

VOLUNTEER TRAINING PACK



Youth Work Ireland



An Roinn Leanaí, Comhionannais,
Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



National
Lottery

YOUTH WORK IRELAND

Youth Work Ireland CLG is a national network of 20 independent, autonomous Member Youth Services. The structure of the federation allows for a local, regional, national, and European perspective to underpin, inform, and progress best practice in youth work. The federation facilitates the voices of young people to be heard and issues raised to be explored and progressed.

Youth Work Ireland is a registered charity and is the organisation that supports the work of the federation of the 20 Member Youth Services. Throughout National Office we work with and support the Member Youth Services located around Ireland to deliver services to meet the need of young people in their locations.

These services fit under our integrated youth services model and include youth clubs, music programmes, sexual health awareness, environmental actions, advocacy campaigns, substance misuse programmes, mental health supports, youth information centres and one-to-one work. We form and nurture strategic partnerships to advance local delivery on national priorities.

ACKNOWLEDGEMENTS

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Thanks to Matthew Seebach & Geraldine Moore from National Office for leading the project to completion.

Thanks also to the Club Development Network, the Regional Directors and National Office Staff that contributed and inputted into this pack.

Layout: The Pudding

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FOREWORD

Welcome to Youth Work Irelands Volunteer Training Pack.

Volunteerism is at the heart of Youth Work Ireland's work and identity now and throughout our proud history and tradition. The central role of the volunteer has also been central to the work of our Member Youth Services, be it as governors of the services and / or as supporting the delivery of front line supports and services to young people. The third pillar of our current National Strategic Statement 2022-2027 Impacting Young Lives, Together, (Support), requires us to: "Recognize the central role of volunteers and renew our support offering to ensure pathways, training and developmental opportunities and updated policies". It also requires us to, "...strengthen volunteer networks to support and value volunteering".

Youth Work Irelands Volunteer Training Pack is our first step in ensuring we implement the recommendations of our Strategic Statement and assist your members to support, training, and celebrate our valued volunteers.

Youth Work Volunteers, supported by Member Youth Services staff, are among the key deliverers of services to young people. This pack issued on behalf of the 20 Member Youth Services and National Office, restates our commitment to volunteerism. This pack seeks to define the rights of volunteers and to describe the supports they can expect to receive during their time as volunteers within the local and national structures of the Youth Work Ireland. In seeking to promote the highest possible standards of practice in volunteer

management it is intended through this pack to provide practical guidance to Member Youth Services regarding its implementation.

Youth Work Ireland has always endeavored to ensure that volunteers are centrally involved in the decision-making structures of the organisation at local and national levels. A variety of processes and supports have and will be developed to facilitate the participation of volunteers and this continues to be a feature of the way we work. It is our earnest wish that this pack affirms our commitment to celebrating and valuing the role of volunteers in our organisation and our ongoing commitment to their training, support, and invaluable role in youth work in Ireland.

Happy volunteering and thank you for choosing to put your gifts and talents at the disposal of Youth Work Ireland and our Member Youth Services. As is my own personal experience from my involvement in my local youth club; the inspiration and encouragement of the volunteers from that time, continues to motivate and nurture me to this day. Volunteers impact lives and make a real difference in communities - you are now part of that proud tradition.



Dr Patrick Burke
CEO, Youth Work Ireland

OVERVIEW OF THIS TRAINING PACK

What is it: The Volunteer Training Pack provides an agreed standard for YWI member service volunteer training to support the induction and training (and refreshing) of new and existing volunteers.

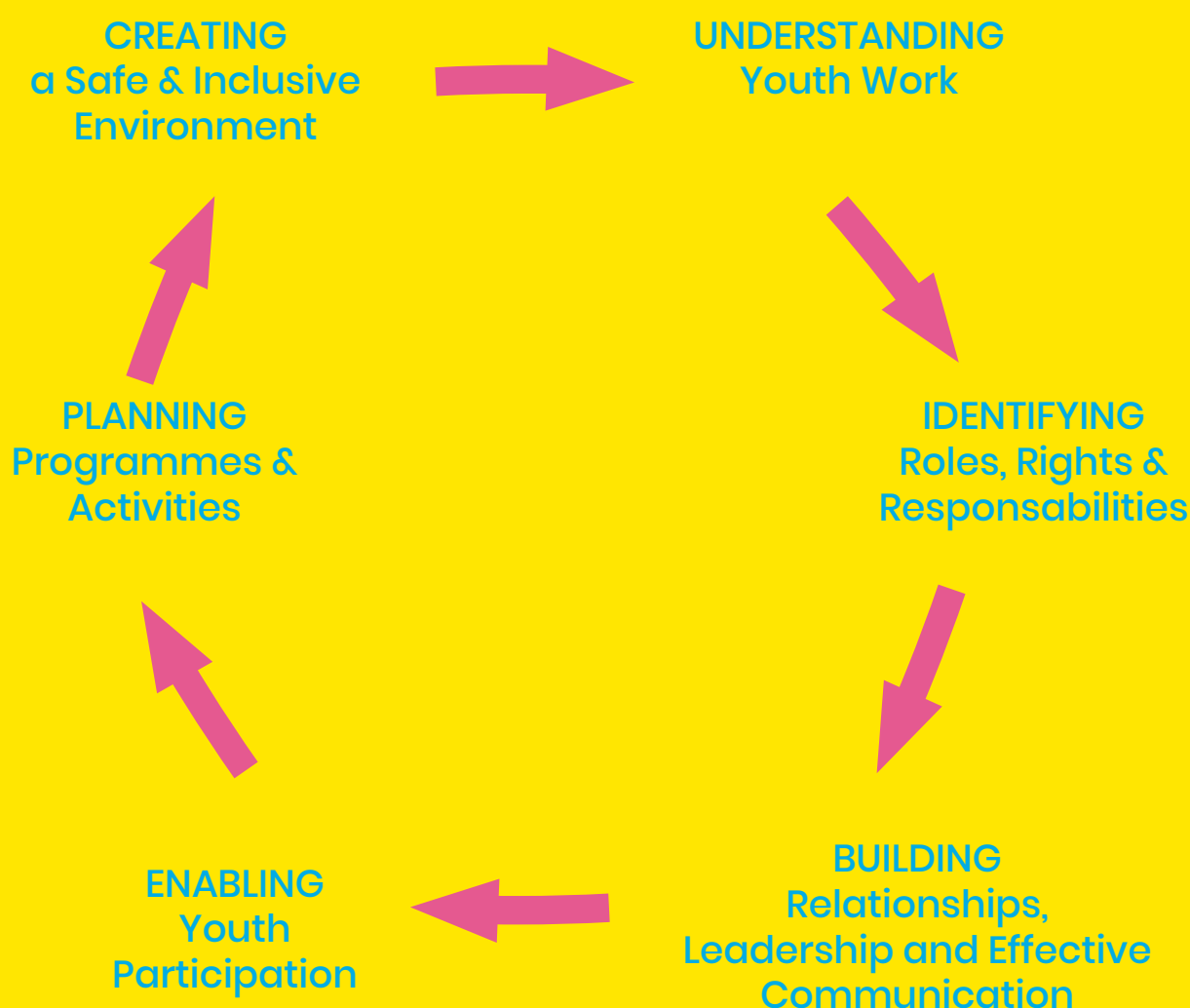
Who is it for: This training pack is for those within YWI who have responsibility for the recruitment, training and support of YWI club volunteers. The use of this resource will help to ensure a standardised and consistent approach to volunteer training.

Why use it: The purpose of this training pack is to provide an opportunity for volunteers to consider their motivation for volunteering, better understand what's involved and gain information and knowledge, including where they can access support. Volunteers who are invested in are more likely to engage in volunteering for longer.

How to use it: This pack has been designed to be flexible and easy to use. It is divided into six core sessions, each of which must be covered.

Each session contains an overall aim, learning objectives, suggested content with a variety of methodologies (for both online and in person delivery) and a key learning outcome which must be met. Trainers can use their discretion as to how best to meet the key learning outcomes. Trainers can choose to deliver the six sessions as presented with supplemental material and/or select what topics and methodologies within each of the six sessions which best suit the learning needs of their volunteers.

What to do before training: In order to ensure that the training is appropriate, time needs to be spent to ensure that the training programme has been designed and delivered in line with the profile, learning needs and requirements of the volunteers. Checks need to be carried out on volunteers: existing experience, motivations for volunteering, profile of youth clubs they will be volunteering with, learning styles, flexibility and availability, preference and suitability of online or in person delivery etc...

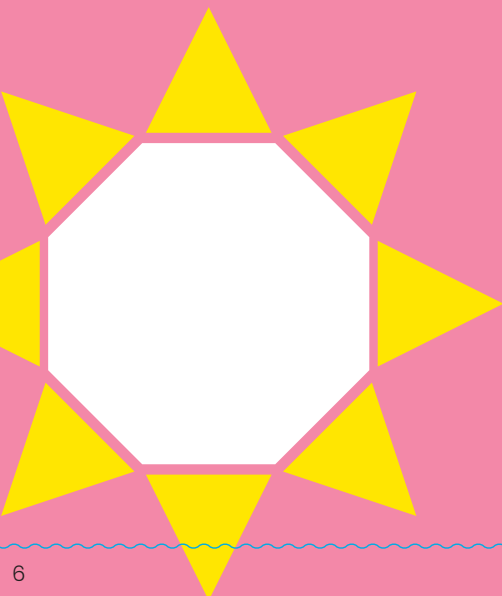


THEORY OF CHANGE

Inputs	Sessions	Learning Outcomes for Volunteers
	Trainer Input and Exercises 6 sessions (approx.)	
Staff	Understanding Youth Work.	Volunteers have a basic understanding of youth work and have knowledge of their local member youth service and Youth Work Ireland.
Training Resource Material	Identifying Roles, Rights & Responsibilities	Volunteers are able to identify their roles and responsibilities and know how to access additional support
Budget	Building Relationships, Leadership and Effective Communication	Volunteers are able to identify ways of building relationships with young people, recognise different leadership styles and recognise effective communication skills.
Training Facilities	Enabling Youth Participation	Volunteers are able to identify ways of enabling young people to fully and actively participate in the youth club
	Planning Programmes & Activities	Volunteers are able to understand how to assess needs, plan and evaluate a programme with young people
	Creating a Safe & Inclusive Environment	Volunteers have a basic understanding and awareness of how to create a safe and inclusive environment in the youth club

YOUTH WORK IRELAND GUIDANCE ON RECRUITMENT OF VOLUNTEERS

The majority of youth work in Ireland is carried out by volunteers. These volunteers engage with children and young people in many ways and in variety of environments, across the country.



YOUTH WORK IRELAND PROCEDURE FOR THE RECRUITMENT AND SELECTION OF VOLUNTEERS

1. Advertise openly and transparently
2. Make contact with volunteers
3. Informal meeting with Youth Worker to assess/discuss:
 - a. Interests – are interests in line with the role?
 - b. Availability – is the potential volunteer available and able to commit to training and regularly attending the club/project?
 - c. Appropriateness – does the potential volunteer have the potential aptitude required to be a volunteer?
 - d. If 'No' the potential volunteer will be informed at this stage that they may not be suitable, and a reason(s) given. At this stage they will be informed that they are welcome to reapply in the future if certain conditions change (ie age/activity required by service)
4. If 'Yes' provide basic information and materials required to apply to be a volunteer:
 - a. Volunteer Application Form & NVB 1 Garda Vetting Invitation Form are completed by potential volunteer
 - b. Provide information about the Local Youth Service (Annual report of Local Youth Service and any other relevant/appropriate information about the activities and functions of club/project as deemed necessary)
5. Both Forms returned by potential volunteer to the Member Youth Service – including appropriate ID and proof of address. (See appendices in part 5 of this document)
6. References provided in Volunteer Application from are checked and NVB1 Garda Vetting Invitation Form is processed by Member Youth Service and forwarded to YWI in a timely fashion in order for a) YWI to process, b) Gvu to engage with the potential volunteer and c) for the potential volunteer to complete the process.
7. If a reference is not supportive, the process ends here; if it is supportive continue as per the guidelines (policy and procedures) of the Member Youth Service.
8. Training – Induction Training + Child Protection Awareness Programme (CPAP) is delivered in a timely fashion (as soon as there are sufficient numbers to facilitate a training programme) Upon satisfactory completion of both training programmes, the Volunteer is welcome to commence duties

PURPOSE OF THE ROLE

Volunteers are crucial to the growth and development of Member Youth Service Clubs and projects and in turn YWI. Youth club leaders broaden the reach of youth work opportunities for young people in communities. The youth club leader ensures the youth club is a safe, fun and enjoyable experience for young people and

leaders. They engage with their Local Member Youth Service and their youth club on a voluntary basis with no contract and may opt out at any stage, however it is desired that the volunteer gives a commitment of a youth club year from September – June.

ROLE DESCRIPTION

The role description for a youth club leader is:

- To work directly with young people at a community level
- To ensure the safety of young people in the youth club and to operate under the guidelines and policies of the Local Member Youth Service & Youth Work Ireland
- Willing to undertake the Youth Work Ireland Local Youth Service's standard minimum 6 hour Volunteer Induction Training Programme prior to volunteering
- To operate as part of a team of leaders involved in planning, preparation, delivery and evaluating, on committees or other roles required by the youth club.
- The Local Member Youth Service is committed to assisting and supporting youth club leaders and ensuring they are provided with opportunities for training, development and engaging in programmes and also receive monitoring and support
- Establish good working relationships with young people, other volunteers, and staff of the Local Member Youth Service & YWI.
- Assist in planning activities and encourage participation in the local youth service programme
- To bring specialist knowledge and/or experience to their role as a leader as positive and beneficial
- Have a good sense of humour, be enthusiastic and enjoy having fun with young people
- Youth club leader commitment is usually between 1 and 3 hours per week. However, the nature of the work may require more time commitment depending on the club programme and the roles the volunteer takes on in the youth club
- Interact in a positive way with young people face to face and listen attentively to what young people have to say
- Encourage young people to develop their talents and interests
- Challenge negative perceptions and behaviour in a supportive manner & challenge young people to treat each other with respect
- Engage in team meetings before and after the youth club session. Option to debrief / evaluate after each youth club session

A youth club year is usually from September – June.

YOUTH CLUB VOLUNTEER ROLE DESCRIPTION

The Youth Club Leader will be supported to be involved in a specific set of appropriate tasks in four areas –

- (i) young people,
- (ii) parents and family,
- (iii) the organisation
- (iv) the community.

Tasks are described along with the competencies that volunteers will need to develop in order to undertake these core tasks.

1. Young people:

Core tasks include:

- A. To thoroughly understand and be able to put into practice the Children's First Child Protection Guidelines and Local Member Service's Child Protection Policy.
- B. To effectively engage young people at all levels.
- C. To plan and deliver programmes that effectively and appropriately meets the needs of young people
- D. To effectively create an appropriate environment with young people that promotes the best possible learning opportunities
- E. To facilitate young people to take up opportunities appropriate to their needs, within the means of the youth club
- F. To give a commitment to the youth club to be energetic, positive and promote self-improvement for the duration of your role as leader
- G. Positively challenge young people in an informal setting where appropriate and beneficial

Essential competencies are:

- A. An ability to effectively engage young people at all levels, from zero engagement to full participation
- B. A basic understanding and ability to apply the core principles and values underpinning youth work
- C. An ability to be a positive role model for young people
- D. Good group work skills
- E. Good interpersonal and communication skills when working with young people, dealing with challenging behaviour and working with other volunteers

2. Parents and family

Core tasks include:

- A. To communicate and engage with parents and family in an effective, competent, transparent and friendly manner

Essential competencies are:

- A. An ability to engage with and develop productive and effective relationships with parents and family

3. Organisation

Core tasks include:

- A. To engage where appropriate with the organisation through meetings, programmes and site visits to represent the youth club and organisation in a way that is friendly, respectful, professional and safe to effectively work in a strongly 'team' orientated environment. To communicate with staff and volunteers in a way that is consistent with the culture and ethos of the Local Member Youth Service i.e. friendly, courteous, respectful, fun and professional

Essential competencies are:

- A. A keen ability to work in a team environment
- B. Excellent communication and interpersonal skills an ability to understand and apply the policies and procedures of the Local Member Youth Service
- C. An understanding and willingness to develop skills relating to programme development. (i.e. planning, implementing, monitoring and evaluation) Garda Vetting clearance to work with young people provided through the Local Member Youth Service/YWI Commit to between 1-3 hours per week (or as required by the specific youth club) as a youth club leader

4. Community and other agencies including funders and the general public

Core tasks include:

- A. To effectively work with communities for the development of programmes for young people where appropriate

Essential competencies are:

- A. Good communication and interpersonal skills

VOLUNTEER SUPPORT & TRAINING

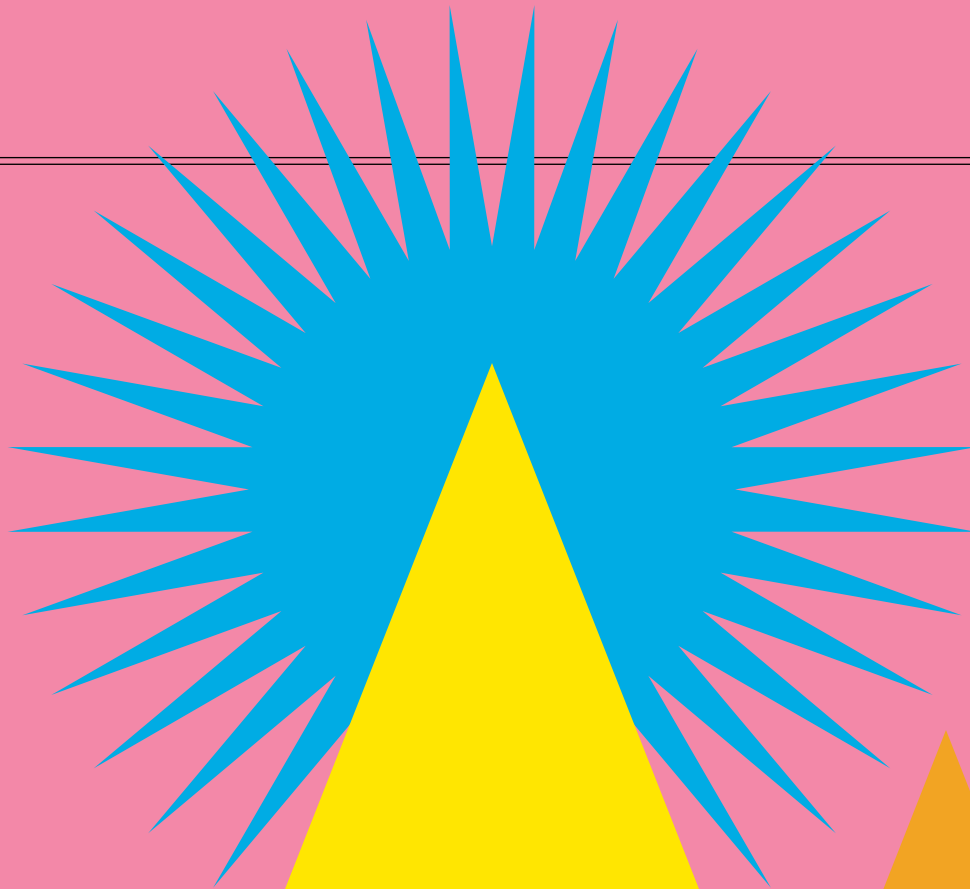
Other Training (if/when available)

Additional training that should be offered may include:

- Committee Skills & Officer Roles
- Understanding/Administration/Development of a Youth Club/Project Constitution
- First Aid
- SAFE Talk & ASIST
- Digit Ethics & Internet Safety
- Drug Awareness

- Body Image
- Mindfulness
- Junior Leadership / Senior Member / Young Volunteer Training
- Train the Trainer
- Energiser Trainings
- Anti-Bullying

Further training may be available on request
please contact your Local Member Youth Service

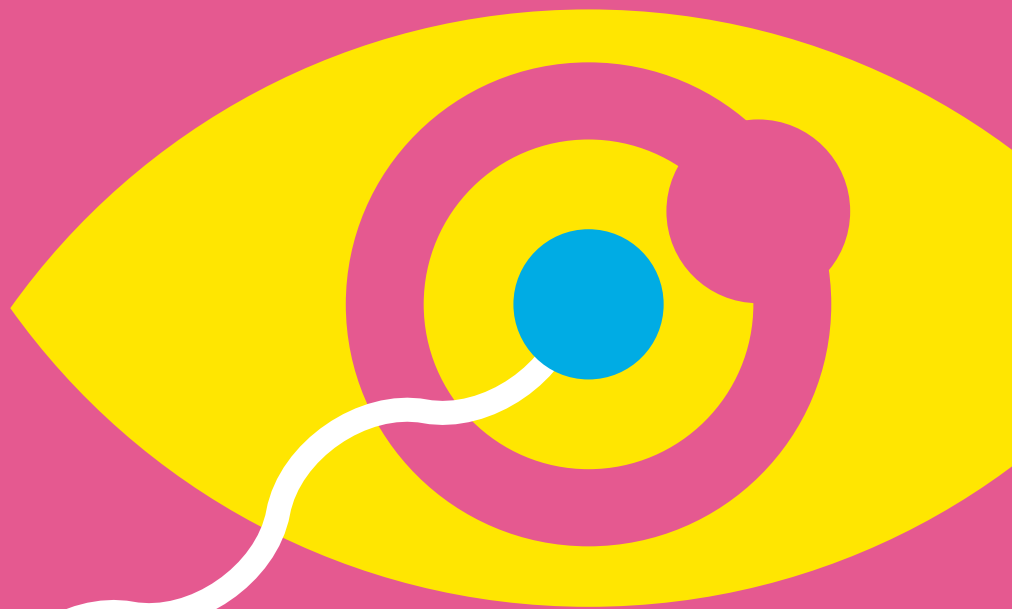


Session 01

Understanding Youth Work

AIM & LEARNING OBJECTIVES

The aim of this session is to provide volunteers with an understanding of 1) what is youth work and how does it work, and 2) to gain information on their local youth member youth service and an overview of the national structure Youth Work Ireland.



SUGGESTED CONTENT

1. What is youth work and how does it work?

Definition of Youth Work

"... a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is complementary to their formal, academic, or vocational education and training provided primarily by voluntary youth work organisations".

Features of Youth Work

- Youth work is about voluntary participation
- Young people are involved in youth work because they choose to be, because they want to do worthwhile, enjoyable things in their free time in the company of their friends and interested, supportive adults, both paid and volunteer
- Youth work 'starts where young people are at'
- Youth work is flexible and versatile in its approach. It starts with young people's own interests and ambitions and helps them to expand their horizons
- Youth work is about partnership
- In youth work the young people are active partners in making decisions, planning programmes, setting priorities. The youth work relationship is based on dialogue between young people and adults

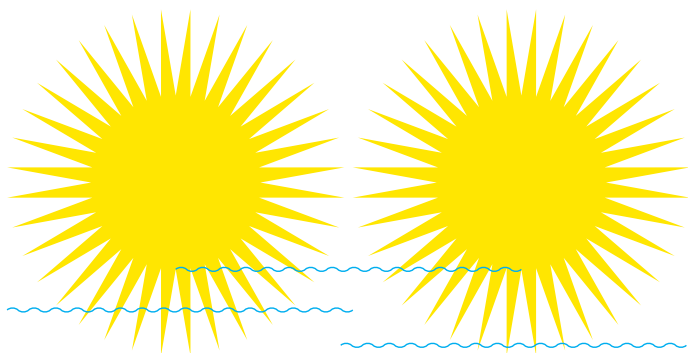
Values of Youth Work

- Empowerment of young people
- Equality and inclusion
- Respect for all young people
- Involvement of young people in decision-making
- Partnership
- Voluntary participation

Purpose of Youth Work

- To build young people's self-esteem and self-confidence.
- To develop their ability to manage personal and social relationships.
- To offer worthwhile and challenging new experiences.
- To provide learning opportunities to enable young people to gain knowledge and develop new skills.
- To build young people's capacity to consider risks and consequences and make informed decisions and take responsibility.

- To help young people to develop social awareness and a sense of social solidarity.
- To give young people a voice in decision-making which affect their lives.
- To enhance young people's role as active citizens.
- To listen to and hear what young people have to say.



NQSF: All youth work practice and provision are:

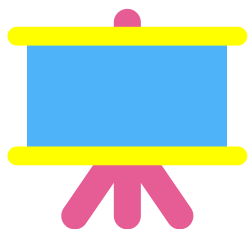
- Young person centred: recognising the rights of young people and holding as central their active and voluntary participation.
- Committed to ensuring and promoting the safety and wellbeing of young people.
- Educational and developmental.
- Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults.
- Dedicated to the provision of quality youth work and committed to continuous improvement.

2. Who are my Local Member Youth Service and who is Youth Work Ireland

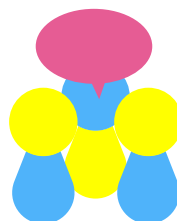
Mission, Vision and Values of their Local Member Youth Service to be displayed and discussed
Overview of Youth Work Ireland – Youth Work Ireland is the largest youth organisation in the country. We are made up of 20 Local Member Youth Services and a National Office. YWI supports our members to deliver an integrated youth services model to young people in their communities.

YWI engages with over 76000 young people every week, aged between 10-25 years, delivering services supports and programmes on mental health, resilience building, drug, and alcohol, LGBTI+youth work, employability etc...

EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)

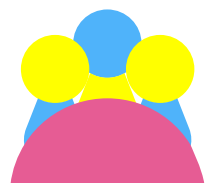


SLIDES: Upload information about youth work, your Local Member Youth Service and Youth Work Ireland on slides and discuss with group



GROUP WORK: Discuss youth work in large group/ break into smaller groups using one of the following prompts:

What words come to mind when you hear youth work? Finish the sentence-Youth Work is....? What are the potential benefits of youth work to young people both individually and collectively, families, communities, society and youth club volunteers/ staff?



SMALL GROUP WORK EXERCISE: Ask the Group to think about, and list, all the reasons why young people from their own communities might be involved in their youth club Or Ask the groups to write their own Mission Statement for their youth club



WALKING DEBATE OR ONLINE QUIZ: Ask the group to agree or disagree with some of the following statements:

'The purpose of youth work is to supervise young people and keep them out of trouble.'
'Young people should always be shown respect'
'Volunteers and Young People should be only involved in their youth club voluntarily'

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

Volunteers have a basic understanding of youth work and have knowledge of their local member youth service and Youth Work Ireland.

Reflection and evaluation of your achievement on this learning outcome: Have you achieved a basic understanding of youth work and have knowledge of your local member youth service and Youth Work Ireland?

Are you on your way to achieving a basic understanding of youth work and

have knowledge of your local member youth service and Youth Work Ireland?

Have you not achieved a basic understanding of youth work and have knowledge of your local member youth service and Youth Work Ireland?

More information available at:

YWI website www.youthworkireland.ie
<https://www.gov.ie/en/publication/775847-better-outcomes-brighter-futures/>
<https://www.youthworkireland.ie/clubs/nqsfvlyg>

Session 02

IDENTIFYING Roles, Rights & Responsibilities

AIM & LEARNING OBJECTIVES

The aim of this session is to provide volunteers with information regarding their roles, rights and responsibilities and to understand YWI's commitment to them.

SUGGESTED CONTENT

ROLES AND RESPONSIBILITIES OF YOUTH CLUB VOLUNTEERS

The Role Description for a Youth Club Leader is:

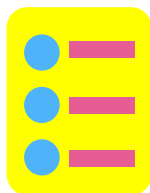
- To work directly with young people at a community level.
- To ensure the safety of young people in the youth club and to operate under the guidelines and policies of the Youth Work Ireland Local Youth Service.
- Willing to undertake the Youth Work Ireland Local Youth Service's standard minimum 6 hour volunteer training programme prior to volunteering.
- To operate as part of a team of leaders involved in planning, evaluating, preparation, committees or other roles required by the youth club.
- Youth Work Ireland Local Youth Service is committed to assisting and supporting youth club leaders and ensuring they are provided with opportunities for training, development and engaging in programmes and also receive monitoring and support.
- Establish good working relationships with young people, other volunteers and staff of Youth Work Ireland Local Youth Service.
- Assist in planning activities and encourage participation in the local youth service programme.
- To bring specialist knowledge and/or experience to their role as a leader where it is positive and beneficial.
- Good sense of humour, enthusiastic and enjoy having fun.
- Youth club leader commitment is usually 1/3 hours per week. However, the nature of the work may require more time commitment depending on the club programme and the roles the volunteer takes on in the youth club.
- Interact in a positive way with young people face to face and listen attentively to what young people have to say.
- Encourage young people to develop their talents and interests.
- Challenge negative perceptions and behaviour in a supportive manner & challenge young people to treat each other with respect.
- Engage in team meetings before and after the youth club session. Option to debrief / evaluate after each youth club session.
- A youth club year is usually from September – June. Parents / Guardians are encouraged to volunteer with the youth club.
- Volunteering will be on a rota basis, but training and completed Garda Vetting will have to be completed prior to volunteering with the youth club.

Organisation's statement of commitment to volunteers from volunteer policy – as per LMYS Volunteer Policy

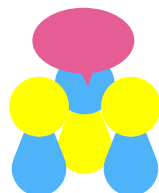
A volunteer has the right to:

- Receive information about the organisation's purpose, work and values and its policy on volunteers and volunteering.
- A clearly written description of the work he/she will undertake and of assigned tasks within that work.
- Privacy and confidentiality.
- Be seen as a valued part of the organisation through inclusion at training sessions, meetings, social functions etc.
- Receive appropriate training.
- Know who to turn to with problems and difficulties.
- Be appreciated by having his/her work valued by the organisation.
- Make mistakes and learn from them.
- Express his/her view on a subject.
- Be listened to and taken seriously by other volunteers and employees.
- Receive support and supervision including regular constructive feedback on performance.
- Work in a safe environment.
- Be covered by insurance.
- Have choices and be able to negotiate those choices.
- Be able to say no.
- Carry out voluntary work without being exploited.
- Be reimbursed for any agreed expenses.
- Be consulted on matters that affect his/her work.
- Be free from discrimination on any grounds.

EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)



HANDOUT: Provide a handout of the Role Description of a Youth Club Leader and discuss



GROUP WORK: Ask the volunteers to discuss in the large group or in smaller groups what are their
1) expectations of volunteering 2) concerns they may have about volunteering and 3) what supports they might need to enable them to volunteer



SMALL GROUP WORK: Ask the group to identify and list what 'A GOOD VOLUNTEER IS BEING....' ie what are the skills, qualities, knowledge, experience etc... that might be useful to be a Club Volunteer . For e.g. Being reliable/punctual, Being creative, Being empathetic, Being a Good Listener etc...



DRAW: Ask the volunteers to each take some paper and draw a Club Volunteer - Listing their qualities , skills, approaches , experiences etc... and then to think about what supports or additional training they themselves might need

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

VOLUNTEERS ARE ABLE TO IDENTIFY THEIR ROLES AND RESPONSIBILITIES AND KNOW HOW TO ACCESS ADDITIONAL SUPPORT

Reflection and evaluation of your achievement on this learning outcome:

Have you achieved the ability to identify your roles and responsibilities and know how to access additional support?
Are you on your way to achieving a basic understanding of how to identify your roles and responsibilities and know how to access additional support?

Have you not achieved a basic understanding of how to identify your roles and responsibilities and know how to access additional support?

More information available at:

<https://www.youthworkireland.ie/clubs/resources-for-clubs>

Member Youth Services

Session 03

Building Relationships, Leadership and Effective Communication

AIM & LEARNING OBJECTIVES

The aim of this session is to provide volunteers with information on ways to build relationships, be aware of different leadership styles and to build effective communication with young people and each other.

SUGGESTED CONTENT

Building Relationship: Getting to know Young People

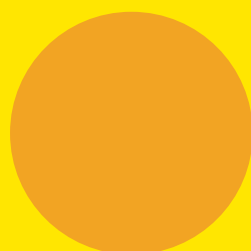
Leaders should talk to the young people, to each other and work together to find out the interest's experiences and talents of young people. The following are ways of finding out the interests of young people:

- Chat informally with them about the things that interest them.
- Set aside structured time to chat to young people, either on an individual or group basis.
- Ask them about everyday things such as school, hobbies, interests etc.
- Ask them what they would like to do in the club/

group.

- Listen attentively to what they say.
- Watch young people when they take part in the group and activities. Do they show a particular interest, trait or talent?
- Have a suggestion box where young people can submit their ideas.
- Ask young people to fill out questionnaires outlining their interests and talents.
- Talk to parents about the interests/talents of their children.

Remember: It's important for adult leaders to participate in activities along young people, where appropriate, to build trust and develop opportunities to get to know them.



EFFECTIVE LEADERSHIP

EFFECTIVE LEADERSHIP The main tasks of the youth leader:

Programme:

1. Identify the needs and interests of the young people.
2. Identify resource persons to help leaders/young people to develop programmes (e.g. arts and crafts tutors etc).
3. Assist members to design, plan and implement activities/ programmes which meet their needs and interests.
4. Encourage and assist young people in the implementation of the programme.
5. Evaluate the programme with young people on a regular basis.

Teamwork:

6. Promote teamwork by ensuring that leaders and young people are clear about their roles and responsibilities.

Communication:

7. Ensure that communication is open – that appropriate strategies exist for decision making and problem-solving.

Training:

8. Identify and address the training needs of leaders on a regular basis

Safety:

9. Ensure that the group's premises, transport, and equipment are safe.
10. Ensure that sufficient help is available for activities to be run on a way that facilitates fun, learning and safety.

Community Links:

11. Develop and maintain links with other groups – voluntary and statutory in the community.
12. Liaise with parents and promote their active involvement as appropriate in the group.

Administration:

13. Be familiar with proper administration procedures and ensure that they are implemented in the group.

Purpose:

14. Ensure that young people and leaders know the purpose of youth work, their organisation, and their group

New Leaders:

15. Identify potential leaders among the young people/other sources and when recruited ensure they receive appropriate training and support.

IDENTIFYING LEADERSHIP STYLES

1. Laissez Faire	Let people do whatever they want without the leader offering any judgement on people's decisions
2. Democratic	Consult and discuss with people before the decision is taken – does not mean that a vote is taken but that leader listen to what people have to say.
3. Authoritarian	The leader is the sole person involved in deciding what is going to happen.

EFFECTIVE COMMUNICATION

Did you know? Listen and Silence are anagrams of each other! Listening is a talent each of us is given in some measure. Listening is also a skill that can be trained and developed.

Why actively listen?

- Give your full attention.
- Builds rapport with the group / person. (To become comfortable with the group).
- Shows empathy – understanding and compassion.
- Encourages people to open up.
- Gets more information.
- Gains fuller understanding of others perspective and position (on a subject / on life etc.)
- Avoids making assumptions and jumping to conclusions.

Most people do not listen at a deep level. There are 2 aspects of listening:

1. Attention and awareness.
 2. Reactions / impact on what you are told.
- As a youth leader, you need to be conscious not only of your listening but also of the impact you have when you act on your listening.

Levels of listening:

1. Internal listening – focuses in you (You hear, but don't listen)
2. Focused listening – focuses on the young person / people (people's posture, mirroring, listening towards each other, fidgeting).

Focused listening is the most common used in the caring professions.

TIPS FOR ACTIVE LISTENING

DO:

- Be open-minded
- Accept the person
- Give encouraging non-verbal signals (body language)
- Listen to the person rather than yourself & your reactions
- Be aware of your feelings both about the speaker & the content
- Repeat in your own words what the person has said to check that you understand
- Summarise what person has said

DON'T:

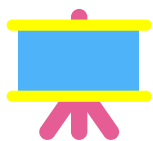
- Jump to conclusions
- Judge what the person has said
- Change the subject or interrupt
- Plan what you are going to say when speaker is finished
- Forget something important
- Pretend to understand when you don't
- Be defensive

AIM & LEARNING OBJECTIVES

Guidelines for Effective Listening: Eye contact, Listening without interrupting, Drawing out, Listen to what s/he says even if you don't agree (especially so), Look for clues to underlying feelings – Ask yourself – What is she/he really trying to tell me? Non-Intrusive Open Questions may help him/her express what he/ she wants to say.

Examples of Non-Intrusive Questions: What do you think? How do you feel about that? Could we have done that differently? Is there anything else you would like to say/add? Could you tell us a bit more about that?

EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)



Slides: Show the above suggestions on how to get to know young people and ask the volunteers to suggest additional effective ways of building relationships



Listening Exercise: Ask people to leave the room (either physically or online) and allow them to re-enter one by one, using a waiting room, with the first person listening to a story told by you and then relaying it to the next person who enters. The last person compares the story heard to the first story told. Volunteers identify lessons any learned about the importance of listening.



Role Play: Ask the group to divide into pairs and to take turns in role play, being the young person and the youth club leader, discussing an issue that comes up in the group.



Small Group Work: Show the group the different styles of leadership and ask them to identify what styles of leadership would be the most appropriate for the following situation?

- The room in which you are meeting is on fire.
- On a club day out there is some free time.
- A fight has broken out between two club members.
- Eight of the usual ten leaders have not turned up.
- Where do you go for your annual club outing?
- You desperately need a fundraising event!

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

Volunteers are able to identify ways of building relationships with young people, recognise different leadership styles and recognise effective communication skills.

Reflection and evaluation of your achievement on this learning outcome:

Have you achieved the ability to identify ways of building relationships with young people, recognise different leadership styles and recognise effective communication skills?
Are you on your way to achieving a basic understanding of how to identify ways of building relationships with young people, recognise different

leadership styles and recognise effective communication skills?
Have you not achieved a basic understanding of how to identify ways of building relationships with young people, recognise different leadership styles and recognise effective communication skills?

More information available at:

Starting Out <https://www.youth.ie/documents/starting-out-appendix-2-useful-resources/>
NYCI National Youth Health Programme – Mind Out is a free two day training available

Session 04

Enabling Youth Participation

AIM & LEARNING OBJECTIVES

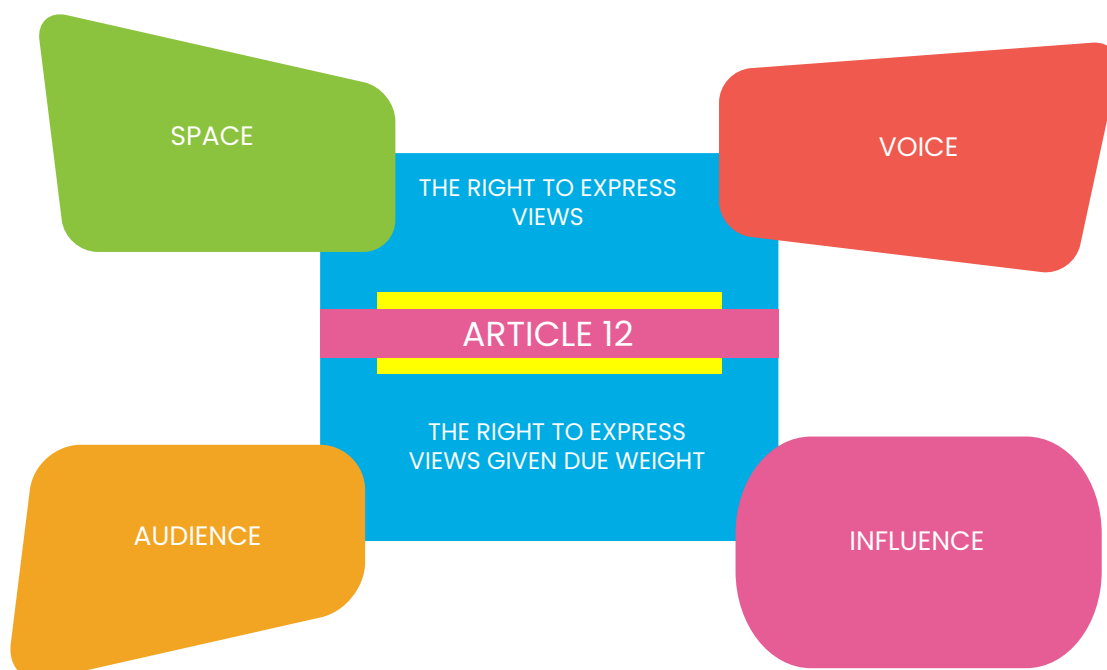
The aim of this session is to provide volunteers with guidance on how to enable young people's participation in all aspects of the Club.

SUGGESTED CONTENT

Youth Participation is:

The process by which children and Young People have active involvement and real influence in decision-making on matters affecting their lives, both directly and indirectly. It can be achieved on an individual or/and a collective level

Youth Participation is central to youth work – in its principles, practice and approach. It establishes a culture in which it is assumed that all young people will be listened to about all decisions – both personal and public – that affect their lives (Limerick YS) Lundy's Model of Participation



SPACE

- **Physical space:** A “youth friendly” space can be conducive to engagement or act as a barrier.
- **Safe emotional space:** Young People need to feel that they are in a safe space. This can be achieved by building up rapport, relationships and trust
- **Inclusive Space:** Having a sense of inclusion is critical to the engagement of Young People. You will need to consider a) Cultural Needs (personal space, gender differences, language needs, sexual orientation, etc.) and b) Ability Needs (mobility, learning, communication, etc).
- **Time:** Ensure you take time to engage with Young people. Being “too busy” to really talk to Young People can be a block to engagement.
- **Individual:** A one-to-one interaction or conversation.
- **Collective:** Group based work that encourages participation.

VOICE

- **Providing information:** Using a clear, youth friendly language or information. Check that the Young Person understands the information being shared with them.
- **Facilitating and supporting engagement:** Ensure that you actively listen to Young People to ensure that they feel listened to and heard. An environment should be created where Young People feel comfortable to express themselves.
- **Commitment to dialogue:** This is something that should happen on an ongoing basis as opposed to a once-off occasion.

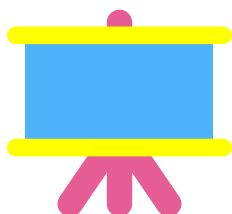
AUDIENCE

- **Responsibility to listen and respond:** You need to be clear on how your Club listens and responds to Young People and identify who has the responsibility to listen and make decisions based on what has been communicated by Young People.

INFLUENCE

- **Power:** Youth participation gives Young People the “power” to effect change. Young People should have clarity of what they have the power to change and what are the boundaries to this e.g. policy & procedure, insurance, budget, etc.
- **Procedures:** Clubs should have clear procedures around participatory practice to ensure consistency of practice amongst club leaders.
- **Dialogue:** Similar to previous elements, dialogue should be an interactive, ongoing process as opposed to a one-off event

EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)



Slides: Display the Lundy Model on Slides and discuss the content



Small Group Work Exercise:
Ask the volunteers, in small groups, to list all the ways that young people can participate in decision making in ALL aspects of their club – e.g. youth committees
Ask the group to identify what are the benefits of young peoples participation and how to overcome any challenges/obstacles to youth participation in their club.



Walking Debate Online Quiz:
Agree or Disagree – Adults know better than young people, There risks attached to young people making decisions, there is a difference between wants and needs etc...

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

Volunteers are able to identify ways of enabling young people to fully and actively participate in the club

Reflection and evaluation of your achievement on this learning outcome:

Have you achieved the ability to enable young people to fully and actively participate in the club?

Are you on your way to achieving a basic understanding of how to enable

young people to fully and actively participate in the club?

Have you not achieved a basic understanding of how enable young people to fully and actively participate in the club?

More information available at:

http://youthworkireland.ie/images/uploads/general/Youth_Work_Ireland_Participation_Policy_Fina.pdf

DCEDIY Hub Na Nog – <https://hubnanog.ie/supporting-the-national-participation-strategy/>

Session 05

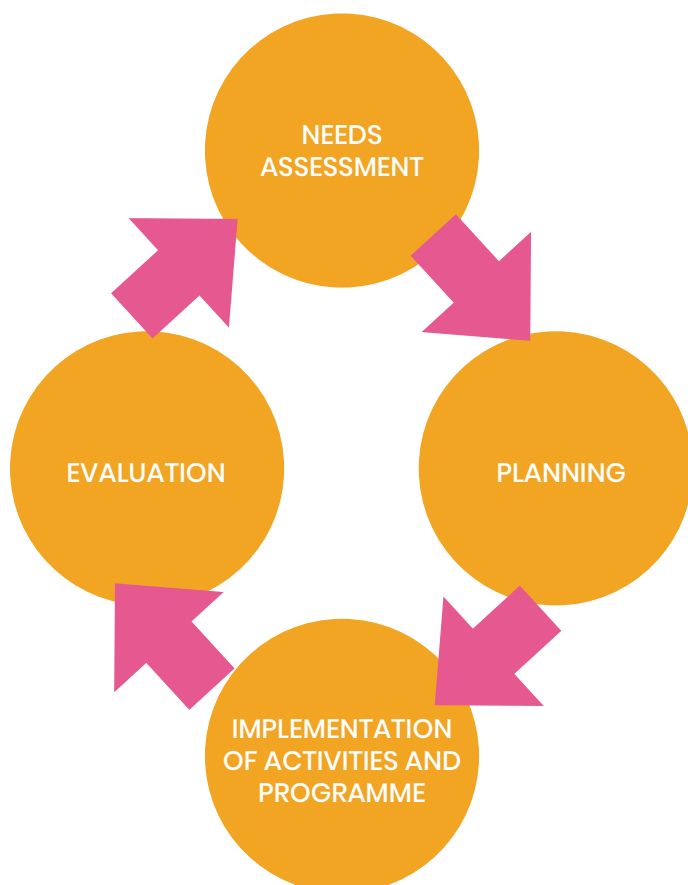
Planning Programmes and Activities

AIM & LEARNING OBJECTIVES

The aim of this session is to provide volunteers with information on how to plan a programme and activities which are educational and developmental

SUGGESTED CONTENT

It is important for all adult leaders and young people to engage in planning the programme and activities for the Club.



Points to consider when planning a programme of events:

Agreement: The programme and the plan of action to bring the programme about must be agreed in advance..

Resources: What is available and how can existing resources be developed and best used?

Interests: The programme should cover the various interests of the members.

Challenge: The various elements of the programme must provide a learning challenge to the members.

Choice: Members should be able to participate in various activities that satisfy their needs and interests.

Variety: The programme should have a balance between needs and interests of its members.

Involvement: All members should be involved in the planning and implementation of the programme where possible.

Age: Remember that the programme should cover all age groups where possible.

New/Old: While every effort should be made to provide a varied and beneficial programme, strong efforts should be made to ensure new ideas are developed and new events are organised.

Fun: You should not participate if you think you are not going to enjoy it.

EXAMPLE OF SHORT TERM

.. Weekly Planning: -----				
.. Sample Monthly Programme:				
When?	What?	Who?	Resources?	Where?
Date	Activities	Responsible	Needed	Venue

WHAT MAKES A GOOD PROGRAMME?

Variety: Offers something to all the young people. Brings life to club/ project. Keeps young people interested and enthusiastic.

New Experiences: Offers the young people a chance to do something new that they might otherwise not experience. Ask the young people to identify what they would like to do.

Participation: Involve members in the planning and running of the club/project. This builds ownership and trust among members.

Challenge: Work to a deadline e.g. put on a show, organise a fundraising activity etc...Provide competitions (either at home or through central events). Try a new and challenging project. Develop new skills through exposure to new people and experiences.

FUN: Young people will vote with their feet and keep coming if they are having fun! If the club programme doesn't allow for having a laugh, young people might not come back!

ASSESSMENT

Easily the most thorough part of this model. Think about the young people you intend to work with. How old are they? What kind of social issues are important to them? What are the major blocks in their lives? What is the surrounding environment like?

What kind of norms can you assess in the community? Have you considered factors such as gender/ class/ethnicity/disability/gender identity and sexuality/ religion in your assessment? Are there problems or oppressive structures you wish to challenge? What are your (professional) values in this matter?

PLANNING

What do you plan to do? How will the above assessment factors assist/hinder you in your project/activity? What considerations will you need to make? How do we ensure safety and inclusion?

IMPLEMENTATION

What kind of work will you do? What are your delivery methods? How long will this project take? Do you need to raise money? How are young people involved in the planning and delivery? What staff will be working with you? What resources will you need?

EVALUATION

How will you measure the success of the work? How will young people relate their anxieties/learning points/successes in an environment conducive to them having confidence? How will you consider recommendations for change? Will you involve the input of other staff (and volunteers) in evaluating your work? How do you measure learning?

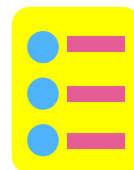
EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)



Slides: Display suggested content and discuss with the volunteers



Small Group Work Exercise: Ask the volunteers, in small groups, to discuss and write down how they would approach work on an imaginary plan for the planning, implementation and evaluation of a four-week programme for their own youth club.



HANDOUT: Provide a handout of a sample programme plan and ask the group to identify what they need in order to prepare for and implement the programme.

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

Volunteers are able to understand how to assess needs, plan and evaluate a programme with young people

Reflection and evaluation of your achievement on this learning outcome: Have you achieved a basic understanding of how to assess needs, plan and evaluate a programme with young people?

Are you on your way to achieving a basic understanding of how to assess needs, plan and evaluate a

programme with young people? Have you not achieved a basic understanding of how to assess needs, plan and evaluate a programme with young people?

More information available at:

Starting Out <https://www.youth.ie/documents/starting-out-appendix-2-useful-resources/>

Youth Work Ireland
https://www.youthworkireland.ie/images/uploads/general/An_evaluation_of_youthclub_practice.pdf

Session 06

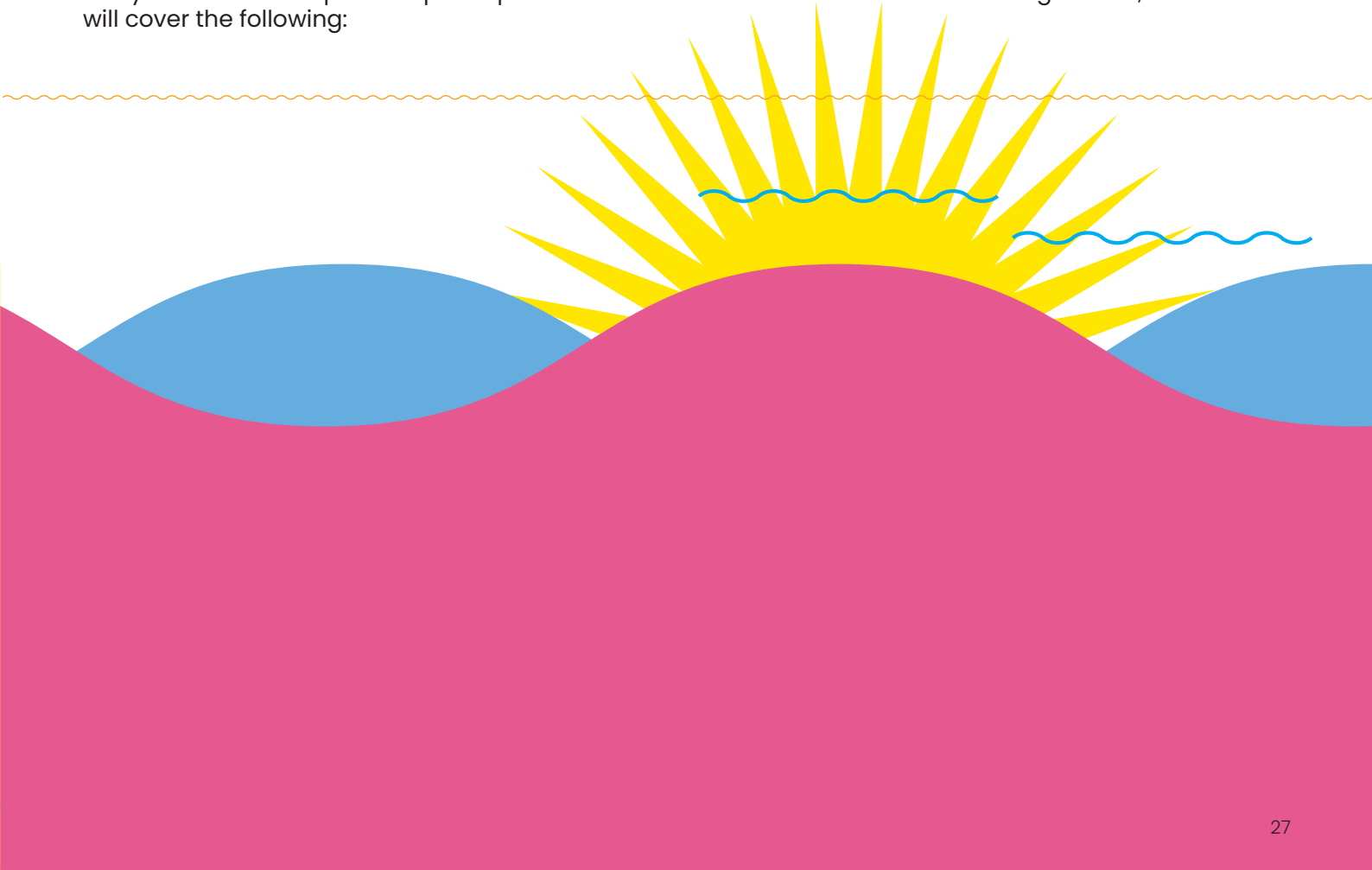
Creating a Safe and Inclusive Environment

AIM & LEARNING OBJECTIVES

The aim of this session is to provide guidance to volunteers on how they can create an environment which is safe and inclusive for all young people.

SUGGESTED CONTENT

Every Volunteer is required to participate in the four Child Protection Awareness Programme, which will cover the following:



SAMPLE CODE OF BEHAVIOUR

GENERAL

- We will provide a safe fun environment and treat all children and young people with dignity, sensitivity and respect
- We will ensure young people are listened to and their full participation is facilitated
- We will encourage young people to report any cases of inappropriate behaviour or bullying by young people or adults

SUPERVISION

- We will operate all activities with a minimum of two adult leaders present (both offline and online).
- We will operate with an adult to child ratio of 10:2 and male and female leaders present when caring for mixed group of children, where possible. When engaged in off-site activities, specific activities, trips or residentials this ratio will be adjusted accordingly.
- If working on a one-to-one basis we will do so in a planned/structured way and where possible within eyesight/earshot of other staff/volunteers. If we are alone with a young person for a period of time in an unplanned situation we will inform our line manager as soon as possible.
- We will respect young people's privacy at all times, especially in bathrooms or changing rooms or sleeping areas.

PARENTS/GUARDIANS

- We will seek written permission for each young person who joins our service through our Parental Consent forms and request specific written permission for off-site or particular activities
- We will inform parents/guardians, when appropriate, if there is a concern about their child's welfare or protection

BEHAVIOUR

- We will use positive language and will respect young people space and boundaries
- We will challenge unsafe behaviour in a constructive manner and never use disrespectful or threatening language
- We will never engage or encourage sexually provocative games or make suggestive comments.
- We understand that while physical contact is a valid way of comforting, reassuring and showing concern for children, it will only take place when it is appropriate, open and acceptable to all persons concerned. We will consider the risks involved in participating in contact sports or other activities

SAMPLE CODE FOR ONLINE ENGAGEMENT

We will seek written permission from parents/ young people for young people to engage with our service online (text, Whatsapp or email confirmation will be retained)

- We will inform and educate young people about their online safety while on social media platforms, gaming etc...
- We will use the club's phone/email/website/ social media accounts eg. Facebook, TikTok, Instagram accounts etc... to contact and engage with young people
- We will not contact or engage or return correspondence with young people via our personal phone numbers/email/social media accounts
- We will establish boundaries around our online engagement with young people and agree a code of conduct
- We will request parents to be present if engaging with children under the age of 12 years
- We will use an appropriate platform to engage with young people
- We will ensure that we have a minimum of two adult leaders present during online engagement with young people
- We will ensure we have a quiet space and appropriate background for online engagement sessions
- We will ensure young people are supervised during online engagement, including when joining and leaving sessions, through the use of the applications settings
- We will not permit recording of the online engagement, unless for a specified reason, and with permission from the Group Leader
- We will report any child safeguarding and protection issues or concerns to the DLP and in line with our organisational policy and procedures

CHALLENGING BEHAVIOUR

What it is, how to respond, how to handle a crisis. Behaviour that challenges:

- Behaviour is a way of communicating – it tells other people how we are feeling and what we want / need.
- Challenging behaviour can be triggered by external factors such as bright light, noise, excessive heat etc.
- Challenging behaviour can be triggered by internal factors such as feeling tired, hungry, thirsty or unwell.
- Sometimes we can analyse and explain our behaviour and sometimes we can't.

SOME DE-ESCALATION TECHNIQUES

REMEMBER TO DE-ESCALATE YOURSELF FIRST

1. Breathe
2. Act calmly
3. Reassure yourself with positive self-talk
4. Ask for help – if necessary
5. Position yourself for safety

Maintain limited eye contact – Loss of eye contact may be interpreted as an expression of fear, lack of interest or regard, or rejection. Excessive eye contact may be interpreted as a threat or challenge.

ACTION

1. Non-verbal skills
2. Maintain a neutral facial expression. A calm, attentive expression reduces hostility.
3. Keep a relaxed and alert posture. Stand up straight with feet about shoulder width apart and weight evenly balanced. Avoid aggressive stances.
4. Minimize body movements such as excessive gesturing, pacing, fidgeting, or weight shifting.
5. These are all indications of anxiety and will tend to increase agitation.
6. Always be at the same eye level. Encourage the young person to be seated, but if he/she needs to stand, stand up also.
7. Do not point or shake your finger.
8. Use extreme caution with touch
9. Before moving to verbal skills, allow the person to vent!

LISTENING

1. Be an empathic listener
2. Do NOT be judgmental.
3. Do NOT ignore the person or pretend to be paying attention.
4. Listen to what the person is really saying.
5. Re-state the message.
6. Clarify the message.
7. Repeat the message.
8. Be empathetic!
9. Validate the person's feelings
10. Try to establish rapport with the person
11. De-escalating positively
12. Use positive and helpful statements such as:
 - "I want to help you!"
 - "Please tell me more so I better understand how to help you."
13. Decrease demands and Increase praise
14. Request and suggest rather than command and demand
15. Communicate clearly
16. Find a point of agreement getting to yes

FEEDBACK

1. Identifying or pointing out a person's behaviour without demanding a change
 2. List consequences of inappropriate behaviour without threats or anger
 3. However, feedback is not useful if someone is already highly agitated
- Change the immediate environment
 - Ask them to sit down
 - Use humour carefully
 - Use a modulated, low monotonous tone of voice (our normal tendency is to have a high-pitched, tight voice when scared). Do not get loud or try to yell over a screaming person.
 - Wait until he/she takes a breath, then talk. Speak calmly at an average volume.
 - Be respectful
 - Be honest
 - Explain limits and rules in an authoritative, firm, but respectful tone. Give choices, where possible, in which both alternatives are safe ones
 - Empathise with feelings but not the behaviour
 - Trust your instincts. If you assess or feel that de-escalation is not working, STOP! Get help

HEALTH SAFETY – THINK ABOUT

- Regular risk assessments
- Fire Drills and Safety Equipment
- Premises safety check
- Off-site activities
- Safety on Transport
- Agreements with parents
- re drop off/drop to
- Anti-Bullying procedures
- E learning, Online safety procedures and awareness
- Can you think of more...?

GUIDANCE ON CARRYING OUT A RISK ASSESSMENT

Conducting a risk assessment as part of programme planning should enable youth leaders to ensure that situations and activities where young people or leaders could be faced with danger are identified and risk assessed accordingly and appropriate controls are implemented.

Risk assessments are dynamic and ongoing, and regular reviews of the controls should be carried out; In general, there are five steps of risk assessment:

1. Identify hazards A hazard is anything that can cause harm, a risk is the chance, high or low, that someone will be harmed by the hazard.
2. Identify people who might be harmed and how Think about groups of people who might be at risk and in what way they may be harmed.
3. Analyse risk Now that you have identified all the significant hazards, consider how likely it is that each hazard could cause harm and determine the likelihood and severity of the risk.
4. Implement plan Ensure ongoing plans are in place and are being implemented to respond to any risks which present.
5. Review When reviewing the process, you need to consider does it work? Has it been effective? Is it up to date? Circumstances can change and the risk assessment may need to be updated.

