

# **A guide to embed high-quality youth social action at scale**

**Delivered 2024-2025**

**Grants Guidelines  
supporting information**

**Application deadline**

**4pm 22nd Feb 2024**

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# **Section 1**

## **A guide overview & YSA meaning and benefits**

## **A guide overview**

This implementation guide is specific to a grant offered by the Ormiston Trust which schools can apply for to run a YSA programme in 2024-2025. This guide gives applicants step-by-step explanations to follow and should be read in conjunction with the accompanying grant guidelines and application form.

### **Section 1: Meaning and benefits**

An explanation of the meaning of Youth Social Action and the various outcomes that can be achieved.

### **Section 2: Fundamentals and implementation steps**

10 key fundamentals of Youth Social Action on p.4 which have been developed in consultation with schools, that have delivered effective engagement at scale. They build on the 6 key fundamentals which are used by the #iwill campaign and are specific to schools.

The Core YSA steps guidance on p.5 sets out the five process steps - Inspire, Explore, Plan, Act and Reflect - and various sub-steps. Schools are asked to deliver these steps, using the funding available, additional funding income and their own resources.

The various steps outline what is involved and include an approximate sense of the hours that might be required.

Almost every step and sub step has tested 'off the shelf' templates and resources to make implementation as easy as possible.

### **Section 3: Strategies to deliver key elements**

To provide additional guidance on key aspects of the process on p.11-17 there are additional one page overviews on:

- integrating YSA lessons plans into the curriculum
- ensuring high quality skill development
- young people using the student passport and reflecting on progress
- engaging with a local community and wider stakeholders
- engaging young people in the programme
- structuring your YSA programme

### **Section 4: Resources and case study**

An overview of some key resources available (p.19) and a case study showcasing outstanding practice are found on p. 20-22.

## Introduction to Youth Social Action (YSA)

We believe youth social action can play an essential role in young lives and contribute to the success of a school and its community.

To achieve this goal, a high quality YSA programme has been created and tested in other schools over the last 2-3 years. The process set out in this guide is informed by ten key YSA fundamentals, which have informed a five-step implementation plan: Inspire, Explore, Plan, Act and Reflect.

### Youth Social Action Meaning and Benefit

Youth Social Action refers to young people's developing and delivering projects to make a positive difference to others, while developing agency, life skills, empathy, character and having fun. YSA can occur in various contexts, and can be focused on any outcomes including volunteering to help regenerate a local area, campaigning on inclusion issues, becoming well-being mentors to support peers and much more.

### Key YSA outcomes

1. **Skills:** Young people learn key transferable life and work skills - such as team work, problem solving, reflection and communication - through every stage of the process
2. **Character:** Young people work and overcome challenges together while learning about their own beliefs and attitudes
3. **Respect and empathy:** Young people develop an understanding of others beliefs and attitudes and are given a chance to help others
4. **Agency:** Young people have some control over their pathway through the process which increases their engagement and commitment in school
5. **Sense of belonging:** Schools can strengthen their school culture and values and commitment by students to an educational institution
6. **Attendance, and behaviour:** Schools have seen improvements in engagement and positive impacts on behaviour and attendance
7. **Profile:** Schools can raise their profile in the local community which can also positively impact on student intake and support for a school
8. **Variety of impacts on others:** Depending on the social action that occurs benefits can be achieved in multiple other areas such as on wellbeing, the environment, inclusion, diversity practices and much more.

## **Section 2**

# **The Core YSA Fundamentals & The five Implementation Steps**

**Inspire  
Explore  
Plan  
Act  
Reflect**



## 5 Key Steps to Implement Youth Social Action (overview)



### Inspire

The first step involves understanding what youth social action is, what the benefits are, engaging key student and staff leaders, deciding on how you will integrate action into your school setting, and inspiring students about what is possible. Some basic skill training will be started up, as will discussion of YSA social issues in lessons.



