



**Stage Two Report**  
**The Fostering Communities programme**

**Walking Tall: Stage Two Evaluation**

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## 1. Acknowledgements

We would like to acknowledge the Welsh Government for commissioning the [Fostering Communities programme](#), led by The Fostering Network in Wales, to which this Walking Tall Project contributes. Stage Two of the Walking Tall Project involved care-experienced children and foster carers who were very generous with their time. We would like to extend our thanks and gratitude to them, as this report is grounded in, and informed by, their engagement.

We would like to thank Laura Hanks, Associate at The Fostering Network in Wales for her facilitation of one of the consultation sessions. We appreciate the work of Siân Hopkins who transcribed the conversations with children and foster carers. We are also grateful to Cardiff University for supporting Dawn Mannay and Rachael Vaughan to assist The Fostering Network with the Walking Tall Project.

## 2. Executive summary

Walking Tall is a three-year project (2020 – 2023) for primary school children in foster care, enabling them to make their voices heard and develop their confidence. Stage One of the Walking Tall Project sought to facilitate a children's advisory group to assist with trialling and developing activities for later stages of the project. Children in foster care (n=8) aged eight to 11, and foster carers (n=5), participated in Stage One. Foster families were posted a range of arts-based materials and activities, and once these were completed children and foster carers had an online conversation with one of the project team members about their engagement with the project, their evaluations of the materials and activities, and their recommendations for the later stages of the Walking Tall Project. The evaluation of Stage One of the Walking Tall Project was published in April 2021 (Boffey et al. 2021).

The Stage One report set out details of the activities and consultation sessions, outlined the key points raised by children and foster carers, and offered a series of recommendations for the remaining stages of the Walking Tall Project (Boffey et al. 2021). Stage Two of the Walking Tall Project drew on the recommendations from this evaluation (see Appendix 1) and consulted with children in foster care (n=3) aged nine, ten and eleven, and their foster carers (n=2), who took part in Stage One to refine the Stage Two menu of activities. In Stage Two the project team also worked with additional children in foster care (n=2) aged 10 and their foster carers (n=2). The Stage Two report documents how this work extended the knowledge generated in the initial Stage One consultations and how it will inform the ongoing activities of the Walking Tall Project.

### 3. Section one: Background

#### 3.1 About The Fostering Network

[The Fostering Network](#) is the UK's leading fostering charity. We are the essential network for fostering, bringing together everyone who is involved in the lives of fostered children. We support foster carers to transform children's lives and we work with fostering services and the wider sector to develop and share best practice. We work to ensure all fostered children and young people experience stable family life and we are passionate about the difference foster care makes. We champion fostering and seek to create vital change, so that foster care is the very best it can be.

We have been leading the fostering agenda for more than 40 years, influencing and shaping policy and practice at every level. As a membership organisation we bring together individuals and services involved in providing foster care across the UK. We have approximately 60,000 individual members and nearly 400 organisational members, both local authorities and independent fostering providers, which cover 75 per cent of foster carers in the UK. Our views are informed by our members, as well as through research; in this way we aim to be the voice of foster care.

#### 3.2 The Fostering Communities programme and co-production

[Fostering Communities](#) is a national programme led by The Fostering Network in Wales and funded by the Welsh Government from 2020 – 2023. The programme supports looked after children and their foster families throughout Wales, by improving wellbeing outcomes for children and increasing the competence, confidence, and motivation of the fostering workforce.

The programme is underpinned by a fostering community shared power model, built around workstreams and interventions, which will aim to improve wellbeing in line with the [Social Services and Well-being \(Wales\) Act 2014](#). Embedded within Fostering Communities is a [co-production approach](#), which means working in equal partnership with children, foster carers and fostering services to plan and deliver the programme.

This co-production within this programme is not just about children just 'taking part' or 'being present', but rather about having influence over decisions and actions.

The Fostering Network believes that children and young people should be involved in the whole process of deciding the best services for all. Children and young people should have a say in decisions about their own lives and services should be developed and improved, based on the perspectives of children and young people.

The Walking Tall Project within this programme is one way of engaging with children and providing a platform for them to share their experiences and ideas.

## **4. Section two: Walking Tall – a project overview**

### **4.1 Introduction**

Walking Tall is a three-year project (2020 – 2023) for primary school children (years 4 – 6) in foster care, enabling them to make their voices heard, whilst also learning to develop and to gain in self-confidence, and be proud of who they are.

Using interactive activities, the project encourages staff and facilitators to think through how they can adopt a more participative approach when working with children and highlights the importance of co-production – working side by side with children, to empower them to share their views and be heard.

Walking Tall recognises that everyone involved in fostering has a vital contribution to make, in order to improve the quality of life for children and young people in care and their foster families. In this way, the project will help towards ensuring that children are involved in designing and delivering projects that will meet their own needs.

Stage One and Stage Two of the Walking Tall project was supported by [Dawn Mannay](#) and [Rachael Vaughan](#) from Cardiff University. Drawing on their experience of working creatively with care experienced children (Mannay et al. 2017a, 2017b, 2019; Roberts et al. 2021a, 2021b), they have assisted The Fostering Network in designing a range of participatory, interactive, and co-produced activities. They are also supporting the direct work with children and to develop these tools based on children's ideas and preferences.

### **4.2 Children's advisory group**

In Stage One, a preliminary advisory activity, children engaged in a number of creative activities, designed by the project team, and discussed the strengths and weaknesses of these different approaches (Boffey et al. 2021). They were also asked to generate ideas about what other activities they would like to see and what they felt is the best way for children to share their perspectives, experiences, and ideas. Stage Two extended on this foundation, firstly by consulting further with some of the children (n=3) and foster carers (n=2) who took part in Stage One to refine the Stage Two activities. Secondly, by engaging with additional children (n=2) and foster carers (n=2) in activities that were adapted and added in relation to the Stage One report recommendations.

By producing the Stage One and Stage Two reports, the accounts and evaluations provided by children will enable opportunities for continuous forms of co-production and reflection throughout the Walking Tall Project. The

resources generated will represent what has been learned from engaging with children and their foster carers, and how their ideas can be implemented in future practice.

### **4.3 Creative play-based children's sessions**

The purpose of the Stage One workshops was to develop creative play-based sessions, to find out how children like to engage digitally, and to invite them to advise on materials and activities for working with children in later stages of the Walking Tall Project. Some of the activities also supported conversations about children's aspirations, their everyday lives and the people and things that they feel make them happy. The Stage Two workshops built on this preliminary work with children and their foster carers.

### **4.4 Walking Tall project outputs**

Walking Tall will deliver the following outputs by the end of year three in 2023:

- Deliver six creative play-based children's sessions, two in each year of the project.
- Develop a children's resource to reach every fostering household in Wales in year three of the project.
- Collate information from the workshops and develop an evaluation report in each year of the project.
- Develop a paper exploring the facilitation tools used for engaging children.
- Themes and issues raised by the children will feed directly into [CASCADE](#) research priorities, with possibility for further exploratory work.

## **5. Section three: Methods and findings**

The aim of this Stage Two report is to share the development of the project from Stage One and to document:

- The collaborative work in the advisory group sessions to inform the design, structure, and content of future creative play-based children's sessions.
- The findings of the creative, play-based children's sessions, to enable them to discuss their views on taking part, which again will feed into further developments.
- The resources generated to represent what has been learned from engaging with children and how their ideas can be implemented in future practice.

## 5.1 Stage Two - methodology

### 5.1.1 Project design

Stage One of the Walking Tall Project sought to facilitate a children's advisory group, positioning children in foster care as 'experts by experience' (Clark and Statham 2005; Preston-Shoot 2007; Staples et al. 2019). It is important to involve participants in all elements of the research process (Children's Commissioner for Wales 2017) and Stage One was designed to enable children in foster care to take part in, and evaluate, engagement activities and to offer recommendations for future stages of the Walking Tall Project (Boffey et al. 2021).

Additionally, given their central role in the lives of these children (Rees 2019), it was also necessary to consider the views of foster carers.

Stage Two of the Walking Tall Project built on this initial work by drawing on the recommendations of children and foster carers in Stage One (see Appendix 1). It refined some of the initial activities in collaboration with children (n=3) and foster carers (n=2) from Stage One and worked with further children (n=2) and foster carers (n=2) to gain additional insight into how best to work with children to enable them to communicate their lived experiences.

### 5.1.2 Preparatory consultations

Children and foster carers had offered a range of suggestions in Stage One of the Walking Tall Project. However, Recommendation 5 from the Stage One report was that children from Stage One, who have expressed an interest in having additional involvement, should be further consulted as advisors on the generation of new activities for Stage Two. Accordingly, children (n=3) and foster carers (n=2) from the Stage One of the Walking Tall Project were consulted on developing additional activities for Stage Two, as illustrated in Table 1.

**Table 1: Participant demographics - preparatory consultations**

Pseudonym	Designation	Age of Child	Area
Erin	Child	10	North Wales
Edward	Foster carer		North Wales
Dean	Child	11	South Wales Central
Daniel	Child	9	South Wales Central
David	Foster carer		South Wales Central

It was important to privilege the voices of children in designing Stage Two of the Walking Tall Project and one theme that was prominent in Stage One was that children had definite views on the suitability of activities in relation to gender. The Walking Tall Project did not want to reproduce dominant conceptualisations of gender (Mannay and Turney 2020). Nonetheless, children had raised concerns that there were not enough activity options that they identified as suitable for boys. Accordingly, Recommendation 6 from the Stage One report was that attention should be given to the points raised about the gendered

nature of the activities and adaptations made in relation to the preferences of children.

In Stage One of the Walking Tall Project, David, Dean and Daniel had discussed what they thought were '*good games for boys*' (David – foster carer) and one of the suggestions they made was that model construction activities were included. Recommendation 6 from the Stage One report was that any new activities should be piloted by children before they are introduced to new participants, to check functionality and complexity. Therefore, we sent two different construction kits to David, Dean and Daniel. These were the K'Nex Imagine 45510 10 Model Beginner Fun Fast Vehicles Building Set and Gifton Magnetic Building Sticks Blocks.

David reported that both activities '*were a hit with the boys*'. However, although Daniel (age 11) enjoyed the magnet building sticks, he felt that there were not enough pieces in one pack and David reported that '*with few pieces, it's very limiting what you can make*'. Dean (aged 11) and Daniel (aged 9) both enjoyed the K'Nex construction kit, but Daniel required support with the instructions in the kit. Considering this feedback, the K'Nex construction kit was included in a menu of activities for Stage Two of the Walking Tall Project (see Appendix 2).

Erin was interested in craft activities and in Stage One of the Walking Tall Project she shared images of a dreamcatcher and snowmen that she had made (see Boffey et al. 2021). As the dreamcatcher activity was discontinued based on feedback in Stage One, and the snowmen were a seasonal craft activity, we returned to Erin to see if she had further suggestions. Edward emailed a summary of Erin's ideas to The Fostering Network, which included a glider making kit, letter tiles to use to make words and glue them to card, and a salt dough activity that she had tried and illustrated with the recipe and her creations (see Figures 1 and 2).





**Figure 1: Salt dough recipe - Erin**



**Figure 2: Salt dough creations - Erin**

The salt dough activity was not offered as an activity for Stage Two of the Walking Tall Project because the project team felt that the activity may not be one that all foster families would want to engage with in their homes because of the preparation time and potential messiness of creating the dough. However, the salt dough activity is being considered for later use when there are opportunities to hold in person sessions with children at a venue outside of the home, as similar activities using clay have proved effective in previous face-to-face events with children in foster care (Mannay et al. 2015).

The glider making kit and letter tiles activity were included in a menu of activities for Stage Two of the Walking Tall Project (see Appendix 2). As Erin had already tried these activities, she was not asked to check their functionality and complexity. However, Erin was offered the choice of either a ten-pound gift voucher or the materials for the letter tiles

activity and a set of pens and selected the latter. Erin was posted these Stage Two pack activities as a gesture of appreciation for her engagement in developing the menu of activities. The letter tiles activity was relatively straightforward and did not require a high level of fine motor skills, as such we did not ask other children to pilot this activity. However, the glider making kit was piloted with two younger children aged four and seven years old. These children were not in foster care and they were not directly involved in the Walking Tall Project, rather they were approached via the project teams' personal networks. They were asked to build the model gliders and answer some related questions so that we could assess the potential of the activity.

The four-year-old child made the glider with minimal physical support and the seven-year-old child completed the kit autonomously with a few verbal comments for support. The four-year-old snapped off a small piece of the glider in the making process but the seven-year-old, who was advised that the glider was delicate, completed and flew the glider without any issues. The children joined a Zoom meeting with their parent and a member of the project team. Both children confirmed that they enjoyed making and playing with the gliders.

The children were asked 'where you would like to fly to and why?', 'what do you think it is like there?', and 'what would you like to learn about this place?'. The seven-year-old child said she had never been on a plane and would fly to '*unicornia, which is where unicorns live in case you didn't know, it is in the rainforest*'. They also detailed descriptions of different unicorns and said they would take their family. The four-year-old gave a similar detailed description of their destination and that they would fly back in time to dinosaur land where they would see a number of different dinosaurs that were named. The positive feedback from the children and their level of engagement with the activity confirmed the suitability of the glider kit for the Stage Two activity packs.

Overall, these preparatory consultations proved useful in refining the menu of activities for Stage Two of the Walking Tall Project and attended to Recommendations 5, 6 and 7 from the Stage One report (see Appendix 1). Working collaboratively with children and foster carers in both Stage One and these preparatory consultations involved them in the design of the activities. This approach moved beyond forms of tokenistic consultation and reflected best practice examples of participatory engagement and co-production (see Smith 2019; Staples et al. 2019).

### **5.1.3 Participants**

In Stage Two of the Walking Tall Project, foster carers (n=6) had agreed for their foster children to take part and activity packs were sent to these foster families (n=6). However, not all of these children took part in the project. There were concerns in one case that children would not want to speak to the project team on Zoom.

Recommendation 8 from the Stage One report advised that children and foster carers should be consulted about the best way to engage with children during and beyond the COVID-19 pandemic and options should be provided for children to take part in face-to-face meetings with the project team (if appropriate), online conferencing, telephone consultations or written feedback summaries. Therefore, this foster family was provided with the opportunity to send any feedback via email in line with their preferences. However, no reflections or comments were returned.

Children in foster care (n=2) aged 10 and foster carers (n=2) participated in Stage Two, as illustrated in Table 2.

**Table 2: Participant demographics**

<b>Pseudonym</b>	<b>Designation</b>	<b>Age of Child</b>	<b>Area</b>
Lewis	Child	10	South East Wales
Lucy	Foster carer		South East Wales
Huw	Child	10	South Wales Valleys
Helen	Foster carer		South Wales Valleys

The difference in agreement to participate and the number of families who continued with the project after receiving their packs could be linked in part to the impact of the ongoing restrictions of the COVID-19 pandemic. In Stage One of the Walking Tall Project, the pandemic restrictions meant that children and foster carers engaged alongside other commitments of home schooling, which similarly involved activities and online interactions. In Stage Two of the Walking Tall Project, some COVID-19 restrictions remained in place. The Fostering Network in Wales had informal conversations with families and service providers that suggested that foster carers were feeling fatigued by home schooling and the wider impacts of the pandemic, which aligns with other reporting on this issue (see Meredith 2021; Power 2020).

Foster families who did not complete the project did not provide a reason for non-participation, however, the pressures experienced by families in the pandemic may have been a contributory factor. Nonetheless, the combined input of the children (n=3) and foster carers (n=2) preparatory consultations and the newly recruited children (n=2) and foster carers (n=2) made a valuable contribution to the Walking Tall Project.

#### **5.1.4 Project activities**

As in Stage One of the Walking Tall Project, the activities and feedback discussions in Stage Two were initially intended to be embedded in a series of face-to-face workshops with children. However, the ongoing restrictions of the COVID-19 pandemic required that activities needed to take place in participants' homes. Accordingly, interactions with children and foster carers were conducted remotely, aligning with other

studies of family life (Power et al. 2020) and activities for, as well as research with, care experienced young people during the pandemic (Leicestershire Cares 2021; Roberts et al. 2021a, 2021b).

Foster families were sent a package through the post containing activity instructions (see Appendix 2) and the relevant materials for each of the six activities. The project activities in Stage One of the Walking Tall Project were designed on the premise that children should be supported to have a voice about their everyday lives and experiences (Groundwater-Smith et al. 2015; Lomax 2015) and drew on earlier studies that utilised creative and visual approaches with care experienced children and young people (Mannay et al. 2015, 2017b, 2019; Wilson and Milne 2016). In Stage Two, the consultations with children and foster carers resulted in one of the original activities being removed, one being adapted, and the addition of two new activities.

Recommendation 1 from the Stage One report was that the Rockstar Activity and Message in a Bottle Activity should be offered on a menu of activities in Stage Two and given the difficulties with the materials for the Wishes and Dreams Activity an alternative activity, that facilitates future oriented thinking, should be designed for Stage Two. Therefore, the Rockstar Activity and Message in a Bottle Activity were retained with one adaption as Recommendation 2 from the Stage One report recommended that pens or finer point brushes should be provided, to support children to decorate their stones alongside the brushes and paints originally provided. The Wishes and Dreams Activity was adapted to incorporate the letter tiles suggested by Erin and Edward in the preparatory consultations (see section 5.1.2).

As in Stage One of the Walking Tall Project, the Rockstar Activity invited children to decorate up to ten stones to represent people or things in their lives that make them feel happy. The Message in a Bottle Activity provided an opportunity for children to decorate a water bottle with a range of stickers. Once the bottle was completed, children were asked to imagine they were going to put their water bottle into the sea and that it would float to a different country and be found by another child. The activity instructions noted that children could create a message on a piece of paper to put inside their water bottle, with three questions that they would like to ask the child in a different country and three statements about themselves.

The adapted version of the Wishes and Dreams Activity encouraged children to use the letter tiles, glue, coloured paper, stickers and felt tip pens to create some cards sharing their wishes and dreams considering their hopes and wishes for now or for the future.

The new Road Trip Activity was designed in relation to the Stage One feedback and the preparatory consultations with David, Dean and Daniel (see section 5.1.2). Children were invited to use the K'Nex pack and build a model vehicle. They were then asked to think about three

places they would drive to and why, who they would take with them and what they would do when they reached their destination.

The new Fly Away Activity was developed from the suggestions from Erin and Edward in the preparatory consultations and the feedback from the children who piloted the glider making activity (see section 5.1.2). Children were encouraged to build the plane using the instructions in the pack and think about where they would like to fly and describe the destination.

Recommendation 4 from the Stage One report was that a version of the Star Rating Activity should be retained throughout the Walking Tall Project to provide further discussions with children about the activities and to generate new ideas for development. Therefore, the Star Rating Activity was used to facilitate an evaluative summary of the creative activities selected by children as an opportunity for children to generate new ideas for future sessions in the Walking Tall Project.

As in Stage One of the Walking Tall Project, between three and four weeks after the activity pack was delivered, children took part in an online conversation with their foster carer and a member of the project team. Meetings were scheduled at a time that best suited foster families. The online video conferencing service, Zoom, was suggested by The Fostering Network based on previous feedback from foster carers involved in other programs, where foster carers expressed a preference for Zoom rather than collaboration platform Microsoft Teams. Foster carers had reported that they were familiar with Zoom because of its use in work settings and for social contacts. They also stated that it was easy to navigate and had useful interactive features. All online conversations were conducted on Zoom between 7 April 2021 and 15 April 2021, and these were between 28 and 32 minutes in length.

In the online conversations, children discussed each activity and evaluated them in terms of enjoyment, skills needed in the making process, what they did with the items they made, whether they thought that other children their age would like the activities, and what other activities could be introduced going forward with the Walking Tall Project. This evaluative process was important to ensure that children's views could inform and guide future work (Hart 1992). Children also reflected on aspects of their lives in relation to the activity themes of what makes them happy, how they describe themselves, and their aspirations.

Given that foster carers, rather than members of the project team, had facilitated children to take part in the activities, it was also useful to gain an understanding of foster carers' perspectives on this process. Accordingly, foster carers were provided with opportunities to comment on the strengths and limitations of the activities, the extent to which

assistance from an adult was needed, and their suggestions for the development of the Walking Tall Project.

The online conversations were audio recorded and transcribed verbatim and one foster carer photographed the outputs from the activities and sent them to The Fostering Network, with permission for them to be used in the study.

#### **5.1.5 Ethical practice**

The potential vulnerability of children in foster care informed the project design (Shaw and Holland 2014). For example, children were recruited via The Fostering Network, to ensure both the suitability of the children to take part in the project and continued access to support for children and foster carers. Additionally, children and foster carers were provided with options for participation, which accounted for individual preferences and access to technology. All participants were provided with details of the project, informed that their participation was voluntary and notified of intended efforts to protect and anonymise data (see Appendix 3) and online conversations were audio recorded only, rather than utilising the Zoom platform option of recording video images and sound.

The Fostering Network developed a Digital Risk Assessment for Children and Young People, which was used for the Walking Tall Project. The digital risk assessment considered a number of points, including safeguarding issues, the online view of rooms used by facilitators, the introduction of inappropriate or explicit material, restricting access to invited participants, and adult to child ratios. The project team all had experience working with children in care and the associated sensitivities, and best practice ethical protocols.

As in previous studies, it was important that the participants received something tangible as an appreciation for their time and involvement (see also Mannay et al. 2015; Grant et al. 2019). Children kept the items that they created in their selected three activities and the materials for the further two activities (see Appendix 3) were also retained by the families as a way of expressing gratitude for their participation. Additionally, children and foster carers were provided with a copy of the full Stage One and Stage Two reports, which set out how their recommendations would inform later stages of the Walking Tall Project.

#### **5.1.6 Data analysis**

The project generated a nuanced data set with photographic documentation of the activities from one foster carer and 8,496 words of transcribed conversations, as illustrated in Table 3.

**Table 3: Data produced**

<b>Children and Foster Carers</b>	<b>Activities Completed</b>	<b>Conversation Length</b>	<b>Words Transcribed</b>
Lewis and Lucy	4	32 minutes	4,630
Huw and Helen	4	28 minutes	3,866

Conversation transcripts were analysed using an inductive and deductive approach, creating overarching thematic categories. The photographs of the materials produced in the activities were considered in the analysis, to clarify and extend the associated conversation transcripts.

Analysis was undertaken by two members of the project team and involved an iterative process of reviewing and cross-checking emerging themes and interpretations. The key findings from Stage Two of the Walking Tall Project are outlined in the following section.

## **5.2 Stage Two – consultation outcomes**

### **5.2.1 Consultation findings**

The key learning points from Stage Two of the Walking Tall Project will be discussed in relation to the individual activities selected by Lewis and Huw. These were the Rockstar, Message in a Bottle, Road Trip and Star Rating activities. The activities will be examined in relation to how well they engaged young people, the practicalities of the making process and the extent to which the accompanying reflective activities supported children to talk about their everyday lives and experiences, and their ideas for their futures. This will be followed by an overview of the perspectives of foster carers who facilitated children's involvement with the Stage Two of the Walking Tall Project.

### **5.2.2 Rockstar Activity**

As discussed in the methodology section, in the Rockstar Activity children painted up to ten stones, to represent people or things in their lives that make them feel happy, as illustrated in Figure 3.



**Figure 3: Rockstar – Huw (age 10)**

Lewis and Huw took different approaches to the Rockstar Activity. Lewis created stones featuring the people that make him happy, such as his family (foster carer, brother, grandmother) and his friends, and also a fictional character from his favourite film, Jack Sparrow.

*'Nan makes me happy because she spoils me'*

*'Mum [foster carer - Lucy] makes me happy because she looks after me and makes me laugh sometimes, when she is not in a bad mood'*  
(Lewis – age 10)

*'[Friend] makes me happy because he plays football'*

Lewis drew family members with an emotional expression and Lucy was ascribed as being stressed. This was a depiction that Lucy concurred with as she explained *'it has been a hard year'*, a view shared by other carers and parents in relation to the COVID-19 pandemic (Power et al. 2020). Lewis reported that he found the Rockstar Activity *'fun'* and rated it as a five-star activity. The value of the activity was further confirmed with his assertion that he *'might put them in a little box. As a memory'*.

Lewis had support from foster siblings and his foster carer in decorating the stones. This collaborative approach made the activity enjoyable, however, it was hindered by a limitation in the Rockstar Activity kit materials.

Lucy: *We didn't do them all in one go because with the paint pots there was only two brushes.*

Project Team Member: *So, you had to share.*

Lucy: *The drama.*



This input from foster carer, Lucy, suggests that it may be useful to provide additional paint brushes to enable the activity to be completed with other members of the family, without them waiting to take turns because of limited equipment.

Huw explored how he cared about the world by painting the '*world and galaxy*' and explaining '*I am just happy that there is the world*'. Huw also painted his favourite times of the year, Easter and Christmas, which Huw and his foster carer, Helen, associated with chocolate and presents. Additionally, Huw represented a possible future with him depicted as an actor, which was connected with a forthcoming drama show. One stone featured a new puppy that had been with the family for only a few weeks. Engaging with the Rockstar Activity to reflect on what made him happy was a positive experience for Huw, who reflected on creating his stones.

*Happy and calm... I felt warm* (Huw – age 10)

However, despite the addition of pens, in line with Recommendation 2 in the Stage One report, using the paint and brushes provided some challenges.

*'Well, because I can't really paint that good, I kind of got a bit frustrated'* – Huw (age 10)

Huw also noted that it was tricky to wash the paint off and it may be useful to actively signpost that the pens provided can be used as an alternative or supplementary material to decorate the Rockstar Activity.

