

PANDA Training Toolkit

Part 4 – Methods and tools



This document is part of the European Erasmus+KA Project, "Participation and Collaboration for Action", acronym PANDA, code 2020-1-BE02-KA202-074818. The project involves 4 European Universities: Artevelde University of Applied Sciences (Belgium), Norwegian University of Science and Technology (Norway), Queen's University Belfast (Northern Ireland) and Universidad Complutense de Madrid (Spain). It also involves 4 organisations: Growing Up (Belgium); Trondheim Kommune/Link (Norway); Voice of Young People in Care, VOYPIC, (Northern Ireland) and Fundación Secretariado Gitano, FSG (Spain).

Part Four - written by Winter, K. and the Norwegian team led on adding to the content. The authors go as follows: Winter, K; Juul, R.; Hernes, S.; Børmark, P; Husby, I.S.D; and Aerts, L., Blanco Carrasco M., Corchado Castillo, A.,I., Dorado Barbe, A.I., Eerdeken, W., Haedens, N., Heirbaut, E., Lowagie, L., Leyra Fatou, B., McCafferty, P., Mercado García, E., McGuigan, G., Ortiz Mateos, M., Roncal Vargas, C., Saenen, V., Toal, A.

Content

GENERAL INTRODUCTION.....	3
1 COMMENCING PART FOUR: TOOLS AND METHODS	3
2 GROUP RULES	3
3 AIMS AND OBJECTIVES OF THE TRAINING SESSION	3
SECTION A: KNOWLEDGE ABOUT METHODS/APPROACHES.....	4
SECTION B: ATTITUDES, BIASES AND ASSUMPTIONS.....	5
SECTION C: OPPORTUNITIES USING OUTDOOR METHODS AND/OR ACTIVITIES.....	7
EXERCISE C1.....	7
EXERCISE C2.....	8
SECTION D: CREATING DIALOGUE WITH CHILDREN EXPOSED TO VIOLENCE (AGED 7-9).....	10
SECTION E: CREATING DIALOGUE WITH YOUNGER CHILDREN EXPOSED TO NEGLECT (AGED 4-6).....	12
SECTION F: CREATING DIALOGUE WITH INFANTS AND TODDLERS (AGED 0-3).....	14
SECTION G: BRINGING SKILLS, METHODS AND UNCRC KNOWLEDGE TOGETHER	16
ENDING THE SESSION	18
APPENDIX ONE: SLIDING SCALE EXERCISE RATING THE COLLABORATIVE ENCOUNTER.....	19
APPENDIX TWO: BASIC REQUIREMENTS FOR IMPLEMENTATION OF ARTICLE 12 RIGHTS	20
REFERENCES	22

General Introduction

The training toolkit has been designed as part of the Erasmus+ PANDA project. It comprises four component parts as follows:

- Part One focuses on the law, UNCRC, General Comments
- Part Two focuses on challenges and opportunities
- Part Three focuses on social/group participation
- Part Four focuses on methods

Each Part can be delivered as a stand-alone training exercise or delivered sequentially. The training toolkit complements the web-based resources designed as part of the Erasmus+ project. Facilitators and participants are strongly advised to engage with these alongside the toolkit.

1 Commencing part four: tools and methods

The facilitator invites participants to say who they are, where they work and one talent they have.

2 Group rules

The facilitator invites participants to identify some group rules by which the group will operate, and which could include:

- what is said in the group stays in the group
- ensuring space for all to contribute
- valuing the contributions of everyone whether or not they are agreed with
- giving constructive feedback only

3 Aims and objectives of the training session

The facilitator outlines the aims and objectives of the training session. This element of the training toolkit focuses on methods and tools and aims to:

- Improve the knowledge of professionals regarding methods and tools to support children`s participation;
- Increase the confidence and skills of professionals to use tools and methods in their communication and collaboration with children;
- Reflect on opportunities and limitations linked to various tools and methods.

Section A: Knowledge about methods/approaches

Purpose of exercise

The purpose of the following exercises is for participants to reflect on the methods and approaches for collaborating with young children that a) they are familiar with b) they have used c) they would like to use.

