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youth social action



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Ormiston Trust
Improving life chances

How To Embed Youth Social Action

Primary Schools (Whole School Approach)



The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.

Section 1 Contents: Key Youth Social Action Information Introduction to YSA, Meaning, Benefits, Key principles and Process.

	Content	Page No.
1.1	YSA Meaning & Benefits	1
1.2	YSA 10 Underlying Fundamentals	2
1.3a	YSA Implementation Process Steps summary (KS1)	3
1.3b	YSA Implementation Process Steps summary (KS2)	4
1.4	Implementing Youth Social Action (key points).	5
	Stage 1: Inspire and engage	6-7
	Stage 2: Explore and Learn	8-9
	Stage 3 - Plan and do	10-11
	Stage 4: Reflect and Progress (KS2 - Only)	12

Introduction to the guide:

The main aim of this guide is to enable leaders to embed YSA within their schools. It provides step-by-step guidance through the stages of Youth Social Action. It refers to additional documents which can be used to support leaders. The guide is divided into two sections.

Section 1 - Introduction to YSA, Meaning, Benefits, Key principles and Process. (Pages 1-13)

Section 2 - Explores the framework, focus areas, student number scales, curriculum links and commitments. (Pages 14

Introduction to #WeWill Youth Social Action

We believe social action can play an essential role in young lives and the success of a school and its community. The programme has been designed based on ten key fundamentals, following the five stages of the implementation process.

A framework has been designed to guide schools on embedding social action within their schools and engaging stakeholders, including parents and links with local and national organisations.

1.1 YSA Meaning & Benefit

Youth social action refers to activities that young people do to make a positive difference to others. There are many ways young people can take practical action to make a positive difference. It can occur in various contexts and mean formal or informal activities. These include volunteering, fundraising, campaigning or supporting peers. Young people don't have to try and save the world independently. Taking small positive actions to improve your home, school, or local community can make a big difference." #will Campaign

We believe social action can play an essential role in young lives and the success of a school. A range of benefits can be produced, such as:

1. Agency and Engagement: Chance for voice to be heard, to decide what happens, and create new meaning and purpose (Representation, respect, consistency, boundaries)
2. Skills and Character: Develop new competencies, understand the perspectives of others, and challenge yourself and your peers (Skills training, challenge, effort & reflection)
3. Enjoyment and Wellbeing: Freedom to express, an opportunity to create, a chance to connect with others
4. Variety of impacts on others: Engage in a cause, focus your impact, see the change
5. In addition to the main youth social action benefits, other key impacts on key school activity and outcomes can include:

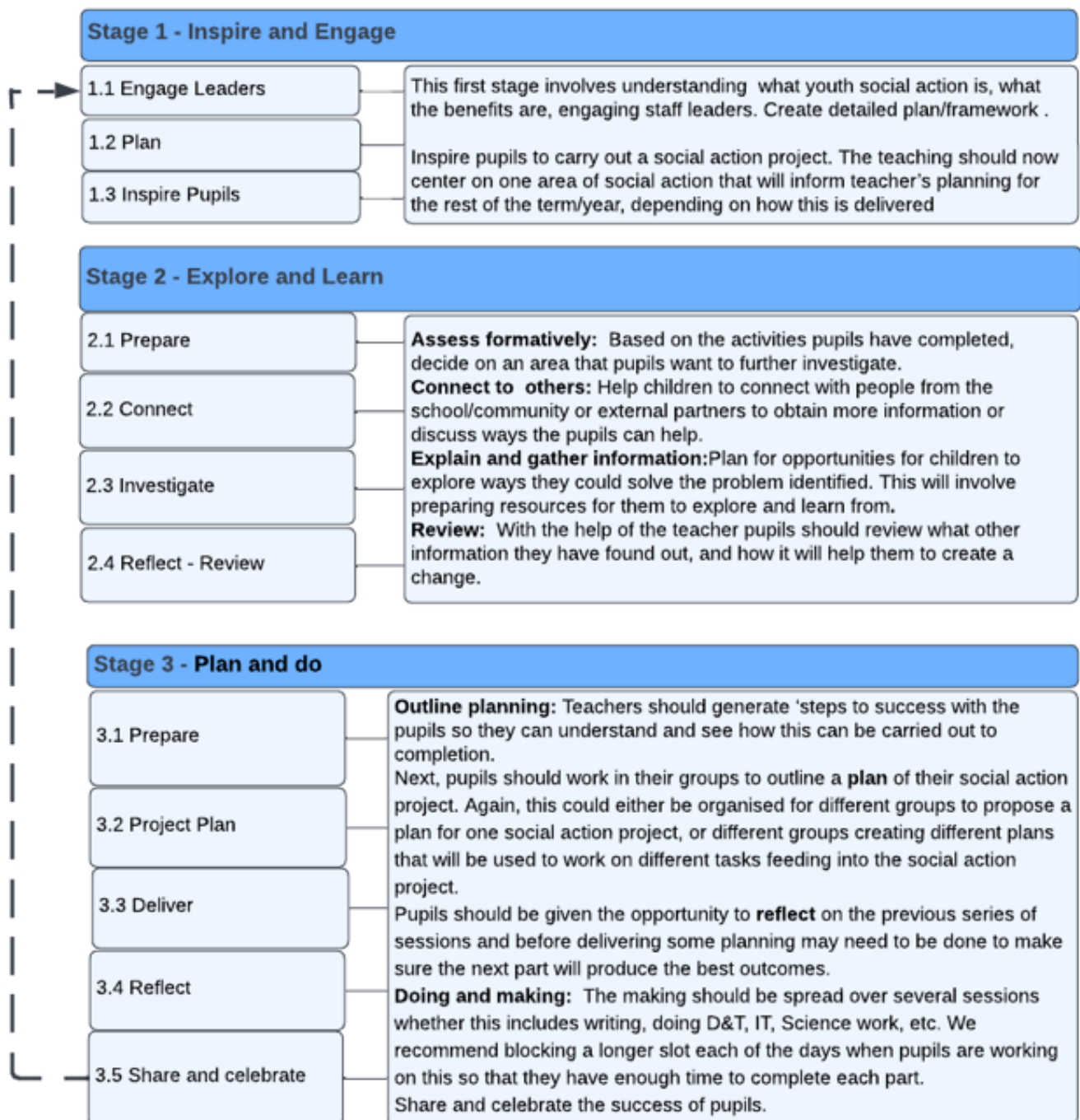
- Personal Development outcomes
- Wellbeing and pastoral outcomes
- Transition practices
- Behaviour outcomes
- Attendance outcomes
- Academy community profile and intake
- Academic outcomes

1.2 The 10 underlying fundamentals of Youth Social Action (YSA) to maximise impact and sustain practice in schools



1.3a Key stages for implementing youth social action (summary) Key Stage 1

A fully developed Youth Social Action programme involves the following five key stages. However, for Key Stage One and Two, we have adapted this to ensure its relevancy and enable maximise impact.



1.3 Key stages for implementing youth social action (summary) Key Stage 2

Stage 1 - Inspire and Engage

1.1 Engage Leaders

1.2 Plan

1.3 Inspire Pupils

This first stage involves understanding what youth social action is, what the benefits are, engaging staff leaders. Create detailed plan/framework .

Inspire pupils to carry out a social action project. The teaching should now center on one area of social action that will inform teacher's planning for the rest of the term/year, depending on how this is delivered

Stage 2 - Explore and Learn

2.1 Prepare

2.2 Connect

2.3 Investigate

2.4 Reflect - Review

Upper Key Stage 2 pupils should be given the task to **decide how to share** work and whether they need to designate roles for each other. If they are becoming leaders or 'health ambassadors', then they can look back at the charter of criteria they have created for healthy living/being a health ambassador in their schools.

Outline planning: Building on previous discussions and learning, teacher should support pupils to plan the next part of the project. Pupils should participate in the planning process, building on prior learning. This is a good opportunity to incorporate the teaching of meta-cognitive strategies into the planning process and start discussing outcomes whilst producing a timeline.

Partners in my learning: If this applies, with the support of teachers, pupils could develop further connections with parents, the local community, and the beneficiaries of the social action project. This will help them to promote the work they have done

Stage 3 - Plan and do

3.1 Prepare

3.2 Project Plan

3.3 Deliver

3.4 Reflect

3.5 Share and celebrate

Final planning: Pupils will need to finalise their plan and discuss risks to ensure they have the best solutions in case something does not work as expected. Teachers will need to type a risk assessment if this is needed; pupils could participate here to make their own.

