

Unit 2:

Understanding intervention strategies in youth work settings

1.1 Explain how interventions may be used in youth work

- **With individuals**
- **With groups**

With individuals these can be achieved through:

- One to ones
- Mentoring/coaching/peer support/transition workers
- Drop in sessions
- Create Individual Learning Plans (ILP's)
- Engagement through club based activities
- Organising workshops/seminars

These are some of the methods that can be used to work with young people on an individual basis. All the above options allows youth workers and young people the opportunity to find out more about themselves, build a better relationship, discuss issues affecting their lives and plan a course of action to meet their needs. This can be through a formal or informal meeting arrangements and depending on the need of the young person at that particular time, different interventions can be put in place to meet the young person's needs.

With groups:

- Group work
- Detached work
- Peer group
- Creating and participating youth forums, youth councils, youth parliament, youth democracy, etc
- Gender based
- Formal or informal

Dealing with groups, gender groups, interested groups, engaging groups, non-participants, etc. there are different methods that can be used in youth work to ensure that information is passed onto them, positive experiences are achieved and relationships are built in and outside the youth centre. Within groups we can identify learning needs, identify courses, organise suitable courses and workshops, have and regular consultations in identifying the needs and issues and plan accordingly.

2.1 Explain the key principles of group work

The group work process used by youth workers, offers a learning mechanism to assist young people in their everyday life and working environments. It also has its other advantages where a team of young people can engage, discuss, find solutions, discover new skills, identify techniques to solving problems, identify group dynamics, discover different roles played and build better relationships. Group work allows young people to actively learn through experience, learn from each other, through various activities and simulation of real situations and case studies. Therefore it is necessary to utilise this method of work within the environment of youth centres as it has great benefits on the development of young people to work as part of a team, to make decisions and follow through with tasks.

2.2 Explain the stages of group development in a group work situation

One of the key theorist that developed the group development theory was Bruce Tuckman in 1965 and he had four process of achieving a group task: Forming – Storming – Norming – Performing he later on added a fifth phase of Adjourning and Transforming.

The first principles of any groups forming are that they know each other, share common interest, are part of a team, to achieve a goal and to have a social status this is known as the get together stage where everyone is familiar with each other.

The second process in a group is that it goes through the storming effect where those that do not fit in tend to leave. At this stage the aim of the group is set and those that agree continue, others live with it or leave. This is where relationships are made or is broken, roles are determined, group dynamics are highlighted and ground rules are set to move onto the next stage. This stage can also be described as the filtering process of those who want to go forward and those who find themselves no longer interested leave.

The third stage of the group is when cohesion is achieved and norms emerge, mutual respect is achieved, a harmonious environment is created and work can progress to complete the task. At this stage also people can lose heart in the task and their drive to achieve the set goal can be lost.

The fourth stage is the performing stage where the task that was initially set gets completed the group functions smoothly, individuals make suggestions to improve, advice is taken on board, compromises are made and things are happening.

The final phase of the group is the when the project is completed the group disperses totally, breaks up to meet up at a later date, or forms into smaller working groups so that they may come back together to initiate the next working task.

2.3 Analyse the roles and dynamics in groups

Reflective recording

There are many roles that young people play and there exist various group dynamics and this change with the phases that young people go through in life. One thing I have observed is that there is not a single, recognised leader making major decisions, but rather a few that make the major decisions in the group and others follow suit.

There are those that concentrate on their education to get the best possible grades and want to better themselves in life by not engaging in risky activities, they come in engage in activities do courses participate in additional curriculum activities and try not to engage in risky behaviour.

Then there are the observers the quiet ones, they generally get on with things, don't bother others, engage in activities, ask for help when needed and I call them the innocent ones, or maybe I could be wrong as they could be involved in activities that are criminal and do not boast of their actions.

Whilst there are others that talk loudly, always conversing, bragging themselves on their wrongful actions and criminal activities. Some have characteristics of confronting, challenging and being aggressive at times to getting what they want. Bullying others into submission, eating more food than others during the cooking sessions and always wanting to be the first ones on the list for trips and residential.

We also have a young person who they refer to for advice, loud at times but know when to talk and when not to talk and has characteristics of a listener and consultant.

Then there is a quiet person who plays a negotiating role between the different groups in the club, helping with relationship problems and also disagreements with other young people from different areas.

