INTRODUCTORY ACTIVITY GUIDE

SCHOOL CITIZEN ASSEMBLIES OBJECTIVES

SCAs seek to assemble pupils, schools, experts and stakeholders to tackle complex problems and create innovative solutions by:

- Developing a greater knowledge and understanding of the challenge.
- Empathising with different stakeholders & highlighting different problems.
- Analysing and prioritising problems & refining the challenge focus.
- Creating and implementing new ideas & evaluating outcomes.

Activity Guides

The Activity Guides provide three different examples of implementing a SCA:

- **Introductory Guide** - this guide provides an overview of a simple SCA design with a basic set of activities and an example.
- **Core Guide** - this guide takes you through some additional activities and examples to implement a SCA.
- **Extended Guide** - the most comprehensive SCA guide opens up a selection of a wide range of activities at each stage. You can also put together your own version by combining a simple SCA, at some stages, and extended activities at other stages.

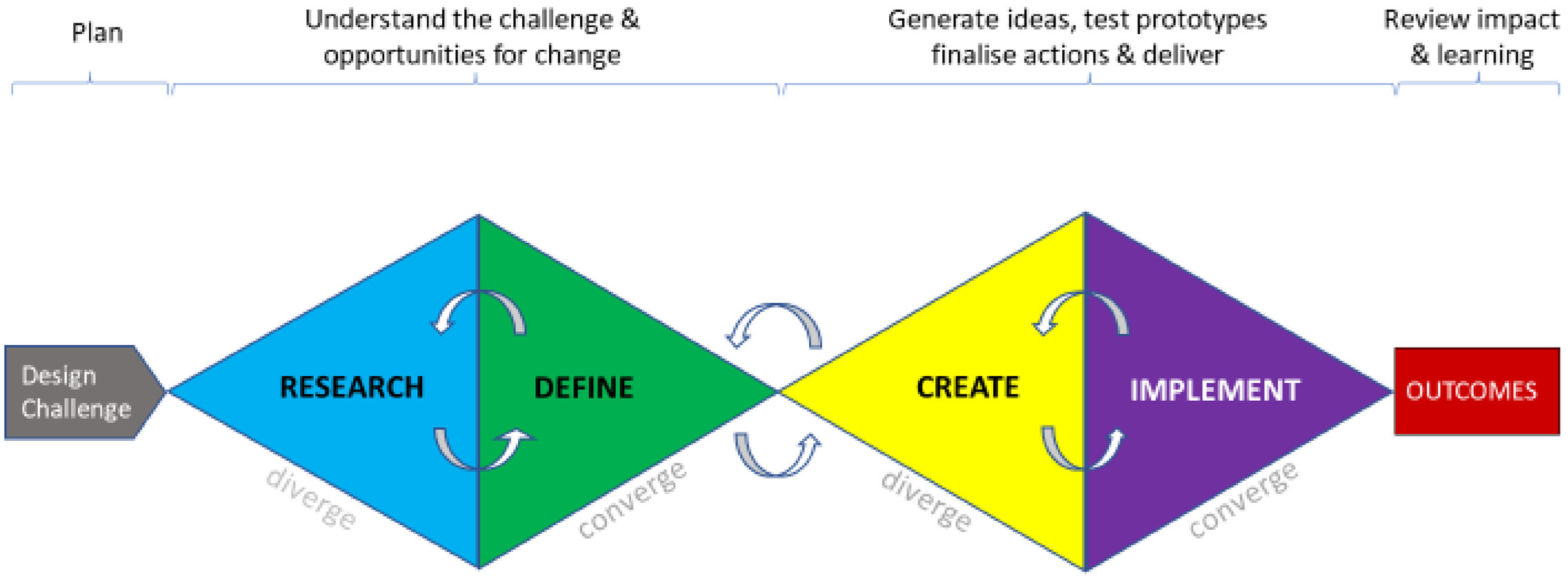
You can also use the **Generic SCA Skills Guide (GS)** and the **Empathy Interviews Guide** for more support.

