



# The Youth Service Curriculum Framework for Caerphilly

July 2013





## The Youth Service Curriculum Framework

The Youth Service Curriculum provides the foundation for developing high quality work with young people in Caerphilly. It enables youth workers to plan, deliver and evaluate their work in a systematic and measurable way, ensuring that beneficial outcomes for young people are achieved.

The curriculum outlines the learning that takes place through youth work and the range of opportunities offered to young people. It is designed to be flexible, allowing youth workers and young people opportunities to jointly plan activities and programmes that will develop and challenge young people and youth workers, and encourage their creativity and innovation.

The curriculum incorporates the five pillars of youth work in Wales, as outlined in *'Youth Work in Wales: Principles and Purposes'* WG, PYOG & CWVYS 2013, the *'Skills Framework for 3 -19 year olds in Wales'* WG 2008, and Caerphilly's *'Preparation for Independence Checklist'*.

The curriculum will be delivered with appropriate learning activities that:

- Focus on and meets the needs of young people
- Are inclusive and provides equality of opportunity
- Equip young people with transferable skills
- Are relevant, challenging, interesting and enjoyable
- Transform learning to nurture resourceful, resilient and reflective young people
- Are achievable

## The aims of Youth Work

The main purpose of youth work is to provide experiences that enhance young people's personal development and support them through key transition points. From this learning young people will develop their intellectual, practical and creative skills as informed, responsible, confident and caring people who are able to participate in society and achieve their full potential.

Youth work recognises that individual young people have very different life experiences and chances, and commits to challenging inequality and providing opportunity and choice, particularly for young people who may be less advantaged educationally, socially and economically.

Youth work supports young people's learning and achievements through a process of informal education, creating opportunities for young people to learn about themselves, their community and their environment. It is about enabling young people to participate in planned and unplanned experiences, providing quality support, promoting the voice of young people, providing a wide range of personal and social development opportunities and promoting intervention and prevention to address disaffection and social inclusion. We want young people to have fun, feel valued and listened to, and to learn and achieve now and in their futures.



## The principles and values that inform youth work

Youth workers possess a unique and broad set of skills that enable them to develop relationships with young people and support them to achieve their potential. We recognise young people as individuals, capable of change and positive development, achieved through a range of youth service interventions available to young people aged 8-25 years.

### Youth work is based on a clear set of principles and values:

- Young people's involvement is voluntary, and all participation is based on choice,
- Young people are central to the process of youth work, they are listened to and empowered to inform any work that takes place,
- Young people are valued and treated with respect and are expected to value and respect others.
- Young people are challenged and supported to develop in their thinking and learning whilst recognising that young people have different needs and experiences and learn in different ways.
- Young people are provided with a wide range of opportunities that are safe, fun, creative and challenging.

## Identifying young people's learning needs

The needs and interests of young people together constitute the fundamental basis of all youth work. Effective relationships between youth workers and young people, based on respect and trust, form the foundations of a continuous process of assessment and analysis of needs.

Identifying need and planning takes place at a number of levels, strategic and area level as well as individual centres, projects and clubs, and with young people.

### Processes that are currently in place to identify needs and direct provision through the curriculum include:

- Discussions with individuals and groups of young people and evaluation of their feedback.
- Needs identified by young people through participatory structures such as a youth club committee, social media editorial group, Junior and Youth Forum.
- Engagement through Social Media and on-line polls.
- Analysis of current trends and issues affecting young people collated by the (Clic/Basement) Youth Information Service.
- Analysis of service-wide data collection and other statistical information relating to young people's needs.
- Discussions, needs assessments and partnership working with other Services involved in providing services to young people.
- National directives and funding requirements.

Research and planning the curriculum is a continuous process of learning and development. Young people are central to this process and need to be involved in a very real way. In developing and evaluating work, youth workers should also take account of the Participation Standards and the National Occupational Standards (NOS) for Youth Work.



