



INVOLVED IN THE
GO-GIVERS
MAKE A
DIFFERENCE
CHALLENGE



Evaluation Report 2009 / 2010



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Executive Summary

Social change, and a transformation of political culture, does not happen simply through vision. It is best enabled through educational interventions. Today, Go-Givers is well-equipped to deliver the vision of the 'Big Society' to, among other things, "build a new generation of community organisers" and harness the "power of everyone to unlock better lives". Our youngest citizens, primary-age pupils, are often overlooked as members of civil society, but, according to Go-Givers research inquiring into the attitudes and behaviours of Key Stage 2 pupils¹, they are remarkably empathetic, aware of social issues and ready to mobilise, but with little opportunity to do so. With unique expertise in developing the capacities of primary-age pupils by providing learning and participation opportunities, Go-Givers has been working towards creating an informed and compassionate young citizenry with a strong sense of moral and social responsibility.

This annual report is a comprehensive account of both the reach and the impact of the Go-Givers programme in its third year of implementation in 2009/10. Outputs demonstrate that the Go-Givers programme has maintained the exceptional progress made last academic year towards meeting its key reach targets and significantly increased its numbers and rate of uptake by primary schools. Statistical outputs include teachers registered on the Go-Givers website, teachers trained, website visits and schools participating in the Make a Difference Challenge active citizenship component.

In addition, to acquire a more textured understanding of the programme's impact on its beneficiaries, this year Go-Givers trialled and implemented a number of new data-gathering methodologies, including our first large-scale comprehensive evaluation of pupil outcomes, Google Analytics, qualitative case studies, teachers' satisfaction surveys and online lesson feedback forms. Thus, this report represents a significant milestone in Go-Givers' inclusive monitoring and evaluation framework devised last year. In addition to the findings, the research design and refinements already implemented for the 2010/11 school year will be discussed.

Finally, the report will discuss programme recommendations and revisit last year's recommendations and how they have been addressed.

Key Findings – Programme Reach and Engagement

- The average number of **teachers registered** every month has increased from **189 to 315** per month totalling at **9,741** at the end of July.
- Almost **a quarter of all schools** across England now have at least one teacher registered on the Go-Givers website.

¹ Attitudinal research from 400 pupils in 10 schools in Hampshire and West Berkshire. Summary of report available online: Care to Make a Difference?: Survey of Key Stage 2 Pupils' Attitudes and Behaviours <http://www.citizenshipfoundation.org.uk/main/resource.php?s405>

- **94%** of lesson/resource feedback forms received rated the Go-Givers materials highly. *
- **1,300 teachers** have been **trained** this academic year. 95% of these teachers felt the training was 'useful' or 'very useful'. 86% said they were 'likely' or 'very likely' to use the Go-Givers resources in their school or class following the training session.
- The number of schools and children that completed the Make a Difference Challenge **active citizenship project** has increased from 9 schools and 350 children to **13 schools** and **590 children**.
- **100%** of teachers who gave feedback felt that pupils had a much better understanding of communities and the contributions they can make themselves after participating in the Make a Difference Challenge.

Key Findings – Pupil Outcomes

- **87%** of teachers gave the programme 'full marks' for helping children to think critically about the world around them and develop a moral sense of right and wrong or felt this area of learning was helped 'a great deal' by the programme.
- **Over 70%** of teachers gave a high rating to the Go-Givers programme overall.†
- **88%** of KS2 pupils improved their communication skills, according to teachers' assessments.
- **75%** of all pupils demonstrated that they were better able to make choices, set goals and take action.
- **66%** of KS2 pupils demonstrated increased levels of compassion linked to social and moral responsibility.
- **61%** of KS1 pupils demonstrated an improved understanding of human rights/children's rights.
- **59%** of KS1 pupils demonstrated a greater understanding of other people's problems and their causes.

* Lessons rated 4 or 5 stars out of 5 or, where teachers failed to submit a star rating, exceptionally positive comments received

† Teachers who gave the programme an overall score of between 3.5 out of 5 and 5 out of 5

Preview for the Academic Year 2010/11

As a result of concentrated recruitment and training efforts within a greater geographical spread, a **record number of users have registered since the end of the 2009/10 school year:**

- **1086 new users** have registered in August and September, 2010. An additional **194 new users** have registered in the first few days of October.
- Registrations have increased by **over 10% of the total number** since the programme's inception in only the two months since the end of the 2009/10 academic year.
- **815** new registrations were received in September alone, nearly **2.5 times** as much as the average monthly registration rate in 2009/10.
- This September 9 schools in Kent and 1 school in Yorkshire and 1 PSHE Forum in Kent, representing multiple schools, have received training on Go-Givers resources, with many more sessions scheduled for October.
- **18 schools** in Greater London and Yorkshire have signed up thus far for the Make A Difference Challenge **active citizenship project** three months prior to its January launch. Several more schools have expressed interest in participation in these areas as well as in Kent, Portsmouth, Hampshire, West Berkshire and Hertfordshire.
- Go Givers has been **awarded a star-rating** by the expert teacher review panel of Schoolzone's Webguide, an independent referral site with a regular readership of 60,000 users
- Go-Givers conducted its first pilot Citizenship Surgery at Hertfordshire Education Centre to assist teachers with PSHE and citizenship planning.
- Go-Givers has rolled out its redesigned outcomes evaluation methodology in schools in Somerset and North Somerset to better reflect the diverse ways the programme is used.



I liked it when we learnt about looking after your neighbours; I know to go and find them and make sure they are not in trouble.
Lamore, Y2 Birkby

Background

Programme Overview

Go-Givers (www.gogivers.org) is the Citizenship Foundation's flagship programme for Primary schools which aims to develop responsible, caring citizens who have the skills and confidence to make a positive contribution to their communities, both locally and globally.

Go-Givers began life as a Generous Society project and is now project-funded by the Cabinet Office. It was initiated at the approach of the Home Office in 2005. A Project Manager was appointed in January 2006. It was initially devised to nurture support for charitable action in primary aged children to complement the work of its secondary school counterpart, Giving Nation, but has since expanded into a comprehensive offer to establish the building blocks of empathetic attitudes and complex understanding to inform lifelong active citizenship and participation in its varied forms.

Programme Aims

Go-Givers broad theory of change is that embedding the knowledge, skills and attitudes and behaviour of civic engagement and active citizenship in the earliest stages of education will persist across the individual's life span to create a more vibrant democracy and cohesive society for generations to come.

Primary school children are often overlooked in the vision to build a better, bigger society. Go-Givers provides educational and active citizenship opportunities in the belief that our children's education should have its basis in a philosophy of personal responsibility, mutual respect and concern for the world we live in. It extends existing Personal, Social and Health Education initiatives that are mainstreamed in schools to orient children to their role in the local and global communities around them. Go-Givers research and case studies from our active citizenship project show that children have an inclination and capacity to learn about the complexity of social issues and have the creativity to innovate or execute solutions to them. Thus the programme aims to meet the well-documented demand from teacher for informative, age-appropriate teaching and learning resources for non-statutory subjects that, in turn, promotes cross-curricular learning.

The specific outcomes Go-Givers intends to foster in primary school pupils include:

1. Increased understanding of other people's problems and their causes.
2. Increased understanding of Human Rights/Children's Rights.
3. Communication skills for social participation.
4. Ability to make choices, set goals and take action in their communities.
5. Compassion linked to social and moral responsibility.

Go-Givers' strategic long-term objectives are to extend reach to all English primary schools and to deepen engagement to the extent that all schools demonstrate exemplar citizenship practices that are self-sustaining, the best practices that are facilitated by Go-Givers' resources and active citizenship opportunities.

Programme Model

Go-Givers delivers its aims by providing a varied menu of free, engaging, and interactive citizenship-rich cross-curricular resources. While teachers are our main target audience, Go-Givers also interfaces directly with parents and children. The resources are accessible to teachers across the country via an innovative website that covers issues such as community cohesion, keeping safe, sustainability and globalisation, mediated through the eight accessible Go-Givers characters.

