

Every Child Matters: Make a Positive Contribution

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Every Child Matters: Make a Positive Contribution

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MAKE POSITIVE CONTRIBUTIONS!

Introduction to ‘Make a positive contribution’

The Children’s Act 2004 gave the ‘legal underpinning’ for the ‘Every Child Matters’ agenda. Five outcomes were identified as being of utmost importance to children and young people. These are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The key word in all five outcomes is ‘wellbeing’

The five outcomes are seen as ‘the universal ambitions for every child and young person, whatever their background or circumstances.’

Each pack in the series takes one of the five outcomes as its focus and this pack has ‘Make a positive contribution’ as its focus area. The worksheets have been specifically developed to allow learners to have a full understanding of what it means to ‘make a positive contribution’ at KS3 level. The pack offers a variety of different teaching and learning styles within its pages as well as giving up-to-date facts, figures, case studies and reports.

The pack is active in its approach to the topics and learners are required to think for themselves and problem solve throughout. Attention has been paid to the needs of those learners who are more able – with extension activities, and higher level thinking skills activities.

Every pack has a Teacher Information Sheet to give teachers a greater awareness of the area covered.

The five packs ‘fit together’ to form an overview of the whole agenda so that learners will be able to understand what the agenda means to them personally as well as within the whole school framework. The packs do not cover all the topics in a given area e.g. the ‘make a positive contribution’ pack covers those aspects pinpointed in the DfES guidance for the ‘Every Child Matters’ agenda it does not cover all aspects that could be covered. The 5 packs which form the ‘Every Child Matters’ series can be used to give learners basic information about the topics in the ‘Every Child Matters’ agenda but extra resources will be needed to cover the full PSHE non-statutory guidelines.

Teacher Information Sheet

‘Make a positive contribution’

‘Every Child Matters: Change for Children in Schools’ published by the DfES gives a more detailed description of each of the five outcomes. For ‘Make a positive contribution’ these are:

- children and young people engage in decision making and support the community and environment
- children and young people engage in law-abiding and positive behaviour in and out of school
- children and young people develop positive relationships and choose not to bully or discriminate
- children and young people develop self-confidence and successfully deal with significant life changes and challenges
- children and young people develop enterprising behaviour

This definition of ‘make a positive contribution’ is seen from a holistic point of view and mention is made in the documentation about making sure children and young people are supported throughout by parents and carers. This pack takes the same holistic view and aims to develop in learners a full and rounded understanding of what making a positive contribution means.

The first worksheet, ‘Every Child Matters’ contains details of the Victoria Climbié case and could upset some learners with its detail but is included as a background to the ‘Every Child Matters’ agenda.

Every care has been taken with the facts and figures given in this pack but you must remember that they date as soon as they are published.

THINK POSITIVE!

BE POSITIVE!

MAKE A POSITIVE CONTRIBUTION!

Every Child Matters!

On 25th February 2000, an eight year old child named Victoria Climbié died in a London hospital. When doctors examined her after her death they found that she was suffering from malnutrition, had been living in a damp environment and that her movement had been very restricted. The report they published made terrible reading – it went on to say:

‘She had 128 injuries, with no part of her body being spared from injury. Marks on her ankles and wrists make it certain that her arms and legs had been tied together at some point.’

The two people who had done this to her were tried and jailed – one was her great-aunt and the other the aunt’s boyfriend.

The enquiry that followed her death led, in part, to the government putting together the ‘Every Child Matters’ agenda. This has as its focus the ‘well-being’ of all children from birth to 19 with five ‘outcomes’ being important to it. These are:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

All services which look after children and young people should work together ‘to protect them from harm and achieve what they want to achieve.’

In March 2005 a Children’s Commissioner for England was appointed ‘to give to children and young people a voice in government and public life.’

1. What do you think ‘make a positive contribution’ means?
2. List the ways in which a child or young person could be stopped from ‘making a positive contribution’.
3. Does a good or bad home life affect a child or young person making a positive contribution?
4. What might be the reasons for a child or young person who once ‘made a positive contribution’ no longer doing so?
5. How can you tell if someone is ‘enterprising’? How would this skill affect them at school and in the community?
6. What support could be given to young people who would like to start their own business?

THINK POSITIVE!

Making positive contributions

1. Make a list of the six most positive actions you have carried out in the past two weeks. For each action say who it helped and what were the consequences of that positive action.
2. What have you contributed to in the past two weeks? It could simply be contributions in a class discussion or it could be other things. Make a list of six ways in which you have contributed to something in the past two weeks. How do you feel when you make contributions which are valued and rewarded?

I make positive contributions!

3. Some young people find it very difficult to make positive contributions either in or out of school. Why do you think they are like this?
4. What could teachers do to help all children and young people make positive contributions in school?
5. What could parents/carers do to make sure that all children and young people make positive contributions in the home and in the community?
6. Making positive contributions could be linked to being a 'good citizen.' What is your definition of a 'good citizen?' Do you think you are one? Make sure you give your reasons.
7. Read what Mr and Mrs Holmes say about pupils being positive and making contributions to the community. What would you say to them if you met them?

'The young people at our local school wouldn't know a positive contribution if it hit them in the face! They come into the town at lunch time, make a mess with litter, take over the place and are rude and unruly. We have written to the Head teacher to complain but nothing happens. The school needs to do something about it. It's time they were taught right from wrong and contributed something to the town. They just take everything for granted. If you try to speak to them you get abuse back. It wouldn't have happened in our day.'

