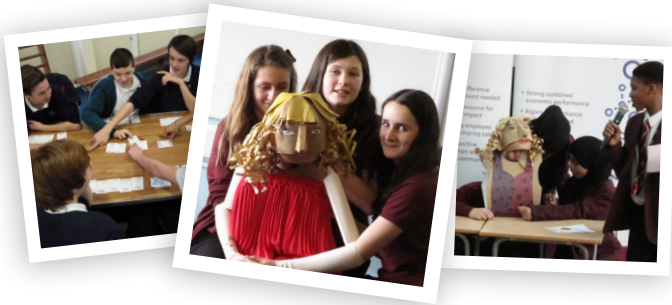




Build My Future Overview

A dynamic citizenship and wellbeing programme for 13 to 14 year olds.



Build My Future was developed in response to research that shows high levels of anxiety among adolescents about their future.

A 2013 survey commissioned by the "Big Lottery Fund England" found that almost half of children are losing sleep through stress and 21% of 10 to 14 year olds reported that worries about their future caused them to avoid socialising with friends or being interested in others and wider societal issues.

The Build My Future programme is for 13 to 14 year olds aiming to empower them with a belief in themselves and an awareness of actions that they can take to create happiness and success.

Business volunteers support the young people at a Build My Future workshop facilitating four memorable activities which will help them to build an understanding not only of the importance of skills and qualifications, but also health, interpersonal relationships and their role in society.

The activity runs across a normal school day and requires adequate space and the facilities to show a short film.

"Extremely enjoyable and rewarding; both for me and the students! Fantastic event better than I had imagined"

"I would be happy to recommend and be involved again"

- Business Volunteers

Objective

Create the understanding and belief that young people can be in control of their own future by making decisions which achieve balance in four life elements:

- 1 **Expertise** – skills and qualifications
- 2 **Health** – physical and emotional
- 3 **Socialising** – building relationships and engagement with others
- 4 **Citizenship** – social, political and environmental awareness

Workshop

Volunteers work as part of a team with between 30 and 60 students, one volunteer for each team of six students, plus a lead facilitator.

The day is comprised of four interlinked activities:

1/ Playing the Build My Future card game to create a character who has to make important life decisions

2/ Building a cardboard puppet character & constructing a life story from the events experienced in the game

3/ Performing with the character to demonstrate the consequence of balance & imbalance in the four life elements

4/ Reflecting - The students apply the concepts they have learned to their own lives & futures.

Schools keep the puppets made by the students who receive certificates to mark their participation.



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Outcome

Young people will:

- 1/ Become aware of the importance of balancing the four elements for achieving success and happiness in life.
- 2/ Have greater wellbeing and improved self-perception.
- 3/ Understand that they have a role in society and can impact the future.
- 4/ Develop skills for life and employability.

Volunteers Role

The volunteer's role is to help deliver the day alongside the lead facilitator. They will share their own experiences of the four elements, run the mechanics of the card game, support the young people to work effectively as a team throughout, coach their team for the presentation and collectively award prizes.

The lead volunteer will also be responsible for setting up the event with the chosen school and measuring the programme's impact.

Follow up

Students are encouraged to take action steps to apply the learning to their own lives. Schools are encouraged to measure how students react to the day and how they apply the learning in their actions inside and outside school. There are follow up lesson plans and ideas for using the puppets in other lessons across the curriculum.

Businesses and their volunteers are generally welcome in schools to get involved in this and other activities that contextualise curriculum learning using their professional knowledge and skills.

"The experiences at this key age has a very great influence over how the character of a person develops. The content was pitched at just the right level - real world examples that were not shying away from real issues."

- Teacher



"It helped alot, it makes you think about what is going to happen in the future and makes you strive to get the levels you need. It was good and it did bring up life topics and how to solve life problems."

"It helps you develop your mind, and makes you think about how you can do the right things in life."

"It has helped me feel better about myself. I am much more committed to learning now and it has made me think about my future."

- Students

Sample Agenda

8.20am	Arrive in school and set up
9.00am	Introduction and Ice Breaker
9.30am	Card Game, review and scores
10.50am	Break
11.05am	Brief for activity 2 and 3
	Creative Making, Profiling, Scripting
12.05pm	Performance Planning
12.35pm	Building/decorate scoring, morning round up
12.45pm	Lunch
1.30pm	Rehearsals
1.55pm	Presentation Challenge
2.45pm	Self Reflection (volunteers judging)
2.55pm	Awards and Round up
3.05pm	Close