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Youth Social Action Implementation Guide

(PSHE, Citizenship and Non-Core Subjects)

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Introduction to #WeWill's Youth Social Action School Programme

We have seen youth social action play an essential role in the lives of young people and the success of a school and the wider community. This delivery programme, outlined in this document, has been designed to effectively deliver this success, having been tested in schools between 2017 - 2022.

This YSA programme is based on a school or multi-academy trust:

- Understanding what youth social action involves
- Following the 10 key fundamentals of youth social actions
- Implementing either a 3, 4 or 5-stage implementation process depends on whether it is delivered at either key stage 1, 2 or 3.

The main aim of this guide is to provide educational establishments with guidance on how to plan for the delivery of Youth Social Action into their educational establishments. Information in the guide should help you with the application process for this round of grants.

The guide is divided into 3 sections:

- Section 1: Introduction to Youth Social Action: Meaning, Benefits, Key Principles, Outline Delivery Stages
- Section 2: Key Youth Social Action Key Delivery Stages
- Section 3: Agreeing on YSA framework: focus areas, student number scale, timescales, staffing, curriculum links and commitment

1. YSA Meaning & Benefit

Youth social action (YSA) refers to activities that young people do to make a positive difference to others while developing key skills and attributes and having fun. YSA can take place in various contexts (i.e. at home, in schools, in youth clubs etc.) and can include volunteering, fundraising, campaigning or supporting peers.

We believe social action can play an essential role: in young lives, the success of a school, the local community and more. A range of benefits is possible, such as:

- An increase in young people's agency and engagement.
- An increase in young people's skills and the development of character.
- An increase in young people's enjoyment and well-being.
- An increase in young persons' civic engagement and active citizenship.
- A positive impact on others in their community or more widely depending on what action is undertaken.
- A positive impact on schools Ofsted rating, behaviour, attendance and profile within the local community.

2. The ten key YSA school fundamentals

Overleaf is a table which sets out the 10 key fundamentals which underpin youth social action programmes.

YSA programmes fully supported by senior leadership who ensure sufficient resources are in place

School leaders will clarify the purpose of Youth Social Action in their setting, inspire and engage staff and students, and ensure suitable and sufficient staff and financial resources are in place.

Programmes are sustained and students have opportunities to progress on to new initiatives

YSA should become embedded in school culture and practices with opportunities available for students to progress onto new projects within or outside school settings.

Students build skills and take on different roles

Students are taught key skills (i.e. teamwork, communication etc) to deliver a YSA programme effectively. Throughout a programme they also take on different roles within a team (i.e. leader, marketer, communication etc) to enhance their experience and learning.

Reflection and evidence of impact

YSA can impact on the young person, the school the local community or more widely. School staff will want proof of difference made to know they are making a difference, and to help adapt and refine future practices. Students will also be given time throughout engagement to reflect at each stage on what they have learnt and how they plan to engage in the future.

Facilitated by well supported, trained and passionate staff

School staff will need to be 'supported' and given the key tools to deliver effective (i.e. training, guides, templates etc).

Driven by students, with staff as key facilitators

Young people will need to feel like they have a predominant say in the choice of their YSA project and or how to address a cause specifically.

YSA is part of the Curriculum

Staff, during lessons and throughout the school day, should provide opportunities for young people to discuss, critically reflect on, research and plan their YSA project. YSA can become a context for learning in the curriculum.

Action is meaningful and tends to be local and visible

Young people should lead on and be encouraged to address a cause which is meaningful to them and others. Often, though not always, this will result in addressing a local cause which allows young people to see the difference they are making.

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

Action involves effort and challenge

Young people need to put in effort and be given support to overcome any challenges associated with addressing a cause.

Relevant stakeholders are engaged

Students should engage with others who have already addressed a similar cause (e.g. local charities, residents etc), have sufficient school resources in place (i.e. staffing), and also seek to generate additional income from other sources.

3 Key process steps summary

3.1 School focused

The entire YSA process has been crafted based on experience delivering the approach before and focusing on ensuring that YSA can deliver Ofsted priorities. For instance:

- The skills training guides build on existing skills development requirements for the core curriculum
- The YSA-linked curriculum guides provide the learning objectives expected of core and wider curriculum subjects

3.2 The basic model

The YSA approach varies depending on whether you will implement it at key stages 1, 2, 3 or 4. In general, though, and at a high level, you will want to deliver the following key activities.

1. **(Pre-delivery)** Understanding what YSA is, the implementation options available to you and confirming the implementation plan with strategic staff and student leads
2. **(Inspire)** Engaging all target students in the programme, starting up skills training that will occur throughout the programme and discussing YSA topics in the core or wider curriculum
3. **(Explore)** Providing time for students to consider local or wider challenges, engaging with those in the school or wider community to understand current approaches and solutions to issues and starting to note down outline plans of action
4. **(Plan)** Providing time for students to plan key aims, objectives, targets and budgets and agreeing on those plans with key school and wider stakeholders
5. **(Act)** Implementing the plan
6. **(Reflect & Progress)** Evaluating what occurred, what could have been improved, celebrating success and either continuing the project or selecting a new initiative to work on.

