

Unit 4:

Work-based practice in youth work

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1.1 Provide examples of how participation underpins the analysis of young people's needs

I understand the importance of engaging young people in the design element of the youth work programme as it will be based around their needs, addressing their issues and providing a safe, secure and fun environment open to all.

I believe that it gives young people the opportunity to understand current government laws, understand different the different types of projects they can engage in, organise activities of their interest and apply for funding streams available to make the project a reality. I have seen that participation allows creativity to exist and avoids short term specific programmes being designed mostly by us the youth workers through one thought process. Through this I have witnessed young people can feel self-empowered to develop initiatives that respond to their everyday life requirements.

The whole process of participation enables young people, to engage, voice out, discuss, debate, share ideas, provide solutions, improve relations amongst themselves as peers and ensure that the service is being delivered and focused to their needs. Most importantly I believe that participation is important for their growth and development and it will motivate young people to more aware of themselves, others and society.

1.2 Engage with young people to determine their needs

- Young people want to know what jobs are available for them when they finish their exams.
- Young people want apprenticeship training and help them apply for jobs.
- Young people want to do courses that will assist them when applying for work food and hygiene so that they can cook in the youth club, emergency first aid, fire marshal training and SIA.
- Young people want a couple of sessions to write up their personal statement and CV's and want youth workers to help them.
- Young people want to know if there will be half term activities to keep away from being a nuisance around estates and the parks
- Drugs and alcohol workshop to know the dangers, harm and consequences
- Young people want FIFA 13, new batteries for the control pad and a steering wheel that way more young people will start using the x-box console an additional games console to get more young people engaged in activities
- Young people have suggested that if they have some gym equipment it can be done outside and attract more young people to be engaged.
- Consulting young people is crucial to the planning of youth work it will help you build a better relationship with young and ensure that you deliver to young people's needs.

1.3 Plan and deliver ten sessions over a period of 20 hours

Overview

Session 1

Group work: Consultation process

Session 2

Group work: Food and Hygiene Course

Session 3

Group work: Residential and Day trip planning for next week

Session 4

Group trip: Trip to cinema (consent form and risk assessment)

Session 5

Group work: Residential planning update and feedback

Session 6

Cooking session

Session 7

Group workshop: Drugs and Alcohol workshop

Session 8

Generic activities, CV workshops and personal statements

Session 9

Residential update and finalisation set ground rules and distribute consent forms

Session 10

Job search, online applications and one to one support

Courses and funding required

- Food and hygiene Tutor
- Drugs and alcohol Tutor
- Cinema trip and refreshment
- Residential

Actions:

- Risk assessments for centre activities, trip and residential
- Consent forms for trip and residential
- JV forms

Session 1 Overview

Activity:	Consultation
Venue:	Meath Garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To engage young people in youth club activities - To build rapport and positive relationships - To identify needs of young people through consultation
Objectives:	<ul style="list-style-type: none"> - Build better relationship and rapport - Understand and commit to ground rules - Consultation sheet and idea of what young people want to do to meet their needs - Identifying films to watch and where they would like to go on a residential
Method:	<ul style="list-style-type: none"> - Introduction - Ice breakers - Ground rules - Provide refreshment - Identify needs of young people through consultation and split young people into two groups
Target age	13-19
Materials	Flip chart paper, pens and board, plain paper and pens and use of computers

Session 1 activity

- Introduce myself, explain plan today's session (10mins)
- Ask the young people to introduce themselves and what they expect from to achieve from the session (15mins)
- Play an icebreaker game (Human Bingo) (15mins)
- Make up basic ground rules and display it on the wall for reference (10mins)
- Break (10mins)
- Identify needs and issues young people face in their lives (10 mins)
- Create a consultation sheet on what activities they would like to see happen in the youth centre (10mins)
- Serve refreshments (10 mins)
- Split group into two and get them to research into cinema films, venue and identify residential places, costs and the different activities on offer with feedback (25 mins)
- Conclusion and review and next sessions plans (5 mins)