Despite some minor concerns with the materials provided, overall, Lewis and Huw enjoyed the Rockstar Activity and were able to use it as a tool to discuss what made them happy. The open nature of the task meant that children had different lenses of focus, but to some extent both Lewis and Huw made connections with their subjective views on happiness and wellbeing. This positive evaluation of and engagement with the Rockstar Activity was also a feature of the accounts of children involved with Stage One of the Walking Tall Project.

### **5.2.3 Message in a Bottle Activity**

Lewis and Huw decorated their water bottles with a range of stickers as illustrated in Figure 4. As outlined in the methodology section, they also wrote a message on a piece of paper to put inside their water bottle with three questions that they would like to ask an imaginary child in a different country and three statements about themselves.



**Figure 3: Message in Bottle – Huw (age 10)**

Lewis enjoyed decorating the water bottle with the help of an older foster sibling and rated it as a five-star activity.

*'I wanted it to be nice and cool... I took it to school'* (Lewis – age 10)

In Stage One of the Walking Tall Project, children took their water bottles to school, as in line with regulations around the COVID-19 pandemic they needed to bring their own containers for water. Lewis had used his water bottle in the same way and his foster carer, Lucy, commented on the importance of being able to show what he had created to his peers.

*'He was very happy and proud to take it to school, weren't you? You were proud to show your friends what you had done too'* (Lucy)

The opportunity to personalise items has proved successful in previous studies with children in foster care (Mannay et al. 2015), and in Stage One of the Walking Tall Project (Boffey et al. 2021). Recommendation 3, from the Stage One report stated that items such as the Message in a Bottle Activity that can be personalised with children's names should be retained in this or other formats throughout the Walking Tall Project; and both Lewis and Huw personalised their water bottles by adding their names. Like Lewis, Huw also enjoyed decorating his water bottle and gave a five-star rating.

*Happy. I was excited to see how it would turn out... I found out I was a bit good at decorating* (Huw – age 10)

Huw also thought that other children would enjoy decorating the water bottle, *'I think they will have fun'*, and when asked about the suitability of this activity, Lewis agreed that other people would like to decorate the water bottle. Whilst Huw felt that other children would have fun *'adding the stickers and decorating it'*, he felt that some children *'wouldn't like the writing'*. However, Huw engaged with the creating a message for his bottle.

*'I wrote, my name is Huw, and I am ten years old. I go to [NAME] school. My birthday is [DATE]. I am going to be eleven this year. I have got four questions for you. First, where do you live. Second, how old are you? Third, what do you like doing and four, what do you want to be when you get older? I want to be an actor'* (Huw – age 10)

Despite his reservations about other children enjoying the writing element of the activity, Huw said that he had not needed help and when asked about the questions confirmed, *'I thought of them on my own'*. As in Stage One, the questions posed aligned with their self-descriptions, which could suggest that children were interested to find out the extent to which these imaginary children who found the bottle were *'like them'* (see Boffey et al. 2021). Lewis had carefully considered who the reader of his message could be and commented.

*I was thinking it would wash up in the UK rather than somewhere else. I mean it is most unlikely it is going to end up in Africa or something* (Lewis – age 10)

Lewis had support from his foster carer, Lucy, when he wrote his message and he indicated that engaging in the activity had a therapeutic value.

*'When I did the message in the bottle, I was thinking about words and that kept me off getting nervous about school and stuff. Nervous of the others and not trying to get into trouble... thinking about the words and stuff like that, and other things... I felt happy. It took my mind off things'* (Lewis – age 10)

The benefits of engaging with the arts for care experienced children, young people and adults has been documented in previous studies (Gilligan 1999; Nsonwu et al. 2015; Mannay et al. 2021; Your Life Story 2021), and for Lewis the activity acted as a way of diverting his mind from other pressures and anxieties at school. Lewis also described how he felt as if he was writing to a friend in his message.

*'I felt like I was with a friend saying all that. Because normally people don't say that to me. Sometimes I get a little bit carried away with friends and I get a little bit bossy, and people don't really call me kind and stuff sometimes'* (Lewis - age 10)

Writing the message offered Lewis an opportunity for him to reflect on the things that he thought were good in his life and to present himself in a positive light, which he valued.

*'My name is Lewis. I am a ten-year-old boy from [PLACE]. I like football and Fortnite [online game]. I like eating, pogo sticking... I am a very good friend. I am fun, super fun'* (Lewis - age 10)

Lewis went on to describe his achievements with the pogo stick, 'My record is 700', as well as the journey to this record, 'I was in the garage pogo sticking. I did only 3, then I went to 20, then I went to 100 and started going up'. Lewis was also encouraging in his message to the imagined finder of the bottle.

*'Do things that make you happy. Have a nice time'* (Lewis - age 10)

Accordingly, the Message in a Bottle Activity provided a personalised and aesthetically pleasing and practical material resource, and the writing of the message itself was also beneficial for Lewis. However, there was some confusion about whether the bottle could be kept or if it was going to be put into the sea.

*'It might be confusing because you don't know where it is going to end up and how they are going to get it back to me'* (Lewis – age 10)

*'They might not get it back to you. I think Lewis was a little bit worried he was really going to have to post his bottle somewhere... He said has it got to go?... I said he could keep it, but it was just thinking about it... He was a little bit like if I send it, will I get it back? He just needed to know we were just pretending that if we did that but don't worry this is yours to keep for ever'* (Lucy)

This would suggest that the instructions could be clearer in relation to this being an imaginary scenario and that children need some assurances that they can keep what they have created. The point from Huw, that some children may not like writing, and the way that Lewis needed support from Lucy, also indicates that the instructions for the Message in a Bottle Activity could provide additional information about support from foster carers or older children in the household.

#### **5.2.4 Road Trip Activity**

The K'Nex pack to build a model vehicle was well received in the Road Trip Activity. Lewis commented 'I did it on my own' and Lucy reinforced that the building of the models was straightforward, and that Lewis was proud of the models he created.

*'It was really nice, there was a variety not just the one task and then it was done... but these were nice and quick, and they were done quick, with him saying 'I've done this already'. He was quite proud of the work*

*he did. I am sure he could knock you up a train quickly... These are quite good. Quick and easy to do. Keeps his attention'* (Lucy)

Huw commented on his enjoyment, *'I felt happy cos I like building stuff like vehicles... I liked making the vehicle'* and when asked what he has learned he replied, *'that I am a good builder'*. Despite this Huw also stated *'well, I had instructions... I am not sure they helped though'*. This point was not clarified, and Huw successfully built the models and positioned himself as a *'good builder'*. However, it may be that some children would benefit from adult support with the K'Nex instructions, and this point was made by foster carer David in the preparatory consultations (see section 5.1.2).

