

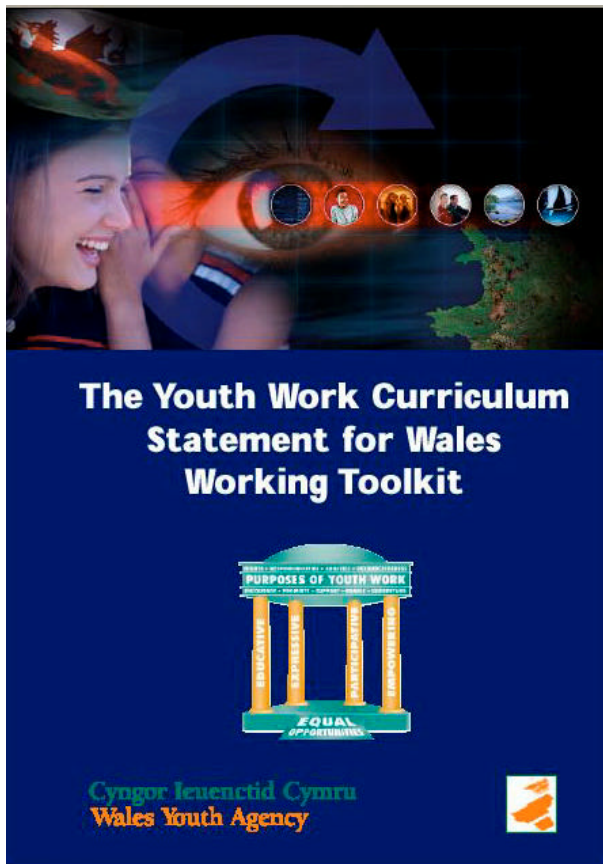
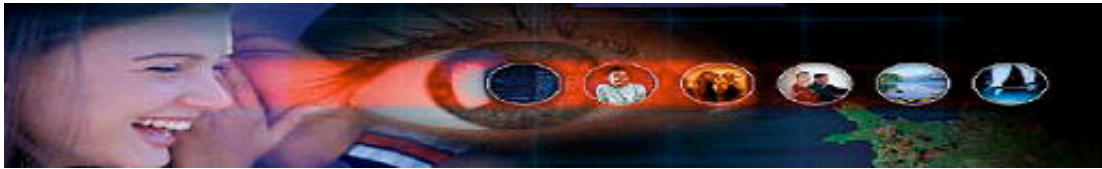


Y Datganiad Cwriwlwm Gwaith Ieuencid ar gyfer Cymru Pecyn Gwaith



Cyngor Ieuencid Cymru
Wales Youth Agency





The Youth Work Curriculum Statement for Wales Working Toolkit is a resource to help youth workers broaden their approaches to the current vision of youth work and plan and record their work more effectively.

? Why is the Toolkit needed?

Youth work is changing. There is a greater expectation on accountability and fitting into a wider picture of services to young people. There is an impetus towards professionalisation of the work in Wales and a high profile given to training to support working practices.

There is also a need to understand the role of youth work within the inspection of services to young people.

This emerging approach requires that youth work takes a more strategic direction to its work through appropriate guidelines produced by and for the field giving a greater understanding of:

- ▶ Approaches to the current vision of youth work
- ▶ Planning and recording your work



❑ What is the purpose of the Toolkit?

The working group wanted the Toolkit to meet the needs of all workers across Wales, regardless of the number of sessions they worked or the length of service. Some sections may contain material that will be well known to a trained and competent worker but the information can be used as a reference or to support the work of other staff they may have responsibility for. The key purposes served by the pack include:

- ▶ To act as a tool for the worker to focus the work within The Curriculum Statement for Wales
- ▶ To enable workers to actively support the delivery of work themselves through planning
- ▶ To provide a number of ready-made practical activities
- ▶ To act as a handy resource

❑ How can the Toolkit be personalised?

The Toolkit is contained within an A4 ringbinder in order to update and add material. It is important that additional material is included to reflect the local authority or region within which the work takes place. This could be through providing information on:

- ▶ Young People's Partnership details to include name of the co-ordinator and local action plan
- ▶ Youth organisations and contacts
- ▶ Local authority contacts

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8.0	Contact Addresses

❑ What can be done to move the Toolkit forward?

This can only be achieved through involvement of all workers and strategies will be put into place to ensure that new material is added to the pack and that it is kept updated. The important section on 'Practical Activities' requires as many suggestions as possible on the delivery of the work and offers the opportunity to share good practice within Wales. A blank planning sheet will be provided for this purpose.

There are also a few new areas or directions to be considered. These include:

- ▶ Inclusive youth work and equal opportunities

- ▶ Materials and resources held within other organisations in Wales but available to others
- ▶ Alternative formats to be considered to ensure accessibility of all workers
- ▶ General information regarding funding and funding contacts
- ▶ Youth Exchanges
- ▶ Risk assessment planning and incorporating risk within activities.
- ▶ Access to the Toolkit through the website and CD ROM

❑ **What workers have said about the Toolkit**

At the launch of the Toolkit workers said that:

- ▶ The pack was impressive and offered high quality material for workers
- ▶ The pack is a solid working document with good visual impact
- ▶ The pack explained itself well and was clear
- ▶ The activities can be used in a range of youth work settings
- ▶ The pack should be able to be used by all workers with the minimum of experience



❑ **How to obtain a copy of the Toolkit**

To order a copy of the Toolkit you will need to fill in an order form. This will entitle you to receive future updates of materials to be produced during the next three years.

For more details please contact:

Wales Youth Agency, Leslie Court, Lôn y Llyn, Caerphilly CF83 1BQ. Tel: 029 20 855700

Website: www.wya.org.uk

The Production of the Toolkit

Many workers across Wales have been involved with ideas and suggestions in the development of this pack: their support has been appreciated. The pack in the current format has been produced with the direct support of the following people involved in the Working Group:

Chris Charlton

Pembrokeshire County Council

Simone Davies

Rhondda Cynon Taff Youth Service

Anna Griffiths

Swansea Youth Service

Mick Holt

Flintshire Youth Service

Andrew Morris

Cardiff Council Youth Service

Liz Sharp

Wales Youth Agency

Nadia Stanton

Vale of Glamorgan Youth Service

Courtney Taylor

Wales Youth Agency

Christine Watson

Discovery (Swansea)

Emma Duffy

Blaenau Gwent Youth Service

If credit has not been given appropriately, we apologise for the omission.

In the creation of this pack, the working group wanted to ensure that it offered a way to gain practical benefits from your work with young people. It is not the only way, but workers should be able to use the pack to build on the suggestions or even develop their own ideas. If you have suggestions to improve on this pack, please let us know.

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This toolkit can be used to support your work with young people. This should be supplemented by undertaking training. When putting it together the working group had the following aims:

- To act as a tool to help workers with The Curriculum Statement for Wales
- To clarify terms relating to the work
- To help workers to support the delivery of work themselves
- To provide an A-Z of useful ideas
- To provide practical activities

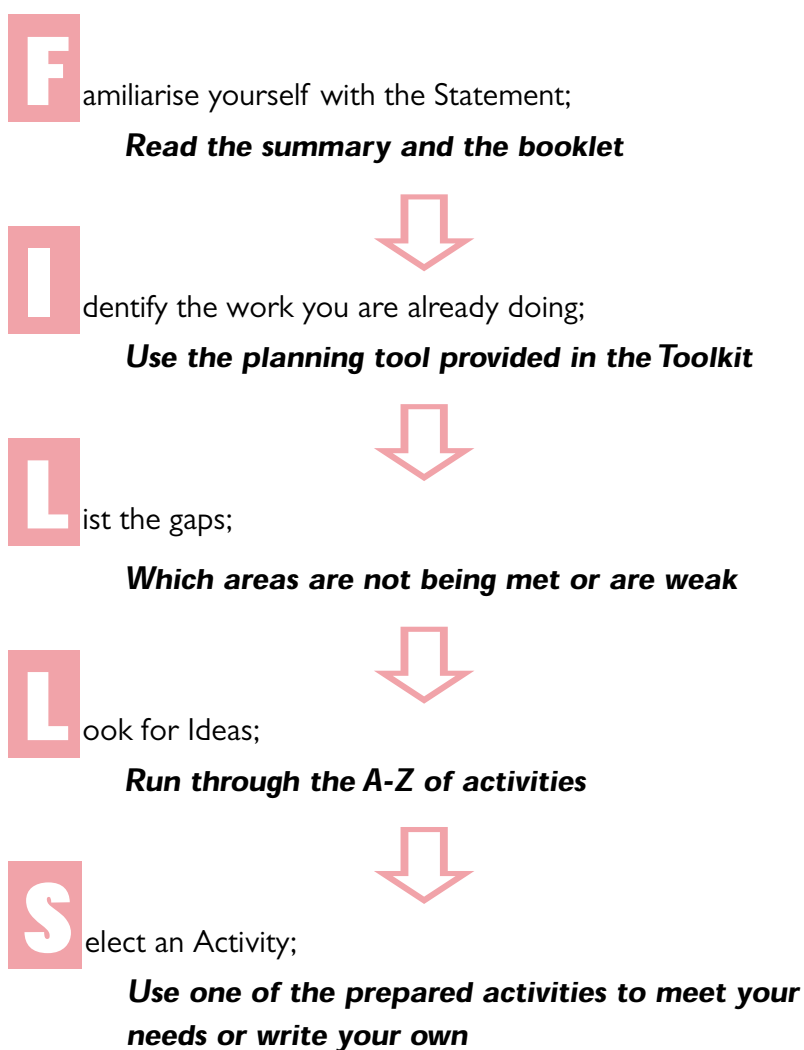
The intention is to continue to add and update this toolkit by providing additional practical ideas for carrying out your work with young people.

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Using The Curriculum Statement for Wales to Support Youth Work

Using the Curriculum Statement for Wales to Support your Work



Curriculum Statement for Wales - A Summary

Introduction

Youth work involves a broad range of activities concerned with education in its widest sense. Youth work is concerned with the education and development, both social and personal of young people aged between 11 and 25 years, particularly those aged 13 to 19.

One of the basic principles of the youth service is that it is based on a voluntary relationship, entered into by young people because they want to and not because the law, or anything or anyone else obliges them to. This special relationship between a young person and a youth worker is unlike the relationship a young person has with, say, a teacher, social worker or even a parent.

The Curriculum Statement drives the Youth Service in Wales and is deeply embedded in youth work practice. Its stated aim is to provide opportunities for young people that are:

- **Educative**
- **Participative**
- **Empowering**
- **Expressive**

The Curriculum is delivered in a wide range of settings, using a number of diverse activities involving young people in:

- informal and structured educational programmes which enhance their personal development
- places and relationships within which they can enjoy themselves, feel secure, supported and value
- discussing issues relating to health, relationships, behaviour and responsibilities
- becoming sensitive to their community local and global environment, culture and heritage
- finding challenges, recognition and achievement through adventurous activities
- receiving information and advice through the availability of published material, guidance

The Curriculum Statement for Wales booklet was produced in 2002 and explains in detail each area of work; copies are available by contacting The Wales Youth Agency. In summary the main pillars of the statement are:

What it could mean?

Education can take place in a variety of settings and in different ways



What it says?

Enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally, and internationally.

EDUCATIVE

What it could mean?

Young people putting across their ideas in different ways



What it says?

Encouraging and enabling young people to express their emotions and aspirations, through creative, sporting and challenging opportunities, which raise an awareness of:

- cultural identity
- bilingualism and the value of ones own language
- heritage
- respect for diversity
- citizenship and respect for others

EXPRESSIVE

What it could mean?

Working together



What it says?

Where young people are encouraged to share responsibility and to become equal partners, fundamental to the learning processes and decision making structures, which affect their own and other people's lives and environments

PARTICIPATIVE

What it could mean?

Raising self esteem



What it says?

Encouraging and enabling young people to understand their rights and responsibilities so that they are able to act on the personal issues which affect their lives and the lives of others and also as responsible citizens of the communities of which they are a part.

EMPOWERING

In addition, your work should promote equality for all young people.

The work should:

- challenge oppression and inequality
- promote acceptance of the differences that spring from race, sexual identity, gender, disability, age, religion and class
- recognise the importance of the Welsh language and its heritage, other languages and the diversity of cultures in Wales

Organising and Planning Activities

The Toolkit has used four key activity areas by which it intends to meet a broad cross-section of curricula activities. These are:

Citizenship



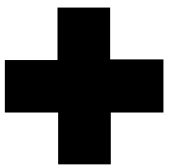
Arts



Sports



Health



By using the materials in this pack, you will be able to CASH in on good youth work practice.

Taking the work forward:

These four key areas of work can be expanded to produce ways of supporting young people using the Curriculum Statement for Wales.

Citizenship:

This is about young people's involvement in the life and concerns of their project, the local community and their wider involvement in society. This should make them more self-confident and help them learn through community involvement. It should help young people to become informed and responsible citizens who are aware of their rights and responsibilities and give them a grounding on democratic principles and how to make themselves effective in public life, locally, regionally, nationally and internationally.

This can then take place in the following settings:

What you could try?

>WITHIN THE PROJECT

- Mock Elections
- Discussion Carousels
- Global Citizenship
- Members Committees
- Debating Forums/Group
- Members Running Activities
- Suggestion Box
- Talking Wall

>IN THE COMMUNITY

- Youth Council
- Community Council Representation
- Inter Agency Work -
Voluntary Work
Charity Work
- Impact on the Community
- Cultural Festivals and Traditions

>ISSUES

- Political Agendas
- Law/International Law
- Human Rights
- Trade/Fair Trade
- Environment
- War

A

Arts

The Arts are an extremely useful tool, which can be used for young people to explore their creativity and express their own ideas through many different mediums. It can be a vehicle for young people to use their imagination to create many different things. It also may increase their chances of gaining employment.

What you could try?

>PERFORMING ARTS

- D J-ing
- Gig
- Dance
- Music
- Issue Based Theatre

>VISUAL ARTS

- Murals
- Video Production
- Photography
- Graffiti
- Posters
- Painting
- Graphics
- Web Site Design

>CRAFT

- Découpage
- Engraving
- Seasonal Activities
- Model Making
- Origami

>ISSUES

- Modern Art
- Copyright
- Political Art
- Money and Arts
- Censorship

Sports

Sport is about more than just fun and escapes from the dreariness and pressures of daily life. It offers opportunities for physical and emotional expression, a sense of belonging, accomplishment and awareness to young people. Sporting activities can make life more enjoyable and healthier for everyone, particularly young people. A young person taking part in the right level of competition is important for individual development and enjoyment. Leisure sports can also be just as exciting.

Sport can have a number of formats. These include:

What you could try?

>INDIVIDUAL/TEAMS

- Ball Games
- Racket Games
- Water based sports
- Extreme Sports
- Athletics
- Fishing

>LEISURE ACTIVITIES

- Outdoor Pursuits
- Cycling
- Darts
- Playing Cards
- Computer Games
- Board Games

>AWARDS

- Youth Achievement Awards
- Coaching

>ISSUES

- Blood Sports
- Money and Sport
- Drugs in Sports
- Disabilities

Hhealth

The health and well being of young people is an important aspect of youth work today. Youth workers should ensure that they promote young people's mental and physical health and keep them safe from harm, danger and abuse. The health and well being of young people is vital to any youth project. There is a wide spectrum of issues relating to the health of young people which can be explored.

What you could try?

>THE BODY

- Sexual Health
- Hygiene
- Substance Misuse
- Physical Health
- Mental Health

>FOOD

- Healthy Eating
- Cooking [Cookery]
- Special Diet

>COMMUNICATION

- Relationships
- Self Image
- How others see you
- Your view of others
- Sexual Relationships
- Family and Extended Families
- Assertiveness

>ISSUES

- Food Production [GM Crops]
- Farming Methods
- World Health
- Substance misuse
- Poverty
- Mental Health

Planning:

When planning activities you need to be aware of what is needed and be organised for the event. Each individual activity must be planned to ensure young people get the best from the activity being delivered

The following information is to enable you to produce a balanced curriculum within your work and you should be able to locate strengths and weaknesses within the provision you offer.

