

APPENDIX 2
Wepre Park Project 2017 report



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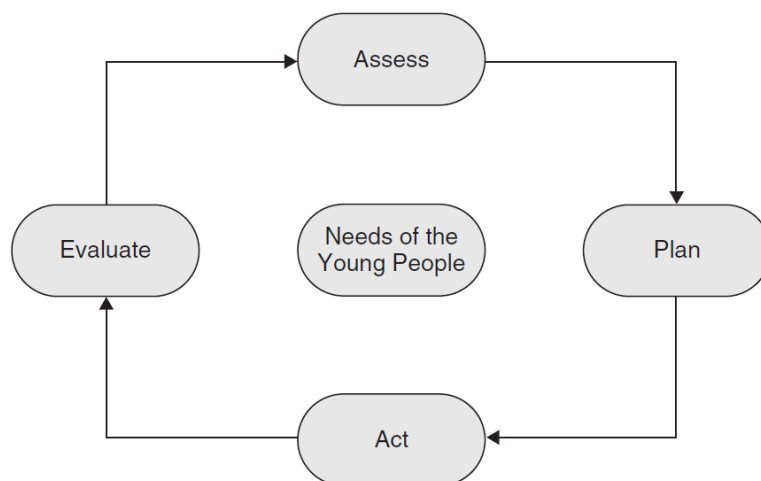
Wepre park project 2017

The project aims were to reduce anti-social behaviour. Increase engagement, offer opportunities to explore new activities and support options, open up access to Targeted support and enable partners to work together.

In this report I am going to be using Burton's model of reflective practice as seen in Jaspers (2003) to assess the outcomes of the Wepre park project. The purpose of this report is to see if the structure of this project is something we can look to adapt in future to help support the link between anti-social behaviour and substance abuse in local communities by young people. Firstly I will look at the Wepre park project and how it came about, then we will look at what we did and why we did it then finally we will look at what are exit strategies and outcomes where from the 4 session program.

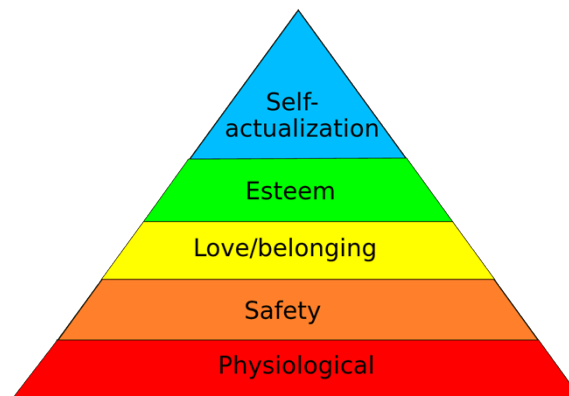
What

The Wepre park project was developed from a mapping project that was done in the area as a result of lots of reports of antisocial behaviour linked with substance misuse in the Connah's Quay area. We decided to follow a work model seen in the graph below that Bastleer and Davies (2010) suggest to follow for detached work. We did two mapping sessions around Connah's Quay area assessing and gathering information from young people to see why they believe there was so much anti-social behaviour and what they think could be done to reduce it. The general consensus was that the young people were bored due to the fact they believe there is nothing to do. When this was challenged, as there are many sporting groups and youth clubs in the area, the young people's feedback was that the cost and commitment to clubs was not something they were able to achieve.



After assessing the area and what the young people wanted, we then started to put a rough plan together with them. The suggestion was then put forwards to the young people of having a football stadia where they could play such games as football and dodgeball, where they could play for fun and free of cost with no commitment and have access to other none sporty activities like arts and crafts. The young people were very keen, suggested times and days were put forward and the young people agreed for the time to be 3pm -5pm as that

was the time they would tend to head out with friends and didn't mind on which day it was. After Gathering this information we started to put a more structured plan together for the project and approach with a multi-agency approach. Having sports development there to deliver the sporting side, Flintshire sorted to be there to approach and tackle the substance abuse, youth service to be there to support the general growth and development of the young people, PCSO to help improve the current relationships between young people and police and presence from the school to help the support back in to school in September. This way we are able to meet the needs of the young people while also meeting the needs of the community. We also took in to account Maslow's higher achy of needs as Sapin (2013) states we need to meet the basic needs of the young people before we can move up the triangle to meet their more complex needs, so we provided free food, drinks and a safe environment making sure young people's basic needs were being met. Diagram as seen below.



During the planning stage we also worked alongside the Wepre park rangers to organise were we could set the stadia up. They brought to light that the young people had also been graffiti spraying the skate park in memory of a friend, the rangers would like to work with the young people to develop a proper memorial for their friend. This brought another agenda to the projects.

As a result of all this planning we have now developed the Wepre park project, it was a 4 week program which was structured as one two hour session a week. We did not advertise it to the general public, we ensured that the advertisement of the project was targeted at specific groups of young people who we know had been causing issues within the area and ensuring we kept the project to 11+. The reasoning behind this as Bastleer and Davies (2010) state the very nature of detached work is to engage young people who have become unattached and socially excluded or disengaged. Therefore we targeted the young people who have become unattached and socially excluded or disengaged to try and reengage them in to services, activities and improve their relationships with the community.

