COMMUNITY IMPACT SUPPORT DAY

Practical sessions to support local Scouting to deliver quality Community Impact projects.

Community Impact Support Day

What is covered?

Community Impact Support Day provides guidance on how to ensure that the Community Impact projects being delivered are as effective as possible.

Session Details

- Introduction
- Session 1: What is Community Impact?
- Session 2: Youth Involvement at the Core
- Session 3: How do you run a Community Impact Project?
- Session 4: Getting Started
- Session 5: Action Planning
- Close

Flexible Sessions

This Support Day has been designed to be run in a way that is flexible. The sessions can be run in one training session or broken down to be run over a number of evenings.

Aim

The training equips learners to explore issues that affect their local community. It will help them to support others to understand the five steps of what makes a great Community Impact project and how to run one.

Objectives

By the end of this session, learners will be able to:

- Explain the 4 principles of high quality Community Impact projects
- Outline the importance of young people driving social change
- Explain the five steps of running a Community Impact project
- Understand how to deliver Community Impact within the 6-25 Programme
- Be able to describe what makes a great Community Impact project
- Understand the support available
- Identify steps to implement an action plan

Resources

- Flip charts
- Post it notes
- Pens
- Facilities to play a YouTube Video
- A Million Hands Resource Packs (1 per 4 participants)
- A copy of handouts per participant

Pre-Course Questionnaire

Before the course, either via email or on arrival, ask participants to complete the pre course questionnaire (Appendix 9). This will help to evaluate the success of the training and identify how to improve it for future sessions.

Please collate the responses to the questionnaire into one document and email it to **community.impact@scouts.org.uk** along with the post-training questionnaire and list of attendees (Appendix 10).

Introduction (25 minutes)

Trainer Input: Introduction (10 minutes)

Introduce yourself and then cover domestic arrangements such as fire exits, toilets, phones, tea and coffee and so on. Introduce the course staff; it may be helpful at this stage to state what skills and experiences they have that might be relevant to the course.

Make participants aware that if they need to leave the room during the day for whatever reason that they are welcome to do so. This could be particularly relevant if sensitive topics are discussed, particularly regarding mental health.

Outline the course to the participants by explaining that they will cover:

- What effective Community Impact looks like
- The importance of youth involvement
- Community Impact as part of the 6-25 programme
- How people can get involved in Community Impact specific to their role

Outline the aims and learning objectives for the session with the participants.

Aim

The training equips learners to explore issues that affect their local community. It will help them to support others to understand the five steps of what makes a great Community Impact project and how to run one.

Objectives:

By the end of the day, learners will be able to:
- Outline the importance of young people driving social change
- Explain the five steps of running a quality Community Impact project
- Understand how to deliver Community Impact within the 6-25 Programme
- Be able to describe to others what makes a great Community Impact project
- Increase the likelihood that projects will increase public perception and a greater number will see Scouting as relevant to modern society
- Understand the support available and Identify steps to implement an action plan

Task: Introduction (15 minutes)

Ask participants to take a post-it note and write on it something they have done for others that they are really proud of without showing it to each other. *This doesn't have to be in a Scouting context*. This task needs to be a very brief, five word max description. Once they have a couple of words written on a post-it note they should:

- Step 1 – Find a partner
- Step 2 – Stick your post-it note onto their forehead – make sure they don't see what it says
- Step 3 – Without speaking – act out the activity / event / action you are proud of – your partner needs to guess what the action was from your acting skills.   Spend a couple of minutes trying to guess.
- Step 4 – After a couple of minutes or if your partner has guessed then swap over and repeat steps 2 and 3.
- Go round the room asking some people about what people had written

Trainer Note

End with plenty of praise for the actions they have undertaken. Point out that these are examples of Community Impact, and all we really want to do is help make these sorts of actions more common and more impactful. It is good to point out that Community Impact is something that Scouts have always been doing. Explain that the session will now allow them to debate and understand what the features are of a great Community Impact project. It is important to emphasise that Community Impact projects can be fun and achievable and that there is lots of support available to help achieve it.

Session 1: What is Community Impact? (55 minutes)

Objectives

- Understand what is Community Impact

Topics covered

- The definition of Community Impact
- The principles of high quality Community Impact projects

Trainer Input (5 minutes)

Outline the objective for this session and the topics that will be covered.

Play the video clip from the film 'UP' http://www.youtube.com/watch?v=XubM62q9nlw (2 min 29)

Task (5 minutes)

Split the participants into small groups of 3 or 4. Refer them to Appendix 1 in their pack. Give learners a few minutes to familiarise themselves with this model.

Give the participants 5 minutes to discuss what the problems are with the scenario shown in the video clip and what they think high quality Community Impact would look like.

Report back (10 minutes)

Come back together as a group and ask participants to feedback the ideas they discussed.

Trainer Note

Learners should think about the video clip in relation to Community Impact. Why doesn't this demonstrate a high quality example of Community Impact? Some topics to come out of the discussion may be:

- Does the clip mirror how the general public see us? Is there some trust in this view?
- The boy went straight to "I have to help you cross the road" without understanding what was relevant to the community. He wants a tick in the box rather than a project that will really help him learn new skills and improve the community
- Is this how society see's young people – they can only get involved in easy actions rather than big societal issues.
- This didn't look like it was going to change anything in society, let alone an individual person's life.
- Feels very much like "Bob a Job" and out of date views of Scouting – how do we move past this?

Ensure the majority of the discussion focuses on what solutions can be found to ensure we move past this stereotype of Community Impact. Participants should come up with a number of ideas about what high quality Community Impact should look like. It is important to emphasise that what is currently happening in their local area in terms of Community Impact isn't necessarily a bad thing but it could be made more impactful and sustainable to promote long term change. How are they moving their members beyond understanding about an issue and actually taking action.

