

Voluntary engagement

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,

Starts where young people are at

- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,

Widens horizons, promotes participation

- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

Respects and values young people

- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,

Equality diversity and interdependence

- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment, it is underpinned by the principles of equity, diversity and interdependence,

Positive relationships & inclusion

- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,

Partnership

- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,

Being not just doing

- It is concerned with how young people feel, and not just with what they know and can do,

The voice of young people

- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live,

Partners in learning

- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,

Safe environment

- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues

Wandsworth Youth Work Curriculum Core Curriculum Areas Appendix Two

Introduction

The purpose of this guide is to remind youth workers of the four curriculum themes and to provide them with a useful prompt to the range of activities they can use when planning youth work programmes.

The curriculum gives the service a common framework around which workers can develop informal and social education programmes in consultation with young people.

Remember the main principle that must underpin all youth work is the active engagement and empowerment of the young people as partners in the youth work process. The programme offered by the service should provide young people with a range of learning and development opportunities in an informal, safe environment.

Social and Personal

This theme is at the heart of all youth work. It is about the individual young person and groups of young people coming together to share experiences, participate by choice in the club/group life, make new friends and have fun. Topics and issues covered in this area should include:-

- Personal and social skills such as dealing with conflict, co-operation, assertiveness, problem solving, negotiation, etc. This can be done through games or other activities.
- Relationships – peers, parents and partners.
- Morality – exploring values, beliefs and attitudes.
- Education, employment and training – providing practical information and help to young people – referring on to the Connexions Service.
- Keeping safe – ensuring that young people understand they have a right to be safe and feel safe – includes bullying, sexual exploitation, gangs, being aware of the environment etc.
- Life skills – budgeting, opening a bank account, form filling, interview skills.
- Technology/social media – tablets, computers, mobile phones and internet and safe and responsible use
- Study support – help with homework access to computers and a quiet place to study.
- Practical skills.

Health and well being

This theme encompasses both physical and mental health. Its about promoting a fit and healthy lifestyle of mind and body. Young people taking part in physical sports and outdoor activities can develop an interest that may well continue into adulthood. Regular exercise will give young people more energy, lift their mood and let them blow off steam after a stressful day. Physical activities also stimulate various brain chemicals so can leave young people feeling happier and more relaxed.

- Sports – promoting physical fitness as well as softer skills such as teamwork, fair play, dealing with success and failure..
- Self esteem – being valued as team members recognition of abilities and personal goals.
- Mental health - understanding how different situations can add pressure, exploring ways to manage pressure and stress – peer pressure, relationships etc.
- Drug, alcohol, smoking and substance misuse.
- Sexual health – STD's, contraception, healthy relationships.
- Emotional literacy – dealing with and expressing feelings.
- Healthy eating

Citizenship

In this theme, we are working with young people to support them in exploring their involvement in community life, social and moral responsibilities and political literacy, assisting young people to take their place in the adult world as responsible, caring, just and active citizens. Topics and issues which can be used for this:-

- The law – exploring and informing young people of their legal rights and responsibilities, thinking about the impact of crime.
- Crime prevention work – dealing with peer pressure, understanding the rights of others, developing respect.
- Youth participation/democracy – young people being active decision makers, contributing to the development of services and shaping the future, taking an active part in discussion and debates
- Challenging prejudice, discrimination and disadvantage – exploring own values and beliefs, considering the impact of prejudice and discrimination, supporting and encouraging attitudes which address and counter discrimination in young people’s lives.
- Faith and beliefs – promoting understanding and tolerance.
- Rights and responsibilities –human rights, learning to take responsibility for own actions, empathy for others, considering other people’s feelings and needs.
- Community issues/community cohesion – getting involved in the local community to improve it, relationship between various groups/ tackling issues of local concern and improving neighbourhood.
- Volunteering – promoting the interests of others and peers.

Creativity

Art in its broadest sense is an ideal medium for helping young people to explore and express their identity and feelings and examine social issues. It also helps them to work as part of a team, develop self-confidence, gain recognition, appreciate the work of others and acquire an insight into other cultures and history. Think of the arts in three strands.

1. Exposure to the arts – young people having the opportunity to visit theatres, galleries, concerts, etc
2. Engagement in the arts – drama, dance, arts and crafts, creative writing, poetry, rap, making music are just a few examples.
3. Management of the arts – help to organise events, decision-making, set design and production.

Remember – youth work is educational. The curriculum is in place to provide a framework for planning and evaluation. However, activities should also be fun and enjoyable for young people, whatever the subject. If young people find it boring they will vote with their feet.