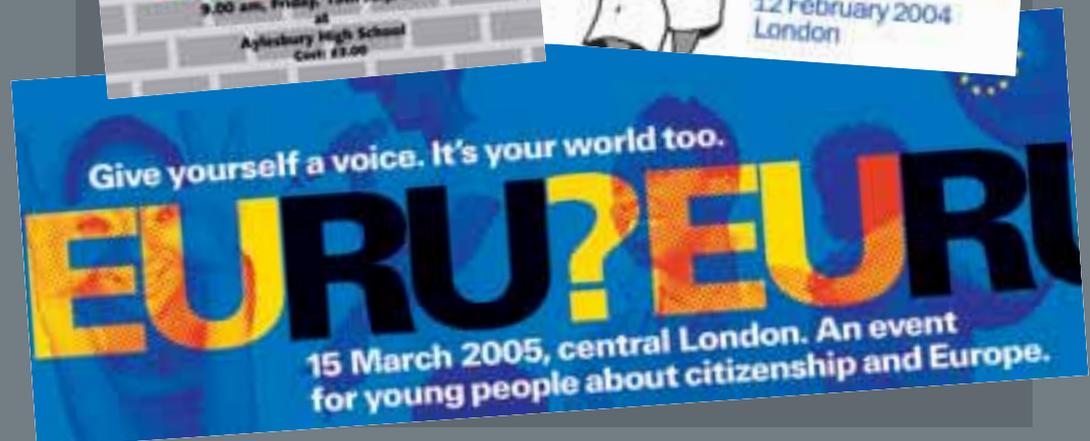


# Getting the show on the road

Skills for planning and running citizenship events



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Comments on the pack and other enquiries should be sent to:

Post-16 Citizenship Team  
Learning and Skills Network  
Regent Arcade House  
19–25 Argyll Street  
London W1F 7LS  
Tel: 020 7297 9186  
Fax: 020 7297 9242  
Email: [bjoslin@LSNeducation.org.uk](mailto:bjoslin@LSNeducation.org.uk)

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# Getting the show on the road

## Skills for planning and running citizenship events

### Introduction

#### Citizenship

Citizenship education is an important part of the development of young adults. It enables them to learn about their rights and responsibilities, and to understand how society works and decisions are made. It encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Citizenship addresses the concepts of social justice, human rights and global community and helps young people to develop skills of critical thinking, debate and participation. Through citizenship education, young people are encouraged to play an active part in the democratic process by expressing their views, having a voice and taking actions that make a difference to the communities in which they operate, thereby becoming more effective members of society. Effective citizenship education increases confidence, self esteem and motivation for learning.

Citizenship education can be delivered effectively in a variety of ways. Experience of the post-16 citizenship programme suggests that successful approaches to citizenship include: art, photography, video making, role play/simulations, websites, music, newsletters, radio stations, discussions and debates, conferences, exhibitions, graffiti walls, banners, dance, comedy, drama, investigations, surveys, and campaigns. Whichever approach is used, learners and facilitators need to be clear about what is to be learned.

#### **The ten QCA learning objectives**

- Demonstrate knowledge and understanding about citizenship issues
- Show understanding of key citizenship concepts
- Consider the social, moral and ethical issues applying to a particular situation
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of respect for diversity and challenge prejudice and discrimination
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others
- Represent a point of view on behalf of others
- Demonstrate skills of negotiation and participation in community-based activities
- Exercise responsible action towards and on behalf of others.

*(Play your part: post-16 citizenship, QCA 2004 p 21)*

The QCA guidance, *Play your part*, also provides advice on seven forms of provision for post-16 citizenship: voluntary and community-based activity; specially developed programmes; integration of citizenship into other courses and qualifications; research projects; group tutorial and enrichment; representative structures; and citizenship events. This pack provides support for running the events which can, of course, also be used within the other forms of provision.

## **Skills for active citizenship**

Most of the QCA learning objectives are skills which are learned, measurable behaviours. Effective citizenship relies heavily on young people learning and practising skills, and then applying them appropriately to different types of citizenship activity. It is often assumed that skills can be learned through a one-off taught lesson, or can be ‘picked up’ simply through experience; but the process of learning skills effectively includes a number of different stages, with reinforcement and reflection built in at each stage. The process of acquiring and applying skills takes learners from being unconsciously unskilled, to being consciously unskilled (a beginner), consciously skilled (competent) and finally unconsciously skilled (an expert).

At a skills seminar hosted by the Learning and Skills Network, young people and practitioners identified the stages that enable skills to be learned effectively. The stages are:

### ***Identifying skills***

During this stage, learners need to talk explicitly about what skills are – how, for example, they are different from attributes (such as confidence, patience, tolerance), and what knowledge and understanding are needed to acquire a skill. They should discuss which skills they will need to learn for different activities, to consider whether they have already used these skills and to assess how proficient they already are.

### ***Developing skills***

Once learners have considered what skills are, which ones they need to use, and whether they are already competent, they can begin to develop appropriate skills through various activities and interventions by the facilitator.

### ***Practising skills***

Skills should be used in a variety of different contexts and environments, in low-risk situations, in which feedback is received. Learners need the opportunity to reflect on how their skills are developing.

### ***Consolidating and applying skills***

Active citizenship involves young people participating with members of the wider community. In these higher risk situations, they can apply the skills they have learned and practised within their learning organisations.

### ***Reflecting and reviewing skills***

At each stage, learners need the opportunity to reflect on their skills’ development and review what they still need to improve. This is an important part of the learning process, as well as self-assessment. They could use the skills log in Appendix 1 to record their reflections.

## **Running a citizenship event**

Citizenship events can take the form of small, short workshops, or large residential conferences. They can also consist of performances, exhibitions, conventions, meetings, simulations, or debates. They have in common a number of features – they have to be planned, organised, hosted, run and evaluated. Young people running events will be involved in different tasks at different stages, but they will learn to apply the skills to different situations, if the opportunities for practice and review are provided.

The skills required to run a citizenship event would also be used in the running of an event on any non-citizenship topic, such as motor mechanics or fashion. However, it is important for learners to reflect on the impact of the citizenship context on the use of their skills. Citizenship is based on the principles and values of democratic participation. A citizenship event should model these values, encouraging all to participate and feel that their contribution is valued. Facilitators, chairs and organisers of citizenship events should promote inclusivity, tolerance, fairness, openness and respect, and these underpinning values should influence the ways in which they use their skills.

Young people about to plan and run a citizenship event should be clear that citizenship focuses on topical and controversial issues approached from a public and political perspective. So, for example, if a citizenship conference on bullying were to be proposed, it would have to focus on the policies and strategies to deal with bullying, rather than training for victims of bullying, or analysis of the psychology of bullies. Similarly, a citizenship conference on smoking would examine government and health officials' policies to reduce smoking and protect non-smokers, rather than the ill-effects of tobacco use. The event should also include consideration of what action the participants could take to change and improve the situation in relation to the chosen issues, since active citizenship requires that young people engage in action for change.

This pack, which can be used by staff with learners, or by learners engaged in training their peers, focuses on the skills required by young people wishing to plan and run a successful citizenship event for their peers. It provides activities at varying levels, which can be adapted for different learners, and it aims to:

- encourage staff and learners to consider which skills are needed to run a citizenship event
- clarify the ways in which a citizenship context impacts on the use of these skills
- provide a range of activities that enable learners to identify, develop, practise and apply skills in a citizenship context
- provide approaches to reflection on, and reviewing of, skills in order to enable learners to improve their skills for active citizenship.



## Activity 1a: What is active citizenship?

### Background, organisation and resources

This activity can be used as an opener and icebreaker for any unit of citizenship work. It works particularly well as an opening activity for learners preparing to run a citizenship event, because it uses running events as the context for the discussions. The activity aims to clarify what active citizenship is, since there is some confusion between being a 'good' and being an 'active' citizen. Run as a 'discussion carousel', it enables participants to meet and talk to a large number of other people in a short period of time. You will need a fairly large space and enough chairs for all participants. The chairs are arranged in two concentric circles, with chairs facing each other, so that pairs of participants can talk to each other. You will also need the topics for the events photocopied from page 11, cut into cards and each one placed on a chair in the central circle. The activity will work with one set of chairs with a minimum of eight participants and a maximum of 24. If you have more than 24 participants, you could use another pair of circles, perhaps in another room. The activity requires even numbers of participants, so if you have odd numbers, either ask one to observe, or recruit an extra person. The activity takes 50 minutes if stage 5 is included.

### Aims of the activity

- To provide an activity that breaks the ice in a fun and non-threatening way
- To enable participants to meet and talk to each other
- To raise discussion about the nature of active citizenship
- To encourage participants to discuss appropriate events for different citizenship topics.

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>• Understand how topics can be addressed from a citizenship perspective</li> </ul>
Discuss and debate citizenship issues	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Build on an argument</li> <li>• Present an alternative viewpoint</li> </ul>	
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>• Present an opinion clearly</li> <li>• Give reasons for the opinion</li> <li>• Provide evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the issue under discussion</li> <li>• Know about the kinds of events being discussed</li> </ul>

### Tasks

#### Stage 1

Arrange enough chairs for all participants in two concentric circles, facing each other, so that people can talk in pairs. There should be up to 12 chairs in each circle. If numbers exceed 24, consider having two sets of circles. Place one discussion question card, copied and cut up from page 11, on each seat in the inner circle, and ask participants to seat themselves on any chair. If there is an odd number of participants, either recruit another person to join in (e.g. a member of staff) or ask one person to observe and listen into conversations, ready to feedback at the end.

### **Stage 2**

Ask those seated on the inner circle, to read the discussion question they have been allocated, and then to discuss this question with the person seated opposite to them. Allow the discussions to continue for three minutes, and then clap or blow a whistle to signal that each person on the outside of the circle should move one place to their right.

### **Stage 3**

Allow three moves to take place. Then, before the next move to the right, ask pairs to swap seats so that outer circle participants become inner circle, and take on the role of questioners. Continue as before for two or three discussions.

### **Stage 4**

Ask people who led on each question what they have discovered about the nature of citizenship from their various discussions. Discuss specifically:

*What does it mean to give an event a citizenship focus?*

*What kinds of topics lend themselves to a citizenship focus?*

*What kinds of questions need to be addressed to make sure that people at events are dealing with citizenship issues?*

### **Stage 5 – reflection**

Put participants into pairs and give them a copy of the learning objectives chart on page 9. Ask pairs to allocate 10 minutes to each person and discuss the extent to which they think they developed the skills and knowledge identified in the chart.

### **Alternative procedure**

If it is not possible to use the discussion carousel technique, put participants into groups of four, seated around a table, and give each group a set of the cards. Ask them to place the cards face down on the table, and working clockwise, ask each person to pick up a card and answer the question posed. They should go round the group until all of the questions are answered, and then reflect in pairs as in stage 5.

## What is active citizenship? – Discussion carousel questions



**1** – You have been asked to run a citizenship workshop for other young people on the topic of drugs and alcohol. What aspects of this topic would you include to make sure that the event really focuses on citizenship questions?

**2** – You and some friends are keen on photography and want to raise some citizenship questions about local issues through an exhibition of photographs. How can you make sure that the exhibition has a citizenship focus?

**3** – You would like to run a consultation event for your organisation as part of your role on the youth council. What citizenship topics, relevant to an organisation, would it be important to consult young people about?

**4** – Your group has decided to run a mock election in your organisation to coincide with local council elections in the area. In addition to actually voting, what do you want people taking part in the election to learn from the event?

**5** – As part of a Performance Arts course, you have been given the brief of devising some drama, dance or comedy around a citizenship theme. What possible themes could you select and what kinds of questions should the performances address?

**6** – In trying to explain to a group of friends what citizenship is all about, you say that it looks at the public and political aspects of topics, not the personal aspects. They still don't understand. Can you clarify this statement, with examples?