### Explore

The second step involves young people continuing their basic skill development, learning about the world around them and key social issues, what they are passionate about, and the issue(s) they want to act upon. Groups of young people are starting to emerge, as are potential plans to make a difference based on the research they are gathering.



### Plan

The third step involves young people taking on key roles and working in defined groups; building their skill sets and confidence as a team, conducting further research, identifying delivery partners, and creating detailed project plans to make a difference. Young people continue to reflect about what they are learning, and are growing in confidence as they prepare to deliver their plan.



### Act

The fourth step involves young people fundraising to generate extra resources, delivering their plans of action, collecting evaluating data, and adapting plans where necessary, all with the support from key staff facilitators.



### Reflect

The final step involves finishing the collection of evaluation data, assessing the overall impact, learning about what can be improved and celebrating success.

Young people are reporting with staff to key stakeholders about what they have achieved and looking for new opportunities to engage.



## Inspire - Step 1



The first step involves understanding what youth social action is, what the benefits are, engaging key student and staff leaders, deciding on how you will integrate action into your school setting, and inspiring students about what is possible. Some basic skill training will be started up, as will discussion of YSA social issues in lessons.

**Outcomes:** engaged senior and lead staff, plan of action, students inspired, student's skills strengthening, foundational understand of social issues emerging

### 1. Agreed executive sponsorship and YSA Framework (up to 2.5 hrs)

Senior staff leaders understand the principles that underpin YSA, provide executive-level sponsorship, set broad parameters for the programme, and identify lead delivery staff. (1 hour); Lead delivery staff develop a good sense of the YSA framework and then set a milestone plan which covers the 5-step process (1.5 hrs) *(The sub-step is part of the funding application process. If a school is successful, then they will be asked to move to step 2 below)*

### 2. Additional staff training and confirmation of plan (1 - 2 hrs)

Lead delivery staff refresh their YSA understanding by undertaking more advanced level training (1 hr); Lead delivery staff, with a few students, confirm the detailed milestone plan is fit for purpose (1 hr) (This final plan is submitted to the funder)

### 3. Inspire and inform young people (2 hrs typically in an assembly setting)

Lead delivery and any other supporting staff use existing resources and videos to inspire all young people that will be involved, explain the delivery plan and students' roles (1+ hrs); Students start to explore in lessons key social action topics (1+ hrs)

### 4. Train Students on key skills (1 hr per student typically in classroom setting)

All students involved engage in foundational skill training sessions, undertaking fun and engaging activities to learn more about teamwork, problem-solving, etc (1 hr per student)

### 5. Reflect and prepare to engage in the next steps (30 mins per student as part of homework)

All students involved complete a passport/student journal which captures what they hope to achieve, some of their initial perspectives on YSA and their current skill confidence levels

**Guidance resources available:** Main implementation guide (this guide), staff training presentations, generic milestones guides (in excel), student training resources, assembly presentations and lesson plans

## Explore - Step 2



The second step involves young people continuing their basic skill development, learning about the world around them and key social issues, what they are passionate about, and the issue(s) they want to act upon. Groups of young people are starting to emerge, as are potential plans to make a difference based on the research they are gathering.

**Outcomes:** Young people understand social issues, who else is addressing them; existing solutions; skill sets strengthened and ideas emerging.

### **1. Inform young people (cont) (2 hrs)**

Young people complete lessons on key social action topics (2 hrs)

### **2. Train young people on key skills (2 hr per student) (cont) (2 hrs)**

Young people complete their core skills training (i.e. teamwork, communication, problem-solving and reflection) (staff are able to provide key reminders about effective skills practice in later steps).

### **3. Students investigate issue and solutions (3 hours, depending on time available)**

Young people investigate / discuss with staff, what previous solutions have occurred to address issues in the past using case studies provided (1.5 hrs); Staff will organise an engagement session with wider stakeholders (i.e. a local charity, business etc) to help students consider what plans they could create to address issues (1.5 hrs)

**PLEASE NOTE:** When contacting anyone external, please ensure you are following the safeguarding procedures set up by the school. If unsure, please speak to your line manager or the safeguarding lead.

