

PILOT EVALUATION

SUPPORTING NOTES FOR TEACHERS' BASELINE SNAPSHOT

INTRODUCTION

The pilot requires teachers to use the table opposite to record an authentic* starting point snapshot of pupils' attitudes, awareness, confidence levels, in the 10 given areas of study; this is in order to see whether being involved in a linking process has any impact on them in these areas.

Making assessments of pupils' attitudes and awareness in this way may feel like a heavy responsibility, but don't worry – neither they nor you will be judged by the figures you enter. It is the effectiveness of the Linking process we are examining and judging. Nevertheless, you may want to keep pupils' identities confidential, either by using initials or a number code for each sample pupil – this is fine, as long as you're clear which pupils all figures refer to.

*It may be difficult to make an assessment if you don't know your group at all, but please enter some figure in each box, using the supporting activities to gain as clear a picture as you can. If you feel you've entered the wrong baseline score for a pupil you can change it, as long as your observations and re-assessment are still focussing on their baseline position, not one altered through linking experiences.

SUPPORTING PROCESSES

- You may wish to run the exploratory activities provided to feel surer of your estimates of your pupils' current positions. This is not essential, but will give you lots of information to support a judgement.
- Supporting activities should be run before any linking activity, but after you have told the class that they will be involved in the linking project, in order to get a baseline snapshot.
- Activities must be run so that pupils are not conferring, but giving a personal response, which they don't share with others (supervised small group sessions are the best way to facilitate this). Group discussions about these issues will take place in class reflective sessions, which are a completely separate, developmental element of the Linking schedule.
- It's extremely important that pupils understand that they should be as honest about their feelings as possible, and that this is not a test – there is no correct answer; the best, 'right' answer is whatever is true for them. They also need to be reassured that teachers will not disclose or refer to the private responses they offer as part of these activities, and teachers must remember and keep this confidentiality commitment.
- You may want to run activities staggered across 2 or 3 group work sessions, they don't need to be run all at once if this is too much
- You don't need to run the activities with all pupils: e.g. you may choose to run them with half of the cohort, including the 6 sample pupils you have identified (see below).
- You are likely to find evidence from more than one activity to support your assessment of each baseline area. The suggested numbers are the best, but not the only fit.

You will be observing 6 students more closely (your sample – who must remain the same students throughout, and should represent the range of attitudes across the class). The 'Class mean' row on the sheet is for a general impression of the majority position of the class/group. In this way you are showing both the spread, and the most common level.

TEACHERS' BASELINE SNAPSHOT – CONFIDENTIAL DATA

Please fill in this sheet before Linking begins, to give an approximate starting position for describing where students'/pupils' current attitudes, confidence etc sit, on a scale from -3 to +3 (see grey box below).

The table records the baseline picture for a sample group of 6, as well as an indication of a more general baseline picture for their peer-group, which can only be a loose approximation. The process relies on you to ensure scores are as currently accurate and as authentic as possible*, bearing in mind these judgements are subtle, and that the process is confidential.

Important – please read supporting notes for clarification of process.

AREAS OF STUDY EXPLAINED

1. How open to (idea of) mixing with 'different' children/young people?

This is assessing children/ young people's emotional response to the prospect of meeting / mixing, by looking at a specific openness towards the prospect of linking within the project. Fears and negativity indicate a less open attitude, and the speech bubble may reveal what's behind this. (Please see supporting notes as an example for how to score this)

2. How curious to find out about 'different' cultures/children/young people?

This is assessing children/ young people's questioning, and their motivation to know more about diverse experiences broadly – though it may be expressed through their focus on the idea of linking. The 'curiosity questions' can reveal levels of awareness as well as subtle attitudes, and are very valuable.

3. How confident to mix; how easily trusting of 'different' others?

This is assessing children/ young people's assumptions about others, and whether they have barriers which prevent them feeling comfortable to mix with and trust the others they'll meet.