The strength of the model lies in its remote access allowing a wide breadth of participation over the entire geography of England, thus working towards our strategic goal of saturation. The programme is designed to be customised to varied needs of diverse schools assisted by the curriculum planning sections of the website in which Go-Givers resources are fully referenced to the National Curriculum for Key Stages 1 and 2.

However, within our objective to deepen users' engagement with our wealth of resources, Go-Givers also provides more focused interventions including:

1. Providing primary teachers with training in our outreach areas on how to use the Go-Givers resources to teach citizenship skills more effectively.
2. Providing active citizenship opportunities for experiential learning through our Make A Difference Challenge projects in primary schools which includes a full day's training, a newly produced print handbook fully referenced to Go-Givers online lessons and resources, ongoing support, and a celebration/reflection event.
3. Expanding our activities to further develop certain skill sets, such as public speaking, campaigning and leadership through our pilot schemes.
4. Providing ongoing off-site technical and curricular support for all users including our monthly electronic newsletter.
5. Promoting the importance of effective citizenship teaching for our youngest citizens by being at the forefront of curriculum reviews and events relating to citizenship education in primary schools.

Methodology

What did we want to find out?

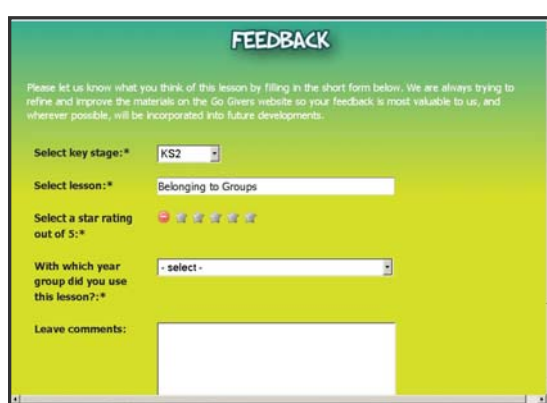
Our varied monitoring and evaluation mechanisms have been put in place to determine the extent to which we are working towards our strategic objectives, both in reach and pupil impact.

Outputs - Website and Resources

- Registration figures, numbers of teachers trained and geographical distribution of users are tracked through our registration database.
- Accessibility, usage and usability of website content is now being tracked by Google Analytics including numbers of teachers registered on the Go-Givers website, frequency of website visits, traffic sources, the numbers and distribution of lessons downloaded.

Teacher Feedback – Resources and Teacher Training

- We have institutionalised a feedback survey for teachers that are trained to complete immediately post-training and six months subsequently to assess continued engagement with the programme.
- A lesson feedback form has been added to the last slide of each PowerPoint and a Facebook group has been set up to increase communication with teachers.



The image shows a screenshot of a feedback form titled "FEEDBACK". The form is set against a green and yellow background. At the top, it says "FEEDBACK" in white text on a green background. Below that, a paragraph of text reads: "Please let us know what you think of this lesson by filling in the short form below. We are always trying to refine and improve the materials on the Go-Givers website so your feedback is most valuable to us, and wherever possible, will be incorporated into future developments." The form contains several fields: "Select key stage:*" with a dropdown menu showing "KS2"; "Select lesson:*" with a text box containing "Belonging to Groups"; "Select a star rating out of 5:*" with five star icons, the first one being filled; "With which year group did you use this lesson?:*" with a dropdown menu showing "- select -"; and "Leave comments:" with a large white text area.

Make A Difference Challenge – Case Studies and Teacher Feedback

- Participating teachers in the Make a Difference Challenge active citizenship project completed a survey by assessing its impact and recording children's self-assessment of what they learned.

- Participating schools showcase their own process and provide anecdotal evidence of the project's impact on pupils and communities by using our online case study tool and by presenting at the celebration event.
- The Go-Givers team conducts site visits to participating school to observe and document the process in action.

Pupil Outcomes Evaluation

This year, for the first time, Go-Givers piloted an outcomes evaluation by carrying out pre and post assessment to assess the extent to which Go-Givers aims were being met subsequent to engagement with the programme.

Our mixed methodology was devised by the Go-Givers team based on collective experience as former teachers of primary pupils, as outreach staff working in 'the field', and on baseline attitudinal research conducted in the autumn term.

The sample of approximately 400 pupils was recruited from 10 schools in Kirklees local authority.

Schools were mostly Junior and Infant Schools or Infant and Nursery Schools in both urban and rural settings, but with one Special School and one Middle School. Most of the schools serve populations of mainly white English heritage but some schools have a high percentage of children from Pakistani origin. In most schools more than one teacher, and more than one year group, took part in the project. The nature of the intervention made it difficult to recruit control schools.

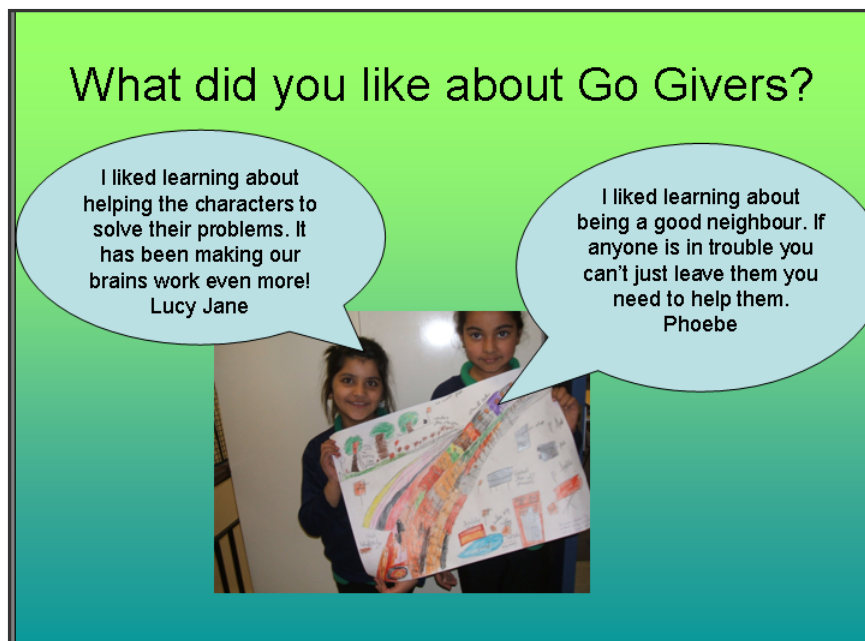
The data-gathering tools were four-pronged:

- 1) **Pupil questionnaire** containing a mix of closed-ended and open-ended questions to assess the following aims:
- 2) **Pupil written tasks** assessing pupils' ability to make choices, set goals and take action.
- 3) **Teacher's assessment** of individual pupils' improvement in communication skills using standard Likert scale survey.
- 4) **Teacher's feedback survey** for participating teachers to rate lessons taught and the Go-Givers programme in general.

Tools attempting to measure change were conducted once prior to the intervention for baseline data. Teachers were then asked to teach at least 5 Go-Givers lessons and use other tools and activities on the website, over a period of 6 months between November/December 2009 and May/June 2010. At the end of

the 6 months, the same evaluation tools were used to gather post-intervention data.

Both baseline and post-intervention pupil responses were scored according to standardised scales where pupils either demonstrated that they were working towards, working at, or working above desired attitudes, skills and knowledge acquisition. Scoring scales were developed based on prior Go-Givers research inquiring into the 'readiness' of children to understand and care about complex social issues. For a sampling of the scoring scales for Key Stages 1 and 2 with corresponding pupil responses, see Appendix A.



Findings

Reach and Engagement

Registrations

3,778 English Primary School Teachers from 1,855 different Primary Schools registered to use the Go-Givers resources between September 2009 and July 2010; an average of 315 new teachers a month.

This compares with approximately 1,212 English Primary School Teachers who registered in the same period during the previous year; an average of 189 new teachers a month.

9,741 people have registered on the Go-Givers website since it was launched in June 2007. 7,336 of these are Primary Teachers working in 4,157 English Primary Schools.

