



Act by Right

Skills for the active involvement of children and young people in making change happen

Bill Badham




The National Youth Agency

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Getting it right for young people

www.nya.org.uk/actbyright

The National Youth Agency

supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential as individuals and citizens within a socially just society.

We achieve this by:

- informing, advising and helping those who work with young people in a variety of settings;
- influencing and shaping youth policy and improving youth services nationally and locally; and
- promoting young people's participation, influence and place in society.

For more information visit our website at www.nya.org.uk

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ISBN 978 0 86155 317 4

Printed by Spectrum, Leicester, UK

Published by



The National Youth Agency

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Act by Right

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Resource Section

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The UN Convention on the Rights of the Child

Act by Right Charter: a right review

Act by Right Charter

Certification

Where to find out more

- Resources
- Contacts

Journey Log

The UN Convention on the Rights of the Child

Article 15

Children and young people have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 13

Children and young people have the right to get and to share information as long as the information is not damaging to them or to others.

Article 12

Children and young people have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 42

The Government should make the Convention known to all parents and children and young people.

Act by Right

Skills for the active involvement of children and young people in making change happen

Preface

by young people from the South West of England

Somebody said that taking 30 young people from all over the South West away on a weekend trip to assess this book was completely crazy – and we agreed with them!

We decided to risk it anyway.

When Bill first showed us the book, we were surprised how much of it there was – for all we knew it could have been the next Harry Potter book. We began to wonder what we had set ourselves up for.

The aim of this book is to help young people get actively involved and to develop and accredit our skills.

During the weekend, we tried all the activities and we fed back to the whole group what was good and what could be improved. Changes were then made and hopefully this has made this book more useful, easy to understand and young people friendly.

We would like to thank everyone involved.

We certainly enjoyed the weekend so we hope you enjoy the book!

Andi Fox, Nina Tellam, Sarah Williams, Mike MacKenzie, Mel Jones, Ben Travess, Dean Crane, Claire Reynolds, Darren Crisp, Hayley Cribb, Christopher Griffin, Natalee Riley, Lucy Alper, Chris Hutton, Jane Crawford, Alex Renouf, Alexandra Sachs, Kye Pearce-Rees, Jamie Brown, Lee Hitchings, Greg Muson, Robert Crane

Preface to 2009 edition

by Alex Farrow, a trainer with The NYA since aged 16

“*Act by Right* is a fantastic change tool which allows young people to make real and lasting change in the heart of their community through an accredited and easy to follow toolkit. What is unique is the diversity of policy environments that it has been applied to, be it as part of youth inspections in North East Lincolnshire, a core resource for UK Youth Parliament, evaluating and planning service delivery in Worcestershire or on the world stage to fight the effects of climate change in partnership with LEAD International. It has combined the practical and energetic fight for change with the solid framework of the UN Convention on the Rights of the Child and it is this rooting that makes it one of the strongest and fiercest community action tools for young people around today.”

Thanks

There is a long history behind this workbook and many people have contributed to its creation. Bryan Merton devised the original concept, called Getting Involved and Influential (Gi2). Thanks most of all to the many young people whose passion to speak out and activism to help achieve change are the inspiration behind these pages. Thanks especially to the young people who helped shape the book over two massive residential weekends.

Thirty young people gathered in Dorset in February 2004 to review every activity in the first draft. Significant changes resulted. We thank the Department for Education and Skills for its financial support. Eight of the original group then met in April 2004 to work through and evaluate each stage of the *Act by Right* journey. The young people were: Alex Renouf, Ben Travess, Chris Griffin, Lee Hitchings, Lucy Alper, Mike MacKenzie, Natalee Riley and Rob Crane.

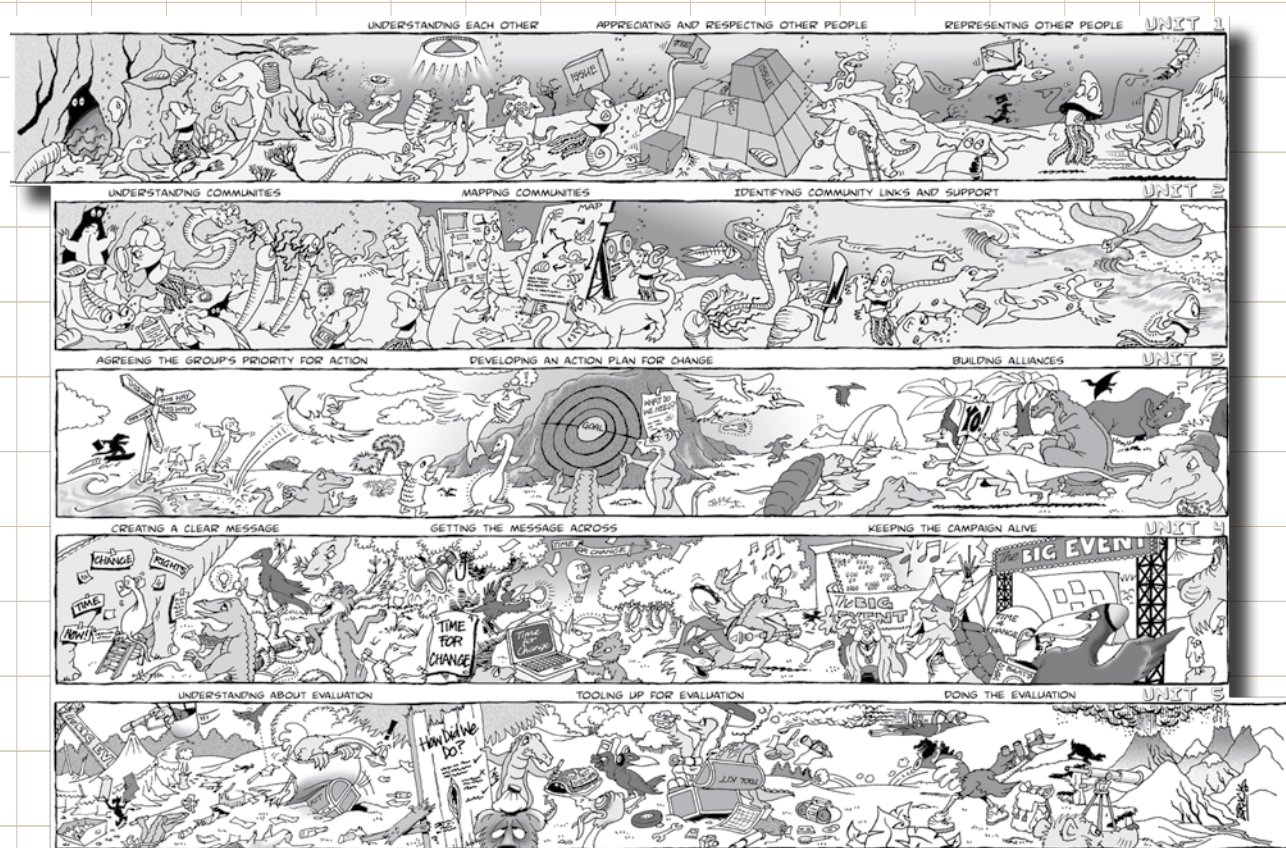
The young people's involvement was made possible by the passion and skill of a number of youth workers, especially Gess Aird, Participation Youth Worker, Dorset Youth and Community Service, and Sharon Adams, Regional Youth Democracy Worker. Thanks too for the support from colleagues from the youth and community services in the South West, especially from Cornwall, Devon, Wiltshire and Bath and North East Somerset.



Thirty young people contributed to the first draft of *Act by Right*.

Thanks to Andy Hopkinson for his belief and support throughout and contribution to unit 3, to Steve Beebee for unit 4 and to Jennie Fleming of the Centre for Social Action at De Montfort University for unit 5. Thanks to Becky Sharp, Carolyne Willow, Hilary Spiers, Kierra Box, Liam Cairns, Mark Farrar and Tricia Jessiman for scrutiny and advice on various drafts and to Brick (for his cartoons) and Jim Preston (for his design) for bringing the journey to life. Those who travel the journey are likely to decide on some different paths, take a few detours, hit the occasional dead-end and discover more interesting places to go and things to do. Send us a postcard. Let us know how you got on and what would make the book better. We would be delighted to hear all your travel stories and what greeted you at your destinations.

Bill Badham, November 2004



Since *Act by Right* was first launched, it has been our privilege to hear of many journeys undertaken in its name, supporting a new generation of activists to develop the knowledge and skills to help make change happen. The archive of What's Changed stories is a true testimony to young people's passion and drive to see their rights fulfilled and their place as equal citizens celebrated: www.nya.org.uk/whatschanged.

Thanks to colleagues at Lead International for giving *Act by Right* a thorough overhaul and fitness test, with changes incorporated in this edition. And thanks most of all to Alex Farrow and to Tim Davies for their constant inspiration and encouragement to make *Act by Right* as useful as possible to young people's campaigning and activism. It is also thanks to Tim that we now have *Act by Right* on line and to Alex for *Act by Right against Climate Change*.

Bill Badham, June 2009

Thanks

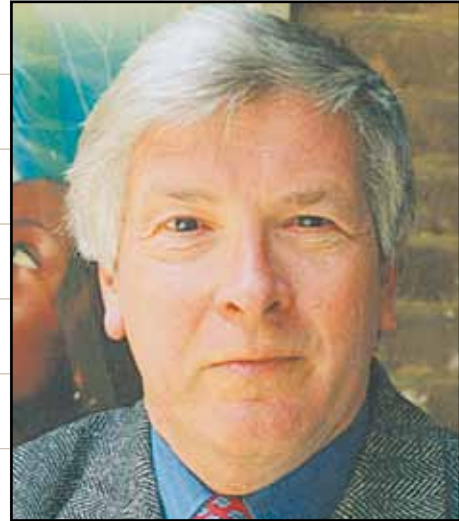
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Act by Right

Foreword by Tom Wylie,
Chief Executive, The National Youth Agency

'It's all very well encouraging young people to stand up and campaign for what they believe in and change what they don't like about their community. Of course we'd all like to see more of it. But unless you also give them the knowledge, confidence and experience about how to set about this potentially intimidating task then you may be setting them up to fail. *Act by Right* complements The NYA and Local Government Association publication *Hear by Right, standards for the active involvement of children and young people*, which seeks to embed good participation practice in local democratic organisations. *Act by Right* takes this story one stage further, helping to equip young people with the skills to work with those far-sighted organisations who wish to involve them. It recognises that children and young people need the chance to develop the knowledge and skills to work together to get things

done and make the changes they need where they live. *Act by Right* will provide these skills in a safe and supported environment, ensuring that when the young people are ready to "go live" and take action in their communities they have the tools to make their intervention a successful one.'



Act by Right

**Foreword by Kierra Box,
Co-founder HUFP/HUF and NYA patron**

To make changes you need experience and education. You need to be knowledgeable and in a position of power. To make a real change you need to be part of the government, to have worked for years, to become one of those select few who hold the power. Ask anyone, and they'll probably tell you this is true.

I have one piece of advice for all young people – and those working with us – which I've learnt through the last few years as I have got more and more involved with youth organisations, campaigns and protest groups. That piece of advice is: everyone is wrong. When adults dismiss young campaigners as naïve or ignorant, they are wrong. When you are taught that you will only be able to make a difference with a degree and a high-powered job, it is wrong. When the media focus on politicians and present us as 'jobs' and 'louts', journalists and editors know that what they say is wrong.



Young people are, in reality, often the best at 'making change happen'. We are good at it because we think of ideal solutions and fit them to reality – rather than thinking first of budgets and paperwork. We are good because our power and status don't rely on everything remaining as it is. We are good because we can create local, grassroots changes that will make a difference to our lives in a way that new Government initiatives often fail to.

The first change I hoped to make was in 2003. Like many other young people, I protested against the possibility of war in Iraq. The thousands of young people who marched, walked out, sat in and got their voices heard were seen by many as blindly following their parents or popular opinion. We were described as truants who demonstrated purely to take a day off school and as ignorant idealists who could not understand the real situation. As they predicted, we failed – the war went ahead. Nothing changed. Or did it? The world watched the conflict in Iraq far more closely than we watched any other war in the last decade. Our Government was deeply challenged and the effects of the war have been seen in election results around the country. Young people have set up peace networks, joined human rights movements, become more interested in politics, fundraised for aid and moved on to try and make new changes. The point is that young people can make changes in many different ways, large and small, local and international. We might not achieve everything we hope to achieve – and many people will continue to tell us that we're failing even after we've succeeded, but we will always be able to make a difference.

To make changes you need enthusiasm and excitement. You need to be interested in the world around you and to want to make an impact on it. To make a real change you need support from others, to think carefully about problems and have the confidence to build creative solutions, to become involved in society and try to get your voice heard. Does this sound more like you? Just remember, when it comes to creating change, you can be anyone, anywhere, and you can make a difference.

Act by Right

An introduction

This introduction tells you a bit more about *Act by Right* so you can get the most out of it. The briefing for support workers may also be useful to you at www.nya.org.uk/actbyright

- What is *Act by Right*?
- What is in *Act by Right*?
- How does *Act by Right* work?
- *Act by Right* Charter – the compass
- Stages of the journey – mapping progress
- Proof
- What's needed to get started?

What is *Act by Right*?

Act by Right takes you through five stages of a journey to develop your knowledge and skills as young people to take effective action on issues that concern you. It recognises that children and young people need the chance to develop knowledge and skills to work together to get things done and make the changes you need where you live. This workbook is designed to help you do this. It is designed to be used by teenage young people, but it can work for younger people as well. It is rooted in the UN Convention on the Rights of the Child, which is the international human rights framework that promotes the full participation of children and young people to help secure your rights to a fulfilling, safe and secure upbringing.

What is in *Act by Right*?

Act by Right has five units. While you can pick out the ones of most use to you, they are designed to follow on from each other, to build your understanding and ability to work together on issues and concerns of importance to you. They are like stages of a journey, with five stopping off points, where you pick up what you need for the next stage towards your final destination.

Each unit has three aims and each aim has three activities. It takes about three hours to complete each aim. With the hour review of learning at the end of each unit, you therefore need ten hours for each unit. That's 50 hours for the whole workbook. You can also use *Act by Right* towards accreditation by ASDAN. More details are given at the back of the resource section.

Here is the outline of the workbook, or the stages of the journey.

1. Getting to know each other and representing others

Aims:

- Understanding each other
- Appreciating and respecting other people
- Representing other people

2. Getting to know our community

Aims:

- Understanding communities
- Mapping communities
- Identifying community links and support

3. Getting ready for action

Aims:

- Agreeing the group's priority for action
- Developing an action plan for change
- Building alliances

4. Campaigning for change

Aims:

- Creating a clear message
- Getting the message across
- Keeping the campaign alive

5. Finding out what's changed

Aims:

- Understanding about evaluation
- Tooling up for evaluation
- Doing the evaluation

All the review sheets for each unit and a number of the activities have activity sheets you can photocopy and use. These are referenced in the text and can be found in the resource section at the back of the pack. In

Where to find out more, there is a range of useful material that may support the group in its activity.

How does *Act by Right* work?

Each unit follows the same outline to make it easy to use.

- Purpose
- Aims
- Snapshot – a short example
- What do I know?
- The activities
- What have we done?

Each activity contains these sections:

- **Aim**
- **You need**
- **What to do**
- **What do you think?**

Sometimes, an activity includes a **What next?** section.



Each unit starts with a review of what you know already, called **What do I know?** Each unit ends with a review in two parts that takes about an hour to do and is important to complete before you move on. First, **What have we done?** helps the group reflect on both individual and group learning. Second, **A right review** helps you build your *Act by Right* Charter through looking at the relevant Articles of the Convention on the Rights of the Child and their implications for the group's activities (see below.)

The activities in this pack are designed for a group of about ten. If you are a bigger group, make sure you check that the activity is going to work okay and give yourself extra time. You may want to work through them with an adult support worker, but the material is written so that you can use it on your own if you wish.

Getting things that are important to you changed can be hard work and can require a lot of staying power and energy. And, while this pack does have some fun in it (we hope), you will need commitment and some hard graft to get through it to develop the knowledge and skills you need. If ever you need encouragement check out the What's Changed stories at www.nya.org.uk/whatschanged

Everything is written to be read out loud in the group. Good preparation is very important, including making sure you have enough copies of the worksheets and the things you need for each activity. Adding your own touch will bring the material alive and be much more likely to interest the group. You can take it in turns to prepare and lead on particular activities. This will add to the group's confidence and skills.

***Act by Right* Charter**

Act by Right is rooted in the **United Nations Convention on the Rights of the Child**. This is the most important international human rights treaty for the protection, provision and participation of children and young people. A Convention is an agreement between countries to obey the same law. When the government of a country ratifies a Convention that means it agrees to obey the law written down in that Convention. Every country in the world, except two, have ratified this convention.

Why is it so important?

The Convention gives rights to all those under 18 and many of its provisions have continuing relevance for young people aged 18 to 25. So, the Convention is a crucial framework and route map for all children and young people and organisations working to promote their best interests. The United Kingdom of Great Britain and Northern Ireland ratified the Convention on the Rights of the Child on 16 December 1991. That means our Government has to make sure that everyone under 18 has all the rights in the Convention.

A right review

Act by Right is based on the Convention on the Rights of the Child. But what is its relevance to you in helping you make your voices heard and helping you get what you need done? The *Act by Right* review activity at the end of each unit helps you to think about aspects of the Convention and their relevance to you as a group and to what you are looking to achieve. By developing your own *Act by Right* Charter, the group should both increase its understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed.

As you work through this review activity in each of the five units, so your knowledge of the Convention will build. You will see how it works and how you can make it work for you. A simple summary of the Convention is given at the back. You may also want to refer to the full document available from: www.unhchr.ch/html/. It's a bit harder to read, but gives useful detail. You can get free copies of the summary of the Convention used in *Act by Right* called Children's Right and Responsibilities from UNICEF's Helpdesk, 0870 606 3377. Quote code 32124.

At the end of each unit, look at the right review questions and look at the Articles of the Convention indicated. Discuss these in the group. Then, turning to your *Act by Right* Charter, write the numbers of the relevant Articles on the left hand side of the *Act by Right* charter. Copy or put in your own words what these Articles say so they make sense to you and you own them. Finally, look closely at what you have written. What are the implications for your group? Agree three key actions in response in the right hand column.

An example

Here is a quick example. Your group is campaigning for better leisure facilities in your area. By looking at the Convention, you find out that Article 31 gives to all children and young people a right to relax and play and to join in a wide range of activities. This part of your charter might look like the one below.

| <i>Act by Right</i> Charter | | |
|------------------------------------|---|---|
| Article # | The Article says | What we are going to do |
| 31 | We all have a right to relax, to play and to a wide range of affordable and accessible leisure activities | <ol style="list-style-type: none"> 1. Include Article 31 in our campaign 2. Find out which groups locally and nationally promote Article 31 and how they can help us 3. Write to the relevant local authority department and ask them about their responsibilities under Article 31 and what their plans are to make their play facilities accessible to all disabled and non disabled children and young people |

The five areas of the Convention on the Rights of the Child and the key relevant articles, as well as the whole Convention, are at the back of the *Act by Right* workbook.

Stages of the journey – mapping progress

Building up a picture of your progress through the workbook is like a journey. You need to make sure you are on track and have everything you need for each stage. The young people who worked on the draft of *Act by Right* came up with a range of images about journeys. These were given to Brick, the cartoonist and illustrator, who developed from them the five-stage journey planner in which the activists and participants also grow and develop along the way.



The journey planner and progress log immediately follows the five units of *Act by Right*. At the end of each unit, use the journey planner as a log or checklist to confirm you have everything in place for the next stage.

- Activities completed – check
- Evidence log – check
- Review of learning – check
- *Act by Right* Charter – check
- Signed and dated by you
- Signed and dated by a witness

Proof

The workbook is accredited by ASDAN, which means you can complete all or some of the units and activities, record your evidence of what you have learnt, gain credits and use these to go towards an award. You can also draw upon previous work you have done as evidence. Having someone supporting you do this will be very important. There is accompanying material to guide those using *Act by Right* for accreditation. Contact The NYA for more details, or ASDAN directly on 0117 941 1126. E-mail: info@asdan.co.uk

Whether you are using *Act by Right* for accreditation or not, it is important to track and record your evidence of learning and achievement. Evidence means proof – proof of what you have learnt through completing the *Act by Right* workbook. At a weekend to review the draft book, 30 young people came up with the ideas below of the sorts of evidence you can use to show what you have learnt. Keep referring to them throughout the workbook to remind yourself of the range of different ways you can use them.

You will want to agree at the start how the group is going to record its journey and log your evidence of what you have done and learnt together. As *Act by Right* is designed for a group of young people working together, you may want to build up one complete group portfolio with supporting evidence. This can then be photocopied for each individual person. But it is also important that each individual member of the group records your own part and what you have learnt. This can be done by completing the What do I know? and What have I learnt? sections and the record of your journey for each unit.

How can you prove it?

Here are some ideas of the sorts of proof you might use. This list came from the young people who reviewed the draft. Add your own ideas.

- ☐ Diary
- ☐ Images and graphics
- ☐ Statistics
- ☐ Pictures
- ☐ Posters
- ☐ Minutes
- ☐ Evaluation forms
- ☐ Websites
- ☐ Record of achievements and comments
- ☐ Film and video and CD-Rom
- ☐ Toolkit produced
- ☐ Interviews
- ☐ Tapes of group conversations
- ☐ Certificates of awards
- ☐ Articles in magazines or newspapers
- ☐ Video record
- ☐ Feedback
- ☐ Business plans
- ☐ Acknowledgment
- ☐ Agendas

- ☐ Tickets proving you have been somewhere
- ☐ Name badges
- ☐ Webcams
- ☐ Programmes
- ☐ E-mails
- ☐ Banners
- ☐ Texts
- ☐ Thank you letters
- ☐ Badges
- ☐ Invitations
- ☐ *Act by Right* journey log

What's needed to get started?

The most important resource you have is yourselves as a group. Here are some other important resources to think about as you start this journey.

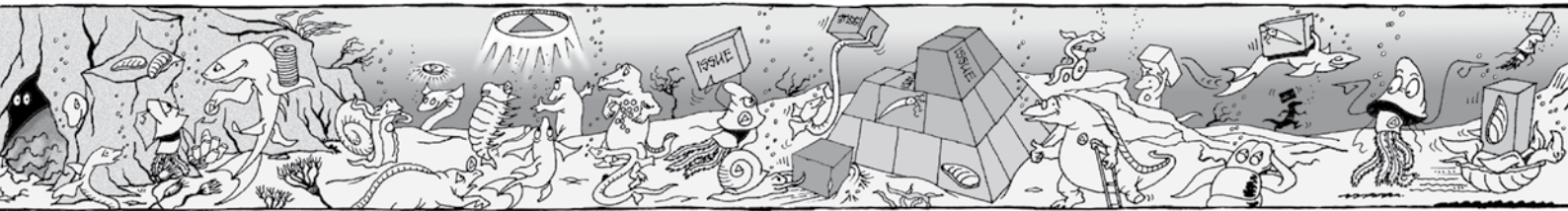
- **Support:** is there someone helping and encouraging you on this journey? It could be really important to have this support or at least know who to turn to at particular times for ideas and advice.
- **Commitment:** some may come and some may go, but a strong commitment from a core of the group will be vital to make progress and help make change happen on issues that are important to you.
- **Time:** obvious, but you need an agreed meeting time that most or all can make, regular enough to keep the momentum up.
- **Venue:** a good venue will be comfortable, accessible, either free or not too expensive, welcoming but also give you space and privacy and ideally have some storage space you can use between meetings.
- **Refreshments:** make sure you have some light refreshments to perhaps start and/or finish your meetings. And energy levels can dip during a session, so fuelling up during a break can help as well.
- **Money:** the group may want to apply for a small grant to be able to pay for some of the things above and to feel you are taking responsibility for these practical matters as well. Check out local resources: there are an increasing number of funds run by young people, for young people.
- **Toolkit:** before you start off, here is a list of items you are likely to need. Create a toolkit before you start.
 - ☐ Activity sheets – numbered in the text and available at the back of the pack
 - ☐ Flipchart and pens
 - ☐ Felt tips
 - ☐ Blu-Tack
 - ☐ Sticky tape
 - ☐ Post-its
 - ☐ Newspapers and magazines
 - ☐ Glue
 - ☐ Roll of paper, such as wallpaper lining
 - ☐ String or wool
 - ☐ Soft ball
 - ☐ Local map
 - ☐ Local newsletters and newspapers

Though not essential it might also be useful for some of the activities for you to be able to have access to:

- ☐ Photocopier
- ☐ Polaroid or digital camera
- ☐ Tape recorder
- ☐ A computer
- ☐ The internet

Unit 1:

Getting to know each other and representing others



Getting to know each other and representing others

Purpose

To be good at making change happen, you first need to have a good understanding and appreciation of yourself as a group and of those around you. We may know each other well socially, or have strong assumptions about each other. But how well do we know each other when in a tight spot, defending something that is important to us, having awkward questions fired at us by a newspaper reporter or local councillor? This unit helps you explore how you as a group see each other and can develop your skills in speaking out for other people. These are the essential building blocks for working well together to make change happen: to get access for young people at that community centre, to get the cost down for using the bus, to get accessible play equipment in the local park, to take effective action to stamp out bullying in the school, to get that skate park built, or to campaign against climate change.

Aims

- Understanding each other better
- Appreciating and respecting other people
- Representing other people

Snapshot

Listen Up! is the name of a group of children and young people who come together from across London to share their issues and concerns and what they are doing locally. While many of the groups are active in their own area, *Listen Up!* recognises the importance of them coming together as a whole group to get to know each other better, to learn from each other and use that as a platform to plan joint events and campaigns.

Supported by Children and Neighbourhoods in London, a project run by The Children Society, the young people ran conferences and workshops, mounted campaigns for a child-friendly London, and produced newsletters and videos. But their starting point was investing time together to get to know and understand each other better, appreciating and enjoying their similarities and differences, their range of cultures and backgrounds.



What do I know?

Below are the three aims of the unit. Use activity sheet 1 to rate your current knowledge. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the Introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits toward an award. What score would you give yourselves as a group?

| Aim | Personal score | | Group score | | What evidence do I have? |
|--|----------------|---------------|-------------|---------------|--------------------------|
| | low | high | low | high | |
| Understanding each other better | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Appreciating and respecting other people | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Representing other people | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |

Getting to know each other and representing others



1.1. Understanding each other better

Let's start off by helping the group get to know each other better, looking at the sorts of skills you have and may want to develop to be effective in making change happen.

Activities

- a) My passport
- b) Our passport
- c) Our best team

1.1(a) My passport

Aim

To get to know each other and explore the challenges of working together as a group.

You need

Activity sheet 2, large sheets of paper (A3), pens and about an hour.

What to do

- a) To get you started – a quick game of true or false, to check out how well we really know each other and for a bit of fun. With the group in a circle, each person thinks of three things you want to say to the whole group about yourself, two being true and one being false. Now take it in turns to make your statements about yourself. The rest of the group then call out or vote for which they think are true and which is false. Of course, the game works better if you can think of funny or surprising things and this will make it harder for the group to guess right. Even when we think we know people well, there can be a few surprises lurking in our past!

Getting to know each other and representing others

- b) Now for something a bit more serious. You are going to create a passport for each other. Before you break into pairs, agree as a whole group what information you want on the passport. Make a list and then stick it up for everyone to refer to. Make sure everyone is comfortable with the list, or there is space to adjust the list to suit the individual.

Mock passport

The list of things for the passport might include:

- My name
- My age
- Where I live
- Special features
- Places I have travelled to
- Places I would like to travel to
- My interests and hobbies
- Particular skills I have that might be useful to the work of the group
- My emblem or symbol that I would like to represent me on my passport



Now work in pairs with someone you don't know that well. Each take a large sheet of paper and write 'passport' at the top, or you can photocopy activity sheet 2 in the resource section. Draw a picture of your partner. Take it in turns to interview each other for ten minutes to create a passport for the other person, using the agreed list of areas to cover. Add the information to your partner's passport. Then come back as a whole group. Everyone now introduces his or her partner to the whole group.

| My passport | | |
|---------------------|--------------------------|-----------------------|
| My name | My age | Where I live |
| Special features | My emblem or symbol | Interests and hobbies |
| Places I've been to | Places I'd like to go to | My special skills |

Getting to know each other and representing others

What do you think?

Knowing each other and listening and learning from other people inside and outside the group is crucial in helping bring about changes in things that are important to you. What have you learnt from each other and about the group? How did you feel about interviewing each other? What was it like being asked questions about yourself? Are there some useful pointers to remember for when you are interviewing other people who you don't know?

[Adapted from *YouthBank UK Toolkit*, 2003]

1.1(b) Our passport

Aim

To strengthen the identity of the group.

You need

The individual passports, large sheets of paper, pens and about an hour.

What to do

You may be an established group that has been working together for ages. Or you may just have come together. You may already have a logo or you may have been thinking about designing one. If you haven't got one, this activity may help you by drawing out some of your main strengths and what you want other people to know about you.

- a) First, start by reminding yourselves about each other's individual passports. Are there any questions you wanted to ask each other about things you are curious or not clear about? Make sure of course that you respect people's right to privacy if they choose not to share personal information with you.
- b) The task now is to create a group passport of key information you want other people to know about you. Remember, this does not have to be the final thing. The main aim of the activity is to help you build up a picture of what you are about, not produce a glossy leaflet – though you might end up doing that later. Your key information might include:
 - Our name
 - The age range of young people who are part of our group
 - Where we are from
 - What we are about
 - What we do
 - What we plan to do
 - What we are good at
- c) And finally, looking at the information on your group passport and looking at the individual emblems or symbols you have on your individual passports, is there a design or a logo that best represents you as a group? Have a go at creating one. You can do this as a group activity, in small groups or individually and then share your ideas together. The most important thing is that everyone is included and everyone's ideas are valued. It's the ideas that are most important, rather than artistic skill. Michael Norton, in his book *How to be a community champion*, also suggests you might want to add a strap line and slogan. A strap line is a short statement summarising what you are about. A slogan captures your call to action in three to five words.

