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youth social action



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Improving life chances

Learning about Poverty as Part of Youth Social Action.




Staff guide and lesson plans Key Stage 2



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

An Overview of Our Youth Social Action Resources


1 YSA Implementation Guide



Inspire Explore Plan Act Reflect


A comprehensive guide to support the leaders and teacher through the Youth Social Action Process.

2 Implementation Model Guide



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

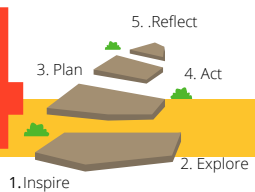
3 Skills Guides



Problem Solving Teamwork Reflection Communication


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

4 5- Step Process



The 5 step process consists of: 1. Inspire, 2: Explore, 3: Plan, 4: Act and 5: Reflect. This is a core part of the YSA process guiding the young people through the project.


5 Curriculum Guides



Poverty Climate Change Inclusion & Diversity Healthy Habits Mental Health KS4 only

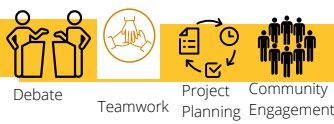
Comprehensive guides to support the teaching of YSA through Poverty, CLimate Change, Inclusion and Diversity, Healthy Habits and Mental Health

6 Passports



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


7 Additional Guides



Debate Teamwork Project Planning Community Engagement


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

8 Additional Guides




Additional resources to be developed are:

9 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.

10 Online Resources



All our resources are available on line free of charge.

11 Whole School Quality Assurance



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

Next Steps




TABLE OF CONTENTS

Content	Pages Number
Introduction to the guide	1
Delivery of Youth Social Action	1-2
Section 1: Overview 1.1 Understanding the manifestation of poverty in school. 1.1 Effects of poverty on educational outcomes. 1.2 Youth Social Action on Poverty	3-8
Section 2: Youth Social Action curriculum integration map	9-10
Section 3: Engaging Young people in Youth Social Action 3.1 Social action teaching in the classroom	11
Section 4: Teaching Activities KS2	12-16
Section 5: Project Planning Process for Primary School Young people	17-20
Bibliography	21

Engaging Young People in Youth Social Action

Social action teaching in the primary classroom

Youth social action is when Young people/young people work together to tackle common challenges that directly impact their lives and the lives of others in their community/city/world. If adolescents have more capacity and agency to develop a social action project from the early stages, the ability of younger people to do this should not be undermined; however, the quality of the teaching is a determinant factor in the realisation and progress that young people will make through the process.

One aspect of quality social action teaching is developing a culture of asking 'good' questions related to the study topics in the classroom. A good way to start is to simplify the planning of activities by engaging young people with simple resources that introduce them to the focus area and raise their awareness of how this affects their lives. As a rule of good practice, teachers should try to structure the activities that teach social action skills in a child-led manner by getting young people to think about the problem they want them to think about rather than by telling them. This way, Young people take ownership of their learning and are more likely to develop the intended skills.

With very young people, this work and attitude to learning can become part of the learning culture by getting young people used to making observations about the outside world:

- What is special about my school?
- Who are the people working in my school?
- What do they do for us?

Look at what they are willing to investigate to inform your social action planning. This could start by taking notes of what problems they notice and allowing them to investigate further and act. Educating Young people promotes 21st-century knowledge and skills and builds their social-emotional competencies.

Using the 5 step Process to Support Thinking in Youth Social Action

WHY?

What problem do I see or feel?

★ **now** ★
what?

What have I achieved through this? What can I further?

What

How can I discuss this problem with my class?

Learner

When

When can I do this?
In school? Out of school? Who can help/support me?






How?

How can I change this?
What knowledge and skills do I need to learn?

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. The process follows five key steps:

	Young people understand what social action means and are inspired to take part in a social action project.
	Look at existing practice, investigate deeper into the cause.
	Plan the project.
	Carry out the project based on your plan.
	Reflect on the overall project and how it can be improved further. After reflecting, young people may develop their project further based on what they have learnt or may wish to pursue another project.

The guide:

- Introduce the young people to the subject of Poverty
- Go through the process of understanding social action by analysing an approach already taken.
- Inspire young people to act within a school, community, or city.


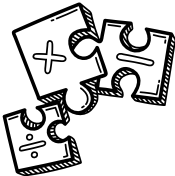

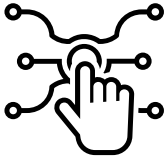

It is essential that the teacher (any adult supporting the learning) emphasises the key skills that are being covered at each step. The skills are transferable and can be applied across a range of different subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable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



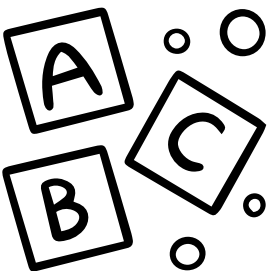
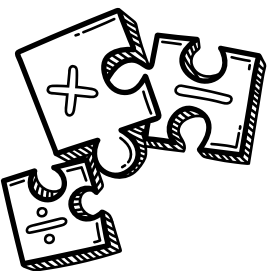


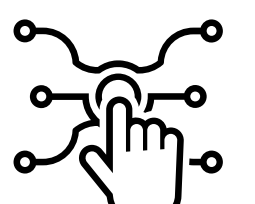
Youth Social Action Curriculum Integration Map

The following curriculum maps provide links to integrate the topic of Poverty within the National Curriculum at Key Stage 2. It can be read to obtain an overview of the connections made with the National Curriculum. It can also inform the planning of activities that will teach social action skills or inform future social action planning.

Lower Key Stage 2 - Years 3 and 4

<p>History</p> 	<p>Young people can look at poverty through different periods of History. For example during the study of Egypt, when learning about the Roman Empire or life in Britain during the Anglo-Saxons and Scots settlements. They can consider questions such as 'Were peasants poor or living simple lives?', 'What is a standard of living?', 'How has the standard of living changed today?'</p>
<p>Maths</p> 	<p>Possibility to link to work carried out with financial education (money), data handling, arithmetics or even geometry if some design is involved during the social action project.</p>
<p>PSHE</p> 	<p>Possibility to link the topic of poverty with the study of 'rights and responsibilities'. Young people can look at the meaning of rights and learn about young people's rights to take action against the effects of poverty in their school/community.</p>
<p>Design and Technology</p> 	<p>If a product is designed, then this can be taught through Design and Technology sessions including exploration of products, materials and components, making a design, and carrying the project up to completion.</p>
<p>P.E.</p> 	<p>Possibility to carry out sponsored PE activities in relation to the realisation of the social action project. This can be integrated in athletics, or other sports.</p>

Upper Key Stage 2 - Years 5 and 6






<p>English - History</p> 	<p>If studying about the Victorians, Oliver Twist by Charles Dickens is a classic to look at poverty in another period of history. The original text is good to read and look at specific passages describing the living conditions of young people in the Victorian era. If the whole text is studied, there are adapted versions in young people bookstores that are more accessible for 9+ readers.</p>
<p>Maths</p> 	<p>Possibility to do work on financial education by investigating hidden costs in school that may be a burden for families. Young people can also create a business plan linked to their social action project, which offers plenty of opportunities for doing arithmetics.</p>
<p>ICT</p> 	<p>The ICT programme can be taught alongside the use of technologies to record, develop or promote work linked to the social action project. This is a great opportunity to empower young people by supporting them with the use of computers, filming devices and softwares.</p>
<p>PSHE</p> 	<p>Possibility to link the topic of poverty with the study of 'rights and responsibilities'. Young people can look at the meaning of rights and learn about young people's rights to take action against the effects of poverty in their school/community.</p>
<p>DT</p> 	<p>Possibility to design a product or resource for the school that can help to reduce costs of families or enhance school experience for every child. This can then become the focus of the social action project.</p>

The Project Planning Process for Primary School Young People


By this step, Young people would have completed a series of activities either at Key Stage 1 or 2 levels introducing them to social action around the focus area. Before planning for the social action project, we recommend referring again to section 2.1 to re-assess the quality of the teaching in relation to social action planning.


The skills developed through the progression of activities will help the child understand how to approach social action planning. Children would naturally want to engage with the social action enterprise, so to plan for this effect, we have provided guidance below to help practitioners guide young people through the process of managing their projects step by step. The process steps on the next pages should support the teachers in facilitating the planning and monitoring of the progress of projects. If Young people need additional resources to reinforce some of the skills, please refer to the skills guides. The skills guide has additional resources which can be shared with Young people at the start or end of a lesson.

Key Stage 2


	Young people understand what social action means and are inspired to take part in a social action project.
	Look at existing practice, investigate deeper into the cause.
	Plan the project.
	Carry out the project based on your plan.
	Reflect on the overall project and how it can be improved further. After reflecting, young people may develop their project further based on what they have learnt or may wish to pursue another project.


