

Part 4

Resources and handouts
for workshop sessions



Thanks Sam

YouthWorkWales
people like you make it what it is

Session 1: What does a youth worker do?



Raising the Awareness of
Extending Entitlement
Torfaen Youth Service

“Thanks Sam

It was fun. It made the presentation interesting. I learned a lot about my rights and what I am entitled to.”

Session 1

Icebreaker (I.1.A)

A Quiz – Write the activity

The quiz encourages the young people to think quickly about the types of activities that take place in youth clubs and centres and the types of activities carried out by youth workers.

Resources Participants are given A- Z quiz sheet to complete and a pen.

Environment No mobility required.

Skills Literacy required.

Setting Suitable for school settings and youth groups.

What activities do youth workers carry out with young people?

A Art / Alcohol awareness / Advice / Advocacy

B Breakdance / Boys Groups / Basketball / Baseball

C Cookery / Computers / Crafts / Camping /
Community Involvement/ Cultural Awareness

D Dance / Discos / DJing / Drugs awareness /
Duke of Edinburgh Awards / Discussion groups

E Events / Exchanges / Expeditions/ Environmental projects /
Embroidery

F Football / First Aid / Food hygiene / Fundraising

G Girls groups / Graffiti art/ Global development

H	Homework help / Hockey / Handicrafts / Housing / Homelessness
I	Internet / Issue based workshops / International Exchanges/ Information / Ice skating
J	Jewellery making / jumble sales
K	Keep fit / Karate / Korbball / Kite making
L	Life skills / Learning
M	MC workshops / Music workshops / Multi media / Money handling / magazines
N	Nature studies / Night visits / Netball
O	Outdoor pursuits
P	Pool / Painting / Play station / Photography / Political awareness
Q	Quizzes / Questionnaires / Quad biking
R	Reading / Relationship advice
S	Sexual health workshops / Sign language / Suggestions / Support / Singing
T	Tuck Shop / Table Tennis / Team games / Trips
U	UN Convention on the Rights of the Child
V	Video nights / Video workshops / Volunteering
W	Workshops / Writing / Welsh language
X	X-box / Xylophone
Y	Young Achievers Awards / Youth Forums
Z	Zodiac signs / Zoo trips

Session 1

Icebreaker (I.1.B)

B

State the activity – move to answer

The room will be split into two areas, agreement and disagreement, YES / NO. Activities (See answers to I.1.A for suggestions) are called out to the group and they move to the appropriate area of the room to indicate whether they think that they are activities youth workers carry out with young people. By moving around in the room, the young people will be energised and encouraged to “think on their toes”.

Suggestion for 5 minutes icebreaker, use five or six activity statements.

Resources

Large space to move around.

Environment

Mobility required.

Skills

No literacy skills required.

Setting

Suitable for youth groups and some school settings dependent upon use of hall, drama studio or canteen. May be counter-productive with a younger age group and difficult to control.



Supporting Community Diversity
UNA Exchange, Merthyr Tydfil

Icebreaker (I.1.C)

C

State the activity – indicate card to answer

Young people will be asked to agree/disagree whether activities called out are carried out by youth workers. (See answers to I.1.A for suggestions). They indicate their opinion by holding up either a negative or positive image printed on a card.

Resources

Positive/Negative Cards.

Environment

Mobility required.

Skills

No literacy skills required.

Setting

Suitable for school settings and youth groups. Suitable for participants with a young learning ability.



Session 1

Exercise (E.1.A) – What do youth workers do? Variety and importance

A

Quiz – Statement cards

Participants are split into pairs and given six cards printed with statements about youth work. The pairs are asked to make a pyramid, prioritising the most important statement at the top, then the next two underneath side-by-side and then the last three as the bottom row of the pyramid in order of fourth, fifth and sixth.

A member of each pair is invited to provide feedback as to why they chose the statement at the top of their pyramid.

Resources

Pre-printed cards.

Environment

No mobility required.

Skills

Literacy skills required.

Setting

Suitable for school settings and youth groups.



Y.I.K.E.S.T.V
Bridgend County Youth Service

Exercise (E.1.B)

B

Picture cards

Participants are shown a series of six pictures involving scenes and aspects of youth work. After each one the facilitator discusses with the group what the pictures are portraying.

The participants are then split into pairs and given six cards printed with pictures and asked to make a pyramid (as detailed in A), prioritising which they think is most important.

A member of each pair is invited to provide feedback as to why they chose the picture at the top of their pyramid.

Resources

Pre-printed cards.

Environment

No mobility required.

Skills

Literacy skills required.

Setting

Suitable for school settings and youth groups.



Session 2: Why choose youth work?



**Young Voices for Choices
Pembrokeshire Youth
(Children & Youth Action Team)**

“Thanks Sam

People listen to us. We talk to important people; we try to change things to make it better for everyone.”

Session 2

Icebreaker (1.2.A)

A

Why is youth work important?

The purpose of this icebreaker exercise is to promote discussion and agreement amongst participants and familiarise them with the nature of the session.

