



Intergenerational Workshop Plan

Background/Themes

Through our consultation and research we have ascertained that there are some key areas where inter generational concerns affect young people's access to the labour market in the UK. These are:

- Class and different generations' perspective on it.
- Aspiration (parents/ family aspirations for the young people and for themselves)
- Finance (economic circumstances of parents/family, what they think is 'worth' paying for)
- Educational levels of parents/family and their experience of education.
- Any additional needs faced by parents/family (eg low levels of literacy, health issues etc.)

Our workshop plan aims to open up this area for discussion and enables young people to begin to think about these issues and explore them in a safe environment.

We would propose conducting the workshop with NEET (Not in Employment, Education or Training) young people as well as separately with youth/ employment support workers. By combining and sharing responses we hope workers will get a better understanding of the challenges and barriers young people face and young people will start to think about the people in their lives who can support and help them and how to best to draw on them.

Workshop plan

1) Brief intro to the workshop

Introduction to workshop leaders and overview of what we are going to be asking of participants through the course of the workshop.

2) Warm up games / Ice breakers

Use a basic warm up game, something to get the blood flowing and the group alert and engaged. This should be an active game or energiser.

3) Exercise 1: Continuum lines

How do the young people perceive their position in their families and their communities and how does this affect their ability to enter the labour market?

Eg with continuum lines you can explore different views on life like "Is pleasing your parents important", One end of the scale for Agree, the other end for disagree, middle of the scale for unsure.

This enables participants to start to think about how they position themselves in their world and what influences them.

Other questions will include:

Teachers /tutors want the best for you?

Qualifications are important?

Planning for your future is important?



Exercise 2 : My influencers/ Steps & Stops

Question: Who are the people in your life that influence you? How do they influence your choices? How do they help and hinder you with your work aspirations?

Activities: Portrait game

The group play a game to collectively draw a self - portrait. This is extended so people add characteristics to the portrait eg “What are your favourite hobbies?”, “What do you think is your best quality?” What do you think is your greatest skill? What is your dream?”

The portraits are shared briefly with the group and each member is asked to look at their portrait and create one goal per person. This is a work related goal but could be vague in its scope eg “I want to do something sporty” , “ I want to work somewhere where I can be with lots of people because I like making friends.” Or it could be specific like “I want to work in childcare.”

Next ask the group to write on the back of the self-portrait up to five people who they think influence their lives eg (Mum/ Dad/ Teacher/ Friend/ brother/ social worker etc.) Ask them to order these and arrange them on their self -portrait in order of who they feel has the most influence on their lives.

Next play the ‘Steps and Stops game.

Ask everyone to take another piece of paper and on one side draw around their hand and on one side draw around their feet. Then create two spaces, a start space and an end space. Using the work goal of one of the workshop leaders or the character from the spectacle story ask if the group can help the person get from the start space to their goal at the end space using their list of influencers.

Eg “Do you think Mr Hussen is a stop or step to helping Amy get to her goal?

Do you think Mum is a stop or step.?

Can you change a stop in to a step?

Can a step sometimes become a stop?

Explore with the group why.

Encourage them to also their own ‘Step’ when they are stuck. How can we help ourselves if our influencers aren’t helping us?

1) Evaluation

Share responses from the groups and lead a discussion around the feedback.

Are there any recurring themes or new thoughts/ ideas that people want to share?

Ask them to look at their own self portrait and their own goal.

How do they think their influencers can be steps or stops in achieving their goal?

How could they help themselves to overcome an influencer who creates a stop for them?

How can they be a step for themselves?

2)

Closing game - Rock/ paper/ scissors/ cheerleader

The closing game aims to close the workshop on a high with an energetic, warm, fun game which reminds us that we all need support or a ‘cheerleader’ from time to time.