

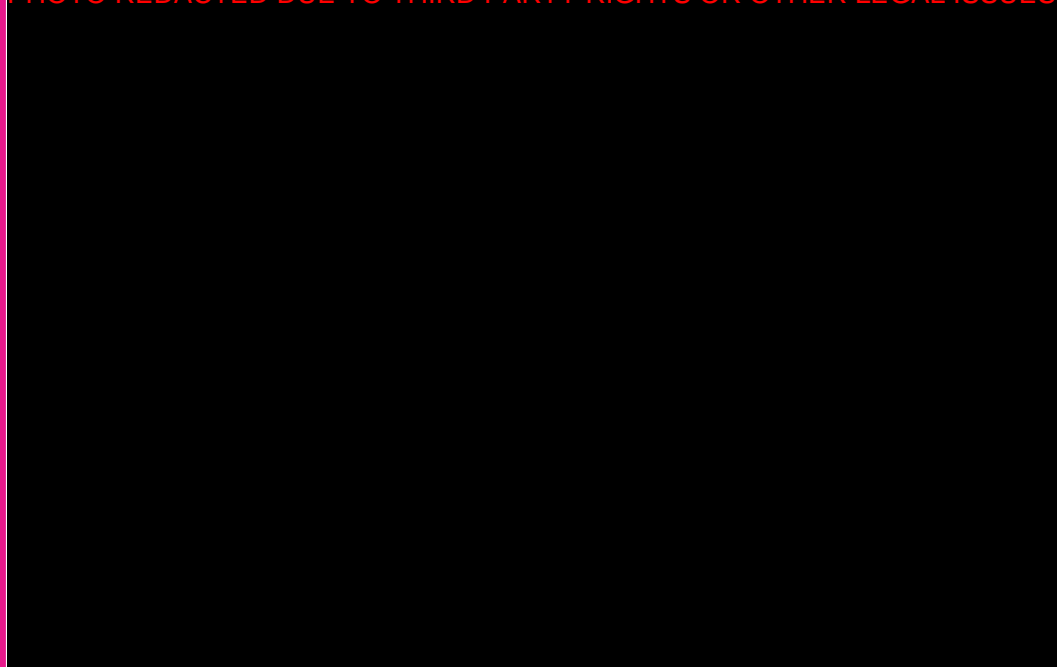


children's commissioner's  
**TAKEOVER DAY 2012**  
FRIDAY 23 NOVEMBER

Everything you need to organise your  
Children's Commissioner's Takeover Day

## Information for schools

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Young people at the Office of the Children's Commissioner

# What's inside your Children's Commissioner's Takeover Day Information Pack



Inside this pack you'll find lots of information about how you can put on a really successful Children's Commissioner's Takeover Day.

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@ChildrensComm  
#TakeoverDay2012

**"The relationships children sometimes see in black and white, they have been able to see from a different perspective."**

**Deputy Head Teacher of  
Burton School**

Please note that when we speak of 'pupils' and 'students' we mean children and young people.

# Children's Commissioner's Takeover Day- Summary



**Maggie Atkinson, Children's Commissioner for England** said "Children's Commissioner's Takeover Day is one of the largest participatory events in England. This is thanks to hundreds of schools like yours up and down the country involving tens of thousands of pupils. Be part of it and say you made 2012 the biggest ever!"

## Why should your school take part

Children's Commissioner's Takeover Day is an excellent way for children and young people to gain an insight into decision-making processes in a work context and develop their thinking and teamwork skills. They also tell us it makes them appreciate what it takes to be a teacher!

The idea is for children and young people to make some decisions over the course of the day. In this sense it isn't work experience, it's about students exercising their right to have a voice, be listened to, and have their opinions respected. Even adults who work with children get a fresh insight into their thoughts.

Children's Commissioner's Takeover Day also fits well into the citizenship curriculum of schools and, depending on the project undertaken, can be focused on particular skills, for example literacy, numeracy and ICT. Turn to page 10 for details on how to link Children's Commissioner's Takeover Day to the curriculum.

## Top 5 reasons for schools to take part

1. An opportunity to celebrate the positive contribution young people make to your community and society
2. Get a fresh insight into what you do
3. The chance to show your commitment by listening to your students
4. The opportunity to showcase the talents of your children and young people
5. The chance to make better decisions about things that affect your pupils

## How to achieve a really successful Children's Commissioner's Takeover Day in 3 simple steps

### Step 1- Get everyone on board

Discuss with your colleagues which group will lead activities and approach local organisations to invite them to participate.

### Step 2- Develop your activities for the day

Whatever your size, with careful planning there are always opportunities for children's ideas and creativity to bring a fresh perspective to your work.

### Step 3- Manage the practicalities for your day

Early planning with your colleagues and pupils will help ensure that everyone gets the most out of the day.

# Hello from the Children's Commissioner for England



Children's Commissioner's Takeover Day is being held on **Friday 23 November 2012** and we're pleased that your school will be part of this exciting day!



**Maggie Atkinson**  
Children's Commissioner  
for England

This year we are celebrating our sixth annual Children's Commissioner's Takeover Day and with your help we are aiming for more than 50,000 children and young people to get involved. The day gives children and young people from all backgrounds and abilities the chance to work with adults for the day and be involved in decision-making, while adults, schools and organisations can gain a fresh perspective on what they do. We want to encourage all schools across England to take part - it's a flexible event which can be tailored to suit your needs, and the needs of your students.

**We have planned this year's Children's Commissioner's Takeover Day for the same week as Universal Children's Day, which was established by the United Nations in 1954 and aims to promote the welfare of children.**

This ties in with our Children's Commissioner's Takeover Day ethos to promote the United Nations Convention on the Rights of the Child (UNCRC), in particular Article 12, which says that children should have a say in matters affecting them, and their views must be taken seriously. Article 3 states that adults should make decisions in the best interest of children by thinking about how their decisions will affect them. Children's Commissioner's Takeover Day fulfils this by giving children and young people the chance to voice their opinions and schools a chance to listen to them. The day will create a lasting effect for both the pupil and your school.

Last year the day was a huge success giving tens of thousands of children and young people the opportunity to have a say in the decisions of hundreds of schools and many other organisations. They became head teachers, teachers, councilors, police officers, journalists, MPs, chief executives, directors and even the Deputy Prime Minister for the day. We are planning for an even bigger and better event this year!

This pack provides all the information your school needs to plan a successful day. It includes examples of activities from previous Children's Commissioner's Takeover Days, as well as links to the curriculum, resources and advice to support you, your school and pupils in your planning for the day.

If you need any further advice, tips, or would like to speak with a school involved in the day in previous years for some advice, contact our office on:

☎ 020 7346 7778

✉ [takeover.day@childrenscommissioner.gsi.gov.uk](mailto:takeover.day@childrenscommissioner.gsi.gov.uk)

🌐 [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)

Enjoy Children's Commissioner's Takeover Day 2012!

**Maggie Atkinson**  
Children's Commissioner for England

# What is Children's Commissioner's Takeover Day?



The day is a national event led by the Children's Commissioner for England. It gives children and young people the opportunity to be involved in local and national decision-making by working alongside adults at all levels and across sectors. They get the chance to understand how and why decisions are made and can influence future actions.

Children's Commissioner's Takeover Day promotes the United Nations Convention on the Rights of the Child (UNCRC), in particular Article 12, which says that children should have a say in matters affecting them, and their views must be taken seriously.

In 2011, tens of thousands of children and young people up and down the country took part in everyday decisions as they stepped into the shoes of teachers, councilors, chief executives, MPs, TV and radio presenters, and professionals in all walks of life.

As well as hundreds of schools, local authorities and police forces, others who have taken part in previous years includes: Deputy Prime Minister Nick Clegg, Mayor of London Boris Johnson, CBBC Newsround, Kerrang! Radio, the Department for Education, Ofsted, the Co-operative Group, the Home Office, The Big Lottery Fund, Shelter, the V&A, and more than 50 museums and galleries.

We hope that your school's Children's Commissioner's Takeover Day activities will help adults and children and young people to better understand each other.

## Who can be part of it?

Any school can be part of Children's Commissioner's Takeover Day. It's a flexible event which can be tailored to suit your school, and we provide guidance, resources and support to help you get the most out of the day.

## Why get involved?

Schools benefit from:

- an opportunity to celebrate the positive contribution young people make to their community and society;
- a fresh insight into what they do;
- the chance to show their commitment to listening to their students;
- the opportunity to showcase the talents of their children and young people; and
- the chance to make better decisions about things that affect their pupils.

Children and young people benefit from:

- the chance to gain skills, knowledge and inspiration;
- a better understanding of how schools and other organisations are run and the decisions which affect them;
- experience of leadership and making decisions; and
- the feeling that their opinions are valued, leading to higher confidence, self-esteem and aspirations for the future.

What can  
Children's  
Commissioner's  
Takeover Day  
do for you?

# About the Office of the Children's Commissioner

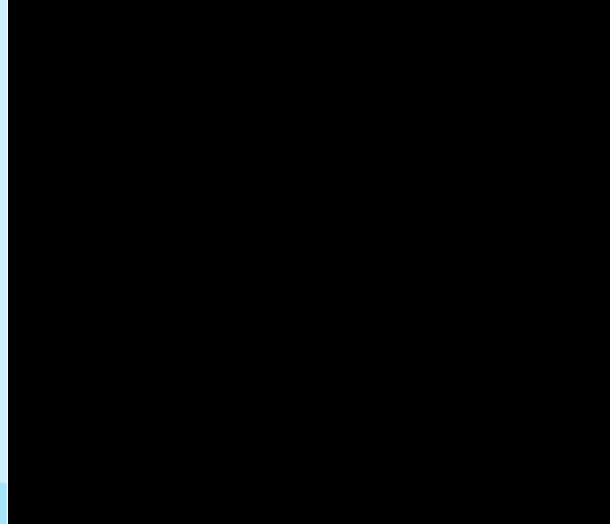


Maggie Atkinson is the Children's Commissioner for England. Her job was created by the Children Act 2004.

The job of the Children's Commissioner and her team is to promote the voice of children and young people from birth to 18, and up to 21 for young people in care or with learning difficulties. This includes children of all ages and abilities, especially those who usually find it hard to get their voices heard.

She has unique statutory powers in England, the Children's Commissioner uses the **United Nations Convention on the Rights of the Child** to guide what she does. She works with many different groups of children and young people to find out the important things that really matter to them. Her team produce reports on policy issues ranging from education to youth justice.

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Find out more about the Office for the Children's Commissioner at:



[www.childrencommissioner.gov.uk](http://www.childrencommissioner.gov.uk)

# Children's Commissioner's Takeover Day and the curriculum



Children's Commissioner's Takeover Day can be combined with many areas of your school's curriculum at all stages. Specifically it sits well in planning a non-statutory programme of study for citizenship at Key Stages 1 and 2, and in the statutory programme of citizenship at Key Stages 3 and 4.

## Education for citizenship

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Here's how you can use Children's Commissioner's Takeover Day to match the following parts of citizenship curriculum planning, which has been taken from the Department for Education:

### Key Stage 1 (Non-Statutory):

#### Developing confidence and responsibility and making the most of their abilities

- 1b. Sharing their opinions
- 1d. Thinking about themselves and learning from their experiences

#### Preparing to play an active role as citizens

- 2c. Making choices
- 2e. Learning to live with others and understanding their responsibilities
- 2f. Belonging to a community
- 2g. Improving their community
- 2h. Contributing to school life

#### Developing good relationships and respecting the differences between people

- 4b. Listening to and working with others

#### Breadth of opportunities

- 5a. Taking responsibility for decisions
- 5b. Feel positive about themselves
- 5d. Make real choices
- 5e. Meet and talk with people



[www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship/ks1](http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship/ks1)

### Key Stage 2 (Non-Statutory):

#### Developing confidence and responsibility and making the most of their abilities

- 1a. Sharing their views on issues
- 1c. Face new challenges by making choices
- 1e. Learn about the range of jobs carried out by people they know; develop skills