Pupils could develop further connections with parents, the local community, and the beneficiaries of the social action project. This will help them to promote the work they have done.

Sharing and celebrating: This part is to celebrate and reflect on their achievements. It could involve showcasing their work with the school and community as well.

Stage 4 - Reflect

4.1 Reflect

Reflect on how the overall project can be improved further. Pupils may decide to develop their project further based on what they have learnt or may wish to pursue another action project.

This stage involves collection of monitoring and evaluation data, assessing overall impact, learning about what can be improved and celebrating success.

1.4 Implementing Youth Social Action (key points)

It is important to note that students will only confirm their social action project at the end of steps 2 - 3. Critically school staff and students prepare, think and learn about what is possible before agreeing on their plan and making a difference to others in step 4.

In addition, at each stage, students will engage in the following:

- Skill development (see skill training guide insert link) and
- Reflection to capture what they have learnt and plan to do next (see passport guide insert link)

Each element of the guide has been created to build on, link to and advance activities that already occur in schools. For instance:

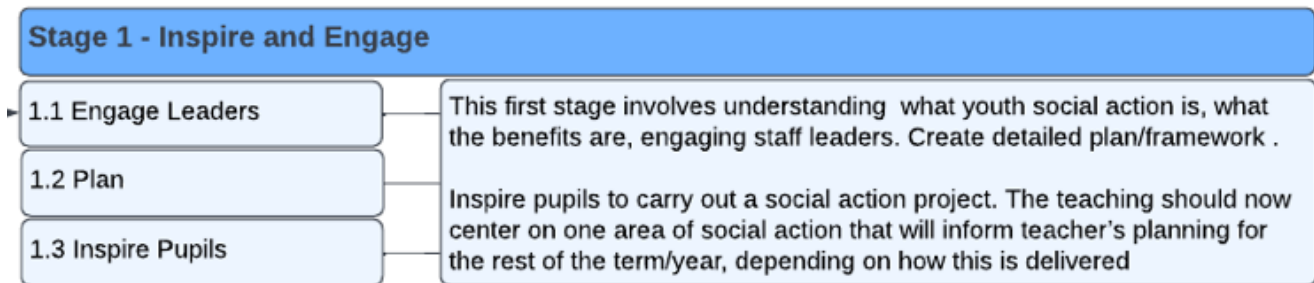
- The skills training guides build on existing skills development requirements except for the core curriculum
- The YSA-linked curriculum guides build on the learning objectives expected of core and wider curriculum subjects
- The entire process has been crafted based on experience delivering the process before and focusing on ensuring that YSA can deliver Ofsted priorities.

We expect that every young person will engage in at least 25 hours of YSA-related activity, including skill-building, consultation, planning etc.

We believe in delivering this process, and the staff will likely need to commit over 6-9 months, approximately 75 hours. Which can vary depending on the Key Stage.

1. Inspire and Engage

By this stage, the pupils would have completed a series of activities at Key Stage 1 or 2 levels introducing them to an area of focus. They would have begun to question and investigate problems linked to this area. Before planning for the social action project, we recommend referring again to section 2.1 to re-assess the quality of the teaching in relation to social action planning.



Key school objectives:

- Agreed staff lead and informed wider staff
- Agreed student leads
- Agreed on YSA programme overall programme timescales and budget
- Clear monitoring and evaluation plan
- A clear plan of action for the next stage 'Assess'

Key student learning objectives:

- Ability to define YSA and understand why they are engaging
- Foundational level key employability skills
- Explored key social impact areas in lessons and at home
- Reflection on what they want and have achieved during this stage using student passports

Please refer to section 2 of the planning guide for support. The main purpose of this guide is to support the leadership and management of the project as well as enable you to develop your leadership and management skills.

Agree on the Youth Social Action Framework

- Do you have a clear role and expected outcomes? (Job Description)
- Are you clear on the outcomes at the end of the project? (use the planning document to determine the outputs)

Plan in Detail - Middle leader planning template:

Using the youth social leader planning template, focus on the following aspects:

Focus area:

- What are the key issues that will need to be addressed?
- What training do you need, and how will you get this support?
- How will you support the teachers in delivering the programme?

Student engagement:

1. How do you plan to engage with the young people in the design and delivery of the programme?
2. How do you plan to engage students in the overall planning of the programme?
3. Will you allow students to report back to external funders at review meetings?

Staff engagement:

1. How will you engage all staff to ensure awareness of YSA across the whole school? Whole School Presentation on a training day.
2. How will you engage subject teachers/leaders and other key staff?
3. How will you engage your governors?
 - Can you invite them to key events? and add dates to their calendar as soon as possible?
 - Can your governors use their own skills, knowledge or expertise to support?
 - Can you have a nominated governor from your school?
 - Attend a governor's meeting to share details of your YSA outcomes.

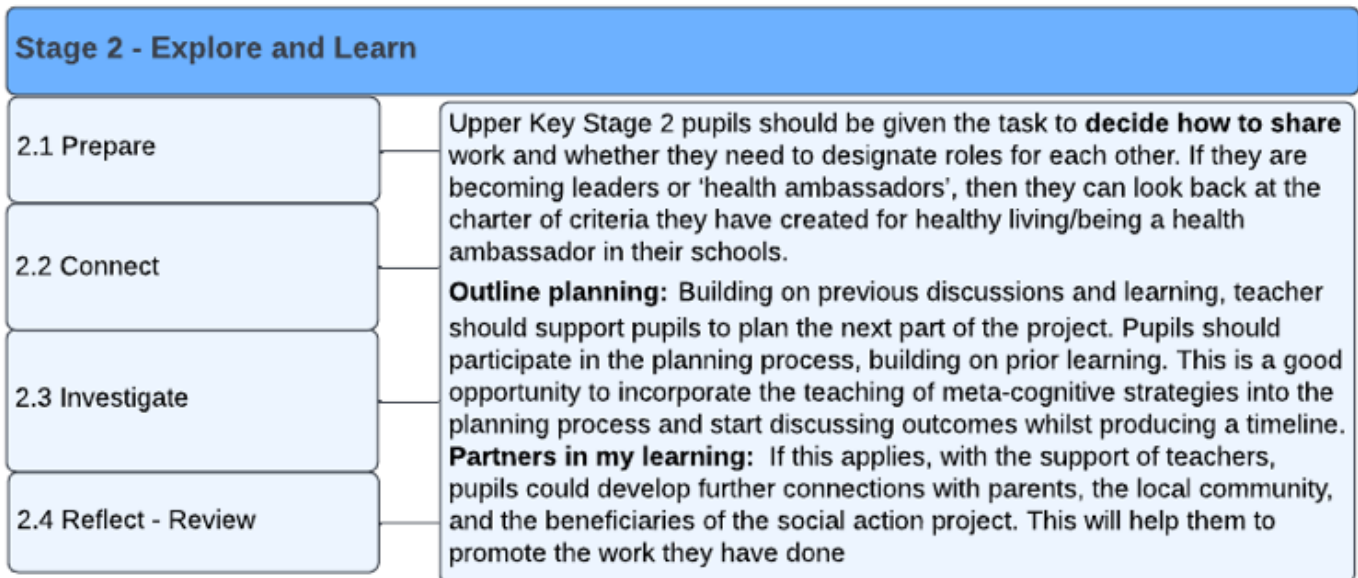
Local Community Engagement:

- Any community engagement needs to be agreed upon by the headteacher or your SLT link. It is essential that the values of the organisation match the values of the school.
- Ensure all safeguarding procedures are in place. If in doubt, please liaise with your safeguarding lead.
- Please ensure any contact outside of school is in line with the school's policy and procedures. This includes online contact.
- Remind pupils of safeguarding procedures and key people they can speak to if they have any concerns or issues.

Embedding: YSA core curriculum subject integration

1. Which curriculum integration lesson plans are you going to use?
2. Which subjects will you discuss YSA in?

2. Explore and Learn



Key school objectives

- Staff confident in leading skills training lessons
- Staff confident in delivering YSA lessons in core subjects
- Staff working effectively with lead students
- Basic reporting on progress
- A clear plan of action for the next stage 'Plan'

Key student learning objectives

- Enhanced skill development
- Research and assessment of social issues
- Initial thoughts about issues they would like to address and who else is addressing these issues
- Initial thoughts on what a social action might potentially involve.
- Reflection on what they want and have achieved during this stage using student passports.

Please refer to section 3 of the planning guide for support.

