

Enquire

THE SCOTTISH ADVICE SERVICE FOR ADDITIONAL SUPPORT FOR LEARNING



Teachers notes for **Have your say
the Enquire film for young people about
participating in life at secondary school**



Enquire is managed by Children in Scotland
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SCOTTISH EXECUTIVE

Your national helpline



Enquire is a national service with links to local networks. We provide independent advice and information to families of children who need extra help at school, to children and young people themselves and to professionals who work on their behalf.

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Introduction

Have your say... a film about joining in and getting your views across at secondary school

The film **Have your say** features students with a range of additional support needs [1]. As any student may have additional support needs at some time in their school career, the film can be used with any group you want to encourage to “have their say”. It is suitable for all ages of secondary students and also for P7 students at transition planning stage.

Notes for teachers

This booklet includes four detailed session plans that bring out some of the themes in **Have your say**. You will also find a list of useful contacts and other information at the back (page 18).

The sessions aim to empower students by enabling them to clarify what they need in order to be listened to and make well-informed choices. The session plans are examples. They are not meant to be prescriptive. They simply encourage creative ways of using the film with students.

Examples of warm-up and supporting activities are also included (pages 13-17).

Session 1 (page 2)

introduces the film and highlights the importance of “having your say” and the right of students to ask for help.

Session 2 (page 4)

focuses on how students feel when they have a problem that worries them, and the particular worries that many have about starting secondary school.

Session 3 (page 7)

explores planning for meetings and how you can encourage students to make the most of them.

Session 4 (page 9)

looks at the process of enabling students to make a choice, and re-emphasises their right to be listened to.

Making it work

Consider setting ground rules near the start of each session. Ask the young people what will “make the session work”. Try to get the students to make the suggestions, but you may need to give examples. Common requests are “no shouting” and “no fighting”. Write **everyone’s** requests up on a sheet of paper but try to keep the language positive (“be gentle with each other” rather than “no fighting”). Stress that the requests are for everyone (including you) and ask the group to agree to them. If there are requests that some students can’t agree to, you will need to negotiate a compromise.

This is adapted from reference [2].

Session 1

Introducing the film and working together to find help and information

Time: 1 hour

Aims of session

1. To introduce students to the Enquire film **Have your say**
2. To introduce students to organisations that can give them information and advice, or help them to have their say about the things that matter to them.
3. To build students' confidence using a range of resources.
4. To provide a supportive environment where students can work together in sharing ideas and tasks.

Main content to be covered

1. Introducing the film to students.
2. The use of a range of resources to help find information, advice and support.
3. An emphasis on working together and trusting each other to enable a task to be completed.

Resources needed

- Enquire film **Have your say**.
- Information leaflets from Enquire and other relevant organisations.
- Phone books.
- Access to the internet.
- A range of printed directories, eg of local support groups.
- Flip-chart paper and stand.

A good place to do this work might be in the school's careers library if space and resources permit. The local public library or community centre may also offer bookable rooms.

One possible method

1. Introduce the session. Consider using a warm-up activity (see pages 13-15).
2. Divide the students into a number of small working groups and stress that an important part of this session is helping and supporting each other to find and use information about organisations that can help them.
3. Ask the students why it is helpful to work with someone on a task.
4. Give each group some Enquire leaflets and the other resources available to them for this session.
5. Ask the students what they know about Enquire. Ask them to look in the information leaflets and to check the phone number for Enquire.
6. Show the part of the film **Have your say** that introduces Enquire.
7. Ask the students why someone might contact Enquire. Write their ideas on the flip-chart paper. Ask them if they know other organisations that can give people information, advice or help. Then ask them to work in small groups to look through the resources and to list five organisations they have found.
8. When they have found five, ask each group to find one of the five organisations in a phone book/directory and then to try to locate it on the web.
9. Ask each group to tell the whole meeting which organisation they chose to look up in detail and to say something about how they think the organisation could help them. If possible, get the students to role play, with one or more students pretending to contact an advisor at the organisation with an enquiry.

At the end of the exercise

To enable further reflection and evaluation, ask the students to sit in a circle and to talk about how they found the exercise. In particular, ask them to talk about how they found working in a small group. Was this easy or difficult? Were their ideas listened to? Did any particular person take control? Were any people quiet?

