Results Qualitative data revealed: Inadequate learning objectives for the project. No measurable assessment tool to identify learning undertaken by the children. Inadequate learning and teaching support for individual staff involved. Improvements included: One-to-one staff support. Education in learning and teaching strategies. Structured learning objectives for the project. Assessment of children’s learning at the end of the project.

Conclusion Action Research provided an opportunity to halt project activity, reflect on practice, evaluate, and improve a valued community service.

P-30 SCHOOLS PROJECT AND INTERGENERATIONAL ENGAGEMENT

Marion Tasker, Mountbatten Hospice, Isle of Wight, UK

10.1136/spcare-2023-HUNC.51

Background Post COVID-19 anxiety is still high and this exacerbates fears that may have already existed around hospices and end of life care. Patients and families have a wealth of experience to share. Using the arts we bring together patients and families with schools and colleges in our rural community, along with the Brit School in London to work together on an arts project.

Aims To bring communities together, in a creative and non-threatening way using the arts (Hartley & Payne (eds.). The creative arts in palliative care. 2008). To give a context to have different conversations on end of life. To traverse some of the barriers/distrust that can be created in small communities. To bring together different groups of people, from different socioeconomic backgrounds and generations. To combat social isolation at end of life (Marie Curie, 2022).

Method A collaborative and inclusive arts project run over four days. Feedback form and discussions at the end of the project. Celebration at the end in recognition of the investment from all involved and to promote the project.

Results Patients, families and students challenge fears and prejudices at end of life. Confidence gained and patients engaged in dancing, speaking and sharing stories to an audience. Patients felt involved in something important and felt relevant at the end of their lives.

Conclusion Patients and families felt valued and heard when sharing their experiences. When we give these opportunities to young people the message ripples out and enables positive change in attitudes. It breaks through the isolation/social death that can occur at the end of life and enables people to feel they can contribute and make a difference. The connections across the generations are vital when our communities so easily become separate and with this fear and suspicion can grow. Brining the ‘kids down from London’ made a huge difference to the community.

P-31 INCREASING CHILDREN’S AND YOUNG PEOPLE’S ENGAGEMENT WITH A HOSPICE

Hannah Nolan, Jane Murray, Anna Perry, Laura Greensall, Rachel Perry. Marie Curie, Solihull, UK

10.1136/spcare-2023-HUNC.52

Background It was identified at the hospice that we needed to engage with children and young people. Research indicates that talking with children about dying, death and bereavement can be difficult, but when done in the right way can be beneficial for both children and adults involved.

It was felt that a way of achieving this engagement was to provide relatable and relevant information and therefore a programme was introduced in conjunction with sixth form students at a local school.

Aims To showcase a range of career options for young people across the Midlands, highlighting the different entry points for people into these careers. To increase the reach and understanding of Marie Curie services within a group of 16–18 year olds. To provide vital support to organisations and individuals working with children and young people.

Methods We used a range of engagement methods including bereavement awareness training; assembly presentations; careers fairs and events; a tailored toolkit for organisations to better support children; and, bespoke work experience opportunities. Initial engagement was with 21 schools within a 10-mile radius of the hospice that had a post-16 education programme. In particular, a significant amount of engagement has been done with an inner-city Birmingham mixed comprehensive school with a diverse ethnic, economic and religious profile.

Results Three schools participated in the bereavement awareness training. Assemblies were carried out in three schools. Six work experience placements arranged. A Careers Fair was organised at the hospice and advertised on social media.

Conclusion Bereavement awareness training led to a number of referrals to the Children’s and Young People’s Service. The Careers fair led to five volunteers recruited. Assembly talk has led to fundraising opportunity for the hospice.

Current impact seen Increased engagement in the hospice services from younger people, increased fundraising opportunities and increased number of referrals to Children’s and Young People’s bereavement service and an increase in the number of volunteer appointments.

P-32 ENRICHING OUR YOUTH – DEVELOPING A VOLUNTEERING OPPORTUNITY FOR A SCHOOL’S A LEVEL STUDENTS’ ENRICHMENT PROGRAMME

Phil Mcgag, ÆK Bidwell, Christine Sutcliffe, Annmarie Robertswood. Wirral Hospice St John’s, Bebington, UK; Wirral Grammar for Boys, Bebington, UK

10.1136/spcare-2023-HUNC.53

Background The hospice had been seeking ways in which to expand and diversify the volunteer workforce. Historically, local students with an interest in a career in medicine or therapies volunteered into existing roles such as reception cover or meal volunteers – opportunities and input was limited. A local grammar school asked if we could provide some volunteering opportunities for sixth form students who had expressed an interest in medical careers.

Aim Our aim was to set up a specific programme, where the hospice benefited from the students’ time and gave them chance to meet patients and gain an insight into the different careers within palliative care.

Method Following planning sessions with the school to understand the required outcomes for the students and an information session at the school, six students were recruited and...