2.1 Prepare

By this stage, all the planning for the project will have been completed. Students will start the projects. It is important to teach the pupils how to conduct research.

Guide By Alison - Presentation for pupils.

It is important that pupils base their views on facts and not opinions. Hence, they fully understand the topic: Research in social action highlights the importance of fully understanding an issue rather than just knee-jerk responses. Considering what the other reactions may be and where we can 'do the best. I think it would also be really important here to highlight the importance of listening to communities we are trying to support – we shouldn't do things 'to' people, but instead work 'with' people. For example, if wanting to support homelessness, seek to understand the lived experience of homeless people and what support they think they need" Dr Alison Body, Senior Lecturer in Philanthropic Studies and Social Policy.

To do this, pupils should follow the 5 steps of the research process in social action:

- What is your question?
- How will you explore the topic?
- Think about the resources you may need.
- What does the research tell us?
- What next?

There are a number of tasks in the passport which can help pupils with this stage of the process

- Debate
- My emerging ideas for social action projects - are based on the 5 steps of research: in social action.
- Planning my YSA project template.

2.2 Skill-up

Core skills (i.e. teamwork, communication, problem-solving and reflection) training will continue in lessons, with staff providing ongoing guidance to students as they put their skills into practice during this stage.

2.3 Investigate

It is important that pupils are given enough time within the school day to investigate and consider the issues they want to address. Pupils will need guidance on how, where and when to look for information. Pupils may need access to the internet, leaflets, articles or any previous research.

They will want to start to connect with external stakeholders to inform their plans, and they will begin to create individual personal plans. You may want to conduct a survey.

When you get in touch with anyone external, make sure you are following the safeguarding procedures set up by the school. If you need clarification, please speak to your line manager or the safeguarding lead. This includes any online contact.

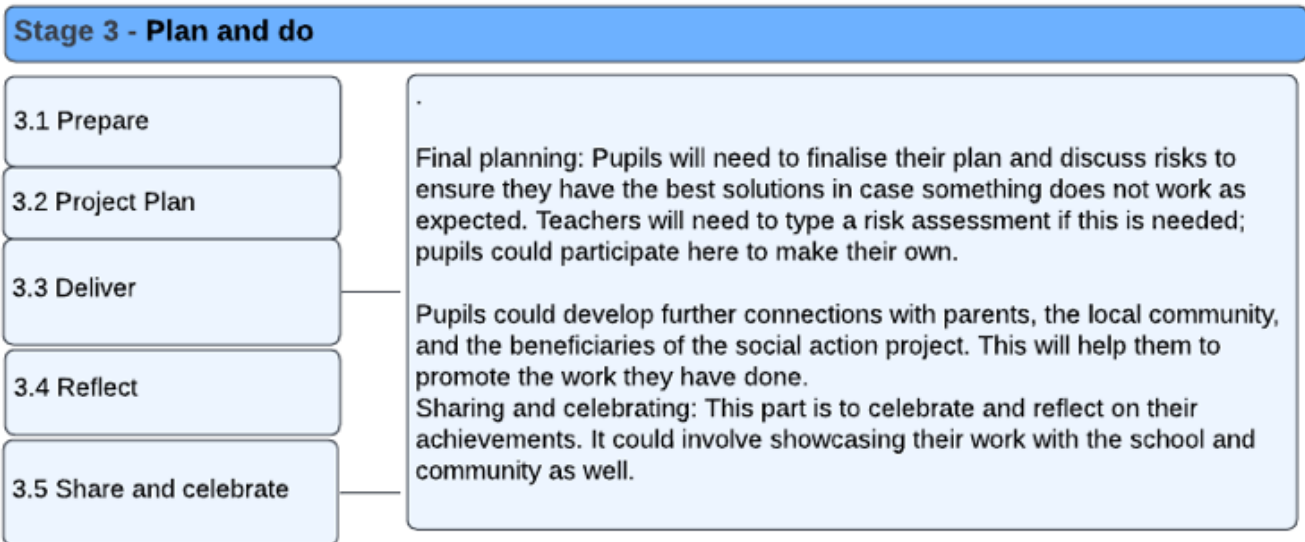
2.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has just started, students will be introduced and asked to complete a YSA passport to help them consider what they want to achieve through the programme and what skills they have already and now like to learn. Students will also be asked to complete a 'baseline' evaluation survey to capture their learning and progression in a validated manner.

Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage. This could be in the form of:

- Examples of possible projects,
- Invite leaders/governors to debates
- Examples of completed passports.
- Feedback from staff delivering the project.
- Feedback from pupils.

3. Plan and do



Key school objectives

- Staff confident in leading planning sessions
- Staff confident in delivering YSA lessons in core subjects
- Staff working effectively with lead students
- Basic reporting on progress
- A clear plan of action for the next stage 'Plan.'

Key student learning objectives

- Enhanced skill development
- Effective contribution to student teams
- Further research on issues
- Contribution to a written plan of action
- Identification of wider community or delivery partners that might contribute to the plan and delivery
- Reflection on what they want and have achieved during this stage using student passports.

Please refer to section 4 of the planning guide for support.

3.1 Prepare

Lead staff and students will review key 'step 2' activities (i.e. confirm when students will complete investigation activities) and that they have the resources in place, and then convey this information to all students.

3.2 Skill-up

Core skills (i.e. teamwork, communication, problem-solving and reflection) training will continue in lessons, with staff providing ongoing guidance to students as they put their skills into practice during this stage.

3.3 Project Plan Project Planning Template

Students are now afforded the time to consider and plan the YSA project and budget within the school day. With the support of teachers, pupils develop further connections with parents, the local community, and the beneficiaries of the social action project to understand what their plan should involve. Students will need to ensure project plans include aims, objectives, delivery timeline, roles for each person in the group and budgets. Once the plans are ready, students will present them to staff and or student key stakeholders for agreement or refinement.

3.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. As the process has just started, students will be introduced and asked to complete a YSA passport to help them consider what they want to achieve through the programme and what skills they already have and now want to learn.

Students will also be asked to complete a 'baseline' evaluation survey to capture their learning and progression in a validated manner. Students and staff 'leads' will want to assess the effectiveness of all 1.1 - 1.6 activities and report to executive staff about progress during this key stage.

3.5 Share and celebrate

All students and staff are now recognised for their efforts to deliver the YSA process. Awards are also provided to some staff and students who have demonstrated excellence.

Stage 4: Reflect Key Stage 2 only

Stage 4 - Reflect

4.1 Reflect

Reflect on how the overall project can be improved further. Pupils may decide to develop their project further based on what they have learnt or may wish to pursue another action project.
This stage involves collection of monitoring and evaluation data, assessing overall impact, learning about what can be improved and celebrating success.

Key school objectives

- Staff confident in leading the final reflection stage and helping students to reflect on overall and individual progress
- Staff working effectively with lead students
- Final reporting on progress and celebration
- A clear plan of action for the next stage, 'Reflect.'

Key student learning objectives

- Enhanced skill development
- Review of the evidence of impact
- Confidence that what has been delivered has had an impact and celebration of the impact
- Clarity about what they might improve about projects
- Clarity about how to engage further in YSA

4.1 Reflect

- Enhanced skill development
- Review of the evidence of impact
- Confidence that what has been delivered has had an impact and celebration of the impact
- Clarity about what they might improve about projects
- Clarity about how to engage further in YSA

Section 2 Contents: YSA Framework Explored

Explores the framework, focus areas, student number scales, curriculum links and commitments.

	Page
YSA and the Curriculum	14-18
Potential delivery models.	19-22
Section 3: Youth Social Action and the passport	23-26
Checklist	27
Appendix 1 #WeWill and the bigger picture	28
Appendix 2 Curriculum links KS1 and KS2	29
Case Studies	30-32

Section 2: Youth Social Action and the curriculum

All YSA practice requires a significant role by students in selecting the YSA cause and determining what action should occur. Ideally, students should have a predominant say in the issue they want to focus on. We understand that school staff may already have some broad school priorities that have already been identified as important areas of focus. The other option is to narrow the focus areas for students during their social action journey (i.e. mental health, physical health, environment etc.), especially for the younger pupils at Key Stages 1 and 2.

While it is possible to deliver a YSA programme in assemblies or tutor time, we believe that key YSA knowledge should be taught in the core curriculum in a way that enriches topics and delivers key core subject learning objectives. Therefore, we have created curriculum guides that explain how schools can provide youth social action topics in lessons. These lesson plans, offered within the Inspire and into the Assess stage of the process, cover a broad range of areas to provide students with a foundational understanding of YSA.

