



Royal Borough of Kingston Upon Thames

Learning and Children's Services



KINGSTON YOUTH SERVICE



CURRICULUM



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FOREWORD

The Youth Service curriculum provides an informal educational framework for the personal and social development of young people. Young people choose to become involved in Youth Service activities voluntarily, primarily to have fun and be challenged in a friendly and supportive environment. Youth workers are informal educators who complement the formal class room curriculum by using experiential learning and mutual respect as a catalyst for personal and social development.

The purpose of this Curriculum document is to help enhance the quality of the work and to help practitioners ensure their work is planned, purposeful and consistent with the policy priorities of the Youth Service. It also enables the service to be clear to young people about what it is offering.

The revised curriculum encompasses the five outcomes outlined in Every Child Matters and is based on a distinctive set of values which include:

- Young people choose to be involved, not least because they want to relax, meet friends and have fun.
- The work starts where young people are – with their view of the world and their interests.
- It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their response to their experiences and the world around them, and supporting their exploration of new ideas, interests, and creative ability.
- It takes place because young people are young people, not because they have been labeled or categorised as deviant.
- It recognises respects and is actively responsive to the wider networks of peers, community and culture that are important to young people.
- Through these networks it seeks to help young people achieve stronger relationships and collective identities.
- It is concerned with how young people feel and not just with what they know and can do.
- It works with other agencies that contribute to young people's social and personal development.
- It complements school and college based education by encouraging and providing opportunities for young people to achieve and fulfil their potential.
- It is concerned with facilitating and empowering the voice of young people.
- It is concerned with ensuring young people can influence the environment within which they live
- It respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change.

MISSION STATEMENT

Kingston Youth Service aims to empower and optimise the potential of young people, between the ages of 11 – 25, with the priority age range of 13-19. This is achieved through a range of work in youth centres, through projects, including streetbased youth work and working directly with young people at risk. Young people are offered a diverse range of opportunities for informal and experiential learning in order to gain knowledge, skills, make informed choices and to assist in their personal development to enable them to become active citizens.

KINGSTON YOUTH SERVICE PLEDGE TO YOUNG PEOPLE

Kingston Youth Service pledges to provide young people with:

- Safe, caring, well equipped environment within reasonable distance of home, accessible to young people at times defined by young people, giving an opportunity to participate in personal and social development activities including arts, drama, music, sport, and voluntary action;
- A wide diversity of projects and youth activities;
- A set of programmes, related to core youth work values and principles, based on a curriculum framework which supports young people's development in citizenship, the arts, drama, music, sport, and personal and social development, including through residential experiences and peer education;
- Access to information, advice and counselling service through referrals;
- Mechanisms for ensuring that their voice is heard, through, though not exclusively, a youth council, with the intention of supporting youth engagement in local democracy in a wide range of ways;
- Involving young people in auditing and evaluating the local authority youth services;
- The opportunity to participate in programmes and projects which offer accreditation for learning such as The Duke of Edinburgh's Award, AQA Unit Award, Youth Achievement Award or similar.
- To treat all young people fairly and equally as individuals

National Performance Indicators

Youth Services nationally currently use the following Performance Indicators as a benchmark for their work :

- % of resident young people aged 13 - 19 in contact with youth services
- % of resident young people aged 13 - 19 participating in youth services
- % of participants receiving an accredited outcome
- % of participants receiving a recorded outcome

THE YOUNG PEOPLE WE WORK WITH

Youth Service provision caters for young people aged 11-25, with the main focus being on project and targeted work with 13-19 year olds, many of whom are deemed to be at risk of social exclusion. The service also prioritises groups who have been identified as having particular needs. Examples of this include:- young people not in full time education, who are underachieving, at risk of being involved in crime.

We recognise that young people are diverse and have differing needs and these needs are identified at local level by :

- feedback from young people
- evaluation of ongoing work
- discussions with other agencies/professionals in the area

Youth work in Kingston has been devised

- To reach those young people who do not readily access open youth work through a variety of street based programmes, including outreach and detached work.
- To work in partnership with the Voluntary Sector
- To work with other agencies and services who also work with young people, e.g.: Youth Offending Team, Young Carers, Connexions Service
- To work in partnership with schools, including the Pupil Referral Units

THE CURRICULUM MODEL



CORE VALUES

The core values inform our youth work and act as the principles upon which our engagement with young people is based. Each of these values are embedded in, and are integral to, all our youth work practice and delivery.

Equality of Opportunity

The Youth Service has a commitment to eliminate inequality and promote equality of opportunity regardless of race, sex, religion, disability, and sexual orientation, within its projects and amongst the young people it works with. The service accepts its responsibility to ensure that the social education process is utilised to both actively promote equality of opportunity as well as challenge discriminatory practice. It also service strives to enable those who suffer from prejudice and oppression to access existing provision and establish provisions, which specifically caters for their needs.

Personal Development

Young people as they mature, have to cope with physical and emotional change. Some change occurs mainly in a social context involving the development and maintenance of relationships with their peers or adults. Youth work is concerned with enabling young people to develop a suitable range of personal and social skills and understanding those which enable them to function effectively as individuals and as members of groups.

Decision Making

The promotion of the young people's capacity to make informed decisions is central to the process of youth work. It forms the basis of the development of individual autonomy, and therefore underpins the transition from childhood (where decisions are made for the individual) to adulthood (where decisions are made by the individual themselves).

Participation

Participation is much more than joining in activities. The fact that young people attend a project or youth centre does not mean that they are necessarily 'participating'. Participation is the process of enabling young people to take full advantage of social education by learning through experience. It provides the opportunity for young people to involve themselves in the management of their own affairs and be involved in the decision making.

The Kingston definition for participation, as outlined in the Kingston Youth Participation Strategy is :

Young people, in partnership with others, thinking and planning for themselves, expressing their views and being involved in decisions that affect their lives both personally and within their community.

CONTENT

The Content areas represent the range of issues that youth work covers in order to facilitate personal and social development. These areas reflect the Outcomes Framework outlined in the publication Every Child Matters.

Being Healthy

Young people benefit from a holistic approach to health. Youth work engages with young people on specific areas of health education by providing non-judgemental information and advice, and by delivering projects on specific areas of health.

In addition youth work provides the opportunity for young people to participate in a wide range of sports, fitness programmes and outdoor education to encourage a healthy lifestyle.

Staying Safe

The Youth Service provides opportunities for young people to attend workshops and projects related to being safe. These include bullying, peer pressure, raising self-esteem etc.

Equality of opportunity, oppression and how it operates is an underlining principle in youth work, and work with young people includes raising awareness, and being proactive against, discrimination.

Enjoying and Achieving

The Youth Service provides the opportunity for social interaction, and uses leisure, recreation and sport as a vehicle for developing trust, mutual support, share knowledge and friendship. It also provides the opportunity for young people to recognise their achievements and gain accreditation in a wide range of subjects.

Youth work also takes place in partnership with schools, in order to raise standards and support young people in remaining in full time education.

Make a Positive Contribution

The Youth Service encourages young people to contribute actively to society and make appropriate decisions with their lives. Programmes include projects on culture, citizenship and spirituality.

Involving young people in the decision-making is a core value of the Curriculum, and this is achieved through youth forums, Kingston Youth Council, and ensuring young people have the opportunity of influencing decision making and expressing their views.

Achieving Economic Well Being

Youth work supports young people in the transition from school to further education, training or employment. It provides information and advice on training and employment, as well as developing young people's skills to enable them to enter employment.

METHOD

The Youth Service uses a variety of methods and places to deliver the curriculum, which will ensure that youth workers can react spontaneously when appropriate, as well as planning clearly defined programmes and interventions.

Youth work delivery takes place through the following

Youth Forums

The development of Kingston Youth Council, and forums for young people to have a voice provides a formal means of delivering particular aspects of the curriculum as well as providing an opportunity for introducing young people to the dynamics of formal meetings and becoming involved in the democratic process.

Project work

Fixed term projects are designed to meet a specifically identified need with a targeted group of young people. This is a flexible response to local need, often using a variety of youth work methods and approaches. All fixed term projects should also include an exit strategy.

Open Access Work

Traditional open access youth work based in a Centre, is a useful vehicle for making initial contact with young people and delivering curriculum based youth work. Young people often request 'a safe place to meet' and youth workers need to be able to build 'relationships' with young people which enables specifically targeted work to take place. The centre itself can be a very powerful tool especially if ownership of the centre, and responsibility for it, can be fostered amongst its members.

