Unit 3:

Understanding principles, knowledge and skills in work-based practice in youth work

U3 1.1 Explain what is meant by reflective practice

Reflective practice is the process of self-reflection, self-review, self-examination of one's own practices and to take one's own actions and experience and to examine it deeply with the feelings associated with it. Reflective practice allows the process of learning through experience to take place, whether it is a supervision with the manager, a routine daily club session, a briefing and debriefing session, a one to one with staff or young people, a recording of a disaster or difficult situation in the club, a success story with achievement, peer assessment, central monitoring reports, to staff training and away days or to the actual process of building relationship and identifying the needs with young people.

Good reflective practitioners record events that have taken place in some form or another, whether it be a sessional recording, notes taken in a briefing or debriefing book, a journal, supervision notes, minutes of meetings, young people's feedback and reflective recording sheets. Thus enabling, reflective practitioners to identify the real needs of young people through consultation, discussions, surveys and suggestions. This will then assist in the planning process and design stage of appropriate programmes to meet those needs of the young people. At the end of this process it will assist in the evaluation process of outweighing the negatives against the positives and what would be better next time.

Moon, defines reflective practice as "*a set of abilities and skills*, to indicate the taking of a critical stance, an orientation to problem solving or state of mind" (Moon 1999)[1]. This encloses the wide range of activities and thought process associated with our learning and self-development through experience.

Cowan, however suggests that learners are reflecting in an educational sense "when they analyse or evaluate one or more personal experiences, and attempt to generalise from that thinking" (Cowan 1999)[2].

Biggs points out, "*a reflection in a mirror is an exact replica of what is in front of it*" (Biggs 1999)[3]. So self reflection in professional practice can be seen as to what it allows you to give back not what you think it is, but what it might be, an improvement on the original.
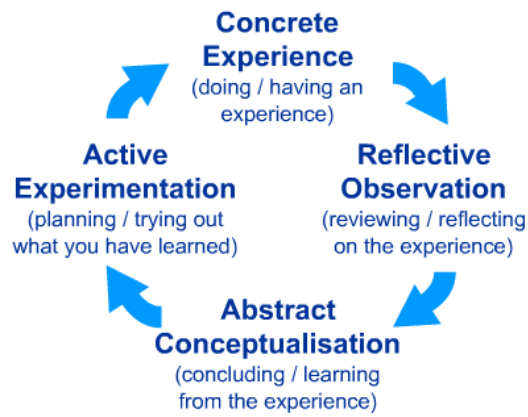
Schön and Kolb have given reflective practice currency in recent years using a basic principle of reflecting on experience to improve action and professional practice. From the diagram below we can see this this thought process of learning taking effect. The learning cycle suggests that it is not sufficient to just have an experience in order to learn rather it is necessary to reflect on the experience to be able to design and formulate ideas and concepts that can be applied to new situations.

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[1] http://www.ukcle.ac.uk/resources/personal-development-planning/what/
[2] http://www.ukcle.ac.uk/resources/personal-development-planning/what/
[3] http://www.ukcle.ac.uk/resources/personal-development-planning/what/

Concrete
Experience
(doing / having an
experience)

Reflective
Observation
(reviewing / reflecting
on the experience)

Abstract
Conceptualisation
(concluding / learning
from the experience)

Active
Experimentation
(planning / trying out
what you have learned)

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Therefore reflective practice is perhaps better known as an approach to which promotes independent learning through experience that aims to develop oneself to the level of being able to understand, reflect, review, conclude and replace if necessary for the better. The process is a continuous one and allows youth workers to develop and grow through their own learning experience, being able to reflect constructively and apply correctly from their experience and reflections. "Knowing when and how what to do when you don't know what to do" (Claxton 1999)[5].

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4 http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php
5 http://www.ukcle.ac.uk/resources/personal-development-planning/what/

U3 1.2 Analyse the rationale for reflective practice

Reflective practice is the ability to think what we are doing while we are doing it, or in other words to be able to think on your feet, on the go and be able to apply previous experiences to deal with new situations and this is the key element for reflective practitioners to develop within themselves.

Everyday new situations arise in our work place and it is this key skill that enables us to be able to deal with those situations without inflaming it and blowing it out of proportion but to find appropriate, productive and sensible, solutions to the situation that has arisen from out of the blue or to an on-going situation.

The key to reflection is learning how to take perspective of one's own actions and experience to open up the possibilities of purposeful learning derived not from text books or theorist but from everyday work environment and our very own life experiences. Whether these are a staff meeting, a supervision, a one to one with staff or young people, a sessional recording, a success story of a young person, a relationship or any other event or situation, before, during or after they have occurred.

Even when there is not a clear problem or question driving reflection, it is through the exploration of our experiences and the practice of dialogue and our relationship with young people and staff we can evaluate which issues are emerging and how we need to pursue it.

The role of a reflective practitioner is fundamental to this activity, since true 'reflection' requires someone who can ask appropriate questions, ensuring that the activity is both productive and meaningful. Reflecting on experiences of uncertainty can also help to shed light on our work in an event of it happening, and positive life experiences can also offer powerful sources of learning in the work place.

Reflection is an active process that entails the recalling of one's own experience in order to take a closer look at it, sometimes to direct attention to it briefly, but often to explore it in greater depth. It is a practice that forces us to question what we know and how we have come to know it. By developing the ability to explore and be curious about our own experiences and actions, we open up the possibilities of purposeful learning, derived not from books or experts but from our own work and life experiences[6].

[6] http://www.guildofpsychotherapists.org.uk/HTML/NCSWhyRP.html

U3 1.3 Examine the methods that support effective reflective practice

Not everyone learns the same way and not all learning theorists have the answers. However there are different learning styles and each one of them has a status in their own right.

David Kolb is one of the theorist that has spear headed this learning theory process in recent years by setting out four distinct learning styles (or preferences), which are based on experience.

In this respect Kolb's model is particularly favourable, since it offers a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that can be applied to us all.
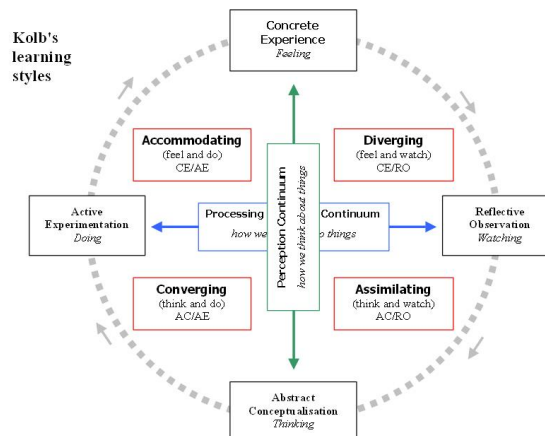
Kolb includes this 'cycle of learning'[7] as a central principle in his experiential learning theory, typically expressed as "the four-stage cycle of learning", in which immediate or concrete experiences provide a basis for observations and reflections.

These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences[8].

As youth workers this process enables us to have an experience during our sessions rather than live through it. The session is then translated at the end in the review part, debrief into our sessional recordings and debriefing books or journals of our experiences. The actual process of learning takes effect when it is tested out in new situations and constantly referred back to the theory itself through reviewing, reflecting, concluding, planning and taking action.

Kolb says that this process represents a learning cycle or spiral where the learner 'touches all the bases', i.e. a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with

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[7] http://www.businessballs.com/kolblearningstyles.htm
[8] http://www.businessballs.com/kolblearningstyles.htm

implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences[9].

From the diagram above we can see that Kolb's model therefore works on two levels with a four-stage cycle:

1. Concrete Experience - (CE)
2. Reflective Observation - (RO)
3. Abstract Conceptualization - (AC)
4. Active Experimentation - (AE)

and a four-type definition of learning styles, each representing the combination of two preferred styles, for which Kolb used the terms:

1. Diverging (CE/RO)
2. Assimilating (AC/RO)
3. Converging (AC/AE)
4. Accommodating (CE/AE)

"A Problem Is Unlikely to Be Acted On if It Is Not Viewed as a Problem" and youth workers should not ignore issues, be ignorant of problems, avoid conflicts, disagreements and challenging behaviour from young people. Rather take a proactive role to becoming reflective practitioners and act on dealing with the situation. Therefore using Kolb's theory of the learning cycle regularly we can become effective reflective practitioners.

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[9] http://www.businessballs.com/kolblearningstyles.htm

U3 1.4 Analyse own skills and abilities, identifying areas for development

1. Fast learner

2. Good at listening

3. Good communicator

4. Good organiser

5. Good team player

6. Good at tasking and organising people

7. Data handling, interpreting data and producing reports

8. Decision making

9. Basic report writing

10. Assess and suggest ways to improve using logic and common sense

11. Identify needs and understand people

12. Problem solving and creativity in work

13. Test new ideas and projects

14. Career and life planning of others

15. Good basic IT skills word and excel

16. Good at club games and activities e.g., pool, draughts, cards, table tennis, badminton and various sports

17. Good understanding of different cultures

18. Speak another language

Areas to develop

1. Presentation skills use of power point, graphs, charts and modern design

2. Future Career progression route

3. Planning work and submitting work to deadline

4. Regular monitoring of work and staff

U3 1.5 Evaluate the influence of others on own values, attitudes and youth work experiences

Through the years of being involved in youth work I have seen many changes, especially the change in the dynamics of youth work practices taking place at various centres. New technology making young people less interactive and ICT focused, centres becoming more target driven and achieving end of year targets. I have also seen new ventures, new ideas, youth workers experimenting and testing new grounds, certain organisations breaking cultural barriers and having an influence on guiding young people to make changes to their own values, beliefs and attitude, from the old fashion style of youth work where young people attend to gain a learning experience.

I believe that in the last twelve years central government trends have paved a new way of delivering a different style of work with young people and organisations that do targeted work have been the main benefactors from this in terms of funding. It is this agenda that has slowly influenced my behaviour and attitude towards youth work and has made me to be more target focused at times rather than fully focus on real youth work practices.

However, I have turn many things around by applying for funding and giving young people a great learning experience by not only improving in club resources and equipment, but by organising awareness training on Alcohol Abuse, Drug Abuse, Sexual Health, Personal Health and Hygiene as well as labour industry recognised training and qualifications to assist them towards employment.

There are youth workers that are passionate in their work and aim to make others aware of the issues affecting young people by showing positive pathways to reaching greater heights and resolving solutions in their lives. Those that give young people a positive experience in their adolescence period to become responsible adults and to become better active citizens. These workers have taken on their role for not just being in a job, but by playing a major part in creating that influential understating of differences and learning experience for young people to make positive choices in their lives. It is these group of workers that I have chosen to recognise, learn and take lessons from and ignored others that do not want to create change and influence. I have also made positive reflections from these workers to make changes my delivery of youth work and create a great influence of experiences that young people can gain in the youth club during their adolescence.

U3 1.6 Examine ways in which equality and diversity underpin all areas of own youth work practice

In youth work we are governed by the equality and diversity policies and procedures which mainly outlines an open access for all. Ensuring that everyone is treated equally, fairly and not discriminated against. To create a safe and secure environment for everyone especially the disadvantaged and socially excluded young people.

As a youth worker I believe we need to actively promote equality within the centre and where possible challenge actions and attitudes that discriminates the different users, so that young people are empowered to achieve their full potential and gain the full learning experience from attending a youth club.

Young people need to be constantly reminded of the equal opportunity statement in our work place, from our one to one conversations, group work, consultations, physical work, team work, and every form of engagement with them. We must display a true and fair picture of our commitment to the equality and diversity policy. We should in no way favour anyone because they are troublesome or goody goodies or allow anyone to have an advantage over the other.

I feel that we need to stamp out discrimination on all grounds of race, colour, nationality, ethnic or national origins, gender, sex, sexuality, belief, disability, religion, and age. This we can achieve through proactive engagement with young people, building positive relationships or even bringing in specialist trainers that can widen young people's horizon and understanding.

We also need to remove barriers that can hamper the progression route of young people and their experience within the youth club. I also feel that we need to value and celebrate diversity and differences and only then will this create an environment that is welcoming, safe & where healthy relationships can be built with young people.

Equality and diversity underpins and impacts us all in every area of organised activities and influences in how a youth club operates. we need to be able to provide a varied programme of activities that is suitable for all and is inclusive of all needs and abilities.

Personal development plan
1. To ensure the promotion of equality diversity and inclusion and foster good relations through monitoring the membership
2. To eliminate unlawful discrimination and bullying of staff, young people and visitors to the youth centre
3. Monitor how are incidents are recorded, monitored and what actions are taken by staff
4. To monitor the achievements of young people and close gaps where identified
5. To keep up to date with the relevant policies and procedures to support the above items.

U3 2.1 Analyse the components of effective communication to assess impact on youth work practice

"We all use language to communicate, to express ourselves, to get our ideas across, and to connect with the person to whom we are speaking. When a relationship is working, the act of communicating seems to flow effortlessly. When a relationship is deteriorating, the act of communicating can be as frustrating as climbing a hill of sand".[10]

Communication is a two way process between someone sending a message and another person receiving that message in order for them to respond in a particular way. If there is a mutual understanding about what has been communicated then a response takes place and effective communication has been achieved. If that message is not decoded properly by the recipient or that there is a barrier i.e. language, culture, peers, lack of interest, noisy environment, etc. then the information or the response will not achieve its desirable outcome.

In youth work if we fail to send the correct message to the young people either through our verbal, non-verbal and written communication, then a state of confusion will be created, it may create barriers and young people may avoid you during the session. It may also result in young people not attending the centre and our work may not be as effective as we have hoped and planned.

It takes skills to be an effective communicator in youth work, one that can understand the environment and society they work in, the surrounding area where the young people come from, and the individual young people they work with. Thus enabling them to communicate information clearly, concisely and get to the point of the message in the simplest of ways. It also boils down to our own personal relationship we have with young people and the level of invasion we can have in their private space to get a message through to them and young people deciding whether they choose to listen to you or not.

Communication involves three components as discussed above:

1. **The verbal message** – the words we choose, is it brief succinct, organised and free of jargon.

2. **Paraverval messages** – how we say the words, our tone, our pitch and pacing of our voice all which accounts for 38%[11] of what is perceived and understood by others.

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[10] Chip Rose, attorney and mediator
[11] Professor Albert Mehrabian, Silent messages

3. **Non-verbal messages** – our body language, our gestures and facial expressions which counts for 55%[12] of the message we hope to send through to the listener.

These three components are to be used to send a clear and concise message for it to be received and clearly understood by the recipient. In all our communication we want to strive to send consistent verbal, paraverbal and non-verbal messages that way young people will not be confused, loose trust and undermine us in building relationships.

U3 2.2 Analyse the ways young people communicate verbally and non-verbally with others

"Technology has not only mediated communication in countless ways, but the very ways we communicate and even the ways we talk and think about communication are changing as a result."[13]

How do young people communicate

Just like adults, young people use oral, written and non-verbal communication, but often communicate in many different ways. For example, they may use words and phrases that are unfamiliar to adults, or are out of context to their usual meaning such as 'sick', 'wicked', 'wassup', 'yo dude', meaning good, excellent how are you doing, hello mate. They may shout at each other to seek attention or show aggression as means of play and getting someone to listen are all familiar acts founds in young people.

Young people are now in possession of the latest digital technology and the high speed internet is allowing communicating to take a new shape and form. We can see during a session a high number of young people on their phones talking for long period of times with friends. Texting has become very common as phone companies are offering unlimited texting services between the same network and others. Those owning black berry phones are able to send free messages to others with a black berry phone, and those using the internet at home or through their android phones are able to communicate using What's up, short email, Skype, MSM or using social notice boards and forums.

Verbal communication tools
- Mobile phones
- Skype video calling
- Shouting to seek attention
- Being short and brief to the point
- MSM (video and messaging)
- Video calling

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[12] Professor Albert Mehrabian, Silent messages
[13] The New Media Consortium. (10 October2007)

Non-verbal communication tools
- Email - Facebook
- Texting - Twitter
- Blogging - Social Network Services
- Hand signs - Body language and postures

They may also use non-verbal communication in different ways, for example, using gestures that copy a celebrity, pop star or TV character. We also are seeing many young people who are getting hooked onto the internet and spending more time indoors then going out to meet friends. The BBC[14] have found that research shows that on average young people spend 30-50 minutes per day using social network sites. We see young people often use these technologies to communicate with others that are indoors, sending emails, using social media sites, and using mobile technology to send instant messages individually or in group form.

It is helpful as a youth worker to teach young people the positives and the limitations of the various communication methods, particularly around cyber communication and the dangers surrounding criminal gangs and unwanted attention, cyber bullying.

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[14] http://www.bbc.co.uk/news/education-12334962

U3 2.3 Evaluate own communication when working with young people identifying a minimum of three areas for development

I believe I am a good communicator at all three levels described in the earlier units, but I do have short falls where I personally believe that if I improve then young people will understand me better. This should assist me in developing a stronger and better relationship that I currently hold with the young people.

With regards to verbal communication I allow young people to get on with things that have been planned and organised for them, but when something goes wrong I am a bit slow to deal with it there and then. I allow discussion and debate to take place amongst young people and allow this to carry on to resolving their own matters within themselves. I find it to work in my practice, but other colleagues have criticised me for not being strong enough to raise my voice and stop things from developing further in the first instance.

However I find myself to be very short in my explanation, going straight to the point, avoiding jargons and being clear in what I want young people to understand and again I believe that things need to be explained properly to young people until they have understood the discussion. I also believe that this usually happens because of the lack of resources we have at the moment and young people demanding, trips, residential and adventurous activities.

I am probably good at non-verbal communication, making facial expression to approve or disapprove things and showing appreciation, using hand signals to express things to young people. But I believe if I stood away from the high top desk then young people will see more of my body and get a whole picture of my expressions. I think I need to move more freely around the club, talk more to different individuals attending the club, but having only myself and another member of staff for the session distracts me from concentrating on the session. The initial load of work to complete before being fully available to young people has taken me away from dealing with young people at the start of the session. We definitely need three members of staff and this has been highlighted by the peer inspectors but has yet to materialise.

U3 3.1 Describe the effects and consequences of physical changes in adolescence

Adolescence is the transitional stage of physical, mental, emotional and social development that takes place between childhood and adulthood. According to Erickson's stages of human development a young person is in the state of adolescence between 12 and 19 years of age but that does not mean that it can start earlier or later on during your teens as every individual is different.

During this physical stage of puberty majority of the young people will witness many changes taking place within their bodies at a greater rate. Increase muscle growth and strength, stronger bones, strengthening of the internal organs, hormonal changes like facial hair, having a wet dream, menstruation in girls and individuals becoming sexually mature. This sudden and rapid physical change that adolescents go through make adolescents very self-conscious of themselves, sensitive, and worried about their own body and what will happen to them or how they need to look after themselves.

We see that adolescents also go through the mental stage of development where their view of the world starts changing, their behaviour and attitude to certain things become very sensitive e.g. their parents holding their hands through the street and buying clothes for them to setting the time for breakfast, lunch and dinner and the times they can be out and the time they need to be in by. During this stage of development young people become worried about their image, how they look, will they have spots that will ruin their smooth skin, do they need to start wearing makeup, start shaving, etc. Thoughts, ideas, methods, concepts, belief what does it take for me to be accepted are the process that takes place.

We can see that as young people grow up, emotional feelings start to play a great part in their lives as they come to realise that they do not have to be totally dependent on their families. They don't have to listen to everything their parents say they are the ones that need to be heard, because they are the ones going through the changes. This is also the period when they start questioning, experimenting and testing things especially the boundaries. You find that young people at this stage begin to experiment with smoking cigarettes, trying out drugs, drinking various types of alcoholic drinks and forming stronger relationships amongst their peers both friendship and sexual relationships.

You find that many young people want a space of their own, their own room if they are lucky or to stay out long hours and return late at night, to not do their homework or delay it. They want freedom to do what they want, when they want and how they want, they don't need adult intrusion in their lives they are already seeking independence. Sometimes they feel that when they rebel against their parents, school teachers, society, the assumption is that they are getting up to no good and it is this panicle point when trust between a parent and their child start to break down, but what all parents want is to know is, that their child is safe and to give them what is best for them and that they are making the best decision for them, having experienced the world prior to their very own existence.

U3 3.2 Explain theories that underpin the emotional and social development of adolescence

Adolescence is the developmental transition between childhood and adulthood. It is the period from puberty until full adult status is attained[15]. The following is a summary of the views and opinions of different theorist hold on describing characteristics, behaviour patterns and thinking modes during this period of adolescence, and how they looked at this topic and understood things from a different perspective.

G Stanley Hall (1844-1924), was the first psychologist to advance a psychology of adolescence in its own right and to use scientific methods to study them. He describe the period of adolescence a period of "storm and stress" a new birth "for the higher and more completely human traits are now born" describing what you generally find in characteristic of young teenagers going through change in behaviour with different mood patterns for different settings, struggling, rebelling, causing revolution and then coming to a stage of realisation of modern civilisation.

Sigmund Freud (1856-1939), believed that adolescence was a universal phenomenon and included the four elements of physical, emotional, intellectual and social development that most theorist use. He also related that the psychological changes are related to the emotional changes and are linked to negative emotions and other forms of adolescent behaviour.

Otto Rank (1884-1939), who challenged Freud's notions, saw adolescence a period of creativity and productiveness. He placed less emphasis on instinctual behaviour and forces during this period. He saw that during this period, personality development occurs, a change from dependence to independence, growing stronger each day and the struggle to becoming more independent to fit and contribute to society rather than meeting biological needs.

Erik Homburger Erickson (1902-1994)
"It is human to have a long childhood; it is civilized to have an even longer childhood. Long childhood makes a technical and mental virtuoso out of man, but it also leaves a life-long residue of emotional immaturity in him."[16]
The core concept of Erickson's theory is the ego identity and the identity crisis which has a common element in all cultures. During this period individuals must establish a sense of *"personal identity and avoid the dangers of role diffusion and identity confusion"* (Erikson 1950). Up to the point of adolescence this is the period of what we do, with what has been done to us and question who am I, where am I going and what have I become. At his stage they need to identify who they are independent of parents and how they can establish themselves as members of a wider society. If role confusion settles in, and they do not uphold responsibilities then adolescents go through what Erickson describes as "Moratorium", a suspension of engagement in activities. Thus, leading to a state of alienation and lasting sense of isolation and confusion in other cases Erikson goes onto says that it can lead to suicide or suicide

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[15] http://psyking.net/id183.htm
[16] http://www.learningplaceonline.com/stages/organize/Erikson.htm

attempts. The problem is that not everyone has the experience of life but if they find their personal identity then it may lead to healthy relationships especially amongst their peers.

Jean Piaget (1896-1980) was the first psychologist to make a systematic study of cognitive development. Piaget showed that young children think in strikingly different ways compared to adults. However most of his studies involved children and the focus was mainly on development rather than behaviour. Piaget's results are of a qualitative nature, rather than gradual increase in development and the aspects around behaviour. His techniques of reasoning, calculating, assimilated tasks and creating abstract thinking was done to drive up the potential within an individual to be able to calculate and imagine the outcome of particular actions.

There Are Three Basic Components To Piaget's Theory[17]:
1. *Schemas (building blocks of knowledge)*
2. *Assimilation and accommodation*
3. *Stages of Development: (sensorimotor, preoperational, concrete operational, and formal operational*

Adolescence was placed under the formal operational stage, starting with the age of 11, which is another debate in itself. He concluded that children's cognitive development is based on acquiring and using rules in increasingly more complex situations, rather than in stages[18].

However you look at the above theories they all mention that change is taking place in that individual, the pattern of major human development and growth is at its second major stage and as youth workers we must take into consideration of this transition of emotional and social development of young people.

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[17] http://www.simplypsychology.org/formal-operational.html
[18] http://www.simplypsychology.org/formal-operational.html

U3 4.1 Explain the key stages of programme development demonstrating how young people will be involved

Before we set ourselves to discussing the key stages of designing a youth programme we can see the many bad practices where youth workers do not involve young people in any of the design processes at any particular stage of a youth programme. This in itself can lead for that programme to becoming a failure or not have a single impact on young peoples lives. Young people often get bored and need to be engaged in challenging, stimulating and fun activities. A youth club that offers the same things week in week out quickly becomes stale and uninviting to young people.

From the UN convention on the rights of the child young people have the right to have their opinions on matters that affect them to be taken into account in accordance with their maturity. This allows youth workers to have a better insight of their views and priorities to determine how ground rules are set to seeking their views through consultation and designing programmes that are made to suit young people's needs.

We must tie ourselves with the thinking that involving and empowering, active participation and engagement of young people is an integral part of the design process of any youth work programme. It is also important to involve as many young people as possible in the various processes and stages of the discussion of any monthly, termly, quarterly, half yearly youth programme. It also needs to be inclusive to the various needs that exist and this can become more of a success both for staff and young people.

Stages of planning in youth work
- Create the right environment for all by building, maintaining and developing relationships
- Planning to meet the developmental needs of young people
- Motivating young people to be involved and valuing them throughout the process and design programme to meet external curriculum e.g. HCAM outcomes.
- Ensure the programme meets the developmental needs of young people
- Following up and evaluating the learning process

This can be achieved through;
1. Group consultation: it can be a quick fire of ideas or a discussion on young people's feelings, attitude, issues affecting them, etc.
2. Suggestion box: Some people may not be vocal or cannot express themselves can discreetly put ideas and suggestions to assist in the programme design
3. Wish list, graffiti or writing wall: Where individuals put the feelings on the wall and suggestions are made and then taken to the planning stage
4. One to one: where individuals can involve themselves in suggesting ideas
5. An elected youth rep or youth panel can assist in the planning process with staff during staff planning meetings
6. A survey or questionnaire carried out to assist in the programme planning

7. Reviewing the feedback and evaluation forms and creating a data spread sheet for future planning

A planned programme can help staff to work with young people to explore matters that interest or concerns them, it allows young people to raise issues, look at current attitudes and help bring about change in attitudes through understanding what is affecting them as young people thus enabling them to make positive choices about their lives.

An organised programme provides young people with varied, stimulating and fun activities and keeps staff focused on what needs to be delivered to achieving the desired outcomes. Good programme planning is the basis to a happy thriving youth group.

4.2 Develop sessions using programme planning techniques

1. Identify group
2. Identify young people's needs
3. Identify activity, set date, time, venue
4. Identify opportunities to achieve outcomes (resources, finance and experience e.g. trip leader)
5. Identify inclusion and HCAM factors
6. Identify the risk factors and seek approvals by line manager (produce risk assessments especially for trips, residentials and out of centre activity)
7. Organise a setting for evaluation, peer review, SWOT analysis and self reflection

- Young people interested in achieving a food and Hygiene Level 2 certificates to assist them in applying for jobs in the catering industry
- Young people aged 16-19 inclusive of all
- Maximum number of participants 12
- Venue: youth centre, time: 5pm-9pm Day: Monday (put up poster to close session for workshop)
- Funding: Youth opportunity funding available and Youth service centre core budget available
- Course covers aspects around Health, personal safety, personal hygiene and gives young people the opportunity to seek employment (economic contribution)
- Evaluate through celebration, presentation of certificates, feedback forms, verbal feedback and identify ways to improve it

U3 4.3 Explain methods of monitoring and evaluating young people's progress

From the UN convention on the rights of the child, young people have the right to have their opinions be heard on matters that affect them to be taken into account in accordance with their maturity.

This allows youth workers to have a better insight of their views and opinions on how a programme can be planned and how it was delivered in the evaluation process. Did it achieve its desired outcome, did something go wrong that we were unaware of, what caused someone to drop out in the last minute or during the course, how many passed the course or made it to the end, were there any conflicts in the groups or conflicting agendas, inequalities, etc. These are questions that need to be raised during the period of each project and at the evaluation table.

Where young people have been involved in the designing of the programme they can also be actively involved in the monitoring and evaluating process and all these above matters can be discussed there. By empowering young people to engage fully in the design process allows young people to become active participants in their youth project.

The following are some tools that can be used to gather information and enable youth workers and young people to evaluate a project or scheme;

1. Feedback questionnaires usually given at the end of the quarter or at the end of each project
2. Group consultation at the start and feedback at the end
3. Individual or group achievement through producing reports, videos, evidence folders, etc.
4. Case Studies, highlighting young people's achievements, expressing their feelings and suggestion on ways forward are an excellent method
5. Individual Development Plans and review
6. Display achievement on wall and place in local newspaper
7. Celebrate achievements, local presentations, borough wide presentation, etc.
8. Run KPI reports From the Electronic Youth Service on the club
9. Engage young people in the evaluation meetings