**7** – Your Fair Trade group has decided to put on a fund-raising event at which cakes, sandwiches, chocolate, tea and coffee will be sold during the lunchtime, all using Fair Trade products. What needs to happen to make sure that people who come to buy and eat the food will also learn about Fair trade issues?

**8** – There is to be a debate between members of your organisation and another in the local area. The other organisation has requested that the debate should be on the environment. Your job is to write the actual words of the motion to be debated. What will the motion be?

**9** – Your small group has been given the task of planning a Citizenship Question Time session for about 50 young people. You need to decide on a relevant theme and invite three local speakers. Can you suggest a theme and possible speakers?

**10** – You and a group of friends have been working at a home for the elderly. You decide to plan an event for them and your group, but you want it to be more than a tea party. What activities would build citizenship knowledge for both groups, as well as being fun?

**11** – Some other learners in your organisation have started to plan an event on sex education, with speakers and workshops. They have invited you to take part and add a citizenship dimension to the event. What are the citizenship questions in relation to sex education?

**12** – Can you explain the difference between citizenship education and PSHE (personal, social and health education)?

# 1b

## Activity 1b: What type of citizenship event shall we run?

### Background, organisation and resources

As a follow-up to Activity 1a, this activity introduces a number of different types of event and helps participants to consider which type of event would be most appropriate given different audiences, budget, time allocation and topic. When deciding which type of event to run, they may also take into account the needs of the programme within which the activity fits, since it may provide evidence for other courses and awards, such as key skills, functional skills, International Baccalaureate or Duke of Edinburgh's Award. Participants work in groups of three or four at the start of the activity, and in three larger groups at the end, when they do some initial thinking about planning programmes. You will need a copy of the sheet on page 14 for each person, and a time slot of about an hour.

### Aims of the activity

- To introduce a range of different types of citizenship activity
- To encourage participants to think about the appropriateness of different types of activity depending on audience, budget, time available and topic
- To begin thinking about planning programmes for events.

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"><li>• Know about the strengths and weaknesses of different types of citizenship events</li></ul>
Discuss and debate citizenship issues	<ul style="list-style-type: none"><li>• Listen</li><li>• Build on an argument</li><li>• Present an alternative viewpoint</li></ul>	<ul style="list-style-type: none"><li>• Know how to plan different stages of a citizenship event</li></ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"><li>• Present an opinion clearly</li><li>• Give reasons for the opinion</li></ul>	

### Tasks

#### Stage 1

Put participants in groups of three or four, and give out copies of the sheet on page 14.

Ask groups to decide which of the events would be most appropriate for each of the scenarios. They can combine types of events if they wish (e.g. they could run an active workshop based on an exhibition). Allow about 15 minutes for them to make a decision.

#### Stage 2

Pin a chart of the different types of events at the front of the room and then ask each group which type of event they selected for each scenario. Record the votes on the chart.

### **Stage 3**

Join groups up so that participants are working in three larger groups. Ask each large group to work on one of the scenarios, using the type of event that received most votes. They should draw up a draft programme for the event, bearing in mind the constraints in the scenario, and write it on a flipchart which is pinned to the wall.

### **Stage 4 – reflection**

Give every participant a coloured marker pen and ask them to write questions and constructive comments on the draft programmes. Facilitate a discussion about the programmes, using the comments and questions as a stimulus.



## Which type of citizenship event shall we run?

### SCENARIO 1

You have a small budget (£100) to run an event for 20 learners for about two hours at the end of an afternoon (3.30pm – 5.30pm). The theme of the event is the role of the local youth council. You need to overcome some lack of interest from the target audience, so the event must be engaging.

**Decision:**

**Reason:**

### SCENARIO 2

You have a budget of £1,000 to put on an event for 200 young people from within your own organisation as well as from others in the locality. The event will need to be held on a Saturday because there is no time available during the week, so it may be difficult to recruit participants. The theme is crime and public safety and you will be working with the local police, who are keen to hear young people's views.

**Decision:**

**Reason:**

### SCENARIO 3

You have no budget at all, although your organisation has agreed to provide all stationery and resources. You want to run an event to raise awareness about fair trade and poverty. A local supermarket may be persuaded to sponsor the refreshments. You have a whole day during the week.

**Decision:**

**Reason:**

- **Residential training session –**  
Off-site event for invited participants to be trained in citizenship skills
- **One-day conference –**  
On- or off-site event with a range of activities including speakers and workshops
- **Active workshop –**  
Participative activities for a small group
- **Formal meeting –**  
Boardroom-style meeting with agenda, chairperson and minutes
- **Consultation –**  
An event that aims to find out what people think about issues that affect them (may include voting)
- **Exhibition –**  
Display of work which could include photographs, artwork, research findings, or video
- **Performance –**  
Could include drama, dance, comedy, or music, but all raising awareness of citizenship issues
- **Debate –**  
Speakers for and against a motion, with points taken from the audience, and a vote
- **Simulation –**  
An activity in which people role play a real situation as a way of learning more about it
- **Research seminar –**  
A group of people talking about their research findings on an issue
- **Other –** Describe

## Activity 2a: The stages involved in running a citizenship event

### Background, organisation and resources

This card sort provides an opportunity for learners to consider the different stages involved in running an event, and the order in which the stages should be tackled. While developing an overview of what needs to be done is an important part of the planning process, this activity also forms the first part of a skills-identification process, with Activity 2b. Participants work in groups of three or four. They sort sets of cards, copied and cut up from page 16, into the order in which they think the stages should occur. They may suggest that some of the stages run simultaneously. You will need a set of cards for each small group, and approximately 20 minutes for the first part of the activity.

### Aims of the activity

- To raise awareness of the different tasks that need to be accomplished during the planning and running of a citizenship event
- To encourage discussion about the order in which the stages should be tackled.

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>• Understand how citizenship values can impact the planning and running of an event</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>• Present an opinion clearly</li> <li>• Give reasons for the opinion</li> </ul>	

### Tasks

#### Stage 1

Ask participants to work in small groups of three or four. Give each group a set of cards, copied and cut up from page 16. Tell participants that on the cards are written some of the different stages in planning and running an event. Ask them to put the stages into the most logical order, if the event were to be a citizenship conference for 100 learners. Point their attention to the blank card, and ask them to consider whether any stages have been omitted. They should write their suggestions on the blank cards. Allow about 15 minutes for this task.

#### Stage 2

Ask each small group to join up with another group, to discuss the order in which they have organised the cards. They should agree a final order, write it on flipchart paper and display it on the wall.

#### Stage 3

Discuss the flipcharts with the whole group, especially focusing on suggestions they have made for additional stages. Look for differences of opinion in the order of stages and ask participants to explain and justify their decisions.

#### Stage 4 – reflection

Ask participants to reflect individually on which stages of planning and running an event they would enjoy most and why.

## Stages involved in running a citizenship event



<b>Doing paperwork: folders, badges, participant lists etc.</b>	<b>Deciding on the audience</b>
<b>Negotiating with staff about timing and purpose</b>	<b>Choosing a theme</b>
<b>Identifying tasks that need to be done</b>	<b>Monitoring and evaluating the process</b>
<b>Allocating tasks and agreeing responsibilities</b>	<b>Planning the programme</b>
<b>Chairing/fronting the event</b>	<b>Contacting speakers and visitors</b>
<b>Deciding on the aims and objectives</b>	<b>Setting up a planning group</b>
<b>Assessing the learning from the event</b>	<b>Thanking everyone involved</b>
<b>Planning component parts</b>	Other

## Activity 2b: The skills needed at each stage of a citizenship event

### Background, organisation and resources

Activity 2b builds on 2a and requires participants to identify which skills they think they will use during each stage of the planning and running of a citizenship event. In this activity, participants start to talk about skills. They identify different skills, they consider which aspects of the skills they will be using and developing, and they reflect on the extent to which they have already developed some of the skills. You will need flipcharts, headed with the different stages, providing columns for participants to add the skills and knowledge/understanding required for that stage. The activity takes about 45 minutes.

### Aims of the activity

- To help participants to identify the skills, knowledge and understanding required to plan and run an event
- To encourage participants to talk about skills and to distinguish between skills, attributes, attitudes and values
- To provide an opportunity for them to consider their own level of skill development.

### Learning objectives

Targeted QCA learning objectives	Skills required in this activity	Knowledge and understanding required in this activity
Demonstrate knowledge and understanding about citizenship issues		<ul style="list-style-type: none"> <li>• Understand how citizenship values can impact the planning and running of an event</li> </ul>
Express and justify a personal opinion to others	<ul style="list-style-type: none"> <li>• Present an opinion clearly</li> <li>• Give reasons for the opinion</li> </ul>	

### Tasks

#### Stage 1

Decide, with participants, on the six most important stages in planning and running a citizenship event. Head up six flipchart sheets, one for each of these six stages, and divide each sheet into two columns, as shown in this example:

<i>Chairing/fronting the event</i>	
<i>Skills required</i>	<i>Knowledge and understanding required</i>

## **Stage 2**

Ask participants to work in six groups, and give each group one of the flipcharts. Allow them 20 minutes to decide on the skills, and the knowledge and understanding that would be required to carry out that particular stage of the process.

## **Stage 3**

Post the charts on the wall and facilitate a discussion of the skills, knowledge and understanding that participants have identified. It is likely that, at this stage in the development of their skills, learners will have listed an odd assortment of skills and attributes. It is important that you help them to clarify their thoughts as a first stage in identifying skills.

They may have, for example

- used the word 'communication' in many different ways to refer to discussion, presentation, persuasion, negotiation, etc.
- confused skills with attributes (such as patience, flexibility, etc.) and attitudes (thoughts, feelings, opinions)
- not been able to distinguish skills from knowledge/understanding.

Point out where this has occurred and also which skills have been identified on a number of occasions. Ask whether participants had any particular experiences of using the skills identified, what these were, how well were the skills applied, and what improvements might be needed. Discuss what kinds of knowledge were identified, and what sorts of knowledge people need in order to use different skills.

## **Stage 4 – reflection**

Ask each participant to select three of the skills discussed in this activity, and write paragraphs under each heading:

*Name of skill*

*When have I used this skill?*

*What were the circumstances?*

*How well did I do?*

*What would I like to improve?*



## Activity 3: Negotiation skills

### Background, organisation and resources

There are many publications and training programmes on negotiation skills. These skills are a key feature of selling, buying, contracting, improving employment conditions, and resolving conflict. Negotiation skills are also necessary in everyday life, and all definitions agree that the aim of negotiation is to produce agreement or to resolve a problem – to reach a ‘win-win’ situation. The most effective negotiators do not create confrontation, but think creatively so that both sides can collaborate in reaching satisfactory outcomes. In relation to running a citizenship event, learners may need to convince senior managers of the need to run the event; get agreement from managers on topic, timing, budget, venue, etc; and persuade others to be involved, whether they are other young people, members of the community, or celebrity speakers. In this set of activities, participants first use a simple instrument to assess their own understanding of the skill of negotiation and their own level of the skill. They then role play assertive negotiation using case studies provided. You will need copies of the ‘test’ and the scoring sheet for each participant, and sets of role cards and observation sheets for each group of three.

### Aims of the activity

- To encourage discussion about the meaning of ‘negotiation’
- To enable participants to consider their own level of skill in negotiation
- To provide opportunities to practise negotiation in a range of hypothetical situations.

### Learning objectives

Targeted QCA learning objectives	Skills required for successful negotiation	Knowledge and understanding required for successful negotiation
Demonstrate skills of negotiation in community-based events	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Devise proposals</li> <li>• Amend proposals</li> <li>• Present arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the value of ‘win-win’ outcomes</li> <li>• Know when to accept compromise</li> </ul>

### Tasks

#### Stage 1

Explain that negotiation is an important skill in citizenship and particularly important when running a citizenship event. Discuss with the group what they think negotiation is and what it aims to do. Carry out a ‘boardstorm’ of ideas and words related to negotiation.

#### Stage 2

Give out the questionnaire ‘How good are you at negotiating?’ copied from pages 21–22. Ask each participant to fill it in by themselves.