Making decisions in school

Many schools ask pupils to help in the decisions that have to be made. Read through the decisions which have to be made at Anytown School and tick or cross those which pupils at your school would be involved in. When you have done that you should discuss the level of involvement you have in your school's decision-making processes. Is it enough/not enough or too much?

	T I C K	C R O S S
1. Appointment of a Head Teacher		
2. Appointment of a Canteen Manager		
3. Change in the times for the school day		
4. Changes in uniform		
5. Change from house based tutor system to year based one		
6. Revamp of toilet areas		
7. Activities at lunchtime		
8. Clubs and activities before and after school		
9. Your views on different departments		
10. Your views on what should/should not be in Sex Education lessons		
11. Setting up a mentoring scheme		
12. Food served at breakfast and lunchtimes		

1. Why do many schools involve pupils in decision making?
2. Why would a school not wish to involve its pupils in decision- making?
3. 'Helping with the big decisions means we are responsible and so.....'
How would you end this sentence?
4. Imagine your school needed to appoint a new teacher and you were one of the pupils involved in the interviews. What kind of person would you look for? What skills and attributes would you want them to have?
5. Could pupils be given too much say in decision making? What might be the consequences of that?

'It gave me confidence and let me see that I was involved and responsible. It helped me grow as a person.'

MAKE A POSITIVE CONTRIBUTION!

School Councils

'School Councils have a vital role to play in promoting the school as a strong learning community.'

'Pupils have a real say in how they learn and achieve and are involved in how the school is run, for example helping to interview new members of staff.'

'Pupils are fully involved in decision making and so feel important and valued. This impacts on behaviour and standards in the school.'



Yes but...what exactly is a School Council?

- **A group of pupils who are elected annually, trained and attend regular meetings with senior staff to put forward the views of their peers. They take part in decision making within the school.**
1. What qualities would you look for in a member of a School Council?
 2. What issues do you think a School Council in your school should discuss? Why?
 3. What kind of training do you think a member of the School Council should have? Give reasons for your answers.
 4. Good communication between the School Council representatives and the classes they represent is very important. Why do you think this is?
 5. What 'rules' should there be for a School Council meeting? For example how long should a meeting last, how often should they meet, what should they discuss?

MAKE WAVES – JOIN YOUR SCHOOL COUNCIL!

Mock Elections

Schools use mock elections to vote in the members of their School Council. They also use them to give pupils an idea of what local and government elections are like.

Go to www.mockelections.co.uk

1. Go to the Student Homepage and do the Quiz and game.
2. Read through the Party Information page.
3. Read the Y Vote Stories about those involved in Mock Elections.
4. Using the knowledge you have gained from reading about the different political parties, decide which party you would stand for in a Mock Election. Write out your campaign speech and devise your slogan.
5. How would you improve the local community and the country if you were 'elected'?
6. What would you need for a Mock Election in your school? Think about the voting booths, venue, campaigns, and hustings.



7. What skills could you gain from being a candidate in a Mock Election?
8. Using ICT, design a leaflet telling pupils why Mock Elections are an important part of school life.
9. It's General Election time and you want to have a Mock Election in your school. You have got to put forward your case to the Head teacher. What would you say to convince the Head teacher of the importance of this to you and to the school?

MAKE A POSITIVE CONTRIBUTION AND TAKE PART IN MOCK ELECTIONS!

Helping in the community

1. How does your school help the local community? Make a list of all the ways in which your school community has been involved with and helped your local community in the past six months. Say which activities you were involved in.
2. How would you like to help your local community? Who would you help? Working in small groups design an activity/event which would be of benefit to a group of people in your local community. Give details of the activity/event, where and when it will take place, what the benefits will be to your target group, how much it will cost in money/time/effort.
3. Read the newspaper article about the pupils who went into the local community and then write about;
 - what the benefits were of their actions – for both the pupils and the target group
 - how they could follow up on the event

Local pupils do it again!

Twenty five energetic pupils from Childen School worked over their half term holiday to interview members of the community about the local football club, Childen Rovers and then, using the interviews, they put together a booklet telling the story of the much loved local club. The booklet will be on sale at the school and football ground and all funds raised will go towards the appeal for a new club house for the Rovers. Katie Scott, one of the pupils involved said that she had been amazed by how many people turned out to tell their stories and to hand over photographs. 'We all learned so much and it wasn't just about the Rovers. Did you know for example that Miss Hall, who is 78, helped her mum to make the shirts for the team when she was only nine years old.' Martin Jones said 'Really it opened our eyes to what the Rovers means to the town and how good it is to be part of something like this. We are making history here.'

The sensory garden

This is the story of how ten of us helped create a sensory garden in our local park. My name is Grant by the way and I was one of the ten. It happened during the first week of the summer holidays but the planning took place in May.

