



Derby City Council

**Voice of the Child ...  
so what difference will it make?**

# **All About Me**

**Name .....** **Age.....**

**Today's Date .....**



# Guidance for Practitioners

## All About Me

### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To enable the child or young person to identify and share what is important to them.
- To help the child or young person to understand more about their identity.
- To enable practitioners to build positive relationships and gain a better understanding of the child or young person to best support their needs.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

### Guidance

- All about me is a series of worksheets split into 3 sections to reflect different aspects of the child or young person. You might only use one section or worksheets independently, only print off what you need.
- The child or young person should fill out the identified worksheet(s) which should take about 20 minutes (the practitioner can support the child or young person but it is important that you write exactly what they say).

#### Section 1 – Who am I?

Examines personality characteristics by asking the child or young person to look at how they see themselves and how they think other people see them.

#### Section 2 – Getting to know me

Examines relationships and feelings by asking the child or young person to make 3 statements on each area.

#### Section 3 – My identity

Examines who and what is important that helps shape the child or young person's identity.

- Facilitate a discussion with the child or young person to explore further the reasons for their view point.
- You are free of course to use this tool flexibly to meet the needs of the individual young person for example using a large piece of paper and coloured pens.



- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## **Outcomes**

- The child or young person should have a better understanding of themselves and their identity.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

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# Section 1

## Who am i?

How i See Myself  
and  
How Others See Me

Name ..... Age.....

Today's Date .....





# Guidance for Practitioners

## Who am I?

### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To help the child or young person to identify the difference between how they see themselves and how others see them.
- To help the child or young person identify any issues or concerns about their self-image.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

### Guidance

- It is important to plan a safe space for children and young people to participate in this work.

### What resources do I need?

Worksheet – How I see myself	Page 11
Worksheet – How others see me	Page 12
Action Plan and Review	Page 60
Pens, crayons or pencils	

### What do I do?

- Introduce the activity by showing the worksheets and describing the purpose and intended outcomes.
- Introduce the 3 elements; the words to describe themselves, how others describe them and the reasons why they have chosen particular words.
- The child or young person should fill out the worksheet (the practitioner can support the child or young person but it is important that you write exactly what they say).
- The child or young person should circle the words on the worksheets to describe how they see themselves and how others see them. The child or young person should use the box to explain why they have chosen those particular words.
- There is space underneath for the child or young person to write their own descriptive words.
- Facilitate discussion with the child or young person about self-image and self-esteem allowing identification of any difficulties and what may help.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures.

- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## **Outcomes**

- The child or young person should have an increased awareness of themselves.
- The child or young person should be able to recognize any difficulties with self-image.
- The child or young person should have improved self-image and increased self-esteem.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

# Who Am i?

## How i see myself

Please circle the words you would use to describe yourself

Happy

Worried

Confident

Angry

Fun

Calm

Sad

Boring

Friendly

Unfriendly

Please tell us any other words

Please tell us why you have chosen these words

# Who Am i?

## How others see me

Please circle the words you would use to describe yourself

Happy

Worried

Confident

Angry

Fun

Calm

Sad

Boring

Friendly

Unfriendly

Please tell us any other words

Please tell us why you have chosen these words

# Section 2

# Getting to know me

## Three Things About Me

Name ..... Age.....

Today's Date .....



# Guidance for Practitioners

## Getting to Know Me

### Three Things

#### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To help the child or young person to identify how they view key relationships, feelings and the positive aspects of themselves.
- To help the child or young person identify any issues or concerns about their self-image.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

#### Guidance

- It is important to plan a safe space for children and young people to participate in this work.

#### What resources do I need?

Worksheet A – Family	Page 17
Worksheet B – Friends	Page 19
Worksheet C – Feelings	Page 21
Worksheet D – Me at my best	Page 23
Action Plan and Review	Page 60
Pens, crayons or pencils	

#### What do I do?

- Introduce the activity by showing the 4 worksheets and describing the purpose and intended outcomes.
- The child or young person should fill in the worksheets, each worksheet should take about 10 minutes to complete (the practitioner can support the child or young person to write but must write exactly what they say).
- Facilitate discussion by asking the child or young person the reasons for their choices to enable them to reflect and allowing identification of any difficulties/concerns and what may help.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures.

- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## **Outcomes**

- The child or young person should have an increased awareness of themselves.
- The child or young person should be able to recognise areas of strength and identify areas of concern.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.



# Getting To Know Me

## Three Things A Family

**3 things i like**

- 1.
- 2.
- 3.

**Why?**

**3 things i don't like**

- 1.
- 2.
- 3.

**Why?**

**3 things i'd like to change**

- 1.
- 2.
- 3.

**Why?**

**3 things i'd like to stay the same**

- 1.
- 2.
- 3.

**Why?**



# Getting To Know Me

## Three Things B Friends

3 things i like

- 1.
- 2.
- 3.

Why?

3 things i don't like

- 1.
- 2.
- 3.

Why?

3 things i'd like to change

- 1.
- 2.
- 3.

Why?

3 things i'd like to stay the same

- 1.
- 2.
- 3.

Why?



# Getting To Know Me

## Three Things C Feelings

3 things that make me HAPPY

- 1.
- 2.
- 3.

Why?

3 things that make me SAD

- 1.
- 2.
- 3.

Why?

3 FUN things

- 1.
- 2.
- 3.

Why?

3 things that make me WORRIED

- 1.
- 2.
- 3.

Why?

is there anything else you'd like to tell us about how you are feeling?



# Getting To Know Me

## Three Things D Me at My Best

3 things i do well

- 1.
- 2.
- 3.

Why?

3 things i am proud of

- 1.
- 2.
- 3.

Why?

3 things i don't do well

- 1.
- 2.
- 3.

Why?

3 things i'm sorry about

- 1.
- 2.
- 3.

Why?





# Section 3

# My identity

Who is important To me?  
and  
What is important To Me?

Name ..... Age.....

Today's Date .....



# Guidance for Practitioners

## My Identity

### Purpose

- To enable the child or young person to have a voice which is listened to and acted upon.
- To enable the child or young person to give their view on the support they receive.
- To enable the child or young person to identify what help they would like and who from.
- To help the child or young person explore who is important to them and what is important to them within their lives.
- To enable the child or young person to identify which relationships are closer to them than others and why.
- To help the child or young person identify any changes they would like to happen.
- To help the child or young person identify any issues or concerns about their self-image.
- To enable the child or young person to give their views on actions for change.
- To enable the child or young person to review what has worked or not worked for them.
- To improve outcomes and evidence what difference listening to the child or young person has made.

### Guidance

- It is important to plan a safe space for children and young people to participate in this work.

#### What resources do I need?

Worksheet Who is important to me?	Page 29
Worksheet What is important to me?	Page 30
Help sheet 1 – Aspects of My Identity	Page 32
Help sheet 2 – What I look like	Page 34
Help sheet 3 – Clothes	Page 36
Help sheet 4 – Ethnicity	Page 38
Help sheet 5 – Family	Page 40
Help sheet 6 – Food	Page 42
Help sheet 7 – Friends	Page 44
Help sheet 8 – Gender and Sexuality	Page 46
Help sheet 9 – Things I like to do	Page 48
Help sheet 10 – Language	Page 50
Help sheet 11 – Where I live	Page 52
Help sheet 12 – Nationality	Page 54
Help sheet 13 – Religion	Page 56
Help sheet 14 – School and College	Page 58
Action Plan and Review	Page 60