Applying the process steps for Key Stage 2

	<p>This section would have been covered through the activities teaching the skills to engage in social action on the focus area.</p> <p>Skills developed: <i>developing empathy, social-emotional competence, collaborative thinking, and learning, listening to ideas, and communicating their own (aspects of self-regulated learning seen).</i></p>
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	<p>Assess: Decide on an area of action that could be used for a social action project. This could build on the activities completed or involve new research.</p> <p>Skills developed: <i>sharing ideas with partners, discussing outcomes.</i></p>	<p>Connect: Connect with people from the school/community or external partners/charities to obtain more information or discuss ways the Young people can help/envisage the project they would like to engage with.</p> <p>Skills developed: <i>communication, oracy and presentation skills, building rapport with others involved in my learning.</i></p>	<p>Explore further: Teacher will need to plan for resources or for opportunities for young people to research further. Teacher to support Young people to research any further information they need to carry out the social action project.</p>	<p>Review: Review the goal of social action planning, and how the information could serve to outline a plan to carry out the project.</p> <p>Skills developed: <i>reflect on learning, sharing ideas, problem-solving, predicting.</i></p>
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Applying the process steps for Key Stage 2 (continued)

	<p>Outline planning: Building on previous discussions and learning, teacher should support Young people to plan the next part of the project. Young people should participate in the planning process, building on prior learning. This is a good opportunity to incorporate the teaching of metacognitive strategies into the planning process and start discussing outcomes whilst producing a timeline.</p> <p>Skills developed: <i>planning, writing, sharing ideas, developing attitude to timing, developing metacognitive strategies.</i></p>	<p>Building my team: Upper Key Stage 2 Young people should be given the task to decide how to share work and whether they need to designate roles between each other. If they are becoming leaders or 'health ambassadors', then they can look back at the charter of criteria they have created for healthy living/being a health ambassador in their schools.</p> <p>Skills developed: <i>communication, teamwork, leadership.</i></p>	<p>Partners in my learning: Young people could develop further connections with parents, the local community, and the beneficiaries of the social action project. This will help them to promote the work they have done.</p>	<p>Final planning: Young people will need to finalise their plan and discuss risks to ensure they have the best solutions in case something does not work as expected. Teachers will need to type a risk assessment if this is needed; Young people could participate here to make their own.</p> <p>Skills developed: <i>reflecting on outcomes, assessing planning, 21st century skills.</i></p>
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	<p>Doing and making: This Step should be spread over several sessions. We recommend blocking a longer slot each of the days when Young people are working on this so that they have enough time to complete each part.</p>	<p>Delivering: Planning will need to be done to ensure that this part is fully completed and produces the best outcomes.</p> <p>Skills developed: <i>21st century skills, social-emotional development.</i></p>
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Applying the process steps for Key Stage 2 (continued)

	<p>Evaluate and progress: Together teachers and Young people will analyse and evaluate the outcomes of the overall project to consider:</p> <ul style="list-style-type: none">• the overall project success and how it can be improved further• Young people' personal achievements and how to improve further <p>How the project has impacted on the school in general, their chosen area of focus and the local community.</p> <p>Skills developed: <i>communication, leadership.</i></p>	<p>Share and celebrate: Young people showcase their work and write up a project review which can be used to inspire others.</p> <p>Teachers and young people celebrate successes enabling the team to learn more about each other.</p> <p>This Step ends with some type of event to celebrate the learning.</p>	<p>Reflect: This work can now inspire Young people to:</p> <ul style="list-style-type: none">• engage other year groups in a social action project.• take on new roles within the existing project team.• seek to inspire others into action by speaking at or arranging events to engage another school/ organisation. <p>Staff will be focused on sustaining practice and progressing onto engaging a new group of Young people to deliver a social action project.</p>
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Background Reading

Poverty is a state of precarity, not having enough income and resources to live on that young people and adults can experience throughout their lives. The level of precarity can be different for everyone and has marginalising effects. For children, it affects every aspect of their lives. It can lock young people out of opportunities to participate, learn, and thrive in school. The following overview provides background knowledge for staff to understand the context of poverty and how it affects Young people (1.1). Secondly, the second part (1.2) guides the approach of social action teaching on poverty.

Understanding the Manifestation of Poverty in School

Poverty Facts

A household with less than 60 per cent of the national median income is considered poor or below the poverty line. Between 2020-21, 3.9 million young people were living in poverty in the UK, 27% of young people or nine out of a classroom of 30. Schools may not always be aware of the young people and families facing hardship and their struggle with school costs, particularly if it is hidden. Poverty-related stigma can mean that families expend efforts to hide the circumstances they are living in.

