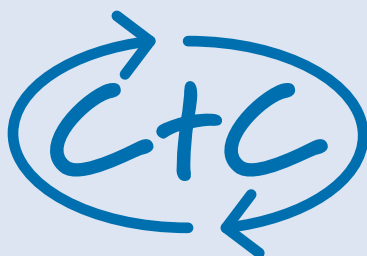


Child-to-Child: A Practical Guide

Empowering Children as Active Citizens



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The methodology outlined here draws on the experience of Child-to-Child programmes both nationally and internationally. The work of Sue Occlestone, based in Manchester, England and of Child-to-Child / Youth-to-Youth programmes in Canada (special thanks to Erin Smith of Save the Children, Canada) has been particularly influential.

We would like to express our heartfelt thanks to all the children, facilitators and others in the community who have been involved in projects run in South London in 2000 and 2001. Their ideas and actions have been inspirational and it is their work and comments about projects that are reflected in the text.

Finally our most grateful thanks to all those who read and made very helpful suggestions about drafts of the manual: Matt Dickson, Sarah Evans, Mary Gibbs, Ken Gibbs, Jenny Harrison, Ros Healy, Rebecca McConnell, Jenny Rankin and Christine Scotchmer.

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Table of Contents

1.0	Child-to-Child (CtC): What is it?	1
2.0	Who is this Manual For?	3
3.0	History of CtC	6
4.0	Pillars of CtC	7
5.0	Facilitation of CtC	10
6.0	Overview of the 6 Steps of CtC	13
6.1	Step 1: Group Work	17
6.2	Step 2: Our ideas	22
6.3	Step 3: Choose an Issue	26
6.4	Step 4: Find Out More	32
6.5	Step 5: Plan and Take Action	39
6.6	Step 6: Think it Over	44
7.0	What If's...	49
8.0	Tough Questions to ask Yourself	53
9.0	Setting up a CtC Project	55
10.0	Tools and Techniques for Evaluation	58
10.1	Evaluation Tools	60
10.2	Reflection Tools	68
11.0	Games	71
12.0	Reading List and Additional Resources	83
13.0	Sample Lesson Plans	85

1.0 Child to Child: What is it?

Child-to-Child (CtC) is an approach to health promotion and community development that is led by children. It is based on the belief that children can be actively involved in their communities and in solving community problems. CtC projects involve children in activities that interest, challenge and empower them. In so doing, the approach "encourages and enables children to play an active and responsible role in the health and development of themselves, other children, their families and communities".¹

In CtC projects, "health" is defined in broad terms and refers to an individual's overall sense of physical, mental, emotional and social well-being. "Community health" and "community development" refer to efforts made to improve the physical, social, economic, political and environmental conditions in which people live.

CtC projects aim to achieve positive change on three levels:

1. Communal impact on families, children, local professionals and others, including increased knowledge and positive changes in health attitudes and behaviours, well as improved relations between adults and children or institutions and children.
2. Personal impact on children involved in the project, including increased knowledge and skills, improved self-confidence, and the development and strengthening of friendships and other relationships.
3. Professional impact on facilitators, including increased respect for children's ideas and abilities and increased use of child-centred learning and teaching methods.

¹ Child to Child Trust, 2001. www.child-to-child.org.uk/whatwedo

Some of the intended results of the CiC approach:

- ▶ children feel more able to tackle community problems
- ▶ children feel better about themselves
- ▶ children work better in groups
- ▶ children know more about their chosen issue
- ▶ children and adults communicate more openly with one another
- ▶ children being more likely to speak out about issues of concern to them
- ▶ children know more about resources and services that exist in their community
- ▶ the community being more open to listening and involving children
- ▶ family and community respecting children's ideas and capabilities

2.0 Who This Manual is For and How it Can be Used

This manual is intended for use by anyone who is interested in starting a CiC project in their:

- ▶ school
- ▶ neighbourhood
- ▶ community group
- ▶ environmental group
- ▶ after-school club
- ▶ church group
- ▶ health centre
- ▶ youth centre
- ▶ holiday play scheme
- ▶ supplementary school

CiC projects have taken place in all of these different settings. In the UK, teachers, school nurses, youth workers, parents, community development officers and child care providers have used the CiC approach to support children, aged 9-13 years old, in developing and initiating community projects and awareness campaigns about issues of concern to them. For a group of around 30 children we have found 3-5 adult facilitators optimum, as the facilitators can then provide more focused support during small group work.

This manual can be used to help you set up a project (see section 9.0), plan the sessions, overcome problems and barriers if and when they arise. It can also help you achieve your priorities:

Teachers can use the CtC approach to achieve many Citizenship and Personal Hygiene and Social Education objectives. CtC activities can also be integrated into other subject specific teaching, particularly English (Speaking and Listening and Literacy Hour) and Numeracy.

School Nurses can use the CtC approach to further their goals of health promotion and education about issues such as nutrition, healthy lifestyles, community development and relationships.

Youth Workers, Community Development Officers and Child Care Providers can use the CtC approach to engage with children on issues of concern to them and to actively involve them in the development of solutions to community problems.

Parents can use the CtC approach to strengthen their relationships with their own and other children, to learn more about classroom activities and learning methods, and to have fun and learn alongside children.

This manual outlines a structured process for working with children on projects that are child initiated and led. It is deliberately structured in a broad manner in order that children's ideas and concerns form the framework within which CtC projects take place. As adults, we often ask children what they think about particular issues, but rarely do we step back and ask them what things matter most to them, what they think are the most pressing problems in their community, and how they would like to be involved in solving them.

The CtC process outlined in this manual provides us with the tools to ask these more general and important questions. While CtC projects sometimes focus on specific issues such as smoking, drug abuse and environmental care, we believe that the open nature of the CtC process is useful and

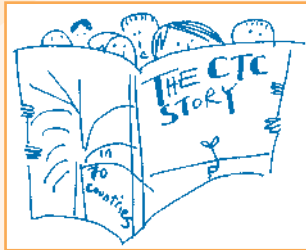
empowering because it enables children themselves to select their own priority issues. In this way, CtC projects can broaden community dialogue and include the views of children in significant and important ways.

It is our hope that this manual will evolve, and that users will let us know what information needs clarification and what additional information is required. We will then incorporate suggestions and update the manual with each new printing. Please let us know what improvements can be made so that it can be as useful as possible.

Email us at CtClondon@yahoo.com and let us know what you think.



3.0 Brief History of Child to Child



The CtC approach to health education was first introduced in 1978, following the Alma Ata Declaration on Primary Health Care and in preparation for the International Year of the Child. It was developed by a team of health and education professionals at the University of London, with advice from prominent international advisors, as a way for school-aged children to learn about and pass on basic health messages to their peers and younger siblings. The underlying premise of the approach is that children, if given the opportunity, can make important contributions to the health and well-being of themselves and others. Today, it is estimated that more than 250 CtC projects have taken place in more than 70 countries worldwide.

Initially, CtC activities were designed for children in the world's poorest countries and were focused on primary health care issues such as malaria and diarrhoea. However, by the early 1990s, recognition of the flexibility and appropriateness of the approach for children in other contexts led to the adaptation and implementation of CtC projects in Manchester, UK. In 1999, the National Health Service (NHS) chose to build upon this global and national experience and to launch the first CtC projects in London. This work has taken place under the auspices of the Health Action Zone of Lambeth, Southwark and Lewisham and to date projects have taken place in primary and secondary schools, after-school clubs and summer play schemes. This manual is based on the experience of the first two years of this programme.

4.0 Pillars of CtC

Two main pillars underlie the CtC process and its associated activities as we have used them in London: namely popular education and child participation.

Popular education, or education for social change, is one of the key theoretical pillars underlying the CtC approach. First articulated by Paulo Friere in his literacy work with Brazilian peasants, popular education has been used in both poor and rich countries as a tool to raise people's awareness of how their personal experiences are linked with larger social problems. As an educational approach, it helps us to make sense of the world around us by placing our understanding and experience at the heart of learning. It is not about learning "expert knowledge" from others. Instead, it is about building on the knowledge that we already have to address issues that are relevant to us. In this way, learning becomes easy.



Popular education is about people learning from one another. It is based on learners' concerns and involves them in choosing what and how to learn. It is an educational model in which there are no "experts" and everyone teaches and everyone learns.

CtC is based on this model of learning. The approach begins by drawing out children's experiences and looking for shared patterns of experience and knowledge. New information and ideas are then explored and integrated. Children practice various life skills (e.g. decision making, communication, team work), plan for and take action and then reflect on what they have learned and how things have changed as a result of their work. In this way, the CtC approach facilitates children's empowerment and inclusion in efforts to make a difference in the world around them.

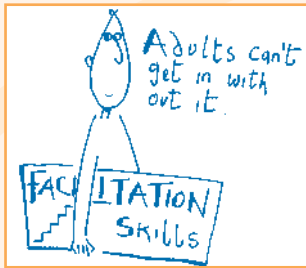
Child participation is the second theoretical pillar of the CtC approach. In its broadest sense, child participation refers to children playing a meaningful role in the world around them.

The principle of child participation is firmly rooted in the United Nations Convention on the Rights of the Child (CRC), which asserts that children have the right to participate as full members of society. In short, the CRC recognises that children are not merely "adults in training", but people who are able to form and express opinions, to participate in decision-making processes and to influence solutions. This recognition that children have the right to be involved in decisions that affect them means that community development programmes need to learn from and engage with children on issues of concern to them. This process involves children identifying problems in their community and working to solve them. This view that children have a valuable contribution to make to the improvement of their communities underlies the CtC approach.

To be genuine and effective, child participation means listening to children and respecting their views and the way in which they choose to express them. It involves recognising and nurturing their strengths, interests and abilities through the provision of meaningful opportunities to contribute to their own development and that of their peers, families and communities. In this way, child participation encourages mutual learning between children and adults as well as the establishment of respectful relationships across generations.

Adults have a crucial role to play in the promotion and facilitation of child participation. If children are truly to benefit from their involvement in community health and development activities then they need the support and guidance of caring adults who wish to ensure that children have every opportunity to develop to his or her full potential. Children gain immense confidence and experience from adults who are willing to facilitate the process of participation and to provide children with the tools they need to learn and contribute to their community.

5.0 Facilitation of CtC



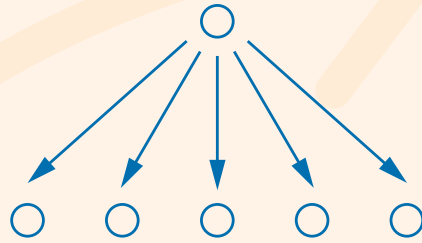
As mentioned above, facilitation is an important component of the CtC approach. The term "facilitation" comes from the French word *facile*, which means easy. The job of a facilitator is to make a process easy for a group by planning in advance, listening well, and being flexible.

