Welcome to the ECVYS youth voice project around ‘Curriculum for life’. This project is funded by the #iwillfund and questions were designed by the Essex Young Assembly, who want to hear from other young people about their views on a ‘Curriculum for life’. They feel that more could be done to help prepare young people for adult life and your groups views will then help guide the Essex Young Assembly to decide what further action needs to be taken to help young people in Essex learn vital skills for adulthood.

We are excited to be partnering together on this project, and to engage young people’s views in their own youth club setting gives young people the chance to be totally honest and at ease in sharing their opinions.

Can my youth group join in?
If you run a youth club/ group/ detached project mainly with secondary school age young people in Essex (inc Southend & Thurrock) then your group can take part!

How does it work?
Each question in red is one that we require feedback on and must be completed. There are also suggested activities that are there to help you address each question and you can pick and choose between these as you please. We have included games/activities to suit each style of setting so that lots of types of groups can join in. You can even use these questions in a detached setting and use flip chart paper or white boards to gather feedback to the questions... However you choose to run your session, don’t forget to order some pizza for the young people to munch on (other refreshments are also allowed!)

Plus as a thank you for taking part, your group are able to claim a donation of £90 towards running costs and for pizza/ refreshments for the session too-
BONUS! (Feedback needs to be completed asap after the session or you may not be eligible for a donation)

At the end of the session, gather your feedback and fill out the form at https://www.surveymonkey.co.uk/r/2JS8HCW

(You MUST let us know beforehand if you are planning to run the session as we have limited slots available. Email rachel@ecvys.org.uk )

‘That’s it! Please join us and give your youth group a chance to have their voices heard around ‘Curriculum for life’, Thank you’
- Rachel (ECVYS CEO) & The Young Essex Assembly

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**Youth voice session plan**

**Introduction to the session**
This session is challenging whether young people get taught all the important things/skills they need to know about adulthood before they leave school. This is called a ‘Curriculum for life’ and is high on the youth parliaments agenda as they would like to see more life skills included in the national curriculum.

(This is not a topic that should raise any safeguarding concerns, but if at any point young people feel they need to disclose information about something serious that has happened to them then please make sure you are aware of, and follow, your own organisations safeguarding procedures or call the police if you feel it is urgent and you are concerned.)

**Questions for the group** (don’t forget to use some of the suggested games/activities to encourage discussion & participation in the topic)

1.a) Do you know what Curriculum for Life means? *(Take a vote of yes/no and keep a record of votes.)*

Opening statement for discussion: Say to your group-
‘Last year, over 130,674 young people in England voted the need to have a ‘Curriculum for Life’ as the most important issue for them *(in the ‘make your mark’ campaign). This means that young people are saying the education system needs to change and they should also be developing young people’s political knowledge, teach better sex and relationship education, more cultural awareness, better community cohesion, and learn finance skills and sustainable living.*’

1.b) Which parts of curriculum for life do you know most and least about? *(Please keep a record of how many times each answer was said by young people if it comes up more than once.)*

2.) What issues are you most worried about after leaving school? *(Please keep a record of how many times each answer was said by young people if it comes up more than once.)*

3.a) What are the key things that are not taught at school as part of the national curriculum that you feel you would like to learn in order to be prepared for your future? *(Please keep a record of how many times each answer was said by young people if it comes up more than once.)*

3. b) Should a ‘Curriculum for Life’ be part of the National Curriculum? *(Take a vote of yes/no and keep a record of votes.)*

4.) What do you think would be the most effective way for you to be taught about curriculum for life issues? *(Please keep a record of how many times each answer was said by young people if it comes up more than once.)*

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5.a) Do you feel teachers have enough experience to teach PSHE? *(Take a vote of yes/no and keep a record of votes.)*

5.b) Do you feel comfortable talking to your PHSE teachers about sensitive topics in the classroom? *(Take a vote of yes/no and keep a record of votes.)*

5.c) Is there someone else you would prefer to teach you about sensitive topics? What is the role of that person? *(i.e. family/youth worker/friend etc)* *(Please keep a record of how many times each answer was said by young people if it comes up more than once.)*

