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LGBT+ Digital Youth Work Suite of Resources

Produced by The Proud Trust



the PROUD TRUST
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Charity number 1161102



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Foreword from Sally Carr MBE

I am delighted to share with you The Proud Trust's LGBT+ Digital Youth Work Suite of Resources for work with LGBT+ children and young people. Produced by our youth work co-ordinators, each section gives voice to the variety of staff who have been part of creating this pack.

The Proud Trust is a lifesaving and life-enhancing organisation for LGBT+ children and young people. Our digital work ensures we are able to reach an array of young people in different ways, providing support and learning opportunities to enable them to **communicate, connect, create, critically think**, and **change** themselves and the world around them, for a more equal society.



Top tips

1. Before you start on your digital youth work journey, assess your digital skill set.
2. Check with your insurers that you are permitted to offer digital youth work.
3. Keep safeguarding and the policies of the organisation central to what you offer.

The suite is divided across five sections:

Section 1: Connect

Here you will find information on some of the digital platforms currently being used to support young people, with a focus on: cost, accessibility, functionality, safeguarding, ease of use, options for group work, options for one-to-one work and security. There is also a suggested SWOT analysis for you to complete when considering other potential ways to connect with LGBT+ children and young people during the our current public health crisis.

Section 2: Communicate

This section looks at a range of 'how-to' guides to assist you in accessing and begin using various digital platforms.



Section 3: Create

This section offers a suggested guide for running a digital youth group and a sample risk assessment from The Proud Trust of areas to consider when offering digital youth work. We also offer a range of youth work activities, focussed on various themes.

Section 4: Critically think

This section is intended to help ensure that you are continuing to deliver quality, intentional youth work. There are a range of questions for youth workers to consider and pose in their group work.

Section 5: Change

Here there is a focus on strengths-based conversations with young people, helping them to develop their own resources, increase mutual support and foster resilient networks to enable change. A selection of case studies helps you to consider what you can do to enable young LGBT+ people to feel better supported.

We hope you will enjoy using the resource and we welcome any feedback and suggestions for future development.

28 March 2020

Sally Carr MBE

Operational Director

The Proud Trust

sally.carr@theproudtrust.org





Section One: Connect

Before starting on your digital youth work journey, it is worth spending some time considering the various platforms that are currently in use and which better suit your work.

This section does **not** contain advice – we are not experts in the technical and security features of these platforms and the information may change (in particular, the pricing). We recommend you do your own research and get expert advice if needed. We have included this information as a rough guide.

Key factors to consider are: cost, **accessibility**, **functionality**, **safeguarding** (in particular, level of encryption), **ease** of use, options for **group work**, options for **one-to-one** work and **security**.



Top tip: Try to keep it free of cost, simple to use, multi-modal, and consider the level of encryption offered.

Some questions you may wish to ask yourself:

- What are your young people already using?
- Some of these platforms require that the attendees download an app on their phone / tablet / laptop / PC – are they able to do that?
- If young people are not able to get on to the internet, can they phone into the session (i.e. call a number so they can hear everything, but will not see the video or text chat)?
- Do you need a higher level of encryption for one-to-one work than group work?
- How many will be on a session at one time? Is it important to have 'break-out' rooms so you can do smaller-group work?
- Do you want to be able to 'share screen' e.g. share an online quiz to do together, share some slides, share a video etc?
- What access needs do you need to consider?
- What is your back-up plan for a group or one-to-one work if you lose connectivity?
- Text-chat in groups can be rapid. Do you need to have a member of staff who can look at the text chat whilst another runs the main session?

Platform	Cost	Accessibility	Functionality	Safeguarding (Is it encrypted)	Ease of use	Group work	One-to-one work	Security
Zoom	Free if sessions are one-to-one or limited to 40 mins £15.99pm per host thereafter (cheaper if bought as an annual subscription)	Many young people will know how to use already No login needed Access to a phone, computer or other device needed Wi-Fi or data needed for free version Will need to be able to download an app	Video, audio and text-chat function If using free version for more than two people, the session will automatically stop at the end of 40 mins Dial-in to UK/Ireland number possible with paid-for version	End-to-end encryption. Research suggests many counsellors and therapists use Zoom for this reason	Slightly more features to get to know than Google Hangouts, but still quite easy	Can see everyone in chat at one time on tiled screen Group work can be facilitated in the text chat and by using 'present screen' and by video chat Share-screen and whiteboard function where one or all participants can draw together Paid-for version allows for break-out rooms	One-to-one work can take place using video and audio or on text chat	Those who have not been invited or sent a unique link to the Zoom cannot join Make ground rule with group about link sharing Host can set a password for a meeting Host can deny access to attendees and eject folk from the Zoom room
Google Hangout* *Note Google may be changing this functionality at some stage	Free to use	Many young people will know how to use already No login needed Access to a phone, computer or other device needed Captions can be turned on App and browser version	Video, audio and text-chat function Limited to 25 people on video Dial-in number given	Messages are encrypted "in transit". This means that they are only encrypted between your device and Google's servers. Our research indicates that counsellors and therapists do use Google Hangouts	Easy	Group work can be facilitated in the text chat and by using 'present screen' function along with other apps on Google suite e.g. Google Docs, Google Slides Can see max 4 screens at one time on tile view/ on phones	One-to-one work can take place using video and audio or on text chat	Those who have not been invited or sent a unique link to the Hangout cannot join Make ground rule with group about link sharing Access to Hangout can be denied if staff member does not recognise name or email of someone

Platform	Cost	Accessibility	Functionality	Safeguarding (Is it encrypted)	Ease of use	Group work	One-to-one work	Security
WhatsApp	Free	<p>Wi-Fi or data needed</p> <p>Many young people will know how to use already</p> <p>Login needed</p> <p>Access to a phone needed</p> <p>Will need to be able to download an app</p>	<p>Video, audio and text-chat function</p>	<p>End-to-end encryption</p> <p>Everyone's number in the chat is viewable by everyone in the chat</p>	<p>Easy to use, much like using a phone for text and calls</p>	<p>Useful for group texting as can make WhatsApp groups</p>	<p>One-to-one work can take place using video and audio or on text chat</p>	<p>End-to-end encryption</p> <p>Numbers can be deleted and blocked from a group by the admin</p>
Instagram	Free	<p>Wi-Fi or data needed</p> <p>Many young people will know how to use already</p> <p>Login needed</p> <p>Access to a phone, computer, or other device needed</p> <p>Browser version limited to viewing, following, liking, commenting</p> <p>Posts, stories (including live video), and messages limited to app version</p> <p>Image based platform, likely to be unsuitable for blind service users</p>	<p>Images and video can be uploaded and others can then like and comment on the post</p> <p>Text, images, and video can be uploaded to a 'Story' but will only be visible for 24 hours.</p> <p>Polls, questions, countdowns and other functions available. Other users can 'react' with emojis.</p> <p>Stories can be saved for longer than 24 hours by pinning it to the profile using 'highlights'</p> <p>Instagram Live is a live video function of Stories. Followers are notified when an account goes 'Live', and can react with emojis and enter text chat</p>	<p>Instagram does not currently offer end-to-end encryption</p>	<p>As easy to use as any other social media platform</p>	<p>Group work can be done over text or video chat through group messages</p> <p>Users can be messaged directly or added to group messages</p> <p>Messages facilitate video chat</p>	<p>One-to-one work can be done over text or video chat through direct message</p>	<p>When an account is private, only users that the account approves can see the account's posts and stories</p>



SWOT

To help you further in deciding which **platforms / means** to use for keeping in contact with LGBT+ young people, you may wish to carry out a simple Strength, Weakness, Opportunity and Threats (SWOT) analysis. Here are some thoughts to get you started:

Platform	Strength	Weakness	Opportunity	Threat
Text messaging				
Face Time				
WhatsApp text and video				
Phone call				
Google Hangout				
TikTok				
Twitter				
Slack				
Instagram (posts, stories, messages – individual and group)				



Platform	Strength	Weakness	Opportunity	Threat
Facebook (posts, messages individual and group messages, Facebook groups)				
Online game platform				
Discord				
Contact via other adults e.g. teachers, social workers				
Letters/postcards				
Live streaming and videos				
Downloadable activity pack by email - colouring sheets, mindfulness activities				
Other means of voice contact e.g. 'brick' mobile phone with credit, CB radio, etc.				



Top tip: Choose the options with more strengths and opportunities as your starting point.



Section Two: Communicate

The following 'how-to' guides aim to help you access and begin to use various digital platforms, and enable you to decide which is best suited to your group work/one-to-one work.

Zoom: How to use guide

Zoom is a digital communication (a group video 'conference') tool, that allows a group of people to come together to have a conversation in a virtual space. Zoom can be used to run youth groups and one-to-one sessions with young people.

This section sets out some instructions. There is a useful video here - <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>.

1. Getting started with Zoom

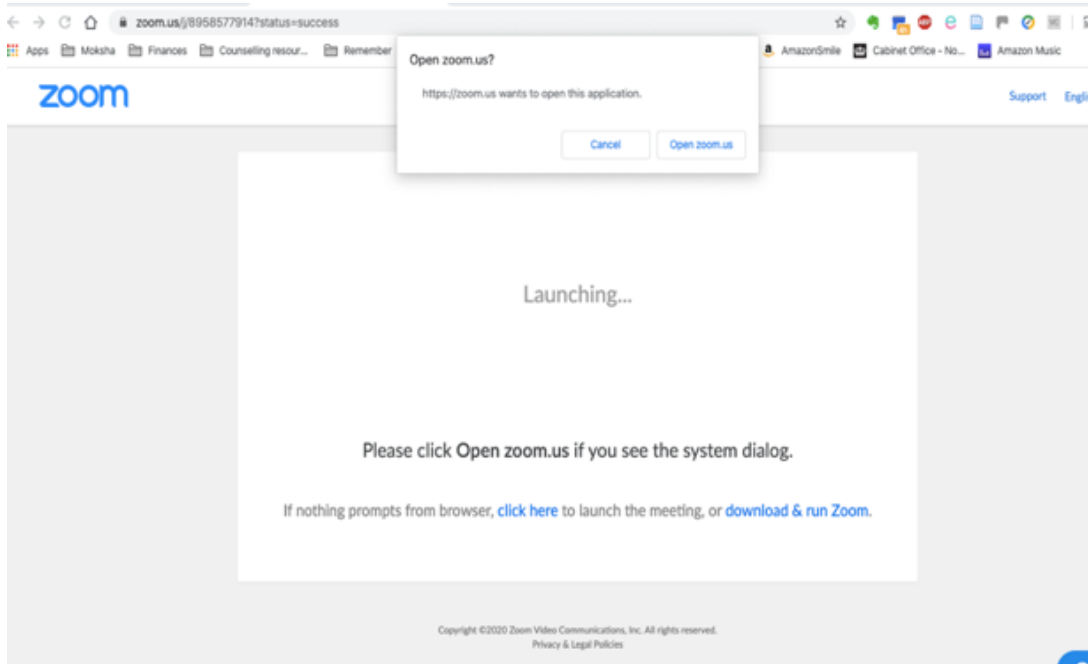
You need to download an application first:

If you are on a PC / laptop	If you are on a smart phone / tablet
<p>You can download it here: https://zoom.us/download (Zoom for client meetings)</p>	<p>Search for Zoom in the Apple App store or the Google Play store (Zoom cloud meetings)</p>

The host will send other participants a link. It will look something like this: "https://zoom.us/j/8968577910".