#### Stage 3

Depending on the level of the group, you can either allow them to score their own, from the scoring sheet on page 23, or you can call out the scores with the explanations. Ask whether anyone ticked the *None of the above* boxes, and why. Discuss with them what the ‘test’ taught them about being a good negotiator, and then ask participants, in pairs, to write three bullet dots that capture the essence of negotiation.

#### **Stage 4**

Give out copies of the 'Tips for Negotiators' sheet on page 24 and discuss it with the whole group. Now ask participants to work in threes. Explain that they will role play three scenarios, with each of them taking on the roles of event organiser, 'other' and observer in turn. Give out the scenarios and an observer sheet to each person. Allow five minutes for each role play and five minutes for the observer to give feedback between each role play.

#### **Stage 5 – reflection**

Ask all participants who role played the event organisers in each of the three scenarios to meet as a group and to discuss what happened in their role plays. Using the Learning Objectives chart on page 19, they should discuss:

- what they achieved
- what they did not manage to achieve
- how they used skills of negotiation
- how they could improve their negotiation skills in future.



## How good are you at negotiating?

**This short test helps you to think about how you react in difficult everyday situations. Allow yourself 5 minutes to choose one answer to each question. There are 2 marks for each correct answer, so a maximum score of 10.**

### Question 1

You and a close friend are having the same disagreement that you have had many times before. Your friend always gives the same argument, even though you have explained why you do not agree.

What do you do to resolve the situation?

- a. Summarise what your friend keeps saying and ask if this is an accurate summary of his/her view.
- b. Politely point out that your friend is repeating him/herself and ask for a different argument.
- c. Inform your friend that you are not convinced by his/her argument and that you have explained this many times before.
- d. Tell your friend that you are fed up with the argument and say that they should either agree with you or stop talking about the topic.
- e. None of the above.

### Question 2

You have been asked to mediate between two members of your family who want to reach agreement on a matter of great importance to them both. Each person has a set of demands that seem to be at odds with the demands of the other. While speaking separately to each of them, how can you help them to find a solution?

- a. Tell both of them that they are miles apart and ask each one to make a reasonable concession.
- b. Suggest some concessions yourself and try to convince each person to agree to them.
- c. Ignore both sets of demands, ask each of them what they want to achieve and try to suggest a way forward.
- d. Tell each of them that they are being unreasonable and that they will never be able to agree unless they change their positions.
- e. None of the above.

### Question 3

You think your tutor/supervisor is picking on you, and you don't know why. You are getting increasingly unhappy with the situation.

What should you do?

- a. Confront the tutor and ask why he/she is always singling you out for criticism.
- b. Politely tell your tutor that you feel as though he/she is criticising you a lot and ask if there is something about your performance that you need to know.
- c. Jokingly tell your tutor that you think he/she does not like you.
- d. Go to the senior tutor and ask for a transfer to another group.
- e. None of the above.

### Question 4

A friend comes round to your house before an evening out and is exceedingly angry and difficult to talk to. What do you say to your friend?

- a. Suggest that your friend comes back later when he/she feels better.
- b. In a stern voice, tell your friend that you don't like being treated badly by someone who is grumpy.
- c. Call the evening off and make an arrangement for another day.
- d. Acknowledge that the friend is upset and ask what is wrong.
- e. None of the above.

### Question 5

A part-time administrative job has come up at a local supermarket where you work on the check-out. You are confident that you can do the job. It is more money and would look good on your CV. However, you are lacking one of the requirements of the job. How do you ask your manager for the job?

- a. Point out the benefits to the company of having someone they know and trust and the savings on advertising the job.
- b. Offer to do the job for no money for a short period so that they can see if you can do it.
- c. Wait until the job is advertised and apply for it.
- d. Ask for the job and threaten to leave unless you get it.
- e. None of the above.



## Tips for Negotiators

- Be clear in your own mind what you would like to achieve and how many compromises you are prepared to make.
- Aim high – you never know what you can get until you ask. But ask in the right way.
- Let the other side go first – after you have explained what you would like, allow the person you are negotiating with to give their initial thoughts.
- Listen carefully to what the other person is saying.
- Summarise and clarify the other person's position continually and feed it back to them to make sure you understand what they are saying.
- Keep looking for 'bargaining chips' that neither side might have thought of.
- Suggest some compromises if they are needed, but trade them for other things that you would like.
- Keep the whole picture in mind and think about the knock-on effects to the whole event if a compromise is made.
- Keep accurate notes.
- Stay cool and always be polite.

## Negotiation skills – Role cards – Scenario 1



### Scenario 1: Role card for event organiser – conference

You and a group of friends would like to run a citizenship conference for 100 learners in your organisation on the theme of Terrorism and Civil Liberties. You need a whole day off timetable and want to invite speakers from outside, as well as the local press. The event will cost about £1,500, to include speakers' fees and travel expenses, plus refreshments and materials. There will also be some time required to meet to plan the event and to train other learners as facilitators. You meet the senior manager to negotiate this.

You need to negotiate with the senior manager of your organisation who you guess may have a number of concerns:

- the topic is controversial
- the local press may distort, in their reporting, what happens at the event
- a whole day is a big slice of time out of the timetable
- the costs are quite large
- the organisation will be extensive and time-consuming.

You are prepared to compromise on:

- the invitation to the press
- the funding required from the organisation – you could run a raffle to raise some funds
- the time for planning and organising, since you will put in your own time.



### Scenario 1: Role card for senior manager

A group of learners would like to run a citizenship conference for 100 learners in their organisation on the theme of Terrorism and Civil Liberties. They need a whole day off timetable for the event and want to invite speakers from outside, as well as the local press. The event will cost about £1,500, to include speakers' fees and travel expenses, plus refreshments and materials. There will also be some time required by the young people to meet to plan the event and to train other learners as facilitators. One member of the group approaches you to discuss this.

You have a number of concerns:

- the topic is controversial and locally sensitive
- the local press may distort, in their reporting, what happens at the event
- a whole day is a big slice of time out of the timetable
- the costs are quite large and you don't know which budget they can come from
- the organisation will be extensive and time-consuming for learners
- there appear to be no staff involved
- it will be disruptive for other learners not involved.

However, you would like to be able to support a citizenship event and need to talk to the organisers about some of your concerns.

## Negotiation skills – Role cards – Scenario 2



### Scenario 2: Role card for event organiser – exhibition

Members of your group have decided that they would like to mount an exhibition for one month in the local library to bring attention to some of the causes and effects of world poverty. The exhibition will include items on unfair trade, corrupt governance in some countries, child labour, and AIDS. Your organisation will provide stationery and materials, but you do need to borrow some display boards – about six boards (2 x 2 metres) and three tables. You would like there to be a launch of the exhibition, with invited speakers and some refreshments, on the first evening. You hope that the chief librarian will provide the funding for the refreshments and agree to a launch event for 50 people being held at the library one evening. You need to find out whether:

- the library has enough space for the exhibition
- the library will loan the exhibition boards
- the chief librarian considers the topic suitable
- there might be funding available for the refreshments
- the library provide staff to help host an evening event.

You could suggest the following if necessary:

- group members will make sure that they will clear up all mess from the launch event and dismantle the exhibition after one month
- you will try to get some sponsorship from local companies to cover the costs of refreshments and hire of display boards if necessary
- one member of the group will visit the exhibition every day to check that it is still in good condition.



### Scenario 2: Role card for chief librarian

A group of young people have decided that they would like to mount an exhibition for one month in the local library to bring attention to some of the causes and effects of world poverty. The exhibition will include items on unfair trade, corrupt governance in some countries, child labour, and AIDS. The young people's organisation will provide stationery and materials, but they need to borrow some display boards – about six boards (2 x 2 metres) and three tables. They would like to hold a launch of the exhibition, with invited speakers and some refreshments, on the first evening. They want you to provide the funding for the refreshments and agree to a launch event for 50 people being held at the library one evening. One member of the group makes an appointment to discuss this with you.

Libraries in your borough are keen to support activities, events and exhibitions that stimulate discussion and debate, and you are particularly keen to bring young people into libraries. You have space and staff willing to help. However:

- the topic of the exhibition must be well-researched and the materials of excellent quality. You cannot provide space for tatty, inaccurate or biased exhibits
- you do have access to display boards, but there is a small charge for hire (£100 for a month)
- you have no budget to pay for refreshments.

## Negotiation skills – Role cards – Scenario 3



### Scenario 3: Role card for event organiser – performance

You and a friend are very interested in topical political issues, and you are also keen on music. You have been inspired by hearing some citizenship songs at a national event and you want to get together other young people in your organisation who will write and record some citizenship songs, and then perform them at a concert they will organise in a local theatre. The recordings will be put on to CD and sold to raise money for a charity. You have talked to a few people and put some notices up, but so far the response from other young people is poor. You decide that you will ask the chair of the learners' council to put the item on the next agenda and get his/her full support for the idea.

You need the support of the council, since it is a very influential body in the organisation, but you know that there may be reservations from the chair:

- the council exists mainly to improve facilities and conditions for the learners
- the citizenship concert may appear frivolous and irrelevant to learning
- there will be costs involved
- it will be necessary to put on a good quality performance if it is to be held at a local theatre.

You need to convince him/her that this activity and event will:

- enhance the learning of the other young people
- promote the reputation of the learner council as an innovative body
- not cost the council anything, since fundraising events will be held, and tickets will be sold for the concert.



### Scenario 3: Role card for chair of the learners' council

Two learners in your organisation are very interested in topical political issues, and they are also keen on music. They have been inspired by hearing some citizenship songs at a national event and want to get together other young people in your organisation who will write and record some citizenship songs, and then perform them at a concert they will organise in a local theatre. The recordings will be put on to CD and sold to raise money for a charity. They have talked to a few people and put some notices up, but so far the response from other young people is poor. They have come to ask you to support the idea and to put the item on the agenda of the next council meeting.

You have some concerns about giving this project your support because:

- it goes beyond the brief for the learner council, which until now has concerned itself with negotiating with senior management for better facilities and conditions for learners
- it will be expensive and time-consuming
- it may detract from the learning in the organisation and take time out of the learners' day
- the performance may be amateurish and bad for the organisation's reputation.

**Observation sheet for scenario 1 2 3** (circle)

<b>Name of observer</b>	
-------------------------	--

<b>Name of event organiser</b>	
--------------------------------	--

<b>What points and arguments did the event organiser make?</b>

<b>What compromises did the event organiser make?</b>

<b>Did the event organiser remain polite and calm? If not, how did he/she behave?</b>

<b>Any comments on body language (eyes, hands, face)?</b>

<b>Summary of outcome</b>

## Activity 4: Team working skills

### Background, organisation and resources

Citizenship events are usually run by teams of young people. These teams may have problems accepting, adjusting to, and communicating with, each other, if members have not learned teamwork skills. A team is a small group of people working together towards a common goal. Effective teams can achieve far more than individuals working alone, but young people do not automatically know how to work in teams. The skills of teamwork need to be learned, and this involves a number of stages: getting to know other people in the team, understanding the value of working in teams, understanding that team members have different strengths, agreeing how team members will work together, and organising team tasks effectively. In this set of activities, participants work together in the same small groups of six in order to experience the first three of these stages. For the first stage you will need papers and pens only. In the second stage, you will need an overhead projector and acetates made from the slides on pages 32 and 33. In the third stage, you will need copies of the team roles for each person, the role cards for half the group and the observer sheets for the other half. The whole set of activities will take about two and a half hours.

### Aims of the activity

- To demonstrate the value of effective teamwork
- To introduce the idea of team roles
- To enable young people to consider their own strengths in teams.

