

Quaker Youth Work Handbook



This handbook is for those involved in Quaker work with young people (aged 12–18 years old) or seeking to start new work for young Quakers.

This might include residential events of a variety of lengths as well as young people’s meetings, after-Schools clubs and evening activities.

It is equally aimed at those already involved as those wanting to start a new event.

It sets out the basics of Quaker work with young people, from the purpose of youth work, to planning events and best practices.

Text in boxes refers to important points or **key ideas**



Where you see a light bulb, you will find a ‘bright idea’ to help you with your Quaker youth work.

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Basis & purpose

This section explores

- What youth work is
- What might be distinctive about Quaker work with young people

It will help you to:

- Think about why you want to work with young Quakers
- Think and talk with other people about the aims and purpose of your work/event

What is Youth Work?

This seemingly simple question perhaps begs the straightforward answer ‘working with young people’! However this in turn leads to further questions: what does it mean to ‘work with’ and how do we define young people?

The National Youth Agency (NYA) defines young people as those aged between 13 and 19. In Quaker settings youth work tends to be with those of secondary school age, that is 11 or 12 to 18.

The National Occupational Standards (NOS) for youth work identify the key purpose of youth work as being

to enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and reach their potential.

Personal, social and educational development can also include physical, political and spiritual development.

So ‘working with’ young people is about helping them learn about themselves, others and society. This happens through informal activities that combine enjoyment, challenge, learning and achievement. Youth work is a developmental process that starts in places and at times when young people themselves are ready to engage, learn and make use of it.

The relationship between young people and youth workers is central to this process. Through the deceptively simple process of establishing purposeful and honest relationships, youth workers engage with individuals and groups in a variety of

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settings. Through a process of contact, voluntary engagement in different activities and learning, young people build their confidence and skills. They learn about themselves and their peers becoming better able to make decisions and think through the consequences of their actions. This results in them acquiring a stronger voice and making more informed choices. This is a process of personal and social development.

The values of Youth Work

Youth work is underpinned by a clear set of values, which distinguish it from other, sometimes related, activities with young people. The following are key:

- Young people choose to take part.
- We start from young people's view of the world.
- Young people are treated with respect.
- We seek to develop young people's skills and attitudes.
- We should help young people to develop stronger relationships and collective identities.
- Difference should be respected and valued.
- Young people's voices should be promoted.
- We should be concerned with how young people feel and not just with what they know or can do.
- Young people should be seen as partners in the learning process.
- An environment should be provided that enables young people to explore their values, beliefs, ideas and issues.

The 2003 government document *Every Child Matters*, details five outcomes that all work with children and young people should seek to achieve. These are:

- Being healthy; enjoying good physical and mental health and living a healthy lifestyle.
- Staying safe; being protected from harm and neglect.
- Enjoying and achieving; getting the most out of life and developing the skills for adulthood.
- Making a positive contribution; being involved with the community and not engaging in anti social behaviour.
- Economic well being; not being prevented by economic disadvantage from achieving their full potential in life.

Section Summary

Youth work is holistic. It is not just about increasing skills, changing behaviour or imparting knowledge; it is about the development of the whole young person. This includes assisting young people's exploration and development of their spirituality. It is about encouraging young people to see themselves in a wider setting of relationships

with others and with the environment around them. It is about enabling young people to value themselves and others and to have a sense of their life journey.

Key Idea: Youth work is working with young people, which involves having clarity of purpose, adopting a certain approach within a set value base, resulting in tangible benefits for young people.

The distinctiveness of Quaker Youth Work

Quaker activities for young people, whether on a Sunday morning, over a weekend or for a week long residential event should be enjoyable, interesting, stimulating, challenging and purposeful.

Quakers share a way of life rather than a fixed set of beliefs and the Quaker way provides people with guidance for their lives and the freedom to think with an open agenda rather than a set of rules to follow. Quakers encourage exploration of questions like 'Who am I?' 'Why do we exist?' 'Is there a God?' 'What's the purpose of life?' 'What's it all about?' 'What kind of society do I want to live in?', 'What are my values?', 'What is valuable to me?', 'What inspires me?'

Key Idea: Quaker youth work should enable young people to explore these questions, and others, in settings where they are valued, affirmed and cared for safely as individuals.

Quaker events are fun but they have a serious purpose too.
A Quaker young person.

The aims of Quaker Youth Work

Quaker youth work can be thought of as having the following key underlying aims, some of which it has in common with youth work and some are distinctive to Quaker work with young people

- Spiritual Development.
- Understanding Quakerism.
- Exploring Issues.
- Personal Growth.
- Participation & Integration.

These underlying aims mean that Quaker work with young people should seek to inform and inspire young people about the past, present and future of the Religious Society of Friends. Rather than prescriptive teaching about particular Quaker beliefs, values and practices it should focus on enabling young people to explore Quaker issues and come to their own conclusions. Quaker youth work includes giving young people the opportunity to explore and express their spirituality while accepting those who may not see themselves as Quakers. Quaker events for young people should give young people an experience of Quaker worship and other Quaker practices such as the Quaker business method, discernment and nominations processes.

There should be a focus on creating a community in which young people can develop and grow, exploring together issues which are important in their lives as young people and as Quakers.

Quaker youth work emphasises that young people's identity, values and beliefs as well as their relationships with other people and the environment are part of their spirituality and that spirituality is very real, rather than something, necessarily transcendental. It is about providing young people with the chance to explore their spirituality; including their understanding of God, the Divine, the inner light, even if they are atheist or agnostic.

It is important to acknowledge that young Quakers are part of the Religious Society of Friends and seek to provide young people with opportunities and encouragement to share their thoughts, ideas, beliefs and values with each other and the adults in Quaker groups they are part of.

Quaker youth work serves to build individuals' confidence and self-esteem and to help Quaker young people have a voice and share their views, ideas, beliefs, thoughts and feelings with others.

Exploring the aims and purpose of your work

The following questions and activities offer ways for you to consider or review your Quaker youth work. They are intended to build on the youth work that you are already involved in or to enable you to explore work you are considering. There are some questions for people to think through individually, some questions to discuss with others that are involved – these could be used as a focus or starting point for planning an event, finally there is an activity to help inform and develop your Quaker youth work.

Things to think about individually:

- Why do I want to work with Quaker young people?
- What do I think youth work is for and how does my thinking fit with the purpose of youth work as outlined above?
- Is there a shared understanding about the purpose of our youth activity between those involved, including young people?

Things to discuss with others involved in your Quaker youth work:

- What is the purpose of our engagement with young people?
- How does this fit with the purpose of youth work as outlined above?
- Think about the underlying aims of Quaker youth work, what are the aims of our engagement in relation to each of these?
- Are there other things that are important that we are trying to achieve?
- Traditionally youth work has been built on valuing equality, enabling young people to be educated and seeking to empower young people to participate in the things that affect them. It is easy to relate these ideas to Quaker values and practices. *Every Child Matters* details five outcomes that all those who work with children and young people should seek to achieve. Do these outcomes fit as well with Quaker ideals?

Activity: aims for your Quaker youth work.

- If you had to write aims for your engagement with young people what might you say?
- Think about the purpose and values of youth work and the underlying aims of Quaker youth work.
- Work in small groups to come up with a list of aims for your work, try to limit each one to a sentence that explains what the aim is, why it's important, and what the young people might experience as a result.
- Think of the event as a whole rather than just specific parts.
- Share each groups aims with the whole group
- What aims can we agree on for our event?

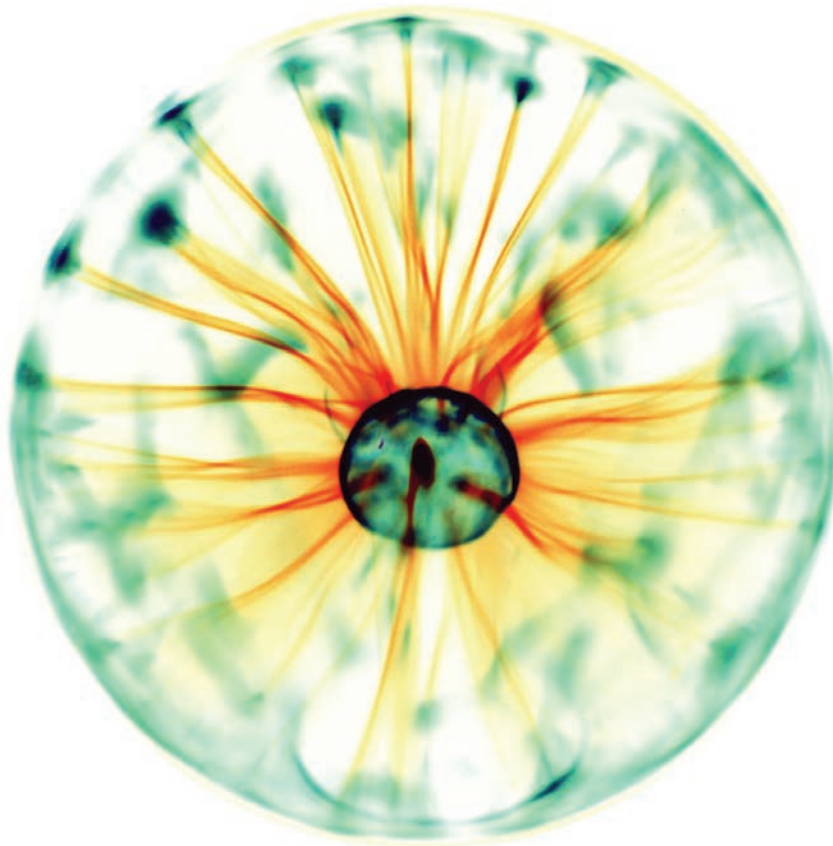
Getting started & keeping going

This section explores

- What is involved in starting a new group or event
- How to sustain and develop existing work

It will help you to:

- Think about what you might want to do
- Think through the practicalities of starting, planning and running events
- Evaluate and reflect on the work you do, both for yourself and with others



Starting a new group

Before starting a new group it is important to think about whether there is an actual need or whether it is just something that you and others think would be a good idea to do. Talk to young Quakers and other adults in the Area Meeting – is this something that they would like to get involved in?



One way of getting started (and getting an idea of the level of interest) is to have an open meeting of all those interested in the group – young people, those who might volunteer, parents – this would give the opportunity to share ideas and for people to talk about what they want from the group/event. Invite elders and overseers to come in order to establish a link with the Area Meeting and ensure that the work has the support of the Area Meeting.

One of the first things to consider is what type of event/activity you are intending to run. In Area Meetings where there are already groups for young Quakers they are often known as link groups.

What is a link group?

Link groups are for young people aged 12–18, where children's meeting is no longer appropriate. They provide a safe place for young people to explore issues and have an opportunity for spiritual exploration. It also gives them a chance to take responsibility, make decisions and be involved in the running of events. Link Groups provide a place for young people from different local meetings and Area Meetings to come together and meet with like-minded young people. Attending a link group also enables young people to retain a link with their Area Meeting and provides opportunities for worship at a time when young people may not be able to attend meeting for worship regularly.

Existing link groups vary greatly – some meet monthly for a morning/afternoon or a whole day, some meet less often, perhaps three or four times a year, usually for a weekend. They differ according to the particular situation of that Area Meeting (numbers, geography, available venues). There is no one right way, and you will need to think about what type of group is appropriate to your situation.

Things to think about individually:

- Are there already other Quaker groups in the area or nearby that you/your meeting/young people could get involved in?
- What are you trying to achieve?

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- How will the young people in the group maintain a connection to the meeting?
- Who is your work aimed at?
- Is it realistic and achievable?
- Think about a young person that you know and what they have gained from Quaker events for young people (or your own personal experience of Quaker youth work and what you have got from it) what do you hope young people will get from the event/activity?

Things to discuss with others involved in your Quaker youth work:

- What is our event/activity aiming to do?
- Do we have the resources (venue, volunteers) to undertake work with young people effectively at the moment?
- Could our work with young people be done in partnership with other Quaker groups?
- Will this work be a core part of our Local Meeting/Area Meeting's engagement with children and young people? If so, what might the impact be?
- Quaker meetings cannot do everything. Is our time and effort best put into working with young people or into meeting another need at this time?
- What do we hope young people will gain from participating?
- What do the young people involved see as the aim of our youth activity?
- What needs are we seeking to address by doing Quaker work with young people/establishing a link group/starting this work? Ask people to think about the variety of needs you might need to consider:
 - Young people
 - Other people in local meetings
 - The Area Meeting as a whole
 - Quakers generally
 - Wider society/local communities

Activity: Illustrating the group

- Give people several large sheets of paper and ask them to work as a group to illustrate your potential activity (e.g. the link group) – they can write, draw, doodle, use words, phrases, images.
- Ask people to think about
 - People:** Who might be involved or connected with the group?
 - Issues and Barriers:** What are the issues faced? Are there any barriers to setting up the link group – geographical, financial, and organisational?
 - Resources and Assets:** What resources and assets can we draw on – include financial, physical and human resources?
- Ask people to use their knowledge, skills, experience and their perspectives – all people: volunteers, young people, parents, other Friends will have thoughts and something to contribute.

Planning & preparing

If there is positive support for the suggested work then you can start planning and preparing for your activity to take place. It is a good idea to establish a planning/management committee to take responsibility for organisation. It is important to involve young people in this committee from the outset (see Section 3 for further information and ideas on how to do this).

Careful planning is essential to ensure that the aims of the work are being met and that the event is happening in a safe way that meets the needs of young people.



One Area Meeting started its Link Group by setting up a committee with one young person and one adult from each local meeting to undertake the initial planning and organisation.

Why have a planning committee?

- It is easier and more efficient for a small group to take on the planning and coordination of the event than having lots of people doing things.
- It can help if everyone is clear who is responsible for particular tasks (e.g. booking venues, contacting speakers, dealing with finance).
- A committee can provide support and share the load rather than just one or two people taking everything on – this also ensures that the knowledge is shared and that a wider group of people has an input to decisions that are made about the work.



Photographer unknown (from JYM 2009)

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- It is helpful for participants, parents and the Area Meeting to have one point of contact.
- Having a committee formalises the work and gives it a structure – the committee might be appointed by the Area Meeting (or a combination of the Area Meeting and the group) this can help with bringing in new people to help with tasks.
- There might be people who are happy to help out – to volunteer for a weekend, to design publicity, help with catering but who aren't able to commit to being on a committee.

Things for the Committee to think about and agree

- How often is the group going to meet?
- What sort of events might you hold?
- Where/When will the group meet?
- Who is this group for? Is it totally open, are you happy for people to bring their friends, or is it for those connected with local Quaker meetings/particular Area Meeting(s) – this depends on what the committee/group wants and may change.
- What age group is it for? When can people join the group? Is there an upper or lower age limit – make sure you include this in your publicity.
- Are you aware of statutory legal requirements regarding youth work and especially safeguarding? See Section 4 for more about this.
- Are you able to get support from your Local or Area Meeting – financial, practical, logistical, spiritual, pastoral?
- What are the different roles that people on the committee might take on? What tasks are there that might need to be done?
 - These might include having responsibility for the programme, worship, practicalities, publicity, finance.
 - Give people the opportunity to share their skills and interests – and say what they might like to work on.
 - It is also important to give people the chance to try new things and learn new skills.
- Think about the next steps
 - What do we need to do (actions/decisions)?
 - What support do we need?
 - What do we need to find out?
 - Who do we need to talk to?



Set dates for your events well in advance – people will have other commitments and their diaries fill up ahead of time. Check with other dates – you might want to have a event at the same time and place as Area Meeting so that the young people can participate in the Area Meeting's decision making.

Programmes & Themes

Why have a programme?

It is always possible to adjust, change or depart from a programme if you have one. It is very difficult to create one on the spot if you haven't.

- A programme provides a structure and helps give a sense of security to both participants and organisers.
- A good theme and programme keeps a weekend flowing and helps everyone feel they have got something out of the event.
- It can be difficult to keep young people occupied without having a timetable/ programme. Participants may prefer it, especially if the theme is one that they, or their peers, have chosen.
- Having a programme enables you to create opportunities for young people's personal growth.
- Newcomers and the less confident will be especially reassured by a clearly defined programme.
- Quality youth work has definite aims and objectives in addition to providing a social event, having a programme can help you to achieve these aims and objectives.
- A programme gives you a measure against which to evaluate the success or otherwise of the overall event.



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Putting together a programme

It is important to think about the different ways in which people learn and to include a variety of activities and ensure that there is a balanced programme.

- Make sure there is time for games and activities, free time, small group activities, discussion, time for worship, fun, reflection, input.
- It is also crucial to make it relevant, fun and safe.
- Use the programme to create opportunities to challenge young people regarding their values and to explore and express their beliefs, values and faith.
- When you are planning think about how the programme theme is enabling young people to develop personally, socially and spiritually and to develop their voice, influence and place in society.
- Think about how to include both the implicitly and explicitly spiritual and Quaker elements.
- Ensure the team have programmed in time to meet during the event.
- With a small group or for a particular event you may choose to have a more flexible programme.
- Ensure there is clear ownership of each part of the programme: Who will facilitate what? Sometimes this will be young people on their own or working in pairs, at other times working closely with adults.

Themes

There are a whole range of possible themes for events: Quaker beliefs and practice, social and political issues, spirituality, personal issues. *Living as a Quaker* and *Journeys in the Spirit* youth edition are good sources of ideas for possible themes. These might include:

- Exploring our Spirituality
- Engaging with the Quaker testimonies
- Quaker Decision Making
- Community
- Being a Quaker in the world
- Sex, Sexuality and Relationships
- Young Quakers, alcohol and drugs

You can find more information about the *Living as a Quaker* pack and *Journeys in the Spirit* in Section 6.

Things to discuss with others involved in your Quaker youth work:

- At any Quaker gathering event for young people there will be:
 - People of different ages
 - People with different interests
 - People with different abilities
 - People new to Quakers
 - People who have been to lots of events
- In what ways does having a theme and programme help meet their different needs?

Practicalities

As well as planning a programme there are lots of practical tasks to be undertaken to ensure that your event runs smoothly. These are some of the things that you may need to think about:

Finances

- Set a budget for the event. Costs you will need to include in your budget are:
 - Travel for volunteers
 - Food
 - Venue (even if you're at a meeting house)
 - Publicity, producing/photocopying a flyer and forms
 - Postage for sending out information to participants
 - Resources
- Think about whether you are going to ask people to pay to come, and if so how much. Will you just charge to cover event costs (food, accommodation and resources) or event and planning costs? People are more likely to come if they've paid to attend. If an event is free they might book and then drop out at the last minute. If they've paid even a small amount they are less likely to drop out. You might want to make your first event free and then charge subsequently.
- Ask the Area Meeting for funding, perhaps to cover initial start up costs or a regular contribution towards planning costs, training for volunteers or buying resources.

Venue

- Will you have the event at a meeting house (cheaper but sleeping on the floor) or a residential centre/youth hostel (more expensive but more comfortable and with access to showers etc.)?
- Are there rooms for sessions, small groups, eating and sleeping (though obviously some can double up)? Sleeping rooms should be single sex at all time and adults should sleep in separate rooms.
- Is it close to public transport/easy to get to?

Catering

- How is this going to be done?
- If you're staying at a residential centre/youth hostel will catering be provided by the venue?
- If the event is based at a meeting house you could ask the Local Meeting to provide a meal or meals.
- Maybe recruit an adult or two to be caterers and ask the group to do washing up, preparation, etc.
- Once the group is established doing the catering is one way that young people who are too old to attend can keep involved.

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Publicity/Information

- Design and send out publicity: make it colourful and eye-catching but make sure you include important information: dates and times, venue, who the event is for (be specific about age groups), cost, theme.
- You might want to set up a mailing list.
- Post information on the Area Meeting website if it has one.
- Set up a Facebook group for the group/event. Young people often use social networking websites even in preference to email.
- Personal contact (e.g. phone calls) is likely to encourage attendance.
- Send out information and consent forms and ensure they are returned in good time before the event (See Section 4 for more information about this).
- Send participants information about the event: timetable/programme venue and directions, list of things to bring.

Planning Sessions

- Put the aim of the session / workshop / event at the top of the plan to help keep you grounded and as a reference point – to check that the activity is relevant.
- Write out instructions so that you can give the plan to someone else – if you are unable to do it.
- List all the equipment as required in the plan to remind you what you need for each exercise and for the whole event – make sure you obtain all the resources you need before the event starts.
- Work out how long an exercise will take – be realistic e.g. give 1 minute per person in a go round, depending on how much information has been asked for.
- Make sure every session has a clear beginning and ending, so that people don't drift in and out.

Health and Safety

- Check that all health and safety issues been covered (see Section 4 for more details).



There are lots of things to think about and practicalities to be arranged, this may appear daunting but remember one person can't do it all – share jobs out so that no-one is overloaded and tasks are still completed.

Recruiting & supporting volunteers

It is often a lack of volunteers as opposed to a shortage of young people that causes a dearth of youth work opportunities. Once volunteers are in place they are the most important resource for our youth work. It is therefore important to recruit with care and then do everything that is possible to support the volunteers. This section will guide you through what to think about in order to recruit volunteers and to support them once they are in place, in order to enable the work you've planned to happen.

It is not enough to announce the need for volunteers or to pass on the responsibility to a nominations committee. The following process outlines ten steps that should be taken, all require thought and time, but should pay dividends in producing effective volunteers.

1. Produce guidance notes.

Be clear about what it is that the volunteer is required to do, be as specific as possible and indicate the time commitment involved. Guidance notes should be flexible to meet the needs of the volunteer but should set out the minimum requirements. Such notes should outline the purpose of the youth work and its relationship with the wider Quaker meeting. The notes should be simple and clear.

2. Ask people to consider taking the role on.

This can be done in a variety of ways. Individuals could be written to with a copy of the guidance notes and asked to think about the opportunity. A special lunch might take place at which the youth work opportunities are set out and people encouraged to consider whether they could offer their service. The need for volunteers could be stated in the notices and people encouraged to take away the guidance notes and to think about whether they or others known to them might be suitable. However this is done, make it clear how people should register their interest. The opportunities to volunteer must always be presented in a positive way rather than as a role that needs to be filled.

3. Follow up interest and ask people to fill out an expression of interest form.

Any who have expressed interest should be asked to fill out an expression of interest form. It might be that a form is attached to the guidance notes and is filled out to indicate interest. Those who were asked to consider the role should be followed up and encouraged to fill out the form. It is good to set a date by when all forms should be returned. The form should include references, preferably one Quaker and one not. This form is a good way of obtaining people's contact details, as well as information about their previous experience and current skills. An example form that could be adapted is included in the Churches Child Protection Advisory Service (CCPAS) manual (form 6); this manual was circulated to all meetings in April 2008.

4. Take up references.

It is important to take up references for all, this demonstrates the value placed on the role and is equitable. No matter how well someone is known, it is helpful to ask for

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alternative views on their suitability for the particular role. The CCPAS manual includes a sample request for a reference (form 8) and a reference form (form 9). References should explicitly ask whether the potential volunteer is suitable to work with young people and carry out the role as outlined.

5. Have a conversation with any who offer their service.

Just because someone has offered their service this doesn't mean that they are suitable. A judgement should be made in light of the expression of interest form and references about someone's potential suitability and a conversation should be arranged to explore this further. This conversation should be open and seek to explore the person's suitability for the role as set out. It should draw upon things stated in the expression of interest form and in the references. Any unexplained gaps in employment should be explored along with the person's motivation to work with young people.

6. Apply for a Criminal Records Bureau (CRB) check.

The meeting's child protection policy should be explained and the volunteer asked to apply for a CRB check, according to the procedures that have been circulated to all meetings. The process should be made as simple as possible and help should be offered to fill out what can appear to be a daunting form.

7. Making an appointment.

If the person is not going to be asked to carry out the role with young people, the reasons for this should be explained to them and an attempt made to find an alternative voluntary role. If they are going to be asked to take on the role, an agreement should be reached to ensure that the expectations are clear and realistic. It is helpful to confirm this in a volunteer contract, an example is included in the CCPAS manual (form 10). A time span for the role should be agreed after which the role will be reviewed. The appointment (which may be subject to a satisfactory CRB check) should be minuted at an appropriate business meeting.

8. Have clear accountability and oversight.

It should be clear who the volunteer reports to in relation to their role. This person should be who they talk to if they have any concerns or wish to discuss their ongoing role. Initially someone should be assigned to ensure the new volunteer has all they need to fulfil the role, that they have someone to talk to and do not feel like they have just been left to get on with it. At the end of this initial period a conversation should occur to review how things are going. Subsequent conversations at least annually, should continue to review the role.

9. Ongoing training and support.

The volunteer should feel valued and supported in their role. Particularly after events or particular activities, conversations should occur that offer the volunteer the opportunity to share their feelings. The volunteer should be encouraged to undertake training, either through Quaker opportunities or other agencies. Efforts should be made by the wider meeting to recognise the work of the volunteer.

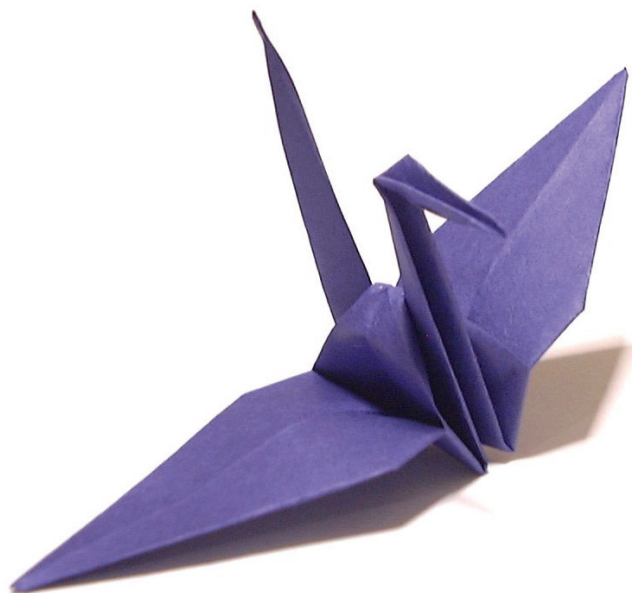
10. Ending.

Many potential volunteers never start because they can't see the finish. It must be made easy for volunteers to stop. At the end of the agreed period of service a conversation should take place to review the role with no expectations of the volunteer continuing.

Things to think about:

- It is necessary to be clear on who is responsible for undertaking the recruitment process. Does this responsibility lie with the nominations committee or the Children & Young People's committee? Is there one person who will ensure that the recruitment and support process is followed effectively?
- It can be useful to contact others to discuss your youth work activities. This may include Quaker groups in the vicinity, other faith groups in the town, the local youth service who may have someone employed to support voluntary organisations or the Children and Young People's Programmes Officer in Friends House.
- How your meeting values the recruitment process for youth workers and the support of the volunteers is indicative of how your meeting values young people.
- If you are a volunteer yourself consider how you can be supported. If you as a planning/organising committee support volunteers at events who provides you with support? Consider whether this is something you can ask Area Meeting elders and overseers to undertake.
- How can the young people be involved in the recruitment process?

Key Idea: Recruiting volunteers is crucial. It is better not to do any youth work than to do it with ineffective or badly supported volunteers.



Section 2

Reflection & Evaluation

All actions have an impact on those around us: our friends, team members, participants, members of our community and the wider community. Reflection and evaluation is about looking at how actions (cause) impact on the group (effect). Highlighting not only the good points but also areas of concern and potential for improvement. Reflection and evaluation help review¹ what you are doing and what you have done.

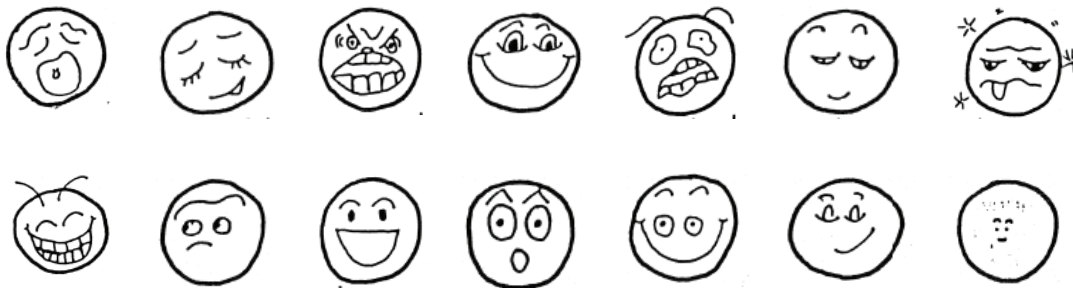
Reflection

Reflection is an *ongoing process* during any group activity. The facilitation team should be thinking about what is happening in the group and within the facilitation team. There should be the opportunity to share this (in a residential this might mean setting aside time each day and night to meet). See below for some questions you may find helpful to look at as a facilitation team.

Evaluation

Evaluation is the method used to assess how an event or an activity has gone in the opinions of the individuals who participated. The questions you ask about this will depend on what your aims are – however here is an example of some questions you might ask:

1. What would you like to say about the event?
2. Please circle/colour the pictures that sum up your experiences at the event.



- Add some words or thoughts to describe why you were drawn to the picture/s.
- The theme was ... what have you learnt about this?
- What are your thoughts about the theme?
- How would you describe the weekend – what did you enjoy most, was anything disappointing?
- What have you learnt? About yourself? About Quakerism?
- What feelings / thoughts / impressions do you have about the following (give examples of activities, small groups, epilogues)?

¹ Based on <http://www.salto-youth.net/PiPo/>

- What session did you enjoy most and why?
- What are your thoughts on the sessions you didn't enjoy as much?
- Did you feel listened to by the facilitation team?
- Any other comments?

There are many tools and techniques available for reflection and evaluation; you will probably have your own favourites. One thing to bear in mind is the learning needs/styles of participants when evaluating your work – not all people are comfortable with the written word and long discussions can be very tiring, so ensure that the tools and techniques you use are accessible to all. For example when asking a facilitation team how they feel about how the group has gone you could invite them to choose from a selection of pictures to express this e.g.:



There are some excellent websites that much of this section is based on and these have examples of methods for review and evaluation see:

www.salto-youth.net/PiPo/ and www.salto-youth.net/find-a-tool
<http://reviewing.co.uk/> see <http://reviewing.co.uk/learning-cycle/the-active-reviewing-cycle.htm>

Things to think about individually

- Reflection is a key tool for the youth worker. What opportunities are there for you to reflect with your co-workers and with young people on your youth work and what is being achieved?

Activity: Reflection

- Sit in silence for five minutes.
- During the silence imagine the ripples a stone makes on the water.
- Think about the group that you are involved in.
- Think about how your actions in the group might be like the ripples in the water.

Things to discuss with others involved in your Quaker youth work:

- You may find the following questions helpful to look at:
 - What happened? Facts (*remember* to cover at all aspects of the group dynamics – including both team and participants).
 - Why do you think it happened? Analysis.
 - How did you feel about it? Please say more.
 - What will be your response? Follow up.
 - What do you think the group learnt?

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- What did you learn?
- Would you have done anything different?
- Following an event it is vital for those involved in planning and running the event to take the opportunity to identify:
 - Where are we in relation to our aims?
 - How have people been affected?
 - What could or should be changed?

Key Idea: Reflection and evaluation should take account of both the team and the participant's experiences and the dynamics of the group. Every group operates at three levels:

- Task (did you achieve the aims?).
- Maintenance (how is the group working together?).
- Individual (is there anyone you are concerned about? this could be their behaviour, participation in activities, involvement in the group etc).



Ongoing organisation and sustaining a group

Sometimes starting a group can be relatively easy, there is lots of enthusiasm and people want to get involved. Sustaining a group and taking care of ongoing organisation can be difficult.

Some key things to take account of which will help your group, once established, to keep going

- After the first event you should review, and perhaps adapt roles and ways of working.
- It is helpful to decide a framework that you can use to run future activities.
- Have regular planning meetings.
- Keep an eye on finances; ask Local Meetings and the Area Meeting for financial support.
- When planning future events remember to keep variety within the programme. Look at different media and methods: films, drama, craft, talks. An event may be very successful, but if you do the same thing ten times running it won't remain popular.
- Make contact with other young Quaker groups and consider holding joint events.
- Develop new skills: attend training events and national conferences run by the Children and Young People's work staff, the Quaker Life Network or Woodbrooke can help nurture this.
- Keep in touch with local meetings so that you can draw in/include new participants. – those moving into the area or becoming the right age.
- Include outreach to those new to Quakers – think about how to include them when they come.
- Advertise each event well in advance.
- Keep contact lists of young people up-to-date.
- Update your website or Facebook group regularly.
- Keep bringing in new people – you might consider having particular terms of service for committee posts or rotating positions to give people the opportunity to try different roles.
- As new people get involved or young people within the group become ready to take on more responsibility it is important that others are able to let go.
- Pass on record keeping, finance work, planning, publicity so that these are shared across the group.
- For some responsibilities, such as finance, partnership working may be the answer – providing reassurance to outside bodies such as the Area Meeting.
- It is important to maintain contact with Local Meetings and the Area Meeting as this strengthens relationships between adults and young people, and can make the young people feel part of the Area Meeting community.
- As part of this it is vital that the Area Meeting recognises the importance of youth activity and supports it in practical and financial ways.

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Photo by Fran Lane



As well as informal links it is important to have formal links, for example a report to Area Meeting after each event. Talk to the Area Meeting clerk or Children & Young People's work advocate their role is to act as an advocate for the work with children and young people in the Area Meeting.

Accompanying & participation

This section explores

- The importance of building relationships with young people, being 'alongside' them and supporting them
- Why young people's participation is important

It will help you to:

- Think about building supportive relationships with young people
- Think and talk with other people about how to involve young people in the planning and organisation of your events

Being alongside young people

Young people are at a stage in life where they are integrating different aspects of themselves. It is a time when they endeavour to make sense of the world, construct their personal philosophy and find meaning. Youth work seeks to enable a young person to be more in harmony with themselves and as a consequence with the rest of the world. The youth worker's role is to understand, encourage, accept, support, discuss and celebrate with young people.

Coming alongside young people is about connecting to what is most personal for them; their attitudes, their life experiences, their ways of being and their way of relating to friends and the world in general. For the youth worker this is both a privilege and a responsibility. Being alongside young people offers an opportunity that is unique and life enhancing for the young people involved.

Green and Christian (1998) describe being alongside young people as a process of accompanying them. They use the image of a musical accompanist and a soloist. The accompanist waits on the soloist, listens carefully and detects the mood, direction and pace, picking this up and making the same tempo. What the accompanist does provides energy to the soloist, maintaining a musical heartbeat so that the soloist is free to develop beautiful music. A good accompanist enables the soloist to improvise well.

If we see our relationship with young people as that of an accompanist, then we should be seeking to support and enable them to explore the full range of emotions, thoughts and consequences. The relationship formed is key to this process. Both the accompanied and the accompanist have to listen to each other, learning and growing from their conversations. The accompanist is giving the gift of space to the

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accompanied, who is enabled to analyse, accept and make plans concerning their current situation. The relationship has the power to alter the way both the accompanied and the accompanist feel and see the world. The focus for the youth worker is on the young person and this relationship should be approached with attitudes and skills that are rooted in humility.

Being alongside young people is beneficial to them as they are searching for identity and meaning. The youth worker offers young people a space that encourages questions and enables them to explore for themselves. This is not done to produce fixed outcomes; the activity of being alongside a young person is an end in itself. This involves being in the present, recognising, relating and living in the moment. Being alongside young people requires the youth worker to be asking more questions than they are giving answers. This is joining them on their journey.

The greatest gift that we can give is to 'be alongside' another person. Quality companionship and support is vital for young people to establish and maintain their physical, mental and spiritual health and creativity.



Photo by Howard Nurden

Key idea: The greatest gift that we can give is to 'be alongside' another person. Quality companionship and support is vital for young people to establish and maintain their physical, mental and spiritual health and creativity.

Things to think about individually:

- Think about your work with young people, do you ask more questions than you offer answers?
- What opportunities do you have to get alongside or accompany young people? Do you take these opportunities? What might prevent you from taking them?
- How can you create safe spaces where questions are welcomed and exploration is valued?
- What can you do to journey with young people in order to grow their relationship with the spiritual in a way that is integrated into the whole of life?

References:

M Green and C Christian; *Accompanying young people on their spiritual quest*. National Society / Church House Publishing: London: 1998

Involving young people in planning & running events

It is important to recognise that young people have a right to participate in the key decisions that affect their lives. This includes their involvement in planning and facilitating.

