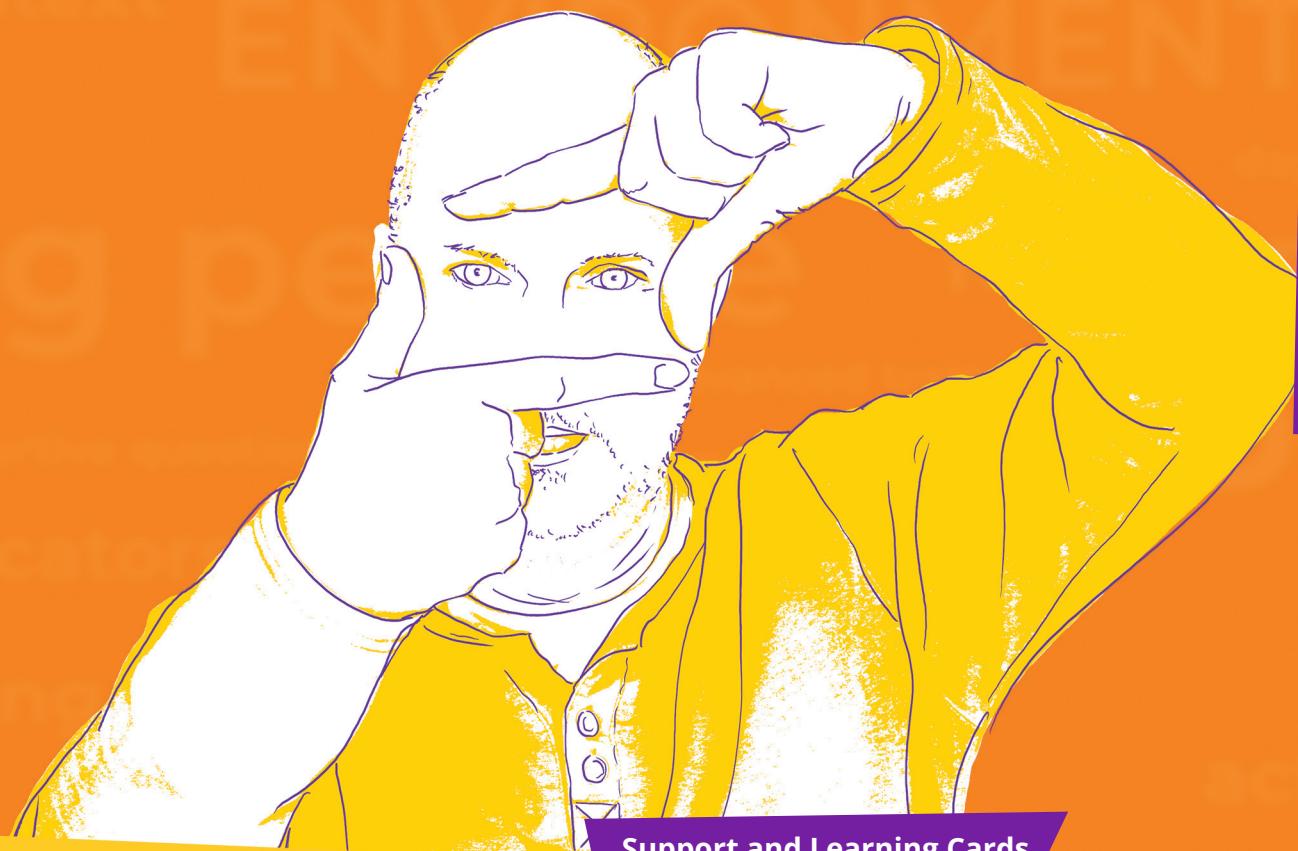


*The Guide to and Facilitator of*  
**YOUNG PEOPLE'S  
LEARNING**



Support and Learning Cards

**FOCUS**  
*learning*

For the full publication and access to the other  
**FOCUS learning** educational products see the  
**FOCUS learning** Website: ↗ [www.focus-learning.eu](http://www.focus-learning.eu)