### Learning objectives

Targeted QCA learning objectives	Skills required for successful teamwork	Knowledge and understanding required for successful teamwork
<ul style="list-style-type: none"> <li>• Exercise responsible actions towards and on behalf of others</li> <li>• Express and justify a personal opinion to others</li> <li>• Demonstrate understanding of and respect for diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Express an opinion</li> <li>• Justify an opinion</li> <li>• Amend an opinion in the light of others' views</li> <li>• Summarise</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the value of effective teams</li> <li>• Know how teams can work effectively</li> <li>• Understand own strengths in teams</li> <li>• Know how to treat others with respect</li> </ul>

### Tasks

#### **Stage 1 – getting acquainted**

Put participants into small groups (or teams) of six. Ask each of them to write down four things about themselves, three of which are true and one of which is false. The true things should be something that the others probably do not already know about them. Each person reads out the list, and everyone else in the group has a guess at which is the lie. The exercise usually surprises people because they find out things they did not know about each other and barriers are often broken down.

#### **Stage 2 – the value of teamwork**

This activity demonstrates that a team can accomplish more than a single person.

A. Make overhead transparencies of the two sheets on pages 32 and 33. Ask participants to work on their own and show the first overhead for 3 seconds. Ask them to write down as many

words, symbols and numbers as they can remember seeing, and ask each to keep a record of the number they wrote down.

- B. Now tell teams that they will be viewing a new overhead and ask them to plan how they can improve their performance by coordinating their effort. You could make the activity a competition between teams.
- C. Show the second overhead for 3 seconds and ask teams to record what they recalled. Ask each team to work out:
  - the number of words that each team member recalled
  - the average number per person
  - the total number of different words recalled by the whole team (no duplicates).
- D. Discuss the value of teamwork, especially when it is organised effectively.

### **Stage 3 – the strengths of different team roles**

- A. Start this stage by asking participants to think about teams they have worked with in the past. They should boardstorm all the things that make teams work well on one sheet of flipchart paper, and all the things that stop them from working well on another. If the participants have not noted it, you should introduce the importance of different team roles, and how these make use of individual strengths.
- B. There are many different typologies of team roles (the contributions that individuals can make to a team) – see, for example, [www.belbin.com](http://www.belbin.com) or [www.gowertraining.co.uk](http://www.gowertraining.co.uk). Ask participants to work in pairs. Their task is to look at the list of team roles copied from page 34 and to consider which of these roles each of them usually takes on in groups. Some people can take on more than one role. Partners can help each other think of examples of previous experiences in groups.
- C. Put participants into two groups (1 and 2) by splitting up the pairs. If each of these groups is larger than six, you will need to create two Group 1s and two Group 2s. A group should contain at least four people. Group 1 will be given a task with role cards. Cut down the number of role cards if the groups are smaller than six, but always use cards A and B. Group 2 will observe them, with each person in Group 2 observing their previous partner. This is called a ‘fishbowl’. Explain that the purpose of the activity is to look at the way people work in teams, not to criticise them. Give out the rules on giving and receiving feedback, copied from page 35. Discuss this with the whole group.
- D. Give out role cards to members of Group 1 (cut up and copied from page 36) and observation sheets to members of Group 2 (copied from page 37). Tell Group 1 that they will be role-playing a short team discussion about whether or not to run a citizenship conference on a particular topic, and that members of Group 2 will be observing their partners. Members of group 1 should not show their role cards to anyone else.
- E. Allow the role-played meeting to last 10–15 minutes and then ask each member of Group 1 how they felt the meeting had gone, and which team role they think they had been playing.
- F. Put participants back into their original pairs. Remind everyone about the rules for giving and receiving feedback, and ask members of Group 2 to give feedback to their partners on the role they had been playing (A: Starter; B: Questioner; C: Harmoniser; D: Creator; E: Networker; F: Finisher).

G. Facilitate a whole group discussion on the following questions:

- *Do people always take on the same role in teams?*
- *What happens if certain roles are not taken on?*
- *How can teams ensure that the task is achieved while people still feel good about each other?*
- *How can teams build on the strengths of individual members?*

**Stage 4 – reflection**

Ask participants to return to the sheet, *Team roles*, as used in B above. Individually, they should reflect on which of the team roles they feel equipped to play, and which they do not, giving reasons.



FORWARD    photography    **because**        NIGHTMARE

Magnet        hopeful    **warship**    **THANKSGIVING**

    unexpected        **OBSTACLE**    

Aircraft    SERVER    **wrong**    HAPPINESS    pupil

**present**        BENEFIT    HOTEL    *important*

programme    POSTER    **THEM**        team    

write    180        **LOGO**    performance

**spot** anything   **booklet**   **VALUE**    country

theatre   **123**   heavy   **SAFE**   *problem*

 handshake      **expert**   

   **LEARNING**   *time*   **360**   actor   **WORK**

**banana**      keyboard   **GAME**   **elephant**

purple   closed   **TIME**      2006   

freedom      **PLANT**      **view**   Video

# Team Roles

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Starter</b>	<ul style="list-style-type: none"> <li>• Gets things going</li> <li>• Concentrates on the task</li> <li>• Prevents waste of time</li> </ul>	<ul style="list-style-type: none"> <li>• Can be bossy and impatient</li> <li>• Sometimes upsets other team members</li> </ul>
<b>Enthusier</b>	<ul style="list-style-type: none"> <li>• Gets people motivated</li> <li>• Wants to see everyone enjoying the work</li> </ul>	<ul style="list-style-type: none"> <li>• Appears to be superficial by cracking jokes</li> </ul>
<b>Creator</b>	<ul style="list-style-type: none"> <li>• Comes up with new ideas</li> <li>• Likes to solve problems</li> <li>• Is determined</li> </ul>	<ul style="list-style-type: none"> <li>• Can be scathing about other people's ideas</li> <li>• Sometimes not aware of other people's feelings</li> </ul>
<b>Thinker</b>	<ul style="list-style-type: none"> <li>• Adapts the ideas of others</li> <li>• Practical and realistic</li> <li>• Is thorough</li> </ul>	<ul style="list-style-type: none"> <li>• Can be too obsessed with detail</li> </ul>
<b>Fixer</b>	<ul style="list-style-type: none"> <li>• Knows how to make things happen or mend things</li> <li>• Will know who to go to for help</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes slow to get going while they think things through</li> <li>• Fussy</li> </ul>
<b>Questioner</b>	<ul style="list-style-type: none"> <li>• Asks questions to check what, why and how</li> <li>• Brings team back to reality</li> <li>• Is determined</li> </ul>	<ul style="list-style-type: none"> <li>• Can be irritating</li> <li>• Judgmental and strong-willed</li> </ul>
<b>Harmoniser</b>	<ul style="list-style-type: none"> <li>• Tries to keep everyone happy and cools tempers</li> <li>• Hates conflict, so mediates between people</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't get involved in decision-making</li> <li>• Tries to please and often takes on too much</li> </ul>
<b>Finisher</b>	<ul style="list-style-type: none"> <li>• Brings things to a conclusion</li> <li>• Makes sure that the end-product is of good quality and that the team is happy with it</li> </ul>	<ul style="list-style-type: none"> <li>• Can be nit-picking</li> <li>• Obsessed with perfection</li> </ul>
<b>Networker</b>	<ul style="list-style-type: none"> <li>• Talks to all the team members and to others outside of the team</li> <li>• Makes important contacts</li> </ul>	<ul style="list-style-type: none"> <li>• Can appear to be distracting</li> <li>• Likes social activities and can interrupt the task</li> </ul>
<b>Leader/Coordinator</b>	<ul style="list-style-type: none"> <li>• Keeps an overview</li> <li>• The best leaders do not take over but make sure everyone is using their strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Can be bossy and likes to be at the forefront</li> </ul>

Adapted from 'Team Roles and their Associated Strengths' ([www.gowertraining.co.uk](http://www.gowertraining.co.uk))

## **Rules on giving and receiving feedback**

### **Giving feedback**

- Be specific, not general
- Be descriptive and don't make judgements
- Start with something positive
- Use 'I' statements ('I think...' is less judgemental)
- Be careful – you don't want to hurt the other person
- Be brief

### **Receiving feedback**

- Listen
- Don't be defensive
- Ask for an explanation if you don't understand
- See if others agree with the feedback
- Think about what future action you may take

# Role Cards for members of Group 1



## Role A

You start the discussion.

You are proposing that the title of the citizenship conference is Health. You think this is a good citizenship issue because too many young people are unhealthy and don't know enough about fitness and healthy eating. You also think that there should be more facilities to help young people get healthy.

Open the discussion with your proposal and try to get the other members of the team to support you. You are keen to get on with the organisation of the event, since time is short.

## Role B

You are not sure about this proposal and want to question it. Why is this such a good topic? Is it really a citizenship topic? How could the event focus more on citizenship? Are there not other good topics that people would find interesting? You want to make sure that the decision is realistic and do-able.

## Role C

You don't really mind what the topic of the conference is. You can see both sides of the question. Listen to the discussion for a while and try to suggest points from both sides. Offer to help out, perhaps by doing a survey of what other young people in the organisation might think.

## Role D

You think Health might be a good topic but it needs a new approach, something like what kind of health service would we invent if we could start all over again. Maybe the conference could be a massive simulation of a third world country setting up its own new health service. You think health and fitness is too individual and you say so.

## Role E

You know people in the health service and could invite some of them in as speakers. You could contact them now if that would be helpful. You think the conference sounds fun and you want to know what the other team members think so you ask them.

## Role F

You try to get the rest of the team to come to an agreement about the title of the conference. Time is short and you all have to be somewhere else soon. You want the event to be useful and interesting, otherwise there is no point in doing it. But you want everyone to go away satisfied that they made the right decision.

## Observation sheet for members of Group 2

Use this sheet to make observations about the way your partner played his/her role in the team meeting. Make notes on words and actions so that you can give constructive feedback after the meeting.

Action	Words or behaviour of your partner	Reactions of others to words or behaviour of your partner
<b>Makes suggestions</b>		
<b>Challenges suggestions</b>		
<b>Asks questions</b>		
<b>Agrees with another member or shows support</b>		
<b>Summarises to the team what is happening</b>		

Have you ever been  
to an Arts Centre?  
What was your experience?

What do you think a community is?

Think of a group of people who live  
in the same area.  
A group of people who share the same interest

Groups of people from different backgrounds  
who come together:

- 1) Class
- 2) Age
- 3) Religion
- 4) Ethnic

Groups of people that share the same  
problems, like mental health

What is a community?  
What does it mean to you?

What facilities do you think an  
Arts Centre should have?  
What do you think the  
need for these are?

UNITY!  
(bring loops etc.)



## Activity 5: Planning skills

### Background, organisation and resources

Planning an event is crucial to its success. It has been said that ‘if you fail to plan, you plan to fail’. There are many different approaches to planning an event, but one of the first steps is to be clear about its objectives. In the first of this set of activities, participants use a paper carousel to decide on appropriate objectives for three different events. They then work in teams to plan one of the events they have created, using one of the three planning strategies provided, and compare the usefulness of each. Participants work in three groups and you will need flipchart paper and pens for each group. In the next stage of the activity, each group should be given a copy of one of the planning strategies, copied from pages 41–43. The full activity will take about one and a half hours.

### Aims of the activity

- To emphasise the importance of being clear about the objectives of an event, particularly the learning objectives
- To provide participants with an opportunity to practise planning an event
- To raise for discussion the effectiveness of different approaches to planning an event.

### Learning objectives

Targeted QCA learning objectives	Skills required for successful planning	Knowledge and understanding required for successful planning
<ul style="list-style-type: none"> <li>• Exercise responsible actions towards and on behalf of others</li> <li>• Discuss and debate citizenship issues</li> <li>• Express and justify a personal opinion to others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Express an opinion</li> <li>• Justify an opinion</li> <li>• Amend view in the light of others' comments</li> </ul>	<ul style="list-style-type: none"> <li>• Know how teams can work effectively when carrying out a task like planning</li> <li>• Know that planning is important for the success of an event</li> <li>• Know about the citizenship issue that will be the focus of the planned event</li> </ul>

### Tasks

#### Stage 1

Ask participants to work in three groups and place each group in a different part of the room. Give each group a piece of flipchart paper and a different coloured marker pen. Ask each group to decide on a topic for a citizenship event and to write it in large letters at the top of the sheet. Do not specify what the event is to be.

