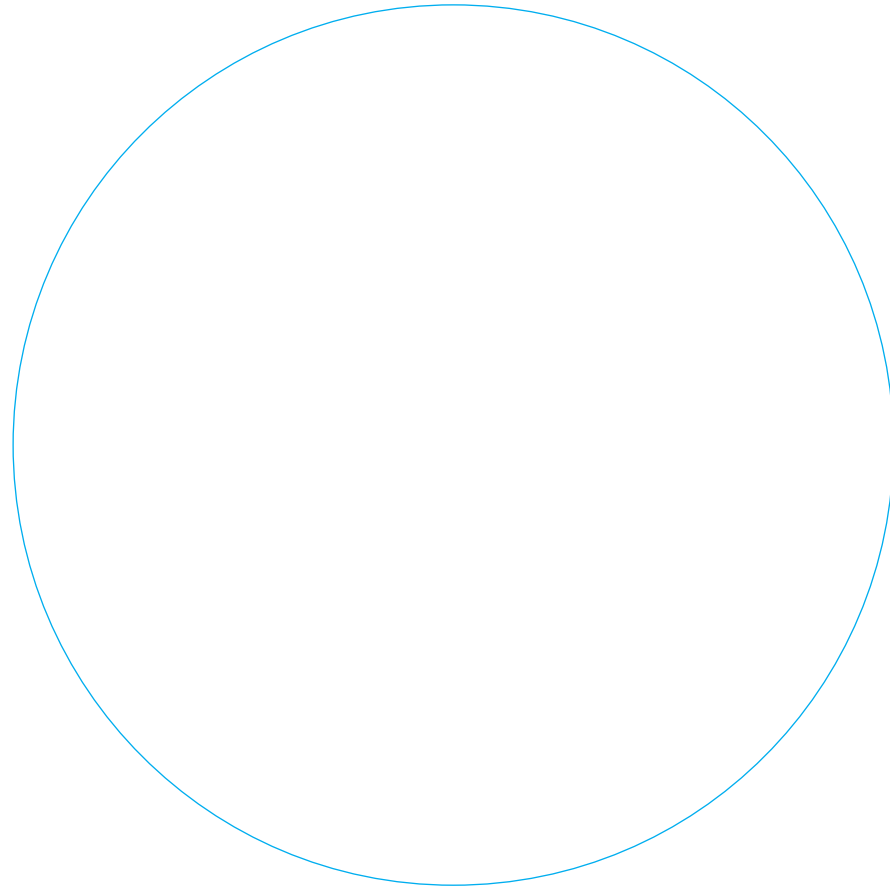
DESCRIPTION OF ACTIVITY

Workers should give each service user an Included/ Excluded circle image sheet. The service users will give examples of feelings they felt when they have been included, in the inner circle; and will give examples of when they have felt excluded in the external circle. If members of the group feel comfortable to, ask them to share examples with the rest of the group.