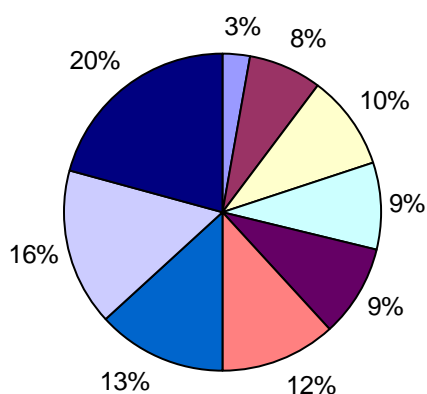
Other people registered on the website include:

- Primary Teachers in the rest of the UK (Scotland, Wales, Northern Ireland)
- Primary Teachers in other countries such as Ireland, Australia, New Zealand and United Arab Emirates especially those working in International Schools.
- Over 200 UK Secondary Teachers
- More than 50 Local Education Authority Advisers
- People working on other educational initiatives and projects

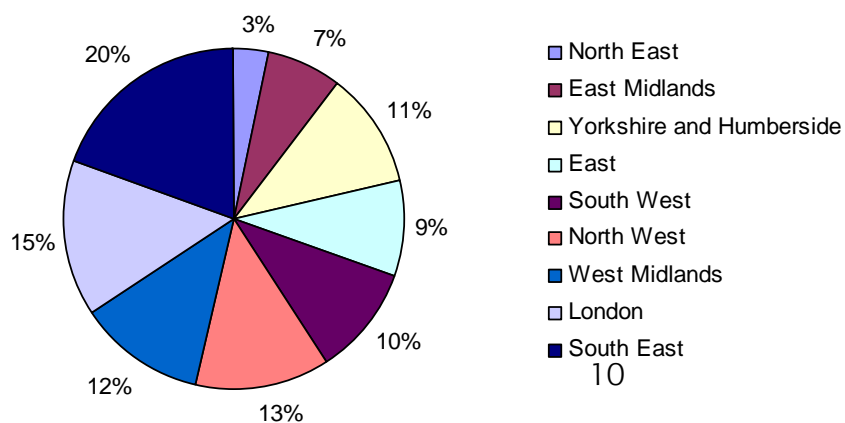
Geographic reach

The number of schools registered around the country is relatively evenly spread over the 9 regions and are slightly more evenly distributed than at the beginning of the academic year. A member of the Go-Givers team is now based in Yorkshire providing a more cost-effective way of delivering training sessions in the north of England. However, the north east continues to be a region where very few schools are currently registered on the Go-Givers website, despite running a training session in Middlesbrough in the summer term; this is something to address in the coming year.

Schools registered by region - Sept 09



Schools registered by region - Jul 10

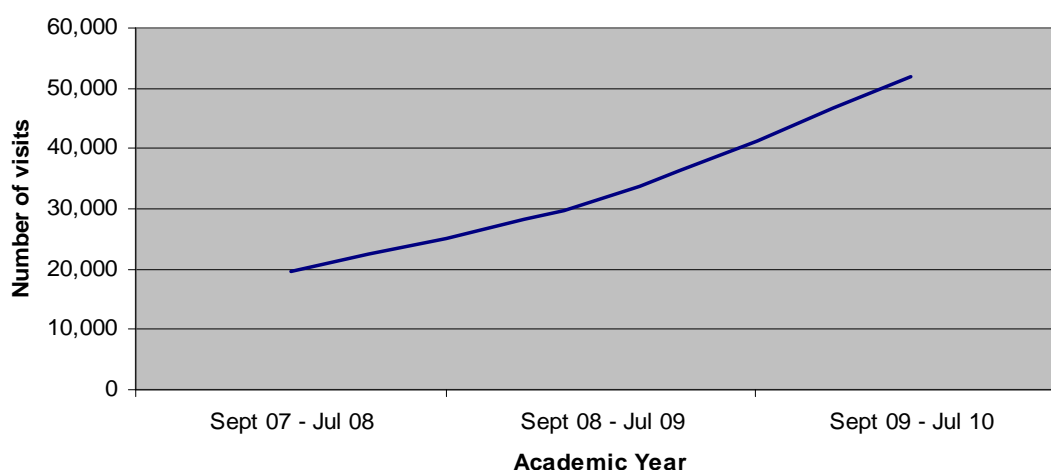


- North East
- East Midlands
- Yorkshire and Humberside
- East
- South West
- North West
- West Midlands
- London
- South East

Website Visits

The number of website visits slightly improved its rate of increase from the previous year. The number of page visits is not fully reflective of programme participation as Go-Givers promotes the best practice of downloading lessons on to the school server for customisation to each class. Because the improved rate of increase in websites does not match the steeper increase in rate of registration from last year, this suggests that returning users are using previously downloaded lessons without revisiting the website or using the previously distributed Go-Givers CD.

	<i>Total number of visits</i>	<i>Increase on previous year</i>
Sept 07 - Jul 08	19,581	
Sept 08 - Jul 09	31,791	+ 62%
Sept 09 - Jul 10	51,892	+ 63%



The Go-Givers website invites deeper engagement than comparable sites. We received approximately 14% less visits compared with the benchmark for educational resources sites of similar size, but received over three times the number of pageviews and over four times the number of pages per visit than the benchmark. Go-Givers had a significantly better bounce rate at 86% less than the benchmark and over one and a half times the average time spent on the website. These statistics suggest that there is indeed a demand for Go-Givers resources because users that arrive at the site tend to stay and explore multiple pages for a longer period of time than the average site.

New vs. Returning Visitors

The percentage of new visitors and returning visitors has remained relatively stable which is what we would expect of a programme that is still growing and

developing. As we reach saturation point in schools across England we expect the number of new visitors to decrease.

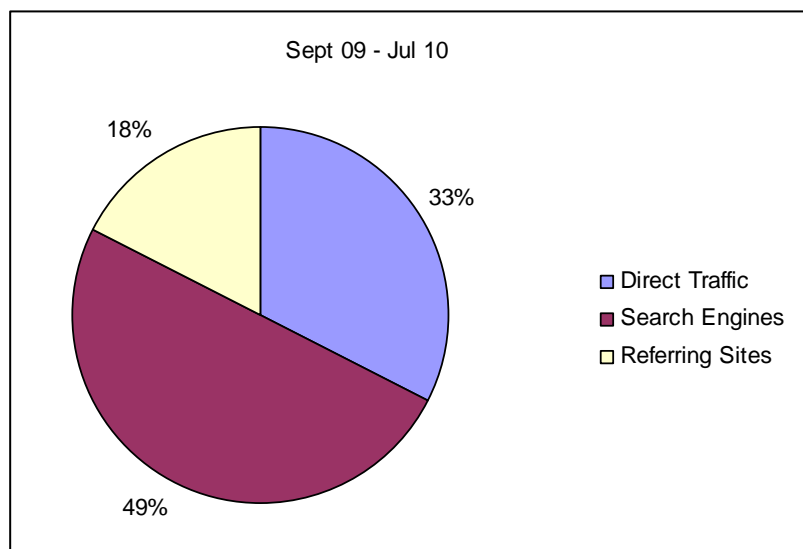
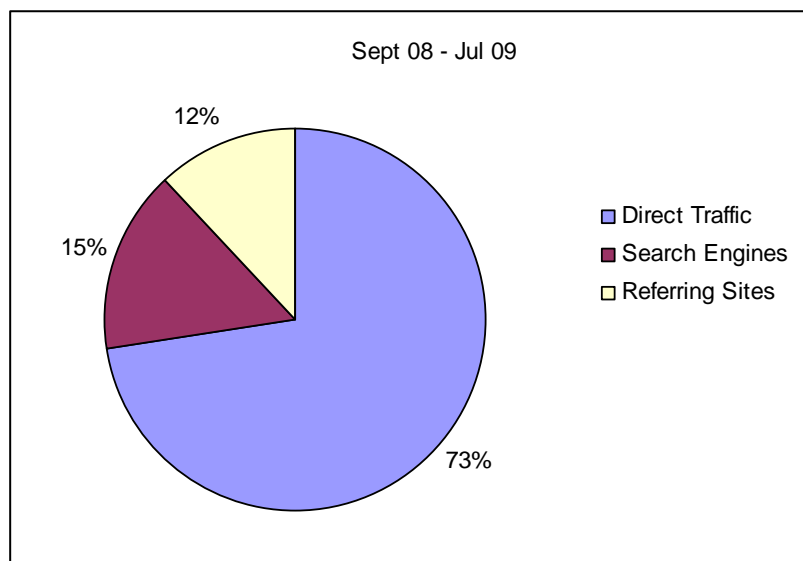
The average visitor spends slightly less time on the website (7 minutes 07 seconds) than last year when they spent 7 minutes and 37 seconds on the website but views an average of 13 pages, compared with 12 pages last year, again demonstrating the tension between breadth and depth on a vast site.