The primary cross-curricular approach demonstrates how YSA could be delivered across various subject areas. Applying them to maths, English, and science enables the subject to become "real."

Teaching poverty through science:

Pupils need to understand that poverty can impact an individual's performance academically and physically. Children raised in poverty experience many emotional and social challenges, chronic stressors, and cognitive lags due to significant changes in brain structure. In areas related to memory and emotion, lower academic achievement and more behavioural issues in the classroom.

NC Objective KS3 - Biology Nutrition and digestion:

- The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed. Calculations of energy requirements in a healthy daily diet and the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases ·comparing energy values of different foods (from labels)

Physics:

- comparing energy values of different foods (from labels)

Possible topics of investigation: Investigate what a healthy diet is.

- How does food impact your ability to perform academically and physically?
- What do you need to eat if you are training for a sport?
- What do you eat if you are revising for a maths test?
- How can we ensure every child is eating such a balanced diet?

2.1 Scale of Student Participation

We aim to have Youth Social Action embedded for as many students and pupils in each school - ideally, at least 100 young people throughout the academic year.

2.2 YSA Student and Staff Leadership

Our YSA vision is to have Youth Social Action embedded within and across significant parts of a school's core and wider curriculum. A YSA programme will require senior leadership to organise and support staff to help a programme succeed. Delivery staff have a key facilitator role when engaging with students on the programme.

YSA, of course, requires significant youth/child leadership. Programmes should be inclusive and have some input from young people. In addition, grantees will be asked to bring student/pupil representatives from participating schools to attend progress update meetings with the Ormiston Trust.

We would also expect a small but critical strategic working group to bring staff and students together to oversee the entire process. We have further guidance on how staff and students can work effectively in strategic working groups.

2.3 Delivery of YSA in the Core Curriculum

While it is possible to deliver a YSA programme in assemblies or tutor time, we believe that key YSA knowledge should be taught in the core curriculum in a way that enriches topics and delivers key core subject learning objectives. Therefore, we have created curriculum guides that explain how schools can provide youth social action topics in lessons. These lesson plans, offered within the Inspire and into the Assess stage of the process, cover a broad range of areas to provide students with a foundational understanding of YSA. Please see appendix one for the overall mapping document (Page 27)

2.4 YSA Wider Curriculum Links

While integration into the core curriculum is key, a YSA programme can also define a role in delivering wider curriculum objectives. We have further guidance on how YSA plays a key role in delivering: Citizenship, PHSCE; Careers Advice and Guidance; and Character Education. The links between YSA and these areas are set out below. Please see appendix two for the overall mapping document (Page 30)

2.4.1 Citizenship:

The Youth Social Action Project provides pupils with knowledge, skills and understanding to explore social issues, weigh evidence, debate, and make reasoned arguments. The projects meet the aims of the citizenship curriculum by ensuring pupils develop an interest and commitment to participation in volunteering and other forms of responsible activity that they will take with them into adulthood. The projects should enable pupils to be taught knowledge, skills and understanding to take responsibility, feel positive about themselves, participate in decision-making processes, meet and talk to people, and develop relationships.

2.4.2 PSHE:

Personal, Social, Health, and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. The journey pupils will take through their social action journey will enable them to cover some key themes. such as health and well-being, Setting realistic yet ambitious career and life goals that are matched to personal values, interests, strengths and skills., Living in the wider world, Economic well being: Aspirations, work and career.

2.4.3 Character Education:

The Jubilee Centre explains that: "Character education is about helping students grasp what is ethically important in situations and how to act for the right reasons, such that they become more autonomous and reflective." (Jubilee Centre, 2017)

We believe schools should teach youth Social Action across all key stages with age-appropriate contributions to social action. Allowing all pupils the same high-quality experience enables them to break down social barriers and prepare them to contribute to society.

It provides opportunities for pupils to apply their learning to the local context enabling pupils to feel as if they belong and are valued whilst promoting consideration and respect towards each other. Youth Social Action projects have been designed to be challenging, prepare for teamwork, debate, and develop new interests of creating existing ones. The cultural capital needed to open doors and build their confidence in wider society.

2.4.4 Careers

"Career-related learning has been proven to motivate and fire the imagination of primary children, especially when it comes to their learning, as they are beginning to learn more about their abilities and talents and see the links between their learning and their future." YSA projects will allow that exposure to pupils at Key Stages 1 and 2.

We have explored the link between youth social action and preparing pupils for the world of work through PSHE, Citizenship the Ofsted Framework.

2.4.5 Ofsted:

The Ofsted inspections focus on four key areas. We have identified links between the Ofsted framework and have referenced them throughout the guide. Direct link.....

Quality of education:

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- The provider's curriculum is coherently planned and sequenced toward cumulatively sufficient knowledge and skills for future learning and employment.
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Learners are ready for the next stage of education, employment or training.

2.4.6 Behaviour and attitudes:

They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

2.4.7 Personal development:

The curriculum and the provider's wider work support learners in developing their character, including their resilience, confidence and independence – and help them know how to stay physically and mentally healthy.

- At each stage of education, the provider prepares learners for future success in their next steps.
- The provider prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their knowledge and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

2.4.8 Leadership and management:

Leaders have a clear and ambitious vision for providing all high-quality, inclusive education and training. This is realised through strong, shared values, policies and practices.

2.5 Skills Training

Focusing on students learning key skills is essential to any YSA programme. Research has shown that besides boosting young people's confidence, empathy, resilience and aspirations for the future, social action also increases key skills (Careers and Enterprise).

2.6 Potential Delivery Models

In the UK, the national curriculum sets out the programmes of study and attainment targets for all subjects at all four key stages. Maintained schools need enough time to cover the content set out in the national curriculum. Academies need enough time to provide a broad and balanced curriculum, including English, mathematics, science, and religious education. There are no set teaching hours as long as the national curriculum is covered.

There is the expectation that every state-funded school must offer a curriculum that is balanced and broadly based and which:

Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and in society, and prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The Youth Social Action programme has been designed with the flexibility to allow schools to embed social action into their current practice. It needs to be part of everyday school life. The flexibility of the approach will enable schools to deliver the #WeWill Youth Social Action project in several ways, depending on the structure and the time available.

2.7 Monitoring, Evaluation and Reporting

We want to understand more about what works in different settings and the outcomes achieved by schools implementing YSA. We expect schools to help young people reflect and deepen their learning. They must complete a student journal/passport on at least three but five occasions throughout the YSA programme.

To gather formal feedback about progress, YSA process stages and resources that:

- A baseline, midpoint and endpoint student survey is completed
- A midpoint and endpoint staff survey is completed
- At least one staff and student feedback focus group are held.

That an information management excel sheet is completed, which captures the number of students

- involved in your programme
- We have the information and resources required to deliver the above on request. Note that the effort to undertake these evaluation requirements is not insignificant and plays a key role in the #iwill lead in your school.

2.8 Youth Social Action Focus Areas:

- Poverty can include food, finances, homelessness, digital or fuel.
- Climate Action - Any issues focusing on the climate crisis we face at present.
- Health and Wellbeing - Any topic that focuses on mental or physical health.
- Inclusion and Diversity -

Each guide contains:

- Background information with facts and figures.
- Curriculum mapping
 - Links on how you can integrate across a range of different subject areas.
 - Up to 5 lesson plans with PowerPoint presentations and additional resources
 - Links to the passport to provide opportunities for reflection

3. Delivery Models

Regardless of the approach taken, it is essential that pupils are taught the skills needed and the required teaching of a youth social action focus area. Suggested ways to timetable Youth Social Action:

3.1 Primary Post SATs

Year 6 SATs are completed during the first two weeks of May, leaving the pupils with about two months of school time until they move into secondary school. We believe this can be a good opportunity for pupils to work together on a social action project as part of their transition into high school.

Focusing on core subjects in the morning by teaching Maths, English and Science through social action is an option, or the school can focus on the National Curriculum. Schoola could use the afternoons to deliver Youth Social Action across a whole year group combined with assemblies and entire year group work.

The Youth Social Action programme has been designed with the flexibility to allow schools to embed social action into their current practice. We have used research from the Key, which suggests that at Key Stages 1 and 2, schools typically teach 5-7 hours of English, 5 hours of maths, 2 hours of science and 2 hours of PE.

The flexibility of the approach allows schools to deliver the #WeWill Youth Social Action project in several ways, depending on the structure and the time available.

