



The Birmingham Civic Society's Next Generation Awards



THE
BIRMINGHAM
CIVIC SOCIETY

Teachers' Handbook 2018

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About

Working together to make Birmingham a better place for everyone.

For almost 100 years, the Birmingham Civic Society has worked to make Birmingham a better place for everyone. We are a membership body made up from a wide range of volunteers who encourage community engagement and promote pride in our city.

Our work involves many activities some of which include:

- Improving our green spaces through delivering the Birmingham Trees for Life scheme
- Inspiring the minds of young people through our Next Generation Awards
- Promoting and improving our built environment, architecture and public art
- Celebrating the heritage of our city by installing Blue Plaques and History Plates





Introduction

“I really enjoyed researching the topic of graffiti and going out to take photos and interview people. It was a bit scary doing the presentation to the judges though!”

The Next Generation Awards Scheme is a highly successful Citizenship programme that has been run by the Birmingham Civic Society for the past thirteen years.

In total over 28,500 pupils have participated in the Next Generation Awards since the programme began. This year we are aiming to increase participation in the programme to 20 schools and more than 4000 new students.

The award scheme is aimed at groups of pupils aged 11 to 14, and is an assessed project-based programme designed to meet many of the requirements of the Key Stage 3 Citizenship Curriculum, and also to develop pupils' Personal, Learning and Thinking Skills.

The programme is free to schools wishing to participate, and is usually run with one year group (7, 8 or 9). It is usually completed in

around six weeks in the second or third term, involving approximately six hours of class time.

It is a very inclusive project which is great for developing pupils' skills in team-working, ICT, presentation, creative writing and problem solving, to name but a few. The programme has been developed with the aim of stimulating creativity, nurturing enthusiasm for life, and encouraging pupils to be active, responsible citizens that contribute positively to the development of the City.

The Society passionately believes that children have important contributions to make towards the development of Birmingham, and this award programme provides a means for them to make those contributions, drawing their attention to the fact that they are the future citizens of Birmingham and that their ideas, hopes and expectations do matter.



“It has been an amazing opportunity for our students to reflect on how they can actively help the local community... It has been great to see the four girls grow in confidence over the past few months.”

The scheme asks pupils to work in teams to identify issues and trends affecting people in their community. They must conduct research and develop proposals for actions that would improve some aspect of life in the future. They present their proposals to an assessment panel and compete for Gold, Silver or Bronze awards.

All pupils that take part in the scheme will receive individual certificates for their achievement. Each participating school will be presented with a plaque, detailing the quantity of awards achieved by the school, and a selection of the best projects present again at the finals and the winning team is selected and presented with the Next Generation Awards shield by the Lord Mayor of Birmingham.

This year the strongest team will be awarded ‘The Newman Prize’ of £1500 at the finals. The

prize money of £1500 has been very kindly donated by Newman University.

Supported by BPS Birmingham Future’s Future Mentoring Academy, the successful team will also be paired with a mentor to support them through the execution of their project.

The aim of the award is to help the teams to get their projects up and running so it is important that all teams take this into consideration when formulating their projects as the judges will be required to assess the viability of all finalists projects and their ability to become established with an award of up to £1500 towards making their projects a reality.

The highest quality entries will be presented to the relevant Departments of the Council for their consideration.

This handbook has been prepared to support teachers and pupils in planning and carrying out the programme. It includes lots of activities, resources and lesson plans to support the teachers and pupils through the different stages of the programme, guidance on the development of proposals and presentations, a checklist for pupils to follow and a detailed list of the criteria to be used in their assessment.

Elements of The Next Generation Award can be taught through various subjects in the curriculum. History is one subject where cross curricular work can take place.

The feedback gathered from schools that have run the scheme previously has informed us that pupils thoroughly enjoyed taking part in the scheme, and that there was a real sense of pride throughout the school when one of their teams were selected to present at the final!



Overview

“I’ve never spoken in front of an audience before and it made me think about how I come across. I feel much more confident now...The awards have been really encouraging.”

