

Conference Workshop on working with young people

Introduction:

- Facilitators: Claudia Sartori, Capacity Building Support Coordinator and Lisa Buddin, Youth and Education Co-ordinator
- Aim:
 - How to get into schools
 - How to get your message across
 - How to enthuse and inspire young people
- Agenda
 - Share experience
 - Define your role
 - Getting into schools
 - Methods
 - Follow up
 - Friends of the Earth resources
- Ground rules – listen to each other, please be brief – don't take over session, there is no such thing as a silly question, speak to each other during breaks.

Share experience:

- Take 2 minutes to think of the work you have done with kids – think of one thing you have done really well and one thing you would not do again. If you have no experience think of one thing you think would work well and one concern you have.

Worked well	Did not work so well
Making the links between the environment and young people (YP).	Don't patronise, make sure the game is suitable for the age range.
Thinking about the good and the bad on airport expansion. E.g. we planned a mock demo and YP made placards, pretend TV cameras, designed a banner and acted out the mock situation.	Trying to say too much
Attended a Duke of Edinburgh Awards day and handed out Friends of the Earth information leaflets.	The stand needed somewhat of engaging young people e.g. a game
Balls with environmental information inside, catch the ball and read out what is inside.	Be aware that children may need to get to know each other before they play together. E.g. we planned a treasure hunt which needed the children to all work together but some were shy and were not ready to have to work together.
Designed a play with recycling words in e.g. when you hear the words reduce all shout it out.	
Play acting and taking action.	

- How: Board blast. Looking back at yourself what was important to you aged 11-13?
 - Playing and having freedom. We did not have expectations of being entertained.
 - Being in a gang. Fitting in with friends.
 - Climbing trees and anything slightly dangerous.
 - Apartheid and whale campaigns
 - Family and different cultures all coming together to celebrate birthdays.
 - The environment was not a big issue; we had returnable glass bottles and paper bags.

See notes from On the Right Track, Save the Children 2003 for young people's views.

On the Right Track
What matters to young people in the UK?
Save the Children 2003

4,163 young people aged 11-18 were surveyed in the UK
 17-18 year olds made up 9% of the total

58% female
 42% male

Which 3 things concern you most about the world?

War and conflict	90%
Health	45%
The environment	41%

Which 3 things concern you most locally?

Crime	71%
Youth and leisure	50%
Education	39%
Local environment	33%
Health facilities	32%
Transport	29%

Which of the following do you take into account when you are shopping?

Price	85%
Quality	77%
Brand/logo	53%
Packaging	16%
Company policy/ethics	9%
Country of origin	8%

Which of the following have you been involved in or would like to be involved in, in the future?

	Now %	Future %
Recycling	48	36
Volunteering	35	34
Signing a petition	29	41
Going on a march or protest	15	39
Boycotting products	13	32
Writing to an MP/public official/ company	12	35

Do you think actions on a local level can have an impact at national or international level?

Always	4%
Quite often	14%
Sometimes	57%
Not often	17%
Never	7%

Would you consider writing to your MP if you felt strongly about an issue?

Yes	61%
No	13%
Not sure	26%

Who/which do you feel you have a responsibility towards?

Yourself	89%
Your family	85%
Your friends	77%
Environment	52%
Local community	25%
Your country	36%
Global community	40%

Of the young people surveyed:

- Almost half belong to a youth or community group, mostly sports related followed by;
- Girlguiding UK
- Arts
- Faith-based groups
- Scouts
- 1/3 volunteer
- 2/3 intend to vote

Overall, the results challenge the idea, often recorded in the press, that the UK's young people are uninvolved, uncaring and uninterested in society. In fact, the survey respondents come across as reasonably well-informed people, aware of key social issues, eager to know about their rights and prepared to involve themselves in their communities.

Your role:

To ensure you get what you want out of working with young people and the students and teachers do too it is important to be clear about your role.

Local Group Reps - what is your role when you go into a school/youth club?

