



THFC Project Transition Help for Communities Toolkit

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Working with



Toolkit

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1. Introduction

1.1 Background

The **Transition Help for Communities Project** is a partnership project developed by Enfield's *Joint Service for Disabled Children and Health and Adult Social Care*, together with the *Tottenham Hotspur Foundation*.

The programme was designed to provide personalised developmental support for 13 young people who were undergoing changes in their lives, to raise their aspirations before they leave school and provide an opportunity to grow and develop in independence. The key modules of the programme were tailor-made to meet their personal requirements and were specifically focused on individual outcomes.

The project was based at the *Radiomathon* Centre in Enfield. Over a 12-week period participants undertook a range of activities that provided them with an opportunity to build on existing, and develop new life skills.

The modular programme encompassed



Through involvement in both theory and practical activities, the project aimed to work with participants as they prepared for the transition from school into adult life. The programme's focus was to enable them to become more confident, more independent, more responsible and more accountable.

In addition to participating in classroom-based theory activities, participants were encouraged to undertake practical sports-based activities designed to reinforce the learning that had taken place within the classroom.

*'The project was really well organised.
I feel that the young people have improved
their communication skills and have worked
well together and learnt a lot'*

Teaching Assistant



1.2 What is this toolkit for?

Based on the successful delivery of the programme and knowledge and expertise acquired in the process, a unique training resource toolkit was developed for schools and other community-based services, including universal services to enhance existing community-based programmes that support young people with disabilities.

The resource toolkit offers a range of *guidance, advice and good practice examples* (Learning Outcomes) that promote community cohesion. It provides local groups and organisations with the impetus to develop their own excellent practice leading to longer-term, sustainable change and improved outcomes for disabled young people and their families, embedding the concept that disabled young people are '**everybody's business**'.

This toolkit aims to build on and support this work by sharing practical advice and guidance that can help your organisation to:

- improve its engagement with disabled young people
- deliver community based projects to enable disabled young people to grow and develop in independence
- be more responsive to disabled young people's needs and aspirations

This toolkit will equip you with the tools and ideas that you need to deliver a similar programme in the area of disability equality, enabling you to stay ahead of the game and to present a successful, effective and innovative approach to disabled young people.