#### Stage 2

After five minutes, tell each group to pass its sheet to the group sitting on its right. Groups now have a new topic to consider. They should decide on an audience appropriate for an event on that topic. They should write the name and number of the audience under the topic on the flipchart (e.g. all other learners [100] in our year; a small group [15] of 14–16 year-old learners; a mixed-age audience [up to 300] from our town).

#### Stage 3

Again, after five minutes, groups pass their sheets to the group on their right. Each group will receive a sheet with a topic and an audience. They should now decide on the type of event that

would be appropriate for the topic and the audience, and write it on the sheet. They then pass the sheets to the group on the right, which is the group that first decided on the topic.

#### **Stage 4**

Taking account of the audience and type of event, groups should now decide on the objectives of the event, which will focus on the topic they chose. They should particularly consider what they would expect the audience to learn from the event, and write the objectives on the sheet.

#### **Stage 5**

Staying in the same groups and keeping the same sheets of flipchart paper, teams will now plan the event using one of the planning strategies: planning grid, checklist or triangle, copied from pages 41–43. Allocate one strategy to each group.

#### **Stage 6**

Allow about 45 minutes for this activity, and then ask groups to stop planning and to discuss whether they found the strategy they used (grid, checklist or triangle) easy or difficult to use. Ask each group to give a short summary of the strengths and weaknesses of each approach to planning, and whether they have any ideas for a better way of planning.

#### **Stage 7 – reflection**

Ask participants to work with a partner from within their planning team. Pairs should discuss how each person operated in the planning exercise, using the questions below and taking account of the rules for giving and receiving feedback.

*What skills did I use?*

*How well did I use these skills?*

*How would I like to improve my planning skills?*



## PLANNING GRID FOR A CITIZENSHIP EVENT

Complete this chart as if for a real event to be run by your group. Give the event a date three months from now in order to set yourselves deadlines. Decide what the event will consist of, what tasks need to be done, who will do them, by when and what resources will be required.

<b>Title of event:</b>		<b>Date of event:</b>		
<b>Audience:</b>		<b>Objectives:</b>		
<b>Type of event:</b>				
Component of event (e.g. panel, speaker or workshop)	Tasks	Responsibility of...	Requirements (equipment, rooms, materials, refreshments, etc.)	Time required for task and deadlines

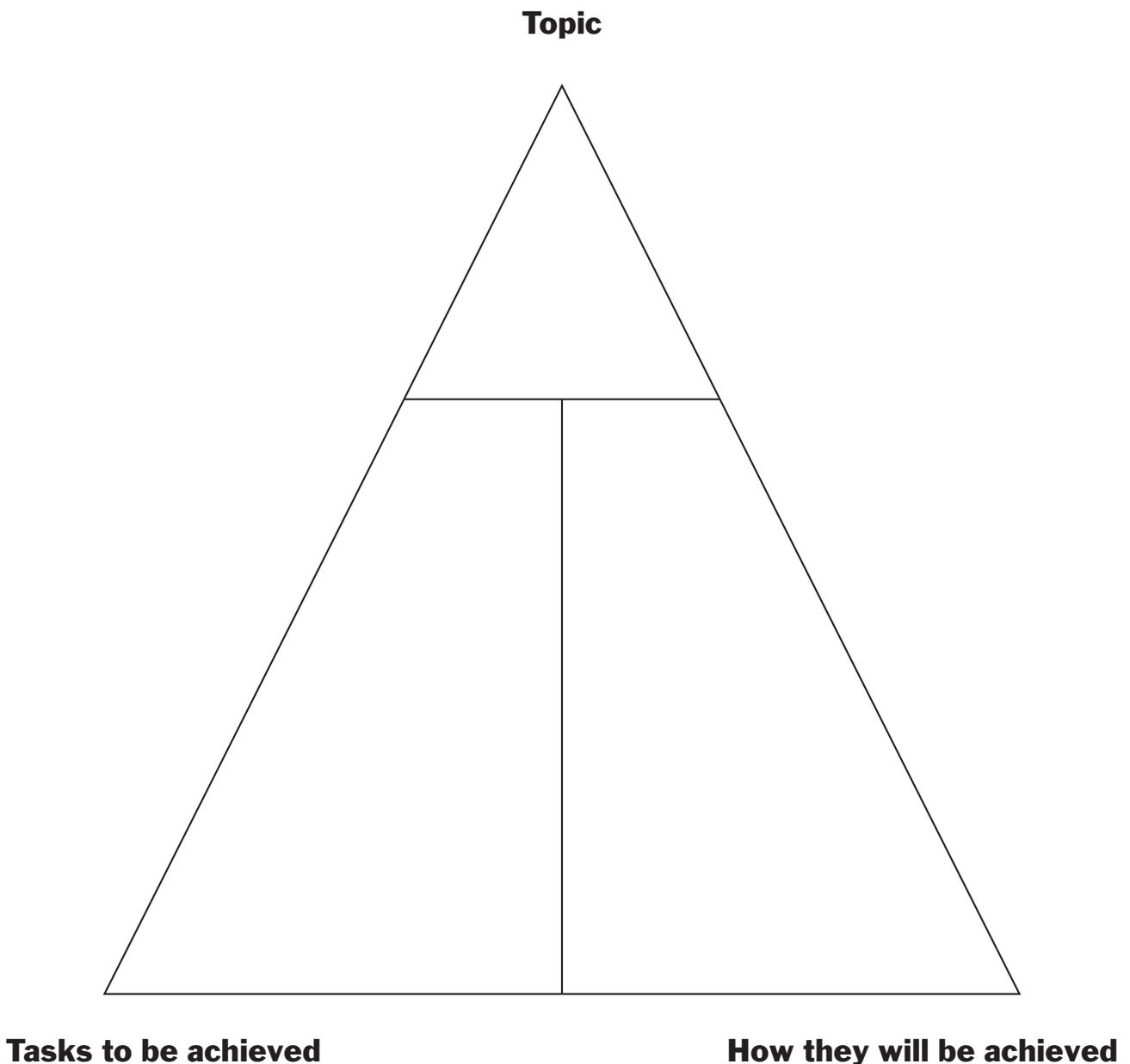
## PLANNING CHECKLIST FOR A CITIZENSHIP EVENT

Using this checklist, plan your event as if it will be run by your group in three months' time. Keep notes of your discussions in the right hand column.

<b>Title of event:</b> _____	
<b>Audience:</b> _____	<b>Objectives:</b> _____
<b>Type of event:</b> _____	
<b>Date of event:</b> _____	
<b>Task</b>	<b>Notes</b>
Negotiating with staff about the event (venue, timing, purpose)	
Planning the programme for the event	
Allocating responsibilities	
Inviting the audience	
Contacting outside visitors/speakers	
Doing paperwork (folders, badges, participants' lists, materials)	
Monitoring and evaluating the event, thanking participants	
Assessing the learning	
Other: (specify)	

## PLANNING TRIANGLE FOR A CITIZENSHIP EVENT

Draw a triangle, like the one below, on a flip chart. Write the topic of the event in the top of the triangle. Consider all the tasks that need to be done and write them on stick-its. Place the stick-its in the most logical order in which the tasks should be done in the left hand space. They can be moved around if you change your mind. Now decide how each task will be done by discussing who will be responsible for each task, how long it will take and what resources will be required. Write this information on stick-its of a different colour and place them opposite the relevant task in the right-hand space.





## Activity 6: Skills for chairing meetings

### Background, organisation and resources

During the planning of citizenship events, it is likely that meetings will be held to make decisions about the next steps. It is also likely that the event itself will involve meetings and small group discussions. The chairing of these meetings can be very difficult for anyone not trained in the skills involved, but it is important that meetings are successful. Meetings that are managed badly result in wasted time, frustration and sometimes outright conflict. The main tasks of a chair are: time management, ensuring full participation, dealing with long-windedness, managing conflict in the group, keeping everyone on task, and achieving the purpose of the meeting. Sometimes a chair needs to handle controversial issues. Guidance on this is available in *'Agree to disagree: Citizenship and controversial issues'*, LSN, 2005.

In this set of activities, participants learn about the role of chair and practise managing real meetings with a 'rotating chair', i.e. where the chair changes at a sign from the facilitator. You will need handouts for every participant copied from pages 48–50, and copies of agendas they have devised in stage 4. Allow one and a half hours for the whole activity.

### Aims of the activity

- To encourage participants to discuss what makes meetings successful
- To introduce the role of chairperson
- To provide the opportunity for all participants to experience chairing a meeting
- To discuss the strategies for dealing with difficulties that may arise in meetings.

### Learning objectives

Targeted QCA learning objectives	Skills required for successful chairing	Knowledge and understanding required for successful chairing
<ul style="list-style-type: none"> <li>• Exercise responsible actions towards and on behalf of others</li> <li>• Demonstrate skills of negotiation in community-based activities</li> <li>• Represent a point of view on behalf of others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Summarise</li> <li>• Devise proposals</li> <li>• Amend proposals</li> <li>• Manage time</li> <li>• Synthesise arguments</li> <li>• Represent others</li> </ul>	<ul style="list-style-type: none"> <li>• Know what makes meetings successful</li> <li>• Know about the role of a chairperson</li> <li>• Know how to deal with difficulties in meetings</li> <li>• Know how to express a point of view that you may not agree with</li> </ul>

### Tasks

#### Stage 1

Ask participants whether anyone has ever attended a formal meeting in which there has been a chairperson, with agenda, minutes, etc. If so, ask them to identify whether the meeting was successful or not. If they have not attended a formal meeting, ask what they think would make a successful meeting. Note their responses on a flipchart, get some agreement from the group about the success factors for a meeting and display these around the room.

#### Stage 2

Put participants into groups of five or six. Give out the briefing sheet, copied from page 48 on the role of the chair and discuss this with everyone. Ask whether they have other points to add.

### Stage 3

Now ask each group to choose one of the following topics to discuss at a real meeting, or to choose a topic themselves that is relevant to their citizenship programme.

- What citizenship event will we run at the end of the year?
- What should we do about the current youth council in our organisation?
- How can we make better links with a neighbouring organisation (school, college, youth group or training organisation)?
- Other topic?

### Stage 4

When they have decided on the topic for their meeting, they should devise an agenda made up of four items on which decisions have to be made in relation to the topic. An example is provided below.

<b>Topic of meeting:</b> How can we make better links with the local college? <b>Date:</b> <b>Those present:</b>
<b>AGENDA</b>
1. Introductions from chair (and volunteer scribe) 2. Participants introduce themselves 3. <i>Decision on: kind of links we should make with local college</i> 4. <i>Decision on: the rationale for making better links</i> 5. <i>Decision on: action to be taken with our senior management</i> 6. <i>Decision on: action to be taken in making contact with college</i> 7. Date of next meeting

### Stage 5

One person should either volunteer or be nominated to chair the meeting. Using the agendas they have devised, groups should take part in meetings for about 15 minutes. Stop them and ask whether any groups have come to agreement on any of their items. Ask groups to list the main blockages or difficulties in coming to decisions, for example:

- someone talking too much
- not enough people talking
- people interrupting or not listening to each other
- people going off the point
- the chair not taking control
- people having side conversations
- people disagreeing violently.

### Stage 6

Give out the handout copied from page 49 and discuss it with the whole group. Allow time for them to talk amongst themselves about the strategies described.

### **Stage 7**

Restart the meetings at the point they were stopped, but tell the person whose surname follows that of the previous chair in the alphabet to take over the chair. Every five minutes, clap or blow a whistle as a signal for the role of chair to be taken over by the next person in the alphabet. Stop the meetings after 30 minutes.

### **Stage 8 – reflection**

Facilitate a discussion on the main learning that has taken place on chairing meetings. Ask every small group member to write one positive and specific thing about the chairing skills of each other member on a slip of paper (e.g. ‘John listens carefully’, ‘Emma keeps time well’), and give it to the person concerned. Participants should use these written comments to help them write a list on the skills learned and yet to be developed.

