

ESSEX PE AND SCHOOL SPORT CONFERENCE 2025

Youth Voice Workshop



THE AIMS OF THIS WORKSHOP ARE...

- To familiarise you with the Youth Sport Trust, Youth Voice Toolkit and wider Youth Voice resources.
- Provide the space to reflect on where you are currently in your use of youth voice.
- Come away with some key actions to help embed youth voice in your work



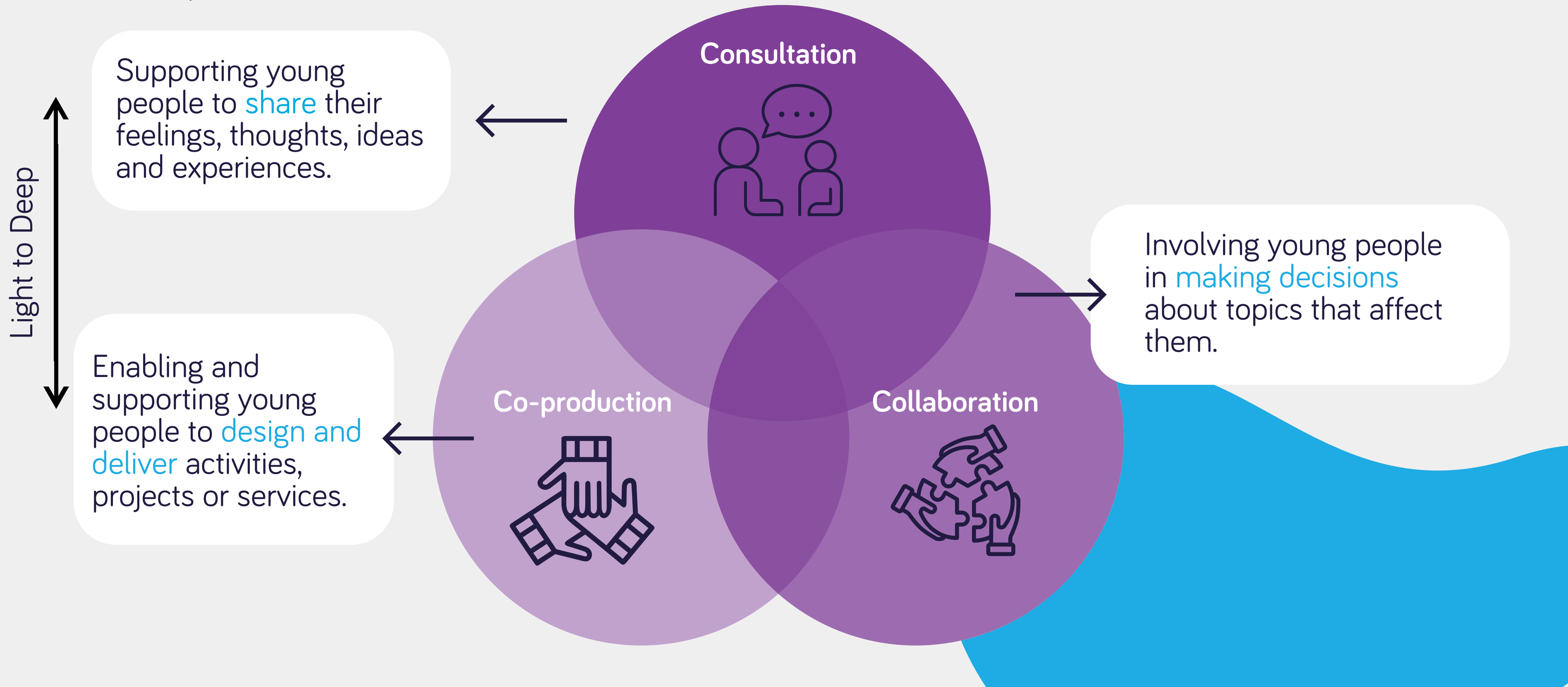
WHAT IS YOUTH VOICE?

