**CPD Theme 3:** Making a difference

Find out about creative ways to participate in Send My Friend to School and to help achieve change.

Explore the issues using the five activity ideas below. Click on the linked text below to jump down to any of the activities:

**Making a difference:** activity ideas

* [Persuasion hats](#Persuasion_hats)
* [Spontaneous persuasion](#Spontaneous_persuasion)
* [Action ideas](#Action_ideas)
* [Action mapping](#Action_mapping)
* [Reflections](#Reflections)

**Find out more…**

Download our other themed CPD activity selections to explore these areas:

**Theme 1:** The global education context in which millions of children are missing out on school

**Theme 2:** Learning about democracy and your pupils’ place within it

**Theme 3: Making a difference** activity ideas

**Activity 3.1:** Persuasion hats

**Aim**

* To understand different ways of persuading one another and how stepping outside of our usual thought processes helps with approaching issues creatively.

**Resources**

* [Send My Friend to School website for background information on issues](http://www.sendmyfriend.org)

As an ice-breaker, try to persuade a colleague to do something, e.g. stand up and move around the room. What did you say / not say to influence their behaviour?

In small groups, decide on a scenario in which a range of viewpoints converge or diverge, e.g. persuading an MP to get involved in Send My Friend to School, or persuading teachers to engage with the issues facing teachers in other countries.

Download information about your chosen issue from the Send My Friend to School website.

Consider this issue from the perspectives of the six hats below. How might wearing each hat help with persuading someone?

WhiteHat.gifThe white hat focuses on **facts and information** known or needed.  
RedHat.gifThe red hat focuses on **feelings and hunches**.  
BlackHat.gifThe black hat focuses on **difficulties**, e.g. why something won’t work.  
YellowHat.gifThe yellow hat focuses on **benefits**, e.g. why something may work.  
GreenHat.gifThe green hat focuses on **creativity**, e.g. solutions and new ideas.  
BlueHat.gifThe blue hat focuses on **managing thinking**, e.g. next steps and action plans.

Choose three hats and create characters for each related to your scenario, e.g. young person out of school, teacher, MP. Create a short role-play dialoguing the different ways of persuasion and the impact this has on communication. Consider the characters’ interactions, e.g. what might a green hat bring to blue hat thinking and vice versa?

Share with the wider group who guess the hats being played and why. What do these perspectives bring to understanding Send My Friend to School differently?

**Theme 3: Making a difference** activity ideas

**Activity 3.2:** Spontaneous persuasion

**Aim**

* To persuade colleagues of the value of getting involved with Send My Friend to School.

**Resources**

* ‘Teacher quotes’ activity sheet (below)
* [‘Malala Day’ PowerPoint](http://www.sendmyfriend.org/resource/malala-day/)

Imagine working with a group of teachers in your school or local area who are not aware of Send My Friend to School. Share with them the benefits of getting involved with Send My Friend and the positive impact it can have on individuals, the whole school community as well as on the lives of people they will never meet.

Read the nine teacher quotes and choose three that resonate with your context. Share in pairs why you chose these three.

Watch the ‘Malala Day’ PowerPoint.

Based on this, as well as the quotes you selected, write fast for three minutes (without thinking!) what you would like to share about Send My Friend to School in a staff meeting.

Share in small groups and / or with everyone.

Based on listening to your colleagues, again write spontaneously for three minutes, on what you would say now.

What is the same and different to before? What does this suggest about the power of persuasion?

**Activity 3.2:** Spontaneous persuasion

**Teacher quotes** activity sheet

It moves children away from the concept of charity to one of social justice. It highlights the fact that every child has a right to education.

We have taken part in every year of your campaign and pupils have taken notice of the progress made in the campaign as they have grown up in the school. Anything that encourages children to raise their heads to look at the needs of others and engage with the world has to be a good thing … helping children feel empowered to do something good and also feel part of something bigger.

Secondary benefits for our students were teamwork opportunities in preparing assemblies and displays; learning a bit more about how democracy works and about lobbying as a political mechanism; and meeting and forming a relationship with our MP.

They all agreed that it made them realise how important education was and how lucky they were to have a free education.