Both Huw and Lewis built more than one vehicle and Lewis positioned the activity as *'fun'*, as well as describing how it forged a connection with a significant adult in his life.

*'I was happy when I did it because when I did it, because when I did the train, I showed my grandad and he told me all about trains and I thought that was quite interesting... He likes trains and he has a massive train set'* (Lewis – age 10)

Huw discussed a number of destinations that he would travel to, in his vehicle.

*'I would like to go to Paris and see the Eiffel Tower. I would take [brother] as he has always wanted to go to Paris. It is a very big place... I will be back after five days or a week. I will try different foods and go to different shops. I will see how people are like and I will see what new things you can do in Paris. I will make lots of videos and show everyone when I get home. I would make a decision to see if UK or Paris was better. I would find a good hotel... I will go to the Bahamas as it will be great for a holiday. I will bring [NAME] and [brother] as I think they would like it. And I will go to the beach. I will come back after a week. I will book a hotel and try different types of food, like coconuts. I will go swimming at the beach. I will go on a water slide... where it will drop you into a bunch of sharks, but they won't be able to come as there will be grass stopping them and the sharks don't bite... I would go to Disney World because we could do lots of stuff in Disney World, like go on rides and go in the water parks. I would bring Name because it would be fun, and you could see Mickey Mouse and all the Disney stars. And in Disney Word you could go to musicals. In Disney World what would be special is when you are on a log and go down and you get soaked and there are more ways you get soaked'* (Huw – age 10).

Huw engaged well with the theme of travel and also mentioned London and America as other possible destinations. The travel plans drew from what he felt that his brother and friend would enjoy, what he had heard about different countries, and what he had watched in videos about

different places. Lewis also shared his planned destination and said he would take his family.

*'I wanted to travel to London because I would like to see all the landmarks, the London Eye, Big Ben and the Queen's palace'* (Lewis - aged 10)

In the same way that Huw's Message in Bottle Activity led to a description of future careers (see section 5.2.2), Lewis's discussion of London and later New York also led to the introduction of future aspirations.

*'I want to be a professional gamer when I am older, but I don't know if she [foster carer] will buy all the games and PC and TV... It is going to cost £40,000 for all that'* (Lewis – aged 10)

Lewis's foster carer, Lucy, commented *'that's a lot of pocket money'* but she was able to facilitate a different goal for Lewis. In the conversation around trains, Lewis shared that he had never been on a train, and this was something new that Lucy learnt about Lewis through the activity.

*'We have, because we have learnt that. You haven't been on a train, so that is a plan'* (Lucy)

The opportunity to facilitate a way for child and foster carer to get to know each other, and learn new things about each other, through completing the creative activities was also reported in Stage One of the Walking Tall Project (Boffey et al. 2021).

The Road Trip Activity was added in relation to the Stage One recommendation that attention should be given to the points raised about the gendered nature of the activities and adaptations made in relation to the preferences of children: and the preparatory consultations with David, Dean and Daniel. Huw and Lewis both selected this activity from the available options, and they engaged well with making the models and articulating their travel plans, which indicates that it is a useful addition to the Walking Tall Project activity menu.

### **5.2.5 Star Rating Activity**

The Star Rating Activity was planned as an evaluative summary of the creative activities. However, discussions about the activities tended to occur when talking through the individual items that children had created.

Additionally, as in Stage One, the rating activity was not always consistent with children's preferences, as Lewis discussed giving the same star rating for all of the activities, even though he reported liking

some activities more than others. However, Huw did distinguish between five and four-star ratings in terms of his favourite activities.

The activity provided an opportunity for one child to generate new ideas for future sessions in the Walking Tall Project. For example, Lewis offered the suggestions of a drawing activity and den making.

*'So, what I did, I took a picture of myself and what I did then, I got a piece of paper, I stuck the picture of myself on it, I printed it in school. I brought it home and put it on the window, put the piece of paper over it with some Blu Tack and then I started tracing it... Find a blanket in your household. Find two structures you can put the blanket over and get some pillows you can put on the floor to sit down and then find your favourite book to read.'* (Lewis – age 10)

Lewis also discussed including video games and general arts and crafts activities. Huw did not offer any new activities, and this may be a point that needs to be covered more explicitly in future stages of the Walking Tall Project.

#### **5.2.6 Reflections from foster carers**

There were less direct reflections from foster carers in Stage Two as compared to Stage One. This suggests that time to discuss the project with foster carers could be built more directly into discussions in future stages of the Walking Tall project. These conversations were implicit in Stage One and formed part of the online conversations, but they were not highlighted in the relevant project notes for a new member of the project team in Stage Two.

However, Lucy did comment on the ways in which the activities had instilled a sense of pride in Lewis. Lucy also indicated the strengths of the activities, for example, the straightforward assembly of the K'Nex vehicles, and the possible limitations in terms of the number of paint brushes in the Rockstar Activity materials. Importantly, as with some of the foster carers in Stage One, Lucy also appreciated how completing the creative activities and discussions with Lewis provided an opportunity to learn new things about Lewis that she has not been aware of prior to their engagement with the Walking Tall Project.

### **5.3 Stage Two - recommendations**

Reflecting on the Stage Two of the Walking Tall Project, the suggestions from children and foster carers generated a number of recommendations to consider in the design of future stages of the Walking Tall Project. These recommendations should be considered together with the recommendations from Stage One (see Appendix 1).

1. The instructions for the Rockstar Activity should explicitly note that the enclosed pens can be used in addition to the paints to decorate the stones.

2. Additional brushes should be provided to support the Rockstar Activity, so that children have the opportunity to decorate these collaboratively with other members of the household where this is their preference.
3. The Message in a Bottle Activity and any future activities that involve a writing task should state in the guidance notes that foster carers are encouraged to support children with writing where this would be beneficial. Additionally, where activities have written instructions, such as with the K'Nex pack, adult assistance with reading may be helpful.
4. The instructions for the Message in a Bottle Activity should make it clear that the message is an imaginary scenario and emphasise that children will retain the water bottle.
5. If the Star Rating Activity is introduced after each activity it would be useful to return to this again, to ensure that children have the opportunity to offer examples of other activities that could be included in future stages of the Walking Tall Project.
6. Time should be built into the end of the online discussion sessions to explicitly ask foster carers' views on the activities and their recommendations for future stages of the Walking Tall Project.
7. If new facilitators are involved in later stages of the Walking Tall Project, it would be useful to arrange a discussion with existing facilitators to share practices and techniques used in the previous consultation sessions.