3.3 Different variables in models

The basic model above changes slightly depending on whether it is implemented in key stages 1, 2 or 3 & 4. For example:

- We have reduced the hours required and other requirements for the young people at lower key stages to allow pupils access to the programme and not lose any key focus points.
- Related to this, the young people in the lower key stages will require more guidance and support, compared to the upper key stages where we expect the teachers to play more of a facilitator role.
- Another area of variance, is the level of skills delivered at each key stage.

The resources have been designed to ensure continuity between the national curriculum's key stages, allowing young people to access them at all levels. The differences are highlighted throughout the YSA process and are not limiting. Please adapt the approach based on your local context.

3.4 Other key requirements

Apart from following the 10 key fundamentals and following the key YSA stages, we expect, as part of the £1000 WeWill grant programme for schools to:

- Enable every young person to engage in a set number of hours in YSA related activity, including the time they engage in skill-building, consultation, planning, delivery etc. (See section 3.5 in section 3 of this document)
- Deliver the process over a 1 - 4 month period between mid-January and Mid July 2023
- Enable young people to engage in at least 3 hours of skills training
- Organise time for students to reflect on their experience
- Engage deeply in the community to assess issues potentially alongside local stakeholder groups
- Engage in proportionate evaluation activities to measure the impact on students and schools
- Share case studies showcasing your experience

3.5 Additional benefits from engaging in the #WeWill programme

Your staff and students would be welcome to also engage in the following:

- The WeWill awards programme celebrates, for example, an outstanding student and or school effort and impact
- WeWill events which will enable young people to come together from across the country
- Central advanced skills-building workshops
- YSA Planning workshops with WeWill staff

3.6 Youth social action focus areas

Students, with or without guidance from staff, are welcome to deliver a YSA project which addresses any issue that might be relevant to their local or wider context. However, as part of the initial 'inspire' and 'explore' stages, we have created lesson plans which provide students with an opportunity to explore four key social impact areas. These are:

- Climate change
- Health and wellbeing
- Inclusion and diversity
- Poverty

These lesson plans can be delivered in the core or wider curriculum and provide a good grounding in YSA generally causes for students.

3.7 Sustaining your programme

The funding for this YSA programme is based on an education setting sustaining the YSA approach after the end of the grant. The 5 stage approach has been designed to embed youth social action practice into the school day and as part of existing curriculum and school structures to make it easier for schools to achieve this goal.

The following sections also indicate how YSA can play a role in achieving key Ofsted priorities.

3.8 Ofsted and links to Youth Social Action

The Ofsted inspections focus on four key areas. We have identified links between delivering youth social action and the Ofsted framework and have referenced these links where appropriate throughout the guide.

A/ 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 towards 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.

The YSA programme can help achieve this Ofsted focus.

- The YSA curriculum has been planned to include skills and knowledge needed for future learning and employment.
- We have mapped the skills and knowledge across the YSA and the National Curriculum.
- The skills and knowledge can, in turn, impact the National Curriculum taught in schools.

B. 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

The YSA programme can help achieve this Ofsted focus.

- The planning stages of Inspire, Explore, Plan, Act and Reflect teach pupils the planning process of a project, which can be applied to any form of learning.
- The requirement to reflect at each stage enables pupils to look into their achievements and setbacks, learn from the process, and set new goals.
- Throughout the passport supporting each stage, there are ample opportunities for pupils to learn from the journey, set realistic goals using SMART, and review their outcomes.
- Problem-solving opportunities throughout the curriculum allow the young pupils to look at alternatives, work together as a team and, more importantly, seek the support needed when things do not go well.
- The project planning template encourages young people to look at What IF scenarios and plan for these in advance - once again providing pupils with a way to build on their resilience.
- Celebration is a key part of the whole programme recognising the achievement and the contributions of the young people and the adults who support them.
- The structure and mix of learning styles will support pupils' attitudes towards learning, especially the pupil-centred approach, where young people are encouraged to explore important matters.

C. 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.

The YSA programme can help achieve this Ofsted focus.

- there are numerous opportunities to link the personal development of young people and the #WeWill youth social action programme. Please refer to the PSHE, Citizenship, Character education and careers guides in section 3 of this guide.

D. 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.

The YSA programme can help achieve this Ofsted focus.

- the leadership planning documents encourage schools/organisations to link their youth social action objectives to their own organisation's values and vision. This will ensure that YSA is embedded and has meaning.
- Guides and training materials are provided to ensure the provision is "high-quality". Our vision is to provide all the resources needed so organisations can adapt these to their context, focusing on delivering youth social action.