There are those that come and sit in front of a PC and browse the web throughout the session, checking their emails, social network sites and going through YouTube clips on music videos and funny clips.

Also you have those that come in and talk about their clothes, what's new, what in and what's out, on their black berry phones and BB'ing others and talking about the latest gadgets on the market.

You find those that are in love constantly on the phone talking, texting and setting others up.

And finally you have the attention seekers, the loud mouths who goes about doing mischief, disturbing others in the play, breaking conversations, hiding pool balls and being a nuisance to others.

You have many characteristics within the youth club setting all playing different roles and dynamism within the same group.

I can see some aspects of Bruce Tuckman's Theory in place but generally they are in the performing stage and revert to new tasks in life as and when they occur, there are disagreements amongst them at times but they usually make up and move on naturally.

2.4 Explain:

- Why groups form

Groups form because of many reasons it offers safety strength and friendship, it offers comfort and security, it offers a better form of identity and it can deal with common issues which keeps them united. Groups are of various forms large and small and generally keep the wellbeing of individuals through having faith, trust, religious and political ideals and values. Others form for national and cultural reasons, gender and family reasons and mainly to socialise, talk and learn from each other. These groups being formed, being united under a banner on a common ground, purpose, ideas and concern. Smaller groups also come into existence for social reasons, friendship and for a common goal and interest in life.

Where there is strength there is power to achieve, attain, succeed and influence and this is probably why groups form. Throughout history humans have lived in groups to fulfil a wide range of purposes and in today's financial climate it has become the survival of the fittest and that can only be achieved in a group whilst loners will be eaten up by the wolf.

- Why people join groups

People join groups for a variety of reasons one of the reasons can be found in Maslow's theory of a sense of belonging. Some people are motivated by task concerns whilst others are motivated by interpersonal relationships with other group members. People join because they belong to a certain postcode, estate, belong to the same age group or feel they need to belong and be part of a growing trend for security purposes.

You have people joining because of shared interest and common goals, to wanting a sense of belonging and creating friendship. To having fun, achieving excitement, being in a stimulating environment full of challenges, sharing common issues and holding the same values and beliefs.

Joining groups may help in keeping away from the boredom factor, being part of a clique, being accepted, having support and security. To having a place where you can express own's feelings, opinions not being judged, to having a sense of ownership on decision making and setting goals and steering the group, dealing with conflicts and problem solving.

Others may want to seek leadership, gain status and recognition in society, making larger connections and networking and to give something back. Whatever the reason people will join groups to achieve what it sets out to discuss, achieve, and fix.

2.5 Explore barriers to effective group work with young people and examining strategies to address these

Reflective recording

I have listed below some of the things that I have identified that exist within the group and these have come about due to the lacking of dealing with it by myself and other staff members.

- Lack of trust
- Don't listen to each other and staff
- Disagreements that are not resolved
- Can't make a concrete decision
- Don't understand roles
- Personal interest and undermining others
- Bullying
- Lack of discipline especially with facilitator

The way forward would be to tackle each one at a time and build upon the other barriers and factors to ensure that we can create a safe and harmonious place of delivering positive activities.

Firstly I need to build full trust with the young people, I need to build a better relationship with young people and address the issues directly and promptly and not delay any outstanding matters. I need to get the staff team on board and address these issues and tackle it simultaneously in other sessions. I need to identify key players and have one to ones with them to address issues and matters concerning them. I need to set ground rules, group contracts and deal with difficult young people prior to any future group work.

Bullying needs to be addressed as sometimes the younger ones are pushed aside and told not to get involved or say things that go against their agenda. I need to find ways of separating the younger members with the older group and deliver activities and projects to each groups needs that way it may be possible to break down barriers. As a facilitator I need to play a key role in group discussions addressing issues and needs and ensure that everyone is listened to, respected of their opinions and that bullying is addressed and tackled from the start. I also need to participate in the activity to ensure that learning takes place and create time out when things go not according to plan.

3.1 Explain own value sets in relation to those of young people

Values are qualities that I consider are your very make up as they are deeply rooted inside of me and is my main driving force for me to assist in my youth work and in helping young people through their transition to adulthood. Values sets are statements about how I value young people that attend my centre in what they can achieve, improve and gain whilst under my supervision and a few of these are listed below.

