

Together: Building a United Community

"EXPLORE, DREAM, DISCOVER"

*A resource to support the
delivery of Summer Camps
2016-17*

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1. Introduction

*"All the people like us are We,
and everyone else is They."*

Rudyard Kipling

This resource is for all groups, projects and coordinators interested in providing Summer Camp experiences for children and young people. In particular, it has been prepared to support those who applied to or showed interest in the *Together: Building United Communities* (T:BUC) Summer Camp 2015 Pilot Programme.

The Summer Camp programme's strategic aim relating to young people is:

To continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations

And as the ultimate goal of the programme is to build positive relationships amongst young people, **intentional** Good Relations learning must be at the heart of every Camp.

The resource follows a sequence from the initial thinking and planning of camps through to implementation, and it also follows the three phases T:BUC Summer Camps are required to provide: Pre-camp, Camp and Post-camp. It is designed so that the reader can dip in and out to reflect on basic principles, consider programme and activity ideas and scan for resources. The resource is not a blueprint or model for how to deliver a T:BUC funded Summer Camp, precisely because of the diversity of groups and approaches that are possible. Instead, it is hoped the resource supports and supplements the thinking and preparation of groups, and provides impetus to the incorporation of effective Good Relations activities and learning.

It is also important to state that whilst this resource is designed to support those who may wish to apply to the Summer Camp programme 2016-17, it does not replace or supersede the information and guidance notes issued by OFMDFM in respect of the funding available for the 2016-17 Summer Camp programme.

Summer Camps can be extremely rewarding and beneficial experiences for young people. They can provide immersive experiential learning opportunities that change the way they see themselves, their relationships with peers and other groups, and ultimately their future. The experience of being in a new or different environment, especially if there is a significant outdoor element, is often a sharp contrast from 'normal' day-to-day routines - *'impelled into experience,'* Kurt Hahn¹ – and can be life-changing.

¹ **Kurt Hahn** was a German educator whose philosophies are considered internationally influential. He founded Outward Bound, the Duke of Edinburgh Award, and the United World Colleges

Hence the words "EXPLORE, DREAM, DISCOVER"² are meant to remind us that Summer Camp can and arguably should be about moving beyond the 'comfort zones' of everyday living, deliberately stretching boundaries and embracing new challenges, in order to expand learning and promote personal and social development.

This resource has been prepared by **David Gardiner**³, an Associate of the Education Authority (EA).

² *"Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did. So throw off the bowlines, sail away from the safe harbor, catch the trade winds in your sails. Explore. Dream. Discover"*. Whilst this quote has been attributed to **Mark Twain**, the attribution cannot be verified and should not be regarded as authentic. The earliest documented publication of the quote is in **H. Jackson Brown Jr.'s** *P. S. I Love You* (Rutledge Hill Press, 1990) a book of quotes and maxims attributed to his mother.

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BEFORE GETTING STARTED

Before getting started there are some fundamental considerations and key decisions to consider:

1. WHAT IS DRIVING THE DESIRE FOR AND DESIGN OF THE CAMP?

Beware of the temptation to go for funding, just because it's there. Consider the 'Why?' questions.

Why do we want to do Summer Camps in the first place? Is the driving force behind the camps, the group/young people, the funding, or you/the organisation? If it's the lure of funding or pressure from the organisation to gain additional income, you should at least take time to re-think. Are there alternatives? Is it worth the effort and investment of time, or might there be other – potentially more suitable – ways to generate income, possibly even providing even greater scope for the design and implementation of a summer camp?

Why are we seeking T:BUC funding? Have we considered all other options and determined T:BUC funding to be 'best fit?' Or are we simply responding to a funding opportunity?

Ultimately, the Programme (T:BUC & EA) need to be confident that young people are at the heart of any proposed Summer Camps and that their well-being, learning, development and enjoyment is prioritised and assured. Additionally, there are quite specific requirements that must be met and accountability arrangements that must be adhered to, and any groups seeking funding should, before applying, think these matters through and be sure that the potential funding is worth the commitment required to both make the application and then follow-through, if successful.

2. DO PROJECT INTENTIONS ALIGN WITH T:BUC'S BASIC REQUIREMENTS?

Participation - Can we realistically and genuinely involve young people in the design and delivery of the Summer Camps? Are we able and willing to try to engage and involve parents, families, guardians and the wider community?

Age profile and numbers - Can we realistically and confidently engage and 'contract' with young people in the specified age range (11 to 19 years) and in the numbers we predict and state?

Dates and phases - Are we confident that we can deliver on all three phases – Pre-camp engagement; Camp (Main) and Post-camp (follow-up, evaluation and 'what next' – within the designated period, which is likely to be April 2016 to March 2017?

Child protection - Are we totally confident that young people will be safe at all times; are all our Child Protection Policies and procedures up-to-date and rigorously adhered, and do we have full confidence in all our personnel and operating practices?

Match funding - Are we confident that we can provide match funding to the equivalent of £10 per participant?

Monitoring and Evaluation - Are we able and prepared to comply with and contribute to the evaluation requirements for the Programme, including facilitating monitoring visits, monitoring and reporting on participants learning outcomes by gathering baseline and end of project data, completing an Evaluation Report, providing Statement of Accounts and all other requested financial information, including original receipts?

3. IS ACHIEVING THE CNR/PUL BALANCE BOTH REALISTIC AND DESIRABLE?

It is of central importance to the Programme that camps are run on a cross community basis between young people from Catholic/Nationalist/Republican (CNR) and Protestant/Unionist/Loyalist (PUL) community backgrounds.

The maximum allowed variance is 20%, which equates to a ratio of 5:4. In other words, for every 5 participants from one community, camps must have at least 4 from the other.

Is this both realistic and desirable for you/your project? If it's not realistic and fairly easily achievable, then you have a significant challenge to address before putting 'pen to paper.' If it's not desirable, i.e. if you don't really want or need your camp to be about such explicit community/good relations and/or if you are not motivated to make such intentional work a key focus of your camp, then T:BUC Summer camp funding is probably not for you! It's much better to be honest and clear about this at the beginning, and save yourself (and others) wasted time and effort.

4. IS THE CAMP LIKELY TO RESULT IN THE ACHIEVEMENT OF THE REQUIRED OUTCOMES?

The required Outcomes are largely based around participants' positive attitudinal change, learning and appreciation of cultural difference and diversity, and the development of new friendships between young people from different backgrounds. So the question follows: Is the camp intended and designed to achieve these outcomes for participants, and will monitoring and evaluation processes support and enable the reporting and evidencing of such outcomes?

5. IS T:BUC FUNDING NECESSARY AND 'BEST FIT?'

Ultimately, and before pen is put to paper, the wise project will honestly examine intentions and aspirations, involving and consulting young people, colleagues and partners, to review the benefits against the investment required and the potential risks.

IF THE ANSWER TO ALL THESE QUESTIONS IS A RESOUNDING 'YES', THEN READ ON!

GETTING STARTED

Fundamentally, Summer Camps should be about fun and learning for young people. Regardless of who is providing them and who may be contributing financially to them, Summer Camps should provide opportunities and experiences for young people, which support them in their learning and development, and enable them to explore their own and others sense of identity and matters that are mutually interesting and important to them. Learning about and building new relationships, playing a part with others in group activities and association, and simply having fun outside and beyond the routines of school, family and local community, are some of the key ingredients of a great Summer camp.

KEY INGREDIENTS

❖ Ensure that it's all about the young people

Good youth work practice places primary emphasis on the active and voluntary participation of young people, in all aspects of youth services and settings. The focus is on young people, voluntary participation and relationship building. Two themes are consistent: education for relationship and education through relationship. By paying attention to the nature and quality of the relationship between youth workers and learners, we will work in ways more appropriate to young people's needs. It's also about association, joining together in companionship to undertake some task, and the educative power of playing one's part in a group.



Are young people driving the agenda?

Are they involved in all aspects of the planning and organization?

Is the emphasis firmly on learning through relationships and association?

❖ Ensure that Good Relations are fundamental

Equality and inclusion should be fundamental to planning and implementation and the values of equity, diversity and interdependence should be at the heart of youth work. The bottom line is that this is 'Northern Ireland/the North of Ireland' – a still contested place – and while we may be 18 years on from the 1998 Belfast Agreement and the beginning of the 'peace process', there remains a very high level of separation between the two 'main communities' – often referred to as PUL (Protestant, Unionist, Loyalist) and CNR (Catholic, Nationalist, Republican). So whilst the T:BUC Summer Camp Programme welcomes the intentional inclusion and involvement of young people from 'other communities' including ethnic minority communities and those of different racial backgrounds, it is a straight-forward and non-negotiable requirement of the Programme that camps are run on a cross community basis between young people from CNR and PUL community backgrounds, with a variance between the two not exceeding 20% - i.e. a ratio of 5:4. Thus, the intentional building and fostering of Good Relations, at all levels, is core.



Are you prepared and equipped to recruit and engage young people from CNR and PUL backgrounds in the required ratio, and then deliberately and appropriately explore and develop Good Relations themes and learning?

