

# Five Nations Network Small-scale Research Initiative Project report May 2012

## Campaign! Make an Impact

*“An interesting and worthwhile project that allowed students to experience as well as learn”*



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## **Background to the project**

Campaign! Make an Impact (CMAI) is an innovative programme devised and led by the British Library and rolled out across England in 2009-2011. At the heart of the programme is a simple three step model:

- Study an historical campaign
- Learn campaign skills for this campaign and modern day campaigning
- Run a modern day campaign about something you want to change today

Young people are encouraged to be creative in the way they approach their own campaign, as historical campaigners themselves often were. Young people are encouraged to develop open minds and see an issue from both sides and to improve their communication and influencing skills. The programme is seen as innovative, and raises young people's self-esteem and aspirations as well as developing student voice.

CMAI is well established in south west England, where a variety of heritage organisations are project partners, a number of projects have taken place and a regional Champion is operational.

In Wales, a small cohort of museums, galleries and heritage sites have been keen to get involved with CMAI. In 2011 they came together to form a south Wales network with the aim of developing, piloting and offering CMAI as part of their learning programmes, as well as to set up a formal network across the country for other heritage learning providers

The Five Nations Network grant provided an opportunity for the south west England and south Wales CMAI networks to work together on a initiative that would enable skills and experience sharing, support and mentoring and the development of school-based projects that would enable young people both sides of the border to share campaigning skills, experiences and issues.

## **What were the projects aims and objectives?**

The Five Nations Network Campaign! Make an Impact project had a number of aims and objectives:

1. To bring young people from England and Wales together to identify similarities and differences in issues that affect both groups.
2. To identify differences between the nations in how to influence people for change.
3. To identify differences between the nations' two political systems.
4. To work cross-border and learn from experienced CMAI practitioners to develop provision and resources for Welsh Campaign! Make an Impact projects.
5. To use the project experience to develop a CMAI network in Wales.

## Who was involved in the project?

England	Wales
Wiltshire and Swindon History Centre	The Shire Hall, Monmouth
Bristol's Museums; Galleries and Archives	Newport Museum & Art Gallery
Bath Preservation Trust	The Winding House, New Tredegar
Yr 9 students Hayesfield Girls School, Bath	National Waterfront Museum, Swansea
Heather Siebenaller – Citizenship AST teacher, The Ridgeway School, Wroughton	Year 12 Advanced Welsh Baccalaureate students, King Henry VIII School, Abergavenny
Year 10 St Joseph's Catholic College, Swindon	
Year 12 The Ridgeway School, Wroughton	

## Why did the schools want to be involved?

In England CMAI actively supports various aspects of the citizenship curriculum. At The Ridgeway School the Citizenship teacher is an Advanced Skills Teacher who regularly uses CMAI in her teaching at GCSE and AS level. St. Joseph's Community College has also undertaken CMAI previously and again used the project as part of their GCSE citizenship studies.

In Wales King Henry VIII School took part in the project with the particular objective of supporting and enhancing the study of core elements of the Advanced Welsh Baccalaureate; in particular 'Wales, Europe and the World – Political issues, Social Challenges & Responses and Heritage and Cultural Perspectives and also Element 3 'Active Citizenship' of the Personal & Social Education core.

The lead teacher of the Welsh Baccalaureate course stated that *"it [the project] covered elements of the Welsh Bac. in an 'exciting way" providing "experiences beyond the classroom"*.

## What did the school project involve?

The school project was in three parts:

Step 1: Experience Sharing Day

Step 2: Individual Nation projects in Wales and England

Step 3: Student Celebration Event

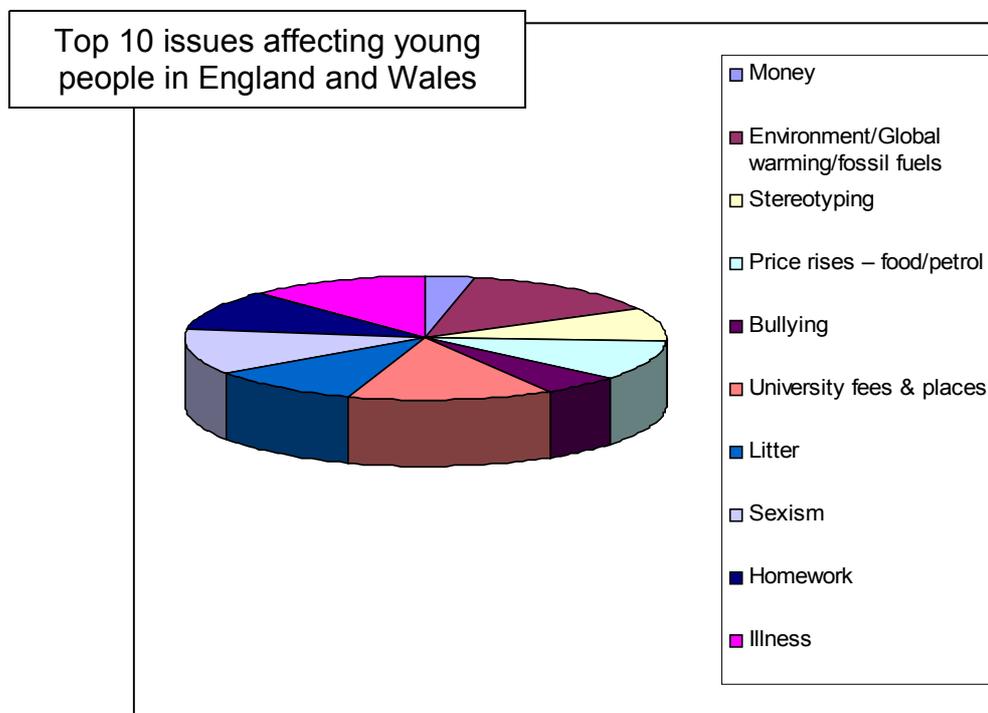
### Step 1: Experience Sharing Day

An experience sharing day was organised at Shire Hall, Monmouth for teachers and 21 year 12 students from King Henry VIII school, Abergavenny. The principal aim of the day was for Welsh students to find out how to run a successful campaign from those who had already completed CMAI campaign. The event was also an opportunity for the students to find out more about each other and work together on a collaborative task.

The Welsh participants listened to presentations from a citizenship AST, watched powerpoint CMAI presentations from Yr 9 students at Hayesfield Girls School, Bath, and watched a video showing students from two Swindon schools experiences of completing a CMAI project.

Students from both England and Wales were asked to create posters detailing their perceptions of either England or Wales. The posters revealed very stereotypical views of the two nations. In the case of the posters produced by the Welsh students, they also showed a very London-centric view of England and a highly negative view if the country with crime, and gun crime in particular, cited on several of the posters.

The students were also asked to identify 3 issues which affected the students today. Results were collated and a 'top 10' drawn up<sup>1</sup>.



<sup>1</sup> see appendix 1 for full table of issues affecting young people

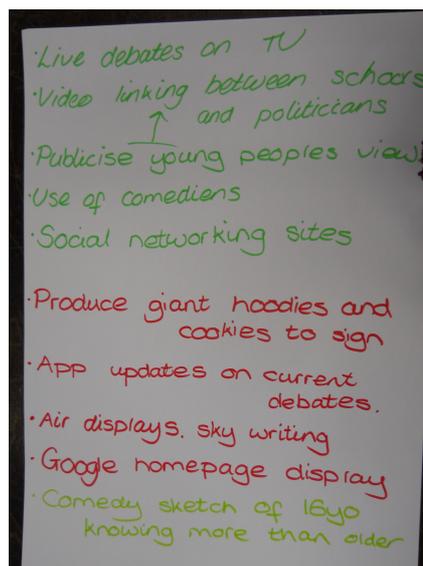
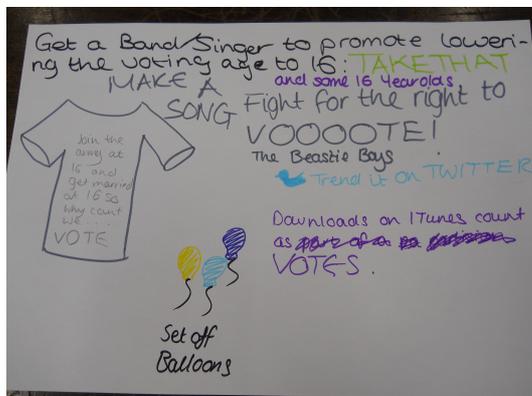
## Students producing English and Welsh Perceptions posters



Small mixed groups of students debated each issue, discussing both the English and Welsh perspective before identifying whether the issue had been cited by either English or Welsh students or was an issue that had been referred to by students from both nations.

