

Agency, literacy, aspiration and storytelling in Lancashire

Dr Candice Satchwell and Dr Deborah Crook
UCLan

Burnley Research Day
27th November 2018

Three research projects in Lancashire

- **Stories to Connect** (funded by AHRC 2015-2018; shortlisted for Health Humanities medal 2018)
- **Rewriting the Future** (funded by OfS FutureU 2018)
- **Children Leading on Reading** (funded by UCLan 2018)

- Participatory research methodologies
- Partnerships with communities
- Education, literacies, storymaking, health, wellbeing



Stories to Connect

Connecting with communities
in a storymaking research
project



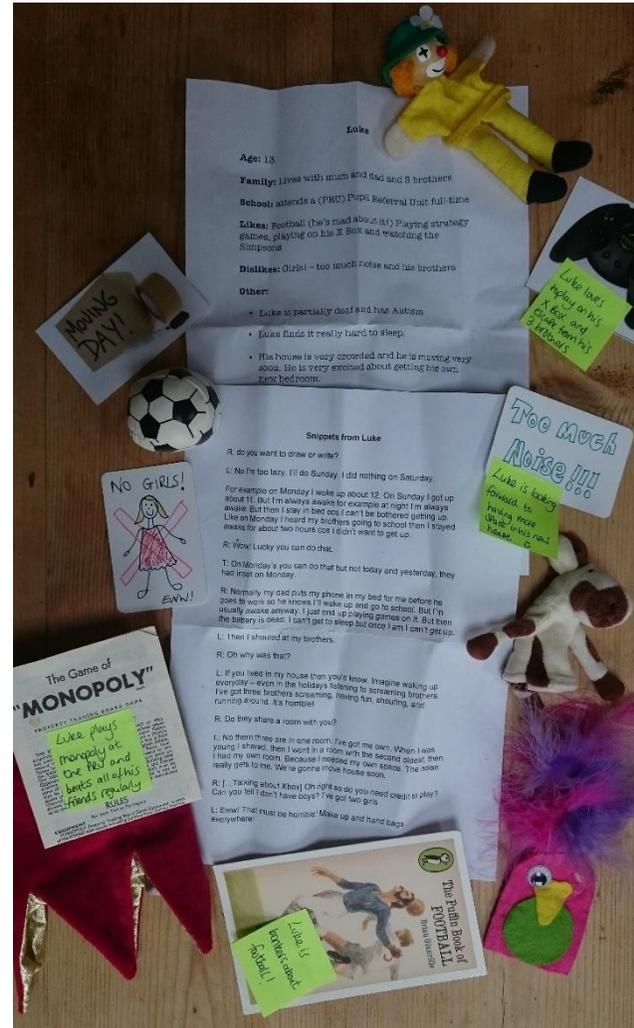
Dr Candice Satchwell, Principal Investigator
Reader in Education and Literacies, CELT, UCLan



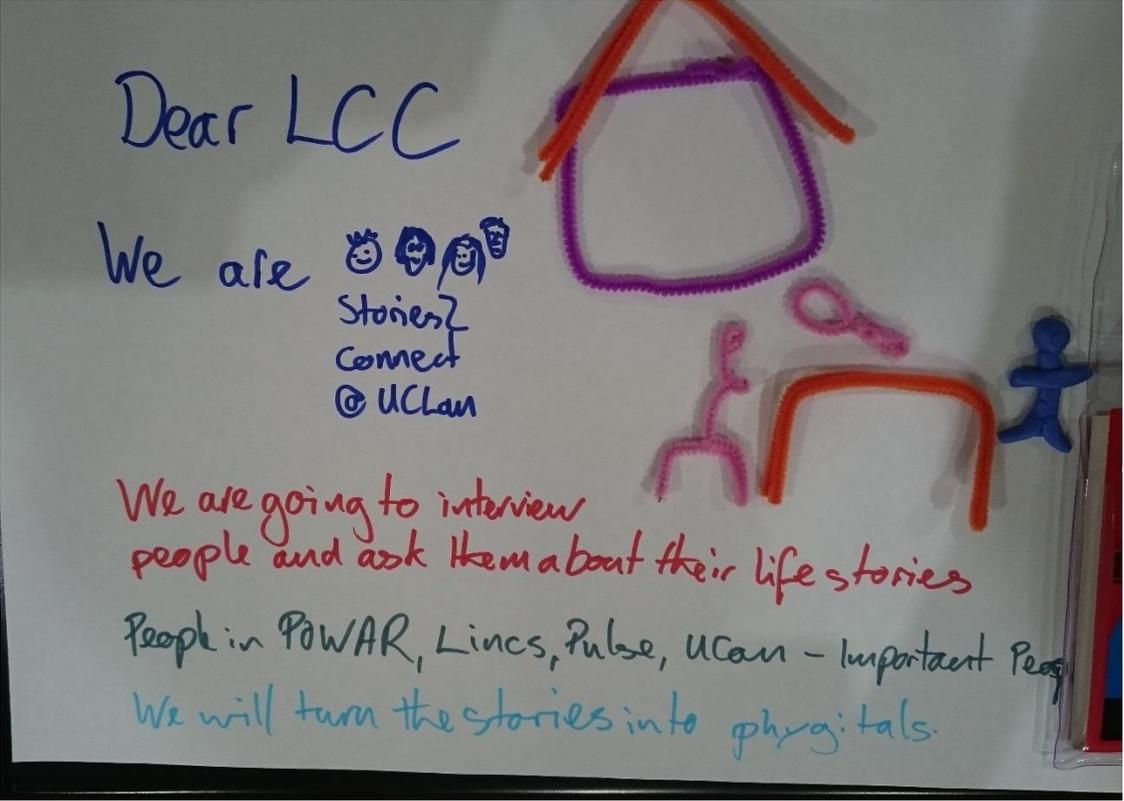
Mapping Community Engagement: from the margins to the centre



