



FWB-UK OUTREACH
WELCOME PACK 2011



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WELCOME

Introduction

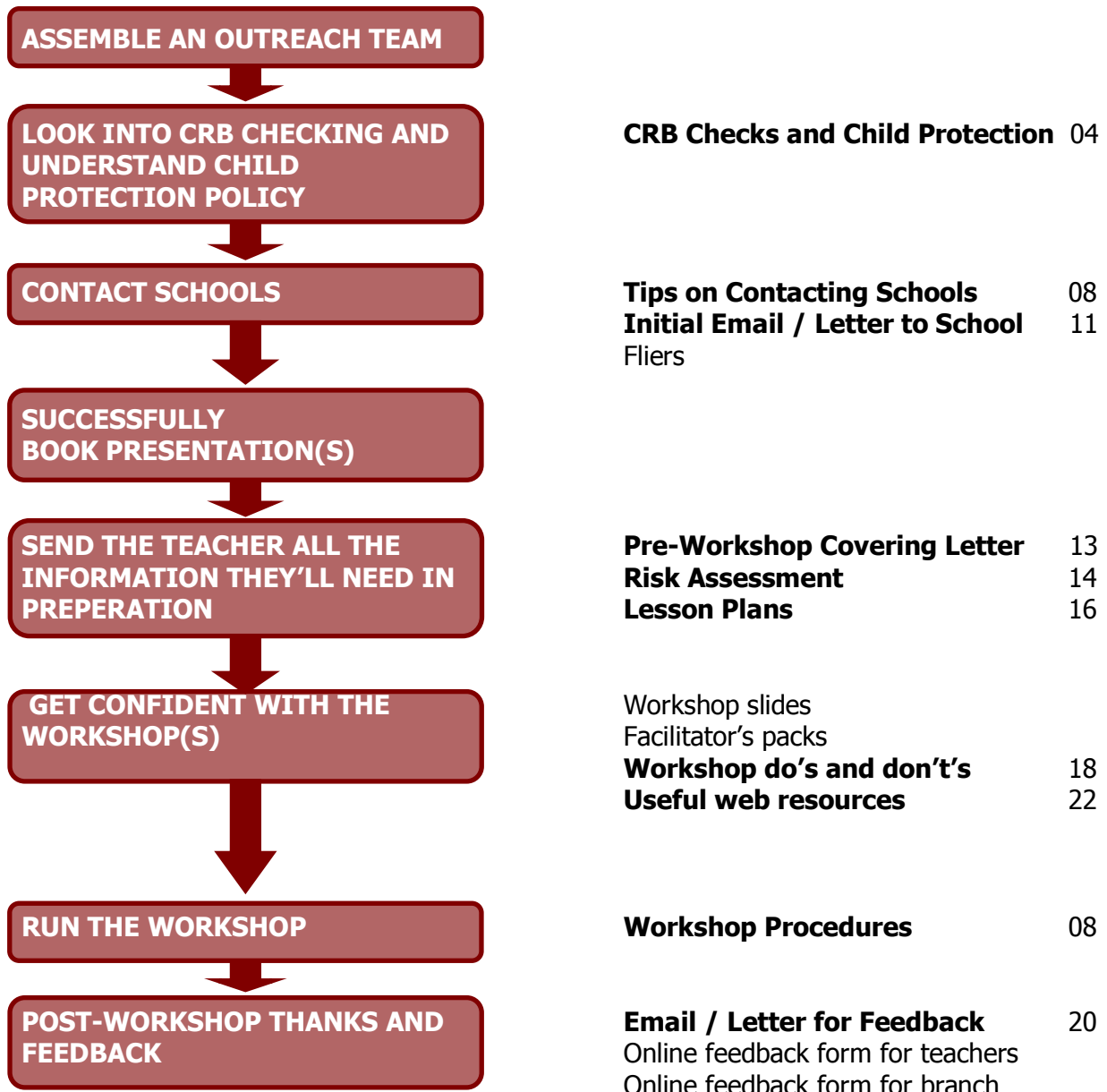
This welcome pack contains details of all the information you'll need and all the steps you'll need to take to successfully run Outreach workshops. Please take the time to read through it and contact the National Outreach Team (outreach@ewb-uk.org) if there are any parts that you do not understand, or information that you feel is missing. More information is also available on our website: www.ewb-outreach.org.uk



Outreach step-by-step

The following flow chart outlines the process for running an Outreach workshop, from having set up a team in your branch to gaining feedback after presenting in a school.

The steps are shown on the left hand side and the resources available to you in the centre, with those in this pack highlighted in **bold** (all, including those not highlighted are available on the website). The page number is shown on the left. Fliers will be available soon on our website – please contact our national team if you need any. It is up to you to decide how best to share the workload between your team.





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CRB CHECKS AND CHILD PROTECTION

Introduction

These notes are for your guidance when running outreach workshops. They cover a variety of issues which should be read carefully and paid heed to whilst working in regulated environments such as classrooms. As well as the guidance given in this document, you may also need to comply with any procedures laid out by your university union. This should be checked beforehand; if there are any conflicting procedures with those described here, you are invited to contact the National Outreach Team for further advice.

This document is divided into 3 sections:

1. Criminal Record Bureau (CRB) Checks and how they affect outreach volunteers.
2. Child Protection Advise: volunteer behaviour in the classroom.
3. Communications and Procedures: keeping the school informed.

Please read each section carefully and do not hesitate to contact the National Outreach Team with any questions.

1. Criminal Record Bureau (CRB) Checks

CRB Checks – The Legal Basis

EWB-UK does not require you to apply for a CRB Disclosure to carry out an outreach workshop, however it is recommended. There is no legal requirement to CRB check volunteers working in schools for short periods (for more information see the HM Government Criminal Records Bureau Checks Guidance for Volunteers, Section 3, in accordance with the Child Protection Act). This is assumed on the basis that our volunteers do not have regular contact with the children.

School Specific Requirements

Some schools may have child protection policies in place which require all volunteers coming into the school to have CRB checks. It is for this reason that we advise all volunteers to get checked.

University Requirements

Your university may require you to have a CRB check, and provide this to you free of charge (or for a small administration fee). To run an EWB-UK outreach workshop you must comply with your union's obligations.



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How to get checked

It should be possible to arrange a check to be carried out by contacting your University Outreach Representative (or similar).

We would also recommend registering with STEMNet to become a STEM Ambassador. STEMNet (Science, Technology, Engineering and Mathematics Network) is an organisation that aims to ensure that all young people, regardless of background, are encouraged to understand the excitement and importance of science, technology, engineering and mathematics in their lives, and the career opportunities to which the STEM subjects can lead. As a STEM Ambassador you are only required to share your enthusiasm, commitment and passion for what you do, which is exactly what EWB-UK Outreach is all about. You'll have to attend a 2 hour induction, where you'll be given training in effectively working with young children, and you'll complete an Enhanced CRB Disclosure application. Once registered, STEM can offer you free insurance for every outreach visit you attend if notified in advance. Details on the organisation and how to apply are available at www.stemnetorg.uk

Time Delay

The time to carry out a CRB check can vary significantly depending on each situation, but can be expected to take four to six weeks. For this reason we recommend that you start the process as soon as possible.

2. Child Protection Advice

What should I do if I am worried about a child?

If whilst working with a child you become concerned about:

- Comments made by a child
- Marks or bruising on a child
- Changes in the child's behaviour or demeanour

Please report these concerns to the class teacher, who if they feel it is appropriate will pass the information on to the school's Designated Person for Child Protection.

What should I do if a child discloses that s/he is being harmed?

Although the likelihood of this is small it is important to know what to do in such an eventuality as children rarely lie about such matters. You should adhere to the following pointers:

- Listen to what is being said without displaying shock or disbelief, accept what is being said
- Allow the child to talk freely



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- Reassure the child, but do not make promises that might not be possible to keep
- Do not promise confidentiality but explain to the child that you have to tell their teacher or headteacher in order that they can help them
- Do not interrogate the child or ask leading questions
- Reassure the pupil that it is not their fault
- Stress that it was the right thing to tell
- Listen rather than ask direct questions
- Do not criticise the alleged perpetrator
- Immediately record details of the disclosure, including wherever possible the exact words or phrases used by the child. Report your concerns and give your written record to the school's Designated Person for Child Protection (usually the teacher) and to the EWB-UK Outreach Coordinator to enable the matter to be dealt with in the most appropriate way

What should I do if the alleged abuser is a member of the school staff?

You should report such allegations to the headteacher. If the alleged abuser is the headteacher you should report such allegations to the Chair of Governors.

How do I assure that my behaviour is always appropriate?

Even if you have a CRB check it is important that you are never left alone with the children and that there is always a teacher from the school present with you.

Children, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. Although this is unlikely to be a situation you will face as the majority of children we work with are older, you should always be careful about touching pupils.

Do not exchange e-mails or text messages with pupils, or give out your own personal details.

3. Communications and Procedures

Once you have been invited to carry out a workshop in a particular school, it is important to keep your contact informed with further details of what activities are going to be carried out, and how. It may be that a particular school has a special attitude in the managing of sharp objects such as scissors, and it is essential that the volunteers find out and are aware of this before entering the classroom. The schools may express an interest in the content of the workshop (in terms of what material you will be covering). Finally, any publicity photos taken within the classroom during the workshop must have expressed permission from the parents of the children in order to be published.

By raising this issue beforehand, the teacher should be able to advise you of any child whose parents have explicitly requested that they are not photographed whilst at the school.



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In order to help you with the above, the national team has created a number of templates for you to fill in before each workshop. Please use these and send a copy to the school to guarantee this necessary communication. Listen to any comments they feed back to you, and improve your workshop accordingly.

Lesson Plan

A filled out lesson plan describes to the teacher in some detail what material you will be covering in your workshop. The school/teacher may be able to offer comments on the difficulty level, and inform you whether a particular topic has already been covered in their curriculum.

In this welcome pack there is an empty lesson plan, and an example one which has been filled out for an "Energy Matters" workshop carried out in Sheffield.

Risk Assessment

Carrying out a risk assessment before each workshop is essential to provide the necessary confidence that all significant risks have been mitigated. Please read the risk assessment guidelines and fill out a table to send to the school. A sample is also included in this pack.

Workshop Procedures Cover Letter

The Workshop Procedures Cover Letter includes informs the school of your position on:

- Volunteer CRB checks
- Accident/incident reporting
- Abuse reporting
- Volunteer/child ratios
- Photograph permissions



TIPS FOR CONTACTING SCHOOLS

Preliminaries

- ✓ Familiarise yourself with the workshop
- ✓ Find out the contact for the school (see school contacts document for potential examples, use personal contacts or search online)
- ✓ It may be best to start with general reception before moving on to a specific teacher if you are unsure who to contact
- ✓ Find out whether the school you are contacting has held an Outreach workshop before. Classes that have done are often much more disposed to running another

Calling schools

- ✓ Have something to take notes on ready
- ✓ It may also be helpful to sit in front of a computer with the relevant documents open
- ✓ It is generally best to call between the hours of 8:30AM and 3:00PM
- ✓ Typically you will need to call the reception first, although if you have a number for the specific teacher this may be better. Be prepared to briefly introduce yourself to reception (your name, organisation and one or two sentences about running an Outreach workshop). Ask to be put through to the relevant teacher; if you don't have a name, ask if you can put through to someone in the science or geography departments
- ✓ If you get through to a teacher, see the next section. If not, ask the reception for an email address or the person's office number if there is one

Speaking with teachers

- ✓ Introduce yourself as above for reception (name, organisation, and a one or two sentence sell on the Outreach workshop, mentioning the previous Outreach module they've run if applicable)
- ✓ In the case of a geography or science teacher:
 - Give a brief introduction to EWB-UK if they are unfamiliar
 - Explain what the workshop is, emphasising the interactive games, the learning outcomes and how it links in with what the students study. Tell them also that the Outreach program has had much success throughout the UK and has been very popular with both children and students, and also about any positive feedback that your group has received from past runs (if applicable)



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- Ask for an email address to send more detailed information (they often ask you to do so before you say it). Point them to the web address – ***www.ewb-outreach.org.uk*** - and tell them that they can check the activity and the presentation online
- ✓ In the case of a school principal or a teacher in an unrelated field, say essentially the same things as above, but that you'd like to be forwarded to the geography or science department. Ask them the name of the teacher you should contact and their email address if possible (otherwise they may wish to forward your email themselves)
- ✓ Don't forget to thank the teacher for their time!
- ✓ Email the teacher right after the call. See the next section for advice on this
- ✓ Phone again if you don't get a response in 3 or 4 days. In the follow up call, mention you called before and ask them how they think about the project. If they show positive interest, ask them for a possible date and time. If not, say you can do it when the school is less busy, such as in the next term

Emailing schools and teachers

- ✓ Send the email to the most specific contact you have (i.e. a science teacher is preferable to the principal or generic reception)
- ✓ You can adapt and use the email template provided in the facilitator's pack
- ✓ Email If you have phoned the school before, send the email right after the call
- ✓ Follow up with another call or an email if you haven't received a response in 3 or 4 days

Other tips

- ✓ Make use of the current contacts list and add to this archive any contacts that can be used next year, particularly if the teacher is happy with the presentation and would be keen to do it again. This saves repeating the process of finding the appropriate contact and selling them on the module's benefits
- ✓ It is advisable to contact multiple schools: if only a fraction of them are interested you can still schedule at least some sessions. Likewise, if ever there is more demand for sessions than you can meet, you can always ask some schools to reschedule for later
- ✓ If contacting multiple schools at once, it may be useful to track their response status on a spreadsheet (e.g. "not contacted", "awaiting response", "session scheduled" etc)
- ✓ Don't be discouraged by lukewarm replies. Remember that you are offering schools an exciting workshop from a tested, nationally-run program for free! If they do not wish to benefit from this, it is ultimately their loss



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- ✓ Use your professional or academic credentials to your advantage at every step. A major benefit of outreach programs is that students get a chance to actually meet with someone studying or working at an advanced level (e.g. see what a real engineer does). This shows them the practical side of what they study and makes you a role model for the students. Point this out to teachers
- ✓ Try to form collaborations with other organisations such as your local Science and Engineering Ambassadors (SEA) branch (also known as STEMNET or SETPOINT). These organisations may be able to help with contacting schools. The facilitator's pack contains a separate document with contact details for the nearest ambassador



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INITIAL EMAIL / LETTER TO SCHOOL

[Address]

[Date]

Dear [Sir / Madam / Specific Name],

My name is [name] and I study [field of study] at [University]. I volunteer with Engineers Without Borders-UK - www.ewb-uk.org – a student-led international development organisation that aims to remove barriers to development through engineering. A big part of our organisation is its Outreach program – a series of interactive workshops carried out by our CRB-checked volunteers, with the aim to inform and inspire young people about international development issues and the rewards that can be gained from a career in science and engineering. Through a presentation and fun activities, students explore the global challenges we face, and how they can be a part of the solution.

Currently we can run the following workshops [**delete any that you do not wish to run**]:

Water for the World; Students investigate water on a global scale, from how it gets to them, how it is cleaned and the consequences if it isn't, how it's not so readily available in some parts of the world as it is at home, and how they can work to conserve it. Students then work in teams to build and test a water filter, exploring some of the themes they've learnt about in the presentation.

Going the Distance; Students learn that not just transport, but the infrastructure surrounding it, is crucial for the most simple of things - trade, education, healthcare, communication, enjoyment - and ultimately for climbing out of poverty. Students mimic a real-life case study, designing, building and testing a bridge, to get them thinking about what the work of an engineer entails, and to exemplify some of the real efforts going on around the world to improve transport infrastructure in remote areas.

Shelter for the World; Students learn what shelter is, how it varies around the world and what makes it adequate, as well as the global situation, including the world's slum crisis. An interactive shelter-building activity calls on them to think like engineers and planners, testing their problem solving, decision making and teamwork to build shelter for people all over the world.

Food for Thought; Students are inspired and encouraged to debate on the issues of food supply and production, investigating myths surrounding food and hunger, as well as discussing ways in which processing and productivity can be improved. A hands-on activity involves processing and husking rice, mimicking reality for farmers around the world.



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The organisation has run sessions at many schools with excellent feedback, with both the students and teachers enjoy participating in it **[You may want to mention past visits to the school or local schools if you have carried out any].**

We would love to offer a workshop to one of the classes at your school and would like to know if you or one of your schools' teachers would be interested in this opportunity. The modules generally fit in well in course areas like geography, social studies, and science, and are adaptable for all age groups. Please let me know if you would be interested and if so what dates you might like to do a session on.

I attach some flyers and you can also find out more on our website – ***www.ewb-outreach.org.uk*** – where there is more information on our Outreach program, access to our workshop material, photos of past workshops, and feedback from teachers and students that we have presented to.

I remain at your disposal to answer any questions you may have.

Thank you for your time, and best wishes.

[Sign]

[Print name]

[Email address]

[EWB-UK Role and University]



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PRE-WORKSHOP COVERING LETTER

[Address]

[Date]

Dear **[Sir / Madam / Specific Name]**,

We are writing to confirm the details of the Outreach Workshop, **[title]**, that we are running at your school on, **[date]**.

We have enclosed a Risk Assessment and Lesson Plan for our proposed activities. If there is anything that you would like to discuss please feel free to contact us through **[name and phone number]**.

Please also be aware of the following points on our child protection procedures.

- **[All of our volunteers have been CRB checked, however we / Not all of our volunteers have undergone CRB checks as so we DELETE AS APPROPRIATE]** do request that there is always a teacher present when we are running our workshop.
- As there is always a teacher present we do not have any specific policy for volunteer/child ratios.
- Any accident/incident that occurs during our program will be reported and dealt with according to your school's policy.
- Any concern, suspicion or incident of abuse which occurs during our program will be reported to the teacher to be dealt with according to your school's child protection policy.
- We may like to take some photos for EWB-UK publicity. If there is any child in our group who does not have parental permission for such photos to be taken and used in this way, or if you have any general policy restricting this, then please advise us on the day of the workshop.

We look forward to meeting you and to a fun workshop,

[Sign]

[Print name]

[Email address]

[EWB-UK Role and University]



RISK ASSESSMENT GUIDELINES

Carrying out a risk assessment before each workshop is essential to provide the necessary confidence that all significant risks have been mitigated. The process for carrying out a risk assessment is explained below, and a sample assessment is provided in the welcome pack.

Hazard identification:

Identify each hazard involved in the project in a separate box. A hazard is something with the potential to cause harm. eg using scissors

Risk identification:

Identify what the risk is. E.g. child may cut themselves. There may be more than one risk for each hazard

Existing control measures:

Give the control measures that you will use to reduce the likelihood of the risk occurring. eg supervising children while using scissors to make sure they are only used appropriately. Scissors to be removed immediately activity they are required for is complete.

Whether these measures are adequate:

If the control measures already in place reduce the risks to an acceptable level put Yes, however if further measures are required put No.

Additional Action:

If Yes was answered to the previous question put None. If No was answered then identify what further measures are needed to be implemented to reduce risk

Rating:

This is the evaluation of the potential for harm to be realised. To determine the rating select the severity and likelihood of the outcome if the hazard is realised from the table below

		<i>Likelihood</i>		
		Likely	Possible	Remote
<i>Severity</i>	Severe	High	High	Medium
	Serious	High	Medium	Medium
	Minor	Medium	Low	Low
	None	Low	Low	Low



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RISK ASSESSMENT EXAMPLE

EWB-UK Branch:			Outreach Project Title: Shelter for the World Main Activity			Date project to be run:		
School:			School Address:			Tel No:		
Mini Activity								
No.	Hazard	Risk	Existing Control Measures	Adequate?	Additional Action Required	Severity	Likelihood	Rating
1	Creating 'human slum'	Children fall over, or barge into each other	Brief explained carefully to children. Children kept under close supervision by facilitators and asked not to run, and to be orderly.	Yes	-	Minor	Remote	Low
2	Activities in 'human slum'	Children getting hurt through horseplay	Brief explained carefully to children. Children kept under close supervision by facilitators. Slow pace to the game maintained.	Yes	-	Minor	Possible	Low
Main Activity								
No.	Hazard	Risk	Existing Control Measures	Adequate?	Additional Action Required	Severity	Likelihood	Rating
1	Handling jigsaw pieces	Children paper cut themselves	Children warned and asked to be careful	Yes	-	Minor	Remote	Low
2	Other horseplay		Children clearly briefed on the rules, and acceptable behaviour. Children kept under close supervision	Yes	-	Minor	Possible	Low



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LESSON PLAN EXAMPLE

EWB-UK Branch: Sheffield	Outreach Project Title: Energy Matters			Date project to be run:
School:	School Address:			Tel No:
Activity	Aim of Activity	Length of Activity	Minutes Gone	Notes (eg who, prop?)
Introduction	To give our names and introduce EWB	5 mins	5	Everyone, Sally to intro EWB (slide)
Ice breaker	To get everyone involved and not worried about speaking and taking part	7 mins	12	Steve. Name and something that used energy
Higher or lower game	To start with something easy, get children to do something and introduce just how much energy things we have use	15 mins	27	Ross -Item pictures -Amount of energy stickers
Energy Cycle	To be something factual. To show renewable/non renewable. Have debate for them to decide pros/cons and make own mind up	15 mins	42	Galal/Jenny -pictures -text -board -bluetack
Wind Turbines	Teacher wants them to understand how they work as they are having one installed	10 mins	52	Sally -cardboard turbine blade -slides



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				(Jenny to help hold blade)
Split into groups	For activity	2 mins	54	Teacher
Activity explanation	Problem solving class so be vague and just tell them what materials available	3 mins	57	Sally
Making model wind turbines	To help remember what they were told about how wind turbines work and to experiment with changing blades etc to alter performance	20 mins	77	All – one per group -materials -scissors
Test turbines	To see that they work	10 mins	87	All -fan
Saving energy	To explain Why? The effect on other parts of the world	8 mins	95	Steve
Poster	To get them to think about what they have learned and to help them remember. Also time for them to speak to us about issues/engineering	15 mins	110	All -paper -pens
Summary	To just recap everything	3 mins	113	Jenny



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WORKSHOP DOs AND DON'Ts

DO!!

Preparation

- ✓ Expand on or edit the workshops where you see fit – Add knowledge you have, local examples or things you think are more interesting or relevant
- ✓ Get to know the workshop material, and some background information around the issues it covers
- ✓ Practise! To yourself and in front of others, making sure you time yourselves
- ✓ Write a list of everything you'll need to do and bring on the day, and follow it

Presentation

- ✓ Ask questions and incite discussion and debate
- ✓ Bring Props
- ✓ Focus on the visuals rather than text
- ✓ Have an open and confident Style
- ✓ Make eye contact and smile!
- ✓ Make jokes where appropriate
- ✓ Be aware of time and try and keep to schedule
- ✓ Get someone to take photos if you have position

Post-presentation

- ✓ Ask the teacher and students for feedback – use the website forms if you can
- ✓ Send a follow up email to thank the teacher (and request feedback if you haven't already)



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DON'T!!

Preparation

- × Add too much into the presentation without taking much out
- × Learn a script – It can sound dull and unnatural

Presentation

- × Spend too long on one slide, talking without questions or visuals – It can get boring
- × Use Jargon – Remember who your audience is
- × Lose track of time
- × Don't give an information overload – It's too much to expand on every point
- × Single students out
- × Talk Down/Patronise
- × Forget to interact
- × Use inappropriate language
- × Read off board/Power point too much
- × Call Teachers by their first names in front of any students



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EMAIL / LETTER FOR FEEDBACK

[Address]

[Date]

Dear **[Teacher's name]**,

We hope you have enjoyed the EWB-UK Outreach workshop we ran with your class on **[date]**. Your feedback is very valued and helps us to improve the program, and so we would really appreciate it if you could complete our questionnaire online, at www.ewb-outreach.org.uk under the 'Teachers' tab. Alternatively you can fill out the same questionnaire attached and return it to us via post at:

[Insert address]

Thank you once again for your participation in Outreach, and we look forward to hearing from you.

Thank you for your time, and best wishes.

[Sign]

[Print name]

[Email address]

[EWB-UK Role and University]



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Name:

Name of school and class:

Date of workshop:

Do you think the class enjoyed the workshop?

What do you think your students learnt from the workshop?

Do you think the workshop was well pitched? Were there any parts that were unnecessary or too hard for the student's to understand?

Do you think that the workshop was well organised and presented?

Which parts of the workshop were the best?

Is there anything that could've been added to improve the day?

Would you consider having another EWB-UK Outreach workshop in your class?

Would you recommend EWB-UK Outreach to others?



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USEFUL WEB RESOURCES

Don't forget our programme website: www.ewb-outreach.org.uk where you can download presentation slides, activity sheets, and instructions for all our available outreach workshops.

After completing a workshop, please let us know how it went using the online feedback form on our website under the 'Branches' tab. As an alternative to sending a letter, you can also ask teachers to submit feedback online under the 'Teachers' tab.

Below is a list of websites which you may find useful for supplementary workshop material (though don't forget to reference its source!)

Global Dimensions www.globaldimension.org.uk

A great website packed full of lesson plans focussed on international development.

Operation Wellfound www.operationwellfound.org

A charity for water and sanitation in Africa. A useful place to direct schools interested in carrying out a fundraising project following a Water for the World workshop. Also includes interesting short videos and case studies which can be incorporated into Water for the World sessions.

Practical Action www.practicalaction.org

A charity focussed on appropriate technology for international development. Their website is full of interesting case studies and also a useful source of lesson plans and videos which can be used to fill out outreach workshops.

Green Learning www.re-energy.ca/hydro-generator

A useful site for the sustainable energy workshop. Contains detailed instructions on how to build a micro-hydro generator as well as background information on the science behind the technology. Also includes sections on wind turbines, solar ovens, and biogas generators.

Teach First www.teachfirst.org.uk

Teach First are sponsors of our outreach programme, and offer free 1hour teachers training workshops to all our branches. Please contact our national team who will put you in touch with your local Teach First representative if you are interested in holding a training workshop at your branch.