4. How keen to explore /give effort to new 'diverse' friendships?

This is assessing how proactive and motivated they are to invest in the linking contacts.

5. How strong/proactive in cross-cultural teamwork / co-operation?

This is assessing whether children/ young people's attitudes and fears block them from collaborating happily across differences, and how much they seek out such opportunities or would rather avoid them. Their responses may show a general nervousness of teamwork irrespective of who is in the team, which is a different thing and should be scored as neutral.

NB: questions 6 and 7 are looking at a similar area, but 6 is concerned with identifying cognitive awareness, while 7 is concerned with affective awareness – see examples below

6. How aware of a broader, inclusive community (e.g. locally), and of this as a concept generally?

This is exploring what children/ young people understand by the idea (concept) of a community, how connected or cohesive people need to be in order to be called, or feel they are, a community. e.g. a child can be aware that one child is part of something and another is not

7. How wide/inclusive their sense of belonging, and their feelings of community?

This is asking about how they feel about their own community belonging, what qualifies as their community (how tight or loose bonds/links can be to still feel like a community), and what underpins this – whether similarity, proximity, familial ties, interests in common etc, or all/ some/ none of these. How inclusive are they of others? How included do they feel by others?

e.g. what are the child's feelings about belonging or not belonging?

8. How curious to explore the concepts of identity?

This is taking the focus of study into the more general idea of what identity is. How interested are your group in this?

9. How confident and open to explore and express their own identity?

This is focussing on real, personal identities and how comfortable and how sure of/ confident in themselves children/ young people are in defining themselves, or explaining their definitions.

10. How motivated to challenge prejudice based on 'difference'?

This is assessing children/ young people's comfort/proactivity levels around prejudice or bullying based on difference.

NB: When giving attitude levels, please remember there is no expected or anticipated level at any age. We are all changing and developing all the time, adults and children alike.

BASELINE AREAS 3, 4, 5 AND 8

What do you think the linking project will be like for you, when you'll be meeting new children? – here are some ideas.

Decide how much you *agree* with each comment, in each different box

Use a pen/pencil to:

- Put a tick in each one you think you **AGREE** with
- Put a question mark (?) in any that you think you're 50/50 about, or not sure about at the moment
- Cross out all the ones you think you **DISAGREE** with

Remember – there are NO right or wrong answers to these! It's about what's in your thoughts and ideas, so don't worry if you put different ticks and crosses than other people. Everybody will have different ideas.

I think the others we meet will understand me 3	I think the others we meet won't understand me 3	I'll need to meet them a few times before I get relaxed 3	I think I'll be relaxed after meeting the others once 3	I think I'll find I can trust someone who's different from me 3
I bet we'll find that we don't get on with each other 4	I hope I'll make a new friend who I want to stay friends with 4	I'll think it's a waste of time 4	I'll want to try hard to staying in touch with the people we meet 4	I hope I'll stay friends for a long time with the people we meet 4
I'll work well in a team with the others we meet 5	I won't want to work in a team with the others we meet 5	I'll feel nervous about working in a team with the new people 5	I don't like working as a team 5	I really enjoy teamwork 5
I think I'll learn interesting things about other people 8	I won't learn much that I don't already know 8	I'll understand more about myself from meeting the others 8	I'm not that interested in finding out about other people 8	I'll be interested to find out what similarities we have 8

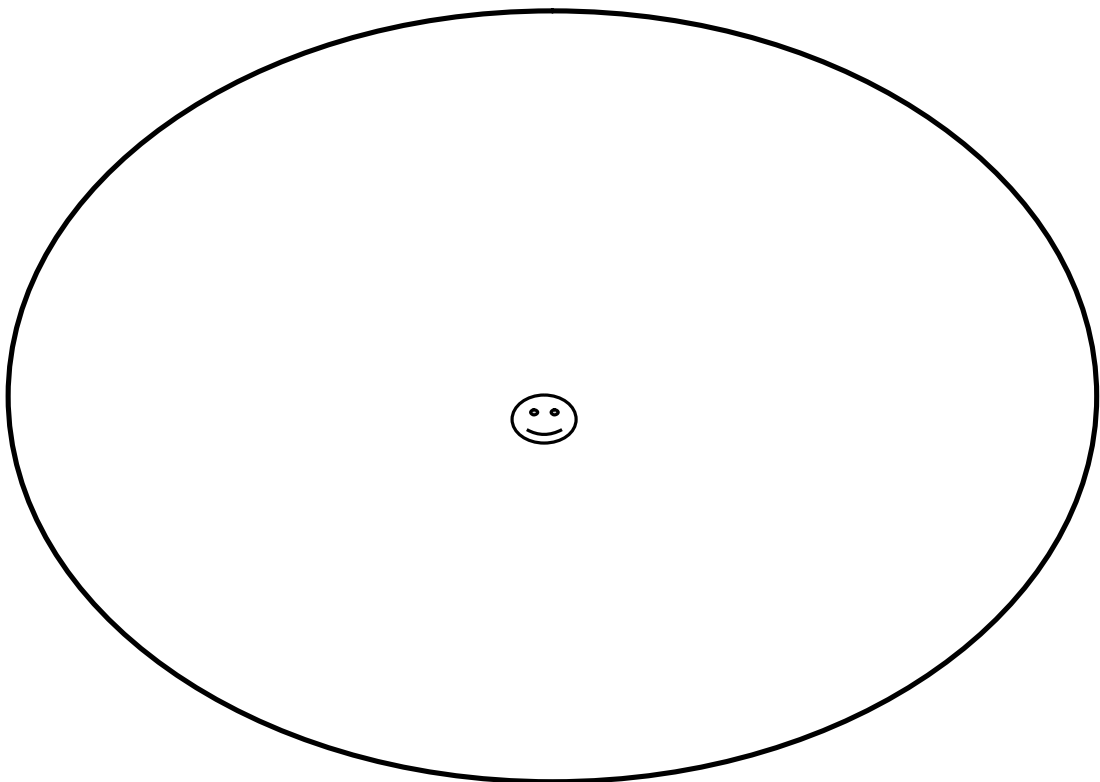
BASELINE AREAS 6 AND 7

How and where do you feel *you* belong within this *local* community? (e.g. your school and where you live)

Imagine the face in the box represents you.

Decide what *communities* and *groups* you belong to. Now draw some triangle shapes, labelling them as these groups etc, and putting them inside or outside the circle, to show how strongly you feel you belong to that particular community. The closer you put the triangles to your face, the stronger your sense of belonging. Add as many as you need.

E.g. school, street, family, clubs, place of worship, friends.



BASELINE AREA 6 AND 7

When you think about the neighbourhood where you live, what do you feel? What have you noticed about: *the people, how people get on with each other, how they get on with you, your friends, and your family?*

😊 Good things	😐 Things neither good nor bad	😞 Not good things

BASELINE AREA 9

Imagine if somebody didn't know you at all, and didn't know anything about you, and they asked you to say *who you are*, the important things that make up your identity, what words / ideas would you choose to describe yourself?

(This activity could be carried out as the mask activity – pg 24 in the guidebook). NB: please ensure children are describing themselves for real, and not a fantasy identity such as they may use for gaming etc

This is me:..... (your name)

- | | |
|---|---|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

BASELINE AREA 10 (NB: this can be expanded into a drama-type scene, for imagining the situation more effectively)

If you overhear other people picking on someone, or being disrespectful towards someone, because they are different in some way, how do you feel?

Please circle the best match:

<i>It wouldn't bother me</i>	<i>It's nothing to do with me</i>	<i>I don't like to hear it, but I can't do anything</i>	<i>I'd be bothered, I'd feel bad</i>	<i>I'd be angry, and want to do something</i>
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BASELINE AREA 10

If you *knew* the people being disrespectful – if they were your friends for example, what do you think you might feel like doing?, (if you think someone could do something)

<i>What someone might do</i>	<i>Couldn't do this myself ✓</i>	<i>Might try to do this ✓</i>	<i>Would do this ✓</i>

SECONDARY STUDENTS STARTER ACTIVITY

BASELINE AREA KEY

Name.....