- To give YP (young people) facts
- To help YP think for themselves and make up their own minds
- To be a role model
- To be well informed
- To be a positive representative of Friends of the Earth
- To help inspire a new generation of environmentalists
- To help YP understand why it is important to care about the environment
- To help YP realise that they probably already do a lot of things to help without realising
- To help YP make the link between local and global environmental problems/solutions
- To let YP know what Friends of the Earth is about, what the key messages are and how they can get more involved
- To advise teachers/educators on what else they can do in their school/local community
- To tell teachers/educators where they can get more information/assistance if they need it
- To inspire, amuse and educate
- To help YP become aware of actions they can take to make a difference
- To provide an activity which helps YP to understand an issue and be there to answer questions.

If you want to make a longer term commitment then the below could be your role:

- To demonstrate solutions and alternatives (e.g. products from recycled materials).
- To make YP feel good about themselves to help them see the positive role they play/can play in making a difference
- To help YP to have the confidence to ask questions
- To give YP the information and 'tools' to equip them to deal with the future environment in which they have to grow up in and raise their own children in
- To work with YP through Youth Council's
- To give YP information about what is happening in their local area (e.g. you may have a project they can help with)

Getting into schools:

- How: refer to the How to pack <http://community.foe.co.uk/resource/>
- Preparing for your session
 - Do your research about how many students & how long you have.
 - What they are currently studying to make relevant to National Curriculum.
 - Have the answers to pre-empt negative comments & actions/solutions to make a difference.
 - What is the setting; classroom, assembly, school club or youth club.
 - Will you be attempting to encourage more action in school?
 - Are they able to go back to do a follow up, ask the teacher for this time?
 - Can you organise something a bit larger scale at a later date e.g. a whole environment day.
 - Make sure the teacher will be with you and you won't be left alone (even if you have been security checked). Contact Friends of the Earth for advice and materials.

Methods:

To succeed in getting your message across it is important to make the subject matter interesting and relevant to your audience. Depending on time a variety of methods is preferable as people have different learning styles e.g. some will want to listen whilst other will want to get involved.

Objective of this exercise is to build knowledge of the available methods and learning situations, to outline a session using the methods.

Pic 'n' mix! Each team chooses a method and a scenario and plans a session to get across the message on sustainable transport. Each team spent 15 minutes on planning and 5 minutes on presenting back their ideas to the rest of the group.

Questions to frame your session

- How will you prepare for your session?
 - Planning
 - Research
 - Ideas
- What do you need to take with you?
 - Quiz sheets
 - Friends of the Earth info
 - Freebies
- How are you going to deliver your session?
 - Style
 - Method
 - How to engage young people

List of scenarios:

- Classroom setting, 45 minute lesson, 25 young people
- Presentation/Assembly, 15/20 minutes, 100 young people
- Outside activity, Up to 1/2 hours, 20 – 30 young people
- Small group work, 45 minutes, 10 young people
- Stall at an environment day, Short structured activities, Various number of young people
- Presentation at a youth club (evening), 15/20 minutes, 20 – 30 young people
- Activity session at a youth club, 1 hour, 15 young people

List of methods: for a full list refer to the *How to work with young people* pack

- **Time Machine**
Everyone closes their eyes and is asked to think about where they live now. What is it like, what are the people like, what the weather is like, what the shops like, how people are travelling etc. Then imagine the same place in 40 years time. How has it changed – ask the same questions as above. Get people to feedback on their vision. If it was a good vision, how can we ensure it happens, if negative, how can we prevent it from happening?
 - **Quizzes**
 - Class survey: hands up
 - A B C or D. Go to corners of the room/hall to place your vote
 - Written quiz sheet. Could do in teams. Forfeits for wrong answers/prizes for correct ones
 - Attitude surveys
 - Who Wants to Be a Millionaire style
 - Mastermind style
 - **‘5 questions’**
Ask everyone in a group to stand up. Then have 5 questions ready e.g. if you leave the tap running whilst cleaning your teeth - sit down; if you do not have energy efficient light bulbs - sit down; if you leave the TV on standby - sit down etc. See who is left standing. This is supposed to highlight small lifestyle changes people can make to help the environment.
 - **Role plays/drama/scenarios**
 - **Agree/Disagree OR True/False**
Using large cards with Agree/Disagree or True/False written on them, place the cards at opposite ends of a room. Read out a statement e.g. Cars should be banned in London and ask people to move to the card – whether it be Agree or Disagree. Discuss. Alternatively, cut out smaller cards and give out to smaller groups to discuss and feedback.
 - **Discussions/debates**
 - **Write a press release/story/poem/song**
 - **Surveys/Audits**
Carry out a school survey e.g. who walks to school, who cycles, who arrives by car...Organic food consumption, school canteen, paper purchasing etc.
- OR**
- How environmentally friendly is your school? Design questions e.g. do we recycle, do we use renewable energy, do we use recycled paper, do we encourage alternative transport use, do we have a wildlife area outside etc. and give your school a score for each and see how it does.