A single factor does not cause poverty. A range of factors, including rising living costs, low pay, insecure work or lack of sufficient working hours, and inadequate social security benefits, mean some people do not have enough resources. These often place a great deal of pressure on families in poverty. Covid-19 has starkly shown that poverty is not something that happens to others. It is something that can happen to almost anyone. But certain groups of people face a much higher risk of living in poverty than others:

- **Lone** parents are more likely to face poverty than couples. It is estimated that 44% of young people in lone-parent families are in poverty.
- **Families with many young people** face higher risks of experiencing poverty because of the extra costs of raising young people and the effect caring for young people can have on parents' working hours.
- People from **Black and Ethnic Minority groups** are more likely to live in poverty. 46% of young people living in minority ethnic families are in poverty.

- Disabled parents often face multiple barriers to work, and additional costs arise for those caring for a disabled child. 34% of young people in families where someone is disabled are in poverty, compared to 28% of young people in families where no one is disabled.

Other inequalities also exacerbate poverty. Some groups are significantly more likely to experience poverty, including Black and Ethnic Minority people, migrants and families with no recourse to public funds (NRPF) and disabled people or those who care for disabled young people. Many young people and families may experience multiple disadvantages at the same time.

Effects of Poverty on Educational Outcomes

Poverty is the strongest predictor of a child's well-being at school. The level of disadvantage that a child experience arbitrates the overall experience of school. The effects of poverty can manifest through fatigue, poor concentration, hunger, and ill health, leading to bullying by other peers. At the end of key stage 2, Young people living in poverty are often over nine months behind their peers in reading, writing and maths. Young people experiencing a high persistence of poverty have a learning gap of 22.7 months, twice that of those experiencing a low persistence of poverty, with a learning gap of 11.3 months.

This attainment gap persists throughout secondary school. Students eligible for free school meals are half as likely to achieve a good pass at GCSE in English and Maths compared to other young people. In general, young people living in poverty are four times more likely to be permanently excluded from school than their peers. Even with the same qualifications, disadvantaged young people are 50 per cent more likely to be 'Not in Education, Employment, or Training (NEET).

Free School Meals for over 80% of time	22.7 months learning gap
Free School Meals for less than 20% of time	11.3 months learning gap
Average disadvantage gap	18.1 months

Table 1. Learning gap, months behind in secondary school

Other links between poverty, health and social-emotional outcomes are made:

- Poverty affects friendships at school, with young people growing up in poverty more likely to play alone and fall out with their friends and less likely to talk to their friends about their worries.
- Many young people entitled to free school meals do not take them, and poorer families will often go without other items to protect their young people from this stigma.
- Respiratory problems such as asthma and bronchitis are more common in young people growing up in poverty and can negatively impact attendance at school.
- Young people living in more deprived areas are more likely to report lower life satisfaction than those living in less disadvantaged areas.
- 23% of parents with young people under 18 reported skipping meals to make ends meet and feed their young people.
- There is a strong stigma attached to poverty, and young people living in poverty are often bullied at school.

Youth Social Action on Poverty

Guidance for teachers and staff to talk about poverty to young people

Likely, some Young people taking part in social action projects in this focus area will suffer from poverty. This section offers practical advice to approach social action planning on poverty. Talking about poverty with Young people is useful because it helps teachers to understand young people's experiences of poverty. It also helps reduce stigma and negative attitudes toward young people who may not have experienced it or not know what it is. In both cases, careful consideration needs to take place at the planning Step to ensure that it is carried out through an inclusive ethos by providing that Young people who may be experiencing poverty do not feel exposed:

- Create a safe space to talk. Ensure Young people have opportunities to approach you and talk about poverty privately.
- If discussing poverty in the classroom or with groups, be mindful not to expose Young people who do not want to be identified as living in poverty. Make Young people aware that you do not wish for anyone to be named at the start of the conversation.
- Avoid having these conversations at the end of the day. That way, Young people can come back to you later if they have concerns.
- Use clear and straightforward language. Try to have the conversations in bite sizes.
- Art, drama and play can help Young people express their feelings and personal experiences without feeling stigmatised or singled out by classmates.
- You can start the conversation with younger people using a story, character or puppet.
- Address Young people's feelings. Learning about poverty can make Young people sad and emotional. Let them know it's natural to feel this way. Try to end positively (for example, "We're finding ways to help").
- Remodel any negative language Young people might use by rephrasing what they say.
- Provide Young people with different perspectives. Children often repeat everything they hear at home, including misconceptions about people in poverty. It can be difficult to discuss, but it's important to recognise that we live in great inequality while still focusing on hope.

Engaging Young People in Social Action on Poverty

Engaging in social action projects is an opportunity for staff to promote and develop their skills to tackle issues affecting young people. Schools have a responsibility to tackle poverty and promote equality of opportunities. However, social action in this focus area is an opportunity for young people to learn how to get involved in schools and community projects that mitigate the effects of poverty. This approach empowers young people who will be making a difference.

Schools may benefit from using a principled approach by linking planning and delivery to the UN Convention on the Rights of the Child for these topics.

If you are taking a principled approach by linking to the rights of the child during and outside social action planning, it is important to consider how the rights previously listed are facilitated. This can be done by:

- Giving opportunities for Young people to work on topics that matter to them.
- Giving opportunities for Young people to talk about their experiences on certain subjects and, when necessary giving them the knowledge and resources to do so.
- Using their ideas to feed into the school's work to address these issues and inform the work done during social action projects.
- Creating opportunities for them to get involved in projects and social actions that address these issues in school.

Listening to Young people and allowing them to have their voices heard is central to ensuring an equitable school experience. With regards to the area of poverty, guaranteeing responses will be sensitive and led by Young people themselves. This is why it is important to plan in advance how to carry out these interventions before delivery. However, using a social action project is an effective method to place Young people at the centre of the work done by the school to tackle the impact of poverty.

The UN Convention on the Rights of the Child (UNCRC) is a treaty that sets out the basic rights that all young people everywhere are entitled to.

Article 12 of the UNCRC states that all young people have a right to express their views and have them taken seriously – this includes at school.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 26 (social security): Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (adequate standard of living): Every child has the right to a good standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 29 (goals of education): Education must develop every child's personality, talents, and abilities. It must encourage the child's respect for human rights and care for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture): Every child has the right to relax, play, and participate in cultural and artistic activities.



Questions to explore

What is the UN convention?

When was it created?

Who is part of the UN convention?

Why was it created?

What role does the UN play in protecting young people and their interests?

Below are a number of projects young people have carried out to tackle poverty

Several Young people at a secondary school in Fife established an anti-poverty group that now runs a uniform swap shop. The young people recognised this was a cost pressure that was affecting Young people at their school and so set up the initiative to ensure everyone could access affordable uniforms.

Children at a school in South Tyneside campaigned to ensure that every pupil received their own water bottle so young people could keep hydrated throughout the day, helping them focus on their learning.

Students in Falkirk took action to ensure every pupil that joined the school received a welcome backpack to help them feel settled. This was identified as a small thing that would make starting school less daunting and remove some of the costs associated with going to a new school.

At a primary school in Newcastle, young people worked with the school council to develop a Poverty Proofing Policy outlining all the actions and commitments the school has made to address hidden costs and poverty-related stigma. This also includes guidelines for staff to ensure the policy was actioned in the classroom.

More information

The Child Poverty Action Group provides statistics on child poverty as well as solutions for actions that need to be taken. The website gives useful background information on previous government action against child poverty and gives an overview of the effects of poverty in the UK:

<https://cpag.org.uk>

Children's Society UK has publications on true stories of child poverty:

<https://childrensociety.org.uk>

The National Education Union provides facts about the impact of poverty on education: <https://neu.org.uk>

The United Nations website gives statistics on world poverty: <https://www.un.org>

The Unicef website contains reports on poverty: **<https://www.unicef.org>**







Teaching Activities

The resources below support teaching skills needed so Young people can carry out their social action projects. It should:

- Introduce young people to the subject of **poverty**.
- Go through the understanding of social action by analysing an approach already taken.
- Inspire young people to act within a school, community, or city.

The teacher (any adult supporting the learning) must emphasise the key skills covered at each step. The skills are transferable and can be applied across various subjects and contexts. Below are examples of possible delivery methods. The resources are adaptable and can be taught per your curriculum model.

KS2 Poverty activities spread over four lessons

How can I stop the effects of poverty? Lesson 1: What is poverty?	
<p>Learning Objective</p> <p>To be able to explain what poverty is and how it manifests.</p>	<p>Skills Objective</p> <p> Problem-Solving - When solving problems, young people can carry out the research needed to back their viewpoints.</p> <p> Communication - Young people can participate in discussions, debates and presentations.</p>
Lesson 2 - What are the different forms of poverty?	
<p>Learning Objective</p> <p>To be able to quote some other forms of poverty.</p> <p>i.</p>	<p>Skills Objectives</p> <p> Communication - Young people can present information to others.</p> <p> Communication - Young people can use their voices to improve the presentation</p>

Lesson 3 - Activity 3: How does poverty affect young people in school?

Learning Objective

To be able to quote some other forms of poverty.

Skills Objectives



Communication - Young people can present information to others.



Communication - Young people can use their voices to improve the presentation.

Lesson 4: How can you tackle poverty at your school?

Learning Objective

To be able to explain what approaches can be taken to tackle poverty.

Skills Objective





Problem-solving - Young people can identify relevant information from extended explanations or presentations when solving problems.





Problem-solving - Young people can use various reference materials and appropriate resources for different purposes.

How can I stop the effects of poverty? Lesson 1: What is poverty?

<p>Learning Objective</p> <p>To be able to explain what poverty is and how it manifests</p>	<p>Skills Objective</p> <p> Communication - Young people can participate in discussions, debates and presentations</p> <p> Problem-Solving - When solving problems, young people can carry out the research needed to back their viewpoints</p>
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Young people are able to re-tell some facts about poverty and how it is defined. They can reflect on what it means for a child and his/her rights. They are willing to learn more but have to learn what are the right ways to approach this problem.

 	<p>National Curriculum: PSHE</p> <p>To understand that young people have their own rights (rights and responsibilities)</p>
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Time	Teaching Content
40 min.	<p>Use the slides provided to share a definition of poverty. Ask Young people to work with a partner to write a sentence or two to consider 'How are young people affected when their families face precarity?'</p> <p>Gather Young people' answers and share them with the class. Discuss poverty in the UK and share facts about poverty in school. Refer to slides for facts.</p> <p>Plan for one laptop between 2 Young people.</p> <p>Independent work</p> <p>Young people will work on a computer to establish the context of poverty in the UK. We suggest a number of websites on the slide presentation. Guide their research by asking them to use the following research questions:</p>

How can I stop the effects of poverty? Lesson 1: What is poverty?

- What is poverty?
- Who can suffer from poverty?
- How many young people are suffering from poverty in the UK or the world?
- What is the UN Convention on the Rights of Children?

Gather Young people' answers when finished and discuss the effects of poverty on young people in relation to the rights of a child. You could ask: 'What child's rights are endangered when a child suffers from poverty?' This could form an enquiry question to start a debate or inform further work undertaken during the social action project. Tell them that you will not expect them to know all the answers but will continue working together to explore this question over the next sessions.

Links to YSA:

How can we help people locally?
Why is it important to help people?

How can I stop the effects of poverty? Lesson 1: What is poverty?

1

Key Stage 2

'What is poverty?'

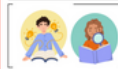
Lesson 1



2

Lesson 1 - What is Poverty?

Learning Objective	Skills Objective
To be able to explain what poverty is and how it manifests	<p> Problem-Solving - When solving problems, young people can carry out the research needed to back their viewpoints</p> <p> Communication - Young people can participate in discussions, debates and presentations</p>



National Curriculum: PSHE

3

Definition of poverty

Poverty is a state of **precarity**, which means not having enough money and resources to live on. The level of precarity can vary, but when a family is facing a situation of precarity, it also affects their children.

4

With your partners, consider how children can be affected if their families are facing precarity?



5



Between 2021-22 there were 3.9 million children experiencing poverty in school.

There can be different reasons why people are experiencing poverty. This can be caused by the rising living costs, low pay, insecure work or lack of sufficient working hours.

For children, it can mean that they are worried about their family situations and unwell when they come to school.

This can affect their concentration to class and how they learn.

6

Many children may not be sure about what they are experiencing. This is why we can help them by ensuring certain things are easily accessible in school such as:

- food and water resources to use
- access to more learning and after school clubs
- a safe place to talk with a trusted adult

STOP and THINK: Does your school provide the above list of opportunities for all children?

7

Research

Today you are going to carry out a research on poverty. Using safe search on the internet, research facts to answer the questions below. You can do this with a partner:

What is poverty?

Who can suffer from poverty?

How many children are suffering from poverty in the UK or the world?

What is the UN convention of the rights of a child?



