

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large red speech bubble is centered on the page, containing white text. The speech bubble has a rectangular body and a triangular tail pointing downwards.

Individual Seminar Presentation.
ECYW4004

Laura Davies 1980100.

SKILLS

TOOLS

APPROACHES



Intervention

Individual

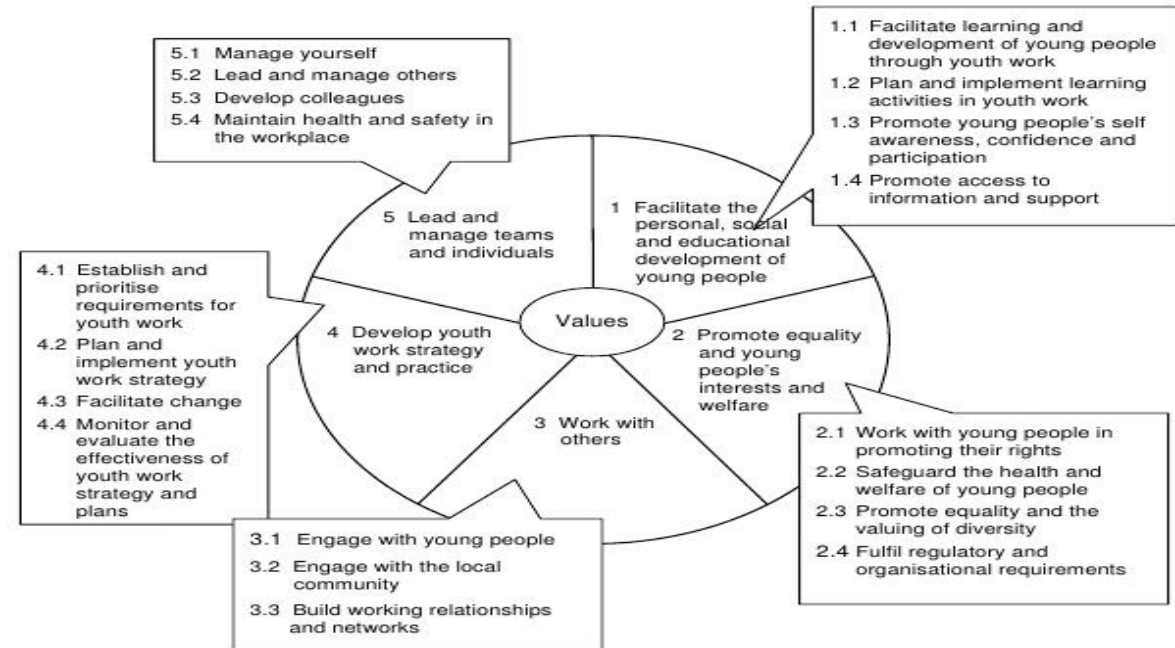
Groups

Youth Work?

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK

The key purpose of youth work is to.....

'Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'

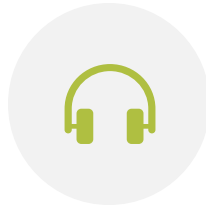


With the values at the centre, this diagram identifies five first-level functions (as set out within the main circle) undertaken in achieving the key purpose. The numerical order is for convenience only, and does not imply a particular hierarchy. The second-level functions indicated in the surrounding boxes are those undertaken in achieving the relevant first-level function. In the following pages are identified those activities undertaken in achieving each of the second-level functions. These in turn have informed the review and development of units of National Occupational Standards (NOS).

Skills



MINDFULNESS



LISTENING



PATIENCE



**AWARENESS
(YOURSELF AND
OTHERS)**



UNDERSTANDING



**COMMUNICATION
(VERBAL /NON-
VERBAL)**



EMPATHY

- Build Relationships
 - Build Trust
- Create a safe environment
- Encourage development
 - Empower
 - Enable learning
 - Support
 - Mentor

Tools.

You, The Youth Worker
Reflection, Gibbs(1988)

Signposting

Planned activities

Group Work

Facilitating

Equality

A red speech bubble graphic with a tail pointing towards the bottom left. The word "Approaches" is written in white text inside the bubble.

Approaches

- **Person-centered**
 - **Educational**
 - **Personal**
 - **Social**
 - **Holistic**
 - **Positive**
- **Anti-oppressive**



Goal

These approaches all lead to enabling young people to grow and excel. Fletcher (2008, quoted in Sapin, 2013, p.5) provides an excellent definition '...personal approach to acknowledging the ability, authority and knowledge of young people as powerful, purposeful catalysts for personal, social, cultural, ... growth and transformation.'

A red speech bubble graphic with a white outline, containing the word 'Interventions' in white text. The bubble has a tail pointing towards the bottom right.

Interventions

- **Team activities**
 - **Sport**
- **Outdoor activities**
 - **Drama**
 - **Art**
- **Residential**
 - **Cookery**
- **One to one session**

The path of learning.

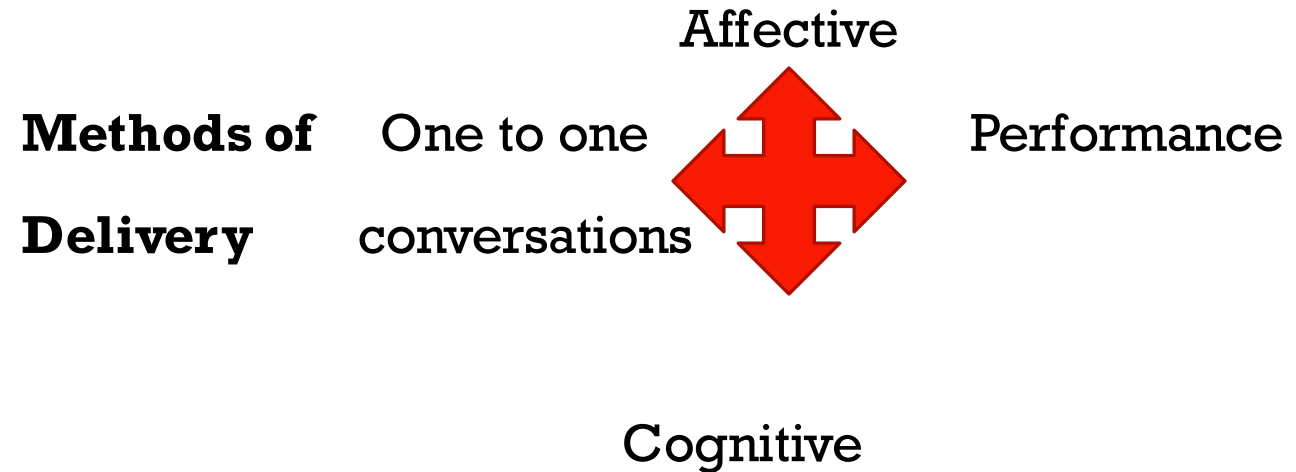
As expressed by Ingram and Harris (2001, pg.40), 'the worker leads the young person along their individual learning pathway, by means of a series of micro learning circles'

Whereby talking or an activity has identified a particular need, that then leads the youth worker to a directed intervention to address that particular need.

Factor et al (2001, pg.104) use a matrix for clarifying the planning the methods of delivery.

Planning

Learning Process



The background of the slide features several thin, curved lines in a light gray color, some solid and some dashed, creating a sense of movement and depth. On the left side, there is a red speech bubble with a tail pointing downwards.

Risks of sending pictures on text and social media.

From overhearing a conversation regarding a young person sending explicit pictures to a boyfriend, there was a need to address this.

As Ord (2007, pg29) states that, 'the 'real' needs may well emerge out of the process of engagement, ...dialogue and discussion.'

Activity

■ **Drawing a spider digram with SENDING PICTURES at the centre.**

- With sub-titles coming from that such as
 - Why do it?
 - How it makes you feel?
 - Who do you send them to?
- How do you send them? Text/Snapchat/Facebook
 - What could happen to the pictures?
 - What are the risks?
 - How could it effect your life, future, work, relationships?

Outcome

- Discuss difficult issues in a relaxed way
- Takes away any embarrassment
- Learn from each other
- Address any questions
- Point them to safeguarding measures
- Clarifying any legal implications
- Gives them understanding to make informed decisions
- Encourages further discussions
- Empowers them to educate their peers as set out by Banks (1996)

Reference List

Banks, S. (1996). Youth work, *Informal Education and Professionalism*. In *Youth and Policy* 54: pp. 13-25

Buchroth, I. Parkin, C. (2010). *Using Theory in Youth and Community Work Practice*. Exeter: Learning Matters.

Factor, F. Chauhan, V. Pitts, J. (2001). *The RHP companion to Working with Young People*. Dorset: Russell House Publishing.

Fletcher, A. (2008). Cited in Sapin, K. (2013). *Essential skills for Youth Work practice*. 2nd edn. London: Sage.

Harrison, R. Benjamin, C. Curran, S. Hunter, R. (2007). *Leading Work with Young People*. London: Sage.

Ingram, G. Harris, J. (2001). *Delivering Good Youth Work*. Dorset: Russell House Publishing.

National Occupational Standards. (2019)

Ord, J. (2007). *Youth Work Process, Product and Practice*. Dorset: Russell House Publishing.

Youth Work in Wales Review Group. (2018). *Youth Work in Wales: Principles and Purposes*. Cardiff: Youth Work in Wales Review Group.