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Irish Youth Work Scene

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Engaging Young People in Strategic Planning
Phoenix Youth Centre Profile
Young People & Relationships Activity Supplement

Magazine for Youth Work Practitioners

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A New Departure

Does It Bode Well for Youth Work?

by

Diarmuid Kearney (CEO Youth Work Ireland)

It seems that editorials in this particular journal revolve primarily around the implementation or otherwise of the Youth Work Act 2001 and nothing has changed in this issue. The announcement by Taoiseach Brian Cowen that the Youth Affairs Section of the Department of Education and Science is to relocate to The Office of the Minister for Children (henceforth to be known as the Office of the Minister for Children and Youth Affairs) has taken everyone by surprise. Reactions are confused. Is this a good thing or are the implications for youth work less than positive?

The germination of the OMC (now the OMCYA) can be located firmly with our Government's reporting to the UN Committee on the Rights of the Child on the first five years progress in realising the UN Convention on the Rights of the Child. The pedigree is good then with a firm foundation in children's rights that we can only applaud. Its origins were also supported by inclusion in a raft of other measures to protect and realise children's rights such as the appointment of an Ombudsman for Children, A National Children's Strategy, the establishment of a National Children's Advisory Council, the establishment of Dáil na nÓg and most importantly a cross departmental approach to ensure cohesion and compatibility in the policies and practices of the Department of Health and Children, the Department of Justice and the Department of Education (an early indication perhaps that there is some capability for 'joined-up thinking' in Government).

So has it worked? A mid-term review suggested that joined up thinking was more rhetorical than real with the various Departments still thinking and acting in their respective silos. This was recognised and addressed. The Minister was made the first 'Super Junior' with a non voting place at cabinet. Alongside this, particular programmes of the various Departments were drawn into the direct control of OMC (the Irish Youth Justice Service being the most notable) and things have progressed along this vein until the Taoiseach's most recent announcement.

The big question is, I suppose, '*Does this bode well for youth work?*' and I wish I had the answer. On the plus side we have a rights perspective, a cross departmental approach, increased status of children and young people at Government level, a history of working closely with the OMC, strong and effective leadership within the OMCYA with capable staff and a range of other factors that should strengthen our work. On the minus side we are less likely to be seen as integral to the education continuum, a lack of understanding of the principles and practices of youth work leading to the risk of dumbing down our work and confusion as to whether the OMCYA views the voluntary sector as strong and equal partners capable of shaping policy and delivering quality practice or a convenient and cheap service provider. We also have a question around whether the Youth Affairs Section is co-located or integrated. Staff has been told they will be integrated and this could have major significance, disconnecting us from education and potentially signalling the end of the Youth Work Act 2001. While there are some aspects of the Act that we could happily live without most of what it contains reinforces and strengthens our position.

This reshuffling and the economic downturn require that as a sector we are strategic and co-ordinated in our approach. Over recent years we have begun to find our common voice. Now more than ever we need to work collaboratively to ensure youth work is recognised as a distinct and professional discipline which contributes significantly to Irish society.

Life Coaching with Young People

by
Jack Carter

INTRODUCTION

Life Coaching has come to Ireland in a big way and is gaining momentum in the business community. Eventually it may impact upon the educational infrastructure as well but universally, cultural edifices are slower to respond to innovation than the pragmatic profit orientated organizations. The very fact that the business world is so keen to incorporate the Coaching Model of Management is simply that it is so very effective. For a few decades, the Psychology Model of Management has been tried, to a limited degree of success. Psychology is just too complicated. Coaching is direct, on, or pretty near the surface, not difficult to learn and is result orientated. It has proven to be a great way to work with young people.

A lot of young people are quite fed up with instructions, rights and wrongs and what grown ups call good and bad. Most kids just want to have fun and to work effectively with them varied and interesting fun activities have to be organized. Through these activities a lot of unconscious learning takes place.

LIFE COACHING FOR YOUNG PEOPLE

In group activities communication skills, trust in an adult team leader, team work, negotiation, emotional management and more are learned. What the young people learn also depends upon what the youth worker brings to the activities. I have seen Youth workers carefully plan an activity with a particular lesson in mind. It is very effective. In these situations we may have 90% activity and 10% learning. With Life Coaching you can get 90% learning.

What we nowadays call 'youth' has extended up towards or beyond the age of 25. Most young peo-

ple are ambitious in one way or another. They really want to go somewhere. They want to go back to school, or to finish school, or get work that they can feel proud of. They have dreams of a good life. They have gotten past the youthful folly of thinking they know everything and realize that they could use some help to change and face the challenges of life. These challenges may be ones that no one in their family has successfully dealt with in the past.

This is where I have used the tools and skills of Life Coaching to good effect. In almost all situations the young person really wants to change and I am able to help them find their own answers, their own way forward, and encourage self worth and confidence that they have it in them to meet the challenges of life and be successful in what is important to them.

It's all about what is important to them. This basic principle of Life Coaching is that the coach does not bring an agenda to the client. The coach gets behind the client's agenda. As adults we seem not to be able to get out of the way of young people. We feel compelled to direct them toward our way of thinking and doing things. There are hundreds of different ways to do any task. Take washing up for example. In every house in the country, someone has to wash the dishes. I can guarantee that no one does it exactly the same way.

The Life Coach may be the first person someone has ever met that gives them a clear running field and says, "What do you want to achieve? I'll help you." If I think that the goal is morally or legally questionable, I have a discussion about the consequences for both of us. Very rarely do I have to refuse to take on a client's goal, but occasionally it happens.

WHAT DOES A LIFE COACH DO?

Life Skills Coaching has evolved from education programs developed in New York in the 1960's. It is based on the here and now. How close are you to your goal, right here at this point in time? Exactly what do you want to achieve? What strategies have you used in the past that have worked for you? Can that strategy be used now or do you need to find another? If you don't know how to improve, where can you go to find out what you need?

Life Coaching is not mentoring. We don't have to know everything. It's better for the young person to realise that at any time they have resources available in the way of family, friends, internet, and the library. It is good for young people to learn how to get information from many sources. They need to have the confidence that they can find their way to success. That is, their own choice of what success is to them.

Life Coaches are not counsellors. We do not dwell on past issues. We help people clarify where they are and where they want to go and support the journey. Sometimes the coach finds that a person keeps harking back to the past. One young lady's mom died last year and couldn't talk about how she felt with anyone in her family. If she approached her dad about it, he would start crying so she kept her feelings to herself. She was an excellent student preparing for her Leaving Cert. but was suffering from panic attacks and stomach ulcers. I worked with her around stress reduction and relaxation exercises, but strongly urged her to talk to a good counsellor. We can't be everything for everybody. There is stuff I'm qualified and certified for, so I stick to that.

CONCLUSION

In coaching it does well to believe in the potential of the person you are working with. What amazes me continually is that people survive situations where I think I would lay down and die. To my great astonishment, people who were viewed as idiots and wasters have now far exceeded many of us on every level. It does well to believe in the unlimited capacity of the human

spirit. In quantum physics, the Random Theory postulates that the movement of a butterfly's wings somewhere in the world can be the subtle cause of a cyclone somewhere else. Relieve a young persons' burden. Help them to grow to their potential. Who knows what one smile in Ireland will manifest somewhere in the world?

I think it would be good for youth projects and organisations to have a member of the team get Life Coach training or get someone with Life Coaching qualifications to join the team. The courses are easily available now in Ireland. The skills learned are very useful for 'moving on', 'back to education' or 'back to work' projects. The skills and methodology of Life Coaching seem very common sense when you think about them. But like most brilliant ideas, we just hadn't thought of it before.

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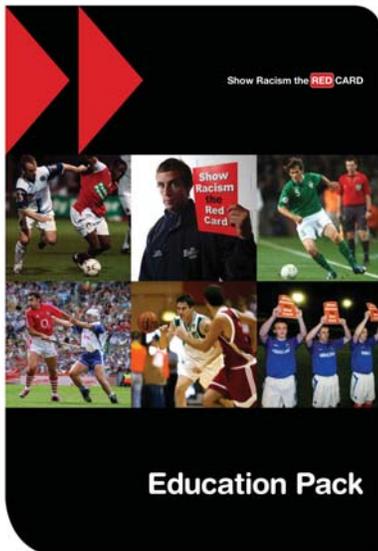
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Using Irish Sports as a Tool in Combating Racism

By Garrett Mullan

INTRODUCTION



Top stars of Irish sport turned out to discuss the issue of racism and how to respond to racism with 350 school students on 4th February. Turning out to launch a major new resource to assist schools in responding to racism and promoting integration

were Ireland's soccer International Kevin Kilbane, Dublin Gaelic football half back Paul Casey and Arnou Dahi (Dart Killester Basketball).

They were part of a panel grilled by young people from primary and secondary schools from Dublin and Louth. They were there to launch the *Show Racism the Red Card Education Pack*.



Kids at the launch

CONTENT

The education pack produced by Show Racism the Red Card was part funded by the FAI as part of their Intercultural programme. It was produced with the CSPE curriculum in mind but the content should be adaptable to a youth work setting. The education pack includes a 17 minute DVD which can be viewed in the following six sections:

1. What is racism?
2. Action against Racism (school)
3. Action against Racism (sport)
4. Racism and its consequences
5. Do's and Don'ts in responding to racism
6. Living in and Integrated Ireland



Nathan and Kevin Kilbane

In the first section, viewers are introduced to the idea of racism and definitions given by players including Sean Og O hAilpin, Kevin Kilbane and Drogheda United's Eamon Zayed

who give their views based on their experience alongside that of young people who feature throughout the DVD.

The second section highlights an example of good practice in how young people and their teachers in a Balbriggan school worked together to address the issue of racism. Section three covers the experience of professional footballers who faced racist abuse when they played both abroad and in Ireland, while also emphasising how the clubs responded with appropriate measures.

The DVD is highly engaging and conveys a powerful anti-racism message. The pack is applicable in particular to the Human Dignity and Rights and Responsibilities modules for CSPE. It is structured to provide for active learning and project based work, with suggested activities at the end.



St. Olivers, Drogheda and Kevin Kilbane

TRAINING SUPPORT

Training is available and currently being delivered to teachers and FAI personnel who wish to use the resource. However, the package can be adapted to a youth work setting, focussing more on using the activities in the pack so they will have some idea of issues that can come up, such as the following:

What's in a name?

What does being Irish mean to you?

Race and Racism - using Rewind DVD (from a youth service in the UK)

Exploring prejudice- pictures exercise

Power

Discrimination

Integration in Youth work- what is it and how to achieve it?

Each participant will receive a pack at the end.

For more information on how to access the training and get the resource pack please contact:

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Engaging Young People in Strategic Planning

by

Matthew Seebach

INTRODUCTION

If you like young people and you want them to like you, why would you ask them to become involved in strategic planning? While strategic planning is a vital feature of organisational development; it is also a process that has equal potential to be either inspiring or deadly boring. With this in mind, the idea of asking young people to become involved in strategic planning process can, at first, seem cruel.

However, youth services are now more aware that the knowledge that young people have of their communities and their own lives makes them key informants in developing strategic plans. In addition to that, the increased stature of children's rights in Ireland has led many youth organisations to believe that involving young people is simply the right thing to do. There are other reasons besides these and every organisation has its own values and beliefs which shape their involvement of young people. Whatever these are, youth services are not asking why, so much as how to involve young people in strategic plans.

This is certainly the case in Youth Work Ireland, where we are currently surveying our members in relation to how young people actively participate in their local youth services. So far, every local youth service has either indicated that they have involved young people in their current strategic plan, or they are thinking about how to involve young people in their next strategic plan. Given the number of Youth Work Ireland local youth services interested to involve young people in strategic planning there must be many other youth services that are also giving thought to this issue. With this in mind, it seems useful to attempt to provide some pointers and practical examples which will help youth services in planning the involvement of young people in planning.

WHAT IS THIS ARTICLE?

This article is not a comprehensive guide to involving young people in strategic planning. Given the space

available here, I hope to best assist those responsible for designing strategic planning processes by providing a broad sketch of the various ways that they might involve young people. More helpfully, I have collected a list of resources, easily downloadable from the internet, that link to the various practice examples. You can access this annotated list of resources by visiting <http://www.youthworkireland.ie/participation.asp>

Besides, offering an introduction to resources available on-line, this article also draws upon academic literature, the policy context in the Republic of Ireland and a number of practice examples from various Youth Work Ireland member services in order to more broadly explore some of the practical, ethical, and policy concerns related to involving young people in strategic planning. Of the practice examples, it should be said that the space here does not allow for full-scale case studies, and so I simply allude to practical suggestions gathered in interviews and questionnaires with Youth Work Ireland local youth services.

With that said, this article will briefly explore the following.

1. The context in relation to issues of strategic planning and youth participation.
2. Barriers to involving young people in strategic planning.
3. Examples of ways to involve young people in strategic planning.

CONTEXT

There are two distinct trends, which shape the context in relation to youth participation and strategic planning in youth work organisations. These are:

Public management reforms, this wave of reorganisations in the administration of public finances have swept a number of western countries, and have been embraced by the Irish youth sector.

This reform agenda has brought a heightened emphasis on accountability and responsiveness to users and can be directly linked to Irish youth sector initiatives such as the Department of Education and Science Quality Standards Framework (QSF).

The QSF reflects a concern for accountability by requiring that all youth services should have a strategic plan. The QSF also has a standard for youth participation an indicator of which is that young people are engaged in consultation and decision making, such as strategic planning.