This will load a webpage and a pop-up window will appear.

If you **have** already downloaded the app on that device, click on "open zoom.us" or (if you are on a smart phone or tablet) open in the Zoom app.



If you **have not** downloaded Zoom before on that device:

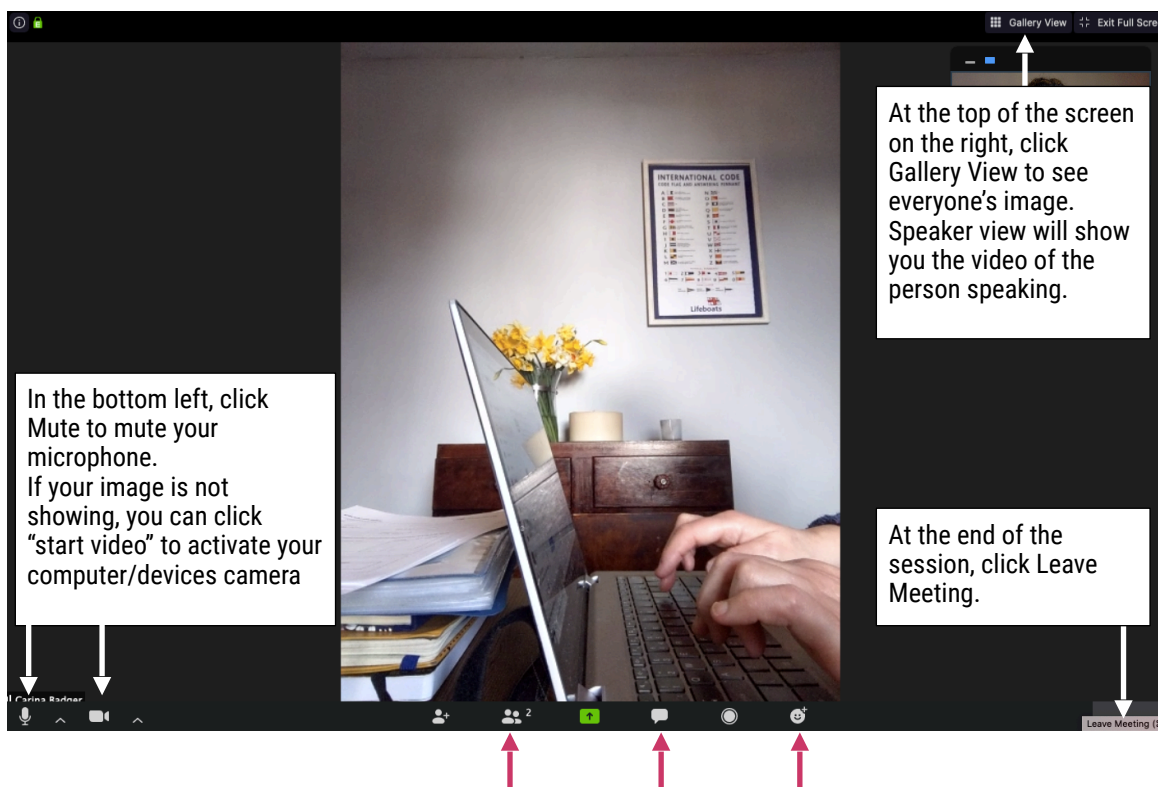
If you are on a PC / laptop	If you are on a smart phone / tablet
Click on the hyperlinked text “download & run Zoom” and wait for the application to download. Depending on your computer, you may need to click to agree to install the application on your computer.	You will need to download the Zoom app from Apple App store or the Google Play store. When you click on the meeting link, choose to open in the Zoom app (if it does not do this automatically).



Top tip: You will be asked to give a name for the session. We suggest you use a recognisable name so that the host knows who you are!

2. You're in!

When you've joined the Zoom, you enter what is known as a 'session'.



- Find out who else is in the meeting by clicking **Participants**. A panel will come up on the right hand side of your screen.
- Click the **Chat** bubble to ask questions via text, share links to websites etc. You can chat to everyone in the meeting, just the host, or a specific person. A panel will come up on the right hand side of your screen.
- Click on **Reactions** to either do an applause or thumbs up to what the speaker is saying

If you are on a phone you may need to tap your screen to reveal them.



This is what your Zoom screen should look like if you are using a phone:



3. Some tips and rules to make this run smoothly

- **Put your microphone on mute:** Please keep your microphone on mute if you are not speaking. This means you will have to 'unmute' yourself to speak.
- **Use the chat box:** To prevent everyone all trying to talk at the same time, we suggest you use the chat box to let someone know you would like to speak.
- **Video:** Don't feel you have to use video. If you do use video, you may wish to check what's behind you!



Google Hangout: How to use guide

(Adapted with permission from Pauline Smit Reiki)

Google Hangout is a digital communication (a group video 'conference') tool developed by Google that allows a group of people to come together to have a conversation together virtually.

1. Getting started with Google Hangouts

Click on or copy and paste the invite link that has been sent to you into your search bar and you will be able to go straight to your Hangout session.

Once you click through to a meeting, you are placed in a virtual waiting room; click the "Join" button to enter the session.

Some computers and devices will ask for permission to use your microphone and camera for the "Hangout", you should click accept.

On a PC or laptop:

- If you have Google Chrome already installed on your computer, the link will take you straight into a 'virtual waiting room'. Wait here until the time your session is due to begin.
- If you haven't got Google Chrome installed on your computer, you can join the hang out by following the link but you might be asked to install Google Chrome. This takes minutes and is a simple process.

On a mobile device:

- If you're on a mobile device, you can use the "Meet" with the Android and iOS using an app.
- Go into your app store and look up "Hangouts Meet by Google" download and install these from your phones app stores.
- You can also click 'join by phone' and enter the meeting PIN to join a session just on audio.



Youth group meet

Friday 20 Mar · 16:30 – 18:00



Join video call

meet.google.com/fww-dwat-fem

Join by phone

(GB) +44 20 3937 4121 PIN: 140183507



More phone numbers



10 minutes before



1 guest

1 yes



Hebe Phillips

hebe.phillips@theprouddtrust.org

Organiser

2. You're in!

When you've joined the "Hangout", there are three main controls at the bottom of the screen. If you are on a phone you will need to tap your screen to reveal them.

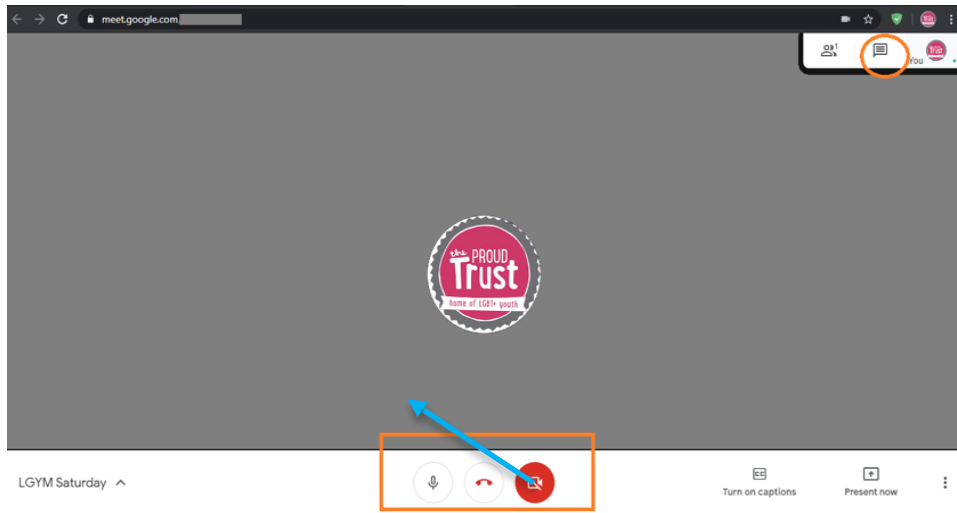
The controls which work as follows:

- The red phone symbol button in the middle allows you to finish the call
- You can mute/ unmute the microphone with the button on the left
- Turn off/on your camera using the button on the right.

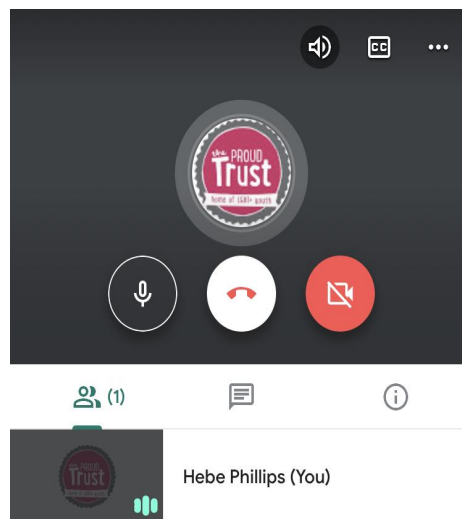
It is also possible to send a message to the group: click on the speech bubble icon top-right, click and type in your message and press enter. Everyone in the call will see the message pop up.



This is what your Google Hangout screen should look like if you are using a PC or laptop.



This is what your Google Hangout screen should look like if you are using a phone.





