KEY+

the key

KEY+ Handbook

An essential guide to delivering the KEY+ Challenge



	Page
1.Introduction:	
1.1 About The Key	4
1.2 KEY+	5
1.3 Key Skills	6
1.4 KEY+ Stages	7
2. The Model:	
2.1 Think	8
2.2 Plan	12
2.3 Pitch	14
2.4 Do	17
2.5 Review	19
3. Key Facilitation:	
3.1 Training	21
3.2 Using The Key's IT System	21
3.3 Panels	22
3.4 Guidance for running the Pitch step	23
3.5 Suggested panel questions	24
4. Appendices:	
4.1 Glossary	26
4.2 Theory of Change	27
4.3 Key Skills Prompts	28
4.5 Example budget	32
4.6 Stage 1 - Kickstart Skills documents	33
4.7 Stage 2 - Exceed Expectations documents	39
4.8 Stage 3 - Youth Impact documents	45
4.9 KEY+ Employability FAQs	51
4.10 FAQs	53



Welcome

Welcome to your KEY+ Facilitator Handbook.
In addition to your training, you can use this handbook to guide you through KEY+.

1. Introduction

1.1 About The Key

The Key empowers young people across the North East of England, particularly those growing up in poverty and those navigating challenging personal circumstances. Through our proven approach, young people shape their own futures.

Our vision is for a North East where every young person can shape their own path and unlock unlimited futures for themselves. Everything we do is for the benefit of young people and from our core beliefs that young people should be:



We began life over 30 years ago when an ambitious group of young people, detached youth workers and academics collaborated to develop an evidence-based programme to engage young people and support them to develop their life skills. Ever since, we have been collaborating with a community of partners who share our desite to empower young people to realise their potential, recognise the positive impact they can make in their society and develop the skills and confidence to thrive.

Together, we provide exciting, genuinely youth-led opportunities for young people.



1. Introduction

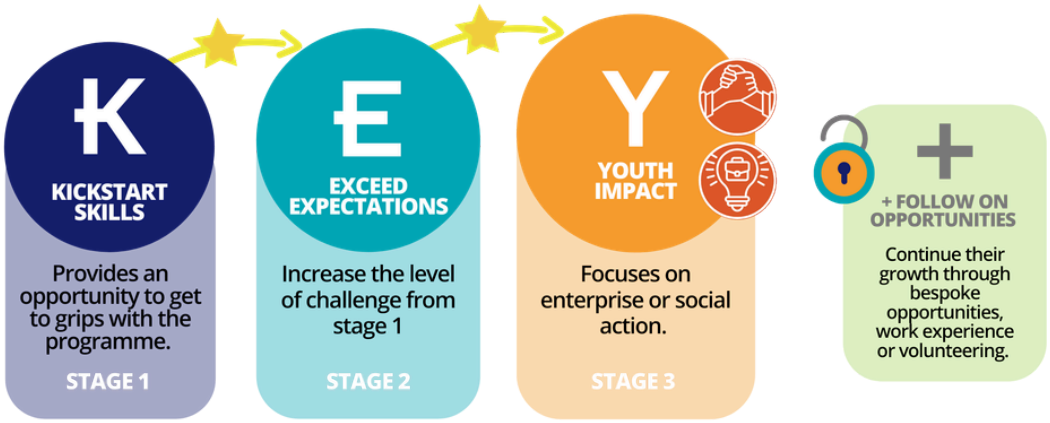
1.2 About KEY+

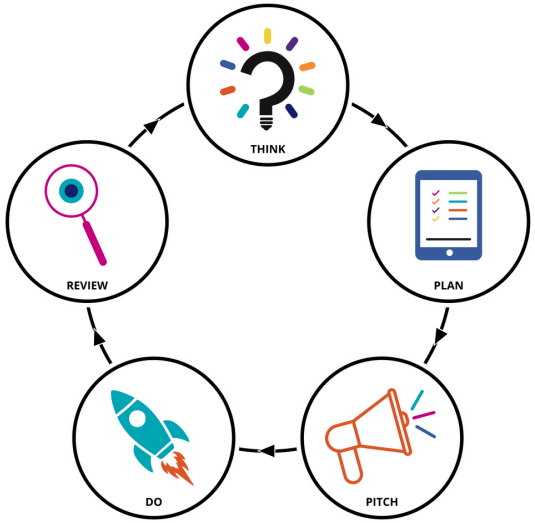
KEY+ is for organisations who want to encourage young people to have their voices heard, build their skills, and deliver projects which matter to them and their community.

It is a three-stage challenge that provides young people with the opportunity to believe in themselves and have agency to lead their own projects.

Within each stage, young people form a group, and progress through a five-step model where they **think**, **plan** (including budget), **pitch** (to an external Dragon's Den style panel), **do** and **review** their own project ideas. At each stage they have access to funding to bring their ideas to life which increases in line with the challenge of each stage.

Transitioning through the stages sees young people build their confidence, grow as individuals, and recognise the positive impact they can make in society.







1. Introduction

1.3 Key Skills

Developing Essential Skills is a key focus of KEY+. Through the KEY+ Challenge, young people have opportunities to develop the 8 Essential Skills in the Skills Builder Universal Framework: Listening, Speaking, Problem-Solving, Creativity, Adapting, Planning, Leadership and Teamwork.

Young people practice these skills as they Think, Plan, Pitch, Do and Review their projects. The Skills Builder Universal Framework helps them understand how skill develop step by step and how they can use them at school, at home, in their community and at work.

Throughout their KEY+ journey, young people should use the Skills Grid to track their progress, recognise their strengths and reflect on which skills they would like to develop further. Facilitators should encourage them to identify examples of skills development and consider how they can apply these skills in other areas of their lives.



1. Introduction

1.4 KEY+ Stages

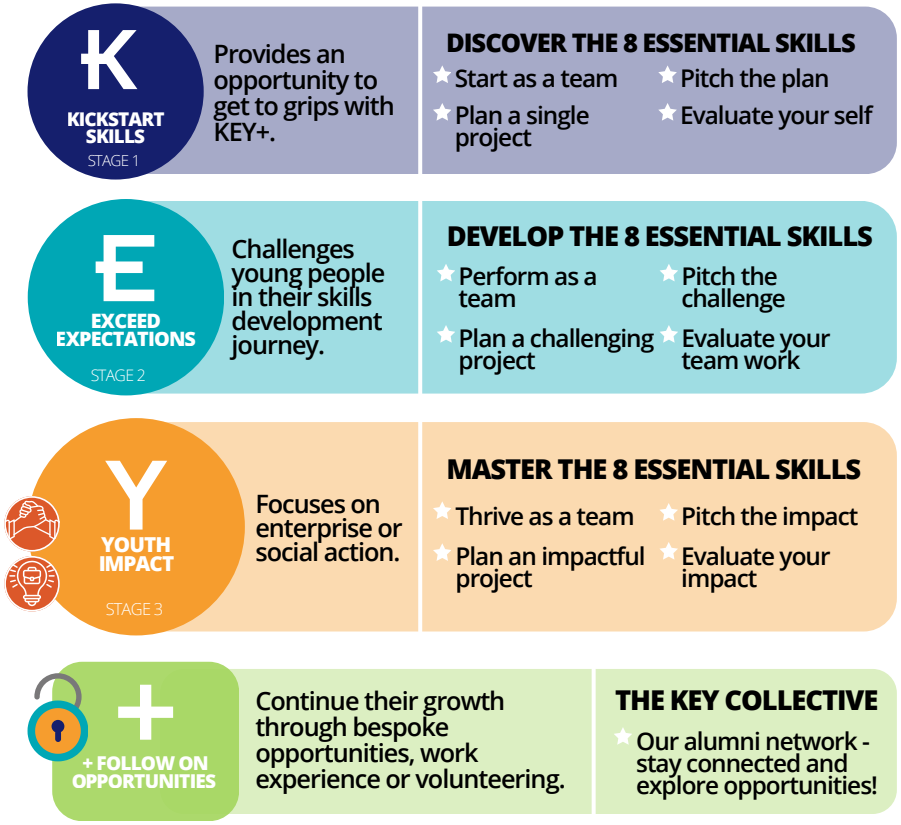
KEY+ offers a scaffolded skills development journey:

- **Stage One - Kickstart Skills**
  This can be almost anything and provides an opportunity to get to grips with the challenge and bond as a group.

- **Stage Two - Exceed Expectations**
  For those already acquainted as a group and ready for a greater challenge.

- **Stage Three - Youth Impact**
  For groups who know each other well and are motivated to achieve bigger things, this stage must have an enterprise or social action focus.

- **Plus**
  Once young people have completed the challenge, they are supported by The Key to continue their growth through bespoke opportunities, work experience or volunteering.





2. The Model

2.1 Think

- Form a group
- Think up the project idea
- Register the group
- Complete skills wheel

FORMING A GROUP

Groups should be made up of between 3-7 members between the ages of 11-25. The groups should be able to meet and work together on a regular basis alongside a trained Key Facilitator throughout KEY+. We recommend one 1-2 hour session per week as ideal for running KEY+, however the challenge is entirely flexible and can be run more intensively to suit your delivery needs.

