

SCHOOL CITIZEN ASSEMBLIES

GENERIC SKILLS

GUIDE - PART 1

RESEARCH

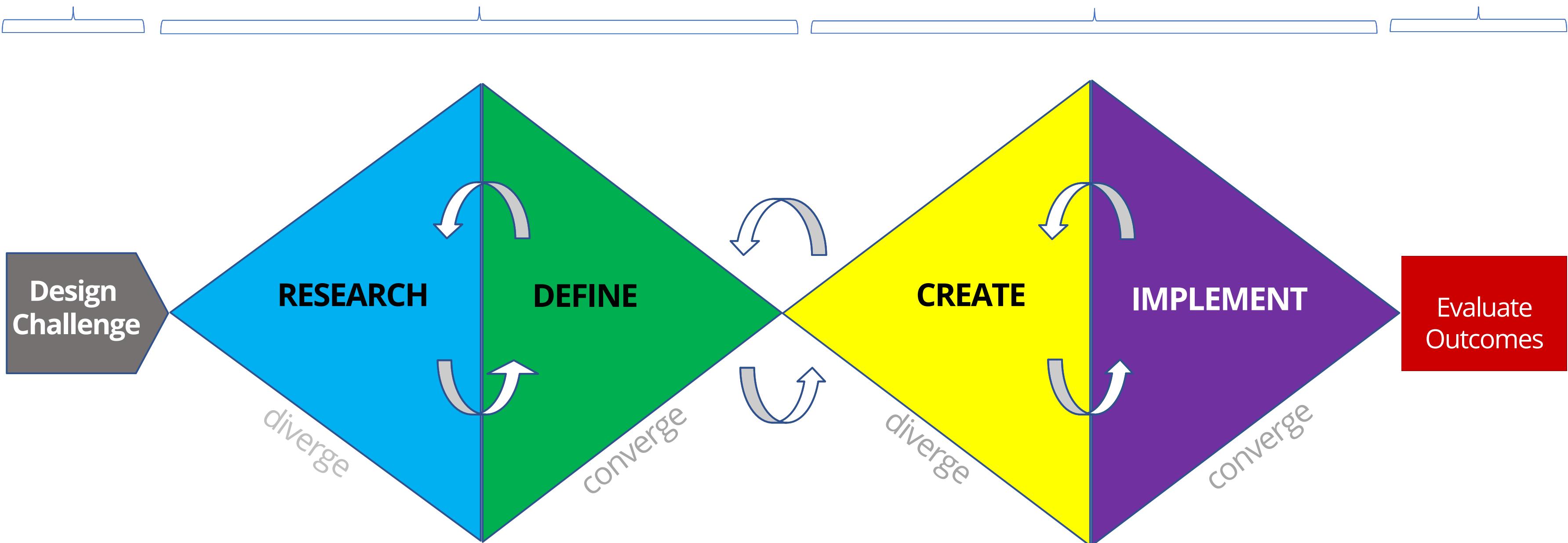
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- 1. SCA Process**
 - 2. Collaboration and teamwork**
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 - 6. Mindmaps**
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 - 11. Ideation and Brainstorming**
 - 12. Generating Ideas**
 - 13. Listening - Active listening and Dialogue**
 - 14. Oracy**
 - 15. Experimentation and Prototyping**
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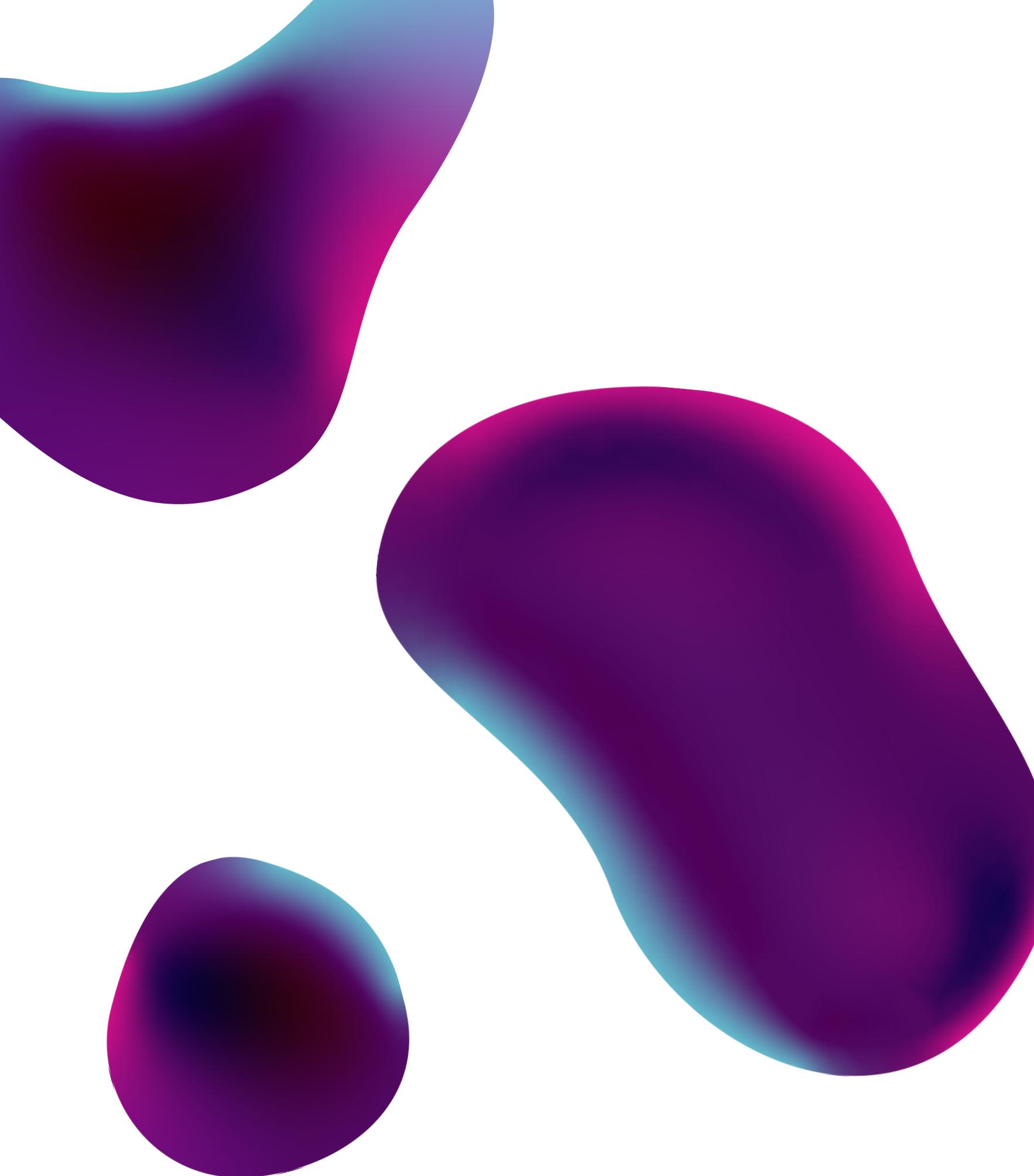
GS 1 SCA PROCESS

Plan Understand the challenge (knowledge/empathy)
 & opportunities to support change

Generate ideas, test prototypes &
 apply

Review impact
 & learning





GS 2

COLLABORATION AND TEAMWORK

PRINCIPLES FOR TEAMWORK

Trust one another

When team members are genuinely transparent and honest with one another, they are able to build vulnerability-based trust.

Question ideas & assumptions

When there is trust, team members are able to engage in constructive debate of ideas. Ensure your comments are positive and you remain supportive.