Steer the discussion to enable participants to work towards drawing out the four principles of Community Impact.

Prompter questions:

The questions below will help to guide the discussion:

Relevant to Communities:
Do you think the change they were trying to make was relevant to the people they were trying to help? How do you think this compares to traditional Community Impact projects in Scouting?

Genuinely Changes the Lives of Others:
Do you think the actions taken genuinely made a difference the person they were trying to help?

Develops young people:
Do you think the delivery of the action developed the young person who took part?

Embedded, Progressive and Habit forming:
Do you think the young person who took part will continue to make change? How does this compare to Scouting?

Trainer Input (5 minutes)

Refer them back to the pie chart on what makes up great Community Impact (Appendix 1). Walk them through the model to ensure they have a clear understanding.

Refresh the points covered. Explain that there are four key questions taken from this model that they should ask themselves when their young people undertake a Community Impact project:

1. Is it relevant to the communities? A need is identified and recognised as a relevant issue by that community.
2. Does it genuinely change the lives of others? The issue and actions contribute to societal change and are not just "nice to do".
3. Does it develop the young people involved? The action is challenging stretching and fun.
4. Is it embedded in the Programme and progressive overtime? Action is sustained over an extended period of time, increasing in sophistication.

Not every project will tick every box, but these questions will give you a good steer. We will return to these points throughout the day.

Task (20 minutes)

Case Studies: Looking in more detail at what makes up a great Community Impact project.

- Split the learners into new groups (approximately 4 or 5 in a group).
- Give out the case studies of Community Impact projects (Appendix 2) and the Principles of Community Impact Scales (Appendix 3).
- Encourage learners to read through their case study in their group and to explore how it meets the 4 principles of high quality Community Impact.
- Participants should mark on the scales (Appendix 3) the extent to which the case study meets each principle of Community Impact.
- Participants should try to come up with suggestions about how the project can be developed to move the project further along the scale so that it becomes a higher quality, more sustainable project.

Report back (10 minutes)

When participants are ready, invite groups to feedback to another group of 5 on their case study, including where the case study has met these principles and what can be done to improve the project.

Trainer Note

Trainers should facilitate discussion in each of the groups. Prompter questions are provided to ensure that the four principles are explored, however try as far as possible to allow discussion to flow between participants, with limited interventions. Some of the case studies will not meet all 4 principles and it is important to encourage discussion around these areas.

Although we do want some solid conclusions in terms of the four principles, it is likely that many other issues (such as ethics, effectiveness, the role of charity etc.) will come up and not necessarily brought to a conclusion. That is fine, the objective it to *start* them thinking about what Community Impact means to them as Scouts.

Prompter questions:

Relevant to Communities:
Do you think the change they were trying to make was relevant to the people they were trying to help? How do you think this compares to traditional Community Impact projects in Scouting?

Genuinely Changes the Lives of Others:
What do you think about what they did to try and make change? Do you think it will make a difference? How does this compare to the effectiveness of actions you have taken in the past?

Develops young people:
Do you think the delivery of the action developed people who took part (rather than the people they were trying to help)? How does this compare to traditional Community Impact projects in Scouting?

Embedded, Progressive and Habit forming:
Do you think the young people who took part will continue to make change? How does this compare to Scouting?

Encourage participants to think about how age appropriate each activity is. Would the same activity work for a different age group?

Summary

We define Community Impact as young people taking action in the service of others, creating positive social change that is of benefit to the communities we are trying to help but also to the young people taking part.

Across Scouting there are two community impact approaches to take action:

- Actions that matter to young people locally- there are hundreds of different issues that our young people are taking action to improve across the UK.
- A collective focus for the Movement where we have partnered with national organisations with expertise in making change on specific societal issues we have developed initiatives, resources, tools and training to focus our 430,000 young people to achieve specific impacts. This programme is called A Million Hands and we will provide further details later in the support day.

Session 2: Youth Involvement at the Core (45 minutes)

Objectives

■ Outline the importance of young people driving social change

Topics Covered

■ Why do we need Community Impact?
■ The importance of young people identifying the issues
■ Benefits, challenges and solutions to young people leading Community Impact projects

Trainer Input

Outline the objective for this session and the topics that will be covered.

Explain to the group that a lot of research was carried out with young people to get their views on the importance of Community Impact. In this activity, participants will be presented with some of the facts that came out of this research and they will have to decide if they are true or false.

Task 1 (15 minutes)

True or False

■ Ask the participants to arrange themselves in a circle around the room holding their hands out in front of them.
■ Read out a selection of statistics on Appendix 4 and ask them to move their hands up if they think the statistic is true or down to their sides if they think it is false.
■ For some of the more surprising statistics, encourage participants to discuss with the person next to them the reasons why the answer may be true or false and share with the group.

Trainer Note

It is important to make participants aware that the statistics show us that Community Impact is something that is important to young people and that they are keen to get involved. Young people are more likely to be motivated to get involved in Community Impact if it is led by young people.

Task 2 (15 minutes)

Benefits, challenges and solutions

■ Split participants into tables for this activity and assign different tables to different Sections to think about in this exercise (Beavers, Cubs, Scouts, Explorers and Network).
■ Give each table post it notes and ask them to write on separate post its reasons why it is beneficial for young people in their assigned section to be involved in Community Impact projects, barriers or challenges with them being involved and possible solutions to any identified challenges.
■ When they are ready ask learners to stick their post it notes on the wall under the headings: benefits, challenges and solutions.

Trainer note

Encourage learners to discuss the benefits and to consider any challenges that may arise. How can these be overcome? Are there differences when it comes to which section you work with and how can we ensure that Community Impact is youth shaped from Beavers through to Network?