Mrs O took assembly and talked about being partially sighted or having no sight at all. My gran was blind and I used to help her a lot. Mrs O told us that there was to be a project during the first week of the summer holidays and it was to involve around 100 people. The project was to build a sensory garden in the local park and she wanted ten volunteers from school to take part in it. Over 100 of us put our names down and I was lucky to be one of those chosen. We had to sign forms and our parents had to give their permission for us to go. On the Monday morning I got there at 10am. There were stacks of people there. We were divided into teams of 10 and each team had a team leader. My team had to clear the ground and load the stones onto a truck. It was hot, hard work but we laughed and joked together. At lunchtime we were given a packed lunch which people from the church had made. By 3pm we had the ground cleared and it looked great. I went home really tired and dirty but pleased. My dad said it was the first hard work I had ever done. I think he was right. We worked hard for the next four days and by 3pm on the Friday the plants, flowers and bushes were in, the pathways laid and it looked and more importantly, smelt, great. I got a real buzz from looking at what we had achieved in those five days. I had worked with people of all ages, most of them I hadn't met before. On the next Monday we all went back to the garden and the local paper was there and they asked for a volunteer to write about it all – and that's what you have here – my account of it. I have volunteered to be one of the team to look after the garden as it grows and I am proud to have been a part of the project. Even though my gran is dead and didn't get to experience the garden I know she would have loved it. Not bad going for a boy some teachers say is 'naughty'!

1. What do you think Grant learned while taking part in this activity?
2. Why do you think he volunteered to take part in it?
3. Why has he volunteered to continue to help with the garden?
4. Why did the organisers choose the first week of the summer holidays to do this work in?
5. How does taking part in this activity show the pupils and the school in a positive light?

MAKE A POSITIVE CONTRIBUTION!

Law abiding behaviour

1. Read the article below.
2. List the ways in which the children and young people mentioned in the article are not behaving in a 'law abiding' way.
3. Decide what could be done to help the children, young people and adults who live on the estate.
4. Write a charter for young people outlining what 'law abiding behaviour' is.

Where the law abiding live behind locked doors

Jak is 14. He is clinging to the top of a lamppost, shaking it. The lamppost swings back and forwards under his weight. He is carrying a hammer and aims it at the light. This is life on Hill Top estate. Many houses lie empty and boarded up. Mattresses, fridges, tyres, shopping trolleys litter the roads and gardens. Many of the houses have gaping holes in the roofs, stripped of tiles and lead by gangs of young people. It's so bad the remaining families cannot have visitors. Cars are broken into, verbal and physical abuse is common. One elderly man had his front windows broken by a gang of children - the oldest was about 12. Cars are burnt out every night, walls are covered with graffiti. Gangs of children and young people wander at will and terrorise those who dare to object to their behaviour. Two weeks ago a family were watching their TV at 9pm when their bedrooms were broken into. The youths had climbed the drain pipes and climbed in through open windows before making off with anything they considered valuable. 'It's like this all the time and we live in total fear. Locked doors and windows don't stop them.' One boarded up house is sprayed with the words 'Luxury house to let. Apply within.'

MAKE A POSITIVE CONTRIBUTION!

Positive behaviour

1. What is meant by 'positive behaviour'?
2. How does a teacher make sure all pupils behave in a positive way?
3. Look at the words and phrases given below. They were written by a class of 14 year olds during a discussion on positive behaviour. Take each word or phrase and discuss it in pairs. What does this tell you about positive behaviour, teachers and pupils?
4. Some teachers set targets for positive behaviour for every lesson. Often these targets start with 'Be.....'. Decide on four targets for every lesson to encourage positive behaviour and design a poster for the classroom outlining those targets.

security

A sense of belonging

purpose

Being motivated

Praise

Get on with the teacher

Sense of a job well done

Fairly strict but really fair

A teacher who knows me and makes me feel good about myself

Interesting and challenging lessons which are clear and well planned

We can have a joke but we are expected to work hard

When you are treated with respect then you treat the teacher and other pupils the same way

MAKE A POSITIVE CONTRIBUTION!

Excluded from school

Facts to think about:

- A pupil can be excluded from school either permanently or for a fixed period.
- If it is for a fixed period it can only be up to a maximum of 45 days in a school year.
- When the pupil is excluded from school, the school still has a responsibility to set and mark appropriate work.
- This setting and marking of work applies to any pupil waiting for the final decision with regards to permanent exclusion as well as the fixed-term exclusions.
- Parents/carers must be informed in writing of the exclusion.
- When a Head teacher decides to permanently exclude a pupil, the governing body of the school must ratify the head teacher's decision.
- Once this is done then the LEA (Local Education Authority) must find the pupil a place in another school.

Question - Why might a pupil be excluded?

Answer - There is 'national standard list' of reasons for exclusions and it contains 12 categories. These are listed below.

National standard list of reasons for exclusions

Physical assault against a pupil e.g. wounding

Physical assault against an adult e.g. violent behaviour

Verbal abuse/threatening behaviour against a pupil e.g. verbal intimidation

Verbal abuse/threatening behaviour against an adult e.g. carrying an offensive weapon

Bullying e.g. physical bullying

Racist abuse e.g. racist graffiti

Sexual misconduct e.g. sexual harassment

Drug and alcohol related e.g. alcohol/substance abuse

Damage e.g. damage to school or personal property belonging to any member of the school community

Theft e.g. stealing from shops on a school outing

Persistent disruptive behaviour e.g. challenging behaviour

Other e.g. anything not covered by the categories above

1. Read through the list and discuss each category. Are there any other categories you would add to the list?
2. Some adults argue that there are not enough disruptive pupils excluded from schools! What is your opinion?

Helping those at risk of exclusion

Joe's story

Joe is 15 and is in year 10. In years 7 and 8 he was forever in trouble and was at risk of exclusion. He was helped by a special unit in his school. This is his story.