3. Some tips and rules to make this run smoothly

- To cancel out any background noise, have your microphone on mute when you're not speaking, you can turn it back on when you do want to speak.
- To prevent everyone all trying to talk at the same time, please use the chat box to let someone know you would like to speak and they will address you to turn your microphone on and share your input.
- You might have some issues on some devices if you don't have a Gmail/Google mail account. To solve these issues, you might want to set up a Gmail account just to be able to access your digital youth group or one-to-one.

Facebook: How to use guide

Facebook is a digital communication and social media tool. It allows people to set up a profile for themselves where they can share content with other people who they are friends with. In addition to having a profile, Facebook provides space for people to message each other either one-to-one or in a group, and it allows you to create an online group space where a select group of people can share content with each other.

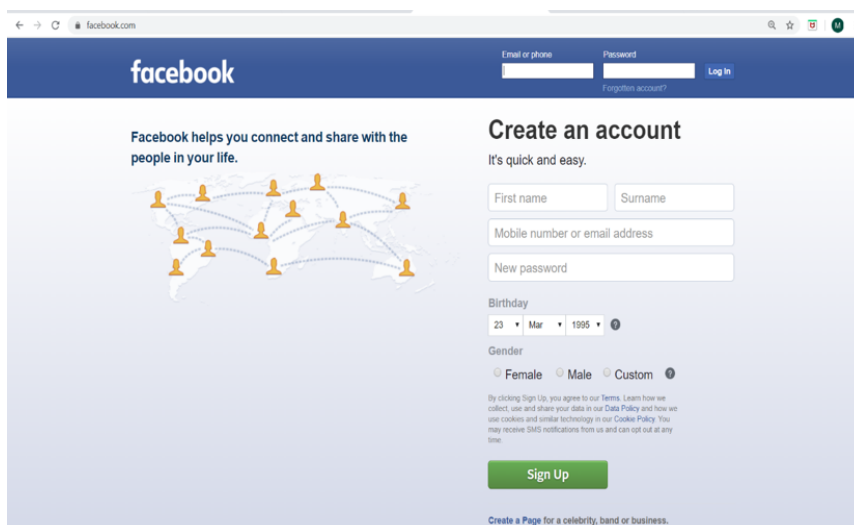
The Proud Trust currently uses work Facebook profiles to communicate with young people (i.e. not personal Facebook profiles). We communicate through private Facebook groups for our youth groups, where we share information about what that week's session will be and links to the online platform where the session will be happening (if it is an online rather than face to face group). Young people also use it to contact youth workers by sending a private message. Some youth workers might also share content on their profiles which they feel is relevant to their young people.

1. Getting Started on Facebook

Visit the website www.facebook.com. In the create an account section fill out your name, surname, contact details, password, date of birth and gender.

For your name you might want to pick a name that makes it clear that this is a work profile, not a personal profile. Lots of staff at The Proud Trust use their first name and the surname "Worker" to highlight that it is their worker profile.

There are more gender options if you click 'custom'.





2. Create a profile

- You can add a profile picture. If you have a work picture this might be best, otherwise an appropriate photo of your face can be added.
- You can add a cover picture. This is a second larger picture that is often more decorative. You might add a picture of a flyer for your youth group or other relevant information.
- You can add a bio. This is where you say a few sentences about yourself. As this is a work profile it might be best to write the name of where you work, specify that this is your work profile, and some information about how and when people can contact you.
- You can add friends. Depending on your privacy settings (see below), it is likely that if you want to communicate with someone on Facebook that you will need to add their profile as a “friend” of your profile. To do this you can search for someone in the search bar, click on their profile, then click the “add friend” button. That person then needs to accept your friend request before you have access to each other’s profiles. It is worth adding your colleagues work profiles as a friend, however it is best not to search for young people to add. Instead, wait for them to add you and if you recognise them you can accept their request.

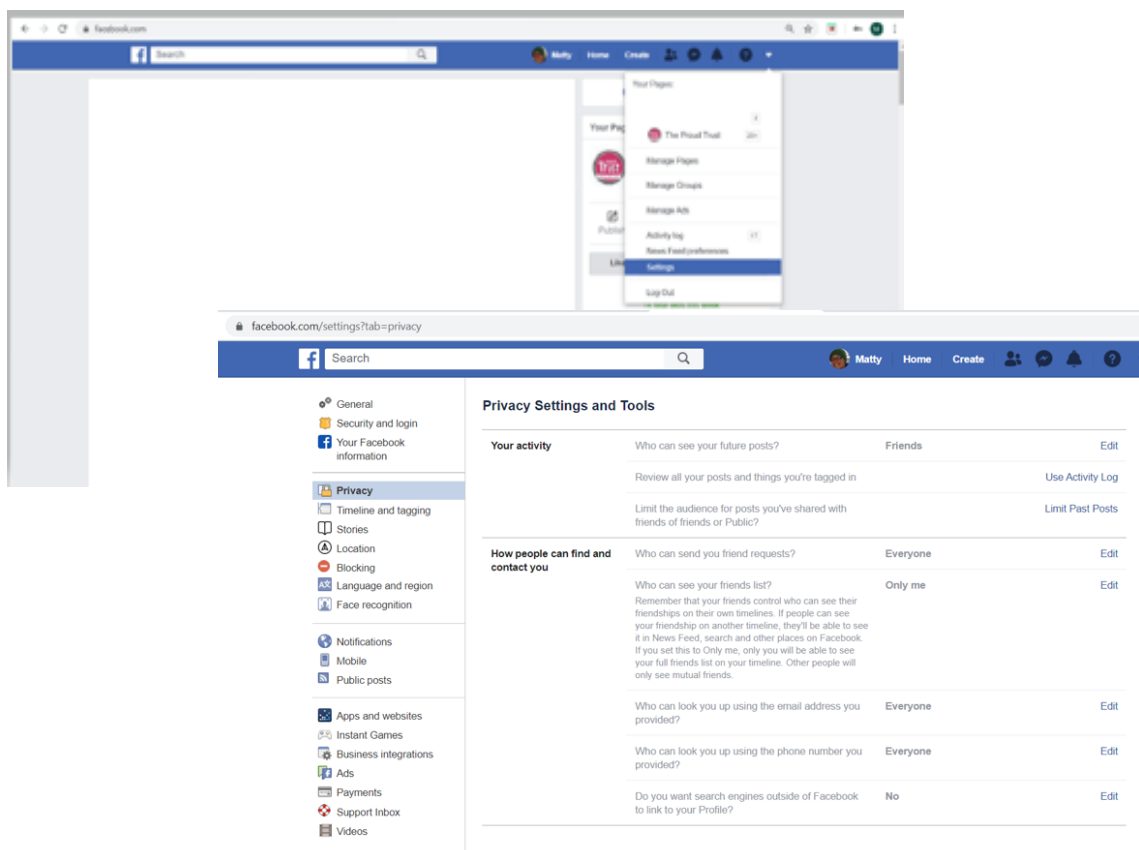
3. Privacy settings

As well as your profile you will have what is called a “home” page. On this page there is a “newsfeed” which shows you content that people who you are “friends” with have shared. There are also various links to different parts of Facebook.

If you look in the top right hand corner you will see a small blue arrow. Click that arrow for a drop down list of options and select “settings”.

Once you are in settings you will see a list of contents on the left. Click “Privacy”.

You can use this page to control your privacy. It is advisable for the question “Who can see your friends list” to click “only me”. This is so that the identities of the young people you have on Facebook are confidential and protected.



4. Creating a group

- Start on the “home” page. Look at the list of contents on the left and click on the word “Groups”. Once you’ve clicked this, look at the contents on the left and at the top there is a blue button that says “+ Create Group”.
- You can then create a group for your youth group. When setting this up it is advisable to make the group “private” and “hidden”. This is so that the identities of young people in the group are kept confidential and protected.



- If your group is “private” and “hidden” they can only be added to the group if they are Facebook “friends” with someone else in the group. Therefore, young people can add your profile as a “friend” and then you add them to the group. They can then “unfriend” you if they wish.
- Once you have your group you can post messages on the group, set up polls, share photos and various other things.
- You can also choose whether the young people can share things to the group, or not, or you get to review what they post.

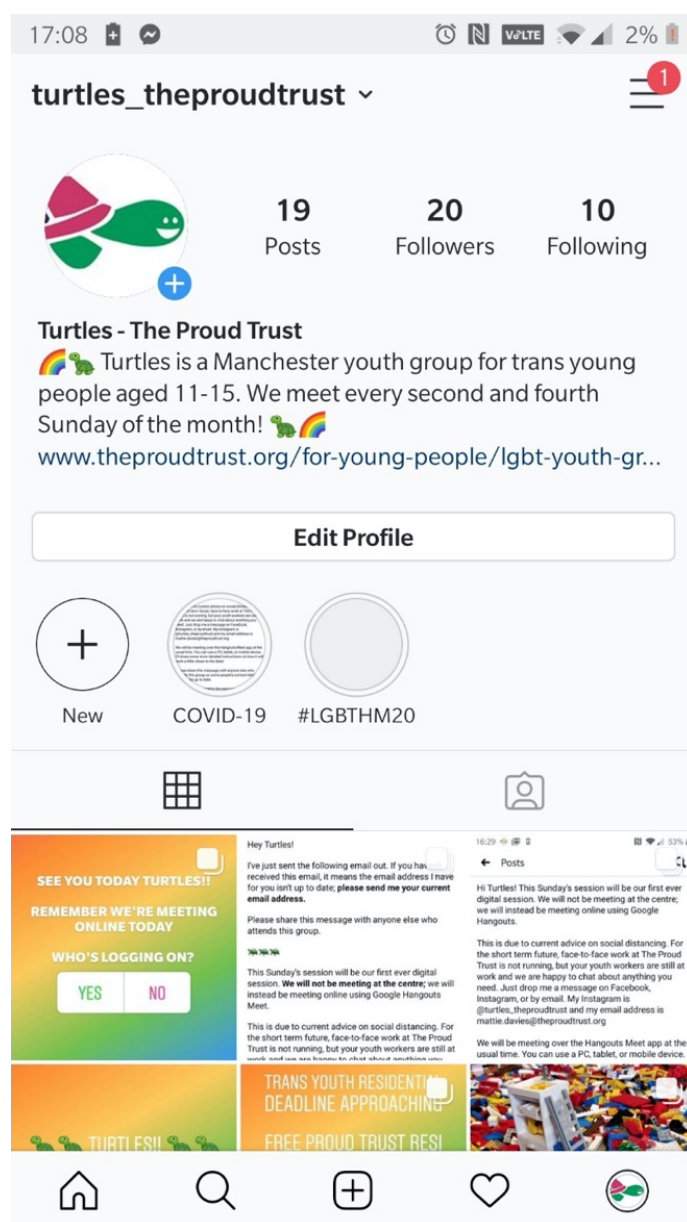
5. Using Messenger

- If you look at the top of the page, on the right side, there is a blue picture of a speech bubble. Or if you look on the contents on the left side of the page, there is an option called “Messenger” which you can also click on.
- This will open up your inbox where you can send private messages to people. You can message just one person or you can set up a group chat with multiple people.