Our young researcher workshops



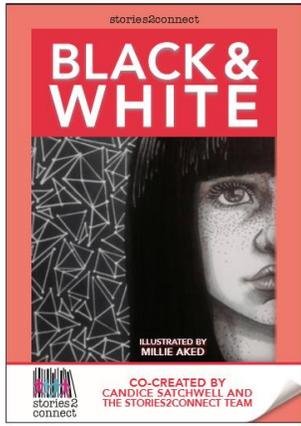
Connecting with different community groups



Phygital artefacts



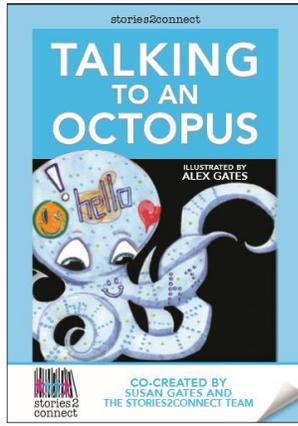




BLACK & WHITE

ILLUSTRATED BY MILLIE AKED

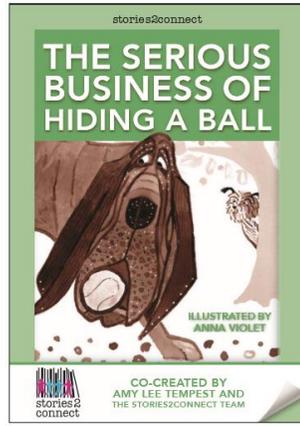
CO-CREATED BY CANDICE SATCHWELL AND THE STORIES2CONNECT TEAM



TALKING TO AN OCTOPUS

ILLUSTRATED BY ALEX GATES

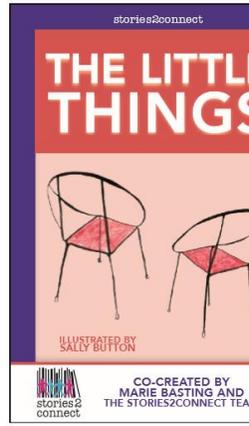
CO-CREATED BY SUSAN GATES AND THE STORIES2CONNECT TEAM



THE SERIOUS BUSINESS OF HIDING A BALL

ILLUSTRATED BY ANNA VIOLET

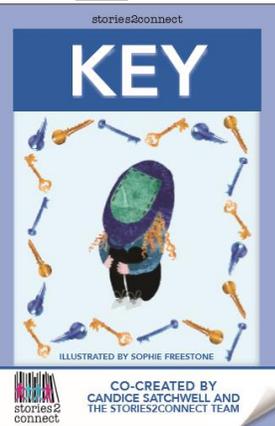
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THE LITTLE THINGS