## Planning for learning around the 5 core curriculum areas

Planning for young people's learning within Caerphilly's Youth Work Curriculum takes place around 5 core curriculum areas. These are key themes and issues that youth workers explore with young people and which form the foundation for youth work. Whilst they seem broad and far reaching, they cover major issues that young people face in their transition from childhood to adulthood and represent key areas of learning that enable young people to grow and develop.

1. Citizenship

2. Creativity

3. Recreation

4. Health & Well-being

5. Life Skills

Within this framework, desirable learning outcomes for each curriculum area are broken down into the knowledge and skills that youth workers are developing with young people. These provide the framework for planning which can be developed to reflect young people's particular needs and interests.

There are clear areas of overlap and interconnection and a need for flexibility to meet the differing needs and interests of individuals and groups, curriculum planning will reflect this. It also needs to plan for young people's progression as they continue to develop and learn.

It is also important to remember that not every aspect of youth work can always be planned in advance, unplanned events and experiences that can be turned into learning opportunities for young people are an essential part of youth work. But these are always set within the overall curriculum framework.

## Delivering against the Minimum Expectations

To ensure that all young people accessing all youth service provision are given the opportunity to participate in the full breadth of the Youth Work Curriculum, there is a minimum expectation in terms of sessions planned and delivered throughout the academic year dedicated to specific curriculum areas.

1 night per week club/project – 3 sessions per year on each curriculum area (total: 15)

2 nights per week club/project – 6 sessions per year on each curriculum area (total: 30)

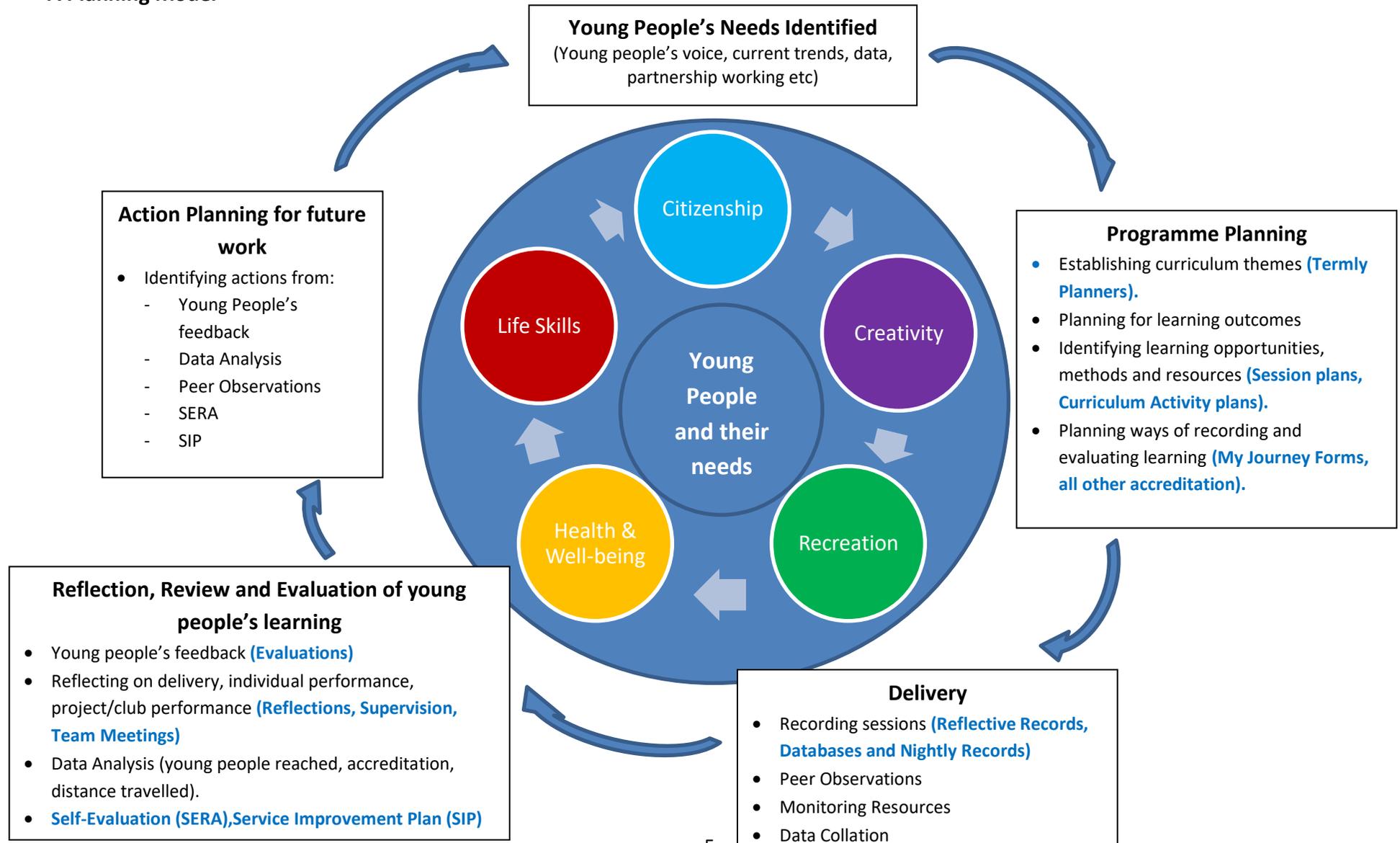
3 nights per week club/project – 9 sessions per year on each curriculum area (total: 45)

The requirement is stated in numbers of sessions and not in issues, activities or events. Should a one night per week club plan and undertake an arts based activity that takes three consecutive sessions to complete then its minimum curriculum requirement in relation to Creativity for that year would have been fulfilled.

As stated these are minimum expectations and are in addition to the drop-in social based programme of activities as ordinarily offered by each club, or planned interventions offered by projects.

## Using the Curriculum to develop work with young people

### A Planning Model





## Evaluating and evidencing young people's learning

Young people's learning and progress through youth work can be evaluated and evidenced in a wide range of creative ways with young people involved in the process:-

- Observations and recordings
- Individual action planning and review
- Portfolios recording young people's progress, Records of Achievement
- Displays of work, photographs, art work
- Video diaries
- Presentations and celebration of achievement events
- Young people testimonies and case studies
- Press cuttings and publicity

It is important that the learning and achievement of young people through youth work is recognised and celebrated. This is particularly important for those young people whose abilities, for whatever reason, might not be recognised or expressed in the more formal curriculum of school and college.

**Learning and achievement can be recognised in Informal, Non-formal and Formal ways, the Youth Work Curriculum will enable outcomes to be measured as follows:**

### a) Informal Learning and Attainment:

- A1. (Learning) Curriculum Area Impact Assessments – Key Learning Outcomes based on the 5 Curriculum areas will be measured with all young people accessing the service, through Distance Travelled Methodology. This will enable individual awards and certificates to be given to young people and enable us to measure the impact of the service as a whole.
- A2. (Attainment) Local Accreditation and Awards – Individual awards that include Certificates of Attendance, Participation and Achievement, Children's University, Youth Events Wales awards etc.

### b) Non-formal Learning and Attainment

- B1. Nationally recognised accreditation – Opportunities for learning within the curriculum areas can be accredited by Agored Cymru, ASDAN, Duke of Edinburgh and a variety of Sports Awards.

### c) Formal Learning and Attainment

- C1. National recognised qualifications – Targeted youth work (e.g. through Alternative Curriculum Youth Work Projects) will provide opportunities for national qualifications to be gained including GCSE, City & Guilds, NVQ and BTEC.

## 1. Citizenship

Young people develop their understanding of decision making and political processes, developing the skills necessary for effective participation from accessing a range of opportunities to have a voice, both within youth work settings and in the communities of which they are part. Youth workers work with young people to develop their knowledge and understanding of issues relating to equal opportunities and the shared responsibilities within this, both morally and legally. Work is based on recognition that there is prejudice and inequality in society which needs to be confronted and challenged.

