



Council for
British Archaeology

Youth Advisory Board Toolkit

*In partnership with
Participation People*

*Supported by
Historic England Funding*

**We asked the young people
why they signed up to take
part. This is what they said:**

**It is important in today's climate
that **everyone** has their voice heard
(particularly in poorer areas)**

I want to **inspire people to enjoy
archaeology the same way I do**

**Help make long term change to
make archaeology more **accessible**
to young people**



The Purpose



This document is a toolkit to support the Council for British Archaeology's (CBA) efforts in implementing and sustaining the goals established to support organisational culture change and embed youth voice throughout the work of the CBA. The development of the toolkit has been kindly funded by Historic England and developed in partnership with Participation People.

Using this toolkit, the Council for British Archaeology aims to establish a lasting legacy and maintain the foundations and strategies developed by Participation People, the CBA, and the CBA Youth Advisory Board.

The Youth Advisory Board was established in 2023. It will significantly impact the CBA by engaging with leadership teams, providing consultation on specific challenges, and creating resources for the organisation. This will result in tangible improvements for young people and the services and opportunities provided by the CBA.

Looking ahead, we will continue to build upon these initial steps and explore further opportunities to make the CBA a leader in Youth Voice within the heritage sector.

HOW TO USE THIS GUIDE

The sections of this document each focus on a theme along with information for you to consider when developing or participating in the programme.

The Council for British Archaeology is committed to improving how we embed young people's thoughts, views, and lived experiences across the organisation. That's where the CBA Youth Advisory Board comes in.

WHO IS THE GUIDE FOR?

We expect that the toolkit will be most useful for CBA participation staff members who will be supporting or leading some of the programmes.

Introduction

The vision is clear: ensure young people's voices are heard and acted on at all levels of the organisation. The Council for British Archaeology aims to encourage, enable, and empower them to express their opinions and be heard in every aspect of our work. This includes involving them in organisational reviews and throughout the participation circle (see below).

Level 1:

Children and young people consulted or asked their views

Level 2:

Children and young people involved in the planning and delivery of consultation

Level 4:

Children and young people as decision-makers and leaders

Level 3:

Children and young people involved in the planning, delivery, monitoring, and evaluation of services



WHY DO WE NEED IT?

This framework has been created out of the recognised need to create a consistent programme and increase the active involvement of young people throughout the Council for British Archaeology.

In recent years, youth participation in decision-making has grown, leading to improved outcomes that are high quality, accessible, and meet community needs. The Children Act of 1989 prioritises considering the wishes and feelings of children and young people in decisions affecting their lives.

It is an ongoing challenge to move from policies, structures and systems that promote and support active youth and child involvement, to embedding that commitment into everyday practice. This is the journey that we are on, and we need to equip teams with the knowledge, resources, and skills to make involvement an everyday activity, not an 'add-on'.

This toolkit provides resources for sustaining organisational change and mainstreaming youth involvement throughout the CBA.



THE TOOLKIT

Why is youth voice important?

Youth voice is crucial as it empowers children and young people to contribute meaningfully to their communities.

Each individual has unique life experiences, diverse environments, and upbringings, providing them with the potential to positively impact their communities, shape their own future, and contribute to the well-being of others.

Their distinct perspective and youthful mindset bring a fresh and creative outlook, allowing them to think with innovation and outside conventional boundaries when addressing challenges. They often approach issues with unconventional thinking.

Facilitating easy access to their insights and perspectives is vital for decision-makers. This enables the Council for British Archaeology to genuinely and accurately understand the viewpoints of young people, especially those who use their services or reside in the communities they serve.

Organisations working with young people are more likely to make a significant impact on their lives.

Young people play a central role in their communities as active citizens with the right to shape and reshape society for themselves, their peers, and future generations.

They are valuable "experts by experience," and collaborative work between adults and young people leads to the best solutions.

Acting upon youth insight results in an organisation which is cutting-edge, innovative, agile, and flexible to meet their evolving needs.



What does 'youth voice' mean to you?

CBA Young Advisors were asked what 'youth voice' means to them:

EMPOWERMENT | INSPIRATION

REPRESENTATION | COOPERATION | UNDERSTANDING

BEING ABLE TO STAND FOR WHAT YOU BELIEVE IN

MY THOUGHTS BEING VALUED | POWER

BEING INVOLVED | BEING HEARD | SHARING OPINIONS

BEING PART OF CHANGE | BEING LISTENED TO

NOT BEING AFRAID OF WHO I AM, MY THOUGHTS, WHERE I
COME FROM ETC.

