



# Discover Programme Training Materials

August 2007

### Training Material

#### The Aim :

To enable leaders to understand how to use the Discover Programme and increase young people's participation in the company section

#### 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
- Use more techniques to improve the level of participation and decision-making by young people in their companies

#### Resources :

Flip chart  
pens  
OHP 1: Learning outcomes  
OHP 2: Every Child Matters outcomes  
Handout 1: Good practice points  
Handout 2: The Bowling Trip  
Laptop, projector  
Powerpoint presentation "Discover Programme"  
Samples of badges  
Programme packs (one between two)  
Digital cameras  
Any other resources for the "Give it a Go" session

#### Timing

4 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: Discover!

An overview of the pack, the badges and the activities.

##### 11.15am: Working with 11 to 15 year olds

Using Discover activities to enhance your work in Company section. This session looks at some approaches in working with the 11 to 15 year old age group.

**11.45am: Discover Participation:** Using the Discover programme to increase the participation of young people in your company or section.

##### 12.30pm: LUNCH

##### 1.30pm: The Discover Programme

A more detailed look at the pack, how it is structured, the new awards, the rating system, tips on using it, programme planning etc.

##### 2.00pm: Give it a go!

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

##### 3.30pm: Recognition and Achievements

The awards and badges

##### 3.45pm: 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.

**4.00pm:** Tea and goodbyes.

**Session 1:**

**Welcome, introductions and learning outcomes (15 minutes)**

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

**Show OHP 1: Learning Outcomes**

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**Session 2:**

**Discover! (45 minutes)**

This session is a short 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. Pass round the badges and explain how they can download extra resources that come with the pack, and what will be coming online in the future.

Take any questions or comments.

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**Session 3:**

**Working with 11 to 15 year olds (1 hour)**

**Trainer's tip!**

This session is a reminder to leaders about working with this age group. It will cover similar material to that in YLT, although not all of the group will have done YLT. Because some people in your group may be impatient to get on and look at the pack in more detail, you will have to “sell” this session in a positive way.

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 company section 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.

Get the group to tune into the subject by inviting them to go back to when they were 12/13/14 years old (whichever age is easiest to recall). Ask them to remember themselves at around that age, and to remember school and home, friends, fashions, holidays (if they had them). Ask them to try and think about what they liked to do, what music they listened to, where they played and who their friends were. Take some time to allow the group to recall details, and ask the occasional prompt question.

Say to the group that we are now going to do some work on what it is like to be that age group today. It will help us if we do the next few exercises while we are still in touch with our own memories and impressions of being this age.

Now draw a “stick person” in the middle of the flip chart and say that this is a 13 year old today. Ask the group to call out the major **influences** on a 13 year old today, and as these are called out, write them around the stick person. It is likely that the list will include:

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- Parents
- Other family members
- Other adults, not family members – minister/youth worker/teacher/social worker/
- Peers
- Celebrities
- Films/tv/media
- Advertising
- Youth culture/language/customs
- Games
- Campaigns
- Culture/religion
- Aspects of their own identity – race, class, sex, sexual orientation, disability, health problems

Allow time for comments and discussion, for example which is the greatest influence at this age? Are some influences negative ones? Which ones? Tear off the sheet and blu-tak it onto the wall.

Now flip to a clean sheet and draw another stick person. Ask the group to call out the **needs** of young people at this age. As they are called out, write them around the stick person. The list may include:

- Safety
- Love
- Money
- Healthy food
- Health care
- A good home
- To feel valued (make sure this one goes up, even if it is you who says it!)
- A voice, have your opinion heard (and make sure this one goes up – you will refer to them later)
- Friendship
- Fun, recreation, relaxation
- To discover and use their talents and gifts
- Respect
- A place to go to meet with friends
- Space/privacy
- A loving and supportive family
- Faith/spirituality
- Feedback and guidance
- Challenge and new experiences

The list could go on. Take a short while to recap on the most important needs and circle them. Now ask the group which of the needs are **only** relevant to a 13 year old. Point out that most, if not all of these needs are needs that adults would have too. However the learning point from this is that if you are 13, **you are far less likely to have access to these things.**

Now get the group to identify which of these needs can be provided for at BB. Draw a different coloured circle around these. Finally, get the group to work with the needs of a 13 year old that BB can meet, and write down **how** we can do this. For example, which needs are mainly met by particular activities, and which are met through the relationship with the BB leader?