Report back (15 minutes)

Go through each topic (benefits, challenges, solutions) and ask each table to talk through the ideas they came up with. Some ideas may be repeated if they are relevant to each section.

Trainer note

Explain that it is important for young people to identify and understand the issues themselves. This will help to ensure that they are passionate and committed to the chosen issue and feel empowered to take action.

Ensure that the following points are brought out in the discussions:

Benefits
■ Young people are not naïve. They can see that things aren't always right in the world.
■ Young people want to be recognised and respected for their role in removing social barriers, connecting communities and improving lives.
■ They understand, and are disappointed by, stereotypes of young people today.
■ Scouts are optimists. They want to roll up their sleeves and get on with making change. Not simply asking others to act for them, or complaining when they don't. This is something they want to change.
■ Young people are an important and powerful part of society that can help shape a better future for us all. Tapping into that potential represents a huge opportunity for a better society.
■ Adults see the young people as positive contributors to society.
■ Young people's approach to technology can bring fresh methods of achieving results.
■ The development of young people into responsible, aware and responsive adults.
■ Improved skills of young people e.g. presenting, talking to people and increased confidence.
■ Empowers young people by giving them the opportunity to take action on issues that matter to them.
■ The potential of a movement of young people reaching into every community across the UK, together with the knowledge and expertise of organisations committed to social change, is immense.
■ Community Impact helps young people to understand different groups of people at an impressionable age.

Challenges	Solutions
■ Young people getting disillusioned if they don't see an immediate return from their efforts	■ Ensure young people have open expectations about the outcomes of the project and that they have support available
■ Younger sections will struggle to get involved in making meaningful change	■ Ensure actions taken by young people are appropriate for their age group. There are lots of resources available to provide inspiration for how younger sections can get involved in community impact. ■ Ensure actions are progressive overtime so that when young people move through the sections their contribution can increase in sophistication.
■ Logistics (costs, hassle to organise)	■ There are many activities that can be undertaken at little or no cost ■ Many of the activities involved in Community Impact projects are already being done in some form or another and will take little additional effort to ensure the actions taken are as impactful as possible.
■ Community Impact is perceived to be difficult	■ There are lots of resources available to help make Community Impact as accessible as possible ■ High quality Community Impact projects don't have to be massive undertakings but can also be done on a smaller scale

	■ Lots of people can get involved to help make the project more manageable and flexible for adult volunteers
■ School or work commitments taking priority	■ Lots of people can get involved to help make the project more manageable and flexible for adult volunteers ■ Planning should be done in partnership with young people and adult volunteers to ensure it fits around everyone's commitments ■ Maintain a flexible and adaptable approach and work as a team to share the workload
■ Young people don't know how to make change	■ Ensure that young people are made aware of the four principles of Community Impact and are given the opportunity to explore the issues further to help them understand how they can take action within their communities
■ Lack of adult support	■ Lots of people can get involved to help make the project more manageable and flexible for adult volunteers ■ Consider other roles that can be involved in leading on Community Impact projects, for example Young Leaders
■ Lack of understanding of the issues	■ Ensure that young people are given the opportunity to explore the issues further to help them understand how they can take action within their communities ■ Provide time during section meetings to support young people to plan action ■ There are lots of resources and videos available to help young people explore the issues further
■ Low ambition	■ It will be useful to refer to the statistics from the previous activity to highlight the key findings that young people are motivated and interested to be involved in leading Community Impact. ■ Not every young person has to take part ■ Encourage young people to understand the benefits for them in terms of the skills they will learn ■ Encourage young people to pick issues they are passionate about
■ Young people are not trusted to get on with it	■ Ensure projects are led by young people ■ Ensure young people are given adequate support and guidance to ensure they have the knowledge to undertake the project in a safe and responsible way
■ Young people are not interested	■ Encourage young people to pick issues they are passionate about ■ It will be useful to refer to the statistics from the previous activity to highlight the key findings that young people are motivated and interested to be involved in leading Community Impact.

Session 3: How do you run a Community Impact project? (75 minutes)

Objectives

■ Understand how to deliver Community Impact within the 6-25 Programme

Topics Covered

■ The five stages of running a quality Community Impact Project
■ Age appropriate activities for each stage of a project
■ How Community Impact links to the 6-25 Programme

Trainer Input (10 minutes)

Outline the objective for this session and the topics that will be covered.

Explain to participants that there are five stages to running a great Community Impact project and give a brief description of each of the stages as shown below.

Ensure that learners are aware that the five stages to running a great Community Impact project are exactly the same as the Community Impact Staged Activity Badge and compliment the World Challenge Awards. Community Impact is a key part of many of the Top Awards including the Chief Scout Awards, Queen's Scout Award and DofE Awards.

1. Identify and Understand the Need:
Activities that help young people to investigate what issues and challenges exist in your chosen community. What needs to change for your chosen community?

2. Plan Action:
Activities that help young people decide which of the four issues they want to take action on and how they plan to do it. What action will lead to the change our young people want to see?

3. Take Action:
This is when young people roll up their sleeves and get stuck in. Each issue young people choose will need different actions to make real change. Just make sure it's stretching, challenging and fun. Is the action substantially developing your young people?

4. Learn and Make More Change:
Activities that help young people to reflect on what they have achieved, how they have grown as a result, and what more action they might take. What have your young people learned and are they likely to take more action?

5. Tell the World:
Not only should our young people celebrate what they've achieved, if others know what they have done then they might take action as well. How do the rest of the world see just how impressive our young people are and how relevant Scouting is to modern society? How could you present your young people with their Community Impact Staged Activity badges and certificate of achievement?

