



Words for Work Evaluation Report

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National Literacy Trust

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Transforming Lives

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Executive summary

"I still don't know what (I want to) do but I think I can do anything now that I have been to words for work"

Introduction

1. The challenge that led to the National Literacy Trust's new strategic aim to highlight speaking and listening as a key literacy skill came from the business sector, expressing concerns about the lack of appropriate communication skills of the entering workforce. The response was to devise a pilot project, Words for Work, which would bring volunteers from the business sector into schools to work in partnership with year 9 pupils to explore and unlock speaking and listening skills in the workplace.

2. Funding was won from the Paul Hamlyn Foundation for a two year pilot with an agreed set of outcome targets that centred around raising awareness of communication skills and actively improving them for the participating pupils.

Pilot development

3. Background scoping was done through talking to experts and in-depth telephone interviews with twenty-two secondary schools nationally. Most speaking and listening provision was aimed at children with speech and language problems. Schools admitted that most teachers spent little or no time on speaking and listening skills in mainstream classes. Many schools admitted that young people had little or no preparation for work experience placements and as a result the success of these was hit and miss. The research found a gap in provision of lessons and activities designed to teach students speaking and listening skills, and a lack of awareness of the importance of those skills, outside English departments, for pupils' confidence and future employability.

4. WFW had a clear message to schools that it was valuable to pupils' overall development; embedded in the English programmes of study and functional skills learning objectives; came with an assessment framework which would enable teachers to observe and assess these objectives; would provide an opportunity to build on and develop existing links with local businesses. Two schools were recruited, **Bishop David Brown School** in Woking and **Rosedale College** in Hayes.

5. *"It's a win for employers and a win for pupils. From our point of view helping children to have the best chance of getting a job is good for the local economy."*

Source: Douglas Spinks, Deputy Chief Executive of Woking District Council

Once the businesses knew what WFW was trying to achieve, they saw the potential benefits to themselves and the pupils taking part. Volunteers at Bishop David Brown School came from **Woking District Council**, **McLaren Group** and **Mansell Construction**. For Rosedale College from **GSK Pharmaceuticals** and **Mears Group**.

6. A creative partner provided consultation and creative input into the content of the pilot resources. Teachers at the pilot schools were also closely consulted. Phase one was four workshops with the pupils, containing a mixture of games, drama, photography, group work and investigation. The purpose of these was to investigate speaking and listening skills, brainstorm things they could learn from the business volunteers, prepare them for meeting and working with adults from outside the school

setting and challenge them to prepare a formal presentation. Phase two was six workshops with business volunteers. Their purpose was to investigate speaking and listening skills in the workplace, draw on the knowledge and experiences of the business volunteers, provide positive role models for the pupils and task the pupils to engage in a 'real life' situation. The programme was delivered concurrently in the two pilot schools.

Outcome targets

7. 50% of participating pupils improve their speaking and listening skills

"The Words for Work project has greatly enhanced the curriculum provision in Year 9. We have seen motivated, enthused and happy students whose communication skills have significantly improved."

Source: Head teacher Bishop David Brown School

Evaluation results show that 9 in 10 young people feel that they now communicate better as a result of the WFW pilot. The young people's perceived changes to their communication skills are also supported by their teachers. This is further corroborated by the volunteers, with 8 in 10 volunteers in Rosedale and all volunteers in BDB believing that the young people learned to communicate better.

8. 75% of participating pupils raise their awareness of the importance of these skills in the workplace

"I didn't know much about work before, I didn't know how important it (communication) is in work. It's made me realise in a few years time this could really help me, like going for interviews and using these skills."

Source: Case study interview with pupil

8 in 10 young people from Rosedale and nearly 9 in 10 young people from BDB now rate the ability to be able to communicate well as an important skill at work. This is compared to just 5 in 10 from Rosedale and 7 in 10 from BDB when asked the same question in the pre pilot survey. 9 in 10 young people from either school now also agree that speaking and listening are important skills to know. Again this is compared to what 6 in 10 from either school felt before they participated in WFW.

9. There is an increased awareness of the importance of speaking and listening and its applicability to their subject areas amongst teachers in the participating schools and an increased awareness of the importance of speaking and listening amongst pupils reached by the activities of the original year 9 participants

Both participating schools wanted to raise awareness in the wider school community of the importance of speaking and listening. The head teacher at BDB said other teachers had expressed an increased interest in speaking and listening as a result of WFW, however the participating teachers from both schools did not agree that there was increased interest among other teachers. In order to meet the stated outcome schools are planning, in September, to hold an 'exhibition' of Words for Work, a series of assemblies where the participating pupils present their experiences, to send pupils into other subject lessons and to disseminate WFW at a staff meeting.

10. Strategic development of increased speaking and listening work and methodologies becomes evident within the NLT itself

Since Words for Work began speaking and listening methodologies and the way they inform activities at the NLT has become more evident. This is best illustrated by two new activities that the NLT has undertaken. Talk for Writing is an initiative to develop children's writing through an increase in the speaking and listening skills that

underpin the writing process. Secondly, the NLT has conducted a major survey of young people's views of communication skills in the UK. Nearly 7,000 8 to 16-year-olds were surveyed in June/July 2010 to provide an invaluable insight into young people and their communication views and behaviour.

11. A clear model and plan for the longer-term delivery and sustainability of the WFW programme has been developed and documented.

The WFW pilot has achieved its aims this year. The second year pilot will focus on monitoring delivery by schools themselves, the feasibility of this and the support structures that the NLT needs to have in place to ensure quality is maintained. The future model will be an extended version of the second year pilot model (see Next steps, section 19). Sustainability will be achieved through a combination of funding sources, a national corporate partner, regional corporate partners who supply volunteers and funding locally, and 'buy in' from schools.

12. Increased self esteem and confidence of the participating pupils in the context of speaking and listening

"One (girl) in particular who impressed me most by the end in terms of how much her confidence had grown and that she was then prepared to put herself forward for things when at the beginning she had been almost unable to look at me."

Source: business volunteer email evaluations

Some of the young people began the WFW programme with very low self-esteem, which manifested itself in a lack of engagement, poor attention span and distracted behaviour. Raising their confidence was a key outcome. Evaluation shows that WFW succeeded in this aim. 8 in 10 young people from Rosedale and 9 in 10 from BDB said they feel more confident since taking part in WFW and this response was endorsed by teachers from both schools. In addition 7 in 10 volunteers from Rosedale and all volunteers from BDB agreed that pupils were more confident at the end of WFW.

13. Change in perceptions of the importance of effective communication in the workplace and the direct relation it has to employability

"Yes. Before I wanted to do a job that I would work independent. But since WFW I have realised that communication is what makes a good business grow."

"I think these (skills) will be helpful in the future when looking for jobs, having interviews and meeting new people."

Source: Pupil post pilot surveys

Pupils were fortunate to be able to spend time with business volunteers in a situation that echoed a real work place, using speaking and listening skills and working as part of a team. Powerful evidence to support the achievement of this outcome is the pupils own comments.

Other outcomes achieved

14. Teamwork

"It was a credit to the pupils to positively respond to the presence of adults and to engage in the project. It became a relaxed but constructive relationship."

Source: volunteer post survey

Observations show that working in a team with adults they didn't know and being expected to negotiate and contribute to the operations had a significant impact on the young people. Initially the pupils found it challenging to work in groups with other young people they didn't know well, they wanted to work with friends. By the end of the pilot most pupils were getting on with the volunteers and other pupils and

communicating with everyone, which shows a real leap in understanding and maturity.

15. Planning and making decisions

"It was hard to get them to understand the need for good preparation. They were keen to get on with things rather than project plan. However, I think they learnt the lesson well."

Source: volunteer post survey

Another significant learning process for the young people was being tasked to carry out detailed planning and make decisions as a team. The business volunteers were an invaluable resource to making this process happen.

Lessons learned

16. The timing of the pilot meant it was not possible to achieve the dissemination of the project to a wider school audience this academic year. Schools participating in the second pilot will be encouraged to ensure this element is put into their timings for the project.

17. *"It was a great element of satisfaction to help coach young adults who clearly have not had the best opportunities in life. I found it very useful for my personal development as well as it really made me think about what I have achieved too. A wonderful project where we could really see the outcomes."*

Source: volunteer post survey, Rosedale College

Volunteers provided invaluable feedback to the project manager from their perspective and the points they raised will be fed into next years resources.

18. Engaging pupils in a new experience of consultation proved a challenge. Research is being undertaken into existing activities that teach pupils how to consult and evaluate effectively. A specific lesson on this will be added to the resource pack for teachers.

Next steps, the second pilot year

19. In September, the materials for WFW will go out to consultation and will then be loaded onto the web site and available for participating schools to download. The resource pack will include: lesson plans and worksheets for both phases of the project, an evaluation toolkit, resource lists, notes for teachers, a pupil assessment framework and supplementary guidance notes. Schools will be supported to deliver the pilot themselves. The progression and success of delivery will be monitored and supported at each stage. Currently twelve schools have signed up for next year in Stoke, Kent, Lambeth, Surrey, Yorkshire, Hayes and Birmingham. Two are the original schools from this year, the rest are new. A timeline for the delivery is in place, regional businesses are being successfully recruited and meetings are already in place for September to kick start the second pilot year.

Budget and expenditure

20. The total budget for the first year of the WFW pilot was £70,164.00. The total expenditure to date is £67,505.24 which leaves an under spend of £2,658.76. The contingency allocation for this first year was £2,800. If agreeable to the Paul Hamlyn

Foundation we would request that this £2,658.76 is carry forward into the second year of the pilot.

Introduction

The challenge

Research (Martin, 2008)¹ has shown that speaking and listening are the literacy skills most used in the world of work. Yet, employers frequently bemoan the lack of young people's communication skills, with many believing that it impacts their chances of making it through an interview and their future employability (Simon, 2009)².

Effective speaking and listening are therefore critical skills, and young people who enter the workforce need to be good communicators if they want to succeed in the workplace.

The National Literacy Trust's review of its strategic plan highlighted the need to respond to these issues and to raise awareness of speaking and listening as a key literacy skill.

The response

The Words for Work pilot was devised in response to these challenges. The National Literacy Trust (NLT) wanted to run a pilot that focused specifically on speaking and listening skills, to raise awareness of them as key to overall literacy. It was felt that concerns expressed by employers could be effectively addressed by bringing volunteers from the business community into schools to work directly with young people on communication in the workplace.

Words for Work (WFW) brought together year 9 pupils (13/14 year olds) and business volunteers from the local community to explore the use of speaking and listening skills in the workplace and unlock those skills in the young people involved, through a series of creative workshops.

Funding was sought and won from the Paul Hamlyn Foundation to run a two-year pilot. The agreed outcome targets for WFW were:

- Of the 48 year-9 pupils who participate in the project
 - 50% improve their speaking and listening skills
 - 75% raise their awareness of the importance of these skills in the workplace
- There is an increased awareness of the importance of speaking and listening and its applicability to their subject areas amongst teachers in the participating schools
- There is an increased awareness of the importance of speaking and listening amongst pupils reached by the activities of the original year 9 participants
- Strategic development of increased speaking and listening work and methodologies becomes evident within the NLT itself
- A clear model and plan for the longer-term delivery and sustainability of the WFW programme has been developed and documented.

¹ Martin, R. (2008) *Employability skills explored*. London: Learning and Skills Network

² Simon, N, (2009). *Emerging stronger: the value of education and skills in turbulent times education and skills survey 2009*, London: CBI.

