



Participation



Assessment Plan

Module title	Participation
Age band	14-18 years
Guided learning hours	30
Number of sessions/ hours per session	10 sessions X 3 hours

Unit purpose and aims:

Provide learners with the skills and knowledge to influence decisions about their lives and directly contribute to decisions that affect them.
 Increase learner's awareness of wider societal issues and how they can positively contribute to local society.



Learning Outcomes	Assessment Criteria	Suggested activities
1 Introduction to Participation Be aware of programme expectations Understand what it meant by participation in youth work Understand the benefits of participation for young people and society	Define what is meant by the term participation in youth work List three benefits of youth participation for your community and/ or wider society	Contract Hopes & Fears for the programme Get-to-know-you game/ activity (skittles game) Discussion – What is participation and why is it important? Quiz – Know your rights!
2 Essential Participation Skills (Communication) Understand the importance of effective communication Be aware of skills necessary for effective communication Improve ability to communicate effectively with both peers and adults	Outline three ways in which we communicate and the benefits of each Outline three skills required for effective communication and rate your own skills in these three areas	Brainstorm – skills required and baselining Exploring communication through imagery Communication skills in action – Games (Stand up for fillers, blindfold leads, back-to-back drawing, telephone)
3 Essential Participation Skills (Teamwork and Negotiation) Understand the benefits of working cooperatively within a team Improve ability to work cooperatively within a team Improve negotiation skills	Outline three advantages of working within a team Outline three skills required for effective teamwork and negotiation and rate your own skills in these three areas	Brainstorm – What is teamwork and why is it important? Teamwork skills in action – Games (Talking in circles, minefield, magic carpet) Brainstorm – What is negotiation and why is it important? Negotiation skills in action – Games (The barter puzzle, drama scenario activity)

<p>4 3 Essential Participation Skills (Self-awareness) Understand thoughts, emotions, and values and how these impact our decisions/ behaviour Understand the power of relationships and how we impact others and our environment Understand factors which influence our identity</p>	<p>Explain what is meant by self-awareness Identify a decision you made that relates to your personal values Identify a decision you made that went against your personal values – what else influenced your decision</p>	<p>Introduce yourself This or That Valuable squares Fill me up - Gingerbread</p>
<p>5 3 Essential Participation Skills (Community Awareness) Understand importance of community Be motivated and able to maximize assets and opportunities available in the community Understand the connection between individual and community</p>	<p>List three assets or opportunities available to you in the community and describe how they do/ could benefit you Describe two ways in which your community impacts you as an individual</p>	<p>Community Mapping exercise and discussion Brainstorm – Impact of community of the individual</p>
<p>6 3 Essential Participation Skills (Advocacy) Understand what is meant by the term advocacy Increase knowledge and awareness of influential people who have an advocacy role Increase own confidence and ability to advocate</p>	<p>Explain what is meant by the term advocacy Identify two places/ people you could approach for advocacy support Identify what skills are needed to be an advocate</p>	<p>Discussion – What is advocacy? Quiz – Influential advocates Advocacy in action – Dragon’s Den Social media Recommended visit to Stormont/ Q&A session with local MLA or Councillor</p>
<p>7 Leadership and Skills Assessment Understand skills and qualities required for effective leadership Be able to identify personal strengths and areas for improvement Be able to identify opportunities and threats to participation</p>	<p>Outline skills and qualities that are required for effective leadership Conduct a SWOT analysis to assess your ability to actively participate</p>	<p>What makes a good leader? Introduction to leadership styles In the driver’s seat Group roles exploration SWOT to participation</p>
<p>8 Exploring Social Action Understand benefits of social action to the individual Understand benefits of social action to the community Understand the four key steps to undertake social action</p>	<p>List three benefits of social action to the individual List three benefits of social action to others/ environment List the four steps to social action success and offer a brief explanation for each</p>	<p>Introduction to social action What’s in it for me? & What’s in it for others? – Discussion Four steps to social action success Ideation energiser Exploration with problem tree</p>

<p>9 Social Action – In Action Gain knowledge and skills to create an action plan including tasks, roles, timeframes, resources, and outcomes Understand the importance of creating SMART objectives Be able to work co-operatively within a group to complete social action activity</p>	<p>Outline what is meant by SMART and its importance in action planning Create an action plan for a planned social action event/ campaign/ activity</p>	<p>Overview of SMART goals Action planning Overcoming potential barriers worksheet Implement action plan Please note this may take place over a number of sessions/ weeks.</p>
<p>10 Looking Back, Planning Ahead Understand the importance of monitoring and measuring success Understand how to measure success Understand the importance of reflecting on own success and abilities.</p>	<p>Identify three ways in which we can measure success Evaluate a social action event/ campaign/ activity you have took part in</p>	<p>Social action review and evaluation Promotion and recognition Handprint reflections Planning ahead – Participation going forward End baseline assessment</p>