This example is for a year 6 group of pupils post-SATs continuing with the Maths and English in the mornings using the cross-curricular approach to deliver social action over half a term in the afternoons.

XXXXX School Year 6

	8:30	9:00	9:20	10:15	10:30	11:15	12:00	12:45	13:00	2:45	
Monday	assembly	Maths Meeting	writing	Break 10:15 Back Playground	maths	reading	Lunch 12:00-12:30 Back Playground 12:00-12:30	story	Spanish 1:30	PE 2:00-3:00	
Tuesday	SPaG	Maths Meeting	writing		maths	reading		story	spelling	Topic	
Wednesday	Spelling	Maths Meeting	writing		maths	reading		handwriting	Topic		assembly
Thursday	SPaG	Maths Meeting	writing		maths	Reading		story	Topic		assembly
Friday	Spelling	Maths Meeting	RE		SPaG 9:50	maths		handwriting	spelling	Lunch 12:00-12:45	Reading 13:00-13:45
3:00 Home time: exit through G. Park											

3.2 Primary Cross-Curricular



The other approach to teaching youth social action is across a range of different subject areas. This would require subject areas to plan together. Each curriculum guide has project ideas that the staff can cover over subjects to support this. The range is entirely up to the school. Schools can deliver the topic of poverty across:

- Music - Making poverty history through music Analyse, write, record, and perform a song. Hold a concert to raise money for a chosen charity.
- Geography - is there a link between climate change and food?
- History - Investigate the history of poverty, the introduction of the welfare state in 1945, and the COVID response from the government. Did they do enough to support people?
- If a cross-curricular approach, an area will need to ensure that pupils are taught the skills required and the key knowledge and plan how they will carry out their own Social Action Projects.

Teaching Youth Social Action using the cross-curricular approach:

The curriculum link is a key part of the fundamentals of Youth Action number 7. - Discussion of YSA causes will enrich and contextualise the core curriculum and provide critical opportunities for young people to reflect on their cause during lessons throughout a school day.

Each curriculum guide has been developed with the option of delivering this across a range of subject areas.

English - Reading	Explore picture books and develop identification of fruits and vegetables. Some possible texts could include: 'It all starts with a seed...how food grows' by Emily Bone Oliver's Vegetables' and Oliver's Fruit Salad' by Vivienne French Kew: Lift and Look Fruit and Vegetables' by Tracy Cottingham Goodnight, Veggies' by Diana Murray Peter Rabbit' by Beatrix Potter	
Science	Possibility to integrate some work on seasonal fruits and vegetables growth when learning about seasonal changes. This could be done through making observations in nature and explore how fruits and vegetables grow or by growing their own garden.	
PSHE	Learn about health and handwashing with the books of the Health Matters series. Recognise feelings and emotions with 'We Feel Happy' by Katie Abbey or 'The Colour Monster' by Anna Lenas	
Art & DT	Use watercolour pencils to create a fruit and veg still life artwork Use cross-sections of vegetables and fruits to make prints and play recognising which is what?	
Physical education	'The Burpee Bears' by Joe Wicks is a great book for 3 and 4+ to learn how to exercise, healthy tips and meals recipes. A great text to introduce any project linking to physical education.	

Key Stage 2 cross- curriculum YSA Project focusing on healthy habits.

ICT	Create a blog about a healthy lifestyle. Post your social action project online or develop safe use of social media to build your social action project.
Science	Possibility to make links with the statutory learning on the circulatory system, the impact of lifestyle on how their body function or explore how nutrients and water are transported through the body, e.g. pupils could record the amount of physical activity they have carried out over a week and create graphs/bar charts. As part of the non-statutory learning, the National Curriculum suggest exploring the work of scientists on the relationship between diet, exercise, drugs, lifestyle, and health. Pupils can also learn about the harmful effects of drugs and other substances.
PSHE	Share facts about mental health and the impact of loneliness during mental health week. Map out your feelings and try new activities to change your emotions and identify your feelings. Work on the effects of social media and organise digital 'detox' activities. Recognise the food choices and identify how to have healthier alternatives.
Art and D&T	Pupils can carry out some science experiment on food. The book 'Science You Can Eat Putting what we Eat Under the Microscope' by Stefan Gates provides example of different food experiments exploring the science of food.

Week 1	Week 2	Week 3	Week 4
Activity 1	Activity 2	Activity 3	Activity 4
Activity 5	Activity 6	Activity 7	Start Project
Prepare and investigate	Prepare and investigate	Connect	Start - Planning your project
Research	Detailed plan	Finalise planning	Act - Deliver
Act - Deliver	Share and celebrate	Evaluate and progress	

3.3 Across several schools:

Projects can be delivered across several schools, with pupils leading projects across each phase. We have attached an example of how Gateway Learning Academy (11-16) will be working with four of its primary schools. Year 8 pupils will work with year four pupils through a mentorship programme with At least 100 primary pupils across the four schools. Enabling the primary pupils will create a sense of responsibility by leading on different aspects of the project.

We encourage partnership work across different phases, schools and year groups; this does not have to be within the same Trust. Please refer to the grants team for more advice on logistics, finances etc.

3.4 Primary one hour a week:

The project can be delivered one hour a week over a much longer period either as a discreet focus area or across different subject areas. Schools could do this by linking a topic to a subject area where pupils cover the national curriculum requirements through youth social action.

One example is using geography as a subject area at Key Stage 3, focusing on Reducing Carbon emissions. Pupils can investigate the link between human activity and its environmental impact. Linking this to the National Curriculum Expectations from the Geography programmes of study: "Human and Physical geography understand how human and physical processes interact to influence and change landscapes, environments, and the climate; and how human activity relies on the effective functioning of natural systems."

Schools could deliver this over a term or more with pupils carrying out social action projects to raise awareness and reduce carbon emissions.

3.5 Post-SATS - Post SAT Example of teaching poverty across the curriculum (5-6 weeks) over a half term or longer.

	Tuesday: 1:15 – 2:45 (1:30 mins)	Wednesday: 1:15 – 2:45 (1:30 mins)	Thursday: 1:00 – 2:45 (1:45 mins)	Friday: 1:45 – 2:45 (1 hour)
Week 1	Leadership skills activity. (1hr)	Teamwork skills activity (1hr)	Problem solving skills activity (1hr)	Communication skills activity (1hr)
Week 2	Reflection skills activity (1hr)	Activity 6	Activity 7	Start Project
Week 3	Prepare and Investigate	.Prepare and Investigate	Connect	Start planning your project
Week 4	Research	Detailed plan	Detailed plan	Act – Deliver
Week 5	Act – Deliver	Act – Deliver	Review and Celebrate	

Section 3: Youth Social Action and the passport

The passport supports the reflection process of #WeWill projects. Passports have been developed as a medium for pupils to record their journey through the social action process. It gives pupils tasks to be completed in class or as part of their home learning process.

The passport allows pupils to record what they have learnt, learn more skills, and solve riddles using problem-solving skills. The teacher must review the passport throughout the youth social action process. We recommend that the passport be assessed at least three times formally. This will ensure pupils are on track and misconceptions are dealt with. We support the good practice of teachers providing informal feedback regularly to ensure pupils are guided throughout the process.

If partners wish to do so, they can assess according to their assessment policies, but a minimum of 3 times is a strong recommendation. Teachers are not expected to determine the pupils' social action project.

The passport is part of the success criteria for the completion of the Youth Social Action Project. To ensure the passports have maximum impact on the pupils:

- The layout of the pages will differ for each reflection activity.
- Personalised at each key stage using appropriate language and images.
- Accessible to many learners, including Send, EAL, PP, and gender.
- Additional. Information about social action
- Presented in a format that pupils are proud of their passports and are looked after.
- Riddles, challenges, and fun facts.

Metacognition Strategies and Metacognition Reflection

The Educational Endowment Foundation's (EEF) Teaching and Learning Toolkit ranks Metacognition strategies by the "extra months" of pupil progress they secure, and topping their chart is metacognition, which has "consistently high levels of impact, with pupils making an average of eight months' additional progress" each year.

The main point of the passport is to ensure that pupils get practical feedback and avoid approaches that increase teacher workload through self and peer assessment.

For Youth Social Action, we will look at recommendation two from the EEF "Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning."

The passport is designed using the metacognitive strategies that allow pupils to monitor their learning activities and, based on this monitoring, make changes to their knowledge and behaviours.

Although any question can receive a long answer, open questions deliberately seek longer and are the opposite of closed questions. Open questions have the following characteristics:

1. First, they ask the respondent to think and reflect.
2. Second, they will give you opinions and feelings.
3. Third, they hand control of the conversation to the respondent.

Using the metacognition strategies and metacognition questioning for assessment/reflection, we will use a combination of open and closed questions.

We will use closed questions to understand what skills the pupils have learnt. These questions will be asked at the start of the project, throughout the project and at the end. Indicating how pupils' skills have improved. For social-emotional and subject knowledge, we will use open-ended questions to capture the pupil's opinions and feelings and enable the pupils to reflect.

Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Some of the recommendations are below.

- Use simple ground rules in group work and classroom discussion to reinforce SEL skills.
- Be explicit: identify the skills taught and why they are essential.
- Ensure your curriculum builds skills sequentially across lessons and year groups.
- Balance teacher-led activities with active forms of learning such as role-play, discussion, and small group work to practise skills.
- Actively engage with parents to reinforce skills in the home environment.

#WeWill provides opportunities throughout the project to develop learn and apply social and emotional skills. The main focus is around:

- Empathy
- Self-awareness
- Confidence
- Resilience

Youth Social Action – Leadership skills

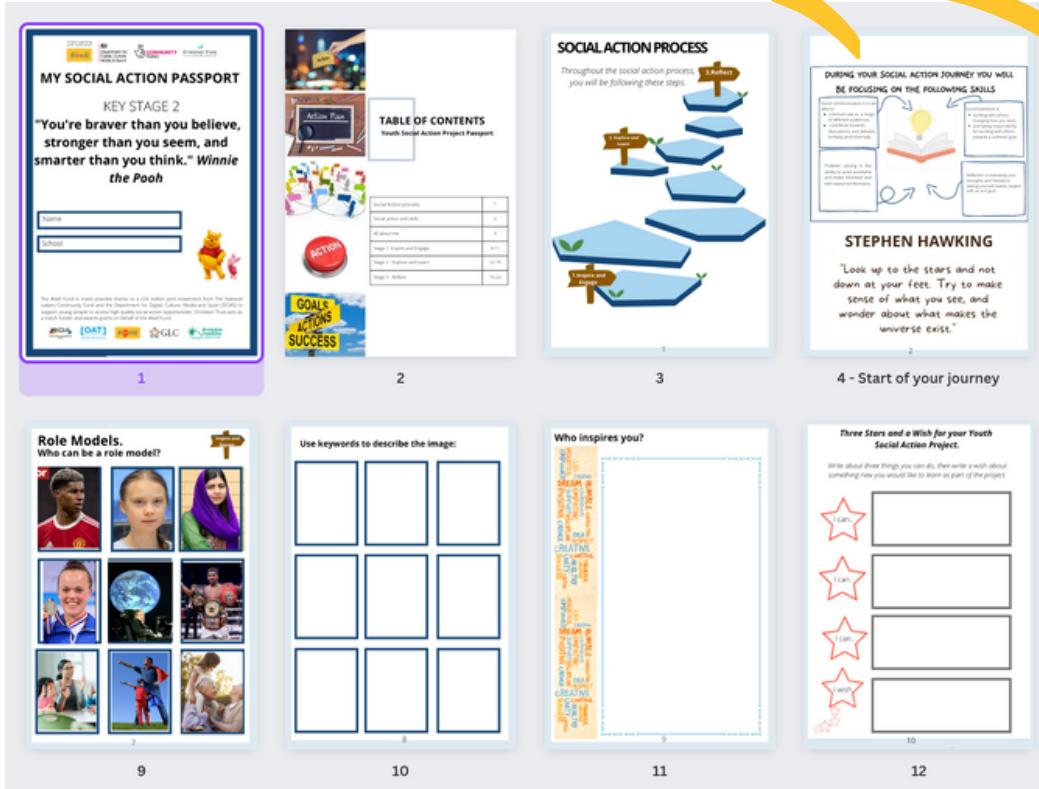
- Problem Solving
- Teamwork
- Communication
- Reflection

Types of Questions - Changing Minds defines open and closed questions as:

A closed question can be answered with a single word or a short phrase.

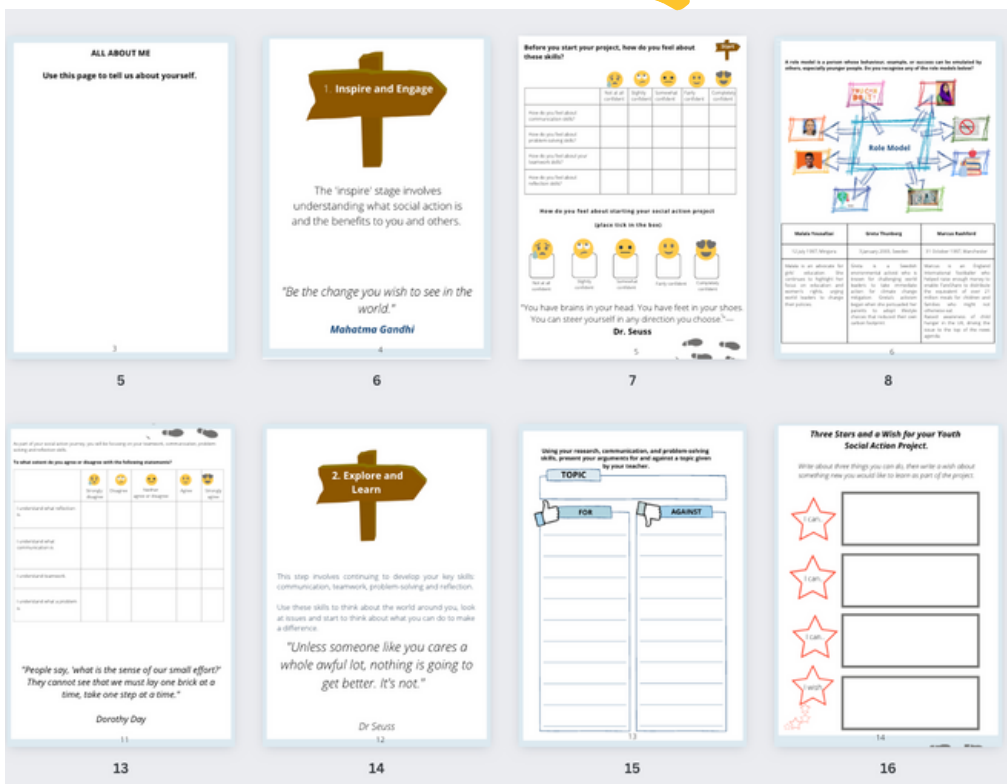
- The pupils can answer a closed question with 'yes' or 'no.'
- They give you facts.
- They are easy to answer.
- They are quick to answer.
- For checking retention or to focus the thinking of the students.
- They keep control of the conversation with the questions.

An open question is likely to receive a long answer. 24



Depending on the Key Stage, the passport contains information about the social action process, what YSA is and the skills they will be covering throughout the project.

Pupils will be asked to assess the core skills at the start of the project. This will be repeated at the end of their journey.



At the end of each stage, pupils complete a skills survey, review their performance and set new targets.

As part of your social action journey you will be focusing on your business, customer needs, problem solving and reflection skills.

To what extent do you agree or disagree with the following statements?

	Strongly disagree	Disagree	Neutral/Neither agree nor disagree	Agree	Strongly agree
I can set targets for a project					
I can work with others as part of a team					
I can take responsibility for my own actions					
I can present information to a group of people					
I can identify key information from text					
I can track my own work					
I can set and measure my own performance					
I can ask for help when needed					
I can help members of my team if they need help					

"Take pride in how far you've come. Have faith in how far you can go. But don't forget to enjoy the journey!" — Michael Josephson

17

Plan and Do

It's the moment we have been waiting for.... Time for you to deliver your social action plan.

Adapt any strategies if needed and most importantly enjoy delivering your project.

"The world changes according to the way people see it, and if you alter, even by a millimetre, the way people look at reality, then you can change the world."

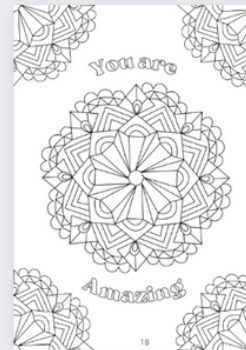
James Baldwin

18 - Plan

TEAMWORK

- We are a team
- We respect each other
- We take risks
- We try our best
- We Learn from mistakes
- We celebrate

19



20

Three Stars and a Wish for your Youth Social Action Project.