Stress to the students that we all play different roles and bring different gifts when we work together in a group to complete a task. Consider using “Counting sheep” on page 16 to illustrate the following points to the young people. Affirm that those who are quiet in a group still have a valuable contribution to make. Assure them that being quiet is okay. Underline that one of the difficulties in groups, whether of students or adults, is that the group might ignore the views of people who are quiet.

Then point out that groups also need good leaders and people to help them get on with the task they have to achieve. The important thing is that a good leader gives all members of the group an opportunity to share and contribute. Ask the young people to say how a leader can do this.

Stress that we need good leaders and quiet people to get things done well. We all need each other and we should be glad that we are different and have different talents and gifts.

Ask the students at the end of the sharing to think about whether, the next time they are in a group, they would like to do things differently as a group and as individuals.

Session 2

Problems and worries and asking for help

Time: 1 hour

Aims of session

1. To reassure students that people of all ages have problems and worries, and that no problem is ever too small if it makes them feel anxious.
2. To reassure students that problems can create all kinds of inner feelings that are very real and natural and that need to be understood and acknowledged.
3. To encourage students to reflect on how it feels to talk to someone about their feelings and to listen to another person sharing their feelings with them.
4. To encourage students to think about the people they tend to talk with when they have a problem, and to think about other people they could go to for help.
5. To think about the kind of support they want from people when they ask for help.

Main content to be covered

1. That problems are a part of life.
2. That worries and difficulties, for example about starting secondary school, can make us feel upset.
3. That feelings are just as important as words and actions, and can help us understand what is happening to us and why.
4. That talking with someone else can be one way of starting to deal with our feelings and our worries, and can be an important step in finding solutions.
5. That when we go to people for help we have the right to be listened to and to be taken seriously.
6. That there are all kinds of people both in and outwith the school who can help and support us. That we will not always feel comfortable about going to one particular person with our problems: for example, we may not all feel comfortable about going to speak with our Guidance Teacher or Pupil Support Teacher if we are worried; we may decide to speak to someone else.

Resources needed

- Enquire film and leaflets.
- Large pieces of flip-chart paper – two for each group.
- A roll of frieze paper.
- A pile of colour magazines, glue or Blu Tack.
- Pieces of paper and pens for individual use.

(A list of words and phrases that may be useful as prompts is given at the end of this session.)

One possible method

1. Introduce the session and explain the aims. Consider using a warm-up activity (see pages 13-15).
“Move if ...” may be most appropriate.
2. Ask the students to divide into small groups (a maximum of four per group).
3. Explain that you are asking them to think carefully about the following things:

- (a) How they FEEL when they have a problem that is bothering them.

Ask each group to look through the pile of magazines and to tear out words and images that convey feelings they have when they are worried. Ask them to paste the images, words and phrases on to their group’s flip-chart paper.

When they have had enough time to reflect on this and make some choices, ask them to tell one member of their small group about their own feelings when they have a problem. Suggest that they do this quietly and that they try to listen carefully when the other person is talking to them.

After a few minutes ask the students if they noticed anything about the things they shared with each other: for example, did they both feel the same things or different things; did they like the same images or different ones? This is important and can be used to make the point that one person will often feel things in a different way from another person.

- (b) Who they go to or what they do when they have a problem that is worrying them.

Get each student to spend five minutes quietly thinking about the people they go to or the things they do that help them when they are worried.

Ask each student to share with a different person in their group. Give each student time to speak to one another.

- (c) What they can expect from people they ask for help when they have a problem that is worrying them.

Ask all the students in the groups to discuss this and to write down certain important words on a piece of flip-chart paper. Examples could be:

- ✓ to be listened to
- ✓ to feel my problem is taken seriously
- ✓ to be given time
- ✓ to be able to talk on my own with someone
- ✓ to know that things will not be made worse if I tell

Then get one person from each group to tell the whole meeting what things were important for their group. If the students are uncomfortable about reading the lists out, ask all the groups to cut out the words from the sheets and stick them onto one large sheet of frieze paper.

Breaking confidences!

Ask the students to sit in a large circle and then mention that there are times when an adult has to pass on things they have been told. Ask the group of students to think about when this could happen and why; for example, when a student says that s/he is being abused or bullied or when a student says that s/he is doing something that is very harmful to themselves or others.