GUIDELINES FOR CURRICULUM PLANNING

- This method can be used as a tool to plan or review a curriculum with young people and/or youth workers.
- The process is linked to the four pillars of the Youth Work Curriculum Statement for Wales.
- What you will need:

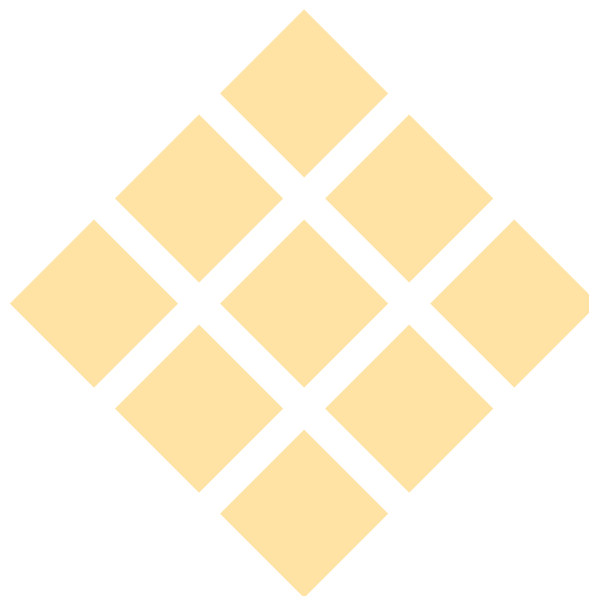
Four sheets of paper labelled with the headings of the four pillars

EDUCATIVE EXPRESSIVE PARTICIPATIVE EMPOWERING

36 pieces of card (A4 sheets cut into four)

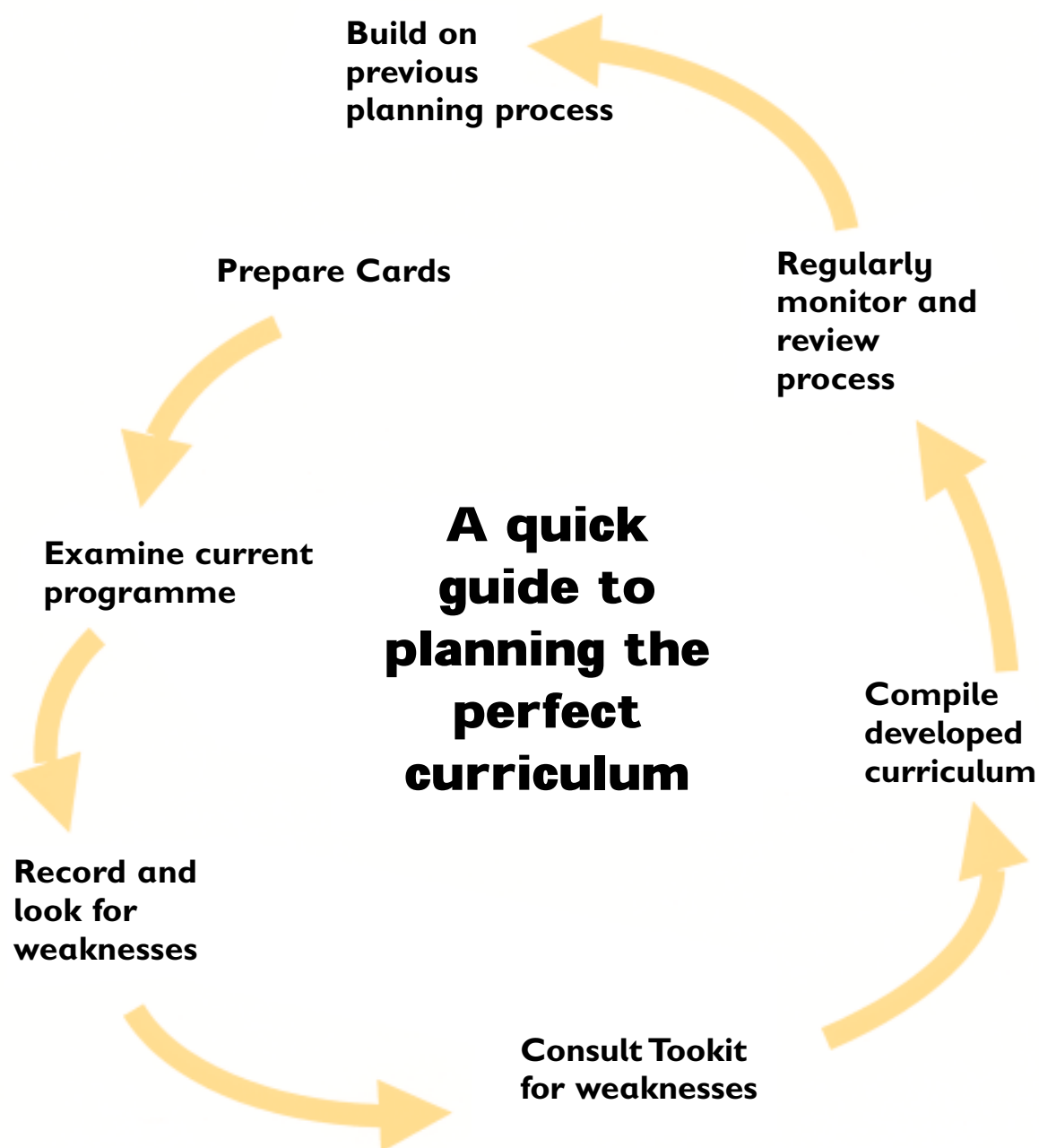
The Youth Work Curriculum Statement for Wales booklet and A recording sheet

- Place the sheets (Participation, Empowerment, Expressive and Educative) on the floor (side by side in a row) then place nine cards under each category in a diamond.



- Examine what parts of your current programme are related to the four pillars and fill out a card for each activity or event and put back in the diamond. Some activities may fall into more than one area but always try to place them into the areas that substantially relate to the work.
- When you have completed as many cards as possible, write the results onto the recording sheets
- You now have laid out in front of you the complete spread of your curriculum you will be able to identify gaps in your provision and if you are reviewing you will be able, through evaluation, to see what areas need to be developed.
- You can now consult with this Toolkit, where you will find signposts to develop your projects and ideas
- Keep the recording sheets and when you have worked on developing or broadening your curriculum, repeat the exercise.
- Remember, planning a curriculum is a constant process; it never stays the same because it is based on the needs of young people.

Curriculum Planning Process



When planning any activity your starting point should always be how to best meet the needs of young people. Needs can be:

VOICED - Young people stating their needs through managed processes or other means.

PERCEIVED - Professionally interpreting key incidences and developing the work accordingly.

For example, young people may not state that they want to be involved in issue-based theatre but the worker may see this as a good vehicle to take action.

ORGANISATIONAL - Meeting the targets set within the organisation. The involvement of young people in the methods used is still paramount in the planning process.

Once a particular activity has been agreed on try to answer each question in turn.

1. What are you trying to do?

What is the overall aim of undertaking this activity? Has the idea come from young people or the workers? Why do you want to do it?

2. What do you want to achieve at the end of the activity?

So you have a valid reason for taking the activity forward but what do you expect to achieve? Be realistic in what can be achieved. Decisions made at this stage will allow you to plan ahead, for example, to arrange a presentation to Councillors.

3. How are you going to do it?

Try to be as clear as possible now so that everyone is aware of what is expected. However, if there is a real need to change what you are doing, try to do this by consulting with everyone involved. You should always place health and safety at the forefront of any of your thinking.

4. What resources [people, materials and things] will you need to do it?

Think long and hard: you may need someone who can drive a minibus, or with first aid experience. Try to use the skills of everyone working with you but think about whom you can call on. • Before you get this point, by being aware of the skills available, this may guide you to which activities are possible within the resources you have available.

• *Rules apply to the vetting of everyone working with children and young people. See useful resources.*

5. After it has finished, what has happened as a result of doing the activity?

Those involved should evaluate their experiences. This can be done in a number of

ways which could include evaluation sheets, discussion groups, a report, etc. You should choose the method most appropriate to your group. Also consider if this activity could be accredited if appropriate.

6. Which areas of the Curriculum Statement does it meet?

Use your understanding of the Statement to direct your work within the four pillars. All activities should meet each of the pillars to some extent, but try to think about what the key focus of the work should be. For example, you may want to allow young people to express themselves but this does not mean you should ignore the other parts of the Statement.

Do Not Forget Health and Safety

When planning any activity it is important to remember issues of health and safety. Do not undertake things that are beyond your capabilities but always bring in specialist trained workers. One important thing to remember if you are not sure about undertaking an activity is – DON'T DO IT!

The important rules to remember are:

Stay within your capabilities

Action Risk Assessments

Finalise responsibilities

Everyone must play a part

Always stay **SAFE** when working with young people.

Useful source of information:

Nicholls, Doug 1997 'Health and Safety in Youth and Community Work - A Resource Manual' Russell House Publishing Limited

Wales Youth Agency 2003 'Working with youth groups in the Community - A professional approach' Wales Youth Agency

Accrediting Learning

Accrediting Learning

There are many ways to accredit the learning of young people. If opportunities make themselves available, workers should seek to accredit where possible. The following examples were taken, and adapted, from National Youth Agency June 2003 'National Framework of Awards in Non-Formal Educational Settings' from where full copies are available.

Some Suggestions to Accredit Work with Young People

ASDAN - Youth Award Schemes

Principal focus of Award

Personal development, independent living skills, key skills, citizenship, self-esteem

Range of activities (e.g. 'classroom based', work based learning, individually or group tailored)

'Challenge' based group work and individual learning, work/volunteering based learning, community-based activities, leisure interests, home based activities

Involvement of young people in determining outcome of Award (e.g. fixed progress on a learning programme, or negotiated progress through a tailored programme)

Negotiated progress through a tailored programme, with opportunities for tutor/facilitator directed focus

Scope of Award (e.g. target client group)

All young people in 13 to 19 age group

Does the Award offer the opportunity to move between your own and other organisations' Awards, or to move to a higher level?

The Award scheme can be used to accredit work undertaken in other organisations. There is internal progression from entry (Bronze) to level 3 (FE3, Universities Award).

Cost

These are associated with each level of internal certification and an additional cost for QCA approved qualifications

In-house accreditation or via external accrediting partner

ASDAN is a QCA/CCEA/ACCAC approved awarding body in its own right.

Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

ASDAN Awards can be accessed individually or by groups.

Description of Award (e.g. processes involved, philosophy, benefits to young people)

ASDAN offers a number of programmes, awards and qualifications for all abilities (mainly in the 11 to 25 age group). Developed and managed by teachers, youth workers, lecturers and other professionals working with young people, these programmes blend activity based learning with a framework for the development, assessment and accreditation of the wider key skills and other personal and social skills, with an emphasis on negotiation, co-operation and rewarding achievement.

The main Award Scheme, with its progressive suite of awards from Bronze to Silver, to Gold, to Universities Award offers participative learning activity which gives every young person the opportunity to achieve an Award at an appropriate level.

Within the Award scheme are 60 hour 'short course awards' which focus on curriculum areas and can be in-centre certificated or moderated and externally awarded. They are available at all levels of the Award scheme and offer accreditation in:

- Volunteering and community involvement
- Expressive arts
- Active citizenship
- Residential activity (including international exchanges)
- Sports and fitness
- Work related learning

Programmes from other organisations can also be accredited using the following ASDAN qualifications:

- Key Skills and Wider Key Skills
- Life Skills
- Certificate in Career Planning
- Certificate in Community Volunteering

The Duke of Edinburgh's Award - Bronze, Silver and Gold

Principal focus of Award

The Award concept is one of individual challenge that encompasses personal development, self-reliance and responsibility to self and the community.

Is it necessary for a young person to have any specific ability or aptitude to gain entry to the Award?

None, as long as they are 14 to 25 years of age

Range of activities (e.g. 'classroom based', work based learning, individually or group tailored)

Four sections at each level, plus a residential for Gold.

These are:

- Service - to encourage service to individuals and the community - usually individual
- Skills - to encourage the discovery and development of personal interests and social and practical skills - usually individual
- Physical Recreation - to encourage participation and improvement in physical activity - individually or within a group or team
- Expeditions - to encourage a spirit of adventure and discovery - small group preparation and team activity
- Residential Project - to broaden experience through involvement with others in a residential setting

Involvement of young people in determining outcome of Award (e.g. fixed progress on a learning programme, or negotiated progress through a tailored programme)

A self-determined programme with four sections at each Award level. The young person is guided and mentored by an adult. The choice and flexibility of programme within each section is very broad and caters for all needs. Young person sets their own individual challenge depending on their own individual starting point.

Scope of Award (e.g. target client group)

The Award can be undertaken by those at school or college, in work, in a youth club setting, within a voluntary youth organisation (where a joint award with that organisation is usually possible) and also in penal institutions.

Does the award offer the opportunity to move between your own and other organisations' awards, or to move to a higher level?

From Bronze through to Gold. In addition sectional certificates within any of the levels can also be gained.

Delivery venue/location requirements

There is usually a fixed meeting place for training and adult guidance, but the activities take place in a large variety of settings in the community.

Cost

Entrance packs and record books for young participants frequently paid for by operating authority. Setting up processes to appoint coordinators in schools and youth groups and finding funding to support these. Administration of record books, recruitment of volunteers and paid part-time workers, purchase/loan/hire of materials and equipment

In-house accreditation or via external accrediting partner?

In-house accreditation

Does a young person need to be a member of a group to undertake the Award, or can it be accessed individually?

There are 10,000 groups nationwide so very local access for individuals to do their Award through a link with a local group is easily obtained.

Is the Award UK wide?

The Duke of Edinburgh's Award is strong in all parts of the UK. There are regional offices throughout England and Wales, Scotland and Northern Ireland.

There are local Award committees which bring together partner organisations based on government office areas and counties to help in the planning of the Award.

Description of Award (e.g. processes involved, philosophy, benefits to young people)

The Duke of Edinburgh's Award aims to provide an enjoyable, challenging and rewarding programme of personal development for young people that is of the highest quality and the widest reach. The key principles are that the Award is: non-competitive, available to all, voluntary, flexible, balanced, progressive, achievement and personal development focused and enjoyable. The benefits to young people are, amongst others, self-belief, self-confidence and an understanding of their strengths and weaknesses.

Guides Cymru (Girlguiding UK)

Principal focus of Award (e.g. personal development, independent living skills)

1. Youth work - Basic leadership training
2. Individual challenge and personal development through five areas: Service in guiding; community action; personal skills development; outdoor challenge and a residential.

Is it necessary for a young person to have any specific ability or aptitude to gain entry to the Award?

These Awards are open to any young woman aged 16 to 25, regardless of faith, race, culture, nationality or any other circumstance, provided she is able to understand and willing to make the Guide Promise. For the Leadership Qualification she must be willing to take on a leadership role with a Rainbow, Brownie, Guide or Senior Section group.

Range of activities (e.g. 'classroom based', work based learning, individually or group tailored)

Individually tailored

Involvement of young people in determining outcome of Award (e.g. fixed progress on a learning programme, or negotiated progress through a tailored programme)

1. It is a modular, competence based scheme in which the young woman determines the activities that she will lead and the order of completion, in consultation with the girls in the unit.
2. The young woman chooses challenges that are of a personal nature with the support of her mentor

Scope of Award (e.g. target client group)

Women aged 16 +

Does the Award offer the opportunity to move between your own and other organisations' awards, or to move to a higher level?

1. Once you have gained the Leadership Qualification there are a number of other internal qualifications that may be undertaken
2. Certain activities may be counted towards the Duke of Edinburgh's Award if they fulfill the criteria for both awards.

Delivery venue/location requirements

1. UK wide - but undertaken within the local community.
2. This will vary according to the individual's challenges, but will mostly be community based.

Cost

1. Fees can usually be claimed back as expenses.
2. Costs will vary according to challenges.

In-house accreditation or via external accrediting partner?

1. In house - Will be Level 2 Open College Network (OCN) accreditation.
2. In house - Recognised as Guiding's top award by employers, colleges, etc.

Does a young person need to be a member of a group to undertake the Award, or can it be accessed individually?

To undertake the full Leadership Qualification a young woman will need to take on a leadership role within a Rainbow, Brownie, Guide or Senior Section group. All

other awards for 14 to 25-year-olds can be accessed individually or by becoming a member of a group.

Description of Award (e.g. processes involved, philosophy, benefits to young people)

1. Leadership Qualification:

The aim of the Leadership Qualification is to help young women take an active part in the running of a youth group. The Leadership Qualification allows young women to demonstrate that they have practical leadership skills, as well as knowledge of Health and Safety, Child Protection, Programme Planning, etc.

2. The Queen's Guide Award:

The Queen's Guide Award presents a series of challenges which allow young women to give sustained service to guiding and the community, as well as developing their own skills. The Award is based on the concepts of personal challenge and participation, and provides the opportunity for self-development, focusing on:

- teamwork
- time management
- organisational skills
- planning and evaluation
- communication skills

Other awards

Girlguiding UK's programme for young women aged 14 to 25 is called Look Wider. This is an individually tailored programme of personal development that can be worked on as an individual or as part of a group. It is divided into eight topic areas:

- Creativity
- Fit for life
- Community action
- Independent living
- Personal values
- International
- Leadership
- Outdoors

NOCN and OCNs - the National Network

The National Open College Network (NOCN) is one of the leading providers of accreditation services in the UK. Central to this provision is the local accreditation service offered by the 28 Open College Networks (OCNs), each of which is licensed by NOCN.

Together NOCN and the OCNs accredit both local and national programmes and qualifications for everyone, including young people and those working with young people.

The benefits of credit

Credit-based units learning encourages learners to succeed:

- It provides manageable, bite-sized chunks of learning
- It combats fear of failure by ensuring that all achievement is recognised
- It encourages progression by providing a framework in which learners can build up credits towards national qualifications, or to nationally recognised achievements (such as Access to Higher Education)
- It ensures quality and standardisation of achievement
- It is flexible, allowing programmes to be built around the needs of the learner
- It offers parity of esteem across awards

Local and national programmes for young people

OCNs across the UK work with local and national organisations to accredit many varied programmes for young people. Examples of national programmes accredited by OCNs can be found on the NOCN Website at www.nocn.org.uk

The Scouts Association - Queens Scout Award

Principal focus of Award

The physical, intellectual, social and spiritual development of young people

Is it necessary for a young person to have any specific ability or aptitude to gain entry to the Award?

No. The Award can be started immediately when a young person becomes a member.

Range of activities (e.g. classroom based, working based learning, individually or group tailored)

Each young person can select activities from a wide range of choices, but they must include some outdoor activity and activities with others.

Involvement of young people in determining outcome of Award (fixed progress on a learning programme, or negotiated progress through a tailored programme).

It is up to each young person to determine their own programme, whilst taking advice from adults and peers.

Scope of Award (e.g. target client group)

The Award is undertaken by members of The Scout Association aged 16 to 25 who have reached high standards across a range of activities.

Does the Award offer the opportunity to move between your own and other organisations' awards, or to move to a higher level?

Before completing the Queen's Scout Award, members will be encouraged to complete the five levels of Chief Scout's Award during their time in scouting. The awards for young people aged 14 to 25 are fully integrated with the requirements of the Duke of Edinburgh's Award, and both awards can be undertaken simultaneously.