Write about three things you can do, then write a wish about something new you would like to learn as part of the project.

I can: []

I can: []

I can: []

I wish: []

23

How do you feel about these skills now that you have finished your social action project?

	Not at all confident	Slightly confident	Somewhat confident	Very confident	Completely confident
How do you feel about communication skills?					
How do you feel about problem solving skills?					
How do you feel about your leadership skills?					
How do you feel about reflection skills?					

How likely are you to take part in new social action projects?

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5

24

Public Speaking Tips & Tricks

PREPARE, PREPARE, PREPARE!

- Plan
- Practice
- Prepare
- Clear Cards

STAND UP STRAIGHT AND TALL

This makes you look confident, and helps project your voice to engage clearly.

Project your voice to the back of the room.

SPEAK WITH EXPRESSION

- Smile when you talk!
- Fill up your tone, pitch and volume.
- Use handover.

CONSIDER YOUR FACE (Not too fast, not too slow!)

Use lots of eye contact.

Imagine yourself being confident!

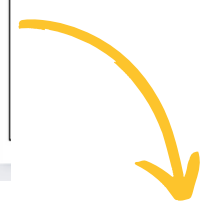
25

You did it!

Use this space to shout about your biggest achievement.

"It is not in the stars to hold our destiny but in ourselves." — William Shakespeare

26



Use this space to record your progress

You might want to write about it, draw pictures, stick in photos - anything you want!

22

23

3. Reflect

You have come to the end of your Youth Social Action Journey for this project. Well done.

Let's "reflect"...

Celebrate your success...

And find another issue you can work on.

24



28

Ormiston Trust
Improving life chances

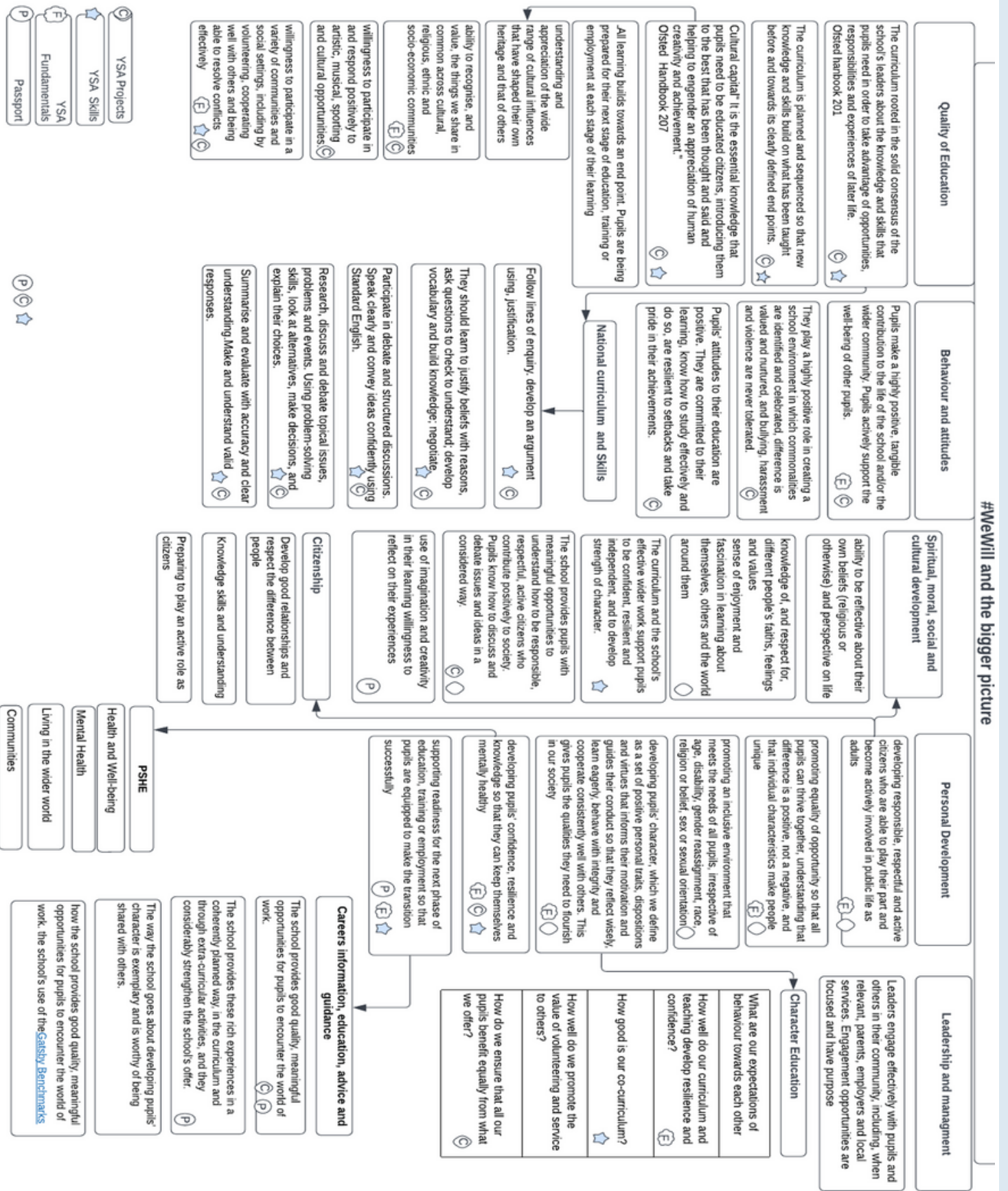
ICA GLC [OAT]

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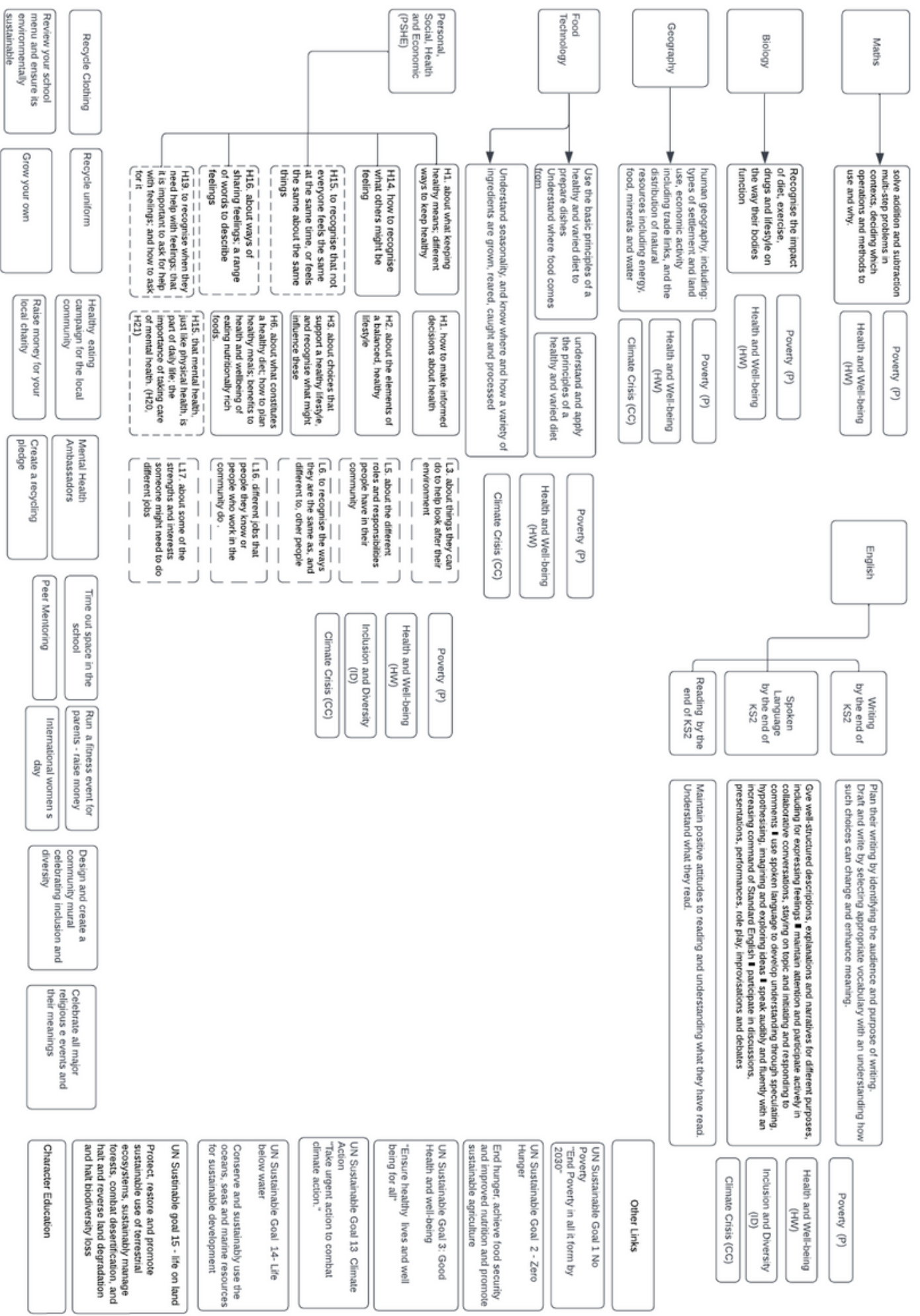
It contains facts, riddles and techniques to listen, meditation and mindfulness activities