**Suggested games & activities to use to encourage discussion around each question**

<table>
<thead>
<tr>
<th>Games/activities you can use to link up with question 1:</th>
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<tbody>
<tr>
<td><strong>Active game: Lesson mime</strong></td>
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<td>As a group, come up with a list of lessons that young people get taught in school and write them on slips of paper. Fold the paper into a bowl and take it in turns to take a slip of paper and mime a lesson (either guessing as a group or in teams.)</td>
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<tr>
<td><strong>Quiet activity:</strong></td>
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<tr>
<td>Ask the young people to brainstorm all the lessons that they get taught at school i.e. maths, history etc. Ask them if they can now put these lessons in order of how important they feel that they are to know. Do they feel there is anything else that should be on the list too?</td>
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<tr>
<td><strong>Craft activity:</strong></td>
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<tr>
<td>Split into two teams and give each team a pile of craft supplies. Tell the teams that they have to make the thing that is on the picture in your hands. The catch is that you only show one of the teams the picture and the other team just has to get by without knowing exactly what it is. Chat with your group that sometimes we may feel like we aren’t fully prepared for situations, and learning life skills is all about trying to make sure you are as prepared as possible.</td>
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<tr>
<th>Games/activities you can use to link up with questions 2 &amp; 3:</th>
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<tr>
<td><strong>Active game: Would you rather</strong></td>
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<tr>
<td>Write a list of 10 this-or-that questions (for example: “Would you rather be a bee or a horse?” “Would you rather eat a beetle or get stung by a bee?” “Would you rather have five brothers or five sisters?” <em>(You can draw from this list of 200 examples.)</em> Read out your list of “This or That” questions and get the young people to run to different sides of the hall depending upon their answers. Ask if they were worried about being judged or making the wrong decision?</td>
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<tr>
<td><strong>Quiet activity:</strong></td>
</tr>
<tr>
<td>Chat in your group about things that they may be worried about after leaving school or transitioning into adulthood. For example, skills they may need to know that they are unsure of. Pass an unopened can of fizzy around the circle and ask them to shake the can for each of these ‘worries’ that they can think of. When they can’t think of anymore talk about what might happen if worries build up. If we open the can of fizzy what might happen? BUT there is a way to deal with this and stop the can fizzing over, check out <a href="https://www.youtube.com/watch?v=l5xbgNTxApO">https://www.youtube.com/watch?v=l5xbgNTxApO</a></td>
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Craft activity: Brilliant Budgeting
Have each youth group member make a list of expenses they think they’d have if they lived on their own. You’d be surprised how many think rent and food are their only expenses! Talk about what they’d really need – food, rent, gas, electricity, water, incidentals, transport etc. Best budget – the most realistic one - wins a prize.

Games/activities you can use to link up with questions 4 & 5:

Active game: Sock Matching
Bring in lots of socks! - set out one ‘laundry basket’ for each team. Spread single socks around the room. When you say "go" the young people try to match and fold the socks and get them in their basket. The team with the most matched and folded socks in their basket wins.

Quiet activity: Mock debate
Split your group in half. Explain that you are all now in government positions and need to debate the topic ‘PSHE should be taught by teachers’. Half the group is ‘pro teachers’ and the other half is against. Allow them time to come up with points for discussion and then hold a mock debate.

Craft activity: Consequences
Each player starts with a piece of paper. The players each write a phrase as the first step in a story, and then fold the paper to hide the phrase before passing it to the next player. *(Make sure to ask your young people not to write anything that would upset someone else.)*
The steps are as follows, where the things in brackets should be replaced by the chosen words or phrase:

- (boy's name)
- met (girl's name)
- in/at/on (where they met)
- He said (what he said)
- She said (what she said)
- He (what he did)
- She (what she did)
- The consequence was (what happened).

When the players have completed all eight steps, the pieces of paper are unfolded in turn, and the players read out the completed, usually funny, stories.

Thank you for taking part. If your group want to talk further then here are some extra resources that will help you to understand the topic better:

A curriculum for life: [http://www.ukyouthparliament.org.uk/campaign/a-curriculum-for-life-pshe4me](http://www.ukyouthparliament.org.uk/campaign/a-curriculum-for-life-pshe4me)
Young Essex Assembly: [https://www.young-essex-assembly.org.uk/](https://www.young-essex-assembly.org.uk/)
The UK youth parliaments make your mark campaign: [http://www.ukyouthparliament.org.uk/makeyourmark/](http://www.ukyouthparliament.org.uk/makeyourmark/)

We really appreciate your time and hope that your group will enjoy taking part.
We will send you some certificates of participation for your young people and let you know when all the feedback has been collected so that you can have a follow up conversation with your young people about the report.

Thank You - Rachel Brett
(ECVYS CEO)