

<b>Title:</b>	Planning Youth Work Activities
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	Y/652/0229
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to plan simple youth work activities that are appropriate, engaging, and safe for young people.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

### Learning outcomes

*The learner will:*

1. Be able to understand the purpose of planning youth work activities.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand why planning is important in youth work.

The learner must:

- 1.1 State why **planning activities** is important.
- 1.2 Identify **benefits** of planned activities for young people.

2. Be able to know what to consider when planning activities.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise factors that influence planning.

The learner must:

<p>2.1 Identify <b>factors</b> to consider when planning activities.</p> <p>2.2 Outline why these factors are important.</p>
<p>3. Be able to understand how to organise and evaluate activities.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand the basic steps for organising and reviewing activities.</p> <p>The learner must:</p> <p>3.1 Identify <b>steps</b> for organising an activity.</p> <p>3.2 Identify ways to <b>review</b> if the activity was successful.</p>

<p><b>Scope of Training</b></p> <p>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.</p>	
<p><b>Requirements</b></p>	
<p><b>Planning Activities</b></p>	<p><b>Definition:</b></p> <p>Planning activities ensures that sessions are safe, engaging, purposeful, and meet young people’s needs.</p> <p><b>Teaching must include:</b></p> <p>Learners must state at least three reasons, such as:</p> <ul style="list-style-type: none"> <li>• Ensures young people’s needs and abilities are considered</li> <li>• Helps manage safety and reduce risks</li> <li>• Supports learning, skill development, and wellbeing</li> <li>• Ensures resources and time are used effectively</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion of what happens if activities are not planned</li> <li>• Examples from youth clubs or school-based programmes</li> </ul>
<p><b>Benefits</b></p>	<p><b>Definition:</b></p>

	<p>Planned activities provide structure and opportunities that support development, confidence, and positive experiences.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least three benefits, such as:</p> <ul style="list-style-type: none"> <li>• Improved confidence and self-esteem</li> <li>• Learning new skills or knowledge</li> <li>• Social interaction and teamwork</li> <li>• Safe and enjoyable use of free time</li> <li>• Sense of achievement and participation</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies of successful planned activities</li> <li>• Group discussion: comparing planned vs unplanned activities</li> </ul>
<p><b>Factors</b></p>	<p><b>Definition:</b></p> <p>Activities should be planned with consideration for safety, suitability, resources, and young people’s needs.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least three factors, such as:</p> <ul style="list-style-type: none"> <li>• Age, abilities, and interests of young people</li> <li>• Health and safety requirements</li> <li>• Resources and equipment needed</li> <li>• Time and location</li> <li>• Staffing and supervision</li> <li>• Accessibility and inclusion</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group activity: learners plan an activity considering the factors</li> <li>• Discussion of challenges when factors are ignored</li> </ul>
<p><b>Steps</b></p>	<p><b>Definition:</b></p> <p>Organising activities involves preparation, delivery, and ensuring everything runs smoothly.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least five steps, such as:</p> <ul style="list-style-type: none"> <li>• Planning the activity – purpose, timing, and resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Preparing resources and equipment</li> <li>• Briefing staff or volunteers</li> <li>• Setting up the activity space</li> <li>• Welcoming young people and introducing the activity</li> <li>• Supervising and supporting participants</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Checklist activity for learners to organise a simulated session</li> <li>• Role-play introducing an activity</li> </ul>
<b>Review</b>	<p><b>Definition:</b> Reviewing activities ensures learning, engagement, and improvement for future sessions.</p> <p><b>Teaching must include:</b> Learners must identify at least three ways, such as:</p> <ul style="list-style-type: none"> <li>• Gathering feedback from young people</li> <li>• Observing participation and engagement</li> <li>• Discussing with colleagues or volunteers</li> <li>• Reflecting on what worked well and what could be improved</li> <li>• Recording outcomes and achievements</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Post-activity discussion or feedback forms</li> <li>• Group reflection on a previous activity</li> </ul>