In addition to these outcomes the WFW project also worked to deliver:

- Increased self-esteem and confidence of the participating pupils in the context of speaking and listening
- Change in perceptions of the importance of effective communication in the workplace and the direct relation it has to employability

This report will document how those outcome targets have been met, exceeded or are in progress. It will also highlight other successes which relate to the above outcomes.

Pilot development

Background scoping

The process of developing the WFW pilot began with some research. It was important to talk to schools, educationalists and experts in the field to find out what kind of provisions there were already and what the general attitudes were to a project of this kind. Among those consulted were members of the English National Strategies DCSF team; representatives from speech and languages organisations such as iCan; organisations involved in youth participation such as UK Youth; academics and researchers working in education.

In addition 22 in-depth telephone interviews were conducted with schools nationally. A questionnaire was devised to gather information about current practice and attitudes; current or planned provision of activities that promote speaking and listening; attitudes and practice around discrete teaching of these skills; experiences of working with volunteers and local businesses. The following points came out of this research:

- Most of the speaking and listening provision for children focused on those deemed to have speech and language problems. There were several projects being piloted or run which offered provision to practitioners working with children with speech and language impairments.
- Some projects, such as Jack Petchey's Speak Out, encouraged youth engagement with speaking and listening through competition.
- Current provision was delivered through extra-curricular activity, clubs or special, off-timetable days.
- There are some action research projects happening, mostly at primary level, into youth participation and communication.
- The English National Strategies team at the then DCSF (now DfE) had developed a Functional Skills Agenda which required schools to teach 'real and life skills' which were rooted in 'real life' experiences. These would prepare the young people for life after school. Some of those skills were to do with communication. The FSA was in the final stages of a three-year pilot. The plan was to make this statutory from September 2010. Schools that were interviewed who were not on the FSA pilot had little or no planning in place to meet the FS requirements when they came in.
- The majority of schools that were interviewed had few examples of provision or activity that directly related to speaking and listening skills. English departments did some work on it to cover the speaking and listening units of

the GCSE in years 10 and 11. Most schools admitted that most teachers spent no time on speaking and listening skills with their classes.

- The general attitude amongst teachers was that speaking and listening was something everyone did naturally and not something that would be taught to young people.
- Most schools had some experience of contact with local businesses, usually in years 10 and 11. Activities tended to be off-timetable enterprise days, mentoring and work-experience placements.
- Many schools admitted that young people had little or no preparation for work-experience placements and as a result the success of these was hit and miss. Students who were more confident and able to speak out tended to have a better experience than those who lacked self esteem and communication skills.

In addition, the following key points emerged:

1. Teachers from the English Departments perceived a gap in the curriculum around communication skills, particularly for those students likely to leave school at 16 and enter the workforce.
2. Words for Work would provide schools with a framework to deliver the Functional Skills Agenda.
3. Doing the project in year 9 would help to prepare students for going on work experience in year 10, which would enable them to get more out of it.
4. Teachers felt that local businesses should be more involved in their local schools and were keen for the project to be a springboard for forging stronger links for the future.

The conclusion of the research was that there was a gap in provision of lessons and activities designed to teach students speaking and listening skills and a lack of awareness of the importance of those skills, outside English departments, for pupils confidence and future employability. Given this, alongside the complaints from business about the lack of skills of young people entering the workforce, the need for WFW was clear. The next step was to put the systems in place to enable the pilot to run successfully.

Recruiting schools

The next step was to recruit the schools that would host the first pilot. Schools tend to be overloaded with new initiatives and directives from local authorities and other organisations, so WFW needed to send a clear message that it was:

- valuable to pupils overall development
- embedded in the English programmes of study and functional skills learning objectives, not an add on or 'extra curricular'
- came with an assessment framework which would enable teachers to observe and assess these objectives
- provide an opportunity to build on and develop existing links with local businesses

From the research interviews five schools were picked that had expressed an interest in taking part in the pilot and also had some business links that could be built on in time to provide volunteers. These schools were invited to work on developing their

business links up to enable the recruitment of volunteers. A deadline was set for volunteer recruitment and a first past the post system was adopted with the schools. **Bishop David Brown in Woking** and **Rosedale College in Hayes** were the two schools whose business links responded in time to meet the deadline.

Recruiting businesses

One of the biggest challenges to the success of the first pilot was the time constraint. Developing and managing relationships with corporate partners traditionally takes time and there was just twelve weeks to progress the relationships from a contact provided by the school, through to an understanding of the aims of the project, to a commitment to take part. Once the businesses knew what WFW was trying to achieve, they quickly saw the potential benefits to themselves and the pupils taking part.

“It’s a win for employers and a win for pupils. From our point of view helping children to have the best chance of getting a job is good for the local economy.”

Source: Face to face interview, Douglas Spinks, Deputy Chief Executive of Woking District Council

Once an agreement was reached companies were supported to advertise the opportunity to staff and brief and recruit individuals. The volunteers had to commit to attending a half-day training, undergoing an enhanced CRB check and attending six workshops at the school.

For Bishop David Brown School six volunteers were recruited from **Woking District Council**, five from **McLaren Group** and one from **Mansell Construction**. For Rosedale College, thirteen from **GSK Pharmaceuticals** and two from **Mears Group**.

Creating the WFW resources

Alongside getting the schools and business volunteers in place the content for the pilot was also being developed. A creative partner was engaged to provide consultation and creative input into the content of the pilot resources. At every stage of the development of the resources teachers at the pilot schools were closely consulted. We wanted to make the most of the opportunity afforded by running a pilot to ensure the participating pupils were involved in shaping the content. This meant consulting with them, through discussion and on the spot evaluation at every stage of the process. To facilitate this, a series of four workshops with the pupils was created to be delivered before they met the business volunteers. The purpose of these was to:

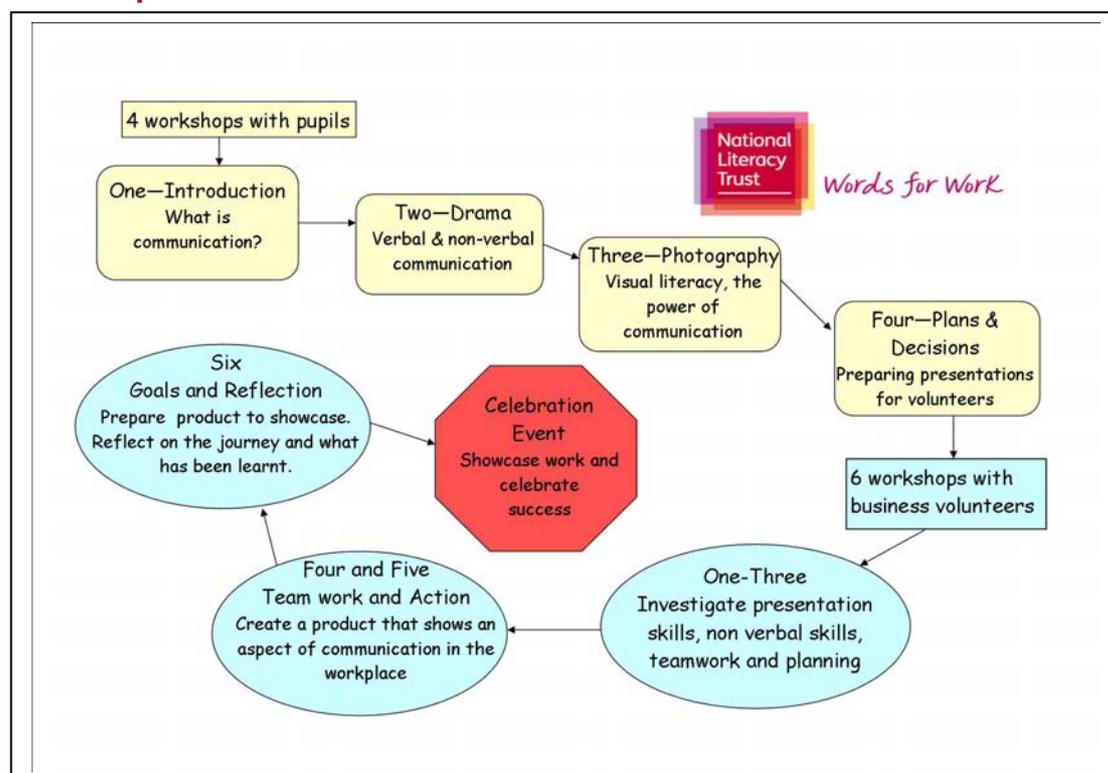
- find out what they thought communication was and how they use it
- investigate different speaking and listening skills through creative games and activities
- brainstorm things they could learn from the business volunteers
- prepare them for meeting and working with adults from outside the school setting
- challenge them to prepare a presentation on their work on speaking and listening, to give to the business volunteers at their first meeting

These workshops, called phase one, contained a mixture of games, drama, photography, group work and investigation.

Phase two was to be six workshops where pupils worked alongside the business volunteers. These would, in part, be informed by the thoughts and evaluation from the pupils during phase one. The purpose of phase two was to:

- investigate speaking and listening skills in the workplace
- draw on the knowledge and experiences of the business volunteers about good communication practice
- use the volunteers to provide positive role models for the pupils
- task the pupils to engage in a 'real life' situation, working as a team with their volunteers to plan and execute a product about communication to showcase at a celebration event

Pilot map



Once the outline map was in place, individual lesson plans for each workshop were written. Worksheets and resources for each session of phase one were produced. (See appendices 1 & 2 for examples). It was decided to produce the materials for phase two after phase one was completed so that the lessons and consultations could be fed into them, to avoid being too prescriptive about the details before the young people were consulted.

In phase two it was hoped the pupils would go on a journey that would require them to harness and use speaking and listening skills to experience:

- a new way of working
- teamwork, specifically building successful relationships outside of their comfort zone of friends and well known peers
- being treated as equals
- having high expectations placed on them in a safe and supportive environment

- positive role models

Delivering the pilot

Phase one

Phase one was delivered concurrently in the two schools, one session per week for a month. Doing each workshop twice allowed an immediate response to the pupils' reactions to activities and the ability to refine and improve them. (See appendix 3 for a more detailed outline of phase one.)

Phase two

Phase two, six workshops which brought the business volunteers in to work alongside the pupils, was also delivered concurrently in the two schools, over the course of ten weeks. Again the format allowed an immediate response to what was happening in each workshop and the chance to refine and change it for its second delivery. (See appendix 4 for a more detailed outline of phase two.)

Outcome targets

This section of the report will document whether and how the outcome targets were achieved. It will present a mixture of quantitative and qualitative evaluation data, collected through pre and post-project questionnaires, observations and interviews with participants. Information was collected from young people as well as teachers and business volunteers.

A total of 50 year 9 pupils took part on the WFW pilot. Twenty young people started WFW at Rosedale College. One student left the school half way through. Seventeen of the nineteen students who completed the project filled in the post-pilot survey. Thirty young people started WFW at Bishop David Brown School. One moved schools before the final evaluations were completed. All twenty-nine of the remaining students filled in the post pilot survey. The results in this report are taken from the responses of 46 young people.

50% of participating pupils improve their speaking and listening skills

Quantitative evidence

The pupil evidence collected is shown below as percentages. These were collected from the post pilot surveys that each participating pupil was asked to fill in. They are separated into the two schools' responses.

The tables show that this outcome has been exceeded. Indeed, almost 9 in 10 young people feel that they now communicate better as a result of the WFW pilot. Nearly all young people now also feel that they are better communicators.