Commit to decisions

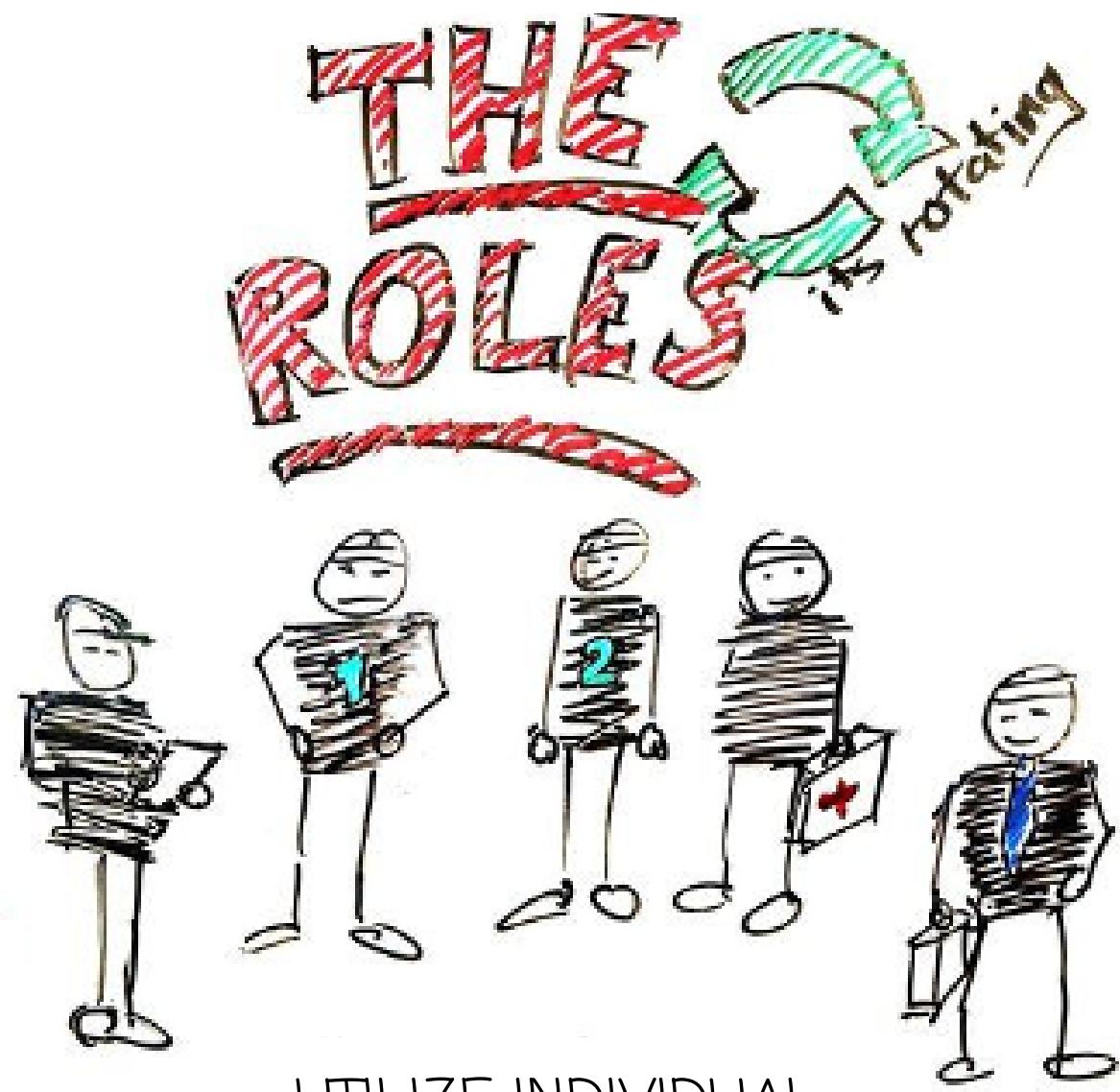
When members are able to offer opinions and debate ideas, they will be more likely to commit to decisions.

Hold one another accountable

When everyone is committed to a clear plan of action, they will be more willing to hold one another accountable and keep everyone on track to reach your team goals.

Focus on achieving collective outcomes

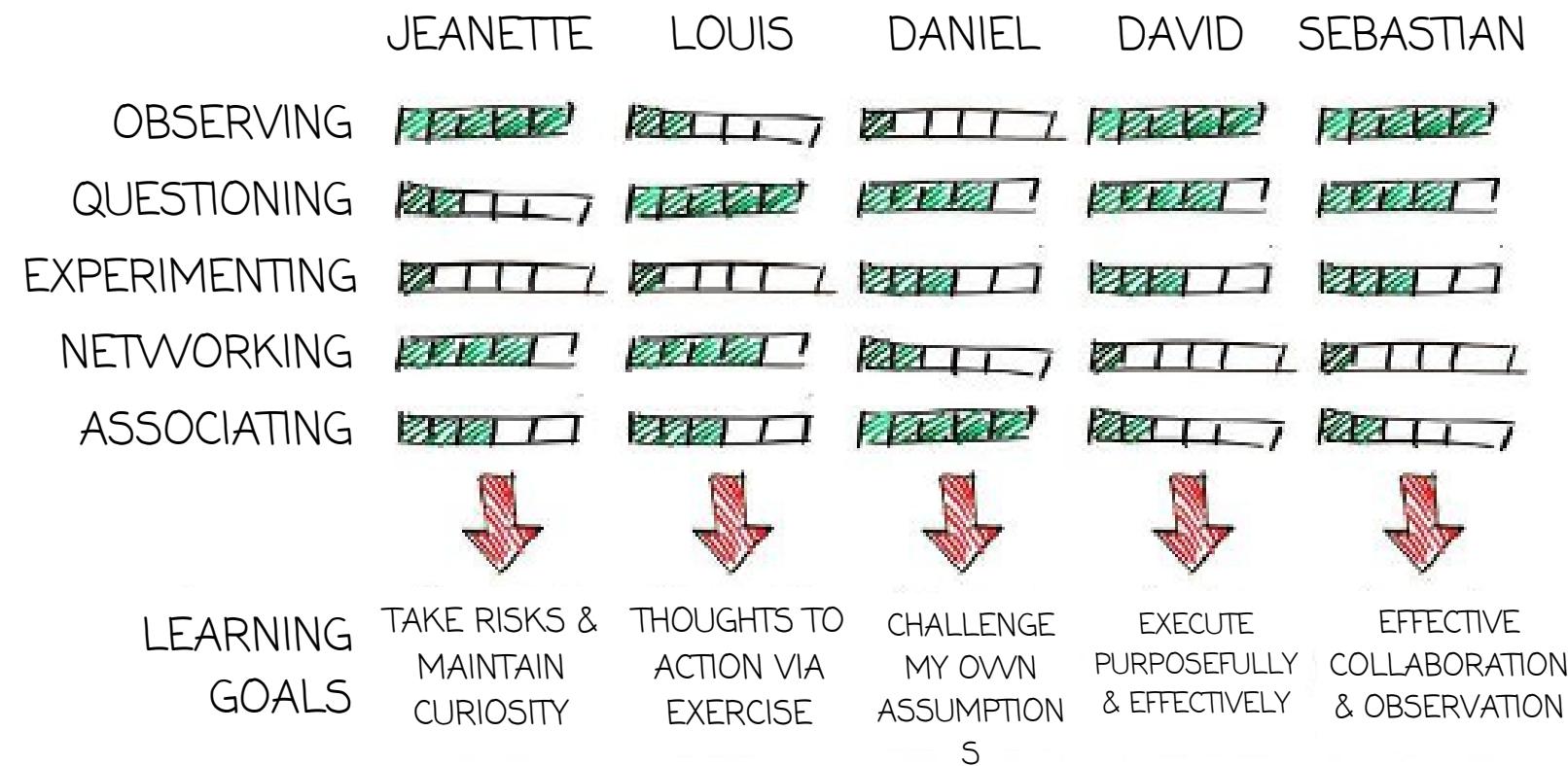
The ultimate goal of building greater trust, commitment, and accountability is one thing: the achievement of positive outcomes.