91% of visits were from the UK showing little change compared with last year.

	<i>% new visitors</i>	<i>% returning visitors</i>
Sept 07 - Jul 08	59	41
Sept 08 - Jul 09	61	39
Sept 09 - Jul 10	58	42

Traffic Sources

Nearly 50% of traffic now comes from search engines. In September 2009 a Google Ad was created which has resulted in an extra 5,435 visits this year.



Content Used

The breadth and frequency of Go-Givers content accessed has increased significantly through our own website and the TES website. 100 PowerPoint presentations were downloaded 29,180 times from the Go-Givers website and 9,300 times from the TES website*. Accompanying lesson plans were downloaded 6,209 times from the Go-Givers website.

More teachers are beginning to use the Lesson Plans that accompany the PowerPoint presentations. In response to last year's evaluation that indicated low uptake of the supplementary 'Lesson Plan', we have appended a summary of the corresponding 'Lesson Plan' to the end of each lesson. Since last year the number of PowerPoints downloaded has increased by 86%¹. This is less than the increase in the number of Lesson Plans downloaded, which increased by 106%. Between Sept 08 and Jul 09 the ratio of PowerPoints downloaded to Lesson Plans was 85:31; between Sept 09 and Jul 10 the ratio of PowerPoints downloaded to Lesson plans was 79:32

Popularity of Lessons

The most downloaded lessons are varied and change over time, often peaking in usage with relevance to current events, suggesting that users look to Go-Givers as a resource for tackling topical issues. Top ten lessons range from PSHE oriented lessons about selfishness or name-calling, such as Chopsticks or Sticks and Stones, as well as in-depth citizenship-oriented lessons such as Democracy. The Democracy lesson was among the top most downloaded lessons during election season in May. The Quake lesson exploring the causes and earthquake and how individual can contribute their unique skills to disaster relief, featured among the top ten lessons in February in the aftermath of the Haiti disaster, when an assembly plan was added.



Non-lesson resources are also widely used. Of the interactive teaching tools in Nifty Gear the most popular was the Ballot Box which was viewed 1,599 times. The Kindness Kit received 6,495 page views

* Figure estimated by subtracting last year's figure from total views as not possible to obtain figures for specific dates

¹ Numbers adjusted to compare average number of views per page

Teacher Feedback

72% of all respondents gave the individual lesson/resource they used a 4 or 5 star rating. In response to recommendations from last year's evaluation to gather more qualitative feedback on individual lessons, an electronic lesson feedback form has been added to the last slide of all PowerPoint presentations. We also collect feedback on the lessons uploaded to our TES Profile page.

	<i>Sample size</i>	5*	4*	3*	2*	1*	<i>Not rated</i>
Go-Givers website	18 forms received	44%	39%	11%	0%	6%	0%
TES Profile	35 comments received	54%	11%	0%	0%	0%	34%

Users of the TES site who failed to rate the lesson/resource they viewed, all left very positive comments.

Comments from TES users who failed to rate the lessons/resources include:

PSHE and Citizenship Planning linked to Go-Givers lessons
'A really useful resource - thank you. This will save me hours! The resources hyperlinked to the objectives makes it so user friendly and practical.' riv, 26/9/2009

Get Better Soon lesson, KS1
'Great Fun!!! Thank you so much for sharing, my yr 2 class will really enjoy this.' ljr, 7/2/2010

Credit Crunch lesson, KS2
'Brilliant brilliant brilliant! So straightforward and informative (if a little depressing!)' mobilepenfactory, 8/5/2009

Outreach and Teacher Training

Approximately **1,300 teachers received training on using Go-Givers resources at over 85 events this year. 95% of teachers trained are satisfied with the usefulness of sessions.** In satisfaction surveys 95% of teachers trained felt the training was 'useful' or 'very useful' and 86% said they were 'likely' or 'very likely' to use the resources in their school or class following the training session.

A selection of teachers were also sent follow-up surveys between 3-6 months after their training session. Although the return rate was low, **100% of respondents said their schools were using the resources as a result of the training.** Some

teachers had led staff meetings to introduce colleagues to the website, following an ideal cascading model of promotion. One respondent commented that the electronic newsletter was a useful way of highlighting specific lessons and resources, suggesting that continued communication with users deepens engagement with the resources.

Half of the training sessions took place in after-school staff meetings and half were delivered through a mixture of PSHE and Citizenship, Healthy Schools, Every Child Matters or SEAL Coordinators meetings organised by the local education authority or other events. In addition to training events Go-Givers also exhibited at the TES Show in London and Manchester and at the National Primary Headteachers' Annual Conference in Stratford-upon-Avon.

<i>Region</i>	<i>% of number of sessions run</i>	<i>% of total no of teachers trained</i>
South East	46%	42%
London	22%	20%
Yorkshire & Humberside	13%	11%
West Midlands	9%	12%
South West	7%	12%
East	1%	2%
North East	1%	1%

Findings

Pupil Outcomes Evaluation

Go-Givers works with the youngest beneficiaries, yet it is among the first of the Citizenship Foundation's programmes to conduct a large-scale evaluation based objectively on pupil *demonstration* of outcomes in addition to self-assessments or teacher assessments of progress. Recent research from the Carnegie UK Trust¹ indicates that "most existing evaluations examine programme outcomes, but nearly all rely on stakeholders' perception of change rather than other objective measures". This evaluative study represents a significant milestone in Go-Givers' development of a rigorous and sustainable evaluation and monitoring framework.

Teacher's Feedback Survey

The following is feedback collated from teachers participating in the pupils outcome evaluation that were asked to assess program effectiveness against programme aims². The level of engagement with the resources varied quite substantially depended on whether the teacher had class responsibility, and taught all subjects to one class, or only delivered PSHCE lessons to several classes and year groups.

- **87%*** of teachers gave the programme a top score for helping children to **think critically** about the world around them and develop a **moral sense of right and wrong**.
- **Over 70%** of teachers rated the overall programme highly rating it between 3.5 and 5 out of 5.
- **100%** of teachers felt the programme made an impact on children's **speaking and listening skills** with almost **70%** of teachers indicating it did so to a great extent.
- **100%** of teachers felt the programme helped children to **understand the society** they live in with almost **70%** of teachers indicating it did so to a great extent.
- **100%** of teachers felt the programme helped children to **understand their rights and responsibilities** with almost **70%** indicating it did so to a great extent.

¹ <http://www.creatingexcellence.org.uk/ceimages/2643%20Measure%20the%20Magic.pdf>

² The wording of the questions was not precisely matched to our aims but was presented in broader terms and more teacher-friendly language.

** Data is collated from 15 evaluation forms unless otherwise stated. Teachers rated programme impact on a standard Likert scale.

- **60%** of teachers gave 'full marks' or felt the programme made children feel empowered to make a difference to the world they live in 'a great deal', suggesting that this aim is better addressed through the Make Difference Challenge active citizenship project.
- Almost **70%** of teachers felt the programme supported the duty to promote Community Cohesion to a great extent.

