

# INCLUSION 2020

## YOUTH VOICE TOOLKIT



# Youth Voice Toolkit

Children and young people with Special Educational Needs and Disabilities (SEND) can face particular and additional challenges to participating in high quality PE, physical activity and sport at school that engages them and meets their needs. Their voice may also be under-represented - School Games data highlights that 20% of schools (1 in 5) do not feel young people with SEND have a voice in school in the context of PE and School Sport<sup>1</sup>.

This Youth Voice toolkit has been developed to support practitioners in a range of ways to engage student voice in their school, representative of a diverse community of pupils. The toolkit contains:

1. Background and context of why and how to create opportunities for pupils to be heard.

## Background and context



Click [here](#) to view the video.

2. Tips, tools and ideas on how to use Chateez cards, which are a modern take on traditional flashcards, featuring the popular emoji design. They encourage communication, allowing children and young people to express their feelings in a fun and creative way. There are endless ways in which they can be used, and this flexibility is why they deliver such effective results.

## How to use Chateez Cards



Click [here](#) to view the video.

3. How to use effective questioning to maximise student voice and examples of how mainstream, special and Alternative Provision schools have used the resource.

## Effective Questioning



Click [here](#) to view the video.

## Summary and Close



Click [here](#) to view the video.

<sup>1</sup> Findings from 2018-19 School Games Inclusive Health Check report based on 10,780 school responses.

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activity  
alliance  
disability  
inclusion  
sport



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## Introducing the Focus Group:

The beginning of your focus group and first few questions will be critical in putting your participants at ease and encouraging discussion. Before you ask any questions, welcome the group and introduce yourself and your team. Check that all participants have completed the consent forms. Cover any practical points, for example where the fire exits and toilets are, and then begin by recapping the purpose of the research and the objective for the session (be careful not to give too much away as that could influence responses). Much of the success of group interviewing can be attributed to the development of this open environment (Krueger, 2002; Citizens Advice, 2015).

### Hello and welcome to our session.

Thank you for taking the time to join us to talk about..... My name is [insert name] and assisting me is [insert name].

We are doing a research project called..... to get some information from young people about what sport and physical activity you want to participate in and why. We want to know what you like, what you don't like, and how you might be able to attend and participate in sport and physical activity more.

- There are no wrong answers; everyone has their own opinions and points of view. Please feel free to share your point of view even if it differs from what other people have said.
- Keep in mind that we're just as interested in negative comments as positive comments; negative comments can even be the most helpful.
- You've probably noticed the microphone. We're tape recording/videoing this session because we don't want to miss any of your comments. People often say very helpful things in these discussions and we can't write fast enough to get them all down.
- We will be using our first names to talk to each other today, but we won't use any of your names in our reports. Everything you say will be kept confidential and we ask you not to share what we talk about outside of this session.
- The information collected today will go towards a report on how to improve sport and physical activity for young people in schools.
- You can leave at any time if you no longer want to take part in this focus group.

Does everything make sense so far? Does anyone have any questions?

## Focus Group Structure:

<b>Open-ended questions with an option of a closed reply.</b>	Open questions provide the opportunity for detailed discussion on a topic Example: "How do you feel about sports" Students with additional support needs can find open questions with an expected open answer challenging to answer. Therefore, open questions; which can have a closed or open reply too, are preferred Example: "do you feel you have taken part in more sport through being a part of this programme"
<b>Use "think back" questions.</b>	Take people back to an experience
<b>Adaptability</b>	Every focus group is different; some questions will work with one group but will not work with another. Therefore, it is important to prepare different versions of your questions, to ensure everyone can meaningfully contribute to the session.
<b>Silence</b>	Don't be afraid of silence...some students need more time to process information.

