

**REFRAME
AND
CONNECT**



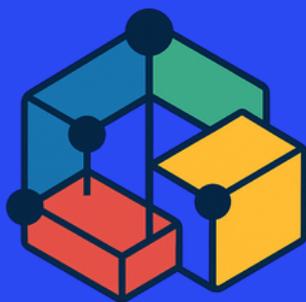
**TURNING
THE TABLES**



**Rules and
Information
Booklet**

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Overview

This toolkit is designed to help young people share their ideas, explore challenges, and influence positive change in school. The programme takes place over four simple stages outlined below. Each stage builds on the last, giving young people the chance to shape solutions and have their voices heard.

Phase 1 - Introduction

Set the scene, build rapport with young people, and explain how the toolkit will be used.

Phase 2 - Play The Games

Use the toolkit games to spark ideas and discussion.

Phase 3 - What Happens Next

Explore and prioritise the issues raised, and co-create possible solutions with students and teachers.

Phase 4 - Influence Change

Turn solutions into an action plan and present it to school leaders to drive positive change.

History & Rationale



PAC is a ground-breaking network of Peer Researchers, Social Action Leads and Changemakers. Young people find out what needs should happen to make their area a better place to live and turn their insights into action. In Lancashire:



12 Young people were recruited as Peer Action Leads to carry out research with their peers across Lancashire



They spoke to **450** young people around topics affecting them within schools. These young people were all facing challenges which were affecting their behaviour



Research took place in Preston, Leyland, Blackburn with Darwen, Hyndburn, Pendle, Burnley, Nelson & Colne.



Peer Action Leads found recurring findings, including some challenges they wished to address. You can read more about this in our findings report.

Young people didn't just do research; they turned their findings into social action games to help facilitate open conversation in school settings. In this booklet, you will find out more about the games and how to use them.

Social Action Toolkits



Utilising the findings, young people designed Social Action toolkits to help address these issues

Spill The Tea Board Game

The board game is to be used within schools to encourage discussions on key themes and issues that affect students, to ensure greater understanding from both sides. It's interactive features aim to prompt positive discussion and build trust through fun and collaboration

Reframe & Connect - Detentions & Isolation Spaces

To co-develop an engaging and thought-provoking session that helps reimagine detentions and reflection spaces in a way that supports behaviour change, emotional well-being, and respectful school relationships. This is done via a fun and challenging exercise using 3D magnetic blocks to design a structure for detention and isolation spaces.

Turning The Tables

Turning The Tables is a tool used to bring about conversation on relevant topics related to wellbeing and behaviour (given these were the most identified issues in the research).

Students and teachers are invited to spin the 'wheel of fortune' - made up segments containing either questions or activities that aim to prompt communication and discussion between students and teachers. Views are recorded before agreeing on which discussion point(s) to address via the development of a framework.

Before you start...

Model Vulnerability and Accountability

- Own your mistakes: If you handled something poorly, admit it.
- Be honest about your limits: Let students know what you can and cannot do for them.

Create a Non-Threatening Environment

- Choose a private, neutral classroom: Avoid confronting students in front of others. Make everyone welcome.
- Use calm, neutral language: Speak in a non-accusatory tone and focus on the issue, not the student's character.

Useful Hints

Collaborate on Solutions

- Empower them: Ask, “What do you think would help you do better here?”
- Involve them in the process: Work together on behaviour plans or support strategies.

Follow Through

- Respect confidentiality (within limits): Let them know you'll keep what they share private unless it involves safety concerns.
- Be consistent: Stick to your word. This helps build long-term trust.

Explain clearly what you want to achieve

- Whilst you approach or identify a class or group of students to work with it is important that you clearly explain what you want to achieve.
- It is advisable to have conversation with the Senior Leadership Team (SLT) and if possible the Chair of Governors
- This is important as, during the last Phase, you will present an action plan to SLT and Governors, identifying how students and teachers plan to work together through social action to address the priority areas that surfaced during game-play discussions.



How to use the toolkits in lessons

Phase 1: Introduction

Information is given to the young people about the development of the social action toolkits and how young people have helped shape how the specific toolkit will be used within a school. (For more information please read pages 10-12)

The first phase is best used to look at how young people are feeling about school, carrying out icebreakers, and building some rapport with the young people.

Finally, the young people will be told how they will use the social action toolkits in the next session and what will happen in the following phases.



Useful Hints

Here are some useful hints to consider when approaching young people to participate in any of the games included in this toolkit.