The scheme asks pupils to work in teams of typically 4 to 8 pupils per team, following a structured programme, gradually developing their own approaches as their work evolves.

Pupils are invited to reflect on their lives in the City as it is now and then consider the issues and problems that they and their friends, families and communities face today. Issues that, if are not tackled now will continue to pose or become more of a problem in the future.

Pupils are encouraged to discuss a wide range of local and national issues, the breadth of which has been designed to stretch their thinking away from their present familiar

circumstances and into uncharted territory. They will then be asked to focus on one issue that has real importance to them and to develop a solution that will bring about change or make improvements to where 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 a number of ways, for example, in computer-aided presentations, on display boards with graphics and artwork, role-play, rap, film etc.

Each team’s solution must be delivered in a spoken presentation of 5 minutes duration, thus demonstrating one of the important skills The Birmingham Civic Society seeks to encourage.

All presentations will be formally assessed according to a set of specified criteria and each team’s achievement will be recognised by the presentation of Gold, Silver and Bronze awards.

Participating pupils will all receive individual certificates for their achievement.



National Curriculum Requirements

“The Next Generation Award is well organised with great resources which are ready to use. A great initiative to get pupils engaged with their local community and make a difference for the better.”

This Next Generation Awards Programme meets many of the requirements of the National Curriculum for Citizenship at Key Stage 3 & 4.

In particular, the scheme will help you to meet the following sections of the Curriculum:

- To equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate - and make reasoned arguments.
- To help pupils develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.
- To help pupils use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned

- arguments and take informed action.
- To help teach pupils the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- To help pupils develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.
- They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.
- To help teach pupils about the diverse national, regional, religious and ethnic identities in the United Kingdom and the - need for mutual respect and understanding.



“We have cross referenced the project with the Citizenship and PLTS and have meshed this into our whole Ci/PSHE/ PLTS provision that we place under the heading Learning for Life.”

- To help teach pupils about the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.

In addition, teams are encouraged to:

- Carry out detailed analyses of surveys and other information.
- Use computer based techniques to obtain and analyse data.
- Prepare and deliver coherent, clear and persuasive presentations.

Personal Learning and Thinking Skills

The lessons that have been developed to facilitate the scheme aim to equip pupils with a toolkit of personal, learning and thinking skills. They are designed to foster aspects of the PLTS such as teamwork, independent enquiry and creative thinking, with pupils encouraged to collaborate, be resourceful and try new ideas.

They also incorporate opportunities for reflection and evaluation particularly within the assessment process via the use of peer assessments, and the provision of a checklist to assist with self-managing.



Programme Components

“The visit to Newman University was a real eye opener for the girls and the talk in the minibus home was all about striving for higher education”

The programme launches with an introductory session conducted by a Birmingham Civic Society representative, who introduces the scheme and explains the project to the teachers and pupils that will be running the programme, usually within a year assembly.

The programme then commences within lessons (often within the PSHE, Citizenship, History or Geography slot within a school timetable or alternatively can be taught in a full day, or a couple of half day sessions), where the five main stages as set out below are followed. The project concludes with an Internal Assessment panel which judges the presentations made by the teams of pupils.

The 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 Birmingham Civic Society representative will explain what the Society does and the rationale behind the programme, and the structure of the scheme. Thereafter, the programme is carried out by the school staff. The stages set out below are intended as a guide to staff, but can be adapted by schools, provided that the presentations are ready by the end of June.

The Introductory Session

Members of The Birmingham Civic Society are available to visit the school and conduct a presentation either as a lesson or more commonly as a PowerPoint presentation to a whole year group's assembly. The presentation includes a brief description of the work of the Society, the rationale behind the Next Generation Awards programme and an explanation of how the scheme works and what the pupils will be expected to do over the

course of the project.

NB: Please refer to your accompanying disc for the full set of all lesson plans, PowerPoints and resources to facilitate the scheme.

The Brainstorm

The aim of the first session is for the pupils, working as a class, to consider a wide range of topics, matters, issues that are likely to affect their lives, and the lives of their families, friends and communities as they grow up.

Initially they should be asked to think Nationally and Globally. 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. (There is a list of issues within the resources in Appendix 1 to help you with this stage, but please do not feel restricted by this list, we are really keen to hear the specific



issues that your pupils consider to be important to them.) Pupils should then be encouraged to relate such issues to their lives and local areas as they are now and the changes, or improvements they would like to see for their future, when they have grown up and possibly have children of their own.

The class should then agree on a top 10 list of issues which the entire class considers to be important. You may like to ask the pupils to vote for the issues they consider most important to help you to arrive at this top 10 list of issues.

The class should now be put into teams (of say 4 to 8 pupils - self selected, or appointed as appropriate). Firstly, the teams should agree on roles (suggested roles within resources), and each team should decide on the issue on which they would like to focus on. An issue that

they think is really important and for which they can develop a specific proposal or solution for change - in other words, something that they can do now that will work towards the changes they wish to see in the future.

The classes should be reminded at this stage that there will be an award of up to £1500 for one team so if possible they should be encouraged to focus on an idea that is viable and could be established for this budget.

Teacher guidance may well be necessary here in order to ensure realism - without stifling creativity!!

Points to Consider:

- Consider the wider issues.
- What will my life be like in the future?
- What are the main features of life in my area now?

- How will life in my area have changed in the future?
- What are the 10 issues that we should be most concerned about for my area in the future?

Research

The pupils should be explained the importance of working together as a team and what team work looks like. The award scheme has proven that good teamwork enables all pupils to produce higher quality work, and in previous years it is not only high achievers that have gone on to win gold awards, or become overall City Champions on this scheme.

This is the hard, practical part of the programme. What has been proposed now has to be put into a project that really could be implemented. This involves researching the

issue and validating the proposal, including contact with some of the stakeholders and the people affected by the issue. Pupils should be encouraged to use a number of different methods to research their chosen topic, a great way to obtain current information is use of questionnaires and surveys. 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.

Points for Team's Consideration:

- Ensure you plan the research and ask the right questions
- Think about what you will do with the answers
- Think about where your idea would be based
- How much would it cost to put in place?
- Who would benefit from your idea?
- Is your idea sustainable? etc



Developing the Proposal

Teams will need to decide on the content of the proposal and how it could be implemented, and gather all the information from a variety of sources to build their proposal into a viable sustainable solution to the issue.

Points for Team's Consideration:

- Decide what to include in your proposal
- Include costings and rationale
- Develop the project into something that could actually be achieved!
- Is your project realistic?
- Is your project practical?
 - Costing - if viable aim for total budget of up to £1500 unless additional fundraising planned (if so how would additional funding be secured and from whom?)
 - Who would approve or oppose?
 - Who needs to be influenced to make it happen?

- Who would pay? And why?
- What are the aims of the project?
- Who would benefit and how?

Preparing the Presentation

The teams should now have gathered all the information required, all that remains is to decide on the format and structure the presentation will take and pull it together! This is the pupils chance to get really creative, submissions can be made via computer-aided presentations, on display boards with graphics and artwork, handouts, role-play, film, rap or a combination of all these methods.

The maximum permitted duration for the presentations is 5 minutes per team though so teams should be mindful that all resources, and elements of the presentation should add something to their proposal, can be clearly seen by the panel, and that all the required

elements are included. The required elements are as follows:

- Your chosen issue to be addressed
- Why you chose this issue (compare it to other issues you didn't choose)
- Explanation of project (including budget)
- Reasoning for it and research findings

There is a checklist within the resources supplied for this stage of the project. One should be given to each team so that they can ensure they have done everything that they need to.

Preparation of 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.

Teams should be encouraged to rehearse their presentations and ensure they flow logically with explanations of decisions and the reasons for reaching them. Pupils should also be prepared to answer questions after they have made their presentation to the Assessment Panel.

The Presentation

All the teams present their presentations to the rest of the class. Each team takes part in peer assessing the presentations and using the peer assessment grid (within the resources supplied). Each team is requested to think of a tip for each team to help them improve their presentations.

There is also an assessment checklist for teachers within the resources section of this handbook. This should be used by teachers to assess each team's presentation. 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 2. Please note that teachers should assess each team's presentations at this stage but not advise teams of the levels achieved until

after the internal assessment panel, to ensure the appropriate awards have been allocated to each team.

Once all teams have completed their presentations the class should vote for the team that they would like to go forward to the next stage of the competition: The Internal Assessment Panel.

The Internal Assessment Panel

This panel would typically comprise the Head Teacher, a school governor and one or two representatives of The Birmingham Civic Society. You may also like to involve your school's community police officer within the panel.

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.

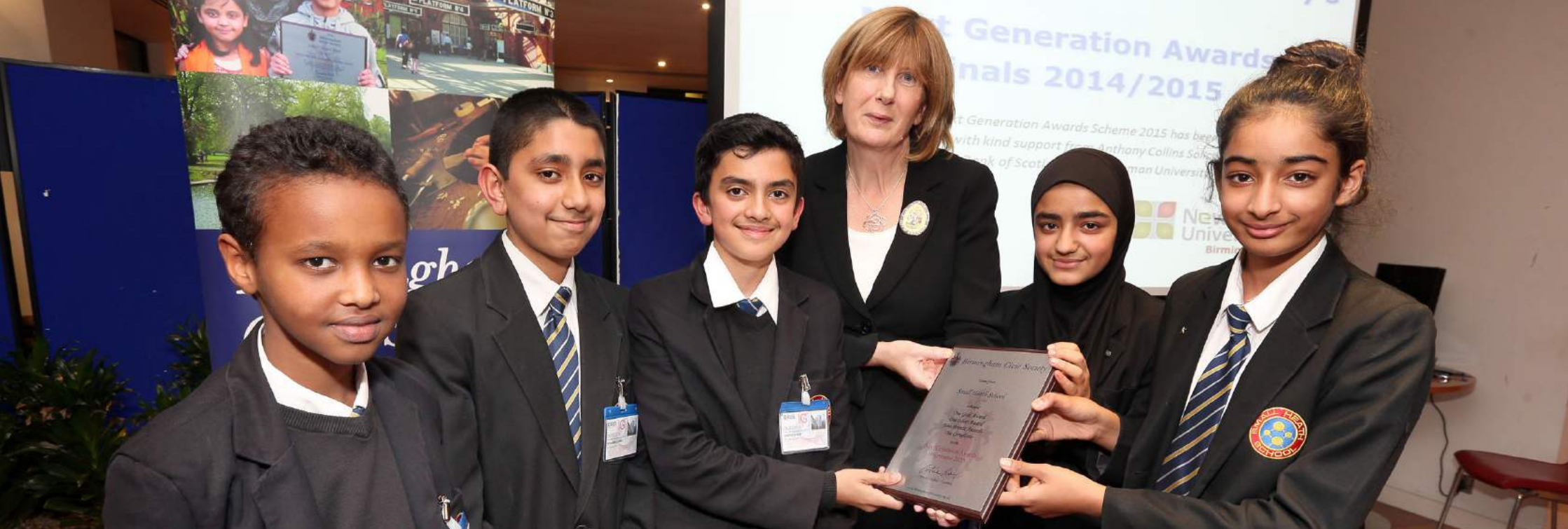
It will be recognised throughout that the most important aspects of the programme are the process that the pupils undergo, the quality of their developmental experiences and the feeling of success they have in completing and presenting their proposals.

A representative of the Society will discuss with the Lead Teacher how the assessments 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 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 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.



The levels of the awards given to the ten or fewer teams viewed by the Internal Assessment Panel should be used as a guide for teachers within the schools to appropriately allocate awards to each team's presentations.

The External Assessment Panel (The Semi-Finals)

The External Assessment Panels (semi-finals) take place in two external venues in Birmingham on two separate days in early July. The venues this year are planned to be Newman University and Anthony Collins Solicitors.

The purpose of these panels is to ensure consistency of assessing across all participating schools, to provide a challenging presentation opportunity for one team for each school and to select the semi-finalists for the next stage of the competition.

One team from each school presents to the panel and the three or four best presentations will be selected to present at the final in October.

After the Assessments

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

A certificate template will be sent to all schools following their internal assessment panels so that schools can print certificates out for all their pupils that have participated in the scheme.

The Awards Ceremony & Final

An awards ceremony is held at the beginning of October at which plaques will be presented to each of the participating schools. The finalist teams make their presentations to an invited

audience to compete to become the overall city champions and be presented with the shield by the Lord Mayor of Birmingham during the ceremony.

The audience usually includes representatives from all participating schools, industry and commerce, the City Council and parents.

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 February half-term.
- Have their presentations ready for assessment by 30 June.
- Identify one team by the end of June to present at the semi-finals 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. Sometimes Next Generation Awards staff can be available to help run the award alongside the lead teacher. There is however usually a cost for this service.

The Society may be contacted by email on nextgenerationawards@googlemail.com

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 Society will work with teachers to assist in achieving this objective.

Appendices

Appendix 1

Considering Wider issues

Below is a list of issues for discussion which could be an effective thought starter for pupils who have not been involved in this type of exercise before:

Current issues such as
FGM - Radicalisation - The Migrant Crisis - Emotional well-being and mental health

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.

The value of competitive sport
(between all nations, ages and sexes) for reasons of health, enjoyment and international relations.

Illegal drugs and associated problems.

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 the
future 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. 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.

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, possibly 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:
 - Please remember if viable teams should aim
for total budget of up to £1500 unless additional
fundraising planned (if further funding required how

would this be secured and from whom?)

- 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.

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
imaginings. There should, however, be some
consideration of the practicality of their proposal.
The winning proposals (across the whole city)
usually contain a high level of originality and have
demonstrated that the students have thought outside
the box.

Practicality

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

- What costs would be involved?
- 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 up to £7.83 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
- Please remember if viable teams should aim for
total budget of up to £1500 unless additional
fundraising planned. Although this is not a
requirement for all projects, only teams that are
able to get their projects implemented for this
level of funding will be able to be considered at
the finals, unless additional funding is or can be
secured.

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
as noted in Appendix 2 and on the assessment
checklist.

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 issue to be addressed and for which they 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.

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 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 a technique that's well worth learning.
- Power Point presentations 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, ensure that it is quiet and not obtrusive. If it drowns out the speaker it is 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 and numbering on the 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 can 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 2

Detailed Assessment Criteria

The first formal assessment is conducted by the Internal Assessment Panel which would typically comprise of the Head Teacher, a school governor and one or two representatives of The Birmingham Civic Society. You may also like to involve your school's community police officer within the panel.

The Head Teacher will decide on just one team that will go forward to represent the school in front of the External Assessment Panel (Semi Finals).

The External Assessment Panel usually consists of representatives of the programme sponsors, experienced assessors and officers of the Society.

The External Assessment Panels (semi-finals) take place in two external venues in Birmingham on two separate days in early July. The venues this year are planned to be Newman University and Anthony Collins Solicitors.

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
- Evidence e.g. questionnaire results, photographs, video clips

Proposal development

Indicators:

- Considered a selection of imaginative, practical initiatives
- For a group of initiatives identified
- Benefits/costs (Is there a breakdown of how a £1500 budget could be feasibly used to get project implemented?)
- 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 3

Useful Websites

The Birmingham Civic Society
www.birminghamcivicsociety.org.uk

Civic Voice
www.civicvoice.org.uk

Newman University
www.newman.ac.uk

Birmingham City Council
www.birmingham.gov.uk

General national trends
www.statistics.gov.uk/statbase

Birmingham economic trends
www.birmingham.gov.uk/info/20164/economic_information/521/economic_information_and_statistics

Social trends
www.statistics.gov.uk/StatBase/Product.asp?vlnk=5748

Key Stage 3 Citizenship curriculum requirements
www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study

The National Lottery
www.biglotteryfund.org.uk

Charitable Trusts
www.acf.org.uk/about

LiveUnLtd
www.unltd.org.uk



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