

MAKING CHANGES

ABOUT THE WORKSHOP

The purpose of the workshop is to encourage young people to identify issues that concern them and consider how they can make a difference. Young people may wish to take their action forward beyond the workshop and careful consideration will need to be given as to how they can be supported in this.

The process is based on a model that involves young people in exploring issues and needs, planning and running a project and reflecting on the learning. This can be summarised as the **3 Es**;

EXPLORATION – EXPERIENCE - EVALUATION

This workshop addresses the Exploration phase and can be used as a stand alone session, but is intended to offer a stimulus for action and as such links all 3 strands of the Citizenship curriculum.

It is designed to be run by 2 facilitators who should plan and adapt the session to fit the group. It can be used with all secondary age groups, but elements have also been used successfully with primary age children.

CROSS SECTOR WORKING

The session can be co-run by a teacher and someone from a non school setting (e.g. Youth Worker, Participation worker, staff from local council, community organisation or business). They could also be used in settings outside of school e.g. youth clubs.

CONSULTATION

This session can be used to elicit young people's views to inform School Self-Evaluation, Healthy Schools Programmes or as part of consultation for Local Strategic planning or planning services for young people.

DELIVERY MODELS

The session can be delivered in one hour or developed as part of a half day or full day. It can also form an effective part of a wider scheme of work. The section on variations provides guidance on adapting the session.

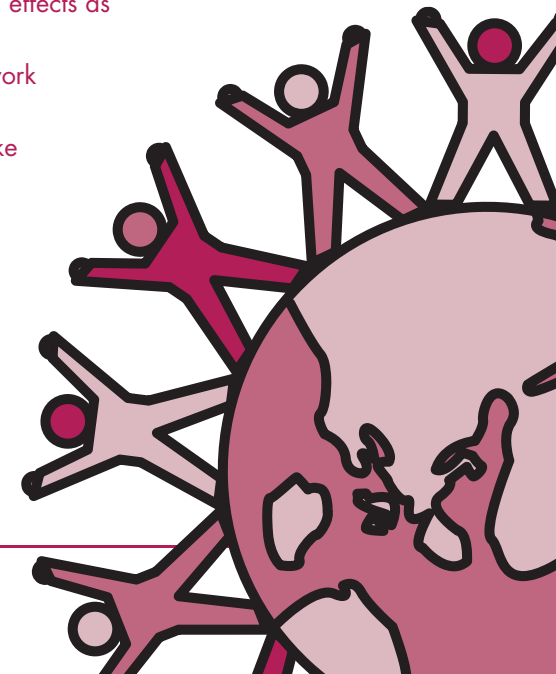
ASSESSMENT AND ACCREDITATION

The session can be used as part of accredited programmes e.g. Citizenship GCSE coursework or the Changemakers/ASDAN Citizenship in Action Award. A reflection process is built into the session.

EXPECTATIONS

Expectations should be adapted to the needs, age, key stage and maturity of the children or young people. Active participation in the workshops will enable young people to;

- Develop skills in team work, negotiation and decision-making
- Become more aware of a range of issues that impact on their lives and/or lives of others.
- Understand the value of exploring causes and effects as a basis for decision-making
- Increase their understanding of how groups work together to reach decisions
- Develop a sense of agency – that they can take action to make a change
- Reflect on their effectiveness.



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PREPARATION

PREPARING THE ENVIRONMENT

Identify a space that is large and flexible enough for young people to move around. Ideally choose somewhere that is welcoming and comfortable. Arrange the furniture to allow work in small groups. Create space on the walls for flipchart sheets to be displayed.

PREPARING THE PARTICIPANTS

Ensure that participants in this session are aware beforehand of what the session is about and how it fits with and builds on other activities or lessons. Consider doing some preliminary work on communication and group work skills if necessary.

PLANNING THE SESSIONS

An investment in time to plan this work alongside your co-facilitator will pay off in a number of ways including the development of effective cross-agency working.

FACILITATION TECHNIQUES

Adults need to play the role of facilitator. Although activities are defined and introduced by the facilitators there is ample opportunity for young people to work independently in their groups.