Pupil Data

The nature of pupil responses made it much more challenging to standardise data and identify trends in pupils' demonstration of desired outcomes. This is likely to be more reflective of the roadblocks to implementing a generic assessment within a programme that is intended for flexible usage to respond to a diverse range of users, rather than being a prescribed scheme. Furthermore, Go-Givers evaluators are two steps removed from the beneficiaries by producing resources that are accessed remotely for teachers to use in the classroom. A more effective method to measure the valued added of Go-Givers resources, then, might be the counterfactual, or examining how a teacher executes her goals for PSHE and citizenship *without* Go-Givers resources.

As expected, analysing results from primary school pupils, particularly those in Key Stage 1 proved challenging for a number of reasons. As data was largely gathered in written form, we could not account for how literacy level may have influenced responses, or any change measured pre and post intervention.

As indicated by the evaluation of the Make A Difference Challenge (below) which demonstrated clear trends in improved desired pupil outcomes, the intervention being evaluated was not intensive enough, both in terms of the level of engagement with Go-Givers activities and the limited time span over which the intervention took place. Teachers were only asked to teach five Go-Givers lessons from a menu of lessons that implicitly covered the breadth of Go-Givers aims, however outcomes evaluation in the future will require a more operational definition of desired outcomes in order to be measurable. It also suggests that changes in knowledge, skills, attitudes and behaviour might be too subtle to measure in a school that is in the lowest level of engagement with Go-Givers resources.

Lastly, data differed considerably from classroom to classroom, reinforcing our understanding that quality of teaching or level of commitment to using Go-Givers resources will influence the outcomes greatly.

Nevertheless, the outcomes evaluation shows certain trends of improved outcomes:

- **88%** of KS2 pupils improved their communication skills, according to teachers' assessments.

- **75%** of all pupils demonstrated that they were better able to make choices, set goals and take action.
- **66%** of KS2 pupils demonstrated increased levels of compassion linked to social and moral responsibility.
- **61%** of KS1 pupils demonstrated an improved understanding of Human Rights/Children’s Rights.
- **59%** of KS1 pupils demonstrated a greater understanding of other people’s problems and their causes.

Qualitative data suggests that **stand-alone individual lessons can be impactful in achieving many of the desired outcomes.** For instance, one Kirklees teacher remarked that her Year 6 children had negative baseline attitudes towards the elderly. After using ‘The Grey Years’ lesson to explore how it feels to get older and promoting understanding the problems and causes of vulnerable populations, the teacher remarked that children demonstrated attitudinal shifts by expressing increased compassion to this population.

Sample pupil responses for Year 2:

The following Key Stage 1 pupils demonstrate they have greater competency to make choices, set goals and take action on issues that they care about after the intervention by naming solutions and showing awareness of local government.

Write about what they would do to make their school or community a better or happier place	
Before	After
<i>“At playtime I want people to think how to do their work and not run around lost [lots] because when they come in they are giddy. The schoole can change to work better to help uvs [others] and don’t live [leave] people and everyone out.” (Reinwood School, Kirklees)</i>	<i>“To have more parking spases. We need mor bins to put mor rubis in. [To make it better, I would] ring the Kicles Kansel [Kirkless Council] to sort it out.” (Reinwood School, Kirklees)</i>
<i>“I want people to stop telling tales because when someone tells someone off it makes them feel sad.” (Reinwood School, Kirklees)</i>	<i>“If there was more exsayment. If there was more sunny days. If pepol pick up there rubbish. If there was more toys. If pepol stop picing plants. If pepol walk instead of drive. [I would] tell the teech[er] for more exsaying work. I will pick up there rubbish. Tell pepol to stop pick plants. Tell them to walk.” (Reinwood School, Kirklees)</i>

The following Key Stage 1 is representative of many pupil responses that show a shift from understanding the consequences of not following instructions to demonstrating respecting for others more generally.

Please tell us the reason for the rule: Always listen when others are speaking.	
Before	After
<i>"impoten to lisen to teacher"</i> (Birkby School, Kirklees)	<i>"It's rude not to listen"</i> (Birkby School, Kirklees)

Sample pupil responses for Year 5:

The following pupils demonstrate a shift from some understanding that discrimination is unfair to being able to identify a concrete action against someone or an unequal opportunity based on categories of social identity (i.e. gender, class, race, age, etc).

Can you give an example of discrimination?	
Before	After
<i>"It's like you agree on having a fag and someone says don't have a fag that is a discrimination"</i> (Ryders Hayes School, Birmingham)	<i>"If you try out a job and they say no because of your skin or age or diabialitis or how you look or [if you] go to cort and get away with it because you good looking that's discrimination."</i> (Ryders Hayes School, Birmingham)
<i>"When pepal get tretad lic a slave and that thay get hit for no reson"</i> (Ryders Hayes School, Birmingham)	<i>"A lady wants to be a builder but the boss shaid no because she is a lady."</i> (Ryders Hayes School, Birmingham)

The following Key Stage 2 pupils demonstrate some understanding of the complexity of some of the systemic or root causes of people's problems.

If people need help, is it always their fault? Why do you think this?	
Before	After
<i>"I don't think that its their fault because they can't do something."</i> (BY5Ryd53)	<i>"No, because they might be something [wrong] with them, Blind."</i> (BY5Ryd53)
<i>"If people need help it is not there fault its nobodys"</i> (BY5Ryd30)	<i>"No it is not peoples fault because they could be born with it or have a car crash and be paralised."</i> (BY5Ryd30)

Findings

Make a Difference Challenge

Reach

18 schools from 5 local education authorities (Camden, Southwark, Kensington & Chelsea, Birmingham and Walsall) attended the Make a Difference Challenge teacher training days in Greater London and Birmingham to equip them to facilitate a child-led citizenship project that supports pupils identifying, researching and addressing a cause of their choice.

Approximately 560 children participated in the process with 195 of these attending the celebration events at City Hall and the Botanical Gardens in Birmingham to showcase their work to other schools, elected officials, and local authority advisors.

Impact

Teacher Feedback

"It is amazing to see the children so excited about their campaign. Even the students who generally find it harder to express themselves, speak passionately and articulately about how important it is to raise awareness about knife crime in the school and community."

-Anna Weatherstone, teacher, Brecknock Priamry, London

"Schools should really be the hub of a community. But for so many reasons, schools end up looking inwards a lot of the time. Sometimes you need an external programme like the Make A Difference Challenge to kick start the goals you have for community involvement"

-Stephen Boatright, Headteacher, St Cuthbert with St Matthias CE Primary, London

100%* of respondents felt that pupils had a much better understanding of communities and the contribution they can make to them after participating in the Challenge.

Teacher feedback about the impact of the Make a Difference Challenge reports improved outcomes in empathetic attitudes, decision-making and team-working skills, and greater confidence in making a difference, particularly for EAL speakers and lower ability pupils. Many teachers commented on the cross-curricular opportunities offered by the Challenge. 85% of schools said that they would participate in the Make a Difference Challenge again.

Pupil Outcomes

* Evaluation forms were received from 7 out of the 13 participating schools

- 85% of respondents felt that pupils were able to empathise 'very well' with people affected by the cause they chose .
- 70% of respondents allowed pupils a 'great deal' of autonomy to lead their learning and determine the direction of the project. One teacher commented that '[the children] made nearly all the decisions.' The remainder of respondents felt their pupils needed a little more guidance.
- 70% of respondents felt that the children's team working skills had improved 'a great deal' over the course of the Challenge, with one teacher commenting that 'there were lots of opportunities for group work.'
- 70% of respondents felt that the children's confidence had grown 'a great deal' over the course of the challenge and the remainder felt it had grown 'a little.' One teacher said that the EAL children (children with English as an additional language) and lower ability children had particularly grown in confidence.

