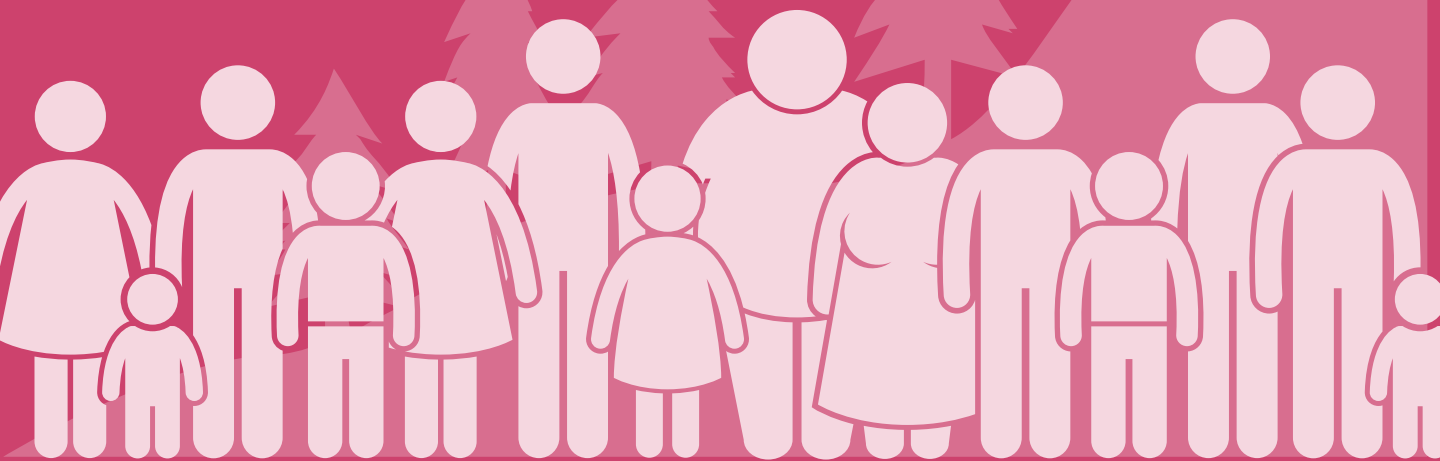


A shared vision for our economy

Regional Economic
Frameworks for Mid Wales
and South West Wales



Activities for Young People

Working together, the Welsh Government and regional partners of Mid Wales and South West Wales are inviting people to join them in establishing a shared vision for our economies ...

Introduction for Teachers

Why we want your help

The economies of Mid Wales and South West Wales are intrinsically connected with each and every aspect of life in the region.

As we look to the future therefore, and consider both the long-term economic development of the region, as well as its short-term post-Covid-19 reset and recovery, it is essential that all have their say, and that all voices are heard. Crucially, this includes our young people.

The creation of Regional Economic Frameworks for Mid Wales and South West Wales are key to this. These are formal structures around which the economy of the region can grow and develop. They will set out not just what we must do, but how we must do it. They will focus not only on the decisions we must make, but the ways in which we must go about making them. And they will set out the roles and responsibilities we all have to take if our future vision is to be realised.

This will only be possible if we work together. Our Regional Economic Frameworks must be co-created, and ultimately co-owned, by those whose lives they will impact upon: each and every one of us. This approach builds upon the foundations of the Welsh Government's nationwide Economic Action Plan '[Prosperity for All](#)', which outlines the basis for a stronger regional voice in Wales' economic development, and the [Wellbeing of Future Generations Act](#) which requires public bodies in Wales to think about the long-term impact of their decisions and to work better with people, communities and each other.

This work is being undertaken by the Welsh Government and regional partners of Mid Wales and South West Wales in partnership with the [Co-production Network for Wales](#) and [Cazbah](#).

A detailed introduction to the work, and the economies of Mid Wales and South West Wales can be found in '[Towards A Regional Economic Framework – Stakeholder Engagement and Participation Document](#)'.

Introduction for Teachers

What's in this guide?

In this guide, you will find all of the resources you need to in order for your pupils to help us to create our shared vision for the region's economy and the Regional Economic Frameworks which will support it.

This includes:

- **Activity guides:** split into basic, intermediate and advanced levels, to meet the needs of young people of all abilities ages 7 – 16.
- **Worksheets:** to support the delivery of activities.
- **A feedback template:** allowing you to share your pupils thoughts, feelings and ideas quickly and easily.
- **Links:** to further information and useful resources.
- **A glossary:** defining all key terms used in the activities.