Getting to know each other and representing others

What next?

Before you move on, look at the group passport and logo. Do you feel this represents you properly? Does anyone feel your views or ideas haven't been included? How similar or different do you think you are to other young people in the area? The group passport and logo may be something you want to come back to in later units, so keep the work safe. At some stage, you may want to use it to make a leaflet about the group, or come back to it and change it as new members join or the group takes a new direction.

1.1(c) Our best team

Aim

To help the group look at the range of skills needed to make change happen and to value the importance of everyone's contribution.

You need

Flipchart paper, pens, activity sheet 3 and about an hour.

What to do

Achieving your best as a group often means using a range of skills and gifts. It means recognising and valuing both the people who take a lead and those behind the scenes. This activity helps you to draw out the range of skills in your group. Some organisations and businesses invest in team building through doing some crazy activity together to draw out people's range of skills and ability to work well together. They might have to build something, get from A to B without anyone touching the ground, or undertake a treasure hunt. Ideas are endless. You might want to do the same. Or you might prefer to imagine a team task for the basis of this activity, such as being a racing team wanting to win the Grand Prix or a sports team; you could be a group putting on a drama production, organising a camping weekend, or setting up a café.

- a) Agree on the real or pretend team task. It may be just for fun or it may be some simple practical action relevant to the group.
- b) Having chosen what your team is going to be and do, you now need to make sure it is the best and strongest possible team to get the task you have chosen done. List all the things you will need and all the resources and skills you will need in the team. If you chose the racing team example, your list might include resources like money, a fast car, fuel, the best tyres. The people in the team might include sponsors, drivers, mechanics, team doctor and so on.

What do you think?

Looking at the list of people in the team, are some roles more important than others? Why? What are the skills they need to have? How do these skills compare with the skills needed in your group? Are there any gaps you think you have and how might you fill them?

What next?

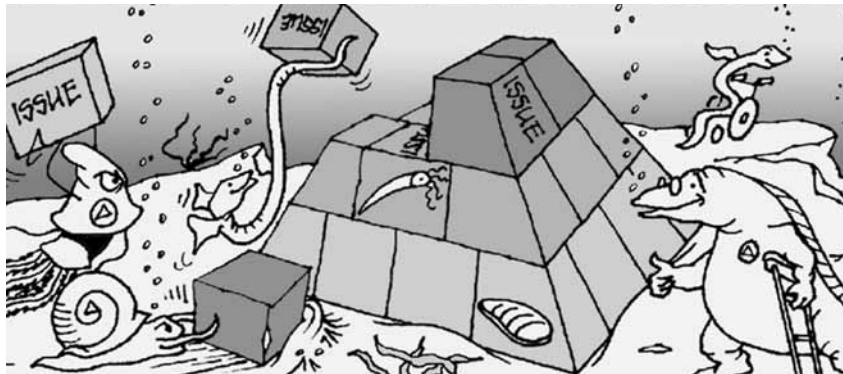
Are there any actions the group wants to take to strengthen itself either in who comes, your numbers or skills in the group? If so, use activity sheet 3 from the resource section to put what needs doing in the boxes, with specific names and dates if you can. Use this to review what's happened at a later group meeting.

Getting to know each other and representing others

| Strengthening the group | | | |
|-------------------------|------|------|-------|
| | When | | |
| Who | Now | Soon | Later |
| By us | | | |
| With others | | | |
| By others | | | |

[Adapted from *YouthBank UK Toolkit*, 2003]

Getting to know each other and representing others



1.2. Appreciating and respecting other people

Having thought about yourselves as a group, what about people around you? How do you appreciate and show your respect for them? How do you deal with people you don't like? Who gets heard? Who gets left out? These are difficult questions to explore and need a combination of honesty and care in the group. Make sure everyone is okay as you go through the activities and take time out to look after each other if there have been misunderstandings or tough things said. Biscuits, refreshments and short breaks can all help.

Activities

- a) Who gets heard?
- b) Whose priorities count?
- c) Agree – disagree

1.2(a) Who gets heard?

Aim

To explore attitudes to those who are considered different or outsiders from the group, who gets heard and how to include each other.

You need

Flipchart paper and a load of post-its or other labels and at least an hour.

What to do

The game and discussion in this activity aim to help the group explore attitudes and prejudice. These are difficult but important areas to explore. There should be no need to put anyone on the spot, but do check everyone is okay and take time out if necessary to take the heat out of any misunderstandings or strongly held differences. Let's start with a game that raises important points, but is quite light hearted.

Getting to know each other and representing others

a) Take it in turns to call out the name of an animal. Or you could draw the animal and hold it up. Everyone then calls out what his or her reaction to it is. Some examples you could choose are kitten, vulture, wolf, butterfly, slug, elephant, snake, scorpion, dolphin, worm. Write up or draw on flipchart the words people call out. Or you could put them on labels. Are some nice and others nasty? Do you all agree? How easy is it to generalise about each of these creatures? Does everyone agree with these generalisations?

b) Now this gets harder. Looking at those words on the flipchart or labels, are there any of the animals or terms to describe them that you have heard used against different groups of people? Ring or underline these. We describe people, for example, as sharks, vultures, snakes. Some of your labels might include cuddly, scrounger, mean, delicate, gross, fat, venomous, spiteful, wonderful, slimy.



What do you think?

Who gets labelled? Does your group? Why? What's good and what's bad about it? What can we do about it? Discuss these issues in the group. You can develop these ideas by cutting out a range of images of people from magazines and newspapers. Spread them around the floor or on the table. Who do you see? Who don't you see? For example, if there are pictures of young people, what are they doing? Are they positive pictures, or are they showing young people as getting into trouble or being a nuisance? Are there pictures of black lawyers or politicians? Are there pictures of disabled sports men and women? Are there pictures of women in the army?

What next?

Often youth clubs and schools and the work place develop equal opportunity statements and policies to make sure everyone is treated fairly and equally, with respect for people's differences, perhaps due to gender, race, culture, religion, disability and sexuality. They are often based on the simple, but very hard to put into practice, motto that goes 'Treat others as you would want others to treat you'.

Does your group have a charter or statement about respecting and valuing people? If you do, look at it again and see if you want to update it. Does it, for example, say how you will welcome new members and support those who might have particular needs? If you don't have a charter, it is well worth the time creating one. Make sure everyone in the group understands it and that it can be clearly seen where you meet. Make sure new members know of it and know it is taken seriously. YouthBank UK's Golden Rules, for example, have guided its development and growth over ten years, ensuring change has always been rooted in its shared values and core purpose. The group may also want to draw up its own more detailed agreement about how it works, often called a constitution. There is a range of resources to help with this. Look out for *How to be a community champion* by Michael Norton. Details are in the where to find out more section of *Act by Right*.

Getting to know each other and representing others

1.2(b) Whose priorities count?

Aim

To understand how the group makes decisions and agrees what's important.

You need

Flip chart paper, pens and old magazines, glue, sticky tape or Blu-Tack and about an hour. You could also use wooden stacking bricks and activity sheet 4.

What to do

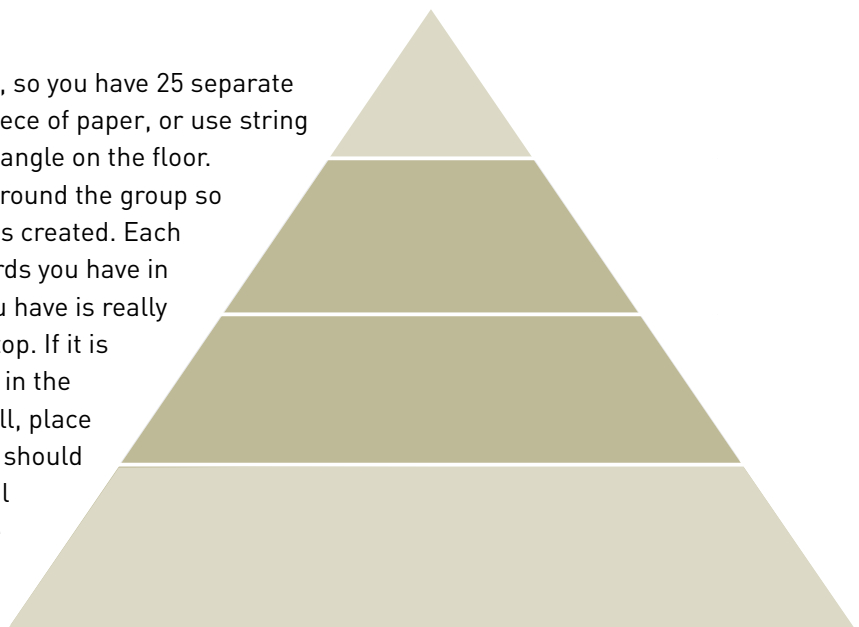
Make a big grid of 25 boxes on a piece of flip chart paper or use activity sheet 4. Everyone now contributes to completing 20 of the 25 boxes with issues or concerns that you feel may exist for different people in the community. Do this by writing, drawing or sticking in relevant pictures from the magazines. Do this on your own, without influencing what others are thinking. Put one issue or concern in each box. Make sure to leave five boxes blank. What information are you drawing upon as you fill in the boxes? Is it because of personal connections, what you have heard on local radio or read in the local newspaper?

What do you think?

Talk about the range of issues on the chart. Are the needs of elderly people or the very young represented? If not, why do you think this is? Should they be? What about young disabled people or other groups who often don't get heard? Through talking together, if you agree that there are some other concerns or issues you missed out but now want to add in, put up to five of them in the empty boxes.

What to do next

Cut the flip chart or activity sheet up, so you have 25 separate cards. Draw a pyramid on another piece of paper, or use string and sticky tape to mark out a vast triangle on the floor. Shuffle the cards and deal them out round the group so no one has the cards they themselves created. Each person takes turns in placing the cards you have in the pyramid. If you think the card you have is really important then place it towards the top. If it is quite important, place it somewhere in the middle. If you don't agree with it at all, place it at the bottom of the pile. Everyone should take a turn without interruption, until all the cards have been placed in the pyramid shape. You could now stick the cards to the wooden stacking bricks and place them in the same order in the pyramid.



What do you think?

Now comes the hard part. Talk about where you have each put the boxes or bricks. If someone disagrees, then move it to where you think it should be and explain why. Keep going for a while until there is some agreement, especially about those you think are LEAST important. You should now have a pyramid of priorities where everyone agrees about what's least important, even if you are not sure what is most important.

Getting to know each other and representing others

1.2(c) Agree – disagree

Aim

To agree the group's top ten priorities and to reflect on how the group works together.

You need

The pyramid from the last activity, a piece of string or wool and about an hour.

What to do

a) Knock out the bottom 15 cards or bricks (be careful) from the pyramid and keep them safe. You will need them later for activity 1.3(b). Take the ten remaining issues from the pyramid and shuffle them. Hand them round the group face down. Make a line with the wool or string down the room and mark one end 'Agree' and the other end 'Disagree.'

Agree ←————→ **Disagree**

- b) Each person now looks at your cards or bricks and, in turn, places each one at a point along the line, depending on how much they agree or disagree with it. They can say why, but people should not interrupt or move it at this stage. When they are all laid down, they will form a line from agree to disagree. The cards or bricks can't overlap.
- c) Now anyone can say that they want to move someone else's card or brick one way or the other as long as they explain why. Gradually, an agreed list from one to ten of the top priorities will emerge.

What do you think?

Record the priorities from one to ten on a flip chart. How easy was it to agree? Does anyone feel something really important has been left out? What can you do about that? Is it harder to have to put things in a strict order than in a pyramid? How might the priorities look if the group had different people in it? Does anyone feel their voice was not heard? Make sure everyone is okay before moving on.

Getting to know each other and representing others



1.3. Representing other people

It gets harder. Working out what we feel is most important to us when we are in a group of people we know and choose to be with is one thing. But what about listening to people we don't know so well, understanding their issues and concerns and, on top of that, speaking up for them and representing their priorities?

Activities

- a) Did you hear what I said?
- b) Putting the case
- c) Remotesville – different angles

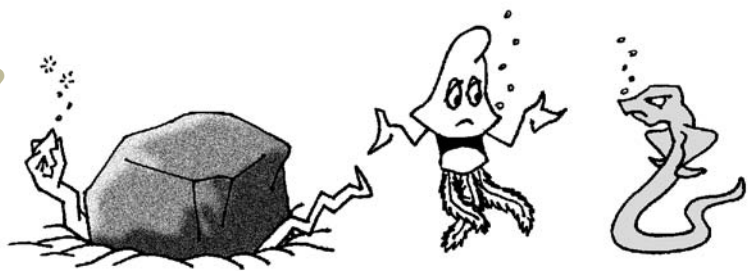
1.3(a) Did you hear what I said?

Aim

To develop listening skills in the group.

You need

A soft ball (or some clean socks) and about 45 minutes.



What to do

Here are three quick exercises. They are quite light-hearted, but help to reflect on how hard it can be to listen to someone else, even when we may know them quite well. You may well have loads of other similar games that you want to try out.

- a) Form a circle. Take a moment to think of an animal that starts with the same letter as your own first name. The first person then starts by saying who they are, Buffalo Bill for example. The second then says, 'This is Buffalo Bill' and goes on to introduce themselves. And so it goes on round the circle, each new person having to remember all those who have gone before. And if the first people think they got off lightly, keep going right round the circle again.

Getting to know each other and representing others

- b) Take a soft ball or the rolled up (clean) socks and now throw them to each other at random, calling out that person's chosen animal and first name as you do.
- c) Form groups of three. Invent a character and take up to two minutes each to introduce your pretend character to each other, adding in a made up example of when you weren't listened to. Now form a circle as a whole group and take it in turns to introduce someone else from your group of three, saying who they are and their story of when they weren't listened to.

What do you think?

Take a few moments to talk about the games and exercises you have tried out. How easy was it to listen and keep hold of what you were hearing? Were you more worried about your turn coming up? What about the examples of not being listened to? They may have been made up, but were there some home truths in there as well? Many things can affect how well we are listening to someone else: are we interested? Do we like them? Are we distracted? Are we upset by something else? Are we under pressure? We can all be good listeners; but we can all also be poor listeners at times.

What next?

The group may want to explore this theme further by re-running the third exercise, but this time, drawing on real examples of when they have felt listened to and when they have felt not listened to and ignored or put down. A good way to do this can be by drawing a picture that represents the situation you want to describe. When you have shared your examples, you are in a strong position to draw out together some key messages you may want to hold on to about being listened to and respecting each other and other people.

1.3(b) Putting the case

Aim

To strengthen the group's ability to represent other people's points of view.

You need

The 15 cards or bricks you put aside from the bottom of the pyramid in activity 1.2(c), activity sheet 5 and about an hour. You can also use a tape recorder or video camera.

What to do

Make a list of five audiences you as a group may have spoken to or need to speak to when wanting to get things changed in your area. These might include, for example:

- Your local councillors or MP
- Police officers
- Teachers
- Adults in the community
- Other young people

Take the 15 cards you discarded in activity 1.2(c) and each choose a card you didn't write or draw yourself. Take up to ten minutes to prepare a three-minute speech supporting this issue to one of the audiences you have identified. In planning, you might want to note three key points you want to make. Then put your case as if it was incredibly important to you, with the rest of the group being the audience. You might also have one or two people as observers, whose job it is to listen carefully to the speeches and then reflect with the group on how they did. You can also record the speeches with tape recorder or video, so the group can play them back and learn from each other. You can of course try again on the same topic to a different audience, or try a different topic.

Getting to know each other and representing others

To make the activity even more challenging, you can:

- Deliberately choose an issue you really disagree with – unless it causes you offence.
- Have the audience ask you questions at the end, or even during your talk.

What do you think?

Talk together about how it felt speaking out about something that may be important to someone else but isn't that important to you. What was it like listening to someone else putting your case? What learning does the group want to hold on to that will help you in the future best respect and represent other people's points of view? Take a few moments to start your own list and then compare with the ideas in the example below. Do you want to add or change anything? When you are agreed on your top tips, complete your own list, using activity sheet 5 if you wish.

Things to remember when representing others

- 1 Show respect for the person even if I do not agree with their point of view
- 2 Prepare even harder because arguing the case won't come naturally
- 3 ...
- 4 ...
- 5 ...
- 6 ...

Getting to know each other and representing others

1.3(c) Remotesville – different angles

Aim

To appreciate different perspectives and responses to a particular problem.

You need

A large piece of paper, activity sheet 6 and about an hour and 15 minutes and a video camera if possible.

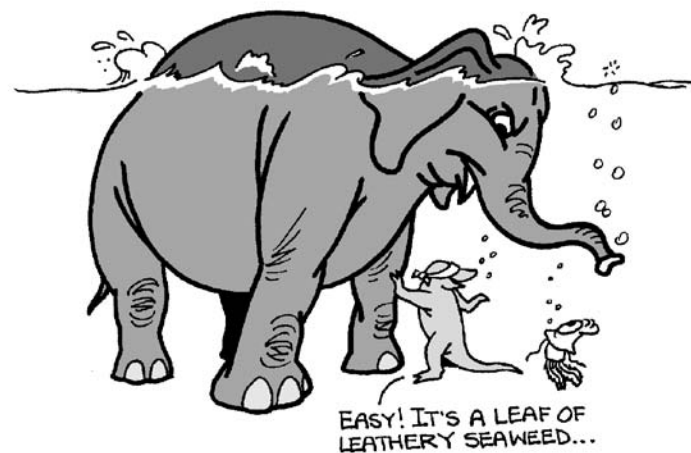
Imagine it is totally dark and you can't see a thing. Three of you are led to a different part of the same object, which you can smell, touch, but not see. You touch it and then describe what you think it is. One person describes a thick swishing snake-like thing. Another a hairy and probably smelly swinging rope; yet another a never-ending solid wall. Each person is correct from his or her own experience and perspective, but you need each other to understand the whole picture: an elephant. You could probably come up with other ideas for this game and try them out in the group.

What to do

Use the story of Remotesville below, or create your own that helps you explore different angles on a particular problem.

- a) Remotesville has got a problem about its public transport. Because of a few isolated, but nasty, incidents of rowdy, intimidating and occasionally violent behaviour by a small group of young people, bus drivers are refusing to pick up any young people at all in the evening trying to get in or out of the only town for miles.

Make a large version of the grid below or use activity sheet 6. Fill it in to draw out different perspectives on how this problem might be seen and responded to. Make sure to complete all the boxes.



Getting to know each other and representing others

| Getting to Remotesville by bus | | | | |
|--------------------------------|-----------------------------------|-----------------|----------------------------------|--------------------|
| Views on the problem | Different groups in the community | | | |
| | Bus drivers | Adult bus users | Young people causing the trouble | Other young people |
| What is the problem | | | | |
| Why does the problem exist? | | | | |
| How should it be solved? | | | | |

- b) Remotesville Council decides to hold a public meeting about the problem. Divide into groups to take on the different roles (some suggestions have been added in for you) and take five minutes to prepare what you want to say. Make sure to cover the what/why/how above. You will need to appoint a chair for the meeting to keep order. The chair will need to make sure everyone gets a chance to speak. If you have a video camera, then video the session. At the end of the debate (about 20 minutes), the chair could call for a vote on each of the proposed solutions.

What do you think?

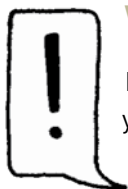
Make sure everyone gets out of role and feels comfortable.

Talk about the debate and what you learnt. How easy was it to take on a role you might not agree with? Who won the vote? Why? If you used a video camera, look back over the role-play and discuss. How did you operate as a group? What are the various ways of putting your point across? Who held most power? What won the day? Was it the power of the argument or the power of the people concerned? Were those with most clout the adults in formal positions of authority? Or did others hold sway? Perhaps it was someone with a quiet but authoritative personality. Some of these themes are picked up in the next unit, when you look at the wider community you are a part of.



Getting to know each other and representing others

Review of unit 1 (You need about an hour)



What have we done?

Before you leave this unit, look back over the work you have done using activity sheet 7. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Personal score | | Group score | | What I want to do next |
|--|-------------------|------|-------------------|------|------------------------|
| | Low | High | Low | High | |
| Understanding each other better | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Appreciating and respecting other people | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Representing other people | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| What we want to do next as a group | | | | | |

A right review



Rights for us! So what?

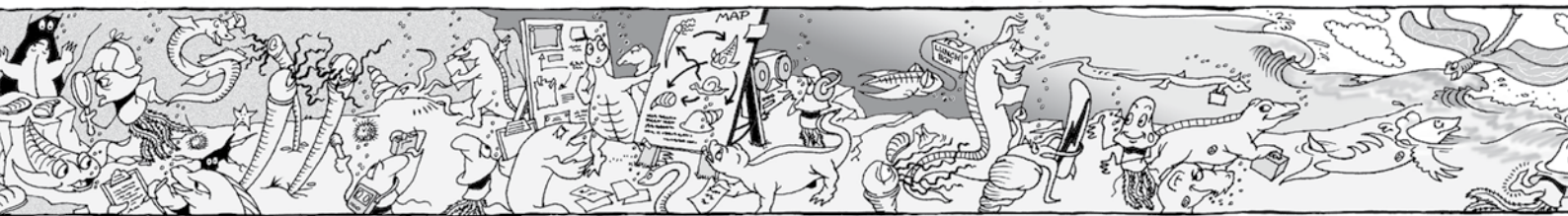
Act by Right is rooted in the Convention on the Rights of the Child. By developing your own *Act by Right* Charter, the group should increase your understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed. Reflect on your learning in this unit and look again at the introduction to the Convention given in this workbook. Discuss the questions below and fill in the first box at the top of your *Act by Right* Charter about what the Convention means to you.

- What does it mean to you to have human rights?
- What difference should it make to you and other children and young people?
- What difference does it actually make?



Unit 2:

Getting to know the community



Getting to know the community

Purpose

Unit 1 helped you get to know each other better and to think about and represent other people and their needs. Now stronger as a group, it is time to draw together what you know about the local community, its strengths, needs and networks and how your group links with others. This is important to help plan how best to develop alliances and take forward your priorities for action to make change happen.

Aims

- Understanding communities
- Mapping communities
- Identifying community links and support

Snapshot

In Bradford, the Youth Parliament is an established part of the fabric of local democracy and helps young people develop the skills to get involved and influential, representing young people's concerns and taking forward their priorities for change. As part of the training for young people interested in joining, they spend a week 'in the field' in one of the nine wards, getting to know the community, what the facilities are, and who the councillors and MPs are. After the week, the young people come back together to map what they have learnt. Getting to know your community is seen as an essential step before representing the community and taking on any local issues.



What do I know?

Below are the three aims of the unit. Use activity sheet 8 to rate your current knowledge. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the Introduction for examples of what might be good sources of evidence.

This is particularly important if you are using this unit to gain credits toward an award. What score would you give yourselves as a group?

| Aim | Personal score | | Group score | | What evidence do I have? |
|--|----------------|---------------|-------------|---------------|--------------------------|
| | low | high | low | high | |
| Understanding communities | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Mapping communities | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Identifying community links and allies | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |

Getting to know the community



2.1. Understanding communities

The word community can mean many different things to different people. Sometimes, for example, the local press might write about 'the Asian community', suggesting a single shared identity where in fact there may well be many differences of outlook, culture, language, history and religion. Rural and urban communities can feel very different due to distance, isolation and history. We may think of a community based on geography, or a community of interest that brings people together. The first step, therefore, is to explore what we mean by community and what it means to us.

A short story of three communities

(People's names have been changed, but the rest is all true)

Martin lives in a rural part of Yorkshire with his mother and sister and sees his immediate community as the people he knows and trusts in his village. Once a week he gets on a bus into York to join up with Maria, Asif, Nena and other young disabled people. They are part of an advisory board for a project called PACT-Yorkshire. They are a closely knit and supportive community, based on their shared experience and identity, mutual support and joint concerns.

The young people have been part of a national campaign to promote the rights of young disabled people to be treated without discrimination and to equal access to services, like buses and play areas. This campaign group, called *Ask Us!*, won a big national award for their work. When Martin and Nena went up to collect their prize in front of the nation's press, they knew – and the other young people who were part of *Ask Us!* knew – they were there representing and celebrating with the wider community of all young disabled people.

Getting to know the community

Activities

- a) Community: what's in a word?
- b) Community: whose community?
- c) Community: get me out of here!

2.1(a) Community: what's in a word?

Aim

To explore and agree what the group means by community.

You need

Copies of activity sheet 9 for everyone in the group, some pens and paper and about an hour.

What to do

- a) First, take five minutes on your own, or in pairs if you prefer, to look at the list below (activity sheet 9) and ring those statements that describe what you see as part of your community. Add in any others you may want to on the activity sheet.
 - People within a few miles of where I live
 - My neighbours
 - People who share the same beliefs as I do
 - People with the same interests
 - People of the same nationality
 - People of a similar age
 - People who support the same team as I do
 - People of the same ethnic group
 - People who live in the same country
 - My ancestors
 - People from the same family
 - The place where I live
 - Everyone on the planet
- b) Form into small groups of up to five people and take a few minutes to compare what you have found. How much agreement is there? It may be, for example, that most of you agree that my family, where I live and my neighbours are part of your community. There may be less agreement about whether people who live a few miles away are part of your community. And how useful is the term community when describing people of the same country? What about what we might call 'communities of interest', based on a shared religion or culture, going to the same place of worship, or sharing the same interests in sport or music or films or a community of action, for example, against climate change?
- c) Each small group now needs to come up with its own definition of community. Staying in your small groups, first do a word storm of everything that comes into your heads about the word community. Write them up on a flipchart. Or you could do a collage of pictures from magazines and photos. When you've done this, have a look at the ideas below. How do they compare?

Getting to know the community

Community is

- Where we feel we belong
- Where people know me and I feel safe
- A group of friends I enjoy being with
- A place I can call my own
- People I can rely on
- My neighbourhood

And finally, in your small groups and drawing on your work above, come up with a definition of the word community and write it at the bottom of your flipchart, or on activity sheet 9.

Our agreed definition: Community is . . .

What do you think?

Come back together as a whole group and share your small group definitions. What do they have in common and are there any big differences? If so, what are they and why do you think this is?

How do they compare with the ones below?

‘Community is about living and working together, feeling safe, belonging and respecting differences.’

‘A group with common interests or origins.’

‘People living in the same area, sharing similar values and responsibilities.’

What next

It might be interesting to find out what other people understand by community. You could ask a range of other people and compare what you find: parents or carers, teachers, the local police officer, friends at college or school. These could be written on cards and stuck up along with your own at the next group meeting.

2.1(b) Community: whose community?

Aim

To look at the range of different communities group members belong to.

You need

Large sheets of paper (A3) or activity sheet 10, pens and about an hour.

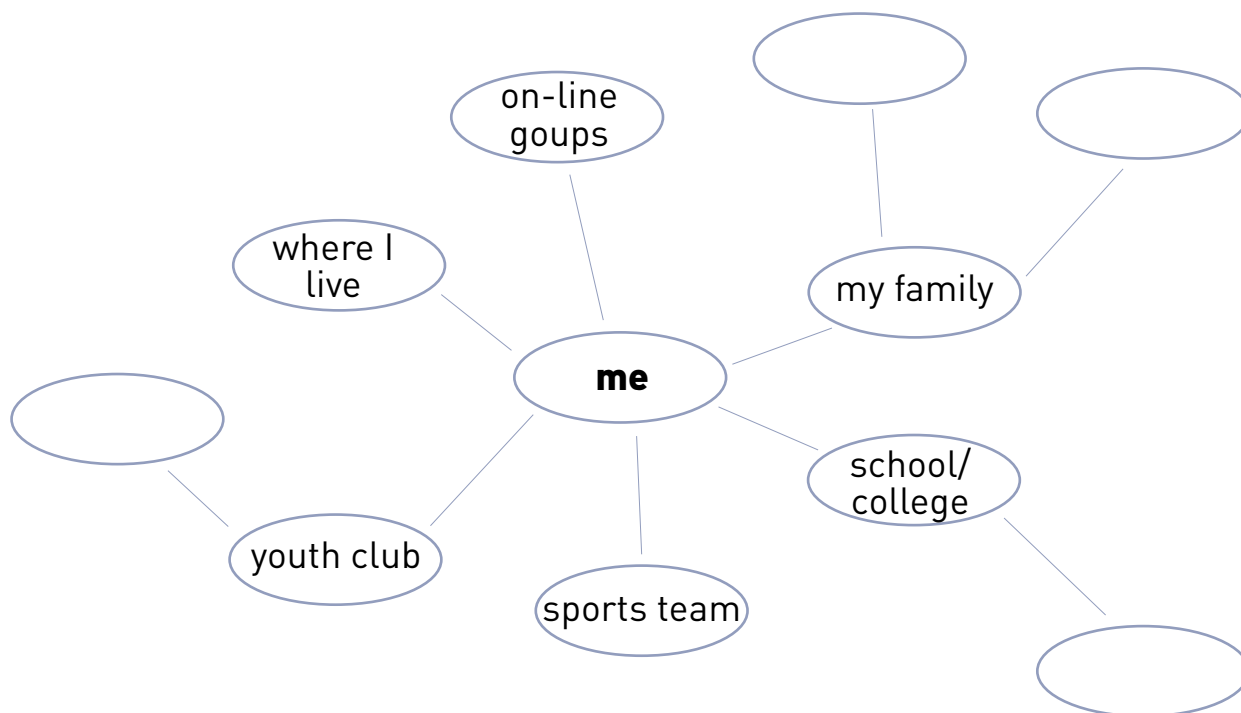
What to do

Building on your ideas about what you mean by community, this activity explores the groups and networks you are part of that form part of your community. Each member of the group takes a large sheet of paper and puts ‘me’ in the middle or you can use activity sheet 10. You might like to stick on a photo or do a drawing of

Getting to know the community

yourself. Then make a map of the groups you are part of. The closer you place them to the centre of the circle (you), the more important the link. This is not a competition! The diagram below makes a start and gives some ideas.