Session 1 reflective recording

There were a good number of young people turning up for the session on time and a few strolled in 20 minutes late that missed the introduction and ice breaking game. Throughout the introduction and the session I discovered various characters in the group and the variances in the group dynamics which varied quiet a lot. There were are two leaders in the group always making decisions on behalf of the group not letting others view their opinions, one was the joker that made young people laugh throughout the session, one was into his recent haircut and his fashion statements, a few of them were playing up throughout the whole session. I saw that the reason why they were impatient and wanted the session to finish so that they could play pool and I had one person that I just could not get to switch off his phone. I told him every time that it was casing a disruption. This all happened within the first hour but finally did when he heard about trips and residential his attention diverted. However the group dynamic was great there were different characteristics in the group and I need to work on them to get them interacted with the overall project scheme.

I think I was a bit relaxed, weak and laid back during this session hoping that everything will fall into place as the lead worker in-charge. I thought that by allowing the young people to settle in and they will understand what I wanted to get from them and build that relationship with them along the way.

Now that the ground rules are made and the consultation process was carried out I need to refer young people to the ground rules and show them what they decided as a group. The best way forward for this group would be to follow the plan, be strong stop disruptions as and when they happen and inform them of the final outcome.

Plans for next session;

Provide better refreshment, be strong and democratic with behaviour, encourage participation, highlight benefits and distribute consent forms for cinema trip

Session 2 Overview

Activity:	Food and Hygiene Course
Venue:	Meath Garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To engage young people in an accredited course - To build rapport and positive relationships - To identify needs of young people and understand their experiences in life - To plan future cooking sessions
Objectives:	<ul style="list-style-type: none"> - To gain a better understanding of good food hygiene practices - To abstain from poor food hygiene practices - To understand that poor practices can lead to illnesses and even death - Build better relationship and rapport
Method:	<ul style="list-style-type: none"> - Introduction - Ice breakers - Ground rules - Provide refreshment - Young people to complete feedback forms for the course - Distribute cinema consent forms
Target age	13-19
Materials	Flip chart board, paper and pens Plain paper and pens Laptop to TV Consent forms for cinema trip

Session 2 activity

Group work: Food and Hygiene Course

- Introduce myself, the tutor and explain plan today's session (5mins)
- Refer, review and remind young people of the ground rules (5mins)
- Ask the young people to introduce themselves and what they expect to achieve from the session (5mins)
- General knowledge on food and hygiene and young people's observations and habits (15mins)
- Show video clip on food and hygiene (15 mins)
- Feedback from young people (10min)
- Break Serve refreshments (10 mins)
- Explanation of poor food hygiene practices (15 mins)
- Details and explanation of good food hygiene practices (15 mins)
- Feedback from young people on their experiences (10 mins)
- Micro organisms, bacteria, viruses, diseases, chemical contamination, physical contamination and the law (10 mins)
- Conclusion and review and next week sessions plans (5 mins)

Session 2 reflective recording

Today's session went really well, young people were well engaged in the seminar, they participated and shared their experiences in poor food hygiene practices found in their own homes. I believe they learnt a lot from the session and showed interest in the topic being discussed. I think it was about the worry factor that poor food hygiene can have on them that got them listening to the facts and engaging in the discussions. The tutor also had a good rapport with young people which helped and he understood where they were coming from and addressed the seminar to their level of understanding, providing examples that they can relate to.

They also discussed poor food hygiene practices that they witnessed in local fast food shops and hot food outlets and how they felt sick at times knowing full well that hygiene standards were appalling in that particular outlet. Young people have told me that they will be more aware of good hygiene practices and avoid those food outlets that are dirty, unclean and have poor food hygiene practices. I really believe they learnt a lot from this workshop and I hope they will continue to put it into practice.

Plans for next session;

Bring youth residential brochures, magazines and web links. Print consent forms for the cinema trip if required, complete emergency contact list for trip and risk assessment.