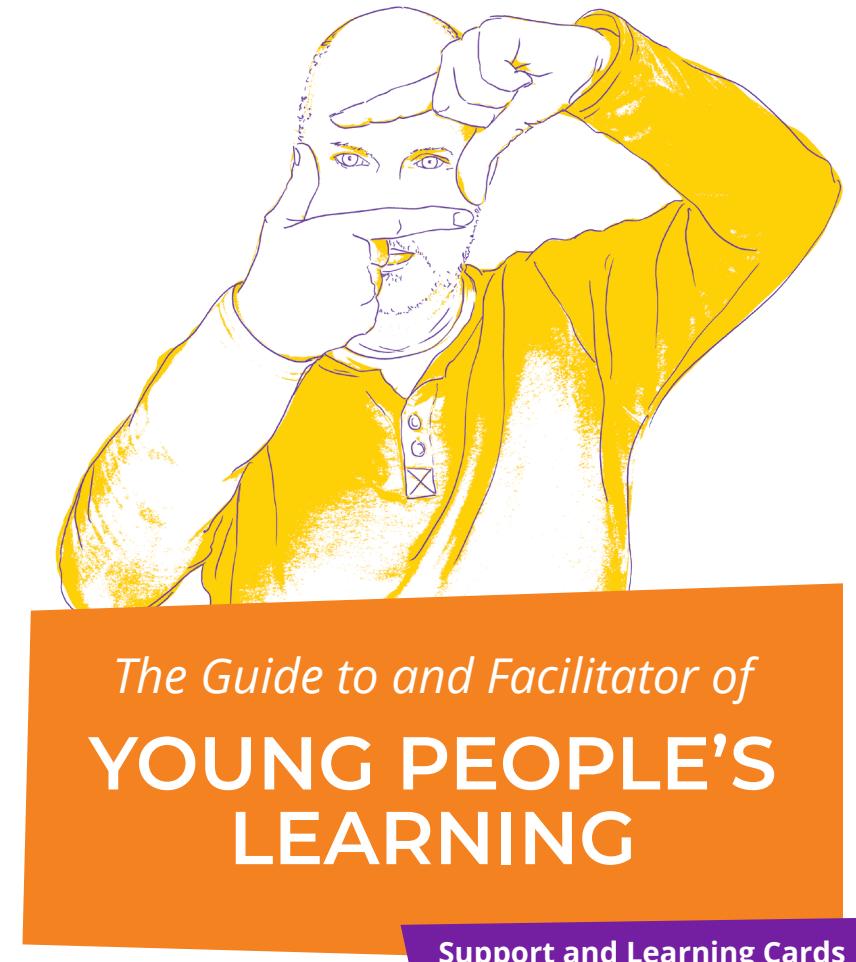
The material these cards are based on is from  
**FOCUS learning** Chapter 2 - 'The Youth Worker and  
the Learning Environment'

<sup>1</sup>Butters, S. and Newell, S. (1978).

## A FOCUS ON LEARNING

Some areas of youth work push their focus on the learning rather than on building relationships. This set of cards explores **5 different areas of learning** and the role of the youth worker in facilitating this.

Butters and Newell (1978) propose 5 areas that support learning as the primary focus and although this model is now outdated and some of the expressions used would not be used today, there is still a lot of value in exploring these 5 areas:



1.

## CHARACTER BUILDING

Young people are encouraged,  
supported and enabled to...

- express themselves
- learn about their own behaviours
- learn about how they are perceived
- understand social norms

### ...FIND THEIR PLACE IN SOCIETY

*on their terms not as obedient sheep but as individuals  
who want to see a better society and are willing to work for it*



### ASK YOURSELF!

1. What does character building mean to you as a youth worker?
2. Which of the elements listed in the theory on this card are a part of your practice?
3. What aspects for you and your practice are not included in the theory on this card?

## 2.

# CULTURAL ADJUSTMENT



Youth work provides the youth worker with a multitude of different...

- approaches
- methods
- tools
- creativity

...to support the young people in becoming healthy adults transitioning from childhood to adulthood.

It's a non-directive approach that...

- enables
- moves young people towards self-realisation
- creates life learning

For young people these situations are...

- challenging

The youth worker can...

- support them through these challenges
- turn them into experiences of learning and growth.



## ASK YOURSELF!

### 1.

What outcomes does youth work achieve through its approaches, methods, tools and creativity?

