SCREEN TIME VS. WILD TIME

HEALTH AND WELLBEING IN THE DIGITAL AGE

YOUTH WORK CHANGES LIVES
It’s fair to say that more than a few things have changed since I began my career as a trainee youth and community worker in the seventies. Back then, young and old, we all used the same mediums of communication, there were no smart phones, Facebook, Instagram or Twitter, there were no instant forms of contact, apart from face to face or a landline telephone maybe. Fast forward 40 years, and communicating in the here and now is what it’s all about, but as youth workers we need to be where young people are and they are online. There are lots of interesting and innovative things happening out in the sector around digital and this magazine has pertinent practical solutions and examples of how to make that connection. The launch of the Digitally Agile National Principles gives those working within CLD a framework which I hope will prove to be useful tool as we all seek to make the work we do, relevant and inspiring. Young people in many ways constitute an online community in their own right, and as a sector we need to engage where they are.

In our statement on the nature and purpose of youth work we talk about operating on young people’s own personal and recreational territory and that this forms the basis for shaping our work with them, I know the cultural shift to online can be difficult but as a sector we need to take a serious look at how we achieve this. There are different levels of expertise in our work with them, I know the cultural shift to online can be difficult but as a sector we need to take a serious look at how we achieve this. There are different levels of expertise in our work with them, I know the cultural shift to online can be difficult but as a sector we need to take a serious look at how we achieve this. There are different levels of expertise in our work with them, I know the cultural shift to online can be difficult but as a sector we need to take a serious look at how we achieve this. 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The website is made up of four tailored channels for children, young people and adults with the fourth login channel specifically for those working towards a Scotland free of sectarianism. These channels play host to interactive activities, polls, discussion forums, more general information and audio visual materials such as videos, music and podcasts.

Action on Sectarianism promotes the work of the funded partners to a wider online audience via not only the website itself but also over twitter and the monthly AoS newsletter: Some of the things we have done recently include promoting and featuring videos created by young people taking part in the Stand Up To Sectarianism project run by Youth Scotland as well as podcasts by young people working with the Bauer Academy funded by Sense Over Sectarianism. Additionally, AoS team members have been out and about with their camera making promotional films for projects such as the Colours of our Scarves (Supporters Direct) and recently recorded workshops run by Xchange Scotland and West of Scotland Regional Equality Council with children at the LINKES youth club in Glasgow. To watch the videos or listen to any of the audio tracks visit the interactive zone on any of the channels.

It was noted in the Independent Advisory Group on Tackling Sectarianism in Scotland report of December 2013 that sectarianism in social media is increasing and Action on Sectarianism is now providing information online to help inform and engage people of all ages who may take their comments onto an online forum. Community Links (South Lanarkshire) have created an online advertising campaign about Social Media and Sectarianism which is hosted and supported by Action on Sectarianism. Anyone who is engaging with potentially sectarian material, through Twitter, Facebook or Google, can be directed to the website to find out about the consequences of posting sectarian material online and more about sectarianism in general.

This is just the tip of the iceberg, the website is full of interactive activities that can be done individually or as a group on computers, laptops, tablets and even smart boards. With up-to-date news, events calendars and more resources including videos and music being added on a regular basis there is something for everyone.

W: www.actiononsectarianism.info
T: @AoSScotland
“We’ve Got 99...”
A digital mental health co-design project tackles wellbeing cyberwise.

Web and social media have a generally bad press when it comes to their impact on young people’s health.

However, there is growing evidence from around the world that initiatives that use digital methods can bring significant benefits for young people, when used as part of a wider approach to promoting health and wellbeing.

The “We’ve Got 99...” project commissioned by Greater Glasgow & Clyde NHS and its local partners, and run in partnership with Young Scot, the Mental Health Foundation and Snook, explored how using the web and social media could support the wellbeing of teenagers.

**Approach**

The project was made up of a number of co-design sessions with young people across Glasgow & Clyde to explore and discuss their use/desired use of digital technologies in relation to supporting mental health. The project’s approach was two-fold.

Firstly, it involved a desk research segment to create an illustrative snapshot of the digital media-mental health territory.