3.9 Other key resources and guides

In addition to this guide, a range of other guides, templates and resources are available to make delivering this process as easy as possible.

These include:

- Lead YSA staff delivery guides
- Lead YSA staff role descriptions
- Lead YSA staff generic planning templates
- All staff YSA high-level engagement and training guides
- YSA overview presentations for students
- Youth Participation guides
- The curriculum lesson plan outlines on:
 - Climate change
 - Health and wellbeing
 - Inclusion and diversity
 - Poverty
- Student skills training lesson plans
- Student research and engagement guides
- Student project planning templates
- Student reflection journals
- School communications and marketing guides
- School financial advice guides
- Schools monitoring and evaluation guides

All of these documents are ready for use by schools.

Section 2 Contents: Key Youth Social Action (YSA) Process Steps

Section 2 Contents	Page Number
Key stages to implementing youth social action (Summary) Key Stages 1,2,3 and 4	10-11
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Stage 1	Inspire	1.1. Agree YSA model	The first stage involves understanding what YSA is and what the benefits are for the school and the young people. Engaging key students and staff leaders. All students will then be aware of the exciting journey and engage in inspirational sessions about YSA. Some basic skills training will start to issue and extensive discussions about YSA in assemblies and classes.
	Explore	1.2. Engage staff	
	Plan	1.3. Engage Young People.	
	Act	1.4. Engage and communicate	
	Reflect	1.5. Reflect	

2.2 Key stages to implementing youth social action (Summary)

Key Stages 1,2,3 and 4

This section guides you through the stages of the youth social process and the requirements from the educational establishment.

Stage 1	Inspire	1.1. Agree YSA model	The first stage involves understanding what YSA is and what the benefits are for the school and the young people. Engaging key students and staff leaders. All students will then be aware of the exciting journey and engage in inspirational sessions about YSA. Some basic skills training will start to issue and extensive discussions about YSA in assemblies and classes.
	Explore	1.2. Engage staff	
	Plan	1.3. Engage Young People.	
	Act	1.4. Engage and communicate	
	Reflect	1.5. Reflect	

Stage 2	Inspire	2.1 Prepare	The second stage involves the development of pupils' skills which. Include the core #WeWill skills (communication, teamwork, problem-solving, and reflection).
	Explore	2.2 Skill-up	
	Plan	2.3 Investigate	
	Act	2.4 Reflect	
	Reflect		

Stage 3	Inspire	3.1. Prepare	This stage involves the young people working in groups, building skills and confidence as a team with clear roles, conforming delivery partners and creating detailed plans. The plans and any available budgets are agreed upon with the lead staff, who will be facilitating.
	Explore	3.2 Skill-up	
	Plan	3.3 Project plan	
	Act	3.4. Reflect	
	Reflect	3.5 Progress	

Stage 4	Inspire	4.1 Prepare	The fourth stage involves students delivering their plans of action, collecting monitoring and evaluation data, and making immediate adaptations to plans where necessary, all with the support from staff.
	Explore	4.2 Skill-up	
	Plan	4.3 Deliver	
	Act	4.4 Reflect	
	Reflect	4.5 Report	

Stage 5	Inspire	5.1 Prepare	The fifth stage involves finishing the monitoring and evaluation data collection, assessing the impact, learning about what can be improved and celebrating success. Young people will then consider new roles within their projects and engage in new social action opportunities.
	Explore	5.2. Skill-up	
	Plan	5.3. Evaluate and improve	
	Act	5.4 Celebrate and award	
	Reflect	5.5 Connect and share	
		5.6. Progress	

Stage 1 explored in detail

Stage 1	<u>Inspire</u>	1.1. Agree YSA model	<p>The first stage involves understanding what YSA is and what the benefits are for the school and the young people. Engaging key students and staff leaders. All students will then be aware of the exciting journey and engage in inspirational sessions about YSA. Some basic skills training will start to issue and extensive discussions about YSA in assemblies and classes.</p>
	Explore	1.2. Engage staff	
	Plan	1.3. Engage Young People.	
	Act	*1.4. Engage local communities	
	Reflect	1.5 Skill-Up 1.6. Reflect	

Learning Objectives: By the end of this key step, the staff and the young people will have a good understanding of Youth Social Action and its benefits for the school, the young people and the local community.

Key stage variables:

Student hours

- Key stage 1: 2 hours
- Key stage 2 - 3 hours
- Key Stage 3 & 4: - 5 hours

1.1 Agree on the Youth Social Action model

The school must agree on the delivery model as part of the application progress. Apart from determining how long your programme will take, when to deliver skills training, how many and which students to engage, you can deliver many of the YSA activities through:

- Several curriculum areas.
- Wider curriculum - PSHE, Citizenship
- Through tutor time
- Collapsed curriculum days.