Youth Voice...

- Actively seeks the views of young people to understand their experiences and perspectives.
- Involves them meaningfully in making and enacting decisions about topics that affect them.



YOUTH VOICE EXPERIENCES AND BENEFITS TO SCHOOLS AND YOUNG PEOPLE AND CAN INCLUDE ANY OR ALL OF THESE ELEMENTS



Lessons learnt from system working

1

From community
consultation
**to co-creation with
communities**

2

From transactional
relationships
**to collaborative
partnerships**

3

From disconnected
delivery
**to collective
actions**

YOUTH VOICE

Why is Youth Voice and engagement important to help shape PE/School Sport/Physical Activity in schools?

What should young people get from the process?

What are schools hoping to get from this too?



WHY IS YOUTH VOICE ESSENTIAL?

Young people have a **right** to a voice.

Youth Voice **benefits** everyone, not just young people. For example:

Young People

- Feel valued and connected
- Gain confidence and self-belief
- Develop transferable life skills
- Have new and more relevant opportunities
- Are fully included and better supported

PE and sport providers

- Provide better, more relevant services
- Increase engagement of young people
- Improve equality, diversity and inclusion
- Develop the current and future workforce
- Increase efficiency and effectiveness

In particular, Youth Voice helps to address current **inequalities** in PE, sport and physical activity - when it reflects the experiences and insights of under-served young people. By enabling more young people to have positive experiences. It also promotes their **physical literacy** - for life.

www.youthsporttrust.co.org | [@youthsporttrust](https://twitter.com/youthsporttrust)



**Young People
have a right
to a voice.**



**Article 12 of the UN Convention
on the Rights of the Child
(UNCRC) states:**

“
Every child has the
right to express
their views, feelings
and wishes in all
matters affecting
them, and to
have their views
considered and
taken seriously.”

This applies at all times.