Bishop David Brown School post pilot pupil survey

Question	Percentage answered yes
Did you learn new skills on the WFW pilot	100%

Did you communicate better	89.7%
Do you think you are a better communicator now	96.9%

Rosedale College post pilot pupil survey

Question	Percentage answered yes
Did you learn new skills on the WFW pilot	87.5%
Did you communicate better	88.2%
Do you think you are a better communicator now	93.3%

The teachers from both pilot schools were also asked to complete a post-pilot survey. The table below shows their response to the specific questions regarding skills, and shows that young people's perceived changes to their communication skills are supported by their teachers.

Question	Teacher from Rosedale College	Teacher from Bishop David Brown School
Has WFW impacted on pupils' skills	yes	yes

The twenty-seven business volunteers who worked with the pupils also completed a post-pilot survey. Their responses further corroborate that young people are now better equipped to communicate than they had been before the project, with 8 in 10 volunteers in Rosedale and all volunteers in BDB believing that young people learned to communicate better.

Question	15 volunteers at Rosedale	12 volunteers at Bishop David Brown
Did the young people in your group learn to communicate better	78.6% said yes	100% said yes

Qualitative evidence

A significant addition to the quantitative data above is to observe changes in behaviour. The expectation was that pupils would use the speaking and listening skills they had learned and unlocked during the WFW sessions in the future. The impact of the pilot has exceeded this as there is already evidence of changes to pupils behaviour around the school.

"Many of the students who were part of WFW have really blossomed around the school and are demonstrating their communication skills in and out of the classroom. There is no doubt that the project has had a positive impact on all those involved."
 Source: Vice principal, Rosedale College end of pilot interview

"The Words for Work project has greatly enhanced the curriculum provision in Year 9. We have seen motivated, enthused and happy students whose communication skills have significantly improved."
 Source: Head teacher Bishop David Brown School end of pilot interview

At the beginning of the pilot the students knew very little about communication. When first asked to brainstorm different types of communication they focused on vehicles-texting, typing etc. rather than techniques. As they found out about different techniques, such as eye contact and tone of voice, they began to understand that they could change the way they communicate by adopting them.

“I thought communication was important but I didn’t realise how important and how much of a difference it makes. I use body language and eye contact more now I’m aware of it. I’ve learnt you’ve got to give and take, talk and listen – now I’ve got some skills I’m using them, like at home, shouting, I’ve started talking more and getting on better.”

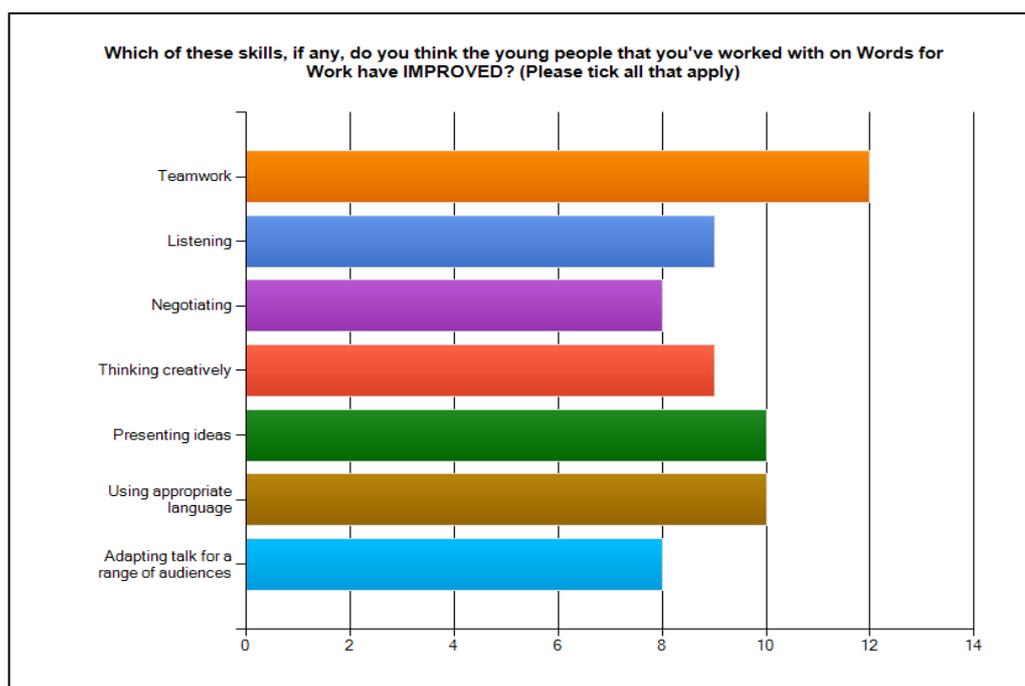
Source: case study interview with pupil

In addition to asking pupils, volunteers and teachers if the young people had improved their speaking and listening skills overall, the post pilot surveys also asked them which skills specifically they thought they had improved. Pupils from both schools, teachers and volunteers all had presenting ideas in their top three. Teachers and volunteers also all had teamwork as one of the top skills improved.

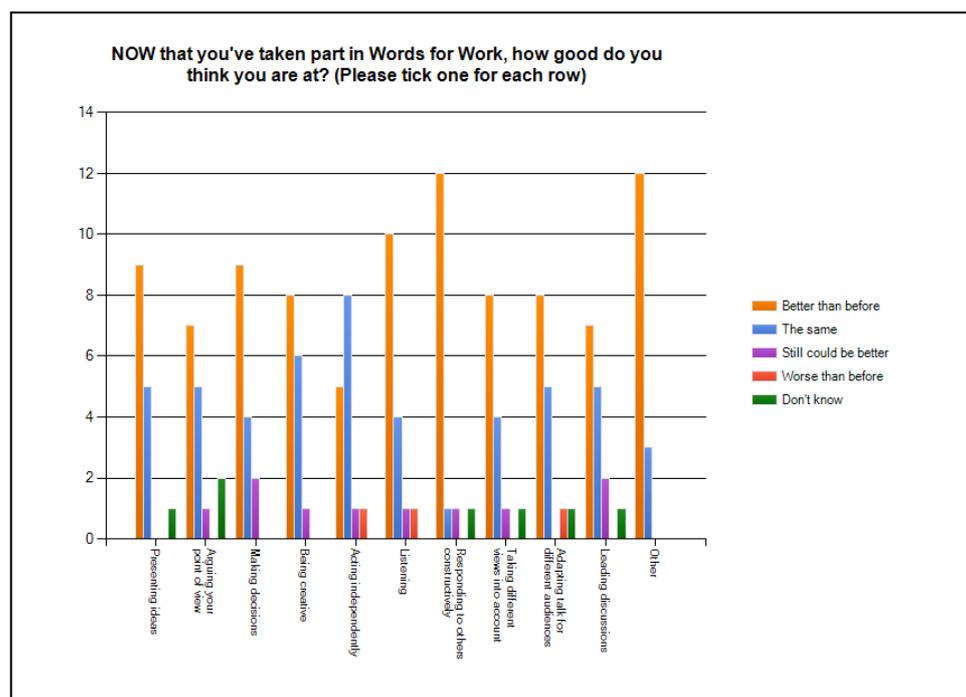
Pupils from BDB felt they had improved the skills of making decisions and acting independently but felt they could still be better at arguing their point of view. In contrast, pupils from Rosedale felt they had improved their ability to respond to others constructively and listen well but wanted to get better at acting independently.

Teachers and volunteers also felt that pupils had improved their ability to use appropriate language.

For more extensive results, see appendix 5. This graph shows the response from the business volunteers at Bishop David Brown School.



This graph shows the response from the pupils at Rosedale College.



75% of participating pupils raise their awareness of the importance of these skills in the workplace

Quantitative evidence

The post-project survey also assessed the extent to which young people's perceptions of the importance of communication skills have changed as a result of WFW.

Again, the tables show that the set outcome has been exceeded. 8 in 10 young people from Rosedale and nearly 9 in 10 young people from BDB now rate the ability to be able to communicate well as an important skill at work. This is compared to just 5 in 10 from Rosedale and 7 in 10 from BDB when asked the same question in the pre-pilot survey.

9 in 10 young people from either school now also agree that speaking and listening is an important skill to know. Again this is compared to what 6 in 10 from either school felt before they participated in WFW.

All young people now say that they are more aware of how people use communication skills.

Bishop David Brown School

Question	Percentage
Which of these skills is important at work, pick your top 5:- o to be able to communicate well	86.2% picked it as a top 5 skill
Is speaking and listening an important skill to know	93.1% said yes

Are you more aware of how people use communication skills	100% said yes
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Rosedale College

Question	Percentage
Which of these skills is important at work, pick your top 5:- o to be able to communicate well	80% picked it as top 5 skill
Is speaking and listening an important skill to know	93.3% said yes
Are you more aware of how people use communication skills	100% said yes

Again, young people's changed perceptions are supported by the assessment of their teachers, with teachers from both colleges agreeing that the project has raised awareness of the importance of speaking and listening skills for work.

Question	Teacher from Rosedale College	Teacher from Bishop David Brown School
Has WFW raised awareness of the importance of speaking and listening skills for work	yes	yes

The majority of business volunteers also believed that young people's assessment of the importance of communication skills in the workplace has improved. 7 in 10 volunteers in Rosedale and 8 in 10 volunteers in BDB now believe that pupils see communication skills in the workplace as important.

This has increased dramatically from the results of the pre-pilot survey the volunteers completed. Less than 2 in 10 volunteers thought pupils saw communication skills as important. In fact, 16.7% of volunteers going to BDB and 40% of volunteers going to Rosedale answered no to this question.

6 in 10 volunteers from Rosedale and 8 in 10 volunteers from BDB also agreed that pupils now think about their careers more than they did before. This is compared to pre pilot when 4 in 10 going to Rosedale and 6 in 10 going to BDB thought pupils think about their future careers.

9 in 10 Rosedale volunteers and all volunteers from BDB now also believe that young people think more about communication skills now.

Question	15 volunteers at Rosedale	12 volunteers at Bishop David Brown
Do you think the pupils see communication skills in the workplace as important	71.4% said yes	83.3% said yes
Do you think the pupils think about their future careers more than before	64.3% said yes	83.3% said yes
Do you think pupils think about communication skills more than before	92.9% said yes	100% said yes

Qualitative evidence

As the pilot workshops progressed and the young people spent more time working with the business volunteers they were able, during their time together, to talk informally about work. It is clear from the comments made on both sides that the pupils became more aware of the importance of communication skills in the

workplace. Pupils were making links between the skills they were using at the workshops and a future time when they would be using them in a workplace. The volunteers were able to give examples of scenarios at work and the skills they might use there.

“From doing Words for Work it has shown me that communication is needed in whatever I do in my future.”

Source: Pupil post survey, Rosedale College

“I didn’t know much about work before, I didn’t know how important it (communication) is in work. It’s made me realise in a few years time this could really help me, like going for interviews and using these skills.”

Source: Case study interview with pupil Bishop David Brown School

“It’s great to see them realise it’s important to work and they do want to get a good job and through doing this they can see that communication could impact on their future.”

Source: Case study interview with volunteer Rosedale College

“The volunteers are in a good position to convey to the pupils how important good communication skills are in the “real world” outside the school environment.”

Source: volunteer post pilot survey Bishop David Brown School

“I expected both to feel good about contributing to this project AND to make a visible difference to the student’s confidence and understanding of the importance of communication. Both these expectations have been met. “

Source: volunteer post pilot survey Rosedale College

“I feel like I saw the children develop. There’s still a long way to go but I feel that we have helped move them on slightly and I do believe that if any of our group were to attend an interview and really thought about what they had to do, that they could present themselves well.”

Source: volunteer post pilot survey

There is an increased awareness of the importance of speaking and listening and its applicability to their subject areas amongst teachers in the participating schools and an increased awareness of the importance of speaking and listening amongst pupils reached by the activities of the original year 9 participants.

Both the schools stated in their pre-pilot interview that they wanted to raise awareness in the wider school community of the importance of speaking and listening. The head teacher at BDB stated that other teachers had expressed an increased interest in speaking and listening as a result of WFW, citing the English department, the Head of ICT and the head of year 9 particularly. However, the participating teachers from both schools did not agree that there was increased interest among other teachers.

The reasons they gave were that the project had happened in isolation from the rest of the school and that although other teachers knew about it they had not enquired about the details of what was happening and, as yet, have not seen the results of the work done. In order to address this, and to meet the stated outcome above, schools are planning several activities:

- An 'exhibition' of Words for Work to enable the whole school community to share in the project and see the work that was produced
- A series of assemblies where the participating pupils present their experiences to their year group and other year groups in the school.
- Sending pupils into other subject lessons to play short communication games from the pilot with classes.
- Devoting a staff meeting to WFW, disseminating information to teachers and presenting games they can use in their own lessons.

These will happen in September, at the start of the new school year, as the teachers believe they will have a greater impact at that time. The pilot did not finish until 5 July and it was felt that the last three weeks of the school year would not be a good time to showcase the project. These planned activities will serve to meet this outcome in the new school year. They will also act as a springboard from which to launch the second year pilot.

Strategic development of increased speaking and listening work and methodologies becomes evident within the NLT itself

Since Words for Work began in September 2009, speaking and listening methodologies and the way they inform activities at the NLT has become more evident. This is best illustrated by two new activities that the NLT has undertaken.

Talk for Writing

Talk for Writing is an initiative run by the NLT in association with leading literacy expert Pie Corbett to develop children's writing through an increase in the speaking and listening skills that underpin the writing process. The initiative, which began through the National Strategies in 2007, provides training and consultancy to schools in using key strategies to develop pupils' purposeful talk to help understand what it is to be a writer. The NLT began offering Talk for Writing training and consultancy in April 2010, linking our commitment to school training and support and the strategic development of speaking and listening methodologies. Talk for Writing supports teachers in working with children to explore the whole writing process to help them unlock their potential as writers, travelling with them on the exciting and creative journey that is writing and helping them develop, express and communicate their ideas – key skills for lifelong learning.

Speaking and listening survey

In the summer 2010, the NLT conducted the first major survey of young people's views of communication skills in the UK. Nearly 7,000 8 to 16-year-olds were surveyed in June/July 2010 to explore what young people think about their communication skills; how confident they are in their skills and how important they think these skills are at school, in the workplace or in wider society; what they think about communication and the role of technology; Is technology hindering or facilitating interactions?

Altogether, an exploration of these questions in combination with some demographic data (gender, FSM background, ethnic background), will provide the NLT as well as the wider educational sector with invaluable insight into young people and their communication views and behaviour.

A clear model and plan for the longer-term delivery and sustainability of the WFW programme has been developed and documented.

The section 'Next Steps', towards the end of this report sets out in detail the model that has already been developed for the second year of the WFW programme. This year's evaluation shows that the WFW project achieved its aims. During the second year the pilot will offer the chance to:

- look at the feasibility of the project to be delivered by schools themselves and what support structures schools will need in the future.
- evaluate the resource pack in terms of its flexibility and whether schools are able to adapt it to suit their individual needs.
- monitor how schools develop and maintain their relationships with the businesses that provide them with volunteers for the project and what support structures they might benefit from in the future in order to sustain this.
- assess what structures need to be put in place within the NLT to maintain effective support for WFW as it goes forward and to ensure that monitoring to maintain quality remains a priority.

Once the second year pilot is completed and the resources have been further refined and adapted, WFW will be rolled out nationally.

In terms of financial sustainability several models are currently being investigated.

1. Engaging a major national partner who will support the whole WFW project. This is a straightforward fundraising model.
2. Creating a series of regional corporate partners, who supply volunteers in their region and also funding support. This model is already being developed through the set up work being done for the second year pilot. Consultation will be carried out with current partners on the feasibility of them providing financial support for their region moving into the third year of the project.
3. Moving to a model that charges schools directly for using the WFW resource pack. The NLT is currently undertaking a Trust-wide review of its services and the future sustainability of how they are offered to project partners and beneficiaries. The 'buy in' model for WFW forms part of that review and investigations into its feasibility are being carried out at the moment.

Given the current uncertain financial climate in the corporate world and the present uncertainty around the future funding structures in education, it is most likely that the financial sustainability of WFW will come through a mixture of all three models above.

Increased self esteem and confidence of the participating pupils in the context of speaking and listening

Quantitative evidence

The post-project survey also assessed whether the pupils had increased their confidence through participating in WFW.

The tables show that this is indeed the case. 8 in 10 young people from Rosedale and 9 in 10 young people from BDB said they now feel more confident about their communication skills.

Bishop David Brown School

Question	Percentage
Do you feel more confident about your communication skills	96.6% said yes

Rosedale College

Question	Percentage
Do you feel more confident about your communication skills	80% said yes

Again, young people's expressed increase in confidence in the context of speaking and listening is supported by the assessment of their teachers, with teachers from both colleges agreeing that the pupils were more confident since taking part in WFW.

Question	Teacher from Rosedale College	Teacher from Bishop David Brown School
Are the pupils more confident since taking part in WFW	yes	yes

The majority of business volunteers stated that when asked, the young people in their group agreed they felt more confident about their communication skills. 7 in 10 volunteers in Rosedale and all the volunteers in BDB agreed pupils felt more confident.

Question	15 volunteers at Rosedale	12 volunteers at Bishop David Brown
When asked, did the young people in your group agree they feel more confident about their communication skills	71.4% said yes	100% said yes

Qualitative evidence

This is a key desired outcome for the WFW pilot and the evidence shows that it was achieved. As the workshops progressed, the young people learned more about communication and responded to the expectations of the business volunteers to perform successfully in a team. All the pupils grew in confidence, which impacted on their speaking and listening skills. They started the project at different levels. Those who had poor skills and very low self-esteem found it difficult to engage initially. This manifested itself in several ways:

- Poor eye contact
- Unwillingness to speak to adults

- Short attention span
- Distracted or distracting behaviour

During the course of phase two of the pilot, the business volunteers completed email evaluations after each workshop. Here they documented observations about individual pupils' progress, much of which shows how their confidence increased over the weeks.

“One (girl) in particular who impressed me most by the end in terms of how much her confidence had grown and that she was then prepared to put her self forward for things when at the beginning she had been almost unable to look at me.”

“I am very pleased that, along with the other volunteers, we were able to work on building the confidence of the pupils. For me, making the pupils feel better about themselves was the most important part of the programme.”

“Exposure to doing something rewarding – helping children to build self esteem. I could see a little glow in their eyes towards the end of the last workshop. It is just a shame it did not go on for longer!”

Source: Business volunteer email evaluations

The following two comments from participating pupils sum up the importance of this outcome and how it can directly affect the aspirations of young people to achieve more in their lives.

“I still don't know what (I want to) do but I think I can do anything now that I have been to words for work”

“First I wanted to be a nursery teacher because you don't have to do presentations as such and they are little so all you have to do is stop them from doing wrong things, but now I feel I can do anything because I have the confidence in me now and now I will try to become a lawyer which I always wanted to”

Source: Pupil post survey

Change in perceptions of the importance of effective communication in the workplace and the direct relation it has to employability

It is clear from the evaluation collected that this outcome has been achieved. The pupils spent time with business volunteers taking part in a situation that echoed a real work place, using speaking and listening skills and working as part of a team similar to a team they might come across when they enter the world of work for real. The most powerful evidence here is the pupils themselves when asked to comment on their change in views on this outcome.

“Yes. Before I wanted to do a job that I would work independent. But since Words for Work I have realised that communication is what makes a good business grow. And without communication we wouldn't be where we are right now.”

“Yes I think my goal in life will always stay the same but things like words for work have helped me be better at what I want to do for the future.”

“In the future you will work with new people and you need to communicate with them all the time.”

“I think these (skills) will be helpful in the future when looking for jobs, having interviews and meeting new people.”

“Yes, when I go for a job interview I would be a lot more confident to speak to the interviewers and it will boost my chances to get the job.”

Source: Pupil comments from post-pilot surveys

Other outcomes achieved

Teamwork

Initially the pupils from both schools didn't like being put into mixed ability groups with pupils they wouldn't normally work with. They wanted to work with their friends. They found it difficult to work in groups cooperatively with peers that they didn't know very well. The early feedback collected was very much focused on wanting to choose who they worked with and being allowed to change groups. By the end of the pilot, most of the young people were working effectively in their teams, getting on with the business volunteers and other pupils and learning to communicate with everyone in order to get a task completed.

“We learnt more about each other. We can work with different people and not feel uncomfortable around them.”

“We built relationships, enjoyed working with people we wouldn't normally work with and enjoyed the project.”

“We helped each other. We all worked in our different ways but together.”

Source: team evaluations, final workshop

This proved to be a significant leap in understanding for the young people involved in the pilot and was commented on by the teachers who worked with us.

“The pupils benefitted from working with students they are not accustomed to working with, this helped a great deal when the groups were introduced to the business volunteers.”

Source: teacher post survey, Bishop David Brown

In the training, the business volunteers were asked to focus on 3 main things during their time working with the young people:

1. being a role model for good communication behaviours
2. providing information and personal experience about the world of work
3. facilitating successful teamwork with their group of pupils

The volunteers began the workshops with the pupils without prior knowledge of the pupils' experiences at school in terms of their way of working. The pupils were taking on ways of working that they had not experienced before. The volunteers had high expectations of the way the pupils should perform and this required them to 'raise their game'. They also approached sessions with the pupils in a similar way to their every day dealings with adults at their place of work. The result of this was that the pupils gained an invaluable insight into a mature way of behaving and working, which proved very powerful for them.

It was clear as the workshops progressed that working in a team with the business volunteers was having the greatest impact on the young people's confidence and communication skills.

"It was a credit to the pupils to positively respond to the presence of adults and to engage in the project. It became a relaxed but constructive relationship."

Source: Volunteer post survey, Rosedale College

Observations showed that this element of the project had a significant impact on the young people. They were put into a team with adults they didn't know and then asked to negotiate a way of working and contribute fully to the operations of the team. Through this process they had to use a variety of speaking and listening skills in order to participate and drive the team and its work forward.

Planning and making decisions

Being tasked with carrying out detailed planning and given the freedom to make decisions as a team, through a process of discussion and negotiation, was another challenging aspect of the project. It was also another significant learning process for the young people. In order for this to succeed the pupils had to:

- build relationships with the volunteers
- listen to each others' ideas and opinions
- break down the task into separate areas and make decisions about each one
- work to produce a time-related action plan to ensure the successful completion of their chosen project

All this was required to be completed before the active creation of their idea could begin. The business volunteers were an invaluable resource to making this process happen. They worked very hard to ensure that the young people engaged as fully as possible and facilitated an understanding of how it would benefit their end product in the long term.

"It was hard to get them to understand the need for good preparation. They were keen to get on with things rather than project plan. However, I think they learnt the lesson well."

Source: Volunteer post survey, Bishop David Brown School

Endorsement from the teachers

An important endorsement for the success of the WFW pilot is the positive response from the participating schools and teachers. Both schools have agreed to deliver the project in-house next year to new year 9 pupils, which shows that they believe in its value. Both will use the pupils who took part in this year's pilot to introduce the project to the new cohort and have an involvement in its delivery. The teachers see this as an opportunity for this year's participants to use and further develop the speaking and listening skills they have acquired. Having a role in delivery next year will provide another opportunity to increase pupils' confidence and self-esteem.

In their post pilot survey both teachers said they would recommend the project to other schools.

Lessons learned

Disseminating the project to a the wider school audience

As stated in the outcomes section, the timing of the pilot meant that it was not possible to achieve this before the end of the school year. Before the pilot it was assumed, wrongly, that:

1. there would be time to disseminate information
2. other teachers and pupils would be more inquisitive about the project whilst it was happening

Schools participating in the second pilot will be encouraged to factor dissemination of the project into their timings for running the project. Once the two schools from this year have completed their planned activities in September, it will be possible to evaluate their effectiveness and pass on good practice. This element of the pilot will be built into the evaluation framework for the second year.

Feedback from the business volunteers

“It was a great element of satisfaction to help coach young adults who clearly have not had the best opportunities in life. I found it very useful for my personal development as well as it really made me think about what I have achieved too. A wonderful project where we could really see the outcomes.”

Source: volunteer post survey, Rosedale College

Once the pilot had finished, the business volunteers were given an opportunity to feed back their thoughts face to face with the project manager on the lessons we could learn. Here are the main issues they raised, which will be fed into next years resources:

- The volunteer training should be held as close as possible to the start of the workshops to prevent information and advice given being forgotten.
- Having the workshops in the middle of the working day took up a lot of time. If it was possible to hold the sessions first thing in the morning, the volunteers would find that easier.
- Volunteers would have liked more explicit information and guidance about the key aims of each workshop. They did acknowledge that the experimental, ‘work in progress’ nature of the pilot made this unavoidable, but for the future it would be useful.
- A group meeting halfway through the workshops which provided a chance to air concerns and talk through progress would be helpful.
- The email evaluations the business volunteers filled in after each workshop were very useful as an arena for them to express thoughts and feelings. They felt this would be good to have as a shared tool for everyone.
- The volunteers sometimes felt that they were not communicating effectively with the other person they were working closely with and this could mean mixed messages were sent to the young people. It was suggested that volunteers should be guided to communicate with other team members prior to each workshop, either face to face or by email.
- Working as a team with the young people, allowing them to work with, not for, the business volunteers was the most satisfying part of the sessions for most

volunteers and, they felt, the biggest learning opportunity for the young people.

- A lot of volunteers said that a visit to their workplace should be incorporated into the project as they thought this would allow the young people to see the skills they had been discussing being used in a real-life situation.
- Volunteers said it was good not to have tasks to do between workshops so that although they were giving a fair chunk of their time it still felt manageable.

Consultation with pupils

Engaging pupils in the process of consultation was a challenge. It was a new experience for them to be asked to evaluate the success of the activities they were doing and without time to workshop the processes involved in doing that, some pupils found it difficult to voice their opinions. Two forms of evaluation were created for the pupils to use during each workshop. The first was a straightforward paper evaluation sheet, seen below.

School:	Date:	Words For Work Evaluation Sheet Pupils	
 What went well?			 What did you learn?
 What went not so well?			
 How would you have changed the session?			

The second was a series of four jars labelled: 'important', 'great stuff', 'question', 'comment'. At any time during the workshops pupils could write a comment on a piece of paper and post it in the relevant jar. The pupils engaged well with this. After each session the comments were read and either responded to verbally or fed into the planning of the next workshop. (See appendix 6 for a selection of pupil's comments.)

Research is currently being undertaken into existing activities and games that are used to teach young people the basics of consultation and evaluation. The plan is to put an additional workshop into phase one of the resources and encourage schools participating in the second pilot year to use that to facilitate more meaningful consultation and evaluation.

Next Steps - the second pilot year

Preparations for the second pilot year are already well underway. The evaluations and lessons learned from this year's pilot are informing the second year development. Next years plans are as follows:

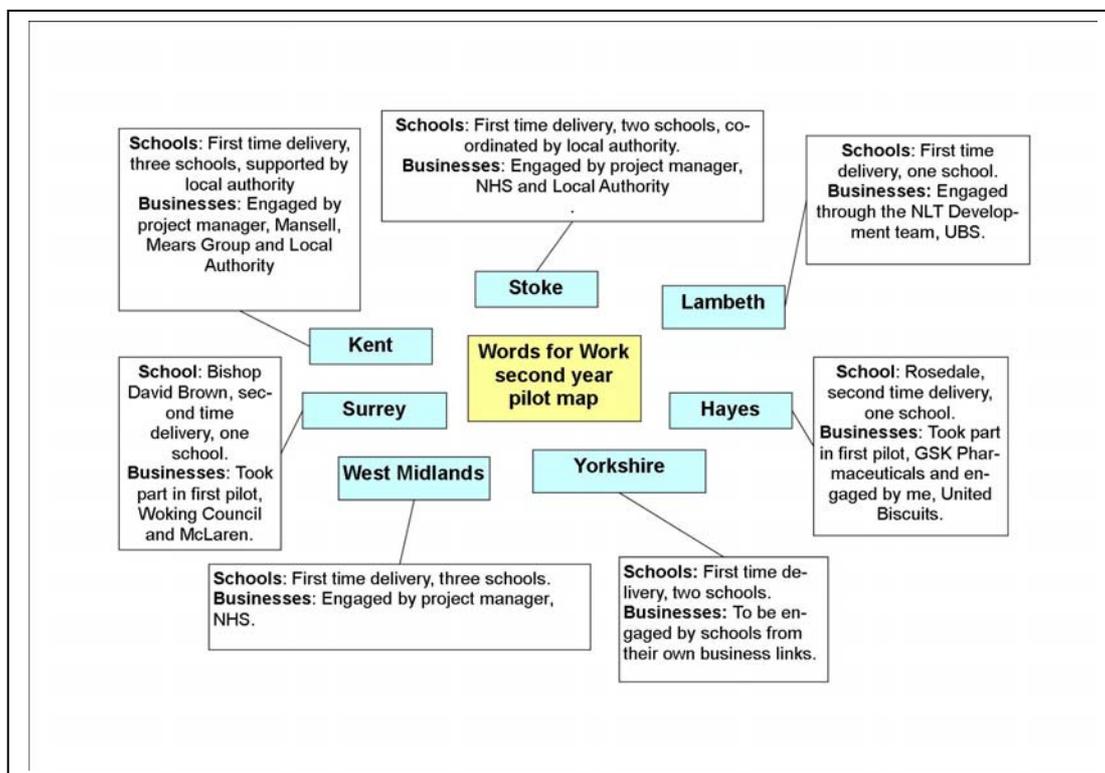
- A part-time project officer is being recruited to support the day-to-day co-ordination of the widened pilot. The funding for this has come from the Wates Foundation. They will take up post in September.
- By the end of September all the lesson plans, resources and notes from the delivery of the first pilot will have been collated. These will be written up into a complete pack for schools. The pack will go out to consultation with teachers before it is finalised. It will then sit, password protected, on the Words for Work web pages, available for participating schools to download. The resource pack will include: lesson plans and worksheets for both phases of the project, an evaluation toolkit, resource lists, notes for teachers, a pupil assessment framework and supplementary guidance notes.
- Schools who sign up for the second pilot will deliver WFW themselves.
- Schools will be provided with:
 - a delivery workshop
 - ongoing support and advice
 - project management
 - help with finding and recruiting business volunteers
 - training for the business volunteers
 - CRB check processing
 - Remote co-ordination and support from the project officer
 - A forum on the website
- This year's evaluation shows that the WFW project achieved its aims. The second year pilot will focus on looking at the feasibility of the project to be delivered by schools themselves and what support structures schools will need in the future.
- The resource pack will be evaluated in terms of its flexibility and whether schools are able to adapt it to suit their individual needs.
- Schools' ability to develop and maintain their relationships with the businesses that provide them with volunteers for the project will be monitored, and the support structures they might benefit from in the future in order to sustain this will be examined.
- The structures that need to be put in place within the NLT to maintain effective support for WFW as it goes forward will be assessed, particularly to ensure that the NLT is able to continue monitoring WFW to maintain quality, which remains a priority.

At the moment 12 schools have signed up to deliver the second pilot. There is a good geographic spread and 'readiness to deliver range' in place. It will allow for some interesting evaluations which will feed well into the strategic planning for the long-term sustainability of Words for Work. The schools can be categorised thus:

1. The two first-year pilot schools, who are delivering for the second time and have businesses ready to provide volunteers

2. Eight schools who will be delivering for the first time but have businesses, from the public and private sector, that are already engaged to provide volunteers
3. Two schools who will be delivering for the first time and will need to find volunteers from their own business links

Second year pilot map



Timeline

A timeline for the delivery of the pilot is in place, which is being circulated to schools and businesses taking part. Once the new academic year is underway, meetings will be held with schools to talk this through and task them to prepare individual plans and timetables for delivering the project. These timetables will be logged at the NLT and the completion of tasks and deadlines monitored by the project officer. They will provide ongoing support for the schools in developing and maintaining these plans.

2010	
September	External consultation of WFW resource pack
October	Publish resource pack onto website and make available for participating schools to download
	Meet with participating schools to support the implementation of systems to support the delivery of WFW, e.g. timetable
	Recruit business volunteers
November	Give workshops on project delivery for regional clusters of schools
	Continue to support schools to implement and maintain systems for the project.

	Process CRB checks for business volunteers
December	Disseminate evaluation toolkit to schools
	Train business volunteers
2011	
January - June	Schools deliver the WFW pilot
	WFW team continues to support the schools and monitor the success of the pilot projects remotely and with site visits

Budget and expenditure

Words for Work budget and expenditure August 2009 - August 2010

Name	Detail	Allocation	Spend
Salaries		36,000	36,450
	On costs (including NI and pension)	7,200	7,290
	ICT/Set up costs	500	600
Recruitment			1,648.52
Email/web		300	300
Postage		100	87
Office cost		700	1,000
Photocopies		300	274.8
Travel and subsistence		3,000	1,152.1
Staff Development		300	271
Marketing		647	447
Evaluation		600	600
Books/Newspapers			15.62
Membership			
Professional fees			
	Creative consultant fee	5050	5050
General expenses			
	CRB check admin fees - 32 x £7.53 for admin to Atlantic data and 2 x £36 for checks for PM and Creative Consultant.	315	282.84 (28 x £7.53)
	Book vouchers to schools who took part in the interview - 15 @ £20	300	300
Events			
	Setting up and running celebration event	800	575.68
	Travel costs for pupils and schools to the event	900	838
Pilot Delivery costs		1,200	1,170.68
Contingency		2,800	0
Sub total		61,012	58,353.24
Contribution to core		9,152	9,152
Total		70,164	67,505.24

The total budget for the first year of the WFW pilot was £70,164.00. The total expenditure to date is £67,505.24 which leaves an under spend of £2,658.76. The contingency allocation for this first year was £2,800. If agreeable to the Paul Hamlyn Foundation we would request that this £2,658.76 is carry forward into the second year of the pilot.

Appendices

Appendix one

Words for Work Volunteer - Pupil Investigation Workshop One – ‘Get to know you’

<p>Session ONE</p> <p>Skills acquisition</p> <p>General FS Engage with the world beyond the classroom FS Use their skills for real purposes FS Present information and ideas clearly to others Eng PoS Listen and respond constructively to others taking different views into account</p> <p>Making presentations Eng PoS Activities include prepared formal presentations FS Present information and ideas clearly to others</p> <p>Being the audience FS Make a range of contributions to discussions Eng PoS Take different roles in organising, planning and sustaining talk in groups</p> <p>Resources Sticky labels with names on them Flip chart Video cameras and computer leads x2 Laptops x4 ‘role on the walls’ and ad campaigns for each group Interview questions prepared by Unity (have some as well as back up) A4 and A3 copies of team charter for groups Paper evaluations</p>
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Session	Activity	Who	Time	Ways to Measure
One – ‘Getting to know you’	The session has three aims: <ul style="list-style-type: none"> • Give pupils and business volunteers a chance to get to know each other • Give the pupils a sense of ownership over the workshops through making their presentations • Allow the volunteers to assess the competencies and communication skills of their groups of pupils 			
	<p>Activity 1 Warm up games The wind blows – Everyone stands in a circle. Explain that they will hear a statement starting ‘the wind blows’ – e.g. ‘the wind blows everyone with blue eyes’. If the statement relates to them they</p>	Sally/Owen	20mins	Video record Assessment of pupils ability to give clear instructions and facilitate a large

	<p>should move quickly across the circle and find a new place to stand. Do a couple then take a chair away and the person left makes up the next command. And so on.</p> <p>Who are you? In the circle put everyone into pairs. Give one minute for pairs to swap names and one fact. Each person introduces their neighbour. (Give out name badges as they do so)</p>			group
	<p>Activity 2 Setting ground rules Students and volunteers brainstorm their own ground rules for the sessions. Write rules onto flip chart to display. e.g. Respect others/others' work Listen Co-operate and share ideas Respect the work space Always try our best</p>	Sally/Owen	10mins	Video record Assessment of pupils' ability to run a simple brainstorm
	<p>Activity 3 Presentations Give groups 5 mins to prepare their 'space' for doing their presentations. Each group in turn presents their 'role on the wall' and ad campaign to the volunteers and the rest of the pupils, as they prepared in workshop 4 before Easter. Each presentation is videoed using two cameras. Volunteers and pupils are then put into their groups. Two groups use the guided questioning to get to know each other while two watch their presentations back on a laptop and fill in a checklist with their volunteers. Groups then swap over so all watch themselves and evaluate.</p>	Sally/Owen each supporting two groups	1 hour 20mins	Video record Assessment of pupils' ability to prepare and give a presentation
	<p>Activity 4 Review and evaluate Paper evaluation framework – show students and volunteers and ask them to complete this individually. Remind them that their comments will help to shape the pilot in the future.</p>	Sally	10mins	Video record Pupil/volunteer paper evaluation Any input into the 'jars of importance'

Appendix two

Checklist for evaluating group presentations

Group Name:

Watch the video of your group presentation. Read the checklist. Watch the video again looking at each point from the list. Tick the ones you think your group achieved. Write a comment for each one in the box provided.

Skills to look for	Achieved (please tick)	Comment
Speaking clearly		
Making eye contact with the audience		
Open body language		

turn over

Checklist for evaluating group presentations

Skill to look for	Achieved (please tick)	Comment
Working well as a group		
Listening to each other during presentation		
Maintaining body		

language and attention whilst other group members are talking		
Getting the message across		

Appendix three

Delivery Outline for Words for Work Pilot

Phase One – Working with Pupils	
Activities	Skill Acquisition
Consultation on communication skills using games and brainstorming activities What is communication? What is communication for? Is communication important? What different ways of communicating can you name? For each way can you list things you use to do it e.g. verbal = tone of voice	FS L2 Make a range of contributions to discussions. Present ideas clearly and persuasively to others. (Opps) Make choices and decisions, think creatively and act independently. KS3 PoS (key processes 2.1a) Present points of view clearly and appropriately.
Exploring communication skills using drama and investigation Verbal communication Non-verbal communication Look at when you might use different types of communication Working together Interviews Making presentations	(d)...using a range of techniques to explore, enrich and explain their ideas. (j) Use different dramatic approaches to explore ideas, texts and issues.
Using creative media to explore and present communication Use photo journalism to develop an ad campaign around communication and its importance	FS L2 Listen to complex information and give a relevant response. (Opps) Spend time planning and developing their work. KS3 PoS (key processes 2.1e) Listen and respond constructively to others.
Consultation on communication in the workplace Brainstorm communication in the	FS L2 Make a range of contributions to discussions. (Opps) Make choices and decisions, think

workplace and questions to ask the business volunteers.	creatively and act independently. KS3 PoS (key processes 2.1e) Listen and respond constructively to others, taking different views into account.
Making a presentation Prepare to present results of work so far to the business volunteers	FS L2 Present information and ideas clearly to others. KS3 PoS (range and content 3.1a) ...should include prepared formal presentations.
Evaluate and assess At the end of each session assess how successful it has been and evaluate what has been learned	FS (Opps) Apply their skills in plausible contexts or use their skills for real purposes.

Appendix four

Delivery Outline for Words for Work Pilot

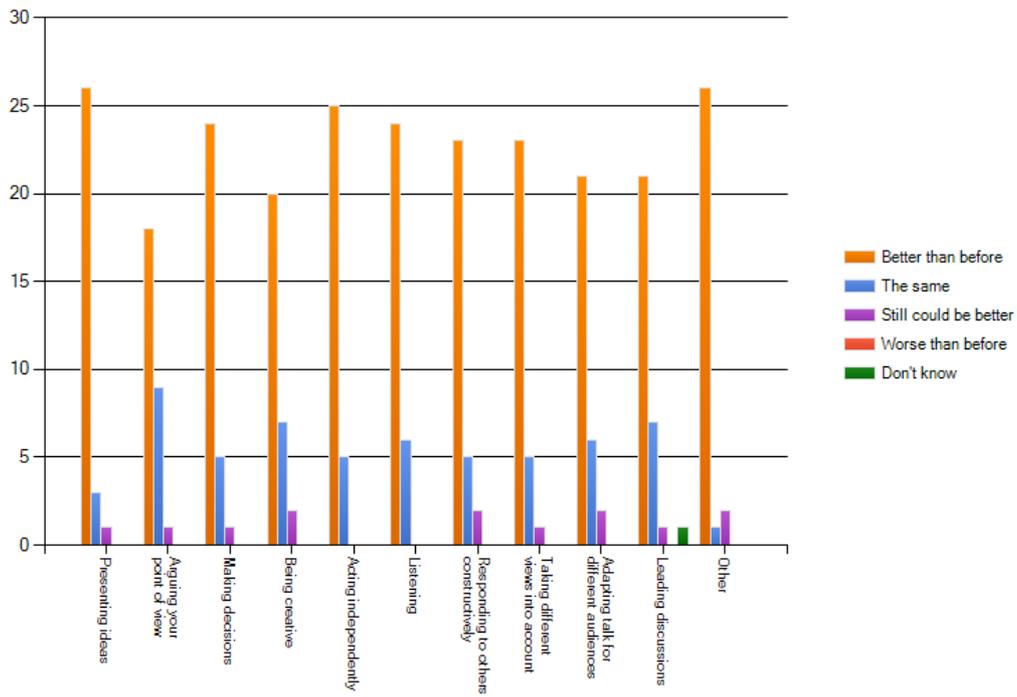
Phase Two – Working with Pupils & Business Volunteers	
Activities	Skill Acquisition
Getting to know you Warm up games and guided discussion in teams to find out about each other What is your job? What do you like doing? What do you like/dislike about school/work?	FS L2 Make a range of contributions to discussions. Present ideas clearly and persuasively to others. KS3 PoS (key processes 2.1a) Present points of view clearly and appropriately.
Making and evaluating a presentation Pupil groups make the presentation they have prepared and are filmed. They watch it back with their business volunteer team members and evaluate their performances against a communication checklist	FS L2 Present information and ideas clearly to others. KS3 PoS (range and content 3.1a) ...should include prepared formal presentations.
Good and bad communication at work - using creative media to explore and present Choose a common work scenario – Interview Meeting Presentation Brainstorm good and bad communications skills at use in the scenario. Create posters using photography and graphics to show the comparison and to advocate the good	(Opps) Spend time planning and developing their work. KS3 PoS (key processes 2.1e) Listen and respond constructively to others. (d)...using a range of techniques to explore, enrich and explain their ideas. (Opps) Make choices and decisions, think creatively and act independently.
Consultation on communication in the workplace Brainstorm communication in the workplace with the business volunteers. Look in detail at what skills are needed when and what employers are looking for	FS L2 Make a range of contributions to discussions. KS3 PoS (key processes 2.1e) Listen and respond constructively to others, taking different views into account. (Opps) Make choices and decisions, think

in their workforce.	creatively and act independently.
Working in a team Create a team charter which shows the skills and techniques needed for a successful team to work well.	FS L2 Engage with the world beyond the classroom. FS L2 Adapt contributions to discussion to suit audience, purpose and situation.
Planning Teams work together to decide what 'product' they are going to create to show their investigations into and understanding of communication in the workplace. Decide on audience, media, angle and hook. Produce detailed plans and timelines for how they will achieve this.	FS L2 Use skills for real purposes. FS L2 Listen to complex information and give a relevant response in appropriate language. FS L2 Spend time planning and developing their work. KS3 PoS Take different roles in organising, planning and sustaining talk in groups.
Actioning Teams follow their plans and work creatively to produce their piece of work.	(Opps) Make choices and decisions, think creatively and act independently. FS L2 Engage with the world beyond the classroom. FS L2 Use skills for real purposes.
Showcase Teams prepare their work to showcase at a celebration event and then to teachers and pupils in the school.	FS L2 Experience success in real situations as a result of using their skills effectively. FS L2 Use skills for real purposes. FS L2 Engage with the world beyond the classroom.
Evaluate and assess At the end of each session assess how successful it has been and evaluate what has been learned	FS L2 Use skills for real purposes. KS3 PoS (key processes 2.1a) Present points of view clearly and appropriately.

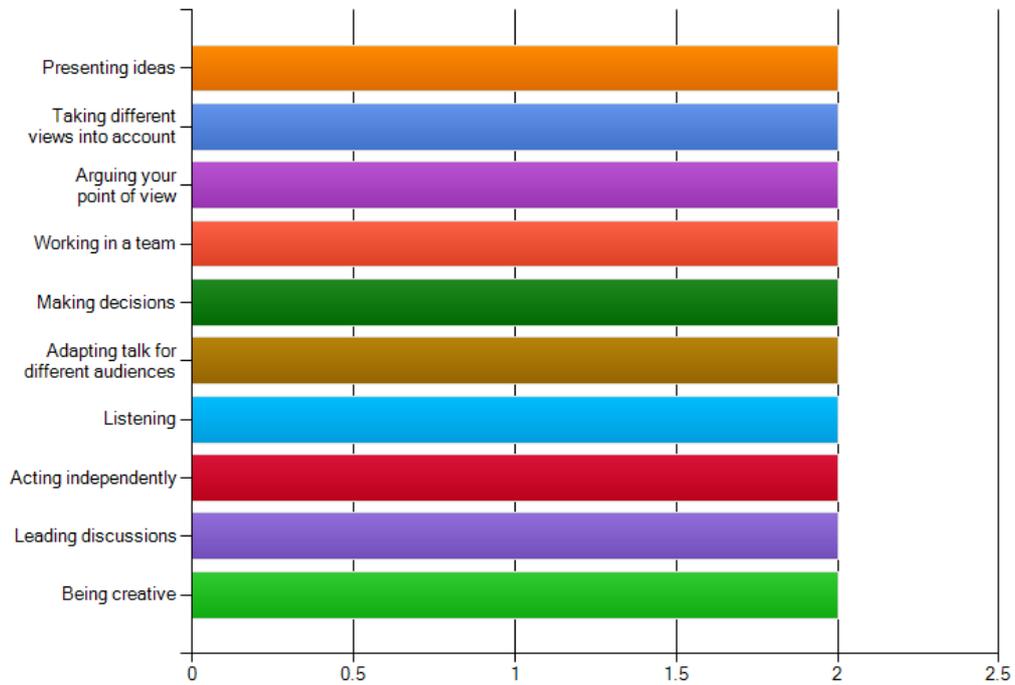
Appendix five

The first five graphs show results for Bishop David Brown School from the post-pilot surveys, pupils x1, teachers x2 and volunteers x2 graphs appear in that order.

