



Challenge Plus Training Materials

August 2008

Training Material

The Aim :

To enable leaders to understand how to use the Challenge Plus Programme and increase young people's participation in the Seniors.

Learning Outcomes :

At the end of this training session participants will be able to:

- Find their way around the programme pack and plan effective programmes with young people
- Understand and administer the new awards scheme
- Understand the values and principles of Youth Work and how these are applied in the BB

Resources :

Flip chart
pens
Slide 1: Learning outcomes
Slide 2: The Purpose of Youth Work
Slide 3: The Values and Principles of Youth Work
Handout 1: Values and Principles of Youth Work
Handout 2: Key Aspects of Youth Work
Laptop, projector
Powerpoint presentation "Challenge Plus Programme"
Samples of badges
Programme packs (one between two)
Resources for the "Give it a Go" session

Timing

4 ½ hours training time

Group Size :

This course can be delivered to small or large groups, but you will need at least 6 people to run the "hands on" session in the afternoon.

Programme :

10.15am: Opening devotions

Welcome, introductions, overview of the day, learning outcomes

10.30am: Challenge Plus!

An overview of the pack, the badges and the activities

11.15am: Working with 15 to 18 year olds

Using Challenge Plus activities to enhance your work with Seniors. This session looks at some approaches in working with the 15 to 18 year old age group.

12.30pm: LUNCH

1.30pm: Project Planning

A more detailed look at the pack, and how you might run a project.

2.00pm: Give it a go!

Opportunities to try out some of the new activities (in smaller groups). Feedback.

3.30pm: Major Awards

Working towards the major awards

4.00pm: Recap and Commitments

A look back on the main learning points of the day and an opportunity to commit to one thing – big or small – to make a change to your company or section.

4.15pm: Tea and goodbyes.

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Session 1:

Welcome, introductions and learning outcomes (15 minutes)

Welcome the group, and if appropriate do some brief introductions.

Show SLIDE 1: Learning Outcomes

Session 2:

Challenge Plus! (45 minutes)

This session is an overview of the new programme – how it is structured, what it seeks to achieve, the new awards and the new badges.

Show the PowerPoint presentation and have some packs available for people to flick through. Take the opportunity to pass round the badges as well.

Take any questions or comments.

Session 3:

Working with 15 to 18 year olds (1 hour 15 mins)

Trainer's tip!

If some of your group members have attended the training session for using the Discover Programme, remind them of the session when they “went back in time” to when they were 13 years old, and recalled their needs and influences. Remind them that the point was made that young people have many of the same needs as adults (safety, relationships, money, information, love, respect etc) but that a 13 year old *was less likely to have easy access to these things*.

Tell your group that we are going to spend some time looking at best practice in working with Seniors age group.

Start this session by putting the pack deliberately to one side, but reassure the group that there will be ample time during the day to get to grips with how to use it. Introduce this session by saying that we have invested in the new resources for Seniors because we were aware that some aspects of the old programme needed refreshing. However, we are also taking the opportunity to refresh ourselves as leaders and to spend a short amount of time looking at the skills we need to work effectively with this age group.

Say to the group that the BB has recently achieved “approved centre status” with City and Guilds to deliver NVQs/SVQs in Youth Work. Explain that NVQs are about demonstrating your skills and knowledge in a subject, by providing evidence of how you meet certain standards in your work.

Reassure the group that you are not trying to “sell” them NVQs or suggesting that the qualification is for everyone. However the “standards” for Youth Work are recognised as best practice in what a youth leader does, and we are going to spend some time comparing how we in the BB work with young people, and what the national standards describe. Make the point that we will begin to see that we *are* engaged in Youth Work in the BB, and that our way of working with young people has many aspects of recognised best practice.

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However! The launch of Challenge Plus is an opportunity to review our methods of working with this age group, identify where we can improve and renew our confidence and enthusiasm.

Start the process of reflection by asking the group to work in three's and agree a sentence to summarise the **aim or purpose** of working with 15 to 18 year olds.

Trainer's Tip!

You will get a range of responses and some may reflect the BB's mission of the advancement of Christ's kingdom and habits of...etc. This is fine and you should affirm these in advance, but also ask for definitions of youth work that would be applicable in youth organisations outside the BB. If you meet resistance, explain that we are not suggesting that this exercise is intended to sideline the BB object. On the contrary, it is intended to support the achievement of the object by using youth work methods that will enable us to succeed in our mission.

After 5 or 10 minutes, ask for feedback and write the essence of each group's sentence onto a flip chart.