Cross-Curricular Learning

- 100% respondents felt that they had been able to incorporate the Make a Difference Challenge into other areas of the curriculum. This was especially the case with literacy, as many teachers took the opportunity to explore persuasive writing through letters to MPs and other local representatives, and numeracy, where teachers were able to incorporate statistics and financial literacy if their challenge involved fundraising for their chosen cause.
- **100% of respondents felt they were more inclined to include more active citizenship into their school curriculum as a result of the challenge** and 85% felt that participation in the challenge had encouraged them to undertake more child-led learning in their class.
- 85% respondents felt that participation in the challenge had met their school's aims for Community Cohesion 'a great deal.' One respondent did not complete this question.



Case Study

For an overview of case studies of participating schools, see Appendix C. Case studies indicate not only the range of issues and the in-depth knowledge that children have gained through the project, but also the transformative potential of the process for individual pupils that are less likely to engage in lifelong participation. The following is an anecdotal case study of a participating school:

Torriano Junior School, Camden, London: Caring for the Elderly

Nine-year old Sam was had already had two red cards and now he was with his peers in two Year 4 classrooms, bereft, staring at the long list of social ills they had generated, from which they could only choose one to tackle. Then it came to him! He thought back to the snowy days of the past winter and how tough they were for everyone, but for one group of people in particular: grandparents. He spoke up and it was settled. The vote was practically unanimous. And Sam, with his moment in the spotlight, had been transformed. According to his classroom teacher Ellie McGraw, "his attitude has really changed since we started the project".



Sam is now at the forefront of the joint classroom effort to learn more about caring for the elderly, and to determine how children in particular can help. Sam and his peers have used Go Givers lessons about aging and charities for the elderly, have invited a speaker from the Help the Aged/Age Concern to make a presentation and, best of all, have invited their elderly neighbours to a tea party to celebrate the many things different generations can offer each other. Invitees included grandparents, neighbours, and a volunteer from the neighbourhood community centre where the

children now rotate weekly visits to make crafts with the elderly. At afternoon tea, children set up different stations for their elderly friends including a book corner, a laptop section to teach them about new technologies, and an area for pupils and elderly visitors alike to construct a collective memory "tree" made up of everyone's memory "leaves". In response to what she thinks the elderly need the most, ten-year-old Hannah, the innovator of the memory tree, said: "I think care and attention. I think they are second-class citizens [which means] they are not treated like everyone else. We should help them because we are all gonna be old some day...well, if we survive till then!"

Pupil Feedback

Participating pupils were asked what they felt they had learned through the project. Some of their comments were:-

'Be grateful for what you have and don't throw away opportunities that other people would dream to have" (This school's project looked at education in developing countries)

'That we can be good people and help the community'

'That people can raise money to help others'

'You should respect everyone no matter where they live or what they have' (This school's project looked at the issues faced by homeless people)

'I've learned about caring for people'

They were also asked what they enjoyed the most:-

'Before I started the project I felt selfish but now I feel more kind.'

'All the practical activities'

'I liked hearing the other school's ideas because it helped us to think about what we were doing.'

'Going to City Hall was a good experience for us and a good place to express our ideas'

Finally, they were asked what they found most challenging:-

'Trying to pick which issue to support was difficult.'

'The poems, having to imagine what it would be like to be homeless.'

'Asking homeless people questions because it made me feel sad.'

'The presentation ceremony, we all got a little stage fright.'

Senior Leader Teams Pilot Project

The Senior Leader Teams (SLT) is a new pilot scheme trialed by the Go-Givers Specialist Teacher in Hampshire. The aim of this initiative was to use the 'Make a Difference Challenge' (MADC) model to enable peer leadership between a primary and secondary school within a community.

The event, which took place on 8th July 2010 at the Romsey School in Hampshire adopted the theme of carnival, which has a tradition of exploring social concerns. Primary pupils selected a cause or concern of their choice and then developed a piece of artwork for a carnival float to represent their cause, with the mentorship of secondary school pupils. Twenty Year 9 Senior Leaders were trained by a community artist and the Hampshire Go-Givers Specialist Teacher to scaffold the workshop for sixty children from four different settings and local authorities. The pupils worked on causes ranging from specific charities to environmental issues to world poverty. All of the children and young people involved explored how to identify key elements of a campaign and to communicate this to others. They all had the chance to share their outcomes with parents who attended the final carnival procession on the workshop day and/or with the rest of their school through subsequent assemblies.

Impact

Observational and anecdotal feedback indicates great potential within this model to foster desired outcomes for children, young people, schools, families and communities.

"This was a very well organised and resourced activity with a huge impact on all involved. The Year 9 pupils from the Romsey School were inventive, creative and inspired by the whole process of 'Carnival' as a means of communicating a message. They loved working with younger pupils."

-Head of Creative Arts, The Romsey School

"Thank you so much for the wonderful time that my children had. That's a day to remember and is leading on to other things."

-Parent, Romsey

The SLT pilot represents a unique extension of the Make A Difference Challenge, engaging another layer of beneficiaries, the Year 9 Senior Leaders, and building their leadership capacities. It maintains the values of the Challenge that decisions are child-led by primary pupils.

Moving forward, Go-Givers aims expand the model to involve 60 trained volunteers aged 16 – 25 in working with approximately 360 children in primary schools, in support of the Go-Givers programme, in disadvantaged areas to address the most important issues in their communities. Future recommendations for enhancing the pilot include extending the decision-making and research process to better imitate the Make A Difference Challenge and using the carnival workshop as a culminating celebration, reflection, and recognition event.

Consequences Tool

A new innovative, interactive web tool was rolled out in the spring term to further decision-making skills in moral dilemmas and allowing Go-Givers to interface directly with children. Pupils create a tricky situation with the various choices – and consequences – they could make, creating their own stories with photographed scenes. It provides a purposeful opportunity for children to learn important lessons whilst utilising their skills and knowledge of PSHE, literacy and ICT, together with their creative and critical thinking skills. At a Consequences pilot workshop at Sundridge and Brasted School in Kent,



One year 5 pupil said: 'The whole experience was so cool, it was like a game. It has taught me to be careful and think my decisions through.'

The Class Teacher said 'It was a different way of thinking about their actions.'

The Head teacher added she was 'delighted with the high level of thinking and ICT skills demonstrated by the Years 5 and 6 children.'

Dear Prime Minister Competition

In the run up to the election in May 2010, Go-Givers held a persuasive writing competition inviting children to write letter to the new Prime Minister outlining what they think needs to be done to make a Britain a better place. The call for entries resulted in letters from over 400 pupils from 19 schools all over England that demonstrated an impassioned and sophisticated understanding of over 50 social issues ranging from the environment, healthcare and unemployment to school leaving age and reform of the House of Lords. A number of children made their plea for their own voices to be heard, as demonstrated in an excerpt from a pupil in Newcastle:

"Dear Prime Minister,

Congratulations on receiving the title of Prime Minister! I would like to draw to you attention to a subject I believe strongly about! Something which bothers me is that older primary school students...don't get a chance to become involved in the general elections...I feel at the moment children's voices aren't being heard, we seem to be drowned out by the monstrous bellows of adults..."

The competition provided an opportunity for many desired pupil outcomes: political literacy, understanding of people's problems of causes, and

communication skills for campaigning. Go-Givers produced a book of 52 of the best written letters for purchase to contribute to our implicit aim of altering public perceptions of children's capacity for citizenship.

The winner and runner-up of the competition were invited to a Citizenship Foundation celebration event at the House of Lords on the 21st of June. In response to an actual letter to the Prime Minister, a group of six entrants have been invited to tour Downing Street on the 6th of October.

The Newly Elected Prime Minister
10 Downing Street
London
W1

Dear Newly Elected Prime Minister,
Congratulations on being elected. My name is Ione
and I am writing to share my ideas to improve Britain
throughout the next five years. Now days Britain is
being referred to as broken Britain so we have to
come up with new ways to get Britain out of this mess.

Excerpt from winner's letter: Ione Goodwin, Rhodes Avenue Primary, London

Stand Up and Speak Out Pilot Project

In working towards developing a pathway of engagement for the deepest outcomes, Go Givers has devised the 'Go-Givers Stand Up and Speak Out' pilot project to develop speaking and listening skills using the expertise of SpeakersBank and Go-Givers resources.

