

Title:	Environmental Youth Work: Climate Change
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	L/651/2775
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to equip learners with a comprehensive understanding of the drivers of global climate change and its relevance to youth work principles and values, enabling them to support young people in addressing climate change issues, and to critically evaluate and enhance their own practices in Environmental Youth Work.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand drivers of global climate change and be able to discuss links with approaches, principles, and values in youth work practice.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to critically analyse and understand the complex interconnections between economic development and global climate change, and to assess the implications of these interconnections for youth work practice, focusing on the impact on young people's lives and the pursuit of climate justice.

The learner must:

- 1.1 Critically discuss the **interrelationship** between **economic development** and **global climate change**.

1.2 Discuss the impact of global climate change and its relevance to areas of the **youth work curriculum**.

1.3 Explain how **global climate change** affects young people's daily lives, as global / local citizens.

1.4 Evaluate climate justice in relation to **political, social, and education approaches** in youth work practice.

2. Be able to understand the purpose of youth work in supporting young people to learn and engage in addressing issues of climate change.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to effectively support young people in engaging with and responding to climate change, utilising youth work approaches tailored to their needs, while emphasising the importance of youth voice and rights perspectives, and documenting their learning and growth.

The learner must:

2.1 Critically discuss **youth work approach(s)/methods** to support young people to engage and respond to climate change based on their needs.

2.2 Differentiate approaches to **combating climate change** and link to youth work practice.

2.3 Discuss the importance of supporting young people's voice and/or rights perspectives in **climate change youth work**.

2.4 **Evidence** young people's learning and growth in understanding climate change.

3. Be able to evaluate own practice and approaches to Environmental Youth Work.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop and enhance their capabilities in planning, delivering, and reflecting on Environmental Youth Work programs focused on climate change, while fostering continuous professional development and aligning with youth work ethics and values.

The learner must:

3.1 **Plan or deliver a programme** of Environmental Youth Work on the theme of climate change.

- 3.2 **Reflect on own skills**, knowledge, and competences for delivering Environmental Youth Work.
- 3.3 Summarise required professional development actions to improve own knowledge and skills in Environmental Youth Work or **workforce competences**.
- 3.4 Identify their own professional learning/responses to climate change **referencing youth work ethics and values**.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

<p>Interrelationship</p>	<p>Learners must include a recognised model of reflective practice for their learning and professional development. Learners could include:</p> <ul style="list-style-type: none"> • Kolb's (1984) cycle of reflective practice. A model designed to help people learn from their experiences. The Kolb model can be used as a basis for the structure of a critical analysis or reflection. • Gibbs (1988) model of reflection, from Learning by Doing the Gibbs model can be used as a basis for the structure of a critical analysis or reflection.
<p>Economic Development and Global Climate Change.</p>	<p>Learners must include the following:</p> <ul style="list-style-type: none"> • Evidence that human activity is the cause of global climate change. • Reference to a key climate change report from a substantiated source.

	<ul style="list-style-type: none"> • Discussion on climate change overtime and key impacts now, acknowledging global and political, social, and economic development and inequality. • Evidence of an understanding relating to the drivers of climate change and the impact on people and communities. • A planned or proposed programme of youth work to climate change issues and discourse. <p>Learners could use the following:</p> <ul style="list-style-type: none"> • Discussion on climate science and the wider discourse of climate justice, including greenwashing • An overview of the scientific consensus on climate change from substantiated sources and reflect on its reporting in the news of mainstream media (MSM). • A reflection on young people’s involvement in climate change discourse and climate change movements locally or globally. • Discussion on food, farming, and agriculture in relation to climate change and make associations with cost of living and social and economic issues. • Discussion on global or national energy and fuel costs and make associations with young people’s and their family’s experience of wealth or inequality/injustice. • Discussion on climate justice and make associations with young people and their family’s experiences of wealth or inequality/injustice. • Discussion on climate justice and make associations with poverty and inequality locally or globally. • Discussion on greenwashing and make associations with young people’s experiences of; wealth and inequality or jobs and employment or racism and injustice, etc. • Discussion on rising sea levels in the global south and population displacement and make associations with
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	<p>current narratives around immigration and young people’s experiences of racism and discrimination or social and economic injustice.</p> <ul style="list-style-type: none"> • Discussion on wealth and inequality between the global north and global south in relation to climate change and narratives around social and economic injustice and make associations with young people’s experiences of wealth and social inequality nationally or locally. • Discussion on reducing greenhouse gas emissions and promoting sustainability competing with current UK population growth and consumption patterns.
<p>Youth Work Curriculum</p>	<p>Learners must include:</p> <ul style="list-style-type: none"> • Reference to the National Youth Agency (NYA) Curriculum, 2022. • Reference to one or more NYA curriculum themes and their relevance to environmental youth work or issues associated with climate change. Themes could include: <ul style="list-style-type: none"> ○ The environment and sustainable development ○ Leadership ○ Civic engagement and participation ○ Global citizenship
<p>Global Climate Change</p>	<p>Learners must include the following:</p> <ul style="list-style-type: none"> • Discussion on climate change impacting young people differently in the global north and global south. • Linkage between a planned or proposed programme of climate change youth work to meet the needs of young people. • The learning needs of young people and the link between [NYA] curriculum themes and climate change discourse with youth work methods, values, ethics, and/or principles.
<p>Political, Social, and Education Approaches</p>	<p>Learners must include:</p> <ul style="list-style-type: none"> • The link between youth work principles, values and ethics and climate justice.

	<ul style="list-style-type: none"> • A description and evaluation of their own reflection and learning that critically underpin a planned or proposed programme of climate change youth work. • Recognised youth work models of social and political education, principles, ethics, and values in a planned or delivered piece of climate change/environmental youth work. • A critical reflection of the purpose of youth work and the ethics underpinning youth work practice in terms of young people’s learning needs.
<p>Youth Work Approach(s)/Methods</p>	<p>Learners must include:</p> <ul style="list-style-type: none"> • An evidence-based method for recording and/or reporting young people’s learning outcomes. This could include: <ul style="list-style-type: none"> ○ Portfolios ○ Pre and post assessment surveys ○ Observational checklists ○ Reflective journals ○ Focus groups and Interviews ○ Skill assessment tools ○ Case studies ○ Peer and self-assessment ○ Progress reports <p>Learners must also include:</p> <ul style="list-style-type: none"> • Effective youth work methods and approaches, including evidencing, meeting young people’s informal learning needs. • The professional youth work role within the context of their organisation. • Compliance with organisational policy and national policies and frameworks that relate to the regulation and oversight of work with children and young people.
<p>Combating Climate Change</p>	<p>Learners must include the two distinct approaches to combating climate change and understanding the difference between the two. This could include:</p>

	<ul style="list-style-type: none"> • Mitigation • Adaptation
Climate Change Youth Work	<p>Learners must include an understanding and description of the professional standards of youth work.</p> <p>Learners must also include:</p> <ul style="list-style-type: none"> • An evaluation of the distinctiveness of their youth work practice and its underpinning principles linked to issues within climate change discourse. • (Harvard) reference youth work practice standards and/or own organisational policy/protocols on standards of professional behaviour or conduct.
Evidence	<p>Learners must include a method of measuring and evidencing young people’s learning outcomes and it should be evident in their work and practice.</p> <p>Learners must also include assessment or a reflection on young people’s learning needs and link to learning outcomes, within a critical reflection or project plan. This could include a presentation.</p>
Plan or Deliver a Programme	<p>This could include:</p> <ul style="list-style-type: none"> • A detailed project plan or portfolio evidencing delivery of a programme of youth work on the theme of climate change or discuss in a critical reflection(s). <p>The plan/portfolio or critical reflection could include:</p> <ul style="list-style-type: none"> • Assessment method or discussion of young people’s learning needs. • Description of youth work methods / approaches used and rational for choice of approach / methods. • Evidence of the ‘Values’ of Youth Work in practice. • Evidence of learning outcomes or proposed learning outcomes for young people.

Reflect on Own Skills	Learner's must include and evaluation and reflection on their own learning using a recognised model of learning/reflection, as well as describing newfound competencies.
Workforce Competences	<p>Learners must include:</p> <ul style="list-style-type: none"> • A detailed summary of new learning or competencies or expected learning or competencies. <p>Learners must (Harvard) reference a credible document (this could include books, journal articles or other credible sources) supporting youth work professional standards or competencies. This could include, but is not limited to:</p> <ul style="list-style-type: none"> • NYA Practice Standards • Own Organisation professional development framework or policy. <p>Learners must demonstrate an understanding that youth work is a distinct profession and describe a practice method or approach linked to the NYA or organisational policy.</p>
Referencing Youth Work Ethics and Values	Learners must (Harvard) reference a policy or publication (Youth Work) and describe learning or competences drawn from delivering climate change/environmental youth work and associate it with their ongoing professional development.