

## Appendix 9: Curriculum Development Model

<b>CURRICULUM DEVELOPMENT MODEL</b>	
<b>Levels of activity</b>	
<ul style="list-style-type: none"> <li>▪ leadership or peer education role taken</li> <li>▪ intensive group work, initiated by young people</li> <li>▪ residential planned and run by young people</li> </ul>	<p><b>Stage 7: lead</b></p> <ul style="list-style-type: none"> <li>▪ Young people take full responsibility and control their action</li> <li>▪ Independence achieved</li> </ul>
<ul style="list-style-type: none"> <li>▪ take responsibility for planning &amp; running activities &amp; programme</li> <li>▪ group work, led by young people</li> <li>▪ explore issues in depth</li> </ul>	<p><b>Stage 6: organise</b> Young people begin to demand a share in the process and take responsibility</p>
<ul style="list-style-type: none"> <li>▪ take active part in planning &amp; running activities &amp; programme</li> <li>▪ young people set agenda re: issues and responses</li> </ul>	<p><b>Stage 5: involved</b></p> <ul style="list-style-type: none"> <li>▪ Young people begin to assist in taking action and responsibility.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Take part in activities developed from interests and needs</li> <li>▪ introduce participation</li> </ul>	<p><b>Stage 4: take part</b></p> <ul style="list-style-type: none"> <li>▪ Programme developed to meet expressed and identified needs</li> </ul>
<ul style="list-style-type: none"> <li>▪ regular discussion based on trust</li> <li>▪ some activities &amp; referrals</li> </ul>	<p><b>Stage 3: socialise</b> Young people begin to express opinions, test ideas and seek responses.</p>
<ul style="list-style-type: none"> <li>▪ meet regularly</li> <li>▪ learn names</li> </ul>	<p><b>Stage 2: meet again</b> Youth workers and young people make contact, engage with each other Trust and sharing begins</p>
<ul style="list-style-type: none"> <li>▪ initial contact</li> </ul>	<p><b>Stage 1: contact</b> Young people have access to information and opportunity. Relationship level is low Young people dependent</p>
<p>A progressive model of youth worker involvement with young people (after Gloucestershire Youth and Community Service)</p>	
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The Youth Service Core Curriculum is-

**PARTICIPATIVE, EDUCATIVE, EQUALITY OF OPPORTUNITY/EMPOWERING,  
VOLUNTARY INVOLVEMENT**

The Youth Service curriculum has core learning areas-

**SELF AWARENESS, POSITIVE SELF IMAGE, RELATIONSHIP BUILDING, INTERPERSONAL SKILLS,  
DECISION MAKING, CREATIVITY, PROBLEM SOLVING**

We work with young people at different stages in their lives, using different methods, for different reasons and in a range of different settings. The continuum sets out the different stages of development.

As a young person engages, opportunities to learn are created creating personal, social and spiritual development opportunities for the young people that we work with. *The above should be promoted at every opportunity and level in our work.*

Secondary learning areas are created through this process of youth work delivery-

**SUBSTANCE MISUSE, GENDER EDUCATION, POLITICAL EDUCATION, PROVIDING LEISURE /  
RECREATIONAL NEEDS.**

The inclusion of the Curriculum Development Model in the recording of our work helps workers to analyse the work done, and provides a useful tool to evidence that youth work works. Please note that not all the young people involved in youth work will make the progression from 1 to 7. Some may attend to socialise, some to be very involved, for some young people it may be in other projects that they progress on, for example a young person who attends D of E may be at level 6 but attends the youth centre to socialise with friends. What we do, is to provide curriculum opportunities in programmes of proactive youth work, that allows young people to develop.