

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Young People's Development

Unit Reference Number: M/651/9364

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 23

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how young people develop during adolescence	1.1 Define adolescence
	1.2 Explain social and cultural theories which relate to adolescent development
	1.3 Outline how adolescent development impacts on young people's lives
2. Understand how knowledge of adolescence impacts on youth work	2.1 Identify how knowledge of adolescent development benefits youth work and young people
	2.2 Identify ways to encourage young people to explore their values and beliefs
	2.3 Explain how changes during adolescence could affect the professional relationship between the youth support worker and the young person
	2.4 Outline how changes during adolescence affect young people's behaviour and lead to stereotypes
	2.5 Explain how to challenge stereotypes impacting on young people
3. Know where young people could get support during adolescence	3.1 Explain how youth support workers can support young people during adolescence
	3.2 Identify agencies that can support young people that may face difficulties during adolescence

Indicative Content

LO1	1.1 Learners must research and reference a definition of adolescence. 1.2 Learners must explain two social and cultural theories of adolescent development. These could include theories from the following or other accepted theories from the learners' own research. • Stanley Hall • Sigmund Freud • Anna Freud • Erik Erikson • Kurt Lewin • Jean Piaget • Lawrence Kohlberg • James Marcia • Alison Davis 1.3 Learners must provide evidence that they could use their preferred theories and youth work experience to outline how adolescent development has impacted on the lives of young people they work with. This could include reference to behaviour, cognitive development, sexual identity, relationships, peer influence, physical changes and risk taking.
LO2	2.1 Learners must be able to identify from their own youth work practice and their understanding of two social and cultural theories of adolescent development when and how that knowledge has been of benefit to youth work and young people in general. 2.2 Learners must be able to identify a range of ways to encourage young people to explore their values and beliefs which might include: • fairness and acceptance towards others • justice and promoting this • equality and inclusion. 2.3 Learners must identify and explain from their own youth work practice how the changes that occur during adolescence could affect their relationship with young people. 2.4 Learners must be able to evidence that they understand what is meant by stereotypes and outline the range of stereotypes that are often attributed to young people. 2.5 This could include directly challenging comments, attitudes, or situations relating to young people Learners could also explore alternative ways to appropriately challenge oppressive or discriminatory attitudes towards young people including: • Empowering young people to actively and positively challenge comments • Promoting the value of youth work and young people's contribution to the local community • Celebrating young people's achievements • Using social media to promote young people • Social action projects.

LO3	3.1 Learners must provide evidence from their own youth work practice and wider experience of how young people have been supported during adolescence. This could include: • Well-being/healthy lifestyle activities/projects • Empowering young people to understand what is happening to them physically, emotionally and cognitively • Advocating on young people's behalf • Supporting young people to identify risk factors 3.2 Learners must be able to identify local and national organisations that could support young people and ways to work with them. Agencies could include statutory, voluntary and online provision. Learners must identify the services on offer, how to access the agencies, their details, and referral processes.
-----	--