The other trend is the impact of the ratification of the United Nations Convention on the Rights of the Child by Ireland in 1992. Since ratification, a strong focus on the rights of children and young people has developed in Irish youth work. This focus can be seen in the central placement of the rights of the child in the National Children's Strategy and in the references to the UNCRC in the National Youth Work Development Plan (DES, 2003). Both of these state policies specifically mention Article 12 of the UNCRC which is "*An express recognition of the right of the child's voice to be heard in all matters affecting the child in accordance with age and maturity*" (UNCRC Article 12).

BARRIERS TO INVOLVING YOUNG PEOPLE IN STRATEGIC PLANNING

So, the situation is that youth services now must have strategic plans. Youth services are also expected to engage in consultation and decision-making with young people. Many of us subscribe to a rights-based view of young people that suggests that it is our duty to hear their voice. We also know that we are likely to get better information on which to base our strategic plans if we involve young people.

What, then, stops us from involving young people in strategic planning? According to a number of academic studies the key barrier to young people's active participation in youth organisations is the culture or attitudes that exist within those organisations. There may be managers of youth services who simply don't value the voice and opinions of young people, but I haven't met any so far.

Rather, almost all managers and youth workers that I have spoken with have expressed a real interest in involving young people in strategic planning. That

enthusiasm is sometimes accompanied by a desire and a need for more information prior to involving young people. In particular, there is desire for ideas and information about how to ensure that youth participation in strategic planning is meaningful, relevant and not tokenistic, particularly when it involves issues of governance.

EXAMPLES OF YOUNG PEOPLE'S INVOLVEMENT IN STRATEGIC PLANNING PROCESSES

How then can we involve young people in strategic planning? Firstly, there does not seem to be one set way of doing strategic planning; rather it is a process that is informed by a variety of perspectives, models and approaches. However, when we step back from this process we can identify a number of discrete elements within strategic planning which include the following:

1. Informing the organisation of the strategic planning process and its results.
2. Consultation and research within the organisation to inform strategic planning.
3. Decision making and planning in group settings.
4. Managing the strategic planning process.
5. Implementing the strategic plan through governance structures.

There are examples, best practice, and guidelines available in relation to involving young people in all of these elements. It should be said that these resources do not specifically refer to situations where young people are involved in strategic planning, they do however, give excellent information on working with young people in these areas. Below, I very briefly summarise the literature and practice examples in relation to young people's involvement in each of these elements.

Also, there are a number of ethical and best practice issues in relation to youth participation in general. Which young people to involve? How much to involve young people? These are just several of the questions that should be considered by youth services prior to engaging young people in the strategic planning. Again, the resources below will assist in considering these questions.

INVOLVING YOUNG PEOPLE BY INFORMING THEM OF THE STRATEGIC PLANNING PROCESS AND ITS RESULTS

Information giving is the basis for all participation. Young people will not be able to participate in consultation, planning, decision-making and governance within the organisation if they do not have a basic understanding of what the organisation does, how and why. At the same time, strategic plans and other policy documents do not tend to lend themselves to easy reading. There are examples of how organisations have attempted to make what they do and why clear to the young people they engage. These include:

- Illustrated Poster of policies developed with young people that lets them know of all the policies in the youth service.
- Youth services that state their vision and mission on all documents and also have these statements in prominent places within the youth service.
- The National Children's Strategy Children's version, which provides an easily understood version of in a few pages.

INVOLVING YOUNG PEOPLE IN CONSULTATION AND RESEARCH WITHIN THE ORGANISATION TO INFORM STRATEGIC PLANNING

If a strategic plan is to anticipate issues and concerns which are developing it is necessary to conduct some sort of analysis with stakeholders who have a knowledge of the environment in which the organisation operates. For a youth organisation, an obvious stakeholder is young people. There are a number of ways in which stakeholders can be involved in analysing the environment. But seemingly the most often used in youth services is stakeholder consultations. These consultations can take different shapes and forms and there are many examples of young people being involved in consultations within strategic planning processes.

Some examples from services include:

- A recent consultation process held by a youth service involved a mix of questionnaires, focus groups and young people as representatives in fora. In collect information useful to planning and

day to day operations, interests of young people and opening times.

- Services who have established youth fora, which, amongst other roles, provide a venue for consulting with young people who have an interest in the management of the youth service on strategic planning.

Consultations can often be adult led. At the same time there are many examples of peer led consultations and research that has informed strategic planning. There are many resources which explain how to enable young to lead research and consultation processes themselves. When young people become involved to this level, they often become deeply committed to any resulting change process. In other words, if young people lead consultations and generate the research upon which the strategic plan is based, they will be committed to and interested in the strategic plan.

INVOLVING YOUNG PEOPLE IN DECISION MAKING AND PLANNING

Strategic planning involves making a number of decisions and plans. Amongst other things, strategic plans must decide upon an updated mission, vision, and values, and also strategic issues, goals, strategies.

There are examples of services that have involved young people in this process, these examples include:

- Presenting groups of young people with drafts of the strategic plan at key stages so that they can comment and revise the plan.
- Presenting young people with various strategic goals, or other elements of a draft strategic plan so that young people can prioritise options.

Involving young people in decision-making can present difficulties for youth services. Particularly as it can lead to a situation where young people have influence over decisions, but not responsibility for the consequences, or carrying out the decision. It is important to consider how to ensure that decisions young people are involved in are fully meaningful to young people's experience of the youth service. A number of ideas that can help to do this are presented in guidelines and manuals for meaningfully involving young people in decision making.

INVOLVING YOUNG PEOPLE IN MANAGING THE STRATEGIC PLANNING PROCESS AND THE IMPLEMENTATION OF THE STRATEGIC PLAN

There are at least two management aspects to strategic planning. The strategic plan is usually implemented by the board or management committees of the youth service. It is not unusual to involve young people in fora that have responsibility for management and governance and there are a number of examples of youth services with:

- Young people on management committees.
- A board that has a youth sub-committee.
- A board with one or two young people.
- A board that is substantially made up of young people.

Also, in the strategic planning process, there is often a sub-committee responsible for planning and monitoring the process of strategic planning. While I don't know of any Irish examples of young people being involved in the strategic planning sub-committee, that doesn't mean that there are not any in my own organisation or elsewhere. Certainly, given the demonstrated capability of young people to participate in boards and for youth services to effectively support young people in boards, there is no reason for young people not to be involved in the committee responsible for planning the strategic plan.

It might also be worth considering having young people present at this level as the literature suggests that it is helpful to have a diverse group of people amongst those responsible for strategic planning management. However, it is important, that anyone planning the strategic plan process also be responsible for implementing that process. This would then mean that one would really only want young people involved in the board on a strategic planning sub-committee.

Besides a number of examples of young people involved in boards, there are a significant number of guidelines, manuals, and briefing papers which provide assistance to organisations seeking to involve young people on boards. Again, these are available below.

CONCLUSIONS

This, very brief overview will hopefully have been of some assistance to those beginning to consider how to involve young people in strategic planning. This discussion is only a start and throws up a number of questions that bear further exploration. Such concerns as how to meaningfully involve young people in governance and how to involve those young people who are seldom heard bear further exploration and I'd like to deal with these in future articles.

Certainly, there will be those reading this article who will have valuable experience and insight in relation to the youth participation issues raised here. If you are one of those, and would like to share your suggestions or experience, please get in touch using the contacts below. Likewise if you would like to contact me with any concerns or questions I would be happy to hear from you.

RESOURCES

On Public Management Reform:

For a full discussion of public management reforms and youth work see *A European Framework for Youth Policy*: http://www.youth-partnership.net/export/sites/default/youth-partnership/documents/EKCYP/Youth_Policy/COE_european_framework_4YP_EN.pdf

On Strategic Planning:

A good free resource on strategic planning can be found in the Management Library which provides easy-to-access resources regarding the management of organisations. <http://www.managementhelp.org>

On involving young people in strategic planning:

For a full listing of available web-based documents related to involving young people in consultation and research, decision making and governance go to: <http://www.youthworkireland.com/participation.asp-Consulting>

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Activities Supplement: Young People & Positive Relationships

by Gina Halpin

Relationships are rewarding, but they take work. The best relationships come from talking, listening and being aware of your personal beliefs. For young people learning this lesson and learning to get on with others - be it a parent, teacher, friend or boy/girl friend takes communication and work. This activity supplement is designed to give youth workers activity tools and games that they can use with young people to help them explore and understand the relationships in their lives.



ACTIVITY 1 ICE BREAKER

Aim: To get the young people relaxed and comfortable in each others company.

Materials: Potatoes or tennis balls, music

- Divide the young people into groups of four or more.
- Give each group a potato.
- The activity works by passing the potato clockwise around the group until the music stops.
- Once the music stops the person left holding the potato stands up and is asked to do an action, i.e cluck like a chicken!
- Once they have done this task they can sit back down and the music starts again and they continue passing the potato.
- The catch is that the person who has been given the action must stand up and perform this action every time the music stops.
- The result is that you have a group all doing different actions while passing a potato around.

Source: www.gamesforgroups.com/teamupgames.htm

ACTIVITY 2 TIMELINES

Aim: To encourage young people to think about important milestones in the life of a family unit.



Materials: Sheets of flip chart paper, Sellotape, Bluetac & markers.

- Sellotape the sheets of flip chart paper together to make a large chart (this will be the timeline chart). Stick this to a long stretch of wall, making sure all the members of the group can reach it.
- With the marker write the words **BIRTH** at the start of the timeline and **ADULT HOOD** at the end.
- Invite the young people one at a time to write an important landmark in the appropriate place on the timeline - this could include any event or change they have experienced i.e. the birth of a sibling, moving house, parents separating, a first kiss or physical changes such as puberty or starting to shave.
- Once the timeline is completed encourage the young people to stand back and look at what has been produced.

Group Discussion

1. Are the events definitive stages of development?
2. Are there specific markers towards adulthood in some cultures - these could be religious rites of passage i.e. Barmitzvah?
3. Are there gender specific milestones?
4. How do relationships within families change as children grow into maturity?
5. What age or milestone do young people think adulthood begins?

Source: *Lets Talk Relationship*

ACTIVITY 3 FAMILY FEUDS

Aim: To encourage young people to reflect on what leads to family conflict and breakdown.



N.B. the youth worker will need to be sensitive to the fact that some of the young people in the group may have experienced some of the situations discussed in this exploration.

Materials: Post-It Notes & pens.

- In small groups (5-8 people) explain that this activity aims to explore some of the issues that lead to arguments and break up of families.
- Hand out two Post-It notes and a pen to each person.
- Ask the young people to write a different situation or issue that they think causes tension at home.
- Explain that they do not have to give personal experiences, some suggestions could be not tidying the bedroom, coming home late, alcohol abuse etc.
- Get them to stick their examples on the wall.
- Ask them to take a few minutes to review what is written on the wall.
- Now get the groups to rank in order what issues they think damage family relationships.
- Encourage discussion around each point raised.



Group Discussion

1. How easy was it to rank the Post-Its?
2. Were there themes or similarities that arose?
3. Were there any gender issues?
4. Were there some issues raised that the young person had not experienced?

Source: Lets Talk Relationships

ACTIVITY 4 REACTION - ATTRACTION!

Aim: To explore what young people feel about expressing attraction for one another. This activity will also give the youth worker an idea of the value systems held by the young people.

Materials: A4 pages - one for each of the words listed below- have the words printed as large as possible.

Kissing	Stroking	Tickling
Comforting	Biting	Cuddling
Winking	Licking	Singing
Gazing	Eating	Blowing Kisses
Talking	Waving	Smiling



- Stick the A4 pages to the wall.
- Begin a group discussion asking the young people what they think about these words in terms of how people show they are attracted to one another?
- Which words do they consider to indicate a strong attraction, a mild attraction or no attraction?
- Ask the young people what other descriptive words they would choose to add to these?

Source: Knowing Me Knowing You

ACTIVITY 5 AN IDEAL BOY/GIRL FRIEND

Aim: To get young people to discuss what they think the opposite gender sees as the ideal attributes for a boyfriend or girlfriend.

Materials: Flipchart paper, pens and markers.

- First divide the young people into same sex groups.
- Ask each group to agree a top ten list of what they think young men would



find attractive in young women and visa versa.

- Once they have a top ten, bring the two groups back together again to go through their lists.
- Encourage the groups to challenge or question the other's list.



Group Discussion

1. Are the attributes mainly physical?
2. How do the groups feel about this?
3. Is there a balance of looks and personalities?
4. Are there similarities between what each group thinks the other group values?
5. How true are these?

Source: *Let's Talk Relationships*

ACTIVITY 6 FRIENDS LIKE US

Aim: To understand the value and qualities of real friendship and to discuss ways to maintain friendships.

Materials: White card or postcards, magazine cuttings, markers & crayons.

- Give each person a card & get them to design a card they would send to a friend.
- The card should describe in words or pictures what friendship is.
- Give them 15 minutes to complete their cards, then stick the cards to a wall to create a gallery of cards.
- Divide the group in two - ask one group to list all the things that can threaten or damage friendship. Ask the other group to list all the things that can promote or foster good relationships.
- Bring the two groups back together for a group discussion to brainstorm a "friendship charter".



Group Discussion

1. What is special about friendships?
2. Using a friendship between two tv/film characters discuss why it is good/strong friendship.
3. What difficulties have they had with friends and how did they get over this?
4. Are there differences between boys' friendships and girls' friendships? If so, what are they?
5. Do they think it is easy to maintain a friendship with someone of the opposite sex?

Source: *Spiced Up*

ACTIVITY 7 IF I COULD CHOOSE....

Aim: To begin to focus the group of young people on things that are important to them in a friend and encourage discussion on positive relationships.



- Gather the group together and ask them to form a circle - this enables people to see and hear each other.
- Explain to the group that the aim of this activity is to start to think about which soap opera character they would choose to be their friend if they could. Ask them to think about why the character would make a good friend.
- Once everyone has chosen ask the young people to turn to the person next to them and explain their choice.



