



The Birmingham Civic Society

NEXT GENERATION AWARDS

Teachers' Handbook 2009

**To improve any society, its young people must
feel that they matter.**

**To stimulate their creativity, nurture their
enthusiasm for life and take their ideas
seriously is the best investment we can make in
the future of our city.**

NEXT GENERATION AWARDS

Welcome to the Next Generation Awards Programme

This award programme has been designed to encourage children aged between 12 and 14 to consider what kind of city they would like to be living in 15 or 20 years from now, when they will be around 30 years of age and will probably have children of their own.

The programme draws their attention to the fact that they are the future citizens of Birmingham and that their ideas, hopes and expectations do matter. The Civic Society seeks to encourage them to be active, responsible citizens contributing positively to the development of the City.

The children will be invited to reflect on their lives in the City as it is now and then consider the changes that may have taken place by around 2025. In envisaging these changes, pupils will be encouraged to discuss a wide range of background subjects the breadth of which has been designed to stretch their thinking away from their present familiar circumstances and into uncharted territory. Only when they have thought about and discussed these new possibilities will they be asked to focus on a project that will bring about change or make improvements in the area in which they live.

In developing their project, pupils will be expected to carry out research to justify the changes they wish to make. They will be asked to describe how these changes could be achieved and then present their ideas in a logical way in a format of their own choosing. Submissions may be made in essay form, in computer-aided presentations, on display boards with graphics and artwork – or a combination of all these methods. Each submission must be delivered in a spoken presentation, demonstrating one of the important skills the Society seeks to encourage.

All entries will be formally assessed according to a set of specified criteria and will be recognised by the presentation of Gold, Silver and Bronze awards. All participating children will also receive personal awards recognising their contribution to their projects.

The highest quality entries will be featured in the news media and will be presented to the relevant Departments of the Council for their consideration.

The Civic Society believes that children have important contributions to make towards the development of Birmingham. This award programme provides a means for them to make those contributions.

This handbook has been prepared to support teachers and pupils in planning and carrying out the programme. It includes suggestions for specific exercises which may be useful in the earlier stages of the work, guidance on the development of proposals and their presentation and a detailed list of the criteria to be used in their assessment.

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NEXT GENERATION AWARDS

Overview

The Next Generation Awards programme is a project-based programme for teams of children aged 12 to 14.

The programme fits neatly into the Citizenship part of the curriculum at Key Stage 3 and is usually completed in around six weeks in the second or third term, involving approximately six hours of class time.

Typically, teams of about 6 to 10 children work together on a structured programme, following a common pattern for the first few weeks and gradually developing their own approaches as their work evolves.

In a nutshell, the programme involves asking teams of children to:

- Think about the wider issues (national and global) that will affect their lives in the next 15 to 20 years
- Identify the issues that could be addressed in Birmingham (or their local area) to improve the quality of their lives and those of their own children, taking account of their hopes, fears and aspirations.
- Propose action plans for the changes that they think should be implemented
- Present their plans for assessment by a panel including leading figures from business, the professions and politics.

National Curriculum Key Stage 3 requirements

This Next Generation Awards Programme provides for many of the requirements of the Key Stage 3 Citizenship and other elements of the National Curriculum to be met.

Project teams may develop their own programme structure, but are encouraged to:

- Gain a clear understanding of many of the political, social, moral, economic and developmental trends and issues that will affect society over the next 20 years.
- Learn about local and national political, social and financial structures and processes
- Appreciate the roles of voluntary organisations, the media and community/religious groups in bringing about change
- Carry out detailed analyses of survey and other information
- Use computer based techniques to obtain and analyse data
- Prepare and deliver coherent, clear and persuasive presentations.

Programme components

The programme begins with an introductory session conducted by a Civic Society representative followed by four main stages as set out below and concludes with an Internal Assessment panel which judges the presentations made by the teams of pupils. The four main stages are designed to take approximately five or six hours of class time, exclusive of the introductory session and the Internal Assessment Panel.

At the introductory session the Civic Society representative will explain what the Society does and the rationale behind the programme. Thereafter, the programme will be carried out by the school staff. The stages set out below are intended as a guide to staff who are free to modify them as they wish – provided that the presentations are ready by the end of June.

Introductory session

Explanation of the Programme by a Civic Society representative, either as a lesson or an assembly presentation to be agreed with the school.

Stage 1. Thinking about the future (plenary session(s) totalling about 1 hour)

Considering the wider issues.

