

“The pen is mightier than the sword”

Much is said about the impact of words. Words can enthuse, provoke, entertain, persuade, insult, inform, anger, amuse, upset and touch. A publication uses words and sometimes images to convey a message. With this package you will get the opportunity to explore how you can use a publication to address what you are concerned about.

As the authors of your publication, you are the senders of a message to a target audience. It all starts with you.



Before you really get stuck in, there are a few things you need to get arranged. Firstly, you need to get your committee organised.

Committee

Key Functions

Plan the Project
Make Decisions
Evaluate the Process

Take Action
Record Progress
Share Achievements with Others

Before you get stuck in, there are a few things you need to get sorted. The committee meetings are where all the important things will be discussed so it's essential that the meetings are productive. To help conversation and discussion flow, you need to agree on a set of ground rules. Examples are "We will not interrupt a person who is speaking" and "All key decisions will be decided on by a vote". You should brainstorm rules, write them up and vote on them. Make sure the list of rules are on display during every committee meeting.

You will need to appoint someone to be the **chair** of the committee. This person will be in charge of leading committee meetings and setting the agendas and dates of future meetings. You also need a **secretary** who can take notes of the meetings. This is to ensure that agreed actions and decisions are recorded. You might also want to let someone be responsible for the project box, making sure all the components stay safe and that the box is brought to each meeting.

Staying in Touch

You will have regular committee meetings during the project, but a lot of activities will take place outside the meetings. It is important that you agree on a way for the committee to stay in touch. This way you can update each other about what you are doing and notify the group if you are running behind schedule.

Look Ahead

You are about to embark on the step by step guide. Before you get started with Step 1, set aside some time to have a look at the different steps. This will help you get an impression of what you will be doing at each stage of the project. It is particularly important to look ahead before you put together your work plan. You should also think about the different ways you can involve the rest of the school in the various stages of your project.

Anti-Vandalism
Community Relations
Anti Bullying
Environment
Poverty
The Elderly
Social Enterprise
After School Clubs
Human Rights
Conflict
Knife Crime
Animal Rights
Disability Awareness

Your group has established a committee and agreed on some ground rules. Put these rules to the test right away to decide what you will be doing.

Purpose of This Step:

1. Agree the theme/issue the project will focus on
2. Decide on the main aim of the project
3. Break down the aim into activities

You can decide on the theme, aim and activities in many different ways – you might for example have a vote. The important thing is that the committee makes a decision as a whole.

Theme

What topic or issue will you focus on? The following questions will help you to decide:

- What is important to you?
- What do you want to change?

Your theme can be really broad, such as the environment or a charity you all believe in, or it could be more specific to your community or something in your school you feel strongly about.

Try to choose a theme that is simple to address and that the group are enthusiastic about. It is very important that you have fun when doing this project. It makes everything easier and will help keep you motivated.

Aim

Once you have decided on a general theme you need to decide on the aim of the publication. To do this you need to think about what you want your publication to achieve.

A publication can be used to achieve all sorts of different aims. Think about it broadly first and consider what the purpose of your publication will be. Perhaps you want to:

- Raise awareness
- Challenge people's views
- Change something
- Entertain
- Investigate

Have a clear aim before you start to do anything. Make sure you and everyone you are working with understands that aim.

Activities

Once you know your overall aim look at how to achieve it by breaking it down into a list of activities and objectives that will help you in the next steps.

You might want to consider:

- Who do you want to influence?
- How will you communicate your aim?
- What is your main message?

When thinking of activities it will help to refer to the communications model below:



To decide how to communicate it is important to consider the different types of publication available:

Types of publications

There are lots of ways to communicate with your target audience, but choose the publication that fits your message and target audience best. Each of them has their own merits.

Newsletter

Maybe you want to describe a day in your community, your school or the news from a group you are involved with. It could include the important news on the front page, the local football team on the back and, of course, plenty of room for your opinions in the middle.

Magazine

A magazine, like a newsletter, gives you the opportunity to include both text and pictures in your publication. Maybe you could create a magazine with articles, photos, and comments all centering around something you care about like the environment or maybe music, fashion and celebrities.

Leaflet/Brochure

What do you think a tourist should see when they come to your area? Or maybe there is something they should avoid? Why not create a tourist leaflet/brochure describing the positives and negatives of your community? Or maybe you have a completely different leaflet idea? This is a very direct way to talk about an issue you care about.