Once a group is formed, they should decide on a name and start thinking about their project idea.

TOP TIP: There's a Key Award for the Best Group Name, so encourage your group to get creative.



2. The Model

PROJECT IDEA
A project is an event or activity, thought of and designed by young people. Each project should have a clear main aim, with the budget used to support this aim. The group should be able to explain how taking part in the project will help them develop their essential skills.

Additional activities outside of the project aim to utilise the full micro grant budget may not be approved.

The young people must come up with their own project idea. This can be almost anything that they are interested in! Facilitators should assist in this process and guide the group to ensure:

- All group members are involved
- The project is safe and legal
- The group reflect on the 8 Essential Skills they will be learning and developing
- The project has a clear and shared goal
- Each project idea must align with delivering the challenge and complexity needed for the relevant stage

However, the facilitator must not provide more than guidance. It is important that the young people clearly choose the idea themselves as KEY+ is specifically designed to be a youth-led challenge. Young people taking ownership of the project is a crucial part of their skills development, building their confidence and unlocking their potential. If, at pitch, the panel believe that the idea has been given to the group to meet the needs of the organisation, it will not be granted.

PROJECT CRITERIA
Projects should fall into at least one of the following categories:

Arts/Drama/Media	**Charity Fundraising**	**Community Event**	**Community Impact**	**Enterprise/Employment**
Environmental	**Social Issues**	**Sport**	**Team Building**	



2. The Model

PROJECTS THROUGH THE STAGES

At each stage, project ideas will need to demonstrate a higher level of challenge.

- **Stage 1: Kickstart Skills** – can be a straightforward project with a simple aim, such as going on a trip or planning an activity together.
- **Stage 2: Exceed Expectations** – should demonstrate the opportunity for clear skills progression with a challenge to be developed and stretched.
- **Stage 3: Youth Impact** – these projects must focus on teams working together to deliver an element of youth action, with wider community benefit, or an enterprise activity.

REGISTERING YOUR GROUP

Once the group is formed and the project idea decided, the Facilitator needs to register it on the KIT.
The Facilitator then adds the young people to the group and invites them to create a log in (this step is optional and the Facilitator can continue to act on their behalf if preferred).

COMPLETING THE SKILLS WHEEL

Once an account is created the young people need to complete their profile and first skills grid.
Completing the skills grid is simple. Groups should be encouraged to review each essential skill and reflect on how often they use it, selecting from Almost Never, Rarely. Sometimes, Often or Almost Always. This will help young people recognise their current strengths and identify skills they would like to develop further. Once all sections are complete, the project is ready to be submitted to The Key.

The project idea, group members and skills grids are checked by The Key to ensure that they meet the requirements. The project will move through to the plan step once it has been validated. It is important that the group don't begin their planning before this stage to save their time and efforts in case the project doesn't pass validation.

Find out more about what we will and won't fund in our FAQs



2. The Model

GROUP COMPOSITION

Key groups should be composed in the following way:

- Young people aged of 11-25 years old
- 3-7 young people per group

Changing group members – KEY+ is a group work challenge where young people get the greatest benefit when they work through all stages together as a group. However sometimes group members drop out or new people want to join an established group.

Adding group members to a group – New group members can be added at stage 2 or 3 if at least 50% of the group have completed the previous stages and the facilitator is confident the new young people can achieve the level of challenge required by the stage. Merging two existing groups is also fine if only some of each group wish to progress.

Repeating a stage – where less than 50% of the original group progress to the next stage a new group must be formed. The group should start at stage 1 if the majority of members have not completed a stage before, meaning that some group members will be repeating a stage. Young people can only repeat each stage once.

2. The Model



2.2 Plan

- Discover and research what is needed in order to deliver the project effectively
- Decide how the project will happen and outline the plan
- Consider where skills will be developed
- Create a budget
- Plan the pitch needed to secure the micro grant

Once the project idea has been decided the group need to start planning how the project will come to life. Young people should be involved in planning and making decisions about every aspect of their project, including putting together a clear and detailed budget. Young people should be encouraged to think about how they are developing the 8 Essential Skills throughout the project.

BUDGET

The group must take the lead in developing their project budget together but one group member, assigned by the Facilitator on KIT, should be responsible for uploading it online. This must be done at least 24 hours before they pitch so panel members have time to review the budget before attending. It is important that the group clearly understand and can discuss their budget as this is one of the main focuses of Pitch.

Stage 3 enterprise projects require a simple profit and loss sheet in addition to the project budget too.

TOP TIP: Save yourself time and grow your group members skills by nominating someone to input the budget on KIT for the group!



2. The Model

GROUP BACKGROUND REPORT

The Facilitator is required to complete a Group Background Report before the group go ahead and Pitch to panel. This is used to communicate any specific information that the panel need to know before attending the panel. For example, if the group have had any major disagreements or if they have any extra communication needs, e.g. English is their second language and that there will be a translator present.

This report will not be visible to the young people on the KIT.

When the group have finished planning, they are ready to take it to a panel of independent volunteers and Pitch their idea. The panel will decide if they have done what it takes to be awarded the micro grant and Do their project. To help prepare, the group should use the Pitch Prep Form to check if they have done everything that's required for their Pitch.



2. The Model

2.3 Pitch

- The group present the project to a panel
- Panel decision making progress
- The Key compliance check

The Pitch is the point in KEY+ when the young people are required to 'bid' for their project's micro grant to a group of independent panel members. Many can find it a very daunting prospect but ultimately, an extremely rewarding part of the process! They should be involved in planning the date, time and location and the Facilitator is responsible for the organisation of it. We suggest there is at least a week between the project being granted and the panel happening to allow for the right amount of planning to have taken place, the panel to be organised and the young people to be ready to Pitch.

Within the KIT, the Facilitator is to request panel members' attendance and ensure they are sufficiently prepared by completing the Group Background. The young people are required to complete the Budget.



2. The Model

PITCH BASICS

Everyone needs to be involved. Everyone in the group should contribute unless there are individual limitations - please ensure that you detail these in the Group Background Report.

Everyone should attend. Sometimes a group member can't attend last minute and this can't always be helped but if there is a significant number of group members not attending normally the panel should be rearranged; particularly in smaller groups where the impact of group members not being there is greater.

Young people need to fulfil ALL criteria in their pitch. There are specific criteria for each KEY+ stage that the group must fulfil in order to get their micro grant. In the cases where they don't give sufficient information or miss elements, the panel will set conditions to help them meet these criteria. The group then complete the work and or come back to the panel, within a set timescale.

The young people can present their Pitch in whichever way they prefer; it is a great opportunity for them to get creative, but a straight forward, spoken presentation is fine! In the past groups have:

- Recorded a video
- Performed a rap
- Sang a song
- Acted out a dramatised story

TOP TIP: There's a Key Award for the best Pitch to Panel!



2. The Model

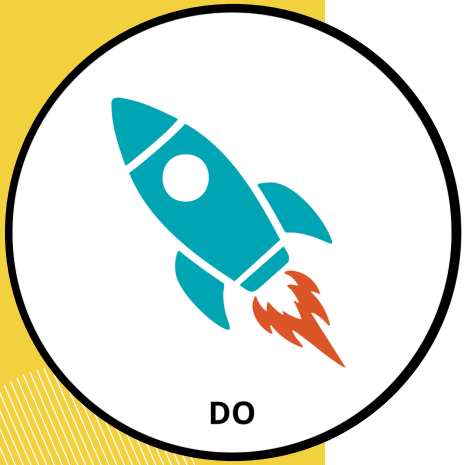
THE PANEL DECISION MAKING PROCESS

It's never a 'No' at pitch if the project is that same as the one validated by The Key, however the panel may say 'Not Yet', and ask the young people to complete further work before they approve their project.
If this is the case, it should be agreed what is required and how they should notify the panel that it is complete. This information will then be shared with The Key through the KIT.

TOP TIP: Check out the panel notes form to see the decision tree.

THE KEY COMPLIANCE CHECK

Once the panel has approved the project and completed the panel report, The Key will undertake a short compliance check. Once approved by The Key, the project will move onto the 'Do' step. When this has occurred the group can begin their project. Only once The Key has approved the project can any of the activities be booked and the micro grant spend begin; retrospective funding is not usually permitted unless this has been cleared with The Key beforehand.



2. The Model

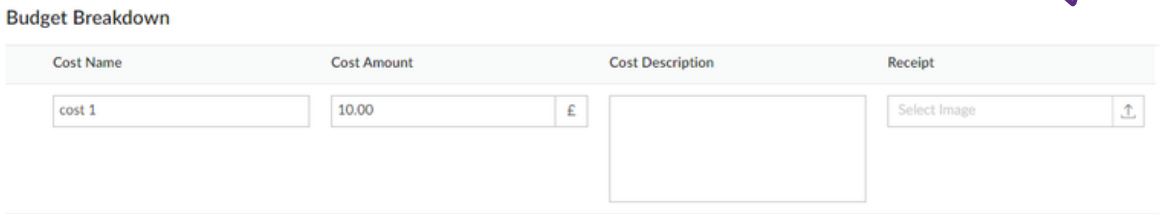
2.4 Do

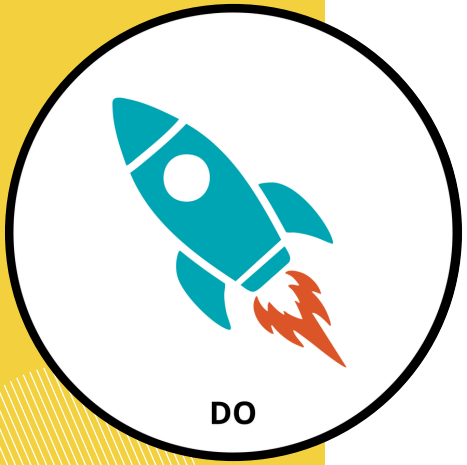
- Complete the project
- Record your project spends
- Share the project

The part the young people have been working hard for... go and do the project! The Facilitator should ensure that the group continue to work together and practice the 8 Essential Skills. The Facilitator must also keep the evaluation stage in the minds of the young people.

