

## SECTION 2

### Supporting Young People with Literacies



Section 2 of The Big book of Literacies Training is primarily a bank of resources to help motivate and support youth workers and others working with young people to integrate youth literacies into their work practice. However the material could also support adult literacies practitioners when working with young people on their literacies. This section contains a mixture of exercises and activities taken from other training packs and publications that have been used by practitioners and proven to work. In particular a vast number of the exercises were designed and taken from the work of Ann Bradwell (youth literacies worker).

This section can be used to complement any existing work being developed around literacies with young people and links directly into key current Scottish Government policy areas and national outcomes. Publications including [Valuing Young People: principles and connections to support young people to achieve their potential](#) and [The Curriculum for Excellence](#) support this area of work:

'Curriculum for Excellence' identifies literacy and numeracy as foundations for all aspects of learning, and for this reason all practitioners working with young people have a responsibility to

BLT - The Big book of Literacies Training: A resource bank for supporting young people with their literacies

develop and extend young peoples' literacy and numeracy skills across all aspects of learning'. (Bridging the Gap 2008)

*'A strong focus on literacy and numeracy is essential: all children and young people require these skills to gain access to learning and succeed in life'*

(Curriculum for Excellence: Building the Curriculum 3, Scottish Government 2008)

Linking to the Scottish Government National Outcomes:

- 3 we are better educated, more skilled and more successful, renowned for our research and innovation
- 4 our young people are successful learners, confident individuals, effective contributors and responsible citizens
- 5 our children have the best start in life and are ready to succeed
- 8 we have improved the life chances for children, young people and families at risk

The youth work setting is one where young people feel comfortable and attend voluntarily. These are two of the key ingredients to ensuring that learning can occur and is successful.

Youth workers sometimes do not view literacy work as a priority when working with young people as they can often see it as outwith their area of expertise. As a result young people with literacy needs may go undetected, however youth work delivered effectively offers the ideal opportunity for young people to develop their literacies skills, knowledge and understanding.

Youth work and adult literacies practice share some common principles.

Effective work with young people starts from the interests, hopes and aspirations of young people, this is a principle shared by adult literacies work.

Effective work with young people respects the individual, listens to them and encourages their participation. Adult Literacy and Numeracy Curriculum Framework for Scotland has the learner at the centre.

Effective youth work responds to youth issues, emphasises positive relationships, offers interesting opportunities and creates enjoyable experiences. Adult literacies starts from the interests of the learner and builds the curriculum around their personal goals.

Through effective work with young people a learning journey can begin which is filled with activities that act as vehicles for engaging with literacies, which are fun and offer group and individual development. Motivating young people requires innovative and creative thinking particularly in creating hooks to get young people involved in literacies activities. The activity base has to be fun and challenging, drawing on a range of approaches, involving a variety of media which could include the Arts, Sport, Video Making, Story Telling, Music and Drama to mention a few.

Reflective conversation and encouragement can involve young people in further opportunities or commitments to activities. This is a sensitive and skilled role which requires judgement. Therefore the learning journeys taken by each individual will be different, BUT all will have undertaken some sort of journey. The trick is to help the young people recognise their progression.

In adult literacy and numeracy practice the term literacies is often used to reflect the complex capabilities involved in the range of activities that are covered in literacies practices. Literacies is more than just literacy, it also includes numeracy and communication. This is reflected in the definition from the Adult Literacy and Numeracy in Scotland report, where it describes

**'The ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners'**

The Mapping of Youth Literacies carried out in 2007 revealed that there is *'a substantial variety and amount of youth literacies learning taking place across Scotland'*. Practitioners in Scotland were asked what constitutes effective youth literacies practice and their responses give some indications of key points for practice.

### **What constitutes effective youth literacies practice?**

In the research for the Mapping Youth Literacies Practice with the 16 - 25 Age Group providers were asked what they considered youth literacies to be?

'Providers gave a wide range of responses concerning what constitutes effective youth literacies practice:

#### **Content should:**

- be relevant and tap into youth culture, issues, interests and have a youth outlook
- build confidence and self-esteem
- emerge from listening and responding to young people
- be youth led, where young people can control their own learning

### **Atmosphere should:**

- be positive, fun and enthusiastic
- echo young people's environments and 'comfort zones'
- offer equal relationships

### **Learning and teaching approaches should:**

- be informal and experiential
- use a social practice (contextualised) approach
- incorporate ongoing reflection, recording and review of achievements, no matter how small
- integrate/embed literacies learning within youth activities

### **Staff should:**

- be good listeners
- be non-judgemental
- have an understanding of young people's issues
- be able to develop quality resource materials
- recognise very small progress steps
- be flexible

### **For young people to progress staff should:**

- encourage young people to think of progression very early in their programmes
- encourage ongoing reflection on how to further develop the skills they are currently building
- establish personal links with key staff in organisations offering opportunities for progression
- provide attainable, first steps certificates
- celebrate all progress steps, no matter how small

### **Learners' planned outcomes should include being able to:**

- perform at levels demanded in work
- apply their learning in their everyday lives
- have and use their voice
- communicate, negotiate, and live and work with others