School.....

BASELINE AREA 1

Through the project you are going to be meeting and working together with young people of your age from different backgrounds. (They may have a different faith/religion, different culture, look different, sound different....)

Can you choose up to 3 feelings from the ones below to say how you feel about the idea of meeting and mixing with them? Circle the words:

excited

shy

nervous

scared

curious

cross

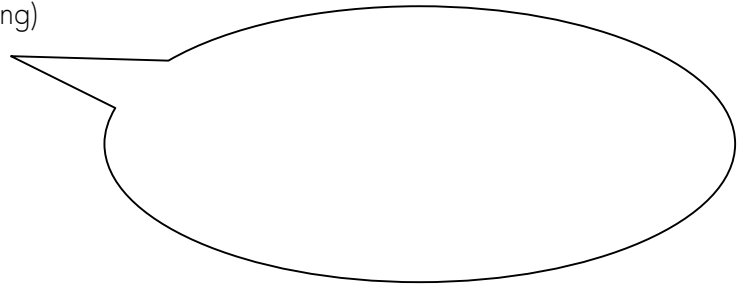
worried

happy

unhappy

.....
(Another feeling)

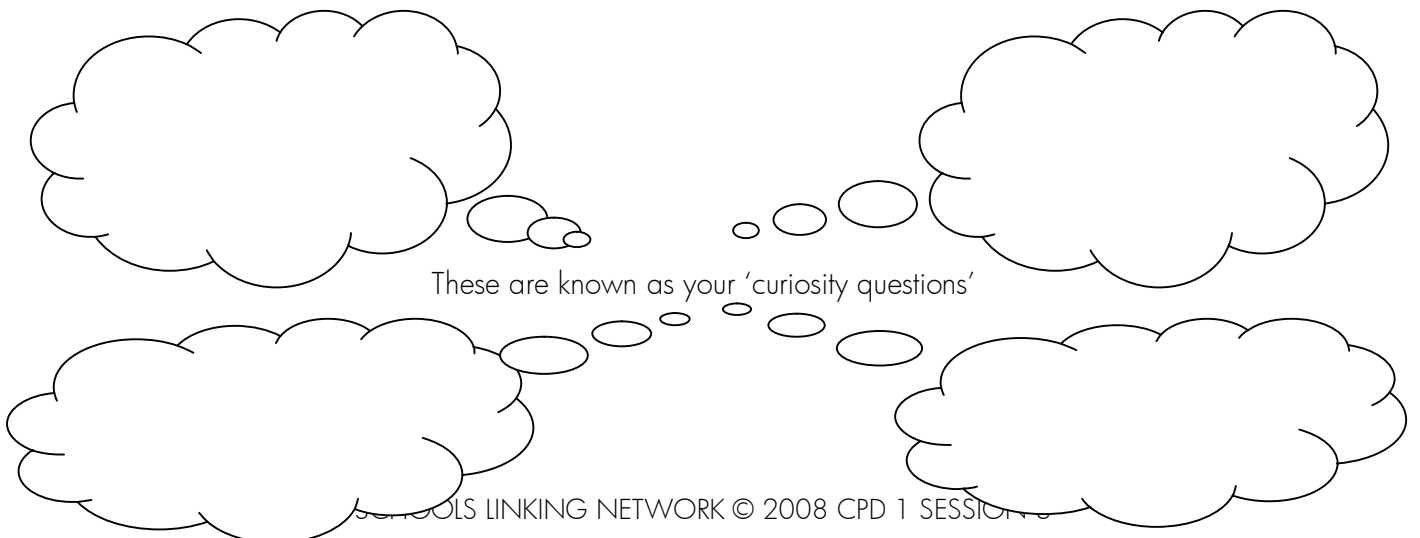
Draw a line from the feeling you have circled which is the most important for you, linking it to the speech bubble, and write what you think makes you feel like that:



BASELINE AREA 2

If there were no 'taboos' and no sensitivities, and you didn't need to worry that anybody might think you're being rude..... What would you be wondering about these other young people.....?