Finally each group was asked to produce a creative campaign around the issue of 'having the vote at 16'. Students debated the issue in cross-nation groups and presented their ideas.

### Campaign Presentations



## **Step 2: Individual Nation projects - Wales**

For their historical campaign the Welsh students studied Chartism. Students went on a guided coach tour of local Chartist-related sites, visited the Chartist displays at Newport Museum & Art Gallery and re-enacted the trial of Welsh Chartist leader John Frost at Shire Hall, Monmouth, scene of the original Monmouthshire Chartist trials for treason after the Newport Rising in 1839. The Shire Hall Learning Manager also went into school and delivered sessions on Chartist campaign tactics and contemporary campaigning techniques.

The students also visited the Welsh Assembly -The Senedd, in Cardiff. Here they had a guided tour of the building and a talk by Senedd staff about the system of Welsh Government, devolved areas of policy responsibility, individual member responsibility and how to become involved in the political process.

The students also found out who their local and county council representatives are and their individual areas of responsibility.

Finally students were given a project brief and embarked on the production of their group campaigns.



***Visiting the Senedd***

### **Individual nation projects – England.**

The Ridgeway School, Wroughton, has been successfully running CMAI as part of its citizenship curriculum for a number of years, with real impact. Students who worked on the project this year produced campaigns on such issues as:

- Body image & air brushing
- Animal rights
- Environmental issues
- Child abuse
- Bullying
- Healthy eating

In addition, the A level students undertook an 'Active Citizenship' task researching various aspects of UK government including the main political parties, the voting system and the institution of parliament. This information was consolidated into an interactive presentation to be delivered at the celebration event..

In their citizenship studies GCSE students from St. Joseph's Community College worked at 'grass routes' level on local campaigning and how local people can influence the unitary authority in Swindon. In particular, they looked at their local area 'Broad Green' and the newly formed 'Community Council' which comprises local residents determined to improve the area in which they live, effect positive change in their locality, promote community cohesion and have local representation at unitary authority level. This information was presented at the celebration event demonstrating how to influence change at street level.

### **Step 3: Student Celebration Event**

In March 2012 all student involved in the project took part in a celebration event at M Shed, Bristol. Before the event got underway all participants completed a quiz about the English and Welsh political systems<sup>2</sup>; the 15 quiz questions being based upon the content of the student presentations. This provided a baseline to gauge how much students learned about the Welsh assembly and Westminster parliament from the presentations.

Participants then took part in a 'getting to know you' icebreaker task where they were asked to find out what they had in common with other students at the event that they didn't already know. Students then took it in turns to present to one another.

<sup>2</sup> – see appendix 2 Parliament Quiz



***Ridgeway School students presenting on the Westminster system***



***St Joseph's Catholic College students presenting the aims of the Broad Green Community Council***



**Students from King Henry VIII School presenting their campaigns.**

Campaign topics included:

- Domestic animal abuse
- The effects of underage drinking
- Cleaning up the community
- The cost of teenage rail travel
- Stereotyping of teenagers



Participants at the event were then mixed into cross-border groups and tasked with finding as many campaign tactics as possible in one of the galleries at M Shed. A tie-breaker was issued, "*Which tactic do you think is the most effective and why*", that ensured the group discussed the task together and an independent adjudicator judged the winning submission.

Finally participants were asked to complete the same quiz that began the day and to write comments and feedback about the project and the celebration event.

## **Project outcomes**

### **1. Identification of shared issues.**

Through the initial Experience Sharing Day and the subsequent development of the campaign projects, this project was able to identify a number of shared cross-border issues that concerned students in both England and Wales. The 'Top Ten' issues identified at the Student Exchange Day were predominantly selected by both groups suggesting that in both England and Wales, and in small towns and larger urban areas, the issues that currently affect young people are similar.

