

Unit 53 Enable young people to work effectively in groups

Origin of this unit

This unit originated from Unit B3 of the National Occupational Standards for Youth Work developed by PAULO.

Place in the NVQ/SVQ framework

This Unit is a Level 4 Optional unit within the N/SVQ for Learning, Development and Support Services (for children, young people and those who care for them).

Elements

1. Create a climate conducive to group learning.

This is about establishing young people to decide what is acceptable group and individual behaviour and ways of constructively challenging behaviours that contravene agreed boundaries.

2. Facilitate the work of young people in groups.

This is about facilitating the collaborative learning between group members by managing group dynamics and encouraging young people to learn how to do likewise. It is about supporting an individual's rights within the group process, while encouraging the group to work towards taking charge of their own learning.

3. Enable young people to deal with negative feelings constructively.

This is about modelling through your own behaviour an ability to deal with negative feelings while valuing difference. It is about enabling young people to voice, identify the causes of, and deal with conflicts. It is also about taking action to deal with unacceptable behaviour.

About this unit

This unit is about facilitating group dynamics, supporting individuals' rights within the group process and enabling young people to deal with conflicts.

Who is the unit for?

It is for all those who work with groups of young people.

Principles of Practice

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

Element 1

Create a climate conducive to group learning.

This is about:

Establishing young people to decide what is acceptable group and individual behaviour and ways of constructively challenging behaviours that contravene agreed boundaries.

Performance Criteria

You will need to show that you can:

1. Clearly explain your own role within the group
2. Enable young people to negotiate and agree boundaries and norms of behaviour, within organisational guidelines
3. Ensure that all group members' views are heard and valued
4. Value individual differences and relate to individuals within a group situation
5. Enable young people regularly to **review** their own behaviour and the way the group works together
6. Assist young people to challenge constructively behaviour which contravenes norms
7. Develop young people's ability to give, receive and value constructive feedback
8. Encourage young people to acknowledge individual and group **achievement**
9. Enable young people to understand the effect of their actions on other groups and individuals within the community.

Knowledge Specification

You will need to know:

1. Why it is important for young people to learn to manage their own behaviour, both individually and in groups
2. Your organisation's policies on acceptable behaviour
3. A range of topics which may be included when agreeing group norms and boundaries
4. Group dynamics and how to facilitate group discussions
5. How to work with young people to enable them to review group and individual behaviour
6. How to assist young people to challenge unacceptable behaviour
7. The benefits of being able to give and receive constructive feedback
8. How to work with young people in order to enable them give and receive feedback
9. Negotiation skills.

Notes on this element

1. **Review**: self, by others, with others
2. **Achievement**: task related or group process related, group or individual

Element 2

Facilitate the work of young people in groups.

This is about:

Facilitating the collaborative learning between group members by managing group dynamics and encouraging young people to learn how to do likewise. It is about supporting an individual's rights within the group process, while encouraging the group to work towards taking charge of their own learning.

Performance Criteria

You will need to show that you can:

1. Identify the existing and desired dynamics of the groups you work with
2. Regularly review the effect of your values and your **facilitation styles** on the groups you work with
3. Choose and use facilitation styles which are appropriate for the group's **stage of development**
4. Make **adaptations and interventions** which maximise young people's ability to develop
5. Encourage young people to take control of their own development, taking into account their maturity and their understanding of each other
6. Ensure that your interventions are in line with the purpose, process and intended outcomes of sessions and programmes
7. Establish a balance between achieving planned outcomes, meeting individual needs and dealing with group process
8. Regularly monitor and evaluate the effect of group work sessions on the group and the intended outcomes.

Knowledge Specification

You will need to know:

1. How to identify and analyse group dynamics using theoretical models and practical observation
2. How to review your own **facilitation styles**
3. A range of facilitation styles which encourage empowerment and take account of the group's **stage of development**
4. Why it is important to work with young people in ways which encourage their empowerment
5. The factors likely to affect learning and behaviour individually and in groups
6. Theoretical models of group work and typical group roles
7. How to make interventions which encourage development and empowerment
8. How to recognise and deal with issues of power in groups
9. Methods of planning, monitoring and evaluating group work sessions.

Notes on this element

1. **Facilitation styles:** may include directive, coaching, supporting, abdicating
2. **Stage of development:** the group's and individuals' ability to work together and manage their own development
3. **Adaptations and interventions:** anything that you say or do which influences the course of a session.

Element 3

Enable young people to deal with negative feelings constructively.

This is about:

Modelling through your own behaviour an ability to deal with negative feelings while valuing difference. It is about enabling young people to voice, identify the causes of, and deal with conflicts. It is also about taking action to deal with unacceptable behaviour.

Performance Criteria

You will need to show that you can:

1. Assist young people to identify their own **rights, needs and values** and those of others
2. Assist young people to communicate clearly and to listen actively to others
3. Identify accurately **blocks** to communication and mutual understanding, and work with young people to remove these
4. When the need arises, create opportunities for young people to express their negative feelings safely and appropriately
5. Enable young people to explore the underlying causes of conflict between individuals and groups
6. Enable young people to develop the skills they need to resolve conflicts
7. Enable groups and individuals to recognise and deal competently with unfinished business
8. Enable groups and individuals to deal competently with issues that are no longer open for discussion
9. Manage conflicts in ways which maintain the quality of relationships and enable differences to remain valued
10. Exercise the **reasonable controls** needed to ensure that conflicts do not escalate
11. Take action in line with organisational procedures to deal with unacceptable behaviour.

Knowledge Specification

You will need to know:

1. How to work with young people to enable them to consider their own rights, needs and values in relation to those of others
2. How to work with young people to enable them to communicate more effectively with each other
3. Differences in the way that individuals think, relate to each other and make decisions
4. Possible causes of blocks to communication
5. Why it is important to help young people to learn ways of managing conflict
6. The creative possibilities of differences of opinion
7. Conflict resolution techniques
8. Definitions of unacceptable behaviour in your setting and organisation
9. Causes of and techniques for dealing with unacceptable behaviour
10. Organisational procedures on dealing with unacceptable behaviour.

Notes on this element

1. **Rights, needs and values**: may include social and cultural, physical, emotional and spiritual needs
2. **Blocks**: may include social, cultural, religious, educational, linguistic
3. **Reasonable controls**: as defined by common sense, organisational procedure and statute.