

Aboriginal
Wellbeing Conference



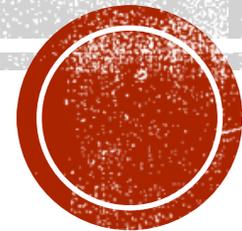
Aboriginal Wellbeing Conference

**CREATIVE STRATEGIES FOR ENGAGING
CHILDREN & YOUNG PEOPLE**

Karen Dixon

CREATIVE STRATEGIES FOR ENGAGING CHILDREN AND YOUNG PEOPLE

Increasing meaningful participation and engagement with children and young people in fun ways.



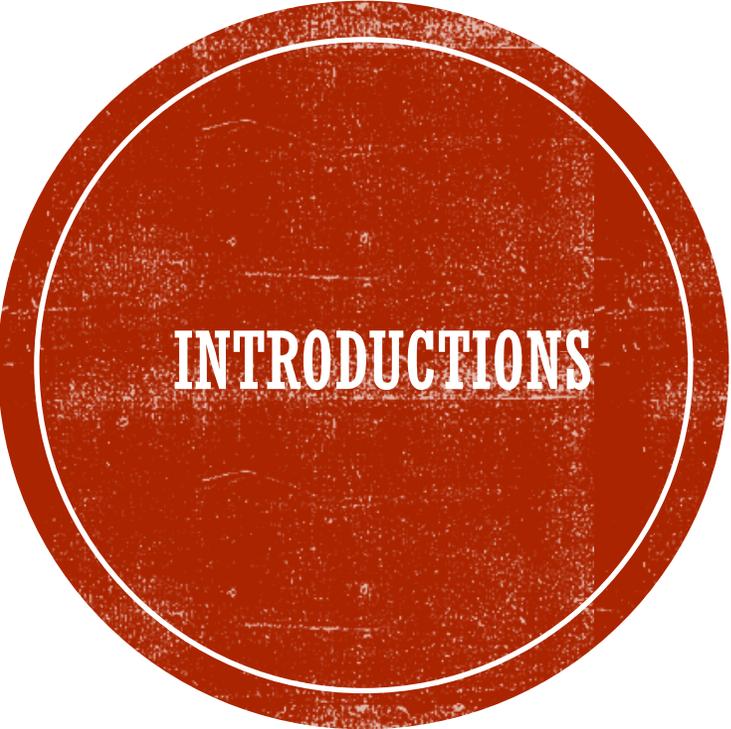


- I would like to acknowledge the Traditional Custodians of the land on which we meet today, the Gumbaynggirr people and pay my respects to Elders, past, present and emerging and to all First Nations people here today.
- I acknowledge and pay my respect to your resilience, continuing culture and the contribution you make to this land, region and nation.
- I recognise sovereignty was never ceded. **Always was, always will be.**

WORKSHOP CONTENT

- Introductions and overview. 10 mins
- **Why** it is important to include the voices of children and young people. 10 mins
- **How** we can engage children and young people. 15 mins
- Explore activities. 10 mins
- Brainstorm and share ideas. 10 mins
- Close and Thank You.





INTRODUCTIONS

- Please introduce yourself, your role and organisation.



**WHY IS IT
IMPORTANT TO
INCLUDE THE VOICES
OF CHILDREN AND
YOUNG PEOPLE?**

Children and young people have RIGHTS.

- *UN Convention on the rights of the child.*
- *Charter of Rights for Children and Young People in OOHC.*

Empowering children and young people.

- **Having a voice in their own experiences and a say in decisions about their lives.**

Best Practice

- **Child Safe Standards – Standard 2: Children participate.**

WHY? CHILDREN'S RIGHTS

1 SEPARATION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM ABANDONING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AGE OF EDUCATION	30 DIVERSITY, CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54 HOW THE CONVENTION WORKS						
CONVENTION ON THE RIGHTS OF THE CHILD						

CHARTER OF RIGHTS

7-12

THESE ARE YOUR RIGHTS

CHARTER OF RIGHTS

13-17

THESE ARE YOUR RIGHTS



Participation Principles: key messages from children and young people with a care experience.

CREATE appreciates that the people who work with and care for children and young people in out-of-home care have a genuine interest in providing quality services and care. This poster and accompanying Best Practices Guide has been informed by the voices from our 2019 Voices in Action (VIA) conference workshop combined with other research to help you and your organisation develop child-friendly practices and service improvement processes. The following seven principles offer useful pathways to creating child-friendly participation in out-of-home care:

1. Recognise that young people's participation in decision-making (both within and beyond the OOH sector) is underpinned by Child-Rights culture.
2. Engage with children and young people and allocate time to develop meaningful, respectful, and trusted relationships.
3. Use strengths-based approaches to promote agency and opportunity for young people.
4. Create culturally safe spaces and mechanisms to encourage connection and participation.
5. Keep channels of communication open and use inclusive, respectful, and child-friendly language.
6. Invest in recruiting, training, and supporting quality staff to ensure that the right people are in the job.
7. Establish a working culture driven by professional integrity—be flexible, responsive, transparent, and accountable!

Key Messages from
Young People at the
2019 VIA Conference

"Empower the
young person to
drive their own
journey."

"Less tension
when people
are yarning."

"Have empathy,
develop connections,
and dedicate time to
talk to young people
without distractions."

"Hear more
about the
strengths and
aspirations of
young people."

create
FOUNDATION

WHY? CHILDREN AND YOUNG PEOPLE NEED TO FEEL EMPOWERED IN DECISIONS ABOUT THEIR LIVES



The Child Safe Standards



Office of the
Children's Guardian

For more information on the Child Safe Standards or to arrange an information session please visit www.kidsguardian.nsw.gov.au, contact childsafes@kidsguardian.nsw.gov.au or phone 02 9286 7225

WHY? STANDARDS AND BEST PRACTICE



Top Tips for Children and Young People's Participation

acyp.



- 1. Treat children and young people with respect**
 - Do things **with** them, not to them or for them. By repeating back to them what you think they have said children and young people will see that you are hearing them and that their involvement is genuine.
- 2. Don't talk down to children and young people**
 - Speak to them as equal and look them in the eye. This shows that you are listening and that their contributions are valued and taken seriously.
- 3. Don't be a "try hard"**
 - Children and young people are not expecting you to be COOL – be authentic.
- 4. Don't make assumptions about what children and young people are capable of**
 - Don't assume that children and young people, because of age or other circumstances, will not want to be engaged or make a valuable contribution.
- 5. Remember that children and young people are as diverse as any other population group**

Children and young people are not a homogenous group. They have different views, experiences, beliefs and backgrounds. Do not ask children and young people what **all** children and young people think, ask them what **they** know and experience.
- 6. Tell young people how they will be involved and always provide feedback**
 - Be clear, realistic and honest with children and young people about what you are trying to achieve and what is involved in achieving it. Always provide feedback to them on the decision-making process.
- 7. Be open to new ideas, especially ones you may not have thought of**
 - One of the best things about involving children and young people is that they often have a different way of looking at things. Inform them that there are no right or wrong answers and this can create all sorts of new ideas and possibilities.
- 8. Give young people time and space to say what they mean**
 - Be open to silence – often involving children and young people in decisions that affect them is new to them - so just give participants some time to get comfortable and think about what they want to say.
- 9. Give clear objectives and limits for decision making**
 - Be clear and honest about the things that young people have control over or a say in, and those areas where they don't. That is, set clear boundaries with children and young people, and take time to discuss expectations – both theirs and yours.
- 10. Steer clear of professional jargon whenever possible.**
 - If you must use jargon, take time to explain it clearly. Also, take time to explain and discuss different words and phrases related to their participation – like "represent", "having a voice", "consultation".

HOW? HANDOUT - TOP TIPS FOR CHILDREN AND YOUNG PEOPLE'S PARTICIPATION - ACYP

NSW Commission for Children and Young
People, www.acyp.nsw.gov.au



**Feedback and Complaints Form
for CYP at BBH.**

Have Your Say!



Would you like to:

Provide Feedback Make a complaint

My Name: _____

Date: _____

Contact me at: _____

What do you want to tell us?
Please tell us what happened, include the date, where you were and who was there.

Let us know how you feel about it and what you like or do not like about what happened.

Have you spoken to anyone who was there about it? What did they say?

Who do you feel comfortable talking to about this?

My BBH Team Leader My Caseworker Someone else. Who?: _____

Are you happy for us to talk about this with people you have spoken to?

Yes. Who? _____ No

What would you like to see happen?

My Signature: _____

You can email your form to feedback@bigbrownhouse.com.au, post to PO Box 141 Stockton NSW 2295 or give to a TSW to drop off at the office.

Staff Section:
Staff who received this: _____

Signature: _____ Date: _____



Supporting Communities Together

Invitation template: to create an invitation for a child or young person to attend a case-planning meeting.

