

YOUNG PEOPLE AND SCOTLAND'S ENVIRONMENT WEB

How can SEWeb help and support young people to better
enjoy, understand, protect and improve Scotland's
environment?

Space Unlimited
March – May 2012



SEWeb
March – May 2012



SEWeb and Space Unlimited:

Young people and Scotland's Environment Web

How can SEWeb help and support young people to better enjoy, understand, protect and improve Scotland's environment?

The big picture...

SEWeb (Scottish Environment Web) – is a partnership project aimed at developing the 'SEWeb' website – a gateway to everything you could want to know about Scotland's environment. This will put Scotland at the forefront of sharing environmental information and involving citizens in assessing, protecting and improving their own environment. The partnership project is being managed by SEPA (Scottish Environment Protection Agency).

In order to help SEWeb achieve its goals, SEPA needs to both: gather information that will help assess the success of the new website and guide its future development; and, to understand what motivates and fuels the behaviours of young people and the public so they will engage with SEPA and SEWeb to take the necessary action and make the necessary changes.

The context...

e: info@spaceunlimited.org www.spaceunlimited.org



Space Unlimited are a social enterprise that focus on creating new skills and the capacity for change, in young people and adults, through collaborative enquiry. They design and facilitate projects that give young people the chance to explore their own ideas, express their authentic voice and make real change happen by bringing their fresh perspective and disarming candour to bear on real issues.

For organisations looking to make change happen, our youth-led, enquiry-based approach generates practical ideas for immediate action plus inspiration for ongoing co-production and user-engagement. Our work is unlike conventional research and is not token engagement. By helping to brief the young people on the needs, enabling young people to lead their own enquiry and supporting adults and young people in a meaningful dialogue about their perspectives, we offer a powerful catalyst for change. And our clients can be proud of the fact that the young people benefit hugely in the process. Working together in a mixed group to design and lead their own work is not the norm in the school experience, and it demonstrably builds confidence and transferable life skills.

The purpose of this report...

This document aims to:

- Provide a short introduction to the work that has been done by young people;
- Capture and share the key stories, ideas and desires for change that were expressed;
- Help stakeholders and interested parties to understand why the ideas and opinions were put forward;
- Draw together possible learning and recommendations for the future.

Available separately:

- A short presentation of the key findings and themes.

Our approach...

At Space Unlimited we work with young people in a collaborative way to help them take ownership and leadership of a challenge. We facilitate the experience so that young people can set their own rules, help structure the roles that everyone involved will play, and build their skills and confidence – including self-awareness and self-management. In order to prepare the group for the project we take them through several exercises that explore each of these areas, before starting the project more formally with the enquiry question.

We also work with our clients, stakeholders and adult participants to develop skills and understanding of our approach, how and why it works, for use in the future. Working in this way can build skills, confidence, self-belief, inspiration and resilience in individuals.



Our enquiry question



The journey...

The enquiry process began on March 16th and involved: 17 young people from Stirling High School; 7 SEWeb stakeholders; and, 2 Space Unlimited facilitators. What follows is a brief description of each stage we took the group through in the earliest sessions

STEPS ON OUR JOURNEY

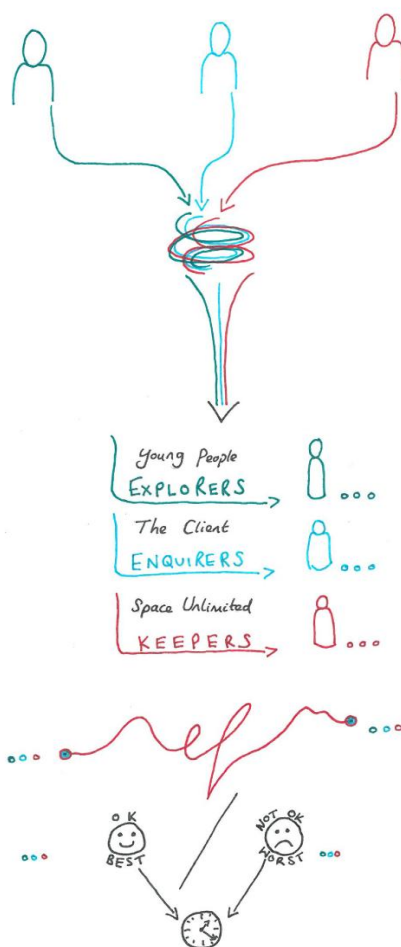
Welcome and why are we here?

Building a team - connecting up

Defining Roles and Touchstones

Self awareness and taking responsibility

Expectations / Hopes and Fears



QUESTIONS WE ANSWERED ON THE WAY

Who are we as individuals?

Why are we on this project?

Who are we as a group of people?

What do we know already?

What will our roles be?

How will we work together?

How will it feel?

When will we know something needs to change?

How do we best use our time together to achieve what we want to achieve?

Welcome and why are we here?

The group were encouraged introduce themselves, along with where they were from and why they were present on the project. We then went on to discuss the broader picture of why we had all come together for the project, the theme and our client.

Building a team - connecting up

We needed to ensure that all members of the group would feel secure and 'safe' enough to speak their minds, to tell their stories and to disagree with each other. It was also imperative that the group



would be comfortable talking and working with all the people that were there to support them. In order to keep the 'connecting up' relevant we had the adults join smaller groups of young people and they had to draw "all the bits that make up Scotland's environment".



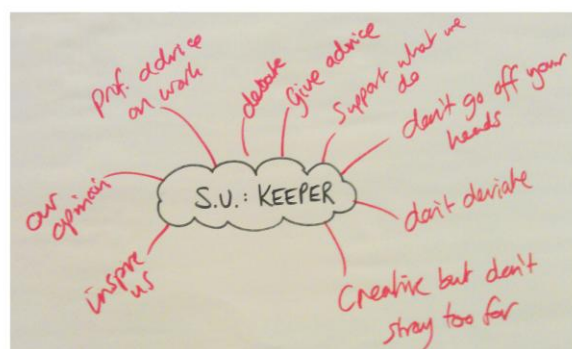
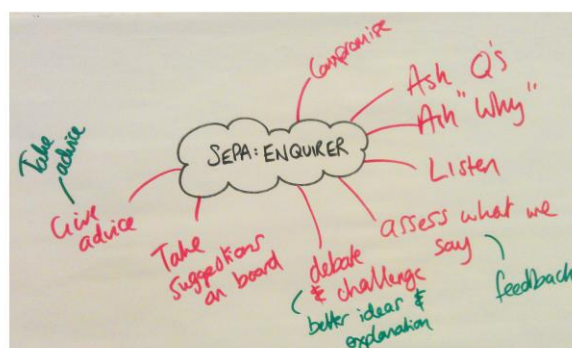
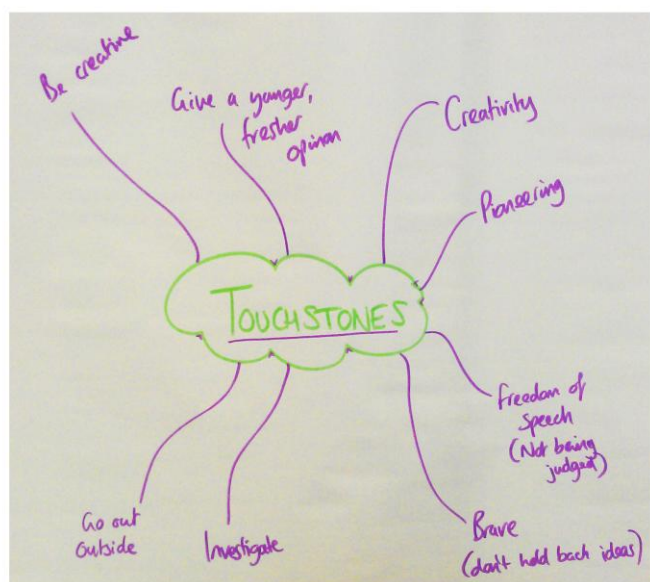
Defining Roles and Touchstones

As part of the process of 'levelling the playing field' between young people and adults, we always push everyone in the room to think about the optimum dynamics for themselves and others, in order



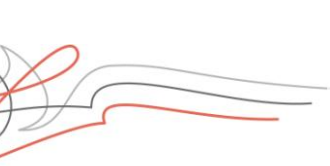
to help everyone get what they want from the experience. Doing so entails challenging the young people to think about the qualities and behaviours that it is imperative we all adhere to throughout the project; this essentially becomes a contract of mutual expectations to work within.

In order to do so, we make the young people become very aware of their usual role (as a student) and then have them think about how they want their role on this project to be different – the only guidance being that they will be known as ‘Explorers’. Once they have created their new role they choose the two/three most important parts of the role to be their ‘touchstones’ for the project. The young people follow this activity by setting the roles for their client (‘Enquirers’) and Space Unlimited (‘Keepers’).



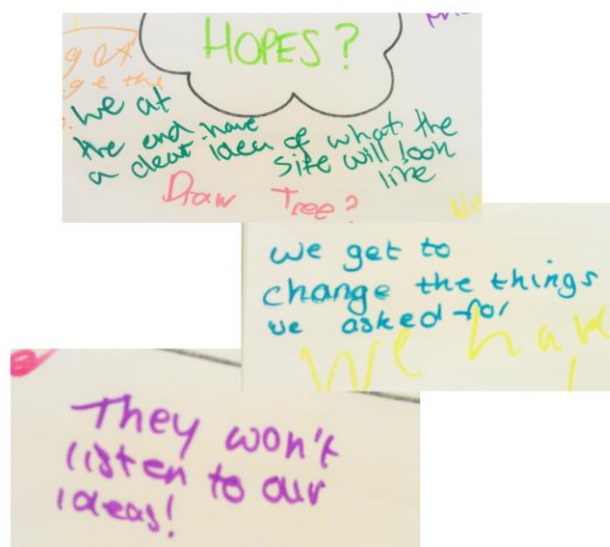
Self-awareness and taking responsibility

A key part of being able to identify learning and make adjustments for the future is developing awareness of when things don't feel right or become a struggle, and being conscious of what is and is not working. We share tools with young people that help build understanding of yourself and your own working preferences, in order to give them the responsibility to change the way they are working if it is not suiting them.



Expectations / Hopes and Fears

Four days can feel like a long time to be working on one challenge/question when compared with the rigors of the usual school timetable, however, it's very necessary to think about the time that is actually available for 'work' and the other commitments that fall within that time. We also get individuals to think through what success and failure might look like on the project so that they can contemplate how to achieve the best possible outcome for themselves, and their client, in the time available. This practice helps individuals to understand the impact their decisions and choices might have on the overall success of the project.



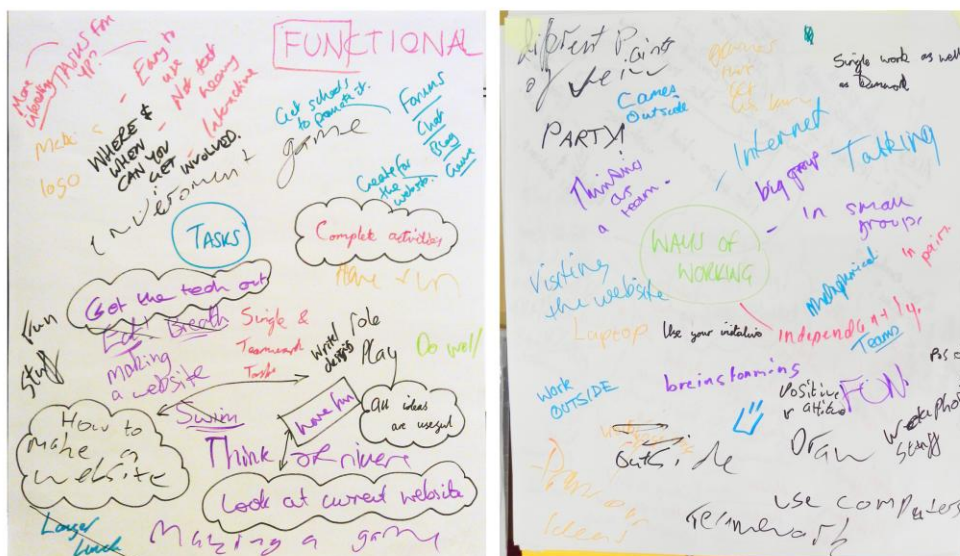
Making sense of the enquiry...

How can SEWeb help and support young people to better enjoy, understand, protect and improve Scotland's environment?

Having looked into 'all the bits that make up Scotland's environment' as part of the connecting up exercise the young people were then given a presentation by their client on SEWeb, SEPA and the project question itself. They heard all about the origins of the partnership project, the aims for it, the areas of interest of those involved and then the need behind doing this piece of work with young people. Their client also outlined what success would look like for her, something very helpful to the young people during the course of the project.

The young people asked their clients a lot of questions about the project, possible responses, concerns about where the boundaries were for their work, what they were and were not allowed to change about SEWeb and each person's personal commitment to protecting the environment.

As a part of the process, the young people found themselves challenged to make their own agenda for the afternoon – what was the work they felt they most needed to start with? However, they found the activity quite draining of energy and they wanted to do 'something fun' so we organised them into two teams and had them sort all their agenda items into either "Ways of working" or "Things to do".

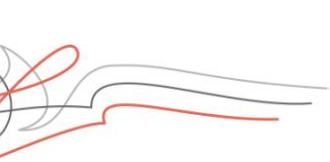


The young people were then asked to pick out the things they really wanted to do, that they felt would answer the question best. They self organised and started to get busy working on:

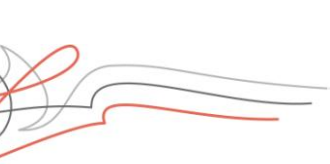
- Setting up an SEWeb Facebook page with photos, videos and members;
- Designing an ‘Eco Game’;
- Creating a quiz and fun facts;
- Designing an app to go alongside the website;
- Redesigning the website – layout, colour scheme, landing page;
- Researching other ‘eco’ websites (including SEPA and SEPA Kids);
- Researching other ‘youth’ websites;
- Thinking about what ‘we’ use the web for already, which pages do we go to, and why;
- Coming up with ideas for how it could be kept new by the people reading it;
- Mechanisms to have it sustainable without any budget or staffing.

The young people also tapped into the language of the question – ‘enjoy, understand, protect and improve’ – and tried to include/involve these wherever possible, also spending a short amount of time looking at the ‘barriers’ to those four actions, which would influence their thinking on other parts of the project, some of which are below.

Choose not to – lack of effort	Lazy!
No equipment / knowledge of how to	Big words / lack understanding
No help – too big a task	No motivation to do anything
Rain!	Bad presentation of info/opportunities
No friends (or ‘others’) that want to do it	Don’t know how to
Injuries, disabilities, obesity, weight	No expertise
Not enough time with everything else	Don’t know where to look



It's too complicated	
----------------------	--



The big ideas...

Over the course of the project the young people worked together in various ways, at times forming one big group, smaller teams, working in pairs and even choosing to work as individuals from time to time too. This process meant that, while they tackled all the tasks that they had set out for themselves, they also streamlined their thinking into a set of 'big ideas' that formed the structure of the handover to their client. They liked the idea that they could have more personal and informal conversations with their guests and felt that it would be good to achieve this through having a short, general introduction, which would be followed with an open/free format 'market place', during which the guests would be free to use their time however they chose, following their own interests. The following is a summary of each of the 'big ideas' from the group.

FACEBOOK

The young people all instantly picked Facebook as a website they use daily, that they like, and that is a gateway to other things. They referenced:

e: info@spaceunlimited.org www.spaceunlimited.org

- Reading articles;
- Playing games;
- Sharing photos and videos;
- Sharing thoughts;
- Sharing blogs;
- Recommending/Sharing other information, articles or websites they like.

They felt that it was worth creating a SEWeb 'page' on Facebook, but keeping it as something designed, run and contributed to by young people, that way it would stay relevant to them, their friends would 'like' it, and they could post any relevant videos and photos that they have.

The two ways the young people seemed to want to use Facebook were:

- Traditionally, as a separate online presence from the main website, with the same aims, but very different media and content;
- They also saw Facebook more as a tool through which they could recruit people to any activities that might be going on and point people to the 'new website' (referenced below) which would be the place for all videos, photos and blog posts about the environment.

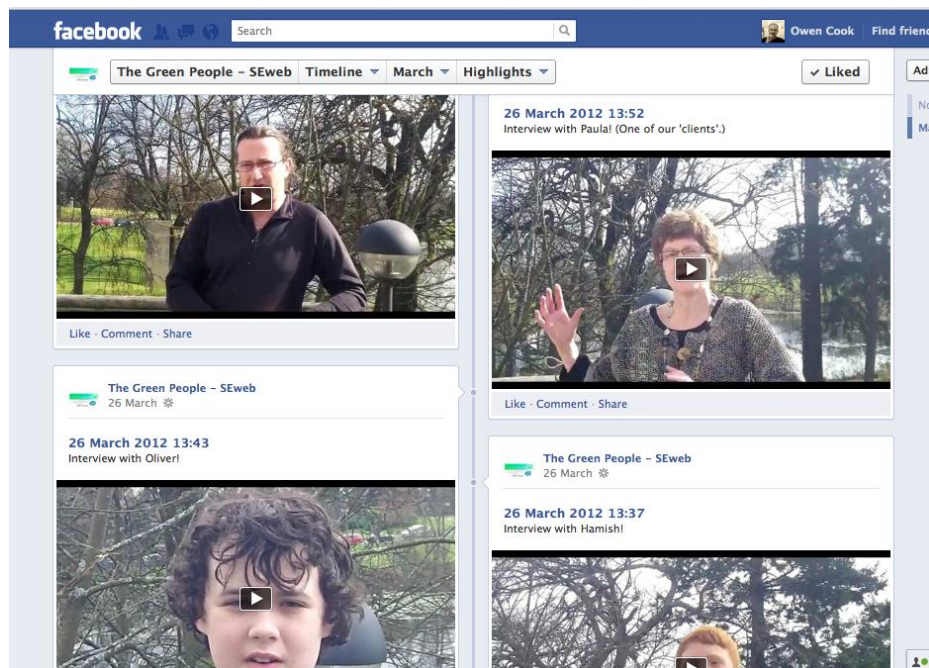
The group created their own logo, using parts of the SEWeb logo, SEPA logo and Space Unlimited logo. This is probably not within anyone's brand guidelines, but something they were pleased with, which they felt represented 'their origins' as a group, how they were trying to work and what they were trying to achieve.

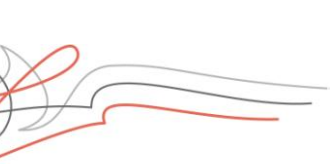


They called themselves 'The Green People - SEWeb' as they felt this was a name that might appeal to other young people outside of their immediate group, and they did have people from within both their school group and their other connections 'liking' The Green People before the project was finished.



The 'Facebook' group, as they called themselves, also felt that this would be a good opportunity to include videos and photos as a starting point, until the SEWeb site was up and running with this functionality. They decided that they should have videos of themselves and their clients being interviewed about this project so that others could understand what was being done and why.





MOBILE APPLICATION



One small group decided that there should be an app available on the Apple App Store and the Android Market that would link to the SEWeb site. The focus of the app would be to connect people to the real world around them through the four action words: Enjoy, Understand, Protect and Improve.

- If a user clicks on '**Enjoy**' it would take them through to a 'map-style' screen showing icons to represent all the local things you can do in your area to enjoy the environment;
- If you click '**Understand**' the app would give you information about your local area, and facts or information about the environment in general;
- When someone clicks on '**Protect**' or '**Improve**' the app would give a calendar screen showing all the up-coming activities that you can get involved in locally to protect or improve the environment;
- Alternatively you can also '**Protect**' or '**Improve**' the environment by 'swiping' to the side where the app would let you take a photo/video of something you felt needed 'attention' and send it to SEWeb, SEPA, the council, the police, or another relevant party.
- The group recognised that it would also be good to connect this photo/video functionality to the SEWeb site and Facebook page too – as a part of getting new/updated/user generated content.
- The young people also thought that the app would eventually have the functionality to allow people to create their own events and activities on it, and to **recruit others** to join in and take part.



The tree represents nature walks or forests



The waves represents rivers or beaches



The circle (bullseye) represents activities



Start button

The main function starts with this screen. You select one of the buttons and it takes you to the next screen



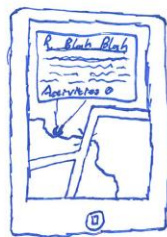
On this screen there is a box in which you can type your postcode and or city you are in. From what

you type in a map generates and shows your location. Then activity or ways to get out and into the environment

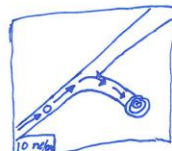


Tapping one of the symbols will give you information about the activities or area that

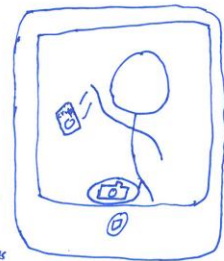
you clicked.



This will then take you to a GPS kind of screen which will direct you to the location that you chose.



If you click to improve or to protect then you have an option of switching from the map screen to a camera screen. You can use this camera to take photos of problems with your community or the environment and send them to either your city council or to SEPA. They will try to stop/fix the problem.

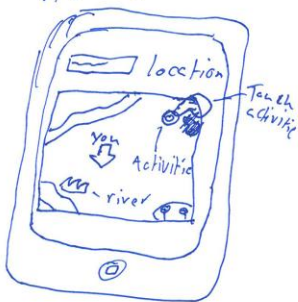


You can use this to take photos of litter, vandalism and more.

slide 1



slide 2



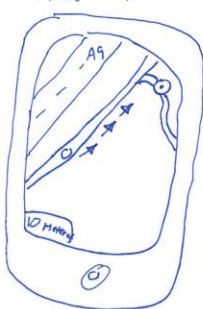
slide 2



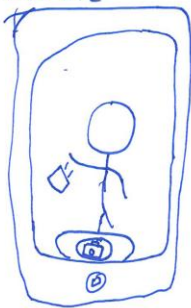
slide 3



slide 4



slide 2.2




slide 5



QUIZ AND FUN FACTS



The same group that created the app also felt that people would enjoy fun facts and a quiz. They scoured the web for facts and questions that they found interesting and created a quiz and list of 'fun facts', which they tested on their handover guests to great satisfaction.

Both the quiz and the fun facts were to be present on the website, on the app and on the Facebook page so that people would see them and do them in each different place, depending on their personal preference – these would need to be updated to keep interest.

 **space unlimited**
you decide

Enviroment Quiz

1. What is the process in which plants turn sunlight into sugars?
a. Photographics
b. Photosynthesis
c. Photophysics
2. Where in the world does the Aye-aye come from?
a. South Africa
b. Malaysia
c. Madagascar
3. How often does a piece of the Amazon Rainforest the size of a football pitch get cut down?
a. Every month
b. Every day
c. Every second
4. The three toed sloth sleeps for how long every day?
a. 18 hours
b. 11 hours
c. 5 hours
5. How many wind power stations would it take to make more power than a nuclear power station?
a. 9
b. 3

e: info@spaceunlimited.org www.spaceunlimited.org

- c. 7.5
6. How long does it take a plastic bag to biodegrade?
a. 50 years
b. 25 years
c. 100years
 7. If a hummer was left on for 24 hours how much petrol will be wasted?
a. 8 liters
b. 13 liters
c. 23 liters
 8. How much energy would be saved if you recycled one aluminium can?
a. 400 watts
b. 180 watts
c. 300 watts
 9. If whale hunting stopped, how many could be saved per boat, a year?
a. 83
b. 48
c. 128
 10. Who's WHO?
a. World hat occupation
b. World health organisation
c. Wooden herring organisation



e: info@spaceunlimited.org www.spaceunlimited.org

Answers

1. B, photosynthesis
fun fact: the word photosynthesis comes from the greek word photo, meaning light. Synthesis meaning putting together.
2. C, Madegascar
fun fact: The Aye-Aye is a lemur, native to Madegascar.
3. C, Every second
fun fact: The Amazon is inside nine countrys
4. A, 18 hours
fun fact: a cat can sleep from 17 to 19 hours a day!
5. B, three wind power stations on a good day
fun fact: Most of the energy produced in Denmark is made by windturbines
6. C, 100 years
fun fact: People have developed biodegradable bags



e: info@spaceunlimited.org www.spaceunlimited.org

7. B, 13 liters
fact: thats only when its not moving!
8. A, 400 watts
fun facts: James Watt only improved the steam engine, not invented it
9. A, 83 whales
fun fact: thats 83 whale per boat, the blue whales toungue weighs the same as three cars
10. B, World Health Organisation
fun fact: WHO has releasd a new book

By James, Oliver

e: info@spaceunlimited.org www.spaceunlimited.org

e: info@spaceunlimited.org

www.spaceunlimited.org

GAME



From the moment the question, “what would get you onto an environmental website?” was asked, some of the group’s first and strongest reactions were “Games! Yeah, I’m a gamer, that’s the first thing I look for on a web page”. They decided that they wanted to create a game, from scratch, in which you would use a catapult to protect various parts of the environment, such as animals, trees and rivers.

The group had thought through the idea incredibly well, giving the user:

- Three levels, each made up of three stages and a ‘boss’ that you have to get past;
- The risks to the environment would be ones that do occur in the real world so that it improves ‘understanding’;
- Eco friendly ammunition to fire with the catapult;
- A ‘shop’ where you can buy different ammunition and tools;
- Links at the end of each level to the ‘real world’ – “Now you’ve protected the River in ‘Defend the Wild’ you can find out what you can do for real!”

The ‘Game’ group also tried to think about the four action words (enjoy, understand, protect and improve) while they developed their thinking. As they saw it:






- Enjoy – was the game itself, because it would be fun to play, to challenge your friends, get better ‘weapons’ and high scores;
- Understand – would be by using real threats to real parts of the environment during the game, so people would learn whilst playing. The game could also be used to educate people on how/what they should do/look out for when ‘in the environment’;
- Protect and Improve – would happen in the game as the main reason for playing, but would also come about through the ‘real world links’ at the end of each level to activities taking place in your local area that you could get involved in, or tasks that you could do that might contribute.



Defending the Wild

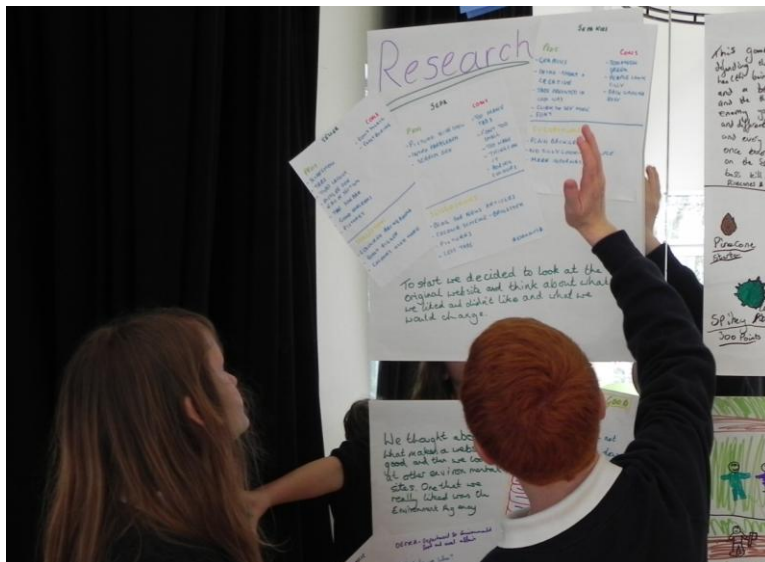
This game is a shoot em up game were funny enough your defending the wild. The aim is to last the stage without your health being depleted. There are three levels and each one has 3 stages and a boss. The first level is river defence, the second is tree defence and the third and final is animal defence. Every time you kill an enemy you receive 10 points you can save these up and buy new and different ammos. There are children playing in the field below and every time you hit one of them you lose 10 points. Finally once every level you can use a special that kills everything on the screen & takes 1/3 of a bosses health. So points for a boss kill.

Shop Items

 <u>Pinecone</u> 50 points	 <u>Cannon</u> 100 points	 <u>Rock</u> 200 points
 <u>Spiky Bomb</u> 300 points	 <u>Exploding Pinecone</u> 400 points	



WEBSITE RESEARCH



The website research team took an in-depth look at SEWeb and numerous other ‘eco’ or ‘youth’ focused pages in order to analyse the pros and cons of each and to make suggestions for changes to each one, with example websites sighted where necessary and possible. The work that this group did had a big influence on the actual SEWeb redesign that was done by the other group, with parts of the learning incorporated into their suggestions.

They looked at websites in general terms, trying to create some ‘rules’ for their own design.

“Good Websites”	“Bad Websites”
Colourful;	Cluttered;
Have ‘features’;	Boring to look at;
Standout pieces;	Text only;
Simple and easy to use;	Boring fonts;
Easy to find what you are looking for;	Can’t find things easily;
Bold colours and interesting fonts;	Too many menus;
Fun;	‘Unfriendly’ language.
Interesting / weird facts;	
Pictures, but not too many.	

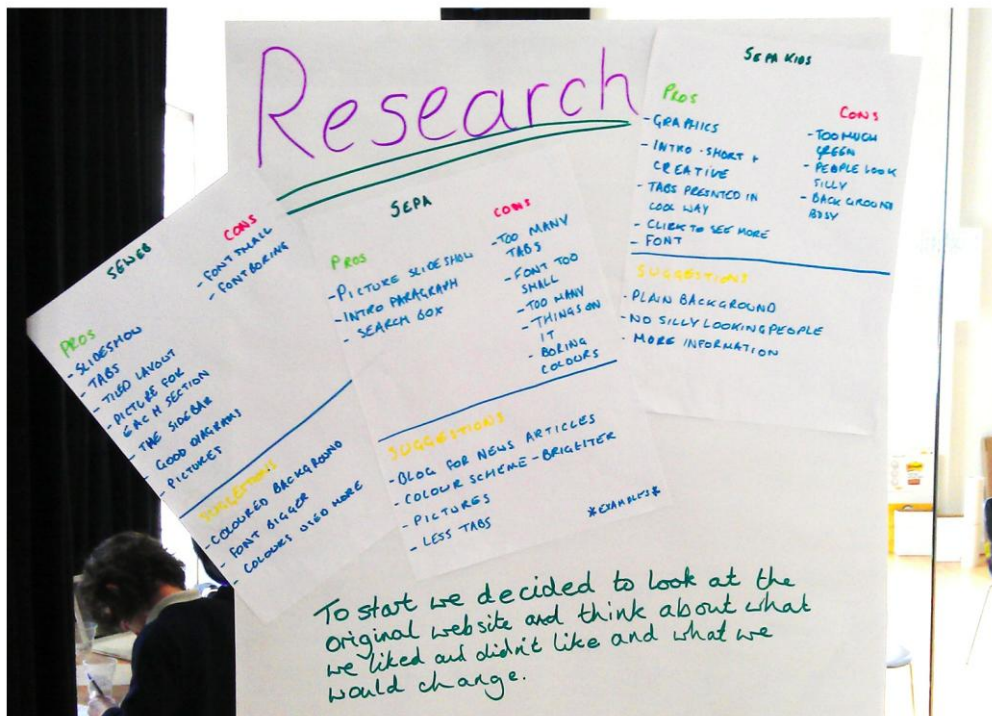
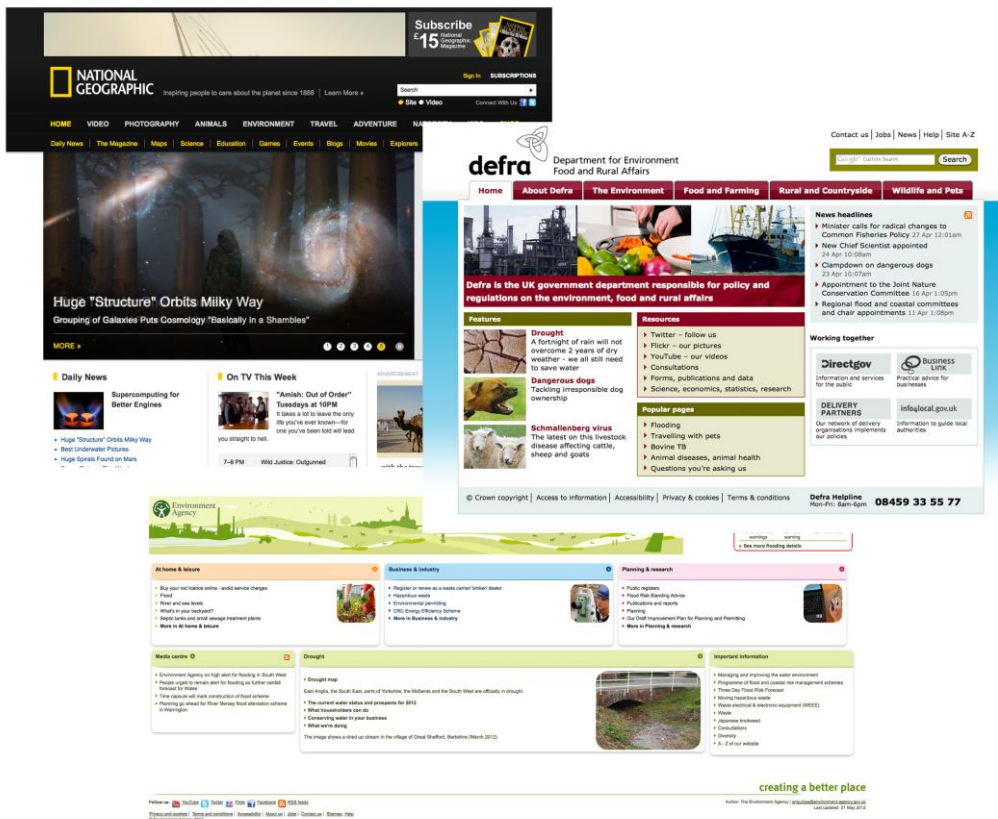


Some of the websites the group looked at which they liked and wanted to show as 'examples' included:

DEFRA	Round edges The background News headlines Different resources – Facebook / Twitter / etc Not too many pictures "You are here" bar Links to other sites you may enjoy
Environment Agency	You can change the font size Nice bar at the top of the page Everything is grouped on the home page Important information Some colour, but not over the top Like how their maps work with click on section to zoom Good diagrams Rounded edges
National Geographic	Toolbar is good Pictures / article slide show (Do not like how cluttered it feels) (Do not like the number of menu bars)

The young people felt strongly that there are two crucial elements to SEWeb if you want people to get involved and take part:

1. Local Information – If a young person is from Stirling, they will only want to know what is going on near them – for example, they mentioned both a possible local skate park and a promotion encouraging local primary and secondary schools to plant trees as things that should be 'featured'.
2. How to get involved – A quote from one of the group: *"A major fault with your websites was that I couldn't find easy ways to get involved in helping the environment in Scotland. I searched for a while and couldn't find a single way to get involved in helping rivers in Scotland. If there isn't an easy way to get involved in helping Scotland's environment, people just won't bother."*



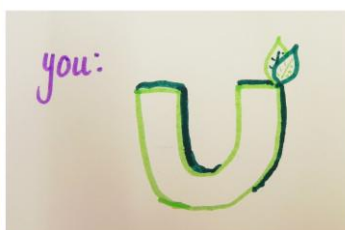


WEBSITE DESIGN



The team that worked on the SEWeb website design looked at all aspects of designing the site from a fresh, 'young person' perspective. They recognised the following needs:

- The design needed to be:
 - Clean;
 - Uncluttered;
 - Plain background;
 - Bright but with an 'eco' colour scheme;
 - Simple menus and drop downs;
 - Pictures, videos and visuals.
- The design needed to be changed to:
 - Have a new 'landing page' where you select the correct 'site' for your needs;
 - SEWeb – for adults and/or those seeking detailed/expert information;
 - SEWeb Youth – for young people/teenagers wanting to find out more about Scotland's environment and how they can enjoy, understand, protect and improve it;
 - SEWeb yoU – for all people who wish to be able to contribute photos, videos, blogs, comments, events and news stories on the environment and activities taking place;
 - For these sites the SEWeb logo would stay the same, but the SEWeb Youth and SEWeb yoU sites would incorporate the SEWeb logo into their own, different logos.

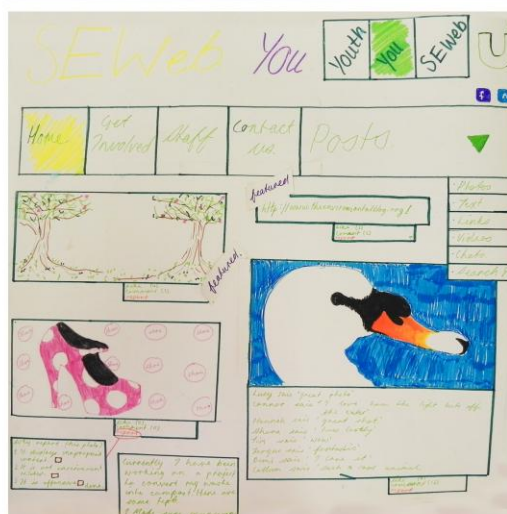
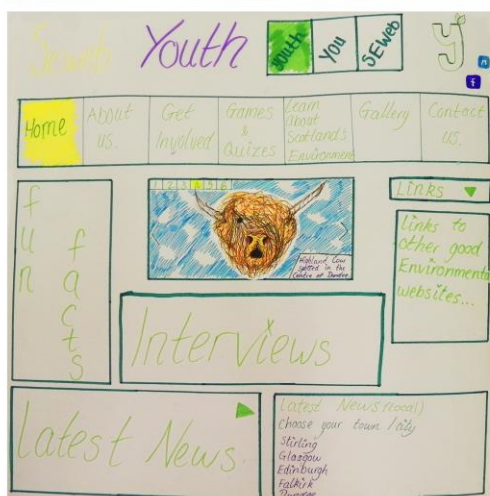
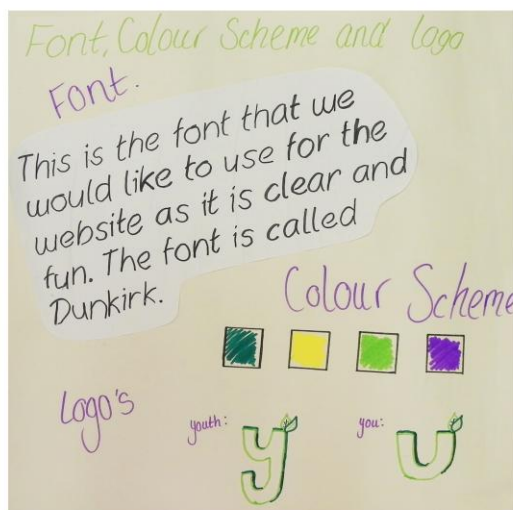
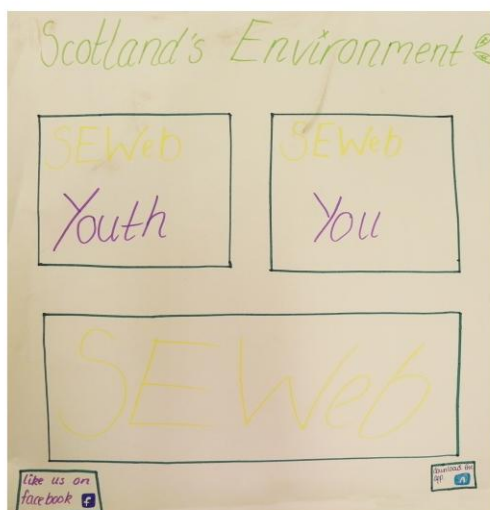


e: info@spaceunlimited.org

www.spaceunlimited.org



Two crucial parts of the this new design both focused on the SEWeb yoU section of the site – making the site ‘self-sustaining’ and ‘self-policing’ so that there wouldn’t be on-going costs/staffing associated with the content (and quality of content) on the site. SEWeb yoU should be ‘completely open’ for users to upload photos/videos/stories/other content that they feel is relevant, but with ‘Flag as inappropriate’ buttons on all content so that the users could also have items removed when necessary.



The learning...

THE 'LINKS'



The Facebook page would advertise and link to the App so that you could buy it, while the App would allow you to share videos, photos, comments and activities on Facebook

The Facebook page shares content that links to the Website and acts as a 'recruitment' tool for activities that are organised, while the Website allows you to 'like' different pieces of content, to contribute your own, and to sign up and get involved

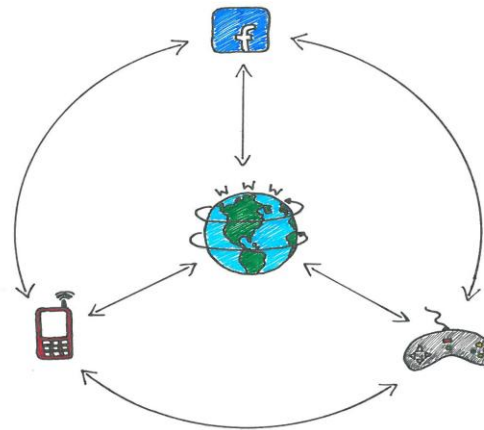
The App allows people to see content from the Website and submit their own content, while the Website advertises the App and explains how to use it



The Facebook page shows links to the Game so people can find it and play it, while the Game posts your scores on Facebook encouraging competition between friends

The Game is hosted on the Website and links to other activities and content around the 'themes' of the Game, while the Website also showcases the Game and the top scores, inviting people to play, get involved or submit their own ideas

The App connects to the Game as a means to 'enjoy' your environment, while the Game links to the App as a way to get involved in 'protecting' and 'improving' the environment



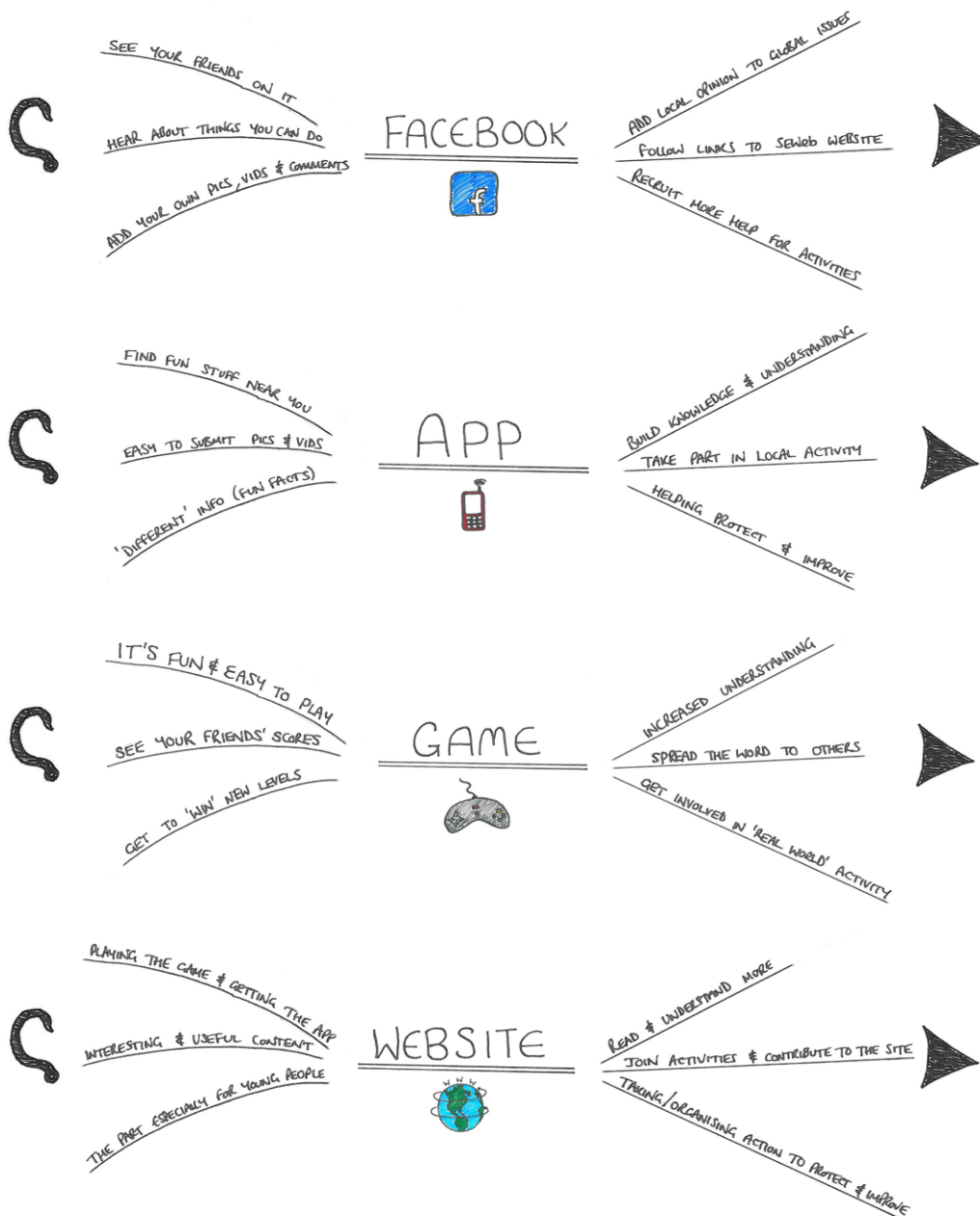
THE 'HOOKS'

The group recognised, if we were serious about wanting young people to be users of the site, motivating other young people to get involved/be involved in 'environmental' work or activity might be a challenge. They set out to develop their own thinking about what gets them onto web sites/apps/games/Facebook pages, and what keeps them coming back to them over time. They talked about these 'hooks' that would people in and about the onward links that might follow.



The Hooks

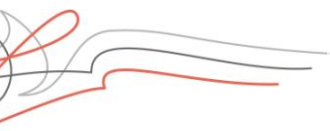
The Results



Feedback from adult guests at the handover...

e: info@spaceunlimited.org

www.spaceunlimited.org



At the end of the handover event we placed four questions along the corridor and asked people to use these 'talking walls' as they left to leave comments, suggestions and feedback. The full capture of these sheets is in the appendices, however, some selected highlights that show the perceived value of this work and approach, from the adult guests, are below.

I was surprised by...

- ...how well [the young people] changed to rise to the challenge, took roles and have produced seriously good, valuable outputs.
- ...the confidence, enthusiasm and professionalism of the kids.
- ...just how many workable ideas you came up with.
- ...the change in the young people – how much more confident and forthcoming they were on Day 4 compared to when they first arrived.

I wish...

- ...we could do this more often, especially in terms of getting totally honest feedback about what (young) people really like and don't like.
- ...the results are made widely accessible and this example be promoted.

I'll tell a friend/colleague...

- ...about this way of working with secondary school children and how effective and fun it can be.
- ...about this method of customer evaluation and interaction.
- ...about how effective this way of working is and the powerful, thoughtful minds of the young people.
- ...about the way the participants were led to understand and own the process, setting their own boundaries and ways of working.



-

The future...

This piece of work, as a piece of engagement on the environment, and SEWeb in particular, will obviously be compared to other mechanisms for gathering information and engaging with people. However, there are several advantages to our approach that are not easily generated which must be considered:

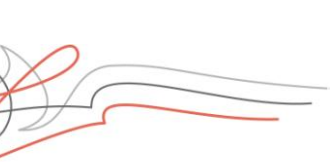
- The young people enjoyed the experience, believed in their ideas and want to see them become reality, they are enthusiastic to be a part of making that happen;
- The school that we worked with saw the benefits to those young people that took part and have a willingness and a desire to continue the relationship, to support and learn from each other, so long as the relationship remains mutually beneficial;
- The young people were proud of what they achieved and recognised the skills, awareness and confidence that they grew/developed during the project.

The relationship with the school and its young people has come about due to this 'different' style of engagement and is set to be continued, but consideration must be given to what will fuel this relationship – not necessarily money, but time, energy and effort are the key things that will make this possibility a reality.

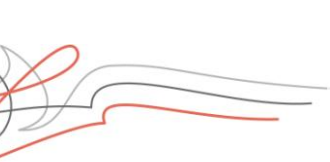
Despite their enthusiasm to continue with some sort of activity, there was a recognition that, if Space Unlimited and SEPA were not able to run sessions or activities, how would these things be organised? One option that is being investigated is whether or not it's possible to get volunteers into the school, which have skills in the relevant areas of web design, app design and game design to help train the young people (and possibly a teacher) whilst they develop their ideas, for real, for SEWeb.

There will also be a follow-up 'drop-in' session, at which other members of the SEWeb delivery team, the web design team and other stakeholders will be able to hear first-hand from the young people too, in an effort to get the buy-in needed to take their ideas forward. **[NB: This follow-up has now taken place and is captured in the appendices]**





With Thanks – Space Unlimited – March 2012



Appendix 1:
NOTES FROM THE HANDOVER





Self-Stick
Table Top Pad

Super
Sticky

3M

All of the 5 big
ideas that were
presented

how I can
help (get big
paper as well
hehe)

The
social network
potential
for SEWeb.

They will
use our ideas.

If it will
become reality
or not.

I want to
know more
about...

Volunteering

environmental
things round
stirling.

- volunteering

How to get
involved.

- What happens
After the
Project

What these young people do in the
next weeks, months and years that
has been influenced or is a direct
result of the last four days.

SEPA'S WEBSITES.
STIRLING SKATE PARK.

my
colleges

SEPA



Self-Stick
Table Top Pad

super
sticky

3M

Just how
many workable
ideas you
came up with!

ASSUMPTIONS PEOPLE
OF ALL AGES MAKE
ABOUT AGE.

How well we completed
the challenge

the confidence,
enthusiasm &
professionalism
of the kids!

how much they
liked our
ideas.

the freedom—

How well
you changed ~~the~~
to rise to the challenge,
took roles and have
produced seriously
good, valuable
outputs.

the level
of co-operation

I was
Surprised by...

the ~~more~~
of freedom

the amount of ideas,
the confidence &
enthusiasm of the
young people

Freedom

Oliver

how
well
it felt
out!

the change in the young
people - how much more
confident and forthcoming they
were on Day 4 compared to
when they first arrived.

The abilities of other



Self-Stick
Table Top Pad



3M

turning these
ideas into reality
(Rachel)

- volunteering

SEEING MORE HANDS
IF I CAN --- GOING
AS A BOARD MEMBER
(Liam)

energy mixing
(Oscar)

carrying
on via the
school
sarah.

Doing
outdoor
activities

I want to be
involved by...
(please give your name)

understanding / learning more about
perceptions, behaviours, attitudes
towards the environment and helping
bring this to bear on this project
Johani.

doing activities
to help out around
stirling
Alice.

Seeing
Some of these
ideas become
reality
Stevie

More outdoors

Coming up with ideas
how researchers (JH1)
can work more with
the school + what topics
katrin

all



Self-Stick
Table Top Pad

Super
Sticky

3M

More colleagues
had been here to
hear it from the
young people
themselves

You can share
your enthusiasm
and hope we can
build on it!

This is
how most
public services
were viewed by
the users.

We make a
difference

I Wish...

I had more
ideas.
I had more
souls

MORE YOUNG PEOPLE
AND BUSINESSES HAD
THE OPPORTUNITY TO WORK
TOGETHER LIKE THIS.

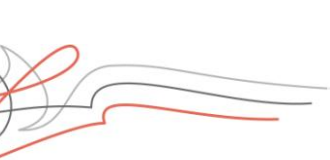
Nothing we would
be more
involved.

The results are made widely
accessible & this
example be promoted

— to volunteers
to help out
around Stirling

We could do this more often,
especially in terms of getting totally
honest feedback about what (young)
people really like or don't like.

We could
do more
we could
stay for
longer.





Self-Stick
Table Top Pad

Super
Sticky

3M

Our Journey
about how
effective this way
of working is and
the powerful, thoughtful
minds of the young people

To look at
the website

THAT IDEA WE'VE BEEN
TALKING ABOUT GETTING
AUDIENCES MORE INVOLVED
IN MARKETING - -- WE SO
NEED TO PUSH IT FORWARD.

- check out the
website

that they
should go on
the website

that
this was
fun

I'll tell a
friend/colleague...

about this
way of working
with secondary
school children
+ how effective
+ fun it can be

Fun SE

That the macrobert
has good pizza

About this
method of
customer evaluation
+ interaction.

to play the
game!

about the way in which the
participants were led to understand
and own the process, setting their
own boundaries and ways of working

They should
have been
there

that they
should keep
their eyes open

That this was
AWESOME!

a bout
macrobert

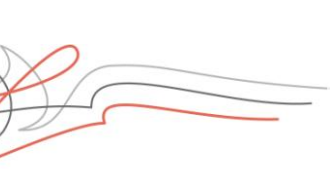


Self-Stick
Table Top Pad

Super
Sticky

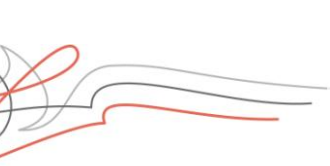
3M





Appendix 2:

YOUNG PEOPLE'S DEBRIEFING NOTES

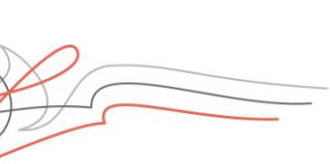


Self-evaluation statements from the young people:

- Great
- Good
- We did pretty well
- Really fun
- Enjoyed it
- Could have planned and run through more
- Didn't always ask for help
- Got a lot of work done
- We could have done so much better
- We knew what to say
- Could have stayed more on task
- Everything from the other groups all tied in

Learning statements from the young people:

- To say what I feel!
- To accept imperfection
- My ideas will get listened to
- That you can put quizzes on Facebook
- I learnt to communicate better and work with people that I don't always get on with
- How to communicate in a team better
- How businesses work
- How to cooperate with more than 3 people
- How to run faster to get curly fries
- How to communicate with older people better
- How to work as a team and stick together
- I learnt to communicate with others and work better in a group of different people
- You can have fun while working well with the right people
- How to work in a group
- We can achieve something this big



Ratings (out of 10)...

Learning	Freedom to lead	Enjoyment
10 (x2)	11	18
9	10 (x11)	17
8 (x5)	9 (x4)	11
7 (x5)		10 (x5)
6 (x3)		9 (x3)
		8
		7-8 (x2)
		7 (x2)
16 total	16 total	16 total



Appendix 3:

NOTES ON SEPA AND SEPA KIDS WEBSITES





SEPA

Pros

- PICTURE SLIDESHOW
- INTRO PARAGRAPH
- SEARCH BOX

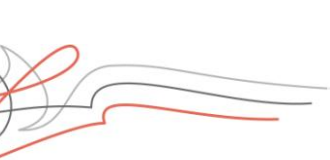
Cons

- TOO MANY TABS
- FONT TOO SMALL
- TOO MANY THINGS ON IT
- BORING COLOURS

SUGGESTIONS

- BLOG FOR NEWS ARTICLES
- COLOUR SCHEME - BRIGHTER
- PICTURES
- LESS TABS





SEPA KIDS

Pros

- GRAPHICS
 - INTRO - SHORT + CREATIVE
 - TABS PRESENTED IN COOL WAY
 - CLICK TO SEE MORE
 - FONT
-

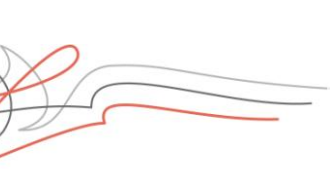
Cons

- TOO MUCH GREEN
- PEOPLE LOOK SILLY
- BACKGROUND BUSY

SUGGESTIONS

- PLAIN BACKGROUND
- NO SILLY LOOKING PEOPLE
- MORE INFORMATION





Appendix 4:

FULL PAGE IMAGES



STEPS ON OUR JOURNEY

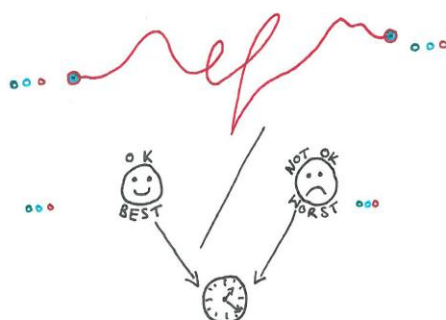
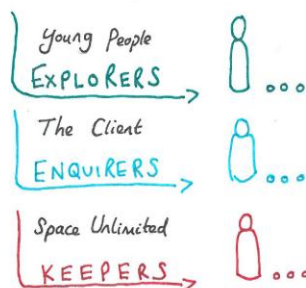
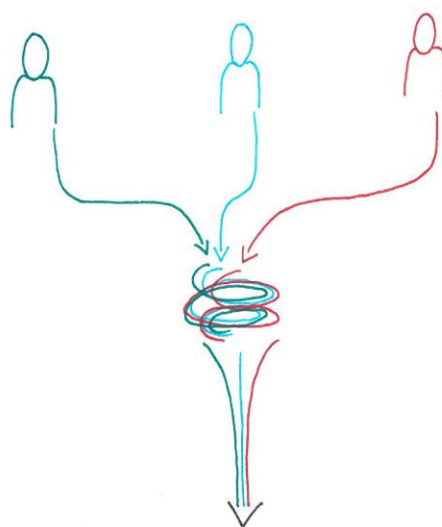
Welcome and why are we here?

Building a team - connecting up

Defining Roles and Touchstones

Self awareness and taking responsibility

Expectations / Hopes and Fears



QUESTIONS WE ANSWERED ON THE WAY

Who are we as individuals?

Why are we on this project?

Who are we as a group of people?

What do we know already?

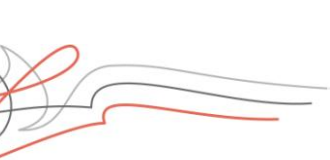
What will our roles be?

How will we work together?

How will it feel?

When will we know something needs to change?

How do we best use our time together to achieve what we want to achieve?