**Show OHP 2: “Every Child Matters” outcomes:** (NB this is only relevant in England, so miss this bit out in Scotland, Wales and Northern Ireland)

Explain that in England the Government is implementing its policies for children, schools and families under the heading “Every Child Matters”. Ask if anyone has heard of it. Refer to the OHP and point out that the 5 outcomes of the ECM agenda are very similar to the needs for young people that we have just identified.

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- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Cross reference these to the needs they identified, and reiterate that the voluntary youth service, and the BB have a big part to play in enabling young people to achieve these outcomes.

Ask the group to get into groups of three, and say that you would like them to think about the young people they work with in Company section, and share with each other:

- The most difficult aspect of the work, and
- The most rewarding aspect

Give 5 to 10 minutes for this and then take some general feedback. Flag up some of the more significant challenges and rewards on the flipchart.

Finally, with reference to all three flipchart sheets (influences, needs and challenges/rewards) make a list of what people feel are the “good practice” points for working with this age group. The list should include:

- Building good relationships
- Listening
- Giving young people space
- Not being too controlling
- Being flexible with what is planned – going with the flow when appropriate
- Involving young people in every aspect of the section/company
- Being non-judgmental
- Reflecting on what went well and what didn't go well after a session/activity
- Being constantly open to changing the way we respond to young people.

Issue the above list as **Handout 1**.

Thank the group and move on to Session 4.

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## Session 4:

### Discover Participation (45 minutes)

Introduce this session by saying that one of the needs identified in the last session was to enable young people to have a say, or to have their voices heard and to feel valued. Say that we are now going to spend some time exploring how we can improve on what we do already, and specifically, how the new programme can help them to do this.

Ask the group members which of them has attended YLT, and what they can remember from the module on “Working Effectively with Young People” – this is the participation and empowerment module. Help those who have been on YLT to remember the main points from that session, i.e.

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- Participation is one of the four core values of youth work (you could offer a prize for anyone who can name the other three: Educative, Participative, Empowering and promoting Equality)
- There are various levels of participation. Remind them of the participation ladder. Give some examples, i.e. from tokenism to consultation and shared decisions, through to empowerment.
- There are two main barriers to participation: attitudes of young people and attitudes of leaders

Now use your influencing skills and enthusiasm as a trainer to “sell” participation! It is the trainer’s task to communicate why a commitment to participation will enable their work with company section to excel. Talk about how to involve young people all the time:

- asking for feedback
- asking for views
- inviting them to planning sessions
- allowing time for them to hang out with friends in a safe place and allowing things to emerge naturally rather than planning every minute of the BB night
- setting boundaries or rules
- giving notices to the young people and not just the parents.
- getting them to plan an evenings activity.

Reassure the group that structured youth work, based around a programme of activities and participation can co-exist – but sometimes you have to let go of plans and go with the flow. There will always be opportunities to ask young people “did that work?” “what about our plans for awards work etc? Do you want to re-jig the programme?” “shall we include unstructured time every week?”

Refer to the recent report published by the Children’s Society on Friendship (trainers can access this if they wish at [www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)) This report stresses the importance of young people having free time in supervised settings for friendships to develop. There is also a related article in the October Gazette.

Introduce the concept of **Creators not Consumers**.

Write this onto the flip chart and ask the group what this phrase means to them. If the understanding is not there, the trainer will have to help the group. There is a world of difference between young people turning up to *consume* a programme of activities that have been designed, decided upon and supervised by adults, and a group of young people who have *created with adults* their own experiences.

The first approach is not wrong, and can be successful enough in its own terms. The second approach is likely to be far more dynamic, energetic and with far greater learning opportunities for the young people. You can add that actually, it is far more exciting for adults too, once they have got the hang of it!

**Issue Handout 2, The Bowling Trip** and talk the group through the point being made.

Now ask the group to get into three’s and say we are going to think about how we can back some typical BB activities more participative. **(Note to trainers: you can use your own examples if they are more relevant to your group.)**

Write onto the flipchart:

- Crime prevention
- Table tennis competition
- Cooking

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Give the small groups 5 to 10 minutes to make some notes on how to make these activities more participative.

Invite each group to feedback on the main points and put the best suggestions onto the flipchart.