UTILIZE INDIVIDUAL SKILLSETS IN VARIOUS SITUATIONS

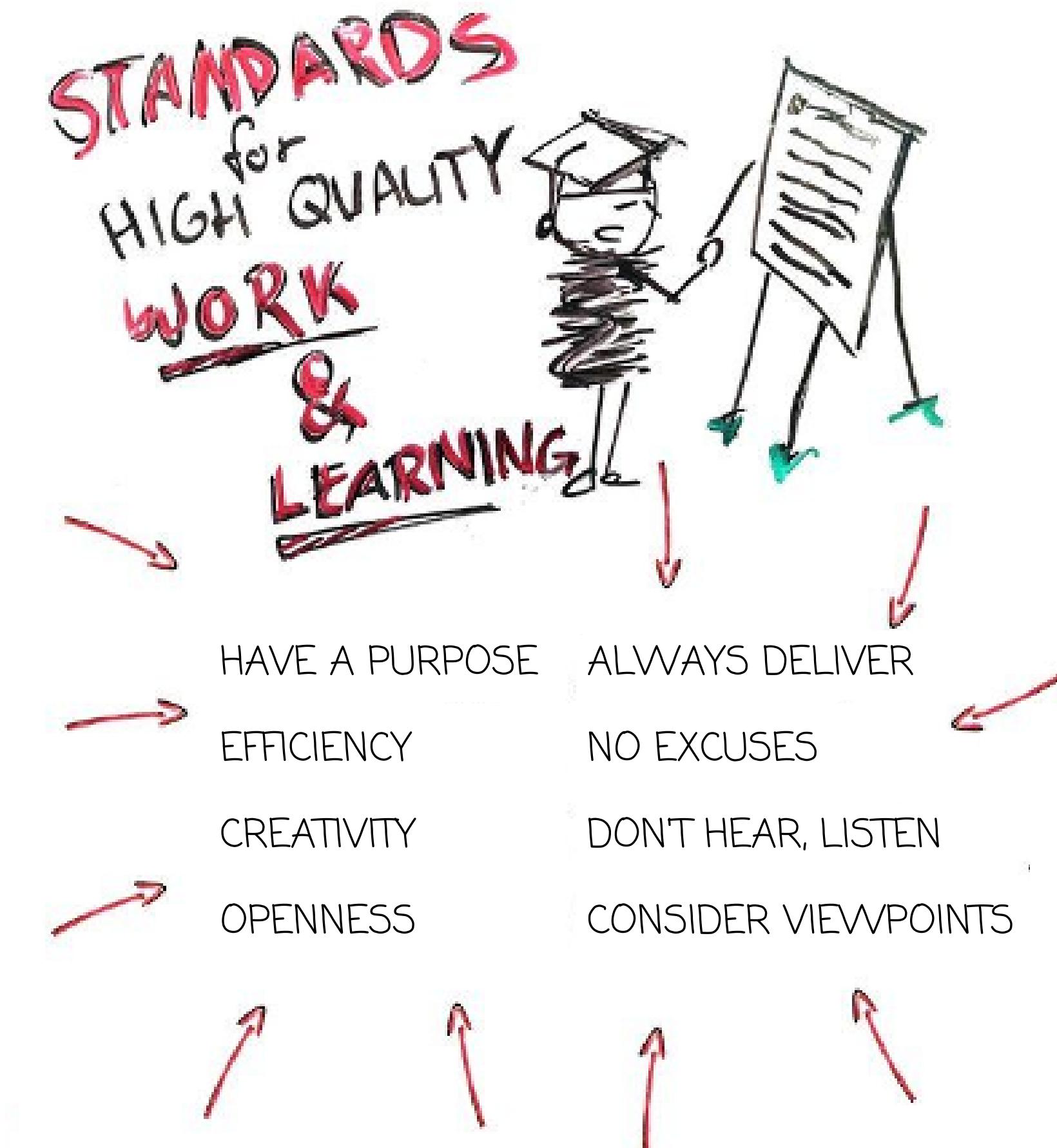
Split duties between the team members to accomplish multiple tasks at the same time. Assign roles by considering each team members strengths and align tasks with their strengths.

Find out each team members strengths using the criteria: observing, questioning, experimenting, networking, and associating.



Delegate tasks if necessary at any stage.
If you need support to complete a task delegate or swap tasks with another team member.

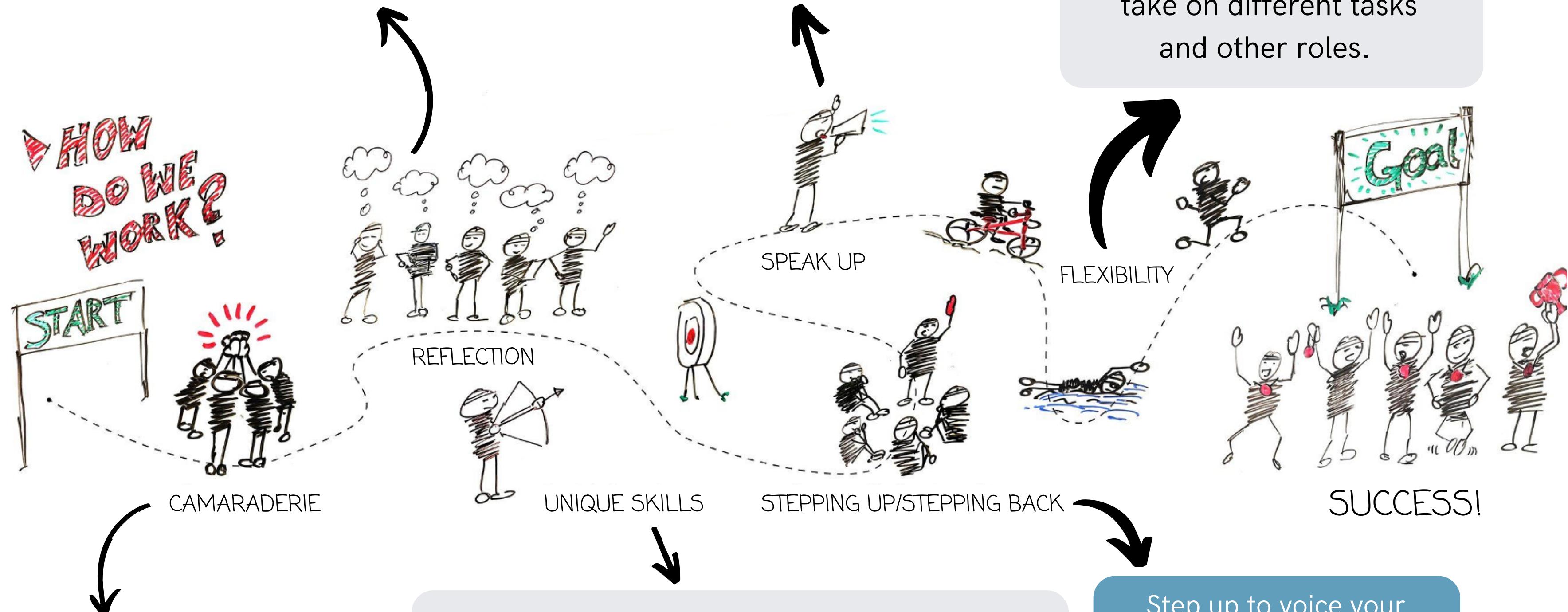
Define your goal and objectives clearly. What characteristics do you need & care about for the project to be successful?



Discuss any feelings and concerns you may have in the team.

Share ideas and raise concerns.

Adapt to different situations. Be willing to take on different tasks and other roles.



Build friendship and trust between team members.

Utilize each team members unique skills. Examples include digital proficiency, social intelligence, and creativity.

