

Getting Connected

Introduction

What is Getting Connected?

Getting Connected is a curriculum framework designed to help young adults on the margins of education and employment to reconnect with learning and foster their personal development. The framework is intended to enhance the self-esteem and emotional literacy of those young adults outside the formal education and training system. It is aimed primarily at young adults aged 16-25 but is also benefiting many aged 14-15, however some of the content (e.g. sections on sex and drugs) may be inappropriate for younger users and you would certainly want to consider discussing these issues within age groups.

Getting Connected is comprised of nine units, which can be accredited by OCR (Oxford, Cambridge and RSA).

Who runs Getting Connected?

Getting Connected was developed by the Young Adult Learning Partnership – a joint initiative of the National Institute of Adult Continuing Education (NIACE) and The National Youth Agency (NYA).

In your local area, Getting Connected can be used by anyone who is working with young people e.g. youth workers, Connexions PAs, health workers, probation staff, social workers or library staff.

It is possible that you could be responsible for running Getting Connected from your library but it is more likely that you will work in partnership with youth workers who are already using the scheme.

What does Getting Connected consist of?

Getting Connected consists of 9 units:

- A – Knowing Yourself
- B – Coping with Feelings
- C – Holding Beliefs
- D – Handling Relationships
- E – Getting and Giving Support
- F – Exploring Risks
- G – Managing Myself

H – Using Information

I – Rights and Responsibilities

Young people can be accredited for any number of Units however 4 units make up a Profile of Achievement at Level 1. A young person will receive a certificate for each unit which s/he achieves and also a certificate once the Profile of Achievement has been completed. This qualification is a non-formal qualification, but it can be used to draw down funding from the Learning Skills Council for young people who are over 16.

Any of the units can be used in a library setting however, some are more relevant than others. You might like to look particularly at:

A- Knowing yourself

E- Getting and giving support

G – Managing myself

H – Using Information

I – Rights and Responsibilities

The following pages give more information about the Getting Connected Units.

Young people can pursue any of these units as part of their involvement with library activities however the following units are the most relevant to the library context:

- Knowing Yourself
- Getting and Giving Support
- Managing Myself
- Using Information
- Rights and Responsibilities

Unit A: Knowing Yourself

These activities could be used when training a new group of young people as volunteers or they could be used on a 1:1 basis. Young people can be taken through a process of reflecting on their lives so far, discussing their current skills and qualities and the ones that they would like to develop during their time as volunteers. They can then move on to action planning for their role/s and recording/evaluating their experiences.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Review your life so far	<p>1.1 Tell key aspects of your life story to another person and record the account</p> <p>1.2. Identify and record what you have learned about yourself from</p> <p>a) events</p> <p>b) people who have been significant in your life</p>	<p>1.1 Make a timeline of key events and share it with a partner or tell the story and video or record it as an MP3</p> <p>1.2 Draw a tree with branches representing the people who have been important in life and fill in what you've learned about yourself</p>	<p>1.1 The recording, video, timeline or other method of recording</p> <p>1.2 The tree or other representation of important people,</p>
2. Be aware of your own qualities and changes you might want to make	<p>2.1. Identify and record:</p> <p>a) skills</p> <p>b) qualities that make you feel good about yourself</p> <p>c) qualities that you admire in others that you would like to develop in yourself</p>	<p>2.1 Fill in a simple worksheet with a mentor or through discussion with other young people</p> <p>Make a collage with pictures of people you admire and what you perceive their best qualities to be</p>	<p>2.1. The worksheet or other method of recording skills and qualities</p>
3. Make and carry out plans for the future	<p>3.1. Produce and record an action plan for your future. Focus on including the steps you need to take, building on your own strengths, developing your qualities and changing things that have caused you difficulty</p> <p>3.2. Identify who/what could support you</p> <p>3.3. a) carry out your action plan b) review your achievements c) Identify and record what you have learned about yourself d) Consider and record what you might do differently next time</p>	<p>3.1 Look at volunteering opportunities and think about which ones would help you to develop your skills and qualities, with support from a mentor. Produce an action plan.</p> <p>3.2 Discuss with your mentor what support you need to carry out your role</p> <p>3.3. Keep a diary/ record sheet demonstrating how you've been involved, what you've achieved, what you've learned about yourself and what you might need to improve.</p>	<p>3.1. Action plan</p> <p>3.2. Action plan</p> <p>3.3. Diary/ record sheet</p>