ACCOUNTING FOR THE MICRO GRANT SPEND

During the project when a purchase is made in agreement with the budget approved at panel, evidence of this should be uploaded onto the KIT. At the end of the project The Key will reimburse all spends which have been pre-approved on the submitted budget and evidence of the spend via an invoice or receipt. This can be done as a photo upload or document upload.





DO

2. The Model

SHARE THE PROJECT

The Key love to see what the groups get up to, how much fun they have and what they achieve. This is also important as we continue to seek micro grant funding from trusts and foundations each year. If appropriate, please upload photos of the project to the KIT. Submitting comments and quotes from others is also encouraged. These can all be uploaded via the KIT.

TOP TIP: Tag @thekeyuk on Facebook, Instagram and TikTok to share your success!



2. The Model

2.4 Review

- Review Skills Grid & self-evaluation questions
- Group evaluation
- Facilitator evaluation
- Project completion

The Review step is the final step in KEY+. It is an important aspect of the KEY+ Challenge and ensures young people reflect on their KEY+ journey, thinking about their skills, teamwork and how the project went. It's also a time to celebrate their achievements, think about what they could do next and look forward to the annual Key Awards!

SELF-EVALUATION
The first part of Review is for the young people to complete their self-evaluation. This helps us understand the indiviual impact KEY+ may have had on each young person and the extent to qhich they feel their expeirence will impact their future.

REVIEW SKILLS GRID
After completing their self-evaluation, each young person needs to record their final Skills Grid scores. This is a vital part of the KEY+ Challenge, helping us assess how young people have developed the 8 Essential Skills throughout their journey. Scores can be completed directly by the young people on KIT or on paper and inputted manually.

2. The Model



GROUP EVALUATION

The young people are required to do an evaluation of their project that includes a description of what the project was, who was in the group, what they did to plan the project, how the project went and what skills they learnt and developed during the journey. This can be in any format they wish and, like the panel, is a great opportunity for the young people to get creative. However, we know some groups prefer structure, so if needed there is an example template that they can use. Once completed, the PDF can then and then upload on the KIT.
*As with the budget, Facilitators can assign a group member to complete this on the KIT.

FACILITATOR EVALUATION

The Facilitator must complete a project evaluation on the KIT (no more than 10 minutes long); this comprises of questions relating to the group and their progression, the project and the Facilitator's involvement in it. This helps The Key to critically evaluate our processes, gain useful feedback and hear insightful stories from Facilitators about young people's stories. This reflective practice is great for Facilitators to consider their own impact too!

PROJECT COMPLETION

Only once all of the above has been finished the project is completed. If any of the tasks are unfinished, the group is not able to move onto the next stage. Upon project completion the micro grant will be paid directly to the Partner organisation via the payment details that were provided when signing up to KEY+. If these details change, please share these with The Key to ensure payments can be received swiftly. The Key will reimburse all project costs which were approved at Pitch and have received evidence of spend, such as a receipt or invoice.

Facilitators should encourage and motivate their groups to move onto the next stage to continue the development of their skills. If not all group members choose to progress to the next stage, new members may be added to the group if the Facilitator feels they are able to move onto the next stage and fulfil the additional requirements. Group members should be updated at project registration stage.

When a group completes all 3 stages of KEY+, they can request a 'well done' visit from The Key!

3. KEY FACILITATION

3.1 Training

The Key will host live, online or in person training on a monthly basis. Facilitator training will be valid for as long as you remain an active user. There is bite-sized, on-demand refresher training available if you want to go over aspects of the KEY+ Challenge. Additional, onsite training can be arranged for a small fee. If you haven't used the system for 2 years, you will be required to complete refresher training before you can use it again.

3.2 Using The Key's IT System

The Key's IT system – also known as the KIT, is the main way for organisations to track KEY+ projects. There are dashboards to help you manage your projects. Partner organisations can assign a Manager role to a user on the KIT. The Manager role can view all associated projects and data that are registered to the organisation. An active Facilitator can be assigned the Manager role and have both functions.

Each Facilitator will have a unique account on the KIT set up using their email address. If a Facilitator belongs to more than one organisation and they can choose to have separate accounts or to combine them.

There are hints and tips built into the KIT. In addition, there are helpful demonstration videos available here.

3. KEY FACILITATION

3.3 Panels

Panels of independent volunteers are crucial to the Pitch step. They help ensure the level of challenge for young people is maintained, as well as offering external validation for their hard work. This is a fundamental component of the underlaying Theory of Change. All panel members are trained on what to expect at Pitch and how to check the group have done what was needed to receive the micro grant.

All Facilitators are automatically able to sit on panels and are actively encouraged to do so. Sitting on other Partners' panels contributes to the wider success of young people's skills development as part of KEY+ and may encourage their Facilitators to sit on your panels too!

Facilitators receive email invitations sent via the KIT to sit on a panel. These should be responded to promptly so that groups can progress.

Panel members can be invited through the KIT and is where you will also see the responses to your panel requests.

PANEL REQUIREMENTS:

- Panels are made up of at least 2 of the following people:
  - **VPMs** – volunteer panel members
  - **Young VPMs** – young volunteer panel members
  - **Facilitators** – trained KEY+ facilitators
  - **The Key team** – members of staff from The Key
- All panels require a minimum of 2 external panel members
- Panel members should not be from the same organisation as the Facilitator, unless the organisation is large and the panel member is not known to the young people.
- The Key staff should only be requested for stage 2 and 3 panels
- **Stage 3 – Youth Action, requires a member of The Key staff team to attend the panel**
- Untrained volunteers can only sit on a panel in addition to the above

3. KEY FACILITATION

3.4 Guidance for Running the Pitch Step

The pitch should have a simple structure:

- Group and panel members gather either online or in person: everyone should introduce themselves and help the young people feel relaxed.
- The group present their pitch: the group Facilitator should not be present during the pitch unless there is a specified reason and this is communicated and agreed by the panel. The panel should ask the group questions to check their understanding of the project and elicit more details.
- Once the pitch is complete, the young people should leave the room. This allows the panel to work through and discuss a series of questions to assess if the group fulfilled the requirements to receive the micro grant. If the panel is virtual you could use a breakout room. To assist this process the panel can use the Panel Notes document.
- The panel should identify one member who will input this information on the KIT and use the Decision Tree to work through and complete their assessment.
- If the group haven't satisfied the requirements, the panel needs to set conditions to address these and request the group comes back once this has been done.
- If the panel agree to approve the grant, they submit this outcome to The Key for a final check.

3. KEY FACILITATION

3.4 Guidance for Running the Pitch Step

General Questions

- How did you come up with the idea?
- Why do you want to do this project?
- Which of the 8 Essential Skills have you developed the most? How?
- Other than the 8 Essential Skills what have you learnt?
- Was the work shared equally by the group?
- How did you agree your responsibilities? And how have you seen them through?
- Please can you explain the costs to the panel?
- Did you try different places or suppliers to see who was the cheapest?
- How did you solve any problems?
- Have you raised any money from anywhere else?
- What records have you been keeping?
- Did you have fun planning your Key project?
- Have you been able to do something that you thought you couldn't do? If so, what?
- Will anyone else benefit from what you are doing?
- Is there anything you would do differently next time?
- How are you going to record and review the project and the effect it has?
- Which part of the project are you most proud of?
- What project would you like to do next?

Exceed Expectations Questions:

- Which of the 8 Essential Skills have you chosen to develop?
- How have you developed your chosen skills?
- Has it worked?
- Why did you choose those skills?
- How has the project challenged you?
- How will you evaluate your teamwork?

Youth Impact Questions:

- Which of your weakest skills have you chosen to develop?
- Have you noticed a difference by working on weaker skills?
- What impact are you hoping to have with this project?
- Have you identified a gap in the market? (Enterprise Projects)
- Have you done anything that's helped you thrive as a team?
- How will you evaluate the impact the project has?

4. Appendices



4. Appendices

4.1 Glossary

KIT – Key information technology system; the online digital platform through which the KEY+ Challenge is managed.

Facilitator – the person who leads the group of young people through KEY+.

VPMs – Volunteer Panel Members; members of the public who have volunteered to become panel members. They are trained to sit on panels but not to facilitate the KEY+ .

YVPMs – Young Volunteer Panel Members; young people who have taken part in KEY+ and trained as panel members.

