

# A National Conversation: Young People and Respect

A toolkit for running a consultation event with young people about respect

**LSIS** LEARNING AND SKILLS IMPROVEMENT SERVICE



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# 1. Setting the scene

## 1.1 Introduction and background

The report, “A National Conversation – Young people and Respect” (2011) details the findings from nine regional conversations held with further education and skills providers to explore young people’s views and perceptions about respect. The communities involved included: city and unitary authorities; areas of ethnic diversity, deprivation and regeneration; and coastal communities. Learning providers facilitating the events included FE colleges, a Sixth Form college, private and voluntary sector training providers, and a local authority adult and community learning department: providing a cross-section of young people with the opportunity to discuss what the word ‘respect’ meant to them.

## 1.2 The toolkit

This toolkit draws on the experiences of the original 9 events which had a lively and engaging approach, interactive format and supportive atmosphere, addressing the topic of respect through 5 themes: ‘Your Community’, ‘Your Workplace’, ‘Your Place of Learning’, ‘In the Media’, ‘Your Right or Responsibility?’. Hopefully you are able to use the resources to develop your own consultations with young people in your area, either by running a whole consultation event, or by using selected activities in learning, enrichment and tutorial programmes.

To ensure that any young person is able to contribute, consultations have been designed to be carried out in a wide range of settings, involve Peer Facilitators, and include a variety of partners. A variety of research methods and activities are included, meeting a range of learning styles, and through LSIS funding at the pilot events, travel expenses were reimbursed and gift vouchers were issued in recognition of the value placed on young people’s views.

## 1.3 Why get involved?

- A consultation on respect helps to create a feeling of belonging which supports appropriate behaviour, understanding, motivation, retention and achievement
- Respect conversations contribute to many ongoing agendas in learning settings and help to promote respect in the organisation and in communities
- The activities provide an engaging and accessible way of introducing and exploring the themes with young people - and also in raising awareness of staff.

To date young people involved have relished the opportunity of having their views and experiences listened to, together with the chance of making an impact and influencing how they are perceived by society.

The national conversations have:

- Demonstrated young people’s hunger for opportunities to communicate their views, experiences and opinions to policy and decisions makers;
- Demonstrated the need for further consultations, research and development work across the regions;
- Enabled young people from different backgrounds to share ideas and opinions between them; and
- Raised young people’s awareness of respect and challenged their assumptions of what it means

Young people's comments about the conversations included:

*"Talking about issues and voicing opinions on them is something I like doing."*

*"It was fun and interesting."*

*"Engaging and exciting."*

*"Very good information provided. Excellent event – hold more – would be fantastic."*

*"Interesting to see other points of view."*

*"Showed us a lot about respecting people."*

*"I found out respect means lots of different things."*

## 2. Setting up and delivering your own respect conversation

### 2.1 Introduction

You can use the resources in section 5 to run your own in-house conversation, tailor the resources to your own needs, or develop new resources. Wherever possible, it is recommended that physical events are used to gather young people's comments, using online means as a back up: the opportunity for young people to share experiences and opinions directly amongst themselves and have their voices heard directly by facilitators has been widely successful in the 9 regional consultations.

The conversation should have a lively and engaging approach, interactive format, supportive atmosphere. You might include displays/stalls provided by local partners/services e.g. sexual health services, Connexions etc. It should involve a range of interactive, creative and engaging consultation activities around respect which were broken down into 5 themes for the pilot events:

- Your community
- Your workplace
- Your college
- Your right or your responsibility?
- In the media

Consultation events should address the topic of respect in its widest sense, with particular reference to the following areas:

- Use of language (slang/street/swearing)
- Gender
- Dress and appearance
- Attitude
- Culture
- Social status, e.g. poverty, class
- Racism
- Sexism
- Homophobia
- Gangs, guns and knives
- Anti social behaviour

### 2.2 Key success factors for respect conversations:

- Ensure your target group is well defined and design the activities to meet their needs and preferred learning styles. Think about the literacy levels, confidence, strengths and interests of the young people you want to consult.
- Use a variety of consultation methods in the activities, involving different ways for young people to contribute their views.
- Use different methods of information collection within an activity to support participant choice and differentiate against learning preferences and levels of skills/confidence e.g. writing, talking, drawing, creating, technical (e.g. IT).
- Structure questions into themes to enable young people to have concentration breaks between activities, thus facilitating greater involvement and enjoyment.
- Make use of peer facilitators in designing questions/activities/events to assist with engagement of young people in activities, and visibility of lively and engaging peer role models. They should also be given the opportunity of analysing information collected from the consultation. Staff

and Peer Facilitators involved in delivery should be enthusiastic, lively, engaging and able to interact and engage with young people.