Group Discussion

1. Highlight some similar suggestions?
2. Are some of the choices based on how the character looks or acts?
3. Would this be a good basis for a friendship?

Source *Let's Talk Relationships*

ACTIVITY 8

SUGGESTED RELATIONSHIP CHARTER

Begin by discussing with the young people what they consider a relationship is - Boyfriend or girlfriend? Family? Uncles, Aunts and screaming cousins? Carers or Guardians? Work relationships? It can be any of those and a whole lot more. Drawing up a relationship charter with a youth group can help young people focus on the effects of the relationships they have in their lives.

In a good relationship a person should feel:



Relationships

Positive & comfortable about themselves.

Confident & loved, wanted, needed and useful.

Having a happy positive relationship is good for a person's mental health, this goes for all relationships i.e. with parents, family, friends & boy/girlfriends.

In a bad relationship a person could be left feeling:

Confused! Loving & hating the person at the same time.

Angry with themselves.

Trapped.

Depressed and worthless.

Sad



Relationships

These kind of feelings can bring a person down and affect their mental health, that is why it is so important to choose friends wisely. Negative feelings can impact on and affect future relationships. If a person is in a relationship that is abusive, be that emotionally, physically or sexually, it is time to sort it out - or get out.

There is no point staying in a relationship just for the sake of it. Communicate how you really feel, if your needs are not being met it is time to move on.

Tips for better communication

1. Try to listen to the other person's point of view even if you don't agree.
2. Be respectful (even if the other person is not).
3. Don't resort to cursing, shouting or put-downs.
4. Try to let the other person finish before you have your say.
5. Make your point as clearly as you can.
6. Choose a good time to discuss touchy subjects.
7. Be as open and honest as you can.
8. Be reasonable. Ask for what you want but accept that sometimes it is not possible or practical.
9. Communicate clearly - this means telling each other in an open and honest way what you think - the good and the not so good.

REFERENCES:

Body, Mind & Society, by Melanie Revolta, 2002

Knowing Me Knowing You, by Pete Sanders & Liz Swinden, 1990

Let's Talk Relationships, by Vanessa Rogers, 2001

Spiced Up, by Anna Gunning, 2006

Sugar & Spice, by Patricia Prendiville & Susann von

USEFUL WEBISTE:

www.spunout.ie

www.nehb.ie/youthhealthne/

www.cluedup.ie

www.skool.ie

www.youngscot.org

www.direct.gov.uk/en/youngpeople

www.cnxnotts.co.uk

www.connexions-direct.com

The Phoenix Youth Café

by

**Fran Bissett, Youth Work Ireland & Liam Moroney,
Chief Executive, Youth Work Ireland Roscommon/NE Galway**

INTRODUCTION

On 28 April Minister of State at the Department of Education & Science, Sean Haughey T.D. officially opened the Phoenix Youth Centre in Ballaghadreen, a state of the art facility for young people developed by Youth Work Ireland Roscommon/N.E.Galway (see photos from launch below). Additional speakers on the night included Councillor John Kelly, Mayor of County Roscommon, Mr Diarmuid Kearney, CEO of Youth Work Ireland's National Office, Mr Michael Kelly, Youth Officer, County Roscommon V.E.C. and Mr Liam Moroney, Chief Executive, Youth Work Ireland (Roscommon / N.E. Galway).



The building had been idle for over twenty years and had fallen into a state of disrepair. Work had been ongoing for the past two years involving re-design, repair and refurbishment to transform the building into a high quality facility for young people in Ballaghadreen and the surrounding areas. This work is almost completed, with only the refurbishment of the sports hall to be done. It is hoped to have this remaining work carried out before the end of the year. The building is owned by the Diocese of Achonry and has been leased to Youth Work Ireland Roscommon/N.E.Galway on a twenty-five year renewable lease.



CENTRE FACILITIES

The Centre is a three story complex and incorporates the following facilities:

- Split-level Youth Café
- Youth Information Facilities
- I.T. Facilities
- Exhibition Areas
- Squash Court
- Recording Studio
- Full Sports Hall
- Office Space
- **Dedicated Project Rooms:** Educational and recreational projects including health education, personal development, arts & crafts etc.
- **Games Room:** Pool, table tennis, foosball, wide screen TV, playstations, DVDs, table games and a small staging area.
- **Counselling Room:** provides counselling and therapy for young people and their families where required
- **Snooker Room:** members only snooker club for 16 year olds and over
- **Full Kitchen/toilet facilities** on all levels



THE BENEFITS OF PARTNERSHIP

The building is a shining example of what can be achieved and the type of facility that can be developed by working in partnership with local agencies and accessing funding outside traditional youth service funding streams. In the case of the Phoenix Youth Centre, the building being donated by the Diocese of Achonry with part funding being sourced through Clar and Arigna Leader which Youth Work Ireland Roscommon/N.E.Galway matched .

This approach is being replicated across the country by local youth services to develop high quality facilities for young people. Recent examples of this include the openings of the Castleblayney Youth Café by Youth Work Ireland Monaghan in May (with support from Pobal), The Vault by Carlow Regional Youth Service last December and Faronshoneen Youth & Community Centre by Waterford Regional Youth Service last November (both with support from the Young People's Facilities and Services Fund).

All of these centres have been developed by local youth services who have the direct working relationship with young people informing them in the design and development of a facility that is best equipped to meet the needs of young people. This should be borne in mind as and when the development and roll out of the Youth Café model begins to take place around the country, as named within the National

Recreation Strategy, and with a major report on Youth Cafe provision in Ireland commissioned by the Office of the Minister for Children due shortly.

Youth Work Ireland (Roscommon / N.E. Galway) - formerly known as County Roscommon Youth Service - is a professional Youth Service agency working with and for young people throughout County Roscommon and North East County Galway. The work of the Youth Service is extensive and is continually evolving and expanding, responding to the ever-changing needs of young people. The development of the Phoenix Youth Centre is just one of the dedicated facilities developed by Youth Work Ireland in the county for young people, with more to come.

For further information on the Phoenix Youth Centre or the work of Youth Work Ireland Roscommon/N.E. Galway please contact:

Phoenix Youth Centre

Cathedral Street
Ballaghadreen
Co. Roscommon
Tel: 094 9861505

Mr Liam Moroney
Chief Executive

Youth Work Ireland Roscommon

/N.E. Galway
Castle Street
Roscommon

Tel: 09066 25395
Fax: 09066 27398

Email: yicrosc@eircom.net

Website: www.roscommonyouth.ie

IYWC New Resources

ANTI-RACISM

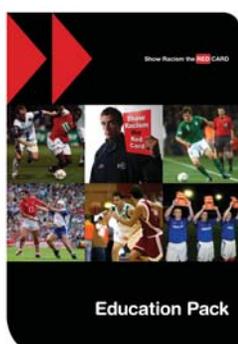
Improving Government Service Delivery to Ethnic Groups Northern Ireland, Republic of Ireland & Scotland

by
Philip Watt & Fiona McGaughey (2006)



Public service providers are increasingly aware of the need to ensure that there is due regard to ethnic diversity in the planning, implementation and review of the services for which they are responsible. This trans-national research reveals openness on the part of service providers in Northern Ireland, Ireland and Scotland. The report reveals a wide range of innovative initiatives undertaken in each of the three jurisdictions which have the potential to inform initiatives elsewhere. A number of service areas were selected for the research as sample areas of how public authorities provide services to minority ethnic groups and to act as a kind of barometer. The service areas include - Health, Education, Policing, Employment and Housing.