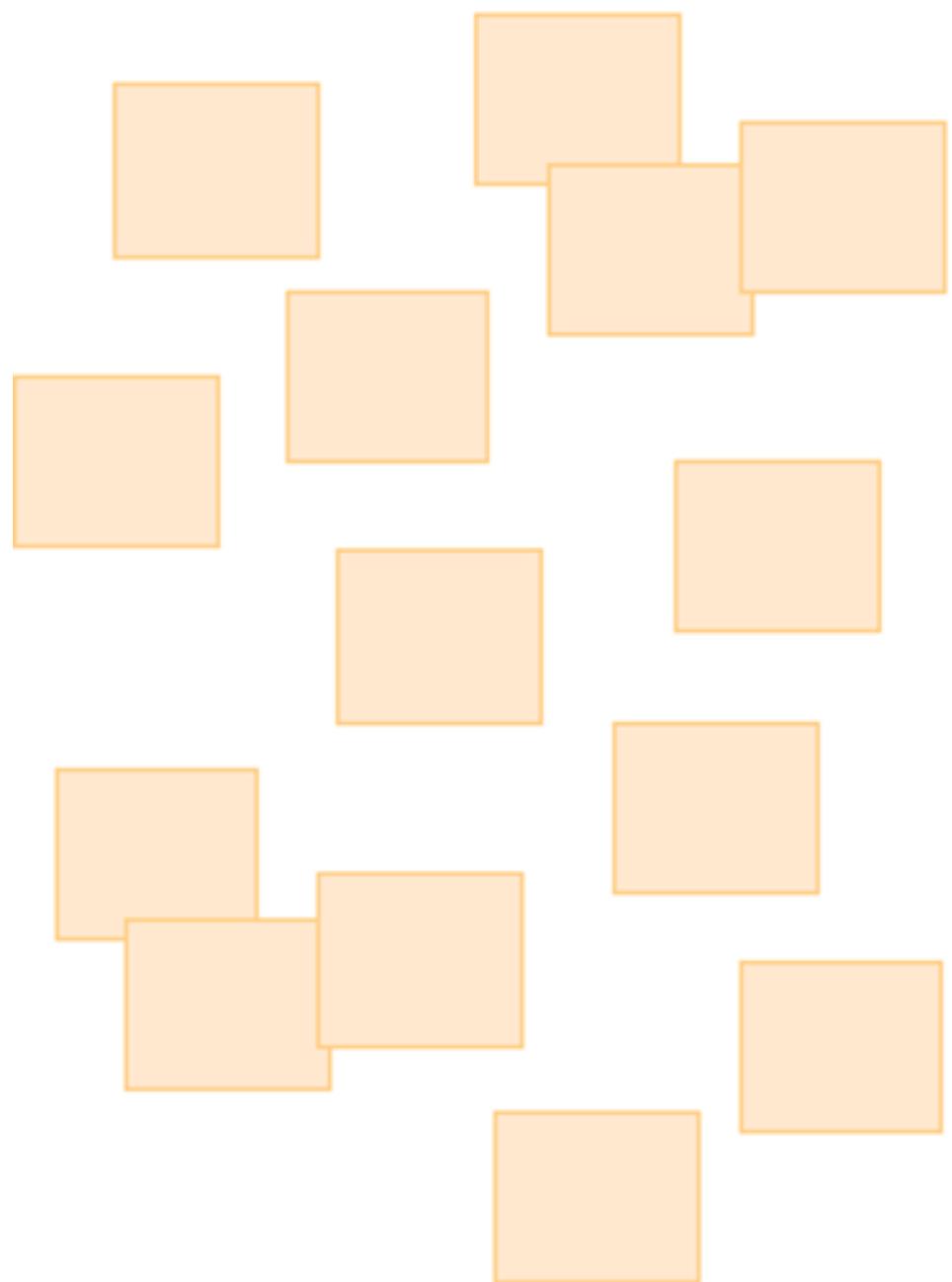
Step up to voice your ideas and opinions. Step back to increase your perspective on an issue.

GS 3

**CAPTURE, GROUP,
LABEL**

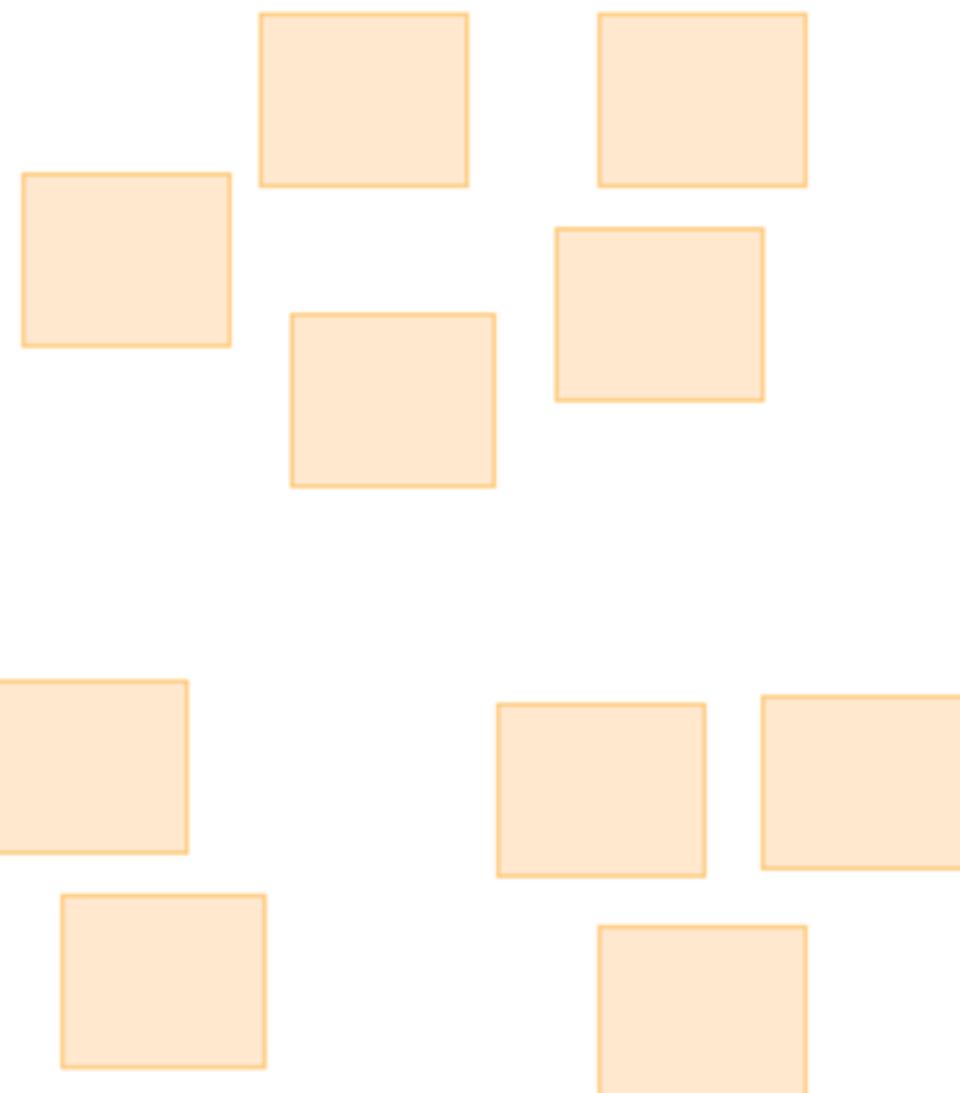
STEP 1: CAPTURE

Write down the main findings from your research on post it notes.