- Create an environment of learning, with fun and enjoyment
- Give young people an experience of learning empathy, generosity, honesty, respect and gaining trust to assist them toward independence
- To engage young people to be ambitious, gain competence, have dedication and courage, assist others in need and how to be a responsible individual
- Create ambition, competency dedication, innovation and to gaining wisdom

It is these value sets that allows me to deliver effective youth work, maintain professionalism, avoid discrimination, promote equal opportunities and give young people the experience and understanding required to make positive choices in life.

3.2 Explain how conflict arises in youth work settings

Conflicts arise when there is a misunderstanding or when workers become negligent of their duties and do not confront issues as and when they arise. This has become evident in the youth club setting and youth workers have experienced this happening to them. Many of those old school youth workers are facing new challenges and are not capable of dealing with this new dilemma of attitude and behaviour mainly because they have low rapport and have left the main factor of building relationships, trust and providing support.

I have noticed that when ground rules and boundaries are not maintained by youth workers you will discover conflicts arising. When young people are not challenged appropriately by staff because of the lack of real experiences in knowing how to deal with young people you find that conflicts exist.

Young people lose trust in you when you start making false promises, causing a breakdown in the relationship through distrust. It so happens that staff no longer get valued or respected by young people and this is mainly caused by staff undermining young people, demanding respect and expect young people to generally behave well. Hence you will find inappropriate behaviour and greater challenges being faced by staff from young people and I have witnessed this.

3.3 Explain how to manage personal feelings in a conflict situation

When you have personal feelings in a conflict situation it can be more destructive to you and your work in the long term and may not be irrecoverable. Therefore we need to relate everything to work situations which will have a less emotional impact as this can be dealt professionally or with by your line manager.

The best way to deal with conflict is to gather the facts, be open minded, non-judgemental, listen to all the sides and it is important to get it right from the start. We need to understand the issue, not to make an immediate decision, propose harmony, and understand the cause of the issues.

This is where we also need to use active and reflective listening skills and list all the issues and problems. We need to refrain from changing the subject matter, be positive in dealing with the matter and define the problem through discussion. The final outcome should be to find possible solutions and the best way forward to avoid a reoccurrence of this situation in the near future.

3.4 Explain the various methods used to promote conflict resolution

Conflict resolution is the process to bringing issues to a peaceful end and the following methods and procedures can be used as a means for addressing conflicts.

- Negotiation
- Mediation
- Conciliation
- Diplomacy
- Peace building

All the above methods are interlinked with each other and assist each other in finding the best possible outcome and solution for each situation. We have to note that they are just a means to an end and that the work needs to continue to ensure that conflict situations do not erupt again to serious levels and that a mechanism is in place to diffuse any difficult situations from arising.

When you are in a conflict situation, in the heat of the moment it can sometimes be difficult to remember what to do, **CUDSA** is a way of tackling such situations.

- **C**onfront the behaviour
- **U**nderstand each other's position
- **D**efine the problem
- **S**earch for a solution
- **A**gree

We need to build that trust and have a strong relationship with young people to be able implement any of the above to bring an end to any arising conflicting situations. Most importantly we need to offer a solution to the problem that will diffuse the situation and bring clam and respect.

4.1 Evaluate own youth work setting in relation to its engagement and appeal to young people

Our youth club has been made from two shipping containers and it very limited in space and the type of activities we can offer to young people. However young people are fortunate enough to have a club in their area and respect the building and space. We have tried to install and provide activities which require minimal space and to accommodate the maximum number of young people at any one time. We have laptops instead of desk top computers, flat screen TV instead of the tube screens, a 5' x 3' pool table with shorter sticks, board tables and small tables and plastic chairs instead of the comfortable seating arrangements. I believe that there was not much thought process made in the design of the youth club as more space could have been made available if the store room and the second toilet was not installed and the office space reduced.

The youth club does appeal to young people as it is the only and closet available centre in their ward area and they do engage, attend regularly and have respect for the club. Since it opened the club only appealed mainly to boys and girls were hesitant to attend because of the space confinement and privacy requirements they requested. We do get girls young women coming in now and then but do not stay for long. I did suggest for an additional girls/women's only session to support their requirement and to date this has not materialised.