ILLUSTRATED BY SALLY BUTTON

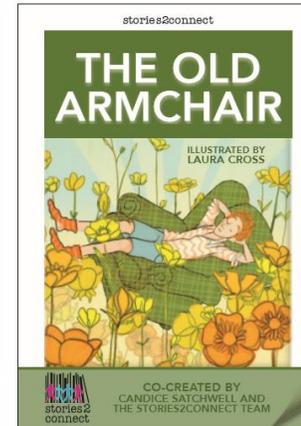
CO-CREATED BY MARIE BASTING AND THE STORIES2CONNECT TEAM



KEY

ILLUSTRATED BY SOPHIE FREESTONE

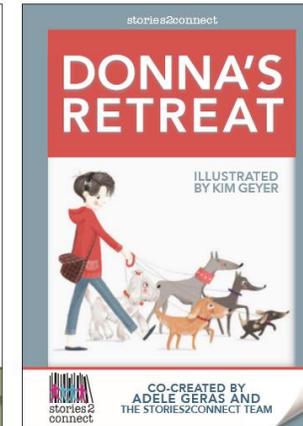
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THE OLD ARMCHAIR

ILLUSTRATED BY LAURA CROSS

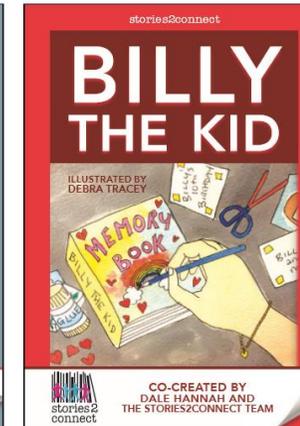
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DONNA'S RETREAT

ILLUSTRATED BY KIM GEYER

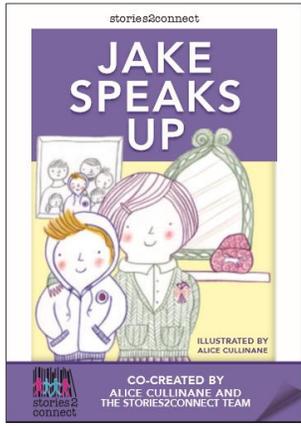
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BILLY THE KID

ILLUSTRATED BY DEBRA TRACEY

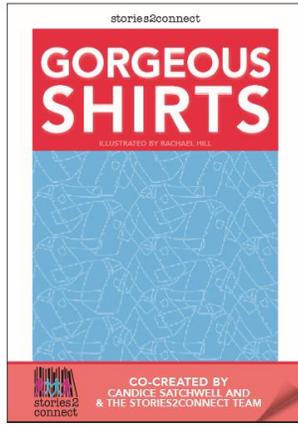
CO-CREATED BY DALE HANNAH AND THE STORIES2CONNECT TEAM



JAKE SPEAKS UP

ILLUSTRATED BY ALICE CULLINANE

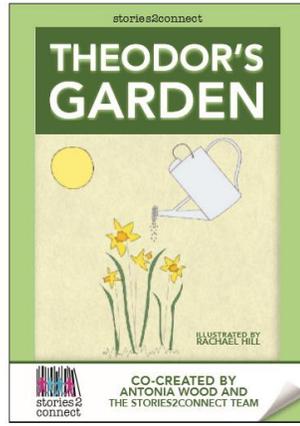
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GORGEOUS SHIRTS

ILLUSTRATED BY RACHAEL HILL

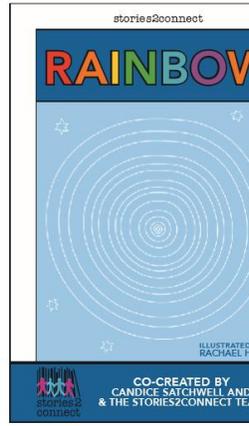
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THEODOR'S GARDEN

ILLUSTRATED BY RACHAEL HILL

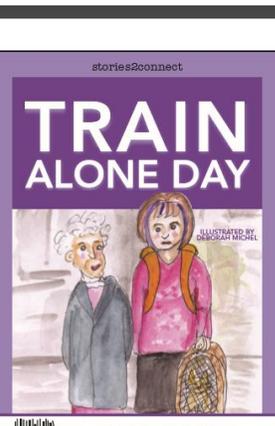
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RAINBOW

ILLUSTRATED BY RACHAEL HILL

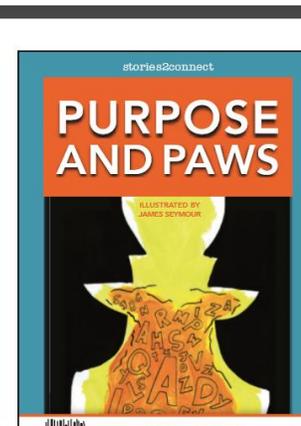
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TRAIN ALONE DAY