Useful background: [Methods and tools](#), [Communication processes and skills](#).

Instructions

- Everyone is given a piece of paper [or uses a word document if they are online]
- Everyone draws three columns and adds their answers to the three columns [see below].

Methods and Approaches		
I am familiar with	I have used	I would like to use

- After 10 minutes, the facilitator should bring participants together to share their answers. The facilitator should help participants reflect that methods and approaches are endless and that they can be themed in several different ways. They can be themed according to the type of activity - creative, arts-based, play based (board games, card games, toys, sand, water, playdoh) digitally based (iPads, Smartphones, computers, play stations), activity based (indoor and/or outdoor). They can also be themed according to factors such as cost, cultural norms, and levels of confidence required.

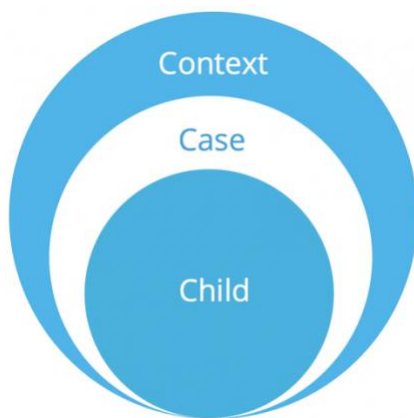
Section B: Attitudes, biases and assumptions

Purpose of exercise

The purpose of this exercise is for the group to explore their experiences of collaborating with young children using various methods and approaches.

Instructions

- The facilitator invites participants to work in pairs to share with each other one example of a method/approach they have used when collaborating with a young child. Participants are asked to reflect firstly on the child, case and context (taken from [Talking and Listening to Children](#))

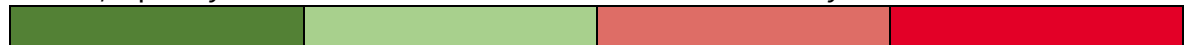


- The facilitator invites participants to reflect on the following aspects of their work indicating where on the sliding scales below they rate the collaborative encounter (see below and Appendix One for sheet that can be printed/email).

The time, venue of the collaborative encounter

Choice/input by the child

Control by the adult



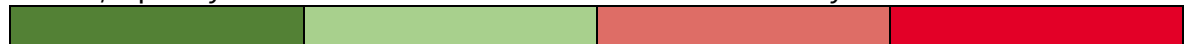
Give examples

Give examples

The purpose/content of the collaborative encounter

Choice/input by the child

Control by the adult



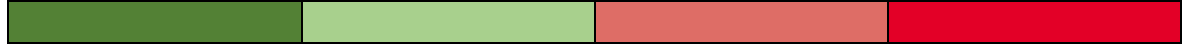
Give examples

Give examples

The methods/approaches used in the collaborative encounter

Choice/input by the child

Control by the adult



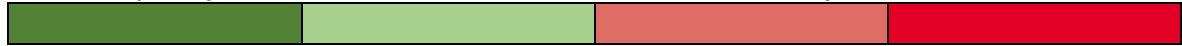
Give examples

Give examples

How, when, if the methods/approaches are used in the collaborative encounter

Choice/input by the child

Control by the adult



Give examples

Give examples

- The facilitator invites participants to consider any obstacles in the methods used in their collaboration with the child and how and in what ways the collaboration could be improved.
- The facilitator then invites participants form some feedback on the exercise. The facilitator should draw out professionals' attitudes, biases and assumptions towards collaborative encounters with young children and how the methods and approaches help facilitate, enable and support young children to access their participation rights.

Section C: Opportunities using outdoor methods and/or activities

Exercise C1

Purpose of exercise

The purpose of this exercise is to encourage participants to define outdoor methods and activities.

Instructions

- The facilitator invites participants to consider together the following questions:
 - How do we define and understand outdoor activities?
 - What opportunities are there in your context for outdoor activities?
 - Why might outdoor activities be beneficial as part of collaborative encounters?
 - When and where could you engage in outdoor activities with young children?
 - What principles should underpin these encounters?