Me and my community



What do you think?

Everyone now puts the sheets on the floor and compares them. Are there any groups as well as this one that you are all part of? How many of you go to the same school or college? Do you all live in the same area? How many live on the same street? Do some of you play for or support the same team? Can you group together what you've put down into different headings? These are all different types of communities and some may be similar to those you discussed in 2.1(a).

What next?

To explore this theme a bit more, draw a similar map to the one above on a large piece of paper and put the name of your group in the middle. Draw loads of circles all over the rest of the page and place in these the other networks you are part of. Don't forget on-line and social networking groups. Then draw lines that show what sort of link you have with them and perhaps how many of your group are a part of them. You could use different colours to show if the link is strong, weak, good or bad. This will help develop your own community map and be useful later in working out who might be your allies in campaigning for change.

But are there other communities and groups not represented on your diagram? You will explore this further under the next aim, but for the time being add them in the outer circles without a connecting line to you. Perhaps there are newly arrived young asylum seekers or travellers, a group of young mothers, or an after school club for young disabled people? Or there might be groups much further afield but with similar concerns and views to you that you could link with via the web. Should you have links with them and be inviting them to attend your group? As you plan to take action to get something changed locally, knowing who else is around and how you might work together could be extremely important.

Getting to know the community

2.1(c) Community: get me out of here!

Aim

To explore the good and bad of communities and how the group relates to other community groups.

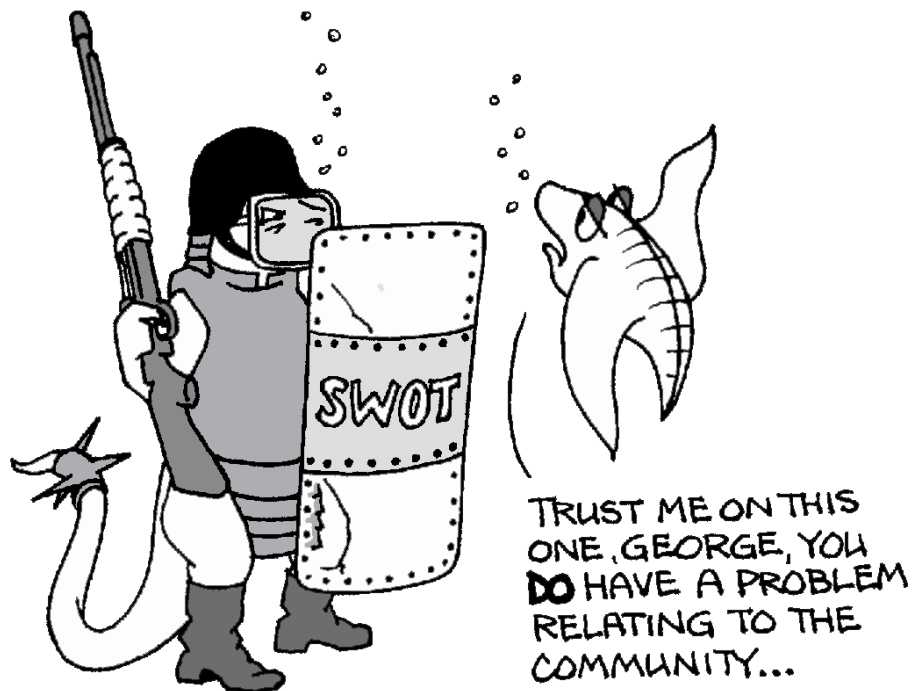
You need

Some flipchart paper, activity sheets 11 and 12 and about an hour.

What to do

The last activity showed how we are all part of a range of networks and groups, some of which overlap with others in the group and some that don't. This helps us see that 'the community' is rarely as cosy

and united as it sounds and is often made up of lots of different and sometimes competing interests. And to be effective in community action, you need to be strong enough together as a group with shared values and purpose, but not so exclusive that you are cut off from other people and have no allies. This activity helps you explore this further.



- a) First, take ten minutes or so as a whole group to think about what is good and bad about being part of a community. Divide a sheet of flipchart down the middle and put the positives on the left and the negatives on the right. How do they compare with some of the ideas below?

| The good and the bad of being part of a community | |
|--|---|
| The good things Feeling safe Belonging Loyalty Joint action | The bad things Trapped Not appreciated for who I am Cut off from other people Labelled |

Getting to know the community

- b) Second, using a technique called SWOT, consider how your group works as part of the community. SWOT stands for strengths, weaknesses, opportunities and threats. What are your strengths? What do you feel are the group's weaknesses? Are you well known and respected? Do you include a range of young people, or are you a very tight knit circle that would prefer to stay as you are and keep out newcomers? What are the opportunities for the group? Are there any threats to the group that these new openings or actions might bring? Discuss each of these headings and fill in the SWOT chart, activity sheet 11.

| Group SWOT | |
|----------------------|-------------------|
| Strengths | Weaknesses |
| Opportunities | Threats |

What next?

You have now built up a picture of the range of connections you have together and thought about various other groups that you are not linked with. Looking at the SWOT chart you have done, how might you build on the strength and opportunities for the group and tackle the weaknesses and threats? Using activity sheet 12, a similar grid to that in the first unit, make a checklist of actions to strengthen your group and its position in the community. Who is going to do what by when? Remember to return to this at a future meeting to check progress and set new targets.

| Strengthening our group's links in the community | | | |
|--|------|------|-------|
| | When | | |
| Who | Now | Soon | Later |
| By us | | | |
| With others | | | |
| By others | | | |

Getting to know the community



2.2. Mapping communities

The first aim of this unit helped to look at your understanding of community and the position of your group in the community. This second aim helps you to explore your community more fully, building up a community map. It should end up a bit like you might imagine a police investigation room, where all the information gathered is pasted on a wall or laid out on the floor or table, with arrows and lines and questions linking and trying to make sense of the various bits of information. The three activities each map a different aspect of your local community – the three Ps:

- Places
- People
- Power

There are broadly three approaches to gathering evidence and information:

- Visual – maps, community walk, photos, video, collage, posters, models, drama
- Verbal – conversations, focus groups, interviews, phone
- Written – reports, the internet, literature, publications, e-mail

Each activity encourages the group to collect information on each of the three Ps using each of the three approaches. You will be hard pressed to manage each activity in the short time suggested, so the group needs to agree whether it wants to take more time over it, for example doing some research between meetings.

Just before you all head off to gather your information, how are you going to lay it out and record it? You may want to make a file but this doesn't help to see how everything connects. If there is a large wall or space on the floor that won't get disturbed so much the better. Mounting your evidence onto a large piece of plyboard is excellent for its strength, but very cumbersome to store. Make a huge basic plan of the area you are exploring. Wallpaper lining paper is ideal. The bigger the better, as long as you can protect it or store it from one meeting to the next. You will soon fill a plan layout of four metres by two metres. Your task over the next three activities is to fill it – and more!

Getting to know the community

Activities

- a) Mapping places
- b) Mapping people
- c) Mapping power

To break the task down into manageable chunks, this mapping has been divided into the three parts – places, people and power. But you may want to read through the whole aim and agree on ways to gain information about each aspect at the same time. For example, while listing the places in the community, you can also be finding out about the people who use them. And so on.

The matrix or grid below, activity sheet 13, shows you how the approaches and different aspects of the community link together. You could use this as a planning tool before you start.

| Community mapping | | | |
|-------------------|---------|--------|-------|
| | Mapping | | |
| Approaches | Places | People | Power |
| Visual | | | |
| Verbal | | | |
| Written | | | |

2.2(a) Mapping places

Aim

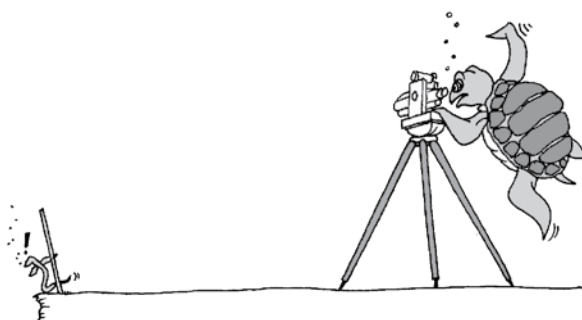
To build up a picture of the places which make up the local community.

You need

The group's community diagrams from activity 2.1(b), a local map (A-Z, Ordnance Survey), access to the internet, local newsletters and newspapers, disposable or digital cameras, glue, Blu-Tack, string or wool and at least an hour.

What to do

The group already knows much about the local community. The earlier activities will have helped build up this picture. What more can you find out and record? If you have the time, all of the group may wish to be part of gathering information in each of the three ways – visual, verbal and written. Otherwise, split into three groups and build up as much information as you can in the time you have about the places that make up the community. Some ideas are given below.



Getting to know the community

Visual information

You might want to use maps of the area to copy out the basic outline of the community, streets and housing, the key roads and any underground or railway lines. Mark in any bus routes, key public buildings like schools, health centre, police station, market – most of which you are likely to know, though there may be a few surprises. In rural areas, these may be quite a way away. You could put in an arrow marking in what direction and how far it is. Go on a community walk – safely! Take photos, draw sketches and add them to your community map. What about building a model of the area? Can you get hold of an aerial photograph via the internet or local planning department?

Written information

What local written information is there to draw on? Are there local newsletters, or a local paper? The internet may help dig out other information about the places in the area, as will other local sources, such as community plans from the council.

Verbal information

What do people say about the area? What about its history, its culture? Have there been big changes in recent times? Has old housing been demolished and new housing built? Do young people and community elders feel the same way about the area and its facilities? Are the buses accessible and are the bus times convenient for different groups in the community? You could add such comments next to the appropriate part of the community map.

2.2(b) Mapping people

Aim

To build up a picture of the people who make up the community.

You need

As above and at least an hour. You may also want to record what people tell you on a tape.

What to do

Undertake the same process as above, but this time, building up a picture of the people who live and use the facilities in the community. Remember, a local school or college may have students from outside the immediate area. A factory or business may be vital to the area, but its workforce may largely not live nearby.

Similarly, some people who live in the area may work far away and also may use facilities and go to groups and clubs not in the area.

Visual information

Add some photos of particular groups or individuals in the community – with permission. Match up the people with their views you have recorded. Take cuttings from newsletters and papers of local stories.

Verbal information

Record a few clips from people about how long they have lived in the area, what they like and don't like about it, whether other members of their family live nearby or far away, where they do their shopping, what they think of the local transport. Has the pattern of people living in the area changed? Have people come to live in the area recently from abroad? If so, you may want to display this by a world map and lines drawn from some



Getting to know the community

of the community's countries of origin. Is there a resident or local historian who could come to your group and talk about the area, its people and its background? The local library might have contacts to follow up.

Written information

Research how many people live in the area. What is the age profile? Are there many families with very young children? Have new groups recently arrived, such as asylum seekers? Or has recent demolition of some housing meant people have had to leave? The housing department and council planning department should be able to help.

What next?

What is your community map looking like? Are there things going on or places you didn't know about? What do people make of where they live? Is there a range of different opinions? Can you group these in any way? Does this give you any emerging sense of key issues and concerns faced by different groups in the community? Do the issues you are uncovering mirror what is said in, for example, the community or parish plan, or by the community forum? Use the wool or string and Blu-Tack to make links across the map.

2.2(c) Mapping power

Aim

To build up a picture of who has power to make things happen in the community.

You need

As above and at least an hour.

What to do

You should now have a mass of information on the places and people that go to make up your local community. But how are decisions made which affect the community? Who decides what money is spent where? Using the same methods as before, visual, verbal and written, find out what you can about where the power and influence is and add to your community map.



Here are some ideas about what you might want to find out.

Money

- Follow the money! It will tell you a lot. How much does the local authority spend on the area? Does anyone actually know? What is money spent on and who decides? How much does the school cost to run? What about the local youth club or playground if there are any?
- Are there any programmes, schemes or grants for the area? If so, how much, for how long and with what priorities?

Decision-making

- Do people know how decisions are made? Do they feel included or left out?
- Is there a local, parish or community forum? Can young people attend? Do young people go? Who gets to vote?
- Is there a community plan? If so, who and how was it put together? Who was consulted and what are the key priorities it identifies? Who is responsible for taking these issues forward?

Getting to know the community

- Are children and young people involved in any way in decision-making, including about money and grants?
- Sometimes local authorities have area-based offices or one-stop-shops. Are there any in your area and what services do they offer? When are they open?
- Who runs the buses? Are there a number of providers? Do they consult locally about how the service is received and could be improved?

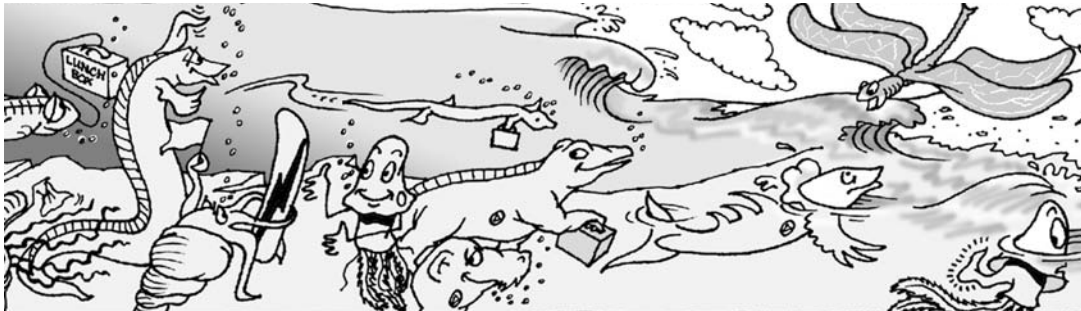
People with power

- Are there particular community leaders? Who are they and what do they see as the priorities for the area?
- Who are the local or parish councillors? How can you contact them? Do they have regular times people can meet them? Where and when? Add their pictures and contact details to your community map. What are their particular interests and responsibilities? Is there a member of the council who is the youth champion? There are various websites to help you track down this information. Try www.oultwood.com/localgov/england.
- Who is the local MP – Member of Parliament? Find out by going to www.parliament.uk. You can write to your MP at the House of Commons, London SW1A 0AA. When are their local surgeries? Are they known for taking an interest in community affairs?
- Are there Members of the UK Youth Parliament representing your area? Check out www.ukyouthparliament.org.uk.
- Are there local youth forums? Do you know them? How can they be contacted? How do they get their views across? How can you influence what they say or do?

What next?

Before you move on, you may want to map one last P: production and consumption. This may be particularly important to show dependencies between the local area and further afield: food, water, energy, transport and land use for example. Hopefully, your community plan is looking just a bit chaotic. Loads of information, with links across, contact details, issues. You probably have more information about the local community than is held anywhere else. Seriously. Keep it. Photograph it. Add to it. Come back to it when considering concerns you are planning to take action on. Reflect on what you have done. What have you enjoyed about the process? What has been tiresome? How have people responded to you? How have you worked together?

Getting to know the community



2.3 Identifying community links and support

The first aim of this unit explored what community means to you as a group. The second helped you build up a community map of your local area. Before moving on to the next unit about getting ready for action, it is also important to understand the sorts of concerns and priorities held by different groups in the community. This will help you avoid working in isolation. It will make it easier to develop community links and allies and build joint campaigns.

Activities

- a) Community interests
- b) Sailing away
- c) Community support

2.3(a) Community interests

Aim

To consider different and similar priorities among community groups.

You need

Flip chart paper, pens, activity sheet 14 and about an hour.

What to do

In Hyson Green Nottingham, the neighbourhood-run Partnership Council brings together many different and often competing groups and views in the community to influence each other and the big players. There are a number of groups or forums, including those for:

- Children and young people
- Business
- Adult residents
- Voluntary groups
- City council
- Social services, police and health (what's called the statutory sector)

From your own community mapping, add in a few other groups or forums that might represent different needs in a community, or change some on the list above.

Getting to know the community

- a) Imagine a community-planning day is taking place, when many different groups get to have their say. You can simply talk through the activity below or add some spice by role-playing it. Role-play allows you to develop ideas more freely (and wildly) and can often help our learning together. You may wish to appoint a chair for the meeting. They can get quite heated!
- b) Get into small groups and each take on the role of one of these community groups. Talk together about what your group's three main priorities might be. Of course, you may want to use the community planning material you developed in 2.2. to inform the priorities you devise. Rehearse the arguments about why these are your priorities and why people should support you.
- c) Come back together as a whole community meeting. Each group in turn presents its priorities, with passion and commitment. Have one of the group record the priorities using a chart like the one below, or activity sheet 14.

| | Community planning day | | |
|------------------------------------|------------------------|--------------|--------------|
| Community groups | 1st Priority | 2nd Priority | 3rd Priority |
| Children and young people | | | |
| Businesses | | | |
| Adult residents | | | |
| Voluntary groups | | | |
| City council | | | |
| Social services, police and health | | | |
| Shared community priorities | | | |

What do you think?

- d) If using role-play, the Chair asks all those at the meeting to look at the whole chart. Otherwise, simply discuss this in the group. Are some priorities similar? If they are, link them up. Use wool or string and Blu-Tack; this works better than drawing lines, because you can move them if you want to during the discussion. Are there any surprises? For example, though perhaps for different reasons, adult residents and young people may both want more leisure facilities for young people, or cheaper and more accessible transport. While a community is likely to have many different voices, sometimes change can happen quickly when they come together on a shared concern. Identify and list the three main priorities that might attract the widest support across the various community groups. Are there any surprises? Why do you think these may be the priorities?

Getting to know the community

2.3(b) Sailing away

Aim

To consider who has influence to make things happen in the community.

You need

The work you did in activity 2.1(a), flipchart paper, pens, activity sheet 15 and about an hour.

What to do

In preparation for the next community meeting, your group meets to look more closely at your three priorities for action (which may or may not have ended up as the top issues for the whole community meeting). You want to be prepared to make the most of so many people coming together to advance your cause. Who has the power and the influence to make things happen, to get each of those priorities moving?



a) Make a list of some of the people who were at the community-planning meeting. The list below gives you some ideas. Add as many more as you wish. Use your community plan to inform your thinking. It could be entertaining to draw a cartoon character of them, or you may have their picture from your community mapping activity.

- Young people
- Local head teacher
- Community police officer
- Local councillor
- MP
- Shopkeepers
- Chair of the residents' association
- Detached youth workers
- Journalist for the local paper
- Local authority senior planning officer

b) Get into three small groups, each taking one of your group's three priorities from the community meeting in activity 2.3(a). Draw a picture of a sailing boat on a large piece of paper, or use activity sheet 15.

Name your ship, load her up with your chosen priority for action and get on board. Who and what can get you sailing directly and quickly for your destination? Who or what can hold you back or throw you off course? Label your diagram with the names of some of the people and factors where you think they should be. What power do they have to either help or hinder your voyage? Are they ropes holding you back from even leaving port, excess baggage on board simply weighing you down, or an anchor dragging over the side? Does someone just want to pose as a figurehead, wanting attention but not getting stuck in? Or are they willing hands, working as a team? Are they contrary winds blowing you off course, head winds causing you to have to tack from side to side, or are they favourable tail winds encouraging you and helping you along? Are there any hidden rocks lurking in the shallows?

[This activity is inspired by the hot air balloon exercise in *Participation Spice it Up!* Dynamix and SCF, 2002]

Getting to know the community

What do you think?

The activity is a useful tool to help you identify in the early stages potential allies and problems. Come back together and share your findings. Compare what you have done. Is there any pattern to your findings? Were some people always helping and others always holding you back? Or did it just depend on the issue you were carrying? What else might help or hinder you? Money, access to meetings, how young people are stereotyped? You can add more detail to your sailing voyage to represent these and other similar issues that may have arisen in your discussion. Keep this work safe, as it will be useful to the group at other times.

2.3(c) Community support

Aim

To strengthen the group's connections and alliances.

You need

Your community map and activity sheet 16 and about an hour.

What to do

You have used the sailing activity to think about who and what in the community might help or hinder you to get the changes you want. But how well do you know these people and what they do? What do you need from them? The next community meeting is only a few days away. But there will be other opportunities to gain allies and influence people. Reflect on your priorities for action and the key people you identified as being for you and those most likely to be against. What about those who simply know little or nothing about the group? Cultivating your supporters and telling people about what you do can be as important in the long haul of a campaign as winning over a few enemies.

Using the chart at the top of the next page (activity sheet 16), consider the who, why and how questions for each group of people.

- Who knows about you and supports what you do?
 - Why do they support you?
 - How can you cultivate their interest and support?
- Who knows little about you and needs to know more?
 - Why don't they know much about you?
 - How can you help them to find out more?
- Who is not supportive of the group?
 - Why are they not supportive?
 - How can you influence them positively?

When completing the How column, consider a range of techniques, including

- Displays
- Phone calls
- E-mail
- Invitations to one of your meetings
- Website
- Visiting the councillors or MP

Getting to know the community

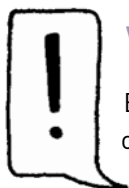
| Community support | | | | | |
|--------------------------------|---------------------------|-------------------------|-----------------------------------|---------------------------------|------------------------------|
| | List the people concerned | Why do they support us? | How can the group influence them? | When does this need to be done? | Who's going to lead on this? |
| People who support us | | | | | |
| People who don't know about us | | | | | |
| People who may not support us | | | | | |

What do you think?

Discuss your findings. It may be quite easy to build contacts with people who are on your side to start with. Perhaps the council has a youth champion, or there is a youth forum which is really keen to establish links. But if your key issue is the useless bus fares or that the local shops bar more than one young person at a time, while they may be of help to you, who else will you need on your side? We also all carry our own assumptions, prejudices and stereotypes. Are there people you think will be hostile to you? Doubt your doubts and give them a call too. You may be surprised. What about journalists? Often newspapers have reporters who cover local and community news. You may not need them now, but it is well worth building up contact with them. You will come back and build on this in the units that follow.

Getting to know the community

Review of unit 2 (You need about an hour)



What have we done?

Before you leave this unit, look back over the work you have done using activity sheet 17. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit. You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Personal score | | Group score | | What I want to do next |
|--|-------------------|------|-------------------|------|------------------------|
| | Low | High | Low | High | |
| Understanding communities | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Mapping communities | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Identifying community links and allies | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| What we want to do next as a group | | | | | |

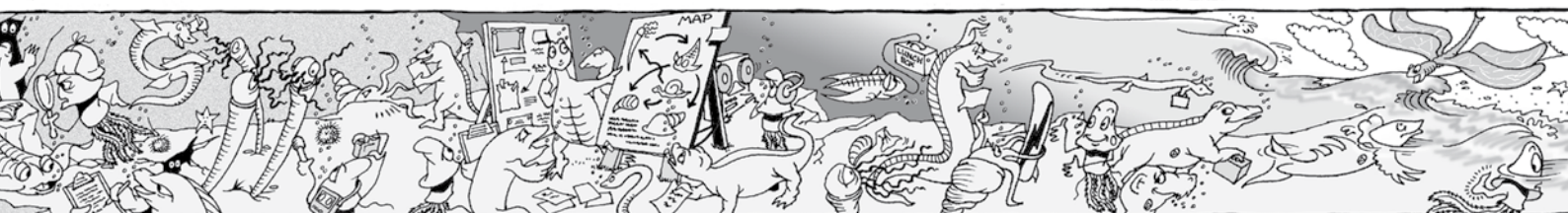
A right review



Rights for everyone – Articles 1, 2, 21-23

Act by Right is rooted in the Convention on the Rights of the Child. By developing your own *Act by Right* Charter, the group should increase its understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed. Reflect on your learning in this unit and look particularly at the Articles indicated above which are in your copy of the Convention in the Resource Section. Discuss the questions below and agree at least two Articles to add to your *Act by Right* Charter and complete the three columns: the number of the Article, 'The Article says' and three action points in the 'What we are going to do' column.

- What are the implications of the Rights of Convention applying to all those who are under 18?
- Are there any particular groups of children and young people who often get a worse deal than others? If so, why?
- Why do some specific groups of children and young people get a particular mention in the Convention?



Unit 3:

Getting ready for action



Getting ready for action

Purpose

In the first unit, you have taken time to get to know who you are as a group and looked at how to listen and represent other people and their interests. In the second unit, you explored what you understand by community and how your group links with other people and networks. Having developed a community map of its places, people and power, you looked at the sorts of allies who can be important to help take forward your priorities for action. This third unit takes you through the stages of effective planning to get ready for action and draws on your knowledge from these first two units.

Aims

- Agreeing the group's priority for action
- Developing an action plan for change
- Building alliances

Snapshot

Investing in Children in Durham is a county council-led project that promotes the voice and influence of children and young people in local democracy and on the services that are important to them in the area. A group of young people set out to seek changes in rural transport, especially to reduce the cost. They asked for a meeting with the main adults who run the buses to tell them what they wanted. The meeting was a disaster – or so it seemed. The young people hadn't done enough homework and at this first meeting they got rebuffed by the powerful adults. They had walked into hostile territory without enough planning.

Far from being downhearted, they told their adult support worker to stop being a wimp ('what did you expect, Liam, this always happens to young people!') and they plotted their revenge. They went away and planned properly. Over the next year, they did their research and got their evidence. A year later, they walked back into the same room with the same adults and persuaded them with the power of their arguments. They won their case. Transport is now cheaper for young people in rural Durham. It just goes to show the importance of proper planning – and not giving up.



What do I know?

Below are the three aims of the unit. Use activity sheet 18 to rate your current knowledge. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have?

Refer to the list in the Introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | | Group score | | What evidence do I have? |
|--|----------------|---------------|-------------|---------------|--------------------------|
| | low | high | low | high | |
| Agreeing the group's priority for action | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Developing an action plan for change | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Building alliances | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |

Getting ready for action



3.1 Agreeing the group's priority for action

Everyone has things they don't like, that they'd like to change. They may be big national or international concerns even. Or they could be local: your park, your club, your town. There are thousands of possible issues. But of all the issues and concerns you may have, how do you agree which to take forward? How do you work out tensions in the group between those with big dreams and high aims and the realists, who might argue that it is best to aim lower but be more likely to succeed?

This first aim helps the group to work as a team in reaching agreement in deciding what its priority for action is going to be. Part of this is being able to see things from other people's points of view, taking a step back and not railroading your own views through. Sometimes you have to compromise or go with the majority. Sometimes you have to lower your sights. Sometimes you have to do tasks you don't enjoy to achieve a greater aim. And, at all times, you need to keep a reasonable and realistic attitude about what can be achieved.

Some inspiration

From small beginnings, great things can happen. If you need inspiration, just think of those massive movements for change that started from the actions of a few dedicated people. Rosa Parks, whose refusal to move from her seat in the white section of an Alabama bus in 1955, sparked the Black civil rights movement in The USA. Mahatma Gandhi, who mobilised a nation in civil disobedience against the British occupation of India. Or the anti-apartheid movement, built on the opposition of ordinary people across the globe, the bravery of a few and the outstanding leadership of Nelson Mandela. Or the anti-slavery movement a hundred years before with William Wilberforce. You may not be heading for those heights, but be confident that by working together you can be powerful and make change happen. The first step is to be clear about your priority for action.

Activities

- a) Decisions – decisions
- b) Bull's-eye
- c) Why oh why? Peeling the onion

Getting ready for action

3.1(a) Decisions – decisions



Before the group agrees its priority for action, it's worth exploring some of the factors that might influence you in making that decision. When deciding what to fight for, you often have to weigh up a number of issues. In unit 1, for example, you looked at how you work as a team and these lessons are important to make sure no one individual steamrollers the others into taking on something that they don't think is important. This first activity helps the group think about decisions based on a number of often competing factors.

Aim

To help the group consider what to take into account when agreeing its priority for action.

You need

Copies of activity sheet 19, post-its and about an hour.

What to do

Split into smaller groups of four or five and run through the activity in small groups. Look at the story below.

Your group has been successful in winning a grant of £1,000. But it comes with certain conditions. The money has to be spent within two months, it has to benefit the widest possible number of people and it has to have an impact – making a real difference to the group's activities.

Look at each of the possible ways of spending the money. Add your own if you wish on activity sheet 19. You can give each between zero and three points in the relevant boxes to show how strongly each activity would fit the criteria – three would mean there's a good fit, two not such a good fit and so on. You can use the chart, or write the examples on to separate post-its and write the scores onto those.

Speed: how quickly can it be done?

Numbers: how many people will be affected?

Impact: what difference will it make and how sustainable is it?

Having done that, add up the scores and put them in the right-hand column or ring the score on each post-it. Now rank your choices in order of priority for spending your money.

Getting ready for action

| Spending our money | | | | |
|---|--------------------------|---------|--------|--------------------|
| | What we need to consider | | | |
| What to spend our £1,000 on | Speed | Numbers | Impact | Score and priority |
| Organise a party to celebrate what we've achieved as a group | | | | |
| Buy headed notepaper for the group | | | | |
| Buy a new computer | | | | |
| Create a website | | | | |
| Employ a part-time helper | | | | |
| Pay travel expenses for us to attend our group meetings | | | | |
| Set up a local helpline for young people | | | | |
| Take out newspaper advertising about what we do | | | | |
| Add in your own ideas | | | | |
| | | | | |
| Taking into account speed, the number of people who might benefit and the impact the decision may have, we would choose | | | | |
| | | | | |
| Because | | | | |
| | | | | |

What do you think?

Come back together and share what each group has done. Did you all come up with the same priorities or are your lists different? Look at which factors influenced your decisions. How did you weigh up, for example, being able to do something quickly (buy headed notepaper for the group) against a choice that might take longer, but have a bigger impact and perhaps cost too much (like a helpline)?

