



# Youth Take Over Challenge 2019

## 'With Me 4 Me'

### Report

#### 1. Overview:

Youth Takeover Day (*renamed Take Over Challenge in 2016*), is an annual national event introduced in 2007 by the Children's Commissioner for England and now sponsored by First News, a weekly publication for children.

<https://subscribe.firstnews.co.uk/>

Each year thousands of children and young people are involved in 'taking over' roles across the country in a range of organisations including Local Authorities, schools, police and fire stations and newspapers.

2019 was the 10<sup>th</sup> and biggest ever annual Take Over Day in LBHF. Our Youth Council in partnership with the Family Assist Team and supported by the Young Hammersmith and Fulham Foundation, as well as a wide range of partners and local business, hosted **Take Over Challenge- With Me 4 ME** at Chelsea Football Club on 25<sup>th</sup> November 2019.

In previous years, Take Over Days have included a range of job shadowing, work experience placements and group challenges. However in 2019, the Youth Council decided to use the event to drive forward the key areas of their manifesto; challenging young people and supporting professionals to give suggestions and to develop recommendations on issues such as knife crime, mental health, sexual health, positive relationships and access to opportunities and services.

The day was aimed at encouraging more council departments, youth service providers and key decision makers to engage with and listen to the views of young residents on the issues that matter most to them and to enable young people to tangibly influence the future of our services and the support and opportunities they receive.

Knife Crime was a focus of the event, being the focal point of the Youth Council manifesto and having been identified as the key concern for the borough's young

residents in both the 2018 and 2019 Make Your Mark Ballots. (See <https://youtu.be/pVxxoB-ozTY> for a summary of the 2019 results).

A partnership was established with the Family Assist Team to plan the event and a working group was set up including Youth Councillors, the LBHF Education and SEND teams, MET Police and the Young Hammersmith and Fulham Foundation, who helped to steer the 2019 Take Over Challenge.

A huge range of partners offered their expertise and were involved in hosting activities and setting challenges on areas that the young people can tangibly influence including: LBHF officers and commissioners, Public Health, the MET Police, School Police, the Family Support Service, Chelsea FC, QPR, the Violence Intervention Project, Khulisa, Street Doctors, Turning Point and Image in Action.

Further organisations including H&F Mind, CAMHS, Barnardo's, Kick it, Xenzone Counselling Service, the Princess Trust, Key 4 Life, Crime Stoppers, Masbro and the Police Cadets, gave information and shared opportunities for young people on the day.

## 2. Event specifics

Members of the Youth Council hosted the event which was attended by 132 young people from the following schools and provision.

Fulham Cross Girls	17
Burlington Danes Academy	3
Bridge Academy AP	5
Latymer AP	2
Hurlingham Academy	24
Hammersmith Academy	8
Cambridge School	25
Children in Care Council	7
Latymer Upper School	3
West London Free School	1
Sacred Heart	4
QPR Apprenticeship Programme	7
Fulham Boys	3
West London College	4
West London Free School	1
William Morris Sixth Form	12
Fulham College Boys	6
<b>Total</b>	<b>132</b>

Our Youth Council and partners used the Great Hall and Centenary room at Chelsea FC (*provided free of charge*) to host a series of performances, promotional stands, challenges to seek the views of young people, give them a chance to try lots of different activities and get advice and opportunities.

On arrival participants were split into designated groups of 5-7 young people with assigned mentors (*volunteers from CHS and partner organisations*) who supported them throughout the day to work through the wide range of interactive and multi-media activities (*see programme in Appendix 1 for more information*).

The day began with registration and an opportunity to access promotional stands.

We had an interactive icebreaker from Dance West, followed by a speech from the CEO of First News and then an amazing performance from Synergy Theatre, “*To My Younger Self*”- written and performed by people previously involved in the Criminal Justice System.

The groups were then assigned 2 activities in each of four coloured and themed zones, which included the following activities:

#### **Green Zone** – feeling okay and emotional wellbeing

- **H&F Mind**- Interactive game- ‘*Cheer Pong*’ introducing participants to the 5 ways to well- being.
- **Family Assist**- Activity on mindfulness.
- **THRIVE LDN**- consultation on their regional campaign and how it can be localised to H&F.
- **Kooth Counselling**- promotion of online services.
- **Family Support**- Sharing the science (brain functionality).

#### **Yellow Zone** – Staying safe

- **Synergy Theatre**- Q+A with cast of ‘*To My Younger Self*’
- **Family Assist and MET Police**- Consultation seeking young people’s views on knife crime and staying safe.
- **Street Doctors and School Police Team**- Street safety workshop.
- **Khulisa**- Activity on resilience.
- **Violence Intervention Project**- Session on shame and links to youth violence.

#### **Blue Zone**- employability and opportunities

- **Imperial College**- TECH corner.
- **QPR**- Apprenticeships and employability session.
- **Youth Commissioners**- Consultation- Budgeting exercise on youth provision.

- **Bush Theatre**- Drama workshop on interview skills.
- **Chelsea FC**- Apprenticeship and employability session.

**Orange Zone-** your body matters

- **WILDE**- Activity on healthy relationships.
- **Young Hammersmith and Fulham Foundation**- Consultation on access to sexual health services in the borough.
- **Education Team**- Consultation on sexual health and relationship education in our schools.
- **Turning Point and Image in Action**- Session on consent and influence of drugs and alcohol (SEN focused).
- **Family Assist Team**- STI game and awareness.

Members of the Youth Council were assigned to the consultation activities in each zone (*highlighted in yellow above*) and recorded key feedback and quotes from the young people. They then fed this back to a panel of professionals representing each of the 4 themes for a question and answer session.

The day was ended with performances from Oki a local rap artist and spoken word from the Anti- Tribalism movement whose performances focused on the key themes being addresses and a speech from our Leader Cllr Stephen Cowan.

### 3. Allocated Budget and breakdown of spend

Note use of the space at Chelsea FC and a range of ‘freebies’ and sponsored prizes were sought for free from partners and local business.

#### 3.1 Allocated Budget

£11,000 from Youth Voice Budget (sits within Education)
£4,000 from Public Health
£1,800 from Education Team for film

**Total: £16,800**

#### 3.2 Budget Breakdown

£10,471 Catering, AV Equipment, Security and set up
£800 Logo design and communications
£1,800 Film to capture Youth Voice
£300 Photography

£250 Journalist to work with Young Reporters
£1,500 Decoration, signage and T-shirts for mentors, providers and zone leaders and misc. resources:
£100 Volunteer and provider expenses

## 4. What young people told us...

A consultation session was carried out in each zone (*highlighted in yellow on p3 and p4*). The feedback captured by the Youth Councillors, from the panel discussion and answers young people gave to questions posed on the application form, is summarised below:

### 4.1 Key feedback from the Green Zone/Observations- (mental health and emotional well-being)

- Schools should talk about emotional well-being and mental health regularly and, where possible, have dedicated times to focus on it (they should place as much importance on mental health as physical health). Lots of sessions on mindfulness, relaxation etc.
- Encourage those that have experienced mental health issues to speak to other young people and help to raise awareness.
- Ensure that services are accessible and tailored to the needs of specific groups including ethnic minorities, young people with disabilities and LGBTQ+ communities.
- *“You really need to listen to what young people who are going through things and what they are telling you they need”.*
- Ensure that schools are clear on what support is available for students, so they can advise them properly.
- Have links to services including Kooth Online Counselling Service from school websites and useful apps. Various apps have been introduced to support with staying mentally health- but young people are unaware.
- Advertise services- let young know about what help and support is available to them in a way that they would like to be told (*full promotion of the Young Hammersmith and Fulham Foundation Website- with a focus on things to do and people to speak to*).
- Better use of social media- young people helping to promote opportunities and support to other young people.

- Some good examples of counselling in schools- others not so great. Schools to share the good things they do with each other- which will hopefully encourage those schools that don't have much provision to do more.
- More information is needed on where young people can access support (promoted in a youth friendly, non- stigmatising way and for 'lower level support needs. *"You can only get support when things get really bad and it shouldn't be like that"*).
- Services that support young people should ensure that they check in regularly with them and continue to do so when they have finished working with them. Things can quickly change in a young person's life and they are left vulnerable.
- Services and schools to ensure they involve parents fully (*when the young people want them to*) which boosts awareness on how best they can talk to and support their child.