The facilitator needs to support young people to progress towards increasing levels of responsibility and independence. Facilitation is a challenging role that demands constant attention to the careful balance between standing back, and questioning, prompting and encouraging.

MATERIALS

Jigsaw pieces on bright coloured card
Flipchart paper
Coloured marker pens
Issues tree drawn on flipchart
Bright post-it notes (round)
Impact matrix

FOLLOW UP

Make sure that you are clear about the level of support that is available to students who wish to take their projects forward beyond the session.

RESOURCES AND TRAINING

The workshop draws on ideas and activities from the following publications which can also offer further guidance and ideas about supporting young people in running their own projects.

Changemakers Guides and ACiS Resource
Community Champions booklet
All above available from Changemakers www.changemakers.org.uk

Get Global Toolkit ISBN 1 872502 91 1
Download from: www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm

Participation : Spice it Up Save the Children
ISBN 1 84187 062 5

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VARIATIONS

This session provides a range of ideas which may need to be modified or changed to meet the needs of any particular group. The process can be applied in a range of different ways – some of which are given below.

The sessions can be used as taster sessions in cross sector working and active participation and it is hoped that from this starting point schools will build this approach into wider curriculum provision with an emphasis on young people working in groups to put their ideas into action. This session condenses the process into one hour and thought can be given to how the process can be developed in other contexts where time will be available to explore issues in more depth and develop more substantial projects. Resources and training are available to develop a more comprehensive programme.

LINKS TO OTHER WORK

Although this session can stand alone, there are numerous ways in which it can be used to build on and enhance a range of other activity. For example;
It could build on topics covered in other subjects e.g. Fair Trade, Health issues
It could use research that has already been carried out as the starting point e.g. Balding Health Related Behaviour Survey

COMBINED SESSION

The workshop can be extended to fit a morning, allowing more time for exploration, planning, action and reflection.

CONFERENCE DAY

This process can form the basis for a whole day event and can include inviting representatives from the wider community or business to take part in the day as advisers or sounding boards, or to hear the views and ideas of young people.

USE OF OTHER VENUES

To hold the sessions in a location away from school can create another dimension to the process (e.g. youth club, Town Hall, or other community facility or local business)

SERIES OF SESSIONS

Some of the activities in the session are taken from the Get Global Toolkit. This sets out a series of sessions, including activities for young people to investigate issues in more depth and a range of assessment tools. The Get Global Toolkit is designed primarily for schools but has been used successfully in other contexts. Many of the activities are based on techniques used in rural communities to identify what needs changing and develop strategies for effective action.

OPPORTUNITIES FOR ACTION

Opportunities for young people to take their ideas forward can be built into a programme of work e.g. if a lesson can be allocated for a number of weeks it can provide scope for projects to be carried out during the sessions. Alternatively a regular 'club' could be established e.g. lunch-times, after school or out of school as a follow on for those young people who want to take it forward.

INPUT FROM OTHER YOUNG PEOPLE

If there are young people who are already active in running projects or in local youth councils etc, there may be scope for them to take part in the session by talking about their involvement and encouraging others to get involved.