3.1(b) Bull's-eye

Aim

To agree on a single issue that all the group believes in and wants to do something about.

You need

A pad of paper or post-its, some pens, a cup and a flat, empty space on the floor or table approximately two metres wide and about an hour.

Getting ready for action

What to do

Write down on pieces of paper or post-its up to five issues of local concern. Use a separate sheet for each.

On your floor or table, place a marker, like a book or cup, in the centre. Next, everyone in the group hands their sheets of paper to one person in the group. That person reads the sheets and decides which he or she thinks are the most important for the group to take action upon. Remember as you do this the learning from the last activity about weighing up speed, numbers who might benefit and the size of the impact your actions might have. He or she places their first choice nearest the marker and arranges the other sheets around it. The further away they are from the marker, the less important they are. The top five score points – five points for the top choice, four for the second placed one and so on.

All group members take it in turn to place the sheets around the marker, marking the scores. At the end of the activity, add up all the scores. It should be clear which issue or issues are most important to the group as a whole to act on.

What do you think?

Now is the time for discussion in the group. You can tell – from the scores – which the favoured issues are. But why have those particular issues been chosen? Is there an argument for those that haven't been selected, or didn't score very highly? If there is anything that individual members feel strongly about, then this is the time to air those points. It's very important to give everyone a say.

Using the findings from the activity and your discussion, you should be able to decide on one issue that all the group believes is worth carrying forward. It is unlikely that 100 per cent of the group will agree 100 per cent with the choice, but is everyone willing to pull together to get the job done?

There are certain things to think about when selecting an issue in this way:

1. Knowledge – the group must share what it knows and make sure that everyone has the basic information needed.
2. Unity of voice – can the group really stand as one for this campaign, or are there some members who don't feel so strongly about it? If so, how might the campaign be framed to include more wholeheartedly more of the group? For example, a problem with local transport might well be related to having better cycle paths, reducing traffic in town centres or environmental issues.

What next?

Be the devil's advocate. You are almost certain to face opposition, so it is worth anticipating the counter-arguments now. The better prepared you are, the more impressive and professional you will appear (even if you feel very nervous inside). What would success look like for the group? What are the most convincing arguments you might encounter from others? What line of defence will you take? You will have a chance to work on this later, but it is worth looking ahead to make sure you won't run a mile in the opposite direction at the first obstacle.

3.1(c) Why oh why? Peeling the onion

Aim

To help peel back layers of a problem to increase the group's understanding of why it exists so as to improve the quality of planning.

You need

Flipchart and pens and about an hour.

Getting ready for action

What to do

Too often, we rush from describing a problem to jumping to simple solutions, without exploring why these issues exist. Getting a fuller sense of why a problem exists is vital to build up an effective plan to tackle it. Look back at the snapshot. The first time, the young people took their worry about poor transport, without preparation, to a scary meeting and were given the brush off by know-all adults. A year later – well, that was a different story! Good planning needs good understanding of the scale and depth of a problem.

Make a huge picture of an onion and draw in it a whole load of rings or layers. Label your onion with the key concerns you want to do something about that you prioritised in the last activity, 3.1(b). Now ask why does this problem exist and write the answer on the outer layer of the onion. Then ask why again. And so on. Every time you ask why and write in the answer, you are peeling back a layer of the onion, a layer of the problem. You might find one layer has a number of answers as in the example below. And onions make your eyes water when you peel them. It might sting a bit. But it's worth it to get to the heart of the problem.

1. We're bored – why?
2. There's nothing to do – why?
3. There's nowhere to go – why?
4. (a) The community centre doesn't allow us in – why?
(b) Transport to town is too expensive – why?
5. (a) They think we're just a nuisance – why?
(b) We have to pay adult fares though we're in school and college – why?
And so on.

What do you think?

As you explore the issues a bit further, does it make it easier or harder to plan what to do? You can see how looking at why we are bored has thrown up a number of different causes that might take a different bit of planning to take action on. Keep your reflections to help in the next aim where you get into planning the detail of your campaign of action.

What next?

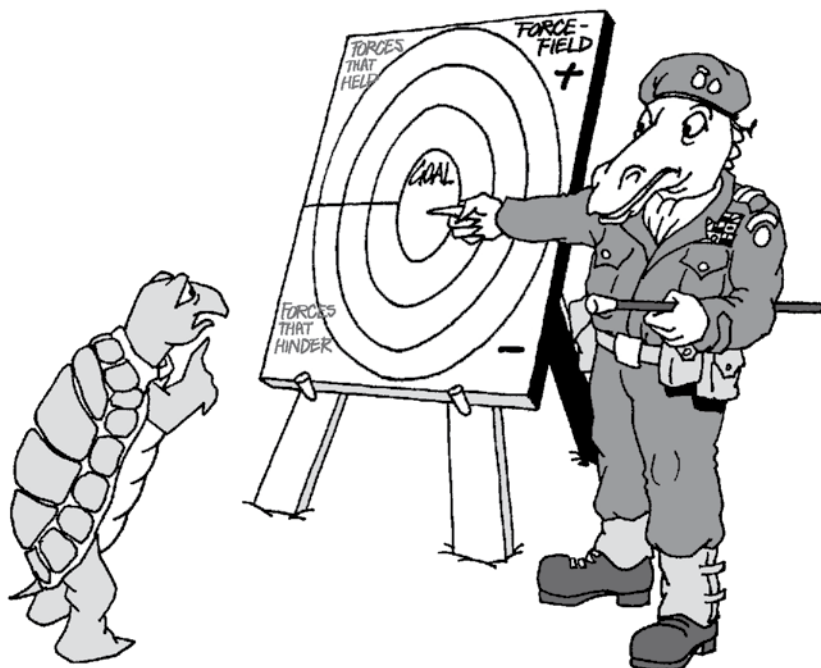
There are a range of ways to explore a problem or concern that can help make sure you have as complete an understanding as possible to make sure you are well equipped to get the changes you want. Role-play can work well. Take the key issue you have identified and agree roles and act it out. Stop and reflect afterwards about any new angles and ideas that were thrown up. Keep a record for later use.

Getting ready for action



3.2. Developing an action plan for change

Having agreed your chief concerns as a group and explored the reasons why these exist, you are much better placed to develop a detailed action plan. This aim helps you through three parts of putting a plan in place: working out the forces that can help or hinder you; writing out an action plan and, third, drawing up the resources you need to put your plan into action. While the activities below follow on one from the other, see this as one big planning exercise, perhaps sticking all the information on a large roll of paper, as with the community mapping activity. This will help your planning to be a living, changing process that can be revisited and adapted as circumstances change and new information is gained.



Getting ready for action

A tale of little planning and effective action

Before we get too carried away about the importance of detailed planning at every step, sometimes the problem requires obvious, direct and immediate action, without getting bogged down and frustrated in endless, mindless, useless planning meetings. Some young people in Derbyshire complained to the Children's Rights Officer that they got a smaller allowance in foster care than when in residential care, though in both settings, the local authority was the acting parent. Evidently unjust with a simple remedy at hand, the Children's Rights Officer did not suggest a month's worth of planning meetings, but rather one meeting of the young people with the head of service who understood their concern, saw the problem and sorted it. Straightaway. Of course, the young people, suitably triumphant, are now taking on tougher more complex problems. So, they had better start planning!

Activities

- a) The forcefield
- b) The matrix
- c) Resourcing the plan

3.2(a) The forcefield

Aim:

To anticipate forces which may help and hinder the group in reaching its goal.

You need

A large version of the forcefield as in activity sheet 20, some pens and about an hour.

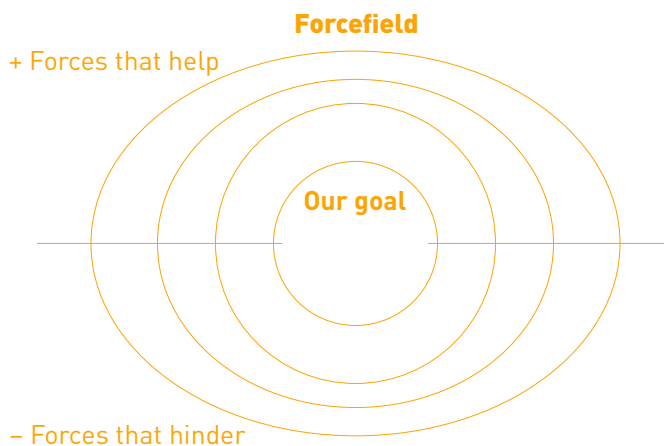
What to do

Put the name of the priority for action in the centre of the Forcefield, activity sheet 20. Above the line, add in the forces that may help you towards achieving it. Below the line add in the forces that may get in your way. The closer to the centre, the stronger the force is. The further out, the less powerful its likely impact on your plans.

You can do this activity as a whole group or in small groups, coming back together to share your findings. You could of course use the Forcefield for different parts of the plan. For example, if you wanted to tackle transport problems for young people in the area, you may have broken that down into different smaller areas, like bike paths, buses and speeding cars.

What do you think?

Looking at the forces that may work against you, how can you bring them round or neutralise them? How can you best harness the forces that may be on your side? The aim is to find ways to pull the helping forces closer to your goal and push the hindering ones further away.



Getting ready for action

What next?

Keep the chart safely and you can come back to it later to check out how you are doing. Did the forces help and hinder your work as you had expected? Were there some forces you had overlooked? Are there new ones that have appeared?

3.2(b) The matrix action planning sheet

Aim

To develop a detailed plan of action for the priority for change.

You need

A large version of the grid from activity sheet 21 and about an hour.

What to do

As you plan to take action to make change happen on what's important to you, hold on to some wise words from some of the young people who contributed to the first draft of this book: 'There is no I in TEAM and there is a CAN in CAN'T.' If you work together, you will achieve much more than on your own. Every time you come across an obstacle, there is likely to be a way round it, over it or under it.

- a) To start with, work in small groups to help everyone take part and to encourage the fullest possible exploration of what needs to be in your action plan. Looking at your agreed priority for action, complete activity sheet 21, being as specific as you can.

| Priority for action | | | |
|--|-----|------|-------|
| | Now | Soon | Later |
| Actions | | | |
| By members of the group on our own | | | |
| By us working with people not in the group | | | |
| By us asking people not in the group to do things for us | | | |

- b) Come back together as a whole group and take it in turns to share your matrix action planning sheets. Stick them all up on the wall. What aspects do they have in common? You could ring or underline the priorities that crop up most often using different colours. Talk over and agree what your group priorities for action are and complete one matrix action plan for the whole group.

Getting ready for action

3.2(c) Resourcing the plan

Aim

To work out what resources are needed and where to get them to put the plan into action.

You need

Your matrix action plan, activity sheet 32 and about an hour.

What to do

Perhaps it would have been sensible to work out what resources you need before agreeing the plan. But there is value in agreeing what needs to be done and then deciding on how you are going to get the resource to do it well. If we always started by worrying what we need, we might never get started.



- a) Start with a quick word storm of the sorts of support and resources that might be needed.

Here are some ideas:

- Money
- A place to meet
- Time
- Contacts
- Use of a phone, fax, e-mail, or internet
- Stationery
- Support – written in a letter for example

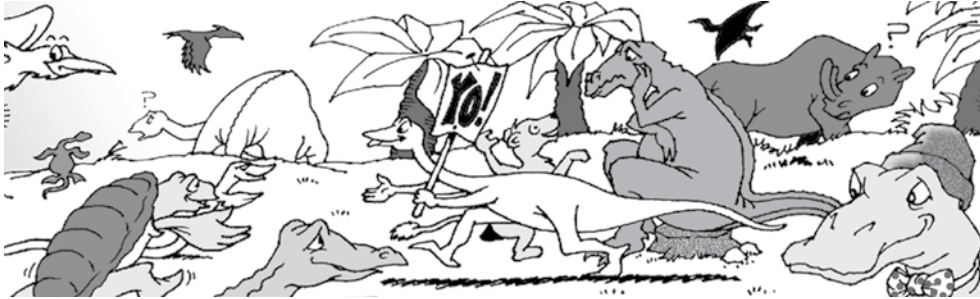
- b) There will be many more. When we think of the range of things we need to get something done, they usually break down into three sorts of resources:

- People
 - Us
 - Others
- Equipment
- Money

Looking at your action plan, what are its resource implications? What have you got and what do you need? How are you planning to get the resources you need but don't have? And are there any risks to getting the resources from particular sources? What is their agenda in helping you, in giving you their time, equipment or money? Check the risks are worth it in helping you achieve your goal. For example, if you were trying to get a community health project off the ground, you might think twice about accepting money from a cigarette or alcohol company. Check against your group passport in 1.1(b) and any charter you created in 1.2(a).

| Resources | | | | |
|-----------|-----------------------|----------------------|----------------------------------|---------------------|
| | What/who have we got? | What/who do we need? | How are we going to get it/them? | What are the risks? |
| People | | | | |
| Equipment | | | | |
| Money | | | | |

Getting ready for action



3.3. Building alliances

You've looked at developing a key priority for action in the group and you have built a detailed plan to try and get the change you need. You don't have to do all of this entirely on your own of course. In fact, you are unlikely to be able to achieve your goal without the help of others as we saw in the last activity, 3.2(c). This aim explores how to seek out and create alliances, for mutual benefit with like-minded individuals and groups. These activities will help you think through who might be out there, who might be able to help you and how you might be able to bring them on board. Useful resources for you will be your community plan that you developed in unit 2.2 and your work on community links and support in unit 2.3.

Activities

- a) We're in this together
- b) Knowledge is power
- c) Wise up

3.3(a) We're in this together

Aim

To build up a full list of people and organisations the group wants to contact and to identify what it wants from them.

You need

Flipchart or roll of paper, marker pens, activity sheet 23 and at least an hour.

What to do

The activity will work best if you pick up from the earlier activities in this unit and draw upon the group's agreed priority to help you look at the sorts of friends and allies you'll need to help you achieve your



Getting ready for action

goal. Or, it might help you to start with a fanciful example to explore a wide range of ideas about who might support you. It could be a global, national or local project, on environmental or social issues. If you do start with a fanciful example, you will then need to do the activity with your priority for action in mind.

- a) Write the title of the campaign on a sheet of paper or activity sheet 23. Then do a word storm on a flipchart of all the local and national organisations and individuals you can think of who it may be worthwhile contacting for support for your project. Who else might be running a similar campaign? What success have they had? What can we learn from them? You might want to divide into smaller groups and then come back together to pool your findings.
- b) When you can't think of any more, group together the contacts on your lists, for example under headings like media, politicians, businesses, residents. You could circle the similar ones in the same colour pen, or use wool or string or draw lines between those you want to group together. What are the sorts of groups you are coming up with? Having grouped your contacts together, now list them on a new piece of flipchart or roll of paper on the left hand side, as in the example below.
- c) It is important when contacting potential supporters to be clear what you are asking them for and how they might benefit. So, next to your list of contacts agree what sort of help you want from them and write it down in the second column. Write down any benefits to them in the third column. You can colour code your chart, or cross-reference by numbers, depending on what you want from all your list of potential contacts. Here are some of the possible things you may want from them:
 1. Information
 2. Advice
 3. Their active involvement in your campaign
 4. Money
 5. Their influence on other people
 Add in any others:

| Title of action or campaign | | |
|-----------------------------|----------------------------|----------------------------|
| Who do we want to contact? | What do we want from them? | What do they want from us? |
| Youth groups | | |
| Local groups | | |
| National organisations | | |
| Local media | | |
| National media | | |
| Local councillors | | |
| Local officers | | |
| Police | | |
| National Government/MPs | | |
| Pressure groups | | |
| Community groups | | |
| Local businesses | | |
| Others | | |
| Others | | |

Getting ready for action

What next?

Now that you have identified your potential sources of support, you need to do some detective work to build up a picture of them and how they might help. Then the really hard work starts in approaching them to get them to commit to your cause or campaign. The next unit will help you work out a range of effective ways to contact and communicate with these individuals and groups that you want on your side. But first, you need to find out more about them.

3.3(b) Knowledge is power

Aim

To gain information about the groups and organisations that may be able to help.

You need

Copies of the fact file activity sheet 24 (one for each of your proposed contacts) and ideally, access to the internet and a phone and to other sources of information such as local newspapers and about an hour.

What to do

It is important to record as much relevant information as you can about those who may be able to help you as this will help you make the most of these contacts. Knowledge is power. This activity uses your list of contacts you drew up on the last activity and helps you to find out more about them.

- a) Split into small groups of two or three and divide up the contacts from the previous list in 3.3(a). Using one fact file card for each contact and using any resources at your disposal – websites, libraries, public information points, enquiry desks, literature, newspaper cuttings, for example – complete as much of the information about each contact as you can. You may also think of other important questions or information you want to add to the list.

| Fact file | |
|--|--|
| Name of organisation/person | |
| Name of key contact person Contact person's details: <ul style="list-style-type: none">• Address• Phone• E-mail• Website Main aims Main concerns Main areas of influence Image and reputation Possible support for us Likely things in common with us Possible differences between us Support they might give us Other information | |

Getting ready for action

- b) When you have done this, present your findings to the main group. Talk together about whether what you have found changes what you now think you want from them. Look back at the last activity and make any changes you need. For example, local newspapers may well be able to offer more help than merely promoting or covering any event you plan. Or local businesses may well want to put something back into the community even if it's not directly related to their work.

3.3(c) Wise up

Aim

To help the group become more street wise in dealing with organisations.

You will need

Your work from the last two activities, activity sheet 25, some pens, some space and at least an hour.

What to do

Becoming clued up about the organisations you want to influence is vital if you are to be successful. It means knowing how organisations work, who to talk to, which meetings to attend and so on. Not being in the picture can stop you from achieving what you want. This activity helps you become a little more street wise in sorting out how to approach the organisations you want to influence and get on your side.

- a) Take your work from the last two activities, 3.3(a) and 3.3(b). Look at the range of organisations and groups you have gained information about. Taking each in turn and using activity sheet 25, decide together where you think they fit in one of the four parts of your diagram. Are they supportive or resistant? Are they powerful or weak? If they are weak but supportive, put them in the top left box; powerful and resistant, then put them in the bottom right and so on.

The four positions are:

A: Lacking influence and supportive

B: Powerful and supportive

C: Lacking influence and resistant

D: Powerful and resistant

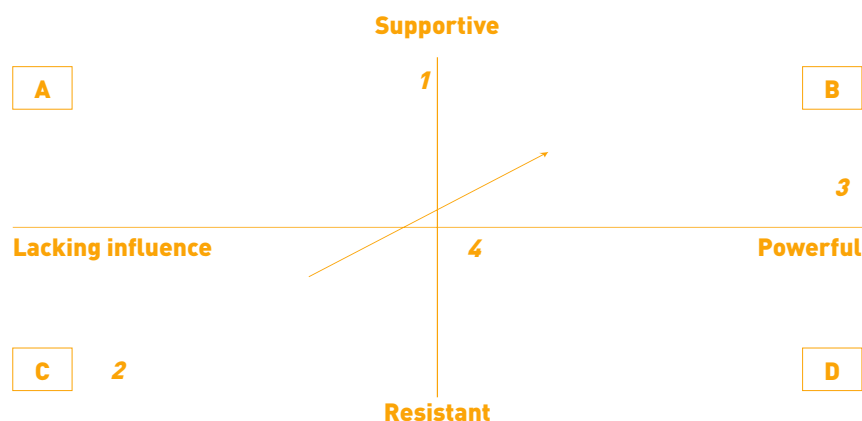
The further along one of the lines they are, the stronger their position. The four examples illustrate this:

1: Quite influential and very supportive

2: Lacking influence and very resistant

3: Very powerful and a bit supportive

4: A bit powerful and a bit resistant



Getting ready for action

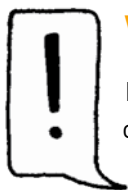
b) Having plotted the range of organisations and groups on your chart, talk over these questions and issues.

- What does the chart look like?
- Are there enough people and groups to make the push for change or is there a lot of resistance?
- If the likely resistance is from very powerful people, what can you do to change the balance of power? Do you need to change your plans, or just be prepared for the long haul?
- How can you get more to shift in the direction of the arrow, from corner C to corner B?
- Find out why people are resisting. Do they fully understand your proposal? What are their specific objections? Is there anything they should know or you could tell them that might make them think differently?
- Ask your powerful supporters to approach those who are powerful and resistant to influence them to become more supportive.
- Help those who support you but are weak to become stronger. Perhaps various groups in the area could join together to be a more powerful voice. What else could you do for each other?

c) And finally, practise your approaches to different groups or organisations, depending on their position on the diagram. Do some quick role-plays. There is a powerful person or group you are sure is on your side, perhaps the local MP. You set up a meeting with her or him. Act it out. What's your approach? What are you asking? On the other hand, you know the two local councillors are dead against your plans. And they have a lot of clout locally. What's your line now? Try it out. You could try a number of role-plays all together or break into small groups to try out different examples so more of the group has a chance to have a go.

Getting ready for action

Review of unit 3 (You need about an hour)



What have we done?

Before you leave this unit, look back over what you have done using activity sheet 26. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit. You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Personal score | | Group score | | What I want to do next |
|--|-------------------|------|-------------------|------|------------------------|
| | Low | High | Low | High | |
| Agreeing the group's priority for action | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Developing an action plan for change | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Building alliances | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| What we want to do next as a group | | | | | |

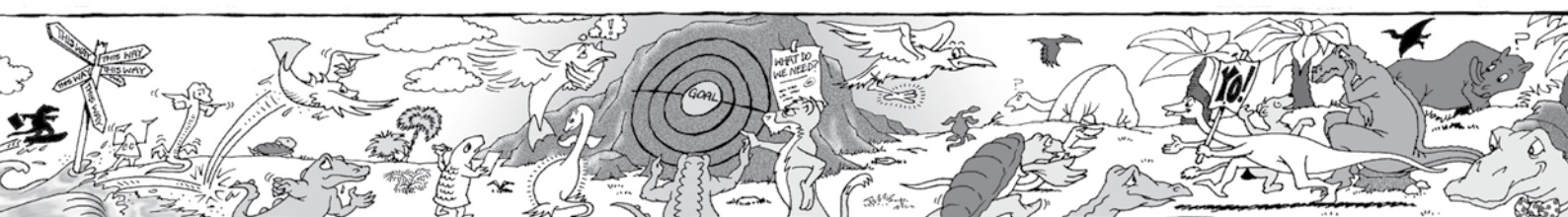
A right review



Rights to participation – Articles 12–17

Act by Right is rooted in the Convention on the Rights of the Child. By developing your own *Act by Right* Charter, the group should increase its understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed. Reflect on your learning in this unit and look particularly at the Articles indicated above which are in your copy of the Convention in the Resource Section. Discuss the questions below and agree at least two Articles to add to your *Act by Right* Charter and complete the three columns: the number of the Article, 'The Article says' and three action points in the 'What we are going to do' column.

- Do children and young people usually have a chance to speak out on issues that concern you?
- In what areas of your lives are you most likely to be listened to and have an influence on decisions affecting you?
- In what areas of your lives are you least likely to be listened to and to have an influence on decisions that affect you? How can you challenge this?



Unit 4:

Campaigning for change



Campaigning for change

Purpose

This unit helps you develop your campaigning skills. You already know each other well as a group and know what issues you want to take action on. You know about the wider community and which people and groups are likely to support your aims. You need to reach them effectively and gain their support. To do that, you need to know how to campaign for change. The methods you need depend on what you are trying to achieve, who you need to influence, the context in which you are working and the resources you have available. The activities in this unit look to give you the basic building blocks, which can be adapted or arranged in different ways depending on your needs and circumstance. Because of the range of methods and examples given, you will find this unit a bit longer than the others.

Aims

- Creating a clear message
- Getting the message across
- Keeping the campaign alive

Snapshot

A group of young people in Cambridge decided to form a Young People's Citizen's Jury in response to a number of local issues. They launched a young person's newspaper called *Gunge* and organised meetings with local councillors. Following this initial success, the group composed a comprehensive report that they presented to Cambridge City Council. The report, entitled *Shoot Your Mouth Off*, contained a host of proposals designed to improve provision for local young people. 'It has certainly changed things,' said 13-year-old Craig Knight. 'We managed to change the way that bus fares are priced, so there are now special rates for people under 16. Now we want to try something similar for cinema tickets.'

The group has achieved its main aims of getting more young people involved, giving young people a stronger voice in Cambridge and making change happen. A Young Consultant Scheme is now up and running, with youth workers visiting schools and youth centres to spread the word. The group has also organised a major summer event for young people. Check out www.nya.org.uk/whatschanged for a large range of inspirational stories of children and young people making change happen.

What do I know?



Below are the three aims of the unit. Use activity sheet 27 to rate your current knowledge. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the Introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | | Group score | | What evidence do I have? |
|----------------------------|----------------|---------------|-------------|---------------|--------------------------|
| | low | high | low | high | |
| Creating a clear message | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Getting the message across | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Keeping the campaign alive | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |

Campaigning for change



4.1 Creating a clear message

If you want to be heard, you need a clear message. This aim helps you develop that, using a range of methods for different audiences and occasions. Remember that, while you may find some more applicable to your situation than others, stick with them all as they build on each other and are adaptable to a wide range of circumstances. The poster helps get the essentials across in the simplest way. The newsletter and leaflet allow you to develop your position. The news release and letter help you bring the two together and target specific audiences: clear key information about the group and what you are seeking to achieve.

Activities

- a) In the picture
- a) Read all about it
- a) Spinning a line

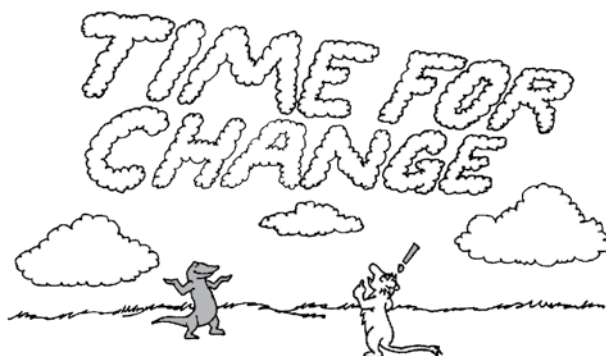
4.1(a) In the picture

Aim

To design a poster that will sharpen the group's message and publicise the campaign.

You need

Paper and pens of different colours, if possible some poster examples and at least an hour. It would be useful to have access to a digital camera and a computer.



Campaigning for change

What to do

Now you have a detailed campaign plan, you need to create publicity that focuses specifically on what you want to see changed. A good place to start is by designing and producing a poster about your campaign. For a poster to work, it has to be catchy, focused, easy to understand and memorable. Working on a poster will help you capture the most important things you want to communicate to others. This is not an art competition. It is about your ideas and your message. You can worry about how to produce the posters later.

- a) First, as a whole group, look at any posters you've brought and talk about and note what makes a good one. What makes it catchy? Who's it trying to reach? What age group is it targeting? Is it trying to sell you something, or promote a cause? If it's selling something, what's its message? How much text is there? How are pictures used?
- b) Get into small groups and start work on your own poster. Let your imagination run riot. Get all the ideas out in the open. What's your campaign about? What's your main message? What do you want people to do? How do they contact you? You need to think of slogans, colours and designs and then bring all three together. That takes some serious creativity!
- c) Come back together and share what you've done. Are there a number of similar poster ideas? If so, are these the best ones to take forward into your final version? Perhaps there's one particularly unusual or stimulating idea you want to use. Make sure it gets the message across though. What other information do you need? Contact details are a must. What about website links? Do a mock up together of what you want where on your final poster.

What next?

Before you commit to a final version, stop and think through some practicalities you may have explored in activity 3.2(c), Resourcing the plan. Has a local business offered to help, or will the youth project chip in? Do you need to raise money yourselves? Much can be done at low cost with computer, scanner, printer and photocopier. Later in this unit, you develop a communication strategy that will help you decide how best to use the posters, the quality and quantity you need.

4.1(b) Read all about it

Aim

To write a general information leaflet and newsletter supporting the cause.

You need

At least an hour, pens, post-its and some examples of leaflets and newsletters. Access to a computer and digital camera would also be useful.

What to do

To back up a poster campaign, it's a good idea to have further information to pass on to people. You don't want this to be too long, or else you might put them off: ideally two sides of A4, or at the most four sides of A4, which can be photocopied on a sheet of A3. That's not a lot, especially if you add in a photograph and a copy of your poster.

- a) As a whole group, have a look at a few examples of some leaflets and newsletters and discuss what you think works and what doesn't. Jot down a rough guide.

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- b)** Write on post-its the key points you'd like to get across and stick them on a wall or flipchart. Remember this is about campaigning for change. To decide how important each idea is to the campaign, sort them into three columns: a) Essential b) Important c) Desirable. If you can't agree on each point, have a vote.
- c)** Having got broad agreement, divide into two groups, one working on the leaflet and the other on the newsletter. Using the outline below, divide what you want to say into bite-size chunks, concentrating first on your essential points, then moving to the important and desirable ones as you need. Build in space for any photographs of the group or to illustrate your message. Agree who is going to draft which sections and get into your groups to do your bit.

| Front page | | Back page | |
|---|-----------------------------|---|--|
| Banner headline, logo | | Further article on the campaign (max 300 words) <ul style="list-style-type: none">• Background detail• Interview with supporters• What the Council says• Picture | Who we are (150 words) <ul style="list-style-type: none">• Our aims are• What we have achieved• What we hope to achieve• Who's in the group• Picture |
| Large headline with picture or the poster and caption | | | |
| Main message (c200 words) <ul style="list-style-type: none">• Who we are• What we are campaigning for• What support we are looking for• Where to find out more | | | |
| Snippet of news or information if space | Joke, quiz, trivia if space | Contact details Supporters, sources of funding . . . | |

What do you think?