Session 3 Overview

Activity:	Cinema and residential planning
Venue:	Meath Garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To decide on what film to watch - To continue to build rapport and positive relationships and offer one to one support - To identify individual needs of young people - To identify possible residential venues - To bring the discussion onto the table
Objectives:	<ul style="list-style-type: none"> - To develop teamwork, discussion and debate - To calculate the cost of the trip from the allocated budget and make up the shortfall if any - To research, print reviews and bring forth a minimum of five residential venues to discuss - Build better relationship and rapport amongst themselves
Method:	<ul style="list-style-type: none"> - Introduction to task - Research films and residential centre on the internet - Remind Young people ground rules - Collect and distribute cinema consent forms if any spaces left
Target age	13-19
Materials	Flip chart board, paper and pens Plain paper and pens Laptop and printer Consent forms for cinema trip

Session 3 Activity

Group work: Residential and Day trip planning for next week

- Introduce today's session divide into groups and allocate tasks (5mins)
- Refer, review and remind young people of the ground rules (5mins)
- Group 1 organising a cinema trip and travel
Group 2 identifying 5 residential venues (35mins)
- Feedback from young people group 1 and decision on what film to watch (15min)
- Break (10 mins)
- Feedback from group 2 on residential venues and decision on the venue young people want to visit (45 mins)
- Conclusion and review and next week sessions plans (5 mins)

Session 3 Evaluation

This session went really well, young people were fully engaged probably because of the interest and determination to ensure that the trips and residential actualise.

Young people from the cinema trip organisers presented their research very well, showing film ratings, weekly box office takings, and reviews from newspaper, film critics and people on social notice boards. The group feedback was very good, everyone played a role to convince the others to watch a certain film and finally the group decided to go and watch the Avengers.

The residential group bought back only four venues that interested them as they said that they did not have enough time to research into an additional venue and that some web pages were slow in loading pictures of activities so they left them and moved on to other venues. They were working really well as a group, but if they had delegated themselves to find different venues in pairs they would have managed to present more venues. I put myself up for fault on this as I could have initiated it and got them moving but allowed them to make the decisions. There were a lot of discussions in each of their research and they brought forward their findings to the table. Some discussion took place but not in great detail, no final decision was made or finalised and we will look into this at another session which the young people will be happy to do so.

Plans for next session;

Cash for trip and folder ready with young people's details. Ensure final list is scanned and emailed to office before departure.

Session 4 Overview

Activity:	Trip to cinema
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To collect all the consent forms - To remind young people of the club rules of travel - To supervise young people to the train station, journey on the train, whilst watching the film and return back to the club - To give young people the opportunity to pay for the tickets and organise food - To ensure young people are on their best behaviour - To ensure staff ratio are fulfilled
Objectives:	<ul style="list-style-type: none"> - To build relationships and rapport - To engage young people during the travel to the cinema - To give young people the experience of purchasing the ticket and organise food for everyone - To supervise young people during the film showing - To review the film and discuss on the way back to the centre.
Method:	<ul style="list-style-type: none"> - Collect consent forms - Scan and email final list to central office - To keep group within close proximity during the travel - To get young people to pay for tickets - To organise food to eat during the film - To keep the group together in the cinema - To discuss the film after the showing - To supervise young people out and back to the centre
Target age	13-19
Materials	Consent forms placed in folder

Session 4 Activity

Group trip: Trip to cinema (consent form and risk assessment)

- Introduction, registration, ground rules (5mins)
- Consent final checks, scan and email final list to office (5mins)
- Travel to station (10mins)
- Travel on train (10mins)
- Travel to cinema (5min)
- Ticket collection and food arrangements (10 mins)
- Film showing and previews (150 mins)
- Travel to station (10 mins)
- Return to centre (10mins)
- Conclusion and review and next week sessions plans (5 mins)

Session 4 Evaluation

Overall a good session, young people enjoyed the whole trip, they were very well behaved, they enjoyed watching the film in 3-D and it kept them entertained from the beginning to the end. Good rapport was built by staff during the trip to and back from the cinema. We played games on the train to occupy our time with them which was a good initiation. We also spoke to individuals about their general well-being, what they generally get up to and got to know the young people on a personal level. Good relationship building took place and the young people were generally very well behaved maybe because of this.