Checklist:

	Clear Vision			
	What will success look like?			
	Share vision with the whole school			
	Conduct an audit			
	Create a working group			
	Create an action plan	➤	➤	➤
	Monitor and evaluate			Create a timeline for delivery
	Celebrate success			Plan for skill delivery
	Next steps for YSA at whole school level			Plan for topic delivery
				Monitoring outcomes
				Celebrate outcomes
				Celebrate outcomes
				Next steps for SA within subject areas.



Key Stage 1 and 2 Curriculum links





Target Audience

Primary (4 schools)	4	270	270
	5	270	270

Secondary (1 school)	8	210	210
	9	210	210
Totals		960	960

AIM OF THE #WEWILL PROJECT

Focus areas for youth social action projects: Poverty and Inclusion and Diversity: The staff decided that they would narrow the focus for the school on this theme but allow students significant flexibility about how to address this issue.

At least 1000 pupils will develop a deeper understanding of local issues, obesity, hate crime and child poverty. At least 100 primary pupils will create a sense of responsibility by leading on different aspects across the project. Student surveys will show that 90% have a greater understanding of how to support their own and others' wellbeing, including the importance of healthy eating.

Students will have a greater awareness of the all different, all equal mission statement and play a fundamental role in creating an environment where all members feel part of one GLC family. This will be measured and evaluated through student, staff and parent interviews which will form part of the local governing body meetings on a termly basis.

Employability skills: Mentoring from secondary students, for example, those in Year 8 and will mentor those in year 4.

The curriculum will be adapted in response to the learning from the project and have a long-lasting impact on student, family, and community wellbeing. This will be measured through student, parent, staff, and community views.

Monitoring and Evaluation

- Qualitative and quantitative methods will assess the impact on pupils and others supported by the pupils.
- Key learning points about the overall process
- Programme key outcomes and deliverables reported and reviewed termly to the OAT steering group governing body.
- OAT staff will be given time to engage in the high quality evaluation planned to create evidence for the sector.

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ORMISTON ACADEMIES TRUST #WEWILL 2021-2022

Every year 8 in 32 secondary schools in OAT with Yr4 from over 90 primary schools in the country

KEY PROGRAMME PRINCIPLES

1. Meaningful Youth Social Action
2. A programme for all
3. Shaped by those whom we serve
4. Designed to educate for knowledge
5. Designed to educate for skills
6. Embedded in the core curriculum
7. No child left out
8. Share what is best

AIM OF THE #WEWILL PROJECT

VOICE

- Year 8 pupils to lead on all aspects of the project including working with year 4 pupils to select the projects they wish to undertake.
- Regular meaningful student voice both at a regional and national level.
- Share lessons learnt.
- Online social action conference
- Open to OAT and Non-OAT pupils.

Targeted at risk

- Hardest to reach pupils will be provided with additional support through the Murray award.

Legacy

- A fundamental of the programme is to ensure #WeWill becomes part of the core curriculum for all year 8 pupils across OAT.
- Introduced at a younger age and embedded early into a child's school journey and reinforced will make social action as part of the school norm.

Act

- Ten thousand new students to engage.
- There are multiple projects across 32 secondary schools and 90 primary schools on joint social action projects.
- Engage at least 30% of FSM pupils overall in the projects.
- Bring pupils together to discuss ideas; lessons learnt and plans across the country.
- National social action conference, devised by pupils and delivered by pupils.

Sustainable post project

- Wider value to schools is realised as part of the project including improvement in attendance, attitudes to learning, increase in extra curricular activities, development of character education and improvement of pupil well-being. This will offset the financial investment needed to replicate the project after initial investment.

Skills

- Year 8 pupils to receive leadership training covering communication, problem-solving, teamwork, and reflection. skills.
- Advanced and basic training for pupils to enable them to deliver projects effectively within and for the community.
- Improve pupils' social and emotional skills, most notably their command of language and confidence. to engage further in Youth Social Action.

Monitoring and Evaluation

- Qualitative and quantitative methods will assess the impact on pupils and others supported by the pupils.
- Key learning points about the overall process
- Programme key outcomes and deliverables reported and reviewed termly to the OAT steering group governing body.
- OAT staff will be given time to engage in the high quality evaluation planned to create evidence for the sector.

OUTCOMES

1. Pupils have learnt social and emotional skills, including employability skills.
2. Integration with local and national community understanding of local and global issues in a fun and accessible.
3. Led, owned and shaped by young people's needs, ideas and decision making.
4. Early exposure at KS2 in an engaging and accessible way.
5. Provide a sense of responsibility for year eight pupils leading to improved attendance, behaviour and attitude toward learning. (Year 8 pupils will be in year 11 when year four pupils come to high school.)
6. Recognising contributions as well as valuing critical reflection and learning.
7. Improve student well being.
8. Develop tighter links within the community to embed projects.
9. Challenge perceptions of youth where their experience has not been positive.



BOA: CREATIVE, DIGITAL & PERFORMING ARTS ACADEMY

#WEWILL 2021-2022

KEY PROGRAMME PRINCIPLES

1. Engage staff
2. Engage BOA students in the programme's overall steering group, monitoring and evaluation.
3. Invest in student councils, PSHE, and student voice infrastructure
4. Invest in student councils, PSHE and student voice infrastructure.
5. Invest in subjects as key launchpads for social action.
6. Run multiple student-led projects
7. Engage Alumni to support project development
8. Raise funding to identify additional project income
9. contribution to evidence base and toolkit design
10. Key BOA leaders support championing social action practices in the sector.
11. Develop sustained social action practice 2021-2024

AIM OF THE #WEWILL PROJECT

Student-driven and directed with support from staff.

- Voice of BOA (Student Council) – Consulting with BOA's SLT on the Personal Development programme.
- Cross-Curricular approach through departments and subjects areas to audit and allow opportunities to embed YSA within their areas.
- GCSE Citizenship Studies (Year 10 and 11) Through the voice of BOA, ensure YSA opportunities are matched to the demographic of the academy, surrounding communities, and topical issues affecting stakeholders.
- The creative media production pathway broadcast documenting the voice of BOA on relevant social issues, adapting the PD curriculum to meet the needs of the learners, and consultation results in YSA projects. (short films/Documentaries)
- Other – Student led-projects approved by the voice of BOA and SLT

Performing Arts Workshops for disadvantaged student engagement.

Through working groups deliver workshops at BOA or at the Old Rep. Development of weekend sessions, summer workshops to support hard to reach students.

Community Arts Project with Primary Pupils. Provide resources to showcase projects. Stage and host a community arts festival.

Monitoring and Evaluation

- Qualitative and quantitative methods will assess the impact on pupils and others supported by the pupils.
- Key learning points about the overall process
- Programme key outcomes and deliverables are reported and reviewed termly to the BOA steering group governing body.
- BOA staff will be given time to engage in the high-quality evaluation planned to create evidence for the sector.

OUTCOMES

1. Agency Engagement
2. Social, emotional and employability skills
3. BTEC outcomes
4. Primary – Increase in understanding and interest in social action in the region. Development of skills - either "soft skills" or performance skills.
5. BOA contribution to social action toolkit, dissemination, and conferences to engage the wider sector
6. Disadvantaged groups have access to the Arts (Acting, Dance, Musical Theatre) through programmes delivered by BOA Alumni and BOA students

Proudly supporting
youth social action



Department for
Digital, Culture
Media & Sport



 Ormiston Trust
Improving life chances