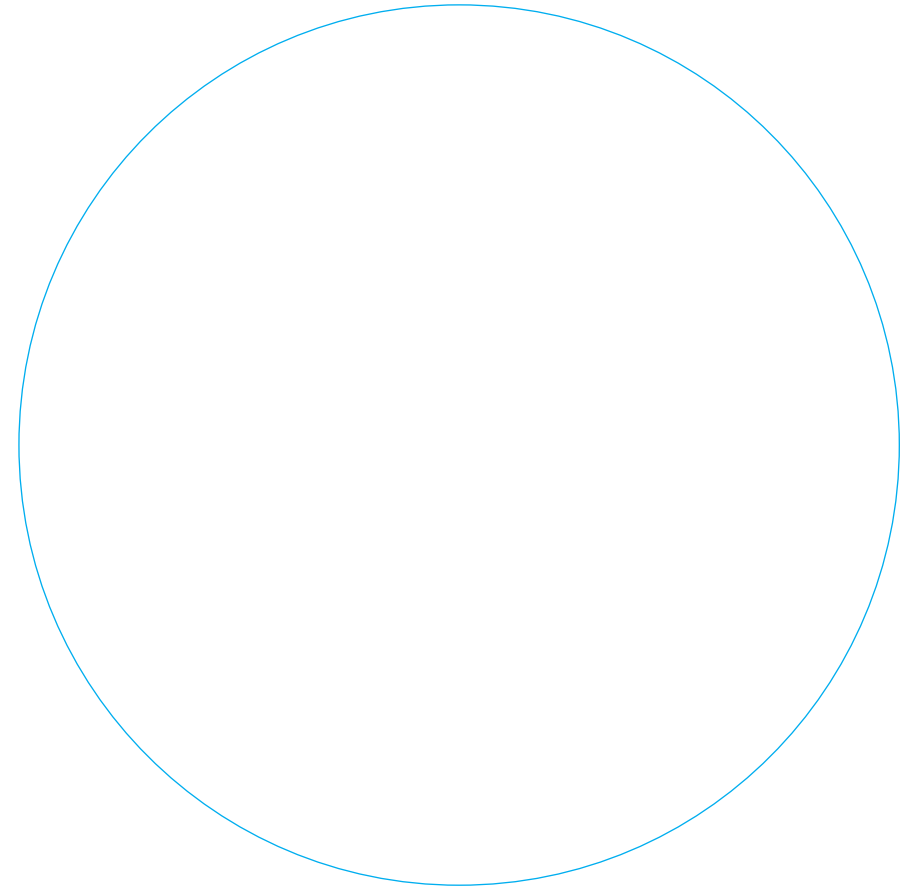
Time	Activity	Anticipated Outcomes	Resources
	Included/Excluded	Service users will be able to think about how others can feel included or excluded. They will understand different peoples' views on inclusion and exclusion in order to better prevent them from excluding others in the future.	Included/Excluded circle image sheet – See resources section & pens

INCLUDED/EXCLUDED (CONTINUED)

INCLUDED



EXCLUDED



BALLOON PLANNING

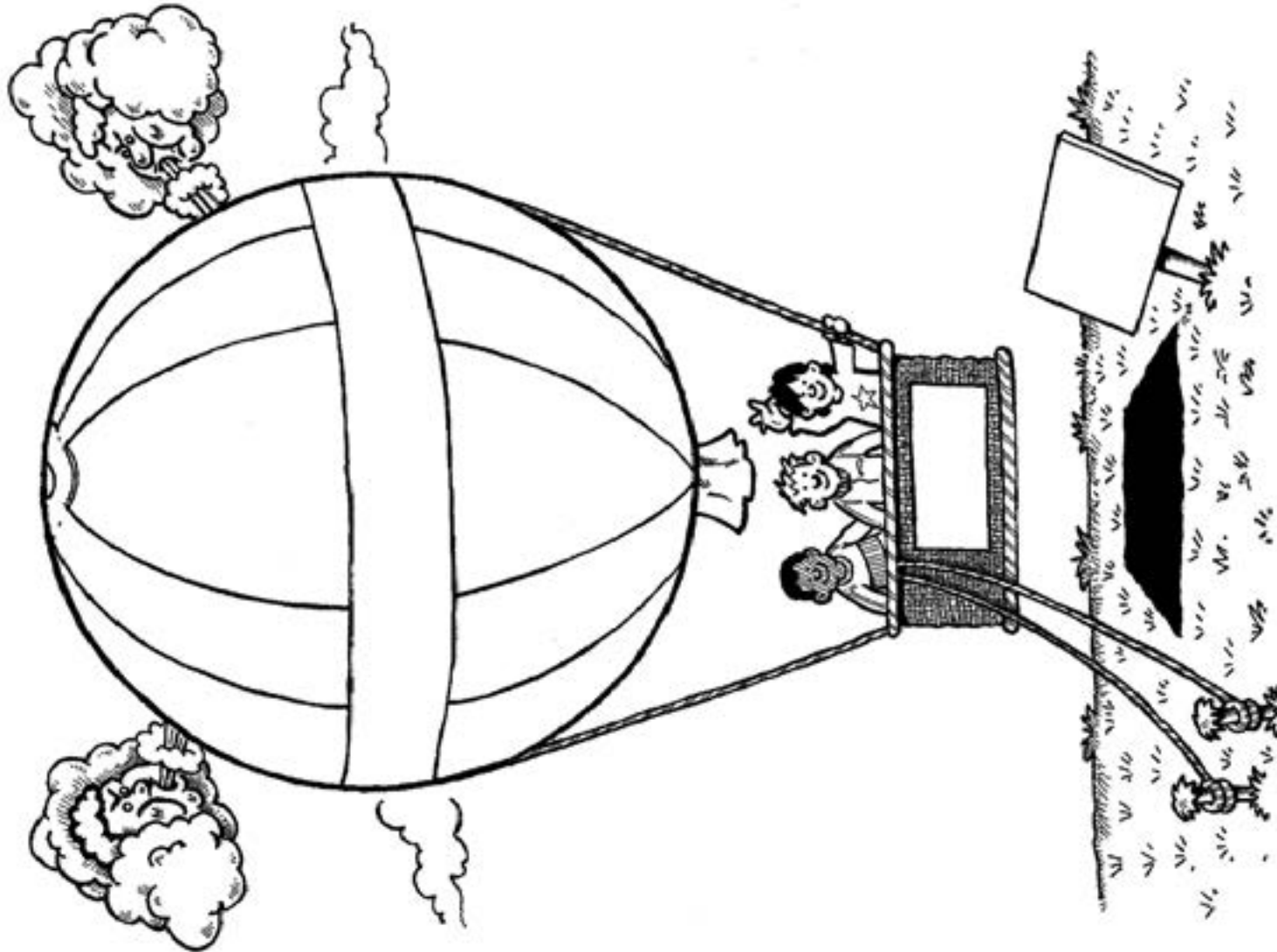
DESCRIPTION OF ACTIVITY

Workers should use this tool when planning a project with service users. The service users should write on the hot air balloon image. On the ropes the service users should write about what is or might 'hold them back'.

In the basket service users should write who they need to help their project to be a success. In the balloon service users should write what they will need to help their project 'take off'. In the clouds the service users should write what might 'blow them off course'.

Time	Activity	Anticipated Outcomes	Resources
	Balloon Planning	Service users will be able to plan a social action event. It will provide them with the understanding of what is required in order to get a project off the ground.	Balloon image – See resources section & pens

BALLOON PLANNING (CONTINUED)



