



YOUTH CYMRU & CO-OP FOUNDATION

REACHOUT TOOLKIT



Introducing

LONELINESS OUTREACH PROJECT

WELCOME

TO THE REACHOUT TOOLKIT!

Youth Cymru is a national voluntary organisation with over eighty years' experience supporting young people and youth workers in Wales. We work collaboratively with our members and other youth facing organisations to provide unique, innovative and life changing opportunities, projects and programmes, bettering the lives of young people in Wales.

This project is funded by The Co-op Foundation.



Reach Out is a Youth Cymru project which enables young people (aged 14-25) to tackle loneliness and isolation in their communities.

Through this project, young people will be able to take real actions to reduce isolation and create more belonging within their communities.

This toolkit contains a range of activities and workshops to help young people explore loneliness and plan their own social action projects.

Did you know...

'Loneliness: is a person's subjective feeling about the quality of relationships (how close or otherwise are a person's relationships). Isolation: refers to the objective quantity of these relationships (how many relationships does a person have).'

- 17% of people in Wales report feeling lonely (National Survey for Wales 2016-17).
- More 16-44 year olds in Wales are lonely than older people. (National Survey for Wales).
- Those aged 65+ are less likely to be lonely than those aged 16-64. (National Survey for Wales 2017-18).
- 65% of young people believe loneliness is a problem for people their age.
- Less than one in five (19%) feel youth loneliness is taken seriously as a social issue.
- 81% cite fear of people's reactions as a barrier to speaking about loneliness.

(Co-op Foundation, 2018)

¹<https://www.wcppp.org.uk/commentary/what-does-the-evidence-say-about-loneliness-in-wales/>

For more information about young people's experiences of loneliness, please visit:

<https://www.coopfoundation.org.uk/projects.html>

<https://www.ukyouth.org/2018/08/09/aplacetobelong/>

Reach Out is working with young people, youth organisations and communications across Wales to break down this stigma, begin a national conversation and take action against youth loneliness.

You can join the conversation Twitter : @YouthCymru #ReachOut

and on Facebook : https://www.facebook.com/pg/ycreachout/about/?ref=page_internal

INSIDE THIS TOOLKIT

You will find activities and resources to help, inspire, and motivate young people who may be at risk of/ want to help other young people suffering from effects of loneliness and social exclusion.

At the back of the toolkit you will have access to a Social Action Toolkit. This will assist young people in planning and carrying out their own **Loneliness Outreach Project**, to help tackle loneliness in their communities.



GROUP AGREEMENT

PURPOSE

A group agreement is one of the most important exercises when working with a group. The purpose of a group agreement is to create an open and respectful environment in which the group can work together creatively, and individuals feel safe sharing their ideas and opinions. It is important that the group creates this, not the tutor as it gives them control instead of being 'told the rules'.

ACTIVITY

- Explain to the group that they may be talking about sensitive issues and that the group should agree to set some ground rules that they will agree to follow throughout the session
- Ask the young people to discuss what rules are important to them, to create a safe and comfortable environment during the session(s). Write down a minimum of 3 rules, and once completed, put the rules where everyone can see them.
- When someone breaks the rules, refer them to the group rules sheet. It is even better if the group refers the rule breaker to the groups rule sheet.
- Keep the rules created and re-visit at the beginning of each session.

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RESOURCES

- FLIPCHART PAPER
- PENS

SUGGESTIONS

- "WHAT IS SAID IN THE GROUP STAYS IN THE GROUP"
- "KEEP AN OPEN-MIND"
- "BE RESPECTFUL OF OTHERS"
- "TRY YOUR BEST"
- "PHONES ON SILENT DURING THE SESSION"
- "BE PUNCTUAL"

CHECK IN QUESTIONNAIRE

A bit about you

All aboard! This is where your journey begins! Please be as honest as you can, we want to see your journey!

Name _____ Age _____

"I am a confident person"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have high self-esteem"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I work well in a team"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have strong communication and leadership skills"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I feel part of a community"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I can make a positive contribution to my community"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I feel confident in setting personal goals"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have the skills I need to achieve these goals"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE



About the project

I have knowledge and understanding of youth loneliness

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I understand youth isolation and its consequences

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I have a strong support network

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I know where to go for extra support

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

The “ReachOut” project is going to help me

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I think that “ReachOut” will help me;

- ☐ With my confidence/self –esteem/self- efficacy
- ☐ Understand how to make a change
- ☐ Learn about youth loneliness and its effects

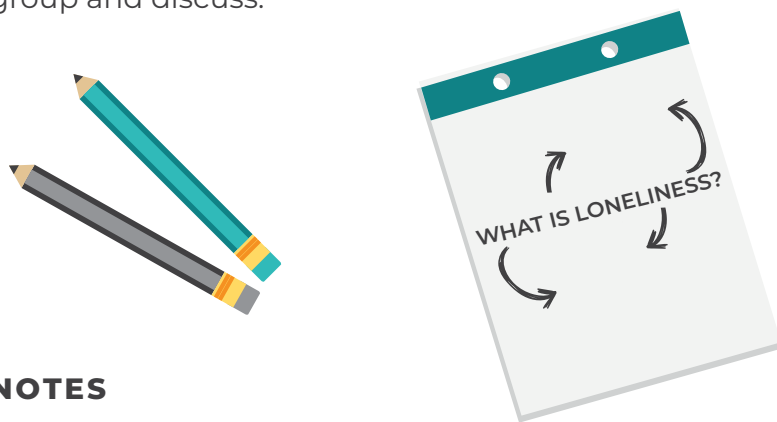
What are you hoping to get from “ReachOut” project?

ACTIVITY 1

WHAT IS LONELINESS?

EXPLANATION

1. Hand out flipchart paper and pens to each group (there might just be one big group).
2. Ask them to write “WHAT IS LONELINESS?” in the middle of the paper.
3. Encourage the young people to write what they think loneliness is, on the flipchart paper. These could be reasons for loneliness, identifiers of loneliness, words, phrases, or even drawings.
4. If there is more than one group, get them to feedback the answers that have been written and discuss. If there is just one group then go through the answers from that group and discuss.

**NOTES**

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TIME

20 MINUTES

RESOURCES

FLIPCHART PAPER



PENS

AIMS

THE AIM OF THIS ACTIVITY IS TO GET THE YOUNG PEOPLE THINKING ABOUT WHAT LONELINESS IS AND HOW SOME YOUNG PEOPLE MAY BE LONELY.

OUTCOMES

YOUNG PEOPLE WILL:



SHARE THEIR DIFFERENT PERCEPTIONS OF LONELINESS



EXPRESS THEMSELVES AND LEARN NEW IDEAS



USE DISCUSSION WITH PEERS TO SHARE THEIR VOICE

ACTIVITY 2

WHO MIGHT BE LONELY?

AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO CONSIDER THE DIFFERENT GROUPS OF YOUNG PEOPLE THAT ARE AT RISK OF SUFFERING FROM LONELINESS. THEY WILL EXPLORE WHAT IT IS ABOUT THESE GROUPS THAT MAKES THEM PARTICULARLY VULNERABLE AND WHAT COULD BE DONE TO HELP YOUNG PEOPLE LIKE THIS.