# Children's Commissioner's Takeover Day and the curriculum



## Preparing to play an active role as citizens

- 2d. Different kinds of responsibilities, rights and duties, at home, school and work
- 2f. Resolve differences by looking at alternatives and making decisions
- 2h. Recognise the role of voluntary and community groups

## Developing good relationships and respecting the differences between people

- 4a. Seeing things from other points of view
- 4f. Explore differences between people

## Breadth of opportunities

- 5a. Taking responsibility for decisions
- 5b. Feeling positive about themselves
- 5c. Participate in the decision-making process
- 5d. Make real choices and decisions
- 5e. Meet and talk with people who contribute to society



[www.education.gov.uk/schools/teachingandlearning/curriculum/  
primary/b00198824/citizenship/ks2](http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship/ks2)

## Key Stage 3 (Statutory):

### Key Concepts

- 1.1 Democracy and justice: a. Participating actively in different kinds of decision-making and voting in order to influence public life
- 1.2 Rights and responsibilities: a. Exploring different kinds of rights and obligations and how these affect both individuals and communities

### Key Processes

- 2.1 Critical thinking and enquiry: a. Engage with and reflect on different ideas, opinions, beliefs and values b. Research, plan and undertake enquiries into issues and problems using a range of information and sources
- 2.2 Advocacy and representation: a. Express and explain their own opinions to others through discussions and voting
- 2.3 Taking informed and responsible action: a. Take action on problems b. Work individually and with others to negotiate, plan and take action d. Reflect on the progress they have made

### Range and Content

- 3a. Responsibilities of citizens
- 3e. Actions that individuals, groups and organisations can take to influence decisions affecting communities
- 3g. The needs of the local community



[www.education.gov.uk/schools/teachingandlearning/curriculum/  
secondary/b00199157/citizenship/ks3/programme/opportunities](http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship/ks3/programme/opportunities)



# Children's Commissioner's Takeover Day and the curriculum



## Key Stage 4 (Statutory):

### Key Concepts

- 1.1 Democracy and justice: a. Participating actively in different kinds of decision-making and voting in order to influence public life
- 1.2 Rights and responsibilities: a. Exploring different kinds of rights and obligations and how these affect both individuals and communities

### Key Processes

- 2.1 Critical thinking and enquiry: a. Engage with and reflect on different ideas, opinions, beliefs and values b. Research, plan and undertake enquiries into issues and problems using a range of information and sources
- 2.2 Advocacy and representation: b. Express their opinion based on research, thought and interaction
- 2.3 Taking informed and responsible action: a. Take action on problems b. Work individually and with others to negotiate, plan and take action e. Reflect on the progress they have made

### Range and Content

- 3d. Actions citizens can take to influence decisions
- 3h. The impact and consequences of individual and collective actions on communities, including the work of the voluntary sector

Children's Commissioner's Takeover Day can be linked to the GCSE Citizenship Controlled Assessment



[www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship/ks4/programme/opportunities](http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary/b00199157/citizenship/ks4/programme/opportunities)

## Children's Commissioner's Takeover Day can also be combined with:

- Basic skills in ICT, literacy and numeracy
- The PSHE curriculum, in particular interaction with others, developing and expressing opinions, and learning about rights and responsibilities

# Getting the most out of your Children's Commissioner's Takeover Day



Our wheel of participation should help you to think about the different ways you could approach Children's Commissioner's Takeover Day 2012.

## INVOLVE

### Children and young people initiated and directed

Children and young people have the initial idea and decide how the project is to be carried out. Adults are available but do not take charge.

### Children and young people initiated shared decisions with adults

Children have the ideas, set up projects and come to adults for advice, discussion and support. The adults do not direct, but offer their expertise for young people to consider.

### Assigned but informed

Adults decide on the project and young people volunteer for it. The young people understand the project, they know who decided to involve them and why. Adults respect young people's views.

### Adult-initiated, shared decisions with children and young people

Adults have the initial idea, but young people are involved in every step of the planning and implementation. Not only are their views considered, but children are also involved in making the decisions.

## INFORM

### Consulted and informed

The project is designed and run by adults, but the children and young people are consulted. They have a full understanding of the process and their opinions are taken seriously.

## CONSULT

# Getting the most out of your Children's Commissioner's Takeover Day



Here are some showing how your plans can be shaped using the five-step wheel of participation:

- **Adult-initiated, shared decisions with children and young people**
- **Assigned but informed**
- **Consulted and informed**

#### **School-based**

- Students apply for jobs at school and support staff in those roles for a day. This could be split into key stages as appropriate
- Students take on a school problem and are given the responsibility of working out a solution, for example litter, graffiti, bullying, which will be taken up by the Governing Body / Head
- Students organise an event and take responsibility for planning and deliver it

#### **Community-based**

- Students are given placements in the wider community – parents, businesses, Local Authority - and takeover these roles

- **Children and young people initiated shared decisions with adults**
- **Children and young people initiated and directed**

#### **School-based**

- Students consider the problems facing the school and come up with solutions to tackle them – with their decisions being listened to
- Students organise a community event; they lead on planning and delivery
- Local decision-makers are invited into a school and students have the opportunity to question them, give their opinions, and feed in their views

#### **Community-based**

- Students organise their own placements with local community figures and are given the chance to take on those roles
- Students plan and deliver a campaign on a youth issue

# Examples from previous Children's Commissioner's Takeover Days



Hundreds of schools up and down England get involved in Children's Commissioner's Takeover Day every year.

To inspire your plans and activities for Children's Commissioner's Takeover Day 2012, here are some examples of what has happened in previous years:

## Taking over the school

You might decide to give students a taste of what it's like to run your school for the day. This can be a really valuable experience for staff and children and young people alike. Taking over this safe and controlled environment means it works particularly well for younger pupils, or schools getting involved in Children's Commissioner's Takeover Day for the first time. For example:

- Ifton Heath Primary School - The pupils "applied for jobs" at the school and were allocated to shadow all staff: headteacher, teachers, teaching assistants, caretaker, kitchen staff and office staff. They helped prepare lunch for all the school, deliver lessons, mark books, take assembly, deal with behaviour management at lunchtime, help with first aid, chair meeting and write the Friday newsletter.
- Hoddern Junior School - For Children's Commissioner's Takeover Day, pupils shadowing the headteacher made genuine decision about fixing wind damaged school garden, authorising payments and planning the school's contribution to the Brighton Festival Children's Parade and also led a whole-school achievement assembly. Some pupils worked in the office and they were involved in admin tasks such as counting the money, organising letters, answering phones and taking messages around the school.
- Burton School - Children were selected using an application process and chosen by the Head Boy and Girl. Students were given the chance to act in a variety of roles including assistant headteacher, Premises Manager, librarian and School Business Manager. The group of students were given two scenarios to tackle, and had to work out how to reduce littering at the school and deal with a letter from a fake parent complaining about bullying. Deputy Headteacher Ian McArthur said the day gave the students a boost to their employability skills because it helped develop their understanding of the workplace.

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# Examples from previous Children's Commissioner's Takeover Days



## Outside the school gates

Some schools decide to take their activities outside of the school environment. This can give a class of students or individual children the opportunity to get involved in all sorts of exciting and inspiring projects. It is a fantastic learning experience for students and can help them start to think about their career options later in life. For example:

- Jack and Ailyse from Academy 360 were given the fantastic opportunity to work with the Mayor and Mayoress of Sunderland. They did various Mayoral duties including visiting local projects. They were also presented with the ceremonial sword from the Household Cavalry Association for Remembrance Day.
- Year 6 pupils from St Teresa's Roman Catholic Primary School spent the day as architects at Tyne and Wear Archives and Museums. They worked on a project where they had to think about how they would improve the Discovery Museum. The children's ideas were part of the larger 'Discovery Re-visioning' project. They also spoke to the local council about their new ideas.
- School pupils visited Workington Police Station in Cumbria where they heard about the court processes and how incidents can be prevented.
- Allae and Hashim from Phoenix High School spent the day overseeing the news agenda and making their own reports at CBBC Newsround.
- Radio 4's Any Questions presenter Jonathan Dimbleby handed over the position of chair to Shahenda, a sixth form pupil at Alton College.

## A joined up approach

Many schools choose to team up with other schools in their local area, or their Local Authority, to deliver combined opportunities for their students as part of Children's Commissioner's Takeover Day. Sharing time and resources can help schools provide even more exciting opportunities.

For example:

- Young people took over Calderdale Council in West Yorkshire following staff in a variety of roles from the Playgrounds Manager to Licensing Enforcement Officers. The young people had the chance to share in decision making and provide their opinions on how services that affect them are delivered.
- Bury Council invited young people to form a Youth Management Board for the day. They met the council's Deputy Leader and Deputy Chief Executive to learn about the many services provided and consider the council's future priorities.

# Your Children's Commissioner's Takeover Day in 3 Simple Steps



To ensure the safety and welfare of the children and young people involved, you must follow your school's child protection procedures and also refer to the guidelines provided in this pack.

## Step 1 – Engaging with everyone involved – staff and pupils

Get together with your colleagues and decide which group of people will lead the day's activities in your school.

Talk about what you would like to do on the day and consider its aims and objectives. Do involve your students in your planning as early as possible. To help students understand what Children's Commissioner's Takeover Day is all about, and how they could get involved you can download an information pack for children and young people from our website: [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)

Inform colleagues across the school of your ideas and plans so that they are clear about what Children's Commissioner's Takeover Day is and what is expected of them. They can also help you to raise awareness about the day.

If you decide to run your activities outside of the school environment, there is information on our website to help you explain to external organisations what the day involves. There's a letter that pupils can email, a flyer and a pack like this one, written especially for organisations. Just visit [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)

## Step 2 – Developing your activities for the day

Whatever the size, scope and capabilities of your school, with careful planning and management there are always opportunities for children's ideas, creativity and enthusiasm to bring a fresh perspective to your work, or to gain a valuable insight into how other organisations work. Here's some general advice to help you plan a successful and enjoyable day:

**Think realistically** – It's a good idea to think about what you can achieve in light of:

- The age / ability of your students
- Their experience of similar events
- The curriculum
- The time available
- The support available to plan and deliver the event

**Advance planning** – Be sure to organise the activities well in advance with your colleagues and the pupils before your Children's Commissioner's Takeover Day event.

# Your Children's Commissioner's Takeover Day in 3 Simple Steps



**Working in collaboration** – If your school is taking part, the planning process should be done in partnership with the pupils involved in the day. Other organisations should work closely with the partner school or youth group to ensure that the activities are pitched at an appropriate level for the age of the children taking part, and that they understand the aims of the day and what to expect.

Below are some examples of different ways to plan and organise your Children's Commissioner's Takeover Day, ranging from job shadowing to setting them a challenge. It's up to you to decide the scope of the day depending on your school's size and capability.

**Job shadowing** - A pupil observes a member of staff at the school, or an external organisation, as they go about their work. They will need to explain what they are doing and why, tell young people about their job and how the day-to-day tasks fit into it. They should answer any questions that are put to them. This will enable the pupil to understand their role and gain a real insight into the school or organisation and area of work.

**Work experience** - Your school, or an external organisation, would give the pupils interesting and relevant tasks relating to real work. Children and young people should, where possible, be given work that contributes to a current project. Explaining what each person's job involves and why it is important to the work of the school, or the organisation, will show young people the wider context of working life.

**Share a challenge** - Your school, or an external organisation, shares a challenge it is facing and asks pupils to come up with a solution. They should outline the issues involved and then ask the pupils to prepare a recommendation to help you make a decision. Pupils will need enough time to discuss, ask questions, research and think creatively about solutions, and should be told after the event what decisions were taken forward and why.

## Step 3 – Planning and managing your day

Advance preparation with your colleagues and pupils will help ensure that everyone gets the most out of your Children's Commissioner's Takeover Day.

### Getting started

- Schools should plan well enough in advance with your pupils and keep them involved in every step of the process.
- Parents or carers for those under 16 and the children's school, must give their permission for children and young people to join external organisations, or individuals such as councilors on Children's Commissioner's Takeover Day and know what they will be up to during their day.
- Emergency contact details should be provided for every child attending.

# Your Children's Commissioner's Takeover Day in 3 Simple Steps



- Appropriate transport to and from the building must be organised. Nominate one or more members of staff as the child's guardian for the day to take overall responsibility for their whereabouts and wellbeing and ensure your school has carried out an appropriate risk assessment in advance of the day to identify and minimise any potential hazards. For guidance on this, visit [www.hse.gov.uk](http://www.hse.gov.uk).

## Recognition

- Consider how to thank and congratulate the pupils who worked alongside you on your Children's Commissioner's Takeover Day. For example, you could give certificates to the participants (the Children's Commissioner's certificate is available in this pack and on our website, [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)) and award them in assembly.

## Evaluation

- Visit the Children's Commissioner's website and share your thoughts and experiences, [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day).
- Find out what the adults and pupils thought of the experience. You can do this on the day using a simple evaluation process. For example, you could use smiley faces or a short evaluation form (both an adult and children and young people's evaluation form is available to download from our website, [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)).

## Feedback

- It's helpful to follow up the day by sending an update to the pupils who took part, telling them how successful their Children's Commissioner's Takeover Day recommendations or decisions have been. We want to know what you are doing and how it goes so we can learn for next year. Please return the feedback questionnaire, email us or even tweet us @ChildrensComm and use the hashtag #TakeoverDay2012.
- For further reading, advice and ideas on children and young people's participation, visit: Participation Works: [www.participationworks.org.uk](http://www.participationworks.org.uk), or the National Youth Agency's Hear by Right: [www.nya.org.uk/quality/hear-by-right](http://www.nya.org.uk/quality/hear-by-right)



 **@ChildrensComm**  
**#TakeoverDay2012**



# Safety and welfare of children and young people



Here is information on the safety and welfare of children and young people that you can pass on to organisations:

What to do if you have concerns about a child's wellbeing or safety:

- Ensure you are aware of the child protection reporting procedures for your organisation or the organisation the children and young people are coming from. Follow good practice in the event of any disclosures being made by children and young people.
- If a child tells you something which is worrying, never agree to keep this confidential and make sure you talk to someone in line with the agreed child protection procedures you are following.
- Never trivialise child abuse, as you do not know of the experiences of the children you are meeting with.
- Should a child or young person seem worried about problems, remind them that they can call ChildLine free, 24 hours a day on 0800 1111 for confidential support and advice, or access help via the ChildLine website at: [www.childline.org.uk](http://www.childline.org.uk).
- REMEMBER, you can discuss any concerns about a child and get advice, by calling the NSPCC child protection helpline on 0808 800 5000. Their website is [www.nspcc.org.uk](http://www.nspcc.org.uk).
- For more advice on the safety and welfare of children and young people click here or go to [www.childrenscommissioner.gov.uk/content/publications](http://www.childrenscommissioner.gov.uk/content/publications).

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# Prompt questions for children and young people



Here are a few questions you can give your pupils to ask adults on the day:

## Introduction

- Can you explain what you do in a minute?
- What do you most like about your job?
- What are you hoping for from taking part?

## General

- Can you tell me about the meeting we are going to? What are you hoping to get out of it?
- How many emails and phone calls do you get in a day? How long does it take to reply to them?
- What's the most important thing about your job?
- If you could change one thing about your job, what would it be?
- Do you look after money? Can you say how much and how you manage it?
- What do you think are the strengths needed for this job?
- Can you tell me about any big problem you have had and what you did to sort it?
- When you turn up to your job everyday, what things do you need e.g. computer, pen, paper, access to the internet?

## Evaluation

- Are there any tips or advice you could give me to make my career a success?
- How has it worked for you me being here today?
- Can you tell me how you got to where you are now?
- What did you want to be when you were my age?

# Shout about your Children's Commissioner's Takeover Day!



There are lots of ways to tell people about what you are doing for your Children's Commissioner's Takeover Day. Here are a few tips to help you create excitement for your event and showcase your school's work.

## **National media**

Aim high! Consider what is unique about your story, and contact national newspapers, TV and radio stations. If they see a great human interest story, they may consider covering it.