Principles of Inclusive Youth Work (NYCI Equality and Intercultural Programme)

An inclusive youth group is where a young person will feel welcome, secure and comfortable and that they can celebrate their identity especially those aspects of their identity that make them different from others such as their:

- culture or ethnicity,
- sexual orientation,
- ability,
- gender, gender identity
- health including mental health,
- education,
- parental status,
- involvement in juvenile justice,
- being a young carer

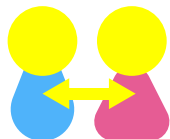
You will know you are an inclusive space if the membership of the group reflects the diverse make up of your community. If your community is very diverse your group should reflect that. (For example at least 7.5% of the population is LGBTI+ – are you aware of having LGBTI+ young people in your group? Or 10% of us have a disability – do you have 10% with a disability in your group? etc) However, it is not a numbers issue, or about filling a quota. It is about being an inclusive space and reaching out to harder to reach young people. Together these actions should increase inclusion but it is the actions that are the important data – not the numbers. The numbers are only indicative of successful action.

If your community is not very diverse your group can still promote an open attitude. One way of knowing you are an inclusive space is if it is easy for diverse young people to join in and participate fully. Inclusive youth spaces will do awareness raising and anti-discrimination programmes and activities.

EXAMPLES OF METHODOLOGIES (SUITABLE FOR BOTH ONLINE AND IN PERSON)



Case Study: Use a case study example of where safety measures in the club are not followed – ask the volunteers to identify any lessons learned



Role Play: Ask volunteers to imagine an example of challenging behaviour and role play to de-escalate the situation



Health & Safety Checklist: Ask the Volunteers, in groups, to design a checklist for a trip to the swimming pool/cinema/park



Self-Reflection Exercise: Ask the group to think about: How hard would it be for a young person from an ethnic minority /LGBTI+ / Traveller/Disabled/ Neuro Diverse/Religious background etc... to join this club and/or participate in all of our activities?



Small Group Work: Volunteers are asked to discuss what have we/can we do to make our Club more welcome and friendly to all young people. Think about the language we use, the assumptions we make, our biases, our willingness to challenge discrimination? What can we do to make our building more physically accessible and inclusive?

LINKED TO
CORE PRINCIPLE
ONE of NQS for
Volunteer Led
Youth Groups;
Young Person
Centred.

KEY LEARNING

Volunteers are aware of how to create a safe and inclusive environment for all young people Reflection and evaluation of your achievement on this learning outcome:

Have you achieved a basic understanding of how to create a safe and inclusive environment for all young people?
Are you on your way to achieving a basic understanding of how to create a safe and inclusive environment for all young people?

Have you not achieved a basic understanding of how to create a safe and inclusive environment for all young people?

More information available at:

NYCI Child Protection Programme Working Safely in a Youth Club
<https://www.youth.ie/documents/working-safely-in-a-youth-club/>
NYCI Equality & Diversity Programme – <https://www.youth.ie/articles/access-all-areas/>
<https://www.tusla.ie/children-first/children-first-e-learning-programme/>

YOUTH WORK IRELAND MEMBER YOUTH SERVICES

Canal Communities Regional Youth Service
www.ccrys.org

Carlow Regional Youth Service
www.carlowrys.com

CDYS Youth Work Ireland
www.cdys.ie

Clare Youth Service
www.facebook.com/clareyouthservice

Donegal Youth Service
www.donegalyouthservice.ie

FDYS
www.fdys.ie

In Sync Youth and Family Services
www.insync.ie

KDYS
www.kdys.ie

Limerick Youth Service
www.limerickyouthservice.com

Ossory Youth
www.ossoryyouth.com

Waterford & South Tipperary Community Youth Service
www.wstcys.ie

Youth Work Ireland Cavan/
Monaghan
www.ywimonaghan.ie

Youth Work Ireland County Longford
www.lcrl.ie/youth-service

Youth Work Ireland Galway
www.youthworkgalway.ie

Youth Work Ireland Laois
www.ywilaois.com

Youth Work Ireland Louth
www.youthworkirelandlouth.ie

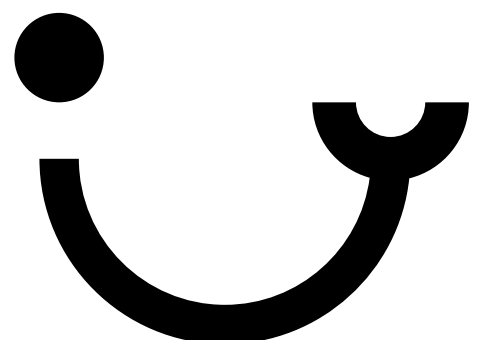
Youth Work Ireland Meath
www.youthworkirelandmeath.ie

Youth Work Ireland Midlands
www.youthworkmidlands.org

Youth Work Ireland North Connaught
www.ncycs.ie

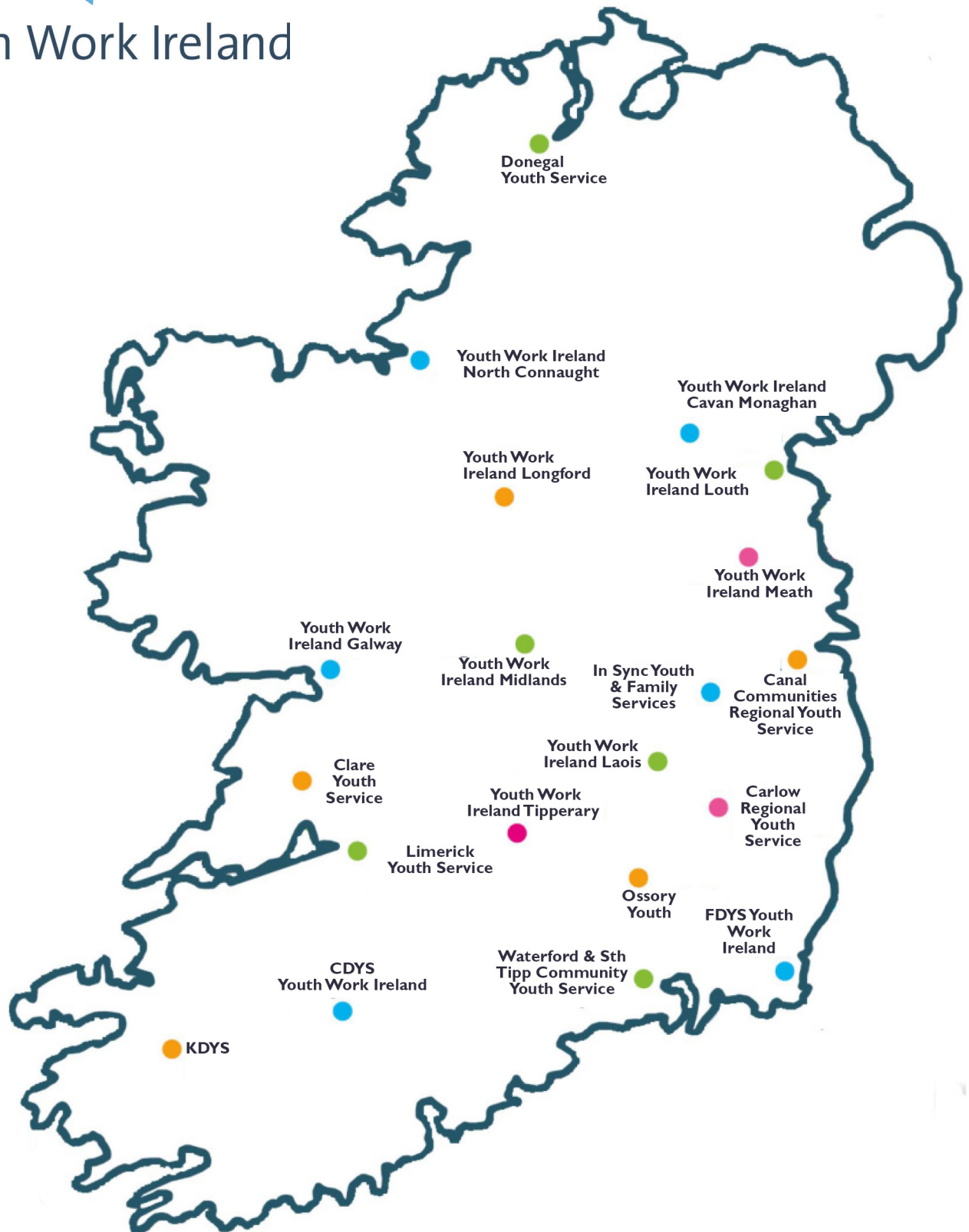
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An Roinn Leanaí, Comhionannais,
Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



**National
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