< _____ Child or Young Person's Name _____ >
< _____ Insert Address _____ >

Dear < _____ name of child of young person _____ >

When we last met we discussed the need to set up a meeting to talk about how things are going and to make plans with you.

As the meeting is about you, it is really important that your views and wishes are heard.

During our discussion, we talked about the different ways you could participate in this meeting. You chose to _____ <insert one of the below _____ >

- < attend for the whole meeting >
- < attend for part of the meeting >
- < not to attend the meeting but to take part over the phone >
- < not to attend the meeting but have your caseworker present your views wishes >
- < not to attend the meeting but have your carer present your views wishes >
- < not to attend the meeting but to write down your views / wishes for discussion >

Thank you for your help in planning the meeting. The details of the meeting are below:

- The meeting will be held on < day of week > < date > at < time > at < location >.
- I have also invited: < _____ list of names of others invited _____ >
- The things we will talk about are: < _____ list agenda _____ >

If you have any questions or would like to talk further about the meeting please phone me on < phone number >, or you may ask < name of carer /support person/key worker > to call for you.

I look forward to < seeing you on < (insert meeting date) >
< seeing you after the meeting to talk about what happened >

Yours sincerely,

Caseworker's name
Position
Location
Date

Casework Manager's name
Position
Location
Date

HOW? CHILD INCLUSIVE PRACTICE

- Child friendly language
- Child friendly forms
- Child directed meetings
- Other suggestions?



HOW?

BRINGING CHILDREN'S VOICES INTO MEETINGS

There are a variety of ways that a child or young person can participate in a meeting, which can include:

- speaking at the meeting
- choosing someone to speak for them
- writing their views down and reading it at the meeting
- writing their views down and asking someone else to read them out
- displaying their views in artwork to be shown at meeting
- putting their views on an audio tape to be played at the meeting
- writing their views on a whiteboard
- speaking and/or listening by telephone or video conference
- sending their views by email.

NSW Commission for Children and Young People, (2003)
Meeting Together, Deciding Together, www.acyp.nsw.gov.au



CHILD FRIENDLY APPROACHES TO ENGAGE WITH CHILDREN AND YOUNG PEOPLE

- Find the children's **interests** and appeal to those.
- **Age-appropriate** activities
 - Preschool (simple questions, hands-on activities, chatting while colouring or craft, active games, *Bluey*)
 - Children and Tweens (emojis, worksheets for writing/colouring/drawing, *Marvel*)
 - Teens (speak to them, online platforms (TikTok), writing/drawing worksheets, *Stranger Things*).
- Use a **variety of approaches** to appeal to different learning styles – visual, auditory, reading and writing, hands-on (kinaesthetic).
- **Creative activities** – art, colouring, drawing, building, craft, etc.
- **Worksheets** – Tailored to the child. Twinkl, Canva, etc.
- **Three Houses** – Keep it simple!
- **Technology** – Kahoot!, TikTok, etc.
- **Culturally appropriate** approaches – Learn, listen, ask.



HOW?

APPROACHES FOR NON-INDIGENOUS PRACTITIONERS WITH ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

[Approaches for non-Indigenous practitioners](#) (2.41 min)

- Take time to develop a safe and connected relationship
- Understand the child's world
- Understand the history and the effects of generational trauma, including fear of authority.
- Behaviour is language – listen and interpret this in a non-judgmental way



HOW? CULTURALLY INCLUSIVE APPROACHES



- Use story, play and creative activities.
- Go outside!
- Use found objects and create story maps.
- Painting, drawing, craft.
- Draw on the ground.
- Bush adventure therapies with Elders and cultural leaders.
- Invite children to create stories they want to tell and help them rearrange these to name strengths and resilience.



TRICKY SITUATIONS

- Know the child – Get background information about the child or young person beforehand.
 - What sparks their interest?
 - When is the best time or NOT the best time?
 - Who should be there?
- If it doesn't work, ADAPT. Have a back-up plan.
- Come back another time.
- Have a trusted person support the child.
- Young children or children and young people with a disability, could participate with the use of:
 - communication books and boards
 - symbols
 - pictures of people, activities and objects
 - magazines
 - keyboard/computer
 - photographs
 - block alphabet
 - deaf/blind alphabet.

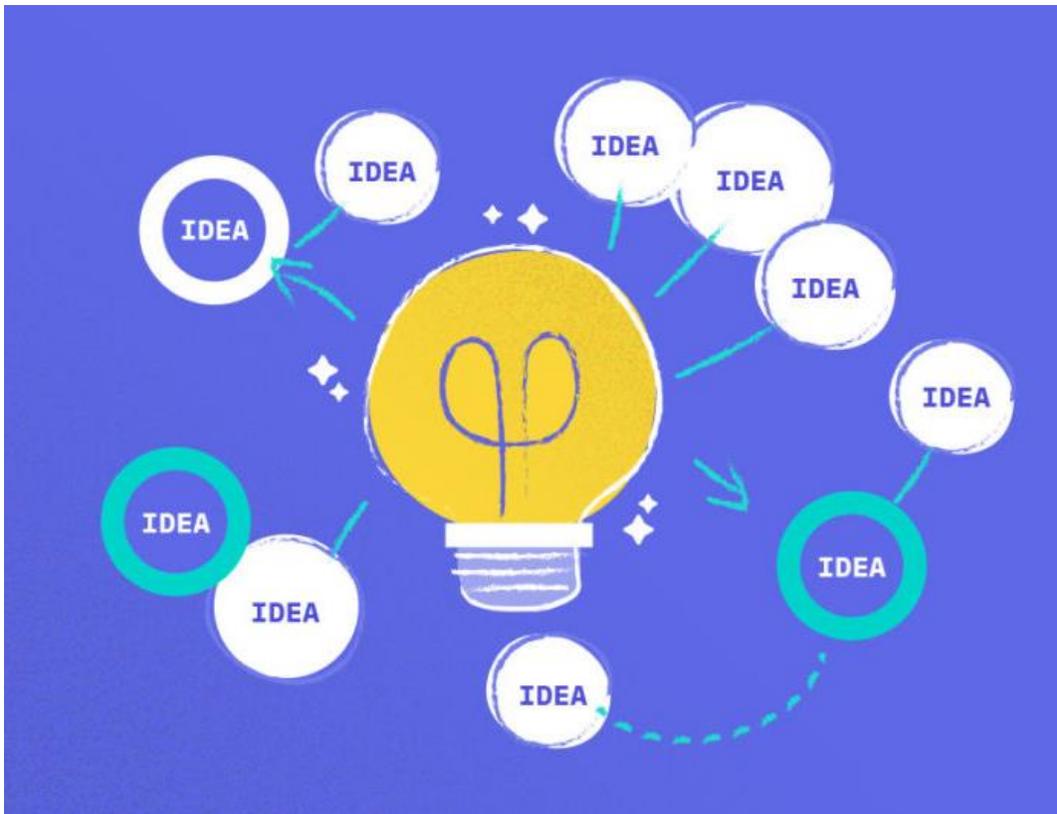


EXPLORE ACTIVITIES

- 'What's important to me' activity
- 'Give me a say' cards
- Three Houses
- Worksheets
- Conversation Starter Cards
- 'Would you rather?' cards



BRAINSTORM



- What strategies do you use to engage CYP?
- Please share them with the group.



THANK YOU



- Thank you for attending today.



REFERENCES AND RESOURCES

- **NSW Commission for Children and Young People.** The Advocate for Children and Young People. Resources and events www.acyp.nsw.gov.au
- **CREATE Foundation.** Representing the voices of children and young people with an out-of-home care experience. Resources, events and research including aftercare and life skills resources for CYP create.org.au
- **Emerging Minds.** Training, resources and toolkits for working with children and families, including specific resources for non-Indigenous practitioners working with Aboriginal and Torres Strait Islander families. emergingminds.com.au
- **Canva.** Free online design and publishing tool. Create engaging worksheets, presentations and more www.canva.com
- **Twinkl Australia.** Teaching resources including resources for personal and social development, inclusion and culture. Wide variety of free resources however paid subscription required for premium resources. www.twinkl.com.au
- **Cool Australia.** Free teaching resources and professional development courses for Early Learning. www.coolaustralia.org
- **Yukul Art.** Workshops for children and adults run by Worimi artist, Lara Went. www.yukulart.co
- **Charter of Rights Resources.** DCJ website www.facs.nsw.gov.au/providers/children-families/oohc/resources/chapters/charter-of-rights-resources
- **UN Convention on the Rights of the Child.** Child friendly version available at Unicef website. www.unicef.org/sop/convention-rights-child-child-friendly-version
- **Child Safe Standards.** Comprehensive information available on Office of the Children's Guardian website. <https://ocg.nsw.gov.au/child-safe-scheme>
- **Three Houses Tool.** www.socialworkerstoolbox.com/the-three-houses-template/