Task (45 minutes)

Round Robin activity:
■ Split the learners into five small groups of three or four.
■ Give each group a copy of one of the case studies in Appendix 5. Each group will have a case study at one of the stages of a Community Impact project.
■ Ask participants to create a mind map of ideas for how they would work with their young people to undertake their given stage of the project. For the case study that is at stage one of the project they will have very little information given to them. However, for the case studies at the later stages of the project they will have

information given to them about what has happened during the previous stages and they will need to come up with ideas for the next stage (see Appendix 7 for more details).

- ■ Give participants 15 minutes to spend coming up with ideas for their first case study.
- ■ Ask participants to swap their case study with another group and give them 5 minutes to discuss the ideas that are already there and add their own. Repeat for a couple of other case studies.

Participants should consider the points below for each of the stages:

1. How will they support their young people to understand and identify the need? What can they do to understand the need? What does this mean?
2. How will they support their young people in planning action? What ideas do they have for activities they could run?
3. How will they help their young people to actually take action? What ideas do they have for what they young people may do for the issue they have been given?
4. How will they support their young people to reflect on what they have learnt? How can they help them plan to make more change and embed this?
5. How can they support their young people to tell the world? What methods can they utilise to spread the word? What kind of coverage is best?

Report Back (20 minutes)

Lastly feedback as a larger group the ideas that came out of the discussions for each of the stages.

It is important that participants leave knowing how to undertake a Community Impact project, what the steps are and where to start.

Ensure that learners are aware that the five stages to running a great Community Impact project are exactly the same as the Community Impact Staged Activity Badge and compliment the World Challenge Awards. Community is a key area for the Network section.

Trainer Notes

Ideas that may be put forward are:

Identify and understand the need
- ■ speaking to politicians
- ■ looking at local or national media
- ■ running surveys and national statistics
- ■ hearing from experts and those affected by an issue
- ■ Research an issue and present back about what they have learnt
- ■ Local community suggestion box

Plan action
- ■ they could work with local charities or community groups
- ■ make posters and videos outlining their plans
- ■ play games that help prioritise and make decisions

Take action
- ■ really great projects will be youth led and undertaken alongside the community they're trying to help, not in isolation from them
- ■ participants should be made aware of the criteria for the different stages of the Community Impact badge and how long they will need to undertake the "Take Action" activity for

Learn and make more change
- they could keep a diary of what they've learned or how they felt
- write a letter to their family
- give a presentation to another section
- fun ways of reflecting e.g. games

Tell the world
- speaking to local councillors
- giving an interview to the local paper
- social media + blog posts + create a video

Session 4: Getting Started (70 minutes)

Objectives

- Understand the support available to choose a social issue
- Understand how to deliver Community Impact within the 6-25 Programme

Topics covered

- An introduction to A Million Hands and the resources available
- How to develop a programme and understand how Community Impact could support it

Trainer Input (10 minutes)

Outline the objective for this session and the topics that will be covered.

Explain to learners that, as we saw earlier, the most important aspect here is that the issue is chosen by the young people and that appropriate research and planning is undertaken to really understand the need.

There are two ways to go about identifying an issue:
1. A local issue important to the young people in their community
2. Using the support available from the 'A Million Hands' resources

As previously shown in the case studies, young people may identify a local need that they want to work with. If this is the case, the same 5 step process can be used to ensure that great Community Impact is being delivered.

However, the 'A Million Hands' resources have been produced to save you time – fun activities, programme ideas and badge support has already been produced for you to help support your young people with delivering high quality Community Impact.

Four social issues were identified by young people for the A Million Hands initiative to focus on. These are:
- People who are disabled by society
- Access to clean water and sanitation
- Mental wellbeing and resilience
- People affected by Dementia

Play the **A Million Hands** video to introduce the four social issues (2 mins 13).

Explain that young people have said they need help from adult volunteers to support them to take action. As part of this process, relevant charities have been approached to help young people take action by bringing in expertise, knowledge and networks to help make that happen.

The **A Million Hands website** has resources and support available to help young people take action. Resource packs full of ideas have been developed to provide inspiration and ideas for activities to run with young people. Explain to participants that this is the place to go to for resources and to log the action their young people are undertaking to share successes.

Task (45 minutes)

Split learners into small groups and ask them to choose a section (Beavers, Cubs, Scouts, Explorer Scouts). Give each group one of the A Million Hands resource packs and explain that their young people have decided that this is the issue they would like to focus on. It is important to assign people an issue rather than allow them to choose to highlight the fact that they may have to work on an issue that their young people have chosen but they may not have chosen themselves.

Using the resource pack as guidance, ask participants to create a term programme plan for their section that incorporates Community Impact. Use Appendix 6 as a template programme plan.

Report Back (15 minutes)

Ask them to discuss and feedback to the group their ideas for how to incorporate Community Impact into the Programme for their section.   Remind them to think about who they would speak to locally to obtain ideas and support around Programme development.

Appendix 7 can also be handed out as an example term plan.

Trainer Note

The aim of this activity is to help learners understand that Community Impact is achievable and can be easily built into the Programme.

It is important to make clear to learners that they are not making a plan to take away and run. The young people themselves should be choosing the issue that they want to work on. This activity simply helps them to start to think about how they will embed Community Impact into the Programme and to start to consider which badges their young people can work towards as part of their project.

Learners should see that Community Impact projects are to be built up over weeks and months and should be reassured that projects do not need to happen straight away. Effective projects will have had adequate planning and time.

The challenge of young people joining part way through a project should also be considered. How can they ensure that the new member is engaged and a part of the project?

Session 5: Action Planning (60 minutes)

Objectives

■ Identify steps to implement an action plan

Topics Covered

■ Actions people can take within their specific role
■ Personal action planning

Trainer Input

Outline the objective for this session and the topics that will be covered.

