





KEY+ IN EDUCATION

Unlocking Unlimited Futures



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WHO WE ARE

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.

Vision

All young people in the North East of England unlock unlimited futures for themselves.

Mission

We create opportunities for young people in the North East of England to harness their own agency and forge positive pathways for themselves.

Values

FOCUS
We keep sight of the goal

COLLABORATION
We work together to achieve common objectives

GROWTH
We constantly strive to be the best we can be

Everything we do is for the benefit of young people

OUR BELIEFS


VOICE
USE THEIR VOICE & BE HEARD


LEAD PROJECTS & ACTIVITIES THAT MATTER TO THEM

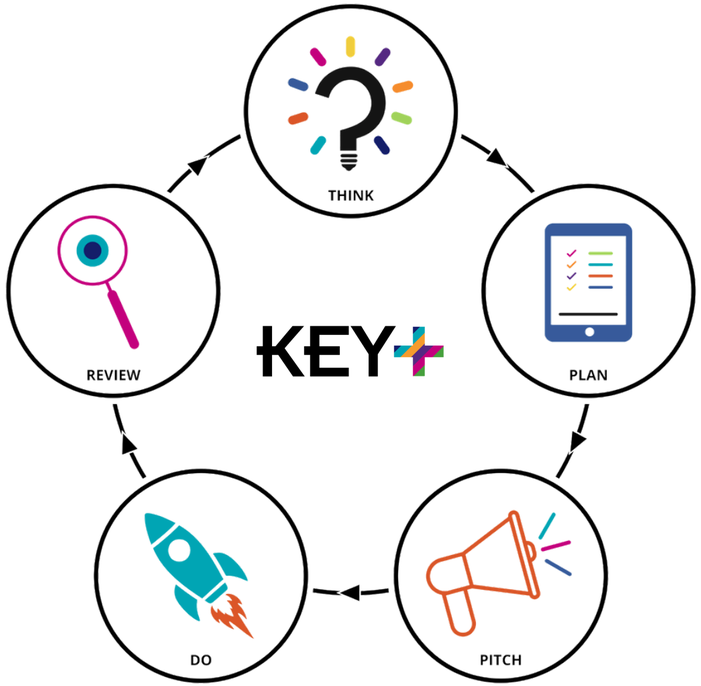

BUILD SKILLS, CONFIDENCE & RESILIENCE TO THRIVE


BE ACTIVE CITIZENS BY EXPLORING ENTERPRISE OR TACKLING SOCIAL ISSUES

KEY+ IN EDUCATION



THE KEY+ CHALLENGE



K
KICKSTART SKILLS

Young people get to grips with the five step challenge

£250 Stage 1

E
EXCEED EXPECTATIONS

Challenges them further with a bigger project

£500 Stage 2

Y
YOUTH IMPACT

Focuses on enterprise or social action

£1,000 Stage 3

+ FOLLOW ON OPPORTUNITIES

Continued growth through bespoke opportunities, work experience or volunteering.

ICEBREAKERS

GETTING TO KNOW EACHOTHER

Choose one activity as an ice-breaker.

SPLAT	Wink murder	Fork game	Picture prompt
Drawing game	“I” statements	This or that	Would you rather



SPLAT

SPLAT is a fast-paced, high-energy circle game where quick reactions are key! *The aim is simple: don't get "splatted" before you can splat someone else!*

How it works

- Gather your group in a circle with one person standing in the middle as the Splat Master.
- The Splat Master points dramatically at someone and yells "SPLAT!"
- That player must instantly duck, while the two people beside them try to splat each other by pointing and shouting "SPLAT!" first.
- The slower splatter is out and steps out of the circle.
- The Splat Master keeps firing off splats, twists, turns, and fake-outs to keep everyone on their toes!

How to win

- Keep reacting lightning-fast and avoid elimination.
- The last player standing in the circle becomes the Ultimate Splat Champion!



WINK MURDER

Wink Murder is a sneaky, suspense-filled game where one secret killer "winks" their way to victory - the aim is to spot the murderer before they silently take everyone out!