I came from my primary school with a bad reputation. I was always fighting in school and had lots of time off school because I just didn't like it. When I got to the secondary school older boys would arrange fights with other boys and I just went along with it. My family had a reputation in the village for being tough and I followed that reputation. By the end of year 7 I had been excluded a few times and had been in front of the Governor's behaviour panel but it really didn't make any difference to me at all. At the start of year 8 I was told by my Head of Year that I was on my last chance and if things didn't improve I would have to find another school. I was told that I was going to work with Mr Hays in 'the unit' instead of going to my classes. The unit was just one classroom with Mr Hays and a support assistant and I worked in there and Mr Hays talked to me about my behaviour. When he saw I was 'in one' he would sit and talk to me about things and calm me down. He arranged for me to have anger management sessions and gradually I started to settle down. It wasn't easy but it was working. It was hard for me to give up my tough guy image because everybody in school expected me to be bad. The real turning point Mr Hays says was when I started to go off site for one day a week to do activities. I could only go if I had done my work and behaved the previous week. The activities were hard but I could do really well in them and I wanted to go to them. By the end of year 8 I was much better and actually went to school (not always happily but at least I went). In year 9 I tried really hard and won a prize for achievement and effort at prize giving. I'm not in the unit now but I go to talk to Mr Hays a lot and he helps me when I have a problem. I'm planning to work at a centre for 'naughty boys' when I leave school so that I can help them and advise them. Mr Hays says I'll do a great job because I've been there and got the tee-shirt (whatever that means!)

Preventing offending

Important information to think about and discuss;

A child under the age of 10 who breaks the law cannot be charged with the crime. It is believed that children under 10 are too young to understand what is right and what is wrong. If a child under 10 is breaking the law it could be decided that the child is out of control and the child will be taken into care.

How do you stop a child or young person from breaking the law i.e. how do you stop them from offending?

The Crime and Disorder Act 1998 saw preventing offending as one of its main aims but how can it be done?

Here's what the Act put into place:

- **Child curfew – to protect children under 10 in a particular area from getting into trouble**
- **Child safety order – to give help with children under 10 who are at risk of getting into trouble**
- **Anti-social behaviour order – to deal with serious, but not necessarily criminal, behaviour by those aged 10 and above**
- **Powers for police to remove truants to designated premises – truancy is one of the top factors in putting young people at risk of offending**

1. Read what it says above. Do you think these possible actions will stop children and young people from offending? Give reasons for your answers.
2. Should 10 be the age of criminal responsibility? Do children under 10 understand right from wrong? Give reasons for your answers.
3. What else do you think could be done to stop children and young people from offending?
4. Do you think there are certain types of children and young people who offend? If you agree – how would you describe them?
5. What could schools do to prevent children and young people from offending?
6. The government is anxious to prevent children and young people from offending. Why?
7. Why do you think there is a link between truancy and offending?

MAKE A POSITIVE CONTRIBUTION!

Supporting young offenders

75% of young offenders only commit one offence!

'Keeping Young People Engaged' is a Youth Justice Board Project which aims to give young offenders a second chance in the employment market. Research has shown that employment with training is the biggest factor in reducing offending behaviour in young people.

The 'Youth Referral Order Panel' is for young people who go to court for the first time and plead guilty. They are given a referral order which can last from three to twelve months. A contract is produced which sets out what the young person has to do during that time. It is an opportunity to stop offending and turn their lives around. Offences range from robbery, minor burglary, gang crime to driving offences and drugs possession. Parents/carers and family of the offender are involved in the process.

Young offenders are lending a helping hand during a charity fun run by taking care of all the administration and helping children in wheelchairs to complete the fun run. Young offenders will also help with the marshalling and with refreshments. 'Young people who have offended can repair the harm they have caused by helping others in the community.'

1. What do you think of the three initiatives outlined above? Will they work?
2. Why are parents/carers and family involved in the second initiative?
3. Why does employment with training reduce offending?
4. Should young offenders 'help the community'? Do you think doing this kind of activity will stop them from re-offending? Give reasons for your answers.
5. A reparation order requires young offenders to 'say sorry' in some way to their victims. How could they do this in a meaningful way? Should they meet face to face or would a letter be enough?

**'Meeting the old lady we had robbed made me realise what I had done.
I will never do it again.'**

MAKE A POSITIVE CONTRIBUTION!

Peer mentoring

Mentor = the pupil who mentors
Mentee = the pupil who is mentored

Many schools now have a peer mentor system in place. This is a scheme where pupils are recruited and trained as mentors and they meet with mentees. Often one room in the school is set aside as the room to meet in. What qualities/skills should a mentor have?

1. Read through the list below and tick those qualities/skills which you think are important and cross those you think are unimportant. When you have done that you should discuss and compare your list with that of another pupil.
2. What kind of training do you think a peer mentor needs? Make a list of what you think would be important elements in their training.
3. Matty is a 12 year old pupil who had an attendance rate of 65%. He is very shy and finds it difficult to talk to others. He was linked with John, a year 10 mentor who is also shy and quiet. Matty's attendance level went up to 95% within three months and his work and homework also improved a lot. Imagine you are Matty and write a report about how useful the peer mentoring had been for you. Now imagine you are John and write about how being a mentor has affected your life.