In small groups young people are asked to quickly discuss and decide why they think youth work is important. One person from each group is asked to be a spokesperson and inform everyone what their group decided, giving a brief explanation as to why.

The spokesperson is asked to write their reason on the board or flipchart where it remains visible throughout the rest of the session. The facilitator makes reference to their stated reasons towards the end of the session to see if their views have altered or remain the same.

Resources

Board/flipchart to write on.

Environment

Some mobility required from a few participants.

Skills

Literacy skills required from a few participants.

Setting

Suitable for school settings and youth groups.

Variation

The spokesperson for each group informs the facilitator of their groups reason and the facilitator writes them on the board or flipchart (no mobility or literacy required).



Icebreaker (1.2.B)

B

Who is a youth worker?

The purpose of this icebreaker exercise is to encourage participants to think about their perceptions of who youth workers are and overcome stereotypes.

In small groups young people are given three pictures of people and three statements. Two of the statements and pictures will be of youth workers, one will be of someone in another profession. The statements will detail the job that the person does and why they chose that career.

In their groups the young people will be asked to decide which statement goes with each picture. One person from each group will act as a spokesperson to inform everyone of their choices.

Resources

Sets of pictures and printed statements.

Environment

No mobility required.

Skills

Literacy skills required.

Setting

Suitable for school settings and youth groups.

Variation

The facilitator shows the group a PowerPoint presentation with the pictures and reads out all of the statements. The statements are read out again one by one and the young people asked to vote on which picture the statement belongs to (no literacy skills required).



Session 2

Exercise (E.2.A) – Exploding myths about youth work

A.

Quiz – Write true or false

The quiz challenges young people to dispel the myths associated with young work and what being a youth workers means. There are 25 statements to which the young person must tick either TRUE or FALSE. If they are unsure they are encouraged to discuss the statement with the facilitator and the group.

Resources	Quiz sheet to complete and a pen.
Environment	Participants are seated – no mobility is required.
Skills	Literacy is required.
Setting	Suitable for school settings and youth groups.

Exercise (E.2.B)

B

State TRUE/FALSE – move to answer

The room will be split into two areas, True and False. Statements will be called out to the group and they move to the appropriate area of the room to indicate whether they think they are true or false. If they are unsure, they move to the centre. The facilitator can ask any of the group to elaborate on their opinion to keep the young people's attention focussed and prompting discussion.

Resources	Large space to move around in.
Environment	Mobility required.
Skills	No literacy skills required.
Setting	Suitable for youth groups and some school settings dependent upon use of hall, drama studio or canteen.

Exercise (E.2.C)

C

State TRUE/FALSE – indicate card to answer

Young people will be asked to indicate whether they believe a statement is TRUE/FALSE by holding up either a negative or positive image printed on a card. The facilitator chooses young people at random to elaborate on their opinion prompting discussion. If they are unsure do not hold up a card and are encouraged to discuss the statement with the facilitator and the group.

Resources

True/False Cards.

Environment

Mobility required.

Skills

No literacy skills required.

Setting

Suitable for school settings and youth groups.

Session 2

Answer sheet (E.2.A, B, C)

Quiz – true and false answers and statements sheet

Youth workers just play pool and table tennis with young people. **False**

Youth work gives young people a chance to make new friends. **True**

You can't be a youth worker if you have a criminal record. **False**
(This depends upon the criminal activity, if it was a minor offence and if it is a past conviction)

You have to volunteer before you can be a youth worker. **False**

Youth work gives young people opportunities to try new things. **True**

Youth work only takes place in youth centres. **False**

Youth work changes lives making a positive difference to young people. **True**

You have to like sports to be a youth worker. **False**

Youth work has a salary scale like teachers, social workers and probation workers. **True**

You can't be a youth worker unless you go to University first. **False**

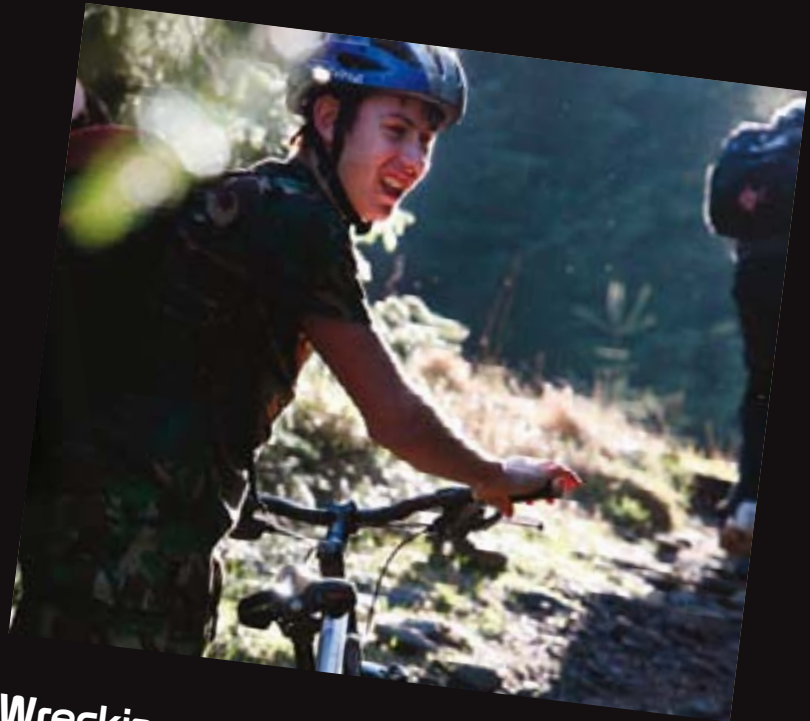
Youth work is full of variety and a lot of fun. **True**