EXPLANATION

1. Hand out flipchart paper and pens to each group.
2. Get them to split the paper into four sections, **WHO**, **WHY**, **WHEN**, and **WHAT**.
3. The young people should then fill each section out with their thoughts and ideas on:
 - **WHO** would be lonely?
 - **WHY** would this group be lonely?
 - **WHEN** in particular might they be lonely?
 - **WHAT** could we do to help them?
4. After these answers and ideas have been written down they should be discussed, either through feedback from other groups and comparisons, or through a discussion led by the facilitator (if it is one big group).



TIME



30 MINUTES

RESOURCES



FLIPCHART PAPER



PENS

OUTCOMES

YOUNG PEOPLE WILL:

- ☐ CONSIDER FACTORS OF LONELINESS
- ☐ IDENTIFY GROUPS WHO COULD BE VULNERABLE TO LONELINESS
- ☐ IDENTIFY THE NEED OF THESE GROUPS, WHEN THEY ARE MOST VULNERABLE, AND WHAT CAN BE DONE TO HELP TACKLE THIS.

ACTIVITY 3

WHAT DOES LONELINESS LOOK LIKE?

AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO CHOOSE THE PHOTO THAT RELATES TO WHAT THEIR PERSONAL UNDERSTANDING OF LONELINESS IS. THE YOUNG PEOPLE WILL THEN TRY AND MEASURE THEIR LONELINESS AGAINST EACH OTHER USING THE 'SCALE OF LONELINESS'.

EXPLANATION

1. Lay out the pictures on the table in front of the young people.
2. Get the young people to discuss and think about what each picture means in terms of loneliness.
3. After everyone is aware of what the cards mean, ask the young people to choose a card that either applies to them, or what they think loneliness is most likely to feel like.
4. Young people can also draw their own picture, if they don't feel that any of the resource pictures relate with them.
5. Ask the young people to create a 'scale of loneliness', one side of the room is the 'least lonely' and the other side would be the 'most lonely'. The young people should then stand where they feel their loneliness fits on the scale.
6. Lead a discussion or debate on this subject. Which images depict the 'most lonely' or 'least lonely' feeling? Is it right to measure these feelings against each other?

TIME



30 MINUTES

RESOURCES

- ☐ PICTURE RESOURCE [p 39-42](#)
- ☐ PAPER
- ☐ PENS

OUTCOMES

YOUNG PEOPLE WILL:

- ☐ RECOGNISE THAT THERE ARE DIFFERENT FORMS OF LONELINESS
- ☐ BE ABLE TO SHARE PERSPECTIVES ABOUT HOW LONELINESS FEELS DIFFERENT TO EVERY INDIVIDUAL
- ☐ DISCUSS AND DEBATE THE 'SCALE OF LONELINESS' AND DECIDE WHETHER IT IS RIGHT TO MEASURE THESE FEELINGS OF LONELINESS AGAINST EACH OTHER

ACTIVITY 4

LONELY VS NOT LONELY

EXPLANATION

1. Split the young people into two separate groups, and give each group a piece of flipchart paper and pens.
2. Ask them to draw a stick figure on their paper, or to make it more engaging they could draw around the outline of a young person in the group.
3. One group should label their figure “lonely” and the others should name theirs “not lonely”.
4. The young people can then write factors of what makes a person lonely/not lonely inside or around the figure on their flipchart.
5. After 10 minutes, the groups should swap.
6. Once this is done, discuss the responses.

NOTES

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TIME



30 MINUTES

RESOURCES



FLIPCHART PAPER



PENS

AIMS

THE AIM OF THIS ACTIVITY IS FOR THE YOUNG PEOPLE TO THINK ABOUT WHAT FACTORS MAKE A YOUNG PERSON FEEL LONELY, AND TO SHARE THEIR PERSPECTIVES ON WHAT WOULD MAKE THEM NOT FEEL LONELY.

OUTCOMES

YOUNG PEOPLE WILL:

- BE ABLE TO COMPARE THE LIFESTYLE OF A ‘LONELY’ YOUNG PERSON, TO THAT OF A ‘NOT LONELY’ YOUNG PERSON.
- BE ABLE TO DISCUSS AND SHARE THEIR VIEWPOINTS WITH OTHERS IN THE GROUP.

ACTIVITY 5

IDEAL COMMUNITY

EXPLANATION

1. Hand out paper, pens, pencils to every young person.
2. Ask them to draw their **IDEAL COMMUNITY**, in this community nobody would be lonely.
3. After they have finished, ask them what differences there are between the community they have drawn, and their own community.
4. Discuss how the young people can develop these ideas into tackling loneliness, in their loneliness outreach projects. Get them to think about the questions:
WHAT DIFFERENCE DO YOU WANT TO MAKE?
HOW WILL YOU KNOW THE IMPACT YOU HAVE MADE?

NOTES

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TIME



30-60 MINUTES

RESOURCES



PAPER



PENS & PENCILS

AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO USE THEIR IMAGINATION AND THINK ABOUT WHAT AN IDEAL COMMUNITY THAT TACKLES LONELINESS WOULD LOOK LIKE.

OUTCOMES

YOUNG PEOPLE WILL:



USE CREATIVE SKILLS TO EXPRESS THEMSELVES AND THEIR IDEAS



IDENTIFY THE NEEDS OF LONELY YOUNG PEOPLE IN THEIR AREA



THINK ABOUT HOW THEY CAN TACKLE LONELINESS IN THEIR COMMUNITY

ACTIVITY 6

ICEBERG

AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO THINK ABOUT HOW THOSE WHO EXPERIENCE LONELINESS MAY PRESENT TO OTHERS. THEY WILL EXPLORE AND COMPARE HOW DIFFERENT PEOPLE SHOW THEY ARE EXPERIENCING LONELINESS AND WHAT COULD WE DO TO HELP THEM.

EXPLANATION

1• Hand out iceberg activity sheets which can be found at the back of the toolkit on page 43.

2• Ask the young people to individually fill in the sheet. In the top part of the iceberg (above the water), ask the young people to write and draw what they think loneliness **looks** like. In the bottom part of the iceberg (below the water), ask them to write and draw what they think loneliness **feels** like.

3• Bring the young people back together. Have a conversation, considering the following:

- What are the similarities and differences between the icebergs?
- Why might the top and the bottom of the iceberg be different?
- What could be done to help someone feeling lonely?

4• These comments should be written down on flipchart, as they are discussed

TIME



20 - 30 MINUTES

RESOURCES



ICEBERG ACTIVITY SHEETS [p43](#)



PENS

OUTCOMES

YOUNG PEOPLE WILL:



HAVE ENOUGH GOOD-QUALITY INDIVIDUAL RELATIONSHIPS BASED ON MUTUAL TRUST AND EMPATHY.



FEEL PART OF A WIDER COMMUNITY THAT VALUES THEIR CONTRIBUTION.



HAVE THE CONFIDENCE IN THEMSELVES TO SET MEANINGFUL PERSONAL GOALS.



HAVE THE SKILLS THEY NEED TO ACHIEVE THEIR GOALS.

ACTIVITY 7

CONTROL CIRCLE

EXPLANATION

1. Hand out control circle activity sheets which can be found at the back of the toolkit on page 44.

2. Ask the young people to individually fill in the sheet. Through using words and images the young people can fill in the centre with things they can control about loneliness. Around the outside they can place things that are out of their control. For example, young people may be lonely as there is limited public transport in their area. This would be out of their control.

