

RE:YOUTH CHALLENGE



Enterprise Challenge

reactivate
reclaim
recondition
rekindle
reuse recycle
revamp
realign reinvent
repair
reaccommodate
regenerate
relocate



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RE:YOUTH CHALLENGE



CHALLENGE BRIEF

In your local area, there is a large patch of ground with an over-grown woodland and a small derelict building. The space is an eye-sore: strewn with litter, broken glass and vandalism. The site attracts groups of people after dark and this causes the local residents some distress as they are afraid to walk by the site in case of trouble.

Living in the local community, you know how they feel but you are also aware of the lack of facilities for young people and can understand why so many people go there to hang about.

After contacting your local councillor, you have been given permission to organise a group of local young people to plan and design a new youth facility before presenting your ideas to the local council for them to vote on.

Your design must:

- Make use of the open space, wooded area and the building
- Be useable in all weathers
- Be accessible to everyone (particularly young people) in the local area
- Be safe for the people who use it
- Be inexpensive
- Be sustainable



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CONSIDER

- How will you ensure that the facilities are accessible to all? Think of the varying needs of your users.
- The types of activities that could take place in each part of the space and how you can weather-proof them.
- Your target market: mainly young people, however, the space could also be used by the wider community at different times.
- What health and safety features can you include?
- Budget: the council have made it clear that they do not have endless finances for this project. How can you save money? What could you reuse?
- Think about the environment.
- What will you name your facility?
- How will you advertise your project and service?

You are tasked with creating a plan to present to the local council. They will then decide if they will provide funding to make your plans a reality!

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Task 1 – Identify



Look at the Challenge Brief, think about the issue and the main aims. Think about your own interests and strengths—does this challenge give you any ideas or play to your strengths?

What is the problem? What is needed/wanted and by whom?

Who am I? What do I care about? What skills do I have?



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Task 2 – Explore

Have you ever been to a youth club? What kinds of activities would young people want to do? What kinds of spaces are needed? How can you make it accessible? This is your time to explore/do some research!

What do I know already?	What do I need to know?	Who/What can help me?



Task 3 - Generate

You might want to link up online with others or ask some people in your house to generate ideas that can solve the problem. Start off with lots of ideas—do not worry how realistic they are at the early stages. Maybe you would like to mind map your ideas or just make notes.

What is causing the problem? What ideas could solve this? Who can help you?



Task 4 – Execute



This is the stage where you will focus on your favourite ideas. How could you make them work in real life?

A) You have 3 spaces to use: open space, wooded area and building. What will they be used for? What will they look like? What work will you have to do before they are useable? Can you weather-proof them?

Sketch or make notes about each of the 3 spaces:

A large white rectangular area intended for sketching or taking notes.



B) You must consider accessibility for all and safety. What features will you include?

Sketch or make notes:



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C) You have been asked to make your plans inexpensive and sustainable. What steps have you taken to save money and how have you considered the environment?

Sketch or make notes on how you can save money and care for the environment:



D) Finally, consider how you will get the local community involved in the project. How will you advertise it? What will you call it? Will you have a logo?

What will you name your project/service?

My logo:

Sketch or make notes on the advertising and finances:



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Task 5 – Present

This is time to present your plans to the local council, remember to include details of the following:

NAME OF PROJECT/SERVICE:		
Problem addressed	Target Market	Skills used
Money-saving ideas	Accessibility & Safety aspects	Uses for each space
Sustainability ideas	How I will know my solution is successful	Lessons Learned



Task 6 - Reflect



Measure your success! Carefully think about the following questions:

What went well?

What would you do differently next time?

What skills have you developed?

What have you learned about yourself and how will this help you in the future?



Additional Follow-up Task 1 - Skills Explorer

Through participation in this challenge, you will have used this skill set:

Communication

Empathy

Creativity

Organisation

Problem Solving

Initiative

Confidence

Presentation

Skills Development Scotland have produced a [Skills Explorer Tool](#) which you can access through their site [My World Of Work](#). This might help you to identify your current skill set.

Make note of the skills/qualities/talents that could be used if you did this challenge in real-life



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Additional Follow-up Task 2 - Career Focus

Here are just some of the careers that might be involved in a large-scale project like this:

Town Planner – Mainly employed by local councils or the government and focus on making a town economically efficient and environmentally friendly. They work with local officials to analyse and research how to improve things and add new services to the town. They will usually be educated to master's degree level and this can be done while working as a planning technician.

Procurement Specialist/Manager – Responsible for obtaining goods or services for a business. The act of buying is crucial in a business so usually those in procurement have good job security and salary. You do not necessarily require a degree to start a job in procurement and can study for professional qualifications while on the job.

Health & Safety Inspector – Inspects workplaces, from farms to construction sites to manufacturing plants, and investigates incidents for the government. Responsible for ensuring workplace safety to reduce chances of injury, illness and death. Begin as a Trainee and complete a Diploma whilst working.

Land Management – For those who love the outdoors: help landowners, farmers and local councils to manage and maintain their areas of land in order to get the most out of it. May also help improve areas designated for public use. Must be able to demonstrate a passion for the environment, so work experience, volunteering and internships will help. Examples of specialisms: agriculture, forests & woodlands etc.

Architect – Designs new buildings and the spaces around them, works on the restoration and conservation of existing buildings. Routes into architecture: university, apprenticeship, studying for additional qualifications while working. Can work for a private architectural firm, in the public sector or as a freelance consultant.

To explore other career options, go to

<https://www.myworldofwork.co.uk/my-career-options>



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Make some notes on the jobs/careers that interest you and their associated skill sets:

Blank area for notes on jobs/careers and their associated skill sets.



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Glossary of Terms

Accessibility The fact of being able to be reached, obtained or used easily by all.

Advertising Calling the public's attention to a product/service especially by announcements in the press, through social media, on posters/billboards etc.

Logo A way for businesses to help people identify their products and tell them apart from others. Usually an image but can be a name, symbol or even a smell!

Pitch A presentation of an idea, covering all of the critical aspects, with a view to securing (financial) support.

Sustainability The quality of causing little or no damage to the environment and also of being able to continue over a long period of time.

Target Market A particular segment of the market (potential customers) at which a marketing campaign is focussed (this could be based on age, sex, where they live etc).



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