**Guidance resources available:** Main implementation guide (this guide), community engagement guide, skills training guide and resources, curriculum guides and resources, YSA example solutions.

## Plan - Step 3



The third step involves young people taking on key roles and working in defined groups; building their skill sets and confidence as a team, conducting further research, identifying delivery partners, and creating detailed project plans to make a difference. Young people continue to reflect about what they are learning, and are growing in confidence as they prepare to deliver their plan.

**Outcome:** Young people working well in teams; completed plans and ready to act

### 1. Plan (3 hours per pupil)

Once they have explored their focus area, heard about other examples of action, young people will complete a plan of action, an evaluation plan and a budget for one or multiple projects. Young people have agreed roles relating to key aspects of the plan (i.e. comms, marketing, fundraising, budgeting etc) but all students will be allowed to feed in ideas to the core delivery concepts. Some wider consultation can occur with external school stakeholders as the plan is finalised. The plan will then undertake a final review with school leads to ensure feasibility. This critical step can be through tutor time, PSHE lessons, and where possible and appropriate in curriculum time (3hrs)

### 2. Train Students (ad hoc)

Ongoing reminders are given to students about the core skill fundamentals (i.e. teamwork, communication, problem-solving and reflection).

### 3. Student reflection (30 mins per student homework)

Young people complete their passports to capture progress made on personal and group goals.

**Guidance resources available:** Project planning guide and template, budgeting template, evaluation guides and templates, skills training guide and resources and student passports

## Act: Step 4



The fourth step involves young people fundraising to generate extra resources, delivering their plans of action, collecting evaluating data, and adapting plans where necessary, all with the support from key staff facilitators.

**Outcomes:** Young people deliver key positive outcomes for others, practice the the key skills they have learnt, and gather evidence of impact

### **1 Act (time dependent on the scope of the project)**

Young people will undertake fundraising activities to add to funding available to cover the costs of delivery, deliver the project (s) and collect key evidence to understand the difference they have made.

**Guidance resources available:** Safeguarding guide, evaluation survey templates, comms guide and reporting templates.

## Reflect & Progress - Step 5 of the 5 Step Process



The final step involves finishing the collection of evaluation data, assessing the overall impact, learning about what can be improved and celebrating success. Young people are reporting with staff to key stakeholders about what they have achieved and looking for new opportunities to engage.

**Outcomes:** By the end of this key step, young people will have learnt key analytical skills, be able to determine and communicate the success of their project based on their planned outcomes, and have the knowledge to effectively engage in future Youth Social Action projects. Young people will also have learnt how to adapt their role and expand their engagement in Youth Social Action. Many other outcomes will be apparent based on the YSA plan delivered.

### 1. Reflect (30 mins per student homework and 30 mins in lesson)

Based on evaluation data and key learning, students will review the project with staff support, focusing on lessons learned and how they could improve the project further.

### 2. Celebrate and Award

Young people and staff are now recognised for their efforts to deliver the YSA process. Awards are provided to staff and young people especially those who have demonstrated excellence. This can be done through awards assemblies, events, newsletters, and social media.

### 3. Connect & Share

Students and staff will share their success more widely (i.e. completing case studies for wider audiences and press, internal newsletters)

### 4. Sustainability planning (considered during earlier steps)

Staff will have already considered how YSA can continue in their setting for years to come and will now seek to sustain the programme in their setting.

**Guidance resources available:** Reward certificates, reporting forms, and comms templates.

## **Section 3**

# **Strategies to Deliver Key Elements**

**Curriculum Integration**

**Skill Development**

**Passport and Reflection**

**Community Engagement**

**Engaging Young People**

## YSA and Integration into the Curriculum: Lesson implementation strategies

### Overview

We are asking schools to teach young people about social issues. The extensive lesson plans we have to enable this can take place during the inspire or the explore step to support young people's inspiration and to connect the learning in class and their area of focus.