Work in this curriculum area includes:

- Democracy and decision-making
- Rights and responsibilities
- Community involvement and volunteering
- Crime and safety
- Political awareness
- Cultural Identity
- Heritage and History
- Equality and Diversity, including sexism, racism, homophobia, ableism and ageism
- Environmental Education and Global issues

### Measurable Learning Outcomes include:

Confidence, Communication, Team Working Skills, Self Esteem, Decision-making Skills

### Desirable Learning Outcomes include:

#### Knowledge

##### Young people know about:

- Their rights & responsibilities in a range of situations, including the rights of others.
- How decisions are made and how they can make their voice heard.
- Opportunities to participate in their communities.
- How local, national and international governmental systems work.
- How inequality operates at an individual, group, institutional and societal level.
- How their attitudes and actions can affect other people.
- The diversity of the society in which we live and how they fit in with this.
- How their actions impact on the environment around them.
- How they fit into the world around them as global citizens.

#### Skills

##### Young people are able to:

- Articulate their needs, views and concerns.
- Take part in planning, decision making and evaluation.
- Take part in decision making structures.
- Access and analyse information around them.
- Make informed decisions & choices.
- Take responsibility for their involvement in the community.
- Engage in discussions and debates.
- Listen to the contributions of others, considering and evaluating their points of view.
- Consider others views to inform opinions and decisions.
- Recognise and challenge stereotyped attitudes and discriminatory behaviour.
- Consider different interpretations and distinguish between fact, belief and opinion.
- Evaluate in order to recognise bias, reliability and validity.

## 2. Creativity

Young people are encouraged to be creative, to take on new challenges and to reflect on, learn and grow through this experience. The focus is on developing confidence and self-esteem, the learning of new skills and the introduction or furthering of a variety of creative interests.

Work in this curriculum area includes:

- Arts and Crafts
- Visual Arts, including Design, Photography and Film making
- Performing Arts, including Dance, Drama, issue-based theatre, Music, DJ-ing
- Style and Fashion
- Creative Writing
- Reading, including Books, Newspapers, Magazine

### Measurable Learning Outcomes include:

Confidence, Communication, Team Working Skills, Self Esteem, Decision-making Skills

### Desirable learning outcomes include:

#### Knowledge

##### Young people know about:

- Ways in which they can continue and build on their interests into their adult lives.
- A variety of ways to be creative, to express themselves and develop new interests.
- The elements of planning projects and activities.
- Locating, selecting and using information.

#### Skills

##### Young people are able to:

- Take part in new and varied experiences.
- Use their imagination and express themselves in different ways
- Plan and organise for themselves and others
- Analyse their own strengths and limitations and work to develop their personal skills.
- Generate imaginative ideas and possibilities.
- Communicate ideas coherently through a range of mediums.
- Write coherently presenting ideas and information logically and effectively.
- Use different reading strategies to locate, select and summarise information and develop ideas.
- Evaluate their own learning and thinking

### 3. Recreation

Young people are encouraged to participate in a variety of recreational activities that encourage a range of social opportunities, sporting interests and personal challenges that enable them to learn and grow. Young people are encouraged to challenge themselves, to work co-operatively, to support each other and to have fun.

Work in this curriculum area includes:

- Social Opportunities
- Sport and Leisure
- Outdoor Education and Adventurous Activity
- Sports Leaders and Coaching

#### Measurable Learning Outcomes include:

Confidence, Communication, Team Working Skills, Self Esteem, Decision-making Skills

#### Desirable Learning Outcomes include:

##### Knowledge

###### Young people know about:

- Ways in which they can take part in fun, active and challenging experiences.
- Ways in which they can continue to build on their interests into the adult lives.
- Specific information relating to chosen activities.

##### Skills

###### Young people are able to:

- Build relationships with others, to work and socialise with them in appropriate ways.
- Take part in new and challenging experiences.
- Analyse their own strengths and limitations and work to develop their personal skills.
- Co-operate, support and work with others.
- Assess risks and plan for how to deal with them, weighing up potential pros and cons.
- Be confident in what they can achieve.
- Listen to others and make contributions to discussions.
- Communicate clearly and confidently in a way that suits the subject, audience and purpose.