What you are looking for would include references to:

- YP's development – social, personal, emotional, ethical, spiritual etc
- Empowerment of YP
- Relationship-building
- Fun
- Building self-esteem
- The transition from childhood to adulthood
- Promoting inter-dependence
- Promoting active citizenship
- Informal education

All of the above are elements of youth work and should be praised if suggested by your group. *Ask for examples of how they facilitate these elements.*

For information you can show the following on an OHP or PowerPoint slide:

Show Slide 2:

The purpose of Youth Work

'The purpose of youth work is to facilitate and support young people's growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice, influence and place in their communities and society.'

Ask for any comments or reactions to the definition. Then move onto the next statement.

Show Slide 3:

Values and principles of Youth Work

**Youth Work is based on a set of shared values and principles that are at the core of the work we do with young people.
A commitment to these shared values and principles should be a given for those working with young people.**

Ask the group to think about what values and principles underpin their youth work. Again, welcome and affirm the Christian value base of our work, and also ask for accompanying values and principles (help them if the responses are not flowing easily).

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Write their suggestions onto a flip chart, hopefully including the following:

- It is voluntary not compulsory
- It is participative
- It is fun
- It is safe
- It offers equality of opportunity and challenges prejudice or unfairness
- It starts from where young people are, and builds on their experiences and achievements
- It works beyond whatever “labels” a young person has been given
- Etc

Issue Handout 1: Values and Principles of Youth Work

Now say to the group that we are going to have a quick look at some of the Youth Work standards, and see if we can make sense of them in a BB context.

Trainer’s Tip!

The whole purpose of this exercise is to try and emphasise that, as important as the Challenge Plus resources are, it is **how** we work with young people that is of critical value, rather than **what** activities we do. It is very seldom that we get a chance to communicate this message to leaders, so make sure you deliver this session for maximum impact!

Issue Handout 2: Key Aspects of Youth Work

Explain that the handout shows just three units of the Youth Work standards as are used in an NVQ qualification at Levels 2 and 3. In their groups, get them to look at the highlighted sections and write down some examples of things they have done with young people that reflect these three units. (There are 3 “units” shown on this handout and each of these is subdivided into “elements”. Your group doesn’t need to understand these terms, we are just exploring the meaning of the highlighted sentences.)

For example – and get everyone to consider this one – “Establish relationships and maintain dialogue with young people”

Ask the whole group to share their experiences of:

- How do you “build relationships”?
- What does “relationship building” actually mean? Give examples from your own company/section.
- How much does “relationship building” involve a leader sharing their own thoughts and feelings?
- What does “maintain dialogue” mean?
- What do you talk to young people about (apart from when involved in an activity)?
- Do you ask them personal questions? Or wait until they ask you something and then go with the flow?
- What are the “boundaries” of the youth work relationship – think of some examples?

Trainer’s Tip!

Not all of these questions have clear answers, although an experienced Youth Worker will recognise when it is time to support and when to challenge; when to join in the joke and when to get serious; what is appropriate to reveal about your own life and what is not.

Trainers who feel unclear about these issues themselves could discuss these issues with colleagues or HQ staff before running the session. Most groups will work out the answers within the discussion and with guidance from the trainer.

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Ask the group to take 20 minutes to discuss examples of recent work they have done with young people with reference to the highlighted sections on the handout. Ask them to make brief notes that can be shared with the rest of the group.

Take feedback, making any useful learning points clear by writing them onto a flip chart.

Summarise and end this session by driving home your learning point: **The activities we do with young people are important, but even more important is the attitude we bring to the work, the values underpinning the work and the way we relate to young people.**

Thank the group for their work and explain that the afternoon is focused on the practical aspects of the Challenge Plus programme.

LUNCH (1 HOUR)

Session 4

Project Planning (30 minutes)

Recap that a project is a fundamental part of Challenge Plus. Get the group to think about the different parts of planning any project, *e.g. aims, budget etc.* Emphasise that the crucial part of Challenge Plus is that it is peer led, and that we are encouraging young people to take ownership of the projects right from the initial planning phase to the very end. Tell the group that there are templates in the pack to assist the project planning process.

- What is the role of a leader?
 - How can you effectively help young people to run a project?
 - What should and shouldn't you do?
-

Session 5

Give it a go! (1 hour 30 minutes)

Introduce this session by saying that we are going to experience some of the activities that are in the Challenge Plus pack, and while we are having a go, we can think about ways of delivering these sessions in a more participative manner.

(Note to trainers: below are four suggestions for activities from the pack to use in this session, but you can use different ones if they are more appropriate).

You will need to have read through, and prepared any resources you need for the group to try the following activities. It may be necessary to cut down some of the material to suit the amount of time at your disposal:

- Community – Crime: Mitigating Circumstances
- Life Skills – Parenting and Relationships: Teenage Parenting – Myths & Realities
- Recreation & Leisure – Travel & Residential: Where have you been?
- Life Skills – Preparing For Work: The Apprentice (Christian Faith)

It is important to emphasise how these taster activities lead on to and relate to completing the project.