#### **4.2. Key feedback/Observations from the Orange Zone (Sexual Health and Relationships).**

- Colleagues were concerned by the limited knowledge of the young people on majority of subjects / issues in relation to their bodies, sexual health, and relationships.
- There appears to be a focus on reactive services in the borough and not enough pro- active services, giving young people the information to make an informed choice, before they must go to a reactive service.
- There was a variety of stakeholders that young people felt comfortable engaging with for advice: friends, family (especially older siblings and cousins – often not parents).
- Teachers were not felt as being the best people to discuss this topic with.
- Most young people could not name sexual health services in the borough.
- Young people tended to have a negative perception of sexual health learning provision in their schools. Common complaint that they only received biological lessons and nothing much beyond.
  - PSHE did cover some content but felt it was patchy / focussed on relationships and not sex.
  - For those who did receive sexual health teaching, they often felt it was repetitive.

**Young people were asked to create people a 'Youth Manifesto for SRE'.**

Suggestions included:

- One-to-ones with young people and professionals so they can ask questions.
- Less teacher awkwardness, maybe more external people leading the session.
- Group and individual 1-2-1s at youth clubs.
- More sessions in mixed groups so young people can learn about different genders' experiences.
- Better information on contraception.
- Focus on life skills
- Parental relationships/how to talk to parents and children
- The dangers of information on fake social media accounts, online safety, which websites are trustworthy for info on sex and relationships.
- More on consent.
- More on contraception.
- How to identify that you might have an STI.
- How to identify/have good relationships (including friendships).
- Self-worth.
- What to do if you are sexually assaulted.
- Trust.
- Teaching parents and children how to communicate with each other.
- Creating a safe space in the family.
- Help people find websites they can trust.
- How to behave in sexual relationships – how to have conversations about sex.
- 'Red flags' what you should and shouldn't do in relationships.
- Sex: Sexual health, practicalities, positive sexual experiences.
- More outside speakers.
- More PSHE – not just in form time when no one listens
- A range of different opinions
- Smaller groups
- More than just science – needs to be realistic.
- Very few understood the term menstrual cycle. (when it was re phased into periods, then only a few more understood that term)
- None of them understood how to work out their menstrual cycle.
- No young people had had a conversation on miscarriage, termination, choices, in their school environment.
- Very few had had a conversation on positive relationships and the different types of relationships that people had.
- 80% did plan to have children in the future but had never had a conversation on their fertility and health.
- 20% said they did not want children, due to the state of the planet and its future.
- A couple said that they might adopt.
- Very few knew about how sperm was made and the health/ life of a sperm.
- Very few knew about ovaries and eggs and only 2 of them knew how many eggs were released monthly.
- Some young people thought you would have to have sex several times before you got pregnant.

- Overall, they had a very sporadic knowledge on contraception and STI's.
- None of them knew where to get free condoms, or emergency contraception from.
- Very few were able to say what websites they could look up for further information and advice on sexual health support.

### **4.3. Key feedback/Observations from the Blue Zone (Opportunities)**

Young people were asked to work in groups to decide how to spend a Youth Commissioning Budget and then to 'pitch' their ideas to Commissioners and Youth Councillors.

The following ideas were suggested by the young people:

#### **1. Create an APP for young people in the area.**

##### **Phone APP called – Youth help**

- Would show places to go in the area
- Aimed at YP aged 12 and above
- Allows YP to connect to each other
- An incentive provided if YP attends the activity more than five times
- APP is updated every three months with new activities if the older activities are under attended
- APP responds to your personal profile and offer activities that suit that profile
- APP conducts primary research on what is wanted/needed in the area through surveys/questionnaires
- Feedback from parents on usage is fed into the APP
- APP has a charity embedded for children in need and will make provisions to accept donations
- APP has a virtual person that speaks to individuals that is personalised
- This is run by young people that use the APP and passed down as they grow out of the age range
- Security – whatever is said on the APP stays within the APP unless there is reason for concern
- Safeguarding area – for YP to go to with any issues
- The page will automatically be closed if anything bad is uploaded
- Each YP has a unique ID

