



young people making a difference

**Envision Volunteering Pack
Your Guide to being an Envision Team Mentor**

Name:

School:

Envision Coordinator:



Contents & Welcome

Welcome to the Envision Programme

Envision has been supporting young people to make a difference in their schools and communities since 2000. Thank you for signing up to become part of this experience.

Envision believes that within every person lies the desire and capacity to make a positive difference: all that is required is the opportunity and support. The support you will give teams this year ensures that thousands of young people will have that opportunity.

You will be part of a network of over 200 mentors in Birmingham, Bristol, Leeds and London working with over 5000 young people as they tackle issues ranging from street crime to bullying, by setting up their own youth-led campaigns, projects and community schemes.

The Envision experience gives young people the chance to aim higher and develop confidence and skills. At the same time they become role models for their peers and challenge the negative stereotype that young people are apathetic and disengaged.

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Our History

Envision is an educational charity established in 2000 by four young people. Their vision was to make the most sustained impact on the world that they could, and they decided to do this by working to enable other young people to do the same.

2000-2001

With £10,000 raised through an auction of promises, Envision pilots the programme with 75 young people.

2002-2003

After a successful pilot, the programme expands in schools and colleges across London, working with 300 young people.

2003-2004

The programme doubles the number of schools and colleges to 40 and expands across London and beyond.

2004-2005

Expanding to schools in Cardiff and Oxford, Envision now runs the programme in 60 schools and colleges.

2005-2006

New office in Birmingham, working in 12 schools. The programme runs in 65 schools and colleges in London with six satellite schools around the country.

2006-2008

Expansion continues in London reaching 80 schools and colleges and five in Essex. Birmingham expands to 23 schools. Envision develops Educational Consultancy and Active Citizenship workshops. Pitch 4 Change, the Envision Dragon's Den, is piloted.

2009-2010

New office in Leeds with programme running in 10 schools. 30 schools in Birmingham, 65 in London. Envision runs Active Citizenship workshops in schools across the UK. Pitch 4 Change runs in all three regions, with 20 teams of young people receiving a total of £9000 for their 'make a difference' projects.

2010-2011

New office in Bristol opens in July 2010. Envision offers Active Citizenship Workshops for higher education institutions and INSET days for teachers. We also work with businesses and community partners to support young people in building their employability skills and confidence. Pitch 4 Change to run for 15 teams across the UK. Envision now works with over 5000 young people per year in structured programmes.



Overview of Envision Programme

All Envision teams are different and there is no set timeline for how a team's project will develop. However each team's journey can be divided into four stages:

Provoke, Inspire, Create and Act.

The following should give you some idea of the different processes which teams go through during their Envision experience.

Provoke

At the start of the school year Envision staff deliver a presentation to engage young people with the idea of making a difference. This is followed by a series of sessions which are designed to **provoke discussion and debate** - encouraging young people to voice their ideas on a whole range of issues.

Emphasis in these first few weeks is on building the Envision team. It is important at this stage that young people feel that their ideas are being listened to and they have a chance to **explore a range of issues** before choosing their project idea.



Developing their ideas

As a facilitator you are there to draw out the group's ideas and help them create a project. Encourage them to think about their ideas in different ways and seek practical approaches. Does the idea need to be scaled down? How can they maximise their impact?

Inspire

Once the team is focused on an issue it is important to encourage them to think critically about how they can make an impact. Before they dive into project planning, encourage them to research the issue and gain a **deeper understanding**. This is a good stage for teams to visit a charity tackling their issue or invite a guest speaker to one of their meetings.

In November Envision holds a **welcome event** with speakers, games and skills workshops to help the teams learn more about their issue and develop their project ideas creatively. Through this event and the website, teams can also see what **other Envision teams** in their area are doing.

Project planning and research

The most successful projects start with careful research around the causes of an issue and what kind of action is needed to tackle it. Encourage your team to conduct surveys or other research before planning their project. Assigning roles and setting deadlines will speed things up too!





Create

This is the project planning stage. The meetings may change pace as team members take on **specific roles** within the team. They will start to map out their project week by week and assign tasks and responsibilities to different people.

They may **apply for funding** at this stage and need help with budgets. Alternatively they might need support writing and delivering a presentation about their project to decision-makers or school staff, or in a school assembly. As the meetings become more formal, team members may take turns **taking minutes** and recording actions.



From planning to action

At this stage the team will have taken responsibility and ownership of the project.

They may hold meetings outside the weekly Envision slot and report back on their progress.

Your role will be to make sure they have thought of everything and keep their deadlines in mind.