The pilot will involve approximately 300 children from 10 primary schools situated in disadvantaged areas, to raise self-esteem and pupil behaviour. Go-Givers aims to recruit schools from London and areas of England where members of the team are already working with schools. Each class will receive three days training devised by SpeakersBank and the Go-Givers Team. This will be delivered by experienced consultants and fully trained teachers who will concentrate on the skills common to speaking and citizenship (e.g. advocacy, campaigning). On completion of the training, the schools will embark on a long term project focussing on real dilemmas and topical issues which will fully embed the learning and permanently shift speaking and listening to the heart of the curriculum. It is hoped that the children who are involved in the project will later have the opportunity to utilise their skills through participation in the Go-Givers 'Make a Difference Challenge'

Summary and Recommendations

Go Givers recruitment efforts have been effective in greatly expanding the reach and distribution of registered schools and we are already well ahead of our targets for March 2011, previously set at 9,000 teachers in 4,500 schools. Go-Givers will continue to expand its geographic reach towards its three-year target of 17,000 teachers in 9,250 schools in England. This reach will be extended both to new schools as well as achieving saturation within schools of existing users. The high response to recruitment methods indicates that Go-Givers is meeting a gap in resources for teachers.

There is a direct correlation between level of engagement with Go-Givers resources and depth of pupil outcomes. Schools that participated in the Make A Difference Challenge clearly demonstrate improvement in desired outcomes. This provides an evidence-based rationale for working towards strategic goal of implementing a pathway to support schools in achieving Level 4 engagement (see Appendix B) where exemplar practices are embedded in the school's year-long curriculum with progressive engagement from introduction of Go-Givers characters in Key Stage 1 to active citizenship in Key Stage 2. Go-Givers has trialled different ways of deepening engagement through its various pilot projects.

Go-Givers is at a stage of project evolution where it can focus on depth as well as breadth of engagement. Go Givers is in the process of achieving its three-year target of identifying 200 schools at Level 3 of engagement or higher. Go-Givers works closely with a corps of schools that request trainings, that participate in the Make a Difference Challenge, that participated in the Senior Leader Teams pilot, that enter into competition and schools that conduct evaluations or participate in research. While it is difficult to get a precise number of these schools because of delivering training at various events, these 'deeply engaged' schools can be approximated at 250 or more schools. These are potential target schools to identify level of engagement and/or implement the pathway to describe above.

Go-Givers has made huge strides in the institutionalisation of its monitoring and evaluation framework by beginning to measure pupil outcomes and systematising feedback mechanisms to better understand how the programme works 'on the ground'. In response to the methodological constraints of the pupil outcomes evaluation conducted in Kirklees schools, Go-Givers is moving forward with a redesigned methodology in Somerset and North Somerset schools that is more reflective of the diverse ways in which the resources are used. Rather than measure the general aims and outcomes that would be more demonstrable with concentrated engagement of Go-Givers resources over a short period of time that is unrepresentative of how teachers use the resources, outcomes will be measured thematically taking into account teachers' own

curricular goals. Future tracking mechanisms may attempt to measure Go-Givers impact beyond teachers and pupils, but towards its 'ripple effect' on schools, families and communities.

Go Givers continues its broader role in creating public awareness of the developmental capacities of primary-age children to become effective citizens through small-scale research, competitions, case studies and its overall philosophy of child-led decision making. Go Givers is pioneering methodologies that incorporate pedagogical strategies so that the time invested in evaluation itself has educational benefit for participating teachers and pupils. Go-Givers continues its commitment to incorporating pupil voice in the demonstration of outcomes, rather than primarily teachers reporting on them.

Appendix A: Pupil Outcomes Evaluation Scoring Scale

Year 2

Outcome: Understanding of Rights and Responsibilities (as linked to human rights/ children's rights)

Please tell us the reason for this rule: People should walk, not run, around the school

Criteria	Example(s)	Points
Shows understanding of consequences of safety and/or fairness <i>for other people</i>	<i>"the people hurt the ofers [other] people" (KY2Rein37)</i> <i>"bicos people mite bump into piple and hirt them" (KY2Rein39)</i>	3
Shows understanding of consequences for safety and/or fairness <i>for self</i>	<i>"becas you will fall some times" (KY2Rein42)</i> <i>"bicos you herd yourself" (KY2Rein50)</i>	2
Shows understanding that rules are meant to be followed but without specific reasons – i.e. to avoid getting into trouble, but no understanding of safety and fairness	<i>"because it is sensbell to walk" (KY2Bro1)</i>	1
No answer, irrelevant answer		0

Outcome: Compassion Linked to Social and Moral Responsibility

What might [someone you know or have seen in your neighbourhood] help with?

Criteria	Example	Points
Lists a chronic inequality/problem or a crisis situation (usually deprivation of a human right/basic need)	<i>"some people don't have water" (KY2Rein58)</i> <i>"getting sackt from work" (KY2Rein52)</i> <i>"you mit not hav a famley" (KY2Rein53)</i>	1
Lists a personal problem that is not chronic or a crisis (usually not about a human right/basic need)	<i>"not having a friend" (KY2Rein52)</i> <i>"they mit hav a cold" (KY2Rein53)</i>	0.5
No answer, irrelevant answer		0

Criteria	Example	Points
Identifies an appropriate/peaceful resolution	<i>"I woud tell the teacher" (KY2Rein18)</i> <i>"I would say sorry please can you stop it. If she didn't stop I would just walk off." (KY2Rein4)</i> <i>"say sorry and give them a hug" (KY2Rein30)</i>	2
Identifies an inappropriate action that is still a possible solution	<i>"I woud shout at her" (KY2Bro1)</i> <i>"Tell her off" (KY2Bro2)</i>	1
No answer, irrelevant answer		0

Appendix A: Pupil Outcomes Evaluation Scoring Scale

Year 5

Outcome: Understanding of Children's/Human Rights:

Criteria	Example(s)	Points
Identifies <i>more than one</i> chronic social issue that demonstrates understanding of systemic inequalities or a crisis situation	<i>"because some people live with no family, food, diseases, water and some people do not have even a smile or a home. some people don't want to be alive!" (KY5Bir78)</i> <i>"they don't have enough food money and education" (KY5Bir7)</i>	3
Identifies <i>one</i> chronic social issue that demonstrates understanding of systemic inequalities or a crisis situation	<i>"because their parents might not have enough money to have a healthy birth for their kids and they might die" (KY5Bir73)</i> <i>"is when they are born they come out poorly and sick" (KY5Bir1)</i>	2
Identifies a difficulty or personal problem, but it is not a chronic social issue	<i>"My dad and mum split up so a lot of people mum and dad splits" (KY5Bir30)</i> <i>"bullying, teasing, not getting what they want" (Ky5Bir70)</i>	1
No answer, irrelevant answer	<i>"being kind to other people in the world" (KY5Bir90)</i>	0

Outcome: Compassion linked to social and moral responsibility

Criteria	Example(s)	Points
Shows ability to detect an emotional need <i>without</i> visual or verbal cues	<i>"they're not the same person" (KY5Bir11)</i> <i>"sometimes you can tell by looking or if you spend time with them you can tell by maybe how they talk or what they do" (KY5Bir28)</i> <i>"when they cry or get unhappy don't come out into the sun" (KY5Bir31)</i>	3
Shows ability to detect an emotional need through visual or verbal cues	<i>"You can see them struggle, they might get upset and then suffer" (Ky5Bir6)</i> <i>"because they look sad and lonely" (KY5Bir10)</i>	2
Shows ability to detect a physical need or emergency situation	<i>"They say or call the police for something" (KY5Bir30)</i> <i>"They could be walking funny" (KY5Bir29)</i>	1
No answer, irrelevant answer		0

