# Youth Work Curriculum

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Section 1
Introduction: ECM, REYS & the national context

“The Government’s vision is for all young people to enjoy happy, healthy and safe teenage years that prepare them well for adult life and enable them to reach their full potential – in short, to achieve the five Every Child Matters outcomes and be on the path to success. Young people should be valued members of society, whose achievements and contributions are welcomed and celebrated. This means society viewing young people positively, not seeing them as a problem to be solved”.

(Aiming high for young people: a ten year strategy for positive activities, HM Treasury, 2007)

The Youth Work Curriculum underpins the delivery of youth work in Hertfordshire. It is an essential tool in producing quality programmes to enable, support and facilitate the development of young people’s personal and social skills through appropriate youth work interventions.

This Youth Work Curriculum aims to give you a guide to what we do, why we do it and some of the key issues that you need to know about when working with young people. It highlights our values when working with young people, it tells you about national government policy and how it affects youth work. It also provides real life examples of quality work with young people across Hertfordshire.

Provision to young people in Hertfordshire is underpinned by the four principles or core values of youth work: that it is educative, empowering, participative and promotes equality. The outcomes of youth work contribute to specific targets and correspond directly to the five outcomes of “Every Child Matters”.

Vision for Youth Work
Youth work in Hertfordshire supports young people by providing high quality learning opportunities that enable them to reach their potential and become active citizens within their communities.

Objectives
• to make a significant and recognised contribution to the achievement of the five Every Child Matters outcomes and the four key challenges of Youth Matters (see page 3)
• to work in partnership with colleagues in the Children’s Trust to ensure that youth work is part of a coherent and seamless range of services that make sense to young people and provide value for money
• to work on behalf of young people with other services, agencies and communities; to provide opportunities and experiences that will support young people between the ages of 13-19 to develop a range of skills and understanding through a clear learning process. These include personal learning and growth, the ability to make informed choices, develop their resilience and increase their aspirations.
to ensure that provision is targeted at those young people and communities where it is most needed
• to deliver opportunities and experiences to young people that result in recognised accredited and recorded outcomes

Principles
• to place the young person at the centre of activity. This means that all developments will begin by asking the question "How will this benefit young people?"
• to be reflective. This will be achieved by constantly evaluating and reviewing work in order to ensure that what we are doing continues to be relevant and appropriate for young people
• to use accurate and appropriate data to target resources
• to have a highly skilled, motivated and well-managed staff team underpinned by an effective staff development process to ensure staff are utilised to their full potential
• to ensure that young people will be integrally involved in the planning and developing of programmes
• to work in an integrated way with other services for young people within the Hertfordshire Children’s Trust Partnership, including sharing information where appropriate

In order to achieve the principles above, youth workers will:-

• work with young people within a voluntary relationship in which young people make a choice to engage
• identify current issues for young people and listen to and respond to their needs appropriately
• act as advocates for young people
• operate from a non-judgemental standpoint
• value young people
• empower young people to make informed decisions that affect their lives
• record the activity and progress of young people
• provide consistent practice across the County

Resourcing Excellent Youth Services - REYS
"Transforming Youth Work - Resourcing Excellent Youth Services" (DfES, 2002) sets out an agenda for a local authority to provide an adequate and sufficient Youth Service. It identifies standards of youth provision, service targets and performance benchmarks (contact, participation, recorded and accredited outcomes). It also requires authorities to produce a relevant youth work curriculum.

The REYS targets require all services to:
• make contact with 25% of the target youth population
• develop participation with 15% of the target population
• achieve recorded outcomes with 60% of those who participate
• achieve accredited outcomes with 30% of those who participate
Outcomes are statements of what is expected a young person will be able to do; what they will know and understand or what new behaviours and attitudes they will display as a result of a learning experience.

**Best Value Performance Indicators (BVPI 221a and 221b)**
The two indicators by which all Youth Services are judged nationally are the following: ‘Recorded Outcomes’ and ‘Accredited Outcomes’.

**Recorded Outcomes**
The key features of a recorded outcome demonstrate the benefits derived and personal progress as a result of a youth work intervention. It provides evidence to show young people’s action and progression, sometimes termed “distance travelled.” In Hertfordshire it is expected that this progression is recognised by both the youth worker and the young person. It may use a variety of formats such as video, diaries, music, scrapbooks and portfolios.

**Accredited Outcomes**
The key features of an accredited outcome include successful completion of one or more modules of a locally or nationally recognised award, credibility outside youth work and be subject to internal verification by an awarding body or be externally assessed to ensure quality, equality and consistency. (A fuller explanation is in “Credit Where It’s Due” NYA, 2004)

**Every Child Matters - ECM**
At the same time as ‘REYS’ was being developed, ‘Every Child Matters’ (DfES, 2003) was published. The changes it represented for local authorities will have a great impact on how youth services develop. Every Child Matters identified five outcomes for children and young people which services should work towards and to which youth work in Hertfordshire contributes:-

- Staying Safe
- Being Healthy
- Enjoying and Achieving
- Achieving Economic Well-Being
- Making a Positive Contribution

**Youth Matters**
“Youth Matters” (DfES, 2005) sets out four key challenges for the way young people are to be supported, not just by local authority youth services but by other statutory and voluntary organisations who work with young people:

- engaging more young people in positive activities and helping them to shape services
- encouraging more young people to volunteer and become involved in their communities
- better information, advice and guidance and supporting young people to make informed choices
- providing better and more intensive and targeted support for those young people who need it

**Positive Activities**
Clause 6 of the “Education and Inspections Act,” (The Stationery Office 2006) requires local authorities to provide sufficient “educational” and “recreational” leisure-time activities for 13 – 19 year olds.
Aiming High for Young People

"Aiming High for Young People: Ten Year Strategy for Positive Activities" (HM Treasury, 2007) is the Government’s strategy of funding and reform around three themes: empowerment, access and quality, that will support Positive Activities for young people.

The youth work curriculum includes the totality of the experiences, opportunities and challenges provided both directly and indirectly for and by young people, through an organisation’s method, structure and programme.


Section 2

Learning through experience – the planning, monitoring and evaluation cycle

Experiential Learning

Through its programmes, youth work provides a range of opportunities for young people to learn and develop. The method that best describes the learning approach of youth work in Hertfordshire is ‘experiential learning’. David Kolb (1980) described a cycle of learning based on experience.

Kolb stated that in order for learning to occur the cycle had to be worked through. Illustrated on page 6 is the youth work role at every stage in this cycle to enable constructive learning to occur.

Kolb’s Cycle

Having an experience
Applying the learning in new situations
Reflecting on the experience
Concluding (learning) from the experience

Having an experience
Young people will have learning experiences, based on their needs, designed by youth workers. Good youth work practice will involve young people in the planning of that experience. This will contribute to the ‘participation’ aspect of REYS targets. Young people may also have significant experiences that are not part of the designed youth work programme. A skilful youth worker will respond to this to facilitate learning.

Reflecting on the experience
A core role of youth work is to reflect on an experience with the young person. This may be by asking open questions: ”How did you feel about that?” or ‘What did you do differently?” or by designing an appropriate evaluative tool.

Concluding from the experience
After reflection the young person will formulate a range of conclusions from their experience. It is good practice to recognise this learning and evidence it through a recorded or accredited outcome.
Applying the learning
Finally, the young person will apply their learning to similar situations where the learning is transferable. The youth worker can support the young person in applying that learning or again start the reflective process by asking how they have used the experience in other settings.

The Youth Work Planning Process
Good quality youth work does not just happen, it is planned. We have built a clearly defined planning process. Each team takes part in the annual evaluation and planning process, where questionnaires and focus groups are run with young people. From this, action plans and offers are published and then reviewed through a termly cycle.

Each project produces an annual action plan, again reviewed through a termly cycle. Each project produces a curriculum programme appropriate to its situation, e.g. termly within a youth centre, for the length of the summer holiday programme, or for a specific project such as a residential. All aspects of the planning process described above relate to the five ECM outcomes. Youth workers record each session worked, reflecting on the learning for themselves and for young people. Data to enable accurate recording of REYS targets is gathered.

Hertfordshire Youth Service uses the "NAOMIE" model for planning:

**Needs**
The needs of young people as expressed by them or identified by youth workers or associated professionals

**Aims**
This describes the broad direction of the project designed to meet the above needs

**Objectives**
The specific steps or actions needed to achieve the aim

**Method**
How the objectives will be achieved, who does what, when it is to be done. How are young people involved in the planning? How will it be delivered?

**Indicators**
The intended outcomes of implementing the work

**Evaluation**
Did it meet the aims and objectives? What outcomes were achieved, both planned and others. What have young people said about it? What worked well and what did not? What further needs were identified? How could the work be improved?

In addition to planned work, a youth worker will need to be responsive and reactive to an unplanned situation. A young person or group of young people will often express an immediate issue or need. If not addressed the moment may be lost. The skill of the youth worker is to go through a similar process as described above to ensure that there is a positive outcome. This then enables reflection, evaluation and perhaps a recorded outcome. This spontaneous intervention may then lead to further planned programmes.
Planning, Monitoring and Evaluation Cycle

Good planning and evaluation is intrinsic to good youth work. The curriculum development model and the process of planning, evaluation and review, alongside the accreditation of achievement, provide the tools to support the evidence for the progression of young people’s learning. This is outlined in the chart below.

Contact and relationships
Youth work is built on the ability of youth workers to develop and maintain constructive relationships with young people. These relationships should be made within prescribed ethical and professional principles (Hertfordshire CSF Youth Service, “Service Standards” 2003). There are a number of ways of illustrating the range of stages in the development of contact and relationships. A model of that process as described by Huskins (1995) is shown on page 7. At each stage of the model youth workers can develop a set of behaviours or an activity appropriate to the setting: centre based, detached or focussed group work. The youth worker can then use a curriculum programme and the reflective process to support the young person’s learning and experience as they progress through the stages described.
Curriculum development model

Levels of activity

- leadership or peer education role taken
- intensive group work, initiated by young people
- residential planned and run by young people
- take responsibility for planning & running activities & programme
- group work, led by young people
- explore issues in depth
- take active part in planning & running activities & programme
- young people set agenda re: issues and responses
- take part in activities developed from interests and needs
- introduce participation
- regular discussion based on trust
- some activities & referrals
- meet regularly
- learn names
- initial contact

Section 3
Styles of Youth Work

Youth work in Hertfordshire is delivered in a wide variety of ways in order to accommodate the diversity and needs of young people themselves. Youth workers need to be flexible in their response, providing both planned and spontaneous activity as required.

Most youth work is delivered with groups of young people rather than individuals although there is scope for one-to-one work. This is because experience has shown the benefits of young people learning through sharing and understanding with their peers. Youth work with groups of young people, whether planned or responsive, should have or develop clear learning goals.

Detached and Outreach Work
“Detached youth work aims to work with young people where they are and to negotiate further contact and any programme with them. Outreach work is expected to contain similar objectives but its underlying aim is to recruit young people to an existing project or centre.

Detached work is not an emergency response to anti-social behaviour by young people, nor something that should be moved around to tackle “hotspots”. However, it is appropriate that detached work is used as part of a planned programme, perhaps as part of a multi-agency approach to working with young people causing concern.”


Centre based
A large proportion of youth work is delivered in buildings. These vary from substantial youth centres that operate several days per week, to one night a week in a village hall. Large centres should be able to provide a wide range of facilities, including services that are not available elsewhere, e.g. music studios, video editing facilities, sports.

Village halls are more limited but they are often the only facility in the village for young people. Our work in all venues should be time limited and open to review as young people’s needs change i.e. the work is designed around the needs of the young people, not the building.

What all centres have in common is a ‘safe,’ non-judgemental environment where young people have the space and freedom to explore who they are and what they want from life.

Project or Targeted Work
Youth workers will work directly with young people who are disaffected or disadvantaged, providing project work which reflects need. Projects will vary in length and some may operate across District boundaries.

Youth workers seek to identify those within the target groups and develop opportunities appropriate to their needs. This is done by focusing work with identified groups or simply taking into account individuals within its existing provision.
Targeted work will use all the styles available to it in order to ensure that it is reaching those who have the greatest need of its services.

**Information, Advice and Guidance**

One Stop Shops (OSS) or Youth Enquiry and Information Services (YEIS) operate from a number of venues in the county and are regarded as one of the key components of the curriculum.

OSS are a multi-agency partnership. They are committed to providing free access to quality, up-to-date information. The range of partners offering advice or specific services within a OSS might include youth workers, Connexions personal advisers, the Police, health professionals and voluntary sector counselling agencies.

They offer a non-judgmental, confidential service that allows young people to express their needs and feelings about their personal situations. They aim to supply young people with all the information they require to make informed decisions on a range of subjects from benefits rights to contraceptive advice.

Youth workers need to be aware of their limitations and the need to refer young people on to specialist agencies if appropriate.

**Youth Forums or Councils**

There may be a variety of structures, formal and informal, that give young people a voice both within their organisation and at District or County-wide levels. They seek to engage young people in the design, delivery and evaluation of services provided for them. Examples include youth centre management committees, UK Youth Parliament and more creative projects to give young people influence on youth issues.

**County or District-wide Events**

These can provide a powerful tool for young people to demonstrate their skills and achievement, work together and support each other and raise the profile of youth work. Examples of these might include a dance event, band showcase, 5-a-side football tournament or a Youth Awards presentation.

**Peer Education**

Peer education enables young people to take ownership of projects and work with their peers on subjects where a young person may deliver a message more, or as, effectively as an adult. Typical peer education projects include issue-based work around sexual health, bullying, drugs and mental health.

**Volunteering**

Young people can get involved in a range of voluntary activities both in their own project or in the wider community. Volunteering can be used to gain recognised accreditation such as the service section of the DoE Award.

**Mobile Provision**

The use of converted buses or other vehicles, taken to particular localities as a mobile youth project, offer young people opportunities to meet together, take part in structured programmes and gain access to resources, information and advice. This may be especially useful in rural areas where youth projects or access to leisure facilities is limited by public transport.
Outdoor education, residential and sporting activities
Safe, adventurous activities provide an important learning tool for young people as they learn team skills, take risks and try out new challenges. Young people are encouraged to push themselves and to support each other to achieve, adding a valuable dimension to the curriculum.

Creative and Expressive Arts
Young people are offered the chance to get involved in music, arts, drama, dance, film making, magazine and website development. The curriculum provides both individual skill development and the opportunity to work as part of a team, involving both creative and technical skills and experiences.

Accredited learning programmes
The accreditation of young people’s learning is a way of formally recognising their achievements and a requirement of REYS for youth work. There are numerous national awards, as well as the opportunity to develop locally-designed achievement programmes, that will maximise the opportunities for young people to achieve through their involvement with youth work.

Working within other providers’ venues
Work can be developed in leisure centres, skating rinks and night clubs in partnership with the owners of these venues. Youth workers may be targeting particular groups or providing information and support to young people, particularly around drug and alcohol use.

Section 4
The 5 ECM Outcomes and Youth Work Practice

This section of the youth work curriculum links the five key outcomes of Every Child Matters to the delivery of programmes of youth work. It provides case studies of practice, drawn from reports written by youth workers in Hertfordshire, to exemplify and illuminate how good youth work can deliver the outcomes required through government policy, and the achievements and successes desired by our service.

Each section sets out definitions of the knowledge, skills and attitudes that reflect the indicators used against each outcome category. Of course these are not exclusive and there will be some duplication and overlap. Nevertheless, they are meant as a helpful guide to practitioners in planning and evidencing the impact, learning, outcomes and achievements of young people.
Be Healthy

Introduction
Youth work contributes to young people’s health, encompassing body, mind and spirit; by enabling them to understand what being healthy means and the development of the skills and knowledge to choose healthy lifestyles. This includes access to advice and information and informal programmes on sex, relationships, drugs, alcohol, health promotion and spiritual development.

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<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
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<tr>
<td>Young people:</td>
<td>Young people are able to:</td>
<td>Young people:</td>
</tr>
<tr>
<td>are aware of their rights in relation to being healthy</td>
<td>make best judgment and informed choices with regard to their health</td>
<td>have a positive approach to their health and the health of others</td>
</tr>
<tr>
<td>have an awareness of the key issues that affect them with regard to their health</td>
<td>assess risk</td>
<td>are pro-active in engaging with services and opportunities in relation to their health</td>
</tr>
<tr>
<td>know where and how to access health services available to them</td>
<td>develop and maintain a range of relationships both one to one and in groups</td>
<td>are keen to pursue new experiences that support healthy lifestyles</td>
</tr>
<tr>
<td>know and understand the action they can take to pursue a healthier lifestyle</td>
<td>resist and challenge peer pressure</td>
<td>have a positive self image</td>
</tr>
<tr>
<td>know and understand the risks and consequences of their behaviour and attitudes</td>
<td>pursue a range of interests and hobbies that support healthier lifestyles</td>
<td>are interested in developing further knowledge and skills</td>
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<td>have a diverse knowledge of health choices</td>
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Outcomes for Young People
This initiative came from a youth project focus group which some young women attended but felt dominated by young men. There was a request for support from the young women on sexual health, self awareness and managing the oppressive behaviour and unequal relationship with the young men.

The opportunity was taken to link to an initiative from the curriculum development workers. A 5 week programme was designed aiming to give the young women space to explore their own needs, an opportunity to develop self-esteem and increase their confidence.

A programme was delivered and run at Herts Young Mariners Base and included:

- video on self image,
- a workshop on body image
- creating a story board
- listening skills
- risk of smoking poster design
- sexual health
- outdoor education activity session: climbing & abseiling

The establishment of a ‘contract’ with the young women was seen as an important contributory factor to the success of the project. There was clear group development and learning to support each other and there now exist positive relationships with the youth workers. The group plans to develop a further programme on alcohol and drugs and use drama to explore dangers and how to stay safe.

Can U Feel It,
Turnford Young Women’s Project

Young people at this village based project identified a need for accessible drug and alcohol information and used a targeted drug education worker to support the delivery of substance misuse education as part of their curriculum programme.

The young people liked the idea of making a film, as previously their older peer group from the project had done the same. However, they wanted to make the film differently, opting for a drama rather than the previous animation. An artist was booked to provide specialist film knowledge and the film was created over four sessions. The young people decided to focus upon the effects of alcohol and how this can lead to possible fighting and violence.

The aim of the project was to provide drug education in an informal setting to a variety of young people, working with both young men and women. The film was entirely shot within the project. Eighteen young people participated and had to learn about props and use of space. The project gave the opportunity to develop personal and social skills such as an awareness of planning, as they had a finite time and needed to stay focused. Both recorded and accredited outcomes were achieved by participants.

Film Project,
Kimpton
Stay Safe

**Introduction**
Youth work helps young people explore the issues of risk and develop their ability to recognise and practice behaviour that minimises their exposure to danger. It supports and equips young people, through a range of activities, to develop the skills and knowledge to keep them safe from harm, bullying or victimisation and enables them to make informed choices about their involvement in anti-social or offending behaviour.

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<tr>
<td>Young people:</td>
<td>Young people are able to:</td>
<td>Young people:</td>
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<tr>
<td>understand that risk is an element in decision making e.g. road safety, offensive weapons</td>
<td>recognise risk and make considered choices</td>
<td>adopt behaviour that minimises risk</td>
</tr>
<tr>
<td>are aware of what constitutes abusive situations and relationships e.g. bullying</td>
<td>assess situations and take informed actions</td>
<td>assess their surroundings in order to minimise danger</td>
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<tr>
<td>understand the risks associated with illegal and legal substances, and sexual health</td>
<td>seek advice and information from appropriate individuals and organisations</td>
<td>are prepared to challenge peer pressure at appropriate times</td>
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<td></td>
<td></td>
<td>are able to take responsibility for their own actions in order to remain safe</td>
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The "Hammered" programme was planned by detached workers in Hertford. It was based on information gathered by detached youth workers having detailed discussions with young people on the streets of Hertford Town Centre and Hartham Common Park. It was clear there were many young people in the area with issues of alcohol misuse and who wanted to address them.

The aim of 'Hammered' was primarily to increase young people's awareness of alcohol and the consequences of its use. It achieved this through a range of different objectives, which included gaining knowledge about the number of units that different alcoholic drinks contain, understanding the personal effects that alcohol has on you, and how the law affects the purchase and consumption of alcohol.

Based on this evidence, a four session programme was planned and delivered to a targeted group of young people aged 13-19 who had issues with alcohol. Six young people attended the first programme and a further 12 young people participated when it was repeated 6 months later.

East Herts District Council and the Police also supported the project. Young people gained an understanding of how to use alcohol safely and they started, to think about their own and others safety, if they drank too much.

The following comments taken from both programmes highlight some of the things that young people did learn:

'I know exactly how many units I can drink. I monitor and control better and know the effects it has on me. I am trying to drink more slowly now.'

'I understand how alcohol is advertised by watching the video and matching advertising slogans.'

'I enjoyed participating with the Police and the mass debate we had with them.'

'I know the effects better now that alcohol has on me and the reasons not to drink too much so I won't get myself into a state I cannot handle.'

11 young people gained an AQA in alcohol awareness through participation in the programme.

A young woman used Herts Wired, an internet based youth project, to gain advice and information and reduce isolation. She wanted someone to speak to about her problems and issues around bullying and self-esteem.

The 'Agony Angel' advice section on the website offers young people advice and information and to put them in touch with the appropriate professional in their area. In this circumstance, the young person was given advice on how to deal with the situation, and information on the services available through a large local youth centre and a One Stop Shop.
The aims were to raise her awareness of what services were available, for her to feel comfortable and welcome in a new venue, to speak to someone face to face about her issues and to make new friends through the programmes available at the youth centre.

The young person took the advice and visited the One Stop Shop. She then came back for more information and also signed up to join a drama, reading and writing session at the youth centre.

In terms of outcomes, the young woman developed her awareness of her experience of bullying and the responses available to her in reducing the risks. She took responsibility for her actions to stay safe and was introduced to new young people.

Fire Course, Bronze Duke of Edinburgh Award

A school in Hertford for young people with emotional and behavioural difficulties wanted to involve their pupils in the Bronze Award’s service section.

As a response the youth worker put a module together. The primary aim was to achieve the Bronze Award through a focus on fire safety. Another important objective was to develop partnership work with the Fire Service through the Fire Service youth and community worker. Further objectives were to support and develop safety initiatives, to encourage responsible support for the Fire Service and to break down any negative images of authority.

Twelve young people attended and there was a mix of theory and hands-on learning, run in partnership with fire officers and youth workers. The clearly defined programme covered 999 calls, hoax calls, house safety, smoke alarms, chip pan fires, how to use a fire extinguisher and other emergencies.

All the young people successfully completed the Bronze service section. In addition, behaviour visibly changed at the school amongst the young people, and their ability to concentrate and engage with adults constructively, improved.

The project has continued and has developed strong and positive relationships that have included the involvement of young people in Fire Service fundraising activities. The Fire Service has also gained a positive experience of young people. They expressed delight with the success of the project and have pledged support for more partnership work in future.
Enjoy and Achieve

Introduction
Youth work promotes the development of social and personal skills which empowers young people to build confidence in their own abilities through a range of fun educational activities. The experience is then evaluated with young people to acknowledge their achievement and progression supporting their future engagement in learning and the fulfilment of their potential.

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<td>Knowledge</td>
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<td>Young people:</td>
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<td>are aware of the</td>
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<td>accredit learning</td>
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<td>are able to demonstrate</td>
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<td>activities they enjoy</td>
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<td>are aware of the range of</td>
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<td>informal learning and</td>
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<td>recreational opportunities</td>
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Gardens Drama, South Oxhey

Gardens Drama is a well-established project for young people with disabilities who want a ‘true’ drama experience, initially developed in partnership with Three Rivers District Council.

The aim of the project is to give an environment for young people to come together and gain a drama experience. It is also to challenge perspectives of young people with disabilities and integrate other young people.

Every year the group aims for one large production, bringing together different aspects of drama and performance, including musicals and circus experience. It is performed in a proper theatre to an audience that includes County and District Councillors, family and other young people. The young people learn to support and respect each other. This learning is gained through the rehearsing and role-play integral to the drama experience and as they continue to discover talents among themselves and others.

To formalise this learning, individuals develop personal portfolios that contribute to recorded outcomes. A number have gained AQA in circus skills, creative writing and drama. Three members have also been proud to receive Youth Service Awards. Their growing confidence has been evidenced by their involvement in a local Disability Forum held mainly for parents, carers and councillors. Not only did they attend, but they challenged the group to educate others about having a disability.

Flash Back, St Albans

‘Flash Back’ grew from a Sunday session at the Pioneer Youth Centre into a modern twist on the 1920s, involving dance, fashion, art, photography and media. Young people went to the Pineapple Theatre Company in London to gain inspiration and learn how to put on a show. This trip inspired them and also let them see how much work they needed to do.

Eight members were involved throughout. Young people did all the planning with support from the youth worker and after about 3 months of work, went into the final production. Included were: costume making, magazines, publicity and promotion.

Young people organised a dance routine to 1920s music and held a fashion parade on a cat walk. Young people’s work relating to the project was displayed all over the centre, a video of all the sessions, even with the bits that did not go according to plan, was playing throughout the evening. Young people dressed in black ties and provided guests with non-alcoholic cocktails and a small buffet.

The project gave young people a chance to work as a team. They had to learn how to compromise because deciding on dance routines was not easy. Young people were able to show their hard work to friends, parents and the management committee. A number used the event to complete their Bronze Achievement Award. Others showed evidence of peer learning and team work, not to mention pride in their success, and growth in self-confidence.
Make a Positive Contribution

Introduction
Youth work provides a range of ways and opportunities in which young people make positive contributions to their communities and beyond. Youth work can do this by supporting and equipping young people with the skills and knowledge to enable them to engage with local and national democratic decision-making processes, through offering their time voluntarily for community activities and being active citizens.

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</thead>
<tbody>
<tr>
<td>Young people:</td>
<td>Young people are able to:</td>
<td>Young people:</td>
</tr>
<tr>
<td>understand their rights and responsibilities as members of society</td>
<td>have the confidence to voice their opinions</td>
<td>have a positive view of their life and their experiences</td>
</tr>
<tr>
<td>are aware of acceptable and unacceptable behaviour in relation to the law, equality, diversity and inclusion</td>
<td>have communication and assertiveness skills</td>
<td>feel in control of their lives and how they can affect their futures</td>
</tr>
<tr>
<td>understand how they can be involved in democratic processes and influence decision makers</td>
<td>have skills relating to negotiating, compromising and working with others to enable them to engage in appropriate behaviour</td>
<td>have a positive view on acceptable and unacceptable behaviour</td>
</tr>
<tr>
<td>have information about how they can be more actively involved</td>
<td>have skills relating to evaluation and forward planning to enable them to make sense of their experiences and make decisions about their lives</td>
<td>are willing to support and enable others to develop positive behaviour</td>
</tr>
<tr>
<td>understand the effects of prejudice and discrimination on themselves and others</td>
<td>have skills relating to empathy and understanding of others</td>
<td>are interested in effecting change for themselves and others</td>
</tr>
<tr>
<td>know how to find voluntary organisations</td>
<td>have skills to challenge inequality.</td>
<td>acknowledge their own personal prejudices and recognise inequalities in society</td>
</tr>
</tbody>
</table>
Youth Work Training for Young People, Countywide

The training scheme is for young people, aged 15-21 years, who are already volunteering in local youth provision. Local communities where the projects are based sometimes find it difficult to recruit workers and this scheme helps to provide trained volunteers.

The programme runs from October to March with each session lasting five hours. It aims to reduce the isolation felt by young volunteers by bringing them together. Many of these young people are not achieving at school or have already left school without formal qualifications.

The scheme is a partnership between HAYP and the County Council. The group meets fortnightly, including two residential. Participants follow eight core modules and group development is a core element of the learning. Young people gain essential social skills in relating to other young people, and self-esteem is also a consistent and important outcome.

In the most recent course, 35 students took part and they have developed wide-ranging skills. Nine young people have gone on to train to become inspectors of youth provision. Four young people took part in inspections of the Hertsmere and Broxbourne Teams, bringing a welcome youth perspective to the assessment of the quality of work delivered.

The course is accredited through links being developed with FE Colleges in Hertfordshire.

Mencap Befrienders’ Scheme, Stevenage

A youth worker identified the need for greater opportunities for young people involved in Positive Activities for Young People to take on responsibilities that stretched and challenged them. The worker contacted the Stevenage Volunteer Bureau to support and supervise young people involved.

The aim of the initiative was to develop greater social responsibility for a group of young people involved in PAYP Scheme who would not normally seek this responsibility. A further identified objective was to develop better self esteem.

The Mencap Friendship Scheme was organised through the Volunteer Bureau and offered the young people opportunities as “young befrienders” to young adults with learning difficulties. Training was offered to the young people and local certificates were given. A disco was organised and other events subsequently developed that encouraged the appropriate befriending environment.

The partnership with Mencap and Stevenage Borough Council worked well, developing a notable positive understanding of the youth work purpose. The opportunity helped the young people discover their abilities to contribute positively to individuals and the community. It also supported the development of an accepting atmosphere for even the most ‘image conscious’ (coolest) young people in the group.
Achieve Economic Well-being

Introduction
Youth work raises young people’s aspirations by encouraging and supporting them to achieve their potential to enter employment, education and training opportunities and to fulfil their potential.

### Outcomes for Young People

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people:</td>
<td>Young people are able to:</td>
<td>Young people:</td>
</tr>
<tr>
<td>are aware of the opportunities available to allow them to access education, training and employment</td>
<td>make informed and realistic choices and decisions</td>
<td>have confidence in their own abilities</td>
</tr>
<tr>
<td>understand that the development of specific skills are necessary to prepare them for working life and independent living</td>
<td>identify personal goals and targets</td>
<td>have positive aspirations</td>
</tr>
<tr>
<td>understand the principles and tools of financial management</td>
<td>develop their life-skills</td>
<td>treat themselves and others with respect</td>
</tr>
<tr>
<td>understand the challenges of consumerism in society</td>
<td>manage their finances</td>
<td>take responsibility for their decisions</td>
</tr>
</tbody>
</table>
The boat maintenance project was set up as a result of demand from a number of young people to learn how to maintain the boats and other equipment that they use at Hertfordshire Young Mariners Base (HYMB) in Cheshunt.

Young people learn how to use tools that are needed for maintenance of wooden and fibreglass boats. The skills that the participants learn are transferable to boatbuilding, carpentry, joinery, the building trade and also to home DIY. Whilst the focus is on maintenance skills, the youth worker on the project will take opportunities to discuss any issues that arise during informal discussions.

The group have completed the following projects all of which were selected by them:-

- refurbished a wooden GP 14 Sailing boat
- refurbished a 100 year old bell and installed it as a fire alarm for camping groups
- knocked down and rebuilt a brick barbeque area

The individuals became used to working as members of a team and have had open discussions on many topics including self-harming, alcohol, their futures in education and work prospects. Each participant keeps a log book in which the skills that they learn are recorded, with a comment from the young person and a comment from the youth worker.

Also at HYMB, a group of peer volunteers was set up to encourage young people whose development needs were outgrowing what was on offer to them. The volunteers assisted on 224 sessions and achieved 80 accredited outcomes, including a number of coaching awards, first aid, Duke of Edinburgh’s Award sections, and Millennium Volunteer Awards. Some group members joined the volunteer scheme as a result of attending HYMB on their school work experience. All volunteers are encouraged and supported to gain further training such as first aid or coaching awards.

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Hertfordshire CSF Youth Service who produced this document and provided the examples of practice.