1.2 Engage Staff

It is essential to have staff engaged in the process;

- They need to understand the importance of the project and what value YSA will add to the young people and their subject areas.
- Staff teams will need to be clear on their involvement in the curriculum delivery, how they will deliver the projects, and monitor and contribute towards the project evaluation.
- They need to be clear on the expected outcomes and understand what good youth social action is.

1.3 Engage Young People

Young people will need to understand the following:

- what youth social action involves
- the importance of participating
- the key YSA stages they will engage in
- the key components of the YSA process (i.e. skills learning, curriculum integration etc.)

A group of 'key' student leaders should ideally be engaged at this stage to help convey key YSAA messages to other students and work with lead staff to identify what needs to be done to deliver the key process steps. These initial student leaders do not necessarily have to be the same leaders who come forward to drive any specific youth social action programme.

1.4 Engage Local Community

Students are starting to identify local or wider stakeholders (i.e. key community people, community groups, charities, businesses, politicians etc.) who might be contacted in the 2nd stage to understand issues, current solutions and/or who might be able to contribute to any future action taken.

1.5 Skill-up

The process includes a critical element to give students a basic understanding of the skills needed to deliver the programme successfully.

- Core skills (i.e. teamwork, communication, problem-solving and reflection) training lessons will start up and continue in the school day throughout all process stages, with staff providing ongoing guidance to students as they put their skills into practice.
- Young people will also learn additional skills, such as research and engaging and learning from local communities and other stakeholders.

1.6 Reflect

At each stage of the process, students and staff will want to reflect on what has been achieved and what they need to undertake next. As the process has started, students will be introduced and asked to complete a section of their student passports/journals. These passports will enable students to set and review targets for the project and help them to self-assess their knowledge of YSA and skills.

Resources available for this YSA stage:

- Passport
- Curriculum guides and teaching resources
- Skills guides and teaching resources.
- Map of KS1 and 2 curriculum and opportunities to embed YSA.
- Map of the wider school focus areas and opportunities to embed YSA.

***1.4. Engage local communities is a key aspect of this grants application as it crucial that students are given a chance to learn about and engage with key stakeholders.**

Stage 2 explored in detail

Stage 2	Inspire	2.1 Prepare	The second stage involves the development of pupils' skills which. Include the core #WeWill skills (communication, teamwork, problem-solving, and reflection).
	Explore	2.2 Skill-up	
		2.3 Investigate	
	Plan	2.4 Engage with community	
	Act	2.5 Curriculum integration	
	Reflect	2.6 Reflect	

Objectives: By the end of this stage, pupils will have the skills and knowledge needed to start planning their projects.

2.1 Prepare

Staff and students will review learning and set the objectives for stage 2:

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.
- Young people will also learn additional skills, such as research and linking with local communities and other stakeholders. Please ensure that any communication with external stakeholders is in line with the school safeguarding procedure.

Primary Key Stage 1 - Using the activities, please highlight to pupils the skills they are showing, such as working together as a team and communicating with each other; you had a problem, and this is how you resolved the problem. Continuously using the common language.

2.3 Investigate

Primary key stages 1 and 2 - Plan for opportunities for young people to explore ways they could solve the identified problems. This may involve preparing resources for the young people to explore and learn from them.

Secondary key stages 3 and 4 - Students are now allowed time to investigate and consider the issues they want to address within the school day. Pupils can use social action research methods to guide them through the process. (Please refer to the YSA research guide and resource.

2.4 Engage Local Community

They are making social action "real" by engaging with the local, national or international community. The links benefit the school, the community and the young people.

Key Stages 1 & 2 This is an opportunity to involve parents or members of the community in linking the projects and the school. The link must allow pupils to understand the project and its relation to the world around them.

Year 5 and 6 young people should be encouraged to make that link with the support of their teacher. This could be by writing to guests to invite them in, emails or other communication forms asking for more information.

Young at all levels can pre-prepare questions they would like to ask their visitors, write up on the visit, and send thank you notes/letters post the visit.

Key Stages 3 & 4 The Community link at key stages 3 and 4 should be multi-faceted, where young people are encouraged to explore several links/organisations connected to their projects and how they can support them. An example of this can be when exploring poverty:

- They may contact charities supporting poverty in the local area (Homelessness, food banks, local supermarkets).
- They could invite local MPs or councillors to understand the topic from the regional leaders' viewpoint.
- Conduct an anonymous survey asking parents or carers about their views of how changes have had an impact on them.

2.5 Curriculum integration

YSA topics should be integrated into the core or wider curriculum. Using the resources from the #WeWill toolkit, staff can provide pupils with the knowledge needed to understand other YSA projects and what can be achieved by engaging in YSA. The resources cover the topics broadly, introducing young people to the topic and encouraging them to explore the learning further. Resources are available for key stages 1-4.

2.6 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next. The passport will support the review process.

Key Stages 1 - With the help of the teachers, pupils should review what other information they have found and how it will help them to create a change.

Resources available for this stage

- Passport
- Curriculum guides and teaching resources
- Skills guides and teaching resources.
- Youth Social Action Research guide and resources.

Stage 3 explored in detail

Stage 3	Inspire	3.1.Prepare	This stage involves the young people working in groups, building skills and confidence as a team with clear roles, conforming delivery partners and creating detailed plans. The plans and any available budgets are agreed upon with the lead staff, who will be facilitating.
	Explore	3.2 Skill-up	
	<u>Plan</u>	3..3 Project plan	
	Act	3.4. Reflect	
	Reflect	3.5 Progress	

Objective: By the end of this stage, young people will have understood more about how to work as a team and developed a plan for their social action project.

Key stage variables::

- Key stage 1: 2 hours
- Key stage 2: 3 hours
- Key Stage 3 & 4: 5 hours prepare

3.1 Prepare

Staff and students will review the work completed and set the objectives for stage 3.

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 Key Stage 2 - 5 only

Students can now 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 must 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.

At Key Stage 1 - It is expected that the teachers will take a key lead in planning the project, but it is essential that even the youngest students feel they have a say in what occurs. Giving young people key roles within this and all stages is key, so they feel they have some key responsibility.

3.4 Reflect & Report

At each stage, students and staff will want to reflect on what has been achieved and what to undertake next.

Resources available for this stage

- Passport
- Curriculum guides and teaching resources.
- Skills guides and teaching resources.
- Youth Social Action Research guide and resources.
- Youth Social Action planning, monitoring and budgeting document.

Stage 4 explored in detail

Stage 4	Inspire	4.1 Prepare	The fourth stage involves students delivering their plans of action, collecting monitoring and evaluation data, and making immediate adaptations to plans where necessary, all with the support from staff.
	Explore	4.2 Skill-up	
	Plan	4.3 Deliver	
	<u>Act</u>	4.4 Reflect	
	Reflect	4.5 Report	

Objective: By the end of this stage, young people should have carried out their chosen social action projects, learnt multiple key employability skills, and social and emotional skills, gathered some evidence of impact, and, if needed, adapted their approach during delivery to achieve a greater result.

Key stage variables:

- Key stage 1: 2 hours
- Key stage 2: 3 hours
- Key Stage 3 & 4: 5 hours prepare

4.1 Prepare

Staff and students will review the work completed and set the objectives for stage 4.

4.2 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.

4.3 Deliver

Young people are supported in delivering their YSA project (s).

4.4 Reflect & Report

At each stage, Young people and staff will want to reflect on what has been achieved and what to undertake next.

Stage 5 explored in detail

Stage 5	Inspire	5.1 Prepare	The fifth stage involves finishing the monitoring and evaluation data collection, assessing the impact, learning about what can be improved and celebrating success. Young people will then consider new roles within their projects and engage in new social action opportunities.
		5.2. Skill-up	
	Explore	5.3. Evaluate and improve	
	Plan	5.4 Celebrate and award	
	Act	5.5 Connect and share	
<u>Reflect</u>	5.6. Progress		

Objectives: The key objectives of this stage are to evaluate the outcomes of the social action project, celebrate the successes of all involved and think about the next steps.

Key stage variables::

- Key stage 1: 2 hours
- Key stage 2 - 3 hours
- Key Stage 3 & 4: - 5 hours prepare

5.1 Prepare: Staff and students will review the work completed and set the objectives for stage 5 and beyond.

5.2 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.

5.3 Evaluate & Improve

Students will review the project based on evaluation data and key learning with staff support. They will likely want to consider i) the overall project success and how it can improve further ii) students' achievements and how to improve them further iii) how the project has impacted the school in general.

5.4 Celebrate and Award

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.

5.5 Connect & Share

Students and staff will now want to share their success more widely (i.e. completing case studies for wider audiences, attending YSA project networks to meet other young people involved with YSA etc.)

5.6 Progress

Staff will already consider how YSA can continue in their setting for years to come and will now support students as they feel their next engagement in YSA programmes.

Section 3 Contents: YSA Framework Explored & Programme Planning considerations

Agreeing YSA framework: focus areas, scale, timescale staffing and commitment

There are key options you will want to consider before starting. This critical section contains what you will need to consider before and during the very early stages of implementing a sustainable youth social action programme at scale.

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3. YSA Framework explored

This section provides more information on the recommended process stages set out above. Critically it provides information to help a school consider and make key decisions before starting the YSA journey.

As mentioned previously, this WeWill YSA process is underpinned by a school following the ten underlying fundamentals of Youth Social Action and delivering the 5-stage YSA process: Inspire, Assess, Plan, Act and Reflect.