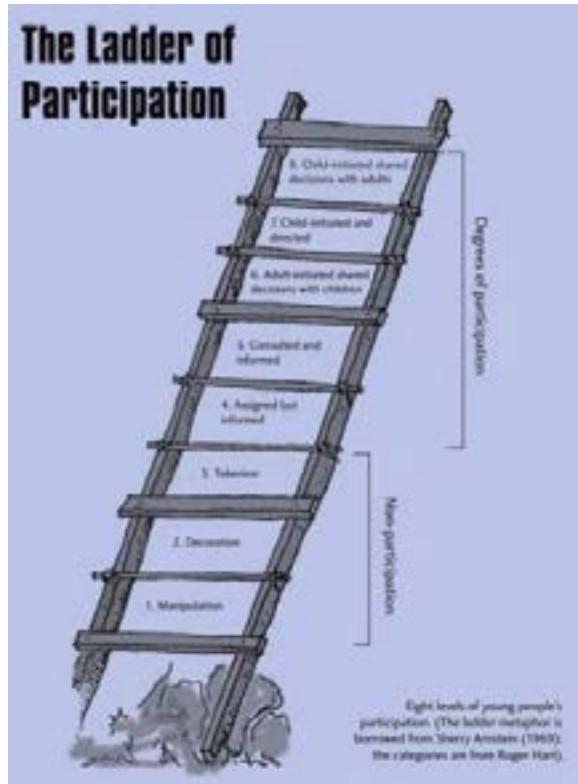
LADDER OF PARTICIPATION

DESCRIPTION OF ACTIVITY

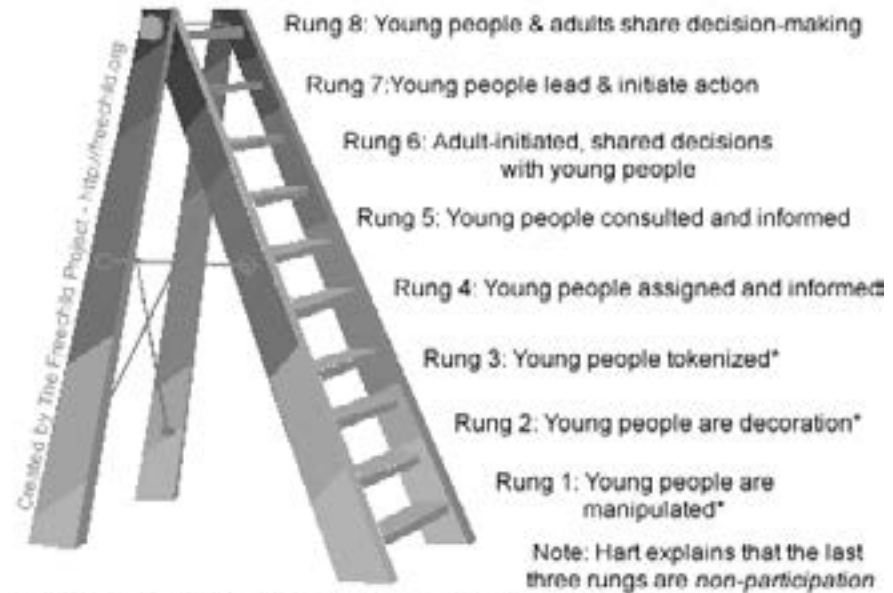
Workers should show service users the image of the ladder of participation and explain to them the meaning of this. To help the service users understand this workers should arrange for the service users to design their own ladder of participation, this can be done using flip charts or large sheets of paper.

Time	Activity	Anticipated Outcomes	Resources
	Ladder of Participation	The service users will gain an understanding of what the participation ladder is and where they should aim to be within the ladder. They will be able to identify the different stages within the participation ladder.	Ladder of Participation – See resources section

LADDER OF PARTICIPATION (CONTINUED)



Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

ACTIVITY 17

LIFE MAPS

DESCRIPTION OF ACTIVITY

Workers should ask service users to create a map of their life, this map should include important 'milestones' that have happened in their lives and three things that they would like to happen in the future. Service users should be given at least 20-30 minutes to do this and should be given artistic licence to set out their map in a way that they choose.

At the end of this exercise service users should be asked if they are happy to share their life maps with others as part of the group. This activity should only be run with a group of service users who are comfortable with one another.

Time	Activity	Anticipated Outcomes	Resources
	Life Maps	Service users will be able to reflect on things that have happened during their life and where they would like to take their life in the future.	Paper, coloured pens & pencils



BODY LANGUAGE GAME

DESCRIPTION OF ACTIVITY

It is sensible to film this exercise as evidence. Service users should be split into groups of 3-6 and asked to put together three still images where body language is being used to portray an emotion or scenario. These still images should be shown to the rest of the group for them to guess the emotion or scenario they are portraying.

Time	Activity	Anticipated Outcomes	Resources
	Body Language Game	Service users will know how body language portrays our emotions and how people judge us.	Camera & props

WHAT IS 'ADVOCATE'?

DESCRIPTION OF ACTIVITY

Workers should discuss with service users what an advocate is and when service users feel they have been an advocate or have been advocated for (if service users cannot think of a time they have been an advocate workers can bring them back to 'Cotton Wool Debate' and remind them that some of them might have been fighting 'for' when their personal opinion was 'against' or visa versa).

The service users should, if they are happy to, discuss how they felt when they were being advocated for or were acting as an advocate and why this is important.

DICTIONARY DEFINITION OF ADVOCATE

tr.v. advocated, advocating, advocates

To speak, plead, or argue in favour of.

See Synonyms at support.

n.

1. One that argues for a cause; a supporter or defender: an advocate of civil rights.

2. One that pleads in another's behalf; an intercessor: advocates for abused children and spouses.

3. A lawyer.

Time	Activity	Anticipated Outcomes	Resources
	What is 'Advocate'?	Service users will know what an advocate is and will be able to start advocating on behalf of others.	Dictionary definition of Advocate – See resources section

REFLECTION ON PROJECT

DESCRIPTION OF ACTIVITY

When service users have finished their project, workers may want to set up a video diary with the service users to ask them how they feel the project went. It is not essential that workers do this as this is an addition to the Case Study that service users need to provide, but it is always useful to get service users to reflect.