### **Additional activity**

If the event being planned requires some learners to chair panels or discussions on stage with an audience, a number of issues may arise which they would need to prepare for. Use the ‘What If...?’ activity on page 50 to help them think through how they might deal with each issue.



# The role of the chairperson

## Preparing for the meeting

- Be clear about the purpose of the meeting
- Make sure the relevant people are invited
- Be sure everyone knows who will chair, and the role of the chair
- Prepare the agenda with the most important items first
- Set the start and finish time for the meeting

## Starting the meeting

- Start on time
- Allow everyone to introduce themselves
- Ask for someone to take notes
- Note apologies from people who cannot be present
- Look at the agenda and ask if there are any changes
- Set time limits to each item
- If appropriate, review action from previous meetings

## Running the meeting

- Encourage participants to raise hands (for formal meetings) or catch the chair's eye before speaking
- Encourage full participation
- Discourage side conversations
- Keep people to the point
- Keep people to time
- Deal with people who talk too much
- Deal with disagreements
- Summarise at the end of each discussion and make sure a clear decision is reached (it may be necessary to vote)

## Ending the meeting

- Agree the actions to be taken and make sure they is noted
- Set date for the next meeting
- End on time

## Follow up

- Send minutes with items discussed, decisions reached, actions agreed, and the date of next meeting to all participants (including those not present)

## Tips for dealing with problems in a meeting

**These are some of the most common problems that can occur in meetings. There may be others that we can identify after the next exercise.**

### **Silent people**

Some people are less willing to speak in meetings than others. This is just an individual difference that should be respected. However, no one should be prevented from speaking if they have something they would like to say, and it is the job of the chair to bring people in, with sensitivity. Ask a straightforward question directed at the silent person, and then ask for follow-up information. For example:

Chair: 'You know people at the college, Justin. Do they ever talk about sharing events with us?'

Justin: 'Uuh, sometimes''

Chair: 'What sorts of events do they talk about?'

### **Long-winded people**

Some people just talk too much – they monopolise the meeting and turn other people off. If you are chairing, you need to take some action. Firstly try using a non-verbal 'stop' sign – for example, you can hold up your hand, palm outwards towards the speaker, and smile at the same time. This should not be a sudden action, or it might be taken as aggressive. If this does not work, hold up a finger and say, 'Ah, that is a good point. What do others think about what Amanda has just said?' This can be done when the person has paused to catch breath. If none of this works, you will have to interrupt with something like, 'We did agree that we have a lot to achieve to day. Thank you for your comments, Tony, but now we must move on'.

### **Conflict between members of the meeting**

People will disagree in meetings. It is inevitable and it is usually productive because it gives rise to new ideas. However, sometimes disagreements become more serious and can seriously jeopardise the work of the meeting. When these sorts of disputes arise, people stop listening to each other – they make personal attacks or snide comments and the tone of their voice and body language are hostile. A chair needs to pick these cues up and deal with them.

The chair should not take sides, but should stop the dispute early. He/she should jump in with a comment like, 'I don't think we are going to resolve this disagreement and should move on. Simon and Lillian might like to talk about this in private'. The chair should not get angry, but should remain calm and firm. If the row takes over the meeting, a short break can sometimes help, while the chair talks to the different parties involved. If this does not work, the meeting should be stopped, since it will not be productive.

## Chairing panels: What if... ?

**Work in pairs to discuss what you might do if the following things happen when you are chairing a panel discussion. Some of these things could be prevented or managed if you prepare in advance.**

**Think about any other situations that might arise. Write them in the 'other' box and discuss them in your pair.**

<p>An invited, and very important, speaker was asked to speak for 10 minutes, but has already gone on for 15 minutes and shows no sign of stopping.</p>	<p>Someone asks a question from the audience, but you just cannot understand what she said, since she has a strong accent.</p>
<p>A question from the audience starts to become more of a speech, and it includes some rather unpleasant comments about one of the panel members.</p>	<p>One of the members of the panel keeps on interrupting another speaker. You have already once asked him to stop, but he is clearly very angry about what is being said.</p>
<p>All the questions from the audience are directed at one of the speakers. None of the others has had a question.</p>	<p>Your local MP turns up unexpectedly and insists on taking her place on the panel. There are already four speakers.</p>
<p>A group of young people in the audience who you don't know are giggling and talking during one of the speeches.</p>	<p>A member of the audience starts to heckle a speaker. He clearly feels very angry about what the speaker is saying, and is preventing the speaker from continuing.</p>
<p>Your main speaker has failed to show up, and the opening section of the event should have started 10 minutes ago. The two other speakers have been asked to speak for just 5 minutes each to comment on what the main speaker had to say.</p>	<p>Other</p>

## Activity 7: Evaluation skills

### Background, organisation and resources

Citizenship events should be evaluated so that everyone involved can learn from what went right and what went wrong. Evaluation enables reflection and points to future improvements.

Monitoring of the process as it occurs is also an important part of evaluation. A good action plan, with milestones and deadlines, will enable planning teams to monitor the process by enabling sub-teams at regular meetings to report on actions they have taken, problems they have encountered and solutions they have devised. In order to evaluate an event, planning teams should be clear about 'performance indicators'. These are measurable features that the team have agreed will show whether or not the event has been successful. Some possible indicators are provided in the first activity in which participants discuss which are useful and appropriate for their event. There are many different ways of collecting information about performance indicators, which are discussed in the second part of the activity. You will need copies of the possible performance indicators and evaluation strategies from pages 53–55 for each participant. Allow one and a half hours for the activity.

### Aims of the activity

- To introduce the idea of performance indicators
- To raise discussion about which indicators give the most useful evaluation information
- To introduce some different evaluation strategies and encourage participants to create a strategy of their own.

### Learning objectives

Targeted QCA learning objectives	Skills required for successful evaluation	Knowledge and understanding required for successful evaluation
<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding about citizenship issues</li> <li>• Show understanding of key citizenship concepts</li> <li>• Analyse sources of information and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Devising questions</li> <li>• Asking questions</li> <li>• Listening</li> <li>• Analysing responses</li> <li>• Interpreting responses</li> </ul>	<ul style="list-style-type: none"> <li>• Know what indicators can be used to evaluate a citizenship event</li> <li>• Know about different kinds of evaluation strategy</li> <li>• Understand which kinds of strategy are appropriate for different types of event</li> </ul>

### Tasks

#### Stage 1

Ask participants to work in pairs and give each a sheet of possible performance indicators, some of which are better indicators than others. Allow them 10 minutes to decide which three indicators they think are the most important for the evaluation of an event.

#### Stage 2

Put pairs into fours and ask the new groups to agree their top three indicators and to put them in order of importance, particularly in relation to an event that they may be planning.

#### Stage 3

Ask each group to announce their top indicator and to explain their reasons for choosing it. Discuss with the whole group why some indicators give a better measure of the success of an event than others.

#### **Stage 4**

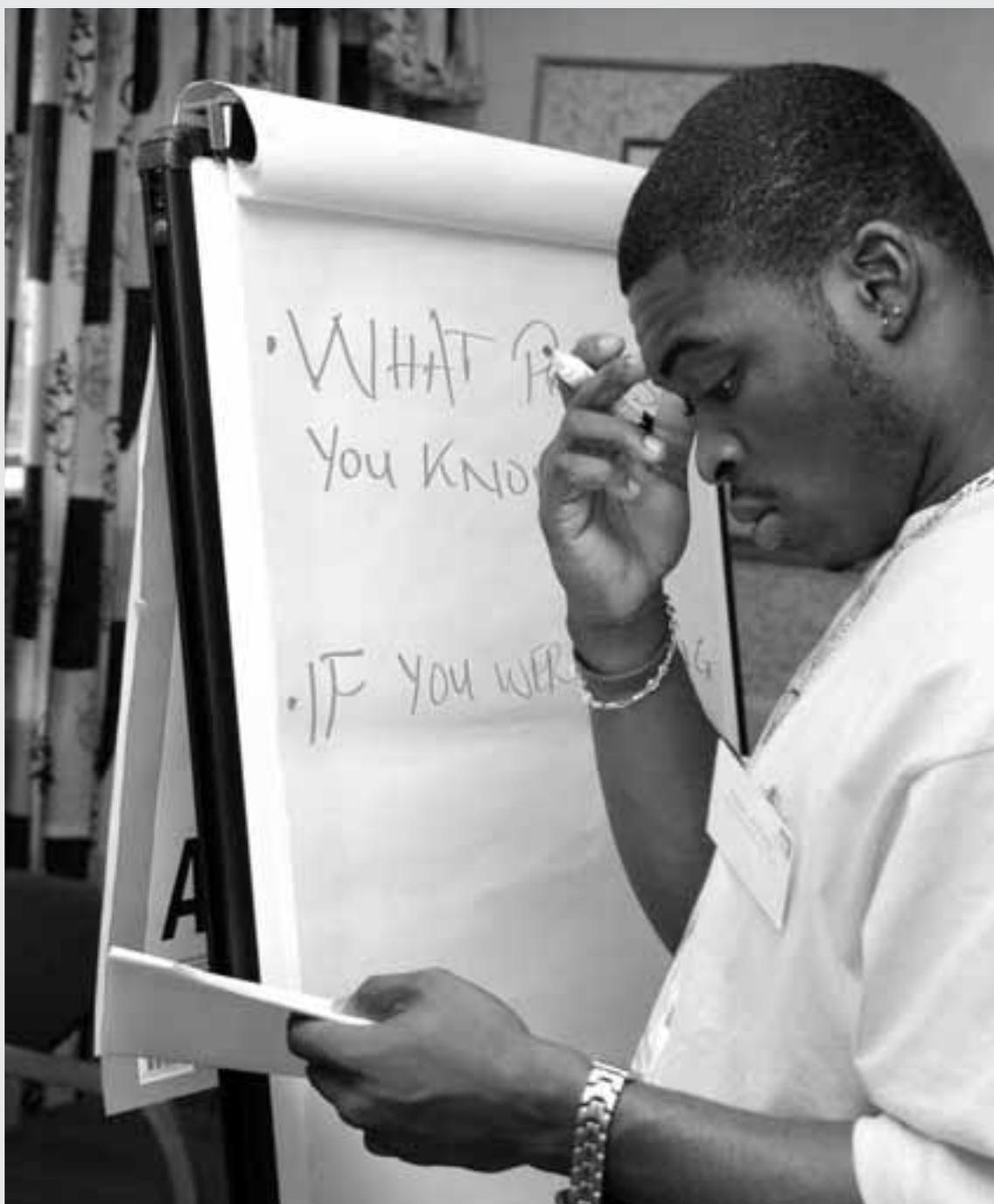
Five evaluation techniques are provided on page 54. Ask participants to discuss the strengths and weaknesses of each technique. Ask them to try to design a different evaluation technique themselves.

#### **Stage 5**

Ask each group to make a short presentation about the strengths and weaknesses of each evaluation technique provided and to 'sell' their own technique to the whole group.

#### **Stage 6 – reflection**

Using 'My Hand' technique, ask participants to evaluate this activity.