4.2 Outline where young people meet outlining opportunities for youth work

In recent years there has been a boom in new builds popping up all over the area. Being placed in the park and next to the canal the ark is now surrounded by 5 and 6 floor buildings over shadowing the park and reducing much of the light during the winter periods. All the space around the canal is gone and recently the trading centre next to the club was demolished and another 200 homes were built within a space of a year and people housed.

Space has been an issue in recent years and more and more young people are hanging around bus shelters, the market square, in building stairwells and the park sitting and play areas.

Being limited in resources, that is the number of hours allocated for additional admin work which is minimal and only two members of staff are on duty each session, does not give much opportunity to do outreach and attract more young people to the youth centre. So the opportunity is limited to reach young people, but we ensure that the young people that attend are informed about talking to others about their centre to bring people in and experience a different setting to utilising their leisure time.

4.3 Identify organisations and agencies that can support own work with young people including the roles they might play

- Mile End Hospital NHS Chlamydia and Gonorrhoea screening programme and to assist in discussing sexual health issues
- Step Forward to assist in Sexual health training for workers and workshops for young people in understanding their own sexual health, personal hygiene and growing up as teenagers
- Bow careers have Personal PA's that can help young people to write up their CV's and find work which mainly takes place during the daytime
- LBTH Transition Services to support NEET cohorts and this service provides PA's to support young people back into mainstream education and training schemes, they can make evening visits and carry out Individual Learning Plans
- ASHAA mentoring scheme provides a pool of mentors to support young people to improve their lives and chances of being employed
- NAFAS, Lifeline, Docklands Outreach and LBTH DAT (Drug Action Team) can support in delivering workshops and dealing with substance misuse, have one to ones in the club setting or make referrals to their centre.

4.4 Develop and maintain an up-to-date list of resource contacts

Service	Name	Tel	Email
LAP 3 Youth Service	Fazlur Rahman	07827 815 680	frahman@bishop.towerhamlets.sch.uk
East London Business Alliance	Joe Crook	020 7068 6960	joe.crook@elba-1.org.uk
Jack Petchey Foundation	Trudy Kilcullen	0208 252 8000	tkilcullen@petchey.co.uk
Brady Arts	Geraldine Bone	0207 364 7912	Geraldine.Bone@towerhamlets.gov.uk
West Ham Utd Kickz Project	Rasheed Abba	07779 655 672	rabba@westhamunited.co.uk
Swann Housing Trust	Abdul Hossain	020 7780 9355	Ahossain@swan.org.uk
Tower Hamlets Community Housing		020 7780 3070	thch@thch.org.uk
LBTH Participation Team	Phil Long	0207 364 3092	phil.long@towerhamlets.gov.uk
LBTH Transitional Support Team	Sandy	07818 594 665	sandykurek@badmintonengland.co.uk
Chlamydia prgm Co-ordinator	Doreen Donaldson	020 8223 8289	Doreen.Donaldson@bartsandthelondon.nhs.uk
NAFAS			
Docklands Outreach		020 7538 1601	info@dockout.org.uk
LBTH DAT	Nuruz Zaman	0207 364 5000	nooruz.zaman@towerhamlets.gov.uk
Personal Adviser (PAYP Key Worker)	Robert Gibson	0207 364 1448	robert.gibson@towerhamlets.gov.uk
Connexions One Stop Shop	Transitional support worker	020 7364 3222	
ASHA mentoring project		020 7247 8080	info@osmanitrust.org
Citizen Advice Bureau		0844 826 9699	towerhamlets@eastendcab.org.uk
Step Forward		020 7739 3082	info@stepforward-web.org
Asian Women's Support centre		02089864804	
LBTH Homeless person unit		020 7364 7474	homeless@towerhamlets.gov.uk
Child protection advice & assessment		020 7364 5006	
Bethnal Green Police Station		101	
Emergency contraception	Dr SITHI SYEEDA SUFI	020 7739 6677	Monday – Friday 8.30-6.30
Benefits Advice		0808 802 2000	

5.1 Describe the key principles of partnership working

The key principles of partnership working are;

- Clarity
- Openness
- Trust
- Shared skills, goals and values
- Regular communication between partners
- Sharing resources
- Achieving an outcome.

5.2 Explain the importance and relevance of working in partnership with colleagues and other agencies

Partnership working is now required by government as an approach to ensure better relationships between central and local government and the third sector, or indeed between the statutory sector and the third sector in localities.