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## 7. How The Fostering Network can help

The Fostering Network offers advice, information and support. Our expertise and knowledge are always up-to-date and available through our vital member helplines, publications, training and consultancy.

### Advice

[Fosterline Wales](#) provides a free help and advice line, providing information about all aspects of foster care, including tax and national insurance, benefits, allowances and insurance. It also offers confidential support, including to those who face an allegation, or who may be concerned about a care plan, or who are unclear about the legislation and guidance related to foster care in Wales.

Call us on 0800 316 7664 from 9.30am - 12.30pm Monday to Friday.

If you call outside this time, please leave a message and someone will call you back as soon as possible.

You can email us at [Fosterlinewales@fostering.net](mailto:Fosterlinewales@fostering.net)

### **Support and resources**

Our website is an essential source of information, while our online community brings together foster carers for peer support and advice. Members can log in to share their experience and get advice from other foster carers. Our online community is a safe and secure area to discuss foster care matters.

[thefosteringnetwork.org.uk](http://thefosteringnetwork.org.uk)

### **Training and consultancy**

Wherever you are in your fostering career, as a foster carer, social worker or manager, The Fostering Network has a range of [training](#) designed to meet your development needs. Please email [wales@fostering.net](mailto:wales@fostering.net) for more information on training.

### **Contact details**

If you would like more information, please contact:

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## **8. Section four: Appendices**

### **Appendix 1**

#### **Stage One - recommendations**

Reflecting on the Stage One of the Walking Tall Project and the suggestions from children and foster carers generated a number of recommendations to consider in the design of Stage Two and the Walking Tall Project more widely.

1. The original activity materials worked well overall and the Rockstar Activity and Message in a Bottle Activity should be offered on a menu of activities in Stage Two. Given the difficulties with the materials for the Wishes and Dreams Activity an alternative activity that facilitates future oriented thinking should be designed for Stage Two.
2. Pens or finer point brushes should be provided to support the Rockstar Activity.
3. Items such as the Message in a Bottle Activity that can be personalised with children's names should be retained in this or other formats throughout the Walking Tall Project.
4. A version of the Star Rating Activity should be retained throughout the Walking Tall Project to provide further discussions with children about the activities and to generate new ideas for development.
5. Children from Stage One who have expressed an interest in having further involvement should be further consulted as advisors on the generation of new activities for Stage Two.
6. Attention should be given to the points raised about the gendered nature of the activities and adaptations made in relation to the preferences of children.
7. Any new activities should be piloted by children before they are introduced to new participants to check functionality and complexity.
8. Children and foster carers should be consulted about the best way to engage with children during and beyond the COVID-19 pandemic and options should be provided for children to take part in face-to-face meetings with the project team (if appropriate), online conferencing, telephone consultations or written feedback summaries.
9. Beyond the COVID-19 pandemic children and foster carers should be consulted about whether or not they would like to work together on the activities. Options could be provided for children and foster carers to work together at home, for children and foster carers to work with the project team in a suitable venue, or for children to work with the project team without their foster carers.
10. The Walking Tall Project and similar projects should be embedded in an organisation comparable to The Fostering Network to ensure both the suitability of the children to take part in the project and continued access to support for children and foster carers.

## Appendix 2

### Home activity pack instructions: Walking Tall Project

The Walking Tall team have designed five, fun and creative play-based activities for children, to help them share their perspectives, experiences and ideas.

The arts and crafts activity resources can be found inside of the pack and the accompanying instructions below. For the project, we ask that your child chooses **three out of the five activities**, that together you can work through and enjoy. Please also fill in the 'Star Rating' chart to tell us how you felt about the activities. We will be in touch soon to arrange the online discussion with you, your foster child and a Walking Tall worker. More information can be found on the '**Information Document**' included in the pack.

Don't forget to take photos of the fabulous activity creations for us to include in our evaluation.

If you have any questions, please email Charlotte Wooders, project manager on [charlotte.wooder@fostering.net](mailto:charlotte.wooder@fostering.net). We hope that you enjoy the activities!

#### 1. Rockstar Activity

##### Instructions for Children

- Paint your stones to represent people or things in your life that make you happy
- You can paint them to look like the people or things or you can just paint patterns on the stones – as long as you know who or what each stone is
- There are 10 stones to paint so you can choose 10 people, 10 things or a mixture of people and things using the 10 stones – you can paint all the stones or you can paint fewer than 10 stones and save the others to make something else for you or for your friends – it is up to you
- When you meet with the Walking Tall worker, they will ask you to tell them more about the stones you have painted and why these people and things make you happy

#### 2. Message in a Bottle Activity

##### Instructions for Children

- Decorate your water bottle using the stickers provided in the kit
- Use your water bottle at home if you want to
- Before you come to meet the Walking Tall worker, make sure your water bottle is clean and dry
- Write a message about who you are on a piece of paper to put inside your water bottle
- Imagine you are going to put your water bottle into the sea and it is going to float to another country and be found by a child
- In your message tell them three things about you and describe where you live and write three questions that you would like to ask the child in a different country if they found your water bottle on the beach

### 3. Wishes and Dreams Activity

#### Instructions for Children

- Using the letter tiles, glue, coloured paper, stickers and felt tip pens – create some cards to share your wishes and dreams
- Fold the piece of coloured paper in half to make a card
- Using the glue to stick on the letter tiles, the stickers and felt tip pens, decorate your card.
- For each card think about a specific dream or wish. What do you like to dream about, what are your hopes and wishes for now or for when you are an adult
- Make as many cards as you like and get as creative as you like.
- If you want, you can write inside the card the details about your dreams so that you remember what each one is about
- Bring your cards when you meet with the Walking Tall worker and tell them all about your different dreams and wishes
- After the activity you can use your cards to decorate your bedroom, remind you of your dreams or share them with family and friends

### 4. Road Trip Activity

#### Instructions for Children

- Using the instructions in the K'Nex pack choose one model to build
- Now you have your own transport you can go on a road trip. Think about which three places you would drive to and why?
- On each trip who would you take with you and what would you do when you got there?
- Write down your road trip plans to share with The Walking Tall team member when you meet.

### 5. Fly Away Activity

#### Instructions for Children

- Build the plane using the instructions in the pack
- When you are playing with it, think about what where you would like to fly to and why?
- What do you think it is like there? What would you like to learn about this place?
- Make a note of this for the Walking Tall team member.

### 'Star Rating' Chart

(Don't forget to fill this in once you have completed your three activities!)