Lundy

Using Lundy's model* as a guide, Participation People created a Youth Voice checklist (see Appendix A). We can use this to help us design and adapt our approach to working with all young people who choose to participate and support decision-makers who have a duty to listen.



SPACE

This is about **providing a safe and inclusive arena** for children and young people to express their views.

VOICE

This is about **providing information and support** for children to express their views.

INFLUENCE

This is about **ensuring children and young people's views are taken seriously and acted upon** wherever possible.

AUDIENCE

This is about **making sure children and young people's views are communicated** to the right people.

Benefits to young people

The current CBA Young Advisors identified a wide range of personal benefits of participating in the CBA programme.

**Developing
social skills**

**Career
development**

**Feeling
included**

Gaining new interests

**Growth in
confidence**

Network building

Seeing outputs of projects in real life

FUN

Making friends

**Learning a new
culture**

Support peers

Trying new things

Remuneration and Incentives

Our young volunteers are valued contributors to the CBA, and we prioritise incentivising, recognising, and rewarding their involvement. However, before we can do this, we must first work to break down barriers to participation.

Break down barriers

To ensure they face no financial burden, we cover the Youth Advisors' travel and accommodation expenses for in-person activities, and we also explore any access requirements they may need support with, like access to equipment or the internet.

Incentives

- Rewarding contributions and celebrating achievements within the CBA and with partners.
- Provide food and snacks during in-person sessions.
- Exclusive access to exciting opportunities before they are offered to others.
- We reward hours volunteered with vouchers on an annual basis (i.e., at 15, 30, and 45 hours).
- Certificates and yearbooks celebrating their contributions and achievements.

Why is this important?

The incentives serve as an additional bonus for some, acknowledging their work and impact within the Council for British Archaeology. For others, these incentives offer vital support, enhancing their wellbeing, enabling enjoyable social outings, and facilitating meaningful experiences with their families. We deeply appreciate the value of their time and strive to demonstrate our utmost recognition and appreciation for their contributions.

APPENDIX B

Appendix B provides additional information about reward and remuneration created by Participation People:

- Rewarding, recognising and incentivising young people's volunteering
- Incentive, Reward & Recognition Activity Planning Help
- Blockers to remuneration to consider
- To remunerate or not to remunerate – that is the question!

Organisational benefit

The Young Advisors identified a range of positive outcomes for CBA following the implementation of meaningful youth voice initiatives:



Enable young people to be advisors for the sector

Challenge the status quo

Identify projects most relevant to the future

Discover new approaches and skills

Recruitment & Retention

Hints, tips, and ideas to recruiting and retaining young people to projects

Young people can be seen as a "hard to reach" audience. They live busy, fast-paced lives and have different interests and motivations when accessing social change and action projects. This hint, tips, and ideas sheet is designed to help you think through how to recruit and retain young people for long- and medium-term opportunities.

Youth proof

Consider your language. Is it youth-proofed? Look at your website, marketing materials, and emails(!), and ask yourself if they are accessible to the children and young people you want to engage with. If not, do something about it before working with them.

Timing

Young people live fast-paced, busy lives with commitments left, right and centre. Consider academic and family pressures as well as religious holidays. Ask young people when they want to meet and adapt your practice to suit.

Vote with their feet

If young people don't want to take part, they will vote with their feet and walk. If / when this happens, take the time and reflect on why this happened as learning. Often this can be due to the lack of trust and rapport with the staff member facilitating, the wrong timing or location of workshops or other pressures getting in the way. Speak to young people 1-2-1 and get into their worlds to help you improve your practice.

Location

Consider the space where young people want to meet that's open, safe, and inclusive. It could be an office, a community centre, library or fast food restaurant! Go to them to build trust and rapport.

What's in it for me?

When asking young people for their support, time and contribution, think about "reciprocity" and "equity" when designing your programme. What could you / your organisation / your programme offer them in exchange? Make this clear in your recruitment material. Even better, design this with them. Think social, skill development and profile!

Bring the fun!

Practice your facilitation craft and bring your humour, GIFs and prizes to workshops.

Key Takeaways!