- **Posters**
- **Changing song lyrics**
Take popular songs and ask the group to change the lyrics so the song becomes about an environmental issue.

Outcomes:

Team one

Scenario: Activity session at a youth club, 1 hour, 15 young people

Method: Quiz

Preparation: Think about health and safety and assess the tone when you meet the young people. The style is going to be energetic, fun and light hearted but still getting the message across.

Activity: Split the group into teams and ask them easy questions which they can relate to on a day to day basis e.g. how many times a week do you use a car? Have the young people running to different corners of the room to give their answers.

Team two:

Scenario: Small group work, 45 minutes, 10 young people

Method: Debate

Preparation: What has the school been doing on transport from the National Curriculum? Take into account where the school is situated and how most students travel to school as well as socio economic factors. Research international comparisons, might be possible to include a web link with young people across the globe.

Activity: Split group into teams; to debate the pros and cons of travelling to school by car.

Team three:

Scenario: Classroom setting, 45 minute lesson, 25 young people

Method: Research and presentation

Preparation: A video or some visuals with the history of transport. Some flip chart paper for 5 groups of 5. Source information to help with research of the young people.

Activity: Each group is given a mode of transport and flip chart paper. They have time to discuss the positive and negatives of their modes of transport. They can choose a method of presenting their research and this does not have to be an official presentation; could be a poem, picture or role play etc.

Team four:

Scenario: Presentation/Assembly, 15/20 minutes, 100 young people

Method: 1) Questions to the students and 2) time machine

Preparation: 1) Find out what the school transport plan is, what are the socio economic issues? Use props e.g. posters, bicycle on stage, traffic fume masks. 2) This method will need to be followed up by a classroom session, so ask the teacher for dates when this can be done.

Activity: 1) Ask questions of the students e.g. who has a bicycle, who cycles, who walks? Get everyone to stand up and ask environmentally sound questions. Those that answer yes can sit down...so eventually you will be left with the people who don't do anything still standing. 2) Ask students how they would like the World to be in 40 years time. As it will be difficult to get the feedback in an assembly set it as something they need to think about, with an opportunity to develop the idea further in classroom setting.

Follow up:

- Continue to build on the relationship you have with teacher and agree a time to discuss how session went (need only be 10 minutes). Shows that you are taking it seriously and want to learn/improve for next session. Do you need a follow up session with the young people?
- How to handle the very keen? Up to you to decide on your role. If you want to take things further then do get in touch with Claudia who is happy to offer info/advice.

Friends of the Earths support:

- Network plans: producing guidelines for an education network to tie in with guidelines being produced for all Friends of the Earth networks but also to allow for the differences when it comes to working with young people. See the Oct/Nov #49 issue of *Change Your World* for more details.
- How to share ideas: great if you could add your experiences to the Community forum. http://community.foe.co.uk/quote_unquote/
- I am collecting information and adding it to the activity spread sheet which Naomi is managing. So if it is in your newsletter Naomi (localgroups@foe.co.uk) will add it otherwise let me know what you are up to (claudias@foe.co.uk) as well as ideas you have for resources and support.
- 2 full days of training (London – 10 December, Midlands – 15 January).