Role Specific Actions (45 minutes)

Preparation

Split participants into groups of 4-8 people according to their role, for example, Commissioners, Section Leaders, Supporters etc. Some roles may not easily fit into a role group but you should try to arrange them into a group that is most similar to their role. For those who hold more than one role they can choose which they would find most helpful. Try to ensure that the numbers in each group are roughly even and if necessary you may need to have two groups for the same role.

In order to make this easier you may wish to prepare in advance by asking participants to include their role when they sign up for the training. This will allow you to split the participants before this activity and assign them a group.

Task (45 minutes)

(5 minutes) Explain that it is important that participants have an understanding of how people can get involved in Community Impact in a way that is relevant to their role in Scouting. It will also be useful for them to know how other roles can contribute so that they can support others to get involved as well.

Round robin activity:

■ Give each role specific group a cut out silhouette of a person with a role written on the top e.g. Commissioner, Section Leader, Supporter etc.
■ Tell participants that they have 15 minutes to discuss how they think someone in this role can get involved in supporting Community Impact locally in a way that is relevant to their role. Participants should write their ideas on the cut out.
■ After 15 minutes, ask participants to swap tables with another group with a different role. Give participants 10 minutes to discuss the ideas related to the new role and add their own ideas.
■ Participants should swap once more for another role for 10 minutes so that by the end participants will have had an opportunity to discuss three different roles.
■ Once finished, the posters can be stuck up on the wall and participants should be encouraged to take a look at any of the roles they have not yet covered to see what ideas have been discussed.

Trainer Note

During the discussion participants should be prompted to think about the different aspects of each role, such as interacting with young people and ensuring action is youth-led, talking to external organisations, telling the world about the action undertaken, promoting collaboration between groups etc.

If participants are struggling to come up with ideas you could prompt them with some of the ideas below:

Commissioners (DC, CC, DESC, DSNC):
- Work out who in their team would be best suited to lead on Community Impact in their area
- Promote - Encourage people to register and get involved
- Talk to local youth commissioners/stakeholders
- Ensure that social action is included in a district/county plan
- Link with other Counties
- Take on an overview and co-ordination role
- Forum on Community Impact

GSLs
- Promote Community Impact to Section Leaders in their Group
- Support Sections Leaders to plan Community Impact into the Programme
- Coordinate Sections working together to deliver Community Impact
- Work with the District to promote the projects their groups are taking action on
- Promoting Community Impact within the local area
- Encourage sections to record actions via website
- Overview role helping to identify the local need
- Include as part of new GSL induction

Non section-specific supporters (ADC, ACC, AGSL etc)
- Help sections with the Tell the World stage of the Community Impact project
- Support with taking action on Community Impact projects

Section-specific supporters
- Assist sections with running Community Impact projects
- Identify and liaise with charity partners or external supporters

Section Leaders and assistants
- Work in partnership with young people to undertake Community Impact projects
- Plan Community Impact into the Programme
- Work with Young Leaders to lead on Community Impact projects
- Organise and run activities to help support young people to identify and understand the needs in their community
- Responsible for recording actions on the A Million Hands website
- Recognising achievements and top Community Impact awards

Network members
- Plan, organise and undertake Community Impact projects
- Social media to promote Community Impact
- Engaging with politicians

Young Leaders
- Peer support - Exchange ideas and support other Young Leaders
- Be involved with the communications and media aspects
- Facilitate young people choosing the issues

- Support with programme planning with the leadership team to demonstrate the value of young people being involved
- Young leader training missions
- Responsible for recording actions on the A Million Hands website

Personal Action Plan (15 minutes)

Task (5 minutes)

Participants will have been given a lot of information through this training and it is important for them to reflect on what they have learnt and how they are going to apply this in their Scouting role.

Give each participant a copy of the Action Points Sheet (Appendix 8). Ask the participants to spend 5 minutes reflecting on the things they have learnt about undertaking Community Impact projects and write down their thoughts on the Start, Stop, Change section of the sheet.

Ensure participants know it's not wrong what they were doing previously but it's more about how to change perspectives of what Community Impact involves.

Task (10 minutes)

After their individual reflection time, ask participants to split into pairs to discuss their Action Points. Ask each pair to take it in turns to help each other prioritise their actions into a plan to achieve their Start, Stop, Change goals. They should discuss the steps they will take to show how they will go about implementing the things they have learnt about Community Impact in their Scouting role.

Trainer Note

Learner's action points will vary depending on their role within Scouting and their motivations for attending the course. They should always make sure that their actions points are shaped according to their role to ensure they are able to apply their learning in practice.

Remind participants that they should return to the **A Million Hands website** to record the actions they have undertaken to encourage others to get involved in Community Impact and the potential for Scouting Magazine to showcase your Group activity.

Close (15 minutes)

Trainer Input (5 minutes)

Remind participants of the learning objectives from the beginning of the day and how the topics have been covered throughout the day.

Objectives:

By the end of this session, learners will be able to:

- Explain the 4 principles of high quality Community Impact projects
- Outline the importance of young people driving social change
- Explain the five steps of running a Community Impact project
- Understand how to deliver Community Impact within the 6-25 Programme
- Understand the support available to choose a social issue
- Identify steps to implement an action plan

Thank participants for their contributions in the Community Impact Training.

Reiterate the importance of youth led Scouting Community Impact projects making a difference.

Further support available via an online forum, training within the adult leadership programme, support tools, and the A Million Hands microsite containing video's, resource packs, links to charity partners and a host of best practice from across the UK.

Task (10 minutes)

Ask participants to feedback on the training using the post-training questionnaire in Appendix 9.

