
Overview

This standard is about planning and providing development activities for children and young people based on their identified needs. The activities might be part of a plan designed to address aspects of a child or young person's behaviour or may be part of a programme entered into voluntarily by the individual. Such activities also include those aimed at the development of the individual, at raising self-awareness, or with a therapeutic purpose.

This standard is also about encouraging children and young people to take part in development activities.

Performance criteria

You must be able to:

1. identify suitable development activities that:
 - address the factors contributing to the behaviour of the child or young person
 - are consistent with the assessment of the child or young person's abilities, learning styles and needs
2. prepare development activities that:
 - are appropriate to the child or young person's needs,
 - build upon the strengths and interests of children and young people
3. promote the benefits of development activities to children and young people
4. provide information about development activities to children and young people in ways that meet their needs
5. help children and young people to participate at a level appropriate to their needs and abilities
6. communicate at a level and pace appropriate to children and young people
7. identify realistic goals for children and young people in line with their needs
8. agree how the success of the activity will be evaluated to address the needs of children and young people
9. check the environment is safe and address any hazards or issues in ways that encourage the full participation of all involved
10. prepare equipment and materials that are sufficient, safe, ready for use, and ensure they are easily accessible
11. facilitate children and young people to participate in development activities giving them sufficient information and guidance to allow them to take part
12. support children and young people to comment on their experiences using appropriate means of communication
13. give feedback to children and young people at a level and pace appropriate to them that encourages their development and participation
14. seek advice from relevant others when the child or young person experiences difficulty or reacts negatively to the programme
15. discuss with the child or young person and relevant others the progress they have made towards the goals set and any issues encountered
16. modify the activity following discussion with the child or young person where it appears to be inappropriate, or where resources are unsuitable

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17. review the effectiveness of the development activities in meeting the agreed goals
 18. agree and implement alternative strategies and methods for promoting the development of the child or young person where there are difficulties in achieving the agreed goals
 19. inform relevant others where activities have been effective or ineffective
 20. maintain records of activities in line with legal and organisational policies and procedures

Knowledge and understanding

You need to know and understand:

1. relevant legislation and, organisational policies and procedures that apply to your own organisation for the work being undertaken
2. the importance of learning to take place in a context that is meaningful to the child or young person
3. the importance of clear links between the child or young person's needs and the level and intensity of activities planned
4. the importance of having clear, prioritised objectives, and why development objectives should be evaluated and reviewed
5. why children and young people should be encouraged to participate in planning, and why their views on the effectiveness of the activity are important
6. where the child or young person's consent to activities should be established and the relationship of this to the promotion of their rights
7. why the child or young person should be encouraged to become involved and methods of achieving this
8. reasons why the child or young person should be given time and space to develop the skills which they possess and to comment on their own progress
9. why difficulties experienced by the child or young person or adverse reactions to the development activity should be reported to the relevant person
10. the importance of evaluating and modifying programmes for individuals, methods for achieving this, and why disseminating information on what has worked is important
11. why advice should be sought and acted on as soon as there is doubt about programs for children and young people
12. the range of development activities available and the different benefits and value they can have for children and young people
13. how activities can be used to increase potential and effectiveness, self-development and personal responsibility
14. how to adapt environments for different groups of children and young people with differing needs
15. normal patterns of development and the progress children and young people will make to achieve goals
16. how to communicate with children and young people and how to adapt accordingly

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17. the difference between positive and constructive feedback and how this can assist the child or young person's development
 18. methods of providing support to children and young people to assist their development and when they experience difficulties or react adversely
 19. the principles of restorative justice
 20. the importance of acting as a role model for children and young people
 21. different trauma responses and their impact on children and young people
 22. the importance of adhering to professional codes or standards of practice
 23. types of additional support children and young people might require

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Prepare and provide development activities for children and young people



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