Delivery venue/location requirements

The Award is delivered by Explorer Scout Units and Scout Networks across the United Kingdom.

Cost

Costs vary between units and networks across the United Kingdom.

In-house accreditation or via external accrediting partner

In-house accreditation through local Commissioners

Does a young person need to be a member of a group to undertake the Award, or can it be accessed individually?

Young people are required to be members of The Scout Association. Young people aged 14 to 18 must join an Explorer Scout Unit. Young people aged 18 to 25 can register individually to belong to their local Scout Network.

Is the Award UK wide?

Yes, the Award operates in all the countries and regions of the UK.

Description of Award (e.g. processes involved, philosophy, benefits to young people)

The Queen's Scout Award is passed under arrangements made by the local Commissioner. It is the highest award of The Scout Association and the standards are based on personal best effort.

UK Youth - Youth Achievement Award

Principal focus of the Youth Achievement Award

To develop a range of personal and social skills through participating in a number of accredited Challenges.

Is it necessary for a young person to have any specific ability or aptitude to gain entry to the YAAs?

The YAAs are for groups of young people aged 14+. They are aimed at all abilities, with a focus on those who have not achieved highly in formal education. For 11 to 14 year-olds, the Youth Challenge programme offers a lead into the Youth Achievement Award.

Range of activities (e.g. classroom based, work based learning, individual or group tailored)

Activities focus on young people's interests, concerns and issues about their future, for example, creative arts and sport, health issues, independent living skills etc. There are no prescriptive activities, which means that the YAAs can be used in any setting where young people are involved in quality youth work activities.

The YAAs have proven successful with young people from all walks of life. They have been of particular benefit for young people who have traditionally been let down by formal education and other accreditation schemes, largely due to the flexibility and adaptability of the Youth Achievement Awards.

Involvement of young people in determining outcome of the YAA (e.g. fixed progress on a learning programme, or negotiated progress through a tailored programme)

The ownership of the Youth Achievement Awards is placed on the group of young people participating in the YAAs - called the Award Group. They are involved in tailoring their own programme, choosing their Challenge activities, building up a portfolio of activities to record and review their Challenges.

Does the YAA offer the opportunity to move between other accredited awards or move on to a higher level?

Yes. With prior planning and support, young people can tailor their YAA at Silver level or above to meet the requirements of a Key Skills qualification. Similarly, the YAA can be used as a planning process tool for other awards because of its emphasis on learning through process and not outcome.

Levels of YAA are Bronze, Silver, Gold and Platinum and therefore provide a framework for moving on to a higher level. Full details are given in the YAA leaflets.

For each award you must complete a number of Challenges, as well as planning, reviewing and recording.

Delivery venue/location requirements

The YAA programme is UK wide and is accessed by a variety of youth groups and organisations.

Cost

These include

- operating agency registration organisations with over 35 young people
- participating unit registrations - small organisations with fewer than 35 young people
- a small individual cost for each person registering.

How is the programme accredited?

The YAA is accredited through ASDAN, which is nationally recognised by the QCA as an awarding body.

Does a young person need to be a member of a group to undertake the YAA?

Yes. The Youth Achievement Award encourages group work with young people. Young people must be participating in activities of a club or project that is registered with UK Youth.

Description of the YAA (e.g. processes involved, philosophy, benefits to young people)

Since its launch, the YAAs have grown at an impressive rate. The Awards are now used by over 900 youth projects across the UK, including more than two thirds of the LEAs in England.

The Youth Achievement Awards are aimed at all young people aged 14+. UK Youth also works with ASDAN to deliver a programme called Youth Challenges for those aged 11 to 14, which provides a lead into the Youth Achievement Awards at 14+. Both YAA and the Youth Challenges are unique, as they accredit activities which young people are already involved in relating to their interests, concerns and their future.

Young people participate in a number of Challenges, depending on the level of Award. Each Challenge represents at least 15 hours work, as well as planning, reviewing and recording. Each Challenge is recorded by the young person and then reviewed by their peers in the young people's Award group.

The YAAs provide a framework for learning outcomes, which are clearly articulated by the young people and recognised by others. These learning outcomes will obviously vary between individuals and levels of Award, but will include:

- progressively taking on and demonstrating responsibility for the planning and delivery of activities, particularly peer-education.
- developing peer support and monitoring skills.
- social and/or political learning and skills: understanding and learning to contribute to decision-making processes, social and cultural awareness, valuing the experiences of others etc.

Welsh Joint Education Committee (WJEC) - Firstskills Profile

Principal focus of Award

Personal development, community involvement, work experience and all six Key Skills

Is it necessary for a young person to have any aptitude to gain entry to the Award?

None

Range of activities (e.g. 'classroom based', work based learning, individually or group tailored)

Activities include classroom activities, work placements and community involvement. This could include voluntary activities outside of school/college. The Firstskills Award is designed to be very flexible and to be as inclusive as possible. Involvement of young people in determining outcome of Award (e.g. fixed progress on a learning programme, or negotiated progress through a tailored programme)

Because of the options presented by the range of units the activities are varied and include classroom activities, work placements and will consequently involve an element of student negotiation. The scheme is very flexible and designed to allow a great deal of adapting to the needs of individual students.

Scope of Award (e.g. target client group)

As the scheme is very flexible it is not really age related, although, initially it was designed for students in years 10 and 11 at school, i.e. 14 to 16-years-old. It is, however, designed specifically for Entry Level within the National Qualifications Framework

Does the Award offer the opportunity to move between your own and other organisations' awards, or to move to a higher level?

The central thrust of this Award is to help individuals to become effective citizens and play a positive role in society. On the other hand, the methodology and content of this Award is designed to support and encourage students to consider and gain access to other awards and qualifications, possibly at the next level.

Delivery venue/location requirements

This is flexible depending upon facilities and resources. The work experience unit will require links with employers. It can be delivered in a range of settings by any professional working with young people.

Cost

A registration fee and a certification fee per student. In-house accreditation or via external verification.

Does a young person need to be a member of a group to undertake the Award, or can it be accessed individually?

Primarily the Firstskills Profile is seen as an Award that rewards the individual in the context of work carried out in a group, but it is possible to work individually, although an element of supervision and guidance is required, particularly in the work experience unit.

Is the Award UK wide?

The WJEC is a national awarding body based in Wales, which offers an extensive portfolio of qualification. The qualifications are now used by well over 2000 centres in England, Wales and Northern Ireland.

Description of Award (e.g. processes involved, philosophy, benefits to young people)

The principal aim of this Award is to enable those learners, normally excluded by existing arrangements for examination and certification, to participate. Centres are permitted to Award units individually, thereby encouraging learners to accumulate their achievements.

The fundamental philosophy is one of inclusion and success. The Firstskills Profile is designed to be accessible to a wide range of students including young people and adults with a wide range of learning needs for whom existing examinations and qualifications are either unrealistic or inappropriate; or who are at risk of losing connection with educational opportunities. It is also intended to afford every opportunity for the learner to be motivated and take some responsibility for their own learning.

The Award provides a flexible programme, which is rooted in practical, everyday social and vocational contexts. It is designed to support individuals to

achieve some form of recognition of achievement, in partnership with providers. It is designed to provide for the development of a range of skills in meaningful and relevant contexts.

The course is unit based and very flexible. It is based on:

- freedom of choice in the selection of units.
- assessment, and end of unit profiles are based on the successful completion of tasks.

There are 22 units currently available. They are:

- Myself and Others
- Healthy Living
- Helping Others
- Managing My Money
- Thinking About Leisure
- Preparing for Work
- Health and Safety at Work
- Practical Work Experience
- Garage Worker
- Farm Worker
- Store Assistant
- Word Processing Skills
- Internet and E-mail Skills
- Database Skills
- Creating a Publication
- Organising an Activity
- Organising My Time
- Planning a Holiday
- Running a Home
- Running a Vehicle
- Residential Experience
- Running an Enterprise

An A - Z of Activities

An A - Z of Activities

Activity	What it Could Entail	Area of Work
Assertiveness	Young people developing skills which enable them to meet the challenges within their lives	Health
Athletics	A range of track and field events.	Sport
Ball Games	A range of activities using a ball which can be organised for and with young people.	Sport
Blood Sports	Identifying the issues regarding sports falling into this category	Sport
Board Games	Using well known games as intended or innovatively.	Sport
Censorship	Looking at the issues related to the Arts. For example, music.	Arts
Coaching	Gaining coaching certificates and awards through tried and trusted means	Sport
Community Council Representation	Supporting a young person to represent views within community politics	Citizenship
Computer Games	Challenging and educational activities	Sport
Cooking (Cookery)	Enabling approach to encourage young people to look after themselves	Health
Copyright	Understanding what it means and some of the implications	Arts
Cultural Festivals and Traditions	Giving young people an understanding of other traditions within and outside their community	Citizenship
Cycling	Fun and challenging events	Sport
Dance	Ways to encourage the use of dance within the club or project	Arts
Darts	Group games using a dart board	Sport
Debating Forums/ Group	A means to discuss the 'hot' issue of the day or a group meeting more regularly	Citizenship
Decoupage	The use of this popular art form	Arts
Disabilities and Sport	Identifying the issues and using techniques for inclusion	Sport

Activity	What it Could Entail	Area of Work
Discussion Carousels	A means of encouraging young people to give their views on a certain topic	Citizenship
D J-ing	Ways to encourage this activity with limited resources	Arts
Drugs in Sports	Identifying some of the issues	Sport
Engraving	A practical activity which could include engraving glass	Arts
Environment	Encouraging a positive response to young people's surroundings.	Citizenship
Extreme Sports	What is involved and some of the issues, particularly related to safety	Sport
Family and Extended Families	Exploring social relationships of family with young people	Health
Farming Methods	Identifying the issues raised through differing farming methods	Health
Fishing	A group activity related to Britain's most popular sport	Sport
Food Production (GM Crops)	Exploring issues of food production and why people are still starving.	Health
Gig	An organised event to encourage young musical talent	Arts
Graffiti	As an art form, this is about improving the environment	Arts
Graphics	The art of writing, decorating, printing, etc onto flat media. Also associated with computer graphics.	Arts
Healthy Eating	Methods to improve the diet of young people	Health
How others see you	Working with young people to consider how others may view their actions	Health
Human Rights	Awareness of rights and responsibilities. Looking at issues in the world	Citizenship
Hygiene	Working to develop standards within personal hygiene	Health
Impact on the Community	Identify ways which young people can make a positive impact	Citizenship
Inter-agency work - voluntary work, charity work	Supporting the work of other organisations such as Oxfam by acting as a volunteer.	Citizenship

Activity	What it Could Entail	Area of Work
Issue based Theatre	Exploring an issue through theatre. Can involve working with a community based theatre group	Arts
Law/International Law	Making young people aware of laws that may affect them. Raising issues associated with these laws	Citizenship
Members Committees	An elected group of young people supporting the work of the centre or project	Citizenship
Members Running Activities	Ways to involve young people in the running of activities	Citizenship
Mental Health	Raising awareness of this key area. May include complex issues such as anorexia and teenage suicide	Health
Mock Elections	Encouraging an understanding of the political process	Citizenship
Model Making	Making three-dimensional models usually out of clay or plasticine.	Arts
Modern Art	Looking at issues related to the interpretation and production of the art form	Arts
Money and Arts	Exploring issues on how the arts are funded e.g. why should so much money go into opera?	Arts
Money and Sport	Looking at the issues	Sport
Murals	Planning and completing a mural within the project and community	Arts
Music	Using music in a variety of ways which could include writing songs	Arts
Origami	Folding paper into intricate designs	Arts
Outdoor Pursuits	Arranging activities	Sport
Painting	Using the art form as a means of expression within a particular issue	Arts
Photography	Taking photographs so young people get a better understanding of their community. Gaining skills in both chemical developments and digital copying	Arts
Physical Health	The role of exercise in maintaining physical health and well-being	Health
Playing Cards	Innovative and fun activities	Sport

Activity	What it Could Entail	Area of Work
Political Agendas	Looking at viewpoints related to current issues. This may include inviting Councillors to a debate.	Citizenship
Political Art	An awareness of how art can be used for political ends. For example, the use of political cartoons	Arts
Posters	Skills in the production of posters to promote an event	Arts
Poverty	The effects of poverty on life chances and the health of young people. Some social causes	Health
Racket Games	A range of activities to support work with young people. This may include badminton or tennis.	Sport
Seasonal Activities	Linking the year to an activity. This could include card making on Valentine's Day or awareness of festivals.	Arts
Self Image	Looking at young people's self image, identifying ways to improve it and improving life	Health
Sexual Health	Looking at strategies to improve sexual health	Health
Sexual Relationships	Supporting young people to understand their feelings within this area	Health
Special Diet	The role of special diets and maintaining a healthy perspective	Health
Substance Misuse	The effects of using substances inappropriately and harm reduction	Health
Suggestion Box	A box where young people can place their ideas for the ongoing work	Citizenship
Talking Wall	A wall where young people can place their thoughts on a issue or make suggestions for ongoing work	Citizenship
Trade/Fair Trade	How trading in the West affects world trade. Identifying ways to support fair trade	Citizenship
Video Production	Gaining skills in producing a video/DVD on a topic. This could be linked to other activities such as drama	Arts
War	Looking at a variety of issues associated with war	Citizenship
Water based sports	A range of activities to support work with young people. This may include swimming, canoe-ing	Sport

Activity	What it Could Entail	Area of Work
Web Site Design	Gaining skills in the design and production of a web site	Arts
World Health	The role young people can play within this complex area	Health
Your view of others	How young people see other people e.g. parents, older people. Identifying positive strategies	Health
Youth Achievement Awards	Recognising the achievement of young people within activities (These awards cover a wide spectrum of activities)	Sport
Youth Council	A group of young people wishing to contribute to issues which affect them	Citizenship

Practical Activities

Citizenship

Mock Elections:

What are you trying to do?

To explore the ways in which decisions that affect the rules of the society in which we exist are decided upon and how they can be changed

What do you want to achieve at the end?

Give young people the opportunity to gain skills and knowledge about the processes of democratic government

To compare the way in which different nations use different systems for governing their own people

How are you going to do it?

Start by finding a topic that your group may be interested in. This could be something topical or try one of the tried and tested forms that people can vote on. For example, making changes to the rules of the youth club, setting up a Youth Forum, deciding on how money is spent in the youth club, electing members to represent the youth club at Management Committee meetings. Alternatively, take a national issue that young people may feel strongly about e.g. the restrictions by age on voting, being able to drink alcohol or smoke. A topic that young people have views on are much more likely to work well.

Explain the terms around some or all of the following giving simple examples

- Proportional representation
- One-person one vote
- The roll of the returning officer
- Campaigning rules

- Hustings
- How to be nominated
- Secret ballots
- Setting out a manifesto
- How to get on the electoral register etc

What resources do you need?

Very much depends upon your own group but the following are a few starting points.

Paper and pens unless you are going to elect on a show of hands.

A ballot box (old crisp box is fine)

Materials for the candidates to use to get their manifesto across

What has happened as a result?

A more democratic approach to decision making will come about. Young people will commence to take more responsibility for their lives.

What areas of the curriculum does it meet?

The main focus will be to empower young people and give them a positive means to express their opinions.

Educative: Gives young people an understanding of the election process

Expressive: Allowing young people to express their own thoughts

Participative: Everyone gets a chance to participate

Empowering: Each person gets a chance to have his or her say

Citizenship

Discussion Carousel

What are you trying to do?

Consult with young people on activities members wish to carry out

What are you trying to achieve at the end of the activity?

Positive participation by young people during consultations. This will depend on the topics chosen which may include activities members want to do or how to tackle litter problems outside the project. Does this mean if their not allowed to choose their own project they'll have to go picking up litter?

How are we going to do it?

Discussion Carousels are a way of including every member of the youth project and gives them have a chance to have their say on a certain topic. It has the intense potential for development of ideas, which will lead to decision-making in the group.

First think up a topic for discussion. For example 'The media never gives a fair representation of young people'.

Participants have a minute to consider their views on this topic, they then have one minute to explain it to the person opposite them. Outer and inner circles take turns so that everyone gets a chance to speak and listen.

Move the outer circle round a few spaces, check everyone is in a new pair. Moving around again and giving the inner circle the job of reporting what the outer circle said and vice versa. Vote on a topic, run the carousel and then vote again

to see if the views have changed. The next task is to explain the views you listened to - then your own views - there should now be four positions to consider.

What resources do you need?

Ten or more young people. Suitable room, flip chart, pens, chairs

As a result of this what has happened?

Young people will have had the opportunity to speak out on an individual basis, this may force or encourage people to have a view. Can help to make decisions in a group. Good for promoting listening skills. Good as a development activity to explore an issue in depth

As a result of this what will happen next?

Young people may feel a sense of ownership to the decisions made. They may also feel more able to speak out their own views

What areas of the curriculum does it meet?

The main focus will be to give young people the means to fully participate in the decision making process and to allow them to express themselves.

Educative: Learning from peer group on their ideas

Expressive: Allowing young people to have a say

Participative: Each young person gets an equal opportunity to take part

Empowering: Everyone is listened to and has their views taken forward

Citizenship

Global Citizens: Globingo Activity

What are you trying to do and why?

This is a fun activity that explores the global influences on the daily lives of young people in Wales.

What do you want to achieve at the end?

By the end of the activity young people will have put their lives into an international context. By identifying and reflecting on the products they buy, the tastes and interests they have, the media influences on them, and the personal or family contact they have with other countries, they will discover that the world isn't 'out there' it's here. Whether they like it or not they are global citizens and from this introductory activity you may want to move onto thinking about the implications for their future and for the future of the world.

How are you going to do it?