What will my life be like in 20 years time?

What are the main features of life in my area now?

How will life in my area have changed in 20 years time?

What are the 10 issues that we should be most concerned about for my area in the future?

Stage 2. Deciding on what should be done (small teams for about 30 minutes)

Debate the 10 issues and select the three that seem most important.

From these three select one for which the team would like to bring forward a proposal for change – something that could be initiated now to bring improvements in the future.

Stage 3. Developing the proposal (small teams for 2 to 3 hours)

Researching the issue and validating the proposal, including contact with some of the stakeholders, the people affected by the issue.

Deciding on the content of the proposal and how it could be implemented

Detailing the proposal.

Preparing materials to support the proposal.

Stage 4. Preparing the presentation (small teams for about 1 hour)

Deciding on the format and structure.

Ensuring content includes reasons for the selection of the 3 issues to be considered and the one finally chosen to be addressed.

Preparing presentation materials.

Rehearsing the presentation which must flow logically with explanations of decisions and the reasons for reaching them.

Presenting the proposal to the Internal Assessment panel

This panel would typically comprise the Headteacher, a school governor and a representative of the Civic Society.

Notes on the Introductory Session and the 4 Stages

The Introductory Session – explaining the programme to the pupils.

Members of the Civic Society will be available to visit the school and conduct a lesson in which a brief description of the work of the Society, the rationale behind the Next Generation Awards programme and what pupils are expected to do, will be given. The format for this lesson is very flexible and can range from a Powerpoint presentation to a whole year group, to a highly interactive session with a single form. The precise format of this lesson will be agreed with relevant staff in advance.

Stage 1. Thinking about the future (a plenary session – see Appendices 1, 2, 3, 4)

A wide range of topics / matters / issues that are likely to affect the lives of pupils as they grow up is shown at Appendix 1. Teachers play a vital role here in a) getting pupils to think beyond their “comfort zone” and into uncharted waters and b) in eliciting from pupils the issues which really interest them. Having done that, pupils should be encouraged to relate such issues to their lives and local areas as they are now and the changes / improvements they would like to see in the future, say in 20 years’ time when they may have children of their own. As this is a plenary session, its purpose is to agree a list of 10 issues which the entire group considers to be important.

Stage 2. Deciding on a proposal (individual teams – see Appendices 5, 6)

The teams (of say 6 to 10 pupils – self selected, or appointed as appropriate) can now begin to work as a unit. Their first task is to consider the 10 issues agreed on in the plenary session and reduce it to 3 that interest them (making sure that they have clear reasons for their choice) From those 3 issues the teams are asked to select one issue that they think is really important and within which they can develop a specific proposal for change – in other words, something that they can do now that will work towards the changes they wish to see in the future. Teacher guidance may well be necessary here in order to ensure realism – without stifling innovation !! .

Stage 3. Developing the proposal (see Appendices 7, 8)

This is the hard, practical part of the programme. What has been proposed has now to be put into a project that really could be implemented. If the project is of a technical nature – but the technology does not yet exist – then a rationale for the proposed technology must be stated.

Stage 4. Preparing the presentation (see Appendix 9)

Preparation of the charts and visual aids requires a lot of thought. Each chart should be easy to read (think of print size and colour contrast) and must add something to the presentation. The script must be presented in a logical sequence and give a clear explanation of the project and the reasoning behind that project. Rehearse within the team to begin with – decide on the role that each member will play –then rehearse in front of other people. Pupils must be prepared to answer questions after they have made their presentation to the Assessment Panel.

Assessment and Awards

Each participating team will be considered for Gold, Silver or Bronze Awards.

The criteria used in deciding on the level of award to be made to a team will be:-

- Quality of research and analysis – *how information was collected and what was done with it.*
- Proposal development – *how the team came to a decision about what change they would like to see.*
- Action Plan – *how well the pupils developed their plan for implementing the change they would like to see.*
- Presentation – *how clearly and persuasively the children present the results of their work.*

The detailed assessment criteria are shown in Appendix 10.

The precise assessment procedure to be used in a particular school will depend on the number of pupils involved and the logistics of timetabling etc. Every attempt will be made to ensure consistency of standards across schools, but it is recognised that account will have to be taken of the time that has been allocated, the ages of pupils and the practicality of managing the programme for large numbers of pupils. It will be recognised throughout that the most important aspects of the programme are the process that the pupils undergo, the quality of their developmental experiences and the feeling of success they have in completing and presenting their proposals.

