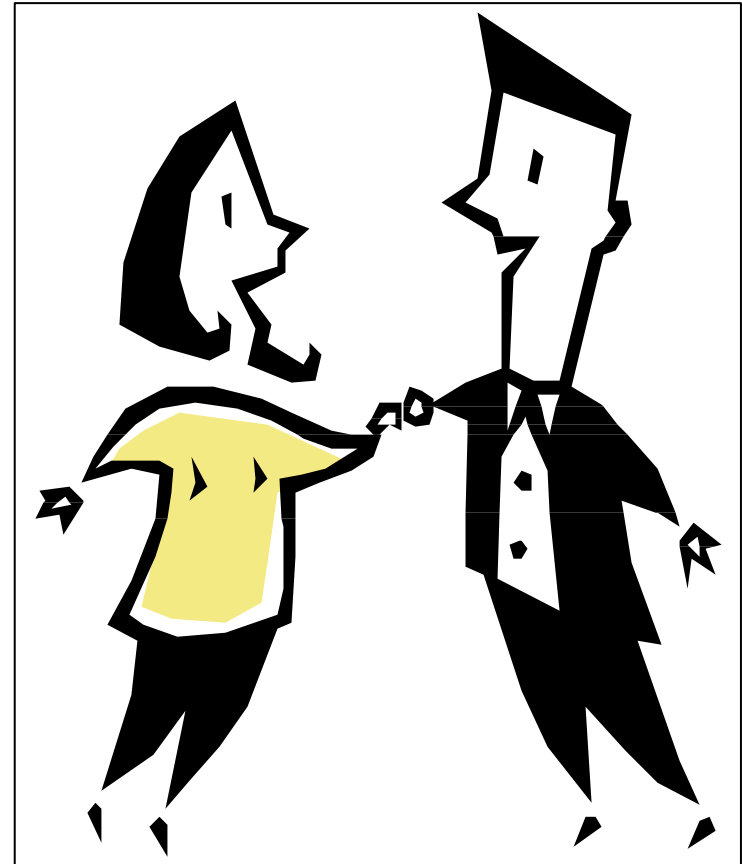


## Practitioner Training Qualifying Course

(A local qualification for workers working with young people)

[Professionally Endorsed by the  
Education and Training Standards  
Committee for Youth Work] (ETS)



**N.B. This manual is designed to support delivery. Tutors should devise their own delivery plan, based on this model, using their own materials where relevant.**

## Practitioner Training Qualifying Course

### **Acknowledgements:**

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### **Individual Acknowledgements**

The Staff College has attempted to recognise the contributions of all sources. If you feel that we have not correctly attributed any material, please contact us.

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## WHAT IS THE STAFF COLLEGE?

The Staff College is a partnership of voluntary and statutory sector organisations with The Wales Youth Agency, which supports delivery of training in Wales. It aims to introduce, those who work with young people, a programme of training designed to meet both their personal and continuing professional development with a recognised progression route. This is achieved through ensuring that training is:

- ❖ Locally delivered
- ❖ Delivered by appropriately qualified tutors
- ❖ Free or affordable
- ❖ Professionally Recognised
- ❖ Academically Validated

## WHO IS IT FOR?

Anyone who works within youth work, or wishes to develop youth work principles to use in their work with young people. This will include anyone working within a major voluntary organisation, an independent voluntary organisation, lottery-funded project and other organisations working with young people.

## WHAT IS THE TRAINING PROGRAMME ABOUT?

The Foundation Programme provides workers who work with young people access to accredited training - through a recognised body – which is appropriate to meet their needs within ongoing personal development. The programme will enhance the skills, knowledge and understanding of participants so that they may be better informed and more effective workers.

## HOW IS THE PROGRAMME DELIVERED?

Participants will attend regular sessions with other participants, while at the same time be involved within a youth work placement. This is divided up in a number of parts:

- ❖ Lectures/seminars/group discussion
- ❖ Self –directed study
- ❖ Field work
- ❖ Completing assessments
- ❖ Reflective recordings
- ❖ Portfolio building

Support will be offered to collate portfolios and placement support will also be available.



Unit Code: **A**

Unit title: **THE ROLE OF THE YOUTH WORKER**

Level: **4**

Credit value: **2**

**Facilitate young people's learning and their personal and social development (National Occupational Standards to be achieved B1/B2/B3/B4)**

1. Enable young people to explore and develop their values and self respect
2. Enable young people to develop their awareness of their self identity and being
3. Enable young people to work effectively in groups
4. Enable young people to use their learning to enhance their future development

## **LEARNING OUTCOMES**

On successful completion of the unit, participants will be able to:

1. Identify the range of ways of working with young people to explore, clarify and consider their values, to look at alternative value sets and develop their own standpoint in relation to them.
2. Understand the significance of the strategies which enable young people to become more self-aware, develop greater respect for themselves and build their self-esteem by encouraging them to value and build on their strengths and to celebrate and support the strengths and contribution of others
3. Recognise the need to create a climate conducive to learning in groups
4. Distinguish the skills and knowledge necessary to facilitate the work of young people in groups
5. Offer strategies to enable young people deal with negative feelings constructively
6. Examine the range of ways of working with young people to enable them reflect on their development and learning
7. Analyse the processes that help young people transfer their learning to other parts of their life.

## **ASSESSMENT METHODS**

Reflective Journal containing an individual case study (500 words)

Written Assessment (1500 words)

UNIT CODE:

**B**

UNIT TITLE: **MANAGEMENT OF YOUTH WORK**

LEVEL: **4**

CREDIT VALUE: **1**

**PLAN, MANAGE AND DEVELOP YOUTH WORK (National Occupational Standards to be achieved: E6)**

- **Contribute to project planning and preparation**
- **Co-ordinate the running of projects**
- **Contribute to project evaluation, review and completion**

## **LEARNING OUTCOMES**

On successful completion of the unit, participants will be able to:

1. **Examine the key features of the employing organisation**
2. **Identify the relevant people involved in the organisation**
3. **Develop an understanding of the need to work with others in the planning and implementation of a programme**

4. **Analyse the process of developing a plan in partnership with others to meet aims and objectives of the agreed project**
5. **Recognise the need to identify key tasks including developing a project schedule and costs**
6. **Examine the range of methods available for evaluating the success of the project**
7. **Recognise the need to maintain appropriate evaluation and project records**

## **ASSESSMENT METHODS**

- **Portfolio of Evidence (organisational structure, key posts)**
- **Reflective Journal**



**UNIT CODE:** 

**UNIT TITLE: PRACTICE PLACEMENT**

**LEVEL: QCA 4**

**CREDIT VALUE: 3**

### **Linking theory to Practice**

The fieldwork element of the QCA Level 4 programme accounts for 50% of the total programme time. The purpose of this element of the programme is to ensure that the participant is developing his/her skills in working as an informed and effective youth worker. The participants will be supported in extending their youth work skills and using the increased theoretical knowledge and reflection to enhance their practice. It is therefore the time when participants have the opportunity to apply the values, skills and knowledge necessary for professional youth and community work practice. It will be carried out in a suitable environment, which in the context of this programme normally means the participant's usual place of work. Students will, as part of the overall fieldwork programme, be expected to make two observational visits to experience different forms of youth and community delivery and setting. This will help enhance professional experience and understanding.

### **LEARNING OUTCOMES**

On successful completion of the unit, participants will be able to:

1. **Demonstrate the ability to establish and maintain positive and consistent relationships with young people and adults within individual and group contexts**
2. **Map personal development within communication skills**
3. **Analyse use of self in the context of intervention**
4. **Examine and reflect upon the diversity of other people's experience**
5. **Assess the needs of individuals and make appropriate responses**
6. **Construct and analyse reflective accounts of practice**
7. **Identify and implement own developmental schedule for fieldwork learning**
8. **Develop a portfolio of evidence, which analyses professional competence.**

### **ASSESSMENT METHODS**

- **Portfolio of Evidence providing evidence of how the required outcomes have been met. This will include:**
  - **Community Survey (500 words)**
  - **Observational Studies (styles of intervention 2 x 500 words)**
  - **Reflective journal accounts**

**Production of Model Programme [12 week period]**



**It is the tutor's  
responsibility to ensure all  
learning outcomes are met  
within the course**



Practitioner Training Qualifying Course

**Model Course Outline**

<a href="#"><u>Session 1</u></a>	<b>Introduction</b>
<a href="#"><u>Session 2</u></a>	<b>Study Skills</b>
<a href="#"><u>Session 3</u></a>	<b>Working with Young People</b>
<a href="#"><u>Session 4</u></a>	<b>Understanding Organisations</b>
	<b>TUTORIAL</b>
<a href="#"><u>Session 5</u></a>	<b>Youth Service Values and Principles</b>
<a href="#"><u>Session 6</u></a>	<b>Understanding Community</b>
<a href="#"><u>Session 7</u></a>	<b>Programme Planning 1</b>
<a href="#"><u>Session 8</u></a>	<b>Programme Planning 2</b>
	<b>TUTORIAL</b>
<a href="#"><u>Session 9 and 10</u></a>	<b>Group work 1 and 2</b>
<a href="#"><u>Session 11 and 12</u></a>	<b>Working with Individuals Coping Strategies</b>

<a href="#"><u>Session 1</u></a>	<b>Introduction</b>	Working together Course requirements Youth Work Fieldwork requirements
<a href="#"><u>Session 2</u></a>	<b>Study Skills</b>	Managing Time Writing reports and assignments E-learning
<a href="#"><u>Session 3</u></a>	<b>Working with Young People</b>	Understanding young people Societal view of young people Adolescent development Personal attitudes and values
<a href="#"><u>Session 4</u></a>	<b>Understanding Organisations</b>	Management structures and styles Policies and guidelines Health and Safety

Practitioner Training Qualifying Course

<a href="#"><u>Session 5</u></a>	<b>Youth Service Values and Principles</b>	Youth Service Principles Range of ways of working with young people  Historical background
<a href="#"><u>Session 6</u></a>	<b>Understanding Community</b>	Community – meaning and diversity Undertaking a survey Review of Case Study
<a href="#"><u>Session 7</u></a>	<b>Programme Planning 1</b>	Creating a model programme Risk assessment Prepare an activity using an agreed planning model
<a href="#"><u>Session 8</u></a>	<b>Programme Planning 2</b>	Planning Exercise Organisation needs and issues Ethical issues (practical scenarios)

<a href="#"><u>Session 9 and 10</u></a>	<b>Group work 1 and 2</b>	Group work perspectives Communication Conducive learning environments
<a href="#"><u>Session 11 and 12</u></a>	<b>Working with Individuals Coping Strategies</b>	Mentoring Social Inclusion Anger Management Handling conflict and aggression Self perception (TA) Self-awareness and development



## Assessment of Unit A

Evidence of reflection on learning to be retained in the portfolio for each outcome

Written assignment

This element of the unit brings the academic credibility necessary for this level of working and so any assignment should involve

- Research
- Argument and opposing standpoints

Suitable titles should be agreed firstly with the participant and the tutor before a final agreement with the Staff College.

### Examples of Titles

- ‘Identify some of the differing settings within which youth work takes place. Describe how these settings support work with young people and promote the principles of youth work.’
- ‘Discuss current ways being promoted of overcoming disaffection in young people by identifying the strengths and weaknesses in each area.’
- ‘How might a conducive learning climate be created within a youth work environment?’
- ‘Which techniques can be employed so that young people can use their learning to enhance future development?’
- “If you don't know your past, you don't know your future” Tomorrow People Ziggy Marley. How might our understanding of the history of youth work help our understanding of current practice?’

## Assessment of Unit B

### Outcome B1 and B2

Organisational structures and background information

### Outcome B3

Plan an activity and reflect on how to go about it

### Outcome B4, B5, B6 and B7

Build on B3 and look at how they would respond to current challenges. Use planning model for programme of minimum of 12 weeks

Reflect on learning in each session

## Assessment of Unit C

Practice Portfolio

### Outcome C1

File should show that the participant can:

- a. Monitor and evaluate project work in ways which are consistent with agreed plans
- b. Work effectively with others
- c. Identify accurately successes, risks and contingencies
- d. Identify ways of improving the work or resolving problems
- e. Actively support others
- f. Consult others
- g. Provide relevant information about progress appropriate to needs
- h. Provide plans for the activity in line with its aims and constraints
- i. Estimate realistically and cost accurately the physical and human resources required
- j. Set up effective monitoring and evaluation processes
- k. Check all aspects of plans with appropriate people and make constructive use of the feedback

### Outcome C2 and C3

Use reflective journal

Analysis should include:

- Communication
- Intervention
- Use of self

### Outcome C4

Learner to indicate how other people's experiences had impinged on their learning

Observation visit will identify other people's experiences within youth work

### Outcome C5

Case study  
Model Programme

### Outcome C6

Reflective Journal

### Outcome C7

Fieldwork supervision  
Personal development plan

### Outcome C8

Portfolio



## Reflective Evaluation

**Name:**

**Session Title:**

**1. The three most important things I gained from today were: (also say why)**

**a.**

**b.**

**c.**

**2. I would like more information on:**

**3. From this session I would like to make use of the following in my practice: (also say how)**

**4. One thing I would change about the session is:**

**The Tutor may comment here:**



## Assessment Log

### Qualifying Practitioner Training

**UNIT TITLE:        The Role of the Youth Worker**

Area within Occupational Standard	Learning Outcome	How it could be evidenced?	Evidence Available
<b>1. Enable young people to explore and develop their values and self respect and to develop their awareness of their self identity and being</b>	1.1 Identify the range of ways of working with young people to explore, clarify and consider their values, to look at alternative value sets and develop their own standpoint in relation to them.	Reflection on sessions Written Assignment Individual Case Study Fieldwork	
	1.2 Understand the significance of the strategies which enable young people to become more self-aware, develop greater respect for themselves and build their self-esteem by encouraging them to value and build on their strengths and to celebrate and support the strengths and contribution of others	Reflection on sessions Written Assignment Individual Case Study Fieldwork	

Practitioner Training Qualifying Course

<b>Area within Occupational Standard</b>	<b>Learning Outcome</b>	<b>How it could be evidenced?</b>	<b>Evidence Available</b>
<b>Continued</b>	1.3 Offer strategies which enable young people to deal with negative feelings constructively	Reflection on sessions Written Assignment Fieldwork	
<b>2. Enable young people to work effectively in groups</b>	2.1 Recognise the need to create a climate conducive to learning in groups	Reflection on sessions Written Assignment	
	2.2 Distinguish the skills and knowledge necessary to facilitate the work of young people in groups	Reflection on sessions Written Assignment Individual Case Study	
<b>3. Enable young people to use their learning to enhance their future development</b>	3.1 Examine the range of ways of working with young people to enable them reflect on their development and learning	Reflection on sessions Written Assignment Individual Case Study	
	3.2 Analyse the processes that help young people transfer their learning to other parts of their life.	Reflection on sessions Written Assignment Individual Case Study	

**Qualifying Practitioner Training**

**UNIT TITLE: Management of Youth Work**

Area within Occupational Standard	Learning Outcome	How it could be evidenced?	Evidence Available
<p><b>1. Contribute to project planning and preparation</b></p>	<p>1.1 Examine the key features of the employing organisation</p>	<p>Overview of Placement Observational visits Fieldwork</p>	
	<p>1.2 Identify the relevant people involved in the organisation</p>	<p>Overview of Placement Observational visits Fieldwork</p>	
	<p>1.3 Develop an understanding of the need to work with others in the planning and implementation of a programme</p>	<p>Fieldwork Reflection Observational Visit</p>	

Practitioner Training Qualifying Course

Area within Occupational Standard	Learning Outcome	How it could be evidenced?	Evidence Available
<b>2. Co-ordinate the running of projects</b>	2.1 Analyse the process of developing a plan in partnership with others to meet aims and objectives of the agreed project	Planning Model Fieldwork	
	2.2 Recognise the need to identify key tasks including developing a project schedule and costs	Planning Model Fieldwork Reflection	
<b>3. Contribute to project evaluation, review and completion</b>	3.1 Examine the range of methods available for evaluating the success of the project	Planning Model Fieldwork Reflection	
	3.2 Recognise the need to maintain appropriate evaluation and project records	Planning Model Fieldwork Reflection	



**Qualifying Practitioner Training**

**UNIT TITLE: Practice Placement**

Area within Occupational Standard	Learning Outcome	How it could be evidenced?	Evidence Available
<b>1. Undertake a fieldwork placement with young people</b>	1.1 Demonstrate the ability to establish and maintain positive and consistent relationships with young people and adults within individual and group contexts	Fieldwork Reflection – macro recordings Link theory and practice	
	1.2 Identify and implement own developmental schedule for fieldwork learning	Fieldwork Reflection	
	1.3 Analyse use of self in the context of intervention	Fieldwork Reflection Pen Picture	

Practitioner Training Qualifying Course

Area within Occupational Standard	Learning Outcome	How it could be evidenced?	Evidence Available
<b>2. Analyse personal strengths and weaknesses</b>	2.1 Develop a portfolio of evidence, which analyses professional competence	Indicate within Portfolio Supervisor's Report	
	2.2 Map personal development within communication skills	Reflection Pen picture	
<b>3. Awareness of work within a community context</b>	3.1 Examine and reflect upon the diversity of other people's experience	Reflection Community Context (Profile)	
	3.2 Assess the needs of individuals and make appropriate responses	Reflection Community Context (Profile)	

## Session 1

- ❖ Introduction
- ❖ Group getting to know each other
- ❖ Fieldwork Requirements
  - setting up practice
  - what to do
  - support etc
- ❖ Making recordings
- ❖ Course requirements
- ❖ Learning Contract
- ❖ Personal experiences of work

- ❖ Personal development plan
- ❖ Role of Youth Worker

Students made aware of observational studies, individual case study, community survey, placement etc

### Learning Outcomes:

- Analyse use of self in the context of intervention [C3]
- Develop a portfolio of evidence, which analyses professional competence [C8]

#### Resources for Session 1:

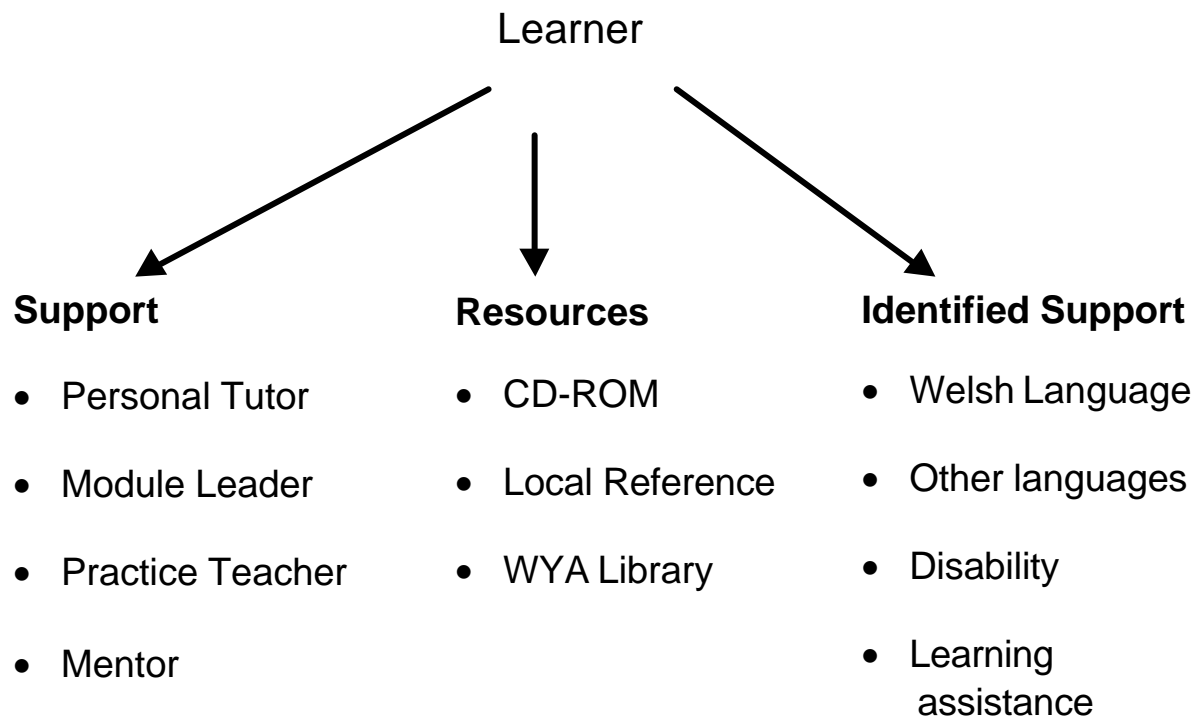
OHP's	Resource Sheets
1.1	1.1
1.2	1.2
1.3	1.3
1.4	
1.5	

Resource sheets to be photocopied for each participant

**OHP 1.1**

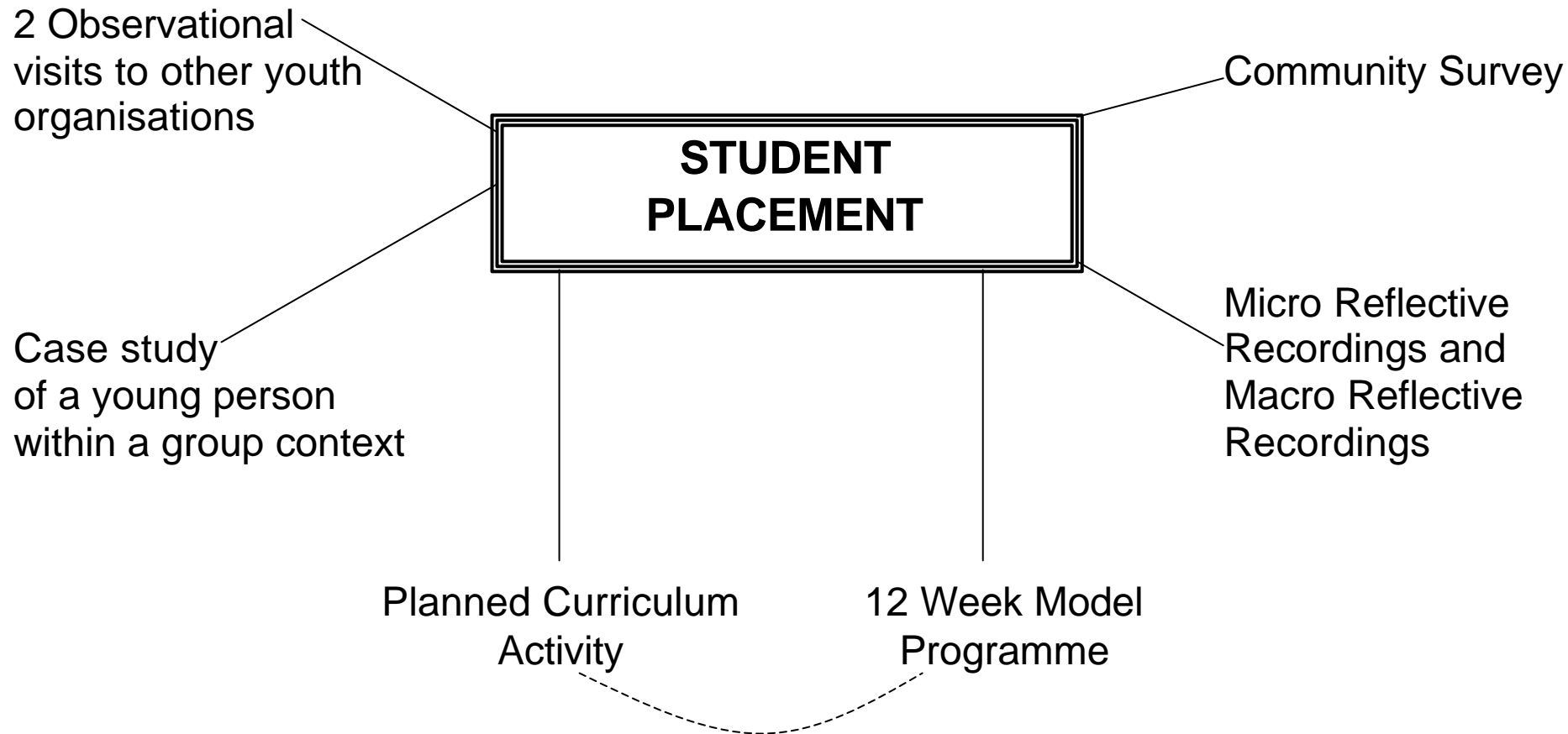
# Support

This is available to ensure that you can get the best from the programme



**OHP 1.2**

**TASKS RELATED TO THE STUDENTS PLACEMENT**



## **RESOURCE SHEET: 1.1**

### **Placement Reflective Recordings**

It is essential to retain recordings of work undertaken and these recordings should answer certain questions.

1. How long was the session in terms of practice hours?
2. What was the nature and purpose of the session?
3. How was I feeling at the start of the session?
4. What type of work was I engaged in during the session?
5. What skills and/or knowledge did I use during this practice session?
6. Was there a critical incident or occurrence?
7. What did I feel?
8. What actions did I / or others/ take and why?
9. What happened as a result of the action/inaction?
10. Who has been affected and how?
11. What follow-up work will need to take place, if any?
12. Would I have done anything differently?
13. Did I use any theoretical knowledge to help my actions?
14. Can I identify links between the taught sessions and this practice experience?

## **OHP 1.3**

### **Requirements for Placement:**

The placement should give you the opportunity to reflect upon your youth work and relate the theory of the course to your practice – 45 hours

This will enable you to produce:

- ❖ Micro Reflective Recordings
- ❖ Macro Reflective Recordings
- ❖ A Planned Curriculum Activity
- ❖ A Case Study Relating To One Young Person
- ❖ An Outline Community Profile
- ❖ Two Observational Visits To Other Organisations

## RESOURCE SHEET: 1.2

### Observational Visits Checklist

- ❖ Health and Safety
- ❖ Range of activities on the night - Do they relate to the curriculum statement for Wales?
- ❖ Planned activities for the future
- ❖ Participation of young people in planning
- ❖ Participation of young people in activities
- ❖ Use of the venue
- ❖ Relationships between:
  - The young people
  - The young people and youth workers
  - The youth workers
- ❖ General atmosphere
- ❖ Is there any parental/community involvement?
- ❖ Are all the young people included – How?

- ❖ Equal Opportunities:

- Is there a policy?
- Is the venue accessible?
- Are there facilities for disabled young people?
- Are there any disabled members?
- Are there any people from different ethnic groups?
- Are there any Welsh speaking young people?
- What is the power balance between boys and girls?
- Does the club/organisation reflect the local community?
- Should It?

- ❖ Any other thoughts?

- ❖ Are there any management issues?

- ❖ Do you need to speak to the youth leader?
- ❖ What questions would be useful?

- ❖ Evaluation

## ACTIVITY: 1.1

The participants are asked to 'AGREE' or 'DISAGREE' to each statement. This can be done by creating a 'continuum' in the room and they then physically move into each area. Further views can be sought on each issue after the statement has been read.

- Young people have it easier than 20 years ago?
- Young people are not punished sufficiently when committing crime?
- Drugs are now more accessible to young people than 15 years ago?
- Youth and community work should be educational?

- Parents generally should take greater responsibility for their children?
- Parents should be responsible for their child [ren] attending school?