3.1 Programme length

This grant programme requires a school to have completed the YSA process between Mid Jan and mid-July 2023. However, a school could deliver the programme over different lengths (i.e. 1 week, 1 month, 2 months etc.). We have additional guidance on delivering the programme over different lengths of time.

3.2 Scale of participation - Number of students

We hope the school will engage at least 15 young people and, ideally, many more potentially whole-year groups. At the very least, 15 young people need to be engaged as key 'leaders' of the programme, with many other students helping in some way to support delivery by taking on different roles.

One example of this is training 15 well-being ambassadors who will lead in delivering on well-being projects across the year group or school. This can include leading assemblies and working with younger students within or across schools.

3.3 Staff - Leadership and delivery

A YSA programme will require senior leadership to organise and support delivery staff to help a programme succeed. Delivery staff have a key facilitator role when engaging with students on the programme.

We believe in delivering the core YSA process over four months; the *lead* staff will need to commit time to lead and motivate staff. Other teams who will support the YSA implementation (i.e. those who teach YSA in their curriculum subject) may have to give approximately 2-3 hours. We have created detailed staff training guidance to make leading and supporting staff engagement as easy as possible.

3.4 YSA 'Focus areas' Identification and Selection

All YSA practices require students to select the YSA cause and determine 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. Fundamentally the project delivered should have real 'meaning' for students so that they feel their engagement has been worthwhile.

3.5 Students hours

Students are required to engage for different lengths of time in the YSA, depending on their Primary or Secondary key stage.

- In Primary key stage 1, they need to:
 - engage in **10** hours during the YSA implementation stages 1, 2, 3, and 5
 - **plus** any additional time they spend delivering their project during stage 4.
- In Primary key stage 2, they need to:
 - engage in **12** hours during the YSA implementation stages 1, 2, 3, and 5
 - **plus** any additional time they spend delivering their project during stage 4.
- In secondary key stage 3, they need to:
 - engage in **15** hours during the YSA implementation stages 1, 2, 3, and 5
 - **plus** any additional time they spend delivering their project during stage 4.

The hours that contribute to these totals include the time they have committed at every stage (i.e. any time a student spends training, researching, discussing ideas, planning etc).

3.6 Youth driven

YSA, of course, requires significant youth/child/student/pupil leadership. Programmes should be inclusive and young people should feel like they have a predominant say on what social action issues they want to address and the design and delivery of the project. We would also expect a small but critical strategic working group to bring staff and key leadership students together to oversee the entire process. We have further guidance on how staff and students can work effectively in strategic working groups.

With the above in mind, this grantee programme as part of its evaluation approach, 'surveys' students to assess the extent of their engagement during the programme.

In addition grantees may well be asked to bring student / pupil representatives from participating schools to attend progress update meetings with the Ormiston Trust grantee leads, so that young people get a chance to explain how they have played a critical role.

3.7 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). Young people will practice key transferable skills during the 'Act' phase. However, skills-building will happen throughout the programme (i.e. during the 'Inspire', 'Assess' and 'Plan' stages) as students begin to reflect and express their interests, [the social](#).

The programme includes a skills training package which schools are asked to deliver that focuses on four skills:

- teamwork
- communication
- problem-solving
- reflection

It contains many skill-building activities based on the national curriculum requirements.

We selected these four skills as we believe that those skills allow delivering a high-quality social action project and help students learn. We want students to engage in at least 3 hours of skills-training activities in the curriculum. On top of the 3 hours, we expect staff to provide ongoing student skills guidance during all other activities.

3.8. Potential delivery models

As part of this grant process, we have developed a number of different models in which YSA can be delivered throughout the school. Options are:

- Delivered during tutor time
- Cross-curricular approach
- Wider curriculum approach
- Collapsed days.

While it is possible to deliver a YSA programme in assemblies or tutor time, we believe that key YSA knowledge can be taught in the core curriculum to enrich topics and deliver key core subject learning objectives.

Curricula, cross-curricular or wider curriculum YSA integration

We have created curriculum guides explaining how schools can teach youth social action topics. 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.

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.

Across several schools

Projects can be delivered across several schools, with pupils leading each phase. We have attached an example of how Gateway Learning Academy (11-16) will work with four 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.

Linking Youth Social Action to a Key Stage 4/5 subject area

YSA projects can be also embedded as part of specific qualifications. One example is linking is linking a this programme to a BTEC Level 3 (NQF) Extended Diploma in Performing Arts.

The key activities required as part of this BTEC can be linked to the 5 YSA stages.

- Understand community performance and practice (Inspire)
- Develop ideas for a community performance (Asses / Plan)
- Apply skills to a community performance (Act)
- Review own development and final community performance (Reflect)

PLEASE ensure you cover the programme's core grant criteria but also ases where specific resources could be adapted to fit your context.

Primary Post SATs

Year 6 SATs are completed during the first two weeks of May, leaving the pupils with about two months of school 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. Schools could use the afternoons to deliver Youth Social Action across a whole year group combined with assemblies and entire year group work.