Having feared that the film would not keep the young people entertained and that they will play around, cause noise and disturb other cinema goers, they kept cool, did not raise their voices, sat in their places and watched the film throughout without any problems whatsoever and they were thank for this when we returned safely back to the centre.

Plan for next session

Present residential budget for young people to plan the whole trip

Session 5 Overview

Activity:	Residential planning update and feedback
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To finalise the venue for the residential and check its availability - To identify activities that are of interest to them - To make a shopping list - To create a rota for cleaning and cooking - To plan expenditure and calculate the shortfall required - To draw up a residential ground rule - To support young people where necessary
Objectives:	<ul style="list-style-type: none"> - Young people engaged and make group decisions - Young people engage in formal conversation and gaining experience and confidence in booking the venue - For young people to gain an insight into managing a budget and being able to finance the project - Greater understanding of responsibility and adherence to rules
Method:	<ul style="list-style-type: none"> - Create groups and allocate different tasks - Present research materials, magazines, brochures and web sites - Support where necessary - Assist in finance and shopping list preparation - Review the findings - Discuss ground rules for the residential trip
Target age	13-19
Materials	Magazines and youth hostel brochures, Pen, paper, A1 sheet paper for ground rules felt tip pens

Session 5 Activity

Residential planning

- Introduction plan for session and split into two groups (5mins)
- Group 1
Residential venues research, activities and availability checks (45mins)
- Group 2 Rota plan, Shopping list and meals for each day (45mins)
- Break (10mins)
- Review findings and discuss as a group (30 mins)
- Budget planning and costings (20 mins)
- Residential ground rules (5 mins)
- Session review and action plans (5mins)

Session 5 Evaluation

Overall a good session, good outcome but I feel we were trying to get too many things done in one session. The group was finding it difficult to make a decision on the venue and I was constantly telling them that it's not the looks of the building that we should go for but rather the activities that interest them and the extra curriculum activities on offer within close proximity of the centre. They did finally understand what I have been telling them all along and then they agreed on a centre which was not that far from London and which saved them the additional cost of transport. Now this money can be put towards food and exciting activities.

I can feel that the young people have taken ownership of the project but are not taking youth workers experience and opinions on board for what would be a better suggestion to theirs. I need to identify the main character in the group whom I need to spend some time and explain the whole process so that it looks simple and not as complicated as they think and make better decisions.

I believe the group has gelled very well, they understand their task and work that it allocated to them and work very well together. They have a strong drive to ensure that the trip happens and that everyone enjoys the residential experience.

Plan for next session

Organise young people to plan a cooking session.

Session 6 Overview

Activity:	Cooking session
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To discuss with young people what to cook - To make a shopping list using the budget allocated - To purchase the food and make preparation for cooking - To create a rota for cleaning and cooking - To serve upto 20 young people - To support young people where necessary
Objectives:	<ul style="list-style-type: none"> - Young people to look at various foods that can be made within a short time, needs less preparation and serve 20 people - Young people to experience buying products, looking at alternatives brands and saving money where possible - Young people experiencing budget control and limitations
Method:	<ul style="list-style-type: none"> - Identify a group that will cook during the session - Present dishes to cook within a budget - Give support where necessary - Assist in finance and preparing shopping list - Ensure a cleaning rota is produced - Visit to local shop to purchase food products - Ensure food area is prepared for cooking session and using sharp objects such as knives are supervised by staff used appropriately - Ensure food is thoroughly cooked to avoid contamination - Ensure food is served to all young people attending the session - Get verbal feedback from users - Ensure all equipment cleaned and are put away and any food left over is thrown - Review the session with the young people and discuss future menus.
Target age	13-19
Materials	Magazines and youth hostel brochures, Pen, paper, A1 sheet paper for ground rules felt tip pens

Session 6 Activity

Cooking session

- Identify members to take part in the cooking session (5mins)
- Discussion on what to cook, who's getting the food, who's cooking who's cleaning, etc. (10mins)
- Supervise visit to the shop (20 mins)
- Supervise kitchen area during food preparation (35 mins)
- Serve food (15 mins)
- Clean up food preparation area (15 mins)
- Session review and menu list created (10mins)
- Complete young people's learning review form (10 mins)

Session 6 reflective recording

Overall a good session, young people showed confidence in drawing up a shopping list and purchasing items and ingredients for the cooking session. The young people were very well engaged in the pre-meeting discussion on what to cook and how the cleaning will take place. I noticed that young people were volunteering themselves for each task and agreed it amongst their peers to do the chosen task without any difficulty.