One to one work

Informally, youth workers are often placed in a position where they are enabling young people to make decisions about their lives. This can be encouraged by the establishment of safe, non judgemental and confidential environments, where young people feel that they can ask for help or information outside their normal circle of family and friends. Youth workers are aware of their limitations and of the need to refer young people on to specialist counselling agencies if appropriate.

Outreach Work

Young people are sometimes unaware of, or not inclined to visit, Youth Service facilities. Outreach work involves youth workers making contact with these young people in their own chosen environment. Young people may then be encouraged to access existing facilities, or staff will work with them to identify appropriate venues.

Detached Youth Work

There will always be a proportion of the youth population who will choose not to attend any permanent Youth Service facility. These young people however also have individual and group needs which should be addressed. Detached youth workers can make contact with these young people wherever they choose to meet and through the youth work process make available curriculum opportunities.

Counselling

The Youth Service can create opportunities for young people to have access to both formal and informal counselling. Formal counselling is often of a problem-centred or issue-centred nature and needs to be delivered by qualified staff in a specific

structured and confidential setting. Youth workers can act as brokers for young people who are seeking or exploring the need for formal counselling. Informal counselling can take place within centres or in detached and outreach settings.

Group work

Most youth work is delivered in friendship and peer groups that naturally occur and provide opportunities for learning. In developmental group work, where the strength of the group dynamics is used, experiential learning benefits the individuals within the group.

Trips/Outings

A variety of planned trips or outings can provide a useful means of delivering the curriculum, these can prove particularly beneficial if the responsibility for planning and organisation of these activities is given to the young people.

Outdoor education and sport activities

Using sporting and adventurous activities is a creative way of delivering targeted work that enables young people to learn new skills as well as contributing to developing a healthy lifestyle.

Residential

Residential experiences offer perhaps the most intense form of curriculum delivery and work on many different levels. The experience provides an intensive learning environment where independent and personal responsibility can be encouraged as well as learning to co-operate within a community group.

Accredited educational and informal learning programmes

The accreditation of young people's learning is a way of formally recognising a young person's achievements. If young people are involved in formal programmes, structured to maximise the opportunity for learning, significant developments can be made which contribute to raising achievement.

Partnership work

The Youth Service works in partnership with a broad range of statutory, voluntary and commercial organisations. Much of this work plays a key role in contributing to Borough wide cross cutting targets.

Such work broadens the range of opportunities available to young people and complements the work of partners such as Schools, Health Authority, Voluntary Youth Organisations and other local authority departments.

Peer Education

One of the best ways to communicate with young people is through other young people. Properly trained and experienced young people can reach out to others, understand their needs, and convey messages in a way that may be different for adults.

Work with Schools

The Youth Service works with young people experiencing difficulties in school. These programmes can be developed to confront issues around attendance, behaviour, self-esteem, communication, group work skills, and helping young people

with information and advice. The Youth Service works closely with staff in schools in planning an appropriate programme and identifying the out comes to be achieved.

The Youth Service also runs drop in sessions at schools to provide information, support and advice on specific areas.

Youth work is delivered through activities, exercises, processes and experiences, which are utilised to engage the young people. The methods used creates a 'learning opportunity' for the young people involved.

The following is an 'open ended' list of possible methods:-

Discussions
Duke of Edinburgh's Award
Drama
Sports
Residential
Music
Conferences
Peer Education
Outdoor Education
Exchanges
Environmental Projects
Consultation
Life Skills
Questionnaires
Fundraising
Games
Challenges
Group tasks
Skills Acquisition
Problem solving
Youth Forums
Magazine production
Motor Projects
Community Projects
Information Technology
Art

LEARNING OUTCOMES

Youth workers need to be aware of the 'dynamics' of their youth work sessions including how young people engage with the tasks in hand, interact with others, and how they engage with youth workers. The skills of the worker lie in anticipating some of the outcomes, understanding the nature of the relationship within various peer groups and ensuring that participants have opportunities to reflect upon and learn from their experience. It is in reflecting upon their experience that individuals may learn about their own capabilities and apply this knowledge to their own position in society. For example planned learning outcomes or objectives for the young people involved in a sport activity may be to increase self esteem, and increase communication and decision making skills.

Learning outcomes are a specific set of skills (practical and intellectual), knowledge, and understanding that young people can use in their present situations or that may help them make decisions in the future.

Best practice occurs when the learning outcomes are:

- Linked to identified needs of a group or individual
- Openly negotiated with young people i.e. behaviour, timescale
- Identified by young people at the end of the process
- Identified at the planning stage
- Regularly reviewed and evaluated

Example of Learning Outcomes in practice

Open Access Youth Provision

- Young people develop social skills
- Young people gain information and knowledge on specific areas (eg: health education)
- Young people gain skills to enable them to start planning and organising their own projects and programmes

Within a six session sexual health project

Session one

Young people will be able to name three different types of contraception's

Session two

Young people will be able to describe three risks of not using a condom during intercourse.

Session three

Young people will be able to demonstrate how a condom should and should not be used

Session four

Young people will be involved in a discussion on how do you convince your partner to use a condom

Session five

Young people will construct and rehearse three ways of saying no to unprotected sex

Session six

Young people will evaluate their learning by naming the skills and knowledge they have learnt and identifying their own learning outcomes.

Learning outcomes are used to enable young people to identify their learning as individuals and within a group and to achieve Recorded and Accredited Outcomes.

Recorded outcomes occur when youth workers can demonstrate and a young person recognises that they have achieved within group work or as an individual challenging pre-planned goals or learning objectives within a youth work project or programme.

Accredited outcomes occur when young people successfully complete a local or nationally recognised award within a youth work programme.

THE ROLE OF THE YOUTH WORKER

- Youth workers are informal educators. They deliver a programme of personal, social and accredited educational opportunities to young people. Youth work is about enabling young people to participate in experiences – planned or unplanned – and for them to be able to reflect on how that experience has changed them. This is the process of experiential learning – ‘learning by doing’.
- The youth workers role is to enable and facilitate young people’s ability to achieve self awareness, greater self esteem, confidence and understanding of the wider community and how it impacts on their lives.
- Youth workers also provide non judgemental support, advice and information.
- Through extending a wide range of experiences to young people, the youth worker is challenging thoughts, learnt behaviour, attitudes, skills and attempts to offer life-changing opportunities.
- Quality youth work is evident when a youth worker can build positive relationships with, and there are outcomes for, young people. To do this the youth worker must know the area and needs of the young people and be flexible in their style and approach.