Finishing the session with the film

Tell the students that you are going to show the section of the Enquire film **Have your say** where the young people say what help they get at school. Ask the students to try to remember the different kinds of help that are mentioned in the film. At the end of the clip, ask the students to name as many different kinds of help as they can (you could make this a competition between groups). Emphasise that different people get help in different ways and remind them that there are other kinds of help too. Remind the students about the organisations they found out about in session one.

Phrases and words that can describe how people feel when they are worried about a problem

- ✓ I feel sick in my stomach.
- ✓ My insides feel really tight.
- ✓ I find it hard to speak.
- ✓ My heart races.
- ✓ I blush and feel hot.
- ✓ I just want to be left alone to think.
- ✓ I just want to sleep.
- ✓ I want to scream and shout at someone.
- ✓ I think that people will laugh at me if I share my feelings.
- ✓ I am a boy: I have to be strong and keep my feelings to myself.
- ✓ I have to be strong because my parents tell me to be.
- ✓ I have to be strong because my parents need my help.
- ✓ I think it is stupid talking about feelings.
- ✓ I feel all alone in the world.
- ✓ I am glad that we have feelings because they are important.

Other feelings

Scared	Anxious	Tongue-tied	Stupid	Sick
Angry	Frustrated	Unhappy	Tired	Panicky

Session 3

Meetings and how to make the most of them

Time: 1 hour

Aims of session

1. To encourage students to think about why meetings are held.
2. To highlight for students what makes a meeting effective for everyone involved (students, parents/carers and staff).
3. To give students time to think about what they can do to prepare for a meeting.
4. To give students an opportunity to say how they would like meetings to be held in their school.

Main content to be covered

1. The section of the Enquire film **Have your say** that covers Review Meetings.
2. Practical things that students can do to prepare themselves for meetings.
3. Practical things that everyone involved can do to make the meeting useful.

Resources needed

- Copies of the film **Have your say**.
- A big chair, small chairs, a large desk and a small table.

Note: This session can be used to help students prepare for any meetings they may attend. This includes Review Meetings, pupil council meetings and meetings with Guidance Teachers or Year Heads.

One possible method

1. Introduce the session. Consider using a warm-up activity (see pages 13-15).
2. Discuss things that make for an effective meeting, for example:
 - people are given time to think about something before they answer
 - everyone who wants to contribute to a meeting is allowed to do so
 - time is allocated to the meeting
 - straightforward language is used
 - things are explained throughout the meeting
 - people prepare for the meeting
 - an action plan is agreed towards the end of the meeting and the student contributes to this plan

Also ask the students to consider environmental factors:

- how a room looks and feels
 - how furniture is positioned
 - how people look, the things they say and how they say them
3. Ask the students to think about a meeting they have attended. Ask them to think about how the room looked and how they felt in the meeting. Ask them to think about how much they wanted to say – and how much they managed to say.

4. Exercise (five mins)

Making use of and positioning furniture for a meeting.

This is meant to be a fun exercise but it does have a serious point.

part a

Put a desk in the centre of the student circle and then put five chairs around it. Ask some students to sit around the table and then, after a minute, take it away. Get the students to discuss how it felt with and without the desk. Explain that sometimes furniture can be a barrier to us relating equally to each other.

part b

Take the small chair and the big chair and ask one student to sit in the small chair and another to sit in the big chair. Ask them how this feels. Ask all the students to say what it looks like. Who looks as if they have power in this situation?

5. Explain to the students that preparing for a meeting will give them more power. An Action Plan will help them prepare.
6. Show the Review Meetings and School Council part of the film **Have your say**. Stress that a Review Meeting is just one kind of meeting in which young people may participate.
7. Ask them to discuss what they think are the most important things to remember, for example:
 - ✓ making a list of what you want to say
 - ✓ being able to bring someone with you to a meeting if you want to
 - ✓ paying attention to other people at the meeting
 - ✓ saying everything you want to say
8. Finish the session by asking them to think about who they would find useful to take with them to a meeting if they needed support. Have they used someone in the past to help them? Before a meeting? In a meeting?

Session 4

Action planning: from thinking to action

Time: 1 hour

Aims of session

1. To develop with students an understanding of the idea and purpose of action planning.
2. To enable students to identify individuals who might be able to help them be heard.
3. To encourage and develop students' strategies for putting ideas into practice.
4. To encourage and develop students' confidence in "having their say".