Introductory Activity Guide

This guide provides an example of implementing an introductory SCA. The guide will focus on a simple range of core activities connected to the process and examples are provided based on the challenge of Climate Change and Biodiversity. While this guide takes you through this specific example, you can select any challenge for your SCA. You can also decide how to split the activities, how long to take on each stage and how to link the SCA to your curriculum.

More details to extend your SCA are provided in the **SCA Core Activity Guide and the SCA Extended Activity Guide,** the **Generic SCA Skills Guide (GS)** and the **Empathy Interviews Guide**

SCA CHALLENGE PROCESS



RESEARCH & EMPATHY

Research and Empathy: Core Activities

Examine Global Challenge
(Optional - See Core or Extended Guide for more information)

Examine Local Challenge

Facts, Assumptions, Questions

Understanding Stakeholders

Analysing Data

RESEARCH AND EMPATHY ACTIVITIES

CORE ACTIVITIES

A1: Understand the Wider Challenge (optional)
A2: Define Local Challenge/Problems
A3: Facts, Assumptions, Questions
A4: Understanding Stakeholders
A5: Analyse Data: Point of View Analysis

EXTENDED ACTIVITIES

A1: Climate Fresk Cards (climate change)
A4.1: Stakeholder Facts & Questions
A4.2: Empathy Interviews (separate guide)
A4.3: Challenge Observation
A5.1: Point of View Analysis (Individual)

See SCA Extended Activities Guide for details

The **Research** section takes you through a range of core activities and examples (linked to climate change). You can also use the **Generic Skills (GS) Guide and Extended Activities Guide** for more information about activities.

CHALLENGE FOCUS: GLOBAL OR LOCAL

When planning your SCA, you may decide to move directly onto **Activity 2** and focus on a **Local** (or more specific) **Challenge**. Alternatively, if you wish to start by examining a **wider issue and challenge area** (such as global climate change or plastics/recycling), then begin with **Activity 1.** (See SCA Core or Extended Activity Guide).

Exploring a wider issue can help to provide a background to the issues and increase pupil engagement (e.g. by highlighting the impact of climate change on animals or people, regions, rivers and oceans, extreme weather, etc.)

Within this introductory guide we will assume you have decided to move directly onto a **Local Challenge.**

A2: EXAMINE LOCAL CHALLENGE

What local or specific challenge will you be seeking to tackle? What are the problems? Who are the key stakeholders?

What can you learn about the challenge area from different sources (curriculum, experts, stakeholders, further research)? How can you write this as a problem? How can people see the challenge area in different ways and view problems differently? Can you write down how different stakeholders may view the challenge, problems and solutions differently?

Find out more about the challenge area from experts and stakeholders? Watch a video, invite an expert speaker or a local stakeholder to talk about this issue, read about the challenge area (connecting to your curriculum)?

CLIMATE CHALLENGE IDEAS: LOCAL

Different ways to tackle climate change and biodiversity locally includes:

- **Reduce carbon connected to transport and/or energy use (home, school, business, etc.) -** insulation, showers, thermostat, turning things off....
- **Lower greenhouse gases (carbon and methane) connected to agriculture and meat production** - eating less meat, plant-based recipes...
- **Increase recycling (home, school, business) & reduce food & general waste/litter**- composting, recycling bins, school hubs, litter pickups....
- **Reduce consumption (fast fashion, technology, single use plastics, etc.)**
- **Support eco-friendly and sustainable buildings, holidays and travel.**
- **Plant trees & hedgerows; protect wildlife & increase biodiversity.**
- **Shop local to reduce airmiles for products.**

ACTIVITY A2: EXAMINE LOCAL CHALLENGE

1. Write down the key things you know about the challenge area on separate pieces of paper. What are the problems; who are the key stakeholders connected to the challenge; do certain problems connect to certain stakeholders; are there any current solutions?
2. Share your papers with the group (GS 2). Assemble them into clusters and label the themes. You can also explore how stakeholders may link to certain problems (GS3).