...What questions would you really like to ask children/adults you'll meet through the project, who will be, (or might appear to be) different from you in noticeable ways? (For example, in their ethnic, cultural, social, national or religious identities etc, the way they look, sound, what they think...) – What are you curious about?



These are known as your 'curiosity questions'

BASELINE AREA 3, 4, 5, AND 8

What do you think the linking project will be like for you, when you'll be meeting new young people from different backgrounds? – Here are some ideas,

Decide how much you agree with each comment, in each different box.

Use a pencil to:

- Put a tick in each one you think you AGREE with
- Put a question mark (?) in any that you think you're 50/50 about, or not sure about at the moment
- Cross out all the ones you think you DISAGREE with

Remember – there are NO right or wrong answers to these! It's about what's in your thoughts and ideas, so don't worry if you put different ticks and crosses than other people. Everybody will have different ideas.

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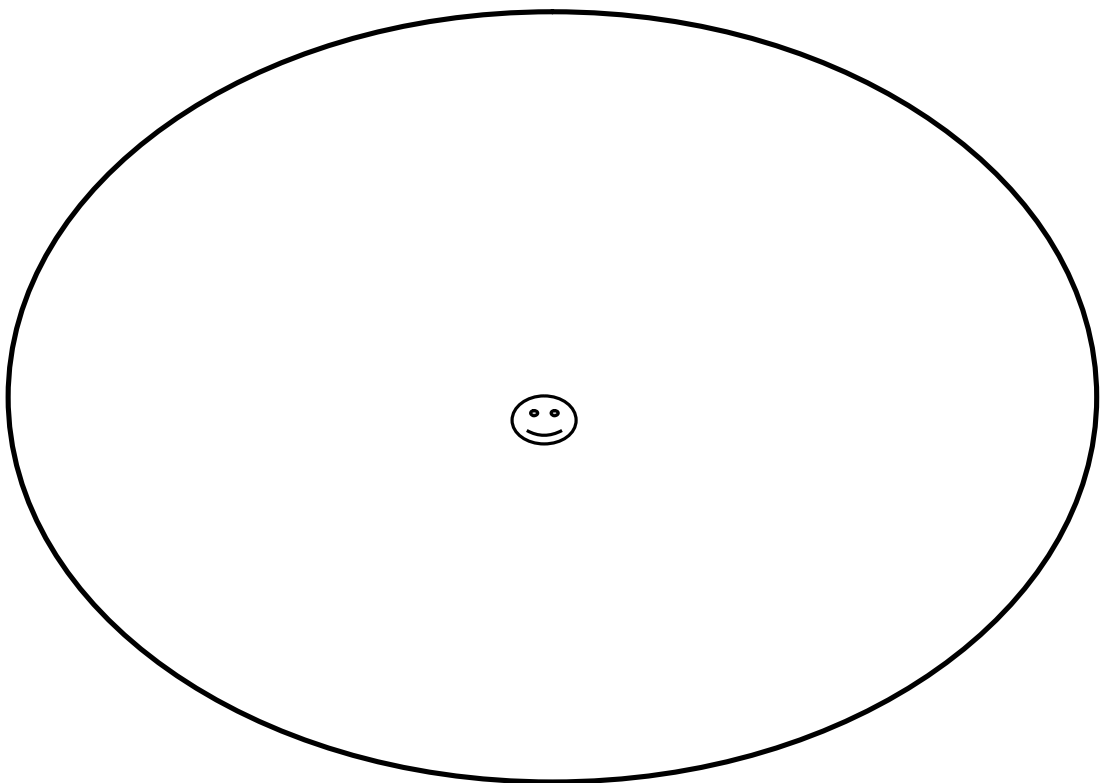
BASELINE AREAS 6 & 7

How and where do you feel you belong within this local community? (E.g. your school and where you live)

Imagine the face in the box represents you.