A representative of the Civic Society will discuss with the Lead Teacher how the assessment should be carried out for their school.

Two of the typical options available include:-

- For schools with fewer than 10 teams, a panel called the Internal Assessment Panel consisting of the Head Teacher or a senior member of staff, a Governor and two members of the Civic Society would view presentations from all the teams and make provisional awards, to be confirmed after the meeting of the External Assessment Panel which will take place about the first week of July.
- For schools with more than 10 teams, initial assessments could be conducted on a form by form basis, using a panel of two teachers and a simple peer assessment by fellow pupils to decide on a list of up to ten teams to be assessed on the basis described above.

After the Internal Assessment Panel has seen all the ten or fewer presentations, the Head Teacher will be invited to nominate one team from the school to make their presentation to the External Assessment Panel meeting in an external venue in the city in July. The purpose of this meeting is to ensure a measure of consistency across all participating schools and to provide a challenging presentation opportunity for one team from each school.

After the Assessment

Awards made to each team will be notified to the schools immediately after the meeting of the External Assessment Panel.

Certificates for individual pupils will be sent to schools as soon as possible after the meeting of the External Assessment Panel. Where appropriate, a representative of the Civic Society can attend the school to present certificates to pupils. It would be most helpful if schools could provide to the Civic Society an Excel spreadsheet listing all the pupils who are to receive certificates, suitably annotated so that levels of awards achieved can be noted on the certificates.

An awards ceremony will be held in the Council House at the beginning of October at which awards will be presented to each of the participating schools and three of the most successful teams will be invited to make their presentations to an invited audience. The audience usually includes representatives from all participating schools, industry and commerce, the City Council and a small group of parents. The Lord Mayor is invited to present the awards as President of the Civic Society.

The Birmingham Post will publish a special feature page highlighting the presentations made by teams achieving Gold Awards.

Timetable of events

Schools will be expected to:-

- Decide on participation as early as possible in the school year.
- Identify the Lead Teacher and participating pupils by 1 January.
- Have their presentations ready for assessment by 30 June.
- Identify by the end of June one team to present to the External Assessment Panel meeting in early July.

Support from The Birmingham Civic Society

The Birmingham Civic Society recognises that this is an important initiative for both the school and its pupils.

In addition to the Introductory Session, officers of the Society can be contacted by phone or email to give assistance on any aspect of the programme as it is being run. The Society may be contacted by email on Info@birminghamcivicsociety.org.uk.

The ultimate objective is to ensure that as many pupils as possible benefit from a positive experience in thinking about their future, and that of the city, and feel stimulated to become more active citizens as they mature into adulthood. The Civic Society will work with teachers to assist in achieving this objective.

Appendices

Appendix 1

Considering the wider issues

Below is a list of issues which can be considered and discussed as a background to pupils anticipation of their life in 15 / 20 years' time. The list is clearly not a complete one ! -- nor a recommended one -- but it may well serve as a "thought starter" for pupils who have not been involved in this type of exercise before.

- Climate change – pollution – CO2 emissions – floods – hurricanes – 4x4 vehicles – gas guzzlers -- hybrids – fuel cells – bio-diesel – electric cars.
- Problems of road congestion – road safety – public transport systems – cost of air, bus and train travel – walking to work / school – sharing cars – cycling -- where to park cars – new methods of personal transport – new designs of buses and trains.
- Health --- exercise – diet – obesity – life expectation – natural foods and eating habits – new foods and food sources – cost of food – should there be compulsory health checks for all ages?
- Careers – employment / unemployment – jobs for life or a portfolio of jobs – retirement age for men and women – pension provision – care of the elderly, sick, poor and vulnerable.
- Religion – secularism – multi faith schools – single faith schools – multi racism and multiculturalism.
- Global trade – role of China, India and other eastern nations as industrial powers – shrinking manufacturing industry in the UK – growing service industry in the UK.
- Maintaining the GNP – what is the GNP? – bear in mind that the big users of government' money are state education, the NHS, Social Security and Defence
- Effects of Inheritance Tax – application of income tax.
- The family as a unit – responsibility for children in relation to women's careers – fathers' role.
- State education / independent education – more vocational subjects? – new city academies – selection for schools – "setting" within schools – cost of university education – single sex schools – new exams?—how should the school of the future be structured?
- Exploration of Space – living in Space – establishment of a Moon station (for what purpose?)
- Technological developments – advanced computers – personal communication – use of simulation – new materials for clothing – new styles of clothing – new designs. (using "green" materials) for houses, schools, factories and offices – creation of more green spaces, with more trees.
- "Green" power sources – wave, wind, solar, tidal systems to generate electricity – atomic fusion / fission – replacement of coal fired power stations.
- New medical drugs to prevent / control disease.
- Illegal drugs and associated problems.
- The value of competitive sport (between all nations, ages and sexes) for reasons of health, enjoyment and international relations.
- World peace and security – measures against terrorism – role of the Police and Army.