Have a look over your draft. Make sure all the points are relevant and concise. Does it have a human feel and warmth? Read it aloud, as if you were a councillor, an elder, or another young person. This might show up some flaws that you can easily put right. But keep it simple and don't get bogged down in detail.

What next?

Have what you have done typed on a computer. It can be used in a range of other ways, including for short articles to the local newspaper or as a letter to, for example, local councillors or businesses. Before you move on, get into small groups, agree who you might need to write to and draft some letters based on the information you have already created. Remember the tips and hints in the outline given below.

A letter-writing guide

- The correct details of the person you are writing to
- Date
- Your contact details
- Keep it short (no more than a side of A4; you can always add in your newsletter, leaflet or poster for more information)
- Who you are
- What you are doing
- What support or help you are asking for
- Where you can be contacted
- By when you would hope to hear from them
- Sign it

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Outline letter

Councillor Very Committed
The Council House
Democratsville
Democrashire
DM1 4BW

The Act by Right Group
C/O Supportingyouth Club
43 Acton Road
Democratsville
Democrashire
DM6 5CU

Phone

E-mail

30 November 20XX

Dear Councillor Committed

We are a group of young people called Act by Right

The group is concerned about

We would value your support

You can contact us at the above address

Thank you for your time and interest and we look forward to hearing from you

Yours,

Name and signature(s)

On behalf of the Act by Right Group

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4.1(c) Spinning a line

Aim

To agree on a news release, or a series of news releases, designed to interest a range of people and media.

You need

Paper and pens, a range of examples of press releases, around an hour and plenty of inspiration.

What to do

News releases need to be short, have a clear message and simple structure. Don't get bogged down. You can give people more detail when they ask for it. The skill of writing a news release draws on the last two activities of designing a poster and preparing a leaflet or newsletter. It's an important building block in your ability to create a clear message for a range of audiences. The group may want to draw on outside help. Be cheeky and ask the local paper or local authority press office to come and help you. This might prove a useful link anyway.

- a) First, look at how news releases are done, including the Votes at 16 example below. What works? Share your findings in the group. Write down a list of do's and don'ts to guide you now and in the future.
- b) Second, agree together the main message you want to get across to a range of key audiences, such as the local newspaper, the local radio and some important council officials. This should just take a minute or two, as it's drawing on work you've just done.
- c) Now divide into small groups so everyone can contribute fully in preparing your own news release. Agree slightly different audiences for each group, as it will be useful to see how they compare. Use your own do's and don'ts, the top ten tips and the example below on Votes at 16 to guide you.

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Top ten tips for news releases

1. White A4 – on one sheet of paper. It can be photocopied easily and information doesn't get lost if faxed.
2. Headed notepaper. This makes the news release credible and legitimate.
3. Heading – News Release
Attention – for example news desk or news editor, or, if you know people's names add those in.
4. Date and embargo – that means when the news release can be used publicly. Or you can put 'for immediate release.' Remember, if it is a hot story, many in the media will go public immediately anyway.
5. Headline and key information, perhaps two lines in capitals. There's no need though to be clever with the headline, as that's the sub editor's job.
6. First paragraph containing the answers to your most important information – the five Ws: who, what, when, where and why. It must make sense on its own. Quotes are good, especially for the most important information; they are less likely to get cut.
7. Any other information or more detail. Think of the news release as a pyramid: at any point the reporter, working from the bottom up, should be able to cut off successive paragraphs and it should still make sense. This means that even if your wonderful story just ends up as NIB (News In Brief), it still makes sense and gets attention.
8. ENDS – this means anything you put afterwards is not for publication.
9. Contacts – put contact details down, ideally of more than one person and when you can be contacted. If possible give a mobile number and say you can be reached at any time.
10. Notes to editors – this allows you to give any further information about your group, background to the story, or details of things you have mentioned in the main part of the news release.

What do you think?

Review what you have produced. If you have been working in small groups, read out the others' news releases and share your thoughts. You may need to tweak them in response to people's comments. The group may need to agree on just one main news release to use or decide on which ones will be used where.

What next?

Just as the leaflet or newsletter provides excellent raw material for a letter, so the news release can form the basis for a short article to a local (or national) newspaper or magazine. Before moving on, take the information you have created and develop it as a short article for your local newspaper and send it to them.

Votes at 16

NEWS RELEASE

Embargo 11am

28th January 2010

‘A REAL CHANCE TO IMPROVE BRITISH POLITICS’ VOTES AT 16 CAMPAIGN LAUNCHES

A real chance to improve British politics exists and it is up to politicians and the Government to grab it. That is the message of the Votes at 16 Campaign, which is launched today at the House of Commons.

The campaign, a coalition of groups representing young people, charities, pressure groups and political parties, wants to see the voting age lowered for all public elections and is lobbying politicians and encouraging debate among young people.

Kim Brown, a 17 year old Pupil Governor at a sixth form college, said:

“Young people like me already hold many positions of responsibility. I help to decide how millions of pounds are spent on the educational policy of my college. I am considered responsible enough to do that, yet not to have a vote in an election. This needs to change.”

Bishop Roger Sainsbury, Chair of The National Youth Agency, said:

“Young people contribute so much to British society, but often do not feel they are viewed as real citizens. We believe a massive step towards reconnecting young people with politics will be taken by lowering the voting age.”

At the launch, young people will represent some of the responsible tasks that 16 and 17 year olds can undertake whilst remaining unable to vote in elections. These will include a bride and groom, car mechanic, soldier and chef.

ENDS

Notes:

1. Filming is not permitted within Committee Room 11. However, all speakers and models will be available for interview and pictures on College Green from the end of the launch event, expected to be at 11.45am.

For further information, contact:

The Votes at 16 Campaign on 020 7928 1622

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4.2 Getting the message across

In the last aim, you created three main ways to develop your message: the poster, the leaflet or newsletter and the news release. You applied these in two other ways as well, through writing a formal letter and preparing a short article. These are all powerful written (and visual) communication tools. This second aim helps equip you to get your message across verbally to other people, at a meeting, over the phone or in an interview. As in the first aim, the activities are building blocks, helping you to develop a range of communication skills that you can use in a number of situations specific to your local group and campaign.



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Activities

- a) Listen to this
- b) Taking the mike
- c) On the spot

4.2(a) Listen to this

Aim

To prepare a short presentation.

You need

Your poster, leaflet, newsletter and the news release, paper and pens and at least an hour. A computer with PowerPoint will be very useful.

What to do

This first activity helps you get your message across by designing a presentation for use in public – at a meeting you have been invited to or one you are running. Many of you will be familiar with using PowerPoint. This is a programme to help prepare presentations, through creating a series of slides. These can be projected or printed for use with an overhead projector.

- a) First, have a look at the article below from young people at a national Government conference. Decide the key messages and mock up five slides. Then look at the slides below the article and see how they compare. Names have been changed or omitted.

The article

Government Department fails children and young people

*The truth is out. An important Government Department admits that it has not done much to address youth issues. In an interview following his keynote speech, John Freddie said “**If I was absolutely honest, I don’t think the Department has done many things for young people.**”*

*This shocking truth comes in a climate when encouraging young people to get involved in Government policy is all the rage. Carolyn Shortfellow said that it is vital to involve young people, as ‘**they are not just the future but part of the present.**’ Freddie was also asked whether he was aware of Article 12 of the Convention on the Rights of the Child. His reply was vague.*

But, Government is not the only one not up to speed. In interviews with delegates, very few knew of Article 12, which confirms in international law children and young people’s rights to participate in matters affecting us.

Most people at the conference agreed more should be done. Young people should be involved at every level of neighbourhood decision-making and be able to influence national and local policy.

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Example of presentation slides

Slide 1: opening slide

Act by Right:

A VOICE FOR YOUNG PEOPLE

Presentation to Democratsville Council

Date

Names

Slide 2

The Problem

- Not enough done to address youth issues
- Lack of knowledge of the UN Convention on the Rights of the Child
- "If I was absolutely honest, I don't think the Department has done many things for young people" – John Freddie

Slide 3

The Way FORWARD

- Young people have a right to be heard (Article 12)
- Government policy encourages young people to get involved
- Need to involve young people in local and national policy

Slide 4

Conclusion

- Vital to involve young people
- **'They are not just the future but part of the present'** – Carolyn Shortfellow

Slide 5

CONTACT Us

- The Act by Right Group: local young people taking action
- C/O Supportingyouth Club
43 Acton Road, Democratsville,
Democashire DM6 5CU
Phone: E-mail:

- b) Having had a dry run, prepare your own ten-minute presentation. You will rarely have longer to get your message across. Get into small groups to encourage everyone to share ideas and develop skills. Make sure each group has a copy of the communication methods you have already created. Draw out a maximum of ten key points – and that includes who you are and your contact details. Take up to ten sheets of paper and draw a horizontal line half way down. On the top half, put a heading for each slide with three points underneath and certainly no more than six. Quotes can be powerful but they must be brief. These will be your slides that the audience will see. Add any notes to guide you as you speak in the bottom half.
- c) Come back together, share what you've done and agree the final group presentation together. Or you may want to keep more than one for different audiences. It may now need a volunteer or two to create the presentation on to PowerPoint, but it is worth as many as possible having a go. Follow the simple

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guidelines below to make sure your presentation does the job. 'Death by PowerPoint' tends to happen when audiences are baffled by technical wizardry, text flying in from every angle, accompanied by distracting noise. Remember to keep it simple. You don't want to detract from your message.

PowerPoint guidelines

1. Use an uncluttered template or background. There is a choice in the PowerPoint programme, or design your own with your logo.
2. Use a clear font like Ariel. Never go below point 18. Audiences just can't read it.
3. Use colours sparingly and rarely more than two. Black is usually fine.
4. Be careful not to be distracting with fancy slide animation. It usually gets in the way.
5. Be consistent from slide to slide.
6. Keep the message simple on each slide. Don't clutter. Use headlines, not sentences, unless you are quoting. And keep quotes brief.
7. Remember, what's on the slide is a pointer to what you are going to say. It does not duplicate everything you intend to say. Add in your notes underneath the slide.
8. Photos, video and sound clips can be imported into PowerPoint. But the same rules apply: make sure these add to your message and don't just look clever.
9. Make sure everything is working properly.

What do you think?

How do you feel about your presentation? Of course, someone still has to stand up and deliver it, but a clear, crisp, well-produced presentation should give you confidence. You can print a version with your notes underneath by going to file – print – print what – notes page. It can be helpful for those listening to have their own copy, with space to add their own notes. Go to file – print – print what – handouts and select three slides to a page. Photocopy the number you need. The next activity gives you the chance to practise your presentation in a range of settings.

4.2(b) Taking the mike

Aim

To be able to deliver the presentation to a range of audiences.

You need

About an hour, copies of the presentation from activity 4.2(a) and, if you have them, a video or tape recorder.

What to do

This activity looks to equip you to be effective communicators, by being able to present your message as a prepared speech to a range of audiences. The next activity helps you practise responding to unexpected questions.

- a) To practise using your presentation, work in pairs or small groups and choose one of the audiences below, or your own more relevant example.
- Potential funders.
 - A school or youth group who might have most to gain from your campaign and who you may want to join your group.
 - Elected members of the council or trustees of a voluntary sector organisation – people who often have a lot of clout.

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- Staff in the council or voluntary organisation. You know some will be supportive but need you to put a strong case to convince the more sceptical amongst them.
- A group in which you know some have particular communication needs. They may have learning difficulties, or have sight or hearing loss. The group may be of very young children.

b) Look at your presentation. Does it need adjusting for your specific audience? Use the information you gathered in 3.3, Building Alliances. What might help get them on side? What might you want to go softly about? If you can work from the computer, PowerPoint has a clever trick called slide sorter. Open the presentation and then save it again with a different file name, perhaps that of the group you are going to speak to. Now go to view – slide sorter. This brings up all the slides at once and lets you sort them into the order that best suits your audience. You can then tweak slides, add or take some out. Remember to save it again. Get practising and have fun. The more of you who feel okay about using the presentation, the better.

c) Remember these tips:

1. Practise, practise, practise.
2. Do a sound check in the room beforehand if you get the chance: 'can you hear me at the back?'
3. Try and stay calm and relaxed and speak from the heart.
4. Speak to the audience, not to the big screen. Speak clearly.
5. If you are using notes, use them to make sure you get the key points across, rather than trying to read them word for word.

And if you produce the slides for an overhead projector, two final tips:

6. Don't fiddle with the slides when you have placed them on the glass.
7. Don't use pieces of paper to cover up part of the slide. If you don't want the audience to read something straight away, save it for the next slide.

What do you think?

How did it go? Did it get easier, or did some simple mistakes creep in after the first go because you thought you knew it? Share any techniques in the group to help you keep calm, on time and on top of the situation. Some classics include testing your voice in the room before hand, concentrating on your breathing and making sure you slow down and do not go too fast.

4.2(c) On the spot

Aim

To be able to respond to questions and interviews.

You need

Copies of your presentation (or presentations) from activity 4.2(a) and 4.2(b) and, if you have them, a video or tape recorder and about an hour.

What to do

There is one last thing to practise before going live. When you get your message out, people will respond and want to know more. Some may be supportive. Some may be hostile. Be prepared to make sure to grab the opportunity, rather than freeze in the headlights of publicity. How do you respond to the unexpected questions at a meeting, give a brief interview to the media, or react to a surprise telephone call from a local journalist?

a) First, as a warm up to get started, get into pairs or your original groups from the last activity and practise

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telling your story about the campaign. The media is often most interested in individual experiences, so tell the story of what the group is doing from a personal perspective.

- b)** Second, let's look at **the awkward question**. Devise some awkward questions that might arise from having given your presentation and then create a role-play and fire them at each other in turns. You could be doing this for real very shortly. When on the receiving end, keep cool and polite and be well informed. Speak slowly as the person will take more in and you'll have more time to think. Record your interviews if possible, to play back and discuss. This helps enormously. Make sure everyone has a go.
- c)** And what about the really **short and sharp** response? Most phone calls or radio slots will give you no more than a minute to make an impact. Jot down three key points you want to make about your own presentation. Or if you need a break from that, choose another topic, preferably controversial. In pairs, take turns as interviewer and person being interviewed and aim to get your three points across in a minute. No more and not much less. This could be a seriously useful skill for a debate or chat show style radio or TV programme. You can make it harder of course by having the interviewer interrupt you and chucking in tricky questions.
- d)** But a phone or radio interview may not even give you that long. Rehearse getting your message across in 15 seconds. Develop that art and you are ready for anything.

What do you think?

Play back your recordings. Talk about what seemed to be good responses and what didn't. Staying calm is better than getting wound up, for example. Look how professional communicators deflect criticism – politicians or company spokespeople, for example. How can you borrow their techniques?

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4.3 Keeping the campaign alive

You have created your message, using a range of methods. You have practised getting your message across in a variety of settings. You are as ready as you will ever be. This third aim helps you make the most of this work by getting your message out there to the right people at the right time, putting on a big event and knowing how to keep on keeping on when the going gets tough.

Activities

- a) Finding the target
- a) The big event
- a) Back off!

4.3(a) Finding the target

Aim

To use the group's campaign tools to their best advantage.

You need

Your list of contacts you drew up in activities 3.3(a) and 3.3(b), activity sheets 28 and 29 and about an hour.

What to do

Now that you have developed posters, information leaflets and news releases, you need a communications strategy to decide how best to use them.

| Communication and contact methods | |
|-----------------------------------|---------------------------|
| Communication methods | Ways of contacting people |
| 1. Poster | a. Website |
| 2. Information leaflet | b. E-mail |
| 3. Letter | c. Calling round |
| 4. Newsletter | d. Phone call |
| 5. News release | e. Word of mouth |
| 6. Article | f. Post |
| 7. Presentation | g. Appointment |
| 8. Interviews | h. On the street |
| • Radio | i. A demonstration |
| • TV | j. Social media |
| • Newspaper or magazine | |
| 9. Big event | |

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- a) First, using activity sheet 28, list and number both the range of communication methods you have and the ways you can contact people, as in the example below. Of course, website and e-mail, for example, may be in both columns.
- b) Get out your list of people and groups you want to contact from unit 3, activity 3.3(a) and your fact files on them from activity 3.3(b). Do you want to add to this list? Your list may include other young people, councillors, local businesses, MPs, council managers and staff, local residents (young and old) and others. The list from unit 3 is given below in the first column on the left.
- c) Now add the extra column headings to your table from unit three as in the example below, or use activity sheet 29. Remember too to think about what is in it for them and about timing. Drawing on your communication and distribution methods chart above, complete the table, being careful not to overlap unnecessarily. For example, it may not be helpful to send an e-mail and a letter about exactly the same thing to the same person. Build up your communication strategy. The example below gives you some ideas. (The big event is described in the next activity.)

| Our communications strategy | | | | |
|-----------------------------|----------------------------|------------------------------|------------------------------|------------------------------------|
| Who do we want to contact? | What do we want from them? | Which methods should we use? | How best to distribute them? | Who is going to do it and by when? |
| Youth groups | New members | 1, 2, 3, 7, 9 | e, f, c, j | MF (Date) |
| Local groups | Awareness | 3, 2, 4, 7, 9 | j | MF (Date) |
| National organisations | Contacts and support | 2, 3, 4 | | BS (Date) |
| Local media | Publicity | 5, 6, 8, 9 | | AK (Date) |
| National media | Coverage | 5, 6 | a, b, d | MI (Date) |
| Local councillors | Support | 2, 3, 7, 9 | | MI (Date) |
| Local officers | A meeting | 2, 3, 4, 7, 9 | a, b | |
| Police | | | | |
| National Government/MP | | | | |
| Pressure groups | | | j | |
| Community groups | A place to meet | 3, 2 | c, d, f | |
| Local businesses | Resources | 1, 3, 4 | a, b, d, f | |
| Others | | | | |

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What do you think?

Your completed table is a useful means of checking who has done what with what response. Don't get down if some things don't work. Perhaps a journalist you had high hopes for doesn't get in touch. Or you don't get as many replies to your letters and e-mails as you had expected. It's like the sower sowing seed. Some will fall on rocky ground, some on the path, some on poor ground. But some will fall on fertile ground and generate a huge harvest.

4.3(b) The Big Event

Aim

To plan an event designed to raise awareness and support for the campaign and the work of the group.

You need

Flipchart, pens, post-its, activity sheet 30 and about an hour and a quarter.

What to do

Holding a Big Event or launch is a great method of getting your views across to the people who count, building relationships, support for your campaign and promoting the work of the group as a whole. But it needs a lot of careful planning to make sure they come and everything goes smoothly.

You may or may not need to actually put on a Big Event as part of your campaign. It is important though for the learning in this unit to think through this activity as it brings together much of your work so far. For some of you, this activity may be best as the very last thing you do – as the concluding celebration for completing the whole workbook. This might link to an awards ceremony. And certainly, the learning from unit 5 about evaluation can be built in very effectively into the Big Event.

If planning a Big Event for 30, 70 or 100 people feels daunting, look at what you have already done towards it. You are strong as a group and know your community well. You may have the best community map around. You have built bridges and developed relationships with a range of groups. You are clear about your aims and have created a strong message about what you are seeking to achieve. You know what you want to say and you have a large number of methods to draw upon to get your message across. You know who to invite to the Big Event and what you are hoping for from them. There is just the small matter of putting the practical arrangements in place, planning the day and practising to make it perfect.

a) The first task is the **practical planning**. Do a word storm of all the things that may need to be done. Be really clear about the aims of the event – things you want to get out of it. Keep going till you have run out of ideas, have a break and come back to check you haven't missed anything. The next thing is to make some sense of it and agree priorities. See how your list and priorities compare with the example below. You can use activity sheet 30 to help with your planning. Add in your own details and anything else you need.

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| Top ten things to do list | |
|---|---|
| What needs to be done | |
| 1. Aims of the event <ul style="list-style-type: none"> a. Title b. Outline c. Who for | 6. Invitations <ul style="list-style-type: none"> a. Produce b. Send out c. Collate replies |
| 2. Money and donations <ul style="list-style-type: none"> a. What we need b. Sources c. Support in kind | 7. Materials for event <ul style="list-style-type: none"> a. Programme b. Map c. Presentation d. Workshops e. Feedback forms |
| 3. Venue <ul style="list-style-type: none"> a. Dates b. Numbers c. Access d. Insurance e. Cost | 8. Distribute materials <ul style="list-style-type: none"> a. Print b. Circulate c. Prepare packs |
| 4. Content of event <ul style="list-style-type: none"> a. Guest speakers b. Presentations c. Workshops d. Chair | 9. Practical arrangements <ul style="list-style-type: none"> a. Refreshments b. IT c. Seating d. Access e. Publicity |
| 5. Confirm arrangements <ul style="list-style-type: none"> a. Venue b. Guest speaker c. All other participants | 10. Working groups <ul style="list-style-type: none"> a. Who b. When to meet |

- b)** The second task is to agree the programme for the Big Event. Compare it with a journey. You have to get to your destination on time, as people get very frustrated when events run over. Think carefully about how long each bit will last. And think through the exact content of each stage of your journey. Below is an example of an outline for you to consider.

Act by Right Big Event

TITLE

Thursday 24 June, 5.30–7pm

Acton Road Youth Centre, Democratsville

*The aim of the **Big Event** is to:*

1. Get to know about the *Act by Right* group and what we have been doing
2. Hear about and add your support to our campaign to ...
3. Enjoy meeting a range of people in the area



- 5.30–5.45 : Arrivals and refreshments
- 5.45–6.00 : Welcomes and introductions
- 6.00–6.10 : Guest speaker
- 6.10–6.20 : Who we are and what we've done – our community map
- 6.20–6.30 : A short drama
- 6.30–6.45 : Presentation
- 6.45–7.00 : Discussion, questions and next steps

Campaigning for change

- c) And finally, set up working groups and agree who is going to do what. There is a lot to think through. For example, those tasked to sort out refreshments: where can you get free supplies? Should each member of the planning group bring something like milk or biscuits? Should there be a rota for serving refreshments? It can also work well to involve groups who you want to attend in the planning and in the programme itself. It can increase their interest and commitment. Are there particular people you want to include in this way? But things rarely go to plan. What's the back up? Do you need a core group to make sure all the planning from the working groups is going ahead okay? What about regular meetings in the build up to spot any possible problems and deal with them?

What do you think?

In the build up to the Big Event, make sure you practise your own part. And it's always a good idea to do a full dress rehearsal in front of a friendly audience, which is also prepared to offer constructive advice. This will give you a flavour of what it will be like to speak in front of your real audience. Could everyone hear? Did the technology work? Did the whole thing run to schedule?

4.3(c) Back off!

Aim

To make the best use of feedback and keep friendly communication going with the group's contacts.

You need

Your list of contacts, lots of copies of activity sheet 31, plenty of space and about 45 minutes.

What to do

This is an activity to help you decide how to follow up on your communications strategy and the Big Event.

- a) Look at your list of useful contacts from activity 4.3(a) and add to it or delete from it as necessary, drawing on the experience of the Big Event and anything else that has been happening. Naturally, you will want to stay in touch with them, but at the same time you don't want to overplay your case or people will cool off. Think about timing. When is it best to target them? Look at the list of contact methods below and add any more you wish on activity sheet 31 before photocopying them. Now copy lots of them and put each contact name on a separate activity sheet card.

| Our contact's name | |
|----------------------|----------------------|
| Ways to contact them | OKAY ←————→ BACK OFF |
| a. Website | |
| b. E-mail | |
| c. Calling round | |
| d. Phone call | |
| e. Word of mouth | |
| f. Post | |
| g. Appointment | |
| h. On the street | |
| i. A demonstration | |
| j. Social media | |
| k. | |
| l. | |

Campaigning for change

- b)** You need one person to represent each of your contacts and one or more to mark down the contact's answers. Place a sheet marked 'OKAY' at one end of the room and another marked 'BACK OFF' at the other. Everyone forms a circle round the markers. Each person in turn representing a contact stands on the line. The person with the card calls out one by one the ways the group could contact them. The contact moves to the point on the line between 'OKAY' and 'BACK OFF' depending on whether they think this is a good or bad way to be made contact with. Have some discussion in the group and the person can move to a different point on the line if they wish. The scribe marks the final position on the activity card for each contact method and any helpful pointers from the discussion. Think about how you can be diplomatic to all, judging each case on its own merits and circumstances.

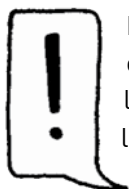
What do you think?

You will end up with an agreed plan on whether to follow people up and, if so, how best to do it, or whether to leave them alone. Some of the above might seem obvious, but after coming so far, the last thing you want to do is alienate people. Update your communications strategy from activity 4.3(a).

Campaigning for change

Review of unit 4 (You need about an hour)

What have we done?



Before you leave this unit, look back over what you have done using activity sheet 32. First, on your own, score from 1-5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Personal score | | Group score | | What I want to do next |
|------------------------------------|-------------------|------|-------------------|------|------------------------|
| | Low | High | Low | High | |
| Creating a clear message | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Getting the message across | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Keeping the campaign alive | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| What we want to do next as a group | | | | | |

A right review: rights to a fair deal – Articles 9-11, 18-21, 24-40



Act by Right is rooted in the Convention on the Rights of the Child. By developing your own *Act by Right* Charter, the group should increase its understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed. Reflect on your learning in this unit and look particularly at the Articles indicated above which are in your copy of the Convention in the Resource Section. A lot of these Rights in the Convention are about improving the provision of services and the protection of children and young people. Discuss the questions below and agree at least two Articles that link well to your work as a group and add them to your *Act by Right* Charter and complete the three columns: the number of the Article, 'The Article says' and three action points in the 'What we are going to do' column.

- Which of these Articles are most relevant to the work of the group?
- Do you think some important areas are missing? What other laws and policies can support your activity?
- How can you use the Articles to promote the work of the group?



Unit 5:

Finding out what's changed



Finding out what's changed

Purpose

So what's happened? How do you find out what's changed? How do you evaluate the difference you have made? The tools in this unit will help you. One young person who helped test out this unit summed up what evaluation was all about: 'Evaluation helps us find out what is good about something and what is not so good. This helps us to make things better.' And we all evaluate most of the time; we just don't think of it in that way. 'That was nice.' 'Don't go, there, they are really horrible.' 'I'd buy that one if I were you.' These are all evaluations – of a sort. But sometimes, your evaluation needs to go a bit deeper than just friendly advice based on your own experience. This unit helps you understand more about what evaluation is, its importance and how to do it well so as to add weight behind your campaigns to make change happen and celebrate success. Through this unit you are building up your own evaluation toolkit. Keep safe the materials you produce so you can use them again and again.

Aims

- Understanding about evaluation
- Tooling up for evaluation
- Doing the evaluation

Snapshot

YouthBank is an exciting and innovative UK-wide movement, based on local projects run by young people managing funds and giving out grants to other young people for projects and activities they want to develop and run in their communities. A number of YouthBank young people decided they needed to know more about the difference they were making. They volunteered to become evaluators. They went on three residential weekends and explored what evaluation was and why it was important – and had a good time as well. They gained confidence and skills and devised their own tools for evaluating local YouthBanks. Equipped young people now evaluate the work and impact of other YouthBanks, helping consolidate learning and good practice in supporting local groups. And this in turn helps local YouthBanks get more grants to give out to more young people's groups and make a bigger difference in their communities.



What do I know?

Below are the three aims of the unit. Use activity sheet 33 to rate your current knowledge. Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have?

Refer to the list in the Introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | | Group score | | What evidence do I have? |
|--------------------------------|----------------|---------------|-------------|---------------|--------------------------|
| | low | high | low | high | |
| Understanding about evaluation | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Tooling up for evaluation | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |
| Doing the evaluation | 1 | 2 - 3 - 4 - 5 | 1 | 2 - 3 - 4 - 5 | |

Finding out what's changed



5.1. Understanding about evaluation

This first aim helps you think about your views and values about evaluation, why it's important and how to go about it.

Activities

- a) Four faces: what do we mean by evaluation?
- b) Chicken nuggets: thinking about evaluation and evidence
- c) Our evaluation charter

5.1(a) Four faces: what do we mean by evaluation?

Aim

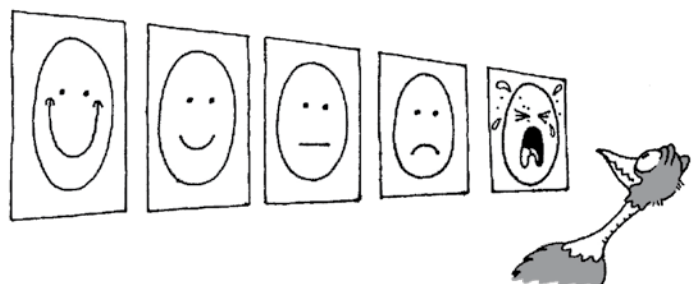
To explore different opinions and reach some agreement on what the group means by evaluation.

You need

The statements below, the drawings of the four faces, some space to move around and about 45 minutes.

What to do

- a) To start thinking about evaluation, get into pairs and spend three minutes each asking the other person about something they've seen, read, done or bought recently. What happened? What did you like? What didn't you like? A simple evaluation.
- b) You are now going to explore the group's opinions about evaluation. First, make four faces on four separate pieces of paper: very happy, a bit happy, not happy and very unhappy. Stick them up in the four corners of the room. Create some statements about evaluation yourselves, or use the ones below – or a bit of both of course. (The statements need to help discussion, not cause conflict.)



Finding out what's changed

- c) When you have your list of statements, one or two of the group reads some of the statements out. After each statement is read out, move to the face that best reflects what you feel about it. If someone totally agrees with a statement, move next to the very smiley face. If you slightly agree, then move next to the slightly happy face. And so on.
- d) Those reading the statements now ask people at each face to talk amongst themselves about why they are in this position. Ask two or three from different positions to explain to the group why they have chosen to be where they are.

