

# SOLUTIONS FOR THE PLANET YOUTH INSIGHTS PANEL

Session 4 - Feedback on IMPACT Training



# Contents

- 1) Executive Summary
- 2) Overview of the Session
- 3) Contributors & Format
- 4) Key Discussion Points
- 5) Key Recommendations
- 6) Conclusions
- 7) Appendix

## Executive Summary

This Youth Insights Panel session was delivered in a different format from usual. Instead of meeting live, panel members were invited to watch a short video introducing the draft Youth Leadership & IMPACT Training Programme and to share their reflections through an Input Pack, a Microsoft Form, or informal methods such as short written notes or personal reflections. This format was designed to give young people more thinking time, to test elements of asynchronous learning for the proposed programme, and to gather more personal insights about leadership, skills development, and programme structure.

Young people provided feedback—offering ideas on programme design, leadership pathways, emotional safety, practical activities, and where asynchronous methods work well. They were also clear about which parts of the programme must be delivered live to maintain energy, inclusion, and a sense of community.

Their insights provide strong direction as the IMPACT Training Programme moves toward finalisation and Board approval. This report captures all of their contributions across the Input Packs, Forms submissions, and additional Excel responses.

## Overview of the Session

S4TP is currently designing a 6–12 month Youth Leadership & IMPACT Training Programme aimed at developing young people’s skills in leadership, youth advocacy, peer research, campaign design, public speaking, and digital/media literacy. A draft proposal has been created and is undergoing review by the S4TP Board. This Youth Insights session was designed to gather young people’s views so the programme can be co-designed from the outset.

Topic	Youth Leadership & IMPACT Training: Programme Design & Delivery Format
Format	<p>This session replaced our usual live session as a test of alternative delivery formats. As such there was no pre-work, instead the panellists were asked to engage with information in their own time and submit their reflections to Solutions for the Planet. Materials provided were:</p> <ul style="list-style-type: none"> <li>• Video of Claire Fitton explaining the context for the session</li> <li>• Draft IMPACT Training Proposal</li> <li>• Input &amp; Reflection pack</li> <li>• Breakdown of submission options (Word document, Microsoft Form, written notes)</li> <li>• Microsoft Form link</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• To gather youth insights on programme content, structure, and delivery.</li> <li>• To test the asynchronous format as a possible component of future modules.</li> <li>• To understand where young people want leadership roles.</li> <li>• To explore what energising, inclusive training looks like.</li> <li>• Identify which sessions must remain live.</li> <li>• To shape the design of Phase 1 (Core Training), Phase 2 (Application &amp; Leadership), and Phase 3 (Showcase &amp; Accreditation).</li> </ul>

## Contributors

<b>Panel Members</b>	<p>This was a fully asynchronous session. Insights were gathered from:</p> <p>Harriet – Input Pack  Mohamed – Input Pack  Aisha – Full Excel response  Nusaybah – Full Excel response  Khaled – Full Excel response</p>
----------------------	---

# Key Discussion Points

## Meaningful youth involvement across the programme

Young people agreed that they should be involved in the programme not just as participants, but as leaders, designers, decision-makers, and contributors to key events.

They highlighted the importance of setting personal goals early. Khaled suggested beginning with individual interviews so each participant can identify their own 'ultimate goal,' with quarterly check-ins to track progress.

They also described specific youth advisory and design roles. Mohamed and Aisha both proposed a youth-led Showcase Committee, while Nusaybah suggested creating small groups supported by slightly older young-person mentors with relevant experience.

Young people also want opportunities for youth-led delivery moments that feel meaningful rather than symbolic. They mentioned hosting sessions, leading energisers, running parts of the showcase, sharing lived experiences, presenting introductory talks, and helping shape modules based on their passions.

Together, these points show a clear desire for youth co-leadership to be embedded throughout the programme.

"I think having young people actively involved in every part of the programme... is a great idea."