Panel – Group of trained people who meet to hear the group's Pitch and check they can pass.

4. Appendices

4.2 Theory of Change

WHAT	OUTPUTS	OUTCOMES	IMPACT
• **Youth-led experiences** that empower young people to explore what matters to them, come up with ideas and make them happen. • **Opportunities to try new things, take risks and step out of their comfort zones** in a supportive environment. • **Trusted adults** who believe in young people's potential and guide without taking over. • **Financial resources that enable young people to bring their ideas to life,** overcome barriers, and develop money management skills. • **Deliberate group work** that builds trust, shared responsibility and peer encouragement. • **Personal development led by young people,** reflecting on progress and achievements, recognising growth, and celebrating their efforts.	• Number of young people taking on the KEY+ Challenge • Number of projects shaped and delivered by young people • Young people grow essential skills • Number of young people completing all stages • Percentage of young people likely to recommend KEY+ to friends	**SHORT-TERM** Young people are confident to try new things Young people have supportive friendships Young people believe they can achieve even if it feels hard **LONG-TERM** Young people feel they are able to shape their world Young people feel a sense of pride in themselves	**Young people unlock unlimited futures for themselves**

4. Appendices

4.3 Skills Grid Prompts

Retelling: I pass on information accurately

Do you...

- Listen to others and remember the important information they share?
- Share what you've heard with others, using key points?
- Find it easy to remember information and explain it to someone else?

LISTENING

Summarising: I summarise or rephrase what I learnt

Do you...

- Put information into your own words when explaining something?
- Pick out the most important points rather than sharing every detail?
- Explain information clearly so that other people can understand it?

LISTENING

Meeting Others: I can communicate with others when I need to

Do you...

- Feel confident starting conversations and speaking to people you haven't met before?
- Listen carefully, ask questions and respond to questions from other people?
- Explain your ideas clearly, especially when pitching your project?

SPEAKING

Presenting: I present to an audience when required

Do you...

- Speak clearly and confidently when sharing your ideas with an audience?
- Organise your ideas to help people understand what you're saying and keep them interested?
- Answer questions when needed?

SPEAKING

Skills Builder
UNIVERSAL FRAMEWORK

4. Appendices

4.3 Skills Grid Prompts

Finding Information: I find information to complete a task

Do you...

- Know what information you need to complete a task or help you make a decision?
- Know where to look for information, ask questions or ask for help when you need it?
- Compare different options to check that the information you find is reliable and useful?

PROBLEM SOLVING

Researching: I use research to build my understanding

Do you...

- Look for information to help you understand a topic or learn something new?
- Compare different sources and check that the information you find is reliable?
- Use facts and information from your research to help you make decisions or explain ideas?

PROBLEM SOLVING

Sharing Imagination: I share what I imagine with someone

Do you...

- Come up with creative ideas or think of new ways to do things?
- Build on other people's ideas and work together to make them even better?
- Feel confident sharing your ideas with others and explaining what makes them interesting?

CREATIVITY

Seeking Perspectives: I seek different perspectives to develop my ideas

Do you...

- Ask other people for their ideas and listen to different points of view?
- Ask for feedback and consider how it could help you improve your ideas?
- Are you open to changing your original idea or trying a different approach following feedback?

CREATIVITY

Skills Builder
UNIVERSAL FRAMEWORK

4. Appendices

4.3 Skills Grid Prompts

Reflective Learning: I reflect and learn from challenges

Do you...

- Think about what went well and celebrate your achievements?
- Look back on challenges or mistakes and think about what you could do differently next time?
- Recognise areas you could improve, accept feedback and set goals for the future?

ADAPTING

Improving Performance: I seek opportunities to grow my experience and expertise

Do you...

- Look for ways to improve your skills or learn something new?
- Use feedback and learn from mistakes to help you do better next time?
- Challenge yourself to try new things, set personal goals and work on areas you want to improve?

ADAPTING

Thinking Ahead: I think about routes to achieve a goal

Do you...

- Make a plan and break tasks into smaller steps to help you achieve a goal?
- Think about how long tasks will take and decide which ones are most important?
- Think about what could go wrong and change your plan when things don't go as expected?

PLANNING

Involving Others: I engage others to achieve goals

Do you...

- Encourage other people to get involved and share their ideas when working towards a goal?
- Share responsibilities nad make sure everyone has a role to play?
- Listen to others, communicate clearly and help keep the group focused and motivated?

PLANNING

Skills Builder
UNIVERSAL FRAMEWORK

4. Appendices

4.3 Skills Grid Prompts

Sharing Reactions: I explain how an idea makes me feel when appropriate

Do you...

- Share your thoughts and explain how an idea makes you feel appropriate?
- You listen to different opinions and wait for your turn to speak?
- Respectfuly disagree with others, build on their ideas and encourage everyone to share their thoughts?

Managing Disagreements: I support shared decision making

Do you...

- Listen to different opinions and try to understand everyone's point of view when there is a disagreement?
- Share your own opinions respectfully and stay calm when people disagree with you?
- Help others find common ground or reach a compromise so the group can move forward?

Taking Responsibility: I take responsibility for completing tasks

Do you...

- Take ownership of your tasks and make sure you complete them on time?
- Stay organised and motivated, even when tasks become challenging?
- Take initiative to solve problems and offer help or support to others when needed?

Being Inclusive: I support others to thrive in a group

Do you...

- Make sure everyone feels included and has the opportunity to contribute to the group?
- Listen to different viewpoints and respect that people may have different ideas or ways of working?
- Support others, encourage quieter people to share their ideas and help build positive relationships?

Skills Builder UNIVERSAL FRAMEWORK



4. Appendices

4.4. Example Budget

Your project budget should clearly cover all planned spends during your project. It's important that there is enough detail provided to show how the money will be used.

Example: Team building trip to the escape rooms with food

Costs	Price per item	Quantity	Total £ cost
Escape room entry	23.20	7	162.40
Medium MacDonalds meal	5.09	7	35.63
1st car mileage (45p per mile)	0.45	18	8.10
2nd car mileage (45p per mile)	0.45	24	10.80
Total costs			216.93

Ticket prices to be broken down into individual ticket price and how many tickets are needed.

Be as specific as possible with any food spends, with per person spends.

Mileage to be recorded as an accurate per mile rate. The Key pay 45p per mile.

TOP TIP: any capital spend (buying equipment) can't be more than 25% of the full budget total.

4. Appendices

4.5 Kickstart Skills Documents

On the following pages, you'll find all the resources you need to guide young people through Stage 1 of the KEY+ Challenge:

- Think Skills Grid
- Panel Nores Form
- Review Skills Grid

KICKSTART SKILLS GRID

As you take part in the KEY+ Challenge, use the Skills Grid to track how you're developing the 8 Essential Skills. When you've completed the grid, take some time to reflect on your strengths and think about which skills you'd like to build even further during your project.

Skill	Skill Step	Almost Never	Rarely	Sometimes	Often	Almost Always
LISTENING	**Retelling** I pass on information accurately	◯	◯	◯	◯	◯
SPEAKING	**Meeting others** I communicate with new people when I need to	◯	◯	◯	◯	◯
PROBLEM SOLVING	**Finding information** I find information to complete a task	◯	◯	◯	◯	◯
CREATIVITY	**Sharing imagination** I share what I imagine with someone	◯	◯	◯	◯	◯
ADAPTING	**Reflective learning** I reflect and learn from challenges	◯	◯	◯	◯	◯
PLANNING	**Thinking ahead** I think about routes to achieve a goal	◯	◯	◯	◯	◯
LEADERSHIP	**Sharing reactions** I explain how an idea makes me feel when appropriate	◯	◯	◯	◯	◯
TEAMWORK	**Taking responsibility** I take responsibility for completing tasks	◯	◯	◯	◯	◯

THINK

Did you know?
Building these skills can help you feel more confident, boost your wellbeing and enjoy life more!

Now, read the statements below and circle how you feel about each of them:

I feel supported by my friends
A lot | Quite a bit | Somewhat | A little | Not at all | Prefer not to say

Stronger relationships: Build connections and feel supported by others

If I find something difficult, I keep trying until I can do it
Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Prefer not to say

Believing in yourself: Believe you can achieve even if it feels hard

I get nervous and lose confidence in new situations
Certainly True | Somewhat True | Not True | Prefer not to say

More confidence: Feel more confident to try new things

I make active choices about what to daily
1 (Never) | 2 | 3 | 4 | 5 | 6 (Always) | Prefer not to say

More control: Feel able to shape your world

I've got a lot to be proud of
Strongly agree | Agree | Disagree | Strongly disagree | Prefer not to say

Feeling proud: Recognise what you can achieve and feel proud of yourself

I feel I can make a difference to the world around me
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Prefer not to say

More control: Feel able to shape your world

Pitch Prep Form

Group Name:

Stage 1: Kickstart Skills



Before you present make sure your Pitch includes introductions and...

- ☐ Your group name and project aim
- ☐ How you came up with your idea and how you will carry it out
- ☐ How the project is safe and legal
- ☐ All group members contributing

Is your budget...