Take the time to think through what an open, safe and inclusive space looks AND feels like to a young person. If in doubt, ask them! Continuously evaluate and adapt your practice to support their needs and develop their skills, strengths and talents. Typically, young people show up when they feel valued, supported and listened to. Be that professional to, for and with them. Don't forget, it is their choice to show up; it is also their choice to not show up. Your role is to facilitate that choice!

RUNNING SESSIONS WITH THE YOUNG ADVISORS

Running Sessions for Young People

Online and In-Person

Leading a session with young people, whether online or in-person, requires careful planning, effective communication, and a supportive environment. This introduction aims to provide guidance on creating engaging and inclusive sessions that cater to the unique needs and interests of young participants.

1. **Establish a welcoming atmosphere** that values diversity and encourages active participation.
2. **Prepare engaging content** aligned with session objectives and young people's interests.
3. **Facilitate effective communication**, emphasising active listening and encouraging participant input.
4. **Foster collaboration and participation** through group activities and discussions.
5. **Adapt online sessions** with interactive tools and alternatives for technical difficulties.
6. **Ensure inclusivity and accessibility** in materials and accommodations.
7. **Encourage reflection and feedback** for continuous improvement.



Whether online or in-person, every session requires a welcoming atmosphere, engaging content, effective communication, collaboration, adaptability, inclusivity, and feedback.

Online Session

90 minutes (1hr 30) held over Zoom or Teams

Invites are sent out a few days before the session and a reminder is sent the day before.

Risk assessments may be reviewed for new activities or new members.

Online can be difficult for some children and young people, so the key goals are:

- Keep it **moving**
- Keep it **fun**
- Try to get a **discussion** going
- Enable them to have **autonomy** (e.g. game or activity)
- Have lots of **colours** and get a theme
- Have **no pressure** if people do not want their cameras on or want to speak

Example of a 90 minute session outline:

Activity	Big Business Challenge
1. By the end of this activity, participants will...	Have found a variety of solutions to the question and set-up an action plan for the department team
2. As a facilitator, I know this has been achieved when...	We have filled out the MIRO board successfully
3. Materials	MIRO, Zoom, data / wifi / loan of a Chromebook for young people who need extra support
4. Introduction [10 mins]	Wait for everyone to join and lead a small short introduction into the session & house rules! Check-in & Check-up
5. Games [10 minutes]	Fun game either over zoom or utilising other platforms like: kahoot, spin the wheel, garlic phone etc
6. Activity bulk [60 mins]	Onto MIRO to complete the Activity set boards
7. Round-up [10 mins]	Review what we have done today, have a fun discussion and then come to a close. Next session is...

In-person Session

90-minute evening session | Up to 3 hours during the day
(We recommend 11:00-15:00)

In-person is much more fun for young people, and you may find attendance higher. **But it's all in the planning!**

Set-up

Know your plan but always have a backup game!

Set the room to what you need and cover the table with pieces for them to draw on, colour, play with etc. Discussions are easier when they can look down and distract themselves.

Grab the snacks!

Travel

Make sure you know who is coming and what time they are arriving

Make calls for those who need taxis + for home time

Ensure you know they got home safely at the end too!

Activity	Big Business Challenge
1. By the end of this activity, participants will...	Have found a variety of solutions to the question and set-up an action plan for the department team
2. As a facilitator, I know this has been achieved when...	We have filled out the MIRO board successfully
3. Materials	MIRO, Zoom, data / wifi/ loan of a Chromebook for young people who need extra support
4. Introduction [10 mins]	Wait for everyone to join and lead a small short introduction into the session & house rules! Check-in & Check-up If some are earlier, allow them to pick a song, playlist, or help set- up!
5. Games [10 minutes]	Play a fun ice-breaker! Not sure? Ask them!
6. Activity bulk [60 mins]	For the activity use resources and have fun with it, Pin-point, drawing, lego. etc Allow them time for a break + snacks!
7. Round-up [10 mins]	Review what we have done today, have a fun discussion and then come to a close. Next session is. You may have to play a game while they wait to be picked up

Training Sessions

The CBA ran three online sessions with the newly appointed Youth Advisory Board to support them in their new roles.

Session One: Where do you see yourself in five years?

Agenda

1. **“Check-in & check-up”** – how are you?
2. **Young Advisors** – introductions and overviews, fill out persona profiles
3. **Development journey** – looking deeper into what skills we would like to develop and support we can offer
4. **Game** – to end the session with some fun
5. **Skills survey** – where are you now?
6. **Homework** – the finer details about how you will develop by completing a development plan.

