

# Achieving economic well-being – not being prevented by social and economic disadvantage from achieving their full potential

## Getting help and support

Some children and young people find it hard to actively participate in their education and in the community as a result of their life experiences and health inequalities, including those who:

- are excluded from school
- have learning difficulties
- have physical disabilities
- are from lower socio-economic groups
- are looked after by a local authority
- are from minority ethnic communities
- have been bullied
- are gay, lesbian or bisexual
- have emotional or behavioural difficulties, or mental health problems
- are going through difficulties at home
- are highly mobile, for example Travellers, asylum seekers and refugees.

This unit explores the theme of achieving economic well-being. The first activity explores support networks, in particular the network of people that young people rely on to support them in various aspects of their life. The second activity looks at the skill of building networks and knowing when to access support. Young people have the opportunity to identify different types of support and resources by working in small groups and using scenarios.

The second half of the unit focuses on money management skills, in particular budgeting and saving.

*I want to have the skills to get to where I want to be. I want to make something of myself.*

Young man aged 16

### Learning outcomes

Young people will:

- have reflected on their own support network and identified ways of getting support (Activity 24)
- understand more about what is available in their local area (Activity 25)
- Have considered their ideal service (Activity 26).

### You will need

- one copy per participant of Worksheet 18: *People who support me*
- one copy per participant of Worksheet 19: *Accessing services*
- art materials.

### Suggested icebreakers:

Who I am

Word association

(See page 22)



### Activity 24: My network

1. Give each young person a copy of Worksheet 18.
2. Ask the group to answer the questions using words or images.
3. Ask the group 'how can we get all the support we need?'

**Reflection**

What did you learn about yourself and your support network today?  
Did anything surprise you?



### **Activity 25:** **Getting support**

1. Explain that the purpose of the session is to explore sources of advice and information available to young people within the community and highlight the importance of being able to seek support, advice and information throughout our lives.
2. Ask participants to brainstorm all the different reasons why young people might need local services, for example to get information, for someone to talk to, for practical help.
3. In small groups ask the young people to consider the scenarios on Worksheet 19, think about how they might be feeling and identify where the young people in these situations could seek the support they need.
4. Ask them to list some other situations in which young people might need to access local services.
5. As a whole group share feedback from each of the scenarios.
6. Back in small groups, ask each group to research and make a list of local services for young people.
7. As a whole group share and compare these lists. Make a large composite list and discuss where young people can find out more about local services. If possible have information or directories available for young people to use.
8. Ask young people to make posters or a leaflet advertising different local and national services. Try to ensure a good range of services. Invite the groups to present their posters to others and then display them where other young people can see them.

In addition you could do one or both of the following:

9. Ask the group to design a group directory from their composite list, which you could keep on site or print up for all of the young people and perhaps share with the local education authority or primary care trust.
10. Using the examples on Worksheet 19, in small groups decide when a young person may need the support of a local service. Using role-play, go through the process involved in accessing the service from ringing up to make the appointment, going into the service, starting up a conversation with the receptionist, through to leaving the service.

### **Reflection**

Where do you think services should be advertised to make sure young people know about them?

Are there any community resources you might use as a result of the lesson?

What might help or stop you accessing sources of information and support?

As a result of this session do you feel more confident about accessing services in the area?

### **Facilitators note**

Young people should feel confident in getting help and support and be assured that they will be supported and helped without judgement by relevant professionals. Outside visitors can provide an effective link between informal education and service provision. Where visitors are invited to work with the young people they must work within the policy framework of the setting and it is the responsibility of those inviting the visitor to ensure this happens.



### **Activity 26: My ideal service**

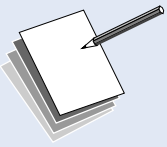
1. In small groups, ask the young people to brainstorm on a piece of flip chart paper what their ideal support service would be like, for example, confidential, non-judgemental, friendly, good opening hours, easy to get to.
2. Back in the whole group, invite them to share their thoughts and note the main features on a flip chart. Identify any points that recur and any that are very different or conflicting.
3. Ask the group to develop a priority list of the key features young people want from local services.
4. Services for young people often fail to meet young people's expectations. Explore with the group the barriers to accessing services and how these can be overcome.
5. Provide this information to local service providers and commissioners. This could be done by the young people themselves presenting their feedback verbally to a meeting, or by producing a letter describing the young people's ideas and sending it to an identified person. Feedback any response to the young people.

### **Reflection**

Are there any community services you might use as a result of the lesson?

What might stop you accessing sources of information and support?

As a result of this session do you feel more confident about accessing services in the area?



## Worksheet 18: People who support me

Draw a picture or write about...

Someone I can talk to when I am happy

Someone I can celebrate with when I have achieved a goal

Someone who would help me if I was upset

Someone I can really laugh with

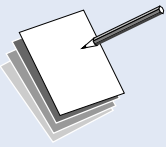
Someone I can sit with, not talk to and still feel really comfortable

Someone who would help me if I was sick

Someone who would help me if I was in trouble

Someone who would help me if I was finding a situation difficult to handle

Someone I could turn to – whatever the situation – and they would help me, no questions asked



## Worksheet 19: Accessing services

1) A young person moves to a new area and school halfway through the summer term. S/he is finding it hard to make friends.

- What might this young person be feeling?
- What might they be thinking?
- Where might they find opportunities to make friends?
- What can help them?
- What might stop them?

2) A young person is being bullied on their way home from school by a group of older young people.

- What might this young person be feeling?
- Where or to whom could s/he go for support and help?

3) A young person has had unprotected sex with her boyfriend.

- What might this young person be feeling?
- Where or to whom could she go for support and help?

4) A young person's mother has died.

- What might this young person be feeling?
- Where or to whom could she go for support and help?

5) A young person is keen to find a part-time job.

- What might this young person be feeling?
- Where might they look for job opportunities?

6) A young person is relied upon by their mates to drive them by car. They cannot afford to pay the insurance.

- What might this young person be feeling?
- Where or to whom could they go for support and help?