Recap on the main points and emphasise that we need to get young people in company sections more used to being involved in planning and decision-making, so that when they move up to Seniors, they will be ready for the new Seniors programme which is being designed to be progressively more participative.

Thank the group and break for lunch.

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## Session 5

### The Discover Programme (30 minutes)

This session builds on the morning session which looked at the pack, but can be more of a question and answer session.

Using one pack between two, go through the introduction, picking out the most important points. Then explain the “wheel” and then move on through the activities section.

Make sure you explain the star rating system and the reason behind the box on each activity page which asks leaders to reflect on what went well etc.

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## Session 6

### 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 Discover 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 to your group.)**

You will need to have read through, and prepared any resources you need for the group to try the following activities:

- **Recreation: Smoking. L4/activity 2**
- **Community: Road safety and gender. A1/activity 4**
- **Skills: Images for worship. E1/activity 1**
- **Christian faith: The good Samaritan. B/activity 4**

After an hour of hands-on experience, bring the group back together for feedback and general comments on programme planning.

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**Session 7**

**Recognition and achievements (15 minutes)**

Use this time to go through the awards and badges in more depth and answer questions. (Refer to the pack for information)

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**Session 8**

**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 Discover is more than just bringing new activities into the company section, it is about taking the opportunity to work with young people as creators of their BB experience.

Explain that next year will see the launch of Challenge Plus – the new programme for Seniors, and that this will build on the participation of young people even more strongly. Their challenge is to get their company sections tuned into the idea, so they are ready to take on more responsibility and involvement in Seniors.

Finish by going round the group and ask them to share one thing they will do in their company, however small, to change their young people into more involved creators.

Thank the group, wish them well and goodbye.



# Discover Training Materials

## RESOURCES

OHP 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
- Use more techniques to improve the level of participation and decision-making by young people in their companies

OHP 2

Every Child Matters outcomes (England)

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

## Handout 1

### Good practice points on working with 11 to 15 year olds

- Building good relationships
- Listening
- Giving young people space
- Not being too controlling
- Being flexible with what is planned – going with the flow when appropriate
- Involving young people in every aspect of the section/company
- Being non-judgmental
- Reflecting on what went well and what didn't go well after a session/activity
- Being constantly open to changing the way we respond to young people.

## Handout 2: The Bowling Trip

*Just after BB had finished Andy came into the office and asked if we could organise a trip bowling. He thought we could easily fill a minibus if we charged £1.50 per person. How did he arrive at £1.50 we asked? That's how much my Mum puts in the car when she fills up the car. How many people had he spoken to? About half a dozen. In the end it was agreed that he should take a list around next week to gauge the response. He got 16 names and a delegation tramped in, would we now organise the coach and book the rink? You do it, the leaders suggest, and after some discussion they go away and decide on a date and sort out 'who is doing what'. Mike and Andy return, check the minibus booking diary, and write in their date. There's only 13 spaces in the minibus three less seats than people who said they wanted to go, the leaders say, and anyway where are we going to sit? People are bound to drop out comes the answer. Mike writes a scribbled note and then type it out to give to the parents.*

*Meanwhile Neil is out canvassing the choice of 10 pin bowling alley. "Strikers" is the most popular so the leaders do their bit again. What are you going to charge? They'd clean forgotten to ask the cost of the alley. Another phone call and Mike (who was skilful with figures) produced the answer — £4.00 if we were going to allow a little leeway for those who didn't turn up on the day and to pay for petrol. Mike took responsibility for the deposits, giving them to the leaders to bank.*

BB leaders are always booking coaches and organising trips, young people aren't. It takes a lot of confidence, a fair bit of knowledge and quite complex skills to do what these young people did, yet they were just ordinary young people Take Mike for instance. When the workers first knew him he had considerable difficulties in relating to anyone in authority and often to his peers. His frequent violent out-bursts and apparent concern only for his own feelings had gained him a reputation and posed the workers problems. It had taken two years to establish a comfortable relationship between Neil and the workers and what was significant about his suggestion of a bowling trip was not so much that he had made it, but that he had taken responsibility to do something about it. The workers had therefore been very keen to respond to his suggestion.

This example illustrates two important points for youth leaders:

1. Youth work is a process and a product.
2. Knowledge, feelings and skills are elements of a problem.

