



October 2009

Care to Make a Difference? Survey of Key Stage 2 Pupils' Attitudes and Behaviours

Background:

This small-scale research project was initiated for a variety of strategic and programmatic goals. Survey questionnaires were distributed to Year 4 and Year 5 students across 10 schools in Hampshire and West Berkshire that are Go Givers users.

Go Givers is entering its third year of implementation in 2009/10. This stage of programme evolution calls for a robust monitoring and evaluation framework to be institutionalised within the programme. There is an imminent need to diversify funding avenues beyond the Cabinet Office, and thus to have measures of effectiveness beyond school recruitment numbers. The need to demonstrate outcomes is heightened in the current financial climate.

In the spirit of the Go Givers vision of promoting opportunities for participation for primary aged pupils, as well as a growing culture of participation and consultation of service users in programme design and delivery expected from prospective funders, it is only fitting that Go Givers pioneers efforts to incorporate children's voices to demonstrate outcomes, as well as to inform programme design and implementation. This exploratory research project represents a step towards this goal. The survey is designed less to evaluate outcomes or gather feedback about Go Givers resources, than it is intended to inquire into the concerns of children.

Purpose:

To better understand our service users:

- To understand which issues pupils care about
- To determine pupils' level of understanding of who is in a position to make change
- To determine to what extent pupils feel empowered to make changes
- To report these findings to schools that participated in the survey

To enhance Go Givers programme design and delivery:

- To assess the desire and level of readiness for the active citizenship component of Go Givers, Make a Difference Challenge, beyond the current participating urban areas of London and Birmingham.
- To design and offer lesson plans and resources in line with current concerns of children

To initiate the development of a robust monitoring and evaluation methodology:

- To act as a pilot project for incorporating pupils' voice into programme design and delivery as a step towards service-user participation
- To have a modest amount of qualitative and quantitative data to demonstrate that a genuine need exists for the programme
- To inform the next level of research and evaluation questions and methodology

To forward the media/visibility strategy:

- To showcase the current concerns of children to potential supporters



Profile of Schools and Students:

Please see *Appendix 1* for a detailed profile of schools.

- 10 schools in Hampshire and West Berkshire
- 387 students respondents
 - 187 boys
 - 200 girls

Urban/rural categorization:

- 7 schools are in less sparse urban areas of less than 10,000
- 2 schools are in less sparse village areas
- 1 school is in a less sparse town and fringe area

Go Givers Levels of Engagement:

- 5 schools are categorised as Level 1, the lowest level of engagement in the programme where teachers sporadically use Go Givers lessons and tools.
- 5 schools are categorised as Level 2, where staff receive PSHE training by Go Givers staff, teachers use lessons and tools regularly, and a class may participate in the Make a Difference Challenge active citizenship component.

Although a current system of categorising schools is not in place, it is likely that most Go Givers user schools are Level 1 and 2, thus this is a representative sample.

Please see *Appendix 2* for details of the measures used to categorise level of engagement.

School selection:

These schools were selected as participants based on their accessibility to Go Givers Specialist Teachers. All schools are in Hampshire and West Berkshire in less urban environments than the existing implementation areas of the Make a Difference Challenge: Birmingham and London. Early implementation of MADC has shown that students choose issues that are localised, and therefore personal, and within their scope to impact. Part of the research goal is to determine whether students in disparate areas also choose local issues and what these issues are.

The schools additionally represent varied levels of engagement with the Go Givers learning resources. All schools are in either Level 1, the lowest level of engagement, or Level 2. Level 1 schools are usually sporadic users of the Go Givers website, where teachers are registered and may use one or two lessons and web tools, and introduce their pupils to Kids' Zone, which they may explore during ICT lessons. Level 2 users have received PSHE training that includes Go Givers resources and teachers use the lessons and web tools regularly. Children are familiar with the web tools and have some affinity to the Go Givers characters. A class may participate in the active citizenship component: the Make a Difference Challenge.

Sharing results with schools is part of the move towards a participatory approach in programme design and implementation. Ultimately, Go Givers staff can work with participating schools to build on the observations and findings of the research in order to increase their engagement with Go Givers and maximise student outcomes.



Age group selection:

Year 5 students were targeted on the basis that they are in the middle of Key Stage 2. They are able to express their opinions, but are not subject to as many assessment pressures as Year 6. As the project was implemented towards the end of the school year, there was a concerted effort not to overburden Year 6 teachers and students.

Results

Please see *Appendix 3* for a copy of the questionnaire.

Please take note of the following when viewing the results:

- Open-ended responses expressing similar responses have been classified into broad categories
- Tabulated data is ranked from left to right from most responses to least responses per category
- Unless noted otherwise, an issue listed denotes that children would like an increase or improvement – i.e. “parks” is equivalent to wanting more parks and better parks. If children express wanting a decrease in something negative, it is listed as such – i.e. “no/less litter”
- Although pupils expressed both problems and solutions, responses are broadly categorised as problems (i.e. “Safety” encompasses problems such as “too many cars on the street” as well as solutions such as “have more fire police”)
- Percentages are based on total number of respondents for that particular question
- Sample response quotations demonstrate the range of responses, sometimes representative and sometimes unique

Most children think it is important to help people. 83% of respondents across schools think that it is important to help people, with the majority of the remaining pupils unsure. Only 1% of pupils don't think it is important to help people. There is no significant difference between boys' and girls' attitudes towards helping people. See *Chart 1 and Chart 2*

Most pupils think they can improve other people's lives to some degree. Half of the respondents (50%) think they can make a little bit of difference in the lives of others. Almost one third (29%) of students believe they can make a lot of difference, signifying that almost 80% of students think believes they can have some level of impact on other people's lives. One in five students (19%) is not sure, while only 2% don't think they can do anything to make life better for other people.

Some pupils that think it is important to help people are not sure if they themselves can make a difference. Of the large majority of pupils that think it is important to help people, 18% are not sure that they can do anything to improve the lives of others. See *Chart 3 and Chart 4*

Children express varied motivations for why it is important to help people, with most pupils' reasons being rooted in a sense of empathy towards others.



Across schools, within varied responses, children expressed some degree of emotional motivation for helping others that are less fortunate than themselves. In 80% of schools, *empathy* ranked as the highest category of motivation to help others. Over one quarter of all respondents (26%) expressed a sense of empathy towards others. There was no significant difference between boys and girls.

“because everyone has a right to be helped”

“it’s kind and you feel good after doing it”

“because some people don’t have as much or [are] as lucky as us”

“treat people how you want to be treated”

“so the human race exists”

Many children had less emotional rationales for helping others, including a sense of personal and collective moral responsibility. In 70% of schools surveyed, *moral obligation* to others, or responses expressing a sense of duty and equality of rights, ranked second highest category of motivation to help others. A similar number of pupils across schools expressed an understanding that helping others was for the greater good, and would ultimately make the world a better place. See *Chart 5*

Children engage in varied behaviours that they consider to be making life better for other people, with a large majority attributing positive interpersonal and social actions to being helpful. In all of the schools surveyed, *interpersonal actions* such as being friendly, being a good listener, or making people laugh, was the most frequent category of behaviour expressed by pupils as making life better for other people. 39% of respondents say they regularly perform these types of behaviours, which usually refer to interactions with people children already know, rather than strangers.

“being polite, saying yes please, thank you and stuff”

“calm down when I am talking to people”

“I am kind to them when they are sad”

“I help my mum more ‘round the house”

“to make people feel welcome to our country”

Many children, however, also engage in environmental and community-oriented behaviour that they understand to be making life better for other people. In all schools, these categories of behaviour ranked either second or third in terms of frequency of pupil’s responses. 26 % of respondents engage in environmentally-conscious behaviour including actions such as recycling, picking up one’s own and other people’s litter, or walking instead of taking a car. 21 % of respondents engage in community-oriented behaviours usually involve helping strangers by donating money to charities, volunteering, or fundraising. See *Chart 6*

“give foods for poor people and donate stuff for them”



“I recycle, I don’t litter, if I can reach somewhere by walking, I walk”

“where the Russian radiation blew up I [sponsor] a girl from there every month and it expands their life by 10 years”

A majority of pupils want to know more about how they can change things in the world for the better, but a significant amount of pupils are ambivalent. 70% of respondents expressed a desire to know more about opportunities to make a difference, while 22% are not sure, and 8% are not interested. The proportion of pupils that want to know more is, surprisingly, 13% lower than those who expressed that it is important to help people and 9% lower than those who felt they could do something to make life better for other people. See *Chart 7 and 8*

Across most schools, slightly more pupils were interested in learning about global issues than local issues. 65% of respondents wanted to know more about the news in the world versus 58% that were interested in being learning more about happenings in their community. This pattern was reflected across schools. See *Chart 9, Chart 10, Chart 11, Chart 12*

Most children get information about their community and the world from media sources. In 100% of schools, news on television ranked highest as pupil’s source of news information, with newspapers, magazines, and the internet also ranking high. However, significant proportions of pupils cited the individuals in their lives, such as family, friends, and teachers, as their informants. Many pupils cited multiple avenues from which they hear about what is going on in their community and in the world. See *Chart 13*

Children demonstrate a strong sense of justice particularly around issues of autonomy for themselves and equal rights for everyone. When asked what would make children’s lives more fair, pupils in all schools cared about acquiring greater individual autonomy, for example by having more freedom of choice around their schedules, their lessons, and their activities. In 70% of schools, gaining greater autonomy was at the forefront of children’s sense of fairness. Many pupils also referenced issues that affect all children, not just themselves, including equal treatment, basic needs, and access to education for everyone, demonstrating that they are aware of injustices that impact other people. Pupils also referenced that improved issues of safety and additional opportunities, such as parks, play areas, and activities would make their lives more fair. Less than 0.5% of pupils expressed a desire for material gain or rewards. See *Chart 14 and Chart 15*

“treat them like a normal child, not a child with a problem”

“adults respect children the way we respect them”

“more fun in and out of school, no homework because we work in the day”

“that we could go out more but be safe”

“let us do more things that adults do like voting and things”

“all children need to have a home, water, food, play, family”

An overwhelming majority of children care about improvements in the physical space, environment, and infrastructure of their neighbourhood that would



allow them to have the additional opportunities (stated above) that they think would make their lives more fair. When asked what they would like improved in their local area, 83% of pupils wanted more and improved parks, playgrounds, activities, more shops and services, and more cycle paths/safer roads. In conjunction, almost 30% of pupils also cared about improving environmental issues in their local area, such as reducing litter, graffiti, and the amount of cars, while increasing greenery and beautification. Issues of improved safety also featured significantly, such as reducing bullying, crime, and violence and improving road safety. See *Chart 18 and Chart 19*

“I would like to stop seeing lots of rubbish around. It makes it look worse really.”

“more places that children can go on their own safely”

“if we had more parks to play in, a suitable payment to help disabled people e.g. pension, more youth centres, more clubs for older people”

“stop graffiti by putting up special walls”

“make bins that are robotic and if they see rubbish they will eat it up and they have hoovers that suck up pollution and breathe out oxygen”

A majority of children think that environmental issues are the most pressing issues of global concern, while significant numbers also feel that improvements in safety, human rights, and people’s attitudes towards social change would make the world a better place. 65% of pupils feel that cleaner and greener environments with less pollution, less litter, more greenery, and more solutions such as eco cars, would make the world a better place. Many pupils also rearticulated issues that they would like improved in their local area (above), such as safety including road safety and reduced crime and violence, basic rights for everyone, and improved spaces and opportunities for play and activities. A sizeable 15% of pupils also felt that the barriers to making the world a better place were people not being adequately socially and morally responsible. See *Chart 22 and Chart 23*

“solar panels for free (so people won’t use electricity!), stop using so much oil, gas and coals so we won’t put holes in the ozone layer, swimming centres in more areas so that people don’t have to use cars to get to faraway places”

“well you could convince the whole world to walk to school so there would be less pollution”

“for everyone to have the same rights”

“no knife crime, if everyone was able to have a decent job”

“if everyone were nice to everyone and everyone tried to make a difference”

Children overwhelmingly feel that it is the government’s responsibility to make the world a better place but designate some responsibility to everyone. In 90% of schools, pupils attribute the greatest amount of responsibility to the government. Government as a change agent had almost 100 more responses than any other actor. Across schools, pupils placed roughly equal responsibility with various actors, including charities, businesses, and grown-ups and themselves. Almost 40% of



pupils felt that it was everyone's responsibility to make the world a better place. It is worth noting that *everyone* was not a pre-determined category, but one that a large percentage of students added to the open response section.

Children believe individuals, particularly the adults in their lives, have the greatest ability to make their lives more fair, while they believe governments are more able to make improvements to their local area and/or to the world.

Across schools, students gave almost twice as much weight to individuals' ability to make children's lives more fair, than they did to various levels of government. Understandably, students feel the authority figures in their lives, particularly to parents, family members, teachers, and head teachers, have the most direct control of the issues of autonomy and equal rights that they most care about. Some children attributed an ability to make children's lives more fair to their friends, the "bullies" or perpetrators, everyone, or to themselves. Some children assigned this ability in a more literal sense, not with decision-makers or authority figures, but with those individuals who could implement their proposed solutions, such as "builders", "inventors", and "doctors." See *Chart 16 and Chart 17*

Children think that governments are best positioned to make the changes that will improve their local area and make the world a better place to live in, although they think everyone has the ability to make some impact.

Respondents that expressed that various levels of local, national and international government as well as law enforcement bodies such as the police, were almost 20% more frequent than respondents that believed various individuals were equipped to make these changes. For local area issues, children understand that councils are most able to make improvements, whereas pupils were more likely to mention world leaders' ability to make changes regarding global issues. However, 35% of all pupils do feel that all individuals, or everyone, is able to make changes to make the world a better place to live in. Only 8% of students assigned ability to make changes to charities and businesses. See *Chart 20, Chart 21, Chart 24, Chart 26*

Scope for Intervention

Please see Appendix 4 for flow-chart of the Go Givers vision and various levels of intervention of Go Givers resources.

According to the results, it is apparent that Go Givers is well equipped to further the existing attitudes of children towards helping, to provide age-appropriate learning resources for the issues of concern to children, and to empower them with the confidence to address these issues. Below are some areas where Go Givers programmes and resources could be particularly impactful in meeting the needs and interests of pupils.

Increasing feelings of empowerment:

As stated in the results above, there is a sizeable portion of pupils that think it is important to help people, but are not sure that they themselves can do anything to make a difference. The data suggests that most pupils have a desire to help, but do not necessarily feel empowered to do so. The following Go Givers resources are particularly geared towards promoting individual feelings of empowerment:



- *What Go Givers Look Like* section in Kids' Zone demonstrating that everyone can be a giver
- *Make a Difference Challenge* allowing students to put their citizenship values into action
- The *School Case Studies* section in the Kids' Zone showcases the *Make a Difference Challenge* campaigns undertaken by other primary school students and inspires students to impact local issues
- The *making a contribution* thematic section area in KS1 and KS2 lesson contains multiple lessons showcasing individuals throughout history making change
- The *Our Pledge* section on the parents page allows parents and children to brainstorm small acts of helping they can commit to

Promoting environmental responsibility:

Pupils identified the environment as one of the major issues of both local and global concern. In the *sustainability* thematic section, Go Givers offers 13 lessons (9 for KS2 and 4 for KS1) around a range of environmental issues including global warming, fair trade, water access, deforestation, and sustainable development. Several of these lessons contain a *what can you do* section detailing how individuals, households and schools can do their part.

A case for the Make a Difference Challenge

Through this exploratory research, students demonstrated a concern for a range of issues of concern, from local to global, and personal to public. The fact that responses were largely based on open-ended questionnaires shows that students are aware of a variety of social issues. The scope of the research does not allow us to determine to what extent students are informed about the complexity of these issues, but they are certainly aware that they exist. The flexibility of the *Make a Difference Challenge* model allows students to mobilise around a cause of their choice through a rigorous decision-making process, conduct research around this issue, and then put a solution into action. Existing case studies demonstrate that the model is effective in urban settings where students are impassioned about local issues, such as knife crime or community beautification, as well as broader issues of homelessness and poverty. This research conducted in more rural area schools shows that children similarly care about local crime and violence, their physical space, and global issues.

Furthermore, as evidenced in some of the responses, children have innovative solutions to particular social problems. Though they weren't prompted to by the questions, many pupils offered their version of solutions, such as "hoovers that suck up pollution and breathe out oxygen." These kinds of youthful responses, while unfeasible, demonstrate that children have a great creative capacity, often untapped, to come up with their own solutions to social problems.

Moreover, gaining greater autonomy is at the forefront of children's sense of fairness and justice. The *Make a Difference Challenge* is well positioned to equip students with a greater sense of freedom and choices over the issues that impact them and their community, however they choose to define it.

In short, the data suggests that pupils in schools that are Level 1 or Level 2 users of Go Givers are likely to be receptive to the *Make a Difference Challenge* and that this



active citizenship activity will allow students to address the diversity of their concerns as well as empower them with the education and skills to create and implement solutions.

New Opportunities: Go Givers Senior Leader Teams

Go Givers is hoping to launch a new programme in partnership with V-inspired, to mobilise new volunteers aged 16-25, with a particular focus on BME populations, that will work in a peer mentoring relationship with Go Givers to identify and address local issues. This project will promote active citizenship for both children and young people, and similar to the *Make a Difference Challenge*, allow children to address social issues of their choice.

This project will uniquely allow children to learn and be inspired by older peers in their neighbourhood who are well positioned to be experts on local area issues. According to the data, several children identified “teenagers causing trouble” as an issue they would like improved. Having *Senior Leaders* would enable children to have an alternate positive role model to their preconceived notion of teenagers. In turn, such a partnership may impact young people’s perception of their younger peers as willing and capable of making a difference.

Translating social skills to citizenship

An overwhelmingly high proportion of children consider themselves to already be making life better for other people through their interpersonal actions. Usually, this expression of caring that is directed towards people that children already know, rather than stranger. Many children also rooted these social behaviours in a sense of empathy towards others. Fewer children already engage in wider community-oriented behaviours that involve helping strangers. In its overarching mission, Go Givers attempts to promote caring and concern, both for pupils’ immediate context as well as for the world-at-large. Go Givers learning resources and active citizenship components have the potential to convert what appears to be an innate level of caring and compassion in young children into citizenship-oriented behaviours that will last a lifetime.

Summary and Recommendations

Children appear to have a high sense of empathy, community responsibility, and social justice. Children find they are able to act in accordance with these attitudes to various degrees. What is distinctly apparent is children’s awareness of that various social issues exist, both locally and globally. Furthermore, children strongly feel that everyone has a part to play in making a difference towards improving these issues. Particularly striking is that the methodology of administering mainly open-ended written survey questionnaires means that students’ responses were both anonymous and unprompted. Yet the universality of some of the trends is apparent, as well as the creativity of individual children.

This research also makes a strong case for the readiness of these schools, as representative of most existing Go Givers users being at Level 1 or 2 of engagement with the programme, for implementation of the *Make a Difference Challenge* and/or other active citizenship programmes. (See section above) This suggests that Go Givers staff resources would be well spent on providing customised support to



existing schools in order to deepen their engagement with the programme and maximise outcomes for pupils.

Finally, while this research did not explicitly set out to assess the effectiveness of Go Givers resources, children's responses suggest that the breadth of Go Givers resources is well positioned to meet the diversity of children's interests. The open-ended survey questions show that children care about a range of issues and, in almost every case, Go Givers has existing thematic resources to educate and inform children about these issues.

There are, of course, numerous limitations to the conclusions that can be drawn from an exploratory survey. For instance, we are unable to determine the causes for children's elevated sense of empathy and the importance they place on helping. Additionally, the survey does not investigate the extent to which pupils understand the complexities of the issues that they list as causes of concern. Both of these unknowns present possibilities for further research.

There are various revelatory aspects of this research that could be expanded upon for marketing purposes. Primarily, demonstrating that a wide cross-section of children demonstrate that they care about others and they care about their community could serve as a corrective to media portrayals of children often as passive victims of their circumstances. Secondly, students demonstrate a high level of trust in various levels of government's ability and/or responsibility to address the local and global issues that they care about. As political apathy and disenchantment are highly topical issues in the current climate, this trend could be used to promote the civic engagement aspect of Go Givers that help to "preserve" children's trust in government.

This small-scale research project, however, does present an important programmatic step towards a participatory research model. Many published youth surveys target young people rather than children, or else survey the educators and practitioners that work with children. This could be both an area to showcase the importance that Go Givers places on pupils' voices as well as a springboard for future evaluative research projects.



What percentage of pupils think it is important to help people?

	Yes	Not Sure	No
Compton	80	13	7
Great Binfields	94	6	0
Halterworth	93	7	0
Hampstead Norreys	100	0	0
Heathfield	66	32	2
Isambard Brunel	89	11	0
Newbridge	80	20	0
Ringwood	84	16	0
Selborne	91	9	0
St Josephs	77	14	9
ALL	83	16	1

Chart 1

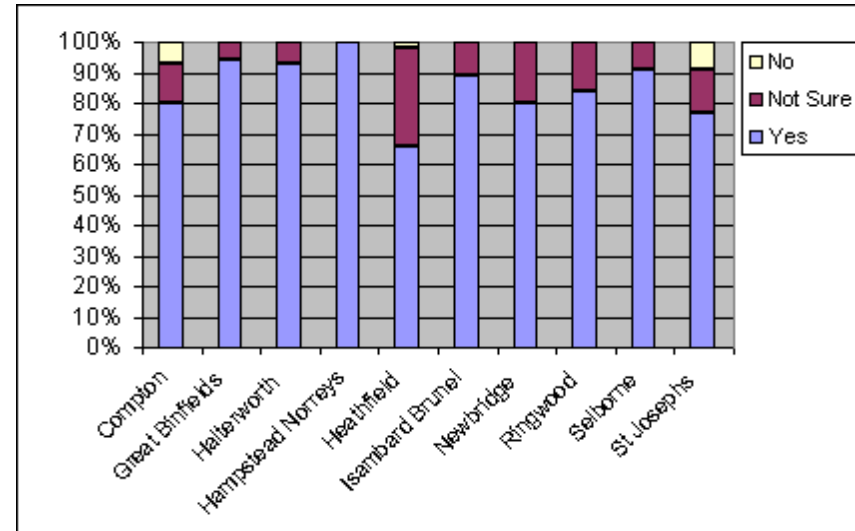


Chart 2

What percentage of pupils think they can do something to make life better for other people?

	Yes, lots	A little bit	Not sure	No
Compton	33	47	13	7
Great Binfields	25	47	28	0
Halterworth	25	64	11	0
Hampstead Norreys	30	54	8	8
Heathfield	31	48	17	4
Isambard Brunel	32	41	26	0
Newbridge	19	55	22	4
Ringwood	27	53	18	0
Selborne	32	54	14	0
St Josephs	57	33	10	0
ALL	29	50	19	2

Chart 3

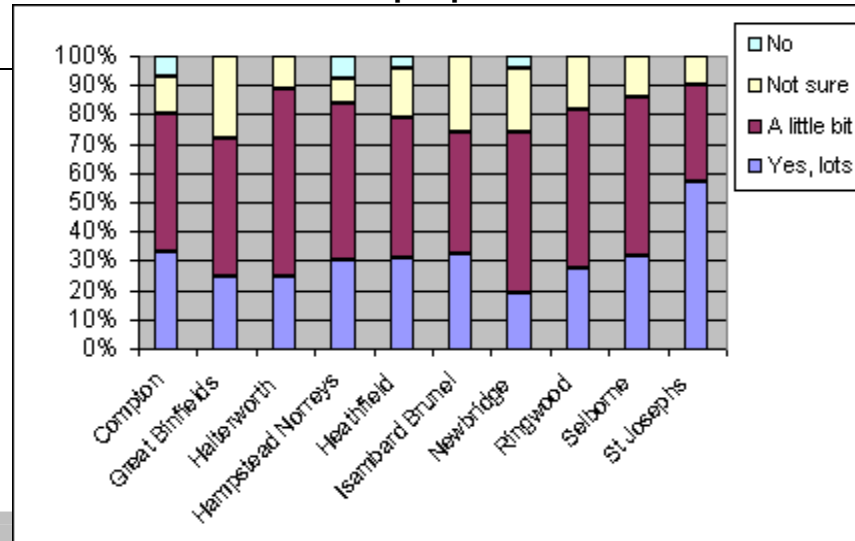


Chart 4



Why do you pupils think it is important to help people?

	Motivation (No. of responses)				
	Empathy	Moral Obligation	Greater Good	Emotional Benefit	Reciprocity
Compton	6	3	2	1	0
Great Binfields	18	3	2	9	3
Halterworth	4	6	15	2	1
Hampstead Norreys	3	3	2	3	2
Heathfield	15	3	8	0	6
Isambard Brunel	12	10	7	2	7
Newbridge	4	6	6	2	1
Ringwood	26	15	11	5	6
Selbone	6	10	2	0	0
St Josephs	8	0	3	3	0
ALL	102	59	58	27	26

Chart 5

Empathy - i.e. there are people less fortunate than you

Moral obligation - i.e. it's the right thing to do, everyone deserves to be equal

For the greater good - i.e. it will make the world a better place, it will benefit everyone

Reciprocity - i.e. if you help someone in need, someone will help you when you are in need

Emotional Benefit - i.e. it makes you feel good



What do pupils already do to make life better for other people?

	Action (No. of responses)				
	Interpersonal	Environmental	Citizenship	Chores	Self Regulate
Compton	6	2	2	0	1
Great Binfields	4	9	5	7	2
Halterworth	11	11	7	1	0
Hampstead Norreys	4	4	3	3	0
Heathfield	24	12	10	2	2
Isambard Brunel	15	3	5	8	1
Newbridge	11	11	7	1	0
Ringwood	28	21	21	9	2
Selbone	12	1	4	2	1
St Josephs	6	5	1	1	1
ALL	121	79	65	34	10

Interpersonal Actions - i.e. being a good listener to friends/family, making them laugh, being friendly

Completing chores - cleaning my room, running errands, helping grandparents, etc

Citizenship - helping strangers by donating, volunteering, fundraising

Environmental Responsibility - i.e. cleaning up litter, recycling, etc

Self-Regulatory Behaviour - preventive behaviour, controlling urges to do things that are not caring - i.e. fighting with siblings

Chart 6



What percentage of pupils want to know more about how they can change things in the world for the better?

	Yes	Not Sure	No
Compton	64	27	9
Great Binfields	83	14	3
Halterworth	62	38	0
Hampstead Norreys	92	8	0
Heathfield	74	20	6
Isambard Brunel	76	13	11
Newbridge	68	26	6
Ringwood	61	26	13
Selborne	68	23	9
St Josephs	65	23	12
ALL	69	23	8

Chart 7

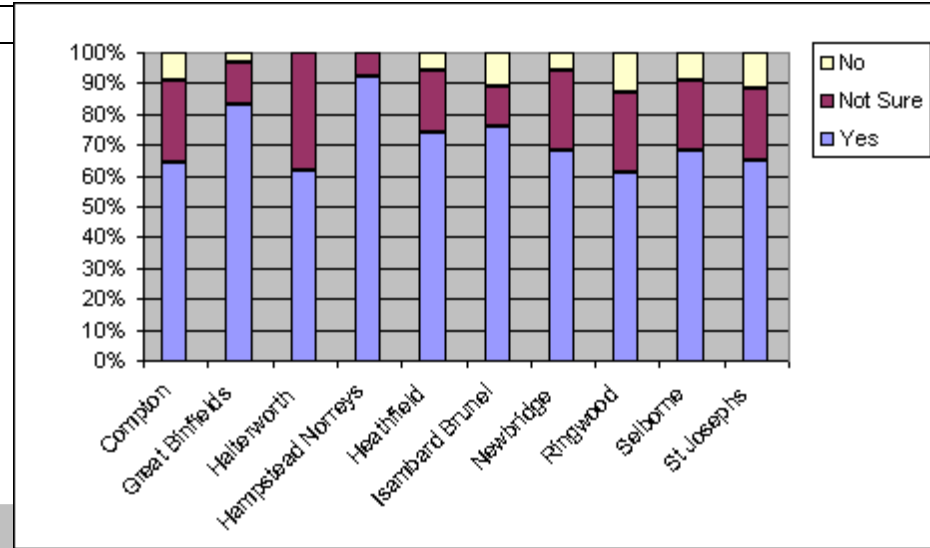


Chart 8

What percentage of pupils want to learn more about what is going on in their community?

	Yes	Not Sure	No
Compton	70	15	15
Great Binfields	70	19	11
Halterworth	59	14	0
Hampstead Norreys	70	15	15
Heathfield	47	29	24
Isambard Brunel	64	24	11
Newbridge	65	7	28
Ringwood	47	37	16
Selborne	67	24	9
St Josephs	47	29	24
ALL	55	28	14

Chart 9

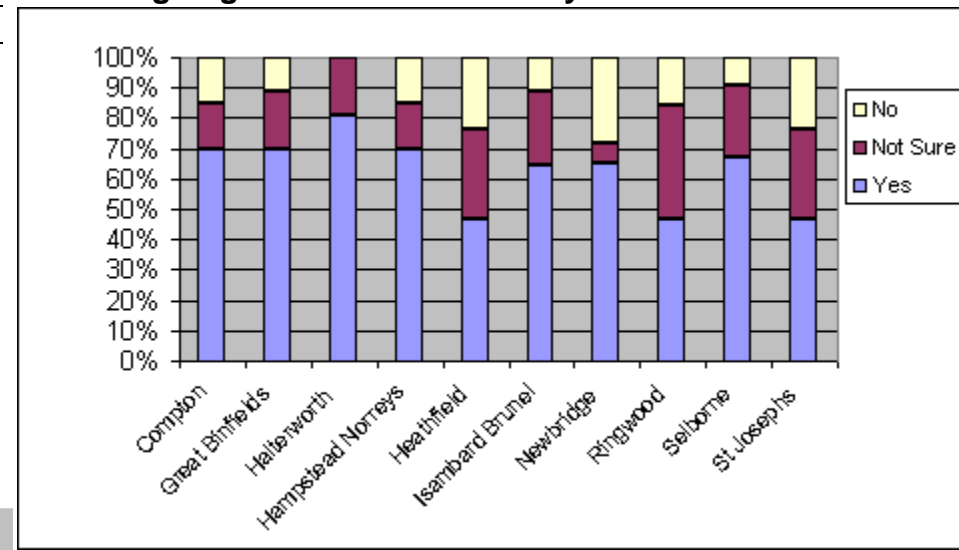


Chart 10



What percentage of pupils want to learn more about the news in the world?

