



From Beneficiary to Benefactor: Go-Givers' Capacity to Develop Caring and Concerned Citizens



Somerset & North Somerset Pupil Outcomes Evaluation Report 2010-2011

From Beneficiary to Benefactor: Go-Givers' Capacity to Develop Caring and Concerned Citizens

Table of Contents

I. Executive Summary	2
Key Findings	3
II. Background	
Programme Overview	4
Profile of Schools	4
Methodology	5
III. Summary of Results	7
IV. Teachers' Feedback	9
V. Individual Class Profiles	
Abbas and Templecombe CE Primary	11
Ashill Community Primary	11
Axbridge First School	12
Bishop Henderson C of E VA Primary	14
Bournville Community Primary	15
Brookside Community Primary	16
Burnham-on-Sea Infants School	17
Cheddar First School	17
Countess Gytha Primary	18
Hutton CE Primary	19
Meare Village Primary	20
Northleaze CE Primary	21
St. Anne's CE Primary	22
Stawley Primary	23
Trull CE VA Primary	23
Windwhistle Primary	24
Wookey Primary	26
VI. Appendices	
Appendix A: Teacher's Planning Document	27
Appendix B: Pre and post-Assessment prompt questions	28
Appendix C: Teacher's Evaluation Document	29
Appendix D: Teachers' feedback on desired and achieved learning objectives	30
Appendix E: Sample pupil pre and post-topic assessments (mindmaps)	33
Appendix F: Description of Go-Givers lessons/tools used	38
Appendix G: Characteristics of participation schools	41



Executive Summary

We are familiar with seeing children as the recipients of charity, usually because they are in need or their innocence is palpable when they are victims. The Go-Givers programme functions from the other side of the coin, developing children's understanding and motivation to help others. This premise is shared with the government's approach to giving and social participation. The recently published Giving White Paper promotes a culture of giving as a social norm, acknowledging that the building blocks of empathetic attitudes and complex social understanding established in the earliest life stages will inform lifelong giving: 'giving is more an attitude than something you only do when you have money. It's easiest if you learn it young'.¹

Most people who work with children recognise that they are often startlingly aware, empathetic and able to respond to others in need when given the opportunity. With a presence in one third of English primary schools, Go-Givers operates on a theory of change that connects pupils' understanding, personal and social development, empathy, moral judgements and active participation in order to develop a disposition towards an outward-looking concern for others. Go-Givers lessons and activities equip teachers to stimulate lively and immediate discussions around social dilemmas, and link these to an empathetic understanding of their consequences, and the position of those affected.

These educational elements, presented through the non-statutory framework of PSHE (Personal, Social, Health) and Citizenship education curriculum in primary schools, have been originated to support a vision of a more vibrant democracy, a cohesive society, and communities in which effective individuals are able to cooperate to achieve collective outcomes. It is in this engagement with interpersonal and societal issues that values relating to caring, giving, and social participation – perceived as latent or hidden in most children--can then form the basis of ongoing, productive discussions that provide social context to education across the curriculum.

This evaluation report presents the impact of Go-Givers in promoting pupils' personal, social, health and citizenship education knowledge, skills and attitudes through the results of a pupil outcomes study carried out in Somerset and North Somerset schools. The evidence demonstrated by pupils' and teachers' perceptions indicates that Go-Givers has been successful in developing more personal and collective declarations of caring, understanding of the social consequences of disadvantage, motivation to support and help others, and an adoption of attitudes that prefer to seek the common good rather than immediate personal benefit. Because the programme promotes pupil-led learning, we judge that these outcomes are more than simply the adoption of teacher values.

¹ <http://www.cabinetoffice.gov.uk/resource-library/giving-green-paper>



Key Findings

90% of pupils² demonstrated significant progress towards desired outcomes for their class's chosen topic as reflected in their mindmaps (see Table 1 below, see Appendix E for examples).

In 96% of classes³, teachers reported that their learning objectives were achieved to a great extent by using Go-Givers resources. In the two classes where they were only partially achieved within the designated time span, one teacher reported that the children's vocabulary was lacking at the baseline level. In the other, the teacher used other curricular resources that were linked from the Go-Givers lesson to supplement learning and therefore achieved learning objectives were attributed to both Go-Givers and other resources. Pupil data largely supports the teachers' reports. (see Appendix D).

The menu of Go-Givers resources is successfully meeting the diverse PSHE and Citizenship resource needs of teachers. Teachers selected a spectrum of themes/topics connected to their whole school or year group curriculum (see Table 2 and 3 below), indicating that Go-Givers is helping teachers achieve their curricular goals. Teachers' own learning objectives were closely aligned with Go-Givers intended outcomes.

Even brief Go-Givers interventions can be impactful in promoting citizenship-oriented knowledge and attitudes. Teachers had varied depths of engagement with the Go-Givers resources over the brief span of the intervention, with some using multiple lessons, the character puppets and Go-Givers context-free web tools, while others based their learning objectives around a single lesson. The pupil impact demonstrated across key stages and a variety of topics suggests that users don't have to have extensive engagement with Go-Givers to benefit from it.

² From the qualitative data, percentages were calculated by considering pupils as impacted if their post-assessment mindmaps indicated an increase in knowledge, an understanding of concepts, or a shift in attitude, towards the learning objectives compared to their baseline mindmap. Mindmaps that were completed in pairs, groups, or a whole class were considered to be representative of all pupils that contributed.

³ This includes the case study schools.



Background

Programme Overview

Go-Givers (www.gogivers.org) is the Citizenship Foundation's flagship programme for Primary schools which aims to develop responsible, caring citizens who have the skills and confidence to make a positive contribution to their communities, from local to global.

Go-Givers began life as a Generous Society project and is now project-funded by the Cabinet Office. It was initiated at the approach of the Home Office in 2005. A Project Manager was appointed in January 2006. It was initially devised to nurture support for charitable action in primary aged children to complement the work of its secondary school counterpart, Giving Nation, but has since expanded into a comprehensive offer to establish the building blocks of empathetic attitudes and complex understanding to inform lifelong active citizenship and participation in its varied forms.

Go-Givers delivers its aims by providing a varied menu of free, engaging, and interactive citizenship-rich cross-curricular resources via an innovative website that covers issues such as community cohesion, keeping safe, friendship, sustainability and globalisation, among others, mediated through the eight accessible Go-Givers characters. Go-Givers additionally provides training sessions to teachers, an active citizenship project for pupils and national competitions.

Programme Aims

The specific outcomes Go-Givers intends to foster in primary school pupils include:

1. Increased understanding of other people's problems and their causes.
2. Increased understanding of Human Rights/Children's Rights.
3. Communication skills for social participation.
4. Ability to make choices, set goals and take action in their communities.
5. Compassion linked to social and moral responsibility.

Go-Givers complements existing Personal, Social and Health Education (PSHE) initiatives that are mainstreamed in schools, such as Social and Emotional Aspects of Learning (SEAL), which deal with self-awareness, managing feelings, motivation, empathy and social skills. Go-Givers extends this learning into a wider societal context to orient children to their role in their local and global communities. Thus the programme aims to meet the well-documented demand from teachers for informative, age-appropriate teaching and learning resources for the non-statutory subjects of PSHE and Citizenship that, in turn, promote cross-curricular learning.

Reach

At the end of March 2011:

- **14,802 users** registered on the Go-Givers website
- Of these, **11, 643 are teachers in English primary schools**
- With at least one registered user in **5,830 primary schools** in England, Go-Givers has a presence in **one third of all primary schools** in England



Methodology

In the 2009-2010 academic year, Go-Givers conducted a pilot study in Kirklees to evaluate pupil outcomes. The methodological constraints of this study lead Go-Givers to develop an enhanced methodology that was trialled in Somerset and North Somerset primary schools in the 2010-2011 academic year.

Profile of Schools

A total of 29 classes in 17 schools participated in the evaluation.

Complete pupil data was received from **24 classes in 15 schools** with individual data from **503 pupils**, approximately half from Key Stage 1 and half from Key Stage 2. Two additional schools submitted a portfolio of pupil work and teacher feedback that will be presented as case studies in this report.

Schools range in size and setting from small rural village schools to medium-sized urban/town schools. (See Appendix G for characteristics of each school)

Over the period of approximately four months, participating teachers went through the following steps:

- 1) Received Go-Givers training on Go-Givers aims and navigating the website.
- 2) Decided which Go-Givers theme, topic or lesson they wanted to teach in relation to their whole school curriculum. Go-Givers provided a list of suggested PSHCE themes/topics and their corresponding lessons, although teachers were free to select topics outside of this list.
- 3) Completed a Teacher's Planning Document (see Appendix A).
- 4) Asked pupils to complete a Pre-Topic Assessment (a mindmap) before introducing them to Go-Givers. Suggested prompt questions were provided to establish individual pupils' baseline knowledge, attitudes, skills on the chosen topic/theme (see Appendix B).
- 5) Attended a second training session to further their knowledge of the potential of Go-Givers lessons and tools to reach their learning objectives.
- 6) Taught to their topics and learning objectives using Go-Givers lessons and tools, the Kids' Zone and the character puppets, using their Teacher's Planning Document as a guide.
- 7) After teaching the chosen topic/theme, carried out the Post-Topic Assessment, asking pupils to revisit their previous mindmaps and add to, edit or omit from them.
- 8) Completed the Teachers Evaluation Document (Appendix C) to assess the extent to which learning objectives were achieved and to indicate how well they felt the resources used addressed the overall aims of the Go-Givers programme.

The method was designed to reflect the flexibility of the website and how it is drawn upon by its diverse users. Within this method, Go-Givers applies its principles of pupil-led learning by relying mainly on pupil voice in the demonstration of outcomes, rather than relying solely on teachers' reports of perceived impact as most existing evaluations do.

Some of the strengths of the design that overcome previous methodological constraints are:

- Enabling teachers to choose what they evaluate. Teachers were instructed to select a Go-Givers topic/theme of their choice connected to their whole school curriculum rather than have a prescribed unit of teaching. This is more reflective of the flexibility of the website and how it is drawn upon by its diverse users.
- Using open-ended qualitative data gathering tools rather than standardised tools to *demonstrate*, rather than "measure", pupil progress. The content of mindmaps were not



arbitrarily scored or quantified to show gradient of progress. Rather, each pupil was assessed qualitatively according to their own baseline and overarching trends were analysed within each class.

- Incorporating pedagogical strategies that teachers are familiar with so that time invested in evaluation itself has educational benefit for participating teachers and pupils. The reflective activity of mindmapping is a form of assessment *for* learning, rather than merely assessment *of* learning. Mindmaps help to visualise any value added by engagement with Go-Givers resources.
- Taking into account guidance from the PSHE Association⁴ stating that assessment for learning effectively in PSHE education requires finding out “what pupils already understand before embarking on a theme”.
- Better isolating extraneous variables by assessing outcomes per topic, theme or lesson rather than attempting to assess Go-Givers overarching aims, which are the cumulative result of the programme in its entirety. The selection of a focused topic helps to avoid over claiming causality that is the result of other interventions or of learning that would happen anyway.

⁴ 'PSHE Assessment for Learning' pamphlet, Summer 2010. Available at <http://www.pshe-association.org.uk/uploads/media/27/7429.pdf>



Summary of Results

Proportion of pupils in each class influenced by Go-Givers resources

Analysis of data from pupils' mindmaps was overwhelmingly positive showing a shift in one or more elements of understanding, thinking skills, attitudes or empathy within an average of 90% of pupils in each class.