Participation by young people results in tangible benefits for themselves and for the organisations and events they are involved in.

Key idea: Participation involves working in a way so that the accepted balance of power and responsibility between the generations alters in favour of the young people. It enables them to take responsibility in a way that promotes their personal, social and spiritual development. It aims to promote ownership of and commitment to the project by all the people involved.

Young people have the opportunity to develop skills such as communication, planning and negotiation and teamwork. It can raise self esteem in young people and engender a sense of responsibility for themselves and others. It should be enjoyable and interesting for them as well. Enabling young people to take on responsibilities and to make decisions themselves is an essential element in their growth and development.

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It also benefits the event giving those planning and running the event increased knowledge and understanding of the needs and interests of young people. This will make all those involved in organising the event both better placed to make the right decisions and give young people what they actually need.

Key idea: Participation involves seeking genuine partnership and involvement between older and younger people. Recognising that each group has differing experience, skills, abilities and resources as well as different commitments and availability.

To enable participation to be effective it takes two stages, firstly making sure that the organisation is ready for participation and then undertaking and supporting participation itself.

Why should adults and young people work in partnership?

Promoting participation can have positive outcomes including:

- Valuing people and giving them the opportunity to identify and use their gifts.
- Justice, equality and fairness – the way Quakers hope to work.
- Creating a sense of community.
- Promoting growth, of the group and individual.
- Encouraging ownership, commitment and learning about responsibility.
- A balance in sharing and give and take.
- Empowering everyone through positive experiences.
- A sharing of skills and knowledge.
- The development of leadership and facilitation skills.

What does participation mean in practice?

What are the implications? It is hard work and it probably takes longer to organise an event if the adults and young people work together on the planning and preparation but it is worthwhile.

Adults are valued and needed because

- Their questioning, challenging and affirming of young people's views provides stimulation and support for personal development.
- They can share their own hopes, fears and life experiences – these can be a valuable contribution.
- An adult presence offers a sense of security.
- They can offer mature non-parental friendships.
- They have knowledge of things, or may know who to ask.

- Good practice demands that there are people present who are in loco parentis (someone aged 21 and over can do this).
- Insurance policies often require a responsible adult present (an 18 year old is not acceptable, e.g. in a fire an authoritative figure may be needed, rather than someone six months senior to the participants).
- They provide a link with the older Quaker community.
- The Meeting House committees may need some reassurance.
- Whilst young people may negotiate and agree the boundaries with their peers, help may be needed in difficult situations.
- A parental figure may be needed in the event of homesickness.
- In the event of an accident, transport – and company – to the local hospital may be necessary.

Working together towards full participation is a gradual process and a changeable one. Groups nearly always start with an imbalance either way and it's about adjusting this imbalance. This needs to be worked on in small stages, and the planning committee needs to be explicit about what is involved.

How do we start?

How do we learn to work in a new way? Participation applies not just during the event but also beforehand in the preparation and planning. If you are meeting together as a planning group of different ages it is a good idea to share your fears, concerns and anxieties about working across the age range. It might also be worth reminding yourselves about the positive elements of this method of working.

The benefits of working across the age range include:

- The development of leadership styles and skills in young people.
- Adults may be able to develop a more relaxed style and learn new techniques.
- Young people can participate in the planning process – some will want small supported opportunities for participation – others will be ready to take full responsibility.
- Support and responsibility can be shared. It is not empowering to be given more responsibility than you can cope with, or less support than you need.
- Setting and agreement of boundaries may be easier if introduced and monitored by peers.
- Skills are developed by encouraging participation.
- Young people become more comfortable as facilitators and leaders whilst having the support of the adult role – still essential in times of crisis; and in many situations this is a legal requirement.
- The opportunity for everyone to contribute to the group's well-being.

In difficult situations working together across the age range may provide helpful solutions. Peer group pressure may be more effective in ensuring that boundaries are respected and lessens the frequency for adults having to take on an authoritarian role.

The Quaker basis for young people's participation

In 1986 Yearly Meeting stated that:

The priesthood of all believers is a foundation of our understanding of the church. Our own experience leads us to affirm that the church can be so ordered that the guidance of the Holy Spirit can be known and followed without the need for a separated clergy (Quaker faith & practice 27.35).

The priesthood of all believers necessarily includes children and young people:

The Spirit in which the apostles lived... which was poured out at Pentecost on all the church, young and old, women and men, continues in our experience to empower all members of the church in a variety of ministries (Quaker faith & practice 27.35).

George Fox wrote of his experience of meeting a young Quaker:

and whilst I was in the dungeon a little boy, one James Parnell, about fifteen years old, came to me, and he was convinced and came to be a very fine minister of the word of life (Quaker faith & practice 19.26).

We have to ask ourselves how we will recognise the James Parnells of today if we don't include them and aren't open to actively seeking, and recognising their ministry?

Participation Checklist

Using the following checklist will help you to determine whether you and your event or meeting is ready for young people to be involved in planning and running events. If you can respond positively to the following questions then you are probably ready to. If you can't then any attempts to include young people in decision making could result in it being a negative experience for both the event and the young people.

- Is it for the benefit of the young people, event and community, rather than being seen to do the 'right thing'?
- Are you prepared to work in real partnership with young people?
- Do all those involved in the work acknowledge the power difference and are they willing to work towards reducing that difference?
- Have you identified what you may need to do differently to share some of your power with young people?
- Have you identified strategies to motivate and support young people who choose to participate?

These are the essentials of a successful youth participation strategy.

Remember the participation of young people involves adults involved being honest about their attitudes towards young people, and being prepared to change structures

and processes in order to work towards inclusion of young people in planning and running events.

Successful participation is a two way process as well as adults sharing their power with young people and giving them a voice it also involves young people making a choice to be involved.

Things to think about individually

- When did you last ask the young people what they thought about a particular activity, event or project?
- Have you talked to young people in order to plan events and activities?
- Have you involved young people in planning and facilitating and in the evaluation of events and activities?

Things to talk about with other people?

- Whose ideas are dominant in the planning? Those of young people or adults?
- Who takes a lead role in facilitating? Is it the young people or adults?

As Quakers we should strive to make our meetings communities in which each person is accepted and nurtured

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Supportive Relationships

When working with young people and involving them in planning and facilitating events it is vital that they are supported in their role.

One youth worker describes a supportive relationship that they benefited from when they were a young person involved in events for young people

When I first became involved in working with young people, quite a few of the events I volunteered for involved facilitating activities, often as a part of a team. For most of these experiences I can't really remember what I did or what I learnt as a result of my involvement – they weren't negative experiences but I don't know what I gained from them. However one activity I was involved in was visiting a youth club with my youth worker Stephen. At the youth club we'd chat to the young people, and one of us would give a short talk. Afterwards, on our journey back Stephen used to talk through the evening with us, what did we think went well? What would we change? Looking back, this experience was so positive for my development as a youth worker as it gave the chance to think about why we did what we did, what we'd change and that extra bit of support and advice that Stephen with his experiences could give.

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Things to think about individually:

- Take some time to think about the events you are involved in and the young people there.
 - How does their participation benefit them? How do they know this?
 - How are they supported in their participation?
 - How is it recognised or acknowledged? How are they affirmed in what they do?

Things to discuss with others involved in your Quaker youth work:

- Think of the time when you first started to volunteer to work with young people, think about the people you worked with, was there anyone who supported you in your role?
- If not can you think of a time when you've worked with someone who has done this. How did they support you? How did they help you in your role? What did you learn?

Key idea: The role of an adult support is to enable young people to think about how they facilitate, why they may have taken certain courses of action in their role and consider ways forward in this. It also provides a space for them to share any concerns they may have.

Quaker Youth Recognition Scheme

The Quaker Youth Recognition Scheme is a resource available to support young people's participation. It provides a framework to support young people working at events, reflecting on their role:

1. What happened? (Facts).
2. Why do you think it happened? (Analysis).
3. What is my action in response as a facilitator?

During the course of the event the relationship between the young person and their support enables them to reflect on their role. This is as well as considering ways in which to respond to needs, which may arise and to develop further in their facilitation, strengthening their effectiveness and impact as facilitators. Finally the documentation of this support relationship enables a certificate to be produced recognising the individual's achievements during the event. For further information contact the Youth Participation Officer at Friends House (this will ensure you have the most up to date resource in order to undertake this scheme).

Health & safety

This is often used as a 'catch-all' term to cover lots of things – fire, first aid, insurance. We all want our events to be safe for young people and volunteers but we might not always know what is involved and what we need to do.

This section explores:

- What makes events safe
- What are the statutory requirements and good practice guidelines for youth work

It will help you to:

- Think about what policies and procedures you need in place
- Think and talk with other people about what action you need to take to ensure that your recruitment of volunteers and the way you run events is safe and appropriate



Photo by Fran Lane

Running a safe event

In order to make sure that the event you are running is safe you should make sure that you have covered the following areas.

You can find templates and examples on the Britain Yearly Meeting website at www.quaker.org.uk/event-and-activity-management-procedures

- Insurance
 - Make sure it covers all your activities – on site and off site.
- Risk assessments
 - The purpose of risk assessment is to identify all possible causes of harm and the measures needed to avoid them. Risk assessments should help us to direct attention and resources where they are most needed. They should be done systematically but using common sense.
 - It is a helpful way of ensuring that all our activities are well considered in terms of safety and carry the lowest risk possible.
 - The steps to carrying out a risk assessment are: identifying the hazards, identifying who might be harmed and how, evaluating the risks and considering how the risk of harm can be reduced, judging whether it is feasible in terms of risk for the activity to go ahead and recording your findings.
- First Aid
 - You need to have a well stocked First Aid kit and qualified first aider (check your insurance – most public liability insurance only extends to qualified first aiders).
- Buildings
 - What buildings do you use – if it's a meeting house is it suitable and safe?
 - Is the room safe, when doing a risk assessment check the space you're using as well as the activity.
- Fire
 - Has the building been checked by a fire prevention officer?
 - Are there checked and certified fire extinguishers?
 - Do you know where the fire escapes are and what to do in the case of fire – has this been communicated to all those at the event?
- Records keeping
 - You need to keep a list of all children and young people and volunteers/leaders present – this is good practice, so you have lists in case of emergency, these should be kept in case a disclosure is made in the future (see Safeguarding & Child Protection).
 - You need an accident book and an incident book – treat these two separately. Even if a venue has an accident book for recording first aid treatment keep your own records.
- Emergency Contact
 - Ask someone (or ideally two people) to be an emergency contact. This is someone who is not at the event and is willing to act as a link between the event leaders and parents/carers in the event of an emergency either at the event or at home. This might be something that you ask the Area Meeting trustees to take on.
 - Before the event ensure parents/carers have a number for event leaders and the emergency contact.



Forms, forms, forms

When running activities when parents or guardians are not on site, information and consent forms are needed. Lots of people find filling in forms tedious and difficult – but they are important. This section guides you through why forms are needed, and the sort of information that you need.

Why do we need young people attending our events to fill in forms?

- So that we can be aware of people's needs and the possible impact on the event and plan accordingly. From straight forward things like making sure that people get the right food if they're vegetarian to supporting those with complex physical or psychological needs.
- For insurance purposes – because you are responsible for care and safety of participants.

What sort of information do you need?

- Dietary needs, medical information, other particular needs – it is important that you ask people to:
 - be specific about what the need is.

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- explain how it affects them.
- set out how it can be avoided, prevented or minimised.
- detail any action you might need to take (how you should respond and if there are any support needs).
- give the contact details for relevant medical professionals or social workers.
- detail anything medical professionals would need to know in the event of an emergency.
- Medication that people are on
 - what the medication is and the condition it is for.
 - what should happen if the participant is prevented by their condition from taking the medication.
 - any special precautions in relation to the medication.
 - any side effects resulting from the medication that we need to know about.
 - the procedures we should take in an emergency.
- Parental consent to take part in activities
 - is needed for insurance to show that parents are satisfied that all reasonable care will be taken for the safety of those participating.
 - the form should be completed by the parent/guardian, or if over 18 the participant may complete it. In the case of foster carers the consent sections of this form need to be signed by the person with parental responsibility, they should also provide their contact details.
- Medical consent for treatment
 - This could be pain relief/flu relief but may also be needed if there is a serious accident and someone needs medical treatment and it isn't possible to contact the parents to get their consent.
- Emergency Contact Information
 - Contact details so that in the event of an accident or other incident you can contact the people who need to know.
 - Should have two people – one being parents – in case you can't contact parents and it's an emergency.
- A new form for each event
 - Because important information can change since people last completed a form, you should ask that one is completed for each event a participant attends.
- In advance and updated
 - You need forms in advance so that you can plan accordingly but you also need updates – in case someone has developed a need since the form was completed or, for example has been prescribed medication – do this on a form or request it formally because events are often busy and participants may forget to inform staff members of changes in their medical information.

You should take the original copies of all forms to the event (you will need them in case a participant needs medical treatment) and leave one with the emergency contact.

You can find example information and consent forms (including medical information) on the Britain Yearly Meeting website at

www.quaker.org.uk/event-and-activity-management-procedures

Safeguarding & Child Protection

All Quaker youth work should seek to be safe and to protect young people from harm. Whilst most volunteers would agree with this, the idea of safeguarding and child protection can be an overwhelming one. In spite of this it is important that this issue is given proper consideration – not only so that your work with young people is as good as it can be, but also to ensure that you comply with the requirements of your insurance company.

As well as thinking about volunteer recruitment, using appropriate forms, keeping proper records, carrying out risk assessments and other health and safety considerations (all of which are covered elsewhere in this handbook) it is necessary to think about child protection. The following are some things to consider:

- What can we do to work in ways that prevent abuse from happening within our setting?
- Have we met the adult to young people ratios that are set out?
- Do we know who our Area Meeting Safeguarding Coordinator is?
- Are there written guidelines that we have adopted covering child protection issues?
- Do volunteers know how to spot signs of abuse?
- Is it clear what volunteers should do if a young person shares something with them relating to them being at risk of harm (this is known as a disclosure)?
- Are volunteers prepared to deal with issues that may come up, being aware of their limitations and knowing where to seek advice?

All Area Meetings have been advised to renew annually their membership of the Churches Child Protection Advisory Service. This agency offers an advice service from child protection experts – phone 0845 120 4550. They also produce publications such as the *Safe and Secure* manual which outlines the 10 standards for safeguarding and good working practice, including model policies and forms to adopt. They also produce a quick reference guide for volunteers, setting out how to respond to disclosures or suspicions of abuse.

Britain Yearly Meeting's publication *Meeting Safety* provides further information on these matters and a check list for good practice. This has been sent to all meetings and can be accessed through www.quaker.org.uk/meetingsafety



Risk Assessments

The purpose of risk assessments is to identify all possible causes of harm and the measures needed to avoid them. Risk assessments should help you to direct attention and resources where they are most needed. They should be done systematically but using common sense.

A risk assessment form should be filled out for each activity taking place by those responsible for the activities. Risk assessments are usually focussed on assessing the risk of particular buildings or activities. The same process should be adopted and used to assess the risk of certain situations and people. This ensures that all potential dangers have been identified and made safe. Once filled out the forms should be filed and kept. It should not become a massive pain in the neck paper activity, but a helpful way of ensuring that all activities are well considered in terms of safety and carry the lowest risk possible.

The steps to carrying out a risk assessment are: identifying the hazards, recognising risk, identifying who might be harmed and how, evaluating the risks and considering how the risk of harm can be reduced, judging whether it is feasible in terms of risk for the activity to go ahead.

- **Hazards:** this is anything, anyone or any situation that has the potential to cause harm it might be something physical or an aspect of the activity.
- **Risk:** this is the chance, great or small, that someone will be harmed or made vulnerable by the hazard.
- **Particular risk:** this identifies a person involved in the activity who is at high risk, i.e. someone who has particular needs. Potential related issues should be recorded and considered for this person.
- **Hazard evaluation:** the assessor makes a judgement as to the severity of the risk including both the potential severity of the risk and the likelihood of it occurring in relation to the hazards and particular risks identified. This should be rated as either low (L), medium (M) or high (H).
- **Action required / taken:** this identifies the actions necessary to minimise the risk and steps that have been taken. Where action is required but has not been taken as it is not possible to do so this should also be stated.
- **Remaining risk:** this identifies the risk remaining when all possible precautions have been carried out, again a judgement is required as to whether the risk is low, medium or high taking into consideration the severity and likelihood of occurrence.
- **Reasonably feasible:** if you end up with a number of highs or a significant number of mediums in the remaining risk column you need to consider whether the activity is safe. Your decision is then whether the activity is reasonably feasible or not.

Assessments should be reviewed and revised where necessary: for example when there are changes in materials, equipment, working methods, location or people involved. Review should also take place if there are accidents, near misses or complaints associated with the activity.

Boundaries

One of the key things that individuals gain from being a part of a group is a sense of community. Boundaries assist in creating and maintaining a sense of community – which is an important first step in facilitating a group.

Boundaries recognise that not everyone is assertive and able to express their needs – especially when their needs are counter to the majority. Although individuals might have good intent (staying up having fun) the consequence may be negative (volunteers kept awake by noise, having to drive home and falling asleep at the wheel – note if you didn't have realistic bedtime boundaries in place you would be liable).

Leaders at events are responsible for the safety of its participants and volunteers. Boundaries are a proactive way of ensuring safety and that participants feel comfortable with the community's expectations on their involvement.

True community is when individuals in a group start to consider other people's needs as well as their own. 90% of a group might be happy with games where physical contact is involved however the consequence of the game being played on the remaining 10% is likely to be more negative than any of the positive gains the 90% experience. Boundaries recognise the implications of behaviour on the whole.

There are some boundaries that can be negotiated by the group, others that are non-negotiable (anything that breaks the law) and those that are about ensuring good and safe practice (e.g. they relate to an activity that could cause a participant harm). You should be clear about your responsibilities for boundaries – and how your implementation of these might affect your insurance policy for the event. Smoking is an example, which covers all three, for example where and when people smoke can be negotiable, unless they are under 18 (non-negotiable without parental consent) and it helps to have good practice guidelines e.g. how do you manage the fact that lots of young Friends take up smoking at Quaker events?

Negotiable	Non-Negotiable	Good Practice
Tidiness Use of personal devices (e.g. mp3 players/ mobile phones)	Smoking for under 18s Confidentiality (being clear about responsibilities under the Children Act) Alcohol & illegal substances	Bedtimes Going off site Inclusive behaviour Respect space of others (including sleeping arrangements) Sexual activity
Smoking		

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Managing boundaries can often feel daunting both in terms of working with young people and in how you work together as a team. Remember boundaries are about mutual respect rather than power, and this should underpin how you work with any group.

Boundaries & the group

Participants should be made aware of the boundaries of the event, before they arrive – this then gives them the option to decide not to come. For an example of a Boundaries & Confidentiality form that young people sign before attending BYM events go to www.quaker.org.uk/policies-and-procedures and select 'Event and Activity Management'.

Once at the event it is helpful to discuss why you might have these boundaries – the body zone activity (see below) could be a good introduction to this. If you have a young people's group that are responsible for facilitating then involve them in facilitating this.

Boundaries & the team

It's important that the team has signed up to and understands the reasons why boundaries are needed, otherwise you risk the event being unsafe or team members feeling isolated in their implementation of boundaries.

Activity: Body Zone

- Ask people to find someone that they don't know well preferably of the opposite gender (*this could be done by separating group into male/female, north/south*).
- The group should then form two lines with the pairs facing each other.
- Each line should take 10 steps back.
- Ask those in the row on your left to close their eyes.
- Invite the row on the right to move forward to a position where they feel comfortable (*make a mental note of people who are close, people who are far away*).
- Do this again with the line on the left.
- Ask people to reflect on how it felt.

Things to discuss as a team:

- Why you have boundaries.
- The difference between negotiable, non-negotiable and good practice.
- How you will present the boundaries to the group.
- Who is responsible for setting the boundaries for the event (e.g. a committee, trustees, the team). There might be different groups for different types of boundaries.
- Where the final responsibility lies when there has been an infringement.
- How you as a team might manage infringements of the different types of boundaries.

Policies

As an organisation you may decide to have written policies to cover your work with children and young people. Below is a list of the policies and procedures that determine Britain Yearly Meeting's practice for work with children and young people in a Quaker setting. All of these policies, procedures and guidance can be adapted for use in other settings. If you are using these for another event, such as a link group or regional Quaker event you should ensure that you meet the requirements of insurers, venues and your own organisation.

All of these policies are available on the Britain Yearly Meeting website at www.quaker.org.uk/policies-and-procedures

Equalities:

This policy statement from Britain Yearly Meeting Trustees (minute 5/09/10) applies to all centrally managed work and provides the starting point for incorporating equal opportunities in centrally managed work with children and young people.

Britain Yearly Meeting is firmly committed to the principle of equality and to creating a working and service environment in which all employees, committee members, volunteers, Friends and other users of our buildings and services are treated with dignity and are free from unlawful discrimination, victimisation or harassment on the grounds of: gender, marital status, race, ethnic origin, nationality, national origin, class, disability, sexual orientation, religion, appearance or age. We oppose all forms of discrimination and prejudice that disrespect the individual.

There is a checklist to help those running events think about equalities in relation to running events on the Britain Yearly Meeting website at www.quaker.org.uk/equalities

Volunteer involvement:

Work with children and young people is often reliant on volunteers. It is imperative that volunteers are valued and the Volunteer Involvement Policy sets out procedures and guidelines for working with volunteers. It identifies the responsibilities for those working with volunteers and for the volunteers themselves. The processes for working with volunteers are set, including the need for volunteer role descriptions, recruitment strategies, forms, induction, training and accountability, some examples are provided. A separate paper is available to outline the processes relating to working with young people as volunteers. Guidance is included for seeking references for volunteers. Procedures for complaints against staff and volunteers are included.

Participation:

Section 3 explores why it is important to involve young people in planning and running events and how to do this.

A participation strategy is being worked on, taking into account:

1. The constitutional element of participation
2. The opportunities for broader engagement generally
3. The promotion of local engagement

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This may result in a participation policy being written, until then BYM centrally managed work with Children and Young People takes into account the following:

- CYPC purpose of participation paper
- CYPC intergenerational co-facilitation
- Theological basis for children and young people's participation in Quaker decision making

These are available on the Britain Yearly Meeting website at www.quaker.org.uk/participation-policy

Safeguarding and disclosure:

The policies on safeguarding children and young people and the management of disclosure of abuse or harm can be found in *Meeting Safety* and in the section on Safeguarding & Child Protection (see page 39).

Event and activity management:

This policy is in place in order to ensure safe and appropriate work with children and young people. The policy covers a range of procedures and guidance which ensure that legal obligations and the requirements of the insurance company are met and that those running events follow good practice and take all reasonable care to work in safe ways as well as considering the physical, emotional and spiritual well-being of children and young people.

It includes procedures and guidance on

- First Aid and provision of medication
- Consent and information form
- Insurance and records keeping
- Handling of comments, suggestions and complaints
- Use of images
- Risk assessment
- Boundaries
- Pastoral care
- Incident/accident reporting form
- Event aims and intended outcomes
- Smoking
- Drugs and prohibited substances
- Anti-bullying
- Appropriate games and activities
- Managing behaviour issues
- Appropriate physical contact, personal care and restraint

Quakerism, worship & spirituality

This section explores

- The importance of providing opportunities for young people to explore their spirituality
- The place of Quaker events in giving young people the opportunity to look at Quaker history, beliefs and practices
- The place of worship at Quaker events for young people

It will help you to:

- Think and talk with other people about how to include a distinctive Quaker element in your events



Photo by Howard Nurden

Exploring Quaker practice & belief

Quaker events present an excellent opportunity for young Quakers to explore their spirituality, their beliefs, what they think about Quakerism and their approaches to Quaker worship in a safe environment.

Quakers are distinctive in religious terms because they have no creed, no hierarchy of authority and no sacred text. Quakerism is a living and exciting faith, should, be explored in such a way: through discussion, activities, visits, and listening and exploring through individuals personal life experiences.

Many young Quakers experience difficulties and even bullying as a result of being the only Quaker in a class or school. It is not easy being different, having different values, or a different lifestyle. Quaker events can be an important opportunity to look at Quakerism and reflect on questions such as: 'How do you work out your own values?' 'How do you explain Quakerism to other people?' 'What helps us to feel more confident about doing this?'

You could examine the Quaker Testimonies and give young people the opportunity to think about how the Testimonies affect their lives e.g. at home, at school, at meeting and in the wider community.

Events also offer an opportunity to help young people understand and experience the Quaker Business Method and the practice of discernment, and to think about why Quakers make decisions the way they do, what this means for individuals and Quaker groups and how it might affect their own personal decision making.

For young people to feel part of the local or area meeting it is important that they can take part in the whole life of the meeting, including Meeting for Worship for Business. During young people's meeting or as part of a Link Weekend hold a business meeting. Speak to the Local Meeting Clerk about the minute going to the local business meeting. With a link group it might be more appropriate for the minute to go to Area Meeting, in this case speak to the Area Meeting Clerk.

If there is a particular issue that you know will be on the agenda of the local or area business meeting explore that with the young people. It might be helpful to explore and explain the issue first and give time in small groups to discuss it giving everyone the opportunity to air their opinions (this is similar to a 'threshing meeting' see *Quaker faith & practice* 12.26). Following this you could have a Meeting for Worship for Business in which the young people reflect on the issue and write a minute.



Living as a Quaker, Sharing our Journeys and *Journeys in the Spirit* youth edition all offer ideas for activities to support young people exploring their spirituality and their Quaker identity, beliefs, values and practice. See Section 6 for details of these publications.

Worship & Reflection

Worship is central to Friends' belief that we can all have direct experience of God, and that God is there in all we do. Some people prefer to use Inner Light or Spirit as words for the experience. Quakers come together to worship in expectant silence and seek to receive inspiration and communicate with God. The stillness gives space and time to reflect and think and it is a chance to leave the busy world behind.

In organising worship times, you need to think about how you will start them, who will finish them, and when. It can help to tell people how long worship will be, e.g. about 10 minutes. Share the responsibility for organising worship with as many of the group as you can.

There are a variety of opportunities for worship at Quaker events for young people. This can include Meeting for Worship, at the start of each day, and programmed, or semi-programmed worship such as epilogues.

Silence can be used at the beginning of the day, or beginning of each session. At the start of the day at end event you could have an extended period of silent worship, perhaps up to half an hour depending on the age of participants.

Epilogues are a means of drawing things together at the end of a day, or of a session, in a worshipful/contemplative manner. In general this happens best when people are in a circle, able to see each other directly. There are a large number of different ways of organising epilogues, according to the groups needs. Things which have had the effect of quietening the group, bringing it to a still centre, have included:

- Candle-lit silent worship
- Meditations
- Stories or poems
- Listening to music

If you use an activity like reading it is important to allow a period of quiet time once the activity has finished so people can reflect on it.



Don't assume that everyone will have experienced Quaker worship before, include an explanation of Meeting for Worship and epilogue this could include young people talking about how they use the silence.

Spiritual exploration & development

As Quakers we are co-disciples and fellow pilgrims on individual and shared spiritual and religious journeys. Our spiritual journeys are not like any other voyage we might make. We don't stop travelling spiritually, we may journey into the unknown, we can go in different directions and sometimes we find ourselves going back on ourselves. Sharing our spiritual journeys with others and travelling alongside them for a while can be a powerful, encouraging and enabling experience for us and for those who share their journeys with us and who we share our spirituality with.