### **Critical success factors**

- Providers reported success in implementing a number of organisational aspects of their provision. These included:
  - having systems which allow tutors to influence the design and delivery of programmes
  - having staff with the appropriate expertise, experience and commitment, and

- supporting and encouraging self-directed learning
- Providers reported success in implementing a number of aspects of their learning programmes, including ensuring that learning is presented as a positive and enjoyable experience, that individual needs are recognised and responded to, that programmes offer choices and are negotiated, and that approaches are relevant to learners' chosen contexts and goals'

[Mapping Youth Literacies Practice with the 16 - 25 Age Group Scottish Government \(2008\)](#)

*Summary Overview*

*Section 2: Supporting Youth Literacies*

Title	Learning Aim	Materials	Method	Time	Top Tips
My Concerns Pg 16	To explore the concerns participants may have in integrating literacy and numeracy work into their own work practice	Post It Notes	Groupwork stimulated discussion	30 minutes	Try and address all the concerns that the group may have
Youth Work and Literacies Pg 18	To emphasis the connections between the aims and practice of youth work and literacy work	Handouts Flip chart paper and pens	Interactive input groupwork	1 hour (or less)	Emphasise the value of individual participant's skills. Try and draw out individual working experiences and link it to literacies
Confidence Building Pg 21	To develop the group's confidence in delivering youth literacy work	Handouts Pens	Worksheet groupwork	30 minutes	Make sure facilitators link this exercise into the

					previous one
Chasing Out the Demons Pg 24	To increase awareness of the characteristics which make learning a positive or negative experience	Handouts Flip chart pens and paper	Worksheets and group discussion	40 minutes	Ensure all participants have time to discuss their own positive and negative experiences and link these into experiences young people may have
Understanding Literacies in Your Life Pg 28	To raise awareness of the Knowledge, Skills and Understanding of participants	Flip Chart or sheets of paper Pens	Worksheet and group discussion	20-30 minutes	Make the exercise light hearted
Literacies Issues Pg 31	To develop an increased level of understanding and empathy for young people who struggle with their literacy	Handouts Paper and Pens	Interactive session/ worksheets	40 minutes	Emphasise the frustration and embarrassment the young people they work with may feel

Contemporary Literacies Pg 35	To raise awareness of the barriers young people may face when faced with everyday tasks	Handouts Paper Pens	Worksheets/group discussion	40 minutes	Try to be serious at the beginning of the activity
Words and Colours Pg 40	To increase awareness of the difficulties faced when living with dyslexia	Handouts of the colours sheet	Group activity and discussion	15 minutes	Ensure the participants read the colours first and not the words.
Case Studies Pg 43	To examine the literacy issues young people face To explore the role of youth workers in supporting and developing young	Handouts	Group discussion and worksheets	50 minutes	If you have case studies which are more relevant to your group use those

	people's literacies				
Integrating Literacies: Poetry Pg 47	To illustrate how literacies can be integrated into youth work activities	Paper, pens, Erasers, Emotions Card and Questions	Interactive group work session	30mins- 1 hour	Try to put people at ease by re-assuring them if they do not want to write they can draw
Integrating Literacies: Music Pg 52	To illustrate how literacies can be integrated into youth work activities	CD CD player Handout	Interactive groupwork session	1 hour	Link this exercise into what the participants groups are involved in
Integrating Literacies: Football Pg 56	To illustrate how literacies can be integrated into youth work activities	Handouts Flip chart Paper Pens	Interactive groupwork session	1 hour	Link this exercise into what participants are currently involved in
Integrating Literacies: Numbers Pg 59	To illustrate how literacies can be integrated into youth work activities	Selection of snacks with price tags, pens, paper,	Interactive groupwork	1 hour	Link this exercise into what participants are currently involved in

		Calculators, money			
It's Not What You Do It's The Way That You Do It (i, ii and iii) Pg 61, 64 and 67	To explore literacies in an ICT context with young people	i - handout ii - camcorder, pens, paper, fancy dress clothes, laptop iii- paper, pencils, eraser, website addresses, computer	groupwork	30-60 minutes	Encourage each person in your group to take part

Appendix 1 - Statement on the nature and purpose of youth work (BLT Section 4)

Appendix 2 - Hints and Tips

Title: My Concerns

Time: 30 minutes

Aim: To explore the concerns participants may have in integrating literacy and numeracy work into their own practice

Materials:

Pens

Post it notes

Flip chart paper



Method:

- Hand out a post it note to each participant
- Ask each participant to consider the following question:

*What concerns do you have about working with young people and their literacies?*

- Each person should write down their main concerns on a post it note and hand it to the facilitator
- The facilitator puts 2 headings on flipchart paper at opposite ends of the room with headings not concerned on one and very concerned on the other.
- The facilitator reads out each of the concerns and asks the group to line themselves up depending on how they feel from 'not concerned' on the right to 'very concerned' on the left.

The facilitator should discuss each of the issues raised and if possible ensure that all concerns are addressed.