See the example in **Appendix C**

Session Two: Confidence and Presentation

Agenda

1. **“Check-in & check-up”** – how are you?
2. **Levels of tension** – create a space in your room, let's evaluate our body language
3. **Chatterbox** – consider how we deal with situations
4. A confident person vs an unconfident person
5. **Spot my mistakes** – use your detective skills to see why my presentation skills are poor.
6. **Imagine this** – see yourself how YOU want to be
7. **Homework** – success is all in practice!

See the example in **Appendix D**

Session Three: Lundy and having a voice

Agenda

1. **“Check-in & check-up”** – how are you?
2. **Young Advisors** – introductions and overviews, fill out persona profiles
3. **Development journey** – looking deeper into what skills we would like to develop and support we can offer
4. **Game** – to end the session with some fun
5. **Skills survey** – where are you now?
6. **Homework** – the finer details about how you will develop by completing a development plan.

See the example in **Appendix E**

Recording & Reporting

What do we report?

Feedback: Session feedback following a session can be effective in keeping everyone informed about what took place in the session.

Evaluation: Ask CBA Young Advisors to complete feedback quarterly so we know how we are doing.

Reports: Quarterly reports are great for seeing achievements, goals and weaknesses

Yearbook: Annual yearbooks are great for reflection and celebration!

Attendance: Recording attendance for all sessions (both in person/online)

Risk Assessments: To be reviewed and updated when new young people join or changes happen.

Time volunteered: The amount of time volunteered on Youth Advisory Board and CBA activities, and details of the activities on Youth Advisory Board and CBA activities, and details of the activities

Why do we record?

Documentation: Accurate record of discussions, decisions, and outcomes.

Reference: Participants can review and reflect on the content.

Accessibility: Allows access for those who could not attend live.

Knowledge Sharing: Insights and ideas can be shared with a wider audience.

Quality Improvement: Identifying areas for facilitation and engagement improvement.

Legal Compliance: Documentation for disputes and compliance.

Training: Learning resource for new facilitators.

Accountability: Promotes transparency and accurate capture of discussions. And decisions are accurately captured and can be referred back to if needed.

Young People Specific

Young people are all unique, with different experiences, backgrounds, and personalities. That's why it's important to tailor things to their advantage. Here are some examples of how we can accommodate their needs:

Can't attend all sessions?

For those unable to attend all sessions, they can catch up through feedback cards or work at their own pace, such as by writing a blog for the website.

Can't make it to an in-person session?

If they cannot make it to in-person sessions, do not worry! Offer blended sessions, allowing young people to join online as well.

Feeling quiet, overwhelmed, or anxious lately?

Send them something to let them know you are there for them. Let them know your communication lines are always open when they need you (within working hours), and you will be ready whenever they are comfortable enough to come back if they have taken a break.

Not a fan of online sessions?

If young people are not a fan of online sessions, they can provide feedback so that you can make improvements.

Nervous about meeting new people?

If new members are nervous about meeting new people, you can arrange a one-on-one meeting before joining a group session.

Need the vouchers before the end of the quarter? (if you incentivise their attendance)

Some young people need vouchers at specific times to buy things like stationery for uni or gifts for Christmas: this is not a problem at all! Try and make sure to send them out when they need them.

CONSULTING YOUNG PEOPLE

Consulting with young people is crucial for several reasons:

- 1. Inclusive decision-making:** Young people have a right to be heard and participate in matters that affect them. Consulting with them ensures that their perspectives, needs, and aspirations are taken into account when making decisions. It promotes inclusivity and helps avoid the exclusion or marginalisation of their voices.
- 2. Fresh insights and innovative ideas:** Young people bring fresh perspectives and innovative ideas to the table. They often have unique insights into societal issues, emerging trends, and technological advancements. Consulting with them can lead to creative solutions and approaches that may not be apparent to older generations.
- 3. Empowerment and ownership:** Involving young people in the decision-making process empowers them and gives them a sense of ownership. It helps them develop critical thinking skills, decision-making abilities, and a sense of responsibility towards their communities and society. Consulting fosters a culture of active citizenship and democratic participation.
- 4. Relevant and targeted solutions:** Many decisions and policies impact young people directly, such as education, employment, healthcare, and environmental issues. Consulting with them ensures that solutions and interventions are relevant, effective, and meet their specific needs. It helps tailor programmes and services to address the challenges faced by young people effectively.
- 5. Building trust and positive relationships:** Consulting with young people demonstrates respect for their opinions and experiences. It builds trust and positive relationships between young people and decision-makers, institutions, and organisations. This engagement can lead to better collaboration, mutual understanding, and improved outcomes.
- 6. Future-oriented perspective:** Young people are the leaders and change-makers of tomorrow. By involving them in consultations, we acknowledge their role in shaping the future and allow them to develop the skills and knowledge necessary for effective leadership. Consulting empowers them to become active participants in shaping policies, programmes, and initiatives that will impact their lives and the lives of future generations.
- 7. Enhancing transparency and accountability:** Consulting with young people enhances transparency in decision-making processes. It helps ensure that decisions are based on evidence, public input, and diverse perspectives. This transparency fosters accountability among decision-makers, as they are more likely to be held responsible for their actions when young people are actively involved in the process.


