

**Devon Youth Service**  
Great Moor House  
Bittern Road  
Sowton, Exeter  
EX2 7NL  
Phone: **01392 382049**  
**devonyouthservice@  
devon.gov.uk**



# Youth Work **in Devon**

Devon Youth Service



DEVON COUNTY COUNCIL



*A Practical Guide to the  
Youth Work Curriculum*

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

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

1

SECTION ONE

WHY, WHO, WHAT & HOW:

Why do we need a curriculum? ..... 3  
 Who do we work with? ..... 4  
 What do we do that is unique? ..... 5  
 How do we do Youth Work? ..... 6

THE FRAMEWORK ..... 8

2

SECTION TWO

DEFINING THE PROCESS:

The Curriculum Wave ..... 10  
 Methods and Settings ..... 12  
 Curriculum Content ..... 13  
 The Curriculum Chart ..... 14  
 Resources ..... 16  
 Targets ..... 17  
 Outcomes for Young People ..... 18  
 How to Measure Progress ..... 19

3

SECTION THREE

DESIGNING THE PRODUCT:

Assessing ..... A ..... 22  
 Planning ..... P ..... 23  
 Implementing ..... I ..... 24  
 Evaluating ..... E ..... 26

4

SECTION FOUR

DEVELOPING THE SERVICE:

The Curriculum ..... 28  
 Planning Cycle ..... 30  
 Afterword ..... 31

THIS PUBLICATION IS A PRACTICAL GUIDE TO THE DEVON YOUTH SERVICE CURRICULUM

The different sections enable workers, managers, young people, and the wider community to understand what a youth work curriculum means and how Devon's Youth Service intends to develop it.

Resourcing Excellent Youth Services produced in 2002 states that:

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

Our starting point is Devon's Youth Work Policy & Quality Standards in which our twin purposes are stated as being:

- To support, challenge and enable the learning of young people in order that they may realise their full potential in shaping their own lives.
- To promote the social and economic inclusion of all young people so that they can contribute to, influence and be valued as part of their community and of society as a whole.

It is intended that the curriculum will enhance the relationship between worker and young people and build the bridge between policy and practice.



WHY, WHO, WHAT & HOW?

WHY DO WE NEED A CURRICULUM?

"If we don't know where we are going, any road will take us there."

This simple yet profound adage seen on the back of a London bus helps us to see why an understanding of the youth work curriculum is the starting point for us to be clear, precise and honest about the whole business of youth work.

Youth work is an educational process and has many different products to offer.

Devon Youth Service's curriculum is a mixture of these products and processes.

No longer are the terms curriculum and curriculum development only found in formal education settings.

Devon Youth Service is a curriculum led service and its our curriculum that makes it clear where we are going and which road we use to get there.



We need to decide what we do, how we do it and who does it - in short we need a Youth Work Curriculum.

Over the past few years we have faced a range of specific directions from state policies and interventions, which pose a challenge to traditional youth work.

At the heart of our work is the relationship between the youth worker and young person and the Values that youth work holds are clearly laid out in the REYS document. Some of these values are that

- Young people **choose to be involved**, not least because they want to relax, meet friends and have fun;
- The work **starts where young people are** with their view of the world and their interests;
- It takes place **because young people are young people**, not because they have been labelled or categorised as deviant;
- It is concerned with **how young people feel** and not just with what they know and can do;
- It recognises, **respects and is actively responsive** to the wider networks of peers, communities and cultures which are important to young people;
- It **works with other agencies** which contribute to young people's social and personal development; and
- It **complements and supports school and college-based education** by encouraging and providing other opportunities for young people to achieve and fulfil their potential.

So now on to the **Who, What, and How...**

1

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

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

**WHO DO WE WORK WITH?**

Our staff aim to build relationships with young people aged 11 to 25 but give priority to those in the 13 to 19 age range.

However, we don't work with all young people in this age range all the time. Occasionally, feelings of discontent about not reaching all young people can stifle enthusiasm and lead to disillusionment. The model below is to help understand the flexibility needed in order to remain available to

all young people should they wish to engage with the Youth Service and to highlight the importance of open access work, both as a progression route to focused work and as an end in itself. At best, and depending on resources, we may reach 25% - 30% of the population of young people at any one time. The REYS target is 25% but at the same time we must remain an open service in order for all young people to engage when they need to.

**WHAT DO WE DO THAT IS UNIQUE?**

**PREVENTING EXCLUSION:**

- Student support
- Peer education
- Accreditation awards
- Outdoor education
- Supportive curriculum
- Extended schools
- School inclusion projects
- Community development
- Targeted needs project eg young parents

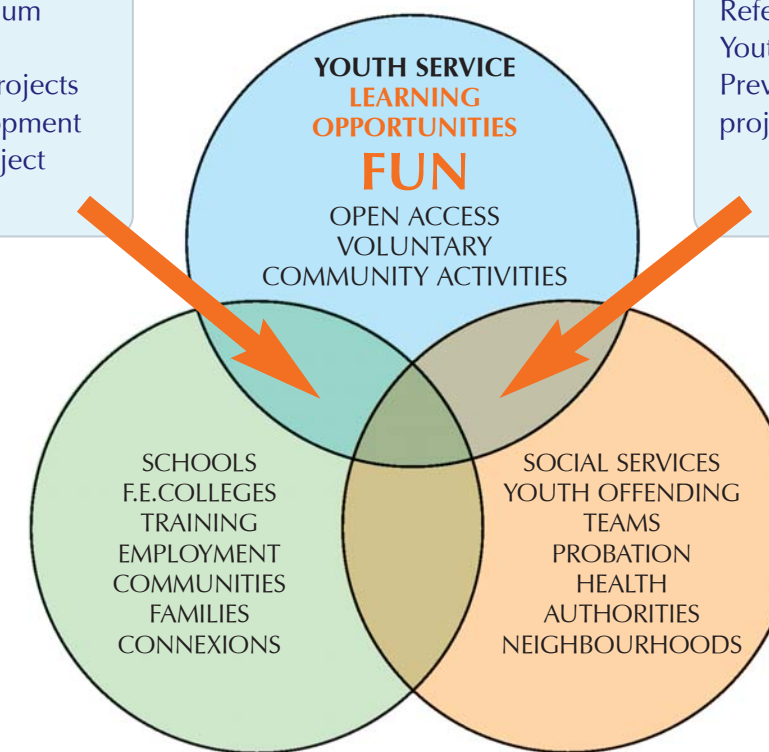
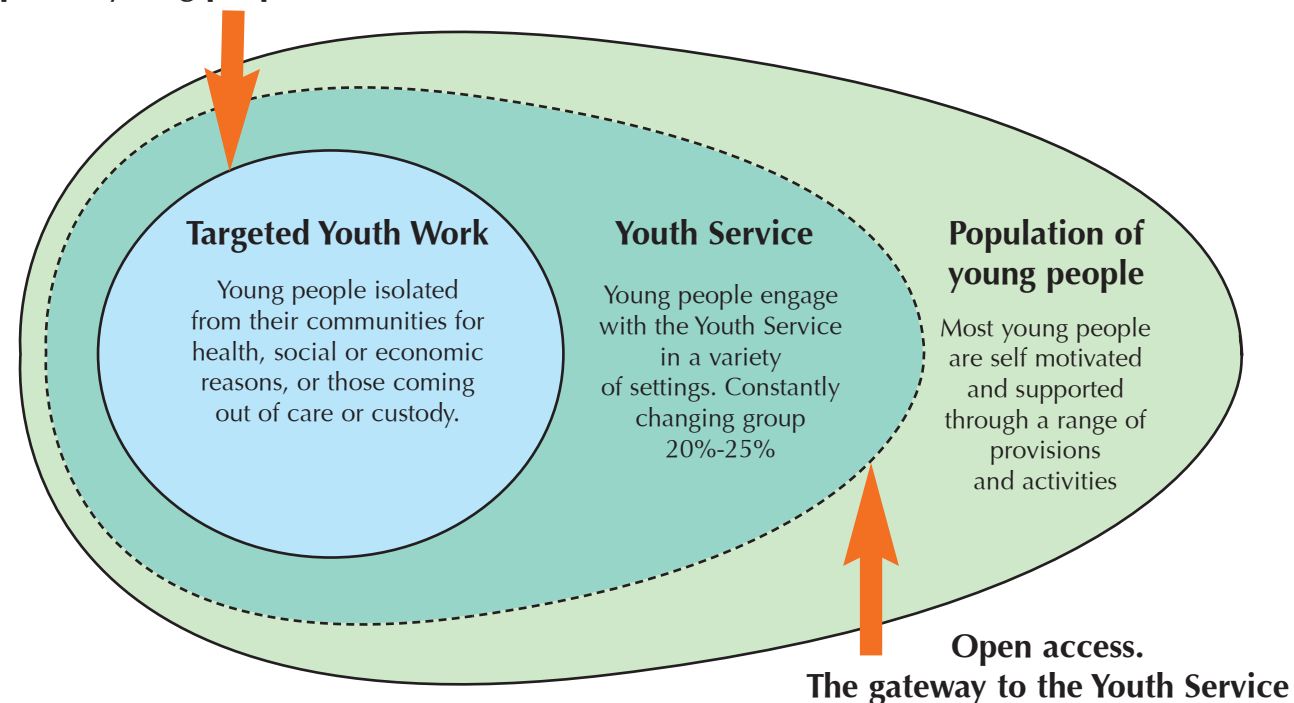
**PROMOTING INCLUSION:**

- Children's Trusts
- Inter-agency work
- Mentoring
- Group work
- Referrals from Youth Offending Teams
- Preventative community projects

**Open Access vs Targeted Work**

Young people move in and out of the two overlapping areas producing a changing client group. As a service we juggle with the balance between targeted work and open access opportunities. Government initiatives are constantly affecting that balance often proposing particular and narrower targets. There is also a strong shift towards working in partnership with other agencies and organisations. We need to enter into these new working arrangements with clarity about what we as a service can offer and what the benefits of the partnership will be to young people.

**Targeted work with specific young people**



The unique nature of the youth work relationship with young people enables youth workers to be involved in all the areas of work in the overlapping circles. If we lose the voluntary relationship we have with young people, we will lose the top circle.

“Resourcing Excellent Youth Services” and “Every Child Matters” expect youth workers to engage with the overlapping areas, which we will refer to as PREVENTING EXCLUSION and PROMOTING INCLUSION. Preventing Exclusion is all about helping young people stay included for instance in education, training, employment and crucially in their communities. Promoting Inclusion is working

with those young people who, for one reason or another, have already been excluded and need support to re-engage. These young people may be leaving care or custody or simply excluded for economic, social or health reasons.

However, in order to continue working successfully with both these groups of young people, Devon Youth Service has to maintain its core function of an open access service, that is engaged by young people voluntarily. If it doesn't it becomes a service based on a different compulsory relationship, not on young people's choice.

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

## HOW DO WE DO YOUTH WORK?

This section is clearly defined in Devon's Youth Work Policy under sections 3 and 4. It is not the intention to duplicate the whole policy within these guidelines, but regular reference will be

made and the HOW of our work can best be answered by looking closely at the aims and key features of our service.

## AIMS OF YOUTH WORK IN DEVON

We aim to:

1. Acknowledge and value the diversity within youth culture and promote it within the wider community;
2. Recognise, respect and encourage the initiative of young people;
3. Act as advocates on behalf of and alongside young people in challenging the inequalities and prejudices arising from their experiences and life circumstances;
4. Offer a variety of informal education activities, programmes and experiences that are recreational, social and fun!
5. Offer opportunities for personal growth through which young people can develop life skills, confidence and self esteem;
6. Challenge young people's actions, attitudes and words, and help them to see the consequences of these things and to take responsibility for them;
7. Provide ways for young people to express their views and be heard;
8. Offer support to young people through the transitions they experience in moving from childhood to adulthood;
9. Offer relevant information, advice and education for young people on their rights and the issues which affect their lives and so enable them to make informed decisions and choices;
10. Support and encourage young people to identify and achieve their goals; and help them recognise, reflect upon, and value the learning processes involved.



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

## KEY FEATURES OF THE SERVICE TO YOUNG PEOPLE

As a service we strive to be:

1. Accessible to young people and to include them in the service regardless of their background, circumstances, appearance or beliefs;
2. Needs-led and consistent in delivery, in order to provide the same high quality of service to young people wherever they live in Devon;
3. Able to integrate in depth work with groups of young people with open access general provision in ways which complement and support each other;
4. Accountable, well managed and regularly reviewed in order to improve, develop and demonstrate value for money;
5. Flexible enough to respond to local needs, yet organised enough to respond to county-wide and national trends and legislation;
6. A key strategic component in delivering the objectives of central government in its attempts to reintegrate disadvantaged and disaffected young people, and to address other forms of social exclusion.

Page 12 shows details of some of the methods and settings we use to achieve our aims.



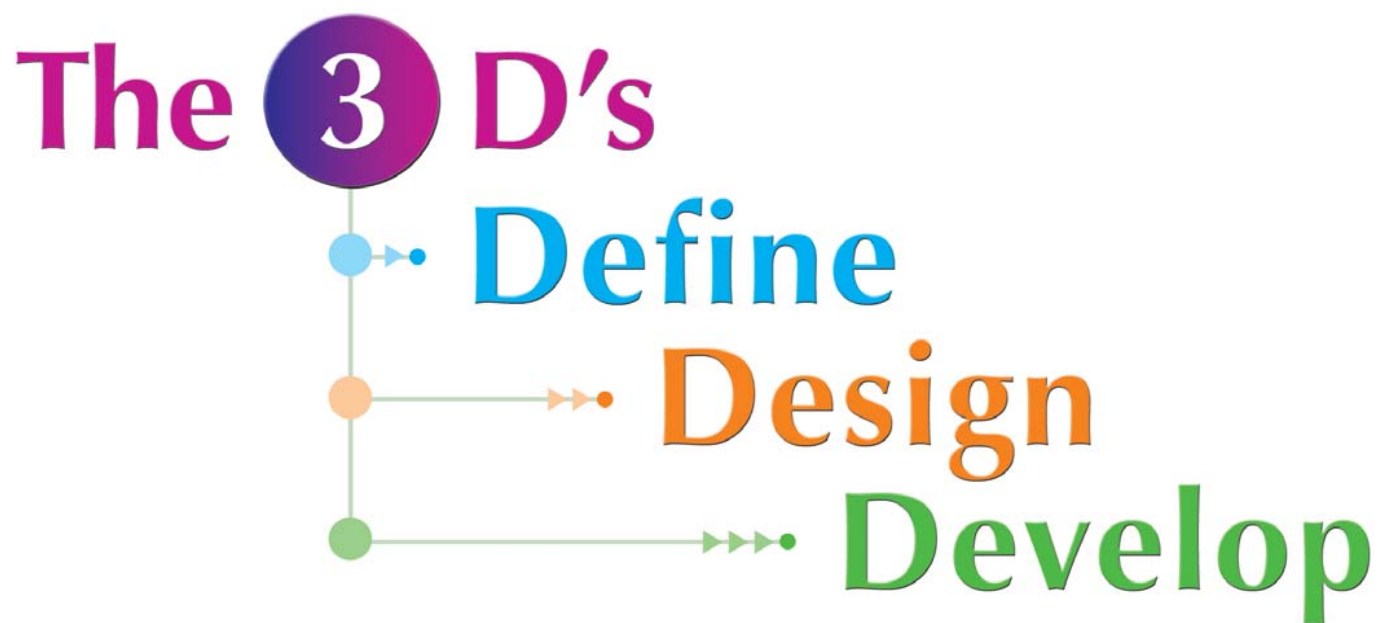
Being Healthy • Staying Safe  
 Enjoying and Achieving • Economic Well-Being  
 Making a Positive Contribution

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

2

**THE FRAMEWORK**

Having a framework stops us from being vague and helps outline the shape of what we are trying to do.



**DEFINING THE PROCESS**

From our previous definition of curriculum as an organic process, the following model has been developed to show, in as simple a form as possible, the complex process that takes place. What could be more organic, complex and yet amazingly simple than the oceans that surround us? It was from this thought that the following model has been developed.

Wave and with opportunities provided by other agencies. Following this there has to be movement. In our model the vehicle happens to be a surfboard and the movement is created by the wave. The progress the young person makes is seen along the face of the wave and it is this that shows the personal and societal outcomes for young people.

The model starts with a young person at the centre. We are concerned with individual young people and their learning. For any progression to happen, different factors have to come together. There has to be a vehicle of some sort - an activity/club/group/situation (see Methods and Settings on Page 10) where relationships are built with youth workers. Then we need to help young people engage with the Youth Work Curriculum

The model is not about surfing as such. It is an attempt to show the different parts that go to make up the curriculum. Other models can and have been used but most seem fairly static and do not really show movement.

Many good analogies can come from this concept showing both good and bad practices.

It also includes linking to all our policies and procedures, key to which is the Devon Youth Work Policy which states

"Youth Work Curriculum is useful shorthand for the programme or content of our work with young people and the process through which it is delivered and young people learn."

If we look at the definition in two parts, it might become clearer.

**"The programme or content of our work":**

This represents the range of opportunities and experiences that we need to offer, identified by young people and youth workers as aids to personal and social development.

methodologies, nor a syllabus or a statement of aims and objectives. It is all of these and more. So what does all that mean?

**"The process through which it is delivered and young people learn":**

This is the tricky bit, because curriculum is an organic process, it is not just a list of subject areas,

Well, anything that is organic is growing and developing and is also a mixture of ingredients. It is precisely this complexity that can lead people to switch off from trying to understand, let alone trying to deliver.

- Progression is up and down the wave face not in a straight line (young people's learning is very complex).
- If the young person misses the wave (opportunity) there are always more coming along behind.
- Youth Service is not the only wave. Other agencies develop their curriculum for young people and the Youth Service should seek to work in partnership with these agencies.

**BUT**

- Sometimes the surf is flat (no provision).
- Sometimes it is too big (young person just gets dumped, or rejects provision because it's too heavy, too organised, too authoritative).
- Sometimes the waves are crowded (no real ability to form relationship, youth worker is in a policing role).

You can draw many more analogies from this model, from your own situations and experiences.

The following sections will look more closely at the different parts of this model and see how they link together. This will include looking at methods and settings for youth work to take place, the wave or curriculum itself and the outcomes for young people.

**SO DON'T SWITCH OFF**

# The Youth Work Curriculum Wave

A wide variety of vehicles for young people to access the service

Focus on young people

- Cafes
- Sports • Arts
- Outdoor Activities
- Advice Projects
- Community Projects
- Residentials
- Youth Clubs

Movement created by the mixture of Curriculum Categories, Resources and Targets all based on the needs of young people

- Health
- Transport
- Partnerships
- Issue Based Work
- Youth Workers
- Environmental & Global Youth Work
- Buildings
- Inclusion
- Personal Based Work
- Open Access
- Exclusion
- Leaving Identity & Relationships
- Power, Justice & Equality
- Art & Travel
- Leaving Home & Advice
- Information & Advice
- Resources

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

Positive outcomes for young people



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

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

**CURRICULUM CHART**

PERSONAL IDENTITY & RELATIONSHIPS	ENVIRONMENTAL & GLOBAL YOUTH WORK	LEAVING HOME, STARTING WORK		HEALTH	POWER, JUSTICE & EQUALITY	SPORTS, ART & TRAVEL
Self-image	Animal rights	Education	↔	Alternative health practices	Access to different agencies	Sport
Ability & disability	Nature & environment	Numeracy & literacy skills	↔	Nutrition & exercise	Community safety	Outdoor activities
Culture, history & heritage	Living in a rural area / town / city	Child employment	↔	Alcohol	Crime	Adventure
Gender	Reduce, reuse, recycle	Voluntary work	↔	First Aid	Citizenship	Arts
Religious identity	Pollution	Types of work	↔	Hygiene	Democracy	Music
Spirituality	Climate change / global warming	Benefits	↔	Mental and emotional health and well-being	Legal rights	Driving & road safety
Young carers	Local action	Looking for work	↔	Men's health issues	Politics	Transport
Self esteem	Globalisation	Unemployment	↔	Women's health issues	Voice and influence	Exchanges
Values & attitudes	Human rights	Paying Tax	↔	Personal safety	Social inclusion	International work and travel
Assertiveness	Child labour	Trade Unions	↔	Self-defence	Ownership of the club / centre	Team building skills
Confidence	War and peace	Being at work - rights & expectations	↔	Sexual health	Consumer rights	
Friendships	Migration (of people)	Training schemes	↔	Drugs & stimulants	Diversity & equal opportunities	
Peer pressure	Arms trade	Working in Europe	↔		Discrimination	
Family	Fair trade / Trade justice	Leaving home	↔		Disability awareness	
Community	Sustainability	Types of housing	↔		Racism / prejudice	
Love, sex & relationships		Living with others	↔		Sexism	
Bullying		Household bills	↔		Homophobia	
Violence in peer groups		Tenants' rights	↔		Class	
Violence in families & relationships (domestic)		Managing money	↔			
Childcare		Debts	↔			
		Gambling	↔			

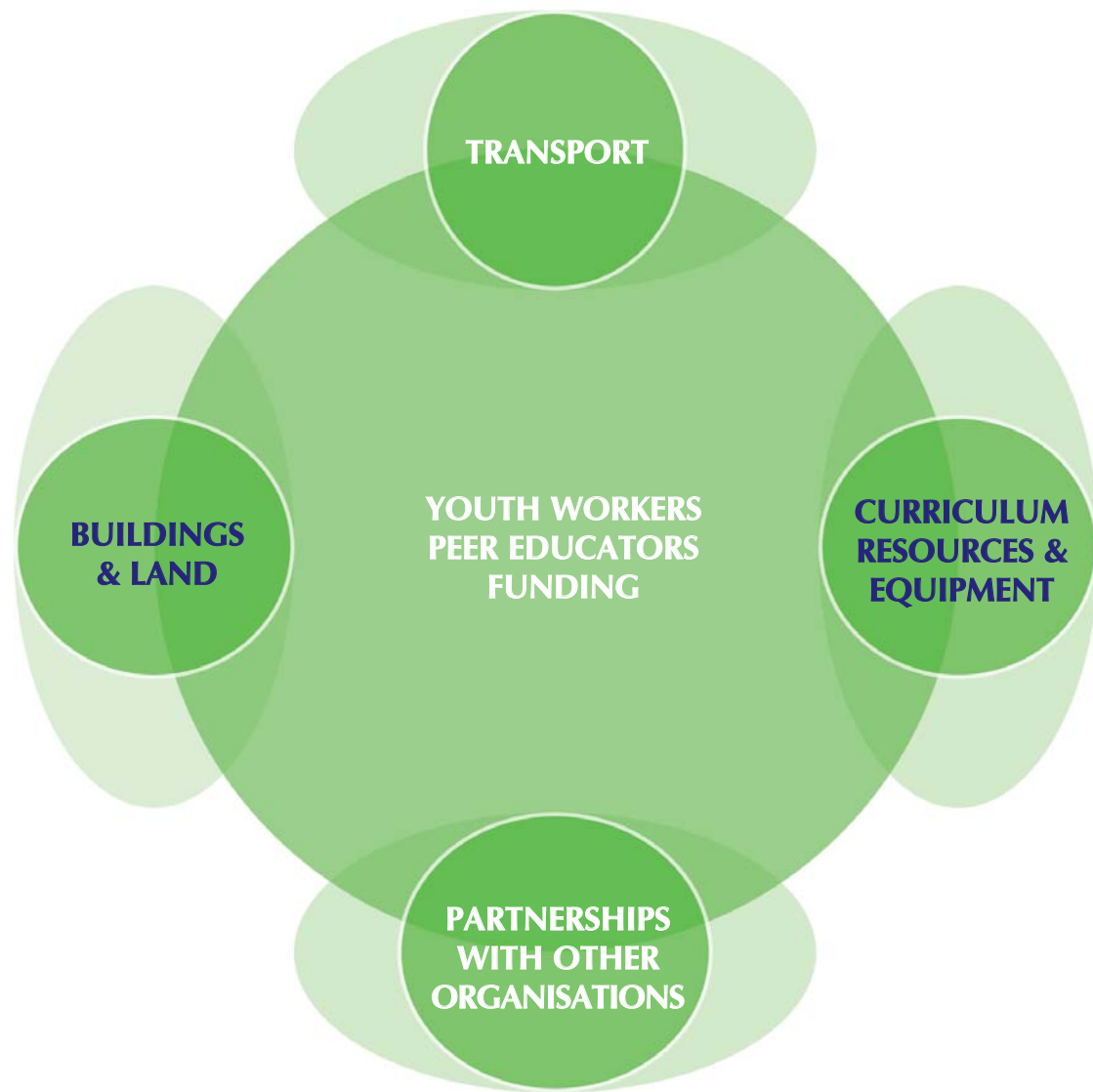
Being Healthy • Staying Safe  
Enjoying and Achieving • Economic Well-Being  
Making a Positive Contribution

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

**RESOURCES**

Resources are the materials available to the service, which allow the targets laid down in the county's Youth Work Policy and annual Action Plan to be achieved. These resources include a mixture of buildings, staff, transport, finance and equipment. In order for any curriculum to be

dynamic, the allocation and development of resources are crucial. Devon's Youth Work Policy states that a specified funding target is needed for youth work in Devon as the basis for the strategic planning of a consistent, high quality service for young people throughout the county.

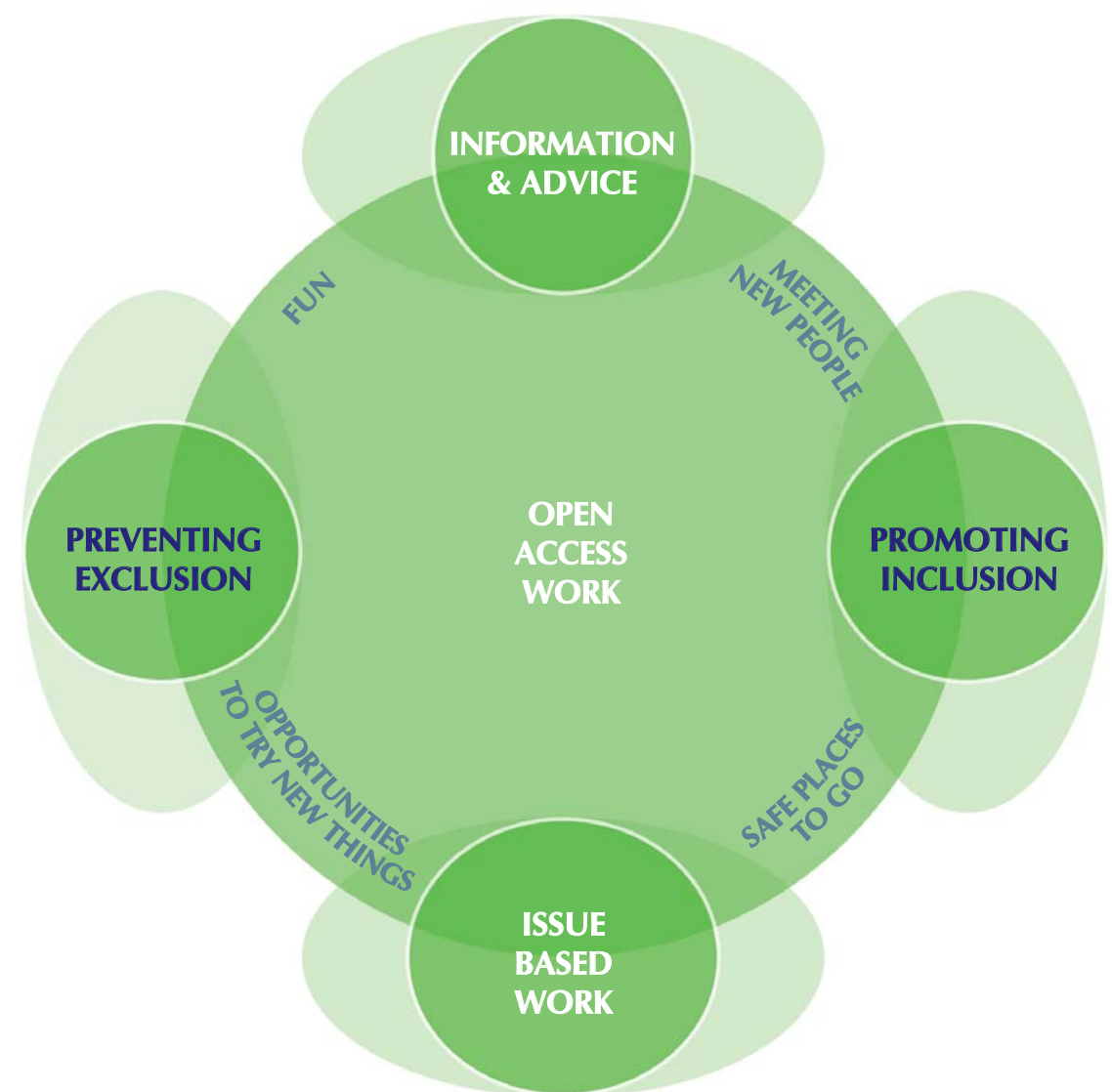


**RESOURCES AVAILABLE TO DEVON YOUTH SERVICE**

**TARGETS**

Devon Youth Service lays out its offer in the Youth Work Policy and annually in its Action Plan. Both these documents need to be read in conjunction with these curriculum guidelines in order to gain

an understanding of the work of the service. The following model aims to show the broad targets for the service, in terms of the areas of work that are being covered.



**AREAS OF WORK FOR DEVON YOUTH SERVICE**

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

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

**OUTCOMES FOR YOUNG PEOPLE**

Through involvement with Youth Work in Devon young people engage in a social educational process which amongst other things helps them to:

- Make, keep and end relationships
- Gain confidence and self-esteem
- Join, change, lead and leave groups
- Address their own anti-social behaviour
- Test out independence - try out roles and attitudes, know rejection and acceptance
- Practice communication and social skills
- Gain access to training and employment
- Manage feelings and conflict
- Handle personal issues such as drug use, bullying, sexual health, domestic difficulties
- Sample activities, develop interests
- Receive recognition and accreditation for their skills and experiences
- Work co-operatively in groups, be involved in the community
- Plan projects, see them through, take responsibility, influence others

Young people can expect to enjoy a common entitlement to Youth Service provision, as set out in a Youth Work in Devon pledge to be developed in consultation with groups representative of young people and local providers.

It could include the following elements:

- A safe, warm, well-equipped meeting place within easy travelling distance
- Opportunities to participate every month in drama, music, sport and voluntary action
- Easy access to reliable information, advice and support
- Planned opportunities to develop personal and social skills
- An annual programme of international or residential activities, with a youth exchange every three years
- A chance to make decisions about their local youth project and have a say on wider services affecting young people, through local and county youth forums and the Devon Youth Network
- Access to the services of qualified and experienced youth work staff



**HOW TO MEASURE PROGRESS**

Devon lays out clearly in its policy what the expected outcomes for young people should be. It also details what young people can expect as a common entitlement and is working towards this. The journey young people make, like the surfer on the wave, is progressive and not always smooth. There are progressive stages of engagement and participation by young people, and it should be recognised that young people start and finish at different points and at different times.

Increasingly public services are required to show evidence of the outcomes for their clients. A broad curriculum needs to be balanced and progressive.

Good planning requires us to look at each curriculum category. We then need to show how progression is achieved and what the intended outcomes are.

The curriculum development groups will work on providing further resources and examples of good practice and contacts for specific areas of work. Specific training on curriculum planning will be important for all staff.

Outcomes need to be measured in terms of both quality and quantity. The following table lists different ways to measure outcomes.

QUALITATIVE MEASURES (Outcomes) (How well it is achieved)	QUANTITATIVE MEASURES (Outputs) (How much is achieved)
1. CASE STUDIES	1. YOUTHBASE RECORDINGS
2. ACHIEVEMENT AWARDS	2. FINANCIAL DETAILS
3. ANNUAL REPORTS	3. UNIT COST OF PROVISION
4. STAFF REPORTS	4. LEVELS OF ATTENDANCE
5. VIDEO RECORDS	5. STAFFING
6. LEVELS OF PARTICIPATION	6. LOCAL STATISTICAL RECORDING
7. EXTERNAL AWARDS (e.g. Phillip Lawrence Award)	7. SELF ASSESSMENT PROCESS
8. YOUNG PEOPLE'S TESTIMONIALS	8. REVIEWS
9. REVIEWS	9. MANAGEMENT PLANS
10. YOUNG PEOPLE'S SATISFACTION SURVEYS	10. USER SURVEYS
	11. REVIEWS & INSPECTIONS

**ALL YOUTH WORK MUST HAVE A WAY OF MEASURING AND RECORDING THE BENEFIT FOR YOUNG PEOPLE**

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

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

# 3

## DESIGNING THE PRODUCT

When all the design factors are in place, and the service is properly managed and resourced, the different parts of the design cycle will be the same at all levels of the service. Whether in committee

at County Hall or youth councils in clubs, whether planning an individual curriculum led session or a residential or offsite activity, the following stages of the design cycle will need to be in place.

### SO WHY PLAN YOUTH WORK?

So, why plan - well simply, because our youth work is better when we do.

The Ofsted report on Leicestershire Youth Service (2000) states:

*"In the best sessions, activities were carefully planned, with specific learning outcomes resulting from the assessed needs of young people".*

The broad goals of youth work outlined earlier, need to be expressed in a more specific way, or as a specific outcome, if they are to be helpful to us when planning our practice.

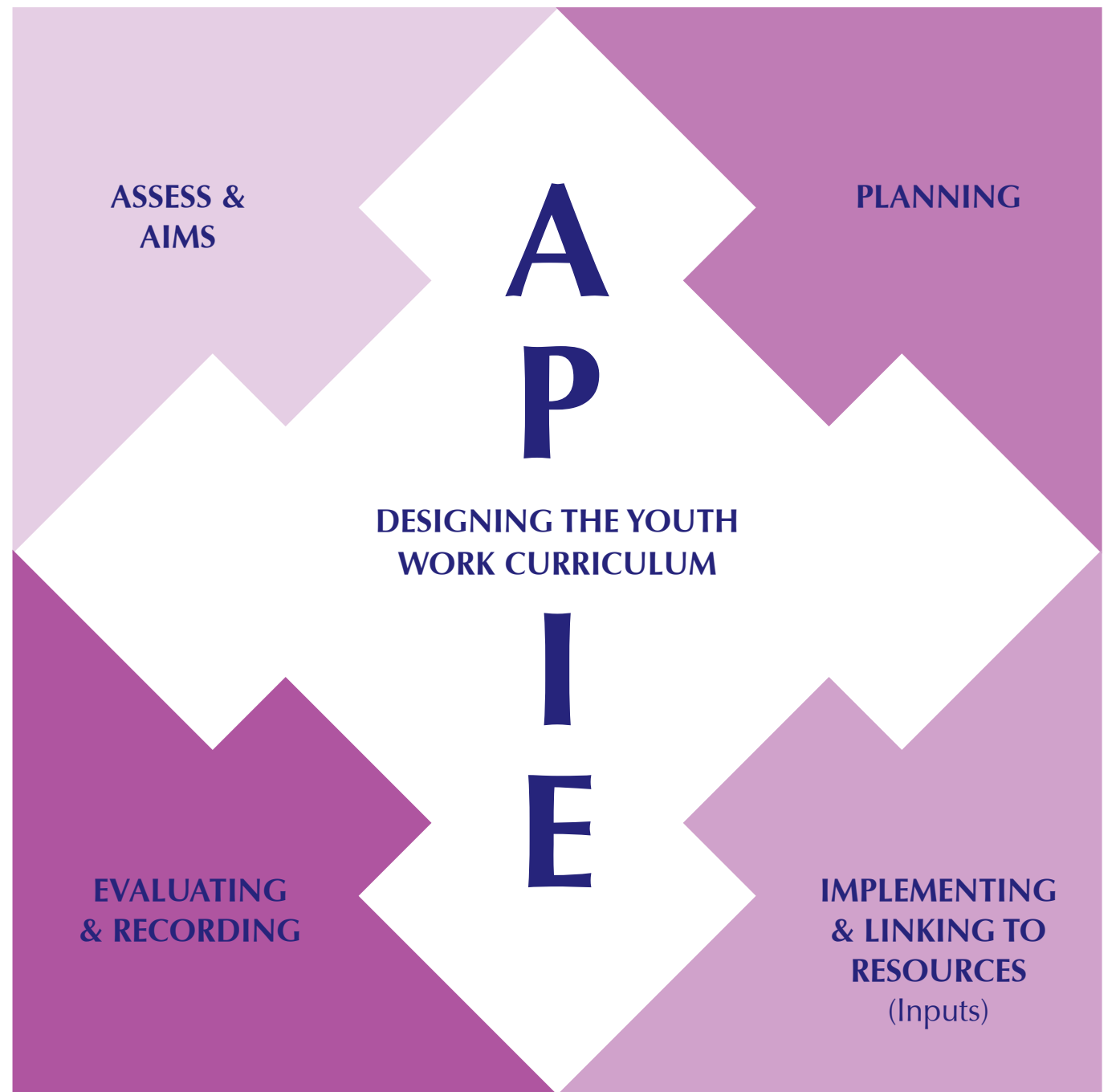
The more clearly we can describe what we want to do, that is to specify the ends or the outcomes, the easier it will be to choose a means for achieving them.

### RESOURCING EXCELLENT YOUTH SERVICES

More recently the government have been setting clear expectations for the youth service to engage with particular issues such as inclusion and juvenile justice. The government has also made clear through the OFSTED framework of inspection that Local Authority Youth Services must demonstrate and provide evidence of the outcomes for young people. This was clarified further in the document Transforming Youth Work: Resourcing Excellent Youth Services (REYS) 2002 which sets a number of objectives for Local Authority Youth Services to meet.

The result of all of this is that many organisations, clubs and projects working with young people have begun to focus on curriculum development as a way of ensuring that young people receive the maximum amount of opportunities in line with resources available.

We are clear that youth work is an educational process, youth workers enable young people's learning and good youth work doesn't happen by chance, it requires planning and skill.



THE FOLLOWING PAGES WILL BREAK DOWN THE DESIGN AND LOOK IN DETAIL AT THE FOUR CORNERS OF THE JIGSAW

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

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

**ASSESSING**

**PLANNING**

**ASSESSING**

**PLANNING**

**THE TWIN PURPOSES OF YOUTH WORK IN DEVON ARE:**

*To support, challenge and enable the learning of young people, in order that they may realise their full potential in shaping their own lives.*

*To promote the social and economic inclusion of all young people so that they may contribute to, influence and be valued as part of their communities and of society as a whole.*

The service of course has to take account of county or national policies and targets. These policies will not succeed however, unless local desires and aspirations are understood, recognised and incorporated into the planning process. So our aims become combinations of locally assessed needs and aspirations and county or government targets.

**ASSESSING NEEDS**

What are young people's needs in your locality?

Different needs spring from the diversity of young people, that is their gender, race, class, sexuality, ability and location.

The needs of young people living in Exeter or Barnstaple are likely (but not always) to be different from those of young people living on Dartmoor or Exmoor, and so curriculum planning and delivery will be affected.

We know that whilst there are county or government policies and targets it is also important that priorities are determined locally.

The most common way of assessing young people's needs is through informal discussions and consultations with young people. In addition, through professional observations, evaluations and monitoring processes needs are continually assessed and discussed by staff.

However, it is sometimes useful to have a recorded assessment of needs in relation to the curriculum to guide our work.

**ASSESSING NEEDS INFORMALLY IN GENERIC SETTINGS**

There are lots of ways that we could assess young people's needs informally in a generic youth club or detached youth work setting. We could for

instance, hold an open but structured meeting to ask what young people's needs are.

Two approaches to this are outlined here:

- Divide young people into groups, use flip chart paper and ask the young people to make a spidergram of activities, events, or issues. Take feedback of the three different areas in the whole group.
- Divide the young people into groups; give each group a piece of flip chart paper and one curriculum heading. Ask them to list all the areas they are interested in associated with that heading. Again take feedback to the whole group.

**ASSESSING NEEDS MORE FORMALLY**

There will be times when we will want to assess young people's needs more formally. For instance:

- In planning more targeted work; or
- Putting together curriculum led youth work over a longer time frame;
- In response to funding streams; or
- In order to evaluate the need for a project or particular piece of work;
- In relation to accredited youth work;
- Or simply, because we want to support young people in identifying their learning needs.

This is the stage at which we plan how to do it and who with.

We use the planning framework, APIE to make a written record of our planning (this is covered for us in detail in our Introductory Youth Work Training).

Discuss with other members of staff team.

Decide how we will involve young people at each stage of the process: planning, implementing, evaluating.

When considering a programme over a longer period of time, for instance 3 months, then good planning requires us to look at each curriculum category - and to be able to show over time how progression is achieved for young people and what the intended outcomes are.

**Policy:** We need to consider policy and guidelines and whether there are any that impact on the programme of activities we are planning to deliver.

**Plan:** What will our session method be? What particular area of the curriculum are we considering? Who else will be involved? What resources are required? How will young people be involved in planning the session? What will young people learn? How will we know they have learnt it?



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

## IMPLEMENTING

The implementation stage of APIE is the stage also referred to as delivery. This is the stage that we are most familiar with in our youth work, and the stage at which we spend most time and have most experience. This is the stage at which ideas become practice. It is the doing stage (doing with rather than for). But things don't get done well if we only concentrate on this stage.

In the past we concentrated most of our time on the doing stage. Often we did not stop to think about whether what we were doing was actually meeting young people's needs, our gut feeling was that we met young people's needs, but we had no real evidence to identify that.

Similarly we didn't spend much time on planning what we were doing, and often even if we did we would get thrown off course and end up doing something else altogether.

Previously we didn't spend a lot of time thinking about our work (reflecting on our practice) or evaluating how things went, and so we lost the

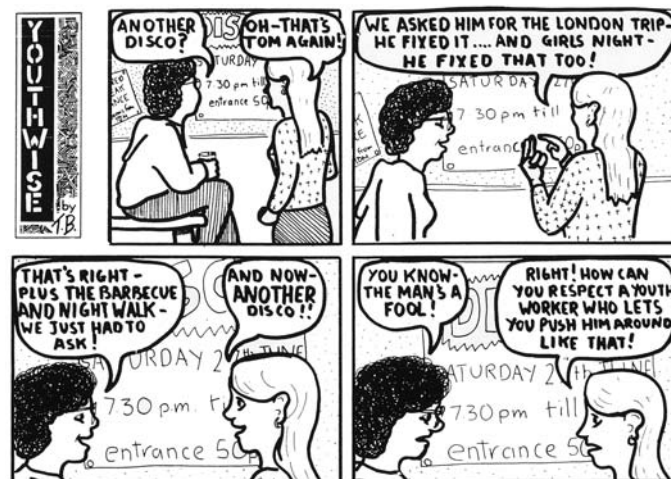


opportunity to learn from what had gone on before.

Our implementation stage, or doing stage, is still the stage at which we spend most of our

time - the delivery of services to young people is what we are about - but now we are much clearer about the value of spending time at the other stages of the design or planning cycle and the positive impact that can have on our delivery or implementation - whether a one-off activity or curriculum event, an intervention with a group or a residential experience.

**IMPLEMENTING & LINKING TO RESOURCES**  
(Inputs)



**DON'T FORGET TO INCLUDE YOUNG PEOPLE IN PLANNING THE DELIVERY**

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

## LIST OF IDEAS

Athletics, Astronomy, Art, Archery, Angling, Animal care, Advice centre, AIDS Information, Alcohol education, Anti-sexism and Anti-racism work, Assertion training, Athletics.

Barbecues, Baseball, Basketry, Bingo, Billiards, Boating, Badminton, Board games, Boardsailing, Bowling, Bobsleighting, Boxing, Brass-rubbing, Badgemaking.

Camping, Canoeing, Canoe building, Carpentry, Climbing, Croquet, Chess, Caving, Circuit training, Circus skills, Computers, Cycling, Cookery, Crafts, Conservation, Collections, Concerts, Cross-country running, Card games, Curling, Conferences, Candlemaking, Country dancing, Community action.

Debates, Darts, Dancing, Discos, Detached youth work, DIY, Drama, Drugs education, D of E Award, Draughts, Diving, Displays, Driving, Dinners, Discussions, Disability awareness, Dominoes.

Exchanges, Equal opportunities, Expeditions, Exploration, Environmental projects, Exhibitions, Enamelling, Eating out, Entertaining.

Football, First aid, Films, Face painting, Fencing, Fetes, Flying, Fairs, Fishing, Folkdancing, Film-making, Five-a-side, Fun run, Festivals, Fund raising.

Gardening, Games, Gambling awareness, Girls work, Gymnastics, Gliding, Going places, Guitar, Golf.

Hiking, Hockey, Holidays, Horse riding, Homelessness issues, Health education, Hospital visiting, Handball, Handicrafts.

Ice-breakers, Interviews, Ice-skating, Inter-club visits, Inflatables, Information services, It's a knockout, Initiative tests, International visits and exchanges.

Judo, Jazz, Junior clubs, Jogging, Joinery, Jumble sales, Jewellery-making, Junk sculptures.

Keep-fit, Karting, Korfball, Kite-making, Karate.

Land yachting, Leatherwork, Life-saving, Lacrosse, Lawn tennis.

Martial arts, Members' committees, Marathons, Mountain safety, Music, Magazines, Motor cycling, Music, Moneyraising, Mountaineering, Make-up.

Netball, Night adventures, New games, Nature, New year party.

Outdoor education, Overseas holidays, Outings, Ornithology, Orienteering, Open nights.

Parachuting, Parachute games, Potted sports, Polo, Parascending, Public speaking, Participation, Pen friends, Parenting Programme, Planning Projects, Photography, Pottery, Printing, Plays, Pole-vaulting, Parents' evenings, Painting, Political education, Public relations, Padder tennis, Pony-trekking, Pot-holing.

Quiet rooms, Quizzes, Quoits, Question and answer sessions.

Rambling, Real tennis, Record collecting, Rounders, Rowing, Rugby league, Rugby union, Recycling, Residential weekends, Road safety, Roller hockey, Rural youth work, Reading, Rifle shooting, Roller skating, Road-running.

Sailing, Self-defence, Sex education, Scavenger hunts, Singing, Skating, Squash, Stool-ball, Surfing, Silk screen printing, Square dancing, Stamp collecting, Swimming, Skating, Sketching, Sand-yachting, Survival training, Snooker, Scrambles, Sponsored walks, Spiritual development, Second hand markets, Ski-ing, Skateboarding, Social education, Solvent abuse, Speedway.

Table tennis, Tennis, Tenpin bowling, Theatre visits, Tombola, Treasure hunt, Trampolining, Travel, Tramp suppers, Tie-dying, Tobogganing, Table games, Tug of war, Trivial pursuits.

Unemployed clubs, Unihoc, Understanding communities, Use of local resources, Unusual angle photographs.

Video workshops, Volleyball, Volunteering.

Water ski-ing, Welfare work, Working holidays, Water sports, Woodwork, Work camps, Weight lifting, Writing, Working in the community.

Xmas crafts, Xylophone lessons.

Youth hostelling, Yoga, Youth work training.

Zoo visits, Zodiac studies, Zany ideas.

**ADD YOUR OWN IDEAS.**

**MAKE SURE THEY ARE EDUCATIONAL AND PRODUCE OUTCOMES FOR YOUNG PEOPLE.**

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

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

**EVALUATING**

**HOW DO YOU KNOW YOU WERE SUCCESSFUL?**

**How will young people be involved in evaluating the session?**

Evaluating a youth work session can be done in a number of ways. One of the ways we can evaluate our sessions is by evaluating young people's learning.

Evaluation involves making judgements about whether or not a young person has achieved learning of any kind as a result of being involved in an activity or project.

The ability to evaluate or reflect on experiences and learning is a life skill in itself, and we should always include young people in evaluating a session.



When we evaluate outcomes, achievements or what has been learned by young people, we are making an assessment.

If our procedures for assessing and checking that learning has taken place are undertaken rigorously through internal and external verification, this process becomes known as accreditation.

Evaluation can be as simple or as complex as one likes.



**Evaluating your youth work session and young people's learning.**

Below are some sample evaluation exercises that are easy to do in any setting.

**'I went shopping and I bought...'**

'I went shopping and I bought...' is a game many of us will probably have played in large groups as children; it adapts really well to learning, and can be used in almost any setting.

Somebody starts the game by saying 'My name is Dave, I went to youth club and I learnt...', the person next to them joins in by saying 'This is Dave, he went to youth club and he learnt \_\_\_\_\_, I'm Claire and I learnt...', and so on, until all the young people have joined in, and we get back to Dave who has to remember everything.

It works particularly well towards the end of the evening meal on a residential ('I went on a residential and I learnt...', or, 'today on the residential I learnt...');

But, is equally good in a generic youth club setting ('tonight at youth club I learnt...'), or driving home in the minibus from a canoeing trip ('I went canoeing and I learnt...').



**Feedback Sandwich**

This simple exercise can be done verbally or in written form. We could draw our own sandwich for young people to write on.

The principle is something positive (bread), something negative (filling), something positive (bread), but it is an easily adaptable idea.

For instance:

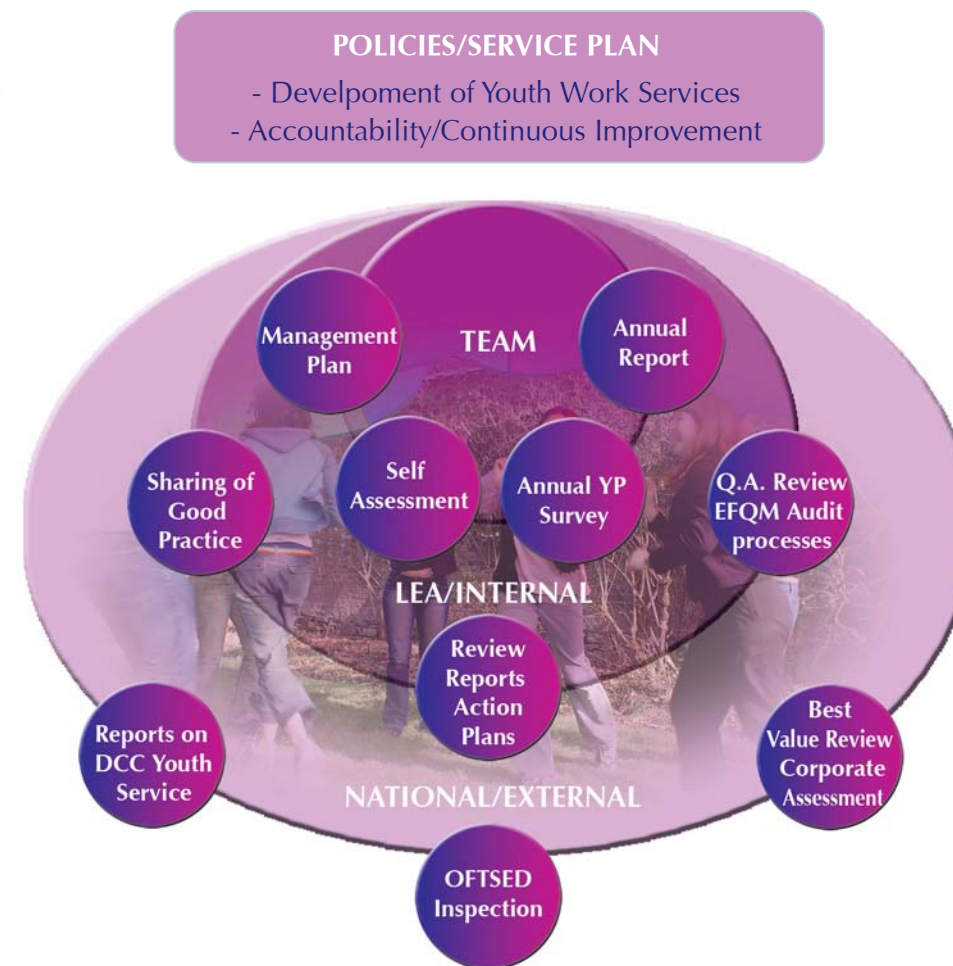
In relation to self and others: 'bread = the thing I learnt most about myself is..., filling = the things I still need to learn about are..., bread = the thing I learnt most about others is...'

For residential: 'bread = the experience I learnt most from..., filling = the most challenging or difficult thing..., bread = the most memorable thing...'

There are lots more examples of evaluation tools to be found on the Devon Youth Service website.

**EVALUATION CYCLE**

This diagram shows the cycle of evaluation that takes place in any youth work setting throughout the Service. The cycle starts with individual workers evaluating what young people have learnt and their own practice and proceeds through a number of stages to external evaluation by an inspection.



**EVALUATING & RECORDING**

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

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

4

## DEVELOPING THE SERVICE

### THE CURRICULUM

So far we have defined what we mean by curriculum with the help of the wave model. We have then shown the elements necessary for the design process to take place. This third part looks at how the curriculum is developed throughout all the stages of the Youth Service.

The following statements from the Youth Work in Devon Quality Standards document show how the curriculum should be planned and developed.

**The Youth Work Curriculum will:**

- C2** be broad and wide ranging, yet relevant and targeted where appropriate;
- C3** be responsive to the differing needs, views and circumstances of young people;
- C4** be focused on young people's personal development and social education;
- C5** provide high quality information and advice with access to confidential counselling services;
- C6** include work on specific issues affecting young people;
- C7** offer progression through planned use of agreed curriculum development frameworks;
- C8** record and recognise young people's experiences and achievements;
- C9** be delivered through a range of methods and approaches in a variety of settings as appropriate to local needs and objectives.

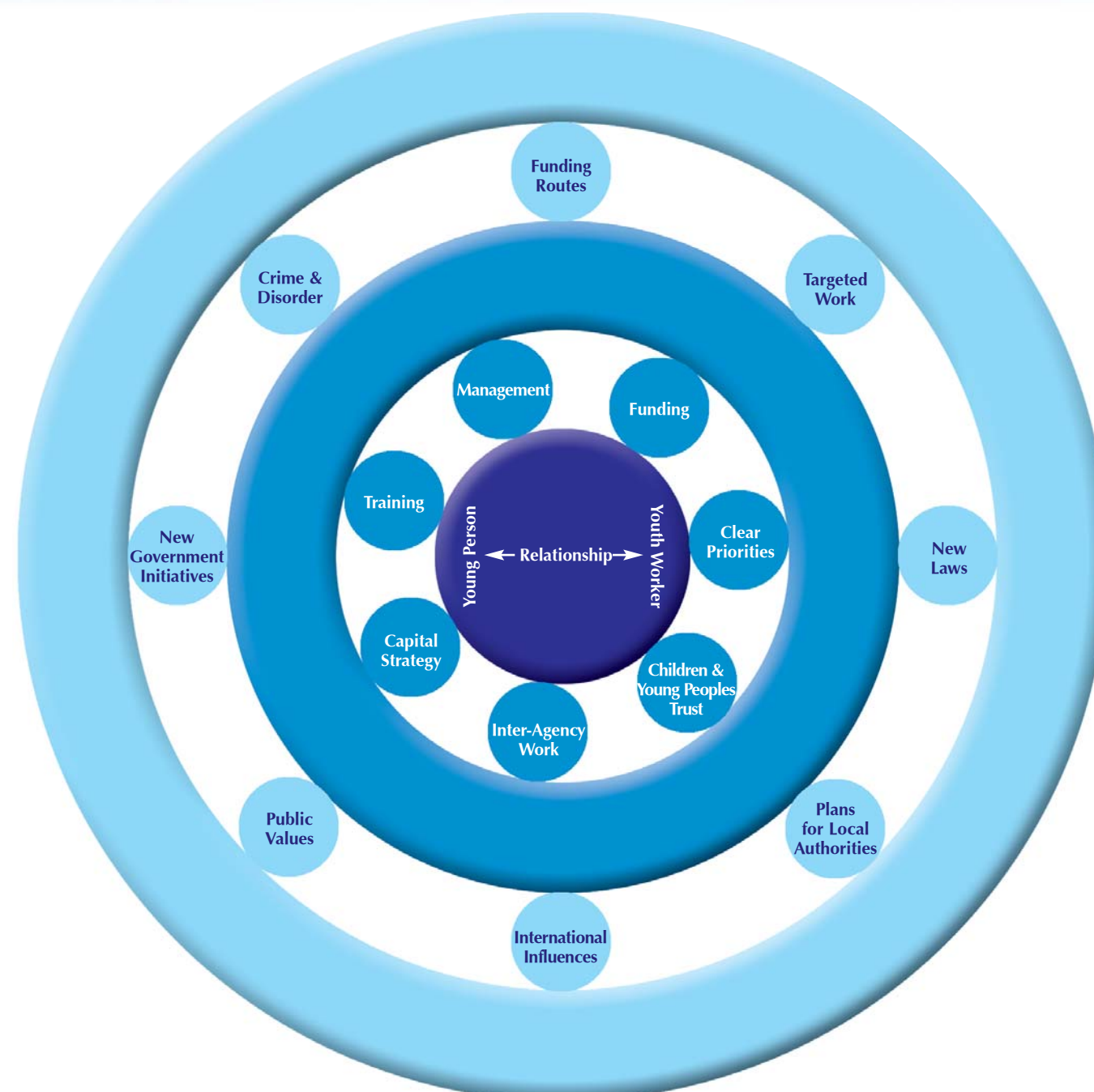
At the heart of the development is the relationship between the young person and the worker, but for this relationship to be successful and sustained there are a number of important things to be put in place by the local authority. Examples of these are shown on the next page by the bearings in the inner circle, and include proper management and funding, training and staff support. If these bearings are in place then a smooth running service can be achieved, but the picture doesn't stop there.

The Local Education Authority is not an island. The next level of curriculum shows how Local Education Authorities are influenced by central government agendas and policies and also by the public's values and opinions.

Factors such as new legislation, local government reorganisation, funding opportunities, Connexions and so on, all play their part in affecting the youth work relationship at the centre of the model.

When there are coherent strategies in place to link the wheels together and enough bearings to make them run smoothly, then the curriculum will be allowed to develop.

Devon Youth Service has a planning cycle that links the roles of the County Council, the Youth Service Management Team and service delivery units in developing Youth Work in Devon. This is shown on page 30 and is fundamental to the success of our curriculum.



● Central Government ● Local Government ● Youth Work in Practice

**WHEN ALL THE BEARINGS ARE RUNNING FREELY THEN THE CURRICULUM CAN REALLY BE DEVELOPED. ONLY COHERENT STRATEGIES THAT LINK THE DIFFERENT WHEELS WILL ENABLE PROGRESSION.**

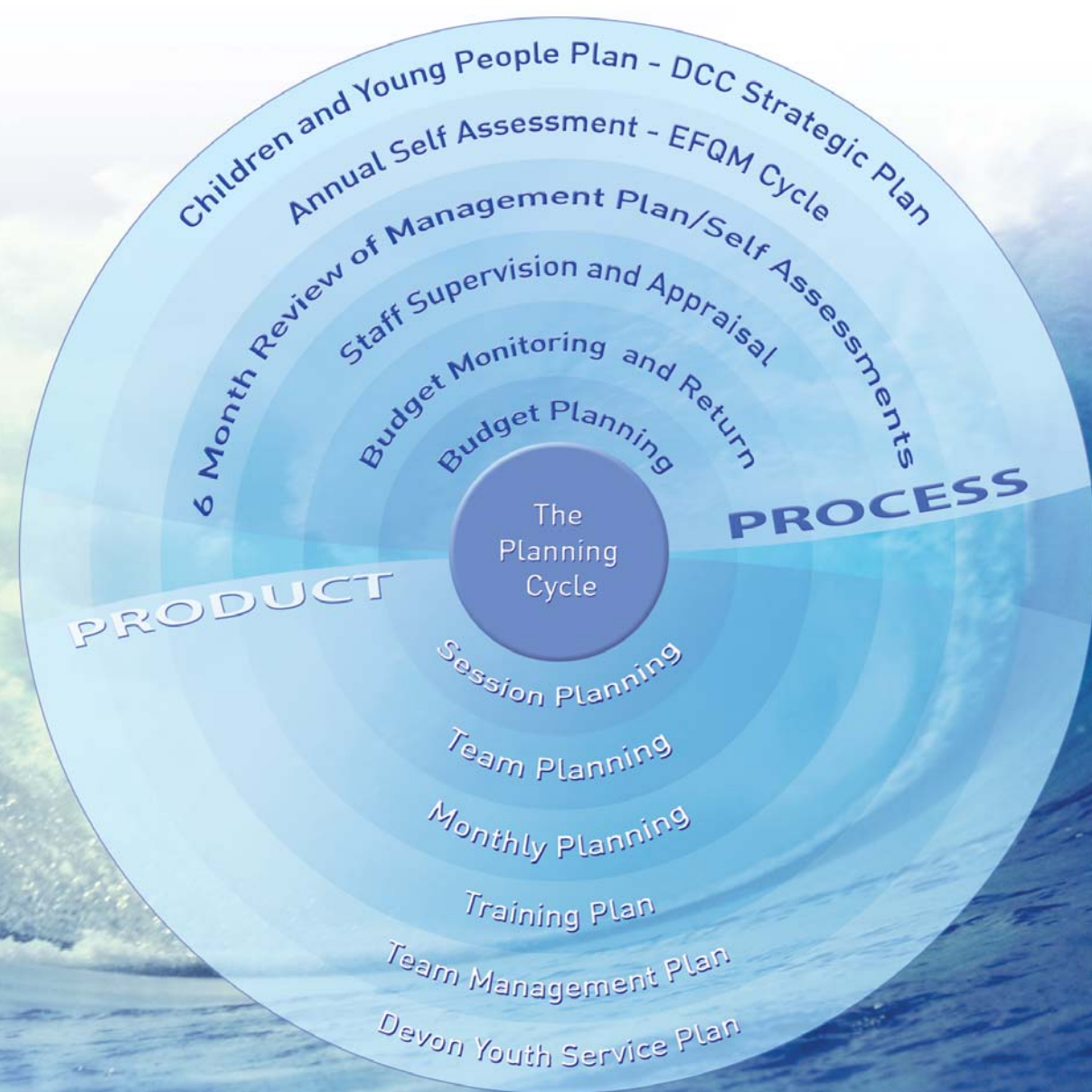
Being Healthy • Staying Safe  
 Enjoying and Achieving • Economic Well-Being  
 Making a Positive Contribution

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

**PLANNING CYCLE**

Planning takes place at a variety of times throughout the calendar and financial year.

The different parts of the process although chronological do tumble into each other and are shown below in the following diagram.

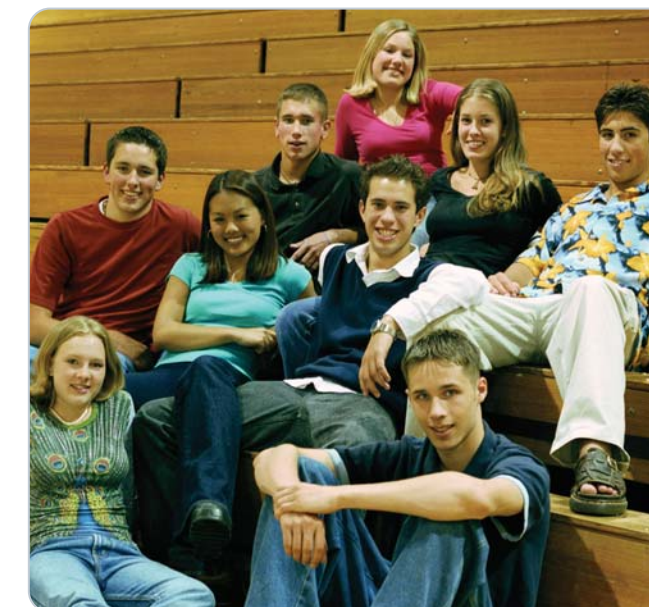


**AFTERWORD**

I am delighted to recommend this booklet to you. It provides a clear introduction to Devon Youth Service's curriculum. It illustrates the dynamic nature of youth work and how it achieves positive outcomes for young people and their communities. The Youth Service is a vital part of our educational provision. It offers young people a range of planned opportunities to have fun, learn and develop in order that they might be safe, healthy, enjoying and achieving, making a positive contribution and achieving economic well being.

I am sure everyone will find this booklet useful and that it will make a significant contribution to the quality of service offered to young people and the communities of Devon.

Phil Norrey, Chief Executive - Devon County Council



**NOTES**

A large, empty rectangular box intended for taking notes, with a light blue background and rounded corners.