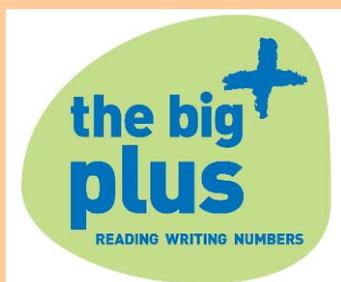
### Top Tip:

- Try and address all of the concerns that the group may have

### Points for discussion/reflection:

Highlight that everyone has different concerns, strengths and qualities.

If any of the concerns are to do with their own literacy and numeracy skills, let them know that additional help is available and to contact Big Plus helpline for details of the nearest provision.



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### Expected Outcomes

#### Participants will

- be more aware of a range of concerns that others have and will feel more assured that others share similar concerns.
- know where to go for help if they have issues with their own literacy and numeracy skills.

**Title: Youth Work and Literacies**

**time: 1 hour**

**Aim: To emphasise the connections between the aims and practice of youth work and that of literacies work**

**Materials:**

Handout 1  
Flipchart paper  
Flipchart pens

**Method:**

- Ask the group to brainstorm the skills and qualities that a youth worker needs.
- Ask the group to brainstorm the skills and qualities that a literacies worker needs,
- Discuss with the group the similarities and differences between these two lists.
- Using all this information ask the group to split into pairs and write an advert for a youth literacies worker which emphasises the skills and qualities that they need.
- Facilitate feedback from all the pairs.

**Top Tip:**

- Emphasise the value of participants' individual skills. Try and draw out individual experiences and link it to literacies.

### Points for discussion/reflection:

Of central importance is for the group to realise that although they may not have specific experience right now, they do have some of the right qualities and share a very similar approach to that of literacies workers. This highlights that literacies work may not be outwith their area of expertise and that they are well placed to integrate literacies work with young people into activities that they are already involved in.

Literacies can easily become part of a youth programme with just a little adjustment and there is also an option of working with adult literacies staff to ensure support is available when required.

### Expected Outcomes:

#### Participants will be:

- more aware of the common skills and qualities that youth workers and adult literacies share
- have improved confidence in the transferability of their skills to support young people with their literacies.



## Handout

What key words and phrases would you need to include in an advert?

**Title: Confidence Building**

**Time: 30 minutes**

**Aim: To develop the group's confidence in delivering youth literacy work**

**Materials:**

Handout 'How do I see myself' worksheet

Pens

**Method:**

- Hand out a 'How do I see myself' worksheet to each participant and ask them to complete the exercise individually.
- Allow 20 minutes for the exercise then bring the group together for a group discussion.

**Top Tip:**

- Make sure facilitators link into the previous exercise.

### Points for discussion/reflection:

The learning point of this activity is that youth workers may already have the skills and qualities required to undertake literacy work with young people.

This activity could be linked to the youth literacy adverts which were created in the previous exercise.

### Expected Outcomes

Participants will:

- have increased confidence in delivering youth literacy work
- be more aware of their skills and qualities and ability to support young people with their literacies

## Handout

### How do I see myself as a youth literacies worker?

#### Scenario

A new youth worker has started in your area and included in their remit is to ensure youth literacies is integrated into their work practices. Your job is to speak to a group of young people and tell them all about the new worker. Your hope is that through your description the young people will want to meet the new worker and begin a project.

Write out a list of skills and qualities that this youth literacies worker has and what they are able to offer the young people.

Here is the twist...

The new youth literacies worker is you!

How do you feel your own skills and qualities fit with your list?



**Title:** Chasing Out the Demons

**Time:** 40 minutes

**Aims:**

To increase awareness of the characteristics which make learning a positive or negative experience

To develop a positive approach to learning

**Materials:**

Handout  
Flip Chart Paper  
Flip Chart Pens

**Method:**

- Ask the group to complete the 'Chasing Out The Demons' worksheet which asks about learning experiences and what made them positive or negative.
- Once the group has completed the worksheet ask the group to feedback the characteristics rather than the actual experience.
- Write these up on a flipchart and discuss points that are raised.

**Top Tip:**

- Ensure everyone has time to discuss their own positive and negative experiences and link into experiences young people may encounter.

### Points for discussion/reflection:

It is important that the group are asked to feedback the characteristics and not the actual experience, as these may be very personal.

Draw out the different themes which may emerge. Themes may include personalities, environment, type of work, relevance, age and stage, approach and group dynamic.

### Expected Outcomes:

#### Participants will:

- be more aware of the characteristics which make learning a positive or negative experience
- be more aware of their own attitudes that they bring to a learning experience, based on their own experience of learning
- develop a positive approach to learning

## Handout

### Chasing Out the Demons

We all bring with us our own experiences of learning that will influence our approach to developing learning opportunities with young people.

Can you remember a positive learning experience that you have had?

What made this experience positive?

Can you remember a negative learning experience that you have had?



What made this a negative experience?



**Title: Understanding literacies in your life**

**Time: 20-30 minutes**

**Aim: to raise awareness of the existing 'Knowledge, Skills and Understanding' of participants**

(adapted from Introduction to Literacies Learning (ITALL))

**Overview:**

- Knowledge - what do you need to know? Key facts etc.
- Skills - what do you need to be able to do?
- Understanding - what areas do you need to apply your knowledge to be able to think and act flexibly?

**Materials:**

Flipchart or sheets of paper

Pens

**Method:**

- Divide the group into pairs and give each of them an activity case study.
- Ask the group to complete the task and give them 15 minutes to do so.
- Bring the group back together and feedback. Try and ensure you relate their feedback to young people's knowledge, skills and understanding.

### Top Tip:

- Make sure that you have an understanding of what knowledge, skills and understanding is and how it impacts on learning. Make the exercise light hearted and at the end ensure the candidates are all aware that they cannot take the 'Knowledge, Skills and Understanding' a learner has for granted.

### Points for discussion/reflection:

Link the exercise they have just done with young people's experiences.

Remind the participants that these activities utilise their own knowledge, skills and understanding.

Every learner, no matter their age and background will bring into the group their own unique knowledge, skills and understanding. To help the young person make the most of their learning experience it is important to "tap in" to their skills to enable him/her to work individually and as a confident contributing member of a team.

Consider what prior knowledge, skills and understanding young people bring to the learning contest.

### Expected Outcomes:

To be aware:

- of the participants 'Knowledge Skills and Understanding in relation to literacies activities
- to be aware of the complex nature of everyday literacies activities and the skills, knowledge and understanding that a young person brings to a task

### Activity Case Study One

You are flying out to Florida on holiday tomorrow - what plans did you have to put in place to be ready for your trip? What existing knowledge, skills and understanding did you have at your disposal?

### Activity Case Study Two

You are about to leave home to do a monthly grocery shop, what knowledge, skills and understanding will you need to plan the task and what skills do you already have at your disposal?

### Activity Case Study Three

You are completely redecorating a bedroom from scratch. What skills, knowledge and understanding do you need to put in place to plan and complete the task?

**Title:** Literacies Issues (decoding exercise)

**Time:** 40 minutes

**Aim:** To develop an increased level of understanding and empathy for young people who struggle with their literacies

**Materials:**

Handout

Paper

Pens

**Method:**

Ask participants to close their eyes and imagine their favourite person/pet or object. Help them by giving them hooks such as "What did you do the last time you saw them/it?" "When will you see them/it next?" "Why are they so special to you?"

- Ask the group to open their eyes and explain that you would like them to write about their favourite person/pet or object.
- Handout the code sheet. Further explain that you would like them to use the opposite hand to the one they normally use and instead of the alphabet use the code which is on handout 3.
- Give the group about 10 minutes to write and then ask them to swap with their partner and read each others. Give the group about 10 minutes to do this.
- Ask the group share what they have just read.
- Ask the group to describe how they felt during the exercise.
- If this is too personal for the group, ask the group to describe their journey to the course or what they did at the weekend.

### Top Tip:

- Emphasis the frustration and embarrassment young people may feel.

### Points for discussion/reflection:

Emphasise that the group do not need to share what they have written or read if they do not feel comfortable.

Common responses of how people felt during the activity include frustration, annoyance and embarrassment. Put these feelings into the context of young people who struggle on a day-to-day basis.

It is interesting to get people to share the strategies they employed during this task. Strategies include writing keywords rather than sentences and guessing words based on the first few letters. These are often ones which young people employ.

Some people may have actually enjoyed the challenge of breaking a code. It is important to stress to the group that what might be enjoyable over 20 minutes may not continue to be so day after day.

A similar activity could be developed for maths. It is likely that this would result in a different feedback discussion as we appear much more comfortable with the idea that maths is not something that everyone can do well. This may mean that people would not feel so demoralised doing the task because they would not expect to be able to do it quickly and easily. It may also be worth discussing some people's fear of being put on the spot with maths.

**Expected Outcomes:**

**Participants will**

- Have a greater understanding of the frustrations experienced by young people with literacy issues
- Be aware of strategies used in decoding words (reading)

Handout

## The Code

A	∩	P	Y
B	U	Q	中
C	乂	R	下
D	8	S	甲
E	上	T	乙
F	≡	U	人
G	文	V	(日)
H	~	W	⊗
I	勺	X	□
J	∩	Y	日
K	勺	Z	个
L	去		
M	《		
N	勺		
O	T		

Use this code to write your description.

**Title: Contemporary Literacies**

**Time: 30 minutes**

**Aim: To raise awareness of the barriers young people may face when dealing with everyday tasks (adapted from ITALL)**

**Materials:**

Copy of reading passage and questions

**Method:**

- Give out the academic reading document to each participant within the group and ask them to read the passage through twice. This has to be done in silence.
- After everyone has read the passage hand out the 3 questions relating to the passage. Tell them they can now work in pairs to answer the questions. They have another 5 minutes to answer the questions. Tell the group the facilitator will pick 3 people at random to answer the questions at the end.
- After 5 minutes facilitate a group discussion around their thoughts and feelings on the exercise.

**Top Tip:**

- Try to be serious at the beginning of this activity and stick to the timings.

### Points for discussion/reflection:

By the time it gets to the feedback many people are becoming agitated and worried they will be asked to answer the questions.

The theory behind this exercise is that it makes them aware of the panic and frustration many people with basic literacy skills may feel when faced with everyday tasks, young people included.

This exercise may also be used to look at the need for plain English and reading for understanding.