Teachers - Within the groups you may wish to highlight how different stakeholders can view problems differently or may have other experiences or perspectives connected to the challenge area. The 'Teacher in Role' (GS 8) approach (as a stakeholder) can bring the issues to life as you engage with the pupils about these different stakeholder perspectives, and help them to develop greater empathy and understanding.

ACTIVITY A2.1: ENGAGING WITH EXPERTS

There are many different ways to engage with experts and subject knowledge.

1. Connect the local challenge to the school curriculum.
2. Watch videos and/or read more about the issues (fiction & non-fiction).
3. Ask the pupils to research specific issues in more detail.
4. Invite an expert speaker (in person or online) or organise a visit.
5. Organise an event (information finding session) or activities in school with a group of experts (e.g. carousel with tables where pupils can talk to experts in their groups; an ‘how to’ session).
6. Invite in local people in the community with expert knowledge into the school, organise a visit or join local projects connected to your challenge area.

INITIAL THOUGHTS EXAMPLE

CHALLENGE: Reducing carbon emission in the home & school

The greenhouse gas effect (GHG) creates global warming

Implementing renewable energy can be expensive

Carbon dioxide (CO2) is released when fossil fuels are burnt

Household appliances create CO2 - cookers, washing machines, dishwashers, dryers.

Senior school staff

Pupils

Planet

Teachers

GHG effect is when gases in the earths atmosphere trap the suns heat.

Carbon emissions are the biggest environmental problem in the UK

Heating homes & schools creates high amounts of CO2

Small thermostat reductions can help to lower CO2 levels

Electricity is a major source of GHGs & climate change

School

Home Owners

Cost of renewable energy vs fossil fuels

Renewable energy helps to reduce carbon emissions

Lighting, heating, food preparation, electrical appliances create CO2

Long showers use more energy & water

Heat pumps & Solar Panels can help to reduce CO2

Energy providers

Parents

Climate change is causing environmental degredation and impacting human health

Turn off lights & electrical appliances when not in use

Good insulation can reduce energy usage

Heating is a major source of carbon emissions

DfE

Support Staff

ACTIVITY A3: FACTS, ASSUMPTIONS & QUESTIONS

WHAT DO WE KNOW ABOUT THE PROBLEM AND STAKEHOLDERS. WHAT DO WE NEED TO KNOW MORE ABOUT THEM?

1. Based on the information gathered in Activity 2, work in groups and discuss in more detail what you know about challenge. Next, divide your post its/papers between what you definitely know (facts), and what you are not sure about (assumptions). (GS 7)
2. The table and headings can help to divide the papers and help you understand what you know and what you are unsure about. You can also do this with the whole class and complete a joint FAQ table, based on a class discussion (See Example).
3. Discuss and write down what you need to know more about the challenge area, in the form of questions (what possible questions do you need to find answers to through more research?). This can be done in groups or as a whole class. You can also extend this activity by going into more detail about the stakeholder issues and questions.

FAQ EXAMPLE 1

CHALLENGE: Reducing carbon emissions in the home/school

FACTS

Too much gas & electricity is being consumed in homes & schools

Using renewable energy can reduce carbon emissions by 2.5 tons annually

Fossil Fuels produce carbon and greenhouse gases

Houses create 17-21% of global carbon emissions

Turning off appliances when they are not being used reduces the amount of electricity used

Renewable energy creates less carbon emissions than fossil fuels

Heating is one of the main sources of carbon emissions in the home

ASSUMPTIONS

Electricity is the biggest source of carbon emissions in the UK

Using electricity to power appliances at the certain times can reduce your carbon footprint

We need to switch from fossil fuels to renewable energy to reduce carbon emissions

UK schools emit high levels of CO2

Turning off the heating and wearing more layers uses less electricity

QUESTIONS

How can people switch from fossil fuel to renewable energy?

How much carbon emissions does an average house or school produce in the UK?

When is the best time is to use electrical and gas appliances?