## Possible performance indicators

Number of participants attending the event as a percentage of the target attendance

Percentage of participants giving the event the top score for 'being interesting' on a rating scale

Number of members of planning team that enjoyed the event

Percentage of participants giving the event the top score for usefulness on a rating scale

Percentage of participants saying that objectives of the event were met

Percentage of participants saying they had learned something new from the event

Percentage of participants saying that they had enjoyed the event

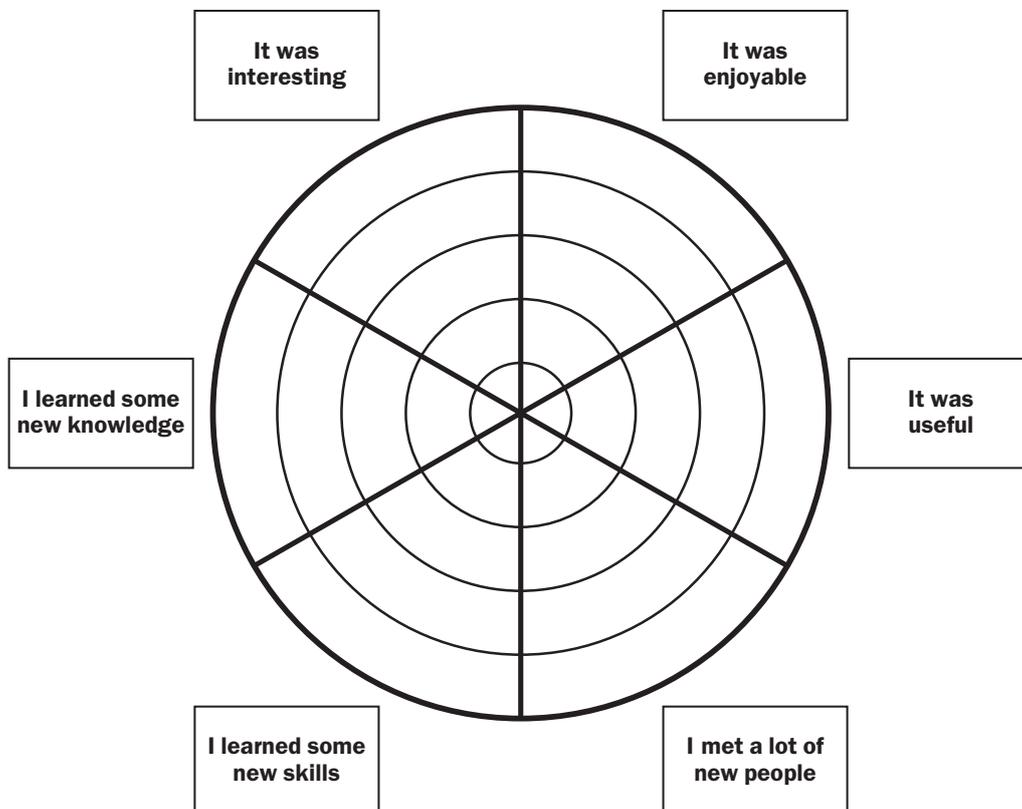
Percentage of attendees staying to the end of the event

Number of positive comments made by visiting speakers

## Evaluation techniques

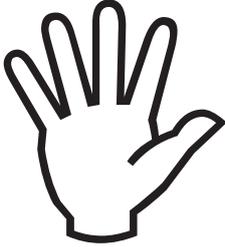
<b>Evaluation forms</b>	Forms are completed and given in by participants at the end of the event.
<b>'Chinese Wall'</b>	A different evaluation question is written at the top of each sheet of flipchart paper, and participants write comments beneath in marker pen.
<b>Stick-its</b>	Comments on different aspects of the event are written by participants on different coloured stick-its as the event progresses.
<b>Target</b>	A large target is posted in the room, with each segment labelled. Participants make a mark in the ring that reflects whether or not they agree with the statement. The nearer the middle of the target, the more they agree (see example below).
<b>'My Hand'</b>	Participants draw around their own hands and write a short comment along each digit as instructed (see separate sheet).
<b>Other</b>	(Specify)

### Target evaluation technique – example



## My Hand

**Draw around your hand, then complete with information as stated below.**



Thumb = What was 'thumbs up' for you?

Index finger = What can you point to that you have learnt from today?

Middle finger = What was not so good?

Wedding finger = What did you love doing today?

Little finger = Any other little thing you may like to add?

Palm = What have you improved on?

## Appendix 1: Reflection and self-assessment

If learners have used all of the activities in this pack, they will need to reflect on the progress they have made in developing their skills. They will have collected evidence from the reflection stages of each activity, and they may have had the opportunity to apply some of the skills in real situations. The following log can be used as a way of enabling learners to assess their own level of skill development, and to provide evidence for other qualifications and courses (e.g. key skills, Duke of Edinburgh's Award, or ASDAN Certificate of Personal Effectiveness).

The page can be copied and separate charts used by learners for different projects.



# SKILLS LOG

Describe the project you have been involved in and fill in the relevant boxes for this project.

<b>Describe the project:</b>		
<b>Negotiation skills</b>	<b>Team working skills</b>	<b>Planning skills</b>
I learned to...	I learned to...	I learned to...
I still need to...	I still need to...	I still need to...
<b>Chairing skills</b>	<b>Evaluation skills</b>	<b>Other skills</b>
I learned to...	I learned to...	I learned to...
I still need to...	I still need to...	I still need to...
<b>Signature of witness:</b> (peer, staff or external contact)		<b>Date:</b>

## Appendix 2: Case studies of young people planning and running citizenship events

The Post-16 Citizenship Development Programme has provided opportunities for young people to plan and run highly successful citizenship events, focused on issues of concern to the young people themselves and using a range of media to get their messages across.

The following articles on pages 59–66, reproduced from *Citizenship News*, describe four of these events, highlighting the contribution that young people made to their success.

Below is a list of articles from *Citizenship News* which describe how young people have been involved in organising and running citizenship events. These articles can be accessed through the Post-16 Citizenship Development Programme website [www.post16citizenship.org](http://www.post16citizenship.org).

### *Citizenship News* Issue 5 – July 2003

'Refugees – Sorting fact from fiction', Northants Sixth Form Consortium

Report on day conference on theme of refugees and asylum seekers for young people.

### *Citizenship News* Issue 6 – October 2003

'Political pride in city pride', Tameside

Report on visit to Hyde Clarendon Sixth Form College by James Purnell MP to answer student questions.

### *Citizenship News* Issue 8 – April 2004

'Whose right is it anyway?', FHMR Sixth Form Consortium, East Northants

Report on student conference which addressed current political topics.

'Rising to the challenge', Hounslow Manor School

Organising and running a sixth-form conference on citizenship issues.

'Your voice, your view', LSDA (Now LSN)

Conference planned and delivered by young people.

### *Citizenship News* Issue 9 – July 2004

'The big conversation', Tameside programme

James Purnell MP meets and answers questions from students from 7 schools and colleges.

'Sefton, Europe and the world', Sefton project

Report on conference planned by young people on global and local topics of interest.

### *Citizenship News* Issue 11 – March 2005

'Your voice – your opinion', North Wiltshire DC

Report on young people's conference in N Wiltshire.

'Making voting fun', Warwickshire College

New Start students look at political parties and run a mock election.

### *Citizenship News* Issue 12 – July 2005

'EURU? Conference', LSDA (Now LSN)

Conference programme.

### *Citizenship News* Issue 13 – October 2005

'Political Vibes', City & Islington Sixth Form College

Producing music and song on political issues that matter to students.

'Breaking down barriers', Aylesbury High School

Report on young people's conference.

### *Citizenship News* Issue 14 – March 2006

'Young citizens in the cathedral', Worcester Cathedral/ Youthcomm

Report on citizenship conference in Worcester cathedral.

'Citizenship stars' LSDA (Now LSN)

Report on Citizenship through Music competition with finalists and lyrics of winning entries.

# YOUR VOICE YOUR VIEW

**On 12th February 2004, after six months of hard work and planning by a group of young citizens, 250 young people from all over England in the post-16 citizenship programme arrived at the Purcell Rooms, South Bank Centre, London for the 'Your Voice, Your View' conference. This was an event planned and delivered by young people, for young people.**

The event was designed:

- To celebrate and inform people about the work different projects have been doing
- To encourage and inspire more young people to get involved in their communities by looking at various issues from their perspectives
- To find out from young people their views on post-16 citizenship and topical issues.

## The programme:

**Welcome and introduction:** Caroline Osorio and Louis Buckley, young LSDA consultants, welcomed the audience and gave an overview of the aims of the day.

**What is Citizenship?** Members of the Arc Theatre with Merton College students enacted a dispute over noise on a housing estate between young people and an adult. The audience were invited to direct the drama through a number of possible scenarios to see how the conflict could be resolved.

**Citizenship voices:** Creative contributions on the meaning of citizenship by young people from B Six Sixth Form College Brooke House (Fair Trade), Fareport Training (litter and recycling), the Sefton post-16 project (equal opportunities), and Sir Bernard Lovell School (political literacy). A highlight was the rap on HIV/AIDs written and performed by Kenneth During from Richmond-upon-Thames College (see page 16).

**Citizenship chat show:** Introduced by Ken Neville and hosted by Carl Ellis and Peace Poroku, a panel composed of two A level students, the Mayor of Camden and Ruth Polling, a Lib Dem campaigner, debated the current issues of a minimum wage for 16–18 year olds, and whether the voting age should be lowered to 16. The audience voted on both resolutions.

**"Yes or No?" discussion groups:** With Rachel Marshall from Youthcomm as host, young people had the chance to have their say on citizenship. The audience, working in discussion groups, agreed their positions and voted on eight topical questions. The results were presented, with comment, by the Mayor of Camden.

**Special guest presentation:** David and Carrie Grant from *Fame Academy* inspired the audience by giving their personal testimony on what citizenship meant and encouraged everyone to get actively involved: 'Prepare for the future. If you're determined enough, you're unstoppable.'

**T-Shirt Competition:** To close the day the winners of the citizenship design a T-shirt competition were announced (see page 19). Some of the young people wore the T-shirt displaying the winning design.

**Vox pop video show:** Through the day, members of the audience were invited to have their say on what citizenship meant to them. Youthcomm produced a video of their comments which was shown at the end of the event.



# designing the brochure

**Carl Ellis, an A level student from Richmond-upon-Thames College and closely involved in the colleges' citizenship pilot, was asked to design an attractive brochure to promote the "Your Voice, Your View" conference. Here he explains the process and how much he gained from the experience.**

I needed to produce a leaflet that would appeal to young people across the post-16 citizenship programme and encourage them to attend the event. At the same time I wanted to use the leaflet for my A Level Communications Studies course work.

I worked with a fantastic bunch of people at the LSDA, especially Dave Shaw Senior Graphic Designer. We spent hours at their offices discussing ideas, texts, illustrations, colours and fonts. I never could have guessed how hard it would be to produce a leaflet!

I showed the leaflet to groups of students and used their comments to make changes to come up with the finished product. In fact we designed and re-designed seven leaflets before we felt we were ready to publish.

I was amazed to learn how much work goes into design – each of the images had to be carefully selected so as not to offend any one group, the colours had to be chosen to complement each other, and the language had to be simple but not boring. I had to write the text explaining citizenship to other young people and got a much clearer understanding of citizenship and the purpose of the event myself. As I wrote:

**“Citizenship is about working together to achieve common goals. We all want to change things but how can we?”**

I also learnt how demanding it is to work to very tight deadlines and gained a lot of group working skills, not just from the leaflet design but also on the planning group. Finally I learnt how to hold and participate in meetings. I had a really interesting time and would advise any of you out there to give this sort of thing a go!

The feedback I got back from the leaflet was really, really positive. I just hope now that I get a good mark for my course work!



# planning the event

**Louis Buckley and Caroline Osorio, as young consultants to the LSDA, led a planning group of young people from the Post-16 Citizenship Development Programme to organise “Your Voice, Your View” for young people in the pilot projects. Louis and Caroline share their experience of the process.**

Our role was to ensure this event was a young people’s one, working closely with the planning group of 15 young people. It was demanding but rewarding. From chairing the group meetings to visiting projects and running workshops, it was a time of creative suggestions, backed up by some serious organisation and planning.

We visited the projects invited to take part in the event. We decided to call it “Your Voice Your View” because it was about consulting young people on citizenship and creating opportunities for everyone to have a say. Meeting the other young people was a real eye-opener, dedicating themselves to making and seeing change happen. We really appreciated all the support from the LSDA and this partnership between adults and young people was a recipe for success.

At the planning meetings we made decisions about everything from organising an interesting programme to choosing catering and an appropriate venue. We also sat on a panel to judge a citizenship T-shirt competition based on a design with a message about citizenship. The winner’s design was printed on T-shirts made especially for the event.