It can also be used to discuss the power relationships within text and the potential alienation of the reader.

### Expected Outcomes

Participants will

- Be able to understand that complex language can act as a barrier to understanding.
- Understand the need for plain language to communicate effectively.

## Handout

**Read the passage below and pick out the main ideas. We will then discuss these ideas as a group.**

Explorations of relationships between language, reference and interpretation have been of on-going importance to the discourses of 20<sup>th</sup> century critical theory and have much to offer those involved in the provision of literacy support. For example, it is recognised that approaches and ideas used in literacy provision reflect the changes in contemporaneous social and cultural *mores* over a period of time. Critical theory, therefore, offers a convenient guide to the key areas of late 20th century thought which have influenced educational practice e.g. reader-response criticism, psychoanalytic criticism and feminist critical theory.

Similarly, the development of structuralist and post structuralist discourses have had a significant influence on our understanding of the relationship between the reader and the text, the speaker and the spoken word, challenging as they do traditionalist humanist approaches to language as being a *priori* invested with stable meaning. Critical theorists such as Derrida have argued that meaning is not stable, not a given, and that we live in "a world of signs, without fault, without truth and without origin, which is offered to our active interpretation."

In relation to the idea of language as an unstable medium, Colin McCabe, in his essay *Language, Linguistics and Literature*, develops the idea of the decentred nature of language when he argues for the use of institutional sites of language as the starting point of analysis rather than "some notion of language as a totality". This allows addresser and addressee to become "functions of the variety of places allocated to the speaker in a

discourse rather than basic elements given by syntax or pragmatics". McCabe sites Jakobsen's model of reference (see p 304) as an example of analysis which "presupposes a simple and uncomplicated three person model of language in which syntactic and discursive distinctions coincide" and goes on to argue that it is "impossible to abstract language from conditions of verification in order to pose some general theory of reference".

From Contemporary Literacies edited by NTP

## Article Questions

1. Is it impossible to abstract language from conditions of verification in order to pose some general theory of reference?
2. Do you think critical theory offers a convenient guide to the key areas of late 20<sup>TH</sup> century thought?
3. Do you agree with the theorist Derrida that meaning is not a stable - not a given?

Title: Words and Colours

Time: 15 minutes

Aim: To increase awareness of the difficulties some people have faced when reading (based on dyslexia training)

Materials:

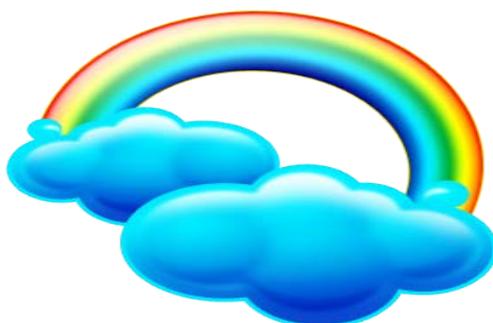
Words and Colours handout

Method:

Display the Words and Colours handout, preferably on a screen. The words and their colours are mixed up so that for example, the word blue is written in green. Participant's have to read the **colours** aloud while looking at the words. They will find that saying the colours while looking at the words is far more confusing than simply reading the words.

Top Tip:

- Ensure the candidates read the colours first and not the words - many find the activity really easy until they realise that reading the colours is the task and is much harder.



### Points for discussion:

The discussion points are raised by the candidates when they appreciate the difference between reading the words and then reading the colours. When reading the colours, the "normal" or competent reader will notice how much less time it takes to simply read the words as oppose to reading the colours. They can then discuss how much more difficult it is for the dyslexic learner to decode words.

### Expected Outcomes

Participants will have:

- an increased awareness of the difficulties faced by an individual who has trouble understanding what they are reading
- an understanding of the frustrations faced by a reader with dyslexia

## Words and Colours Handout

**Green**    **Blue**    **Red**    **Black**    **Red**  
**Green**    **Blue**    **Black**    **Red**

**Red**    **Green**    **Blue**    **Green**    **Red**  
**Yellow**    **Black**    **Green**    **Blue**

**Green**    **Blue**    **Red**    **Black**    **Red**  
**Green**    **Blue**    **Black**    **Red**

**Red**    **Green**    **Blue**    **Green**    **Red**  
**Yellow**    **Black**    **Green**    **Blue**

**Green**    **Blue**    **Red**    **Black**    **Red**  
**Green**    **Blue**    **Black**    **Red**

**Title:** Case Studies

**Time:** 50 minutes

**Aims:**

To examine the literacies issues that young people face.

To explore the role of a practitioner working with young people in supporting and developing young peoples' literacies.

**Materials:**

Handout of case studies

**Method:**

- Divide the participants into small groups.
- Give each group 1 or 2 case studies.
- Ask everyone to read through the case studies and discuss the questions posed on each.
- Bring the group back together again and facilitate feedback.

**Top Tip:**

- If you have a case study more relevant to your group use that.

### Points for discussion:

These case studies are typical situations which could happen in youth work. They are consequently not clear-cut and raise plenty of questions for discussions.

The key learning point is that literacies work, especially at the initial stages of engaging young people, is a complex process and requires many youth work skills to manage and capitalise on the opportunities that arise.