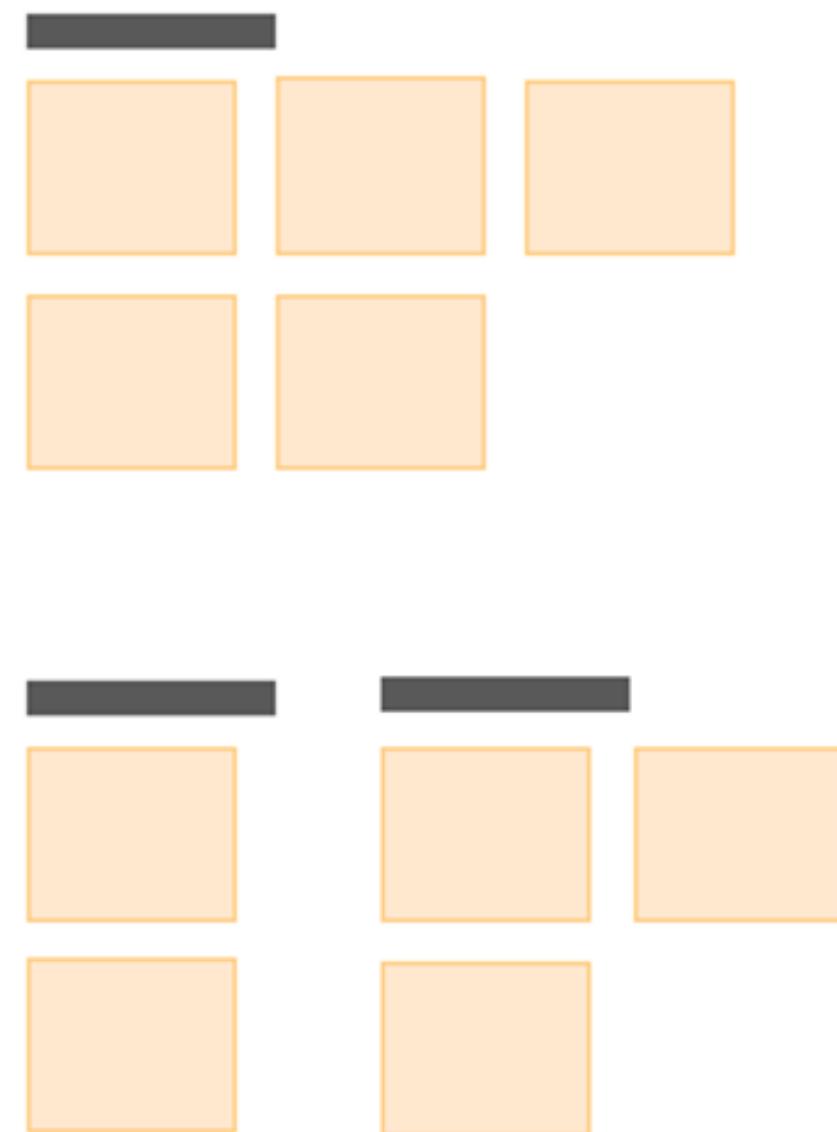
STEP 2: GROUP

Arrange the post it notes into groups, placing the findings that are related into the same group.



STEP 3: LABEL

Label the groups as appropriate themes.



EXAMPLE: HOUSEHOLD WASTE

STEP 1: CAPTURE

Food goes off and has to be thrown away.

Cosmetics are bought in plastic bottles and are not recycled.

The local council only recycles certain items.

Environmentally friendly products are too expensive.

Leftover meals are thrown straight into the main bin.

Packaging is thrown into the main bin.

Food is bought in single use packaging.

The local council only provides one recycling bin.

Household bins overflow.

Loose food is too expensive.

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Food is bought in single use packaging.

Food packaging is not recyclable.

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Food waste

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Recycling

The local council only provides one recycling bin.

Packaging is thrown into the main bin.

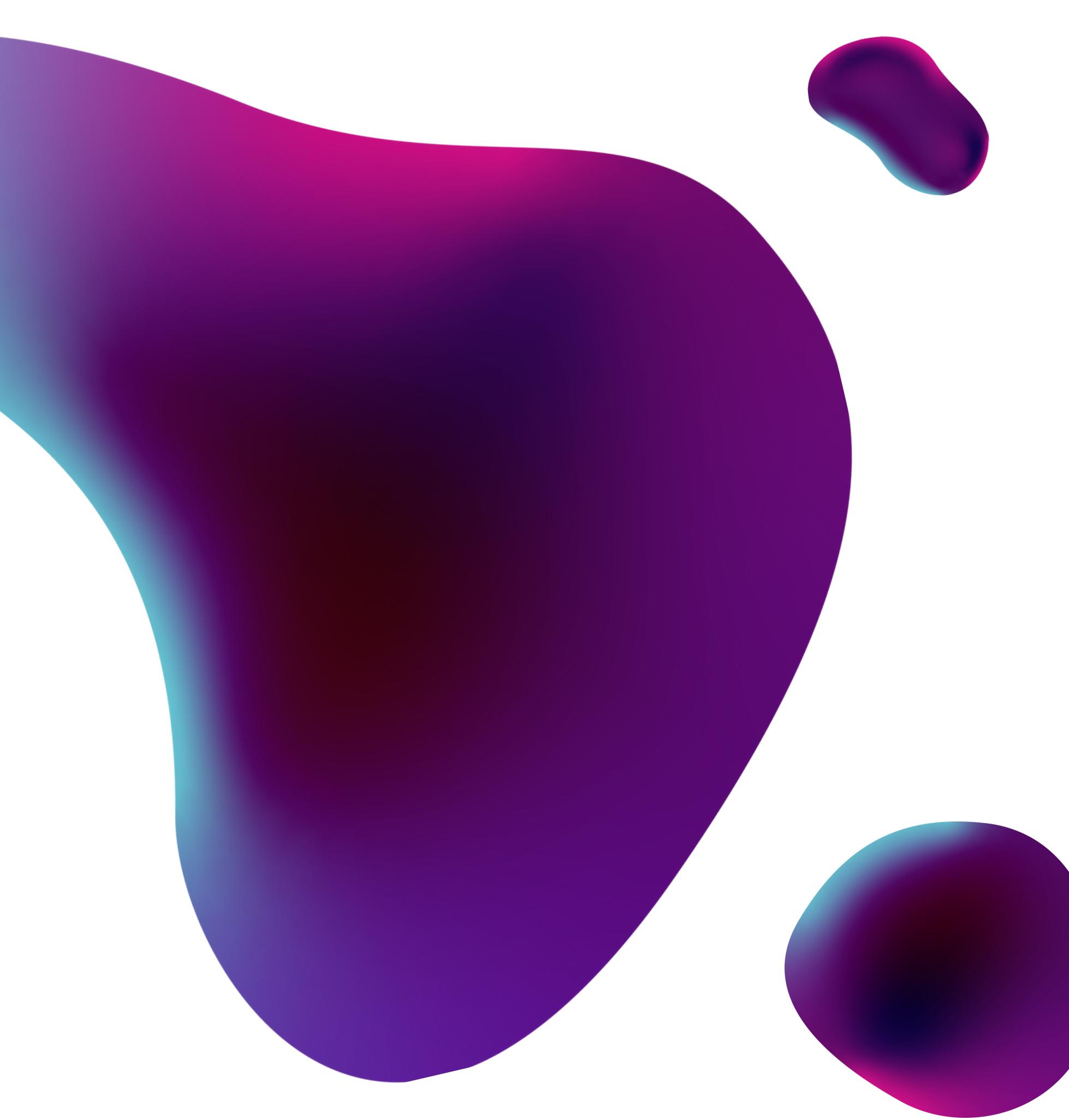
Cosmetics are bought in plastic bottles and are not recycled.

The local council only recycles certain items.

Policy problems

Household bins overflow.

Environmentally friendly products are too expensive.



GS 4

DESK RESEARCH

Desk research can help you expand your understanding about a challenge topic and specific problems. It can allow you to uncover new questions, check assumptions and explore what you have discovered from other activities.

DESK RESEARCH

Desk research provides an effective method to find additional information from a variety of different sources. This activity can help you to discover information quicker than conducting your own research and provides access to information produced by experts and different stakeholders. Examples of desktop research are textbooks, news articles, university-published studies, academic journals, government records, books, websites, videos, and podcasts.

ONLINE RESEARCH

You can search for information online. This gives you access to a lot of information easily and quickly. Google advanced search can help to narrow down the search results to find specific information. Click the link to use google advanced search: https://www.google.com/advanced_search.