QUALITIES and SKILLS	√	x
1. Listens carefully		
2. Gives lots of advice		
3. Tells jokes		
4. Very calm		
5. Always happy		
6. Reliable		
7. Friendly		
8. Approachable		
9. Gets top marks in all subjects		
10. Talks a lot		
11. Well behaved		
12. Good attendance record		
13. Likes sport		
14. Trendy		
15. Likes the same things as the mentee		

MAKE A POSITIVE CONTRIBUTION

Managing change

Think about all the life changes you have gone through since birth. Some are physical, others mental while others involve changes in the home, at school, with friends and in the family. Everyone goes through life changes – it is important to learn how to deal with them in order to move forward in our lives.

1. List the 10 biggest changes which have taken place in your life to date. For each one, describe what happened and say how it affected you. Was it a positive or negative change? How did you cope with the change? Who helped you through it? What kind of help did they give you?
2. How we deal with change is important. The letters below have been written by young people who are experiencing change. They are finding the changes difficult. Write replies to them, giving them advice on how to cope with all the changes they are going through.
3. 'Why can't everything stay the same?' What would you say to a friend who said that to you?

My parents have split up and are going to get a divorce. I don't know who to live with.

I have moved house and now have to start a new school. How do I make new friends?

My body is changing and I'm a bit worried about what is happening.

I start my GCSEs next term and think that I might not manage all the work.

What's the point of everything? My gran is very ill and I am so worried that she will die.

My friends don't want to know me.

My boyfriend has found someone else.

I have a new baby sister and she takes all the attention and keeps me up all night with her crying.

My favourite teacher has left and I really don't like the new one.

Responding to challenge

What is 'challenge' and how do we deal with it in our lives?

Challenge = A demanding or difficult task

Some people dislike any kind of challenge while others love sorting out challenges and 'winning'.

Challenge in the classroom is very motivating. Research shows that boys in particular respond very well to challenge!

Challenge in your life can be motivating or demotivating depending on the challenge and the circumstances behind it.

1. Read the two stories of responding to challenge and then add endings to each one.
2. Which was the greater challenge, that of Suzie or that of Ryan? Make sure you give reasons for your choice.
3. Describe a time in your life when you had to deal with challenge. Describe what happened and say what you learned from it.

Suzi's story: My dad left home and my mum was very ill. I had three younger brothers and had to look after them. I had to do all the shopping, cleaning, look after mum and the boys and go to school. I was worried that if anyone found out about it all we would go into care and mum would go into a home so I kept it quiet for six months. I was late for school, had lots of absences, and didn't do homework. The stress and worry got to me and I just broke down one day in the local shops. It was all too much.

Ryan's story: I was being bullied at school and so decided if you can't beat them, join them so I started to bully others who were younger than me. It got out of hand and I was excluded and my mum and dad didn't know what to do. One night I heard them talking and my mum said that she was ready to leave if things got any worse because she felt as if everything she did was wrong and that it was probably her fault that I had started to bully. I realised then that I had to do something about what was happening to me and to them. That's when I took a long hard look at myself!

Making positive contributions

'It's not easy making positive contributions but at the end of the day if you do make them then you feel good about yourself and you know that what you have done will help others. I suppose it's good citizenship as well as everything else. In my school we have a 'Positive Contributions Diary' which we fill in during form time once a week. We have to list anything we have done which could be seen as 'positive contributions' and believe me I am usually surprised by what I have done. This positive lark is great once you get started in it and it affects you, your work and your whole life. We have 'Make a positive contribution' on the walls in all the classrooms and all the corridors so we cannot get away from it'. Once it's stuck there in your head and in your heart you really do it!



1. Start your own 'Positive Contributions Diary' and fill it in every week.
2. Design a front cover for your Diary.
3. Design a banner saying 'Make a positive contribution' and hang it in a classroom or corridor (get permission first!)
4. If everyone in your school 'made a positive contribution' how would things change?
5. If everyone in your local community did the same – how would things change? What about the country or the world? What would the changes be? Is it possible? Give reasons for your answers.

MAKE A POSITIVE CONTRIBUTION!

Developing positive relationships

Positive relationships are very important. How we get on with other people will affect every part of life, now and in the future. Teachers, friends, parents/carers, other family members, employers, colleagues – these are the people we need to develop positive relationships with.



1. Think of someone you don't have a positive relationship with. Write down what you think the problems are and why the relationship isn't positive.
2. Now think of someone you do have a positive relationship with. Write down how you get on with each other and how the relationship is positive.
3. Go back to the first person you wrote about and use how you get on with the second person to design a check list which could enable you to start forming a more positive relationship with the person you currently have relationship problems with.
4. Design an advice sheet for pupils of your age which gives hints and ideas on how to develop positive relationships. Make it funny and colourful but make sure it gives good advice!
5. Write a role play scenario which could be used in a lesson about developing positive relationships. Act it out in front of your class and receive feed back about it. Would it help pupils at all?



MAKE A POSITIVE CONTRIBUTION!

No bullying here!

We all know that bullying happens. In a recent survey, 54% of secondary pupils thought that bullying was a 'big problem' in their school. In the same survey, 28% of Year 8 pupils said that they had been bullied during the term. Girls as well as boys are bullied – in almost equal percentages. Name calling is the biggest form of bullying in Year 8. 5% of pupils in Year 8 (mostly girls) said that they had been the victims of some form of sexual bullying usually sexual touching.

So what do pupils say are the most effective ways of dealing with bullying? There are five different ways suggested by pupils:

- Stand up for yourself
 - Tell friends
 - Tell teachers
 - Tell parents
 - Tell outside agencies
1. For each of the five suggestions discuss the plus and minus points for each one.
 2. Which one of the five would you be most likely to use and why?
 3. What other strategies would you use to stop a bully?
 4. What could schools do to stop bullying?