The Hooks

SEE YOUR FRIENDS ON IT
HEAR ABOUT THINGS YOU CAN DO
ADD YOUR OWN PICS, VIDS & COMMENTS

FACEBOOK



FIND FUN STUFF NEAR YOU
EASY TO SUBMIT PICS & VIDS
'DIFFERENT' INFO (FUN FACTS)

APP



IT'S FUN & EASY TO PLAY
SEE YOUR FRIENDS' SCORES
GET TO 'WIN' NEW LEVELS

GAME



PLAYING THE GAME & GETTING THE APP
INTERESTING & USEFUL CONTENT
THE PART ESPECIALLY FOR YOUNG PEOPLE

WEBSITE



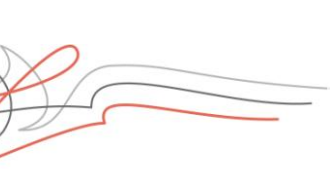
The Results

ADD LOCAL OPINION TO GLOBAL ISSUES
FOLLOW LINKS TO SEWeb WEBSITE
RECRUIT MORE HELP FOR ACTIVITIES

BUILD KNOWLEDGE & UNDERSTANDING
TAKE PART IN LOCAL ACTIVITY
HELPING PROTECT & IMPROVE

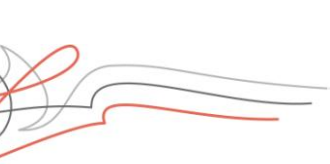
INCREASED UNDERSTANDING
SPREAD THE WORD TO OTHERS
GET INVOLVED IN 'REAL WORLD' ACTIVITY

READ & UNDERSTAND MORE
JOIN ACTIVITIES & CONTRIBUTE TO THE SITE
TAKING/ORGANISING ACTION TO PROTECT & IMPROVE



Appendix 5:

THE FOLLOW-UP SESSION



What, When, Where and Why...

Two of the 'wishes' that the guests at the handover expressed were:

- That more of their colleagues could have seen and heard from the young people directly – They agreed that the experience of being in the same room, hearing their ideas first hand, having the opportunity to question and challenge them, and being able to feel their enthusiasm were essential parts of this work – and that, no report (no matter how extensive) could capture that and make it real for those who weren't there.
- That something could be made of the young people's ideas, but hopefully with their on-going involvement. – It was very easily agreed that the ideal way forwards would be allowing these young people to stay involved and engaged by supporting them to continue the work themselves, perhaps by engaging SEWeb partners with the relevant skills to help. This would mean the young people could see their work become reality, whilst building new and different skills in them and others around the school.

It was therefore decided to ask the young people and the school if they would be able to run a second session, as a 'drop-in' for other SEWeb and SEPA staff and stakeholders. The group agreed and the session was set for the 16th May, in order to have as many guests present as possible at SEPA's Stirling office.

As with the rest of the project, we wanted to give control of the work to the young people, so arranged for them to have the morning revisiting their work, planning any adjustments and setting up the venue as they wished, while the afternoon would run more as a drop-in where people could come and go, as and when they needed to, over a two hour period. During the morning the group spotted, and worked to overcome, several technical and logistical issues. By the time their guests started to arrive they were fully ready and had set up additions to their 'market stalls' – including a feedback table where guests could record ideas, thoughts, questions and feedback on brightly coloured post-its.

More than 20 people attended the session from SEPA, the SEWeb team, and stakeholder organisations like Education Scotland and Forestry Commission Scotland. The feedback on the young people, their ideas and the interaction was overwhelmingly positive and, once again we asked for contributions to four questions before people left, this time, geared more towards action – in order to try and find ways to continue this work with young people on SEWeb, as per the 'wish' mentioned above.

Immediately following the drop-in session, some members of SEPA met with staff from Abertay University, Dundee to discuss their work in gaming. During the course of this (previously unrelated) meeting, the young people's work was raised, including their idea for creating a game and the



possibility of support from the university's staff/students is now being looked into as method of working with the young people from Stirling High School.

Feedback and thoughts from the guests...

I can offer...

- ...to speak to 2020 group.
- ...research funds.
- ...further opportunities to get involved in SEPA work.
- ...promotion of SEWeb to schools across Scotland – we have 98% LA schools engaged now.
- ...on-going support to any of the kids who want to know more or do more for the environment.

I will ask...

- ...SEWeb what TCV can do to help.
- ...colleagues to consider this stuff.
- ...my own staff to apply some of the recommendations I've heard today.
- ...about support to help you build the app.

I will do...

- ...what I can to make some of these great ideas a reality (seconded by three others).
- ...help with funding.
- ...what I can to encourage SEWeb to take on board these great ideas.
- ...a lot of work with schools, CLD, Health, early years/play over the next year that will link well to your work.

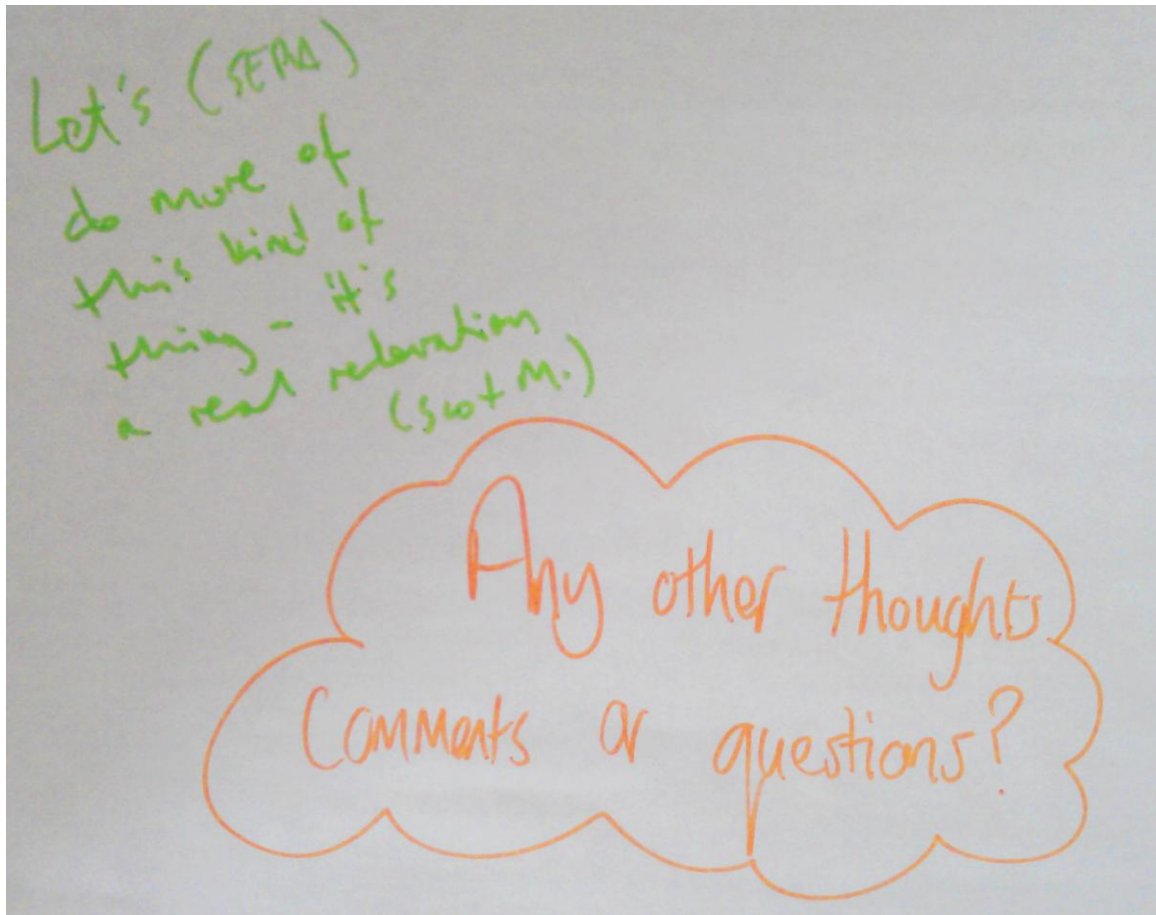
The future of working with these young people is...

- ...a user testing forum for future releases / development.
- ...aid design of interactive apps for the younger community.
- ...online space on SEWeb handed over to young people.
- ...we need their ideas and input – Great.
- ...keep them involved.
- ...help us design the suggested ideas.
- ...continuing to learn from you as you make your ideas REAL for people.
- ...help to sell 'SEWeb' and encourage other young people.



- ...perhaps using them to shape or review other web and communication products in SEPA.
 - ...and elsewhere? Eco-schools Scotland needs you!!
- ...essential for SEWeb to work well (seconded by two others).
- ...the future of SEWeb and all environment issues and action.

Other thoughts and comments...



Talking walls from the drop-in session...