Unit B: Coping with feelings

These activities are not directly related to library activities but could be undertaken if there is personal conflict between volunteers and/or users, in training young volunteers or involving young people in setting ground rules for activities.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Understand feelings in different situations and how they can influence thinking and behaviour	<p>1.1 Identify and record 3 different situations in which you feel okay about yourself</p> <p>1.2 Describe one or more situations when your feelings affected your thoughts and behaviour</p> <p>1.3. Using what you found out in 1.2 identify and record</p> <p>a) ways in which you could manage your feelings better</p> <p>b) try these out</p> <p>c) Reflect on how this felt</p> <p>d) Identify and record what you might do next time</p>	<p>1.1 Fill in a worksheet or make a collage of situations in which you feel okay about yourself – some of these could be volunteering situations</p> <p>1.2. Fill in a chart or worksheet relating to different feelings e.g. when I'm stressed I think....., I tend to behave..... Talk as a group or with a mentor about different situations that provoke these feelings.</p> <p>1.3 As a group or with mentors discuss ways in which you could manage feelings better – this could be linked to special events on relaxation or anger management Keep a feelings journal recording how you reacted in different situations and how you might do things differently</p>	<p>1.1 Collage or worksheet</p> <p>1.2. Chart or worksheet</p> <p>1.3 Worksheets, photos of events, flipchart notes (identifying the contribution of the individual young people)</p> <p>Feelings journal</p> <p>Witness statement of mentors describing how the young person's behaviour has changed</p>
2. Understand how to express feelings appropriately in different situations and how feelings link to actions	<p>2.1 Identify and record a situation when you</p> <p>a) handled your feelings well</p> <p>b) handled your feelings badly</p> <p>2.2 Think about and record a coming event or situation, anticipate and record what difficulties may arise</p> <p>2.3 Identify and record action that you can take to manage this difficulty/ difficulties</p> <p>2.4 Do what you planned and record it</p> <p>2.5 Identify and record what you might do differently next time</p>	<p>2.1 Worksheet or drawing of situations some of which could be volunteering situations</p> <p>2.2 Discuss a coming library event or activity and talk about how you might react e.g. an event or presentation.</p> <p>2.3 Make a plan for how to manage your feelings and behaviour</p> <p>2.4 Record what happened</p> <p>2.5. Evaluate how things could be improved next time</p>	<p>Worksheet of recording, recording the process of managing feelings and behaviour</p>

Unit C: Holding beliefs

This unit is most likely to be completed in a group situation as an isolated project focused on beliefs. You could consider linking a project to religious or moral issues, including time for debate and creating displays around the issues young people want to discuss. You would also want to consider using the resources available in the library e.g. books and internet for research purposes.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Put forward your opinion, appreciating others and recognising their influence	1.1 Identify and record two things you believe are wrong and two you believe are right 1.2 For each, put forward a supporting argument 1.3 Listen and think about an opposing view and how this has influenced your thinking 1.4 Consider from the other point of view whether they were entitled to hold this view	1.1 Worksheet or drawing of things you believe are right and wrong 1.2 Put forward arguments during debate and discussions 1.3 Listen to the views of others. How does their view influence your thinking? 1.4 Try defending the other person's point of view in discussion with other young people and/ or mentor	1.1 Worksheet or drawing 1.2 Video or recording of debate 1.3 Video or recording of debate 1.4 Witness statement from mentor Display
2. Know what beliefs and values are and how they affect attitudes and behaviour	2.1 Describe two different things other people feel are right and wrong 2.2 Provide evidence of how you have acquired your beliefs 2.3 Identify and record how other people acquire their beliefs 2.4 Identify and record how a person's views influence their	2.1 Take part in a group discussion about any issues that interest the group e.g. animal rights, drug use, crime etc. 2.2 Worksheet or diagram demonstrating where your beliefs come from 2.3 Worksheet or diagram showing how people acquire their beliefs	2.1 Flip chart notes identifying the contribution of individual young people or recording of debate 2.2 Diagram, worksheet or display materials 2.3 Diagram, worksheet or display materials 2.4 Witness statement from mentor, flip chart notes

	behaviour	2.4 Discuss how someone who believes e.g. that eating meat is wrong, will behave	identifying the contribution of individual young people, display materials
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Unit D: Handling relationships

This unit could be used to help young people to improve their interpersonal skills with others. The feedback section could be used as part of training for volunteers and could also relate to group activities such as creative writing, where the giving and receiving of feedback is important.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Recognise and practise skills needed to make and keep different types of relationships	<p>1.1 Give examples of and record positive relationships you have enjoyed or observed in others (for example, in the family, at work or socially) and state the reasons why</p> <p>1.2 In each of the situations below give an example of when and how you have demonstrated the following skills</p> <ul style="list-style-type: none"> a) active listening b) negotiating c) explaining d) starting and keeping a conversation going <p>1.3 Identify and record how you felt when others have not demonstrated these skills in your relationship</p>	<p>1.1 Take part in a group discussion about what makes a positive relationship</p> <p>1.2 Discuss situations and try out different skills in role play as part of library volunteer customer service training</p> <p>1.3 Group discussion or cartoon of how it feels</p>	<p>1.1 Flip charts from discussion highlighting the contributions of individual young people. Or individual worksheets/ notes</p> <p>1.2 Video of role play or worksheets</p> <p>1.3 Flip charts from discussion highlighting the contributions of individual young people or cartoons/worksheets</p>
2. Understand and test out different approaches to managing difficult relationships	<p>2.1 a) Identify and record any difficult relationship you are experiencing</p> <ul style="list-style-type: none"> b) For each difficult relationship you have identified, select and try out different approaches to deal with them c) Review and record how effective these approaches have been d) Identify and record what you might change 	<p>2.1a) Group discussion or individual worksheet</p> <ul style="list-style-type: none"> b) Role play in group and try out in library and beyond c) Worksheets or journal d) Worksheets or journal 	<p>2.1 Flip charts from discussion highlighting the contributions of individual young people or individual worksheet</p> <ul style="list-style-type: none"> b) video of role play c) Worksheets or journal d) Worksheets or journal

<p>3. Recognise the proper and improper uses of power and control</p>	<p>3.1 Identify a situation/relationship where someone</p> <ul style="list-style-type: none"> a) exerts power over you b) exerts control over you c) For each, identify and record how these situations make you feel d) Decide what you might want to do to change and improve the relationship e) Try the change out and record what happened 	<p>3.1 Group discussion or individual worksheets</p>	<p>3.1 Flip chart notes recording individual contributions of young people or individual worksheets</p>
<p>4. Recognise the difference between assertive, aggressive and passive behaviour</p>	<p>4.1 Record your understanding of what is meant by assertive, aggressive and passive behaviour</p> <p>4.2 a) Describe two different situations where you might be assertive instead of passive or aggressive</p> <ul style="list-style-type: none"> b) Plan how you might behave more assertively in these two situations and try it out c) Consider and record the impact of this assertive behaviour and how you felt about it 	<p>4.1 Do a quiz to highlight the different types of behaviour and identify which you display</p> <p>4.2. Consider volunteering situations alongside other situations e.g. dealing with a complaining customer, wanting to use a computer that someone else is on, feeling bullied etc</p> <ul style="list-style-type: none"> b) Practise in role play c) Record in journal or worksheet 	<p>4.1 Quiz and notes about passive, assertive and aggressive behaviour</p> <p>4.2 Notes from discussions</p> <ul style="list-style-type: none"> b) video or role play c) Journal or worksheet
<p>5. Test out different approaches to giving and receiving feedback</p>	<p>5.1 Record an incident when you received</p> <ul style="list-style-type: none"> a) positive feedback b) negative feedback <p>5.2 For each consider and record how this affected your feelings, thoughts and behaviour</p> <p>5.3 Give an example of how to give</p> <ul style="list-style-type: none"> a) positive feedback b) negative feedback <p>5.4 Give an example of how to receive</p> <ul style="list-style-type: none"> a) positive feedback b) negative feedback 	<p>5.1 Discuss with mentor – record on diagram or worksheet</p> <p>5.2 Add comments to diagram or worksheet</p> <p>5.3 Group discussion and role play</p> <p>5.4 Group discussion and role play</p>	<p>5.1 Diagram/ worksheet</p> <p>5.2 Diagram/ worksheet</p> <p>5.3 Flip chart notes highlighting contributions of individual young people. Video of role play</p> <p>5.4 Flip chart notes highlighting contributions of individual young people. Video of role play</p>