If you volunteer in a youth club you have to clean up at the end of the session. **False**

(All youth workers have responsibility for cleaning up at the end of a session)

Youth work can change communities and bring people together.	True
You can't be a youth worker if you are disabled.	False
Youth work can be a career with training available at every level.	True
Youth work can mean using your interests and skills to help and teach others.	True
You can't volunteer as a youth worker unless you are over 16 years old.	False
Youth workers tell young people what to do.	False
Youth work provides young people with things to do when they are bored.	True
Youth workers have to be outgoing personalities. <i>(An outgoing personality helps to build relationships with young people but good communication skills are more important)</i>	True & False
Youth work challenges young people to achieve the best that they can.	True
If you volunteer as a youth worker you have to run the tuck shop.	False
Youth work teaches young people valuable skills in an informal way.	True
You don't have to like young people to become a youth worker.	False
Youth work is about treating young people as equals, no matter who they are.	True

Session 3: How do I become a youth worker?



Wrecking and Trekking
Fairbridge Cymru, Cardiff and RCT

“Thanks Sam

I got a real sense of achievement by repairing the cycle paths and knowing that other people can enjoy the routes.”

Session 3

Icebreaker (1.3.A)

Characteristics of a youth worker

The purpose of the ice-breaker exercise is to encourage the participants to think about positive aspects of being a youth worker and the qualities/requirements necessary.

A

Positive adjectives associated with youth work

The participants are asked to write on the board or flipchart in turn, one positive descriptive word associated with youth work.

Resources

Board or flipchart and a pen.

Environment

Mobility required.

Skills

Literacy skills required.

Setting

Suitable for school settings and youth groups.

Variation

The participants are asked in turn around the room with the facilitator writing their descriptive words on the board or flipchart (no mobility or literacy required).

Icebreaker (1.3.B)

B

Positive adjectives – choose from cards

Split into small groups the participants are given a set of cards printed with adjectives and asked to choose which words describe positive aspects or attributes of youth work. Each group has a different set of words.

A spokesperson from each group will be asked to provide feedback by attaching their chosen words to the board or flipchart.

Resources

Sets of printed adjectives, blue tack to stick them to board or flipchart.

Environment

Some mobility required.

Skills

Literacy skills required.

Setting

Suitable for school settings and youth groups where young people may need prompting with descriptive words.

Variation

The facilitator collects the cards chosen and attaches them to the board (no mobility required).



Chill Down Room Project
Vale of Glamorgan Youth Service,
Llantwit Major

Session 3

Icebreaker (I.3.C)

C

Positive adjectives – fill in the youth worker

Split into small groups the participants are given a huge piece of paper and a pen. One of the group is asked to lay on the paper and another participant draws around their outline. The group are informed that this is their "empty youth worker" and are asked to "fill in" the youth worker by each writing positive adjectives associated with youth work inside the outline.

When each participant has written a descriptive word the "filled in youth worker" is stuck to the board or wall.

Resources

Rolls of blank paper, marker pens, blue tack to stick them to board or wall.

Environment

Mobility required.

Skills

Literacy skills required.

Setting

Suitable for youth groups where there is plenty of space.



*First Aid training for Tibetan Refugees in India
St John Ambulance in Wales*

Exercise (E.3)

Peer exercise – Strengths and Areas for Development

Every participant is given an action sheet and then split into pairs. In their pairs the young people are asked to consider the positive descriptions outlined in the icebreaker exercise and discuss their own attributes in relation to being a youth worker. During their discussion they are asked to complete their sheet under the following headings:

- **Their strengths and qualities**
- **Areas that need development**

Suggested questions to help them determine a strength or development area:

- Do they have experience in youth work?
- Have they got experience as a volunteer?
- Do they have any youth work qualifications or certificates?
- Do they like helping people?
- Do they have good communications skills?

At this stage of the session they do not complete the ACTION column.

This section is completed following the next part of the session where the participants and facilitator use the areas identified as needing development to build an action plan e.g. no experience – volunteer opportunity

Resources	Action sheet and a pen.
Environment	No mobility required.
Skills	Literacy skills required.
Setting	Suitable for school setting and youth groups. (no mobility required).