When students were given the opportunity to discuss issues they were able to discover different perspectives and explore the issue in greater depth drawing out similarities and differences: for example, while English students had concerns over health, Welsh students highlighted that fact that in Wales prescriptions are free and healthcare is not such an issue for them.

Moreover, an understanding of shared issues also went some way to breaking down the stereotypical views that each nation held about the other. The students now recognising that they face many of the same challenges and concerns.

### **2 – 3. Identification of differences between the nations' two political systems and influencing people for change.**

The before and after 'Parliament quiz' results showed that students from both nations improved their knowledge of the Westminster and Welsh government systems, particularly the English students knowledge of Welsh devolution. The average score before the presentations was 7.86 out of 15. The average score after was 10.91 out of 15 with 2 students having an improved score of 6.

Furthermore, when asked what students had learned during the celebration day responses primarily centred on new knowledge about the Welsh and English governments, although this knowledge was not necessarily confined to students from one nation learning about the governance of the another nation.

The Welsh students also completed pre and post CMAI project forms in order to gauge their developing levels of knowledge, skills and attitude.

Pre – project evaluation		Post – project evaluation	
<b>I am able to change things if I want to</b>		<b>I am able to change things if I want to</b>	
Agree	14%	Agree	35%
Maybe	72%	Maybe	59%
Disagree	14%	Disagree	6%
<b>I know what to do to change things</b>		<b>I know what to do to change things</b>	
Agree	14%	Agree	82%
Maybe	72%	Maybe	18%
Disagree	14%	Disagree	0%
<b>I want to try and change things that I think are unfair</b>		<b>I want to try and change things that I think are unfair</b>	
Agree	76%	Agree	76%
Maybe	24%	Maybe	18%
Disagree	0%	Disagree	6%*

\*The project was unable to follow-up the slight decrease in students wanting to try and change things that they think are unfair.

The diversity of presentations at the Student Celebration Day also allowed students to gain significant knowledge about the differences and similarities between English and Welsh local, regional and national decision making. While community, town and county councils held similar remits in both nations, national governance had distinct differences, especially in Wales with the system of Devolution rather than full government.

One English student commented that if he could adopt “One thing from the political system in Wales” it would be the Senedd” because of the perceived freedom of public access to members and political debate. A Welsh student commented he would have “more options for Wales to have their own laws” while another commented “Stop us paying 5p for bags – we’re only a little nation!”

Conversations with students at the Celebration Event also highlighted their awareness of political issues, both local and national, as well as an interest in politics in general. While this is not necessarily an outcome attributable to the project, the project was able to extend the student’s political knowledge and support and develop political interest.

#### **4 – 5. Cross-border working, experience sharing and networking. Schools**

Partner schools have benefitted in a variety of ways from taking part in the project. For King Henry VIII School it “helped students pass elements of the Welsh Bac. easily” and “improved the Welsh Bac. course” The project “... covered elements of the Welsh Bac in an exciting way” and provided “Experiences beyond the classroom”.

The presentation by the Citizenship AST at the Experience Sharing Day enabled one of the teachers from King Henry VIII School to gain valuable first-

hand insights into developing and delivering the project from a fellow professional who had been involved in CMAI for a number of years. For The Ridgeway School and St Joseph's Catholic College involvement in this particular project enabled them to 'raise the profile of the subject [citizenship] in their schools and helped embed the subject in related curriculum areas for a 2<sup>nd</sup> or 3<sup>rd</sup> year'. Pressure on the citizenship curriculum has greatly increased since the launch of CMAI in England and this project will not only help the schools argue for their curriculum time but also raise the profile of the subject amongst students.

Following the workshop and conference the citizenship teacher for The Ridgeway School is organising a visit to the Scottish Parliament for her A level students and has used the information about Welsh Government for exam revision.

King Henry VIII School hope to use the project again (subject to funding) and may base future Welsh Bac. projects on the CMAI format.