We have off the shelf curriculum topic guides available related to Poverty, Inclusion and Diversity, Health and Wellbeing (Healthy Habits), Health and Wellbeing (Mental Health) and Climate Change. (Note: all social issue lessons plans have built in skill development sessions)

While delivering these lessons in tutor time or after school clubs can occur, we would encourage a school to consider how some of the topics can be taught within the core curriculum. We have seen many schools weave in discussion of social topics in science, geography and English lessons. For example, when teaching about mental health through English, young people can learn how mental health is portrayed through various poetry texts.

Schools can either focus on integrating YSA discussion into one subject area in depth or across several subjects.

We have explored the National Curriculum across all key stages and linked numerous opportunities in the detailed guides we have available, to help you achieve this in your setting.

**The minimum expectation for the grant process is to teach 3 hrs of lessons from the YSA social issues curriculum guides, although we would encourage up to 5 hours of lessons for each student. Please cover how will you teach these topics in the application form.**

**If you have any questions about how to embed the teaching of social YSA topics into the core curriculum, please get in touch.**

## YSA and Skills Delivery: Implementation strategies

Utilising the Ormiston skill learning plans, all participating young people will undertake skill training to effectively assess, plan, deliver, and reflect on their Youth Social Action journey. The core skills in question include a focus on communication, problem-solving, teamwork and reflection.

Schools will need to give young people 3 hours of skills training as part of this grant. Skills can be taught through:

- Discrete 1 hour lessons focusing on particular skills; and or
- Curriculum YSA lessons (see integration into the curriculum section above), as each lesson contains short activities focusing on the key skills.

Some homework can be included in the learning process.

Young leaders will also be invited to participate in optional online skills training workshops as part of the Youth Leadership strategy at Ormiston Trust.

### Skills learnt throughout the 5-Step Process

Inspire	Core skills training focusing on Communication, Teamwork, Problem-solving, and Reflection (1 hour required)
Explore	Core skills training focusing on Communication, Teamwork, Problem-solving, and Reflection (2 hours required).  Other key skills learnt as part of this stage include: research, analysis and empathy
Plan	As part of completing project plans, young people will also learn other skills such as: Planning a project, budgeting, assigning roles and basic marketing practices
Act	This step is an opportunity again for young people to put into practice what the skills they have learnt.
Reflect	Young people now reflect on what skills they have learnt throughout the process.



## YSA and Using the Passport for Reflection: Implementation strategies

The passport supports the reflection process undertaken by young people as part of the YSA programme. Passports have been developed as a medium for young people to plan, record and reflect on their YSA journey as well as learn and practice some skills. It gives young people tasks to be completed in class and or as part of their home learning process. It asks young people to solve riddles using problem-solving skills.

**For this grant programme, the passport is to be completed by students at least three times.** This will ensure young people are on track and that the students are engaging well.

### Using the Passport Through the 5-Step Process

Inspire	Young people <b>must</b> complete the passport during this first step ideally towards the end of the step. The passport enables them to: <ul style="list-style-type: none"><li>• Set targets and goals</li><li>• Reflect on their skills</li></ul>
Explore	Although they are not required to do so, young people can complete the passport during this step as it enables them to <ul style="list-style-type: none"><li>• Practise skills such as critical thinking and debating</li><li>• Review skills learnt so far and other targets.</li></ul>
Plan	Young people <b>must</b> complete the passport during this step. The passport enables them to: <ul style="list-style-type: none"><li>• Set targets for the plan step</li><li>• Planning template</li><li>• Checklist</li><li>• Review targets for the plan step</li></ul>
Act	Young people are not required to complete the passport during this step.
Reflect	Young people <b>must</b> complete the passport during this step. The passport enables them to: <ul style="list-style-type: none"><li>• Undertake a final review against targets they set themselves</li><li>• Reflect on the whole project</li><li>• Review the skills they have learnt.</li></ul>

## YSA and Community Engagement Strategies

Community or wider stakeholder engagement provides a critical opportunity for young people to engage with others who may have already addressed similar causes or have an interest in supporting action. Engaging and or collaborating with wider stakeholders can also make any action more visible and meaningful to them and others. Wider stakeholders who have benefited from any action will also provide critical feedback about the impact of a project.