Time	Activity	Anticipated Outcomes	Resources
	Reflection on Project	Service users will reflect on the work they have done and feel proud of their achievements.	Video camera

MAKE A NEWSPAPER ARTICLE

DESCRIPTION OF ACTIVITY

As a group service users should put together a newspaper article on how their community project. They should provide information on how the activity went and what they did. Workers will need to collate these articles and publicise them as they see fit. Give them some examples of articles from the local paper to get them thinking about what they need to include.

Time	Activity	Anticipated Outcomes	Resources
	Make a Newspaper Article	The service users will be able to show the rest of the community what they have been doing. It will create a positive image of young people and encourage others to follow in their footsteps.	Video camera

WHAT IS 'STEREOTYPING'?

DESCRIPTION OF ACTIVITY

Workers should ask young people to think of different stereotypes that are used by others to describe them. Workers should encourage service users to discuss how this might make the people being 'stereotyped' feel and what could be done to stop this. For example service users may say that they get stereotyped as shop lifters.

DICTIONARY DEFINITION OF STEREOTYPING

1. *a process, now often replaced by more advanced methods, for making metal printing plates by taking a mold of composed type or the like in papier-mâché or other material and then taking from this mold a cast in type metal.*

2. *a plate made by this process.*

3. *a set form; convention.*

4. *Sociology . a simplified and standardized conception or image invested with special meaning and held in common by members of a group: The cowboy and Indian are American stereotypes.*

Time	Activity	Anticipated Outcomes	Resources
	What is 'Stereotyping'?	Service users will know the impact of stereotyping within society and their community and be able to discuss the improvement of service users image.	Definition of stereotyping – See resources section

CHAPTER 3

MOTIVATION

INTRINSIC/EXTRINSIC MOTIVATION AND HIERARCHY OF NEEDS

MOTIVATION

Something that energises, directs, and sustains behaviour

INTRINSIC MOTIVATION

Internal desires to perform a particular task, people do:

- Certain activities because it gives them pleasure and develops a particular skill.
- It's morally the right thing to do.

EXTRINSIC MOTIVATION

Factors external to the individual and unrelated to the

- Task they are performing. Examples include money, good grades, and other rewards.

Intrinsically motivated students are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it. On the other hand, extrinsically motivated students may have to be bribed to perform the same tasks.

HOW CAN WE MOTIVATE PEOPLE INTRINSICALLY?

A theorist by the name of Abraham Maslow, has concluded that before we can be intrinsically motivated we must first satisfy some more basic human needs. According to Maslow there are five basic levels of human needs.

1. Biological & Physiological needs. We are motivated to satisfy needs that ensure our physical survival. Needs in this group include food, water, air, shelter, clothing and sex. Most people have satisfied their physiological needs allowing them to concentrate on higher level needs. For some though, physiological needs are dominant and are the biggest needs in their lives.
2. Safety needs. Once physiological needs are met one can concentrate on bringing safety and security to our lives. Safety and security needs include, order, stability, routine, familiarity, control over one's life and environment, certainty and health.
3. Social needs or love and belonging needs. These needs include love, affection, belonging and acceptance. People look for these needs in relationships with other people and are motivated for these needs by the love from their families.
4. Esteem needs. All people have a need for stable, firmly based, usually high evaluation of themselves for self-respect or self-esteem and for the esteem of others. These needs

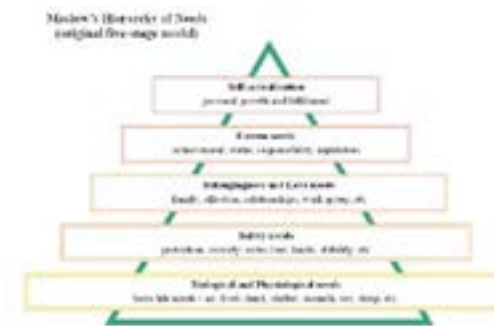
may therefore be classified into two subsidiary sets. These are, first, the desire for strength, achievement, adequacy, mastery of competence, confidence, independence and freedom. Second, we have what we call the desire for reputation or prestige (defining it as respect from other people), status, fame, glory, dominance, importance, recognition, dignity or appreciation.