Main content to be covered

1. The purpose of an action plan, including ownership.
2. The importance of good planning.
3. The importance of good listening and being clear about what you want.

Resources needed

- The last part of the film **Have your say**, which focuses on people looking back and describing what they think helped them most.
- An Action Plan form (see end of the session).
- Flip-chart paper.

Note: There is a lot to cover in this session. You may wish to break it into two or more sessions for the young people you work with.

One possible method

1. Introduce the session. Consider using a warm-up activity (see pages 13-15).
2. Tell the students the following story:
Daniel doesn't go to any of the after-school clubs because he doesn't like any of the activities. He would quite like to do something after school, because he's bored with the TV and his computer games, but the only thing he really wants to do is play guitar and there aren't any music clubs or band nights.
3. Ask the students to think about whether there is any useful advice for Daniel in the film **Have your say**. Show the part of the film that deals with the ways to have your say at school (starts with, "Review Meetings are not the only way to have your say at school" and ends with, "If you don't ask for help you don't really get what you want, and you're not going to achieve much").
4. At the end of the clip draw a line down the piece of flip-chart paper from top to bottom. Write "what" at the top of the left-hand column and "how" at the top of the right-hand column. Ask the students **what** they think Daniel should do and **how** he should do it. Write their idea in the appropriate columns. For example, if the students suggest that Daniel should "Ask a teacher" write this in the "what" column, and ask the students "how" he should ask (eg politely, when the teacher is not busy ...). If the students find this difficult, consider using the "Charades – with a difference" game on page 17.
5. Ask them to think about the times in secondary school when it is especially important to talk to people and ask for help, for example:
 - ✓ starting secondary school
 - ✓ making choices for Standard Grades
 - ✓ thinking about leaving school at age 16 or deciding to stay on
6. Give each student a copy of the Action Plan form and ask them to think of an idea they would like to bring to reality. This may be about school work or after-school activities or it may have nothing to do with school, eg a student may want to think about how s/he could arrange a trip for her/his friends to the cinema or earn some money towards buying a new mobile phone.
7. Explain that Action Plans help us to think about things in a structured way and that the form asks for answers that should help them decide what is possible and how to make things happen. Emphasise that it is allowed to change direction during action-planning and also during meetings.
8. Ask each student to work individually but emphasise that they should talk to their friends and their tutor during this exercise. They can also use the internet and directories to help them. Also remind them that there are many people around them who can help them with their ideas and give information.
9. Ask each student to begin by completing the first part of the Action Plan that asks the question, "What do I want to do?", and then to answer the questions that follow. Encourage them to do this thoroughly rather than quickly and superficially.
10. When all students have finished their Action Plans, ask them to sit in a circle. Ask them whether they found the Action Plan structure easy to follow or did it make thinking more difficult?
11. Ask if any students are willing to share what they have thought about in their Action Plan and to act it out so that the students can practise the strategies and skills they have learnt. This could be a short role play, or you could turn it into an additional session with students acting out their Action Plan as a story with the option to stop the action and ask the audience for suggestions.

My Action Plan

What do I want to do?

Why do I want to do this?

I hope to do this by...
(please put date here)

What do I need to do to make this happen?

Action plan

Who could help me?

Do I think this will work now I have answered all my questions?

What will I do if it doesn't work?

Developing the confidence to have your say ... games can help!

Warm-up and supporting activities

Move if ...

A versatile warm-up, energy-boost and information-gathering exercise for four or more participants.

This is adapted from references [2] and [3].

Resources needed

- Prepared statements.
- A circle of chairs.

What to do

Group members sit on the chairs in a circle.

The leader reads out one of the prepared statements. Everyone in the circle to whom the statement applies has to get up and move to a different chair. If you have people with mobility difficulties in the group, you can ask participants to wave or take a bow instead of changing chairs. Start with general statements such as, “Move if you are wearing trainers”, or “Move if you like chocolate”. Then move on to statements relevant to your topic such as, “Move if you feel teachers take your point of view seriously”.

You might like to keep a note of the number of students who move for each statement (eg 10 students in the group feel teachers take their point of view seriously). For variation, you can have themed ways of moving, such as leaves blowing in the wind, modes of transport or animals.

Group juggle

A game for four to twelve participants to promote concentration and team cooperation.

This is adapted from reference [3].

Resources needed

- Four to eight soft juggling balls.