Exercise C2

Purpose of exercise

The purpose of this exercise is to engage participants in designing an outdoor activity with a child aged 10-12 years old to develop reciprocal social skills.

Instructions

- The facilitator invites participants to break into small groups with 2-3 people in each group and to think about an experience they have with doing outdoor activity with a group of children at their workplace (or alternatively to imagine doing an outdoor activity with a group of children who are in contact with the child welfare services). The groups are invited to explore the following questions:
 - What experiences do they have with the age group 10-12 years?
 - What informs and shapes their experiences? (upbringing and outdoor activities, work experiences, personal lives).
 - How might their experiences influence their approach to children aged 10-12 years who have experienced neglect?
- The facilitator brings the groups back together to reflect on key messages/learning from this exercise.
- The facilitator invites participants to break into groups of 3-4 people to consider the case study below:

Scenario: Sarah, a girl at the age of 11, has been living her whole life together with her mother. Father unknown. Rest of her family lives far from their hometown. Social services have got to know Sarah through her mother. Suffering from depression since Sarah was little, in and out of jobs. Periodic welfare benefits have helped out through stressful periods. Sarah is often home from school and her teachers worry about her. She has told others about her interest in animals, dancing and being with friends. She has also told others that she often feels lonely. Her mother is hoping for a change in Sarah`s emotions, relations, activities, and everyday life. Sarah has said yes to attend an outdoor activity next week. She will meet 5 other children in that session.

- Still in their groups, the facilitator invites participants to consider the following questions:
 - What activities are available in their context and local community?

- How can they introduce possible activities to Sarah with the intention of her participating in the group?
 - What obstacles might Sarah have in her mind?
 - How would they approach these obstacles in dialogue with Sarah?
 - How can they give Sarah agency in the process of joining the group?
 - How could the group be used to help Sarah develop a social life?
 - Which tools could be used to further develop social skills, etc. mastering through action, joy and belonging?
 - What framework/structures would the group make?
- The facilitator invites the group back together and discusses key messages/learning.
 - The facilitator invited the group to view the Vimeo: “Experiences from outdoor therapy” on the website: [reacch.eu/media library/methods and tools](http://reacch.eu/media-library/methods-and-tools))
 - The facilitator invites the group to discuss what they would do differently next time in a similar situation/setting (with children 10-12 years)?

Section D: Creating dialogue with children exposed to violence (aged 7-9)

Purpose of exercise

The purpose of this exercise is to develop skills in creating dialogue with children aged 7-9 years old regarding everyday life and feelings in situations where they are exposed to violence.

Instructions

- The facilitator ensures that all participants have access to "My feelings workbook" (See brief "Methods and tools" and <https://hope4hurtingkids.com/resources/My-Feelings-Workbook.pdf>).
- The facilitator invites participants to break into small groups with 2-3 people in each group and to discuss:
 - What experiences do they have with children aged 7-9 years old?
 - What experiences do they have of working with children who have experienced violence?
 - What experiences do they have of violence (what have they read, heard, seen on TV or, if comfortable to disclose, what have they experienced). NB: there is no expectation that participants should disclose.
 - What informs and shapes their views (for example, types of violence, impacts of violence, responses to violence)?
 - How might their views, feelings and experiences influence their approach to and communication with children aged 7-9 years old who have experienced violence?
 - How might a child's views, feelings about and experiences of violence affect their desire to open up to share experiences?
 - What cultural aspects might influence a child's openness about violence?
- The facilitator brings the groups back together to reflect on key messages/learning from this exercise.
- The facilitator invites the group to form small groups of 2 people each and engage the case study below which aims to help Emma concretize and put into words her experiences, feelings and make sense of these.

Scenario: Emma, aged 7, has been subjected to psychological violence by her parents and experienced mild physical violence. Emma now lives temporarily with her aunt. You work in child protection and will talk to Emma about her everyday life and her feelings. Use “My feeling workbook” and simulate a conversation with “Emma” (played by a colleague).