How much carbon does our school produce & where?

How can we reduce carbon usage in our school?

How much energy is consumed by leaving on electrical equipment on in the home, when not in use?

FAQ EXAMPLE 2

CHALLENGE: Reduce waste and increase recycling in school

FACTS

Half of waste created by schools is food waste

The school could save money by reducing waste

School food waste costs the education sector £250 million every year

Recycling reduces the amount of waste sent to landfill

Only 20% of recyclable waste is recycled in schools

ASSUMPTIONS

Reducing and recycling waste in school is better for the environment

Recycling saves energy and reduces pollution

There are three recycling bins: paper and card, plastic, and glass

Single use plastic is the most environmentally harmful waste

More recycling bins can reduce waste going into landfil and polluting the environment

QUESTIONS

How can food waste be reduced in school?

How can we encourage staff to recycle more in school?

How much waste does my school create? Where does it go?

What can be recycled and how?

How can we measure plastic usage?

How can we encourage pupils to recycle more?

How much single use plastic do we use?

COMBINING ACTIVITIES A2 & A3

IF TIME IS SHORT, YOU MAY WISH TO COMBINE ACTIVITY 2 AND 3.

1. Write down the things you know about the challenge area (different pieces of paper).
2. In groups, share and discuss the papers and divide them between what you definitely know (facts) and what you are not sure about (assumptions). You can also use the FAQ table (GS 7). This can help to understand what you know, what you are unsure about, and what you need to understand and research more.
3. Select the papers that focus on the key problems connected to the challenge and write down any new problems that may have emerged. Cluster these into themes and take a picture (GS 3).
4. Write down any questions connected to the challenge (what do you need to understand in more detail?). You can decide how to research the questions and select any potential questions you may wish to ask experts and/or stakeholders.

ACTIVITY A4: UNDERSTANDING KEY STAKEHOLDERS

You can find out more about the key stakeholders and their issues through a variety of sources:

Student Desk Research: documentary evidence (books, internet sites, articles, reports, studies) and videos **(Core)**

Expert/Stakeholder Talks: on your specific challenge area (**Extended).**

Teacher in Role (as stakeholders) can also be used to highlight different stakeholder views (GS 8). Students can also take on different roles to highlight diverse stakeholder perspectives. **(Extended)**

Write down the key points, issues and problems you discover through his research.

ACTIVITY A5: DATA ANALYSIS & POV

After collecting data about the challenge, stakeholders and problems, you will need to assemble and analyse the information you have gathered.

Data Analysis Activity (Core)
You can use the **Capture, Group & Label activity** to assemble issues, problems, goals and wishes you have discovered through your research **(GS 3).**

Stakeholder Point of View Analysis (Extended Activity) - Enter this information into a **Stakeholder POV Table.**
Mind-maps can also provide a way to assemble and collate problems and highlight connections.

B: PROBLEM DEFINITION

OBJECTIVES

Prioritise problems & refine challenge focus

PROBLEM DEFINITION ACTIVITIES

CORE ACTIVITIES

B1: Data Analysis and Prioritising Problems

EXTENDED ACTIVITIES

Further Data Analysis and Prioritising Problems Activities - Conduct further research identified as missing, during problem definition stage

The **Problem Definition** section will take you through some activities and examples (linked to climate change). You can also use the **Generic Skills (GS) Guide** for more information about key activities.

B1: DATA ANALYSIS ACTIVITIES: PRIORITISING PROBLEMS

The research/empathy process provides many insights connected to the challenge area. You now need to decide where to focus your attention and how to prioritise certain problems.

Review the challenge problems you have already collected (on pieces of paper/post-its). You can add more at this stage, if you have thought of any new ones.

To keep it simple, you can use a priority line to decide which problems are important and easier to resolve (compared to those that are difficult and harder to solve).

- Within your groups, plot your papers along the priority line depending on where they fit.