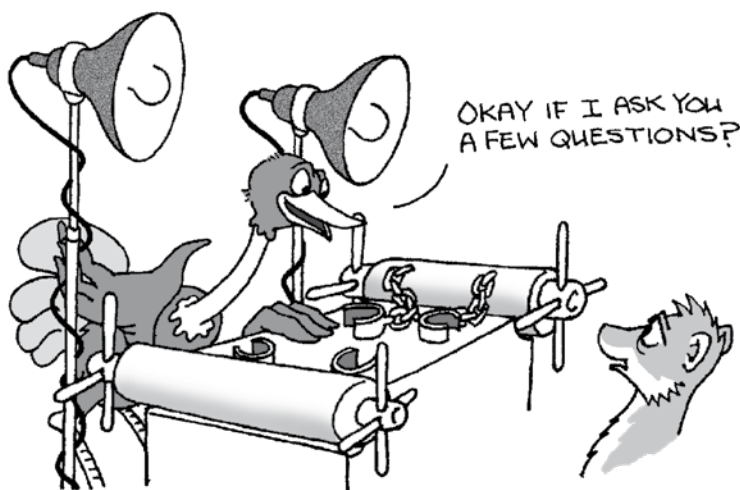
If you have more time, you can get people to actively persuade others to join them and for people to move about if they want to change their views.

Four faces statements. Read out a selection of the statements below and add your own if you wish.

- The purpose of evaluation is to uncover the truth
- Evaluation is expensive
- Evaluation tells us if something has been successful
- Evaluation is done by outsiders who don't understand and who don't care
- Evaluation tells us how to do something better
- Evaluators have decided what they want to say before they start
- Children and young people should always be involved in all aspects of an evaluation
- You need specially trained people to do an evaluation
- Everyone's views are equally valid in an evaluation
- Evaluation makes no difference to our lives
- People who use the project are better at doing the evaluation than outsiders
- Evaluation is a waste of time
- People in power should change what they do in line with evaluation findings

What do you think?

Flip chart some key thoughts about evaluation that come out of the exercise. What do you feel is the purpose of evaluation? Have group members taken part in evaluations? If so, what made these worthwhile? Did any feel a waste of time? If so, why? Keep these notes safely for the third activity in this section.



Finding out what's changed

5.1(b) Chicken nuggets: thinking about evaluation and evidence

Aim

To identify the skills needed to do evaluation and gain evidence

You need

Activity sheets 34 and 35, at least two willing volunteers, a clipboard and perhaps some dressing up gear such as silly glasses or a funny hat and about an hour and a quarter.

What to do

- a) The two volunteers agree roles and look over the script. I = interviewer; R = Respondent. Make sure all the words make sense to you. If they don't, check them out and change them before you start. There is nothing worse than getting stuck half way through. You can have some fun adding your own words in as well and you can always add in other characters. Perhaps keep it simple the first time though. Now act it out. Put some energy into it.

Chicken nuggets (Activity sheet 34)

I: May I ask you a few questions?

R: What about?

I: We are trying to evaluate our promotion of a certain product in the supermarket; it is just some questions about the promotion.

R: Okay

I: Have you noticed the recent fantastic advertising campaign for chicken nuggets?

R: I can't say that I have.

I: How many times a month do you buy chicken nuggets? Three times, five times, ten times or more?

R: Never.

I: What influences you to buy chicken nuggets? Is it A – cost, B – advertising, C – where they are placed in the freezer cabinet?

R: None of these things. Look all my family are vegetarians and we never eat chicken so all this is irrelevant.

R: I don't have a box to put that information in. And if I don't finish the questionnaire, I don't get paid, so would you mind finishing please?

- b) Now turn the role-play into a game show. Someone needs to act as the host and keep the score – not that that matters desperately! Divide the whole group into two teams, each choosing a, preferably ridiculous, team noise. Every time one team thinks the evaluator has made a mistake (there are loads right from the start), interrupt with the team noise, say what it is and suggest improvements. A box of chocolates for the winning team goes down well (always shared amongst everybody of course).

What do you think?

The role-play above was developed by Jennie Fleming, who is herself an evaluator, after a real encounter with a market researcher. What do you think of the way the evaluator behaved? What do you think of the questions? How do you think the shopper felt when being questioned? How do you think the interviewer felt? What could help make this evaluation work better for both people? Record some of the main points from the group discussion on flipchart as this will help with the next activity.

What next?

After a short break, come back to look at how hard it can be to prove what we say or hear. How the evaluator

Finding out what's changed

listens and treats the person they are questioning is crucial. They also need to be good detectives and good at gathering evidence, or proof. Before you move on, have a go at seeing how good you are at uncovering the truth.

- a) Remember the very first activity back at the start of *Act by Right* where you checked out how well you knew each other by giving three 'facts' about each other, one being a lie? This activity takes the same idea but develops it further. Each person in the group makes a blank copy of the grid below, or use activity sheet 35. As before, take a few minutes to think of three facts about you and put these in the left hand column. These should probably be different to those in activity 1.1(a) One of these 'facts' needs to be a lie. What you now need to do as well is think about how you would try and prove these three 'facts'? Add in the boxes what evidence you might use. This can be visual, verbal or written, as explored in unit 2. Here is an example.

| Prove it! | | | |
|---------------------------|-----------|--|-----------------|
| My name is: | Evidence | | |
| Three things about myself | Visual | Verbal | Written |
| I drive trucks | Photos | Information from my family and friends | Driving licence |
| I have epilepsy | Medicines | | Medical form |
| I'm a good cook | Photo | | Certificate |

- b) Now introduce yourselves in turn to the group and give your three 'facts' and what proof you would use to support each one. Which is the lie? Take a spot vote. Tell the group which was the lie. Did they get it right? What 'proof' did the group find most compelling? What 'proof' did they see through?
- c) As you are going round the group, some interesting insights will crop up about gathering evidence and working out whether something is true or not. Agree a scribe in the group to keep a note of these and add them to your list you started after the chicken nuggets sketch.

Here are some points from a group of Connexions evaluators in the West Midlands. And some of this group didn't play by the rules at all, telling either three lies or no lies at all. Another lesson to learn!

Prove it! Guidelines for evaluators

- Don't always believe what we are told or what we see
- It is best to get proof from more than one source and of different types
- There is often more than one sort of truth
- Relationships can affect the gathering of evidence
- Don't be afraid to challenge the evidence provided
- Don't be afraid to accept the unbelievable
- Be prepared to accept the unexpected
- Don't judge a book by its cover. Some things aren't what they seem.
- Don't just hear what we want to hear
- Gathering evidence helps an evaluation be objective, not a biased personal view
- Bothering to prove something can depend on the time, the money and the reason for doing so

Finding out what's changed

5.1(c) Evaluation charter

Aim

To agree what the group means by evaluation, why it is important and how the group wants to approach it.

You need

Your work from the first two activities, Activity sheet 36, blank flipchart, pens, post-its and at least an hour.

What to do

This activity helps you consolidate your thinking so far. Look back over your work summaries from the first two activities in this unit. These record the group's initial ideas about what evaluation is and how it should be done. This third activity now helps you as a group agree:

- a)** What the group understands by evaluation
- b)** Why the group should evaluate what it does
- c)** How the group wants to approach its evaluation work

Through doing this activity, you will end up as a group with an agreed charter about evaluation. You may well want to come back and add more to it later as you explore evaluation in more detail. But this gives you a strong start. Use activity sheet 36 or take a piece of flipchart and write on it three headings:

Evaluation is:

Evaluation is important to us because:

Evaluators must:

a) Evaluation is:

First, drawing on your experience, the earlier activities and your flipchart summaries, discuss and agree a simple definition of evaluation. Dictionary definitions offer some useful ideas to draw upon: 'Evaluation: 1.To determine or fix the value of something. 2.To determine the significance, worth, or condition of something by careful appraisal and study.' Write your own definition on your charter. Is everyone clear about it and can everyone sign up to it?

b) Evaluation is important to us because:

Second, break into small groups of three or four. Take three post-its per group. List all the possible reasons for the group to evaluate what it does. Decide on the three most important things. Write one on each new post-it. Come back together and stick all the small groups' post-its on a piece of flipchart and look at what each has written. Can you group some of them together? Agree the three most important reasons why this group should evaluate what it does. You might want to write out new statements because they bring together different ideas from a number of post-its. Add to your charter the three points.

c) Evaluators must:

Third, look at the overall approach to evaluation the group wants to take. By drawing upon your work from the chicken nuggets role-play in 5.1(b), agree your top ten rules for yourselves as evaluators to help avoid some of the pitfalls. Having drafted some ideas on this, compare your list with the thoughts below. Are there any you want to add or change? When the group is happy with its top ten, add them to your evaluation charter.

Finding out what's changed

Evaluators must:

1. Always introduce ourselves
2. Explain about the evaluation and what it is for
3. Ask them if they want to take part
4. Make sure we are clear about what confidentiality we can offer
5. Listen carefully and record faithfully
- 6.
- 7.
- 8.
- 9.
10. Thank people for taking part and let them know what is going to happen next; let them know if there is any way they can get involved.

What do you think?

Look over your work together. Does it make sense? Is there anything missing? You now have an evaluation charter that can be typed up and used as your guidance and planning tool when you are to evaluate something. Make sure everyone has a copy and one is available for the rest of this unit.

Finding out what's changed



5.2. Tooling up for evaluation

Having explored your views and values about evaluation, this aim builds up your knowledge of methods and skills needed to evaluate your work. In the last activity, 5.2(c), you draw this together by giving it a go.

Activities

- a) What works for us?
- b) Our perfect evaluator
- c) Give it a go

5.2(a) What works for us?

Aim

To look at a wide range of ways to collect information and decide the most suitable for the group when evaluating its activities.

You need

Flipchart paper and pens, lots of copies of the blank methods cards from activity sheet 37 (preferably photocopied onto light card) and at least an hour.

What to do

- a)** Let's get back to the chicken nuggets. If you were in charge of finding out from a range of people what they thought of chicken nuggets, what creative ways might you come up with? Using your imagination, as a whole group, list onto flipchart every possible way of collecting information that you can think of. Your ideas might include use of the internet and social media, people's personal stories, diaries, video, photos, art or drama. Make sure some methods measure quantity (numbers) and others quality (feelings).
- b)** Break into three groups. Divide the list of methods equally. Create and fill in the cards from activity sheet 37 for each method. Or your small group might prefer to first do the work using flipchart, making it easier to see and contribute. If you do this, make sure the information is placed on cards later to put in your toolkit. Here is an example of one of the completed cards.

Finding out what's changed

Example

| Information collection method: telephone interview | |
|--|---|
| Advantages | Disadvantages |
| <ul style="list-style-type: none">• confidence not having to see the person face-to-face• quick• can be very focused | <ul style="list-style-type: none">• unable to see the person• person not expecting our call and may not be sure who we are• hard to get detail and feelings |
| When might it be particularly good to use? | To get a lot of people. Get specific information without the need for anyone to travel. |

(Adapted from Nottingham Social Action Research Project, Fleming and Boeck, 2001)

What do you think?

Share what you have done as a whole group. The discussion might lead you to add in some more ideas on the methods cards. You now have a pack of methods, their strengths and weaknesses and when you think they might be most useful.

You will remember that information or proof you gather usually falls into one of three groups, visual, verbal or written. Take a moment to mark each card in the top right hand corner with one of these three categories. It will help you later when wanting to choose a range of methods for your evaluation. Also is the method best at measuring numbers of things or people's feelings and experiences?

What next?

Make sure each group hands in all the cards. If possible get them typed. An A4 ring folder may be a good way of storing the information you are creating. Put your evaluation charter at the front, followed by the methods cards. Photocopy them and circulate them as a resource pack to group members. Your evaluation toolkit is coming on well. There is more to add from the next activity.

5.2(b) Our perfect evaluator

Aim

To decide on the skills needed to be a good evaluator.

You need

Lots of different coloured pens, flipchart paper and magazines, your evaluation charter from 5.1(c), activity sheet 38 and at least 45 minutes.

What to do

- Divide into small groups. Thinking back to the chicken nuggets sketch and the Prove it! activity about gathering evidence, talk about the skills needed to be a good evaluator. Do a word storm on flipchart – that helps get the ideas out and everyone can take part.



Finding out what's changed

- b) Looking at your list, show these key skills in pictures, either by drawing them, or by cutting out pictures from magazines, which get your message across. Try not to use words. If you prefer, you can do this work individually or in pairs. You might draw a character or stick person for example with big ears to show they are good listeners, or holding a magnifying glass to show they look closely at what's going on, or you might draw a series of symbols.
- c) Come back together. Take it in turns to put up your picture. Give five minutes for the others to call out key words that describe what they see in the drawing, without you interrupting. Make sure someone in the group writes these words up on the left side of a separate piece, or pieces, of flipchart, headed 'Skills of a good evaluator'. After each group has had its turn, check if anything is missing and add these to the list. You now have your list of skills of a good evaluator. You might want to make a new drawing and label all these skills on it.

What next?

Look at your list of skills. Add in the other headings across the top of the chart as in the example below, or copy activity sheet 38. Do you as a group have the range of skills you have decided are important for good evaluation? If not, what is missing and how can you get it? An example of how the chart works is given below. The completed chart can be typed up and added to your evaluation toolkit. It can be updated as you take action to develop the group's evaluation skills.

| Skills of a good evaluator | Do we have this skill in the group? | Yes: how can we share it more widely in the group? | No: how can we get it? |
|----------------------------|-------------------------------------|---|--|
| Listening skills | Yes | Practice exercises in unit 1.3(a) in the whole group. | |
| Use of drama in evaluation | No | | Who might know about this? Arrange for them to come and run a workshop for us |
| | | | |
| | | | |

5.2(c) Give it a go!

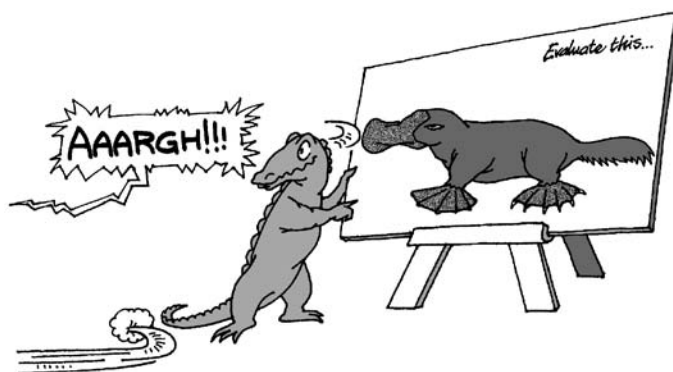
Aim

To practise and develop evaluation skills (without getting too serious).

You need

An hour and 15 minutes and a range of resources, depending on the ways you plan to evaluate the topic you choose. Read through the activity and agree what methods you are going to try out and what resources you can use. Access to a computer and printer, a tape recorder, cameras, old magazines and the internet could all be useful.

Finding out what's changed



What to do

- a) First, agree a light-hearted topic to evaluate. What about one of these?
 - Evaluate the furniture in the building
 - Evaluate the trees in the park
 - Evaluate the cars in the car park
 - Evaluate the food in the canteen
- b) Break into three groups and decide among yourselves how you are going to undertake your evaluation, what key questions you want to explore and how you are going to do it. Keep your ideas within the small group at this stage. As you will be presenting your findings to the whole group, spare a thought to how you are going to do this before you start.
- c) Now crack on! Give yourselves a good three quarters of an hour to evaluate the topic and prepare your findings.
- d) Come back together and take it in turns to present what you have found.

What next?

Before you move on, you need to evaluate the process you've just been through. You were given virtually no guidance. Did this help, or make it harder? You went off in your own groups and did your own thing. Did you each have a different take on what you were evaluating? Did you find out different things? For example, if you chose to 'evaluate the trees,' the first group may have evaluated them for their size and shade; the second whether they lose their leaves in winter or not; the third whether they are easy and fun to climb.

These differences don't matter on this occasion; in fact, they hopefully have added to your learning. But in the next aim, it will be very important to have a shared understanding of what you are doing and wanting to find out, why it is important and how you are going to go about it together. You may need to think through what you are looking for in the evaluation, what funders are looking for and what others may be looking for. These may be similar or very different. You will need to take more care in the planning and preparation. Before you move on, is there anything arising from this activity that you want to add to your evaluation charter?

Finding out what's changed



5.3. Doing the evaluation

The purpose of this third aim is to develop your evaluation skills and gain confidence in a safe environment, but now using a topic that is important to you. Ideally, you will pick up on the key group priority you have been working on in units three and four. It's like a rehearsal: devise a plan, practise methods and refine your skills before using them more widely. It builds on your knowledge from the first two aims of this unit about what is evaluation, why it is important and how to best go about it.

Activities

- a) Our evaluation plan
- b) Our evaluation
- c) What have we got to shout about?

5.3(a) Our evaluation plan

Aim

To agree what the group is going to evaluate, why and how.

You need

Your evaluation charter from 5.1(c), your methods toolkit from 5.2(a), the blank evaluation plan which is activity sheet 39, flipchart, pens and at least an hour.

What to do

While you may just be itching to stop talking and get on with it, this hour's worth of planning is crucial to get the most out of this aim, build on your knowledge and develop your skills.

- a) First, working as a whole group, look over your evaluation charter and agree it as your baseline for how you want to undertake an evaluation. If there are any differences of opinion, take a few moments to iron them out now.
- b) Second, the group needs to agree on something to evaluate that is important to you, something you want to know more about and help change. Ideally, you will use your group priority from units three and four (see 3.1). When you've agreed, write this in the first box on the evaluation plan, activity sheet 39.

Finding out what's changed

- c) Having decided what to evaluate, you need to be clear why it is important and how you are going to go about it. Work through the first part of the evaluation plan all together, Planning issues, Planning decisions, discussing, agreeing and filling in each section. You may well want to add in other planning issues in the left hand column, but keep it manageable. Perhaps most important of all is being clear about the three questions you want to find answers to at Planning issue number 3.
- d) Get into three groups, each taking one of the three approaches to gaining information, visual, verbal or written. For ten minutes, draft some ideas on how you are going to do your part of the evaluation, using your section of the evaluation plan headed How are we going to gather the information? You need to cover the three key questions you have agreed you want answers to. Remind yourselves as well of your work in unit two on mapping the community, when you considered the three Ps of people, places and power. Does your plan consider how to get information about these three aspects? Come back together to check briefly that you are all on course. Are you happy with the overall range and scope to the evaluation? Is the group as a whole likely to get answers to your three key questions?

| Evaluation plan | | | |
|--|------------|--------------------|------------|
| Planning issues | | Planning decisions | |
| 1. What are we going to evaluate? | | | |
| 2. Why is it important to us? Who else may it be important to? | | | |
| 3. What are the questions we want to find answers to? (No more than three) | | 1. 2. 3. | |
| 4. What safety concerns are there for us and how can we tackle them? | | | |
| 5. How are we going to present what we find? | | | |
| 6. Who are we going to share our evaluation with? (See Building Alliances, 3.3) | | | |
| How are we going to gather the information? | | | |
| Approaches | Question 1 | Question 2 | Question 3 |
| Visual • Photos | | | |
| Verbal • Individual interviews • Group interviews | | | |
| Written • Questionnaire | | | |

Finding out what's changed

e) The final part of your planning process is, in your three small groups, to devise your detailed plan for doing your part of the evaluation. You can choose a range of methods from your toolkit you created in 5.2(a), but make sure at least that you use:

- Visual recording with photos
- Verbal interview with an individual and or group
- Written questionnaire

Visual record (photos, painting, collage)

- Be clear what you want to record and why.
- What's the point you want to get across?
- How can you make your point clear, for example by adding in captions or explanations?
- What's the order you need to make the pictures tell the story you want?
- Who's behind the camera or painting the pictures? Does it have to be you?

Individual interview and group discussion (15 minutes long)

Here are some thoughts to consider:

- Helping people get started: what do you think about ... /how do you feel about ...?
- What particularly do you like/not like about ...?
- Asking more probing questions: why do you think that? What would make it/them better?
- Closing questions: anything else you want to add?

Written questionnaire

Don't forget:

- No more than a side of A4.
- Make sure it can be completed in ten minutes max.
- Avoid long or complicated questions. Make them clear and simple.
- Avoid leading and closed questions, like 'Is this your favourite?' Leading means you are assuming how they will answer. Closed means people can just answer yes or no.
- Go for more open neutral questions. What is your view about ...? How do you think it could be improved?
- Can you use a scoring scale from 1–5 or happy/sad faces as well?

What next

If possible, type up all aspects of the evaluation plans you have created in this aim. Photocopy one for each group member to add to your individual evaluation toolkits.

5.3(b) Our evaluation

Aim

To undertake the evaluation and record the information

You need

Your evaluation toolkit, with the evaluation plan from 5.3(a) and activity sheet 40 and at least an hour, though the more time you have, the more information you will get.

Finding out what's changed

What to do

Working in the same groups as above for activity 5.3(a), carry out your agreed approach to the evaluation. Good luck! Make sure to follow your agreed safety rules. Let the team know where you are going and agree a time when you will all come back together.

What next?

You will be looking in more detail at the information you found in the next activity, but for the moment, how did everyone get on? Take it in turns to share briefly your part of the evaluation, how you worked together and what you found out. Young people testing this part of the book invented a quick and useful way to gauge how well it went. But you might want to grab a calculator! Using a grid as in activity sheet 40, write a percentage score (out of a hundred) for how well each part of the evaluation went. How do the methods compare? Did one score better than another, or were they all about the same?

| How well did we do? Scores out of 100 (%) | Question 1 | Question 2 | Question 3 | Average score for the approach (add and divide by three) |
|---|------------|------------|------------|--|
| Visual | | | | |
| Verbal | | | | |
| Written | | | | |
| Average score for the different questions in the evaluation (add and divide by three) | | | | Overall score: (Add the six scores from the darker shaded boxes and divide by six) |

The group may wish to swap approaches, so everyone can have a go at the three main methods, or you may wish to try another approach in your methods toolkit.

5.3(c) What have we got to shout about?

Aim

To draw together the findings from the evaluation and decide how the group wants to present them.

You need

All the material you have gathered, flipcharts and pens, activity sheet 41 and about an hour.

What to do

In this activity you are pulling together your findings, deciding on the key messages you want to convey and agreeing how to present the information. You do not have to present it directly for this unit, though you may wish to, but the learning links back very well to the work you did in unit 4 on creating a message, getting the message across and keeping the campaign alive.

You can see how your news release, presentations or Big Event might be stronger for drawing on the research and evaluation you have carried out. Remember the story of the young people from Durham and how they tackled the transport problem they faced?

Finding out what's changed

There are three steps in pulling your evaluation together before you can present it.

- a) First, get in your small groups in which you did your part of the evaluation, agree on your findings to the questions in the chart below and write them in the 'small group findings' column of activity sheet 41.
- b) Now, spend a few minutes preparing to share your small group findings with the whole group. Come back together and, in turns, take five minutes each to share your key findings. Five minutes isn't long, so you will need to be sharp and to the point. It is a good discipline for when you are speaking to an invited audience who may have other things on their minds.
- c) As a whole group, you can now fill out the second column called 'whole group findings'. You now have the essential material for your presentation.

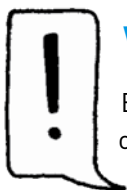
| Results of the evaluation | | |
|---|----------------------|----------------------|
| | Small group findings | Whole group findings |
| What have we found out? | | |
| What's changed? | | |
| What was the range of opinions? | | |
| What were the most common opinions? | | |
| What is the key message from what we have found? | | |
| What do people say they want to happen next? | | |
| What does the group recommend should happen next? | | |

What next?


By returning to unit 4 on campaigning for change, you will be able to work up the best way to present your information to those you have targeted in your earlier planning. Make sure to make the most of the three ways you have collected information – visual, verbal and written. A strong presentation often combines different methods. You will probably need to produce a full written report, with the full findings, but also a shorter summary version, drawing upon the information in the chart above. You might present this through use of PowerPoint, drama, music or a display of the photos and captions. Remember though, this is not a variety show. Keep your eyes on the prize, which is to put forward your evaluation and to influence people about what needs to change. Good luck!

Finding out what's changed

Review of unit 5 (You need about an hour)



What have we done?

 Before you leave this unit, look back over what you have done using activity sheet 42. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

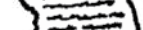
You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Personal score | | Group score | | What I want to do next |
|---|-------------------|------|-------------------|------|------------------------|
| | Low | High | Low | High | |
| Understanding about evaluation | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Tooling up for evaluation | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| Doing the evaluation | 1 - 2 - 3 - 4 - 5 | | 1 - 2 - 3 - 4 - 5 | | |
| What we want to do next as a group | | | | | |

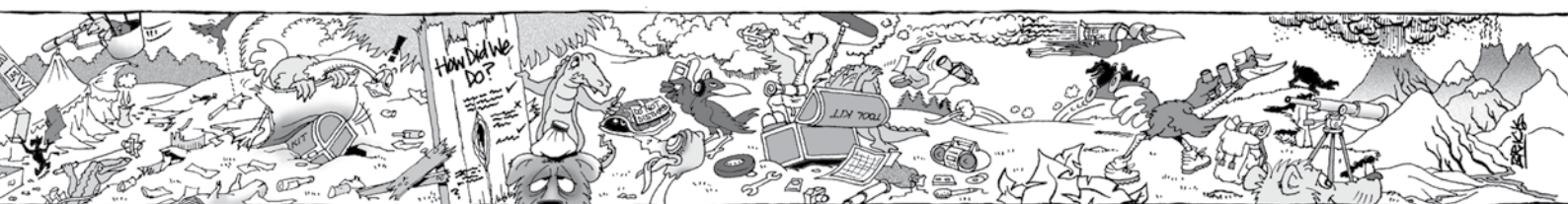
A right review



Rights and adult responsibilities – Articles 3, 4, 42

 *Act by Right* is rooted in the Convention on the Rights of the Child. By developing your own *Act by Right* Charter, the group should increase your understanding of your rights to participate in the issues affecting you and strengthen your arguments to be taken seriously and get things changed. Reflect on your learning in this unit and look at the particular Articles indicated above, which are in your copy of the Convention in the Resources section. Discuss the questions below and agree at least two Articles to add to your *Act by Right* Charter and complete the three columns: the number of the Article, 'The Article says' and three action points in the 'What we are going to do' column.

- What do you feel about these rights you have?
- Do organisations and government take their responsibilities towards you seriously? If not, why do you think this is?
- How can you use these Articles in your work as a group?



Resources

- Activity sheets
- The UN Convention on the Rights of the Child and Act by Right Charter
- ASDAN certification
- Where to find out more
- Act by right – the journey

Activity sheet 1

Unit 1: What do I know?



Below are the three aims of the unit. How do you rate your current knowledge? Give yourself a personal score on the scale 1 - 2 - 3 - 4 - 5. 1 is low and 5 is high. What proof do you have? Refer to the list in the introduction for examples of what might be good sources of evidence. This is called accrediting prior learning and is particularly important if you are using this to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | Group score | What evidence do I have? |
|--|-----------------------|--------------------|---------------------------------|
| Understanding each other better | 1-2-3-4-5 | 1-2-3-4-5 | |
| Appreciating and respecting other people | 1-2-3-4-5 | 1-2-3-4-5 | |
| Representing other people | 1-2-3-4-5 | 1-2-3-4-5 | |

Activity sheet 2

Activity 1.1(a) My passport

Aim: To strengthen the identity of the group

My passport

| | | |
|---------------------|--------------------------|-----------------------|
| My name | My age | Where I live |
| Special features | My emblem or symbol | Interests and hobbies |
| Places I've been to | Places I'd like to go to | My special skills |

Activity sheet 3

Activity 1.1(c) Our best team

Aim: To help the group look at the range of skills needed to make change happen and to value the importance of everyone's contribution

| Strengthening the group | | | |
|-------------------------|------|------|-------|
| | When | | |
| Who | Now | Soon | Later |
| By us | | | |
| With others | | | |
| By others | | | |

Activity sheet 4

Activity 1.2(b) Whose priorities count?

Aim: To understand how the group makes decisions and agrees what's important

| Community needs | | | | |
|-----------------|--|--|--|------------|
| | | | | Keep empty |
| | | | | Keep empty |
| | | | | Keep empty |
| | | | | Keep empty |
| | | | | Keep empty |

Activity sheet 5

Activity 1.3(b) Putting the case

Aim: To strengthen the group's ability to represent other people's points of view

**Things to remember
when representing
others**

1

2

3

4

5

6

7

8

9

10

Activity sheet 6

Activity 1.3(c) Different angles

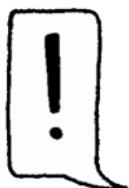
Aim: To appreciate different perspectives and responses to a particular problem

Getting to Remotesville by bus

| | Different groups in the community | | | |
|-----------------------------|-----------------------------------|-----------------|----------------------------------|--------------------|
| Views on the problem | Bus drivers | Adult bus users | Young people causing the trouble | Other young people |
| What is the problem? | | | | |
| Why does the problem exist? | | | | |
| How should it be solved? | | | | |

Activity sheet 7

Unit 1: What have we done? What next?



Before you leave this unit, look back over what you have done. First, on your own, score from 1–5 how much you learnt about each of the unit's three aims (1 is a little 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Score | What I want to do next |
|--|-----------|------------------------|
| Understanding each other better | 1-2-3-4-5 | |
| Appreciating and respecting other people | 1-2-3-4-5 | |
| Representing other people | 1-2-3-4-5 | |
| What we want to do next as a group | | |

Activity Sheet 8

Unit 2: What do I know?