- Provide an element of choice in the activities e.g. choose 4 out of the 5 activities.
- Take photographs as a record of the event and celebrate it within your organisation.

### 2.3 Planning your respect conversation

The conversation should be extremely well planned and co-ordinated – why, when, where, who, how and what?

- Adequate preparation and analysis time should be identified in addition to time for delivery and analysis.
- One person should be nominated as the lead, whilst recognising that it will require liaison and meetings between different types of staff, young people and external partners who are to be involved.
- Clear responsibilities should be given to named individuals and progress against tasks should be monitored.
- Health and safety risk assessments should be carried out before the event is publicised in case adjustments have to be made.
- Timing and location of the consultation should take into account young people's lifestyle, existing commitments, travel arrangements and should offer opportunities for arriving at different times where possible.
- Training may be required by young people and staff who will deliver activities and analyse responses including: questioning techniques, active listening skills, presentation skills, handling/acknowledging responses, remaining impartial, seeking support.
- Ensure your venue offers good access for people with physical disabilities, offer opportunities for support workers/mentors to accompany young people and use materials in accessible formats covering a range of learning styles.

### Lessons from the pilot conversations

Providers involved in the pilots made the following recommendations::

#### DO

- Carry out consultations during regular term time and regular hours of opening.
- Send personal invitations to young people and promote the event to wider networks (e.g. schools, Youth Offending Teams, support agencies).
- Consider using a large venue with a separate room for audio/video recording.
- Have a variety of staff delivering the event e.g. Advice and Guidance, teaching staff, learning support staff.
- Engage Peer Facilitators in delivering the event e.g. from Student Councils, Student Union, Vtalent etc - it provides a positive image to participants and helps encourage participants to engage and interact.
- Use voice recorders to capture young people's comments.
- Offer a range of IT and non-IT based activities.
- Include graffiti wall/art based activities.

- Have different consultation activities running at the same time so young people can easily drop in and out of them, returning later to complete if they need to.
- Offer refreshments.
- Let other staff on site know what's going on e.g. reception, security etc.
- Involve external partners as they give participants an opportunity to access additional information and highlight services available to them e.g.: information, advice and guidance; sexual health/drug/alcohol services; Police and Fire services.
- Ensure access to IT technical support before and during the event.

### **DON'T**

- Expect all young people to be engaged in all activities
- Make young people take part in activities in which they show little initial interest – allow the atmosphere and comments of other young people to draw them in
- Underestimate logistics. You will need one or two members of staff and/or young volunteers to facilitate each activity and at least two people to run a reception desk, people to set up before and clear up afterwards and collect evidence effectively. You will need someone who is good with technology to help with power point, voting systems and uploading voice files from equipment.
- Forget to signpost to the event internally and externally so that young people know where to go.

### **2.4 Administration and data collection**

It is recommended that participants are asked to sign an agreement which will explain how their data and information will be used. Through this they will authorise use of photographs, audio and video recordings. The following forms are available for you to use in the Appendix:

- Permission Form
- Register
- Equality and diversity monitoring form



### 3. Peer Facilitators



*“A lot of research is done on young people but not by them. It is important for young people to be involved in setting the research agenda and doing research themselves. This results in high quality research that is relevant to the lives of young people.”*

**- Young Researcher Network, National Youth Agency**

In the majority of previous respect conversations, young people also took part in planning, co-ordinating and delivering the activities themselves, taking the role of Peer Facilitators or Peer Researchers. Often drawn from Student Councils, Student Unions and community development/volunteering programmes within the provider (e.g. VTalent), this provided an opportunity to gain skills and experience for personal development and/or future careers. Involving them in the planning and running of the events also helped to actively engage young participants and create a young and lively atmosphere: clearly demonstrating that it wasn't a 'them and us' situation where older people did the asking and young people did the answering! For some young people, they felt able to participate more fully when a Peer Facilitator was present, as they placed more trust in people of their own age group than in staff who could be seen to be in 'authority'. In many cases, young Peer Facilitators were able to act as positive role models to those taking part. From the experience in the pilot events, skills and qualities needed by Peer Facilitators include: confidence, maturity, reliability, responsibility, good speaking and listening skills, understanding of non-verbal communication, able to summarise written and aural information, able to work with others as a team, able to work independently, able to work to deadlines, sense of humour, knowing their boundaries, knowing when to ask for help. Training may be needed in health and safety, event planning, action planning, setting clear aims, question techniques, research methods, gathering and interpreting data.