The organisation is involved with the Security Intelligent Team (SIT) where different service providers meet to discuss residential issues, problems on the estates, factors causing residents distress, anti-social behaviour, criminal activities and organised crime.

This is a platform where intelligence is shared and the Police, security and housing officers develop strategies to deal with the problem. The SIT is essential but the process takes too long to actualise and deal with problems as and when they happen. Criminal and vandals are more aware of the slow response and take advantage of this and move on in their own time to other areas, where the same information is reported dealt with over time and it is a continuous vicious circle of complaints not being dealt soon enough.

5.3 Evaluate the factors that support or deter effective partnership working in a youth work context

Partnership work improves communication between organisations, it allows everyone to know what they are doing and how they are delivering services to young people. There is encouragement to deliver a better youth work programme by sharing ideas, agreeing common goals and visions, receiving and giving feedback on each other's projects. Partnership working allows you to develop trust and honesty, provides transparency and can contribute to savings.

The process also has an advantage in resolving gang conflicts, territorial and area based issues before it escalates. There is good potential to receiving larger grants from the government regeneration programmes and local authorities.

Things that can cause the partnership not to work is when organisations do not share ideas and resources, think for the benefit of their own organisation only and do not take part in the shared vision and goal. When organisations think they are better than others and override smaller organisation in the decisions making process and where mistrust, dishonesty and corruption is rife.

6.1 Analyse various styles of leadership for effectiveness

Leadership styles differ from person to person according to the tasks that are set, to team structure and individual capabilities. However there are three main effective leadership styles and they are;

- Autocratic
- Democratic
- Laissez faire

Authoritarian leadership define what are organisational aims and objectives, what should be done, how it should be done to achieve those goals, and meeting targets. There is hardly any discussions on alternative methods or suggestions taken on board for improvement when things are not working, the concept is less creative but very disciplined when applying ground rules, child protection laws and creating security and peace in the working environment.

Democratic leadership styles is an effective leadership style that offers flexibility, discussions, involvement, participation, creativity, exploration and allows you to be part of the decision making process giving everyone equal rights. This motivates individuals to participate effectively, to make it successful and provide higher potentiality.

Laissez faire is a liberal, casual and tolerant style of leadership allowing individuals to make their own decisions and have the freedom to choose. This style of leadership works well in higher tier management where efficiency exists, productivity exists and the vision is clear. However the down fall of such management style is that it leaves individuals to commit to the task at their own pace, having a laid back approach and may not achieve goals and targets within specific time limits.

6.2 Analyse the application of leadership styles in day to day youth work situations

When it comes to ground rules we must have some authority but when deciding the ground rules we must be democratic. When we have the attitude of ignoring the ground rules then young people will override us.

When deciding on day trips, outings and residential activities we allow young people to choose the activities we are democratic but we set boundaries explaining what is allowed and what is not because of the restrictions made by the authority and we restrict the numbers allowed to go on each trip.

When new make a pool list we allow young people to make the list but as soon as someone causes a conflict we show our authority, having a laid back approach will allow bullies to get away with their actions as they won't be confronted.

6.3 Apply appropriate facilitation styles to three different youth work situations

Pool session: During the club there are times when young people jump the que and write their names between other young people's names. As staff we need to monitor the list even though it is on the table and young people write their name and wait their turn. We need to firstly refer young people to the ground rules they made and if they listen then allow play to continue. If the response is negative then a stronger approach needs to be taken to stop anyone que jumping and that is to stop the game, take away the pool cues and address the matter with the young people to find the solution to this immediate problem and reinforce the ground rules.

Cooking sessions: When food is prepared and cooked, initially food is served to young people hoping that they will be considerate of others and not be served twice or take more food rather than wait for seconds. In this situation control is needed from staff to decide who gets served ensuring there is enough food for all.

Young people arguing; Sometimes arguments are short, brief and forgotten at other times they are lengthy, hurtful and can led to pushing shoving and even lead to a fight. Youths workers need to be observant of each situation, read it and put an end to it as soon as possible, if arguments lead to swearing immediate intervention needs to happen. If the situation results into a fight then physical intervention needs to take place if it is seemed safe to do so. Youth workers need to show authority to calm the situation, separate the individuals and bring the situation to an end and resolve it there an then or at a later date.