In CtC projects, adults support and guide children through the 6-step process. In so doing, facilitators' efforts are less focused on giving children new information and facts and more on empowering them to learn through a systematic process. The role of a facilitator is therefore critical to the CtC approach. Facilitators need to:

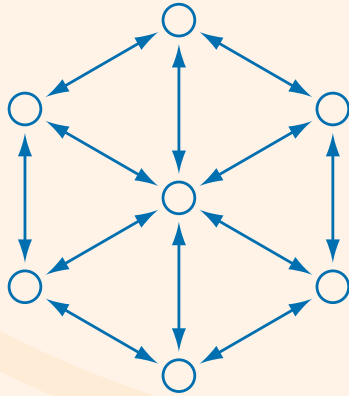
- ▶ listen carefully to children
- ▶ take children's opinions and experiences seriously
- ▶ be flexible
- ▶ be open and approachable
- ▶ give time to the process
- ▶ guide and encourage
- ▶ consider children's needs
- ▶ keep a sense of humour
- ▶ be patient
- ▶ be creative
- ▶ be democratic
- ▶ listen to criticism
- ▶ provide concrete opportunities
- ▶ give regular feedback
- ▶ share power
- ▶ learn from mistakes



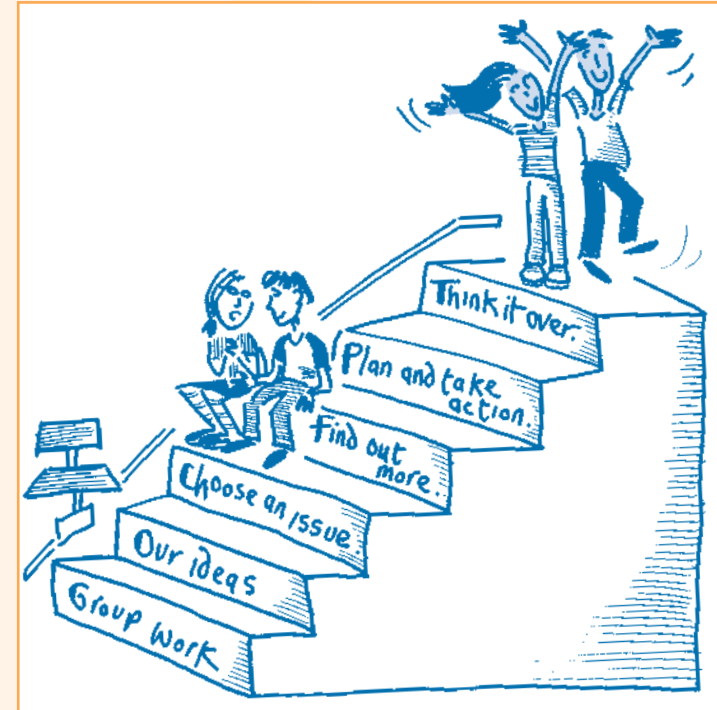
Some teaching and learning is about an 'expert' giving knowledge to those who don't have it:



In CtC, teaching and learning is about everyone learning from each other:



6.0 Overview of the 6 Steps of CtC



The Child to Child approach consists of 6 steps that follow one another in sequence:

Step 1: Group Work

The CtC process begins with ice-breaker activities and cooperative games which build on the children's group work skills and provide an opportunity to explore issues such as trust and the value of listening to others' points of view. The games and activities in this step are designed to be fun and informal discussions about them prepare the groundwork for the rest of the project. The activities used in Step 1 are a

valuable part of **each** step in the CtC process as they help to ensure the ongoing comfort and co-operation of the group.

Step 2: Our Ideas

Facilitators ask children a focused question about the health issues that they are concerned about or about the problems that they see in their community. Children then share with one another a whole range of issues and these are recorded and then discussed.

Step 3: Choose an Issue

From the list of issues generated in Step 2, children prioritise one or two issues that they feel are most important and relevant to them.

Step 4: Find Out More

Once the children have decided on an issue, the next step is to find out what they already know about the subject and what additional information they would like to know. Children decide how to gather the required information. Examples include interviews with "experts", telephone calls, visiting libraries, conducting surveys and many other approaches. Throughout this step, children are supported in recording the information that they gather so that they can use it in their action plans.

Step 5: Plan and Take Action

Drawing on the information that they have gathered in Step 4, children decide how best to address the issue or situation that they have chosen. There is a range of strategies that they might choose, including hands-on activities (e.g. clearing litter or building a play structure) and/or dissemination of health messages (e.g. through song, rap,

leaflets, drama, puppet shows, etc). After they have decided upon their message and target audience, and planned their action, they go out and do it!

Step 6: Think it Over

Children evaluate the CtC process and activities at every stage in the six step cycle. Nevertheless, the final step is explicitly intended to provide an opportunity for the children to reflect on the process, what they have learned, what they have achieved, what they would do differently next time and how they might sustain the action they have taken and build on the skills they have learnt. Project workers and others, such as parents and teachers, who have been involved in the process also contribute to the evaluation of CtC projects.

Before you start

Before beginning a CtC project, it is necessary to have explained the process to the children that you work with. Children, like adults, work better when they have an idea of the whole picture. It is helpful to discuss not only the important role that children can play in their communities, but also the other things that are possible in the project, such as:

- ▶ Working together
- ▶ Making a difference... and feeling good about it
- ▶ Team spirit!
- ▶ Adults listening and learning from children
- ▶ Having fun!

Once the children have a good sense of what the project is about, and have had a chance to ask any questions they might have, it is best to give them the opportunity to say



whether or not they want to take part. In some settings such as drop-in centres and after-school programmes it is important to gain their consent. In schools it is often not possible to provide children with other activities on a regular basis. You can, however, ask the children whether they think the project sounds of interest to them and whether they have reservations about any aspect of it. If they do it is important to ask them what they think could be done to improve it. It is also important they know that if they don't want to take part in particular activities they don't have to, and that as facilitators you want to hear their ideas about how to make the project as fun and as engaging as possible.



STEP 1 CANNOT BEGIN
UNTIL THIS DISCUSSION
HAS TAKEN PLACE

6.1 Step 1: Group Work

This step is about:

- ✓ getting to know each other
- ✓ understanding what the project is all about
- ✓ having fun!
- ✓ sharing feelings
- ✓ group work
- ✓ listening skills
- ✓ getting comfortable with the CtC process

This step is designed to lay the foundation on which the rest of the project will be built. One of the core aims of the CtC approach is to strengthen children's life skills, of which group work and exploring feelings are an essential part. Also, as much of the CtC process is based on group work, it is important that children learn these skills from the very beginning and that they come to understand the CtC process and its 6 steps. Games, activities and discussion form the basis of this step.

There is a good range of resources available on cooperative games. You or the children may know some already. Be creative! Using games that children already know can build their confidence and set the tone of mutual learning that is an important part of the CtC process. Ask the children to teach you the games they like best and with their help, alter them if need be. All of the games and activities listed are explained in detail in Section 11.

Activities and Games to Build Co-operation: These group work games can be a powerful tool for learning. Be sure to discuss them with the children in order to reflect on the things that helped - or hindered - their ability to work together during the game. The importance of skills they used such as listening to each other, taking part, and compromising can be highlighted.

See section 11, page 71 for a description of these group work games:

Model Making

The knot game

Points of contact

Parachute games

Activities and Games for expressing feelings: As the project will focus on issues of importance to the children, it is best that the group is comfortable talking about their feelings from the beginning. Sometimes children choose difficult and emotive topics on which to work. Having had the chance to practice expressing difficult and sensitive feelings, to explore the different ways in which people communicate and to get to know more about each other, can help if difficult issues arise throughout the CtC process.

See section 11, page 71 for details of these games:

Feelings charades

Feelings dice

Personal poster

Body language

Changing places



Activities and Games for getting comfortable with the process: It is important early on to check that everyone knows what the project is all about and feels comfortable with it. It may be helpful, for instance, to revisit the discussion you had before the project started and to outline the six steps of the CtC process. If the young people don't know each other, name games can be helpful. Activities that allow the young people to establish ownership of the project are also important. Giving children the opportunity to name the project, for instance, works well.

Establishing 'Ground rules' or a 'Guide for working together' is a helpful way of concluding Step One. The children's reflections on what helped and hindered their co-operation during the games can be used as a basis for the guide / rules. This can be referred to throughout the course of the project as an aid to group work during the sessions.



Helpful Hints

- ▶ It is helpful to have a plan for the day written up for everyone to see. It gives the groups a sense of structure and can be useful to go back to at the end of the session to establish what has been achieved.
- ▶ If you run out of ideas for games, ask the children for their suggestions
- ▶ Debriefing the games is essential to draw out the key learning points. But don't overdo it – it can get boring!
- ▶ Often working in a big group can be difficult and breaking it down into smaller groups may be a good idea. There are many ways to divide a large group up into smaller sub-groups. See page 81 for some fun suggestions.
- ▶ For the groups that finish their activities first, it is good to have another activity to do whilst the others are finishing.
- ▶ At later stages in the CiC process, you may want to refer back to some of the games that you played at the beginning of the project, or play new ones, in order to draw out particular concerns or issues, such as listening and compromising.

Tough Questions to ask Yourself:

- ▶ Do the children know what the project is about?
- ▶ Did I help the children select their own name for the project?
- ▶ Have I made it clear that this project is about the children's ideas, not mine?
- ▶ Am I willing to hand over decision-making to the children?
- ▶ Do I feel comfortable letting the children come up with the ideas?
- ▶ Am I able to let go of the control and let the process be directed by the children?

Evaluation Questions:

- ▶ Refer back to lesson aims - did we cover what we said we would?
- ▶ If an aim was to learn something about working together - did they?
- ▶ What did the children like most, and least, and why?
- ▶ Did the children listen well to one another? Why / why not?
- ▶ Did the children feel listened to by their peers and facilitator(s)?



6.2 Step 2: Our ideas

This step is about:

- ✓ Children voicing their concerns
- ✓ Getting out all the children's ideas about a particular topic
- ✓ Having fun!

The purpose of this step is to provide children with an opportunity to say what they think are key issues of concern in their community. Which question is asked at this stage is very important because it will influence the responses that children give. For example, if you ask them what are the problems associated with drug abuse, you will elicit a narrower range of responses than if you ask the children about the key problems in their neighbourhood.

Many people are concerned that a broad question will be difficult for the children to answer or that it will elicit too many or too broad a range of issues. Our experience is that children welcome a broad question. They have clear ideas about the problems in their community. Their views may reflect concerns that defy adults' expectations and assumptions. You can ask a broad or more narrowly focused question - but remember this sets the whole project in motion.

Ask children to reflect on issues of concern to them and to share these with the group. This can be done in a large group or in smaller groups. We have found one technique that works well is visualisation. You may want to play some music, whilst asking the children to:

"... Imagine that you are about to go to sleep. Fold your arms, put your head on the table and close your eyes. As you lie there you are thinking back over your day - about your home, your school, your community. What are some of the problems that you



think, 'if only we could change that, this would be a better, happier and healthier place to live?'"