- Development of the performing arts – future forms of dance, pop and orchestral music, theatre – what will make you laugh in 2025? – do you want music played everywhere in public places?
- Role of the BBC and independent TV and radio – the same sort of programmes? – programmes for different age groups – their job to educate or entertain?
- Will you need teachers? – or just computers? -- still in classrooms? – or be educated at home with computer links to school?
- Combating crime – on the street – by computer – use of guns – sending people to jail –or elsewhere? – improving personal security against criminals –combating bullies in school and gangs on streets.
- What to do with derelict areas – new styles of architecture or conventional styles – designs for new houses and flats – what’s in the house of the future?
- The democratic system -- the best system? – voting age – will you always vote? – understanding the role of local and central government .
- What can young people contribute to society now? – will you be doing voluntary work ? – is voluntary work essential to society?
- How to put an end to litter, rubbish and gum on the streets and pavements – elimination of graffiti—the importance of re-cycling.
- Reduction of landfill sites.
- The role of newspapers and magazines in 20 years’ time – will they still be needed? – printed or taken from the net? – what will books look like in 2025?
- What sort of driving test will there be in 2025? – what should be the minimum age for drivers – and the maximum age? – what should be in the Highway Code? – speed limits near schools – speed cameras – advisory cameras – speed limiters in cars and lorries – more roads – toll roads.
..... and no doubt, many, many other issues.

Having discussed these world-wide, challenging issues – some of which will have changed in 15 / 20 years’ time and some not – some of which will be of interest to pupils and some not – pupils can be asked to consider the future in yet another way – by thinking of their hopes and fears for the future.

For example:-

Some hopes

- Good lifelong health and medical care, security at home and in the street, technological changes, a sustainable environment, affordable and reliable transport systems, sensible working hours, stable families, a truly integrated multi racial society that transcends class divisions, religious freedom, more green energy, better designs of housing, good wages and interesting jobs, disposable income, cleaner roads and pavements, democratic government...

Some fears

- Fear of terrorism and crime, increasing traffic congestion, high cost of living, breakdown of family life, polluted air, unemployment, racial division, ill-health and poverty, poor housing...

At this point pupils should be encouraged to concentrate their minds on how these (and any other) issues may impinge on the life they will lead in Birmingham as they grow up. Do they want to create something new or eliminate an existing problem? Are they concerned for themselves or others – perhaps including their children?

If pupils are going to recommend a straightforward project that involves buildings and equipment etc, get them to think about how they will finance that project. If they want to bring about change of attitudes or existing procedures, think about how they would influence the people who can make such changes. Will that mean seeing politicians, councillors and executives? If it does, discuss with pupils how to make an appointment to see such people – and make sure that they are clear beforehand of the questions they want to ask – and accurately record the answers given to them.

In summary, get pupils to think of all the changes that they want to see in their part of the city by, say, 2025. Ask them to discuss these changes in their own teams – then make a decision on one project that they wish to see implemented now – and which will work towards the changes they wish to see in the future.

Appendix 2

My life in 20 years time

Where will I be living?	
What type of home will I live in and will I own it or rent it?	
Will I be working, full-time or part-time?	
Will I have children?	
What types of sport or recreation will I be enjoying?	
Will I have regular holidays?	
Will I vote in local or national elections?	
Will I be interested in the environment/polution/energy sources?	
Will I be interested in what buildings there are in my area?	
Which of the arts am I most likely to be interested in - theatre, cinema, music, dance, TV etc etc	
Will I be concerned about crime/drugs etc?	
What types of voluntary work might I be doing - helping with youth activities, supporting a charity, working with a faith group etc	

Appendix 3

My area now

Good aspects of my area

Bad aspects of my area

Appendix 4

My area in 20 years time

Aspects of my area that may get better

Aspects of my area that may get worse

Appendix 5

Ten issues that will need to be addressed

Appendix 6

Next Generation Awards

Pupil name

Three issues that should be addressed

First issue

Who is affected

What is the effect on them

Second issue

Who is affected

What is the effect on them

Third issue

Who is affected

What is the effect on them

Appendix 7

Something we suggest should happen

Objective

The purpose of this stage is to explore further the initiative that the team thinks should be pursued.