For a connection between a school and a wider stakeholder, it's important to manage the key outcomes / expectations for both parties. When done well a wider stakeholder can continue to help a school over the long term.

**For the purpose of the grant process, we recommend community engagement with at least one external stakeholder at any stage of the process.**

### Community Engagement through the 5 step process

Inspire	Links with wider stakeholders and people in the community can for example inspire young people in assemblies by giving a talk about a social issue they care about.
Explore	Wider stakeholders can be used to explore the YSA topic in detail, and help young people explore the work of organisations already seeking to impact on an issue.
Plan	Working with a key stakeholder can involve joint planning of a project and or enable a school to access new resources.
Act	Active support from community organisations during 'action' will help inspire young people and make them feel supported.
Reflect	This is an opportunity for any wider stakeholder to help young people reflect on the impact of the action, and how to develop the solutions in the future.

## Engaging Young People: Engagement Strategies

A crucial element of high quality YSA is to ensure the young people "understand, lead, monitor and reflect on' any programme and impact with support from staff. Schools will need to consider the extent that young people are given a central role in any of the aspects as outline below, but at the very least every young person needs a chance to contribute to the social issues focus area, and the design and development of a project.

### Role of Young People Through the 5-Step Process

All Key Steps	<ol style="list-style-type: none"> <li>1. Taking ownership for the overall success of the programme and their personal goals in partnership with key lead staff</li> <li>2. Contributing to programme design, delivery and evaluation</li> </ol>
Inspire	<ol style="list-style-type: none"> <li>1. Ensuring a sound understanding of the meaning, benefits and key steps of running a YSA programme.</li> <li>2. Engaging in skills training to ensure they can deliver and grow.</li> <li>3. Inspiring other students to get involved in the programme</li> <li>4. Taking responsibility for themselves and others to ensure they work well as a team</li> </ol>
Explore	<ol style="list-style-type: none"> <li>1. As above, but taking a lead role in investigating social issues; and considering potential solutions</li> </ol>
Plan	<ol style="list-style-type: none"> <li>1. As above, but taking opportunities to speak about about issues they care about, and solutions / a plan of action</li> <li>2. Ensuring they work well with others to achieve a consensus among all young people about a plan of action</li> <li>3. Presenting and convincing key stakeholders about the viability of the plan and adapting it where necessary to agree solution (s)</li> </ol>
Act	<ol style="list-style-type: none"> <li>1. Delivering the YSA Project (s), adapting approaches, if necessary during implementation, to continue to maximise impact.</li> </ol>
Reflect	<ol style="list-style-type: none"> <li>1. Taking responsibility for evaluating the programme</li> <li>2. Helping to share success and key learning</li> <li>3. Personal reflection</li> <li>4. Galvanising new action</li> </ol>

## **Section 4**

**An overview of resources  
&  
A case study of a school  
implementing high quality YSA at  
scale**

# An Overview of Our Youth Social Action Resources

## YSA Implementation Guide



A summary guide to support staff through the Youth Social Action Process.

## Implementation Model Guide



These detailed guides support the leaders in exploring different models which can be adopted to implement YSA into a school.

## Skills Guides



Skills guide focusing on our key skills such as Problem Solving, Teamwork, Reflection and Communication.

## 5- Step Process



A quality assurance document supports the leaders with the assessment of YSA practise within their educational setting. Allowing them to reflect and plan next steps.