5. Need for self-actualisation. This level of hierarchy is concentrated on an individual being able to reach their full potential a human being. Once someone has satisfied the first four levels of needs then they have the ability to concentrate on functioning to their highest potential. But even if all these needs are satisfied, we may often still expect that a new discontent and restlessness will soon develop, unless the individual is doing what they are fitted for. Musicians must play music, and artists must paint if they are to be at peace with themselves. What humans can be, they must be. They must be true to their own nature.

The first four needs are called deficiency needs, because they come from things we are lacking. These needs can be met only by external sources, by the environment, people or things going on around us.

Self-actualisation is a growth need. This doesn't just address what we are lacking in our lives, but it gives us room to grow and develop as an individual. This need is always intrinsically motivated, because we do it out of pure enjoyment and desire to grow.

Maslow explains that self-actualisation is rarely achieved, even as adults. But we as leaders must make sure people we work with have satisfied their deficiency needs in order to move on to their growth one. Intrinsic motivation will not occur until they are well fed, safe in their environment, and can love and respect those around them, such as work colleagues or classmates. From there on motivation will be a breeze.



MOTIVATION ACTIVITY 1

THE PERFECT JOB

DESCRIPTION OF ACTIVITY

Phase 1

Form groups of 3-4 and give each group a pack of Motivation Cards, These cards are spread face up on the table.

Select someone to start, this person thinks of the perfect job for him/her but does not tell the team what this job is.

The job may or may not be related to their current role or company e.g. a TV producer, professional tennis player, etc.

S/he selects 6 cards that have something to do with their perfect job. Blank cards can be used to represent aspects of the job not covered by these cards. Rank these 6 cards in order. The others have to guess what this perfect job would be from these 6 cards.

The selected person only reveals their perfect job after everyone has had a discussion and made a guess at the answer.

Phase 2

The selected person now goes through each card in turn indicate whether that motivational driver is present in his/her current job/schooling. The selected person moves the card to the right to indicate a gap i.e. when the need is not being met in the current job – a little to the right to indicate a small gap and a lot to the right to show a bigger gap.

The others now explore with the selected person how s/he could be even more motivated i.e. problem solve on how to reduce the size of the gap. Give the selected person the Motivation Work sheet for completion. Repeat this activity with the others in the group.

Phase 3

Convene the team and discuss:

- How useful has that activity been?
- What can we do to keep motivational levels high in the team?
- Are there any team or personal goals we want to agree?

Record any team or personal goals agreed

Time	Activity	Anticipated Outcomes	Resources
20 min	Perfect Job	To help people understand their motivational drivers and explore ways these can be met even more fully in the team. This particular activity focuses on identifying personal motivators.	<ul style="list-style-type: none"> • Pack of Motivation Cards for each group • Motivation Work sheet for each individual

THE PERFECT JOB (CONTINUED)

Opportunities for personal development	A leader who has time for me	A relaxed atmosphere	Being part of a team
Supporting other people	Friendly work colleagues	Contact with people	Being appreciated - recognised for my efforts
Feeling supported by colleagues	Working alone	Clear procedure	Intelligent work colleagues
Seeking and evaluating information	Knowing what is expected of me - clear role description	Exact and detailed work	A stable, secure workplace
Doing paperwork	Having freedoms	Working on complex problems	Planning ahead
Enthusiastic work colleagues	Open and honest relationships	Opportunity for being creative	Having variety in my work



THE PERFECT JOB (CONTINUED)

Fringe benefits	Fun	Clear objectives	Doing something worthwhile
A sense of achievement	A leader with a clear vision	Working under pressure	Meeting challenges
Opportunities for promotion	Opportunities to compete	Having status	Making my own decisions
Opportunities to influence and persuade	Taking risks	Having power and control	Being in charge- leading a team



WHAT WOULD/SHOULD YOU DO?