Unit E: Getting and Giving Support

This unit could be used as part of training to help volunteers or mentors who are working in the library. Through this unit they can identify sources of support for young people in their local area, thus aiding them in signposting other young people to various agencies. It can also help young people to develop customer service skills and the skills to help with activities such as homework clubs.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
<p>1. Find out about local support available for different needs that you might have</p>	<p>1.1 List individuals, groups and local agencies that offer advice and support 1.2 Identify any needs you might have in which you want support 1.3 Match individuals, groups and local agencies with your support needs 1.4 Explain how you would establish if the support meets your needs</p>	<p>1.1 Use the resources in the library to find out about local agencies who offer support to young people and create a list or display of useful services 1.2- 1.4 Discuss and record how you can go about getting support for yourself and which methods are most effective</p>	<p>1.1 List or display of useful agencies 1.2-1.4 Worksheet or notes</p>
<p>2. Identify how to get support for yourself and how to give it to others</p>	<p>2.1 Record how you either obtained support from an individual, group or local agency. Consider what it meant to you and how it affected you. 2.2 Consider and record what you would do differently in the future 2.3 Clearly state how or when or give an example of when you have been effectively supported by a) another person b) a group 2.4 For each of 2.3a and 2.3b consider and record how you felt about this and what you found helpful</p>	<p>2.1- 2.4 Group discussion about ways to get support and which are effective</p>	<p>2.1- 2.4 Flip charts highlighting the individual contributions of young people or worksheets</p>

<p>3. Identify how to give support to others</p>	<p>3.1 Identify and record a situation where you might give support to a group of people or an individual</p> <p>3.2a) plan how to give the support and then do it</p> <p>b) describe what happened and identify the benefits of what/ might you have done for both parties</p> <p>3.3 Identify a situation where you have found/ might find it difficult to give support</p> <p>a) explain why</p> <p>b) consider what you would do if you were in a similar situation again</p>	<p>3.1- 3.2 Discuss ways in which you can give support to others and practise doing this within volunteer role e.g. answering enquiries, helping people to find information, helping people with homework. Record what you've done in a journal or on a record sheet. Discuss how effective your actions were with a mentor</p> <p>3.3 Discuss the kind of enquiries or situations you might find difficult either in group discussion or individual mentoring sessions. Plan how to deal with these situations</p>	<p>3.1 – 3.2 Contribute to making directories and/or displays of useful contacts – photograph/ photocopy for portfolio</p> <p>Flip chart notes identifying contributions of individual young people</p> <p>Journal or record of people you've helped</p> <p>3.3 Record sheets</p>
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Unit F: Exploring risks

This unit doesn't directly relate to the library environment but may be used within a library setting. It may be best undertaken by experienced youth workers and the age of the young people should be considered before embarking on this unit. It would be best approached by groups of young people of similar age or with individuals in mentoring sessions. Some of the elements could be used to help develop resources e.g. books, leaflets and folders of support agencies.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Investigate different situations that may post risks to you and others	<p>1.1 Recall and record examples of risks you have taken at different times in your life</p> <p>1.2 Identify and record current situations that might be risky to your physical safety</p> <p>1.3 For each situation in 1.2 a) identify and record what you could do about it b) take appropriate action c) consider and record what happened</p>	1.1 – 1.3 Discuss risky situations and record information on worksheet	1.1 – 1.3 Worksheets
2. Know how to practise safe sex	<p>2.1 Identify and record some of the risks in sexual activity</p> <p>2.2 Describe what you can do to keep healthy</p> <p>2.3. Identify and record what a) resources b) support is available to you locally</p>	<p>2.1 Group discussion - could be a flip chart drawing of a young person with internal risks written inside and external risks outside</p> <p>2.2 Group discussion, games or individual worksheets</p> <p>2.3 Group discussion. Use library resources to research support available and create displays or folders of information for other young people</p>	<p>2.1 Flip chart highlighting contributions of individual young people</p> <p>2.2 Flip chart highlighting contributions of individual young people or individual worksheets</p> <p>2.3 Displays or folders of information highlighting contribution of individual young people</p>

<p>3. Recognise the risks of recreational drug use and how these can be reduced</p>	<p>3.1 List 3 types of a) illegal drugs b) legal drugs</p> <p>3.2 For each type of drug describe a) why people use them b) the effects</p> <p>3.3 Identify and record resources available locally to help users</p> <p>3.4 Describe the kind of advice you would give to somebody who was using drugs harmfully and how they might change their behaviour</p>	<p>3.1- 3.2 As a group consider playing a game to group different drugs according to whether they are legal or illegal and what their effects are</p> <p>3.2 Discuss why people use drugs and record pictorially or on flip chart</p> <p>3.3. Make a folder or display of useful resources</p> <p>3.4 Practise role-playing the conversations you might have or record in speech bubbles on comic strips/ worksheets</p>	<p>3.1 -3.2 Photograph of game results</p> <p>3.2 Flip chart highlighting individual contribution of young people or worksheets</p> <p>3.3 Folder of display highlighting contributions of individual young people</p> <p>3.4 Video of role play or worksheets</p>
<p>4. Recognise own response to risk taking</p>	<p>4.1 Identify and record risky situations which you may be in a) now b) in the future</p> <p>4.2 State what, if anything, the law says about these situations</p> <p>4.3a) Choose one situation and plan your options to deal with the situation stating what is likely to happen b) Consider and record what happened and what you might change in the future</p> <p>4.4 Describe what you like about taking risks and how else you could get these feelings</p>	<p>4.1 – 4.3 Individual work with mentor, recording thoughts on worksheet or in journal</p> <p>4.4 Group discussion or individual work</p>	<p>4.1-4.3 Worksheet or journal</p> <p>4.4 Flip chart highlighting individual contributions of young people or worksheets</p>

Unit F: Exploring risks (alternative)

This unit is similar to Unit F (above) and bears little direct relation to library activities however it could be used by a youth worker working with young people within the library.

Getting Connected Outcomes	Assessment Criteria
1. Investigate different situations that may pose risks to you or others	1.1 Recall and record examples of risks that groups/individuals have taken that you are aware of (at different times in your life) 1.2 Identify and record current situations that might be considered a risk to an individual's physical safety 1.3 For each situation in 1.2: identify, consider and record what could have been done about it
2. Identify the range of risks facing people in society	2.1 Identify and record at least three risks facing people in society 2.2 Describe and record what can be done to maintain people's health and well-being 2.3 Identify and record what: a) resources b) support is available to you locally 2.4 Describe the advice you would offer a person involved in a risk situation and how this might influence their behaviour
3. Recognise own response to risk taking	3.1 Identify and record risk situations a) which you may be involved in now OR b) which you may potentially be exposed to in the future 3.2 Record what, if anything, the law states about these situations 3.3 Describe and consider the feelings: a) that you have experienced in a risk situation OR b) that a person might experience in a risk situation