- The facilitator brings the groups back together to reflect on the following questions:
 - What were the experiences of using the tool "My feelings workbook"?
 - How did they get Emma’s attention and who took the lead in the communication?
 - How do they think the child experienced the situation?
 - In what contexts could this tool be used and what challenges are there?
 - What would they do differently next time in a similar situation/setting (communication with a younger child)?

Section E: Creating dialogue with younger children exposed to neglect (aged 4-6)

Purpose of exercise

The purpose of this exercise is for participants to help the child to understand experiences in their everyday lives when they are experiencing neglect, to contribute to the child's creation of meaning and the development of self-confidence.

Instructions

- The facilitator should ensure that participants have access to conversation pictures (See page 12: <https://reacch.eu/wp-content/uploads/2023/02/Methods-and-tools-EN.pdf>)
- Conversation pictures can visualize events and feelings and may help to promote children's storytelling.
- The facilitator invites participants to break into small groups with 2-3 people in each group and to discuss:
 - What experiences do they have working with children ages 4-6 years old?
 - What experiences do they have of working with children who have experienced neglect?
 - What experiences do they have of neglect (what have they read, heard, seen on TV or, if comfortable to disclose, what have they experienced). NB: there is no expectation that participants should disclose.
 - What informs and shapes their views (for example, types of neglect, impacts of violence, responses to neglect?)
 - How might their views, feelings and experiences influence their approach to and communication with children aged 4-6 years old who have experienced neglect?
 - How might a child's views, feelings about and experiences of neglect affect their desire to open up to share experiences?
 - What cultural aspects might influence a child's openness about neglect?
- The facilitator brings the groups back together to reflect on key messages/learning from this exercise.

- The facilitator invites the group to form small groups of 2 people each and engage the case study below which aims to help Lukas put into words his experiences, feelings, views and make sense of these.

Scenario: Lukas, aged 4, has been neglected by his parents. You work in child protection and are going to talk with Lukas about his everyday life. Use relevant “conversation pictures” and simulate a conversation with Lukas (played by a colleague). Start with an introduction, a neutral image/picture and open questioning, gradually you can use images that invite conversation about troubled experiences, and always end with an image evoking hope and good feelings.

- The facilitator brings the groups back together to reflect on the following questions:
 - What were the experiences of using the tool "conversation pictures"?
 - How did they catch Lukas's attention?
 - Who took the lead in the communication?
 - How do they think the child experienced the communication?
 - In what contexts could this tool be used?
 - Do they see any challenges using this tool?
 - What would they do differently next time in a similar situation/setting?

Section F: Creating dialogue with infants and toddlers (aged 0-3)

Purpose of exercise

The purpose of this exercise is for participants to help the child understand good and bad experiences in their everyday life to contribute to the child's creation of meaning and the development of self-confidence.

Instructions

- The facilitator should ensure that participants have access to some or all of the following - conversation pictures or faces with feelings, [kitbag](#), dolls, or a children's book (books for small children on specific topics such as parental substance abuse, violence, neglect, parental psychological difficulties) (for example. For further ideas see [Reacch resources](#) and a [briefing document on tools and methods](#).
- The facilitator invites participants to break into small groups with 2-3 people in each group and to discuss:
 - What experiences do they have working with children ages 0-3 years old?
 - What informs and shapes their views (for example, previous jobs, personal lives)
 - How might their views, feelings and experiences influence their approach to and communication with children aged 0-3 years old?
 - What cultural aspects might influence a young child's communication.
- The facilitator brings the groups back together to reflect on key messages/learning from this exercise.
- The facilitator invites the group to form small groups of 2 people each and engage the case study below which aims to help participants work out how to explore the good and bad experiences in Phil's life in a way that cares for Phil and his mother:

Scenario: Maria, a young mother aged 21 and her son Phil two years old, live together in an apartment in the suburbs. Maria has been in an on/off relationship with Phil's father Jack. Social services came in contact with the family after a domestic violence report sent from the police. Phil goes to kindergarten twice a week while Maria study at the University. Phil is showing strong frustration at home and Maria has asked for help to handle his emotions. She is concerned that her son has been traumatized by witnessing violence in his own home. She is also showing a lack of confidence in being a mother.