Schools could also use this approach for lower Key Stage 3 pupils.

Primary Cross-Curricular

The other approach to teaching youth social action is across 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, the key knowledge, and plan how to carry out their own Social Action Projects.

Schools can also use this approach for lower Key Stage 3 pupils.

Primary one hour a week

The project can be delivered one hour a week over a 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.

Secondary subject-specific:

Delivering youth social action through one subject area can be done through various subject areas linking them through the national curriculum. Schools can also have youth Social Action projects through other focus areas such as PHSE, Citizenship, British Values, character education, and Careers advice and guidance.

3.9 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 providing: Citizenship, PSHE; Careers Advice and Guidance; and Character Education.

We will briefly explore the links below to inform the planning of the YSA projects:

Key stages 1 and 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. This can be a key area to link with this YSA programme.

H1: What keeping healthy means, different ways to keep healthy	H1: How to make informed decisions about health	H2: The elements of a balanced and a healthy lifestyle.
H14: How to recognise how others might be feeling.	L3: things you can do to help their environment	L5: Different roles and responsibilities people have in their community.
L6: To recognise the ways they are the same as, and different to other people.	L16: Different jobs that they know or people who work in the community do.	L17 some of the strengths and interests might need to do different jobs.
H15: to recognise that not everyone feels the same at the same time or feels the same about the same things.	H16: about ways of sharing feelings, a range of words to describe the feelings.	H19: To recognise when and well they need help with feelings, that it is important to ask for help and how to ask for this help.
H3: What might influence choices about healthy lifestyles.	H6: What constitutes a healthy diet and how to plan meals, benefits to health and wellbeing of eating nutritionally rich food.	

Key Stages 3 and 4 PSHE

Living in the wider world	Relationships	Health
L2- to review their strengths, interests, skills, qualities and values and how to develop them.	R15 - To further develop and rehearse the skills of team working	H4 - Simple strategies to help build resilience to negative opinions and judgements.
L1- Study, organisational research and presentation skills.	R16- To further develop the skills of active listening clear negotiation and compromise	H9- Strategies to understand and build resilience, as well as how to respond to setbacks.
L4 - Skills qualities required to engage in enterprise.	R-19 to develop conflict management skills and strategies to reconcile after disagreements	H17 - the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.
L3 - set realistic yet ambitious targets and goals.	L22 - the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues.	H19 - what might influence decisions about eating a balanced diet and strategies to manage eating choices.

As you can see, there are ample opportunities to link PSHE and youth social action. Each project has been planned to enable pupils to cover these themes. With the programme's flexibility, you can also choose within each topic area.

Each journey pupils through social action 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.

The key skills learnt from their projects can be added to CVs and personal statements. The activities in the passports support the development to support pupils for interviews.

Citizenship:

Development of the political system of democratic government in the United Kingdom, including the roles of citizens, parliament and the monarch	The precious liberties enjoyed by the citizens of the United Kingdom
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.	The operation of parliament, including voting and elections, and the role of political parties.
The roles played by public institutions, voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	

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 teach pupils the knowledge, skills and understanding to take responsibility, feel positive about themselves, participate in decision-making processes, meet and talk to people, and develop relationships.

In Key Stage Four, pupils are encouraged to develop skills further by using various strategies, weighing evidence, making persuasive arguments and substantiating their conclusions. The journey through the projects should enable pupils to evaluate different ways they can help, solve problems and contribute to society. It should also contribute to understanding democracy and political processes/ priorities. For example, one should not consider supporting food poverty locally without questioning why food poverty exists and assuming government responses and responsibilities.

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 or build on existing ones and critically assess the social issue. The cultural capital needed to open doors and build their confidence in wider society.

Careers:

"All learning builds towards an endpoint. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage." "They support readiness for the next phase of education, training, or employment so pupils can make the transition successfully." (Ofsted Handbook)

The school provides good quality meaningful opportunities for pupils to encounter the world of work.	The school provides rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the schools offer
The way the school goes about developing pupils character is exemplary and is worthy of being shared with others	How the school provides good quality, meaningful opportunities for pupils to encounter the world of work and the schools use of the Gatsby benchmarks.

We have explored the link between youth social action and preparing pupils for the world of work through PSHE, Citizenship the Ofsted Framework. It can also link with the eight Gatsby benchmarks for good career education. The YSA programme will give pupils opportunities to; learn about different labour markets, particularly the charity sector. Throughout the process, pupils can link their learning and approach to careers.

Engaging with the local community will allow young people to explore the labour markets, connect, and speak to people in various roles.

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)

- What are our expectations of behaviour towards each other?
- How well do our curriculum and teaching develop resilience and confidence?
- How good is our core curriculum?
- How well do we promote the value of volunteering and service to others?
- How do we ensure that all our pupils benefit equally from what we offer?