Act

At this stage the team are empowered to turn **project ideas into action** and will need practical help and support to pull their projects together. Part of the role is enabling teams to realise that with every positive action they take, they have the ability to inspire others or change the attitudes of wider communities - **the “ripple effect”**.

At this stage we encourage teams to get their stories into the press and challenge some of the many negative stories about young people. Once projects are completed we **inspire them to take future action** by showcasing the year's projects at our Summer Ceremony.

Celebrating success

Join the team in June or July to celebrate their project and help them to spread the word about what they have done! Whatever the team's issue or project, encourage them to look at what they have gained from the year - what skills have they learned, what new things have they tried?



Your Envision Coordinator

Each team of young people is supported by an Envision Coordinator. This Coordinator works with the team from September and facilitates the first meetings where they are encouraged to think about issues within their local area and their impact on the environment.

Point of Contact

The Envision Coordinator will also be your point of contact with the team. They will arrange and coordinate meetings between you and the Envision team. Envision Coordinators will provide you with a briefing about the team before the first meeting and keep you updated on events, evaluation sessions and school holidays.

Resources and Support

Any resources that you require will be provided by your Envision Coordinator, who will run the first few meetings to get the team going. They will then visit you and the team every month or so to offer support as needed.

Every Coordinator is a trained facilitator, experienced in working with young people and resolving any conflict that may arise.

You should be in weekly contact with your coordinator by phone or email.



Developing the Project

Envision Team Mentors meet with the young people on a weekly basis from September to May and continue guiding, advising and supporting the team as they move from an idea into the delivery of a project.

To keep in contact with your team go to:

<http://www.envision.org.uk/teams>

Each team's page has space for you to blog, discuss the project and post project videos and photos. You can also check out other Envision projects in your area.



Planning Your Meeting



As you start planning your session think about the 3 Gs:

What would you like to **give** to your session?

What would you like people to **get** from your session?

What is your **ghastly**?

(And how you will make sure it doesn't happen?)

Use the following "Envision flavours" to plan a fun and informative meeting.

1.Engaging: Envision makes sure sessions are engaging by making sure they focus on what young people want and need from them. Before each session have an idea what you would like to achieve and ask the team to agree what they would like to get by the end - a decision on the type of event, or a list of jobs to be done by next week for example. When running activities with the team, explain why you are using them.

2.Youth-led: Envision's mission is to empower young people by teaching them leadership skills and you can encourage this through your meetings. Ask them to each take turns chairing sessions or presenting feedback so that the focus really does remain with them and they feel they have a say in the way the session is run.

3.Supportive: Most teams will have at least two Team Mentors working together to better support the team. Use the skills and experience you both have to bring different points of view and widen the team's horizons.

4.Teamwork: Encourage the team to work in small groups and to present and feedback to each other. Encourage debate, but help them to manage disagreement by listening to each others' ideas. This builds a strong and confident team.

5.Communicative: Make sure your session is interactive and has plenty of opportunities for discussion and feedback. Create a good balance of listening and activities. For tips ask your Envision Coordinator.

6.Remove barriers: Confidence is a major barrier to presenting well and holding your own in a meeting. As an adult you are a role-model to young people. Spend time at the beginning introducing yourself and running activities to help everyone relax. Envision has lots of ice-breaker activities we can offer.



Mentoring Top Tips & Tools

1. Practice Active Listening

When we actively listen we suspend our own thought processes and give the speaker our full attention. We make a deliberate effort to understand someone's position and their underlying needs, concerns and emotions.

2. Design a Good Agenda

Write the objectives for the session on flipchart or on the board at the beginning of the session and ask the group to add their own. Encourage the team to keep to this agenda.

3. Reflection

Come up with an aim for the session at the beginning and write it up somewhere visible. You can then refer to this and get the team to reflect on how close they are to achieving their aim. It's also useful as a way to bring discussion back if it has gone off course.

4. Use Small Groups

If it is obvious that there are a number of issues or areas to explore then split the team up. Give them a deadline to come up with ideas and encourage them to present it back to the rest of the team.

5. Assign Roles

Ask team members to vote for - or volunteer to be - Chair (this could be rotated among more than one team member), Note-taker and Observer (who comments at different points about what they have seen - for example, "I've noticed that not everyone is getting the chance to speak.")





6. Consensus Building

Discussion is an important process for coming up with ideas. However, there does need to be a point where the group come to an agreement. Use a variety of activities to encourage group consensus.

Parking Space:

Create a space, (using flipchart or the board), where points can be 'parked'. When the team cannot move forward on something they disagree on, you can 'park' it and come back to it later. This does not mean you are disregarding a point, but it means the discussion can move forward in a positive way.

Silent applause:

Encourage one or two members of the group with different opinions to stand up and present their argument. Other members are asked to take notes without giving objection vocally and offer silent applause when they agree with what is being said.

Go rounds:

This is very effective for very noisy groups! Sit the group in a circle and give each person three counters or pens, which represent their turns to speak. Each person gets a turn to speak and while they are speaking others can raise their counter or pen with an objection. Once their third pen has been used, they have no more chance to voice their objections!

7. Summary of the Session

In the last ten minutes of the session, sum up what has been discussed and make sure the group have one or two action points to take forward for their next meeting and ongoing planning.

Child Protection

Envision is committed to safeguarding the protection and welfare of both children and young people (a young person is someone who is over school age, but under 18). Envision's policy is based on and reflects the principles of UK legislation and guidance.

It is in line with the principles and practices of child protection covered by the Children's Act 1989, the Human Rights Act 1998 and the United Nations Convention on the Rights of the Child 1991. The approach has been developed in such a way as to be consistent with good practice within the field of child protection.

Our key principle:

All children and young people, regardless of age, disability, gender, racial or ethnic origin, religious belief, and sexual orientation have a right to protection from harm or abuse.

Envision is committed to:

- Raising awareness of all staff and volunteers on the importance of child protection.
- Seeking to safeguard and protect children through staff and volunteer recruitment procedures. Establishing and maintaining clear procedures for dealing with suspicions or allegations of child abuse.
- Maintaining and securing the operation of a system where confidential recording concerning information relating to child abuse and allegations of abuse can be kept.
- Providing effective management for staff and volunteers through supervision, support and training.
- Sharing information and concerns with the relevant agencies and involving young people and parents appropriately.
- The monitoring and regular reviews of relevant procedures.

Reporting abuse and allegations of abuse

Volunteers and staff are not expected to investigate allegations of abuse or decide whether abuse has taken place. **They do have a responsibility to refer any suspicions or allegations.**

All allegations or suspicions of abuse of a young person should be reported to Envision's Child Protection Officers:

Birmingham and Leeds: Mel Dipple 0121 772 7685
Bristol and London: Rachel Urquhart 020 7974 8440

To report any allegation of abuse you can also contact Tom Doust, one of our Trustees, at tom.doust@gmail.com.



Guidelines for working with young people

The following Do's and Don'ts are aimed at all Envision staff and volunteers.

Do's

- Operate within the organisation's policy and working guidelines at all times.
- Provide an example of good conduct you would wish others in the organisation to follow
- Treat all young people with respect.
- Ensure that, wherever possible, there is more than one adult present during activities with young people, or at least that you are within sight or hearing of others.
- Ensure that the Health & Safety of all young people is carefully considered before any meetings, activities or trips and that Risk Assessment are completed and any actions taken to minimize the risk of harm to young people.
- Respect a young person's right to privacy. If you receive information which amounts to allegations of harm or abuse, explain to the young person that you will need to pass the information to others but only to those who need to know (i.e. the proper authorities).
- Challenge all unacceptable behaviour (including bullying of any kind by members of staff, volunteers and other young people) and report all allegations or suspicions of abuse to the appropriate person/agency.



Don'ts

- Do not spend time alone with an individual young person away from other people, except where absolutely necessary.
- Do not take young people to your home or give out personal information, mobile phone numbers and email addresses.
- Do not engage in or encourage any inappropriate physical or verbal contact with young people.
- Boasting or joking about sex, drug and alcohol use and other personal matters are totally inappropriate.
- Do not show favouritism to any individual young person.
- Do not enter into any sort of emotional or physical relationship with any young person you are working with – this would be an abuse of the position of trust you hold with that young person.
- Do not do things of a personal nature for young people that they can do themselves and only undertake necessary personal care with the express consent of the young person and their parents/ carers.
- Do not restrain a young person without the proper training and if restraint is used it should be recorded in the Envision Accident/Incident Book.
- Do not jump to conclusions about others without first checking out the facts.
- Never let allegations a young person makes be ignored or go unrecorded.

Frequently Asked Questions

Where and when will I meet the team?

The teams meet in an allocated classroom in their school or college. Sessions usually take place at lunchtime and the team is encouraged to bring their lunch along. We usually provide biscuits as well!

What type of projects do the students do?



Envision supports young people to make a difference about the issues that they feel are important. This means each year sees a wide range of issues and projects. Last year, teams installed a water filter system in their school and organised a school-wide Cycle to School campaign in Camden.

Envision asks young people to think about their local area and tackle an issue that will have a wide impact and a lasting legacy. In this way teams have looked at everything from a lack of green space in their local area to a lack of awareness amongst schools and colleges about bullying.

How do I get in touch with my Envision Coordinator?