How it works

- Gather your group in a circle and choose a detective. Then send the detective out of the room so you can choose your murderer!
- Bring the detective back in and the game begins.
- Everyone else keeps a straight face while the Murderer tries to "kill" players by giving them a quick, sneaky wink.
- If you're winked at, you must dramatically (or subtly) "die" and drop out of the game.
- Survivors watch closely and try not to get caught making eye contact!

How to win

- If you're the detective: correctly accuse the Murderer within 3 guesses (or more/less depending on group size). Or before the Murderer kills everyone.
- If you're the Murderer: eliminate everyone without getting spotted - and enjoy the chaos!



FORK GAME

The Fork Game breaks the ice, boosts creativity, and helps young people feel more relaxed and confident speaking in front of each other.

How it works

- Show the group a fork (or any simple object).
- Explain that each person must come up with a different, creative use for the object.
- When it's their turn, they hold the object and start their idea with: "I would use it to/for..."
- Encourage imaginative, funny or unusual ideas - the more creative, the better.
- With smaller groups, you can go round more than once.
- To add a challenge: the group cannot use the object for its intended purpose.



PICTURE PROMPT

Picture Prompt gets young people talking, builds confidence, and encourages creative thinking - all while helping the group feel more relaxed and engaged.

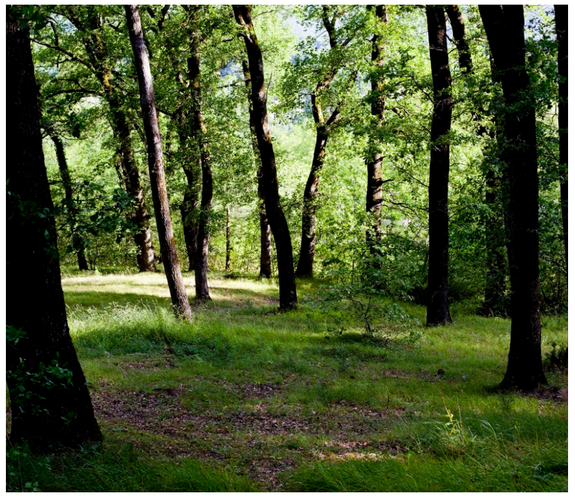
How it works

- Show the group a random picture (this can be a photo, illustration, meme-style image, or something abstract).
- Ask each young person to describe what they think is happening in the picture.
- Encourage them to be creative, humorous or imaginative in their responses.

Different variations

- “Give this picture a title.”
- “What happened 5 minutes before this picture was taken?”
- “What happens next?”
- “Describe this scene in one sentence.”

PICTURE PROMPT IDEAS












DRAWING GAME

The Drawing Game is a hilarious, creative art challenge where everyone adds a section to a mystery character.

How to play

- Give each player a A4 sheet in portrait orientation.
- Fold it in half top-to-bottom, then fold it again the same way; open it out so there are 4 equal sections.
- Everyone draws a head in the top section.
- Fold the paper over so only the connecting neck lines show, then pass it to the next person.
- That person draws a body, folds it over, and passes it on.
- Next person draws legs, folds, passes.
- Next person draws feet, folds, passes.
- The final person opens the masterpiece, gives the character a name and reveals it to the group!



“I LIKE” STATEMENTS

“I” statements is a warm, feel-good sharing game where everyone gets to express what they enjoy.

How to play

- Bring the group together in a circle or comfy space.
- Invite each person, one at a time, to finish the sentence “I like…” with something they enjoy, love, or are interested in.
- Encourage variety - hobbies, food, places, people, experiences, anything!
- Keep the circle going for as many rounds as you like!

Examples

- To be outdoors
- Pizza with pineapple
- Talking to people
- Dancing
- Football
- Listening to music
- Playing board games
- Hot chocolate
- Dogs
- The beach
- Being with my family
- School



THIS OR THAT

This or That is a lively, quick-choice game where everyone picks between two options - the aim is to get the group energised, thinking fast, and sharing their preferences.

How to play

- The facilitator will call out two contrasting options, like “Cats or dogs?” or “Pizza or pasta”
- Students choose which one they prefer by moving to a side of the room, raising a hand, or just calling it out.
- Keep the pace snappy with fun, surprising, or silly pairs.

Examples

- Ice cream or Cake?
- Batman or Superman?
- Barbie or Disney Princesses?
- Dine in or takeout?
- Maths or English?
- Chocolate or vanilla?
- Marvel or DC?
- Phone or TV?
- M&Ms or Skittles?



WOULD YOU RATHER

Would you rather is a fun, thought-provoking game where players face tricky choices - the aim is to spark laughs, debates, and interesting conversations by picking between two often silly or challenging scenarios.

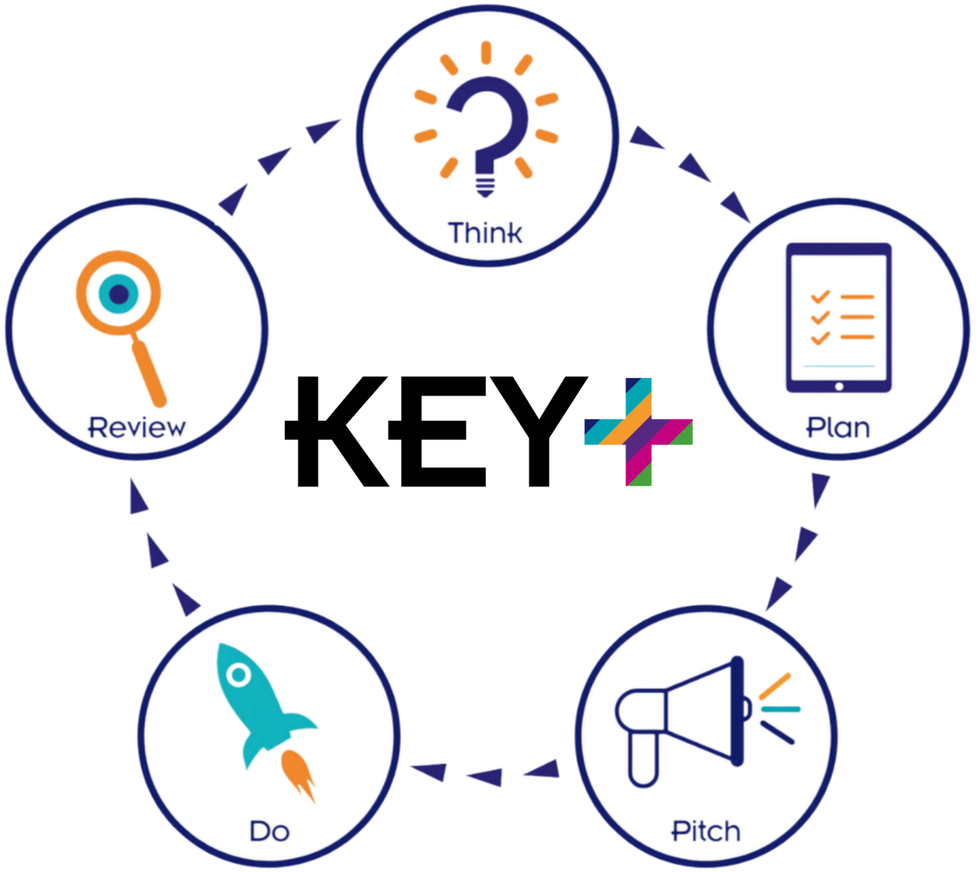
How to play

- The facilitator poses a question starting with “Would you rather…?”, followed by two options, e.g., “Would you rather fly or be invisible?”
- Players choose one option and explain why if they like.
- Go around the group so everyone has a turn answering, encouraging discussions and reactions.

Examples

- Would you rather be a cat or a dog?
- Would you rather travel to the past or the future?
- Would you rather have grass for hair or a carrot for a nose?
- Would you rather live in a castle or a spaceship?
- Would you rather be able to run at the speed or light or be able to walk through walls?
- Would you rather have no homework or no tests for the rest of your life?
- Would you rather have a unicorn or a dragon as a pet?
- Would you rather never have to go to the toilet again or never have to sleep again?

THE PROCESS: THE 5 KEY+ STEPS



THINK IT
PLAN IT
PITCH IT
DO IT
REVIEW IT

THINK IT



THINK

You'll think of ideas with your group and pick one idea that you all want to do.

Guidance

- Share what you all enjoy doing - hobbies, interests, passions.
- Talk about what matters to your group and what you'd like to change or improve.
- Check in and out after each session.
- **Brainstorm project ideas - big, small, realistic, wild, everything!**
- **Come up with a fun, meaningful or quirky team name!**

Building Skills

- Explore everyone's skills and strengths.
- Be honest about what you're not so good at - these gaps can help shape roles/ideas.
- Discover what you each feel confident doing and what you'd like to learn.

Project Inspiration

- A trip to Infinite Air
- A trip to the Arcades
- Hosting a community fun day
- Creating a short film about a topic your team cares about
- Setting up a fundraiser
- A trip to the beach

8 KEY SKILLS

Throughout the project, you'll work towards improving skills.



Skills Builder
UNIVERSAL
FRAMEWORK 2.0

SKILLS GRID

Rating your key skills & keeping track of how you are developing these:

Skill	Skill Step	Almost Never	Rarely	Sometimes	Often	Almost Always
	**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	◯	◯	◯	◯	◯

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?



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?



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?



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?



Skills Builder
UNIVERSAL FRAMEWORK

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?



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?



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?



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?



Skills Builder
UNIVERSAL FRAMEWORK

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?



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?



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?



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?



Skills Builder
UNIVERSAL FRAMEWORK

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?



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UNIVERSAL FRAMEWORK

KEY+ GROUP NAME

Think of a team name for your group! It doesn't have to be anything related to what you might want to do, just make sure it isn't offensive. Here's some examples:

Dave from Marketing	Terry's Cucumber Dinosaur Squad	The Quackers Ducks	Butter Chicken	The Krispie Kremers	The fallen order of the golden Greggs pasties
Animals in Outer Space	The Kurt Cobeans	Not Fast but Furiously Slow	Testing 1234	Smells like TEAM Spirit!!!	We can better than a can canner can can a can

PLAN IT



PLAN

You'll plan how your project will work, you'll sort all the details; what you need, how to use your budget and who does what.

Research Your Idea

- Look up your activity/place and where it is.
- Check opening times, distance, and any rules.
- Decide how you'll get there (travel/parking).

Budget & Costs

- Find out the cost per person and total cost.
- Include extras like travel or food.
- Think about asking for a discount or group rate.

Timing

- Choose when you'll go (school day/term time/after school/weekend).
- Check how long it takes and if you need to book.

Roles & Responsibilities

- Decide who does what based on their skills.
- Share tasks like research, costing, booking, and planning travel.



PLAN: REMEMBER

- The project is what you want to do and that you all agree on - you can talk about your ideas, do individual research or work in smaller groups.
- All group members need to be involved, whether you work together on a shared laptop or computer or are involved in decision-making.
- This project needs to be safe & legal - these might be things school won't let you do.
- Everyone needs to reflect on Key Skills they are learning and developing.
- The project must have a clear aim which is shared by everyone.



PLAN: BUDGET

In this section, we'll look at budgeting for your project and share some helpful tips and guidance to make your planning easier!

- Use a table to set out your budget.
- Make sure you break everything down to individual costs.
- Each journey should be accounted for with separate costs for adults and children or miles travelled.
- You will need to cost miles travelled in a car or mini bus at 45p per mile.

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

KEY+ STAGE 1 INSPIRATION

Here’s some Stage 1 project inspiration - a snapshot of each idea to spark your own creativity.

















KEY+ INSPIRATION

The KEY+ Challenge doesn't stop at one stage, there are 3 stages, with each stage providing a bigger budget. Here are some inspiring project ideas across the stages!