Due to the lack of space in the kitchen only two young people took part in preparing the food and cooking it. I did suggest that half way during the session to change pairs but they insisted to continue as it is giving them experience and confidence in learning how to cook and what goes into a cooked meal.

Young people were generally well behaved throughout the session they created a serving system by giving numbers on a piece of paper to each of their friends and then calling out randomly numbers for them to come and get their food. I found this system to be very clever and creative coming from them and it worked really well.

Everyone enjoyed the food, made positive comments and cleared up as planned. Those that cooked told me that they learnt a lot and now understand what it takes to prepare food, cook it and have it served.

Plan for next session

Confirm attendance with the drugs and alcohol tutor, purchase refreshment and put up posters around the club.

Session 7 overview

Activity:	Drugs and Alcohol workshop
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To discuss with young people the learning objectives - To make young people aware of the dangers and risks involved in drug misuse and alcohol abuse - To engage young people in discussion and talk about their experiences - To offer 121 support for young people that are affected by drugs and alcohol - To ensure young people are aware of the different agencies that can support this type of addiction
Objectives:	<ul style="list-style-type: none"> - Young people to gain an insight into drugs and alcohol misuse - Young people to understand the dangers and harm involved in making that choice - Young people are aware of the agencies that can support them if they fall into this trap
Method:	<ul style="list-style-type: none"> - Introduction - Ground rules - Ice breakers - Engage young people to participate in the workshop, allowing them to express their views, opinions and experience - Give support where necessary - Provide refreshment - Young people to complete feedback forms for the course
Target age	13-19
Materials	Pen, paper, A1 sheet paper for ground rules, flipchart paper, pens , laptop and TV

Session 7 activity

Group work: Drugs and alcohol workshop

- Introduce myself, the tutor and explain plan today's session (5mins)
- Refer, review and remind young people of the ground rules (5mins)
- Ask the young people to introduce themselves and what they expect to achieve from the session (5mins)
- General knowledge on Drugs young people's observations and personal experiences (15mins)
- Show video clip on Drugs (15 mins)
- Feedback from young people (10min)
- Break Serve refreshments (10 mins)
- Explanation of alcohol abuse (5 mins)
- Group discussion on alcohol abuse and workshop cards (15 mins)
- Video on the Dangers of Alcohol (10 mins)
- Analysis of the video and the dangers relating to alcohol and health (15 mins)
- Conclusion and feedback forms (10 mins)

Session 7 reflective recording

Today's session went really well, it had its ups and down when discussing drugs but I managed to redirect them and got them re-engaged. Young people engaged well and talked about their experiences in the seminar. The mobile phone was a problem during the session as some young people were answering their phones during the session causing a disruption by leaving and then coming back 5 minutes later. I did constantly remind them to switch their phones off or put it in silent but this message did not get through to them. I needed to be a bit more firm and strong and place more emphasis on the learning experience. The tutor did mention to me to invest in a phone reception blocker but I found out that this is legal to purchase but illegal to use at the moment in the UK and maybe something to consider in the future.

There were a lot of facts that were shared and this shocked the young people as they were unaware of the ingredients used in both drugs and alcohol, the quality of the contents of cheap drugs and beer, the effects long term on such misuse practices and the consequences it has on your job, family and peers.

Overall the session was fantastic, young people engaged well, staff assisted young people throughout the sessions and the tutor was great. There was a lot of learning, and information shared and young people have expressed that they learnt a lot and would be much wiser with consuming drink and making a choice in drug usage.