1.3 Who is this toolkit for?

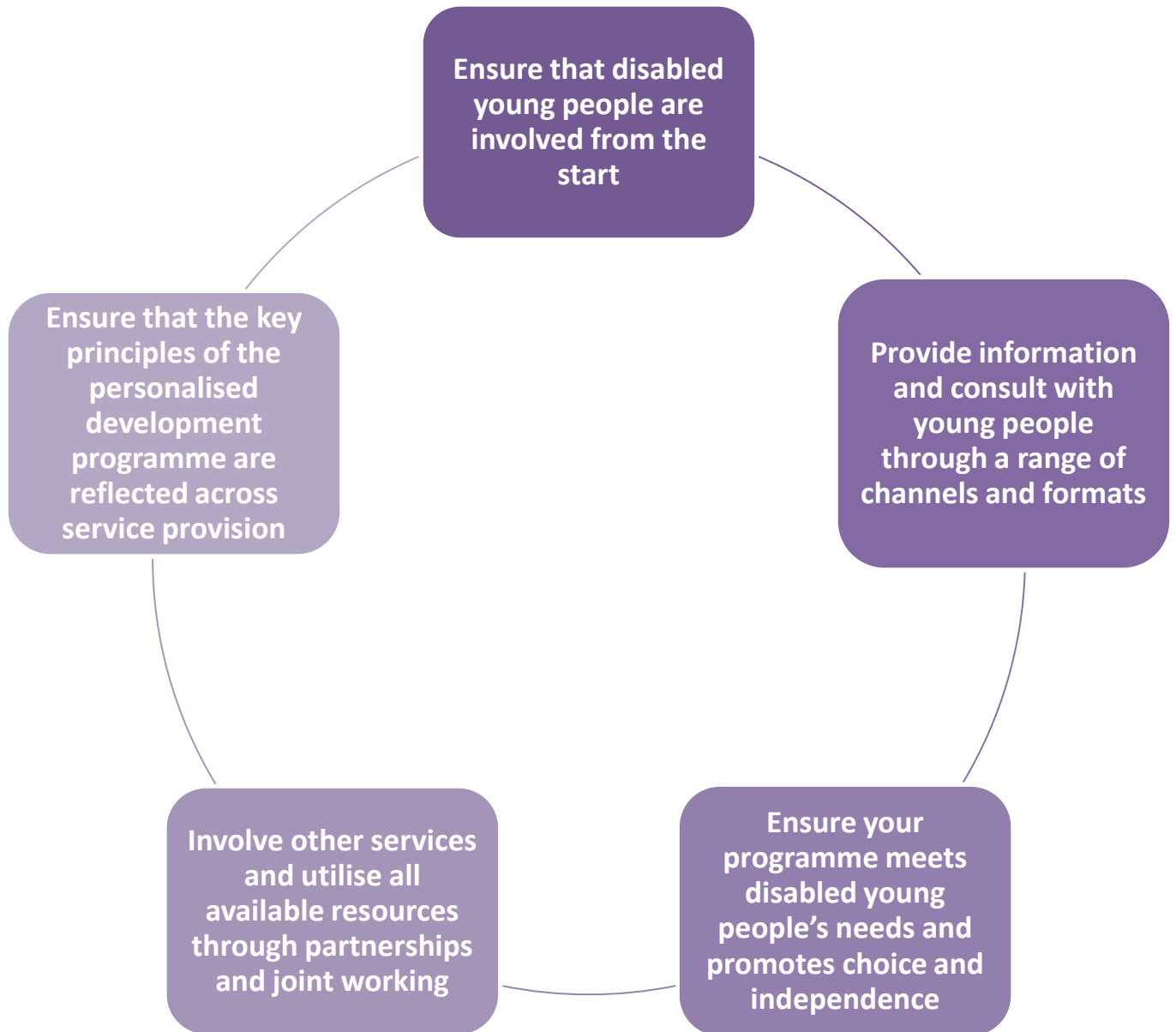
This toolkit has been designed for schools and community-based services, including universal services that work with disabled young people. It should be particularly useful to:

School staff who are responsible for developing, delivering or improving programmes for disabled young people

Project managers who work at the community-based services that are responsible for delivering inclusive services

Staff working in diversity or disability roles

5 Principles for delivering a personalised development programme for disabled young people



2. How is this toolkit structured?

The pilot project – *Transition Help for Communities* – has identified 3 core stages that are key to delivering a personalised community-based development programme for disabled young people.

These are:

Getting Started. Provides information and practical advice around planning.

Delivering. Includes examples of materials used to deliver personalised development programme in the class environment and outside.

Embedding. Provides examples of good practice that will enable this approach to be embedded within an organisation.

In this toolkit, these three themes have been used as a framework to show how you can apply the five good practice principles to developing a programme and delivering it. These themes will overlap – for example, you need to involve disabled people when you are planning the delivery of the programme and when you are embedding good practice principles in your organisation.



2.1 Theme 1: Getting Started

Before starting the personalised development programme for disabled young people, it is important to consider the following:

Organisational support

- Identify individuals, organisations, networks and stakeholders with whom you can be involved on an ongoing basis
- Get senior buy-in and support for your project
- Make sure you have enough funding to enable delivery of the programme
- Get staff support and identify local resources
- Provide training to staff if necessary
- Identify the programme lead

Setting objectives

- Identify individuals at whom this programme will be aimed at, considering their support needs — too diverse group might be too difficult to support
- Identify outcomes and objectives of the programme
- Involve disabled young people, parents/carers and partner agencies in producing the modular programme of the project

Practical considerations

- Consider transport options (if relevant)
- Consider appropriate venue and facilities
- Obtain consent and 'need to know' forms from the participants and / or their carers
- Produce an accessible information sheet for participants (a template in Theme 2: Delivery)



2.2 Theme 2: Delivering

Summary

Sessions were delivered from 10:30 am to 3:30 pm one day per week.