- Clear? ☐
- Realistic? ☐
- Sufficiently detailed? ☐

Which of the 12 Key Skills have or will you develop? (You don't have to cover all 12, but make sure you pick at least three each)

Skill	✓	Who will talk about this in the pitch?
Agree your responsibilities and see them through		
Assess your own performance		
Communicate		
Cope with stress and tension		
Deal with people in power and authority		
Make decisions		

Skill	✓	Who will talk about this in the pitch?
Negotiate		
Plan your time and energy		
Search for information and advice		
Settle disagreements		
Solve problems		
Work out what you're good and not so good at		

How will you be presenting? Get creative!

How do you feel about having to deliver your Pitch?

the key

KICKSTART SKILLS
STAGE 1

PANEL NOTES: PITCH

Group Name: _____

Group Members: _____



TOP TIP: Follow the steps on this form to ensure a great panel experience for you and the young people pitching.

1. HELLO'S & INTRODUCTION'S

- Young people and panel members meet either in person or online.
- Everyone introduces themselves and make the young people feel comfortable.
- Facilitator leaves the room (unless previously agreed) for the young people to present their pitch.

2. PITCH

Young people present their pitch as creatively as they choose!

3. PANEL QUESTIONS

At pitch, it's important you check your understanding and ask questions. Make sure all group members contribute and ask question such as:

- How did you come up with the idea?
- Why do you want to do this project?
- Which skills have you developed the most? How?
- Other than the 8 Essential Skills what have you learnt?
- Was the work shared equally by the group?
- How did have responsibilities? And have you seen them through?
- Did you try different places or suppliers to see who was the cheapest?
- How did you solve any problems?
- Have you raised any money from anywhere else?
- What records have you been keeping?
- Did you have fun planning your Key project?

4. 8 ESSENTIALS SKILLS

During a Kickstart Skills project, group members should use their 8 Essential Skills throughout the KEY+ Challenge. The group should identify and discuss this as they pitch but if not please ask further questions to find out.

8 ESSENTIAL SKILLS	Have the young people developed the skills?							Have they explained how they already have or how they plan to develop their skills?
	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6	Group Member 7	
Retelling I pass on information accurately								
Meeting others I communicate with new people when I need to								
Finding information I find information to complete a task								
Sharing imagination I share what I imagine with someone								
Reflective learning I reflect and learn from challenges								
Thinking ahead I think about routes to achieve a goal								
Sharing reactions I explain how an idea makes me feel when appropriate								
Taking responsibility I take responsibility for completing tasks								

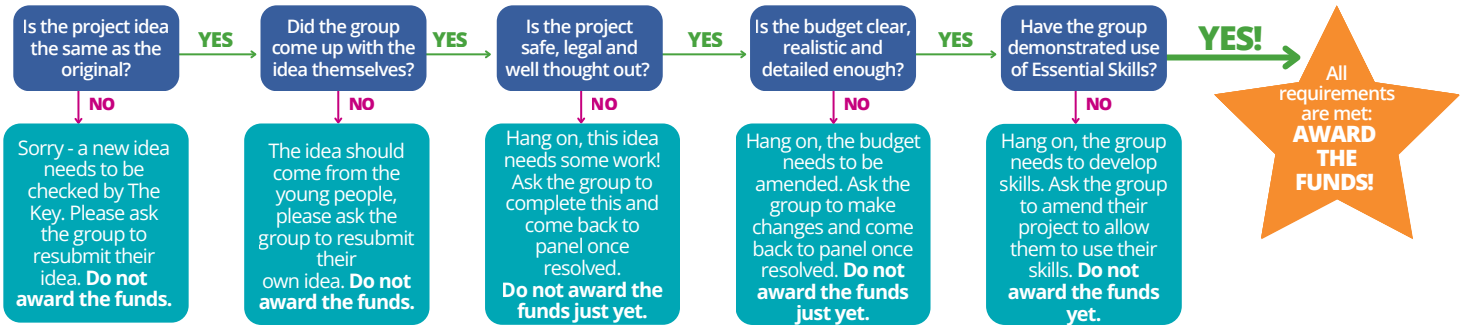
KICKSTART SKILLS
STAGE 1

PANEL NOTES: PITCH

PITCH

5. PANEL DISCUSSION

Without the young people present, discuss with the other panel members to check you all agree that they've done enough to be awarded the funds; use the decision tree to guide you...



6. GROUP FEEDBACK

Now that the group are back in the room, share your decision! Always be encouraging even if the answer is 'Not Yet'.

If it's a 'Yes' congratulate the group on their achievement and feel free to share any advice that will help them do or evaluate their project.

If the answer is 'Not Yet', the panel need to set conditions to get them on track and request the group reports back once this has been done.

HAVE YOU SET ANY CONDITIONS?

.....

.....

.....

.....

.....

7. FEEDBACK TO THE KEY VIA KIT

Nominate a panel member to update the KIT with your decision and submit this outcome to The Key - this should only take 5 minutes.

THANKS FOR BEING A PANEL MEMBER TODAY, YOU'LL HEAR ABOUT HOW THE GROUP GET ON ONCE THE PROJECT IS COMPLETE

Remember The Key team are on hand to help so don't hesitate to get in touch!

PITCH

The Key - Unlocking Unlimited Futures
thekeyuk.org | 0191 731 7830
Facebook &Instagram: @thekeyuk

KICKSTART SKILLS GRID

Did you know?
Essential skills can help you unlock new opportunities. In fact, 92% of people say they're important for career success!

REVIEW

Now that you've completed your project, fill in the Skills Grid again and compare it with the one you completed at the Think stage. Reflect on how your skills have developed, celebrate your progress and think about which skill you've strengthened the most.

Skill	Skill Step	Almost Never	Rarely	Sometimes	Often	Almost Always	Change since Think Do you use this skill...
LISTENING	**Retelling** I pass on information accurately	○	○	○	○	○	Less Same More
SPEAKING	**Meeting others** I communicate with new people when I need to	○	○	○	○	○	Less Same More
PROBLEM SOLVING	**Finding information** I find information to complete a task	○	○	○	○	○	Less Same More
CREATIVITY	**Sharing imagination** I share what I imagine with someone	○	○	○	○	○	Less Same More
ADAPTING	**Reflective learning** I reflect and learn from challenges	○	○	○	○	○	Less Same More
PLANNING	**Thinking ahead** I think about routes to achieve a goal	○	○	○	○	○	Less Same More
LEADERSHIP	**Sharing reactions** I explain how an idea makes me feel when appropriate	○	○	○	○	○	Less Same More
TEAMWORK	**Taking responsibility** I take responsibility for completing tasks	○	○	○	○	○	Less Same More

Now, read the statements below and circle how you feel about each of them:

I feel supported by my friends
A lot | Quite a bit | Somewhat | A little | Not at all | Prefer not to say

Stronger relationships: Build connections and feel supported by others

If I find something difficult, I keep trying until I can do it
Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Prefer not to say

Believing in yourself: Believe you can achieve even if it feels hard

I get nervous and lose confidence in new situations
Certainly True | Somewhat True | Not True | Prefer not to say

More confidence: Feel more confident to try new things

I make active choices about what to daily
1 (Never) | 2 | 3 | 4 | 5 | 6 (Always) | Prefer not to say

More control: Feel able to shape your world

I've got a lot to be proud of
Strongly agree | Agree | Disagree | Strongly disagree | Prefer not to say

Feeling proud: Recognise what you can achieve and feel proud of yourself

I feel I can make a difference to the world around me
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Prefer not to say

More control: Feel able to shape your world

4. Appendices

4.7 Exceed Expectations Documents

On the following pages, you'll find all the resources you need to guide young people through Stage 2 of the KEY+ Challenge:

- Think Skills Grid
- Panel Nores Form
- Review Skills Grid

IMPACT SKILLS GRID

As you take part in the KEY+ Challenge, use the Skills Grid to track how you're developing the 8 Essential Skills.

If you completed a Skills Grid during your Stage One project, you'll notice that the skill steps have changed. To help you progress in your skills journey, these are designed to be more challenging than at Stage One. To help you fully practice and develop these steps, they are used across both your Stage Two and Stage Three projects.

When you've completed the grid, take some time to reflect on your strengths and think about which skills you'd like to build even further during your project.

Skill	Skill Step	Almost Never	Rarely	Sometimes	Often	Almost Always
LISTENING	**Summarising** I summarise or rephrase what I learnt	○	○	○	○	○
SPEAKING	**Presenting** I present to an audience when required	○	○	○	○	○
PROBLEM SOLVING	**Researching** I use research to build my understanding	○	○	○	○	○
CREATIVITY	**Seeking perspectives** I seek different perspectives to develop my ideas	○	○	○	○	○
ADAPTING	**Improving performance** I seek opportunities to grow my experience and expertise	○	○	○	○	○
PLANNING	**Involving others** I engage others to achieve a goal	○	○	○	○	○
LEADERSHIP	**Managing disagreements** I support shared decision making	○	○	○	○	○
TEAMWORK	**Being inclusive** I support others to thrive in a group	○	○	○	○	○

Did you know?
Building these skills can help with navigating big life transitions like changing school, going to university or starting a new job

Pitch Prep Form

Group Name:

Stage 2: Exceed Expectations



Before you present make sure your Pitch includes introductions and....