Secondly, the project took a participatory approach, working with local young people to co-produce a series of ideas and recommendations. Young people aged 15 to 21 years shared their own experiences – positive and negative – about the impact of digital communications on their lives.

They were also involved in a series of ‘co-design’ exercises to develop a range of prototype ideas for how digital tools could contribute to better wellbeing for young people.

**Key insights and recommendations included:**

- Young people emphasised the importance of humour in breaking down barriers and they developed ideas for engagement and support in maintaining mental health of their peers.
- Young people did not distinguish between online and offline life or relationships and there is a blurring of social boundaries in the real world.
- Young people focused on developing emotional literacy and supporting others who support young people with mental health problems.
- Finally, the young people have written a Manifesto for Youth Mental Health with key points on how they want to develop policy and practice in this area.

For more information on the project and to read the “We Got 99...” report, insights, and recommendations visit www.wegot99.com

Digital Skills and Apprenticeships

Young Scot is committed to supporting the Scottish Government’s youth employment agenda and understands the growing need for professional digital skills across all workforce sectors to meet the gap in digital skills.

We are also dedicated to providing high quality, accessible and local information for young people across Scotland. As such, Young Scot has developed a unique opportunity for Local Authority employers to play their part in developing a new generation of digital creatives, who can create local content and information by and for young people as well as contributing to the work of Local Authority colleagues.

The Young Scot Digital Creative Local Authority Pilot Programme offers young people, primarily aged 16-19 who have a passion for digital media, a first step towards a digital career. It supports them to develop professional creative and digital media skills, in addition to essential employability and soft skills that will give them the strongest start in working life and make them an asset to their employers. Young Scot will support the Apprentices to achieve the Diploma in Creative and Digital Media at SVQ Level 3 (SCQF Level 7) and also to prepare for continued employment, or if not possible, alternative employment or further/higher education.

The apprentices will be employed by the Local Authority and will be based with their employer four days per week and spend one day a week working on a college portfolio of work and meeting with their assessor at Young Scot HQ. Young Scot also provides a week-long induction programme which covers an essential introduction to the workplace, etiquette and soft skills, basic filming training, content creation strategy and the Young Scot Content Management System, writing for the web, information literacy and devising social media. This will be followed up by a once monthly training day that develops and extends basic soft skills and confidence. This day will also allow an opportunity for apprentices to discuss their upcoming plans for content development in their workplace and for advice and guidance from the national Young Scot Information team.

“We Got 99...”

My Three best friends live in different parts of the country, but we spend every evening gaming and talking on XBox Live. We might as well be in the same room.”

“Young people are grateful for, everyday. It sounds cheesy but it keeps me going.”

Upload an image of something that’s made me smile, something to be grateful for, everyday. It sounds cheesy but it keeps me going.”

“We’ve Got 99...”
Toby Clark, the John Muir Award Scotland Manager considers the ‘pros and cons’ and where the John Muir Trust’s main engagement tool fits in.

Screen Time vs. Wild Time – is there tension between the digital age and nature engagement?

We are living in a digital age. Approximately 31 million UK residents have a smart phone. It is estimated that 77% of 16 to 24 year olds have a smart phone - more than 50 percent higher than the population as a whole. Why does this matter to the John Muir Trust? Recently, an exciting and reasonably high profile nature campaign has been encouraging people (especially kids) to swap screen time with wild time.

"In recent years the rapid spread of screen technology is also keeping our kids (and us) a little, or distracted." Project Wild Thing

Numerous other studies, such as from the Children’s Society, reinforces this view – suggesting that screen time limits opportunities for physical activity and face-to-face social interaction with friends and family. And that this can lead to anxiety and depression.

Many citizen science projects are designed to be youth user-friendly, don’t require specialist knowledge, can be uploaded onto phones and tablets, and actively encourage awareness-raising. All are free.

The John Muir Trust feels confident in combining technology and screen time with time spent in nature. If John Muir were alive today I'm sure he would be writing, gathering data, documenting adventures, creating ideas, and sharing inspiration through any current technology available – why wouldn’t he?

Polarising debates can sometimes be a distraction. A common sense approach should help combine digital learning with an outdoor environmental agenda. Here are some considerations:

• Useful – is use of technology designed to enhance rather than distract from time spent in nature?
• Purposeful – are you clear as to why you are using technology (fun and play are valid reasons)?
• Appropriate – what’s the best form of technology that helps get the best out of an outdoor experience?
• Shared – can you seek opportunities to engage with technology collectively (with real people in real time) rather than singularly (solely on-line and insular)?

Nature conservation and research organisations are also realising the potential digital technology resource that lie in pockets or bags of over 30 million people in the UK. Recently, there has been a growth in phone and tablet apps, websites and learning guides that encourage public involvement in monitoring our natural environment. The mass involvement of volunteers in science is called citizen science.

"Not only does citizen science help our understanding of Scotland’s environment, it is also great fun!" Scotland’s Environment Web

Last year Young Scot ran a Natural Scotland Photo Challenge with Scottish Natural Heritage. The John Muir Trust helped launch the challenge. You can view the results on an amazing digital on-line gallery naturalscotlandphotochallenge.com/map. Here is what the winner said:

"It was a day at Ayr Beach with my best friend, Monica, we both love pictures and it was the perfect day to take advantage of the scenery. I'm interested in photos and landscapes and before I knew it I was jumping in the air trying to get the best shot possible!" Emma McBride

More and more people are sharing their John Muir Award experiences across social media using #JohnMuirAward (Twitter, Instagram, Enjoygram, Blipfoto and others)
Contemporary Youth Work, Digital Possibilities: linking theory to practice

Dana Cohlmeyer is a PhD researcher at the University of Edinburgh investigating the use of digital tools in Scottish youth work.

If we agree that the tasks of youth work extend into virtual space then we should be able to agree that the principles and purposes we use as the foundation of face-to-face/detached practice should also extend into that same space. While it may be easy to agree with such statements in our minds, there is still an uneasiness and uncertainty about the potential of such work and a lack of understanding around how contemporary models can be adapted.

Unfortunately there is currently no website, book or other source that easily brings together in one place contemporary youth work models, principles, and purposes of digital youth work. Therefore developing digital opportunities in Scottish youth work.

Outlining and identifying the purposes of digital youth work is critical. Broadly speaking, there are four purposes of such work: supporting the development of digital literacy (Livingstone 2008), supporting the development of digital citizenship and participation, and supporting the breaking down of the digital divide (Bell 2005, Kahne 2005, London et al 2010), and supporting young people in understanding how to effectively manage risks, opportunities, and online identities (Livingstone and Haddon 2009a, Livingstone and Haddon 2009b).

The resources listed are intended to give practitioners and managers an introduction to the basic elements of digital youth work and demonstrate the link between theory and practice. Hopefully, they can serve as a starting point for developing future digital opportunities in Scottish youth work.

Digital Arts Hub

Stephen Coetzee, R&D Project Assistant with Exploring Fife Youth Arts explains why online is the place to foster a love of the arts.

Exploring Fife Youth Arts has been set up to research the creative arts in Fife for children and young people aged 0-25. As young people ourselves, we are passionate for the growth of the creative arts for children and young people! The research is taking place in preparation for the launch of the Fife Youth Arts Hub – with the aim of bringing together a number of teaching artists and artistic organisations in partnership to make art easier to reach and more enjoyable for young people.

Right at the heart of this is ‘Hub8’, a digital media platform allowing access to video and interactive content which is all about the arts. What we as researchers have established so far is an online information hub across three different online platforms: Facebook, Wordpress, and Twitter. This information hub will soon merge into an interactive media space.

Whilst Wordpress acts as our main information area for organisations, we hope to engage young people through Facebook and Twitter, which are linked allowing updates to be made on twitter transferable to Facebook with the click of a button. A survey conducted with some young people in the area has shown that the young people were most engaged with Facebook and Twitter, and so it was clear that this was the way forward.

Although only those aged 13 and above can use social media, we have been successful in engaging with the parents and carers of those children who don’t have it. In order to engage with those children too young for Facebook, we have set up a Roadshow in which we attend several youth clubs or creative arts groups to find out what the children like to do and would like to do in the future. This information then feeds into what we offer on the arts hub programme.