A young person may be lonely because there is not much going on for young people in their community. They may identify this as being within this control, as their social action project could help provide opportunities and activities for young people in their community affected by loneliness.

3. Bring the young people back together to compare what they think is in their control and outside of their control. (Explain that everyone's experience is individual and none of the answers are wrong. This could also be something you establish in your group agreement at the beginning of the session – see page 4 for guidance on creating a group agreement).

Consider the following:

- Are there similarities in what people have identified?
- What actions could the group take to address loneliness?

(This conversation could lead into the group beginning to plan their social action project to tackle loneliness with their communities)

4. These comments should be written down on flipchart, as they are discussed.

TIME



20 - 30 MINUTES

RESOURCES



PAPER



PENS/PENCILS



ACTIVITY SHEETS [p44](#)

AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO RECOGNISE THE DIFFERENCE BETWEEN THINGS THEY CAN AND CANNOT CONTROL IN RELATION TO LONELINESS THEY MAY EXPERIENCE. THROUGH THIS ACTIVITY YOUNG PEOPLE WILL FEEL EMPOWERED BY WHAT THEY CAN CONTROL AND HOW THEY MAY BE ABLE TO REDUCE THEIR OWN LONELINESS.

OUTCOMES

YOUNG PEOPLE WILL:

- HAVE ENOUGH GOOD-QUALITY INDIVIDUAL RELATIONSHIPS BASED ON MUTUAL TRUST AND EMPATHY.
- FEEL PART OF A WIDER COMMUNITY THAT VALUES THEIR CONTRIBUTION.
- HAVE THE CONFIDENCE IN THEMSELVES TO SET MEANINGFUL PERSONAL GOALS.
- HAVE THE SKILLS THEY NEED TO ACHIEVE THEIR GOALS

ACTIVITY 8

WELLBEING GRID

THIS ACTIVITY MAY BE AIMED AT YOUNG PEOPLE WHO NEED TO BE SUPPORTED ON A 1-2-1 LEVEL.

REVIEW HOW YOU ARE DOING AND SEE HOW WE CAN MAKE IT BETTER.

	Education / Learning	Social Life	Relationships (friends, family, partner)	Eating	Sleep
How is it going?					
What can we do to make it better?					
What support do I need?					
What actions can we take?					

EVALUATION AND REFLECTION

At the beginning and end of your project, it is compulsory for young people to fill out the pre and post questionnaires that are provided in the toolkit. It is also compulsory for youth workers to send over a summary and evaluation after each session. You can find a template for this in the back of the toolkit.

Evaluation is very important throughout your project so that you can measure progress of your young people and impact of the project.

Reflection is a great way for young people to think about what they have done and review their work. This can include focusing on the feelings they may have had at that moment in time, any challenges, and how they overcame them.

Here are some examples you can use to help young people evaluate the project themselves, and help support their emotional development and self-awareness.

Pre and Post Questionnaires

Even though it is compulsory that each young person fills out a pre and post questionnaire before and after the project, you can also use this method to evaluate specific sessions, or the work young people have done through their social action project. The pre and post questionnaires are important in capturing young people's progress.

Session plan

If you create your own sessions with young people around youth loneliness, you can fill out a session plan to evaluate how it went! You can find the session plan template in the back of the toolkit.

Case studies

Case studies will allow you to capture the impact that the project has made on one or more young people within your group. Through a case study, you can look in depth at the journey this young person has undertaken and how their knowledge, skills and outlook has developed throughout the project.

Photos/videos

Quotes from young people/youth worker

Keep reading for some activity ideas!

You can use these evaluation activities with young people throughout the project. You can also use them during your social action projects, to measure the impact that the project has had on the wider community.

EVALUATION 1:

MY FEELINGS

	Date						
How I felt before the session							
How I felt after the session							

AIMS

THE AIM OF THIS EVALUATION ACTIVITY IS FOR YOUNG PEOPLE TO EXPRESS THEMSELVES THROUGH A FUN METHOD, AND BE ABLE TO REFLECT ON THEIR FEELINGS BEFORE AND AFTER THE SESSION.

METHOD

1. Ask young people to draw out their own “my feelings” grid, using the above as an example. These can either go on display somewhere or can go in the young person’s personal development file.
2. Before each session, ask young people to draw their own emoji on a piece of paper that represents how they are feeling at that point in time. Get them to do the same after the session and stick it onto their grid.

Tip:

Encourage young people to write or discuss why they are feeling that way, however do not force young people to do this if they are not comfortable.

TIME



2 - 3 MINUTES BEFORE AND AFTER SESSION

RESOURCES



PAPER



PENS



SELLOTAPE/GLUE

OUTCOMES

YOUNG PEOPLE WILL:



YOUNG PEOPLE INCREASE THEIR SELF-AWARENESS



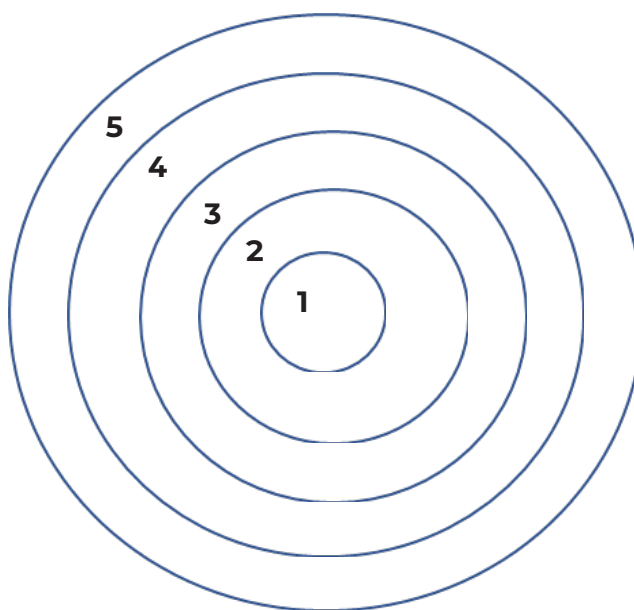
YOUNG PEOPLE ARE ABLE TO REFLECT ON THE SESSION



YOUNG PEOPLE ARE ABLE TO SHARE THEIR FEELINGS WITH OTHERS IN A SAFE SPACE

EVALUATION 2:

CIRCLE OF HAPPINESS



AIMS

THE AIM OF THIS ACTIVITY IS TO ENABLE YOUNG PEOPLE TO REFLECT ON THEIR FEELINGS BEFORE AND AFTER THE SESSION.

METHOD

1. Create a circle diagram for each session like the one above and stick up on flipchart
2. As young people come in to the session, ask them to make a mark on the circle, to show how happy they are. 1 being not happy at all, 5 being very happy.
3. Ask young people to do this again as they leave the session. This helps you to see the impact that the session has had on their happiness.

Tip:

You can also use this circle method to ask other questions – for example, “How much do you know about youth loneliness in Wales?” to show how much they have learned in the session.