So what

As a way of engaging the young people we planned a loose session plan of delivering football, dodgeball, Boxing, Golf, arts and crafts corner, food and drink and a safe place where young people could come to talk about substances and any issues in their lives currently. We had between 17 and 22 young people attend each session, all dipping in and out of the activities for the whole two hours. Each young person came with their own agenda some young people who attended just wanted something to do to get involved in

the sports activities and arts and crafts. Other young people came for the support from Flintshire sorted, youth service and the school link.

The young people seem to have missed the structure that these support services provide for them and the opportunity for their voices to be heard. As Roberts (2009) suggest Listening is one of the key Values you have as someone who works with youth, there is historical truth to this and social science studies that show to be able to do a good piece of work with young people we need to listen, analyse and continuously find out about the young people. When we listen we also provide unconditional positive regard to help our young people flourish in the environments there in. As Roberts (2009) said

“Listening expresses a disposition, an attitude of the professional youth worker to attend to the interests of the young person first” (2009, p28)

During this project we have Targeted 57 individuals ranging from the age of 11-17 and with a diversity of ethnicities. We had new faces and increasing numbers in each session over the past month. As a result of us listening to the individual voices of the 57 young people, we have been able to do some very positive pieces of work which have resulted in some positive outcomes. Through the arts and craft corner we have been able to have open conversations about why we are running the project, harm reduction advice and education around substances, work around building self-esteem and confidence and work about LGBT and what support there is out there. Bastleer and Davies (2010) talk about “little c” creativity and how we can get more out of young people by promoting creativity, Bastleer and Davies State

“this is important not least because of the joy that comes from creating interaction with individuals and groups through which they share elements of their lives that are mysterious to us as professionals but shed some light on how they visualise the world” (2010, P 64)

Through giving the young people the ability to be creative they were open with workers allowing workers to be creative in the way we work with them. Seeing what issues they are facing in their lives and seeing how services are able to support.



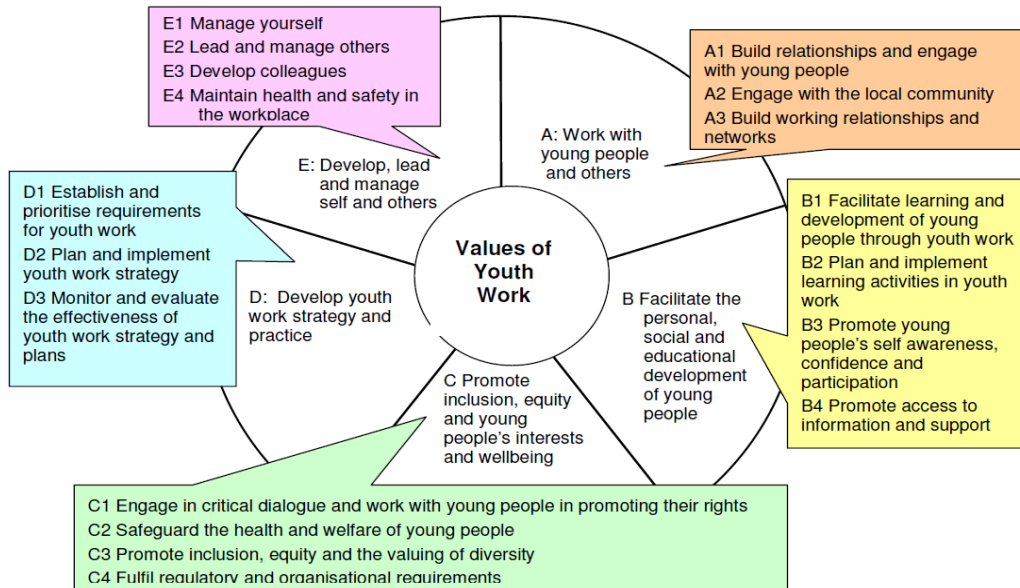
As another approach of engagement sports development and sorted offered different sports and fun activities in each session. Getting them involved in 5 aside football games, Dodgeball games, foot tennis, golf and Boxing. Offering exit strategies in to sport as well, giving them the opportunity of 6 weeks of free golf lessons and free inductions to the gym and giving them opportunity to take part in sports they may not have tried before.



As well as the planned and structured activities and work as usual with informal education other projects and pieces of work developed. We were able to do work around building up the young people's self-esteem by teaching them new skills and allowing them to express themselves in arts and sports, giving them an opportunity for their voices to be heard. School were able to discuss ways they can support the young people back in to school in September as some of the young people have concerns around how their substance use had increased over summer, they were able to discuss issues around LGBT and learn where young people can go for support. We were able to support young people in their time of need on their GCSE results day advising the young people who didn't get the results they wanted on where to go and where to get support for the upcoming academic year. As well as this the youth service were able to discuss with the young people about the possibility of doing a professional memorial for their friend in the skate park. Finally one of the most important outcomes was building up of relationship between young people and services and reinforcing positive messages with young people.