Show Racism the Red Card Education Pack by Show Racism the Red Card (2008)

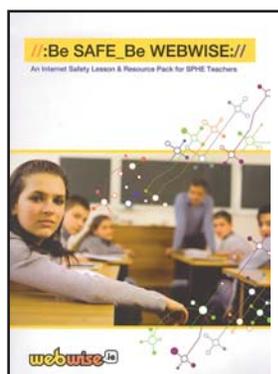


Education pack and DVD containing activities and information for tackling racism in society through the medium of sport. The aim of this pack is (i) to familiarise young people with the causes and consequences of racism and to equip them with a range of skills that will enable them to challenge racism (ii) to en-

able young people to develop good relationships and respect difference between people regardless of ethnicity (iii) to help young people to play an active role as citizens in a diverse Ireland (iv) to provide teachers with a quality easy-to-use teaching resource. This resource is targeted towards school but can be used in other learning environments and in general anti-racism training.

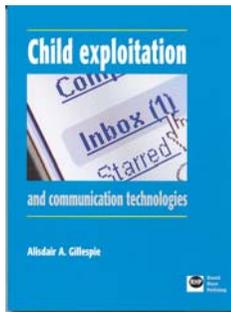
CHILD PROTECTION

Be Safe Be Webwise An Internet Safety Lesson & Resource Pack for SPHE Teachers by Webwise (2007)



In an age where the internet plays an increasing important role in the education, development and socialisation of our children, the National Centre of Technology in Education (NCTE) in cooperation with the Social, Personal and Health Education (SPHE) Support Service have designed this resource to empower young people to be safe, effective and autonomous users of the internet for life. The teachers' booklet is designed as a resource for SPHE teachers to assist them with classes and discussions on Internet safety. The resource has been designed to give students the opportunity to explore their attitudes and their safety when using the Internet. Personal safety issues in regard to Internet use have emerged as an area of concern for young people.

Child Exploitation and Communication Technologies by Alisdair A. Gillespie (2008)

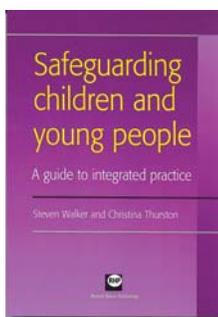


New communication technologies can help abusers gain access to young people, plan and undertake their abuse in new ways, and allow groups of abusers to communicate with each other. At the same time apparent cover of anonymity can cause children to unwittingly to put themselves at risk. This book gives a conceptual understanding of these new technologies and provides insights into a range of sexual abusive behaviour. It also shows how perpetrators can be identified and prosecuted. It is aimed at those who's work involves safeguarding children and young people and provides therapeutic responses to both perpetrators and those impacted by their abuse. It also explores offending behaviour of adult - such as exploiting teenagers' vulnerability; the behaviour of children and young people - such as distributing personal sexual images of themselves and issues of identity - how and why people create different on-line identities

Safeguarding Children & Young People A Guide to Integrated Practice

by

Steven Walker & Christina Thurston (2006)



Book which aims to provide a resource for practitioners in a variety of community contexts, in voluntary or statutory agencies who may encounter situations where concerns are expressed about the welfare and safety of a child or young person. It is designed as a practical manual which provides evidence-based knowledge and guidance to enable practitioners to engage with children and young people in a supportive context. It aims to help with the needs and agenda of children and young people whose safety is causing concern. The 36 photocopiable activities, case studies and practice examples are designed to stimulate the reflective capacity of practitioners and can be used for self-study, teambuilding, skills development and multi-disciplinary agency training.

FUNDING

Irish Fundraising Handbook (6th Edition)

by

Create 2008



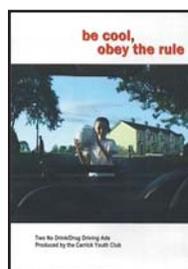
6th Edition of the popular fundraising handbook and providing an indispensable guide to the range of funding and supports available for the arts and for the broader voluntary non-profit sectors. It is divided into two main parts; (i) Fundraising Practice - which provides an overview of the context of fundraising in Ireland. It describes the main sources and types of support and provides advice on developing a fundraising strategy and making applications. (ii) A Directory of Sources of Support - this is subdivided into three sections 1. A National Directory, 2. An International Directory, 3. A Local Directory. This edition is intended only as a starting point to guide the fundraisers efforts.

HEALTH PROMOTION

Be Cool, Obey the Rule - Two No Drink /Driving Ads

by

Carrick Youth Club (2007)



DVD made by Carrick Youth Club which shows two adverts with the aim of sending a message to young adult drivers about the risks of drink or drunk driving. Participants aged 14-16 researched, designed and produced the two adverts aimed at their peers.

Directory of Health Promotion & Health Related Training for those working with Young People in Out-of-School Settings

by

The Health Promotion Department Health
Service Executive Dublin North East (2007)

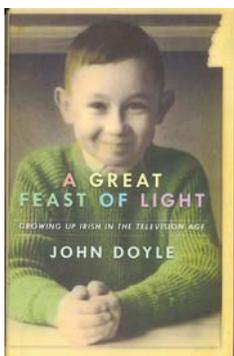
The goal of the Health Promotion Service is to work with key stakeholders and partners both



within the Health Services and in other relevant sectors to improve the health and quality of life of all population groups within the region. One of the priority target groups of the Health Promotion Service is young people, particularly those who are most marginalised and disenfranchised. Additionally, supporting and training workers who work with young people in out-of-school settings is central to the work of the Health Promotion Department. The directory is not in any way a judgement or a comment on the quality of the training programmes listed by training providers; it merely sets out to provide practical information on the courses available and the contact details of training providers. The Health Promotion Department hopes that this directory will be of use to all those working in out-of-school settings and provide them with a useful reference point in identifying health-related training that may contribute to knowledge and skills development.

SOCIOLOGY

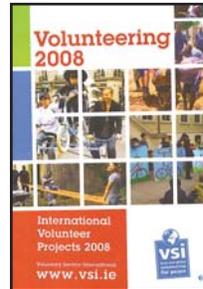
A Great Feast of Light Growing up Irish in the Television age by John Doyle (2005)



Memoir about growing up in Ireland in the 1960s and 1970s. The book is also a perceptive sociological sketch of how television exposed insular Irish culture to the glamour of the outside world. Through the eyes of the author the book traces in an idiosyncratic, but convincing way, the effect that television had on liberating Ireland from the grip of the Catholic Church and age-old traditions and superstitions. New ideas and modern ways of living had no route into Ireland until television came, and when it came its' effects marched through the living rooms of Ireland and through television the political landscape was forever altered. The book is a portrayal of the 'global village' and its consequences on a small town in Northern Ireland.

VOLUNTEERING

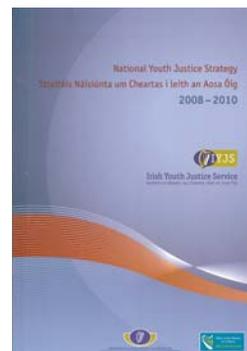
International Volunteer Projects Book 2008 by Voluntary Service International (2008)



Book containing details of over 500 short-term volunteer opportunities in more than 70 countries worldwide, including over 25 projects in Ireland. There are a wide variety of projects to choose from including peace projects, anti-racism, work with people with disabilities, ecology and the environment, solidarity projects, work with minority groups, arts and culture, gender and local history.

YOUTH JUSTICE

National Youth Justice Strategy 2008-2010 by Irish Youth Justice Service (2008)

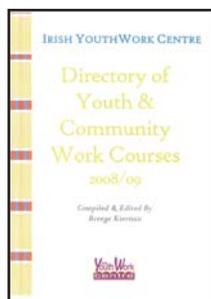


This strategy covers the years 2008-2010 and deals with children who have already had some contact with the criminal justice system. The aim of the Strategy is to provide a coordinated approach among agencies working in the youth justice system over the next three years. It sets out a number of goals and how these will be achieved, having regard to the role of the IYJS, the various agencies and civil society in delivering these objectives. As such, its overall success depends on the continued contribution and delivery of commitments by the IYJS and these agencies. This strategy is based on the approach taken in the Children Act 2001, it is mindful of a child centred approach to service delivery and outcomes, with the best interests of the child being paramount.

YOUTH WORK ISSUES

Directory of Youth and Community Work Courses 2008/2009 (2008)

by
Fran Bissett / Breege Kiernan



This Directory, the 12th edition, is compiled on an annual basis in response to the on-going and ever increasing demand from individuals for information on youth and community work courses received by the Irish YouthWork Centre. The Directory contains a comprehensive listing of youth and community work course run in Ireland, Northern Ireland and Brunel University, UK, at a Certificate, Diploma, Degree and Masters level. The details cover entry requirements, course aims, curriculum outline, fieldwork requirements, methods of examination and fee breakdown. This year's Directory is available on-line only at www.iywc.com/publications.

European Commission Youth in Action Programme Guide

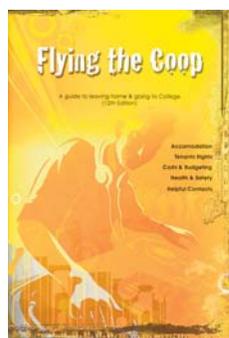
by
Youth in Action Programme Guide (2008)



Youth in Action is the programme the European Union set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people regardless of their education, social and cultural backgrounds. This guidebook is a tool for anybody who would like to participate in the Youth in Action Programme, be they participants – *the young people and youth workers*; or promoters – *those who represent the participants*. The guidebook is divided into three parts – Introduction to the Programme; Information on the different Actions and Sub-Actions Information on applications procedures.

Flying the Coup

by
Youth Work Ireland Roscommon/
North East, Galway (2008)



12th edition of this publication which looks at the anxieties and difficulties young people experience when making the transition to third level education. On the one hand there is the excitement of a new adventure and new found independence. On the other there is anxiety and worry that one might not be able for the new environment and responsibilities. As with most transitions things can be made easier with preparation and access to vital information. This publication outlines some of the essential things a young person needs to know when leaving home for college or work. It draws on a wide range of expertise from specialists in many different fields and makes a point of seeking comments from students themselves.

All of these titles are available ON LOAN - not for sale to IYWC members. For further information and to request any of these resources please contact:

Gina Halpin / Breege Kiernan
Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1

Tel: 01-8729933

Fax: 01-8724183

Email: ghalpin@youthworkireland.ie
/ bkiernan@youthworkireland.ie

Website: www.iywc.com

Notice Board

RESPONDING TO CHALLENGING BEHAVIOUR IN YOUNG PEOPLE

Date: Wednesday 17th September or Thursday 18th September 2008 (due to popularity this one-day course is being run twice on two successive days)

Venue: Youth Work Ireland Offices, Dublin 1

Course Details:

This workshop aims to explore challenging behaviour in young people both in terms of prevention at an organisational level and strategies for responding to challenging behaviour when it occurs.

The morning session of the workshop will focus on organisational issues such as :

- Developing a strengths-based ethos which validates and celebrates each person
- Acknowledging and incentivising good behaviour
- Building relationships and trust in the group
- Having very clear expectations around behaviour
- Developing an engaging, varied, and well planned programme
- Addressing the specific needs of boys
- Consistency and fairness around consequences of unacceptable behaviour
- Developing a cohesive staff team

The afternoon session will focus on dealing with instances of challenging behaviour, highlight the importance of supervision and staff support and will explore topics such as:

- The battle zone vs. the learning zone
- De-escalating the situation
- Listening and acknowledging feelings
- The audience factor
- Stating desired behaviour
- Following through with consequences
- Preserving dignity and Follow up

For further information and a booking form please contact:

Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1

Tel: 01-8729933

Fax: 01-8724183

Email: fbissett@youthworkireland.ie

Website: www.iywc.com

ASIST

(Applied Suicide Intervention Skills Training)

Date: Tuesday 16th & Wednesday 17th September 2008

Venue: tba

Course Details:

ASIST is designed to help all caregivers become more ready, willing and able to help people at risk. Just as "CPR" skills make physical first aid possible, training in suicide intervention develops the skills used in suicide first aid. ASIST is a two-day intensive, interactive and practice-dominated course designed to help caregivers recognize risk and learn how to intervene to prevent the immediate risk of suicide.

The workshop is for all caregivers (any person in a position of trust). This includes professionals, paraprofessionals and lay people. It is suitable for mental health professionals, nurses, physicians, teachers, counsellors, youth workers, police and correctional staff, school support staff, clergy, and community volunteers.

ASIST has five learning sections:

1. **Preparing** - sets the tone, norms, and expectations of the learning experience.
2. **Connecting** - sensitizes participants to their own attitudes towards suicide. Creates an understanding of the impact which attitudes have on the intervention process.
3. **Understanding** - overviews the intervention

needs of a person at risk. It focuses on providing participants with the knowledge and skills to recognize risk and develop safeplans to reduce the risk of suicide.

4. **Assisting** - presents a model for effective suicide intervention. Participants develop their skills through observation and supervised simulation experiences in large and small groups.

5. **Networking** - generates information about resources in the local community. Promotes a commitment by participants to transform local resources into helping networks.