Skills & Attributes of the Youth Worker

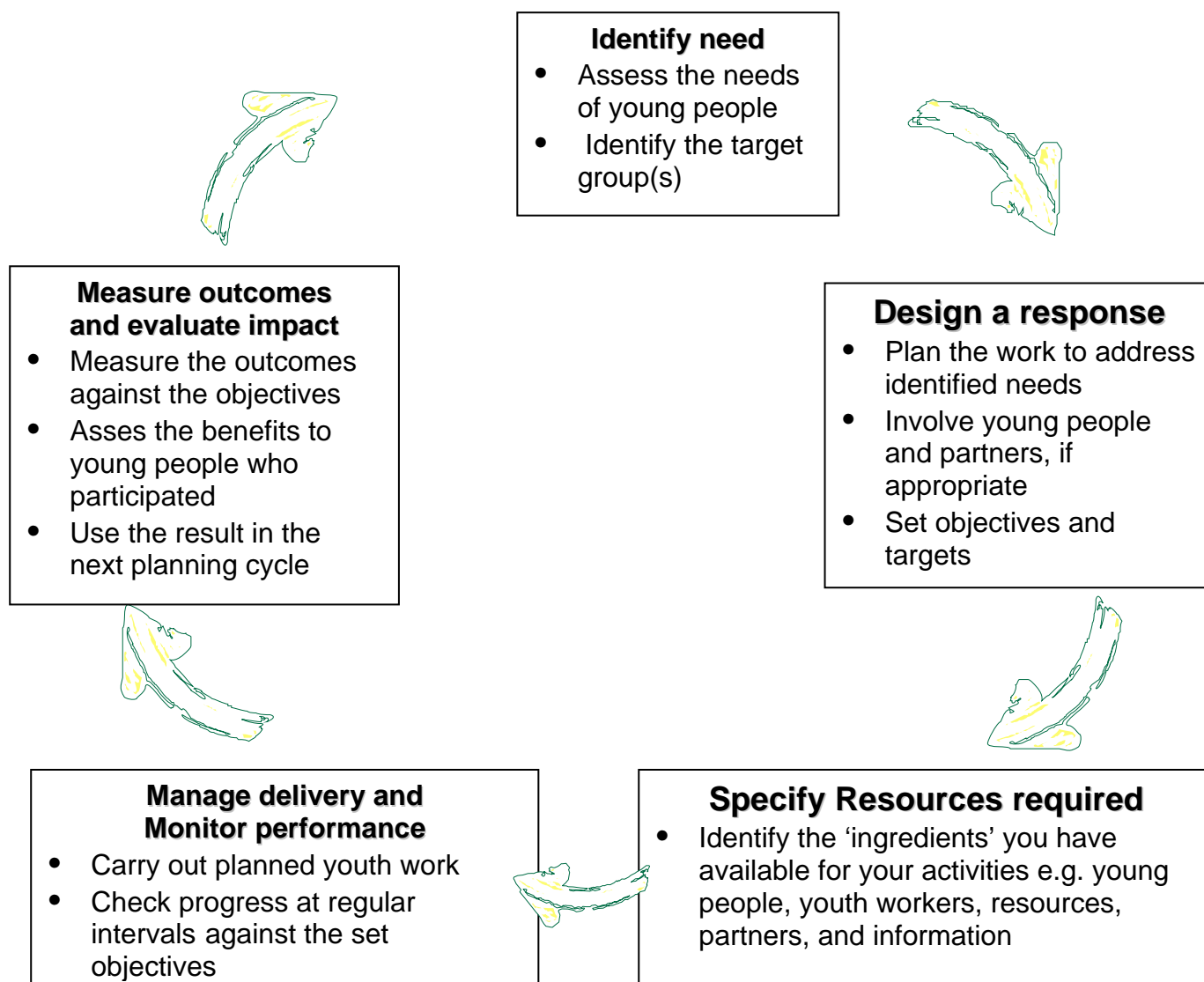
- Be able to empower young people.
- Be able to enable young people to achieve their goals.
- Able to involve young people in the process of the work, rather than just providing the product.
- Be good listeners and communicators, and able to adopt counselling techniques.
- Have an awareness of group dynamics, and group development.
- Awareness of and sensitivity to the needs of young people.
- Be aware of the process of transition, and locate individual young people in that process.
- Youth workers should be skilled in engaging with young people in social educational processes.
- They should be able to challenge attitudes appropriately, and work in a non-judgemental manner.
- They should be flexible and responsive to young people, and be able to provide a range of informal learning opportunities.
- They should be able to identify the needs of young people and be able to devise strategies and adapt resources to attempt to meet those needs.
- They should be able to provide a safe, supportive and ‘young people’ friendly environment.
- They should be focussed on empowering young people and have the development of the young people at the centre of their work.

PLANNING/EVALUATION

The Youth Service team is involved in the planning of the programme both at Team and Unit level. The planning process identifies priorities linked to the Council's policy statement and the Children and Young People's Plan.

The following planning and evaluation cycle model is used for the delivery of the Youth Service curriculum, ensuring that young people are included in all parts of the process.

THE CURRICULUM PLANNING AND EVALUATION CYCLE



Central to all youth work is the continuous process of 'needs analysis'. Needs may be identified by the young people themselves or may be perceived by staff. Young people should be involved throughout this process, and have input at each stage.

It should also be recognised that not all learning is planned, and that youth work can occur spontaneously in response to certain situations. This is a legitimate and important part of the work, but does not negate the importance of planning.

MONITORING

The Kingston Youth Service curriculum is the framework for good practice and plays an important role in delivering quality of youth work.

As part of Kingston Youth Service's Quality Assurance Policy, curriculum work is monitored through:

- Annual team plan
- Termly plans
- Sessional monitoring sheets
- Termly/project evaluation reports
- Visits and inspections
- National Performance Indicators

In addition the curriculum forms part of:

- Quality Assurance Policy and Guidelines
- Staff induction process
- Training for youth workers

RESOURCES

Curriculum Toolkit – Available in every Youth project

Borough Wide Resources:

- Games / DVDs / Books relating to the Curriculum
- Connexions Information and resources
- Albany Park Canoe & Sailing centre- subsidised activities for young people
- Youth Unlimited Magazine
- Drugs information and resources
- Sexual Health information
- Music Studio – courses & taster sessions
- Motor Project –Go karting and motorbike sessions
- Duke of Edinburgh's Award –information and entrance packs
- Kingston Youth Council
- Horse Riding

Information on all of the above available from the Youth Service Head Office:

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