As part of the Roadshow, we have created an engaging video using ‘Powtoon’, which offers children and young people the information they need in a more interesting way than a formal presentation would. The link to the video is also accessible via our YouTube channel for those 13 and above, and who have access to social media. The video incorporates a voiceover, music, moving characters and pop-up text, creating a vibrant and energetic film.

If you would like to know more about us, please get in touch via the contact form on our website.

W: www.exploringfifeyoutharts.wordpress.com
T: @Exploring_FYA
E: d.e.cohlmeyer@ed.ac.uk
T: @DigYouthWork
T: @Exploring_FYA
www.scotland.gov.uk/TopTopics/Economy/digital
Health and Wellbeing in the Digital Age

By Simon Atkins, SPEN and Communications Officer at Fast Forward

We live in exciting times. A bionic human eye has just been developed, 3D printed organs are on the horizon, and it is now possible to swallow digital ‘pills’ that detect internal fluctuations such as body temperature, heart and respiration rate and transmit them to an external device.

We also live in an age where doctors and clinicians are no longer the gatekeepers of information, where patients come armed with a wealth of knowledge and even a possible diagnosis based on their own Google search. Like never before, we can take control of our own health and wellbeing through open access to unlimited information, in addition to apps and wearable devices such as FitBit and Fuel Band that ‘gamify’ our fitness goals and make them more enjoyable and achievable.

Young people are immersed in this digital world to the extent that they are also now less likely to partake in sex, drugs and rock ‘n’ roll in the same way that previous generations did – for many reasons, but partly due to having access to all kinds of alternative entertainment. Along with limitless possibilities, this has brought with it a whole host of new dangers for young people, including cyber-bullying, sexting, online grooming, and 24 hour access to pornography.

While there is no replacement for face-to-face contact and support, there are charities who are now meeting young people on their turf. One of these is London-based organisation BeatBullying, which came to the recent Fast Forward and Crew peer education conference in Edinburgh. BeatBullying is unusual in that all of its peer support and mentoring is conducted online in real-time, by young people who experienced bullying and now chat online to peers as trained mentors. Childline offer a similar service, where children can log on to chat to qualified counsellors about any number of issues. The potential for digital to be a wellbeing stepping stone is one currently being explored by the NHS and Scottish Government in its new pilot scheme Project Ginsberg. The online platform allows individuals to monitor their mental health and track what affects it in terms of sleep and alcohol/drug consumption, and is aimed at those people who aren’t prepared to go to a doctor and talk about their feelings. Although not aimed specifically at young people, the fact that the government is funding this project at all is nothing short of remarkable, and could pave the way for embracing digital in the field of health and wellbeing in Scotland.

So forget apps. There are currently 97,000 health related apps in the iTunes store, so let’s stop duplicating the efforts of others and instead start focusing on ways that we can engage young people – really engage them – by lobbying for engaging online platforms, services and curated tools for reliable information and support on a national level. Alongside traditional face-to-face support and relationship building, this is what will make the field of health and wellbeing in Scotland truly powerful, and it is now possible to swallow digital ‘pills’ that detect internal fluctuations such as body temperature, heart and respiration rate and transmit them to an external device.

Digitally Agile National Principles

**Background:** We present the Digitally Agile National Principles, a national framework of guiding principles for the use of digital technology and social media in CLD. This was one of the outputs of the third phase of the Digitally Agile CLD project (DA CLD), delivered in partnership by YouthLink Scotland, Learning Link Scotland and the Scottish Community Development Centre, supported by Education Scotland. The project and the National Principles have been informed by research conducted by DACLD. They also take account of the current policy contexts around CLD and Digital Participation including The Royal Society of Edinburgh’s inquiry into digital participation and The Scottish Government’s Framework - Digital Participation: A National Framework for Local Action.

For further background information and resources please consult the project website www.digitallyagilecld.org

**Purpose**

During the first two phases of the DACLD project we had consistent requests from practitioners and managers for national principles to inform and enable the sector to make best use of digital technology and social media consistent with the CLD approach, and for the benefit of the young people, adults and communities we work with. The Principles are intended to drive forward effective and safe use of digital technology and social media in CLD practice as part of a learning culture. They contribute to the Digitally Agile project outcome, that:

- Young people, adults and communities are better able to access and use digital technologies and social media as part of their individual learning journey and for social action, through the improved knowledge, confidence and competence of CLD practitioners.