This activity can be a brief taster lasting 20-30 minutes, or can set the scene for a project exploring the issues exposed in more depth. Individually or in pairs, complete the Globingo sheet (see hand-out) by collecting signatures and corresponding countries of other people in the group. In a group of ten or more, it should be possible to have each signature only once. The first person or pair to complete the sheet shouts bingo and the activity stops. To feedback, ask the young people to call out all the different countries they have on their bingo sheets. Record these by sticking dots onto the map of the world. Reflect on the scope of influence on this group of young people, and the scope of

impact this group has on the world (i.e. the number of dots and how many countries they spread over).

What resources do you need?

Globingo sheets and pens, enough for one each. Map of the world. Sticky dots.

As a result of this, what has happened?

Young people will have a greater understanding of cultural influences in their lives. They may then want to explore wider issues related to their role.

Which areas of the Curriculum does this cover?

The Youth Work Curriculum Statement for Wales mentions 'enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally'. In other words the forces that shape young people's lives today do not stop at national boundaries, their lives and their communities are interconnected with what happens in the rest of the world. How we react to this rapidly changing world creates new and different opportunities, challenges and concerns. Therefore youth services need to respond to the changing circumstances in which young people are growing into adults by exploring with young people what it means to be a global citizen.

Globingo

Find someone who...

Has travelled to a foreign country

Name: _____

Country: _____

Can name a sports star from another country

Name: _____

Country: _____

Is learning a foreign language

Name: _____

Country: _____

Has a car that was made in another country

Name: _____

Country: _____

Has a relative living in another country

Name: _____

Country: _____

Has lived or worked in another country

Name: _____

Country: _____

Enjoys a music group from another country

Name: _____

Country: _____

Enjoys eating food from other countries

Name: _____

Country: _____

Is wearing something made in another country

Name: _____

Country: _____

Lives in a home where more than one language is spoken

Name: _____

Country: _____

Can name a coffee producing country in Latin America

Name: _____

Country: _____

Learned something about another country on T.V recently

Name: _____

Country: _____

Sports

Singles Pool Competition

What are you trying to do?

Set up a Pool Competition for young people aged 11 to 14 years

What do you want to achieve at the end?

Give the young people an opportunity to play in a competition, which gives finishing places to allow the presentation of a trophy for the winner and runner up

How are you going to do it?

Start by organising the draw, encouraging the young people themselves to carry this out and ensuring that equal numbers are through to the next round. If the number of players is in the ratio 8; 16; 32; etc, it will be straightforward to organise a knockout competition i.e. eight in quarterfinals, four in semi finals and two in the finals. This can be done using a grid sheet.

However, with other numbers you must organise 'byes'. If you have ten players, then six can be placed into the quarterfinals by drawing names out of a hat and the other four must play for a place. Once you have the two winners these can be placed into the quarterfinals with the other six. The game can then proceed as a normal knockout

What resources do you need?

Pool table, variety of cues, pool balls, cue chalk, grid sheet for recording winners at each stage, trophies, pens.

As a result of this what has happened?

Young people will feel a sense of ownership and experience the enjoyment and excitement of taking part in a competition. They will also express how games were won and lost

As a result of this what will happen next?

Young people will want and be able to carry out an activity on their own, requiring a minimum of supervision

What areas of the curriculum does it meet?

This activity can be focused in a number of directions dependent on what needs to be achieved.

This may include:

- Educative:** Learning how to set up a competition
- Expressive:** Allowing the emotion of winning and losing
- Participative:** Everyone gets an equal opportunity to take part
- Empowering:** Gives young people an insight into competitions

Sports

Debate Around Blood Sports

What are you trying to do?

Raise awareness of the complex issues related to 'blood sports'

What do you want to achieve at the end of activity?

Young people should have an understanding of the complex issues related to both banned and permitted activities. Also they will have the basis to be able to understand their position within this argument

How are you going to do it?

Where issues may be strongly for or against at the commencement, it is important that a balanced debate takes place. This can be done in the following way:

- Ask young people to do some research on the debate. This could be done via the internet, asking people in the community, making a visit to a farm, etc.
- Produce a display on a wall. Make sure that you have the same amount of space for the 'pro' and 'against' arguments.
- Arrange an open debate where all young people can raise issues. (Voting in this situation may not serve a positive purpose, so should be avoided)

What resources will you need?

Access to computers and the internet

Wall space

After it has finished, what has happened as a result of doing the activity?

Young people should be better informed. A young people friendly questionnaire could go round to ask young people if they are more aware of the issues and whether the debate changed their views.

Which areas of the curriculum does it meet?

Issue based work tends to cover a number of areas of the curriculum. This activity is mainly about young people expressing their views backed up with argument and educating them about this complex issue.

Educative: Learning from peer group on their perceptions of topical issues

Expressive: Allowing young people to have a say

Participative: Each young person gets an equal opportunity to take part

Empowering: Being able to act on an issue concerning them

Some supportive material for the activity.

Since time began humankind has developed a symbiotic existence with the animals of this planet. We have domesticated, tamed, utilised and hunted for over 100,000 years. In 2003, hunting instincts are still essential for some as a way of life, and abhorred by others. We want to hear your views about blood sports and their place in today's society. How do you feel about it?

The UK has a tradition of sports that involve the pursuit and capture of a quarry. The Romans brought game fowl with them during the conquest of Britain. The Normans imported the rabbit and fallow deer for the purpose of hunting. The culture has certainly been ingrained for millennia. In the modern era, many agree that hunting is all right if it is a means to an end - the pheasant for the pot, the trout for the pan. However, what has the fox done wrong? Many farmers would argue that they destroy their livelihood and this results in increased costs to

the consumer. Why catch a net full of fish to then release them back again? Hunting for food for many has now evolved to the weekly trip to the supermarket, and there certainly isn't the chance to be at one with your surroundings there.

In addition, it is only relatively recently that bear, badger and bull baiting; dog and cock fighting, have been outlawed. Occasionally, however, we still hear of these practices continuing today. Now that the government has outlawed fox hunting, would fishing really be next? How would the Spanish feel if the EU decided Bull Fighting was to be wiped from their tradition and culture?

There are alternatives in the thrill of the chase, so is the pursuit of a live creature essential? We have clay pigeons, computerised fishing and even human runners for the fox hounds (don't worry though, nobody is attacked, the tendency is to be covered in drool upon capture). Can we still maintain this country's tradition in rural pursuits without the death of the surrounding wildlife?

Health

Quiz on Smoking

What are you trying to do?

Organise a quiz for young people to raise their awareness of issues related to smoking.

What are you trying to achieve at the end of the activity?

Young people understand some of the health issues and the related cost factor if they continue to smoke. A follow on would be to look at how young people who want to give up smoking can be supported.

How are you going to do it?

Quizzes are excellent vehicles for including every member of the project in a particular activity. Give out the quiz sheets allowing the young people to work in pairs or teams. Allow a certain time for them to consider their responses, and then bring them together to talk about the answers. This could be followed by a debate around any issues that surfaced during the quiz.

What resources do you need?

Suitable room, paper, pens, young people, quizmaster (can a young person take on this role?)

As a result of this what has happened?

Young people will question the issues surrounding smoking. Greater awareness of issues related to smoking. Wanting to look at further issues so consider other directions to follow before commencing the activity.

What areas of the curriculum does it meet?

This particular issue covers:

- Expressive:** Allowing young people to have a say about the issue
- Participative:** Everyone can take part to some extent
- Empowering:** Able to take action based on a firm understanding of issues
- Educative:** Learning from questions asked and answers being given

Smoking Quiz

Take the smoking quiz to see how much you know about the facts of smoking.

NAME or TEAM NAME

1. The largest cause of preventable death in the UK is?

- a) Road accidents
- b) Suicides and murders
- c) IDS and illicit drug use
- d) Smoking

2. How many regular smokers do you think there are in the UK?

- a) 500, 000 (half a million)
- b) 1, 000 000 (one million)
- c) 13, 000 000 (thirteen million)

3. What percentage of 15-year-olds in the UK do you think smoke?

- a) 15% (15 out of a hundred)
- b) 25% (25 out of a hundred)
- c) 35% (35 out of a hundred)
- d) 50% (50 out of a hundred)

4. How many people die per year in the UK as a result of smoking related disease?

- a) 120, 000
- b) 60, 000
- c) 30, 000

5. How many people in the UK die from lung cancer caused by passive smoking, every year?

- a) 100
- b) 200
- c) 300

6. What percentage of smokers in the UK do you think want to stop smoking?

- a) 35% (35 out of a hundred)
- b) 65% (65 out of a hundred)
- c) 85% (85 out of a hundred)

7. How many chemicals do you think there are in cigarettes?

- a) 4
- b) 40
- c) 400
- d) 4000

8. Which substance in tobacco is associated with an increased risk of lung cancer?

- a) Tar
- b) Nicotine
- c) Carbon monoxide

9. What percentage of people who develop lung cancer are smokers?

- a) 50%
- b) 25%
- c) 80%

10. If you were to smoke 20 cigarettes every day for 10 years, how much do you think you would spend?

- a) £5000
- b) £10, 000
- c) £15, 000
- d) £20, 000

11. In developing countries trees are cut down and used to dry tobacco. How many trees do you think we burned to dry enough tobacco leaves to make 365 packets of cigarettes?

- a) 1 tree
- b) 10 trees
- c) 25 trees
- d) 50 trees

12. How many fires do you think were caused by lit cigarettes, lighters and matches in England last year?

- a) 60
- b) 600
- c) 6000
- d) 60, 000

Health

Smoking Quiz Answers

1. The largest cause of preventable death in the UK is?

d) Smoking

2. How many regular smokers do you think there are in the UK?

c) 13,000,000 (thirteen million)

This is over a 1/4 of the population

3. What percentage of 15 year-olds in the UK do you think smoke?

b) 25% (25 out of a hundred)

This is 1/4 of 15 year-olds smoke

82% of smokers take up the habit as teenagers. Smoking is addictive and many young people who smoke will go on to smoke all their lives

4. How many people die per year in the UK as a result of smoking related disease?

a) 120,000

This works out to approximately 330 people a day (equivalent to one jumbo jet crashing every day in this country) and more than 13 people and hour

5. How many people in the UK die from lung cancer caused by passive smoking, every year?

c) 300

Passive smoking is breathing in other people's tobacco smoke (known as environmental tobacco smoke)

For a non-smoker with long-term exposure, that increased risk is 20-30%

6. What percentage of smokers in the UK do you think want to stop smoking?

b) 65% (65 out of a hundred)

Almost 2/3 of smokers in the UK want to give up

7. How many chemicals do you think there are in cigarettes?

d) 4000

Over 4000 and more than 40 can cause cancer

8. Which substance in tobacco is associated with an increased risk of lung cancer?

a) Tar

Tar is a complex mixture containing around 4,000 different chemicals, including carcinogens. This black sticky substance contains many poisonous chemicals which clog up the lungs, as the chemicals that are gradually absorbed cause irritation and damage. Tar also kills the cilia or small hairs which clean the lungs, and this causes smokers cough. The risk of lung cancer among smokers is associated with the tar, and reduction in tar yield has contributed to the decline in the rate of lung cancer.

9. What percentage of people who develop lung cancer are smokers?

c) 80%

10. If you were to smoke 20 cigarettes every day for 10 years, how much do you think you would spend?

d) £20,000

Over £20,000 pounds (enough to buy a brand new car). If you smoke 20 cigarettes a day from the age of 15 to 75 years old you would spend over £120,000

11. In developing countries trees are cut down and used to dry tobacco. How many trees do you think we burned to dry enough tobacco leaves to make 365 packets of cigarettes?

c) 25 trees

Which will supply an average smoker with 20 cigarettes a day for one year

12. How many fires do you think were caused by lit cigarettes, lighters and matches in England last year?

c) 6000

35% of all fires each year in UK are caused from smoking equipment

Arts

Issue-based drama

What are you trying to do?

Explore issues that affect young people's lives in a fun and interesting way.

What are you trying to achieve at the end of the activity?

This could be used as a means to develop self-esteem, confidence, empathy and self-awareness for participants. As well as producing an awareness of issues that affect the lives of young people, allowing them to express their own views regarding these issues.

How are you going to do it?

This can take on many forms, most of which should be left to workers with experience in this area. One activity which could be tried within your club or project is 'Freeze-frames'

In groups of three or four, members form a scene based upon a topic chosen by themselves or a youth worker. For example, they could re-enact how young people come into the club at night and workers' reactions. The group then act it out. If the topic isn't known beforehand, other members can try to guess what is happening and at a more advanced level - why.

The group then feedback about the scene and why their characters were behaving in that way. Some discussion can then occur about what would need to happen for the scene to be played differently.

This activity does come with a warning: Make sure that subject areas fall within your ability to respond.

What resources do you need?

A suitable room for the group and some privacy

As a result of this, what has happened?

Young people may find it easier to express themselves in this way and become aware of their abilities. Follow-up work may be considered which might include productions for others, video work, accreditation, drama skill development and life skill development.

What areas of the curriculum does it meet?

This activity should cover a wide area of the curriculum.

These include:

- Expressive:** Allowing young people to have a say on a number of scenarios
- Participative:** Being able to take part at what ever level
- Empowering:** Looking at ways and means to take action
- Educative:** Learning from others and gaining skills

Useful Resources

Useful Resources

The following resources are held in the library of the Wales Youth Agency. Most are available for loan. A full library list can also be viewed on the website at www.wya.org.uk

Arts

This section also contains material suitable for other areas of work.

Arts / Creativity

ART UNLIMITED

National Youth Agency 2002

A resource pack of 60 arts and crafts activities for use with young people either individually or in a group setting. 3 sections cover art, crafts and group projects. Advice on starting points and equipment is included.

CRAFTWORK 6-8 YRS

The Boys Brigade Resource Centre 1986

A booklet containing various arts and crafts activities and ideas.

SOME CRAFTY THINGS TO DO

Oxfam 1985

A practical handbook of things for young people to make and do, such as crafts, body painting, street theatre, musical instruments, recipes and games.

THE GAP PACK: CREATIVE TRAINING FOR WORK WITH YOUNG PEOPLE

Youth Clubs UK 1993

GAP was a 2 year pilot project which aimed to promote the use of the arts as a tool for youth work through training courses for youth workers. This pack draws together all the training exercises and materials developed during the project.

THE YOUTH ARTS AND CRAFT BOOK

SITRC 1986

Over 45 different arts and crafts. Also covers details on who the activities should be used with, what size group of youngsters is ideal, what equipment and space is required, and the advantages and problems encountered with the various activities.

Performing Arts

CAUGHT IN THE ACT

Youth Clubs UK 1994

50 minute training video (in sections), and accompanying booklet, to help introduce drama work with young people. Looks at co-operative games and trust exercises through to improvisations based on the group's own experiences.

DRAMATTACK: AN ESSENTIALLY PRACTICAL MANUAL FOR USING DRAMA IN YOUTH WORK

Russell House Publishing 1999

A guide to introducing drama into youth work, from a simple workshop by and for complete beginners, to staging an elaborate production. Contains advice, performance toolkit, template forms, contacts and resources, and a play list.

DRAMA

Urdd Gobaith Cymru 1985

Welsh language booklet on drama for youth groups. Includes practical advice on planning and ideas for games, mimes, improvisations and role play.

DRAMA AND MIME

DRAMA: WORKING WITH YOUNG PEOPLE SERIES

NAYC 1985

Introduces how drama can make an important contribution to youth work. Includes practical advice on planning and ideas for games, mimes, improvisations and role plays.

Citizenship

This section also contains material suitable for other areas of work.

Girls/Young Women

WHO IS SHE?

London Union of Youth Clubs 1992

A multi-cultural board game which allows players to learn about some of women's invaluable, but sometimes unrecognised, role in world history. Also contains ideas for developing this theme further.

Young People with Disabilities

ACTIVITIES INSIDE AND OUTSIDE THE CLASSROOM

The Spastics Society

Booklet listing exercises activities and discussions to help young people understand how it is to be disabled.

INCLUSION FUSION

National Youth Agency 2002

An educational board game intended to help young people to explore disability discrimination issues. Suitable for players aged 13-16, it includes a facilitators handbook and instruction video. .

THE OTHER SIDE OF THE MIRROR

BDA Wales 2001

Video based on the experiences of young deaf people in Wales. Contains 4 pieces of forum theatre for group performance. These allow audience interaction and involvement with the action. Not suitable for children under 11. 35 minutes long.

Teamwork

50 ACTIVITIES FOR TEAM BUILDING

Gower 1989

Training manual which contains 50 practical activities which explore an aspect of teamwork. All activities employ the principle 'learning by doing.'

BORN AND BRED? LEADERSHIP, HEART AND INFORMAL EDUCATION

YMCA George Williams College 1999

Book & CD-Rom which explore some key themes for educators about leadership including the idea that teachers are people with special qualities; the experience of leadership as a shared process; & the relationship between animation, formation and education.

TEAM BUILDING SKILLS IN YOUTH WORK: WORK PACK

Islington Council 1996

A pack produced by youth workers for youth workers. It provides some relevant theory about good team work practice and a range of exercises that can be used as part of training events or staff meetings.

TEAM BUILDING: A MANUAL FOR LEADERS AND TRAINERS

BACIE 1989

Manual which will enable the team leader to use a wide range of practical activities to build and strengthen a team. Based on 'learn by doing' theory, the activities include questionnaires, discussions and exercises.

WORKING TOGETHER (2)

NAYC 1986

A pack for part-time youth club teams who want to work together more effectively. Looks at staff meetings, and issues of discipline, racism, and sexuality.

LEADING A GROUP: WORKSHOPS AND GROUP NOTES

Open University 1994

This training pack is designed for those who intend to use the Open University Community Education packs, but it can also be used as a guide for other group work.