For further information on these courses please contact:

National Youth Health Programme
3 Montague Street
Dublin 2
Tel: 01-4784122
Email: elaine@nyci.ie

ECO-Education - An Introductory Course on Environmental Education

Date: Thursday 14th August 2008

Venue: Dublin City

Course Detail:

One-day training course explores how to introduce environmental education in educational activities with young people. This is an exciting way to empower young people and encourage them to take ownership of their environment.

What is Education for Sustainable Development?

Date: Thursday 11th September 2008

Venue: Dublin City

Course Detail:

Education for sustainable development (ESD) is a new vision of education that seeks to empower people to assume responsibility for creating a sustainable future. It deals with the connections between environmental, social and economic issues, both at a local and global scale. By the end of this course participants will be able to understand the core prin-

ciples of sustainable development. They will learn practical activities that will help them to integrate ESD into their work with young people.

An Introduction to Drugs Prevention through Environmental Education

Date: Thursday 10th July 2008

Venue: Dublin City

Course Detail:

One-day course that will explore an alternative approach to drug prevention education by introducing environmental education as a resource for positive personal development and building of self-esteem. By the end of this course participants will be able to develop an alternative environmental drug prevention education programme for young people.

For further information on these courses please contact:

Sorcha O'Brien
Education and Training Officer
ECO-UNESCO
26, Clare Street, Dublin 2
Tel: 01-662 5491
Email training@ecounesco.ie
Website: www.ecounesco.ie

Collaboration, Innovation & Change

Maximising the Effectiveness and Impact of Partnership Working

Date: Monday 7th & Tuesday 8th July 2008

Venue: Cork City

Course Detail:

Two-day course exploring the successes and pitfalls of working in collaboration with others. This course provides an evidence based, modern conceptual framework against which to examine the experience of working collaboratively. The learning outcomes from this course will enable participants to:

- Develop an understanding of the processes and skills involved in leading, facilitating and managing partnership.
- Explore a range of operational project planning strategies for effective partnership working.

- Examine how partnership working and collaboration can support innovation and change.
- Identify a way forward for realising more effective results from partnership and collaborations.

For further information please contact:

Helen Newman

Email: newmanh@eircom.net

Tel : 087-2432728

Siobhan McGrory

Email: smcgrory1@eircom.net

Tel: 087-2354912

Community Addiction Studies Course

Date: September 2008

Venue: Urrus, Dublin

Course Details:

This course is for community members who would like to be more effective when it comes to drug/alcohol issues. It is a 100 hour course which takes place over a 20 week period and leads to a award made by FETAC. The course will enable people to:

- Learn about drugs and their effect.
- Develop an understanding of addiction
- Examine their own attitudes
- Become more effective in their personal responses
- Develop the skills and knowledge to become more effective in responding to drug misuse in their own communities

For further information on this courses please contact:

Urrus

Ireland's Community Addition Studies

Training Centre

Horizons Centre

Balcurris Road

Ballymun

Dublin 11

Tel: 01-8467980

Email: urrus@iol.ie

Art to Heart:

Working with Children Through Art

Date: Monday 21st - Friday 25th July 2008 or Monday 18th - Friday 22nd August 2008

Venue: Co Clare

Course Details:

Art to Heart is offering a unique opportunity to participate in a programme of collective art making, personal exploration and debate. This training programme is for adults who are parents, youth leaders, social or health workers, teachers, child care workers or artists who want to learn more about how to nurture, foster and develop their own creative potential.

No artistic experience is necessary to attend the programme.

Each of the five days will explore a different theme aimed at developing specific skills. For example the theme of 'Flowers and Plants' is used to develop observation skills and visual memory. Working mainly through drawing, painting and clay to find out how we deal with challenges and problem solving. It is not about being able to draw or paint. It is about having a go at things and being flexible.

Links are made with other art forms: music, literature, poetry, drama and movement. During the workshops each person will have the opportunity to use their favourite art form to personally expand on what has been done together. The training will also incorporate short lectures and demonstrations aimed at illustrating how specific themes can be used in a particular context and will allow for debate and exchange about individual working experiences

For further information and details of fees and accommodation please contact:

Jole phone

Rockforest

Tubber

The Burren

Co. Clare

Tel: 01-8315755 – 085 1532220

Email jole@arttoheart.ie

Round Up



Teenspace is a new national website which will provide information on events, activities and recreation services aimed at children and young people from the ages of 10 to 18.

If you provide any services for young people you are invited to register as a content provider and you will be able to upload information on events and facilities in a range of activities covering sport and outdoors, social/cultural and arts: www.teenspace.ie

What kind of information will I find here?

It will include the widest possible range of activities, such as sports, arts, music, youth cafés, discos, social clubs, outdoor pursuits and environmental activities.

Who runs teenspace?

Teenspace is a project of the Office of the Minister for Children, and forms part of the National Recreation Policy for Young People. Since it originated in a proposal from Dáil na nÓg - Ireland's Youth Parliament, representatives from Dáil na nÓg have an ongoing role in teenspace. Day to day management of the site is carried out by the National Youth Council of Ireland.

Will there be any content provided by young people?

Teenspace will include articles by children and young people, describing their favourite pursuits, along with reviews of events and services.

How can my organisation contribute?

Service providers are invited to register as content providers on teenspace. After you register as a content provider you will be provided with a user name and password to login to teenspace.ie and submit content on the services and events you offer. All content is reviewed for final publication by the teenspace editor.

For more details contact:

Daniel Dunne

Teenspace Editor

National Youth Council of Ireland

3 Montague Street

Dublin 2

Email: editor@teenspace.ie

Phone: 01-478 4122

The Community Foundation for Ireland's Small Grants Scheme



The Community Foundation makes grants to not-for-profit and voluntary groups working in communities throughout the Republic of Ireland. The Community Foundation will favour projects leading to the social inclusion of people and communities who are excluded by reason of geography, race, age, disability, family circumstances, poverty, gender or race. 2008 deadlines for applications are 25th August and 31st October. General criteria as follows:

Carers

Support for carers including actions such as the development of social networks, local respite initiatives.

Older People

a) For outreach schemes which assist older people to join social groups and networks in their community.

b) For projects promoting social contact for older isolated men.

c) For groups who are working with older people through visitation/ phone services and with older people who are in hospitals/ nursing homes for long periods.

Families at Risk - Pilot Grants Scheme

Aimed at very vulnerable children, this scheme is for projects which provide supports allowing children at particular risk to participate in social and educational activities within their community.

Sexual Minorities

Supports for sexual minorities, especially outreach projects to LGBT ethnic minorities and those in rural areas.

Ethnic Minorities

Assisting the building of networks and structures for ethnic minorities, with a particular emphasis on Integration.

Mental Health and Integration

Community integration and supports for people who have had recent mental health difficulties.

It is essential that applicants consult the full criteria, available on the Community Foundation's website prior to submitting a grant application:

www.communityfoundation.ie/grants/

Contact: Helen Beatty, Grants Officer

Email: hbeatty@foundation.ie

Ph. 01-874 7354