One of the Citizenship PGCE students involved with the project commented that "if I am able to teach Citizenship at my new school I would like to include it [CMAI] in to the curriculum as a support for classroom learning".

### **Museum, gallery and heritage organisations**

The museum, gallery and heritage organisations have also gained much from taking part in this project.

Wiltshire and Swindon History Centre have been able to cement their relationship with the two Swindon schools who took part as well as creating a new relationship with the school from Bath who presented their campaigns at the Experience Sharing day.

M Shed has been able to develop the use of its Campaign collections through the trialling of activities during the Celebration event. M Shed and Wiltshire and Swindon History Centre are now working together on a project to increase M Shed's use of CMAI with their collections.

In Wales Shire Hall, Monmouth and Newport Museum & Art Gallery have created a number of adaptable resources for the delivery of Chartism and CMAI. These include a two-centre Chartist visit, lesson plans and on-line resources which support Curriculum Cymreig, the PSE curriculum and the Welsh Bacallaureate.

CMAI is now part of the Shire Hall and Newport Museum & Art Gallery regular learning offer to schools, enabling both organisations to offer new opportunities to support PSE and values education as well as the Welsh Bacallaureate.

Shire Hall staff have also been able to use and share the experience of taking part in this project with colleagues at the Winding House, New Tredegar and at The National Waterfront Museum during CMAI training sessions for

teachers and Heritage Educators. Furthermore, The National Waterfront Museum has taken a leading role in promoting the use of museums, galleries, archives and heritage organisations in the delivery of the Welsh Baccalaureate and is using CMAI as one of its key resources.



Heritage Educators taking part in CMAI training at the Winding House, New Tredegar

A south Wales network has been established to promote and support the use of CMAI and training for teachers and heritage educators will be offered at regular intervals using the Five Nations Network project as one of the examples.

### **Conclusion**

Overall the Five Nations Network CMAI project has been successful. It has delivered on its main aims and objectives and has produced a sustainable legacy that will enable project members to continue to offer an innovative way of delivering citizenship and values education in both England and Wales.

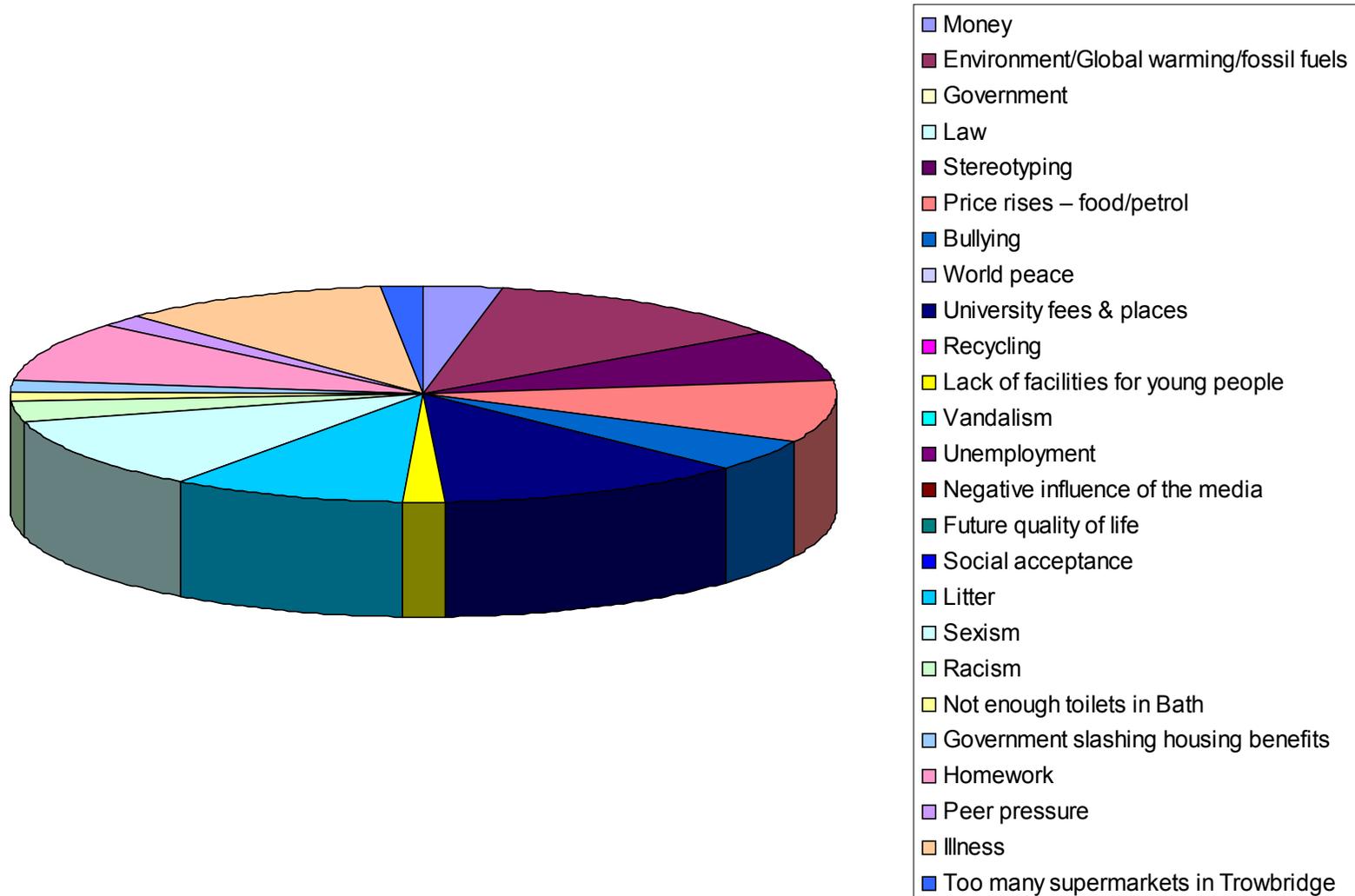
More importantly, perhaps, the project has encouraged students to challenge their thinking about respective nations and national identities, encouraged them to consider what is important to them and to others and raised awareness of shared concerns. It has developed new skills around campaigning and made students more aware of diverse political systems and how they can become involved in the process and effect change.