You can select from the additional activities (See Extended Activities Handbook) if you wish to refine the problem selection, with other tools. (Also GS9 & 10)

PRIORITY LINE EXAMPLE

CHALLENGE: Reducing carbon emissions in the home

Consumption of clothes & electrical goods too high

No composting bin for waste food items

Major energy loss due to poor insulation - grants

Gas boilers produce high CO2 - replace with air source heat pumps?

Limited Re-using and recycling

More LED lightbulbs required

Single glazed windows produce high energy loss

Fossil Fuel cars create high levels of CO2

Important/ Cheaper ⟵ Less important/ Costly

No draft excluders used to reduce energy use

Current appliances have low energy efficiency

Heating on to high & all day - no radiator thermostats

Shopping local even if this costs more

Lights, TV, phone chargers not switched off or unpluged

Ovens consume higher energy.. Buy an air fryer/microwave

Too much hard standing replacing green spaces

High number of long showers & deep baths

Too much meat consumed (especially red meat)

C: CREATE & IMPLEMENT IDEAS

CREATING & IMPLEMENTING

CORE ACTIVITIES

C1: How Might We Statements
C2: Brainstorming ideas
C3: Prototyping and testing

EXTENDED ACTIVITIES

Additional activities can be used to extend brainstorming and ideas creation.
Activities to assess and prioritise ideas can also be used.

This section will take you through some activities and examples for creating and implementing ideas and actions (linked to climate change). See the **Extended Activities Guide** for more suggestions

C1: How might we statements

How Might We (HMW) statements allow you to move from problems and begin to think through solutions (voices, choices and practical actions). They also provide a good basis to launch brainstorming.

Aim: To create a list of HMW statements connected to the challenge to help you think differently about a problem and/or find new solutions.

By putting the challenge problems into a question it can help to create new thinking and ideas.

How might we [verb – do something] [for a stakeholder, group, place...] ..

Verb: rethink, remove, lower, replace, reduce, use, create, make, reimagine, improve, educate, inform...

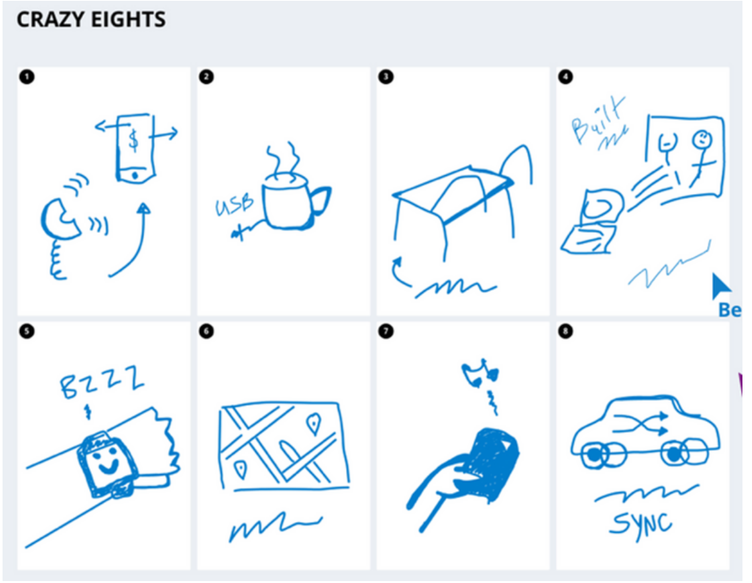
At the end of the **HMW statement**, you can also add **by.....** to suggest a broad solution

HMW - Examples

- HMW encourage the canteen to compost more?
- HMW increase the locations where young people can put recyclable waste?
- HMW turn the image of waste into a good and useful thing?
- HMW provide more bins that encourage more recycling in the school?
- HMW increase the effective recycling of school waste?
- HMW ensure that the bins do not overflow or contain the wrong things?
- HMW reduce the use of single-use plastics in the school?
- HMW reduce carbon emissions in homes by educating people about how to lower energy usage in cost effective ways?
- HMW reduce energy loss for homes through low cost draught excluders?
- HMW increase the biodiversity of the schools grounds by planting more trees?
- HMW encourage local businesses to rethink their use of transport?
- HMW change the consumption habits of local businesses on single use plastics?