Not all young people may be ready for the Peer Facilitator role and training will be needed to help them carry out consultations effectively. The National Youth Agency has created a toolkit for the **Young Researcher Network** (pdf). This toolkit has been developed to support young people involved in youth-led research projects. It is designed to sit alongside YRN training, but can also be used on its own. The YRN toolkit is written for young researchers, but can be used by anyone involved in youth-led research projects. Youth Workers or project leaders could use the toolkit to support additional group learning and discussion. The toolkit covers all the major stages of developing and carrying out a research project and can be used by individuals or groups, as part of discussions.

## 4. Principles for consulting young people

### 4.1 Hooking young people in

**Consider the environment:** Young people feel more confident in their surroundings if they have a sense of ownership of the environment, for example, a youth club setting, college or club that they attend regularly. If this is not possible, use an alternative informal space that is welcoming, relaxed, spacious and offers soft seating and tables and an area for eating/drinking. Consider which parts of the room will be best for each activity, for example, is there a large wall space that could be used to showcase art work or create a graffiti wall or a space with computers connected to the internet.

**Utilise new technologies:** The chance to explore/use technology when it may not otherwise be available can be a real incentive to take part. Providing access to technology demonstrates respect and trust of the young people. Provide access to websites that young people are familiar with and can easily use to give their opinions, such as social networking sites. Use voice recorders to record comments made by young people, making sure they are happy for this to happen. This can help young people to feel that their opinions are being taken seriously. Below are some examples drawn from the pilots:

#### a) Text Wall<sup>1</sup>:

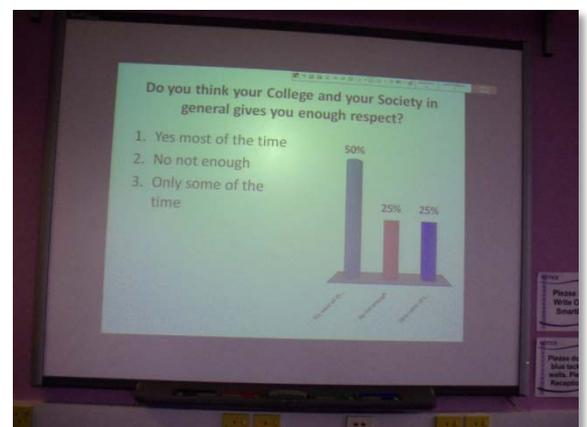
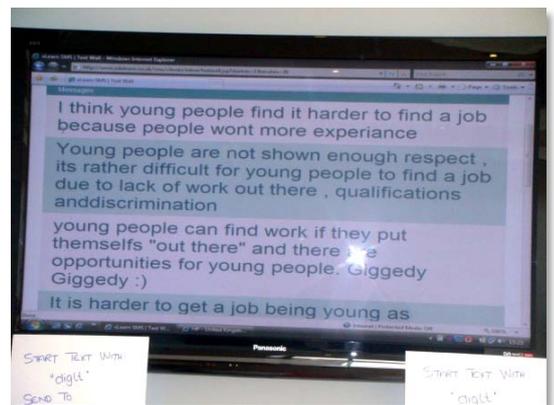
This facility enables a group of people to text a message to a number. The messages can then be projected onto a wall/screen and read by the whole group. The cost of the text is minimal but can be overcome by providing a mobile phone for use that is topped up with money. The text message can also be input on line rather than by mobile phone.

A text wall has other uses too. Here are some examples of how a text wall can be used to work collaboratively:

- Learners could be asked to summarise information down to 'x' number of characters (a standard text message is usually 140), responses can then be shared with others and discussed
- To answer quizzes either individually or in groups
- To send quick feedback/ evaluations
- To complete surveys or support events – people ask questions, post reflections.

#### b) Voting technology (e.g. Turningpoint, Quizdom)

This system allows the facilitator to set up a multiple choice quiz using PowerPoint, inputting one question per slide. The quiz is then projected onto a screen through the voting software which identifies when polling is open and how many people have answered the question. Participants each have a remote control which they can use to 'vote' by



<sup>1</sup> Available from [Learning Apps](#) - walls cost approximately £30 at time of writing.

pressing the numbered button that relates to the answer they want to give. The system uses a graph to show the percentage of voters who answered each question and is in full colour.