❖ Ensure the safety and well-being of young people is paramount

Young people should expect high quality services, which follow best practice including the highest standards of child protection. Voluntary and informal does not mean amateur. Youth workers and organisations delivering youth work must act with complete professionalism and integrity at all times. In other words, the person, character and capabilities of the worker – and the ethos of the organization – is of fundamental importance. Whilst youth work is mediated through conversation and informal association, it must also ensure the highest standards of training, supervision, transparency and safety.



Are all practices and standards up-to-date?

Are all staff and volunteers Access NI checked and CP trained?

Are all practice protocols and insurances in place?

2. Pre-Camp

Camping out is an experience that every girl and every boy should have... There are certain sides of our nature that will be underdeveloped if we have not the campfire for our teacher. The experience that softens the heart and kindles friendship and the imagination is no less educative than the knowledge that instructs the head. Camping intensifies friendship, and friendship furnishes the motive and the reward of most of our efforts. It doubles our strength for achievement. It gives us most of the joys of life. It is the riches of the spirit and quite as worthy of effort as wealth or learning."

Henry S. Curtis¹

Being outdoors can be special. People often feel restored or refreshed by being outdoors. The senses are stimulated, and the imagination can be set free.

Being in a different place encourages reflection and a new perspective on:

- Ourselves
- The groups we are a part of, and
- The world around us

Preparation is essential – both in terms of shaping the programme and making practical arrangements. In relation to the Pre-Camp element, the following are some of the key areas.

2.1. FAST FACTS

- a) Pre-Camps must include a minimum of 10 hours face-to-face contact for all the young people involved
- b) All Camps must operate on a cross community basis between the traditional PUL and CNR communities
- c) Pre-Camps must include a demonstrable and meaningful good relations element
- d) Participants must be in the 11-19 age range, or in suitable age bands within this age range
- e) Consideration should be given to including participants from various social/ethnic/gender/disability backgrounds
- f) As much as possible, young people should have real and meaningful opportunity to be involved in the design of the project/camps, as peer leaders and in the implementation and delivery phases

2.2. KEY PRINCIPLES

➤ **RECRUIT AND ENGAGE**

Recruit and engage young people/groups as early as possible in the process to ensure they are well informed, involved and able to actively prepare for all the phases of Camp. Match young people and groups carefully to give them the best chance to form and sustain relationships and benefit from the experience. Beware too wide an age gap and/or gender imbalances that may prove difficult to reconcile or work with. Well-matched young people with a readiness and willingness to engage with each other and work together will be conducive to the whole experience.

Consideration should be given to the inclusion of young people who aren't attached to youth groups or who are excluded from school, and consideration should also be given to including participants from diverse and various backgrounds.

➤ **BUILD AWARENESS AND GET 'BUY-IN'**

Summer Camps can be a vehicle to progressing existing relationships as well as developing new ones. Information and early engagement sessions for participants, and perhaps their families, may both build awareness and encourage participation. Single-identity diversity awareness work may be a worthwhile and helpful precursor to joint gatherings where the emphasis is on informal social engagement, fun and perhaps joint programme design.

The good relations element in the Pre-Camp phase should demonstrate/model the good relations learning that will follow and should enable informed 'buy-in', perhaps even semi-formal 'contracting', that ensure that everyone is clear about the purpose of the Camp(s), the processes and the learning intentions and expectations.

➤ **BUILD RELATIONSHIPS AND TRUST**

All phases of the Summer Camps must provide a safe, inclusive and welcoming environment, with a clear emphasis on building and nurturing positive and trusting relationships. Activities, processes and in particular the skills and capabilities of youth workers and facilitators should be orientated towards this central purpose.

➤ **PARTICIPATION IN PROGRAMME DESIGN AND DELIVERY**

Camps should seek, from the outset, to provide maximum possible opportunity for young people to be involved in shaping, planning for and then delivery of the programme. Activities and processes should be age appropriate and as diverse, interesting and relevant as possible. Young people themselves are best placed to guide and direct consideration around these matters, and in doing so their learning is optimised.

2.3. PROGRAMME CONSIDERATIONS AND ACTIVITY IDEAS

As the focus and priorities of Pre-Camp are to:

- *Recruit, engage and raise awareness,*
 - *Build relationships within the group and on a cross community basis, and*
 - *Involve young people in programme design and building momentum,*
- the activities and process used must be age-appropriate and designed to support these priorities.

The activities and ideas that follow are merely a small selection chosen from the vast array of youth work and educational games and lessons that exist. In choosing which games and/or activities to use, projects are strongly advised to ensure that they are well-facilitated by experienced and skilled persons who are, first and foremost, able to use the activities as a vehicle for reflection, exploration and learning, and who are able, if necessary, to be flexible to change tack and/or deal with whatever issues may arise. Furthermore, the activities and ideas presented can all be changed, adapted and developed to better suit the particularities of the group. Language, presentation/style and methodology should always be suitable for the group and the context, in order to be accessible and relevant and to best support group learning.



= Activity



= Idea



It is worth noting that the words **'icebreaker'** or **'energizers'** are often enough to strike fear and dread into some people. However, if used skillfully and sensitively they can be useful tools to enable individuals and groups to engage with one another, and to begin to explore and work together on shared themes or tasks. The idea here is, simply, to avoid 'telegraphing' the activity by using these terms and then taking too long to engage in the actual activity – thus allowing anxiety to build. Instead, with minimal fuss, get the group involved in an activity and focus on supporting their engagement with one another and the overall development of relationships.



Why go?

An early activity might be to get the group to explore and be creative about the **'Why'** question – Why go? The more creativity, the better. Use paper, coloured pens, paint, magazines or explore the idea outdoors in a forest or park setting. Basically, invite the group to describe the benefits of a camp experience and their hopes and ideas about what it could involve, both in practical activity terms and in learning terms. A lead up to the use of the more creative materials and processes might be to simply use a flipchart, write the words 'Why Go?' in the centre, and ask small groups to come up with as many words/reasons as possible. Discuss each of these in turn whilst keeping in mind practical realities and a realistic perspective. The challenge for the group worker is balance the raising of interest, ideas and ambition, alongside keeping a hold on what's possible and realistic. Once all the ideas have been generated, written up and discussed, the material is there to identify common/agreed aims and begin shaping, planning and initial organisation.



Team Crest/Identity

Invite the group to come up with a team name, design themselves a crest and explore their sense of identity... 'Who are we, and what makes us special/different?' again – the more creative, the better.

This could of course be part of wider processes of involving young people in the design and development of a Camp programme, and could be interspersed with activities designed to maximize social contact and relationship building such as bowling, music related activity e.g. drumming, or a trip to a park or the proposed venue for the camp. The activity is less important than the fact it is done together and the facilitation of the process.



The Magic Carpet

Group members stand on a sheet or tarpaulin, the size of which need to be appropriate for the groups size and ability. The aim is then to get everyone onto the other side of the sheet without anyone stepping off the sheet – giggling, and probably 'bossy' communication ensues!

If they complete this successfully a variation is to get the group to reduce the surface area available of the sheet/tarpaulin by folding it back under itself. The smaller the surface area the more creative the group has to become to make sure that everyone remains on the tarpaulin or not touching the floor. The facilitator needs to remain vigilant and make sure that they are in a good position to spot people throughout and keep people safe.

This works well as a competitive game between two or more teams. How the teams are picked/selected is obviously an important issue for the facilitator to be aware of.

There are many variations on this kind of competitive problem-solving team activity.



What's in a Name?

A simplified variation on the Alphabet Game is simply organising a group into either a circle or a number of small groups, whatever is most comfortable and conducive, and asking everyone to chat with the person beside them or the small group about their name (forenames and surnames). This could include things like:

What does it mean?

Why were they called it?

Where is it from?

What do they like or dislike about it?

Do they have a nickname?

Do they have a middle name?

The activity is about gently exploring identity and difference and simply encouraging sharing and curiosity.

If this works and there's a sense of possible momentum, further questions could be asked that include:

Where were you born?

Where do you live and what's it like?

What's your school like...how are our schools similar and how are they different?

Do you go to church...is it important to you and what do you like about it?

What are your favourite sports and why?





Alphabet Game

Lay the 26 laminated letters of the alphabet (A4 or A5) over the floor of the room/available space. Explain that each person will go to and stand on or by the letter, which starts the word that answers the questions the facilitator asks. Once there, they will simply introduce themselves to anyone else standing on the same letter, or standing at a letter close by, and share the answers with each other. This activity generally gets people talking with each other quickly and easily, and can be used at the very early stages of group formation right through to more advanced stages where groups may be addressing challenging topics or difficult issues. Some possible questions/statements are:

- *What is your name and what do you know about how you got it and if it has any special meaning or significance?*
- *What is your favourite food...or favourite music...or favourite place?*
- *What's the best book you've ever read?*
- *What's the best concert/sports match/event you've ever been to?*
- *Where would your ideal holiday destination be?*
- *What school did/do you go to...and what is your favourite things about school?*
- *What is your favourite thing about your community or where you live?*
- *Who do you admire or look up to – a 'hero' or role model – and why?*
- *What would you like to know more about – a question you might have – from people who are different from you? (this may require clarity and enough group confidence/maturity to 'go there')*

The key is to generate energy, conversations and curiosity. How this is facilitated is important so that everyone feels safe to talk in small groups and safe, if they wish, to share feedback in the larger group. Try to include some questions/statements that will begin to bring out some of the diversity within the

group and that will encourage reflection and learning from each other.