The facilitator invites the groups to select a tool and simulate some communications (with colleagues taking on the roles of Phil and Maria).

The facilitator invites the participants to come back together and discuss the following questions:

- What were their experiences of using the tools?
- How did they catch Phil's attention?
- Who took the lead in the communication?
- How do they think Phil might have experienced the communication?
- In what contexts could these tools be used?
- Do they see any challenges using these tools?
- How did they reassure, support, and encourage Maria?
- What would they do differently next time in a similar situation/setting?

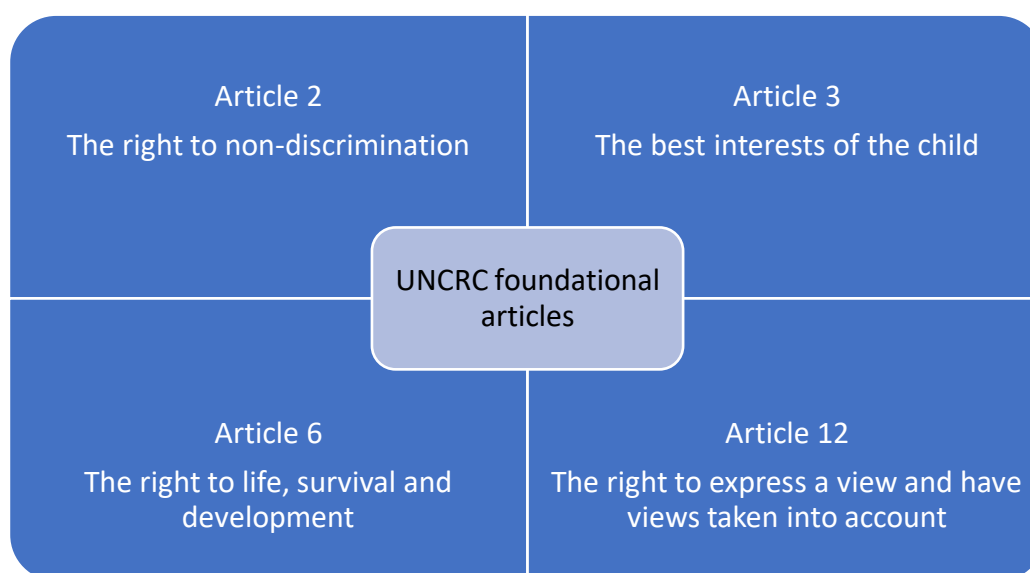
Section G: Bringing skills, methods and UNCRC knowledge together

Purpose of exercise

The purpose of this exercise is to bring together skills, methods and UNCRC knowledge to support participants to create opportunities to engage and collaborate with young children and to contribute to the efforts of their team/organisation to do this too.

Instructions

- The facilitator reminds the participants of the interrelated, indivisible and inalienable four pillars of the UNCRC as follows:



- The facilitator emphasises these four pillars:
 - All children regardless of age (article 2) and any other background factor have a right to express their views and have these considered (article 12);
 - We cannot determine what is in the best interest of the child (article 3) unless their views (article 12) are included and considered as part of the best interest's decision-making;
 - We must seek all ways and means to seek the views of all children regardless of their age and any other background characteristic to ensure that children's article 6 rights are also protected and promoted. This is because the invisibility of children known to social services (and caused by lack of engagement with them) has directly contributed to their deaths at the hands of abusive carers/parents; and

- In addition to the four pillars articles 5 and 13 remind us that children’s capacities develop in different ways in different cultures and contexts and that adults should be flexible and responsive to this. Furthermore, young children have a right to receive and impart information in and through any medium of their choice. This could include through outdoor play/outdoor activities.
- The facilitator provides all participants with the checklist (outlined in Appendix Two). In pairs the participants are invited to reflect on how this might help their own teams and organisations.
- The facilitator draws attention to other relevant local, regional resources of help.