Project aim and how you've performed as a team so far

Your idea and clear plan of how and when you will carry it out

- ☐ How the project is safe and legal
- ☐ How the project is a challenge

Is your budget...

- Clear? ☐
- Realistic? ☐
- Sufficiently detailed? ☐

Which of the 12 Key Skills have or will you develop? (Make sure you all identify which 3 skills you are each focused on improving and how)

Skill	✓	Who will talk about this in the pitch?
Agree your responsibilities and see them through		
Assess your own performance		
Communicate		
Cope with stress and tension		
Deal with people in power and authority		
Make decisions		

Skill	✓	Who will talk about this in the pitch?
Negotiate		
Plan your time and energy		
Search for information and advice		
Settle disagreements		
Solve problems		
Work out what you're good and not so good at		

How does the project benefit others?

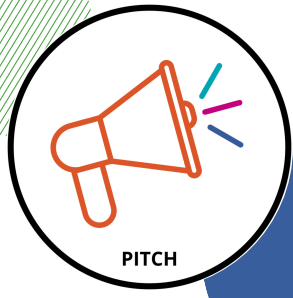
How do you feel about having to deliver your Pitch?

EXCEED EXPECTATIONS
STAGE 2

PANEL NOTES: PITCH

Group Name: _____

Group Members: _____



TOP TIP: Follow the steps on this form to ensure a great panel experience for you and the young people pitching.

1. HELLO'S & INTRODUCTION'S

- Young people and panel members meet either in person or online.
- Everyone introduces themselves and make the young people feel comfortable.
- Facilitator leaves the room (unless previously agreed) for the young people to present their pitch.

2. PITCH

Young people present their pitch as creatively as they choose!

3. PANEL QUESTIONS

At pitch, it's important you check your understanding and ask questions. Make sure all group members contribute and ask question such as:

- How has this project challenged you?
- Which of the 8 Essential Skills have you developed?
- How have you developed your chosen skills?
- Other than the 8 Essential Skills what have you learnt?
- Was the work shared equally by the group?
- What tasks were you responsible for? And have you seen them through?
- How will you evaluate your teamwork?
- How did you solve any problems?
- Have you raised any money from anywhere else?
- What records have you been keeping?
- Did you have fun planning your Key project?

4. 8 ESSENTIALS SKILLS

During an Exceed Expectations project, group members should reflect on how they have used some of the 8 Essential Skills throughout the process. The group should identify and discuss the skills as they pitch but if not please ask further questions to find out.

8 ESSENTIAL SKILLS	Have the young people developed the skills?							Notes
	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6	Group Member 7	
Summarising I summarise or rephrase what I learnt								
Presenting I present to an audience when required								
Researching I use research to build my understanding								
Seeking perspectives I seek different perspectives to develop my ideas								
Improving performance I seek opportunities to grow my experience and expertise								
Involving others I engage others to achieve a goal								
Managing disagreements I support shared decision making								
Being inclusive I support others to thrive in a group								

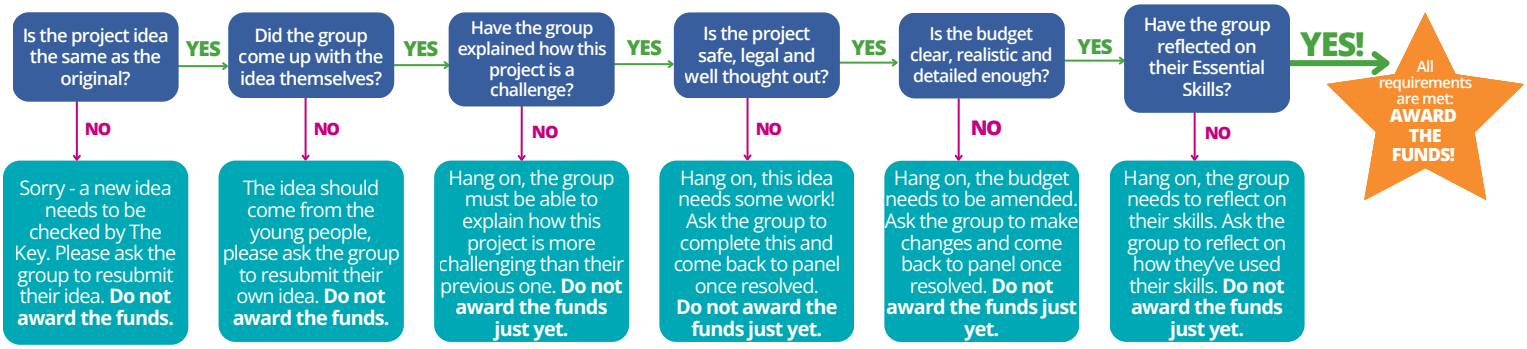
E
EXCEED EXPECTATIONS
STAGE 2

PANEL NOTES: PITCH

PITCH

5. PANEL DISCUSSION

Without the young people present, discuss with the other panel members to check you all agree that they've done enough to be awarded the funds; use the decision tree to guide you.



6. GROUP FEEDBACK

Now that the group are back in the room, share your decision! Always be encouraging even if the answer is 'Not Yet'.

If it's a 'Yes' congratulate the group on their achievement and feel free to share any advice that will help them do or evaluate their project.

If the answer is 'Not Yet', the panel need to set conditions to get them on track and request the group reports back once this has been done.

HAVE YOU SET ANY CONDITIONS?

.....

.....

.....

.....

.....

7. FEEDBACK TO THE KEY VIA KIT

Nominate a panel member to update the KIT with your decision and submit this outcome to The Key - this should only take 5 minutes.

THANKS FOR BEING A PANEL MEMBER TODAY, YOU'LL HEAR ABOUT HOW THE GROUP GET ON ONCE THE PROJECT IS COMPLETE

Remember The Key team are on hand to help so don't hesitate to get in touch!

PITCH

The Key - Unlocking Unlimited Futures
thekeyuk.org | 0191 731 7830
Facebook &Instagram: @thekeyuk

IMPACT SKILLS GRID

Did you know?
Essential skills can help you unlock new opportunities. In fact, 92% of people say they're important for career success!

REVIEW

Now that you've completed your project, fill in the Skills Grid again and compare it with the one you completed at the Think stage. Reflect on how your skills have developed, celebrate your progress and think about which skill you've strengthened the most.

Skill	Skill Step	Almost Never	Rarely	Sometimes	Often	Almost Always	Change since Think Do you use this skill...
LISTENING	**Summarising** I summarise or rephrase what I learnt	○	○	○	○	○	Less Same More
SPEAKING	**Presenting** I present to an audience when required	○	○	○	○	○	Less Same More
PROBLEM SOLVING	**Researching** I use research to build my understanding	○	○	○	○	○	Less Same More
CREATIVITY	**Seeking perspectives** I seek different perspectives to develop my ideas	○	○	○	○	○	Less Same More
ADAPTING	**Improving performance** I seek opportunities to grow my experience and expertise	○	○	○	○	○	Less Same More
PLANNING	**Involving others** I engage others to achieve a goal	○	○	○	○	○	Less Same More
LEADERSHIP	**Managing disagreements** I support shared decision making	○	○	○	○	○	Less Same More
TEAMWORK	**Being inclusive** I support others to thrive in a group	○	○	○	○	○	Less Same More

Now, read the statements below and circle how you feel about each of them:

I feel supported by my friends
A lot | Quite a bit | Somewhat | A little | Not at all | Prefer not to say

Stronger relationships: Build connections and feel supported by others

If I find something difficult, I keep trying until I can do it
Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Prefer not to say

Believing in yourself: Believe you can achieve even if it feels hard

I get nervous and lose confidence in new situations
Certainly True | Somewhat True | Not True | Prefer not to say

More confidence: Feel more confident to try new things

I make active choices about what to daily
1 (Never) | 2 | 3 | 4 | 5 | 6 (Always) | Prefer not to say

More control: Feel able to shape your world

I've got a lot to be proud of
Strongly agree | Agree | Disagree | Strongly disagree | Prefer not to say

Feeling proud: Recognise what you can achieve and feel proud of yourself

I feel I can make a difference to the world around me
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Prefer not to say

More control: Feel able to shape your world

4. Appendices

4.8 Youth Impact Documents

On the following pages, you'll find all the resources you need to guide young people through Stage 3 of the KEY+ Challenge:

- Profit and Loss Example
- Panel Nores Form
- Review Skills Grid

Pitch Prep Form

Group Name:
Stage 3: Youth Impact



Before you present make sure your Pitch includes introductions and...

- ☐ Your individiual roles and how you are thriving as a team
- ☐ Your idea and exactly how and when you will carry it out
- ☐ How the project is safe and legal
- ☐ The intended impact or gap in the market and why

Is your budget

- Clear? ☐
- Realistic? ☐
- Sufficiently detailed? ☐

How have or will you develop each of the 12 Key Skills as a group? (Make sure you all identify which 3 weaker skills you are focused on improving and how)

Skill	✓	Who will talk about this in the pitch?
Agree your responsibilities and see them through		
Assess your own performance		
Communicate		
Cope with stress and tension		
Deal with people in power and authority		
Make decisions		

Skill	✓	Who will talk about this in the pitch?
Negotiate		
Plan your time and energy		
Search for information and advice		
Settle disagreements		
Solve problems		
Work out what you're good and not so good at		

How does the project show 'Youth Action'? Make sure you explain this in your Pitch!