This activity can be returned to in different ways on multiple occasions across a group/projects lifespan.



All Change

The whole group sits in a circle with one person standing in the middle. Their chair should be removed from the circle.

The person in the middle tries to think of something, which is part of their identity (e.g. is from County Antrim) and says "Change places if you are _____ (e.g. from County Antrim)". All those who fit this description should change seats. However, they cannot swap seats with someone sitting next to them, or return to their own seat. The last person standing then has to introduce something that is part of his or her own identity, and so on...

Some examples are:

- People who like a particular sport
- People who hate getting up in the morning
- People born outside Northern Ireland
- People with one or more siblings
- People who can speak another language
- People who can play a musical instrument
- People who have been on holiday to Donegal or ...?
- People who have a British or Irish passport
- People who do/don't go to church
- People who do/don't like politics
- People who love Northern Ireland/the North of Ireland

As with all/any activities that involve physical movement, care should be taken and the particular needs of young people with physical or other disabilities should be carefully considered.



Media

There are many media clips/MP4 that could provide a fun stimulus for group engagement and learning. The key is that the facilitator is clear how and when to introduce them and how best to use them to promote conversation, sharing, working together and relationship building. Whilst these could include contemporary film/movies that address themes of cultural diversity or interest, including specific to Northern Ireland, at this Pre-Camp stage a much shorter and more 'light-hearted'/humorous alternative is more likely to be suitable. One example is the 'Count the Basketball Passes' clip that can be found on Youtube, as it is only a matter of seconds long and allows a group to discuss and explore ideas around how we all see things slightly differently – i.e. subjectivity, blind spots and bias. It can be found at the link:

<https://www.youtube.com/watch?v=vJG6g8UzMvo>



Group Contract

Working with a group to agree a set of guidelines, a 'contract' or an agreement about hopes, fear and expectations, can be a good way to explore important themes and establish an environment and way of being together that allows everyone to be clear and feel safe. Such agreements can be worked up in many ways, and it may be best to do so in a creative and informal manner, and it is always important to make sure that whatever is agreed is clear (free of jargon), uncomplicated and makes sense to everyone. The basic process is:

- **Gather ideas:** from the group about 'groundrules'/ways of being together that will enable everyone to participate, learn and enjoy the experience. These can be

prepared using 'Post-it notes', flipchart or any other artistic means. The words and ideas are collated, probably by the group worker/facilitator on flipchart, checking for meaning and clarity with those who suggested each one

- **Check for understanding:** check that there is a shared understanding within the group as to what the suggested words, ideas and statements mean or look like in action
- **Check for agreement:** using a 'negative poll', ask the group, "Is there anyone here who can't agree with anything that is written in the contract?"

This is generally better than asking "Does everyone agree?" – as no one can answer on behalf of everyone. The 'negative poll' allows people to answer for themselves, and gives permission to say, "No" and raise a question at this early stage, rather than it becoming an issue later on

The contract can be then be displayed and/or used throughout the session and referred back to if/when appropriate. It's important to remember, and regularly remind the group, that what is drawn up is a 'starting point' and that as a group works and stays together over time the 'contract'/agreement should be revisited and developed/amended as necessary. Its purpose is to support and enhance the way the group works together and enable the group to explore and learn in a safe and conducive atmosphere.

As has already been noted, the priority and focus of this stage is the development of relationships, the establishment of 'buy-in' and trust and the involvement, as much as possible, of young people in the design, planning and development of the camps. Of key importance is that activities and processes are age appropriate and well facilitated.

3. Camp



3.1. FAST FACTS

- a) Camps must include a minimum of 15 hours face-to-face engagement with all the young people involved, over at least 3 days
- b) Camps can be residential or day camps
- c) Camps must include a demonstrable and substantive good relations focus, with activities and opportunities to explore and learn about each other and from each other, across the traditional PUL and CNR communities
- d) Camps should provide young people with opportunities to try new things, challenge boundaries and accepted norms and feel part of something positive, and the focus should be on relationship building

3.2. KEY PRINCIPLES

MAXIMIZE THE LEARNING AND SHARING

Make the most of the 15+ hours of engagement and activity across the 3+ days. Camps should be different from other youth programmes and activities and should provide young people with more time and new ways of really getting to know one another and expanding their learning. Camp can and should be about the creation of a new 'temporary community' where learning and exploration of each other's culture and beliefs is natural and enjoyable.

Continuous frenetic activity should be guarded against and there should be 'space' or 'down-time' to let the experience sink in, to allow stories to be told, people to connect and friendships to be developed.

PRIORITISE GOOD RELATIONS

This is the main time and opportunity for substantive good relations learning to occur. It should not be aggressive or in anyway overpowering, but neither should/can it be avoided. The Good Relations learning needs to be intentional, appropriately pitched (age, level of engagement, themes and issues addressed, etc.) and well facilitated. If the experience, skill and confidence does not exist within the organisation to deliver this, such capabilities may be brought/bought in, by agreement, and within the terms of the Programme.

BUILD SUSTAINABLE RELATIONSHIPS

Building sustainable relationships is also key. The more this is considered and factored into the initial design of the programme – in particular the recruitment of the children/young people – the better. Ultimately relationships stand a better chance of being sustainable if there is real opportunity for people to keep in contact and build upon the camp experience when it is over. Therefore, selecting and involving young people who live in close proximity to one another, who go to schools that are twinned or in a shared education partnership or who can utilise public or other transport links to retain contact, is preferable and may contribute to relationships being more sustainable.

Whilst social media is of course a present reality that allows people to be in contact across many obstacles and barriers, the emphasis of youth work and of this Programme is on face-to-face and person-to-person contact.

Involving parents/families and the youth clubs and community groups that the young people come from can also positively contribute to more sustainable contact.

HAVE FUN 😊



Or, as someone else reportedly said; *'We didn't realise we were making memories, we just knew we were having fun.'*

If the emphasis and the energy of the youth work/facilitation team is on having fun and enjoyment, the young people are more likely to have fun too, learn and benefit, and leave with great memories and the desire to do more of the same.

3.3. PROGRAMME CONSIDERATIONS AND ACTIVITY IDEAS

As the focus and priorities of the main Camp phase are to:

- *Maximize the sharing, learning and development of relationships for young people*
- *Promote positive Good Relations among young people from across the traditional PUL and CNR communities*
- *Have Fun!*

The activities and process used must be age-appropriate, designed to support these priorities and facilitated/delivered to ensure forward momentum and progress from the Pre-Camp phase.

The key, as always, is that the activities are carefully chosen to match 'where the groups is at', pitched to ensure the language and ideas are accessible and, above all, well facilitated so that the children and young people are engaged in real thinking and learning that stretches and develops their sense of self, others and the world around them. Summer Camp is not school and should not involve a series of lessons and/or projects, interspersed with activity to 'burn off energy'. That said, there is nothing wrong with indoor group activity and, depending on the venue and also the weather, a range of different types of activity should be available, scheduled and used – including, probably, a Plan B!

Again, the following selection of ideas and activities are just that, a small selection that may or may not be useful or relevant to you, and that can and should be adapted and amended to ensure best 'fit' and suitability for the group you are working with and the prevailing context.



Human Knot

This is a simple and often used team/group building activity, that may allow for some discussion or consideration of 'the fixes we get ourselves into' and 'how to effectively get out of them.' Whilst the emphasis is on fun and cooperation, there's scope for considering themes such as communication and leadership skills.

Basically, participants are invited to stand in a circle and hold hands, joining one hand with the person beside them and the other with someone across the circle, so that they are not holding both hands of the same person. The goal then is to untie the knot and form a circle, without letting go of anyone/no connections to be broken.

To make the human knot more difficult, the group can be made larger or the group can be told to only communicate non-verbally.



Identity Spectrum

This type of activity, sometimes also referred to as a 'Walking Debate' can be facilitated in a number of ways. It provides an opportunity to explore and develop discussions around individual identity, themes of diversity and commonalities.

One way of doing it is to set 11 chairs, slightly spaced out, in a line the length of the room, and explain that the chairs represent a 'thermometer' divided into tens from 0 - 100°. Then invite participants to stand along the thermometer according to how strongly (warm or cold) they feel, e.g.:

- Sporty
- Musical
- Intelligent/Smart

- Male
- Female
- Religious
- Protestant
- Catholic
- Irish
- British
- European
- Political
- Etc.

Generally, to help people feel safe, they are told that they do not have to give an explanation if they don't want to. The key, as always, is the skill of the facilitator in encouraging people to share, to listen, and perhaps be open to move along the spectrum as we listen to one another, illustrating the idea that we are influenced by new experience, ideas and insights and change is always possible.



"I Am..."

The purpose of this activity is to encourage reflection on personal values, attitudes, prejudice/bias and discrimination.

As a group, come up with several stereotypical characters, personalities and/or categories of person or identity. The list in the activity above – Identity Spectrum – may be a useful starting place. The following might also be worth considering:

- A refugee
- A traveller
- A PSNI Officer
- A Priest
- A very old person
- A Politician (could name specific parties and/or people)
- Someone with Downs Syndrome
- A Lesbian
- An Alcoholic
- An Atheist

- A member of a Loyalist marching band
- Etc.

Be as specific and/or controversial as the group allows.

Place a chair in the middle of the room or group circle, and begin by choosing one of the characters the group has listed and ask each person to stand in the room where they feel they are (*the extent to which they feel they associate with, empathise with and/or understand the circumstances of the person*) in relation to that person, i.e. at or close to the chair in the centre of the circle, further away on the outskirts of the circle or somewhere in-between.

Encourage the group not to just give the 'right' response but an honest one.

The key, as always, is how this is facilitated to encourage and enable young people, in an age-appropriate manner, to explore their own (and others) prejudices and biases, and the potential implications thereof. The facilitator may use questions such as:

- *Why did you choose to stand where you did?*
- *Was it difficult to decide where to stand? Why was that/Why not?*
- *How honest did you feel able to be?*
- *What feelings did the exercise raise for you?*
- *What feelings do you think the character represented might have about where people are standing?*
- *What does this tell us about the biases and prejudices we all carry?*



Assumptions

Divide the group up into pairs. Each person is given a copy of the Assumptions Exercise – **Appendix 1** – sheet face down, and asked to keep it like that until the group is ready to start. It is then explained that they need to

look at their partner and guess (make assumptions) the answers to the questions on the sheet, without speaking with each other or communicating in any way. The challenge is to work in silence and to make judgements based only on what they can see/sense/deduce. Participants should be encouraged to 'Go for it' and not over think. Once everyone has completed the sheet, they return it to the face down positions and usually there is a short initial review conversation that invites everyone to speak out their feelings and initial reactions to the activity. Then they can check out their guesses with their partner and see how many they got right.

Once everyone has finished doing this, do a quick, light-hearted poll of how people did, and perhaps move on to discuss together:

- How easy/difficult did you find this? Why was that?
- Were some questions easier to guess at than others? Why was that?
- What clues/cues did you use to guess the answers? [*Take time over this question - You might want to gather these on flipchart.*]
- Are there times in day-to-day life when we use clues/cues like this, and where do we get these cues/clues from?
- How likely is it that we will sometimes get it wrong? [*You may want to have some discussion about the normalcy of assumptions/judgements, the importance of not relying on these, and how we are influenced by our 'biases'*]



Heritage and Identity

Either:

- Split the group into pairs and distribute worksheets – **Appendix 2**. Each person is to do the other person's worksheet. With the template and pens provided ask them to

find out the pieces of information about each other based on the questions. The students write this information on each other's worksheets, discovered through questioning and conversation.

Pairs can then find another couple and introduce their partner, or small groups of 6 could share.

OR

- Give each student a worksheet and time to complete it. Emphasise that when it comes to sharing with a partner or in a small group, they only have to share what they choose to. Once they have had time to do this, form pairs or small groups and discuss their answers/thoughts.

Some of the following plenary questions may be considered:

- How did you find answering these questions? What memories/feelings did they raise? Did the other person talk about things you had little experience of?
- Did you learn about something new or unfamiliar to you?
- Who are you? Are you defined by the place you live, the family you were born in, etc.?
- What determines identity and who you are? Does it change or is it always the same?

It will be important during this exercise to be sensitive to the personal and/or family experiences and memories that the questions on the sheet may raise for people.

Note: The questions and language on the sheet provided are not fixed and should be set to be age and group appropriate. They may also be presented on flipchart paper on walls or tables or in other larger and/or more creative formats.



'Not on my Street', Flatmate, or a Bus or Balloon debate

There are many variations on this theme, essentially inviting small groups to consider who they would be 'comfortable' sharing their street/flat/apartment, bus or balloon with. A number, usually around 8 or 10, characters or 'types' are described, often in a two stage process, and group participants may be asked to rate or prioritise them individually, before moving on to discuss them and seek consensus in two's, four's and/or small groups.

This activity can and should be tailored to make sense for the group – age, social status, community context, etc. – and needs to be handled sensitively as it is designed to draw out bias and prejudice and invite people to explain to one another why they would favour one person or type over another.

An example has been provided at **Appendix 3**, which is designed for a particular cohort – college students/trainee educators – and may therefore need to be adapted for use with a different group.



Community Mapping

The idea of any Community Mapping activity is to encourage reflection on what comprises community, on shared and segregated spaces and on opportunities for positive encounters with diversity and difference.

Give everyone a sheet of A4 paper or Flipchart, and ask them to think about a community/local area that they know well. You could ask them to focus on the area where their own primary school was when they were a child, or the street that they lived in.

Ask them to imagine a map of that area and to mark on it places/spaces/buildings where

there are opportunities for meeting people who had different identities to their own, and places which were generally only used by people from one particular background/community identity. They might also want to mark on the map significant memories, events, symbols, emblems and logos.

This is a conceptual map, so it doesn't have to be to scale, and maybe won't even look like a map – that's OK!

Once everyone has had time to do this, encourage them to share their maps in pairs/small groups. Ask them to focus on two/three key questions. These might be:

- What generated feelings of belonging and pride, and what stimulated feeling of disappointment or frustration?
- Where and what were/are the opportunities for encountering/sharing/enjoying/learning from diversity?
- Why were/are certain places/spaces segregated, or generally only used by people from one particular background/community identity?
- What might be opportunities for exploring diversity and developing new and positive relationships?

Take feedback in the large group, if you feel this is useful. It might also be appropriate to display all the work and invite everyone to review it and comment on 'what they notice' and would like to know more about. If this activity is working well, a walking debate/spectrum format could be used to enable further discussion on relevant themes.



Our Own Diversity

The idea behind this activity and the opportunity it provides is to explore and develop awareness of the extent of diversity – often 'hidden' – within the group. It can also

easily lead on to discussion about bias, prejudice and the hurtful and harmful outcomes of the escalation of prejudice and hate.

Take four sheets of flipchart paper. Write the heading "Race, Ethnicity & Nationality" on Sheet 1; "Religion & Faith" on Sheet 2; "Gender and Sexual Orientation/Identity" on Sheet 3; and "Health, ill-health and Disability" on Sheet 4.

Stick each sheet up somewhere round the room where the young people can easily get at it, and place markers by each sheet. You may want to keep the sheets folded over so the headings are not distracting before you are ready to start.

Explain that you want participants to think about their extended family (not just the people who live in their home – also cousins, uncles, aunts, in-laws, etc.) close friends, and anyone whom they care about/who matters to them.

Explain that the sheets around the room with headings on them represent the major categories protected by hate crime law (and often school pastoral care/anti-bullying policies). Ask the young people to think of all the groups that are represented among their extended family and close friends and, when asked, go to the sheets and write these groups under the appropriate heading. For example, under the "Religion & Faith" heading, someone might write "Catholic, Muslim, Methodist" (Just write the group name once, even if it applies to e.g. 5 members of your family and friendship group.) It is probably helpful for the facilitator to demonstrate this by putting a couple of words on one or two of the sheets to give participants examples and also 'permission' to think broadly. Explain that if someone else has already written a group name that you were going to add, just put a tick beside it. Medical conditions, etc. can be included under the "Disability" heading.

Ask people not to comment as they observe what other people are writing – there will be time for questions and discussion afterwards. Provide plenty of time and encourage everyone to think broadly and deeply about everyone that matters to them and represent them under the relevant headings.

Depending on the size of the group, it is quite possible to require a 2nd Flipchart sheet under some or all of the headings as people get into the activity and start to really get a sense of how the activity invites them to acknowledge and represent the extent of the diversity within their family and friendship groups.

Once everyone has written what they want, and depending upon the space available, it may be good to put all the sheets on the floor in the middle of the room or gather them on a wall at the front so they can be viewed together. Discussion can follow, with questions such as:

- What do you notice?
- Is the group more or less diverse than you expected? In what ways?
- When we think about all the diversity within our family/friendship groups (some of which we might call “hidden diversity”), what might be some of the implications of this?



Sport, Music and/or Popular Culture

Sport, Music and/or Popular Culture can all be used to explore identity, difference and diversity.

From simple sharing of information about what participants enjoy doing, through to actual engagement together in each other’s Sports or Music traditions and cultures, exploring identity and diversity through Sport and/or Music can be a very hands on and enjoyable experience for young people. The key is to know the groups and young people

and invite them in real practical terms to ‘bring their interests, hobbies and activities’ to share. Such preparation should be done at the Pre Camp stage to maximize the opportunities of the time available to explore such activities during main Camp.

Popular Culture – music, fashion, social media, personalities, etc. – also provide significant scope for young people to connect, share and explore themes of identity, diversity and meaning.

Another approach to this is to invite participants to either bring a significant item with them from home, or draw/represent such a significant item on a piece of paper. The idea is that everyone then – in two’s and/or in small groups and/or in one large group – shares the item they have with them or they have in mind, which represents something particular and personal about them and their sense of identity. Other participants are invited to ask questions to learn more and connect.



What’s in the News?

Similarly, ‘the News’ can be approached in many different forms as a springboard for discussion and consideration of different views/perspectives, political opinions/aspirations and worldviews. Newspaper headlines or clippings, photographs from magazines or archives, and newsreel footage are all rich sources of material to work with/from. An example of how to approach this is:

- Divide the larger group into mixed small groups of 4-6, providing each group with selected materials (a set of photographs, newspapers or newspaper headlines, etc.)
- Ask the group to discuss ‘what they see’ and agree on key themes or questions, such as: (i) Where is there evidence of bias or prejudice? (ii) Is there the potential for hurt or harm? (iii) Who is best placed/able to intervene to prevent

hurt or harm? (iv) What would you do if you were there/involved? (v) Does Government/Politicians have a role to play/responsibility? (vi) etc.

- When the group have had time to review and discuss the materials, they could be asked to display or present their findings; or to create a 'Tableau/Still Image' of the main theme or their strongest feelings: or to develop and perform a short 'Role Play' to explore a point of view or their findings/feelings, etc.



Media

As with the activity above – 'What's in the News?' – the idea of using a media clip/MP4/excerpt from a film/movie, etc., is simply to act as a stimulus for discussion, consideration and creative work around agreed themes relevant to identity, difference, diversity and Good Relations.

There are many such stimuli freely available. An important consideration is that the project/group running the Summer Camp and the youth/group workers/facilitator(s) should carefully review any material that is proposed to be used, to ensure it is suitable and that the facilitator has a clear educationally informed/driven plan – and a Plan B! – for how to best use the material with the group.

Some commonly used media clips include:

TV - Give My Head Peace; Hole in the Wall Gang, etc.

Film/movie - '71, Hunger, In the Name of the Father, Michael Collins, etc.

Humour/comedy - *Selective Hearing* – A short 'sketch' involving Kevin McAleer and John Byrne, produced at the Empire Comedy

club and presented as one of many resources on the BBC NI School Citizenship KS3 & KS4 webpages. For further information visit:

http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/sectarianism/laugh.shtml

Archived News footage & Documentaries –

Covering most events, themes and many Politicians and 'personalities'

"The ethos for the camp is to create a 'temporary community' where we learn together, have fun and explore each other's culture and beliefs. We link aspects of the programme to Native American culture and use some of their traditions to explore areas such as; hopes, fears, journeying, community and rite of passage.

Throughout the camps there is a real focus on creating a sense of freedom and letting the amazing outdoors work its magic. Many stories are told and questions asked as we walk, canoe and sit around the essential campfire."

– journeyfree.co.uk

"My tent doesn't look like much but, as an estate agent might say, "It is air-conditioned and has exceptional location."

— **Fennel Hudson, A Waterside Year - Fennel's Journal - No. 2**

4. Post-Camp

"Now I see the secret of the making
of the best persons,

It is to grow in the open air and to eat
and sleep with the earth.

Walt Whitman, Song of the Open Road

4.1. FAST FACTS

- a) The Post Camp phase must involve a minimum of 10 hours face-to-face engagement with all the young people involved
- b) Post Camps must continue to include a substantive good relations element
- c) The focus should be consolidation of relationships and consideration of legacy and next steps

4.2. KEY PRINCIPLES

VALUE AND CELEBRATE ACHIEVEMENT

If the Pre Camp and Camp phases have been a success, it is highly likely that young people will be 'buzzing' to get back together again to relive the good times they have shared and to build upon them. This phase should involve appropriate recognition of what has been achieved – perhaps in the form of celebration events, awards and/or performances – and a sharing of this with key others, such as family, friends, local community and other supporters.

CONSOLIDATE GOOD RELATIONS LEARNING AND RELATIONSHIPS

The Good Relations learning that has been engaged in up to this point and the positive development of relationship between young people from different communities, should continue to be built upon. Hopefully a sound platform has been developed from which further learning and joint work can grow.

Whilst this may be the final phase of this particular programme, the hope is that the positive developments that have been achieved will spur everyone on to continue with the further development of meaningful contact, relationships and cooperation between the young people and the partners involved.

CONSIDER LEGACY AND WIDER IMPACT

If the legacy is what's left and what endures, and if what's left is positive new relationships between young people – and those who work with them – that otherwise may not have happened, then it is precisely those young people who should be shaping the conversations around 'What Next?'

4.3. PROGRAMME CONSIDERATIONS AND ACTIVITY IDEAS

As the focus and priorities of the Post Camp phase are to:

- *Value and celebrate achievement so far*
- *Consolidate Good Relations learning and relationships between young people*
- *Consider legacy and wider impact*

The programme of engagement and activities chosen should clearly support these priorities and create both time and space for young people to 'imagine' Next Steps and to map-out how they would like the group/project to proceed.

In this context it is also important to acknowledge that projects/groups and their youth/group workers and facilitators don't always need to keep coming up with new and different learning activities and games, 'just for the sake of it.' The key is that activities are matched to learning intentions and the particularities of the group and context, and it is quite possible to use the same activities on a number of occasions over a period of time to develop, extend and even track learning.

This is particularly true when thinking about the Post Camp phase, as many of the activities and games used during the main Camp may be very suitable for use again during the Post Camp phase. Therefore, the ideas and activities that follow should be considered alongside those already outlined.



Consolidating Good Relations

Keep and/or return to the momentum generated during the main Camp phase by either:

- (i) Going back to an activity that worked really well and revisiting it, *or*
- (ii) Trying some of the activities identified in Section 3.3 that were not used during main Camp



Another **idea** might be for the whole group of young people to make a **visit** or series of visits to each others' communities and/or places of interest such as Churches, Museums, Historical buildings or monuments, or places of Political or Historical interest.

Learning about each other and exploring our own ideas, beliefs and practices can be done

in a myriad of ways and can/should be interesting and enjoyable.



Celebration and demonstration of achievement

Invite young people to design, plan and then deliver an event or series of events and activities that showcase their learning and achievements to their family, friends and wider community. This may include: display of artwork, use of masks, creative writing/poetry, music, dance, drama or other forms of performance.

Ultimately, if young people are supported to showcase their learning and achievements, it is pretty much guaranteed that their family and friends, and many in the wider community, will be proud of/for them and will be happy to celebrate with them.



Flags, Symbols and Emblems

The use of Flags, Symbols and Emblems of Identity as a mechanism for learning about cultural belonging, community and themes such as cultural diversity, is a potentially stimulating and effective approach. Many Good Relations organisations and individual practitioners may have what they refer to as a 'Flags and Symbols Box', or they may instead use laminated pictures of flags and symbols. Either way, the use of such resources can be a powerful learning tool to allow individuals to get 'up close and personal' with flags, symbols and emblems that they may not hitherto have had any previous encounter or knowledge of, other than what they may have heard being said about such things in their local community.

As such items may be considered symbolic of differences between communities, they may also be considered divisive. If it is judged appropriate to use a flags and symbols type activity to further develop group learning, it may be advisable to have an experienced facilitator lead the process.

Experienced CR/GR organisations are identified in Section 6 and if they themselves are unable to provide such learning support, they will know and be able to advise of others who will.



Media

Again, there are many media based resources that may be useful to support and further develop group learning, taking things on to the next natural level. Some examples are:

- **'Upstanding – Stories of courage from Northern Ireland'** - the 'Upstanding' series, developed by 'Facing our History, Shaping the Future' a Corrymeela Community Project, is made up of three products –

1. A film featuring 10 diverse accounts of people who 'stood up' to violence, discrimination or prejudice

2. A storybook featuring transcripts from the film and 6 additional stories

3. An educator's guide. Their web address is **W:**

<http://www.storiesofcourage.net/#/about/4576241130>

- **A Class Divided** or 'Brown eyes, Blues eyes' – A famous educational experiment exploring issues of racism and discrimination. **W:**

<http://www.pbs.org/wgbh/frontline/film/class-divided/>



Planning 'Next Steps'

Simply involve young people as fully as possible in the review and evaluation processes – important in terms of feedback to EA and OFMDFM/T:BUC Programme administration – and in the natural question(s) that a review raises, such as: 'What's Next?'

If the project has been a success, if young people have learnt and benefited and enjoyed the experience, they will want more and will have lots of ideas about what 'more' might involve or look like.

5. Monitoring and Evaluation

...“not everything that can be counted counts,
and not everything that counts can be counted.

William Bruce Cameron

5.1. CONTEXT

Evaluation is part and parcel of education, both formal and non-formal – yet it can be experienced as a burden and an unnecessary intrusion. Youth workers and youth projects may be suspicious of evaluation because it feels imposed from outside. Indeed, from its Latin origin meaning ‘to strengthen’ or to empower, the term evaluation appears to have taken a numerical turn – largely focused on the measurement of things or outcomes – and in the process it can easily seem to be an end rather than a means. If monitoring and evaluation is to have meaning, they must look at the people involved, the processes and the broader and often difficult to define outcomes. To achieve this involves meaningful engagement and dialogue with all the people involved, with the focus being on enquiry, meaning and understanding rather than simple measurement.

That said, the preferred evaluation model being used in this Programme is Outcomes Based Accountability (OBA). OBA is derived from protocols of financial accountability as a means to strengthen government’s capacity to manage service provision, to ensure the efficiency and effectiveness of spending, and to increase accountability and transparency of public and community sector organisations. Regardless of the model used or the particular requirements of the Programme, the challenge to projects and youth workers remains the same, it is to effectively ‘capture’ and demonstrate the positive difference made for and by young people – the ‘Distance Travelled’ – as a direct result of the Camp experience/youth work intervention, helping the young people to understand, value and celebrate their own learning, achievements and personal development.

PROGRAMME OUTCOMES

The desired outcomes against which projects will be evaluated are set out clearly in the programme documentation and are represented in the table below.

In terms of advice to groups/projects considering applying to the T:BUC Summer Camp programme, the most direct and useful advice may simply be: ***‘Look carefully at the required outcomes, and be sure that what you are proposing will be able to demonstrate achievement of the outcomes’***

In essence, this (*table below*) is what is being measured, and is therefore what you need to be:

a) Establishing a baseline for, and

b) Assessing 'distance travelled' or progress against.

T:BUC PRIORITY	SUMMER CAMPS OUTCOMES
<p>Our Children & Young People: Improving attitudes & building a community where young people can play a full and active role in building good relations.</p>	<ul style="list-style-type: none"> ✓ Positive attitudinal change towards people from different backgrounds. ✓ Sustained contact & friendships developed between young people from different backgrounds.
<p>Our Shared Community: A community where division doesn't restrict life opportunities & all areas are open and accessible to everyone.</p>	<ul style="list-style-type: none"> ✓ Young people are more positive about shared activities (e.g. education, leisure). ✓ Better recognition of the role young people play in peace building.
<p>Our Safe Community: A community where everyone feels safe to move around & not inhibited by fears.</p>	<ul style="list-style-type: none"> ✓ Young people feel that a safe environment has been created, in which facilities are shared and which enables them to share experiences and learning.
<p>Our Cultural Expression: A community which promotes mutual respect and understanding. Diversity is perceived as a strength & cultural expression is positively celebrated and non-threatening.</p>	<ul style="list-style-type: none"> ✓ Young people have a better understanding and respect for cultural differences.

In other words, what you (the project) need to be able to demonstrate is:

Positive attitudinal change towards people from different backgrounds

- How has the view/attitude of young people towards other young people from different backgrounds changed as a result of the Camps? Is it different at the end of the Camps, than it was at the beginning of the Camps, and in what ways?

Sustained contact & friendships developed between young people from different backgrounds

- Has new contact and friendship been developed between young people from different backgrounds? If so, describe the nature and extent of this.

Young people are more positive about shared activities (e.g. education, leisure)

- How has the attitude of young people towards shared activities with 'the others' changed? If they were against it, reluctant, hesitant or unsure beforehand, has this changed and in what way?

Better recognition of the role young people play in peace building

- Did young people feel they had a part/role to play in 'peace building' at the beginning of the project? How has their attitudes or thoughts about this changed as a result of the project/camps?

Young people feel that a safe environment has been created, in which facilities are shared and which enables them to share experiences and learning

- How safe, or otherwise, did young people feel at the beginning of the project about engaging with other young people from different backgrounds and how, if at all, do they feel differently at the end of the project?

Young people have a better understanding and respect for cultural differences

- How has young people's understanding of and respect for cultural differences been developed, if at all, through and by the project?

If the approach is to establish a 'Baseline' and then track progress, it is the questions and themes above that need to be taken account of and integrated into the activities and processes used.

5.2. KEY PRINCIPLES

- Be sure that the project and activities will be able to both achieve and demonstrate the achievement of the Programme outcomes
- Involve young people from the start – Baseline, and beyond
- Keep the mechanisms of monitoring and recording of progress clear and straightforward, there's no need to over complicate

In keeping with the principles above, it makes sense to build in participatory monitoring and evaluation from the start. Make it an unobtrusive and natural part of the way of working. Young people are simply involved, naturally and routinely, throughout the project in commenting and evaluating on 'What is working,' 'What we are learning' and 'How we are changing.' Young people are encouraged to think about the processes they have been participating in, the way in which they have changed and so on. This can/should be done in ways that fit in with the general run of things, and requires youth workers/facilitators to be intentional, sensitive and skillful in their management of activities, group and time.

5.3. PRACTICAL IDEAS

There is no set or prescribed way to either consult with young people or gather information about progress against project or programme outcomes. A range of methods are possible, and groups should select methods they are familiar with and confident to use.

These could include:

- Baseline and follow-on questionnaires
- Focus/feedback or review groups
- Blob Trees
- Use of computer/on-line or social media based mechanisms e.g. Survey Monkey or Qwizdom
- 'Richter Scale' type mechanisms
- Graffiti walls and/or suggestion boxes
- Creative approaches, such as: Video/Vox Pop booths; Use of photography or other Artwork to describe and 'capture' learning and meaning.

Using a number of approaches and methods may be helpful in capturing a wider range of viewpoints and materials.

Good practice and a dose of common sense will ensure that:

1. Young people understand why they are being consulted, how their feedback is relevant to their own learning and the project, what they are being invited to do and how any information that's gathered will be used
2. Youth workers/facilitators are skilled in working with young people, showing them respect and sensitivity, but also giving clear direction to the review and evaluation process and activities
3. Feedback, review and consultation activities make it easy for young people to participate, i.e. timing, location and process are all conducive and easy to engage with
4. Young people receive meaningful feedback on the impact of their involvement soon after their participation, i.e. highlighting changes that will be made to the project (if appropriate) and how feedback is passed to and used by the Programme

Below, brief thoughts and guidance are offered on the commonly used approaches of Questionnaires, Focus Groups, and other more Creative Methods.

QUESTIONNAIRES

Keep the number of questions limited and focused
Do not expect young people to spend more than 10 minutes completing a questionnaire
Closed questions (tick-boxes) may be easier to answer, but the options given may hide subtle differences or 'leading' – think about what you want/need to know carefully and ideally pilot the questions before they are used for real
Keep the language simple and accessible for all and be aware of literacy levels and language levels
Think about the overall look and layout of the questionnaire, ensuring that it is bright, accessible, without being patronizing
Perhaps incentives can be offered – such as a prize draw or gift vouchers – but the ethics and cost of this needs to be carefully considered

FOCUS GROUPS

Several smaller focus groups may provide a more conducive environment and better feedback, than one larger group
Identify the questions or themes to be explored – no more than four/five – and present them clearly, both verbally and backed up by flipchart, handouts or perhaps Powerpoint slides
Make sure participants know why they are being asked for feedback/being consulted, and understand their participation to be voluntary
If necessary, ensure prior consent form parents/adult carers has been sought i.e. vulnerable young people/young adults
Keep it light/snappy/fun...and not too long!

CREATIVE METHODS

Consider:
Young people creating and performing a **dance and/or drama** piece to illustrate the 'before' and 'after' and the learning and development journey between these
Using **group work activities** to review and evaluate how a session has gone and/or the learning achieved across the project e.g. Use the Spectrum/Walking Debate activity or the 'I Am' activity
Using **photographs or other Artwork** to demonstrate or represent the journey of learning i.e. put on an exhibition
Providing young people with a video camera and microphone and have them create a **news story, a documentary or a Report (TV style)** where they interview their peers and capture the life and times of camp and the responses and feedback of participants
The development of a **Camp and or Project Magazine** – with features, interviews, stories, facts, sports, 'politics,' gossip, lifestyle, fashion, etc

Monitoring and evaluating the Camp project can be done in a myriad of ways, and the more the young people themselves are involved and the more creative and engaging the methods used the better. That said, it is important to not lose sight of the clear and direct requirements of the Programme as set out in the table above, which should inform the questions that are asked and the engagement with young people at the beginning, the middle and the end.

6. Links to useful organisations and resources

This is not, and does not set out to be, an exhaustive list of relevant organisations and resources. Such a thing would be almost impossible to do and probably too unwieldy to use. Rather it is hoped that it may serve as a starting place for those who may want to connect with key organisations or personnel, look deeper into specific themes or issues, or possibly seek inspiration beyond the more obvious routes.

Name	Organisation/Link and Webpage
<p>Access All Areas</p>	<p>Access All Areas – A Diversity Toolkit for the Youth Work Sector</p> <p>Access All Areas was developed by youth work practitioners across the island of Ireland as a resource for use in both the Republic of Ireland and Northern Ireland. The National Youth Council of Ireland and Youthnet Northern Ireland coordinated the publication of the guidance.</p> <p>It has been designed to be used by trained youth workers, by volunteers, by directors and managers of youth services and others working with children and young people.</p> <p>W: http://www.inclusiveyouthworkni.co.uk/Branches/YouthNet/YouthnetMicrosite/Files/Documents/Access%20All%20Areas%20Summary%20-%20Web%20version.pdf</p>
<p>Arts Council</p>	<p>Arts Council for NI</p> <p>The funding and development agency for the arts in NI - placing arts at the heart of NI's social, economic and creative life.</p> <p>W: http://www.artscouncil-ni.org</p>
<p>BBC</p>	<p>BBC Northern Ireland Learning: KS3 & 4</p> <p>Whilst archived and no longer updated, this site has lots of material on Inclusion and Diversity, Sectarianism and Racism</p> <p>W: http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/</p>
<p>CAIN</p>	<p>CAIN – Conflict Archive on the Internet</p> <p>Information and source material on 'the Troubles' and politics in Northern Ireland from 1968 to the present</p> <p>W: http://cain.ulst.ac.uk</p>

Name	Organisation/Link and Webpage
CFNI	<p>Community Foundation for NI</p> <p>Committed to addressing the challenges of peacebuilding, social justice and effective community development, by grant making and enabling philanthropy</p> <p>W: http://www.communityfoundationni.org</p>
CRC	<p>Community Relations Council</p> <p>Their Strategic aim is to promote a peaceful and fair society based on reconciliation and mutual trust</p> <p>W: http://www.community-relations.org.uk</p>
Corrymeela	<p>Corrymeela</p> <p>Northern Ireland's oldest peace and reconciliation organization, with a renowned residential centre in Ballycastle</p> <p>W: http://www.corrymeela.org</p>
CRED (NI)	<p>Community Relations Equality and Diversity</p> <p>A website providing teachers, youth workers, schools and youth organisations with a wide range of information and resources on the development of community relations, equality and diversity</p> <p>W: http://www.credni.org</p>
CRIS	<p>Community Relations in Schools</p> <p>A community education charity, whose core work is supporting schools in their Community Relations work, and engaging adults in the wider community in active cross-community and peace building programmes and activities.</p> <p>W: http://www.cris-ni.org.uk</p>
Department of Education	<p>Department of Education</p> <p>Information on all Schools and Youth Service policy, practice, support and development, including CRED, Shared Education and the Education and Training Inspectorate (ETI)</p> <p>W: https://www.deni.gov.uk</p>
EA	<p>Education Authority</p> <p>The Education and Library Boards (ELBs) were dissolved on 31 March 2015, and the Education Authority was established on 01 April 2015 and is now responsible for all of the operational functions previously carried out by the five ELBs in accordance with the Education Orders, including efficient and effective primary and secondary education services and youth services.</p> <p>Support with resources for and implementation of CRED across Youth Services is available via Youth Services</p> <p>W: http://www.eani.org.uk</p>

Name	Organisation/Link and Webpage
Good Relations Officers	<p>Good Relations</p> <p>Located in all 11 Council Areas, Good Relations Officers are responsible for promoting Equality and Good Relations work across the area, providing training and support, distributing 'Peace' funding and facilitating other projects on issues of identity and diversity</p> <p>W: Local Council websites, or via</p> <p>http://www.nidirect.gov.uk/local-councils-in-northern-ireland</p>
Glencree	<p>Glencree</p> <p>Based in the Wicklow Mountains, 22 km from Dublin City Centre, Glencree uses its centre to facilitate 'under the radar' dialogue between groups involved in and affected by violent conflict, acting as an impartial facilitator to aid others to find their own solutions</p> <p>W: http://glencree.ie</p>
HTR	<p>Healing Through Remembering</p> <p>An independent initiative made up of a diverse membership with different political perspectives working on a common goal of how to deal with the legacy of the past as it relates to the conflict in and about Northern Ireland.</p> <p>W: http://www.healingthroughremembering.org</p>
HINI	<p>Hostelling International Northern Ireland</p> <p>Hostelling International Northern Ireland (HINI) is the Youth Hostel Association of Northern Ireland (YHANI), a non-profit organisation founded in 1931.</p> <p>They operate four budget youth hostels across Northern Ireland: in Belfast, Bushmills and White Park Bay and have an affiliated hostel in the City of Armagh.</p> <p>W: http://www.hini.org.uk</p>
Infed	<p>Infed</p> <p>Was established in 1995 at the YMCA George Williams College, London, as an open and not-for-profit resource. It's aim is to provide a space for people to explore education, learning and social action – and in particular the theory and practice of informal education, community learning and development, specialist education, social pedagogy and lifelong learning.</p> <p>W: http://www.infed.org</p>
Joined up	<p>Joined Up – Developing Good Relations in the School Community</p> <p>By Nichola Lynagh (NICIE) and Mary Potter (Corrymeela) – 2005. A resource to promote effective teaching and learning practice, and to provide guidance for exploring some of the more controversial issues, which emerge in ways that are appropriate, safe, and create positive learning experiences.</p> <p>W: http://endbullying.org.uk/wp-content/uploads/2014/05/Joined-Up-Resource.pdf</p>

Name	Organisation/Link and Webpage
Kilcranny	<p>Kilcranny House - Peace and reconciliation centre</p> <p>Offer programmes, residential accommodation and meeting spaces to groups involved in discussing difficult issues in order to make our world a better place. They seek to work inclusively, exploring the environment with integrity, looking for ways of living sustainably, and practicing non-violence as a way of life and as a way of changing society for the better.</p> <p>W: http://www.kilcrannyhouse.org</p>
NYA	<p>National Youth Agency</p> <p>NYA is a national body with a vision rooted in a steadfast belief in young people and their ability to shape the world. By championing, professionalising and enabling youth work, they strive to find better, more inventive ways to empower more young people. They have three key elements:</p> <p>Championing youth work in all its many forms – incubating new approaches</p> <p>Professionalising youth work – training youth workers, setting occupational standards.</p> <p>Enabling youth work – making it happen through networks of front line youth work providers.</p> <p>W: http://www.nya.org.uk</p>
NYCI	<p>National Youth Council of Ireland</p> <p>NYCI represents and supports the interests of voluntary youth organisations, and uses its collective experience to act on issues that impact on young people. Responsibilities include Equality and Intercultural youth work.</p> <p>W: http://www.youth.ie</p>
OFMDFM	<p>Office of the First and Deputy First Minister</p> <p>The responsibilities of OFMDFM include: Equality and Good Relations, and Delivering Social Change e.g. Shared Education</p> <p>W: https://www.ofmdfmi.gov.uk</p>
Outward Bound	<p>Outward Bound</p> <p>The Outward Bound Trust is an educational charity that uses the outdoors to help develop young people from all walks of life. They run adventurous and challenging outdoor learning programmes, that equip young people with skills for education, work and life.</p> <p>W: https://www.outwardbound.org.uk</p>
Peace IV	<p>Peace IV Funding</p> <p>The PEACE IV Programme is an initiative of the European Union which has been designed to support peace and reconciliation in the Border Region of Ireland and Northern Ireland. Despite 3 previous Peace funding programmes, the view is that there remains a need to improve cross-community relations and where possible further integrate divided communities. The new programming period is 2014-2020.</p>

Name	Organisation/Link and Webpage
	<p>W: http://www.seupb.eu/2014-2020Programmes/PEACEIV_Programme/PEACEIV_Overview.aspx</p>
<p>Promoting Reconciliation in the NI Curriculum</p>	<p>Promoting Reconciliation in the NI Curriculum</p> <p>A series of carefully planned and sequenced lessons addressing themes relevant to Peace and Reconciliation in NI, for Year 6 & 7 and also for Year 8 & 9</p> <p>W: http://www.cass.welbni.org/site/subpage.asp?sector=p&page_area=47&subpage_id=521</p>
<p>PRG</p>	<p>Peace and Reconciliation Group</p> <p>The Peace and Reconciliation Group was established in 1976 to build bridges and promote a peaceful and inclusive society in Northern Ireland.</p> <p>A major strand of PRG’s work involves supporting people to talk to one another, in the form of structured workshops, training programmes, specifically designed projects, mediation sessions, or in a more private way.</p> <p>W: http://www.insightonconflict.org/conflicts/northern-ireland/peacebuilding-organisations/peace-and-reconciliation-group-prg/</p>
<p>S75</p>	<p>Section 75 of NI Act</p> <p>Government departments, agencies and councils are required to take into account Section 75 of the Northern Ireland Act, which lists nine key groups that must be given consideration before any decisions are made.</p> <p>W: http://www.nidirect.gov.uk/section-75</p>
<p>Speedwell</p>	<p>Speedwell Trust</p> <p>The Speedwell Trust is a voluntary project based in Parkanaur Forest near Dungannon. The project was created in 1991 to bring Catholic and Protestant primary school children together through curriculum based programmes. Children work in mixed groups, participating in both environmental and community relations programmes.</p> <p>W: http://www.speedwell-trust.com</p>
<p>T:BUC</p>	<p>Together: Building United Communities</p> <p>The 'Together: Building a United Community' (T:BUC) Strategy, published on 23 May 2013, reflects the Executive’s commitment to improving community relations and continuing the journey towards a more united and shared society. Key priorities are: Our children and young people; Our shared community; Our safe community; Our cultural expression.</p> <p>Each of the four key priorities has a set of tangible and practical commitments, with the Summer Camp Programme one of the headline actions under the priority of ‘Our children and young people’</p> <p>W: https://www.ofmdfmi.gov.uk/articles/together-building-united-community</p>

Name	Organisation/Link and Webpage
Youth Action	Youth Action Northern Ireland Youth Action Northern Ireland works with young people to support them as active and equal citizens whose voices are heard, respected and valued. W: http://www.youthaction.org
Youth Council	Youth Council Education Minister John O'Dowd abolished the Youth Council of Northern Ireland, in December 2015, saying that all youth services funded by the Department of Education will, from April 2016, go through the Education Authority. W: http://www.ycni.org/index.html
Youth Link	Youth Link NI Established in 1991, Youth Link NI is the inter-church youth service for Northern Ireland and exists to provide support & training for youth workers and community relations experiences for young people. W: http://www.youthlink.org.uk/#
Youthnet	Youthnet NI Youthnet is the voluntary youth network for Northern Ireland, representing the interests and aspirations of voluntary youth organisations that work with children and young people across Northern Ireland. W: http://www.youthnetni.org.uk

~ Assumptions ~

Look at your partner and guess

Does your partner prefer the cinema, theatre or TV? _____

What is their favourite City or Country? _____

What is his/her favourite food? _____

Does he/she play a musical instrument? _____

Where does he/she come in their family (Sibling order)? _____

Is he/she more interested in politics, religion or sport? _____

Name a 'personality' they admire? (Political, TV/film, sport) _____

Which does your partner prefer – Facebook, Magazines or Books? _____

What type of post-primary school did they go to? _____

(Secondary, Grammar, Integrated, Catholic, State, etc)

Would they consider themselves Catholic, Protestant or Other? _____

Would they consider themselves British, Irish or Other? _____

Do they believe in God and/or are they religious? _____

Which of these do they prefer: shopping, cooking or clubbing? _____

Heritage and Identity

Where did I live when I was growing up?