**A national framework of guiding principles for the use of digital technology and social media in Community Learning and Development**
Digitally Agile National Principles

1. PRACTICE
Our practice will be supported and enhanced through the effective use of digital technology and social media.

GUIDELINES
- We will ensure our policies take account of other national policies and standards.

3. PROFESSIONAL GUIDELINES
Our professional guidelines for the use of digital technology and social media will be robust, transparent, and relevant.

GUIDELINES
- Our guidelines will be created through consultation with stakeholders.
- Our guidelines will be regularly reviewed.
- Our guidelines will be flexible to new technology developments and trends.
- Our guidelines will complement those for offline work.
- Our guidelines will support staff to understand ethical, safety and reputational considerations in the use of digital technology and social media.
- Our guidelines will acknowledge shared responsibility between individuals and organisations.

5. INCLUSION
Our use of digital technology and social media will be accessible and inclusive, driven by the needs of all learners and communities.

GUIDELINES
- Our work will put the needs of learners and communities at the core, using digital tools including assistive technologies to support those needs where appropriate.
- We will commit to being inclusive of hard to reach groups and target opportunities to access digital technology and social media.
- Our work will explore opportunities where our services can address the digital divide.

A national framework of guiding principles for the use of digital technology and social media in Community Learning and Development

6. EVALUATION
We will evaluate the impact of digital technology and social media on practice and use them as tools to enhance evaluation processes.

GUIDELINES
- We will be innovative in the way that we record and share the impact of our services with communities, influencers and funders.
- We will evaluate the impact of our digital services on learners and communities and use the results to plan and shape our provision.
- Within the sector we will share methods of evaluating digital engagement and impact.
- We will share the results of our evaluation to increase good practice within the sector.

8. LEARNING AND DEVELOPMENT
Our staff and volunteers will be encouraged and supported to keep their skills and knowledge current so they can embrace and promote the opportunities presented through digital technology and social media.

GUIDELINES
- We will ensure provision of learning opportunities for our staff and volunteers to improve their competence and confidence in using digital technology and social media.
- We will ensure all learning is up-to-date and relevant.
- We will explore and deliver shared development opportunities within the sector.
- Our organisation will collaborate with digital champions within the sector and beyond to deliver quality learning and development opportunities.

9. CO-PRODUCTION
We will utilise digital technology and social media as tools to facilitate the increased participation of communities in the design of our services or provision.

GUIDELINES
- We will make use of digital technology and social media as an opportunity for communities to develop a stronger voice.
- We will work with individuals, groups and communities to ensure that wherever possible digital programmes and investment build on existing community assets.
Haggeye aims to make a difference by campaigning for accessible services, facilities and opportunities, locally, regionally and nationally. Members are spread across Scotland and meet four times a year. Between meetings, a variety of methods are used to keep in contact.

Traditionally information was sent out in large print, braille and audio due to the lack of accessibility of social media for blind and partially sighted people. However, with the advent of magnification and text to speech software on smart phones and tablets, blind and partially sighted young people began to use Facebook to keep in contact with friends and family. The Haggeye Facebook page was born in 2011. A status is posted every Friday telling followers what Haggeye are up to. A group of Haggeye members formed a Media Team and a private group was set up on Facebook which allows the team to communicate with each other. In addition, RNIB staff support members to put together a post for the coming Friday.

As well as mailing the information, the posts enable Haggeye to quickly spread the word about forthcoming meetings and events and also raise awareness of sight loss. The Media Team also discusses future issues of Haggazine. The Haggazine is a magazine produced by and for young blind and partially sighted people and is edited by members of the team. The team discusses article ideas, theme suggestions and interviews within the Facebook group. RNIB staff upload a copy of the proofs of the magazine in accessible electronic formats, allowing members to take part in the editing process.

