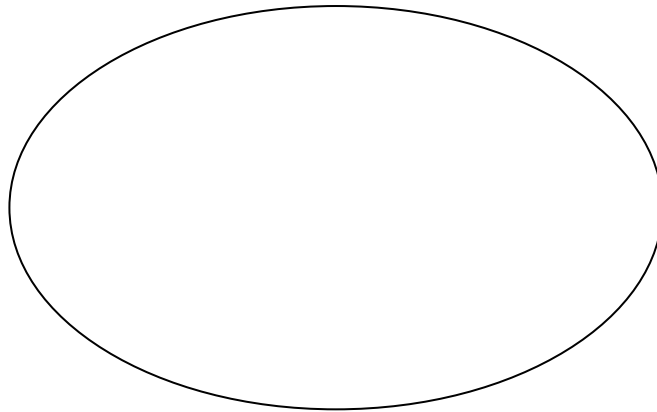


SENIOR MEMBER TRAINING PROGRAMME

YOUNG PERSON'S COURSE BOOK



Senior Member Training Programme. Young Person Course Hand Book.

CONTENTS.

About the Senior Member Training Programme.

Who is it for?

What qualification can you get?

What can you do next?

How is this book laid out?

Core training areas.

Training programme.

Session 1: Starting the course, awareness of self and others.

Session 2: Communication skills.

Session 3 : Team work challenges and problem solving

Session 4: Understanding how teams work: theory and portfolio work

Session 5: What is the purpose of youth work?

Session 6: My role as a senior member and the skills I need.

Session 7: Diversity and young people's needs.

Session 8: Confidence building activity

Session 9: Assertiveness and confidence building.

Session 10: Evaluation of the course.

About the Senior Member Training Programme.

The Senior Member Training Programme aims to accredit the learning of young people involved with Devon Youth Service. An internal review (Autumn 2003) of youth work in Devon identified three key ways in which young people are involved:

- Young people belonging to members' committees, Youth Councils and Youth Parliament;
- Young people involved in action in their communities, or as active citizens;
- Young people involved as volunteers in the youth club or project.

This programme aims to accredit what you have learnt from your involvement, by providing you with training which develops your skills, and by providing you with the opportunity to reflect on your experiences and learning.

You will get feedback from the tutors during the course and have an opportunity to evaluate the course.

When the course has finished, your workbook will be presented to the Devon Youth Service Internal Moderation Panel for final approval.

Who is it for?

The programme has been designed for young people aged 11 to 19, but predominantly 13 to 17 years, who are already linked to Devon Youth Service, and who wish to gain accreditation for their learning as a result of their involvement.

What qualification do you get?

Three Open College Network Credits, at Level One. You will receive an Open College Network certificate when your workbook has been moderated.

(NB For comparison, Introductory Youth Work Training is three credits at level 2.)

What can you do next?

There are several progression routes available to you from this programme: where you choose to go next will partly depend on your interests, time availability and age.

All young people:

- can progress to other forms of accreditation within the youth service unit, which may include: Youth Achievement Award, Duke of Edinburgh's Award, Red Cross Baby Sitting Award;
- can continue, or increase, their voluntary involvement with the youth service, and the level of responsibility they have.

Young people aged 16+:

- can have their volunteering work recognised.
-

Young people aged 17+:

- can progress on to their Induction with Devon Youth Service in preparation for adult volunteering at 18, or possible part time employment (conditional on vacancies and successful selection).

Young people aged 18+

- who have completed their Devon Youth Service Induction can progress on to Introductory Youth Work Training OCN Course Number YT / 001 / DCCE , and possibly into Part Time Employment (conditional on vacancies and successful selection)

How this book is laid out.

At the start of each session, there is an outline of the learning outcomes for the sessional and a description of the activities you are going to do.

There will also be a place for you to record what you have learnt.

In some sessions there are specific work sheets for you to complete for the OCN qualification, these are on pages 8, 17, 18, 20, 22, and 23.

The pages that are assessed are a different colour so you can be clear which pages are for your notes and which pages are for submission to the tutor / OCN.

The tutor / youth worker is also required to give you feedback on your progress and work, part the way through the course and at the end. There are specific pages for this on page 21 and 34.

Summary of the content: Senior Member Training: Core Curriculum Areas.

Core Areas:

- 1 Awareness of self
- 2 Awareness of others
- 3 Communication skills
- 4 Understanding Youth Work
- 5 Understanding Aims and Values
- 6 Working in groups and teams
- 7 Understanding diversity
- 8 Assertiveness

Optional Areas:

- Option A: Members' groups, Youth Councils, and/or Youth Parliament.
- Option B: Community action
- Option C: Volunteering in youth clubs

Session 1: Starting the course, awareness of self and others.

Session outcomes.

To familiarise young people with the course.

To begin to have an understanding of our own needs and the needs of other young people.

Activities.

- Introductions.
- Information about the programme from pages two to five.
- Fears and expectations.
- Ground rules

The process of deciding ground rules together is important because it encourages us to think about our own needs and the needs of others – what we need in order to feel safe and what we need to learn. This is part of self awareness.

- About me

Complete the worksheet 'About me', on page 7.

This is awareness of self, you are starting to have an understanding of the kind of person you are, what makes you tick and what your needs are.

This is important to you in your role as senior member.

- Young people's needs.

This exercise is about awareness of the needs of others.

You have spent time thinking about you and now this exercise encourages to think about other young people, who you know or you work with, or perhaps young people you've never met as well as young people's needs and the issues they face. Is it easy for young people to get their needs met? What happens to young people when their needs aren't met?

- Thinking time and portfolio work.

Turn to page 8 to illustrate what you have learnt about the issues which affect young people.

ABOUT ME

My three favourite foods are ...	
During the holidays I like ...	
Sometimes I wish I had ...	
One thing I'd never want to do is ...	
I find it easy to ...	
I find it hard to ...	
The best thing about me is ...	
I am happy when ...	
I am angry when ...	
I am puzzled by ...	
With my friends I feel ...	
The thing that worries me most is ...	
Something I do well is ...	
Something I'd like to learn is ...	
My favourite holiday would be ...	
The world would be a better place if	
I felt sad when ...	
When I think about the future I ...	
If I could do anything I would ...	
I feel safe when ...	

Learning outcome 2: Understand the importance of being aware of others and their needs.

Assessment criteria 2.1: Describe / list the issues which affect young people today.

Tutor/Assessor Name:

Date:

Signature:

Session 2: Communication.

Session outcomes:

- To introduce listening skills
- To recognise listening skills
- To help you to understand your own skills.

Activities.

- Birthday chairs

- Newspaper reports

Ask yourself:

What made it difficult to listen? What made it difficult to speak? What would have made it easier?

Listening is easiest

Speaking is easiest when

- Agree / Disagree – Listening.

Listening is a natural activity

Talking is more important than listening

People are brought up to be good listeners

Listening is easy

If you listen, you can always understand what someone is saying.

- Portfolio Worksheet.

Ask young people to turn to exercise at the top on page 10. Ask them to spend 5 to 10 minutes thinking about a time when they listened well and listened badly, and when they were listened to well and badly.

Think about a time when you listened well:	Think about a time when you listened badly:
Think about a time when you when you were listened to well:	Think about a time when you when were listened to badly:

- Listening skills.

Listening:

Not listening:

How did each situation make you feel?

Being listened to:

Not being listened to:

Session 3: Practical: team challenges and problem solving.

Session outcomes:

To take part in some team activities.

To begin to understand the importance of team work.

Activities may include a number of team building, group trust and problem solving activities.

What made the activities hard?

What made the activities easy?

Did you work together well as a team?

How could your team work have improved?

What would you score yourself for teamwork?

Session 4:
Understanding how teams work – theory and portfolio work.

Session Outcomes:

- To recognise some of the aspects of teamwork
- To gain an understanding of the importance of teamwork
- To begin to recognise your own role within a team.

Activities.

- Spider gram:

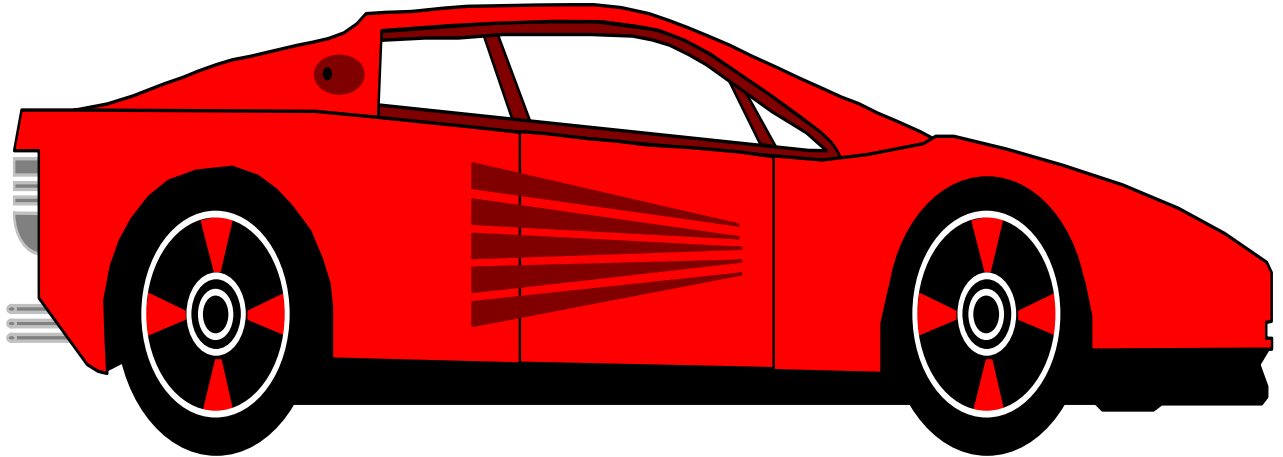
What makes good teamwork?

What makes bad teamwork?

- Team Challenge – construction from newspaper.
- Mix and Match Exercise - order of importance.
 - Reviewing how well everyone had done so far
 - Getting on with the job
 - Organising and agreeing who must do what
 - Understanding unspoken communication
 - Being aware of what is happening
 - Accepting and giving helpful criticism
 - Sorting out problems and conflicts
 - Considering other people's feelings
 - Willingness to join in
 - Getting on as friends
 - Keeping an eye on what is happening all the time
 - Listening to others without interrupting
 - Thinking about everyone in the team as well as the team as a whole
 - Encouraging others
 - Not dumping all the work on one person.
- Picture Game
- Car Discussion
- Thinking time and Portfolio work
 - Complete the questions on page 14 about your role in the team.

What role do you play in the team?

Imagine that this car is your team, and each of you is a part of the car that does a different job. What part of the car would you be? (for example – I'm the headlights because I can see the problem ahead of us.)



Which part of the car are you, and why?

Which part of the car are your team mates and why?

Session 5: What is youth work? What is Devon Youth Service?

Session outcomes:

- To enable you to understand the value of youth work.
- To enable you to understand the purpose of Youth Work in Devon.
- To identify the features of a good youth project.

Activities.

- Model making.
Answer the questions about your model on page 18.

- Spider gram: 'What is the purpose of youth work?'
Record your answer here.

- Tutor to explain the Purpose of Devon Youth Service.
Read the statement below about the purpose of Youth Work in Devon.

'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 can contribute to, influence and be valued as part of their communities and of society as a whole.

- The purpose of Youth Work in Devon in your words.
Stick a copy of your version of the purpose of Youth Work in Devon here.

- Thinking time and Portfolio work.

Complete the worksheet on page 17 of workbook, explaining the purpose of youth work and the aims of your project.

Learning outcome 3: Know the purpose of youth work, and the aims of the project you are involved in.

Assessment criteria 3.1: In your own words, explain what you understand the purpose of youth work to be, and the purpose of the project you are involved with.

Tutor/Assessor Name:

Date:

Signature:

Learning outcome 3: Know the purpose of youth work, and the aims of the project you are involved in.

Assessment criteria 3.2: In a small group, produce a model of a quality youth project or centre. Record the ideas which were your own.

Answer these questions about your model:

What is the most important feature of your model and why?

What is the least important feature of your model and why?

Which ideas were specifically your own?



Put your photograph here.

Session 6: My role as a Senior Member.

Session outcomes:

Understand more about your role as a Senior Member / Helper.
Understand the skills and qualities needed to work with young people.

Identify your own strengths in terms of skills, knowledge, experience and attitudes.

Identify gaps in your own skills and qualities, and areas to improve.

Activities.

- Flipchart drawing of the perfect senior helper.
- Skills and qualities needed to work with young people.
- Collage of self in relation to skills, knowledge, experience and attitudes.

Working individually, young people to design an image of themselves in terms of skills, knowledge, experience and attitudes on A4 or A3 (personal choice)

Learning outcome 3: Know the purpose of youth work and the aims of the project you are involved in.

Assessment criteria 3.3: Describe your ideal Senior Member as a drawing or a list of qualities.

Tutor/Assessor Name:

Date:

Signature:

Learning outcome 1: Know own strengths and knowledge.

Assessment criteria 1.1: Identify own strengths in terms of skills, knowledge, experience and attitude.

Insert your collage or make a list of your qualities including skills, knowledge, experience and attitudes.

Tutor/Assessor Name:

Date:

Signature:

Learning outcome 1: Know own strengths and weaknesses.

Assessment criteria 1.2: List the skills and qualities you need to work with young people and identify personal gaps.

Skills.

Qualities.

Gaps in my skills are

Gaps in my qualities are

. . . . ways I can improve my skills are

. . . . ways I can improve my qualities are

Tutor/Assessor Name:

Date:

Signature:

Session 7: Discrimination and diversity.

Session outcomes:

To become more aware of the needs of others in relation to discrimination and diversity.

To be able to explain in your own words, your understanding of discrimination and diversity.

Activities.

Agree / disagree.

- 16 year olds should have the right to vote.
- People with disabilities shouldn't have jobs.
- The same minimum wage should apply to everyone.
- People should hide their sexuality.
- Councils should provide sites for travellers.
- People from other countries shouldn't have the right to work here.
- You should only marry someone of the same religion as you.
- Gay people shouldn't work in schools.
- All refugees should be sent home.
- You shouldn't have to pay council tax until you are over 25.
- Black people experience discrimination in the workplace.
- You can tell if someone is gay by looking at them.

Discrimination

Who is discriminated against?

Learning outcome 2: Understand the importance of being aware of others and of their needs.

Assessment criteria 2.2: Explain (or write down) your understanding of diversity and discrimination.

Tutor/Assessor Name:

Date:

Signature:

Session 8: Confidence building activity.

Examples:

Circus skills

Climbing

Caving

Canoeing

Raft building

Coasteering

Performing (arts/music/drama)

Ballroom Dancing

Session 9: Assertiveness and confidence.

Session outcomes:

To explore the meaning of assertiveness.

To explore what confidence means.

To begin to make links between self awareness, confidence and assertiveness

Assertiveness activities.

- Wordstorm: Aggressive, passive, assertive.
What does it mean to be assertive?
- What is confidence?
- Thinking about confidence – 6 things.
- My feelings, our feelings.
- Ten things I like about myself.
- Now that you are more confident . . .

ASSERTIVE.

PASSIVE.

AGGRESSIVE.

What is confidence?

Our definition of confidence:

6 things I feel confident about:

6 things I would like to feel more confident about.

My feelings, thoughts and values.

I am . . .

I want . . .

I have . . .

I believe . . .

I feel . . .

I think . . .

I enjoy . . .

I care about . . .

I love . . .

I can

Ten things I like about myself:

1

2

3

4

5

6

7

8

9

10

Now that you are more confident.

What does it mean to be more confident?

What is the first thing you will do now that you feel more confident?

How will you behave now that you are more confident?

What difference will it make to you in your role as Senior Member now that you are more confident?

Where are the places you will go now you are more confident?

How does it feel to be more confident?

Session 10: Evaluation.

Session outcomes:

To evaluate what you have learnt and enjoyed from the course so far.
To end with a positive affirmation of all group members.

Activities:

- The Evaluation Sheet
- The 'Positive things' Sheet

Tutor / Youth Worker Feedback to Learner at end of Core Options.

1 Please comment on the learner's participation in the group.

2 Please comment on the learner's knowledge of the subjects covered.

3 Please comment on the learner's submitted work.
Learning outcome 1.1 (page 23)

Learning outcome 1.2 (page 24)

Learning outcome 2.2 (page 26)

Tutor Name:

Sign:

Date: