# INTRODUCTION

These guidelines provide tutors with practical advice and guidance if they are involved in delivering Health Issues in the Community (HIIC) courses with young people. They contain general guidance for making training courses inclusive to young people, specific hints and tips for delivering HIIC courses to young people, uses of HIIC in different settings and signposting to other useful organisations and resources.

It is hoped that they will prove beneficial to tutors both in relation to Health Issues in the Community and to other training with young people that you may be involved in.

These guidelines supplement those provided in the "standard" HIIC Pack which should be referred to for standard course information

The guidelines contain the following sections:

**Section 1: Why use HIIC with Young People**

**Section 2: General advice and guidance for delivering training with young people**

**Section 3: HIIC in settings – School and Community**

**Section 4: Accreditation/Recognition of achievement**

**Section 5: Additional Support – including practical tools, research and websites**

**Section 6: Walkthrough**

## Section 1:  Using HIIC with young people

Using HIIC with young people can help achieve the following outcomes:
- Build self-esteem and confidence
- Develop the ability to manage personal and social relationships
- Create learning and new skills
- Encourage positive group atmosphere
- Build capacity of young people
- Develop a "world" view which widens horizons and invites social commitment.

When using (HIIC) with young people it is vital to take account of age differences, special needs, gender and race.  Most of all it needs to be fun and attractive to young people.  In addition, training is required to be responsive to those young people who are isolated, and excluded.

It has to start where young people are, not with unreasonable expectations of conformity to structures and unreal demands for results.  Local communities can also present particular requirements for responsive HIIC work, where rural and urban demands differ, or where special issues affect young people such as homelessness, gang culture or racism; this should be incorporated into HIIC sessions.

Approaches to using HIIC with young people have to be varied and interesting.  Young people will dismiss training which they feel is out of touch, uninteresting or lacking relevance to their lives.

Using HIIC with young people attempts to begin the educational journey from where young people are.  The journey is created through a range of participative experiences and activities which act as a vehicle for engaging young people's interest, which are good fun, but which also offer group and individual development and learning.

There are many reasons why using HIIC with young people is important.  These include:
- It facilitates the personal development of young people so that they develop confidence, new interests and skills to take on new responsibilities

- It develops personal, social and political education so that young people can acquire skills in community development processes, debate, communication, negotiation, group decision making and political processes.
- It encourages participation in wider society.  If young people have experience of HIIC within safe environments they will be more able to participate in decision making processes in wider society.
- There is a need to improve representation of young people's views.  They often do not have a voice on decision making bodies.
- Young people are given few opportunities to make a positive contribution
- If young people have opportunities to participate, then decisions are more likely to be the right ones and to result in initiatives and services which are responsive to their needs.
- Giving young people power and responsibilities increases their confidence and skills.  It can improve their image with other age groups and help prepare them for their future roles as adults
- Young people can help and support each other and share their concerns and experiences
- Young people bring a willingness to question assumptions and defend what they value
- It helps young people to clarify and understand their own wants and needs and be able to communicate them to people who make decisions which affect young people
- It can help facilitate the participation of marginalised young people who are rarely involved in decision making
- It enables young people to be creators rather than passive consumers of services.

To date HIIC has been used in a variety of ways with young people.

Some examples of this work include:

- A full Part 1 Course with S4 Pupils: 5 of whom went on to achieve accreditation for their assignments.
- Delivery of exercises from Unit 12 with young girls aged 12-14 in a youth club setting.
- Sessions with youth workers and young people in partnership with bridges project.
- Examples from first unit about individual health issues in a project for a group of young girls that was about "looking and feeling good".  Exercises were used as a starting point to discuss health issues and the girls then went on to design their own programme
- 3 sessions for 5th and 6th year pupils
- A Part One course with young people not in employment or training

Set in a wider context, using HIIC with young people links with a range of developments in many settings:
- Employability and More Choice More Chances Agenda
- Youth Work Agenda – linking with National Standards and Community Learning Development Strategy
- The developmental work being done with young people in Schools
    - Health Promoting School Agenda
    - Citizenship Agenda
    - Curriculum for Excellence

# Section 2: Delivering training with young people

This section provides general guidance for delivering health issues in the community training with young people.  It includes:

- Hints and tips on delivering training with young people

- A planning checklist

- What helps when training young people and how to overcome barriers

- A young person's opinion on what skills adults need when working with young people

- Hints and tips on training young people and adults together

# Delivering HIIC Training with Young People

## Some Hints and Tips:

### Allow enough time

Young People may have little experience in making decisions and lack confidence in expressing views.  It is therefore important to allow time for young people to develop their understanding of choices and decision making and to become relaxed and comfortable with the facilitator.

### Methods

Methods used must allow young people to express their views freely without being put on the spot.  Young people are not always confident about giving their opinions so methods should be designed to encourage their participation without making anyone feel forced to contribute.

### Be aware of sensitivities

Young people may find certain issues difficult to talk about. It is vital that they should not feel under pressure to do so.  Young people should be made aware that they do not have to contribute and can opt out at any point.

### Non-judgemental attitude

Young people must not feel labelled or stigmatised. It's important to build relationships with young people who may find trust difficult.  It is also vital to show respect for the individual regardless of background.

### Pace

Younger learners may wish to progress at a faster pace with more variety in the methods used in order to keep interest.  They may also respond well in a competitive situation.  Learning methods which impart information may well be an appropriate starting point as younger learners may have little experience and knowledge to draw on

**Provide confidentially**

This is very important, particularly where young people have issues in their lives and perhaps do not want others to know their personal histories.

**Personalise your approach**

Although you will be dealing with a group of young people you should try to find out about participants as individuals, for example their names, background, interests, views on the topics, objectives, concerns, and feelings. You should try to remember and use their names. When they make contributions thank them by name and where appropriate refer back to points/issues/ examples raised previously by individuals, to give recognition. This can help to increase a young person's self-esteem and status in the group and encourage others to participate.

**Encourage participation**

It is sometime easy to overlook the fact that participants may feel anxious or reluctant to make contributions, experiment or ask questions. They may be afraid of making mistakes or losing face in front of peers. We should therefore actively try to set up a non-threatening learning environment in which risks, both physical and psychological are minimised and it is safe to experiment. We should recognise and reinforce any progress made and treat mistakes positively as opportunities for learning.

**Provide high levels of support during training**

Vulnerable young people will not try something new if they believe it to be a risk to themselves. Building relationships with them before they become involved in training can help. Make sure you or a co-tutor can provide support during more difficult exercises. Make sure adequate guidance is given to enable young people to carry out tasks effectively.

**Be prepared to alter your work to accommodate individual abilities**

Expecting too much can be damaging for the young people and the training. It can also set the young person up for failure. Be realistic about what the young people can achieve. Managing some young people's issues can be demanding for staff.

**Offer flexibility with their commitment and involvement**

Lives change quickly and meeting basic needs (housing, income) are of higher importance than training.  Let them decide their level of involvement.

**Be aware of the level of investment required to make things work successfully**

Working with young people can be costly in terms of staff time.  A specific staff member for support is beneficial.

**Involve participants**

Plan your sessions to allow opportunities for contact not only between trainer and participants but between participants.

**Be enthusiastic**

Enthusiasm is contagious.  If you show interest and put effort into fulfilling your role then participants are more likely to be interested and motivated.

**Use appropriate language**

The golden rule here is to follow the KISS principle – Keep it Simple Stupid, Don't be simplistic and patronising because it's young people you are dealing with, but avoid jargon unless it is really necessary.  If so, keep it to a minimum, explain it when first used and consider providing definitions or a glossary.

**Empathise with the group**

It is important to recognise any difficulties or problems that individuals may have, without becoming personally involved.  Show appreciation of the problems without undermining what you are trying to achieve.  Focus attention on trying to overcome the problems. Identify any areas of your experience or background that you have in common or which overlaps with that of the participants, and do this whenever common aspects arise.

**Align yourself with the group**

Avoid setting yourself up as an expert.  The terminology you use can be influential, for example the use of we rather than you.  Where participants experience problems
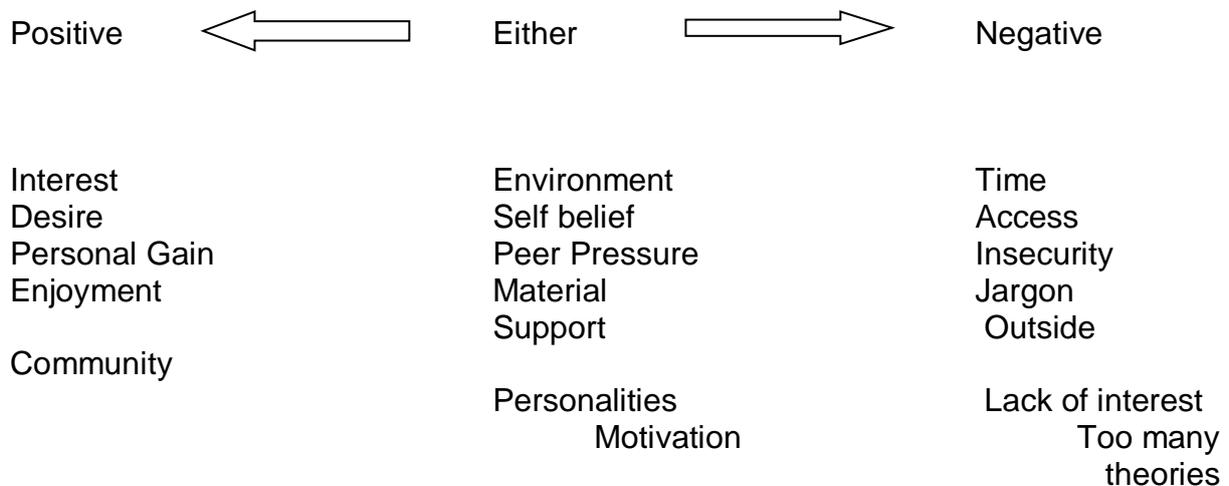
'we' may be less threatening to them but where they are successful, giving credit to the group may be appropriate.

## **Planning Checklist**

○ Be enthusiastic

○ Give thought to the sequence of sessions, make sure there is a variety – follow an inactive game with something active

○ Take into account the needs of the group members and their ability to interact with each other

○ Be aware of the participants' ability to concentrate.  Adapt sessions so that they are challenging but do not run too long – sessions can be lengthened or shortened

○ Choose sessions suitable to the size of the group and the space available for the activity

○ Adapt the session to make them interesting to suit ages, interests, abilities and so on

○ Make sure you are familiar with the session and can explain it easily

○ Introduce the session in a manner which sets the tone and explains why it is being done

○ Be prepared to act as a role model and take part in activity

○ Do not be a know-it-all

○ Repeat and clarify instructions for those who did not hear or understand

○ Give plenty of praise and encouragement

○ Assist individuals who are having difficulty to participate

○ Sense the changing mood of the group and vary the programme accordingly, perhaps by changing the tempo, including an extra icebreaker/energiser or staying with something they find interesting and leaving something else out

○ Respect the participants right not to share feelings, emotions and private information about themselves

○ Have a sense of humour

○ At the end of a session, summarise what has been achieved and discuss as necessary. If the session is purely for enjoyment this can be done by showing interest in whether or not people enjoyed it

○ Keep a record of each session and how each activity went. This can be used to plan future sessions

# Training Young People:  What Helps?

| Positive | Either | Negative |
|---|---|---|
| Interest | Environment | Time |
| Desire | Self belief | Access |
| Personal Gain | Peer Pressure | Insecurity |
| Enjoyment | Material | Jargon |
| | Support | Outside |
| Community | | |
| | Personalities | Lack of interest |
| | Motivation | Too many theories |

## How to overcome barriers?

- Make training fun

- Use relevant materials

- Show interest in young people's issues

- Provide young people with the ability to see an end goal

- Try to motivate young people

- Agree ground rules

- Provide opportunities for people to make sense of training

- Streamline training – get participants to pick aspects they like and focus on them

- Get young people to use traffic light system in relation to the training course
  - What you are going to stop
  - What you are going to continue
  - What you will start

## Young Peoples' opinions on what skills adults need to work with young people

| Adults should | Adults should not |
|---|---|
| Listen | Pretend to be someone they are not |
| Have credibility | Be aggressive |
| Have time | Nag |
| Be patient | Patronise |
| Share power | Use long words |
| Be clear what they are asking of young people | Be a know-it-all |
| Encourage young people | Go over the top |
| Be open to new ideas | Criticise other workers to young people |
| Take young people seriously | Be judgemental |
| Be committed to equal opportunities | Be a snob |
| Be unshockable | Dictate |
| Recognise that all young people are different | Ask loads of questions |
| Have a sense of humour | Pressurise |
| Be truthful and honest | Tell young people what to do all the time |
| Keep confidences | Get embarrassed |
| Be approachable and enthusiastic | Order young people around |
| Understand young peoples' lives/points of view | Be hypocritical |
| Allow young people to speak freely | Be competitive |
| Invite opinions | Put young people down |
| Give feedback | Be bothered by swearing |
| Be willing to talk with young people | Treat young people like kids |
| Treat young people as equals | Treat young people as if they're ignorant |
| Give young people real responsibility | |
| Encourage young people to work with others | |
| Give sensible advice | |
| Be polite | |
| Respect young people | |

## Training Young People and Adults Together

Some course may involve training young people and adults together. It is important to clarify roles, attitudes and approaches in order to achieve a smooth running course.

Some tips to help adults and young people work effectively together

- Involve young people in as many aspects of training as possible, including design, delivery and evaluation.

- Be aware of the possibility of adults dominating discussion. Guard against this by establishing ground rules early on, providing regular opportunity for young people to say how they think the course is going and by carefully choosing who works in small groups.

- Explore the possibilities of young people working in groups on their own for certain exercises. This may empower them and give them more of a collective voice.

- Avoid putting young people on the spot, for example, where adults do all the talking and then suddenly turn to the young person and say "well what do you think".

- You may need to build the confidence of young people as a course progresses. Start with small exercises which do not ask individuals to speak out to a whole group.

- Make the training fun - consider use of ice-breakers and energisers but do not plunge into ones which are silly, embarrassing or overly personal which can put people off.

- Respect the confidence of young people and do not press them to reveal sensitive information about themselves.

# Section 3:  HIIC in Settings

This section provides guidance on promoting and developing HIIC in the two main settings for young people, the school and community.

The school setting provides background information to the policy context within schools and explains the fit with HIIC.  It also provides guidance on how to promote HIIC in a school setting.

The community setting looks at HIIC within the Youth work context and also the employability agenda.

# Health Issues in the Community within the School Setting

<u>CURRICULUM FOR EXCELLENCE</u>

Scotland has pursued its biggest education reform for a generation. At its heart, Curriculum for Excellence. This work was undertaken to review the curriculum and provide:

- more freedom for teachers

- greater choice and opportunity for pupils

- a single coherent curriculum for all children and young people aged 3-18.

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways. It also poses challenges for learning and teaching.

The implementation of Curriculum for Excellence will go beyond the provision of guidance on curriculum content. It will have implications for:

- the teaching profession and other staff

- the organisation of the curriculum in our schools and centres

- the qualifications system

- the recognition of wider achievement

- the improvement framework.

The 4 main outcomes of Curriculum for Excellence are to enable all young people to become successful learners, confident individuals, responsible citizens and effective contributors.  HIIC contributes to achieving these outcomes by helping to develop;

- Responsible citizens with respect for each other and a commitment to participate responsibility in political, economic, social and cultural life and able to develop knowledge and understanding of the world and Scotland's' place in it, understanding and respecting different beliefs and cultures, making informed choices and decisions, and developing an informed ethical view of complex issues.

- Effective contributors, who are able to communicate in different ways in different settings, work in partnership and in teams, apply critical thinking in new contexts, and solve problems.

- Confident individuals who are able to relate to others and manage themselves, develop and communicate their own beliefs and view of the work, and achieve success in different areas of activity.

- Successful learners with openness to new thinking and ideas and able to use literacy and communication skills, think creatively and independently, learn independently and link and apply different kinds of learning in new situations.

For detailed information on how HIIC supports Curriculum for Excellence see the schools overview paper provided on the CHEX website - follow this link


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PSE PROGRAMME

In personal and social education (PSE), the learning and teaching focus should be on the qualities, skills, knowledge and understandings needed for pupils to:

- function effectively as individuals and learners

- form considerate and supportive relationships

- interact effectively with the natural and social environment

- make the transition to adult and working life

- operate effectively within the community.

The quality of a school's PSE programme is a major factor in the promotion of fairness, citizenship and health. It follows that HIIC would be best placed to be an integral part of a school's PSE programme.


Opportunities will arise within this programme for pupils to:

- develop self-awareness and self-esteem

- recognise their individuality

- explore their own and others, attitudes and values

- develop personal and interpersonal skills

- increase their knowledge and understanding of a variety of lifestyles and health issues.

For some schools, the establishment of Health Issues in the Community programmes

- will complement and support a lot of the programmes already run in the school

- will develop quickly where it can be seen as an integral part of daily activity, engaging staff, pupils and parents in a shared commitment

- should exemplify the mutual respect evident among staff, students and parents

- should seek to extend the learning community into aspects of emotional and social well-being, where positive relationships will help support learning.

## **Why use HIIC in a school setting?**

### **Benefits for Pupils**
- They are given opportunities to become involved and take more responsibility for personal and community health
- They have a positive school experience
- Development of skills, confidence and self-worth
- They are listened to and valued
- They are supported to express views and ideas
- They are part of positive change in the school
- Through increased participation they will be more confident, more motivated and improve their skills to make important life and health choices
- They are more likely to achieve good academic results within a setting that supports their health and well-being
- They can gain access to a range of support services and have their personal and social development valued
- They can gain access to accurate and up to date health information

- Have the chance to influence and contribute to what goes on in schools

## **Benefits for the school community**

- The school feels a happier, safer and better place.
- There is improved pupil/staff communication and relationships.
- There is greater understanding of the issues affecting the well-being of children and young people.
- There are new, creative and effective ways of working with children and young people.
- There are opportunities for pupils to lead projects and development
- Participation and involvement are key principles of effective health promoting schools, endorsing the importance and value placed on engagement, citizenship and democratic practice.
- HIIC equips pupils, staff, parents and members of the wider community with the knowledge, understanding and skills to make choices in relation to their health and encourage individuals to take action to improve their well-being.
- There are increased opportunities for involvement from the whole school community, strengthening links within the school "family": parents, staff, pupils and community partners.
- Stronger external partnerships are developed, including sharing good practice with other schools leading to a more planned and coherent relationship with and support from external agencies.
- There is a structure within which to incorporate national, local and school health initiatives.
- They are better able to shape their own programme through local target setting, action planning and adapting to their own school's changing needs.
- There are increased opportunities to positively promote the school.
- There are closer ties and greater understanding between schools, health services and other agencies.
- Other agencies work alongside schools in reducing social exclusion, disadvantage and disaffection.
- It encourages the school and the local community to collaborate in health initiatives, which benefit students, their families and community members.

**Potential Outputs from HIIC delivery in a school setting**

- Development of Pupil councils/forums
- Opportunities to participate in local, national and international citizenship programmes
- Involvement of pupils in school working groups/committees
- Development of School websites and newsletters
- School involvement in community projects
- Pupils setting the agenda
- Development of peer support and education programmes

**Potential Outcomes from HIIC delivery in a school setting**

- Young people can express views and are listened to
- Young people can exploring new ideas and develop skills
- Young people feel confident to try new things and take action
- Young people are given opportunities to take part in decision making processes
- Young people develop new ways to communicate

**Promoting HIIC in A School Setting**

It is essential to raise awareness at an early stage so that the whole school community (staff, parents and pupils) are on board and share a common understanding of what Health Issues in the Community is about and what are the learning outcomes and benefits to the school in using the pack. There are many effective and innovative ways of raising awareness; below are some methods which could be used.

**Taster Sessions/Short Courses** are probably the most effective way to get schools on board. This allows staff (and pupils) to see first hand what the course is all about and try out some of the exercises.

**Presentations and workshops** can be an effective way of engaging with a number of staff at staff meetings or in-service training days. They can also be used to stimulate debate on how to take the concept forward within the school.

**Assemblies** are an excellent way of raising awareness amongst pupils and staff. It is possible to incorporate a degree of participation into these assemblies; some of the more participative exercises could be conducted with a small group of volunteers.  Good exercises would be 'Barriers and Choices', 'The Power Chair Game' or 'The Biscuit Game', which could be done in 10-15 minutes.   Assemblies are also good ways of launching pieces of work.

**Displays:** A HIIC display could be created to raise awareness and stimulate debate. These could be examples of pupil's work or previous groups' work. They can also coincide with events in the school, e.g. parents' nights, open evenings, performances, so they are seen by as large an audience as possible.

**PTAs and School boards** are a convenient way of accessing parents/carers and gaining feedback and views on your plans for using Health Issues in the Community. They are a very useful way of 'testing out' ideas before sharing them with the majority of the parents.

**Newsletters** can be extremely informative for the members of the school community who do not have the opportunity to attend meetings and assemblies within the school.  These include parents/carers, external agencies and visiting specialists.  A short HIIC newsletter could be developed or incorporate information about Health Issues in the Community work into an existing newsletter.

**Parents Evenings** are a good opportunity for raising awareness about Health Issues in the Community.  As well as being able to tell parents about HIIC work face-to-face, it is also possible to create displays to inform parents, or do a brief consultation with some parents during the evening.

## HIIC in a Community Setting


## Employability Agenda

At any one time, some 35,000 – around one in seven – of young people in Scotland aged between 16-19 are not in education, employment or training. Young people who are not in education, employment or training are far more likely to experience problems of unemployment and social exclusion in later life. As part of the Scottish Government's Employability Framework, it has produced a specific strategy for this group.

'More Choices, More Chances' (MC2) proposes a two-fold approach:

- supporting young people to prevent them from falling into the MC2 category in the first place;

- helping those who are not in education, employment or training to get back into learning and employment

The strategy was published alongside *Workforce Plus* the Scottish Government's Employability Framework for Scotland. The 'More Choices More Chances' Strategy and Employability Framework are complementary; coherent in their aim and underlying principles (entering the labour market as a realistic option for those who are currently furthest away from it through appropriately designed support and opportunities), but with important differences in terms of scope and audience (the MC2 strategy's emphasis on prevention, with related action for the pre-16 system).

The strategy makes clear that the challenge is in delivering the benefits of these policies to all young people, even those who are most disengaged. As such, the overarching aims of the strategy's approach are to:

- Stem the flows into MC2 - prevention rather than cure;

- Have a system-wide (pre and post 16) focus on, ambitions for, ownership of - and accountability for – the MC2 group;

- Prioritise education and training out outcomes for the MC2 group as a step towards lifelong employability, given their low attainment profile

- Position a reduction of the numbers in the MC2 category as one of the key indicators for measuring the pre and post 16 system' success

Being within the MC2 group is both a symptom of disadvantage and disengagement in earlier years and can indicate a lifelong disengagement from actively participating in and benefiting from a prosperous society.

The so-called MC2 group, and the challenges facing individuals within that group, might therefore be broken down as follows;

**The hardest to help young people** - with complex needs which are often clearly defined and which require intensive levels of support. The existing legislative and policy framework provides a strong foundation for supporting these needs.

**An 'intermediate' group of young people** - less likely to be on the radar in terms of other more specialist or targeted interventions. This group may be 'quietly disaffected' and commonly have issues around motivation, confidence and soft skills. Less intensive, appropriately tailored support and interventions could make a massive difference to their outcomes on leaving school.

**The 'transition/gap year' group** - includes young people taking time out before progressing to a further or higher education opportunity; or in voluntary or part-time work. This group - although captured in the headline MC2 figure - has a benign experience of MC2.

Evidence suggests that the two main factors relating to MC2 are disadvantage and educational disaffection manifested by truancy, exclusion, low attainment. There are also a series of individual circumstances and barriers which are strong indicators of MC2 or at risk of MC2 status, many of which are linked, should be targeted: care leavers; carers; young offenders; young parents; low attainers; persistent truants; young people with physical/mental disabilities; young people misusing drugs or alcohol. The groups can also be broken down into young people with few or no additional support needs; those with intermediate needs and those with very complex needs.

Given that low attainment is a characteristic of this group, it recognises that participating in education and training – rather than employment in jobs without training – is the most effective way of enabling these young people to access and sustain employment opportunities throughout their adult lives therefore it is essential that course such as HIIC be made available to this group of young people.

Using HIIC could be used as part of a wider pre-employment training course or a stand-alone course to help development knowledge, skills and confidence which would help young people sustain employment.  The accreditation of HIIC will also help young people trying to enter the labour market, as it illustrated to employers the commitment and motivation of the young person to undertake a task and complete it.

Due the participative style of learning with HIIC, and the fact that young people are actively encourage to participate and share their knowledge, HIIC can also be a trigger to ignite young people desire to learn, something that many of the MC2 group have never experienced.

It can then help young people progress on to further education as the accreditation could be used as building blocks for courses or in some cases completion of the accredited course could substitute the need to complete a national certificate course prior to entering a Higher National Certificate course.  HIIC can also be used a vehicle to engage with specific MC2 groups and be tailored to meet their needs i.e. homeless young people or young carers.

**Recommended strategies to promote advertise and sell HIIC
in relation to the employability agenda:**

- Promote the benefits of training to the organisation - cold call, leave information, and then follow up with a phone call/email
- Develop links with local training providers and employment organisations - promote key learning outcomes of HIIC by providing taster sessions so they are aware of HIIC and able to promote it to their clients
- Offer short courses as the hook to engage employment/training providers
- Have a menu of provision/options available and start dates where possible
- Offer a range of other training activities; if possible, it sometimes works best if HIIC can be integrated into larger training programme.

- Use media to promote to other providers and parents and to publicise success stories
- Enlist the support of staff of employment agencies to recruit participants
- Develop specific programmes to meet training providers' needs and link in with current training provision
- Have knowledge of other sources of help and possible progression

**To engage young people**

- Training providers and employment agencies can generate good leads
- Referrals from schools, youth clubs, colleges etc.
- Host an open day where young people can come along and hear about the course and try out some of the exercises
- Promote in schools so young people are familiar with concept at a later date
- Home visits
- Use text for initial contact and ask for return text with suitable time to call
- Work with parents – letters, phone calls
- Use venues frequented by young people – leisure centres, town centres, etc.
- Use partner agencies – job centre, youth services, etc.

# Section 4: Recognition of Achievement

This section looks at why we should celebrate achievement and ways of recognising achievement when delivering HIIC with young people.  It provides details of formal and informal ways to recognise achievement and provides an outline of the Youth Achievement Awards which could be linked in to the delivery of a full HIIC course with young people.

**The Importance of Recognition**

Young people who engage in training benefit from effective recognition. Recognition makes young people feel good about what they have done; it strengthens their self-esteem and can provide closure to projects. When young people feel good about their involvement they are motivated and likely to stay involved. In addition to the individual benefits described above, recognition can bring visibility to your programme. This can lead to new participants, increased community support, or even new funding opportunities.

Recognition has several purposes:

- To further motivate young people to excel, take risks, and develop new skills and abilities.

- To provide a strong foundation for each young person to engage in self-reflection and self-praise.

- To support the efforts of young people as they engage in individualised learning, group activities, and peer competition.

Recognition is an incentive to further learning. Used properly, recognition can inspire and motivate young people to continue participating and learning.

Motivation is what energises a person and directs individual activity. According to some researchers, young people are motivated in varying degrees by affiliation (belonging to a group), power (relationships in working with others), and achievement (the accomplishment of goals and standards, and/or competitive excellence).

For some young people, internal recognition and personal satisfaction are more powerful than external recognition and rewards such as medals, trophies, and other tangible awards. For others, the exact opposite is true.

Different young people are motivated by different things in varying degrees. Therefore, it is important that we provide a variety of kinds of recognition opportunities through HIIC.

Recognition of participation and experience acknowledges the importance of involvement and being part of a group. Young people motivated by affiliation take pride in being part of groups and programmes, and especially appreciate recognition for participation.  Publishing pictures of everyone in the group in a local newspaper and listing participant names in radio or television stories is a good way to recognise participation. Or, if it is appropriate, you may decide to offer tangible rewards to recognise participation such as t-shirts, ribbons, certificates, or other awards.

Recognition for group contribution helps young people develop the interpersonal leadership and cooperative skills and abilities they will need to be successful in the interdependent, global society of the 21st century.  Young people who are motivated by affiliation and power especially seem to value recognition for their contributions in groups. Rewards for group contribution include such things as awards which reward good ideas which benefit the group or the accomplishment of group goals, and "congeniality" awards (a specific award which recognises a participant who demonstrated a positive outlook and sociable, harmonious demeanour).

Recognition of progress toward personal goals encourages young people to do realistic self-assessment and to set meaningful goals. Young people who are motivated by affiliation might set goals related to getting involved in a new group. Those motivated by power might set goals such as forming a committee to do something. Those motivated by achievement might want to gain specific skills through projects. Appropriate recognition for progress toward goals can vary widely. You could have a pizza party or special field trip at the end of the course or Part 1 for everyone who meets their goals. You could also keep records of progress toward goals on a chart which is displayed at sessions, and give gold star awards when someone meets a goal.

**Choosing Whom to Recognise**

It is important to recognise the young people participating in HIIC, but there are many others deserving of recognition. Parents, teachers, agencies, funders, project partners, and programme co-ordinators all play a role in the success of your course. Never underestimate the power of thank you (or of not thanking people). In short, anyone who had a hand in the success of a project should be recognised. The recognition doesn't need to be elaborate, but it should speak to their personal interests or reason for being involved in the course in the first place.

**Selecting Appropriate Forms of Recognition**

There are many different formal and informal ways to recognise young people and others involved in your course. Remember, the form of recognition should speak to the individual's interests or reason for being involved in the training in the first place. It is important to know your audience (who you are recognising) and to be creative. Recognition can be informal, such as saying thank you, giving chocolates or flowers, or formal, such as a certificate or an article in your local newspaper.

**New Ideas for Recognition**

Although ways to recognise young people are practically endless, it is easy to fall into a rut with plaques, certificates, T-shirts, pins, certificates, and traditional buffets. There are many great ideas for events such as hosting a party for participants, going on a day out, or a meal. Books, games, music CDs or gift certificates often speak to young people, but remember recognition doesn't need to be expensive.

Don't underestimate the power of saying thank you publicly - through newsletter articles, presentations, conferences, and bulletin boards you can spotlight young people that have made a difference in your programme, letting them and the public know how valuable they are to your programme. Another way to recognise outstanding contribution is to nominate them for local or national awards.

A final way to say thank you is to provide young people with leadership opportunities in your programme. Asking a young person who has done outstanding work to do a presentation at the next course to new participants or asking them to participate in the planning process can be an excellent way to recognise their contributions and

hard work. If these ideas aren't enough, go right to the source - ask young people in your programme to help plan and implement your recognition activities. This is a powerful way to generate new ideas and allows young people to be creative and take ownership of their recognition.

**Hosting a Successful Event for Youth**

Sometimes an event is a great way to recognise young people's achievement, but not everyone responds to an event, especially if young people have not had input into the event. But, like most aspects of your course, giving young people a voice in the planning process should create an event that is more "on the mark".  Also, consider engaging and recognising partners, funders, and service recipients at events. Here are some tips for creating an effective recognition component:

- Celebration usually has the greatest impact on the heels of achievement

- Involve young people in designing and implementing recognition activities

- Reward young leaders with opportunities to take on more responsibility

- Make it fun

- Avoid doing the same recognition over and over (unless it is always a big hit)

- Don't over-recognise

- Follow the interests of the young people involved in your course

- Honour individuality

- Make recognition sincere and personal

## HIIC Recognition

The HIIC pack can be used with young people in a whole variety of ways.  However, in order to gain accreditation students must complete either the Part 1 and /or the Part 2 Course.  Full details of requirements for accreditation are detailed in the Tutor guidelines provided in the standard pack.

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As well as the formal accreditation there are completion certificates available for students. The certificates drawn up by CHEX and NHS Health Scotland are available to students on completion of Part 1 and Part 2 as a means of recognising achievement. Please note only registered Tutors are eligible to deliver accredited courses

## UK Youth – Youth Achievement Awards

Another form of recognition of achievement is to link delivery of HIIC with young people to the Youth Achievement Awards.

**Principal focus of the Youth Achievement Awards:** To develop a range of personal and social skills through participating in a number of accredited challenges.

**Description of the YAA:** The Youth Achievement Awards are an activity-based approach to peer education. The Awards are designed to help develop more effective participative practice by encouraging young people to progressively take more responsibility in selecting, planning and leading activities that are based on their interests. The peer group model encourages the development of a wide range of life skills through a flexible and informal approach.

**The Awards:**
- Recognise and accredit young people's achievements
- Provide opportunities to achieve qualifications through non-formal learning
- Encourage progressive responsibility and ownership of learning
- Provide a mechanism by which to measure the quality of work with young people
- Reinforce good practice
- Encourage participation and social inclusion
- Use peer education

**Further Information and Cost**

In order to run the Youth Achievement Awards you will need to be registered. There are different levels of registration appropriate to the size and capacity of your organisation: see website for details www.ukyouth.org.

# Section 5: Additional Support

This section provides details of additional support for working with young people in relation to participation, engagement and community development.  It provides information on practical tools such as training packs, research and organisation and web addresses.

# Practical Tools

**Act by Right: skills for the active involvement of children and young people in making change happen**

Act by Right is a skills workbook, developed with young people and accredited by ASDAN.   It takes children and young people through five stages of a journey to develop their knowledge and skills to take effective action and make change happen. It is rooted in the UN Convention on the Rights of the Child, which is the international human rights framework that promotes the full participation of children and young people to help secure their rights to a fulfilling, safe and secure upbringing. (November 2004)

Contact National Youth Work Association:       www.nya.org.uk

**Bored Meetings?  Meeting skills for young decision makers**
A practical resource aimed at workers who have to convert policies on youth involvement into good practice on the ground.
Bored meetings? … supports young people in groups and meetings e.g. management committees, youth forums housing association groups, school councils and boards.
The resource is available at a cost from Edinburgh Voluntary Organisations Council. Discounts are available for multiple copies.  The pack is free to Edinburgh-based workers and organisations – the only charge is postage.
Contact: Edinburgh Voluntary Organisation Council
Tel: 0131 555 9124

**Breathing Fire into Participation**

This 'funky dragon' guide to participation is intended to help develop effective participation of children and young people in decision making. It gives good practice guidelines on supporting groups of children and young people in participation. The guide includes comments and ideas from children and young people who participated in a consultation event.

The document is divided into 5 sections: Introduction, principles of participation, preparation and planning, action and evaluation, resources for participation

Published by Funky Dragon/Draig Ffynci and the Welsh Assembly Government

Contact: Funky Dragon

Tel: 01792 450 000

Or download the guide from Funky Dragon's website – www.funkydragon.org

**Children and Decision Making - Toolbox and Training Pack**

This guidance and training pack was developed to assist practitioners and managers to involve looked after children in decision making that affects them. The pack is bilingual (English and Welsh) and based on research by the Nuffield Foundation.
It includes

- A report of the research with both summaries and details of the findings as well as quotations from children, carers and social workers

- A training and resource guide developed from the research, which provides guidance on planning and learning events and communicating with children as well as involving them in everyday decisions. It also contains a specific section on reviews.

- A board game "success/Llwyddo" which is designed to be played either by children or adults and which considers issues which help or hinder reviews

- Sentence and topic cards to assist children and young people in talking about various issues

- An audio tape, "voices and volume", which contains quotes of children talking about various aspects of decision making in their lives

The pack can be ordered, at a cost, either through Children in Wales or through Pavilion Publishing.

Tel: 02920 342 4234

Email: info@childreninwales.org.uk

**Children as partners in planning: a training resource to support consultation with children**

This training resource to support consultation with children is aimed at child care workers in a range of settings in a range of settings and for all professionals associated with Early Years Development and Childcare Partnerships.  It provides a useful tool for anyone working to fulfil requirements contained within DfEE's planning guidance in relation to consulting children on local childcare.

Sections include: an explanation of what consulting with children involves; a choice of three training programmes with photocopiable resources and handouts; case studies form a range of settings; activities to use with children; information on the UN Convention on the Rights of the Child

Published by Save the Children

Contact: Save the Children

Tel: 01752 202301

Email: orders@plymbridge.com


**Hear by Right**,

Hear by Right is a tried and tested standards framework for organisations across the statutory and voluntary sectors to assess and improve practice and policy on the active involvement of children and young people**.**

It uses measurable standards to map the current level of young people's participation across a wide range of service providers and then strategically develop an action plan to further this.   The Hear by Right standards framework is designed to help secure sustained and beneficial participation of children and young people and to encourage continual improvement in an organisation's activities. It is intended to be applied to all services that affect children and young people, directly or indirectly. The framework encourages inclusion of a wide range of children and young people, while urging care in choosing approaches appropriate to different ages, abilities and understanding.

Contact: National Youth Work Association

http://hbr.nya.org.uk/what_hear_right

**Onwards and Upwards**

Onwards and upwards – involving disabled children and young people in decision-making is a training manual for professionals on involving disabled children and young people in decision making. The manual was produced by Children in Scotland.

The purpose of this manual is to promote the involvement of disabled children and young people in decisions that affect them. It aims to do this through providing training and discussion materials for a wide range of professionals. The materials aim to encourage multi-agency working which includes parents. An underlying principle is that children and young people should be regarded as individuals whose individual needs must be taken into account.

The material relates to three levels of decision making:

– Decisions which directly affect the lives of children and young people
– Decisions about the running of services they use
– Decisions at resource planning levels

For more information

Contact: Children in Scotland

Tel: 0131 288 8484


**Re:Action Consultation Toolkit**

The Re:action consultation toolkit is a practical toolkit produced by Save the Children. It is a practical guide on how to consult with children and young people on policy related issues.

It is written for community workers, youth workers, teachers, local authority workers, facilitators and other organisations and individuals working with children and young people. It is also for children and young people themselves who may be involved or interested in organising consultation events.

Contact: Save the Children

Tel: 0131 527 8200

# Research

## Children and Participation: Research, Monitoring and Evaluation with Children and Young People

This Save the Children UK document is about participatory information gathering in the process of research, monitoring and evaluation with children and young people. It is aimed at practitioners wishing to include children and young people in research and in monitoring and evaluation of their on going work.

Rather than add to the large quantities of information on the subject, its purpose is to guide the reader towards sources of information and not to provide detailed descriptions of participatory project work or involving children in advocacy work and policy.

The main sections cover good practice, ethics, methods and tools.  It concludes with a detailed bibliography of some of the main sources of information on children and participation.

The document can be viewed in pdf on the Save the Children UK website – www.savethechildren.org

## Children's Participation: from Tokenism to Citizenship

This Innocenti Essay by Roger A. Hart looks at young people's participation and notes that it occurs to different degrees around the world.  It examines the concept of the ladder of participation which provides a useful model for thinking about young people's participation in projects.

Eight levels of participation are identified:

- Manipulation
- Decoration
- Tokenism
- Assigned but informed
- Consulted and informed
- Adult initiated shared decisions with children
- Child initiated and directed
- Child initiated shared decisions with adults

It also gives examples of these different models of participation.

It is available to download from the Innocenti Research Centre section of the UNICEF website – www.unicef-irc.org/publications/

**Citizenship in Practice**.

This two-year project aimed to promote and increase the participation of children and young people with disabilities in decision-making with a particular focus on those with learning disabilities. Results are available through the publication: **Consulting with children and young people on accessibility strategies: a good practice guide**.

More details on this and information on Children in Scotland's Participation Map and Participation Network are available on the Children in Scotland website: www.childreninscotland.org.uk

**Citizenship in Youthwork (2003)**

This report examines changing conceptions of citizenship, the relationship between local authorities and the voluntary sector and how services are being delivered within new planning frameworks, including Community Planning. It identifies key success factors and areas for improvement as well as key challenges for youthwork in the new policy environment.

www.hmie.gov.uk

**Measuring the Magic**

This report examines the different ways in which involving young people in decision making can be measured and evaluated. It recommends a number of different ways of effectively evaluating work in a variety of settings. As a result of this report, Carnegie YPI is now planning the production of an evaluation toolkit.

Contact: www.carnegieuktrust.org.uk

**Methods of involving Children and Young People in Children's Service Planning**

The Southern Area Children's Service Planning Team commissioned this report which aims to address the lack of participation and consultation of young people by the service providers of health, education and social services amongst others.

The report is a part of a strategic government plan to include service users in the overall development of service delivery. The author Professor George Kernohan recommends methods for promoting the involvement of children.

For further information or to request a copy of the document contact:

Professor Kernohan on 02890366532 or email: wg.ker@ulster.ac.uk

**What works in Community Development with Children**

One of Barnardos 'what works' series, this report by Gary Craig looks at the ethical and methodological issues raised when working with children.

It examines what helps and hinders community development and how research and evaluation should be conducted, with examples of good practice from a number of different sources.

A summary of the report is available for downloading from 'Community' in the Research and Publications section of Barnardos in 2000, a full copy of the report can be ordered online from the website – www.barnardos.org.uk or by phoning 01268 529 224

**Your Place or Mine**

A research study exploring young people's participation in Community Planning, carried out by Dundee University in partnership with YouthLink Scotland, funded by Carnegie UK Trust. The focus of the research was on whether Community Planning partners want the involvement of young people and address the consequences of such involvement and whether young people want to be involved with formal planning structures. The research offers a discussion of models of participation and an overview of literature on citizenship in a Community Planning context as well as a geographical comparison of partners' priorities, factors that influence young people's involvement in Community Planning and two case studies taking an in-depth look at the perceptions and views of participants.

www.youthlink.co.uk

# **Websites**

## **Youth Participation and Involvement**

**British Youth council** www.byc.org.uk

The BYC aims to provide a voice for young people in the UK, helping young people be more involved in decisions that affect their lives and their participation in society.

**Save the Children** www.savethechildren.org.uk

This website provides information on previous and current work of Save the Children in addition to information on young people's rights, research and links to youth involvement resources.

**Scotland's Commissioner for Children and Young People** www.sccyp.org.uk

Website for Scotland's Commissioner for Children and Young People provides information on young people's rights, current policy and research and other issues relating to children and young people. The website is aimed at any interested person as well as specific sections for children and young people.

**Scottish Youth Parliament** www.scottishyouthparliament.org.uk

The website of the Scottish youth parliament offers information on the work of the SYP and ways to get involved.

**UNICEF** www.unicef.org.uk

Information on the work of UNICEF to improve the health, education, equality and protection of the world's children, includes 'teacher zone' section with resources and teaching tools for discussing the UN Convention on the Rights of the Child.

**Young Scot -** www.youngscot.org

Lots of information on this website, from relationships to training opportunities aimed at young people (12 – 26) and those working with them.  Includes information on ways young people can get involved in their communities.

## Policy/Research

**Growing Up in Scotland** - www.growingupinscotland.org.uk

This is the website for a new study that follows the lives of a national sample of Scotland's children from infancy to their teens.  As one of the largest longitudinal studies ever done in Scotland this will provide information that will help develop policies affecting young people and their families.

**Joseph Rowntree Foundation**  http://www.jrf.org.uk/default.asp

The website of the Joseph Rowntree Foundation provides information on current and previous research conducted or commissioned by the JRF.

**Scottish Executive -** www.scotland.gov.uk/Topics/People/Young-People

This page on the Scottish Executive website provides specific information on current policy, research and other work relating to children and young people.  It also provides links to current statistics on young people, young people's rights, etc.

## Equality and Diversity

**Commission for equality and human rights** www.cehr.org.uk

This website is set up to provide practitioners with information on the new commission for equality and human rights that came into being in October 2007.

**GARA**  www.gara.org.uk

The website for the Glasgow anti-racist alliance has lots of information on publications, research and other organisations committed to a diverse and multi-cultural Scotland.

## The Arts

**Create: Arts for youth work** www.create-scotland.co.uk/home

Website with printable and searchable information on all things relating to the arts in Scotland, aimed to inspire and share good practice from around Scotland and the wider world. Aimed at anyone working with young people in Scotland

## General Health

**Teenage Health Freak** www.teenagehealthfreak.org

Website with information on all aspects of health. It is aimed at teenagers and has quizzes, interactive Q & A etc.

# Section 6: Walkthrough

This section of the resource pack is intended to provide general guidance for tutors when delivering HIIC with young people. Detailed alternative exercises and handouts for each Unit are provided separately and can be downloaded from the appropriate part of the CHEX website. They are by no means the only options and we hope that tutors will have a go at developing and/or using their own materials as they deliver more and more HIIC courses with young people.

## General Guidance

- Language – change and make more streetwise where applicable as means of keeping the group engaged

- Localise case studies/exercises if possible to make them real and show a place, areas, or situation the group can identify with

- Identify issues covered in the units that are important/pertinent to the group enabling them to identify issues or situations they may be familiar with

- Encourage the individuals within the group to bring their own experience, issues and situations to be discussed.

- Definitions board – write up any key definitions and leave them displayed around the room

- Spend a little longer than normal on the recap and summary/intro to unit to ensure that key messages are learned

- Be flexible with the flow of exercises and be prepared to adapt the programme to suit the needs of the group

- Regular breaks -  take 2-5 minute brain breaks between exercises

- Type up flipcharts of sessions to give out as handouts for next session