**Creative Forces Day (CFD) - ideas and knowledge sharing meeting SUMMARY**

**Date:** 17th November 2020

**Chair:** Millie Taylor, SSCE Cymru Programme Manager, WLGA

**Participants**

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| **Name** | **Job title** | **Organisation** |
| Boawe Rankin | Education Outreach Coordinator | York St John University |
| Caitlin Woodland | Regional School Liaison Officer for Service Children (East Wales) | Newport City Council |
| Jennifer Addicott | Widening Participation Officer | York St John University |
| Katherine Lawrence | SCiP Alliance Head of Operations | University of Winchester |
| Lauren Smith-Birch | Access and Outreach Coordinator | University of Winchester |
| Peter Tormey | Senior Widening Participation Officer | Edinburgh Napier University |
| Rebecca Bowen | Senior Recruitment Officer | University of South Wales |

**Apologies**

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| **Name** | **Organisation** |
| Louisa Dobson | York St John University |
| Moira Lesley | Royal Caledonian Education Trust |
| Rebecca Breen | University of South Wales |
| Rebecca Harland | York St John University |

**Observations and top tips summary**

**Organising a CFD**

* Schools with larger numbers of Service children (SC) are generally more interested in participating
* Schools with smaller numbers of SC can be harder to engage with but potentially more worthwhile
  + Barriers include staff time and travel logistics and costs – running virtual CFDs may help to overcome this
* Having someone to liaise with the schools is effective/essential (such as school-based champions) ensuring an understanding of the Service community in the school
* CFDs should target either primary OR secondary school – blending the two makes it very difficult to develop a timetable suitable for all
  + Primary school children should be aged 9 and above
  + Primary schools tend to be more interested to participate that secondary schools
  + Running an event for more than 100 SC would be challenging
* Organisers could consider targeting:
  + Schools with large numbers of Service children (with up-to four schools participating in each event)
  + Schools with low numbers (limiting number of SC to 6-10 per school)
  + Specific year groups
* Encourage non-teaching staff to accompany the group of SC helps the schools to overcome barriers of staff cover and costs
* Where a school has only one SC, they may wish to also bring a non-SC – which has proven to be beneficial for both the SC and their peers as they develop a greater understanding a SC experiences
* Consider engaging with independent schools – utilising local Armed Forces connections to make contact.

**Running a CFD**

* Use the SCiP Alliance framework for guidance on creating a timetable – see the attached example of the University of Winchesters secondary school CFD timetable for 2019
  + Timetables should be adjusted each year as many SC may attend CFDs year on year
* Identifying HE students that have a connection to the Armed Forces (Service child, veteran, reservist, military spouse) to work as student ambassadors and support the planning and delivery of the CFD is very beneficial
  + Identified in existing student ambassadors or reaching out to those that identified their connection to the AFs during enrolment
* Morning activities should focus on activities to help the SC settle in and feel comfortable
  + Including a campus tour to showcase facilities
* Afternoon activities should focus on SC voice
  + Armed Forces ambassadors could speak about their experiences
  + Workshop on top tips that SC then deliver to the staff – consider ways to deliver outcomes in an informal way creating conversations and dialogue rather than presenting
* Consider subject taster sessions for secondary school CFDs – successful taster sessions have included:
  + Archaeology looking at nature and animals in caves – delivered by a student that is a military spouse
  + Doodle workshop with creative cartoon drawing
  + Cyber security top trumps – delivered by a veteran
  + Journalism where the SC interviewed each other about their experiences – supported by the local radio station
  + Creative writing workshop about an alien moving around
  + The Key to Survival
  + To be a Hacker
  + Crime Scene Investigation
  + Mental health workshop.
* During the afternoon, school staff could participate in CPD activities
  + Which should be different each year if the same school staff are attending
  + Focused on developing their understanding of Service children’s experiences and action setting
  + Could be delivered by local Army Welfare Service, support organisation or local subject matter expert if appropriate
  + Follow up with the school staff to measure the impact of the actions taken from the CFD.

**Online CFD**

* Activities and workshops that have an interactive element – post materials/resources in advance
* Use breakout rooms to split into smaller groups with student ambassadors leading
* Video tours of the campus could be pre-recorded
* Extended reality on-line tools could be used to create a virtual experience and reach families in hard to reach areas or overseas
* Consider inviting parents – to participate in an activity in a breakout room (eg. one-stop-shop of information/presentations from support organisations)
* Possible virtual platforms include:
  + Zoom – has good functionality for breakout rooms
  + Microsoft Lives events – where the young person can’t be seen. Works well for classroom interaction
  + [E-vent](https://www.e-vent.ch/en/Home) – for a professional event
  + [WebEx](https://www.webex.com/) – for anonymous participants
  + [VFairs](https://www.vfairs.com/).

**Feedback/evaluation**

* Use the [national evaluation forms](https://www.scipalliance.org/assets/files/Creative-Forces-Evaluation-Report-2019-FINAL.pdf) to measure the impact of the CFD
* Encourage feedback from school staff
* Follow up with schools in six months after the CFD to gain an understanding of how they have taken further actions to support their SC.