### Expected Outcomes:

- To examine the literacies issues that young people face
- To explore the role of youth workers in supporting and developing young peoples literacies

### Case Study One

You have started up a new group which is based on integrating literacies into football. The session is divided into two halves. In the first the group work on their literacies and in the second they play football. The group members are all keen and interested in what the group has to offer. Zander comes along most weeks but is always very disruptive and refuses to take part in any activity that involves writing.

1. How would you deal with Zander?
2. What could you have done at the start of the group to avoid this situation occurring?

#### Ideas for discussion:

- spend one to one time with Zander to build up a relationship with him to explore his issues
- ensure that the group have devised a group agreement with outlines expected behaviours and consequences
- initiate a positive reward system for keeping to the group agreement with incentives for the young people
- ensure that the way the project has been described to the young people is completely up front and honest in relation to its aims of supporting and developing the young peoples' literacies and the types of activities they will be taking part in

## Case Study Two

You are running an integrated literacies activity within a youth club. A core group of young people take part in our activity each week but some have never completed a session as they get enticed by the other activities that are taking place in the club at the same time.

What could you have done at the beginning of the group to avoid this situation occurring?

Ideas for discussion:

- Undertake a group agreement with all members of the youth club which covers the importance of staying with an activity until it finishes.
- Develop your input into short snappy activities which will hold the young peoples' attention.
- Consult with young people as to why they move on so quickly and what could be done to keep their attention.

**Title: Integrating literacies: Poetry**

**Time: 30-60  
minutes**

**Aims:**

**To illustrate how literacies can be integrated into activities (16 - 24 Literacy Project, Dundee)**

**To enable the group to experience integrated literacy activities**

**To introduce the group to and stimulate ideas for creative writing**

**Materials:**

Paper

Pens or Pencils

Erasers

Emotion Card

Questions

**Method:**

- Print out emotion cards and questions. Cut out emotions and put them in an envelope.
- Ask each person to pick an emotion card and keep it to themselves.
- Explain that you are going to ask a series of questions which you would like the participants to answer about the emotion they have. Explain that there are no right or wrong answers. They should write whatever comes to mind. They can write one word, a sentence or draw a picture.
- Ask the questions one at a time and allow time for people to come up with an answer.
- When everyone has finished, encourage the participants to share their answers with the group. The group can try and guess which emotion they had.

### Top Tip:

- Try to put young people at ease by re-assuring them if they do not want to write they can draw.

### Expected Outcomes

#### Participants will:

- have an understanding of how to integrate literacies into a youth activity
- experience a literacy activity that can be integrated into youth activity
- have a greater understanding on how to stimulate ideas for creative writing with young people

To stimulate ideas for creative writing.

### Points for discussion/reflection:

It can be useful to stress again that there are no right or wrong answers and discuss how people come up with different answers to the question. It is based on personal opinions. Everyone's view is valid and different. We all see things differently according to our own experiences and opinions.

Explain to the group that they can easily make their answers into a poem using the questions, for example:

Anger smells like.....

Anger is.....

Anger feels like.....

Anger reminds me of.....

It would be useful to have the questions written up on a flipchart so that participants can copy them down if needed.

You can extend the activity for young people by asking the group to illustrate their poem and laminate it or type it out if they prefer.

## Handout

# Poetry activity: Questions

What does it smell like?

What colour is it?

What does it feel like?

What does it remind you of?

What does it look like?

What does it sound like?

What does it taste like?

## Poetry activity: Emotion Cards

Happiness



Sadness



Anger



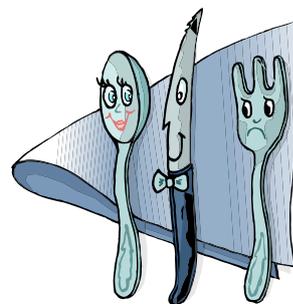
Love



Fear



Jealousy



Surprise



Pride



**Title: Integrating Literacies: Music**

**Time: 50 minutes**

**Aims:**

To illustrate how literacies can be integrated into youth work activities

To enable the group to experience integrated literacy activities

**Materials:**

Handout 6

CD and CD player

Pens

**Method:**

- Ask the group to listen to a song by a band, which is popular with young people (you pick the song).
- Once they have listened to the song split into small groups and discuss positive and negative aspects of the song.
- While they are doing this play the song again.
- Ask the group to feedback their thoughts and use this as a basis for a whole group discussion.
- Ask the group how they would use this activity in a youth work setting and to brainstorm other activities around music which they could integrate literacy work into. Discuss the literacies elements of this task and other activities that they have suggested.

**Top Tip:**

- Link this exercise into what the participants own groups may be doing.

### Points for discussion/reflection:

Music is something which many young people feel very passionate about and is closely linked to their identity. It is therefore an ideal medium to engage young people and through this begin to support and develop their literacies.

The activity gives young people a chance to develop their listening, discussion and writing skills. They are hooked into this task through music that they feel strongly about and therefore feel confident to talk in relation to it.

Lyrics for songs are often available on the internet. These could be printed out as a progression of this task, linking the spoken to the written word.