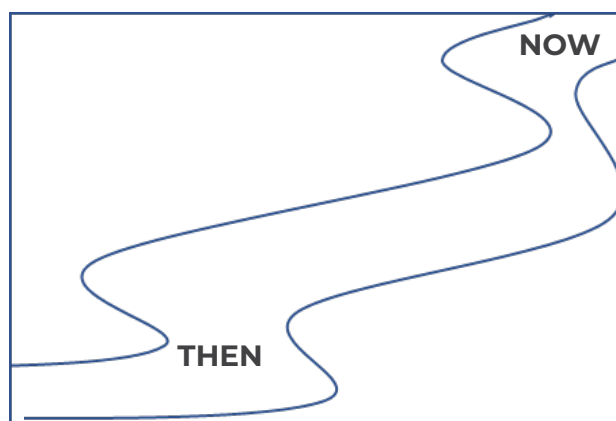
OUTCOMES

YOUNG PEOPLE WILL:

- YOUNG PEOPLE INCREASE THEIR SELF-AWARENESS
- YOUNG PEOPLE ARE ABLE TO REFLECT ON THE SESSION

EVALUATION 3:

ROAD MAP



AIMS

THE AIM OF THIS ACTIVITY IS FOR YOUNG PEOPLE TO RECORD THEIR FEELINGS AFTER EACH SESSION AND EXPRESS THEMSELVES IN WHICHEVER FORM THEY PREFER, ULTIMATELY LEADING TO A FULLY COMPLETED RECORD OF THEIR JOURNEY THROUGHOUT THE SESSIONS.

RESOURCES

- FLIPCHART/REGULAR PAPER
- PENS
- SELLOTAPE/GLUE
- SCISSORS

METHOD

1. Ask the young people to draw their own road map on paper/card, they will use these throughout the project.
2. After sessions young people can add to their road maps however they like. They can draw, stick photographs on, write quotes about the session, and express how they feel in any way.
3. At the end of the project young people can keep their road maps or they could go on display

TIME



10 - 15 MINUTES AFTER EACH SESSION

OUTCOMES

YOUNG PEOPLE WILL:

- YOUNG PEOPLE CAN REFLECT ON THEIR JOURNEY AND WHAT THEY HAVE GAINED THROUGHOUT THE SESSIONS
- YOUNG PEOPLE CAN CAPTURE EVIDENCE, QUOTES, AND KEY HIGHLIGHTS FROM THE SESSIONS
- YOUNG PEOPLE ARE ABLE TO SHARE THEIR FEELINGS WITH OTHERS IN A SAFE SPACE
- YOUNG PEOPLE WILL INCREASE THEIR SELF- AWARENESS

NETWORKING

Networking throughout your project can be very beneficial as you will create more links and widen the reach of your work. These links and partnerships can also help you in the future if you are looking for further funding or to work with different young people. Here are some top tips and methods of networking with new organisations:

- Plan a session which teaches others about youth loneliness and deliver it to others, for example at other youth clubs, schools or external organisations. You could use a peer education approach to teach other young people about loneliness and this could be part of your social action project.
- Run a pop-up event.
- Research events in the area that may have similar themes, for example mental health workshops, community fayres etc. Ask the organiser if you can have a stall there, chat to new people and take leaflets advertising the work you are doing.
- Research people and organisations who may be able to support your project. This could include offering you a venue for a social action event, some training, or even just to share your posts on social media - every little helps!

POP-UP EVENT

As you are part of Reach Out, you will be expected to run your very own Social Action Project to help tackle youth loneliness in your community. In the lead up to your social action project, we ask that you run quarterly “pop-up events” to get other young people involved in your project, raise awareness about youth loneliness and help break the stigma!

A Pop-up event is the perfect chance for you to expand your project and get more people on board: people are able to learn all about what you’re doing, get to know you, and think about what contribution they can make to your project. The first step to running a successful pop up event, is making sure you are clear about the purpose of your project and why you want to get others involved. The aim of your project is to tackle youth loneliness in the area, there may be a chance for people to volunteer and help out, or you may be recruiting young people to take part. These young people could identify as lonely, or they might want to help others who are lonely. It is important to write down all of the roles and ways in which people can be involved beforehand.

Advertising and promotion

When you have decided exactly why you are running the pop up event, it is vital to advertise it so that people know it's happening! Social media campaigns can work really well, but if it is a community activity, it may be more beneficial to create flyers and posters that you can put up to catch the eyes of some new people that may not normally engage with your work.

Incentives

Hopefully, you will have plenty of passionate and eager young people at your pop-up event willing to take part in your project. Think about what you can offer them to encourage them to attend and thank them for getting involved. This could include social benefits such as "come and help others in the community" or "meet new people". It could also be freebies like "free pizza" or "free coffee"! This can often engage people who would not normally attend. When you are at your event, try to create or display something eye catching so that it draws attention and interest.

Evaluation and reflection

Following each pop-up event, reflect on how it went. What worked well and what could be improved next time? Think about the venue and timings of the event and how it was advertised. These things are all important in getting people involved!

Helpful tip:

Remember that sometimes you will need to encourage young people to get involved - they may be keen but not have the confidence to come up to you and introduce themselves. While doing this you should also be aware that some young people won't want to be involved and should not be forced or made to do so.

Example Pop-up event:

Young people in a previous project set up a "talking table" at their local coffee shop. They created a display and some posters to show the work they were doing, sat at a table in a coffee shop and wrote a sign saying "Come and sit with us!". On the table they also put games, books, and other activities. This way, young people who were experiencing loneliness could go up to the table and engage with other young people. The talking tables were advertised through social media, and flyers that were put up outside the coffee shop and in other areas of the community. Some of the young people who approached the talking table then ended up being involved in the project themselves!

CIVIC ENGAGEMENT

Young people: Read this page for ideas and guidance!

Did you know that in 2018 the Welsh Government asked people about their opinions on loneliness, and what needed to change?

Once they gathered all these opinions they used them to create the Loneliness Strategy. The Welsh Government committed to publishing this Loneliness Strategy by the end of March 2019. Loneliness is a hot topic at the moment with the UK Government launching its first Loneliness Strategy; the What Works Centre for Wellbeing releasing their Tackling Loneliness evidence report; and the release of the BBC Loneliness Experiment results. These are great steps in tackling the issue of loneliness and you can be part of this movement!

What do you think could be done to tackle loneliness in your area?

What are the issues around loneliness? By identifying loneliness issues in your community, you can then learn about the steps you and your friends can take to make change.

There are many ways you can make change and help others.

You can:

Go online and search for your local Assembly Member (AM) or Member of Parliament (MP). Their e-mail address will be available online. You can find out who your 5 Assembly Members are, by following this link: <http://www.senedd.assembly.wales/mgFindMember.aspx> 3

Go to a surgery. Assembly Members from your area will arrange opportunities for people to drop in and discuss any issue they may have. E-mail or phone them to find out when and where they are holding their next surgery.

All of these things can help you work towards your larger social action project. During the social action project you will create your own exhibition/celebration, to help those who experience loneliness and educate the local community. Find more information later in this toolkit.

ACCREDITATION

Young people can get accredited through the Youth Achievement Awards for the sessions they attend and the work they do through the Social Action Project.

Youth Challenge

The Youth Challenge is a light introduction to the Youth Achievement Awards and is aimed towards 11-14 year olds. It is not accredited, but young people can still receive a YAA certificate.