## **RESOURCE SHEET: 1.4**

### **Some Thoughts About Young People**

Complete each statement by writing your immediate response in each box. (This page need not been shown to anyone else)

*Young people today are ...*

*The trouble with young people today is...*

*I wish the young people I come into contact with would...*

*When I was young I ...*

*If I were young again I would ...*

*The thing I envy about young people is...*

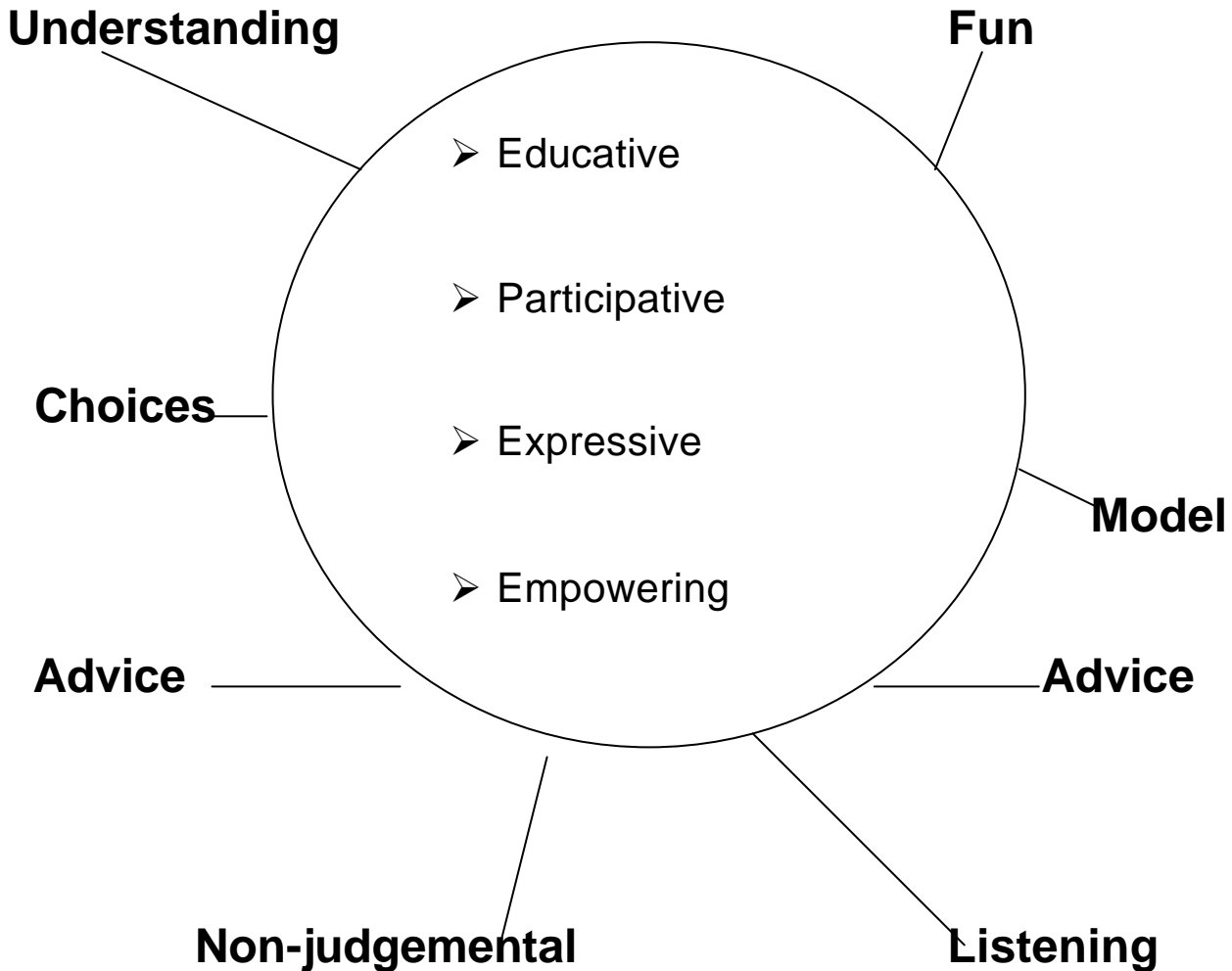
**Resource Sheet 1.5**

## How is Youth Work Different?

	<b>Teacher</b>	<b>Social Worker</b>	<b>Youth Worker</b>
<b>What do they call young people?</b>			
<b>Why does the young person go to the worker?</b>			
<b>Involvement with worker?</b>			
<b>What are the intended outcomes?</b>			
<b>Records kept on the young person?</b>			
<b>Who should they report to about work undertaken with the young person?</b>			
<b>Training needed to become qualified?</b>			

## What is Youth Work?

Youth Work can be described as:



**OHP 1.5**

# Qualities of a Youth Worker!

**\*Empathy**

**\*Patience**

**\*Organisational Skills**

**\*Observant**

**\*Communication Skills**

**\*Approachable**

**\*Confidentiality**

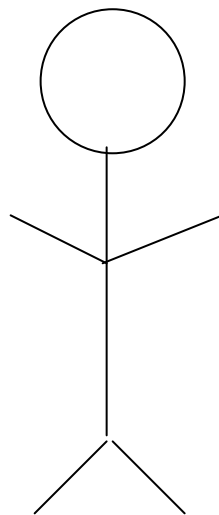
**\*Trust**

**\*Sense of Humour**

**\*Non Judgmental**

**\*Good Role Model**

**\*Knowledgeable**



## **OHP 1.6**

**A qualified worker should understand and acknowledge the need to:**

- **respect individuals**
- **respect and value the pluralistic culture of society**
- **confront inequality and discrimination**
- **recognise the influence of the worker and her / his values**
- **recognise self and others as changing beings**

## Session 2

### Study Skills

- Writing reports and assignments
- Time management etc.

### Resources

### E-learning

### Learning Outcomes:

- Analyse the process of developing a plan in partnership with others to meet aims and objectives of agreed project [B4]
- Recognise the need to identify key tasks including developing a project schedule and costs [B5]
- Map personal development within communication skills [C2]
- Identify and implement own development schedule for fieldwork learning [C7]

#### Resources for Session 2:

OHP's	Resource Sheets
2.1	2.1
	2.2

Resource sheets to be photocopied for each participant

## RESOURCE SHEET: 2.1

Good management means not only being clear about what needs doing, but also ensuring the organisation as a whole and individual workers are able to do it. This requires careful management of one of our most precious and mistreated resources: **time**.

There are three important points to make about time management:

- ❖ **Time is finite:** Extra time cannot be manufactured – but people can learn to make the most effective use of the time they do have
- ❖ **Time lost or wasted cannot be replaced:** But what sometimes seems like wasted time [taking a lunch break, taking a walk, staring into space, watching rubbish on TV] is often a good use of time; and what may seem like good use of time [rushing about acting terribly busy] is often wasted
- ❖ **You must say no** to people or pressures if other matters [including looking after yourself] must take priority

No matter how worthy the cause, no matter how necessary the service, there are still only 24 hours in a day, 168 hours in a week. And of those hours, only a limited number should be devoted to work.

[Just about managing 3<sup>rd</sup> Edition Sandy Adirondack 1998]

### Organising and planning our day:

Some hints:

- ❖ List your aims set priorities
- ❖ Make use of planners [weekly, monthly, and yearly]
- ❖ Make use of a diary or personal organiser
- ❖ Make a daily plan
- ❖ Make a TO DO list, prioritise and act on the priorities
- ❖ When doing paperwork handle each piece of paper only once
- ❖ At different times in the day we should ask ourselves 'What's the best use of my time – right now?'
- ❖ Learn to say NO
- ❖ Keep your desk clear – get rid of all the objects/files not connected with the task in hand
- ❖ Difficulties first – tackle the most difficult jobs first not last
- ❖ Delegate where possible

And remember the golden rule of managing time:  
**'Effort not made is opportunity lost'**



## 2.1 Continued

'O let not time deceive you, you cannot conquer time' (W.H. Auden)

Time is a key resource – and the best way to get the most out of your time is to manage it

### Some realistic thoughts of time:

- ❖ Time cannot be saved
- ❖ Time cannot be exchanged
- ❖ Time cannot be bought
- ❖ Time cannot be sold
- ❖ **Time can only be used**

### Some hints in controlling our time more effectively

To manage our time and our lives more effectively we should:

- ❖ Act, rather than react
- ❖ Avoid floundering in every direction or doing nothing
- ❖ Plan our activities
- ❖ Vary our activities through our timetable
- ❖ Find a balance between work and pleasure
- ❖ Find a balance between professional, family and personal activities
- ❖ Plan space in our daily time schedules for reading, dreaming, playing, laughing, thinking, being sociable, being alone, being happy



## 2.1 Continued

The following is a method to identify your thieves of time:

The following questions should help you to control your time at work and to identify your thieves of time	True			
	Always	Often	Sometimes	Rarely
The telephone bothers me when I am in a meeting or preparing an important document				
Telephone conversations are almost always unnecessarily long				
Meetings last too long and are too frequent				
The agenda of meetings is non existent or badly prepared				
I have a mountain of matters on my desk to deal with				
I find it difficult to establish and meet deadlines except when under pressure				
I have many papers on my desk, the mail and other reading take too much time				
I put off to the last moment the important tasks which demand a great deal of concentration from me				
I can't clearly define my objectives and priorities. They are confused and changeable				
I deal too often with secondary matters				
I don't make a daily work plan				
I don't delegate a part of my responsibilities to others				
I have a tendency to want to do things too well, I get involved in details				
I often have to resolve problems which others could deal with just as competently				
<b>Add up the points obtained in each column</b>				
<b>Multiply the points total in each column by the value which is allocated to it</b>	X 0	X 1	X 2	X 3
<b>Calculate the general total</b>				



### From 0-21 points

You are letting yourself be robbed every day by the thieves of time.  
As you do not plan your time they are stealing your capital of time

### From 21 – 30 points

You try to install a security system to protect yourself from the thieves of time. But the system does not work sufficiently or regularly enough for you to succeed

### From 30-36

You manage your time well enough but you notice some problems and weak points in your control system through which the thieves of time could attempt attack on your capital of time

### From 36 –42

Your capital of time is not likely to fall into the hands of the thieves. Congratulations you are a model for all those who want to learn to manage their time

Adapted from Organisational Management T-Kit

## RESOURCE SHEET: 2.2

### Writing Essays.

*Some golden rules!*

1. Answer the question!
2. There are at least three sections to every essay: An introduction; the main discussion; and a conclusion.
3. Your essay should develop and build an argument using evidence from a range of referenced sources; it is not just a list of facts.
4. Any material you use whether it is from a book; an article; the Internet or any source that is not your work must be acknowledged by a correct reference, and included in your bibliography. Failure to do this is known as plagiarism and this can lead to automatic failure of that piece of work, and in extreme cases can lead to being disqualified from continuing the course.
5. Write clearly and to the point. Do not waffle or try to baffle the reader.
6. Always re-read your work to check if it says what you wanted to say.
7. You will nearly always have to rewrite parts of your essay - everybody does! It can be helpful to let another person read your work and make comments on it.
8. Do not expect to write a brilliant essay straight away, it takes practice, the more you write the better you will get.

An essay or any other academic piece of work is not a test or examination!

It is:

*An opportunity for you to present a well-argued and well supported view of an issue. It is also an opportunity to show what you know, what you have read, what you have learnt, how you can handle ideas and build up a case to support your point of view, and how well you can express yourself.*

*Your essay should examine both sides of the debate. You need to research the topic by reading as much as you can and weigh up all the evidence then present that as a balanced argument. In most cases there will be no right or wrong answer to the question so you may reach a positive, negative or neutral conclusion. You will not be marked on your conclusion, but on how well the argument you have constructed and how far the evidence you have presented supports your conclusion.*

### Referencing system

A referencing system is simply a way of telling the reader what you have read in order to gather the evidence for the arguments used in your essay. The reader needs to know what you have read, who wrote it, and where in the book it occurs. There are several reference systems used in academic text books, one of the easiest to use is the "Harvard System", this is the system required by UWCN

It works like this:

*After every quotation or indirect reference you use. You write the authors name, date of publication and the page number. At the end of the essay you list all the books you have used in alphabetical order of the authors names. E.g. in the text of your essay:*

## 2.2 Continued

- It has been argued that "... in modern society the socially significant differentiation of deviants from non-deviants is increasingly contingent upon circumstances of situation, place, social and personal biography and bureaucratically organised agencies of social control". (Kitsuse, 1962, p.256.)

*In this case the quotation is from a journal so the bibliography entry would look like this:*

Kitsuse, J.I. (1962), ' Societal reaction to deviant behaviour' in 'Social Problems', vol.9.

*If the quotation was from a book the entry would look like this:*

Cicourel, A. & Kitsuse, J. (1964) ' The Educational Decision Makers'. Bobbs-Merrill.

*A lot of academic books are 'Readers', i.e. a collection of articles written by several authors and put together by an editor, in this case the entry would look like this:*

Sacks, H. (1972) 'Notes on police assessment of moral character' in D. Sudnow (ed), 'Studies in Social Interaction', Free Press.

Marking criteria.

Assignments will be marked taking into account the following:

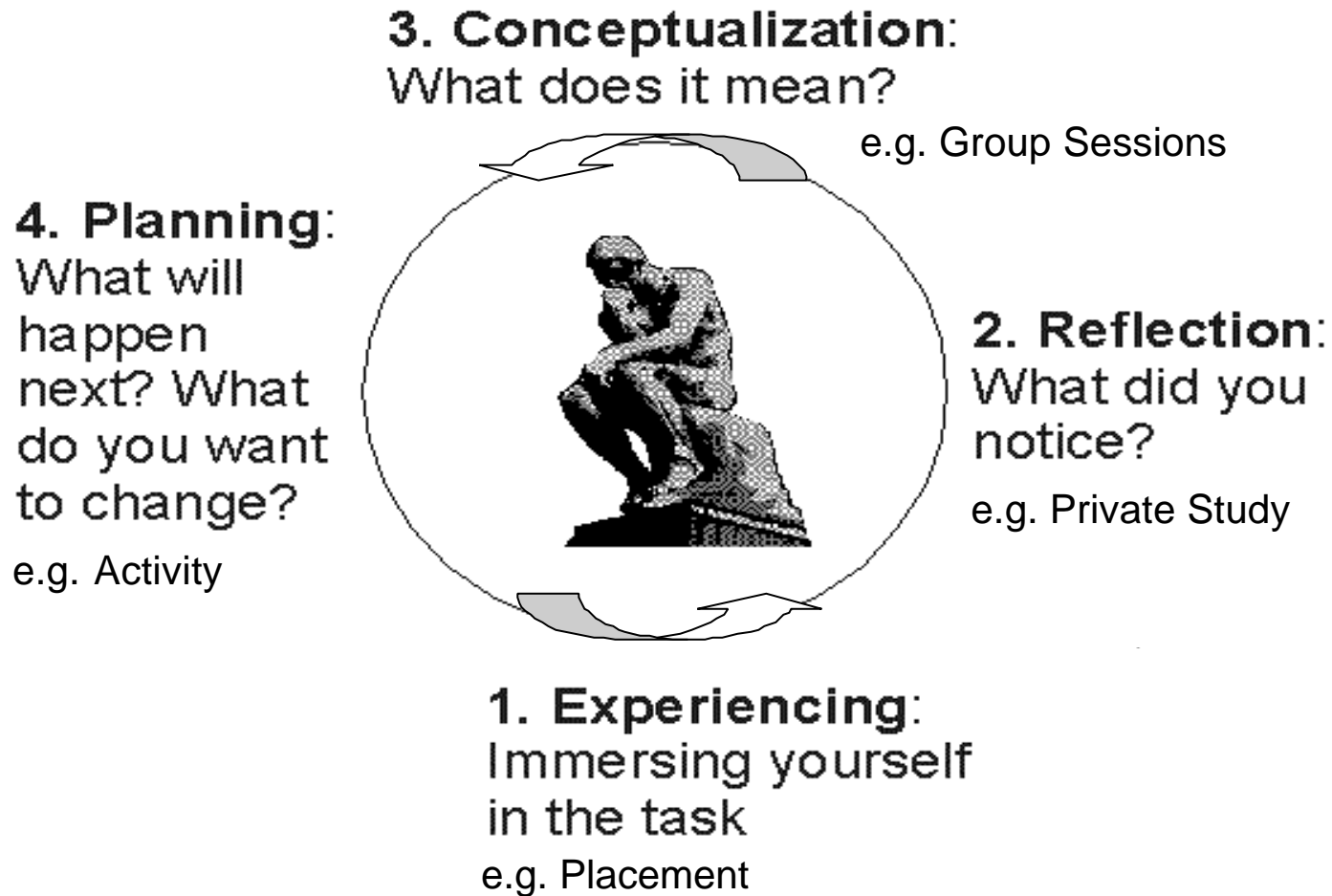
- Content - Ability to write analytically, development of a logical argument, and an appropriate conclusion
- Research - The use of a variety of appropriate sources, books, articles etc.

- Presentation - Good organisation of the content, i.e. an introduction, development of discussion, conclusion, and use of the appropriate reference system
- Literacy - Clear expression, a fluent writing style, and appropriate vocabulary.



**OHT: 2.1**

# Kolb's Learning Cycle





## Ways of learning

The last activity asked you to think about ways in which you learn best. This section will take this further. Everyone has their own learning style, and while one style is ideal for one person, another person will learn the same thing in a different way.

For example, you may prefer to:

- be told what to do, or to decide what to do yourself
- be left alone to do something, or to work with someone else
- be very tidy, or quite disorganised.

This activity will help you find out what learning style suits you best.



### Activity 2.1

Which style suits you best?

- 1 Look through each of these pairs of statements.
- 2 For each pair, decide whether Statement A or Statement B is closest to your own feelings. Tick the box nearest that statement.
- 3 If you really are not sure, tick the middle box.

#### Statement A

- I like detailed instructions
- I enjoy reading around a subject
- I prefer my tutor to tell me what to do
- I like to work on my own
- I like to do one thing at a time
- I prefer everything to be tidy and organised
- I need the discipline of a set timetable
- I think exams reflect my abilities well
- I need to be prodded into action regularly
- I like to work steadily
- I need a good reason for taking a course

#### Statement B

- I like to try things on my own
- I enjoy learning by doing
- I prefer to negotiate what I will do with my tutor
- I like to work with others
- I like to have several things on the go at once
- I can cope with things being untidy
- I can motivate myself to do things
- I like my progress to be checked as I go along
- I am good at keeping myself motivated
- I need a challenge
- I find out about the course as I go along

## Reasons for study

There are many different reasons for wanting to study. Some will be your own – to get a better job, to go to university. Others will be other people's reasons – because your manager asks you, for example. It is very important to make the most of your own reasons, as these will keep you motivated for longer.

Your own reasons may be:

- vocational – related to your work
- academic – for example, to prepare to study with the Open University
- personal – for example, to raise your self-esteem or to make better use of your time.



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### Activity 2.2

Think about what you are studying or planning to study. What are your reasons for doing this? Tick any of the reasons below, and add any other factors that may motivate you:

- getting a more fulfilling job
  - getting more pay
  - getting a chance to move to a better town
  - feeling more self-confident
  - playing a greater part in the community
  - learning something you enjoy
  - doing something you have always wanted to do
  - going on to the Open University
  - impressing your children
  - other:
  - other:
  - other:
  - other:
-

## Solving problems

It's normal to run into problems from time to time during your study. The vital thing is to have a good problem-solving procedure so that you can clear them up quickly and make sure they do not become worse.

There are four key stages to problem solving.

- 1 **Analyse the problem.** The first stage is to spend time thinking the problem through.

Ask yourself:

- What exactly is it that you have to solve?
- Is it your problem?
- What do you want to achieve?

- 2 **Obtain information** you need in order to solve it. The next stage is to make sure that you have the relevant details. Just obtaining information can sometimes solve the problem.

Ask yourself:

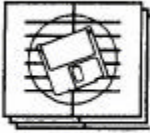
- Which books might help?
- Which other resources, such as the library or the Internet, might you try?
- Who can you ask for advice?

- 3 **Consider alternative solutions** and evaluate each one. When you're faced with a problem, the choices often seem stark. But there may be other possible ways of looking at it, and one way is likely to be more appropriate than the others.

Ask yourself:

- What will be the advantages of each?
- What would be the drawbacks?
- Which will be most appropriate?

- 4 **Implement the best solution.** Once you have decided, act on it at once, before the problem gets worse.



### Activity 2.3

Think of any problem you have at the moment, in your study, your work or elsewhere in your life, and practise solving it now.

In the space on the next page:

- describe the problem
- note down what information would help you to solve it
- list some possible solutions
- decide which you feel is the best solution.

<b>Statement of problem:</b>		
<i>Information required:</i>		
Resources:		
People:		
Alternative solutions	Advantages	Drawbacks
1		
2		
3		
Chosen solution:		
Action:		

## Reading to understand

When you need to study something in depth, try using a technique called SQ3R. Don't be put off by the title – it is simply short for:

- Survey
- Question
- Read
- Recall
- Review.

This is a simple and useful method of approaching a passage, such as a chapter of a book, which you want to study and master. The idea is that your reading of the passage is broken down into five stages. The details of each stage are given below.

### Survey

This is rather like the skimming process. You look at:

- the title, author, date of first publication and date of this edition, to check that it is relevant to you and up-to-date
- the contents and chapter headings to identify which parts to concentrate on
- the introduction, to understand the author's intention in writing the publication
- the index and bibliography.

### Question

Before embarking on detailed reading of all or part of the publication, ask yourself what you expect to gain from it. Why are you reading it? What points are you particularly interested in? These sorts of question ensure that you read with a purpose.

You might even ask, 'Is it worth reading?' To answer this, read its first and last paragraphs, then its first and last sections or chapters. This should help you decide whether it is worth studying.

### Read

Begin by getting a clear picture of what the passage is about. You may wish to read a chapter at least twice at a fair speed. Ask yourself the following questions.

- What is the author's general stance for this passage?
- What is the basic idea in each paragraph?
- Do you understand everything the author is saying?

Then look at the detail.

- Which parts are factual? Are all the facts you need provided?
- Which parts give the author's ideas? What evidence does the author produce to back up his or her ideas?
- Look at the examples, diagrams and illustrations. Why did the author choose these examples? What points do they illustrate? Can you think of any contrary examples?

Then form an overall judgement on the passage.

- Is the passage convincing?
- Are there alternative theories which would do just as well in the circumstances?
- What consequences flow from the author's theory? What consequences flow from your alternative theories?

You will notice that at the beginning of the read stage, you are simply trying to grasp what the author says, to understand his or her arguments. Only when you completely follow the author's case do you turn to criticising it. If you criticise too soon, you may not take in everything the author has to say.

### Recall

This stage may follow the read stage for the whole passage or, if the passage is rather lengthy or complex, it may follow the read stage for sections of the passage.

The recall stage involves trying to recall all the main ideas in the section you've just read. You may like to write them down in note form (see Unit 4, *Keeping notes*).

### Review

The review is the checking stage which follows recall. Look back over the passage and check that your recall was correct. Make a special note of any important points which you failed to recall, or which you wrongly recalled.



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### Activity 2.4

Try practising the SQ3R technique on a passage you are studying. It could be a chapter from a book or an article from a journal or magazine. Or you can use the newspaper article on the next page. Apply the following SQ3R technique to the passage.

- 1 Survey the passage.
- 2 Question. Write down the questions you hope to be able to answer by reading the chapter.
- 3 Read.
- 4 Recall. Jot down the answers to your questions.
- 5 Review what you have jotted down by referring back to your questions.

## Sample article for reading practice

Half of us could be short-sighted soon – and it may be an evolutionary consequence of modern lifestyles. **Roger Dobson** looks at a worrying development.

**M**yopia is now one of the world's biggest epidemics. Tens of millions of people suffer from short sight and it has been predicted that half the world's population will soon be myopic.

In Britain, one in three people is short-sighted, and in parts of the Far East more than 90 per cent of university graduates are sufferers. In Singapore, the problem is so acute that the air force has had problems in recruiting flyers, because of a lack of graduates who can meet the necessary vision requirements.

'The increase has been dramatic in some areas, to a point where the vast majority of the population is now short-sighted,' says Dr Flitcroft, an ophthalmologist who has carried out research into the focusing mechanism of the eye.

'Eighty five per cent of school-children in Taiwan are short-sighted. In Singapore, they had to alter the regulations covering short sight in the air force because by the time they graduated and completed five years of training, recruits were short-sighted. In the US, the latest study shows that it is heading towards 45 per cent. That compares to about 20 per cent in the earlier part of the century, and studies of families have also shown that the younger siblings tend to have more myopia. In parts of the Far East where eye tests are compulsory at 18, it's been found that the prevalence of myopia is increasing in less than a generation.

No one really knows why this increase is occurring, although there are various theories. The dominant view is that the modern lifestyle, with its demands for close work, is to blame. The latest suggestion is that exposure to nightlights in infancy may be responsible for physical changes in the eye. Another theory is that myopia is an evolutionary inevitability, and that the eye is adapting to changing circumstances.

In the past, man's dominant need was for good distance vision, but with eight or more hours a day now spent in close work, the eye is giving priority to near sight.

Short sight occurs when the curvature of the cornea is too steep or the eyeball is too long. As a result, light rays come to a focus in front of the retina rather than on it, as it would with perfect vision. The myopic sees near objects clearly, but distant images are blurred.

It was once thought that short sight was solely an inherited problem. Genetic factors do play a role, but the trigger for most myopia is now considered to be an environmental one. That would explain why the

rates of myopia in Britain soar from 2 per cent in five-year-olds to up to 40 per cent in adults.

The finger of suspicion points at close work, in particular reading, and the increased use of PCs and computer games. The move towards sedentary pursuits means that children are spending less time playing sports and games, which require distant vision, and this compounds the problem.

A study of Eskimos found that the number of people with myopia increased from 2 per cent in one generation to 45 per cent in the next generation. There had been no changes in diet or lifestyle, but the researchers concluded that their deteriorating eyesight was due to a shift in educational practices. The oral tradition of Eskimo schooling had been replaced by formal, written education, with several hours a day of reading and writing.

Another survey, of Orthodox Jews, found that men had much higher rates of myopia than women. This was blamed on the fact that the men spent several hours a day, from an early age, reading religious texts (and the women didn't).

It is now thought that there may be some kind of trigger mechanism that makes the eye grow longer in response to the demand of close work, and it doesn't take long for harmful effects to occur. A British study revealed that workers who spent eight hours a day looking at samples through microscopes became myopic after just two years.

'The researchers measured the eye lengths of these adults when they started the job, and went back a few years later and a third of them had become myopic; their eyes had ended up too long. Within two years, the eyes had started to change,' said Dr Ian Flitcroft.

'There is no doubt that near work is much the most intuitively plausible explanation,' confirms Dr Richard Wormald, an ophthalmic epidemiologist and consultant surgeon at Moorfields Eye Hospital. 'Human beings are extraordinarily adaptive to their environment, and if you spend most of your time focusing on near objects the eye will adapt. The amount of time children spend studying has increased compared with even a few years ago.'

Much of the research has concentrated on the Far East, because of the high rates of myopia in urban populations compared with rural areas. 'What is different and quite remarkable about the Far East is the amount of school work done by children, six hours at school and

another six hours' homework. Teenage homework diaries there are quite outrageous,' says Dr Ian Flitcroft. 'The highest incidence of myopia ever recorded was in Singapore, where 98 per cent of medical graduates were found to be myopic. We know that only about 2 per cent of children are myopic at the age of five, so that is a huge increase.

The latest theory, from the Philadelphia Children's Hospital, is that nightlights can damage your eyes. Children who have nightlights during their first two years were up to five times more likely to be myopic. Researchers are not certain why, and the results may have been confounded by other factors. Parents who give their children nightlights, for example, may be more likely to encourage them to read and study, too. Fearful children who need nightlights may also be more imaginative and more likely to be avid readers.

Myopia is currently alleviated with contact lenses, glasses or corrective surgery, and each option has its drawbacks. Any surgery has associated risks, and there are no guarantees that the eye will not deteriorate again later.

Contact lenses are not suitable for small children, and may leave the eye vulnerable to infections if they are not correctly handled. Glasses will not cure deficiencies and may even worsen the existing complaint. It has been suggested that using spectacles as a visual aid thwarts the eye's own corrective processes.

Studies have shown that if an animal with normal eyesight is given glasses, its eyes will adjust so that when the glasses are removed the animal has become myopic.

However, new research being carried out in America may offer a preventive solution and help to reverse the current trend. Researchers have recruited 469 children aged from six to 11, half of whom will wear special bifocal glasses for the next three years. It is hoped that these will prevent their eyes from changing shape. If successful, it could fundamentally change the way we use glasses. Instead of being a visual aid, they could offer a cure for myopia.

Source: Roger Dobson, 'The Thursday Review', *The Independent*, 20 May 1999.

## Using the library

Your public library may be one of your main sources of information, so it pays to make the most of it. You should become a member if you are not one already. Your library is likely to have both a lending section and a reference section.

### The lending section

The lending section is usually the largest part of the library, and any of the books in it may be borrowed by members of the library. The books within this section generally fall into two main categories:

- non-fiction
- fiction.

#### *Non-fiction*

Nearly all public libraries use the Dewey Decimal System to arrange their non-fiction books. Under this system, books are arranged on the shelves in ten main categories:

<b>000</b>	General works	<b>500</b>	Pure science
<b>100</b>	Philosophy	<b>600</b>	Applied science
<b>200</b>	Religion	<b>700</b>	Arts and recreation
<b>300</b>	Social sciences	<b>800</b>	Literature
<b>400</b>	Linguistics	<b>900</b>	History

Each of these categories is then broken down into further sub-sections. To find a book you need to find its Dewey classification, and then look it up on the appropriate shelf.

#### *Fiction*

Fiction is usually shelved in alphabetical order, according to the author's surname and initials. So books by Richard Adams come before those by Kingsley Amis, and books by Kingsley Amis come before books by Martin Amis.

### The reference section

Any member of the public may use the reference section of a library, whether or not he or she is a member. However, you must use these books in the library and you cannot borrow them. The reference section is likely to contain dictionaries, directories, atlases and so forth.

### Other resources

Your library may also:

- lend records, CDs, cassettes or videotapes
- keep material on microfilm
- offer computer services such as Prestel.

## Using the Internet

The Internet is becoming an increasingly valuable source of information, and if you have access to a computer and Internet connection – whether at home, work or college – it is worth learning how to make use of it.

The Internet may be useful to your study in several ways. For example:

- You may be able to find information directly via the Internet. For example, a student researching Californian earthquakes identified a number of eye witness accounts which had been recorded by the San Francisco fire service, together with descriptions of the earthquake and damage caused.
- You may be able to find references to other sources – such as books or journal articles – that you can then obtain via the library. Many journals have web sites listing the contents of their publications.
- You may be able to find details of organisations that you could contact for information.
- On some courses, students are encouraged to make electronic mail (e-mail) contact with each other to share ideas.

There are three basic ways of obtaining information on the Internet:

- If you have an Internet address for a particular site you can go straight to it.
- Alternatively, you can use a 'search engine' to search for information for you. Examples of search engines include Excite and Yahoo. They all work in similar ways – you simply type in one or more words and ask them to search for relevant sites.
- Most sites have links to other, similar sites. So once you find one relevant site, you can link up to other sources of information.

Don't expect miracles at first – you may not be lucky with your first search, and it is easy to waste time in the early stages. However, as you get more experienced you will find out more about which searches are likely to work – and when to give up if you're not getting anywhere!

To find out more about how to use the Internet there are several options.

- If you have access to a college library, ask them to show you how to do a search.
- If there is an Internet Café near to you, they are likely to run training sessions where you can find out how to use the net.
- Otherwise, just ask a friend or colleague to show you how to use it.

## Summary

- Your purpose for taking notes will influence how you take them.
- Notes must be easy to read, brief, clear, easy to understand, organised the way you learn and relevant to your needs.
- There are particular points to bear in mind when taking notes from books or from speech.
- Nuclear and sequential notes can both be useful.
- Your method of storing notes should make it easy for you to file notes and to find them again later.

## Session 3

- ❖ Understanding Young People
- ❖ Adolescent Development
- ❖ Societies View of Young People
- ❖ Values and Attitudes and Impact On Behaviour by Young People
- ❖ Personal Attitudes and Values
- ❖ Case Study of Individual

### Learning Outcomes:

- Identify the range of ways of working with young people to explore, clarify and consider their values, to look at alternative value sets and develop their own standpoint in relation to them [A1]

#### Resources for Session 3:

##### OHP's

##### Resource Sheets

- 3.1
- 3.2
- 3.3
- 3.4

Resource sheets to be photocopied for each participant

## RESOURCE SHEET: 3.1

### PAST AND PRESENT

#### Aim:

To help establish group cohesion by sharing personal reminiscences

#### Method:

- ❖ Sentence-stems can be written on cards or read out. They begin with memories from childhood and move through to the present
- ❖ Working in pairs ask each partner to complete each statement in turn, stopping to discuss them whenever they feel the need
- ❖ Ask each pair to bring thoughts and feelings to the larger group
- ❖ The degree of revelation of personal feelings is left to each individual participant. Other group members will still feel they know the person better after the activity, however much or little is revealed



### 3.1 Continued

<p>When I was a child my favourite place was . . .</p>	<p>When I was a child I really enjoyed . . .</p>	<p>When I was a child something I really did not like was . . .</p>	<p>When I was younger I saved up for . . .</p>	<p>When I was at school I was really good at . . .</p>	<p>When I was a teenager my favourite holiday was . . .</p>
<p>When I left home I found it really difficult to . . .</p>	<p>When I left school I always wanted to be . . .</p>	<p>As I got older my hobbies were . . .</p>	<p>As I got older my most memorable recent event was . . .</p>		

## RESOURCE SHEET:3.2

### Youth, Youth Culture and Subcultures

The development of the study of youth, its culture and subcultures was very much a phenomena of the late '60s and the '70s.

It grew out of the development of a range of youth movements that had been increasingly visible from the late 1940's, the rise of juvenile delinquency in that period, the identification of 'the generation gap' - see for example J S Coleman's book 'Adolescence', and the rise of youth protest movements and an increasing growth of literature and music that was at odds with traditional (adult) values and styles. Books like Jack Kerouac's 'On The Road' was seen as the beginning of the 'Beat Generation, the development of music that was specifically young peoples music e.g. Rock and Roll in the '50s, films like 'The Blackboard Jungle', 'Rebel Without a Cause', plays like 'Look Back in Anger' all seemed to articulate the views of an increasingly critical and disenchanted younger generation and created new icons of youth - James Dean, Elvis Presley, John Osborne, Bob Dylan etc.

Many of the developing youth movements were clearly identifiable in terms of social class. Many of the 'protest' movements rejected accepted values, and were seen as a threat to the fabric of society mainly because they attracted middle class youth, the Beatniks, hippies, anti nuclear groups presented alternative value systems to young people which mainly found expression in music, marches and demonstrations seemed to pose a real threat to the 'establishment'.

Some of these movements did result in often violent protests culminating in the student protests of the '60s and in Europe the development of neo - Marxist terrorist movements like the 'Red Brigade' and the 'Bader - meinhoff' group. Student riots in France in the 1960's caused political upheaval.

On the other hand other youth subcultures such as the Teddy Boys, Skinheads, Mods , Rockers etc. were more working class in origin were seen by many sociologists as taking working class values and attitudes to extremes - toughness, territoriality, solidarity against other groups were seen as desirable. Much of the identification of such groups was seen in terms of 'style' - for example clothing, hairstyles, possessions, forms of dancing etc.

The rise of many of these groups coincided with a new affluence among young people in the sense that they were a group with a relatively high level of disposable income.

Some sociologists have argued that many such youth movements, although starting as 'authentic' subcultures were fuelled by the media and fashion industries - the 'swinging sixties' was as much a product of Mary Quant, Carnaby street and the music industry as it was of youth, not dissimilar to the 'cool Britannia' image of the late 1990's.

Much sociological research into youth culture in the 1970's emanated from the Birmingham based Centre for Contemporary Cultural Studies.

## 3.2 Continued

The following list of books gives some indication of sociologists enthusiasm for the study of youth cultures at that time:

S Hall & J Jefferson Resistance Through Rituals 1976  
Hutchinson.

D Hebdige Sub - culture: The Meaning of Style 1979 Methuen  
G Mungham & G Pearson Working Class Youth Culture 1976  
Routledge,  
Sociological Debates on Youth Cultures

Simon Frith - The Sociology of Youth 1985, argues that there are two fundamental approaches to the study of youth cultures - Functionalist approaches and the study of meanings (Semiotics).

The extended period of youth currently experienced by young people e.g. in training, education etc can marginalise young people, and lead to confusion and identity problems, functionalists would argue that youth cultures can provide young people with a sense of identity during this period of transition, such an approach emphasises the differences between youth and adult culture and tends to ignore the similarities and links between for example working class culture and working class youth cultures. It also does not identify the different problems faced by young people in terms of class, race and gender.

Current sociology's of young people tend to play down the concept of youth cultures as such and concentrate more on the effects of education, training and labour market policies on young people, and in particular how this is related to social class and issues like social exclusion.

Semiotic approaches have concentrated on the values, symbols and lifestyles of subculture groups, so for example they would see skinheads as recreating the image of the working class manual labourer, brace, boots and denims, and a 'hard' macho image, Phil Cohen saw this as a symbolic reassertion of traditional working class masculine values.

These approaches tended to concentrate on the more exotic forms of subculture and ignored the fact that many young people were only partially involved or not involved at all.

## RESOURCE SHEET: 3.3

### Erikson's Theory of Social Development

Erikson identified 8 stages in the development of an individual from birth to old age. He based his theory on the idea that the 'ego' [self] develops according to social experiences, and that at certain stages in life we experience crises that we have to negotiate. If the crisis is resolved positively the 'ego' is strengthened and the individual is more able to deal with the next crisis, if resolved negatively the individual's social development will be impaired and will be less able to deal with the next crisis.

- ❖ *Stages 1-4 take place in childhood and involve the child in a progress from dependence on others to a greater dependence on self*
- ❖ *Stage 5 occurs during the period we call adolescence and normal development would see a move towards independence and the growth of the individual's identity*
- ❖ *Stage 6 sees the young adult who has successfully negotiated the previous stages moving towards a meaningful relationship with another adult, for those who have not there is less likelihood of them being able to develop close relationships with other adults*
- ❖ *Stage 7 sees the mature adult becoming more concerned with the wider social world and a concern to help the development of others, particularly the younger generation, the adult who does not successfully resolve this stage is likely to become increasingly self-centred and not concerned with society*

- ❖ *Stage 8 involves the acceptance of the inevitability of death but also being able to regard life as having been and still being meaningful*

#### The Identity Crisis:

Erikson identified adolescence as the crucial period where the individual goes through an 'Identity Crisis'. He saw adolescence as the time when an individual has to develop a unique sense of identity and a failure to do so would have a negative effect on that person's development leading, he argued, to depression and apathy.

Erikson argued that this search for a unique identity two things happen:

1. *The adolescent rejects previous and existing identifications, this idea would seem to reflect other ideas on adolescence e.g. the "generation gap", teenage rebellion, adolescent moods etc*
- ❖ *Identity Achievement – The individual has successfully resolved the identity crisis and achieved a new identity. The outcomes of this would include the ability to cope with young adulthood and a commitment to a set of values, religion and work*

## RESOURCE SHEET: 3.4

*Moratorium – The individual has yet to resolve the identity crisis but is still actively seeking alternatives in an attempt to do so; this is seen as a positive outcome as the crisis is in the process of being resolved. This can be a time of experimenting with different lifestyles*

*Foreclosure – In this case the identity crisis has not been experienced, as a result parental values, societal values, religion etc. have never been questioned, the childhood identification with parents' values and ideas continues and is accepted and sufficient*

*Identity Diffusion – This is the situation where the individual has been unable to establish a satisfactory identity and has given up trying to do so. This will result in a negative identity status, with the individual likely to be apathetic with little or no commitment to work, religion, values and society*

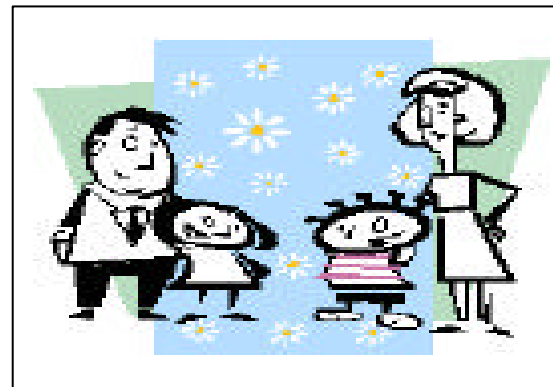
Some points to consider:

1. Erikson does not take into account social class factors such as material possessions, and different child rearing practices
2. Identity achievement and identity diffusion seem to be measured in terms of dominant cultural values i.e. commitment to, job, religion, and values

3. The concept of adolescence and its associated problems are not questioned, in the sense that adolescence is to an extent socially constructed. Before secondary education was extended children of 14 would leave school and go to work, the most important rite of passage to adult world, 'protective' legislation prevents young people to do many of the things that are seen as signifiers of adulthood. Schooling and training now usually last until a young person is 18.

4. What about young people being brought up outside traditional families, e.g. Kibbutzim, or communes etc. stages, so Kohlberg saw our development of moral reasoning progressing in a similar way

Moral reasoning is not just knowing what is 'right' or 'wrong', but also possessing a set of moral values and principles which enable us to make our own moral judgements. Since such values and principles have to be acquired then the idea that this process involves development seems logical



## RESOURCE SHEET: 3.5

### Kohlberg's Theory of Moral Development:

In the same way that Erikson saw the individual as going through a series of social development stages, and Piaget cognitive **Levels of Moral Reasoning**

Kohlberg identified three levels of development in moral reasoning:

1. Preconventional – *The individual has no concept of right or wrong, and has to rely on what people external to him/her to indicate what is acceptable and what is not. This stage usually corresponds to early childhood where parents play a significant role in transmitting moral values*

*Stage 1 – an action is good if it is rewarded and bad if it is punished*

*Stage 2 – an action is good if it satisfies one's needs*

2. Conventional – *At this stage the rules and values of society have been internalised, and those persons understanding of right and wrong are in terms of conformity to accepted social standards*

*Stage 3 – Whatever pleases or helps others is good*

*Stage 4 – Maintaining the social order and doing one's duty is good*

3. Post-conventional – *At this stage self chosen values and principles dictate the individuals moral reasoning, the rules of society are only seen as right if they are consistent with the individuals right to liberty, equality and life*

*Stage 5 – What is morally correct is determined by values agreed on by society*

*Stage 6 – What is morally correct is a matter of personal conscience guided by universal moral principles*

Kohlberg saw the Post-conventional stage as the most advanced and most desirable form of moral reasoning. Right and wrong is not to do with individuals gain [pre-conventional], or with conformity to, and maintenance of existing rules [conventional], but to do with possessing a set of universal moral principles and moral reasoning that may be against those currently existing in society

Kohlberg tried to assess peoples' stages of moral development by presenting them with a series of moral dilemmas to resolve, the one below is an adaptation of such a dilemma

### 3.5 Continued

*Dai's wife was suffering badly from a serious form of cancer, there was not treatment available locally, but a Harley street specialist was known to have made a revolutionary breakthrough in drug therapy that might offer a chance of recovery. The treatment cost £10,000. Although the production costs per treatment were about £500*

*People in Dai's village ran raffles, did sponsored events and held collections in the street, but could only raise half the cost.*

*Dai went to see the specialist and told him that his wife was dying, and tried to persuade him to sell the treatment cheaper or let him pay the balance later*

*The specialist refused so Dai, in desperation waited until the surgery was closed, broke in and stole the treatment for his wife*

Was it right or wrong for Dai to do this?

Give the reasons for your answer. Look at the stages of moral development, what do you think would be the response to the questions at each stage?

#### **Responses to the Moral Dilemma:**

Stage 1 – Dai should not steal the drug. This is because he would be a thief and would be punished by being sent to prison

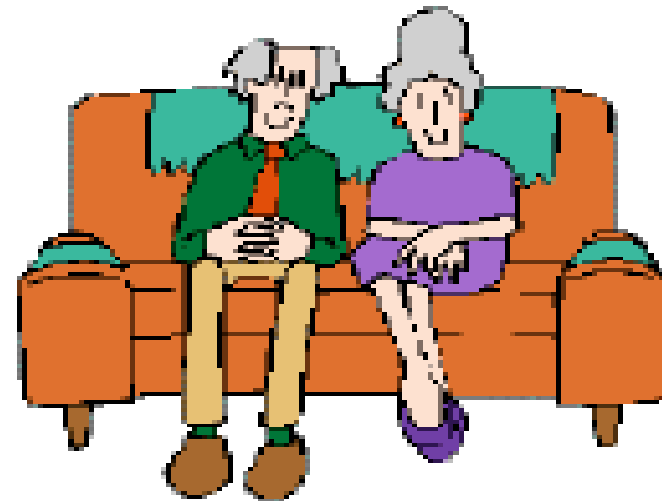
Stage 2 – Dai should steal the drug. This is because he needs his wife to look after him so it is important for her to get better

Stage 3 – Dai should steal the drug. This is the right thing to do because all the other people in the village would think more highly of him and his wife would expect it of him

Stage 4 – Dai should not steal the drug. If everyone went around doing the similar things there would be a breakdown in law and order, and it is every citizen's duty to uphold the law

Stage 5 – Dai should steal the drug. It is the specialist who is wrong for making excessive profits; this is unfair because it affects the welfare of people suffering from this disease

Stage 6 – Dai should steal the drug. Life is more important than property or money, people deserve the right to live wherever possible





## Session 4

### Organisations

- management structures and styles
- supervision and support
- health and safety significance

### Managing Change

- organisational

Factors restraining the work relating to policies and structures

Setting observational visit

### Learning Outcomes:

- Examine the key features of the employing organisation [B1]
- Identify the relevant people involved in the organisation [B2]

#### Resources for Session 4:

##### OHP's

##### Resource Sheets

- 4.1
- 4.2
- 4.3
- 4.4

Resource sheets to be photocopied for each participant

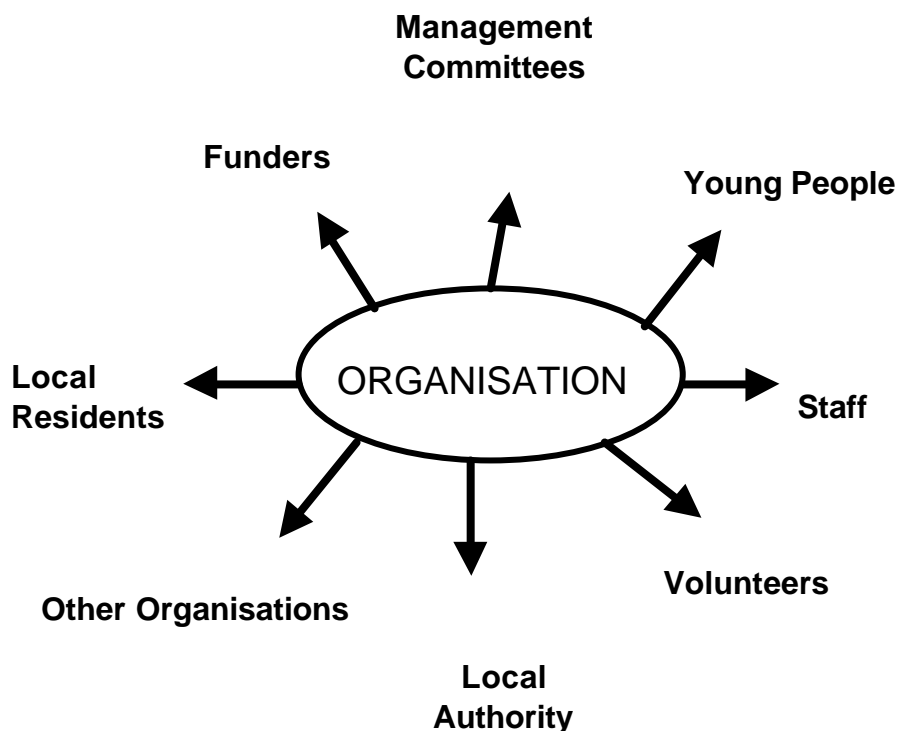
## OHP 4.1

# Stakeholders within Organisations

## What are Stakeholders?

*‘Any individual, group or organisation which may wish to have a say in the nature and quality of the work being undertaken’*

## Who are Stakeholders?



<b>Developments in Weber's Theory</b>		<b>Resource Sheet 4.1</b>	
<p><i>A Informal organisations</i></p> <ul style="list-style-type: none"> <li>❖ Formal aspects do not cover all the activities in bureaucracies</li> <li>❖ What actually goes on influenced by contacts and procedures</li> </ul> <p><i>B Goal Theory</i></p> <ul style="list-style-type: none"> <li>❖ Organisations needs goals to keep them focused on purpose</li> <li>❖ Individuals have own goals that clash with organisations</li> </ul> <p><i>C Iron Law of Oligarchy</i></p> <ul style="list-style-type: none"> <li>❖ All organisations end up non-democratic and elitist - Michels                     <ul style="list-style-type: none"> <li>❖ Interest of leaders always win</li> <li>❖ Challenged by existence of long term democratic organisations</li> </ul> </li> </ul> <p><i>D Total Institutions</i></p> <ul style="list-style-type: none"> <li>❖ Organisations in which inmates spend all their lives                     <ul style="list-style-type: none"> <li>❖ Inmates dealt with in batches</li> </ul> </li> <li>❖ Focus on individual survival and techniques of adaptation</li> </ul> <p style="text-align: center;">Also interactionist here</p>		<p><b>Gouldner and Rules</b></p> <p>Stresses that individuals in structural positions always use rules. Thus, can be deployed in interests of individuals as well as organisations. Rules are thus double-edged sword – they protect individuals where subject to them, as well as control them e.g. the ‘work to rule’ where rules are designed for efficiency become inefficient if applied to the letter. Need to look at ‘situational rules’ which operate as ‘rules in use’ rather than official rules of organisation</p> <p><b>Ethnomethodologists and Bureaucracy</b></p> <p>Bureaucracy does not ‘really’ exist, but is an idea by participants in an organisation to ‘account’ for their actions. The concept acts as a justification for any course of action chosen by individuals in a bureaucracy. It thus only exists when called upon by participants to legitimate actions. The concept is used as a resource by inhabitants</p> <p><b>Total Institutions [Goffman]</b></p> <p>Individuals respond to incarceration in many different ways, such as situational withdrawal, rebellion, conversion, colonisation or ‘playing it cool’</p>	
↕		<b>MARXIST</b>	
<p>Weber developed a functional and formal theory of organisations. Bureaucracy was seen as the most efficient form of administration, because of its potential for organising individuals into a single unit to achieve goals. It provided a legitimate means because its powers were limited by rules</p>	<p><b>Ideal type of bureaucracy [Weber]</b></p> <ul style="list-style-type: none"> <li>*Hierarchy of paid officials</li> <li>*Roles limited by strict rules</li> <li>*Authority is based on office</li> <li>*Separation of official and personal</li> <li>*Constitutes a career for officials</li> <li>*Officials subject to discipline</li> <li>*Rules provide blueprint for action</li> </ul>	<p>The structure of organisations, the technology used and the way it is deployed are designed, not for maximum production of goods, but for control of the workers. This is whether [Braverman] uses Taylorist or work enrichment principles. This has been criticised by Marxist Braverman who argues workers work hard without coercion because ideology of profit making is accepted as normal and legitimate in capitalist societies. There is no need for strict control.</p>	
↕		↕	
<b>POST MODERNIST</b>		<p>Marxists suggest that, for Weber, the efficiency of bureaucracy be in controlling the actions of the lower levels, not the administration of things. The starting point of Marxist approaches is that control of people by those at the top is the prime aim of all organisations</p>	
<p><b>Developments in Weber's Theory</b></p> <p><i>E. Dysfunctional Bureaucracy</i></p> <p>Segregation of roles can lead to alienation of officials and loss of understanding of their place in the operation of an organisation. Rules designed for efficiency can become inefficient as circumstances change and they dysfunction</p> <p><i>F Organismic Organisations [Burns and Stalker]</i></p> <p>Bureaucracy best fitted for conditions of stability. New challenges created potential for disruption of efficiency</p> <p>Networks rather than hierarchies suited to conditions of change</p> <p>Contribution to problem solving more important than obeying rules</p> <p>Knowledge and power distributed amongst member, not concentrated at top of hierarchy</p> <p>Deals with change of a post-modern society, enabling niche production and meeting individual demand</p>		<p><b>Foucault's Disciplinary Society</b></p> <p>Focus on organisations in post-modern society is the body and its activity</p> <p>Control is achieved through surveillance of all</p> <p>Awareness of surveillance by society leads to self-surveillance</p> <p>Where individuals police their own actions whether being watched or not</p> <p>Computerisation of records allows for extension of surveillance in large organisations and social life generally</p> <ul style="list-style-type: none"> <li>✓ Details growth of many disciplinary techniques</li> <li>✓ Focus on Individual's body</li> <li>x Depends on a conspiracy type approach</li> </ul>	<p><b>McDonaldisation [Ritzer] Against Post-Modernism</b></p> <p>McDonald's fast food chain stands as exemplar for modernist living</p> <p>Consumers subject to strict rationalisation of product</p> <p>Products standardised, not customised and choice is limited if global</p> <p>Physical space used to control actions of customers in predictable ways</p> <ul style="list-style-type: none"> <li>✓ McDonald ideas spread widely and in global context</li> <li>✓ Driven by profit motive and advertising rather than customer</li> <li>x Understands importance of choice society</li> <li>x Overstresses impact of choice in society</li> </ul>

## RESOURCE SHEET:4.2

### Supervision Skills: [adapted from 'Training for Transformation' programme]

For those involved in developmental education processes supervision is not an inspection or a checking out of work done or not done. It is a process of helping workers to develop through a process of reflection and analysis. The role of the supervisor is to help the supervisee through this process.

*'A supervisor is a counsellor; someone who enables others to solve their problems and become self reliant'*

Key skills involved in the supervision process would include

- ❖ *Developing dialogue that facilitates problem – solving*
- ❖ *Being sensitive and empathetic to the individual in the supervisory process*
- ❖ *Being able to diagnose any problems that emerge*
- ❖ *Enabling people to develop solutions to their own problems*
- ❖ *Being able to challenge people in ways that are acceptable, non-threatening and constructive*
- ❖ *Being able to listen actively and creatively*

#### Framing questions in supervision

The use of questions in supervision will determine how the supervisee works through the problems identified in the

supervision process. The main purpose of questions is to facilitate a productive and constructive dialogue

Major purposes of questions and comments:

- ❖ *Indicate support for and interest in the supervisee*
- ❖ *Focus on important information*
- ❖ *Encourage in depth reflection and analysis*
- ❖ *Open up new areas for dialogue*
- ❖ *Clarify the workers position in relation to their clients*
- ❖ *Help the workers to evaluate without feeling defensive*
- ❖ *Enable the worker to make decisions and assess the consequences of their decisions*
- ❖ *Help to identify resources needed for particular programmes*

#### Does and Don'ts in Supervision:

**Do** – Use two way communication; make the process a joint exploration of the situation; be a good listener; try to take out any threat of the situation be non-judgemental; ask questions that are helpful and clarifying

**Don't** – Tell the supervisee what to do; show off your own knowledge; push your own particular view; interrupt or stop the supervisee from talking

## 4.2 Continued

### Supervision [Training for Transformation 1999]

#### Skills of a good supervisor:

1. Listening – *The first skill needed is the ability to listen carefully, picking out both positive aspects and problems of the situation*
2. Observation – *Besides listening it is important to be able to observe, i.e. the ability to pick up information about a situation from a range of non-verbal cues*
3. Empathy – *The supervisor needs to be able to identify with any problems as seen through the eyes of the worker*
4. Helpful questioning – *Sympathetic questioning should enable the worker to:*
  - ❖ *Identify any weaknesses in his/her work so far*
  - ❖ *Understand the causes of any problems*
  - ❖ *Think through the possible consequences of action he/she may take*
5. Encouragement – *The supervisor needs to build the confidence of the worker by affirming the positive aspects of work done and by helping them to recognise negative aspects for themselves and identify alternative ways of doing things*
6. Summarising – *The supervisor should be able to summarise the information he/she has picked up from the situation, identify the main problems and different possibilities*
7. Mutual Learning – *Supervisors who think they know all the answers are not helpful. A willingness to learn from the worker and the group, is important in creating a constructive spirit and environment*
8. Flexibility – *All work programmes need to be adapted to the needs of the community and the group. The supervisor needs to be flexible in order to encourage the flexibility and creativity of the worker. Creative workers are more effective than those who just copy what the trainers have done. An effective supervisor will encourage experimentation and its evaluation*
9. Timing – *Supervisors need a sense of timing i.e. when to encourage, when to challenge, when to ask a question, give a suggestion, give support*
10. Planning – *Supervisors need to plan their programmes of supervision, this will make them more effective as supervisors, but additionally will provide a role model for workers. Good planning by the supervisor can mean better planning by the worker*

## 4.2 Continued

### Some Problems in Supervision:

1. Reactions to Authority – *Because supervisors are often in a position of authority it is important not to abuse it. Misuse of authority can either undermine a worker's confidence or set up degrees of resistance to the supervisor's suggestions*
2. Workers Insecurity – *It is natural that most workers will feel insecure in many contexts of supervision, fear, criticism and having their personal mistakes pointed out*
3. Dependency – *Some workers become overdependent on their supervisors and want them to make all the important decisions. The supervisor needs to help workers become more autonomous by helping them to think through their own problems and make responsible decisions themselves*
4. Trying to Impress – *Supervisors are sometimes more concerned with showing off their own expertise and /or getting quick results rather than allowing the time to enable a worker to develop their own skills, confidence and expertise*
5. Conflicting Loyalties – *Supervisors' loyalties are often divided between their concern for a successful group activity, the targets and aims of the organisation and the development of the worker. The development of the worker is the most important of these as in the longer term this will give the most benefit to the group and the organisation*

### The Supervisors Role – Enabling Others to Grow:

*The role of the supervisor is not primarily to see that work gets done well, but to see that those doing the work are constantly growing in commitment and skill, so that they have motivation from within themselves to do the work as well as possible. Such internal motivation arises from:*

- ❖ *A strong identification with the goals of the work – This can be helped by shared goal setting and planning*
- ❖ *A clear understanding of their own role*
- ❖ *Confidence in their own ability to carry out this role*
- ❖ *Understanding of the roles of others*
- ❖ *Relationships which enable them to discuss successes and failures in an open supportive atmosphere*

**Successful supervision should ensure that a worker has all of these qualities**

## RESOURCE SHEET:4.3

Use the following checklist to carry out a health and safety check on a building used by young people:

Venue:  
Date:

### Entrance:

- Is it accessible to everyone?
- Is there a security light?

### Exists:

- Where are the fire exists?
- Are the fire exists unlocked and clear of obstructions?

### Fire:

- Is there a fire alarm?
- Where are the extinguishers?
- Do you know how to use an extinguisher?
- Where is the assembly point?

### Main Area:

- Are there any danger areas? E.g.
- Radiators
- Low windows
- Stages
- Stairs/steps
- Can chairs and tables be stacked away?

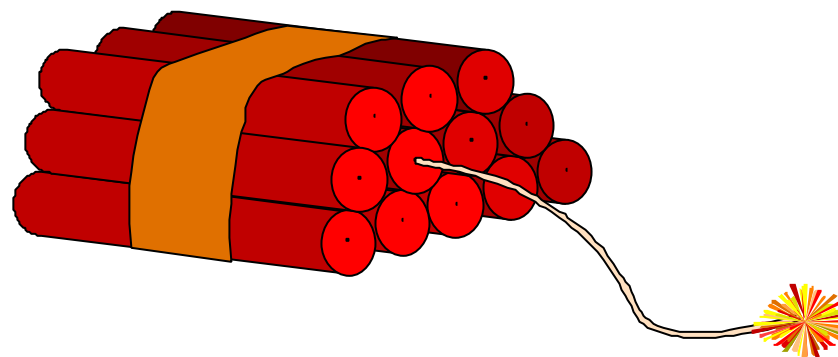
### Kitchen:

- How is the water heated?
- How hot is the tap water?
- Are there any hazards?

### Open Spaces:

- Where are the boundaries?
- Are there any no-go areas?
- Are there any major roads near the centre?

If you have carried out a safety check and you have concerns about any aspect of health and safety inform the appropriate person, e.g. caretaker, key holder, management committee or your line manager



[Adapted from: Training Opportunities – Guide Association]

## RESOURCE SHEET:4.5

### Managing Change:

**Change is intensively experienced at an individual level.** Hence organisational change needs to be viewed, in part, as a collection of individual feelings about change, the different meanings of change to individuals, individual responses to change and individual actions in relation to change

**Change is fundamental to development.** Poorly managed change, whether at an individual or organisational level, can stifle or strangle development. Well-managed change can lead to growth even where there is fear, anxiety and uncertainty

**Change is continuous although it can vary dramatically in scale and scope.** Low down on the Richter Change Scale [RCS] are the changes we make daily: moving a meeting; buying a different brand of cat food or starting a new activity. High up on the RCS are what we often describe as life changes – bereavement or illness, changing our job and having children. It is important to recognise both daily and life changes and be aware that we all have different and equally valid tolerance for change at all levels.

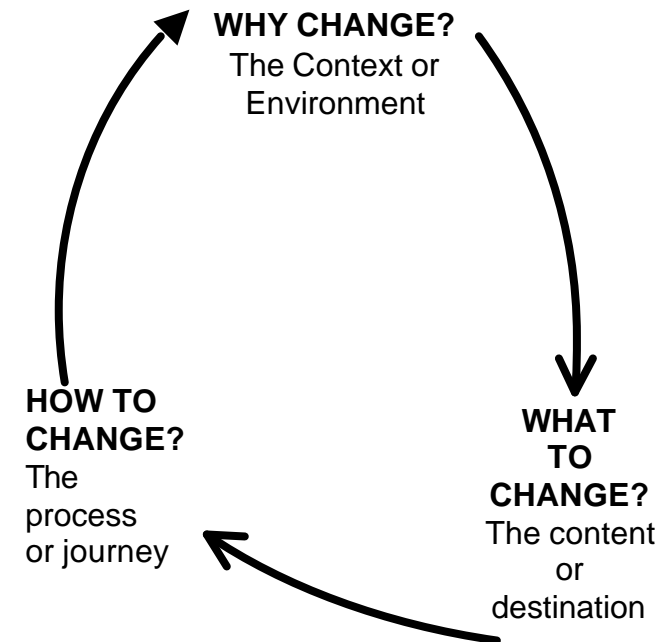
**Change is an interplay between factors that are internal and external to the individual or organisation.** Whether the source is external or internal, the process will need to take account of the inter-relationship between the external and the internal

**Change is about finding balance.** A balance between what is happening inside and outside of work. A balance between needing areas of comfort and living with some discomfort. A balance between maintenance of some activities and experiment with others.

**Change is paradoxical.** It is about both certainty and uncertainty, about order and mess, and about creativity and methodical task completion.

**Change is intimately linked to our values and culture.** The difference between reform and revolution is not simply one of scope; it is also related to how we view the 'world' our beliefs about what will improve it, and how this can be most appropriately achieved

In every change situation there are three questions to be asked and understood these questions are:



[Source - 'Rough Guide to Change' - Jenny Hyatt 1998]

## RESOURCE SHEET: 4.6

### Group Task

**You are a manager within a project.**

You believe that new staff within the organisation need to have an Induction Pack so that they are aware of roles, functions and expectations.

Discuss the following:

What would be contained within the Induction Pack?  
(i.e. What would someone new need to know?)

Cont'd

What format would the pack take? (i.e. what is the best way to give them this information?)

**Feedback to the larger group**

## **RESOURCE SHEET: 4.7**

### **Management of Conflict in Organisations**

#### **Where can conflicts arise?**

##### **➤ The Working Environment**

- Personalities
  - Hidden power struggles
  - Previous conflicts mishandled
  - Different belief systems
- Differences in way work is performed
- Matching priorities with the objectives
- Inappropriate procedures
- Inadequate resources (usually in relation to others)
- Little communication – lack of meetings
- Disproportionate workload

##### **➤ The Client Group**

- Poor relationship with organisation

##### **➤ Personal and Work Interface**

- No clear division



## Session 5

Youth Service values and principles

Individuals and Attitudes, linking this to the Youth Service

Range of ways of working with young people

Historical background

Tutorials [1/2 Hour Per Student]

### Learning Outcomes:

- Enable young people to explore and develop their values and self-respect
- Develop an understanding of the need to work with others in the planning and implementation of a programme

#### Resources for Session 5:

OHP's

Resource Sheets

5.1  
5.2  
5.3  
5.4  
5.5  
5.6  
5.7

Resource sheets to be photocopied for each participant

## **Tutor Notes:5.1**

### **Historical Developments**

#### **Video: 'Oliver'**

Use section from Oliver arriving in London and meeting Dodger, subsequently meeting the gang and being taught the tricks of the trade by Fagin. End the video at the point Fagin puts Oliver to bed. (20 minutes)

#### **Aim of the video**

To give an understanding of working lives just after the mid 1800s.

To have an understanding of how young people would be treated during this period and the support services (lack of) available to them.

To have an understanding of the lives of people especially the comparison of 'the haves' and 'have nots'

To explain the development of Youth Organisations before the First World War.

#### **Questions to be considered by the group while watching the video**

1. Name as many occupations as possible being shown during the song 'Consider yourself at Home'. What do you notice about these roles as compared to the present day?
2. What is the role of the Artful Dodger?
3. What is the role of Fagin?
4. How were the lives of young people different from today? What were some of the issues? What are some of the similarities to today?
5. What purpose does Bill Sykes serve even though he never appears in the clip?
6. Thinking about the whole story, what do you think Charles Dickens was trying to achieve through writing this book?
7. What changes (laws, policies, etc) have changed to improve life for young people?

### Feedback and Discussion at the end of the video

Additional questions to ask the group should include:

What happened to girls during this time? e.g. Domestic Service, the WorkHouse if they become pregnant, etc.

What influenced the development of youth organisations during this period?

### Notes for tutor

Please consider how Charles Dickens was making a social commentary on what was going on at the time and trying to influence change with people that matter. People would not have been fully aware of the poverty of the masses and how young people spent their lives. Books like these influence change within Parliament.

The Artful Dodger and Fagin are seen very much as role models. Dodger influences and encourages Oliver to come back with him. Discuss links with Outreach Work. Fagin 'educates' Oliver but makes the learning enjoyable at the same time. Even though skills portrayed by Oliver are very poor only positive aspects are reflected on. Link to role of youth worker.

Bill Sykes acts as a 'graduate of the academy'. He is the best and all the other boys look up to him, a goal to which they aspire.

Some of the issues faced by the boys are similar to today with alcohol and smoking being top. But consider employment and poor housing. Consider what may have happened to the girls.

Interestingly unemployment is high. Industrialisation had meant that people were moving into towns and cities in greater numbers and away from the land which could no longer sustain them. There are many examples of philanthropists supporting workers and families (e.g. Cadbury) but generally workers were badly treated. Work was people-intensive, dirty and badly paid. On the video the group would have seen jobs like Bottle Washer, Road Flattener, WasherWomen, Chimney Sweep, Policemen (Bow Street Runners, Bobbies: Explain!), Butchers, Bakers, etc, etc. Discuss the use of children as chimney sweeps.

Link all this to the development of Youth Organisations from YMCA to Girl Guides. What were these organisations trying to achieve? E.g. Christian angle and ensuring order (discipline?) is brought back into young lives.

## Resource Sheet:5.1

### Oliver Twist

**While watching the video 'Oliver' consider the following questions:**

1. Name as many occupations as possible being shown during the song 'Consider yourself at Home'. What do you notice about the roles as compared to the present day?
2. What is the role of the Artful Dodger?
3. What is the role of Fagin?
4. How were the lives of young people different from today? What were some of the issues? What are some of the similarities to today?
5. What purpose does Bill Sykes serve even though he never appears in the clip?
6. Thinking about the whole story, what do you think Charles Dickens was trying to achieve through writing this book?

## **RESOURCE SHEET:5.2**

### **Some Stated Aims of Youth Work**

#### **Early Boys Clubs:**

##### **The south Wales Federation of Miners Boys Clubs:**

*'The training of good citizens, this means a wide programme of activities involving culture as well as physical pursuits. Body, mind and soul should find their place in the clubs' aims. The ideas of service, comradeship and esprit-de-corps should be in the forefront. Our ideals must be high*

##### **Central Lads' Club – Huddersfield**

*'To give unprivileged boys the right start in life, surrounding them with a wholesome environment and to afford them an opportunity for social, moral and physical development'*

##### **Ancoats Lads' Club – Manchester**

*The advancement of Christ's kingdom amongst working lads'*

##### **Brighton Boys' Club**

*'Training the boys for self-government; the arousing of a desire for a fuller life; the growing of a desire for more knowledge; the counteracting of a somewhat individualistic point of view by co-operative endeavour; the interpretation of a religion which will meet a real need in the hearts of the boys . . . to train the boys for leadership and responsibility . . . the building up of god fearing and intelligent citizens*

##### **The Oldham Lads' Club Manchester**

*'To get lads away from the temptations that assail them in their leisure hours at night'*

##### **Salford Lads' Club**

*'To brighten young lives and make them good citizens'*

##### **Victoria Working Boys' Club – Whitechapel**

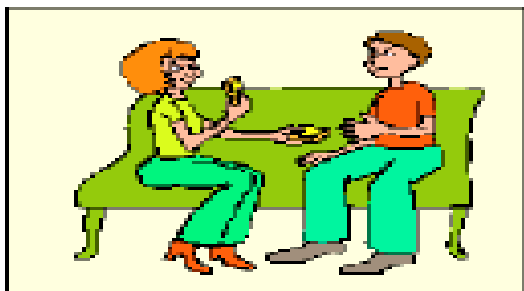
*'To promote the instruction; recreation and general welfare of lads and to help and advise them as occasion may require. The promotion of the habits of obedience, punctuality, respect and all that tends to true Christian manliness. The furtherance of Christ's Kingdom among the lads of Southport*

### **Current Voluntary Organisations:**

#### **The Scout Association**

*'To encourage the physical, mental and spiritual development of young people so that they may take a constructive place in society'*

## 5.2 Continued



### Woodcraft Folk

*'The Woodcraft Folk is a movement which unites children, young people and all who are young in spirit. It seeks to direct the energy and enthusiasm of youth towards the transformation of*

*our troubled society. It strives to educate its members in those principles of universal tolerance, equality and brotherhood, so necessary to the creation of a world where all may live in peace and co-operation'*

### National Association of Youth Clubs

*'To help young people especially, but not exclusively, through leisure time activities, so as to develop their physical, mental and spiritual capacities that they may grow to full maturity as individuals and members of society'*

### The Boys Brigade

*'The advancement of Christ's Kingdom among boys and the promotion of the habits of obedience; reverence; discipline; self respect and all that tends towards a true Christian manliness*



## RESOURCE SHEET:5.3

### Some nineteenth century thoughts on educating the working class!

*Giving education to the working classes would be bad for their morals and happiness. It would lead them to despise their lot in life instead of making them good servants for agriculture and other work to which their rank in society had destined them; instead of teaching them obedience it would make them difficult. It would enable them to read seditious pamphlets, vicious books and publications against Christianity.*

Davies Giddy MP 1807  
House of Commons

*I do not think it is any part of the duty of the government to prescribe what people should learn, except in the case of the poor, where time is so limited that we must fix upon a few elementary subjects to get anything done at all. The lower classes ought to be educated to discharge the duties cast upon them. They should also be educated that they may appreciate and defer to a higher cultivation when they meet it, and the higher classes ought to be educated in a very different manner, in order that they may exhibit to the lower classes that higher education to which, if it were shown to them, they would bow down and defer.*

Primary and Classical Education  
Robert Lowe 1867

*Upon the speedy provision of elementary education depends our industrial prosperity. Uneducated labourers are, for the most part, unskilled labourers, and if we leave our workfolk any longer unskilled they will become overmatched in the competition of the world.*

W E Forster 1870 Speech introducing the  
Education Bill

*When government interferes, it directs its efforts more to make people obedient and docile, than wise and happy. It desires to control the thoughts, and fashion even the minds of its subjects; and to give into its hands the power of educating the people, is the widest possible extension of that most pernicious practice which has so long desolated society, of allowing one or a few men to direct the actions and control the conduct of millions. Men had better be without education, than be educated by their rulers; for their education is but the mere breaking in of the steer to the yoke; the mere discipline of the hunting dog, which by dint of severity, is made to forego the strongest impulse of his nature, and instead of devouring his prey, to hasten with it to the feet of his master.*

Thomas Hodgskin 1823  
'Mechanics Magazine' 11 October.

### 5.3 Continued

*Some simpletons talk of knowledge making the working classes more obedient, more dutiful - better servants, better subjects and so on, which means making them more subservient slaves and more conducive to the wealth and gratification of idlers of all descriptions. But such knowledge is trash; the only knowledge which is of service to the working people is that which makes them more dissatisfied, and makes them worse slaves. This is the knowledge, which we shall give them.*

Bronterre O'Brien. Destructive  
7. 6. 1834.

*A people's education is safe only in a people's own hands.*

E Jones. People's Paper  
3.7.1852.

*The main end of the education system worked by the clergy seems to be to hinder the free development of the youthful mind and to produce a race of intellectual dwarfs . . . To do what they are bid, to think as they are taught, to believe what they are taught by clerical authority, to go to church without knowing why, to submit to government as it is without asking wherefore, to be reading and writing machines to subserve the purposes of the powerful and rich, more living copies of primer and prayer book - this is what our rising generation are to gain by the generous aid of the establishment.*

A. Miall. 1884  
B. Life of Edward Miall.

#### A. Some twentieth century 'echoes':

*I assumed that . . . most people who push for universal and compulsory schooling shared Jefferson's idea that through schooling a man might learn what he needed to know in order to understand the world about him, other men than himself, and what he must do to preserve his liberty and gain greater control of his own life in society. From what I have read. . . . I see that this was simply not true, not even close to true. The people who forced universal and compulsory schooling on humanity had a clear enough idea, but it was the very opposite of Jefferson's. They were all alike in seeing society as a . . . large, powerful, smoothly running machine, whose parts happen to be made of human beings, and they saw schools as the mechanism that would select and train and prepare people to be the part in which they could function most efficiently. There was never the slightest intention . . . to make men capable of shaping their own society, or to give them the idea that they could or ought to.*

*. . . . Man is for the state, and the function and business and duty of the schools is to prepare him to fit into and serve the state as efficiently as his nature and talents will allow. To talk about reforming schools to make them places where human freedom and growth will be paramount is a little like talking about redesigning a camel to make it into an effective bird.*

John Holt 1971  
Reformulations

## 5.3 Continued

*Once a man or woman has accepted the need for school, he or she is easy prey for other institutions. Once young people have allowed their imaginations to be formed by curricular instruction, they are conditioned to institutional planning of every sort. 'Instruction' smothers the horizon of their imaginations.*

Ivan Illich 1973 'Deschooling Society'  
Penguin.

*To produce the quality and choice that we expect in education, to improve our schools, we need to change the way we that we fund and manage them. Making the education service fully responsive to parental choice and student needs, with a direct financial relationship between provider and consumer, is the way to better standards, and a far better way than administrative tinkering and political exhortation.*

Stuart Sexton 1987  
'Our schools - a radical policy'.

*It is vital to Britain's economic recovery and standard of living that the performance of the manufacturing industry is improved and the whole range of government policies, including education, contribute as much as possible to improving industrial performance and thereby increasing the national wealth.*

James Callaghan 1976  
Ruskin College Lecture .

*As a country we need the effort and skill of all our people to compete and succeed. The sheer pace of change is adding to pressures. In today's job market, people have to constantly adapt - train and retrain - to stay ahead. Those who lack the skills to do so - those who, through lack of a basic education, are not even on the first rung of the training ladder - will become increasingly vulnerable.*

D Blunkett 1999  
'Tackling social exclusion' D.f.E.



## RESOURCE SHEET:5.4

This is how I see myself as a youth worker:

This is what I think is important about how I work with young people:

My main priorities in work with young people are:

I could develop these ideas in practice by:

This is how I see my partner as a Youth Worker

What my partner thinks is important about how he/she works with young people is:

My partner's main priorities in work with young people are:

My partner could develop these ideas in practice by:

### 5.4 Continued

After discussion my partner and I have agreed that the most important things about **how** we work with young people are:

Our agreed **priorities** in work with young people are:

We could develop these ideas in practice by:



## RESOURCE SHEET:5.5

### Youth Work Priorities

- ❖ Choose any three of the following as your key priorities in youth work
- ❖ Cross out any that you think are irrelevant
- ❖ Add to the list any statement that you think would be more relevant

#### The aim of working with young people is:

1. To improve social competence by helping young people to know and understand each other better
2. To help young people with their personal problems and difficulties
3. To help individuals cope with the issues they face in everyday life
4. To keep young people occupied by providing a suitable range of activities
5. To help young people be aware of how they can improve their own situation in, for example their school or neighbourhood
6. To help young people understand about the causes of poverty and unemployment
7. To provide a range of opportunities and experiences that will enhance their social lives
8. To provide structures and settings in which the group or individuals can help each other
9. To increase self awareness and confidence so young people can gain increased control over their lives

10. To provide stimulus and opportunities for young people to increase their knowledge of and discuss key political and moral issues
11. To help and encourage young people to work together to improve amenities for themselves and others in their communities
12. To complement the education system by providing facilities for difficult and disruptive pupils
13. To strengthen their relationships with and respect for, other members of their community
14. To help them challenge and question actions relating to them by those in authority
15. To encourage young people to participate in activity programmes organised for them by local authorities and other organisations
16. To encourage them to behave responsibly by providing them with opportunities to work with adults in an adult capacity
17. To make the youth worker increasingly redundant
18. To encourage and enable young people to develop skills and interests that will enhance their leisure time
19. To help them improve relationships and understanding between adults and young people
20. To provide opportunities for young people to develop awareness, understanding and decision making skills
21. To develop their understanding of the core values that underpin society
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_

## RESOURCE SHEET:5.6

General aims	Perceived problem	Mode of youth work	Main aim of work	Worker style
Social work	Group, family or personal problems	Help, counselling, therapy, guidance	Problem solving	Friendly social worker
Socialisation	Inability to relate to other groups in society. Lack of social skills and competence	Provide opportunities for social interaction Group work etc.	Develop self esteem, confidence and social competence	Social educator and facilitator
Recreation	Boredom lack of facilities. Inability use leisure time constructively	Leisure and activity provision for groups and individuals	Achievement of new skills and competence in leisure activities	Youth organiser Activity leader
Social change	Young people lack power and status, take no part in decision making	Community projects Encourage an active response to problems and issues	Political education, Involvement and the development of social awareness	" animator " - One who activates human resources
Education	Lack of knowledge Anti-school Attitudes, Disruptive behaviour	Provide alternative learning opportunities, "drop in" centres liaise with education personnel.	Improve knowledge base, raise awareness. Social inclusion	Informal educator
Social maintenance	No respect for authority, different values to adult world	Run an orderly club, introduce adult values, delegate some authority to senior members	Training useful members of society	Role model and representative of responsible society
Enfranchisement	Young people have no power, and become frustrated and apathetic	Involve young people in decision making, develop members control of club	Participation, Empowerment Conscientisation	Social developer and educator, Advocate for young people

## RESOURCE SHEET:5.7

### Emerging professional issues - Education v Social Work

'It has long been an integral part of the folk wisdom of the Youth Service that it is an organisation in a state of perpetual change - " Because young people use the service on a voluntary basis and can leave us when what we offer is no longer relevant, constant reappraisal will always be part of the agony of the youth service." According to such a model the Youth Service might be considered the very paradigm of flexibility ready to tack this way and that according to the changing demands of both clients and society alike.....The nature of the youth service in a rapidly changing society is such that its aims and methods do need reappraisal at intervals not longer than 4 or 5 years.

As a direct consequence of this belief the youth service abounds with documents, reports etc. on the future of the youth service, the role of the youth service and so forth. It is arguable that these tend to signify less a propensity for change and regeneration and more an uncertainty about the present; pipe dreams for the future which serve to obscure the absence of a coherent contemporary philosophy....  
formulating plans for the future is thus a safe and harmless way of generating self activity and professional kudos.'

'The Youth Service has been since 1870 and remains today primarily a leisure facility service, yet for reasons, one

suspects, of self image it defines itself as a service primarily engaged in providing informal social education. This entails a definition of education that is so all embracing, imprecise and conceptually loose that it can be used to justify almost any activity which the youth service chooses to offer its clients...Combined with such concepts as client self direction and non-judgmentalism, the initial educational stance tends to emerge as little more than a rationalisation and justification for the use of well tried techniques of social control developed to keep kids happy.'

*A J Jeffs. 'Young People & The Youth Service'  
R.K.P. 1979.*

' The question arises as to whether youth workers should work solely within the educational context, leaving the social problems to the social service departments, or whether, in addition to their primary role within the education service, they should be part of a team ... which would also meet needs outside the educational context. As its primary function it would continue to develop a wide range of activities for leisure time recreation and social education to meet the changing needs of those able to enjoy and benefit from the facilities offered. Secondly it would offer its particular skills and resources, along with those offered by other social services, to a co-operative and co-ordinated approach to the problems of the disadvantaged whether individual or general ...The two functions might be regarded as both complementary and disparate.

## 5.7 Continued

If the professional worker in the youth service is to function as an educator in his own right and as a member of a multi-disciplinary team.... It may be argued that his training should be such as to give him parity of professional opportunity with teachers and social workers. ... A possible pattern of training might be:

- B.Ed. with a substantial youth work option.
- Certificate of qualification in social work with a youth work oriented community work option.
- 2-year youth & community work courses with opportunity to convert to courses leading to B.Ed. or CQSW.
- A part time in-service route to youth and community worker status.

*Provision for Youth D.E.S. 1975.*

‘ Firstly the trust will provide services to help young people in trouble or at risk.... in order to meet the variety of needs of children it is essential that a variety of provision is made available. This range of provision can be seen as a continuum of care between conventional youth provision and removal of the young person from the community. Projects under consideration include day care, a neighbourhood delinquency scheme: befriending particular individuals with volunteer adults; and providing social skills training and social education.

All these projects will be guided by the concept of community involvement...young people will be encouraged to play a constructive part in the life of the community. The trust’s second area of work will be that of developing inter agency co-operation to help co-ordinate the work of the statutory and voluntary sectors.’

*Leicester action for youth trust 1980.*

‘ Adolescence is a critical stage in the transition from childhood to adulthood.

- Many young people are able to cope with this transition without undue difficulty. For them youth work can enrich their lives, broaden their experiences, provide challenging activities and generally complement the work of schools and colleges.
- Some young people find adolescence a period of confusion, frustration and uncertainty...youth workers respond to their needs by befriending, supporting, informing, advising and counselling them, and by advocating on their behalf.
- Where appropriate, youth workers will intervene in the lives of young people in order to divert them from developing behaviour patterns and lifestyles, which can harm themselves and others. This may include challenging anti-social or criminal behaviour, addressing health issues, and supporting young people who experience personal or relationship problems.



## 5.7 Continued

The Wales Youth Agency firmly believes that the youth service is an education service....

The Wales Youth Agency recommends that unitary authorities should locate their youth service in a department that has a responsibility for education.'



**Building the Future Wales Youth Agency  
(Undated c. 1994)**

## RESOURCE SHEET:5.8

### THE THOMPSON REPORT - “Experience and participation” (1982).

The Thompson report emphasised, as the title suggests the value of providing young people with worthwhile experiences but particularly it emphasised the value of the experience of participation in decision making on matters, which concern them

#### **A list of recommendations include the following:**

- “ At club or unit level, members should have a high degree of control over the programme and facilities.
- “ At both club and youth council level it is essential that the decisions and proposals of young people should be followed up.
- This depends on youth workers having the appropriate commitment, style and skills to encourage participation.

#### **Within the context of this overarching philosophy the report identified five ‘offerings’ the youth service should provide:**

- Association - a place to meet and be with friends a place for socialising and enjoyment.
- Activities - interesting and new things to do, opportunities for fresh experiences.

- Advice - in the widest sense, to include information, advice and personal counselling.
- Action in the community - All forms of community action taking place within the youth service.
- Access to life and vocational skills - the youth service has a vital role to play in all initiatives designed to mediate the transition from full time education to adult life.

#### **In addition to these routine offerings the report identified seven key challenges facing young people in the 1980’s:**

- The challenge of alienation
- The challenge of employment and unemployment
- The challenge of educational change
- The challenge of special community needs
- The challenge of a multicultural society
- Creating equal opportunities for girls and women
- Work with the handicapped. (*it was P.C. then!*)

Under each of these headings the report suggested appropriate forms of intervention for the youth service.

#### **Alienation -**

- By providing places where such young people can become involved in activities in an informal atmosphere.
- By offering young people personal counselling and intervention on their behalf.
- By providing constructive relationships with adults and other young people.

## 5.8 Continued

- By offering alienated young people alternative ways of putting over their point of view and enabling them to play an active part in altering their conditions.
- By representing young peoples' needs and interests to other services and negotiating appropriate referral arrangements.

### Employment and unemployment -

- Critically important that the youth service should participate fully in the planning, delivery and management of the new youth training scheme, and making inputs in the following areas:
  - Staff training and development.
  - Curriculum development.
  - Trained and experienced personnel.
  - Residential and outdoor pursuit centres.
  - Sponsoring and managing schemes.
  - Speaking as an advocate for young people and helping representatives of trainees themselves to make their views known.

### Educational change -

Young people at school, in F.E. or on Y.T.S. may well be involved in provision which has large elements in common with the youth service . . . . it makes sense that youth workers should be involved in planning curricula and programmes in

schools, and also that the facilities in schools should be open for use by the youth service.

### **Special community needs -**

(Particularly focused on inner city areas).

- The inclusion of work with young people within a community development response to the needs of a neighbourhood.
- The provision of project based work.
- The identification, training and support of leadership from within the local community.

### **Multicultural society -**

- The service needs to embrace the concept of cultural diversity as a positive gain in any society.
- The youth service should bring home to the public both the realities of racism and the ways in which it may be broken down.
- Young people themselves may be the next creators of a more equal and unprejudiced society.
- The service should adopt management practices that are appropriate to these aims. It should fully involve black communities in the process of policymaking and review, in curriculum development and in management structures at all levels. Adopt recruitment policies that would ensure a conspicuous presence of black workers within the service as a whole, not just in black areas nor in the lower echelons of the service.

## 5.8 Continued

### Equal opportunities for girls and women -

- The youth service curriculum should be committed to the eradication of sexist attitudes
- Expand detached and project based work with young women
- Training course should promote greater sensitivity to girls needs in general
- Correct the present imbalance between men and women in the full time worker and officer force. The service should be seen to be committed to equal status and opportunity
- Additional resources to implement the above should be made available

The handicapped -Integration is concerned with meeting for the handicapped basic needs felt by all people - relationships with and acceptance by the peer group, and participation in activities, groups and the community. Providing bodies in an area should resort to a variety of means, including both integrated and separate provision. In principle one would expect to find the same elements as those identified for youth provision generally. There is a need for awareness training and preparation at every level, this will normally mean allocating responsibility for this area to nominated officers.

### Exercise:

*Bearing in mind that the Thompson report is now twenty years old it is perhaps time to assess its impact and its relevance to young peoples needs in the twenty first century*

### *In small groups:*

- ❖ *Assess how far the challenges outlined above have been met in your own area and club or project*
- ❖ *Identify any new challenges that face young people today*
- ❖ *Suggest ways in which the youth service could respond to these new challenges*
- ❖ *Produce a coherent programme for your centre to address any one of the challenges you have identified*



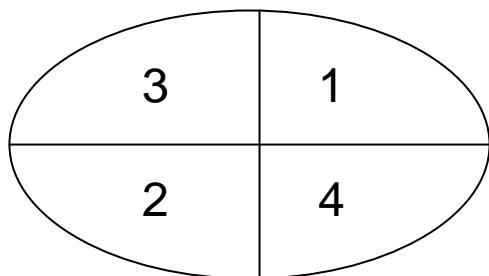
# Game:5.1

## Assessment Log

Try to think of some of the influences taking place during each of the periods e.g. the role of young people, types of employment, services available, social conditions, politics, royal influences, major events, important developments, etc

How to play: Use one coin as a marker. The first person spins the pen and moves the number of spaces indicated. S/he must then try to think of one thing happening during those years (score 2 points) others in the group then have a chance to suggest an event (score 1 point). The next person then plays using the same marker. Carry on until you reach the end then total the points.

START	1700-1800	1800-1849	1850-1899	1900-1910	1911-1920	1700-1800	1800-1849	1850-1899
								1900-1910
1850-1899	1911-1920	1900-1910	1921-1930	1850-1899	1800-1849	1700-1800	1921-1930	1911-1920
1931-1939								
1911-1920	1921-1930	1931-1939	1921-1930	1931-1939	1921-1930	1931-1939	1911-1920	1931-1939
								END



## **RESOURCE SHEET:5.9**

### **Trends in the Development of Youth Culture**

<b>Era</b>	Comment on development as to lives of young people, clothes style, music, etc
1940 – 1949	
1950 – 1959	

Practitioner Training Qualifying Course

1960 – 1969	
1970 – 1979	
1980 – 1989	

## **OHP 5.1**

**A qualified worker should understand and acknowledge the need to:**

- respect individuals
  
- respect and value the pluralistic culture of society
  
- confront inequality and discrimination
  
- recognise the influence of the worker and her / his values
  
- recognise self and others as changing beings



## Session 6

- Community**
- What is it?
  - What it means?

### Undertaking a survey and its importance

- changing patterns
- social needs

### Community and family

- Dominant values
- cultural aspects

### Learning Outcomes:

- Examine and reflect upon the diversity of other people's experiences [C4]
- Assess the needs of individuals and make appropriate responses [C5]

#### Resources for Session 6:

##### OHP's

##### Resource Sheets

- 6.1
- 6.2
- 6.3
- 6.4
- 6.5

Resource sheets to be photocopied for each participant

## **OHP 6.1**

### **Outline Community Profile**

“There is a long tradition of community studies in sociology. These are usually based on particular localities and their main aim is to describe the values, relationships and lifestyles of the people living there. They are especially useful for capturing the totality or ‘wholeness’ of social experience. Even when the study is primarily interested in one sphere (e.g. housing or family) it usually tries to set this within the wider round of life in the surrounding locality.”

[Taylor et al 1995 *Sociology in Focus*]

“Some sociologists scoff at the idea that real communities still exist in Britain. They refer to the ‘eclipse’ or ‘loss’ of community and suggest that the close knit communities of the past have largely disappeared.”

“Community refers to a set of social relationships, a shared territory and communion”

[Taylor et al, 1995 *Sociology in Focus*]

## RESOURCE SHEET:6.1

### Communities:

#### *Characteristics of our communities:*

Knowing neighbours and local people: Community institutions –schools, churches, shops, pubs, clubs and community centres; coffee mornings; Mother and Toddler Groups; 'community spirit' – shared values, support networks; Language, dialect and accent; Families – extended family structures; peer and friendship groups

#### *Significant aspects of culture:*

Close knit, sense of belonging; Friendly: Respect for each other; Shared sense of humour; National identity and pride; Enjoyment and social events – singing, partying, drinking; Chatty and outgoing; Traditions – wakes, rugby culture, Sunday lunch with family.

Macho males; Aggressive physical culture; Domestic violence: Bullying; Materialism

]

#### *Changes in Community:*

Less community spirit; Breakdown in communication; More working mothers; More out migration; Decline in religious values; Lack of respect: Decline of extended family;

Growth in crime and drug use, youth annoyance and anti social behaviour. Improved facilities; Re-emergence of community spirit; Improved quality of housing; Increased car ownership; environmental improvements; new technologies.

#### *Effects of Changes:*

More young people using drugs and alcohol; Less contact with neighbours; Worries about child protection; Decline of traditional institutions – clubs, churches, chapels etc: Pressure on parents – materialism, designer goods etc; Changing methods of policing – more detached/remote from the community, but more involvement in schemes like 'communities first'; More commuting to work:

#### *Changes Brought About By:*

Different employment patterns; Decline of traditional industries; New housing developments; Changing values in wider society; Influence of media: technological change; Relocation of employment opportunities



## 6.1 Continued

### Communities and Change:

1. How would you describe your community today?

#### Think in terms of:

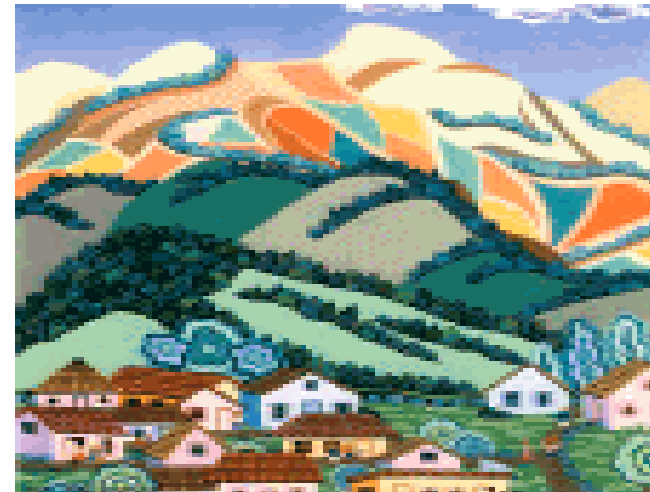
Size; shared purpose; shared values; shared interests; types of contact between members; how well do people know each other; do people support each other; is there a sense of 'belonging'.

2. Has the community or sense of community changed over the last twenty years? If it has list the ways you think it has changed.
3. If you have identified changes what reasons would you give? Think about social; economic; political and personal factors.
4. What factors do you think help to create a sense of community?
5. What factors do you think work to disrupt a sense of community?

*In the light of your responses to the questions think about the role of the youth worker and the community worker and the youth and community service.*

*Is our role to preserve a sense of community, recreate a sense of community, or to help communities cope with change?*

Identify and list a range of intervention strategies that might be utilised by workers to achieve all or any of these goals.



## RESOURCE SHEET:6.2

### BRADSHAW'S TAXONOMY OF SOCIAL NEED

#### Problem:

There is no clearly identified or generally accepted definition of social need in terms of social welfare provision, this is compounded by the debate about entitlement to social welfare provision, i.e. whether provision should be universal (like family allowance) or residual (need has to be clearly demonstrated by a mechanism like the means test).

This problem is more complex when it comes to assessing needs other than cash benefits for individuals, e.g. needs like housing, community provision, youth provision etc. Bradshaw attempts to resolve the problem by identifying a variety of categories of need and by using the different categories in conjunction with each other develop a system for prioritising and identifying real need.

#### Four Basic Categories of Social Need:

- Normative need - Based on an 'expert' definition of need based on an accepted standard or norm. Essentially this is a 'relative' concept of need based on what is seen as an acceptable level of provision in relation to universal, or officially defined, standards. E.g. National minimum wage, minimum housing needs for a family etc.

- Felt need - What people feel they need in order to meet their basic requirements. Individuals or groups may articulate this if they are asked, for example in an interview or a social survey.
- The problem with identifying need in this way is that it can be very subjective and also affected by what people are asked and may also be distorted by unrealistic expectations or ignorance of what may or may not be available.
- Expressed need - This is very similar to a felt need, and in most cases is a felt need that is actively expressed, for example by petitioning, demonstrating or lobbying. The potential problems here are the same as those identified for felt needs, but also they may be influenced by small but powerful pressure groups. For example campaigns to save small schools, or the development of vigilante groups.
- Comparative need - Based on comparison of similar groups where provision is inconsistent, this can be used as a guide to assess eligibility for service provision. Some areas may have similar problems, e.g. long term unemployment, young people causing problems, but very different levels of provision due to the influence of local councillors, pressure groups etc. which leads people to feel they have been unfairly discriminated against.

## 6.2 Continued

Bradshaw's fundamental argument is that social policy makers need to recognise the different categories of need and take them all into account when the need for service provision is assessed.

*"This taxonomy may provide a way forward in an area where precise thinking is needed for both theoretical and practical reasons. Without some further classification much social policy must remain a matter of political hunches and academic guesswork . . . the taxonomy may help to clarify and make explicit what is being done when those concerned with social services are studying or planning to meet social need"*

Bradshaw J. *The Concept of Social Need*. In Fitzgerald M. *Welfare in Action* 1977

(R.K.P./ Open Univ. Press)

## RESOURCE SHEET:6.3

### Models for profiling communities.

#### *Training for Transformation:*

- Informal 'survey' - not a traditional survey - but a perceptive and sensitive listening exercise. In this approach the team listens primarily to unstructured and unrehearsed conversations in places where people are likely to talk freely amongst themselves, e.g. bars, cafes, shops, etc.
- Analysis of survey - what are key issues that people talk about, what is likely to motivate them.
- Further analysis would look at 6 'key areas' of life
  1. Are basic needs being met
  2. Social relationships in the community e.g. between young people and retired people, family patterns ordinary people and local politicians and public servants, parents and schools etc.
  3. Community decision making structures - how are people involved, are all people involved or a select, or self-selected, few. Who are the key players and formal and informal community leaders and spokespersons. Where do young people fit into these structures.

4. Education and socialisation - What skills, values, and ways of behaving are seen as acceptable in the community.
5. Recreation - What types of recreation are available, who takes them up, are young people catered for or excluded, what types of recreation to people create for themselves.
6. Beliefs and values - what are the key ideologies and values that inform life in the community, what is important for people in the community.

#### *Rethinking youth social work - The Scan function:*

- SCAN - Services in the Community for the Assessment of Need - The young person's environment is the starting point and all professional activity moves outward from a genuine assessment of need.
- Four key functions are identified:
  1. Help or facilitate young people to identify needs - not bound by any agency definition of need, but remaining open to young people's own understanding of what their needs and problems are.
  2. Identify local patterns of need - Focus on the neighbourhood as a whole and not be confined to individuals, assess the area's needs and evaluate and monitor the quality and relevance of existing services.

## 6.3 Continued

3. Helping young people to gain access - It is necessary to have a wide knowledge of services and facilities that could be accessed by young people and other resources in the community, which could be tapped.

4. Influence policies on local provision - It is not enough to be able to draw a picture of the present and future needs of young people, to secure the right kind of help, to identify gaps and inadequacies in current provision. Something more is required that involves developing the power to influence practice and policy in agencies that have the means to remedy any of the identified weaknesses.

### ***Skills in Neighbourhood work:***

This approach identifies 6 key areas that neighbourhood workers need to be familiar with:

- History - Issues and problems of an area are connected to people, organisations and events in the past. To understand neighbourhood issues adequately they must be located in a historical perspective.

- Environment - Important because it will inevitably contain many of the problems and issues which concern the local community, it provides the context in which people go about their work and leisure, and as such may be an important determinant of their relationships with each other.
- The residents - Data on the people who live in a neighbourhood will enable the worker to understand the nature of the community, and will also enable the worker to identify sites of disadvantage etc.
- Organisations - A knowledge of the organisations that exert an influence on any community is crucial and would include information on the following categories of organisation:
  1. Local and central government services.
  2. Those involved in the economic activities of the area.
  3. Religious organisations
  4. Interest and leisure associations.
  5. Voluntary organisations that deliver services.
- Communications - It is important for a worker to know how information, news and ideas are disseminated in an area and in particular the most effective ways, both formal and informal for disseminating information.

Power and leadership - To include, for example, local business organisations, elected and administrative politics, community politics.

## RESOURCE SHEET:6.4

### Community Profiling Exercise:

#### Learning outcomes relating to 'community':

#### Students will be able to:

- ❖ Describe developing patterns of 'community' in contemporary society.
- ❖ Assess the emergence of particular social characteristics within communities.
- ❖ Identify those forces and influences in society, which shape people's lives and their communities.
- ❖ Understand social divisions and how these affect the culture and nature of communities.

#### With these learning outcomes in mind:

- Consider your own communities and try to list as many characteristics as you can that make it a 'community'.
- What aspects of its culture i.e. way of life, values and attitudes can you identify as being significant in that community.

- What changes, if any, have you experienced in your community during your lifetime, what effects have these changes had on your community.
- What were the key factors that brought about any such changes.
- If you were producing a profile of your community to explain it to a stranger what factors would you see as significant.
- What resources would you see as useful in drawing up such a profile.

#### Looking at your responses to the above exercise:

- What are the key characteristics of a community
- Try to produce a definition of the word 'community'.
- How significant is knowledge of community to a youth and community worker.



## RESOURCE SHEET:6.5

### Streetwise Project - Community Profiling

What do we need to know to work on our 'patch'?

#### Statistical Information – To Include:

- ❖ *Population Breakdown*
- ❖ *Employment/Unemployment*
- ❖ *Age Ranges*
- ❖ *Young Parents*
- ❖ *Leisure Activities*
- ❖ *Population Changes [Inward and Outward Migration]*
- ❖ *Police Statistics e.g. vandalism, crime rates, drug usage etc.*
- ❖ *Language Issues*
- ❖ *Deprivation Levels*

#### Statistical Sources:

##### National Census provides data at a variety of levels:

*U.K level; National level [Wales]; Unitary Authority level; electoral ward level; [These are usually available in published format and located in libraries] Small area or enumeration district statistics - Give a detailed picture of neighbourhoods.*

*[Available from local planning offices usually in computer print-out format]*

#### Deprivation Indicators:

*Nationally recognised deprivation indicators [useful for funding applications] include the following statistical categories:*

*Public or privately rented housing; Households with no car; Households that lack or share amenities; Overcrowded households; Unemployment levels; Numbers of people with a limiting long term illness; Number of 16/17 year olds not in education, employment or training; Number of lone parent households; Households with children but no earners.*

High scores in any or all of these categories are seen as indicating high levels of deprivation – the use of small area statistics enables the researcher to identify pockets of deprivation within local authorities and provides good evidence for targeted intervention

## 6.5 Continued

### ***Other useful information would include:***

Local history, particularly socio-economic factors; Local transport facilities and networks [frequency and cost]; Perceptions of the area by other agencies e.g. the media, welfare organisations, the police etc; Social class breakdown; Community groups and organisations; Schools, colleges etc.- performance tables; Meeting places in the community - Churches, chapels, public houses, social clubs, community centres, leisure facilities etc.

### ***A community profile would include:***

Outline history; Local landmarks, services and facilities; Demography [population structure]; Employment patterns and training opportunities; Leisure facilities; Income levels;

### ***Using resources such as:***

Public libraries; Internet – e.g. Local authority web sites; Photographic evidence; Local peoples knowledge; Tourist information centres; Local newspapers; Statistics from a range of sources – census, surveys, crime statistics etc.

*A community could be defined as an area where people live, feel at home and secure, with a sense of affiliation and belonging. Characterised by a sense of identity derived from shared values and culture and knowledge of each other as people.*

Most sociologists draw distinctions between rural and urban communities, rural communities being seen as close knit and intimate and urban communities being disparate and impersonal. Valley communities are difficult to categorize in this way as they were created by the industrial revolution, yet are predominately rural locations and tend to have a sense of identity and belonging that is usually attributed to rural communities.

The Rhondda in south Wales, for example, has the highest density of population in Wales but is made up of clearly identifiable communities with an intimate social fabric and a strong sense of identity and territoriality.





## Session 7

Creating a model programme

Different planning models

Range of evaluation methods

Risk assessment

Clarifying ownership

Undertake an activity using a planning model

### Learning Outcomes:

- Develop an understanding of the need to work with others in the planning and implementation of a programme [B3]
- Analyse the process of developing a plan in partnership with others to meet aims and objectives of the agreed project [B4]
- Examine the range of methods available for evaluating the success of the project [B6]
- Recognise the need to maintain appropriate evaluation and project records [B7]
- Assess the need of individuals and make appropriate responses [C5]

#### Resources for Session 7:

OHP's

Resource Sheets

7.1  
7.2

## **OHT: 7.1**

### **Planning a Programme**

Planning is important in youth work

WHY?

- **To check what you are doing is appropriate or worthwhile**
- **To find out if plans are feasible or practical**
- **To get everything properly organised**
- **To use staff and resources efficiently**
- **To evaluate and so gain from successes and failures**

HOW?

One model adopted is

**N A O M I E**

## RESOURCE SHEET:7.1

### PROGRAMME PLANNING

Effective Youth and Community work is contingent on utilising an appropriate planning strategy.

There are various planning models that are of use to the youth and community worker, the one thing they have in common is the notion of a systematic process with a clear starting point and a (hoped for) end result.

Two planning models are outlined below.

The N.A.O.M.I.E. Loop.

Stage 1 - Identification of **N**eed

Stage 2 - Identification of **A**im / Aims

Stage 3 - Clarification of **O**bjectives

Stage 4 - Deciding on the **M**ethod of delivery

Stage 5 - Carrying out the **I**mplementation of the programme

Stage 6 - Developing an **E**valuation strategy

The needs of any group, organisation, or individual should be identified using appropriate research techniques - these can range from discussing issues raised by the group to applying more sophisticated research techniques (see Resource Sheet 6.2 on Bradshaw's taxonomy of needs).

The Aims of any programme should reflect an appropriate response to the identified needs. Aims can be quite general statements of intent - e.g. 'To involve young people in community activities'; 'To develop young peoples' self confidence'.

*Aims should be consistent with the values and principles of the organisation, and reflect the Curriculum Statement for Wales.*

The Objectives of the programme are a specific set of tasks, activities and events which are directly related to the achievement of the aim / aims.

Objectives are best understood if they meet 'S.M.A.R.T.' criteria. They should be:

- Specific.
- Measurable.
- Achievable.
- Relevant.
- Timebound.

E.g. 'By the end of the first session the group will have agreed on a theme for a mural'

'By the end of the second session the group will have written letters to local paint suppliers.'

## 7.1 Continued

Objectives are very similar to ‘learning outcomes’, and can relate to areas such as:

Knowledge and information; social, physical and mental skills; action; attitudes, values and personal competence.

Methods should be appropriate for the activities necessary to achieve the objectives, and be congruent with youth work philosophy and practice, they should also be appropriate for the skill and knowledge levels of the group.

Implementation is essentially about delivering the programme, but may include consideration of resources, both human and physical, required for effective delivery, e.g. - money, materials, equipment, premises, skill and knowledge levels of participants etc.

Evaluation can take a variety of forms, but essentially should evaluate the outcomes of the programme against the original aims and objectives. Evaluation should evaluate the successes and failures of the programme and include an attempt to analyse the reasons for both and in this way lay the foundations for future good practice.

Training for Transformation - The Parabola Model.

Guiding Star \*

Implementation

Organisation		Operational doubt
Budget	Evaluation	Is it working well?
Programme		
Objectives		Priority doubt
Resources	Evaluation	Are our values and priorities right
Goal		Ethical doubt
Values		Are we doing the right thing
		New Dream

## 7.1 Continued

The parabola model is so called because it helps us to understand the life, growth and development of groups involved in projects.

*The different stages of the model*

### A Dream

Most new projects begin as a 'dream'. This may be a dream that is the product of an individual's vision of a new possibility that is shared and developed with others, or it may be the product of a group of people who have come together to think of ways to resolve a problem with their community or to find ways of meeting their community's needs. The vision in its entirety may be unattainable but should be seen as a 'guiding star' that gives a sense of direction to the project.

### Values

Every dream or vision will be underpinned by a set of shared values relating to individuals, groups and communities.

It is crucial that these underpinning values are made as explicit as possible, very often we assume certain values are understood and shared by everybody in a group. This is not always the case and it is important that the values of a project are clearly understood and accepted by all involved.

### Goals

To make a vision a reality it is important to set and agree clear goals, this can be done by agreeing a suitable time scale in which the project will have reached a certain situation or stage of development.

### Resources

We need to decide on what resources we need to reach our goals. This will usually involve accessing or developing a group of committed and trained people who will share the vision and values of the project. This group may consist of contracted and paid workers or consist of volunteers, in either case shared vision, role clarity and team relationships are paramount.

Other resources that are likely to be necessary would include money; materials; equipment and buildings.

### Objectives

Once a group knows the personnel and other resources that are available it is in a position to set realistic and achievable objectives which conform to the S.M.A.R.T. criteria.

## 7.1 Continued

### Budget

Priorities in allocating funds must reflect the agreed priorities of the group, and not the personal priorities of those in the group with most power, allocation of funds is the best indicator of the values informing the project.

### Organisation & Implementation

This involves deciding *who* will do *what*, *when* and *where*. Effective delegation of work tasks is crucial at this stage.

### The decline

It is likely that most projects however well planned and resourced will reach a stage where doubts creep in and enthusiasm wanes. It is therefore essential to stop from time to time to *reflect, analyse and evaluate*, to check on goals, roles, relationships and achievements and to deal honestly and openly with any doubts or difficulties that may have arisen. This may lead to a revision or re-evaluation of priorities and goals or to their reaffirmation.

*Some of the doubts that may arise are listed below:*

### Operational doubt

Usually this is the first level of doubt and raises issues such as - is the programme working well;

Is the organisation efficient; such problems are the easiest to deal with and their resolution should enable a project to continue its growth and development.

### Priority doubt

People may start to question whether the priorities are right - if a project is not living up to the original expectations then it is likely that some in the group will question the priorities originally set. It is important that space is given to reflect on and if necessary re-evaluate the original priorities and to recognise that experience gained during the life of a project may lead to the emergence of priorities that were not apparent at the initial planning stage.

### Ethical doubt

Most projects in youth and community work involve some type of intervention in peoples' lives, and as such may give rise to ethical doubts - *are we doing the right thing?; Is our intervention having the desired effect?* Such doubts are probably the most difficult to deal with, very often situations can change and previously agreed aims may no longer be relevant. The fundamental philosophical question here is do we have the right to change peoples' lives even though we think it may be for the better.

## RESOURCE SHEET:7.2

### ACTION PLAN

### PROGRAMME PLANNING

## A Systematic Approach to Planning

Getting your ideas converted into action needs a process, i.e. planning. The process, and resulting action, can be made easier if you are systematic about it. A systematic approach provides a method, which enables you to:

- check what you are doing is worthwhile/appropriate
- find out which plans are feasible/practical
- get everything properly organised
- use staff and resources effectively and efficiently; and
- evaluate and gain from successes and failures

At first this approach may seem time-consuming but because your action will be more effective you will save time and energy in the long run.

#### 1. What is the NEED?

- of the young person
- of the group/club
- of the staff
- of the organisation

#### 2. What do I AIM to do about this?

- What progress do I want to make? Why?
- What exactly do I want to do? Why?

#### 3. What OBJECTIVES can be set?

- What will others be able to do as a result of this action?
- How will success be measured?
- What exactly will be the end result?
- What time-scale applies?
- What standards will denote success?

#### 4. What is the best METHOD in this case?

- Should I work with individuals, pairs, single-sex groups, and adults?
- What activity is most appropriate
- What resources do I have/need?
- How much time do I have?

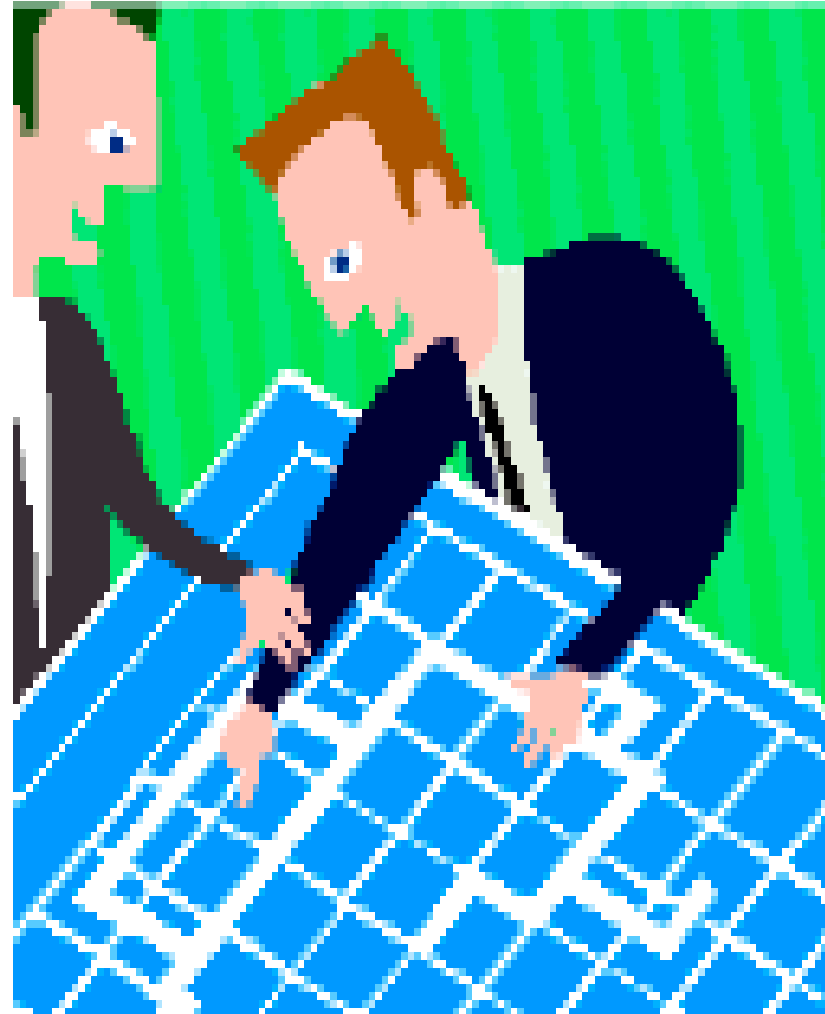
## 7.2 Continued

5. How do I IMPLEMENT the plan?

- Get on with it!

6. How do I EVALUATE the plan?

- What went well?
- What difficulties occurred?
- What will I do differently next time?
- Were the objectives met?
- What new need(s) exist?



# RESOURCE SHEET: 7.3a

## Risk Assessment Form

Name _____
Activity _____
Individuals Affecting _____

Hazard	Possible Harm	Risk	Precautions

# RESOURCE SHEET: 7.3b

## Risk Assessment Form

Name _____ <i>Any Person</i>
Activity _____ <i>Using the Building</i>
Individuals Affecting _____ <i>All users and staff</i>

Hazard	Possible Harm	Risk	Precautions
<b>Carpet Tiles</b>	<b>Tripping</b>	<b>M</b>	<b>Remove loose tiles</b>
<b>Stacked Chairs</b>	<b>Falling on people</b>	<b>H</b>	<b>Cordon off</b>
<b>Trailing wires in office</b>	<b>Tripping</b>	<b>M</b>	<b>Make users of office aware of danger</b>
<b>Hanging electrical cables</b>	<b>Electrocution and death</b>	<b>H</b>	<b>Close centre for immediate repairs</b>



## Session 8

Planning Exercise

Organisation needs and issues

Young people involvement

External factors

Ethical issues [practical scenarios]

Tutorials [½ Hour per Student] to take place before the next session

### Learning Outcomes:

- Develop an understanding of the need to work with others in the planning and implementation of a programme
- Analyse the process of developing a plan in partnership with others to meet aims and objectives of the agreed project
- Recognise the need to identify key tasks including developing a project schedule and costs
- Examine the range of methods available for evaluating the success of the project
- Recognise the need to maintain appropriate evaluation and project records

#### Resources for Session 8:

##### OHP's

8.1

##### Resource Sheets

8.1

8.2

Resource sheets to be photocopied for each participant

## RESOURCE SHEET:8.1

### Youth Work Simulation Exercise

As a team of workers at the centre described below you are meeting to plan an outline programme for the year commencing in January 2004

In the process of planning bear in mind the following:

- ❖ *The priorities in youth work the group have already identified in class discussion*
- ❖ *The ways of working with young people as identified by the group*
- ❖ *The curriculum statement of Wales*
- ❖ *Recent government policies on social exclusion, and the increasing development of inter-agency working*
- ❖ *Any constraints that may limit the scope of your plans and actions*
- ❖ *The needs you have identified for the community in which you are working*
- ❖ *County policy*

#### Write up and feedback to the group:

- ❖ A list of your identified priorities
- ❖ A list of the constraints that may operate in this centre

- ❖ A description of how you would implement your priorities and how you would overcome or minimise the effects of the constraints you have identified
- ❖ An outline of your programme

#### Details of Centre:

##### Staffing:

One full time qualified worker working ten sessions per week:  
Four part time workers, working five sessions per week each – two are experienced and have completed a part time foundation training programme, the others have been at the centre for a year. They are not sure about undertaking the training programme, partly through a lack of confidence and partly because it takes place at weekends. Two activity instructors are brought in at £12.00. per hour for two evenings a week for weight training and Duke of Edinburgh Award Scheme [D of E]

##### Building:

A converted junior school, the fabric of the building is generally sound but the décor is showing wear and tear, giving a generally shabby experience both inside and out. See attached plan for layout.

## 8.1 Continued

### Resources and Equipment:

Snooker table, pool table, Weight training equipment, and kitchen with a domestic sized cooker, fridge and a stock of cutlery and crockery. Table tennis table [slightly damaged] Disco deck, amplifier and speakers [one broken] Television [defective and will only receive BBC 2] There are some badly worn easy chairs in the lounge area and tables and seating for 20 in the kitchen/coffee bar area.

### Location:

In a valleys town, population approximately 21,000. Traditional employment patterns have been replaced by a variety of light industries on the local industrial estate. Male unemployment is currently 10% with a higher incidence in the 16-22 and 55+ age ranges. There are some employment opportunities for females, but mainly in the low paid, unskilled sector on the industrial estate.

There is an increasing incidence of young single parents in the area with some of school age; the proportion of the population who have retired is extremely high [approximately 30%]. There is a growing concern in the area about drug use among young people, many of whose parents have a history of drug abuse and long term unemployment.

There is evidence in the locality of vandalism and graffiti and a rising problem of car theft and 'joy riding'.

### Finance:

After running costs and staff salaries have been met a budget of £3,000 is available from the local authority.

### Traditions and Attitudes:

The centre has in the past, been seen primarily as a youth club and has tended to cater for the young males, although 30% of the membership is female and have tended to take a passive role in terms of activities. In the past a pensioners luncheon club has been instituted, this takes place once a week from 12-30.p.m. to 3.00.p.m. on Mondays and is self-financing.

### Management Committee:

The committee meets four times a year and consists of 2 JP's, the local county councillor, The Deputy Head of the local comprehensive school, the police Juvenile Liaison Officer and the local vicar. They are generally supportive of the full time worker but are concerned about the increasing social problems in the area.

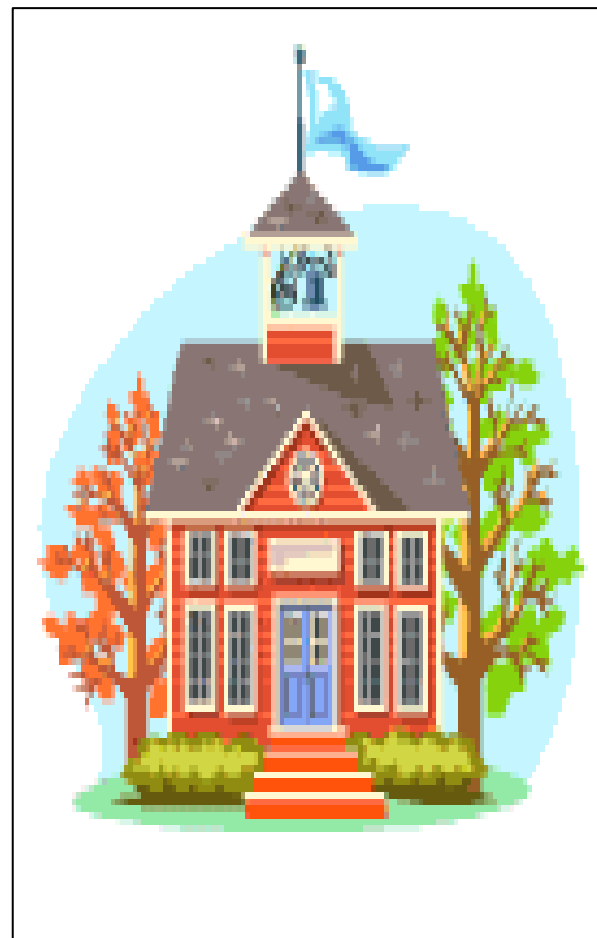
## 8.1 Continued

### County Policy:

The county has recently issued a policy statement that indicates a commitment to equal opportunities and increased participation of users in the affairs of the centres [this follows a critical report from ESTYN] This statement has had a mixed reception from staff within the county. The county has a policy that certain physical activities can only take place when a qualified instructor is present. A significant proportion of people in the area are seen as being socially excluded and the county's policy makers are mindful of, but not overly enthusiastic about the government's 'social inclusion' agenda, except where it may provide a source of income. There is a county wide 'In Service' training programme for part time workers that takes place on six weekends a year.

### Users:

With the exception of the pensioners luncheon club the majority of the users are young people of school age, predominately working class and male. Usage is mainly in the evening, although a small of unemployed young people have taken to using the centre in the daytime, mainly playing pool and snooker. The local school has enquired about using the centre for alternative education programmes and has offered to pay for usage.



## RESOURCE SHEET:8.2a

### Evaluation and Monitoring

**This enables an organisation to assess how well it is achieving what it has set out to do. This is done by using:**

- **Performance Indicators**  
Any measures which enable the organisation to monitor its work e.g. number of people attending
- **Performance Targets**  
Setting the minimum expectation. Targets should be achievable but should improve on previous performance e.g. deal with 100 clients
- **Bench Marking**  
**Targets set against agreed national or local measures and measures progress accordingly.**  
**An organisation could 'bench mark' its achievements against that of another similar organisations**

### Why Evaluate?

- **For yourself**
- **To improve work with the client group**

- **Funders**
- **For management committees**

### What do you measure?

- **Quality and Quantity**
- **Best Value – Cost effective service**
- **Inputs versus Outputs**
- **Best way to do the job**

### How do we evaluate?

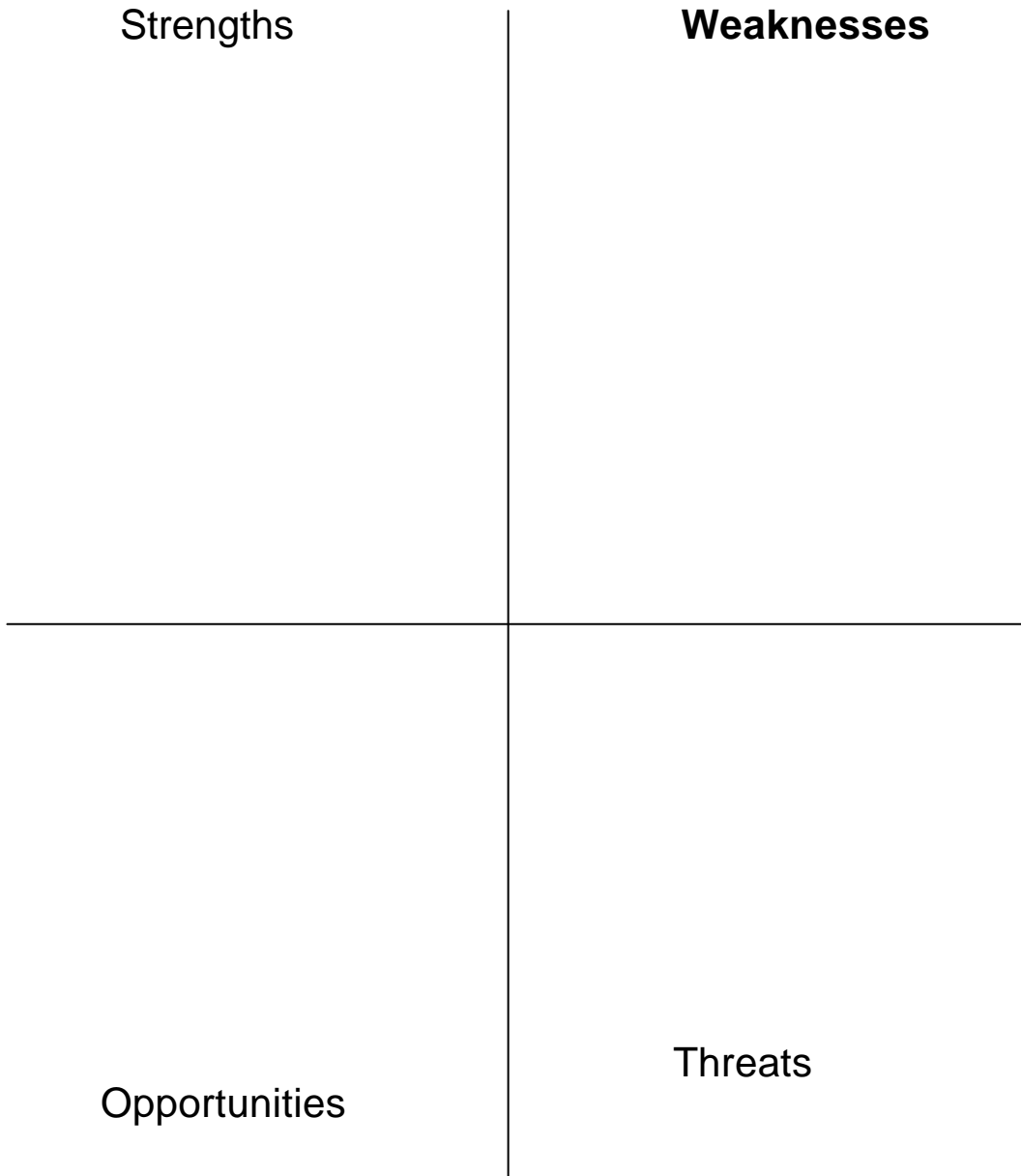
- **Internally**
- **Externally**
- **Informal**
- **Formal**

### Important Factors

- **Always complete a project review which involves everyone e.g. staff, volunteers, clients**
- **Always action what the evaluation shows**
- **The successes should be evaluated as well!**

## **RESOURCE SHEET:8.2b**

### SWOT Analysis



## **RESOURCE SHEET:8.3**

HAVE YOU EVER.....?

In small groups discuss some of the times where you have been involved in these situations.

REMEMBER:

You have a right not to respond without giving a reason

Be clear if your response should be kept as part of the small group only

HAVE YOU EVER .....

**Been stopped by the Police.?**

HAVE YOU EVER .....

**Told a lie?**

HAVE YOU EVER .....

**Said you were sick and you weren't?**

HAVE YOU EVER .....

**Got so drunk you can't remember anything?**

HAVE YOU EVER .....

**Done something illegal?**

HAVE YOU EVER .....

**Had too much change and not said?**

HAVE YOU EVER .....

**Lied about your age?**

HAVE YOU EVER .....

**Forgotten something very important?**

HAVE YOU EVER .....

**Taken something from work?**

## **RESOURCE SHEET:8.4**

### **Youth Work Ethical Issues**

In small groups look at the following scenarios then feedback to the main group

#### **Scene 1**

Youth workers go away with a group of 16 and 17-year-old young people for a team building session in a residential centre. No alcohol is allowed on the premises. The youth workers and young people bring alcohol into the centre, consume it together before going quietly off to bed.

What are the wider issues?

What if damage was caused, would this make a difference?

#### **Scene 2**

A 13-year-old young person asks for a cigarette. As you believe it would quieten him down, you give him one, which he smokes.

What are the wider issues?

Would you have any parental responsibilities?

What if the reason for giving the cigarette was so he would consider you a friend?

#### **Scene 3**

You are given funding to work directly with disabled young people. You know the money won't be used exclusively in this way but you desperately need the money to maintain the work with the socially deprived young people who are currently involved with the project.

Is it right to take the money? Why?

Resource sheet 8.4cont'd

#### **Scene 4**

You are about to take a group away for a weekend. One young person you perceive as disruptive to the rest of the group, so you turn him down. Even though he has made a written request to attend the weekend, you tell him that all the places are now filled.

Should you have lied to the young person? Why?

#### **Scene 5**

A young person tells you an adult has physically abused them. They ask you to retain confidentiality in this matter. You decide to tell no one.

Is this action correct? Why?

#### **Scene 6**

You are in a pub and you notice some young people from the club you work at having a drink in the corner. The oldest of the group is 15 years old. You do nothing.

Is the action appropriate? Why?

(What if one drunken young person gets knocked over that night?)

## **RESOURCE SHEET:8.5**

### **Ethical Role Plays**

Undertake as role plays or wider discussion groups

#### **Role Play 1**

The angry father of a young person arrives one evening at a youth club demanding to know if his son is there. The worker(s) know the young person is in the TV room, having arrived earlier with a bloody nose, saying he had run away from his father who was beating him up.

1. Play the scene to resolve the situation
2. Are there wider issues to the solution?

#### **Role Play 2**

A colleague is going out with a young woman of 18 who they initially met while working with her and her friends on the project. She is still involved as a 'client' at the project.

1. Act out a meeting with this colleague
2. Is there anything wrong with the relationship? Why?

#### **Role Play 3**

You are working in a very deprived community where the unemployment rate amongst males is 50%. Those who are in work are earning well below the national minimum wage. Your pay as a worker is well above the average.

1. Act out a community meeting where the matter is being raised
2. Should you ask for a pay cut?

#### **Role Play 4**

Young people at the Nefacwmbach Youth Project pay for their drinks and the tuck shop manages to make a small profit. As a perk for all their hard work the worker in-charge allows staff to have free drinks.

1. Play out a scene at a meeting where the young people have challenged this situation
2. Is there anything wrong with this? Why?



## Sessions 9 and 10

Group Work

Working with groups – Leadership Styles –  
Use Session 8 to draw on perspectives

Communication

Conducive Learning Outcomes

### Learning Outcomes:

Recognise the need to create a climate conducive to learning in groups [A3]  
Distinguish the skills and knowledge necessary to facilitate the work of young people in groups [A4]  
Map personal development within communication skills [C2]

#### Resources for Session 9 and 10:

##### OHP's

9.1  
9.2  
9.3  
9.4  
9.5  
9.6

##### Resource Sheets

9.1

Resource sheets to be photocopied for each participant



## **RESOURCE SHEET 9.1**

### What does a group mean?

#### **A. Collins Concise Dictionary:**

1. A number of persons considered as a collective unit
2. A number of persons bound together by common social standards, interests, etc.

#### **B. A Sociological Definition**

A social group is simply a number of people who interact with each other on a regular basis. Such regularity of intervention tends to weld participants together as a distinct unit with an overall social identity. Members of a group expect certain forms of behaviour from one another that are not demanded of non-members.

Anthony Giddens (1993) Sociology (page 285)

### **What are the similarities and differences?**

## **RESOURCE SHEET 9.2**

### **The Roles I Play**

In your group discuss the roles you undertake during a normal week. Look at what may be the ideal way of performing this role (*you do not have to be specific about how you perform it*).

<b>Role Performed</b>	<b>Expectations of the Role</b>

## RESOURCE SHEET:9.3

### Stages of development of groups:

Whilst techniques can be used to encourage a group, groups are not mechanical objects, which can be manipulated by a skilled group worker. The group does come to sort out it's own authority, power and interpersonal relationships.

There are various ways of describing the life that a group goes through. Tuckman gives if five stages.

**Forming:** Where there is anxiety dependence on a leader and testing, to find out the nature of the situation and behaviour is acceptable

**Storming:** Where there is conflict between sub-groups, rebellion against the leader, a polarisation of options and emotions, resistance to the demands of a task

**Norming:** Where norms emerge and there is development of open exchanges of views and feelings

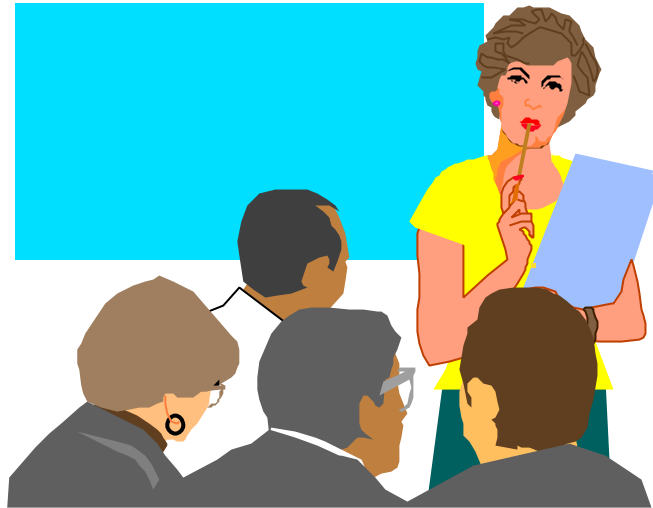
**Performing:** Where interpersonal problems are resolved and constructive attempts are made to complete the task

**Mourning:** When the group breaks up



**OHP 9.2**

**Working In A Group**



***Advantages:***

- Less threatening to shy people
- Less daunting
- Group get to know each other
- Group dynamics
- Team spirit
- Share ability

**OHP 9.3**

**Working In A Group**

***Disadvantages:***

- Hide and ride
- Dominant members
- Chat/Social
- Clique/Left out
- Group dynamics
- Confidence
- Responsibility for others

## OHP 9.4

### Working In A Group

#### ***Non-verbal communication:***

- How much eye contact is there?
- How are people sitting?
- How do people get attention other than speaking?
- How do people show support for one another other than by words?
- Who communicates a great deal with others non-verbally?



## **OHP 9.5**

### **Working In A Group**

#### ***Patterns of communication!***

- Who talks a lot?
- Who talks a little/not at all?
- Any changes in the extent to which people are involved?
- Who talks to whom?
- Do people seem to listen to one another?
- How are silent people treated

## **OHP 9.6**

### **Factors That Will Influence Group Life**

- Numbers of people in the group
- Whether group members work together, know each other
- Whether group members chose to join the group or whether they were sent
- How long will the group be together?
- The style of leadership
- Whether the environment is comfortable
- The hidden agenda people bring to the group
- What the make up of the group is in regard to gender, race, class and age of people
- What the group task is

## **RESOURCE SHEET 9.4**

### **Styles of leadership**

#### **Authoritarian**

Favouring or characterised by strict obedience to authority.

A person who favours or practices authoritarian policies.

Being directly in charge, making all the decisions, telling others what to do

#### **Democratic**

Relating to the principles of democracy.

Upholding democracy or the interests of the common people.

Popular with or for the benefit of all.

Consulting with others, considering their points of view, letting them make a joint decision

#### **Laissez-faire**

Also called individualism.

The doctrine of unrestricted freedom in commerce

Indifference or non-interference, esp. in the affairs of others

Let the others please themselves what they do, with each

individual deciding for him/herself

#### **Charismatic**

A special personal quality or power making an individual capable of influencing or inspiring people. A divinely bestowed power or talent.

## **RESOURCE 9.5**

### **Styles of Leadership**

In your group list five world leaders of whom you have some knowledge. Try to define the style of leadership of this person and give three reasons for your suggestion.

Leader	Leadership Style	Reasons for Selection
		1 2 3
		1 2 3
		1 2 3
		1 2 3
		1 2 3

## **RESOURCE 9.6**

### **Using Different Styles of Leadership**

In groups, decide on what action you would take in each situation and which styles of leadership you would adopt in each case

**a. You want to paint a room in the youth club/project**

**b. There is a fire in the building**

**c. You wish to develop a members committee**

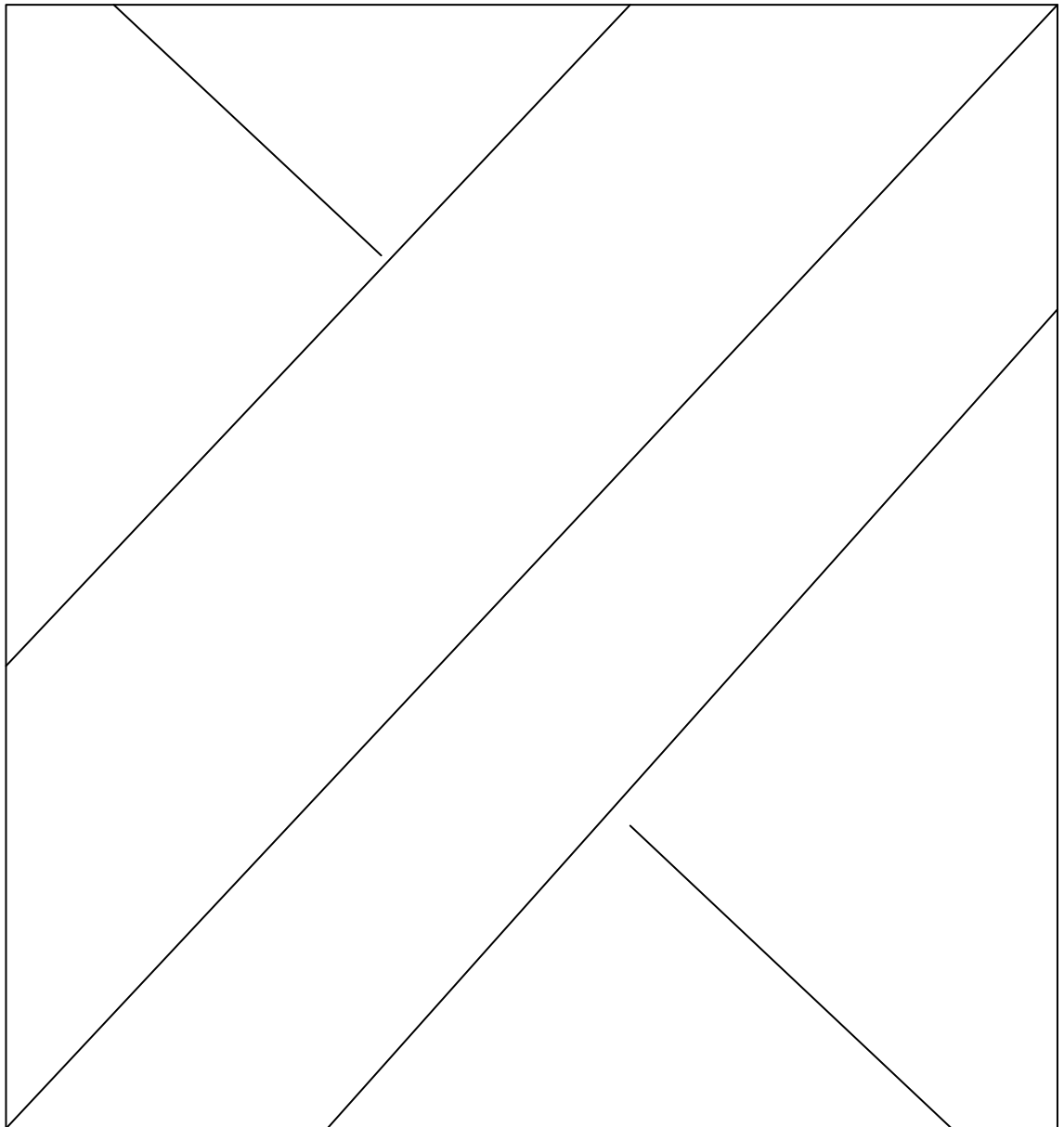
**d. You are leading a group of young people passed a fast flowing river**

**e. Something is stolen while the club/project is running**

## **COMMUNICATION GAME 9.1**

### **6-Piece Puzzle**

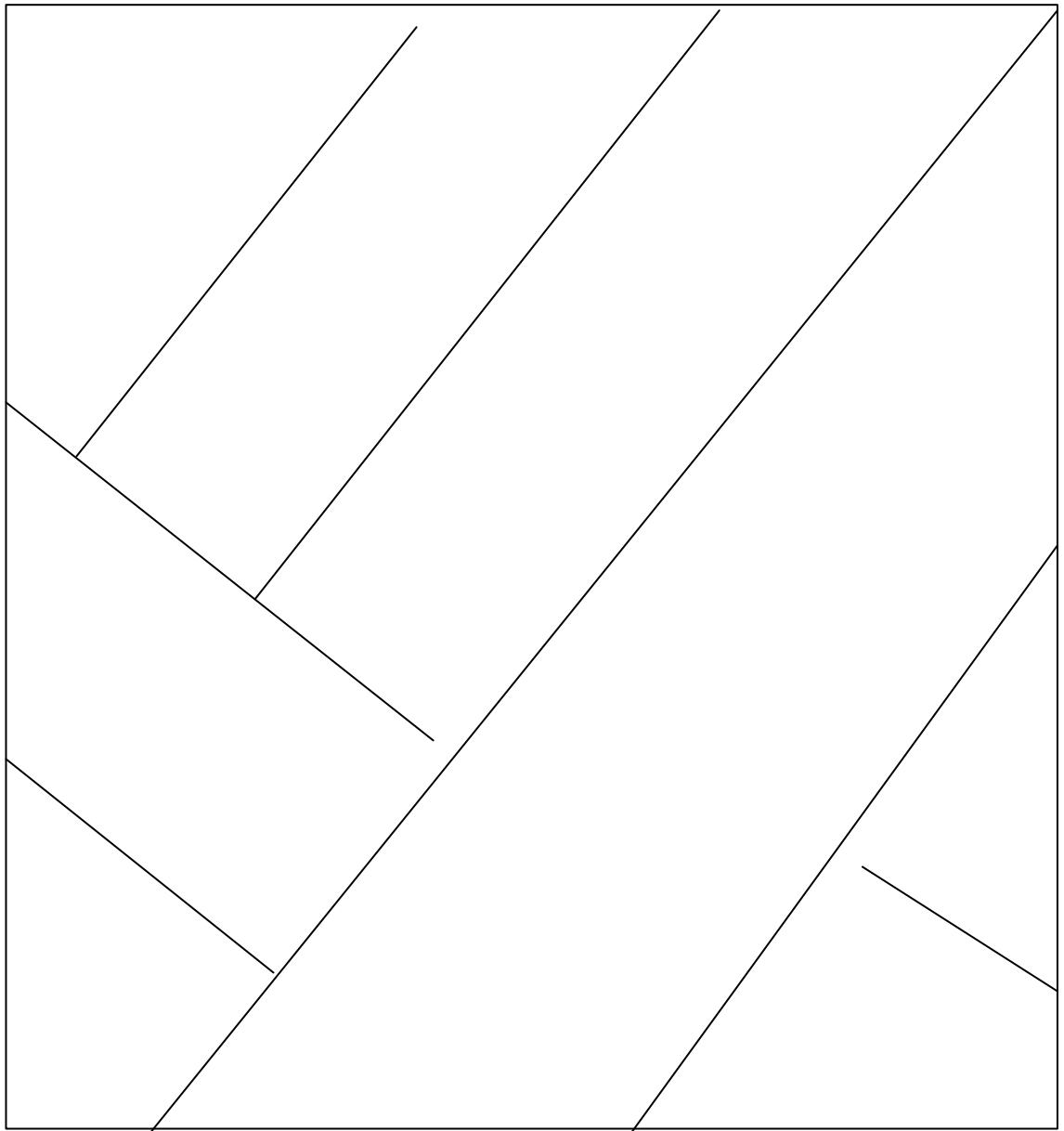
**To be cut out and given to participants in small groups. No discussion to take place**



## COMMUNICATION GAME 9.2

### 8 Piece Puzzle

To be cut out and given to participants in small groups. Discussion is permitted.



## **COMMUNICATION RESOURCE 9.1**

### **The Crash**

**Answer the following questions after listening to the short account read to you**

**T – TRUE      F – FALSE      ? – Don't know or can't tell**

- |   |          |          |          |
|---|----------|----------|----------|
| <b>1. Someone reported the accident to the police</b>             | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>2. S/he was on the way to the hospital</b>                     | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>3. The level crossing barrier did not operate</b>              | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>4. The train driver sounded its hooter</b>                     | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>5. The lorry was loaded with fruit</b>                         | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>6. The lorry driver was cut by flying glass</b>                | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>7. The woman is injured and is still lying still</b>           | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>8. The woman was the car driver</b>                            | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>9. The car was struck by the lorry and pushed sideways</b>     | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>10. The train driver was hurt</b>                              | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>11. After the accident the lorry was pointing north</b>        | <b>T</b> | <b>F</b> | <b>?</b> |
| <b>12. The car was too close to the lorry before the accident</b> | <b>T</b> | <b>F</b> | <b>?</b> |

## **TUTOR NOTES 9.1**

*Read to participants, twice, then get them to answer questions. Discuss answers and what were the difficulties. Participants must not see the questions before reading the passage and they must not take notes.*

### **The Crash**

‘Oh, this is terrible. I must phone the police immediately.’

‘The train, heading north, struck the lorry on the level crossing. The hooter was still sounding. The lorry slewed round at a right angle, struck the car and pushed it sideways. Fruit was spilled onto the road. The man has a terrible gash on his head. There is blood everywhere. The woman is lying very still. I must get to the hospital quickly!’



## Sessions 11 and 12

Mentoring

Youth Cultures

Social Inclusion

Sociological and Physiological Viewpoints on:

- young people's development
- culture (youth)

Handling Conflict and Aggression

Anger Management

Self Perception (TA)

Self Awareness and Development

### Resources for Sessions 9 and 10:

#### OHP's

11.1

#### Resource Sheets

11.1  
11.2  
11.3  
11.4  
11.5  
11.6

Resource sheets to be photocopied for each participant

### Learning Outcomes:

- Understand the significance of the strategies, which enable young people to become more self-aware, develop greater respect for themselves and build their self-esteem by encouraging them to value and build on their strengths and to celebrate and support the strengths of others [A2]
- Offer strategies to enable young people deal with negative feelings constructively [A5]
- Examine the range of ways of working with young people to enable them reflect on their development and learning [A6]
- Analyse the processes that help young people transfer their learning to other parts of their life [A7]

## RESOURCE SHEET:11.1

### MENTORING

#### LOOKING FOR A DEFINITION

**Aim:**

- ❖ to develop a common understanding within this group of the parameters in which we will apply the term 'mentoring'.

**Objectives:**

- ❖ to understand the origins of mentoring and its contemporary applications
- ❖ to make comparisons between mentoring, coaching, and counselling
- ❖ to explore where it can be employed effectively as a developmental tool within the framework of Youth Work



**OHP 11.1**

## Mentoring, Coaching, Counselling

### Mentoring

Holistic approach to development

- ❖ focuses on achievement, realisation of goals, working to achieve potential

### Coaching

- ❖ focuses on successful completion of aims and objectives
- ❖ often used in the context of employment

### Counselling

- ❖ focuses attention on emotional issues
- ❖ often concentrates on personal[ity], rather than skills potential or achievements





## RESOURCE SHEET:11.3

### Mentored Relationships 4 Examples

Source: National Mentoring Network 'A guide for schools'

Robert was introduced to a mentor by his school because of concerns about his behaviour and lack of application to his work. His friends were often caused trouble, but he was usually the one who got caught and punished. He had limited academic ability and problems in his home/social life. His mentor, Mike, was external to the school, and worked for an electricity company.

The mentoring relationship was maintained, and after some time and with the agreement of Robert's mother and the school it was arranged for Robert to spend one day a fortnight at Mike's workplace. He took his schoolwork there and worked noticeably harder when away from his friends and in adult company.

It had been predicted that Robert wouldn't achieve completion of year 11. He did however complete the year, and although not with any academic success, went into a full-time job. Robert is quoted as saying of Mike 'He helps me a lot with my maths. I like talking to him. I know if I need any help I can tell him'

Source: Director, Kirklees Council – interview

- Q What is your opinion of mentoring?
- A I think it's a good thing. I've always thought it's an effective way of developing people and supporting their careers – it's positive.
- Q Has your programme continued?
- A Yes, it's been continuous process for several years, built into the management development programme, but it's important that it's open to all.
- Q What has it achieved?
- A It's mainly been used by people on the management qualification programmes, all the way from CMS through to Masters' level. We've been able to see people develop and move upward in their work. It builds confidence and helps people to improve themselves.
- Q What would you like to see happen with it?
- A It needs to be followed through, it's important that it continues.

## 11.3 Continued

### Mentoring for Special Needs

Counselling Team Leader, Sutton Youth Awareness Programme.

‘A lot of the counselling relationships that we build up with these young people are actually mentoring relationships. We don’t set the agenda; we find out what goals they have, and look at ways they can be achieved.’

Mentoring relationships are likely to be more personal, with people who understand each other’s problems. The more difficult the problem, the more intimate the relationship, and the higher the degree of commitment. In these cases the mentor may be matched to the mentee in terms of age, race or background.

The Sutton Youth Awareness Programme, recognising that young people using drugs perceive existing services to be out of touch, offers an outreach team, drug education workshops in schools, a training programme for volunteers, and one to one counselling by young adults.

United States – Inner-city Development Programme  
Rosabeth Moss Kanter

Rosabeth Moss Kanter American writer on management studies and development, researched the significance of class and the application of mentoring, from the perspective of inner-city development. This programme was promoted by business because it was felt that the inner city was an untapped market.

‘...Companies have discovered that social problems are economic problems...solving the chronic problems of the social sector powerfully stimulates their own business development...lower unemployment in the inner-city means higher consumption in the inner-city.’

Kanter observed that United Airlines is an example of such companies; it has applied Human Resources initiatives including a mentoring programme developed in consultation with employees, to create employment initiatives for inner-city dwellers previously in receipt of Welfare.

## RESOURCE SHEET:11.4

### LEADERSHIP

Leadership is significant to mentoring because of the relationship between the mentor, mentored and the organisation that commissions or promotes the mentoring in the first place.

The leader of an organisation is the person who most responsible for defining its culture; the leadership style defines the shape of a mentoring programme, and provides the resources that impact on its success. It is important, then, that anyone intending to implement mentoring should, first of all, ask two questions:

- What is the leadership style and how do I design my programme to fit the ethos of the commissioning organisation

And

- Does the leadership style complement a mentoring programme, - is mentoring the right development tool for this organisation?

Managers or project leaders hoping to introduce mentoring need to think about expectations of potential mentees. It may be that they (the mentees) are hoping that mentors can somehow rescue them from an unfavourable environment or force decision-makers to change their styles or edicts.

This is unlikely to be possible, although in an enlightened environment people with influence may wish to use mentoring as a way of improving an organisation. Young people may hope to see their mentors as supporters who can bend rules; mentors may feel that they are being expected to act beyond their remit. Mentors need to define what their own roles can be by looking at the leadership style in their organisation. They also need to question the extent to which a mentoring programme may be successful, successful in parts, or inappropriate in the first place.

Bear in mind the ethical and moral characteristics of mentoring – are they and the leadership style compatible?

### Writers on Leadership

Few areas of research into human behavioural styles have received as much attention as that devoted to leadership. Not surprisingly, much of it has had a political or military focus, and when management writers started to assess the impact of leadership in the workplace they too turned to military models. Later, as the culture of the 1970's asked society to question its values, the emphasis on military models became less consistent.

Learning and development, one way or another, and particularly if they are linked to institutions, are managed. The links between developments in an organisational context, whether it is formal learning for professional exams or the informal work of detached Youth Workers, are unavoidably in place.

Youth Work carries its own interesting and perplexing bundles of leadership styles and challenges all entwined together. How, for instance, do the approaches of liberals and freethinkers align with those of highly structured organisations like the police or those with specific moral codes, such as some religious youth organisations?

## 11.4 Continued

How does a mentor who aligns with any of the above design a mentoring style? How different will it be from the mentoring styles of others? Where do personal assumptions enter?

Compare the styles of the two writers (Adair and Agyris) on Leadership. What impact could their different interpretations of Leadership have? How do Leadership styles limit the potential of Youth Workers?

Leaders hold responsibility for defining organisational cultures. How do mentors respond to those cultures? How does this work when the culture is based on an informal (or semi-formal) code defined by peer groups? How does a mentor who represents one culture respond to different expectations of other cultures? How does this translate when we use culture not only with reference to organisations, but also family and nationality?

The prospect for Youth Work is that mentoring can be inlaid with enigmas and challenges, and that it makes sense to be thoughtful and well prepared before embarking on any mentoring programmes

### John Adair

John Adair pursued themes of action and leadership, and his book 'Effective Leadership' published in 1988 and is frequently identified as the seminal work on Leadership.

Adair supports the idea that the development of the individual is beneficial to the completion of tasks. He uses military leaders repeatedly as examples of effective leadership. His work, however, is not task-focused to the extent that it ignores the human element of work – in fact he identified that the most successful managers apply even amounts of attention to:

- the needs of the task at hand
- the team involved with the task
- the individuals within it

### Chris Agyris

Chris Agyris wrote 'Challenging Leadership Effectiveness' in 1976, and in which he challenged the assumption that leadership is synonymous with control.

He perceived that social and cultural developments in the 1970s inspired scepticism toward, and distrust of, established authority. He suggests that leaders need to learn from the people and situations around them in order to be effective, and in support of his theory devised a development method known as 'double-loop learning'.

Argyris had observed that that the learning process normally took place within pre-defined perimeters, or a 'single-loop'. Participants of double-loop learning revisit assumptions they had previously 'learned' by removing the imperative to 'win' or reinforce past behaviour and decisions, and instead recognise value in confronting their own views.

## 11.4 Continued

### Harrison and Stokes

Harrison and Stokes (1992) identified organisations as fitting into one of 4 cultural orientations:

**Power** – Leadership is based on strength, justice, and paternalistic benevolence. It rests on the acceptance of hierarchy. It is sustained by a personal relationship between leaders, who expect loyal service, and followers, who depend on leaders for direction and security. They can be full of fear, confusion and political intrigue unless they have good structures and systems for getting work done.

**Role** – Values are order, dependability, rationality and consistency. Authority and responsibility are delegated downward. They have difficulty in responding positively to change, partly because they are impersonal and do not give autonomy or discretion to members at lower levels. They keep people from being innovative.

**Achievement**– People feel that they are working towards something bigger than they are. People supervise themselves without direction from above. Suggestions are listened to and mistakes are viewed as learning opportunities. Morale is high, and teamwork strong, partly because the group feels it is elite or special. People who do not share the organisation's basic values and commitments feel uncomfortable and usually leave.

**Support** – People help one another beyond the formal demands of the work. Recruitment includes weighting to an individual's caring and co-operative approach. The organisation and its

people take care of each other. Achievements are celebrated. Harmony is valued and confrontation avoided, but the result can be that important issues are left unresolved.

### David Megginson

**Megginson** related mentoring to cultural roles. He designed a model to be applied to the roles defined by Harrison and Stokes to assess which form of support an organisation can, or is likely, to provide. He suggests:

- Power cultures discourage helping in general
- Role cultures value the predictability and precision of instructing
- Task cultures emphasise results and therefore key onto coaching
- Person cultures naturally connect with the whole life approach, which characterises mentoring

### Julie Hay

**Hay** has written 'Transformational Mentoring' (1995) which presents another view to the one often assumed in mentoring, that of the mentor being older or more senior in some way.

Hay suggests, in line with Megginson, that the mentee can choose a mentor, regardless of employment or other status, and that the mentor may be a peer.

## RESOURCE SHEET:11.5

### Professional Intervention:



Staff who work with children and young people in the informal education context have a personal responsibility concerning themselves and the nature of their intervention. They should plan and reflect on all aspects of their intervention and organise their work continually to do so. They need at all times to be aware of their role in different contexts, the likely dilemmas in each situation, the purpose of their intervention, the limitations of their role and power and the latest ideas concerning good practice in the area of the intervention concerned. They should at all times be aware of the policies, procedures and guidance available to them to support work with young people in a safe, legal and productively educational environment. The repertoire of curricula approaches and activities should be continually updated so that the practitioner is able to offer a wide range of educational experiences to the young people they work with.

[The Youth Workers Code of Professional Ethics – Doug Nicholls 1998]

### Intervention Scenarios

**a) A young person has had alcohol or another substance and wants to enter the premises?**

- Not allowed to enter the building for safety reasons
- condoning use of alcohol or other substances
- in your care
- could lead to violence
- role model
- influence other young people

**b) A young person divulges information to you, what happens next?**

- establish the facts
- make clear to young person what could happen in future
- inform immediate line manager as soon as possible

## RESOURCE SHEET:11.6

### CODE OF ETHICS

Ethical issues relating to colleagues:

- 1. Workers should observe confidentiality in respect of any discussions with other individual workers about their professional problems and difficulties, except where there is an overriding concern and responsibility for the clients or the organisation.*
- 2. If a worker experiences any concern or dissatisfaction regarding a colleague's work or standards of work, the worker should, wherever possible, discuss the matter informally and in confidence with the colleague concerned. Should the issue not be resolved informally, the worker should take no further action without informing the colleague*
- 3. Workers should not denigrate colleagues in the presence of third parties, nor should workers adversely criticise a colleague in the presence of others except in the context of appropriate procedures*
- 4. Workers should not impose on another worker an excessive and unreasonable amount of work of any kind.*

### Ethical issues relating to clients:

- 1. The task of youth and community work is to give young people an opportunity to explore, discover and clarify ways of living more satisfactorily and resourcefully. Maintaining good standards of youth work involves continued self-monitoring and self-development on behalf of the youth worker.*
- 2. The youth work relationship is confidential except where the young person or others may be put at risk.*
- 3. Youth workers are responsible for the observation of the principles embodied in this code of ethics.*
- 4. Youth workers respect the dignity and worth of every human being and their ultimate right to self-determination, whilst having due regard for the interests of others. Youth workers accept a responsibility to encourage and facilitate the self-development of young people.*
- 5. Youth workers are responsible for setting and monitoring the boundaries between a working relationship and friendship, and for making these boundaries as explicit as possible to young people.*
- 6. Youth workers respect young people as human beings working towards autonomy, and being able to make decision and changes in the light of their own beliefs and values.*
- 7. Youth workers should ensure that their work with young people is not used to meet their own emotional and/or physical needs.*
- 8. Youth workers should ensure the maintenance of their professional competence by undertaking appropriate training at regular intervals.*
- 9. Youth workers should recognise the limitations of their competence, and make appropriate referrals when necessary.*

# RESOURCE SHEET:11.8

## Handling Conflict and Aggression

List factors that can give rise to behaviour, which is not in keeping with the values of youth work

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List measures that can minimise the likelihood of conflict situations arising

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List ways to describe how to help young people to relate to one another in ways that respect the key values of youth work

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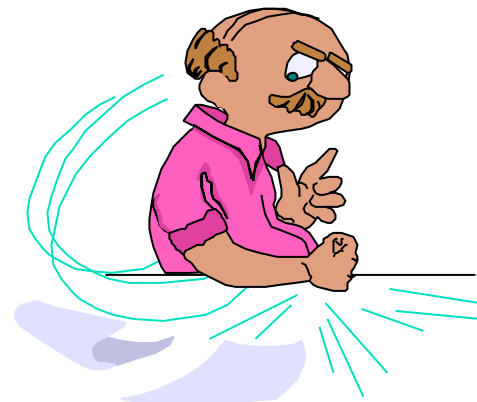
List ways to respond when conflict or unacceptable behaviour arises

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## **WORKING WITH INDIVIDUALS:11.1**

### **HAVING A ‘CONVERSATION’**

Most of the interaction takes place through conversation, so the worker needs to be able to think very clearly about the conversations that go on with young people – what their role is or what kind of intervention they can make. To do that you need to have enough knowledge and foresight about what is likely to happen next and a readiness to use conversations as opportunities to be in the role of an educator, albeit informal. That’s what makes conversations meaningful.

‘Meaningful conversations don’t just happen. You have to create an environment for them to take place. An atmosphere that has warmth, fun, spontaneity. An environment that enables young people to broaden their knowledge,

understand the complexity of the issues they are involved in and express themselves in a clear, straightforward and assertive way. Once you have a relationship, that work can be over and done with in a matter of seconds. It makes another building block and maybe later on something else will happen and that young person will feel confidence to come back to you for another conversation.’

Green and Christian (1998)

## **WORKING WITH INDIVIDUALS:11.2**

Areas to be aware of:

- ⇒ Listening
- ⇒ Responding
- ⇒ Eye contact
- ⇒ Acceptance
- ⇒ Non-judgemental / critical
- ⇒ Tries to understand
- ⇒ Compares own experience and knowledge to that of the person with the problem

⇒ Interprets what is going on or being said

⇒ Helps person investigate solutions

⇒ Helps person implement plan

## **WORKING WITH INDIVIDUALS:11.3**

### **LISTENING AND RESPONDING**

<b>Skill</b>	<b>Phrases to use</b>	<b>Skill</b>	<b>Phrases to use</b>
Summarising	<b>So the main points we've talked about so far are .....</b> <b>The key points you've made are .....</b>	Paraphrasing	<b>What you seem to be saying is .....</b> <b>If I have understood you correctly, what you are saying is .....</b>
Open questions	<b>Can you say how you felt about .....</b> <b>What do you think that was about .....</b> <b>Use where, when, who, avoid why</b>	Probing	<b>Can you say a little more about .....</b> <b>How did that happen</b> <b>Was anything else going on at the time .....</b>
Active listening	<b>What you seem to be feeling is .....</b> <b>It sounds like you were very angry .....</b>	Confronting	<b>You seem to be saying two different things, on the one hand you are saying .....</b> and on the other .....

## **WORKING WITH INDIVIDUALS:11.4**

### **Areas to be aware of:**

- Listening
- Responding
- Eye contact
- Acceptance
- Non-judgemental / critical
- Tries to understand
- Compares own experience and knowledge to that of the person with the problem
- Interprets what is going on or being said
- Helps person investigate solutions
- Helps person implement plan

## **WORKING WITH INDIVIDUALS:11.5**

### PROBLEM BANK

1. Best Friend

**My best friend is being taken away from me, spending more and more time with someone else in the class and I feel left out and alone, and very jealous. I'm also too embarrassed to explain to my parents why s/he rarely phones or visits. What should I do?**

2. Teacher

**Mrs X keeps picking on me for everything. She doesn't shout at others when they hand in their homework late or when they talk in class. She picks on me every time I open my mouth and even tells me off when it's been someone else who has made a noise. Parents evening is coming up and I'm worried she'll say unfair things about me to my parents and then I'll be in big trouble.**

3. I fancy someone

**I really fancy someone but can't pluck up the courage to ask him/her out. I'm far too shy. How can I let him/her know I like him/her?**

4. Divorce

**My parents are getting a divorce and they keep arguing over who's going to have me live with them. They haven't even asked me for my opinion – but it means I'll**

**be split up from my sister as they want to have a child each. I feel so helpless and out of control of my life.**

5. Overweight

**I'm fat and wherever I go I hear people talking about me and laughing at me. I hate to go to the shops now as I dread being stared at. I feel desperately unhappy. I've tried to diet, but I'm so miserable I often end up gorging myself on chocolate and cake, so it doesn't work.**

6. Pretend boy/girlfriend

**My friend makes up stories about a pretend partner. No one has ever met this partner. Should I tell him/her that I don't believe this person exists or should I put up with listening to all this make believe?**

*Taken from **People Skills for Young Adults**. Marianna Csoti*

How would you respond to each situation?

What questions would you ask the young person?

How might you encourage the young person to resolve the issue?

## The slippery slope!!!

1. Increased smoking
2. Increased drinking
3. Increased eating
4. Disturbed sleep
5. Frustration
6. Moodiness
7. Apathy
8. Poor concentration
9. Feverish activity with little purpose
10. Irritability, 'edginess'
11. Displaced aggression - displacement on to children or colleagues or people outside work
12. Wanting to leave your job
13. Unwilling to support colleagues
14. Tension headaches
15. Skin-rash
16. Inability to make decisions
17. Feelings of exhaustion
18. Withdrawal from staff Contact
19. Feelings of being unable to cope
20. Anger, resentment
21. Anxiety, tension
22. Loss of weight
23. Absenteeism
24. Marked reduction of contacts with people
25. Feelings of isolation
26. Feelings of fear
27. Feelings of guilt
28. Depression

## Looking After Number One!: 11.2

### Coping Strategies for Stress

#### Personal

- Positive attitudes
- Out of work activities
- In work
  - Switching off
  - Coming to terms with each situation
  - Putting things into perspective
  - Self pacing
- Keeping home and work life separate
- Bringing feelings and opinions into the open

#### Inter-personal

- Talking over stressful incidents
- Meeting people unconnected with work (support groups)
- Using someone in a similar job position as a sounding board

#### Organisational

- Supportive department or team
- In-service training
- Help from advisers or consultants
- Develop clear job descriptions

#### Community Activities

- Wide range of these that enable an alternative lifestyle to professional roles

## Staff College Books by Class

### Client Groups

- 2.000 **THE NATURE OF ADOLESCENCE (3RD ED)**  
2000 John C Coleman, Leo B Hendry Routledge  
Discusses research on adolescent development. Includes analysis of the impact of social issues; anti-social behaviour, health, coping and adjustment; issues of gender and race.
- 2.000 **BOY V GIRL?: HOW GENDER SHAPES WHO WE ARE, WHAT WE DO AND HOW WE GET ALONG**  
2002 George Abrahams, Sheila Ahlbrand Free Spirit Publishing  
An examination of gender roles which uses the results of a survey of 2000 young people. It encourages readers to examine these roles and overcome stereotypes. Includes surveys, activities and checklists.
- 2.000 **THE TERRIBLE TEENS: WHAT EVERY PARENT NEEDS TO KNOW**  
2002 Kate Figes Viking / Penguin  
Parents practical guide to understanding adolescence, based on expert advice and interviews with parents and children. Subjects covered include conflict, sexuality, friends and school.

### Communication and Related Skills

- 5.110 **THE STUDENT'S GUIDE TO WRITING ESSAYS**  
1997 David Roberts Kogan Page  
Comprehensive guide to essay writing. Part 1 covers basics such as sentences, paragraphs summaries and references. Part 2 examines marking criteria for degree level work and essays for specific subjects.
- 5.400 **LEARNING IN GROUPS (3RD ED)**  
2000 David Jaques Kogan Page  
Handbook for improving groupwork skills of tutors and students. Includes learning & communication, benefits & drawbacks of different methods, collaborative learning, setting tasks and assessment. Includes case studies & text-based exercises.
- 5.400 **PROJECT BASED GROUP WORK FACILITATOR'S MANUAL**  
1995 Andy Gibson, Gaynor Clarke Jessica Kingsley  
Manual to help youth workers develop the skills, knowledge and confidence to work successfully with groups of adolescents and young adults. Explores how skills are learnt and how values, beliefs and understanding are developed.
- 5.600 **HOW TO STUDY EFFECTIVELY**  
1999 R Freeman, J Meed National Extension College  
A study skills course designed for students who are working on their own. Written following a survey of student needs, it includes sections on reading, note-taking, writing, assessment and effective learning methods.
- 5.600 **THE GOOD STUDY GUIDE**  
1990 Andrew Northedge Open University  
Study skills guide. Covers effective reading, writing clearly, note taking methods, handling numbers and preparing for examinations.

### Law and Legislation

- 8.310 **EMPLOYMENT PRACTICE AND POLICIES IN YOUTH COMMUNITY AND PLAY WORK (2ND. ED.)**  
2002 Doug Nicholls Russell House Publishing  
Practical guide to the key elements of employing full and part time youth and community workers. Covers basic employment law, equal opportunities, health and safety, discipline and grievance, financial problems and redundancy.
- 8.310 **HEALTH AND SAFETY IN YOUTH AND COMMUNITY WORK**  
1997 Doug Nicholls Russell House Publishing  
Resource manual for health and safety practice in youth and community work. Includes sections on policy and practice and implementing a strategy. Also included are materials for handouts, training and management, and model documents.
- 8.320 **ETHICAL ISSUES IN YOUTH WORK**  
1999 Sarah Banks (Ed.) Routledge  
Collection of essays examining ethical problems facing youth workers in day to day practice. Topics include: - when to break confidentiality; the ethics of religious conversion; conflicts between cultures; balancing autonomy and control of young people.

## Practitioner Training Qualifying Course

### *Management*

- 9.000 **THE REFLECTIVE PRACTITIONER: HOW PROFESSIONALS THINK IN ACTION**  
2002 Donald A. Schon Ashgate Publishing  
An examination of problem solving methods showing how reflection-in-action works within a range of professions including management and psychotherapy. Looks at improvisational practice and its relationship to the professional structure.
- 9.000 **UNDERSTANDING VOLUNTARY ORGANISATIONS**  
1990 Charles Handy Penguin  
Organisational concepts for voluntary bodies. Puts forward suggestions for effective, efficient working. Part 1 discusses staff, communication and teamwork. Part 2 looks at organisational culture and structure and ways of making positive changes.
- 9.000 **HUMAN RESOURCE MANAGEMENT: THEORY AND PRACTICE**  
1999 John Bratton, Jeffrey Gold Palgrave  
A critical evaluation of developments in human resource management. Contains a comprehensive overview of theories and research findings together with a close examination of developing practices, illustrated by case studies.
- 9.000 **THE EFFECTIVE MANAGER: PERSPECTIVES AND ILLUSTRATIONS**  
1996 Jon Billsberry (Ed.) Sage Publications  
Introduction to management and organisational behaviour. Six sections cover: - Management, leadership and conflict; Motivation and stress; organisational culture; decisionmaking and teams; staff development; diversity in organisations.
- 9.000 **JUST ABOUT MANAGING?:EFFECTIVE MANAGEMENT FOR VOLUNTARY ORGANISATIONS AND COMMUNITY GROUPS (3RD EDITION)**  
1998 Sandy Adirondack London Voluntary Service Council  
A practical, comprehensive introduction to management for anyone who has responsibility for organising or co-ordinating a voluntary organisation, team or project. Includes sections on meetings, planning, monitoring, evaluation, PI's, training and stress.
- 9.500 **DOING YOUR RESEARCH PROJECT (3RD ED.)**  
1999 Judith Bell Open University Press  
A guide for first-time researchers in education and social science. Covers planning the research; selecting methods of data collection; interpreting the evidence, and reporting the findings.
- 9.500 **INTRODUCTION TO SOCIAL RESEARCH: QUANTITATIVE AND QUALITATIVE APPROACHES**  
2001 Keith Punch Sage Publications  
Comprehensive coverage of quantitative and qualitative approaches to empirical research. Includes:- developing a model for empirical research, design, data collection and analysis; mixing methods, evaluation and research writing.

### *Staff Development and Training*

- 10.300 **DEVELOPING MANAGEMENT SKILLS (2ND EDITION)**  
1998 Margaret Dale Kogan Page  
An examination of performance evaluation and the role of the manager in training. Topics include the learning process, conducting a skills analysis, motivation and the development of an organisation that supports learning.
- 10.310 **SUPERVISING THE COUNSELLOR: A CYCLICAL MODEL (2ND ED)**  
2001 Steve Page, Val Wosket Brunner Routledge  
A comprehensive guide to supervision in counselling & related professions. Intended to meet the needs of experienced practitioners and students. It stresses the importance of training & professional development, & covers group supervision & diversity.
- 10.310 **SUPERVISION IN THE HELPING PROFESSIONS (2ND ED)**  
2000 Peter Hawkins, Robin Shoheit Open University Press  
An examination of the purposes, models and different forms of supervision employed in a range of helping professions. Covers the supervisee's perspective, the process of supervision, supervising groups and the organisational context.
- 10.700 **TEACHING SKILLS IN FURTHER AND ADULT EDUCATION (2ND ED.)**  
2001 David Minton Thomson Learning  
Book which covers the principles of good practice and how to apply them effectively in teaching and training. Includes :-Effective class teaching; Developing the learning programme; Background theory with activities, tasks and case studies.

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- 10.700 **TEACHING AND LEARNING IN FURTHER AND ADULT EDUCATION**  
2000 L. Walklin Nelson Thornes  
Guide for students of Cert.Ed. and other teaching/training courses. Includes: - Principles of learning; Principles of teaching; Learning resources; Course organisation/development; Assessment; Communication; The role of further and adult education.
- 10.700 **TEACHING TRAINING AND LEARNING: A PRACTICAL GUIDE (4TH ED.)**  
2000 Ian Reece, Stephen Walker Business Education Publishers  
Guide for teachers/trainers in the post-compulsory sector. Covers planning, choosing activities, resource design, effective communication, assessing and evaluating. Chapters include a subject overview & progress checks. Guide to FENTO standards included.
- 10.700 **TEACHING AND TRAINING IN POST-COMPULSORY EDUCATION**  
1999 A. Armitage, R. Bryant et al Open University Press  
Resource for students of Cert.Ed. and other training courses. Addresses the knowledge, skills and abilities required by teachers, the activities which help them develop the skills and the critical/reflective capacity needed for post-training development.
- 10.700 **TRAINING FOR COMPETENCE**  
1991 Laurie Field, Douglas Drysdale Kogan Page  
Covers main aspects of planning/conducting/assessing job-related skill training. Pt. 1 includes a terminology for describing jobs & skills & analysis of the implications of industrial change. Pt. 2 covers job analysis, programme development, assessment.

### *World of Work and Unemployment*

- 11.000 **WOMEN AND WORK IN MODERN BRITAIN**  
1997 Rosemary Crompton Oxford University Press  
Comprehensive account of the changes in the structure of women's employment, incorporating a review of the theoretical concepts developed to explain them.

### *Youth Issues*

- 12.000 **CHARLES MURRAY AND THE UNDERCLASS: THE DEVELOPING DEBATE**  
1999 Charles Murray IEA Health and Welfare Unit  
A collection of essays by the social policy analyst Charles Murray, which outline a form of poverty characterised by deviant attitudes towards parenting, work and crime. Commentaries by 10 writers are included, together with updated statistics.
- 12.100 **AN EDUCATION AND TRAINING ACTION PLAN FOR WALES**  
1999 The Education and Training Action Group for Welsh Office  
A bilingual report on post 16 education and training in Wales. Covers skill needs, standards, access, participation, and guidance. Highlights the need for partnerships, lifelong learning, tackling social exclusion and the establishment of Careers Wales.
- 12.100 **PEDAGOGY OF THE OPPRESSED**  
1993 Paulo Freire Penguin  
Classic text by radical educationalist. Contends that the ignorance of the poor results from political, social and economic domination. Advocates a non-authoritarian education structure to achieve critical awareness among the poor.
- 12.100 **LEARNING BEYOND THE CLASSROOM: EDUCATION FOR A CHANGING WORLD**  
1998 Tom Bentley Routledge Falmer  
Argues for a greater emphasis to be put on learning beyond the formal educational sector. To meet the emerging needs of the 21st century, the emphasis should move from the institution to the learner.
- 12.100 **DESCHOOLING SOCIETY**  
1970 Ivan Illich Marion Boyars  
An examination of the concept of the school as an institution of social control and means of preserving the status quo. It concludes that it is educationally inefficient and profoundly divisive.
- 12.200 **SOCIAL ACTION FOR YOUNG PEOPLE: ACCOUNTS OF SCF YOUTH WORK PRACTICE**  
1995 Howard Williamson Russell House Publications  
Practical accounts of effective social action youth projects which encourage empowerment and participation.
- 12.310 **TRAINING FOR TRANSFORMATION BOOK 2**  
2003 Anne Hope, Sally Timmel ITDG Publishing  
No. 2 in a series of workbooks for community development workers. It covers: group skills necessary for participation; leadership and participation; decision making and action planning; evaluation. Based on African

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practice.

- 12.310 **TRAINING FOR TRANSFORMATION BOOK 1**  
2003 Anne Hope, Sally Timmel ITDG Publishing  
No. 1 of a series of workbooks for community development workers. Based on work by Paulo Freire, it covers: survey of community themes; suggestions for running workshops; problem posing materials; adult learning and literacy. Based on African practice.
- 12.310 **TRAINING FOR TRANSFORMATION BOOK 3**  
2003 Anne Hope, Sally Timmel ITDG Publishing  
No. 3 in a series of workbooks for community development workers. It covers: the development of theories on global development; the creation of organisations & movements; new forms of management/supervision; planning workshops. Based on African practice.
- 12.310 **TRAINING FOR TRANSFORMATION BOOK 4**  
2003 Anne Hope, Sally Timmel ITDG Publishing  
No. 4 in a series of workbooks for community development workers. It covers 5 issues which are prominent in the concerns of communities: the environment; gender & development; ethnic/racial conflict; intercultural understanding; participatory governance.
- 12.500 **THE MEANING OF RACE: RACE, HISTORY AND CULTURE IN WESTERN SOCIETY**  
1996 Kenan Malik Palgrave  
An examination of the social and historical sources of the concept of race, new developments in racial discourse, the concept of equality and prospects for social change.

### *Youth Work Practice/Youth Work Curriculum*

- 13.000 **YOUTH WORK**  
1987 Tony Jeffs, Mark Smith Macmillan  
A book written by practitioners working with young people. They offer assessments of elements of their own and other practices. They describe their work and explore their thinking and practice, setting their function within a broader theoretical context.
- 13.000 **THE RHP COMPANION TO WORKING WITH YOUNG PEOPLE**  
2001 Fiona Factor, Vipin Chauhan, John Pitts (Eds.) Russell House Publications  
Comprehensive guide to key issues and current debates for practitioners working with young people. Looks at the breadth and range of work with young people in 3 sections:-The Context of Practice; The Practice of Youth Work ;Working with Young People.
- 13.000 **DELIVERING GOOD YOUTH WORK: A WORKING GUIDE TO SURVIVING AND THRIVING**  
2001 Gina Ingram, Jean Harris Russell House Publishing  
Concise introduction to youth work. 4 sections: -Understanding the world of young people; Defining good youth work, planning and monitoring programmes; Self management, stress and support; Managing staff, dealing with groups and organisations.
- 13.000 **ADOLESCENCE: POSITIVE APPROACHES FOR WORKING WITH YOUNG PEOPLE**  
1998 Ann Wheal Russell House Publications  
Resource book aimed primarily at those who want to work with the 12-16 age group. Includes strategies for creating the right environment, guidelines for training the people involved, and ways of dealing with problems.
- 13.000 **THE ART OF YOUTH WORK**  
1999 Kerry Young Russell House Publishing  
The book attempts to ask two questions: - What is youth work? And what do youth workers do? It looks at the nature, philosophy and practice of youth work. It also discusses the skills and values needed to undertake youth work successfully.
- 13.600 **CONSCIENCE: THE RIGHT FROM WRONG GAME**  
2000 - GoRu Products  
A board game which allows players to discuss ideas of right and wrong and provides a starting point for deeper moral, ethical and spiritual conversations. For 2-6 players aged 5+.

### *Youth Service Policy and Structure*

- 15.000 **WELFARE AND YOUTH WORK PRACTICE**  
1988 Tony Jeffs, Mark Smith Macmillan  
A collection of essays analysing youth work practice, asking questions about its nature, purpose and development and setting it in the broader context of state welfare provision.

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- 15.110 **ESSAYS IN THE HISTORY OF COMMUNITY AND YOUTH WORK**  
2001 Ruth Gilchrist, Tony Jeffs, Jean Spence (Eds) Youth Work Press  
Collection of 15 essays, each dealing with a particular organisation or aspect of youth and community work from the past 2 centuries.
- 15.110 **FROM THATCHERISM TO NEW LABOUR**  
1999 Bernard Davies Youth Work Press  
A history of the Youth Service in England. Volume 2 1979-1999. Discusses policy issues, locating them within the social, economic and political conditions of the time and in their broader social policy contexts.
- 15.110 **FROM VOLUNTARYISM TO WELFARE STATE**  
1999 Bernard Davies Youth Work Press  
History of the youth service in England. Volume 1 1939-1979. Discusses policy issues, locating them within the social, economic and political conditions of the time, and in their broader social policy contexts.

### *Other related areas*

- 16.000 **UNDERSTANDING POVERTY (2ND ED)**  
1997 Pete Alcock Palgrave  
Comprehensive review of research and debate about poverty. Covers definition and measurement, distribution and causes, and the development of an anti-poverty strategy. The focus is on the UK with reference to the European and international context.
- 16.000 **CHANGING BRITAIN: FAMILIES AND HOUSEHOLDS IN THE 1990S**  
1999 Susan McRae Oxford University Press  
An examination of British families and households in the 1990s. Covers economic/labour market change; Britain's place in Europe; changing attitudes to family life. Also includes older people, non-heterosexual families, one person households and divorce.
- 16.100 **SOCIAL POLICY IN BRITAIN: THEMES AND ISSUES**  
1996 Pete Alcock Palgrave  
Comprehensive introduction to the main issues, themes and debates on social policy. Includes:- historical development; ideologies of welfare; economic constraints; role of different sectors in provision; social division significance; payment & delivery.
- 16.100 **THE EVOLUTION OF THE BRITISH WELFARE STATE (2ND ED)**  
1984 Derek Fraser Palgrave  
Outline of the development of social policy and ideas since the Industrial Revolution. Concludes with an account of welfare state developments on the period 1973-1983.
- 16.100 **THE WELFARE STATE IN BRITAIN SINCE 1945 (2ND ED)**  
1999 Rodney Lowe Macmillan  
Social policy development from 1945. Includes:- The theoretical perspectives behind welfare; the areas covered by the welfare state from 1945-1975; developments since 1976.
- 16.100 **FRACTURED IDENTITIES: CHANGING PATTERNS OF EQUALITY**  
2000 Harriet Bradley Polity Press  
A comprehensive introduction to past and current theories of stratification and inequality. It draws together work on class, gender, race, and age within current debate over modernity and postmodernity.
- 16.100 **ECONOMIC RESTRUCTURING AND SOCIAL EXCLUSION**  
1994 Phillip Brown, Rosemary Crompton UCL Press  
An examination of the social inequalities which persist in Europe despite recent economic developments. Contributors consider key debates and analyse evidence of social and economic polarisation.
- 16.100 **UNDERSTANDING SOCIAL POLICY (6TH ED)**  
2000 Michael Hill Blackwell  
Updated introduction to social policy including the reforms of Tony Blair's government. Part 1 offers a history of social policy & assesses the impact of constitutional change. Part 2 examines specific areas of policy including welfare reform & the NHS.
- 16.100 **THE INCLUSIVE SOCIETY?: SOCIAL EXCLUSION AND NEW LABOUR**  
1998 Ruth Levitas Palgrave Macmillan  
An account of New Labour & the politics of social exclusion. 3 competing definitions of social exclusion are identified (covering poverty, employment & morality). Changes in how it is understood, & the role of unpaid work in society are also addressed.

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- 16.100 YOUTH, EDUCATION AND RISK: FACING THE FUTURE**  
2001 Peter Dwyer, Johanna Wyn Routledge / Falmer  
An account of how the social and economic changes of the past 20 years have affected the lives of Western youth. Pt 1 reviews 10 years of research, policy & practice. Pt 2 argues for research & policy frameworks in tune with the changed conditions of life
- 16.200 SOCIOLOGY IN FOCUS**  
2002 P. Taylor, J. Richardson, A Yeo et al Causeway Press  
A comprehensive introduction to sociology for 'A' level and higher education students. Chapters are accompanied by a range for activities which allow students to apply and develop ideas.
- 16.200 CLASSIC AND CONTEMPORARY READINGS IN SOCIOLOGY**  
1998 Ian Marsh Prentice Hall  
An introduction to issues, theories and debates, with extracts from primary source material. Theorists examined in their historical/sociological framework. Covers history, theory, research, and difference/inequality.
- 16.200 SOCIOLOGY (4TH ED)**  
2001 Anthony Giddens Polity  
Classic introduction to sociology. Examines the impact of the internet and the new economy. Includes new chapters on poverty, social exclusion and ecological problems. More emphasis given to sociological theory than in previous editions.
- 16.200 SOCIOLOGY: THEMES AND PERSPECTIVES (5TH ED)**  
2000 Michael Haralambos, Martin Holborn Collins  
Systematic introduction to sociology. Contents include :- stratification; sex/gender; race; poverty; crime; religion; families; politics; employment/leisure; education; welfare & identity; communication and the media.
- 16.300 BASICS IN PSYCHOLOGY (2ND ED)**  
2000 Barbara Woods Hodder & Stoughton  
Introduction to the basics of social, developmental, cognitive and individual psychology. Covers the topics of the SEG GCSE Psychology exam. Includes report-writing advice and exam-style questions.
- 16.300 SOCIAL PSYCHOLOGY**  
1999 Michael Argyle, Andrew M Coleman Longman  
Collection of 5 articles on social psychology. Covers :- Attitudes and Persuasion; Social Influence Processes; Attribution and Social Cognition; Prejudice and Intergroup Conflict; Non-verbal Communication.
- 16.300 THE PSYCHOLOGY OF INTERPERSONAL BEHAVIOUR (5TH ED)**  
1994 M. Argyle Penguin  
An analysis of social behaviour and relationships. Includes chapters on social motivation, perception of others and verbal communication. This edition includes latest research on social skills, happiness, and non-verbal communication.

## **Defining Global Youth Work**

Global youth work is informal education with young people that encourages a critical understanding of the links between the personal, the local and the global and seeks their active participation in actions that bring about change towards greater equity and justice.

## Principles of Global Youth Work

1. Starts from young people's experiences and encourages their personal, social and political development.
2. Works to the principles of informal education and offers opportunities that are educative, participative, empowering and designed to promote equality of opportunity.
3. Is based on an agenda that has been negotiated with young people.
4. Engages young people in a critical analysis of local and global influences in their lives and those of their communities.
5. Encourages an understanding of the world based on the historical process of globalisation and not the development or underdevelopment of societies.
6. Recognises that the relationships between, and within, the 'North' and the 'South' are characterised by inequalities generated through globalisation processes.
7. Promotes the values of justice and equity in personal, local and global relationships.
8. Encourages an understanding of and appreciation for diversity locally and globally.
9. Views the peoples and organisations of the North and South as equal partners for change in a shared and interdependent world.
10. Encourages action that builds alliances to bring about change.

## Activity 3: The North/South Chair Game

**Aim:** To present the world's population and wealth demographics through a simple exercise and explore how these affect human movement through the world

**Time:** 15 minutes

**Resources:** A chair for everyone, and North and South posters to put on the walls

Before starting the exercise put a poster or piece of paper on opposite sides of the room, one with North written on, and the other South. Talk to the young people briefly about what countries would be counted among the North and which countries would be counted among the South, and their relative wealth.

1. Ask all the young people to arrange their chairs into a circle, facing inwards. Then tell them that in this exercise they represent the entire human population, and the chairs they are sitting on represent the entire wealth of the world.
2. Divide the group in two. One group should have roughly 80%, the other group should have roughly 20%. Ask the larger group of 80% to go and sit in the South corner and the smaller group of 20% to go and sit in the North corner. Tell the young people that this represents the number of people living in the North countries and the South countries.
3. Tell them that the divide of wealth among the countries is slightly different however. The North has 80% of the wealth, whilst the South only has 20%. Calculate how many chairs the South must give to the North and ask them to take their chairs over to the North corner. Then tell them that the chairs in the South must support all of them without any of them touching the floor!
4. Whilst all the members of the South group are trying to balance on their limited number of chairs ask them how they feel. They will usually say 'squashed', 'hot', 'uncomfortable' and so on. Then ask the North how they feel, tell them to stretch out and get comfortable. Once you feel the point has been made tell all the young people to make themselves comfortable again.
5. Once everyone is sitting on a seat tell them that the exercise is not over. Note what people from the South group did once you told them to make themselves comfortable. Some will have gone and taken a chair back to the South corner, others will have simply gone and sat down in the North where the chairs were. Ask the young people what these actions could represent in human movement?

**Feedback:** The young people that simply went and sat in the North could represent migration of people from the developing countries into developed countries such as ours. The young people that went to the North and brought chairs back to the South could represent people that move to the North and send money back to their families in the South or trade as the South gets money for their produce from the North. This is a good start for discussing trade and its potential to resolve the worlds' inequalities but how it only serves to reinforce them at present.

## Activity 4: Dividing the Banana Exercise

Aim: To present how trade affects the producers of a commodity such as bananas

Time: 20 minutes

Resources: Bananas (one for every group of 6 young people), plastic knives, a sheet of paper for every group with a banana drawn on it, a large drawing of a banana to fill in front of the class and pens

Divide the young people into groups of 6, and give everyone in a group one of the following roles:

- Pickers and Growers
- Packaging Company
- Shipping Company
- Importing Company
- Wholesalers
- Retailers

Make sure everyone understands their relative roles in the process of supplying bananas, then give each group a sheet of paper and some pens and inform them that the price of the banana is 10 pence. They have to divide that 10 pence between them and show who gets what on the diagram of the banana.



Once each group has come to a decision and drawn their divided banana on a piece of paper, ask them to present their case as to why they have divided the banana in the way they have. Once you have presented each group, reveal how the 10 pence is actually distributed on the large picture of the banana:

- Pickers and Growers - 1 penny
- Packaging Company - 1.5 pence
- Shipping Company - 1 penny
- Importing Company - 1 penny
- Wholesalers - 1.5 pence
- Retailers - 4 pence

Then give each group a banana and knife and tell them to divide their banana in the correct proportions. The pickers will be left with a tenth of a banana.

**Feedback:** Ask those who were pickers and growers how they feel?

Ask the group if the situation seems fair and what they suggest could be done about it.

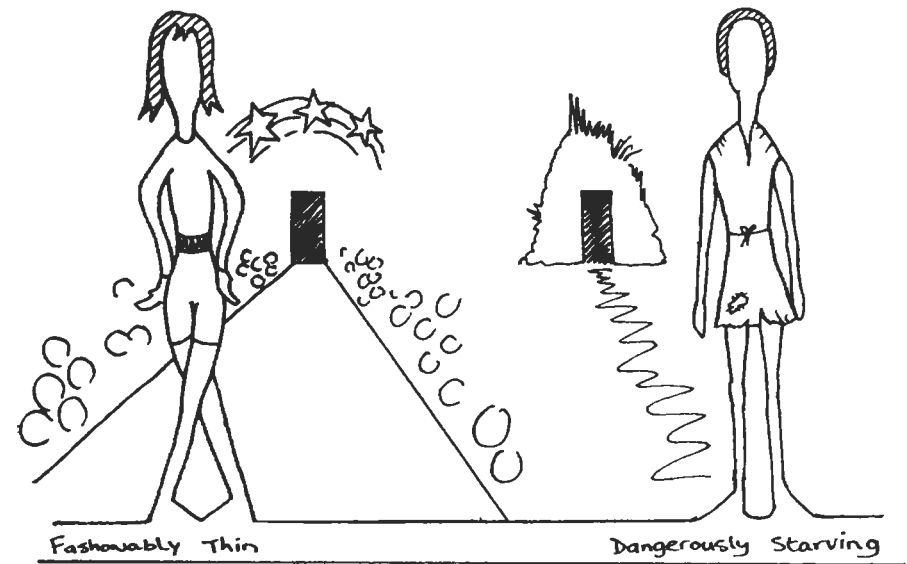
**Tutor notes 7.1.1: 'Opinion Lines'**

**Purpose:** Ice-breaker, begin to explore media issues.

**Time:** 15 minutes

The tutor will need to mark out a line on the floor using masking tape and indicate which end represents agree, and which end represents disagree.

The tutor then reads out a statement from the list below, participants will then stand on the line according to whether they agree with the statement, disagree with the statement, or are somewhere in-between. After each statement the tutor can invite comments from the extremes and from the middle as to why they are standing where they are.



1. 'Friends' is better than 'The Simpsons'.
2. You can trust the media.
3. The rich and powerful control the media.
4. Media only gives us one side of any story.
5. News about the 'Third World' is just about war and famine and is depressing.
6. There is very little distinction between news and entertainment in the media.
7. Young people mostly learn about the world through television.
8. You and I control what is in the newspapers, on TV and on the radio.
9. News is boring for young people.
10. The future of the media is in our hands.
11. When we switch on the radio and television, or open the newspaper we are making the world a very small place.



### *Tutor notes 7.2.1: 'Where do Young People get information about Global Issues?'*

**Purpose:** Explore where young people get information about global issues.

**Time:** 20 minutes

Television

Radio

Newspapers

Magazines

School

Parents

Friends

Family

Youth Organisation

Internet

Travel

Books

Place of worship

Personal contact

Other

Surveys carried out throughout the UK suggest that television is by far where most young people get information about global issues. In a consultation that Global Connections carried out in West Wales in 1998, television was voted by young people almost twice as much as the second most favourite, school.



### *Tutor notes 7.3.1: 'Locality Stereotypes - Label Jars not People'*

**Purpose:** Explore stereotypes.

**Time:** 20 minutes

Ask for 4 volunteers to stand in 4 corners of the room and hold up a sign with the name of a country on it, for example 'Wales', 'Caribbean', 'USA', 'Japan' and 'Zimbabwe'. The rest of the participants will need to work in pairs, and will have 5 sticky labels each. On each label will be a characteristic for example 'quiet', or 'bossy' (see list of characteristics below). They will then in pairs explore stereotypes by deciding which country most deserves the label, and go and stick the label on the appropriate person. At the end of the activity ask questions such as:

1. Why have you given this label to this country?
2. What gives you this impression?
3. Have you ever met anyone from this country? And did they live up to the label.
4. How does it feel to have labels stuck on you without any choice?
5. How much could these labels really tell you about an individual person?
6. How can you get rid of labels?

#### **List of Characteristics**

Cuddly	Ugly	Boring
Backward	Funny	Bossy
Glamorous	Shocking	Sexy
Kind	Quiet	Modern
Exciting	Loud	Out-going
Friendly	Old-fashioned	Irritating
Shy	Aggressive	Laid Back