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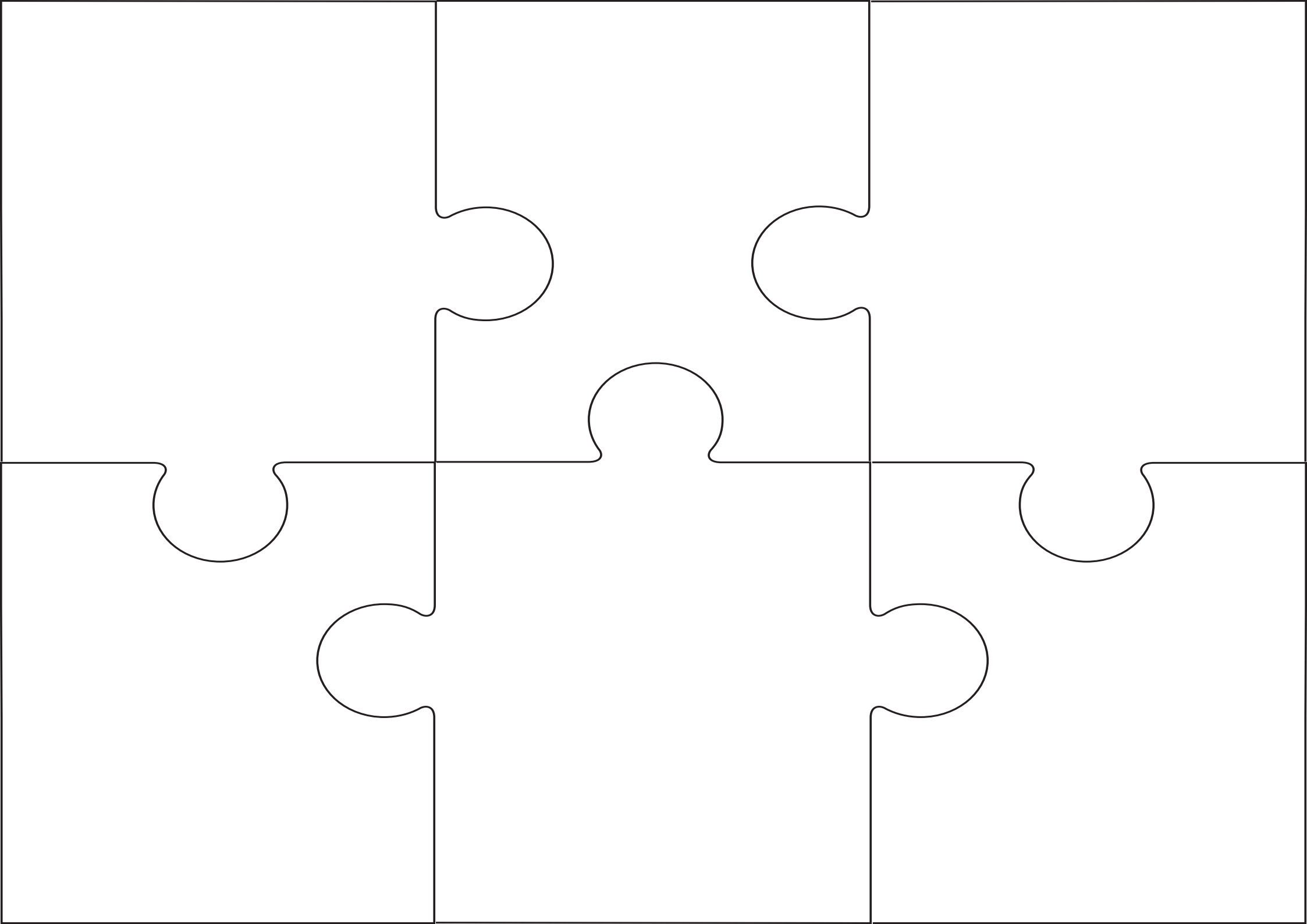
LEARNING OBJECTIVES	POSSIBLE ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<ul style="list-style-type: none"> Understand that this workshop is intended to help young people see how they can make a difference. Co-operate with others to solve a simple problem and form small groups Express views and ideas and listen to the views of others Experience negotiation and decision-making 	<p>Introduction (2 mins) Outline the purpose and content of the sessions and stress that 'this is an opportunity to think about issues that matter to you and that you will have the chance to come up with ideas, make decisions and look at how you can make a difference'. During the first session they will;</p> <ul style="list-style-type: none"> Form groups Think of ideas Decide on an issue Investigate the issue Decide on an effective action Look at how they worked together as a group <p>Step 1 (5 mins) Give each person a jigsaw piece and ask them to stand up, move around and find other people with parts of the same jigsaw then put the jigsaw together and form a group. There are 6 pieces to each jigsaw and jigsaws can be different colours – they have a question on them (see examples below) which is revealed when the pieces are put together. Consider the question that is most appropriate given the interests, concerns, age and prior learning of your group. Examples as follows;</p> <ul style="list-style-type: none"> In School - What makes you happy and what needs changing? What would you most like to change in your neighbourhood? What concerns you most about the world that we live in now? <p>Step 2 (5mins) Give each group 2 sheets of flipchart paper and ask groups to write down on one sheet as many answers and ideas in response to their question as they can.</p> <p>Step 3 (5 mins) The groups need to choose an issue to work on. Tell them that they must make sure that everyone is involved in the decision and (one way to do this could be to vote). They have 4 mins to decide. Ask the groups to think about how they decided, whether one person dominated and whether everyone is happy with the decision.</p>	<ul style="list-style-type: none"> N/A N/A Be able to describe key issues that matter to themselves and other members of their small group Be able to agree decisions in a group 	<p>Ensure that you are clear from the outset about what support and time is available for young people to take their ideas forward</p> <p>!HEALTH RISK! IN DECIDING ON THE QUESTIONS BE ALERT TO SENSITIVE ISSUES WITHIN THE GROUP AND ENSURE THAT THERE IS A WAY OF SUPPORTING INDIVIDUAL STUDENTS AND FOLLOWING THROUGH CONCERNS RAISED BY THE GROUP THAT MAY BE DISTRESSING OR CONTROVERSIAL</p> <p>Step 3 Look for positives in how the groups work so that you can feed in your observations in Step 7 if needed</p>