Overall, consulting with young people is essential for fostering a more **inclusive, democratic, and responsive** society. Their input and involvement contribute to better decision-making, more effective policies, and a **brighter future** for all.

ACTIVITIES

Consulting with young people in a fun way can be engaging and productive. Here is an example of an activity to make the consultation enjoyable:

	Consulting young people Total activity time – 30 minutes
By the end of this activity, participants will...	Know how to look out for their friends and what to do about it
As a facilitator, I know this has been achieved when...	Participants identified what they would do and who they would go to for help if they were worried about a friend themselves.
Materials	Flipchart/ whiteboard and pens. Access to the internet. Access to a green safe space. Post it's and pens. Yellow mental health wheel.
Introduction [5 mins]	Ask the group to listen to this podcast -> https://www.bbc.co.uk/programmes/p061stz1 [8 mins] Ask the group to work in pairs and discuss what they think about the podcast and what they learnt from it.
Games [15 mins]	<p>Put 2 chairs facing each other, and ask everyone else to put their chair and make 2 train tracks down the room. Ask everyone to take a seat.</p> <p>Scenario 1 Right hand side – you are young people who have been bullied. Left hand side, you are the bully but pass of what you say on/offline as, "it's just a joke". Right hand side, have a conversation with the bully about how what they say makes you feel and the impact it has on your life. Left hand side, listen and respond as if it were a real scenario.</p> <p>Scenario 2 Right hand side – you are a teacher. Left hand side, you are a young person who has been bullied. Teachers, have a conversation with the young person sat opposite you, saying that you notice that they don't seem themselves recently. Young people – tell the teacher that people are saying nasty things about you online and you want it to stop. Teacher, listen to the young person and respond appropriately.</p> <p>Scenario 3 Back to normal selves, reflect on how easy / difficult those conversations were. What could the other person have done differently to make it easier?</p>
Call to action [5 mins]	Ask each pair to feedback their thoughts and capture a brief summary on the board / flip chart. Ask the group to design 3 questions they could ask their friends to find out if they are really OK. Write these up on the board / flip chart. Type these up and share them with @DC Youth Voice on Twitter, Instagram or Facebook. Ask the group to make a pledge, together, on what they will do, to tackle bullying in their school. Use the yellow mental health wheel for ideas! Take a group photo with your pledge written on the board behind you and share it with DC Youth Voice on social media!
Evaluation [5 mins]	Thank everyone for participating. Ask the group to feedback what they learnt today and how what they have learnt will make a difference to their everyday lives.

WHY CONSULT YOUNG PEOPLE?



*Listening should be at the heart
of everything we do as
professionals working with
young people.*

*Listening to understand.
Listening to explore.*

Listening to help us act.

*Ultimately, listening helps us
create better long-term solutions
with young people as our equity
partners.*



ANTONIA DIXEY, CHIEF EXECUTIVE OFFICER, PARTICIPATION PEOPLE

Youth Proof Charter

This charter is for all professionals who work with young people. The aim is to support communication with young people in a way they understand. This includes letters, emails, text messages, forms, social media posts, surveys, posters and websites!



Make it pretty

Use colour | Eye-catching | Smiley faces



Easy to understand

Simplify the information | Bullet points | Keep it straightforward



To the point

Short sentences | Use youth language (no big words) | Simple layout



Accessible

Braille, easy read, print on colour | Online, paper, or talk through it | Anonymous support
| Link to app / youth hub



Respectful

Think about who it's for | Make it representative | Give it value and context



Reassuring

Give comfort and value | Give everyone a voice | Show that you care



Creative

Think outside the box | Use it to draw attention



APPENDICES

Appendix A

Checklist - recognition of children and young people's participation

Have you?

- ☐ Discussed with children and young people how their participation will be recognised before your programme starts?
- ☐ Ensured that all children and young people will be reimbursed for any out-of-pocket expenses, i.e, travel expenses, quickly?
- ☐ Put budgetary provisions in place to allow for expenditure on recognition and know how much you have to spend?
- ☐ Negotiated with children and young people if they will be reimbursed expenses on the same day and how?
- ☐ Chosen appropriate forms of reward, incentive and recognition, considering the social and cultural context?
- ☐ Checked whether the participation should be employment?

More info

Overcoming barriers to volunteering |

<https://volunteermatters.org.uk/app/uploads/2017/03/Barriers-to-Volunteering.pdf>

Employing young people |

<https://www.gov.uk/contract-types-and-employer-responsibilities/employing-family-young-people-and-volunteers>

Universal credit |

<https://www.gov.uk/universal-credit>

Appendix B

Rewarding, recognising and incentivising young people's volunteering

Children and young people's participation in programmes, projects and activities is central to their rights as a child to have their voice heard, listened to and acted upon. They also need to feel valued and respected to know that their contribution is appreciated and encourage them to continue participating! This document outlines the differences in incentives, rewards and recognition to help guide team members when designing their #YouthVoice activities.

What is an incentive?

Definition: a thing that motivates or encourages someone to do something.

E.g. a small payment/ voucher, work experience placement, goody bag, small gift, skill development, making new friends, developing professional contacts, fun!

What is a reward?

Definition: a thing given in recognition of service, effort, or achievement.

E.g. formal accreditation; group celebration activity; reference for a job or education; small thank you payment/ voucher; a positive activity of a young person's choice e.g. driving lesson/ gym membership; meal out; access to other developmental opportunities; time banking.

#YouthVoice – the "norm"

Supporting young people to have their say in decisions that affect them, should have the following "norms":

- Prompt feedback from decision-makers on what is / isn't possible and timescales for change.
- Visible changes as a result of young people being listened to and heard.
- Acknowledgement of young people's input, time and contribution.
- Fun and courageous programmes!

Should not be confused with...

Overcoming barriers to volunteering – where young people need extra help to participate e.g. disability, stigma and social exclusion. To overcome this, you can: pay expenses in advance, offer childcare, pay for phone credit, offer a support worker, etc.

What is recognition?

Definition: appreciation or acclaim for an achievement, service, or ability.

E.g. public acknowledgement; nominations to local or national awards; formal accreditation; thank you letters, testimonials!

Process

There should be procedures put in place, for recognising the involvement of children and young people and the valuable contribution they have made before a programme or activity starts. **Don't forget** to involve young people in designing their incentive, reward and recognition too!

Incentive, Reward & Recognition Activity Planning Help

Use the following questions to help you design your activity, project and programme incentive, reward, recognition programme with young people. NB: acknowledge the budget and staffing resources available from the get go!

What's the name of your activity / project / programme?

How many hours will young people participate?

What are the 3 aims of your activity / project / programme?

What's in it for young people?

What's in it for the service young people are influencing?

What's the rationale?

What's the rationale to rewarding, incentivising and recognising young people's contribution and involvement to this activity?

What volunteering barriers need to be overcome to help young people participate?

Decision Time!

Budget:

Reward/ Incentive / Recognition - the plan:

Blockers to remuneration to consider

A number of blockers need to be considered when remunerating young people for above and beyond #YouthVoice projects. You will need to consider this when designing your activity, project and programmes...

Tax and benefits

Complex regulations govern young people's earnings when they access universal credit. All earnings must be accounted for and reported to their universal credit nominated officer. The impact on young people's benefits needs to be assessed on an individual basis.

Time pressure

Young people have considerable time pressures in their lives already. They may prioritise remuneration opportunities over their academics or wellbeing. Consider this when designing your programme.

Out of pocket expenses

Any out of pocket expenses must be reimbursed as quickly as possible when young people are volunteering. This could relate to travel, postage, accommodation, phone credit, food and refreshments etc. Even better, pay for them in advance. **These expenses do not relate to young people being remunerated for their time.**

Age

There are restrictions on the employment of young people under the age of 13 and for those aged 14-16. They must not be taken out of school or have their education negatively affected by any employment opportunities.

Employment law

- Children and young people should be given a job description, job specification and contract when employed.
- Records of all payments must be kept up to date and accurate.
- Participation People have a commitment to paying living wage for all of our team, including young people.

Value of rewards in kind

Consider the value of any incentive, reward and recognition offered to young people, future employers or higher education opportunities.

Volunteer or employee?

Regular payments to a young person as a reward for a specific activity could be seen as constituting a legal contract. If you are making regular payments (cash or vouchers) to the same individual over a period of time, you might want to consider making the young person a part-time employee/consultant.

To remunerate or not to remunerate – that is the question!

At Participation People, we think children and young people should be paid when asked to undertake a task beyond the expectation of a volunteer role. There are MANY differences of opinion on whether children and young people should be remunerated for their participation projects... here are a few for context:

Free time

Remuneration can act as an added incentive and or sign of appreciation to children and young people. They are giving up their time to help you / service improve. Why should their time be considered less valuable than yours?

Experts by Experience

Young people are experts by experience. Involving them as experts, as you would professional consultants, should be a paid role.

Where do you land?

Where do you land when reading the above arguments for and against remunerating young people's participation for "above and beyond" activities, projects and programmes?

Active citizens?

Payments can undermine the spirit of voluntarism and active citizenship.

Young people can quickly become accustomed to receiving money for their time and will not engage unless this is offered. Payments can also be seen as a form of manipulation or coercion to participate.

What do you want to hear?

Young people may feel more under pressure to say what the adult facilitating the project wants to hear leading to activity bias.

Genuine participation?

Young people may take part just to get the payment.

They may not be interested in the topic or have any lived experience of it.

Removing inequality

Paying young people for their time as an expert by experience, shows that:

- You value their time
- They are being taken seriously
- You are treating them like adults

Payments can remove inequalities between ages and social exclusion.

Appendix C

In the first training session, we explored the importance of crafting 5-year plans and how being a Young Advisor can support participants to achieve their goals. Through discussions, exercises, and reflections, we empowered young individuals to take charge of their aspirations.

(Name here)

(About me)



Account to be a C&A Young Champion Advisor...

These are the skills I currently have...

What I want to be doing in 10 years time...

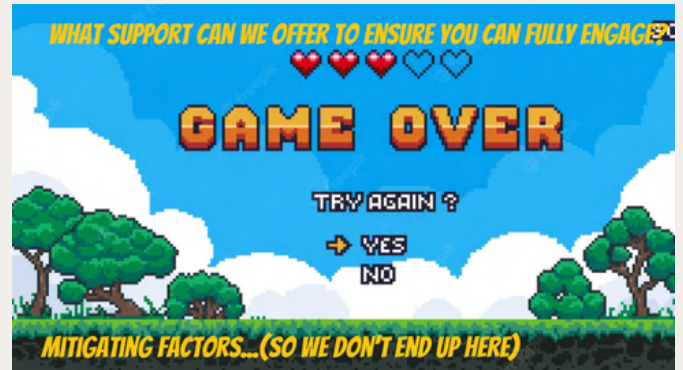
Personality

Interests

These are the skills I would like to have in the future...


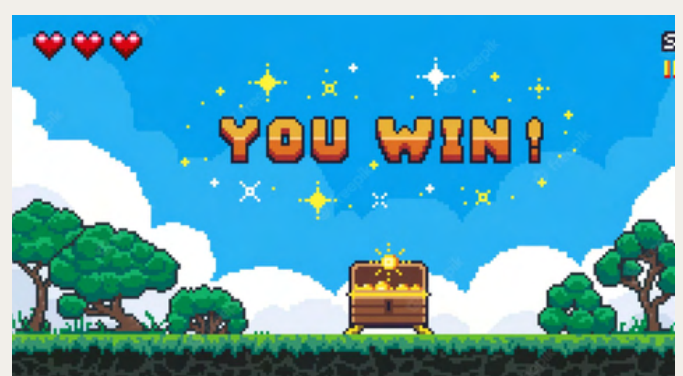
Strengths

Areas to develop



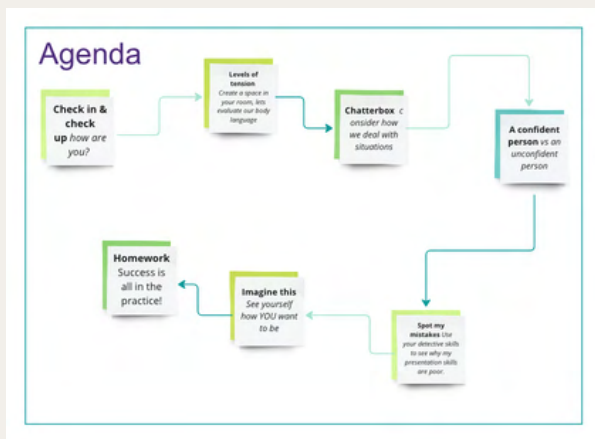
Understand what success looks like for you, and what would you like to develop being apart of this forum

Lets create a success story! Keep in mind the activity we just did to help you explore the answers

Appendix D

The next session focused on the essential elements of confidence and communication skills. This session aimed to provide participants with the tools and techniques to navigate social and professional environments confidently and effectively. Through interactive activities and discussions, participants explored strategies for cultivating self-assurance, overcoming communication obstacles, and projecting a positive and assertive presence.



Tools Needed

Follow the step by step instructions to create the chatterbox & under each step, answer these questions.

1. For meetings with important decision makers, what should their body language look like?
2. What would they do if the decision maker says something they REALLY don't agree with, or something rude or offensive.
3. What would they do if another one of their group started letting the training slip?
4. They get their phone out and start yawning or looking bored - how could they handle that?

How are you?

Show + Tell

You have 1 min to go find an object in your house that represents how you feel about your week!

Confident Person

Levels of Tension

Find a space in your room. THINK - how do I stand?
Where is your weight? What are you aware of in their bodies?

Now, close your eyes and listen to my following actions and replicate:

- Start to feel like roots are growing out of your feet, attaching you to the ground and giving you a really good, solid base
- Now imagine there's a string coming out of the top of your head, pulling upwards
- And finally, imagine you have two weights or shopping bags - one in each arm, pulling them down.
 - Stand like this for 10 seconds.
 - How does it feel? Do they feel different?

Spot my mistakes

As I read out a speech, identify what I am doing wrong in terms of my confidence and presentation skills.

Appendix E

In the last session, Lundy's Model of Youth Participation was explored and its relevance to their roles as Young Advisors for the CBA. This session focused on understanding how to actively engage in decision-making, advocate for youth perspectives, and effectively interact with stakeholders.

How are you?

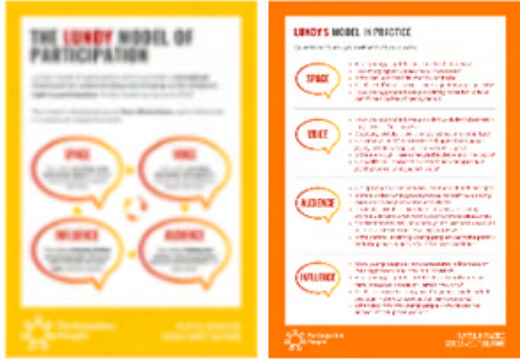


How many triangles are there?

Acknowledge & move on

An attitude of gratitude

Lundy's Model



THE LUNDY MODEL OF PARTICIPATION

LUNDY'S MODEL IN PRACTICE

1. SPACE
2. VOICE
3. AUDIENCE
4. INFLUENCE

Audience & Influence

You are presenting to an audience of decision makers, who is in the room?
How does the situation play out? storyboard it in 4 frames

AUDIENCE
This is who you are presenting to. Who are they? What are their interests? What are their concerns?

INFLUENCE
This is who you are presenting to. Who are they? What are their interests? What are their concerns?


Who	Where	What
Young Advisors Team	CBA Trustee meeting	Introduce our ideas, present solution to problem
CBA Trustees	CBA Trustee Meeting	They thank us, express their queries
Young Advisors	CBA Trustee Meeting	Taking on board their queries and understanding how we can solve these whilst also reaching our outcomes
Everyone	CBA Trustee Meeting	Reaching a conclusion together

Space & Voice

Space

What does a safe space look like for you?

Answer this is the first 4 squares?



Voice

What information do you require to have a voice?

Answer this is the next 4 squares?

PARTNERS

The **Council for British Archaeology** would like to express their thanks to the partner and supporting organisations who helped make this Toolkit possible.



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