Overview of the project

- This programme followed the 5 stage approach and was delivered throughout the academic year.
- The programme had a key focus on helping others in their community based on significant community stakeholder engagement to understand key issues.
- It also had a key focus on ensuring students learnt key skills for their future lives (i.e. communication, teamwork, resilience, conflict resolution etc). In line with their academy's focus on oracy, the programme provided as many opportunities as possible for young people to learn new skills and practice what these skills. "Our pupils need to be able to communicate effectively to be successful in life" GLC

Stage 1 - Inspire

Using the role model activities in the YSA passport, pupils took inspiration from Marcus Rashford's work on poverty during COVID. They decided to focus on poverty and its impact on their local area. The school had already worked with their local food bank in previous years. This was an opportunity to take the project further.

Curriculum input took place across a range of subjects with units arranged in a manner learning could continue simultaneously through Food technology, PSHE, Geography, and Drama. The curriculum's focus was to understand the reasons and impact of food poverty globally and locally, what being healthy entails, design features of products, understand how social media is used and use aspects of the media to promote their work safely.

Stage 2 - Assess

Based on their research, the students discovered amongst other things that, ***"Life expectancy in Tilbury remains ten years lower than in the rest of Thurrock, partly due to poor diet."***

Based on their research, the students decided to focus on designing, promoting and implementing a series of initiatives to raise awareness of increasing food poverty locally and help the Tilbury Food Bank mitigate its effects.

Cross schools approach

- To improve transition across the schools in their network, young people at GLC from years 4 and 9 worked together throughout the programme

Local/national community links

Contact was made with:

- Local government / Local Authority to identify additional support and potential match funding
- Local charities (i.e. food banks etc)
- National broadcast and print media to promote the All Different: All Equal: All Well Fed initiative

Stage 3 - Plan

To support the projects, the year 9 pupils adopted a business-like approach and established a management structure by creating roles, identifying the needs of individuals and providing the relevant training. The passport was used to assess pupils' skills and monitor and record progress.

Key roles

- To manage their project development and delivery, students assigned leads to each key role, such as 'Communication Lead', 'Marketing Lead', 'Organisation lead', 'Budget leads' etc. Each 'Lead' was trained by the Project overall Lead and shown what a model project could look like.
- Each project 'Lead' had to manage their team.. The students then selected / identifies students who wanted to be part of each team.
- Leaders received badges, so students could know whom to go to.

Stage 4 - Act

Projects delivered

- Designed and published a healthy eating cookbook using Food Bank supplies.
- Designed and produced sustainable packaging for food collection and distribution.
- Explored ways through social media to promote the project and gain support.
- Established, promoted and maintained a monthly food/funding collection system across Tilbury and Chadwell businesses.

The projects above were delivered and in part took place in lessons and after school.

Stage 5 - Reflect

- The young people 'reflected' throughout their journey using the passport, which also enabled them to assess the improvement in their skills from the start of the project to the end.
- Feedback was obtained from the primary school teaching staff and pupils on the enjoyment and benefits of the experience.
- Community baseline surveys and post-event surveys demonstrate a greater awareness of food poverty and a positive impact.
- Newspaper articles and project deliverables were shared with the local community, parents and carers (i.e. recipe book)

The school has now started up an additional project to engage new cohorts of young people.

:

Before you start your project, how do you feel about these skills?

	Not at all confident	Slightly confident	Somewhat confident	Fairly confident	Completely confident
How would you rate your communication skills?					
How would you rate your problem solving skills?					
How would you rate your teamwork skills?					
How would you rate your reflection skills?					

How do you feel about starting your social action journey? (place tick in the box)

	Not at all confident	Slightly confident	Somewhat confident	Fairly confident	Completely confident

My Goals

Before starting the project, please set yourself the goals you would like to achieve at the next stage.

S SPECIFIC
What do you want to happen?

M MEASURABLE
How will I know when I have achieved my goal?

A ATTAINABLE
Is the goal realistic and how will I accomplish it?

R RELEVANT
Why is this goal important to me?

T TIMELY
What is my deadline for this goal?

Role Model

A role model is a person whose behaviour, example, or success can be emulated by others, especially younger people. Do you recognise any of the role models below?

Malala Yousafzai	Greta Thunberg	Marcus Rashford
12 July 1997, Mingora	3 January 2003, Sweden	31 October 1987, Manchester
Malala is an advocate for girls' education. She delivered a high-profile speech to the United Nations and became the youngest person to be named a Time magazine 'person of the year'.	Greta is a Swedish environmental activist who has become a global leader in climate change activism. She is the youngest person to be named a Time magazine 'person of the year'.	Marcus is an English professional footballer who has helped raise enough money to provide food for the equivalent of over 21 million meals for children and families who might not otherwise eat. He has raised awareness of child hunger in the UK, along the way to the top of the news agenda.

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