Decide what communities and groups you belong to. Now draw some triangle shapes, labelling them with these groups etc, and putting them inside or outside the circle, to show how strongly you feel you belong to that particular community. The closer you put the triangles to your face, the stronger your sense of belonging. Add as many as you need.

E.g. school, street, family, clubs, place of worship, friends.



What do you think and feel about your local community? (The people, how the people relate to each other.....)

BASELINE AREA 8

How often do you have the opportunity to discuss ethnic, cultural, rich, poor, social and religious identities, nationality, diversity, respect and cohesion, or tensions between groups or individuals – either at school, or in any other context?

1 = never 2 = rarely 3 = less than once a month 4 = once a week 5 = common topic of discussion

How often do any of these discussions come up amongst your friends?

1 = never 2 = rarely 3 = less than once a month 4 = once a week 5 = common topic of discussion

BASELINE AREA 9

If someone who didn't know you at all, or anything about you, asked you to say who you are, the most important aspects of your identity, what words / ideas would you choose, to describe yourself?

(NB: please ensure students are dealing in reality here, and not adopting, inventing or embellishing an identity for the exercise!)

This is
me:.....

(Your name)

1	6
2	7
3	8
4	9
5	10

Baseline Area 10

(NB: this can be expanded into a drama-type scene, for imagining the situation more effectively)

If you overhear other people picking on someone, or being disrespectful towards someone, because they are different in some way, how do you feel?

Please circle the best match:

Not bothered, no big deal	Nothing to do with me, so...	Don't like to hear it, but can't get involved	Bothered, feel bad, but.....	Angry, must do something
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Because...

If you knew the people who were being disrespectful – for example if they were your friends, if you think you might feel like doing something, what do you think you would/might do? (Please add more at the bottom if you want to!)

Possible Action	Couldn't do this myself ✓	Might try to do this ✓	Would do this ✓

SIXTH FORM BASELINE ACTIVITY –ALTERNATIVE:

FORUM DISCUSSION / FOCUSSED QUESTIONS

1. What is your identity? – How would you describe yourself and your identity?
(Link baseline 8, 9)
2. What groups and communities do you belong to?
(Link baseline 6, 7)
3. Do you know of any issues or challenges for any particular group or community in your school or neighbourhood?
(Link baseline 6, 7)
4. Should anything be done to change this?
5. How important is 'action' on this?
6. How might any 'action' involve you?
7. How likely are you to 'act' and in what ways?
(Link baseline 10, 5)
8. What role does your school currently play in the community?
9. What role would you like it to play/do you think it should play, for example through the linking project?
10. How could the linking project help you engage with different communities?
(Link baseline 4, 5)
11. How interested are you in meeting / mixing with others from different communities?
12. How easy is it for you to mix with others from different communities?
(Link baseline 2, 3)
13. What would you be interested to learn about/from other communities?
(Link baseline 1, 6, 7, 8)
14. What skills might you improve or learn through linking?
(Link baseline 1, 5, 4, 8)

SIXTH FORM BASELINE ACTIVITY –ALTERNATIVE:

FORUM DISCUSSION / FOCUSSED QUESTIONS

1. What is your identity? – How would you describe yourself and your identity?
(Link baseline 8, 9)
2. What groups and communities do you belong to?
(Link baseline 6, 7)
3. Do you know of any issues or challenges for any particular group or community in your school or neighbourhood?
(Link baseline 6, 7)
4. Should anything be done to change this?
5. How important is 'action' on this?
6. How might any 'action' involve you?
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(Link baseline 1, 6, 7, 8)
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(Link baseline 1, 5, 4, 8)