## Curriculum Guides



Comprehensive guides to support the teaching of YSA through Poverty, CLimate Change, Inclusion and Diversity, Healthy Habits and Mental Health

## Passports



Passports for each key stage supporting and guiding the young people through their journey of YSA.

## Additional Skills Guides



Detailed guides are available to support teaching additional skills such as Debate, Teamwork, Project planning and Community Engagement.

## Additional Guides



Additional resources to be developed will focus on subject areas as well as expanding our topic areas.

## Case Studies



The main aim of the case studies are to provide the users with an overview of YSA projects with lessons learnt to support. These are projects within our core and external schools.

# **Case Study: Broadland High Ormiston Academy**

**#WeWill Recycle**

**Project Lead Melanie Clogger**

## **Introduction**

The project took place between Broadland High Ormiston Academy (156 young people engaged) and Rackhealth Primary School with a focus on climate change and looked at the impact of fashion on the environment. The project was called #WeWill Recycle

## **The Project process - Inspire, Explore, Plan, Act and Reflect**

The area of focus for the Youth Social Action Project was Climate Change. The young people decided to focus on the impact of the textile industry on the environment. The project was designed to be delivered across Science, 3D design, and textiles.

The project's key aim was to work with all Year 8 pupils to:

- Develop their awareness of the impact of textiles on the environment
- How they can be more eco-conscious in their daily lives
- Recycle more with the view to reduce clothing waste

The project content was delivered in several ways:

- During the inspire step, sessions were offered during tutor time to raise awareness and inspire young people; general information about the impact of textiles on the environment was delivered during Year 8 assemblies; recycling and sustainability information was delivered during Science and 3D Design lessons; Fast fashion was explored during Textile lessons and skills training was delivered throughout the Science, Design, Textiles and Tutor time.

During the explore and plan stage, post the curriculum learning, the young people decided to focus on multiple projects focusing on the impact of the textile industry on the environment. This included:

- The development of a clothing committee
- Running a fashion show to raise funds - upcycling clothing garments and a swap shop
- Working with the year 4 leadership team on sharing recycling messages, ideas for upcycling and the fashion show.

To complete the plan step:

- The clothing committee met weekly to sort clothes and organise the swap shop.
- The garment design activity took place during the textile and 3D design lessons.
- Recycling messages were created during Science.

### **The key planning and part of the action step took place during a drop-down day where:**

- All Year 8's (156 young people) undertook the design and make tasks, resulting in a fashion show at the end of the day
- The swap shop led by the clothing committee allowed young people and families to swap clothing.
- During the drop-down day, a group of year 8 pupils worked with year 4 pupils to share recycling messages and ideas regarding upcycling garments and fashion shows.

### **Student Engagement**

Young people from the whole of year 8 were involved in the project and through each step. Smaller groups of young people took leadership roles for certain specific sub project areas. The clothing committee met on a regular basis during their lunchtime.

### **Engaging with External Partnerships**

Their main external partnership was with Reepham Council, where a scrap box was placed to source recycled items for the drop-down day. The Council also supplied a wide variety of unusual, recycled items for a small cost, which the students could use creatively in their work. Parents and carers supported the contributions towards the swap shop, as well as attending the fashion show. Working in partnership with Rackheath Primary Schools leadership team this enabled the sharing of communications regarding the fashion show.

### **Impact**

- A successful fashion show and a successful clothing swap
- Working together in teams, the young people learned and developed transferable skills such as communication, teamwork, reflection and problem-solving, which can be applied across the school.
- Young people were able to develop their creativity skills through designing and creating garments using various recycled materials; they also learnt project planning skills and working to tight deadlines.
- Working together as a year group, with a partner primary school and external organisations, brought a sense of togetherness and increased a sense of community and belonging.

### **Challenges**

- Some pupils were less engaged with the written tasks, but this did vary between different tutor groups.
- Some young people found it challenging to make their garments based on their original designs. However, working as a team helped them adapt to decisions and compromise.



**End**