Some teachers are better at sorting out bullying than others.

5. What action would you expect a teacher to take if you went to him/her to report a bullying incident?
6. All schools should have an anti-bullying policy. What do you think should be in such a document? Should all pupils and parents receive a copy of it?

'Bullying is when you are picked on because you are different in some way.'

'It's when you are forced by people older and bigger than you to do things you don't really want to do.'

'Bullying can be teasing, taking things from you, and demanding things like sweets or money.'

'Whatever bullying is - it isn't nice. It makes you feel as if you aren't worth anything and as if you are the most stupid person in the world.'

'Even adults get bullied so we kids don't really have a chance do we.'

In it together!

'There's a little boy on our estate, Peter, he's only 4, and he was knocked down by a lorry 16 weeks ago. He's still in hospital. The doctors thought at first that he wouldn't live but he's still alive and getting better his dad says. He will be in a wheelchair for the rest of his life but at least he's alive. It was all the talk of my school and still is because a lot of us live on the estate and his mum and dad went to our school and so do his two sisters. The school felt that we should do something to help him and we talked about it on the School Council. Three of us went to see his mum and dad and asked what we could do to help him. His dad said that he was getting really bored in hospital and anything we could do to help out would be great. We had a competition in school for suggestions and the best four ideas were for games, making CDs for him to listen to, making toys and having a rota to visit him. We decided to do all four!

Our ideas worked and he really liked what we did. Some of us visit him in the hospital and he looks forward to us going. He's coming out in a couple of weeks and we have worked with his family to convert a room downstairs into his bedroom. We helped to decorate it and with the help of one of our art teachers we painted murals on the wall.

What's happened has really helped us all. We have learned a lot and the school has had some really good reports in the local paper. The people on the estate have worked with us and we all have a real pride in what we have done. Best of all Peter's mum and dad, Tony and Belle, have seen a different side to the school. They were always in trouble when they were there and Peter's two sisters are often excluded. Now they all say that school does care and so the two sisters have been told by their parents to sort themselves out or else. Tony and Belle are pretty scary so the girls will have to do it!

So you see - this story has a happy ending! We have all been in this together and it's amazing what you can do when you really work and try together. The estate has learned a lot as well and we are now fighting for a play area for all the kids. If there had been a play area Peter would not have been knocked down.

Sandie Belshaw aged 14

1. What have been the positive outcomes from this?
2. What have the people on the estate learned?
3. Why do you think Tony and Belle have changed their opinion of school, the teachers and the pupils?
4. How do you think helping out with this will help Sandie, the story teller, in the future?

MAKE A POSITIVE CONTRIBUTION!

Enterprising behaviour

Every school in England has, by law, to teach Enterprise Education. There has been a lot of debate about what this actually means. Try the quiz below to see if you are an enterprising person showing 'Enterprising behaviour.'

For each of the descriptors given, decide whether or not it is or is not you and tick the appropriate column. Discuss your findings with a partner and talk about what you need to do to become more of a person with 'enterprising behaviour.'

A person with enterprising behaviour exhibits the following characteristics/skills:

	That's me!	That's not me!
1. Positive attitude		
2. Flexible		
3. High expectations of everything they do		
4. Sees change as an opportunity and not a problem		
5. Self confident		
6. Willing to take risks		
7. Initiates creative ideas		
8. Develops ideas		
9. Determined		
10. Effective communicator		
11. Confident		
12. Negotiates		
13. Influences		
14. Plans and organises		
15. Works with a purpose		

Plus:

- Can you face the challenge of life in a rapidly changing society?
- Can you equip yourself to live a confident life now and in the future?
- Can you operate efficiently in a fast changing world of work?

Being your own boss

Many people decide, every year, to run their own businesses i.e. be their own boss. Some of those will fail; others will make a success of it. This is also often referred to as being 'self-employed.' Increasing numbers of 18-24 year olds are starting their own businesses and are very successful at it.

1. What skills and qualities do you need to be your own boss?
 2. Why do you think more and more young people decide to be their own boss?
 3. What are the rewards and pitfalls of being your own boss?
-
-

Young Enterprise

Young Enterprise works with pupils to give them a taste of what it means to run a business. They must plan, keep detailed records and be able to show what they have done for a given period of time. The pupils concerned must do market research to find out what kind of business would work best and they then have to get started with it.

4. Work in small groups and think about what kind of 'business' you could set up in your school. Who would be your customers? What would you sell? How would you market your products? Who in the group would be in charge or would you all have an equal say?
 5. How easy or difficult do you think this would be if you really did it?
-
-

What does it take?

Scott is 22 and is a millionaire. He started his web design business when he was 17 and ran it while he was studying at college. He now employs 5 staff and has a successful and thriving business. He says that in order to succeed at being your own boss you need to stick to the '10 Commandments.' Read them through and then discuss whether or not you agree with what he says.

1. Keep going and never give up
2. Ask for advice when you need it - you cannot always go it alone
3. Stick to what you know and have developed
4. Watch the news it could influence you, your customers and your 'product.'
5. Communicate
6. Plan for the unexpected
7. Always be honest
8. Be an expert in your area and always be prepared to learn more
9. Give your customers the very best
10. Watch the market at all times

Success stories

Some young people decide to be their own bosses and run successful 'businesses' while still at school. Jake, Sam and Lauren have three success stories. They are all different but they all made money and enjoyed what they did. Read their stories and then answer the questions given.