This will help to evaluate the success of the training and identify how to improve it for future sessions. Please collate the responses to the questionnaire into one document and email it to **community.impact@scouts.org.uk** along with the pre-training questionnaire.

Before participants leave

Ensure that you have an attendance list of those who have completed the training. A template sheet can be found in Appendix 10. This needs to be returned to **community.impact@scouts.org.uk** along with the responses to the pre and post training questionnaires.

Appendix 1: Four Principles of Community Impact

A need is identified and recognised as a relevant issue by that community

The action is challenging, stretching and fun

Relevant to communities

Develops young people

Changes lives

Embedded and progressive

The issue and actions contribute to societal change, not just 'nice to do'

Action is sustained over an extended period of time, increasing in sophistication
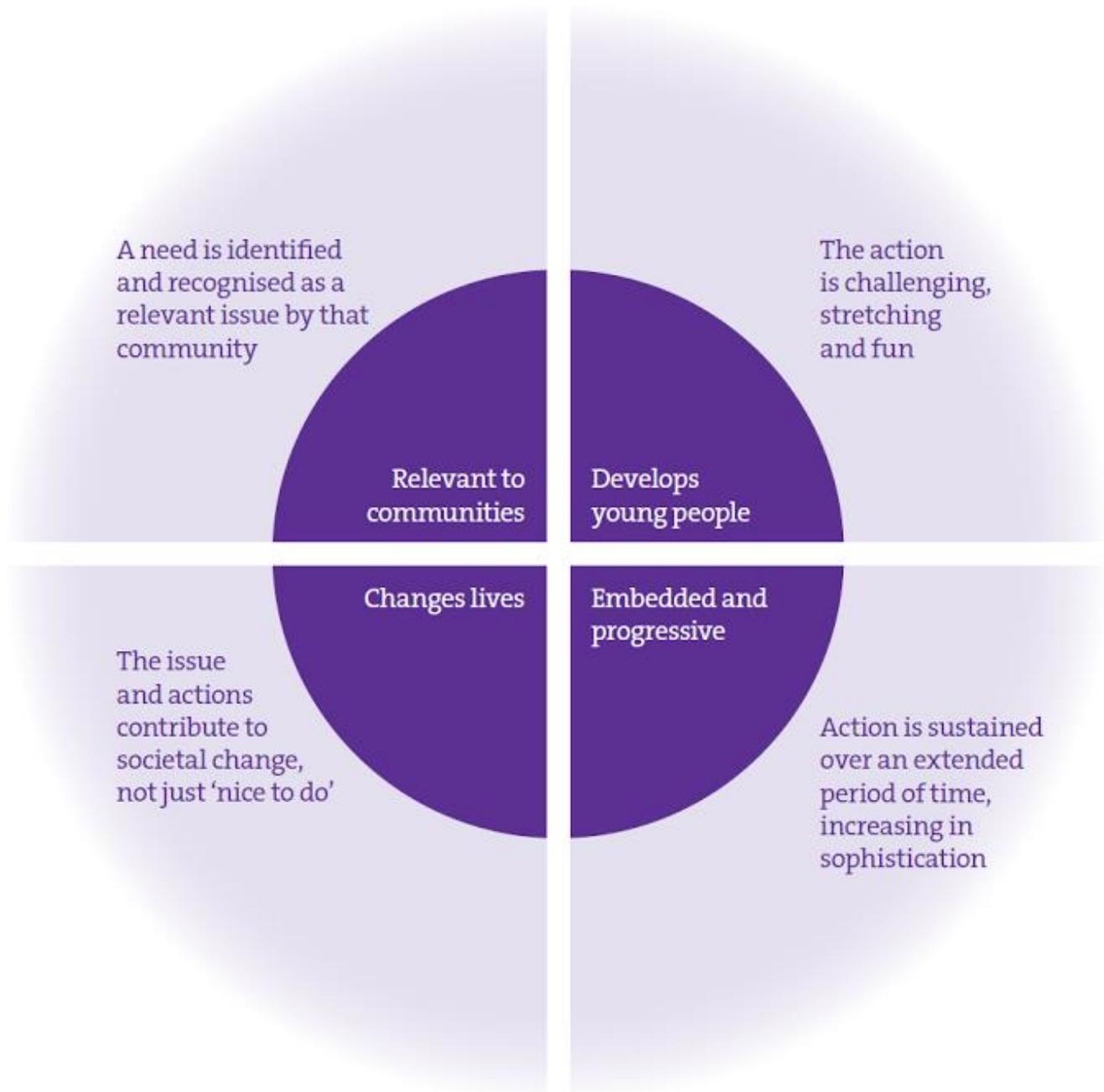
Appendix 2: Case Studies

Scout Troop A

Scout Troop A recently ran an event for their local community. The project aimed to bring the community together and to help people understand each other. The community in which they live, has high levels of crime and anti-social behaviour. There is a negative perception of the young people in the area. The area is very diverse and the Scout group felt that there was a misunderstanding between generations and people from different backgrounds.

The community event was organised by the young people over 6 months. The Scouts allocated themselves roles and worked with the local Council and other local groups to promote the event. At the event, there were different food stands that represented different places where residents were from. There was a stage showing different bands, music and dancing. Various activities were on offer through the day and a small parade was held.

The Scouts worked towards their Community Impact Staged Activity Badge as well as their Teamwork Challenge Award.

Explorer Unit B

Explorer Unit B worked with other young people in their local community who are not in education or employment. The group organised a day, in which the young people could have a go at different activities, such as raft building, rock climbing and zip wiring. The day aimed to help young people meet others and to build their skills in team building, as well as their confidence.