We are working towards Rights Respecting School status and this campaign is an ideal, well-resourced and engaging way to help children engage with real, globally important issues.

It brought meaning to their learning and gave it a context. Linked strongly with our Global Citizenship work and made our International School link with a school in Uganda more relevant.

The MP visit raised the self-esteem of students. They were amazed to think an MP would take time to listen to them.

I think the Send My Friend campaign in schools is excellent. Our school is in a deprived area and children don’t often feel they can give a lot of money. The activities and themes hit home with them and they feel they can make a difference.

It makes them reflect positively on their own situation and gives a sense of their place in the world.

**Theme 3: Making a difference** activity ideas

**Activity 3.3:** Action ideas

**Aim**

* To generate ideas for impactful actions.

**Resources**

* [‘Young activists: school stories’ PowerPoint](http://www.sendmyfriend.org/resource/young-activists-schools-stories-2013/)
* [‘Spread the word’ PowerPoint](http://www.sendmyfriend.org/resource/spread-the-word/)

Watch one or both of the PowerPoints, sharing some of the incredible events, stunts, and ideas that students in UK schools have initiated in support of Send My Friend to School.

Which action idea is your favourite and why? How do the ideas involve people differently? How do they connect students in the UK with the lives of students in poorer countries? How are they the same and different to previous local-global actions you have been involved with before?

In small groups, your task is to generate at least three ‘spread the word’ action ideas.

Evaluate each idea according to the chart below. You could use, add to and / or replace the criteria suggested.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Idea 1 | Idea 2 | Idea 3 |
| How easy is it to do? |  |  |  |
| What do we need? |  |  |  |
| Who can help us? |  |  |  |
| Who do we want to persuade? |  |  |  |
| Who do we want to help? |  |  |  |

Based on this chart, is it clear which action will be most effective? Why? What else is important to consider in making your decision. Add this to the chart and share with colleagues.

**Theme 3: Making a difference** activity ideas

**Activity 3.4:** Action mapping

**Aim**

* To plan your action in detail by creating a process map.

**Resources**

* [Diary of a young campaigner: Emma Woods](http://www.sendmyfriend.org/resource/diary-of-a-young-campaigner/)

Based on the ideas generated in the previous activity, ‘Action ideas’, decide on an action you would like to take.

Read Emma’s diary for inspiration; particularly the ‘Making a plan’ and ‘Taking action’ excerpt.

In pairs or groups, map out the different elements involved in planning your action in the form of a process diagram. This can evolve into any size and shape. See the example below for a process diagram created by refugees and asylum seekers in the UK, showing how they intended to influence the British government.



Source: Communication and Power manual, Reflect

There are different ways of approaching your map. You could start with a goal and work backwards to determine the steps necessary to achieve it; or you could start with the current situation and work forwards.

Each stage is set out on a separate card using different colours and shapes. The more detail that can be included the better, e.g. precise actions, those responsible for making them happen, times and dates, costs, materials needed and so on.

Share your finished maps with each other, ask questions and revise your maps in response to these questions.

**Theme 3: Making a difference** activity ideas

**Activity 3.5:** Reflections

**Aim**

* To reflect on your involvement with Send My Friend to School and the CPD activities.

**Resources**

* Education rivers (Activity 1.1)

In what ways do you think your involvement with Send My Friend to School may have contributed to the three themes of the CPD activities: Rights to education; Participating in a democracy; and Making a difference?

You could create banner shapes for each theme and note responses to the following questions:

**Rights to education**

* What have you learned about rights to education locally and globally?
* How has this influenced the way you perceive yourself and others as teachers?
* Why?

**Participating in a democracy**

* Who have you influenced?
* What impact has this made?
* Has your involvement changed the way you might think and act in the future?
* Why?

**Making a difference**

* How did we make a difference?
* How do we know?
* What were the successes, challenges and surprises?
* What would we do differently next time?

Imagine doing similar activity to this one with young people. Write a list of questions alongside each banner to help young people reflect on and evaluate their experiences. How do these questions differ from the questions in this activity? What insights do these differences bring to understanding the potential of Send My Friend to School?

Return to the Education rivers you created in the opening session. In light of discussions, what might you change / add to these?