Jake: I was bored during the summer holidays plus I had no money! I decided to make some money and stop the boredom. I wrote some leaflets and put them through letter boxes. I offered to wash cars, do gardening and take dogs for a walk. Within a week I had lots of phone calls and never stopped for the rest of the holidays. I have kept a lot of customers on and make anything up to £50 a week now. I could make more but have my school work to do. Over the summer holidays I made £2000! Not bad!

Sam: My neighbour bought a computer but wasn't really very good with it so I offered to give him some lessons. He told his sister and she asked me to give her lessons and it went on from there. I have three people I am tutoring now and charge them £15 an hour. I make about £90 a week. I intend to be an IT teacher so this gives me experience as well as making me some money. I have had to turn work down.

Lauren: I painted a mural on my bedroom wall and when my friend's mum saw it she asked me to do one on the bedroom wall for her little boy. It went on from there and now I have a portfolio which I show to people. It has 35 murals in and they are all my own work. I have just been asked to do some for a café which is opening in my town and I have just finished doing a series of three for a local nursery. It's great fun because most people just accept my designs. I have had to buy paint and other things but I have a good bank balance from this job and I intend to make it into a full time business when I leave school.

BE AWARE: Jake, Sam and Lauren all say that you must be careful if you start your own business as there are some strange and nasty people out there! Check people out and always tell parents/carers where you are going!

1. What qualities do you think Sam, Jake and Lauren have in common?
2. What skills have you got which you could use in the same way?
3. How would you rate Lauren's chances of setting up her own business as soon as she leaves school? Give reasons for your answer.

MAKE A POSITIVE CONTRIBUTION!

The Prince's Trust

The Prince's Trust was set up by HRH Prince Charles, The Prince of Wales in 1976. It is dedicated to improving the lives of disadvantaged young people aged 14-30 in the UK and is now the UK's leading youth charity, offering a wide range of opportunities including training and business start up support. In 1976 21 pilot schemes were launched. These included grants given to a 19 year old woman to run a social centre on a London housing estate and for two ex-offenders to run a fishing club. In 2002 the 50,000th young person was helped in to self-employment by the Trust.

Paula's story:

Paula came from Angola in 1999. With the help of the Trust she started a business offering African and European hair design. She now has her own salon in Norwich and employs two staff. She says 'If I can do it, anyone can. My business is flourishing and I can't believe how much my life has changed. I have winched myself up from the bottom of the ladder.'

Theo's story:

Theo left school with 2 GCSEs and didn't really know what he wanted to do. He signed up for the Trust's 'Get in to Cooking' programme and then decided to start his own catering business. He now has a flourishing business which includes delivering sandwiches to offices and businesses, school dinner contracts for two private schools, catering for weddings, conferences and meetings. He says 'I feel as if I'm at the top of the ladder. I look forward to expanding my catering company and employing even more people. The Trust helped me realise my skills and helped me all the way.'

1. How do Paula and Theo feel about their businesses and about themselves?
2. 'Being a success gives you a buzz.' Do you agree or disagree with this statement? Give reasons for your answer.
3. The Trust helps those aged 18-30 who are unemployed or work less than 16 hours a week, start up their own business. Why do you think it applies these age and work limits?

MAKE A POSITIVE CONTRIBUTION

Being positive!

Being positive isn't always easy! Parents/carers, families and teachers should all be involved in making sure you develop positive lifestyles and attitudes. They should all promote 'positiveness' and the best way of doing that is to be positive themselves.

There are many programmes on the TV at the moment which help parents to sort out their 'little terrors' or 'teenage terrors' and much of what is said involves parents/carers changing their attitudes to parenting/caring.

1. Imagine the situation! You have been asked to help parents who are having a lot of trouble with their 14 year old twins, one boy and one girl, Kayleigh and Karl. The parents say the twins are rude and disrespectful. They shout at and fight with their parents and each other. They don't stick to any rules the parents make and are 'out of control.' They cause problems at school and are in danger of exclusion. The only people they listen to in any way are their grandparents. What should the parents and school do? How can Kayleigh and Karl be helped?
2. What would you say is the kind of 'positive behaviour' which parents/carers should show? Can you learn this? How?
3. Karl and Kayleigh's parents were told to be more positive with them. Their dad says, 'I am positive – I positively hate them.' Is there anything wrong with this attitude to the twins? How will it affect them?
4. Read the checklist for parenting given below and discuss what it says. Are there any points which you really agree or disagree with? Give reasons for your comments.

Checklist for parenting

- Do I think of my children as people who have the right to my respect?
- Do I make them feel stupid or bad?
- Do I humiliate them in front of others?
- Do I always yell, threaten or nag?
- Do I call them nasty names?
- Do I hit them?
- Do I make a big issue over small things?
- Do I always expect the worst?
- Do I apologise when I am wrong?
- Do I let them know they are important?
- Do I set rules and stick to them?
- Do I show them that I love them?
- Do I tell them that I love them?

Words for today

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with ridicule, he learns to be shy.
If a child lives with fear, he learns to be apprehensive.
If a child lives with shame, he learns to feel guilty.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement, he learns to be confident.
If a child lives with acceptance, he learns to love.
If a child lives with recognition, he learns it is good to have a goal.
If a child lives with honesty, he learns what truth is
If a child lives with fairness, he learns justice.
If a child lives with security, he learns to have faith in himself and those about him.
If a child lives with friendliness, he learns the world is a nice place in which to live, to love and be loved.

