Appendix Two: Template for exercises in Section B

Stages in the process	Challenges/opportunities	Skills
Intake and Engagement Context and framework Previous meeting with children (to encourage participation)	Context and framework Previous meeting with children (to encourage participation) To promote children's participation must be to raise awareness among children themselves, as well as among adults, that participation should be natural and frequent in all areas. In the first encounter with children, it is essential that professionals explain to them that they are subjects and citizens. Therefore, respecting them and listening to their opinions are key aspects in this first moment, guaranteeing clear information appropriate to the age of the protagonists.	Ask my team/organisation for an explicit policy that expects me to record children's communication including what was communicated, how, by which methods/mediums, when, and where, why and also to record children's non communication. Ask my team/organisation for specific forms that require me to record children's communication including what was communicated, how it was communicated, by which methods/mediums, when, and where, why and also to record children's non communication.
Group meeting with parents Explanation about the activities (emphasizing in children participation and thein implications for the future)	The involvement of families is essential at this point. Once children and adolescents decide to participate in this process, the meeting with their families should aim to emphasise the children's right to participation and the very implications it may have for their future.	Ask my team/organization for an explicit form that require me to record parent´s communication including what was communicated, how, by, which methods/mediums, when and where. Ask my team/organization for identifying and defining parent´s concerns.
Data collection and Assessment	An individual meeting is held with each child and their family to clarify their doubts and concerns about this process. They are asked to authorise and sign informed consent forms.	Ask my team/organization for an explicit form that require me to record parent´s and children´s communication including what

Individual meeting with family and child Informed consent		was communicated, how, by, which methods/mediums, when and where, why and also to record children´s non communication. Ask my team/organization for identifying and defining parent´s and children´s concerns.
Planning, Intervention and Monitoring with children	Working together professionals and children to develop of activities related to participation. Techniques (some proposals): **Dynamization techniques / icebreaker activities (see Orlik, 1979, 1986)** This is an activity designed to help people get to know each other and usually involves the exchange of names and other personal details. It is a team-building activity designed to help groups bond and become a team. Some questions to guide practitioners in this introduction might be: - Say your name - How old are you? - Where do you live? - Where do you go to school? - What are your likes, your hobbies? - What else do you want to share with the group? **Brainstorming (see Osborn, 1953)** This technique allows to capture opinions or positive attitudes in order to collect concerns in order to formulate concrete work proposals according to children's perceptions (Osborn, 1953). Some questions could be:	Ask my team/organization for formulating objectives, evaluation possible strategies, articulation of resources and timing. Ask my team for carrying out plan, monitoring progress and revising plan.

		- What issues would you like to discuss in the commissions?	
		- What would you ask of policy makers?	
		- What would you like your city to be like? (Orlik 1979, 1986).	
		Phillips 66 (see Dabell, 2020)	
		The group is subdivided into subgroups of six children and these groups spend six minutes (hence Phillips 66) discussing possible solutions to an identified problem and then report back to the larger group with a proposed solution.	
		This method is particularly suited to helping large groups generate ideas more effectively and gives participants the space and freedom to express themselves equally, thus ensuring that as many creative voices as possible contribute to solving the problem at hand.	
		Some questions to guide you.	
		- What would you like your city to look like?	
		- Why do you think this issue is important to you and to all the people who live in your city?	
		- What do you like least about your neighbourhood?	
		- What do you like most about your neighbourhood?	
		- Do you have any ideas about how to fix what you would like to change?	

| | Once the groups are subdivided, a representative is chosen to record and present the team's ideas.

Each group evaluates their ideas and presents them to the facilitator. The ideas are then discussed and can be displayed in the form of a poster or other material in the room or place where the meeting was held.

Statue technique (see Moreno, 1946, 1959, 1969)

It seeks spontaneous expression and awareness of thoughts, feelings, emotions, attitudes, etc. that favour understanding and the ability to make decisions, as well as to rehearse them. It is an action technique that prevents children from blocking themselves and rejecting anything that goes outside their comfort zone.