Activities are split into four themes:

- Our vision
- Working Together
- Challenges and Opportunities
- What matters most.

Each activity can be completed in 15 minutes, by individuals or small groups in the classroom, or as homework. Each is accompanied by an optional 45-minute extension activity. A short introduction to Regional Economic Frameworks for elementary/intermediate groups is also included. No activities are mandatory in order to participate.

Any questions regarding these activities, and the development of Regional Economic Frameworks for Mid Wales and South West Wales should be directed to midandsouthwest@ref.cymru.



N.B. All activities take into consideration that they may need to be set as homework tasks, and that pupils may be working in smaller groups than normal, or need to stay at their desks without sharing resources throughout their lessons.

Feedback

Your Home. Your Vision

Feedback is provided in the form of a poster.

All activities are designed to support the production of the poster. Some pupils or classes may benefit from exploring every activity, whereas for others, simply completing the poster will be sufficient. Posters can take any form, but should include the following sections:

- i. My vision for Mid Wales and South West Wales.
- ii. What will make working together easier in the region.
- iii. The greatest challenge in the region.
- iv. The greatest opportunity in the region.
- v. The top priority in the region.

A poster template is provided overleaf.

Sending us your feedback

- Feedback can be shared by sending copies of posters (either scans or photos) as PDF, JPG or PNG files to midandsouthwest@REF.cymru.
- Please include the **name of your school and the age range of your participants** in the subject line.

Any additional information you wish to share with us (for example, completed worksheets or extension activities completed by students) can equally, be shared as PDF, JPG or PNG files to the same address. All information shared will directly contribute to the final development of Regional Economic Frameworks for Mid Wales and South West Wales.

Additional ways to get involved

- For young people over the age of 13, in addition to participating in these activities, they can contribute directly to the development of the Regional Economic Frameworks at midandsouthwest.commonplace.is.
- A live virtual event for young people will also be taking place in October. For more information and to express interest in your young people taking part contact midandsouthwest@REF.cymru

A shared vision for our economy

Regional Economic Frameworks for Mid Wales and South West Wales

My Feedback

My vision for Mid Wales and South West Wales is ...

Working together will be easier if we ...

my home

Our biggest opportunity is ...

my vision

Our biggest challenge is ...

What matters most is ...

Introduction

What is a Regional Economic Framework?

A **region** is a particular place ...

- The region of Mid Wales and South West Wales includes Powys, Ceredigion, Pembrokeshire, Carmarthenshire, Swansea and Neath Port Talbot.
- Over 900,000 people live here (and lots of them speak Welsh).
- It has lots of countryside and coastline, as well as towns and cities.

An **economy** is a system of how money is made and used.

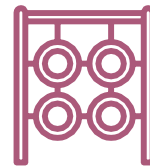
- The jobs we have, the things we buy and sell, and the new things which are built and made in our region, depend on our economy.

A **framework** is like a climbing frame ...

- It can make climbing easier.
- It can help you climb higher.
- It can help more people to climb at once.

BUT

- Different types of climbing frame let you climb in different ways.
- So the way the climbing frame is built (its structure) makes a difference.



A **Regional Economic Framework** is a structure which helps the economy of a region. Regional Economic Frameworks are currently being made for Mid Wales and South West Wales.

You can help to make them!

Glossary of key terms

Economic Action Plan	A plan for how an economy will be managed, grown or developed. The Welsh Government's Economic Action Plan is called 'Prosperity for All'.
Economy	The system of how money is made and used within a particular country or region.
Framework	A structure that supports something built on or around it.
Regional Economic Framework	A structure to support the management, growth or development of the economy of a region. Regional economic frameworks are currently being developed for Mid Wales and South West Wales.
Stakeholder	A person or group that has a direct interest in a decision-making process.
United Nations Convention on the Rights of the Child	The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement setting out the rights of children. The UNCRC is a list of rights that all children and young people, everywhere in the world have.
Wellbeing of Future Generations Act	A piece of Welsh Government legislation about improving the social, economic, environmental and cultural wellbeing of Wales. It will make public bodies in Wales listed in the Act think more about the long-term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.

Our Vision

Basic

Aim

- To co-create an overall vision for the future economies of Mid Wales and South West Wales.

For this activity you will need

- Worksheet 1

Instructions

- Explain to pupils that “when we talk about a ‘vision’ we mean how we imagine and hope how things will look in the future.”
- Ask pupils what they imagine and hope the place they live will be like when they are older.
- Using the headings from Worksheet 1 for inspiration, invite pupils to fill in the gaps, creating their ‘vision statements’ for Mid Wales and South West Wales.
- If running the activity with a whole class, conduct a vote to choose the ‘class vision’.