Process

The format of this stage will depend very much on what initiative is envisaged, but should include team-work on:

- defining coherently the issue that is being addressed and what range of actions might be taken
- conducting research into both the issue and the possible actions, possible including:
 - exploring the internet for relevant materials and statistics
 - conducting a survey and analysing the results, possibly using a computer spreadsheet
 - having discussions with a local councillor or business person
 - testing ideas with parents, friends and teachers.
- Considering how the action could be taken, what decisions would need to be taken and who would take them. This would include identifying who the stakeholders would be, including possibly:

Investors	Families
Businesses	Children
Planning Authorities	Elderly
Local community groups	Local community
City Council	Local business
Government etc	

- Defining the costs and benefits of the proposed action
- Preparing an outline plan for the implementation of their proposal, including specifying:
 - What the initiative aims to achieve
 - What would be the benefits and for whom
 - Who would pay and who would need to be influenced to make it happen
 - What could be done now to make sure that it happens

Summing up

By the conclusion of this stage each team of pupils will have a plan for the action they think should be taken and will be in a position to prepare a presentation for assessment.

Appendix 8

Something we suggest should happen

Guidance note on proposals

Creativity

It is very important that participants feel free to be really creative in the ideas they consider and not to feel constrained by convention or perceptions of what might be acceptable. This is their chance to be innovative, to be radical and to let loose their imaginations. There should, however, be some consideration of the practicality of their proposal.

Practicality

Without unduly restraining creativity, each proposal should have regard to at least some of the following issues:

- What would be the costs involved in implementing it?
- How might such costs be funded?
- On what basis would somebody decide to provide the funding (commercial, political, philanthropic etc)?
- Who would need to approve the proposal (eg, Local Council, Government, School, Religious group, other body)?
- What arguments would people use to say that it would not work or should not be done?
- Why is it not being done already?

Costing

Many proposals will not involve any significant costs. They may simply involve replacing an existing programme or doing it more efficiently. In these cases it would be useful to note briefly any saving that might be made and who would make them, or to note that there would be no cost implications.

Where a proposal involves putting up a building and/or employing people the following rough estimates may be useful in deciding on approximate total costs and therefore on the level of funding or other income needed.

Buildings

Estimate the cost of the site

Allow £1000 building and related cost per square metre

Add 20% for furnishing

Add the cost of any specialist equipment

People

Minimum wage is about £5.00 per hour

Junior clerical staff earn about £10,000 per annum

Secretaries earn about £12,000 to £15,000 per annum

Tradesmen (plumbers, electricians etc) earn £20,000 to £25,000 per annum

Managers earn £25,000 to £50,000 per annum

Add 25% for National Insurance, pension etc

Overhead costs

Add about 65% of total employment costs to cover heat, light, water and other running costs

Income

Make sure that all income estimates are realistic

Funding

- **Commercial** – make sure that there is a good commercial reason why a company or other appropriate body might provide finance
- **Charities/Trusts** – try to identify what type of trust might be asked for support
- **Lottery** – explore which of the lottery funds might be suitable
- **Local/national Government** – which Department might be appropriate and from which type of budget might they give support

Appendix 9

This is what we propose

Guidance note on presentations

Schools are completely free to decide on the format and content of their presentations, but should note that they will be assessed on the basis of the criteria noted in Appendix 10.

By far the most important aspect of the presentation is the strength of the content. The assessors will be most interested to see evidence of the quality of thought that has gone into the different stages of the project and the extent to which this is attributable to the children rather than the teacher.

It is essential that the content of the presentation includes a description of how the team decided on the most important three issues to be addressed and how they decided on the one for which they had developed a plan.

Effective presentations in the past have been of two types.

One involves presenters holding up worksheets containing diagrams, charts and tables. If this format is selected it is most important that the materials can be seen easily by the Assessment Panels, are written clearly and referred to in the spoken presentation.