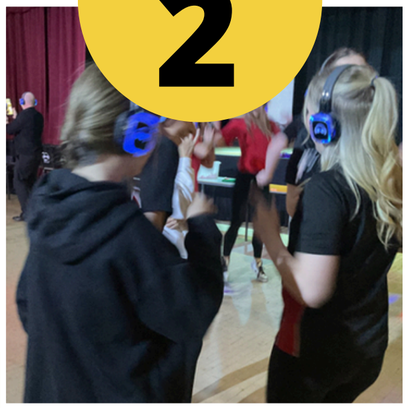
Stage **1**



TEAM: SIGMA ADELL

This group built communication, teamwork, and problem-solving skills while helping each other on the Fox Lake inflatables.

Stage **2**



TEAM: ASPIRE

This team made the Year 11 Christmas event a hit with a silent disco, taking charge of research, pricing, and event planning.

Stage **3**



TEAM: THE FIVE GEMS

This team created a song to spread awareness of Type 1 and Type 2 diabetes, working with The Bunker CIC to bring it to life.

AGREE RESPONSIBILITIES

Once you've agreed your project - make sure everybody has a job to do... examples of jobs include:



PITCH IT



PITCH

You'll pitch your idea and plans to a panel of volunteers to get the go ahead.

Roles & Responsibilities

- Each young person should take responsibility for part of the pitch and plan how they'll present it.
- Have a backup plan in case someone doesn't want to speak on the day.

Practice and Preparation

- Practice delivering your part with the group before the pitch.
- Plan how you will pitch - creatively, presentation, props, visuals, etc.

Team Support

- Be supportive and encourage anyone who is nervous or anxious.
- Create top tips to help each other cope with nerves on the day.



PITCH

You'll pitch your idea and plans to a panel of volunteers to get the go ahead.

Guidance

- Introduce the group - team name and members.
- What is your project?
- Why did you choose it?
- What key skills have you gained?
- What key skills will you use during the rest of the project?
- Show the budget - broken down with clear costs.
- How is the project safe and legal.

Ways to Pitch Your Idea

- PowerPoint
- Flipchart paper
- Posters
- Write a song
- Write a poem
- Act out a play/use puppets
- Create a video
- Use flashcards
- Be creative



PITCH: TOP TIPS

- It’s okay to be nervous! It means you care.
- Make sure you practice what you want to say.
- Try to look at the panel members when you’re talking but don’t worry if you can’t.
- The people on the panel are really nice - they just want to find out about your project!
- The panel WILL ask you questions - they just want to make sure it’s your own work and they want to know why you have chosen to do it.



PITCH SUCCESS!

YOU GOT THE YES?!!! YOU SMASHED IT!! NOW GET BOOKING AND PLANNING THE DAY.
REMEMBER: HAVE FUN!





POST-PANEL BOOKING & PLANNING TIPS

Booking

- Book the activity you've planned either online or by phoning to confirm a previous enquiry.
- Make a payment over the phone or online using your facilitator's card details.
- Some establishments may as you to pay on the day.

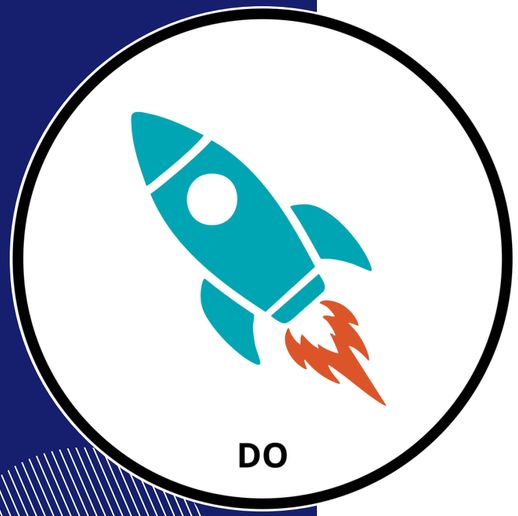
Planning

- Plan a route and work out exact travel times, including driving and public transport.
- Work out how long you need to order food (if you are going out for food) and other preparations.
- Decide what time you need to get back to school.
- Confirm which staff members will accompany you on the trip.

TIMINGS EXAMPLE

Activity	Location	Start Time	Finish Time
Meeting at school	Meeting at school	10:00am	
Walk to bus stop	Gateshead	10:00am	10:20am
Get the bus to Go-Karting	Gateshead to Newcastle	10:30am	11:00am
Do Go-Karting	Team Sport Go-Karting, Newcastle	11:15am	12:30pm
Get food from Nando's	Nandos Newcastle	12:30pm	1:30pm
Walk to bus stop	Newcastle	1:30pm	1:40pm
Get bus to bus station	Newcastle to Gateshead	1:45pm	2:15pm
Walk from the bus station back to school	Gateshead	2:15pm	2:35pm

DO IT



DO

You'll now do your project, bringing your idea to life. HAVE FUN!!

Preparation & Organisation

- Book your activity and make sure everything is in place so the day goes smoothly.
- Make sure everyone has a job or responsibility on the day.
- Nominate someone to be in charge of directions, timings, and safety.

Taking Charge/Leadership

- You're in charge, not the adults - approach venue staff and introduce yourselves.
- Try to let everyone have a go at paying for something or introducing the group.
- Try to step out of your comfort zone while remembering adults are there to help.

Recording & Evidence

- Keep a record of the day - take receipts, pictures or videos.
- Remember to ask for reciepts for everything.

REVIEW IT



REVIEW

Finally, you'll come together to review your project, reflecting on what went well, what you learnt and the skills you've built along the way.

Reflecting on the Project

- Reflect on your project from beginning to end.
- Think about what you enjoyed and what was difficult.
- Try to be honest about your experience and challenges.

Skills & Personal Growth

- Complete your second skills grid to see where you've grown and developed.
- Look at where you've made progress and which skills improved the most.

Evaluation & Questions

- Answer the evaluation questions about what you achieved.
- Complete the workbook questions to reflect as individuals and as a team.

Group Discussion

- Take part in group reflection questions using flipchart paper or our evaluation poster.
- Use agree/disagree statements to explore everyone's views and experiences.

REVIEWING YOUR PROJECT TOGETHER

Once your project is complete, you need to evaluate your performance and review it as a group.
Think about what went well, what would you do differently next time, and what you might plan next.

WAYS TO REVIEW

You can evaluate your project in any way that you like. Get creative and use your skills.



POTENTIAL QUESTIONS TO THINK ABOUT



REVIEWING YOUR KEY+ JOURNEY

Now it's time to think about your own experience. Consider what you enjoyed, what challenged you and what you're proud of. What did you discover about yourself?

How has taking part in KEY+ helped you?

Think about what you've achieved, the skills you've developed and how your confidence has grown.

What successes have you had?

Think about something new you tried, a skill you developed or something you achieved.

What has challenged you?

Think about what you found difficult, how you handled it and what you learnt from it.

How likely would you be to recommend KEY+ to a friend?

1 (not at all) 2 3 4 5 6 7 8 9 10 (extremely likely)

Has KEY+ inspired you to try something new?

- Education ☐
- Training ☐
- Volunteering ☐
- Employment ☐

Other _____

Would you like to nominate your group or someone else for a Key Award? Please circle which award you're nominating for

- KEY+ Social Action Superstars
- Exceptional KEY+ Facilitator
- KEY+ Pitch Innovators
- The Key Volunteer of the Year
- Best KEY+ Group Name
- Unique KEY+ Project
- Outstanding Key Partner
- Inspirational KEY+ Group
- KEY+ Completers

What could The Key do to make KEY+ better?



TOP TIP: When evaluating, look back through your workbook to answer the questions and think about your journey.

NAME

SUMMARY

The challenges we faced

The activity we chose

What new experiences have you had?...

The skills we built

What have you learnt?

Stage 3 here we come...

FACILITATOR FEEDBACK



A summary of what the group did



The challenges the group faced



What went well for the group



How the project helped everyone



The skills the group improved



How being part of a team helped friendships



Are they ready for the next stage?



KEY CONTACTS

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