Find pages with...

all these words: To do this in the search box: Type the important words: tri-colour rat terrier

this exact word or phrase: Put exact words in quotes: "rat terrier"

any of these words: Type OR between all the words you want: miniature OR standard

none of these words: Put a minus sign just before words that you don't want: -rodent, -Jack Russell"

numbers ranging from: to Put two full stops between the numbers and add a unit of measurement: 10..35 kg, £300..£500, 2010..2011

Then narrow your results by...

language: Find pages in the language that you select.

region: Find pages published in a particular region.

last update: Find pages updated within the time that you specify.

site or domain: Search one site (like wikipedia.org) or limit your results to a domain like .edu, .org or .gov

terms appearing: Search for terms in the whole page, page title or web address, or links to the page you're looking for.

file type: Find pages in the format that you prefer.

usage rights: Find pages that you are free to use yourself.

[Advanced Search](#)

On the right side of each box on the advanced search page are instructions for how to do an advanced search in the general search box; this method of searching using ""/or/- can be done in any search engine e.g. Microsoft Bing, Firefox, Safari.



CREDIBILITY OF SOURCES

It is important to make sure that the sources you find are reliable and authentic.

HOW TO ASSESS THE CREDIBILITY OF A SOURCE

PURPOSE

What is the intended purpose and aim of the information source?

- Check the publisher of the source is an organisation with a good reputation.
- Check on any sponsors/owners. Do they have an impact on the points of view.

TIME

What date was the information source published? Is it still relevant?

Information is changing all the time. Outdated sources may not be as credible (especially some data and statistics). However, some older publications may provide useful insights and reflections.

AUTHORITY

Check that the author of the source is an expert in the area. Search the authors name online to find out about their credentials and affiliations.

For example, websites connected to universities and governments (ending in '.gov') are generally reliable sources.

ACCURACY

The information in the source must be accurate. Compare the sources you read, listen to, or watch and cross check the validity. Does the information provide an opinion or a fact? Is the source biased?

- Information that has been peer-reviewed by other experts is more credible.
- Check the origin of facts and statistics.

DIVERSITY OF VIEWS

It is important to use information that represents a wide range of voices, viewpoints, and experiences. Consider different ethnicities, culture, sexualities, genders, ages, and abilities. Collecting a diverse range of sources makes the information more representative of the challenge you are focusing on and minimises bias toward a certain viewpoint.

By developing an inclusive catalogue of knowledge, you can understand stakeholders holistically and extend the possibilities of people you can include in your project.

Diverse perspectives enable a more in-depth understanding of problems e.g. climate change.

GLOBAL CHALLENGE EXAMPLE

CHALLENGE: African elephant and habitat loss



African Forest Elephant | Species | WWF

Learn about African forest elephants, as well as the threats this species faces, what WWF is doing to protect its future, and how you can help.

Facts: Forest Elephants

- Critically endangered.. Ivory poaching is a major threat..
- Are essential for the germination of many rain forest trees. (as they germinate after passing through the elephant's digestive tract). They also look after the forest (as forest gardeners).
- Habitat loss is caused by cutting down forests for agriculture, livestock farming, human infrastructure, and climate change. A reduction in elephants also reduces the conservation of good habitats in the region.

Solutions:

- Stop poaching, protect the areas where the elephants live. & help to tackle climate change.



National Geographic

<https://www.nationalgeographic.com/animals/article/>

Both African elephant species are now endangered, one ...

25 Mar 2021 — "At this point, there can be no doubt that poaching and habitat loss have devastated populations of elephants all across Africa," says Scott ...

Facts:

- Red list endangered species (highest extinction risk)

Solutions:

- Anti-poaching laws & climate change initiatives.

<https://www.nhm.ac.uk/discover/news/2021/march/african-elephants-now-listed-endangered-critically-endangered.html>

Facts:

- The population has declined by 86% in 31 years
- Ivory is sold on the black market for high prices

Stakeholder viewpoints:

African forest elephant - food and water insecurity, home is being destroyed, lives threatened by poachers.

Local person 1 - removing forest to build and improve infrastructure, improves my quality of life

Local person 2 - corporations are destroying my local wildlife and these beautiful animals.

Farmers - corporations will pay me more money if I cut down the forest to grow my crops and graze livestock

Poachers - killing the elephants can earn me money to buy a good home and look after my family

Policy maker - to mitigate climate change, policy needs to conserve the forests and meet the needs of all life (plant, animal, and human)

LOCAL CHALLENGE EXAMPLE

CHALLENGE: Reducing energy consumption in the home



Energy-saving tips to help you reduce your energy bills at home

Read our guide on quick and mainly free ideas that help you save money on heating and energy throughout your...

EDF

Heating:

- Turn down your thermostat
- Heat only the room(s) you are using
- Draught proof (block gaps where heat can escape or cold air can get in)
- Bleed your radiators
- Close curtains and blinds to keep heat in

Kitchen:

- Defrost the fridge and freezer regularly
- Use smaller pans to cook your meals
- Fill the dishwasher to full
- Only boil the amount of water you need

Bathroom:

- Have a shower rather than having a bath
- Switch to an energy-efficient shower head

Lighting and electronics:

- Switch to LED lightbulbs
- Turn off lights when you leave a room
- Buy A-rated appliances

Energy-saving tips to help you reduce your energy bills at home

Read our guide on quick and mainly free ideas that help you save money on heating and energy throughout your...

EDF

<https://www.britishgas.co.uk/energy/energy-saving/energy-saving-tips.html>

Free ways to save energy in the home:

- Reduce boiler flow temperature
- Move furniture away from radiators
- Wash clothes at a lower temperature e.g. 30C
- Close the curtains at night
- Keep the oven closed while cooking
- Use a microwave, air fryer, or slow cooker to cook
- Hang clothes to dry rather than using a dryer

Energy consumption, and the burning of fossil fuels, is the main source of human-induced greenhouse gas emissions.

Need to target cities for sustainable energy consumption.

Cost of household appliances:

Appliance	Rating (watts)*	Cost (pence/hour)
Electric Shower	7,000 – 10,500	200 – 300
Immersion Heater (single rate tariff)	3,000	85
Supplementary Heating e.g. Fan Heater	1,000 – 3,000	28 – 85
Kettle	2,500 – 3,000	71 – 85
Grill / Oven	2,000 – 2,400	57 – 68
Hob (per ring)	1,000 – 2,000	28 – 57
Iron	1,000 – 3,000	28 – 85
Microwave	700 – 1,400	20 – 40
Vacuum Cleaner	600 – 900	17 – 25.5
Slow Cooker	150 – 300	4.3 – 8.5
Fridge-Freezer	100 – 300	2.8 – 8.5
Games Console	100 – 200	2.8 – 5.7
LCD TV	25 – 175	0.71 – 5.0
Incandescent GLS Bulb	40 – 100	1.1 – 2.8
LED GLS Bulb	6 – 10	0.17 – 0.28

- Cities consume 78 per cent of the world's energy and produce more than 60 per cent of greenhouse gas emissions. Yet, they account for less than 2 per cent of the Earth's surface.
- The sheer density of people relying on fossil fuels makes urban populations highly vulnerable to the effects of climate change.



GS 5

**EXPERT AND
STAKEHOLDER SUPPORT
INFORMATION**

RESEARCH: STAKEHOLDER KNOWLEDGE

When researching problems and thinking through solutions it is crucial to emphasise with different stakeholders views and issues? You can do this through Desk Based Research (GS 4), by listening to different experts and stakeholders (videos, talks, interviews, etc.) and by making sense and understanding different problems through different subject knowledge and approaches. This could include reading non-fiction and fiction texts (stories, poems), scientific reports and statistics, geographical information, historical analysis, watching dance, plays and other productions, and exploring artwork.

Ask an Expert: Who can we ask for more advice and information? How can we connect with them? Are there experts in your school, community, online? Are there any local projects?