Photographic Book

Who said a book had to be full of writing? Why not collect pictures in a book to tell a story? You could for example describe a day in your community, or maybe your life in the community. As they say, a picture says a thousand words...

Novel

Are you a Nick Hornby in the making? How hard can it be to write a little book, eh?! Remember that you are pretty much free to do what you like with a novel, and that it doesn't have to be all that long!

Short stories

A short story, as the name suggests, is a story that isn't very long! However, it is also determined by characteristics such as an abrupt start and a sudden end, a limited number of characters and a short time span. A well-written short story easily provokes the reader and can be used to get a message across. Why not create a collection of them and get the rest of the school involved?

Play

Like acting? Enjoy the theatre? Why not write your own play? Maybe you could put the play on? How about a drama raising some of the main issues in your community? Fit a little love story in there and you're all set for the West End...

Poetry

Are you into music? Check out the lyrics to your favourite artist. Is this poetry? Is it the best way for you to express yourself?

You also need to decide if you want to charge money for the publication? This can have an impact on what type of publication you choose and how you decide to structure it. For example – if you're planning to sell your publication, you might want to have a big picture and a catchy title on the front page in order to get people's attention.

Memo:

Think about how you can involve other students from your school in the project.

Skills Bank:

Team work
Contributing to group discussion
Negotiation skills
Use a democratic process to decide on a theme

You have got your committee organised and decided on your theme, aim and activities. Now it's time to agree on the different jobs that are involved in getting your project done.

Purpose of This Step:

1. Assign roles and responsibilities to committee members

Roles and Responsibilities

A big part of teamwork is to divide the work between you. Not everyone can be involved in everything, so you will need to assign different roles and responsibilities amongst yourselves.

Think about the skills that everyone has and the types of things people like to do. You will probably find that everyone in the committee has something to offer and skills are likely to complement each other. Some might be more inclined to do the active roles such as getting out there and talking to people, while others will prefer to plan and organise the project, making sure that things run to schedule. Go with your key strengths but don't be scared of stretching yourself by trying something new.

On the next page you will find a list of suggestions for the types of roles involved in undertaking your specific project. This is not an extensive list so feel free to add other roles you feel are needed. The most important thing is that you cover the roles required for you to complete your project. Once you make the choices about who is doing what, there is a worksheet in the back section of the folder where you can record the group's decisions. Don't forget to make a note in your individual Student Log.

After dividing the roles, each individual should draft a list of what activities they think are part of their role. You may want to finish up with a group discussion to see if you have missed any activities or doubled up on some.

Publication Roles and Responsibilities

- **Editor** – is in charge overall and responsible for the content of the publication.
- **Researchers** – gather information on specific issues.
- **Writers** – write essays, stories or poetry.
- **Journalists** - responsible for writing up articles and features based on gathered information and interviews (newsletter/ magazine).
- **Illustrators** – create drawings and illustrations to go with the stories
- **Photographers** – take pictures to go with the stories. These pictures can stand alone or for part of a picture collection.
- **Designers** – design the lay-out of the publication including deciding where pictures and illustrations go.
- **Marketing/PR officer** – responsible for letting the rest of the world know about the publication by developing marketing materials and distributing press releases.
- **Launch/Event Coordinator** – responsible for organising the launch of the publication such as securing a venue, drawing up an invitation list, organising refreshments and distributing invitations.

Memo:

Remember that you will each have to do forward planning for the activities you have been allocated – so think about what you will do and when you will be doing it.

You will need to set aside time to organise the activities before they happen. For example you will need to set up an interview