What to do

The group members stand in a circle. The leader says the name of a group member and gently throws the first ball to them.

Each group member must throw that ball to someone who has not already had it (saying their name as they throw) until everyone has had a turn. The last person throws it back to the leader.

Practise passing the ball in the same sequence a couple of times so that everyone can remember who they got the ball from and who they are passing it to.

Now introduce more balls into the sequence, one at a time, until there are several balls going around at once. This is now a group juggle.

See how many balls you can manage to keep up. Set your record and try to beat it next time you meet.

Count to 20

A challenge that promotes listening and brings the group together. Could also be used to start a discussion about turn-taking.

This is adapted from reference [3].

Resources needed

Nothing!

What to do

Everyone in the group closes their eyes (or sits in a circle facing outward) for the activity. Challenge the group to count to 20 without looking at each other, using signals or working out a sequence of turns.

One person (any person) starts by saying “One”. Any other person in the group can then say “Two” followed by another saying “Three” until the group reaches 20.

If at any time two people say a number at the same time, the group has to start again with “One”.

Counting sheep

This activity is a useful starting point for discussion about “leaders” and “quiet people”.

Resources needed

- A ball of wool.

What to do

Group members sit in a circle and the leader holds the ball of wool.

A topic of conversation is chosen by the leader. It can be what is happening in a TV programme or whether or not pupils should have to do homework!

As soon as someone speaks, the ball of wool is passed over to them, while the leader keeps hold of the loose end. When the next person speaks the ball of wool passes to them while the previous speaker keeps tight hold of their unravelled bit. As talk passes round the group, the ball is also passed on. After five or ten minutes, the wool will have passed across the middle of the circle many times.

The conversation is stopped. Now ask the group to look at the pattern the wool has made in the circle. They will usually be able to see quite clearly that some ‘tracks’ are more heavily used than others, showing that some people have spoken a lot and some very little.

Comments

This fun demonstration of the amount that each group member contributes may be used to develop a more serious discussion about how some young people might wish to have more of a say in meetings and matters affecting them.

Charades – with a difference ...

This activity may be a useful way of enacting the ideas generated in the action-planning session, and also in helping students to think about how to exercise choice.

Resources needed

- A set of charade cards written in advance. These should relate to situations where young people are involved in decision-making, eg:
 - 2 people letting a friend know that you are finding it difficult to work in class because s/he chats too much
 - 3 people choosing and buying a new pet for the family home
 - 6 people getting served in a shop when other people are queue jumping
 - 7 people going to a Review Meeting

What to do

Give each student a unique number and put a corresponding set of numbered cards in an envelope. Pick a charade card and take as many numbered cards from the envelope as are needed to make the charade work. Those whose number comes out of the envelope leave the room and prepare the charade. When they return, they perform the charade in front of the rest of the group, for the group to guess.

Comments

This activity helps to increase confidence in working together and also at being involved in group situations, such as Review Meetings, where young people may be “in the limelight”.

It can also be a useful starting point for discussion with students about the power of assertive body language as well as oral communication.

Resources

[1] Definition of additional support needs (ASN)

A child or young person has additional support needs if, for whatever reason, they require additional support in order to benefit from school education – Education (Additional Support for Learning) (Scotland) Act 2004.

Legislation and references to children’s right to have their say

- Education (Additional Support for Learning) (Scotland) Act 2004
- Standards in Scotland’s Schools etc. Act (2000)
- Children (Scotland) Act 1995
- Information about legislation relating to children can be found on the 4 Nations Child Policy Network website www.childpolicy.org.uk
- Copies of the above Acts as passed by Parliament can be downloaded from HMSO www.scotland-legislation.hmso.gov.uk
- **Protecting Children and Young People: The Charter**
This can be found in the child protection section of the Scottish Executive website www.scotland.gov.uk
- **United Nations Convention on the Rights of the Child (article 12)**
Save the Children produces an easy-to-read version of the UN Convention on the Rights of the Child called the “Child Rights” poster which can be found in the education resources section of the Save the Children website.
www.savethechildren.org.uk

Bibliography

Activities taken or adapted from:

[2] **Participation – Spice it up!**, 2002, Dynamix Ltd., Save the Children Fund, Cardiff

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[3] **Pupil participation ... it’s our school**, 2004, McMellon and Greenwood, Edinburgh Youth Social Inclusion partnership (EYSIP), Edinburgh

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