### c) Internet searches

Internet searches are a good resource for young people to comment on/discuss respect in the media. Sites such as YouTube provide the opportunity to discuss the influence of music and lyrics on young people. The internet can be used to search for TV, radio and newspaper articles to facilitate discussion about respect in the media - give access to hard copy tabloid and broadsheet press as well as magazines focussing on fashion, celebrity, health and beauty. Additionally, searches for television and radio programmes that include young people or are targeted at young people can initiate discussion about the influence of broadcasting on respect and young people. It can be more effective and interactive to use one big display screen for a small group discussion, with one young person in charge of using the search engine at a time rather than young people sitting at individual or set up 'internet buddies' who can help those young people less familiar with computers to search the internet.

### d) Voice recorders and video cameras

Voice recorders and videos allow the facilitator and the young person to fully engage with the activities without having to break off to write things down. The technology for these has improved vastly over recent years and they are small, portable, able to pick up sound from a reasonable distance and reasonably priced. They can be easily linked to a computer to download recordings as sound/video files.

**Recognise young people's time commitments:** When organising the time and length of your event, consider the commitments of the young people you are including. For example, a young carer may not be able to attend for a long period of time and a young parent may not be able to attend an early session that does not provide childcare. Young people from disadvantaged backgrounds may be experiencing homelessness, financial difficulties and/or relationship breakdown and therefore find it difficult to commit to attending a whole event. Drop in events where people can attend for varying amounts of time, show respect for their commitments.

**Work with partners and agencies in touch with young people:** Young people from disadvantaged backgrounds may be in contact with several agencies, each working with them in different areas of their lives. By linking with those agencies, it will be easier to invite a wider range of young people to the consultation, and have people on hand who can understand and respond to specific needs that appear. Provide the opportunity to invite agencies to the event to provide a staffed display and raise awareness of support available to young people attending the event

## 4.2 Getting young people engaged in consultations

**Work with the right staff:** The staff charged with running activities and gathering the evidence will have a big impact on the quality and how much information is collected from young people. It is important to choose staff who have a rapport with young people and are used to talking to young

people on equal terms. Most young people will relate well to staff who are 'not like a teacher'. Staff need to be patient, approachable, friendly, open-minded, aware of the types of issues young people might be facing and non-judgemental of responses received to questions and comments made during discussions. Staff need to be able to listen and create the right kind of relationship with the young people they talk to.

**Make activities relevant and useful:** Make sure that the event relates to young people directly and build on their interests. Set clear aims and explain activities clearly. During activities, young people will make contributions and see those of others, so create an atmosphere where young people will feel that their opinions are valued and tell them how their contributions will be used e.g. by key people in your organisation, by policy makers etc. Make the most of opportunities to help young people to think about what has been discussed and how it might help them in their own lives going forward.

**Provide optional 1:1 activities:** Some young people respond better on a one to one basis, rather than in a group activity. This will help them to communicate comfortably at their own pace.

**Build confidence through engagement, encouragement, praise and acceptance:** Young people may lack confidence in taking part in activities and may be reluctant to speak out in front of others. Provide a variety of activities that give different options for young people to contribute their thoughts e.g. arts and crafts, being recorded on video/audio, texting, writing short comments, discussing with others, talking to facilitators. Confidence to participate will be increased by providing activities that are familiar to young people and/or give quick results and feedback. This is often possible by using resources such as voting technology and text walls (see paragraph 4.5 below). Offer different ways for them to contribute, accept their communication style and language (which may be different to that in formal lessons), and show that you value their contribution.

### 4.3 Keeping young people engaged throughout

**Establish expectations:** Define a minimum number of activities that the young people must complete. Put a system in place that enables young people to evidence the number of activities they have completed, for example, a sheet that can be initialled or stamped by staff running activities.

**Be flexible in expectations around young people's participation:** The design of activities should let young people take part without feeling rushed or pressured. Be flexible about the order of participation. Provide opportunities for young people to choose/negotiate which activity they do first and/or come back to an activity they may have started but not finished earlier in the session.

**Encourage mutual learning and exchange:** Create a culture of respect by encouraging a two-way process in discussion, where you can all learn from each other. Remember to keep the approach informal – a bad experience in one activity may mean they are reluctant to continue onto others.