Young people need to:

- Complete one 10 hour challenge with a minimum of 2 targets
- Complete pre and post questionnaires
- Collect evidence

Bronze YAA Award

The Bronze YAA Award is worth 3 credits, done for 30 hours, and aimed at ages 14+. This award is focused on young people participating in an activity.

Young people need to:

- Complete 2 challenge of 15 hours, or 3 challenges of 2 hours, with a minimum of 2 targets per challenge
- Complete pre and post questionnaires
- Collect evidence

Silver YAA Award

The Silver YAA Award is worth 6 credits, done for 60 hours, and aimed at ages 14+. This award is focused on young people helping to organise an activity.

Young people need to:

- Complete a minimum of 4 challenges with a minimum of 2 targets per challenge
- Complete pre and post questionnaires
- Collect evidence

Gold YAA Award

The Gold YAA Award is worth 9 credits, done for 90 hours, and aimed at ages 14+. This award is focused on young people organising/leading an activity.

Young people need to:

- Complete a minimum of 6 challenges with a minimum of 2 targets per challenge
- Complete pre and post questionnaires
- Deliver a presentation
- Collect evidence

Youth Cymru provides training on delivering the Youth Achievement Awards.

For more information about the Youth Achievement Awards, please contact 01443 827 840 or email wenna@youthcymru.org.uk

HOW TO FIND FUNDING FOR YOUR PROJECT

To enhance your project and to make it sustainable, you may want to consider seeking additional funding.

Finding funding is not always a simple process though there are many different ways that you can try to raise money for your project, ranging from running a sponsored event, corporate donations and gifts or applying to one of the many local and national trusts and foundations for the money you need.

Your first step is to decide on the different types of fundraising that are available to you and your project. This can be made easier by considering what you are actually raising money to do as some projects will have a better fit with a way of fundraising and different fundraisers than others. Of course, you can increase your chances by trying lots of different approaches.

The best way to do this is to make a plan – this will increase your chances of success. In you plan consider how much you need to raise, how long you have to fund raise, what resources you have, who will be involved, who can help you, who you will approach and how you will approach them (see template fund raising plan)

Different approaches to finding funding:

Local business and companies

You could approach local businesses and companies directly and ask them to fund or sponsor your project. Many companies and organisations have a wish to support their local communities and will be willing to either fundraise on your behalf or directly donate to your project.

When approaching companies do your research and find out about what they do and if they are a good fit for your project. You can contact them and tell them about your project, what your plans are and how it will benefit the community.

Trusts and grant giving foundations.

This can be an excellent source of funding for a variety of different projects though it can involve quite a formal application process. These funders range from large trusts that derive their income from an endowment given by a wealthy individual, family or company to trusts who receive their income from other sources, like fundraising appeals; examples include Children in Need and Comic Relief.

Before you start looking for support from trusts and foundations, you need to be clear about what you want the funding for. Often these organisations have a particular type of project they want to fund – for example, an environment project or sports project. The clearer you are about your funding needs, the easier it will be to find the right funder and tell them exactly what it is you want them to fund.

Finding out about different trust and grant giving foundation will need some research. The following websites are useful starting points:

<https://www.wcva.org.uk/funding/funding-sources>

<https://funding.cymru/>

Guidelines for applications

When thinking about which funding you should apply for, think about these key questions:

Is the fit right?

Does the funding criteria match what you want to do with your project? If you are not sure on some specifics then make sure to contact the funder for more details and information.

Can I meet the deadline?

Do you have time to fill out the application and deliver the project? If no deadline is stated, contact the funder. For some funding applications, you may need to wait for up to 6 months before you hear if your application has been successful.

Are the requirements manageable?

Are you able to meet the requirements, or be flexible with the way you deliver your project?

Would this work with a partial funding offer?

Can the project go ahead if you are unable to raise all the money? Consider other forms of funding. Trusts and foundations often like to see that you are trying to raise money and may ask for details of match funding.

Filling in an application

Helpful tips:

- Focus on answering the questions
- Fully explain any specialist terms or abbreviations
- Don't use complicated language
- Ensure the budget is realistic
- Keep it easy to follow
- Don't exaggerate the benefits
- Ensure you have included any documents required

Writing a proposal

When writing a proposal for a bid, make sure you include these key factors:

- The need - why is the project needed? Use key words from the funding criteria.
- Organisation information – include information about your organisation and experience of staff who will be working on the project.
- About the project- why do you need the funding and support for this project?
- Outcomes- talk about the type of young people you are reaching and how they will benefit from this project. It is also good to use evidence of how they have benefited from previous projects.
- Evaluation- how will you evaluate the project and prove it has made an impact?
- Budget breakdown- what are you going to spend the grant money on?

General tips:

- Don't use jargon
- Use fact to back up points
- Make it clear and logical so there is a clear vision
- Use subheadings, bullet points and shorter paragraphs to clearly communicate your project

For more information and help writing an application, contact Youth Cymru.

Young people: Read this page for ideas and guidance!

Community and event fund raising

Starting with your local community will often lead to new funds for your project; you can start with people who know you, local businesses, local fund raising institutions, raffles and lotteries and work with them to raise the money you need.

Fund raising events you might like to try include:

Aerobics-athon	Arts and crafts fair	Auctions
Bake off!	Bingo	Bring and buy sale
Curry night	Dance Challenge	Eco pledge
Facebook Fundraising	Face painting competition	Fancy dress
Games Day: scrabble, chess, trivial pursuits		Gingerbread house making
Hula hoop Contest	International evening	Jewellery making/selling
Jumble sales	Karaoke	Knitting competition
Lego making competition	Name the teddy	Nearly new sale
Old clothes swap	Odd job day	Pancake breakfast
Penalty shoot out	Quiet - sponsored silence	Quizzes
Raffles	Recycling	Rugby sweepstake
Save your pennies	Sell on EBay	Stalls
Talent contest	Treasure hunt	Swim-athon
	Unwanted gifts	Upcycling
	X-box tournament	

You can also look to see if there is a Youth Led Grant Panels in your local area:
<https://www.wcva.org.uk/volunteering/youth-volunteering>

REACH OUT SOCIAL ACTION TOOLKIT



It is now time to create your very own

LONELINESS OUTREACH PROJECT

REACH OUT SOCIAL ACTION TOOLKIT

WHAT DOES IT INVOLVE?

It's time to make a change. You will create your own project to help tackle youth loneliness in your community.

HOW ARE YOU GOING TO DO THIS?

In groups, you will decide what you would like to do to tackle loneliness in your community. This could include things like:

- ☐ A COMMUNITY EVENT TO ENGAGE LONELY YOUNG PEOPLE
- ☐ AN INTERGENERATIONAL PROJECT
- ☐ FUNDRAISING ACTIVITIES FOR CHARITY
- ☐ ARRANGING TRIPS TO THE CHILDREN'S HOSPITAL
- ☐ DOG WALKING OR CAR WASHING AS A GROUP

Be as creative as possible, and really think about what would work in your community.

AIMS

The aim of this toolkit is to take you through the planning of your Social Action Project. You can use this as a guide to think about what actions you are going to take, and how you are going to reach your targets.