- ☐ Enterprise
- ☐ Social Action
- ☐ Other (specify)_____

Enterprise project? Can you show?

- ☐ Profit and loss?
- ☐ Break even point?

the key



PROFIT AND LOSS

When doing an enterprise project you need to show how you plan to make your money - a simple profit and loss sheet can help.

Example: Bake Sale Event

Costs	Price per item	Quantity	Total £ cost
Self raising flour	0.45	10	4.50
Sugar	1.60	10	16
Butter	1.55	20	31
Eggs	1.68	15	25.20
Chocolate	1.79	20	35.80
Chocolate chips	0.50	25	12.50
Marshmallows	1	25	25
Digestives	1.29	10	12.90
Lemons	0.79	5	3.95
Sprinkles	2	5	10
Trays	6	5	30
Muffin cases	1.79	3	5.37
Facepaints	10	3	3
Venue:			
Venue hire	350	1	350
Poster printing	50	1	50
Advertising	100	1	100
Total costs			642.20

Sales	Price per item	No. of sales	Total £ sales
Rocky Road	2	120	240
Chocolate cup cake	2	120	240
Choc chip cookie	1.50	100	150
Chocolate cake	3	50	150
Lemon drizzle cake	3	30	150
Lemon cup cake	2	50	100
Face painting	2	50	100
Total sales			1,130

TOTAL SALES - TOTAL COSTS = PROFIT

1,130 - 642.20 = 487.80

TOTAL PROFIT = £487.80

YOUTH IMPACT
STAGE 3

PANEL NOTES: PITCH

Group Name: _____

Group Members: _____



TOP TIP: Follow the steps on this form to ensure a great panel experience for you and the young people pitching.

1. HELLO'S & INTRODUCTION'S

- Young people and panel members meet either in person or online.
- Everyone introduces themselves and make the young people feel comfortable.
- Facilitator leaves the room (unless previously agreed) for the young people to present their pitch.

2. PITCH

Young people present their pitch as creatively as they choose!

3. PANEL QUESTIONS

At pitch, it's important you check your understanding and ask questions. Make sure all group members contribute and ask question such as:

- What impact are you hoping to have with this project?
- Other than the 8 Essential Skills what have you learnt?
- Have they identified some of their weakest skills and discussed how they plan to improve them?
- Have you noticed a difference by working on weaker skills?
- Have you identified a gap in the market for your enterprise?
- Have you done anything that's helped you thrive as a team?
- How will you evaluate the impact the project has?

4. 8 ESSENTIAL SKILLS

During a Youth Impact project, group members should demonstrate how they have practised and developed some of the 8 Essential Skills throughout the process. The group should identify and discuss the skills as they pitch but if not please ask further questions to find out.

8 ESSENTIAL SKILLS	Have the young people developed the skills?							Notes
	Group Member 1	Group Member 2	Group Member 3	Group Member 4	Group Member 5	Group Member 6	Group Member 7	
Summarising I summarise or rephrase what I learnt								
Presenting I present to an audience when required								
Researching I use research to build my understanding								
Seeking perspectives I seek different perspectives to develop my ideas								
Improving performance I seek opportunities to grow my experience and expertise								
Involving others I engage others to achieve a goal								
Managing disagreements I support shared decision making								
Being inclusive I support others to thrive in a group								

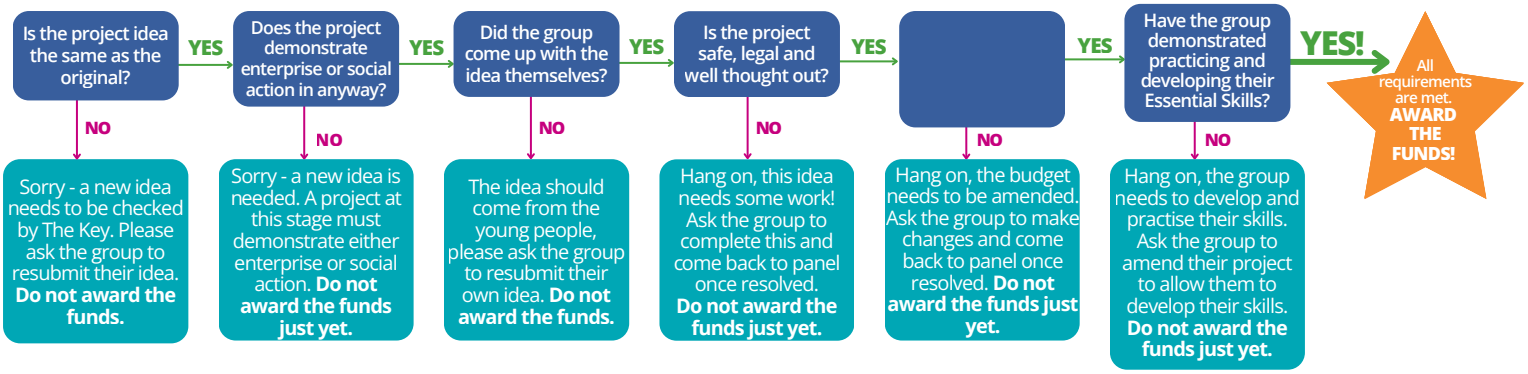
YOUTH IMPACT
STAGE 3

PANEL NOTES: PITCH

PITCH

5. PANEL DISCUSSION

Without the young people present, discuss with the other panel members to check you all agree that they've done enough to be awarded the funds; use the decision tree to guide you.



6. GROUP FEEDBACK

Now that the group are back in the room, share your decision! Always be encouraging even if the answer is 'Not Yet'.

If it's a 'Yes' congratulate the group on their achievement and feel free to share any advice that will help them do or evaluate their project.

If the answer is 'Not Yet', the panel need to set conditions to get them on track and request the group reports back once this has been done.

HAVE YOU SET ANY CONDITIONS?

.....

.....

.....

.....

.....

7. FEEDBACK TO THE KEY VIA KIT

Nominate a panel member to update the KIT with your decision and submit this outcome to The Key - this should only take 5 minutes.

THANKS FOR BEING A PANEL MEMBER TODAY, YOU'LL HEAR ABOUT HOW THE GROUP GET ON ONCE THE PROJECT IS COMPLETE

Remember The Key team are on hand to help so don't hesitate to get in touch!

PITCH

The Key - Unlocking Unlimited Futures
thekeyuk.org | 0191 731 7830
Facebook &Instagram: @thekeyuk

FINAL SKILLS GRID

Did you know?
Essential skills can help you unlock new opportunities. In fact, 92% of people say they're important for career success!

REVIEW

Now that you've completed your project, fill in the Skills Grid again. Go back to your previous Grids to help you reflect on how your skills have developed, celebrate your progress and think about which skill you've strengthened the most.

Skill	Skill Steps	Almost Never	Rarely	Sometimes	Often	Almost Always	Change since you started KEY+ Do you use this skill...
LISTENING	**Retelling** I pass on information accurately	○	○	○	○	○	Less Same More
	Summarising I summarise or rephrase what I learnt	○	○	○	○	○	Less Same More
SPEAKING	**Meeting others** I communicate with new people when I need to	○	○	○	○	○	Less Same More
	Presenting I present to an audience when required	○	○	○	○	○	Less Same More
PROBLEM SOLVING	**Finding information** I find information to complete a task	○	○	○	○	○	Less Same More
	Researching I use research to build my understanding	○	○	○	○	○	Less Same More
CREATIVITY	**Sharing imagination** I share what I imagine with someone	○	○	○	○	○	Less Same More
	Seeking perspectives I seek different perspectives to develop my ideas	○	○	○	○	○	Less Same More
ADAPTING	**Reflective learning** I reflect and learn from challenges	○	○	○	○	○	Less Same More
	Improving performance I seek opportunities to grow my experience and expertise	○	○	○	○	○	Less Same More
PLANNING	**Thinking ahead** I think about routes to achieve a goal	○	○	○	○	○	Less Same More
	Involving others I engage others to achieve a goal	○	○	○	○	○	Less Same More
LEADERSHIP	**Sharing reactions** I explain how an idea makes me feel when appropriate	○	○	○	○	○	Less Same More
	Managing disagreements I support shared decision making	○	○	○	○	○	Less Same More
TEAMWORK	**Taking responsibility** I take responsibility for completing tasks	○	○	○	○	○	Less Same More
	Being inclusive I support others to thrive in a group	○	○	○	○	○	Less Same More

Now, read the statements below and circle how you feel about each of them:

I feel supported by my friends
A lot | Quite a bit | Somewhat | A little | Not at all | Prefer not to say

Stronger relationships: Build connections and feel supported by others

If I find something difficult, I keep trying until I can do it
Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | Prefer not to say

Believing in yourself: Believe you can achieve even if it feels hard

I get nervous and lose confidence in new situations
Certainly True | Somewhat True | Not True | Prefer not to say

More confidence: Feel more confident to try new things

I make active choices about what to daily
1 (Never) | 2 | 3 | 4 | 5 | 6 (Always) | Prefer not to say

More control: Feel able to shape your world

I've got a lot to be proud of
Strongly agree | Agree | Disagree | Strongly disagree | Prefer not to say

Feeling proud: Recognise what you can achieve and feel proud of yourself

I feel I can make a difference to the world around me
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Prefer not to say

More control: Feel able to shape your world

4. Appendices

4.9 Employability

4. Appendices

4.9 Guidance for KEY+ Employability

The Key want to support young people to develop their own enterprise skills through Stage 3 - Youth Action. The group can use their microgrant to resource a business idea and bring it to life.

What happens with the profits we make?

It is up to the partner organisation to decide what happens to the profits made. They should work with young people to decide whether to add the proceeds into the organisation's activity budget, give to a charity of their choice, or share the proceeds amongst the group members.

If money is given directly to group members in receipt of benefits, additional earnings could affect their eligibility to claim. We recommend you discuss this with all individuals beforehand to ensure this doesn't have a negative impact.

According to the governments sole trader guidance, anyone is allowed to earn up to £1000 without declaring themselves as a sole trader. Individuals who earn anything above this will need to register as a sole trader and complete a tax return. We encourage you to work with young people to review the government earnings guidance if this became an issue.

Can we use funds to purchase equipment?

Unlike other KEY+ projects, we know that there may be more capital costs associated with an enterprise project. However, as with all Key projects the group should be aware that any resources purchased will belong to the member organisation itself and not individuals project members after the project is complete.

Helpful links

- Working for yourself - GOV.UK (www.gov.uk)
- Set up as a sole trader - GOV.UK (www.gov.uk)

4. Appendices

4.10 Frequently Asked Questions

4. Appendices

4.10 Frequently Asked Questions

PROJECT ACTIVITIES

Can we do adventure activities that require risk assessments?

Yes. However, The Key does not accept responsibility for this, and risk assessments are carried out at the requirement of the facilitator's organisation/provider.

Can we use KEY+ projects for a trip that our organisation is planning?

That depends. The Key doesn't pay for pre-arranged activities; it must be the young people's freely chosen own idea. So if there was a trip already happening, we wouldn't pay the costs for the young people to attend. But if the group wanted to plan an extra element to the existing trip, then that could be funded.

Why can't groups use money for DofE expeditions but they can for other expeditions?

KEY+ is a youth led learning process. All projects must be freely chosen by the young people in the KEY+ group. Aspects of DofE are necessary for the young people to be able to achieve certification. Therefore they are not freely chosen as the activity has been prescribed.

Can we have driving lessons?

As an experience for an early KEY+ stage we are happy for groups to plan this together and then take an individual lesson. However, The Key will not fund series of lessons for individuals.

Can we get beauty treatments?

Yes, for an experience this is fine so long as this is planned as a group. However, participants cannot have anything cut off or anything stuck on! No permanent changes including acrylic nails, haircuts or extensions, piercings etc., but painted nails or hair up-dos are fine. For young people under 16 parental consent should be obtained for any treatment.

4. Appendices

4.10 Frequently Asked Questions

FUNDING

Can we use Key Funds to hire our club's minibus?

Micro grants are there to reward young people's learning. We do not fund organisations to cover their core costs. The Key will not pay for an organisation to 'hire' something they already own. The Key will however cover petrol costs; the group should work out what this will cost per mile.

Can we use the micro grant for capital spends?

Yes, for an experience this is fine so long as this is planned as a group. However, participants cannot have anything cut off or anything stuck on! No permanent changes including acrylic nails, haircuts or extensions, piercings etc., but painted nails or hair up-dos are fine. For young people under 16 parental consent should be obtained for any treatment.

How detailed do project costs need to be?

A full detailed breakdown of all the costs of the project are needed before The Key can approve the project. For example, if the cost per head is £5.99 this should be recorded along with how many people are included. If you don't provide a detailed breakdown of costs this will delay processing of progressing the project.

The young people I work with want to do a project but £250 won't be enough, can they split into 2 groups?

No, groups shouldn't split into 2 to plan the same project to try and get more money. The Key are not a funder and need to ensure that the group members develop the 12 Key skills. More funding is available in Stages 2 and 3 so the group could keep their idea for later stages and do a less costly project at Stage 1.

We have some money left after completing our planned activity; can we spend it on something extra?

No, The Key will only reimburse items that have been agreed at panel and appear on the project budget. If groups spend outside of the agreed amount, the organisation itself must meet this spend.

Can the young people use the micro grant to purchase team t-shirts for themselves?

Any items bought with the micro grant must become property of the organisation and not of the young people personally. T-shirts can be bought for the organisation/club that the young people come from but not for them to keep as personal items, so no personalisation, such as nicknames.

4. Appendices

4.10 Frequently Asked Questions

FUNDING

Can we buy equipment for a project?

Micro grants cannot be spent solely on capital costs. The purchase of equipment doesn't require enough skill to constitute as a KEY+ project. As a general rule, capital should be no more than 25% of the budget, although this can be negotiated in some circumstances.

We need to book tickets/travel to get a better price/secure seats but the group haven't been to panel, is this OK?

Sometimes it may be necessary to book tickets in advance, please contact us so we can authorise the booking & record the reason the booking has to be made prior to panel. If the group are unsuccessful at panel any cancellation charges are your responsibility. The group should not be told that the tickets have been booked as they need to take ownership for the project and feel rewarded for their work. If tickets are booked before panel without notifying The Key the organisation will not be able to claim for them.

4. Appendices

4.10 Frequently Asked Questions

PROCESS

How many young people should be in a group?

There should be at least 3 and no more than 7 young people per group.

We've changed our project idea. Do we need to tell The Key or go back to panel?

That depends. If you haven't been to panel you can change your project idea but you should contact The Key to let them know that the idea has changed. If you have already been to panel you will need to contact The Key with details of the change. If the idea is completely different you will need to go to panel again. For example, if you originally planned to go to the cinema and for food and now want to go horse-riding you will need to go back to panel. If however, you originally planned to go to the cinema and for food and you have changed the location of the meal or the film you want to see that would not require another panel.

Can Key projects be done in a short time?

We recommend a minimum of 1 week between the project being registered and the panel date. This to ensure that the group have time to complete the planning and preparation required to be successful at panel and to allow your panel members sufficient time to respond.

Is there a time limit on completing a Key Project?

We like to encourage groups to be actively engaged with their project so we would expect them to be ready to go to panel within 4-6 weeks of validation; however we recognise that some groups may take longer than this. We will contact you to ask for progress updates if the group hasn't progressed to panel. If the group want to progress to the next stage they must do this within 2 years of registration of the previous stage.

Should I send original copies of forms, documents and receipts into The Key?

All forms should be submitted online with the exception of the group evaluation which you can post if you wish. We recommend that all documents that you post to us are scanned or copied in case the original copy does not reach The Key.

How can we make our project into a Key case study?

The Key loves to use real life stories to demonstrate to other Facilitators, funders and partners what a difference KEY+ makes to the young people taking part and the wider community. When you submit publicity consent forms, photographs and both facilitator and young people's evaluations we can write up a case study and get your approval for us to use it.

4. Appendices

4.10 Frequently Asked Questions

PROCESS

One of the group members wants to be in another Key group that I am facilitating, is this OK?

No, young people can only be in 1 Key project group with your organisation at any one time. They can still join in the project that your other group are planning but as a beneficiary only. However, young people can be in another Key project with a different facilitator at another organisation at the same time.

Are there any requirements for types of project at each stage?

Stage 1 and 2 projects can be any type of activity provided it is freely chosen by the group and is safe, legal and achievable. Groups can do team-building projects at stage 1 and 2 but would need to demonstrate how they can build on the skills at each stage. For example, if they plan a trip to the cinema at stage 1 and want to plan a trip to the theatre at stage 2, we would need to understand what additional challenges this creates to enable them to further develop the 12 Key skills. Stage 3 projects must have wider community benefit in addition to benefiting the group members. The wider community should be those outside of the organisation themselves, people not ordinarily known to the group.

What does community benefit mean?

A project with community benefit must benefit people other than the group members for the good of the wider community. You should try to test yourselves and push boundaries so that you can look back on the project with a real sense of achievement. The majority of the funds should be spent to directly create community benefit.

Here are some great community benefit projects others have delivered through the KEY+ Challenge:

- Fundraising for a charity or for your youth club e.g. Family fun day, sports day, clothes swap, Key's Got Talent.
- Put together hampers for hospice patients / Christmas packages for young homeless people.
- Buy seeds & equipment to make a community garden
- Paint and refurbish an indoor space.
- Organise a multi-cultural event including cooking traditional food and traditional dance performances.
- Make a film/documentary and arrange to show this at a community event.
- Collect and repair old bikes to send to Africa as part of a wider project.
- Start a community magazine or mini enterprise.
- Put on a free football tournament against police and community officers.
- Arrange for a group to have a talk from an ex-gang member about their life experiences.



Unlocking Unlimited Futures

thekeyuk.org

Registered charity in England and Wales No. 1093569;
and a company limited by guarantee No. 03331920.