Haggeye recently developed a cross generational project. ERA - Education, Respect and Awareness - aims to bring together younger and older people living with sight loss. Like the Haggeye Media Team, Haggeye members involved in the project communicate with the RNIB Project Officer using a Facebook group. A main theme of the project is technology, where Haggeye members pass on their knowledge of accessible technology to older people living with sight loss. The project has had great success and has enabled older blind and partially sighted people to use the accessibility features of tablets and phones for a variety of reasons including checking the weather, online shopping, social media and keeping in touch with friends and family.

One of the older people who took part in the cross generational project said: “One of the Haggeye members showed me how to use an iPad with zoom. He was such a brilliant teacher that I have now decided to buy one for myself.”

W: www.rnib.org.uk
F: www.facebook.com/haggeye

Seeing the sense of digital

Haggeye is RNIB Scotland’s award-winning youth forum that works across Scotland to bring together young people aged 12 to 25 living with sight loss.

Development Process
The Digital Futures Group (DFG) of key stakeholders was formed to oversee the development of National Principles:

- Development day with the Digital Futures Group exploring issues and opportunities that digital technology and social media present and that principles would support
- External consultant invited to produce the first draft of the document
- Full day consultation with stakeholders hosted by the Digital Futures Group
- Third meeting of the Digital Futures Group, to consider second draft

Next Steps
This is a living document, which will be continually reviewed by the partners and Digital Futures Group. We will seek feedback and learn from the application of the principles within the CLD communities of practice, including with practitioners, employers, volunteers, young people, adults and communities.

Contact us at www.digitallyagilecld.org or at YouthLink Scotland, Rosebery House, 9 Hagmarket Terrace, Edinburgh, EH12 5EZ. Tel: 0131 313 2488 Email: info@youthlinkscotland.org

Supported by:
Making it fine online

Cyberbullying is bullying for our digital age. Whether online or offline it can still have a devastating effect on those who are being threatened, harassed or humiliated through social media or by text.

One council has decided to take a proactive approach to the problem by raising awareness and giving support, and the figures speak for themselves.

Since 2011 Inverclyde's CLD Youth Work Services team have been delivering workshops on Cyberbullying and Safety Online across every primary and secondary school in Inverclyde. Pupils from P6 - S3 pupils have been involved but information has also been given to parents, staff and youth groups.

The workshops differ for each age group but deal with issues around how to recognise and deal with cyberbullying, where to get help and advice, dangers online, how to keep yourself and others safe, dangers involved around gaming, how to make your Facebook page private, as well as tackling issues around sexting with secondary school pupils. These workshops have been welcomed by all of the schools and have been integrated into each of the primary schools health and wellbeing weeks that happen every year within the local area.

This year we are also developing a youth work aimed at involving children and wellbeing weeks that happen every year within the local area.

For the 2011-2012 period 23% said their social networking sites were set to private. But now three years on 67% said they had private accounts, an improvement of 44%.

When asked if previous workshops by our team had encouraged them to make changes.

Different online fads and fashions come and go, and embracing where young people are at, is a true reflection of being part of a vibrant youth work and CLD sector in Scotland. We’ve had online discussion forums, we’ve trialled digital youth groups, we have peer education work online via Facebook and other platforms, and so on. We use professional Facebook profiles for youth work staff to engage with young people online, and fully utilise the groups and pages services on offer. One of our most successful pieces of our digital work has been the launch of our 1-2-1 remote support service for young people aged 13 to 25 available through Inverclyde Live, Online Digital Youth Work.

At LGBT Youth Scotland, we always say that our work is led by young people, but when it comes to our digital work, that couldn’t be more true. Young people are always a step ahead when it comes to embracing new digital platforms, and this has helped to lead our work over the years.

The service has just celebrated its’ 2 year birthday in September and as well as speaking to over 600 young people across Scotland, we’ve had contact with young people in countries around the world, notably in places such as Nigeria, Uganda and Pakistan where it’s not safe to be LGB or T and out.

Supporting young people in the online world can help us reach more rural locations, but time and time again we also witness the power of the anonymity and safety that young people feel when accessing support online. This is particularly true for young people who identify as LGB or T, where the internet can provide the privacy that exploring your sexual orientation or gender identity often requires. It allows young people to speak to a professional youth worker without accessing face-to-face and potentially outing themselves to friends, family and their communities, and importantly offers a youth work alternative to the myriad of other information available.