Plans for next session;

Print out examples of CVs and personal statements

Session 8 Overview

Activity:	CV workshops and personal statements
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To discuss with young people the importance of CV's and having a personal statement - To make young people aware the job market and its requirements - To engage young people in writing up their CV's - To offer 121 support for young people - To ensure young people are aware of the different agencies that can support them find employment and improve their CV's and personal statement
Objectives:	<ul style="list-style-type: none"> - Young people to gain an insight into the world of work - Young people to understand the consequences of not making positive decisions - Young people are aware of the agencies that can support them improve and better themselves
Method:	<ul style="list-style-type: none"> - Introduction - Distribute CV' and personal statement examples - Engage young people to participate in the workshop, allowing them to complete a CV and or Personal statement - Give support where necessary - Young people to complete feedback forms if they have completed either of the two
Target age	13-19
Materials	Pen, paper, laptops and computers made available

Session 8 activity

- Introduction and distribution of CV examples (5mins)
- CV and personal statement session (1hour 45 mins)
 - 121 support
 - Assist young people to choose the layouts
 - Review young people's statements and make recommendations
 - Improve young people's statements where possible
- Conclusion and completion of recorded outcome forms (10 mins)

Session 8 reflective recording

Overall a good session eight out of ten people completed their CV and of these eight young people, four of them completed their personal statements. It will take another session to complete the task. I believe it was good timing as young people are entering into their exam period and one thing will be out of their mind and inserted into their portfolio. I have encouraged young people not to brag in their CV's and in their personal statement but to speak the truth about themselves and to make others interested to wanting to know you, that way employers will find the read interesting. This tipoff presenting yourself simply young people found very useful because they are normally told to smarten up the lie or to use big words that may strike employers.

Plans for next session;

Bring youth residential brochures, magazines and web links. Print consent forms for the residential, complete emergency contact list and risk assessment. Complete and agree ground rules, venue, activities and food list.

Session 9 Overview

Activity:	Residential update and finalisation set ground rules and distribute consent forms
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To finalise the venue for the residential and book activities - To confirm the shopping list and meals - To confirm a rota for cleaning and cooking - To set a deadline for the contribution and consent form - To agree the residential ground rules and consequences - To support young people where necessary
Objectives:	<ul style="list-style-type: none"> - Young people fully engaged and make group decisions - Young people engage in formal conversations and gain experience and confidence in booking the venue, booking the activities - Young people understand the consequences of their own actions - Greater understanding of responsibility and adherence to rules gained
Method:	<ul style="list-style-type: none"> - Whole group exercise - Appoint a scribe to jot down all agreed points and action them - Give support where necessary - Finalise the shopping list adding and deleting items deemed important and unnecessary - Finalise the ground rule
Target age	13-19
Materials	Pen, paper, A1 sheet paper for ground rules felt tip pens and consent forms

Session Activity

Residential planning

- Introduction plan for session with aims and objects and targets set (5mins)
- Whole group exercise (1 hour 50 mins)
- Rota plan – residential booking with activity – shopping list completed – final list of participants – consent forms distributed – ground rule completed
- Session review and action plans (5mins)

Session 9 reflective recording

The session went successfully well, young people were very organised which surprised me and swiftly completed all the associated tasks to the project. The group started off slow but as the momentum grew to complete the task within a specific time. They naturally were allocating tasks for others to complete, bring back and get finalise and then make a concrete decision.

I can feel that the young people have taken ownership of the project from the start and are consulting youth workers on their experiences taking on board their opinions. I believe the group has gelled in very well, they understand their task and divide their work. They have a strong drive to ensure that the trip gives them the best possible residential experience and that they can come back and tell everyone else that they organised the residential.

Plan for next session

Job search and online applications plus one to one support, contact Transitional Support Workers for assistance.