During each session, participants were given the opportunity to take part in individual, small-group and whole-group activities. In addition to the classroom-based activities, participants were also encouraged to take part in at least 30 minutes of physical sports based activities.

Course outline

weeks 1 -3

Week	Topic	Learning Outcomes By the end of the session, learners should be able to:
1	Introductory Session	<ul style="list-style-type: none"> ▪ Introduce themselves to a group of at least two other people ▪ Participate in a range of icebreaker activities ▪ List three main learning styles ▪ Identify own preferred learning style(s) ▪ Contribute to a group course contract ▪ Explain the key topics to be covered on the course ▪ List the items they will be required to bring each session
2	Communication	<ul style="list-style-type: none"> ▪ List at least four reasons why people communicate ▪ List at least six examples of different ways of communicating ▪ Identify their own existing communication strengths ▪ Identify their own existing communication weaknesses ▪ Commit to trying to improve at least one area of weakness ▪ Investigate how different life situations may require different communication styles
3	Teamwork / Leadership	<ul style="list-style-type: none"> ▪ Define their understanding of "teamwork" ▪ List at least three qualities that make a good team ▪ List at least three qualities that make a good team member ▪ Differentiate between positive and any negative aspects of working as part of a team ▪ Demonstrate ability to work as part of a small team by participating in a range of practical activities ▪ Differentiate between good and bad leaders ▪ Demonstrate their ability to lead a small team by participating in a range of practical activities

Course outline

weeks 4 - 6

Week	Topic	Learning Outcomes By the end of the session, learners should be able to:
4	Healthy Living	<ul style="list-style-type: none"> ▪ Define their understanding of living a healthy lifestyle ▪ List at least four aspects of healthy living ▪ Differentiate between healthy and unhealthy foods ▪ List the recommended daily maximum amounts of fat/salt/sugar ▪ Demonstrate how to locate information relating to fat/salt/sugar on a range of food labels ▪ Establish existing daily consumption of fat/salt/sugar ▪ Commit to reducing fat/salt/sugar intake
5	Health and Safety	<ul style="list-style-type: none"> ▪ Demonstrate knowledge of how to make contact with the appropriate emergency service in a given situation ▪ Identify at least three ways of keeping themselves safe when out and about ▪ Identify at least three ways of keeping personal information secure ▪ Correctly identify at least six common health and safety signs/symbols ▪ Explain the meaning of the different shapes/colours of safety signs
6	Visit to Tottenham Hotspur Football Club	<ul style="list-style-type: none"> ▪ Demonstrate ability to work as part of a team by participating in a range of practical activities ▪ Demonstrate ability to lead a small team by participating in a range of practical activities ▪ Identify a range of health and safety signs displayed around the stadium

Course outline

weeks 7 - 9

Week	Topic	Learning Outcomes By the end of the session, learners should be able to:
7	Independent Living / Personal Health and Hygiene	<ul style="list-style-type: none"> ▪ List the key skills that they believe they would need to develop in order to become more independent ▪ Participate in a range of practical activities linked to independent living skills ▪ Evaluate their own performances and highlight areas for improvement ▪ Commit to improving in at least one highlighted area during the remainder of the course ▪ Differentiate between appropriate and inappropriate personal hygiene routines ▪ Participate in discussions with a member of the Community Learning Disability Nursing Team re: general health, accessing health services, etc
8	Presentation Skills <i>Participants were required to deliver their presentations at the Moving On event to be held at Southbury Road on 25th January 2011.</i>	<ul style="list-style-type: none"> ▪ Differentiate between good and bad presentation styles from a given selection ▪ Identify the key elements that contribute to a good presentation ▪ Working as part of a small and/or whole group, identify elements of the course they wish to discuss/present ▪ Identify resources required in order to enhance their chosen presentation topic ▪ Begin to collate material they will use in their presentation
9	Presentation Skills (cont.)	<ul style="list-style-type: none"> ▪ Recap at least five elements that contribute to a good presentation ▪ Finalise materials for their presentation ▪ Rehearse their presentation ▪ Evaluate their own and other's performances providing feedback