#### 4.4 Recognising development and achievement

**Consider formal recognition of participation:** Some young people will value receiving a certificate signed by a person in authority which includes logos of funders and organisations taking part in the consultation. It must clearly state that the young people has taken part in the consultation, when this took place and what the outcome of this will be. In addition consider whether any of the activities could contribute to other forms of accreditation a young people may be completing, such as ASDAN<sup>2</sup> Duke of Edinburgh Awards<sup>3</sup> or volunteering programmes.



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<sup>2</sup> [ASDAN](#) is a charitable organisation that offers a wide choice of flexible, activity-based curriculum programmes that can be used in a variety of educational contexts with learners working at a range of levels.

<sup>3</sup> [Duke of Edinburgh](#) scheme provides a balanced programme of activities that develops the whole person – mind, body and soul – in an environment of social interaction and teamworking.

## 5. Activities and resources for respect consultations

### 5.1 What worked for phase one of the respect consultation and why

The first respect conversations were delivered with the same central themes and activities but each one varied slightly in which activity was used for which context. All were successful in gathering opinions and ideas from the young people taking part. The events had been designed to include a range of activities which engaged young people in different ways using differing learning styles – something for everyone. They included a ‘vote with your feet’ approach for young people - allowing them to choose which activities they were most interested in, whilst emphasising the requirement for them to take part in a minimum of 4. In practice 19 % of the total participants completed all 5 activities.

There was no identifiable pattern to the activities which participants enjoyed most or least: some said they enjoyed using the ILT resources, whereas others said they enjoyed the art/creative activities more; some said they liked talking and being recorded in groups, others said they enjoyed being interviewed individually; some didn’t like talking at all, but enjoyed participating in other ways e.g. texting, writing comments, drawing etc.

Method of approach	Pros	Cons
Graffiti wall/collage/poster activities	Easy to join in Creative, active and interactive Building on others’ comments Visual impact	Focusing on producing art and craft work can reduce the available time in which to explore views in detail
Diary room – audio	Up to date, topical way of collecting people’s opinions	Some young people did not want to be videoed but were happy to provide audio comments
Recorded interviews/discussions	Easily accessible way of gathering information regardless of literacy ability	Creates large volume of qualitative data to be processed post-event
Electronic voting	Provides a high-technology, yet easy access method of contributing views anonymously, requiring minimum literacy skills	Requires specific software and equipment which may not be present in all venues
Internet and paper media search	Free access, highly relevant and topical method of gathering people’s views Raises awareness of different types of media available (e.g. music, documentaries, tabloid press, broadsheets, public/establishment broadcasting)	Access not readily available to some websites blocked by firewalls e.g. Facebook Difficulty in finding a balance of resources to provide positive and negative representation of young people
Text wall	Uses widely available technology as most young people have	Some people wary of using their mobile phone number to send

	mobile phones Participants can see previous comments and respond to them Option to contribute via internet site	messages Different mobile phone contract tariffs e.g. no inclusive texts
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The following section of the toolkit offers activities and resources to develop respect conversations around the 5 contexts:

- Respect in your community.
- Respect in the workplace.
- Respect in your place of learning.
- Respect in the media.
- Respect: your right or responsibility?

### 5.2 Respect in your community

The following questions can be used in an online survey (e.g. through free [Survey Monkey](#) software). In addition, to engage young people in discussion and in more active participation, they can create a ‘brick’ wall using brick shaped pieces of paper and sticking them on a graffiti wall to express individual points of view about what respect in the community means.



As a young person do you think you are shown respect by people in your community?		
Yes most of the time	<i>Why do you think this?</i>	
No not enough		
Only some of the time		
Do you have the right to expect respect automatically?		
Yes it is an automatic right for everyone	<i>What made you chose this answer?</i>	
No not until you show you deserve it		
I can't decide		
Do you think respect means the same to young people living in a city and those living in the countryside?		
Yes most of the time	<i>Why do you think this?</i>	
No not really		
I don't know		

Do you think young people respect each other?		
Yes most of the time	<i>Why do you think this is?</i>	
No not really		
Only some of the time		
Is it important to you to have the respect of your friends?		
Yes most of the time	<i>Why do you think this is?</i>	
No not really		
People only respect a select group of friends		
Is it important to you to gain the respect of adults in the community like shop keepers, bus drivers, and other people on public transport?		
Yes especially my parent but most other adults as well	<i>What makes the respect of adults important?</i>	
No not really		
I want the respect of some adults but not all		
Do you think respect through admiration is the same as respect through fear?		
Yes it's the same thing	<i>Why do you think this?</i>	
No it's very different		
I don't know		
Name 3 things you would do to keep the respect of your friends?		
Name 3 things that would cause you to disrespect a friend?		
What would you say to politicians about the way young people are viewed by society in general? What changes would you like to see?		

### 5.3 Respect in the Workplace

Display posters of quotes from employers, politicians and young people about young people in the workplace (examples given below) on the wall or in a suitable area. Encourage young people to look at the quotes and ask them to think about the questions below. They can either contribute individually, or take part in a discussion with others, through one of the following methods:

- having their responses recorded on a voice recorder/video
- using 'sticky notes' to write short comments and stick them on each poster or texting their responses to a Text Wall (see 4.4a)
- writing their answers on a pre-prepared handout showing the quotes, with spaces for them to respond



You can use discussions to explore young people's thoughts about volunteering, Apprenticeships and taking part in the National Citizen Service.

#### Young people who have worked/are working:

- a) Did/do you feel respected at work? YES/NO**  
Describe an experience to illustrate this.
- b) Do you think employers respect young people in the workplace? YES/NO**  
Can you tell us about an experience in the workplace where you were or were not shown respect by your employer?
- c) What do you think the effect might be of not being respected in the workplace?**  
Tell us about any experiences you have had as a result of not feeling respected at work
- d) How do you think respect could be encouraged in the workplace generally?**  
Can you give us any specific ideas or experiences?
- e) What can young people do to earn the respect of employers and fellow employees?**  
Can you give us any specific ideas or experiences?

#### Young people who haven't worked or who have limited experience of the workplace (e.g. short work placement/voluntary work):

- a) How confident do you feel confident about starting work and being respected in the workplace?**  
How does this affect you applying for and getting a job?  
What do you think you can do to increase your confidence and gain respect at work?

**b) What can employers do, that would show respect for young people, and help them to get into work?**

Can you give us any specific ideas or experiences?

**c) What do you think you could do to earn respect from an employer that might help you find and start a job successfully?**

Can you give us any specific ideas or experiences?

### Quotes to use (update with your own)

*“David Cameron is proposing a voluntary ‘National Citizen Service’ programme for 16-year-olds. The Tory leader said school leavers and those going to college should take part in a six-week programme, including charity work and physical training. He said it would boost participants’ pride in themselves and in Britain. The course would include one week’s residential course, four weeks of community service and a week’s physical challenge - like Army training or mountain climbing. It could include work with the elderly or travelling to developing countries.” - BBC News, September 2010*

*“Our young people are more skilled in IT than ever before. Their use of social-networking platforms, file-sharing and multi-media applications leaves many people over the age of 35 baffled. But they often can’t operate most office systems.” - People Management Magazine, Dec 2009*

*“When I got my last job, I thought the people around me might have been too bossy or too experienced. I just felt uneasy working with older people. Although I find the older generation are more experienced, they might not be adaptive to working alongside a younger generation. I am Asian Muslim and I might find it extremely hard to work alongside the older generation, for example, they might have different views on culture.” - Zuber (young person), Birmingham*

*“Hampshire County Council is to create 900 jobs for young people after leading a consortium that bid for a £5.85 million grant from the government’s Future Jobs Fund (FJF).... For example, groundwork jobs will improve access to parks and other recreational areas, while community centre catering jobs will provide opportunities for people to train as chefs.” - PM Online, July 2009*

*“More than 150 employers have pledged to offer ‘extra opportunities’ for young people, such as internships or apprenticeships. It aims to boost the employability of 16- to 24-year-olds, who, according to official unemployment statistics, have been the group worst affected by the economic downturn.” - PM Online, Sept 2009*

*“Young people are a cheaper commodity, and would go in on the bottom of the remuneration ladder.” - Sarah, Colwyn Bay*

*“I have a friend who just cannot get a job as he is under 18. He has tried in something like 20 different places, and they have all said they want someone older, even for working in a clothes shop as a Part Time Sales Assistant.” - Chris, Swindon*

#### **5.4 Respect in your place of learning**

The questions below can be written or printed onto sheets of paper, long roll of paper or flipchart pages to create a graffiti wall. Lead a discussion with young people, encouraging them to contribute by writing comments/drawing responses/sticking clippings from magazines or newspapers by each question. The discussion can be recorded on voice recorders or videoed to record individual comments.