PHYSICAL LITERACY

ASSOCIATIONS WITH ACTIVITY LEVELS

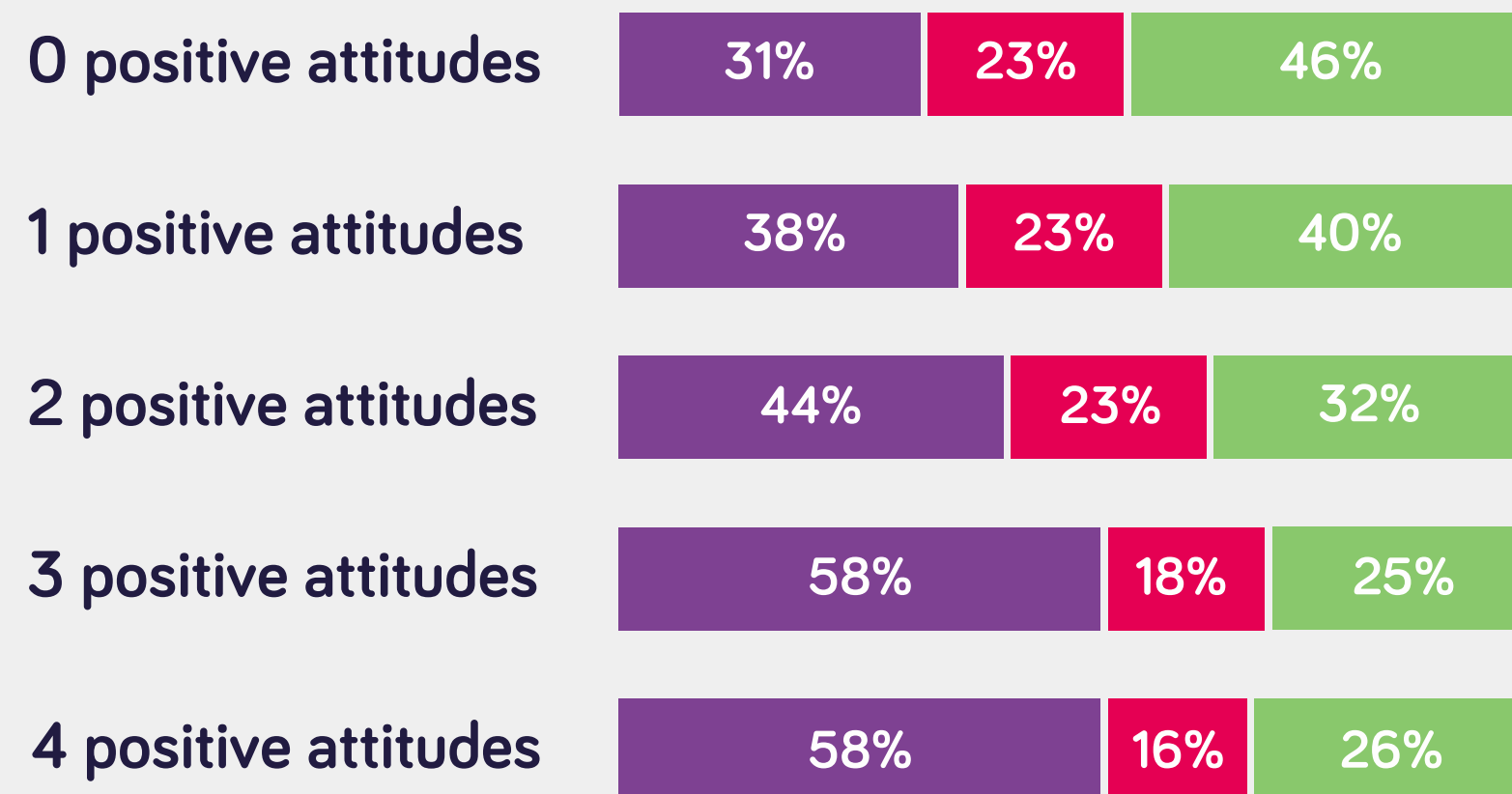
There's a strong association between physical literacy and activity levels.

The association between positive attitudes (as an indicator of physical literacy) and activity levels reinforces the importance of supporting all children and young people to have the best possible experience of being active.



Years 3-6 (ages 7-11)

58% of children who report four positive attitudes are active, compared to just 31% who report no positive attitudes.



Years 7-11 (ages 11-16)

68% of young people who report five positive attitudes are active, compared to just 36% who report no positive attitudes.



LUNDY MODEL

What is Youth Voice?

Why is Youth Voice essential?

Youth Voice Advocacy Slide Deck - It benefits us all

Collaboration

Creating a positive environment

Space

Safe, inclusive opportunities for young people to form and express their views.

Voice

Facilitation to enable and support young people with different needs to be involved.

Youth Voice Activity Cards

Guidance and Activities

Communication

Methods/practical steps

Inclusive Focus Groups

Planning an inclusive focus group

Engaging Others

Creating allies/supporters

Compensation

Valuing young people's input

Youth Voice Case Study

YL's and co-curricular offer

Influence

A commitment to respond to and act on young people's voices - and report back to them.

Audience

Willingness to listen to young people with openness, respect and empathy

Inclusive Focus Groups

Introducing the Focus Group

Empowerment

A commitment to YE

Evaluation

Shows commitment to youth voice

QUESTION TIME



What makes Youth Voice meaningful?



What are the barriers you face when using Youth Voice?



What are the solutions to those barriers?



Youth Voice should be:

Universal

All decisions that affect young people's experience of PE, sport and physical activity should be informed by Youth Voice – we are accountable and should not assume.

Representative

Youth Voice requires diversity – we need young people from different backgrounds and with different experiences, including within targeted groups.

Inclusive

Young people with specific or additional needs should be able to contribute – we need to make space and adapt Youth Voice to include them.