— Aisha

## Phase 1 – Core Training: making workshops energising and inclusive

What Young People Want	Examples
Practical, applied learning	<ul style="list-style-type: none"> <li>• Scenario challenges</li> <li>• Dioramas / poster creation</li> <li>• Real-time debates with opinion-switching</li> <li>• Hands-on problem solving</li> <li>• Elevator pitch practice</li> <li>• Rotating teamwork tasks</li> </ul>
Dynamic, supportive environment	<ul style="list-style-type: none"> <li>• Breakouts, polls, virtual whiteboards</li> <li>• Multiple ways to contribute</li> <li>• Avoid heavy pre-reading / homework</li> </ul>
Essential skills to include	<ul style="list-style-type: none"> <li>• Creative &amp; rational problem solving</li> <li>• Emotional intelligence</li> <li>• Conflict resolution</li> <li>• Proactive accountability</li> <li>• Growth mindset</li> <li>• Being an ‘active upstander’</li> </ul> <p><i>(An active upstander is someone who notices harmful, unfair, or discriminatory behaviour and chooses to take positive action).</i></p> <ul style="list-style-type: none"> <li>• Social media literacy</li> <li>• Professional skills incl. AI use</li> <li>• Critical thinking</li> <li>• Creativity &amp; passion</li> </ul>
Face-to-face elements	Some in-person sessions needed to avoid monotony and build community
Personal tracking tools	<ul style="list-style-type: none"> <li>• Personalised workbooks</li> <li>• Tracking individual skills and reflections</li> <li>• Milestones– Before/after growth</li> <li>• Next steps/future pathways</li> </ul>

## Phase 2 - Application & Leadership: projects and support

What Young People Want	Examples
Types of projects	<p>Projects should be:</p> <ul style="list-style-type: none"> <li>• Passion-driven</li> <li>• Community-focused</li> <li>• Achievable but ambitious</li> <li>• Examples:</li> <li>• Social action projects</li> <li>• School initiatives (litter picks, mentoring)</li> <li>• Fundraising &amp; awareness events</li> <li>• Dragons' Den-style pitches</li> <li>• STEM innovation challenges</li> <li>• Local campaigns</li> <li>• Research projects with presentations</li> <li>• Environmental projects</li> <li>• Digital/media campaigns</li> </ul>
Support structures needed	<ul style="list-style-type: none"> <li>• Monthly mentoring</li> <li>• Peer mentoring groups with young person mentors and industry or placement mentors</li> <li>• Regular 1:1 check-ins</li> <li>• Mock presentations before pitching</li> <li>• Shared digital diaries/project boards</li> <li>• Safe reflection spaces</li> </ul>

## Phase 3 - Showcase & Accreditation: making it meaningful, proud and celebratory

*Young people want Phase 3 to feel like a culmination, not a formality.*

What Young People Want	Examples
What makes it meaningful?	<ul style="list-style-type: none"> <li>• Visual proof of impact</li> <li>• Before and after stories</li> <li>• Growth journeys (“what I wanted vs what I achieved”)</li> <li>• Family &amp; professionals attending</li> <li>• Speeches &amp; storytelling</li> <li>• Time to reflect on personal transformation</li> <li>• Networking with mentors/employers</li> <li>• Supportive, celebratory atmosphere</li> </ul>
Suggested elements	<ul style="list-style-type: none"> <li>• Awards (e.g., Most Creative, Future CEO, Techie Award)</li> <li>• Reflection displays/installations</li> <li>• Video diaries documenting progress</li> </ul>
Who should be invited?	<ul style="list-style-type: none"> <li>• Family</li> <li>• Mentors</li> <li>• Industry partners</li> <li>• Project supporters</li> <li>• S4TP staff</li> <li>• Funders &amp; potential funders</li> <li>• Schools and local organisations</li> <li>• Alumni</li> </ul>
Role of young people	<ul style="list-style-type: none"> <li>• Hosting parts of the ceremony</li> <li>• Running welcome desk</li> <li>• Managing logistics (badges, timings)</li> <li>• Sharing their journeys on stage</li> <li>• Co-designing creative elements</li> </ul>