Training – General

RESOURCES FOR COURSES: A TRAINING THE TRAINERS TOOLBOX

Warwick Association of Youth Clubs 2002

PC/Mac format CD ROM trainers resource. Includes handouts, exercises & warm ups to support any 'Training the Trainers' programme. Materials for use in a range of modules including:- Design; Delivery; Assessment; Portfolio Building; Evaluation.

TRAINING EVENT PLANNING GUIDE

80/20 Training Ltd 1996

A practical pack aimed at anyone who has to organise, administer and deliver training courses and seminars. Contains tips and checklists.

Enterprise

ENHANCING THE ENTERPRISE SKILLS

Changemakers 1999

Set of workbooks to assist youth workers & others facilitate young person-led activities. Focuses on how to enable young people to develop skills relating to enterprise, employability, citizenship & lifelong learning. Contains practical exercises.

Youth Issues – General

A-Z GUIDE TO BEING A YOUNG PERSON

Gogglebox/Gwent County Council 1994

45 minute video of a directory of the issues concerning young people which aim to stimulate conversation and discussion between groups of young people and youth workers.

A-Z GUIDE TO BEING A YOUNG PERSON: TRAILER

Gogglebox/Gwent County Council 1994

12-minute trailer for the 45 minute video of a directory of issues concerning young people.

DEBATE OF THE AGE: YOUR SAY IN THE FUTURE

Age Concern 1999

A pack containing information and statistical fact sheets aimed at raising awareness and promoting discussion and action around the issues of an ageing society in the 21st century.

HAMBONS

Uned Gwaith Ieuenid Creadigol Theatr Felinfach. Ceredigion Youth Service 1999

Video devised, written and performed by young people concerning the issues of inward migration, which involve the involuntary movement of young people and the outward migration of young talented people. Alternates between Welsh and English. 65mins.

IT'S YOUR WORLD: A PSE HANDBOOK FOR 11 - 14 YEAR OLDS

TACADE. CWS Ltd 1996

Aimed at schools, this resource pack contains activities on personal and social education. Divided into 4 cross-curricular themes: health education, economic and industrial understanding, environmental education and citizenship.

POVERTY: IT'S A CRIME

Cedarwood Trust 2001

3 young people from North Tyneside investigate the effects of poverty on young people & its relationship to crime. They compare & contrast their experiences with those of people from other areas. It can be used for discussion or training. 30 mins.

TOO MUCH TOO YOUNG?

Valley and Vale 1994

Video produced by the Girls In Focus Project for 4 girls in the Ogwr Valleys. Explores the issues affecting young people growing up in the South Wales Valleys, including alcohol, drug abuse, relationships, teenage pregnancy, choices.

Education

ROADWORKS NON - ATTENDANCE, A PRACTICAL RESOURCE PACK

Berkshire Education Welfare Service, Youth and Community Service 1996

Pack of activities aimed at 9-13 year olds to prevent non-attendance at school. Users Ice-breaker, role play and discussion activities to cover issues of responsibility, punctuality, self-esteem, peer pressure and decision making.

Peer Education

CIDERPUNKS PEER EDUCATION PACK

Northern Ireland Youth Forum, YMCA for Ireland 1999

A video resource pack on offers of ideas and instructions for youth leaders to run discussion groups on topics with young people. These include identity and relationships, drugs and alcohol, peer pressure, policies, and sex and teenage pregnancy.

Participation / Empowerment

ACTION FOR A CHANGE

National Youth Agency 2003

Research based activity pack for youth workers on young people and social action. Six sections cover different aspects of social action and include background information, sources of advice and materials for leaders.

BALANCING ACTS

NYB

How to encourage youth participation. Aims to dispel confusion over participation by offering youth workers a workable definition and a practical framework for the transfer of power to young people. Uses original research and case studies.

I'LL GO FIRST: THE PLANNING AND REVIEW TOOLKIT FOR USE WITH CHILDREN WITH DISABILITIES

The Children's Society 1999

Resource pack. Practical tools to help professionals build relationships with disabled children/young people & to communicate their views when decisions about care/education are made. Covers relevant everyday situations. Includes good practice guide.

SHOUT IT OUT!: SUE TORR'S STORY

Coleridge Video / Shout It Out Video Learning Project 1996

Video and notes about adult illiteracy based on a biographical play by Sue Torr who learned to read in her 30s. It includes interviews with Sue, the cast of the play and adult learners.

YOUNG PEOPLE AND DECISIONS: A RESOURCE PACK ON PARTICIPATION

NCVYS 1981

A pack in three distinct parts: Part 1 explains what is participation; Part 2 gives case studies and practical examples where

young people have been given the opportunity to participate: Part 3 provides a training scheme on participation.

Citizenship

COPING WITH CITIZENSHIP

SMS Multimedia 2001

CD rom information resource on citizenship for secondary school students which emphasises rights & responsibilities. Includes interactive activities & stories with background information for teachers. No. 3 in the 'Rotary, Coping with Life' series.

GOOD THINKING VOL 1

Evans Brothers / Citizenship Foundation 2000

1st of 3 vols on education for citizenship and moral responsibility. Introduction to moral ideas, language & debate within public morality framework of citizenship. Includes justice, rights & responsibilities. Lesson plans & photocopiable materials. .

GOOD THINKING VOL2

Evans Brothers / Citizenship Foundation 2001

2nd of 3 vols. on education for citizenship and moral responsibility. Deals with concepts in greater depth than Vol.1. Covers :- human rights, social justice; equality ; duties and obligations. Includes lesson plans and photocopiable materials.

GOOD THINKING VOL 3

Evans Brothers/Citizenship Foundation 2001

3rd of 3 vols. on education for citizenship & moral responsibility. Deals with concepts in greater depth than vol.2. Includes:- ethical reasoning; social policy; critical thinking; freedom & identity. Contains lesson plans and photocopiable materials..

SHAPING CITIZENSHIP

Hackney Agency for Volunteering 2001

Resource pack for encouraging volunteering among young people. Focuses on the volunteer component of the citizenship curriculum. Contains over 20 photocopiable exercises, a reference guide, cassette tape, & computer disc with exercises in MS Word format.

YOUR RIGHTS AND RESPONSIBILITIES VOL 1

Published by Evans Brothers 2002

A collection of over 30 lesson plans and materials on the role of law in society, covering the main elements of the citizenship curriculum for KS3. Contents include human and animal rights, local councils and the media.

YOUR RIGHTS AND RESPONSIBILITIES VOL 2

Evans Brothers 2002

A collection of over 30 lesson plans & materials on the role of law in society, covering the main elements of the citizenship curriculum for KS4. Contents include common & statute law, criminal & civil trials, the police, legal contracts & discrimination.

YOUTH, CITIZENSHIP AND SOCIAL CHANGE: RESEARCH BRIEFINGS

Economic and Social Research Council 2002

Pack of 15 briefings based on research into how young people aged 15-20 make the

transition to adult life and to identify the support they need. Subjects covered include drug use, fatherhood, money management and overcoming family disadvantage.

Environment

BEST OF BOTH WORLDS: YOUTH WORK AND ENVIRONMENTAL WORK

Council for Environmental

A guide to environmental work with young people. It defines and outlines the potential of environmental youth work and gives practical advice on project development. Case studies and a section on resources, support and information are also included.

EARTHWORKS

Council for Environmental Education 1991

Pack consists of 3 booklets to develop informal environmental education work with young people. It looks at policy, good practice, training materials and contains an action pack of practical ideas to use with young people.

ENVIRONMENTAL CONSERVATION

Hampshire Development Education Centre

One in a series of resource packs inspired by the World Studies 8-13 project. Contains role-play, and simulation and research activities for children to explore past and future changes to their local and global environment.

LET'S GRASP THE NETTLE. EDUCATION FOR ENVIRONMENTAL CHANGE

The Woodcraft Folk 1991

Pack written for 9-13 year olds providing a structured programme of games, activities and projects to enable young people to explore and tackle environmental issues which concern them.

LET'S LOOK AFTER OUR PLANET

Youth Clubs UK 1991

One in a set of six Health Education Trigger Packs, this focuses on global health and issues and themes relating to the environment. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

LET'S TAKE THE WORLD IN HAND. EDUCATION FOR ENVIRONMENTAL CHANGE

The Woodcraft Folk 1993

Pack of six booklets for 13-16 year olds. Contains ideas & over 60 activities & projects which encourage young people to explore their own environment and take appropriate action to help protect and improve it.

OUTDOORS WITH YOUNG PEOPLE

Publishing 1998

The first section of the book provides a framework for understanding environmental education and sustainability and shows the value of outdoor education. The second section offers ideas for activities and examples of good practice. Russell House.

THE WASTE INTERACTIVE

Encams (Environmental Campaigns) in 2002

A resource for work with the 14-16 age

group intended to simplify the development of projects aimed at improving the local environment and to develop discussion and organisational skills. Includes student's workbook, teachers handbook and floppy disk.

YOUTH ACTION AND THE ENVIRONMENT

Russell House Publishing

A book aimed at those who want to work with young people on environmental issues. Topics include:- sustainability; pollution; food production; power and transport; taking direct action. Also case studies, activities and a contact list.

Global Education

GET GLOBAL

Action Aid et al 2003

A video pack on facilitating and assessing global citizenship education. It uses a skills-based approach, with activities that focus on encouraging young people to ask questions, get information and take action.

GETTING ON WITH OTHERS: A RESOURCE PACK

The Woodcraft Folk 1986

A resource and activity pack on Development Education for 6-9 year olds. Contains ideas, exercises and games on the themes of affirmation, co-operation, gender roles, anti-racism, and international links.

GLOBAL YOUTH WORK: A PRACTICE AND TRAINING RESOURCE MANUAL

Development Education Association

Practice and training resource manual promoting global youth work as a part of everyday youth work. Includes:- the theory and meaning of global youth work; examples, illustrations and materials; training exercises; evaluation criteria; resource materials.

IMAGES: A RESOURCE PACK

The Woodcraft Folk 1986

A resource and activity pack on Development Education for 9-13 year olds. Contains ideas, exercises and games on themes of affirmation, co-operation, gender roles, anti-racism, and international links.

THE PEACE PAPERS

Youth Clubs UK

Pack for youth workers who want to explore issues of peace with young people. It contains a practical framework of ideas and activities through which young people's attitudes and skills as peacemakers can be explored.

WORKING FOR FREEDOM: A HUMAN RIGHTS EDUCATION PACK

Amnesty International 1991

Human rights pack and video. Also looks at the death penalty, torture, censorship and Amnesty as a campaign organisation. Contains teachers guidelines, student activities, resource lists, posters and a photopack. Amnesty International.

YOUTH TOPICS: THE ULTIMATE COLLECTION

Christian Aid 2002

Pack containing 25 activity sheets on global issues for use in youth group

sessions. Sheets include activities, stories, games, quizzes and discussions. Subjects include debt, sport, racism, citizenship and drugs. Most sessions take 1-1.5 hours.

Transport

POLE POSITION

UK Youth 2002

A game designed to encourage players to examine their attitudes towards motor vehicles, driving and responsible road use.

Housing / Homelessness

HOUSEMATE

Shelter Cymru 2001

Bilingual resource pack of basic information and materials about housing, leaving home and homelessness issues. It is aimed primarily at the PSE curriculum but it can be used with all young people aged 11-18.

IMPRESSIONS PACK: HOMELESSNESS/HOUSING

National Youth Bureau 1981

An information pack on homelessness and housing. It contains:- a briefing; reading list and news sheets to encourage discussion of the issues.

INDEPENDENT LIVING SKILLS PROGRAMME: UNIT 1

ALS Training 2001

Unit 1 of a toolkit intended to help young people gain the skills necessary for independent living. It covers healthy eating, food safety, shopping & menu planning. A recipe book is included, together with facilitators notes & evaluation sheets.

INDEPENDENT LIVING SKILLS PROGRAMME: UNIT 2

ALS Training 2001

Unit 2 of a toolkit intended to help young people gain the skills necessary for independent living. It includes information on tenancies, using domestic electrical equipment, budgeting, laundry, & cleaning. Includes facilitators notes & evaluation sheets.

KEY TO THE DOOR

Shelter Cymru 2001

Colourful bilingual game for up to 4 players. Aim is to raise awareness of the issues faced by young people who are about to leave home. Introduces players to the assistance available and the barriers to be faced.

MAKING THE BREAK

Community Service Volunteers in 1989

Pack & video which aims to prepare youngsters for leaving home before the event. Explores attitudes to leaving, provides knowledge on practicalities involved & looks at developing skills to enable young people to deal with problems & express their views.

THIS CITY LIFE

Leeds Development Education Centre

A resource pack dealing with the lives of children and young people who live on the streets in a number of countries including the UK. Includes materials for activities, role-play, group work and discussion.

Racism

ALL DIFFERENT ALL EQUAL EDUCATION PACK

Council of Europe 1996

Ideas, resources, methods & activities for informal intercultural education with young people. Part A: is a general overview of the current situation in Europe including historical, political & economical developments. Part B: is a toolbox of activities.

ALL DIFFERENT ALL EQUAL: DOMINO

Council of Europe 1996

A manual to use peer group education as a means to fight racism, xenophobia, anti-Semitism and intolerance. Includes theoretical background to peer education, descriptions of projects, methods, quotes and stories from young people.

CYBERACE

Rural Media Company 2001

An interactive CD Rom which challenges the assumptions concerning racial equality and anti-racism in mainly white communities. It contains games, video based dilemmas, a databank of definitions and links to other information.

DEVELOPING AN INTERCULTURAL OUTLOOK

European Communities 1997

Publication targeted at organisations and groups. Examines steps taken by European institutions to combat racism, xenophobic and anti-Semitism. Contains training exercises promoting intercultural communication.

RAFIKI: RACISM AWARENESS PACK

Action Factory Community Arts Ltd 1999

Racism awareness pack containing three photostories and worksheets to enable young people in groups to decide on an action plan and work towards an empowering solution for dealing with racism within their communities.

THE POWER GAME: AN ANTI-RACIST AND CULTURAL AWARENESS BOARD GAME

Youth Work Press 1999

Game which provides a range of activities to help young people examine their own backgrounds, situations, beliefs and aspirations while learning about racism in society. Fosters better understanding of different groups and explores the context of racism. Liverpool Youth Service Equality Group.

WE ALL HAVE EQUAL RIGHTS: CHALLENGING RACISM THROUGH DRAMA

Children's Work Fund 1996

Pack designed to help set up and run mixed ethnic drama groups for 7-12 year olds who have experienced racist bullying. Describes the practical details of setting up a project, suggests games and activities and gives a specimen programme.

Sexism

ANTI-SEXISM TRAINING MATERIALS

British Youth Council 1987

This pack contains a variety of exercises to explore the roots and mechanics of sexism - how it affects young women and how, in a different way, it affects young men.

ANTI-SEXIST PRACTICE WITH BOYS AND YOUNG MEN

Richard Yerrell 1989

A series of questionnaires, games, exercises, quizzes and ideas for raising issues and discussing attitudes and opinions. Looks at being male, masculinity, sexism, sexuality and power and violence.

TAKING RESPONSIBILITY: INTERNATIONALIST ANTI-SEXIST YOUTH WORK FOR YOUNG MEN

Reading International

Pack which aims to address issues central to the lives of young men, within the framework of a wider, more global context. Also meant to be a starting point for anti-sexist work. The pack includes a compendium of activities and nine large posters.

Crime Prevention

CRIME CHECK

General Accident 1995

Video pack on crime prevention aimed at neighbourhood watch schemes. Includes an action booklet on starting a scheme, and booklets on tackling vandalism and keeping young people out of trouble.

FACING THE CONSEQUENCES: THE PERSONAL AND SOCIAL CONSEQUENCES OF THEFT

Co-operative 1997

A pack aimed at encouraging young people to address the issue of store theft. Contains a booklet for teachers to run activities, and participants take on the role of shop managers dealing with difficult and sensitive issues.

THE VICTIM

Victim Support / Merthyr Tydfil Youth Justice Team 1999

Video and workbook for use with perpetrators and victims of crime. Promotes discussion about the effects and consequences of crime on victims. Contains information on psychological/physical effects on victims & their families, case studies & exercises.

THINK AGAIN VIDEO

Association of British Insurers 1991

16 mins Crime Prevention drama tells the story of three teenagers who become involved in stealing cars and looks at peer pressure and the difficulty in saying no. Also contains teachers notes and ideas for discussion/follow-up activities.

Social Education / Lifeskills

ALL THE RIGHT CONNECTIONS

National Youth Agency 2002

A handbook on building effective relationships with young people aged 13-19, intended for use by professionals

delivering the Connexions strategy. It includes over 60 activities on engaging young people, exploring issues, individual support & group work.

BECOMING EMOTIONALLY INTELLIGENT

Network Educational Press in 2003

An emotional intelligence workbook for trainers & educators working with children & young people. It explains the concept, looks at how individuals change through adolescence & how they can progress when obstacles to emotional development are removed.

BUSTED

Hy Resnick. Information PLUS 1999

Interactive decision making computer game based around many of the key areas in which young people experience dilemmas and have difficulty making pro-social choices. 7 topics, 40 situations, 120 choices, 360 possible outcomes.

CHOICES

Family Pastimes 1976

Co-operative game based on values and moral dilemmas, which involves discussion and evaluation of the challenges faced in everyday life. For 4 to 24 players, aged 12 to adult. Canadian. Contains references to religion.

CROSS CURRENTS COMMUNITY UNDERSTANDING: TEACHERS' NOTES

BBC Wales/Curriculum Council for Wales 1992

Video pack about local, national and global communities. Programmes aim to engage young people in debate and discussion on social, political and moral decisions and encourage them to reflect critically on their own experience.