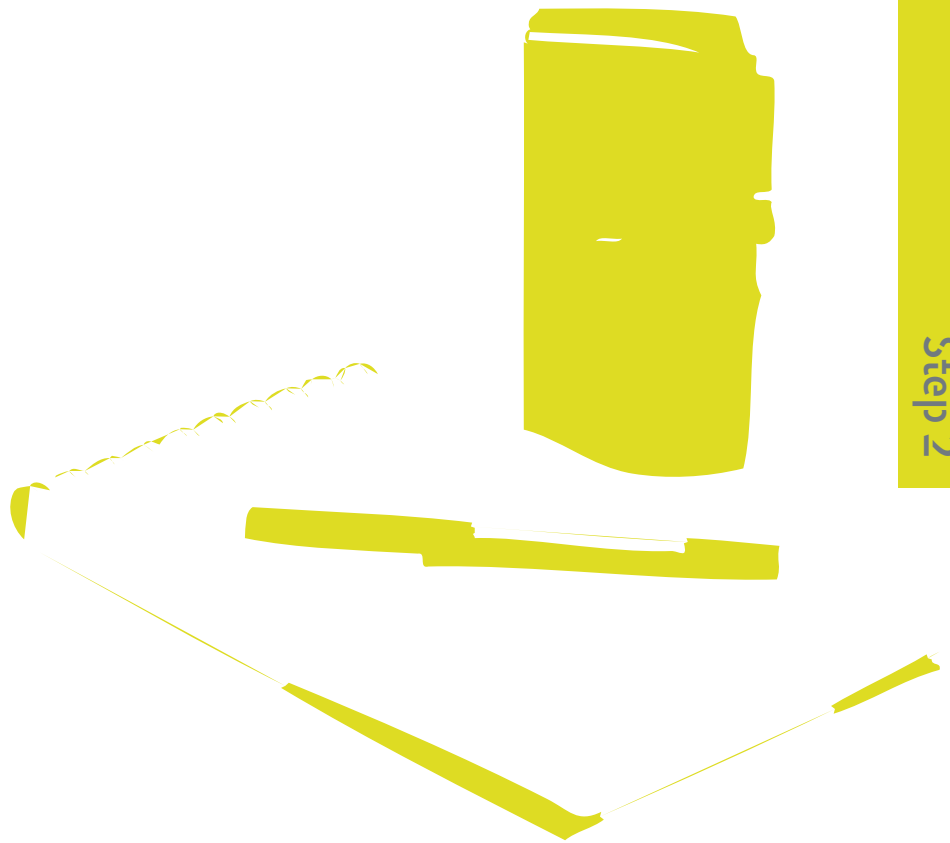
before you do it or you might need to apply for permission for the venue of your launch.

Skills Bank:

Developed team working skills

Developed project planning skills

Taken on individual responsibilities



Glossary

Article - usually a news story presented in a factual style. All the important information appears in the first few paragraphs

Interview – a conversation between two or more people. The purpose is for the journalist to get information from the person he or she is interviewing.

Feature – a story that looks at issues behind the headlines and often has a personalised touch. It is a more in depth view of the news and broader issues.

Editorials/Opinion Columns – a written piece that often addresses a current issue, but presents the newspaper's opinion (editorial) or the journalist's opinion (opinion column) on the issue.

Review – this is an expert's opinion around a specific object or event. E.g. Madonna's latest CD, the new MP3 player from Sony or a Coldplay concert.

Websites

www.writingroom.org

www.zealmagazine.co.uk

Have you thought about?

There are a few things you should consider before you get cracking with your plans: Start to think about how you want to showcase your project. A showcase is an event where you can invite your friends, family and members of the local community to see the result of your project. It is your opportunity to show off your achievements. Think about the roles and responsibilities needed for your event.

Getting others involved

Your project is an excellent opportunity to get the rest of the school involved as well as the rest of your local community.

Think about different ways you can do this:

- You can organise a competition as part of your project and invite the rest of the school to take part.
- You can invite people to the showcase.
- You can consult other students on your issue or what you are proposing.
- Get people involved as soon as possible.

It is you, as the committee who decide what activities go into your plan. But you may want to consider fundraising.

Fundraising

While your package includes all the necessary resources needed to complete your project, you might want to raise money for your project – particularly if you are planning a showcase. It is of course perfectly possible to organise a showcase with little or no extra funding – but if you want to make it into a bigger event, a little extra cash might be handy.

Avoid planning something spectacular and expensive without having the necessary funding for it. Remember that raising funds takes time. Talk to your facilitator about what might be possible.

You have your theme and your aims. You've got your roles and responsibilities. All you need now is a plan!

Purpose of This Step:

1. Draw up a work plan with a timetable, targets and deadlines.

Plan Your Time

We have included schedulers for work plans and timetables in the worksheets section. You should consider:

- How long have you got to complete the project?
- Try and plan how long each of your activities is going to take.
- Set yourself targets you think you will be able to meet and try to stick to them as closely as possible.