The second type involves an oral presentation accompanied by a Powerpoint slide show. This can be most effective, but care should be taken to avoid the presenters simply reading words from their slides. The Panel members can read those for themselves and presenters should add additional material or commentary.

The Society is keen to be able to add material from each project to a website. It is strongly suggested that at least a synopsis of the project is provided on a cd, ideally using a format that can be converted easily into html. In this way the material prepared during the current year can be shared with schools joining the programme in succeeding years.

Pupils making presentations may find the following tips useful:

- On entering the Assessment Panel room, introduce yourselves either individually or have one of your presentation team introduce each member.
- At all times speak clearly, not too quickly and direct your voice and your gaze towards the Panel. Pupils who, perhaps due to nervousness, look down and mumble / gabble their words make it impossible for the Panel to make a proper judgement. If pupils read from a script that is fine – but learn to read a few lines, look up, pause and then read again – speaking clearly and not too quickly – it's an art / technique that's well worth learning.
- Power Point presentations. These are fine provided they have been well rehearsed and are used (sparingly) to supplement the presentation and not replace it. Remember that this is a pupils' presentation – not a film show ! Above all, make sure that you know how to set up the computer, projector and any sound equipment quickly and efficiently when you enter the room. A long delay whilst the electronic equipment

is set up makes a poor impression on the Panel and gets the presentation off to a bad start.

- If background music is used to illustrate any aspect of the presentation, please make sure that it is quiet and not obtrusive. If it drowns out the speaker it makes it impossible for the Panel to assess objectively and can be very irritating to the Panel.
- Where charts and graphs are displayed, whether on a screen or a display board, make sure that the writing / numbering on those charts is large enough to be read at a distance of approximately 10 /15 feet away. Also, make sure that one member of the team points to the chart in synch with the presentation commentary.
- In the question and answer session at the end of the presentation, try to listen carefully to the question so that you answer it – and don't waffle! You can always say you don't know ...
- In summary, try to put yourself in the Panel's position and ask whether the points you wish to make in your presentation are clear to people listening. It is very worthwhile to rehearse your presentation with a trial audience, particularly if you may have to use a hand microphone.

Appendix 10

Detailed Assessment criteria

The first formal assessment is conducted by the Internal Assessment Panel which comprises the Head Teacher of the School, or their nominee, a Governor, and representatives of the Civic Society. The Head Teacher will decide on just one team that will go forward to represent the school in front of the Final Assessment Panel.

The External Assessment Panel is made up of a leading figure from the world of business or finance, a local councillor, representatives of the programme sponsors and officers of the Society. This assessment stage will be completed at one of the central Birmingham schools.

There are four main criteria by which presentations will be judged. For each of these there are several indicators of performance and the assessors will assign a grade A, B, C, or D according to how well the indicators are demonstrated in the presentations. The Assessors will make Gold, Silver or Bronze awards on the basis of the levels achieved according to these criteria.

Quality of Research

Indicators

- Explored different sources of information
- Investigated their validity and main features
- Identified trends
- Drew clear conclusions

Proposal development

Indicators

- Considered a selection of imaginative, practical initiatives
- For a group of initiatives identified
 - Benefits/costs
 - Stakeholders and their interests
 - Practicality
- Selected a preferred initiative, giving reasons

Action plan

Indicators

- Presented a clear practicable plan indicating:
 - A programme of action and who should carry it out
 - The funds required and where they would be obtained
 - Who would need to be convinced, why and how
- What action could be taken now to begin to make it happen

Presentation

Indicators

- A clear description of the work done and the proposal developed, including:
 - How team members had worked together
 - Use of visual media (computer based or other)
 - Good oral presentation skills
 - Appropriate emphasis of the most important points
 - Persuasiveness

Appendix 11

Useful Websites

The Birmingham Civic Society	www.birminghamcivicsociety.org.uk
The Birmingham City Council	www.birmingham.gov.uk
Government Citizenship initiatives	www.active-citizen.org.uk
General national trends	www.statistics.gov.uk/statbase
Birmingham economic trends	www.birminghameconomy.org.uk/economy.htm
Social trends	www.statistics.gov.uk/StatBase/Product.asp?vlnk=5748
Key Stage 3 Citizenship curriculum requirements	www.standards.dfes.gov.uk/schemes2/citizenship/?view=get
The National Lottery	www.biglotteryfund.org.uk
Charitable Trusts	www.acf.org.uk/trusts_applying.htm