There are many variations to this poem.

The use of 'he' in the poem is done for the sake of easy reading. It could be she. There is no sexist meaning to it.

1. Read the poem above and then, working with a partner, discuss what it says about children and young people.
2. Working with your partner, add another four 'If a child...' sentences to the poem. Be prepared to defend your ideas, if asked to do so.
3. How does this poem link to the concept of 'Make a positive contribution'?
4. What about parents? Can you write an 'If a parent....' poem along the same lines as the one above?

MAKE A POSITIVE CONTRIBUTION!

Why discriminate?

What exactly is discrimination?

The dictionary defines it as 'to make a difference (unjustly) between people because of race, sex, colour etc' OR 'to select a person for unfavourable treatment due to race, religion, age etc.'

Why do people discriminate?

Fear? Feelings of being better than others? Dislike? Jealousy?

1. In small groups look at the four reasons given above. Discuss whether or not you agree with them, then add other reasons to the list.
2. How can parents/carers and schools help to stamp out discrimination?
3. Read about the problems Andy had and then put together an anti-discrimination policy for your school which outlines how everyone should act towards each other and the punishments for individuals if they discriminate.

Andy's story

My mum's from Somalia in Africa, my dad's white, from the north of England. They met when my dad went to teach in a university in Somalia. My mum was teaching there as well. They married in Africa and then they came back here to work. I was born five years after they married and my sister was born two years after me. We lived in a large town in the north of England and life wasn't easy for us at all. Mum had a lot of racist comments thrown at her and so did dad. When I started school I was made to feel different and was often threatened. I was called names and it went on and on. If mum came to collect me from school people just stared at her as if she was from outer space. Things didn't get much better when I started at secondary school. Don't get me wrong, I had friends but there were always others who made nasty remarks and who were rude about my colour and my parents. I was very bright and that seemed to get some of the bullies really annoyed. In the end, after months of being bullied, threatened and attacked I snapped and went for one of them. I'm fairly big and am very athletic and I hit him, just once, but he fell to the ground, out cold. I was suspended and my parents were really upset. Funnily enough that seemed to turn the tide. I'm not saying you should use violence and I really regret it but no-one bothered me after that. When I got back to school there was a kind of uneasy truce with the bullies. Now I still have some problems but I just shrug them off - life is too short to bother about ignorant racists.

MAKE A POSITIVE CONTRIBUTION!

What if.....?

'What if.....' was written by a 13year old girl after a series of lessons on making a positive contribution. Read the poem then discuss what she means in it, especially the final three lines. Try writing your own, using the same title but your own ideas. Illustrate it and make a display of all the work completed by your class.

What if I was asked what I thought when decisions had to be made?

What if my ideas were actually listened to?

What if all young people became involved in their local community and helped out when needed?

What if there was a Minister for Children and Young People who met with groups of us to talk about the things that mattered to us?

What if we were all given a chance, were seen as important people?

What if no-one messed about in school?

What if all teachers made learning interesting and fun?

What if there were no bullies or bullying?

What if everyone was treated as equal and colour, race, sex, religion didn't matter at all?

What if we could talk to someone any time we had a problem?

What if we were all confident and out-going?

What if those with disabilities were given equal chances with those who didn't have a disability?

What if being positive was made the law?

What if parents and carers really listened to their children and made time for them?

What if the slogan 'Be positive' was etched on everyone's heart, mind and soul?

What if.....

If what....

So what.....

MAKE A POSITIVE CONTRIBUTION!

A self-confident future

Part of making positive contributions is being self-confident about yourself and your abilities. The more self-confident you are, the more likely you are to be positive about yourself, your life, your future and so you are more likely to make that 'positive contribution.'

How self-confident are you? Take the confidence quiz and work out your self-confidence score!

For each statement give yourself a score of 0=not me at all, 1=sometimes me, 2=always me. When you have completed the quiz, add up your score and discuss, with a partner, what it tells you about your levels of self-confidence. There are no right or wrong answers to this quiz! If you score a majority of 0s it shows you have little or no self-confidence, a majority of 1s will show that you have some self-confidence while a majority of 2s will show that you are very self-confident (or have not told the truth!) Most young people will have a mix of 1, 2 and 3.

STATEMENT	SCORE
1. I can stand up and speak in front of my classmates	
2. I give my opinion in class without being asked	
3. I am afraid of saying the wrong thing	
4. I'm afraid people will laugh at me	
5. I always ask my friends what they want to do	
6. I always do what my friends want to do	
7. I let people push in front of me in a queue	
8. If my friend looked terrible in a new outfit I would never tell him/her	
9. I always stand up for myself	
10. I always stand up for others	
11. When asked what I think about a lesson, I will always tell the truth	
12. When someone important talks to me I freeze and cannot say anything back to them	

CLASSROOM RESOURCES LIMITED

Name of Resource

Every Child Matters: Make a Positive Contribution

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operates a programme of constant improvement and
updating of its resources.

If you have any comments to make on this resource,
please complete this page and return it to us at
P.O.Box 1489, Bristol BS99 3QJ

Please place a cross on each line at a point which best
indicates your response to the question above it.

How pleased are you with this resource?

not at all very

Does this resource represent good value for money?

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Would you buy more material from classroom resources?

definitely not definitely

Please make any specific comments you have in the space
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