Unit G: Managing myself

This unit could be adapted to help young people to clarify the volunteering roles that they want to be involved in and to review their progress. It provides tools for self-reflection, action planning and review.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
<p>1. Choose resources needed to achieve personal goals</p>	<p>1.1 Identify personal goals</p> <p>1.2 For each goal identify the resources needed to achieve them</p> <p style="margin-left: 20px;">a) in the short term</p> <p style="margin-left: 20px;">b) in the long term</p> <p>1.3 Devise a plan with steps to achieve a particular goal and record its development over a time scale agreed with your mentor</p>	<p>1.1 – 1.3 With your mentor, make a plan for the activities you want to take part in during your time as a library volunteer and what you need to do in order to achieve your goals.</p>	<p>1. Copy of plan, review sheets and diary of attendance</p>
<p>2. Plan and review how you have managed your time, budget and lifestyle over an agreed length of time</p>	<p>2.1 Consider and record how you have recently managed your time, budget and lifestyle</p> <p>2.2 Identify any changes you might like/ want to make</p> <p>2.3 Write a plan to</p> <p style="margin-left: 20px;">a) manage your time</p> <p style="margin-left: 20px;">b) manage your budget</p> <p style="margin-left: 20px;">c) manage your lifestyle</p> <p>2.4 Describe and record the operation of each plan. Consider and record how each plan went</p> <p>2.5 Identify other people who affected your achievements and how this made you feel</p>	<p>2.1 Plan and review how you have managed your time, attendance and contribution to the library over an agreed length of time.</p> <p>Also discuss your wider time, lifestyle and budget management</p> <p>2.2 Make a new plan to incorporate changes</p> <p>2.3 Group discussion or 1:1 mentoring on time, budget and lifestyle management</p> <p>2.4 Individual plan and review sheets</p> <p>2.5 Journal or worksheets</p>	<p>2.1 Copy of review sheets and diary of attendance</p> <p>2.2 New plan</p> <p>2.3 Flip chart notes highlighting individual contributions of young people or worksheets</p> <p>2.4 Plan and review sheets</p> <p>2.5 Journal or worksheets</p>

<p>3. Show you know the importance of a balanced diet and exercise for healthy living</p>	<p>3.1 Describe your existing diet/exercise pattern</p> <p>3.2 Consider and record how this existing pattern affects your health/lifestyle</p> <p>3.3. Use these considerations to produce and carry out a programme for healthy living for an agreed period of time</p> <p>3.4 Review the operation of your plan and how this made you feel</p> <p>3.5 Consider and record what you might change next time</p>	<p>3.1- 3.2 Group discussion about existing patterns of diet and exercise and their impact on health. Discuss the requirements of a healthy lifestyle</p> <p>3.3 Produce a programme for healthy living and create displays and menus to reflect this</p> <p>3.4- 3.5 Keep a journal to review your personal health plan</p>	<p>3.1-3.2 Flip charts highlighting individual contributions of young people or worksheets</p> <p>3.3 Programme for healthy living</p> <p>Information about healthy lifestyles, photographs of any displays or information collected</p> <p>3.4-3.5 Journal</p>
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Unit H: Using information

This unit is an ideal unit to be delivered through library based activities as it deals with information and communication – both key roles of libraries. It can be used with volunteers who are working in HeadSpace, involved in supporting others, selecting stock or marketing library services.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
1. Find out the best ways to get information	1.1 State 3 reasons why you might want to obtain information 1.2 For each reason obtain and record a) information from a spoken source b) information from a written source 1.3 In each case in 1.2 review and record the usefulness of the information 1.4 Consider the sources of information you chose and state whether you would chose differently next time	1.1 Group discussion about the reasons you and other young people might want to obtain information. Discuss the pros and cons of different ways to get information within the library e.g. internet, books, leaflets, staff 1.2 Find information on these issues from a spoken source and a written source This information could be collated for information folders or displays to help other users 1.3-1.4 Record the usefulness of the information collected and whether you would choose differently next time	1.1 Flip chart notes highlighting the individual contributions of young people 1.2 Copies of leaflets, recording of spoken requests and log of answers Photocopies of information folders and photos of displays 1.3-1.4 Worksheet or record sheet
2. Find out the best way to give information	2.1 Provide information about a) yourself b) a project in which you have been involved 2.2 For 2.1a and b identify appropriate media to communicate/ transmit the information 2.3 Observe and record how well it is received 2.4 Consider what you have done and note what you would want to do the next time you present the information	2.1 a) Talk about yourself to other members of the group or fill in forms for specific purposes b) Describe a library activity to the group or media or write about it for a newsletter or for the press 2.2 Discuss how you could transmit the information via various media 2.3-2.4 Record how well information is received and how you would present it differently next time	2.1 Video and/or copies of forms/ articles 2.2 Copy of plan for transmitting information 2.3-2.4 Journal or record sheet

Unit I: Rights and responsibilities

This unit fits well when involving young people in establishing codes of conduct for use of the library and when dealing with any conflicts between users. The rights and responsibilities of volunteers and users can be discussed alongside wider issues of citizenship.

Getting Connected Outcomes	Assessment Criteria	Example Activities	Evidence for Portfolio
<p>1. Understand rights and responsibilities</p>	<p>1.1 Identify examples of your rights and responsibilities</p> <p>1.2 Give an example of how you have balanced rights and responsibilities</p>	<p>1.1 Take part in discussions about the rights and responsibilities of people using the library – agree a code of conduct and/or ground rules for the project</p> <p>Take part in wider discussions about other areas of life in which you have rights and responsibilities</p> <p>1.2 Give examples in group discussion of how you have balanced rights and responsibilities</p>	
<p>2. Understand how your attitudes to rights and responsibilities affect you and others</p>	<p>2.1 Identify examples of choices you make in everyday life which a) affect only your rights b) may affect other people's rights</p> <p>2.2 List the advantages and disadvantages you identified of each of these choices</p> <p>2.3 Identify an actual choice you made which has affected yours or someone else's rights</p> <p>2.4 Consider and record the possible consequences of the choice</p> <p>2.5 Identify what you might choose to do differently next time</p>	<p>2.1 Identify examples of behaviour in the library which might affect your rights and those of others e.g. making a lot of noise, using your phone. (This could be used to establish ground rules)</p> <p>2.2 List advantages and disadvantages of each of these choices</p> <p>2.3 Identify an actual choice you made which has affected your or somebody else's rights e.g. not returning books could result in your not being able to borrow books</p> <p>2.4 Consider and record the possible consequences of the choice</p> <p>2.5 Identify what you might choose to do differently next time</p>	<p>2.1 Video of discussions and/or flip charts and/or copy of final code of conduct</p> <p>2.2-6 Copies of worksheets or record of discussions</p>

<p>3. Appreciate and act on rights and responsibilities</p>	<p>3.1 Give an example of a right and a responsibility to do with</p> <ul style="list-style-type: none"> a) yourself b) a parent c) a partner d) an employee <p>3.2 For each right and responsibility you have given identify the difficulties you might have in exercising them (if you were in each role)</p> <p>3.3 Select one of the difficulties and describe how you might tackle it</p> <ul style="list-style-type: none"> a) Consider how you felt about this b) Record what actually happened c) Consider what you might choose to do differently next time 	<p>3.1-3.3 Consider the rights and responsibilities of each role, record difficulties, methods of tackling difficulties, how it felt and what happened. Do this individually on a worksheet or discuss as a group.</p>	<p>3.3 Worksheet or flipchart of discussions highlighting the individual contributions of the young people</p>
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How do we run Getting Connected in Libraries?

If you want to run Getting Connected your first approach will be to work with partners from local youth agencies. You should:

1. Find out if your current youth partners are already using the scheme.
2. Investigate whether there are other agencies within your local area who are using the scheme you may be able to offer their young people new opportunities to achieve their accreditation through library activities.
3. Look at the information in this section and see how Getting Connected units can be achieved through library activities.
4. Consider whether you will offer the whole of Getting Connected within the library setting or whether you will be offering young people who are already enrolled the opportunity to achieve specific units e.g. Using information.
5. Arrange a meeting with your local youth partners to plan how the units will be delivered within the library.

If your local partners are not already using Getting Connected but you feel that it is appropriate for the young people you are working with, you should:

1. Look at the information in this section and see how Getting Connected units can be achieved through library activities.
2. Contact the Getting Connected team to discuss your requirements.
3. Although not mandatory to deliver Getting connected we recommend you attend a Getting Connected training course. Training takes 2 days, costs approximately £350 and as part of the course you are supplied with all the Getting Connected resource books.

The process

Young people can be accredited for any of the 9 units available through Getting Connected and some of this work can be done retrospectively if you don't want to intimidate young people by talking about accreditation in the early stages of their involvement. If you want to take this approach, it's worth being familiar with the evidence required so that young people can be collecting relevant pieces of work and information along the way.

Young people work with a mentor (most likely a youth worker) to achieve the units that are appropriate to them. A unit should take approximately 30 hours to achieve but this is only a guideline.

In order to achieve a unit, the young people will need to have demonstrated that they have met the Assessment Criteria for that unit. The young people also need to collect evidence in a portfolio.

How is Getting Connected assessed and moderated?

The young people's work goes through a series of assessment/moderation events:

1. Assessment: the learner's work is assessed by him/herself, a mentor and/or by peer assessors to determine if the learning outcomes have been met.
2. Internal moderation: The portfolios are exchanged with a nearby mentor who will check that all of the elements of the performance criteria are evidenced clearly within the portfolio. Your moderation paperwork will need to be sent to the Getting Connected team six weeks before an external moderation event.
3. External moderation: a sample of the portfolios will be sent to an external moderator who will verify that the work is at an appropriate level.
4. Certification: The young people's certificates will be sent in a batch to the library or to the young people's mentor. Payments will be made at this time.

Recording evidence

The young people need to collect evidence of the work that they have carried out in a portfolio. Evidence can come in a variety of forms. Some examples might be:

- Written worksheets
- Diaries
- Photographs
- Videos
- Collage
- Art work
- Music
- Questionnaires
- Photocopies of flipcharts
- Leaflets or posters created by the young people
- Witness statements by mentors
- Voice recordings

At the front of the portfolio, each young person will complete an Assessment Record. The Assessment Record references whereabouts in the portfolio evidence can be found the date of completion the initials of the mentor who supported the learner and the signature, date and comments of the internal moderator.

You can download an Assessment Record Sheet from the Resources pages of the Getting Connected website - <http://www.gettingconnected.org.uk/>

How much does it cost?

If you want to register to run Getting Connected from your library without the involvement of youth work partners, you will need to pay:

- approximately £350 for the training, a two day training course where all participants receive the following Getting Connected resources :
 - a. The Getting Connected Framework Guide
 - b. Getting Creative with Getting Connected 1 (ideas for units A, B & C)
 - c. Getting Creative with Getting Connected 2 (ideas for units E, F & G)
 - d. The Getting Connected Guide to recognising achievement.
- Alternatively you can purchase these resources for approximately £120 but training is strongly recommended.
- Approximately £20 registration fee for each young person who takes part in the scheme.
- Approximately £8 for each unit for which a young person is accredited.

If you are running the award in conjunction with youth partners, the only additional cost will be the registration fee for each young person and the cost of each unit they complete. These may be paid by your partner organisation depending what you have negotiated.

Useful contacts

For more information about Getting Connected, see their website at:

<http://www.gettingconnected.org.uk/>

Any of the Getting Connected team, listed on the website's Contacts page, will be able to put you in touch with a contact local to your library.