Find out what other events are happening in your area, as you may be able to work in conjunction with another activity or as part of another event (i.e. magazine or book fairs). Look at national events and themed weeks – most of these are listed on:

www.countmeincalendar.info

Make sure you keep your contact teacher and facilitator updated about your plans. You should try to arrange that any external people you have to speak to, visit you at school. In some cases (i.e. talking to the local authority or checking out a venue) this may not be possible so it is important to check with your contact teacher about the best thing to do in those situations.

Planning your publication

Some things to keep in mind when you plan your publication

The issue

- What do you want to achieve with your publication?
- Do you want to present both sides of an argument or do you want to raise awareness and inform people about an issue?

Target audience

- Think carefully about who is going to be reading the publication.
- Once you know who will be your readers, think about what they normally read and what they will find interesting, entertaining and worthwhile.

Gathering information

- Think about where you get your information from.
- If you are focusing on a local issue, your local community should really be your primary source. Go out and talk to people, hear what they have to say and what they think about your issue.

Look, feel and length

- Decide or find out early on what the publication is going to look like – length, colour etc?
- Do you want there to be a small charge for buying the publication?

Tone

- The tone of your publication depends upon what you want to say in it.
- What tone would best suit the issue you are covering?
- What tone would best suit your school?

Memo:

Make sure you are recording your work throughout the project process. Use your YTB digital camera and snap the group in action from start to finish. The secretary is responsible for taking notes at the committee meetings, but you should all use the reflection section in the Project Log to make notes and

comments during the process. This will make it easier when you are evaluating the project at the end, but it will also help you for next time you are doing a project of this scale.

Skills Bank:

Developing work plans and schedules

Setting targets and deadlines

Research

Variety

- You can include news, opinions, stories, case studies, photos, diagrams, cartoons – anything you like.
- The more variety you have the more interesting the publication will be.
- Remember a newsletter and magazine can include some fiction writing such as a short story or poetry.

Borrow ideas

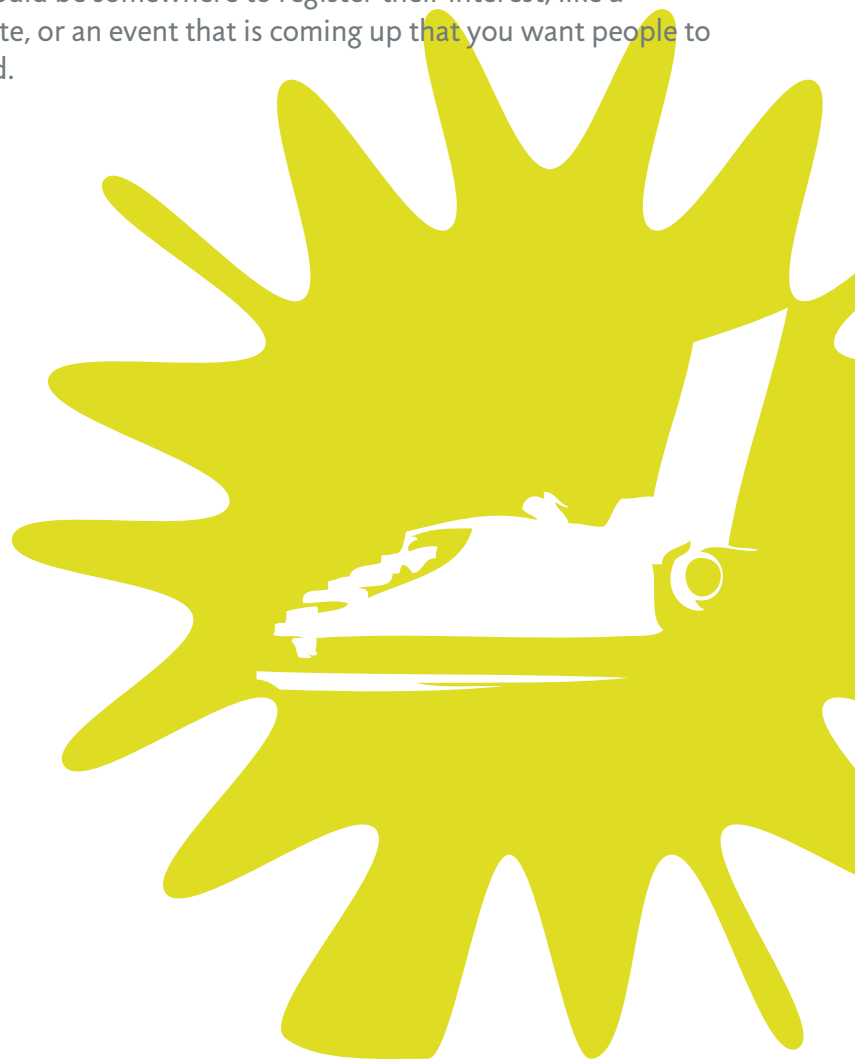
- Look at newspapers, magazines and newsletters for ideas. What have they done that you like?
- Also, remember that your publication does not only have to use words, think about using images and drawings.