While many aspects of the project can continue to be delivered those that rely upon transport (i.e. student exchanges, visits to museums, galleries and heritage organisations and to places of government) may have to be reviewed and new ways of delivering these aspects explored as ever increasing fuel costs and budget constraints make out-of-school experiences increasingly difficult finance.

For some students 'the trips' and 'meeting new people' were the elements they most enjoyed about the project. External providers of citizenship and values education therefore need to continue working with the formal education sector to persuade them of the value of learning outside-the-classroom.

Despite the above, the Five Nations Network CMAI project has firmly positioned Campaign! Make an Impact in south Wales and provides a stable platform on which to build, particularly in the delivery of PSE across KS2, 3 & 4 and the Welsh Baccaulaureate, at all levels. In England, it continues to develop as a valuable cross-curricular and exciting means of supporting citizenship, especially at a time when this once compulsory subject is being given reduced curriculum space and some students are having to study it in their own time.

# Issues affecting young people in England & Wales



# PARLIAMENT QUIZ



1) Parliament is an institution of three parts which must collaborate to pass legislation. What are they?

House of Commons

House of MPs

House of Lords

Queen

King

3 marks

2) What is the name of the building that houses the Welsh Governing bodies?

1 mark

3) There are two parts to the Welsh governing body. One is the Welsh Government. What is the other part called?

1 mark



4) What does a Coalition mean?

When the PM decides to have an assistant

When several political parties cooperate

When two parties have an equal number of votes

1 mark



5) How many MPs are there in the House of Commons?

300

180

650

1 mark

6) Name the leaders of the 3 main parties (Conservative, Liberal Democrat and Labour)

3 marks

7) What is the top position in the Welsh government called?

First Minister

Minister of Wales

Prime Minister

1 mark

8) How many Assembly members are there?

54

12

60

1 mark



9) How old do you have to be to try and become an MP?

21            16            18

1 mark

10) What is the Queen's role in Parliament?

1 mark

11) In what year were the first Welsh Assembly elections held?

1987                      1999                      2011

1 mark



15 marks