## 4. Health & Well-being

Young people are encouraged to develop their knowledge and understanding of issues relating to their health and personal developments. Health is looked at holistically, including the physical, mental and emotional aspects of young people's lives. Young people are encouraged to make healthy choices based on high quality information and support. They are also encouraged to work with each other and adults to build friendships and respectful relationships.

Work in this curriculum area includes:

- Building a positive self-identity
- Sexual Health and Healthy Relationships
- Drugs, Smoking and Alcohol Education
- Emotional Wellbeing
- Food and Fitness
- Friendships and Relationships
- Assertiveness and dealing with conflict

### Measurable Learning Outcomes include:

Confidence, Communication, Team Working Skills, Self Esteem, Decision-making Skills

### Desirable Learning Outcomes include:

#### Knowledge

##### Young people know about:

- The positive things they can do to promote their own health.
- Issues of self-esteem, confidence and identity.
- The services and information available to support their health.
- The effects of drugs and other substances.
- The risks to their health from particular actions and decisions.
- The different forms that relationships can take
- The law as it relates to aspects of their lifestyle and relationships
- The signs and symptoms of stress.
- Appropriate and inappropriate behaviour

#### Skills

##### Young people are able to:

- Recognise the factors that contribute to a healthy lifestyle.
- Understand, manage and talk about their feelings and emotions.
- Make informed choices about their health.
- Access services, information and support.
- Develop strategies to deal with stress and other difficulties in their lives, dealing with change in their lives.
- Manage their emotions and relationships.
- Support their peers in making safe and healthy choices.
- Resolve conflict
- Listen and communicate.
- (Skills referenced in the 'Preparation for Independence Checklist', CCBC, Personal Care sections for 11-14 and 14-16)

## 5. Life Skills

Young people are supported to develop key skills that secure or further enhance their engagement with education and their transition into employment and training. A particular focus is on supporting young people through their final years of statutory education and helping them to move forward to the next stage of their lives, building the knowledge, skills and above all confidence to make informed choices and cope with increasing responsibility and independence.

Key areas covered within this curriculum area include:

- Developing basic skills in Literacy, Numeracy, Communication and ICT.
- Learning about Education, Employment and Training.
- Financial literacy
- Skills for independent living
- Planning for the future
- Housing and homelessness

### Measurable Learning Outcomes include:

Confidence, Communication, Team Working Skills, Self Esteem, Decision-making Skills

### Desirable Learning Outcomes include:

#### Knowledge

##### Young people know about:

- The options and choices available to them in terms of education, work and training.
- Issues relating to personal finances, including budgeting and saving, benefits, grants and EMA, banking, credit and debt management.
- The services and information they can access for support, progression and opportunities.
- Options and choices available to them in education, employment and training.
- The do's and don'ts of applying for places in college, applying for jobs

#### Skills

##### Young people are able to:

- Apply their basic skills in literacy, numeracy and communication that will enable them to become confident and competent adults.
- Manage personal finances, gather data, calculate income & costs etc.
- Develop financial management skills (fundraising & budgeting activities).
- Access a range of information and services and evaluate options.
- Talk about their needs and abilities
- Recognise the skills they have and those they need to develop, planning how they can do this.
- Create CVs and portfolios, complete job applications.
- Prepare for interviews.
- Demonstrate sound social skills, i.e. communication, negotiation, team working, assertiveness).
- (Skills referenced in the 'Preparation for Independence Checklist', CCBC, Household Skills and Social Development sections for 11-14 and 14-16)