Below are the three aims of the unit. How do you rate your current knowledge? Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | Group score | What evidence do I have? |
|--|-----------------------|--------------------|---------------------------------|
| Understanding communities | 1-2-3-4-5 | 1-2-3-4-5 | |
| Mapping communities | 1-2-3-4-5 | 1-2-3-4-5 | |
| Identifying community links and allies | 1-2-3-4-5 | 1-2-3-4-5 | |

Activity sheet 9

Activity 2.1(a) Community: what's in a word

Aim: To explore and agree what the group means by community.

What to do

a) First, take five minutes on your own to look at the list on the sheet below and highlight those statements that describe what you see as part of your community. Add in any others you may want to.

People within a few miles of where I live

My neighbours

People who share the same beliefs as I do

People with the same interests

People of the same nationality

People of a similar age

People who support the same team as I do

People of the same ethnic group

People who live in the same country

My ancestors

People from the same family

The place where I live

Everyone on the planet

Add in your own thoughts below:

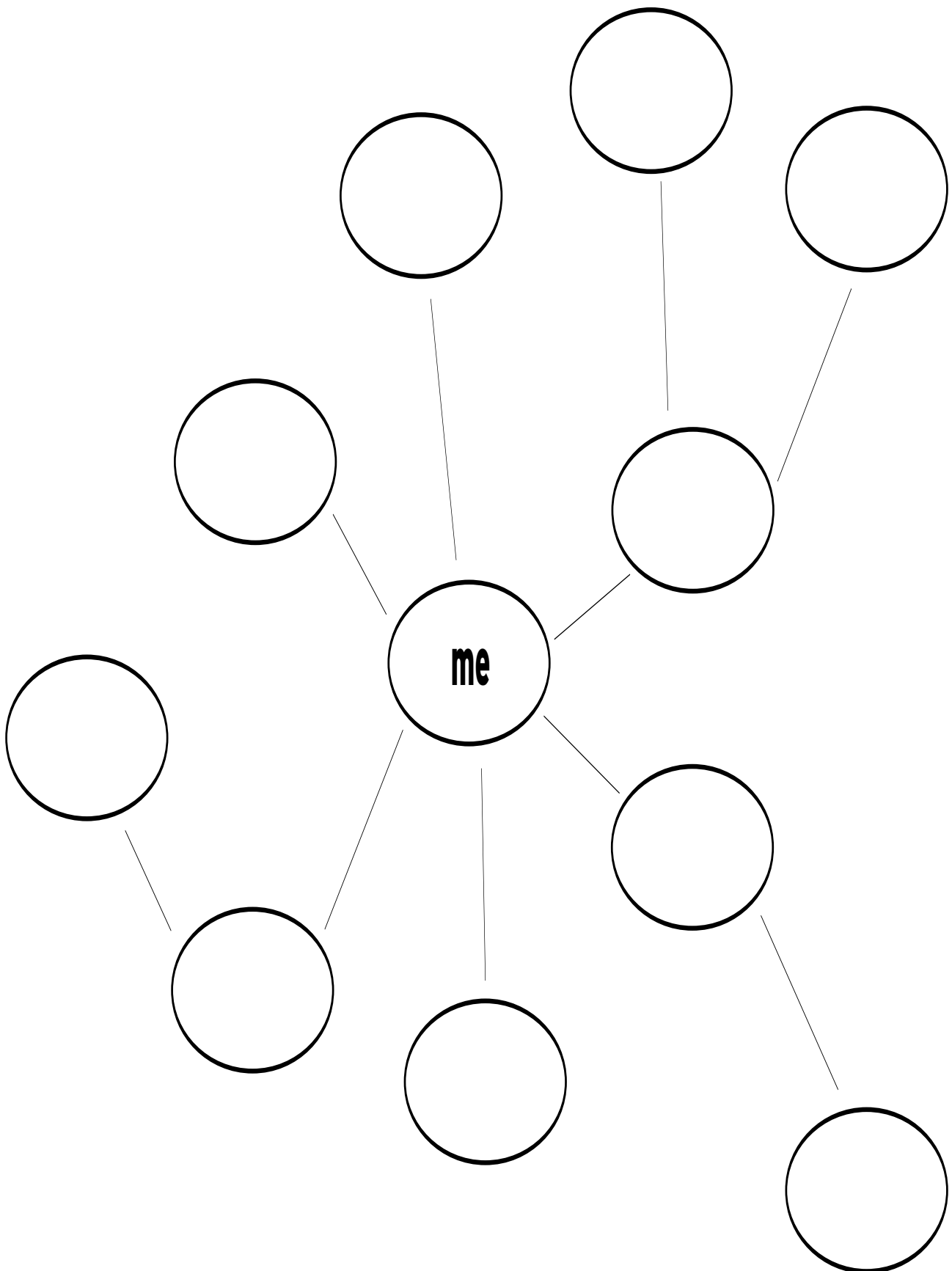
Our agreed definition:

Community is . . .

Activity sheet 10

Activity 2.1(b) Community: whose community?

Aim: To look at the range of different communities group members belong to



Activity sheet 11

Activity 2.1(c) Community: get me out of here!

Aim: To explore the good and bad of communities and how the group relates to other community groups

Group SWOT

| Strengths | Weaknesses |
|---------------|------------|
| | |
| Opportunities | Threats |
| | |

Activity sheet 12

Activity 2.1(c) Community: get me out of here!

Aim: To explore the good and bad of communities and how the group relates to other community groups

| Strengthening our group's links in the community | | | |
|--|------|------|-------|
| | When | | |
| Who | Now | Soon | Later |
| By us | | | |
| With others | | | |
| By others | | | |

Activity sheet 13

Activity 2.2 Mapping communities

Aim: To build upon pictures of the places and people that make up the community and who has the power to make things happen

| | Mapping | | |
|------------|---------|--------|-------|
| Approaches | Places | People | Power |
| Visual | | | |
| Verbal | | | |
| Written | | | |

Activity sheet 14

Activity 2.3(a) Community interests

Aim: To consider different and similar priorities among community groups

| | Community planning day | | |
|------------------------------------|------------------------|--------------|--------------|
| Community groups | 1st priority | 2nd priority | 3rd priority |
| Children and young people | | | |
| Businesses | | | |
| Adult residents | | | |
| Voluntary groups | | | |
| City council | | | |
| Social services, police and health | | | |
| Shared community priorities | | | |

Activity sheet 15

Activity 2.3(b) Sailing away

Aim: To consider who has influence to make things happen in the community

A sailing boat trying to leave port heading for a far off destination

- Name plate on the bow
- Waves
- Cargo (priority for action)
- Anchor
- Figurehead
- Ropes
- Crew
- Excess baggage
- Wind
- Rocks



Activity sheet 16

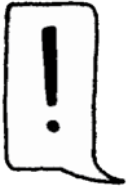
Activity 2.3(c) Community support

Aim: To strengthen the group's connections and alliances

| Community support | | | | | |
|--------------------------------|---------------------------|-------------------------|-----------------------------------|------------------------------------|------------------------------|
| | List the people concerned | Why do they support us? | How can the group influence them? | When does this need to be done by? | Who's going to lead on this? |
| People who support us | | | | | |
| People who don't know about us | | | | | |
| People who may not support us | | | | | |

Activity sheet 17

Unit 2: What have we done? What next?



Before you leave this unit, look back over the work you have done. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit’s three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit. You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Score | What I want to do next |
|---|-----------|------------------------|
| Understanding communities | 1-2-3-4-5 | |
| Mapping communities | 1-2-3-4-5 | |
| Identifying community links and allies | 1-2-3-4-5 | |
| What we want to do next as a group | | |

Activity sheet 18

Unit 3: What do I know?



Below are the three aims of the unit. How do you rate your current knowledge? Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | Group score | What evidence do I have? |
|--|-----------------------|--------------------|---------------------------------|
| Agreeing the group's priority for action | 1-2-3-4-5 | 1-2-3-4-5 | |
| Developing an action plan for change | 1-2-3-4-5 | 1-2-3-4-5 | |
| Building alliances | 1-2-3-4-5 | 1-2-3-4-5 | |

Activity sheet 19

Activity 3.1(a) Decisions – decisions

Aim: To help the group consider what to take into account when agreeing its priority for action

| Spending our money | | | | |
|--|--------------------------|---------|--------|--------------------|
| | What we need to consider | | | |
| What to spend our £1,000 on | Speed | Numbers | Impact | Score and Priority |
| Organise a party to celebrate what we've achieved as a group | | | | |
| Buy headed notepaper for the group | | | | |
| Buy a new computer | | | | |
| Create a website | | | | |
| Employ a part-time helper | | | | |
| Pay travel expenses for us to attend our group meetings | | | | |
| Set up a local helpline for young people | | | | |
| Take out newspaper advertising about what we do | | | | |
| Add in your own ideas | | | | |
| Taking into account speed, the number of people who might benefit and the impact the decision may have, we would choose: | | | | |
| Because: | | | | |

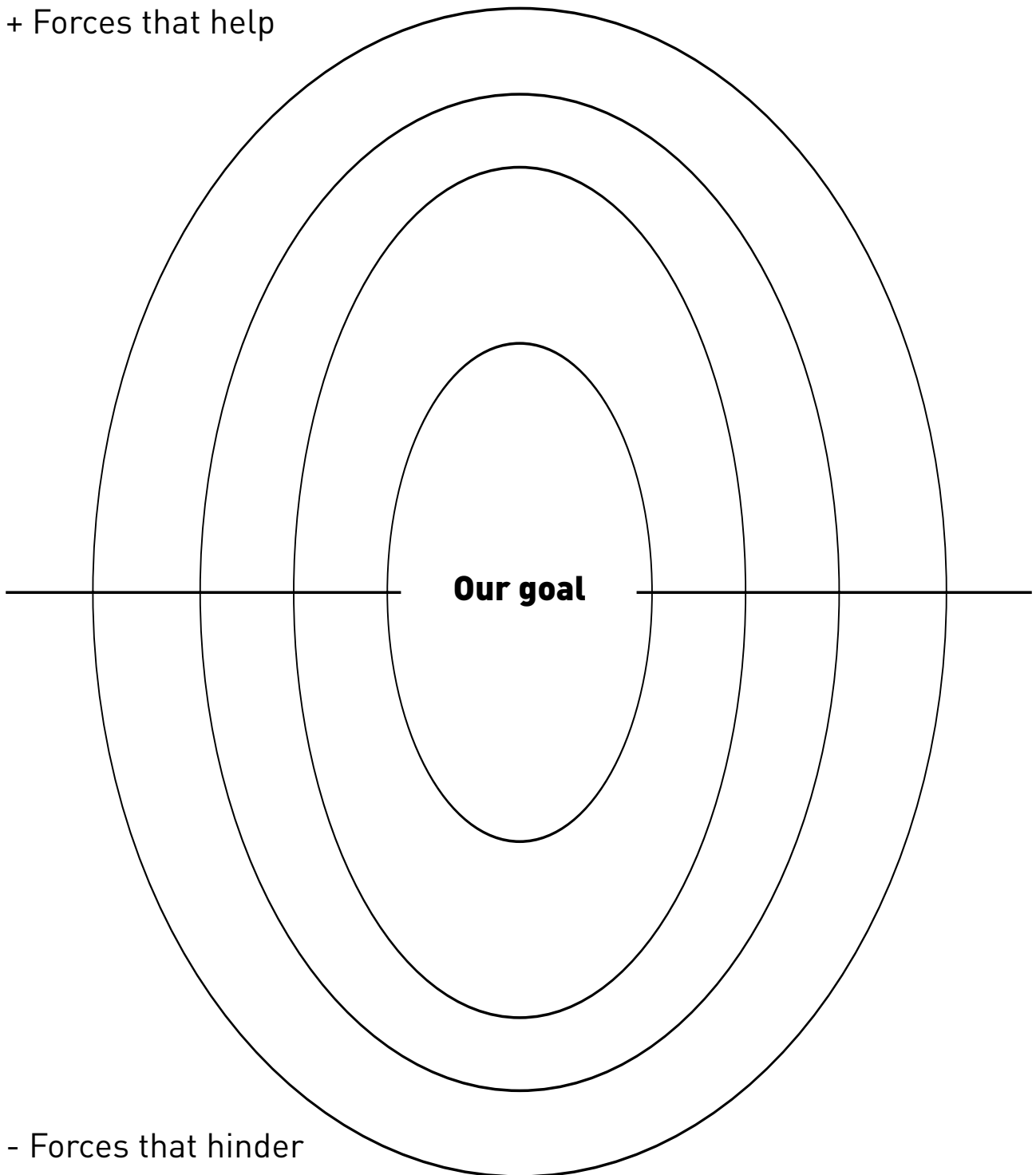
Activity sheet 20

Activity 3.2(a) The forcefield

Aim: To anticipate forces which may help and hinder the group in reaching its goal

Forcefield

+ Forces that help



- Forces that hinder

Activity sheet 21

Activity 3.2(b) The matrix action planning sheet

Aim: To develop a detailed plan of action for the priority of change

| Priority for action | | | |
|--|-----|------|-------|
| | Now | Soon | Later |
| Actions | | | |
| By members of the group on our own | | | |
| By us working with people not in the group | | | |
| By other people not in the group | | | |

Activity sheet 22

Activity 3.2(c) Resourcing the plan

Aim: To work out what resources are needed and where to get them, to put the plan into action

| Resources | | | | |
|------------------|-----------------------|----------------------|----------------------------------|---------------------|
| | What/who have we got? | What/who do we need? | How are we going to get it/them? | What are the risks? |
| People | | | | |
| Equipment | | | | |
| Money | | | | |

Activity 3.3(a) We're in this together

Title of action or campaign:

[illegible]

Activity sheet 24

Activity 3.3(b) Knowledge is power

Aim: To gain information about the groups and organisations that may be able to help us

| |
|--|
| Fact file |
| Details of organisation/person |
| Name of key contact person |
| Contact person's details: <ul style="list-style-type: none">• Address• Phone• E-mail• Website |
| Main aims |
| Main concerns |
| Main areas of influence |
| Image and reputation |
| Possible support for us |
| Likely things in common with us |
| Possible differences between us |
| Support they might give us |
| Other information |

Activity sheet 25

Activity 3.3(c) Wise up

Aim: To help the group become more street wise in dealing with organisations

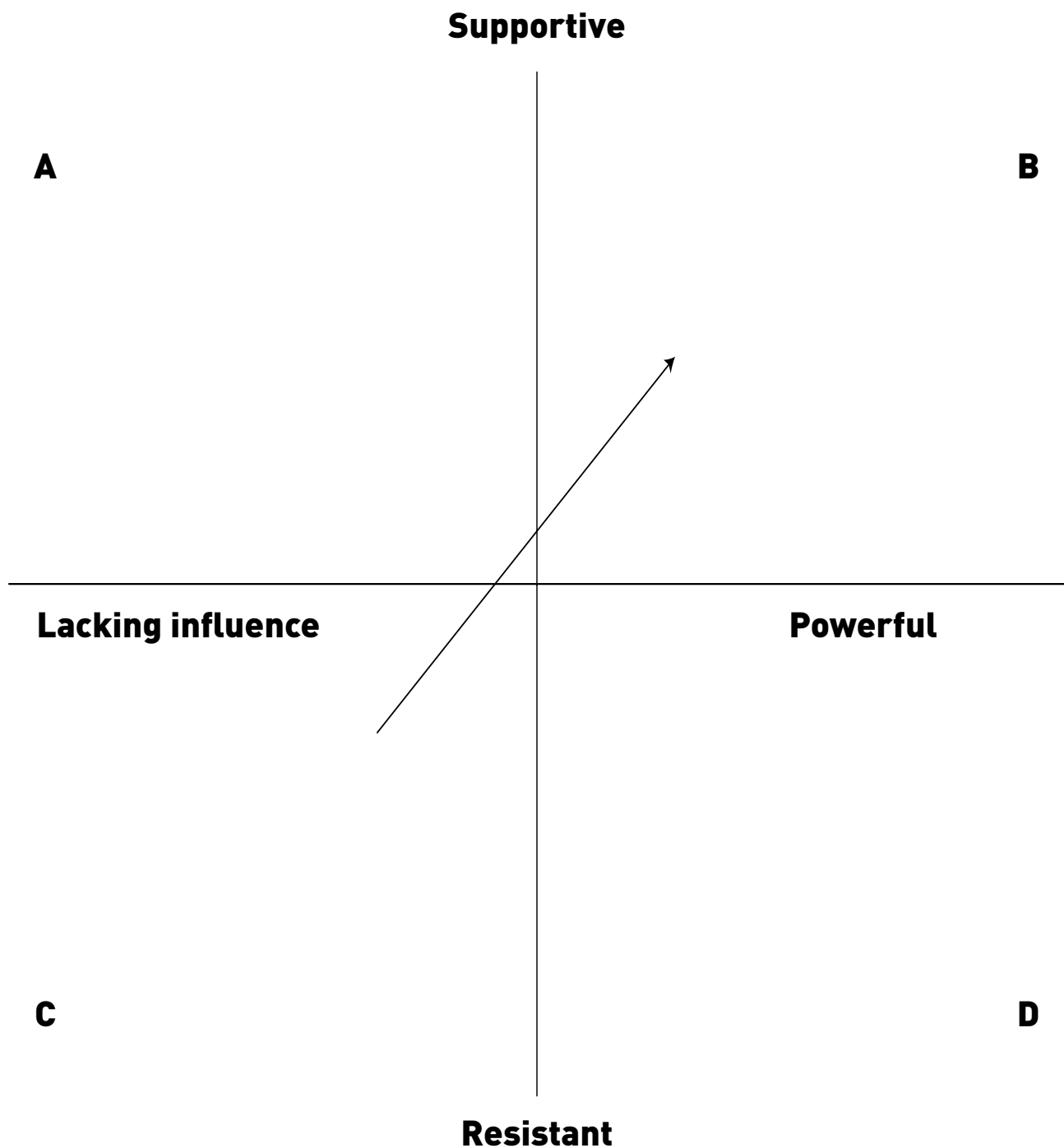
The four positions are:

A: Lacking influence and supportive

B: Powerful and supportive

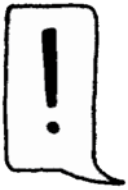
C: Lacking influence and resistant

D: Powerful and resistant



Activity sheet 26

Unit 3: What have we done? What next?



Before you leave this unit, look back over what you have done. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Score | What I want to do next |
|---|-----------|------------------------|
| Agreeing the group's priority for action | 1-2-3-4-5 | |
| Developing an action plan for change | 1-2-3-4-5 | |
| Building alliances | 1-2-3-4-5 | |
| What we want to do next as a group | | |

Activity sheet 27

Unit 4: What do I know?



Below are the three aims of the unit. How do you rate your current knowledge? Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | Group score | What evidence do I have? |
|----------------------------|-----------------------|--------------------|---------------------------------|
| Creating a clear message | 1-2-3-4-5 | 1-2-3-4-5 | |
| Getting the message across | 1-2-3-4-5 | 1-2-3-4-5 | |
| Keeping the campaign alive | 1-2-3-4-5 | 1-2-3-4-5 | |

Activity 4.3(a) Finding the target: methods

[illegible][illegible]

Activity sheet 29

Activity 4.3(a) Finding the target: our communications strategy

Aim: To use the group's campaign tools to their best advantage

[illegible]

Activity sheet 30

Activity 4.3(b) The Big Event: planning guide


Aim: To plan an event designed to raise awareness and support for the campaign and the work of the group

| Top ten things to do list | | |
|--|-----------------------|--------------------------|
| What needs to be done? | Who is going to do it | When must it be done by? |
| 1. Aims of the event a. Title b. Outline c. Who for | | |
| 2. Money and donations a. What we need b. Sources c. Support in kind | | |
| 3. Venue a. Dates b. Numbers c. Access d. Insurance e. Cost | | |
| 4. Content of the event a. Guest speakers b. Presentations c. Workshops d. Chair | | |
| 5. Confirm arrangements a. Venue b. Guest speaker c. All other participants | | |
| 6. Invitations a. Produce b. Send out c. Collate replies | | |
| 7. Materials for event a. Programme b. Map c. Presentation d. Workshops e. Feedback forms | | |
| 8. Distribute event materials a. Print b. Circulate c. Prepare packs | | |
| 9. Practical arrangements a. Refreshments b. IT c. Seating d. Access e. Publicity | | |
| 10. Working groups a. Who b. When to meet | | |

Activity sheet 31

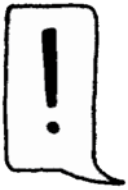
Activity 4.3(c) Back off!

Aim: To make the best use of feedback and keep friendly communication going with the group's contacts

| Our contact's name | |
|-----------------------------|--|
| Ways to contact them | OKAY ←  BACK OFF |
| a. Website | |
| b. E-mail | |
| c. Calling round | |
| d. Phone call | |
| e. Word of mouth | |
| f. Post | |
| a. Appointment | |
| h. On the street | |
| i. A demonstration | |
| j. Social media | |
| k. | |
| l. | |

Activity sheet 32

Unit 4: What have we done? What next?



Before you leave this unit, look back over what you have done. First, on your own, score from 1-5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Score | What I want to do next |
|---|-----------|------------------------|
| Creating a clear message | 1-2-3-4-5 | |
| Getting the message across | 1-2-3-4-5 | |
| Keeping the campaign alive | 1-2-3-4-5 | |
| What we want to do next as a group | | |

Activity sheet 33

Unit 5: What do I know?



Below are the three aims of the unit. How do you rate your current knowledge? Give yourself a personal score on the scale 1-2-3-4-5. 1 is low and 5 is high. What proof do you have? Refer to the list in the introduction for examples of what might be good sources of evidence. This is particularly important if you are using this unit to gain credits towards an award. What score would you give yourselves as a group?

| Aim | Personal score | Group score | What evidence do I have? |
|--------------------------------|-----------------------|--------------------|---------------------------------|
| Understanding about evaluation | 1-2-3-4-5 | 1-2-3-4-5 | |
| Tooling up for evaluation | 1-2-3-4-5 | 1-2-3-4-5 | |
| Doing the evaluation | 1-2-3-4-5 | 1-2-3-4-5 | |

Activity sheet 34

Activity 5.1(b)

Chicken nuggets: thinking about evaluation and evidence

Aim: To identify the skills needed to do evaluation and gain evaluation

I: May I ask you a few questions?

R: What about?

I: We are trying to evaluate our promotion of a certain product in the supermarket; it is just some questions about the promotion.

R: Okay

I: Have you noticed the recent fantastic advertising campaign for chicken nuggets?

R: I can't say that I have.

I: How many times a month do you buy chicken nuggets? Three times, five times, ten times or more?

R: Never

I: What influences you to buy chicken nuggets? Is it A – cost, B – advertising, C – where they placed in the freezer cabinet?

R: None of these things. Look all my family are vegetarians and we never eat chicken so all this is irrelevant.

I: I don't have a box to put that information in. And if I don't finish the questionnaire, I don't get paid, so would you mind finishing please?

Activity sheet 35

Activity 5.1(b) Prove it!

Aim: To identify the skills needed to do evaluation and gain evidence

| | | | |
|---------------------------|----------|--------|---------|
| Prove it! | | | |
| My name is: | | | |
| | Evidence | | |
| Three things about myself | Visual | Verbal | Written |
| | | | |
| | | | |
| | | | |

Activity sheet 36

Activity 5.1(c) Evaluation charter

Aim: To agree what the group means by evaluation, why it is important and how the group wants to approach it

Evaluation is:

Evaluation is important to us because:

Evaluators must:

Activity sheet 37

Activity 5.2(a) What works for us?

Aim: To look at a wide range of ways to collect information and decide the most suitable for the group when evaluating its activities

| Information collection method: | |
|--|---------------|
| Advantages | Disadvantages |
| | |
| When might it be particularly good to use? | |

| Information collection method: | |
|--|---------------|
| Advantages | Disadvantages |
| | |
| When might it be particularly good to use? | |

Activity sheet 38

Activity 5.2(b) Our perfect evaluator

Aim: To decide on the skills needed to be a good evaluator

| Skills of a good evaluator | Do we have this skill in the group? | Yes: how can we share it more widely in the group? | No: how can we get it? |
|----------------------------|-------------------------------------|--|------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Activity sheet 39

Activity 5.3(a) Our evaluation plan

Aim: To agree what the group is going to evaluate, why and how.

| | | | |
|---|------------|--------------------|------------|
| Evaluation plan | | | |
| Planning issues | | Planning decisions | |
| 1. What are we going to evaluate? | | | |
| 2. Why is this important to us? | | | |
| 3. What are the questions we want to find answers to? (No more than three.) | | 1. 2. 3. | |
| 4. What safety concerns are there for us and how can we tackle them? | | | |
| 5. How are we going to present what we find? | | | |
| 6. Who are we going to share our evaluation with? | | | |
| How are we going to gather the information? | | | |
| Approaches | Question 1 | Question 2 | Question 3 |
| Visual <ul style="list-style-type: none"> • Photos | | | |
| Verbal interviews <ul style="list-style-type: none"> • Individual • Group | | | |
| Written <ul style="list-style-type: none"> • Questionnaire | | | |

Activity sheet 40

Activity 5.3(b) Our evaluation

Aim: To undertake the evaluation and record the information

How well did we do?

| How well did we do? Scores out of 100 (%) | Question 1 | Question 2 | Question 3 | Average score for the approach (add and divide by three) |
|---|------------|------------|------------|--|
| Visual | | | | |
| Verbal | | | | |
| Written | | | | |
| Average score for the different questions in the evaluation (add and divide by three) | | | | Overall score: (Add the six average scores and divide by six) |

Activity sheet 41

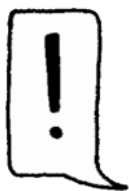
Activity 5.3(c) What have we got to shout about?

Aim: To draw together the findings from the evaluation and decide how the group wants to present them

| Results of the evaluation | Small group findings | Whole group findings |
|--|----------------------|----------------------|
| What have we found out? | | |
| What was the range of opinions? | | |
| What were the most common opinions? | | |
| What is the key message from what we have found? | | |
| What do people say they want to happen next? | | |

Activity sheet 42

Unit 5: What have we done? What next?



Before you leave this unit, look back over what you have done. First, on your own, score from 1–5 how much you feel you have learnt about each of the unit's three aims (1 is a little and 5 is a lot). Mark in the box on the right anything more you want to do to take forward your learning. Now come together as a group to consider what you have learnt as a group. How are you doing together? Write in the box at the bottom what additional actions you may want to take as a group to strengthen your understanding of any particular part of the unit.

You will have now reflected on your own personal learning and how the group is doing as a whole and what you agree needs to happen next.

| Aim | Score | What I want to do next |
|------------------------------------|-----------|------------------------|
| Understanding about evaluation | 1-2-3-4-5 | |
| Tooling up for evaluation | 1-2-3-4-5 | |
| Doing the evaluation | 1-2-3-4-5 | |
| What we want to do next as a group | | |

The UN Convention on the Rights of the Child

This is a summary of the main points of the Convention produced by UNICEF as 'What Rights?' The term 'children and young people' is used to describe all those who are under 18. Many Articles have continuing relevance for young people aged 18 to 25.

Article 1

Everyone under 18 years of age has all the rights in this Convention.

Article 2

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3

All organisations concerned with children and young people should work towards what is best for each person.

Article 4

Governments should make these rights available to children and young people.

Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children, as they grow, to learn to use their rights properly.

Article 6

All children and young people have the right to life. Governments should ensure that children and young people survive and develop healthily.

Article 7

All children and young people have the right to a legally registered name, the right to a nationality and their right to know and, as far as possible, to be cared for by their parents.

Rights of the Child

Article 8

Governments should respect children and young people's right to a name, a nationality and family ties.

Article 9

Children and young people should not be separated from their parents unless it is for their own good, for example if a parent is mistreating or neglecting them. Children and young people whose parents have separated have the right to stay in contact with both parents, unless this might hurt them.

Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children and young people can stay in contact or get back together as a family.

Article 11

Governments should take steps to stop children and young people being taken out of their own country illegally.

Article 12

Children and young people have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13

Children and young people have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14

Children and young people have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide them on these matters.

Article 15

Children and young people have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16

Children and young people have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Act by Right

Article 17

Children and young people have the right to reliable information from the mass media. Television, radio and newspapers should provide information that children and young people can understand and should not promote materials that could harm them.

Article 18

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19

Governments should ensure that children and young people are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 20

Children and young people who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21

When children and young people are adopted, the first concern must be what is best for them. The same rules should apply whether the children and young people are adopted in the country where they were born or taken to live in another country.

Article 22

Children and young people who come into a country as refugees should have the same rights as children and young people born in that country.

Article 23

Children and young people who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 24

Children and young people have the right to good quality health care and to clean water, nutritious food and a clean environment so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25

Children and young people who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

The Rights of the Child

Article 26

The Government should provide extra money for the children and young people of families in need.

Article 27

Children and young people have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

Article 28

Children and young people have a right to an education. Discipline in schools should respect children and young people's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child and young people's personality and talents to the full. It should encourage children and young people to respect their parents, and their own and other cultures.

Article 30

Children and young people have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31

All children and young people have a right to relax and play, and to join in a wide range of activities.

Article 32

The Government should protect children and young people from work that is dangerous or might harm their health or their education.

Article 33

The Government should provide ways of protecting children and young people from dangerous drugs.

Article 34

The Government should protect children and young people from sexual abuse.

Article 35

The Government should make sure that children and young people are not abducted or sold.

Act by Right

Article 36

Children and young people should be protected from any activities that could harm their development.

Article 37

Children and young people who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38

Governments should not allow children and young people under 15 to join the army. Children and young people in war zones should receive special protection.

Article 39

Children and young people who have been neglected or abused should receive special help to restore their self-respect.

Article 40

Children and young people who are accused of breaking the law should receive legal help. Prison sentences for children and young people should only be used for the most serious offences.

Article 41

If the laws of a particular country protect children and young people better than the articles of the Convention, then those laws should stay.

Article 42

The Government should make the Convention known to all parents and children and young people.

***Act by Right* Charter: a right review**

The five areas of the Convention on the Rights of the Child that are explored in the *Act by Right* Charter and the key Articles are given below, followed by the articles of the Convention and a blank copy of the *Act by Right* charter for you to copy and fill in.

Unit 1: Rights for us! So what?

Unit 2: Rights for everyone: 1, 2, 21–23

- a. Everyone under 18: 1
- b. Inclusion: 2
- c. Adopted children and young people: 21
- d. Asylum seekers: 22
- e. Disabled children and young people: 23

Unit 3: Rights to participation: 12–17

- f. Speaking out and being taken seriously 12
- g. Freedom of thought and religion 14
- h. Getting and sharing information, 13, 17
- i. Privacy: 16
- j. Meeting and joining organisations' meetings, 15

Unit 4: Rights to a fair deal: 9–11, 18–21, 24–40

- k. Family life: 9–11, 18
- l. Protection: 19, 34–36, 39
- m. Looked after children and young people: 20, 21, 25
- n. Health: 24
- o. Money and standard of living: 26, 27
- p. Education, training and work: 28–30, 32
- q. Play and leisure: 31
- r. Drugs: 33
- s. In trouble: 37, 40
- t. Armed forces: 38

Unit 5: Rights and responsibilities 3, 4, 42

- u. Organisations working with children and young people: 3
- v. Governments: 4, 42

***Act by Right* Charter**

| The Convention on the Rights of the Child What it means for us: | | |
|--|-------------------------|--------------------------------|
| Article | The Article says | What we are going to do |
| | | |
| | | |
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Act by Right

Certification

This section describes the things that need to be done for learners to achieve the certification that The National Youth Agency and ASDAN have developed jointly for this programme.

This has necessarily been designed to be as light touch as possible, yet still be capable of being counted towards a more substantive system of certification, should that be required. This certification meets the requirements of an accredited outcome as defined by The NYA and follows all published guidance on this. Partial completion of *Act by Right* can also satisfy the requirements of a recorded outcome where applicable.

There are a number of ways in which *Act by Right* Certification works:

1. Internal (centre assessed) certification
2. The accruing of ASDAN credits which are transferrable into ASDAN Awards and qualifications
3. Using *Act by Right* as a vehicle for achieving Wider Key Skills qualifications – especially Working with Others.

1. Internal (centre assessed) certification

The *Act by Right* Programme has 50 hours of active learning built within it. If centres wish to certificate the programme then they should plan for an additional 10 hours (over the life of the programme) spent putting together an organised evidence log. This should contain all of the work that the young people have produced during their journey through *Act by Right* together with any additional material they might gather as they go along.

When the programme is completed the *Act by Right* programme coordinator should complete the certificate request form and forward it to ASDAN. Guidance on completing the form is given on the reverse. The certificate request form acts as a summary of the young people's achievement in that it serves as a record that each young person has completed all of the required activities as defined in the *Act by Right* journey log. The worker who has supported the young person through the process initials the form to confirm that that individual has fulfilled the requirements. The certificate request form refers to this worker as the assessor. No qualifications or particular experience are required to act as an assessor in this programme.

Before the form is forwarded to ASDAN, centres are required to go through a process of internal checking (verification). This might take the form of a meeting where all the young people's evidence logs are looked at collectively in order to achieve some form of parity of achievement within the centre. This is especially important where there is more than one worker facilitating the process. Once this is done, an internal verifier's signature is added to the bottom of the form. This person is a worker who was not involved in the original process of certifying that the programme requirements have been met i.e. their initials do not appear as an assessor on the form. The internal verifier may be a co-worker of the *Act by Right* coordinator; a worker from another centre or project, or a team leader. No qualifications are needed for this role but the person must be familiar with the needs of the award.

The independent internal verification is required for the programme to be considered an accredited outcome.

Act by Right

Partial completion of *Act by Right* may be considered as a recorded outcome. Further guidance on this is available from The NYA in the document *Recording Young People's progress and Accreditation in Youth Work* (Wendy Flint, December 2005), which is also available to download from the NYA website. Local authorities are no longer required to report against recorded and accredited outcomes as Best Value Performance Indicators although the measures are often still used as local indicators of youth work. The NYA encourages organisations and local authorities to continue to use the indicators as they support the development of quality youth work that is focused on outcomes for young people and provide a means by which youth work can describe and quantify some of its work.

ASDAN reserves the right to ask for a sample of evidence logs from any delivery centre in order to maintain consistency of achievement across the country. The number of evidence logs looked at by ASDAN would not exceed 5% of the total numbers all candidates across the country. The cost of internal certification is £4.90 per certificate and no further centre registration is required by ASDAN. Payment details are on the certificate request form.

2. The awarding of ASDAN credits which are bankable into ASDAN Awards and qualifications

ASDAN is a Government (Qualifications and Curriculum Authority) approved awarding body offering a number of programmes and qualifications that recognise and develop personal and social development. Over 6,000 registered centres operate ASDAN awards and qualifications. The NYA and ASDAN have worked closely together in order to get as much as possible out of this programme. By completing the additional Plan, Do and Reviews (PDR's) detailed below it is possible to achieve three ASDAN credits which can then be banked into the main ASDAN award. This is via either the Bronze/Silver/Gold/Universities route or the FE Level Up/Level 1/Level 2/Level 3 route. This can also apply to the Youth Achievement Awards which are a separate suite of awards operated jointly by UK Youth and ASDAN.

In order to bank these credits, those using *Act by Right* will need to be involved in the ASDAN award programme. This may be operating in their school or college or within any other registered ASDAN centre. The table below shows the contribution that *Act by Right* can make towards both the ASDAN awards and the Certificate of Personal Effectiveness (CoPE) qualification. Both the award scheme and CoPE are approved for use by 14-16 yrs and the CoPE carries LSC funding 16-19yrs via both Section 96 and 97 of the Learning and Skills Act (2000) and has a points rating (equivalent to a GCSE or AS Level) within school and college Achievement and Attainment (league) tables. Both ASDAN awards and CoPE require ASDAN centre registration. Both the Awards and the CoPE qualification are internally assessed and externally moderated.

| ASDAN Award and Level | Total credits required for award | Total number of PDRs required | Credit Value of AbR | Additional work required |
|--|----------------------------------|-------------------------------|---------------------|--------------------------------------|
| Entry Bronze/FE Level Up | 6 | 3 | 3 | No additions required |
| Level 1 Silver/FE1/CoPE L1 | 12 | 6 | 6 | 2 ASDAN L1 PDRs need to be completed |
| Level 2 Gold/FE2/CoPE L2 | 12 | 6 | 3 | 2 ASDAN L2 PDRs need to be completed |
| Level 3 Universities/FE3/CoPE L3 | 15 | 6 | 6 | 2 ASDAN L3 PDRs need to be completed |

Certification

3. Achieving Wider Key Skills – Especially Working with Others

The Wider Key Skills are QCA qualifications that combined are the equivalent to 2 and 1/4 GCSEs at Level 2. They are 100% tutor assessed by portfolio (no tests or examinations) and are moderated by an awarding body. There are a number of awarding bodies approved for Wider Key Skills accreditation and ASDAN is one of them.

The Wider Key Skills are available in:

- Working with Others
- Problem Solving
- Improving Own Learning and Performance.

Portfolios are built using the Plan, Do and Reviews mentioned in the above table and would use the activities from within *Act by Right*. Working with Others lends itself to the *Act by Right* programme, but any (or all) of the three Wider Key Skills could be developed and assessed through the programme. Workers who are considering the Wider Key Skills as outputs should contact ASDAN for further advice, training and centre registration.

The Wider Key Skills are approved for use 14-16 yrs and carry LSC funding 16-19yrs via both Section 96 and 97 of the Learning and Skills Act (2000) and have a points rating for use within school and college Achievement and Attainment (league) tables.

Using *Act by Right* with the Wider Key Skills to record Generic Learning

There are 6 Personal, Learning and Thinking Skills:

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team Workers
- Self Managers
- Effective Participators

These 6 skills can be accredited using the Wider Key Skills and the NYA *Act by Right* programme.

ASDAN has recently produced a Guidance Document for DCSF entitled *Ways To Accredite Generic Learning*. The Guidance is written as a staff training manual for those who are assisting learners to achieve the development of personal, learning and thinking skills (PLTS) from a range of settings both in and outside the classroom. Although the Guidance initially focussed on Key Stage 4, it is equally applicable for Key Stage 3.

The PLTS are a central feature of both the new Diplomas and the revised National Curriculum at Key Stage 3, and the Guidance Document shows how small steps of achievement for these skills can be developed and accredited through the Wider Key Skills standards:

- Problem Solving
- Working with Others
- Improving own Learning and Performance.

These qualifications, which are equivalent to GCSEs, also count points towards School and College Performance Tables, and can be yielded from pupil engagement in a wide range of motivational learning activities and settings.

The Guidance Document also includes case study examples of effective practice identified from nine local

Act by Right

authorities which demonstrate how active and experiential learning and project work (e.g. raising money for a charity, undertaking mini-enterprise challenges, involvement in personal and social development programmes including adventure and residential experiences) can lead to achievement. The document takes staff through the stages of using such motivational and active learning to yield evidence of the achievement of learners from those experiences.

Ways To Accredit Generic Learning is available to download from the QCA website (after the introductory text on Curriculum Engagement scroll down and click on Item 4).

For more information contact:

ASDAN

Wainbrook House

Hudds Vale Rd

St George

Bristol

BS5 7HY

Tel: 0117 941 1126

E-mail: info@asdan.co.uk

Website: www.asdan.co.uk

Certification



The National Youth Agency

Certificate Request Form

Act by Right

Please read the guidance on the reverse of this form

| Centre Name: | | Record of Achievement | | | | | | |
|---------------------------------------|--|-----------------------|--------------|--------------------|-----------------------------|-----------------------------|----------------------------|----------------------|
| | | Activities completed | Evidence log | Review of learning | <i>Act by Right</i> Charter | Signed and dated by learner | Signed and dated by worker | Initials of Assessor |
| Address for certificates: | | | | | | | | |
| Postcode: | | | | | | | | |
| Course Coordinator: | | | | | | | | |
| Candidate Names: Please PRINT clearly | | | | | | | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| 8. | | | | | | | | |
| 9. | | | | | | | | |
| 10. | | | | | | | | |
| 11. | | | | | | | | |
| 12. | | | | | | | | |
| 13. | | | | | | | | |
| 14. | | | | | | | | |
| 15. | | | | | | | | |

I confirm that:

- all of the above named candidates have fully completed the requirements for the *Act by Right* Award as indicated.
- all evidence logs have been internally checked.
- our centre understands that ASDAN reserves the right to sample candidate files.

Signature of *Act by Right* Coordinator:

..... Please PRINT name:

Verifying Signature:

..... Please PRINT name:

ASDAN
Central
Office
Use

Act By Right

Internal Quality Assurance for *Act by Right*: Certificate Request Form

Guidance

1. Complete each young person's Record of Achievement by ticking each column indicating that the requirements of the *Act by Right* programme have been completed. The assessor then initials the final column.
2. The assessor is the worker who has supported the young person through their *Act by Right* journey. The Record of Achievement should be completed following a process of internal checking (verification) where evidence logs are compared to ensure that there is some parity, or more importantly, minimum level of achievement, within the delivery centre. This is especially important where there has been a number of 'assessors' working with young people on the programme.
3. The verifying signature needs to be that of another worker who was not involved in the original assessment of the young person's work. They may well be a co-worker of the original assessor, a team leader or a colleague from another centre, project or team. It is this verifying signature that ensures that *Act by Right* complies with the requirements of an accredited outcome for the young person.
4. ASDAN reserves the right to ask for a sample of evidence logs from any delivery centre in order to maintain consistency of achievement across the country. This will be done in conjunction with The NYA officer responsible for the *Act by Right* programme. The number of evidence logs looked at by ASDAN would not exceed 5 per cent of the total numbers of all candidates across the country.

Example

| | | | | | | | | |
|---|-----------------|-----------------------|--------------|--------------------|-----------------------------|-----------------------------|----------------------------|----------------------|
| Centre Name: Anytown Youth Project | | Record of Achievement | | | | | | |
| Address for certificates: Anytown Youth Project, 55 Any | | Activities completed | Evidence log | Review of learning | <i>Act by Right</i> Charter | Signed and dated by learner | Signed and dated by worker | Initials of Assessor |
| Street, Countryshire Postcode: AN5 6YP | | | | | | | | |
| Course Coordinator: AN Other | | | | | | | | |
| Candidate Names: Please PRINT clearly | | | | | | | | |
| 1. | Amy Candidate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ANØ |
| 2. | Bopal Candidate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | BNO |
| 3. | Chris Candidate | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | BNO |

Note that the verifying signature needs to be someone who wasn't involved in the original assessment of the young person's achievement is a different person to the worker(s) whose initials appear on the body of the form.

Please retain a photocopy of this form for your records and send the original to:

ASDAN, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY.
Fax: 0117 935 1112

Certificates are priced at £4.90 each (they are VAT exempt ie there is no VAT element to be added).

Please provide either a cheque (payable to ASDAN) or a purchase Order number for the cost of the certificates.

Please complete:

I am enclosing a cheque for £

Our official Purchase Order number is

This form is photocopyable. However if you require a new master copy please contact ASDAN central office.

ASDAN – Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY
Tel. 0117 941 1126 E-mail: info@asdan.co.uk Website: www.asdan.co.uk

Certification

The National Youth Agency

Act by Right

Skills for the active involvement of children and
young people in making change happen

This certificate of merit is presented to:

For successfully completing 60 hours of activity from the *Act by Right* programme of:

**Getting to know each other and representing others • Getting to know our community
• Getting ready for action • Campaigning for change • Finding out what's changed**

and for presenting evidence of the key skill of:

Working with Others

Signed

ASDAN National Coordinator

Signed

Award Coordinator/Head of Establishment



ASDAN



ASDAN

ASDAN, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY.

Tel: 0117 941 1126 Fax: 0117 935 1112 E-mail: info@asdan.co.uk Website: www.asdan.co.uk

Act by Right

Where to find out more
A list of useful resources and contacts for you

Resources

Article 12: *A Right to Know*. A resource pack for children and young people on their rights under the UN Convention on the Rights of the Child; includes video, poster and booklet. Available from UNICEF, 0870 6063377

Ask us (2001 and 2003). The Children's Society, £5.50. Tel: 020 7841 4415. Outline of project available at www.jrf.org.uk/knowledge/findings/socialcare/741.asp

CD-Roms resulting from multi-media consultations through which over 300 disabled children and young people aged 4 to 24 from across England addressed issues such as access to leisure, participation and social exclusion, communication and services. Summary of process and outcomes (2004) available from The Children's Society.

Keeping It Safe: a young person-centred approach to safety and child protection, standards and guidelines (2002). National Council for Voluntary Youth Services, £30. Tel: 020 7278 1041. Comprehensive pack covering child protection, safe recruitment and selection, managing staff and providing safe activities – including risk assessment, insurance, transport and safe internet access. It includes a range of practical material, including code of conduct and sample consent and incident forms.

Norton, M. (2002), *How to be a community champion – a practical manual for young activists*. Centre for Innovation in Voluntary Action, Norton@civa.prestel.co.uk. A lively and practical guide packed with ideas and advice for young people wanting to take action in their community or change the world. It is aimed at young people who wish to engage in some sort of community action to help them do it themselves.

Shepherd, C. and Treseder, P. (2002), *Participation – spice it up!* Save the Children, £18.95. Available from Plymbridge Distributors, orders@plymbridge.com, or 01752 202301. Produced by Dynamix, a Swansea-based cooperative using participative methods with children and young people, this manual provides practical tools for engaging children and young people in planning and consultations.

Treseder, P. (1997), *Empowering Children and Young People*. Save the Children, £15. Available from Plymbridge Distributors as above.

Manual, full of checklists and exercises, aimed at professionals promoting children and young people's empowerment in a range of sectors. Section 1 focuses on helping professionals to increase their understanding of issues relating to empowering young people in their work, while section 2 focuses on training young people to be active in decision-making by building their confidence and skills. The final part looks at long-term strategies for making empowerment work.

Badham, B. and Wade, H. (2008), *Hear by Right: standards framework for the participation of children and young people*. The National Youth Agency/Local Government Association. Available at sales@nya.org.uk, 0116 242 7427. *Hear by Right* offers tried and tested standards for organisations across the statutory and voluntary

Act by Right

sectors to assess and improve practice and policy on the active involvement of children and young people. The standards cover seven areas, forming a framework to help achieve change in an organisation: shared values, strategy, structure, systems, staff, elected members and trustees, skills and knowledge, and style of leadership.

Worrall, S. and Treseder, P. (2000), *Young People as Researchers: a learning resource pack. Save the Children*. £9.95. Pack provides materials for workers training young people in participatory research. It includes a list of identified competencies, together with exercises and background information focusing on research issues, research methods, analysis and report writing, and learner needs, support and evaluation.

YouthBank UK Toolkit (2003), YouthBank UK. A practical handbook to train groups of young people to set up and run their local YouthBanks. Available from YouthBank@nya.org.uk, 0116 242 7446. £40.00.

Young Researcher Toolkit (2008), The NYA. An online resource to develop knowledge and skills in evaluation and research. Free download at www.nya.org.uk/youngresearchernetwork

Contacts

Organisations promoting children and young people's rights and participation

British Youth Council

Independent charity and coalition of 150 organisations, run for and by young people, in order to represent their views to government, the media and others. It organises and facilitates consultations with young people, supports local youth councils and runs a participation training programme for young people and practitioners. Tel: 020 7422 8640. Website: www.byc.org.uk

Children's Rights Alliance for England

An alliance of over 180 organisations committed to children's human rights through the fullest implementation of the UN Convention on the Rights of the Child. Publications available online include *State of Children's Rights in England (2002)*, *Children's Rights Bulletin* (monthly). Tel: 020 7278 8222. Website: www.crae.org.uk/. Supports the involvement of over 18-year-olds in the development of government policy and laws that affect them, through translating and distributing government documents for young people, and providing guidance on political processes.

Groundwork

Aims to build sustainable communities through partnerships in deprived areas throughout the country. Its youth programme aims to help young people play a full and active part in their communities, and has a focus on participation and empowerment. Specific initiatives include Youth Works and Young Voices (with Save the Children). Tel: 0121 236 8565. Website: www.groundwork.org.uk

Investing in Children

Committed to the full implementation of the Convention on the Rights of the Child and children and young people's equal status in society. Membership is awarded to organisations demonstrating evidence from children and young people of dialogue and change. Website: www.iic-uk.org

Local Government Association

Co-publisher of *Hear by Right*. Also organises annual local democracy activity each year. Contact LGA Information Centre on 020 7664 3131. Website: www.lga.gov.uk

Where to find out more

National Children's Bureau

Aims to promote the interests and wellbeing of all children and young people across every aspect of their lives. Promoting participation and young citizenship is a major theme of its work. Young NCB is a free membership network for children and young people involved in NCB projects. Tel: 020 7843 6099. Website: www.ncb.org.uk/

National Council for Voluntary Youth Services

The independent voice of the voluntary youth sector in England, NCVYS provides support, information and guidance to the voluntary youth sector on the development of quality youth participation practices. Tel: 020 7422 8630. Website: www.ncvys.org.uk/

The National Youth Agency

Works to advance youth work to promote young people's personal and social development and their voice, influence and place in society. Tel: 0116 242 7350. Website: www.nya.org.uk

Save the Children

International children's charity with focus on children's rights. Tel: 020 7703 5400. Website: www.scfuk.org.uk. Website for young people to learn about rights: www.scfuk.org.uk/rightonline/index.html

The Children's Society

Works with marginalised children and young people, focusing on tackling the root causes of the problems they face. Tel: 0845 300 1128. Website: www.the-childrens-society.org.uk

United Kingdom Youth Parliament

Aims to provide children and young people of the UK, aged between 11 and 18, with a representative national voice listened to by government, political parties and service providers. Contact Kate Parish. Tel: 01252 844241. Website: www.ukyouthparliament.org.uk

YouthBank UK

YouthBank is an exciting and innovative UK-wide movement, based on local projects run by young people who manage funds and give out grants to other young people for projects and activities that they want to develop and run in their communities. Tel: 0116 242 7445. E-mail: youthbank@nya.org.uk

Act by Right

The Journey

Recently, a group of young people decided to set off on a journey. They weren't sure what lay ahead, how they'd cope and where exactly they were heading. But they knew they had each other and a lot to learn, that the journey would be challenging and rewarding, with many discoveries. They agreed to keep a log of their journey, a checklist to make sure everything was in order and in place for each stage of their quest.

Unit 1: Getting to know each other and representing others

Thinking of the road ahead, they realised their most important asset was themselves and those around them, so they spent time *understanding each other, appreciating and respecting other people* and gaining confidence in *representing others* they knew they would meet on their journey.

Unit 2: Getting to know our community

Our team then realised much would depend on their understanding of the terrain they would travel through. So, they began *understanding their community* better and *mapped its strengths and needs*. They *identified community support*, finding some surprising sources of help for their journey.

Unit 3: Getting ready for action

Coming to a junction, the group soon had hard choices to make about which trail to blaze. They took stock and *agreed the group's priority for action, developing an action plan for change* they were seeking. They took care to *build alliances* that would be crucial to help them when the going got tough.

Unit 4: Campaigning for change

As the group grew in confidence, knowledge and skills in what it was about and where it was heading, people took notice and started to ask questions. The group *created a clear message* about its campaign and found many ways to *get its message across* and to *keep its message alive*.

Unit 5: Finding out what's changed

As our intrepid campaigners took a breather on their long march, they questioned how far they'd come and how far they still had to go. *Understanding about evaluation* and its importance, they *tooled up* with a range of equipment to *do an evaluation* of the ups and downs of their journey.

Invigorated by what they realised they had learnt and achieved, our brave and wise travellers set off on new quests, gaining new group members, mapping uncharted territory and aiming to scale new heights.

The Journey

| | Activities completed | Evidence log | Review of learning | <i>Act by Right</i> charter | Signed and dated by young person | Signed and dated by witness | |
|--------|----------------------|--------------|--------------------|-----------------------------|----------------------------------|-----------------------------|--|
| UNIT 1 | | | | | | | |
| UNIT 2 | | | | | | | |
| UNIT 3 | | | | | | | |
| UNIT 4 | | | | | | | |
| UNIT 5 | | | | | | | |

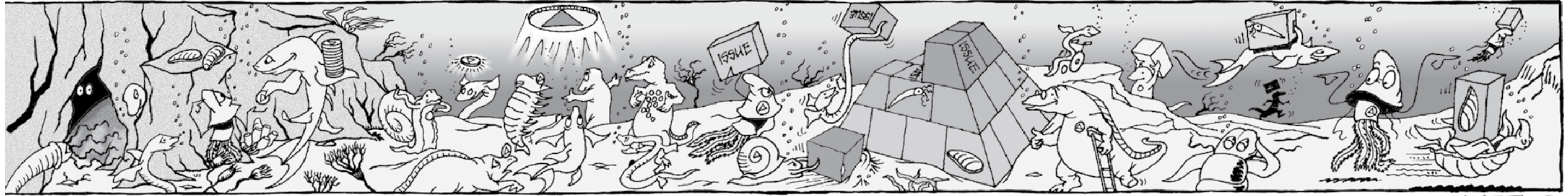
Act by Right – the journey

UNDERSTANDING EACH OTHER

APPRECIATING AND RESPECTING OTHER PEOPLE

REPRESENTING OTHER PEOPLE

UNIT 1

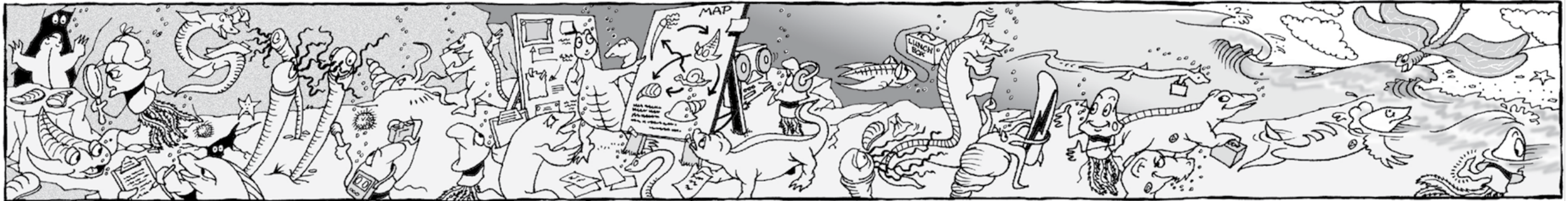


UNDERSTANDING COMMUNITIES

MAPPING COMMUNITIES

IDENTIFYING COMMUNITY LINKS AND SUPPORT

UNIT 2



AGREEING THE GROUP'S PRIORITY FOR ACTION

DEVELOPING AN ACTION PLAN FOR CHANGE

BUILDING ALLIANCES

UNIT 3

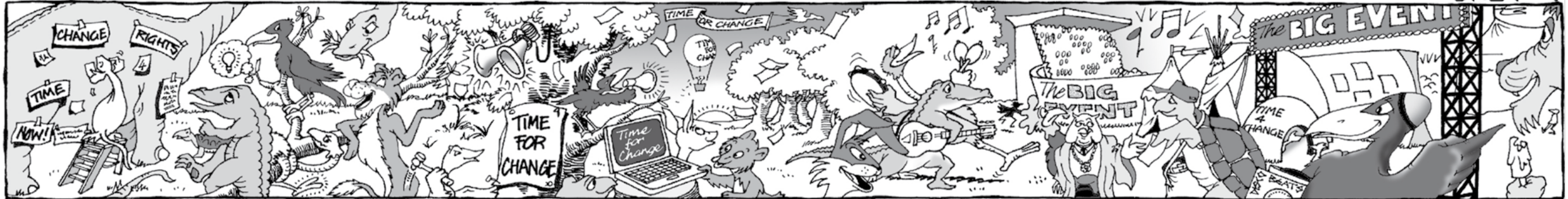


CREATING A CLEAR MESSAGE

GETTING THE MESSAGE ACROSS

KEEPING THE CAMPAIGN ALIVE

UNIT 4



UNDERSTANDING ABOUT EVALUATION

TOOLING UP FOR EVALUATION

DOING THE EVALUATION

UNIT 5



What is *Act by Right*?

Act by Right takes you through five stages of a journey to develop your knowledge and skills as young people to take effective action on issues that concern you. It recognises that children and young people need the chance to develop knowledge and skills to work together to get things done and make the changes you need where you live. This accredited workbook is designed to help you do this. It is designed to be used by teenage young people, but it can work for younger people as well. It is rooted in the UN Convention on the Rights of the Child, which is the international human rights framework that promotes the full participation of children and young people to help secure your rights to a fulfilling, safe and secure upbringing.

What is in *Act by Right*?

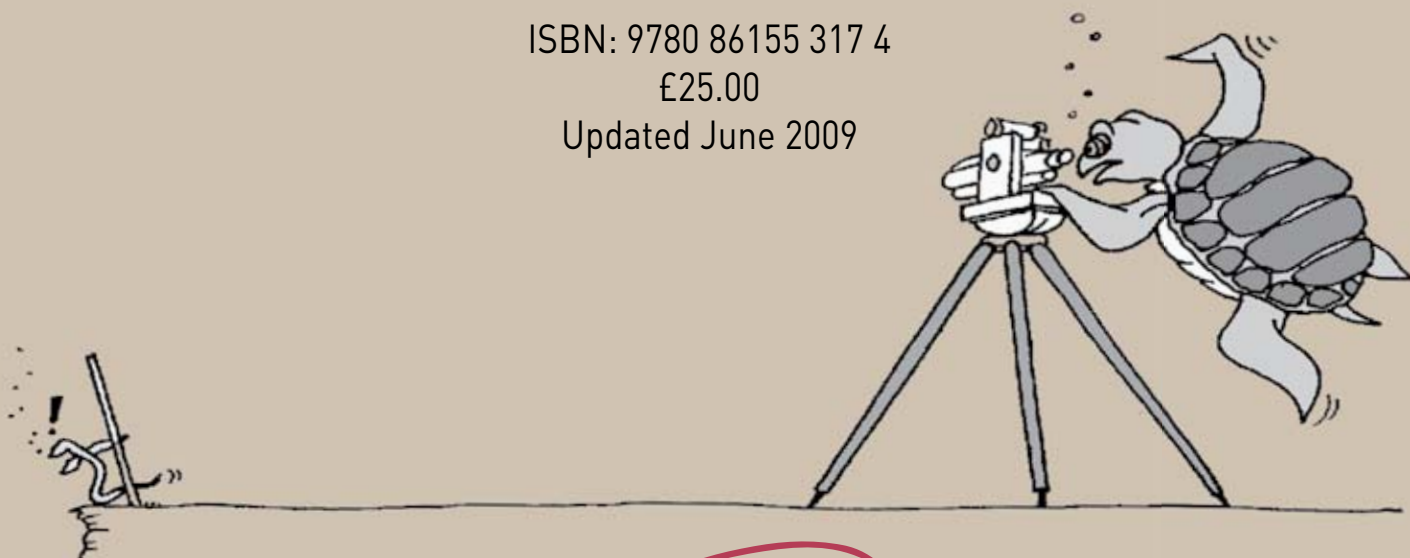
Act by Right has five units. While you can pick out the ones of most use to you, they are designed to follow on from each other, to build your understanding and ability to work together on issues and concerns of importance to you. They are like stages of a journey, with five stopping off points, where you pick up what you need for the next stage towards your final destination.

Each unit has three aims and each aim has three activities.
It takes about three hours to complete each aim. With the hour review of learning at the end of each unit, you therefore need ten hours for each unit.
That's 50 hours for the whole workbook.

ISBN: 9780 86155 317 4

£25.00

Updated June 2009



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