

Introduction:

In the Summer of 2009 Participation Workers and a group of young people got together to design a children and young people's Participation Charter.

This is for all people aged 0-19 living in Dorset.

In total some 28 different young people have been involved in producing this Charter.

In May 2010, 12 of these young people came together to create a DVD of their Charter ,in less than 36 hours.

This was a mammoth task but what they achieved in that time was truly impressive.

The Charter is called "Our Say", only because "Participation Charter" doesn't mean anything to a lot of children and young people.

So, without further delay here is "Our Say....."

Scene 1:

Person 1: This is the Dorset Children's Trust Participation Charter "Our Rights and Responsibilities".

Person 2: Participation Charter is a document about children's rights and responsibilities. It tells adults exactly what we expect from them when they involve us in things but also what we will do for them in return.

Person 1: We believe that involving us leads to improved services that respond better to our needs. Involving us also means we are able to learn important life skills. This chapter applies to everyone up to the age of 19 living in Dorset.

Scene 2:

Commentary:

Please make us feel welcome. It's important to think about the venue.

If appropriate provide us with food and drink and some time to enjoy it.

We will show respect to adults, children and young people and the environment we are in.

Scene 3:

Adult: Obviously a geek

Young Person: So lame

Adult: What a chav

Young Person: What bossy

Adult: Bimbo

Young Person: Boring

Adult: Immature

Young Person: So out of touch

Adult: Alkie

Young Person: Old

Commentary: Don't judge us – we won't judge you by age or appearance.

Scene 4:

Commentary: Make sure children and young people of different groups, backgrounds and age can be involved.

Arguing

Fairy: Ping

Adult: Come in

Commentary: We will do our best to get along with each other and not offend anybody.

Laughter

Scene 5:

Commentary: Please provide us with transport or cover our costs and expenses.

Fairy: Ping

Commentary: We won't misuse transport so we can keep the cost down.

Scene 6:

Girl: Josh, I'm really, really dreading this interview. I don't know what I'm meant to be doing.

Boy 1: I'll leave it to you then.

Girl: Well you can't leave it to me.

KNOCK ON DOOR

Commentary: Please give us preparation time; adults should take responsibility for how to do this.

Girl: Come in.

Boy 2: I'm here for the interview.

Girl: You here for the interview, take a seat.
Right, Do you like marmite?

Fairy: Ping

Commentary: Please give us training and support we need to help us take part.

Boy: That training really helped last night.

Girl: Yeah I'm really ready to interview anybody now.

KNOCK ON THE DOOR

Girl: Come in

Boy 2: I'm here for the interview.

Girl: Are you here for the interview, please sit down. I'm Alice.

Boy 2: Hi I'm Chris.

Boy 1: I'm Josh.

Boy 2: Hi Chris.

Girl: So do you have any experience for the line of work.

Scene 7:

Boy 1: Due to the long activity? – Do you like me?

Boy 2: No

Commentary: Please make documents young people friendly.

Fairy: Ping

Boy 1: This projects have been going for a long time. I get it now.

Boy 2: So do I.

Scene 8:

Commentary:

Adults should let us know about any decisions that are taken and always be honest with us.

Once you have involved us keep us informed about any decisions that affect us and then the outcomes or feedback.

Always try and involve us in the beginning of the process.

If you involve us listen to what we have to say and take it onboard.

Always explain to us why we are being involved.

We will be sensible and sensitive about our opinions and think about other children and young people.

We will do our best to fully participate.

We will come prepared.

We will use any information given to us wisely and responsibly.

We understand that both adults and young people have the responsibility to be realistic in what can be achieved.

We will be patient and listen to all opinions.

Scene 9:

Boy: Where's our worker?

Girl 1: I don't know she's meant to be here by now.

Girl 2: What's the time?

Girl 1: Almost 12.

Girl 2: Half an hour late.

Commentary: Adults should be consistent and reliable.

Worker: Hi Guys.....
Hi I'm Alice you probably don't recognise me but I'm your new worker. I know you've had Joe last week, Matthew the week before, Tom the month before but we're very busy people so yes sorry I'm so late.....

Commentary: We will make sure we turn up and be reliable.

Worker: Yes so how has your week been to start off?

Scene 10:

Commentary:

Provide a range of different ways we can have our say so we can choose one we feel comfortable with.

Scene 11:

Commentary: Please use methods that meet the needs of the children and young people you are trying to involve for example use drama, interaction and simple language for younger children. Think about the age and learning needs of the children and young people.

TALKING

Fairy: Ping

Adult: Sorry that was so boring guys I know lets have fun now, lets play the Participation Congo.

YEAH, WOW, DANCING

Scene 12:

Commentary: Value us as you would value other adults, don't patronise use.

Adult: That was a very good job you did today and you did it all by yourself. You're very clever aren't you? Such a clever girl – would you like a sticker it's big and shiny and pink – there you go. Well done.

Scene 13:

Adult: I know we have all been working really hard this week but there is just one person that stood out.
Josh, come on up here, this is for all your hard work and for standing out.
Now a round of applause please.

APPLAUSE

Commentary: Please recognise our hard work; you can do this by giving us a voucher, a certificate or a letter of thanks.

Scene 14:

Commentary:

Girl: DON'T be put off by this; it's easier than it seems to involve children and young people.

Boy: The charter is only here to make sure everybody knows where they stand and are on the same level.