Pens, crayons or pencils and scissors

## What do I do?

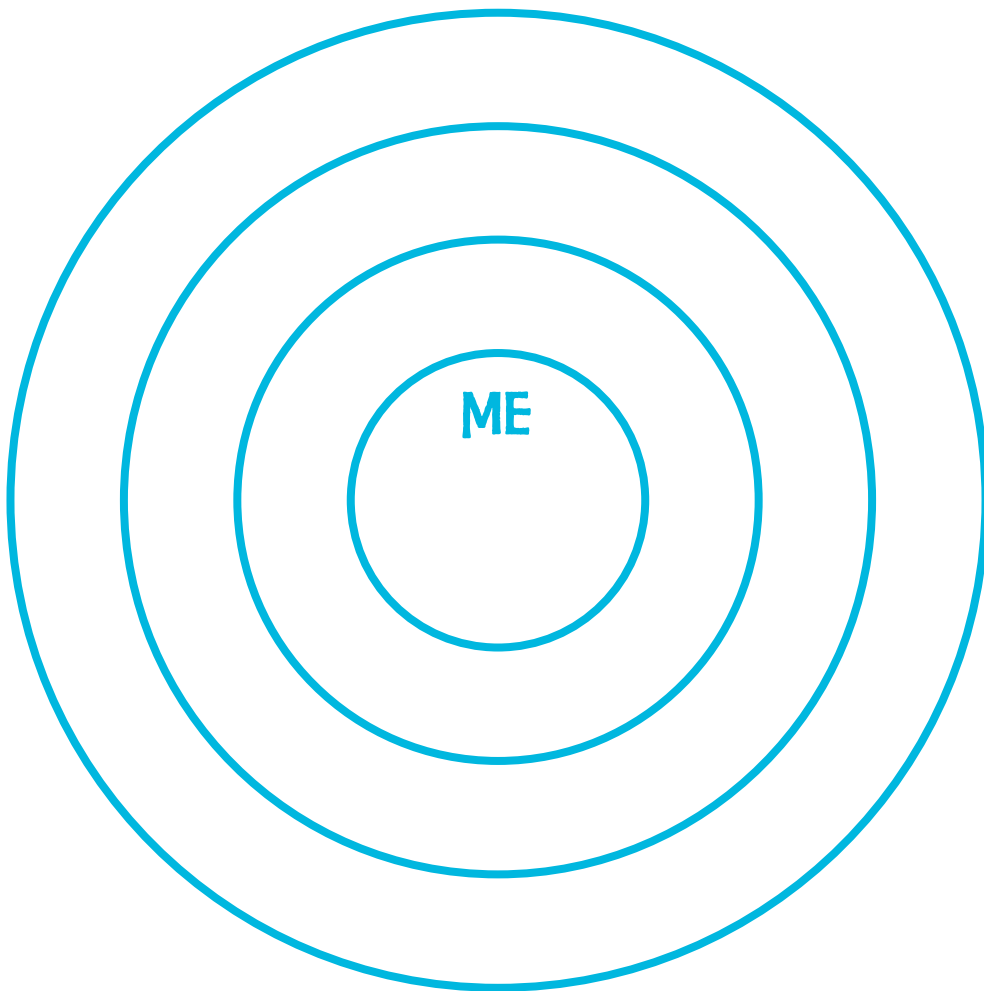
- Introduce the activity by showing the relevant worksheets, relevant help sheets and describing the purpose and intended outcomes.
- The child or young person should put their own name in the centre circle (me) on the worksheets, each worksheet should take about 10 minutes to complete (the practitioner can support the child or young person to write but must write exactly what they say).
- With the worksheet 'Who is important to me' show the child or young person help sheets 5 and 7. Provide scissors so they can cut out the words relevant to them (the practitioner can support the child or young person to do this). Explain there are blank cards to write their own words. Ask supplementary questions as appropriate 'what am I worried about' and 'what do I want to change' they can use the words on the help sheets or write their own words.
- With the worksheet 'What is important to me' show the child or young person all help sheets 1 to 14. Provide scissors so they can cut out the words relevant to them (the practitioner can support the child or young person to do this). Explain there are blank cards to write their own words. Ask supplementary questions as appropriate 'what am I worried about' and 'what do I want to change' they can use the words on the help sheets or write their own words.
- Once all relevant words are cut out ask the child or young person to place them on the circle. Explain that the closer to the 'Me' circle the closer the relationship and the more important it is and the further away the less close or important it is.
- Facilitate discussion by asking the child or young person the reasons for their choices to enable them to reflect and allowing identification of any difficulties/concerns and what may help.
- You are free of course to use this tool flexibly to meet the needs of the individual child or young person for example using a large piece of paper with coloured pens, drawing pictures.
- The child or young person (with the support of the practitioner) should complete the action plan to identify the support they feel they may need. Practitioners should ensure their words are recorded and work progresses at a pace suitable to each individual child or young person and set a date to review progress.
- The child or young person with the support of the practitioner should complete the review form recording the child or young person's words.
- The action plan and review should be used in line with other plan processes as appropriate, for example Team Around the Family (TAF), Children in Need (CIN) Reviews and Child Protection Reviews. This tool should contribute to the overall plan for the child or young person.

## Outcomes

- The child or young person should have developed an increased knowledge of their own identity.
- The child or young person should have an increased awareness of themselves.
- The child or young person should be able to identify who and what is important to them.
- The child or young person should be able to identify what has helped or not helped.
- The child or young person and practitioner should be able to identify where further support is required and this should inform assessments and/or any future referrals.
- The practitioner should have a better knowledge and understanding of the child or young person.

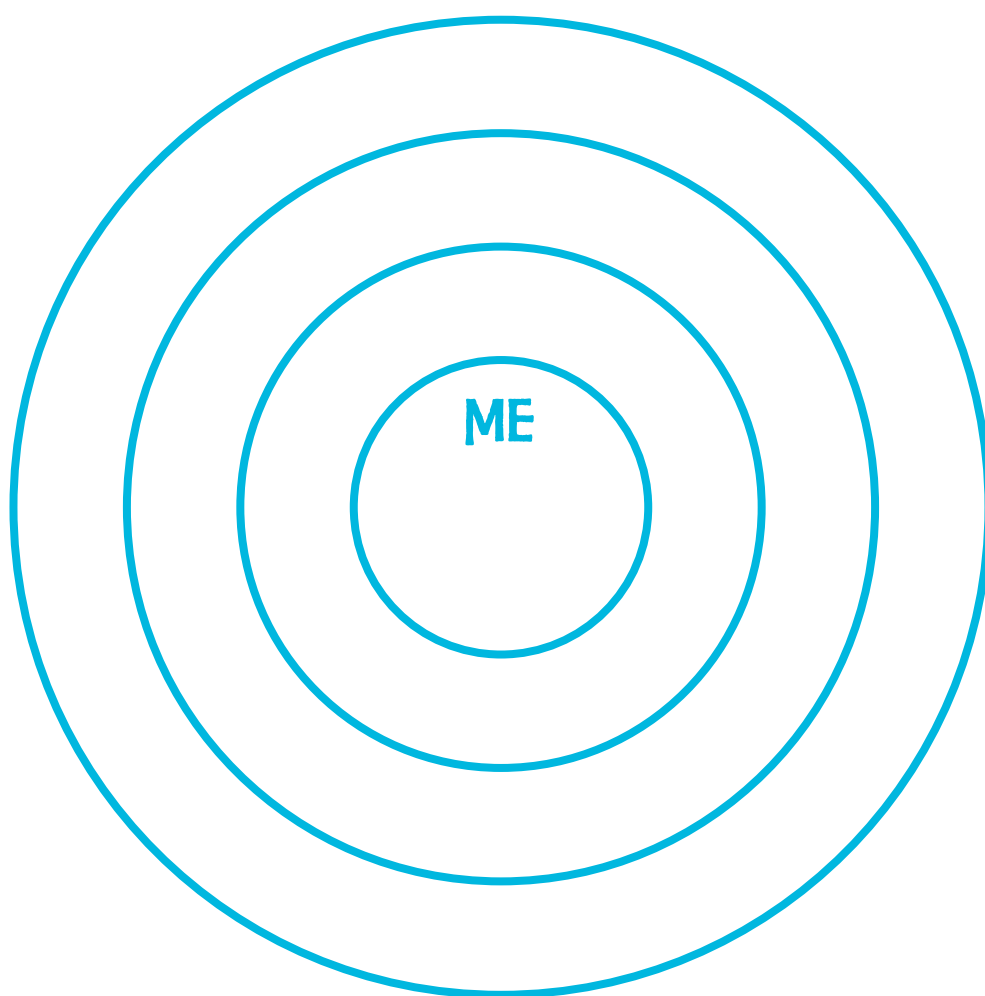
# My identity

Who is important to me?



