

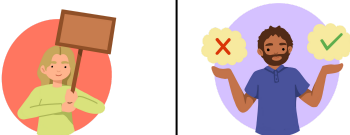


Delivery of Youth Social Action

The social action project can be delivered through your school's curriculum design. It can link to a specific subject area or be undertaken during enrichment/pastoral time, combining this as an extra-curricular activity. In the second section of the guide, you will find a progression of activities that can be used to teach the skills that Young people need, either to get involved with an existing social action project linked to the focus area or to develop their own. Below are three tables outlining how the teaching of skills and the realisation of the social action project could be mapped out over an academic year.

This guide is based on the **#WeWill** process enabling young people to learn transferable skills through social action. This process follows three key steps. Each process can be repeated by making further progress on the chosen area or starting a new topic. Section one of the guide focuses on giving the teachers/adults involved the information needed to deliver the overall topic.

Key Stage 1 - Three step process

	<p>Young people are engaged in a theme related to the focus area of the social action project.</p>
	<p>Look at existing practices, and investigate deeper into the cause of the project</p>
	<p>Young people plan a project showcasing the skills, which they have learnt.</p>



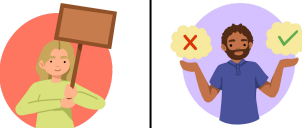
The resources below are to support the teaching of the skills needed so young people can carry out their own social action projects. It should

- Introduce young people to the subject of Climate Change
- Go through the process of understanding social action by analysing an approach already taken.
- Inspire young people to interact within a school, community, or city
- Support the delivery of step 2 of the process explore and learn

Each lesson plan lightly integrates learning or practice of a specific life/employability skill such as oracy, teamwork, reflection and problem-solving. In addition, each lesson links learning to potential youth social projects that other young people have delivered to make a difference. The lessons are typically provided during step 1&2 of the Ormiston youth social action 3-stage process, which differs from Key Stages 1, 2, 3 and 4.

It is essential that the teacher (any adult supporting the learning) emphasises the key skills that are being covered at each stage. The skills are transferable and can be applied across a range of different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught in line with your curriculum model.

Explore and Learn

	<p>Young people are engaged in a theme related to the focus area of the social action project.</p>
	<p>Look at existing practices, and investigate deeper into the cause of the project</p>
	<p>Young people plan a project showcasing the skills, which they have learnt.</p>