**a) Do you think students respect their place of learning? (e.g. college, training provider, youth work setting)**

Do they respect the building and equipment?

Do they respect other people in their place of learning? Teaching staff? Other staff? Students?

How do they show respect or disrespect?

**b) Should the learning provider expect respect from all students?**

Why? How can they do this? Can you give any specific ideas or examples?

**c) Does the learning provider respect students?**

Student views

Student feelings

Student needs

How does it show respect? Can you give any specific ideas or examples?

**d) Does the learning provider encourage respect amongst students?**

How? Why? Can you give any specific ideas or examples?

**e) How do you think the learning provider can encourage more respect from students?**

Can you give any specific ideas or examples?

#### **Resources required:**

- Rolls of wallpaper lining/flipchart sheets
- Scissors, glue, highlighter/marker pens
- Learning provider publicity material/prospectuses/newsletters etc
- Voice recorder

## 5.5 Respect in the media

**Graffiti Wall:** Invite participants to think about the meaning of respect and how young people are represented in the media, using articles/headlines that are both positive and negative. Young people can stick up pictures, draw, make comments etc on the graffiti wall.

**Internet:** Young people are asked to find examples on YouTube or iPlayer that demonstrate respect or lack of respect for young people. Add the page they have found to internet 'favourites' on the computer so they can be listed afterwards.

Voice record comments on why young people have chosen particular articles/pictures/headlines/clips.

Questions to be addressed by activities:

- How are young people represented in the media?
- How much do you think the media respects young people in their reporting?
- What effect do you feel media reporting has on you and your friends/family?
- How do you think young people should be represented in the media?
- How can you have an influence on how the media represent young people in their reporting?
- What message would you like to give to policy makers about respect for young people in the media?

### Resources required:

- Computers with internet access
- Rolls of wallpaper lining/flipchart sheets
- Scissors, glue, highlighter/marker pens
- Range of national and local newspapers (include specialist press re culture and ethnicity): Sun, Mirror, Daily Mail, Telegraph, Guardian, Asian Eye etc
- Range of magazines aimed at males and females (include magazines likely to portray positive and negative images of young people, and specialist magazines e.g. Young People Now) : Now, More, Look, Nuts etc
- Articles to include: guns, gangs and knives, bullying, young parents, hoodies etc
- Access to YouTube/iPlayer – video representation of/by young people that demonstrates respect (or not): this might be music, film or TV and clips made by and/or for young people

## 5.6 Respect: Your right or responsibility?

The questions below have been designed to be used with Turning Point voting software and handsets. We recommend that groups of 2, 3 or 4 young people take part in any one sitting. Their responses are anonymous and will be totalled on a graph through a data projector, which can then be used as a stimulus to explore reasons for answers and gather any experiences they contribute.

The resulting discussion can be captured on audio recorders.

At the end of the event, all responses gathered during the day through the voting handsets can be combined into one overall summary.

### a) What is respect?

- Admiring other people
- Being considerate and polite to other people
- Not hurting other people
- All of the above

Once voting is complete, explain there is no right or wrong answer and ask for any other ideas about what respect is.

### b) Is respect a right or a responsibility?

- Right
- Responsibility
- Both

Once voting is complete, start a discussion on the reasons behind the answers.

### c) Do you always respect the views and opinions of others?

Yes, no, don't know. Discuss, if no, when might you not? Ask for examples.

### d) Do people have to prove to you that they deserve your respect?

Yes, no, don't know. Discuss if yes, how can they do this? What makes you respect people? If no, are there any times people wouldn't automatically get your respect?

### e) Do you think you are responsible for proving to others that you deserve of their respect?

Yes, no, don't know. If yes, how do you do this?

### f) Do you think older people or young people get more respect?

Older people, younger people, they get the same respect, don't know. Discuss reasons and ask for examples.

### g) Do you think men or women get more respect?

Men, women, they get the same respect, don't know. Discuss reasons and ask for examples.

### h) Do you think straight people or gay people get more respect?

Straight people, gay people, they get the same respect, don't know. Discuss reasons and ask for examples.

### i) Do you think race and ethnicity makes a difference to how much respect somebody gets?

Yes, no, don't know. If yes, discuss how does it make a difference? Do some groups have to work harder to get respect than others?

**j) Do you think people in gangs get more or less respect than other people?**

Yes, no, don't know. If more, how do they do this? If less, what do they do that stops people respecting them?

**k) Do you think reports of gun and knife crime affects the respect young people get?**

Yes, no, don't know. If yes, discuss what difference does it make? If no, do you think the news and papers ever have an effect on how much respect young people get? What is your experience of gun and knife crime?

**l) Do you agree with the phrase "Give respect – Get respect"?**

Yes, no, don't know. Discuss reasons and ask for examples

Appendices:

Venue
Date



A National Conversation: Young people and respect

Name	Email address	College / training provider / NA

## Permissions Form

[Name of organisation] aims to encourage adults to get involved in learning of all kinds. Using images and recordings of you in our work is a great way to encourage adults to 'give learning a go'.

I give consent to the use of images/recordings of myself / the individual I represent, taken by [Name of organisation] or by agents authorised on behalf of [Name of organisation], in all published work. I understand that the photographs/recordings may be used in print, electronic and online material by [Name of organisation] as well as its partners and funders.

I understand that I do not own the copyright of the images and I release [Name of organisation] and their agents, representatives, and assignees from any and all claims and demands arising out of or in connection with the use of the images. I agree that the photographs taken of me can be used for any advertising purposes or for the purposes of illustrating any wording, and agree that no such wording shall be considered to be attributed to me personally unless my name is used. I understand that the images may be altered and I waive the right to approve of any finished product.

I have read this permission form carefully and fully understand its meanings and implications.

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*We would like to use voice recorders and digital cameras throughout the day to capture that activities and what is said. [Name of organisation] may wish to use these recordings and photos in reports or promotional activity linked to this project. We will not use your name in relation to any recordings or photos. Please sign here if you give permission for [Name of organisation] to take photos and recordings of you during the day, and to use these in reports or promotional activity.*

Name	Signature

## A National<sup>4</sup> Conversation: Young People and Respect

### Equality and diversity monitoring form



The [Name of organisation] is committed to supporting equality of opportunity and works towards ensuring that everyone has access to all our products and services. Please help us monitor the effectiveness of our equality and diversity work by answering questions below.

[Name of organisation] adhere to the Data Protection Act 1998 and we are committed to protecting your right to privacy as a consumer of our services. Some of the information you provide will be kept on LSIS and NIACE databases. Anonymised data may be shared with the Department for Business, Innovation and Skills (BIS) but your personal details will be kept confidential.

**Thank you for taking part in this consultation about respect**

**Your views are really important to us**

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We would like to know a little more about you to help us understand your responses:

1. **Are you currently involved in learning?**  Yes  No

2. **Please tell us how old you are:**

3. **Are you:**  Male  Female

4. **Which of the following best describes your ethnic group?**

**Asian or Asian British**

Bangladeshi  Indian  Pakistani  Any other Asian background

**Black or Black British**

African  Caribbean  Any other black background

**Chinese or other ethnic group**

Chinese  Any other ethnic group

**Dual heritage**

White and Black Caribbean  White and Black African  White and Black Asian

Any other dual background

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<sup>4</sup> Change heading as appropriate

**White**

British  Irish  Any other White background

Prefer not to say

**5. Are you a disabled person? This includes medical conditions such as epilepsy, diabetes, mental health difficulties such as depression, or specific learning disabilities such as dyslexia?**

Yes  No  Prefer not to say

We recognise people with different impairments can experience fundamentally different barriers. Please tell us if you have:

Physical or sensory impairments  Mental health difficulties  Medical conditions   
Specific learning difficulties (e.g. dyslexia)  Learning disabilities

**6. Do you now present full or part time in a gender role that differs from the gender assigned to you at birth?**

Yes  No  Prefer not to say

**7. Sexual orientation**

Lesbian or gay  Bisexual  Heterosexual or straight  Prefer not to say

**8. Religion or belief**

Christian  Muslim  Buddhist  Sikh  Hindu  Jewish  None  Prefer not to say

**9. Is there any other information that would help us understand your responses?**  
Please give information below:

.....  
.....  
.....  
.....

*Thank you*

Please tick one of the following boxes, to tell us what you thought about this event:

Excellent     Good     Satisfactory     Unsatisfactory

**Which activity did you enjoy most?** .....

**Why?** .....

**Which activity did you enjoy least?** .....

**Why?** .....

**We welcome any additional feedback that you would like to offer:**

.....  
.....  
.....  
.....

**Thank you for taking part in this consultation – your view and opinions are important to us.**