# My identity

What is important to me?





# My identity

## What is important to me? Helpsheet 1 – Aspects of My identity



What i look like	Clothes
Ethnicity	Family
Food	Friends
Gender and Sexuality	Things i like to do
Language	Area where i live
Nationality	Religion
School and College	





# My identity

## What is important to me? Helpsheet 2 – What i look like



Male	Female
Fat	Thin
Tall	Short
Healthy	Unhealthy
Hair Styled	Hair Unstyled



# My identity

## What is important to me? Helpsheet 3 - Clothes



Fashionable	Unfashionable
Clothes that fit	New
Second Hand	Warm
Traditional	Own Style
Male Clothing	Female Clothing



# My identity

## What is important to me? Helpsheet 4 - Ethnicity



White British	Black British
Asian British	White European
White Other	Black Caribbean
Black African	Black Other
Dual (Parents with Different Ethnicities)	indian
Pakistani	Bangladeshi
Chinese	Asian Other
Arab	Romany
Other Ethnicity	



# My identity

## Who is important to me? Helpsheet 5 - Family



Mum	Dad
Sister	Brother
Aunt	Uncle
Grandma	Grandad
Cousin	Step mum
Step dad	Niece
Nephew	Foster Carer





# My identity

## What is important to me? Helpsheet 6 - Food



Home Cooked	Takeaway
Non -Vegetarian	Controlled Diet
Vegetarian	Traditional Food
Regular meals at regular times	irregular meals, no regular times
Breakfast	Lunch
Big Meals	Small Meals
Dinner	Eat too little
Eat too much	Eat food to comfort me



# My identity

## Who is important to me? Helpsheet 7 - Friends



Boyfriend	Girlfriend
Friend	Study Friend
Family Friend	Best Friend
Close Friend	School Friend
imaginary Friend	House Mate
internet Friend	New Friend
Old Friend	



# My identity

## What is important to me? Helpsheet 8 - Gender and Sexuality



Male	Female
Transgender	Gay
Bisexual	Lesbian
Transsexual	Straight
Asexual	



# My identity

## What is important to me? Helpsheet 9 - Things i like to do



Sports	Outdoor Activities
Arts and Crafts	Reading
Religious Groups	Doing things by myself
Doing things with friends	Consoles
Social Media	Playing instruments
Board Games	Computer Based Hobbies





# My identity

## What is important to me? Helpsheet 10 - Language



Speaking only one language	One main language and a little knowledge of others
Speaking the same language at school and home	Speaking a different language at home
Difficulty in making myself understood	Speaking more than one language



# My identity

## What is important to me? Helpsheet 11 - Where i Live



Place of Birth	Where i used to live
Where i live now	Where i want to live
People who live in my area.	



# My identity

## What is important to me? Helpsheet 12 - Nationality



British	English
European	World
Pakistani	indian
Caribbean	Polish
Czech	Slovak
African	Jamaican
Nigerian	Ghanaian
Welsh	Scottish
irish	



# My identity

## What is important to me? Helpsheet 13 - Religion



Believer	Non Believer
Attending a Place of Worship	Do not follow a particular faith
More than one religion	Spiritual
Being a Christian	Being a Muslim
Being a Hindu	Being a Buddhist
Being a Sikh	Being a Jew
Being an Atheist	Being a multi faith follower





# My identity

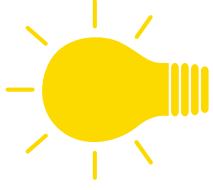
## What is important to me? Helpsheet 14 - School and College



i like going to school	i dislike going to school
i am doing well at school	i am not doing so well at school
i am happy at school	i am unhappy at school



# Action Plan

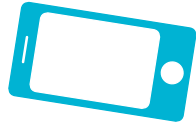


Name .....

Date .....

What is going to help you?	How is it going to help you?	Who is going to help you?	When would you like it to start?
What else might help?			

# Review



Name .....

Date .....

How much has it helped you?

A lot

A little

Not at all

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