Ending the session

The facilitator asks the group to reflect on:

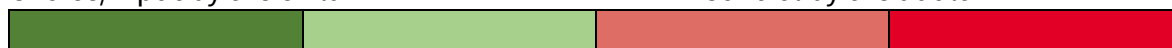
- One new thing they have learned
- One new thing they will do differently in practice
- One new thing they will ask their team, organisation to consider in terms of policy/practice changes

Appendix One: Sliding scale exercise rating the collaborative encounter

The time, venue of the collaborative encounter

Choice/input by the child

Control by the adult



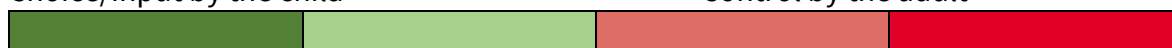
Give examples

Give examples

The purpose/content of the collaborative encounter

Choice/input by the child

Control by the adult



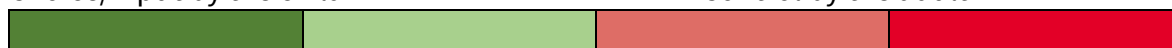
Give examples

Give examples

The methods/approaches used in the collaborative encounter

Choice/input by the child

Control by the adult



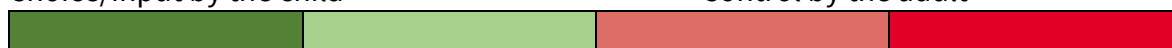
Give examples

Give examples

How, when, if the methods/approaches are used in the collaborative encounter

Choice/input by the child

Control by the adult



Give examples

Give examples

Appendix Two: Basic requirements for implementation of article 12 rights

Table I. Basic requirements for the implementation of the right of the child to be heard (excerpts taken from [UN, 2009](#), section D, para 132: 26–27).

Requirement	Implementation in practice
Transparent and informative	Children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact.
Voluntary	Children should never be coerced into expressing views against their wishes and they should be informed that they can cease involvement at any stage.
Respectful	Children's views have to be treated with respect and they should be provided with opportunities to initiate ideas and activities. Adults working with children [...] need an understanding of the socio-economic, environmental and cultural context of children's lives. Persons and organizations working for and with children should also respect children's views with regard to participation in public events.
Relevant	The issues on which children have the right to express their views must be of real relevance to their lives and enable them to draw on their knowledge, skills and abilities. In addition, space needs to be created to enable children to highlight and address the issues they themselves identify as relevant and important.
Child-friendly	Environments and working methods should be adapted to children's capacities. Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities.
Inclusive	Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved (see also para. 88 above). Children are not a homogenous group and participation needs to provide for equality of opportunity for all, without discrimination on any grounds. Programmes also need to ensure that they are culturally sensitive to children from all communities.
Supported by training	Adults need preparation, skills and support to facilitate children's participation effectively, to provide them, for example, with skills in listening, working jointly with children and engaging children effectively in accordance with their evolving capacities. Children themselves can be involved as trainers and facilitators on how to promote effective participation; they require capacity-building to strengthen their skills [...].
Safe, sensitive to risk	In certain situations, expression of views may involve risks. Adults have a responsibility towards the children with whom they work and must take every precaution to minimize the risk to children of violence, exploitation or any other negative consequence of their participation [...].

Requirement	Implementation in practice
Accountable	<p>A commitment to follow-up and evaluation is essential. For example, in any research or consultative process, children must be informed as to how their views have been interpreted and used and, where necessary, provided with the opportunity to challenge and influence the analysis of the findings. Children are also entitled to be provided with clear feedback on how their participation has influenced any outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with children themselves.</p>

References

Juul, R., Dahlø, I.S., et al. (s.d.). *Methods and tools that inform collaborative work with young children. Brief for practitioners.*

<https://reacch.eu/wp-content/uploads/2023/02/Methods-and-tools-EN.pdf>

Juul, R., Dahlø, I.S., et al. (s.d.). *Communication processes and skills. Brief for practitioners.*

<https://reacch.eu/wp-content/uploads/2023/06/Communication-processes-and-skills.pdf>