

Part 2

Planning workshop sessions



Thanks Sam

YouthWorkWales

people like you make it what it is

Part 2

Planning workshop sessions

2.1 How to use Part 2

This section provides the main interactive and information tools to work with young people to raise awareness of youth work as a career.

By following the guidance for planning and choosing suitable workshop sessions the facilitator should have most of what is needed to run a 45 minute awareness raising session.

The accompanying resources and information including icebreakers, exercises and handouts and supporting information for young people to assist the facilitator are in Part 4. All handouts and materials are provided in reproducible format. Other resources to assist young people consider youth work and plan for a career if they choose, and a takeaway booklet for young people 'Could you be the next Sam?' are also provided.



Cardiff Street Based Youth Work
Cardiff County Council

Part 2

2.2 Workshop session plans

The sample session plans will help to ensure the sessions are a fulfilling experience for the people involved. The session plans are designed to help to focus on the planning, the delivery and subsequent follow-up of workshop, which will ensure that the young people get the most from the session. There is also a list of resources to prepare beforehand, to help the session run smoothly.

The three session plans are each designed for young people at different stages of contact with youth work. Each plan suggests timings and a choice of activity such as a suggested icebreaker from the selection offered, or tutor's own. Activities such as quizzes are also suggested. A variety of choices of icebreaker are included to suit the group of young people.

“Thanks Sam

Those of us who took part feel that much has been achieved because of the project. The litter situation has definitely improved.”



**Grime Busters
(Bodringallt Youth Centre)
RCT County Borough Council,
Ystrad, Rhondda Cynon Taff**



Dreamcatcher Project Momouthshire Youth Service

The three sessions are:

- **Session Plan 1: What does a Youth Worker do?** This session is aimed at young people with little or no experience of youth work
- **Session Plan 2: Why choose Youth Work?** This session is aimed at young people with some experience of youth work.
- **Session Plan 3: How do I become a Youth Worker?** This session is aimed at young people with more experience of youth work, and an interest in career related options. A strong recommendation is made that wherever possible an experienced youth worker delivers it all or works in partnership to deliver this session in order to have credibility as a role-model or actual case study.

2.3 How contexts may affect planning and delivery of sessions

The sessions will need to engage and maintain the young people's interest, without lengthy explanations or using complicated language. The sessions will engage young people of varying age, levels of attention, ability, understanding and knowledge, and therefore will need to be adapted to incorporate the needs of the participants.

There is an obvious difference in environment between formal educational setting and a youth centre. In a formal educational environment, participants will expect to be seated, instructed and be primed to receive information. They cannot leave the room if the activity is un-engaging – a captive audience.

In a youth centre environment, many activities are carried out simultaneously and it is not compulsory that the young people remain involved in an activity if they choose not to. In such an environment, workshop delivery requires high levels of interaction and a variety of stimuli to maintain interest.



**AMVYCP Youth Forum
Aberfan and Merthyr Vale Youth
and Community Project**

The room needs to be considered and a layout organised that promotes group activities with enough space to move a round and for young people to sit in a circle.

A suggestion is that the workshop games and activities can be adapted for each environment e.g. if space allows using across room continuum to demonstrate yes/no/don't know quiz answers or asking participants to raise red, amber or green cards to demonstrate the same answers in a seated environment.

**“Thanks Sam
Now I know what
my mum has
to put up with,
I appreciate what
she does more.”**



**Brecon Boyz
Powys Youth Service, Brecon, Powys**

Attention needs to be paid to the numbers of young people. The session plans would work best with up to about 15 participants. If the group is large consideration needs to be given about how the discussions and activities are going to take place, such as, breaking up in to sub groups and appointing roles of a group leader and reporter.

However the larger the group over the optimum 15 participants the more difficult it is to undertake the sessions and the outcomes for young people may not be as effective.

If young people do not know each other then an icebreaker that will introduce them to each other and get them talking would be useful.

If the session is being run in non youth work setting, such as a school, information about the session by the facilitator needs to be provided to the organisation where it is to be held. Requirements of space and time, age and who the young people are will need to be clarified and the number of participants agreed.



**Chill Down Room Project
Vale of Glamorgan Youth
Service, Llantwit Major**

**“Thanks Sam
Without the
Chill Down Room,
there would be
nothing to do.
I’d be bored
and probably
hanging about
on the streets.”**

2.4 The Role of the youth worker in planning and delivery

As this pack is designed for use by workers with experience of delivering sessions, the plans and instructions have been kept brief. They can be adapted with additional materials with which the facilitator may be familiar and which suits the context and young people.

It is recommended that a youth worker is involved in the planning and delivery

of the sessions if it is not to be held in a youth work setting. Youth workers are strong role models for young people, they may already know the group of young people and can support with adaptation of materials. In particular session 3 requires a high degree of knowledge about the youth service and where to get additional experience and training.

Alternative icebreakers and exercises are suggested to suit the young people and the context in which the activities take place. Ice breakers and exercises that do not necessarily require a high degree of literacy have been included. If literacy is an issue, or the work needs to be done in short bursts then the facilitator can alter the delivery using the materials as 'discussion triggers', or the activity can be shortened or used more interactively. Cultural and language sensitivity when running sessions is also important.

In some situations it may be necessary to merge some of the sessions depending upon the responses of the young people and what they want know. One of the good things about youth work is that when a discussion starts this can lead on to other interesting areas and the additional resources or information in the pack in the appendices for example can be accessed for this purpose.



Duke of Edinburgh's Award
Wrexham

2.5 Resources needed

Specific resources for each session plan are to be found on the session plan pages. However the facilitator should give thought to other resources needed such as pens, paper, flip chart, white board, digital projector, overhead projector and other handouts.

2.6 Additional Interactive materials for young people

These are to be found in part 4 along with icebreakers, exercises and handouts and are for youth workers to use to support young people going further. They include:

- An action planning pro-forma identifying skills to develop and what experience is needed
- Options and steps to youth work for young people – Handout
- Local and national contacts – handout
- Case histories illustrating how people became youth workers or involved in youth work and what motivated them
- Evaluation and Feedback
- A certificate of attendance
- Young people's booklet 'Could you be the next Sam?'



First Aid training for Tibetan Refugees in India
St John Ambulance in Wales

Session Plan 1

What does a youth worker do?

Aim:

To inform young people of the nature of youth work, and the role and function of a youth worker

Outcomes:

By the end of the session, participants will be able to:

- Outline activities relevant to youth work
- Identify and prioritise the functions of a youth worker
- Identify sources of further information

What you need to be prepared:

- Copies of the handouts and cards as detailed on the session plan
- Sufficient space and time to run the workshop
- 'Could you be the next Sam?' resource for young people
- Other handouts you might find useful for young people
- Pens, paper and other resources that will assist the session

Part 2

Time	Method/Activities	Handouts
5 min	Welcome Introductions and purpose of training, Health and Safety, domestic issues.	
5 min	Ice-breaker An activity Alphabet quiz /energiser	(I.1.A, B or C) Alpha-quiz blank OR Yes/No cards
10 min	Input by tutor regarding importance, variety and fun of youth work. Young people given 6 cards which relate to tutor's message.	(E.1.A or B) Prepared cards per pair students
15 min	Pair exercise Young people discuss in pairs and make pyramid 6 of the cards in priority area OR use picture cards Young people say why they put their selection as number 1 and discuss Prioritise for whole group if time.	(E.1.A or B) Prepared cards per pair students
5 min	Questions from young people? Discussion time.	'Could you be the next Sam?'
5 min	Recap, any other questions, evaluation	Evaluation Sheets

Session Plan 2

Why choose youth work?

Aim:

To enable young people to be aware of why youth work is important to young people's lives

Outcomes:

By the end of the session, participants will be able to:

- Outline activities relevant to youth work
- Describe typical routes into youth work
- Clarify previously held perceptions on youth work
- Identify sources of further information

What you need to be prepared:

- Copies of the handouts and cards as detailed on the session plan
- Sufficient space and time to run the workshop
- 'Could you be the next Sam?' resource for young people
- Other handouts you might find useful for young people
- Pens, paper and other resources that will assist the session

Part 2

Time	Method/Activities	Handouts
5 min	Welcome Introductions and purpose of training, Health and Safety, domestic issues.	
5 min	Ice-breaker An activity from the selection.	(I.2.A or B) From provided materials
10 min	Whole group discussion Group experience of youth work to date captured on flip chart Differences of approach to youth work and ranges of activities explored and illustrated.	
10 min	Young person activity Quiz (exploding myths) using most participative methodology suitable to venue and setting.	(E.2.A, B or C) True/False Quiz OR True/False cards
10 min	Input by tutor Building on fun of youth work discuss career progression, salary aspect and variety of roles and approaches within youth work.	'Could you be the next Sam?'
5 min	Recap, any other questions, evaluation	Evaluation Sheets

Session Plan 3

How do I become a youth worker?

Aim:

To encourage young people to consider opportunities for career development within youth work

Outcomes:

By the end of the session, participants will be able to:

- Outline the progression routes available in youth work
- Describe routes into training and experience for youth work
- Identify their skills and areas for development and what to do next
- Identify sources of further information

What you need to be prepared:

- Copies of the handouts and cards as detailed on the session plan
- Sufficient space and time to run the workshop
- 'Could you be the next Sam?' resource for young people
- Other handouts you might find useful for young people
- Pens, paper and other resources that will assist the session

Part 2

Time	Method/Activities	Handouts
5 min	Welcome Introductions and purpose of training, Health and Safety, domestic issues.	
5 min	Ice-breaker from selection offered What positive adjectives are associated with youth work	(I.3.A, B or C) Tutor choice OR prepared cards
10 min	Paired Exercise Considering own strengths and areas for development, and how these match the requirements of a good youth worker.	(E.3) Personal Action Plan pro-forma: Strengths and qualities and areas for development
10 min	Discussion of typical statutory and voluntary organisation work opportunities Question and answer session.	(R.3.A or B or C and D) Paper copy of useful information and websites
10 min	Discussion on Volunteering and training routes and questions. Follow up Personal Action Plans where interest is shown.	Personal Action Plan pro-forma Action planning 'Could you be the next Sam?'
5 min	Recap, any other questions, evaluation	Evaluation Sheets