Build Relationships First

- Show genuine interest: Learn about the student's interests, background, and strengths.
- Be present and consistent: Be a calm, reliable adult they can count on.
- Avoid judgement: Respond to difficult behaviour with curiosity, not criticism.

Set Clear Expectations and Boundaries

- Define respectful communication: Students should understand what is acceptable – for both them and the teacher.
- Be transparent: Let students know the purpose of the conversation and your intention to support, not punish.

Listen More Than You Speak

- Allow silence: Give students time to think and respond.
- Validate their feelings: Even if you disagree with their actions, acknowledge how they feel.
- Avoid interrupting or rushing to offer solutions.

Phase 2 - Play the games



Each player has a notebook to use during the game.

- You can use this **notebook** to write notes or ideas when needed.

The game includes two timers: This board game can be played within a school setting with up to 2 teachers and 6 students

- A **1-minute** timer
- A **3-minute** timer



Discussion Squares:

If you land on a **Discussion Square**, you must:

- Pick up a **Discussion Card**.
- All players will have **1 minute** to write their thoughts about the topic on the card.
- After that, everyone will have **3 minutes** to talk and share what they wrote.
- When finished, all notes are collected and put to the side. Please use the timers included in the board game.



Question Squares:

These **squares** have **Question Cards** designed for both:

- Students
- Teachers

These cards help everyone understand each other better.

The game uses a 12-sided dice. The dice has:

- Numbers: 1, 1, 2, 3, 4
- Negative numbers: -1, -2, -3
- Letters: D (**Detention**) and M (**Miss a Go**)



If you land on Detention (D):

- You must roll a 4 to get out.
- If you **don't** roll a 4, you must **miss** 2 turns, then you can roll again.

If you land in the Headteacher's Office:

You will be asked a general knowledge question.

- If you get the answer **correct**, you move forward **3** spaces.
- If you get the answer **wrong**, you move back **4** spaces.



Phase 2 - Play the games



Turning the Tables

- The students and teachers alternatively get the chance to spin the wheel of fortune which lands on either discussion point or fun activity. Landing on a discussion point means they share their experiences as a means of improving the communication and establish understanding of both perspectives. If they land on a fun activity, they must complete this where rules differ in accordance with each respective game (in terms of number of players, whether it is timed). The purpose of the discussions is to gather findings that will host open communication but also is needed to be able to decide and agree on an issue to be targeted in the main social action idea. A peer action lead/changemaker will keep track of minutes and notes.



Reframe & Connect

- Objective: Use magnetic sets to build detention spaces. Consider separate areas for detention and reflection to provide support. Distinguish between punishment and meaningful reflection.
- Activities: Teams work together to build a structure, encouraging discussions on improving spaces.
- Have a PAC lead or changemaker to keep track of minutes and notes to ensure comprehensive documentation. Assign multiple note takers to ensure thorough documentation and reflection.

Student Dynamics:

Questions: How many students are usually in detention? Does having other students in detention change how you feel about it? Would a different setting help?

Objective: Examine the impact of group detentions on students.

Understanding and Fairness:

Questions: Do you understand why you get detentions? Are there any school rules that you think are unfair?

Objective: Discuss the fairness of school rules leading to detentions.

Suggestions for Improvement:

Questions: How can detentions and reflection spaces be better? What can teachers do to help students improve their behaviour?

Objective: Gather ideas to enhance detentions and reflective spaces.

Impact on Mental Health:

Questions: How do detentions affect your feelings? What kind of support should be available to students in detention?

Objective: Address the emotional effects of detentions and explore support options.

Youth Voice:

Questions: How can students have more say in managing detentions? How important is student feedback in improving policies?

Objective: Increase student involvement and feedback in managing detentions.

[For further reading about the topics discussed in the game scan the QR code](#)



Phase 3: What Happens Next?

Following phase 2, you should collect and separate all the notes from the discussion topics or comments made. This session should be used to discuss these topics in more detail and look at how they affect young people. It is advised to see how these topics can be prioritised in order of importance and identify how they can be resolved by developing any solutions.

This can be helped by utilising the table below: Please note when scoring use 1 if you are unsure, to 5 being you are confident that it is achievable, realistic or there will definitely have delays

Please note that this is a crucial phase in all the toolkits. This is where you will build on the learnings from the previous phases and look at identifying co-created solutions with a shared ownership from both teachers and students. This process could last a number of sessions. Please do not feel that you should rush this and the next phase.