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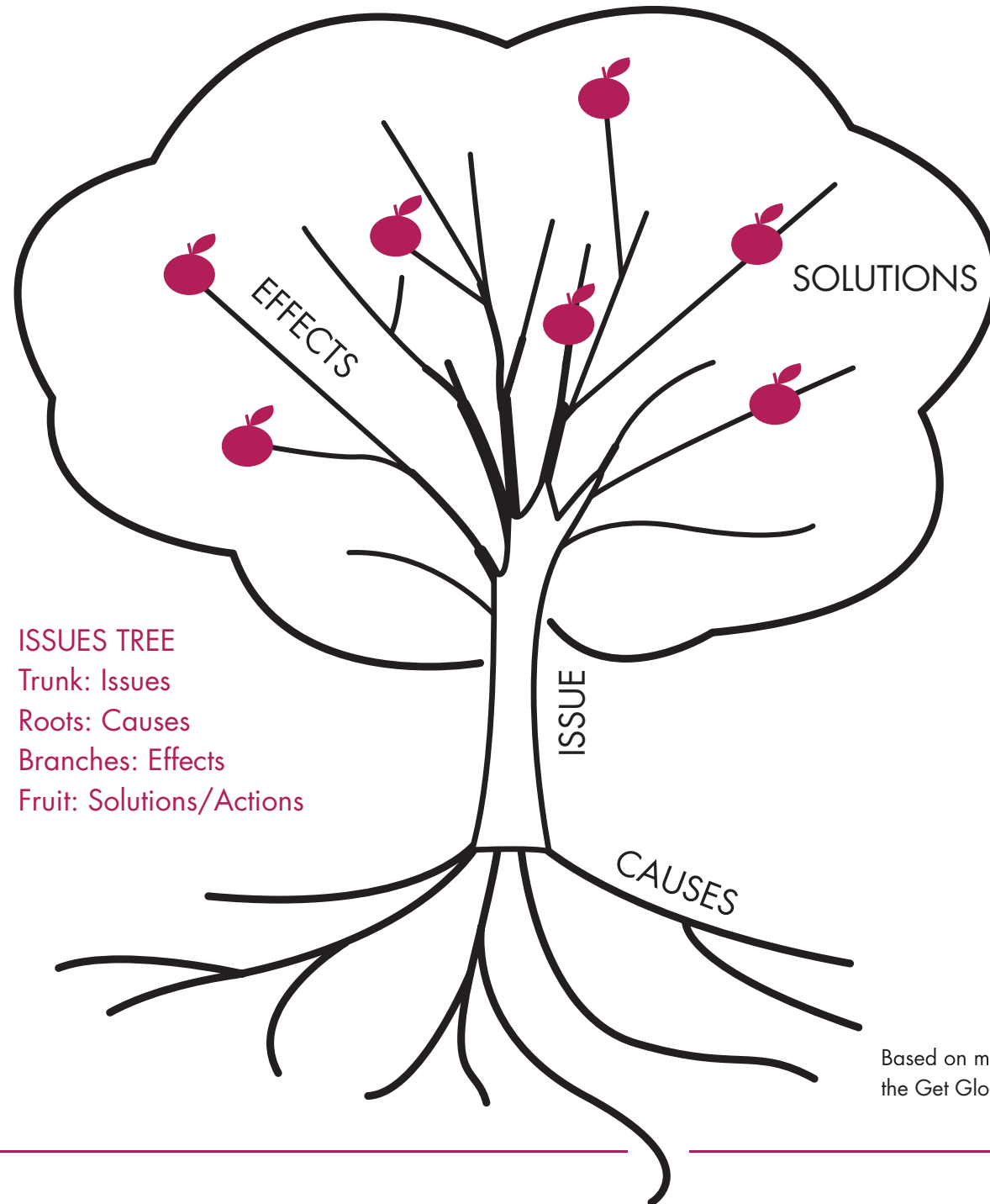