#### **2. Quiet Space – called Eureka**

- Not like a library; a quiet space where YP can come and take 'time-out'
  - They could be stressed and need quiet time
  - Have big families with no space for themselves
  - Autistic
- The space should be above ground level with a calming view
- Benefits
  - Thinking time
  - Revising for homework with an advisor to support (not a homework club)
  - YP with mental health to come to a safe place
- Mobile zone

- YP can focus on computer activity without being interrupted by others
  - Listen to music with headphones – chill out
- Building donated by H&F

### **3. Art classes called - Art Health – caters for all YP & adults with artistic interests**

- Choice of art
  - Using different materials
  - Twice a week - all year round
- Intimate setting in open area so that work can be showcased and exhibited
- All art completed displayed on site – feedback appreciated
- Peer support teaching others their skills
- Adults also in group so YP can gain experience – learning through example
- Tutors available:
  - Teach various techniques
  - Demonstrate transferrable skills across all areas of art
- Computer graphics with tutor teaching technical design
- Cost effective to mix both types of art – technical & Traditional

### **4. Gaming Area called - Retro Lounge**

- Computer games centre
- Lower income families can participate, which would allow more YP to take part
- Allows YP to play with friends at the centre in a safe environment
- Coding classes taught
- YP can compete against each other in a safe environment
- Games and equipment donated – old games etc.
- YP trial new games together
- Prize as incentive for attending regular sessions
- Youth clubs / schools to encourage YP to attend the activity
- All games to have an underlying education theme

### **5. Sports – called Sports Camp**

- YP aged 10 – 16 mixed gender
- Activities – talks and discussions around life
- Activity in the holidays
- Focus on dance and football

### **6. Driving Lessons called – Junior Drivers**

- Driving lessons for YP aged 16 to get them ready for when they receive their provisional licence
- Preparation for test
- Volunteers to loan cars for training
- Lessons will
  - Build confidence
  - Provide access to more jobs with a licence after leaving school/college

- Qualification – theory through GCSE
- USP – electric cars to be used

### **7. Mobile music bus – called Beats on Wheels**

- Mobile bus comes to your local area
- Free to use
- Not just about recording music

#### Benefits

- Social interaction / café / pop-up-juice bar
- Help to achieve a qualification learning how to use the equipment

### **8. Recycling service of bikes – pimp my bike or bling my bike**

First thought about the mobile DJ bus idea but felt that it would not attract many young people to it. They felt it needed some sponsorship maybe from a radio station. They also said it would promote bad behaviour amongst young people as in misuse of the equipment etc.

- Find a space to transform into a workshop
- As well as doing up the bikes; young people; who build up skills for repairing bikes can help young people with their bikes if they have issues with them – lots of young people rely on bikes to get to school and college
- Showcase the bikes – some sort of event or gallery for the bikes

### **9. Impact**

- Give kids something to do – keep them off the streets
- Gives them ownership over something they have been involved in especially if the young people themselves were involved in the running of it or promotion of the service
- Lots of young people would be interested in this – they thought it would do well
- So many bikes that are stored away or in the park just left. Lots of bikes to do up
- Gives young people skills to work as a team as well as creative skills and mechanical.
- They found the costing of the service difficult but said that they have heard of projects like this in the boroughs that they live and said that lots of businesses could donate the items to do up the bikes.

Several young people also made the point that there should be more opportunities for girls to access sports that are not integrated with boys; separate sessions. Culturally difficult for them to attend activities as it means to mix with boys.

### **4.4. Key feedback/Observations from the Yellow Zone (staying safe)**

Young people were asked:

#### **4.4.1. How can the Police/LA make you feel safer in London/your community?**

Answers included:

- Search more people (but in a justifiable and non- discriminatory way).
- Be more present and look approachable (aggressive and unfriendly perception of police).
- Be more responsible,
- Theatre performances including retrospective stories of people who have been through that experience (such as Synergy Theatre's *to My Younger Self*- shown at TOC is an effective way to get the message to young people. Young people seemed to appear more interested when speaking to the actors compared to other groups.
- Police to be around more, out on patrol.
- Building better relationships with and understanding of young people.
- Come into school/talk to people.
- Being around, getting more involved with the community and young people.
- Have a better understanding of the issues that young people are facing from a young person's perspective.
- More awareness and sharing information on what police are doing to tackle crime and keep us safe.
- More accessible places where police are and ways to contact police that young people know about.
- More positive interactions rather than being just enforcement.
- Police to do more workshops in schools on how we can keep ourselves safe.
- Places that young people hang around to be better lit up and patrolled.

#### **4.4.2 What makes you feel unsafe in your community?**

Answers included:

- Big groups of young people that are loud.
- Dark streets and alley ways.
- Bad lighting.
- "Being in the wrong place at the wrong time."
- Excessive police presence.
- Gangs and gang violence.
- Intimidating young people.
- Gangs around schools.
- Going out at night.
- Watching things on the news like murder, knife crime.
- Hearing about young people getting stabbed/hurt locally.
- Some areas have 'dodgy' people hanging around.

#### **4.4.3 How can you keep yourself safe when you are out and about in your community?**

Answers included:

- Always have a phone on your so you can call someone if you are in trouble.
- Always have credit on your phone and battery life and try to ensure you go out with more than one person.
- Be alert and aware of surroundings, rather than 'zoning out' on your phone.
- Tell someone where you are going.
- Don't have jewellery and belongings on show.

Deliverers and Youth Councillors also observed:

A lack of awareness about what can make you a target for crime (common things young people do) for example

- theft- waking around with headphones in,
- lack of awareness about who you can turn to if you're a victim of crime/theft, what to immediately do/how to respond if you're a victim of crime, what resources are available etc.

Also, a lack of awareness of the consequences of carrying offensive weapons:

- what happens when you carry an offensive weapon, what counts as an offensive weapon, consequences to yourself and someone harmed by a knife (1 minute to bleed to death), consequences of having a criminal record limitation on colleges, travelling abroad and so on.

## 5. Feedback on the event

### 5.1 Positive comments

An online feedback form was sent to participants and the Youth Council and supporting professionals were asked to provide feedback. Positive comments received so far include:

- *"The event really encouraged young people's voices to be heard which allow them to express their thoughts and be a part of the bigger picture shaping the lives of the younger generation to get involved in making a difference in H&F and services they feel would benefit young people".*

**Jay Aryanel (Zamil Uddin)** Project Manager & Youth Campaign Officer, Ctrl-Z

- *"Can I say well done to you and your team for putting on a great event, the feedback from some young people I know was really positive"*

**Kevin Smith** MET Police

- *"I had a really good day, learned so much and enjoyed everything"*

**Hammersmith Academy Student**

- *“What a fantastic day and creative way to consult and work with young people”. **Turning Point***
- *“Just to say Ozan the Member of Youth Parliament was fab! He really did help with our workshop sessions! Got a lot more engagement from the young people with him there encouraging them. Great day”*

**Susan Hughes Commissioner**

- *“Overall it was a fantastic day, everyone I spoke to had a good experience and the consultations were incredibly useful for the Youth Council. We were able to listen to the views of people who we wouldn’t normally speak to, and their feedback help us better deliver our manifesto pledges. All the performers were brilliant and each of them left us with something to think about that was relevant to the day’s themes. In my activity (youth commissioning), we had a diverse range of ideas for youth services in the borough, many of which haven’t been thought of so far. I left with a much better sense of what YP want in terms of youth services, and much of what they said was different to what I’d thought before. E.g. How much people will realistically use a service, potential for people to misuse/abuse it, will it open any future opportunities, how can new services be advertised to get going? Once a few people start coming it’s more likely that people will hear through friends and go along - no one wants to show up to an empty room”.*

**Ozan Erder Member of Youth Parliament**

- *“It was really fun and interesting”*  
**BDA Student**

- *“I loved being there. Meeting young people makes my job alive and worthwhile. I thought the Youth Council did a fantastic job”.*  
**Jacqui Mcshannon Director of Children’s Services.**

- *“I thought yesterday went brilliantly so I wanted to say huge congratulations to you and the rest of the team. I really enjoyed being a part of it all and representing the Bush Theatre”.*

**Izzy Hatton Bush Theatre**

- *“I think it was a really good event and we got to talk about the things that really matter”.*

**William Morris Student**

- *“I think that Take Over Challenge this year has allowed the Youth Council to understand the views of young people about the key parts of our manifesto and it has shown the Council and other leading members of the borough what*

*areas we need to focus on to engage more young people and make them feel safer in their community”*

**Hasana Hajimasaleh Youth Councillor**

*“Most of all I enjoyed the performances and workshop on knife crime and safety. It’s important we keep talking about how we can change things. It was good to see lots of adults working with and listening to us.”*

**Fulham Cross student**

## **5.2. Suggested improvements**

- Earlier notification and promotion of schools (there was a delay with confirming a free venue big enough to accommodate the event, which led to a delay in promotion to schools).
- More involvement of YOS and CHS service users.
- A fire alarm set off in the Chelsea hotel had an unforeseen knock on effect on registration and didn’t leave much time for people to access the promotional stands. Allow more time for promotional stands and have them nearer to where the young people sit for lunch.
- The panel Q&A seemed a bit too long, make it shorter but more engaging would be good. Maybe the panellists could just give examples or there could be a more interactive way of giving feedback.
- Youth Council to try out all activities beforehand to ensure they are as engaging, interesting and relevant as possible (some didn’t work as well as others)
- The service providers in the Centenary Room didn’t have much to do for most of the day. Might be better if they’re there during registration only.
- More time in the zones and less on speeches.
- Perhaps less activities for slightly longer time.
- Some mentors didn’t follow the rota, which led to some activities being missed out and others overcrowded. Hold a mentor briefing a week in advance of the day highlighting the importance of sticking to time.
- Have Youth Council deliver the briefing in the morning.

## **6. Expected outcomes and Next Steps**

- The feedback will be presented to Full Council, CEPAC and all key partners including the MET Police, Public Health and targeted services. They will be asking Directors and Heads of Service to share with their teams and to agree a response to the young people's feedback.
- Feedback from the Green zone will be fed into Joint Targeted Area Inspection preparation. (The theme for 2019-20) is Children Living with Mental Health. They have also been shared with Thrive LDN's Evaluation Lead who has added them to the data they have been collating from young people across London (whilst also logging them as specific to the borough of H&F for future local campaigns and engagement).
- Feedback from the Orange zone is being compiled into a report as part of a bigger sexual health research project, and this will be used to inform a working group looking at linking together local services with SRE in schools.
- Imperial college, Fulham Cross School and the Youth Council have developed an SRE intervention that can potentially be rolled out across all schools.
- School Police teams have confirmed that they will arrange to deliver more workshops with young people and on what they do and why stop, and search is used as well as safety tips for young people.
- A film is being finalised that captures Youth Voice in the development and delivery of Take Over Challenge. This will be shared widely and can be used to promote future events.
- 12 of the young people involved have expressed an interest in joining the Youth Council (7 have attended so far) and the schools involved are keen to support the recruitment drive in February, UK Youth Parliament and Youth Mayor elections in March and Youth Achievement Awards in April.
- The event was a fantastic opportunity for networking with a massive range of organisations and services supporting young people in the borough brought together (many for the first time).
- Youth voice opportunities were widely promoted to schools who are keen to engage in future Take Over Challenges and youth voice opportunities including Youth Council recruitment, UK Youth Parliament and Youth Mayor elections and the Youth Achievement Awards.
- A report of the day was written by a group of Young Reporters and shared widely <https://www.lbhf.gov.uk/articles/news/2019/11/young-people-tackle-big-issues-youth-takeover-challenge-day>

## **7. Photos from the Day**

<https://www.flickr.com/photos/hammersmithandfulham/albums/72157711961628337>

**Brenda Whinnett  
Youth Voice Coordinator  
January 2020**