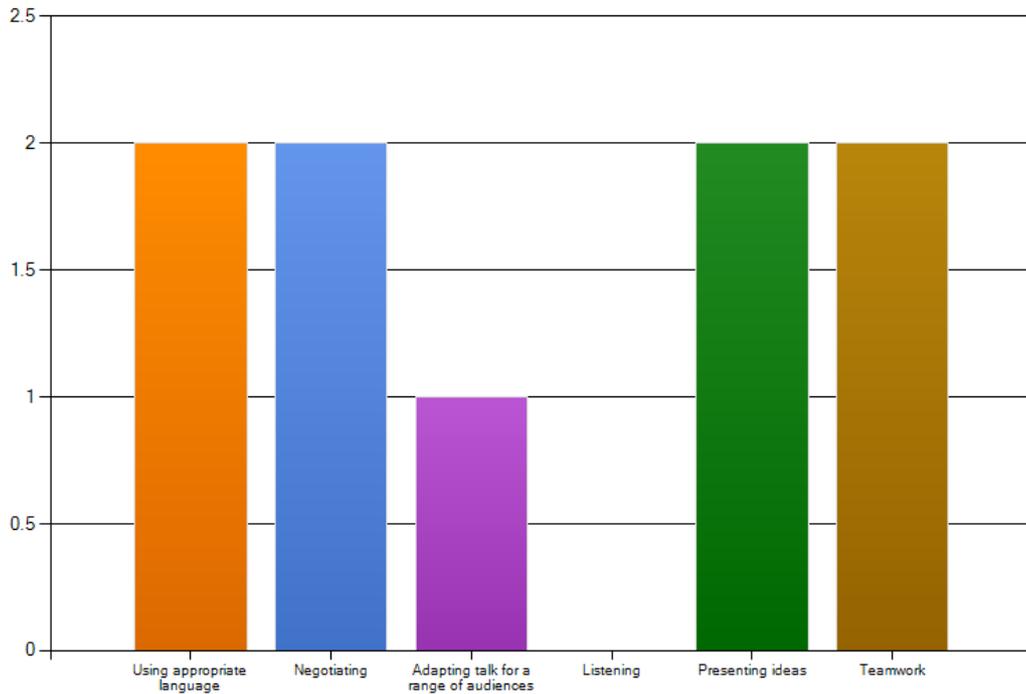
NOW that you've taken part in Words for Work, how good do you think you are at? (Please tick one for each row)



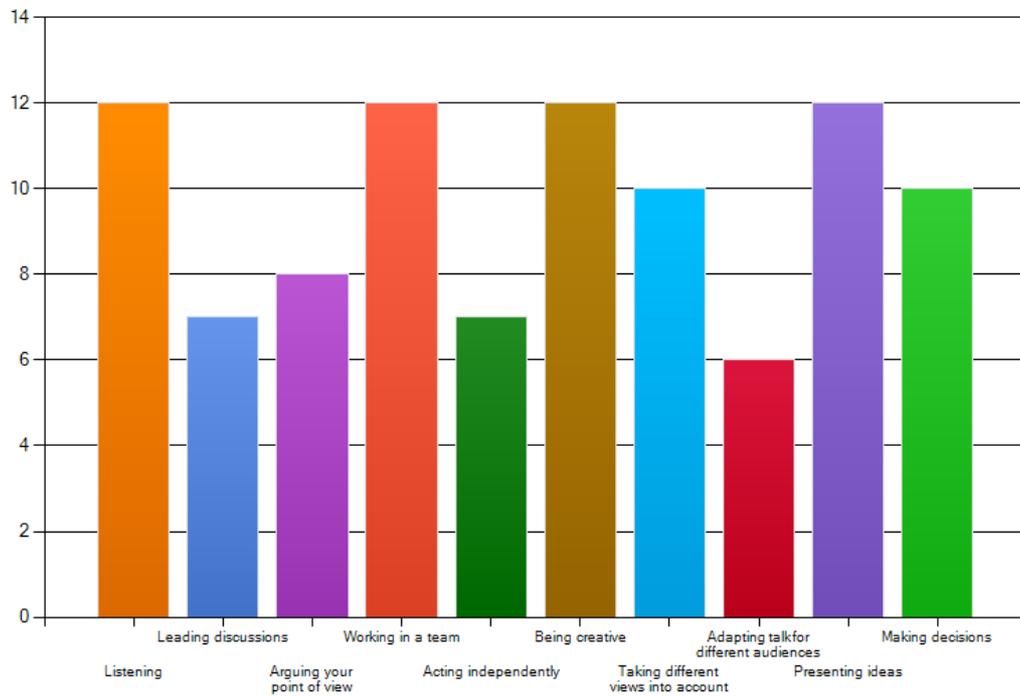
Which of these skills, if any, did the pupils who took part in Words for Work use? (Please tick all that apply)



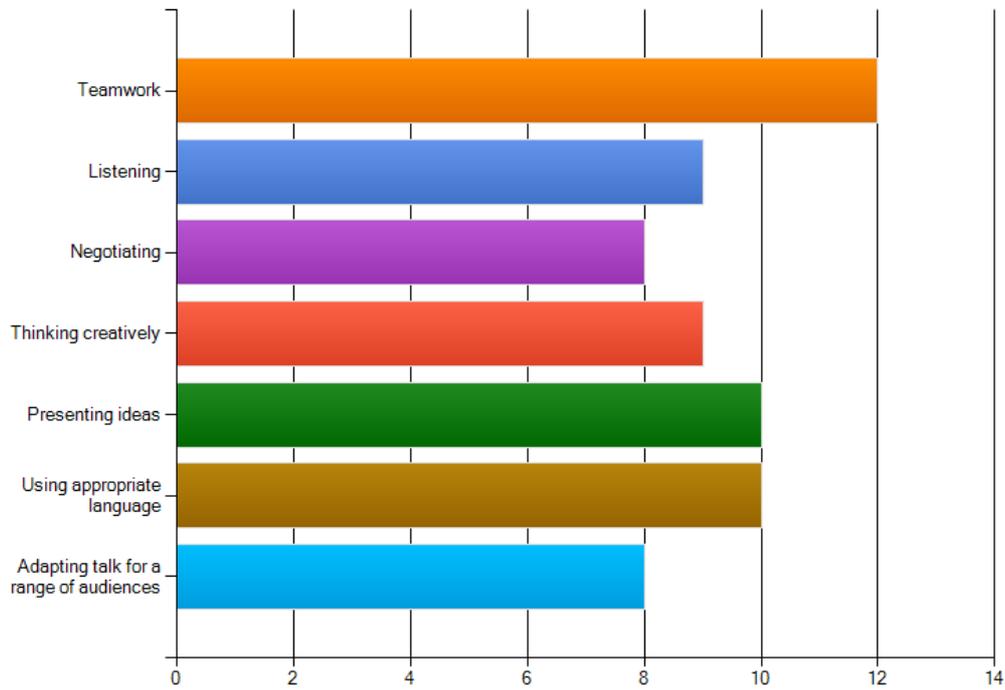
Which of these skills, if any, do you think the pupils have improved? (Please tick all that apply)



Which of these skills have the young people who took part in Words for Work USED? (Please tick all that apply)

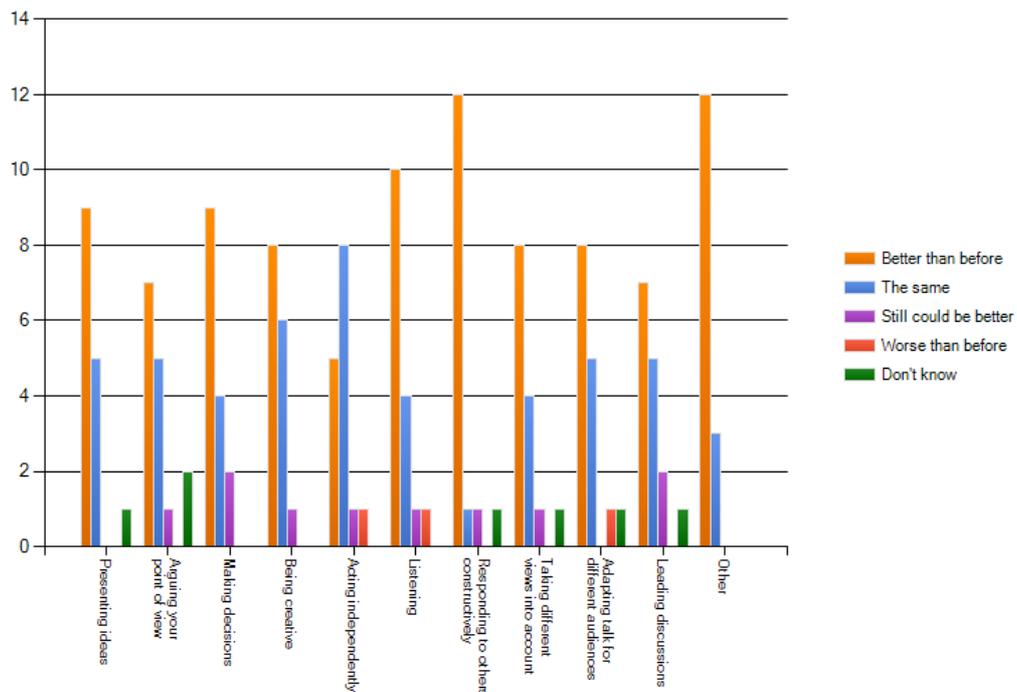


Which of these skills, if any, do you think the young people that you've worked with on Words for Work have IMPROVED? (Please tick all that apply)

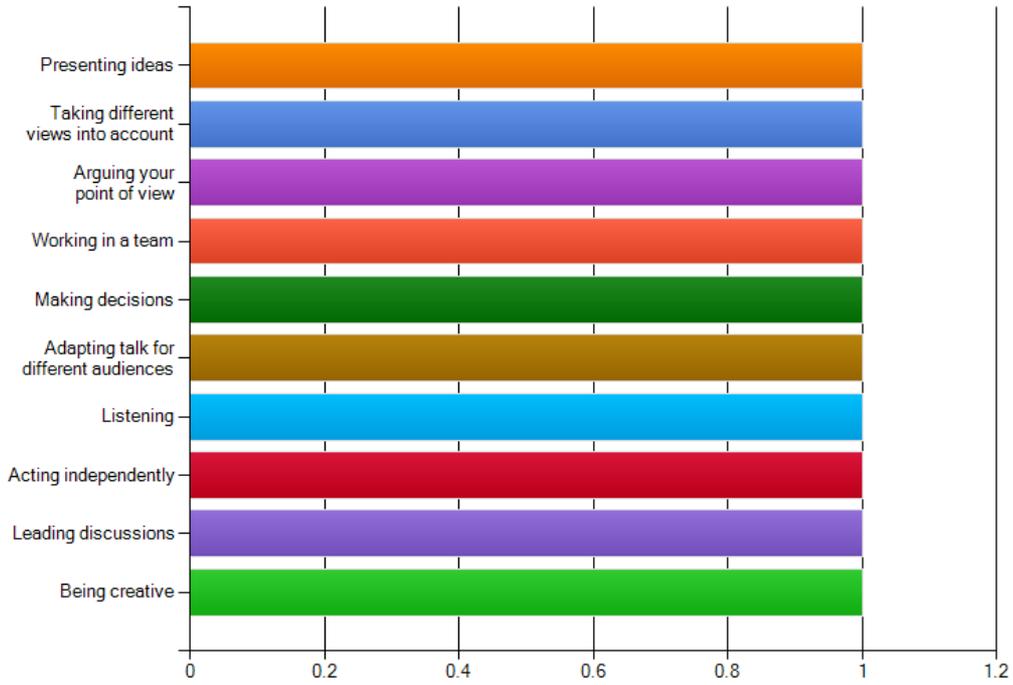


The following five graphs show the same results from Rosedale College and appear in the same order.