Session 10 Overview

Activity:	Job search, online applications and one to one support
Venue:	Meath garden Youth Project
Time:	2 hours
Aims:	<ul style="list-style-type: none"> - To discuss with young people the importance of being independent - To make young people aware of the current job market - To engage young people in finding part time/full time work - To offer 121 support for online applications - To ensure young people are aware of the different agencies that can support and assist them to find employment
Objectives:	<ul style="list-style-type: none"> - Young people to gain an insight into the world of work - Young people to understand the consequences of not making positive decisions - Young people become aware of the agencies that can support their transition into work
Method:	<ul style="list-style-type: none"> - Introduction - Hand out distribution of job sites - Give support where necessary on the internet in finding companies, agencies and completing the online form - Young people to complete feedback forms if they have completed either of the two
Target age	16-19
Materials	Pen, paper, laptops and computers made available

Session 10 activity

Job search, online applications and one to one support

- Introduction and distribution of job sites (5mins)
- Job search and online application (1hour 45 mins)
 - 121 support
 - Assist young people to choosing jobs that suit them
 - Improve young people's online application where possible
- Conclusion and completion of recorded outcome forms (10 mins)

Session 10 reflective recording

Overall it was a good session, there were lots of activity taking place in searching for jobs, visiting various job websites and young people gained a deep insight into applying for jobs online which I believe they are very confident in doing. The transitional support worker did assist greatly in this task and has offered them to visit his work place for further assistance in this field.

Although they did not get that far into completing an online application I think I need to still pursue them from time to time to find out how far they have gone in completing the unfinished applications and to give them encouragement to continue to apply.

I think I should arrange a similar session in the next quarterly plan and research further jobs that are suitable for young people and also opportunities to enter a certain career path to help them through their studies and the goals they are pursuing.

3.1 Critically reflect on areas of own practice on the programme

I believe that I have organised a programme which suited the needs of the young people. I believe that the programme which was developed through consultation did have a great impact on the young people. I also believe that young people needed to be consulted in order for them to have an impact from the programme delivery as it was designed in their interest. However it could have also not worked if their interest went away over the course of the weeks and there was no contingency plan.

Also I did not take into consideration which I will do next time is the period when the programme was designed to be delivered. It was a great risk as young people were generally busy with their exams, tests and submission of coursework.

During these hot summers day, rainy periods and exams we may have not have captured all your intended young people to participate and benefit, as most of them have been engaged in revision, staying at home and others spending their time in the parks and not coming in. So I need to plan well in advance, understand seasons and activities young people are engaged in and keep workshop activities to a minimal. I have also been reminded by my manager that courses tend to work well in winter periods as most of them stay in a cosy environment.

3.2 Evaluate the implementation of own programme plan in consultation with young people to identify:

- Strengths

- Improvements

- Changes required

I took onboard everything that was discussed at the consultation meeting and planned to deliver as many points raised by the young people. I delivered everything that was planned and did not leave any space for alteration. Most of the required games and items were purchased and some of the courses were delivered. We also managed to organise one cinema trip which the young people very much enjoyed and created a residential planning team for the selected young people that would participate in the whole programme.

The young people were self motivated throughout the whole programme which added value to the programme as it was being implemented without any obstructions, difficulties and cancellations.

I could have improved the sessions by including better refreshments and an extra outdoor trip to bowling but young people excepted what was planned and participated well in the organised activities.

The changes I believe that could have been done was, to spread the workshops and seminars over a longer period. Deal with the residential planning within a shorter period of time and be more relaxed with the cooking budget so that young people could have had more food to eat.

3.3 Critically reflect on own practice outlining a plan for future self- development

I believe I could have been strong at times with the young people to show authority and redirect attitudes and challenge behaviour especially during the workshop sessions. I think I should develop my stance on ensuring that everyone is respected and that remarks that could hurt people's feelings should be tackled there and then and the use of foreign words needs addressing. I need to be stronger in dealing with those young people that are smoking weed and make the club smell bad and develop a stronger relationship with them to make them understand club rules.

I need to do the following to better myself as a Youth worker

- Attend conflict management courses
- Book regular supervisions with my manager
- Ensure that reflection on each session is recorded and follow through
- Be more professional
- Improve my write up of risk assessment