Course outline weeks 9 - 12

Week	Topic	Learning Outcomes By the end of the session, learners should be able to:
9	"Moving On" Event	<ul style="list-style-type: none"> ▪ Deliver pre-rehearsed presentations ▪ Participate in the day's events ▪ Individually identify other attendees at the event providing information, advice, guidance etc, relevant and of interest on an individual basis, to be discussed at the final session
10	The world of work	<ul style="list-style-type: none"> ▪ Evaluate the Moving On event presentations ▪ Undertake a skills match activity linking existing likes/skills with potential areas of volunteering / employment ▪ Create a basic outline CV ▪ Participate in discussions with a representative from Remploy. (Remploy provides a comprehensive range of employment services to support disabled people and those experiencing complex barriers to work)
9	Final Session	<ul style="list-style-type: none"> ▪ Finalise any incomplete sections of CV ▪ Participate in a course review quiz ▪ Complete an evaluation and review questionnaire Participate in an end of course celebration event

The thing I liked the most was working with other people'

Young person / participant



Linking classroom theory to practical sports activities

In order to reinforce the learning that has taken place in the classroom, practical sports-based activities are used that mirror the theory topics covered. Examples of activities used are on the following page.

Practical Sports Activities

Examples of physical activities that can be used to mirror/reinforce classroom topics

Topic	Equipment	Activity
Introductory session	One ball, bean bag or other item that can easily be passed around	<p>Aim: to encourage speaking, listening and memory skills</p> <p>Whole group in a circle. Pass the ball or beanbag around the circle and introduce yourself as you take hold of the ball.</p> <p>Who was listening? Now as you pass the ball, you have to introduce the person standing next to you – if you've forgotten their name, ask them!</p>
Communication	Coloured cones or hoops to set up 4 designated areas of different colours Balls	<p>Aim: to encourage speaking, listening and memory. To encourage learners to think about the different methods of communication open to us in everyday life e.g. oral, signs, colours, sounds</p> <p>Listening skills: set up four areas marked out with different-coloured cones or hoops. Ask the group to commence a light jog around the colours. When you call out a colour, they must get to the correct colour as quickly as possible.</p> <p>Listening/memory: Allocate a different exercise activity to each coloured area, e.g., star jumps = blue, running on the spot = green. Ask the groups to commence jogging and when you call out the colour, they have to perform the correct exercise. They do not have to go to the coloured area.</p> <p>Repeat the exercise, but this time using a different visual sign and/or a different whistle-blow to represent the colour.</p> <p>To encourage learners to speak, remember names and/or develop louder voices, put them into small groups of 3 or 4. Give them one ball. Ask them to either throw or dribble the ball to each other, but before they pass the ball, they have to shout the name of the person they are passing to.</p>

Practical Sports Activities - continued

Topic	Equipment	Activity
Teamwork	<p>Coloured cones, material/ribbon/elastic bands</p> <p>Various sports equipment – balls, cones, ladders, hoops</p> <p>Closed circle of string or rope, large enough to fit over the largest person in the group and/or over a wheelchair</p>	<p>Aim: to encourage learners to develop the skills needed to allow them to work together in pairs, small groups and whole groups</p> <p>Put the group into pairs, link arms and using material, ribbon or loose elastic bands, “tie” the partners together. They must then complete activities together using only their free arms – they must not use their tied-together arms!</p> <p>All pairs to the start line. Scatter various coloured cones at a distance from the start line. Ask the pairs to collect the selected colour cone using only their free arms until all cones are collected</p> <p>Set up a mini-assault course and undertake team races round the course – encourage all participants to encourage their team members.</p> <p>The idea is for the group to stand in a circle, all holding hands with the person standing either side of them and to then pass the circle of rope over the body of each person in the group without releasing hands. Real teamwork is required to achieve this!</p>
Leadership	No equipment required	<p>Aim: to encourage learners to take responsibility for a small group, to enhance communication and confidence</p> <p>Over the course of a few weeks, nominate each member of the group to take control of a simple warm-up and/or cool-down activity. Initially this could be a paired activity, working upwards to delivering to a small group and eventually to the whole group.</p> <p>The leaders must introduce themselves to the group and give clear instructions relating to each exercise.</p>