The attendees enjoyed the day and worked towards their Community Impact Staged Activity Badge. The Explorers plan to host another event for those who are not in education or employment later in the year, they are using the skills and experiences from this project to work towards their Queen Scout Award.

Cub Pack C

Cub Pack C identified the issue of pollution in their area. They decided they wanted to take action on reducing this, so that they could lead healthier lifestyles and have positive impact on the environment. Their leaders supported them to understand the causes of air pollution through games and activities set up for them. The cubs decided to reduce the amount of electricity they use in their houses by making sure they turned off all lights and appliances when they were not being used. They made a pledge for how many hours a week they would reduce the use of their electronic devices by and aimed to reduce their usage by 200 hours a week.

As well as their Community Impact Staged Activity Badge, they also worked towards their Environmental Conservation Activity Badge.

Beaver Colony D

Beaver Colony D meet next to the local nursing home. Some of the Beavers have grandparents or know someone in the nursing home and so the Colony decided they wanted to make a difference to these people.

The Beavers had a session with one of the care workers who explained to the Colony the challenges that people with dementia face. The Colony then arranged to visit the home to understand more about dementia and how it affects people. The Beavers organised to do a craft session with some of the residents at the nursing home to make bird feeders for the gardens. They took along materials and spent time speaking to the residents. It was a very enjoyable event which gave the Beavers a greater insight into different people's lives.

Appendix 3: Principles of Community Impact Scales

Instructions:

Read through your case study in your group and explore how it meets the 4 principles of high quality Community Impact.

Mark on the scales below the extent to which the case study meets each principle of Community Impact.

You should try to come up with suggestions about how the project can be developed to move the project further along the scale so that it becomes a higher quality, more sustainable project.

Relevant to the community

(1 = not at all relevant to the community, 10 = addresses an important need that is relevant to the community)

1 _____ 10

Changes lives

(1 = does not genuinely change the lives of others, 10 = significantly improves the lives of others and contributes to societal change)

1 _____ 10

Develops young people

(1 = does not develop the skills of young people at all, 10 = the action is challenging stretching and fun and significantly develops the skills and knowledge of young people undertaking the project)

1 _____ 10

Embedded and progressive

(1 = is not embedded in the Programme or progressive overtime, 10 = action is sustained over an extended period of time, increasing in sophistication)

1 _____ 10

Appendix 4: Statistics

We surveyed 3,000 young people, 500 MPs and Councillors and consulting with our volunteers to ensure our Community Impact approach was grounded in evidence.

Young People and Community Impact

Q: True or False? 82% of young people (12-24 year olds) across the UK believe that it is important that young people in society tackle some of the biggest social issues.
A: True.   However only 37% are actively taking part on a weekly basis **due to lack of opportunity**. Britain is losing out on over 32 million hours of youth social action each month due to lack of opportunity.

Q: 75% of young people feel their contribution is valued by adults.
A: False. Actually less than half of young people (45%) feel their contribution is valued by adults.

Scouts and Community Impact

Q: True or False? 95% of 12-25 year old Scouts said improving the lives of others is an important part of Scouting.
A: True

Q: True or False? 74% of Scouts said they wanted to tackle social issues
A: True.   Scouts are more likely that non-Scouts to want to roll up their sleeves and make a positive change in their community.   When non scouts were asked the same question only 46% said they wanted to help tackle social issues.

Q: True or False? Scouts would be more motivated to take action if they saw adults leading Community Impact work.
A: False. 60% of our Scouts said that seeing **other young people** leading our Community Impact work would motivate them to take action.

Young people and societal issues

Q. True or False?   30% of young people feel confident about spending time with an individual living with dementia.
A. False. 54% of young people feel confident about spending time with an individual living with dementia

Q. True or False? 22% of young people have witnessed someone being bullied because they are disabled.
A. False. 57% of young people have witnessed someone being bullied because they are disabled, with 12-14 year olds across the UK the most likely to have witnessed this.

Q. True or False? 29% of young people feel stressed everyday
A. True.   Most young people in the UK (88%) believe spending time helping others has a positive impact on their mental health

Q. True or False? 17-18 year old are the age group most likely to report feeling stressed.
A   True   80% of them feel stressed at least once a week

Q True or False? Around 300 million people have no choice but to drink dirty water.
A False. Around 650 million have no choice but to drink dirty water with 2.3 billion people don't have access to a proper toilet. As a result 500,000 children a year die from diarrhoea caused by unsafe water and poor toilets.

Appendix 5: Five Stages Activity

1. **Identify and Understand the Need** – how will you help your young people identify and understand the needs in their local area?

1. Identify and Understand the Need

Your young people have identified that the following issues are apparent in their community:

- Social Isolation
- Inaccessible for people who have a disability
- Water Pollution

2. **Plan Action** – How will you support your young people to decide on the issue they will take action on? Can they work towards any of the badges?

1. Identify and Understand the Need

Cubs

1. Identify and Understand the Need

Your young people have identified that the following issues are apparent in their community:
- Homelessness
- Unemployment in young people
- Obesity and healthy eating

2. **Plan Action** - Your young people have planned their action and explored the issues in their local area. They have chosen to take action on obesity and healthy eating in their community.

3. **Take Action** – What actions could your young people take to improve healthy eating in the community and raise awareness of the problem of obesity? How will you support your young people to take action on their chosen issue?

1. Identify and Understand the Need

1. Identify and Understand the Need   Your young people have identified that the following issues are apparent in their community: ■ Digital Isolation   ■ High levels of young people not in employment or education   ■ Obesity and healthy eating
2. **Plan Action** - Your young people have planned their action and explored the issues. They have chosen to take action on the issue of digital isolation. As part of this project, they plan to work towards their Community Impact Staged Activity Badge and their Digital Citizen Staged Activity Badge.
3. **Take Action** - Your young people decided to run a digital drop in session at a local internet café for an hour twice a month where they taught members of the community different computer skills. They created posters on the computer as part of their Digital Citizen Badge to advertise the drop in sessions and distributed the posters to shops around the local area and local newspapers.
4. **Learn and Make More Change** - How will you support your young people to learn and make more change? How will you help them to ensure their actions are progressive overtime?