### 2.

Should youth work always be 'non-directive' or is there a need for it to be 'directive' sometimes?

### 3.

What do you see as the role of the youth worker when young people are facing challenges?

### 3.

## COMMUNITY DEVELOPMENT

Young people in their communities often...

- lack opportunities to be involved
- do not have the space to express themselves
- are not encouraged to be engaged

The system is not designed  
with young people in mind...

- society does not provide many options for young people to be involved
- even when opportunities do arise, the young people are often unprepared
- even when opportunities do arise most are unable to participate

Young people want to  
express their...

- ideas
  - understanding of issues
  - opinions
  - emotions
  - aspirations
- ...in the youth work setting  
and in society

The youth worker is the guide who...

- enables growth
- supports the young people in getting their voices heard
- supports them to engage meaningfully in their communities

### ASK YOURSELF!

1. What are the blockages to participation young people face in the community where you do your youth work?
2. How do you work with the young people in order to overcome these issues?
3. How do you see your role in the context of community development?

## 4.

# INSTITUTIONAL REFORM

This is about facilitating young people to express their...

- Desires
- Needs
- Wants
- Ideas
- Beliefs

If these are against the principles and values of human and social rights...

- challenge is needed not condemnation
- support is needed

If these are against an injustice in society  
*(but are not against human and social rights)...*

The youth workers role is to...

...Mobilise individuals and groups to engage in:  
• Structural changes  
• Extension of rights

...Work as the 'guide'

...Supply learning opportunities

...Challenge and provide guidance



## ASK YOURSELF!

1. Is this concept a conscious part of your work?
2. Do human rights and social rights consciously feature in your youth work?
3. Is youth work for you about social control or social change?

## 5.

# SELF-EMANCIPATION

Young people are..

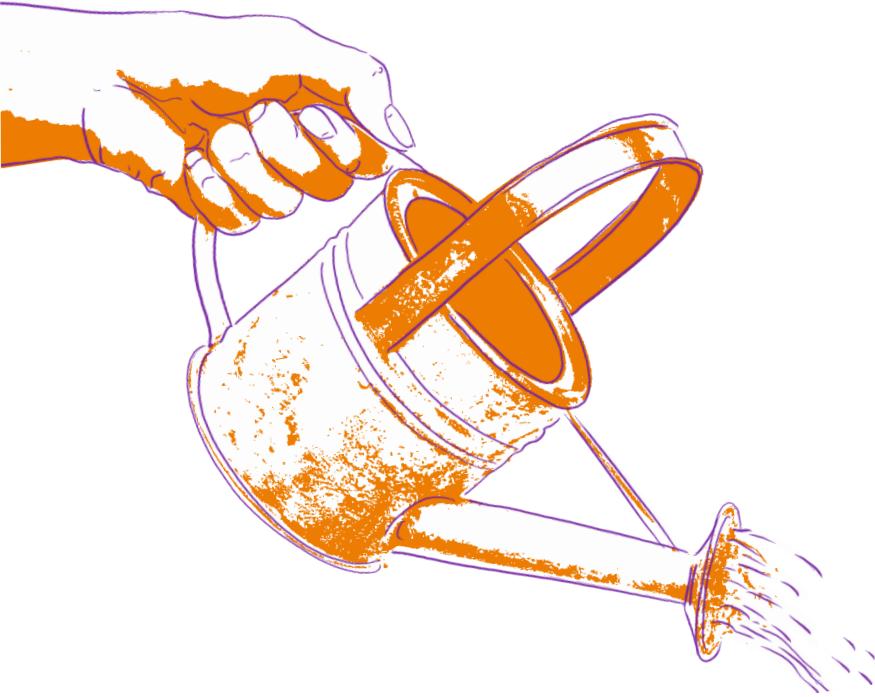
- easily overwhelmed by structures and institutions
- often prevented from realising their full potential

Roles of the youth worker are...

- Encourage
- Guide
- Facilitate
- Challenge

AS A RESULT YOUNG PEOPLE CAN...

- Fulfil their potential
- Join with other young people in their
  - struggles with institutions
  - struggles with negative ideologies



## ASK YOURSELF!

1. **What are the issues the young people you work with are facing that hold them back from experiencing emancipation?**
2. **What would be your list of roles in the context of emancipation?**
3. **What do you see as happening with young people when they experience emancipation?**

## CONCLUSION - THE FOCUS

This concept from Butters and Newell (1978) encourages a broader vision of what learning focussed youth work can look like.

However, it portrays an ideal. In reality it is really difficult and hard for many young people to achieve much of this even with youth workers working alongside them.

Too often the focus is on providing workshops and educational based activities to "teach" young people.

A learning centred approach to youth work is much broader than this. It is the youth worker using the youth work setting and the wider community:

- to realise learning opportunities as they arise
- to encourage the young people to see the learning opportunities in their everyday lives

The youth work setting is perfectly placed to take advantage of the areas described above and so support the young people in their development.



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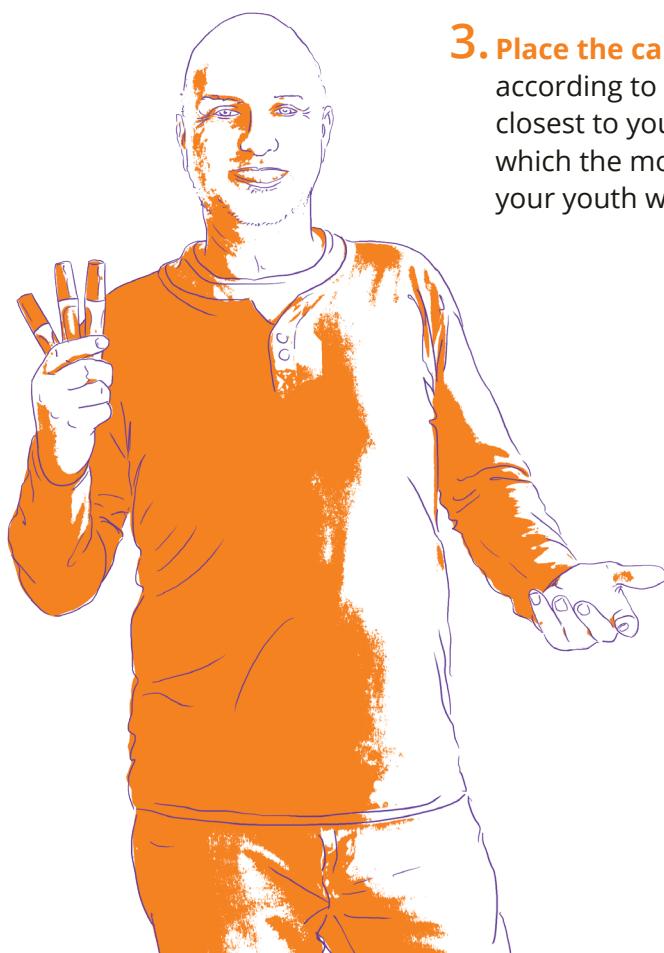
Support and Learning Cards

## GET INTO ACTION!

**1.** Talk to your colleagues and reflect on how the learning approach is presented in your youth work practice?

**2.** What further strategies could broaden learning opportunities for young people in your work?

**3.** Place the cards in order according to which is closest to your work and which the most distant from your youth work practice?

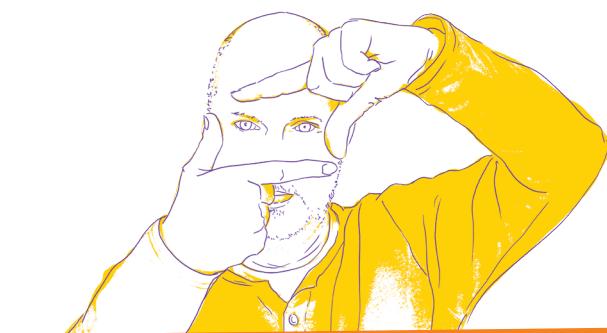


### JUST DO IT!

**1.**  
Challenge yourself

**2.**  
Try to write your own cards

**3.**  
Be clear and precise



MY THOUGHTS

MY CHALLENGES





MY THOUGHTS

MY CHALLENGES





MY THOUGHTS

MY CHALLENGES