The children experience the action as a game of representation in a natural way that also allows them to learn socially, in which empathy, respect and limits are the basis of the activity.

We work in small groups (no more than eight) and individually. If we have a workshop of 15 people, we ask them to divide into three groups, each group is asked to build, for example:

- Neighbourhood representation.

- Representation of union.

- Representation of participation.

- Representation of a situation in the neighbourhood. | |

	- Representation of how they feel, etc. To represent it, they must agree on it. Once the representation has been made, they have to explain it and the rest of the classmates can ask questions. This is done with the other groups and the idea, thought, proposal, feeling that the group decides on is brought out. The same can be done individually. **Scrum technique (post-it) (see Herranz, Silva and Herranz, 2014; Aichinguez and Holl, 2017)** It involves breaking down the children's ideas and proposals into smaller, more manageable modules, allowing each task to be tracked. It also helps to turn ideas into actions and actions into achievements. This technique starts by providing a space on the wall or whiteboard that is accessible to all children. Tasks and actions are subdivided into 1) activity, 2) to do, 3) in progress, 4) to check and 5) done. A list of all the functions and features to be incorporated into each of the specified proposals is also drawn up. Once all these techniques have been carried out, the group chooses its representative who will form part of the LOCAL COMMITTEE whose purpose is to compose a working team to develop the actions through a democratic organisational model, but which also foresees that one of the persons composing it will be the reference person.	
Final Evaluation and Termination	Commission feedback Children Assembly agreements Group evaluation	Ask for my team/organization for evaluating overall progress, bringing relationship to an end, and giving feedback to agency about how services, programs and professionals.

| | The evaluation comprises two axes: firstly, with the programme participants and, secondly, with the organisation itself (Cussiánovich y Martínez, 2014; Martínez y Cabrerizo, 2015; MEPSYD, 2008; UNICEF, 2008, 2018; Verhellen, 1997).

References with the participants in the programme[1]:

(a) The first one is carried out with the girls and boys participating in the project actions. It takes place at the end of each activity. It is very simple; questions are asked about the development of the activity and its degree of acceptance and participation. In addition, at the end of the participation periods, an assembly meeting is called to evaluate the activities and the process up to the final decision on the proposal to be taken to the children's municipal assemblies and to the plenary sessions with the attendance of the municipal political representatives.

Some aspects to consider to evaluate with the group could be:
- How did you feel with the group?
- What did you like about the activity?
- What did you like the most?
- What did you like the least?
- What would you suggest to improve it?
- What other activities would you suggest?
- What did you get out of the group?
- Has the support received by the group and by the professionals been adequate? In what way? And if it was not adequate, indicate what could be improved. | |

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[1] For more information on this stage see: Cussiánovich y Martínez (2014; Martínez y Cabrerizo (2015); Lansdown (2011). MEPSYD (2008); Poudyal (2006); Save the Children; UNICEF (2008, 2018); Verhellen (1997)

| | b) The second one involves the professionals. It is carried out at the end of each cycle of activities and at the end of the process which coincides with the school year. This evaluation is used to plan the next school year.

Some aspects to be evaluated by the professionals can be:
- What were the children's attitudes?
- To what extent did they participate in the sessions?
- Was the methodology effective?
- Were they encouraged to develop their confidence to contribute effectively?
- Was an atmosphere created in which they felt welcome, accepted and encouraged?
- Did all children in the advisory group feel equally valued and included?
- Was information accessible to all children?
- Was there an opportunity to raise concerns if anyone felt excluded or marginalised?
- What outcomes did children themselves experience as a result of their participation in the children's advisory group?
- In terms of the children's advisory group: For example: Did they feel more confident? Are they more aware of their rights? Do they feel more able to speak in public? Do they feel more valued in their community? Have they made new friends? Have they had the opportunity to meet people they would not otherwise have met?

From the point of view of the organisation, in this case managers and policy makers, some aspects to evaluate could be related to the following questions:
- Did the children have enough information to make a positive decision about their participation in the group? | |