The support service, direct them to us.

If you know of any young people who would benefit from accessing the online support service, direct them to us.

W: www.lgbtyouth.org.uk
E: info@lgbtyouth.org.uk
T: @LGBTYS
Making the digital culture shift

Channelling your membership growth with social media

Last year marked 120 years of Girls’ Brigade. The organisation is proud of its roots and traditions; of the rich, varied experiences given to generations of young women, but future generations have the right to expect the same experience as their mothers and grandmothers.

A lively, vibrant future necessitates embracing new, innovative ways of working and the challenge today is how to channel 120yrs of tradition into the modern era of Facebook and Twitter, of online marketing and programme material accessed via tablets and mobile phones.

Responding to the challenge of falling membership, Girls’ Brigade Scotland recently launched an online recruitment campaign entitled #growgb. It encourages companies to pledge 5, 10 or 15 new members, with each participating group advertised via Twitter and the GB facebook page and each target reached being similarly promoted. This was new territory for the organisation and a step into the unknown, but the response received was phenomenal. Within the first week of launching, 12% of groups had signed up and what was very noticeable was the online encouragement they were giving each other. Groups in Fife were congratulating groups in Hamilton, new members in Glasgow were being celebrated in Dunblane and a real sense of excitement and shared outcome built up very quickly.

From a campaign launched nationally it moved to being a campaign owned by individuals and now groups are posting their involvement straight onto the social media sites and updating their own targets! More than 30% of companies are now active in the campaign.

Now more than ever youth organisations are called to engage a discerning client group who demand active involvement and who expect their voices to be treated as equals. With this in mind, Girls’ Brigade Scotland has spent the last two years developing an interactive online resource for the 12-18 age group. Based on blog technology, it brings together a wide range of material and subject matter and can be updated easily, thus remaining relevant. It contains more than 100 sessions, joining Girls’ Brigade with a large number of organisations and partners in a way that would be impossible without the online facilitation the resource is based on.

Launched this year, it has re-energised both leaders and girls and the really exciting part is that members can have their own ideas and projects included for use across the whole organisation.

Taking full advantage of modern day media is allowing Girls’ Brigade to offer personally tailored learning experiences to all its members and is enabling the organisation to engage more fully with the wider community. Technology is helping us to break down the barriers between the past and future and is keeping the organisation vibrant and modern.

W: www.girls-brigade-scotland.org.uk
T: @GirlsBrigadeScotland
Zombies, ninjas and ghouls were among the characters brought to life by aspiring young games developers taking part in The Prince’s Trust Scotland’s first ever Get Started with Games Design course.

**Game on for Prince’s Trust Scotland young developers**

Fifteen unemployed young people with little or no experience in developing took part in the pilot course run by The Trust in partnership with Dundee-based games development and education company Future Fossil Studios Ltd. This course was made possible through generous funding from musician and philanthropist will.i.am.

Although many of the young people had no previous knowledge of computer code or games development by the end of the first day they had all created a simple maze game with help from the course tutors. Having learnt the basics the young people moved on to designing their own computer games with course tutors teaching new skills and offering guidance along the way. Young people came up with the plot, artwork, sound-effects and computer code to create fully-fledged games, ready to be played in time for the end-of-course celebration.

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The young people’s finished games can now be played for free online at our partner Future Fossil Studies Ltd’s website: www.futurefossilstudios.com/princestrust/

E: mairi.gordon@princes-trust.org.uk
T: Mairi Gordon on 0141 225 3378

**Case study: Anthony King**

Anthony King is one of the young people now hoping to use the skills he learned on the course to kick-start a career. Being unemployed left Anthony feeling depressed, struggling to find work took a toll on his confidence. Anthony left his family home in England and moved to Scotland when he was 18 but he could not find employment.

Anthony’s job advisor knew he had a passion for art and thought The Prince’s Trust Get Started with Games Design course would be perfect for him. Recommended for the course, Anthony impressed at his interview and taster day and was accepted onto the five-day programme.

He said: “I learned how to create characters and bring them to life in working games, and I made some good friends along the way.”

“Spent countless hours applying for jobs but getting rejection and after rejection left me feeling depressed and worthless” Anthony said.

