

What does youth social action look like?

This resource was designed to help Careers Leaders understand the range of activities that come under the umbrella term of ‘youth social action’.

This tool will provide you with ‘at a glance’ ideas about the type of activities you could help young people to get involved in. It will also help you, your colleagues, young people and other partners understand:

- **The range of different social action activities that young people can get involved in**
- **How other schools and colleges are using youth social action**
- **How youth social action can help you achieve the Gatsby Benchmarks**
- **How youth social action can link to different curriculum areas**
- **You can share this resource with your colleagues, young people, businesses and the community to help them understand the different sorts of activities that they you could develop together.**

 Volunteering

 Campaigning

 Fundraising

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Fundraising with a charity ball

 Health | Category: fundraising

- **3 students** Students at City of London Academy Southwark were inspired to raise money for Great Ormond Street Hospital (GOSH) and held a charity ball for other students. The team recruited and auditioned performers willing to entertain on the night, raised money for event catering by holding bake sales in school and managed a budget and marketing strategy, selling tickets to the ball to raise funds. On the night a parent from GOSH spoke to all attending about how the money would make a difference to families.
- **17 year olds**
- **6 months**

Run by: Head of Year and Head of Student Engagement

External involvement: Great Ormond Street Hospital

Attributes developed: Procurement and budgeting

Reflection: Students were supported by the head of year to reflect on how the project had gone, what skills they had learnt and how these skills might be useful in the future

Opportunities to link to career-related learning: This type of project could provide opportunities to achieve Gatsby Benchmarks 5 and 6 - Encounters with employers and employees and experiences of workplaces. For example, employee volunteers could deliver a session on event management, budgeting or marketing. GOSH could also offer students the opportunity to meet employees and explore jobs in the healthcare sector

Skills Builder:



Playing video games to raise money

 Health | Category: fundraising

- **70 students** Students studying game design at Canterbury College (part of the EKC group) ran a 3 day video games festival to raise money for a Demelza Children's Hospice. After visiting the Demelza charity shop and finding out more about the work of the hospice, students were inspired to use their interests to raise money. They created artwork to be sold on the day, used marketing skills to promote the event and transformed part of their college, setting up booths where other students could pay to play games.
- **16-18 year olds**
- **2 weeks**

Run by: Games Design Lecturer and Media Lecturer

External involvement: Demelza Hospice

Attributes developed: Confidence, innovation, technical skills, digital skills, practical skills, counting money

Reflection: Students were supported to use the work produced in marketing and promoting the event in their portfolios as well as discussing the skills they were using within their team

Opportunities to link to career-related learning: Employees from the games industry could deliver a workshop for students and the trip to Demelza allowed students to experience a new workplace. Links to Gatsby Benchmarks 4 and 6 - Linking curriculum learning to careers, experiences of workplaces

Links to curriculum learning: Professional development and work experience, marketing design for posters and promotion, portfolio development

Skills Builder:



Headstart Action programmes

Category: campaigning

- **91 students** HeadStart Action was designed by The Challenge in partnership with The Mayor of London and Lendlease and was piloted in Southwark in 2018. It is a tailored 16-week programme designed for 14-18 year olds who are either in the 'forgotten middle' or those who are at risk of becoming NEET. The programme explores social action, personal development and employability skills training. The social action phase makes up 10 weeks of the programme; participants collaborate with a charity partner to create a performance/presentation exploring issues that are meaningful to them and showcased at city hall. At the end of the programme young people are supported to interview for work experience.
- **14-15 year olds**
- **16 weeks**

Run by: HeadStart Action Programme Manager and The Challenge (<https://www.headstart-thechallenge.org>)

External involvement: Greater London Authority (<https://www.london.gov.uk/what-we-do/volunteering/reducing-barriers-social-mobility/team-london-young-ambassadors>), London Bubble Theatre Company, Football Beyond Borders, Lendlease, local charity partners

Attributes developed: Self-expression, self-awareness, behaviour regulation, increased confidence, interpersonal skills, empathy, understanding and networking skills

Reflection: Reflection is built into the programme with students supported to look at their progress throughout and include a short reflection within the final presentation. Young people are encouraged to use this experience in their CV, during interviews and in personal statements

Opportunities to link to career-related learning: Employee volunteers could be used to support delivery of the employability workshops and interviews. Students could explore job roles in their chosen charity. Links to Gatsby Benchmark 5 - Encounters with employees and employers

Skills Builder:



Changing perceptions of Autism while running a cafe

 Local community | Category: volunteering

- **Two year groups of students** Students at Springhallow School, a special school for Autism, have set up and run 'Spring Café' within their school. After setting up a small café for students and staff onsite, students wished to expand and secured funding to do so. The café was furnished and painted by students alongside local volunteers and the school plans to open the café to the wider community in the future. The project aims to increase awareness of Autism and demonstrate students' skills, both in running the café and through taking part in enterprise events such as Doughnut Tuesday.
- **14-16 year olds**
- **Ongoing project**

Run by: Class Teacher

External involvement: Supported by the Team London Young Ambassadors Programme (<https://www.london.gov.uk/what-we-do/volunteering/team-london-ambassadors>). Volunteers provided by Turner and Townsend, furniture donations through Hanwell Friends Group

Attributes developed: Learning barista and catering skills, practical painting and construction skills, handling money, customer service

Reflection: Students were supported to use the work produced in marketing and promoting the event in their portfolios as well as discussing the skills they were using within their team

Opportunities to link to career-related learning: Gatsby Benchmark 5 and 6 - Encounters with employers and employees, experiences of workplaces

Skills Builder:



Fundraising with a community coffee afternoon

 Local community | **Category:** fundraising

- **28 students** Following a visit from Save the Children charity, students at King's Leadership Academy organised and ran a fundraising coffee afternoon that was open to the local community. Students baked cakes and biscuits in advance, on the day there were book sales, live music, raffles and games while students interacted with customers. The main aim of this activity was for students to give back to their local community and experience the meaning of volunteering.
- **14 -15 year olds**
- **14 weeks**

Run by: English Practitioner and Leader of World of Work

External involvement: Save the Children (<https://www.savethechildren.org.uk/>)

Attributes developed: Professionalism, endeavour, organisational skills

Reflection: Students were asked to complete a reflection log and present a reflection presentation. The activity was also recorded as part of their Duke of Edinburgh and was put on their CVs

Opportunities to link to career-related learning: Ensure students have the opportunity to link the skills developed (budgeting, marketing, sales and communication) to their subject areas (e.g. English, maths or business). Inviting staff from the charity to tell students about their own career journey can expand students' understandings of pathways. Links to Gatsby Benchmark 4 and 5 - Linking curriculum learning to careers, encounters with employees and employers

Links to curriculum learning: Leadership, numeracy, literacy and oracy

Skills Builder:



Running a story telling day for our community

 Local community | **Category:** volunteering

- **10 students** Childcare students at North Hertfordshire College designed and delivered a performance followed by art and craft activities relating to a chosen childhood story, providing an opportunity to be involved in activities within the local community while gaining valuable experience working with children. Local schools were invited to attend the event, held at a local farm, along with families visiting the farm.
- **16-17 year olds**
- **1 day**

Run by: College Community Engagement Manager and course tutor

External involvement: Letchworth Heritage Foundation's Standalone Farm (<https://standalonefarm.com/>)

Attributes developed: Confidence, working with children, creativity

Reflection: Students reflected with their peers in the classroom following the event and have completed work experience logbooks for further reflection

Opportunities to link to career-related learning: By planning the activity to create time for students to explore the range of job roles within childcare and also at the farm, this project supports careers education. Students can also be supported to apply the practice to the childcare theory learned in class. Links to Gatsby Benchmarks 5 and 6 – Encounters with employers and employees and experiences of workplaces

Links to curriculum learning: Linked to course work experience

Skills Builder:



Changing how our school deals with litter

 Environment | Category: campaigning

- **15 students** A group of students at Woodbrook Vale School successfully applied for a grant to purchase new recycling bins to go across their school grounds. All rubbish from the school was previously sorted offsite, however students felt that taking ownership for recycling would help to tackle the litter problem in their school. Once the bins had been chosen and ordered, students led assemblies, planned activities for tutor times and monitored bin use at lunch times to encourage their peers to start recycling their rubbish.
- **11-16 year olds**
- **6 months**

Run by: Science Teacher and Head of Year 8

External involvement: Support from WE schools (<https://www.we.org/gb/we-at-school/we-schools/>), grant from The Queen's Commonwealth Trust

Attributes developed: Empowerment to tackle issues in the community, analytical thinking, budgeting, research skills, procurement skills

Reflection: Students were supported to write reflections on this project, identifying what could be improved for future work

Opportunities to link to career-related learning: Students could be encouraged to explore the range of career pathways related to environment and sustainability. Links to Gatsby Benchmark 4 - Linking curriculum learning to careers