OUTCOMES

You will:

- ☐ USE TEAM WORK SKILLS AND PROBLEM SOLVING SKILLS TO IDENTIFY NEED FOR TACKLING LONELINESS IN YOUR COMMUNITY.
- ☐ CREATE A DETAILED PROJECT PLAN TO GAIN ORGANISATIONAL AND TIME MANAGEMENT SKILLS.
- ☐ IDENTIFY YOUR OWN STRENGTHS AND WEAKNESSES, WHICH WILL HELP YOU CHOOSE YOUR TEAM ROLES WITHIN THE GROUP.
- ☐ BE INCLUSIVE TO ALL YOUNG PEOPLE AND USE THE PROJECT TO MAKE A DIFFERENCE TO OTHER PEOPLE'S LIVES.
- ☐ CREATE A PROJECT WHICH WILL HELP TACKLE YOUTH LONELINESS, AND IMPACT YOUNG PEOPLE IN YOUR COMMUNITY.

LETS BEGIN!

HOW TO RUN A SUCCESSFUL SOCIAL ACTION PROJECT

It is good to look at Social Action in this way:

“Making a difference to benefit your community, or the people around you”

You can look at it like harvesting!

Preparing the ground

It is firstly important to identify the issues in your community and what needs to change. You can then think about how you will be able to change this and gather together the resources you will need. During this period it will be useful to create team roles, decide on targets you want to reach, and create a project timeline so you know how long your project will run for and the amount of time you have to reach your targets.

Planting the seed

It is very important to make connections with different groups of people to get others involved in your project. This way your message will spread, and the change you are trying to make will have a bigger impact. You can do this by setting up Pop-Up events. You can also network with others through social media, attending sessions that similar groups are running, creating a website or project page, and interacting with others in the community. This will take your project forward on a bigger scale and you can be sure that people are following the cause. At this point you can also be thinking about opportunities to showcase and celebrate your work- is there an event coming up in your area, or can you create your own event to display how your project has benefitted others?

Tending the crops

Throughout the project, it is very important to monitor the progress of your project and the people involved. If you are helping other young people in your community, then you need to make sure you can capture how you are helping them! You could ask them to write about their experience and put it in a report, or you can be creative and capture videos, quotes, and photographs to put up online or somewhere in your community. Just make sure you get their permission first!

Reaping the harvest

At the end of your Social Action Project you need to make sure that every person who was involved was clear about the purpose of the project and knows that they can now spread the message too! Train them up to run their own social action project or become champions of the cause. Hold or attend an event where people can showcase and celebrate the great work they have done to benefit the community. Make sure you reflect on what went well throughout the project, and what could have been done differently so that you know what to improve on if you run another social action project in the future!

Example of a Social Action Project:

Christmas Party - by the Young Carers group

Preparing the ground:

In this stage, young carers identified that there were a lot of lonely and homeless young people in their area. They decided to hold a Christmas party to bring the community together.

The team roles they identified were:

Project leaders

Marketing team

Finance and budget team

Helping and supporting team

The targets they identified were:

Plan a fun Christmas event

Map out a project timeline

Get at least 100 people to come to the event

Bring together people in the community to decrease loneliness

Evaluate the impact that the event had on attendees

Planting the seed:

To promote and expand their project, the young carers held 4 pop up events in the lead up to the start of their social action project. These were:

1. They had a stall at a mental health event in a town near them. They took displays to show the work they had done through sessions, to get young people talking to them about what they had been doing.
2. They involved other young people in the community who identified as lonely and worked together to create appropriate posters and flyers for the event.
3. They went out into different areas and handed out flyers for the event.
4. They held another stall at an event already happening within their organisation, to engage with young people and other members of the community.

All of these pop-up events helped the young people to reach people and organisations who wanted to be involved with their project. Young people also promoted the project through social media and digital campaigns to raise awareness of youth loneliness and the work they were doing.

Tending the crops:

To monitor the social action project impact, the young carers who were involved in the planning process did a lot of the work during their sessions. This meant they were able to fill out pre and post questionnaires and note down their feelings before and after the sessions. Young people set out their targets and said what they wanted to get out of the social action project, and then afterwards they checked that they had reached these targets! This was a great way to measure the success of their project.

The wider community of young people that came to the party will also have benefitted from the project. The young people took photos, videos, and screenshots of comments on social media to show the positive impact it has had.

Reaping the harvest:

Young people who went to the party made new friends, and some of them are now involved in other projects in the community. Young carers attended a Celebration and Learning event to talk all about the work they did towards the Christmas party and show photos and videos of the evening. Young carers also got accredited through the Youth Achievement Awards for planning their event.

Making a difference: four surprising ways that doing good makes you feel good!

Have you thought about volunteering, campaigning or joining a community group but feel you're not quite ready to take the plunge? Here's four great reasons to step into social action:

1. **To get moving:** Ever feel you need a bit of a push to get out of bed in the morning? Us too! Knowing that someone or something needs us can be just the reason we need to get out the front door. And - if you're getting involved in an outdoor activity like a litter pick, a conservation group, a community garden or a GoodGym - you'll get an additional feel-good boost from physical activity, fresh air, and the outdoor environment.
2. **To get connected:** meeting new people and building friendships is easier when you're all working together to make the world a little better; taking action on something that matters to you has the power to create life-changing relationships.
3. **To get mindful:** Dull daily routines can leave us feeling bored, tired and uninspired so turning your brain to a new challenge can bring fresh inspiration and creativity. Whatever form of social action you choose you're guaranteed to see the world in a new way.
4. **To get stronger:** Working towards a positive goal can sometimes be just the encouragement we need to step out of our comfort zone. Speaking up and taking action can improve our skills in all kinds of areas such as listening, public speaking or taking the lead, boosting confidence, self esteem and wellbeing.

Convinced? If you're eager to start making a difference in your own life and the lives of others then here's a few tips for getting started:

1. Spend a bit of time thinking about what matters to you. Are you passionate about challenging discrimination, protecting the natural world, or supporting those in need? If you could make one positive change in your school, your local area, or globally - what would it be?
2. Take the time to make a list of the things you already enjoy, the things you're good at, and the new things you'd like to try or learn. How can you use your skills to support the causes that matter to you?
3. Think about the kind of action you'd like to take. Do you want to fundraise, raise awareness, campaign, volunteer, become a mentor or something else altogether!
4. Join an existing project or campaign. Search volunteering-wales.net or visit iwill.org.uk to find organisations inviting young people to join them in taking social action.
5. Start something new! It might seem daunting but no one is ever too small to make a difference. On the 20th August 2018 fifteen year old Greta Thunberg stood alone outside her school to force her government to take action on climate breakdown; seven months later over a million young people around the world joined her.

Taking social action is an exciting step towards new friendships, new confidence, new skills and a more positive future for everyone. Are you ready for the challenge?

Rebecca Clark / 07800 870095
Director Green City Events

TASK 1

PROJECT PLAN

WHAT IS YOUR PROJECT?

WHO DOES IT INVOLVE?

WHO DOES IT TARGET?



CONTINUED

TASK 1

PROJECT PLAN

HOW WILL IT TACKLE YOUTH LONELINESS IN THE COMMUNITY?

WHERE WILL IT TAKE PLACE?

HOW WILL YOU PROMOTE YOUR PROJECT?

TASK 2

TEAM ROLES

1. Use a piece of flipchart paper, and create two columns - **'NAME'** and **'ROLE'**.
2. Discuss and decide on all of your team roles as a group. Try and think about what your strengths are as individuals, and what kind of role this would help you with.
3. If you have a group budget, try and designate someone to be in charge of that budget, so they can distribute it fairly.
4. Take a picture of your flip-chart and keep it for your evidence at the end of the project.

TIME



30-60 MINUTES

RESOURCES

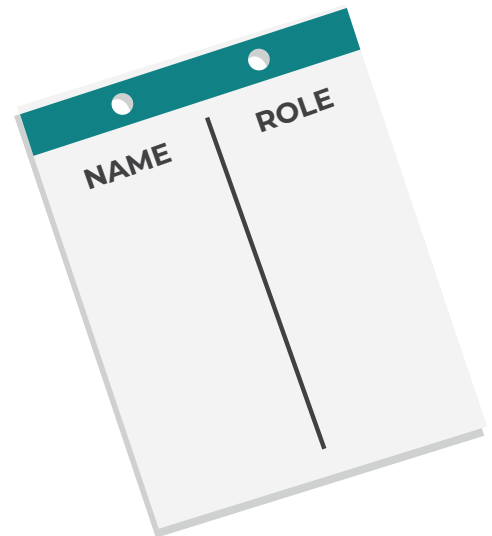


FLIPCHART PAPER



PENS

NOTES

[illegible]

TASK 3

EVALUATION OF PROJECT

WHAT WENT WELL?

WHAT DIDN'T GO SO WELL?

WHAT COULD HAVE BEEN DONE DIFFERENTLY?

CASE STUDY

NAME

HOW HAS THIS YOUNG PERSON IMPROVED THROUGHOUT THE PROJECT?

WHAT HAVE THEY ACHIEVED?

WHAT SKILLS AND KNOWLEDGE HAVE THEY GAINED FROM THE PROJECT?

Signature

TASK 4

WHAT IS YOUR ROLE? -----

WHAT IS YOUR PERSONAL BUDGET (if applicable) -----

TARGET

ACTIONS

DUE DATE

DATE COMPLETED

DELIVERY

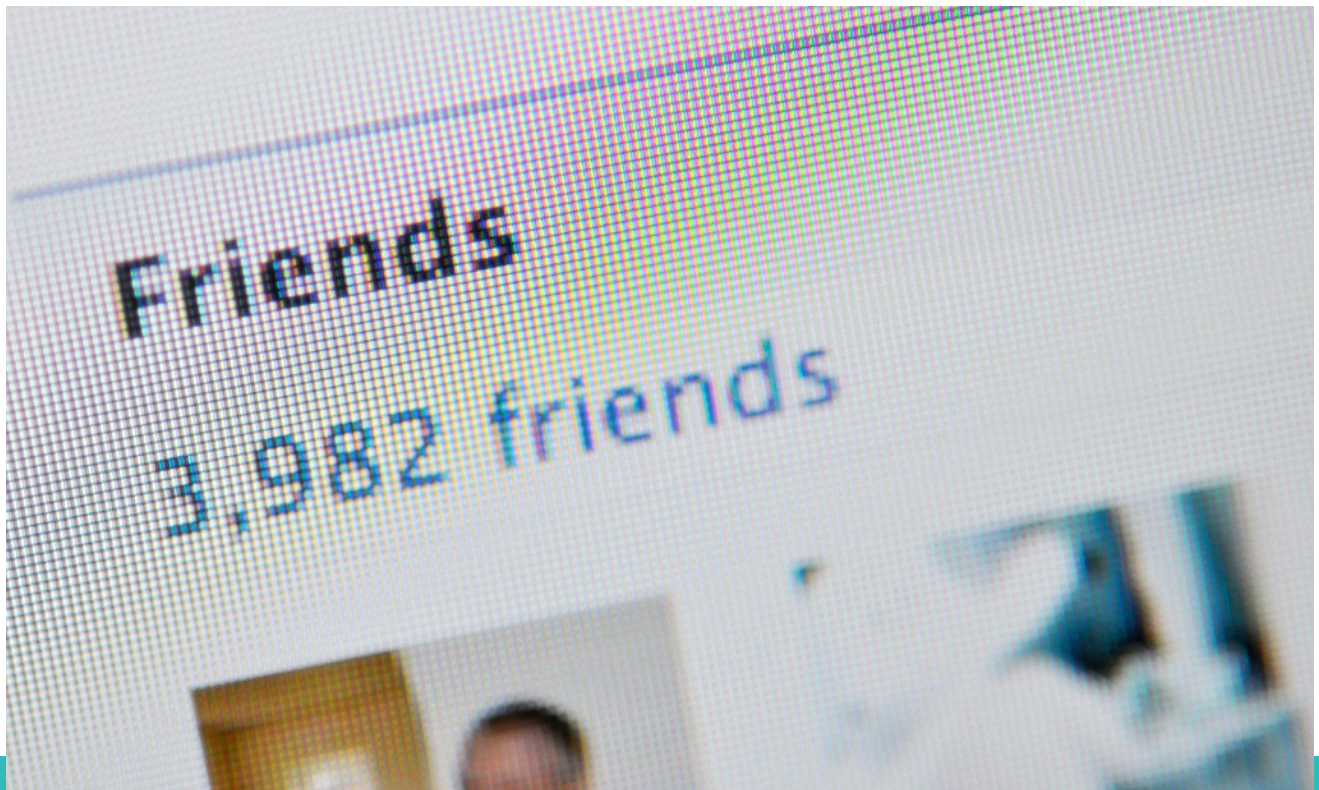
Record the dates that your project happened here.



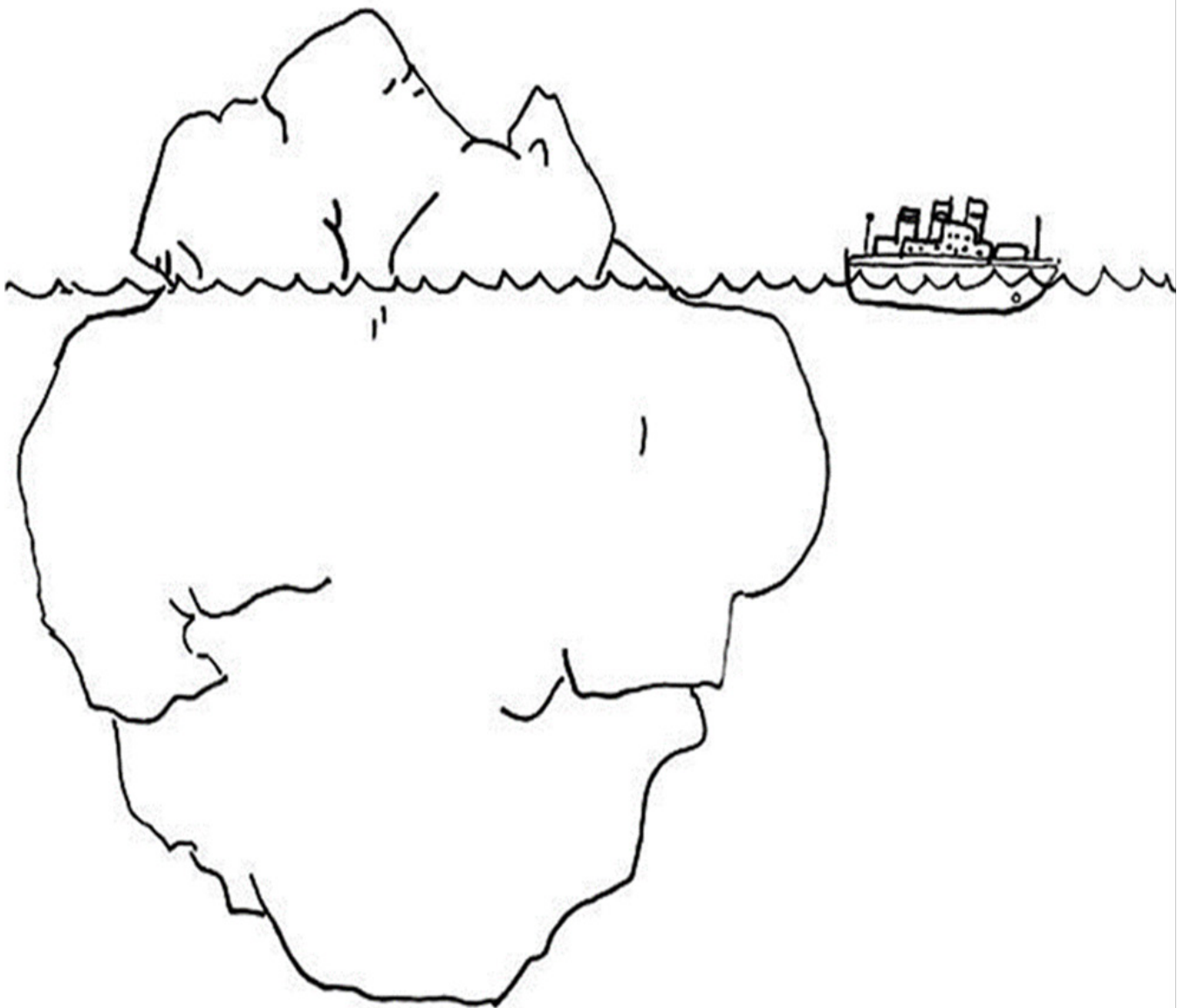


LGBT

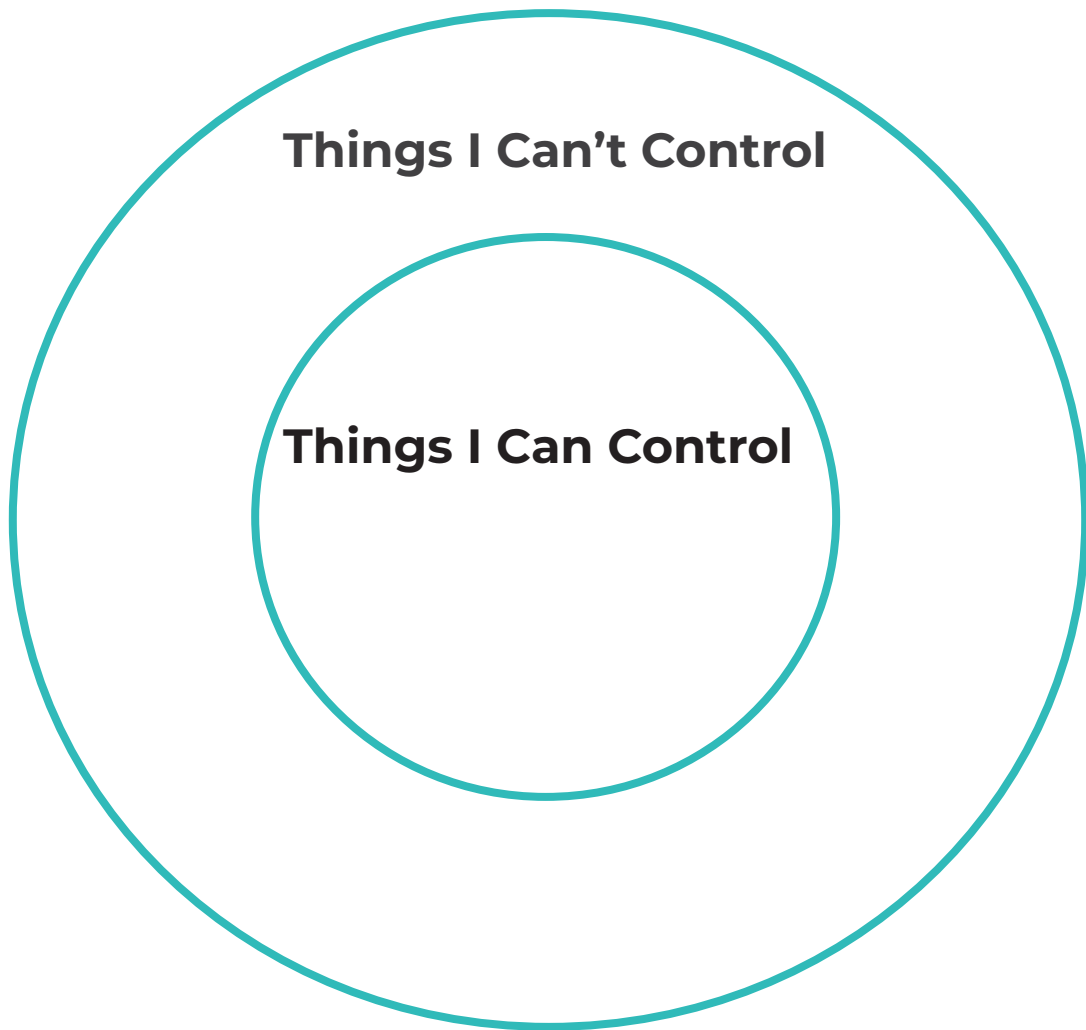




ICEBERG ACTIVITY



CONTROL CIRCLE



Session Template

Session Name:

Session Overview:

Aims:

Outcomes:

Icebreaker:

Group Rules:

Resources:

Running The Activity:

Helpful Tips:

Young person's Quote From Session:

ARRIVAL QUESTIONNAIRE

A bit about you

We're here! This is where your journey ends! Please be as honest as you can, we want to see your journey!

Name _____ Age _____

"I am a confident person"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have high self-esteem"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I work well in a team"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have strong communication and leadership skills"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I feel part of a community"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I can make a positive contribution to my community"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I feel confident in setting personal goals"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE

"I have the skills I need to achieve these goals"

1 2 3 4 5 6 7 8 9 10
NOT ME THAT'S SO TRUE



CONTINUED

About the project

I have knowledge and understanding of youth loneliness

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I understand youth isolation and its consequences

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I have a strong support network

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

I know where to go for extra support

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

The “ReachOut” project is going to help me

1 2 3 4 5 6 7 8 9 10
NOT AT ALL ABSOLUTELY!

The “ReachOut” project has helped me;

- ☐ With my confidence/self –esteem/self- efficacy
- ☐ Understand how to make a change
- ☐ Learn about youth loneliness and its effects

What were the main things you learnt from the “ReachOut” project?

REACH OUT



TOOLKIT



YOUTH CYMRU & CO-OP FOUNDATION

YOUTHCYMRU.ORG.UK