Appendix B: Go Givers Levels of Engagement

	EXEMPLAR MEASURES	
	Use by Children	Teachers and Schools
Level 4	<ul style="list-style-type: none"> -Children are identifying and initiating projects to make their world a better place. -The Go-Givers club has many active members. -The children engage their families in making pledges. -The children call themselves 'Go-Givers' -Children use the Toolkit to support their own campaigning and fundraising initiatives. -Children identify with the characters in the blogs and respond by commenting on the content/issues. -Children contribute their own scenarios to the Simulation activity. -Children use the tools (e.g. Timeline, Maps) in conjunction with homework. 	<ul style="list-style-type: none"> -The school achieves the Go-Givers School Award. -The school involves children and their parents In an 'Our Pledge' campaign. -Go Givers resources are incorporated in the school's long term planning for PSHCE across all year groups. -The MAD Challenge is included in the school calendar as an annual event. -The school regularly adopts the Go-Givers themes for their assemblies -The Go-Givers song is often heard in classrooms and in assemblies. -Children in KS1/2 classrooms perform puppet plays on themes relating to social responsibility to other classes in the school.
Level 3	<ul style="list-style-type: none"> -A Go-Givers Club is initiated -Children use the resources in the Kids' Zone to solve problems, take action or do purposeful research. -Children are thoroughly familiar with the Go-Givers characters, and understand that they represent caring and concerned citizens. -Children are using the Kids' Zone to support meaningful activity e.g. 'Make Your Own Cartoon', Quizzes, 'Matching Pairs' game. 	<ul style="list-style-type: none"> -A class participates in the Make a Difference Challenge -Individual teachers are regularly using Go-Givers lessons and are familiar with the contents of 'Nifty Gear'. -Go-Givers Assembly Plans are used occasionally. -The children become familiar with the song -Children in KS1 classrooms have the opportunity to role play using Go-Givers puppets. -Staff receive PSHCE training using Go-Givers resources.
Level 2	<ul style="list-style-type: none"> -Children read some of the blogs, play with the puppets and develop some affinity with the characters and know that they represent people who care. -Children play the 'playground' games regularly, for fun. -Children use the 'No-Problemo Show' to find out how they can help others. 	<ul style="list-style-type: none"> -A class participates in the Make a Difference Challenge -Individual teachers are regularly using Go-Givers lessons and are familiar with the contents of 'Nifty Gear'. -Go-Givers Assembly Plans are used occasionally. -The children become familiar with the song -Children in KS1 classrooms have the opportunity to role play using Go-Givers puppets. -Staff receive PSHCE training using Go-Givers resources.
Level 1	<ul style="list-style-type: none"> Children are given the website address and visit the blogs, toolkit and games at home and at school. 	<ul style="list-style-type: none"> -Teachers allow children to 'play' on Kid's Zone activities in ICT lessons. -Teachers download and teach one or two lessons, and investigate the web tools. -Teachers register on the Go-Givers website.

Appendix C: Make A Difference Challenge Case Studies

Case Studies

Kensington Primary School, Newham

Children at this school wanted to clean up a bridge that they needed to cross on their way to and from school, which had been vandalised, and was a place where truant teenagers often hung out. They carried out a survey to find out what local people thought about the bridge and took pictures of all the problems they observed. They then created graphs to show the results of their survey, reported the problems to their local council and wrote to their MP, Stephen Timms, who later made a visit to the school. The children went on to think about solutions to the problems they had identified and worked with an architect to learn about bridge design, then with a graffiti artist to create positive images to replace the offensive graffiti that was covering the area. The children also held a protest and asked local people to sign a petition.



Brecknock Primary School, Camden

Ben Kinsella was stabbed and died opposite this school in June 2008. His death, and the fact that some of the children's parents had been directly affected by crime, meant that this was a key issue for the children who felt that they should do something to try and help prevent knife crime in their local area. The children started by interviewing ex-gang members, supported by the X-it programme, about their personal experiences of being involved in, and getting out of, gang crime. They then wrote to Boris Johnson, their MP, Frank Dobson, and the Chief Police Inspector to find out what action was being taken by government to combat the problem. To raise awareness of the issue amongst their peers, they created and performed a powerful play to demonstrate the impact of knife crime on the victim, perpetrator and their families, and created song with an animated video.



Bickley Park School, Bromley

Children at this independent school for boys were very concerned about climate change and its impact on endangered species. They organised a 'Make a Difference Day' that included a debate about rainforests and a question and answer session using materials from the World Wildlife Foundation website. Following this day, learning about climate change was introduced to lessons throughout the school. The children also organised a screening of the documentary, The Age of Stupid, about the impact of climate change 50 years from now. Parents and children from other year groups were invited to the screening and paid for their tickets. This money, along with money raised from selling biscuits the boys made at the summer fete, was used to 'adopt' an endangered animal through the World Wildlife Foundation.



St Cuthbert with St Matthias C of E Primary, Kensington & Chelsea

The Year 5 children at this school were very concerned about the problems faced by homeless people in their local area. They read the novel 'Way Home' by Libby Hathorn about a homeless boy living alone in a big city and this inspired their own poems and other pieces of creative writing about how it must feel to be homeless. The children then wrote letters to David Cameron, Boris Johnson and their MP, Malcolm Rifkind, who later visited the school to answer the children's questions about the issue. Once the children had completed their research they decided they could support people living rough by collecting food and toiletries to donate to a local drop-in centre. This visit gave the children the opportunity to speak to people who were homeless and develop their understanding of what can be done about the problem.



Appendix C: Make A Difference Challenge Case Studies

Case Studies

Torriano Junior School, Camden

Children chose to explore the problems faced by elderly people following a hit and run incident where the victim was an elderly neighbour of one of the pupils. They looked at various issues such as decreasing mobility and sensory impairment using the Go-Givers lesson 'The Grey Years' and interviewed grandparents. The children also invited a representative from Help the Aged to talk to their class. They began to realise that one of the key problems many elderly people faced was loneliness, so decided to organise afternoon tea for their elderly neighbours and grandparents. Activities included reading together in the book corner, using laptops to share new technology, and an area for pupils and elderly visitors to construct a collective memory 'tree' with memories written on 'leaves'. As a result of the project the children now make weekly visits to the local community centre to make crafts with elderly people.



Bentley Heath School, Solihull

Pupils at Bentley Heath decided they wanted to support children's charities that worked with vulnerable children and young people in the UK. They investigated various problems faced by children and young people including parental neglect, cruelty, and bullying. The pupils felt that they wanted to get involved with the NSPCC Full Stop campaign so they created a film and wrote a song to highlight the effects of bullying and cruelty on children's emotional and physical well-being. The children developed the story themselves, acted out each scene, filmed and directed the action, then enlisted the support of a parent who was able to help them to edit the footage and set the film to music. The result was an exceptionally powerful film shown in their own school and to other schools at a celebration event in Birmingham's Think Tank Science Museum.



Lady Kathenne Leveson C of E Primary, Solihull

A child at this school lost her father to a brain haemorrhage when she was just 4 years old so as soon as her class were given the opportunity to choose an issue close to their hearts, they decided to raise awareness of the dangers of head injuries. The children discovered that the charity 'Headway' had a similar mission to theirs, to 'increase awareness of brain injury and its consequences' and to provide 'support for people with brain injuries, their relatives and carers.' The children carried out research into how the brain works, different kinds of brain injury and common causes. They then set about producing a PowerPoint presentation to inform the rest of the children in their school, and children in other schools, about how to prevent damage to the brain and what to do if you or someone else suffers a head injury.



Greenfield Primary School, Dudley

Year 6 pupils at this school were concerned about the state of their local park, Mary Stevens Park in Stourbridge, and in particular the amount of litter they noticed was being dumped there. They took photographs of what they saw and presented this information to the local council. The children also wrote letters to companies they felt used excessive packaging and instigated an awareness-raising campaign to make other pupils aware of the effect of dropping litter in the park on local wildlife. As part of their awareness-raising campaign they wrote a song to the tune of the popular Blur song 'Parklife' and performed this to Chris Packham and other schools at a special event in Birmingham's Think Tank Science Museum.



INDIVIDUALS
ENGAGING IN
SOCIETY

Citizenship Foundation



Cabinet Office