ILLUSTRATED BY DEBORAH MICHEL

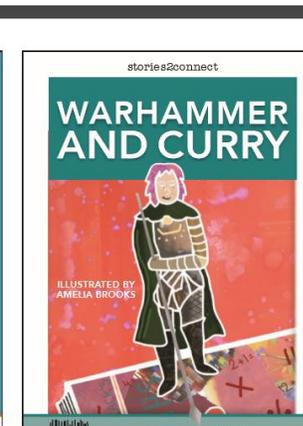
CO-CREATED BY DEBORAH MICHEL AND THE STORIES2CONNECT TEAM



PURPOSE AND PAWS

ILLUSTRATED BY JAMES SEYMOUR

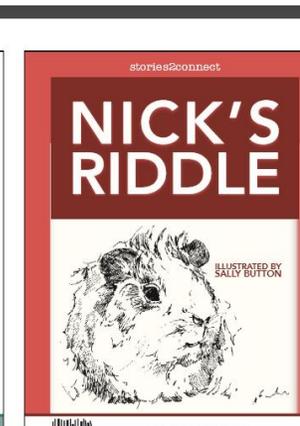
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WARHAMMER AND CURRY

ILLUSTRATED BY AMELIA BROOKS

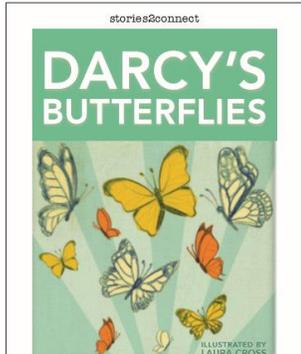
CO-CREATED BY MEGAN BREAKWELL AND THE STORIES2CONNECT TEAM



NICK'S RIDDLE

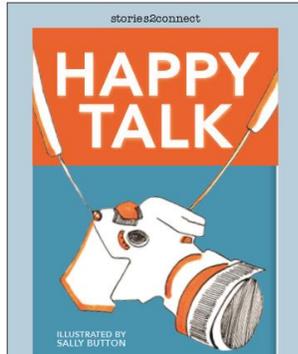
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CO-CREATED BY CANDICE SATCHWELL AND THE STORIES2CONNECT TEAM



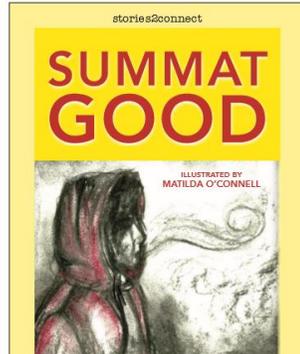
DARCY'S BUTTERFLIES

ILLUSTRATED BY LAURA CROSS



HAPPY TALK

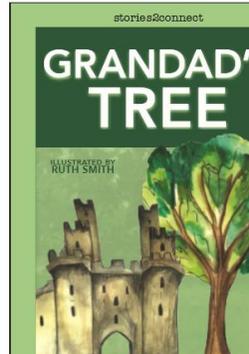
ILLUSTRATED BY SALLY BUTTON



SUMMAT GOOD

ILLUSTRATED BY MATILDA O'CONNELL

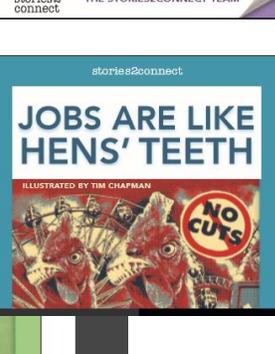
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GRANDADY TREE

ILLUSTRATED BY RUTH SMITH

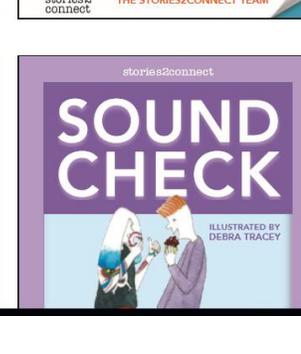
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JOBS ARE LIKE HENS' TEETH

ILLUSTRATED BY TIM CHAPMAN

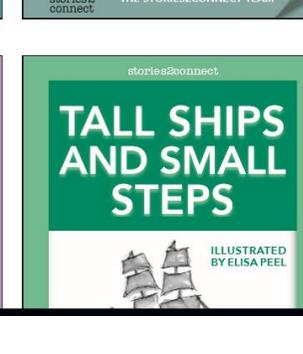
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SOUND CHECK

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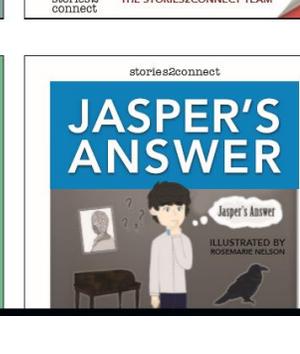
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TALL SHIPS AND SMALL STEPS