Extension

- Ask pupils to image what life will be like in the place they live, in the year 2050.
 - i. Where will people work?
 - ii. How will people travel?
 - iii. What will buildings look like?
 - iv. What will the environment look like?
- Invite pupils to draw a picture sharing their vision.

Our Vision

Intermediate

Aim

- To co-create an overall vision for the future economies of Mid Wales and South West Wales.

For this activity you will need

- Worksheet 2

Instructions

- Explain to pupils that 'when we talk about a 'vision' we mean how we imagine and hope how things will look in the future.
- Ask pupils what they hope and imagine the place they live will be like when they are older.
- Invite pupils to work in small groups to create their own 'vision statements for Mid Wales and South West Wales'.
- If running the activity with a whole class, ask conduct a vote to choose the 'class vision'.

Extension

- Ask pupils to image what life will be like in the place they live, in the year 2050.
 - i. Where will people work?
 - ii. How will people travel?
 - iii. What will buildings look like?
 - iv. How will we care for the environment?
 - v. How will we care for each other?
- Invite pupils to write a short piece of creative writing (1 side of A4 / 250 words approx.) explaining their vision.

Our Vision Advanced

Aim

- To co-create an overall vision for the future economies of Mid Wales and South West Wales.

For this activity you will need

- Worksheet 3

Instructions

- Ask pupils what they think the phrase 'vision statement' means?
- Ask pupils to imagine what things will be like where they live 10, 20 and 30 years from now.
- Explain to pupils that 'a vision statement' can help lots of people to come together, to work towards the same goal'.
- Using Worksheet 3, show pupils example of different vision statements used by organisations around the world.
- Invite pupils to work in small groups to create their own 'vision statements for Mid Wales and South West Wales'.
- If running the activity with a whole class, ask conduct a vote to choose the 'class vision'.

Extension

- Ask pupils to imagine that Mid Wales and South West Wales was a company.
 - i. What would its vision statement be?
 - ii. What would its company motto be?
 - iii. What would its logo be?
 - iv. How would it treat its staff?
 - v. How would it treat its customers?
 - vi. How would it treat the environment?
- Invite pupils to create a poster, sharing their ideas.

Our Vision Worksheet 1

- Use our words for inspiration.
- Think of some more of your own.
- Write as many vision statements as you want.
- Pick your favourite.

Our vision for Mid Wales and South West Wales is a place ...

with

for

safety

me

jobs

my family

happiness

the environment

health

animals

fairness

everyone

Our Vision Worksheet 2

- Use our words and sentences for inspiration.
- Think of more words and sentences of your own.
- Write as many vision statements as you want.
- Pick your favourite.

Our vision for Mid and South West Wales is a place ...

with

for

without

for

where

help

where

are

investment

poverty

I

jobs

safety

young people

health

happy

the environment

equality

everyone

animals

Our Vision

Worksheet 3

Examples of company vision statements ...

- **IKEA:** "To create a better everyday life for many people"
- **Nike:** "Bring inspiration and innovation to every athlete in the world (if you have a body, you are an athlete)"
- **McDonalds:** "To be the best quick service restaurant experience"
- **Oxfam:** "A world without poverty"
- **Patagonia:** "Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis."
- **Tesla:** "To accelerate the world's transition to sustainable energy."
- **TED:** "To spread ideas"
- **Alzheimer's Association:** "A world without Alzheimer's"
- **Harvard University:** ""To develop leaders who will one day make a global difference."
- **Disney:** "To make people happy"

Working Together

Basic

Aim

- To establish what makes working together easier, at the level of small teams, communities, and whole regions.

For this activity you will need

- Worksheet 4

Instructions

- If 'class rules' are used, begin by asking pupils what they are (or if they are not, ask the class what they think good class rules would be).
- Ask pupils 'why do we have rules?'
- Ask pupils to offer examples of things that make it easier to work together, and things that make it harder to work together?
- Ask pupils what the 'class rules' for the whole of Mid Wales and South West Wales should be.
- Invite pupils to write down their ideas using Worksheet 4.
- If running the activity with a whole class, ask conduct a vote to choose the 'most important thing about working together'.

Extension

- Before delivering this activity, set pupils a group task (for example, building the tallest tower possible out of paper).
- Ask pupils to reflect on their team work – what made it easier to work together, and what made it harder. How could rules have helped?
- N.B. If this activity is set as a homework task, ask pupils to reflect on times when they've worked as a team to answer these questions.