Instagram: How to use guide

Instagram is a photo and video-sharing social networking service owned by Facebook. We, at The Proud Trust, are using Instagram to communicate with young people in both group and one-to-one settings.





1. Getting Started on Instagram

If you do not currently use Instagram:

- Visit your mobile device's app store and search for 'Instagram'
- Download and open the app
- You will be prompted to log into an existing account or to create a new account

If you currently use Instagram:

- Visit your profile and select your username at the top of the screen
- Select 'Add account'
- You will be prompted to log into an existing account or to create a new account

You can access Instagram in-browser, but this will give you limited functionality. You cannot post, share stories, or view/send messages from desktop. Instagram was developed with an 'on-the-go' mentality and purposefully encourages users to use mobile devices.

At The Proud Trust, we are using an individual account for each youth group, named accordingly, allowing continuity of service should youth workers change.

2. Privacy

To make your account private, visit your profile and select 'options', then 'settings', then 'privacy'. When your account is private, only users you approve can see your posts and stories.

3. Using Instagram

When you open the Instagram app, you will be taken to the home screen. Here, you can view the stories and scroll through the posts of the accounts you follow.

At the bottom of the screen, you will find icons that take you to: the home screen, the search function, the post function, the activity screen (where you can see follow requests, likes, and comments), and your profile.

At the very top of the screen, you will find icons that take you to: the stories function, IGTV, and your messages.

Links to external sites will not work on the post or stories functions. Links will only work in messages and in the profile bio.

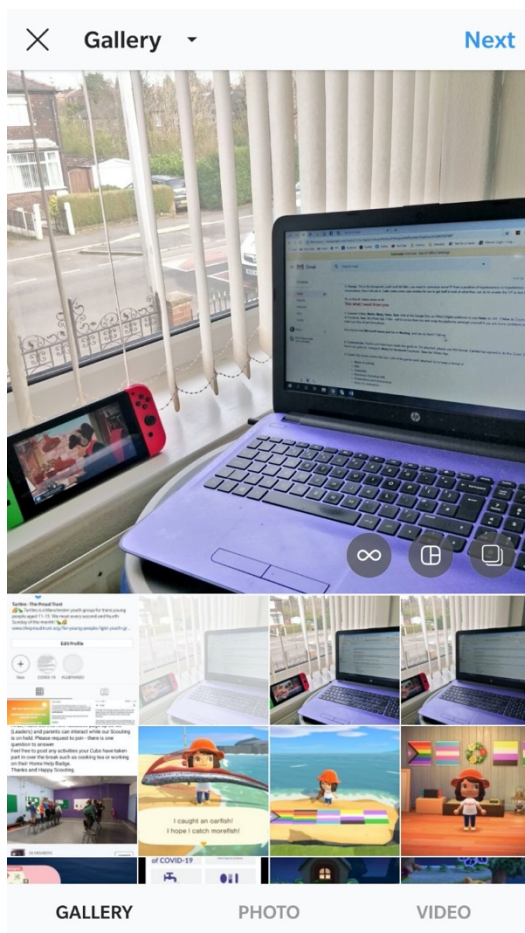


4. Posting Images and Videos

The post function can be used to share information and reminders about upcoming events, the work that young people have produced, or affirmations and advice.

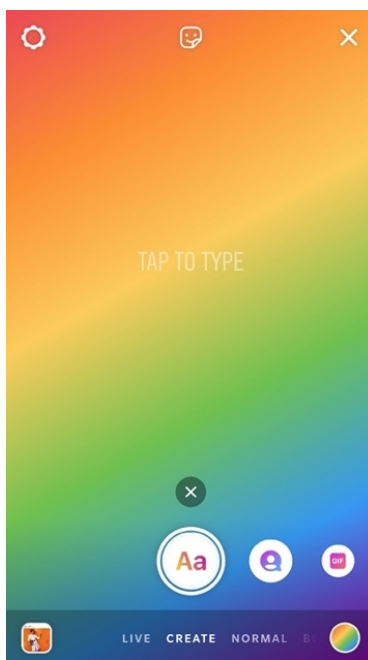
Photos and videos posted this way are visible to all your followers or, if you haven't made your account private, any user. Any user who can see your posts can then like and comment on them.

On this screen, you can select existing photos and videos from gallery, or take a new photo or video. You can select multiple photos and videos by selecting the icon in the middle right of the screen.



5. Stories and Instagram Live

Stories are images and videos that are only visible for 24 hours. Stories are more visible than posts and likely to be seen more quickly by young people. Therefore, stories are useful for sharing information and reminders about time-limited events (such as youth group meetings), as well as the usual affirmations and advice.



At the bottom of this screen, you can select existing photos and videos, live to stream live video, and create to produce text and access other functions. 'Create' is an easy way to share information and reminders, and can be used to add polls, questions, countdowns, and quizzes. All images and videos can be overlaid with stickers, line drawings, and text by selecting the icons at the top of the screen.

Posts can then be shared to 'Your story', which is visible to all your followers or, if you haven't made your account private, any user. Any user who can see your stories can react using emojis and, in the case of live videos, enter text chat.

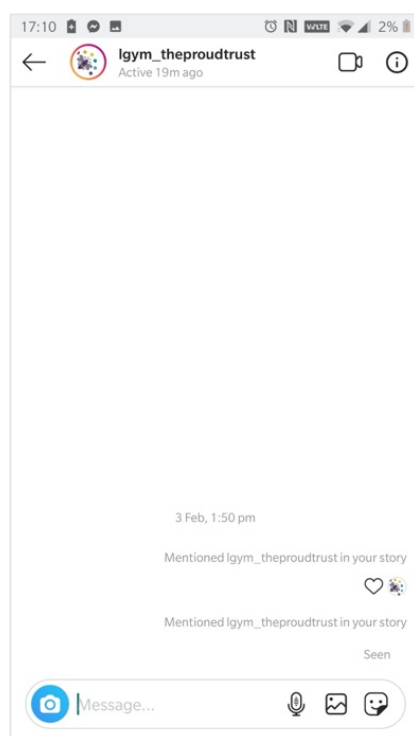
It is also useful to cross-post information and reminders to both stories and the post function. To do so, make your story first. When you later view your story, select 'More' from the bottom right of the screen, then select 'Save image'. This image can then be selected in the post function.

If you would like to make stories visible for longer than 24 hours, they can be pinned to your profile as 'highlights'. To do so, visit your profile and select 'Add' to make a highlight. Highlights can include multiple stories and can be edited to include more by holding the icon on the highlight you wish to edit.

6. Messages and Video Chat

On the messages screen, select the icons at the top of the messages screen to start a new video chat or message.

Users can send messages to one another, or join one another in video chat, unless prevented by privacy settings. Messages and video chat are useful for checking in with young people and sharing individual information and reminders.



Multiple users can be selected to form a group message or a group video chat. The user that creates the group message is an admin. Admins can change settings, remove users, and make other users admins.

Group messages and group video chat are useful for providing a digital social space for groups to chat and share, as well as for checking in with groups and sharing general information and reminders.



Section Three: Create

In this section we offer guidance on running digital LGBT+ youth groups, a sample risk assessment completed by The Proud Trust staff and a range of activities to use with your groups across:

- arts and culture,
- sport and fitness,
- relationships and sex education, and
- self-care and mental welling.

Sample Guidance from The Proud Trust on running digital LGBT+ youth groups

This section is based on using Google Hangouts, but can be adapted for whichever platform you select.

1. Context and intent

The intent is to continue to deliver high quality supportive group work sessions with LGBT+ children and young people through digital group work.

Select the digital platform that works for you, The Proud Trust are using Google Hangout and this guidance is with Google Hangout in mind.

2. Logistics of delivering group work sessions

Set up the Google Hangout and disseminate the URL and phone-in number to the young people via email / text / Facebook group.

Ideally aim to have no more than 10 young people should be on the free version of Google Hangout; if you have more than 10 young people, a second Google Hangout should be considered.

Only young people that you have had previous contact with should be permitted to join. Group work sessions will be split into a group check-in and a group work curriculum session. Each session should not be longer than 40 minutes.



3. Group check in

The group check-in is where the name game, pronouns, and ice breaker question is asked. This is where you anchor the young people into our routine and ritual.

A positive news sharing circle can be used at the beginning of the session where young people share good/positive/interesting news with each other. Youth workers will need to ensure they keep to “supportive bouncy bouncy”, and create a safe and enabling vide in the group.

Ask young people to use the text function, to post any items that are concerning them, that they want the group to focus on; this will need to be closely moderated by the youth worker to ensure it is kept with in a solution focussed framework, and the content remains legal and appropriate.

End the session in a verbal evaluation such as “Whilst we’ve been together...”, and ask a positive question such as ‘What are you looking forward to at the next session?’, as this will signal the close of session and emphasise the routine and ritual of the work.

When	What
<ul style="list-style-type: none">• The group check in session or the curriculum group work sessions will run at the same time as your usual group work sessions. This will help to maintain anchoring for young people.• However, the length of the sessions is now shorter: 40 minutes’ maximum, which you spilt as you feel appropriate, e.g. split it into 2 x 20 minute or 4 x 10 minute blocks.• You may wish to split groups across age lines to help your session to work more easily with fewer young people on one Hangout.	<ul style="list-style-type: none">• Always focus the sessions around how young people support themselves, seek other specialised support, and working through joys and concerns they are facing, together.



4. Group work curriculum session

It is anticipated that the young people from the group check-in session will also join in this session. You will need to review this, and decide if another name game, pronouns, and ice breaker question is asked.

Any ice breaker question should then relate to the curriculum activity you are about to deliver.

If you have no need to do name game and pronouns, then move directly to the ice breaker question which should then relate to the curriculum activity.

Utilise the group work activities in the following section during this part of the session.