Exploring our spiritual journeys is about asking questions such as: 'What do I want to be?', 'Who do I want to be?', 'What sort of people do I want in my life as friends and partners?', 'What kind of society do I want to live in?', 'What are my values?', 'What is valuable to me?', 'What inspires me?', 'What is love?', 'What is hope?'.

Young people are interested in spiritual things: this may include an interest in exploring what God is, in meditation, in horoscopes, environmental awareness, campaigning for social justice or fair trade. All these provide an opportunity for exploring spirituality. It is important to acknowledge that young people's values, beliefs and relationships, with other people and with groups they belong to are part of their spirituality and that spirituality can be something that is very real, rather than something necessarily transcendental or simply belief in God.

Spirituality is about our core beliefs and values, about what is central to us and our life. It is also about developing our identity and sense of self worth. All of these things are key aspects of Quaker work with young people and of being in Quaker community with other people. Giving young people the opportunity to explore their spirituality can build confidence, self-esteem and the ability to communicate thoughts and feelings to others. It enables young Quakers to think about and articulate their ideas, values and beliefs.

Lots of people find it difficult to express their own spirituality and to explore these issues with young people. But it's not something we should be afraid of addressing.

Making the spiritual connection is a key part of Quaker youth work; we can use models and exercises to make this easier. In *Spiritual Development* (2007) John Lee offers a simple model of spiritual growth that gives four ways of thinking about how we can explore our spirituality. We all have spiritual experiences, our faith and spirituality is an essential part of us and our everyday experiences are part of our spirituality. Lee writes about our spiritual journey as moving in four directions:

Inwards, outwards, downwards, upwards. With each different direction, different questions are explored:

- **Inwards:** Who am I? Why am I?
- **Outwards:** Who are you? How do I relate to others?
- **Downwards:** How should I live in this world? How will I act?
- **Upwards:** Do I experience God? What's it all about?

By creating environments where young people are able to share their beliefs and values and be encouraged and affirmed for having the courage to talk and explore, we can increase their confidence and their emotional and spiritual literacy. Exploring spirituality and spiritual development can increase empowerment of young people as individuals and as groups within their communities and within society.

To achieve this there needs to be an affirmation that spirituality and spiritual development is not about handing over a firm set of beliefs, dogma or liturgy. It's about articulating some of what we already know and believe internally.

For people to be able to talk about their spirituality or something which is deep and personal, they need to feel safe. Make sure there is trust amongst the group. You might want start off spiritual activities in pairs or small groups where people might feel more comfortable. Changing the environment (lights, seating, sounds) can help in creating an atmosphere more appropriate for spiritual reflection.

At Quaker events for young people it is important to create a 'safe haven' in which people feel able to explore their beliefs and their spirituality. Some of the elements of a safe haven are:

- An experience of welcome and inclusion; maintaining a sustained experience of acceptance in a non-judgemental environment.
- Opportunities for feeling free and safe; including sharing in small groups, fun and games, spiritual spaces for reflection and spontaneous expression.
- Significant community structures; firm ground rules, shared values, consistency and a sense of belonging.



Resources

Good relationships are crucial to good youth work but it also helps to have good resources. There are many resources for work with young people, what follows is information about 6 Quaker youth work resources, 6 generic youth work resources and 6 youth work training resources. In addition there are some links included to other organisations and resources.

Quaker books & resources:

- *Journeys in the Spirit* young people's edition; this comes out three times a year offering activities on a theme for one-off sessions or weekends with 12–18 year olds. Obtainable by free subscription go to www.quaker.org.uk/cyp and follow the link via resources to Journeys in the Spirit.
- *Sharing our Journeys*; a variety of activities for teenage groups to enable an exploration of spirituality and belief, and an understanding of Quaker faith and practice. For a free copy phone 020 7663 1013.
- *Living as a Quaker*; a six session programme providing facilitators with all they need to support young people in exploring their Quaker identity, beliefs, values and interactions with others. Available free on line through www.quaker.org.uk/cyp following the link via resources to publications or for a hard copy phone 020 7663 1013.
- Ideas Store; a collection of tried and trusted ideas, categorised by age and activity. Access for free through www.quaker.org.uk/ideas.
- *Spiritual Development* booklet; written by John Lee as a first step for youth workers thinking about how their engagement with young people might facilitate spiritual development, offering both theoretical and practical insights. For a free copy phone 020 7663 1013.
- Sex and relationships resources; materials for working with Quaker young people on the issue of sex, sexuality and relationships, to enable an effective engagement with this topic and help young people to develop meaningful and safe relationships. To access these free resources and for guidance on how to use them go to www.quaker.org.uk/cyp and follow the link via resources to relationships, sex and sexuality.

Youth work resources:

- *Glimpses*; a dynamic and exciting resource for youth workers packed full of creative ideas and reflections to do with young people, includes a DVD of images, music and video clips. Available for £12 from www.fyt.org.uk follow the link to resources.
- *Positive images – positive effect*; a book of activities to use with young people to increase their positive views of themselves. Including no hard-to-find or expensive

equipment and offering ideas suitable for those over 8. Published by RHP go to www.russellhouse.co.uk ISBN 978 1905541218.

- *Self esteem games*; a book including 300 games ideas all designed to show children how wonderful it can be to be themselves. Written by Barbara Sher a parent, teacher and play therapy specialist, these games are designed for the very young to the very old. ISBN 0 471 18027 0.
- *Let's talk relationships*; a handbook of resource activities for young people. These are designed to encourage young people to talk about sensitive issues and open up about themselves and their relationships. It features over 90 activities split into five categories. Available through the National Youth Agency for £12.95, ISBN 0 86155 250 4, website www.nya.org.uk or phone 0166 285 3709.
- *Arts unlimited*; a resource pack of arts and crafts activities for use with young people, designed to encourage young people to explore their feelings and express themselves. Available through the National Youth Agency for £12.95, ISBN 0 86155 259 5, website www.nya.org.uk or phone 0166 285 3709.
- *Dramattack*; a practical manual for those using drama within a youth work setting. It offers drama games, scripts, role plays, improvisations and workshops. Published by RHP go to www.russellhouse.co.uk ISBN 1 898924 22 8.

Youth work training resources:

- Quaker Life children and young people's work staff team offer a variety of workshops to meetings and other Quaker bodies working with young people. These are usually hosted by a local or area meeting and then promoted to surrounding meetings. Workshops topics include an introduction to work with young people in a Quaker context and exploring sex and sexuality with young people. For information on workshops currently on offer go to www.quaker.org.uk/cyp and follow the link to training.
- Each year there is a Quaker Youth Work Conference offering the opportunity to get together with others involved in Quaker youth work and to explore issues of mutual concern. For information on the next such conference go to www.quaker.org.uk/cyp and follow the link through training to conferences.
- *So you want to work with young people?*; a handbook for training and supporting volunteers, offering over 50 activities devised as an introduction for volunteers working with young people, encouraging reflection on their experiences, motivation and skills. Available through the National Youth Agency for £12.95, ISBN 0 86155 259 5, website www.nya.org.uk or phone 0166 285 3709.
- Spectrum training programmes; devised by an ecumenical group including Quakers, to resource Christian youth work. These include 'Getting Started' a resource for anyone new to work with young people, 'Moving On' a short course for volunteers who have an awareness of basic youth work skills, and 'Deeper' a modular programme for those who wish to deepen their understanding of Christian work with young people. Some programmes are available as study packs, while others require a group to be viable. Contact the CYP staff team in Friends House on 0207 663 1012 for more details.
- Youth work courses and training; each year Children and Young People Now produce a guide to a whole range of programmes for those working with young

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people, including qualification courses at a variety of levels. To access this guide go to www.cypnow.co.uk

- Youth work training programmes; most local authority youth services provide training courses that are open to volunteers in the voluntary sector. These are likely to include introductory courses as well as programmes offering qualifications. For more details be in touch with the youth office in your local authority.

Links to other organisations and resources:

- Christian Aid: Sofa Sessions resource for young people: www.christianaid.org.uk/resources/youth
- Cafod *Youth Topics*: monthly activities on world issues: www.cafod.org.uk
- *Youthwork* magazine: a monthly publication: www.youthwork.co.uk
- RHP: resources for working with young people: www.russellhouse.co.uk
- Oxfam: produce resources for youth work: www.oxfam.org.uk/coolplanet
- Leaveners: Quaker performing arts project: www.leaveners.org
- National Youth Agency: advice and resources for youth work: www.nya.org.uk
- Website for Youth Workers to share ideas and resources www.theyouthworker.com
- YoMo resources for working with young people. www.yomo.co.uk
- The Churches Child Protection Advisory Services manual, *Safe and Secure*, sets out 10 standards that organisations working with young people should meet. For each standard advice is offered, procedures are set out, checklists are provided and templates are offered. It comes with a model safeguarding policy and an offer to register policies. For further information email info@ccpas.co.uk or go to www.ccpas.co.uk



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Written by Simon Best, Howard Nurden,
Paul Levy and Catherine Waithaka

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Friends House
173 Euston Road
London
NW1 2BJ
020 7663 1000
www.quaker.org.uk/cyp

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