Working Together

Intermediate

Aim

- To establish what makes working together easier, at the level of small teams, communities, and whole regions.

For this activity you will need

- Worksheet 5

Instructions

- Ask pupils "Where do we use rules?" (for example, in the classroom, at home, playing sports etc.).
- Ask pupils "Why do we use rules? (for example, to make things fair, so people don't get hurt, etc.)
- Ask pupils "What sort of rules can make working together easier?"
- Ask pupils, "What are good rules for a classroom"
- Ask pupils, "What are good rules for a town"
- Ask pupils, "What are good rules for the whole of Mid Wales and South West Wales?"
- Invite pupils to write their ideas using Worksheet 5.
- If running the activity with a whole class, ask conduct a vote to choose the 'golden rule' (i.e. the most important).

Extension

- Before delivering this activity, set pupils a group task (for example, building the tallest tower possible out of paper).
- Ask pupils to reflect on their team work – what made it easier to work together, and what made it harder. How could rules have helped?
- N.B. If this activity is set as a homework task, ask pupils to reflect on times when they've worked as a team to answer these questions.

Working Together

Advanced

Aim

- To establish what makes working together easier, at the level of small teams, communities, and whole regions.

For this activity you will need

- Worksheet 5

Instructions

- Ask pupils to offer examples of times when they have worked together in a team (for example, in a class activity, playing sports etc.).
- Ask pupils to list as many things as they can which make working in a team easier.
- Ask pupils to list as many things as they can which make working in a team more difficult.
- Ask pupils to suggest rules which could make working as a team easier for everyone across Mid Wales and South West Wales, to support the region's economies.
- Hold a vote to choose the top 5 rules noting them on Worksheet 5.
- If running the activity with a whole class, ask conduct a vote to choose the 'golden rule' (i.e. the most important).

Extension

- Instruct pupils to conduct independent research and look for: an example of teamworking being effective, teamworking being ineffective and an example or rules that help towns, regions or countries work together.
- N.B. The 'Paris Agreement, can provide good examples related to all 3 of these questions, and may be recommended to pupils as a starting point > <https://www.worldwildlife.org/pages/paris-climate-agreement>

Working Together

Worksheet 4

Working together is easier when ...

Working together is harder when ...

The most important thing about working together is ...

Working Together

Worksheet 5

Working together across the whole of Mid Wales and South West Wales will be easier if:

1.

2.

3.

4.

5.

The golden rule is ...

Challenges and Opportunities

Basic

Aim

- To identify the key challenges to, and opportunities for, Mid Wales and South West Wales long-term success.

For this activity you will need

- Worksheet 6

Instructions

- Invite pupils to complete a very simple challenge (for example, counting from 50 – 1 backwards, standing on one leg for as long as they can, drawing a face with their eyes closed etc.).
- Ask pupils, "what made completing the task hard. What made it, or could have made it, easier."
- Explain that 'a challenge can make success harder to achieve and an opportunity can make success easier to achieve'.
- Ask pupils, "do you think some of the challenges and opportunities for the place we live, are the same as the ones we had completing our task?"
- Using Worksheet 6, either as individuals, in small groups, or as a whole class, fill in the blanks with the names of different challenges and opportunities.

Extension

- Extend the simple challenge task by additional rules. For example, standing on one leg with your eyes closed, standing on one leg with something to hold on to etc.
- Ask pupils to reflect on the differences each time.
- What makes success harder to achieve? (For example, distractions, not knowing what's happening around you, too many things to think about etc.). What makes success easier to achieve? (For example, help, support etc.).

Challenges and Opportunities

Intermediate

Aim

- To identify the key challenges to, and opportunities for, Mid Wales and South West Wales long-term success.

For this activity you will need

- Worksheet 6 and Worksheet 7
- Flip chart paper and pens (optional)

Instructions

- Explain that 'a challenge can make success harder to achieve and an opportunity can make success easier to achieve'
- Ask pupils to name something which makes success harder to achieve for them (they might want to think about sports and games to help them – for example, feeling tired). Ask pupils to name something which makes success easier to achieve for them (for example, having help from their friends and teachers).
- Provide pupils with Worksheet 6 (or if working in small groups, copy Worksheet 6 onto a large piece of paper).
- Instruct pupils to write down challenges (things which make success harder) on the inside circle, and opportunities (things which make success easier) on the outside circle.
- Using Worksheet 7, read out different facts about Mid Wales and South West Wales and ask pupils whether each is a challenge or an opportunity.
- Conduct a vote to identify the greatest challenge, and greatest opportunity, in the region.