Table 1

School	Class	Selected theme/topic/lesson	No. of pupils	Percentage that showed progress towards learning objectives
Abbas and Templecombe Primary	Year 4/5, Sapphire	Equality and Fairness	26	81%
Ashill Community Primary	Year 5, Class 2	Sustainability	3	100%
Ashill Community Primary	Reception, Year 1/ 2	All About Me	11	100%
Axbridge First School	Year 4	Global Issues	28	96%
Axbridge First School	Year 2, Chestnut	Friendship and Feelings	30*	100%
Axbridge First School	Year 1/2, Hazel	Friendship and Feelings	30*	100%
Axbridge First School	Reception/ Year 1, Willow	Friendship and Feelings	30*	100%
Bishop Henderson Primary	Year 4, Class 10	Diversity and Cohesion	24	100%
Bournville Primary	Year 2, Class 2B	Giving	20	100%
Bournville Primary	Year 5, Class 4A	Rights and Responsibilities	20	100%
Brookside Primary	Year 3, Class 8	Schools are for Learning	26	65%
Burnham-On-Sea Infants School	Year 2, Class 7	Diversity and Cohesion	25	80%
Cheddar First School	Year 2, Class AA	Feelings and Friendship	25	93%
Cheddar First School	Year 2, Class KB	Feelings and Friendship	27	88%
Cheddar First School	Year 4, Class JD	Global Issues	20	90%
Countess Gytha Primary	Year 6, Falcons	Sustainability	17	100%
Hutton Primary	Year 6, Year 3, Year 1	Anti-bullying	-	Case Study
Meare Village Primary	Reception	Friendship	15	73%
Northleaze Primary	Year 5	Diversity and Cohesion	-	Case Study
St. Anne's Primary	Year 2, Dancing Dolphins	Giving	30	100%
Stawley Primary	Year 2, Class 1	Keeping Safe	10	90%
Trull CEVA Primary School	Year 2, Maple	Home and Family	5	100%
Trull CEVA Primary School	Year 3, Oak	Home and Family	7	100%
Windwhistle Primary	Year 5, Class 5R	Diversity and Cohesion	23	83%
Windwhistle Primary	Year 1, Class 1M	Carnival	30*	100%
Wookey Primary	Year 5/6, Chestnut	Rights and Responsibilities	21	86%
		Total	503	Average: 90%

* No. of pupils was approximated in classes that submitted one collective mindmap.



Range of PSHCE topics taught using Go-Givers

Teachers selected a spectrum of themes, topics or lessons connected to their whole school or year group curriculum, suggested that Go-Givers is helping teachers achieve their curricular goals. Predictably, PSHE topics such as 'feelings and friendship' are more popular at Key Stage 1, whereas societal issues of equality, fairness, and sustainability feature more prominently for Key Stage 2.

Table 2

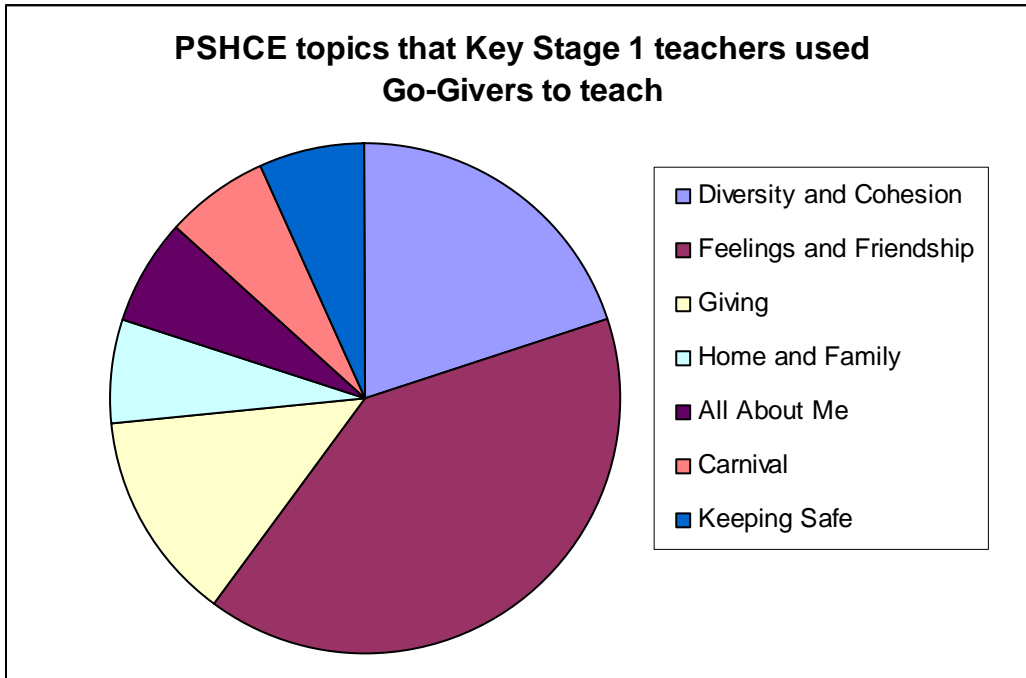
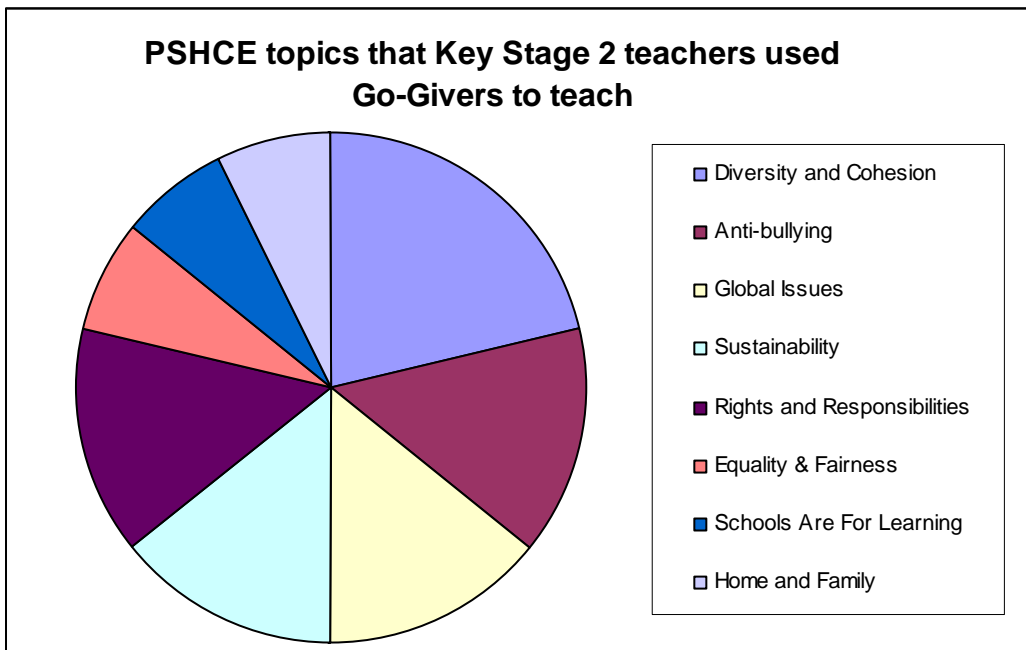


Table 3





Teachers' Feedback

In addition to pupil assessments, teachers completed the Teachers Evaluation Document (Appendix C) to assess the extent to which learning objectives were achieved and to indicate how well they felt the resources used addressed the overall aims of the Go-Givers programme.

Learning Objectives:

The evaluation design allowed teachers to select their own PSHCE (Personal, Social, Health and Citizenship Education) topic and plan their desired learning objectives accordingly. Teachers determined their learning objectives in line with those stated within their chosen Go-Givers lessons, indicating that teachers recognised the appropriate Go-Givers resources to reach their objectives.

Teachers overwhelmingly reported that their class had achieved the desired learning objectives were met to a great extent by using Go-Givers resources, even when trends were less clear in the pupil data. In 96% of classes⁵, teachers stated that learning objectives had been achieved. Responses suggest that teachers find Go-Givers an effective way to meet their curricular goals.

Sample responses (see **Appendix D** for full data of teachers' desired and achieved learning objectives):

To what extent were your learning objectives achieved?

"Very well- the children are much more aware of how much they have compared to others who are less fortunate and they are able to discuss how discrimination might feel."

"Fully- materials on website were excellent and children have a wider understanding of giving, think beyond giving physical things"

"Children are becoming more confident at giving reasons for their choices. Identify and talk about the role of local, national and international charities. Collaborate more effectively."

"Learning objectives were fully met. The children were engaged, conversations interesting, misunderstandings discussed, lots of relevant questions asked."

"Very well, children had detailed understanding of how to identify discrimination"

"The children really got a lot from the materials. They are very KS1 friendly. I feel that all children made good progress towards achieving their learning objectives, and that with discussion in class we were able to reinforce the learning that took place."

"As much as possible, we have tried to link Go-Givers with SEAL. All staff, across the school, have tried using the site and lessons. In KS1 most staff have said that the lessons are far too challenging for younger children. Staff have tried to amend the lessons and have taken key activities from them, and differentiated for their children's abilities."

"Greater awareness of safety achieved for themselves, those around them and in the wider community. We really have enjoyed taking part in Go-Givers and intend to now move onto a different topic-we gained much from it."

⁵ This includes the case study schools.



Links with Go-Givers Aims:

Go-Givers lessons offer specific learning objectives that are aligned with curriculum objectives. However, Go-Givers as a comprehensive PSHE and Citizenship offer has broader overarching aims. No single Go-Givers lesson or topic is not intended to meet all five aims, but the programme as a whole offers opportunities to foster these outcomes for primary school children:

1. Increased understanding of other people’s problems and their causes.
2. Increased understanding of Human Rights/Children’s Rights.
3. Communication skills for social participation.
4. Ability to make choices, set goals and take action in their communities.
5. Compassion linked to social and moral responsibility.

Teachers were thus asked to rate which aims they felt their chosen Go-Givers topic contributed to and indicated to what extent aims were progressed by teaching this topic.

The following table (Table 4) lists the topics that teachers rated highly⁶ within each Go-Givers aim. It is an attempt to show which Go-Givers aim(s) their chosen topic contributed to most.

However, there is no particular correlation between the choice of topic and the particular aim(s) it contributes to, most likely due to variation in teaching, even within the same topics. This suggests that most PSHCE themes could be a taught in a way that emphasises any of the Go-Givers aims.

Table 4

1. Understanding of children's/human rights	2. Understanding of other people's problems and their causes	3. Sense of compassion linked to social and moral responsibility	4. Communication skills	5. Ability to make choices, set goals and take action
Anti-bullying	Anti-bullying	Anti-bullying	Anti-bullying	Anti-bullying
Diversity and Cohesion	Anti-bullying	Anti-bullying	Carnival	Anti-bullying
Equality & Fairness	Carnival	Carnival	Diversity and Cohesion	Carnival
Getting the Balance Right	Diversity and Cohesion	Diversity and Cohesion	Diversity and Cohesion	Diversity and Cohesion
Giving	Diversity and Cohesion	Diversity and Cohesion	Diversity and Cohesion	Diversity and Cohesion
Global Issues	Diversity and Cohesion	Equality & Fairness	Equality & Fairness	Diversity and Cohesion
Home and Family	Diversity and Cohesion	Feelings and Friendship	Feelings and Friendship	Equality & Fairness
Home and Family	Equality & Fairness	Feelings and Friendship	Feelings and Friendship	Getting the Balance Right
Keeping safe	Feelings and Friendship	Giving	Feelings and Friendship	Giving
Schools Are For Learning	Feelings and Friendship	Global Issues	Giving	Home and Family
	Giving	Home and Family	Global Issues	Home and Family
	Giving	Home and Family	Global Issues	Keeping safe
	Global Issues	Keeping safe	Keeping safe	Rights and Responsibilities
	Home and Family	Rights and Responsibilities	Rights and Responsibilities	Schools Are For Learning
	Keeping safe	Schools Are For Learning	Schools Are For Learning	Sustainability
	Rights and Responsibilities	Sustainability	Sustainability	Sustainability
	Schools Are For Learning		Sustainability	
	Sustainability			
	Home and Family			

⁶ High rating is a “4” or “5” on a Lickert scale of 1 -5 where 1 indicates “not at all” and 5 indicates “to a great extent”



Individual Class Profiles

Abbas and Templecombe CE Primary

Topic: Equality and Fairness

Class: Year 4/5, Sapphire

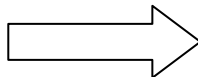
Go-Givers Resources Used: Equal Opportunities, Roots & Wings, There's No Place Like Home, Dizzy Dilemmas, Our Most Precious Resource, Belonging to Groups, Coming to Britain, The Golden Rule, Dizzy Dilemmas, Tricky Topics, Ballot Box (see Appendix F for descriptions)

Overall Trend: Because of highly varied baseline levels, there was no single overwhelming trend in pupils' progress. Many pupils had a sound baseline understanding that inequalities and differences in opportunity exist, but most were fixated on the example of gender inequalities in professional football. After engaging with Go-Givers resources, many pupils shifted from specific examples or personal ideas of fairness to more general conceptual understandings of discrimination. Some show capability of extracting general principles from specific examples and then reapplying principles to new examples. Children showed learning about global inequities in access to education, clean water, as well as that charities that exist to combat these inequalities. Children that indicated the least progress were mainly those that had very strong baseline mindmaps.

Sample Responses:

Pupil 1:

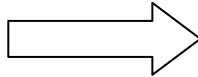
"mum shoood treat me and sam the same"



"it's not fair tuition fees and rasing university [costs]"

Pupil 2:

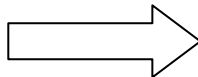
"some people are discriminated because they are diffrent"



"some people have better opportunities in life; people are discriminated because they have disabilities"

Pupil 3:

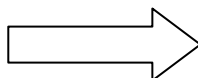
"it's no fair that only boys can play football"



"It's not fair that men get payed more than ladys; people have different opportunities"

Pupil 4:

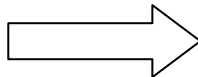
"I think it is fear to treat every one the same even if someone was 12 and if someone else was 9."



"children in the world don't have the same opportunities that we do! A lot of children can no go school because they have to work at home"

Pupil 5:

"not fair: no food, no water, no money → ill"



"bad opachinutis [opportunities]: no water → dehidrashun [dehydration] → death"

Ashill Community Primary

Topic: Sustainability

Class: Year 5, Class 2

Go-Givers Resources Used: Cleaning Up Our Air, Sustainable Development

Overall Trend: At the baseline level, pupils demonstrate values of sustainability and environmental consciousness, probably as a result of the whole school's focus on areas of sustainability. However

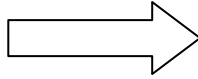


after engaging with Go-Givers resources, pupils show much more factual and scientific knowledge about the environment and its impact and consequences on communities globally.

Sample Responses:

Pupil 1:

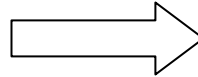
"cars are part of pollution"



"the air is made up of different gases and not all of them are good. Greenhouse gases can cause global warming. Global warming could cause droughts in some places and floods in others "

Pupil 2:

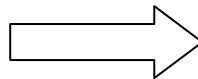
"It's upsetting to know some people don't put the effort into trying to reduce waste"



"There are a lot more things that pollute the earth than people think"

Pupil 3:

"sustainability is important because it helps the world "



"I leant that power plants do most of the damage"

Topic: All About Me

Class: Reception/ Year 1/ Year 2

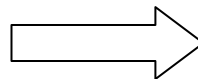
Go-Givers Resources Used: All About Me, Kindness Tree, puppets

Overall Trend: Children displayed greater self-awareness and expanded their self-concept from simple likes and dislikes to their talents, especially realising their talent for helping others.

Sample Responses:

Pupil 1:

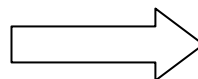
" what I doo, what I eat, what I look like "



"I've learnt that I can help people if they hurt themselves so I can take them to the teacher "

Pupil 2:

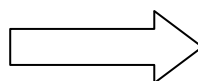
" no I don't think [learning about me] is important because I know all about myself"



"I've learnt that my special talent is to help people who are hurt "

Pupil 3:

"we might learn a bit more about each and become better friends "



" we can share our talents with others – e.g. Zac who is good at reading read to some of the Reception children "
"we now know what angry, happy, sad and laughing means but we had to talk a lot about it first!"

Axbridge First School

Topic: Global Issues / Sustainability

Class: Year 4, Redwood

Go-Givers Resources Used: Cleaning Up Our Air, Global Quiz

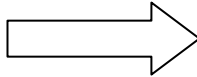
Overall Trend: Most children had a baseline understanding that the topic had something to do with pollution and litter and that these are "bad" for the world, mainly expressed in negative feelings about the topic. After engaging with Go-Givers resources, pupils show more nuanced emotions towards the issues, expressing guilt, anxiety, and an urgency to act. Pupils directly stated, rather than demonstrated, their experience of the Go-Givers resources, stating what they learned and what they enjoyed.



Sample Responses:

Pupil 1:

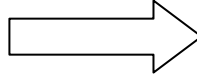
"I feel like it is a bad thing; it is bad for the invyromont [environment]"



"I enjoyed this topic but sad and now I want to do more about the world"

Pupil 2:

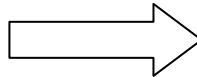
"yes it is important because it is are [our] home"



"It affects the whole world – pollution, global warming. How do we help? How do we stop global warming? Why does it happen?"

Pupil 3:

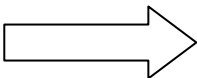
"why when we get paper from trees why don't people replace them?"



"It helps you know how to look after the environment. It helps you to see how the environment is getting on at the moment. "

Pupil 4:

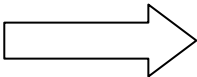
"no it is not important"



"I think I have lernt that global issues are more important than I thought"

Pupil 5:

"my question is will global warming ever stop? And will people ever stop pollution?"



"I enjoyed it very much espically the [Global] Quiz and it made think about other countries not just about this country"

Axbridge First School (Key Stage 1)

Topic: Please Help Mitali (Feelings and Friendship)

Go-Givers Resources Used: Please Help Mitali, What Does the Photo Tell us?

Overall Trend:

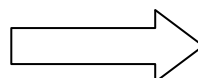
Please Help Mitali is a lesson primarily about coping with feelings and how individual behaviour affects others. After engaging with this lesson, pupils in all Key Stage 1 classes clearly showed an increased consideration of others as well as constructive ways of responding to bullying. The other lesson used, *What Does This Photo Tell Us?*, explores similarities and differences on a global scale. In this case, the teachers felt that this activity was conceptually too advanced for their lower Key Stage 1 classes who required lots of prompting, hence outcomes for this lesson are less apparent. However, learning objectives relating to feelings, friendship and anti-bullying are evident.

Class: Year 2, Chestnut

Sample Responses:

What can be done about this topic?

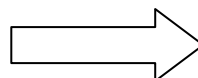
"don't know/not sure"



"we know how to help people and talk about our problems"

What do you think about it?

"nervous because not sure what it is"



"why do people bully other people?"

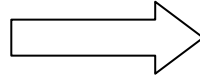


Class: Year 1 / 2, Hazel

Sample Responses:

What can be done about this topic?

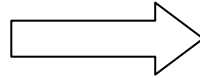
"whoever has a best friend can play their best game with them"



"help, sort them out, tell a grownup"

Is it important?

"no – unsure why"



"yes because it makes us think about each other"

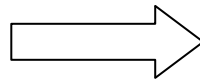
"yes, because they are feelings (happy, sad, scared)"

Topic: Please Help Mitali (Feelings and Friendship)

Class: Reception/Year 1, Willow

Sample Responses:

"something you say to get someone's attention"



"it's other people's feelings"

"how what we do can upset people"

"to take care of someone"

"it's about Mitali"

"thinking of others"

Bishop Henderson C of E VA Primary

Topic: Differences and Connections (Diversity and Cohesion)

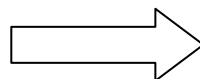
Class: Year 4, Class 10

Go-Givers Resources Used: Belonging to Groups, Coming to Britain, The Golden Rule, Dizzy Dilemmas, Tricky Topics, Ballot Box

Overall Trend: At the baseline level, pupils demonstrate an awareness and respect of similarities and differences between themselves and others, however mostly referencing physical traits or likes and dislikes. After engaging with Go-Givers resources, pupils could translate this in relation specific behaviours. They show aversion to anti-social behaviour, a sense of moral obligation to intervene when it occurs, as well as sense of belonging to multiple group identities. Pupils expressed the importance of following rules, but as yet do not show the consequences or reasons behind this.

Sample Responses:

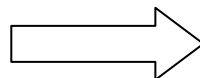
Pupil 1:
"we all have different things that we are scared of"



"stand up for people that are getting hurt"

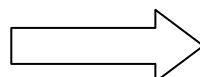
"making people feel welcome to our country"

Pupil 2:
"all are [our] families are different"



"we belong to different kinds of groups"

Pupil 3:
"we all know different things"

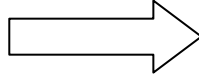


"to not laugh if people does a mistake"



Pupil 4:

"we all have different ideas some times"



"when we built are [our] newspaper bridges [a Go-Givers activity] I learn that teamwork is very important"

Bournville Community Primary

Topic: Giving

Class: Year 2, Class 2B

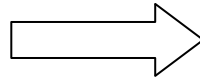
Go-Givers Resources Used: Selfish Little Red Hen, More Than One Friend, Christmas with the Go-Givers, Go-Givers song, role play with puppets

Overall Trend: Pupils greatly diversified their understanding of giving from purely material exchange to realising their capacity to give interpersonal support as well as to give more philanthropically to others in need.

Sample Responses:

Pupil 1:

"like giving a present"



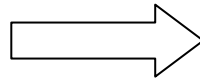
"give somebody love"

"raise money so that we can give people in Africa clean water"

"you can give someone friendship by being a good friend"

Pupil 2:

"give your baby to someone to help you look after it when you're tired"



"you might give someone a smile to cheer them up "

Topic: Getting the Balance Right (Rights and Responsibilities)

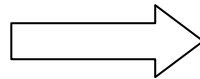
Class: Year 5, Class 4A

Go-Givers Resources Used: Getting the Balance Right

Overall Trend: Prior to engaging with Go-Givers resources, pupils were understandably confused by the implications of the title and largely discussed individual emotional and behavioural balance, though they demonstrated some ideas about equality and fairness. After teaching the lesson, pupils discussed sophisticated concepts of the balance between free speech and respecting others, privacy and accountability, rules and responsibilities.

Sample Responses:

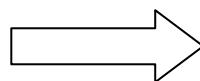
"balance between good and bad"



" CCTV can be good if it helps to catch criminals "

"it's good to have privacy – you don't want people seeing things you don't want them to"

"balance means being good and happy"



"we all have human rights even children"

"a lot of goodness and a tiny bit of naughty"

" you have a right to speak as long as you don't hurt people"



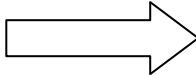
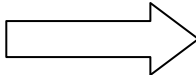
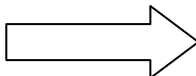
Brookside Community Primary

Topic: Schools Are for Learning **Class:** Year 3, Class 8

Go-Givers Resources Used: Schools Are for Learning (Go-Givers lesson about education)

Overall Trend: Most pupil mindmaps show progress but not in a systematic way towards one learning objective. Teacher comments suggest that pupils made significant progress beyond that which was reflected in their mindmaps. After the lesson was taught, pupils show greater awareness of their own education, with many pupils adding to the list of topics/subjects they learn about. The best examples show a more sophisticated understanding of why going to school is important. The citizenship learning objectives relating to this topic, such as expressing an opinion about a societal issue and recognising the role of charities in supporting access to education, were not apparent in the mindmaps, but according to the teacher’s feedback, these objectives were achieved. Children participated in a school linking project, which is a good example of using a Go-Givers lesson to inspire active citizenship, although the active citizenship component was not part of this assessment.

Sample Responses:

- | | | |
|---|---|---|
| <p>Pupil 1:
 <i>"Why I learn: "to go to collage, to go to university, to get a job"</i></p> |  | <p><i>"To get a better education, to learn to read and write and get a better job, to become a teacher"</i></p> |
| <p>Pupil 2:
 <i>"What I learn about: environment"</i></p> |  | <p><i>"Masana school (school in Kenya)"</i></p> |
| <p>Pupil 3:
 <i>"We need to lean so wen we ar older we no [We need to learn so when we are older we know things]"</i></p> |  | <p><i>"When I get older I want to be a army man so I hafe to learn"</i></p> |

Teacher’s Comments

Before	After
<p>"Most children realised they had to go to school to learn but only a few mentioned 'getting a good job', 'going to college or university'"</p>	<p>"The children are beginning to understand why they need to go to school and what subjects are important to help them get a good education and which subjects they need for enjoyment."</p>
<p>"The children did not make links about how using different resources or facilities within school would support their learning."</p>	<p>"The children made direct links between what we have in our school and what they have in Kenya."</p>
<p>"The children were very involved in linking schools and learning with their own school and experiences of school"</p>	<p>"The children have decided to run a charity toy fair for our link school in Kenya."</p>
	<p>"The children gave interested and varied presentations on a range of charities. "</p>



Burnham-on-Sea Infants School

Topic: Diversity and Cohesion (what would it be like to live somewhere else?)

Class: Year 2, Classes 7

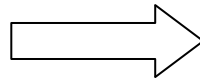
Go-Givers Resources Used: Save Our Jack, Please Help Mitali, Kindness Kit, What Does the Photo Tell Us?

Overall Trend: Literacy levels were greatly varied in both pre and post assessment mindmaps and limited pupils ability to demonstrate their learning. The most prominent trend, however, was pupils' increased understanding that similarities and differences exist. The main responses to the prompt question, 'what would it be like to live somewhere else?' yielded responses that are very pertinent to Go-Givers lesson 'The Stranger' that is not listed as a resource used. However, pupils show evidence of empathy, thinking about what it would feel like to be an outsider. Pupils also show increase in their geographical knowledge, in the sense of being able to name more countries.

Sample Responses:

Pupil 1:

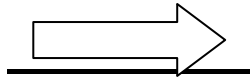
"sad, wured, angree, sick, tied, sceed" [sad, worried, angry, tired, sick, scared]



"teah each other lagjwigs" [teach each other languages]

Pupil 2:

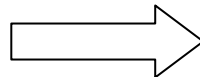
"sad, unhappy"



"they ar a lot of different eciting things to lurn and do" [there are a lot of difference exciting things to learn and do]

Pupil 3:

"happy, good, excited, tired, refreshed, wondfool, intresting, hot, playfool, new frennds"



"It will be good wen some boddy from a diffrent country comes; If some boddy went to birnham on sea [school] I wold look after [them]."

Cheddar First School

Topic: Feelings and Friendship

Class: Year 2, AA and KB

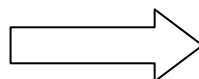
Go-Givers Resources Used: Kindness Kit, More than One Friend, The Stranger, Who's Afraid, Two Brothers, You Can't Do That Here

Overall Trend: Pupils progressed from simply listing different feelings to realising their responsibilities for the feelings of others. In particular, after engaging with Go-Givers resources, pupils identified rules for tackling anti-social behaviour and actions they could take to be a good friend. Pupils consistently defined friendship as caring, giving and helping.

Sample Responses:

Pupil 1:

"one day I might be happy and another day I might be sad"



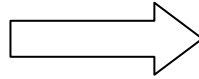
"I am a good friend because I'm a helpful buddy"

"If someone wants to be your partner say no in a nice way or yes"

Pupil 2:



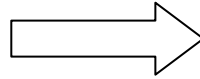
"I want to lrn abowt wot thay ar?" [I want to learn about what feelings are]



"if my friend was being bullied I would tell a teacha; bullying is if some one did do something over and over agen [again]; vroble [verbal] bullying; fisucil [physical] bullying; silent bullying"

Pupil 3:

"happy; sad; grumpy; cross; frustrated; dligh-full [delightful]; heart-broken"



"don't kick, don't punch, don't say nasty words, don't hurt other people; play nice together; don't hurt other people feelings"

Topic: Global Issues

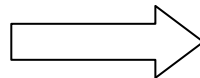
Class: Year 4, Class JD

Go-Givers Resources Used: All for Profit, Sustainable Development, Tsunami, When is Enough Enough?, Prevention is Better Than the Cure

Overall Trend: At the baseline level, pupils made random associations with the term 'global issues'. Many pupils listed social issues, but not all of these were necessarily global in scale. After engaging with Go-Givers resources, only two pupils cited personal issues (divorce), while the majority named a diverse range of issues of global scale that were outside their immediate locality. Pupils demonstrated factual knowledge about natural disasters, showed increased geographic knowledge, and some understanding that charities exist to alleviate the global issues they named. In general, pupils showed new understanding of the universal principles of human/children's rights.

Pupil 1:

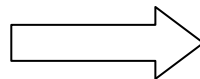
"car crashes, fire, smoking, drugs, beer"



"children having to work and not getting paid that much"

Pupil 2:

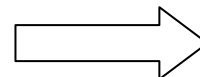
"bad for people with hart problems (or any problem)"



"rights for children – to go to school, to have someone to look after them, to have somewere to live/food/drink, to have medican"

Pupil 3:

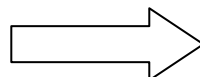
Litter, volcanos, not paying your bills



In Thailand in 2004 there was a eathquak and the sea nocked down all the houses

Pupil 4:

"There are lots of pepole in the world"



"I'm really glad charities are helping pepole how [who] need help"

Countess Gytha Primary

Topic: Sustainability

Class: Year 6, Falcons

Go-Givers Resources Used: The Earth in Our Hands, Sustainable Development, Tricky Topics

Overall Trend: At the baseline level, many pupils were confused about the term 'sustainability' with many pupils linking it to a literal definition without an environmental focus. Others had some idea that it related to other terms like 'eco-friendly' and 'carbon footprint' although many ask questions

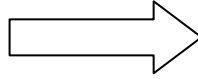


about what these terms mean. After engaging with Go-Givers resources, pupils demonstrate understanding of some of the consequences of unsustainable consumption. They are mainly behaviour focused, listing concrete actions of how they can contribute to a sustainable future. Pupils indicate a sense of empowerment and recognition that their individual behaviour will make a difference.

Sample Responses:

Pupil 1:

"[Sustainability is] important because it keeps people alive"

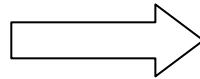


"You need to stop and think – if you could hold the world in your hand you would treasure it"

"If you were old in a care home and they wanted to take it away you wouldn't have anywhere to live"

Pupil 2:

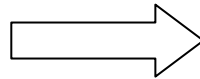
"What does eco-friendly means and why is it connected to sustainability?"



"save our planet!; think about the future; drive less; think about the polar bears, the ice is melting; save energy; think about what you are doing"

Pupil 3:

"my mind went completely blank when I saw the word [sustainability]"



"grow flowers instead of them being flown in from a different country; grow trees for oxigan; use buses instead of cars"

Case Study: Hutton CE Primary

Topic: Anti-Bullying

Class: Year 6

Go-Givers Resources Used: Belonging to Groups, Scapegoat

In conjunction with the lesson, the class discussed how being bullied might feel and considered why some children become bullies and what could be done to prevent this. Children were tasked with making an anti-bullying tree to practice teamwork skills as well. Each group contributed "leaves" to the tree with anti-bullying slogans, a list of words to describe bullying, advice to victims, bystanders and bullies. Pupil impressions capture some of the aspects of their learning.

"I really enjoyed learning about prejudice and stereotypes. I feel I have a better understanding of what these are and ways of challenging these."

"The bridge lesson [from Belonging to Groups] was fun and interesting because we worked as a team to solve the challenge."

"I am a school peer mediator and the Go-Givers lesson, Belonging to Groups, modelled our job well. The class have a detailed method of how to deal with conflict."

Topic: Trapped in the Mine

Class: Year 3

Go-Givers Resources Used: Trapped in the Mine (lesson about Chilean mining crisis)

Although there is no baseline data, it is clear that pupils have gained knowledge from the lesson as well as a conceptual understanding of good leadership.

Did you learn anything?

*"how far down the mine was"
"they put drinks and food down a pipe"*

What makes a good leader?

*"helping each other"
"caring"*



*"they speak Spanish in Chile"
"hope in Spanish is 'esperanza"
"we learnt what a mine is"
"they broke a record"*

"kindness/sharing"

Topic/Lesson: Stairs (examining disabilities and overcoming obstacles) **Class:** Year 1

Although there is no baseline information, children made comments that indicate they understood the particular needs of people in wheelchairs.

*"can't get upstairs themselves"
"need ramps to help them get about"
"pulleys help make things easier"*

All children successfully demonstrated, on plans of the school, the areas they thought might cause problems for wheelchair users.

Meare Village Primary

Topic: Friendship

Class: Reception/Year 1

Go-Givers Resources Used: More Than One Friend, To Give is to Receive, Sticks and Stones, Get Better Soon, The Two Brothers

Method: The teacher adapted the mindmap method to make it age appropriate for foundation stage. Pupils completed a draw and write activity with the prompt, "a friend is someone who...", before and after Go-Givers was used. The captions for drawings were scripted by the teacher.

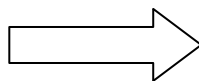
Overall Trend: Pupils expanded their understanding of a friend as someone who 'plays with you' to the less egocentric aspects of friendship, such as sharing, helping and looking after.

Sample Responses:

A friend is someone who...

Pupil 1:

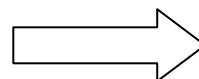
"shares the snow-white dress"



"...shares, they say 'are you alright?' they make sure you are okay"

Pupil 2:

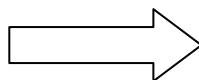
[picture of two figures holding hands]



"no fighting, sharing, helping, being friends, helping to lift things"

Pupil 3:

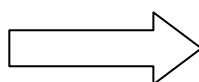
"...likes you"



"someone who gives you medicine and actually lets you play games"

Pupil 4:

"...you play with"



"playing, looking after me"



Case Study: Northleaze CE Primary

Topic: Diversity and Cohesion

Class: Year 5, Class 5

Go-Givers Resources Used: Belonging to Groups, Coming to Britain, Freedom, The Golden Rule

(The school completed various other Go-Givers topics, such as sustainability, but the focus of this case study is on diversity and cohesion)

The teacher chose this theme because the school is relatively racially/ethnically homogenous and she wanted to expose children to differences. Prior to teaching Coming to Britain, a lesson about immigration history to Britain, at the baseline level there were many misconceptions about immigration that reflected tabloid press views, including negativity about Muslims. The teacher said the lesson assisted her in presenting the facts on this controversial issue, and that the Go-Givers lesson enabled her by acting as a yardstick for the age appropriate messages and content and making the topic accessible. The impact of this lesson in changing attitudes is apparent in the sample pupil work (below) including increased empathy and understanding of the causes of migration. The Golden Rule lesson effectively cemented ideas of commonality by teaching children that all religions have similar underlying principles. The class also used the Kindness Tree to supplement their topic by adapting the activity so that pupils could nominate their peers to be on the tree. Pupils also drew their own personalised kindness trees with pictures of their friends and the reasons they are on the tree, such as "they cheer me up", "they look after me" and "I know they care about me".

The teacher's conclusion is that Go-Givers makes her life easier because it is not an additional thing to do, but it helps her to deliver cross-curricular objectives and makes PSHE less repetitive.

Sample responses from pupil work:

What would it be like to arrive in Great Britain as a newcomer?

"It would be new, scary, a bit hard and great"

What is so great about Britain that people want to live here?

"doctors, education is free, jobs, world famous universities, low unemployment, typical work week, freedom, laws, most people are tollerant, it's a multicultural society, are country has a Queen"

"destruction in other country, wars, volcano, hurricane, floods"

Sample quotes from pupils about using Go-Givers for PSHE lessons

Key Stage 1:

"Some of the puppets are sad and I am sad too."

"We learn to be kind to each other"

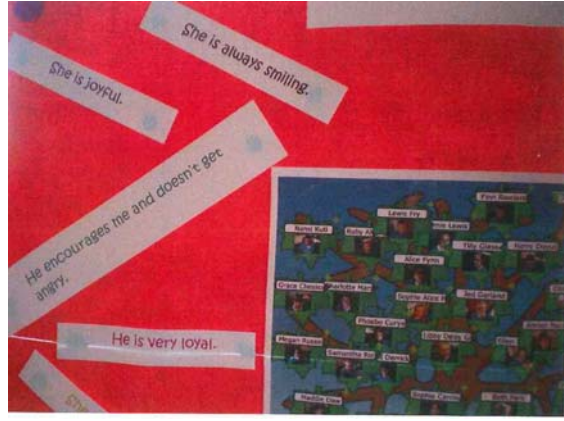
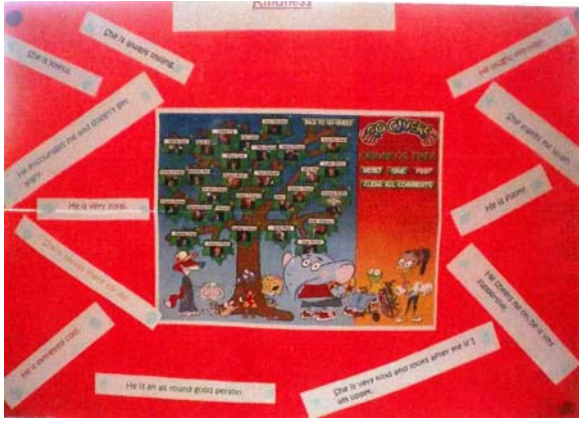
"Words can hurt you"

Key Stage 2:

"I am mostly free to do what I want, but some people aren't"

"Go-Givers has helped me to understand stuff better"

"I understand more about other religions now"



Images of the Year 5 Kindness Tree for which pupils nominate each other

St Anne's CE Primary

Topic: Giving

Class: Year 2, Dancing Dolphins

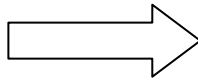
Go-Givers Resources Used: Kindness tree, Friendship fish, Ballot Box, Our Rules, Little Red Hen, Save Our Jack, To Give is to Receive, The Go-Givers Christmas Lesson

Overall Trend: The mindmaps showed evidence of transformed attitudes towards giving. Initially, many valued swapping or lending over giving and sharing. Pupils also developed an understanding of basic human needs beyond their own and understood giving, in its philanthropic form, as a solution to local and global issues.

Sample Responses:

Pupil 1:

"[giving is] a bad thing – if you want it back so don't give it in first place"

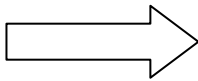


"[giving is] a kind thing, it's good because you're thinking about what people like. Great because it's about feelings"

"shouldn't give to strangers they might not give it back"

Pupil 2:

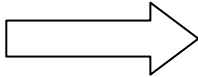
"when I give I feel sad"



"when I give [I feel] happy, wonderful that I'd given something"

Pupil 3:

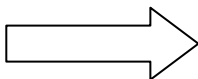
"[giving is important] so people won't be sad"



"[giving is important because] if they have muddy water we need to give them clean water."

Pupil 4:

"[giving is] not good cos they might be your favourite things"



"but the Go-Givers did for Callum" [give away their favourite things]



Stawley Primary

Topic: Keeping Safe

Class: Year 2, Class 1

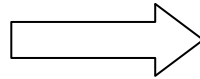
Go-Givers Resources Used: Get Better Soon, Good Neighbours, Who's Afraid?, You Can't Do That Here, Sticks and Stones, Kids Zone, blogs, Go-Givers song

Overall Trend: Pupils had some baseline understanding of safety via the campaign 'Stranger Danger'. After the Go-Givers resources were used, children expanded their knowledge of potentially dangerous situations to include fires, taking unknown medication, eating spoiled foods and were able to articulate how to use their senses to help keep safe. They had a very clear idea of how to reach out for emergency help. Most pupils also expressed the consequences of their own behaviour for the safety of others, indicating some understanding of the relationship between rules and responsibilities.

Sample Responses:

Pupil 1:

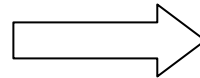
"don't eat tablats [tablets]"



"don't tack ather pepples medsan" [don't take other people's medicine]

Pupil 2:

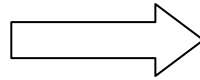
"stranger danger"



"emergency calls 999, police, ambulance, fire service; information they ask: name, address, phone number, what has happened"

Pupil 3:

"keeping bones safe"



"don't ever kick other people; don't punch"

How do our senses keep us safe? (activity from Go-Givers lesson)

"I tasted a loaf of bread and it tasted odd"

"If there's a fire you can smell it"

"If some one is in trubele [trouble] you can see them"

Trull CE VA Primary

Topic: Home and Family

Class: Year 2, Maple

Go-Givers Resources Used: Good Neighbours, The Two Brothers, It's a Dog's Life, Who's Afraid, Sticks and Stones

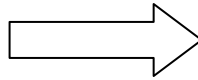
Overall Trend: At the baseline level, pupils made associations with adjectives used to describe feeling at home, and the people that comprise home and family. Although the selected topic related to home and family, pupils engaged with a range of Go-Givers resources relating to family relationships and being a good neighbour. As a result, pupils demonstrate values of reciprocity of kindnesses and anti-bullying more generally. The moral messages were stated almost verbatim across all mindmaps (completed in groups), suggesting that they were remembered by pupils, but it is not clear whether they were internalised.



Sample Responses:

Pupil 1:

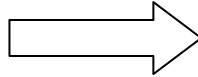
"family mins [means] peple around us; home mins peple close to us"



*"don't bully – sticks and stones can break your bones but words can hurt your heart"
"if you break a promise it hurts peoples feelings"*

Pupil 2:

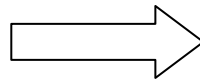
"family and frends have fun"



"if you love them they will love you back; be helpful at times"

Pupil 3:

"it is great to gave a famaly; it is great to have a house"



"if you help others you will get help back"

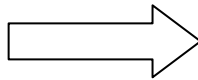
Topic: Homelessness- There's No Place Like Home **Class:** Year 3, Oak

At the baseline level, children had a sound understanding of the possible emotional experiences of being without a home and demonstrated much empathy towards this situation. After the lesson was taught, supplemented with information from the charity referenced in the lesson, pupils demonstrated a more sophisticated understanding of the social consequences of homelessness, thinking beyond the emotional consequences. Children also demonstrated knowledge of some of the diverse causes of homelessness, including how children can become homeless. The most obvious shift was from pupils' strong sense of unfairness to naming concrete actions that can be taken to ameliorate the issue.

Sample Responses:

Pupil 1:

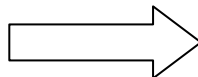
"it [homelessness] is not nice for pippole"



"some children are abbandond because teir mum and dad took drugs"

Pupil 2:

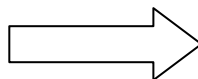
"deverstated, terrafied, unhappy, very very very sad"



"they have no toilets, they can be ill, they could be kidnapped"

Pupil 3:

"I want to try and help people that are homeless"



*"there is a hospital that abandond children can go to get food and drinks"
"There is a truck that goes round every week to give homeless people something to eat"*

Windwhistle Primary

Topic: Diversity and Cohesion **Class:** Year 5, 5R

Go-Givers Resources Used: Equal Opportunities, Scapegoat, blogs

Overall Trend: In general, pupils showed progress in the right direction of learning objectives, but as stated by the teacher, the topic required more time. Children had new vocabulary but there was some conceptual confusion around complex issues such as homophobia, scapegoating, hate crimes, racism, discrimination, etc. Some children understood the concepts clearly, in other cases the allegory

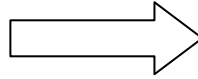


of the Go-Givers Scapegoat lesson, for example, was taken literally. Mostly children showed positive attitudes towards differences and some understanding of systemic differences rather than personal differences. Many pupils understood that discriminatory behaviour was “not allowed” but did not necessarily demonstrate why.

Sample Responses

Pupil 1:

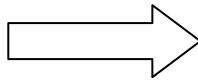
“we are the same because we go to the same school; we all have different personality”



“scape goating is where someone blam[e]s a person or a animal because someone who looked like them or is in the same religion or is the same animal did something wrong, so they blam[e] it on the other person/animal that didn’t do anything wrong”

Pupil 2:

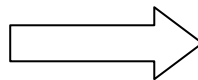
“sometime I feel different because most people live whith there mum; sometimes I fell different when I eat things that other people don’t”



*“racism is were people take the mic out of people skin couler [colour] or if your from a different country.”
“people could say nasty words because they might be a different langus [language] or gay. They could beat people up*

Pupil 3:

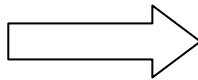
“if diversity wasn’t invented then we would all be the same and it would be pretty boring”



“hate crimes are where someone injures another because there [they’re] different

Pupil 4:

“I like being different beause it help you learn about another person”



“scapegoat mean that if 1 child is bad everyone think all children are bad”

Sample responses that indicate that pupils need more time to clarify concepts:

“not aloud to say about f they are gay; not aloud say about there langwige [their language]; not say if they are desabald [disabled]; not aloud to be mean to Moslem; not aloud to say racist names to peopol”

“I have learned that the goats got blamed for what the sheep did”

“diversity can be a unfiea [unfair] test”

Topic: Carnival

Class: Year 1, 1M

Go-Givers Resources Used: Ballot box

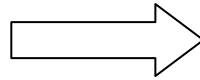
Overall Trend: The choice of carnival was not a specific Go-Givers lesson/topic, but the way the topic was taught embodies the Go-Givers ethos, by making all learning citizenship-oriented. The topic of festivals and celebration was used to learn about diversity and how carnivals can be used for charity and social action. Pupil mindmaps show evidence of creative and group work and knowledge of



safety, outcomes which are part of Go-Givers' overarching aims rather than learning objectives specific to a lesson/topic.

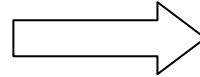
Sample Responses

"a truck comes along and people are in it"



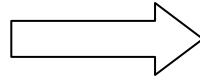
"when the carnival float is moving you are not allowed to jump off it"

"there is dancing"



"we collected money; we had to vote for which charity"

"there is dancing"



"when it was our own carnival we had to work in groups...we talked with our groups to decide on a charity"

Wookey Primary

Topic: Rights and Responsibilities

Class: Year 5/6, Chestnut

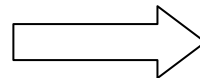
Go-Givers Resources Used: Belonging to Groups, Charitable Giving Through History, Coming to Britain, Creature Kindness, Democracy, Dizzy Dilemmas, Sustainable Development

Overall Trend: At the baseline level, pupils referenced rules of classroom management and were unclear about the distinction between rights, rules and responsibilities. Responsibilities were largely viewed as upholding personal commitments and following rules. After teaching of the topic, pupils moved beyond the school and home context to demonstrate some understanding of the principle of universality of human rights, showed a high sense of social, political and environmental responsibility, and had some level of understanding the structures of governance and democracy. Pupils identified behaviours that are value-driven rather than adopted merely for the sake of following of rules. They show an extension of personal and school-based understanding of social principles to more societally based consequences, deriving and understanding of the value of interventions such as those of charities and the law.

Sample Responses

Pupil 1:

"it's a right to be kind to friends"

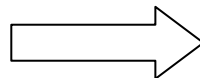


"it's a right to be treated the same as others"

"It's a right to vote for the government and other things"

Pupil 2:

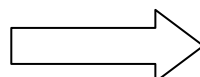
"to be committed to a club if you do one"



"sustainability – you can save the world by changing the way you live"

Pupil 3:

"[it's a responsibility] to listen"



"[it's a responsibility] to vote when you are old enough"



Appendix A: Teacher's Planning Document

Teacher's Planning Document

Please complete this form after you explore the website but before you begin teaching Go-Givers lessons. Bring this document with you to your Network Meeting on Oct 19th or 21st

Your Name: _____

Your School: _____

1. a) What is your chosen topic/lesson?

b) How is it connected to your whole school curriculum, if at all?

2. What are your desired learning objectives?

3. Please list all of the Go-Givers lessons and tools you will use to explore this topic.



Appendix B: Pre and Post-Assessment Prompt Questions

- What do you know about this topic /issue?
- What questions do you have about it?
- What do you think about it?
- How do you feel about it?
- What can be done about this topic /issue?
- Is it important? Why/Why not?
- Could the world exist without it? Why/why not?
- Write down three to five words to describe this topic/issue.



Appendix C: Teacher’s Evaluation Document

Teacher’s Evaluation Document

Please complete this form after you have taught all Go-Givers lessons around your topic and pupils have completed their post-topic assessments.

Please post to Go-Givers team by Friday Dec 10th

Your Name _____ Year _____

Your School: _____ Class _____

1. Which Go-Givers lessons and tools did you end up using?

2.To what extent were your learning objectives achieved?

Please highlight the Go-Givers aim/s that you feel your chosen lessons contributed to and indicate to what extent you feel these aims were achieved. **Not all lessons will necessarily meet all 5 aims.** You may only need to highlight and rate against one or two aims.

Children’s understanding of children’s/human rights

1	2	3	4	5
Not at all	A little	Somewhat	Quite a lot	To a great extent

Children’s understanding of other people’s problems and their causes

1	2	3	4	5
Not at all	A little	Somewhat	Quite a lot	To a great extent

Children’s sense of compassion linked to social and moral responsibility

1	2	3	4	5
Not at all	A little	Somewhat	Quite a lot	To a great extent

Children’s communication skills

1	2	3	4	5
Not at all	A little	Somewhat	Quite a lot	To a great extent

Children’s ability to make choices, set goals and take action

1	2	3	4	5
Not at all	A little	Somewhat	Quite a lot	To a great extent

Appendix D: Teachers' feedback on desired and achieved learning objectives

School	Year	Class	Key Stage	Topic/Lesson	Connection to School Curriculum	Desired Learning Objectives	Learning Objectives Achieved
Abbas & Templecombe Primary	4 & 5	Sapphire	KS2	Equality & Fairness	Whole school topic of water includes a study of access to safe, clean water. Equality of opportunity to access education, health care, etc.	To raise awareness of the important work of charities such as Water Aid; To get children to think about the opportunities they have in life- rights AND responsibilities; To recognise and challenge stereotypes and discrimination.	Very well- the children are much more aware of how much they have compared to others who are less fortunate and they are able to discuss how discrimination might feel.
Ashill Community	Rec/Y1/Y2	Rec/KS1	KS1	All About Me	R.E. topic "Ourselves"	share opinions on things that matter to them and explain their view; recognise, name and deal with feelings positively; think about themselves, learn from their experiences and recognise what they are good at	The last two were achieved although more work on these within other PSHE sessions would be needed; the second was not really achieved as the activities we chose to use didn't cover this enough.
Ashill Community	5	KS2 Class 2	KS2	Sustainability	Becoming eco-school, work on eco-code and with eco-committee	know that resources can be allocated in different ways and these economic choices affect individuals, communities and the sustainability of the environment; recognise how the environment may be improved and sustained; think about how school can manage resources in a more sustainable way.	To recognise how the environment may be improved and sustained (linked to the work of the eco-committee in school and preparing for our sustainability week with 4 other local schools).
Axbridge First School	1 & 2	Hazel	KS1	Feelings and Friendships	Part of a whole school scheme mapping Go-Givers lessons to SEAL themes		Children recognised Mitali's feelings based on prior knowledge of own schools' Golden Rules - therefore could address issues raised and relate to them.
Axbridge First School	2	Chestnut	KS1	Feelings and Friendships	same as above		Drawing from the 'Golden Rules' within the school they recognised the issues raised with Mitali.
Axbridge First School	Reception/Y1	Willow	KS1	Feelings and Friendships	same as above		To some extent. They enjoyed the Mitali character.
Axbridge First School	4	Redwood	KS2	Global Issues, Sustainable Development	Discussing issues about the environment, started an ECO heroes club, also has links to science curriculum and geography	Children to have some understanding of what global issues are	Opened discussions between children and myself. Children enjoyed, questioned and learnt from the topic.
Bishop Henderson	4	10	KS2	Diversity and Cohesion	Zambian school link, Literacy - exploring issues and dilemmas, SEAL: New Beginnings	children express their opinions and views, learn to appreciate and value diverse identities and cultures, realize the consequences of antisocial and aggressive behaviours	I was really pleased with how well the learning objectives were achieved.
Bournville Primary	2	2b	KS1	Giving	Links with SEAL well, fits in well with needs of the class working on social skills, also with Christmas coming up it will fit well	recognise what they like/dislike, fair/unfair, right/wrong; talk about/debate simple issues; take part in discussions; contribute to the life of the class and school	Fully- materials on website were excellent and children have a wider understanding of giving, think beyond giving physical things



School	Year	Class	Key Stage	Topic/Lesson	Connection to School Curriculum	Desired Learning Objectives	Learning Objectives Achieved
Bournville Primary	5	5a	KS2	Getting the Balance Right	SEAL: Getting on and Falling out	know about human rights, look at topical issues, recognize that rules are necessary	achieved to a greater extent, but some ideas were quite challenging
Brookside Primary	3	8	KS2	Schools Are For Learning	Linked to our theme of improving our Environment, also linked to International Link schools, particularly Kenya	For children to express own views; explain reasons for choices; work collaboratively; to begin to identify different charities and their roles; communicate ideas in different ways.	Children are becoming more confident at giving reasons for their choices. Identify and talk about the role of local, national and international charities. Collaborate more effectively.
Burnham-on-Sea Infants School	2	7	KS1	Diversity and Cohesion	For a rural school we have a relatively high number of children from different communities - this has been a focus of our SDP for the last 2 years.	To think about the lives of people living in other places; to identify and respect differences and similarities between people; to know that they belong to various groups and communities	The children's learning was really moved on and their post topic assessments show that they achieved all their learning goals.
Burnham-on-Sea Infants School	2	5	KS1	Diversity and Cohesion	same as above	same as above	The children really got a lot from the materials. They are very KS1 friendly. I feel that all children made good progress towards achieving their learning objectives, and that with discussion in class we were able to reinforce the learning that took place.
Burnham-on-Sea Infants School	2	6	KS1	Diversity and Cohesion	same as above	same as above	all objectives met!
Cheddar First School	2	KB	KS1	Feelings and Friendships	links to SEAL - Good to Be Me, Getting on and Falling Out, using as a literary focus for lead up to anti-bullying week	To recognise/name/deal with their feelings in a positive way and recognise that other have feelings too. To realise they have responsibilities to the needs and feelings of others (incl. bullying). To recognise their and others' gifts and talents.	Largely met, children found lessons accessible, generated a lot of discussion
Cheddar First School	2	AA	KS1	Feelings and Friendships	same as above	same as above	same as above
Cheddar First School	4	JD	KS2	Global Issues, Sustainable Development	We are working on a topic of Improving Our Environment in Year 4 so it fits well with this.	For children to have a better understanding of what affects the world and how they can affect aspects of it.	I feel the children in discussions showed a greater understanding of what can affect the world but didn't really show this in assessment sheets.
Countess Gytha Primary	6	Falcon	KS2	Sustainability	In autumn Term 2, the whole school are exploring the theme of 'pattern'. KS2 are considering the pattern of climate change and the impact that this will have on our lives. We will explore how we can contribute to a sustainable future.	To understand some of the choices individuals can make to live more sustainably. To develop an understanding of how the actions of human beings are destroying our Earth and then consider how we can reduce our carbon footprint. To recognise how and why people may seek to manage environments sustainably and to identify opportunities to become involved.	The resources supported our sustainability topic really well and helped children develop a far greater understanding of the problems of climate change.