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I is for Internet, International and iPad

Xchange Scotland knows where it is @ when it comes to making friendships without borders, they know when it comes to bringing young people together across the world, online is the way to create a global youth nation.

Xchange Scotland is a charity which was set up in 2007 by young people. They offer accessible and exciting international volunteer projects from 2 weeks to 1 year. The aim is to make as many young people in Scotland, Global Citizens, by working with youth groups, colleges and universities to act local and think global. Here are a few of our posts.

Bex went to the Czech Republic for 1 year under the European Voluntary Service to help lead a local art project and teach English to hopeful professionals wanting to come to the UK. She shared a flat with 4 other European Volunteers and thanks to technology today, she can keep in touch with her iPad to those in Italy, Switzerland, Germany and further away.

“Apart from meeting people and working with them every day, this was the best experience but what makes it even more amazing is I can Skype, chat and talk travel plans with my friends here, there and everywhere.”

Monica leads the Glasgow University Xchange Scotland Society where she plans and promotes intercultural evenings with society members.

“In bringing so many young people together to promote the importance of sharing values and different cultures, she has made friends with so many students of all nationalities. ”

McArdle worked alongside 15 other international volunteers to create a marketing video for the environmental project they were putting together, they did find a bit of time though to do a bit of borealis chasing which led to some awesome photography and an unforgettable experience which of course has been shared across the globe through social media.

“I decided to make a Google+ group after we all left the project as we were all sad to leave, we had spent the last 2 weeks with each other. So the Google group was created to talk and discuss the photos and memories we had all shared. This has been amazing. I can look back and chuckle at the good times, uploading videos, pictures and stories just for us. Without it coming back and telling my international story with friends all over the world.”

Stuart went on a 2 week project to Iceland with an Xchange Scotland partner.

He worked alongside 15 other international volunteers to create a marketing video for the environmental project they were putting together, they did find a bit of time though to do a bit of borealis chasing which led to some awesome photography and an unforgettable experience which of course has been shared across the globe through social media.

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Stuart continues to talk to the volunteers from China, Spain, Germany and South Korea on a weekly basis. Stuart is internationally connected every week thanks to his adventure and technology.

Love eDofE

Since way back in 2009, when the iPhone was only two years old and Susan Boyle debuted on Britain’s Got Talent, The DoE has been working with young people through our online record system eDofE.

Before 2009, young people recorded their progress through each of the four DoE sections in hard copy record books. Lost, forgotten and damaged books frustrated participants, parents and leaders alike. It also meant the organisation had few means of accurately recording how many young people in Scotland were doing their DoE and where there might be room for development as an organisation.

eDofE was the solution to these issues. Since April 2013, all DoE participants register, record their progress, and have their DoE Awards approved online.

The benefits to the young people, their youth workers, our network partners and the DoE as an organisation, have been plentiful.

One participant said: “I love eDofE it’s so easy to see progress and upload evidence.”

We can now see exactly what young people are doing for their DoE and what stage in their programme they are at. This helps both young people and their youth workers keep track of what they have achieved and how much further they have to go before completing their Award.

Once they have completed their Award, young people can now also take that record forward with them via their Achievement Pack. It is a print-out of all the activities they did, including their photo evidence, presented in a handy PDF. Young people can take these to interviews to show exactly what they achieved with DoE which can help them rise to the top of the candidate list.

The safe and secure online record gives us the ability to drill down into the data and begin to build a better picture of who is doing what where for their DoE. This data is used extensively by our local authority partners as it can provide solid support for everything from schools going through HMIE inspections, to demonstrating the real impact of wider achievement awards on young people. It also has helped us develop a longer-term model for improvement that responds in real time to what is happening on the ground here in Scotland.

The system is still a work in progress. We’re currently developing a mobile-friendly version of the site to make it easier than ever for participants to input their photo and video evidence from their phones. But it can be said that eDofE thus far has been a great success. Despite a few hiccups along the way, most agree that it makes the programme much more “slick and streamlined” for young people, Leaders, partners and DoE staff alike.

W: www.dofe.org/en/content/cms/ takepart/notice-boards/scotland
E: scotland@dofe.org
T: 0131 343 0920