	Yes	Not Sure	No
Compton	77	8	15
Great Binfields	78	19	8
Halterworth	83	17	0
Hampstead Norreys	92	8	0
Heathfield	42	33	25
Isambard Brunel	71	9	20
Newbridge	69	24	7
Ringwood	59	24	17
Selbone	71	29	0
St Josephs	36	35	29
ALL	65	22	13

Chart 11

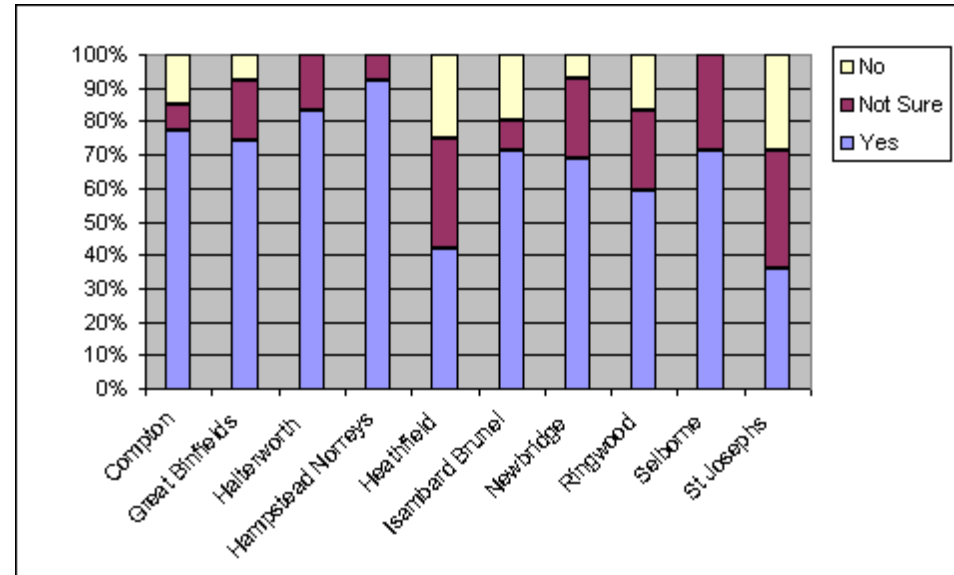


Chart 12

Where do pupils hear about what is going on in their community?

	News on TV	Newspaper /magazine	Internet	Adult at home	Friend	Adult at school	Sibling/ cousin	Other
Compton	9	9	5	7	4	2	2	3
Great Binfields	31	24	22	22	18	18	14	10
Halterworth	26	18	19	20	23	21	13	3
Hampstead Norreys	11	9	8	10	7	3	2	0
Heathfield	41	34	30	24	15	20	13	5
Isambard Brunel	36	23	29	30	20	25	15	8
Newbridge	59	51	44	40	36	30	30	14
Ringwood	21	24	22	22	18	18	14	10
Selbone	18	15	12	11	9	5	6	4
St Josephs	13	10	12	6	4	6	2	2
ALL	265	217	203	192	154	148	111	59



Chart 13

What do pupils think could be changed about children's lives to make them fair?

	Greater Autonomy	Equal Rights	Space/Inf rastructur e	Safety	Rewards
Compton	15		3		
Great Binfields	16	18	8		
Halterworth	4	24	5		
Hampstead Norreys	7	7	2		
Heathfield	27	8	12		
Isambard Brunel	15	10	6		1
Newbridge	35	3	17	8	
Ringwood	36	34	19		1
Selbone	3	35			
St Josephs	16	3	10		
ALL	174	142	82	8	2

Chart 14

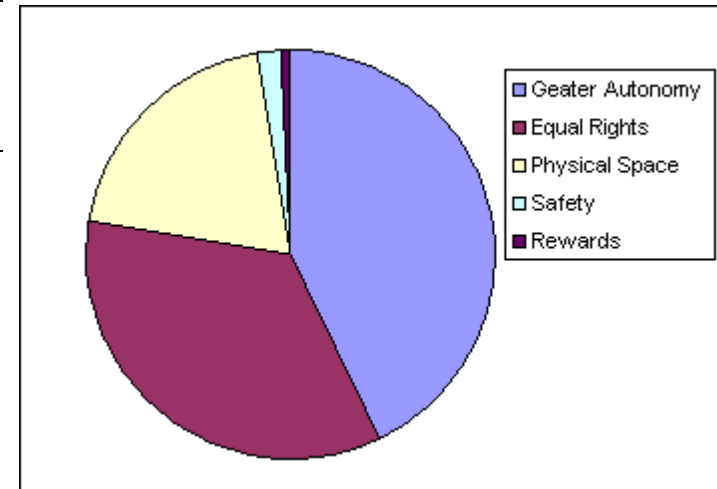


Chart 15

Who do pupils think can help make changes to make children's lives more fair?

	Individuals	Gov't	Institutions
Compton	13	11	19
Great Binfields	25	26	
Halterworth	25	9	10
Hampstead Norreys	12	9	4
Heathfield	64	21	3
Isambard Brunel	48	24	
Newbridge	52	40	
Ringwood	88	45	
Selbone	13	12	
St Josephs	20	10	2
ALL	360	207	38

Chart 16

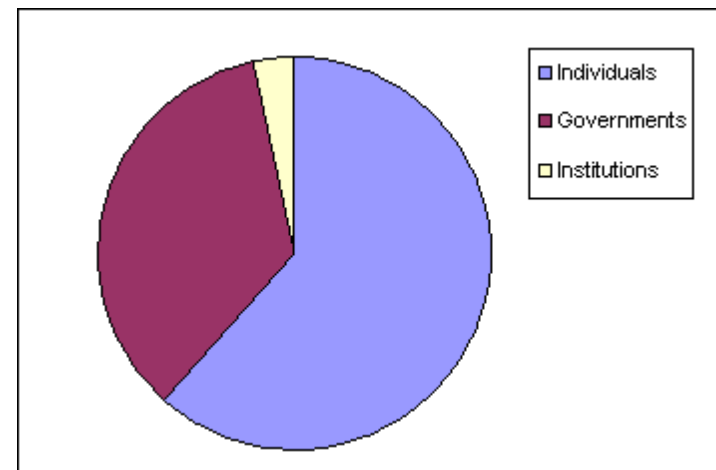


Chart 17



What would pupils like improved about their local area?

	Space/Infrastructure	Environ't	Safety	Human Rights	Gov't
Compton	17				1
Great Binfields	24		11		
Halterworth	11	34			
Hampstead Norreys	15	2			
Heathfield	34	25	13		
Isambard Brunel	55		7		
Newbridge	59	33	24		
Ringwood	72		19	2	
Selbone	16		11		
St Josephs	17	12	6		
ALL	320	106	91	2	1

Chart 18

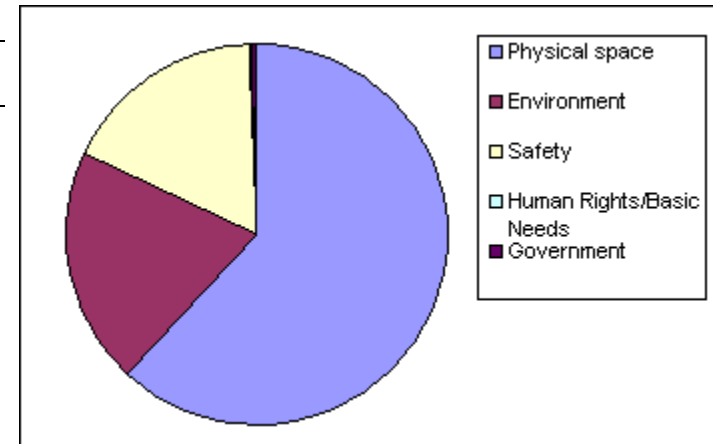


Chart 19

Who do pupils think can help make these improvements to their local area?

	Gov't	Individuals	Institutions
Compton	13	2	
Great Binfields	24	14	
Halterworth	7	19	4
Hampstead Norreys	15	7	
Heathfield	43	30	
Isambard Brunel	45	14	2
Newbridge	56	26	
Ringwood	54	41	2
Selbone	13	12	2
St Josephs	18	22	
ALL	288	187	10

Chart 20

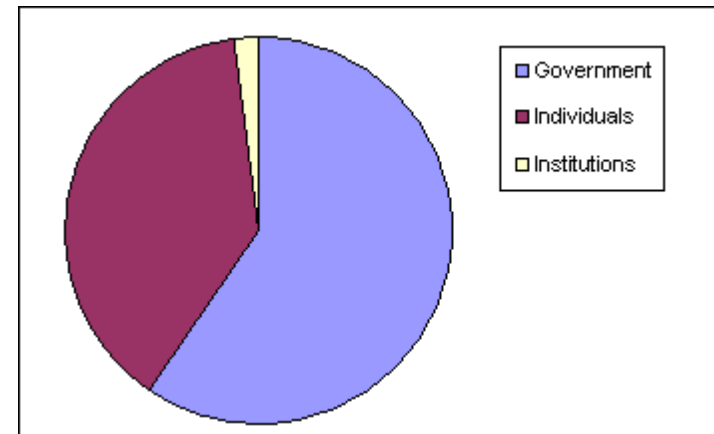


Chart 21



What do pupils think would help make the world a better place?

	Environment	Safety	Human rights	Attitudes and behaviour	Local area issues
Compton	5		7	7	3
Great Binfields	24				2
Halterworth	34				11
Hampstead Norreys	8		8	8	1
Heathfield	25	9	17	17	8
Isambard Brunel	20	12			16
Newbridge	40	32	17	17	7
Ringwood	54	27			4
Selbone	13		12	12	
St Josephs	28				1
ALL	251	80	61	61	53

Chart 22

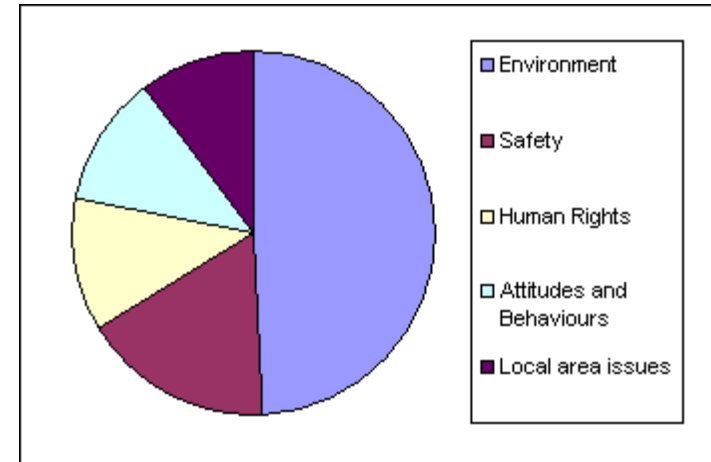


Chart 23

Who do pupils think can help make these changes to make the world a better place?

	Governments	Individuals	Institutions
Compton	8	4	
Great Binfields	13	26	
Halterworth	28	7	1
Hampstead Norreys	9	10	4
Heathfield	42	28	7
Isambard Brunel	32	22	
Newbridge	42	28	7
Ringwood	63	55	8
Selbone	8	14	4
St Josephs	10	11	1
ALL	255	205	32

Chart 24

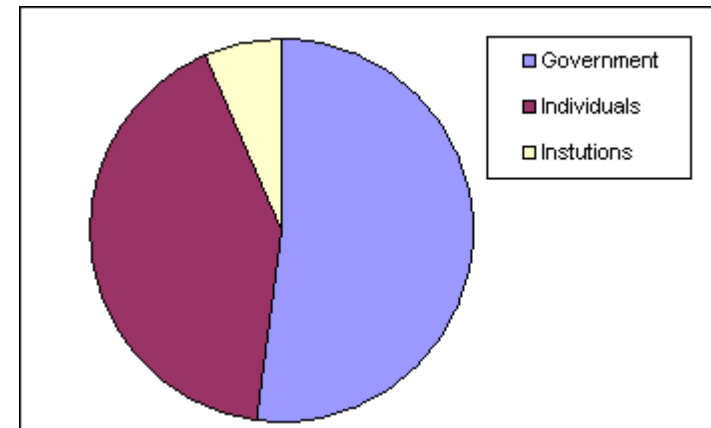


Chart 25



According to pupils, whose responsibility is it to make the world a better place?

	Gov't	Charities	Grown ups	Themselves	Businesses	School Children	Other: Who?	
							Other	Everyone
Compton	11	5	11	6	4	9	3	5
Great Binfields	34	22	34	19	29	20	21	13
Halterworth	25	22	25	19	21	18	19	15
Hampstead Norreys	13	10	13	6	8	5	5	3
Heathfield	35	28	35	27	23	28	26	12
Isambard Brunel	38	28	38	28	27	24	17	7
Newbridge	55	41	55	43	42	37	34	33
Ringwood	69	52	69	47	53	59	45	45
Selbone	15	11	15	7	15	14	9	9
St Josephs	8	6	8	6	5	11	5	8
ALL	303	225	303	208	227	225	184	150

Chart 26



Appendix 1: Profile of Schools

School Name	No. of Respondents	Age Group	School Capacity	County	Urban/Rural Description	% students receiving FSM	Go Givers Level of Engagement
Compton Church of England Primary School	15	Year 5	180	West Berkshire	Town and Fringe - less sparse	3	1
Great Binfields	36	Year 5	210	Hampshire	Urban >10K - less sparse	8	1
Halterworth Community Primary School	29	Year 4	414	Hampshire	Urban >10K - less sparse	2	1
Hampstead Norreys Church of England Primary School	13	Year 5	102	West Berkshire	Village - less sparse	0	1
Heathfield Junior School	49	Year 5	360	Hampshire	Urban >10K - less sparse	23	1
Isambard Brunel Junior	46	Year 5	360	Hampshire	Urban >10K - less sparse	18	2
Newbridge Junior School	70	Year 5	480	Hampshire	Urban >10K - less sparse	23	2
Ringwood Junior School	80	Year 5	360	Hampshire	Urban >10K - less sparse	4	2
Selborne Church of England Primary School	23	Year 5	99	Hampshire	Village - less sparse	7	2
St Josephs RC School	26	Year 5	210	West Berkshire	Urban >10K - less sparse	7	2



Appendix 2: Go Givers Levels of Engagement EXEMPLAR MEASURES

	Use by Children	Teachers and Schools
Level 4	<p>Children are identifying and initiating projects to make their world a better place.</p> <p>The Go-Givers club has many active members.</p> <p>The children engage their families in making pledges.</p> <p>The children call themselves ‘Go-Givers’</p> <p>Children use the Toolkit to support their own campaigning and fundraising initiatives.</p> <p>Children identify with the characters in the blogs and respond by commenting on the content/issues.</p> <p>Children contribute their own scenarios to the Simulation activity.</p> <p>Children use the tools (e.g. Timeline, Maps) in conjunction with homework.</p>	<p>The school achieves the Go-Givers School Award.</p> <p>The school involves children and their parents In an ‘Our Pledge’ campaign.</p> <p>Go Givers resources are incorporated in the school’s long term planning for PSHCE across all year groups.</p> <p>The MAD Challenge is included in the school calendar as an annual event.</p> <p>The school regularly adopts the Go-Givers themes for their assemblies</p> <p>The Go-Givers song is often heard in classrooms and in assemblies.</p> <p>Children in KS1/2 classrooms perform puppet plays on themes relating to social responsibility to other classes in the school.</p>
Level 3	<p>A Go-Givers Club is initiated.</p> <p>Children use the resources in the Kids’ Zone to solve problems, take action or do purposeful research.</p> <p>Children are thoroughly familiar with the Go-Givers characters, and understand that they represent caring and concerned citizens.</p> <p>Children are using the Kids’ Zone to support meaningful activity e.g. ‘Make Your Own Cartoon’, Quizzes, ‘Matching Pairs’ game.</p>	<p>The whole school gets involved in the Make a Difference Challenge.</p> <p>The lessons are used to broaden the SEAL themes out to the wider context of society</p> <p>Go-Givers is used as a cross-curricular resource throughout the school.</p> <p>Children make up plays using the characters, demonstrating caring attitudes.</p> <p>The Go-Givers are referred to as role models e.g. in assemblies.</p>
Level 2	<p>Children read some of the blogs, play with the puppets and develop some affinity with the characters and know that they represent people who care.</p> <p>Children play the ‘playground’ games regularly, for fun.</p> <p>Children use the ‘No-Problemo Show’ to find out how they can help others.</p>	<p>A class participates in the Make a Difference Challenge</p> <p>Individual teachers are regularly using Go-Givers lessons and are familiar with the contents of ‘Nifty Gear’.</p> <p>Go-Givers Assembly Plans are used occasionally.</p> <p>The children become familiar with the song</p> <p>Children in KS1 classrooms have the opportunity to role play using Go-Givers puppets.</p>



		Staff receive PSHCE training using Go-Givers resources.
Level 1	Children are given the website address and visit the blogs, toolkit and games at home and at school.	Teachers allow children to 'play' on Kid's Zone activities in ICT lessons. Teachers download and teach one or two lessons, and investigate the web tools. Teachers register on the Go-Givers website.



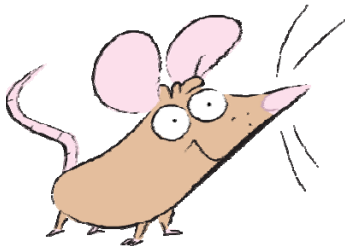
Appendix 3: Sample questionnaire



School
initials

'MAKE A DIFFERENCE' RESEARCH QUESTIONNAIRE

Please do not put your name anywhere on this form. This is important as it allows you to express your opinions without having to worry about what we think about you.




Tell us about yourself

a. I am a Boy
Girl

b. I am _____ years old

1. What could be changed about children's lives to make them more fair? You can write as many things as you like



Empty box for writing answers to question 1.

1b. Who can help you make these changes?

Empty box for writing answers to question 1b.

2. What would you like improved in your local area?
You can write as many things as you like



2b. Who can help make these improvements?



3. What would make the world a better place to live in?

3b. Who can help make these changes and improvements?

4. Do you think it is important to help people?

Yes No Not sure

5. If you think it is important to help others, please tell us why.

6. Can you do anything to make life better for other people? (tick one box)

- Yes, lots A little bit Not sure
 No

7. What do you already do to make life better for other people?

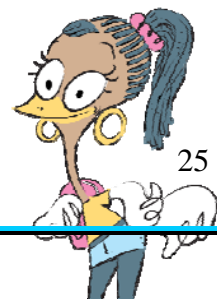
8. Whose responsibility is it to make the world a better place?
(you can tick more than one box)

- It's my responsibility
 Grown ups
 Governments
 School children
 Businesses
 Charities
 Other Who? _____



9. Where do you hear about what is going on in your community and in the world? (you can tick more than one box)

- From an adult at school
 From an adult at home





- From a friend
- From a brother, sister or cousin
- Newspaper or magazine
- News on the TV
- Internet
- Other Who? _____

10. Do you want to learn more about what is going on in your community? (tick one box)

- Yes No Not sure

11. Do you want to learn more about the news in the world? (tick one box)

- Yes No Not sure

12. Do you want to learn more about how you can help to change things in the world for the better? (tick one box)

- Yes No Not sure

THAT'S ALL - THANK YOU!





Appendix 4: Flow-Chart

The Go Givers Vision:

