

Youth Club Young Volunteer Handbook

Task Training



Working with Inters

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Training Plan

Aims: To enable participants to have a working knowledge of Inters work (work with young people aged 11-13 years)

Learning Outcomes: By the end of the session the participants will:

- ➔ understand the needs of Inters
- ➔ identify what they can offer to Inters Club activities
- ➔ have planned a short Inters Club programme

Group size: 4 - 10 participants

Time: 90 mins

Venue: One large room

Materials:

- Flip chart stand, paper, marker pens and biros
- Prepared flip charts (see below)
- ‘Why do Inters go to Club’ handout
- Needs of young people’ handout
- Who, what, how and why Handout
- Emoticon Evaluation

TIME	WHAT	WITH
10 mins	Intro: Arrivals and getting a drink. Outline what’s happening this evening and briefly go over ground rules about listening and respect. Give out ‘emoticons’ and ask participants to circle the one that represents how confident they feel about Inters work	Prepared flip chart Emoticons & pens
10 mins	Why do Inters got to club?: Have a whole group word storm and use the handout as a facilitator’s guide. Give out at the end of the word storm.	‘Why do Inters go to Club’ handout
10 mins	Needs of Inters: prepare separate flip charts with the main headings and use the handout to talk through with the group. Then give out the hand out.	Prepared flip charts, ‘Needs of young people’ handout
15 mins	What can you offer? Using the previous flip charts get participants to write what they think they can offer to each need - or what they think they can do. Give helpful examples such as organise activity, build relationships, offer praise on something done well, give them something to look after or do in an activity etc.	Previous prepared flip charts
10 mins	Why do we need a Programme?: Facilitate another word storm - remind participants of the four needs discussed earlier. Examples of responses are; to increase participation, to have fun, to challenge and stimulate, to play with new people, to try something new, to let off steam, to be proud of achievement, to discover new talent, to build confidence etc.	Flip charts and pens

TIME	WHAT	WITH
10 mins	What Influences the Programme?: Word storm - the three main factors that should come out are limitations of environment & resources, skills and interests of leaders, interest and commitment of members.	Flip charts and pens
15 mins	What needs to be Considered? Input on Who, Why, What and How - use handout as a tutor note. Give out handout. Split group into two and ask each small group to come up with examples of activities, trips and events that could be offered.	Flip charts and pens. Who, why, what and how handouts
20 mins	Plan It: In the same groups, ask each small group to plan a six week programme using the Who, Why, What and How	Flip charts and pens.
10 mins	Feed back, each group shares its programmes.	
5 mins	Evaluation: Ask participants to circle the emoticon which represents how confident they now feel about Inters Work.	Emoticons & pens

Emoticon evaluation



Why do young people go to inters?

There are many reasons, below are the most common. They fall into three main groups:

Relationships

- To meet friends and new people
- To get away from parents
- To do things with others (team work)
- To look at the 'talent'

Programme

- To share experiences
- To have fun
- To compete
- To go on trips
- To try new things

Facilities

- Something to do
- To play table tennis/pool/football/unihoc/etc etc
- Somewhere to go where it is warm and dry, off the streets and is their space

The needs of young people

The following is taken from work by Dr Mia Kelmer Pringle and gives the basic developmental needs of all children and young people:

The Need for Love and Security

The ability to care and respond to affection. A continuous, trusting, dependable relationship first within the family unit, then with an increasing number of others, can meet this need. It promotes and aids the individual's sense of value and helps in the formation of a personal identity.

The Need for New Experiences

These are a fundamental requirement for mental growth. In early life it is largely through play and language that the child explores the world and learns to cope with it. In adolescence another form of play is important - this time the experiment is with different kinds of role - girlfriend/boyfriend/worker/leader. Language remains a crucial factor in intellectual growth - it helps in learning to reason, to think and form boundaries in making relationships.

The Need for Praise and Recognition

Growing up requires a tremendous amount of learning - emotional, social and intellectual. Consequently strong incentives are necessary for the individual to continue through the difficulties and conflicts s/he will inevitably encounter. The most effective incentives are praise and recognition sustained over time.

The Need for Responsibility

This need is met by allowing the child to gain personal independence, firstly through learning to look after him/herself in matters of everyday care and then through a gradual extension of responsibility over other areas until s/he has the freedom and ability to decide on his/her actions and indeed, to be able to accept responsibility for others.

These needs don't just apply to young people, they are the developmental needs of us all. It is also worth mentioning the relevance of play. This is important as it is where children learn most in their early years. It is also, throughout life:

- an opportunity to experiment
- where we learn socialisation
- an opportunity to have fun and fill leisure time

Who? Why? What? How?

What needs to be considered when planning a programme?

When thinking about programme planning it helps to think about why we want to do things, what makes things fun, interesting and stimulating, what are the things you like to do and why. Then you can begin to understand the importance of consultation in the things we offer within our inters clubs. Think about it in relation to the four categories, Who, Why, What and How.

Who?

As in 'Who are your Customers?', 'Who is this for?'. Consider the characteristics of your members.

- Age, Ability, Size of Group
- Competitive instincts may be strong
- Younger age often prefer single sex activities
- 12/13 year olds are more difficult to plan for and it may help to involve them in planning or by giving them responsibility

Why?

Why are we doing it? What are the reasons for it?

- A request from members
- New opportunity for members
- To raise money
- Because its something you enjoy

What?

What is the activity or event? What do you need to think about?

- Can everybody take part?
- Does it appeal more to young women or young men or both?
- How dangerous or risky is it?
- Is it fun?

How?

How can it be done and what do you need to do to get it from an idea to reality.

- Does it require short or long term planning?
- Are the resources / building / equipment available?
- Are there people with relevant skill / interest / commitment?
- How much will it cost?
- Will the community be involved?
- Is there anyone you can co-operate with?

Thinking, proper planning and time to organise are the key aspects of making any programme work. Following this and the Who, Why, What and How steps will make it clearer and easier, you hopefully won't lose your way or come across an unforeseen problems because you have **planned**.