SKILLS FOR LIFE
INDEPENDENT LIVING
# Skills for Life - Independent Living

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Skills for Life - Independent Living

Session one
Healthy living and food hygiene
Cooking together
Leaving home/care – information and support

Session two
Budgeting skills
Cooking together
Healthy lifestyle choices
Drugs & alcohol
Online safety
Coping with loneliness

Session three
Independent living – tenancy information
Cooking together
Education and employment opportunities

Session four
Debt advice
Cooking together
Sexual health and positive relationships

Session five
Celebration session
Cooking together
Information about this resource

Session one

Healthy living and food hygiene
Cooking is a recurring theme throughout this programme, with the young people preparing and cooking a meal together each session. As well as learning about basic kitchen hygiene and how to prepare food safely, there is a choice of recipes, including a vegetarian option, for all five dates. The facilitator version of these is towards the back of this pack.

Additionally, as this course is all about developing young people’s independent living skills, there is a separate file on this CD-Rom that contains recipe sheets for all of the food cooked to download and print for each learner to take home and use. As well as recipes this contains some basic information about simple and healthy food to cook on a budget.

The skills learnt can be accredited using an AQA Unit Award ‘Food handling and basic cooking skills’ (86161), details of which can be found in the accreditation section.

Preparing to leave care
This session should be facilitated by an outside speaker with expert knowledge of the leaving home/care process in Hertfordshire. This could be a social worker or Targeted Youth Support Personal Adviser, Foster Carers or Residential Home Workers.

Session two

Budgeting
Budgeting is an important skill for all young people to learn, but for those leaving home/care it will be essential that they know how to manage their money effectively.

The activities in this section offer a basic introduction to income and expenditure and how to set a basic budget for independent living. The skills learnt can be accredited using an AQA Unit Award ‘Budgeting skills’ (78538), details of which can be found in the accreditation section.

Healthy lifestyle choices
Please be aware that both of the topics suggested for this section are too large to cover fully within the programme. Instead, the pack contains two introductory workshops with activities that can either be used to fill one session, or woven in between other topics over the four sessions. If young people have particular issues, or need additional support, please ensure that the information is available to signpost them to other services.

Option 1 – Drugs and alcohol
Suggested in this pack are some activities to offer information about drugs and alcohol and explore young people’s values and attitudes to substance misuse. Information about additional services available to them should be handed out at the end of the meeting.
Option 2 – Internet and mobile safety
These session plans explore how young people use mobile phones and the Internet and aim to promote keeping young people safe online.

Option 3 – Coping with loneliness
Being alone is different to the loneliness felt by many young people leaving home/care. This session explores this and encourages young people to identify a network in the months leaving up to leaving home/care.

Session three

Becoming a tenant
This is another session that should be facilitated by an outside speaker, this time one with expert knowledge of housing support and housing for Independent Living Group in Hertfordshire. This could include a social worker, Targeted Youth Support Personal Adviser or Herts Young Homeless Tenancy Support worker.

Education and employment opportunities
Contained in this section are activities to explore the skills and qualities that employers and education providers look for in an applicant. They also explore young people’s values and attitudes to working and the motivation to action plan for the future.

There is an opportunity to work towards an AQA Unit Award, ‘Introduction to action planning and goal setting’ (73046), details of which can be found in the accreditation section.

Session four

Debt advice
For this session it is important that it is facilitated by an expert debt advisor, who can explain to young people leaving home/care about the dangers of getting into debt and raise awareness about where to go for financial help and support.

Sexual health and positive relationships
This section contains a selection of activities to raise awareness about sexually transmitted infections and promote positive relationships. There is no expectation that all of them will be facilitated, especially as time is so limited, but instead that facilitators will choose those most appropriate to meet the needs of the group.

Information should be made available at the end of the session about sexual health services, support for the victims and perpetrators of domestic violence and general relationship advice available to young people in Hertfordshire. This should include details of the local C-Card Scheme in the area and a an up-to-date copy of numbers u need.
Session five

This session is a celebratory session that can be planned by facilitators to meet the needs of young people. If you plan an off-site trip then this will need to be organised using the standard HCC risk assessments and consent forms.

In this pack it is suggested that the celebration session will be a final group meal, and there are recipes for cupcakes and a selection of sweet treats to make together to celebrate the end of the group.

Recipes to use
All of the recipes suggested for the ‘cooking together’ part of each session are included at the back of this pack in the section titled ‘Cooking Together Recipes’.

‘Cooking Together Recipes’ are also available in a separate file to download and give to each young person so that they can make the food again once they are living independently. These have been designed as recipe sheets, and come complete with an ingredients list and additional facts and common tips for healthy eating.
Starting the group
Creating a successful learning environment

This resource pack shows the Independent Living Programme facilitated over five four hours sessions, as per the pilot sessions run before the launch of this pack. These were set to coincide with mealtimes as preparing food and developing social skills is a key feature of the group, and held between 11 a.m. – 3 p.m. (during school holidays) or 4 p.m. – 8 p.m. in term-time.

However, each session has been written as a stand-alone module, with a choice of activities to explore each topic so that facilitators can choose those that meet the needs of the young people best. For young people with additional needs, or those who find it difficult to concentrate for long periods of time, it is suggested that each session is split in half to create 8 x 2hour sessions and one celebration session at the end. Whilst this means that the group lifetime is longer, it may suit the learning needs of the young people better and result in better participation and retention.

For the pilot the group took place in youth centres and community venues with full kitchen facilities. Whilst this has proved successful in bringing young people from different residential settings together, it is worth considering the option to facilitate the sessions in small groups where the young people actually live. This provides the benefits of on-site support and the option to deliver the training over a longer period, without the need to arrange transport or rely on young people to travel to the group independently.

Referrals

As this is a group that is open to young people by referral only, it is important for the success and welfare of the whole group that referrers are encouraged to give detailed information about the young people they are referring, within the boundaries of professional confidentiality. This includes information and guidance about any –

- Additional learning support required
- Behavioural or emotional issues that require additional support
- Known relationships between the young people
- Known ‘triggers’ or coping strategies already in place for the young person

This is especially important as some of the topics covered, e.g. relationships, online safety and bullying, are emotive and can result in young people needing additional support. If facilitators are made aware of potential difficulties then the programme can be adapted to ensure that these are taken into account and young people can get the most out of the sessions.

Finally, whilst diversity enriches any group experience, it is worth considering the learning abilities of the young people within the group. If you have young people from both ends of the spectrum it is suggested that these differing needs are taken into account and more than one group run. That way, the pace of learning can be measured to suit participants needs and the appropriate level of support staff put in place.
Ground rules
Before starting, it is a good idea to produce a ‘contract’ or set of ground rules that everyone, including the facilitator, is happy to work with. These are different to any rules and regulations set by health and safety requirements, and are an agreement about how the group will work together to get the most out of the sessions, and will form the basis of a behaviour contract that includes any sanctions put in place.

As sensitive issues may be raised, especially in the session about drugs and alcohol or discussions around relationships, make sure that confidentiality and the need to respect each others points of view and experiences are fully considered and everyone is clear about the boundaries to acceptable and unacceptable behaviour.

Eating together is a large part of this project aiming to offer young people the opportunity to learn to cook basic healthy recipes on a budget and learn about the preparation and handling of food. To ensure that this is done safely, it is important to set clear guidelines for the kitchen. Activity 3 & 4 within the plans for Session 1 offers ideas for discussing this in detail with young people, along with a suggested list of ‘Rules for the kitchen’ that can be displayed in the cooking area.

Participation
Encourage all members of the group to take part. It is often easier for quieter members to opt out of sessions rather than challenge the authority of more assertive young people. This can result in a few strong characters dominating the whole group so ensure that everyone has the opportunity to speak, but also reserve the right to ‘pass’ if someone finds a topic really difficult to talk about. Leaving home/care is a big step and it is important that there is support outside of group time for young people to ask further questions or continue discussions begun during a session.

Outside speakers
It is suggested that specialists within Hertfordshire County Council are invited in to speak to the young people for the afternoon of Session 1 Leaving home/care whichever appropriate – information & support, Session 3 Living independently – tenancy information, and the morning of Session 4 Debt advice. However, this will depend on the expertise of the facilitators.

Accrediting the work done
The Skills for Life - Independent Living programme offers opportunities for young people to gain accreditation in some of the areas covered. Included in the ‘Accreditation’ section of this pack is the paperwork to support three AQA Unit Awards –
AQA Unit Award Scheme – Food handling and basic cooking skills (Code no: 86161)
AQA Unit Award Scheme – Introduction to action planning and goal setting (Code no: 73046
AQA Unit Award Scheme – Budgeting skills (Code no: 78538)
**Evaluation**
The process by which you plan to evaluate the success of the group will need to be decided at the planning stage. There are aims for each activity included in this pack, and there is a basic evaluation tool after Session 5, which can be used in addition to any formal evaluation form. It is suggested that young people are encouraged to participate in a short evaluation at the end of each session so that they can reflect on their learning and experiences as well as provide feedback to inform the planning for the next one.

**Feedback from carers / referrers**
To ensure that carers and referring agencies can offer formal feedback about the programme an evaluation form has been included in the pack. This can add to the overall evaluation of the course and contribute to its ongoing development.

**After the session**
Check that the room is clean and tidy, especially the kitchen area. This is an important part of the process of moving towards independence and offers another opportunity to reinforce safety and hygiene guidelines.

**Useful numbers and organisations in Hertfordshire**
At the back of this pack is information about services for young people in Hertfordshire. These can be used to signpost young people on to additional support.
Delivering the programme one-to-one

Although the Independent Living Skills programme has been written for group work, it is easily adapted for support workers or foster carers to use in a one-to-one setting. This may be more appropriate for young people with additional needs, or for those who work at a slower pace.

So that young people get the most out of it instead of delivering the course in five sessions, spread the programme out over a longer time, only looking at one of the issue based activities and then preparing and cooking food to eat together each time.

For example –

Session one – basic kitchen hygiene
Session two – basic food preparation and nutrition
Session three – cooking on a budget
Session four – budgeting for independent living
Session five – becoming a good tenant
Session six – keeping safe online
Session seven – basic drug and alcohol awareness
Session eight – positive relationships
Session nine – planning for the future
Session ten – applying for voluntary or paid employment

The recipes in the ‘Cooking Together’ recipe book can be used, but extra attention should be given to things like knife skills and using the cooker so that the young person can learn safely and practise new skills several times under supervision. Once again, the emphasis is on teaching independence so it is better to repeat things and reinforce learning rather than moving on through the programme.

Each session has been written as a stand-alone module so only select those most appropriate to the young person, which can be done in any order. Some of the worksheets can be used as discussion prompts, or as a question and answer session rather than being a written exercise, dependent on the ability of the young person.

Where an outside speaker is required or suggested, please speak to the young person’s HCC social worker or Targeted Youth Support Worker to ensure that this information is given. Much of the information about education and training opportunities will be available from The Virtual School, details of which are available at http://www.thegrid.org.uk/info/welfare/virtualschool/team/index.shtml
Session One
Session 1

Healthy eating and food hygiene

Icebreaker: Desert island menu

Activity 1: Healthy eating quiz
Activity 2: Healthy shopping basket
Activity 3: Preparing to cook
Activity 4: Safety in the kitchen
Activity 5: AQA Food handling and basic cooking skills worksheet (outcomes 8 & 9)

Preparing to leave care – outside speaker
Ask the young person’s worker to suggest an appropriate speaker. It may be from the Targeted Support Service or Herts Young Homeless

Recipe suggestions for session 1

Homemade pizza
Vegetable kebabs

Icebreaker
Desert island menu

Aim
This is a quick, simple introductory exercise to healthy eating that enables new groups to find out about each other and reach group consensus through discussion.

Time needed
15 minutes

You will need
• Flipchart and markers

How to do it
Divide the young people into groups of up to five; they then have a couple of minutes to consider and decide three types of food that they would choose to live on for a year, if stranded on a desert island, with nothing else to eat or drink apart from water. You can decide on any specific rules that you want to impose e.g. no alcohol or if they are allowed only to choose from food that can be eaten raw.

After considering their selection and reaching group agreement ask the young people to write or draw their selection onto the flipchart paper. Finally, invite each group to share their choices and reasons for their selection, reminding them that there are no right or wrong answers.
Reflect on the process of choosing and ask them to share how they managed to reach consensus.

**Activity 1**

Healthy eating quiz

**Aim**
The aim of this quiz is to give basic, correct information so that young people can begin to make informed choices about their diet.

**Time needed**
15 minutes

**You will need**
- Copies of the quiz
- Pens
- Support leaflets and information (in case the session raises questions you can’t answer)

**How to do it**
Hand out copies of the questionnaire to each group member, or ask them to work in pairs. Allow about ten to fifteen minutes for them to look at the questions and consider their answers.

Go through the questions and answers with the group discussing responses. Reinforce healthy eating options and the need for a balanced diet and regular exercise, handing out leaflets where appropriate.

**ANSWERS** – 1c, 2a, 3c, 4b, 5b, 6a, 7c, 8b, 9c, 10b

Source - www.mindbodysoul.gov.uk
Healthy eating quiz

1. There are two main types of food ‘good’ and ‘bad’
   a) Vegetarian food is ‘good’ food and by far the healthiest option; everyone would be far healthier if they just gave up eating meat.
   b) To be healthy you should give up eating ‘bad’ food like chips and bread and eat ‘good’ food like lentils and beans
   c) No food is ‘good’ or ‘bad’. The important bit is to balance food from the five food groups – including 5 x portions of fruit and vegetables a day

2. Eating carbohydrates like bread, potatoes and pasta makes you put on weight
   a) No - these foods help fill you up and give you energy. Take care how you cook them – e.g. frying or adding too much butter. It is the fat you add that increases the calories, and can lead to putting on weight
   b) Yes - these foods should be avoided, as they are high in calories and low in nutritional value
   c) Yes - these foods are high in fat so should be limited to once a week

3. 100g French Fries contain more fat than a jacket potato
   a) True - 100g French Fries contains 20g fat compared to 100g baked potato that contains less than 1g
   b) True – but only just! 100g of French Fries contains 3g of fat compared to a 100g baked potato that contains 2g
   c) True - 100g French Fries contains 15g fat compared to a 100g jacket potato that contains less than 1g

4. There is no point in drinking skimmed milk – all the goodness has been taken out of it!
   a) Skimmed milk has less calcium and protein than whole milk, as it is lost in the skimming process
   b) All milk is a good source of calcium & protein. When milk is skimmed it is only fat that is removed
   c) During the skimming process the milk is heated to boiling point before being cooled in huge coolers. It is during this process that protein is destroyed although there is still calcium left in the milk.

5. Frozen vegetables don’t count towards the recommended five portions of fruit and vegetables you should eat a day
   a) True – most of the vitamins are destroyed in the freezing process
   b) False – frozen vegetables all retain their vitamins and minerals when they are frozen
   c) Depends – on which vegetables and fruit it is, freezing, destroys the vitamins in some delicate vegetables, such as peas. This means you would have to eat four times the amount of frozen peas to get the same amount of vitamins and minerals in a portion of fresh peas.
6. Which of these are ‘oily’ fish and a good source of unsaturated (Omega 3) fats that can help protect the heart and circulatory system?

a) Salmon
b) Cod
c) Tuna

7. It is best to take vitamin supplements to make sure you get enough vitamins daily

a) Yes – no matter how well you eat you can never have too many vitamins
b) It is a good way to avoid being ill by boosting the number of vitamins you take daily
c) If you eat a balanced, varied diet you shouldn’t need to take anything extra to keep you healthy

8. Very low calorie diets are an excellent way to loose weight fast.

a) True – eat three low calorie ready meals a day and you will be thinner and healthier
b) False – very low calorie diets don’t provide enough energy for healthy growth and ready meals can contain way too much salt. Eat a healthy balanced diet and increase exercise by regularly doing activities you enjoy like dancing, walking and playing sport.
c) False – ready meals are too expensive

9. If the weather is hot you should add more salt to your food to make up for the salt lost through sweating

a) Only if you like salt
b) Only rock sea salt, as this is purer
c) Most UK diets include more salt than the body needs so even in hot weather you don’t need extra

10. Adding bran to food is a good way to get enough fiber in your diet

a) True – it is really good for your digestion
b) Not a good idea as it may upset your stomach. It is better to choose wholemeal pasta, bread and eat plenty of fruit, vegetables and pulses such as beans and lentils.
c) True – you can’t really have too much fiber in your diet
Activity 2

Healthy shopping basket

Aim
This activity introduces the topic of cooking on a budget and compares the cost of healthy food with takeaway meals.

Time needed
30 minutes

You will need
• Copies of the ‘Healthy Shopping Basket’ worksheet
• Online access
• A good selection of takeaway menus
• Paper and pens

How to do it
Suggest that one of the most important skills to learn for independent living is how to shop for healthy food on a budget. Divide the young people into pairs and hand out a worksheet to each couple. They now have ten minutes to fill it with healthy food up to the value of £20. They should write an estimated cost of each item next to the word or drawing. The food should be something that they would eat, rather than just things that they know are good for them. For example, lentils are cheap, filling and nutritious, but a very bad buy if you hate them and they will simply sit in a cupboard!

Call time and ask each pair to tell the main group the contents of their basket, along with their estimated costs. After each round invite the rest of the group to say whether they think the actual cost would be higher or lower than anticipated.

Using the website of any supermarket, the young people can then discover the real price of the food chosen, and note down how far out their guesses are. The couple with the nearest price match can choose the menu for the following week, either from the suggestions in this pack or from recipes they already know.

Finally, hand out the takeaway menus and again invite each couple to choose what they would normally order, noting down the costs. Once this is done, facilitate a discussion that considers –

The price of a takeaway compared to buying food straight from a supermarket, market or shop

The nutritional value of a takeaway
Ways to make a healthy alternative
Conclude that takeaways, especially when living within a tight budget, should be viewed as an occasional treat, rather than a preferable option to cooking.

**Healthy Shopping basket worksheet**

Fill the basket with £20 worth of healthy food that you enjoy eating. Draw or write the name of the food and then write the price next to each item.
Activity 3

Preparing to cook

Aim
This activity aims to help young people understand about basic food hygiene and preparing to cook.

Time needed
20 minutes

You will need
• Flipchart paper and markers

How to do it
Start by setting some ground rules for the kitchen. Do this by explaining how important it is to maintain health and safety in the kitchen and make sure food is safe to eat. Write a heading ‘Safe kitchens, safe food’ on a sheet of flipchart paper and invite the young people to call out ideas of what needs to be done to prepare for cooking. Ideas might include -

Safe Kitchens, Safe Food
• Hands must be washed for at least 20 seconds in hot water with soap
• Hair should be tied back (if long)
• Aprons should be worn
• Make sure that all cooking surfaces and all equipment are clean
• Check the dates on all of the food and that it has been stored correctly
• Thoroughly wash all fresh vegetables and fruits in cold water
• Handle knives correctly – e.g. don’t walk around with them
• Use the correct colour coded chopping board to avoid food cross-contamination
• Re-wash hands in between preparing food
• Store any left over food correctly


**Activity 4**

Safety in the kitchen

**Aim**
This is an alternative to Activity 3 for introducing health and safety issues that arise whilst cooking and preparing food.

**Time needed**
20 minutes

**You will need**
• Flipchart paper and markers

**How to do it**
Facilitate this as a whole group activity, or by dividing the main group into pairs. Ask the young people to make a list of things found in the kitchen that might prove to be dangerous or may cause accidents. They should jot down as many as they can in three minutes and be prepared to explain how or why they think their suggestions could cause harm.

This should include -

• Knives
• Saucepans
• Pets
• Matches
• Cookers – hobs, oven & grill
• Frying
• Boiling/steaming
• Spills
• Curtains
• Dishcloths
• Clothing (high heels, long sleeves, long hair etc.)
• Wiring
• Plugs, sockets
• Equipment, e.g. a blender, toasted sandwich maker or kettle
• Cleaning materials, e.g. bleach

Get feedback from groups, discuss answers and then write up answers on flipchart paper under four headings: Food Preparation, Electrical equipment, Floor, Others.

Point out that accidents can, and do, happen to anyone, but some groups are more vulnerable than others, for example children or the elderly. Suggest that there are also precautions that can be taken to reduce risk and make the kitchen a safer place.
Introduce the rules of the kitchen –

- Wash hands before, during and after preparing food
- Tie long hair back and roll up long sleeves
- Clean all surface areas before and after preparing food
- Wear aprons whilst cooking
- Wear gloves whilst handling raw food
- No cooking unsupervised
- Use different chopping boards for different foods
- Take off jewellery and cover any cuts or things like piercings and new tattoos
- Always use a separate spoon for tasting—never the same one you are using for stirring.
- Use a separate towel for drying your hands and drying up.
- No smoking in or around the kitchen
- No cooking whilst under the influence of drugs or alcohol
- Wipe up any spills or liquids on the floor to avoid slipping
- Take care whilst using hot cooking utensils

If you have been ill in the 24 hours before the cooking session please inform the facilitator – you may not be able to cook that day.
Activity 5

Food Handling and Basic Cooking Skills Worksheet

**Aim**
This is a worksheet to use to evidence learning for Outcomes 8 & 9 of AQA Unit Award, ‘Food Handling and basic cooking skills’.

**Time needed**
15 minutes

**You will need**
• A copy of the worksheet and a pen for each learner
• Laptop, projector and speakers

**How to do it**
Facilitate a review discussion of the learning so far, in particular the areas covered on the worksheet.

Show this YouTube video, ‘Jamie Oliver Home Cooking Skills’ - http://www.youtube.com/watch?v=IA8lW5abQTg

As they watch the video the young people should call out all the things that they see the young woman in the video doing that are either dangerous or a hazard to health and hygiene. Young people can either complete the worksheet as they talk, or it can be filled in afterwards.

Collect the worksheets in ready to go with the AQA Summary Sheet for this unit to be assessed.
Independent Living Group

AQA Unit Award Scheme

Unit: Food Handling and Basic Cooking Skills
Unit Code: 86161
Outcomes: 8 & 9

Name ................................................................. Date ....................................................

Outcome 8

Five basic facts about food hygiene:

a) ........................................................................................................

b) ........................................................................................................

c) ........................................................................................................

d) ........................................................................................................

e) ........................................................................................................

Outcome 9

Three effects of cooking on food (e.g. makes it tender)

a) ........................................................................................................

b) ........................................................................................................

c) ........................................................................................................

Young Person: ................................................................. Date: ................................

Youth Worker/Personal Advisor: .................................................................
Session Two
Part 1
Session 2 (part 1)

Budgeting

Icebreaker: Love or money
Activity 1: Money & me
Activity 2: Personal spending review
Activity 3: AQA Budgeting skills – Personal Budget Plan (outcome 6)

Recipe suggestions for session 2
Stir-fry chicken
Vegetarian savory rice

Icebreaker
Love or money

Aim
This is a short exercise to promote discussion and explore personal values around the value of money and define the difference between income and expenditure.

Time needed
20 minutes

You will need
• Nothing

How to do it
Divide the young people into pairs and ask the following –

‘If you could only choose one, which would you choose; living alone with loads of money, or living with someone you love with no money?’

Allow time for them to come to a decision and then ask each pair to share their answer, and the reasons why. After each round encourage discussion about the choice made, especially where there are differing opinions amongst the young people.

Finally ask the young people if they know what the terms, ‘income’ and ‘expenditure’ mean. The following definitions can be offered –
• Income = money received, especially on a regular basis, for work, benefits or through investments.
• Expenditure = an amount of money spent.

Ask young people to share three things they think they will spend money on weekly once they are living independently; this could include things like rent, food and public transport. After each young person has made their suggestions, ask for three examples of things that they will spend money on occasionally, i.e. not weekly. This could include new clothes or things like a trip out.
Activity 1

Money & Me
This worksheet enables facilitators to assess different levels of financial skills in the group and encourages young people to consider their spending patterns.

Time needed

20 minutes

You will need

• Copies of the Money & Me worksheets and pens
  Leaflets about credit cards and / or online access

How to do it
Suggest that some people seem to be naturally ‘good’ with money, whilst others struggle to keep out of debt. Invite the young people to comment on how true this is, perhaps offering examples. Hand out copies of the Money & Me worksheet and pens and ask the young people to have a look at the statements and tick those that they think reflect the answer most like their own budgeting skills.

Go through the answers, discussing any issues raised. For example, are credit cards a good idea? What are the pros and cons of buying things on credit – even if it is interest free? Move on to reflect on the stress that being in debt can cause. Consider ways to resist temptation, for example setting a budget or only shopping when you have money.

Look at practical ways to save money or make the most of money that the young people do have. For example, buying a soft drink at 80p per day over 6 months adds up to about £150, by cutting this out they could end up having enough money to buy something they really want.

Ask each person to share –

• Three fixed expenses that they will have to pay once living independently
• Three flexible expenses

Conclude that budgeting is a skill like any other – it can be learnt. Reinforce the importance of being able to live within your means, and make sure additional information about where to go for help with budgeting or debt management is available.
## Independent Living Group

### Money & Me Worksheet

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<th>Name ..................................................................................................................................</th>
<th>Date ..................................................................................................................................</th>
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</table>

Have a look at the following statements and then rate yourself based on your current budgeting skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>This is just like me</th>
<th>This is a bit like me</th>
<th>This is nothing like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am careful with money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly save money each month</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am often in debt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I can’t afford something, I don’t buy it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tend to impulse buy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I haven’t got the cash I borrow it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I work out a budget and stick to it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep a record of what I spend each week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I save for things I want</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am not really sure where my money goes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2

Personal Spending Review

Aim
This activity is linked to the outside speaker suggested for this course, who will be invited in to explain to the young people benefits and other financial entitlements, and should include considering money earned through employment too. It encourages Independent Living Group to reflect on how and where they spend their money.

Time needed
30 minutes

You will need
• Prepare a sheet of flipchart paper with a large circle on it divided into quarters marked, ‘social’, ‘personal’, ‘living’ and ‘saving’
• Information about benefits and local money advice services for young people

How to do it
In small groups ask the young people to discuss what they spend their money on over the course of a month. This should then be recorded onto a sheet of flipchart paper under the correct headings -
• Social = things like going out, sports and holidays
• Personal = things like make up and toiletries
• Living = rent, transport, clothes and food
• Saving = any money saved each month

Reflect on which areas the most money is spent on, which is likely to vary dependent on the age and life stage of individual young people.
• Where could savings be made?
• Name two ways that expenses could be cut

Review and compare with previous work done on income. Facilitate a discussion that considers –
If your expenses are greater than your income, what are your choices?
If your expenses are less than your income, what are your choices?
Why is it important to budget money in the first place?
What can happen if you make poor choices about budgeting?
What local support is there for young people who are worried about money?
Activity 3

My budget plan

Aim
This worksheet enables young people to create a simple budget planner based on their income.

Time needed
30 minutes

You will need
• A copy of the ‘Budget Planner’ worksheet for each person
• Pens

How to do it
Start by explaining that budgeting involves understanding how much money you earn and spend over a period of time. Suggest that when you create a budget, you are creating a plan for spending and saving money, which should make you feel more in control of your finances.

Move onto say that a good spending plan has three basic characteristics:
• It lists all of your sources of income.
• It lists all of your expenditures, what you actually spend your money on.
• It's realistic. This quality is the most important. Your spending plan must be realistic in order to work.

Hand out copies of the budget planner and a pen to each person. Ask them to complete their sheet and then facilitate a review session that discusses what they have recorded. If the young person is completing the Budgeting Skills AQA, then a copy of the completed budget planner will be needed to evidence outcome 6.
## Budget Planner

<table>
<thead>
<tr>
<th>Income</th>
<th>£/week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage or Salary (after tax)</td>
<td></td>
</tr>
<tr>
<td>State Benefits (e.g. Job Seekers Allowance, Child Benefit)</td>
<td></td>
</tr>
<tr>
<td>Other income</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
</tr>
<tr>
<td>£/week</td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td></td>
</tr>
<tr>
<td>Utility Bills (e.g. gas, electricity, water)</td>
<td></td>
</tr>
<tr>
<td>Council Tax</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Loans / Credit Cards</td>
<td></td>
</tr>
<tr>
<td>Clothes (shoes etc)</td>
<td></td>
</tr>
<tr>
<td>Going out</td>
<td></td>
</tr>
<tr>
<td>Other (cigarettes, toiletries etc.)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Total Expenditure**

**Income MINUS Expenditure**

**What is left over?**

---

Young Person: ................................................................. Date: ................................

Facilitator: ........................................................................

---

30
Session Two Part 2
Session 2 (part 2)

Healthy lifestyle choices

Option 1  Drugs and alcohol
Icebreaker:  What is a healthy lifestyle?
Activity 1:  Substance stereotypes
Activity 2:  Circle of harm

Option 2  Internet and mobile safety
Activity 1:  Cyberbullying and online safety presentation
Activity 2:  Why don’t young people tell someone?
Activity 3:  Sexual bullying

Option 3  Coping with loneliness
Icebreaker  Being alone
Activity 1  Living on your own
Activity 2  Feelings scale
Activity 3  Helping hand

Option 1 – Drugs and Alcohol

Icebreaker
What is a healthy lifestyle?

Aim
This activity aims to introduce young people to a holistic approach to being healthy and healthy living.

Time needed
15 minutes

You will need
•  Flipchart paper and markers

How to do it
A healthy body is not just about being fit - it is a combination of many factors, of which exercise is a small part. A healthy body is achieved not only with physical wellbeing but also with a positive mental and spiritual attitude. The way to good health and a healthy body is directly related to what is put into that body and how it is treated.
With this in mind, ask the young people to draw a large gingerbread person on a sheet of flipchart paper. With a green pen they can make a list of all of the healthy things that could be put into a body, and with a red marker all of the risky or unhealthy things that could go in. Don’t limit this just to food, although it is a great way to reinforce the need for fruit, fibre and vegetables again, but include things like tobacco, soft sugary drinks, alcohol and drugs.

Call time and invite each group to share their ‘person’, discussing ideas as you go along.

Next, make this statement – ‘what you put into the body, is what you will get out of it,’

Ask each group to look back over their ‘body’ and with another colour pen consider the health benefits and less healthy consequences of the things you can put in the body. For example, eating an apple each day is good for you because it is a source of vitamin C and counts towards your ‘5 a day’. Drinking four cans of strong cider a day is not a healthy choice, which in the short term could lead to intoxication and making poor decisions, and in the long term could contribute to alcohol related health problems, such as liver damage.

Conclude that this session is not simply about telling people what NOT to do, but encourages learners to find out more about the short and longer term consequences of choices made, so that they can make decisions based on facts.

**Activity 1**

**Substance stereotypes**

**Aim**
This activity encourages young people to make assumptions based on appearances, and the type of substances that people misuse.

**Time needed**
45 minutes

**You will need**
- A good selection of photos of people. Please note these do not have to be drug / alcohol users and they should include a diverse mix of gender, ethnicity and age.
- Paper and pens

**How to do it**
Working in pairs, the young people should take a quick look at each of the photos and decide which person –
- Uses illegal drugs
- Is on prescription medication
- Drinks alcohol
- Smokes tobacco
After each glance they should agree and write the letter that corresponds with their opinion.

Go through the photos again, this time slowly and inviting the young people to share their scoring and the reasons for their description.

Ask –
• Is there a ‘typical’ cannabis user?
• Can you tell if someone takes illegal drugs? How?
• Can you tell if someone is taking prescription medication? How?
• Are all prescription drugs safe?
• Is there a typical alcohol user?
• Can you tell if someone has an alcohol problem?
• What type of people smoke?

Ask each couple to join another pair and hand each foursome a set of the drug cards. Their task is to rank the drugs shown in order of harm. To do this they will need to define ‘harm’ first, e.g. harm to self, long term harm, probability of death or harm to society.

Allow five to ten minutes for discussion and then invite each group to share their findings.

Conclude that all sorts of people use all of these substances, sometimes with no immediate harm and some, for example solvents, can actually kill you the first time you use them. Most prescription medication is safe to use, as long as you only use as prescribed. Inside the packaging for the drug will be a list of side effects and what to do in the event that either someone overdoses or becomes sick.

Ask –
How does this differ from drugs you buy on street?
What are the biggest health risks associated with illegal drug use?
What are the dangers associated with drinking alcohol and smoking tobacco?

Invite the young people to go back to their drug ranking activity and ask them to consider ways to reduce the risks to health if someone chooses to use any of them. Record the ideas as you go along, including –

• Not taking drugs alone in remote places
• Not mixing prescription drugs with alcohol
• Never leaving someone who is intoxicated on their own
• Making sure you know the risks before making a decision
### Drug Cards

<table>
<thead>
<tr>
<th>Alcohol – lager / cider or beer</th>
<th>Alcohol – wine and champagne</th>
<th>Alcohol – spirits, e.g. vodka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannabis</td>
<td>Skunk</td>
<td>Heroin</td>
</tr>
<tr>
<td>Prescription painkillers</td>
<td>Steroids</td>
<td>Cocaine</td>
</tr>
<tr>
<td>Anti-depressants</td>
<td>Solvents</td>
<td>Nicotine</td>
</tr>
<tr>
<td>Magic mushrooms</td>
<td>Crack</td>
<td>Methamphetamine</td>
</tr>
<tr>
<td>Antibiotics</td>
<td>LSD</td>
<td>MDMA</td>
</tr>
</tbody>
</table>
Activity 2  
Circle of harm

Aim
This activity aims to encourage young people to think about how choices to misuse drugs and alcohol impacts on others.

Time needed
30 minutes

You will need
• Paper and pens
• Facilities to show a short film about young people and alcohol, e.g.  
  http://www.youtube.com/watch?v=FQihi59zzGU

How to do it
Start off by asking how misusing drugs and / or alcohol can affect people other than the user. Ideas might include –

• Changes in behaviour that damage relationships
• Driving a car hazardously whilst under the influence of alcohol or drugs
• Having an accident and adding to the workload of medical staff
• Being involved in anti-social behaviour, which impacts on others
• Increasing the risk of unplanned pregnancies

Hand out paper and pens and invite the young people to work in small groups. Their task is to consider how much other people are affected or harmed by one person’s choice to drink or take drugs. To show this, draw a drug user in the middle of the paper and then draw concentric circles around them to show others affected by their choices. The young people can now ‘map’ people, with those closest in the nearest circles, e.g. best friends, a partner or a family member. The circles radiating out can show other people affected, representing the degree to which they are affected, e.g. other friends, siblings and then employers or acquaintances with a final circle of the community or society as a whole.

Invite each group to share their ideas, explaining how and why each person or group listed is impacted on by someone else’s decisions. Facilitate a discussion that considers - Why do people use drugs? Why do people drink alcohol? Is it a selfish choice? Does it matter if personal decisions affect others?

Show the short film suggested http://www.youtube.com/watch?v=FQihi59zzGU that interviews young people in Newcastle in the build up to Christmas about their drinking habits on a night out. At the end ask –

‘Should the government take responsibility for the amount of alcohol consumed by young people, or is it the responsibility of the individual?’
Finally ask - ‘Where can you go for help if you are worried about your own or someone else’s drug or alcohol misuse?’
Option 2
Internet and mobile safety

Activity 1
Cyberbullying and online safety presentation

Aim
This presentation has been designed to raise awareness about cyberbullying and promote online safety.

Time needed
20 minutes

You will need
• The ‘Cyberbullying and online safety’ presentation included on this CD ROM
• A laptop or projector to show it on

How to do it
Included on this CD-ROM is an introductory presentation intended to raise awareness and encourage discussion about cyberbullying and staying safe online.

It is worth considering that as well as potential victims of cyberbullying in the group there may be young people who have been, or are, cyberbullies. Discussing the issues raised in the presentation allows the young people to speak freely, without disclosing their own behaviour, which may mean that it is easier to explore values and build empathy about the likely impact on the victims of bullying.

Promoting safe surfing and encouraging people to take responsibility for their online actions, as well as informing the group where they can go for help and support, will hopefully give victims the confidence to speak up and reduce bullying incidents.

You may also want to show a short film too, e.g. ‘Let’s fight it together’, which was commissioned by Childnet and used widely in school, available from http://old.digizen.org/cyberbullying/fullFilm.aspx
Activity 2
Why don’t young people tell someone?

Aim
This activity explores the reasons why some young people choose not to tell someone that they are being bullied and ways to show support to victims and encourage them to report it.

Time needed
20 minutes

You will need
• Copies of the ‘Reasons for not telling someone’ cards
• Details of anti-bullying support services

How to do it
To prepare for the session photocopy and cut up copies of the ‘Reasons for not telling someone’ cards.

Divide the main group into fours and hand each group a set of cards. Ask them to consider the reasons given on the card for young people choosing not to tell someone that they are being bullied, and then rank them. These should be placed in a list, with the main thing that they think prevents victims from speaking up at the top, down to the reason they think is least likely.

Conclude that it is often really hard to tell someone, stressing the importance of finding support. Give out details of local support services.
### Reasons for not telling someone cards

<table>
<thead>
<tr>
<th>Reason</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>They think they are to blame</td>
<td>They want to sort it out themselves</td>
</tr>
<tr>
<td>They think that nothing will change</td>
<td>They are embarrassed because what is being said is true</td>
</tr>
<tr>
<td>They think no one will believe them</td>
<td>They think the cyberbullying will get physical</td>
</tr>
<tr>
<td>They are scared of making things worse</td>
<td>They want to protect the bully</td>
</tr>
<tr>
<td>They just want to pretend it isn’t happening</td>
<td>They don’t know who to tell</td>
</tr>
<tr>
<td>They don’t want anyone else to know</td>
<td>They are used to being bullied</td>
</tr>
</tbody>
</table>
Activity 3
Sexual bullying

Aim
This activity looks at the sensitive subject of sexual bullying using images or films captured on mobile phones and/or uploaded online.

Time needed
30 minutes

You will need

How to do it
Before you start remind young people of the confidentiality boundaries of the group.

Start by asking how the young people would define ‘sexual bullying’, discussing the answers. Suggest that sexual bullying can take place in the ‘real world’ and also online and via digital communication, such as mobile phones.

Divide the young people into three groups and hand each group a headed sheet of paper. Ask each group to write down as many examples as they can of sexual bullying under the heading they have been given. Examples of ‘verbal’ are likely to include sexually motivated name-calling; ‘physical’ could include unwanted touch and ‘cyber’ things like taking intimate photos and forwarding them to others or uploading them. Allow 10 minutes and then invite each group to feedback their ideas.

Suggest that there are increasing concerns about sexual cyberbullying, although it is possible that some people are doing this and not realising that it is bullying, and in some cases illegal. They could for example, think it is a joke or do it to make someone embarrassed, without knowing how serious the consequences could be.

Facilitate a round of agree/disagree questions, asking the young people to raise their hand if they think the statement you make describes sexual cyberbullying, and keeping their hand down if they disagree.

• Sending a photo of yourself in swimwear to a boy or girlfriend
• Putting pressure on your boy/girlfriend to send you intimate pictures
• Texting sexy messages to someone you fancy
• Posting intimate details of your ex on Facebook
• Using intimate photos of yourself as your profile picture
• Texting gossip about other peoples sex lives
Discuss opinions and point out that some sexual cyberbullying breaks the law, which means that the police could be involved, and Sexual cyberbullying can include name-calling, ‘outing’ or homophobic harassment, spreading rumours of a sexual nature, inappropriate sexual innuendo and/or propositions, ‘sexting’ or making unwelcome comments about someone’s appearance.¹

Move on to look at ‘sexting’ in more detail. Sexting is the term often used to describe sending or receiving sexually explicit photos or videos by text message or other digital technologies. This does not include things like romantic or flirty messages.

Young people should be aware that explicit pictures or films could be copied, pasted, forwarded, altered and generally shared in ways they did not intend. Encourage the group to consider the longer-term affects this could have on an individual. For example, forwarding an explicit photo to an entire address book could mean it is seen by literally hundreds of people in minutes.

- Ask the young people to come up with six top tips for staying safe and protecting themselves against sexual cyberbullying. This could include –
  - Not allowing someone to take intimate photos
  - Not posting provocative pictures on social networking sites
  - Only allowing friends to view pictures
  - Being aware of people using their phones to take photos in social situations
  - Not forwarding any explicit material

### Option 3 – Coping with loneliness

**Icebreaker – Being alone**

**Aim**
This quick discussion aims to make the point that being alone is not the same as being lonely.

**Time needed**
15 minutes

**You will need**
- A sheet of flipchart paper and a marker

**How to do it**
To prepare write the following equation on a large sheet of paper –

‘Being alone = Loneliness’

Ask the young people if they agree with this statement, and the reasons why, or why not. This should reveal that being alone is often a choice and a physical action, whereas loneliness is a feeling or emotion that can feel imposed or as if there is no way out.

Invite them to call out things that they do alone (remind them of the group boundaries if you think this will be too explicit), for example –

- Listening to music
- Watching a movie
- Reading a book
- Surfing the net
- Gaming
- Playing an instrument
- Drawing / painting etc.

Then ask –

1. What is enjoyable about this?
   Answers could include – being able to do what you want, not having to share, time away from others or being able to concentrate better.

2. What do you usually do when you have had enough of being alone?
   Answers are likely to include going to see someone else, calling someone to talk to or going out.

Offer this definition of loneliness and ask if they agree with it –

‘Loneliness is not the same as being alone. Loneliness is feeling alone – no matter how many people are around you. It is a feeling of being disconnected, unplugged, left out and isolated.’

Suggest that most people feel lonely at some point, even if they are in a relationship, and that recognising the feeling and then learning to cope with it is a very important skill for successful independent living. In addition to being able to cope emotionally it can help to identify a support network in the months leading up to leaving home/care.
Activity 1
Living on your own

Aim
This session explores the advantages and disadvantages of living alone and opens up discussions about loneliness and how to cope with it.

Time needed
30 minutes

You will need
• Flipchart paper and markers

How to do it
1. Start by asking the following questions and discussing and / or recording the answers –
   • Do you know anyone who lives alone?
   • Why do they live alone?

Before asking the next questions, draw a line down the middle of a sheet of flipchart paper and write the headings, ‘Good’ and ‘Not so good’. Ask the questions and record the answers under the appropriate headings.

2. What is good about living alone? (E.g. freedom, peace, independence, being able to decorate how you want, not having to follow other people’s rules).
3. What is not so good about living alone? (E.g. no one to share good and bad times with, fear of the unknown, having to be responsible for everything, financial worries).

Why might someone feel lonely?
Then draw a stickperson in the middle of a sheet of paper and draw thought bubbles coming out of it. In each bubble the young people should write or draw a face to show reasons for loneliness. This could include –

• Relationship break up
• Moving away to start a new job or course
• Leaving home/care
• Arguing with a close friend
• Having nothing to do
• Being unhappy or scared in a relationship

Conclude that people can become lonely for any number of reasons, regardless of their age. Some people are alone because they have moved to a new area where they don’t know anyone; some don’t feel like they fit in, while others may become lonely after the death of a close friend or relative. Other people might just suffer from an illness that doesn’t allow them to see many people or socialise easily.
Next, ask each group to swap their paper with another group, who should spend ten minutes thinking of ways to address the reasons for loneliness given to make the person feel less isolated.

I ideas could include –

• Meeting with a trusted adult or a mentor to talk through your feelings
• Going online to talk with friends
• Writing down your feelings to express them
• Calling a friend
• Exercise or sports to improve physical and emotional wellbeing
• Listening to, or making music

Discuss each suggestion, inviting the young people to comment on which ideas they think might work for them, and why. Make a note of these to refer back to during the last session in this section.

**Feelings scale**

**Aim**
This activity is aimed at young people who find it hard to express their feelings and / or empathise with others. It encourages reflection and identifying the different emotions that people can feel within a short space of time.

**Time needed**
20 minutes

**You will need**
• A copy of the Feelings scale worksheet and a pen for each person

**How to do it**
Start with a quick circle time activity, inviting each person to tell the rest of the group how they feel today.

Conclude that people have lots of different emotions, and it is not always possible to tell how someone feels just by looking at them.

Hand out the worksheets and pens, adding pictures or emotions if you think the young people will understand better.

Explain that you are going to call out a series of things that happen to an imaginary young person over the course of one day. As you finish each part, the young people should plot with a cross on their feelings scale what they think the young person will feel in response. Calm and at rest is shaded in grey to show that this is the feeling to measure all others by. Point out that the same feeling might occur more than once and some might not be felt at all.
One day:-

- A parcel arrives for you that looks like a present
- Someone you have fancied for ages asks you out
- You receive a gas bill and haven’t got the money to pay it
- You apply for a job but don’t even get an interview
- Someone you have trusted with a secret lets you down
- A friend borrows money and doesn’t give it back
- Your favourite football team loses an important match
- Everyone you know has been invited to a big party, but you haven’t
- You receive a nasty text message from your ex
- You have no plans for the day and no one to talk to

Review to compare worksheets and then use the following questions to prompt a discussion –

- Are some feelings easier to recognise than others?
- How might you see that someone is feeling lonely?
- What could you do to help?
- How might you show that you are feeling lonely?
- Who could you talk to about it?
- Independent Living Group
- Feelings scale worksheet
<table>
<thead>
<tr>
<th>Feelings</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ecstatic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excited</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm and peaceful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uneasy / agitated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scared / worried</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lonely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If I was lonely I would look like ........................................................................................................................................

If I were lonely I would feel like ........................................................................................................................................

If I were lonely I would know because ........................................................................................................................................

........................................................................................................................................................................................................................................
Activity 3
Helping hand

Aim
This final activity helps young people to identify people that they could go to for support if they are experiencing loneliness whilst living independently.

Time needed
30 minutes

You will need
• A4 paper and coloured pens
• Leaflets and information about support services for young people in Hertfordshire
• Details of local Youth Connexions one-stop-shops and counselling services

How to do it
In advance it may be a good idea to contact Emma Keylock (Mentoring Co-ordinator) to discuss the possibility of her attending the group to tell them about the mentoring programme for young people leaving home/care, or to discuss the availability of mentors if young people would like a referral to be made. Her contact details are –
Hertfordshire County Council Services for Young People
Postal Point CH0132, Room 127a, County Hall,
Pegs Lane,
Hertford SG13 8DF

Email: emma.keylock@hertfordshire.gov.uk
Tel: 01992 555661

Following on from the previous sessions, re-cap by suggesting that everyone is likely to feel lonely at some time, and stressing the importance of finding ways to cope with it (as discussed in Activity 1) and identifying a support network to help cope with the feelings and emotions that this can bring.

Hand out paper and pens and ask each young person to draw around one of their hands in the centre of their sheet. Explain that the thumb on the hand represents the first person that they would go to if they felt lonely and needed help.

Ask them to write down whom they would go to next if the first person wasn’t in or would not listen. Carry on until all five fingers have names, decorating the ‘helping hand’ and writing down what each of these people offer or why they are important.

If there are gaps then suggest local support services that young people can access, or discuss the possibility of having a mentor.
Reflect on the process with the group. Was it easy to identify a support network? Will it change often? Why are these people special and different to others they know?

Suggest that the young people take the ‘helping hands’ with them to their new homes to display as a prompt to remind them of who they can call on if they experience feelings of loneliness.
Session Three
Session 3

Becoming a tenant – outside speaker (see Herts Young Homeless website http://www.hyh.org.uk)

Education and employment opportunities

Icebreaker: Lucky
Activity 1: Why do people work?
Activity 2: Skills and qualities wordsearch
Activity 3: Developing interview skills
Activity 4: Personal action plan - AQA Unit, ‘Introduction to action planning and goal setting’ (outcome 3).

Recipe suggestions for session 3

Spaghetti bolognaise
Penne with tomato sauce

Icebreaker
Lucky

Aim
This warm up focuses on luck and the role it plays, or doesn’t play, in achieving goals.

Time needed
15 minutes

You will need
• Nothing
• A coin

How to do it
Ask who feels generally lucky. Then invite those who do to play ‘heads or tails’ with you, using the coin. Is it luck or skill used in this game? Unless the coin is rigged then it is a game of chance and skill does not come into it.

Facilitate a quick agree / disagree activity to encourage young people to talk and focus thinking. Designate one side of the room, ‘AGREE’ and the other ‘DISAGREE’ and ask young people to move to the side that best correspond with their opinions of the following statements –
• Some people are just born lucky
• You can achieve anything if you work hard enough
• Success is down to being in the right place at the right time
• Knowing what you are good at is as important as knowing what you are not so good at
• Success is one part talent, one part luck
• If you know your areas of weakness you can do something about it

• Discuss the differing opinions finishing with a short discussion based on the old saying, ‘you make your own luck’.
• How true is this?
• What does it mean? Can you ‘make’ your own luck?
• How much is succeeding at something down to setting realistic targets and working hard towards reaching them?

**Activity 1**
**Why do people work?**

**Aim**
The aim of this activity is to generate discussion about why people work, and to discover what value the group members place on employment, training and further education in general.

**Time needed**
20 minutes

**You will need**
• Flipchart paper and pen
• Sticky tack
• Prepared flipchart sheets with questions written out

**How to do it**
Split the young people into small groups and allocate each group one of the following statements to discuss. You do not need to use all of the suggestions, just allocate statements you feel will stimulate appropriate discussion and encourage constructive challenging of ideas.

• Do you believe that there are “good jobs” and “bad jobs”?
• Are some jobs more important than others?
• What can you get out of work apart from “just the money”? 
• What is the most important thing to consider when applying for a job?
The young people should use the flipchart sheets to note opinions and select a spokesperson to give feedback. Key points to make include -

- It is worth thinking about what else you might want from a job apart from the pay.
- Some jobs can give a great sense of satisfaction.
- Some jobs seem to have much more prestige/power/respect than others and for some people this can be an important part of the appeal of a job.
- Some people like a job that they can forget all about when they leave their workplace.
- People can make friends and have a good social life through their work connections.
- Some people believe that the work they do is making a positive difference to the world or the people in it, and this adds to their commitment.

Activity 3
Skills & qualities wordsearch

Aim
This wordsearch introduces the topic of skills and qualities and can be done either in a group (as shown) or by individual young people.

You will need
- Pens / pencils
- Copies of the Skills & Qualities Wordsearch

How to do it
Hand out the puzzle and ask the young people to complete it. As most young people are familiar with the wordsearch format it doesn’t usually require too much explanation, and as the words are at the end it is suitable for those who struggle with spelling.

Go through the answers encouraging discussion, particularly asking the young people about the difference between and skills and a quality, e.g. a skill can be developed or taught; qualities are more personal to the individual.

Ask –
Which skills and qualities might an employer look for?
Why are they important?

Then ask each person to look back over their sheet and tick the skills and qualities that they think that they currently possess.

Review, encouraging the young people to consider how they can build on existing qualities and action plan to develop new employability skills.
Skills and qualities wordsearch

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Have a look at this word puzzle and see if you can find the following employment skills and qualities –

HONEST, RELIABLE, NEAT, FRIENDLY, PRACTICAL, INTERESTED, HARD WORKING, LISTENS, ON TIME, ASSERTIVE, LEADER, COMMUNICATION, ORGANISED, CONFIDENT, AMBITIOUS, KEEN
Activity 3
Developing interview skills

Aim
An exercise designed to improve understanding of what interviewers (for college, employment or training) are looking for and to identify good advice about coping with interviews.

Time needed
30 minutes

You will need
• 20 x Advice statements (copied and enlarged)
• Flipchart paper & sticky tack

How to do it
Divide the flip chart into 2 sections – “Good Advice” and “Bad Advice”. Remind the young people that before a job (or training or college place) is offered there is usually an interview process.

Explain this activity is to help consider what good advice is and what bad advice is, so that young people can be well prepared for an interview.
Shuffle the advice statements and place face down in centre. Arrange the group so that members then take it in turns to pick a statement card and read it aloud. They should then decide if they think this is good advice or bad advice and stick it to the appropriate side of the flipchart. Facilitate a short discussion after each card to consider additional interview techniques and any issues raised.

By the end of this session, group members should have a better understanding of how to prepare for and act during interview so that they may present themselves in their best light.
## Advice statements

<table>
<thead>
<tr>
<th>Advice statements</th>
<th>More advice statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chew gum through the interview to keep you relaxed</td>
<td>Do not smoke or ask for a cigarette break</td>
</tr>
<tr>
<td>Make sure you arrive on time to show you are punctual</td>
<td>Make sure you are slightly late so the employer thinks you are busy</td>
</tr>
<tr>
<td>Take a friend or family member with you for support</td>
<td>Go alone to the interview – it’s you they want to see</td>
</tr>
<tr>
<td>Make an effort with your appearance. First impressions do count</td>
<td>Wear the clothes you feel most comfortable in so you are relaxed</td>
</tr>
<tr>
<td>Wear lots of jewellery and fiddle with it if you get bored</td>
<td>If you have tattoos make sure they are on display – they show who you are</td>
</tr>
<tr>
<td>Smile and be friendly but polite</td>
<td>Crack a few jokes to break the ice</td>
</tr>
<tr>
<td>Shake hands if you are offered, but not too hard</td>
<td>Insist on shaking hands firmly to show you are assertive</td>
</tr>
<tr>
<td>If you don’t understand a question politely ask the interviewer again</td>
<td>Don’t look too keen, this will give the impression you are desperate for work</td>
</tr>
<tr>
<td>If you can’t answer a question just ignore them</td>
<td>Sit up straight and lean slightly forward to show you are interested</td>
</tr>
<tr>
<td>Find out a bit about the company to show you are interested</td>
<td>Appear keen and interested and ask appropriate questions</td>
</tr>
</tbody>
</table>
Activity 4
Personal action plan

Aim
The aim of the final session in this section is to prepare a personal action plan and set review dates. Basically this will mean working out the 'how' to get there, and will include the review person, place, date and time, as well as any amendments that need to be made to the plan in order to meet the goals. The action plan can be used to evidence outcome 3 in the AQA Unit, ‘Introduction to action planning and goal setting’.

Time needed
30 minutes

You will need
• Copies of the Action Plan sheet & pens

How to do it
Explain that the aim of this session is to devise a realistic action plan to find meaningful employment or further education opportunities. Some young people will need facilitator support to complete this, whilst others will be happy to do it alone.

All plans must be devised using SMART principles, i.e. Specific, Measurable, Achievable, Realistic and Timely.

Point out that without actually thinking through how to reach a goal it is less likely to be met. So, the action plan is the practical steps that can be taken to reach a goal or target. For example, if the target is to arrive on time for the next job interview the action plan steps towards this might be –

Step one – check the bus timetable
Step two – set my alarm 30 minutes earlier than usual
Step three – leave the house 30 minutes earlier

As well as steps towards reaching the target, the worksheet has a section for setting review dates. To make the action plan meaningful these meetings will need to be agreed in advance with the young person’s foster carer or key worker. Then the young person can review their progression, and agree any additional support required to meet them.
Independent Living Group

AQA Unit Award Scheme

Unit: Introduction to action planning and goal setting
Unit code: 73046

Action Plan
Devise this using the SMART principles, i.e. specific, measurable, achievable, realistic and timely.

My first goal is ....................................................................................................................................................................................
.............................................................................................................................................................................................................. I am going to achieve this by date: ........................................................

Is this realistic? YES / NO

I am going to achieve this by –

Step 1 ............................................................................................................................................................................................................

Step 2 ..........................................................................................................................................................................................................

Step 3 ...........................................................................................................................................................................................................

I will know when I have achieved this because .............................................................................................................

My support person is .......................................................................................................................................................................

Review date ..............................................................................

Additional steps required
............................................................................................................................................................................................................................

My second goal is ............................................................................................................................................................................
.............................................................................................................................................................................................................. I am going to achieve this by date: .......................................................

Is this realistic? YES / NO
I am going to achieve this by –

Step 1 ..............................................................................................................................................................................................................

Step 2 ...........................................................................................................................................................................................................

Step 3 ...........................................................................................................................................................................................................

I will know when I have achieved this because ..............................................................................................................

My support person is ............................................................................................................................................................

Review date ...........................................................................................................................................................................

Additional steps required

This action plan has been agreed by:

Young Person: .................................................................................................................... Date: .................................

Facilitator: .......................................................................................................................... Date: .................................
Session Four
Session 4
Debt advice – outside speaker

(contact the Money Advice Unit - 0300 123 4043 for an appropriate speaker)

Sexual health and positive relationships

Icebreaker: Wanted! Ideal partner
Activity 1: Healthy relationships
Activity 2: Relationship problem page scenarios
Activity 3: Safer sex

Recipes suggested for session 4
Chicken curry
Three bean chilli

Icebreaker
Wanted! Ideal partner

Aim
This is a fun way to open discussions about healthy relationships and what people want from the ‘ideal’ partner.

Time needed
20 minutes

You will need
• Paper and pens

How to do it
Suggest to the young people in a light hearted way that it might be much easier to find the ideal partner if you could advertise and interview, similar to recruiting for a job!

Explain that the aim of this activity is to devise ten interview questions that could be used to question a prospective boy/girlfriend to find out if they could be the ‘ideal partner’. Divide the group into pairs and give out paper and pens. Suggest that as people look for different things in a romantic partner, the interview questions are likely to vary, but set a rule that sexually explicit questions are not appropriate.

Give the young people 5-10 minutes to write down their questions and then invite each couple to share, explaining why this is important and what they would hope to find out from the answer. The questions can be left on display to remind the young people of the qualities they think are important in a personal relationship.
Facilitate a short discussion that considers -
• If you had to rank these qualities in order of importance, which would be first?
• Are these qualities the same for males and females?

Conclude that people tend to initially learn about the qualities that are important or not important in a relationship from what they see around them, including the media, friends and older family / friends. The importance of some qualities may change over time too, for example in a relationship between two young people it may be important that they both like going out, but in a parenting relationship they may prefer someone who is happy to share the comforts of home, and in old age compatibility and a caring, nurturing relationship may be more important than someone to party with. However, some things like trust, loyalty and respect are likely to stay the same no matter what age you are.

Activity 1
Healthy relationships

Aim
This session encourages young people to think about how they develop and maintain healthy relationships.

How to do it
Quickly review the ground rules already established before beginning this activity. Please be aware that this session may provoke discussion, disclosures or unhappy memories so make sure you have the time to give additional support if required and have information about local services for young people, including domestic violence support.

Start by asking the young people to suggest some of the reasons that people might want to be in a personal relationship, or even make a commitment such as marriage or a civil ceremony. This could include -

• Love
• Companionship
• Safety
• Shared interests
• Affection
• Sharing hopes, dreams or problems
• Sex
• Having children
• Someone to have fun with

Divide the group into two and give one half a sheet of flipchart paper headed, ‘healthy relationship’ and the other half a sheet marked ‘unhealthy relationship’. They should discuss and list things that they think go under their allocated heading.
Ask each group to present their list to the other, asking for further suggestions to add. You may want to leave these lists up around the room while covering this topic to remind the group how to identify if a relationship is a healthy one.

Lists could include

<table>
<thead>
<tr>
<th>Healthy relationship</th>
<th>Unhealthy relationship</th>
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</thead>
<tbody>
<tr>
<td>Trust</td>
<td>Respect</td>
</tr>
<tr>
<td>Honesty</td>
<td>Good communication</td>
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<tr>
<td>Support</td>
<td>Fun</td>
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<td>Common interests</td>
<td>Shared goals</td>
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<td>Independence</td>
<td>Confidence</td>
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<td>Happiness</td>
<td>Mutual care</td>
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<td>No respect</td>
<td>Jealousy</td>
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<td>Lies</td>
<td>Possessiveness</td>
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<tr>
<td>Anger</td>
<td>Control</td>
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<tr>
<td>Bullying (emotional, physical and sexual)</td>
<td>Physical abuse</td>
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<tr>
<td>Verbal and emotional abuse</td>
<td>Selfishness</td>
</tr>
</tbody>
</table>

Lead a discussion by asking -
- How might you feel in a healthy relationship?
- How might you feel in an unhealthy relationship?
- Why do some people stay in unhealthy relationships?
- What would you advise a friend if you were worried about their relationship?
Give out information about relationship support services for young people, and point out that if someone is really worried about their own or someone else’s relationship and believes them to be in danger of immediate harm, the police take domestic violence and sexual bullying very seriously and can offer specialist support.

**Activity 2**  
**Relationship problem page scenarios**

**Aim**  
This activity offers young people the opportunity to problem solve a variety of relationship dilemmas and practice empathy, negotiation and conflict resolution.

**Time needed**  
30 minutes

**You will need**  
- Copies of the ‘Relationships Problem’ cards
- Paper and pens

**How to do it**  
Explain that the following activity will allow young people to practice skills for building, maintaining and enhancing healthy, positive relationships.

Ask the young people to choose a partner to work with. Give each couple a ‘Relationships Problem’ card, paper and pen to work with.

Explain that each pair should read their scenario and then imagine themselves as an Agony Aunt / Uncle who is going to write a response offering the best advice they can to resolve the problems. This should include appropriate examples of negotiating skills and display some understanding of the complexities of any relationship. No inappropriate language should be used.

Allow ten to fifteen minutes for discussion and writing the response and then invite each couple to begin by reading their ‘Relationships Problem’ card, followed by their best advice response.

After each presentation use the following questions to lead a whole group discussion -

What skills will the people in the relationship need to use to follow this advice?

Would it be easy or difficult to follow this advice?

What challenges might there be?

Can you suggest other ways to resolve the situation?
After all of the problem cards have been discussed, review the entire activity by asking - Why can dealing with friends, family and the people we work with sometimes be so difficult?

What are the most effective ways to start talking about a difficult subject?
What skills are needed to maintain relationships?

Conclude that the key to most positive relationships is trust, respect and honesty. Suggest that often arguments escalate because although people might be talking they are not actually listening to each other, as they are more concerned about being ‘right’ and getting their opinions across. This can come out as ‘blaming’ the other person, e.g. ‘you made me angry and therefore this happened’, rather than focusing on the issue and taking responsibility for their own feelings. For example, saying ‘This happened, and I feel angry.’
**Relationship problem cards**

**Help!**

I have this friend and we used to be really close. We have been best friends since we started school, but now it's all gone wrong because I have found out that she has been saying nasty things behind my back. She even told my boyfriend that I cheated with someone else at a party, which I didn’t!

Luckily he knows it isn’t true because he trusts me, but now I am scared about what else she will tell people. How can I stop her telling these horrible lies? It is making me feel ill with worry.

Please help

**Sally**

...................................................................................................................................................................................................

**Help!**

My boyfriend keeps putting pressure on me to have sex and I don’t want to. He says he can’t see what my problem is as we both love each other, but I think it is a really big step that I am not ready to take. My best friend says that I should do what he wants or he is likely to leave me, and I really don’t want that. I care about him and want us to be together but I feel so confused and hate this pressure to have sex.

Please help me

**Nazia**

...................................................................................................................................................................................................

**Help!**

I ended it with my girlfriend about a month ago. We were together for about six months and because we know the same people and go to the same places I asked if we could still be friends, and she seemed happy with that. Now I hear that she is telling everyone that I treated her badly and warning other girls not to go out with me.

Is it really worth the time and effort trying to be friends or should I just tell her to stop lying and leave me alone?

**George**
Help!

I really fancy this girl but I only ever see her with all her mates. I would like to ask her out, but I am scared that she will knock me back in front of everyone and I will look stupid. I don’t feel very confident around girls and have never been in a relationship before.

Can you please tell me how I can let her know I like her without making a fool of myself?

Ashton

Help!

My boyfriend smells and I don’t know how to tell him! I do love him and want to be with him but this is becoming an embarrassment. All of the girls in our class have noticed and they keep telling me that I should sort it out. Even the other lads have noticed – especially after football.

How can I tell him that he needs a bath and a bit of deodorant without upsetting him?

Tillie
Activity 3
Safer sex

Aim
This activity looks at safer sex and reducing the risks of unplanned pregnancies and protecting against sexually transmitted infections.

Time needed
30 minutes

You will need
• 2 x sheets of paper headed ‘SAFER’ and ‘UNSAFE’
• Sticky notes
• Pens

How to do it
Remind the young people that abstinence is the most effective method of protection from pregnancy and STI’s. However, if people choose to be sexually active, they should think about how to protect themselves and others.

On the two coloured sheets of paper write the words ‘UNSAFE’ and ‘SAFER’ and place them about two metres apart on the floor. Explain that there is no such thing as ‘safe sex’, as all sex carries some risk, but some activities are safer than others.

Give each member of the group a pen and three sticky notes. Ask the young people to write on their paper a sexual act. Explain that they should do this individually and that it is fine to use slang as well as the correct technical names for body parts or sexual activities. Stress that you are not asking if they have done what they write down and that nobody will be questioned about their experiences.

When everyone has completed the task, ask people to take turns in placing their sticky notes between the ‘SAFER’ and ‘UNSAFE’ poles. Once this has been done ask the whole group to consider if they feel everything is in the right place. They can then discuss with each other and agree a final sequence. For example ‘kissing’ should appear very close to ‘SAFER’ and ‘sex without a condom’ close to the ‘UNSAFE’ area. Now, facilitate a discussion that considers how to reduce risk and practice safer sex.

Points to stress throughout the activity -

• Any contact in which there is no exchange of body fluids is risk free both for both pregnancy and infection.
• Some activities are safer than others
• Condoms protect against most STI’s, but not things like genital warts or herpes
• Not having sex at all is a safe option that many young people choose

Consider the reasons to use a condom.
• Condoms are 85-98% effective at protecting against pregnancy.
• Condoms help to minimise the risk of acquiring or transmitting most STI’s.
• Condoms are easily available to young people in Hertfordshire and free of charge.
• Young people can sign up for free to the C-Card Scheme.

Give out information about local sexual health services for young people. Explain that the workers at these services are well trained, confidential, professional and are used to working with young people.

For further information the Channel 4 programme ‘Embarrassing Bodies’ has a website offering medical advice about STI’s and short films, including those specifically aimed at educating young people about sexual health checks.

Go to http://www.channel4embarrassingillnesses.com
Session 5
Celebration session

Ways to celebrate that don’t cost a fortune!

Why?
Planning a trip out is a great way to celebrate the end of the Independent Living Programme and achieve closure for the group. Make sure young people are involved in the planning and preparation for the trip so that they learn the skills to organise on their own.

Where?
Dependent on where in Hertfordshire the group is based, these ideas offer value for money.

Herts Young Mariners Base, Windmill Lane, Cheshunt (www.hymb.com)
This outdoor education centre is set in beautiful grounds and offers space for BBQ’s, teambuilding activities and water sports. Check out prices and availability on their website.

Trip to the seaside
If you decide to go to the coast, consider places such as Walton-on-the Naze, which offer a fantastic beach, without all the costly attractions of larger resorts.

Explore the woods
Get out and about in one of the beautiful woods and forests in Hertfordshire. Picnics, games and nature hunts can all be organised easily and with little cost.

Music festivals and events for young people
Go to Channel Mogo (www.channelmogo.org) to find out what events are on and contact the youth worker responsible or the organiser to find out more.

Cake baking and sweet treats
If you decide not to arrange a trip out, consider using the delicious recipes in the recipe section of this pack to make cupcakes and other puddings to continue learning to cook. These can be iced and decorated and either eaten during group time or taken home for later.

Budget
This is an opportunity for the young people to practice their budgeting skills developed in Session 2. So once a decision has been made about where to go, involve them in planning the trip, including going online to find out costs, plot a route, and find out about public transport.

Consent forms
Before the trip can go ahead you will need to obtain completed consent forms for every member of the party. It is also a good idea to obtain image consent so that photos can be taken and used, for example to promote the next group or to provide accreditation evidence.
Behaviour
Discuss in advance and draw up an agreement, similar to the Ground Rules agreed at the start. Make it clear that the trip is to be alcohol (drug) free, regardless of age, and that anyone found bringing it will be asked to leave.

Transport
When planning a trip, careful thought needs to be given to transport. If it is a local trip you may decide to meet the young people at the venue or use public transport. Whatever your decision, this aspect of the trip must be included in the risk assessment.

Insurance
All participants on any trip must be fully and correctly insured.

Risk assessments
A risk assessment needs to be carried out as a legal requirement, but try and involve the young people in the process so that they learn to identify some of the risks and requirements of a day out. It will enable you to:

Identify hazards and dangers
Decide who might be harmed and how
Evaluate the risks and decide whether existing precautions are enough or whether more should be done
Record your findings
Review your assessments and revise them if necessary.

Evaluation tool
The Good, the Bad and the Better

Aim
This activity encourages young people to assess the services they have received and then reflect on them.

Time needed
20 minutes

You will need
• Large sheets of paper
• Sticky notes
• Pens

How to do it
Take three large sheets of paper and head them, ‘What was good?’, ‘What was bad?’, ‘What could be better?’. If you plan to use this as an ongoing evaluation tool consider designing these and laminating them so that they look more professional and are easier to re-use.
At the end of the session hand young people three sticky notes each and a pen and allow them time to consider the three questions posed on the large sheets of paper. They can then write their responses onto them. It is up to you whether you decide this should be an anonymous process or not.

Invite the young people to stick their notes up onto the appropriate sheet and then review.

**Evaluation Form for Carers / Referrers**

**Independent Living Group**

To ensure that we are meeting the needs of the Young Independent Living Group taking part in this programme it would be really helpful if you could offer some feedback. This will form part of our overall evaluation of the course and contribute to its ongoing development, so we welcome new ideas and suggestions.

Name: ................................................................. Role .................................................................

**Q1. We sent you some information about the course before it started. Which statement do you think best describes what you received?**

Excellent – it told me all I needed to know
Good – but I still had a few questions
Alright – it gave me the basic information
Not great – I needed more information
Poor – it was confusing and unclear

**Q2. What did you hope the young person / people you referred would get out of the course?**

............................................................................................................................................................................................................................
............................................................................................................................................................................................................................

**Q3. On a scale of 1 to 10, with 1 being not at all and 10 being totally, how much were these expectations met?**

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**Q4. The course lasts for 5 sessions. In your opinion is this –**

Too long because ........................................................................................................................................................................
Too short because ........................................................................................................................................................................
About right because ......................................................................................................................................................................

Additional comments ...................................................................................................................................................................

Q5. Which time of day do you think it is best to run the course, and why?

In the holidays .........................................................................................................................................................................................................................

During the day .........................................................................................................................................................................................................................

After school / college / work .........................................................................................................................................................................................................................

In the evening ..........................................................................................................................................................................................................................

Q6. In your opinion, what did the young person / people you referred learn from the programme?

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..........................................................................................................................................................................................................................

Q7. What, if anything, do you think we could do to improve the programme for next time, and why?

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..........................................................................................................................................................................................................................

Signed .....................................................................................  Date .....................................................................................
Accreditation Info
Accreditation information

General information
AQA (Assessment and Qualifications Alliance) is an Awarding Body in England, Wales and Northern Ireland. It compiles specifications and holds examinations in various subjects at GCSE, AS and A Level, as well as offering modular vocational qualifications such as the units included in this pack.

AQA’s in this pack
By participating in the Independent Living Group young people have the opportunity to work towards three AQA Unit Awards -
AQA Unit Award Scheme – Food handling and basic cooking skills (Code no: 86161)
AQA Unit Award Scheme – Introduction to action planning and goal setting (Code no: 73046)
AQA Unit Award Scheme – Budgeting skills (Code no: 78538)
The paperwork and guidance on how to complete them is included with each unit’s requirements, along with the aims and learning outcomes.

Hertfordshire Youth Connexions is an accredited agency for the AQA Award Scheme and can only be used if previously arranged. Contact Laura Butcher on 01992 555766 for further details.

Notional learning time
The notional learning time suggested for each of these units is a minimum of 10 hours. This means that in order to qualify for the accreditation it is important that young people commit to attending all five sessions. However, it is recognised that sometimes this will not be possible due to sickness or other equally valid reasons, and consideration will be given on a case-by-case basis to find ways to complete the learning outside of group time.

Providing evidence
Please ensure the young people’s evidence is clearly labelled. Each outcome should be marked with the young persons name and outcome the evidence supports.

Worksheets
Worksheets are provided throughout this resource pack. Those required to meet the criteria set for each of the three AQA’s are clearly labeled. These must be signed and dated by both the young person and the facilitator and then collated and submitted, along with the relevant AQA Summary Sheet for assessment.

AQA Summary Sheets
The group facilitator for each of the three AQA’s must complete an individual AQA Summary Sheet. These list the outcomes and leave space for evidence to be recorded. Learning takes place throughout the programme so please remember to date each outcome as it is achieved. Outcomes that have only been ticked will be NOT be accepted.
An AQA Summary Sheet can be found at the end of each AQA Unit Award Scheme summary in this section.

**AQA assessment**
To get the AQA units assessed and the young people’s accreditation recorded, please check that all outcomes have been achieved. Then, ensure that all individual worksheets are complete and signed and that the AQA Summary Sheet is done.

If Hertfordshire Youth Connexion’s workers have been involved please send to –

Laura Butcher Youth Connexions Youth Work Development Worker (Accreditation)
Services for Young People
Hertfordshire County Council
Postal Point CHO022
County Hall
Hertford
SG13 8DF

Make sure that you have included the name and address of the person responsible for the Independent Living Group, and details of where to send the AQA Certificates once they are ready.

**Additional help for facilitators**
If you require extra information or support please contact Laura Butcher, Youth Connexions Youth Work Development Worker (Accreditation), Services for Young People laura.butcher@hertfordshire.gov.uk

AQA Unit Award Scheme - Food handling and basic cooking skills (Code no: 86161)

**Entry level**
Unit description: This is a practical unit where the young person will learn the basic of preparing and cooking food.

Procedures for making and recording assessments: this unit will be assessed by the Independent Living Group facilitator through inspection (8-9), and observation (1-7). All assessments must be recorded on the AQA Summary Sheet for this unit.

**Outcomes to be accredited**
In successfully completing this unit the learner will have demonstrated the ability to:–
• Work throughout in a safe, hygienic and organised manner
• Present themselves in an appropriate way, e.g. clean apron and hands
• Weigh out accurately a variety of foodstuffs from given information
• Follow instructions from a recipe
• Select, prepare and cook specific food, e.g. meat, fish, high fiber etc
• Use at least three different methods of cooking, e.g. grilling, boiling and baking etc
• Select and use the appropriate equipment, e.g. different knives, the oven etc.
**Shown knowledge of**
Five basic facts about food hygiene
Three effects of cooking on food, e.g. makes it tender.

**How to meet the criteria**
The evidence for the criteria set for ‘Food handling and basic cooking skills’ is met through –
Participation in the activities for Session 1 ‘Healthy eating and food handling’.
Participation in the ‘Cooking Together’ programme, which takes place within each of the five sessions
The worksheet ‘Food Handling and Basic Cooking Skills’ contained in Session 1 (although this may be completed at any time during the ‘Cooking Together’ programme)

**Evidence to be offered**
Facilitators checklist (1-7), itemised 1,2,6 & 7
Learners competed worksheets (8 & 9)

**AQA Summary Sheet for this unit can be found on this CD Rom**

**AQA Unit Award Scheme – Introduction to action planning and goal setting (Code no: 73046)**

**Entry level**
Unit description: Through group discussion and the activities in Session 2, ‘Budgeting’ and Session 3, ‘Education and employment opportunities’, the learner will develop the skills to set their own individual goals and produce a personal action plan (Session 3 – activity 4) to help achieve his or her goals.

Procedures for making and recording assessments: this unit will be assessed by the Independent Living Group facilitator through discussion (1-6), and inspection (3). All assessments must be recorded on the AQA Summary Sheet for this unit.

**Outcomes to be accredited**
In successfully completing this unit the learner will have demonstrated the ability to –
• Identify a personal goal
• Ensure that the identified goal is specific, measurable, realistic and time bound, i.e. SMART
• Produce a personal action plan to achieve the identified goal
• Review own progress after the group has finished.

**Shown knowledge of**
At least two factors that may help or hinder the achievement of the identified goal.

**Experienced**
Producing a personal action plan.
How to meet the criteria
The evidence for the criteria set for ‘Introduction to action planning and goal setting’ is met through –

• Participation in planning recipes and preparing food for the ‘cooking together’ sessions.
• Participation in Session 2 ‘Budgeting’
• Participation in Session 3 ‘education and employment opportunities’
• Producing an action plan in Session 3

Evidence to be offered
• Facilitators checklist (1-6), itemised (5)
• For outcome 5 checklist to be itemised into two parts for two factors
• Learners competed action plan (3)

AQA Summary Sheet for this unit can be found on this CD Rom

AQA Unit Award Scheme – Budgeting skills (Code no: 78538)

Entry level
Unit description: The young person will learn through guidance, practice and discussion, the skills and knowledge necessary to plan a budget. He/she will learn the words related to budgeting and how to calculate weekly income and expenditure. He/she will also consider the importance of honouring financial agreements, ways of saving money and the consequences of getting into debt.

Procedures for making and recording assessments: This unit is assessed by the Independent Living Group facilitator through discussion (1-5,7), observation (8) and inspection (6). All assessments must be recorded on the AQA Summary Sheet for this unit.

Outcomes to be accredited
• In successfully completing this unit the learner will have demonstrated the ability to –
  • Distinguish between income and expenditure
  • Identify three weekly and at least three occasional expenses
  • Identify at least three fixed and three flexible expenses

Calculate weekly income and/or expenditure from the following –
• Money received or paid fortnightly
• Money received or paid monthly
• Identify at least two ways of cutting down on expenses
• Use skills acquired above to produce own budget plan
**Shown knowledge of –**
Basic mathematics necessary for planning a budget

**Experienced –**
Taking part in a discussion about the importance of honouring financial agreements and the consequences of getting into debt.

**How to meet the criteria**
The evidence for the criteria set for ‘Budgeting Skills’ is met through –
The budgeting undertaken as part of the ongoing cooking together programme during each of the five sessions.

Participation in the activities for Session 2 ‘Budgeting’. The worksheet ‘Budget Planning’ is contained in this section, which completed will meet outcome 6.
Participation the ‘Debt advice’ session, which is facilitated by an outside speaker, during Session 4.

**Evidence to be offered**
Facilitators written record (1-5, 7 & 8)
Learners completed budget plan (6)

**AQA Summary Sheet for this unit can be found on this CD Rom**
Useful numbers and organisations in Hertfordshire
Useful numbers and organisations in Hertfordshire

Information
Channel Mogo is a web portal for all young people in Hertfordshire and has information about a wide range of topics, including where to go for support and advice. www.channelmogo.org

Find out what is on in Hertfordshire for young people at www.mogozout.org

Youth Connexions One Stop Shops

Hatfield One Stop Shop
Breaks Manor, Link Drive, Hatfield AL10 8TP.
01707 266223

Watford One Stop Shop
YouthPoint, 206-210 Lower High Street, Watford WD17 2EL
01923 482828

Hemel Hempstead One Stop Shop
XC Centre for Young People, 1st Floor, Jarman Park, Hemel Hempstead
HP2 4JS. 01442 454934

Stevenage One Stop Shop
Bowes Lyon Centre, St George’s Way, Stevenage SG1 1XY.
01438 749147

Cheshunt One Stop Shop
Drill Hall, 178 Crossbrook Street, Cheshunt EN8 8LY.
01992 635000

Borehamwood One Stop Shop
146 Manor Way, Borehamwood, WD6 1QX.
0208 9538725

Drugs, Alcohol and Smoking

Drugs
FRANK visit www.talktofrank.com. Tel: 0800 77 66 00 or visit www.talktofrank.com. You can also Text FRANK any time with a question about drugs and you’ll soon get a confidential answer you can trust.
Text 82111 to ask FRANK your question.

A-DASH (Adolescent Drug and Alcohol Service in Hertfordshire).
A free and confidential service aimed at young people up to the age of 18 years. If you need to talk phone 01992 531917 (office number) or send a text message to 07770 537227.
Alcohol
For information on alcohol and to find local support services visit www.nhs.uk/units and www.drinkaware.co.uk or call Drinkline on 0800 917 8282.
Hertfordshire Drug and Alcohol Service 0800 652 3169

Smoking
NHS Hertfordshire Stop Smoking 0800 389 3998
Text QUIT to 07800 001337
For one to one specialist advice and support with giving up smoking. www.smokefreehertfordshire.nhs.uk
NHS Smoking Helpline 0800 022 4332 Mon – Fri 9.00 am to 8.00 pm Sat – Sun 11.00 am to 4.00 pm www.gosmokefree.co.uk

Domestic violence
To report an incidence of domestic violence call 999. In non-emergencies dial 101 (countywide) to be put in touch with a local Police Officer.
Helpline 08088 088088 Mon – Fri 10.00 am to 10.00 pm
Report an incident on line www.hertssunflower.org

Sexual Assault Referral Centre
24 hour helpline 0808 1784448

Money
Where to go -

Helpful organisations

Citizens Advice Bureaux
Free and confidential information and advice on a wide range of issues including benefits, debt, housing and legal issues. Details of local CAB on www.hertfordshirecab.org.uk or phone Hertfordshire County Council on 0300 123 4043

To access the online Citizens Advice Bureau Service, visit www.adviceguide.org.uk

National Debtline
Helpline offering free, impartial and confidential advice on managing your debts.
To access the helpline, call 0808 808 4000 (Monday to Friday, 9am to 6pm; Saturday 9.30am to 1pm) There is also a 24-hour voicemail service which can be used to request an information pack or factsheet or visit their website www.nationaldebtline.co.uk (always use the search bar for this site, as other companies will appear if you put nationaldebtline in Google)

Money Advice Unit
0300 123 4043
www.hertsdirect.org/benefits