Get attention

- If other students in the school are involved in writing for you, being interviewed, consulted or photographed – they are more likely to buy the end result.
- Make sure you market your publication by organising a showcase and distributing publicity material.

A call to action

- If you want your readers to act on your message, make sure that there is a “call to action” in the publication. This is a part of the piece that actually tells people what you would like them to do.
- This could be somewhere to register their interest, like a website, or an event that is coming up that you want people to attend.



Publication at a Glance

Theme

- Research the issue
- Decide on the message
- Think about what you want to achieve with your publication

1

Medium

- Choose the type of medium, i.e. short stories, magazine
- Look for inspiration in other publications – borrow ideas
- Who is your target audience and what will work for them?

2

Impact

- Keep in mind your audience and message
- How do you want them to react?
- Decide on style and tone i.e. fresh and funky, dark and brooding

3

Involve others

- Use your fellow students for interviews and opinions etc.
- Get other students involved with the launch of the publication
- Who else do you need to involve? (Experts, members of the community)

4

5

Equipment

- Ensure everyone has the equipment they need
- Make it clear to those outside the committee what equipment is available for their involvement, i.e. cameras if you are having a photography competition

6

Action

- Organise interviews
- Write up stories, articles and interviews
- Organise photo shoots, illustrations, design, lay-out
- Edit and print

7

Publicity

- Get other students involved with spreading the information about the launch
- Create your own publicity materials such as leaflets and posters
- Send out press releases to the media

8

Celebrate

- Organise a launch to celebrate your publication
- Make sure everyone who has been involved gets recognised
- Congratulate yourselves on a job well done
- Have fun

If you decide to do fundraising for your project, you should pay special attention to the following points:

Fundraising legalities. There are quite a lot of legalities around raising money for charity, so here are the most important ones:

1. You can only raise money for a registered charity.
2. All the money you raise must go straight to the registered charity.
3. The charity's registered number must be on all fundraising materials.
4. To collect money on the street you must be over 16 and sealed buckets must be used.
5. All fundraising must be supervised by someone over 18.
6. All monies collected must be managed by someone over 18.
7. If you hire an external venue for your event check that they have all the correct licenses. A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
8. It is also useful to talk to the local authority if you want to do an outdoor event. Each local authority will work slightly differently. Applications need to be made to most authorities three months in advance. Find out your local council contact at www.upmystreet.com

Managing money. When you're raising money make sure that there is a very clear and safe system for collecting and looking after money, that is being managed by a teacher or someone over 18.

Sponsorship and Donations

All requests for donations to charity must be done with an attached registered charity number. All funds raised by you for the charity must only be received by this charity organisation. Any personal information collected about donors or supporters must only be used only in compliance with the Data Protection Act 1998. When a proportion of the money raised is being used to cover costs, or a part thereof, then this must be made clear to donors.

Collections

Obtain a Street Collection License from the relevant local authority (the council or metropolitan borough) for all collections in public (a place where the public have unrestricted access to all the time). These are limited and need applying for well in advance (min. 1 month).

Get permission from the owner or manager of private property (e.g. shopping centre manager, station master) Obtain a House to House Collection License from your local authority for collections that move from place to place. For business premises, such as pubs, you also need the permission of the owner or manager. During all collections, you must wear ID badges and use sealed collection tins. All collectors must be over 16.

Raffles and Lotteries

If you want to hold a raffle at a one-off event, like a dinner or party, you must sell tickets solely at the event. Do not spend over £250 on prizes (donated prizes do not count) and there should be no money prizes (vouchers do not count). This counts as a Small Lottery, for which you do not need a license. The result of the raffle must also be drawn at the event.

Any lottery or raffle other than those described above need a Lotteries License from your local council or metropolitan borough.

Liability for the legal organisation of a lottery falls onto the person/persons promoting it.

Resources

See the **Young TimeBank** website www.youngtimebank.org for 10 Top tips for fundraising and more information about fundraising. Click on 'Resources', then 'Fundraising'.

The Government has recently made available two new funds for young people – the **Youth Opportunity Fund (YOF)** and the **Youth Capital Fund (YCF)**. The Youth Opportunity Fund provides money for projects and activities in your area, while funding from the Youth Capital Fund can be used to buy the premises and equipment needed to get activities going.

Contact your local authority for more information or talk to your facilitator.

v is a new charity launched in 2006 to promote youth volunteering. Their aim is to inspire 1 million young people to get involved with volunteering. **v** is a youth led organisation, and has an advisory board made up of 20 young people. Check out their website www.wearev.com for possible grant opportunities.

The Big Boost also gives awards to young people of between £250 and £5000 (11-25), to help them get their ideas that will benefit the community off the ground.

Visit www.thebigboost.org.uk to find out if you are eligible and see what other young people have already done.

Do It

Step 4

Enough talking, debating and voting, now it's time to take action.

Purpose of The Step:

1. Put your plans into action

Here are some of the things your role should involve, but remember to add anything you think have been missed out. If you feel you need more information about the different roles, get in touch with the Young TimeBank Helpdesk 020 7785 6374.

Editor

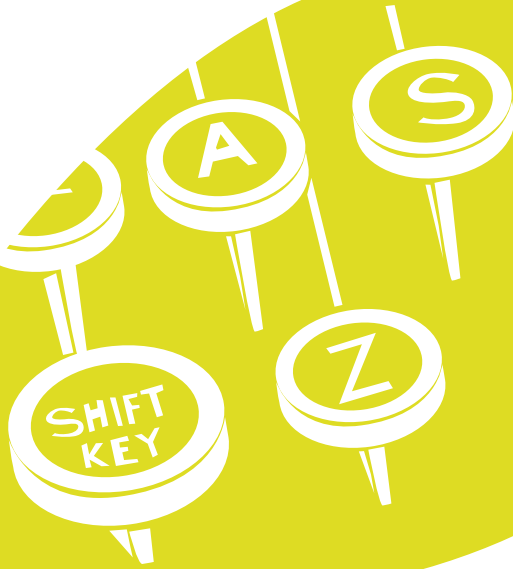
- Make sure everyone knows what they are doing and when they are doing it.
- Remember to keep your contact teacher up to date on your committee's plans and activities.
- Take charge of editing.
- Keep a close eye on deadlines and find out in advance if there is a problem.

Researchers

- Look into what kind of sources you are going to use for your research, e.g. the internet, the library, newspapers and local people. It is important to make sure you have a wide range of sources.
- If you are planning to get opinions and information from people in the local community, it is a good idea to create a survey. Think about what questions you want to ask. This could be done by email, post or within your school. If you decide to survey people face-to-face talk to your facilitator and always stay in groups.
- Make sure you pass on your research to the writers, editor and anyone else who would need it.

Fiction Writers

- Many writers spend a lot of time observing people to get inspiration for their characters and the environment they operate in – maybe you want to do this as well.
- Description is very important in fiction writing, so pay attention to details.



Journalists

- Organise any meetings or interviews you are planning to do – agree on date, time and place. Also agree if it is a telephone, email or face to face interview.
- Always ask if the person you are meeting can meet you on the school premises.
- Do your preliminary research – make sure you know who you are meeting and what they are responsible for.
- Write up your questions or key points in advance – you need to know what you want to talk about before your meeting/ interview.
- Make sure you have the equipment you need, e.g. dictaphone, notepad, pen etc.
- If you are writing a review, make sure you have everything arranged for attending the event or know how to get hold of the object you are reviewing.
- Make sure you take good notes, no matter if you are taping the interview or attending an event for review
- If you tape an interview, you will need to transcribe it (write it up) afterwards
- Make sure you have contact details for the people you interview in case you need to follow anything up.

Illustrators

- Have a look in different magazines, newspapers and books – is there a type of illustration that you really like?
- Talk to the writers and journalists about the stories they are planning to write. This will give you an idea of what type of illustration will go well with the text.
- If you are making an illustration for an interview, you should join the journalist at the interview.
- If you are covering a regular news story, visit relevant places and people to get inspired.

Photographers

- Have a look in different magazines, newspapers and books – is there a type of photograph that you really like?
- Talk to the writers and journalists about the stories they are planning to write. This will give you an idea of what type of photograph will go well with the text.
- Make sure you have the equipment you need and that it works, e.g. camera, tripod etc.
- If you are taking a photograph for an interview, you should join the journalist at the interview.
- Talk to the journalist and the editor about what they want, they might want an action shot or a group shot.
- If you are covering a regular news story, visit relevant places and speak to people to get inspired.
- Do lots of shots when you are photographing your object.
- Make sure that the person or people you are taking photographs of are happy for their photographs to be used.



Memo:

This is where you really get stuck in so have fun

Skills Bank:

Working as a team

Turning your plans into action

Communications

Learning a particular skill

Designers

- Look at different styles for design – see if there is something specific you like, something that catches your eye and looks funky.
- Talk to the rest of the group; listen to what ideas they have for the way the publication will look
- You might also be creating art work for leaflets that promote the showcase – talk to Events and Marketing about a theme. Get the necessary information for the text.

Marketing/PR officer

- If you want to find out what your target audience likes and doesn't like in a publication, ask them. Get the researchers to create a questionnaire for you.
- Think about how best to talk to people and how to influence them.
- Use the sample press release as a basis to create your own release.
- Come up with a marketing plan and the different elements it will include: leaflets, stand, media stunt etc. Make sure you make some noise around your project!
- Put together a list of who you may want to send your press releases to and keep it updated.

Event coordinator

- Think about what type of event you want to have. Remember this is all about celebrating your achievement and promoting your publication so that people know what you have done.
- Think about events you have attended and what you liked and didn't like about them.
- Try to involve students outside the committee in the event. Are there any talented musicians, actors, singers etc in the school? Ask if they want to perform at the event.
- Decide on the key things: date, venue and time.
- Make sure you have all the equipment you need – do you need to hire any of it?
- Make a programme of the event with timings.
- Have a dress rehearsal if needed.
- Remember you will have to clean up after your event.

Celebrate

Step 5

You're wrapping up your project, putting the last touch on your publication and you want to show it off.

Purpose Of This Step

1. Recognise your achievements
2. Showcase your work – tell your story
3. Spreading your Message

Recognise your achievements

You have all worked so hard – now it's time to celebrate the contributions each individual committee member has made throughout the project to make the publication a success. A good way of doing this is to organise a showcase, which means inviting the public to see your publication for the very first time.

Showcase your work

Showcasing your work is a great way for friends, family and members of your school to see what you have created and how hard you've worked. If the aim of your publication is to change something, a showcase is a great way to reach out to all those people with power and influence.

Here are some ideas about how to showcase your work...

- Have some sort of performance to kick it off – get people from your school involved.
- Do a presentation around the issue you are tackling in your publication – a call to action.
- Do a power point presentation showing excerpts of the publication, i.e. pictures, snap shots of the stories, design etc.

Memo

First Aid – do you need First Aiders at your event? Ask your contact teacher who the registered First Aiders are

Insurance – check with the school to see if your school's insurance covers your event

Rainy weather – if your event is taking place outside, you should have a back up plan in case of bad weather

Food – if you are planning to have food at your event, you will need to check with the

school for any health and safety guidelines you need to follow.

Raffles – if you are having a raffle, again check with the school as you may need to make special arrangements for any funds you collect or need to arrange a license.

Skills Bank:

Events organising

Liaison with people in authority

Communication skills

Promotional skills

- Have a reading of a short story, poetry or an essay included in the publication.
- Have a panel of people who have been involved in the publication in some way – editor, interviewees, contact teacher etc to debate the issue the publication was aiming to tackle.
- Have a stall selling your publication.