Ask a Stakeholder: Who are the key stakeholders connected to your problem? Who can you ask for more details (some organisations may be able to speak on behalf of a stakeholder)? Do stakeholders have different perspectives?

Subject Based Activities: You may also use different subject knowledge and skills to develop greater empathy and connections with the issues (through writing, artwork, role play, etc.).

DIFFERENT TYPES OF EXPERTISE

Subject & Curriculum Knowledge Experts - Subject experts within your school may view the challenge from different perspectives. This diversity of views can help to design better solutions through divergent thinking. See if you can develop an interdisciplinary approach to your SCA design, by exploring different subject viewpoints.

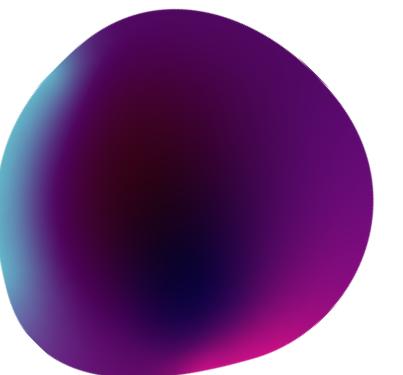
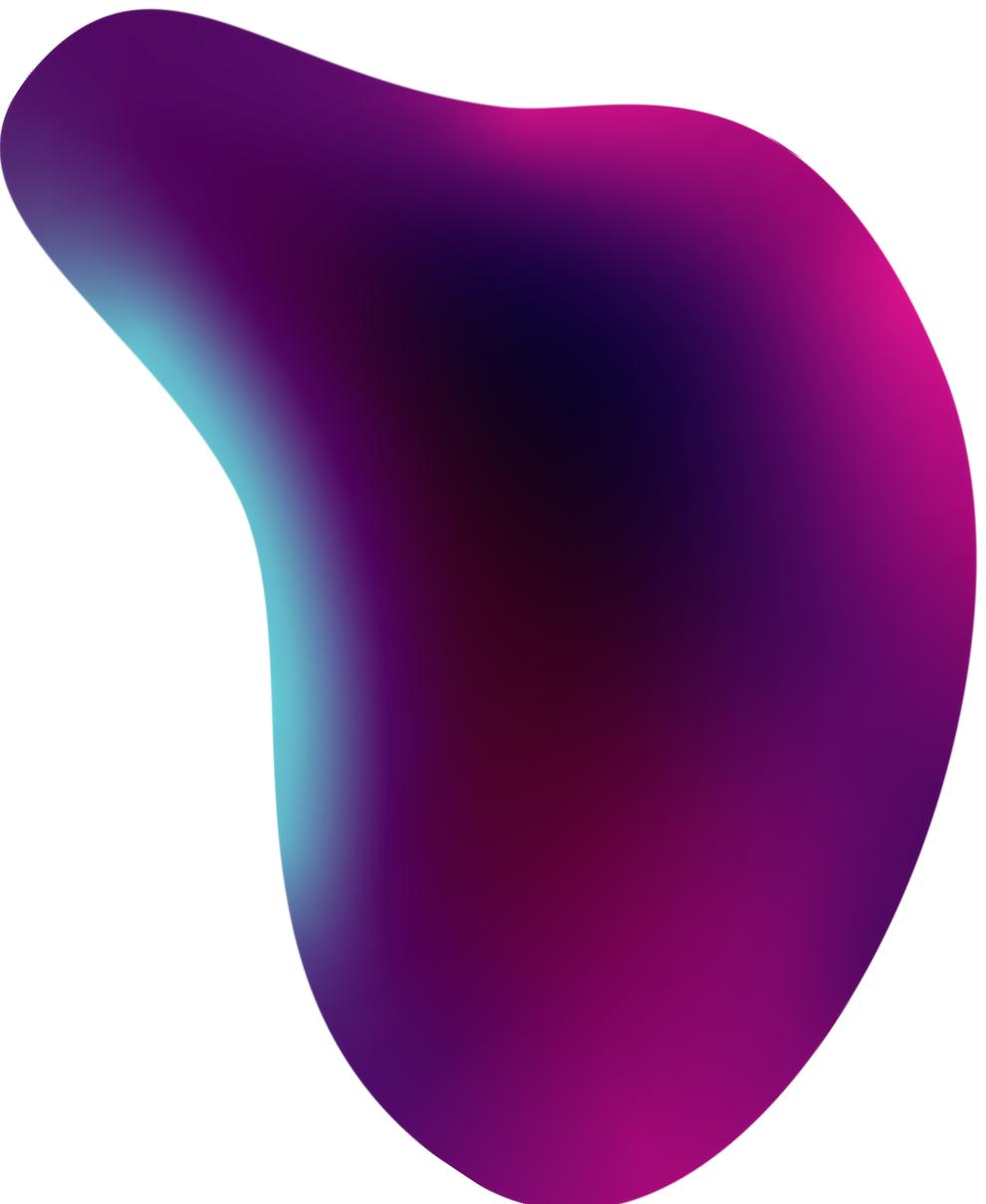
Academic Experts (Universities & Research Centres) – Academics can provide specific research evidence, knowledge, insights and information about particular aspects of your challenge.

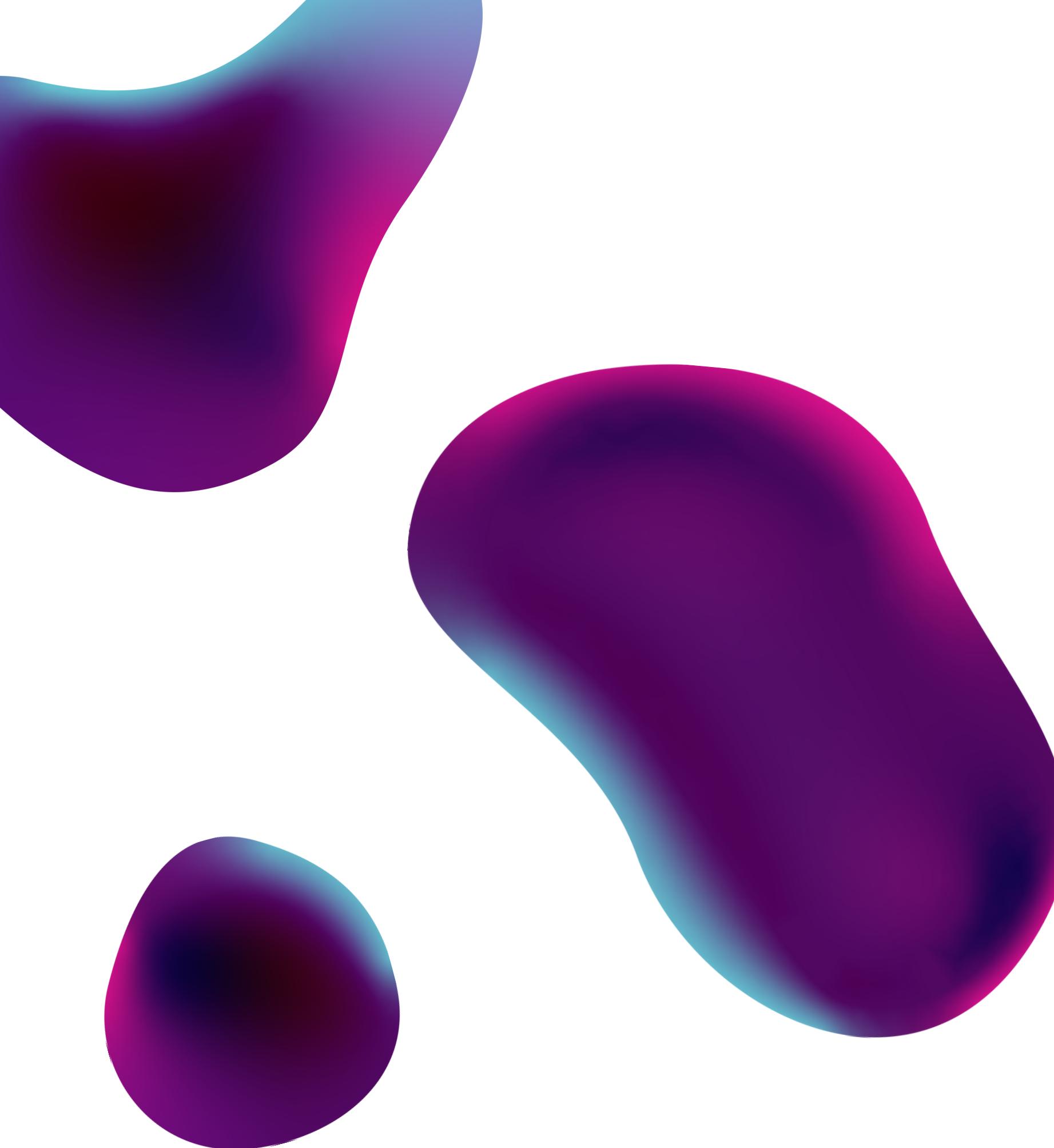
Practitioner Experts – Those working in the field can provide you with specific knowledge, insights and information. They can also provide advice on what works in practice and how to consider different views and perspectives from a more practical perspective.