Question	Description
<b>Opening question</b>	Simple question to encourage students to talk and feel comfortable in the session. Ice breaker activities or Chateez cards, can be used to encourage conversation. These questions are not usually analysed.
Example	"Tell me your name and what are your hobbies?"
<b>Transition</b>	Transition questions should be simple questions which focus participants to the related topic. These questions provide a greater depth in answer compared to opening question.
Example	"So how do you feel about your project", "What has gone well so far", "How would you have changed...?"
<b>Key question</b>	Main areas which you are exploring. You will need to spend the most time around these questions. It is important to explore the answers given by participants using prompt and follow up questions
Example	"Why do you think sport is important for all young people to take part in"
<b>Ending question</b>	Main areas which you are exploring. You will need to spend the most time around these questions. It is important to explore the answers given by participants using prompt and follow up questions
Example	Do you feel we have missed anything in our session today or is there anything else you would like to add?
<b>Prompt/ Follow up Questions</b>	To be able to gain in-depth information; it is important to prompt students to clarify the meaning behind key answers and allows students to share situations fully. Prompt questions can also be used to encourage students who struggle with communication.
Example	"Would you be able to tell me a bit more about that?"

## Recording and Analysing Focus Group Data

1. Record and type up all responses
2. Clean up transcripts by stripping out non-essential words
3. Open an excel database spreadsheet and create a new sheet for each question.
4. Label 2 columns on each sheet, one for responses and one for coding
5. Enter each response on a separate line
6. Analyse each response for a possible theme
7. Look for each theme and assign a number code
8. Assign the number code which best fits each response on the sheet
9. Use the Excel 'Sort' function to group entries by the categories you have assigned to them
10. Arrange categories from those with the largest number of entries to those with the smallest
11. Write a short paragraph summarizing findings for each category
12. Illustrate with powerful quotes

## Useful links

- This paper provides step by step advice in designing your focus group questions- Richard A. Krueger, Mary Anne Casey. (2015). Focus Groups: A Practical Guide for Applied Research. Book 5.
- This paper talks through different methods of analysing your data- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, 3 (2). pp. 77-101. ISSN 1478-0887
- Chateez Cards – <http://chateez.co.uk/shop>

# Focus Group Participant Consent Form

My name is \_\_\_\_\_  
and I am running a focus group as part of \_\_\_\_\_  
research project and I would like to invite you to participate.

If you decide to participate, you and a teacher will be asked to attend a group discussion, to talk about P.E. and Sport in your school and community.

## Study location and timing

The discussion will take place at your school and should last about 30 minutes.

## Possible Risks and Discomforts

Some questions may be harder to answer than others and so the questions will be asked at your pace.

## Additional information

You are free to leave the study at any time without providing an explanation.  
Participation is private; no link will be made between participants' identities and the data collected.  
The session will be recorded. Study information will be kept in a safe location at \_\_\_\_\_

You can remove your results from the study up to 3 weeks after the interview has been conducted.

**If you have any questions please ask.**

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**I agree to take part in the Focus Group.**

**Name:**

**Date:**

**Signature:**

**D.O.B**

# Parent or Guardian Consent Form

Dear,

My name is

I am conducting a focus group as part of the  
invite your child to participate.

programme and I would like to

## Overview of Focus Group

The research is interested in understanding the attitudes of young people towards their sporting experiences and provision in their schools and communities. The students will take part in a 30 minute focus group which will be led by the students. It will also be recorded. All of the information gathered will be kept confidential and will only be viewed by researchers.

## Study location and timing

The focus groups will take place within school premises on the / / , at  
and should last about 30 minutes.

## Possible Risks and Discomforts

Participants are free to not answer any question if preferred. Please note, this risk has been considered low.

## Confidentiality

Data collected may be reported in  
however, personal information will be treated in the strictest confidence and no association will be made between participants' identities and the data collected.

## Additional information

The students are free to withdraw from the study at any time, without providing an explanation. The results from the study can be removed up to three weeks after the interview has been conducted. The research will be made available to you on request at the end of the study.

**If you have any queries please do not hesitate to ask questions.**

I agree to allow

to take part in the

Focus Group.

Name (please print):

Date:

Signature: