

# CHALLENGE TOOLKIT



Exeter Labour Exchange, 1910

## Welcome to the Challenge Toolkit!

The purpose of this toolkit is to help you take your students through five steps to completing the Department for Work & Pensions Challenge - a special event to celebrate 100 years of support for UK jobseekers.

The Challenge invites student to create a presentation on the role of Government in supporting people who are out of work and looking for a job. The students' presentation must use some form of digital media to convey their message.

This toolkit will help students:

- Choose a topic for their presentation
- Decide who can offer them help and advice
- Research their chosen topic
- Choose an appropriate digital medium for their presentation
- Prepare their presentation
- Evaluate their work

At the back of the booklet, there is also further information on useful links and resources, and guidance on how to set up a blog.

# Introduction

Citizenship education enables young people to ask deep questions about the society they live in, gain greater understanding of the challenges communities face and build the skills, knowledge and understanding to take a full and active part in their community, bringing about change for the better for all.

In this regard, the opportunity created by the centenary of the Labour Exchanges is to explore the nature of Government involvement in jobseeking and employment support. This is a sensitive and controversial issue and therefore at the heart of what Citizenship education provides for young people; space to explore meaningful and topical matters with honesty, interest and authenticity.

Matters concerned with unemployment, jobseeking, training, and benefit support are often subject to trite comment by the media and rarely given time in school for thoughtful exploration. This is an opportunity to dig deeper into the issues with a purpose, and to explore them from a young person's perspective. This is particularly appropriate at a time of high youth unemployment. For example, it may open up interesting discussions about whether young people should be allowed to leave school at 16, whether qualifications help in gaining employment, the nature, desirability and impact of Government support for jobseekers, an individual's responsibility to seek work and whether Jobseeker's Allowance is set at the optimum level. It will allow young people to draw upon local sources for inspiration, advice and information (including personal testimony) and, thus, be a powerful aspect of learning and understanding. This work would also link directly with aspects of the PSHEE curriculum in careers and guidance, the world of work and training.

## **The Challenge:**

The Challenge invites students to create a presentation on the role of the Government in supporting people who are out of work and looking for a job. The overall question being posed is: *What is the role of Government in supporting unemployed young people?*

Teachers should try to ensure that investigations are of an intergenerational nature so as to draw on a variety of sources and opinions.

There are six broad topics to explore:

- The introduction of Labour Exchanges and the role of Jobcentre Plus
- State provision for unemployed young people
- The responsibility of individuals to seek work
- Education to employment
- Role of technology in jobseeking
- Changes over time in jobseeking
- Intergenerational experience of unemployed people

Using one of these topics, students have to research, design and create a digital presentation. This might include:

- A short film of up to 5 minutes
- A blog
- A website
- A Facebook page
- A PowerPoint presentation

## **A Citizenship Opportunity:**

Citizenship education teachers will be able to focus on specific aspects of the Citizenship curriculum, including the concept *Rights and Responsibilities*, and the processes, or skills of, *Taking informed and Responsible action*, *Critical Thinking*, *Enquiry and Advocacy*, and *Representation*.

The support materials point teachers towards using the elements of the compelling learning experience including:

- asking critical questions,
- using campaigning skills,
- using digital resources.

# The 5 Challenge Steps

This toolkit gives you the activities and structure to enable students to research, design and create their presentation.

## **Step 1:**

### **WHAT is the topic you want to focus on**

In Step 1, students choose the specific topic they will explore. They are all related to unemployment and jobseeking. You could either have your whole class choose one issue, or different sub-groups could work on different issues.

## **Step 2:**

### **WHO can help and advise you?**

Step 2 helps students identify the key people or organisations that can help and advise them in the challenge, and decide which of them will be most accessible and reliable.

## **Step 3:**

### **HOW can you get the information you need?**

At this stage students will research their chosen topic, with the help of the people and organisations identified in Step 2.

## **Step 4:**

### **WHAT type of presentation will you make?**

This is when students will choose the digital media they want to use to create their presentation. Then they will get on and create it!

## **Step 5:**

### **WHAT have you learned from the Challenge?**

Use these activities to think about what you have learned from this challenge - about unemployment and jobseeking, and about yourself!

## Step 1: WHAT is the issue you want to explore?

The first step is for students to choose a topic under the broad heading of, *'What is the role of Government in supporting unemployed young people?'*

It is important that it is the students who make the choice. However, unlimited choice can cause problems - for you and them. It may be better to offer them 'structured choice' ie choice within some fixed boundaries. There are seven choices on the opposite page. You will need to give a brief explanation of each topic first, in order for students to make an informed choice.

The second area of choice is whether the whole class works together on one topic, or whether students will work in smaller groups and work on a range of issues. The latter is preferable because it usually creates more motivated students, because they are exploring on an issue they really care about.

Experience suggests that groups of 3-4 work best. This approach will mean more preparation work for you, because you may need to prepare support material for a wide range of issues. The students will however be more engaged!

### Activity 1.1

One interactive way to help students choose their campaign issue is to write out a range of options on A3 paper and lay them out on the floor. Organise the group so that they are sitting in a circle around the options, and then, having explained the topics:

- ask them to discuss their favourite options with a partner for a minute
- give them a chance to persuade others in the group that 'their' option is the best choice
- ask them to write their choice on a post-it and then stick it on the appropriate A3 sheet.
- add up the post-its and you've got your choice!

### Variation 1.2: Ranking

Or print out the options on cards and ask students to rank them according to their interest in them.

State provision for  
unemployed young people.

The introduction of  
Labour Exchanges and  
the role of  
Jobcentre Plus.

The responsibility of  
individuals to seek work.

The role of technology  
in jobseeking.

From education to  
employment.

The intergenerational  
experience of  
unemployment.

Changes over time  
in jobseeking.

## STEP 2: WHO can help and advise you?

**Before the students can begin their exploration, they need to think about the people and organisations that can best advise them.**

### **Activity 2.1: The Key Advisers!**

Print off the Key Advisers cards, photocopy them onto card and then cut them up. Give each group of 3-4 students a set of the cards and ask them to plot them on the Key Advisers grid, according to how accessible and reliable they will be as sources of information.

This will help them think through the best source of advice and information for their presentation.

Your teacher

Your friends

Young people you  
know who are  
unemployed

The Internet

Newspaper  
reports

Your school's  
Career Adviser

Your parents or  
carers

Local Councillor

Organisations  
that campaign for  
better pay

Member of  
Parliament

Organisations that  
give advice on  
finding a job

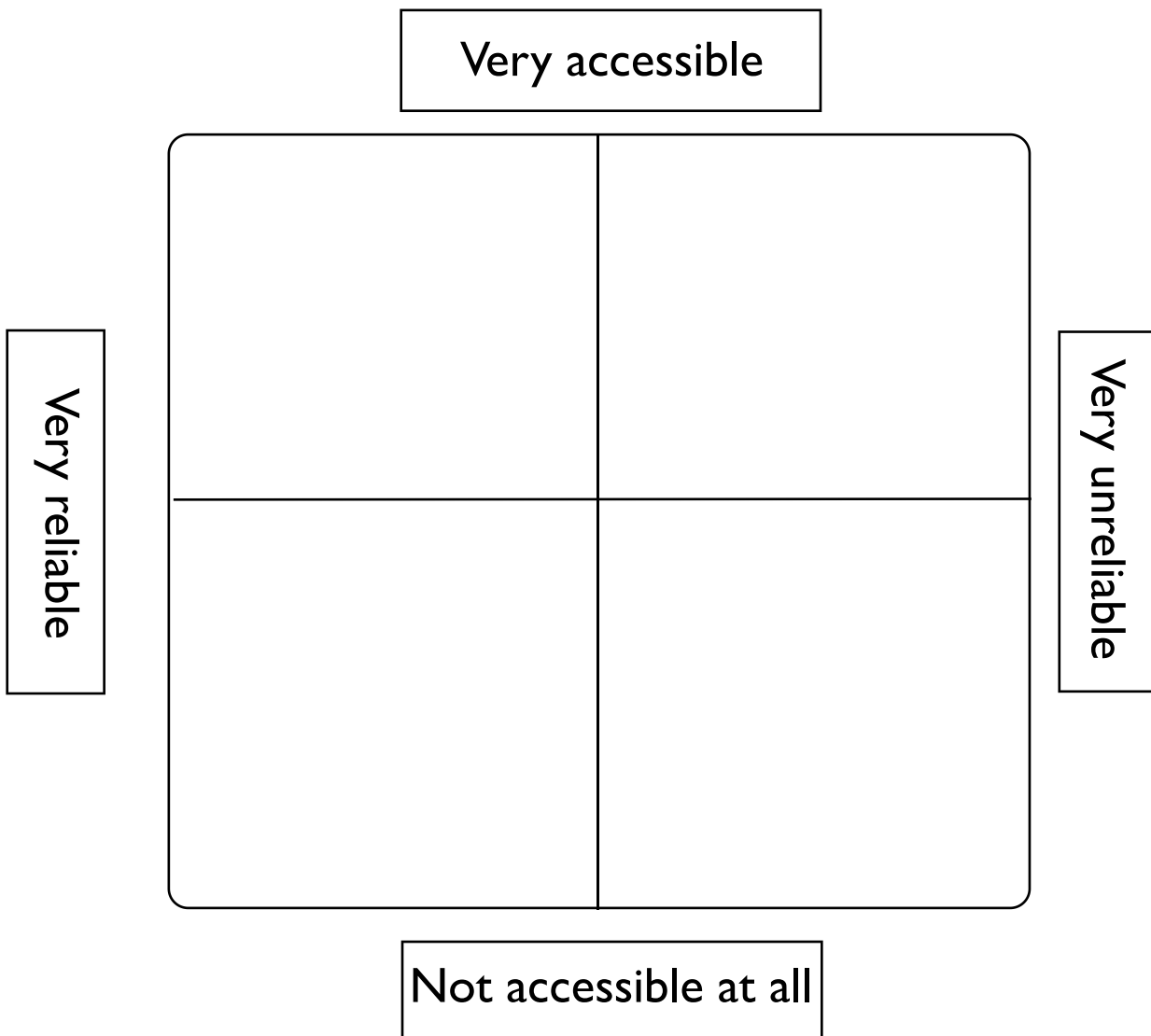
Local businesses

# Plot the Key Advisers

Choose the Key Advisers who you think can give you the best advice for your challenge, and then plot them on this grid according to how ACCESSIBLE and RELIABLE you think they will be. This will help you decide which people or organisations to contact for advice.

**ACCESSIBLE** = it will be easy to get this information or contact these people.

**RESPONSIVE** = the advice these people give will be accurate and reliable.





## STEP 3: HOW can you persuade them to sort it out?

It's now time for students to get the information that they need, with the help of the key advisers they have identified. This will require some planning before the lesson, in terms of having some of the information to hand, or lining up key advisers who are either able to visit the class, or be contacted by students.

Here are some websites to get you started:

**[www.dwp.gov.uk](http://www.dwp.gov.uk)**

The website of the Department for Work & Pensions.

**[www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)**

The website for the Association for Citizenship Teaching.

**[www.direct.gov.uk/en/Employment/Jobseekers](http://www.direct.gov.uk/en/Employment/Jobseekers)**

The website of DirectGov.

**[www.hackney.gov.uk/cm-museum](http://www.hackney.gov.uk/cm-museum)**

The website of Hackney Museum. An exhibition, '100 years and counting: helping people into work since 1910', is running from February 2nd until March 6th, 2010.

**[www.phm.org.uk](http://www.phm.org.uk)**

The website of The New People's History Museum. The museum will be showing the above exhibition from February 27th to March 28th.

**Facebook**

Search for 'Labour Exchange Centenary' on Facebook.

## STEP 4: WHAT type of presentation will you make?

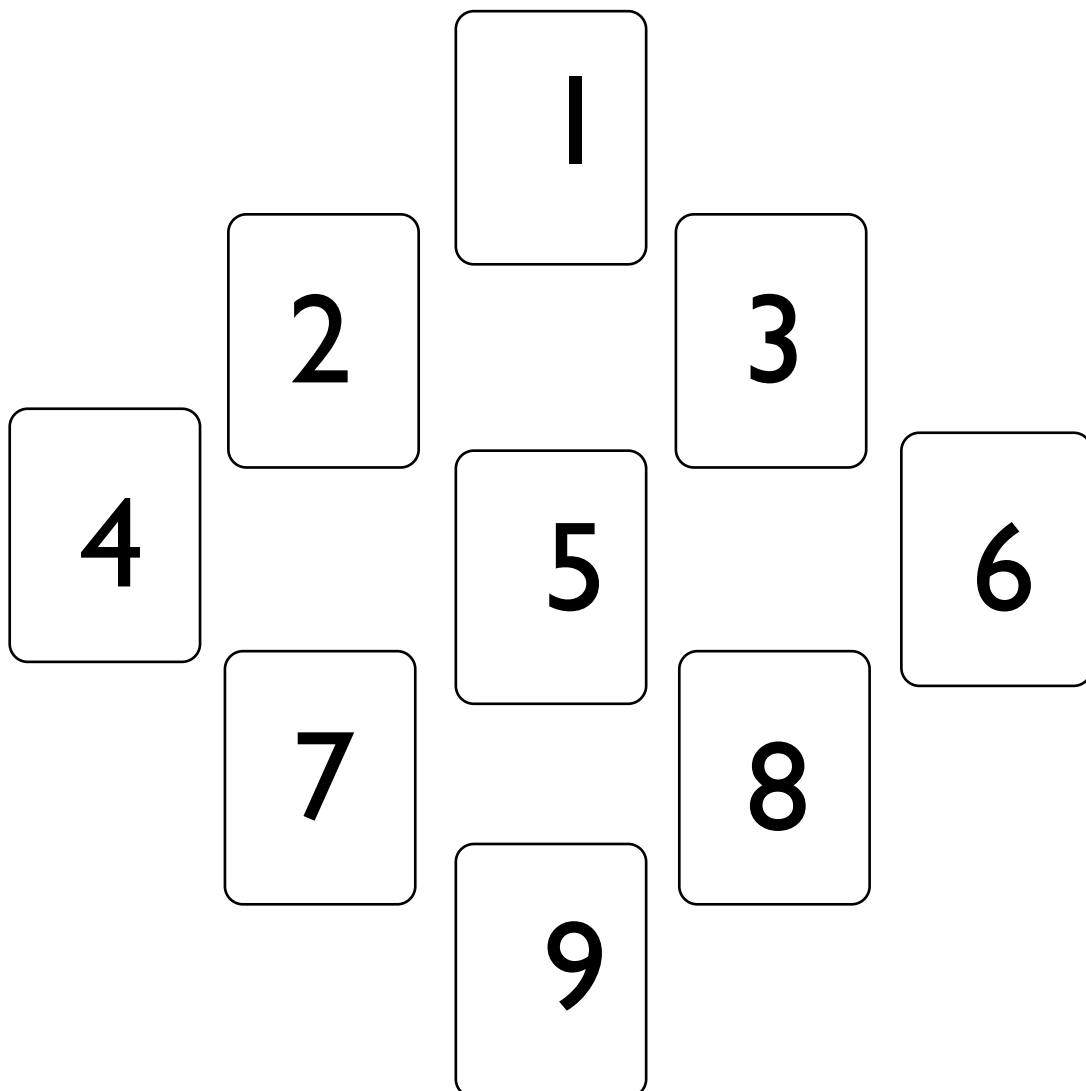
**It's all very well encouraging students to take up this Challenge, but they may need help in thinking through the different forms their final digital presentation could take. This activity may help them.**

### **Activity 4.1**

Print off the Action Cards (on the next page), photocopy them on card and then cut them out. Ask each group of students to sift through the cards and decide which approach is most suitable for their Challenge. They can write any of their own ideas on the blank cards.

They should be thinking about whether their choice is appropriate to their chosen topic, and realistic in terms of time and available technology.

They should then rank the cards in a 'Diamond 9' format (see below), with their preferred choice at the top (position 1), down to their least favourite at the bottom (position 9).



Create a Power-Point presentation for your school or community website.

Use social networking sites like Facebook, Bebo or Twitter to get your message across.

Start up a website or blog to publicise your findings.

Make a short video.

Create a podcast about your chosen topic and put it online.

Make a photo slideshow.

Leave these blank for students to write their own ideas.

## Step 5: WHAT have you learned from the Challenge?

**Whatever the outcome of the Challenge, it will be important that the students are able to measure their success and learning.**

The following activities will help them do this in an informal but engaging way.

### **Activity 5.1 Evaluation Dartboard:**

Give each student a 'dartboard' and ask them to mark an 'X' in the rings where it best reflects their feelings about their Challenge.

### **Activity 5.2 You're a Star!**

Similar to the Evaluation Dartboard, but allows students to justify their opinion.

# Evaluation Dartboard

4 = Strongly disagree

3 = Disagree

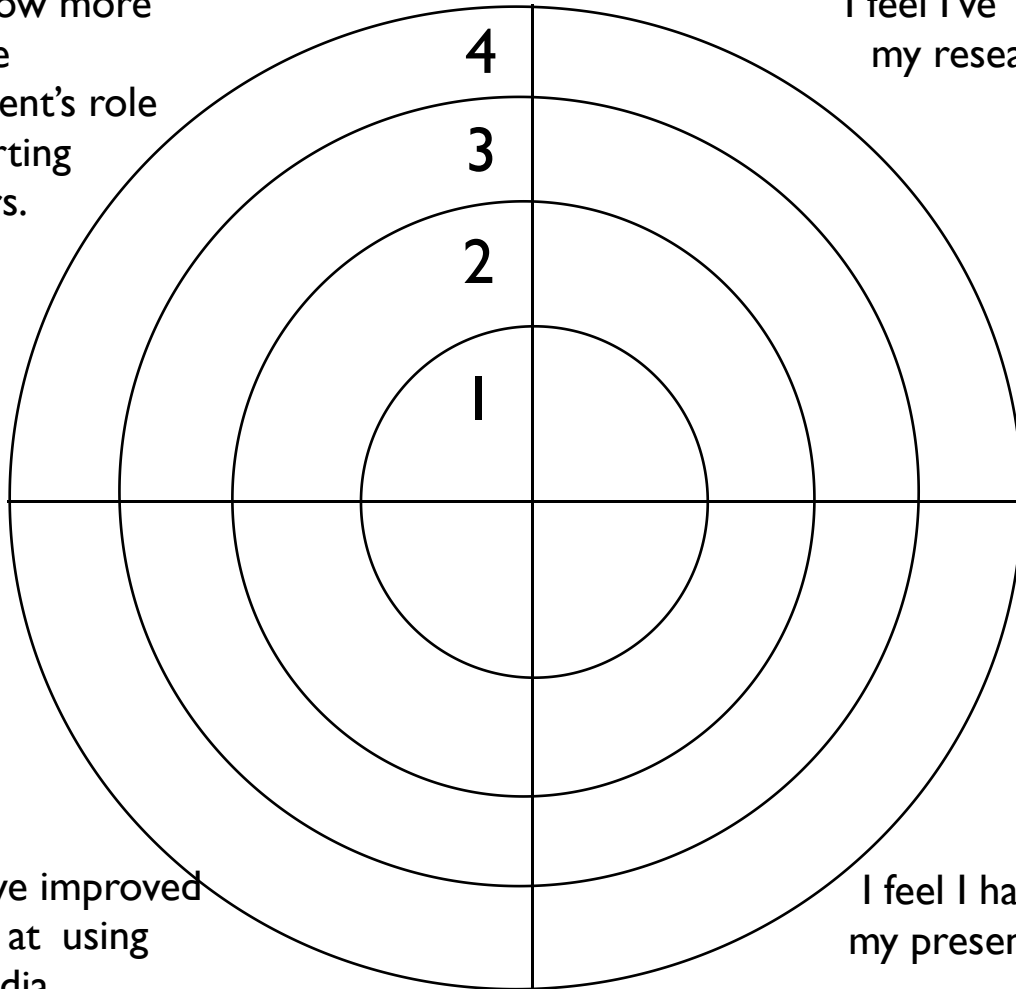
2 = Agree

1 = Strongly agree

Put an 'X' in the ring on the dartboard  
which shows how you feel the best.

I feel I know more  
about the  
Government's role  
in supporting  
jobseekers.


I feel I've improved  
my research skills.



I feel I have improved  
my skills at using  
digital media.

I feel I have improved  
my presentation skills.

# You're a Star!

<b>Key Statement</b>	<b>Star Rating:</b> 1 star if you strongly disagree 5 stars if you strongly agree 	<b>Give a specific example from your campaign, to back up your star rating.</b>
<b>I know more about the Government's role in supporting jobseekers.</b>		
<b>I've improved my research skills.</b>		
<b>I have improved my skills at using digital media.</b>		
<b>I have improved my presentation skills.</b>		

# Here's the techie bit!

This section is to help teachers with supporting the digital media aspect of the challenge.

## **Blog site:**

- ✓ One of the simplest blog sites to use is **www.blogger.com**, but there are many others.
- ✓ You will need a Google account to use Blogger. To get this, just sign up at [www.google.co.uk](http://www.google.co.uk). Once you have done this, log in to Blogger, and click on 'New Post' to start your first post. Type your text into the window that appears, then click on 'Save Now', then click on 'Publish Post', then click on 'View Blog' to see what you have published.
- ✓ You can change the format, font, colour etc of your post using the icons on the post window.
- ✓ To change the look of your site, go to the home page, click on 'Layout', then click on 'Choose new template', then choose the template you want and click on 'Save template.' Done!
- ✓ You can further personalise the blog by going to 'Layout', then 'Page elements' then play around with the options. Try 'Add Gadget' and add a poll on your blog to find out what others think. Or say something about you and your campaign in 'About Me'.

## **'Flip' video cameras:**

These digital video cameras are reasonably priced and easy to use. 'Flip' is just one make, there are many others.

- ✓ Switch it on using the button on the side.
- ✓ Then press the red button to record.
- ✓ Press the play button to playback and see what you recorded. TIP: to make sure the audio is clear, hold the camera CLOSE to the person you are interviewing!
- ✓ Then plug the Flip into the USB port on your computer, open up the Flip icon when it appears, find your video clips in the folder and save them to the desktop.

To upload your video, start a new post on the blog, and click on the video icon. Click on 'Browse' and find your video file on the desktop. When you have selected it, give it a title, click to agree the Terms and Conditions, and then click on 'Upload Video'. After a short time, it will appear on the blog. When it has finished uploading, save it and publish it.

You can use a similar process with digital still cameras.

**...FOR MORE HI-TECH STUFF, TURN OVER!**

# Here's the hi-tech bit!

The digital content you have collected (eg digital video and photos) is much more effectively shared and publicised if it is first uploaded onto a hosting site.

For photos, the most famous hosting site is [www.flickr.com](http://www.flickr.com), and for video it is [www.youtube.com](http://www.youtube.com).

The reason for uploading your photos and video onto one of these sites is that it is much easier to share it across a range of websites - for example, you can have a blog, a website and a couple of social networking sites, and rather than upload photos or video separately to each of these sites, you can just link these sites to your Flickr or Youtube site. Here's how...

## **Flickr:**

- ✓ Go to Flickr.com and register. Once you have done so, log in.
- ✓ Then click on 'Upload your first photos'.
- ✓ Click on 'Choose photos and video'.
- ✓ Find the photo file you want to upload and click on 'Open'.
- ✓ Click on 'Upload photos and video'.
- ✓ Click on 'You' at the top of the page, and you will see your uploaded photo.
- ✓ Once you have uploaded a few photos, you can make a slideshow out of them. To do this...
- ✓ Click on the 'slideshow' icon, and when the slideshow appears, click on the 'Share' icon in the top right hand corner. A new window will appear. Click on 'Copy to clipboard' under the heading 'Grab the embed HTML'.
- ✓ Then return to your blog and start a new post. In the post window, click on 'Edit HTML', instead of 'Compose'. Paste what you copied in the post, then Save and Publish it. View the blog and you will now see a Flickr slideshow of your photos!

## **Youtube:**

- ✓ Register for YouTube and then log-in.
- ✓ Click on 'Upload', then 'Browse', then find your video clip, click on it, and click on 'Upload'.
- ✓ Give your video a title and description if you like, then click on 'Save changes'.
- ✓ Click 'Go to my videos' and then click on your film to watch it.
- ✓ On the right hand side of the screen, click on the HTML code beside the heading 'Embed'. Right click on your mouse and click on 'Copy'.
- ✓ Go back to your blog, open up a 'New Post', and choose the 'Edit HTML', instead of 'Compose'. Paste what you copied in the post, then Save and Publish it. View the blog and you will now see your Youtube video in your new post!



# ...and finally!

This is just the start. You could use lots of different websites to organise your campaign, and the great thing is they are mostly FREE!

## **Free Websites:**

[www.weebly.com](http://www.weebly.com) is very simple to use and links with lots of other sites and features.

## **Blogs:**

[www.blogger.com](http://www.blogger.com) and [www.wordpress.com](http://www.wordpress.com) are both well-known and free.

## **Social Networking sites:**

Facebook, Bebo, mySpace and Twitter are very well-known and successful.

## **For photos:**

[Flickr.com](http://Flickr.com) and [Picasa.com](http://Picasa.com) are popular and user-friendly.

## **For video:**

Youtube is everywhere, but for a slightly smarter look, try [vimeo.com](http://vimeo.com).