DESCRIPTION OF ACTIVITY

What Should You Do?

What Would You Do?

Now ask the group for ideas on what they think they should do.

Go around the group asking each student to respond to this question: "If you saw a fight starting in the street between two people you didn't know at all, what would you do?"

Time	Activity	Anticipated Outcomes	Resources
10 min	What would/should you do?	Participants should now be able to explore possible solutions for diffusing conflict.	<ul style="list-style-type: none"> • Flip chart/paper & pens • Filming device



PUTTING UP A FIGHT

DESCRIPTION OF ACTIVITY

Go around the group and have students answer:

“What is something you have that you would put up a serious fight for—even risk your life for—if someone tried to take it away?” (This can be a material thing, like a gold chain, or something intangible, like a good reputation.) Then ask: “Why is this so important to you?”

Time	Activity	Anticipated Outcomes	Resources
10 min	Putting up a fight	The participants should start to gain more of an understanding as to why other people get angry and how conflict can start.	

CONFLICT RESOLUTION ACTIVITY 3

ARE YOU READING THE NONVERBAL CLUES?

DESCRIPTION OF ACTIVITY

Explain to the group that nonverbal behaviour constantly delivers communication messages. Consequently, the more you know about the impact of nonverbal communication on conflict, the more successful the resolution can be. Pair up the participants for a role play scenario.

Hand out a single randomly chosen instruction slip to one member of each pair; recipient is not to share the instructions with their partner. Tell all the pairs to choose ordinary topics (traffic congestion, a controversial movie, favourite TV show, etc.). Begin a discussion. [Important: The partner with the instruction slip must follow his or her instructions.] Call a halt after allowing about 5 minutes for the role play. Ask the participants who did not receive instruction slips to guess the specific nonverbal behaviour their partners were exhibiting.

The group are to come back together as a whole and discuss the following questions:

- What happened?
- How many people correctly guessed the nonverbal behaviour the partner with the instruction slips was exhibiting?
- What specific nonverbal behaviours did the partner use?

- How did both partners feel?
- How do you think nonverbal communication impacts conflict situations?

Summarize by using Principles in Communicating either as a transparency or on a flipchart.

Time	Activity	Anticipated Outcomes	Resources
30 - 40 min	Non Verbal Communication	To allow participants to experience the significance of nonverbal behaviour (body language) and explore its relationship to an understanding of the other side.	<ul style="list-style-type: none"> • Either an overhead projector or flipchart • Previously-prepared Instruction Slips • Four Principles in Communicating written on Flip Chart paper.

CONFLICT RESOLUTION ACTIVITY 3

ARE YOU READING THE NONVERBAL CLUES? (CONTINUED)

DEBRIEF

Communication is not always easy, because we listen and respond to others based on our feelings, beliefs, attitudes, and values. What we say orally is only a small part of communication. Researchers have found that the person receiving the message you are sending interprets about 65 percent of that message through nonverbal communication. What that means is that the words you use and your tone of voice are not as significant as the nonverbal signals you are sending when you convey a message.

While we can choose our words, often our nonverbal behaviour is largely unconscious. In any situation we need to be aware that we are sending nonverbal messages, but in conflict situations we must be even more diligent because our feelings and attitudes influence the nonverbal messages we send and receive.

THE FOUR PRINCIPLES TO BE WRITTEN UP ON FLIP CHART.

<p>Everyone communicates verbally and nonverbally, consciously and unconsciously.</p>	<p>Every individual is a product of his or her own culture.</p>
<p>All communication is culture-bound.</p>	<p>There are numerous communication styles within racial, gender, and ethnic groups.</p>

ARE YOU READING THE NONVERBAL CLUES? (CONTINUED)

You are disinterested.

Pay no attention to what your partner is saying. Look around, check your watch, yawn, and use other nonverbal behaviours that indicate lack of interest. Do what comes naturally for you. Think of a situation where you felt this way and recall your feelings.

You are excited.

Let your partner know this nonverbally. Some examples might include: nodding head, waving arms, clapping, jumping up and down. Do what comes naturally for you. Think of a situation where you felt this way and recall your feelings.

You are angry.