DEVELOPING LIFE SKILLS

Russell House Publishing 1998

A learning resource manual developed to enable trainers help adult and young adult learners consider their personal development and develop their life skills.

DISCOVERIES

YWCA 1992

Game, more situated to older groups and adults, which explores issues and stimulates discussions to help people discover more about themselves and others. Sections include: What do I believe/What do you think/Who am I/Who's my friend/Neighbour/Family.

EXPLORING FEELINGS

National Youth Agency 2001

A collection of social education activities, worksheets and teambuilding games for use with young people aged 9-13 who are considered to be at risk of exclusion or disaffection. It deals with a range of issues including bullying and peer pressure.

LEARNING FOR LIFE

Duke of Edinburgh's Award

A teacher's guide to the Duke of Edinburgh's Award scheme. Includes organising the award in schools, assessment, evaluation and the benefits for young people and schools, of running the award.

LIFESKILLS AND LIFESTYLES

Passada Software 2001

Interactive CD Rom to help users gain control of their lives and cope with a wide range of everyday problems. 'Lifeskills' includes self esteem, healthy eating, work/learning, stress. 'Lifestyles' covers alcohol, drugs, sex and budgeting.

LINKING UP

Urdd/YMCA 1993

Resource pack offering a practical approach to confronting social & cultural issues raised in W.Wales following the population influx of the 80's. Contains games/exercises/projects for issue based work on personal, communal, social & national identities.

LIVING WITH RISK GAME

Daniels Publishing 1990

This game (in book form) looks at the risks faced by us all, especially the risks involved in accidents, diet, diseases, drinking, drugs, medicine, recreation, smoking, transport and violence at home and at work.

MOUNTAINEERING

Family Pastimes 1989

Co-operative mountaineering adventure game. Players form a team, share equipment and plan strategies to climb the mountain. Can be played by people of different ability levels. For 2 to 6 players aged 7 plus.

PEOPLE SKILLS FOR YOUNG ADULTS.

Chalkface Project 2002

Written to help young people with mild learning difficulties, this pack focuses on developing confident communication in a range of social interaction scenarios. It is suitable for group work and for prompting discussion.

PSHE AND CITIZENSHIP

Evans Brothers 2001

Practical resource for PSHE and Citizenship. Fulfills National Curriculum requirements for Key Stage 1. Structured programme of photocopiable activities to enhance self-esteem. Includes:- right and wrong; safety; personal hygiene; respect for differences.

S.O.S.: A CO-OPERATIVE RESCUE GAME

Family Pastimes 2000

Co-operative rescue game. Players must form a team in order to rescue as many survivors from a sinking cruise ship as they can. For 2 to 8 players aged 10 plus.

STREETWISE

Daniels Publishing 1993

Photocopiable pack which examines the range of social problems which can threaten the physical and mental well being of young people, covers street violence & gangs, drugs & alcohol abuse, sexual & commercial exploitation and homelessness.

THE SOCIAL SKILLS GAME

Jessica Kingsley Publishers 1996

Therapeutic board game for young people who experience difficulties with relationships (e.g. with peers). Topics

'Whys' 'Knowing Yourself' 'Communication' and 'Being Assertive' are explained through discussion, games and role play.

THE SPOTLIGHT BUNDLE

Save the Children 1996

A compendium of the first five issues of 'spotlight' containing activity ideas and stimulus material to encourage young people to discuss and reflect on current issues. Topics include families, disability, conflict and citizenship.

TIME ZONE

The Scout Association 1993

A collection of programme ideas on social & moral issues for Venture Scouts. It seeks to help young people to explore their own attitudes on the issues of health, social needs, relationships and money.

TOGETHER

Family Pastimes 1971

Co-operative simulation game in which the group works together to solve world and human problems through discussion. For 6 to 36 players aged 8 to 12. Canadian.

International / Youth Exchanges

CONTACT: A HANDBOOK FOR COMMONWEALTH YOUTH EXCHANGE

Commonwealth Youth Exchange Council

Aims to assist both experienced and novice organisers of youth exchanges. Will complement existing publications on youth exchange by focusing on some of the special considerations implicit in exchanges with developing countries of the Commonwealth.

CROSSING FRONTIERS

Commonwealth Youth Exchange

Pack for youth workers who are preparing young people for overseas exchange visits. Covers reasons for travel, cultural differences, challenging preconceptions and elements of development. Exercises and photocopiable pages included.

EURONET YOUTH RESOURCES IN INTERNET

The Basement in Nelson / SCAS

CD Rom guide to international youth resources available on the internet, produced in association with Student Computer Art Society (SCAS), Bulgaria. Contents include study and work opportunities, funding, leisure, youth project management & career advice.

INTERNATIONAL EXCHANGES TRAINING PACK

Scottish Community Education Council 1988

Information pack on organising youth exchanges. Includes a step-by-step guide, poster, videos and resource booklet.

READY STEADY GO

Commonwealth Youth Exchange Council 1999

Boardgame created by young people at a Commonwealth youth exchange conference. Designed to teach players about the preparations necessary for travelling and youth exchanges, such as passport, visa, vaccination, tickets, fundraising.

SCHOOL TRAVEL AND EXCHANGE

Central Bureau for Educational Visits and Exchange 1983

A guide for parents, teachers and youth leaders listing worldwide education and adventure activities for those aged 8 - 18. Also gives advice on programme planning, cheap travel and hints for prospective group leaders.

YOUTH EXCHANGES: A TRAINING VIDEO

Youth Exchange Centre 1997

Video pack that illustrates examples of good practice in 5 commonwealth countries and can be used in conjunction with training notes. Prepared in sections that include: Prior to the exchange, during the exchange, problem? what problem? after the exchange.

Health

This section also contains material suitable for other areas of work.

Client Groups – Boys/Young Men

BOYSWORK TRAINING PACK

The B Team 1993

Pack and board game designed as an in-house training course for use with staff who are developing their work with young men. Consists of four, 2 hour sessions and looks at building workers' confidence, using resources, & some of the key issues involved.

FATHERHOOD GAME AND PACK

Working With Men 1999

Pack in 2 parts for young men aged 12-18: the Fatherhood Game plus 20 other exercises and curriculum materials which could be used as part of a PSE programme. Covers: fathers' roles; parenting and gender; rights and responsibilities; childcare.

MANS WORLD: A GAME FOR YOUNG MEN

The B Team/Working With Men 1990

Boardgame designed to help young men talk about their feelings, increase knowledge, share experience and look at masculinity and their attitudes to being male.

THE OPINION GAME

The B Team/Working With Men 1990

Boardgame for young men where opinion cards are placed on an agree/disagree continuum. A good discussion starter covering topics of masculinity and sexuality.

WORK WITH YOUNG MEN

National Youth Agency 2003

A collection of over 60 exercises to engage young men and motivate them to explore issues including health, peer pressure and anger management. They can be used selectively or adapted to suit varying ages/abilities.

YOUNG MEN'S BEST PRACTICE PROGRAMME

RPS Rainer

Resource pack from a Home Office project to develop a model of support for young men that can be attached to mentoring

projects. It is intended to explore what it is to be male, increase self-esteem, challenge anti-social behaviour & provide role models.

Girls/Young Women

GIRLS FIRST YOUTH WORK IN THE RHONDDA

Council for Wales of Voluntary Youth Services 1989

Pack with 35 minute video and bilingual training notes. Developed as part of the 15+ initiative in Rhondda for improving and developing youth work with girls and young women.

THIS IS WHO WE ARE - AND THIS IS WHAT WE WANT

Youth Clubs UK 1994

30 minute video featuring 3 different projects which have moved on from the traditional worker/user relationship. Young women are identifying and meeting their needs alongside workers and gaining in confidence and self-esteem.

TIME OF THE MONTH

NAYC

Board game to encourage and enable young women to learn information and share opinions on the issues surrounding menstruation. Contains questions and answers and guidelines for discussion.

Communication Skills – Discussion

GETTING THROUGH: YOUNG PEOPLE AND COMMUNICATION

TSA 1998

Designed for use with 14-18 years olds this video pack aims to stimulate discussion about communication, emphasising the importance of both context and relationships in effective communication. Contains exercises and role plays.

TALKING ABOUT TALKING

NAYC 1986

Training aid pack for part-time club workers to increase the quantity and quality of talking in youth clubs, with staff and young people. Contains meeting plans, discussion exercises, questions and suggested timings for the activities.

Counselling

FACE TO FACE

Citizens Advice Bureau 1985

Video/tutor notes on face-to-face or interpersonal skills. Will help youth workers recognise feelings generated in them by a (young) person and to learn how to respond effectively to their own emotions to be able to help the other person.

FACE TO FACE 2

National Mentoring Network 2002

Video resource tool for organisations working with community-based mentoring programmes. It can be used as part of a training session with mentors, as a promotional tool to assist with recruitment or as part of the preparation of mentees.

PERCEPTIONS: SOCIAL AWARENESS FOR ADVICE WORKERS

National Association of Citizen's Advice Bureaux 1985

Video and tutor notes examining the lifestyles of six people and their problems and aims to encourage social awareness in discussing these. Subjects covered include racial harassment, homosexuality, single parenthood, disability.

TAKE MY ADVICE

Citizens Advice Bureau 1985

Video/tutor notes on face-to-face or interpersonal skills. Overall objectives are to demonstrate the effectiveness of creating good relationship with the 'client', accepting their emotions, and pacing the session to suit their needs.

TALK ABOUT TROUBLE

Citizens Advice Bureau 1985

Training video and tutor notes for developing interpersonal and counselling skills. Primarily intended to provide basic training although certain, identified, sections are more sophisticated. Training methods are also suggested.

Problem Solving

BRIDGING THE GAP

Leeds Animation Workshop

Animated video on communication difficulties between parents & teenagers. Depicts people from wide-ranging backgrounds dealing with everyday situations. Covers the importance of listening, negotiation and seeing other viewpoints. 12 mins. With booklet.

DILEMMAS PACK

NYB

Multiple copies of eight different case studies of dilemmas involving young people, with notes for discussion group leaders.

JUNIOR DILEMMAS: AN INTERACTIVE GAME AND RESOURCE

Daniels Publishing

A resource of realistic dilemmas that are within children's everyday experiences and offers them the opportunity to reason various situations. Aims to make them aware of their own values, responsible for others and tolerant of the values of others.

Groupwork

ONCE UPON A GROUP: EXERCISES

4M Publications 1998

Sequel to the book 'Once upon a Group', this collection of exercises aims to help groups learn more about group work skills. The exercises centre around promoting inclusion; the creative use of control in a group; and developing affection within a group.

Role Play

'ROLE PLAY' PACK

NYB

Multiple copies of five role plays, with notes on using them as a training resource focusing on the young person and the youth worker.

ON THE SPOT

Penguin 1986

Over 100 scenario-based questions on moral dilemmas designed to make participants reappraise their own attitudes.

Health Issues – General

ACTING FOR HEALTH: DRUGS, SMOKING AND ALCOHOL MISUSE

Department of Health 1996

Video resource pack on alcohol, drugs and smoking. Includes an introduction, teachers/youth worker's guide, Parents Guide and reference material.

CANCER: THE ROUGH GUIDE

Rough Guides / Tenovus

Video and handbook which aims to break down taboos about cancer and empower young people to take steps to reduce their cancer risk. The video is shot in the same style as the 'Rough Guide' travel programmes. Welsh language version 'Canser: Bras Olwg'.

THE ESSENCE BOARDGAME

Bread Youth Project 1995

Boardgame for the use with older young people which explores information and attitudes about HIV, sexual health and drugs. answering questions and performing tasks, players have to take responsibility and make decisions.

HEALTH EDUCATION GUIDANCE NOTES FOR YOUTH WORKERS

Kirklees Metropolitan Council 1991

Health education guidance document for youth workers. It is intended for use as a reference/information source on health issues, and as a guide to planning health education for youth centres.

HEALTH MATTERS

Health Education Authority / National Extension College 1986

YTS health education resource pack for work with young people. Subjects include relationships, drugs and stress. Exercises, games, a handbook and advice on handling personal hygiene issues are also included.

HEALTH WORK THAT WORKS

Youth Clubs UK 1990

This is a collection of practical activity ideas, from workers in the field which can be used with youth groups. Topics include environmental health, exercise, self-image, diet, alcohol, smoking, drugs and HIV/AIDS.

HOW ARE YOU FEELING? A HEALTH PROMOTION RESOURCE FOR 9-13 YEAR OLDS

The Woodcraft Folk 1994

A series of activities which enable young people to explore the issues of being together, anger and conflict, becoming assertive, beliefs and values, optimism, raising self esteem and managing stress.

THE HEALTH PROMOTING SCHOOL IN WALES

Curriculum Council for Wales 1994

An introduction to the concept of the health promoting school. Outlines activities which can be undertaken. Case studies from 5 schools include the issues of self esteem, environmental aspects of health education, nutrition and sex education.

FEELING GOOD

Youth Clubs UK 1991

One of a set of six Health Education Trigger Packs, this looks at the importance of caring for ourselves, personal health and self awareness. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

IN, UP, OUT AND AROUND

Youth Clubs UK 1991

One of a set of six Health Education Trigger Packs, this encourages us to look at what we put into our bodies. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

KNOW YOUR POISON

BBC Cymru

Video guide to reducing risks associated with drugs. Contains six 15-minute programmes on: tobacco and alcohol; tranquillisers; opiates; stimulants; dance drugs and hallucinogens; and cannabis.

Smoking

HOOKED

Cancer Research Campaign 1988

Aimed at young people aged 9+, this board game aims to help players consider health and other issues raised by smoking in a fun way.

SMOKE SCREEN

Smoke Screen 2002

Resource pack which uses peer communication to highlight the dangers of smoking. It includes a video of 5 short films made by young people. Discussion themes include social attitudes, the power of advertising and giving up smoking.

SMOKING TOBACCO: HEALTH MATTERS

Axis Education 2002

A basic skills resource pack on smoking. Topics include the tobacco industry, smoking and health, the cost of smoking, giving up. Contains photocopyable worksheets. Part of the 'Health Matters' Basic Skills for Life series.

Alcohol

A SNAPSHOT OF ALCOHOL

Health Promotion Wales, TACADE 1993

Bilingual photopack for youth workers containing 15 photos of young people in alcohol-related situations. Each photo has some 'trigger' questions to stimulate discussion. Also contains an information booklet and a list of relevant help agencies.

ALCOHOL AWARENESS: HEALTH MATTERS

Axis Education 2002

A basic skills resource pack on alcohol and its impact on the community. Topics include alcohol and the law, buying alcohol, drink-driving and problem drinking. Includes photocopyable worksheets. Part of the 'Health Matters' Basic Skills for Life series.

ALCOHOL: WHAT DO YOU KNOW

Tacade 1988

Two sets of 48 cards - first set of True/False questions, second set of answers. Aimed at

over 13's and adults, allowing up to 20 people to play.

AN ACQUIRED TASTE

NAYC

15 minute video provides a stimulus for discussion about issues concerning alcohol through young people expressing their views. Makes no judgements other than excessive drinking can be undesirable and destructive.

C2H5OH? PUPIL WORKBOOK

Health Promotion Wales 1993

Workbook aimed at 10-12 year olds that discusses alcohol issues. Contains activities and trigger questions. Discusses biological and social effects of alcohol and deals with the issue of peer pressure.

DRINKDEAL CARD GAME

Tacade 1999

A card game for young people aged 12+ that provides a valuable method of triggering discussion and raising awareness of alcohol issues.

HAVE A GOOD TIME

Alpha Films 2002

Video developed by 2 recovering alcoholics working with young people. It is a drama about a night out that goes wrong due to drinking. 7 scenes can be paused for discussion. A presenter's guide is included. Duration 23 minutes.

PSST... THE REALLY USEFUL GUIDE TO ALCOHOL

HPAW 1991

Alcohol information pack comprising of 8 short video programmes, (lasting 5-9 minutes each), a pupil workcard for each programme and teachers notes.

Drugs

ART WORKS VISUAL ART RESOURCE PACK

d2 Digital by Design/Bolton Drug Action Team 1998

Art resource pack which uses a variety of art activities as a means of exploring a range of drug issues. Includes mask making, puppetry, print-making and photograms.

BASIC DRUG FACTS CARD GAME

Healthwise

Card game which gives basic information about drugs without being too wordy. Includes colour pictures of the drugs dealt with. Can be played by up to 7 people.

BILLY AND THE BIG D-CISION

Information PLUS 2001

Interactive computer game which explores the options and consequences relating to drug taking situations. 18 scenes involve decisions and there are 15 possible outcomes. Age range 6-13 years.

DRUGDEAL CARD GAME

Tacade 2000

A flexible resource suitable for ages 14+. It aims to consolidate their existing knowledge of drugs as well as introduce new information. Contains four categories of cards: Drugs; Effects; Managing the Risks; Legal Facts.

DRUGS - A FAMILY MATTER: VIDEO AND GROUP LEADER GUIDANCE MATERIALS (1)

Department of Health 1994

This pack is intended to be used by a group leader wishing to run a session for parents or other concerned adults on the topic of drug misuse. It is designed to promote discussion and raise awareness of drug and parenting issues.

DRUGS WHAT DO YOU KNOW

Tacade 1986

Two sets of 48 cards - first set of True/False questions, second set of answers. Aimed at older children and adults, allowing up to 20 people to play.

DRUGS: A SIMPLE CHOICE?

Alpha Films 2002

Video of dramatised interviews with 3 young drug users. 4 sections: Why take drugs?; What, apart from addiction, are they risking?; What problems do they have because of drugs?; What does the future hold for them? Booklet included, duration 18 minutes.