Practical Sports Activities - continued

Topic	Equipment	Activity
Healthy Living	Two different-coloured balls, ideally one green and one red Coloured bibs	Aim: to reinforce the message delivered in relation to healthy eating options and avoiding too much fat/salt/sugar
		Whole group in a circle. The green ball denotes a healthy food, the red ball an unhealthy food. Stand in the centre of the circle and randomly throw either ball to someone in the circle. If they receive the red ball, they must give you a food that is considered unhealthy, if they receive the green ball, you want a healthy food.
		Cone off a playing area and create a coned off "rubbish bin" for bibs to be thrown into. Split the group into 3 teams using three different coloured bibs to represent fat, salt and sugar.
		Nominate one player as the "healthy option". He/she must "snatch" bibs from the other players, throwing them into the rubbish bin.
		All players run around the area. When they have had their bib taken, they become another "healthy option" and are able to chase others for their bibs.
Health and Safety	Coloured cones Various sports equipment plus dangerous items, e.g., bottles, cans etc	Gradually the whole group become "healthy", by ridding themselves of their fat, salt and sugar bibs.
		Aim: To encourage learners to recall what they have learned in the session relating to safety signs – colours, shapes and words
		Set up two coned areas – one true and one false. Ask a series of true/false questions relating to safety signs and ask participants to move into their selected answer area Set up an unsafe sports scenario and ask the learners to identify each of the health and safety issues and see what they would do to rectify the situation relating to each exercise.

Sample resources

The following pages provide sample resources used in delivering the **Transition Help for Communities Project**.

One worksheet per topic/session has been provided. Participants were provided with a range of options when completing worksheets. All participants were encouraged to complete worksheets in written form but they were also provided with graphics/word sheets which could be used as prompts and/or to facilitate “cut and paste” completion.

'The course was excellent and well presented by Tottenham Hotspur Foundation. Although difficult, every effort was made to include all young people. As a result their confidence increased week by week. Well done! I personally really enjoyed the whole course'

Teaching Assistant

Sample resources

Session 1: Introductory

Topics that we hope to work on :

Communication



Teamwork and Leadership



Healthy Living



Health and Safety



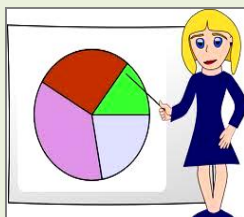
Independent Living



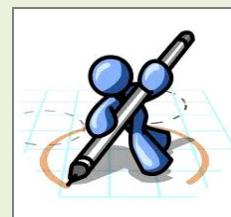
Personal Health and Hygiene



Presentation Skills



The World of Work



Sample resources

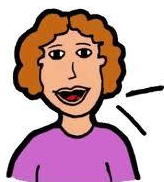
Session 2: Communications

Name _____

Date _____

How do we communicate?

Can you list at least six different methods of communication that you use in everyday life?



Sample resources

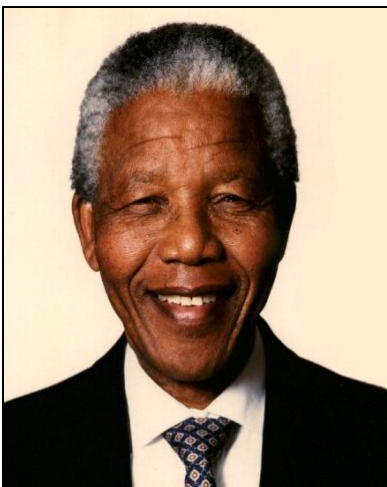
Session 3: Teamwork and Leadership

Name	Date
------	------

Sample resources

Session 3: Teamwork and Leadership – continued

I think the following people are good leaders



Sample resources

Session 3: Healthy Living

Name

Date

Healthy Eating – Reading Food Labels

What food are you looking at?

How much of each of these does it contain?

Fat	
Sugar	
Salt	
Calories	

	Every day?	Twice a week?	Never?
Do you eat this type of food			

Sample resources

Session 4: Health and Safety

Name	Date
------	------

Safety Signs and Symbols - Words

	Emergency Exit
	Drinking Water
	No smoking
	Now wash your hands
	Slippery Surface
	Caution

Sample resources

Session 4: Health and Safety - continued



Sample resources

Session 4: Independent Living

Name

Date

To keep food safe you must store it in the right way. Can you put the right food in the right place?

In



In



Sample resources

Session 4: Independent Living - continued



Sample resources

Session 5: Presentation Skills

Name _____

Date _____

What makes a good presentation?

Things to remember

Smile



Be neat and tidy



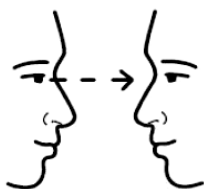
Plan what you are going to say



Speak as clearly as you can



Make eye contact with your audience



Let the audience ask you questions



Sample resources

Session 6: The World of Work and Interview Skills

Name

Date



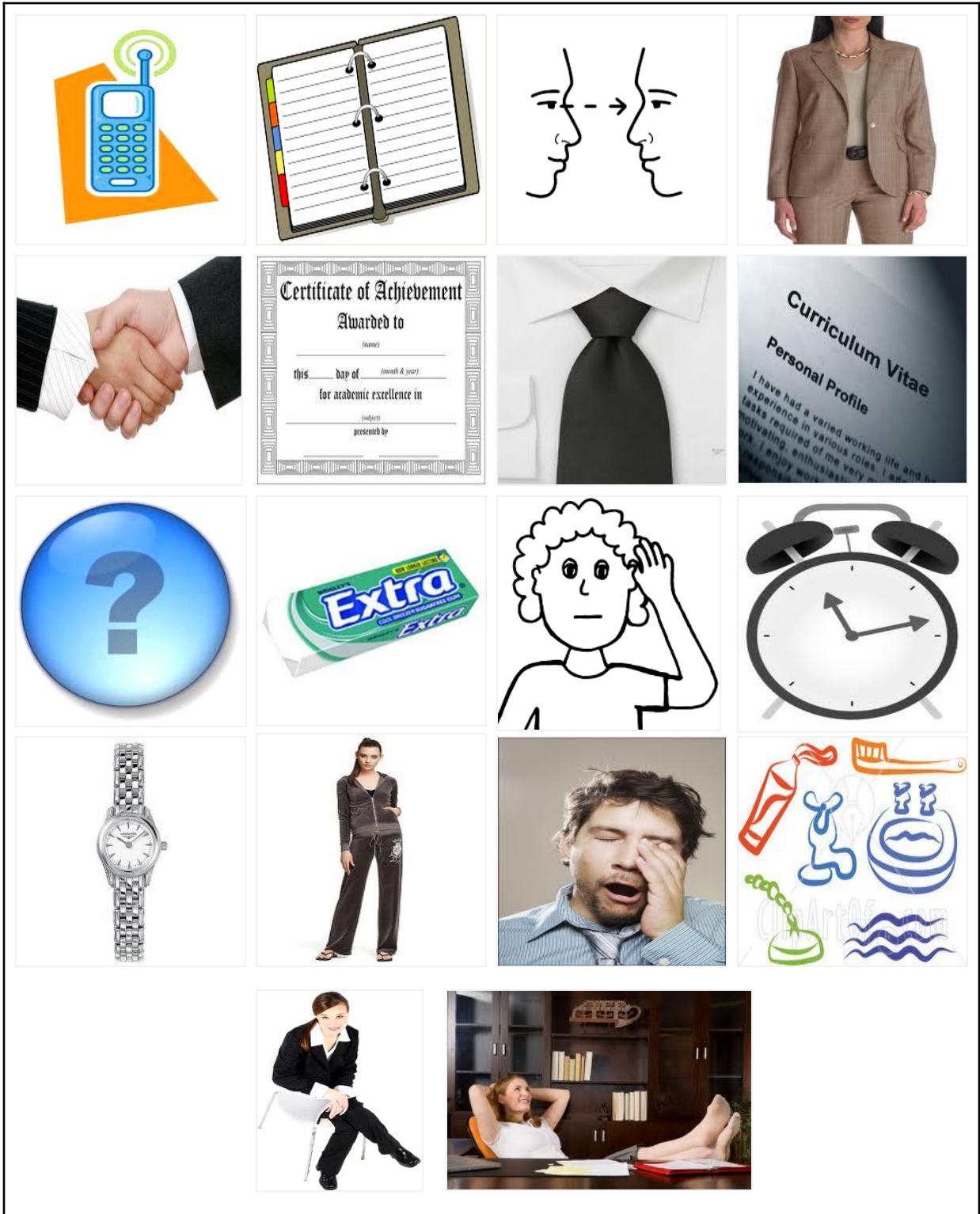
Acceptable



Unacceptable

Sample resources

Session 6: The World of Work - continued



Information Sheet for Participants

Transition Help for Communities Project Things you need to know

Where is it?

Radiomathon Centre
188 Turkey Street
Enfield EN1 4NW
Tel: 01992 713297



When is it?

On Tuesdays from
10:30 am to 3:30 pm



What do I need to bring each week?

A smile!



Trainers



Two drinks



Packed Lunch (If you usually have school lunch, your school may be able to provide this for you. Please check with your school)



Your folder



Record of Achievement Booklet

TOTTENHAM HOTSPUR FOUNDATION

Transition Help For Communities Project

Record of Achievement

NAME:

SCHOOL:

Record of Attendance

Week	Date	Topic	Attended	Week	Date	Topic	Attended
1		Introduction		7		Independent Living	
2		Communication		8		Presentation Skills	
3		Teamwork Leadership		9		Presentation Skills	
4		Health Living		10		Moving On Event	
5		Health and Safety		11		The World of Work	
6		Visit to THFC		12		Course Review	

Record of Achievement Booklet

Tutor's comments on learner's progress and achievements:

Learner's comments:

**Well done for participating in the
Transition Help for Communities Project**

We hope you enjoyed the course!

Think back over the topics we covered

Please use the space below to record how you think you will be able to use the
things you have learned in the future

WELL DONE FOR ALL YOUR HARD WORK!

Case Study

Georgina is an 18-year-old pupil at Oaktree School. She has a learning disability.

One of Georgina's aims when she joined the course was to improve her communication skills. Georgina has a very softly-spoken voice. With a clear lack of confidence at the start of the course, she was very reluctant to speak to anyone she didn't know, or to speak up in front of other people, no matter how few people there were.

The aim of the **Transition Help for Communities Project** has been to provide participants with the opportunity to develop the skills that they will need when making the transition from school into adult life. An integral part of every session has been the development of each participant's communication skills.

Georgina has been encouraged to use and improve her vocal skills. Every week she was required to introduce herself, initially to one individual and progressively, to a larger audience.

Participants are actively encouraged to engage in discussions during sessions with the tutors, with their peers, with the various members of staff from participating schools and with visitors to the group.

Georgina gradually gained in confidence and volume! The proof of her progress came when she attended Enfield Council's *Moving On* transition event where she managed to introduce herself and speak briefly about her achievements on the course to an audience in excess of 200 people.




2.3 Theme 3: Embedding

The pilot found that providing a personalised development programme that promotes independence, choice and control for disabled young people cannot be achieved through one-off projects or initiatives. There is a need to embed the key principles of this programme to ensure that disabled young people have the opportunity to access long-term rather than short-term opportunities to promote their independence, choice and control.


By embedding the principles of this programme's personalised approach in all settings including young people's home and school, will enable young people to access the continuous support that they need to transfer the skills and knowledge they have acquired during the programme and encourage consistent progression and development.

This can be achieved by


Building and sustaining good working relationships with local organisations and schools that provide services for disabled young people




Ensuring an ongoing corporate senior level leadership commitment, coordinated resources and clear accountability



Ensuring that information about the programme is disseminated to all relevant parties



Including the personalised development programme as a part of their strategic approach for disabled young people.



Monitoring and recording individual outcomes by using Record of Achievements booklet and ensuring that further personal development is facilitated through all available resources.



3. Further information

For further information please contact:

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The Joint Service for Disabled Children, the Integrated Learning Disabilities Service and the Tottenham Hotspur Foundation thank all of the inspiring young people who took part in this project, their parents and all of the professionals who contributed to it's success.