Organisational Websites – You may find inspiration for ideas and examples by examining what has already been developed by different organisations. Take a look at current designs. How could you change this to suit your needs? Can you think up new ways of tackling the problem.

Stakeholder Experts and Users – Stakeholders are close to what happens through everyday practice. They can provide you with many insights about what works, what does not work, their concerns, the problems and how you can make things work better.

GS 6 MINDMAPS (SEE MINDMAPS GUIDE)



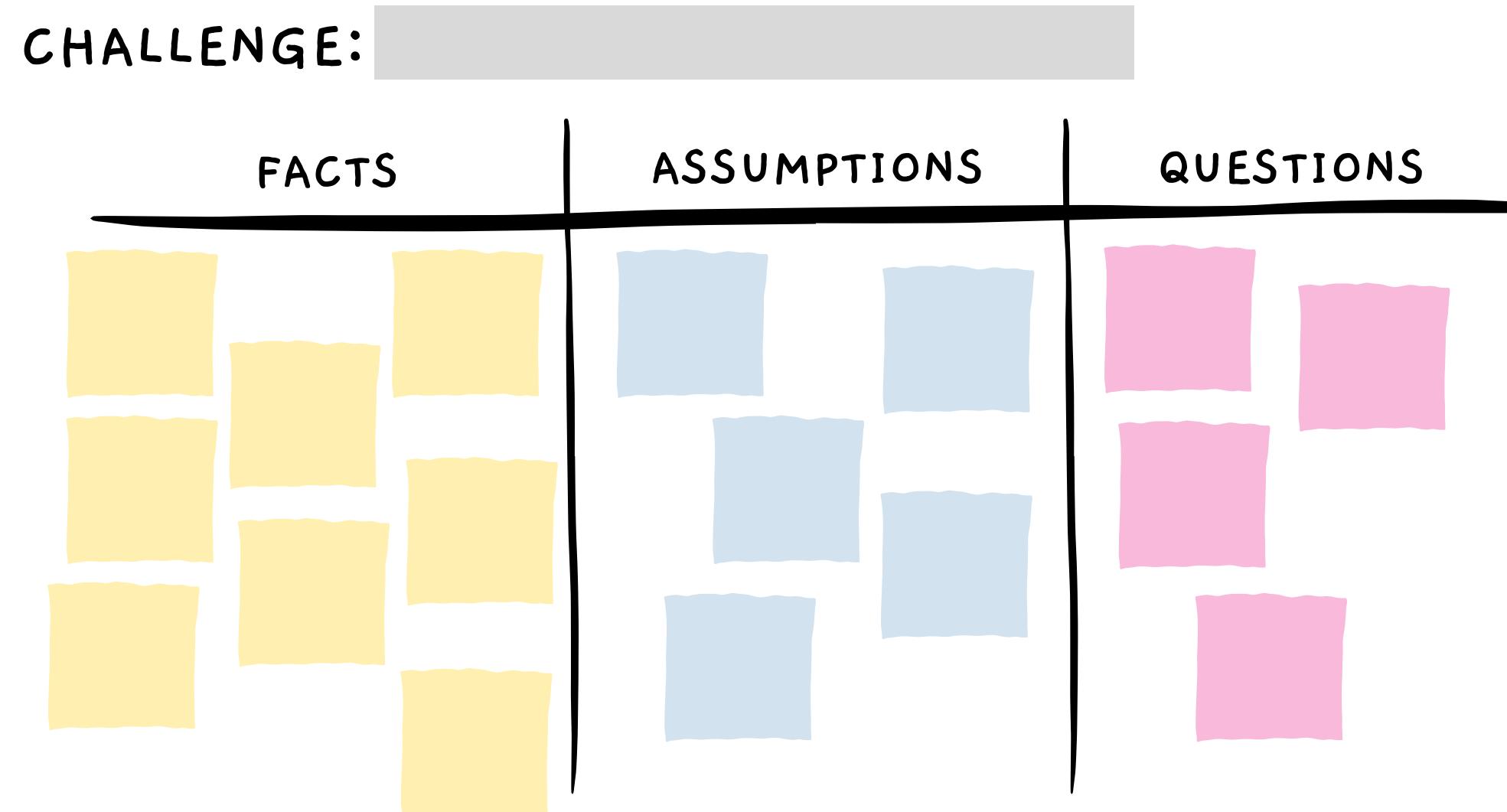


GS 7

Facts, Assumptions & Questions (FAQs)

FACTS, ASSUMPTIONS, AND QUESTIONS

Identify the facts, assumptions, and questions relating to the challenge: What do we know? What do we think we know, but we are not sure (assumptions)? What questions do we have? This will allow teams to generate questions and lines of inquiry that will drive the research stage of the SCA. For example, these questions can be used by students to drive their investigation.





GS 8

**TEACHER SKILL
TEACHER IN ROLE**

If the teacher does not have easy access to stakeholders during or between activities, they can take on the 'role' of a stakeholder and speak on their behalf. This can help to highlight a diversity of thinking around stakeholder views, problems, perspectives and barriers to change.

The teacher may begin by saying "*Imagine I am [stakeholder name]. Ask me any questions you have about the challenge and my experiences, thoughts and feelings about the issues.*"

Do not worry if you are not sure about an answer. This creates an opportunity for the students to find out more themselves, together in teams or with the teacher.

Students can also take on different 'stakeholder roles'. Other students can ask them questions and discuss the different issues. You can also extend this to a **Forum Theatre** format where the students can fully role play the challenge and issues.

TEACHER IN ROLE EXAMPLE: STAKEHOLDER ROLES

- **Jaden** – Single. Lives alone. Rents new 1 bed flat. Good insulation. Graduate income. Limited interest in Climate Change (CC). Medium Home Carbon Emissions (HCE).
- **Josh, Kerry & Family (3 & 1)**: Middle earners (single income), Josh as carer home all day. Some interest in CC. 2 Bed Terrace (Victorian house). Medium (Med) HCE.
- **Sharon & Family (14, 11, 7)**: Working single parent mother. Old 2 bed flat. Low income. Interest CC, but little time and money. Med HCE.
- **David, Saleema & Family (12, 8 & 5)** – Middle Income earners (Full & Part time). 3 bed semi (1930s). Interest in CC. Limited time. Med/High HCE.
- **Kiran, Lucy & Family (11, 7, 4 & 2)** – High income (Two income professionals), 5 bed Victorian detached. House empty 9am-3pm. Interest in CC. High HCE.
- **Mark & Sam** – Middle Income, New 3 bed semi-detached house. Very interested in CC and making improvement. Med HCE (Sam works at home all day)
- **John & Silvia** – Elderly Couple. Not working (home all day). Silvia carer for John. Old 3 bed semi-detached house. Lower Income. Limited Knowledge of CC. Med HCE.