Our roles on the day as hosts were nerve-wracking and exciting. We opened the event and set the tone for the day. We also gave a round up at the end of the day highlighting the most important outcomes and making sure the audience left with a clearer understanding of citizenship and how they can get involved as active citizens.

It was fantastic creating something, watch it slowly come to life and be a success. We’ve learnt so many new and useful skills including what citizenship is all about. The magic is when you get involved you don’t even realise you’re learning. We’ve learnt that we have a right to have our opinions heard. Chairing the meetings boosted our confidence and thinking about the various elements of the day involved a lot of discussion about citizenship. Now we feel free to talk about issues that affect us or our communities. We hope the day encouraged more young people to get involved in their communities and bring about change.



# Political Vibes

Students at City and Islington College have had the chance to display their musical and song-writing talents and express their views on political issues that concern them as young citizens. Nine songs were produced, performed by the students of which five were recorded on to CD under the title *Political Vibes* (enclosed with this issue of *Citizenship News*).

‘Our aim was to raise our students’ awareness of politics through music and harness their creative energies to target politicians during the general election campaign in May’, said Yasmin Whittaker-Khan, who combines her role in youth work at the college with a growing reputation as a playwright. ‘We advertised for volunteers. They didn’t have to be musical or be able to sing or write, but they had to show commitment. They would choose the genre, write the lyrics and perform the songs as well. It had to be their show.’



Photography © Simon Richardson  
(www.simonrichardson.org)

The key players in the project were college students Prince and Michael. ‘Because those joining brought different talents to the show – in music, lyric writing, organising and publicity – we had the chance to do something good,’ commented Prince.

Divided into small groups, the students chose the subject of their songs in writing workshops, using press material and photographs to encourage debate. ‘The college has a lot of political events, including visits from the Ghanaian Ambassador and George Galloway MP, but the students wanted to bring the big themes down to their everyday experience’, said Yasmin. Some students were influenced by the

political messages in other songs which were part of their research, but one student believed that what she produced ‘must come from the heart – what I write is how I feel.’ However, many felt that the raps written and performed by Kenneth During for the post-16 programme had spurred them on.

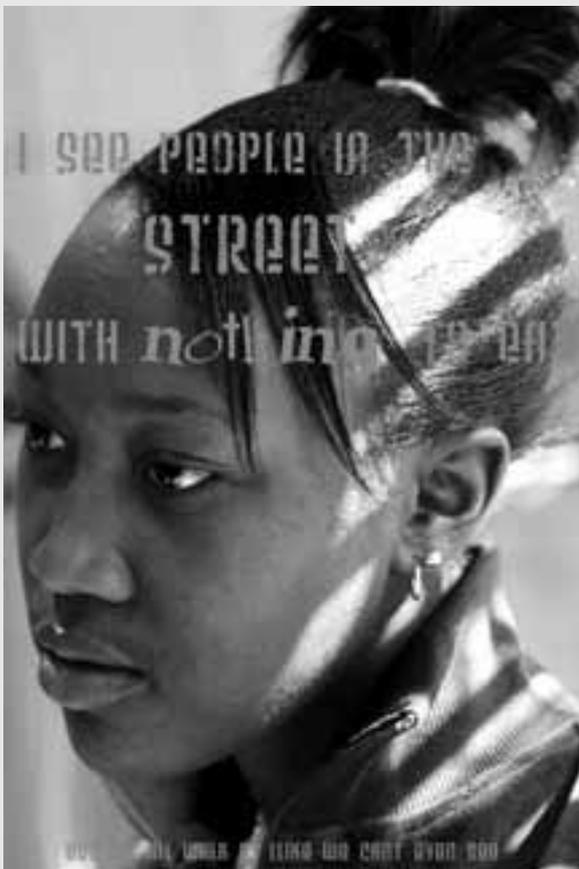
The students expressed a range of views in their songs. Said Ena one of the group: ‘With so many different and conflicting views at the time of the election, it was difficult to come to any definite conclusions. Working on the songs, we had to rewrite them quite a few times to show that we needed to agree to disagree.’

Yasmin and Michael used their contacts to produce the recordings and the beats and backing tracks. ‘It was a two-way relationship’, said Yasmin. ‘Leon, one of the students, put in some extra work at the studio to give us more than our contracted time. In fact, everyone put in far more time than they had anticipated, such was their enthusiasm for the project.’

After three months of intense effort, local politicians came to the launch event and were mightily impressed by the performances. The students have also performed their songs at two major citizenship conferences, always to accolades and encores. ‘They were surprised by the success of the venture and that music could be such a powerful political medium,’ noted Yasmin. ‘One of the drivers for the project was the fact that Prince and Michael could see that it could promote their own careers in music.’

Yasmin feels that the process of producing the songs encouraged a large amount of self-appraisal and a wish to know more about major issues. ‘It certainly set an example for other students to succeed as well. Some of the group will be staying on in college next year and I hope their enthusiasm rubs off on a new group to achieve as much.’

**More information from Yasmin Whittaker-Khan at [ywhittaker-khan@candi.ac.uk](mailto:ywhittaker-khan@candi.ac.uk).**



Photography © Simon Richardson  
 (www.simonrichardson.org)

# Breaking down Barriers



**In July, 200 young people and learners from 10 local schools and other providers took part in a conference at Aylesbury High School entitled *Breaking down Barriers*. The conference was organised by students from Aylesbury High School and Aylesbury Grammar School, three of whom describe the planning of the event, their participation on the day and their thoughts on its success.**

To open the event, a panel of speakers responded to questions from students on current national and international issues, including: How should we respond to the terror attacks in London? Are we prepared to move away from purely national decision-making? Can we be both multicultural and inclusive while maintaining our national identity? And how satisfactory was the final G8 communiqué?

In two sessions, before and after lunch the young people, in smaller groups, took part in student-led workshops where they explored and discussed issues ranging from terrorism and patriotism to refugees and fair trade. And in the final session, in a mock UN-style debate, students, representing various countries, decided their country's position on international debt relief as the basis for negotiating a way forward.

## The question time panel



**John Bercow, MP**

'Immigration is generally a positive force. We should work with other EU countries to agree a common policy on immigration and asylum.'



**John Bird, founding editor of *The Big Issue***

'Young people must get involved in politics to participate and make real changes. By themselves demos change nothing.'



**Raj Khan, District and local councillor and former Mayor of Aylesbury**

'Integration is a two-way process; there must be communication between our communities, not only when things go wrong.'



**Diana Tickell, Vice-chair of Asylum Welcome, Oxford**

'England has always been a multi-cultural society. It's made us what we are and thank God for it!'



**Peter Jay, economist and former British Ambassador to Washington**

'Although the G8 resulted in only a small step forward, the people had given the eight leaders a strong political message, especially over Africa. It was an important symbolic moment.'



## The students' view of the conference

*The Citizenship conference, on Friday 15th July, was a unique experience. Nobody was quite sure what to expect from the day, but we were certainly not disappointed!*

*The first session of the day was a 'Question Time' style debate with five panellists, all of whom were both charismatic and informative. Issues such as terrorism, community relations and the G8 communiqué made it a very vibrant debate involving the audience.*

*In the smaller group workshops chaired by students, different topics were explored in detail. I discussed patriotism and its effects in society, and then fair trade in Africa. It was amazing to see that everybody*

*was passionate about helping the world and keen to promote peaceful solutions to our problems.*

*In the UN-style debate the country representatives cooperated on the issue of international debt and everybody's enthusiasm made it so much fun. The whole day was really inspiring – you felt more aware of current issues and motivated to involve yourself and do something about the problems we face both nationally and globally. It must have taken a huge amount of organisation, but for what everybody got out of it, it was certainly worthwhile!*

**Lisa Erlandsen, Aylesbury High School.**

*Last September, a group of about 30 students from Aylesbury High School and Aylesbury Grammar school met to plan a citizenship conference. We decided on the title of 'Breaking Down Barriers' to give us a series of themes, which would interest a range of teenagers.*

*We invited all our guest speakers and young people from all schools, and colleges in the local area – a nervous time because, having put in a lot of effort, if people hadn't attended we would have to cancel.*

*However, on the day, there were no spare seats*

*with about 200 faces looking down at me. The day went better than I ever imagined and culminated in the UN debate at the end of the day. Everyone took on the personas of their country and the scene of people busily running round the 'horseshoe' of country 'leaders', all trying to come to a compromise to solve the problem of world debt, made me feel that the day had been a real success.*

**Gail Doughton, Aylesbury High School.**

*Having attended a post-16 citizenship meeting in September, I was really interested in the idea of organising a conference for 200 local students. Our committee of boys from the Grammar School and girls from the High School with two teachers met every Thursday lunchtime. The outline of the day came from brainstorming ideas.*

*Many more challenges faced us, including finding speakers for the panel, researching workshop topics and creating packs for the debate. Each member was part of the workshop team and had other responsibilities including publicity and ticket sales.*

*The day arrived. I ran a workshop with two others*

*on refugees with good responses from those attending, who felt they were much better informed.*

*After lunch, there was the preparation for the MUNGA. As one of the Kenya group we were one of three countries proposing the motion. Each country opened by presenting their views, followed by negotiations between countries. The press, IMF and World Bank created a well-rounded feel. We eventually came to a compromise in the assembly.*

*Overall I felt the day was a great success and we hope to make it an annual event.*

**Hannah Long, Aylesbury High School.**

## Aylesbury High School success at J8

A group of eight Year 10 Aylesbury High School girls was one of the winning schools in the J8 event which ran in parallel with the G8 meeting in Edinburgh. 'Just like the G8 leaders, the young people, working with schools from other G8 countries, were challenged to produce a communiqué with their recommendations on climate change and aid to Africa', said Brenda Dean, the citizenship coordinator at the school. 'Each school was asked put forward three ideas which were presented to the whole group for a decision on what should be included in the communiqué. The winners were selected on the strength of their ideas and the quality of their presentations.'

Their time in Edinburgh included visits to Edinburgh Castle and the Scottish Parliament, lectures from experts and a meeting with Scotland's first minister, Jack McConnell.





## References and resources

*Play your part: post-16 citizenship. Guidelines for providers of post-16 citizenship programmes*, QCA, 2004, [www.qca.org.uk/post16index.html](http://www.qca.org.uk/post16index.html)

*Team Roles and their Associated Strengths*, Gower Training, [www.gowertraining.co.uk](http://www.gowertraining.co.uk)

*Complete Idiot's Guide to Meeting and Event Planning*, Robin E Craven & Lynn Johnson Golabowski, Alpha Books, 2001

*The Real Picture: Citizenship through Photography*, LSDA (now LSN), 2004

*Get up, stand up: Citizenship through Music*, LSDA (now LSN), 2005

*Agree to disagree: Citizenship and controversial issues*, LSDA (now LSN), 2005

*Reality Check: Citizenship through simulation*, LSDA (now LSN), 2006

These four publications suggest approaches to citizenship that could be part of a citizenship event.

*Post-16 citizenship: what? why? how?*, LSDA (now LSN) 2004

A video (in VHS and DVD) which introduces post-16 citizenship and provides footage of young people involved in planning and running 'Your Voice, Your View', a large national citizenship conference.

*Make it happen: effective practice in post-16 citizenship*, LSDA (now LSN), 2005

In this video (in VHS and DVD), young people are seen taking a range of citizenship actions, including preparing for, conducting and following up a debate, learning about facilitating discussion of controversial issues in preparation for a conference, and performing songs at a national event.

*Citizenship uncovered: a young person's guide to post-16 citizenship*, LSDA (now LSN), 2006

This DVD (aimed at young people) makes suggestions about the different ways citizenship issues can be investigated, and provides footage of events including a citizenship through music workshop and the final event in a national music competition.

For access to LSN publications please see the Post-16 Citizenship website

[www.post16citizenship.org](http://www.post16citizenship.org)

