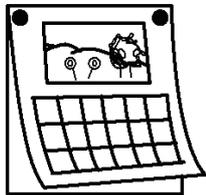
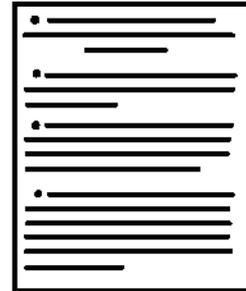




WHAT ABOUT US? RESEARCH PROJECT

Notes from the Meeting

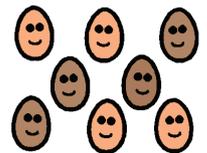


Date: Tuesday 16th May 2006



Place: Faculty of Education in Cambridge

People Who Came



Ryan Soder (Chair)



John Hutchison (Chair)



John Woodhouse



Ames Forgacs



Jill Davies



Tracey Odeyemi



Faye Birkin



Richard Byers



Ann Fergusson



Claire Marvin



Alison Gelder

Grace Peeling



Ann Curtis



Sue Whitehead

People Who Couldn't Come



Steph Hawryla



Mark Chapman-Cole

1. Welcome



Ryan and John H chaired the meeting.

Faye did the pictures.



2. Ice-Breaker



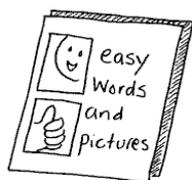
Ryan told everyone how to play the Rocket Launch game. People had to count back from 10 to 1 making sure no-one else said the same number. If that happened we had to start from the beginning.

We also played a ball game saying our names.

3. Notes from the Last Meeting



John H read out the minutes from the last meeting.



John H asked about the flyer. Everyone said they liked it. John W asked for copies for each member. Richard will get flyers for everyone.



John H asked if the ideas used in the last meeting have been used in the schools. Ann and Claire have tried the ideas out.



Tracey will think about chairing another meeting in the future.

4. Update from Schools & Colleges



Claire showed some photos of the schools and colleges in Cambridge and Leeds. Next week the schools and colleges in Plymouth will be visited. There are 4 schools and 2 colleges.

Ann and Claire have met young people on their own and in groups and staff from their schools or colleges. There are about 8 young people in each place that are interested in helping on the project. The project has chosen schools and colleges that say they are 'inclusive'. The project may work in different ways in different places, for example in big groups or small groups.



5. Update from Interviews with Young People



Claire said that most young people spoke to them. A few people found words difficult and so the team used photos.

They spoke to the young people in groups because this is what they are used to doing at school or college. Next time Ann and Claire may use different ways to talk to the young people, for example using fun activities.

Ann and Claire haven't spoken to pupils without learning disabilities yet, often because young people with disabilities tend to hang out together.



We will involve more people in the future, for example parents, pupils and teachers or other staff.

Claire and Ann are now looking at the information from the interviews. These are the main points that came out of the interviews:



Good things about the schools and colleges are the people in it. Young people feel safe and supported. They know the person [teacher / LSA] or place they can go to for advice.



Friends are important! It's good to be in the same lessons with friends.



Moving schools is scary. It's difficult to move from primary school to secondary school or from school to college. One idea to help this is a 'transition plan.' This might be tested out at Cottenham School for those moving onto college.

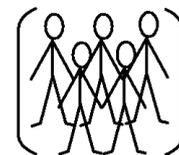


It is important to have a place to go to where you can relax, for example a 'chill out' zone. A Leeds school may do this. They might have an outdoor space that pupils can go to in their lunch and break times. Some pupils find that if they sit down they get picked on, so they have to keep moving!



If a young person says that they have no problems - Ann and Claire have tried to find out why things are good. It is important to learn from the good things too!

6. Group Work



Ideas...

Ann and Claire asked the group to think about ways of making young people feel relaxed when they talk to other people – students or staff. Ideas from the group included:



- ★ Researchers have a responsibility to prepare people.
- ★ The researchers could let the person be interviewed with their friends, if that is what the young person wants.



- ★ The researchers could wear badges that say who they are.



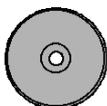
- ★ Researchers could use interactive games, for example jigsaws (with headings on jigsaw pieces).



- ★ They could use a 'thoughts box', so young people can post their ideas if they don't want to talk about them.

"About me..."

- ★ Researchers should talk to the young people about themselves before they ask any questions.



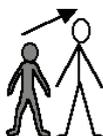
- ★ Young people can try things out with friends first, for example using video and role-play.



- ★ The researchers could use a microphone, camera and leaflets to make the young people feel important and feel responsible.

Topic

- ★ Instead of asking questions, think of a topic to be discussed.



- ★ Have groups divided by the age of the young people.
- ★ The young people can choose if they want their teacher or [Learning] Supporter [Assistant] in the room with them.



- ★ There should be comfy chairs, music in the background and a choice of room for the young people.

7. Advisory Committee



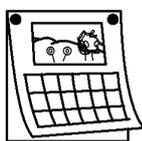
People like the idea of Speaking Up going to the next Advisory Committee meeting in London on 12th June.

Alison will ask the young people if they can make it.

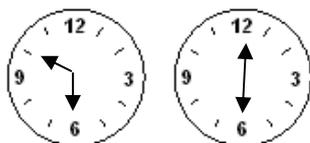


Tracey asked the team to ask the Advisory Committee about day activities after young people leave school.

8. Next Meeting



Date: Tuesday 17 October 2006



Time: 10.30 am to 12.30 pm



If you are early, you can come for coffee at 10.00 am in the Café



Place: Faculty of Education, Cambridge

9. Activity



To end the meeting Jill got everyone to play a game called Human Bingo.



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