1. Identify and Understand the Need

Your young people have identified that the following issues are apparent in their community:

- Mental Wellbeing
- Lack of wildlife and outdoor spaces
- Lack of community cohesion

2. **Plan Action** - Your young people have planned their action and explored the issues in their local area. They have chosen to take action on there being a lack of community cohesion.

3. **Take Action** - In taking action on the lack of community cohesion, your young people organised a local community event to embrace and celebrate different cultures. In organising and promoting the event the Explorers started to work towards the Media Relations and Marketing Activities Badge.

4. **Learn and Make More Change** - The Explorers ran an Explorer Unit Forum to discuss how the event went and what can be done in the future to continue to promote community cohesion. They reflected on the skills they gained from running the event and how they could improve how the project was run if they were to do it again.

5. **Tell the World** - How will you support your young people to tell the world about their Community Impact project?

Appendix 6: Programme Planning Template

Activity	Description	Venue	Badges
Half Term			

Appendix 7: Example Term Plan

Example term programme – Cubs

Activity	Description	Venue	Badges
Community Impact - Identify and understand the issue	Making the Connections Activity - helps the Cubs understand that dementia is caused by diseases of the brain. Colourful Memories (Drawing).	Hall	• Community Impact Staged Activity Badge • Team Work Badge • Disability Awareness Badge
Map-reading skills	Use map-reading skills to navigate the local town in sixes.	Town	• Our Outdoors Challenge Award
Hike	Use map-reading skills worked on the week before.	National park	• Our Outdoors
Community Impact- Plan Action	Local Area Audit - plan how to undertake an audit on how accessible the local area is. Design a survey to support with this.	Hall	• Artist Activity Badge • Community Impact Staged Activity Badge
Map Reader Activity Badge	Work through the requirements of the activity badge following on from the previous map reading and hiking activities.	Hall	• Our Skills
Wide games	Glow stick wide games in the woods.	Woods	• Our Outdoors
Community Impact - Plan action	Local Area Audit - check accessibility using the plans the young people have created.	Meet at the hall and then walk from there (park, canal, high street).	• Local Knowledge Activity Badge • Community Impact Staged Activity Badge
HALF TERM			
Pack forum	Games and exercises to gauge Cubs' opinions to plan the programme around things they are interested in and badges they would like to achieve.	Hall	• Our Skills
Scavenger hunt	Scavenger hunt around the local area.	Hall/Local Area	• Our Adventure
Community Impact - Take Action	Create Dementia friendly signage	Internet Café	• Community Impact Staged Activity Badge
Italian night	Language, food, culture, music and history (bit on the Romans).	Hall	• Our World
Indoor campfire & edible Scouting skills	With marshmallows and games. Practising Scouting skills with edible materials e.g. knots with strawberry laces, make fire out of choc fingers, orange peel etc.	Hall/ Kitchen	• Our Adventure

Appendix 8: Action Points Sheet

Using the Action Points tool

STOP - Think of the things you should try to stop doing in undertaking community projects

START - Think of things that if started would have a positive effect on how you undertake community projects

CHANGE - Think of things that you do that are carried out reasonably well, but if changed would work better in how you undertake community projects

STOP

START

CHANGE

Actions that you need to carry out to achieve the Start / Stop / Change goals above:

No.	Action	When
1		
2		
3		
4		
5		

No.	Action	When
6		
7		
8		
9		
10		

Appendix 9: Feedback and Evaluation Questionnaires

Pre-Training Questionnaire

Name:

Confidence

Please rate your confidence out of 10 for the following questions. 1 being the lowest and 10 being the highest.

a) How confident do you feel in identifying high quality Community Impact projects?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

b) How confident do you feel in explaining the five steps of running a Community Impact project?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

c) How confident would you be in running a Community Impact Project?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

d) How confident do you feel in your understanding of how to deliver Community Impact within the 6-25 Programme?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

e) How confident do you feel in your understanding of how to get involved with Community Impact in a way that is relevant to your role(s) in Scouting?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

f) How confident do you feel in knowing where to find support for delivering Community Impact?

    1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

Post-Training Questionnaire

Name:

<u>Confidence</u>

Please rate your confidence out of 10 for the following questions. 1 being the lowest and 10 being the highest.

    a) How confident do you feel in identifying high quality Community Impact projects?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

    b) How confident do you feel in explaining the five steps of running a Community Impact project?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

    c) How confident would you be in running a Community Impact Project?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

    d) How confident do you feel in your understanding of how to deliver Community Impact within the 6-25 Programme?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

    e) How confident do you feel in your understanding of how to get involved with Community Impact in a way that is relevant to your role(s) in Scouting?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

    f) How confident do you feel in knowing where to find support for delivering Community Impact?

        1.   2.   3.   4.   5.   6.   7.   8.   9.   10.

<u>Outcomes</u>

    g) What have been the greatest benefits of the Community Impact training?

    h) What about your training could have been improved?

    i) What do you think would be a barrier to you running a Community Impact project?

    j) Do you feel that after completing this Community Impact Training you have the skills and knowledge needed to effectively carry out a high quality Community Impact project? (Please circle one option)

    ▪ Yes   ▪ No   ▪ Partially

Appendix 10: Attendance Sheet

Name	Membership No. (if known)	District	County	Email	Phone

Name	Membership No. (if known)	District	County	Email	Phone