#### Instructions for Children

- Fill in the star rating chart or bring it with you when you meet the Walking Tall worker to complete together (the star rating chart is included in the pack)
- To show how you felt when you did the activity use the emoji stickers or write some words describing how you felt
- For the star rating, give more stars to the activities you liked and fewer stars to the activities you did not like as much
- Think about what other activities you or children your age would like to do that we could complete with other children to find out more about them
- When you will meet the Walking Tall worker you can share your ideas about any new activities.

## Appendix 3

### The Walking Tall project: Support and engagement for children in foster care

#### Information for foster carers

##### About The Fostering Network

[The Fostering Network](#) is the UK's leading fostering charity and we are the essential network for fostering, bringing together everyone who is involved in the lives of fostered children. The Fostering Network is passionate about making sure that the voices of children in foster care are listened to and learned from.

##### The Walking Tall project

Walking Tall, as part of the [Fostering Communities](#) programme, is a project which provides opportunities for children (aged 9 – 11 years old) in foster care to make their voices heard, whilst helping them to gain in self-confidence and 'walk tall'.

The project is a fantastic and innovative opportunity where children can participate in creative play-based activities which will empower them to share their views, whilst having fun and enjoying themselves.

The Walking Tall project will be supported by [Dawn Mannay](#) and [Rachael Vaughan](#) from Cardiff University. They will draw on their vast experience of working creatively with care experienced children, to assist The Fostering Network to design and deliver the project.

#### How you can be involved

##### 1. Activities

The project team, with the help of children, have designed five, fun and creative play-based activities, to help children share their perspectives, experiences and ideas. After a successful pilot where the activities were trialled, we would now like to invite your child to take part in the project which will support them to have a voice about their everyday lives and experiences.

##### Children's home-based creative activities

The arts and crafts activity resources and accompanying instructions have been made into an individual home activity pack which we will post to you and your foster child in March.

The pack will contain five different activities which include decorating their very own water bottle, painting stones and assembling a small wooden plane, to name but a few!

For the project, we ask that your child chooses three out of the five activities, that together you can work through and enjoy. Each activity will take approximately

1 hour to complete and can be carried out at a convenient time over a 2 – 3 week period.

Each activity has a particular theme and a focus of discussion, for example, the painting stone activity will encourage your child to talk to you about people or things in their life that make them happy. Whilst another activity will help them talk about their hopes and wishes for the future.

Please note that the remaining activities in the pack do not need to be completed now as part of the project. Rather they can be kept, and your child can enjoy them for fun in their own time on a rainy day or during the school holidays. We hope that these additional toys express our thanks to your child for taking part!

## **2. Feeding back on the activities, feelings and thoughts**

Once the three chosen activities are completed, we will contact you to arrange an online chat for yourself, your foster child, and a Walking Tall worker. We ask that your child brings along each of their three creations to the online call to show the staff member and talk through what they liked about the activity and why; and what was discussed with you whilst you were working on the activity. They will also be asked if they have any of their own ideas about what other activities they would like to see, and what they feel is the best way for children to share their perspectives, experiences and ideas.

The chat will take place on Zoom and will last approximately 1 hour, on a day and a time that is convenient for you and your child.

If you have more than one child who would like to take part, we can send them a home activity pack each; and the activities can be carried out together. The children can have separate calls with us to allow them the dedicated opportunity and time to talk on their own.

The project will provide a unique opportunity for your foster child to express their feelings about their everyday lives and experiences and contribute ideas, whilst developing their confidence. By taking part, your child will also play an invaluable role in helping us to design the Walking Tall creative play-based sessions, which are planned to take place as a face-to face events in year 2 of the project (March 2021 – March 2022).

We do hope that your child/ren will be able to take part!

## **3. Walking Tall resources**

Your child's insight and views will be used to help us create more fun activities and develop a children's resource that will encourage practitioners across Wales to think about how they can adopt a more participative approach when working with children and highlight the importance of co-production - working side by side with children - empowering them to share their views and be heard.



The activity discussions will also support the children to have a voice about their everyday lives and experiences. The learning from these discussions will be shared with the fostering community, to help understand their experiences and improve the support for children in care.

Please note - all information shared will be anonymised.

#### 4. Breakdown of project engagement

What?	When?	How your child will be involved?
<b>Home-based creative play activities</b>	March	<ul style="list-style-type: none"> <li>• We have created five fun creative activities that we would like your child to take part in.</li> <li>• We will send your child a home activity pack in the post.</li> <li>• The pack will include all the resources and instructions needed for five different creative and fun activities. The activities will include decorating their very own water bottle and painting stones and assembling a small wooden plane, to name but a few!</li> <li>• We ask that your child chooses their three favourite activities to complete for the project.</li> <li>• In your own time, you and your child can work through the three activities and discussion points. Each activity will take approx. 1 hour to create and complete.</li> <li>• At the end of each activity your child will have a home-made creative 'keep safe' that is theirs for them to enjoy.</li> <li>• There will be a 2 – 3 week period for you and your child to carry out the three chosen activities at home.</li> </ul>
<b>Feeding back on the activities, feelings and thoughts</b>	End of March/ April	<ul style="list-style-type: none"> <li>• We will contact you to arrange an online Zoom call, for yourself, your child and a member of the project team.</li> <li>• Your child will bring each of their three activity creations along with them to the online call to show us how fabulous they are!</li> <li>• We will ask your child what they liked about the activity and why; and what was discussed when making the creation. We will also ask if they have any of their own ideas about what other activities we could include in the project.</li> <li>• Using their activity creations, your child will have an opportunity to express their feelings about their everyday lives and experiences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Your child's views and insights will also help us develop and plan the creative play-based events due to take place in year 2 of the project.</li> <li>• As a thank you for contributing, your child can use and enjoy the other activities included in the pack, in their own time.</li> </ul>
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## 5. Data Protection and Confidentiality

Information from the discussions will be used to help us to create more activities; develop a children's resource and an evaluation report, but this information will remain anonymous.

Any personal information we receive will be treated with confidence and not shared outside of The Fostering Network in Wales and no names, addresses or other identifying features will be stored.

## 6. Confirming your child's involvement

If you are happy for your child to take part in the project and to receive further information, please complete the booking and consent form attached and return to Charlotte Wooders, Project Manager – [charlotte.wooders@fostering.net](mailto:charlotte.wooders@fostering.net) Monday 22 February 2021.

## 7. Contact

If you would like to ask questions about Walking Tall please call Charlotte 07701 387968 or email her [charlotte.wooders@fostering.net](mailto:charlotte.wooders@fostering.net).