DRUGS: AN ACTIVITY PACK FOR YOUTH WORKERS

NYA 1993

Compact selection of practical drugs - related activities which can be used with young people of various ages and abilities. Includes activity cards with statements and role-plays, background and legal information, and a list of contacts and resources.

ECSTASY AND DRUG USE IN THE 90'S

Daniels Publishing 1992

This photocopyable resource pack provides information about commonly abused drugs such as ecstasy, LSD, and amphetamines. It also contains exercises, activities and worksheets and a 'Drug Users Slang Dictionary'.

EXPERIMENT 22

D2 2001

Interactive CD Rom on drugs issues. Includes 2 elements:- An interactive game based around peer support; Drug Files - information on 17 substances, FAQs, law and the police, glossary and also a learning section for those working with young people.

FORMING A DRUGS POLICY

Daniels / Folens 1996

Resource pack designed to help schools form a policy on drugs. Topics include reviewing existing policy; working with staff, young people, parents & governors; managing drug-related incidents; and a framework for drugs education.

HIT 'N' MISS THAT DRUGS GAME

Blueprint Products 1999

An interactive educational game for young people aged 13+, aimed at raising their awareness of the potential danger of drugs and other substances.

KNOW THE SCORE! A DRUGS AWARENESS PACK FOR YOUNG PEOPLE

Montgomery Young Farmers Club 1998

A bilingual pack, aimed at young people,

containing facts and figures on drugs, real life stories, a problem page and helpful contact numbers.

KNOW THE SCORE! YOUTH-TO-YOUTH DRUG EDUCATION

Youth Clubs UK 1999

Manual on peer drug education in five sections: strengths and challenges of peer drug education; planning a peer education programme; activities for training peer educators; activities that peer educators can use; and outlines of two such peer projects.

LOCATING DRUG EDUCATION

TACADE 1988

Resource pack to encourage staff teams to assess individual groups of young people and examine the interests of the group members in order to develop a drug education programme that meets their needs.

PLEASE KEEP OFF THE GRASS

Gwent Youth Action 2001

Drug education video targeted at young people in year 9 in comprehensive school. It examines issues and concerns regarding cannabis. Running time 20 mins.

RAISING THE ISSUES

TACADE

Alcohol/drug education pack using a cross curricular approach. Aims to help young people understand external issues & influences on drug-taking behaviour, develop their understanding of the major legal & illegal drugs, & consider effects of their use.

SIMPLY DRUGS

Healthwise

Resource pack on drug education for use at Key Stages 3 & 4. This pack is intended for use with young people who do not have high level reading and writing skills.

THE BIG DRUG EDUCATION ACTIVITIES PACK

Healthwise 2003

A collection of over 80 drug education activities for use with young people aged 11-18 and professionals in training situations. It includes attitudes and values, drug information, law, assessing and managing drug use and first aid.

THINK! INFORM! DECIDE!

TACADE 1989

A series of situation cards presenting drug related situations and asks the learner to think, inform and then decide on the appropriate way to behave. Includes photographs, agony aunt letters, cartoons and sayings.

UNDERSTANDING DRUGS: HEALTH MATTERS

Axis Education 2002

A basic skills resource pack on drugs and their effects. It covers: drugs and the law, HIV, drug problems and living with a drug user. Includes photocopiable worksheets. Part of the 'Health Matters' Basic Skills for Life series.

XOTERIC

Educari 2002

An interactive drug education computer game in which players investigate drugs, their side effects and the reasons for their misuse. Tobacco, prescription drugs and volatile substances are also covered. Age range 10-14 plus.

Solvents

SOLVENT ABUSE A TRAINING MANUAL FOR PROFESSIONALS

Health Education Council

For training professional and voluntary workers in Youth work. Can be adapted for use with parents and young people. Explains and clarifies attitudes to solvent abuse.

Sex Education

CHALLENGING HOMOPHOBIA

fpa Scotland 2003

A video training pack for youth workers and other professionals on understanding and challenging homophobia.

CONFIDENTIALITY: A TRAINING MANUAL FOR THOSE PROVIDING SEX ADVICE TO YOUNG PEOPLE

Brook 2001

A training resource on client confidentiality for providers of sex advice to young people. It covers policy development, training and guidance for trainers. Includes photocopiable worksheets and case study exercises.

CONTRACEPTION BOARD GAME

Contraception Education 2001

Sex and relationships resource designed to enable young people to be assertive and express their needs and wishes positively. Aimed at the 11-18 age group.

CONTRACEPTION CARD GAME

Healthwise

Card game which presents basic information on contraception. Includes colour pictures of various contraceptives. Can be played by up to 6 people.

CONTRACEPTION IN PERSONAL RELATIONSHIPS RESOURCE PACK

Brook Advisory Centres 1992

Resource pack on contraception. Includes photocopiable materials, presenters handbook and leaflets.

HIV RISKY BUSINESS

Children With Aids Charity (CWAC) 2000

A video on safe sex awareness for the 12-15 age group. It dispels myths concerning HIV and teaches young people how to protect themselves.

JASON'S PRIVATE WORLD

Life Support Productions 2001

Animated sex education video pack for use with young men who have learning difficulties. Takes a detailed look at sex and health issues. Booklet contains introduction, viewing notes and resource list. 20 minutes long.

KYLIE'S PRIVATE WORLD

Life Support Publications 2001

Animated sex education video pack for use

with young women who have learning difficulties. Contains a detailed examination of sex and personal health issues. Booklet contains introduction, viewing notes and resource list. 25 minutes long.

LIVING PROOF: A VIDEO ABOUT SEXUAL AND SOCIAL IDENTITY

North Derbyshire Health Authority 1999

Video and teaching pack dealing with sexual and social identity. Aimed at young people aged 12 to 16, it considers issues such as homophobia, social isolation, peer pressure, masculinity, coming out, diversity and prejudice.

ROLLERCOASTER

Sheffield Centre for HIV and Sexual Health 2002

A game intended to help the 9-13 age group find out about puberty. Includes an interactive series of exercises together with fact sheets on physical changes, changing moods and feelings.

SAFE AND SOUND

Healthwise 1999

Resource pack on sex and relationships. Includes over 130 activities for use with young people, staff training workshops, programme guidance and planning, guidance on supporting young people and policy development.

SEXANGLE: THE SEX AND RELATIONSHIP EDUCATION TRAINING GAME

Youth Work Press 1999

A training board game designed to encourage those working with young people to respond effectively to sex and relationships issues. It is intended to be used in the worker's staff meeting but could also be used by young people as part of a peer project.

SEXPLOITATION

Larst Again Ltd 1997

Educational board game aimed at promoting sexual health awareness.

THE WEIRD AND WONDERFUL WORLD OF BILLY BALLGREEDY

FPA 2001

Sex education pack, containing video and support manual, for use with young men. Video includes young people talking about their experiences from heterosexual and homosexual perspectives.

THE YOUTH SERVICE SEX AND RELATIONSHIPS EDUCATION TRAINING PROGRAMME

Youth Work Press 1999

Pack provides youth service trainers with a comprehensive training course for part-time and volunteer youth workers to develop their confidence and skills in sex and relationship education with young people. Contains ten modules.

WORKING WITH YOUNG PEOPLE: A TRAINING PACK FOR SEX ADVICE CENTRES

Brook 2002

A training pack for organisations offering sex advice to young people. Structured on a workshop basis, it deals with issues of

confidentiality, inclusivity & accessibility. Includes an action planner and appendices on confidentiality & useful information.

YOU, YOUR BODY AND SEX

Life Support Publications 2001

Animated sex education video pack for use with young people who have learning difficulties. Examines sex and health issues. Booklet contains introduction, viewing notes and resource list. 15 minutes long.

SEX, AIDS AND VIDEOTAPE: RESOURCES BY YOUNG PEOPLE, FOR YOUNG PEOPLE

Big Deal Community Drama/Mid Glamorgan 1992

Interactive resource, including 30 minute video, which looks at taking responsibility for your health and sexuality in everyday situations. The pack is divided into 3 sections - Decisions, Discussions, and Developments.

THE GRAPEVINE GAME

Youth Work Press 1991

Aimed at over 12's, this sex education boardgame uses a mix of fact and opinion cards to help create a group atmosphere in which individuals are free to ask questions, admit fears and discuss issues more openly.

THE TWO OF US: SEX AND SEXUALITY

Youth Clubs UK 1990

One of a set of six Health Education Trigger Packs, this looks at the themes of sex education and sexual relationships. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

Sexually Transmitted Infections (STIs)

A YOUNG PERSON'S GUIDE TO STDs: WARTS AND ALL

Frenchay Healthcare NHS Trust 1996

23 Minute video and teachers notes about transmission, treatment and prevention of STDs.

AIDS EDUCATION RESOURCE AND HIV SIMULATION GAME

Daniels Publishing 1992

Photocopiable pack which uses a simulation of the spread of HIV and a selection of other exercises to address attitudes and behaviour relating to HIV/AIDS.

AIDS WORKING WITH YOUNG PEOPLE (1990)

AVERT 1990

A training pack which addresses HIV risks associated with drug use and sexual behaviour. It outlines group activities and exercises which enable young people to make logical and informed decisions.

AIDS WORKING WITH YOUNG PEOPLE (1993)

Avert 1993

Revised and expanded training pack which addresses HIV risks associated with drug use and sexual behaviour. It outlines group activities and exercises which enable young people to make logical and informed decisions.

HEALTHY LIVING: AIDS EDUCATION

The Girl Guides Association (Scotland) 1991

Video, factpack and activity sheets designed for use by Guiders to introduce the issue of AIDS within their units. The activities are gauged according to the age groups.

PEER EDUCATION AND HIV PREVENTION

London Arts Board - Cultural Partnerships 1995

Video pack which demonstrates methods of working with young people on a range of HIV issues using peer education techniques through drama, video, music, desktop publishing and photography in workshop situations.

WHOSE PROBLEM?

Wandsworth Health Promotion Services 1990

24-minute trigger video and handbook designed to raise the awareness of the emotional and attitudinal aspects of HIV/AIDS education. It tells the story of a 16 year old whose mother is ill in hospital with AIDS and the reactions of those around him.

YOU CAN'T BE SERIOUS!

Youth Clubs UK 1997

A manual about issues to do with sexual health people who are part of an organised peer education group. Contains: guidance on the role of a peer educator; background information on sexual health; activities for use by peer education; a case study.

Domestic Violence

BEHIND CLOSED DOORS

NCH Action for Children 1997

A 14 minute video, with accompanying worksheets, designed to raise awareness of domestic violence & its impact on women & their children. Aims to encourage young people to think about the effects of domestic violence & about the issues that underline it.

CHILDREN AND DOMESTIC VIOLENCE

1998

Video designed to raise awareness of domestic violence & its impact on children in a family. Two people speak cordially about their experiences of growing up in households where domestic violence was present. Encourages people to think about issues.

Mental Health

A RESOURCE BANK ON ACTIONS: "SHOULD I - SHOULDN'T I"

Youth Clubs UK 2000

One in the 'Mind Matters' series of five books, this offers practical information on mental health issues. Contains activities to help young people understand peer group pressure, whilst developing skills to resist behaving in ways that they do not want.

CHANGE YOUR MINDSET: AN ACTIVITY PACK FOR YOUTH GROUPS ABOUT DISCRIMINATION

Mind Out For Mental Health 2001

Activity pack for youth groups about

discrimination and mental health. Contains a range of 9 activities, 8 fact sheets on mental health issues and a comprehensive list of contact addresses.

CHANGING MINDS

Royal College of Psychiatrists 2003

Multi-media CD Rom on mental health issues, intended for use with young people aged 13-17. Sections cover addictions, schizophrenia, self-harm, depression, stress and eating disorders. Includes audio, visual, video and text materials.

SUPPORTING PARENTS TO RAISE HEALTHY YOUNG MINDS

Young Minds 2001

Mental health pack designed to help youth workers and teachers to respond confidently to and to deal with dilemmas over privacy and confidentiality. Includes bullying, depression, abuse and eating problems.

Abuse

BELIEVE ME

Leeds Animation Workshop 2002

A video animation which looks at the experiences & effects of sexual abuse on the lives of 5 young people in a positive, non-sensational way. Intended for use with young people aged 9-13, it can be used as a training resource for adult workers. 12 mins.

THINGS WE DON'T TALK ABOUT

Barnados 2000

Pack for work with girls & young women on abusive relationships, sexual exploitation and abuse. Pt 1 looks at risks/ vulnerability. Pt 2 explores abusive relationships & defines loving ones. Pt 3 covers giving & receiving help. Video & audio included.

Bullying

A POSITIVE APPROACH TO BULLYING

Longman 1992

This training pack provides a one-day workshop of exercise and discussion where workers with children and young people examine the issue of bullying in order to develop prevention and reaction strategies.

COPING WITH BULLYING

SMS Multimedia 1999

Information resource on bullying for secondary school students. Contains sections for students, teachers/governors and parents. Prevention is emphasised, with proven coping strategies included. Number 1 in the 'Rotary, Coping with Life' series.

IT'S GOOD TO TALK: ANTI-BULLYING PROGRAMME FOR SCHOOLS

CVT 2001

Video and booklet on bullying, intended for young people aged 10-14. It looks at forms of bullying and suggests response strategies. Produced by comprehensive school pupils as part of an anti-bullying policy.

LET'S CELEBRATE OUR DIFFERENCES: AN ANTI-BULLYING STRATEGY FOR YOUTH WORKERS

Children's Work Fund 1996

Encourages youth workers to challenge bullying. Contains workshops for youth

workers, parents and children with handouts and exercises for each activity. Also give advice on developing anti-bullying policy and practice.

TACKLING BULLYING

Cities in Schools

A manual of materials designed to provide ideas for activities through which young people can explore the issues involved in bullying behaviour.

THE ACTION GAME

Children's Work Fund 1997

Anti-bullying game originally devised for the Craigryston Anti-Bullying Project Jacqui Morton (ed).

Bereavement

A RESOURCE BANK ON LOSS AND GRIEF: "IT HURTS"

Youth Clubs UK 1999

One in the 'Mind Matters' series of five books, this offers practical information on mental health issues for young people. Contains activities to help young people explore the issues of loss and grief and ways of dealing with their feelings.

DEALING WITH BEREAVEMENT: A CURRICULUM PACK FOR YOUTH WORKERS

Youth Work Press 1995

Pack to help youth workers enable young people to explore & express their feelings about bereavement & loss. Discusses the psychology of bereavement and cultural & religious differences. Offers practical guidelines and includes 10 groupwork exercises.

GRIEF IN THE FAMILY

Leeds Animation Workshop 2002

Video and booklet looking at the way children & young people respond to grief, its physical & emotional effects and how parents & other adult carers can help. It shows families from a range of backgrounds dealing with bereavement. Running time 14 mins.

Eating Disorders

GIMME 5

Food Standards Agency Wales 2003

A bilingual CD Rom guide to healthy eating for young people.

IT'S NOT ABOUT FOOD, IT'S ABOUT FEELINGS

Eating Disorders Association 2002

Resource pack and video to help youth workers and teachers respond to eating disorder issues. It covers the definitions, causes and consequences of eating disorders, their treatment and recovery. Contains photocopyable sheets and a resource guide.

Self Esteem

A RESOURCE BANK ON SELF-ESTEEM: "WHAT IF?"

Youth Clubs UK 2000

One in the 'Mind Matters' series of 5 books, this offers practical information on mental health issues. Contains activities to help young people explore factors that

influence the way they feel about themselves & learn skills to improve their self esteem.

LOOKING GLASS: A POSITIVE COMMUNICATION WORKBOOK

Russell House Publishing 2002

A practical workbook on developing positive relationships, intended for people working with women and girls. Includes exercises intended to build confidence, self-expression and help with making informed choices. Contains 8 sessions with guidance notes.

TALK WITH TEENS ABOUT FEELINGS, FAMILY, RELATIONSHIPS AND THE FUTURE

Free Spirit Publishing 1995

A collection of 50 guided discussions on issues including self awareness, self esteem, understanding/articulating feelings & feeling in control of life. Suitable for all teenagers including under-achievers & those at risk of dropping out of education.

Stress

A RESOURCE BANK ON STRESS: "LIFE'S HASSLES"

Youth Clubs UK 1999

One in the 'Mind Matters' series of five books, this offers practical information on mental health issues. Contains activities to help young people recognise the different stresses affecting their lives and develop positive ways to manage them.

BREATHING SPACE

Carel Press / Arc Theatre in 2002

A video pack for work with 14-18 year olds on the importance of talking about difficult feelings. It covers issues including depression, stress and isolation and includes suggestions for exercises and group activities.

RELAXATION AND STRESS

Youth Clubs UK 1991

One of a set of six Health Education Trigger Packs, this looks at stress and strategies for coping with it. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

Law and Legislation

THE BLOKE'S OWN PAPER

Samaritans 2000

Viz-style booklet aimed at getting young men to talk about their feelings regarding stress and worry. Takes a humorous approach to dealing with stressful situations. Includes comments from drummer Phil Selway and comedian Sean Hughes. With contact list

Assertiveness Training

ASSERTION AND HOW TO TRAIN OURSELVES

CETU 1990

A pack of ready made materials including handouts, wall charts and exercises to help youth workers plan and run a tailor made assertion training course. Course can range from 1 day taster to an 8 week complete programme.

HELPING OTHERS TO LEARN: SELF DEVELOPMENT FOR OCCASIONAL TRAINERS

Youth Clubs UK 1989

Aimed at 'Occasional trainers' this pack helps speed up their own learning process. It looks at principles on which to base training as well as practical guidelines on all the stages of putting on an event. Contains examples and checklists.