In a large group: Ask for and write down - so that everyone can see - all the young people's suggestions.

NB: The advantage to this method is that all the children hear all the other children's ideas, it doesn't take very long (half an hour maximum) and does not require very many materials. Some children may, however, not feel able to contribute in a large group because they may be shy or uncomfortable sharing their ideas out loud. If this is the case, try doing the activity in small groups.

In small groups: One method you could try is to ask each young person to write down every problem they thought of on a separate piece of card, writing on as many pieces of card as they want. The young people can then stick the cards down on a large piece of poster paper and give the poster a title. These posters can be displayed so that everyone can circulate and look at the issues raised.

NB: The advantage to this small group method is that the children may feel more able to contribute their ideas. Remember, though, working in small groups does take longer and requires materials such as small pieces of card, markers, glue, scissors, pens, and poster paper.

Helpful Hints

- ▶ Be sure to have a session plan on the wall and ask the children to identify where they are in the six step process.
- ▶ Think carefully, before this step, which question you are going to ask and write it on a flipchart so that the children can read it while thinking about their responses.
- ▶ Ask as open-ended a question as possible.
- ▶ In brainstorming there are no right or wrong answers - anything goes!
- ▶ Write things down in the children's own words, or have them write their ideas down themselves. (Let them know that spelling is not important in this exercise)
- ▶ If you decide that the children are to make their own posters, encourage the groups to move round and look at all the posters. This can initiate a lot of discussion.
- ▶ Don't forget to fit in a game or two - you could use one of those listed in section 11.0 or ask the children for their suggestions.
- ▶ This step can usually be completed in one session.

Tough Questions to ask Yourself :

- ▶ Can I hold back my ideas and listen to what the children have to say?
- ▶ How will I react if they raise issues that I feel are very sensitive?
- ▶ Have I planned the session so that every child, even the less vocal, will have a chance to contribute their ideas or thoughts in a way that is comfortable for them?
- ▶ What will I do if one of the children, in discussing issues of concern to them, discloses that they are being abused at home? (see Section 7)

etc

Questions for evaluation:

- ▶ Did all children participate? Why/Why not?
- ▶ How did the children feel about the activities?
- ▶ Did the activities encourage dialogue and sharing in the group? Why/Why not?
- ▶ Did the activities cause tension in the group? Why/Why not?

Examples

We have found that most children are not short of ideas! Pages and pages of ideas can often be generated. The following is a typical range of the ideas generated by primary school children in South London:



etc

6.3 Step 3: Choose an Issue

This step is about:

- ✓ Children working together to choose an issue that they want to address
- ✓ Children discussing their views with each other
- ✓ Having fun!

In this step the children need to decide which of the many issues they raised is the most important. All the issues selected in step two are important; they would not have suggested them unless they were of concern! But it is not possible to take action on everything. So your role is to help the children decide which are the most important to them and which they want to take action on. You can use a number of different techniques to help the children select the issue/s.

We have found it helpful to break this step into two stages. The first stage is to narrow down the list (perhaps to around 6-8 issues, for instance through small group discussion and/or dotmocracy). The second stage is then about selecting from the short list the one, or perhaps two, issues on which the project will take place. This can be done, for example, through a discussion and then a secret ballot.

Narrowing the list down and then selecting one or two issues to work on can be done in various ways:

Discussion In small groups or as one large one, the children share their views on and discuss in more depth the issues that they identified in step two. Part of this discussion can involve the children saying which issues they feel are linked and why.

Dotmocracy Children are each given a certain number of dots (we often give two or three). They are then asked to place their dots beside those issues they feel to be most important. If they feel one issue is much more important than any other they can place all of their dots beside that issue. Alternatively they can divide up their dots and allocate them according to their various preferences. Once all the children have placed their dots and the dots have been counted up the issue with most dots becomes the issue of choice.



Ranking

The list of the children's issues can be ranked on a scale according to various criteria. For instance, you could ask the group to decide, on a scale of 1-5: a) how serious the issue is; b) how common it is, and c) how much they think they could do about it. The scores can be added up and the issues selected on that basis.

Voting

This can be done in a variety of ways. Dotmocracy, a show of hands, or with secret ballot papers and a voting box.

Consensus

This hardly ever happens! But if during a discussion the group comes to a consensus about which is the most important issue to work on then there is no need to vote to select one.

Tough Questions to ask Yourself :

- ▶ Am I prepared to let the children decide which issue is most important?
- ▶ Are the children clear that this step is about them choosing what they think is the most important issue for them to take action on?
- ▶ Are the parents, centre managers and other key adults aware that the children could select any issue from the list they generated in step two?
- ▶ Have they agreed to that process? In writing?
- ▶ Are you prepared to support the children in their decision if the managers or parents feel that the issue they have selected is either too sensitive or not serious enough?

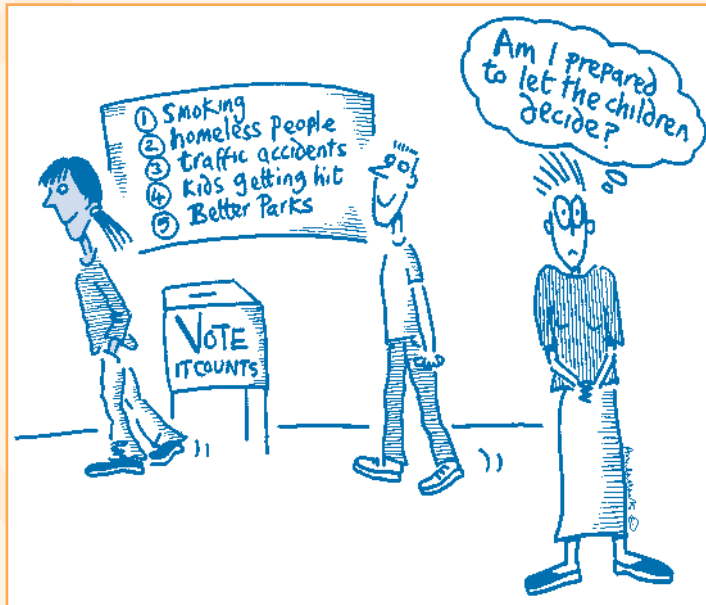
Helpful Hints

- ▶ In facilitating a discussion about the issues, you could ask the children: "what exactly is the problem with this issue", "who is affected by that?", "how serious do you think this is?"
- ▶ Keep the discussion moving, don't get bogged down in too much detail. This can be boring for the group.
- ▶ You don't always have to plan the way in which a group will select an issue - they can also decide. The children will have their own ideas about how to prioritise in a way that is fair.
- ▶ A discussion about the different ways in which people vote - for purely personal reasons or more altruistically - can be useful at this stage in the CtC process. Doing so is an important part of the process of learning about democracy and citizenship.
- ▶ If you think the voting may take some time it can be a good idea to have a game running in parallel so that everyone has something to do whilst the young people go up one by one to vote.
- ▶ For fun you could set up a voting booth, with the group's list of issues displayed. Give each child a voting slip to mark and place in a ballot box. Two or three children could be responsible for counting up the votes and presenting the count back to the whole group.
- ▶ It is important at this stage that children and adults really listen to one another. It can be useful to refer back to the listening games at this point and the guide for working together.
- ▶ As always it is useful to have a lesson plan and to make sure that everyone knows which step of the process we are at, what came before and what is next.



Example:

In one London CtC project, step two brought out around 80 different issues. In this step the children, in small groups, decided themselves how to narrow down their group lists of issues to two key issues per group. When the groups came together to share their key issues there was some overlap. In total, five issues emerged. The whole class then voted on these in a secret ballot.



These are the issues that the class voted on, and the number of votes they received:

Stop Racism	5
Stop Drugs	4
Stop Smoking	9
Stop Bullying	1
Stop Murder	9

Because of the tie, there was a final vote on smoking and murder, murder got 15 votes and smoking got 6. Some children abstained as they did not feel strongly one way or the other.

Questions for evaluation

- ▶ How did the children prioritise their concerns? Who decided the method for doing so, you or the children? Did it work? Why / why not?
- ▶ How much influence did you have on the children's selection of issues?
- ▶ Were the children open to listening to one another's ideas? Why/Why not?
- ▶ Did the activities cause tension in the group? Why/Why not?

6.4 Step 4: Find Out More

This step is about:

- ✓ Planning what and how to find out more about the selected issue
- ✓ Finding out more
- ✓ Having fun!
- ✓ Discussing what is learnt

Now that the children have selected the issue on which they want to work, the next stage of the process is for them to find out as much about it as possible. It is an important step! It doesn't follow that just because you know something is a problem that you know why it is a problem and what possible solutions there might be. So it's important that the children are able to base their action on the best information they can get hold of.

The children will already have some knowledge of the issue. They will also have ideas about what else it is they would like to know, and how they might go about finding out that information. It may be hard to resist the desire to tell the children what you think they need to find out and where they could get that information, but this is the children's project. Your role is to support them when they need it, but not to lead it.

The step can be broken down into a number of stages.

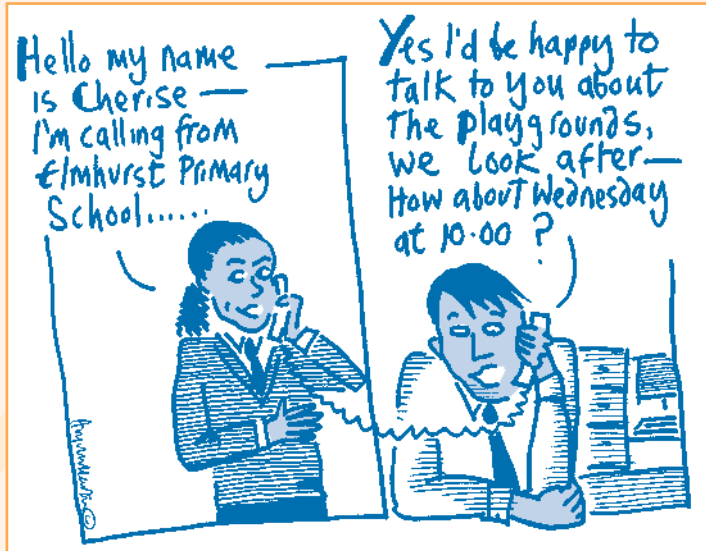
Planning: The following questions can help structure the planning stage of this step:

1. What do we already know about this topic?
2. What more do we need to know?
3. Who can we ask and/or where can we get the information?
4. So what are we going to do to get this information?

For example: One project prioritized (in step three) their local park. In small groups they answered the above questions to help them decide what they wanted to do to find out more. One group's answers were:

<p>1. What do we already know?</p> <ul style="list-style-type: none">▶ That there is lots of broken glass there.▶ Lots of dog pooh.▶ No toilets!▶ The swings are broken.▶ The ground is all cracky and bumpy.▶ The slide is rusty.▶ Horrible graffiti.▶ There is not enough equipment.	<p>2. What more do we need to know?</p> <ul style="list-style-type: none">▶ What people think about it.▶ We don't know who owns the park.▶ The law (can we make changes).▶ Does the Borough have any money to spend on it & what is the borough spending its money on.
<p>3. Who can we ask / Where can we get the information??</p> <ul style="list-style-type: none">▶ Children who use the park▶ Cleaners of the park▶ Tony Blair▶ Ken Livingstone▶ Council▶ Housing Office▶ MPs▶ The police▶ People who own dogs	<p>4. What we are going to do is...</p> <ul style="list-style-type: none">▶ Arrange a meeting with the Housing Office to get our questions answered.

It is useful to refer to the answers to the first three questions when selecting exactly who they want to visit or where they want to go (question 4). Once that is decided they also need to think how they can go about setting up their visit; what they are going to ask or search for, and how they are going to record the information they get.



You will probably have lots of ideas about what you think would be best - but this is the children's project! Let them decide what to do. Of course, provide information and share your opinions when asked - but let them lead it.

Making contact: Once the children have decided who to contact they will need to think through: -

- ▶ How they might contact them, perhaps by phone, e-mail or letter.
- ▶ How they are going to introduce the project and request a meeting.
- ▶ Fixing a time and place to meet, and once that's fixed...
- ▶ What questions they will ask when they actually meet.

Role-play is a fun and effective way to help children practice any phone calls they may make before they make them. You may even want to use props and face paints to bring it to life!



Carrying out their research: Support the groups in carrying out their tasks, but be careful to ensure that they are taking the lead role.

Presenting their findings: When all the research is complete, ask the groups to reflect on what they have learnt and then share that information with everyone else.

Helpful Hints

Remember this step is about the children finding out more. However, it is sometimes helpful to find out some general names and numbers that can help the children in their research. Only share these with the children if they don't have their own suggestions (which they almost always do).

When planning for the groups to carry out their research, keep in mind the following:

- ▶ Have you got parental consent for any trips that involve leaving the premises?
- ▶ If the children are to phone to make an appointment be sure they have thought through what they will say if the person is out, not interested, unavailable, etc. What contact number / name can they leave?
- ▶ If you have a number of small groups all going out to different places you may need extra support at this stage. Who might be able to help you here?
- ▶ Good planning is essential! Ensure that everyone knows what is going on. You may have several groups going off to various locations at different times. This is very exciting for the children but can be demanding for the facilitators!
- ▶ This step may take several sessions as it involves planning, doing and reporting back. It's worth it! The children usually gain a lot at this stage.
- ▶ Scavenger hunt and 'Who am I?' are good games to play at this step as they are about finding out!





Tough questions to ask yourself

- ▶ Do the children know which step they are at and what this step is all about?
- ▶ How much help is too much help?
- ▶ How much support should I give the children at the different stages of preparing for and conducting their investigations? (e.g. suggestions of sources of information, contact details, content about their topic, etc).

Questions for Evaluation

- ▶ How much information did the children have about their chosen topic at the beginning as compared to the end of the step?
- ▶ Did the children feel that they got sufficient information?
- ▶ How receptive were the individuals and institutions that the children contacted for information?
- ▶ What factors inhibited or enabled the children to collect information?

- ▶ How did the children feel about their visits?

It made me feel proud and brave because I just went and asked my question

Example

A group that had selected to focus the project on their local playground set up appointments with the following people / organizations to find out more:

The local housing office. One group met with the officer responsible for playgrounds on their local estate.

The council parks officer. Another group interviewed the person responsible for all parks in the borough. He answered their questions and also showed them, and they played for a while on, the play facilities in a local park.

The park wardens. A warden was interviewed about what he does to keep play grounds well maintained.

A voluntary organisation called Fair Play for Children. Together the facilitators and the children found out about this organization on the web. The children then called the director who offered to come up to London to see the playground in question and to talk to the children, which he did.

Having collected all their information, each of the four groups wrote down everything they had learnt and made large and colourful posters with the information. This was then shared so everyone had a chance to hear what the different individuals and organizations had said.

Another group that had chosen to focus their project on the loneliness of the elderly, found out a great deal that challenged their stereotypes during the find out stage:



6.5 Step 5: Plan and Take Action

This step is about:

- ✓ Planning an action (or series of actions)
- ✓ Taking action
- ✓ Having fun!

This is an exciting stage, where all the hard work done so far comes together. First, **using the information gathered in step four**, the children plan their action/s to address the issue of concern. Then they make it happen, either by communicating health messages or by taking direct action.

This is a very rewarding part of the CtC process and experience has shown that the actions children decide to take are usually wide ranging, imaginative, and can make a powerful impact on their communities. Getting out into the community and doing something worthwhile makes the children feel good about what they have been able to achieve. There are sometimes barriers - but if you support them this can be a good learning experience too.

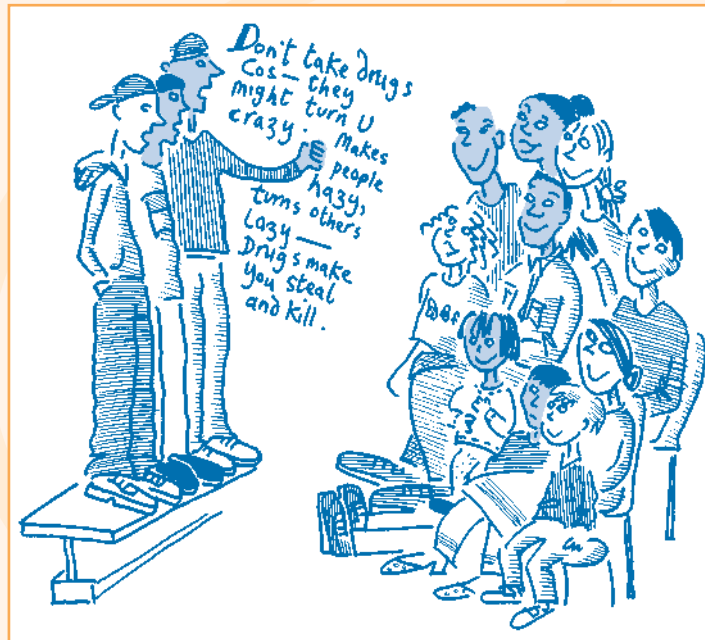
Planning for action:

The following questions can be used to help the children focus on what action they are going to take and which messages they want to give and to whom:

- ▶ What is the particular problem that we want to do something about?
- ▶ What message do we want to give people? / What action do we want to take?
- ▶ Who do we want to tell / help?
- ▶ How do we want to tell them / help them?

- ▶ What do we need to do it?
- ▶ When do we want to have this done by?

This will enable the group to clarify exactly what it is that they want to do and will help the facilitators know what materials will be needed. Ask the groups to feed back their action plans to the class so everyone knows what everyone else is doing.



Taking action:

In previous CFC projects children have spread messages via:

- posters
- raps
- poems
- letters to politicians and civil servants

- puppet shows
- plays
- sketches
- school assemblies
- leaflets
- newspapers
- television
- radio
- meetings with decision-makers
- visits to community organisations

And some projects have taken direct actions such as:

- Planting trees
- Visiting and befriending the elderly
- Building a play ground with the help of others in the community



Helpful Hints

- ▶ It is useful to review the steps at the beginning of this session. Have a session plan clearly displayed so that everyone knows what to expect.
- ▶ Keep an open-mind. Children's ideas may seem unrealistic, but help them to explore for themselves what may or may not be feasible.
- ▶ Never underestimate what can be achieved!

Tough Questions to ask yourself:

- ▶ Am I willing to hold back my ideas about what would be appropriate action and instead listen to and support the children with their ideas about what is appropriate?
- ▶ What will I do if the children suggest an action that might put them at risk?
- ▶ What will I do if the children suggest an illegal action (such as fly posting)?
- ▶ Have I been open with the children about what support we as facilitators are able to give them?

Questions for Evaluation

- ▶ How was the plan of action decided?
- ▶ Were all children involved in the planning of the action? Why/Why not?
- ▶ Who was the target group?
- ▶ What action(s) did the children take?
- ▶ How did the target group react to the children's action(s)?

Example:

One group took action by displaying their posters and poems with anti-drugs and violence messages in a local supermarket. A comments box beside the display invited the public to make comments about the work: the following are some of those received:

I am amazed and moved by this fantastic display. Always speak out about what you believe in. It does make a difference! And by the way, it makes me feel extra happy that I gave up smoking 4 months ago. Keep smiling. Nikki.

Your posters are wonderful. Keep remembering when you get big. Mum and music teacher

My name is Chad from Dog Kennel Hill Primary School. I think the posters are really good and I hope someone will see it, take notice and action.

These are brilliant. You should make it a permanent fixture and put them up every week. Adults need reminding. Often kids do this best.

6.6 Step 6: Think it Over

This step is about:

- ✓ Reflecting on the project
- ✓ Evaluating the activities and the impact of the work
- ✓ Having fun!

This is the last step of the CtC process. It is designed to provide the children with an opportunity: to reflect on what they did; and to evaluate what they were able to achieve, what they liked and what they would improve if they were to do it again. It is a very important part of the process as it allows the children to see the benefits of the project, for themselves and others, and enables them to voice what they feel could have been done differently.

Typical questions that can be asked include:

- ▶ What did you learn?
- ▶ Did you have fun? Why / why not?
- ▶ Would you take part in a CtC project again? Yes / no and why?
- ▶ Do you think you made a difference? How?
- ▶ What do you think could be done differently another time?
- ▶ What part of CtC worked well?
- ▶ What skills have you learnt? What have you got better at?

It made me want to do a lot of things and ask a lot of questions

The thing I liked most was... the feeling that you have helped, when you go home and think "I just did something really important and I feel proud!". And the way the elderly people's face light up when they see you.

I got better at talking in front of people and I learnt how to compromise

I really liked that I got to go to the police station and find out about all those things that I did not know about.

I learnt that we can help and we can make a difference

I liked having lots of fun! and visiting people.

This step can be a lot of fun! There is a wide range of methods that can elicit children's responses to some of the above questions in a fun way. The following activities are outlined in detail in the back of this manual and can be adapted for both reflection and evaluation purposes:

Whilst this step is about facilitating children's reflection and evaluation of the whole process it is important for both adults and children to evaluate activities at every step of the way.



Evaluation helps us to gain confidence because it enables us to think critically and to build on our strengths and learn from our mistakes. In this way, it is an essential component of any CnC project. For a further discussion of evaluation see section 10.00.

Helpful Hints

- ▶ It is important to make this step fun! The use of visual materials and activities that get children moving about can really help.
- ▶ To make it more interesting for the children the session can be designed around a number of workstations. The children can be split into several groups that rotate between the stations, a different activity taking place at each station.

Tough Questions to ask yourself:

- ▶ Have I designed the activities so that all the children will be able and comfortable contributing their ideas?
- ▶ Have I asked open-ended questions that will give the children the opportunity to say what they think, and to choose the criteria by which the project's success can be measured?
- ▶ Have I ensured confidentiality where appropriate?
- ▶ If some information is gathered from each individual how and when will I feedback the results to the children?
- ▶ What is my role in helping to sustain the work initiated in this project?

Questions for Evaluation

- ▶ Was there any change in the relationship between the children and the community? How do you know?
- ▶ What activities worked well? Why?
- ▶ What activities did not work well? Why not?
- ▶ Do the children think they achieved their objectives? Why/Why not?

I liked the parachute games best.
It was FUN

The thing I liked least was...
making the posters cos
I didn't know what to put

I didn't like doing the
writing bits. And walking far
on a hot day.

The thing I liked most was
going to the council because you can
ask him anything you want.

CtC

7.0 What Ifs...

It is important to remember that because CtC projects are child-led, it is not possible as a facilitator to know at the beginning of a project what issue the children will choose and how the project will proceed. Despite this unpredictability, facilitators in many different contexts tend to have similar concerns and have suggested a number of different solutions. The following list of "What If's" outlines those fears and concerns that have been raised by CtC facilitators and some suggestions on how to address them. These suggestions have come from discussions held in training sessions in South London with nurses, teachers, youth workers and others, as well as from the experiences of those in Canada who have run similar projects.

What if....

...a child says they are bored or does not want to take part in an activity?

- ▶ Ask them why? What is the problem?
- ▶ Let them know they don't have to do anything they don't want to do and that they are welcome to join in again when they want to.
- ▶ Ask them for suggestions for activities they would like to do instead.
- ▶ Give them a special task, e.g. taking photos of the session or writing on the flip chart.
- ▶ Establish whether there is something that they are particularly good at that they could contribute to the process.

CtC

... you are running out of time?

- ▶ Discuss with the other facilitators and/or the children which parts of your session plan could be eliminated, shortened or postponed.

...you have too much time?

- ▶ Bring extra games to play in case there is more time
- ▶ Allow the planned activities to go on for longer
- ▶ Ask the children for their suggestions of what to do next

...a group can't agree?

- ▶ Point out any overlap there may be on either side of the argument
- ▶ Ask the children for a compromise or solution to the disagreement
- ▶ Refer to or use games which build co-operation and listening skills
- ▶ Split into different groups, if appropriate
- ▶ Take a more active role in supporting the group

...the children don't have any ideas or their ideas seem totally impractical?

- ▶ Reiterate the focus of the project and what it aims to achieve
- ▶ Rephrase the question to help clarify
- ▶ Give examples or broad suggestions and ideas
- ▶ Break into smaller groups to make the discussion easier

...the project highlights personal conflict or controversial issues in the group or school?

- ▶ Try to depersonalise it
- ▶ Don't dodge the issue
- ▶ Make sure you work within the school / centre's policies
- ▶ Find a supportive person within the context to assist you in finding a solution

...you lack confidence to do this on your own?

- ▶ Ask for help!
- ▶ Start small and keep it simple
- ▶ Find other people to work with
- ▶ Seek a mentor

...the school or centre reduces the project time?

- ▶ Resist! Argue the case
- ▶ Be assertive about the importance of finishing what is started
- ▶ Talk to the children about it and make alternative plans
- ▶ Simplify expectations and outcomes

...Children start arguing?

- ▶ If it is about the issue being discussed in the session, ask the group to debate it
- ▶ If it is about something else, ask them to wait until later, or to take a few minutes break to discuss it away from the group

...if someone gets really upset?

- ▶ Stay calm and try to find out what is causing the outburst
- ▶ Either take the individual away from the group and offer support, or ask a co-facilitator to do so

...if someone discloses any kind of abuse?

- ▶ Ensure all workers are familiar with child protection procedures before a project begins
- ▶ Acknowledge the issue and discuss it privately with the child (as and when appropriate)
- ▶ Reassure them that you will do everything you can to help them
- ▶ Don't promise to keep any secrets
- ▶ Follow the child protection procedures in place in the school / centre in which you are working

8.0 Tough Questions to Ask Yourself

Before you decide to become involved in a CtC project, it is important to reflect carefully on the following questions:

- ▶ Do you believe that children have ideas and insights that could contribute to community health and development?
- ▶ Are you willing and prepared to support children no matter what issue they select?
- ▶ Are you prepared to support children in the action they choose to take? What if it goes against what you think is "right", or is counter to equality of opportunity (e.g. is racist or homophobic), or is even illegal?
- ▶ What will you do if your supervisor, colleagues or the children's parents object to children becoming involved in their chosen issue?
- ▶ Are you willing and able to create an environment in which every child's view is listened to and taken into consideration?
- ▶ Are you willing to learn from and with the children with whom you are working?
- ▶ Are you willing to act as a facilitator of the process, rather than just as an instructor or leader?



- ▶ What will you do if the children lose interest in their chosen issue?
- ▶ How will you deal with rowdy and disruptive children?
- ▶ Do you have all the resources that you need? (Human, time, financial, material).
- ▶ Do you need the support of your employer in order to undertake a CtC project? If so, do you have it?
- ▶ Are you familiar with your institutional procedures in the event that a child discloses abuse?

9.0 Setting up a CtC Project

CtC projects can be set up within a wide range of contexts. Here are some of the practical considerations required to set up a CtC project:

Support

For a CtC project to be successful, support must be secured at all levels. Doing so may involve making contact with your supervisor, management committee, centre manager, parents, teachers, colleagues, project partners (including Local Authority Departments, regeneration partnerships), potential funders and others. It is important to explain the potential benefits of the project and the process involved. It is also necessary to explain that it is the **children** who will choose the issue that **they** feel is most important to address and it is the role of adults (both facilitators and supervisors) to support them in doing so. Children may choose sensitive topics and this fact needs to be clearly understood and supported by those who have overall responsibility for the children. It is critical that this support be given before a project gets underway. For many, child-led projects such as CtC are new and may challenge traditional ways of working with children. Be sensitive to their questions and concerns.

Child Protection

It is important that all facilitators are familiar with child protection policies and procedures before a project begins so that in the unlikely event that a child discloses information about abuse everyone knows how to deal with it. This may mean ensuring that those who are not familiar with child protection procedures receive training. Agreeing on a shared approach is important as professionals from different

backgrounds may follow slightly different child protection procedures from one another and need to agree how the issue will be managed in this project.

Resources

In some contexts, additional human and material resources may be required in order to undertake a CiC project:

Staffing: It is always useful to have at least one member of the team who is known to the children, and is used to working with them. Experience of working with the group is valuable when planning and implementing the CiC sessions. Facilitators need not have any specific professional background. However, it is essential that all involved subscribe to the philosophy and principles of the CiC approach. The actual number of facilitators needed for each project will depend on the number and age of the children you are working with. Experience would suggest 3-4 facilitators for a class of 30 primary school children.

Training: Training in the principles and practicalities of the CiC approach is available in London. Some people already have a lot of experience of working in the way described in this manual. Others with less experience may find that the training which complements the guidance given in this manual is helpful. You can contact us for more details by e-mail at CiClondon@yahoo.com.

Materials: CiC projects can succeed on a very limited budget. Many sessions use little more than a flip chart (or white board), paper and pens. These materials are often available on site. If not, a budget of up to £100 should be sufficient.

Facilities: CiC projects can take place almost anywhere. It is important that there is enough space for the children to

move around freely for games and activities. Ideally, it works well to have several spaces where the children can break into small groups but also come together as one large group when desired. If the children's work and posters can remain on the wall or in the room between sessions, so much the better. In most cases, space can be provided by the school, club, church etc. where the project is taking place.

Funding

If you need funding in order to undertake a CiC project, there are a number of funding bodies you could contact. The involvement of children in community improvement is a growing priority for many organisations, both statutory and voluntary. For instance, you may want to approach:

Local Authorities – departments with responsibility for Education, Housing, Leisure Services, Community Involvement, Social Inclusion, and Youth Services may be interested.

Regeneration partnerships (or equivalent): organisational objectives often include tackling health, education and environmental inequalities.

Central, Regional or local government funding streams that focus on health, education or environment.

Charitable Trusts / voluntary sector organisations often have very specific requirements and interests so it is worth finding out which might be most appropriate.

Examples of funders for past CiC projects in London include a Health Action Zone, a Local Authority Housing Department, a local Renewal Team, and a voluntary organisation.

10.0 Tools and Techniques for Evaluation and Reflection with Children

Why evaluate?

When children and adult facilitators who have been involved in CiC projects have been asked why it is important to evaluate CiC projects, some of their responses have included:

- ▶ to see what has been achieved
- ▶ to identify strengths and weaknesses
- ▶ to share experiences
- ▶ to improve effectiveness
- ▶ to allow for better planning

Evaluation helps us to gain confidence because it enables us to think critically and to build on our strengths and learn from our mistakes. In this way, it is an essential component of any CiC project.

Before an evaluation begins, it is important to know:

- ▶ why it is being done
- ▶ who it is being done for
- ▶ the expectations different people have
- ▶ when it should be done
- ▶ who should do it
- ▶ how it will be done
- ▶ how long it will take
- ▶ how much it will cost
- ▶ who the results belong to

These considerations should be kept in mind when designing how to evaluate your project.

Evaluating with Children

Key features of evaluation with children in CiC projects include:

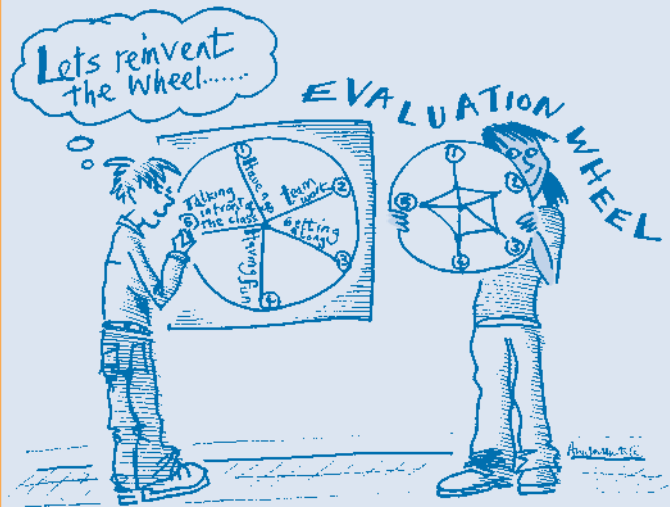
- ▶ children's full involvement in the process
- ▶ children being involved in identifying their own indicators for success
- ▶ methods that are simple, open, flexible and FUN
- ▶ results which are shared with the children (in ways that they can understand)
- ▶ that it is on-going throughout the CiC process

When working with children to evaluate the activities and processes that they have been involved in, it is important to use words and meanings that are simple and clear. One way to begin this process is to tell a story and at the end to ask children for feedback on a small number of questions.