What are Sundays like in my home?

What do I like/dislike about belonging to my community of origin?

What is my earliest memory of my religious identity and community background?

What were the big issues for me growing up in Northern Ireland?

What newspapers does my family buy?

What are the big occasions in the year for my family?

What traditions run through my family?

- Musical?
- Sporting?
- Trades and Professions?
- Political?
- Religious?
- Etc.?

Who are my heroes/respected figures in politics, the media, religious settings, etc.?

What, if any, are my memory of the 'Troubles'/the conflict?

Flatmate

Purpose: To encourage exploration of our own attitudes, biases and prejudices towards others/other groups.

Note: This activity can be carried out in either one step - *all information on potential flatmates is given up front* - or two, where limited information is given initially and, only after a first sift has been made and discussed, the rest of the available information is revealed to enable a more complete consideration and ranking of potential flatmates. Two important determining factors in deciding whether to use a one or two step approach to the activity are: (i) the time available, and (ii) the priority the facilitator wishes to give within the session to the exploration of personal and societal prejudice, and group stereotypes.

Activity outline: Participants are invited to imagine that they live together in a shared flat. Someone has just moved out and they each, individually, have to decide on a new flatmate. Out of the list of potential flatmates they are asked to rank them in the order they would feel most comfortable living/sharing with, based on the limited information they have. They should rank order them 1-10, from most comfortable to least. This is to be done individually at this stage and participants should be reassured that no one has to reveal their list at any point if they don't want to. (5 mins)

After 5 minutes, groups of 4-6 people should be formed, and each group given a piece of flipchart paper and a markers. Explain that "*these are your other flatmates*" and you now need to agree as a group who out of the list is to fill the empty room in the flat. Ask them to try to find agreement and/or consensus and record their results on the flipchart paper. (15 mins)

At this stage feedback could be taken exploring:

- *How did they decide the order that they did?*
- *Did they find it hard to discuss this as a group?*
- *Were some people on the list harder to discuss than others?*
- *How did they reach agreement? (5 mins)*

Then, if the activity is being facilitated in two steps/stages, give each group the additional information about the flatmates and ask them to decide as a group if they think their list needs to be revised. (10 mins)

Once each group has revised their list (or decided to leave it the same) ask them to feedback again, exploring:

- *Did they change their mind at any point?...and what influenced such changes?*
- *Was any of the follow-up information a surprise?*
- *What information or factors influenced initial perceptions?...and where do we get these stereotypes/generalised pictures from?*
- *Personal reflections on prejudice and 'triggers' and the influence of family, community, media, etc (15 mins)*

ROMANIAN - GEORGINA IS A 23 YEAR OLD SINGLE MUM OF A 2 YEAR OLD BOY.

SON OF UDA LEADER - BILLY IS 21 AND GREW UP ON AN ESTATE IN NORTH BELFAST.

TEENAGE PARENT - JENNA IS 19, IS FROM STRABANE, AND HAS A THREE-YEAR OLD DAUGHTER.

GAY NURSE - JIM IS 22 AND HAS LIVED WITH HIS PARENTS UNTIL RECENTLY.

TEACHER - TREVOR IS 28 AND HAS BEEN A CHEMISTRY TEACHER IN DERRY CITY FOR 6 YEARS AT THE SAME SCHOOL.

SYRIAN REFUGEE - MOHAMMED, IS 35 YEARS OLD AND A SHIA MUSLIM FROM SYRIA.

REPUBLICAN EX-PRISONER - GERRY IS 33. HE WAS RELEASED FROM PRISON A NUMBER OF YEARS AGO UNDER THE EARLY RELEASE SCHEME.

EVANGELICAL CHRISTIAN - WILLIAM IS 19 YRS OLD AND A STUDENT.

ROMANIAN

Georgina is a 23 year old 'mature' student and a single mum of a 2 year old boy. Her family arrived in Northern Ireland 4 years ago as her father lost his job at a construction firm in Romania, and her mother lost her SEN teaching job. She is working in a local bar in the evenings and is keen to get an education – she wants to be a teacher - to help earn money for herself and her wider family. She is friendly and motherly in her manner. She misses Romania, but is hard working, finding bar and cleaning jobs wherever she can. Her mum, dad and wider family live nearby and will help look after her 2 year old when she is in class and/or working.

SON OF UDA LEADER

Billy is 21 and grew up on an estate in North Belfast. His father has been a prominent leader in the Ulster Defence Association and a respected member of that particular community. Billy hates everything about the paramilitaries and has caused a considerable headache for his father. His 6-month relationship with Theresa from the New Lodge, who is 18, has just been found out and this is the last straw for his father and the family. His father says he can no longer offer him protection in the area and Billy has reluctantly decided it is time to leave. Billy and Theresa hope to get a flat together in about one year's time and in the meantime Billy plans to work hard and save. Billy is a carpet fitter and Theresa got 4 A's in her A levels and plans to do Law at Queens.

TEENAGE PARENT

Jenna is 19, is from Strabane, and has a three-year old daughter. She is a medical student at Queens University and is looking for somewhere nearby where she and her daughter can share a room. Her daughter goes to a nursery during her study and medical attachments. She is a straight 'A' student and is a committed mother. Her daughter is relatively well behaved and is used to sharing a house with others.

GAY NURSE

Jim is 22 and has lived with his parents until recently. He told them that he was gay and while his parents did not ask him to leave, he felt he couldn't live there anymore. Jim works in Belfast City Hospital on the Respiratory ward. He loves his job and is in a relationship with another nurse who is 30.

TEACHER

Trevor is 28 and has been a chemistry teacher in Derry City for 6 years at the same school. He has just resigned from his job, due to allegations and investigations of inappropriate conduct between himself and another (female) teacher, and his marriage has been under strain. This has been made worse by comments which have appeared on Facebook and other social media platforms. A number of vacant teaching posts have been advertised in the area and, now separated from his wife, Trevor is trying to make a fresh start.

SYRIAN REFUGEE

Mohammed, is 35 years old and a Shia Muslim from Syria. He says he fled his country recently, although some of his family are still in Syria and he is currently seeking asylum in Northern Ireland so that his family can join him. After constant racial intimidation in his previous occupancy (he only stayed for 6 weeks) he has decided to move into this area. He has been advised that this would be safer as there is a larger population of ethnic minorities in the area. He is interested in doing a PGCE, as he has a primary degree in Chemistry and 12 years experience of working as a Chemist in a hospital in Damascus.

REPUBLICAN EX-PRISONER

Gerry is 33. He was released from prison a number of years ago under the early release scheme implemented as a result of the Good Friday Agreement. He has been working for 5 years at a community project based at a troubled interface. The project looks to discourage young males from getting involved in sectarian violence and involvement with the paramilitaries. Due to funding cuts the project had to close, and Gerry is now working part-time on a similar project in your area. As a result of the time he now has available, he wishes to pursue a degree in conflict transformation at university.

EVANGELICAL CHRISTIAN

William is 19 years old and a student. He is a committed Christian and frequently spends his evenings in Belfast city centre, doing street work with a Christian youth group. He also volunteers at the local homeless mission. He plays guitar, fronts a 'Christian rock group,' is outgoing, enjoys travelling, meeting new people and spending time with his friends. He doesn't drink alcohol. He has a keen interest in local and international politics and is an active member of a UK based international relief and development organization. Having completed one year at University doing accountancy, he now wants to take a theology degree and he is interested in the flat as it is near the Theology College.

THE TABLES TURNED

By William Wordsworth

Up! up! my Friend, and quit your books;

Or surely you'll grow double:

Up! up! my Friend, and clear your looks;

Why all this toil and trouble?

The sun, above the mountain's head,

A freshening lustre mellow

Through all the long green fields has spread,

His first sweet evening yellow.

Books! 'tis a dull and endless strife:

Come, hear the woodland linnet,

How sweet his music! on my life,

There's more of wisdom in it.

And hark! how blithe the throstle sings!

He, too, is no mean preacher:

Come forth into the light of things,

Let Nature be your Teacher.

She has a world of ready wealth,

Our minds and hearts to bless—

Spontaneous wisdom breathed by health,

Truth breathed by cheerfulness.

One impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings;
Our meddling intellect
Mis-shapes the beauteous forms of things:—
We murder to dissect.

Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.