Extension

- Invite pupils to write about their greatest challenge, and greatest opportunity in life (or if preferred) to ask the same questions to a family member, writing down their answers.

Challenges and Opportunities

Advanced

Aim

- To identify the key challenges to, and opportunities for, Mid Wales and South West Wales long-term success.

For this activity you will need

- The document - **"Towards A Regional Economic Framework – Stakeholder Engagement and Participation Document"**.
- Worksheet 8

Instructions

- Referring to "Towards A Regional Economic Framework – Stakeholder Engagement and Participation Document" (*pages 16 and 17 for Mid Wales, or 22 and 23 for South West Wales*) display the strengths, weaknesses, opportunities and threats in the region's economy to pupils.
- Invite pupils to give each a score, with:
 - a. - 10 points for the biggest threat / weakness
 - b. +10 points for the biggest strength / opportunity
 - c. 0 points for something which is neutral.
- Add up the scores for each point (calculating the class' average score) and creating a list from the biggest threats/weakness to the biggest strengths/opportunities for the area, listing them on Worksheet 8 accordingly.

Extension

- Invite pupils to conduct their own research, and write a short article (1 side of A4 / 250 words approx.) about either:
 - i. The greatest threat to our economy, or
 - ii. The greatest opportunity in our economy.

A shared vision for our economy

Regional Economic Frameworks for Mid Wales and South West Wales

Worksheet 6

Challenges and Opportunities



Worksheet 7

Challenges and Opportunities

In Mid Wales and South West Wales ...

We have beautiful coastlines and countryside

We have amazing history, heritage, language and culture

Some people have to move away to find jobs

Lots of people come to visit and have holidays

We make, farm and grow lots of different things

Some people can't access the internet

Sometimes it can be hard to travel from one place to another

Lots of people get a good education

Some places don't have as many people living in them as they used to

Some people don't have enough money for all the things they need

These statements are derived from the document - "Towards A Regional Economic Framework – Stakeholder Engagement and Participation Document".

What Matters Most

Basic

Aim

- To set priorities for the long-term growth and development of Mid Wales and South West Wales

For this activity you will need

- Nothing!

Instructions

- Ask pupils "what is important to you, and why".
- Ask pupils "out of all of the things we've talked about, what matters most, and why?"
- Invite pupils to draw a picture of the thing which matters most to them.

Extension

- Create a class collage using the "what matters most" picture.
- Do the pictures fall under different themes (family, health, environment etc.)
- Can pupils agree on "what matters most of all".

What Matters Most

Intermediate

Aim

- To set priorities for the long-term growth and development of Mid Wales and South West Wales.

For this activity you will need

- Worksheet 9
- Flipchart paper and pens (optional)

Instructions

- Ask pupils "what is important to you?"
- Using Worksheet 9, invite pupils to write down the things which are most important to them relating to: where they live, their culture and heritage, their school and education, the environment.
- (Alternatively, if working in groups, write each heading on a different piece of paper and place at different locations in the classroom, inviting groups to circulate between them).
- When all pupils have completed the task, ask them "what matters most to you?"

Extension

- Ask pupils to imagine that they were the following:
 - i. A toddler
 - ii. An old person
 - iii. An animal
 - iv. Someone visiting Wales for the first time
- How would they complete the task now?
- Would their answers be different?
- Why?

What Matters Most Advanced

Aim

- To set priorities for the long-term growth and development of Mid Wales and South West Wales

For this activity you will need

- Nothing!

Instructions

- Ask pupils to consider the following four goals:
 1. Reducing income inequality.
 2. Creating more competitive businesses.
 3. The transition to a zero-carbon economy.
 4. Building healthy and sustainable communities.
- Invite pupils to participate in a short debate, inviting particular pupils to represent a particular viewpoint.
- At the end of the debate, allow pupils, as themselves, to vote for which of the four goals they believe is of highest priority.

Additional Information

- The document **"Towards A Regional Economic Framework – Stakeholder Engagement and Participation Document"** may provide helpful background and context to inform the debate.

Extension

- Invite pupils to prepare a short speech (no more than 2-minutes / 200 words long) stating which one of the four goals they believe is of highest priority.

Worksheet 9

Challenges and Opportunities

The most important thing about where I live is that it is ...

The most important thing about our environment is ...

What matters most to me is ...

The most important thing about school is ...

The most important thing about my culture and heritage is ...

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