# Curriculum Areas

1. Citizenship	2. Creativity	3. Recreation	4. Health & Well-being	5. Life Skills
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy &amp; Decision-Making</b></li> <li>• Children and Young Peoples <b>Participation</b> in decision-making</li> <li>• Youth Forum/Council</li> <li>• Committees / Mock Elections</li> <li>• Debating</li> <li>• <b>Children &amp; Young People's Rights / Responsibilities</b></li> <li>• <b>Community Involvement</b></li> <li>• <b>Volunteering</b></li> <li>• Community Relations</li> <li>• Intergenerational Work</li> <li>• <b>Crime and Safety</b></li> <li>• <b>Political Awareness:</b> Politics and Local Democracy/Voting</li> <li>• <b>Cultural Identity</b></li> <li>• Language and Customs</li> <li>• <b>Heritage &amp; History</b></li> <li>• Culture / Museums</li> <li>• <b>Equality &amp; Diversity,</b> Discrimination, Prejudice and Stereotyping</li> <li>• Human Rights</li> <li>• Animal Rights</li> <li>• <b>Environmental Awareness</b></li> <li>• <b>Global Issues</b></li> <li>• ESDGC</li> <li>• Travel and Exchanges</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Arts and Crafts</b></li> <li>• <b>Visual Arts</b></li> <li>• Design</li> <li>• Photography</li> <li>• Film making / Digital Stories</li> <li>• Animation</li> <li>• Murals / Graffiti</li> <li>• Graphics</li> <li>•</li> <li>• <b>Performing Arts</b></li> <li>• Dance</li> <li>• Drama</li> <li>• Issue based theatre / role play</li> <li>• Music, DJ-ing</li> <li>• <b>Style and Fashion</b></li> <li>• Textiles</li> <li>• <b>Creative writing</b></li> <li>• Books / Magazines / Poetry</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Social Opportunities</b></li> <li>• Cinema</li> <li>• Bowling</li> <li>• Theme Parks</li> <li>• Carnivals / Festivals</li> <li>• Computer Games</li> <li>• Board Games</li> <li>• Team Games</li> <li>• <b>Sports &amp; Leisure</b></li> <li>• Leisure Centre activity</li> <li>• Field Games</li> <li>• Street Games</li> <li>• Indoor Games</li> <li>• Darts / Pool</li> <li>• Gardening / Allotments</li> <li>• <b>Outdoor Education</b></li> <li>• <b>Adventurous Activity</b></li> <li>• Duke of Edinburgh</li> <li>• <b>Sports Leaders &amp; Coaching</b></li> <li>• Water based sports</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Positive Self Identity</b></li> <li>• Self-Image / self esteem</li> <li>• Personal &amp; Social Development</li> <li>• Information, Guidance &amp; Counselling</li> <li>• Hygiene</li> <li>• Disability</li> <li>• <b>Sexual Health &amp; Healthy Relationships</b> (including sexuality, love, safe relationships)</li> <li>• <b>Substance misuse</b> (drugs &amp; alcohol) &amp; Smoking</li> <li>• <b>Mental Health &amp; Well Being</b> (including Eating Disorders, Stress &amp; Relaxation)</li> <li>• <b>Health Eating / Food &amp; Fitness</b></li> <li>• <b>Family and family Relationships</b></li> <li>• <b>Developing friendships</b></li> <li>• <b>Assertiveness and dealing with conflict</b></li> <li>• Bullying, Harassment, Abuse</li> <li>• Violence &amp; Aggression, Anger Management</li> <li>• Bereavement</li> <li>• Health Services</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Basic Skills:</b> Literacy, Numeracy, Communication &amp; ICT</li> <li>• <b>Education, Employment &amp; Training:</b></li> <li>• Education support</li> <li>• Employment support: Careers, Job Seeking Job Opportunities, CVs, portfolios, Job Applications, Interview Skills, World of work)</li> <li>• <b>Financial Literacy</b> (personal finances, budgeting, saving etc)</li> <li>• <b>Skills for independent living &amp; Basic Home Skills:</b> DIY, Cooking, Home care</li> <li>• <b>Planning for the future</b></li> <li>• Housing &amp; Homelessness</li> <li>• <b>Social Skills</b> (Communication, negotiation, decision-making, team working, assertiveness, confidence etc)</li> </ul>

**Themes that cut across all areas of Youth Work:**

- Information, Advice, Support and Guidance on all issues affecting young people
- Participation – young people having a voice in all aspects of provision