Safe

Young people want to feel welcome, cared for and respected – we need to create a safe, kind, mutually respectful and non-judgemental culture.

Connecting

Young people seek connections to people, places, values and causes that are important to them – we must use Youth Voice to create a sense of belonging.

Empowering

Youth Voice requires confidence, capability, authority and autonomy – we need to upskill and empower young people.

Valued

Young people want their time and insights to make a difference – we need to show that their voices are valued and impactful.

Aspirational

Youth Voice involves risking, trialling, adapting and improving – we must always be willing to learn and change what we do.

What hinders Youth Voice?

Youth Voice helps us to dismantle barriers to participation. But barriers also hinder Youth Voice. These are the main barriers identified by young people. They are common to many under-served young people, but we must also use Youth Voice¹ to identify barriers faced by specific groups and individuals. Never assume!



Practical

- Awareness – limited promotion, no active welcome for diverse people.
- Language – no translation, complex, jargon, unappealing.
- Cost – actual expenses, loss of other income, lack upfront cash.
- Accessibility – of buildings, transport, resources, communication tools.
- Time – unclear, unrealistic, need more, other commitments.



Social

- Diversity – lack role models, fear tokenism, fear discrimination.
- Judgement – from peers – not cool, staff preconceptions.
- Isolation – don't know others, won't fit in, lose time with friends.
- Bullying – personal or virtual – before, during, after sessions.
- Wider pressures – schoolwork, family expectations.



Personal

- Confidence – lack confidence, self-belief, sense of self-efficacy.
- Past experiences – negative experience of sport or Youth Voice.
- Knowledge – unaware of expectations, procedures, purpose.
- Skills – not explicit, not linked to wider aspirations, unrealistic.
- Value – not rewarded/ recognised, no action, no change/ impact.



Sector partners

have also identified their own barriers, such as:

- Confidence – lack knowledge and skills to initiate Youth Voice.
- Tokenism – concern about doing it 'correctly' and thoroughly.
- Time – pressure from other commitments or funders to act quickly.
- Support – need ideas, examples, guidance and proven approaches.
- Reach – how to engage the 'right' young people to effect change.
- Duties – concern about legal, financial, safeguarding implications.

“Youth Voice isn't worth it when we don't know where it leads to or there's no outcome.”

“It's not seen as being cool to speak about how you feel to help others.”

“Not being involved in Youth Voice before leads to worry and doubt about being involved.”

SELF-REVIEW INSPIRE ME RESOURCE







	<div> <div>Lighter touch</div> <div>←</div> <div>→</div> <div>Deeper dive</div> </div>				
Consultation 	During PE lessons, teachers use active voting, e.g., run to red, yellow or green cones, to gather pupils' feedback on a specific aspect of the lesson.	Towards the end of the year, pupils complete an annual online survey, which collates the results, to give their views on PE, sport and physical activity.	As part of the 'You said, we did' process, every PE class starts the year with discussion groups. The PE team displays key actions and reports back on their progress.	Working with a SENCO, the PE teacher uses a series of focus group sessions to build a relationship with and gather views from targeted SEND pupils.	A PE panel, consisting of representative pupils from each year group, meets with PE staff each half-term to share views on curriculum planning and delivery.
Collaboration 	Prior to National School Sports Week, all pupils select two options from a menu of challenge activities. The PE team uses these to plan and run events.	At the first after-school multi-sport club of each term, participants test out potential activities then they and the staff agree that term's programme together.	At the start of a unit of work, pupils and staff trial and agree different learning options. Pupils decide which option/group to join for the duration of that unit.	Invited pupils with diverse experiences join parents, PE staff and senior leaders in a mini-conference to discuss and decide on the school's future PE kit.	PE staff and selected pupils bring issues for discussion and decision to the termly sports council meetings; sub-groups advise on specific 'hot' topics.
Co-production 	Teachers/coaches share draft promotional materials with pupils to gather ideas on how to make them more appealing to intended participants.	Pupil activators are invited to present their 'creating active schools' ideas to senior leaders and PE staff. School staff implement the winning ideas.	Young leaders, with support from PE staff, plan and lead a six-week lunchtime health and wellbeing programme for invited pupils.	A group of girls is recruited to support the PE staff to consult with less-active girls and to plan, design and run a series of campaigns to get them more active.	A team of elected pupils plans, organises and evaluates the annual intra-school competition schedule, overseen by two senior pupil 'captains'.

THINK OF YOUR SETTING...



Self-Review

Use this brief self-review to help you to identify which of the eight areas to prioritise. YV = Youth Voice. P = priority.

Area	Key indicators	Working well	Could be better	P?
Roles 	<ul style="list-style-type: none">• YV shapes all aspects and levels of our work relating to young people.• Different young people are involved in YV in different ways (methods, duration, depth).			
Recruitment 	<ul style="list-style-type: none">• Young people who are under-served by our provision are actively targeted within YV.• YV includes young people from diverse backgrounds and with varied life experiences.			
Communication 	<ul style="list-style-type: none">• Methods are inclusive and adapted to meet the needs of all/the targeted young people.• We ensure all young people have the time, space and confidence to contribute to YV.			
Collaboration 	<ul style="list-style-type: none">• Young people feel safe, respected, fulfilled and connected to each other and to us.• YV is a partnership between young people and adults: both contribute their expertise.			

YOUTH SPORT TRUST YOUTH VOICE TOOLKIT



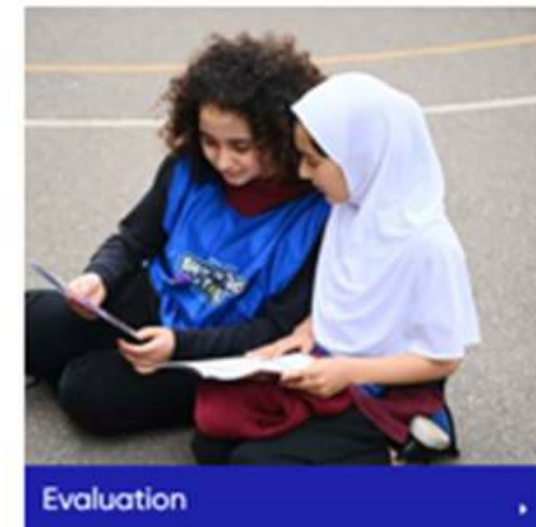
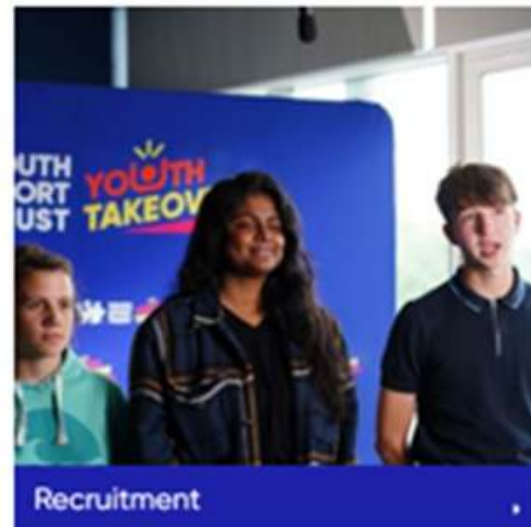
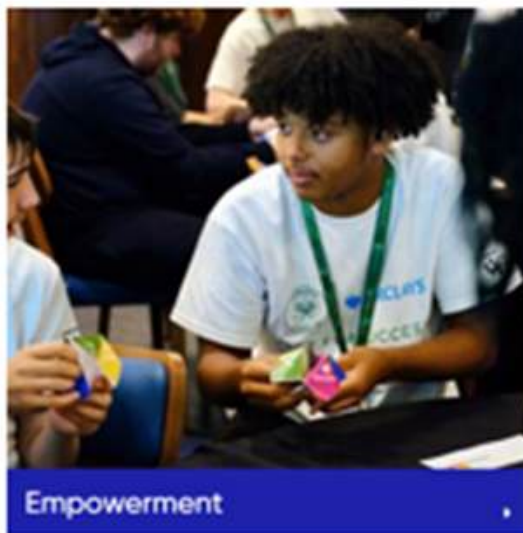
WHAT IS YOUTH VOICE?
Benefits and barriers



INSPIRE ME!
Practical examples



SELF-REVIEW
Select priorities



YOUTH VOICE RESOURCES



Youth Voice Plan

▸ FIND OUT MORE



Case Studies

▸ FIND OUT MORE



Activity Cards

▸ FIND OUT MORE

YOUTH VOICE RESOURCES



Inclusive Focus
Groups **Tool**



Youth Voice Advocacy
Slide Deck (**editable**)



Unified Action
Diversifying Sports
Governance
Framework

Barriers and motivations around physical activity for children and young people in Essex

Research & Citizen Insight Team
Policy

August 2023

SCAN ME



#MOVE WITH US

Developing on the Find Your Active campaign, the #MoveWithUs campaign, is here to change things. By supporting young people in their endeavours to find an activity that's right for them, and one they enjoy, they will be more likely to continue this changed behaviour.

“IT'S ABOUT FINDING WHAT'S RIGHT FOR YOU”

FIND
YOUR
ACTIVE



CAMPAIGN

The campaign is split into three key areas, in order to influence the change of behaviour among young people:



Creating content to directly inspire young people, through messaging and imagery, to influence behaviour change, through COM-B techniques.



Working on ways schools, parents/carers and local clubs/organisations can support and encourage young people to be active, as well as increasing CPD and training offers for those working with children.



Collaborating with the system to influence policy, and inform direct decisions from what the campaign insight and evaluation tells us.

COM-B

c capabilities
o opportunity = behaviour change
m motivation

OBJECTIVES

1 Within a year, increase physical activity levels by 1% from this year's children's Active Lives survey

2 Increase levels of positive attitudes. These correspond to, confidence, knowledge, enjoyment, competence and understanding

The association between positive attitudes and activity levels reinforces the importance of supporting all children and young people to have the best possible experience of being active. With 5 attitudes measured against, the lowest two are confidence and competence.

35%

of children in Essex state that they have **confidence** in getting active

21%

of children living in Essex say that they are **competent** in getting active

INSIGHT LED

Extensive research ensures the behaviour change campaign is built around:



Understanding barriers



Building upon key motivators



Utilising key messaging and relatable imagery

WHY?

53.4%

of Essex children do not participate in the recommended 60 minutes of activity a day, and over a quarter do less than 30 minutes.



#MOVE WITH US LEADERS ACADEMY

FOR SCHOOLS





Active Essex is committed to supporting the next generation of Leaders, Volunteers and Coaches who would like to develop within the Sport and Physical Activity sector and beyond.

Schools across the county are already doing fantastic work at engaging young people, and Active Essex want to offer more learning and development opportunities for our next generation, and we know you're up for supporting that!

WHAT WILL YOU BE A PART OF?

Being a part of this programme will give young people the opportunity to gain valuable experience in community sport settings with your school, help build confidence and develop vital skills to support their development into life and future career pathways.

WHO IS THE PROGRAMME FOR?

This programme is for young people aged 14-16 years old who are now ready to step into a more responsible and active role (helping at school clubs)

BEING A PART OF THIS PROGRAMME WILL GIVE YOUNG PEOPLE THE OPPORTUNITY TO:

- Get involved in volunteering opportunities at big calendar events across Essex, including the Essex School Games and other community projects
- Collect Move With Us Leaders Academy badges and certificates, as you build up your volunteering hours
- Receive mentoring and guidance from your school lead, as well as access free training resources and support
- Build confidence and learn new skills to enhance your CV
- Gain a personal statement of recognition for future career opportunities

ACTIVE ESSEX WILL PROVIDE:

- ★ Move with Us Leaders Academy resources
- ★ A hub filled with session plans and ideas for you and your young leaders to choose from
- ★ Learning log for young leaders and mentor to complete
- ★ Active Essex team support
- ★ Opportunity to support community events



YOUR MOVE US LEADERS ACADEMY BADGES!

There are three badges up for grabs for young people to add to their lanyard when they have demonstrated the Move With Us Leaders Academy principles throughout their time in the programme!



MOTIVATION

Display great qualities of motivation through consistent volunteering to help others with the delivery of sessions.

Some examples may include:

- A young person showing commitment to training opportunities
- Asking questions and keen to receive feedback to improve their skills and knowledge
- Taking extra opportunities to attend and learn
- Be self-driven and show initiative/not always requiring to be asked to do something helpful

“A young person who is self-motivated and consistently shows a hunger to learn and to go the extra mile to develop new skills and ideas.”



WILLINGNESS

Display great qualities of motivation in consistent volunteering to help others through the delivery of the sessions.

Some examples may include:

- A young person who is regularly punctual/ even early to help set up and pack away,
- The ability to see tasks through to completion/even the more mundane tasks
- Often volunteers to do more than is expected, happy to start early and stay late if required.

“A student who is keen and eager, always enthusiastic about getting involved and helping other people.”



UNDERSTANDING

Display great qualities of motivation in consistent volunteering to help others through the delivery of the sessions. Some examples may include:

- A young person showing commitment to training opportunities
- Asking questions and keen to receive feedback to improve their skills and knowledge
- Taking extra opportunities to attend and learn
- Be self-driven and show initiative/not always requiring to be asked to do something helpful.

“A young person who is self-motivated and consistently shows a hunger to learn and go the extra mile to develop new skills and ideas.”

HOW TO RECEIVE YOUR BADGES

- Please email your nominations and the badge you would like to put forward to cyp@activeessex.org. Please allow up to 2 weeks to receive the badges.
- There is no time limit given to when badges can be given to the young person, this is completely up to your discretion.
- Do not forget to take a photo and tag @ActiveEssex on socials.

THE ASK FROM SCHOOLS

You will be in charge of finding the right young people to be part of this programme and ensure your school supports your young leader with the following:

- ★ Briefing young leaders with health and safety/safeguarding/ first aid in your sessions
- ★ To introduce procedures and processes in your sessions
- ★ To share roles and responsibilities in your sessions
- ★ To share behaviour and expectations whilst taking part in the young leaders programme
- ★ To support your young leader in completing their Learning Log

Schools that go above and beyond in supporting their young leaders, will be rewarded with a 'Move with Us Leaders Approved' accreditation badge, which can be displayed as you wish!



HOW DO I GET INVOLVED?

If you are a school that supports young people in year groups 8 and 9 and would love to be part of this programme, please fill in the expression of interest form on our webpage.

 <http://www.activeessex.org/move-with-us-leaders-academy-for-schools/>

Once completing our form, you will receive a confirmation email with information on how to access the Move With Us Leaders Academy resources page.

If you have any questions, please feel free to contact: cyp@activeessex.org

SCAN ME



#MOVE WITH US

AMBASSADOR OFFER

A young person who wishes to drive the campaign and inspire others to get moving and find the activity that they love

An ambassador will be able to voice their thoughts about developing Move With Us and changing our outlook towards our approach to physical activity for young people.

BECOME A MOVE WITH US AMBASSADOR!

Have you heard of our ambassador opportunity helping to enhance your skills further and support young people to find an activity they love? As an ambassador, you will get the chance to put forward your ideas and thoughts around how we can ensure more young people feel positively towards sport and physical activity.

Scan the QR code to read more about our ambassador offer and apply!



www.activeessex.org



FEEDBACK

SCAN ME

