

# OUR SAY OUR WAY

A YOUTH ENGAGEMENT  
TOOLKIT FOR SOCIAL  
HOUSING  
PROVIDERS  
THE GOOD  
PRACTICE  
GUIDE





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We would especially like to thank everyone who has contributed ideas, inspiration, case studies and resources from CBHA, Chester & District Housing Trust, Cramlington Voluntary Youth Project, Home Group, Pembury Peabody, SE1 United and Whitechapel Peabody.

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*Items in purple italics are templates that can be downloaded as MS Word files and adapted.*

# OVERVIEW OF OUR SAY OUR WAY

Our Say Our Way aims to help young people to have a voice within their communities.

This toolkit aims to help social housing landlords involve and engage young people in their communities in a meaningful and sustainable way.

## What?

The programme supports young people to improve their communities and learn important new skills together with other young people along the way. It has also helped Registered Social Landlords (RSLs) to better engage with young people in their communities which have benefitted as a result.

## Who?

Led by Peabody and delivered in partnership with CBHA, Home Group and Chester and District Housing Trust (CDHT), the programme has helped young people between the ages of 12 and 22 to have more of a say on the issues that affect them.

## History?

Our Say Our Way was set up in 2009 as 'Youth 4 Youth' with a three-year grant from the Big Lottery Fund. Since the programme started, young people have rebranded it 'Our Say Our Way' and it has helped over 600 young people improve where they live, and get in to work.

## The toolkit?

Looking at the participants' experience of the Our Say Our Way programme, we will suggest tried and tested ways to help young people take more of an active role in their communities.

We will also look at lessons learned from the programme and give practical advice and templates for how to arrange and facilitate this involvement.





## Peabody

Peabody was founded in 1862 by the remarkable American banker, diplomat and philanthropist George Peabody.

The Peabody Group now owns and manages more than 20,000 homes across the capital. We operate only in London and manage a range of tenures, including social housing, leasehold, shared ownership, supported housing, key-worker accommodation and commercial units.

Peabody also provides a range of community programmes for our residents and neighbourhoods, including employment and training programmes; health and well-being initiatives; activities for younger and older people; welfare benefits advice and financial inclusion and family support programmes.



PEABODY

*"Our Say Our Way has been extremely valuable in helping to engage with young people on our estates and in our communities. Understanding their views means we can better direct our services to help meet their needs, now and into the future.*

*Our experience shows that enabling young people to come together as youth action groups and run projects provides a real sense of purpose; it's clear that participating in and influencing their local environment inspires confidence and aspiration. Housing associations have a key role to play in developing these sorts of initiatives."*

**Stephen Howlett, Chief Executive, Peabody**



*"This has been a highly successful project, enabling the young people who took part in it to develop vital life skills*

*and increase their confidence. Being an active and informed citizen is, of course, both beneficial for the individual and for the community in which they live. Whilst the theory of citizenship and democratic processes is often taught in schools and colleges, young people mostly do not have the opportunity to put that theory into practice. The Our Say Our Way programme has provided an excellent opportunity to make this aspect of citizenship real for the participants."*

**Gary DeFerry,**  
Chief Executive Officer, CBHA



CBHA  
PEABODY GROUP

## CBHA

CBHA is a Registered Social Landlord and part of the Peabody group. CBHA operates solely in Waltham Forest, with neighbourhoods in Chingford, Leytonstone, Walthamstow and Leyton. CBHA provide a full range of landlord, community and economic development services to our tenants and leaseholder and other residents of the borough.

Youth and Community Services are at the core of the services we deliver with an ethos to work in partnership to provide a service that values the local and wider neighbourhood.

CBHA - "Involving Residents Improving Lives"

OUR SAY OUR WAY

## Home Group

Home Group is one of the UK's leading providers of affordable housing, care and support. We are committed to neighbourhood regeneration and creating communities where people want to live.

Home Group's mission is to add value to our customers' and clients' lives and to the communities in which they live. We aim to provide choice and high quality neighbourhood services to enable us to build strong, healthy and sustainable communities.

home  
group

*"Over the last two and half years Home Group have worked in partnership with local youth service providers within or surrounding our neighbourhoods. The OSOW model has enabled us to empower young people to tell us as their local landlord what they want to change in their communities or what they would like to see.*

*We have seen a number of young people being trained in skills both for life and employability as well as taking part on residential. The OSOW model gives a great platform for engaging and consulting with young people to make positive contributions to their communities."*

**Mark Henderson, Chief Executive, Home Group**



*"The Our Say Our Way project has been a huge success at Chester & District Housing Trust. For*

*the first time we can truly say that we have listened to and learnt from young people, acting upon what they have said on a wide range of issues.*

*However, the biggest benefit has been to colleagues who have enjoyed engaging with the youth and making sure their views are heard. The challenge now for the Trust is to build upon the excellent foundations and networks that have been developed and to ensure that the voice of the younger generation continues be heard. We hope this toolkit helps others."*

**Andrew Williams, CEO, CDHT**



## Chester & District Housing Trust

Chester & District Housing Trust (CDHT) is a dynamic and enterprising organisation at the forefront of delivering positive impacts in the communities with which it works. The Trust's homes span six communities – Blacon North; Blacon South; Chester City Area; The Rurals; Lache and Handbridge; Upton, Hoole, Newton and Plas Newton.

Committed to the best principles of social enterprise with over 14,000 local customers in 6,200 properties and 53% of its 275 colleagues living within its communities, the Trust adheres to key commitments and principles relating to people, places, partnerships and performance which underpin the vision to 'create opportunity' through its mission 'by doing the right thing'.



## WHY WE GOT INVOLVED

Our Say Our Way enabled us, as social landlords to further involve a wider group of young residents in a structured way.

- ⦿ The strengthening of the democratic process in the local and wider community, with young people now meeting with landlords and other agencies to address issues that affect them.
- ⦿ Fostering of active citizenship among our young by taking responsibility to improve services and community spaces.
- ⦿ Increased awareness around the concept of democracy, democratic rights and decision making, such as voting and the CBHA Board selection process.
- ⦿ The creation of viable forms of interaction between young people from partnering organisations and different neighbourhoods.
- ⦿ Encouraging youth involvement in decision-making processes at local level by promoting values and civic activities, contributing to the development process of the our youth strategies, procedures and initiatives.
- ⦿ Development of responsible behaviour within young people's communities; contributing to work shadowing, work experience and the delivery of activities.



# WHY ENGAGE YOUNG PEOPLE?

Involving young people in their communities has a number of positive outcomes for all concerned.

Young people benefit from learning new skills, social housing landlords have tenants that are happier and more engaged, and communities are improved through the projects that young people work on. That is why it is worth doing!

Our Say Our Way projects are more than just an opportunity for young people to get together to improve their community. It is not simply a matter of 'getting them off the streets', but seeking to genuinely understand the issues that are of concern to young people and help them to find solutions for them. The projects have shown that engaging with young people is a win-win situation: for them, for social housing landlords and for communities.

## Benefits for social housing landlords

Our experience has shown that engaging with young people can mean:

- ⊙ An increase in satisfaction with the landlord services
- ⊙ Services are the right ones: good for business and reduces waste
- ⊙ Policies that meet the needs of young people
- ⊙ Projects are more sustainable
- ⊙ New, young tenants are more likely to sustain their tenancies
- ⊙ A better understanding between ages

- ⊙ A reduction in anti-social behaviour
- ⊙ Improved relations and understanding between staff and residents

From April 2012 regulation will become the responsibility of the statutory regulation committee within Homes and Community Agency (HCA) and whilst HCA will be more reactive in its approach to consumer protection, the Housing and Regeneration Act, and more recently the Localism Act, introduced co-regulation to empower residents to shape services and standards.

Co-regulation is about accountability and holding landlords to account and the Our Say Our Way projects can contribute to that outcome. Landlords will need to have an approach that positively engages with wider groups of tenants, gathering views about services and standards, looking at non-conventional ways to do so.

*"Having a local lad as the apprentice means that people in the community open up to him more than they would to me as someone who works at the Housing Trust."*

**Colin,  
Youth Participation Co-ordinator, CDHT**



*"Traditional approaches to tenant involvement may need to be either radically changed or supplemented if the views of all tenants are going to be taken into account in shaping and monitoring services... In some of the providers we spoke to we found that staff were looking at ways to involve tenants more informally to widen participation, particularly with young people."*

**Tenant Services Authority,  
Making Voices Count, 2010**



## Benefits for the community

Our Say Our Way benefits the community in two very different ways.

Directly, it helps young people to identify issues in their community, come up with solutions and work with the social housing landlord to carry them out.

Indirectly, it works on some of the deep-rooted problems that affect some social housing estates. The types of skills, training and experiences that young people gain can help them overcome feelings of powerlessness and break out of a cycle of worklessness.

### Community benefit at CDHT

Both of these can be clearly seen in action on the Lache Estate in Chester.

One of the first projects the young people worked on through Our Say Our Way was the removal of a wall which had long blighted the play area in the middle of the estate. Not only was this an obvious physical improvement to the area, it was also such a powerful demonstration of how the landlord was keen to work with its young people that it started

several of them on the course to work placements and traineeships within the Housing Trust. For all of them this was their first experience of work and has led to them continuing in work at the Trust and elsewhere.

## Benefits for young people

Young people can learn a wide range of skills from working with others to improve their communities. These range from confidence and self-esteem skills to becoming more of a leader. Importantly, participants say that they have had fun along the way.

### Skills

- ⊙ Project management
- ⊙ Fundraising
- ⊙ Youth work
- ⊙ Team work
- ⊙ Negotiation
- ⊙ Campaigning
- ⊙ Financial
- ⊙ Confidence

### Support

- ⊙ Positive relationship with an adult
- ⊙ Helping to create change, rather than having things done for them

## Employability

- ⊙ CV-building
- ⊙ Gaining qualifications
- ⊙ Work experience
- ⊙ Application and interview skills
- ⊙ A route into paid work

## Broadening horizons

- ⊙ Mixing with and befriending different people
- ⊙ Travelling
- ⊙ Considering different careers
- ⊙ Continuing with education
- ⊙ Empowering young people

## Local

- ⊙ Creating new places for recreation
- ⊙ Improving existing areas and provision
- ⊙ Influencing decisions that are made in their community on things that matter to them (not public organisations)

## Community

- ⊙ Sense of pride, ownership and achievement
- ⊙ Opportunity to 'give something back'
- ⊙ Building relationships between young people and others
- ⊙ Made a difference
- ⊙ Added to facilities for the community
- ⊙ Community now a better place to live
- ⊙ Understanding of citizenship
- ⊙ Taking responsibility for their community
- ⊙ Get it done attitude
- ⊙ Made new friends

## FUN!



*"Since I started doing youth work, my confidence has gone all the way up. Through every event we've organised or took part in, it's just got gradually bigger and bigger. Now I can speak in front of crowds, and if I meet a new person I can talk to them and not be in a shell."*

**Jess, Cramlington**

*"We spend residentials with people we don't know and you learn to be more comfortable with new people."*

**Jasmine,  
Lache, Chester**



## What happens if we do not engage young people

Many of the young people growing up in social housing will go on to become social housing tenants themselves. Where this relationship is just of service provider and client, young people do not always see that they have any responsibility to the landlord. Indeed, landlords who do not actively seek to engage with their young people can sometimes be seen as a source of authority to rail against, rather than the supportive organisations they aim to be.

Landlords will miss a whole sector of engagement with new fresh ideas that have a better chance of providing sustainability. Where a relationship based on respect is built from a young age between the landlord and its tenants the outcomes for all are likely to be much better.



*“Young ASB perpetrators in the community are referred to our Youth and Community Development team to be registered for participation in diversionary activities and self-development programmes. Last year there were nine ASB referrals made to the Youth and Community Development team which were registered on Our Say Our Way and only one reoffended.”*

**Michala ,  
Head of Support Services, CBHA**

Nationally, only

# 53%

of tenants are satisfied with their opportunities to be involved  
(Tenant Services Authority, 2011)

*“Landlords are missing a trick if they don’t see the benefits of engaging with all sections of the community. They should be doing it not because of regulation, to tick a box, but because it is the right thing to do. This toolkit should help with one section of the community. Get it right with young people, all the rest will follow.”*

**Sue, Resident Involvement Manager, CDHT**

# SETTING YOURSELF UP FOR SUCCESS

Effective engagement is not something that can simply be the responsibility of one person or team. Where participation is part of the culture of the organisation it is much more likely to be successful. Working towards this tends to be done in one of two ways: with strong leadership from the top and by a slower process of winning people over.

## Support from your organisation

The landlords involved in Our Say Our Way have ensured that there is support from the organisation by building participation into the policies of the organisation and structuring the staff team to support it. In some cases this is through the tenant involvement team, in others through existing youth workers and in others by employing people with a specific role to engage young people in the project. They have recognised the need to identify specific resources to concentrate on this hard to reach group. Rightly, with these resources come specific targets.

## Setting goals and creating action plans

Engagement is not an end in itself. It needs to meet the goals of the organisation and the individuals involved. Being clear on what these are will make the process useful and meaningful and ensure that you do not slip into tokenism. Having goals and an action plan also allows you to evaluate, to learn from your successes and mistakes.

You need to consider these questions to figure out exactly what you are trying to do:

## Why do you want to engage people?

There are two main directions you might be coming from. Being clear about the difference is very important.

**Issue-led:** the organisation has a decision it wants to involve others in

Engage just those affected

Methods are less important: either the issue is an important one for stakeholders or not

Options may be limited but have to be real

The issue and options can be left open

The method is key to engagement

Allowing participants to define an issue/project early on may help them to attract their peers

**Group-led:** The organisation is seeking to involve a specific group of people



It might be useful to consider this difference with members of your team, and explore where your organisation feels it is coming from.

In many cases it is possible to combine these two approaches or balance them differently depending on what is happening within the community. This is the direction that Our Say Our Way has taken; acting flexibly over time.

At the same time, social housing landlords have found that engaging young people works best when their approach is tied to specific, real issues. Working on tangible issues gives young people a greater sense of community and develops a relationship with the social housing landlord and the local community. From this point they may be encouraged to get more involved in other issues.

The various processes that have been used tend to follow the pattern outlined in 'Different models' on page 14.

### Who do you want to engage?

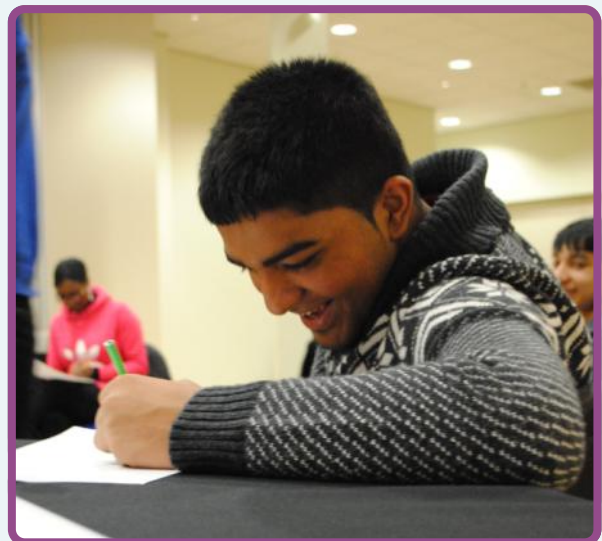
It is important for social housing landlords to think carefully about who they want to engage. Consider these questions with your colleagues:

- ⊙ Would you like to engage with a small group of committed young people?
- ⊙ Are you looking to engage larger numbers of young people in a more flexible way?
- ⊙ Are you aiming to engage lots of small groups with a coordinating group in the centre?
- ⊙ Should these smaller groups be based on areas of interest? Or age or gender?
- ⊙ Are you trying to engage with young people who are harder to reach?
- ⊙ Are you trying to do all of these things?

Explore these questions with staff members; think about the groups you would like to engage with and how they might interact. This might form the basis of an engagement plan for your social housing landlord.

Each social housing landlord from the Our Say Our Way project had their own approach, but all had thought carefully about who they would like to involve based on the questions above. It is important to consider these questions with young people with whom you work.

If you are coming from an issue-led point of view, you need to map who could be affected by the decision on which you are consulting. You do not want to disengage one group by asking another without consideration for all.



*"The support of Chester & District Housing Trust as a whole has been the most valuable part of this project, with every team and department committing to do their best to support and include young people. From Customer Services to the Chief Executive, everyone got involved"*

**Colin, Youth Participation Co-ordinator,  
CDHT**

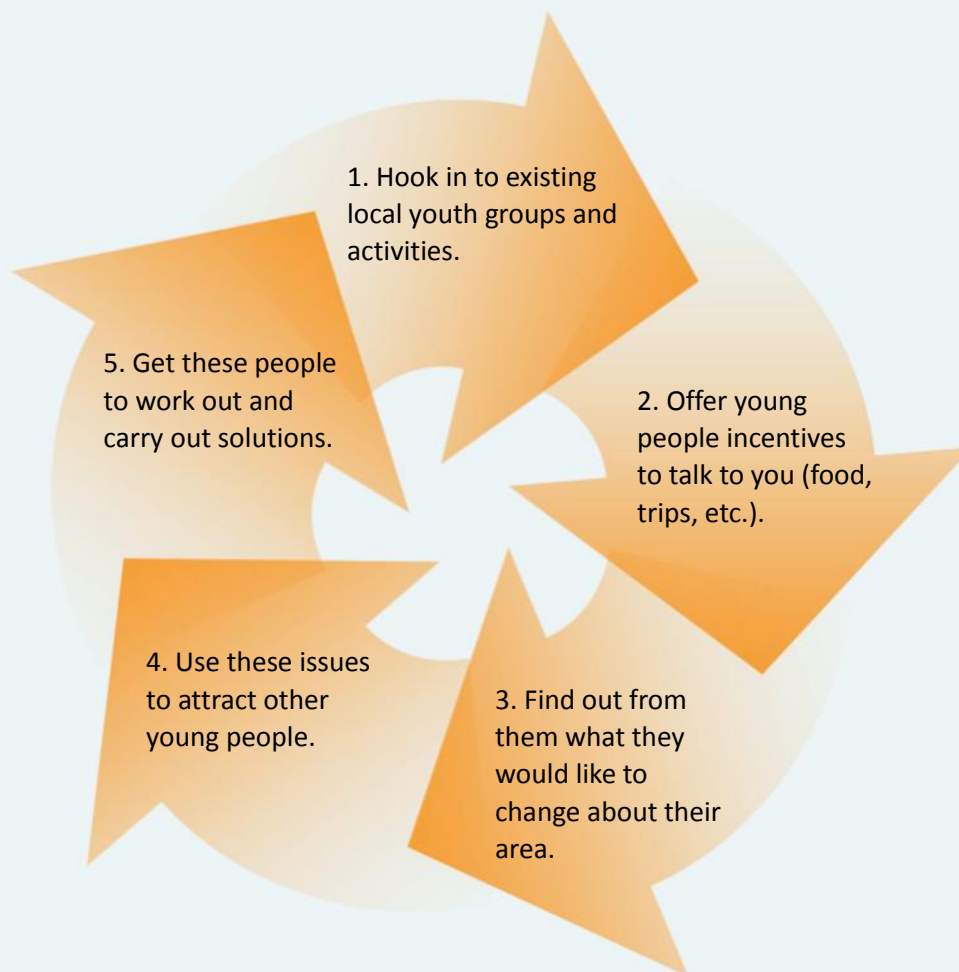
## Different models

There are a variety of models for how the Our Say Our Way project can work: projects have started from scratch, others have linked with existing provision for young people in the community. This table shows how different partners have worked:

Structure	Staffing & numbers of staff	Partner	Type of work carried out
Projects in existing estate youth clubs	Local youth workers provided by Peabody supported by central Peabody staff: 3 part-time youth workers	Peabody Pembury (Hackney)	Pembury Chill Out Room: converted a storeroom in to a 'youth space'  Campaigning for extended opening hours
	Central CBHA staff: 2 full-time youth workers	CBHA (Leytonstone, Leyton, Walthamstow and Chingford)	Chill Out Zone - games, internet access, arts and crafts, discussion forums, homework club, DJ workshop  Community Facelift: gardening project  Ethical fashion project  Coat of Arms: young men's self-development programme  Mirror Image: young women's self-development programme
Youth Forum formed with young people at community centre on estate	Independent charity that runs the community centre (building donated by Peabody): 1 full-time Peabody coordinator	Peabody Whitechapel	Community improvement: football cage revamp  Sit on resident association board  Festive events  Bike workshops  Team-building days  Fundraising  Accredited training
Project at existing youth organisation located between estates	Independent charity that runs the youth group which has a catchment area of a number of Peabody estates (venue donated by Royal Festival Hall): 3 full-time staff members	SE1 United (through Peabody)	Youth Oskars: London-wide awards ceremony to celebrate achievements of young people and youth workers involving 20+ youth groups

Structure	Staffing & numbers of staff	Partner	Type of work carried out
Project-based groups set up from scratch	Central CDHT staff: 1 full-time coordinator	Chester & District Housing Trust (CDHT)	<p>Blacon Youth Theatre: worked with young residents to set up and support a Youth Theatre for local young people to have a safe place to play and build confidence</p> <p>Hoole Project: young people spoke to local police, councillors and members of the public, and reclaimed a public space for them to use</p> <p>Lache wall: young people campaigned to get a wall used for ASB removed from a play area</p> <p>Blacon BMX: worked with young people via Facebook to campaign for a BMX track for local young people</p>
Group set up from scratch using a community centre as a venue	1 full-time coordinator plus 1 part-time Home Group member of staff and 1 part-time member of staff from partner	Home Group Deckham	<p>Alcopop Idol: talent show to raise awareness of the dangers of drinking</p> <p>Peace One Day</p> <p>Carnival on the Hill: stall at local event to raise awareness of youth issues</p> <p>#notinmyname: campaign about perception of youth after August 2011 riots</p>
Intertwined with existing youth provision	Home Group staff: 1 full-time Coordinator and 1 part-time youth worker plus 1 part-time youth worker from Cramlington	Home Group Cramlington	<p>Youth café: run by and for young people</p> <p>Music therapy workshops delivered to children with special educational needs</p> <p>Christmas fair</p> <p>Band performances</p>

## THE OUR SAY OUR WAY PROCESS OF ENGAGEMENT



If you are at an early stage of youth engagement, it is important to make sure you explore what provision may already be happening in your area. Duplication should be avoided, so discuss with young people what is out there and if there are related projects or organisations and discuss how you can work together for mutual benefit. You should also consider resources, venues, businesses and organisations as part of this to see how you can set up a project that can link with local community assets.

Whilst the context for each of these Our Say Our Way projects has come about in a slightly different way, they mainly follow the pattern above. Often, after your first time through the

process you can skip from stage 5 back to stage 3 as you are starting to form your own group.

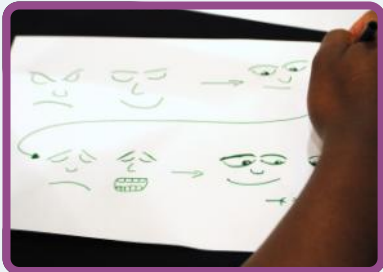
This goes beyond the typical consultation that residents might be involved in and the merely diversionary schemes often targeted at young people. It does this by giving more control to the young people involved and therefore increasing their level of engagement.

For the purpose of engaging a hard-to-reach group it is especially important to allow them to lead the process as much as possible. The reason they are hard-to-reach is because they do not naturally feel attracted to the usual way things are run, so the more you can enable them to shape their own engagement the more successful you are likely to be.



*“The key with making a project such as Our Say Our Way a success is to let the young people in your groups lead. Be completely honest and realistic with them from the beginning. Above all, when you’re working with young people, if you say you are going to do something, do it. If you do this, they’ll stay engaged and their belief in the project will develop. Treat young people with the respect you would afford any colleague or fellow professional and you’ll build a healthy relationship from the beginning.”*

**Richard Griffiths, Our Say Our Way Project Co-ordinator, Peabody**



# GETTING THEM THROUGH THE DOOR

The best way to market any type of scheme is by word of mouth. To get this going though you need to get a core group together who are enjoy what you are doing and take ownership of it. When this happens they will tell their friends and your group will expand.

## Incentives

That is not to say that other marketing and incentives is not also essential. Depending upon your starting point and your audience, there are different methods you can use to get young people interested and get them to stay! Our Say Our Way has successfully used:

- ⊙ Activities
- ⊙ Trips
- ⊙ Training
- ⊙ Food
- ⊙ Quick wins

## Keeping in touch

We have kept in touch with young people through:

- ⊙ Posters
- ⊙ Flyers
- ⊙ Email
- ⊙ Blogs
- ⊙ Our website
- ⊙ Twitter
- ⊙ BBM (Blackberry Messenger)
- ⊙ Facebook
- ⊙ Text (SMS)

The last four are particularly important – communicating with young people using things that they already use. Crucially, these methods are usually free for

young people to access. So when you get people to sign up make sure you ask for these details (and then add them as ‘friends’ to your pages and accounts).

## Types of activities

Rather than us telling you what worked, it makes more sense for you to hear it from the young people themselves:

*“Get **pizza** in, simple as that.”*  
**Samad, Whitechapel, London**

*“We decided on the trips that we wanted to go on and they were really fun. We've been*



*swimming, kayaking and go-karting so far."*

**Nathan, Hackney, London**

*"When I heard you could **go away to different places**, away from my estate and meet new people, that's what got me interested."*

**Jasmine, Lache, Chester**

*"It didn't take that much time [for me to get involved]. It started off with **homework club**, then I met another member and started talking. Through him I branched out and did more stuff"*

**Emmanuel, SE1, London**

*"I wandered here by accident. I saw a few people, and wondered what was going on.*

*It was the homework club. The youth worker told me a bit about SE1 and said to come along on Wednesday to see if I liked it. She said if I didn't like it, I wasn't obliged to stay. I liked the feeling that there was an adult in the room, but it wasn't a dictatorship. They give you **freedom to do your own thing**, so I came back. And I'm still here."*

**Jubilant, SE1, London**

*"In 2008 I got a chance to go **kayaking**, and at first I hated it. I had no confidence and hated life. About a year later, I went on another residential kayaking. I started to get really into the sport and started to **volunteer more** and got a **apprenticeship** with Home Group. My confidence rose and I became more of a positive person. If you're not positive when kayaking, you'll capsize! The apprenticeship has helped too.*

*I used to hate commitment but now I'm committed to the job and kayaking. It's also helped me to get a nice group of friends."*

**Stu, Cramlington**

*"If you're gonna do **residential** and **trips**, then you'll get a lot of people. That's guaranteed."*

**Zamanur, Whitechapel, London**

And a reminder from one of our staff:

*"It seems obvious, but you need to change the activities to suit the season. Don't try to run the same things all year round."*

**Judy, Youth Worker, CBHA**

## USING FACEBOOK

When Our Say Our Way funders, the Big Lottery, allowed us to use social media it was an instant success. Young people tend to have no credit on their phones, but get free access to Facebook. Contacting young people used to be a problem, but Our Say Our Way saw an instant rise in contact when using Facebook to send messages. It opened up the opportunity to ask questions around young people's views and they could answer honestly online instead of in front of people. And it was a quick way of sending bulk messages to lots of people in one go.

The other benefit is that they can pass information easily to friends and then they want to get involved too. You can use status updates to pass small bites of information to young people and keep them interested, which in turn, they pass on to other young people. In our first month online, we got 7000 page views!



## USING SPORTS

On the Pembury Estate in Hackney, London, they know that just getting people inside is not always enough to keep them there, so they ensure that there are always lots of sports activities going on: table tennis, basketball, football, etc. Staff and volunteers play with the young people and chat whilst they are doing so. This is an easy way to build trust and relationships.



*"I'm here because there's lots of important activities that you can do, and it's all really fun. We can get lots of our friends through the door by telling them about the fun activities you can do."*

**Seth, Hackney, London**

## YOUTH COMMUNITY MEETINGS

After selecting Hoole, Chester as an area where they had not carried out any youth engagement, CDHT decided to hold a series of meetings for young people to have their say on their community.

CDHT carried out two nights of outreach work with flyers and posters advertising what the aims of the meeting were to be (for young people to say what they thought about their community) and when the meeting would be held. They carried out further outreach work on the day of meeting.

*"I got involved because we have all wanted a BMX park in Blacon for ages and now we have finally got the chance."*

**Aaron, Blacon, Chester**

*"Be straight with people, give them a reason to get involved."*

**Colin, Youth Participation Co-ordinator, CDHT**

They had food and refreshments for the young people and simply asked them what they thought about the area that they lived in. The fact that they knew they could come and get free pizza brought in a lot of people - it always does - but they answered the questions too and got involved.



## STREET PARTIES

The group in Whitechapel, London have put on street parties as a way to attract new members and tell people about what they are doing. They started with one for the Royal Wedding, which attracted 300 people (200 more than they were expecting), so they have repeated them for Christmas, Eid and the Jubilee. Again, food is key to bringing people in, but doing something out in the open, in the middle of the estate, makes it really hard for people to miss.

## GETTING OFF THE ESTATE

One of the issues facing young people living on CBHA estates is the so-called 'postcode wars' that stops them going outside of their own area. So getting them to go to other centres to work is impossible. They overcame this by taking the girls and young women away to a centre outside of London altogether. This female-only event was a real draw for many and really helped the group to bond.



## OPEN DROP IN

SE1 United is open all hours (not quite literally) for any young person to drop in whenever they want. They will not be pressured into doing anything, but the equipment, resources and support are there to help them to if they want to. This openness encourages people who do not like the structure of school or college to feel at home. People help with what they can, when they can.

*"I came to various meetings and helped write up the budget for the event. Anything I could help with, if I wasn't busy, I would do. On the day [of the Youth Oskars], I helped to judge things and input my ideas. Together, everyone's ideas made the day successful. We're giving back to SE1 because they've given us so many opportunities."*

**Doyin, SE1, London**

# KEEP THEM COMING BACK FOR MORE

Getting people through the door is all well and good, but the engagement starts to happen when you get them coming back the second and third time.

Young people want to see the longer term value to make them come back. So this section is about getting in deep, rather than just being high-profile.

The Our Say Our Way partners all followed a basic model, applying it slightly differently in their localities. The principles are:

- ⊙ Finding out from young people what they want to change about their communities
- ⊙ Supporting them to make these changes (as opposed to just doing it for them)
- ⊙ Developing the skills of the young people involved, specifically focusing on:
  - ⊙ Skills for employability
  - ⊙ Accrediting these skills
  - ⊙ Empowering to make decisions
  - ⊙ Action planning
- ⊙ Offering a path into employment, both within the youth project and externally
- ⊙ Strong relationships between staff and participants
- ⊙ Actually seeing results and being proud of achievements
- ⊙ Gaining a greater understanding of how services are provided

Whilst these were very important for maintaining people's interest, some far simpler things were strongly cited by young people as being big draws for them too:

- ⊙ Food (especially pizza!)
- ⊙ Residentials/trips
- ⊙ Being somewhere safe/warm/where they will not get hassled
- ⊙ Getting things done

## Changing your community

Everyone has issues about where they live and most of us don't feel that our concerns are taken seriously enough by others. For young people their lack of understanding of how to even raise concerns can make this feeling even more acute. Therefore, offering young people a space where they will be heard and taken seriously is a real selling point. Supporting them to have these discussions, and then take action on them, helps reduce feelings of powerlessness and frustration. Instead young people can see themselves as an active, positive part of their community.

All the Our Say Our Way projects followed a similar model for this, but applied in slightly different ways:

1. **What** do you want to change?
2. **Why** is it important?
3. **How** will you bring about the change?

The variation between projects was in both how the questions were asked – surveys, more or less structured meetings, or just space for young people to suggest answers – and in how narrowly defined the first question was. In some cases social housing landlords knew of specific issues that would elicit strong responses and so focused the question around these. In other cases the question was as open as it is written above. Largely this depends on how well established the group is. Having staff (including apprentices and volunteers) who live in the area means you can ask much more specific questions as they know the issues in an area and which are likely to draw a reaction. Once groups become more established and used to working in this way, the broader the question the better, as it allows unexpected issues to arise and allows more direction from the participants rather than the staff.

It is also important to add a fourth question to those above:

**4. How did we manage?**

This is to encourage evaluation and learning from each project. It is very important to encourage the young people who have been involved in a programme or project to learn from what went well (and not so well) and to help the organisation understand how to repeat successes and to improve. In the evaluation the outcomes need to be measured and recorded. Long term, what has changed as a result of the project?

*"I'd tell other youth groups to help design what their club looks like. We designed this room and we have privacy here. We created it and it's a bit like our own bedroom."*

**Nathan, Hackney, London**

*"The way I see it is that young people have made a difference, they're using that difference and hopefully the next time an issue comes up, they'll know that they're not isolated and they just have to put up with that issue. But they know that they can do something about it."*

**Colin, Youth Participation Co-ordinator,  
CDHT**

*"Through Our Say Our Way I have changed my thoughts on young people working with older people and being understood. Because often young people aren't understood, or aren't given the time to be understood by older people. So being given the opportunity to work with all ages helps people to understand me, but also me to understand other people."*

**Aishia, Chingford, London**

## Recognition of success

### Certificates

Certificates are greatly valued by the young people involved in the projects partly because they can be used to prove competencies when applying for jobs, but also simply as positive recognition of their effort. Many of the young people involved are not used to being praised in school, but are motivated by praise and positive reinforcement - as most of us are. Certificates from the youth project, or external organisation, provide this and work particularly well when accompanied by some fanfare or ceremony. Young people from the Our Say Our Way project in Cramlington were particularly proud of receiving Diana Awards ([www.diana-award.org.uk](http://www.diana-award.org.uk)).

### Externally accredited qualifications

Taking the success of the certificates one step further are externally accredited courses. These range from short First Aid Courses to NVQs. These serve two major purposes, both of which will improve chances of employment:

- ⦿ Gaining qualifications that are specifically relevant to jobs in the area
- ⦿ Gaining qualifications that go beyond what other young people in the area have

For a step-by-step guide on setting up accredited courses, see page 90.

## Volunteering opportunities

Many of our projects create a clear path for people to move from attending events to helping to run them. In this way they are able to 'keep hold' of the young people for a longer period by offering them new experiences and training.

They also find that this allows them to increase their capacity to work with others. They are an extra pair of hands to run activities for younger members or their peers and also provide a different perspective on what those members need and want, from an age much closer to the members they are working with.

There are huge personal benefits to taking on this kind of responsibility too. A lot of people involved in Our Say Our Way talk about how it

## TRAINING FOR JOBS

In Whitechapel, London, young people were looking for part-time work in the catering industry so they worked to secure funding for Food Safety and Hygiene qualifications training. This meant that when competing with other local people for jobs they were seen as less of a risk and even a way of saving the employer money as the employer would not have to pay for this essential training. So they were getting part-time jobs that otherwise they might have missed out on.



*"If it wasn't for SE1 United I wouldn't even be here. Now I don't want to do anything stupid, I want to get a degree."*  
Timi, SE1 United member and trainee youth worker, London

has given them a sense of direction and consideration for others that they did not previously have. For many it has become a path to a career too.

## Route to work

All the Our Say Our Way projects develop skills young people need to be successful in the world of work: team work, planning, determination, independence and confidence. In many cases though an explicit link is made which seems to be of great appeal and benefit to the young people. This takes a variety of forms, in roughly ascending order in terms of complexity and value to attaining employment:

- ⊙ Certificates recognising and cataloguing achievement
- ⊙ Staff giving references for involved young people
- ⊙ Work-shadowing (both in the social housing landlord and externally)
- ⊙ Job application skills: CV-writing and interview practice
- ⊙ Mentoring
- ⊙ Externally accredited qualifications (e.g. first aid, health and safety, food hygiene)
- ⊙ Apprenticeships/traineeships

The benefits for the young people involved are clear, but the social housing landlords saw them as essential to their mission and useful to their estates too. By giving these advantages to the young people from their estates and projects, they can help to raise their aspirations, increase their prospects of employment and help to break any cycle of worklessness and its associated personal and social issues.

## References

As with certificates, many of the young people on Our Say Our Way may struggle to get positive references from their schools. Their experience as leaders and active participants in the Our Say Our Way projects meant that many of them could get a positive reference from a member of staff. These were highly valued and spoken about openly with other participants, so they knew it was a potential reward for playing a helpful role in the sessions.

## Work placements

Many of the young people targeted by Our Say Our Way did not have wide expectations of the jobs they might go in to. In many cases their expectations of work were minimal. Furthermore, what work that may be open to them often required experience. Work placements have the potential to open up all of these doors. They were often organised initially in-house: shadowing posts within the social housing organisation and then staff invited other employers to join in, or assisted young people to search out other opportunities. Even where external places were not sought the variety of positions a social housing landlord can offer means that they are incredibly useful organisations in which to find placements. So look at your existing resources and ask colleagues to help provide support.

There are two different types of work placements you might offer: work experience and work shadowing.

### WORK SHADOWING

Work shadowing refers to a reciprocal learning process whereby a young person 'shadows' or follows someone in their work role for a period of time, for the purpose of enhancing their own performance and that of adding value to the role of the person they shadow.



## WORK EXPERIENCE

Work experience is an opportunity for young people to gain knowledge and understanding of a professional working environment and to help people on their way to permanent employment. The focus is on the development and learning of the young person much more than the person they are working with.

### Job application skills

Young people in several of the projects cited assistance with CV-writing and the interview process by youth workers in their projects as being instrumental in getting them paid work, and they therefore viewed them as very important things that the organisations were doing. In most cases this was delivered in clear, directed help: CV templates and practice interviews. However, some young people had the chance to sit on the other side of the table and interview and appoint staff themselves. This too gave them a great insight in to how to give a good interview.

### Mentoring

Mentoring gives young people the opportunity to develop a relationship with someone who will be a positive role model: someone with a good job working for a socially-motivated organisation, a social housing landlord. As with work shadowing and job application skills, it is hoped that this will dramatically increase mentees' employability and raise their aspirations. As yet, this is at an early stage in our projects, but based on experiences elsewhere, this could prove to be a very powerful part of what social housing landlords provide for their young people.

## Apprenticeships/traineeships

This has been by far the most demanding, but most rewarding involvement young people have been given as part of the project. It has provided those involved with these highly valuable and desirable things:

- ⊙ Qualifications
- ⊙ Experience
- ⊙ Money
- ⊙ Confidence
- ⊙ Self-esteem

*"Our Say Our Way has made me realise how wide and good youth work is."*

**Ashley, Apprentice  
Youth Worker,  
Peabody**



*"It's important because it's different learning. Not everyone takes to college."*

**Katie, Resident Involvement Trainee, CDHT**

This route has been broad enough to attract those with few or no GCSEs and those now finding the cost of going to university too much to bear. An additional appeal for social housing landlords is that they get people working in their projects who are far closer in age and background to the people they are trying to engage with than many of the full-time staff are. Furthermore it allows them to provide higher staffing levels more cheaply than employing fully qualified sessional staff.

## Role of staff

*"Don't say 'no' but say 'how'. Always have an open policy that anything can happen, but ask 'how is it going to happen?'"*

**Natalie, Project Director, SE1 United**

Many participants pointed to their relationships with one or more of the staff as being the most important aspect of the project they were involved in. On one level this can seem very hard to replicate, but there are some factors that seemed to arise as being key to the most positive of these relationships:

- ⊙ **Consistency:** not having a high turnover of staff
- ⊙ **Support:** young people felt they could call on staff when they needed support
- ⊙ **'Open all hours':** they felt they could call for support at any time
- ⊙ **Challenge:** staff who pushed young people were the most valued
- ⊙ **Positive:** the optimism for and belief in the young people by staff made them want to participate
- ⊙ **Connections:** staff knew people or would find people who could help

- ⊙ **Leadership by example:** young people wanted someone they could aspire to be like, someone who embodied all the qualities above

Young people are not looking for all staff to be 'just like them', in some cases the fact that staff are nothing like them is seen as a real positive because it opens up new ways of thinking, possibilities and conversations.

That said, one way to ensure a level of consistency seems to be through a structure that encourages participants to take on leadership roles. This might be through apprenticeships and traineeships or through much less involved volunteer roles. Creating this pathway means that participants can stay involved for longer, develop their skills and create a sense of community for newer or younger participants. This helps break down any barriers that might exist between staff and participants and ensures that everyone has the same high expectations of everyone else: everyone is potentially a leader, so everyone needs to act like one.

*"Our youth worker Faye gave us a lot of the opportunities. She's pushed us to do things like go on residential. Looking back, if she hadn't done that, we wouldn't be the people we are today.*



*She had the judgement of when to push us and when to leave it."*

**Stu, Cramlington**

# WORKING WITH YOUR COMMUNITY

The purpose of engagement is for a community to work together. It is not about one group or another getting what they want, but about finding solutions that work for everyone.

Whilst some of the Our Say Our Way projects initially have been focused just on young people's interests, they have all quickly started to look outward too.

It is not always completely obvious who your community is. But once you start to look in to it you will realise that there are a whole range of people that you can help, and who might be able to help you.

Use the headings below to map out who your stakeholders are and figure out what needs to be done to maintain or establish working relationships with them that will benefit them and the rest of the community.

## Local services

The positive, pro-active nature of Our Say Our Way projects makes them a great vehicle to develop good relationships with the council, schools, community activists and police. They can build trust and understanding through co-operation and mutual support. These relationships are built at both personal and organisational level which brings benefits for the young people and the social housing landlord.

Type	Established relationship	Established relationship, but needs some work to maintain it	Relationship to be established or developed further
Partners			
Friends and individuals			
Political			
Funders			

## Residents

A simple way to get involved with residents is to try to link up with local residents' associations and other groups attended by local people. To get a broader range of views and opinions you could also do surveys and just getting out in to your area and talking to people is a great way to find out what their priorities are (and therefore how you might be able to engage them). These are our tips for doing informal interviews on the street:

### Tips for interviewing people on the street

#### Do...

- ⊙ Prepare fully the questions that you are going to ask before you go out.
- ⊙ Explain fully to the interviewee what you are doing.
- ⊙ Go in twos and talk to people, but no more than twos, and never on your own.
- ⊙ Be polite at all times, and if they don't fancy being interviewed, leave them alone.
- ⊙ Wear some sort of ID otherwise they will think you're the police.
- ⊙ Allow for awkward questions after you ask a question – it usually garners a more thoughtful response.
- ⊙ Be friendly and non-judgmental with all responses.
- ⊙ Wear appropriate clothing. Remember cultural differences with your target group as well as the weather.
- ⊙ Contact stakeholders in the community to let them know you are doing this type of work before you go out on the session.
- ⊙ Know your limitations. Be realistic about who you feel comfortable talking to.

#### Don't...

- ⊙ Go in a huge group, it is intimidating for people.
- ⊙ Bug them if they've said they don't want to participate in the research.
- ⊙ Ask them personal questions about their life, and be aware that such questions can cause a lack of trust.
- ⊙ Just use 'yes or no' questions – try to ask open questions as it's more likely to get a better response.
- ⊙ Interrupt people whilst they are responding to questions.



## WHITECHAPEL COMMUNITY CHAMPIONS

The initial focus for a group of young men in Whitechapel, London was to improve a football pitch in their community. They identified the issues that needed to be improved and identified the people to discuss these issues with to get them sorted. This involved working with both the local council and the management of the Royal Mint estate where the cage is located. They researched and planned the project and worked out how much everything would cost before meeting with the relevant people.

The group really impressed the council staff that they presented to and they were asked to become Community Champions: looking out for the area, spotting problems and reporting them directly. As a result the group have become involved in a whole range of projects to improve their area. What started as a project about a football pitch has seen them now become central to their whole community. The group have gone on to help run several community events and also a 'Pimp my hood' project - where an area is chosen to be fixed up in a youth-friendly style.



*"The football pitch used to be dangerous and potentially could harm someone. Now this is fixed and we will start painting it as a community event. Should be great fun."*

**Samad, Whitechapel, London**



*"I've been living in the area 16 years and there are a lot of changes that need to be made. There is an empty green space in the estate that isn't being used. At the moment, there are some druggies that hang around there and we're working with the police and the community to clean up the space and make an allotment."*

**Zamanur, Whitechapel, London**





## GETTING RID OF THE LACHE WALL

In the middle of the Lache estate in Chester was an imposing wall that was covered in graffiti. It was a local eyesore, blocking lines of sight across the grassy play area at the centre of the estate.

It was one of the first things young people said they wanted to change when asked as part of the Our Say Our Way project. The Housing Trust helped them negotiate with the council and offered their staff as labourers to remove it.

Young people from the estate surveyed the other residents to ensure there was agreement that the wall should come down. There was and it did. The whole community came out to see it. This made a real statement about the impact young people working with the landlord could have on their community. In a short period of time they had achieved something everyone had wanted to do for years.

*"This project really made a difference in our local area. The space where the wall was has now got a children's play area there."*

**Chris, Lache, Chester**



# EVALUATING YOUR SUCCESS

Stopping to consider what you are doing and how well it is meeting your aims enables you to improve your engagement.

Remember though that it is not just whether the young people have enjoyed themselves but whether you have created a benefit for the community and social housing landlord too.

To be able to evaluate your success you need to collect data, whether as hard numbers or people's stories, but remember:

*Measure what you value, do not just value what you can measure.*

Here are some of the methods you might use to collect data:

Method	Benefits	Risks
Using <b>external data</b> (e.g. from social housing landlord, school, police).	<p>Data collection and collation are done for you.</p> <p>Data is collected in a standardised way.</p> <p>You can easily compare against other programmes and projects.</p>	<p>You do not get to ask the questions you want, so you may only get a partial picture.</p> <p>You may only be able to see collated data, so it may be difficult to pick out your impact, or the impact on specific people or areas.</p> <p>You may not have permission to see the data at all.</p>
Using <b>internal data</b> collected by you (e.g. attendance sheets, accident reports, referrals to/from other agencies).	<p>There is no burden on participants to fill anything extra out.</p> <p>Data is collected in a standardised way.</p> <p>You can easily compare against your other programmes and projects.</p>	<p>You do not get detailed feedback on individual sessions.</p> <p>Only as good as your internal systems for collecting data.</p>

Method	Benefits	Risks
<b>Paper forms</b> filled out by participants and stakeholders.	<p>Asking the questions you want to.</p> <p>Getting feedback straight after an event.</p> <p>Can use a variety of methods (tick-boxes, longer answers, drawings).</p>	<p>Can take valuable time from a short session.</p> <p>It can be tempting to ask too much.</p> <p>People rush them to get away.</p> <p>Collating the data has to be done by hand.</p> <p>Not everyone likes to write.</p>
<b>Electronic forms</b> (e.g. using Google Docs or SurveyMonkey) filled out by participants and stakeholders.	<p>Collates data for you.</p> <p>Can include a variety of methods (scales, tick boxes, longer answers).</p> <p>Allows people to do it at their own time and pace.</p>	<p>Can be difficult to get people to fill them out once they have left the session/event.</p> <p>Not everyone has the skills, confidence or access to fill them out.</p>
<b>Face-to-face.</b>	<p>Can be as structured or open-ended as you like: you can follow an evaluation form or just have a chat.</p> <p>You can explore each issue in more depth.</p> <p>There is no burden on participants to write anything.</p> <p>It can be done on an on-going basis (e.g. during sessions, at meetings, whenever).</p>	<p>Can be difficult to collate the data when it comes from free discussion.</p> <p>If people do not note down what is said at the time a lot can be lost.</p> <p>Some people may not give honest feedback face-to-face for fear of causing offence.</p>

### Young people's point of view

Make sure you record who turns up and takes part in which activities. Even if someone does not like filling out evaluation forms (and frankly, who does?) the most useful feedback they can give you is coming back again.

Other people who are harder to get hold of but will give you really valuable information are those who come once but do not come back. Try to speak to them to find out what made

them come in the first place and why they did not come back.

Go back to your aims: was this project just about the number of people you worked with or did you have other aims too? Were you trying to get specific people (or groups) involved? Were you trying to bring down anti-social behaviour? Were you trying to get more people in to work or volunteering? Make sure the questions in your evaluation relate to your aims as well as what people enjoyed.



On page 135 there is an evaluation form you can copy and adapt for getting young participants' views at the end of a session, but you might want to think about other ways of getting feedback:

- ⊙ Informal chats: take notes as soon as you can afterwards so you can collate and compare.
- ⊙ Video diary: allow people to talk to a camera in private or with a friend.
- ⊙ Circle feedback: at the end of the session ask everyone to say what the best bit was and what could have been done better. Take notes or record this.

## Social housing landlord's point of view

To look at the broader impact of your work you can use the data that your organisation is already collecting about performance, satisfaction and value for money in dealing with:

- ⊙ Anti-social behaviour
- ⊙ Estate cleanliness
- ⊙ Vandalism
- ⊙ Repairs
- ⊙ Fly tipping
- ⊙ Graffiti
- ⊙ Litter collection
- ⊙ Tenancy breaches
- ⊙ Rent arrears

You can also get data from your partners on health and crime.

It might not be possible to tie these directly to one specific project, but it can help you understand whether your organisation's work is generally moving in the right direction.

The form on page 37 can help you try to define what you think the benefits have been of your project. It is essential you discuss these headings with the young people involved before filling it out.

On a session-by-session level it is also very important to evaluate your own work, but it is easy to forget to find out from staff what they thought of the session. Even if you are working on your own it can be very useful to step back and consider what went well and what could be improved for next time.

You can copy and adapt the form on page 136 to help you keep track of what you have done and to evaluate it.

*"Between 2010 & 2011 there has been a 20% reduction in reported ASB in CBHA's four neighbourhoods.*

*Young ASB perpetrators in the community are referred to our Youth and Community Development team to be registered for participation in diversionary activities and self development programmes.*

*The youth programmes delivered in the community reflect the needs of the community, and are facilitated with the wider community to ensure the whole community can take ownership."*

**Michala, Head of Support Services, CBHA**

## Impact on our communities

In many cases the impact on the social housing landlord and the community will cross over, so it makes sense to look at these together. It is important to link up with other local groups and organisations to get their views on the impact you are having:

- ⊙ Residents' Associations
- ⊙ Youth groups
- ⊙ Other voluntary groups
- ⊙ Schools
- ⊙ Police
- ⊙ Local council

It is fine to start with those groups you already have a relationship with. Think about how you will pick out what impact your work is having. To do this you might need to pick out specific young people or physical areas that cross over between your work and the focus of the other organisation; for example, a playground in the residents' association's area that you have been working on or a young person who goes to the school and is part of your group.

You might want to try to collect similar statistical data to that mentioned above in measuring the impact on the social housing landlord. Alongside this you could ask some more qualitative questions:

- ⊙ Have relationships with young people seemed better? In what way?
- ⊙ Have you seen any changes in person X?
- ⊙ Are people treating area Y any differently? How?
- ⊙ How could we help you achieve your aims?

- ⊙ Is there anything you have seen us do that has impressed/saddened/annoyed you?
- ⊙ What do you hope we do next?

## External accreditation

It may be also useful for your social housing landlord to look outside your community for external accreditation.

Evaluating youth projects by linking with outside organisations can help young people to see that their work is celebrated and respected outside their community. It can also help other residents and members of the community to recognise young people's achievements.

There are a number of organisations who you could approach for external accreditation. Some will focus on recognising collective achievements of young people on certain projects. Others are more targeted to young people's achievements as individuals, although a group of young people could still apply.

It is a good idea to discuss the different directions and look at the various options with the young people, staff and volunteers that you work with, understanding their motives and interests.

Take a look at the following organisations to see if they match up with what you are looking for:

Changemakers – Youth leadership charity:  
[www.changemakers.org.uk](http://www.changemakers.org.uk)

Prince's Trust – Helping to change young lives:  
[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

Duke of Edinburgh – Awards for youth achievement:  
[www.dofe.org](http://www.dofe.org)

Hear by Right – Making sure young people have a real say: [www.nya.org.uk/quality/hear-by-right](http://www.nya.org.uk/quality/hear-by-right)

Diana Awards – Celebrating positive achievements from young people: [www.diana-award.org.uk](http://www.diana-award.org.uk)

You may also want to link up with an official awarding body to create a qualification. Take a look at organisations like ASDAN: [www.asdan.org.uk](http://www.asdan.org.uk)

If you are not interested in formal accreditation, you could always link with other organisations, social housing landlords or youth groups in the community to organise celebration events. This could be similar to the Youth Oskars project that you can read more about on page 46.

But whatever route you take, remember to shout about your successes and tell everyone about what the young people have achieved with you.

EVENING STANDARD WEDNESDAY 7 DECEMBER 2011

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# Teenage stars of charity work rewarded with Youth ‘Oskars’

John Geoghegan

TEENAGERS from some of London’s toughest estates who resisted a life of crime to make a huge contribution to their communities have won recognition for their inspiring efforts.

The Youth Oskar awards, handed out last night at the Royal Festival Hall in the Southbank Centre, also saw the Evening Standard win a prize for the Dispossessed and Get London Reading campaigns.

Financed by the Big Lottery Fund, the Youth Oskars are organised by SE1 United – which runs activities to improve youth opportunities in Lambeth and Southwark – with the Peabody charitable housing association.

More than 20 winners were nominated by clubs and charities from across London. Chief feature writer David Cohen accepted the youth champion of the year award on behalf of the Standard for its campaigns supporting young Londoners.

Monifah Pothmont, 15, from Waterloo, won an inspiration award for her work at the Coin Street social enterprise on the South Bank, and for being a fine role model.

“Since I’ve been with Coin Street, I’ve become much more mature,” said Monifah, who has volunteered for five years at Coin Street, which aims to make the South Bank a better place to live, work and visit. “They’ve shown me the way to go instead of being on the streets doing bad things.

“I’m not in trouble at all, but my friends who don’t go to youth clubs are more rude and badly behaved.” Now getting good grades at school, she

hopes to go to university and become a primary school teacher.

Patric Moro, 16, arrived in the UK from Slovakia with his family 10 years ago as a refugee. Bullied at school, he admits he suffered aggressive moods as a result. But after three years with the Bede House community charity near his home in Bermondsey, Patric teaches music to other young people and has hopes of becoming a producer.

He won an arts and creativity award for his mentoring and for fundraising, after helping to secure £5,000 for a new music studio at Bede House.

Morgan Scarlett Stewart, 17, from Waterloo, has been involved with SE1 United for five years. Her work for the charity, including mentoring other

**THE  
DISPOSSESSED  
FUND**

teenagers, earned her an education achievement award. She said: “This has changed my life so much. SE1 shows you the right path. This has really opened my eyes.”

SE1 project director Natalie Bell said: “This ceremony has been about rewarding kids on the straight and narrow when it’s quite hard for them to do that, to say ‘no’ and not bend to peer pressure.

“Some are from deprived estates where there’s not much for them to do and some of their friends might be doing wrong things.

“It’s about challenging negative stereotypes of young people.”

## INVOLVEMENT IMPACT ASSESSMENT FORM

Strategy outcome or Policy or Service Improvement Area:	
<b>Process</b>	(What you are doing)
<b>Consultation</b>	(How you are working with stakeholders)
<b>Other information collected / collated</b>	
<b>Resources involved</b>	(venue costs) (travel costs) (staff time) (resident time) (cost of refreshments) (other costs)
<b>Intended outcomes</b>	(The changes you intend to make)
<b>Actual outcomes</b>	(The changes you have made)
<b>Feedback</b>	(How you will tell other stakeholders what has been done)
<b>Reporting/monitoring mechanisms</b>	(How you ensure you are sticking to your targets)
<b>Date:</b>	(Date document was written)



# OUR SAY OUR WAY'S IMPACT

Our Say Our Way is still a relatively young project, but it has already made a marked change to the young people, social housing landlords and communities involved.

Ensuring that it continues to have an impact will be key to its continued success. With each change we have been able to make, more young people have become involved and our impact has spread.

## On our young people

The young people involved with Our Say Our Way are clear about the positive impact on communities, services and themselves.

They have learnt a wide range of skills including running projects and working with other young people and residents. They also say that they are more empathetic and have broadened their horizons.

Most striking is the way they talk about how their confidence and self-esteem has improved through Our Say Our Way, and how they are far more comfortable talking to new people:

*"I used to be shy. I never used to talk to people, I was the quiet one. But because of the debates we have, I would pick up stuff and get the opportunity to speak. I threw my ideas in too. I got more used to speaking to people and saying my ideas. It helped me build confidence, because if I didn't come to these debates or workshops, I wouldn't be talking to you right now."*

**Doyin, SE1, London**

*"If you knew me from before, at meetings I would never talk. You would talk to me and I would just nod. SE1 helped me to build*

*confidence. Before, if you'd asked me to talk, I would have just left the room."*

**Akiema, SE1, London**

*"When I first started at the youth club, I was worried that people would judge me based on who I am. By the end of the weekend, I realised that I had my own judgement of other people and people do accept who I am. It inspired me to help other people who are in the same position as me."*

**Liam, Cramlington**

## On how our organisations work

With work shadowing, mentoring, job application skills and apprenticeships the projects are often able to draw on resources from across the host social housing landlord. This is an opportunity both for the wider staff of the social housing landlords and the young people. It provides a way for the staff to connect with the younger residents and for the residents to broaden their horizons. Social housing landlords are able to work towards their social mission or corporate social responsibility agendas in a direct, immediate way.

The volunteering opportunities that CBHA have created for their young people are helping them to deliver more effective, targeted services to other young people. As one of the volunteers, Aishia explains, "Through volunteering I've got to work with and understand different ages. We found out that in Chingford we have, like, the highest teenage pregnancy rates, so we are starting a young girls project. If they've got young people their own age they can relate to it better. It's not an adult telling them what to do."

### On our communities

Central to everything Our Say Our Way does is asking young people how they want to change their communities. Initially this is often a hard question for them to answer as they see community as something that happens around them, not something they are part of creating. Involvement in Our Say Our Way projects can change this perception. It can also go a long way to addressing the perception that young people are the source of problems for a community, not a solution and inspiration.

To address this you need to catalogue what you are achieving and publicise this both to the community and the young people you are working with.

## LISTENING TO USERS

On the very large Pembury Estate in Hackney, London, the youth club is only open on certain nights of the week. This decision had always been made by the adults running the centre rather than the young people who used it. They really value it as a safe, fun place to be with their friends so they were keen to extend the opening hours. Our Say Our Way gave them a constructive channel through which to make their case. They were supported to put together an argument and were put in touch with the key decision-makers.

Veronica Kirwan, Director of Community Services at Peabody said, "I was impressed at the amount of preparation and research they had carried out. Their presentation was very thorough and engaging. We are opening the youth club for an extra evening a week to see if the attendance increases, and we'll take it from there."

*"Several of our trainees were from the same group, The Lache Young Generation Project. It was decided that we would give training and support to these individuals and get them to take over the running of the group. We gave them all tools and resources and equipped with a local knowledge and respect from other members, they successfully took control of the group. The main benefit of this was that because they lived in the area, they really understood the problems faced by young people and were very good at conversing with the young people that were attending the group. It was also inspiring for the young people to see the progression in their peers to this new role of leaders."*



Colin, Youth Participation Co-ordinator, CDHT

# THE NORTH EAST WORKING WITH SOUTH EAST 1





# STEP-BY-STEP GUIDES

In this section you will find straight-forward guides to some of the main things you need to do to set up Our Say Our Way groups.

The examples are all things we are using in our organisations. You may need to adapt them to suit your own situation, but they will give you a good idea of what you need to do to get up and running and having fun involving your young people.

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Items in purple italics are templates that can be downloaded as MS Word files and adapted.



# SETTING UP YOUTH ACTION GROUPS

Setting up Youth Action Groups is a great way to encourage young people to work with others in a positive way to improve their community. These groups have been successful at encouraging young people to do this as part of Our Say Our Way.

Calling them ‘Youth Action Groups’ helps young people to remember that they need to be active in order to make projects and events a success. Action is a really important ingredient if the young people are going to successfully engage with and improve their communities.

This step-by-step guide will help you and the young people you work with to set up a Youth Action Group in your area. It is best if the young people themselves lead on this, but if they need a helping hand then encourage them to look at this guidance:

## 1. FINDING YOUR YOUNG PEOPLE

There is a wide range of ways that you could do this. To a large extent, it will depend on how your community is made up. Think about these two fundamental questions:

- ☉ Do you want to recruit people directly to your youth action group?
- ☉ Do you want to link up with an existing youth group(s) or youth provision in your area?

In this respect, Our Say Our Way projects have worked in a number of different ways. Take a look at the table which shows the different models that have been used on page 14. Also look at ‘Setting up groups from scratch’ on page 44 and ‘Setting up groups from existing provision’ on page 45.

To get people involved in the project, take a look at the ideas on this in the ‘Getting them through the door’ chapter on page 18.

## 2. HELP THE GROUP TO GET TO KNOW EACH OTHER

Great projects are built on great relationships. That’s between young people, and between young people and staff. If you can help everyone to have to fun with each other, they will be more likely to turn up and less likely to let the group down.

Therefore, it is usually a good idea to begin sessions with something fun. You should also do as much as you can to help young people understand that meetings and project work are not just going to be boring and dry, but fun and engaging.

You might run icebreakers, games or activities. But try to use games that link with their project work like team-building games. Over time, encourage young people to run these games and icebreakers themselves and also to come up with their own.

Ask the young people what are the best ways to contact them, when and where they would like to meet and the refreshments they would like to have.

### 3. THINK ABOUT COMMUNITY ISSUES, CONCERNS AND ASSETS

A good place for the action group to start their projects is by working out the issues, concerns and assets in their community. That means working on questions like:

- a. What is good about living in your area?
- b. What could be improved about living in your area?
- c. What do people complain about in your area?
- d. What places or people in the community could be used more to help improve things?
- e. What realistic projects could you do to improve things in your community?

Use these questions to prompt ideas about what tangible projects and campaigns the young people could lead on. They might like to do some research about the idea, or describe the problem using video, photography or any other media. It would be helpful to have as much background information and evidence as possible.

You could also do this in a visual way; by carrying out some community mapping. Ask the group to:

- ⊙ Imagining they are a helicopter flying high above the area.
- ⊙ Draw a big picture of the community or estate on a huge piece of paper.
- ⊙ Ask them what is bad about the community. Then get them to draw the issues or problems that they have in the community in the relevant places on the map.

- ⊙ Ask them what is good about the community. Then get them to draw these on the map too.
- ⊙ Use the drawing to work out which are the most important projects to work on.

Have a look at the DECIDE model on page 67 for another way to look at this.

### 4. WHY IS THIS IDEA AN IMPORTANT ONE?

The group should look at the importance of the issue or idea and be clear about why it is something they should work on.

They will need to gather as much evidence as they can. This can be a creative process if they would like to use photography and video etc. Having this evidence helps to convince other people that it is a good idea too, and will help them in the future.

Get the group to think about and answer questions like:

- ⊙ Why do they want to make this happen?
- ⊙ Who will benefit from it?
- ⊙ What difference will it make to them?
- ⊙ How can they get support from others for their idea?

### 5. HOW ARE YOU GOING TO DEAL WITH IT?

Then ask the action group to think about how they could address the issue, idea or concern.

They will need a project plan which will help them to work out what they need to do, and who's job it will be. Ask them to think about these questions:

- ⊙ What needs to be done?
- ⊙ Who is going to do it?
- ⊙ When is it going to be finished?
- ⊙ What are the different stages involved?
- ⊙ Who do you need to talk to?

It is useful to consult with other people in the community to put together a project plan that will really work. Ask the group to think about the best ways to do this. Should they speak to people face to face, use email or send out questionnaires?

Each Our Say Our Way Youth Action Group also carried out a base line study in their area. This looked at what is happening for young people on their estate and area, the concerns they have and how they might like them to be sorted out. Having information and support from lots of people really helps the cause!

## 6. KEEPING THE GROUP GOING

Make sure you have frequent, regular meetings with the group. Keep going back to the project plan you have created and update them on what you have done and get their updates on what they have done. Helping them to see that there is progress is essential for keeping them interested. Be straight with the young people: if something is going badly, they will want to hear the truth!

Make sure your meetings are short and focus on your next actions, so that as well as finding out what progress has been made, they know what everyone is going to do next. Where people want to complain about something always try to move the conversation into the future tense, so you are talking about action not blame:

‘What shall we do about that?’

‘What should we do to make sure that doesn’t happen again?’

Make your meetings pleasant by bringing food and drink and having them in a comfortable, distraction-free place.

People will drop out of your group so you need to always encourage members to bring new friends or think about ways in which others could get involved. Sometimes a group will complete their project and not feel compelled to start a new one. Forcing and guilt-tripping people into coming will not work as a long-term strategy for keeping things going. It may be that the best thing to do is let them go and start up a new group focussing on a different issue.

## Different approaches

### Setting up groups from scratch

You might approach things slightly differently based on whether you are starting from scratch or linking with groups that already exist in your area.

If you are setting up a group from scratch, you need to follow these steps:

#### 1. BUILD A RELATIONSHIP WITH THE COMMUNITY VENUE YOU WANT TO USE

It is important that you meet with the manager of the centre you wish to use and talk through your aims for the sessions. You have to remember that someone will have to remain on site to open and lock up for your group:

- ⊙ What do you want to achieve? Think about the days you want to run the group and the times.

- ⊙ Is the centre available? Can they meet your requirements? You may want to think about putting together a Service Level Agreement to confirm your arrangements.

## 2. PROMOTE YOUR SESSION TO YOUNG PEOPLE IN THE COMMUNITY

Design a poster or flyer to promote your group and put this up at 'hotspots' in the local area. This could be the community centre, youth centres, or any other place young people are known to socialise in:

- ⊙ Are you going to have incentives for involvement? For example: food, trips, and qualifications?
- ⊙ Speak to your Customer Engagement Partners and ask them to promote the group during estate inspections/house visits.

## 3. HOLD AN INITIAL 'GETTING TO KNOW YOU' SESSION

You cannot just dive straight in with a new group. It's imperative to start building relationships with the young people as soon as they walk through the door.

- ⊙ Play an icebreaker game or two: these will relax the group and add some fun to proceedings.
- ⊙ Have refreshments available: all young people love food and even if it's just a packet of biscuits you are onto a winner.
- ⊙ Set out the aims of the group. What do you want them to be involved in? Fill in registration forms. Work on a set of group rules together.

## Setting up groups from existing provision

Setting up a group from existing provision is similar to the model described above. You will still have to use icebreakers and publicise widely, but it is important to note how crucial relationships are with youth centre staff.

They are the people who will support you to achieve great things with your group. If you struggle to work together, you will struggle to keep a group going.

Work on these questions:

- ⊙ What do you want to achieve? Is your aim to set up a Youth Action Group, discussion group, a one off workshop?
- ⊙ Ask the youth workers at the centre to help you identify young people who would be most likely to get involved. Introduce yourself to them.
- ⊙ Ensure that you and the youth worker you work with are sure of the roles you each play within the group and the responsibilities you each have.





## YOUTH OSKARS

Through Peabody, the young people of SE1 United wanted to do something to challenge the negative portrayal of young people in the media. They decided to organise an awards ceremony to celebrate some of the great things young people across the country are doing.

Their members chose the categories for awards, invited guests, media and hosts. They negotiated with the venue and staffed the whole event.

Cleverly they gave awards to several newspapers to make sure that they would come along to the event. The plan worked and the event received a lot of positive coverage that the young organisers had been looking for. Youth workers received awards too: the young people felt it was really important to recognise their hard work.

Having learned from past events which had sometimes dragged, they drafted in an up-and-coming professional comedian to compère. This ensured that everyone was entertained even when they were not receiving an award.

The Youth Oskars was held at the Royal Festival Hall, an impressive venue close to the Thames in London. Having a great venue helped give the event the gravitas that the young people deserved and was reflected in the marketing, set design and awards themselves. The variety of roles and responsibilities needed for an event of this size meant that all kinds of young people could take part in some way.

*"[The Youth Oskars] made you see people for their achievements. Some young people aren't seen for the good that they do. So it was nice for them to get rewarded for something."*  
Doyin, SE1, London





*"We thought the [Youth Oskars] was a great success and we thoroughly enjoyed being part of what was clearly a very well organised and run event."*  
**Victoria Piquet, Deputy Customer Services Manager, ETDE UK**



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## YOUTH ACTION GROUP - DETAILED PLANNING DOCUMENT

### Contact Details

Full name and address of your organisation/youth club, etc:	
Telephone:	Website:
E-mail:	
Name of your representative:	
Contact details if different from above:	

### Youth action group aims and objectives

Name of Youth Action Group:
What is the purpose of this Youth Action Group:
What type of project(s) will you develop as a Youth Action Group:

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How will this project/s help you as a Youth Action Group?
How will this project/s help other young people in your community?
How will this project/s make a positive contribution to the wider community?
Why is this project/s important and what evidence can you provide to show it is important?
Where and how will you promote your project/s?
How many young people in your local area will benefit from your project/s?

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**Proposed actions and schedule**

Describe how you will design, develop and deliver this project and your proposed timeline.

What are you planning to do?	How you will do this?	Who will be responsible for this?	When are you planning to do this?	Notes

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## Products and items

Detail the products and items you will need to design, develop and deliver this project.

What product or item is required?	What will this be used for?	Where will you get this item or product from?	Is there an estimated cost?	Notes
Total estimated cost for products and items:				

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### Training and support

Outline any training requirements you feel would be required.

Type of training/support	Who is this for?	How will it support in the design, development and delivery of the project?	Who will provide this support and is there an estimated cost?	Notes
Total estimated cost for training and support:				

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## Monitoring and evaluation

Describe how you will monitor and report back on progress:	
Describe how you will measure, evaluate and provide evidence of the achievements of your aims and objectives: Aim/objective	Evidence/method of evaluation
Please describe any plans or ideas for the sustainability of this project:	



## PARTICIPATION & DEVELOPMENT FORM

Name:	Area:	Age:
Project purpose & description:		
Start date of involvement:	End date of involvement:	
Overview of positive contribution to the group/project:		
Outcome:		
Additional information:		
Documents available: <input type="checkbox"/> Registration forms <input type="checkbox"/> Evaluation forms <input type="checkbox"/> Registers <input type="checkbox"/> Agreement forms <input type="checkbox"/> Proposal <input type="checkbox"/> Other (please describe):		

# REGISTRATION FORM

## Section 1: Participant details

Surname:		Forenames:	
Address:			
	Post code:		
Email:			
Telephone:			
Date of birth:		Age:	(yrs)
		Sex:	Male/female
Are you a resident of a social landlord?	Yes <input type="checkbox"/> no <input type="checkbox"/>		

What is your ethnic origin (please tick the relevant box 

Ethnicity			
White – British	<input type="checkbox"/>	Asian or Asian British – Bangladeshi	<input type="checkbox"/>
White – Irish	<input type="checkbox"/>	Asian or Asian British – Other	<input type="checkbox"/>
White – Other	<input type="checkbox"/>	Black or Black British – African	<input type="checkbox"/>
Mixed – White and Black Caribbean	<input type="checkbox"/>	Black or Black British – Caribbean	<input type="checkbox"/>
Mixed – White and Black African	<input type="checkbox"/>	Black or Black British – Other	<input type="checkbox"/>
Mixed – White and Asian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed – Other	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
Asian or Asian British – Indian	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>
Asian or Asian British – Pakistani	<input type="checkbox"/>		<input type="checkbox"/>

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**Do you consider yourself to have a disability, health problem or any learning difficulties?**

Yes  No

If yes, state the nature of your disability/learning difficulty: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**How did you find out about the project?**

Word of mouth  Friend or family  Newspaper or leaflet   
Another provider  Other (please state)  \_\_\_\_\_

**Section 2: Next of kin**

Relationship to participant:			
Surname:		Forenames:	
Address:			
	Post code:		
Email:			
Telephone:			

### Section 3: Declaration

Information supplied by you will be used only for the following purposes:

- Registration
- Assessment of ability and needs
- Assessment of the effectiveness of the Programme
- Assessment of the effectiveness of publicising the Programme

These purposes do not apply to the information on your ethnic background, which will be used only for ethnic monitoring.

Unless otherwise required by law, the personal information you provide will not be supplied to anybody outside of [name of organisation] \_\_\_\_\_ other than:

- Programme funders

I certify that the above information is correct to the best of my knowledge and does not obligate the project or myself in any way. I am also aware that for the purposes of the Data Protection Act 1998 the data controller is [name of organisation] \_\_\_\_\_.

*The event may be photographed and/or digitally recorded for our records. Images of you may be used for display and marketing/publicity purposes and may appear on the organisation's website.*

Please tick the box if you **object** to photographs/digital images being used this way.

In signing below you give your consent to the uses of your information described in this notice.

My signature: \_\_\_\_\_ Date: \_\_\_\_\_

# PLANNING A SESSION

Session plans are a great way to make sure that your work with young people is organised and effective. Putting together session plans will allow you to create a better session that has a clear aim and activities which help you to achieve that aim. They will also help you to alter your activities based on any changes that may occur during the session.

This short guide will give you some handy hints on how to put together useful session plans.

## 1. THINK ABOUT WHAT THE SESSION IS FOR

It is important to start by thinking about what the session is for. If the session has gone well, what do you want to have achieved?

Is it to pin down specific tasks for an event that is coming up? Is it to evaluate a residential that you have just been on? Or is it to build the confidence of a new group and help young people to get to know one another?

Thinking about the basic aim should come first. Write this at the top of your session plan, rather than thinking about what activities you might include.

## 2. WRITING THE SESSION

With the aim of the session in mind, think about the icebreakers, activities, discussions and games you might use to achieve it. Draw from sessions you may have already run and other people's sessions too. You could also work with young people to include their ideas.

Your plan should include:

- ⦿ The practical information – the date, the time, the venue, the topic, the number of participants and the aims.

- ⦿ Time for breaks and lunch. Participants will want to know this!
- ⦿ A breakdown of how you are going to deliver the session. List each of the activities that you will run.
- ⦿ Give each activity a rough timeframe. This is really important so that you do not run over time and do not get the things done that you need to.
- ⦿ Next to each activity, also write down any resources that you will need. Even if you think the resources are obvious, writing down what you need will help you to prepare for the session and also for each activity. Before the day, look at the list of resources to make sure you've got them all and have done things like photocopying.
- ⦿ Also, write outcomes and objectives for each activity. Remember that these should link back to your overall aim in some way.





## Other things to think about when writing your session plan

### 1. START BY HAVING SOME FUN

It is usually a good idea to start a session with an icebreaker or a game to help people feel more comfortable. They may have had a long day, or have just woken up so this can help everyone to feel more at ease.

There is a whole selection of icebreakers on page 60.

### 2. THINK ABOUT THE FLOW OF THE DAY

If you have an activity that looks like it will require a lot of sitting down and writing, or be particularly hard work, plan to use a lighter or more active method after it. It is good to have variety in a day so always bear this in mind.

### 3. BE FLEXIBLE

If it looks like people are getting bored or tired, try to throw in a game. This is more important than trying to stick religiously to the session plan. Similarly, if a session really is not working then either move on or try to simplify it.

### 4. BE CONSCIOUS OF THE SPACE

Take note of the venue or room that you will be using and any space constraints it may present. Activities that require moving around might not work very well in a small space. It is important to bear in mind any access requirements your participants or colleagues may have too.

### 5. USE YOUR SESSION PLAN TO EVALUATE

Having your plan will help you to work out which activities went well, and which could be improved. After your session is finished, have a look through the programme and think about the success of each activity and if you would change anything else the next time around.

On page 64 there is a sample session plan for you to adapt and use.



## Icebreakers

### BUILD IT

This game works well if you have a large group that you can split into smaller groups of three or four. It adds a little competition into proceedings and encourages participants to work as a team to try to be the first to succeed. Set the teams a challenge of something they have to build together. It could be something like a tower, bridge or castle. Give them materials such as Lego, a deck of cards or marshmallows and spaghetti sticks. Whoever builds the biggest castle or the tower that stays up the longest is the winner.

### NAME GAME

Stand everyone in a circle. The leader says his/her own name and then throws a tennis ball to the person to his/her left. Continuing in one direction each person says his/her name and passes the ball until it gets back to the leader.

The leader then calls out someone's name and throws the ball to them. That player then calls another name and throws, and so on.

Once people are getting an idea of names, introduce a second ball, and then a third as it gets easier.

### KEEP THE BALLOON UP!

Get everyone to stand in a circle. Throw a balloon into the middle of the circle.

**Round 1:** Keep the balloon off the floor, people in the circle have to run in and hit the balloon up while saying their name (the same person cannot hit the balloon twice in succession).

**Round 2:** The same, but when you hit the balloon up in the air, instead of saying your own name, you say the name of someone else and they have to come in next to hit the balloon.

### WHO DONE IT?

This is a really good game to play with a new group who are unfamiliar with each other. Assuming you have a small to medium sized group (maybe five to ten people), everyone can play; if you have a particularly large group it may be worth choosing some volunteers. Each player should write down on a piece of card something they have actually experienced or done – tell them to ensure the fact is as silly or as unbelievable as possible. Sentences such as, “I bought some milk once” would be too boring; we are looking for things like “I once went bungee-jumping!”

Once everyone has written down their sentence, collect the cards, shuffle them and redistribute them. Each player then reads out the sentence they have been given and guesses ‘who done it?’ If they guess correctly, the writer should have a little time to tell the story. This frequently leads to gasps of astonishment, as well as hilarity in certain cases. Games like this really help young people to learn that everyone is unique and capable of achieving special things.

### AGREE OR DISAGREE

A game of two extremes! This is a simple icebreaker to get people up and moving and sharing their preferences or views on topics.

Create an imaginary line from one end of the room to the other. Instruct people to move to a point on the line to indicate where they stand on a particular issue.

For example: "Move to the left hand side of the room if you like **chocolate**, the right hand side if you like **strawberry**."

Those who do not have a strong opinion may stand in the middle.

Continue with other examples/extremes:

- ⊙ Sleep in or get up early?
- ⊙ Big party or intimate dinner?
- ⊙ Dance or alternative music?
- ⊙ Would you rather go to the football or a concert?
- ⊙ The pub or night club (for young adults or older!)?
- ⊙ Sweet or savoury?
- ⊙ Do homework or do the dishes?
- ⊙ Facebook or Twitter?
- ⊙ Summer or winter?
- ⊙ Surf or skate?
- ⊙ Would you rather be beautiful or smart?
- ⊙ Be taller or shorter?

When everyone has chosen a position, read out the next one and get them all to move again. Young people love to express themselves so this is a good game to get them to explore and voice their opinions.

### MAGIC CARPET

If you are working with a large group split them into teams (groups of eight work well). Give each team a large piece of paper, towel or a rug as a magic carpet. All team members must stand on it. Start the game by telling teams the following:

"You are on a magic carpet, thousands of feet up in the sky, but you're not going anywhere because your carpet is upside down. The object is to flip the carpet right side up without anyone falling off into the abyss. You can use your hands. The team that flips its carpet first without anyone stepping off wins."

### THE SUN SHINES ON

Sit on the floor in a circle. Someone (suggest a leader) starts in the middle and says, "The sun shines on people who ..." and then finishes the sentence by choosing an attribute that more than one person in the room has, including the person saying it. E.g. "... have blue eyes"; "... are wearing red"; "... have a brother".

All the people who share that attribute must stand up and swap places. The person from the middle must try to sit in one of their seats, leaving a new person in the middle. This person then says the next, "The sun shines on ...". Continue until everyone is exhausted (or has had a go). Similar to the "Have you ever" game.

### ENVELOPE GAME

This game requires a little preparation beforehand. You need to make envelopes with instructions written on the outside and a selection of questions on individual slips of paper inside. The instructions should state:

1. Pull a question from the envelope.
2. Read it out to the group.
3. Answer it (the person who pulled it out).
4. Put the question back.
5. Pass the envelope to the person on your left.
6. Start again.

You need to come up with a selection of questions to put inside the envelopes that will get people talking and asking further questions. Try to think of things that they would not have shared naturally but that will not embarrass people to answer. You could use these to start

you off, but the more questions you have the better:

- ⊙ If you were a superhero what would your name be?
- ⊙ If you could be anywhere in the world where would you be right now?
- ⊙ If you had to watch one TV programme for the rest of time, what would it be?

Put each question on a different slip of paper and put it in to the envelope. You need one envelope for each group, but each envelope can have the same selection of questions in.

To play the game put people into groups of four to six. Give each group an envelope and ask one person to read the instructions out. This person then needs to follow the instructions. Make sure everyone has answered at least a couple of questions, but stop the game before people have gone through them all or start to get bored.

### JUST THREE WORDS

As a simple, quick and easy way to get a new group interacting and getting to know a little more about each other 'just three words' is great. Ask participants to come up with three words that best describe themselves. Then ask everyone to use these words to introduce themselves to the rest of the group. For example, "Hi, I'm Sarah and I'm a bubbly, inquisitive Londoner."

### ROCK, PAPER, SCISSORS TOURNAMENT

Just about everyone knows how to play Rock, Paper, Scissors; this is how to make an icebreaker out of it. It is something people

really get into and competition can grow over who has been crowned champion most often.

Put the group in to pairs. Quickly recap the rules of Rock, Paper, Scissors. Explain that the person they are paired with is their first opponent. Get them to introduce themselves, shake hands with and bow to their opponent (you could even roll this together with 'Just three words' to make the introductions a little longer and more in-depth).

All pairs play a few rounds of Rock, Paper, Scissors; the first to two wins. All losers take a seat and all the winners need to find a new opponent. Again, ask them to introduce themselves, shake and bow. They then play another first to two game.

Keep repeating until there are only two players left. They should then play a first to five game as the final. The winner is crowned champion. If you play regularly you can even have a trophy that is passed around the group as different people triumph over the year.

### TWO TRUTHS AND A LIE

A great 'get to know you' game! Everyone in the group has to think of three things to share about themselves - two must be true but one must be a lie.

When a person has shared their three things, the rest of the group must decide which of the three is a lie. You can either ask people to decide straight away or give them the opportunity to ask questions. The person then indicates which one was the lie.

It is amazing some of the things you learn about people when playing this game. People will be keen to trick the group, so it encourages people to share some of the more outrageous things they have done in their lives!



## SUPERLATIVES

All the young people need to do for this game is line up in a certain order which you as the leader dictate. This could be in order of height, birthday month or shoe size for example.

Once the group have their category they will have to communicate with each other to figure out who stands where in the line. Give them a time limit to add to the pressure. Usually there will be lots of shouting, questions flying left, right and centre, but once the time is up they can see how successful they have been.

Ask the group to feedback on what happened: what worked and what did not? Encourage them to think about group dynamics and ways of communicating.

Step up the task by getting the group to do this again with a different topic, but tell them this time they cannot talk to each other. See if it takes them longer to get in order.

Again encourage the group to feedback on what happened. Ask them to think about non-verbal communication and what would have made it easier. They might think about how limiting modes of communication makes group working harder.





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## SESSION OUTLINE TEMPLATE

**Aims (what you want people to have got out of the session)**

<b>Practicalities</b>	
Venue:	Date:
	Time:
Age range of participants:	Number of participants:
Room size and layout:	
Equipment needed:	

## Outline

Time	Session name	Aims	Detail	Resources
10.00	Introduction	For everyone to know what is happening	1. Very quickly explain who we are and what we're here for.	
10.05	Ice breaker	To get people to feel comfortable with one another	2. Get everyone in a circle. 3. Explain the rules (remember to get everyone to fold their arms after throwing the bag). 4. Play the game. 5. Unpick what happened.	<ul style="list-style-type: none"> <li>Juggling bags</li> </ul>

# OUR SAY OUR WAY

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 for its use or misuse.



Time	Session name	Aims	Detail	Resources

# OUR SAY OUR WAY

# MANAGING A PROJECT

Once you have started a project, it is important that the young people and staff involved learn how to manage it. This guide will help you think through how to do this.

After the group have identified their project and started thinking about a project plan it starts to get more complicated!

The young people need to focus on the 'how' and start to break down their project plan in to a series of much smaller tasks. Use this guidance to help your young people think about how they will make their project a success:

## 1. BREAK IT DOWN

Successful projects will take a big idea and break it down into lots of smaller tasks.

You should try to break down what you want to do in to as many small steps as possible. The more steps you have and the smaller they are, the easier it will be.

If they are struggling to come up with these steps, suggest to the young people to try working backwards.

- ⊙ Imagine the project is finished and it went perfectly.
- ⊙ What are the things that the young people did to make that happen? Keep going back a step and making the steps smaller until you reach today.
- ⊙ What are the things that staff members did to make that happen? Keep going back a step and making the steps smaller until you reach today.
- ⊙ How did everyone act with each other to make the project a success? You can use questions like this to encourage young people to think about how best to work as a team.

## 2. WRITE IT DOWN

As you are working out all the steps, make sure they get written down. Just roughly at first because you will forget things and need to move things around.

Once you have a list, you can start to put it in the order that the group think things need to happen.

You can use the action planning templates in this toolkit to help you.

## 3. ASSIGN TASKS

The next step is to turn this list into more of an action plan.

To do this, it is a good idea to give different tasks to different people. It also is really useful to decide a date by when each task needs to be done. On your list write down **who** is going to do each **task** and by **when**. Remember there is not much point saying someone is going to do something if they do not know about it. So make each task the responsibility of someone sitting round the table with you now. Use the template on page 68 to see how to do this.

#### 4. GET HELP

You will not be able to do every project and every task with just your group. You will need help from other people along the way.

It is important for the group to think about what you will need for each task:

- ⊙ Will you need someone else's help?
- ⊙ Will you need any permission, money, equipment?

#### 5. DO IT

Now you have your plan it is time to put it in to action. Without action it is just a piece of paper!

Make sure everyone is committed to doing what they said, when they said they would. If it is a big project, have regular meetings to check that everyone is getting on ok, or if any plans need to change. Make sure you are ticking off tasks as they are completed and make notes of anything you had to change or anything that would help if you did a similar project again.

#### 6. EVALUATE

Once your project has finished, get together everyone who helped and look at what you set out to do and your action plan. This can help you to improve how you run projects in the future. Think about questions like:

- ⊙ Did you achieve what you set out to?
- ⊙ Did you achieve anything else?
- ⊙ What did you have to change on your action plan and why?

- ⊙ What would you do in the same way/ differently if you did a similar project?

- ⊙ If someone else was doing a similar project what advice would you give them?

## THE DECIDE MODEL

This is another way of planning and carrying out a project. Once the group has identified an issue it wants to resolve, follow this plan:

**Define:** What is it that you want to do? Be clear. We want to clear up a particular site? Where is it? Describe it properly. Don't assume people will automatically know what you are talking about. Identify it on a map.

**Explore:** Consult with others. What has been done before? Why is it like that? Who is supposed to look after it?

**Clear:** Make sure everyone who is involved in the project knows what you want to do and the consequences of deciding to do things a certain way.

**Ideas:** Brainstorm ideas to make the project really happen and make a real difference.

**Decide:** On next steps through discussion and coming to a consensus or majority agreement.

**Evaluate:** At the end of the project – reflect on the outcome and evaluate the project. Did it turn out the way you expected? Would you do things differently next time? Record your findings for future similar projects.

*"We planned everything that needed to be done, and we've got dates for the work now."*

**Samad, Whitechapel, London**

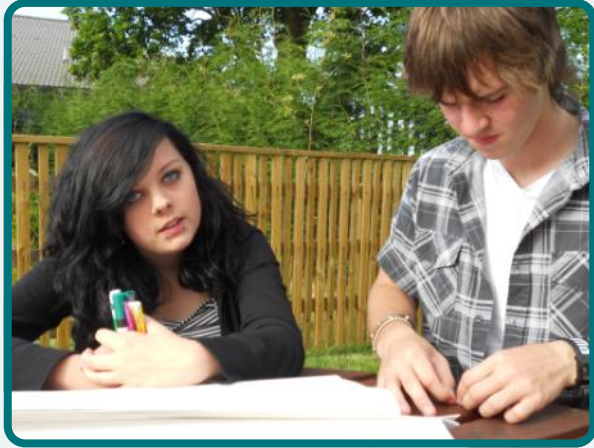
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## PROJECT ACTION PLAN FOR \_\_\_\_\_

Task	Who?	By when?	Help needed?	Permission needed?	Money needed?	Equipment needed?





OUR SAY OUR WAY

# PLANNING A RESIDENTIAL

Residentials are excellent for bringing two or more communities together, but can also be really useful in helping members of a group from one centre to get to know each other better and improve how they work as a team.

A residential can be planned in much the same way as any other project but here are a set of issues and questions for you to consider before you get going:

## 1. WHAT IS THE AIM OF THE RESIDENTIAL; WHAT IS IT FOR?

Think about these fundamental questions as a group before you start planning anything.

- ⊙ What are you trying to achieve? Is it just team building or do you have specific things you want to work on (e.g. a strategy document) or things you need to do (e.g. experience a particular environment, interview people, meet a politician)?
- ⊙ Will everyone be able to take part in all of the activities?
- ⊙ Is it ok for some people to choose not to take part in all of the activities?

## 2. PLAN ACCOMMODATION CAREFULLY

The location for your residential can make or break the event.

If you get it right, then it will be popular with the young people and easy for you to manage. If you get it wrong, you will spend the whole event dealing with everyone's issues. Consider the following questions:

- ⊙ Is it accessible for everyone?
- ⊙ Do you have separate accommodation for boys, girls and leaders?

- ⊙ What activities do you want to do and does the accommodation enable you to do them?

## 3. GET THE FOOD RIGHT!

Getting the food right at an event like this can really help everyone to relax and work well together. Otherwise it can set off a weekend of moaning, so it is worth asking these questions before you go.

Find out what food people like and dislike, and make sure you know what everyone is allergic to and if anyone has any other dietary requirements (halal, kosher, vegetarian, vegan, etc.). Ask them to explain these to you because your understanding of them may be different to theirs.

- ⊙ Who is going to prepare it (if you are doing this yourselves, e.g. when camping)?
- ⊙ Do they have the skills to cook for a large number?
- ⊙ Do you have the equipment?

Consider snacks as well as meals, especially if you are doing something active.

#### 4. WORK OUT THE TRAVELLING TIMES AND DISTANCES INVOLVED

Think about the distances involved to get to your residential or venue and estimate how long it will take to get there and back taking into account food and toilet breaks. Also, consider these questions:

- ⊙ How long will it take to get there? Is this going to take up too much of your time?
- ⊙ Will people all travel together? How will you manage this?
- ⊙ If you need to travel whilst you are there (e.g. from the hotel to the activity centre), have you arranged this?
- ⊙ Make sure you have the mobile numbers of all drivers before you leave.

#### 5. WORK OUT WHAT EQUIPMENT YOU NEED TO TAKE WITH YOU

Activity centres tend to provide all the equipment you need but you should check what they have available and check what charge they make for this. If you are going elsewhere, for example camping or to a hotel, think about these questions:

- ⊙ What do you need to bring with you?
- ⊙ How will you transport it?
- ⊙ What do participants need to bring?
- ⊙ What will you do for those who forget or cannot afford to bring what they need?

#### 6. KEEP EVERYTHING AS SAFE AS POSSIBLE

It is really important that you do a risk assessment for your residential, and also ask to see the risk assessments of any activity centres you are going to. You will also need to:

- ⊙ Check your insurance covers you and what insurance cover any activity centres you are using have.
- ⊙ Make sure you have the mobile numbers of all participants and leaders.
- ⊙ Make sure you have signed permission slips from parents/carers of all under 18s which include their emergency contact details. Carry copies with you.
- ⊙ Request the Fire Risk Assessment from the owners/landlord or managing agent for the activity centres. Ensure all outstanding actions have been completed. For those incomplete actions seek advice from your own health and safety department as soon as possible for guidance.
- ⊙ Companies or individuals providing services for the event should be asked to provide the following information: Risk Assessment specific to the event; COSHH Risk Assessment for any chemicals and/or substances being used (i.e. fuel for generators or paints for face painting etc.); Food Hygiene Certificates; Insurance Certificates.
- ⊙ Ensure your own Risk Assessment includes all the information being requested in the two points above and is managed throughout the event.

## Planning for an overseas trip

This is the process used by one of the Our Say Our Way groups for their youth-led trips.

1. **Inception:** Young person will suggest a destination
2. **Initial research (i):** They are required to research the destination and provide the following:
  - ⊙ Reasons for going
  - ⊙ Cost of flights
  - ⊙ Visa/injections/safety of country
  - ⊙ When to go
3. **Pitch:** Information is presented at a youth committee meeting
4. **Initial decision:** They decide whether it is a good idea
5. **Funding (i):** Young person with youth worker looks at funding opportunities
6. **Logistics (i):** Young person with youth worker works on the following information: what to see, whom to visit, how long, how many young people
7. **Planning and decision-making:** Youth committee spend 4-6 weeks discussing the following issues: dates best to go, how young people should be chosen for the trip, amount each young person should pay, whether deposits are necessary, staff they wish to accompany them

8. **Funding (ii):** Funding ideas suggested by young people at youth committee meeting
9. **Funding events:** Contact made with trustees and assistance commandeered, if available and necessary
10. **Research (ii):** Contact made with groups or individuals to meet whilst in the destination
11. **Logistics (ii):** Staff chosen for trip, young people chosen, deposits handed in (if decided by the young committee)
12. **Parents:** Contact parents about the trip and speak to them personally about what is involved
13. **Hosts:** If a young person is being accommodated with a family, the family should be CRB checked or equivalent
14. **Staff meeting:** Meeting with all staff including youth mentors for the trip to discuss potential major issues and threats on the trip
15. **Trip meeting:** 3-5 meetings about code of conduct, itinerary, what young people need with them, what is expected on the trip
16. **Event:** To the event!

**Tip: Check with your funder first. Some funding bodies, such as the Big Lottery, do not allow funding to be used outside the United Kingdom.**

*"We've been abroad a couple of times, and it's broadened our horizons and made us see how it is in different parts of the world. Some people survive in different countries, in poorer countries than ours. Seeing how they live and how we live makes you appreciate things more."*

**Shounde, SE1, London**



## RESIDENTIALS IN THE NORTH EAST



Young people from Home Group are encouraged to be involved in researching, planning and delivering residentials.

They research the venue online, call the centres and select activities. The trainees are given the task of planning the sessions they will run on the residential. These could be anything from team building activities to consultation sessions. Planning and running such sessions solidifies their academic learning and improves their knowledge, understanding and expertise in being a youth work professional.

Young people and the trainees have the coordinator's support, especially with anything that will affect child protection, legal or health and safety procedures.

Young people feel included and valued by being a part of this process. It equips them with valuable life and employability skills.



*"The groups from Deckham and Cramlington first met at our North East residential and now it's impossible to speak to one group without them wanting to involve the other."*

**Jenny, Youth Participation Co-ordinator, Home Group**

*"They look at stuff different. Where we live, there's is more in the country, ours is more in the city."*

**Becca, Deckham, Gateshead**





# SETTING UP APPRENTICESHIPS/TRAINEESHIPS

Apprenticeships and traineeships both get young people learning by doing. They can learn a wide range of important skills, usually through on the job training supervised by professionals. They should also help participants to achieve NVQ qualifications.

This guide gives you an initial idea of how you might set up an apprenticeship or traineeship for young people in your area.

## 1. DECIDE BETWEEN APPRENTICESHIPS AND TRAINEESHIPS

You will need to pick which one best suits the needs and resources of your organisation.

**Apprenticeships:** The Government is keen to support young people taking on apprenticeships so there is a lot of support available to help you set them up, including funding for taking on young apprentices. All the information you need can be found at [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

Apprenticeships require a long-term commitment from both the organisation and the young people. It will take time for you to set up and support the young person over the course of the apprenticeship. Generally they take at least a year to complete, and possibly much longer depending on what is being studied.

**Traineeships:** Do not have a government-defined structure so you can build them to suit your organisation, but there is still support if you want it. Your local college may be able to support you in a scheme which is part work-based and part college-based. Alternatively you could contact one of the accrediting bodies directly to get their advice on setting up your own scheme:

City and Guilds:  
[www.cityandguilds.com/uk-home.html](http://www.cityandguilds.com/uk-home.html)

National Open College Network:  
[www.nocn.org.uk/employers](http://www.nocn.org.uk/employers)

(There are many more, but these are two being used by Our Say Our Way partners.)

## 2. DEFINE YOUR STRUCTURE

Once you have decided which type of scheme to offer, you'll need to consider these questions:

- ⊙ How long will the apprenticeship or traineeship be?
- ⊙ Who will supervise and mentor participants?
- ⊙ Do these people have the skills to do this?
- ⊙ Are these people ready, willing and able?
- ⊙ How much will participants be paid?
- ⊙ What are your expectations of participants and staff? How will you work this out with each group?
- ⊙ How will you communicate these expectations to the other group?
- ⊙ How frequently will participants and their supervisors meet up to assess progress?

- ⦿ How will your organisation make the most of having a young apprentice/trainee? Consider what they might bring to the role and organisation that other employees might not.
- ⦿ How you will track participants once they have finished the course?
- ⦿ How will you track the impact that participants made once they have finished?

### 3. CREATE GUIDANCE

The Our Say Our Way apprenticeship handbook is a really useful resource in helping you to come up with some guidance for participants to make sure that your efforts are a success.

It is on page 76 for you to adapt and use.



**Apprentice Youth Workers Wanted!**

Are you interested in getting into youth work? If you are someone who enjoys working with people, wants to develop a career and make a difference to yours and other people's communities, then Peabody and CBHA want to hear from you.

We are offering a unique one-year apprenticeship experience plus one day a week at the College of North East London, that will give you a qualification in youth and community work.

You will be working on the 'Our Say Our Way' programme, covering a variety of projects from street work to youth clubs. You'll need to be motivated, keen to learn and make a difference - and ready for a challenge.

If you would like to apply, please contact:  
 Human Resources on 0203 7222 8888 or email [hr@peabody.org.uk](mailto:hr@peabody.org.uk)  
 Our website on 020 7522 8822 or email [peabody.org.uk](mailto:peabody.org.uk)

Closing date: 31/03/2018

Successful candidates will be subject to an enhanced CRB check

Our Say Our Way is a youth programme funded by the Big Lottery Fund, led by Peabody. The projects are delivered in partnership with CBHA, Home Group Limited and Chester & District Housing Trust.

CBHA PEABODY LOTTERY FUNDER

## APPRENTICESHIPS AT PEABODY

Peabody have taken on a number of apprentices who are working with them across London. They provide a clear handbook and a regular structure that ensures that participants can make the most of the experience.

The way the apprenticeships have been set up gives a very broad set of experiences for the apprentices: they combine office-based work with face-to-face youth work and academic study. Bringing and sharing experiences from one setting to another is an excellent way for all the projects supported by Our Say Our Way to develop.

*"[The traineeship] is better than college because you're learning on the job rather than just somebody talking at you. I prefer to just do it. If it weren't there I'd have no skills, and then what's left for me? Drink and drugs?"*

**Katie, Resident Involvement Trainee, CDHT**



# APPRENTICESHIP HANDBOOK (EXAMPLE)

## INTRODUCTION

Our Say Our Way apprenticeships are a unique and exciting opportunity offered to two young people who have demonstrated a keen interest in youth work. You will undergo training and work experience with our Youth Services department for a year.

These apprenticeships have been designed to give you your first experience of youth work, covering as many different areas as possible. You will have the opportunity to develop your leadership skills, find out what's involved in running a youth centre, organise events and go out on the streets with a Youth Worker trying to reach those who don't want to come in to a centre. You'll also be getting involved with the administration aspect of the job and learn about project planning.

There's also the chance to gain a qualification at college. You will work towards a Level 2 Certificate in Youth Work which will help you to move into a career in youth and community work.

### The terms of the apprenticeship

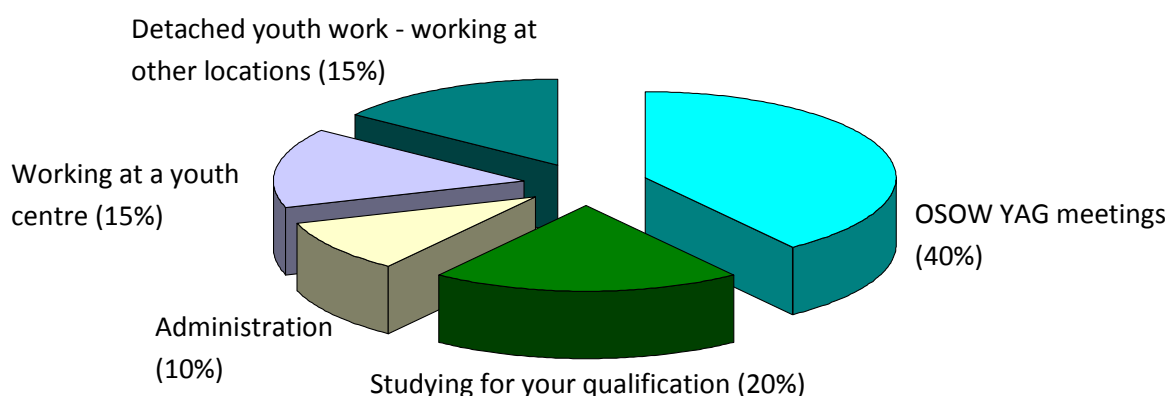
- We have funding for two posts which will be completed in one year.
- You will attend college one day per week working towards a qualification in youth work (Level 2 Apprenticeship in Youth Work).
- You will be involved in both office-based and practical work.
- The minimum age is 18 years.

### The aims and objectives of the apprenticeship

- To give two young people a year's work experience in youth work.
- To be supportive and creative at all times during the apprenticeship.
- To provide as many opportunities as possible to ensure progression, experience and development.
- To ensure as far as possible that the young people trained are passionate about a career in youth work.

The plan is to give you the best experience we can and develop your skills in a range of areas. This will largely be achieved by working at our organisation, but we are aiming to involve other agencies and organisations to ensure you can get involved with as many aspects of youth work as possible.

## HOW YOU WILL SPEND YOUR TIME



### Organising Our Say Our Way forums and meetings:

You will be required to support the Our Say Our Way Co-ordinator in running the different Youth Action Groups. This will include planning, organising and running the meetings, as well as co-ordinating young people and projects. It will include some evening work and possibly the occasional weekend, balanced with days off in the week in agreement with your line manager.

### Administration:

Administration is an extremely important part of your role so you will need to gain some experience and understanding of the processes and policies involved. This will include planning and writing. If you feel you need support in this area, we will be able to help you.

### Studying for your qualification:

You will be required to attend college at least one day a week to gain your youth work qualification. You will also get the chance to join other training courses such as child

protection, first aid, conflict resolution and race and diversity training which will be found and organised by your line manager. This will give you an opportunity to build relationships with other professionals in the same situation as yourself and gain the support and experience needed for a rounded idea and overview of your field of work.

### **Working at a youth centre:**

Gaining an understanding of the benefits and nature of centre based youth work is very important. You should gain a clear understanding of what is involved in running a professional and high quality youth centre, which in turn provides a base for youth workers to work from. This will include running generic youth club sessions and also getting involved in the organising and running of club activities and more targeted sessions.

### **Working in other locations:**

An understanding and experience of detached youth work is also highly important to any youth worker. Young people often encounter difficulty in engaging with a centre based programme. Therefore it is essential to go out to meet them where they are, on the streets where they feel comfortable. Once a relationship has been built and a level of trust between the worker and the young person is in place, this can then be built upon. This work is very important to the success of Peabody's youth service. You will get involved and learn about the elements of detached youth work and the skills you need to engage young people.








## WHAT YOU WILL BE DOING EACH WEEK

Each week you will need to fill in a timetable and timesheet. You will need to give one copy to your line manager and keep one copy yourself.

You will be required to do **25 hours** per week, which will include some evenings and weekends. For example, a typical week may look something like this.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	OSOW Development	OSOW Development	Time Off	OSOW Development	College	Time Off	Time Off
Afternoon	OSOW Development	Placement	Placement	OSOW Development	College	Time Off	Time Off
Evening	Time Off	Forum Youth Action Groups	OSOW Development	Time Off	Forum Youth Action Groups	Time Off	Time Off

-  OSOW Development
-  College
-  Time Off
-  Placement
-  Forum Youth Action Groups

You will not need to work more than two out of three sessions (morning, afternoon and evening) in one day. If you work more than 25 hours you will be able to take that time off in lieu, as long as it has been agreed with your line manager.

## YOUR QUALIFICATION

You will be studying for Level 2 Apprenticeship in Youth Work.

Unit	Title
A1 <i>Unit 1</i>	Establish Relationships and Maintain Dialogue with Young People <i>Engaging Young People in Relationships and Conversations</i>
D1 <i>Unit 4</i>	Work as an Effective and Reflective Practitioner <i>Understanding and Reflecting on Practice and Learning</i>
D4 <i>Unit 6</i>	Work with Young People to Safeguard their Welfare <i>Promoting a Safe Environment in Youth Work</i>
D2 <i>Unit 5</i>	Work in ways that Promote Equality of Opportunity, Participation and Responsibility <i>Equality, Diversity and Participation</i>
<i>Unit 3</i>	<i>Encouraging Young People to Develop Awareness and Understanding of Themselves</i>
Unit A3 <i>Unit 2</i>	Enable Young People to be Active Citizens <i>Young People as Active Citizens</i>
C1 *	Work with Young People to Design and Develop Sessions
A2 *	Enable Young People to Access and Use Information and Make Decisions
*	Only one unit needed

## YOUR WEEKLY ALLOWANCE

You will get a weekly allowance of £\_\_\_\_\_ per week. This will be paid to you on receipt of your weekly signed time sheets. (The time sheets must be submitted signed and on time in order to get paid).

There is also a material allowance available to you for your studies. This can include books, stationery and anything else you might need to complete your studies successfully in accordance with the agreement of your line manager.

## **POLICIES AND PROCEDURES**

We will provide you with a copy of our Youth Services policies along with this handbook. It is important that you read them and that you adhere to these policies at all times. If you do not understand anything or need another copy of the policies, please speak to your line manger.

### **Child Protection**

It is vitally important that you fully understand the importance of Child Protection (CP), and are aware of the Every Child Matters policy. You will need to undergo a Criminal Records Bureau Check (CRB) before you will be able to start in your role.

### **Equal Opportunities**

It is also very important that each candidate knows and understands the Equal Opportunities policy. The policy will be upheld and adhered to at all times. The importance of young people feeling valued, listened to and encouraged regardless of race gender, ability or culture must not be underestimated.

### **Health and Safety**

You should be aware and work to the Health and Safety policy at all times and will be given basic training in this if appropriate.

### **Policy of Good Practice**

The Policy of Good Practice is important to all workers and lays down guidelines on what our organisation knows or believes to be good practice when working with young people. It should be followed at all times.

## **PARTNERS**

In order for these apprenticeships to work effectively, good solid partnerships are needed, giving each apprentice the best possible support and experience possible. The partners that we will be working with are as follows:

### **Work placement 1**

Name of work placement 1

Name of the primary contact at work placement 1

A couple of paragraphs about work placement 1, its history, what it does, with whom it works and on what the apprentice might work

Full work contact details of the primary contact at work placement 1

### **Work placement 2**

Name of work placement 2

Name of the primary contact at work placement 2

A couple of paragraphs about work placement 2, its history, what it does, with whom it works and on what the apprentice might work

Full work contact details of the primary contact at work placement 2

### **College**

Name of the college

Name of the primary contact at the college

A couple of paragraphs about the college, its history, what it does, with whom it works and the course on which the apprentice is registered

Full work contact details of the primary contact at the college

## **APPENDIX 1: JOB DESCRIPTION**

**Job Title:** Youth Worker Apprentice  
**Responsible to:** Our Say Our Way Co-ordinator  
**Responsible for:** None

### **Aim of the role:**

1. To assist in the planning and delivery of Our Say Our Way (OSOW) Forum sessions and activities for young adults in contact with OSOW's Youth Services in accordance with the OSOW Youth Strategy.
2. To assist in undertaking outreach into the community to promote OSOW activities and ensure maximum take-up.
3. To liaise appropriately with service users, parents, volunteers, OSOW staff and other professionals.

### **Responsibilities:**

To assist in the planning and delivery of first-class sessions for youth clubs and other activities for young people/adults, including setting up and clearing away equipment.

1. Encourage young people to participate in OSOW and other local activities, offering support and meeting their needs to facilitate participation.
2. To assist in the evaluation of sessions and activities with service users.
3. To ensure all sessions and activities are run with due consideration to appropriate OSOW policies and procedures, e.g. Equal Opportunities, Child Protection, Health and Safety, etc.
4. To identify potential volunteers and encourage them to become involved in the OSOW activities and to promote effective teamwork.
5. To liaise appropriately and effectively with all appropriate parties, service users and their families.
6. Maintain necessary records and notes to ensure compliance with all legislative requirements.
7. Any other duties commensurate with this post that may be assigned from time to time.



## PERSON SPECIFICATION

### Knowledge, skills and experience

- Must be at least 18 years of age
- Have experience in the field of informal education, community education, youth and community work or related areas
- Be committed to a career in youth work
- Basic IT skills including word processing
- Self motivated
- Must be willing to participate in training to achieve a Youth Work qualification

### Characteristics and attitude

These characteristics and attitudes provide a framework through which organisational, team and individual performance can be continually developed and improved in order to support the achievement of our objectives and to uphold our values.

#### Customer focused – deliver excellent service:

- make customers feel listened to and important
- are passionate about excellent customer service
- prioritise activities to do what is important for our customers

#### Results focused – get things done:

- deliver the basics – right first time
- take responsibility for sorting issues and meeting deadlines
- make things happen

#### Collaborative – work effectively with others:

- share knowledge and skills – approachable and accessible

**OUR SAY OUR WAY**

- willingly support colleagues to achieve their goals
- engage in straight talking – clear and constructive

**Can do** – positive and helpful:

- approach your job with enthusiasm
- respect start times for appointments, meetings and events
- be creative and innovative
- champion our organisation with all audiences

**Principled** – trustworthy and fair:

- demonstrate honesty and integrity in everything you do
- do what you say you will do – keep your promises
- acknowledge diversity and respect others
- challenge colleagues who do not respect these behaviours

**Continuously improving** – always looking to get better:

- set challenging goals
- take time to review, learn and improve the way things are done
- take responsibility for personal development

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 for its use or misuse.



**APPENDIX 2: OSOW APPRENTICESHIP TIMESHEET:**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **To:** \_\_\_\_\_

Day:	Morning 9.00 – 12.00	Afternoon 1.00 – 4.00	Evening 4.00 – 9.30	Total Hours:
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
<b>Total hours for the week:</b>				

Signed:

\_\_\_\_\_  
 Trainee:

\_\_\_\_\_  
 Date:

\_\_\_\_\_  
 Line Manager:

\_\_\_\_\_  
 Date:

Note:

These time sheets must be handed in to your line manager at the end of each week.



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## **APPENDIX 4:**

### **Policies to include:**

- Child Protection
- Good Practice
- Equal Opportunities
- Health & Safety





**We can help you:**

- Write the perfect CV
- Jobsearch online
- Fill in job applications
- Prepare for interview
- Prepare for work life

If you are aged 16 or over and living in the borough of Waltham Forest, we can offer you free employment support. You will receive one to one support, build self confidence and gain practical work related training to help find work.

Our employment brokers work closely with local employers and have a range of vacancies, work placements and volunteering opportunities ready to fill. You need to be 16+, unemployed or work less than 16 hours per week.

You can access free resources to help you look for work including access to the internet.

We also offer a range of other services:

- Finance and benefit advice
- IT and basic skills
- Healthy eating and well-being activities
- Taster and information sessions

To find out more, call 020 7922 8500 and choose option 4 or drop in to see us.



CBHA Chingford Office  
5 Ching Way  
Chingford  
E4 8YD

Open Friday, 9.30am to 4.30pm. For information about our other centres call us on 020 7922 8500.

These buses stop near to the centre: W11, 97, 158, 357.

[www.cbha.org.uk](http://www.cbha.org.uk)



**OUR SAY OUR WAY**

## SETTING UP CERTIFIED COURSES

Setting up certified courses can help young people in your area learn important new skills which has a clear benefit in terms of building confidence and raising aspirations.

Young people on Our Say Our Way projects have found certified courses to be invaluable in improving their employability and helping them to land jobs. It is very important that the certificates people are achieving are appropriate for the jobs in the area and the jobs the young people want to (and could reasonably expect to) get.

Use these ideas and prompts to set up a certified course:

1. Look at the local jobs market to see what jobs are available.
2. Talk to the young people about what kind of jobs they are looking for (what industry and what hours).
3. See where there is crossover.
4. Pick out any qualifications or experience the job adverts are asking for. These are obviously prime candidates for the kinds of courses you could run.
5. Contact some employers and ask what courses they send new recruits on (e.g. food hygiene, health and safety at work, first aid at work) as people recently certified in these may save a prospective employer money as they do not have to train them.
6. See if any local agencies are offering free training in these courses. Call the job centre to get a list of training providers in the area.
7. See if any will run courses for free or give you a discount if you can provide the venue and participants.
8. If not, you could apply for funding from the local council or local charities.
9. Once you have set a date for the course advertise it widely. The more people you can get on it the wider your impact.
10. Get people to commit to coming. Take their names, mobile numbers and email addresses. Impress upon them how important it is that they turn up if they say they will. You might want to ask for a refundable deposit (i.e. they get it back if they turn up).
11. Make sure you give everyone a flyer with the date, time and venue really clearly written on it.
12. Text and email everyone a few days before the course to remind them of the details. Ask people to confirm that they are coming.
13. Text everyone on the day of the course to remind them again.

*"The best thing I've done was going out to get funding and using it for qualifications. I wanted to do the qualification because to get into any kind of work, people like to see your first aid qualification."*  
**Zamanur, Whitechapel, London**

## Working with an awarding body

One possible route for a certified course is to link up with an awarding body like ASDAN ([www.asdan.org.uk](http://www.asdan.org.uk)) to accredit the courses you are providing. This is the process you would have to go through in order to register with ASDAN.

### 1. REGISTER WITH ASDAN

Before you can deliver certified courses with an organisation like ASDAN, you have to register. This will include an annual centre fee for a certain period of time. In ASDAN's case, this fee gives you access to the entire range of ASDAN courses as well other services like:

- ⊙ **Support and advice** from your Regional Adviser and ASDAN Central Office
- ⊙ Access to **local support and moderation meetings**, held throughout the UK, and to external quality assurance
- ⊙ Access to purchase ASDAN **publications and materials**
- ⊙ Regular **mailings** and updates
- ⊙ Access to the **Secure Area** of their website which contains meeting dates, recording documents, online candidate registration and much more

For centres that only wish to run the **ASDAN Short Courses** and/or **Key Steps**, there is a reduced annual centre registration fee.

If your centre is not yet registered with ASDAN, the first step is to fill in the online registration form to inform ASDAN of the programmes and/or qualifications you intend to run.

### 2. REGISTERING THE STUDENTS

Invitation letters are sent out to target customers (i.e. girls, boys, over 18s, etc.)

These letters also contain information regarding the course contents, start dates, times and its benefits.

New participants have to:

- ⊙ Complete all necessary registration forms
- ⊙ Complete an individual learning plan
- ⊙ Have an individual photograph taken
- ⊙ Attend a group induction session

It is your job to complete an approval check list that states how you will meet the needs of and support the students, e.g. "what sort of induction programme do you provide for candidates undertaking ASDAN qualifications?"



# PROVIDING ACCESS TO TRAINING

As well as putting on certified training courses you may also want to:

Set up training on non-vocational issues

Act as a gateway to help people find other training



## SETTING UP NON-VOCATIONAL TRAINING

In many ways this follows a similar process to setting up certified training (but without the certification, obviously). The courses that you offer could be about setting up a home, financial management, self-defence, online skills, or anything that interests your young tenants. Some key differences to setting up certified training:

- ⊙ Make sure the training would be attractive and beneficial for the young people on its own. As there is no 'carrot' of increased employability at the end, the course itself needs to be interesting.
- ⊙ You and your colleagues in your social housing organisation could run the course yourselves. This can be great fun for your colleagues and an excellent way for them to connect with tenants. It can also save you money. If you are using your staff rather than a professional trainer, make sure you run through their sessions with them first, especially helping them to consider how they would work with young people. The fact that someone is excellent at their job (e.g. as a painter, handyman, etc.) doesn't necessarily mean they are great at showing other people how to do it.

## ACTING AS A GATEWAY

This is a really important role you can play in your developing relationship with young people. Things you can help them with (because some may struggle on their own):

**Being aware of what is out there and suggesting things.** Pick up on issues they express an interest in and do a bit of research, or encourage them to, to find out whether they could get further training on it.

**Searching and finding courses.** The names for courses are often full of jargon and technical terms. You may have a better understanding of these so you may be more able to identify what might be suitable.

**Recommending courses.** Whenever anyone has gone on a course make sure you find out from them whether they thought it was worthwhile. Build up a list of good courses and training providers so you can suggest them to others.

**Helping them through the bureaucracy.** The various forms to be completed and hoops that need to be jumped through can be a real barrier to signing up to a course for some people. Filling out forms for them or holding their hands whilst they do it is really useful.



**Providing a reference.** Some courses require references for people to be accepted. You can provide one and suggest others who may be able to provide another.

**Accessing funding.** Maintain a list of charities and organisations that might sponsor people on training courses. Ideally you should try to have a pot of money that your young people can bid for to pay for their training if they can show that it will have a benefit to the scheme as a whole.

## SUSTAINING TENANCIES TRAINING

For CDHT one of the key reasons for engaging with young people is to make sure that they develop a good relationship with their landlord and are able to make the most of their tenancy. This has obvious benefits for both landlord and tenant.

CHDT know that gaining the trust of their young residents is important, so they start by developing a relationship by helping them with things like dealing with anti-social behaviour or outstanding repairs. Using these as a way in, they then try to engage with the young people on issues that will help them sustain their tenancy: making sure they have enough money and are house proud.

They help them with budgeting so they understand the cost of living on one's own, trying to get them to save money so that they can afford essentials and also the small luxuries that make a house a home. They also run decorating and DIY courses to try to give young people the skills to make their house feel like their house and not the landlord's. It is hoped that developing this relationship means that they will be able to pay the rent, and will not want to throw parties that end up in the house getting trashed.



*"This really works in Chester. Young residents enjoy taking part in this scheme and I would recommend that other Housing Trusts do have a think about this scheme."*

**Chris, Lache, Chester**



# SETTING UP WORK PLACEMENTS

Work placements can be a really useful way to help young people to develop new skills and understand more about the world of work. A work placement can range from one day's work shadowing to a month's work experience.

It can also help the person being shadowed or managing the work experience to do their job better.

It is important that you put thought in to how the work placement will work to make sure that it is a worthwhile experience for everyone involved. Consider the following areas and questions:

## 1. WORK OUT WHAT YOU ARE AIMING FOR

Start by thinking about what you are aiming for with a work shadowing programme.

Set out what benefits you think the work placements will have not just for young people, but for staff as well. You might want to set up a meeting with some colleagues from across your organisation and some young people to get their help on thinking this through.

Also consider the practical side of how it will work. How long will each placement need to be in order to get the benefits you have identified? How many placements will you set up and if there is more than one, will the young people work together on anything?

## 2. CREATE CLEAR DESCRIPTIONS, GUIDES AND AGREEMENTS

The next step is to create clear and concise descriptions of the scheme for people who might want to get involved. They do not have to be long, but you will need them to advertise and help potential participants really understand what the programme is about.

You will also need to create a guide to the programme which details what young people and staff can get out of it and what they need to put in. Include an agreement for participants to sign to say they are committed to the process. It is important to do this before you advertise so that when people ask for more information you have it all to hand. There are examples of work placement guides on pages 96, 100 and 105.

## 3. ADVERTISE AND RECRUIT

Use the descriptions and guides you have produced to advertise the opportunities.

Make sure that you highlight the benefits for participants that you have identified because this will help recruitment.

Be frank about the commitment that is involved and tell people who might be interested that they should be sure before they sign up. This will help you to avoid last minute drop-outs on either side which will undermine confidence in the programme.

#### 4. RECORD AND EVALUATE ALONG THE WAY

During the work placement, young participants should record their experiences so that they can use these in future job interviews and applications. They might like to write a blog, a work-shadowing diary, or record regular videos. The member of staff might like to do this as well.

This evaluation will also help the social housing landlord to understand how well the placement and the scheme is going and how it may need to be changed in the future. It could also help them with fundraising opportunities.

To mark the end of a placement, you should consider some sort of certification for the participants.

#### 5. EXPAND THE SCHEME OUTSIDE OF YOUR ORGANISATION

Taking the scheme to other organisations in the community can really help to develop more opportunities for more young people.

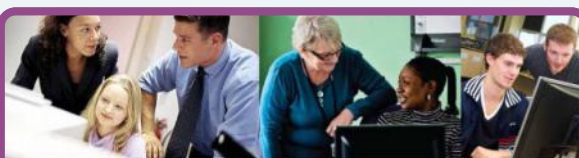
This can make the scheme even more attractive and varied to young people, by involving other organisations and businesses in the area.

- ⊙ Begin by making changes to the scheme based on the evaluation and feedback that you've got from running the scheme within your organisation.
- ⊙ Change the language in the guidance to make it less social housing landlord specific.
- ⊙ Take this package to other organisations, focusing on places that young people in your area aspire to work in and organisations you already work with so

you can draw on your contacts and connections.

On pages 96 to 117 you will find our guides to work shadowing and work placements that you can copy, adapt and use.

*"The only reason I first came was to volunteer and improve my CV. Then I realised I could do more to improve the area and get more links."*  
Samad, Whitechapel, London



Work shadowing days – 2-13 April 2012

Creating opportunities,  
with your help...

We'd like to invite up to 30 young people to spend one day at Peabody, shadowing our employees.

We're looking for people at all levels of the organisation – both in the office and out in the community – who can take on a young recruit and show them a day in their life at Peabody.

If you think you can offer a shadowing opportunity, please contact



## WORK PLACEMENT INFORMATION FOR EMPLOYERS

Dear \_\_\_\_\_ ,

### OUR SAY OUR WAY WORK PLACEMENT

We have organised a work placement for \_\_\_\_\_ (name)  
with your organisation from \_\_\_\_\_ to \_\_\_\_\_ (dates).

If this placement is definite and you are able to provide him/her with a placement please  
return the signed 'Employer Agreement Form'.

The 'Work Placement Feedback Form' is for you to report on his/her performance after the  
completion of the work placement. Please retain this and return it after the placement to this  
office.

Should this placement no longer be available please return all paperwork to us indicating why  
you are unable to offer the work placement.

For the benefit of the young person your urgency in this matter would be greatly appreciated,  
as we would need to find an alternative placement as soon as possible.

Many thanks for your support for the Our Say Our Way project.

Yours sincerely,

Youth Worker

## EMPLOYER AGREEMENT FORM

**IMPORTANT: THIS FORM MUST BE RETURNED TO THE OUR SAY OUR WAY TEAM BEFORE THE PLACEMENT STARTS. THIS IS A LEGAL REQUIREMENT.**

Young person's details		
Name:		D.O.B.:
Address:		
Postcode:	Telephone:	
Placement referral from		
Our Say Our Way partner:		
Contact name:	Contact telephone:	
Employer's details		
Name:	Contact name:	
Address:		
Postcode:	Telephone:	
Placement details		
Job title:		Interview required?
Date of placement	From:	To:

### EMPLOYER CONFIRMATION OF PLACEMENT

Please tick as applicable and sign below.

- Yes, I am able to accommodate this young person on work placement.
- Sorry, I am unable to accommodate this young person on work experience for the date specified above. Please give a reason to help us plan for the future.

### CONDITIONS OF AGREEMENT

As a representative of \_\_\_\_\_ (Employer), I agree to the young person named above working on my premises in accordance with the Letter of Understanding which we have signed and acknowledge my responsibilities under Health & Safety at Work Act.

During the period of work placement, the young person will be given meaningful work to carry out and will be properly instructed and supervised – especially with regard to safety at work.

I confirm that the young person on placement will be insured under the organisation's Employer's Liability Insurance.

Name:		Signature :
Job title:	Date:	

## WORK PLACEMENT FEEDBACK FORM

Date of placement	From:	To:
<b>Employer's details</b>		
Contact name:	Job title:	
Company name:	Reference:	
Address:		
Postcode:	Telephone:	
<b>Young person's details</b>		
Name:	D.O.B.:	
Address:		
Postcode:	Telephone:	
Parent/guardian name:	Telephone:	
School/College:	Form:	

**On completion of the work experience please discuss the placement with the young person and complete this report.**

**The form should be returned to the Our Say Our Way project workers.**



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 for its use or misuse.



**Under each heading, please tick one of the following:**  
**E = Excellent                      G = Good                      A = Acceptable                      U = Unsatisfactory**  
**Please leave blank if the heading is not applicable to the work placement**

		E	G	A	U			E	G	A	U
Personal	Interview					Communications	Written				
	Timekeeping						Oral				
	Attendance					Use of number					
	Appearance					Use of IT					
Working with others	With colleagues					Problem solving					
	With Manager/supervisor					Ability to improve his/her learning and performance during course of placement					
	Team work ability					Number of days worked by young person					

**As this report may be used as part of the young person's record of achievement, your written comments below would be appreciated.**

Name:	Signature:
Job title:	Date:

# OUR SAY OUR WAY WORK SHADOWING STAFF HANDBOOK

**Our Say Our Way** is an exciting project which encourages young people to engage with their communities and landlord through positive activities.

Led by Peabody and sponsored by the Big Lottery Fund, it gives young people a voice and a chance to have their say about the decisions that impact their lives and their local community. They can then make a positive difference to themselves and others around them.

## **Our Say Our Way work shadowing day – raising aspiration**

We are seeking to prepare and empower young people by conducting a work shadowing day for young people aged between 14 – 21 across all areas of the organisation. This is an invaluable opportunity for young people to maximise their potential and take advantage of the opportunities London has to offer through engagement in civic life. It will also give our young residents the opportunity to see the breadth of work we do as an organisation, as well as an opportunity for us to give something back.

## **Work shadowing – what is it?**

Work shadowing refers to a reciprocal learning process whereby a young person 'shadows' or follows someone in their work role for a period of time, for the purpose of enhancing their own performance and that of adding value to the role of the person they shadow.

## **Why do it?**

Work shadowing and seeing the realities of the work place has been proven to be an invaluable source of knowledge for young people in making life and work choices. Those being shadowed have often reported back that a fresh pair of eyes has brought to their attention ways of improving their service, making the learning process reciprocal. Also, let us not forget the sense of satisfaction that comes from helping to give a young person direction!

## **BENEFITS FOR YOU AND YOUR YOUNG PERSON**

### **You**

- Sense of accomplishment
- Extra pair of hands and eyes for a day

### **Your young person**

- Increased direction
- Increased motivation
- Sense of accomplishment
- Possible job/training outcome

## **THE PROCESS**

### **Your role**

If you are interested, please fill out the role profile document below to be advertised to our young people. Please do bear in mind that it is to be directed at young people who may not have an inherent understanding of your role. Possibly phrasing it in the style of “a day in the life” may help. But do please include your responsibilities, who you talk to, and whether you are office or community based.

### **Risk assessments**

Obviously, we want to make sure that this experience is a safe and happy one for all involved so that means risk assessments must be carried out on each day plan to ensure everyone’s safety. All young people will be vetted for suitability. Young people must be monitored at all times of the day.

### **A plan of the day**

Each work “shadowee” will be asked to complete a very brief plan of your day for the date you will be shadowed. We will provide you with details of start and finish times.

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for its use or misuse.



Work shadowing is of course all about your young person seeing the realities of your work, but we would also ask that you take a common sense approach to situations that may compromise health and safety and keep faithfully to your risk assessment. If you are, for example, out in the community we would ask you to be mindful of the young person shadowing you and the situations you may face.

## **Evaluation**

We will provide you and the young person with a short evaluation sheet so we are able to capture the success and challenges of the day. All young people must complete a registration form and evaluation.

## **Set Times**

9.30 – 10.00 a.m. Young Person arrives. You will be given prior knowledge of who your young person is. Please be available to meet and greet them.

Between 10.00 – 4.00p.m. Your young person will be in your care and following the day plan supplied.

4.00 p.m. – Finish.

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The authors and publisher are providing this for information only and accept no liability  
for its use or misuse.



## WORK SHADOWING JOB ROLE & DAY PLAN FORM

Name:	Job title:	Location:
Job role. Please tell us a little about your role:		
Day plan for work shadowing:		
Additional information:		



## OSOW WORK SHADOWING EMPLOYER FEEDBACK FORM

Your name:	Department
Start date of involvement:	End date of involvement:
Name of work shadower:	

### Was your work shadower:

Punctual?
Well presented?
Engaged and interested throughout the day?
What went well?
What did not?
Would you consider work shadowing again?
Would you consider creating new volunteer opportunities for young people in your department?

Thank you for participating in our work shadowing.

**OUR SAY OUR WAY**

# OUR SAY OUR WAY WORK SHADOWING HANDBOOK FOR PARTICIPANTS

## WHAT'S WORK SHADOWING? WHY DO IT? WHAT'S IN IT FOR ME?

Work shadowing is a process where you work with a person/department to see what they do. It's useful because it may help you decide what you want to do in the future (or what you don't want to do!) and also it can lead to volunteering and if you impress, sometimes it can lead to a job (obviously, the job needs to be available!)

## HOW WILL OUR WORK SHADOWING HELP YOU?

Over the three days you spend with us, not only will you get to see how the world of work works and get some experience, we'll also help you with:

- Putting your experience and the skills you've learned on a CV
- Knowing the perfect answers to tough interview questions
- Provide you with a reference for the day, which could help you get a job
- Provide you with a £20 voucher (a nice shirt for an interview?)
- Show you some jobs available and help you apply
- Make you an appointment with an employment broker

## HOW TO APPLY

### Recruitment & selection

If you're interested in doing this, you will be expected to complete an application form outlining which type of position you would like to shadow and why. Based on the answers given in your application you will then be invited to attend an interview to assess your suitability and match you to a position.

Day 1 – Preparation Workshop. We'll cover the ground rules, how to dress and give you the details of where you will be the next day, and make sure you have contact details for the people you're shadowing.

Day 2 – You will return to carry out your work shadowing.

Day 3 – This will be a training session to help you with CVs and interview skills. We will also have a list of jobs you can apply for or take away with you. This is when you'll receive your voucher.

## **Work shadowing agreement/ground rules**

**Timekeeping** – Please be on time for all aspects of your work shadowing. If you are going to be late, you must contact your work placement supervisor.

**Behaviour** – Be respectful at all times. Act with respect and you will earn respect back.

**Dress** – Please dress appropriately to the role you will be shadowing. If your role will be within an office environment, no jeans and no t-shirts.

## **Explaining your work book**

We want you to be able to use your work shadowing to help you get a job, so by the time you leave, you'll have a CV, some work experience and a reference from the person you shadowed.

- **Your new CV!** – Haven't worked before? You will have now, and we'll help you create a CV highlighting your skills and including the duties you will carried out in your work experience. You'll also have information about how to answer interview questions and what questions you should ask as well as knowledge about different ways to get a job.
- **Target setting and progression** – This is to help us make sure that you achieve what you want to achieve through going on work shadowing. Explain to us the skills you want to develop and we'll highlight that with the person you're shadowing.
- **Reference form** – This depends on you. You'll have a reference you can use and give to employers at interview. Get this filled out by your supervisor at the end of the day when you come in for your work shadowing.
- **Evaluation form** – We need to know what you thought of the work shadowing so we can continually improve the service.

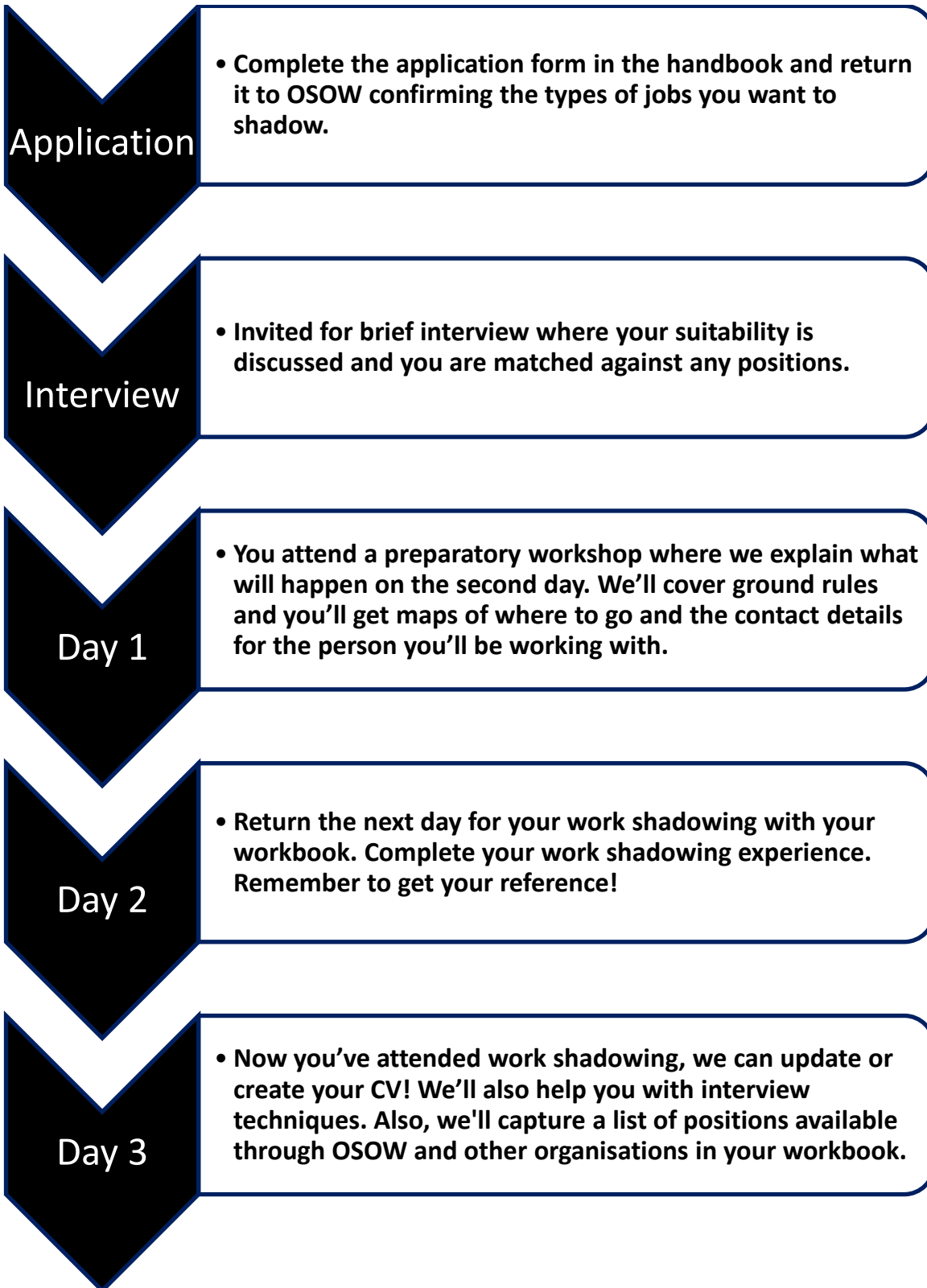
## **References from the organisation**

Where possible, we will use the feedback from your supervisor to create a short reference for you. Employers often ask for references to reassure them about your suitability.

## **Employment support from the organisation**

We have a number of apprenticeships and jobs that come up at any time during the year. If you want help applying for any of these you can book an appointment with one of our employment brokers near you. You will be able to book these appointments at the end of your first day's training session with us.

## OUR SAY OUR WAY WORK SHADOWING DELIVERY PROCESS



## WORK SHADOWING REGISTRATION/APPLICATION FORM

### SECTION 1: PARTICIPANT DETAILS

Surname:				Forenames:		
Address:						Post code:
Email:						
Telephone:						
Date of birth:		Age:	(yrs)	Sex:	Male/female	
Are you a resident of a social landlord?		Yes <input type="checkbox"/> no <input type="checkbox"/>				

What is your ethnic origin (please tick the relevant box 

Ethnicity			
White – British	<input type="checkbox"/>	Asian or Asian British – Bangladeshi	<input type="checkbox"/>
White – Irish	<input type="checkbox"/>	Asian or Asian British – Other	<input type="checkbox"/>
White – Other	<input type="checkbox"/>	Black or Black British – African	<input type="checkbox"/>
Mixed – White and Black Caribbean	<input type="checkbox"/>	Black or Black British – Caribbean	<input type="checkbox"/>
Mixed – White and Black African	<input type="checkbox"/>	Black or Black British – Other	<input type="checkbox"/>
Mixed – White and Asian	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Mixed – Other	<input type="checkbox"/>	Prefer not to say	<input type="checkbox"/>
Asian or Asian British – Indian	<input type="checkbox"/>	Other (please specify below)	<input type="checkbox"/>
Asian or Asian British – Pakistani	<input type="checkbox"/>		<input type="checkbox"/>



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for its use or misuse.



**Do you consider yourself to have a disability, health problem or any learning difficulties?**

Yes  No

If yes, state the nature of your disability/learning difficulty: \_\_\_\_\_

\_\_\_\_\_

How did you find out about the project?

Word of mouth  Friends or family  Newspaper or leaflet

Another provider  Other please state

**SECTION 2: NEXT OF KIN**

Relationship to participant:			
Surname:		Forenames:	
Address:			
	Post code:		
Email:			
Telephone:			

### SECTION 3: DECLARATION

Information supplied by you will be used only for the following purposes:

- Registration
- Assessment of ability and needs
- Assessment of the effectiveness of the Programme
- Assessment of the effectiveness of publicising the Programme

These purposes do not apply to the information on your ethnic background, which will be used only for ethnic monitoring.

Unless otherwise required by law, the personal information you provide will not be supplied to anybody outside of [name of organisation] \_\_\_\_\_ other than programme funders.

I certify that the above information is correct to the best of my knowledge and does not obligate the project or myself in any way. I am also aware that for the purposes of the Data Protection Act 1998 the data controller is [name of organisation] \_\_\_\_\_.

*The event may be photographed and/or digitally recorded for our records. Images of you may be used for display and marketing/publicity purposes and may appear on the organisation's website. Please tick the box if you **object** to photographs/digital images being used this way.*

In signing below you give your consent to the uses of your information described in this notice.

My signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### WHAT TYPE OF WORK WOULD YOU LIKE TO DO WITH US?

Working with older people

Working with young people

Working on your own/other estates

Helping at reception/client facing

Admin or office tasks

Outreach or community work

Employment tutor/advisor

Gardening/caretaking

Other (please state below)

I know exactly what I want to do:

## WORK SHADOWING AGREEMENT

This work shadowing agreement describes the arrangement between the Landlord and you, the volunteer. We wish to assure you of our appreciation of your work shadowing with us and will do the best we can to make your experience with us enjoyable and rewarding.

THE LANDLORD	WORK SHADOWER
<p>We will...</p> <ul style="list-style-type: none"> <li>• Treat you fairly with all others in accordance with our Equality &amp; Diversity Policy.</li> <li>• Introduce you to a named contact for support who will explain how the organisation works and your role in it and to provide any support you need.</li> <li>• Provide you with a work shadowing handbook.</li> <li>• Respect your skills, dignity and individual wishes and do our best to meet them.</li> <li>• Consult with you and keep you informed of possible changes that may affect your work shadowing.</li> <li>• Cover you for any accident or incident that occurs during the course of your work shadowing under our Public Liability Insurance.</li> <li>• Provide you with a safe environment to volunteer by carrying out relevant risk assessments.</li> <li>• Offer you access to any volunteer opportunities we deem appropriate for your skills.</li> </ul>	<p>I agree ...</p> <ul style="list-style-type: none"> <li>• To support the organisation in fulfilling its objectives.</li> <li>• To perform my work shadowing role to the best of my ability.</li> <li>• To follow the organisation’s policies, procedures and standards as outlined in this handbook, including health &amp; safety, confidentiality and equality &amp; diversity in relation to its staff, volunteers and clients.</li> <li>• To maintain the confidential information of the organisation and its clients.</li> <li>• To meet time commitments reliably, except in exceptional circumstances, and to give reasonable notice so other arrangements can be made.</li> <li>• To disclose any criminal convictions.</li> <li>• To let OSOW know if I wish to change the nature of your contribution.</li> <li>• To declare any previous personal or professional relationship with members of staff, clients or partner organisations.</li> <li>• To let OSOW know if it can improve the service and the support that I receive.</li> </ul>
<p>Signed (staff supervisor): Date:</p>	<p>Signed (volunteer): Date:</p>

## 1. INTRODUCTION

- 1.1. We are committed to the concept of lifelong learning and being a learning organisation. It is vitally important that we are seen as an employer of choice to individuals entering the job market for the first time or those returning to work.
- 1.2. One way of achieving the above is to provide meaningful opportunities, both through planned programmes and ad hoc requests, for experiencing different opportunities for work in our organisation. There are two ways of achieving this:
  - **Work Experience** - when an individual observes, takes part in and performs work activities, under supervision and after appropriate training, for a short period of time.
  - **Work Shadowing** - when an individual who is on a work placement cannot carry out all of the duties and/or complexity of that role e.g. Moving & Handling, they will be assigned to 'shadow' an employee going about his or her normal activities. Periods of shadowing vary from a day up to two full weeks.

## 2. NOTES

- 2.1. No payment/expenses are involved to either party within these arrangements.
- 2.3. To ensure the safety of those on placements in either of the above categories, and that the well-being of young people and staff is protected, all relevant policies, procedures and guidelines must be followed.
- 2.4. The minimum age requirement of individuals on placement is 14 years. In exceptional circumstances there may be some leniency for younger individuals. This will be determined on a case by case basis by the Project Co-ordinator and Special Projects Manager in liaison with the HR Team. For clarification on this please contact the Vocational Development Manager.
- 2.5. All individuals on work experience and work shadowing are covered for Public Liability through the organisation's membership.
- 2.6. Work experience and work shadowing individuals do not require a Criminal Records Bureau (CRB) check as they need to be supervised at all times. However, some workplace supervisors should be cleared by CRB.
- 2.7. All work experience and work shadowing individuals must complete a Health Declaration and any queries are referred to HR.
- 2.8. If at any stage of the work experience or work shadowing placement there is direct contact with our residents, the workplace supervisor must seek the permission of the resident involved. This should be detailed in the workplace supervisor's report.

2.9. If any reader of this policy would be able to offer a placement please contact the Vocational Development Manager or anyone in the Learning & Development Team.

### 3. PROCEDURE

- 3.1. Because of the nature and confidentiality of the business that is undertaken by our organisation it may not be possible to offer placements to all applicants. No placement will be accepted until a suitable application process has taken place.
- 3.2. In order to ensure a standardised and consistent approach all young people wishing to undertake work shadowing must initially make contact with the organisation via an agreed organisation/method.
- 3.5. Individuals on work experience and work shadowing may be required to sign a confidentiality statement and work experience agreement.
- 3.6. It is the responsibility of the work experience/shadowing supervisor concerned to ensure that the individual on placement obtains the experience they need according to their identified individual needs.
- 3.7. Whilst on work experience or work shadowing, individuals should be supervised and their performance monitored to ensure safety.
- 3.8. All work experience or work shadowing individuals will be issued with an identity badge, and the workplace supervisor should ensure that this is worn at all times.
- 3.9. The work experience/shadowing supervisor, together with the departmental manager where appropriate, should ensure there is a planned programme of activities for the individual that fulfils the identified learning needs. A copy of the programme should be forwarded to the Project Co-ordinator and Special Projects Manager.
- 3.10. The work experience/shadowing supervisor should complete a risk assessment, role outline and day plan and forward these to the Project Co-ordinator and Special Projects Manager
- 3.11. Each placement will be evaluated for learning outcomes and effectiveness from the supervisor's report and student evaluation form by the Vocational Development Manager/Learning & Development Team.

### 4. CONFIDENTIALITY

- 4.1. The organisation's policy on confidentiality must be adhered to. Each individual must sign a confidentiality declaration and it is the responsibility of the workplace

supervisor to ensure that the individual is fully aware of the organisation's confidentiality policy.

## 5. HEALTH & SAFETY

5.1. So that health and safety requirements are met, it is essential that the workplace supervisor ensures that:

- A 'Generic Young Person(s) Risk Assessment is carried out before the placement. The Vocational Development Manager or a member of the Learning & Development Team should be contacted if any problems are identified. The completed Risk Assessment should be returned to the Project Co-ordinator and Special Projects Manager before commencement of the placement.
- Before they start their placement all individuals on placements are properly prepared and briefed on the hazards in the workplace, control measures to reduce or eliminate risk of injury, and the procedure to report any untoward incident.
- Workplace supervisors know exactly what is expected of them and are aware of their legal responsibilities.

## 6. IDENTIFICATION

6.1. Individuals on work experience or shadowing will be provided with an identification badge on commencement of their placement. This badge must be worn during the entire time the individual is on placement and should be handed back at the end of the placement.

## 7. UNIFORM / DRESS CODE

7.1. Appropriate smart, practical clothes and sensible shoes should be worn at all times.

## 8. MONITORING & EVALUATION

8.1. The Vocational Development Manager / Learning & Development Team will monitor the standard of the placements as they occur and evaluate the efficiency of the policy on a regular basis. The policy will be reviewed in two years of its agreement, or when there are any major changes in service provision if before, and revised where necessary.



# WORK SHADOWER'S WORKBOOK

## OSOW TARGET SETTING PROGRESSION AND EVALUATION FORM

Name:	Borough:	Age:
Start date of involvement:	End date of involvement:	

What do you want to achieve through work shadowing? Or what skills would you like to develop?
1.
2.
3.

How did the following help you develop the skills you identified above?
Day 1 – Find your direction Workshop
Day 2 – Work Shadowing

## REFERENCE FORM

Name:	
Start date:	End date:
Title of job being shadowed:	
Skills developed as part of the experience:	
Reference:	
Details of referee:	

## WORK SHADOWING FEEDBACK AND EVALUATION FORM

Which part of the work shadowing programme did you find most useful and why?

Which part of the work shadowing programme did you find least useful and why?

Were there any issues you would like to have been included?

What would you do differently if involved for a second time?

How could the process be improved?

Any suggestions on how we can improve this experience in future?

# SETTING UP MENTORING

Mentoring is defined as one-to-one support and advice that a mentor offers to another individual (the mentee) usually over a fixed period of time.

A successful mentoring programme helps to develop a good relationship between mentors and mentees with mutual benefit to those involved. This might not just be about work-related skills, but could be focused on improving confidence and self-esteem. In this way, it can help build strong links between the social housing landlord and the community.

Setting up a mentoring scheme can be quite different to setting up work shadowing, traineeships or apprenticeships, so it is important to consider the following points:

## 1. WHO SHOULD BE INVOLVED? WHAT IS THE AIM?

Start by thinking about what you are aiming for with a mentoring programme.

Set out the benefits you think work shadowing will have, not just for young people but for staff as well. You might want to set up a meeting with some colleagues from across the organisation and some young people to get their help on thinking this through.

It is also important to consider the practical side of how it will work:

- ⦿ How long will each placement need to be in order to get the benefits you have identified?
- ⦿ How many placements will you set up?
- ⦿ How will you know if a mentoring relationship has been a success and what can you do to track this?
- ⦿ What support will mentors and mentees get?
- ⦿ How will you work out what mentors and mentees get out of it and how will this affect how they are matched?

- ⦿ What happens if the mentors and mentees do not 'click' with each other?
- ⦿ If there is more than one, will the young people work together on anything?

## 2. MATCHING IS KEY!

Effective matching of mentors and mentees is really important to the success of a mentoring programme.

It is a good idea to sit down with potential participants to find out what they are looking to get out of the programme, and the kind of person they might be looking for. Work out the sorts of questions that you will ask them.

Also think about what will happen once you have recruited an individual; will you wait to place them with the right match or will it be first come first served?

## 3. CREATE CLEAR DESCRIPTIONS, GUIDES AND AGREEMENTS

Use these answers to create clear and concise descriptions of the scheme for people who might want to get involved. These do not have

to be long. You will need this to advertise and help potential participants to really understand what the programme is about.

You will also need to create a guide to the programme which details what young people and staff can get out of it and what they need to put in. Include an agreement for participants to sign to say they are committed to the process.

It is important to do this so that everyone knows what they are getting into, and it is best to have all this prepared before you advertise so that when people ask for more information you have it all to hand.

You can see an example of a guide on page 123.

#### 4. ADVERTISE AND RECRUIT

Use the descriptions and guides you have produced to advertise the opportunities.

Make sure that you highlight the benefits for participants that you've identified because this will help to you to attract the right people.

Be frank about the commitment that is involved and tell people who might be interested that they should be sure before they sign up. This will help you to avoid last minute drop-outs on either side which will undermine confidence in the programme.

#### 5. RECORD AND EVALUATE ALONG THE WAY

It is a good idea to record experiences along the way. This might be in the form of the mentee and mentor keeping a diary of what they are thinking about and working on.

You might find that mentors may need some support and training; can you provide that? Mentors might find it useful to share ideas and good practice with other mentors.

On page 120 is the guidance that Our Say Our Way uses to encourage staff to become involved and to lay out expectations clearly.

*"I think having a mentoring programme is excellent and having someone to trust and confide in is key to success in life."*

**Jermaine, Chingford, London**

## MENTORING AT CBHA

Having set up a successful job shadowing programme, CBHA are keen to develop the relationship between their staff and their young residents further. They decided to set up a mentoring scheme and are encouraging their staff to get involved, not just those who regularly work with young people or tenants.

The youth workers match up staff members from across the organisation with young people.

They have developed a training programme and support for mentors and are clear about the expectations of everyone involved. The mentor scheme will develop the personal skills and the employability of the young people.

# OUR SAY OUR WAY YOUTH MENTORING PROGRAMME

## WHAT IS THIS PROJECT?

We are recruiting staff members to pilot a mentoring programme for disadvantaged young people in our surrounding neighbourhoods.

Our staff and other local organisations are invited to offer skills-based support to an individual registered on our programme. This scheme is not necessarily careers-based, but is focussed on the confidence and social skills the young people can gain through professional support.

The mentoring programme will be managed through the Youth & Community Services team which brings professionals and young people together to work on a variety of projects; anything from drama to self development, arts and crafts to dance.

## What will I do as a mentor?

The youth mentoring programme is being used as a means of self development and skills enhancement for young people living within our homes or registered on our programmes, so you will be mentoring young people who will be involved in a variety of youth projects project.

These young people will want to tap into your varied experiences, so you can offer professional and emotional advice and guidance in the context of a supportive, non-judgmental relationship. The project will provide an immediate focus and a practical starting point for the mentoring relationship.

## What will I gain from being involved?

For most people, mentoring is about professional and personal growth, developing leadership and people management skills and putting something back into the community. It also offers an opportunity to develop your understanding of young people or a particular community group, help develop a young person's skills and feel a great sense of achievement and motivation.

## Who are the young people?

This particular scheme involves 13-17 year-olds who would not normally have this opportunity in life and/or lack positive role models. All young people will be associated with us or a partnering organisation that provides provision and services for young people.



## **What will the young person/people gain?**

As well as a chance to learn new skills, mentoring provides a great opportunity to have a lasting impact on another person's life. From having a positive role model, expert advice and input and a chance to experience different approaches and new opportunities, the young person will have the opportunity to gain increased skills and knowledge, increased confidence and motivation and improved interpersonal and social skills.

## **What preparation and support will I receive?**

Mentors will receive initial training, followed by regular support, advice and feedback. We will also be required to carry out a Criminal Records Bureau (CRB) check as you will be working with young people. This is a simple process whereby the CRB run a check on your name and address. It is completely confidential and you will incur no costs.

## **How much time will I have to give?**

This mentoring initiative is designed to be as flexible as possible, enabling you to take part on an ongoing, short-term or long-term basis as agreed in your initial contract with the young person, with contact on an ongoing or ad-hoc basis.

## **Will every potential mentor be matched?**

Mentors will be matched with young people based on their areas of interest, and age group they are interested in working with. Although we cannot guarantee a match, we aim to train and match up to 30 mentors during the pilot year.

## **Can I work with other target groups as a mentor?**

We are willing to provide support to mentors for young people that fall outside the current remit.

## **What happens next?**

1. Complete an application form for the Youth Mentoring Programme.
2. Attend a one day mentoring training session.
3. Selected mentors will be matched with mentee(s) (if we are unable to offer you a mentee, we will keep your details on file for other opportunities).

4. Attend a project-specific training session (where required).
5. Begin mentoring.
6. Regular monitoring and support from the Youth & Community Services during the mentoring period.
7. Take part in the evaluation process.

## MENTORING CONTRACT

This Contract is designed to make clear the roles and responsibilities of being on the Mentoring Programme. It explains what we expect from you and what you can expect to receive from the organisation and your mentor.

### PERSONAL DETAILS

Mentee details			
Name (inc. tag):			
Address:			
Mobile:		D.O.B.:	
Home phone:		Gender:	
Email:		Ethnicity:	
Parent or guardian details			
Name:			
Address (if different from above):			
Mobile:		Relationship to mentee:	
Home phone:			
Email:			

### MENTORING CONTRACT

This contract sets out the expectations which the Mentoring Programme has of a mentee, and the expectations that the mentee can reasonably have of the Mentoring Programme and the mentor.

In seeking to make available self-development and aspiration opportunities to young people who are most in need of support, the Mentoring Programme not only depends on the full co-operation of participants, but values their enthusiasm and commitment. We want our participants to feel that they benefit from the relationship and can identify areas of their lives which show a marked improvement. Occasionally, we may refer participants to a psychotherapist who participates in the scheme.

To this end we offer our mentors both training and other support, which enables them to provide a service that meets the needs of the mentee.

This contract is intended to be a general statement of commitment. We are delighted to welcome you to OSOW Mentoring Programme and hope that the time in which we work together will be stimulating, challenging and rewarding.

## MENTORING EXPECTATIONS

- Be critical of ideas not of me
- Accept and value me as being different from you
- Have realistic expectations
- To seek out and be receptive to feedback
- To tell me when things aren't working
- To keep an up-to-date journal
- To give me your full and undivided attention when we meet
- To take risks
- Don't look to me for all the answers
- Be responsible for your learning and actions
- Keep your commitments
- Tell me how I can be more helpful
- Be willing to try new things
- Be open and honest with me. Our conversations are confidential
- Participate as a partner in the mentoring process
- Be willing to change your mind
- Be willing to consider alternatives
- Try to understand all sides of an issue
- Listen to and understand me
- To openly disagree without being disagreeable
- To trust me. Remember criminal activities have to be relayed to appropriate authorities
- To recognise me
- To collaborate with me in the mentoring process
- To set goals and actively work toward accomplishing these
- To take appropriate actions, including contacting outside agencies which offer support
- To do what you say you will do
- To practice new skills
- To not have any hidden agendas
- To help me figure things out for myself
- To give me the space to be myself
- To help make our discussions positive
- To be supportive
- To offer help
- To be flexible
- To discuss issues in a specific, descriptive, non-judgmental manner
- Don't point blame
- Be willing to ask questions and gather information
- Be patient
- Allow for and give me choices
- To honor when I think the relationship needs to be terminated
- Consider different opinions
- Actively seek feedback from others

## PARENT EXPECTATION

- We expect parents to encourage and support the mentee to participate in the scheme by attending planned activities the mentee is involved in and the parent has been invited to.
- Parents must contact the mentor if they identify a problem.
- Parents must communicate with mentors as agreed in your group induction session.
- We expect parents to be fully committed to the mentoring programme.

**This is a critical part of your first discussion. Do it, do not avoid it. The process of writing, clarification and agreement on expectations has proven to be one of the most valuable and powerful tools for helping the relationship to be mutually satisfying.**

### The Process

1. Print two copies of this form.
2. Before your first meeting the mentor and mentee complete the form individually.
3. Jointly review and discuss each person's answers and reach agreement.
4. Print a new copy of the form and have the mentee write in the agreed answer.
5. Both mentor and mentee sign and date the form.
6. The mentee is responsible for keeping the form in their journal and reviewing/updating as the need exists.
7. One month from your first meeting, jointly review your agreed answers and give your mentoring relationship a check-up and agree to any changes needed.

What type of assistance does the mentee want from the mentor?	
What expectations does the mentor have of the mentee?	
What expectations does the mentee have of the mentor?	
How often will you meet?	
When and where will you meet?	
For how long?	

Who will be responsible for scheduling our meetings?	
What will be the ground rules for our discussions? E.g., confidentiality, openness, truthfulness, etc.	
If problems arise how will they be resolved?	
Any concerns the partner wants discussed and resolved?	
Any concerns the mentor wants discussed and resolved?	
How will you know when the mentoring relationship has served its purpose and needs to be terminated?	
We have agreed that our initial meetings will focus on these three topics:	
Any additional area/issues you want to discuss and agree to?	

Mentee signature:	Date:
Parent signature:	Date:
Mentor signature:	Date:

I agree /disagree to my child being referred to sessions with the psychotherapist volunteering in the scheme.

Parent signature:	Date:
-------------------	-------





OUR SAY OUR WAY

# SECURING FUNDING

Fundraising is a really useful skill to have when working with young residents. Securing money through fundraising can help you to offer more services to young people and allow them to have more resources for events, trips and residential.

The more you can do to support young residents to lead your fundraising strategy, the more they will get behind it and the more success they will have.

This guide will help you to think about how best to do this, find funding sources and how best to write a proposal.

## 1. KEY SOURCES OF SUPPORT FOR YOUTH WORK

The main sources of support are:

**Companies:** Company support is extensive and varied and is not just about cash. Links with a company can secure donations, gifts in kind, professional advice and expertise, profile-raising and sponsorship.

**Grant-making charities and trusts:** These charitable trusts exist to give money to other charities. Some are particularly interested in children and young people; others in general welfare or education; others in certain geographical areas. Most support salaries and project costs for up to three years; others give one-off grants.

## 2. GETTING MONEY FROM COMPANIES

Yours will not be the only youth organisation or group asking a company for support. Your approach must be different and stand out from the others and inspire confidence.

Many large companies have two ways of giving. One way is usually overseen by the Marketing Manager or someone in a similar position. He or she will have the authority to donate a small

sum. The managing director or board will decide on larger donations. If you are looking for a large sum of money, be prepared to meet and talk with the company for a year or two before a decision is made.

**Research companies to identify those most likely to support your work:** Give preference to companies with a head office in your area. Decisions on donations are often taken at that level. A letter alone is unlikely to gain support even if it is backed by the regional office so you will have to visit the head office.

**Make inquiries to see if your board members know any of the senior staff at the company:** If they do, ask them to arrange for you to meet the managing director or the decision maker. A recommendation from a respected colleague or friend will always carry more weight than anything you say, so let your “ambassador” speak for you when possible.

**Arrange a meeting with the correct decision-maker:** If possible, agree to make the meeting long enough so that you can give a presentation. Thoroughly prepare your presentation and a case for support beforehand, both in your head and on paper. Do not give the managing director a pile of papers and leaflets to read, but do bring your annual report and accounts and a brief but clear proposal for support.

### 3. GETTING MONEY FROM CHARITABLE TRUSTS OR GRANT-MAKING ORGANISATIONS

**Do your homework beforehand:** Trusts and grant-making bodies vary greatly in who they will fund, the size of grant they give and what they are looking for in an application. Make sure that you read all the guidance information they give out and check that your organisation fits with what they say they will fund. If it does not, there is no point in applying!

**Prepare your application carefully:** Many funding applications are rejected because they have not provided the information that funders need or because they do not include all the documents that the funders have asked for.

**Leave plenty of time:** Many trusts only meet two or three times a year, so your application will have to wait until then. Very few organisations will fund work that has already taken place so you will need to plan your applications for money carefully.

**Mention funding or help you already received:** Many trusts like to know that you receive funding or help from other sources. This does not have to be money, although it can help to express it financially. For instance, if you have a number of sports coaches who give their time for free, that is effectively a donation of their wages, or if you get your rent or utilities paid for by another organisation, that is equivalent to being given the money that would cost you to pay for these things yourself.

### 4. WRITING A PROPOSAL: THINGS YOU NEED TO INCLUDE

**The purpose of the work to be funded:** Who it will help and how, what is distinctive about it, what will be achieved if a grant is given (and perhaps what will not be achieved if a grant is not given).

**A budget for the project:** Work out your needs carefully. Do not economise on essentials, such as training or unavoidable overhead costs.

**Ask for a specific sum of money:** If necessary, say that you are seeking a contribution of £X towards a total budget of £Y and that you hope to raise the remainder from other sources which you specify. Do not simply say that you are a very worthwhile organisation and desperately need funds.

**Do not make your application too long:** It should be long enough to describe what you want properly, but short enough to be easy to take in at first reading, usually no more than two pages for your main letter. Do not overload the application with attachments that have not been requested. A trust which is seriously interested will ask for anything it has not got.

**Planned outcomes:** Give details of what you expect to achieve through the project.

**Monitoring results:** Explain how you will monitor the project and measure the results to assess its effectiveness.

**A covering letter is helpful:** This gives you an opportunity to remind the trust/company of any previous contact or support and to mention any influential person who knows your organisation, to whom they can refer.

**Anything else that the funder asks you to send:** This will often include your most recent annual report and accounts. If your accounts show apparently large reserves attach a note explaining why you hold them and why they cannot be used to fund the project for which you are seeking funds. If you cannot explain the size of your reserves, consider spending them instead of applying for grants! If your organisation does not have charitable status, explain why the work to be funded is charitable.

## 5. IF YOU RECEIVE FUNDING, BE SURE TO:

**Acknowledge the funding:** Thank the funder and make arrangements to meet any conditions that may be attached. These are very basic steps but you would be amazed how many organisations do not do this.

**Keep in touch:** Try to keep in touch in any way your funder suggests. If your funder wants frequent reports then provide them, but if your funder only wants annual reports do not flood them with information.

**Let your funder know if there are any problems:** They may be able to help with connections to other funders, variations in the funding they offer you, or offer advice and support.

**Let your funder know if you receive any really good news.**

**Check about further funding:** Maybe six months before your funding runs out, whether that organisation is prepared to consider a further application.

These steps will help you to build an ongoing relationship with your funder and will increase your chances of getting more support in the future.

### SOME SUGGESTED SOURCES OF FUTURE YOUTH FUNDING

#### Small grants (under £1000)

- ⊙ Argos Charitable Trust (donations in Argos vouchers)
- ⊙ Awards for All
- ⊙ B & Q Better Neighbourhood Grants (goods from B & Q stores)

- ⊙ Help a London Child
- ⊙ Jack Petchey Foundation: Grant Programme
- ⊙ Jack Petchey Foundation: Achievement Awards
- ⊙ London Youth Trust
- ⊙ Variety Club of Great Britain Youth Organisation Grant Scheme

#### Larger grants (over £1000)

- ⊙ BBC Children in Need
- ⊙ Comic Relief
- ⊙ Paul Hamlyn Foundation
- ⊙ Sportsmatch (matches sponsorship funding)
- ⊙ Lloyds TSB Foundation
- ⊙ London Councils Funding
- ⊙ The Mercers' Company
- ⊙ The Pilgrim Trust
- ⊙ The Tudor Trust

#### Grants Available to Young People for Projects

- ⊙ The Big Boost
- ⊙ GreenPrints Flagships
- ⊙ vInspired Cashpoint
- ⊙ Youth Opportunity Scheme

## BLACON BMX

An Our Say Our Way group had been set up in Blacon, Chester to try to get a BMX track for the young people in the area. Through the young people's campaigning and letter writing they were able to put on an event for all the young people in the area and managed to involve the whole community:

- ◉ Blacon councillors donated £700 towards activities.
- ◉ Community Intervention Budget donated £350 towards activities.
- ◉ Community Support Officers provided £350 and many hours of staff time.
- ◉ Local Army Cadet Officers provided fun activities such as a climbing wall.
- ◉ Cheshire West and Chester provided a Dr Bike session.
- ◉ Local police security stamped bikes.



*"We wrote individual letters to companies to raise money for our trip. The youth workers supported us. Basically, if you get it from the young person's point of view it's a lot better. One of the letters that I wrote was successful."*

**Timi, SE1, London**







# SAMPLE POLICIES AND FORMS

In this section are a number of forms for you to copy and adapt. They should all be self-explanatory. Please bear in mind that you use all of the information, including these forms, at your own risk – for full details please see the disclaimer inside the front cover.

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***SESSION EVALUATION FOR PARTICIPANTS.....135***

***SESSION EVALUATION FORM FOR STAFF .....136***

***MEDIA (PRESS) RELEASE.....138***

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*Items in purple italics are templates that can be downloaded as MS Word files and adapted.*

## PARENTAL CONSENT FORM

This form to be completed for all persons under the age of 18 years participating in an activity/event.

Young person's details		
Name:		D.O.B.:
Address		
Postcode:		Telephone:
Health details		
Does your child have any disability, health problem or learning difficulties? Yes /No If 'yes' please provide details:		
Parent/guardian's details		
Name:		Relationship to young person:
Address:		
Postcode:		Telephone:
Activity details		
In some cases the young people may be asked to use tools or equipment that may be hazardous. A risk assessment has been carried out and adequate supervision will be maintained.		
Name of event/venue:		
Date:	Time:	Organiser:

I am the parent/guardian of the above named child and I give my consent for him/her to participate in the above activity and for the staff to take care and charge during the full duration.

I also consent to my child being photographed or digitally recorded for the organisation's records and publicised in its materials or website.

I consent to being contacted for extreme bad behaviour by my child and agree to them being sent home or me being asked to collect him/her.

Signed	Date
--------	------

## SESSION EVALUATION FOR PARTICIPANTS

Date:

Name of group:

Young person's name:

<b>Please respond to the questions below by circling a number: 1 being low – 5 being high</b>					
How enjoyable was today's session?	1	2	3	4	5
How useful was today's session?	1	2	3	4	5
Are you clear on your role and the next steps?	1	2	3	4	5
What did you think of the quality of the resources?	1	2	3	4	5
What were three useful things about today's session?					
1.					
2.					
3.					
How have they helped you work towards creating and completing your campaign?					
What changes would you make to improve your next session?					
How did you contribute?					

Thank you for your time!

## SESSION EVALUATION FORM FOR STAFF

### Statistical information

Area:	Date:	Time:
Venue:	Type of session:	
Staff/volunteers:		
Partner organisations involved:		

	Aged 11 - 12	Aged 13 - 16	Aged 17 -19	Aged 20 -25	Totals	Community volunteers
Male						
Female						

At Risk	Registered Disabled	NEET	BME

### Learning/specific outcomes

Every Child Matters	Accreditation/training
Be healthy	
Stay safe	
Enjoy & Achieve	
Make a positive contribution	
Achieve economic wellbeing	

### Evaluation

Aims of session:	How were these achieved?
Resources used:	

What was good about the session?

Were there any negative outcomes or issues? If so what were they?

Peer feedback on workers' performance:

Actions/follow-up:

Young people's involvement and participation in the organisation of the session/project:

Before session:

During session:

After session:

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## **MEDIA (PRESS) RELEASE**

**Date for release** (the earliest date you want your story to be used. If you are happy for it to be used today put 'immediate'):

**Title/Headline** (use something that will make your story sound surprising or exciting):

**Text** (make sure you include a quote from at least one named person):

**-Ends-** (this goes where your text finishes, so that it is clear the stuff below is not to be printed)

**For more information please contact** (include name, mobile number and email):

**Notes for editors** (things like the history of your group or a biography of any people you mention go here):



## SOCIAL MEDIA POLICIES

The benefits of using social media when working with young people far outweigh the risks, but the risks do exist, especially 'cyber bullying'. Having good policies and practices in place will help you get the most out of social media. The two policies below will help you come up with your own. Make sure you also use the guidance laid out by CEOP: <http://ceop.police.uk/>

### OUR SAY OUR WAY FACEBOOK PAGE GUIDANCE

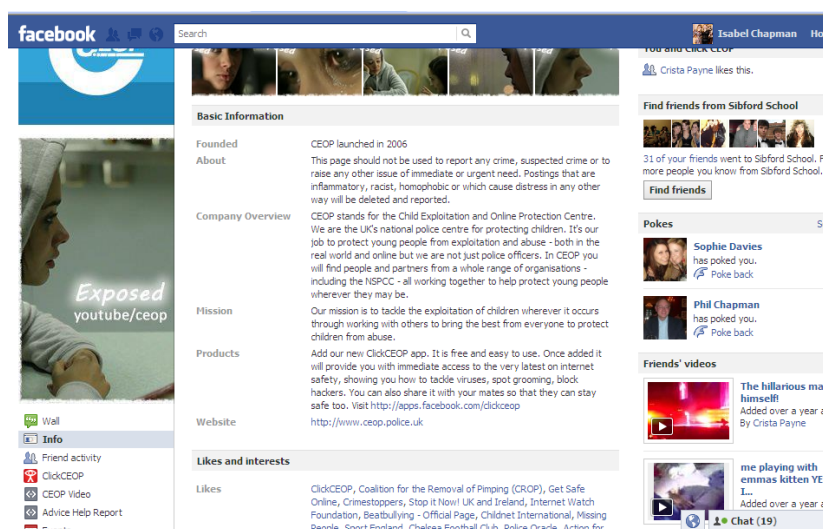
The Our Say Our Way Facebook fan page will be managed and accessed through the 'OSOW' Facebook profile, attached to [someone@somewhere.org.uk](mailto:someone@somewhere.org.uk)

#### Concerns & Considerations

- Young people using social media need appropriate, accurate online safety information. There will be a link on both our website and Facebook page to <http://www.thinkuknow.co.uk/> which offers accessible advice to young people about using social media and new technology.
- Staff who will be engaging with technology need confidence and training in social media and young people.
- Young people must be involved with ownership of the page: stating the use of the Our Say Our Way Facebook page, this information will be explained to the young people, as well as being visible on the Facebook page.
- From the beginning it must be clear and visual what is/what is not acceptable.
- It will be outlined clearly on the Facebook page the types of content that will be removed from the page. This includes inappropriate material that contains comments, references, links, symbols, imagery advocating directly or indirectly:
  - Violence or threats against another user or staff.
  - Hatred or discrimination based on race, ethnicity, religion, sect, colour, national origin, age, gender, sexual or disability status.
  - Obscene, vulgar, inappropriate or otherwise objectionable material.

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- Defamation or harassment of any other user or employee.
- Unrelated comments (such as maintenance issues) will not necessarily be removed but the appropriate contact information will be issued when possible.
- No-one under the age of 13 should have a Facebook page and therefore will not be granted access to the Our Say Our Way Facebook page.
- The Facebook page must be updated to keep it fresh and appealing. Monitoring of the page's content must occur every two days.
- In accordance with the Data Protection Act 1998 images, photographs and videos will not be published on the Our Say Our Way website or the Facebook page, of children/young/vulnerable people without consent of the parents/carers and participants over 18.
- The intended purpose of any images, photographs, videos will be stated, for example only the Our Say Our Way Website or the Facebook page, as well as presentations, research applications and funding proposals.
- We must be aware not all young people have access to the internet and we do not want them to feel socially excluded. However, free internet access is provided in all of our youth spaces so access to the Our Say Our Way Facebook page should be possible.



CEOP's Facebook fan page is clear, simple and direct.

# OUR SAY OUR WAY

**Based on the above consideration we have put into place the following guidelines and procedures:**

- The Facebook page will be monitored on a daily basis.
- The privacy settings for the Facebook page will be clearly stated, including photographs and other media settings, allowing users to understand who can see the content of the page.
- We will implement a 'three strikes' policy before removal of an individual from the Facebook page. The procedure will be as follows:
  1. The individual will be contacted via a private Facebook message to explain their comments/behaviour are unacceptable and that it has therefore been removed and that they have now received their first strike.
  2. If the individual is involved in a similar incident, individually or with others, each person will receive a private Facebook message to explain their comments/behaviour are unacceptable and that it has therefore been removed and they have now received their second strike and that if they are involved in a further incident on the Facebook page they will be blocked from accessing the Our Say Our Way Facebook page.
  3. If this does occur the individual will be contacted in a private Facebook message explaining why they have been blocked from the Our Say Our Way Facebook page.
- [Named member of staff] will be attending CEOP's Thinkuknow training on [date] to further our knowledge of safeguarding young people in relation to social media.

## SOCIAL LANDLORD'S SOCIAL MEDIA POLICY AND GUIDANCE

### Introduction

[The Landlord]'s communications team recognises the importance of the internet in shaping public thinking about us and our stakeholders, customers/clients, partners, employees and future customers/client and employees.

It is important that [The Landlord]'s employees have the ability to engage and influence conversations and thoughts around our industry through digital communications.

This policy has been created to help and guide [The Landlord]'s employees around social media. It has also been created to protect the reputation and confidentiality of [The Landlord], its customers/clients and partners.

[The Landlord] and its employees must protect its reputation at all times and uphold the professional standards that are expected within the workplace while online.

The policy covers the following social media platforms (but not limited to):

- Facebook
- Twitter
- MySpace
- Bebo
- Blogs
- Personal websites
- Postings on interactive sites such as blogs and forums
- Any picture or video sharing sites such as Flickr and You Tube

Our internal ICT Policy applies while using the [The Landlord] network. This policy also relates to use of social media outside of work.

### Customer and Client engagement

The Customer and Client Experience team within [The Landlord] have developed an online community. This is the only way that we engage with customers and clients via social media. No other platform should be used or set up.

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For more information about how you can utilise the online community please contact [Named Person].

The terms and conditions of the online community, including a good blogging guide, can be viewed at the end of this document.

## **Interaction**

If you are using a social media platform that mentions or identifies [The Landlord], including named employees, you must not do anything that would lead to the organisation being viewed in a negative light.

If you mention or identify [The Landlord] in any way, including references to past, current or potential employees, customers/clients, stakeholders, suppliers or projects, you must identify that you are an employee of [The Landlord] and these are your personal views and do not represent the views of the organisation.

You are not authorised to speak on behalf of [The Landlord] or to represent that you do, unless you are given permission from your line manager.

## **Confidential Information**

You may not share any confidential information about [The Landlord]. This includes information about organisational change, projects, finances, personal information (about employees, customers/clients or stakeholders) or any other information that has not been publicly released by [The Landlord].

If you are in any doubt about sharing information on a social media site check with your manager or the Communications Team before posting.

The [The Landlord] logo cannot be used on any social media platform without the permission of the Communications Team.

## **Reputation**

When referring to [The Landlord] including references to past, current or potential employees, customers/clients, stakeholders, suppliers, projects or our competitors, speak

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respectfully. Do not engage in any behaviour that will reflect negatively on our reputation, such as name-calling or bad-mouthing our competitors.

[The Landlord] encourages you to write accurately, knowledgeably and professionally. Even if you use a disclaimer your comments/interaction can result in users of the social platform forming opinions about our organisation.

### **Legal liability**

You are legally liable for anything you write or present online. You should consider carefully anything you are posting online.

### **Online community - terms & conditions**

Welcome to our online community. Please review the following terms and conditions and tick the box at the bottom of the page to let us know you have accepted them.

If you continue to browse and use this community, you are agreeing to comply with and be bound by the following terms and conditions of use, which together with our privacy policy govern [The Landlord]'s relationship with you in relation to this community.

If you disagree with any part of these terms and conditions, please do not use our community.

The term '[The Landlord]' or 'us' or 'we' refers to the owner of the community. The term 'you' refers to the user or viewer of our community.

The use of this community is subject to the following terms of use:

The content of the pages of this community is for your general information and use only. It is subject to change without notice.

The community system uses cookies to track user sessions. However, no personal information is stored in the cookies.

Neither we nor any third parties provide any warranty or guarantee as to the accuracy, timeliness, performance, completeness or suitability of the information and materials found or offered on this website for any particular purpose.

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You acknowledge that such information and materials may contain inaccuracies or errors and we expressly exclude liability for any such inaccuracies or errors to the fullest extent permitted by law.

Your use of any information or materials on this community is entirely at your own risk, for which we shall not be liable. It shall be your own responsibility to ensure that any products, services or information available through this website meet your specific requirements.

This community contains material which is owned by or licensed to us. This material includes, but is not limited to, the design, layout, look, appearance and graphics.

Reproduction is prohibited other than in accordance with the copyright notice, which forms part of these terms and conditions.

All trademarks reproduced in this community, which are not the property of, or licensed to the operator, are acknowledged on the website.

Unauthorised use of this community may give rise to a claim for damages and/or be a criminal offence.

From time to time, this community may also include links to other websites. These links are provided for your convenience to provide further information. They do not signify that we endorse the website(s). We have no responsibility for the content of the linked website(s).

Your use of this community and any dispute arising out of such use of the website is subject to the laws of England, Northern Ireland, Scotland and Wales.

In addition to these terms and conditions there are also a 'blogging guide' and 'community rules' which we ask all members of the community to adhere to.

## **Legal information**

### **General**

Whilst we will try to ensure that the information contained on this site is true and accurate, we can give no guarantee to that effect. We cannot therefore in any circumstances accept responsibility for errors or omissions or for any action or decisions based on the information. Neither can we be responsible for the consequences of reliance on that information. Any

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information of an advisory nature is general only and cannot be regarded as applicable to a specific case.

## **Computer viruses**

Whilst we try to keep our anti-virus software up-to-date, and to scan all attachments, we cannot accept responsibility for damage arising from computer viruses or similar effects; you will be responsible for checking that any incoming e-mail and attachments are uninfected. Please also be aware that email is not a fully secure means of communication, and if you do not want us to use it to contact you please let us know.

## **Copyright notice**

The materials contained on this site are copyright to us and may be subject to other intellectual property rights. Whilst the pages may be downloaded or copied for the purposes for which the site is intended, such copies may only be used by you and within your organisation, and not for any commercial use without our express consent. All copyrights and trademark notices, marks, disclaimers and other such elements must be preserved and upheld at all times.

## **Data protection**

All the organisations within [The Landlord] are registered with the Information Commissioner and are compliant with the requirements of the Data Protection Act 1998.

## **Good blogging Guide**

One of the most important keys to blogging success is providing exceptional content so readers will want to come back and read more. Here are five key tips for writing your posts:

### **1. Think about tone**

Choosing an appropriate tone for your post helps engage readers. To decide on an appropriate tone think about:

- Who will want to read your post and why?
- Is your post going to be about [The Landlord] information and discussions or fun and laughter?

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- Identify your goals for your post; and importantly:
  - What you want your reader to take away or think about because of it.

The above will all help you decide what tone would be most appropriate and hence the way you should write both in terms of tone and style. Remember to maintain this consistently.

## **2. Be honest**

Readers aren't fools; they can tell when someone is making things up or lying. Posts that are written in an honest voice come across in a more sincere manner; readers connect with the blogger and will come back to read more and will trust the word of the blogger.

## **3. Don't link**

Try not to include any links in your post. Readers come to your post to read your writing and thoughts. Readers don't want to be clicking left, right and centre to find information. As much as possible give them the information directly.

## **4. Remember copyright – don't plagiarise or 'borrow' content**

If you found information on another blog or website that you want to discuss in your post make sure you provide a link back to the original source or include it as a quote stating the source.

## **5. Write in short paragraphs**

Your post is a block of words but words still needs to be visually appealing, otherwise people might find the post difficult to read. They will then stop and switch off. Short paragraphs, no more than two to three sentences, will give visual relief from a text-heavy web page.

Use headlines. It is a fact that most readers of blogs and web pages don't 'read' the content, they 'skim read', so make skimming easy. Once the reader has skimmed and has become interested in your post they will usually go back to the start and read it all.

## RISK ASSESSMENT

Everything you do has an element of risk, being aware of what these are should allow you to feel confident to do more, not scare you in to doing less. Filling out a risk assessment form encourages you to consider what risks there are and what you could do to minimise them. It is an important part of planning any project or activity. There is really nothing complicated about it; you just need to use your common sense and take your time.

1. Walk around the area where the activity will be, looking for any physical hazards, then play through the activity in your head and think what might happen. Remember risks could be:
  - Physical: people might get injured
  - Emotional: people might get offended or feel hurt
  - Environmental: you might damage something
2. For each risk you identify you should write down:
  - Likelihood of it happening: high, medium or low
  - Severity if it happens: high, medium or low
3. The amount of effort you put in to avoiding or minimising a risk should be based on how likely it is to happen and how bad it would be if it did. Obviously for those things that are 'high' on both you should have a really good plan in place to minimise the risk. Start with working out solutions to these and work your way down. If you cannot think of a way to avoid a serious risk, you should consider not doing the activity. Again, you need to use your common sense and discuss it with sensible colleagues.
4. Write how you will minimise each risk, who is responsible for doing it and when it will be checked that it has been done. Below is a sample risk assessment form you could use.

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Name of organisation:

Date:

Person filling out risk assessment:

Activity/area	Risk	Likelihood	Severity	Action	Person	Check
Broken tiling in entrance to youth centre	Someone could trip	Medium	Medium	Get it repaired. Stole tiles down with tape until repaired	Asher	Daily
Bike building	People could injure themselves if stands collapse	Low	High	Ensure all stands are checked by staff before bikes are put on them	Sally	On bike building day
Photographing participants	People may not want to have their photos published for child protection reasons	Medium	Medium	Ensure all participants and parents/carers sign photo release forms. Identify those who may not be photographed	Sally	When each new participant joins

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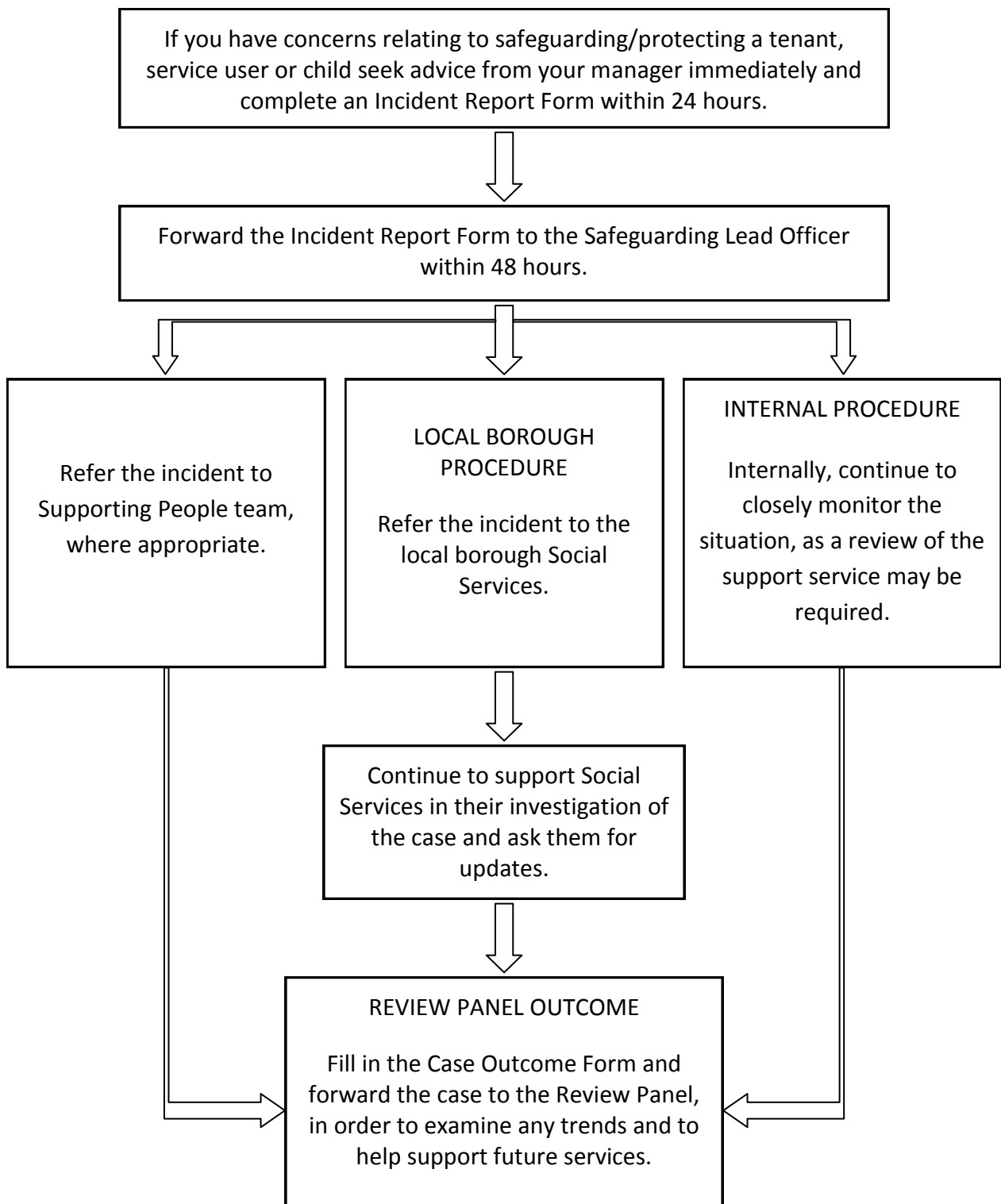
## SAFEGUARDING

It is important that you create your own safeguarding and child protection policies, so that they are appropriate to and understood within your organisation. Good safeguarding practice and policies are essential not only for protecting young people but also your staff and volunteers. For full, detailed advice on creating a safeguarding policy go to [www.safenetwork.org.uk](http://www.safenetwork.org.uk) (run by the NSPCC, Children England and the Child Accident Prevention Trust).

The key points to remember about safeguarding are that if you are concerned about someone:

- Do not try to solve the problem. The best thing you can do is refer someone to the appropriate service who will be able to help (see flowchart on the next page).
- If someone tells you something that causes you to think they might be at risk:
  - Do not promise to keep anything secret.
  - Do not ask leading questions (questions that assume a certain thing has happened), so ask, “How did you get hurt?” rather than, “Did someone hit you?”
  - Write down what you have been told as soon as you can and as close to word to word as possible.





# VOLUNTEERING PACK

## VOLUNTEERING

We have created a pack for our volunteers that contains useful guidance and policies not just on volunteering but a wide range of issues. These could be used as a whole pack or independently. The elements that make up the full volunteering pack are:

- **Volunteering (this section)**
- **Having a voice - complaints, comments**
- **Disciplinary procedure**
- **Confidentiality**
- **Equal opportunities policy**
- **Child protection policy**
- **Health and safety**
- **Lone working**

### Introduction - why does volunteering help?

The contribution of volunteers to our work is especially valued and respected and they are at the very heart of our structure.

- They bring a wide diversity of skills, perspectives and experience that improves the work we do.
- They make a major contribution to the breaking down of barriers, reducing stigma and reducing social exclusions and isolation.
- Volunteers help us to meet the needs of the young people we work with. They keep the organisation in touch with our purpose.

### How can I help?

We recognise three different types of volunteers:

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1. **Occasional volunteers:** These are people who volunteer at events or help with projects. They volunteer occasionally, perhaps a few times a year.
2. **Regular volunteers:** These are people who take on a particular task, on an ongoing basis.
3. **Trustees:** These people hold positions of responsibility and have been selected on the basis of their skills and experience.

### **Working with Young People**

Youth work is underpinned by a clear set of values. These include young people choosing to take part; starting with young people's view of the world; treating young people with respect; seeking to develop young people's skills and attitudes rather than remedy 'problem behaviours'; helping young people develop stronger relationships and collective identities; respecting and valuing differences; and promoting the voice of young people.

### **The National Youth Agency's statement of principles and values, Ethical Conduct in Youth Work.**

We have an expectation that all volunteers will:

- **Treat young people with respect**, valuing each individual and avoiding stereotypes;
- **Respect and promote young people's rights to make their own decisions and choices**, unless the welfare or legitimate interests of themselves or others are seriously threatened;
- **Promote and ensure the welfare and safety of young people** while permitting them to learn through undertaking challenging educational activities;
- **Contribute towards the promotion of social justice** for young people and in society generally, through encouraging respect for difference and diversity and challenging discrimination;
- **Recognise the boundaries between personal and professional life** and to be aware of the need to balance a caring and supportive relationship with young people with appropriate professional distance;
- **Recognise the need to be accountable to young people**, their parents or guardians, colleagues, funders, wider society and others with a relevant interest in the work and that these accountabilities may be in conflict;
- **Develop and maintain the required skills and competence** to do the job;
- **Work for conditions in employing agencies where these principles are discussed, evaluated and upheld.**

## Volunteer agreement

We recognise that volunteers donate their time.

Their contribution should be mutually agreed:

- The volunteer's role and tasks will be clearly explained and mutually agreed.
- The organisation will provide induction, information, training and support to its volunteers appropriate to their volunteer role and local needs.
- We will, whenever possible, give volunteers work that is satisfying and appropriate to their interest.
- Volunteers have the right to express their views within our structure.
- Volunteers and staff will work together within our policies and procedures.
- Volunteers and staff will treat each other with respect and courtesy.
- We are committed to equal opportunities in relation to the recruitment, selection and involvement of volunteers.

## Duties

- Role
- Hours
- Start (and if necessary, end) dates
- Location for volunteering
- Name of supervising staff
- The tasks to be undertaken

## Insurance

Volunteers will be covered by the organisation's insurance policy while engaged in approved work for us.

## Support and supervision

Although volunteers are not employed by us and are not paid a salary, we will treat volunteers as fairly and equally as we treat our paid staff.

- **Induction:** All volunteers will receive materials which will include a description of the organisation, and an induction together with copies of relevant policies and procedures.

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- **Supervision:** Volunteers will be supported and regularly supervised by a named contact person. This person will provide the volunteer with feedback on their work, the opportunity to discuss future work and a chance to discuss any issues that may arise.
- **Expenses:** All out of pocket expenses incurred during their duties shall be reimbursed to volunteers on receipt of appropriate evidence (e.g. receipts) submitted to their supervisor, in accordance with the volunteer expenses policy.
- **Training:** We are keen to invest in you and build up your skills. There will be training opportunities made available to you. If you think you need any particular training, bring it up with your supervisor.

### Ending your placement

The placement can be immediately cancelled at any time if the volunteer needs to take up paid work.

The placement can also be cancelled for other reasons raised by you or us. It will finish automatically at the end of an agreed period unless it is renewed in union by both parties.

On conclusion of a placement the volunteer will be invited to an interview with a member of staff of their choice or to complete an exit interview.

## HAVING A VOICE - COMPLAINTS, COMMENTS

### Why do we care?

We acknowledge that volunteers need to be given opportunities to express their views about the organisation and its work. On these occasions, please tell us **as soon as possible**. Any complaint will be taken seriously. Equally, it is helpful to receive comments about things that you have found particularly useful or helpful.

1. **Comment:** this may be positive or negative. It will be treated informally and will be shared amongst the appropriate staff and volunteers.
2. **Concern:** a formal concern where action will be taken with the relevant person/people by the appropriate line manager.
3. **Complaint:** a formal registration of dissatisfaction that will be taken up by the Director, or in some cases the Chairperson of the organisation.

All comments and concerns can be shared with the organisation by telephone, email or post, or through the **YOUR SPACE** notice board.

Your complaint should include:

1. Details of what, when, and where the occurrence took place;
2. Any witnesses along with their statements;
3. Names of any others who have been treated in a similar way;
4. What you would like to happen to fix things.

We will carry out a thorough investigation of your complaint. At all times we will be honest and fair in our dealings with you and ask you, in return, to do the same with us. If you complain we will:

- Treat you with tact, courtesy and fairness at all times;
- Not treat you any differently because you have complained;
- Not discriminate against you because of your race, religion, age, sex or sexual orientation or because of any disability;
- Acknowledge receipt of your complaint and tell you who is dealing with it;
- Aim to respond within 10 working days and, if we cannot, tell you why and let you know when we will reply in full;
- If the complaint is upheld, apologise, tell you what went wrong and what we will do to put things right.

If you are dissatisfied with the outcome of your complaint you can appeal.

### **How to do it?**

Drop it in the complaints box in:

Postal address for complaints:

Telephone number:

Email address:

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## DISCIPLINARY PROCEDURE

A four step disciplinary procedure will be followed if a volunteer does not meet OSOW's standards of conduct. Depending on the seriousness of the matter any of the stages may be omitted. We may adapt the procedure, depending on the circumstances as it sees fit.

Stages of disciplinary action:

- *Stage 1:* Verbal warning
- *Stage 2:* Written warning
- *Stage 3:* Final written warning
- *Stage 4.* Dismissal

Examples of gross misconduct:

- Deliberate damage or unauthorised use of our property or to the property of other employees (this will include computers, systems and software).
- Physical assault or threatening physical assault or violence.
- Being in possession of, selling or attempting to sell, or being under the influence of dangerous or illegal drugs whilst volunteering or on the premises.
- Being under the influence of alcohol whilst volunteering or when entering our premises to start work.
- Harassment (which could include the use of language which could reasonably cause offence or distress) or indecent conduct whilst volunteering.
- Serious breach of safety instructions, thus placing the individual concerned, or other employees or OSOW property at risk.
- Insubordination, which may include the use of offensive language.
- Theft or attempted theft of OSOW property or the property of other employees, customers or suppliers.
- Acts of incitement or actual acts of discrimination on the grounds of sex, race, religion, colour, ethnic origin, age or disability.

## **CONFIDENTIALITY**

All information used by volunteers on placement is strictly the property of the organisation. This material must never (either during or after the end of placement) be disclosed to anyone outside the organisation, including friends and relatives. In no event should any information obtained in connection with employees' employment be disclosed privately to anyone until such information has been made available to the public.

Volunteers are expected to follow the same regulations as paid staff. You may have access to personal information about some individuals or about financial and personnel matters. The organisation needs to be able to trust its volunteers with sensitive information. A lot of this comes down to being discrete with this information by not gossiping and by locking or logging out of computers when you have finished using them.

However, volunteers suspecting mistreatment or abuse of a volunteer, staff member or a person for whom they may be undertaking a volunteering role, should discuss the matter with their supervisor. This person will make an informed decision on what needs to be done.

## **EQUAL OPPORTUNITIES POLICY**

It is our policy not to discriminate against our workers on the basis of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, colour, nationality, ethnic or national origin, disability (including HIV positive/AIDS status), age, pregnancy, trade union membership or the fact that they are a part-time worker or a fixed-term employee.

All volunteers should treat colleagues with dignity at all times and not discriminate against or harass other members of staff, participants or volunteers.

## **CHILD PROTECTION POLICY**

You will be given child protection training in your role.

If you suspect that a young person is at risk of harm (physical, emotional, sexual, neglect, bullying or subject to domestic violence) please follow these actions:

- Volunteers who suspect abuse or have clear evidence of abuse of a child or vulnerable adult should share their suspicion with their line manager immediately.
- Volunteers should not promise to keep any information secret for the young person, only that they will not tell the information to anyone who does not need to know.

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- Volunteers should only gather **some** information to clarify a suspected abuse, **without making any allegation.**
- If the child or vulnerable adult appears to be in immediate physical danger, the volunteer should contact the emergency services.

There should be a detailed discussion between the member of staff and line manager of all the facts and circumstances of the situations, including evidence.

Remember it is not your responsibility to decide if a child/young person has been abused; it is your responsibility to raise concern and to refer it on.

## HEALTH AND SAFETY

Everyone is responsible for the safety of the young people who use our facilities.

We recognise our responsibility to ensure that all reasonable precautions are taken to maintain working conditions that are safe, healthy and comply with statutory requirements. Employees also have a legal responsibility to take all reasonable care to avoid injury to themselves and/or others and to comply with all instructions issued by us in respect of health, safety and security. All potential safety hazards should be reported to the employee's line manager immediately.

The health and safety of young people is the responsibility of staff when they are in the care of our organisation. Young people are protected as outlined in the policies in this handbook and in the safeguarding policy. Risk assessments are made before all sessions, events or trips to identify any possible issues and prevent accidents from happening. Written records are kept of risk assessments and records of any accidents or incidents are kept for the relevant time period.

It is our policy to always have at least two members of staff running any session or activity with 10 young people or less. Then for every additional 10 young people there should be another worker. So if there are 10-20 young people there should be at least three youth workers. Volunteers are used to supplement staff in running sessions and should not be included in these ratios.

Young people are made aware of safety issues through assisting in writing risk assessments for activities and through briefings before sessions and trips to make sure they understand any risks. There is a Code of Conduct which makes safety issues clear to young people as well as the repercussions if they put staff or other young people at risk.

Any action by an employee that endangers the health and safety of other persons will lead to disciplinary action and possibly dismissal.

Safety and fire rules must be observed at all times.

### **Reporting accidents**

If an employee injures themselves at work, no matter how slight the injury, they should have the injury attended to immediately by a first aider.

The accident book is kept in the office in a locked filing cabinet and should be completed after any accident or incident to record what happened, who was involved and any first aid received.

### **General Safety**

Line managers will instruct employees in:

- Alarms and emergency procedures relevant to the employees' area of work.
- The location of first aid boxes/accident books.
- Safe working practices.
- The correct use for equipment and technique in the employees' area of work.
- The procedure for reporting all accidents, near misses and dangerous occurrences.
- All new employees will be familiarised with all procedures, evacuation routes, and location and the use of safety appliances.
- Who the Health and Safety Officer and trained first aiders are.

All matters relating to health and safety should be referred to the Director.

### **Fire Procedure**

It is each employee's responsibility to be familiar with the fire regulations for their particular work area, as posted on the notice boards and to comply with these regulations in the event of a fire.

## LONE WORKING

The Health and Safety Executive's definition of a lone worker is:

*“Those who work by themselves without close or direct supervision, either employees who work separately from others in an establishment, or mobile workers who work away from a fixed base”.*

Volunteers who are required to work alone and away from a fixed location, should use the following checklist:

1. Make sure you inform your manager of your location and proposed time of arrival and return.
2. Keep in touch throughout the working day by regular contact at agreed checking-in times. Agree a fall-back contact in case you can't get through.
3. If there is an incident or an emergency, make sure you report it straight away and find out the best place to report it before you begin working alone.
4. Make sure you have a copy of a full risk assessment for the task.
5. Ask your designated contact if you are unsure about a situation.



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