The exercises outlined below are classified in terms of "evaluation tools" and "reflection tools". However, with small changes, each can be used in either capacity.

10.1 Evaluation Tools

Evaluation Wheel (adapted from Pretty et al, 1995)



Purpose: This tool can be used to assist children to evaluate different aspects of a CtC project. It can be done at the end of the project, i.e. in Step 6, or it can be done throughout the CtC process at the end of a session to evaluate the day's activities.

Materials: Paper and pens for each child.

Time: 20 minutes, including discussion.

Procedure: If using the tool in Step 6, discuss with the children the guide for working together (ground rules) developed by the group at the beginning of the project. Discuss with them which of these rules they would like to

use as criteria for evaluating the project. If the list is particularly long, it is not necessary to evaluate every one of the rules, only those the children feel to be most important. For example, if 'be quiet when someone else is talking', 'have a go' and 'have fun!' were chosen by the children at the beginning as important issues for the group to remember when working together, then these can be evaluated using the wheel.

Ask each child to draw a wheel with the same number of spokes as there are items to be evaluated. Each spoke should be clearly labelled with the item it is intended to measure. Tell the children that they will be evaluating each item on a scale of 1-10 (the scale can be smaller for younger children, or can include "likes" and "dislikes"). The centre of the wheel represents a "1" and the outside edge a "10". For each item to be evaluated, the children should mark the spoke at the appropriate place. Once all spokes have been marked, a line can be drawn between them. The result is a visual way of comparing the children's view of the CtC project and the template which represents a "perfect 10".

Human Continuum:

Purpose: This tool can be used to assist children to evaluate different aspects of a CtC project. It can be done during Step 6, at the end of project session, or at the end of a particular activity.

Materials: A room or space large enough for children to run from one end to the other.

Time: 5 – 10 minutes, plus discussion.



Procedure: Ask children to place themselves along a rating continuum. One wall in the room, or part of another open space, represents positive feelings, the opposite wall represents negative feelings, and the middle of the space represents neutral. Item by item, the facilitator asks for feedback on each major part of the project, day's agenda, or individual activity, by having children position themselves along the continuum and asking each to share with the group why they placed themselves in a particular spot. It is important to keep the pace fast, allowing just enough time for everyone to get a sense of how everyone felt about the different parts of the project (or activity).

Photographs:

Purpose: to provide children with a stimulus for discussion and group analysis about the project, what worked well, didn't work well, etc. This technique can be used effectively for Step 6. (Photos can also make a nice addition to an evaluation report for a funder, or other interested body and can be displayed in the room where the project is taking place so the children can see the project developing).

Materials: camera, film, photographs, masking tape or blue tack.

Time: 30 minutes

Procedure: Try to take photographs throughout the course of the CiC project, either on your own or with the help of the children (or one or two particular children). Be sure to document the process, and to take photos of activities and events as much as of people and places. These photos can then be used at the end of the CiC project to encourage discussion among children and facilitators. This exercise can be particularly powerful if the children have taken the photos themselves, or if they have not seen the photographs before.

NB: This exercise can also be done with pictures and/or drawings, as different people will often see different things in the same picture.

Evaluation Scoring:

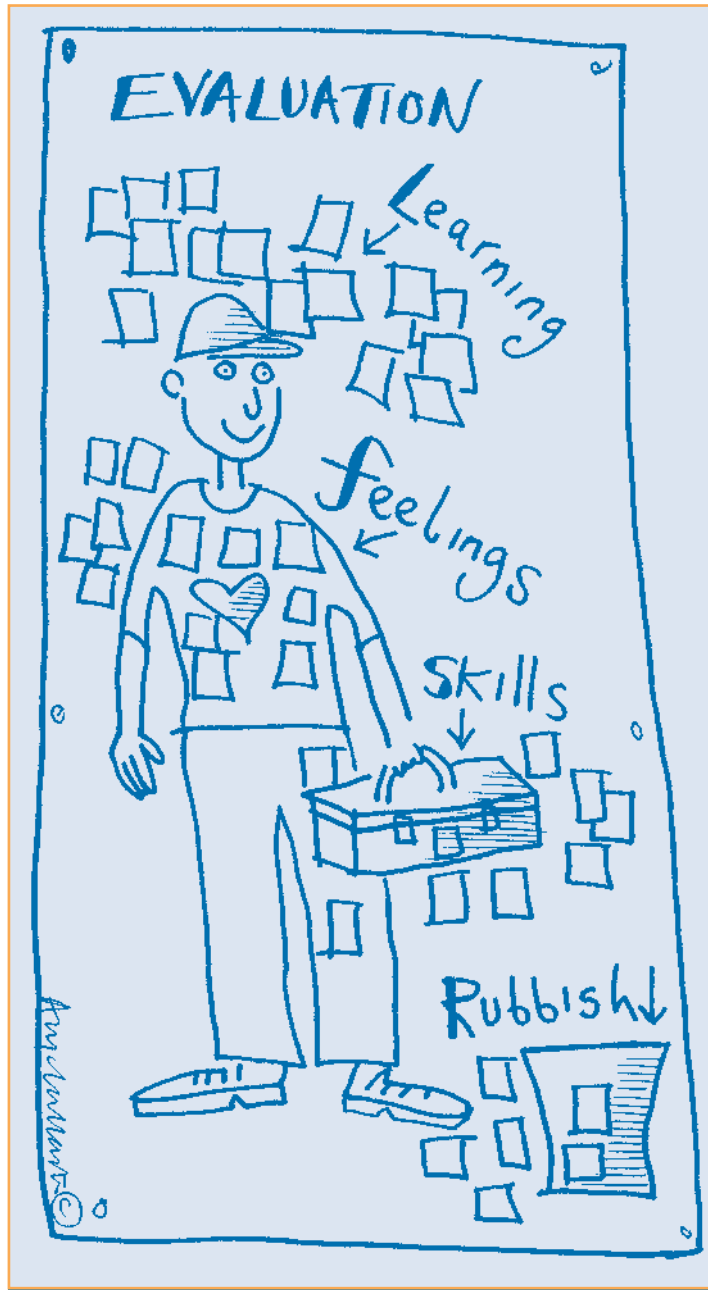
Purpose: This tool can be used to help children evaluate different aspects of a CiC project. It can be done during Step 6, at the end of project session, or at the end of a particular activity.

Materials: flipchart paper, markers, masking tape and happy and sad faced stickers

Time: 30 minutes

Procedure: Write all of the different elements to be evaluated on a flipchart and paste it on the wall for all the children to see. Go over each of the items to be evaluated to be sure that the children recall exactly what each item refers to. Then give each child five happy faced stickers and five sad faced stickers. Ask them to think carefully about each of the things being evaluated. After about 5 minutes, ask the children to go up one by one and stick the happy faced stickers beside those items that they think were the "best" and the sad-faced stickers beside those items that were the "worst". Once all the children have placed their stickers on the wall, go through the list of "bests" and "worsts" and discuss why certain things worked well and why they liked some activities more than others.

NB: If you are concerned that the children will be influenced by the selections of their peers, this exercise can be adapted by giving children happy and sad faced cards and asking them to place the appropriate cards in small envelopes beside each of the items on the list.



Evaluation Builder:

Purpose: This tool can be used to help children evaluate different aspects of a CiC project. It can be done during Step 6, at the end of project session, or at the end of a particular activity.

Materials: Paper and pens for each child

Time: 15 minutes

Procedure: Draw a person on the flipchart and place it on the wall where all of the children can see it. On the head, draw a hat and ask the children to think about what they have learned from the project (or activity). In the person's hand, draw a tool box and ask the children to think about what ideas, skills, and other good things they will take with them from the project. Draw a heart on the person and ask children to think about what they loved about the project (or activity). Finally, draw a rubbish bin beside the person's feet and ask them to think about what they will throw away.

Children can then write their individual responses down on small slips of paper and stick them in the appropriate places on the wall drawing, or they can take a marker and write directly on the person, or shout them out and have the facilitator write them down.

Graffiti Evaluation (adapted from Save the Children Fund UK, 2000).

Purpose: to evaluate different aspects of a CtC project. It can be done during Step 6, at the end of project session, or at the end of a particular activity

Materials: flipchart paper, markers, post-it notes

Time: 30 minutes

Procedure: Place sheets of flipchart on the wall with key questions written on the top of each piece. Some possible questions include:

- ▶ what parts of the project worked well?
- ▶ what parts of the project did not work well?
- ▶ what skills have you learned? What did you get better at doing?
- ▶ what have you found most difficult?
- ▶ What have you learnt about ... (the issue chosen for the project)?
- ▶ what have you learned about yourself?
- ▶ what have you learned about your classmates/peers?

Ask participants to write down their responses on post-it notes (one response per post-it note). Then ask them to stick their responses on the sheets under the relevant questions. Once all of the responses have been placed on the wall, discuss and debrief with the children. It is important at this point to seek clarification for any points that may need explanation.

What I enjoyed:

Purpose: to evaluate different aspects of a CtC project. It can be done during Step 6, at the end of project session, or at the end of a particular activity.

Materials: prepared handouts and pens for each child

Time: 15 minutes

Procedure: Give each child a copy of the handout "What I enjoyed about CtC". Ask them to fill it in according to the directions on the sheet. (Go over these with the children). The following prompts are the kinds that can be used:

The thing I liked most about the project was....

The thing I liked least about the project was....

During the CtC project I learnt....

Would you do another CtC in the future. Yes / No and why?

Other tools:

The above tools can be adapted and there are many others that can be used as well. The key is to be creative, keeping the tools simple and fun. Examples of other methods that could be used include:

- ▶ Mapping (to find out how things have changed since the start of the project)
- ▶ Role plays + scenarios (to find out what was valuable)
- ▶ Ranking (to see activity preferences)
- ▶ Focus group discussions
- ▶ Drawings (to start conversations or as "before" and "after" tools)

10.2 Reflection Tools

Head, Heart, Feet:

Purpose: To reflect on a session or the CfC project as a whole.

Materials: 3 small pieces of paper and pen for each child; flipchart paper, markers and masking tape.

Time: 15 minutes

Procedure: A large drawing of a person, represented by a head, heart and feet, is drawn on flipchart on the wall. Each child is given 3 pieces of paper, one in the shape of a head, another in the shape of a heart, and another in the shape of a foot. On the head-shaped paper, each child is asked to write about any new things that they have learned. On the heart-shaped paper, to write about their feelings and changes in views and attitudes. On the foot-shaped paper, to write about what they want to do as a result of CfC or their involvement in the project. When the children have finished writing on their papers, ask them to come up and stick them to the corresponding body part of the drawing on the wall. Once all of the papers are up, ask the children to look at the comments that others made and to think about how their experience was different or similar to that of others.

NB: This exercise can also be done on handouts, if so desired.

Small Circles of Knowledge:



Purpose: This exercise works well to help children identify what they have learned, how they have changed and what they think the project set out to achieve. Although it is primarily a reflection exercise, this exercise can also be used to identify how an activity or session is going.