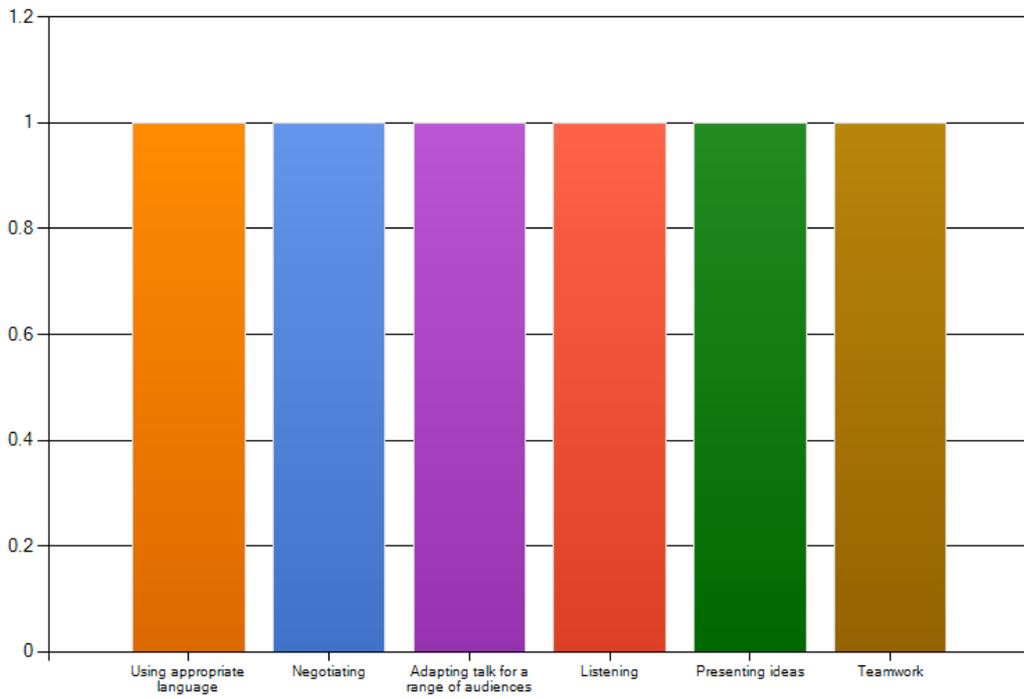
NOW that you've taken part in Words for Work, how good do you think you are at? (Please tick one for each row)



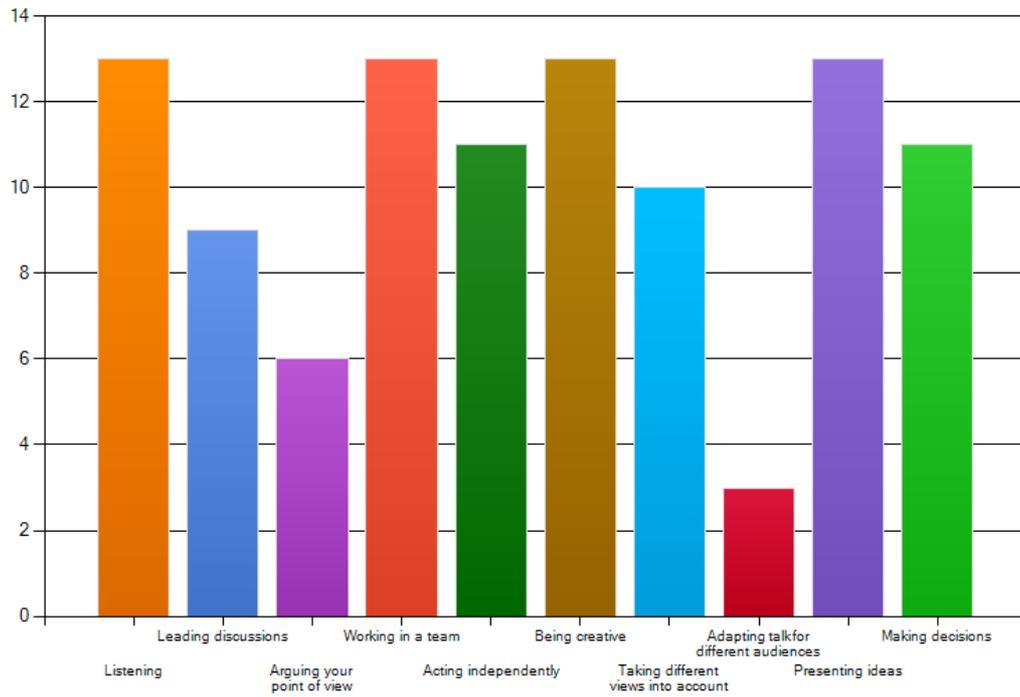
Which of these skills, if any, did the pupils who took part in Words for Work use? (Please tick all that apply)



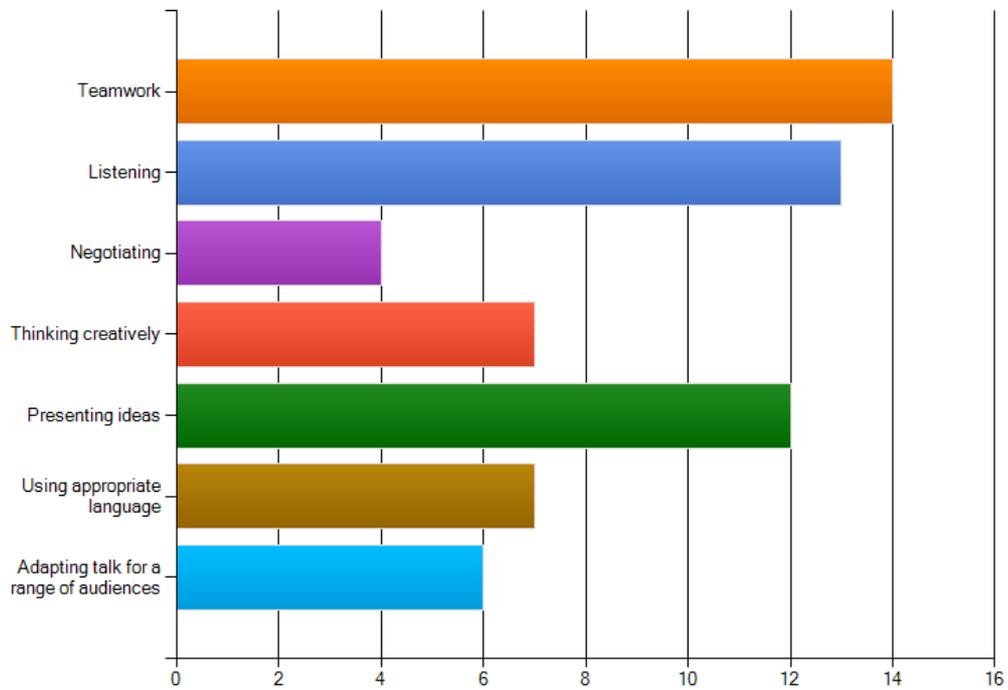
Which of these skills, if any, do you think the pupils have improved? (Please tick all that apply)



**Which of these skills have the young people who took part in Words for Work USED?
(Please tick all that apply)**



Which of these skills, if any, do you think the young people that you've worked with on Words for Work have IMPROVED? (Please tick all that apply)



Appendix six

The following were put into the comment jars during and after phase one, workshop two at Bishop David Brown.

Question	Comment	Great Stuff	
What is going to happen after Easter and how does 'words for work' help us?	I enjoyed doing drama and working with people who aren't your friends.	I liked the bit when we were making our own scene and the mirror copying	Important I don't like Cathy! She is too strict
Please can we change groups!	I don't like being quiet!	Working with different people is starting to get better!	I still want to change groups!
Are we going to do more physical activities?	More fun activities	I usually don't enjoy drama, but this was very fun	More fun!!
Why is acting involved and how?	Less talking	Owen is really cool!	I missed my science (project), math (test revise), food tech (deadline for 2 weeks work)
	I prefer our base groups. I don't like being put into groups with people I don't know	The sculptures were brilliant!	I still want to change groups
	I am not a fan of Cathy	I like doing action. Using drama is really good!	I still want to change groups
	I don't like it	I think the still images at the end were great!	Change groups
	Do more interesting activities	I usually hate drama, but I really enjoyed today's lesson	
	I think more activities!	The group acting and performing was fun	
	I don't like to come up	The bit at the end of the lesson acting out our role play was good	
	I like drama, but it is all standing up.	I'm having a wicked time doing drama and prefer doing stuff!	
	I don't like working in silence! Urr	I enjoyed it, better than last time because we did more active things and there was	

		<u>much</u> less writing
	Very good	
	Do more physical activities	
	Less standing up for so long, and more sitting down. Please.	

The following were put into the comment jars during and after phase one, workshop two at Rosedale College.

Important

Need more fun and active activities

Question

What kind of communication are we using?
 How long have you been doing this?
 What has this project got to do with out future jobs?

Comment

The activities so far are interesting
 Before break was quite boring
 It was interesting and we enjoy it

 I enjoyed today's lesson a lot mainly because I was working with someone I'm really close to

Great Stuff

The drama was really fun and I really enjoyed it
 It was really brilliant

 I really enjoy what we doing and it's fun!
 Thank you.

 Very good

 Great work. Words for Work rules!

Appendix six

Words for Work Budget

September 2010-August 2011

Titles

INCOME

CORPORATES

Actual

2,000

Wolverhampton PCT

1,000

Harbourne Hill NHS Healthtec

1,000

Projected

10,000

TRUSTS & FOUNDATIONS

79,587

Paul Hamlyn Aug 2010 to Aug 2011

54,587

Actual

Wates Aug 2010 to Aug 2011

25,000

Actual

GOVERNMENT

OTHERS advertising, TRA, Arts Council
etc

TRAINING, CONSULTANCY & INSET

INDIVIDUALS

BANK INTEREST & GIFT AID

SUB TOTAL

81,587

Minus Cost recovery @15%

12,238

TOTAL

69,349

PROJECT COSTS

SALARIES

61,056

Project Manager

37,080

On costs

7,416

Project Officer*

13,800

On costs

2,760

CONSULTANCY & CASUAL

2,000

RECRUITMENT

1,000

EMAIL/NEWSLETTERS/URLS

300

OFFICE COSTS

500

POST

60

STATIONERY

150

TRAVEL, including expenses

3000

STAFF DEVELOPMENT

600

MARKETING & PUBLICATIONS

500

PR AND EVENTS

300

WEB COSTS

800

EVALUATION

1000

Contingency

3000

TOTAL

74,266

Shortfall**

4,917

* Project Officer 0.6

23,000

** Shortfall in funding will be met through corporate donations