Other activities that integrate literacies into music include:

- Display posters of the 'Top Ten' on the wall with space for young people to write what they think of the song.
- Put a blank playlist on the wall for young people to fill in the songs they would like played that evening in the youth club.
- Use music as an avenue to introduce issues such as drugs or relationships and integrate literacies into these activities.
- Support young people to express themselves through writing their own songs or raps.
- Use the internet to find out more about bands or artists that the young people like.

### Expected Outcomes:

- have an understanding of how to how to integrate literacies into a youth activity
- Experience a literacy activity that can be integrated into youth activity
- Have a greater understanding on how to stimulate ideas for creative writing with young people

## Handout Music Round



This song made me feel....



I feel this way because.....

☺ There are positive things about this song such as....

☹ There are negative things about this song such as.....

**Title: Integrating Literacies: Football**

**Time: 30 minutes**

**Aims:**

To illustrate how literacies can be integrated into youth work activities

To enable the group to experience integrated literacy activities

**Materials:**

Tutor handout 1

Flipchart paper

Flipchart pen

**Method:**

- Divide the group up into small teams and ask them to think of a team name and a buzzer sound.
- Record these on the flipchart.
- Explain that this quiz is about the language of football and that the teams have to guess what the word or phrase means. The first team to buzz and give the correct answer gets a point.
- Read out the quiz and winners get a prize.

**Top Tip:**

- Link this exercise into what the participants own groups may be doing.

### Points for discussion:

This is one activity from the "Reading the Game" pack created by Ann Bradwell.

Football is something which many young people are very interested in and feel very confident about. This is a perfect starting point for looking at language. Once young people have developed their grasp of football language their knowledge could be applied by using this new vocabulary to develop football commentaries on matches and to write reviews.

### Expected Outcome

- have an understanding of how to how to integrate literacies into a youth activity
- Experience a literacy activity that can be integrated into youth activity
- Have a greater understanding on how to stimulate ideas for creative writing with young people

## **Language of Football Quiz**

**What do the following phrases mean?**

**Keep it on the carpet**

**Nutmeg**

**Couldn't hit a barn door**

**Early bath**

**Turns on a sixpence**

**Hugs the touchline**

**Ball to hand**

**Let's his football do the talking**

## **The Answers!**

### **Keep it on the carpet**

Play the ball along the ground

### **Nutmeg**

Putting the ball through the opponent's legs

### **Couldn't hit a barn door**

A player who is not very good at shooting at goal

### **Early bath**

Player is sent off.

### **Turns on a sixpence**

A player quickly changes direction in a small area

### **Hugs the touchline**

The player is playing very wide on the pitch

### **Ball to hand**

The ball has accidentally hit a player's hand, therefore a penalty / free kick will not be given

### **Let's his football do the talking**

A player who, following a controversial incident, wants to focus on playing football

**Title: Integrating literacies: Numbers**

**Time: 50 minutes**

**Aims:**

To illustrate how literacies can be integrated into youth work activities

To enable the group to experience integrated literacies activities

**Materials:**

Selection of snacks with price tags

Pens

Paper

Calculator

Money



**Method:**

- Split the group up into small teams and give each of them a selection of snacks with price tags (crisps, juice, chocolate bars etc). The task for each group is to create a new price list for their goods which will mean that they make a £5 profit by the end of session.
- Once the group have had time to devise their price list give each person £1 to spend at each of the snack bars.
- Once all the transactions are complete ask the groups to work out their profit ('the amount of money made' minus 'the amount the goods cost to buy').

**Top Tip:**

- Link this exercise into what the participants own groups may be doing.

### Points for discussion:

Discuss the numeracy demands of this task and how a group of young people could be supported and/or challenged in this task.

Discuss how this task could be expanded and developed for a youth club e.g. tuck shop, fundraising and keeping the books or being the treasurer of the committee.

### Expected Outcome

- have an understanding of how to how to integrate numeracy into a youth activity
- Experience a numeracy activity that can be integrated into youth activity
- Have a greater understanding on how to stimulate ideas for working with young people on numeracy

**Title:** It's Not What You Do It's the Way That You Do It! (i)      **Time:**  
**60 minutes**

**Aim:** to practice creating integrated literacy learning experiences based on the needs of the learner

**Materials:**

Handout

**Method:**

- Either individually or in small groups. Give each individual/group a copy of the scenario and task.
- Allow 1 hour for this activity.
- Bring the groups back together and discuss:
  - What methods were used to create the programme?
  - Could you have done it any differently?
  - Would you be up front about the literacy work in your programme or would you hide it?
  - What do you think the advantages and disadvantages of each approach could be?
  - If the young people became disengaged with your programme, what would you do? How could it be adapted?

### Top Tip:

- Encourage each person within your group to take part.

### Points for discussion:

- How did you find this activity?
- Is this an approach you could use with the young people you work with?
- In what ways could this activity be adapted to incorporate further learning?

Further materials you may wish to use are:

[Bringing Comics to Life](#)

[The Match Programme](#)

[The Smoothie Making Programme](#)

### Expected outcomes:

- Be able to identify and have an awareness of where literacies can be integrated in any activity or programme.