## **Regional media**

Local newspapers, websites, TV and radio stations will be very keen to cover your event if you highlight what is interesting and new about it and who's involved.

## **Social networking and websites**

Create a buzz before, during and after your Children's Commissioner's Takeover Day by tweeting, blogging or posting information on your organisation's website and social networking sites – Facebook, Twitter, YouTube, Flickr etc.

Get involved with the national Children's Commissioner's Takeover Day buzz on Twitter. Follow the Office of the Children's Commissioner @ChildrensComm and use the hashtag #TakeoverDay2012 in all your tweets.

## **Internal communications**

Include information on your school's website, intranet, e-bulletin or newsletter detailing what you're doing, who's involved, when it's happening and where. You can update this afterwards with a post-event report including videos or pictures. It may even inspire others to take part.



@ChildrensComm  
#TakeoverDay2012



# Children's Commissioner's Takeover Day Resources



Our website has lots of resources to help you to shout about your day, [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)

2012 logo



2012 certificate



2012 flyer



Press release template



Children and young people pack



Letter for schools



# Children's Commissioner's Takeover Day 2012 - feedback questionnaire

Please share your experiences of Takeover Day with us. This will help us to continue to improve the day, and the support and guidance we provide. It will also show us how many children, young people, schools and organisations took part.

You can also download a word version of this form from our website,  
[www.childrenscommissioner.gsi.gov.uk](http://www.childrenscommissioner.gsi.gov.uk)

School Name: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Email Address: \_\_\_\_\_

Number of children and young people who took part in Children's Commissioner's  
Takeover Day with you: \_\_\_\_\_

Age range of the young people who took part: \_\_\_\_\_

Where did you hear about Children's Commissioner's Takeover Day?

- A colleague                       A friend or family member                       Newspaper, TV or radio  
 A child or young person                       Children's Commissioner's Website                       Twitter  
 Other (please state) \_\_\_\_\_

Why did you decide to get involved in Children's Commissioner's Takeover Day?

- To support children and young people being heard                       To bring new ideas into the school  
 Good experience for staff                       Other

What did the children and/or young people do throughout the day?

- Job shadowing                       Work experience                       Other  
 Special project                       Decision-making                      (please state) \_\_\_\_\_

Please give more information about the activities you organised and which jobs were  
'taken over' (use an extra sheet if necessary):

\_\_\_\_\_

\_\_\_\_\_

How valuable do you think the experience was for you and your team?

Participation with children and young people:

- Very valuable                       Quite valuable                       Not that valuable                       Not at all valuable

Helping you make decisions:

- Very valuable                       Quite valuable                       Not that valuable                       Not at all valuable

Improving your services:

- Very valuable                       Quite valuable                       Not that valuable                       Not at all valuable

What did the children and/or young people think about the day? (Please include direct  
quotes if possible and use an extra sheet if necessary).

\_\_\_\_\_

\_\_\_\_\_

Would you consider taking part again next year?

- Yes                       No                       Not Sure

Would your school be happy to be a case study for next year's campaign?

- Yes                       No

How could we improve Children's Commissioner's Takeover Day for next year?

\_\_\_\_\_

\_\_\_\_\_

Please return this questionnaire, along with any media coverage you achieved to:  
Children's Commissioner's Takeover Day 2012, Office of the Children's Commissioner,  
33 Greycoat Street, London, SW1P 2QF  
or email [takeover.day@childrenscommissioner.gsi.gov.uk](mailto:takeover.day@childrenscommissioner.gsi.gov.uk) by the end of November 2012.



**FRIDAY 23 NOVEMBER 2012**

Children's Commissioner's Takeover Day is a national event offering organisations and businesses the chance to get a fresh perspective on their work by involving children and young people.

Children's Commissioner's Takeover Day 2012  
Office of the Children's Commissioner  
33 Greycoat Street, London SW1P 2QF

☎ 020 7783 8330

✉ [takeover.day@childrenscommissioner.gsi.gov.uk](mailto:takeover.day@childrenscommissioner.gsi.gov.uk)

🌐 [www.childrenscommissioner.gov.uk/takeover\\_day](http://www.childrenscommissioner.gov.uk/takeover_day)

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