THE POSITIVE APPROACH: ASSERTIVENESS TRAINING FOR 14-17 YEAR OLDS

Careers Research and Advisory Centre 1990

Training manual containing exercises and activities. Sections include looking at what assertiveness means, self-confidence, giving and receiving criticism, saying no, body language, communication and sounding assertive.

Relationships

'IMPRESSIONS' PACK: MARRIAGE AND DIVORCE

National Youth Bureau

Designed to help young people formulate their opinions. Each pack contains sheets of newspaper cuttings, separate sheets posing questions related to the cuttings and a substantial reading list.

A RESOURCE BANK ON RELATIONSHIPS: "WORK IT OUT!"

Youth Clubs UK 1999

One in the 'Mind Matters' series of five books, this offers practical information on mental health issues. Contains activities to help young people consider the different relationships they have and ways to enjoy positive, honest relationships with others

ALL ABOUT ME (VIDEO)

First Independent 1991

40 minute video which approaches the subject of sex and personal development with clarity. Aimed at 8-16 year olds, it looks at the physical and emotional changes of growing up.

COPING WITH FAMILY CHANGE

SMS Multimedia 2000

CD rom designed to help children and their families through traumatic family change and the emotional stress involved. Includes sections for the children, families and teachers/governors. Programme 2 in the 'Rotary, Coping with Life' series.

FAMILY ALBUM: PHOTOS AND ACTIVITIES TO EXPLORE FAMILY ISSUES

Tide 2001

A pack which includes a set of 32 colour photographs depicting families in a range of situations. It is intended to support work on family structures, stereotypes, roles, relationships and other citizenship issues. A guidance booklet is included.

LET'S TALK RELATIONSHIPS

National Youth Agency 2001

A collection of 90 proven resource activities intended to encourage young people to talk about sensitive issues, feelings and relationships.

LIVING IN HARMONY

CEDC 1999

Video comprising 30 trigger sketches designed to stimulate debate on family and parenting issues. Aims to help:- teachers introduce themes for class discussion; young people to explore relationships, family life and parenthood.

PARENTS AND TEENAGERS

Open University 1982

The development of teenagers and how parents can build up their own confidence and knowledge skills. Provides guidance for youth workers on how to use the pack, how it can be used in a group. Includes tapes, video cassette and 60 topics in 9 chapters.

RELATIONSHIP AND INTIMACY PHOTOPACK

Working With Men 1999

Pack of 44 black and white photographs reflecting a broad range of relationships, including: family, friends, violence, sex. Can be used with young people aged 14+ in a range of different groupwork environments.

TEEN RELATIONSHIPS CARD GAME

Wellness Reproductions and Publishing Inc 2001

Card game aimed at developing skills for healthy relationships and preventing domestic violence. Can be used with groups or individuals and in conjunction with the 'Teen Relationships Workbook'.

THE RELATIONSHIP GAME

Working With Men 1998

Boardgame and pack of curriculum materials that aims to enable young people aged 14+ to develop awareness and skills in negotiating roles and responsibilities within a relationship.

YOU, ME AND US

Youth Clubs UK 1991

One of a set of six Health Education Trigger Packs, this explores the different kinds of relationships we make during our lives. Contains activity ideas, worksheets, a photopack, boardgame and resources list.

Pregnancy / Parenting

CENSORED! PERSONAL RELATIONSHIPS MATERIALS

British Youth Council 1987

A pack for use by and with young people. It includes discussion exercises; a role play; quiz and quotes sheets; factsheets on law, contraception, STD's and AIDS; and action and campaign ideas.

EDUCATION FOR PARENTHOOD

The Children's Society 1988

Aimed primarily at schools, this pack contains five photocopiable units covering: What it means to be a parent; what parents need; parent-child relationships; rights and responsibilities, and health and development. Includes teacher's guide.

EDUCATION FOR PARENTHOOD: TEACHERS' GUIDE TO DELIVERING PARENTHOOD EDUCATION

The Children's Society 1988

Provides schools with the information they

need to introduce parenthood education in the curriculum. Based on teacher's own experience of using the pack, it sets out realistic and stimulating work plans for students aged 14-18.

IN AT THE DEEP END: Y.M.E?

Young Mums Educating 1999

Video & workpack on the realities of life as a young parent. Aimed at 13-16 year olds it covers issues such as contraception, relationships, finance, accommodation. Provides a balanced view to enable young people to make informed choices about parenthood.

PROMOTING POSITIVE PARENTING

Swansea Drugs Project 2002

A pack for workers in community-based agencies or drugs projects who are working with parents who are either using drugs or have done so recently. It includes guidance on setting up a group, confidentiality, supervision and support.

THE PARENTING PUZZLE: HOW TO GET THE BEST OUT OF FAMILY LIFE

Family Links 2003

A parenting guide that focuses on nurturing and emotional wellbeing. It includes practical ways of guiding children so that they learn to handle their feelings and behaviour. It is based on the 10-week Family Links Nurturing Programme.

TIPS: TRIED AND TESTED IDEAS FOR PARENT EDUCATION AND SUPPORT

Russell House Publishing 2000

Practical manual for parent education providers. Stresses importance of negotiating with parents what they want to include in their learning. Covers background information, starting & running a programme. Also accreditation, child protection & resources.

THE GAP

Young Voice 2002

Video drama intended to help parents support young people who are making decisions, choosing options and moving towards independence. The action is divided into 3 scenes which may be paused for discussion. Booklet included. Duration 17 mins.

TOO MUCH TOO YOUNG: BOOK AND VIDEO

YMG Trust 1992

Video and booklet where young parents describe their lives in order to enable young people to make informed decisions about their own behaviour.

Conflict / Challenging Behaviour

CONFLICT RESOLUTION BINGO AND ACTIVITIES

Mar*co Products Inc 1995

A game-based 7 session programme for teaching the skills of conflict resolution. Includes photocopiable activity sheets for each unit.

RESOLVING CONFLICT VIDEO PACK

Team Video

Video and workbook. Examines situations where young people are confronted by the threat/reality of violence in a range of situations such as school/street/ home/clubs etc. Includes case studies & practical suggestions for dealing with conflict situations.

THE ANGER WORKOUT BOOK FOR TEENS

Jalmar Press 2002

Workbook intended for people helping young people to work out their anger and learn anger management skills using multiple learning styles. Includes practical learning activities and over 40 photocopiable worksheets.

WORKING IT OUT: A HANDBOOK FOR VIOLENCE PREVENTION IN WORK WITH YOUNG PEOPLE

Handbook which includes:- definitions and causes of violence, formulating policy, and intervention in conflict situations. Contains 27 organisational activities based on practice in Germany, Austria, S.Africa and

Gambling

BANDIT BOARDGAME

Jukebox Cafe 1992

Boardgame designed by a group of young people to enable their peers to explore opinions, attitudes and facts associated with the playing of fruit machines and other risk-taking activities.

Sport

This section also contains material suitable for other areas of work.

General - Curriculum

HAVE YOU EVER?

National Youth Agency in 2000

A collection of resource activities specifically for detached youth workers. It includes icebreakers, activities and games, projects, evaluation and safe working practices.

YOUTH CURRICULUM RESOURCE PACK

SEELB, N Ireland 1994

Pack to assist the development of the Northern Ireland youth service curriculum. It defines each curriculum area; the value of each area; encourages progression and linking of areas; ideas for delivery; and identifies resources and support.

YOUTH WORK: A MODEL FOR EFFECTIVE PRACTICE (2003 ED)

Curriculum Development Unit, Youth Work N.I. 2003

Guidelines on the delivery of the curriculum for the Northern Ireland Youth Service. It includes the core principles of the curriculum, a framework for programme ideas, evaluation of youth work and staff development.

YOUTH WORK THAT WORKS

NAYC 1986

Designed to help youth workers who are looking to develop and broaden the work of their clubs. It consists entirely of ideas that have been used in clubs and projects and then written up by the people actually involved.

YOUTH WORK THAT WORKS II

Youth Clubs UK 1991

Contains approximately 40 ideas arranged into four sections - health and the environment, awareness, arts and taking charge. They are tried and tested activities which represent examples of good practice, written by those who actually did the work.

Sport & Games

EARTH BALLS: THE ESSENTIAL USERS MANUAL

Children's Work Fund 1994

Guide to games involving earth balls. Includes the background to the development of earth balls, 14 games, safety advice, maintenance hints and a list of suppliers.

GAMES

Boys' Brigade Resource Centre 1985

A booklet outlining a variety of games suitable for the junior age group.

GAMES, GAMES, GAMES

The Woodcraft Folk 1989

Over 200 Co-operative games for different age groups divided into subject and age sections. Includes name, energetic, thinking, circle, environmental, drama, trust and parachute games.

GAMESTERS HANDBOOK TWO

Hutchinson 1987

Collection of 89 games for developing self-awareness, confidence, decision-making skills, trust and assertiveness.

GAMESTERS HANDBOOK: 140 GAMES FOR TEACHERS AND GROUPEADERS

Hutchinson 1983

Collection of 140 activities, exercises and strategies for developing self-awareness, confidence, decision-making skills, trust and assertiveness. Covers materials, aims, procedure and variation.

GOLDEN HOURS: GAMES FOR GROUPS

Russell House Publishing 2003

A collection of 58 tried and tested games & exercises. Most need no special equipment and can be played with little or no preparation. Game descriptions include purpose, ideal group size, activity level, age suitability and materials required.

ICE-BREAKERS, ENERGISERS AND WARM-UPS: 2

Tacade 1995

Second booklet in a series of three containing activities for training courses. It offers practical activities that can help trainers at various times during a training course to energise or to get to know group members better.

ICE-BREAKERS, ENERGISERS AND WARM-UPS: 1

Tacade 1991

First booklet in a series of three containing activities for training courses. Its purpose is to offer a range of practical activities to help trainers energise as well as allow them to get to know group members better.

ICE-BREAKERS, ENERGISERS, WARM-UPS AND CLOSING: 3

Tacade 1998

Third booklet in a series of three containing activities for training courses. As well as practical activities to enable participants to feel at ease, it includes activities to be used when closing a training course.

NEW GAMES: PLAY HARD, PLAY FAIR, NOBODY HURT

SCAN 1986

A leaflet outlining name, trust, circle, large group, ball and parachute games.

PLAYFUL SELF-DISCOVERY

Findhorn Press 1996

Practical manual for people who lead groups or who take part in groups. It includes instructions for 67 exercises and games that help to build trust in both new and established groups.

QUICKSILVER: ADVENTURE GAMES, INITIATIVE PROBLEMS TRUST ACTIVITIES AND A GUIDE TO EFFECTIVE LEADERSHIP

Incentive Plus 1995

A collection of adventure games, initiative problems and trust activities combined with a guide to effective leadership. It is centred around the belief that charisma and fun in leadership are more important than coercion and structure.

THE ACCESSIBLE GAMES BOOK

Jessica Kingsley 1999

A collection of games for mixed groups including people with auditory and visual impairments, those in wheelchairs or with multiple disabilities. It can be used to aid disability awareness. Suitable for all ages and abilities. Full instructions given.

THE HEALTH PROMOTING PLAYGROUND

Health Promotion Wales 1994

Provides schools with information on how to plan and mark out their playgrounds by drawing on the experience of a pilot school. Suggests games and activities that could be used with the marking.

THE NEW YOUTH GAMES BOOK

Russell House Publishing Ltd 1994

Contains 200 practical games and activities. Includes relationship games; puzzles; ice breakers; travel games; new games; simulations; commercial games; and games for younger children.

THE YOUTH GAMES BOOK

I.T. Resource Centre 1985

WORLD YOUTH GAMES

Russell House 1995

A collection of games and exercises which represent the cultures and games-playing traditions of countries throughout the world. Includes word, table and board games; active games; and relationship and trust games.

Glossary of Terms

Glossary of Terms

ACCAC	The quality assessment authority for Wales. Advisory body for schools curriculum, assessments and vocational qualifications.
Accreditation (Accredited)	Ensuring that the activity that has been undertaken can receive some external recognition through a recognised body (see section on 'Accrediting Learning')
Connect Youth (Connect Cymru)	The organisation responsible for European Exchanges. Grants are available if certain conditions can be met. For more information you can contact the WYA.
Community or Communities	This can be either a 'geographic community' (a group of people living in one area) or a 'community of interest' (a group of people who share a common characteristic or identity, such as ethnic-minority communities).
Community Regeneration	This is the process of tackling poverty, deprivation and social exclusion in a particular geographic area or with a particular group of people.
CRB	The Criminal Records Bureau. An organisation setup by the government to undertake checks of individuals working with children and young people.
Curriculum	The 'menu' that is available to young people attending your club or project. This will include both planned and unplanned activities.
CWVYS	Council for Wales of Voluntary Youth Services is the umbrella organisation for the voluntary youth sector in Wales
ELWa	This organisation, established in April 2001, has the responsibility for the planning and promoting of further education, work based training, adult and continuing education and school sixth forms.
ESTYN	Raises standards of the work of organisations through inspections.
Extending Entitlement	Welsh Assembly document which sets out their plan for working with young people
European Exchange	A cultural exchange with another European country which involves visiting and hosting a group

European Youth Work	Work undertaken with young people which involves a European perspective and may involve an exchange
Global Citizenship	This is about helping young people see how they fit into the whole world community and to give them the opportunity to look at how international events impact on them while exploring how their actions affect others around the globe. It also enables young people to imagine a more just world, and to take action for change
Global Youth Work	Informal and non-formal education starting from young peoples everyday experiences of understanding local and global influences and encourages positive action for change.
JNC	Joint Negotiating Committee for Youth and Community Workers. It has responsibility for negotiating the terms and conditions of employment, including salary scales, and the recognition of qualifications professionally validated by the NYA or Wales Youth Agency, which confer qualified status in youth and community work.
NYA	National Youth Agency. Based in Leicester supports youth work initiatives particularly in England. Workers in Wales may wish to make use of their extensive resources. www.nya.org.uk
OCN	Open College Network. Accreditation can be gained through a local OCN. More information on these can be found on the National Open College website www.nocn.org.uk .
Outcomes	Outcomes are what is expected to be achieved from the work we undertake.
PYO	Principal Youth Officer. A designated officer within each local authority with responsibilities to include that of the youth service
PYO	Persistent Young Offender
QCA	Qualifications and Curriculum Authority www.qca.org.uk
Qualified	This normally refers to anyone with a youth work diploma, or equivalent. All programmes are registered with the JNC and are listed in the 'JNC Report for Youth and Community Workers'.
Social Justice	This is the equal and fair distribution of social values such as freedom, income and wealth, and the opportunity to take part in society

UK Youth	Is one of the largest nationally registered youth work charities in the UK and exists to support and develop high quality work and educational opportunities for all young people. www.ukyouth.org Youth-Cymru is an associated organisation to UK Youth
Vetting	The checking of all staff, including volunteers, who are in contact with young people through the CRB
WYA	Wales Youth Agency. Based in Caerphilly, supports youth work initiatives in Wales. Its brief includes work with Youth Support Services and training.
YOUNG PEOPLE	Anyone between the ages of 11 – 25. The focus for youth work is usually 13 – 19 years of age
Youth and Pupil Participation Division	Formerly Youth Policy Team. Department of the Welsh Assembly Government to oversee the implementation of Extending Entitlement
YPP	Young People's Partnership. There is one in every authority (22) and these are working towards the proposals set out in Extending Entitlement
Youth Forum (members committee)	A group of young people who are brought together to discuss issues that affect young people. Some forums are elected as they support the interest of other members while others may be more open.
Youth Work	Informal learning, and personal and social development work with young people. It should have the voluntary involvement of young people and work towards achieving the goals of the Youth Work Curriculum Statement.

Contact Addresses

Wales Youth Agency (WYA)

Leslie Court, Lôn-y-Llyn, Caerphilly CF83 1BQ

☎ 029 2085 5700

✉ wya@wya.org.uk

🌐 www.wya.org.uk

Council for Wales of Voluntary Youth Services (CWVYS)

Leslie Court, Lôn-y-Llyn, Caerphilly CF83 1BQ

☎ 029 2085 5722

✉ cwvys@wya.org.uk

Wales Council for Voluntary Action (WCVA)

Baltic House, Mount Stuart Square, Cardiff CF10 5FH

☎ 0870 607 1666 (Helpdesk)

Minicom 029 2043 1702

✉ help@wcva.org.uk

🌐 www.wcva.org.uk

WCVA Criminal Records Unit

11-13 Wynnstay Road, Colwyn Bay, Conwy LL29

8NB

☎ 0870 241 6557

Funky Dragon

35 Heathfield, Mount Pleasant, Swansea SA1 6EJ

☎ 01792 450000

✉ enquiries@funkydragon.org

🌐 www.funkydragon.org

Canllaw-Online

Suite 5, The Octagon, Caerphilly Business Park, Van Road, Caerphilly CF83 3ED

☎ 029 2088 7868

✉ enquiries@canllaw-online.com

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Criminal Records Bureau (CRB)

Customer Services, CRB, PO Box 110,

Liverpool L3 6ZZ

Information Line: 0870 90 90 811

Welsh Language Line: 0870 90 90 223

Minicom Line: 0870 90 90 344

Disclosure Application Line: 0870 90 90 844

Registration Line: 0870 90 90 822

🌐 www.crb.gov.uk

National Youth Agency (NYA)

17-23 Albion Street, Leicester LE1 6GD

☎ 0116 285 3700

Enquiry Desk 0116 285 3792

✉ nya@nya.org.uk

🌐 www.nya.org.uk

🌐 www.Youthinformation.com

Connect Youth

British Council

☎ 020 7389 4030

For Wales: Contact the Wales Youth Agency

✉ connectyouth.enquiries@britishcouncil.org

🌐 www.britcoun.org