8

PAUSE and CONSIDER

'What **child's rights** are endangered when a child is suffering from poverty?'



Lesson 2: What are the different forms of poverty?

Learning Objective

To be able to quote some other forms of poverty

Skills Objectives



Communication - Young people can present information to others



Communication - Young people can use their voices to improve the presentation

Outcomes: Young people begin to understand that poverty can have various manifestations. They are also beginning to understand that its causes can be varied and that it can affect anyone.



National Curriculum: PSHE

To understand that young people have their own rights (rights and responsibilities)

Time	Teaching Content
40 min.	<p>Following the previous session, access the slides on 'What are different forms of poverty?' and share with the Young people some of the stories presented. Ask Young people to consider whether those stories are stories of poverty or not. Young people can debate together in groups. They aim to look at different manifestations of poverty, such as 'digital poverty' or 'educational poverty' for example.</p> <p>Whole class discussion</p> <p>Gather young people's answers and discuss the definitions of the following types of poverty:</p> <ul style="list-style-type: none"> - financial - educational - digital - homelessness

Lesson 2: What are the different forms of poverty?

Get Young people to reflect about which story is what and why? Can one story fall into different categories? Why?

Then, make Young people work with the same groups again and come up with other problems it can cause to the young people experiencing different types of poverty. Could they reflect on the consequences of these problems?

Do a plenary where you give them some answers and discuss further about the effects of poverty. Go back to the previous session's question on a child's rights; get Young people to think about their previous answers and what else they would like to add to them. Make sure you keep good work as this may be used when completing the social action project.

Links to YSA:

What types of poverty could young people locally be affected by?

Lesson 2: What are the different forms of poverty?

1

Key Stage 2

'What are different forms of poverty?'

Lesson 2



2

Activity 2 What are the different forms of poverty?

Lesson Objective

To be able to quote some other forms of poverty

Skills Objectives



Communication - Young people can present information to others



Communication - Young people can use their voices to improve the presentation



National Curriculum: PSHE

3

Poverty or not?

Ali's story:

Ali is nine, wearing a big grin and a jumper two sizes too big. He lives in a small flat on a busy main road with his mum and his younger brother, who he shares a single bed with. When the motorbikes and sirens keep him and his brother awake, he opens the window and tells them to be quiet.

His mum works part time in Lidl whilst studying at university and Ali is at primary school. Ali's dream is to be a professional cricket player.

This flat is Ali's fifth home. And he is due to move again. He doesn't know why or where. Neither does his mum. They don't want to move but they have no choice. Ali worries about being too far from school, being made homeless, having a landlord that doesn't like them.

4

Poverty or not?

Andrew's story:

Andrew is living in a house with his brother and sister. His mum works and dad stopped working three years ago before Andrew started secondary school. Recently, Andrew has been given homework online but he has not got access to a computer at home because his parents cannot afford one. He does not want to tell his teacher as he feels everyone has a computer these days, and thinks his teacher won't understand.

5

Poverty or not?

Sarah's story:

Sarah's family come from another country, and they do not speak English fluently, but both of them work. Sarah is living in an apartment and she has her own bedroom. She is doing well in school, but often struggles with reading, something her parents cannot help her with, although they listen to her reading. She gets help from her teachers to practise reading quickly. When she grows up, Sarah would like to become a veterinarian.

6

Different factors can lead to poverty, and one person facing precarity may be experiencing different difficulties than another.

In addition, poverty can take different forms. Below is a list of certain types of poverty. Can you research and work out what they mean?

- Financial poverty
- Educational poverty
- Digital poverty
- Homelessness



7

Pause and consider the terms you research with the stories you've read.

Can you think of other difficulties children facing poverty might be experiencing?

Lesson 3: How does poverty affect young people in school?

Learning Objective

To discuss the effects and feelings associated with poverty

Skills Objectives



Problem-Solving - Young people can follow an argument, identify different points of view, and distinguish facts from opinions



Teamwork - Young people can work with others



Communication - I can apply the PEEL method using different mediums



Communication - Young people can plan what they need to share

Outcome: Young people can describe some feelings associated with poverty. They understand the effects it can have on young people in school. They know why talking about it is important to prevent discrimination.



National Curriculum PSHE, To understand that young people have their own rights (rights and responsibilities)

Time	Teaching Content
40 min.	<p>Review the previous discussions and highlights the effects of poverty discussed in relation to young people's rights. Share with them the story of a child suffering from poverty. Explain that poverty is often something that might make others feel unwell to talk about because it is a difficult situation to live, and this is why we have to be respectful.</p> <p>Get young people to work in groups on the following questions and present their answers afterwards:</p>

Lesson 3: How does poverty affect young people in school?