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After an hour of hands-on experience, bring the group back together and show them some sample challenges by distributing the challenge cards.

Session 6

Major Awards (30 minutes)

Through their time in Seniors and taking part in the Challenge Plus programme there will be opportunities to work towards several major awards, including The Queen's Badge (the President's Badge can also be gained if this has not been completed as part of the Discover programme), The Duke of Edinburgh's Award, and the Young Volunteer Award. Some young people may need extra encouragement to work towards these badges, but they **are of benefit to all and are attainable by all**. Begin by asking who has young people working towards these awards. Follow this up by asking:

- Why those who have young people in this age range don't take part? What are the barriers?
- How do you encourage young people to take part in these awards?
- What are the benefits of these awards?
- How would you help a young person plan their programme of activity?
- What would you do if a young person didn't meet the deadlines they set themselves?

Session 7

Recap and Commitments (15 minutes)

Bring the training day to a conclusion by recapping on the main points from the morning's sessions. Remind people that the launch of Challenge Plus is far more than just bringing new activities into the Seniors, it is about taking the opportunity to work with young people as creators of their BB experience.

Finish by going round the group and ask them to share one thing they will do in their company, however small, to change the way they work with young people.

Thank the group, wish them well and goodbye.

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RESOURCES

SLIDE 1

Learning outcomes

At the end of this training session participants will be able to:

- Find their way around the programme pack and plan effective programmes with young people
- Understand and administer the new awards scheme
- Understand the values and principles of Youth Work and how these are applied in the BB

SLIDE 2

The purpose of Youth Work

‘The purpose of youth work is to facilitate and support young people’s growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice, influence and place in their communities and society.’

SLIDE 3

Values and principles of Youth Work

Youth Work is based on a set of shared values and principles that are at the core of the work we do with young people.

A commitment to these shared values and principles should be a given for those working with young people.

Handout 1

VALUES AND PRINCIPLES OF YOUTH WORK

Introduction

The purpose of Youth Work

'The purpose of youth work is to facilitate and support young people's growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice, influence and place in their communities and society.'

Youth Work is based on a set of shared values and principles that are at the core and underpin the work of those working with young people, and a commitment to these shared values and principles should be a given for those working with young people.

Core Values and Principles

Young people chose to participate

For many reasons, that they want to have fun, relax make and meet with friends and undertake activities that they have an interest in. For those working with young people this voluntary relationship is central.

Working with young people starts and builds from where young people are

It takes place because young people are young people and not because they have been labelled or categorised as deviant. It builds on young people's personal and social development and experience. It respects and is actively responsive to the wider networks, communities and cultures that are important to young people and encourages young people to be critical and creative, to explore new ideas and interests and the world around them

Equality and Diversity

It seeks to help young people to achieve stronger relationships and collective identities. It respects and values individual difference by supporting and strengthening young people's belief in themselves and their capacity to grow and change in order for them to fulfill their potential.

Safeguarding

It seeks to provide a safe space for young people to explore ideas and issues that are important to them at the same time safeguarding their welfare. It is concerned with how young people feel and not just about what they can do and what they know. It empowers young people by building their confidence, to have a voice, to be heard and to influence their environment.

Below are simple statements that reflect the values of Youth Work.

Those working with young people should have a commitment to:

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- Creating a environment that is fun, mutually respectful and celebrates achievement
- Promoting and supporting Youth Work in bringing about personal and social change for young people
- Appreciating the difference between diversity and equality, and recognising and valuing diversity of culture, class, gender, belief, faith, spirituality, ethnicity, ability/disability, sexuality, age, and the dignity and worth of all
- Respecting all individual and groups of young people and raising their aspirations
- Promoting the right of all young people to access relevant informal learning opportunities that enable and empower them.
- Recognising that young people learn in different ways
- Promoting the role of informal learning as a lifelong process
- Enabling young people to be active citizens – locally and globally

Handout 3

Key Aspects of Youth Work

A Build relationships with young people which enable them to explore and make sense of their experiences, and plan and take action

- A1 Establish relationships and maintain dialogue with young people
- A2 Enable young people to access and use information, and make decisions
- A3 Enable young people to be active citizens
- A4 Support young people in tackling problems and taking action
- A5 Advocate on behalf of young people

B Facilitate young people's learning, and their personal and social development

- B1 Enable young people to explore and develop their values and self respect
- B2 Enable young people to develop awareness of their self identity and being
- B3 Enable young people to work effectively in groups
- B4 Enable young people to use their learning to enhance their future development

C Enable young people to organise and take increasing responsibility for activities, events and projects

- C1 Work with young people to design and develop sessions
- C2 Work with young people to manage resources for events, activities or projects
- C3 Review progress and evaluate opportunities with young people