Your Coordinator will get in touch to invite you to the initial presentation and set a date for the first meeting with the team. They'll also tell you about the school and introduce your volunteer partner. If you have any questions in the meantime, contact the Volunteer Coordinator on the office numbers on the back page.



When will we get started?

The Envision project begins in schools and colleges at the start of the new academic year between September and October. In the first few weeks, Envision Coordinators run engagement sessions with those that have signed up and encourage young people to explore issues they feel passionate about.

Once the team has decided on the issue, the programme explores the ways in which they can make an impact on their community and through this the team comes up with a project idea. Each team works at a very different pace so it is important to be flexible!



Will they be supported in any other ways?

Envision teams may also receive support from business mentors or have a visit from an organisation connected to the issue they are tackling, enabling them to gain a deeper understanding of the topic.



How many students will there be?

The teams are usually made up of between 10 and 20 students, but every school is different. You and your volunteer partner may choose to split the team into smaller groups to make the session more focused.



How do I keep in touch with my team?

Your Envision Coordinator will encourage the team to post weekly updates on their Envision webpage where you will also be able to keep in touch with them between meetings.



Success Stories

Cherwell School, Oxford



The Cherwell team decided to renovate a neglected green space at their local hospital. They wanted to get the local community involved and improve the environment for patients and their families. After contacting the hospital's charitable trust they presented their plans at Pitch 4 Change and were awarded the full £500 to fund the project. They then registered as volunteers at the hospital, contacted the local allotment society for help and wrote to the local newspapers to raise awareness of what they were doing.

As a team, they really took ownership of the project, doing work outside of the Envision meetings to ensure tasks were completed. The team also developed positive links with the hospital who were really impressed with the maturity and dedication the team exhibited.

Forest Hill School, London

The Forest Hill 'Poverty Busters' project raised awareness amongst the team's peers about education and the negative impact that young people's choices have on their social mobility in adult life. They worked with a professional filmmaker to create their film - about a young man who chooses several different pathways in life.

They felt that this was a key message to young people at 16 who are at such a crucial stage in life with so many decisions and choices to make about the future. Their message has been rolled out across their school and also with local organisations. Once the team had finished their storyboards, sourced actors and locations, they showcased their film in June and July 2010.



King Edward's Camp Hill Girls' School, Birmingham

The 'Water Supporters' team began by researching water consumption in the world and meeting one of the Directors of Severn Trent Water for advice on their project.

They held an event in the school hall for 100 year 7, 8 and 9 students, using £250 they were awarded at Pitch 4 Change to buy prizes and materials. The event included a quiz about water, a talk by a Severn Trent Water representative and a collection of pledges to save water by installing water hippos, taking shorter showers and brushing their teeth with the tap off.

The students estimated that if all 100 people they reached implemented the measures at home, they could save 1,550,000 litres of water a year.



Baverstock School, Birmingham



The team wanted to help clean up their local area around the school which had been devastated by graffiti and littering. They also wanted to lobby the Council to improve the state of the footpath which ran next to the school.

The team worked with the school and local council to prepare their pitch to the Dragons. The Dragons loved the community impact of this project and awarded the team £450 to deliver their project. Three of the Dragons also offered to provide the team with their professional expertise and support.

“The Big Clean Up” took place on 8th May 2010. Over 70 students, teachers and members from the local community came together to collect no less than 60 bags of rubbish. Volunteers included Council staff who also helped improve the lighting and condition of the footpath.

Priesthorpe School, Leeds

This team hoped to provide their perspective - as a diverse group of young people - on racism and community cohesion in the Leeds and Bradford area. In the wake of the Bradford riots and the recent rise of the BNP in their area they wanted to get a positive message across to older generations as well as educate those younger about the causes and consequences of racism. They decided to make a documentary and arranged a talk by a representative from Stop Hate UK.

They were awarded the full £500 at Pitch 4 Change, where Envision introduced them to a documentary producer from Leeds Bridge who offered to shoot the documentary with them for a much reduced fee. Once the documentary was finished they premiered it to local young people and representatives of the teaching staff and entered it into the Bradford Young People’s Film Festival.

They won the National PeerLink Award 2010 for their work on Community Cohesion.



Stoke Newington School, London

The students decided to tackle poverty and climate change by focusing on water scarcity issues: both effects on the developing world and ways to limit these by using water responsibly in the developed world. The students decided to install a rainwater harvesting system in their school to collect and filter rainwater for use in a new ‘eco garden’. They introduced a sponsorship programme, where local companies would donate money to a water development charity.

At Pitch 4 Change they successfully bid for £500 to install this system. After discovering that the price was higher than they thought, they had a meeting and presentation with staff from Morgan Stanley, who donated more funds. The water filtration system is now installed in the school after their hard work.



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