## Feedback on the asynchronous video and reflection format

Where it works well	Where it does not work well
<ul style="list-style-type: none"><li>• Research tasks</li><li>• Early-stage planning</li><li>• Digital/media skills</li><li>• Interview preparation</li><li>• Busy times (exams, holidays)</li><li>• Personal reflection modules</li><li>• Pre-work before live sessions</li></ul>	<ul style="list-style-type: none"><li>• Public speaking</li><li>• Networking</li><li>• Teamwork</li><li>• Ethics</li><li>• Debates</li><li>• Collaboration-based activities</li><li>• Leadership practice</li><li>• Anything requiring peer interaction or real-time feedback</li></ul>

### General consensus

The young people felt that the video and reflection format worked well for tasks that needed space to think, such as early-stage planning, research, digital/media skills and preparation during busy periods. They appreciated the flexibility but were clear that it should only complement live sessions, not replace them.

Skills that rely on interaction - like public speaking, teamwork, networking and leadership practice - must remain live. Overall, they saw the format as useful in specific moments, but only as one part of a balanced programme.

# Key Recommendations

## Programme Design

Based on all youth feedback, five clear areas for development emerged. Young people want the programme to start with an individual interview so their passions and personal goals can shape their journey from the beginning. They emphasised the value of youth mentors and industry mentors, and they want youth-led roles to be embedded throughout. A co-design approach should be used at every stage, supported by an ongoing, iterative feedback loop so the programme evolves with participants' insights.

## Phase 1 – Core Training

Young people want Phase 1 to be practical and hands-on, with workshops that focus on doing rather than passively listening. They asked for the detailed skills list they provided to be fully incorporated and for pre-reading to be kept to a minimum. A mix of live and pre-recorded content would help maintain engagement, and personalised workbooks should be introduced so participants can track their learning, reflections and progress.

## Phase 2 – Application & Leadership

Young people recommended that Phase 2 centre on passion-led projects linked to their school, community or personal interests. They highlighted the need for structured mentoring, including monthly check-ins and mock presentations, as well as digital tools to support planning and monitoring. Group-based projects were seen as especially valuable for building confidence and shared responsibility.

## Phase 3 - Showcase & Accreditation

Young people were clear that the showcase must take place in person and should highlight growth, storytelling and visual displays of impact. They want family members, mentors, partners and funders to attend, and they support young people hosting parts of the event with staff support. Awards should recognise a wide range of strengths to ensure the celebration feels meaningful for everyone.

## Format & Delivery

Feedback showed that the asynchronous video and reflection format should only be used in specific modules where independent thinking helps. Public speaking, leadership practice and any collaboration-based activities must remain live. The first session should always be delivered live to build connections, and a balanced mix of delivery formats should be used throughout the programme to maintain engagement and accessibility.

## Conclusion

This differently-formatted session generated some of the most detailed youth insights to date, although participation levels were relatively low. Young people engaged thoughtfully with the materials and ambitious ideas for what the IMPACT Training Programme could become.

Their feedback reinforces several themes:

- They want real leadership opportunities, not symbolic involvement.
- They value practical, hands-on learning over passive content.
- They need consistent mentoring and emotional safety.
- They want a showcase that recognises personal and collective growth.
- They see the value of asynchronous learning but are clear about its limits.

The depth and clarity of their reflections give S4TP strong direction as it prepares the final version of the programme. Their voices have been central to shaping the IMPACT Training Programme - and should continue to guide its development.

“Having one young person with experience in activism/ campaigning/ volunteering/ organising to share their story... could really energise the session and show participants this can be them in the future.”

— Nusaybah

# Appendix

## Additional thoughts on the IMPACT Training programme

The programme should have an aspect of building up to something big. This will help to keep the students motivated to reach the end goal and it will allow all of the activities and skills they learn to feel purposeful and it may encourage more motivation.

What differentiates this from school is that members are not just churning out right or wrong answers, but rather can be creative and explain their thought process.

The cohort could elect a small Youth Showcase Committee of 5 who would voluntarily want the additional leadership experience and work on planning the event alongside their projects.

This is a very unique programme, unlike any I've ever encountered, especially since it allows participants to develop their own ideas and projects and be creative whilst making real progress on their ideas.