Materials: Adequate space for sitting in small circles

Time: 30 minutes

Procedure: Children form small circles of 5 or 6 people and go around the circle completing statements such as "I discovered that...", "I learned that...", "I want to learn more about...", "I liked it when...", etc. Be sure to emphasise the

importance of simply listening, i.e.: no commenting, no criticism, no right or wrong answers, etc. Each child makes a contribution in turn, until all who want to speak have done so. Bring the groups back together and discuss the issues raised.

As a variation on this technique, have one child in each of the small groups record the key points. Then, bring the circles back together and share the learning of each group by recording one item from each group at a time until all the contributions are up and the group's learning is "published". This technique can also be used in only one circle of children, if the group size is small.

Moving Circles:

Purpose: To reflect on an activity, session or the CtC project as a whole.

Materials: Adequate open space for children to form two large circles.

Time: 15 minutes

Procedure: Ask the children to form two concentric circles, with the inner circle facing out and the outer circle facing in. Ask children to share their response to a question or complete a statement with the person facing them. After two minutes, one circle moves three or four people to the left and sharing is repeated with different questions/statements. Use questions such as, "Were my hopes for the project met?", "What do I want to do as a result of this session (or project)? Why?", "What was the worst part of the session (or project)? Why?". Use one question/statement at a time and have the circles shift several times.

NB: This exercise works well as a "before and after" exercise with appropriate, complementary questions.



11.00 Games

Having fun is an essential element of the Child-to-Child process. Games have many purposes: relaxing the group, having fun, getting to know each other, learning new skills, etc. It is best to know what you aim to achieve by using a game at a particular time and to choose the game accordingly.

It is often helpful to talk about the games once they are over. You can ask the group an exploratory question, such as: 'what helped your group complete the task so quickly?', 'what made the game so difficult?'. The responses that children give can be used as a springboard for discussion at any time in the project.

The games listed below have been used in CtC projects in London and elsewhere. Each is explained in detail. However, small adjustments may need to be made according to the number, age and abilities of the children and how well they work together. During step one you may find it useful to play several games in a row and then to talk about them all together afterwards.

Personal posters

Purpose: To encourage young people to think about what is important to them, and for them to listen to others' views.

Materials: Each child is given an A3 piece of paper, coloured paper, pens, pencils, glue and magazines to cut out.

Time: 45 minutes + discussion.

Procedure: Ask the children to use the resources available

to create a poster that is all about them and what is important to them (families, friends, hobbies, etc). Then give everyone the opportunity to look at each other's posters, or to talk about them (if they want to). Discuss the importance of listening to each other and sharing what is important to them in their lives. Personal posters often appeal to young people: no one can be wrong, they know their subject better than anyone and can be as creative as they like!



Feelings dice

Purpose: To help children feel comfortable speaking about their feelings.

Materials: A dice (easily made from squares of cardboard stuck together) with one feeling written on each side. Include some positive and some negative feelings, for example: excited, happy, nervous, proud, angry, sad, and pleased.

Time: 15 minutes + discussion.

Procedure: This game is best played in small groups. Each person rolls the dice and shares an experience that matches the feeling shown on the dice. Make sure everyone knows that they can pass if they want to. Discussion afterwards can focus on the importance of listening to one another and respecting each other's feelings.

Scavenger Hunt

Purpose: To develop questioning skills for the research phase.

Materials: A handout with questions similar to those shown below.

Time: 10 -15 minutes + discussion.

Can you find someone who...

...has the same colour eyes as you.	...is born in the same month as you	...can name three players from Arsenal or Manchester United football clubs.
...has a sister but NO brothers	...is born in the same month as you...can make a jam sandwich.	...know the words to a verse of a Hear Say song.
...likes brussel sprouts.	...can speak two languages.	...likes to dance

Procedure: Give a handout and pen to each child. Ask everyone to move around the room, asking questions of each other until they find someone who fits the description given in the boxes. When they do, they should write that person's name in the box. Make sure everyone knows that they can only ask one question before moving onto the next person. The first one to fill all their boxes should call out BINGO!

Feelings charades

Purpose: To develop listening skills and to help children feel comfortable talking about their own feelings.

Materials: A set of cards with a different feeling written on each card.

Time: 15-30 minutes + discussion

Procedure: Arrange seating in a semi-circle, in small or large groups. In turn offer the cards face down, asking a person to choose one. That person then mimes the feeling for everyone else to guess what he or she is feeling. Make sure everyone knows that they can pass if they want to. Make sure everyone has a go if they want one.

Knot game

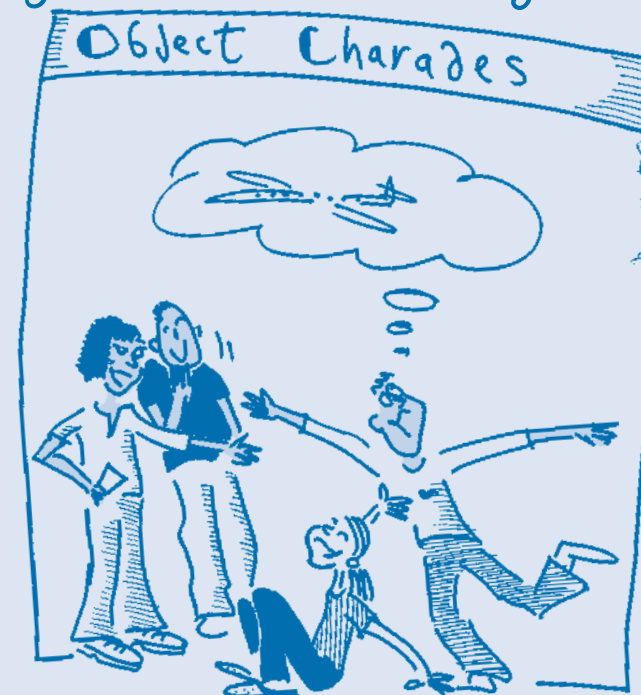
Purpose: A fun icebreaker activity which can be used to demonstrate the qualities of listening and working as a team.

Materials: Large empty space.

Time: 20 minutes + discussion.

Procedure: A group of around 6-8 people works well. The group stands in a circle and puts their hands out into the middle of the circle so the tips of their fingers are touching. A volunteer or facilitator randomly links up all the hands or the children can be asked to reach out and join hands with others across the circle from them. The group then works to untangle the knot, without anyone letting go of the hands, until the group is standing in a complete circle, holding hands. One person can volunteer to help the others out of the tangle by giving suggestions. NB: if you are working with a mixed group, you may come up against resistance to boys and girls holding hands.

Object charades / Model making



Purpose: A great game for strengthening team-working skills.

Materials: Large empty space, a range of cards with one object written on each.

Time: 30 minutes.

Procedure: Small groups of about 4 or 5 works well. Each group is given one card with an object written on it and then has 10 minutes to work out how to mime the object for the rest of the group to guess. Objects could include a rowing boat, a fire engine, a rubbish lorry, a telephone box, etc.

Points of contact

Purpose: A good game for group working skills.

Materials: Large empty space.

Time: 15 minutes + discussion.

Procedure: Groups of 4 - 6 work well. The aim is for all members of the group to form a shape, holding themselves still, with only a certain number of points of contact with the ground. For example a group of 5 could be asked to have only 4 points of contact with the ground, groups of 4 only 3 points of contact, etc.

Who am I?

Purpose: An investigative game that enables the players to practice asking good questions.

Materials: Make up a set of cards with the name of a famous person, or an animal, on each. You could get the group to do this themselves.

Time: 20 minutes + discussion.

Procedure: This game is suitable for small or large groups and can be played in different ways. Each person can have a card with an animal or a famous person stuck onto his or her forehead or back. Everyone then rotates asking questions of one another, which can only be answered 'yes' or 'no', to determine who they are. You could limit the number of questions to 20. Alternatively in a group one person can be given a card that they then act out. The people in the group then take it in turns to ask questions.

Body Language

Purpose: A fun game which can be used to discuss body language

Materials: Pen, Paper and a good imagination!

Time: 15 minutes +

Procedure: Divide into two groups. Ask each member of the first group to write one feeling on a piece of paper and to fold it up and place it in a bag. Ask everyone in the other group to write down one body part on a piece of paper and fold it up and place in a separate bag. Then in turn each person selects one body part and one feeling. Without speaking the person acts out, for instance, a happy arm, sad leg, nervous chin etc. and the rest of the group tries to guess.

Changing places

Purpose: A good energiser this game gets people moving about. It can also help the group find out more about each other.

Materials: One chair for each group member

Time: 15 minutes +

Procedure: Ask each group member to get a chair, form a circle with them and sit down. One person then volunteers to put their chair to the side and stands in the middle. They then share something about themselves, something they like, dislike, something they are wearing, etc. asking everyone to change places if they also like / dislike that particular thing. One person, usually a different one, is left in the middle to say something about themselves. At the end you can discuss differences and similarities and whether people liked being in the middle or not.



Birthday line up

Purpose: This game raises awareness of non-verbal communication.

Materials: A clear space big enough for the group to form a single line in.

Time: 10 minutes + discussion.

Procedure: Ask the group to organise themselves into a line in order of their birthdays. No one is allowed to talk. You can talk about the different ways people made themselves understood after the game is finished.

Parachute games

Purpose: Building teamwork skills.

Materials: A parachute. You can buy one from education suppliers (for around £50) or better still borrow one! Alternatively, any large round sheet of lightweight material will do. You will need a big space for this and some games use a football or several small balls.

Time: 20-45 minutes + discussion

Procedure: Mushroom: Everyone stands in a circle at evenly spaced distances, holding onto the edge of the parachute. Hold the parachute taut at ground level, then one person counts down '3,2,1,mushroom!' at which point everyone in the circle stands up and raises their arms into the air. The parachute billows up into a mushroom and then slowly comes back down. Take it in turns to call out.

Air conditioning: a variation of the above, those in the circle continue to make the parachute go up and down (but not too far down!), whilst a few people lie on the floor under it, experiencing the rush of air over their bodies.

Swap shop - stand in a circle as above. The parachute is made to balloon up, and as it reaches its full height the facilitator or one of the children call out a characteristic of appearance e.g. blue shoes, white socks, people wearing a watch, etc. Whilst the parachute is still in the air, everyone with that characteristic has to swap places. Repeat the game. If children are all given a number (say between 1-5) before the game starts, when their number is called they can all change places.

Making a tent - Lift the parachute into the air and whilst it is falling to the ground everyone puts their edge behind them and sits on the edge of the parachute on the floor, making a huge tent. You can then play other games such as swap shop.

Mexican wave - you need a ball for this game. Hold the parachute at waist level. Participants raising and lowering the parachute one after the other can create a wave. If a ball is then placed on the parachute, the aim can be to keep it rolling around the edge without it falling off or ending up in the middle.

Bouncing ball: everyone holds the parachute at waist level, the ball is placed on the parachute. You bounce the ball on the parachute. If the ball comes your way you try to stop it, if it is moving away from you, you try to roll it off the opposite edge.

Piggy in the middle - one person at a time takes it in turn to stand under the parachute. That player has to try to knock the ball off the parachute, whilst those in the circle try to keep it on. Whoever is nearest the ball when it falls off the canopy has to swap into the middle.



As and Bs

Purpose: This is simply an energiser for the group - a quick exercise that will get people moving.

Materials: None

Time: 5-10 minutes

Procedure: Ensure you have a large clear space and invite everyone to stand there. Ask everyone in the group to look around and silently choose one person in the group to be their 'A' and another person to be their 'B'. They don't have to use any special criteria to select individuals, they can select anyone they want.

Once everyone has made their choices ask everyone to try to get as close to their 'A' person as possible and as far away from their 'B' as they can. People can move as quickly as they like but they should not be allowed to hold onto anyone. After a few minutes you can change it around so that everyone has to try to get as close to the 'B' and as far away from their 'A' as possible.

Games and activities that can be used to form small groups

Small group work is an important part of the Child-to-Child process. There are a number of ways in which facilitators can instruct a large group to get into several smaller groups. The participants can be asked to self-select their groups or they can be randomly selected or asked to join pre-allocated groups. It is good to vary the ways in which groups are formed and a few suggestions are listed below of how this can be done in a fun way.

Fruit Salad

Purpose: Helps energise everyone and provides a good transition to small group work.

Materials: One chair for each group member

Time: 5 minutes +

Procedure: Ask each group member to get a chair, form a circle with them and sit down. The facilitator stands in the middle of the circle and asks participants in sequence for the names of different fruits (or you could use animals). If you want to break into four small groups afterwards, get the names of four fruits only and then ask everyone to repeat in sequence (e.g. banana, apple, orange, pear, banana, apple, orange, pear, banana etc....) The person standing calls out the name of a fruit and then all those of that fruit change places. The person left in the middle calls out the name of another fruit and all of them change places. People can also call out fruit salad in which case everyone has to move. When everyone has had a chance to move about the facilitator makes sure they are left in the middle at the end of a change over so they can ask the apples to form a group, all the pears another etc. so moving into small groups for the next activity.

Alphabetical names / birthdays

Purpose: Good for learning or helping to memorise names or for forming a group identity around birthdays.

Materials: none

Time: 5 minutes +

Procedure: Ask group members to form a circle starting with people who have a name beginning with A, following on through the alphabet, ending with anyone whose name begins with Z. Then separate out into groups of the desired size, starting with the first person in the circle. The same can be done asking group members to form a circle starting with birthday's in January and ending with those in December.

Postcard Jigsaws

Purpose: A fun and active way of getting into groups

Materials: Postcards / pictures – as many as the number of groups required

Time: 5 minutes +

Procedure: Cut up as many postcards / pictures as groups to be formed, with one piece for each member. Jumble these up. Everyone is then asked to take one piece and then to find the other pieces of their jigsaw to complete the picture. Once the jigsaw is completed the members remain in that group. This can be done randomly or if the facilitators wish to select who goes in which group the name of each individual in a group can be written on the back of each piece of the jigsaw.

12.0 Reading List and Additional Resources

Chambers, R. (ND) *Twenty-one ways of forming groups*, Institute of Development Studies, University of Sussex, Brighton, UK.

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Occleston, Sue & King, Pat. 1998. *Shared Learning in Action: Working Towards Empowerment in Education*. Manchester: Shared Learning in Action.

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Save the Children Fund UK. 2000. *Children and Participation: Research, Monitoring and Evaluation with Children and Young People*. London: Save the Children Fund.

Scott, Kim. 1996. *Evaluating Child to Child: A Canadian Field Guide*. Ottawa: Health Promotion Directorate, Health Canada.

UNICEF 1998. *Games and Exercises: A manual for facilitators and trainers involved in participatory Group Events*, UNICEF, New York and Nairobi.

13.0 Sample Lesson Plans



Projects vary in length. You can plan your sessions according to how long you have. We have found that a weekly 2 hour session over a period of about 12 weeks works well. Below are two sample session plans, listed here only as examples of what sessions might consist of.

Sample Lesson Plan for Session One (Step One: Group Work)

Aim: to understand what child-to-child projects are all about and to learn about what makes a group work well together.

By the end of today's session you should:

- ▶ be able to tell your friends and family about Child-to-Child.
- ▶ have thought about what makes a group work well
- ▶ have had fun!

5 mins **introduce the session** - (using flip chart of aims as above).

10 mins **video** (of previous CtC projects).

10 mins **Discussion:** from watching the video and from what we said last week, ask the children what they think the project is all about. Write their ideas down on a flipchart.

10 mins **Aims of Child-to-Child:** explain these are to: have fun; learn something about working in groups; to do something about a problem in your community; and to feel good about having done something important to help others in your community.
Steps of the project: go through the 6 steps on a flipchart (asking the children what they think the steps might be about).

25 mins **Feelings cards:** Break into small groups (of about 5/6 – random selection numbering everyone 1-5 and then asking all the ones, twos etc to form groups). Make sure everyone has a piece of paper and a pen and give everyone a

I wish that...	I'm frightened of...
If I was an animal I would be a...	I'm really good at...

few minutes to complete the sentences (see above). Then in pairs discuss your answers with each other. Then your partner introduces you to everyone in the small group. Have the questions written up at the front of the room.

Briefly draw out: the importance of listening to each other, learning things about each other, different people have different skills, everyone has something to offer and contribute to the project.

25 mins **Charades:** ask everyone to get into groups of 5/6 (let them choose their own groups) and work together to figure out how to mime a: rowing boat / rubbish lorry / space ship / motorbike / steam train
...then act it out to everyone else and see if they can guess what they are.

15 mins **Develop a Guide for Working Together:** referring back to the feelings cards and the charades ask: what helped the groups work well together? What was missing when they weren't working so well? What do they think are the most important things for a group to do if they are to work well? Write down their ideas and explain that this will form a guide for working together which will be used to help us during the whole project.

5 mins **Finish:** Take a minute to go through the session objectives, then ask:

- ▶ If somebody asked you 'What is Child-to-Child?' could you tell them? - ask them to run to one side of the room for "yes" and another for "no". Ask some of those who answered yes to share with the rest of the group what they would say.
- ▶ Have you learnt anything about how to work in a group? Run to different parts of the room as above. Ask what it is they learnt to those who felt they did learn something. And to those who didn't, why didn't they.
- ▶ Did you have fun? If you had lots of fun give us 5 fingers / quite a bit - 4 / average -3 / not really -2 / no fun at all - 1. Ask what they liked, and what they didn't and if they have any suggestions for how to make it more fun next time.

Back-up plans: If there is time after the charades - play the human knot game. If running short of time - leave the forming of a group guide until next week

Preparation/checklist

- ✓ Venue: Book the room: try to get a large room.
- ✓ Facilitators: Check everyone knows where and when the session will be.
- ✓ Materials: Session plans for facilitators
Flip chart paper and markers
Name badges, if appropriate
Any other materials for the games, activities and evaluation

Sample Lesson Plan for Session Three (Step Two: Ideas for Change)

Aim: Think about all the things that you would like to see changed to make your community a better place.

By the end of today's session you should have:

- ▶ Made a group poster of all your ideas.
- ▶ Share your groups' ideas with the other groups.
- ▶ Had some fun!

5 mins **Recap:** What did we do last week? What did you learn about working in groups... point to the group guide for working together. Outline plan for the day / go through aims as above.

50 mins **Get into 4 groups** using the postcard / jigsaw method (see games section for detail on how to do this).

(put music on for the visualisation) Ask the children to:

".... Imagine that you are about to go to sleep. Fold your arms - put your head on the table - imagine it's the end of the day - you're in bed and you are thinking back over your day. What are some of the problems in your community, around where you live, at home, at school? What are some of the problems that you think, 'if only we could change that - this would be a better, happier and healthier place to live?'"

Ask the children to take a few minutes to think about it - then write each idea they have on a separate piece of card. Then as a group,

working together, make a poster by sticking all their ideas on the piece of paper. They can give the poster a title and lay it out and illustrate it as they want.

15 mins **Show posters to class.** The groups feedback to the class showing and reading out the bits of their posters. Facilitators to feedback – reflecting perhaps that there are lots of similar issues on the different posters and some different ones too – and that all are important. Let them know that next week they will need to narrow it down a bit – and start to think about choosing the issues that are the most important.

15 mins **Scavenger hunt** (see games section) – in playground weather permitting.

15 mins **Debrief** the scavenger hunt. So - who speaks two languages? And who likes brussel sprouts? Who finished first? How did you manage to complete it so quickly - what helped? Draw out that these are the kinds of things that might help them when they do the finding out step.

Revisit the objectives of the session and ask them to place themselves on a scale to evaluate how much / little they liked the scavenger hunt and why.

10 mins **Finish** by explaining that next week the class will vote to select just one of the issues presented in the session - refer to the flip chart of the steps.

Back-up plans: If there is time after the scavenger hunt - play the chair game. If running out of time shorten the discussion after the scavenger hunt.

Preparation/checklist

- ✓ Venue: Book the room, including a large room / playground for scavenger hunt.
- ✓ Facilitators: Check everyone knows where and when the session will be.
- ✓ Materials: Session plans for facilitators
Flip chart paper and markers
Poster paper
Glue
Coloured pens for writing
Small pieces of paper / card
Tape recorder
Scavenger Hunt sheets
Markers
Masking Tape
Tape of relaxing music!



Health Action ZONE

Lambeth, Southwark and Lewisham

Lambeth, Southwark and Lewisham Health Action Zone

is a partnership of health, social services and the voluntary sector. Together we are working to improve services for local people. To achieve this we are focusing on:

- ▶ reducing the health inequalities experienced by local people;
- ▶ supporting and strengthening disadvantaged communities;
- ▶ encouraging community involvement, including the participation of children and young people; and,
- ▶ ensuring that the experience gained through these areas of work is shared across the partnership to promote sustainable change.

For more information see www.lslhaz.org.uk,
email haz.eng@southwarkpct.nhs.uk or call 020 7716 7000 ext. 7513.



Groundwork Southwark is part of a federation of Trusts in England, Wales and Northern Ireland, each working with their partners in deprived areas to improve the quality of the local environment, the lives of local people and the success of local businesses.

Each year Groundwork involves tens of thousands of children and young people in a range of activities designed to bring them into contact with other people in their community and to increase their own confidence and self-esteem. Our aim is to get young people interested in the place where they live and to help them play a full and active part in society. We do this by encouraging them to take part in practical activities such as making videos about life in their neighbourhood or planning and designing their own play areas or youth shelters. Some of these activities are specifically targeted in areas where there are high levels of crime as a way of harnessing young people's energy and diverting them away from anti-social behaviour.