ILLUSTRATED BY ELISA PEEL

CO-CREATED BY AMY LEE TEMPEST AND THE STORIES2CONNECT TEAM



JASPER'S ANSWER

ILLUSTRATED BY ROSEMARIE NELSON

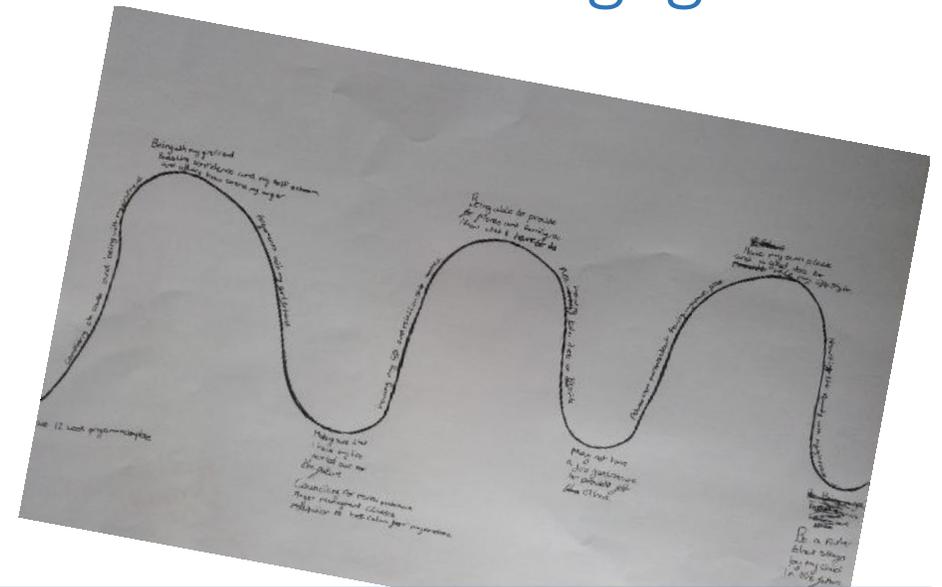
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Re-writing the future:

Exploring young people's stories of education and engagement

- **Aim:** identify specific barriers and enablers of continued educational engagement for young people who may not normally access further or higher education
- **Emerging themes:** (mis)information and knowledge; relationships: role models, social life, in schools; dominant constructs of education and students; financial considerations; place.

.....**Consistency**



Schools should be much more motivating.
Tell us what we can do instead of
constantly telling us what we can't.
Schools should help you
find the things you can do.

Complex lives

Our methods acknowledge the complex relationships among different aspects of young people's lives

- Health
- Education
- Employment
- Social inclusion

To understand these we need to recognise all the complex inter-related layers that make up young people's lives....'the onion!'



He has always had faith in me,
and always helped with things
that have needed to be answered
I have always been included with
conversations with him and he's
just really funny & witty.

Children Leading on Reading:

Encouraging reading for pleasure and empowerment with disadvantaged families in Burnley

- **Aim:** Investigate children's agency in choosing books (outside school), when to read and in creating spaces for reading for pleasure and empowerment, to identify enablers and constraints to their participation.
- **Outcomes:** social and emotional well-being, positive intra- and intergenerational relationships, social and cultural capital, knowledge about the world (*The Reading Agency, 2015*).
- **Attitudes and roles of adults are critical:** motivation to co-create spaces, actions within these spaces, control on resources.



Children Leading on Reading:

Encouraging reading for pleasure and empowerment



Young people respond to our methods

- 'Getting to know each other well enough to get our points across'
- 'I don't normally like this kind of stuff but I like this one because you're going to come and do something and meet new people and stuff like that'
- 'More a leader than a boss – Deb joined in with all the activities'
- 'We have all been able to contribute'
- 'I've changed my mind, I like this it's interesting ... like I've just realised how many stories I've got'

Impact of arts-based participatory research

- “I think I've developed amazingly. It hasn't just like made me have fun, it's actually improved who I am” (Young person with autism).
- “Individual impact on young people has been significant with all participants showing an increase in self-confidence and social and interaction skills - and at best 3 young people visited Japan and Canada and talked confidently with groups about their role as young researchers and the importance of having their voices heard” (Debbie Nolan-Plunkett, Barnardo’s Children’s Services Manager).
- “The story [about coping with autism in school] was a godsend for helping a child to see humour and positivity in her situation” (mental health social worker)