- How do you think poverty can affect a child's experience of school?
- How do you think poverty can affect a child's learning?
- How do you think we should treat everyone to make sure we don't discriminate against others?
- What should we do if we see or think someone is being discriminated or bullied? (this may be in relation to poverty or another form of discrimination).

Allow Young people time to discuss their answers. Give them time afterwards to share their thoughts and provide more facts about poverty by using Section 1 of this guide. Additional resources are given on the resource slides.

Links to YSA:

How do we tackle poverty without upsetting someone?

Lesson 3: How does poverty affect young people in school?

Key Stage 2

'How does poverty affect children in school?'



Lesson 3

The following websites can help you find out more about the effects of poverty

The Child Poverty Action Group: <https://cpag.org.uk>

Children's Society UK: <https://childrenssociety.org.uk>

The Unicef: <https://www.unicef.org>

Activity 3 How does poverty affect children in school?

Learning Objective

To discuss the effects and feelings associated with poverty

Skills Objectives



Problem-Solving - Young people can follow an argument, identify different points of view, and distinguish facts from opinions



Communication - Young people can plan what they need to share



Communication - I can apply the PEEL method using different mediums



Teamwork - Young people can work with others



National Curriculum PSHE

THINK

What can you recall about the effects of poverty in relation to children's rights?



With your groups work on the following questions and present your answers afterwards:

- How do you think poverty can affect a child's experience of school?
- How do you think poverty can affect a child's learning?
- How do you think we should treat everyone to make sure we don't discriminate others?
- What should we do if we see or think someone is being discriminated or bullied?

Lesson 4: How can you tackle poverty at your school?

Learning Objective

To be able to explain what approaches can be taken to tackle poverty.

Skills Objective



Problem-solving - Young people can use various reference materials and appropriate resources for different purposes.



Problem-solving - Young people can identify relevant information from extended explanations or presentations when solving problems.

Outcomes: Young people can talk about the importance of young people's rights and why poverty can endanger those. They are able to explore and engage with other ideas that tackle the problem of poverty.



National Curriculum PSHE, To understand that young people have their rights (rights and responsibilities)

Time	Teaching Content
40 min.	<p>Explain that today you will be exploring how someone tackled poverty through social action. First, review what social action is, if Young people have not worked on a social action project previously. Please, refer the YSA Primary guide if you need more information of Youth Social Action.</p> <p>Share with Young people the work of Marcus Rashford in relation to vulnerable young people. Ask Young people to think about how Marcus Rashford approached this topic. What is good about his actions?</p>

Lesson 4: How can you tackle poverty at your school?

40 min.

Use the slides to give guidance on what are the ways to tackle poverty. Share with them examples of social action projects that have been carried out by other schools.

Provide Young people with information about the context of the school and some things that are already done to help vulnerable children. Within this context, share with them current problems that require exploration and around which they could develop a social action project.

When Young people have identified something, carry out a plenary to discuss their ideas and debate together what effects could it have. Is it possible to do? Which Step is the one to prioritise?

Links to YSA:

Who can help with the YSA projects?

Lesson 4: How can you tackle poverty at your school?

1



Key Stage 2

'How can you tackle poverty in your school?'



Lesson 4

2

Lesson Objective	Skills Objective
To be able to explain what approaches can be taken to tackle poverty	 Problem-solving - Young people can identify relevant information from extended explanations  Problem-solving - Young people can use various reference materials and appropriate resources for different purposes



National Curriculum PSHE

3

Social action: Read the text to learn about Marcus Rashford's work to fight child's poverty



With your partners work out the ways Marcus tackled the child poverty issue.

4

Social action to tackle child poverty: below are examples of social action projects carried out by other schools.

Students in Falkirk took action to ensure every pupil that joined the school received a welcome backpack to help them feel settled. This was identified as a small thing that would make starting school less daunting, as well removing some of the costs associated with going to a new school.



5

Social action to tackle child poverty: below are examples of social action projects carried out by other schools.

A number of pupils at a secondary school in Fife established an anti-poverty group which now runs a uniform swap shop. The students recognised this was a cost pressure that was affecting pupils at their school and so set up the initiative to ensure everyone could access affordable uniform.



6

It's time to take action in your school!

With you class, consider what actions need to be taken in your school to fight child poverty.



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