

# *Irish Youth Work* Scene

*Magazine for Youth Work Practitioners in Ireland*



**In this edition of Scene.....**

Educational Support Services  
Children's Rights Alliance Bi-annual Symposium  
NYCI's Youth Arts Certificate  
Bridge Garda Diversion Project - Summer Soccer Programme  
Sustainable Energy Activities Supplement  
What is a Safe Environment within the Context of Youth Work

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It is open to all our readers to exchange information or to put forward points of view. Send in news, comments, letters or articles to the editors. Views expressed in this magazine are the contributor's own and do not reflect those of the Irish YouthWork Centre or Youth Work Ireland.

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## Protecting the Principles of Advocacy

By

Diarmuid Kearney  
(CEO Youth Work Ireland)

As I pen this piece the sun is shining and there is a discernable spring in everyone's step. But to borrow from a well worn phrase '*The recession hasn't gone away you know!*' and despite the reduction in Youth Affairs funding being a little less than anticipated, youth work organisations continue to be subject to seriously damaging cuts from all quarters. The disproportionately high dependence of the sector on state funding creates a vulnerability which brings into sharp focus our ability (or lack of ability) to steer a truly independent course. When we couple this with recent actions of Government that could be interpreted as silencing the voices of dissent, then the traditional role of the community and voluntary sector would appear to be facing a crisis of unprecedented proportions.

Government would logically argue that state funding is about supporting organisations to deliver services to the most vulnerable and there is no questioning the legitimacy of this position. If however, this position does not recognise the distinctive advocacy role of the community and voluntary sector in working in the interests of those they represent, then without doubt then the nature of our democracy is undermined. As a sector we have historically had a significant focus on practice and services but we have also sought to influence the economic, social and policy environments in the interest of the most vulnerable in our society. In essence, the sector has focused on practical and political (with a small p) solutions. The symbiotic relationship between civil and political life in Ireland has brought about significant change for the better. Indeed, many of those who now find themselves in the thankless role of politician cut their teeth as activists in civil society. A stroll through the corridors of Leinster House will bring interactions with a large number of politicians who have historic and indeed current links with the community and voluntary sector. Democracy and citizenship is about healthy tension and debate. It's about finding, through informed discussion, the means of building reflective and critical society that is better for everyone. It is in all of our interests that every voice is heard (no matter how marginalised) in shaping our world.

The legitimacy and mandate of the advocate is of course important. Government must be in a position to discern and give proportionate weighting to the '*kite flying crank*' on the one hand and the agency which represents a broad constituency on the other. I like to think youth work falls in the latter category. It is important that we continue to speak alongside, and on behalf of young people, on a whole raft of issues that impact on their lives.

The role of the advocate is not all that is currently under threat at present. As funding for services is continually eroded so too is the funding of our core costs. There is a tipping point after which the sectors' very infrastructure becomes vulnerable. The house of cards is at very real risk of tumbling down around our ears that will result not just in a reduction of services. The sustainability of the organisations that coordinate and manage those services, together with the countless thousands of volunteers that add immeasurably to the impact of state funded activity is also at risk. The real impact of these threats to our sector being realised is fundamentally damaging to our society and our democracy. A vibrant and vocal community and voluntary sector could arguably be seen as indicative of a truly healthy democracy. While it is true that we, as a sector, have been complicit in allowing the drift to overdependence on state funding, the responsibility is a shared one. It is up to Government and ourselves to avoid recession and the resistance to challenge, both of which could irreparably damage volunteerism and community activity. It is important that we all recognise the very real implications of these changes and work in partnership to minimise the impact.

# Expanded Remit for NEWB to Co-ordinate Educational Support Services

by  
Fran Bissett

## Background

On 18th May the Minister of State at the Department of Education and Science, Seán Haughey, T.D. announced a significant extension to the remit of the National Educational Welfare Board (NEWB). This extended remit will bring a number of educational support programmes that many Youth Services have an engagement with under the aegis of the NEWB. The services involved are the Home School Community Liaison Programme (HSCL), the School Completion Programme (SCP) and the Visiting Teacher for Traveller Service (VTST).

In 2005 the Department launched DEIS, the Action Plan for Educational Inclusion which aimed to achieve closer integration of the Department's services which work directly with schools, pupils and their families in areas where disadvantage is most concentrated. It is within the DEIS framework that this rationalisation and coordination of services is being implemented.

Before briefly explaining what is being proposed it is useful to explain what each of these services does and also what DEIS intended to achieve.

## DEIS

The action plan for educational inclusion, DEIS (Delivering Equality of Opportunity in Schools), is being rolled out on a phased basis over the period 2005-10, and focuses on addressing the educational needs of children and young people from disadvantaged communities, from pre-school through second-level education (3 to 18 years).

The action plan provided for a standardised system for identifying levels of disadvantage and a new integrated School Support Programme (SSP). It aimed to bring together and build upon a number of existing interventions in schools with a concentrated level of disadvantage covering 673 primary schools and 203 second-level schools.

DEIS provides various supports for both primary and post primary schools which include:

- Reduced pupil teacher ratio for urban primary schools serving communities with the highest concentrations of disadvantage.
- Additional non-pay/capitation allocation based on level of disadvantage.
- Additional financial allocation for schools books.
- Access to numeracy/literacy supports and programmes at primary level.
- Access to Home School Community Liaison services.
- Access to School Completion Programme.
- Enhanced guidance counselling provision at post-primary level.
- Access to the Junior Certificate Schools Programme and the Leaving Cert Applied.
- Provision for school library and librarian support for the post primary schools with highest concentrations of disadvantage.

## National Educational Welfare Board (NEWB)

The Education (Welfare) Act, 2000 established the National Educational Welfare Board (NEWB) as the statutory body with responsibility for school attendance. In keeping with government policy the Board concentrates its resources in school participating in DEIS.

The functions of the Board are to ensure that each child attends a recognised school or receives a certain minimum education. Thus the NEWB has the key role in relation to following up on non-attendance in schools, including a significant role of prosecuting parents where there is persistent non-attendance of their children. The Board also has responsibility to conduct research into underlying causes for poor attendance and disseminating results of such research to assist schools in developing codes of behaviour and attendance strategies.

The service provided by the Board is unique in terms of its statutory remit. The expertise of its workforce lies in tackling non-attendance through a welfare approach. Although a national body, the Board through its service delivery personnel work in partnership with other services at local level to support the most vulnerable children. It is the single statutory body empowered to prosecute in the best interests of the child to ensure their educational welfare.

## Home School Community Liaison Programme

The Home/School/Community Liaison Scheme is a school-based preventative strategy which is targeted at pupils who are at risk of not reaching their potential in the educational system because of background characteristics which tend to affect adversely pupil attainment and school retention. The scheme is concerned with establishing partnership and collaboration between parents and teachers in the interests of children's learning. It focuses directly on the salient adults in children's educational lives and seeks indirect benefits for the children themselves. It involves the designation of teachers in schools who take the lead in this work and is co-ordinated by a national support team

- Home visitation — delivering education information and encouragement.
- Training of parents as home visitors.
- Targeting of most marginalised families.
- Local committee — setting up and managing.
- Development of staff and teacher attitudes, behaviour, so that the school becomes a place where all young people can reach their potential.

## School Completion Programme

Supports are provided under the School Completion Programme targeted at young people between the ages of 4 and 18 years who are at risk of early school leaving. The programme involves an integrated services approach based on the development of local strategies to ensure maximum participation levels in the education process. Selected schools at primary and second levels form an educational community network serving areas with the highest levels of disadvantage and early school leaving participate in the School Completion Programme. A specially constituted committee of representatives of schools and other relevant agencies must

become the Management Committee of the local School Completion Programme. That Management Committee prepares a plan for in-school, after-school, out-of-school and holiday supports for children at risk.

Schools and collaborating agencies are required to engage in a consultative and planning process with the school staff, with parents and with local representatives of relevant statutory and voluntary agencies in the development of the plan. They must devise a collaborative programme of in-school, after school, out-of school and holiday actions - The Retention Plan - that will prevent early school leaving and support young people with characteristics and behaviours that are indicative of real risk. The programme is co-ordinated by a national support team.

## Objectives

- Preparation of Annual retention Plan.
- Project model necessitating the establishment of a local management committee, with an integrated approach involving primary and post primary schools, parents and relevant statutory, voluntary and community agencies.
- To target individual young people most at risk, of school-going age, both in and out of school.
- To provide a range of interventions in areas of disadvantage that support the retention of young people in education.
- To develop local strategies to ensure maximum participation levels in the education process.

The core activities of the School Completion Programme break down into the following three areas:

## In-School

- Targeting / prioritisation of young people at most risk of early school leaving.
- Attendance tracking / monitoring / awards / rewards.
- Individual support / one-to-one / key work / personal & social development / group work.
- Programmes in behaviour management / anger management / suspension intervention / Crisis intervention.
- Transfer programmes.
- Mentoring.

### After school

- After school clubs / homework support Break fast clubs.
- Extra-curricular activities / sports.
- Summer Programmes /educational trips.

### Out of School

- Targeting supports for at risk young people. who have left school with a view to their re-integration to mainstream.

### Visiting Teachers for Travellers Service

The Visiting Teacher Service for Travellers (VTST) work to promote, facilitate and support the education of Travellers from pre-school to 3rd level access. The VTST contributes to the achievement of this goal by:

- Working with Travellers, their families and with schools and centres for education with a view to promoting the integrated education of the target population within an agreed framework;
- Working with colleagues in the Department of Education and Science and other relevant agencies to further the education of Travellers, the guiding principle of such collaboration being the added value that it gives to the education of Travellers students.

The aim of the VTST is that young people of the Traveller Community participate fully in an intercultural, anti-racist education system. The Visiting Teacher Service provides opportunities for Traveller parents, their children and schools to engage in a process of development that maximises participation and attainment, combats racism and promotes interculturalism.

### The New School Support Programme

The new role for the NEWB will encompass the services provided by HSCL, SCP and VTST. It will be supported by the integration of some 750 personnel employed by these services throughout the country, under the Board. The NEWB, SCP and HSCL currently have separate national and regional management teams individually providing support and guidance to their local teams. However, the rationale for the continued separation of these services has become less obvious given the crossover of responsibility and the common client base being served.

From the start of the next school year in September 2009, a single coordinated **School Support Programme** involving the Home School Community Liaison Scheme, the School Completion Programme and the Visiting Teachers Service for Travellers will be integrated under the NEWB. The Minister explained that full integration would need to be stepped involving the coordination of VTST, SCP and HSCL services in a combined way on the one hand and statutory NEWB functions on the other.

### Conclusion

The Minister acknowledged that that he expected the new arrangements to take time to bed down but was confident that this united approach will significantly benefit service delivery to children and their families and assist schools in meeting the challenges they face in tackling poor attendance and early school leaving.

It is to be hoped that this is true and that this rationalisation will indeed only be about the improved integration and co-ordination of services and thus the delivery and level of these educational support services will not be not adversely affected. With some of the already agreed education cuts within schools due to impact from September 2009, ensuring that these support services continue to deliver at their current levels will be more crucial than ever.

*Fran Bissett is the Co-ordinator of the Irish Youth Work Centre.*

For further information on the new arrangements please contact:

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**16 - 22 Green Street**

**Dublin 7**

**Tel: 01 873 8700**

**Fax: 01 873 8799**

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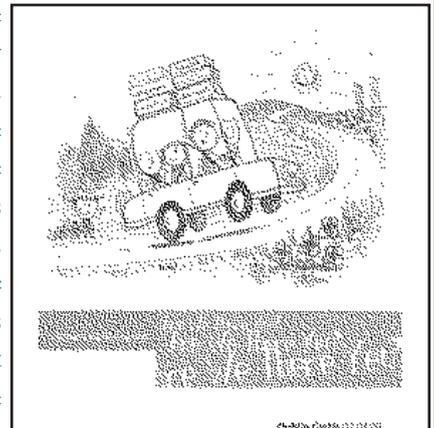
**Website: [www.newb.ie](http://www.newb.ie)**



# Children's Rights Alliance Bi-Annual Symposium 2009

**'Are we there yet? Are we there yet? Are we there yet?'**

On 2 April, over 100 delegates descended on Dublin Castle to attend the Children's Rights Alliance's first biennial symposium, where they pledged to make Ireland one of the best places in the world to be a child. Entitled Children's Rights in Ireland: Are We There Yet? Are We There Yet? Are We There Yet?, it became clear early on in the day, despite the Minister for Children and Youth Affairs, Barry Andrews TD's attempts to say otherwise, that Ireland's children are still waiting for real change. Thankfully, however, it is apparent from the feedback received, that the high-level delegates, including key government officials, social partners and NGO leaders, left the day feeling energised, resolving to identify at least one action to shorten the journey towards making Ireland one of the best places in the world to be a child.



'President Mary McAleese addressing the symposium'

The President of Ireland, Mary McAleese, had much to do with this, as she gave a stirring speech, calling on those present to continue their work to bring change to children's lives, stating that children 'need to believe that there's someone out there who dares to care about them, strangers though they may be to you'. Other distinguished speakers, including Maria Herczog, Member of the UN Committee on the Rights of the Child; Ted Lempert, President of Children Now, a NGO based in California; and Phil Beadle, best known for his Channel 4 programmes, like Can't Read, Can't Write, also captured the mood of the audience. Ted Lempert, in particular, advised NGOs in Ireland to translate all policy calls into monetary terms, as this is what governments now listen to.

A common theme was the current economic downturn. Jillian van Turnhout, the Alliance's Chief Executive, was the first of many to urge the Government to invest in children, not least because it 'made good economic sense'. The afternoon's Questions and Answers panel, chaired by John Bowman, returned to the theme, where Government officials, including Dermot McCarthy, Secretary General of the Department of the Taoiseach, fielded questions about ring-fencing funding for education, health and welfare benefits.

An event report, including a synopsis of the key speeches and delegate contributions, was launched at the Alliance's AGM on 9 June and is available at: [www.childrensrights.ie](http://www.childrensrights.ie)

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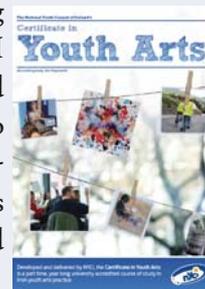
# NYCI's Certificate in Youth Arts 2009/2010 Open for Applications

by

Emmet Sheehan, Youth Arts Project Officer, NYCI

## Introduction

The National Youth Council of Ireland's *Certificate in Youth Arts* is a part-time, year long university accredited course of study in Irish youth arts practice. It is accredited by NUI Maynooth, Department of Applied Social Study. The course aims to further develop and enhance arts practice in youth work, so that more young people have the opportunity to experience arts in a non-formal educational setting as makers, creators, participants, audience members and as critics. It also aims to ensure that these are high quality experiences and to promote ways in which the best practice for working with young people developed by the youth work sector can influence and contribute to arts practice in Ireland.



## Course Ethos

An energised, growing and sustainable youth arts community which spans all art forms and delivers quality outcomes for young people, is vital to ensure the future cultural, social and economic well being of Ireland. A vibrant arts sector, of which engaged, creative, vocal young people are a part, underpins a healthy contemporary society.

NYCI's Certificate in Youth Arts is the only course of its kind in Ireland. It provides participants with a contextual and practice-based understanding of arts practice with young people. It provides opportunities to experience various art forms, learn from practitioners in the field, and to consider the values and methodologies underpinning arts practice with young people. It is the first opportunity many participants already working in the youth arts field will have to certify their own experiential learning.

Past participants of the course have said:

*"The youth arts course allowed me to develop professionally and in turn equipped me to help others develop their practice.".....*

*"The impact of the course on my work practice has been immense. The planning, organisation, methodologies and focus are much clearer and more efficient than before. It has also directly led to paid employment and good working relationships with arts, youth and community organisations."*

In early 2009 NYCI commissioned an independent evaluation of the course to inform its development and ensure its continued relevance and success.

## Course Details

NYCI is now accepting applications for the 2009/2010 Certificate in Youth Arts Course.

The course is delivered in Dublin and runs from October 2009 to May 2010 (part-time).

For a prospectus, application form and list of FAQs, please visit [www.youtharts.ie](http://www.youtharts.ie) or contact [emmet@nyci.ie](mailto:emmet@nyci.ie) (01) 4784122.

Closing date for applications is 5pm Friday, 10th July 2009.



# Bridge Garda Diversion Project Celbridge: Summer Soccer Programme 2009

Project Profile

by  
Stephen Barnes



## Target Group & Programme Background

We in the Bridge Garda Diversion project, Celbridge examined an issue of group formation within one of our groups. We had a group that required further development of its group sense of identity and an improvement in the group dynamic to move from the forming, storming stages of group development. The young people from the group have recently finished school and as such would benefit from ongoing engagement during the summer.

Project staff felt a soccer programme would be beneficial to harness the group dynamic and promote shared values and goals, in preparation for future targeted or issue based work. The process would be one of group formation and week on week we would familiarise the group with group dynamics and cooperative functioning, as a move towards norming and performing would come from this.

The target group for this exercise is a group of 13-16 year old boys who have been referred to a Garda Youth Diversion Project primarily by the local JLO.

Most of the referrals have been involved in some youth work or after school activity such as sport. As such the vehicle of engagement is to utilize a format that the referrals are familiar with. We will use this to encourage the close and more stable formation of a group that had not gone beyond the storming, forming stage of group development. As such the use of a team focus via soccer and collaborative skills development would be beneficial to the group.

## Programme Context

Garda Youth Diversion Projects are community based and supported youth diversion projects for young people between the ages of 12-17. The aim of a project is to support and enable young people who are already involved, or are at risk of being involved, in crime or anti-social behaviour in their local community, and guide them to become involved in positive developmental activities in that community.

The area where this project is based does not have any other youth projects in the area. Therefore, the projects and resources that would be present in these areas are not available and there can be limited opportunity for collaborative work with other organisations on behalf of young people.

## Aims of the Soccer Programme

- To provide a safe environment where the group can mix.
- To give young people a sense of value.
- To improve participants physical health.
- To create group solidarity for individuals amongst their friends and peers.
- To raise awareness of the importance of communication skills and the profits it can bring.
- To raise participants expectations of what they can achieve.
- To use sport as a mechanism to improve the self-esteem and sense of identity of the participants.
- To increase participants awareness of the cycle of change and their ability to work within this cycle.
- To enable participants to set goals and reflect on these goals.
- To empower young people to take ownership of themselves within the programme.

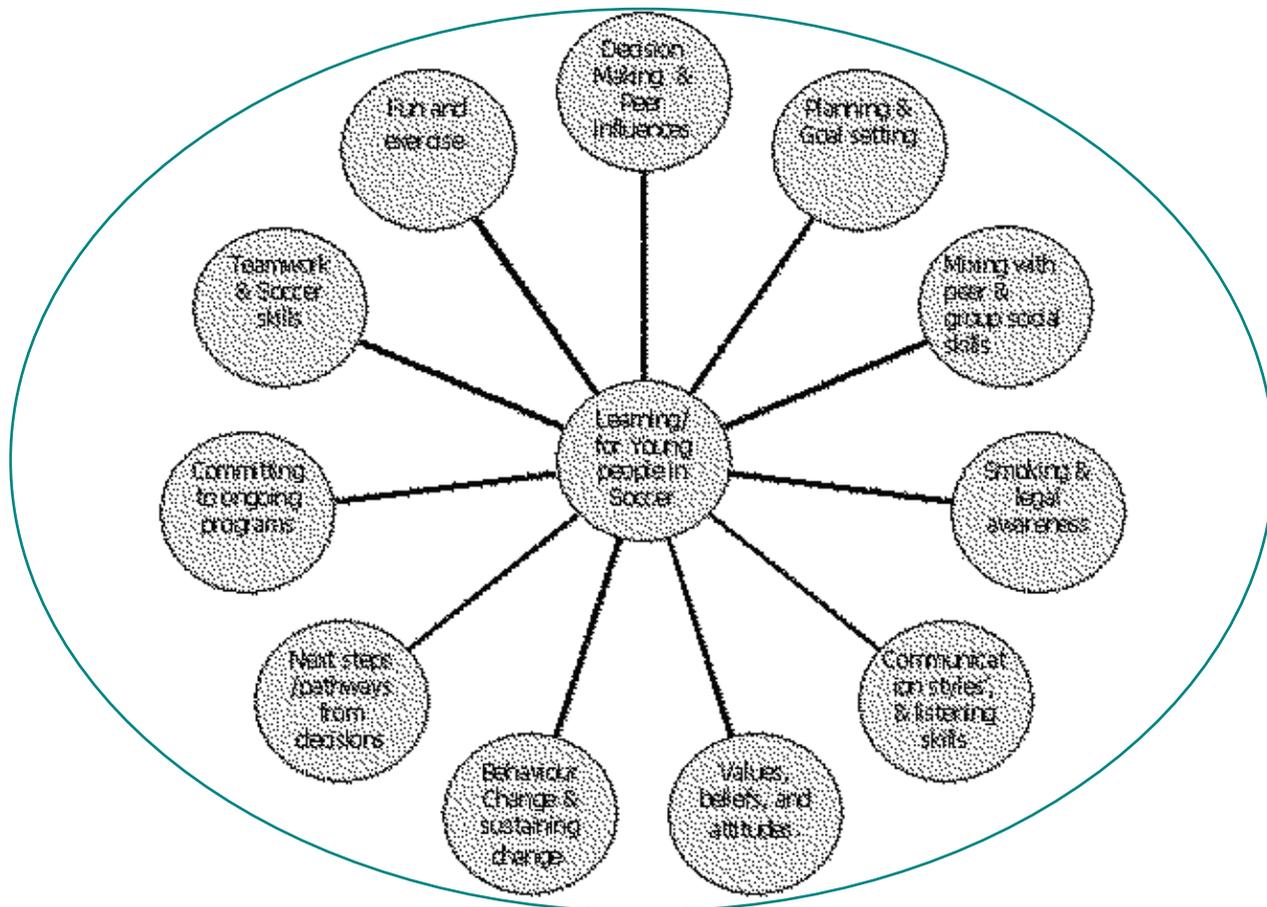
## Objectives of the Programme

- Use project space, where participants are comfortable, for facilitated group work before moving to a sports hall in the project complex for soccer.
- Introducing a points system for attendance.
- Weekly facilitated soccer training, incorporating smoking and alcohol awareness in a casual way.
- Regular team building exercises, group formation exercises, ice breakers both in facilitated group work and soccer.
- To analyze and reflect on and with individuals as to their progress within the group.
- Network with parents, FAI coach, Gardaí and anyone who could have a positive influence on the participants.
- Incorporate elements of smoking awareness, when can I, soccer questions into facilitated group work etc.
- To work towards organising a finale event within the group, assigning tasks regularly.
- Gauge how successful the project is running by referring to sources in the local community.

## Proposed Outcomes of the programme

- To boost the participants confidence by giving them a sense of achievement.
- Participants will gain a sense of purpose and see the advantages of working in a team.
- Participants will bond with other members of the group and the Youthworkers.
- Group members will have an enhanced view of their self-esteem.
- Participants will reflect on substance misuse and the affects of substances on sport and health from the restrictions of being under the influence of drugs or alcohol.
- To develop the young people's commitment and sense of ownership to a process through planning and engagement.
- Develop group awareness and move from forming storming stages to norming and performing.
- Development of planning skills and goal setting in young people.

## Learning & Development Outcomes for Young People



## Methodologies used:

- **Group work** – Reflection and Discussion Sessions, Moving Debates and Football Training facilitated by an FAI coach.
- **Project work** – Planning for a football match with a foreign body for which all the individuals in the group can compete.

## Topics of development: Weeks 1 - 8

1. Group contract/ Hopes & fears of a programme.
2. Groups: decision making, planning, individuation & disindividuation, the peer influence on decision making.
3. Soccer Quiz.
4. 360 degree Communication: group communication, communication styles, listening skills, presentation.
5. Values, beliefs, attitudes: Role models.
6. Behavioural change: Cycles of behavior, triggers, awareness, promotion and maintenance of change.
7. Goal setting: Ideal and realistic, the examination of next steps and pathways from planning.
8. Planning to move towards a final culmination of an event that the participants on the project have worked towards and organised as a group. The planning process, organising, structuring, and delivery will be part of the process and the ultimate product of the exercise.

## Conclusions

We began the programme in early June 2009. We look forward to successfully completing the programme in Mid July 2009. The 8 week programme would be envisaged to promote opportunities and further areas of development for the young people and families that participate, as well as the community they come from. We appreciate and value the effort from all of our young people, project staff, local community centre, and the F.A.I.

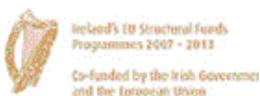
Special thanks to Pat Behan (FAI) development officer & soccer Coach for Kildare.

We look forward to building on our current successes and developing the project further in partnership with our local agents & community. You can look forward to hearing lots more about the Bridge Garda Youth Diversion Project in the future. If you would like to contact the project we would love to hear from you.

### Contact Details:

Niamh Murphy/ Stephen Byrne /Ben Pateman  
Bridge Garda/KYS Youth Diversion Project  
Unit 17a, The Mill community Centre  
Celbridge, Co Kildare.  
Tel: 01-6275100 / 087 978 0948  
Email: stephengdcelbridge@kys.ie

A full list of Garda diversion projects located nationwide & further details on Garda project operational guidelines are available at the Irish Youth Justice Services website [www.iyjs.ie](http://www.iyjs.ie) and the details of our funding partners are also available at [www.esf.ie](http://www.esf.ie)



# Sustainable Energy Activity Supplement

by  
Gina Halpin

## What is Sustainable Energy?

Sustainable Energy is defined as development that meets the needs of the present without compromising the ability of future generations to meet their needs. Sustainable energy sources include all renewable sources, such as biofuels, solar power, wind power, wave power, geothermal power and tidal power. This activity supplement can be used by youth workers to raise awareness among young people of the different types of sustainable energy and the positive benefits it can have on our earth.



## The Story of Energy

Millions of years ago land-plants and sea algae absorbed energy from sunlight. This 'energy' was then consumed by fish and animals. When the plants and animals died they were buried in mud and, over time, became fossilised. Under intense pressure and heat from deep in the earth, plants became coal and animals formed crude oil and natural gas, which was trapped in tiny pores of sandstone rock. These are fossil fuels. By burning these fossil fuels the energy contained in them is released. This allows steam to be generated in a power station boiler which, in turn, drives a generator to produce electricity. Fossil fuels are also used to heat homes and drive cars.

[www.sei.ie](http://www.sei.ie)

## ACTIVITY ONE: Energy in All of Us

CO<sub>2</sub> is produced when we burn coal, oil or gas. Too much CO<sub>2</sub> can harm the environment. It collects in the earth's atmosphere and traps too much of the sun's heat, causing temperatures on earth to rise. This activity will clearly explain this process to young people.

**Materials:** One packet of active dry yeast, one cup of very warm water, two tablespoons of sugar, a large rubber balloon, one litre empty plastic bottle, string & matches

- Stretch out the balloon by blowing it up and letting the air out a few times.
- Add the yeast and sugar to the cup of warm water and stir. As the yeast feeds on the sugar, it produces carbon dioxide (CO<sub>2</sub>).
- When the yeast and sugar have dissolved pour the solution into the plastic bottle.
- Attach the balloon to the top of the bottle and secure it with a piece of string.
- With no place to go but up, the gas slowly fills the balloon.
- Let the balloon inflate & watch how it slowly stands up straight.
- While pinching the neck of the balloon to prevent the gas escaping, remove the balloon from the bottle.
- Light the match, paying attention to health & safety procedures.
- Slowly let the air from the balloon pass out over the lighted match, keeping it a safe distance from the lighted match.

Source: [www.sei.ie](http://www.sei.ie)

### Fact 1

Energy use is responsible for 2/3 of Ireland's greenhouse gas emissions

## ACTIVITY TWO: Spiraling Snakes

Radiators in our homes & youth clubs work on the principle that hot air rises. It is difficult to actually see this air, but this activity will prove to the young people that it does rise.

**Materials:** Sheet of A4 paper, scissors, pencils sewing threads

- Give each young person a piece of paper.
- Ask them to draw a spiral shape.

- Cut out the shape and attach enough sewing thread to hang the spiral 1ft above a radiator, now watch it begin to move from the heat rising.

### Discussion Suggestions:

**What** happens to the spiral once it is placed over the radiator?

**What** is causing the spiral to move?

**Can** you think of a way to make sure that there is no other air movement causing the spiral to move, such as drafts from windows?



The process involves energy from burning fossil fuel heating up the radiators, which in turn heats up the air molecules surrounding the radiator and transfers it throughout the room, travelling from warm to colder areas in the room until the temperature is the same throughout.

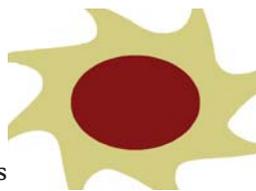
Source: [www.sei.ie](http://www.sei.ie)

### Fact 2

Irish homes use 1/4 of all energy in the country - thats more than industry

## ACTIVITY THREE: Solar Energy

**Aim:** To teach young people about solar energy and to make a solar powered water heater.



**Background:** Solar power has been used to heat water in some parts of the world for hundreds of years. Devices used usually consisted of blackened copper pipes running close to each other and laid flat on roofs. Cold water is intermittently pumped through the pipes allowing it to warm in the heat of the sun.

**Materials:** Basin, tin foil, water, a thermometer, black paint, cling film and 2 bowls.

- Paint one bowl with black paint.
- Cover the inside of the basin with tin foil.
- Put some water in both bowls and leave them outside on a windowsill for 10 minutes.
- Take a note of the temperatures of the water in both containers.

- Place the black painted bowl in the washing basin.
- Place the other bowl in the open air beside it.
- Using cling film, tightly cover the top of the washing basin containing the black painted bowl so that no air can get in.
- Leave the basin in direct sunlight.
- Record the temperature in both bowls at 10 minute intervals.

### Discussion suggestions:

1. Does the temperature of the water in both bowls change?
2. Which bowl records the highest water temperature?
3. How is the solar powered water heater helping to increase the temperature?

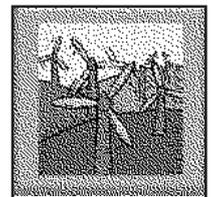


In Ireland we mostly use fossil fuels such as oil, coal and gas for heating our homes and water. Our sun is the primary source of energy and as technology develops more solar power is used in our daily lives. You can now find a number of homes in Ireland that use solar panels to heat water and some Irish city centre parking meters are powered by solar panels.

Source: [www.ecounesco.ie](http://www.ecounesco.ie)

## ACTIVITY FOUR: Making Compost

**Aim:** To make a usable composter for the youth group or the home.



**Materials:** Large bins, or wooden box or wire mesh & wooden stakes - it depends on which container the young person chooses to make - see below.

The largest single component of household waste is organic matter so this is ideal for making compost. Items that can be put into a compost include - kitchen waste, coffee grinds, tea leaves, egg shells, fruit & veg, left-over cooked food, stale bread, grass,

leaves, dead flowers & plants, wood shavings, animal manure, cardboard, newspaper ash and seaweed.

- Firstly decide on a container, you can use a normal kitchen bin and pierce 4 rings of holes around the bottom, or a wooden box such as large fruit boxes with side air openings. Or you can make a container yourself with four sides of wire mesh and four wooden stakes (this is more suitable for leaves).
- Place the container in direct contact with the ground to allow worms and other small organisms to get into the compost.

#### Filling the container:

**First layer** - use a coarse mixture of garden cuttings, loose soil, sand etc.. This layer is very important for ventilation. Composting occurs in the presence of oxygen so air must be allowed to circulate.

**Second layer** - this should consist of a good mixture of dry leaves and vegetable peelings.

**Following layers** - these should consist of kitchen and garden materials.

Source: [www.ecounesco.ie](http://www.ecounesco.ie)

## ACTIVITY FIVE: Spaceship Earth

**Aim:** To increase young people's awareness of the earth as a closed system and how it can be managed as such.

**Materials:** Flip chart paper & pens.

Read out the following story:

*A planet, like Earth has been discovered and a group of human beings are going to travel there by spaceship to explore. The journey will take about three hundred years - that's roughly the life-time of three human generations.*

*The objective for the young people is to design a life-support system on the spaceship so that the people sent will be able to live and reproduce and the group survive until they reach the new planet.*

*The life support system can include enough air, water, soil, animals etc.. to start them off on their journey.*

*The provisions and energy they design must be sustainable & recycled so that they can support the three generations.*

- Divide the young people into pairs & ask each pair to design their own spaceship according to the criteria of the story.
- When they have drawn their spaceship ask them to explain what they have included and why.
- When all the young people have given their feedback start a discussion and try to relate the designs to our own planet. Will the life support system of our planet work indefinitely?
- What rules do we as dwellers on earth need to keep.

Source: *Renewing the Earth - Youth Guide for Youth Groups*, by CAFOD, 1991

#### Fact 3

The average home consumes almost 40% more electricity than it did in 1999

## ACTIVITY SIX: Quiz

Here's a quiz that can be copied to test knowledge the young people have regarding sustainable energy, the correct answers are the ones highlighted.

1. Most of the energy we use originally came from
  - a) **the sun**
  - b) the air
  - c) the soil
  - d) the oceans
2. Electrical energy can be produced from
  - a) mechanical energy
  - b) chemical energy
  - c) radiant energy
  - d) **all of the above**
3. Which uses the most energy in homes each year?
  - a) lighting
  - b) water heating
  - c) **heating and cooling rooms**
  - d) refrigeration
4. Ireland consumes lots of energy. Which fuel provides the most energy?
  - a) **petroleum**
  - b) coal

- c) natural gas  
d) solar
5. Coal, petroleum, natural gas, and propane are fossil fuels. They are called fossil fuels because:
- they are burned to release energy and they cause air pollution
  - they were formed from the buried remains of plants and tiny animals that lived hundred of millions of years ago**
  - they are nonrenewable and will run out
  - they are mixed with fossils to provide energy
6. Gasoline is produced by refining which fossil fuel?
- natural gas
  - coal
  - petroleum**
  - propane
7. Propane is used instead of natural gas on many farms and in rural areas. Why is propane often used instead of natural gas?
- it's safer
  - it's portable**
  - it's cleaner
  - it's cheaper
8. Natural gas is transported mainly by
- pipelines**
  - trucks
  - barges
  - all three equally
9. Global warming focuses on an increase in the level of which gas in the atmosphere?
- ozone
  - sulfur dioxide
  - carbon dioxide**
  - nitrous oxide
10. Solar, biomass, geothermal, wind, and hydropower energy are all renewable sources of energy. They are called renewable because they
- are clean and free to use
  - can be converted directly into heat and electricity
  - can be replenished by nature in a short period of time**
  - do not produce air pollution

11. Electricity is the movement of
- atoms
  - molecules
  - electrical power**
  - neutrons
12. How much of the energy in burning coal reaches the consumer as electricity?
- 1/3 (one-third)**
  - 1/2 (one-half)
  - 3/4 (three-quarters)
  - 9/10 (nine-tenths)
13. In a nuclear power plant, uranium atoms
- combine and give off heat energy
  - split and give off heat energy**
  - burn and give off heat energy
  - split and give off electrons

Source: [www.eia.doe.gov](http://www.eia.doe.gov)

#### Fact 4

Renewable energy currently accounts for just 2% of Ireland's energy supply

#### Useful Websites & Organisations

##### **Sustainable Energy Ireland**

[www.sei.ie](http://www.sei.ie)

##### **Footprint Friends.**

[www.footprintfriends.com](http://www.footprintfriends.com)

##### **e.on**

[www.eonenergy.com](http://www.eonenergy.com)

##### **Sustainable Energy Europe**

[www.sustenergy.com](http://www.sustenergy.com)

##### **Young Energy People**

[www.youngenergypeople.com](http://www.youngenergypeople.com)

##### **Educaiton for Development**

[www.education4development.com](http://www.education4development.com)

##### **Development Co-operation Directorate**

[www.oecd.org](http://www.oecd.org)

##### **International Organisation for Sustainable Development**

[www.iosd.org](http://www.iosd.org)

# What is a Safe Environment within the Context of Youth Work



Youth Work Ireland

by  
*Paul Gralton*

Commentary

I quite often hear the phrase “*safe environment*” used within the context of Child Protection and Health & Safety, the term often being allied alongside “*our duty of care*”. I have no issue with this – this aligning of principles is laudable as it is done with the best interests of children and young people. I first came across the use and exploration of the notion of creating a safe environment in the youth work sector. However, the term safe environment, at that time had a broader scope than is often implied in current debate. The concept of creating a safe environment was deeply seated as part of the core of youth work values. I would like to explore some of what the concept in youth work is in this article.

As a volunteer and then part-time paid youth worker I was subject to various trainings where the term safe environment was discussed. I always found the term a little distancing – having often heard it in connection with safe houses. I first began fully to explore the concept and understand its importance to youth work practice when working in a besieged community in England. I was working in a project for young unemployed men based in the town centre. The project worked with a large group of unemployed young men, predominantly African-Caribbean, aged between 15 and 30. This particular group at the trough of the last recession were struggling with a lot of woes: long-term unemployment, low educational achievement, no higher or further education, poor skills (questionable diagnosis; it would be truer to say no accredited skills), poor housing or homelessness, and in part because of the above poor employment prospects. The reality of a tight jobs market meant being black and young was a significant hurdle to employment. These seemingly depressing ‘indicators’ hid an amazingly vibrant exciting counter-culture of:

- Blues (raves based on sound systems – groups of these young men made their own DJ equipment and performed in illegal all night blues parties)
- Working in the alternative economy for many

small and large businesses.

- Some highly skilled people making an alternative way for themselves as sound engineers, mechanics, graphic designers, security and all kinds of small enterprises.
- Some brilliant sports people who struggled with NGB’s and the formal structures of amateur sport.

The youth provision had been set up because these young men would congregate in the town’s indoor shopping centre and would mill around and congregate in groups in the town centre. This led to nervousness amongst shop owners, business people and maybe the wider public who put pressure on the police to clear up this “obvious public order offence”. The police in turn tried to move the young men on but on what grounds? A minor problem escalated to the point where incidents began to occur and tensions were mounting between all involved. Shoplifting and attempts to move young people on were leading to escalating events. Racial tensions in the town were high with vigilante-style, skinhead groups entering the mix for good measure. Layered into all of this was the machismo culture of the street, the internal rivalries between different sound systems, the affronting of honour, family, personal differences, the island you came from, relationships, drugs and all that this entails. These young men could be quite volatile.

An imaginative response was put forward by the Youth Service: if adequately funded they would open two town centre youth centres during the day and provide space and programmes for these young men. The police were keen to get the young men off the streets but were also willing to build a better relationship with these young men. The good burghers of the town wanted to see the streets ‘safe’ and the problem if not solved out of sight. In fairness many of the business people acted out of philanthropic values being keen to see something positive for ‘these young men’. The project had an ambitious goal of moving these marginalised young

men into employment, education and training in the 1980's. The young men on the whole were happy to have somewhere to go without being hassled.

From the inception of this project a keen emphasis of the youth workers and youth service was establishing a safe environment for the staff and young people. Whilst this concern may have had some child protection and health and safety implications, the issues facing us were much more fundamental, relating to human need. The young men needed to accept that:

- The space was open to all (universal access).
- All young people had a right to be there (respect).
- Violence was not an acceptable response and was out of place and had to be left at the door (ground rules, understanding others).
- In the event of trouble, staff had the right to and would intervene (trust and boundaries).
- Staff were safe – young people would respect staff rights (grudging acceptance gave way to genuine respect and a huge amount of trust).
- Trust and respect were reciprocal (this also moved from a conditional basis as the relationships developed with the young people).
- There were limits to behaviour, both civic (ground rules) and legal.

The Police needed to accept the rules and over time the police established a fragile relationship with these young men:

- Entering the youth centres could only be by arrangement or in genuine hot pursuit.
- They would meet with the young men to discuss flash points (this was very difficult in the early days, the young men felt the police were developing soft intelligence).
- Arrest would not happen at the youth club except in exceptional circumstances. This was really important as the police would lift members as suspects or on warrant.
- If arrested at the clubs the young people would feel vulnerable and not attend, going back to the safety of the streets.
- There was a lot of negotiation.

Staff needed to accept the principles for the young people (we in a sense were the custodians of the safe environment) and:

- Treat young people as individuals.
- Listen to them.
- Respect their culture, history and identity.

Creating the safe environment needed to ensure young people engaged with the project enabled the youth work to take place. The values of free association and universal access created a non-stigmatised environment that encouraged other young people from different backgrounds to use the service.

Any boundaries that are set will inevitably be pushed and tested, creating tension for all. In the early days and key flash times these pressures were high. But the key principles of young people accepting the right of staff to intervene and the quick intervention of staff ensured these tensions were managed both at the occurrence and in the immediate aftermath. Over time internal events lessened. However, things could and did leak in from the streets. There were also low-level pressures, young people looking for a squeeze: to close a bit later, allow another game of pool or such like. The fact that the squeeze was asked for was an amazing testament to trust in one way. However, sticking to ground rules preserved the boundaries.

What had been a hostile environment became a good place with some movement towards meeting the objectives with many of the young men over time.

Since those early days I have often heard the term safe environment used by youth workers to describe a prerequisite for their work. The context governs what needs to be addressed. A safe environment for a young traveller, a young traveller woman, a young Muslim girl, for young people from Belfast or Bosnia, for young people coming into your youth club will be different in each case. The creation of that safe environment is dependent upon the skills of the youth workers and their understanding of youth work and putting young people at the centre of what we do. In conclusion, I think those skills are rooted in those core values at the heart of youth work.

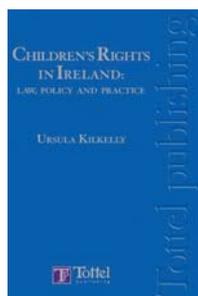
**Paul Gralton is Directory of Federal Services with Youth Work Ireland.**

**To contact Paul please phone 01-8729933 or email: [pgralton@youthworkireland.ie](mailto:pgralton@youthworkireland.ie)**

# IYWC New Resources

## CHILDREN'S RIGHTS

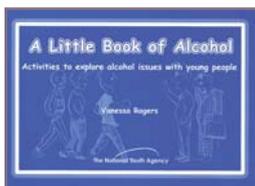
**Children's Rights in Ireland  
Law, Policy and Practice**  
by  
**Ursula Kilkelly, 2008**



Book outlines current law, policy and practice as it relates to children in all areas of their lives. Written in a clear analytical style, it maps the legal landscape and highlights the key provisions and principles needed to navigate when handling cases involving children and families. No other book examines law and policy affecting children in such a comprehensive and detailed manner. It tackles a broad range of issues concerning children beyond traditional family law, including constitutional issues, and keeps in step with current thinking and the latest legal practice nationally and internationally. The book covers issues such as: (i) Understanding Irish and International law concerning all areas of children's lives; (ii) Understanding children's rights approach to legal issues; (iii) Developing persuasive legal arguments involving the very latest concepts and precedents; (iv) Understanding exactly what obligations Ireland must meet under International and European law.

## HEALTH ISSUES

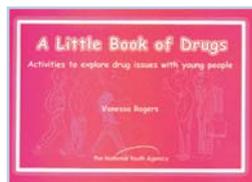
**A Little Book of Alcohol**  
*Activities to explore alcohol issues with young people*  
By  
**Vanessa Rogers, 2006**



Resource is a diverse collection of activities suitable for work with young people aged 13 to 16 to look at issues around alcohol. The resource is divided into three sections – **Warm Ups** – This offers short activities and exercises to open a session around alcohol or to re-energise a group after a discussion; **Activi-**

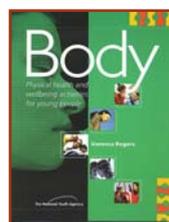
**ties** – This section includes ideas for group and individual work, these activities look at three main themes – information and knowledge about alcohol issues; exploring attitudes and values, including peer influence and reducing risk; developing skills to make health choices; **Reviewing** – the final section suggest a few ideas for reviewing and reinforcing learning.

**A Little Book of Drugs**  
*Activities to explore drug issues with young people*  
By  
**Vanessa Rogers, 2006**



Resource offers nearly 30 successfully tested activities for use with young people aged 13 to 16 exploring issues around drugs. It is suitable for and easily usable by anybody working with young people, whatever the setting. The activities are divided into three sections – **Warm Ups** – This section offers short activities and exercises to open a session around drugs or to re-energise a group after a discussion. It is easy to use and enables the youth worker to begin to assess the level of knowledge and attitudes to drugs within the group; **Activities** – This section includes ideas for group and individual work, these activities look at three main themes – information and knowledge about drug issues; exploring attitudes and values, including peer influence and reducing risk; developing skills to make health choices; **Reviewing** – The final section suggests ideas for reviewing and reinforcing learning.

**Body**  
*Physical health and wellbeing activities  
for young people*  
By  
**Vanessa Rogers, 2007**



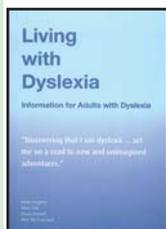
Activity pack designed to support youth workers working with young people. It encourages young people to take care of the physical side of their health and promotes keeping safe and healthy lifestyles. The pack comprises

of six sections – *Warm Ups* – this section contains games and activities to open a session or re-energise a group. *Healthy Lifestyles* – this section offers information around diet and nutrition, the activities encourage young people to make healthy choices about what they eat as well as promoting exercise; *Keeping Safe* – this section contains ideas to raise awareness with young people about taking risks and developing strategies to keep safe; *Looking Good, Feeling Good* – this section aims to encourage young people to take care of their personal appearance and look after themselves; *Sexual Health* – this section contains ideas to raise awareness about good sexual health in a non-judgemental way.

### Living with Dyslexia

By

A. Hughes, M. Ball, R. Bissett & W. McCormack, 2009



Booklet is intended to give relevant information to adults who know that they have dyslexia, to those who think that they might have, and for those who have never considered the possibility. It is also intended for employers, managers and human resource personnel. The experience of DAI over the years has proved that the need for such information exists. Despite increased awareness, generated through media coverage, seminars and word of mouth, dyslexia, particularly as it affects adults, is still not taken seriously enough in Ireland. There are thousands of Irish adults with dyslexia, many of whom are unaware that there is a recognised explanation for their continuing difficulty with literacy.

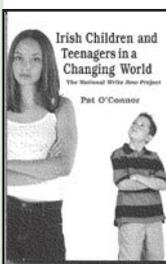
## YOUTH WORK PRACTICE

### Irish Children and Teenagers in a Changing World:

The National Write Now Project

By

Pat O'Connor, 2008



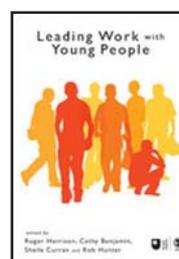
Book provides an engaging and informative insight into the experiences, dreams and hopes of children and teenagers in contemporary Ireland. It analyses a unique data set: a random sample of 4,100 texts drawn from roughly 34,000 texts written by young

people aged 10-12 years and 14-17 years, in response to a nationwide invitation to describe themselves and the Ireland they inhabit. The study leads towards a better understanding of contemporary social problems by locating these young people's accounts within the broader context of cultural change where collective identities have become weaker; where the local is enmeshed with the global; where children anticipate a predictable future and teenagers focus on an extended present; where gender is no longer salient but yet in many ways remains a submerged framework mapping their life styles, life choices and relationships.

### Leading Work with Young People

By

Roger Harrison, Cathy Benjamin, Sheila Curran and Rob Hunter, 2007



Book is a student-friendly and engaging text which examines the leadership roles which practitioners take on as members of teams, organisations and interagency partnerships. The book is an essential text for all those studying for qualification in work with young people and for those who wish to extend their understanding of the field. It is also an invaluable resource for experienced professionals and practice supervisors working with young people in statutory or voluntary organisations. The editors bring together key readings and newly commissioned material to present a variety of theoretical and practical perspectives on leading and managing work with young people. The book will equip students with the knowledge, skills, values and principles required for successful qualification as a worker in the field. Chapters include: (i) Understanding leadership (ii) Supervision (iii) Multi-agency work (iv) Managing change

### Let's Do It!

A guide to planning a youth arts festival

By

Rebecca Bartlett, 2009



Resource guide commissioned by East Wall Youth and The Fire Station Artists' Studio on behalf of the Urban Noise Festival in Dublin's North East Inner City. The aim of this resource is to consolidate the experiential learning of the North East

Inner City Youth Network over the past four years of the Urban Noise Festival, and transpose that learning into the creation of a guide for others who may wish to run similar youth arts initiative. The fundamental value of youth arts in the lives of young people is that it provides a platform for engagement and development of skills. It allows the exploration of ideas and opinions and it provides a means of self-expression through the alternative language of the arts. The creative process requires young people to move beyond their usual comfort zone by trying something new when exploring their chosen art form; it is also fun. This comprehensive guide is intended to be user friendly and adaptable. It would work as a guide for a large multi-disciplinary festival or could enable groups to start on a small scale, playing to their strengths and finding fulfilment within the large variety of roles involved.

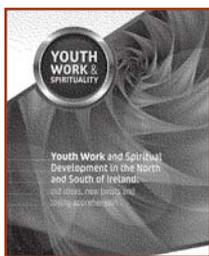
### Youth Work & Spirituality

#### *Youth Work & Spiritual Development in the North and South of Ireland:*

#### *Old Ideas, New twists and losing apprehension*

By

Stephen Dallas, 2009



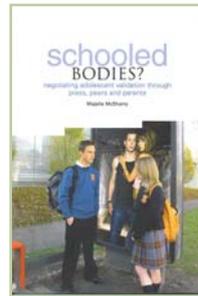
The aim of this research was to explore the theme of spiritual development amongst youth workers from faith and non-faith based agencies across Ireland. The report seeks to contribute to general discussions in the non-formal and informal youth work sector regarding how it can connect with spiritual development. A sample group was identified from youth work agencies across Ireland with equal representation on each side of the border and 38 interviews were carried out. From the interview process it was clear that defining spiritual development in the non-formal and informal youth work sector was going to be difficult, however 5 themes about spiritual development emerged (i) Spiritual development is linked to self formation and personal/social development (ii) In the context of youth work spiritual development is inclusive (iii) Current youth work values and programme areas cultivate spiritual development (iv) The concept of spiritual development should be included within the training of youth workers (v) Ideas about spiritual development are shaped by personal narratives.

### Schooled Bodies?

#### *Negotiating adolescent validation through press, peers and parents*

By

Majella McSharry, 2009



Book explores how adolescents in contemporary western cultures are schooled on issues of embodiment. Despite an apparently growing lay consensus that adolescence is the time when concerns relating to the body are especially concentrated and complex, sociological literature rarely makes connections between the sociology of the body and the sociology of adolescents. With its in-depth conversations with adolescents themselves and its exploration of theoretical and empirical discourses, this book looks at bridging this gap. This book is a valuable read for those studying the sociology of the body and the sociology of adolescence, as well as courses on consumer culture and on education and training courses for teachers and youth workers.

All these titles are available ONLOAN - not for sale to Irish Youth Work Centre members.

For further information or to request any of these titles please contact:

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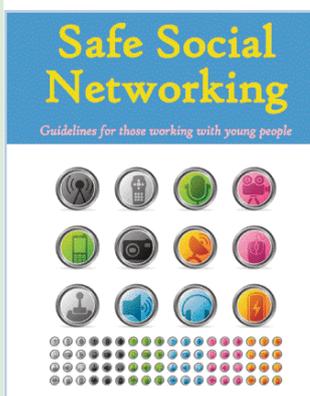
bkiernan@youthworkireland.ie

Website: www.iywc.com



# Irish Youth Work Press - NEW PUBLICATIONS

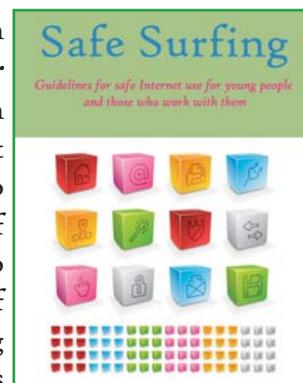
## Safe Social Networking *Guidelines for those working with Young People* by Youth Work Ireland, 2009



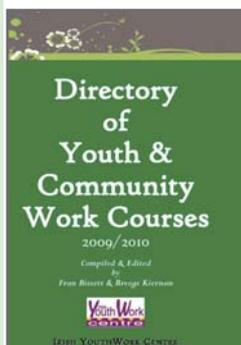
In recent years social networking sites have become the biggest single vehicle for young people accessing the Internet. *Safe Social Networking - Guidelines for those working with young people* aims at providing an overview of social networking, detailing the benefits and dangers of their use. It also outlines the main social networking sites, their safety measures and tips and looks specifically at responding to safety concerns, specifically the issue of cyberbullying. The role of youth workers and parents should be to ensure that young people are using and enjoying the Internet in a safe and responsible manner. These guidelines represent in a small way an attempt to assist this process. The guidelines are not prescriptive but do aim to provide a grounding in safe practices many of which are repeated across the various well known social networking websites

## Safe Surfing *Guidelines for safe Internet use for young people and those who work with them* Drafted & Edited by Fran Bissett, 2009

In 2003 Youth Work Ireland developed a set of guidelines and poster campaign on Safe Internet Use for those working with young people. *Safe Surfing - Guidelines for safe Internet use for young people and those who work with them* is an updated version of that set of guidelines. These guidelines focus on general safe use of the Internet and email with a focus on chat rooms, newsgroups, bulletin boards etc while also providing supporting documentation and templates to assist with the provision of Internet access by youth organisations. The guidelines are not prescriptive and do not claim to have all the answers, however it does attempt to document a range of successful and practical measures and advice which can be used by those working with young people in helping them to use the Internet in as safe a manner as is possible.



## Directory of Youth & Community Work Courses by Breege Kiernan & Fran Bissett, 2009



This years directory is available to download free from the IYWC websites. The Directory is compiled in response to the ongoing and ever-increasing demands from individuals for information on youth and community work courses. The directory contains a comprehensive listing of over 60 courses at entry, graduate and post graduate levels on youth and community work, adult and community education and training and management. Each listing contains details on places available, entry requirements, fees, course aims, course contents / structure, methods of assessment and all relevant contact details.

These resources are available to download from [www.iywc.com](http://www.iywc.com)  
For further information please phone 01-8584501 or  
email: [ghalpin@youthworkireland.ie](mailto:ghalpin@youthworkireland.ie)



# Notice Board

## Responding to Challenging Behaviour in Young People

**Date:** Tuesday 15th September 2009

**Venue:** Youth Work Ireland Offices, Dublin

### Course Aim:

One-day workshop aimed at exploring challenging behaviour in young people both in terms of prevention at an organisational level and strategies for responding to challenging behaviour when it occurs. The target audience for this workshop is anyone within the youth and community work sector who is working directly with young people who experience difficulties in dealing with challenging behaviour with young people.

### Course Content:

The morning session will focus on organisational issues such as:

- ≈ Developing a strengths-based ethos which validates & celebrates each person.
- ≈ Acknowledging & incentivising good behaviour.
- ≈ Building relationships & trust in the group.
- ≈ Having very clear expectations around behaviour.
- ≈ Developing an engaging, varied, & well planned programme which takes account of different learning styles.
- ≈ Addressing the specific needs of boys.
- ≈ Consistency & fairness around consequence of unacceptable behaviour.
- ≈ Developing a cohesive & supportive staff team.

The afternoon session will focus on dealing with instances of challenging behaviour and will explore topics such as:

- ≈ The battle zone vs. the learning zone.
- ≈ De-escalating the situation.
- ≈ Listening & acknowledging feelings.
- ≈ Stating desired behaviour.
- ≈ Following through with consequences.
- ≈ Preserving dignity & follow up.

The charge for this course is €75.00 - this includes lunch & course materials. Places on this course are limited to 20

For more information please contact

Gina Halpin

Irish YouthWork Centre

20 Lower Dominick Street

Dublin 1

Tel: 01-8584501

Email: [ghalpin@youthworkireland.ie](mailto:ghalpin@youthworkireland.ie)

To download a brochure please go to  
[www.iywc.com/event.htm](http://www.iywc.com/event.htm)



## Let's Leave it Till Later

**Date:** Tues. 1st - Wed. 2nd December 2009

**Venue:** Cork

### Course Aim:

Two-day training course which will explore the issue of delaying sexual activity of young people. The course is skills based and focuses on the interaction between workers and young people in relation to sexual health.

### Course Content:

- ≈ To look at the causes & effects of early sex & current research findings.
- ≈ To understand the role played by the media & peer pressure on young people & early sex.
- ≈ To explore a range of ways of working with young people to help them make positive & healthy decisions for themselves.
- ≈ To gain skills to pass onto young people in how to say 'No' & resist pressure.
- ≈ To focus on the alternatives to having sex such as exploring intimacy & sensuality in non-sexual ways.
- ≈ To consider the role of friendships, supportive adults & professional in supporting the training.

## Let's Beat Bullying

**Date:** Tues. 13th - Wed. 14th October 2009

**Venue:** Kilkenny

### Course Aim:

Two-day training course addressing the issue of bullying. The course will focus on bullying in its widest sense and enable participants to examine an organisational response to the issue of bullying.

### Course Content

- ≈ To define what bullying is & what bullying is not.
- ≈ To develop an understanding of the key concepts & definitions relevant to the issue of bullying.
- ≈ To develop & understand the nature of bullying & its effects.
- ≈ To explore strategies for prevention & intervention.
- ≈ To explore good practice for anti-bullying education programmes.
- ≈ To identify a rationale & process for developing an anti-bullying policy.
- ≈ To examine good practice guidelines for workers & organisations.

## Sense and Sexuality

**Date:** Tues. 20th - Wed. 21st October 2009

**Venue:** Dublin

### Course Aim:

Two-day course which will explore issues in relation to sexual health and sexual health promotion for young people. It will also examine the role of workers and organisations in this regard and consider the development of policy and good practice.

### Course Content:

- ≈ To examine the context for addressing the sexual health needs of young people.
- ≈ To discuss the role of organisations in relation to this work.
- ≈ To examine the support needs of workers & organisations in the area of sexual health.
- ≈ To identify rationale & process for policy development.
- ≈ To explore good practice with regard to sexual health education programmes.

## Policy and Practice in Drugs and Alcohol Work

**Date:** Wed. 30th September - Thurs. 1st October

**Venue:** Portlaoise

### Course Aim:

Two-day training course is based on the Support Pack for Dealing with the Drugs Issue in Out-of-School Settings. The course offers workers from Youth Work, statutory and non-formal education settings an approach for dealing with either a Drugs or Alcohol Issue from an organisational perspective. The primary focus of this course is to facilitate and support workers towards the development of an organisational strategy and drugs/alcohol policy for youth work, out of school or non-formal education settings.

### Course Content:

- ≈ To identify national trends & corresponding initiatives.
- ≈ To examine a variety of pro-active responses including the educational response in relation to drugs/alcohol work.
- ≈ To explore a range of responses to drug/alcohol related incidents.
- ≈ To explore the practicalities or organisational policy development in relation to drugs/alcohol work.
- ≈ To discuss issues of good practice in relation to this work.

**For further details on all these course and a breakdown of fees please contact:**

**NYCI**  
3 Montague Street  
Dublin 2  
Tel: 01-4784122  
Fax: 01-4783974  
Email: [info@nyci.ie](mailto:info@nyci.ie)  
Website: [www.youth.ie](http://www.youth.ie)



## **Copping On National Crime Awareness Initiative**

**Date:** Wed. 23rd - Thurs. 24th September 2009

**Venue:** Killarney, Co. Kerry

### **Course Aim:**

Two-day course that explores personal attitudes to crime, excuses and justifications used for breaking the law, establishing aims for running crime prevention programmes, stereotype of juvenile offender.

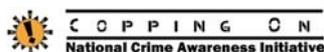
The training is experiential and participative. It aims to provide participants with:

- ≈ An opportunity to experience activities from the resource pack & to reflect upon ways to adapt the programme to suit the needs of young people.
- ≈ An opportunity to reflect on personal values & attitudes in relation to crime.
- ≈ An opportunity for informal networking & to identify strategies to support interagency co-operation.
- ≈ Information regarding the profile of young offenders.
- ≈ A raised awareness of the implications for effective interventions.
- ≈ An opportunity to enhance facilitation skills & share good practice.

**For further details on all these course and a breakdown of fees please contact:**

Deirdre Bigley  
Copping On  
Unit 1, Westside Centre  
51 Main Street  
Leixlip  
Co. Kildare

Tel: 01-6104384  
Email: [info@coppingon.ie](mailto:info@coppingon.ie)  
Website: [www.coppingon.ie](http://www.coppingon.ie)



## **Sustain It! Creating Sustainable Organisations: Practical Solutions for the Youth Sector**

**Date:** Friday 25th September 2009

**Venue:** Dublin

### **Course Aim:**

Innovative course aimed at people looking to introduce the principles of sustainable development and education for sustainable development into their organisations, particularly in the youth sector. The workshop will help organisations evaluate their own organisation in terms of sustainability; develop the next steps necessary and introduce practical tips to help make their organisation more sustainable through interactive facilitation. At the end of the training, participants will be able to bring the theories learned to your organisation.

## **ECO-Education – An introductory course on Environmental Education**

**Date:** Tuesday 3rd November 2009

**Venue:** Dublin

### **Course Content:**

One-day training course which explores how to introduce environmental education in educational activities with young people. This is an exciting way to empower young people and encourage them to take ownership of their environment.

**For further details on all these course and a breakdown of fees please contact:**

Graham Clarke  
Eco Unesco  
26 Clare Street  
Dublin 2  
Tel: 01-6625491  
Email: [ysd@ecounesco.ie](mailto:ysd@ecounesco.ie)  
[www.ecounesco.ie](http://www.ecounesco.ie)



# Round Up

## Launch of Consultation Report Teenage Mental Health: What Helps and What Hurts

On Monday 15th June, the Minister for Children and Youth Affairs, Barry Andrews TD and Minister for Disability and Mental Health, John Moloney launched **Teenage Mental Health: What Helps and What Hurts?** A Report of consultations with teenagers. Speaking at the launch, Minister Andrews said, *'I am committed to ensuring that children and young people have a voice in matters that affect their lives, as stated in the National Children's Strategy (2000). The recently published Ryan Commission Report highlights the importance of listening to children and of providing them with opportunities to communicate their concerns and problems'*.

Minister Andrews noted that the report outlines the views of 277 teenagers aged 12-18 years, who took part in consultations organised by his Office during October 2008. *'Young people report the negative impact of being judged on how they look and the level of bullying that has become an everyday part of life, particularly in the school setting. Other aspects of their education are identified as damaging to their mental health, but also as having the potential to promote positive mental health,'* he continued. Minister Andrews added, *'the findings of this report will challenge policy makers, decision makers, service providers and practitioners far and beyond those working in the field of mental health. The education system, schools, local government, the media, parents, family members and young people themselves are all identified as having an important role to play in supporting positive mental health'*.

The report can be downloaded from the OMCYA's website at [www.omc.gov.ie](http://www.omc.gov.ie)

## Management Courses Specific to the Non-Profit/Voluntary/Human Services Sectors

The Open Training College is now offering three individually accredited management awards from HETAC, aimed at providing essential management skills and improving effectiveness in the non-profit / voluntary / human services sector. Each of the three individually accredited courses (one year duration for each course) builds on specific knowledge and learning materials in a modular format culminating in the award of a BA degree in applied management. Each course is available to managers, deputy managers, supervisors or participants aspiring to such roles within the sector. The Courses are:

**The Certificate in Applied Management (Non-Profit/Human Services)**

**The Higher Certificate in Arts Bachelor of Arts Applied Management (Non-Profit/Human Services)**

**The Bachelor of Arts (Ordinary) Applied Management (Non-Profit/Human Services)**

All courses are scheduled to begin in October 2009. Please contact Monica or Conor at the Open Training College if you require any further information about any of the individually accredited courses leading to this unique B.A. management degree.

Open Training College,  
Prospect Hall, Willowfield Park  
Goatstown, Dublin 14  
Tel: 01- 298 85 44  
Email: [Info.otc@smh.ie](mailto:Info.otc@smh.ie)  
Website: [www.opentrainingcollege.com](http://www.opentrainingcollege.com)