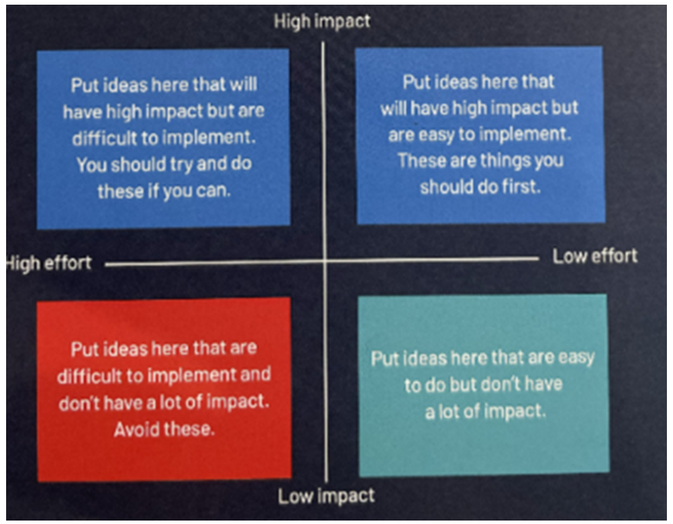
C2: Brainstorming & Ideas

You can simply ask the pupils to brainstorm ideas by writing them down on paper or post its (try to solve the problems or HMWs). You can then **Capture, Group & Theme** them into categories (GS 3).



Extended Activities

Sketching: Rather than writing down solutions, pupils can divide a piece of paper into 6, 8 or 12 boxes and draw (sketch) as many solutions as they can. The idea is to go outside the box and come up with ‘extreme’ and different ideas. (GS 11)

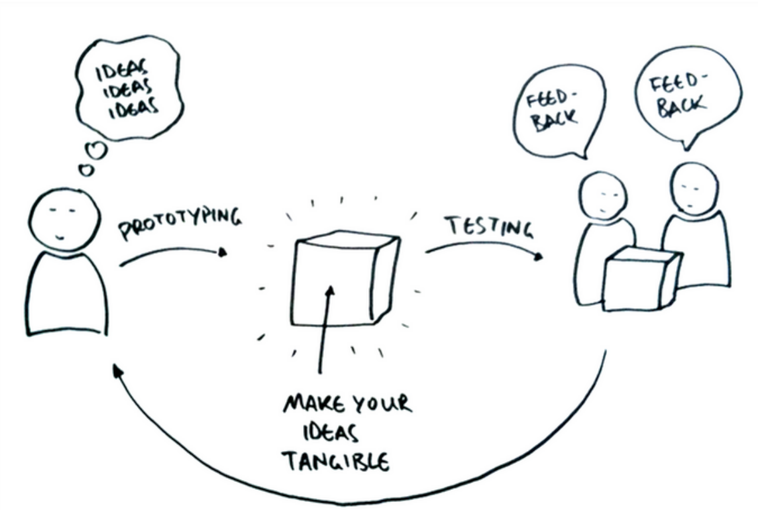


Priority Grids: You can also use priority grids to assess ideas based on certain criteria (e.g. impact and cost) (GS 9)

C3: Prototyping and Testing

Prototype Development

A prototype is a draft version of your final product. It will differ depending on what you plan to produce. For example, practical **actions** (planting trees, designing a recipe book, draught excluders, energy advice booklet), **choices** (consumer advice on sustainable palm oil, information on energy sources, eco-tourism, etc.) and/or **voices** (campaigns, posters, letters to business, government, etc.).



In the early stages, you may produce several quick and simple outlines in a draft form (sketches). You pitch and test these with others and refine them based on the feedback.

Pitching/Testing: You can pitch porotypes to your peer groups, teachers, experts and stakeholders in order to gather feedback and ideas to refine the design.