Exhibit nonverbal behaviours that let your partner know you are angry. Do what is natural for you, but some ideas might include: tongue in cheek, downward frown, shaking head side-to-side in disbelief. Think of a situation where you felt this way and recall your feelings.

You are sad.

Exhibit nonverbal behaviours that let your partner know that you are down. Perhaps you are holding your head in your hands, averting eyes downward, crying. Do what comes naturally. Think of a situation where you felt this way and recall your feelings.

CONFLICT RESOLUTION ACTIVITY 4

FOUR PRINCIPLES OF COMMUNICATION

DESCRIPTION OF ACTIVITY

- Everyone communicates verbally and nonverbally, consciously and unconsciously.
- Every individual is a product of his or her own culture.
- All communication is culture-bound.
- There are numerous communication styles within racial, gender, and ethnic groups.

Pair up participants and ask them to discuss and write down the aspects of conflict that they see as destructive. (Examples: “Destroys relationships” or “Increases stress level,” etc.) Allow 5–10 minutes.

Have the pairs reconvene, ask for their comments, and list them on the flipchart under the heading of Destructive Conflicts. (If people need help, you can find additional suggestions under Notes.)

Then allow about 5–10 minutes for the paired participants to repeat the above process, this time discussing and writing down the aspects of conflict that they see as constructive. Repeat as above, listing on the flipchart the results of their work under the heading of Constructive Conflict. (There are additional constructive conflict suggestions under Notes.)

Reconvene the group and lead a discussion on the destructive and constructive elements of conflict, asking questions such as:

- Which was easier to discuss and why?
- What surprises did you find when the entire group reported out?
- How do you think most people at work feel about conflict?
- What are the lessons you learned from this activity?

Time	Activity	Anticipated Outcomes	Resources
45 min	Putting up a fight	To determine how some conflict can be constructive, rather than destructive.	



CONFLICT RESOLUTION ACTIVITY 4

FOUR PRINCIPLES OF COMMUNICATION (CONTINUED)

DEBRIEF

It is important to see conflict as contributing to personal growth. Evaluating both destructive and constructive conflict can lead one to recognize the advantages of a win-win solution. It is significant that a win-win solution diminishes the destructive impact of conflict and offers a positive force for the organization as well as for the individual.

NOTES

If the participants have difficulty thinking of specific destructive and/or constructive aspects, here are some examples:

CONFLICT IS DESTRUCTIVE WHEN:

- One person has to give in too much (win-lose)
- The dispute hurts a relationship
- There is no agreement reached
- There are uncontrolled emotions, anger, and raised voices
- The conflict prevents or stops people from working

CONFLICT IS CONSTRUCTIVE WHEN IT:

- Leads to resolution
- Builds a strong relationship with improved communication
- Opens people up to new ideas
- Leads to a win-win resolution
- Develops common goals
- Clarifies a problem situation and leads to positive change



CONFLICT RESOLUTION ACTIVITY 5

DIFFUSING CONFLICT

DESCRIPTION OF ACTIVITY

Split the group into two and tell both groups the following scenario:-

There are a group of young people in the main hall of a youth centre, who are gathered around 2 boys confronting one another. The group are encouraging the conflict.

Now ask both groups to explore ideas of what they would do in this situation. Write ideas down on flip chart paper. Each present back their findings and discuss why they have decided on their course of action.

Time	Activity	Anticipated Outcomes	Resources
20 min	Diffusing Conflict	This activity will get the services users to identify possible outcomes to the scenario and various ways in which the conflict can be challenged.	<ul style="list-style-type: none"> • Pencils and paper • Flipchart

Share the following with the group after above activity has been done.

A good course of action would be to:-

- Firstly remove the audience
- This can be achieved by either removing the 2 individuals, or removing the rest of the group, from the situation. It is widely accepted that when there is an audience it is harder for individuals to back down.

- Separate the 2 and speak to them individually ensuring that you listen to them. A good method to let them know your listening to them is to repeat back to them, in summary form, what it is they have said. This would be started with something like:

So if I understand correctly, what your saying is.....

- Try to establish what each individual wants, try to get them to talk to each other and form some sort of compromise.