

Child performance – seeking the views of young people

Workshop toolkit

# Introduction

This kit is designed to help you run workshops with groups of children and young people. It is intended to elicit their views about taking part in performances and the safeguards they think are needed when they perform.

We have tested it with a group of experienced child performers aged between 9 and 15, and it worked well. It generated a lot of comments, and by getting the children to ‘vote’ at the end of the exercise we can clearly see which points they feel most strongly about. These will be used to inform decisions about this policy and the changes to be made to the regulations.

We need your help to ensure those decisions are informed by children and young people. The Department for Education would welcome feedback from this exercise: please use the form at page x to report the results.

## You will need:

Between 18 and 30 children per workshop;

Minimum ratio of 1 adult facilitator to 10 children;

A large room or suitable space in which the group can move about - it needs to be large enough to allow the children to split into 6 separate groups;

Gaffer tape or other way of marking a line down the floor – large enough so that all the children can stand in a line, straddling it;

Flip chart or other large sized paper; blu-tack (or other way of sticking up 6 lots of the paper); 6 marker pens; small coloured sticky dots / blobs / stars (allow 10 per child).

## Duration:

About 1 hour and 10 minutes

## Pre- workshop preparation:

Agree roles and responsibilities with the facilitators and talk through the programme.

Mark a line down the middle of the floor with the gaffer tape (or similar).

Stick up 6 flip charts evenly spaced around the room, with a number and corresponding question written on each. Place a marker pen in front of each.

# The questions

1. **Should there be time limits on when you perform?**

For example:

* on the hours in a day
* the time of day or night,or
* the number of days in a row

1. **Do you think there should be set break times for rest or meals?**
2. **What does a chaperone do? Are they needed for all children? Are they needed at all?**
3. **Do you think performing is good or bad for your education?**
4. **What is best about taking part in performances?**
5. **What are the downsides of performing?**

## Stages of the workshop

### Preparation by facilitators in advance - 15 – 20 minutes

Owner - Review plan and agree roles – which facilitator will be the leader for which exercise.

Prepare the room: place a line of tape on the floor, stick up the 6 questions at evenly spaced intervals, place marker pens in front of each.

### Introductions and ground rule - 5 minutes

A facilitator to welcome the children into the room, explain that the Department for Education is seeking their views about performance and what sort of rules there should be to keep children safe and well when they take part in performances. This workshop is designed to find out what they think, because any changes made will directly affect children and young people who take part in performances. Before starting, therefore, it might be good to agree a ‘ground rule’ – that everybody’s views should be heard. There is no ‘right’ or ‘wrong’ opinion. Everyone should have their say.

### Energiser - 10 minutes

Facilitator to lead. This is designed to raise the energy and enthusiasm of the group; it’s a fun and lively exercise.

Ask the group to line up and stand straddling the line of tape down the floor – one foot either side. When asked ‘would you rather?’ they have to jump to the left or the right as indicated by leader (see below for suggested questions – or feel free to invent your own!).

### Introduction to exercise - 5 minutes and 30 minutes to consider the questions

**To be run as a ‘world café’.**

* Split the group into 6 (one way is simply to allocate them a number from 1 to 6, but you may want to ensure a mix of ages in each group).
* Send groups to the corresponding flip chart around the room.
* Explain how the world café process will run – that each group will have 5 minutes to consider the issue and write down on their flip chart what they think about it – and will move to a new flip chart every 5 minutes.
* Each group can nominate a note taker or they can take it in turns – but remember the ground rule that everyone’s views count, and it is fine if people have different views, they don’t need to reach agreement, just note them on the paper.
* Leader to set them off and keep time. You may want to give them a ‘one minute warning’ before each 5 minutes is up.
* Facilitators to help the groups record their comments and move round at the leaders signal.
* Each group will then move round to the next question, look at the points made by the last group and add any more comments they may have.
* Before taking down the flip charts you may want to photograph them, for the record.

### Quick Review - 5 minutes

Facilitator to thank the children and quickly reflect any particular common themes observed on the charts or areas where there are different views.

### Voting - 10 minutes

Facilitator to explain it would be helpful to identify which comments they think are the most important ones for the Department for Education to listen to. Therefore, you are going to give them some sticky dots (or stars) so that they can ‘vote’ by placing them against the comments / answers they feel are most important (you may want to guard against them putting all their dots on one comment!).

### Wrap up - 5 minutes

Facilitator to thank children and explain that their views will be reported to the Department – they won’t be named or attributed – but they will be used to inform decisions about the policy and the rules that affect them when they take part in performances.

### Clear up and report

Before taking down the flip charts you may want to photograph them, for the record.

Please complete the report form (on pages 7–10) and return it to the DfE.

# Would you rather?

* Eat broccoli or carrots?
* Watch TV or listen to music?
* Own a lizard or a snake?
* Have a beach holiday or a mountain holiday?
* Be an apple or a banana?
* Be invisible or be able to read minds?
* Be hairy all over or completely bald?
* Be the most popular or the smartest person you know?
* Make headlines for saving somebody's life or winning a Nobel Prize?
* Go without television or fast food for the rest of your life?
* Be handsome/beautiful and dumb or be ugly and really smart?
* Always be cold or always be hot?
* Not hear or not see?
* Eliminate hunger and disease or be able to bring lasting world peace?
* Be stranded on a deserted island alone or with someone you don't like?
* See the future or change the past?
* Be three inches taller or three inches shorter?
* Wrestle a lion or fight a shark?

# Workshop report form

How many children took part?

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What was the age range of the group? Please tick all the options that apply:

Between 5 and 8 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Between 9 and 12 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Beteen 13 to 16 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Over 16 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tell us a bit about the children involved in the box below. It would be helpful to know if they take part in a particular type of performance (acting, singing, dancing, stage or broadcast) and whether they do so in a professional or amateur capacity. Please add any other information you think may be helpful:

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| --- |
|  |

If you would like to be added to our mailing list to be alerted to the outcome from the consultation, please provide your email address here:

|  |
| --- |
|  |

**For each of the 6 questions, please report the comments that received the most votes from the children in the boxes below. You don’t need to report all of the comments (especially if there were a lot), but it would be helpful to place them in order of those that received the most votes first.**

**Question 1: Should there be time limits on when you can perform?**

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| --- |
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**Question 2: Do you think there should be set break times for rest or meals?**

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**Question 3: What does a chaperone do? Are they needed for all children? Are they needed at all?**

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| --- |
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**Question 4: Do you think performing is good or bad for your education?**

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**Question 5: What is best about taking part in performances?**

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**Question 6: What are the downsides of performing?**

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| --- |
|  |

Thank you for your time. Please can you send the completed form either by post to:

Maire Tejani,

Child performance consultation,

Department for Education

Level 1, Sanctuary Buildings

Great Smith Street

London, SW1P 3BT

Or email to: [childperformanceregs.CONSULTATION@education.gsi.gov.uk](mailto:childperformanceregs.CONSULTATION@education.gsi.gov.uk)



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