Ensure you have planned your session so that during the sessions you can divide the work load and have one youth worker operating and responding to the text function whilst the other worker facilitates the group work over video and audio.

It is suggested that staff may choose to also keep in contact with each other during the session on WhatsApp for example to raise any safeguarding concerns as they may arise.

5. One-to-one support

At the beginning of the digital group work session, youth workers should make it clear to young people, that if the young person is confident to do so then they can make a request for one-to-one in the text or voice function of the platform during the session; however, the one-to-one will be arranged outside of that session.

Alternatively, young people can WhatsApp / text / Facebook message / email the coordinator, and the coordinator can follow up outside of group work time, to make an appointment with the young person for the one-to-one.

6. Boundaries and limits of youth work staff

If a young person is in an emergency situation, contact the blue light services.

Record your group work on your database system and continue to follow existing policies of the organisation.



Summary

Two types of session - group check-in and a group work curriculum session.

Youth workers remind young people that **one-to-one sessions** are available, and young people alert staff that they would like a one-to-one

One-to-one arranged **outside** of group check in session and curriculum group work session

Group work during **usual group times**

Sessions no longer than **40 minutes**

No more than **10** young people on a session

Re-visit and agree **ground rules** for a digital environment

Record group work on your usual database

Keep to **policies**



Top tip: Always re-visit/create the ground rules at the start of each session to enhance safeguarding.

Here is an example of the ground rules from one of our Cheshire groups:

- Mute mics when not talking
- Being aware that calls make people anxious
- Giving people the option at the beginning if you want to talk or type
- Be patient with each other - online takes longer than real life
- Be respectful of each other just like in real life
- Don't be self-deprecating – this can make other people feel icky
- Respect for yourselves as well as others
- Confidentiality – don't speak about anyone else who isn't in the room, don't record them or screen shot
- Think about what's in the background in the camera – is it appropriate
- Think about who is in the room and who is listening to the conversation



Sample Risk Assessment from The Proud Trust

Organisation:
Date:

Name of assessor:

Hazard	Risk Rating		Control measures	New Risk Rating	
	Severity	Likelihood		Severity	Likelihood
	Low / Medium / High	Low / Medium / High		Low / Medium / High	Low / Medium / High
Access to the Digital Platform					
Young people are unable to use the digital platform due to lack of hardware.					
Young people are unable to use the digital platform due to lack of finances to buy data.					
Young people are unable to use the digital platform due to lack of skill.					
Young people are unable to use the digital platform due to lack of disability access.					
Young people are unable to use the digital platform due to lack of privacy at home.					
Youth Workers, Youth Work Programme and Youth Work organisation					
Reputational risk: that your youth project is not meeting targets, outcomes, deadlines, cancelling events, with potential impact on funding and partnerships.					

Hazard	Risk Rating		Control measures	New Risk Rating	
	Severity Low / Medium / High	Likelihood Low / Medium / High		Severity Low / Medium / High	Likelihood Low / Medium / High
Information about the digital youth work meet fails to reach young people and numbers attending decline.					
Young people get bored and leave the digital platform.					
Youth workers lack digital skills to facilitate youth work on a digital platform.					
Youth workers digital device fails, battery runs out, loses digital connection.					
Safeguarding					
Risk of contracting COVID-19- because young people plan to use the digital platform as a group together in real life.					
Older independently living young people feel pressured to invite other young people to their homes as they have nowhere else to meet.					
Older independently living young people invite younger young people to their homes inappropriately.					



Hazard	Risk Rating		Control measures	New Risk Rating	
	Severity Low / Medium / High	Likelihood Low / Medium / High		Severity Low / Medium / High	Likelihood Low / Medium / High
Unknown young people gain access the digital platform.					
Young people are outed at home and face LGBTphobia.					
Digital platforms linked to email addresses, that the name can't be changed on, and reveals young person's dead name or previous name.					
Young people and Youth workers like/comment on any young person's posts on Instagram and other digital platforms, that are public, poses a confidentiality and outing risk to the young person.					
Young people share inappropriate content during the digital meet on the display or chat feature.					
Young people are disruptive and sabotage the digital meet.					
Young people express increasing negative impact on their mental wellness during the COVID-19 crisis.					
Young people indicate they are considering self-harm / are self-harming during the digital meet.					



Hazard	Risk Rating		Control measures	New Risk Rating	
	Severity Low / Medium / High	Likelihood Low / Medium / High		Severity Low / Medium / High	Likelihood Low / Medium / High
Young person refuses to voluntarily end contact at end of digital meet set time.					
Young people indicate they are considering taking their own life/ attempt to take their own life during the digital meet.					
Young people continue on the digital platform once the session has ended.					
Having an increased on line life during COVID-19, young people take more risks online e.g. sharing nude images, connecting with strangers (risk of grooming), cyberbullying, sexting, online gambling, exposure to LGBTphobia. Digitally self –harming.					
Young people living in poverty due to lack of income may take risks to obtain money e.g. selling nudes of themselves to raise money.					



Digital Youth Work Activities

This section contains ideas for a range of activities to use with your groups across:

- LGBT+ arts and culture
- Sport and fitness
- Relationships and sex education
- Self-care and mental welling.

We have also included some further ideas at the end.



Top tip: in group work sessions try to use a variety of short activities and activities that the young people generate themselves that are appropriate.

The following activities are based on engagement youth work.

1. LGBT+ Arts and Culture

Young people may not feel able to participate in arts and culture activities, due to experiences of LGBTphobia or may be feeling the absence of existing projects while many physical opportunities are not possible. Our aim here it to create a welcoming and creative environment so that young people feel able to take part.

A. Creative writing activity

Aim: To explore LGBT+ history through creative writing.

Suitability: Can be done on pen and paper, in Google Hangout chat, on a word document or similar.

Resources: The Proud Trust LGBT History Month 2020 pack: Poetry, Prose and Plays.
Free download: <https://www.theproudtrust.org/training-and-education/education-resources/lgbt-history-month/>

Preparation: Have activity ready to present and post in chat function.

Instructions: Using LGBTHM pack session 'Poetry: Writing for Equality' page 14-20 as a guide. Workers/young people may want to gather their own images of LGBT+ people and events through history.



Young people write some prose or a poem in response to their chosen image, prompt group to think about: what they can see in the picture, write their poem from the perspective of someone/an object in the picture.

Have the group write for increasing small amounts of time (2 minutes, 10 minutes, 15 minutes). The youth worker should keep an eye on the time. When time is up, young people are invited to read what they have written to the group and reflect how writing made them feel.

B. Poetry reading

Aim: Young people explore poetry.

Suitability: Local library card needed to access Borrow Box (UK). May need to resource other poems if access not available to all (for example: <https://poets.org/text/lgbtq-pride-month-poems-kids>).

Resources: List of poetry books available for free on Borrow Box, compiled by member of Young Identity and kindly shared: https://docs.Google.com/document/d/1Q94njulpuNhxrH82GTctiQJup0rh6LhN4x14k5B_TU/edit

Preparation: Select a poem to share with group

Instruction: Discuss with the group what their experiences they have of poetry: do they like it, dislike it, or never read any?

Using Borrow Box young people read poems independently and to each other, share their thoughts and feelings about them. Young people can then use Borrow Box for future and further reading.

C. Origami

Aim: Young people participate together in a physical activity and learn a new skill.

Suitability: Young people are able to handle and fold paper.

Resource: Any paper can be used as long as it can be folded. Online tutorials to follow Crane video: <https://www.youtube.com/watch?v=KfnyopxdJXQ>

- (NB: implications of using the crane, you may wish to note the Japanese significance of the origami crane, see e.g. here: https://en.wikipedia.org/wiki/One_thousand_origami_cranes)



Turtle video: <https://www.youtube.com/watch?v=LbUI7IqO5t0>

Various diagrams: <https://origami.me/diagrams/>

Preparation: Tell young people they will need paper for the activity. They may wish to check their recycling bin for suitable bits of paper.

Present origami tutorial video on Google Hangout.

Instructions: Young people try to make origami objects and animals together, following online tutorials together or with existing skills or knowledge. Young people share their origami creations in evaluation.

D. LGBT+ Memes

Aim: To express ideas, opinions and feelings through meme format.

Suitability: Content may need to be monitored by youth worker before being fed back to the whole group.

Preparation: Have meme templates ready to share and display to young people.

Resources: Blank meme templates.

Instructions: Group are introduced memes and are challenged to create their own LGBT+ positive images, using existing templates or creating their own. Set during session as a break activity or at end of session. Young people share with workers and they are posted on group's online feed.

E. Writing based on works of art

Aim: Young people to caption and write stories based on works of art, to express their feelings and ideas through writing.

Suitability: Worker to monitor content to make sure it is appropriate.

Resources: See images below as examples, encourage young people to find their own: <https://artsandculture.Google.com/>.



Preparation: Examples of art provided to young people.

Instructions: As caption exercise, introduce early in session and then feedback at end or use as central activity, which can then be extended beyond the specific session.

Deliver captions or writing to the group verbally.

F. Digital Sing-A-Long

Aim: Young people feel joy and a sense of belonging when singing together.

Suitability: Check songs for swearing, young people can use head phones and or lip synch if they are unable to sing or play music out loud.

Resource: YouTube or other music streaming platform.

Preparation: Young people suggest songs to sing before or during session.

Instructions: Young people suggest songs that they enjoy in the name game, note these songs down.

Worker plays song from their device and lyrics presented on Google Hangout so everyone can sing along, encourage young people who don't want to sing to dance or cheer others on.

G. Digital pride flag gallery

Aim: Young people create pride flags using digital images.

Suitability: Young people who are not able to freely search the web can try to find objects in their room/home to build a flag.

Resources: Google Docs or similar; images.

Preparation: Set up a shared Google Doc that everyone can edit.

Instructions: Recap different pride flags, tell young people they can make a pride flag that expresses one or more part of their LGBT identity.

Young people are then tasked find artwork and photos of everyday objects to build their flags, e.g. using the Google Arts Experiment program to input bisexual flag colours. Young people can hover over image and find out more



information about the object/photo/art work and the artist. <https://artsexperiments.withGoogle.com/artpalette/colors/2e0bd8-2307d8-bd47e1-ea07c0-ed01aa>

Young people share and celebrate their flags with the group in the Google doc gallery.

H. LGBT+ virtual objects

Aim: To develop young people's research skills, to uncover hidden LGBT+ history within galleries and museums.

