I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

ECYW6007 – Adolescent Resilience and Wellbeing:

You are required to deliver a 30-minute presentation to a panel of sector decision-makers outlining your fully developed proposals for a 12-month youth work programme aimed at improving young people's wellbeing and resilience.

1. Clearly articulate the aims and objectives of your proposed programme.

2. Provide a rationale grounded in relevant theory, policy, and evidence-based practice.

3. Outline the key activities, timelines, and delivery strategies over the 12-month period.

4. Identify intended outcomes, success indicators, and methods for evaluating impact.

5. Address potential challenges, resource requirements, and sustainability considerations beyond the initial programme period.

6. You should ensure that your presentation demonstrates critical analysis, application for youth work principles, and professional communication appropriate for an audience of senior decision-makers.

- Introduction
- Key Terminology
- 12 month proposed programme
- Aims and Objectives
- Rationale
- Intended outcomes and evaluation
- Potential challenges and sustainability considerations
- Application of youth work principles
- Conclusion
- Reference List

Good morning, my name is Bethany, I am a student youth worker, and I am here to present a proposed 12-month programme, focusing on building on and developing the wellbeing and resilience of young people in a youth club setting.

Resilience refers to the ability to cope in a healthy and effective manner when facing adverse experiences, having the ability and the capacity to keep going (Cherry, 2025).

According to the World Health Organisation (2026), “well-being is a positive state experienced by individuals and societies.” It “encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose” (World Health Organisation, 2026).

Objective Wellbeing refers to “tangible” and “verifiable” conditions, such as health, education, and environment, which focuses on the physical qualities of an individual’s life (Sustainability Directory, 2024)

Subjective Wellbeing refers to how an individual may “experience and evaluate” their own life, focusing on their experiences, feelings and emotions in real-time (Mackie and Stone, 2013).

Programme – The programme has been designed for a youth club, running every Tuesday in school term time, aimed at young people in school years six to nine. The initiative would be that every other Tuesday would be a wellbeing and resilience session, each one focused on one of six different topics: 5 Ways to Wellbeing (NHS), Mental and Emotional Health, Self-care, Resilience, Relationships, and Consultation with young people about the local area. These sessions will include games, crafts, creative activities, team-building activities, and activities to encourage healthy and effective discussions and conversations. This would also include two or three weekend camping trips outside of the community every year.

This is an example of what the schedule could look like for the 2026 school winter term. (See appendix 1 for example schedule).

Aims – To create a space where young people feel safe and secure to engage with activities and discussions that aim to benefit their personal and social development, especially focusing on wellbeing and resilience.

To create a programme that keeps the young people engaged and thinking about their wellbeing in a positive and beneficial manner.

To create a space for young people to be able to grow and develop resilience safely and effectively.

Rationale – The rationale for this programme is to give the young people a safe space to talk about, work through and process their feelings, emotions and experiences, as well as learning new things and building new and continuing, strong and sustainable relationships with their peers, friends, and the club's youth workers and volunteers, relationships that are founded on mutual trust and respect. The activities and opportunities that will be provided through this programme will help to grow, evolve and establish the young people's resilience, confidence, and personal and social skills and development. Bowlby's "Attachment Theory" (1969) suggests that children having secure relationships with trusted adults, like parents, carers, teachers, and youth workers, benefits a developing young person's emotional wellbeing. This is as well as taking into consideration Bronfenbrenner's "Ecological Systems Theory," (1979) which suggests that everyone around a young person has influence and effect on them, including their parents and carers, their family, their peers, their friends, their teachers, and their communities.

Activities -

The bi-weekly sessions would include activities that help the young people to learn how to look after their wellbeing and how to be resilient, adaptable in the face of adverse experiences.

Here are some examples of activities that could work for the programme;

- Mindfulness exercises like colouring, art, reflection and meditation, and gratitude journalling and learning what works for each individual person for self-care
- Short obstacle course or puzzle team-building activities which could work as an activity for resilience or relationships.
- Resilience – have each young person to think about and write down a few things on a piece of paper that they would change about themselves if they had the chance, then get them to stick a piece of paper (e.g. or a post-it note), and get everyone to walk around the room writing down something they like or admire about that person and at the end, every young person should have a piece of paper with reminders of all the good things about them.
- Relationships – have three stations set up around the room and split the young people up into three groups, then each table will have a piece of flip chart paper and the aim of this would be to get the young people to discuss and write down on the flip chart paper what they think makes a good relationship and what makes a bad relationship with their parents, carers and family, and then what makes a good or bad relationship with their friends, and what makes a good or bad relationship with a significant other.
- Mental and emotional wellbeing – each young person would get a jar or a similar kind of container and lollipop sticks, and think about things that calm them down or help them to relax, and then get the young people to put them in the jar. The intention for this would be that when they get stressed, anxious, or depressed, that they have a variety of things that they enjoy doing or that makes them feel better or feel happy without even having to think about it.

- In this proposed programme, there are also scheduled opportunities for the young people to tell us about their local area and their day-to-day experiences – what they think can be improved, what they like, and what they hate? One idea for these sessions would be to give them a map (like Google maps or something similar) and have them mark down on the map where they feel safe and where they don't feel safe there and why, and where they enjoy spending time and socialising with their friends, for example.

The camping trips would include opportunities like woodland walks, learning how to put a tent up, learning how to build and light a campfire, learning how being in nature and away from technology most of the time can help your physical, mental and emotional health in a positive way, as well as focusing on the 5 Ways to Wellbeing (NHS, 2022) and how they can positively impact the young people's lives, within the community but also going outside their community.

Intended outcomes – To improve the wellbeing and resilience of the young people and to expand their understanding of wellbeing and resilience and how to use them to their benefit.

To grow and develop strong relationships between young people and to establish and sustain relationships between young people and youth workers, built on mutual trust and respect.

To improve communication and understanding between the young people, and between the young people and the youth workers and volunteers.

Evaluation - To evaluate the programme, at the end of each session, the young people will do one of these three activities, a different one each time.

1. Sit down together and ask the young people to feedback and discuss what they have enjoyed and learned from the session.
2. Hand out pieces of paper and ask the young people to write or draw a star, a wish, and a sad face – what they enjoyed, what could have been improved and/or something they want to know more about, and something that they didn't enjoy.

   Have all the young people stand in a line in the centre of the room, have one side of the room be yes (or positive/affirmative), and the other side of the room be no (negative) and the middle of the room is unsure/don't know. The leader of the activity will have questions ready and the young people will answer the questions by going to the area of the room that applies and then the leader will ask for feedback as to why the young people have stood where they have.

The resource requirements for this programme are; the centre we meet in, paper/card, markers, pens, pencils glue sticks, cellotape – lots of stationery, resources for team building challenges, funding for the camping trips (including tents, food, and where to camp, etc).

Potential Challenges -

Funding – at this youth club, all of the leaders are volunteers and it is run under a charity, so funding is currently low.

The young people may not initially want to engage with the programme as it is different to anything the club has done before.

The community also may not be open to a programme like this happening, especially at first, however the club and the youth workers have a very good relationship with the community which will help greatly.

Sustainability considerations – As this particular programme is only planned for every other week, this makes the sustainability of the programme easier to continue after the 12 month period is over, as it does not rely on a consistent weekly basis and the programme can be flexible and easily adapted to a different schedule and can be extended to a rolling schedule for as long as needed. Activities from the topics can also be reused after a year or two as the turnaround of young people every school year is high, which means that the activities could be completely new to the next year's group of young people.

Application of youth work principles –

The Five Pillars of Youth Work

Educative – the programme will help young people to learn new skills, such as camping, and broadening their knowledge, particularly as to what wellbeing and resilience actually means and what that looks like in everyday life.

Expressive – The programme will enable the young people to express their views, opinions, and values on a range of different topics regarding them as individuals and regarding their community, by conversation, discussion, and by creative activities and outlets.

Participative – The young people will have the option to not engage with the programme as it is voluntary, so they can opt in and out of participation as they would like. However, the hope would be that the activities and opportunities that the programme provides for the young people would be engaging and interesting enough to them that they would like to see what it is all about.

Inclusive – The programme is about wellbeing and resilience for all young people and the community. Therefore, the programme is adaptable to include all people, if there ever were to be a situation where a young person informed the youth workers of a reason they were unable to participate. The camping trip may be an issue for some young people but any young person who would like to be involved is welcome and any adjustments or accommodations would be made to make the accessible.

Empowering – Resilience is an empowering quality to have, especially as a young person. Therefore, the programme educating young people as to what resilience is and encouraging the development of it in young people is empowering, as well as educating young people about wellbeing and how to manage it, as positive wellbeing will make resilience easier to access. Both wellbeing and resilience are beneficial to young people as they make their way through the world.

Values of NOS –

Both of the values of Participation and Active Involvement and Equity, diversity and inclusion are very similar to Participative and Inclusive from the five pillars of youth work. However, there are the other two National Occupational Standards values.

One is Partnership with young people and others, which is vital for this programme as it will include youth workers partnering with young people, young people working in partnership with other young people, and the young people and youth workers from the club partnering with the community, to make the programme happen. Everyone in the club and the community will have an influence on the programme but the programme will also have an influence on the community, whether that is through the presence of the programme or the influence that the programme has on the young people going back out into the community.

Personal, social, and political development - Lastly, the value of personal, social and political development. Although political development is unlikely to be as forthcoming as the personal and social development, political issues might or are maybe even likely to come up in discussion and conversation in some of the topics. The programme will hopefully help the personal and social development of the young people to grow too, through learning about resilience and wellbeing and then putting what they have learned into practice.

In conclusion, I think that a programme like this would be an amazing opportunity for the youth club as it is very different to anything that has been done there before but I think that the community that the club is in could really benefit from this opportunity and it would be great moving forward to be able to help these young people grow and develop in this particular way, regarding wellbeing and resilience. Thank you for

your time, consideration and support. Thank you for listening. If you have any questions, I will try to answer them.

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Appendix 1:

School Year 2026-2027:

Dates:	**Activities/Themes:**
01/09	
08/09	5 WAYS TO WELLBEING
15/09	
18-20/09	**Camping**
29/09	MENTAL AND EMOTIONAL HEALTH
06/10	
13/10	SELF CARE
20/10	
27/10	HALF TERM
03/11	
10/11	RESILIENCE
17/11	
24/11	RELATIONSHIPS
01/12	
08/12	CONSULTATION WITH YP ABOUT LOCAL AREA
15/12	
22/12	WINTER BREAK
29/12	WINTER BREAK
05/01	
12/01	5 WAYS TO WELLBEING
19/01	
26/01	MENTAL AND EMOTIONAL HEALTH
29-31/01	**Camping/hostel?**
02/02	
09/02	HALF TERM
16/02	SELF-CARE
23/02	
02/03	RESILIENCE
09/03	
16/03	RELATIONSHIPS
23/03	EASTER BREAK

30/03	EASTER BREAK
06/04	
13/04	CONSULTATION WITH YP ABOUT LOCAL AREA
20/04	
27/04	5 WAYS TO WELLBEING
04/05	
11/05	MENTAL AND EMOTIONAL HEALTH
18/05	
25/05	SELF-CARE
01/06	HALF TERM
08/06	
11-13/06	**Camping**
15/06	RESILIENCE
22/06	
29/06	RELATIONSHIPS
06/07	
13/07	CONSULTATION WITH YP ABOUT LOCAL AREA
20/07-01/09	SUMMER HOLIDAYS