School	Year	Class	Key Stage	Topic/Lesson	Connection to School Curriculum	Desired Learning Objectives	Learning Objectives Achieved
Hutton Primary	6		KS2	Anti-bullying	SEAL embedded in whole school but wish to make it more creative. Lessons (Go-Givers) will help us do this. All SEAL topics to be supported by Go-Givers long term plan.	To make our SEAL education more exciting; To use Go-Givers as an additional tool for Healthy Schools; continue to enhance our community cohesion; to continue to meet the 5 outcomes of Every Child Matters	Very well, children had detailed understanding of how to identify discrimination
Hutton Primary	1		KS2	Anti-bullying	Both linked with our SEAL programme which we follow as a school.		
Meare Village Primary	Reception		KS1	Friendship	unknown	unknown	unknown
Northleaze CE Primary	5		KS2	Diversity and Cohesion	We have adopted the Go-Givers scheme of work using the sample long-term plans	To increase the children's knowledge and understanding of important topical issues. To evoke though about how other people's lives differ from ours.	Learning objectives were fully met. The children were engaged, conversations interesting, misunderstandings discussed, lots of relevant questions asked.
St. Anne's Primary	2	Dancing Dolphins	KS1	Giving	PSHE "Good to Me", behaviour strategy which includes empathy and thinking of others	respect differences, work and play cooperatively, listen to other people, belonging to school community, can give other things than material belongings i.e. time, friendship	The children were more aware of other people's needs and the ways in which they could give.
Stawley Primary	2	1	KS1	Keeping safe	Links with Science Curriculum of 'Ourselves' we are covering this term, and Mathematics - measuring and data handling.	To improve awareness of safety, both of self, others and within the community. -To be able to make choices to keep safe.	Greater awareness of safety achieved for themselves, those around them and in the wider community. We really have enjoyed taking part in Go-Givers and intend to now move onto a different topic-we gained much from it.
Trull CEVA Primary School	2	Maple	KS1	Home and Family	IPC topic this year is 'Ourselves' which is a focus on personal, social and wider responsibilities and focuses on family life.	To know what to do if you need help. To know which adults can provide help. To know that talking about things makes them easier.	The lessons were well set up with clear learning objectives which were easy for children to understand. The moral/message was great for children to remember.
Trull CEVA Primary School	3	Oak	KS2	Home and Family	same as above	same as above	Well - also used CBBC and shelter website and they were really able to extend their knowledge on homelessness here and abroad and what can be done about it.
Windwhistle Primary	1	YIM	KS1	Carnival	Creative curriculum, planning from children's interests. Festivals and celebrations RE/PSHE/Citizenship (special times)	Children learn to explore why we have carnivals; Explore carnivals around the world; Design and make their own carnival; Collect money for charity	Learning objectives were fully achieved. Children learnt about carnivals around the world. Voted on a local charity to support and raised money.
Windwhistle Primary	5	Y5R	KS2	Diversity and Cohesion	SIP- building community cohesion, very little ethnic diversity within school but are present in class and have been racist incidents in the past.	A better culture of understanding of differences, tolerance, interest in others' experiences.	Not completely- seemed to lack the vocabulary and world knowledge needed to fully understand the teaching materials, lessons led by their needs.
Wookey Primary	5 and 6	Chestnut	KS2	Rights and Responsibilities	School ethos/aims and objectives built around school Golden Rule and 12 monthly "values." Rights and responsibilities are recurring themes in our pastoral work.	For individuals in class to become more reflective learners/more reflective people. To learn that for every right there is an equal level of responsibility.	Very much so- good levels of discussion; good improvements in pupils' understanding of concepts regarding rights and responsibilities.



Appendix E: Sample pupil pre and post-topic assessments

— before
— after

SYSAsh6

Somerset Evaluation 2010-11 Appendix B



Pupil Pre and Post-Topic Assessment

Pupil name/s

Year 5

School: Ashill Community Primary

Class 2





- before
- after (scribed)

Somerset Evaluation 2010-11 Appendix B

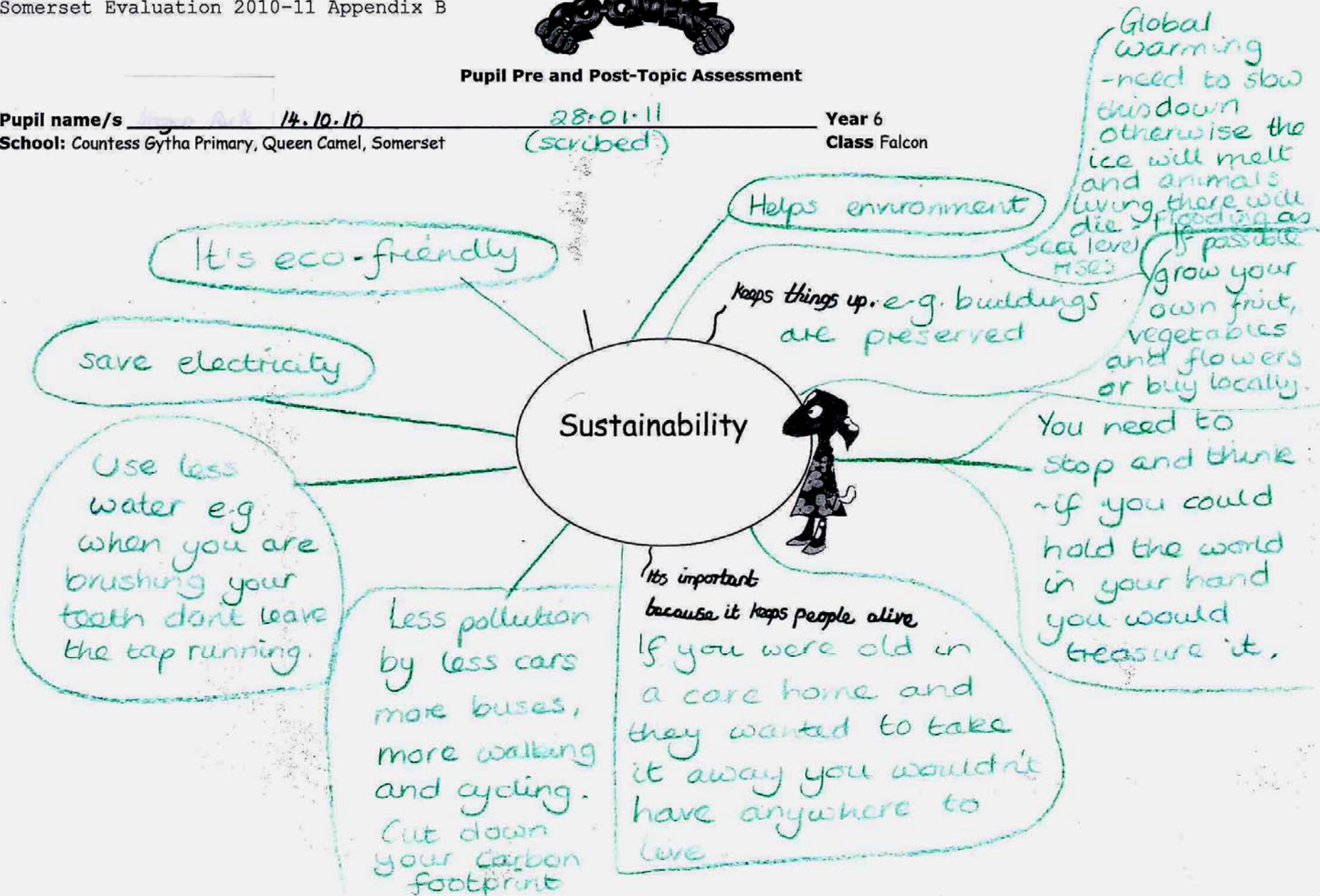


Pupil Pre and Post-Topic Assessment

Pupil name/s 14.10.10
 School: Countess Gytha Primary, Queen Camel, Somerset

28.01.11
 (scribed)

Year 6
 Class Falcon





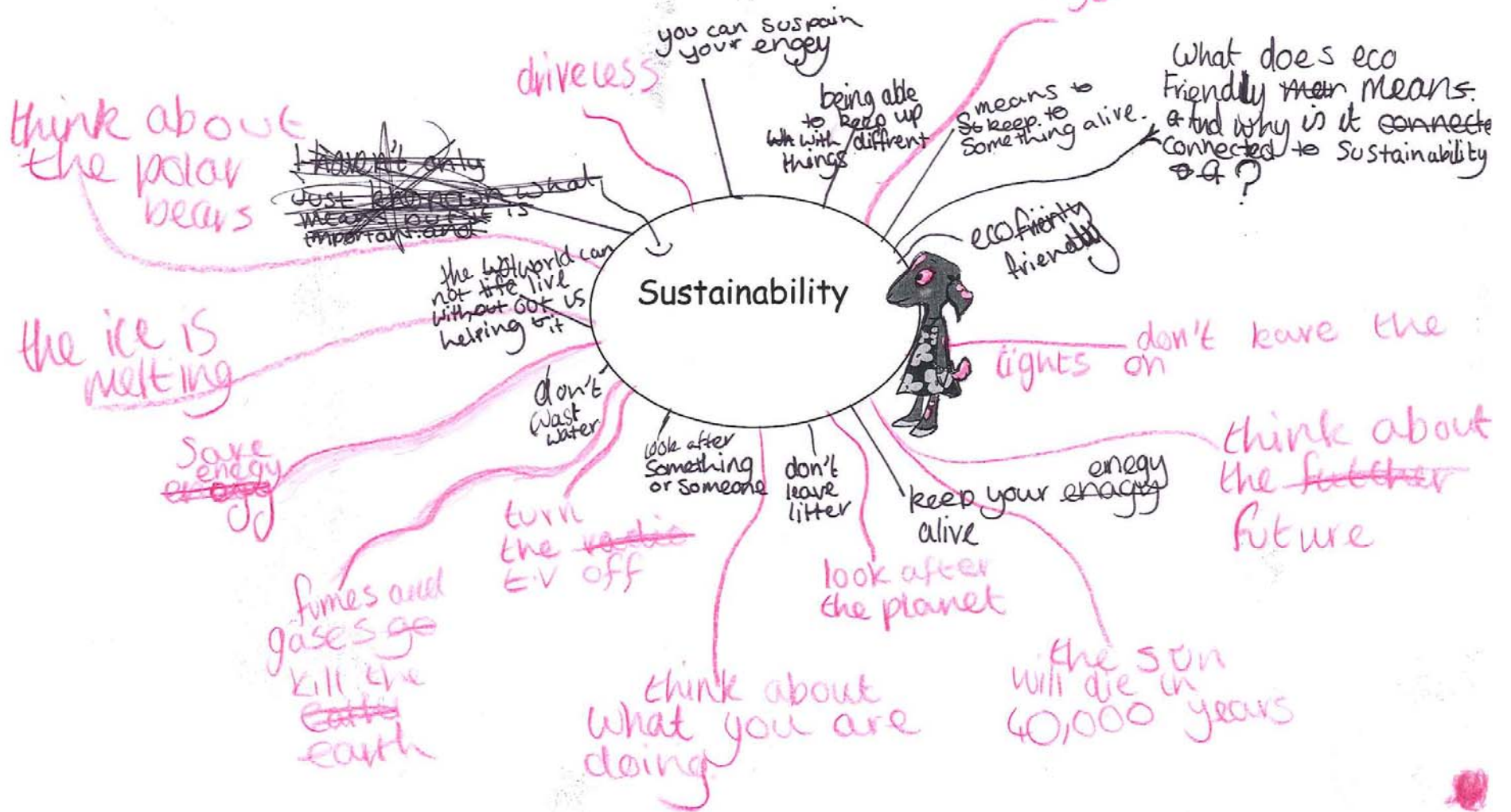
SY6 Count 33

— before
— after
Somerset Evaluation 2010-11 Appendix B



Pupil Pre and Post-Topic Assessment

Pupil name/s _____ Date: 13/11/10 Date: 28/01/11 Year 6
School: Countess Gytha Primary, Queen Camel, Somerset Class Falcon





— before
— after

Somerset Evaluation 2010-11 Appendix B



Pupil Pre and Post-Topic Assessment

Pupil name/s _____

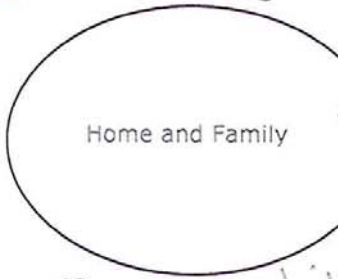
School: Trull CEVA Primary School

Class Maple

SW
Year 2

If you ^{SYZ null 19} break
a promise it
hurts
peoples ~~peple~~ feelings

try something
you say you don't
like. happy



don't bully

sticks
and stones
can break
your bones

If you
give Love
you will get
Love back

but words
can hurt
your heart

there speshil
about us

Family mins
Home mins
Uther peple

friends
god is a family

No the world wodn't
exist
because we would
have no food
no love

If you bully
it can hurt.



— before
— after

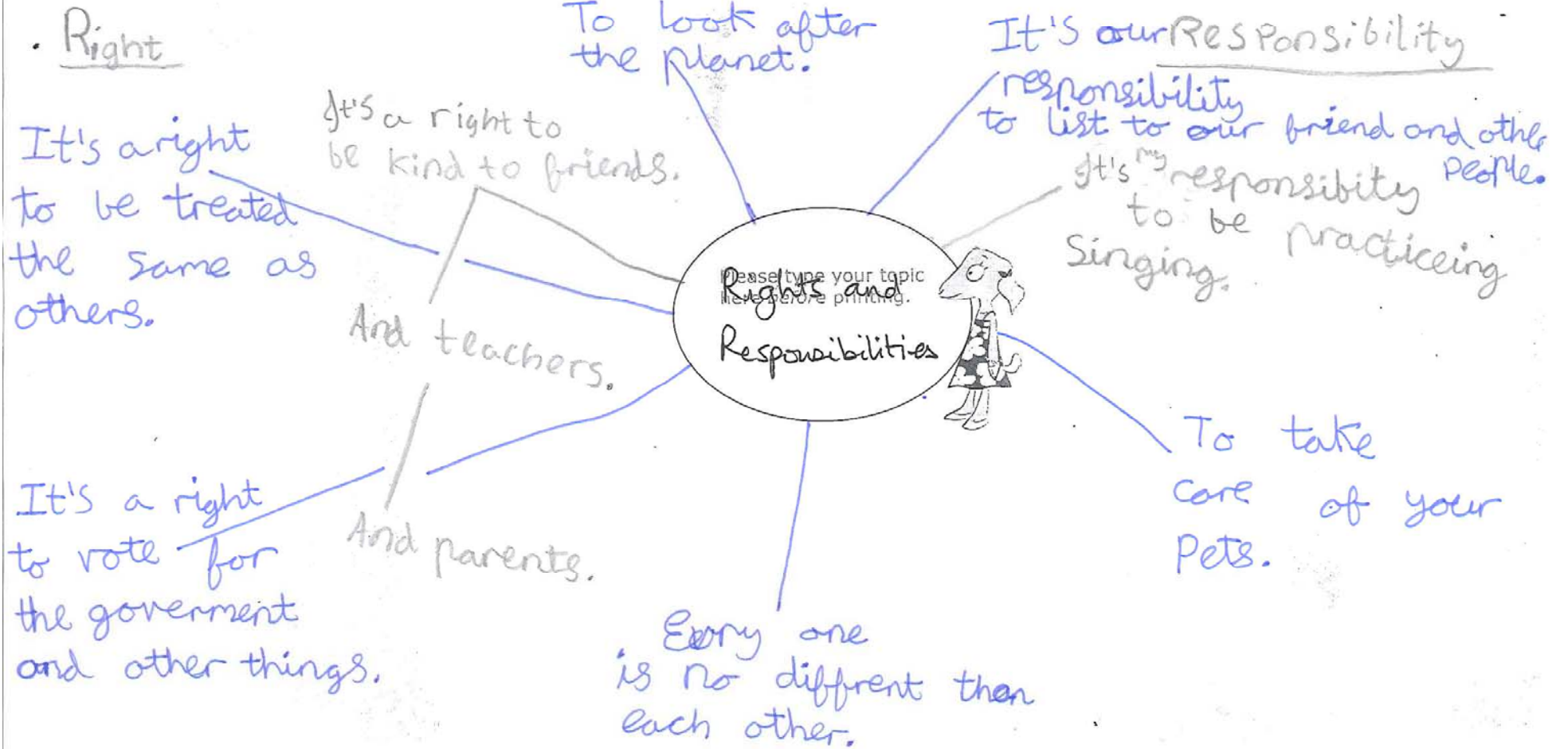
Somerset Evaluation 2010-11 Appendix B



Pupil Pre and Post-Topic Assessment

Pupil name/s _____
School: Wookey Primary School

Year 5/6
Class Chestnut



Appendix F: Description of Go-Givers tools/resources used by participants in this study

Key Stage 2

All for Profit - The Unicef Rights of the Child. How children across the world are enslaved or bonded to serve the needs of business.

Ballot Box - A tool to enable a class to register their vote on an issue.

Belonging to Groups - Groups we belong to and how they support us. The positive and negative aspects of groups. Anti-bullying. Team roles and tasks.

Cleaning Up Our Air - The Causes of Global Warming. Sustainable energy. Cutting Emissions. How the air in London was improved. What we can do on a local level.

Coming to Britain - A potted history of immigration to Britain. How would it feel to leave your home to live in a country where nobody speaks your language? Vocabulary we have adopted from other languages. The causes of racism. Interview with Headteacher from the Punjab.

Charitable Giving Through History - Why charities exist and how they started. The Victorian workhouse. Which are the most popular causes?

Creature Kindness - The advantages and disadvantages of pet ownership. Designing a leaflet.

Democracy - A three part module explaining democracy in simple terms. How children can participate. Creating a new political party. The Suffragette movement.

Dizzy Dilemmas - Open ended real life scenarios for discussion.

Equal Opportunities - The nature of prejudice. Groups which may be discriminated against. Agree a logo using the Decision Making Tool.

Freedom – How freedom is only maintained when there is a balance between rights and responsibilities. How Toussaint L'Ouverture fought for freedom from slavery.

Getting the Balance Right - The importance of maintaining an appropriate balance between the rights of the individual and society. Interview with Shami Chakrabarti.

Global Quiz - A quiz based on current data about the countries of the world which has been designed to inform about global issues.

Our Most Precious Resource - How charities provide practical support in developing countries to enable access to water. The importance of clean water to our well being.

Prevention is Better than the Cure - How tragedies can be avoided if preventative measures are taken. Safety in the home, school etc. Why humans need to take risks.

Roots & Wings - What children need to make the most of their potential. How charities support children in need. Writing poems about carers and gifts for a new born baby. Experiment to investigate root growth.

Scapegoat - An exploration of how stereotyping can lead to groups of people becoming scapegoats for the ills in our society. Counteracting Islamophobia - prejudice against Muslims.



Schools are For Learning - Decision Tree. What would the ultimate school look like? Educational charities. Education in other countries.

Sustainable Development - A pictorial quiz to aid discussion about how we can live more sustainably in our personal lives and in our school.

The Golden Rule - How all the major religions subscribe to the idea that we should behave towards others as we would like others to behave towards us.

There's No Place Like Home - Homelessness. What people need to achieve fulfilment. What makes a house a home. The work of Shelter.

Trapped in the Mine - A lesson based on the news about the trapped miners in Chile. Learning activities include the importance of health & Safety and making leadership masks.

Tricky Topics - Topics which would lend themselves to Circle Time discussion, with an introduction to the issues.

Tsunami - How charities work together in the event of a major disaster. What causes Tsunamis. Prioritising.

When is Enough Enough? - A lesson to illustrate how our moral values can be gradually eroded. For older children the theme can be extended into a wider context, the moral values of a government and a nation - in this case Nazi Germany.

Key Stage 1

All About Me - A vehicle to enable children to reflect about themselves, their lives so far and their future goals.

Christmas with the Go-Givers - The nature of giving. The value of humour in achieving perspective. Christmas gift lists.

Get Better Soon - Mitali is feeling unwell. What will help him get better? Different types of medicine. Which go inside and outside the body?

Good Neighbours - A story highlighting the value of good neighbours. Signs that tell us when our neighbours need help. When and how to call the emergency services.

Kindness Tree - provide a means for children and staff to recognise and celebrate little acts of kindness.

More Than One Friend - A story which addresses the issues of loyalty and jealousy. Honeybees and pollination. Hexagons and tessellation.

Please Help Mitali - A story which reminds children of the importance of making the best use of their talents and skills. Animals who help us. Fact Files.

Save Our Jack - A simple story celebrating symbolically how Britain is enriched by the contributions from people from other cultures. The purpose of flags. What makes us proud of Britain?

Selfish Little Red Hen - A story inspired by the traditional tale. People who help us, and how we can help them. How we feel when we have done something we regret.

Stairs - A story highlighting the needs of people with disabilities. Overcoming difficulties. Tanni Grey Thompson. Experiments with pulleys.



Sticks and Stones - A short activity to demonstrate the hurt caused by name calling.

The Stranger - A story to illustrate how an outsider might feel. How do we welcome new people to our school? Focus on another country or region.

To Give is to Receive - Story adapted from a Japanese legend. The value of money. Fortune. Gifts that don't cost money.

Two Brothers - Story adapted from a Middle Eastern legend. How good feelings and gestures are often reciprocated. Belonging to groups. Being a good sibling, friend. Farming in Ancient Egypt. Joseph and his technicolor coat.

What Does the Photo Tell Us? - What would it be like to live somewhere else? What is happening outside the frame? Similarities and differences.

Who's Afraid? - A story exploring the nature of fear. How our imagination plays tricks on us.

You Can't Do That Here - A story illustrating how rules and responsibilities can limit the choices available. Why do we have rules? How can we control our emotions?

Appendix G: Characteristics of Participating Schools

School	LEA	School capacity	Urban/rural classification	Percentage of pupils receiving FSM (free school meals)
Abbas and Templecombe CE Primary School	Somerset	119	Town and Fringe - less sparse	10
Ashill Community Primary School	Somerset	60	Village - less sparse	0
Axbridge First School	Somerset	179	Town and Fringe - less sparse	7
Bishop Henderson CE Primary School	Somerset	150	Village - less sparse	19
Bournville Community Primary School	North Somerset	420	Urban > 10k - less sparse	51
Brookside Community Primary School	Somerset	420	Urban > 10k - less sparse	7
Burnham-on-Sea Infants' School	Somerset	210	Urban > 10k - less sparse	10
Cheddar First School	Somerset	300	Town and Fringe - less sparse	7
Countess Gytha Primary School	Somerset	143	Village - less sparse	10
Hutton CE Primary School	North Somerset	210	Urban > 10k - less sparse	10
Meare Village Primary School	Somerset	120	Village - less sparse	14
Northleaze CE Primary School	North Somerset	210	Town and Fringe - less sparse	2
St Anne's CE Primary School	Somerset	175	Hamlet and Isolated Dwelling - less sparse	12
Stawley Primary School	Somerset	60	Hamlet and Isolated Dwelling - less sparse	7
Trull CE VA Primary School	Somerset	210	Urban > 10k - less sparse	4
Windwhistle Primary School	Somerset	419	Urban > 10k - less sparse	49
Wookey Primary School	Somerset	90	Village - less sparse	4

INDIVIDUALS
ENGAGING IN
SOCIETY

Citizenship Foundation

 **Cabinet Office**