Suitability: Dependent on the virtual gallery or museum chosen, in relation to both content and ease of use.

Resources: Google Arts and Culture, some tours of galleries and museums available as well as collections of work <https://artsandculture.Google.com/>.

Preparation: Prior discussion and exploration of virtual environment or object, which illustrates aspects of LGBT+ history and culture. Create Google doc for young people for young people to display their work.

Instructions: Introduce the idea of how LGBT+ history is hidden and suggestions on what to look out for.

Set young people the following tasks tell them they have 30 minutes to complete them encouraging them to look around Google Arts and spend 10 minutes on each task and writing a few sentences about each one.

- Find an image that describes how you are feeling today.
- Find an object or image which sums up how you feel about being part of the LGBT+ community.
- Find an object or image by an LGBT+ artist.

Finish with a presentation to group, showing object(s) and explaining verbally their significance in relation to LGBT+ issues/community. Young people to deliver a tour for the group from the exhibition within the shared Google doc.

I. Play Reading

Aim: To build confidence when reading/speaking aloud.

Suitability: Check with group about literacy, need to be able to speak on microphone.

Resources: Find a play that is available online, send to all young people and/or present screen on Google Hangouts. Variety of free plays are available on these sites, you can search by play length, themes, age group:

Scripts for children and young people: <http://www.lazybeescripts.co.uk/Scripts/Results.aspx?iSh=2&iPo=2&iMR=10&iXR=20&i13=1>

Play about young pirate: <https://freedrama.net/pegpint.html>

Preparations: Find a play online for group to follow.

Instructions: Look at the text together and explain what different parts might mean e.g. what parts of the text are stage directions, how to know when your character is speaking and how to say your line.

Put young people into groups by scene, they will take turns to read each scene. Assign young people their characters, names may need to be adapted.

To evaluate, young people reflect on the play, identifying what they thought the themes were and how it felt to play their character.

J. Digital Mural





- Aim:** Young people create a remote collaborative piece of art together.
- Suitability:** Can be adapted to meet different drawing abilities.
- Resources:** Pens and pencils, paper, or device with drawing function.
- Preparation:** Youth worker to keep an eye on time throughout and give reminders.
- Instructions:** Tell the group you are going to create a piece of art together. Decide on a theme (keeping this intentionally positive) such as 'hope is', 'community is' for young people to respond to, ask your group to discuss what those words mean to them and what images they associate with the chosen theme.
- Tell young people they now have 20-30 minutes to create their artwork, suggest that they use some of the definitions and images they have shared to inspire their artwork. When the time is up, images are sent to the worker.
- The mural is revealed to the group, ask each person to say a little bit about their panel and invite others to give positive comments.

K. Learn Live

- Aim:** To engage young people in a creative activity, learn a new skill or develop an existing one, and create a sense of a shared experience.
- Examples:
- How to draw a...
 - Zine making
- Resources:** Both the facilitator and the viewers need all the resources needed to make the art or craft activity planned. Both also need internet and a device.
- Preparations:** The facilitator should send out information about what resources are needed in advance. They need to plan the different steps that they need to share for the viewers to be able to do the art or craft, and work out the timings for the session. They may wish to prepare some "here's one I made earlier" to show viewers the final result, but also the different stages. They will need to make a space where they are going to film that is appropriate and have all the resources to hand.
- Evaluation:** Create a gallery of photos of viewers' creations.



2. Sport and fitness



Some things to be mindful of:

- Lots of workout videos online focus on weight loss and use lots of weight loss language, this might be triggering for some young people and staff too.
- Before the workout sessions, hold a discussion with your group exploring why you are doing the activity, what are some of the positives of physical movement for ourselves - physically and mentally.
- Remind your group to be kind to their bodies and to themselves. All movement has benefits, whether big or small.
- Watching exercise videos online can mean they regularly start to pop up in your suggested videos and can make us feel lots of emotions about ourselves and activity that are not always positive. A way to avoid this is by deleting recent search history in the Settings tab of your browser after you have finished watching.
- Always give young people the power to alter and change activities to best suit their ability and range of movement, and for each of your group activities, have some alternatives for lower/ higher impact and movement ability so that the group can go at their own pace and have opportunities for individual challenge.
- Risk assess and remind young people not to do anything that is painful – if it hurts, stop. Ask young people to let you know any health issues in advance and always give an option for them to let you know in a private manner.
- Consider the needs of your young people in accessing this content.
- Consider whether you need to include a warm-up and a warm-down.

A. ABC Circuits

- Aim:** A fun interactive exercise game with the aim of competitively avoiding exercise!
- Suitability:** Any age, can be adapted to meet everyone in the group movement ability.
- Resources:** ABC exercise list
- Preparation:** Just have ready the ABC exercise list - below - ready to display on a share screen (with the ability to edit as you go).



Instructions: Ask the group to come up with 26 workout type activities that can be done in their current spaces (we have suggested a couple to start you off). As exercises are suggested, add them into the document you are displaying. Once you have your list, explain the game.

Each person will take it in turns to be “on” and to think of a famous person or band. The rest of the group in turn gets to ask one question about the chosen celebrity or band, to which the person “on” can only answer “yes” or “no”. Any group member can guess the name of the celebrity or band being thought of at any time, by typing it into the text function of the platform you are using. The person who is the first to guess the celebrity or band correctly does not have to do the exercises. Everyone else must do all of the exercises on the exercise list that spell out the celebrities name.

E.g. Celebrity Band: “ABBA” would mean the group will now do **(A)** 5 sit ups, **(B)** run up and down the stairs, **(B)** run up and down the stairs again, **(A)** 5 sit ups to finish.

A - 5 sit ups

B - run up and down the stairs

C - 10 push ups

D - 30 second plank

E - touch your toes 10 times

Etc.

B. Dance / Movement

Aim: A fun “dance class” type activity for all to join in, using online videos.

Suitability: Any age, in space where there is enough room to dance.

Resources:

Low Impact Hip Hop workout for beginners (20 mins) (suggest young people add own music if they want)

https://www.youtube.com/watch?v=VD_Jlni96sc

All Abilities Dance workout (30 mins)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=aBtP7008EfA&t=523s)

[v=aBtP7008EfA&t=523s](https://www.youtube.com/watch?v=aBtP7008EfA&t=523s)



Hip Hop Fit Workout (30 mins). Good for groups who want to follow choreographed dance <https://www.youtube.com/watch?v=ZWk19OVon2k>

Preparation: Check that the suggested video is suitable for your group - space wise and mobility wise.

Instructions: As per the video! All videos include a warm up and cool down.

C. Yoga

Aim: A fun “virtual class” type activity for all to join in, using online videos.

Suitability: Any age, in space where there is enough room to stretch your whole body while on the floor.

Resources: We have found many young people know and like Adrienne.

Yoga for Teens with Adrienne (20 mins)

<https://www.youtube.com/watch?v=7kgZnJqzNaU>

Yoga for Beginners with Adrienne (22 mins)

<https://www.youtube.com/watch?v=GnHTeHAZQhM>

Meditation for Anxiety Yoga with Adrienne (15 mins) <https://www.youtube.com/watch?v=4pLUleLdwY4>

Preparation: Check that the suggested video is suitable for your group - space wise and mobility wise.

Instructions: As per the video!

D. Low Impact Exercise

Aim: A fun “virtual class” type activity for all to join in, using online videos.

Suitability: Any age, in space where there is enough room to dance.

Resources: Workout low impact exercise (15 mins):

<https://www.youtube.com/watch?v=MxLL9Scvmzo&t=709s>



Low-Impact Dance Grooves Exercise (30 mins)

<https://www.youtube.com/watch?v=tfdy5AahM4M>

Seated Exercise (10 mins)

Seated movement ideas for anyone with limited mobility or for those who would rather sit. This video is 10 mins long, repeat a few times for a longer activity. For anyone with limited leg mobility, follow the upper body movements.

<https://www.youtube.com/watch?v=jaDa2mV-P30>

Preparation: Check that the suggested video is suitable for your group - space wise and mobility wise.

Instructions: As per the video!

E. "I Went To The Gym And I..."

Aim: A fun "virtual class" type activity for all to join in, using activities designed by your group.

Suitability: Any age, assess suitability of exercises as you go along.

Resources: Just what is created/suggested by your group.

Preparation: None.

Instructions: This is a bit like the "I went to market and I bought..." game. In turn, each person starts a sentence by saying "I went to the gym and I...", and finish the sentence with an exercise of their choice, e.g. "did five star jumps". Then everyone does five star jumps (or whatever). The second person starts their sentence "I went to the gym and I did five star jumps and....", adding a new exercise of their choice. All the group do both exercises. Repeat and add to this exercise list until all the group have been, they should be pretty tired at the end!

3. Relationships and sex education

A. Body outline

Draw an outline of a body and young people to call out the parts of the body that might be used during sexual activity. Start at the head and move down the body to the feet.

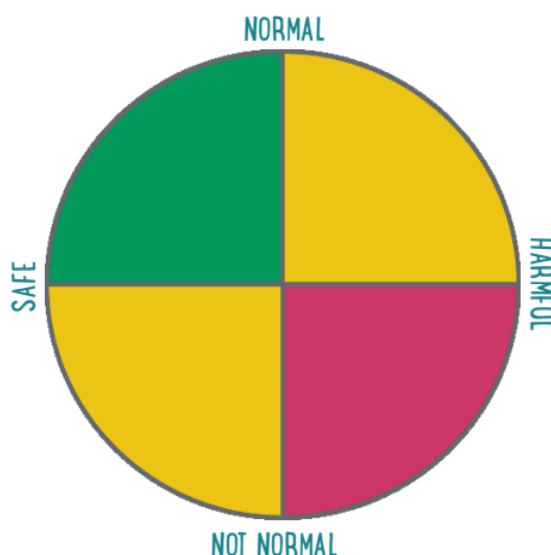
You may want to use <https://sketch.io/sketchpad/> or find a body outline and 'present' to the Google Hangout.

You can suggest you 'turn the body over' and look at the back too. Some groups will need more encouragement than others. Participants are likely to use slang and offensive terms for some body parts. Simply ask them if they know any other names for them until you decide on ones that are acceptable. The list you get might be quite extensive!

B. Safe/normal statements

Prepare a quadrant continuum on a PowerPoint slide and present to the Google Hangout. Or use this one.