Links to careers education: Maths, science

Skills Builder:



Helping a local homelessness charity

 Tackling inequalities | Category: volunteering

- **20 students** Students at The Vale School, a special school in Haringey, identified homelessness as a topic that they wanted to learn more about and see how they could support people experiencing homelessness in their community. After completing classroom based-research on how people become homeless and how they could be supported, students heard from speakers with personal experience and then arranged a visit to a local overnight shelter. During the visit, students found out more about the services and job roles on offer at the shelter and helped set up beds to be used by clients that night.
- **13 - 15 year olds**
- **Term long project**

Run by: Class teacher and support staff

External involvement: WE schools (<https://www.we.org/gb/we-at-school/we-schools/>), speakers provided by the charity Depaul (<https://uk.depaulcharity.org/>)

Attributes developed: Communication, empathy, confidence, understanding that they are able to help others, developing agency

Reflection: Students were supported to complete pieces of empathetic writing following the visit

Opportunities to link to career-related learning: Gatsby Benchmark 5 and 6 - Encounters with employers and employees, and experiences of workplaces

Links to curriculum learning: Independent living and travel training, literacy, broadening awareness of community and wider world around students

Skills Builder:



Using our voice to create change in the NHS

 Youth voice | **Category:** campaigning

- **2,525 students each year**
 - **14-25 year olds**
 - **One year**
- The NHS Youth Forum is made up of 25 young people from all over the country, who have a passion for improving health services for young people. Run by the British Youth Council, the NHS Youth Forum gives a voice to young people to provide feedback, thoughts and ideas on the health issues that matter most to them and support and influence the development of key areas of work within NHS England. Young people can get involved in their local NHS services through local Hospital Youth Forum, Patient Participation Groups and networks or through Healthwatch groups (<https://www.healthwatch.co.uk/>). Young people can gain qualifications through ASDAN while taking part.

Run by: NHS Youth Forum Co-Ordinator, British Youth Council

External involvement: Project is run by the British Youth Council (<https://www.byc.org.uk/uk/nhs-youth-forum>)

Attributes developed: Confidence, understanding of NHS and healthcare services, independent working


Reflection: Young people are supported to reflect throughout their term on the forum, and to participate in evaluations of their work

Opportunities to link to career-related learning: Volunteers from the NHS could speak to students about the range of pathways, local employment opportunities and shortages or growth areas within the healthcare sector. Links to Gatsby Benchmarks 2, 5 and 6 - Learning from career and labour market information, encounters with employers and employees, and experiences of workplaces

Skills Builder:



Baking cakes to provide clean water

 Tackling inequalities | **Category:** fundraising

- **6 students**
 - **13 - 14 year olds**
 - **4 weeks**
- A group of students at Hendon School sold cakes they had made in order to raise money for the WE Schools programme, providing clean water for communities without access. Students were supported to plan and prepare for the sale over two weeks, making posters, developing a marketing strategy and working on a budget for the project.

Run by: English teacher

External involvement: Support from WE Schools (<https://www.we.org/gb/we-at-school/we-schools/>)

Attributes developed: Organisation, marketing, financial literacy

Reflection: Students were supported to reflect over the week following the sale, writing up skills developed on the project ready to add to their CVs

Opportunities to link to career-related learning: Ensure students have the opportunity to link the skills developed (budgeting, marketing, sales and communication) to their subject areas (e.g. English, maths or business). Links to Gatsby Benchmark 4 - Linking curriculum learning to careers

Skills Builder Skills built:



Recognising skills built through volunteering

Category: volunteering

- **Class or whole school groups of students** Sports Leader Qualifications (SLQs) provide students with opportunities to develop leadership and life skills, aiming to boost confidence, aid attainment and develop employability skills through a range of subject mediums. Students volunteer to build and demonstrate skills, gaining nationally recognised awards and qualifications in subject areas relevant to them.
- **9-19 year olds**
- **Programmes vary in length, from 1 to 50+ hours**

Run by: SLQ lead within schools, this is commonly the Curriculum Lead, Assistant Head teacher, or PSHE lead

External involvement: SLQ (<https://www.sportsleaders.org/about-us/skills-framework>)

Attributes developed: Self-belief, self-management, communication, employability

Reflection: Students complete a 'Learner Evidence Record' as part of their qualification which recognises the skills and behaviours they've developed through the course as well as documenting volunteering they've completed

Opportunities to link to career-related learning: Volunteering within organisations provides students with opportunities to experience workplaces. Links to Gatsby Benchmarks 4 and 6 - Linking curriculum learning to careers, and experiences of workplaces

Links to curriculum learning: All qualifications and awards map into subject specific curricula as well as PSHE, Character and Personal Development curricula

Skills Builder:



Making school councils more democratic

 Youth voice | Category: volunteering

- **Whole school** The Smart School Council programme is a whole-school, inclusive approach to running a school council.
- **5-18 year olds** Using digital tools, all students are directly involved in making decisions within their class and school, building awareness of the importance of active citizenship. Students take on different roles within a Communication team that runs the programme in their school. School councils support their peers to set up Action Teams on issues, events or activities they are interested in, ensuring that social action projects are young person defined and led.
- **Ongoing** Smart School Councils will introduce an addition to the programme in 2019, involving employee volunteers to support young people in learning more about the world of work.

Run by: Teacher with responsibility for School Council Coordination

External involvement: Smart School Councils (<https://home.smartschoolcouncils.org.uk/>)

Attributes developed: Increased engagement with school, an awareness of real-world projects and social action

Opportunities to link to career-related learning: Students should be encouraged to link their practical experience to classroom learning e.g. English or Business. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: Schools are able to form Action Teams on topics that relate to curriculum areas

Skills Builder:



Restart a heart day

 Health | Category: volunteering

- **20 young people from four schools** Students from schools across Birmingham took part in a UK Resuscitation Council initiative sponsored by The British Heart Foundation at Birmingham Children's Hospital. During the day, students took part in a tour of the Emergency Department, saw inside 'Kids NTS' (Kids Intensive Decision Support/Neonatal Transfer Service) and St John Ambulance vehicles, and experienced a short cardiac arrest simulation, in order to introduce the situations in which CPR may be required. Young people then learned the vital skill of CPR and returned to their schools as 'CPR Champions'.
- **12-18 year olds**
- **1 day**

Run by: Led by staff from Birmingham Children's Hospital

External involvement: SLQ (<https://www.sportsleaders.org/about-us/skills-framework>)

Attributes developed: knowledge of CPR, confidence to use new skills, general introduction to an NHS hospital environment and the various volunteering opportunities and careers involved

Reflection: Students were supported by their teachers to present what they had learnt to the rest of their school

Opportunities to link to career-related learning: Ensure students are told about the range of job roles and pathways available. Links to Gatsby Benchmarks 5 and 6 - Encounters with employers and employees, and experiences of workplaces

Skills Builder:



Selling vegetables grown in school

 Health | Category: fundraising

- **15 students** Students at George Salter Academy have been growing vegetables in a school garden to sell in a pop-up shop for the local community, after visiting local soup kitchens and finding out about their work. Younger pupils involved in the project are heading up the gardening, designing a garden and taking care of the plants to provide an area in the school for conversation and reflection. Older students are running the shop, learning skills used in starting up and maintaining a small business. The pop-up shop aims to make a profit which will then be put back into the project, allowing funding for more gardening.
- **13-16 year olds**
- **2 year project**

Ran by: Learning Support Assistant

External involvement: Local Authority provided links to local food charities

Attributes developed: Confidence, entrepreneurship

Reflection: The project is run by a student steering group who meet weekly to discuss how the project is running and reflect on skills gained

Opportunities to link to career-related learning: Employee volunteers could be invited to talk to students about the range of careers in horticulture or running a small business. Links to Gatsby Benchmarks 4 and 6 - Linking careers to curriculum learning and experiences of workplaces

Links to curriculum learning: Links to oracy in literacy, PSHE

Skills Builder:



Running a mental health conference

 Health | Category: campaigning

- **30 students** A team of students from Hendon School planned, gained funding for and led a conference at Middlesex University that explored mental health with presentations from mental health experts. The team divided themselves into teams covering communications, logistics, workshops and budget and also conducted an evaluation of the event. Within the school, their peers were involved in the project through a series of assemblies and PSHE lessons planned and delivered by the students.
- **13-17 year olds**
- **6 months**

Run by: Assistant Headteacher

External involvement: Middlesex University Students Union, range of external presenters. Budget was secured from Barnet Clinical Commissioning Group

Attributes developed: Organisation, negotiation, understanding finance

Reflection: Students used evaluation forms to reflect on how the event went and were supported to identify skills gained to include in CVs and application forms

Opportunities to link to career-related learning: Students could be offered the opportunity to explore the range of courses available to study and to experience learning in the university environment. Also, they could have received talks from university staff and the mental health experts on their own career paths. Links to Gatsby Benchmarks 5, 6 and 7 - Encounters with employers and employees, experiences of workplaces, encounters with further and higher education

Links to curriculum learning: PSHE

Skills Builder:



Creating our Healthy Hub

 Health | Category: volunteering

- **25 students** Students at Ormiston Sir Stanley Matthews Academy (OSSMA) have created a community Healthy Hub, using gardening to learn about mental health coping strategies while growing food to form part of a healthy lifestyle.
- **13-15 year olds** Food grown by students is donated to members of the local community and primary schools are able to visit and learn more about nutrition from students volunteering on the project.
- **2 year project**

Run by: PSHE school lead

External involvement: Local garden centre, local voluntary group Macca. Stoke City Football Club attended launch event

Attributes developed: Confidence and communication, improved school attendance, students given sense of purpose

Reflection: Students taking part in the project meet weekly with staff to feedback on actions taken throughout the week and look at progress towards milestones and goals. Students took part in a baseline 'feelings and thoughts' survey and will later complete the same again to see progress

Opportunities to link to career-related learning: Volunteers could be invited to speak to students about careers in food science, mental health or related industries. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to career, and encounters with employers and employees

Links to curriculum learning: PSHE, science

Skills Builder:



Using football to tackle inequality

≠ Tackling inequalities | **Category:** campaigning

- **100 young people, across 7 schools** Students from seven different schools took part in a project delivered by Football Beyond Borders (FBB), using the story of Raheem Sterling to introduce young people to assets, platforms, community, inequality and change. They were tasked with planning and delivering their own project to tackle an issue of their choosing and then presenting what they did to their peers, teachers and other professionals at an FBB showcase.
- **12-16 year olds**
- **8-10 weeks**

Run by: Delivered by Football Beyond Borders (<https://footballbeyondborders.org/>)

Attributes developed: Confidence, awareness of how diverse and dynamic social action is, empowerment as agents of change in their communities

Reflection: Sessions start with reflective activities. Students also complete pre and post surveys to assess impact

Opportunities to link to career-related learning: Students could explore the range of job roles at Football Beyond Borders and encourage students to explore different pathways. Links to Gatsby Benchmark 5 - Encounters with employers and employees

Skills Builder:



Supporting peers through student mentoring

❤️ Health | **Category:** fundraising

- **200 students** As part of their work developing the school council, students at Ormiston NEW Academy are training as student mentors and developing leadership skills. Students are training to gain ASDAN qualifications in mentoring, using the skills gained to support younger students in the school as well as at local primaries. This is creating a 'cycle of leadership' where the values and skills gained are cascaded to primary age students.
- **13-16 year olds**
- **2 year project**

Run by: Head of Health and Social Care, PSHE Coordinator

External involvement: Local elderly home, local primary schools, ASDAN

Attributes developed: Confidence, resilience

Reflection: Students taking part in the project meet weekly with staff to discuss how the project is running and reflect on skills gained. Staff also provide 'check-ins' with opportunity to reflect on learning

Opportunities to link to career-related learning: Students could explore the range of job opportunities working with young people, e.g. teacher or teaching assistant. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: PSHE

Skills Builder:



Repairing a seating area in our town

 Local community | **Category:** volunteering

- **18 students** Students studying construction at Sheppey College (part of the EKC group) worked with their local council to repair and maintain brick planters and benches situated in the town square. Resources needed to complete the project were purchased with a small grant given by the Local Authority, applied for by the college.
- **16-18 year olds**
- **2 days** Students were able to practise construction skills whilst gaining confidence and developing pride in their local community.

Run by: Construction Programme Director

External involvement: Local Authority

Attributes developed: Project planning

Reflection: Students were supported to evaluate their work and identify any improvements for their future work. All were able to log the hours for work experience and add to their CVs

Opportunities to link to career-related learning: Students should be encouraged to link practice to theory learned in the classroom. Links to Gatsby Benchmarks 4 and 6 - Linking curriculum learning to careers, and experiences of workplaces

Links to curriculum learning: Project linked directly to course content and learning. Links to health and safety exam, communication and environmental impact also included within course

Skills Builder:



Throwing a party for elderly members of the local community

 Local community | **Category:** volunteering

- **50 young people** Students studying Health and Social Care at Morpeth School held a Christmas party for elderly and isolated members of the local community who are supported by Tower Hamlets Befrienders network. Students planned, raised funds for, and facilitated the event which aimed to foster positive intergenerational relationships while doing something beneficial for local elderly people.
- **16-17 year olds**
- **2 months**

Run by: Sixth Form Learning Manager

External involvement: Tower Hamlets Befrienders Network

Attributes developed: Social skills, awareness of intergenerational and ethnic differences in the community, event planning skills

Opportunities to link to career-related learning: Students could be encouraged to explore the range of career opportunities within the care sector

Links to curriculum learning: Links to longer volunteering project within the school

Skills Builder:



Running projects to tackle health issues

 Health | Category: campaigning

- **24 students** Supported by Envision, young people in schools across Birmingham took action against the city's most pressing health issues. With guidance, support and investment from key decision makers in the health sector, young people ran health campaigns to make a difference on health issues within their communities and schools. Students were supported to identify an issue, communicate it to a wider audience and then deliver a social action project. Projects included workshops in local primary schools, art therapy groups in their school, a silent disco and a loyalty card scheme in a school canteen encouraging students to make healthier choices.
- **16-17 year olds**
- **Weekly sessions over 10 months**

Run by: Managed by the Regional Manager and facilitated in schools by Project Coordinators

External involvement: Envision (<https://www.envision.org.uk/>), Birmingham and Solihull Clinical Commissioning Group

Attributes developed: Resilience, critical thinking, oracy

Reflection: Students were supported to complete a Skills Log Book and supported to write their experience into their UCAS statements and CVs

Opportunities to link to career-related learning: Employee volunteers could be encouraged to share their own career journey. Links to Gatsby Benchmarks 5 and 6 - Encounters with employers and employees, and experiences of workplaces

Skills Builder:



Using Community Apprenticeship to develop our school council

Category: campaigning

- **Six groups of 13 students** Co-op Academies Trust, the Co-op Foundation and Envision created a tailor-made version of the Community Apprenticeship Programme, challenging school councils to galvanise others within their academy to tackle a social problem of their choosing. All the teams were brought together to take part in events, including a launch summit and a 'Dragon's Den' pitch to gain funding for projects. Students then took their projects into their schools, finding ways to engage as many people as possible in their activities. This aimed at empowering the students to take leadership over their projects and use their creativity and confidence skills to talk to their fellow students about their chosen social issue.
- **11 to 17 year olds**
- **10 months**

Run by: Envision National Programme Manager

External involvement: Envision (<https://www.envision.org.uk/>), Co-op Group business volunteers

Attributes developed: Confidence, determination

Reflection: Students were supported to complete a Skills Tracker

Opportunities to link to career-related learning: In assisting teams to choose their project or to help them refine it, they could be encouraged to speak with employees of organisations linked to their cause and understand their career paths and visit the workplaces. Links to - Gatsby Benchmarks 5 and 6 - Encounters with employers and employees, experiences of workplaces

Links to curriculum learning: The programme supported the academies to 'provide opportunities for active citizenship' as outlined in the new OFSTED framework

Skills Builder:



Community Apprentice Project

Category: campaigning

- **Six groups of 13 students**
 - **11-17 year olds**
 - **10 months**
- Envision's Community Apprentice programme is loosely based on the TV show 'The Apprentice'. Working in teams over ten months, young people set up their own social action projects to tackle issues they feel passionately about - they decide what they want to do and how they want to do it. Teams compete at three events throughout the year presenting ideas to panels of expert judges. Students are linked with businesses who provide mentoring sessions and Envision coaches facilitate weekly sessions supporting teams to design and deliver their projects.

Run by: Managed by the Regional Manager and facilitated in schools by Project Coordinators (<https://www.envision.org.uk/what-we-do/programmes/community-apprentice/what-community-apprentice>)

External involvement: Each school is partnered with a business

Attributes developed: Confidence, determination

Reflection: Students complete a Skills Log Book and are supported to write their experience into their UCAS statements and CVs

Opportunities to link to career-related learning: In assisting teams to choose their project or to help them refine it, students could be encouraged to speak with employees of organisations linked to their cause and understand their career paths and visit the workplaces. Links to - Gatsby Benchmarks 5 and 6 – Encounters with employers and employees, experiences of workplaces

Skills Builder:



Cooking meals for people experiencing homelessness

 Local community | Category: volunteering

- **Groups of 12 young people**
 - **11-12 year olds**
 - **12 hours spread across 3 days**
- Students from the cooking club at The Fulham Boys School teamed up with a local church to cook food for homeless and vulnerable people attending a Saturday drop in meal service. Students planned the dishes they would make and sourced the ingredients from local market vendors and a butcher. The students then spent a Saturday at the church, serving hot food to around 60 people.

Run by: Assistant Head Teacher, with responsibility for school Co-Curricular Programme

External involvement: Local church, local small businesses

Attributes developed: Developing a 'have-a-go attitude', shifting attitudes to vulnerable members of their community

Reflection: Students were supported to write about the experience for the school website and newspaper. All students logged this activity ready to use when writing personal statements or CVs

Opportunities to link to career-related learning: Volunteers from local businesses could run a workshop for students on roles within catering or the market vendors and butchers could outline their career paths. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: Cooking, health and nutrition, budgeting, human geography and sociology

Skills Builder:



Campaigning for the FA to pay living wage

 Tackling inequalities | **Category:** campaigning

- **30 students** Many students at Ark Academy have relatives and friends who work at Wembley stadium, usually on low wages. The student Social Action team felt this was an inequality that needed addressing and identified the London living wage as a realistic target to press the FA to pay. The students set up a petition and then marched from the school to the stadium to present the petition, gaining national press coverage. Following this, the FA met with students and agreed to increase wages for direct employees. However, the campaign continues as the FA has yet to increase wages for contracted employees.
- **Years 7-11**
- **2 months**

Run by: Science teacher

External involvement: Citizens UK provided links to journalists

Attributes developed: Experience of talking to people in power, talking to journalists, campaigning for a cause, feeling that they can make a difference

Reflection: After the march, students took part in several sessions discussing how it went and how future projects could be improved

Opportunities to link to career-related learning: Gatsby Benchmarks 2 and 5 - Learning from career and labour market information, and encounters with employers and employees

Links to curriculum learning: PSHE

Skills Builder:



Reducing our community's water and plastic consumption

 Environment | **Category:** campaigning

- **8 students** Having understood how much water goes into making our clothes and the everyday items that we eat or use and throw away, students at Beaconsfield Secondary School in Scotland decided to take action. Using Global Action Plan's Water Explorer programme, they organised a series of awareness raising events for their whole school and local community, secured commitments from local businesses to reduce their plastic and water consumption, peer-mentored younger students and raised money for Oxfam's Haiti hurricane appeal.
- **Year 7**
- **1 term**

Run by: Teacher

External involvement: Activity plans provided by Global Action Plan (<https://www.waterexplorer.org/home>). Local businesses involved

Attributes developed: Entrepreneurship

Reflection: Students were supported to reflect and present their work to peers

Opportunities to link to career-related learning: Students could explore related jobs in sustainability and manufacturing. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: Activities linked to literacy, geography, citizenship, maths, food technology and science

Skills Builder:



Volunteer placements at a local hospital

 Health | **Category:** volunteering

- **10 students** The Royal National Orthopaedic Hospital (RNOH) offers a small number of placements for local students where they undertake a range of activities predominately in the wards as ward support and meal time buddies. The placement last through the whole academic year and is tailored to the students interests, with some students taking on roles within the Teaching Centre and Histopathology lab.
- **16 years old**
- **12 months**

Run by: RNOH Volunteer Services (<https://www.rnoh.nhs.uk/about-us/get-involved/volunteering>)

External involvement: Placements organised through the RNOH's volunteer coordinator

Attributes developed: Independent thinking, working with adults

Reflection: Students are encouraged to include learning from their placement within CVs and UCAS applications

Opportunities to link to career-related learning: Gatsby Benchmark 5 and 6 – Encounters with employers and employees, and experiences of workplaces

Links to curriculum: Placements can also form part of Health and Social Care courses

Skills Builder:



Campaigning against air pollution

 Environment | **Category:** campaigning

- **200 students** After finding out about charities supporting people dealing with the effects of air pollution, students at Croydon College wanted to take action. Teams of students did this in different ways across the college: science students looked at ways to measure air pollution in their community, health and beauty students examined the impact of products being used in salons while other students ran a campaign to raise awareness of the issue.
- **16-19 year olds**
- **8 weeks**

Run by: Enrichment Officer

Attributes developed: Confidence

Reflection: At the end of the project students completed a booklet showing their research, reflections and social action. Students were supported to use learning from this project when taking part in mock interviews later in the year

Opportunities to link to career-related learning: Students could explore the range of careers within the health and beauty and environmental sectors. Employee volunteers could be invited to share their own career journeys. Links to Gatsby Benchmark 4 & 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: Links to subject specific curricula

Skills Builder:



Making pledges to combat climate change

 Environment | Category: campaigning

- **5 young people** Students from Swiss Cottage school, a special school in Camden, learnt more about the environment and climate change using trips to the different museums, gardens and allotments. As part of their learning, and using 'WE go green' resources, students made pledges to make changes in school and at home to help combat climate change and embed awareness of the social responsibility people have to protect the planet. The class also planted bee friendly plants in the school garden.
- **16-19 year olds**
- **6 week project**

Run by: Class Teacher

External involvement: WE schools (<https://www.we.org/gb/we-at-school/we-schools/>), Science Museum, Natural History Museum, Kew Gardens, local allotments

Attributes developed: Understanding of environmental issues, travelling safely (as part of trips)

Reflection: Students created a wall display using photos from activities to help reflect on each trip

Opportunities to link to career-related learning: Employees at the museum, garden or allotments could be invited to share their career journeys and talk about the range of careers open to students. Links to Gatsby Benchmark 5 & 6 - Encounters with employers and employees, and experiences of workplaces

Links to curriculum learning: PSHE and Personal Learning Skills through communication with external practitioners and travel offsite

Skills Builder:



Befriending members of the community with dementia

 Health | Category: volunteering

- **30 young people** Royal Cornwall Hospital set up a Young Dementia Support project, supporting young people to work alongside patients who have dementia. Volunteers get to know each patient and engage them in activities tailored to patients' individual interests and abilities. Dementia Volunteers can also provide reassurance to family members that their loved one will receive the personalised care they need.
- **16-25 year olds**
- **Long-term ongoing project**

Run by: Supported in schools and colleges by Health and Social Care Teachers, project ran by Royal Cornwall Hospital Young Volunteer Coordinator (<https://twitter.com/rchtvoluntarysv>)

Attributes developed: Empathy, understanding of dementia, using initiative

Reflection: Students are supported throughout the project to reflect on the skills gained and encouraged to use this in coursework, CVs and UCAS and job applications.

Opportunities to link to career-related learning: Employees could be invited to speak to the students about the range of careers within the healthcare sector. Links to Gatsby Benchmarks 5 and 6 - Encounters with employers and employees, and experiences of workplaces

Links to curriculum learning: Can be used as part of Health and Social Care placements

Skills Builder:



Supporting the police to engage better with young people

 Youth voice | **Category:** volunteering

- **5 students** Students at School 21 worked with The Met to research the question: “how attractive is the Metropolitan Police as an employer”. Students met with a variety of different teams, learned about different roles, made vlogs and produced research to inform The Met on the ways in which they might engage a younger audience and attract young people into future roles. This was presented to senior members of the Met and New Scotland Yard.
- **14-15 year olds**
- **16 weeks**

Run by: Police Constable from the Youth Strategy, Engagement & Schools team

External involvement: The Metropolitan Police

Attributes developed: Research, project management, time management, meeting deadlines

Reflection: Students were supported to complete a reflective presentation, as well as gaining an employer reference and feedback

Opportunities to link to career-related learning: Gatsby Benchmarks 2, 5 and 6 – Learning from career and labour market information, encounters with employers and employees, experiences of workplaces

Skills Builder:



Learning about homelessness in our area

 Local community | **Category:** campaigning

- **35 students** Students at School 21 learnt about homelessness in order to create a documentary film aiming to start a new conversation about homelessness in their local area. The project ran in two phases, one in year 12 and one in year 13. Students researched the issue by finding out more about the causes and speaking to stakeholders before learning the skills needed to film and produce the documentary.
- **16-18 year olds**
- **Two 10 week phases**

Run by: School Multimedia Manager

External involvement: Local Authority staff, charity workers and people experiencing homelessness, external film production experts

Attributes developed: Understanding of homelessness, compassion, professionalism, editing and filming techniques

Reflection: Throughout the project students were encouraged to reflect on their journey and thoughts on the issue

Opportunities to link to career-related learning: Employees from a media company could run a workshop in film making and share real-life examples of delivering client projects. Links to Gatsby Benchmarks 4 and 5 - Linking curriculum learning to careers, and encounters with employers and employees

Links to curriculum learning: Links to School 21 curriculum area “Head, Heart and Hand”. The project relied on persuasive writing through scripting and social media

Skills Builder:

