



# Introduction

## The Smile £10 Challenge

# The SMILE £10 Challenge

Get involved in inspiring a future generation of young people to make their unique difference.

The SMILE £10 challenge is an initiative we have designed and developed here at The Windmills Foundation, the charitable arm of Windmills [www.windmillsonline.co.uk](http://www.windmillsonline.co.uk)

Our vision is to develop it as a national programme by 2020 allowing young people to engage in it to fulfill their potential, maximise their skills, build their confidence and leave a lasting legacy by making a difference in their local communities.

In the last three years we have supported 1000 young people and our vision for this year is to support 1000 in the next twelve months. This is a great opportunity to learn more about how you could be part of this growth...

Focused on working with year 6 (10/11yr old) children, in teams of 5/6 pupils, their challenge over the next few months is to use their combined skills, talents and relationships, coupled with a donation of £10, to make the world a better place by creating a sustainable difference in their wider community.

The only rule is a simple one; they can't give the £10 away. The challenge is about developing a project to make others SMILE.

Young people use the Smile acronym to identify the project they wish to develop and how they will measure its success:

## SMILE

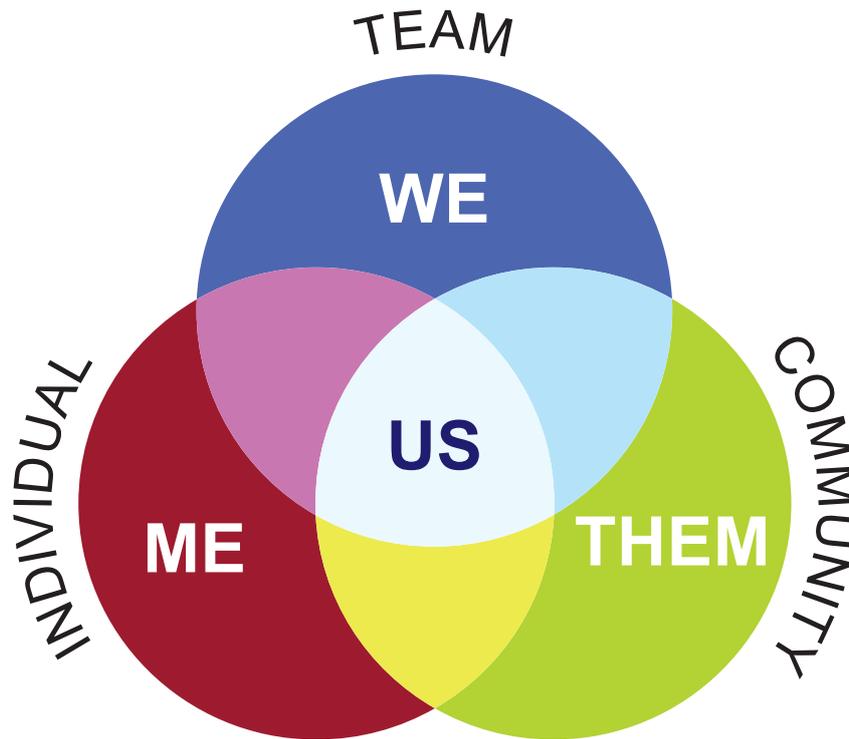
*Sharing* my skills and talents with those of the group and others

Doing this in a way which is *meaningful* and really excites and motivates me

Designed to have an *impact* on my local community by responding to a particular issue or topic that is important for the people who live there

Thinking beyond the project to make sure it leaves a lasting *legacy* and makes a difference

Benefits *everyone*



Beyond the project the wider aim of the Smile £10 initiative is to combine the following three different dimensions. These being, the young person (ME); the team of young people in the project (WE); and the final dimension, the community (THEM); which when combined together become US.

### HOW DOES THE CHALLENGE WORK?

- STAGE 1** **Setting-up the Challenge**  
ONE MONTH PERIOD
- STAGE 2** **Creating the Challenge**  
TWO WEEK PERIOD
- STAGE 3** **Delivering the Challenge**  
SIX WEEK TO THREE MONTH PERIOD  
(AS APPROPRIATE)
- STAGE 4** **Celebrating & Reviewing the Challenge**  
TWO WEEK PERIOD (AS APPROPRIATE)
- STAGE 5** **Building a Legacy for the Challenge**  
DEVELOPED THROUGHOUT THE PROJECT

### **STAGE 1** Setting Up the Challenge

This stage ensures the building blocks are in place to run the challenge and develop appropriate primary – secondary school links.

A series of briefing events are held with partners in the primary and secondary schools involved in the challenge to organise teams of Y6 children mentored by 6th form students. A full explanation of the challenge objectives, process and timescales are provided along with a chance for these partners to engage in the process for themselves. A tool-kit is provided by The Windmills Foundation to support the work with young people at stage 2 to improve their self awareness by looking at their skills, their passions – the things that really motivate them, and the issues/causes that they feel

strongly about and are prominent within their local community. It then encourages them to think longer term by prompting them to consider how they create a legacy in the project, building its sustainability beyond the lifetime of the initiative. Finally how can they involve a wider group of people and build awareness and impact further? Other partners such as local businesses, employers, voluntary organisations, media and regional and local government can be involved as appropriate.

## **STAGE 2** Creating the Challenge

This stage launches the SMILE £10 Challenge in primary schools, empowering young people to collectively make their difference within their local communities.

The challenge teams are created (approx 5/6 members) with each team being given a donation of £10. Using the SMILE framework and facilitated by the Champions (a combination of teachers, employers, parents, 6th formers) pupils explore: Where they feel the greatest need is? What they have to collectively offer? How they are going to move forward?

By the end of this session, teams may be at different stages and require differing levels of support. Each team will however have developed a proposed plan of action to move forward.

## **STAGE 3** Delivering the Challenge

This stage facilitates the young people to practically deliver the challenge whilst maximising the multiple impacts they can make

The Y6 teams, mentored by 6th form students and other partners e.g. employers, parents, governors, local community volunteers, begin to work on making their projects real and creating as many Smiles as they can. This may well involve activity outside the formal timetable and classroom, but schools and champions ideally commit half a day a week to the challenge, over the one & a half to three month period of this action phase of the project. This phase presents lots of opportunities for the project to link with development opportunities

within the curriculum e.g. using IT, creative problem solving, literacy skills, communication skills, numeracy, enterprise, citizenship, and personal, social and self reliance skills. They create a record of the challenge experience and story through their own reflective learning, photography, film footage to capture the smiles and learning created along the way.

## **STAGE 4** Celebrating & Reviewing the Challenge

This stage is about celebrating the difference made internally within each school and sharing this with others.

At the end of the project period the schools will each hold a celebration event for all those young people involved in the challenge and gain a chance to hear about what difference those involved feel it has made to them and others. A framework for reviewing the challenge is provided by The Windmills Foundation enabling the young people to show the smiles created along the way. Parents, local community members, media and those involved in the project are invited to attend and join in the celebration.

## **STAGE 5** Building a Legacy for the Challenge

This stage is about embedding the challenge for future generations and building a legacy for the challenge based on feedback and collective engagement.

A key part of the SMILE framework is the legacy element. We encourage the young people involved in the challenge to pose the question that (as they move into their secondary schools and are not involved on a day to day or week to week basis with the project they have created), how will it continue? What have they done to build a longer term, longer lasting element to their project? We encourage those Y6's involved to talk with the Y5's about the challenge, and if they are able to hand £10 to the next group of Y6's, how they can encourage them to make their difference through the challenge? Beyond the immediacy of those young people involved is the wider legacy of the schools and community involvement and we encourage the schools and other

key stakeholders involved in the project to consider the part they can all play in making the projects and the challenge initiative a sustainable legacy.

### WHO NEEDS TO BE INVOLVED?

The commitment, energy and skills of people supporting pupils in their challenge are absolutely crucial. These people are:

- The teachers within the school – particularly the Year 6 teacher and the Head Teacher
- Sixth form pupils who mentor the Year 6 children thereby supporting the initiative whilst also gaining experience and development
- A group of positively minded, active parents, governors, employers, volunteers, and community members to act as volunteer Champions. Their role is to lead and facilitate the SMILE £10 challenge for the class. They may also be required to accompany smaller groups as they undertake the challenge within the local community. Relevant CRB checks, Health and Safety as well as risk assessments will need to be carried out in preparation by each school
- Raise awareness of the SMILE challenge across the whole school - i.e. Year 6 parents, teachers and support staff, Governors and other major stakeholders engaged in community cohesion

### WHAT DIFFERENCE HAS THE CHALLENGE MADE?

Examples of the projects that young people have initiated have included:

- Creating, with sheltered housing residents, a “tried & tested” cookbook for the elderly living alone. It was designed to include healthy eating initiatives, preferred dishes for that age group and recipes for one. It was then distributed for free amongst other elderly groups in the community, and a number of local retailers
- Supported the local animal shelter by negotiating with local retailers and suppliers of feed to supply the shelter at a reduced rate. The young people

volunteered to get involved on an on-going basis with maintenance of the animals and conducted a general awareness raising campaign amongst the community related to the work the shelter does

- Worked with the local Ronald McDonald House to generate “smiles” amongst the families of those children who were currently being treated at Alder Hey Hospital. The young people developed a library facility for those staying at the house, negotiated with a local retailer some free flowers, baked cakes and wrote their own poem to the families to let them know that someone was thinking of them at this current time and wished to provide them with a “Smile”
- Supported the local pre-school group by doing a range of arts and crafts sessions to create new books for the group

These are some of the comments that the young people at our last event said about what they had gained from the initiative:

**“I have gained a lot of independence”**

**“I’ve learned to be confident and have a go”**

**“Never be nervous”**

**“You don’t need money to make a difference”**

**“Small things can made a difference”**

**“I like the feeling making other people smile gives me”**

**“I now know that I can achieve anything I want and make anything possible. Now I won’t give up so easily and will stick at things”**

The following are a selection of comments from the Champions involved with supporting the group of young people. We asked them what their ‘high point’ was within the project:

**“The primary and secondary schools pupils working together as a team. Watching Y12 grow in confidence as their relationship with Y6 pupils developed”**

**“Taking a group to entertain some adults with severe disabilities – the children learned so much about themselves and about what other people’s lives might be like”**