## **It's Not What You Do It's the Way That You Do It! (i)**

### **Scenario**

A local youth worker has a group of 7-10 young men, aged between 15-17, attending a youth group for 2 hours one evening per week. She has completed section one of the BLT pack, and from her increased literacy awareness she suspects some of the young men struggle with their literacy, although not all of them. She has not raised the issue with them yet but has approached you regarding helping her work with them for several weeks. The young men normally spend their time playing football, pool or on the play station at the club and she isn't sure how to get them onboard with the idea of getting support with their literacies.

Design how you would approach this group, and what kind of programme you could offer?

**Title:** It's Not What You Do It's the Way That You Do It! (ii)

**Time:**  
**45- 60**  
**minutes**

**Aim:** To explore literacies in an ICT context with young people

**Materials:**

Camcorder Tapes  
Camcorder  
Pens  
Paper  
Flipchart paper  
Fancy dress clothes  
Laptop to edit footage

**Method:**

- Divide participants into smaller groups of 3 or 4.
- Give each small group an activity sheet and pen.
- Explain to the group they have 30 minutes to complete the tasks on the activity sheet.
- Bring the group back to discuss.

**Top Tip:**

- Encourage each person within your group to take part.

### Points for discussion:

- How did you find this activity?
- Is this an approach you could use with the young people you work with?
- In what ways could this activity be adapted to incorporate further learning?

### Expected outcomes:

- Be able to identify and have an awareness of where literacies can be integrated in any activity or programme.

## It's Not What You Do It's the Way That You Do It! (ii)

### Activity

You are a youth worker at a local youth group with around 15 young people attending between the ages of 14-16 years. You are aware that a number of young people have low level literacy skills but do not want to isolate them from the rest of the group in order to give them extra support. You are aware that a number of young people are really interested in drama and a number of them like being in front of the camera. The senior youth worker has given you some resources to plan some fun literacies based sessions with the young people.

Create a 3 week programme of activities that incorporates the young people building on their reading and writing skills. The resources you have been given include:

- Camcorder
- Camcorder tapes
- Paper
- Pens
- Flipchart Paper
- Fancy Dress Clothes
- Laptop to edit footage
- Small budget for a drama specialist or other staff

Title: It's Not What You Do It's the Way That You Do It! (iii) **Time:30 minutes**

Aim: To explore literacies in an ICT context with young people

### Materials:

Paper

Pencils

Eraser

Computer

Website Addresses

### Method

- Either individually, or in small group give out a copy of the scenario.
- Ask the group to read the scenario and think about a couple of different things which could be used to support this young woman.
- Allow 20 minutes for this activity and bring the group back to discuss.

### Top Tip:

- Encourage each person within your group to take part.

### Points of Discussion

- How did you find this activity?
- Is this an approach you would use with the young people you work with?
- How could you develop your approach to support this young woman further?

### Expected outcomes:

- Be able to identify and have an awareness of where literacies can be integrated in any activity or programme

## **It's Not What You Do It's the Way That You Do It! (iii)**

### **Scenario**

An 18 year old has just been given a flat by the local authority. This is the first time she will be living on her own and therefore taking responsibility for her finances. She is seeking help to budget her finances. She is more than capable of basic numeracy but does not understand the terminology within utilities bills and has never had to budget before.

Discuss and write down a few different activities which could be used to support the learner?

## Appendix

### HINTS AND TIPS

Hints and tips for making learning more accessible to all the young people you work with.

It is good practice to give information in a variety of formats to help to ensure it meets the individual needs of all the young people you work with. For example, when giving verbal instructions for a task it is also recommended you provide the instructions in written form and whenever possible visual form (illustrations, PowerPoint or practical demonstration). The [Easy Reading leaflet](#) provides useful tips to help get your message across by making your writing easier to read.

Some other tips are:

- Use plain English
- Avoid jargon
- Check for understanding - go over forms / information
- Use prompts / clues / reminders
- If you change something - explain the changes
- Use your communication skills - model, give simple notes, use graphics
- Have user friendly computer screens

- Consider the colour of paper for handouts (black text on white paper can make visual difficulties worse). Cream is recommended though different people like different colours.
- Consider the font (comic sans or arial are the easiest to read), size of print and spacing.
- Use bullet points instead of dense text.
- Encourage young people to use their mobile phones to programme in appointments and reminders.
- Offer reminder texts or phone calls.

Young people who have dyslexia, ADHD or other learning support needs will often have associated memory difficulties.

## Section 1 Evaluation

At the end of the training it is important to include some evaluation to find out whether the session has met with the participants aims and also to discover whether some follow up is required. Evaluation should identify if there are any changes required for future sessions.

It would be useful for you to develop your own evaluation, based on your objectives for the session. Generally evaluation should attempt to discover:

- what works
- what doesn't work and
- any suggested changes for the future.
- Points for discussion/reflection

### Top Tip:

- It is useful to identify any differences that the training is making to the participant.

### Discussion points and reflection:

Do you require further training to carry out your role?

Has anything arisen for you in the training that has challenged your thinking on literacies?

Are you clear about your role in supporting young people with their literacies?

**For more information on evaluation refer to the evaluation section in section 4.**