<ul style="list-style-type: none"> • Explore and discuss causes, effects and solutions • Assess the potential impact of a range of actions • Present ideas to others • To understand how they worked together as a group • Understand how the learning from this workshop can be built on 	<p>Step 4 (15 mins approx) Explain that their challenge now is to work out what they can do to make a difference. Introduce the issues tree and show an example. On their 2nd piece of flip chart paper draw their own issues tree and write their issue on the trunk. Then add the causes of the issue (roots), the effects (branches) and the possible solutions or actions write on post-its (round ones are ideal!) and stick on the tree (fruit).</p> <p>Step 5 (10 mins approx) Introduce the Impact Matrix (drawn on a large sheet of paper –e.g. flipchart) as a way of deciding on the best course of action. Ask the groups to identify which action scores best in terms of impact and achievability. Take the solution post-its from the tree and stick them in the relevant box on the Impact matrix. Explain any arrangements that are in place for them to take the ideas forward.</p> <p>Step 6 (10 mins approx) Display the sheets on the wall and ask each group to say what issue they chose and what solution they came up with. If you have more time the groups can be asked to prepare a longer presentation about how they reached their decisions.</p> <p>Step 7 (5 mins) The groups are asked to think about how well they worked together. Place flipchart sheets (agree and disagree) on the wall at opposite ends of the room. Ask people to place them selves on a continuum line according to whether they agree or disagree with a series of statements. Example continuum questions; One very strong leader - no leaders Everyone listened well – no one listened Everyone was interested – no one was interested Group was enthusiastic – group not enthusiastic Group worked very well together – did not work well together All kept on task – all wondered off task , got distracted</p> <p>Invite a small number of people to explain why they have chosen that position and either what made the group work so well in that way or how could it have been better.</p> <p>To draw this together give feedback on the positive aspects of the groups working together as teams.</p> <p>Summary of the session (3 mins) Outline the process that people have just gone through and stress what they have achieved. Outline again the opportunities to take their ideas forward (if applicable).</p>	<ul style="list-style-type: none"> • Be able to describe causes, effects and solutions • Be able to describe the likely impact of a range of actions • Define the key issue of concern and describe solutions • Be able to reflect on group performance • Identify how ideas from the workshop can be taken forward - if applicable 	<p>Step 4 If you plan to keep the issues trees as aids to reflection or evidence you may wish to take a photo before the post-its are removed. This will also enable all participants to have their own copy</p> <p>Step 6 Videeing the presentations can add importance to what they are saying and also serve as a tool for reflection and assessment at a later stage</p> <p>Step 7 More time will allow for fuller discussion to maximise learning</p>
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ISSUES TREE



ISSUES TREE
Trunk: Issues
Roots: Causes
Branches: Effects
Fruit: Solutions/Actions

Based on material from
the Get Global Toolkit

IMPACT MATRIX

	HIGH IMPACT	MEDIUM IMPACT	LOW IMPACT
FAIRLY EASY			
QUITE CHALLENGING			
ALMOST IMPOSSIBLE			

Based on material from the Get Global Toolkit