Discussion Topics	Comments	Solutions	Achievable 1-5	Realistic 1-5	Time Feasibility	Barriers	Prioritising

Please use the QR Code for a downloadable table



Phase 4: Influence Change

Once you have used the table to discuss and prioritise a topic and the solutions have been identified, it is advised that the solutions should be designed into an action plan which can be presented by the young people to the Senior Leadership Team and the Governors which should be realistic and achievable that can be implemented with some ease.

Youth Voice is an important part of the school and should be encouraged and supported to influence positive change. This resource can help those young people facing challenges in their home and school life to have an active voice and really be heard. Please note that this phase again could last a number of weeks. This is an opportunity to get more input from other students, teachers and the SLT to strengthen how you look to influence change in a positive and creative manner.

How to develop your Action Plan



Define the Focus

Be specific – e.g. improving emotional wellbeing, reducing exclusions, or increasing engagement among vulnerable groups.

Timeframe

Create a timeline: Break the plan into phases with regular checkpoints.

When developing a solution

- Use SMART goals:
 - Specific – What exactly do you want to change?
 - Measurable – How will you know it's working?
 - Achievable – Is this realistic within your resources?
 - Relevant – Does it meet the identified needs?
 - Time-bound – When do you aim to see results?



Building Momentum

Is there any scope to gather more opinions on the change you want to see happening. Can the young people liaise with their peers, at the same time gather feedback from parents and other teachers? This can be done by;

- Staff briefing: Share the purpose, actions, and their role in implementation.
- Student and parent updates: Use assemblies, newsletters, or tutor time to raise awareness and promote involvement.
- Visual reminders: Posters, displays, and digital notices to reinforce key messages.

PAC & the Evolution of the Social Action Toolkits

Peer Action Collective (PAC) is a network driven by young and for young people across England and Wales to conduct peer research and act on the drivers of violence affecting young people.

Between 2023 and 2028, PAC aims to have:

- 140 young people leading research and action
- 7000 young people sharing their stories
- 3920 young people working for change



[For more information about PAC scan here!](#)



PAC Leads

The project employed young people aged between 16 - 20 years old to be trained to carry out peer-led research around the topic and utilise the findings to develop a framework to develop social action ideas to address the concerns.

Changemakers

Young people aged between 10-20 years old were recruited to go through all the findings of the research and work with the PAC leads to develop a social action idea for their area.

Research & Social Action Participants

Young people have the opportunity to participate in national research or help and test out social action ideas designed by young people.



For more information about PAC Delivery Partners scan here!



Research

The project recruited and employed 12 young people from across Lancashire and developed our foundation research question, which revolved around youth voices in schools and asked- ‘Do young people affected by violence have an equal voice in decisions made at school, particularly, but not solely around behaviour?’

Research on this topic is important as it is necessary to address the needs of all young people and ensure those young people at risk of being involved in violence can feel they are heard so that they can participate and have ownership, so that they can grow and achieve, and feel empowered.

The young people taking part in the research all faced similar challenges in their lives and school.



[For Information, read through this PAC Report.](#)





Findings

- Young people expressed a mix of positive and negative views about their teachers, with a number of young people expressing lack of **'Trust'** towards their teachers.
- All the young people taking part in the research expressed a lack of **'Mental Health'** support in schools,
- All the young people felt that **'Youth Voice'** was tokenistic and could not influence change in any way.
- **'Detention and Isolation Spaces'** were not utilised in the right way, and they felt that it was a wasted opportunity to communicate with students and understand the root causes of why young people behave in certain ways.

Social Action

The Changemakers received training in how to go through the findings alongside the 6 principles of Social Action. Over several months, the Changemakers developed their ideas aimed at one of the findings from the foundation research.

Toolkits

The Changemakers worked over several months, looking at the findings from the foundation research. They designed the toolkits to encourage positive discussions around topics that young people feel are important to them.

The toolkits also look to develop viable solutions that can be realistically implemented to show how youth voice can have influence within a school setting. It is an interactive, fun way to build trust and understanding between students and teachers whilst developing solutions to challenging topics.



To learn more about PAC

To receive more information regarding the work developed around the social action toolkits or understand that work that was undertaken please contact office@inclusivenorth.org.uk

If you would like to get access to the toolkits or understand in more depth how to utilise these toolkits within a school setting please get in touch at the above e-mail.

Below you will be able to access 'how to' videos on the three toolkits via the QR Codes.



[Turning The Table
Instruction Video](#)



[Reframe & Connect
Instruction Video](#)



[Spill The Tea
Instruction Video](#)