Specific things that you might want to think about:

- If you hire an external venue for the showcase, check that they have all the correct licenses.
- A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
- It will be useful to talk to the local authority if you want to hold your showcase outside (for example, in the park of outside the town hall).
- Applications for the use of outside space should be applied for well in advance.
- You will need to ask permission to put up posters.

Your showcase is also a great opportunity to get the press interested in what you have been doing. Getting noticed by the local media is an effective way to raise awareness of the issues that matter to you and challenge negative images of young people in the media. And through positive press coverage, you may even receive offers of support, help or even funding. The templates section includes press release templates so get writing and then send your releases to Young TimeBank to be distributed. For 10 Top Tips on contacting the media visit:

www.youngtimebank.org.uk



Spreading your message

Not only is it important to get your message out in the press but it is equally important to keep those who were not able to attend the event informed about what went on.

Remember to take photos that you can send, with your written record of the day, to those interested in knowing more about your project.

This information will help create a legacy about your work as people can refer back to it in the future. Young TimeBank will use it as a case study or an important councillor might use it as an example of the positive impact of young people engaging with citizenship issues.

Checklist

- Posters and leaflets - printed and distributed
- Acquire any additional equipment, i.e., pa system
- Draft a press release
- Draft a programme
- Send out invitations and deal with replies
- Invite local media
- Plan the clean up

Memo:

Make sure you get back to the Young TimeBank staff with your feedback

Skills Bank:

Evaluation methods

Personal reflection on activities

Analysis

You've done it and celebrated your achievements. How did it go? What worked? What would you have done differently?

Purpose of This Step:

1. Evaluate the project
2. Evaluate your personal involvement

An important part of any project is setting aside time to reflect on what you have achieved and evaluate what you have learnt. Think about the skills you have gained, the things that worked and what, if anything, went wrong. This will help you be better prepared for the next time. Don't forget to look over the information you have recorded throughout the project – pictures and individual logs – to help remind you.

Evaluate the Project

There are numerous ways for you to evaluate the impact and the success of your publication.

Group discussion

The most obvious way to evaluate your project and the progress you have made is to discuss it as a group. Everyone then has an opportunity to reflect on their part in the process and how it all came together.

Questionnaires

A familiar approach for evaluation is by questionnaire. This helps to gather people's ideas, opinions and views on specific questions which also makes it easier to analyse. Think about the types of questions you could ask in relation to what you were trying to achieve by doing the project. Has awareness been raised? How

has it affected others? Can you ask people the same questions at the beginning of the project and at the end, to see how people's awareness/opinion has changed as a result of the campaign?

There are two types of questions you can utilise: open or closed.

Open questions require a written answer. These are useful to gain an insight into a person's views. However, it can be difficult to get good answers because people tend to write very brief responses or overly long ones that are difficult to compare to others.

Closed questions are generally easier to analyse because they present a range of multiple choice options. They are generally quicker and easier to complete and will give a very specific range of answers, and can be easily quantified e.g. 75% of Year 10 students that we asked, said that they now know more about the issue than before our campaign, 40% of people we asked changed their mind as a result of the campaign and now support us.

Monitoring

You decide from the outset what type of information you would like to monitor. For example, is it important that you know how many other people were involved in the project or how many copies of your publication you sold? Remember, there is space in the Evaluation and the Reflection worksheet to write down your notes.

Five questions to think about when you are evaluating your publication

How did you feel about your publication?

- Do you feel you managed to tackle your issue with your publication?
- Did you manage to reach your target audience?
- Did you manage to gather enough information to properly present your issue?
- Do you think the lay-out and style of the publication worked?
- Did you manage to influence your audience in anyway (if that's what you intended to do)?

Evaluate your Personal Involvement

Techniques such as group discussions can also be used to assess your personal involvement in the project. Think about the following questions when evaluating your personal involvement:

What were the best things about taking part in this project?

What skills have you gained as a committee?

What have you learnt?

What could the Committee do differently?

How could you work better?

How could the project be improved?

One of the aims of the Young TimeBank projects is to challenge stereotypes around young people and volunteering. Young people have traditionally not been very well represented in volunteering activities – but your project has already shown that you have so much to contribute.

What else could Young TimeBank have done to support you?

Do you think you are more likely to volunteer in the future as a result of taking part in the Young TimeBank project?

Do you feel more confident at setting up your own projects?