I feel it's important to say that during this project we were able to meet majority of the National and occupational standards of youth work (diagram seen below). Due to the multi-agency approach we were able to build working relationship and network with services, build relationships between services and young people, engage with the local community, develop the social and personal development of young people, promote inclusion and equity and develop the young people's interests through doing these different activities.

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK



Now what?

From this project we have generated 3 one to one referrals for high risk young people. These young people will now have intense education and be given coping strategies and harm reduction advice. We have also picked up 2 young people to be targeted in September at Connah's Quay high school to have the preventative education work with one of these referrals being made by a parent. There is also the beginning of a possible LGBT youth group in Flintshire and have linked them in with other support groups for now. Since then we have done additional mapping project and have developed a steering group to work with the Rangers, youth service and sorted to come up with a memorial for their friend who lost his life. This is in hope to stop the graffiti spraying and have a professional memorial done for their friend.

Sports development have picked up a possible young person to become a young leader in the next academic year which can lead to further education and development for them with links in to possible future work. Flintshire sorted are looking into starting a girls boxing class in Connah's Quay high school as the girls showed an interest in taking part if it was delivered in a less public area.

Not only have we furthered the development of young people but one of the sessional workers who attended has now been inspired to become a youth worker in the youth service. As a result of this project and seeing the way youth service and sorted work with young people they would like to be a part of it and will hopefully be working in future. As well as this youth service has been able to make some strong links with the school and develop the relationship between informal education and formal education links even further.

As well as this 17 out of 57 young people who attended have been known to the youth justice service and majority of the other young people who attended have been brought up in ASB meeting and other multi-agency meetings linked in with anti-social behaviour and substance use.

I believe it is important to identify the soft outcomes of this project. As Fielding and Reid (2007) stated soft outcomes are harder to measure and identify. Therefore they can be overlooked but it is important for us to measure, as for the young person, the soft outcomes can be of great importance to them. Some of the soft outcomes we have had from this project are developing social skills with adults, being able to have conversations and dialogue with peers and professionals and building on self-esteem and confidence by using unconditional positive regard with the young people while doing activities. Picking up on all the positive things they have done while also developing critical thinking, decision making and building on coping skills. These are outcomes that the education worker from sorted can continue to monitor and develop throughout their time in school.

Feedback from the rangers show that during the summer holidays it has been very quiet. There have been no fires or vandalism as of late. They also state that they have found some dens made but there has been no evidence of substance or alcohol use in these dens. The outcome we have not yet been able to identify is the effect it may have had on the antisocial behaviour in other areas around Connah's Quay, we are still waiting to be able to report back on that.

And of course, most importantly, we have gathered comments from the young people who attended the project and asked for their opinion about the project. We asked what they liked or disliked about the project and what they would change. One thing they all agreed on was to change the time if it was to run again in the future. They would prefer it later in the afternoon so around 4-6 or even later when term time.

In conclusion the project has had a positive result for all services, Flintshire Sorted have managed to pick up 5 referrals overall and managed to educate groups of young people about the risk of substances and the links it has to antisocial behaviour. Sports development identified a possible young leader for next year that they will be able to support and develop as well as promoting health and fitness through the summer period. Youth service have identified a possible LGBT group, advertised the youth club, and linked in with Connah's Quay school and a possible new worker. School have been able to pick up on ideas of what they can put in place for when the young people come back to school to make the transition easier.

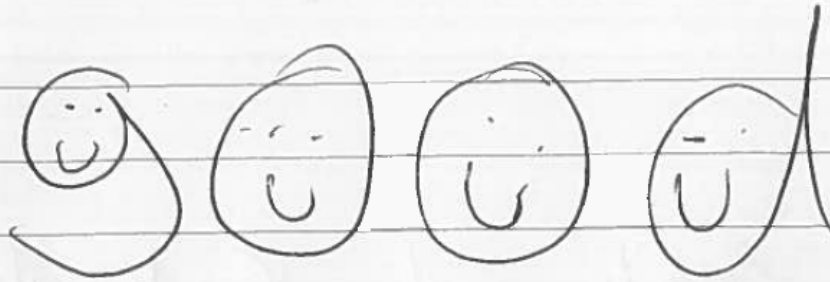
Finally and most importantly how this multi-agency approach has allowed these young people to continue their development during the summer holiday not only targeting their need of support for substances but their need for support in multiple aspects of their lives. Having this multi-agency approach has allowed us to do this and allowed the young people to build up strong and trusting relationships with different services and professionals.

Below I have attached some of the comments the young people left and images of what activities we had on during the project.

was sick kept me out of trouble
free scan and drink :-

was good, there was activities to
keep people entertained for a while.

Show/ was very entertaining, ~~kept~~ a great way
to get outside and communicate to
others. The activities is a great aspect
for others to ~~communicate~~ make
new friends and to have fun.







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