The quadrant is coloured as a "traffic light". Red is the negative section as things here would be not normal and unsafe. Green is the positive section as things here would be normal and safe. Ask the young people to pick a number between 1 and 17. Read out and type into the chat, the statement they have chosen. Ask them to say where they would put it on the quadrant. Invite them to say why and ask others if they'd agree or not.



Continue until you've used all the statements, or as long as the young people are engaged. They may want to create some of their own statements.



1. Making a list with your partner of the things that you like to do sexually.
2. Having sex if you don't feel like it if your partner asks you to.
3. Having no desire to have sex.
4. Watching pornography.
5. Having a sexual relationship with somebody five years older than you.
6. Not using 'protection' when having sex,
7. e.g. a glove, condom, the pill.
8. Receiving a gift from somebody in exchange for sex.
9. Having a sexual dream about
 - a. someone who is a different gender to you
 - b. someone who is the same gender as you
 - c. a mythical creature
 - d. someone who is not your partner
10. Having sex if one or more of the people involved are on their period.
11. Feeling pain whilst having sex.
12. Having an orgasm or reaching your climax within a few minutes.
13. Feeling like you need to be under the influence of drugs or alcohol to have sex.
14. Sending a semi-naked photo of yourself to someone.
15. Having anal sex.
16. Having more than one partner at one time.
17. Kissing your partner in public.

C. Healthy / Unhealthy relationships

Choose the scenarios you are going to use according to the age and dynamic of the group. Read out the scenario and ask the young people to give a thumbs up or down to it being healthy or not. Use questions in the right hand column to prompt discussion

Scenarios

Sam and Ali having been having a few arguments lately – and Sam's taken to throwing objects around the room. Sam always apologises afterwards.	<ul style="list-style-type: none">→ Is this healthy?→ Do apologies fix violent behaviour?→ Have you heard the term 'victim blaming' What does this mean?→ What advice would you give?
--	--

Cam buys Taylor an expensive video game. Later that night, Cam asks for sex.	<ul style="list-style-type: none"> → Is this healthy? → Are the two connected? → Is it an ask or demand? → What advice would you give?
Alex and Karim have been together for six months. Alex has been telling Karim they need to spend more time together and has started checking Karim's phone	<ul style="list-style-type: none"> → Is this healthy? → Are there any controlling behaviours happening? → Is it an ask or demand? → Is it stopping them from seeing their other friends / family → What advice would you give?
Jay & Kal have been dating for three months. Jay wants to meet Kal's parents, but Kal says they're not ready	<ul style="list-style-type: none"> → Is this healthy? → What are some valid reasons Kal might not want Jay to meet their parents? → What advice would you give?
Harper has sent Kel some nude photos – Kel's friends know this and have asked to see the pictures	<ul style="list-style-type: none"> → Is this healthy? → Is this legal? (If Harper is under 18 and Kel sends the photos, Kel could be charged with distributing child pornography) → What advice would you give?
Charlie loves running and keeping fit and has been telling Nat that they should come along and start getting their fitness up	<ul style="list-style-type: none"> → Is this healthy? → Who do you think Charlie has suggested this? → Is it encouragement or a put down? → What advice would you give?
Nic and Lou go to a party where Nic gets drunk. They end up in a situation where sex seems likely.	<ul style="list-style-type: none"> → Is this healthy? → Can consent to ex be given if one party is not sober? → What advice would you give?



Jodi tells you that they have met someone and they're really excited about it – 'I'm in love' they exclaim! Before you can ask any questions Jodi says 'and before you start, I've been chatting online and I'm meeting them for the first time on Saturday!'	→ Is this healthy? → What are your concerns? → How do you talk to Jodi about it? → What would make you less concerned? → What advice would you give?
Jamie is talking about their new relationship. They say 'I have to phone as soon as I wake up and they text me every hour – it's really romantic!'	→ Is this healthy? → What are your concerns? → How would you raise them with Jamie? → What advice would you give?
Jac asks you to stay behind for a chat. They tell you they really fancy someone who used to go out with one of your friends. This person cheated on your friend.	→ Is this healthy? → What do you say to Jac? → Should you get involved? → What advice would you give?
Jan tells you their relationship isn't going well, they argue a lot and Jan's partner has called them stupid in front of people. 'It's taken me ages to find someone' says Jan 'maybe I should just put up with it'	→ Is this healthy? → Do you have concerns? → How would you go about communicating those concerns? → What advice would you give?

D. Love and respect – if you love and respect me you will...

This is a good exercise to follow on from the last. Ask everyone to say one thing they would expect from a relationship or friendship starting with the phrase, 'If you Love and Respect me you will...'

Anyone can interrupt if they wish to discuss what someone has said in more detail. The facilitator writes down every word that is said. When exhausted, try the 'you won't' category. It may be a good idea to do each with a bit of time between the two so they don't just say the opposite of what they said before.



E. Continuum of concern

The facilitator reads out the scenarios one at a time and the young people decide if it is high concern, medium or low.

Once all the cards are read out, go through each 'pile' and try and put them in order of concern through discussion. You can do all three piles or choose to approach each pile differently. You can change ages and scenarios according to the age and group.

At the end, ask the group 'If this was a close friend of yours, would it change your order'?

Concerns:

- A 13 year old whose mates are all in year 10
- 14 year old boy who is lonely
- 13 year old who is scared of their boyfriend
- 12 year old who can't afford to go on the school trip
- 12 year old who hasn't done any homework since the beginning of the school year
- 14 year old who has been indefinitely excluded
- 13 year old who hasn't got a phone
- 13 year old being bullied



4. Self-Care and Mental Wellbeing

A. Mindfulness

Aim: To create a space together to practice mindfulness and learn tools that can also be used in everyday life.

Examples:

- Breathing exercises
- Mindful eating
- Noticing senses

Resources: Both the facilitator and the viewer will need internet and a device. The facilitator may use some props depending on their plan. There are also various resources online e.g. YouTube and apps such as Headspace (limited free content).

Preparation: The facilitator will need to create their session and source any props they might need.

Evaluation: Ask viewers how they felt before the session and again afterwards to see the impact.



5. Further Ideas

A. Educational Talk

Aim: To share knowledge about a particular specialist subject.

Examples:

- Fun facts about cats
- Gender theory 101
- Climate change

Resources: The facilitator may wish to use props or a PowerPoint to support their talk. Both the facilitator and views need internet and a device.

Preparation: The facilitator will need to prepare their talk. This might involve research, writing a script or notes, creating props or a PowerPoint, and practicing their talk including the timing.

Evaluation: Ask viewers to share one thing they learnt or enjoyed about the talk.

B. Storytime

Aim: To read a story book or a section of a book so that viewers can tune in together.

Examples:

- Children's story
- Chapter of a fictional book
- Poetry reading

Resources: The facilitator will need to have a copy of the book they wish to read. Both the facilitator and the viewer will need internet and a device.

Preparation: The facilitator will need to select an appropriate book and work out their timings. They may also wish to add an introduction and any content warnings as necessary.

Evaluation: Ask people to share their favourite part of the story.



C. Creative writing

Aim: To engage in a creative writing activity and learn new creative writing tools

Examples:

- Storyboarding
- Creative prompts
- 3 line poem

Resources: The facilitator will need to have any workshop resources to hand such as prompts or potentially a PowerPoint to support the session. Both the facilitator and the viewer will need internet and a device.

Preparation: The facilitator will need to plan their session, prep any resources and work out their timings.

Evaluation: Ask people to share their creative writing and create a space to share and celebrate these.

D. Cooking

Aim: To learn about how to cook a particular recipe and wider cooking skills that can be applied to a range of cooking

Examples:

- Beans on toast
- Store cupboard curry
- Microwave cake

Resources: The facilitator will need access to a kitchen and cooking equipment. They

will need all the ingredients for their recipe and a copy of the recipe. Both the facilitator and the viewer will need internet and a device. Ideally the viewer will also have access to the cooking equipment and ingredients.

Preparation: The facilitator will probably want to have practiced the recipe in advance,



and worked out how to film it so the viewer can see what is happening. They will also need to work out the timings. They may wish to prep some of the food in advance to make the tutorial quicker.

Evaluation: Create a gallery of photos of viewers cooking adventures.

E. Dancing

Aim: To engage in physical activity, learn new dance moves and feel a sense of shared experience.

Examples:

- Zumba
- Vogue Ball
- Children's party dances

Resources: The facilitator will need space to dance in and music to dance to. Both facilitator and the viewers will need internet and a device.

Preparation: The facilitator will need to learn the dance in advance and work out their steps for teaching it. They may also want to consider how they film it and the timings.

Evaluation: Ask viewers to send in a clip of their favourite dance move.

F. Quiz

Aim: To engage in a fun quiz where viewers might learn something new and feel a sense of shared experience.

Examples:

- General knowledge
- Subject based quiz e.g. LGBT themed
- Scavenger Hunt

Resources: The facilitator will need their question and answers sheet. Both facilitator and viewers will need internet and a device.



Preparation: The facilitator will need to create the quiz in advance. They will also want to work out how the quiz will work in terms of if it is teams or individual, what platform they use to run the quiz on, and if they mark the answers or if the viewers mark their own answers.

Evaluation: Ask people what they enjoyed or learned from the quiz.

G. Film Screening

Aim: To watch a film at the same time as other people to feel more socially connected.

Examples:

- Feature length film
- Short films
- Documentary

Resources: The facilitator will need a copy of the film they want to screen. Both the facilitator and viewer will need internet and a device.

Preparation: The facilitator will need to source the film. They may wish to put out a blurb and content warning about the film, and the suitability for different ages and audiences. They may wish to set up a discussion space for after the screening.

Evaluation: Ask people for their favourite moment from the film.







Section Four: Critically Think

The section is important as it will help ensure that you are delivering quality, intentional and protective youth work. It provides a range of questions for youth workers to consider and pose in their digital group work.

As youth workers we do more than just entertain or 'manage' young people. We teach them through informal education. One of the most important skills we teach is how to think critically about issues and respond effectively. As we move online, it is important to remember that our role as informal educators has not changed in its purpose.

We are able to do much more than just keep young people busy and manage their loneliness during this time. We can continue to support them to develop and learn. You can use these questions in your sessions to help prompt critical thinking. Reflect on what skills or issues they bring up and how you could design a session around one or more of them.

Thinking Hats

PROCESS	 Blue Hat - Process Thinking about thinking. What thinking is needed? Organizing the thinking. Planning for action.	CREATIVITY	 Green Hat - Creativity Ideas, alternatives, possibilities. Solutions to black hat problems.
FACTS	 White Hat - Facts Information and data. Neutral and objective. What do I know? What do I need to find out? How will I get the information I need?	BENEFITS	 Yellow Hat - Benefits Positives, plus points. Why an idea is useful. Logical reasons are given.
FEELINGS	 Red Hat - Feelings Intuition, hunches, gut instinct. My feelings right now. Feelings can change. No reasons are given.	CAUTIONS	 Black Hat - Cautions Difficulties, weaknesses, dangers. Spotting the risks. Logical reasons are given.

The coloured critical thinking hats are a way of encouraging young people to think critically in a variety of ways about an issue. Often we approach issues with one or two of these hats, and may find it particularly hard to use some of them.



By practising with all of these in the right circumstances, young people can become more confident in using different ways of thinking. Question 6 below uses these specifically, but they are applicable to almost anything.

Reflect for yourself: Which of these hats do you often approach a problem with? Which do you rarely use? Why is that?

Questions

1. Write a list of five things you know a lot about e.g. places, hobbies, subject at school/ college/university etc. Share this to the group. Now write a list of five things you don't know anything (or very little) about. Share this to the group. Is there a topic you know nothing about that someone else does? Can you trade some info about it? For example, three key things they should know.
2. You suddenly have to babysit a very inquisitive six-year-old. Their school has closed and their main carer is a delivery driver for Aldi. What's the six-year old's name? What is their school called? What is their carer called? Now you have to explain to them why we're in this situation. What would you say?
3. Boris Johnson has created a new role of "prime minister for the under 25s". What three new laws would you bring into immediate force to make things safer, better and fairer for everyone?
4. What are the top 5 'self-care' activities you would recommend to a friend who feels lonely at home?
5. What are the top 5 'mutual care' activities you'd recommend to a group of friends, or your family, housemates or street to help makes things feel better?
6. Give the young people one of six "critical thinking hats". If there's more than six people give out the same colour twice if needed, and pair people up. Ask them to look at a picture and then ask them to describe a picture from the perspective of their particular "thinking hat". This is an example picture.





7. Write down your initials e.g. AH. Answer all of these questions with one or all of your initials:

- Something you like to eat
- A country far away
- The best day-dream you ever had
- The simplest way to solve a problem
- A snack or food
- A way to describe someone you really like
- Somewhere you'd like to visit
- A philosophy, belief, faith or religion
- The thing you'd buy first if you won big on the lottery
- Something you'd wear if you were celebrating

8. Today you have woken up and you are a panda in a zoo. What does your day look like?

9. Would you rather cry marshmallows or sneeze marbles? Explain your answer. What would the people you live/work/study with prefer?

10. If you could convince one person, dead or alive, real or fictional, to change their mind about one thing, who and what would it be?

11. What are the benefits of connecting with people online more? What are the down sides? How can we use our situation to improve our relationships?

12. You are the Prime Minister. You can pick anyone you want to be in your top team of people (your cabinet), real or fictional, dead or alive. Who would you pick for what job and why?

13. Imagine you're designing the National Curriculum again from scratch. What subjects would you put in? How should things be taught? Which subjects are most important and which are least important? Can people choose or do we all have to do the same thing? E.g. Maths or Making Friends lessons? Spelling & Grammar or Making Up Stories lessons?



14. Many people clapped at 8pm on 26th March applauding NHS staff. Are there any other workers who you think should be applauded (and do they usually get seen as skilled or unskilled)? How should we decide how much different work gets paid and how important people's work is?
15. Split a piece of paper into 4 quadrants. Write Happy, Sad, Angry, Scared, one in each quadrant. Then invite young people to suggest what things that are happening now could be making people feel each of these. Are we always aware when we are feeling these different things? How might these feelings explain some of the things people have been doing (e.g. clapping from their homes, buying lots of loo roll, helping each other). How can we be more aware of how we feel? Young people could make their own version and privately write on it when things make them feel a certain way.
16. You have a friend who is feeling sad, lonely and afraid. They only have enough data to read one message. What message would you send to them?
17. The youth group has been asked to plan a HUGE party for everyone in their neighbourhood/town/city for when everything is safe again. What do they want to put on? This is a good activity for reflecting on diversity (race, religion, age, ability, LGBT+ etc will all affect what people can access and enjoy) and togetherness (everyone is going through the same thing and will be joyful at coming together again at the party). Get creative with unlimited space and money



Section Five: Change

The section is important as it will help ensure that you are delivering quality, intentional and protective youth work.

Problem-based work vs strength-based work

1. One model of working with people is a **'deficit' or 'problems-based' approach**

A deficit model is an approach to conversations that focuses on the problems a person is facing, the weaknesses they have, and what they feel is broken in their life.

It is a more medical approach that has the premise that the person who has the problem requires an external "expert" to fix things. Common ways you might begin a deficit/problems-based conversation:

- So what is the problem?
- What's made you upset?
- How can I help you fix this issue?
- And what brought you here today?

Deficit-based conversations will often seek solutions that are directed by the support worker (e.g. a youth worker), such as referrals to another specialist practitioner or organisation, official advice from the support worker (youth worker), legal processes, and/or medical intervention. It is worth noting that these forms of support can all still occur within strength-based practice but, in a strength-based framework, would emerge from the decisions and requests of the person accessing support.

2. Another model is a **'strengths' or 'assets'-based approach**

This approach treats the young person you are working with as a whole person, who will have strengths (or 'assets') already in themselves and their life, which they can draw upon even (or particularly) during times where they are struggling or facing serious challenges.

We might compare it to respecting people's capacity for resilience. However, we are mindful not to conflate 'resilience' with 'being seemingly unaffected by hardship'. Instead, we can frame it as someone having the capacity to draw upon resources that they already have in order to support themselves when they are in need. It is a person-centred approach that recognises each individual's already-existent capacity to support themselves through struggles.



- Can you remember a time when you experienced something similar? How did you work through it then?
 - What are you good at?
 - Where do you want to get to? How will you know once you are there? How can you get there?
 - If there was nothing holding you back, what would you do?
 - “That’s interesting... tell me more...”
 - What do you think the best thing to do in this situation is?
 - What is the best question I could ask?
3. What are the **strengths** of the deficit-based model and the deficits of the strength-based model?


Sometimes, as a professional, adult and/or support worker, you have access to knowledge, networks, skills and resources (our own ‘assets’) that another person - such as a young person - doesn’t. It is valuable for us to act as advocates, advisors, etc. when the situation calls for it. A strength-based model can sometimes imply the person seeking support must solely find resources within themselves to resolve and cope with their struggles.

Young people will sometimes come to us with ‘problems’ that might require immediate crisis intervention, for instance a young person living in an unsafe and/or violent household or a suicidal young person, where our professional assets might well be a large part of why they have come to us above a friend or adult in their personal life. At other times, where young people aren’t in crisis, our professional assets can still also come in handy, such as giving young people tools with which they can work through issues, etc.

Despite all of this, one of the reasons we might opt for a strength-based model over problems-based conversations is because, as youth workers (particularly in a time of crisis after a decade of austerity), we often don’t have the resources (of time, money, networks or skills) to make direct interventions, which a deficit model may dictate. Nonetheless, youth workers can still always strive to meet young people where they are at and take them seriously by holding space for young people to feel heard, validated and cared for through times of strain and struggle.

Some additional resources:

- https://www.scie.org.uk/strengths-based-approaches/guidance?gclid=Cj0KCQjwpfHzBRCiARIsAHHzyZqFM-WE1IH0gMOEmZyHqiTjvalolOgK0ByMXCJXt1H_3ibPGgXg2GEaAlh_EALw_wcB
- https://www.iriss.org.uk/resources/insights/strengths-based-approaches-working-individuals?gclid=Cj0KCQjwpfHzBRCiARIsAHHzyZrX3DAVjrwXgY0POf_QSYjRY-wR8GlnVwQnvxs9GKWFZjwTgQQgKQ4aAnZYEALw_wcB
- <https://www.communitycare.co.uk/2018/05/30/strengths-based-conversations-quick-tips-practice/>
- <https://outcomes.ripfa.org.uk/wp-content/uploads/2016/06/Asset-or-strengths-based-conversations.pdf>

 **Top tip:** Working with young people to help them to find solutions ensures youth work is at the heart of your practice

Case studies

The two case studies that follow will hopefully help you to begin to consider some of the concerns that may arise and how you could respond to them.

Case Study One: MEL

Mel is a 15 year old trans young man. They live with their parents and 3 younger siblings in a three bedroomed flat.

Mel's dad is unwell - he has bowel cancer - and mum is a key worker. Younger siblings are 11, 8 and 5.

Mel sleeps in the living room on the sofa and has done since their younger sibling was born.

Mum is very supportive. Dad is not demonstrably unaccepting, but constantly mispronouns Mel.

In group, Mel was often quiet and withdrawn and in one-to-ones talked about low mood and lack of motivation.

They always attended group and had positive friendships with some of the other young people, and interacted with them via social media.



The family have no internet and Mel has limited data on their phone.

You've had a text from Mel saying they are feeling anxious and that they are tempted by alcohol in the house.

- What are your concerns for Mel?
- Is Mel Red Amber or Green?
- What would you want to put in place for Mel?
- What might escalate your concerns for Mel?

Case Study Two: VIC

Vic is a 19-year-old lesbian. She attends a number of provisions and engages well, always keen to get involved.

Vic has a history of poor mental health and self-harm.


Vic's family are not supportive and life at home is stressful. Her mum has asked her to leave in the past.

Vic has relied on the service for support and has received one-to-one sessions from a number of youth workers.

Three weeks ago, Vic was taken to A&E by one of the youth workers as her situation had deteriorated and she was having suicidal thoughts.

In your last virtual group session, Mel was withdrawn and looked tired. She didn't engage with activities and left the group early.

- What are your concerns for Vic?
- Is Vic red Amber or Green?
- What would you want to put in place for Vic?
- What might escalate your concerns for Vic?

 **Top tip:** Producing case studies of young people you are most concerned about will enable you to work through the concerns in a structured way and enable you to be more objective.



Feedback Welcome

We warmly invite you to give feedback on how you will use or have used this pack and any suggestions for developments.

This pack is provided initially in draft form, and it will evolve with collaboration.

Please contact: info@theprouddtrust.org