

Resource 3.1 Debunking the Language

The following exercise will help you to explore more about the 'jargon' of the GSOs and what they really mean in practice.

Activity 1 – What it says / What it really looks like

The table shows the second tier GSO outcomes, and also gives some plain English versions of these outcomes. Can you match the GSO outcomes with their plain English versions?

Second tier GSO – What it says...	What it really looks like...
Improve group and inter-group dialogue and understanding	We help people feel safer in their communities
Support cultural diversity and identity	People are healthier and happier as a result of our service
Encourage familial ties	We help people to get involved in their local community
Tackle the fear of crime and antisocial behaviour	We bring different groups of people together to meet, talk and learn about each other
Contributing to crime prevention and reduction	Community groups gain skills and confidence from working with us
Encourage healthy lifestyles and contribute to mental and physical well-being	We provide activities where young people can have fun / do positive activities
Supporting care and recovery	We represent different cultures and help people understand their own and other cultures better
Supporting older people to live independent lives	Our service listens to the public and responds to their requests and needs
Helping children and young people to enjoy life and make a positive contribution	We work with people in care and those who care for them and make a difference to them
Encouraging and supporting awareness and participation in local decision making	We provide information about things happening in our communities and where to get help
Building the capacity of community and voluntary groups	Lots of different people use our spaces and feel comfortable in them

Providing safe, inclusive and trusted public spaces		Older people gain skills and confidence from working with us
Enabling community empowerment through the awareness of rights, benefits and external services		We support families to spend time together and get to know each other
Improving the responsiveness of services to the needs of local community, including other stakeholders		We work with people who are at risk of committing crime or who have committed crime, and help them find positive activities

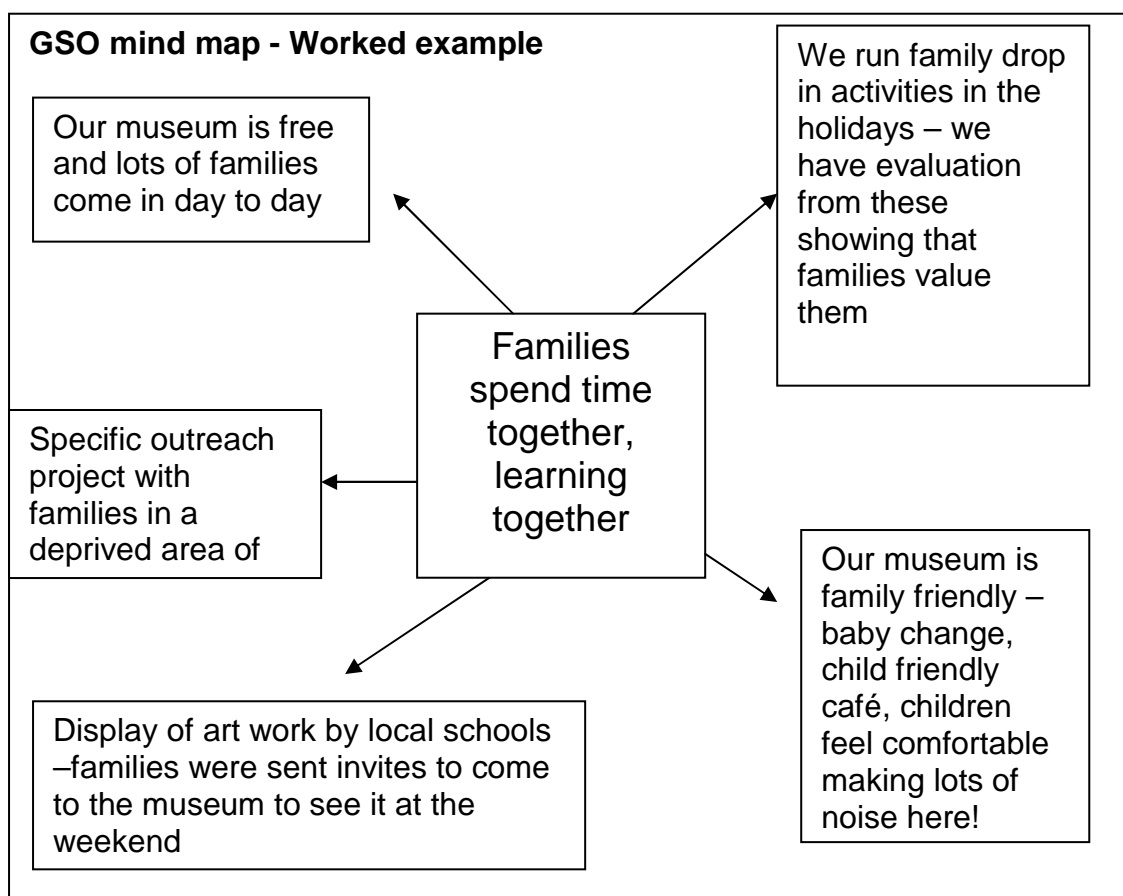
Activity 2 - Questions to discuss

- Do any of the 'plain English' versions of the GSOs seem particularly relevant to the work you do?
- Are there any other ways that you make a difference to the lives of local people who use your service?

Activity 3 – Mind Mapping

Choose two or three of the GSOs that seem to have most relevance to your work. Can you think of any practical examples of how your service achieves these sorts of impacts?

Create a mind map, writing the GSO outcome in the middle, and giving several practical examples for how you achieve this outcome around the outside. An example mind map is given below to help you.



Questions to consider:

- What is missing? What else would help you achieve this outcome?
- What evidence do you already have that these activities are effective and benefit your target audience?
- What would you target audience do and say if the activities were benefiting them?

Look at the North East Regional Museums Hub tool

(http://www.inspiringlearningforall.gov.uk/toolstemplatessocial/section8_additionalresources.html) – in this tool, each GSO is broken down into a third tier, which gives examples of more practical and specific outcomes for each GSO. Do these outcomes have any similarities with your own ideas?

You could also work in staff teams to do activities [3.2 Exploring the GSOs 1](#) and [3.3 Exploring the GSOs 2](#)

(http://www.inspiringlearningforall.gov.uk/toolstemplatessocial/section3_meaning.html)