

ALL IN

Young people and inclusive youth work

A guide to using social reporting

July 2017



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Young people and inclusive youth work

The [ALL IN project](#) is developing training for the youth work sector in seven European countries on inclusive youth work. As part of developing this training we want to hear from young people about their experiences of inclusive youth work. This pack gives ideas on how you can engage young people in this process.

The consultation is open until 7th August 2017. Use the form at the end of this pack to send us your findings and feedback.

Aim: To learn about young people's experiences of youth work and how they think it could be more inclusive.

SOCIAL REPORTING

Social reporting mixes journalism, facilitation and social media to help people develop conversations and stories. It uses a wide range of content such as blogs, photographs, video, podcasts and sound bites to tell the story.

Social reporting is a fun and accessible way of young people documenting their experiences and sharing their views about a particular issue. It gives young people control over the content they share and how they share it. It is particularly accessible for young people.

The Beyond4Walls project used social reporting successfully. You can see their work [here](#).

Social media platforms

There are a wide variety of free social media platforms that can be used in social reporting. We have listed the most

Thank you to The Reading Agency for their tips on social reporting which supported us in producing this guidance.

popular platforms below but the young people you work with may use other platforms too. [Net Aware](#) is a parent's guide to social media but practitioners may find it useful.

Facebook

Facebook is the largest social media platform in the world. It allows users to create a page about themselves. It allows users to add photos, videos (including live video), interact with friends and share news. Also has direct messaging and group functionality.



Screenshot of Instagram stories showing YouthLink Scotland logo, #youthworkchangeslives, and text that says "we heart youth work".

YouTube

Now the second largest social media platform, YouTube is a platform for watching and creating videos. Also has a live function. Vloggers (video bloggers) or YouTubers have become very popular with young people through documenting their lives.

Twitter

Twitter lets you post public messages (called tweets) up to 140 characters long. Tweets can include photos, video, links, GIFs and the app now has a live function. Users can like and comment on content, as well as send direct private messages.

Instagram

Stylised curated image and video sharing. Now includes time limited story function, Boomerang (short clips), and live video. The story function also allows in-app editing and face filters.

Snapchat

Snapchat lets you send photos, short videos or messages directly to your contacts. Also has popular filter function.

Pinterest

Pinterest is an online interactive pin board in which users can create collections of images by uploading own images and sharing user content.

Blogs

A diary-style entry on a website, usually written informally. Blogs give young people an outlet to express themselves at length. There are many free blog hosting websites such as Wordpress.

Podcasts

Podcasts are audio or video episodes, similar to radio programs. There are many different podcast apps (for example SoundCloud, Apple Podcasts, Acast)

where users can subscribe to channels on a wide variety of topics. SoundCloud offers free podcast hosting.

GIFs

A GIF (graphics interchange format) is an animated image usually used to convey reactions and emotions. You can make your own GIFs on sites such as giphy.com.

Memes

A meme is a viral image that depicts a certain cultural concept or behaviour, which people identify with and share. You can make your own memes using sites such as imgflip.com.

Things to consider

It is important to consider the permissions you may require for publishing photos of young people and/or for young people to use social media platforms. This should be done in partnership with the young people and their guardians. Participants should always be clear about the intent of the research and how the information will be used. The young people will have opinions on how they would like their content to be shared (or not).

Please note that the ALL IN project team may want to use the digital content produced in publicity and development of the training module and manual. If you do not wish the content to be used publicly, please specify this when returning your findings to us.

There are a number of options with regards to posting the content: young people can use their own accounts; organisations can create specific channels/profiles for this project; or organisations can consider allowing young people to 'takeover' their social media profiles.

Takeovers involve someone else, often a user, member or celebrity, temporarily posting content on your channels. The young person should choose the content they want to share and platforms they want to post on. Takeovers ensure your content is genuine, interesting and youth-led. It also fosters a level of trust with the young person and gives them a platform for expressing themselves. Be clear with your followers before the takeover that content will be from a different perspective and make sure to give the young person credit for their work.



Screenshot using Instagram stories showing branded sweets, a geotag at YouthLink Scotland and the caption "so many sweets".

Being a social reporter

The first thing to think about is the social media you or your group use in their day to day lives. This can be held as a group discussion. You might like to think about:

What social media you use, for example Twitter or YouTube?

Why you use it, for example to comment on what's going on or to share and watch video?

Who you are interacting with when they use it, for example friends or the general public?

How you feel when you see interesting or memorable content on social media.

Keep this in mind when you are social reporting.

Young people are now prepared to document their findings of inclusive youth work. Here are some questions to frame the activity:

What does inclusion mean to you and your friends? What are your experiences of inclusive youth work? What do you enjoy about participating in youth work? How would you improve youth work? If you had a magic wand what would inclusive youth work look like?

Now you are ready to be a social reporter!

Share your work

This is the important part of social reporting – sharing your findings on social media. Be sure to tag **#ALLINclusion** so we can see your work and include your thoughts in the development of our training. Remember, if you post a photo you can tag the ALL IN project partners with social media accounts:

[@YouthLinkScot](#)

[@VicolocortoPU](#)

[@REDACOG](#)

It is important to capture all of the content produced by the young people. By collating the content, you and the young people will be able to see all of their findings in one place. [Storify](#) is a useful site for curating content posting on existing social media platforms, for

example Twitter, Facebook and Instagram.

This consultation is open until **7th August 2017**. Use the form at the end of this pack to send us your findings.

Evaluating

It is good practice to evaluate the process of social reporting with the young people involved. There are a number of ways you could do this including a simple evaluation debrief session, evaluation wheels, happy/sad/neutral face exercise.

There are also evaluation questions on the attached feedback form.

OTHER IDEAS

If social reporting isn't for you and the young people you work with, give these activities a go.

Graffiti Wall

Hang large sheets of paper on a wall and invite the children and young people to write their opinions on the sheets in the form of graffiti.

The Ideal Worker

Brainstorm the skills, attitudes and qualities they feel are needed for a practitioner to work with them in the context of the setting they are in. Alternatively, ask them to brainstorm their dream worker and nightmare worker. Write all the suggestions so that everyone can see them. Go through the list and allow the group to discuss each point.

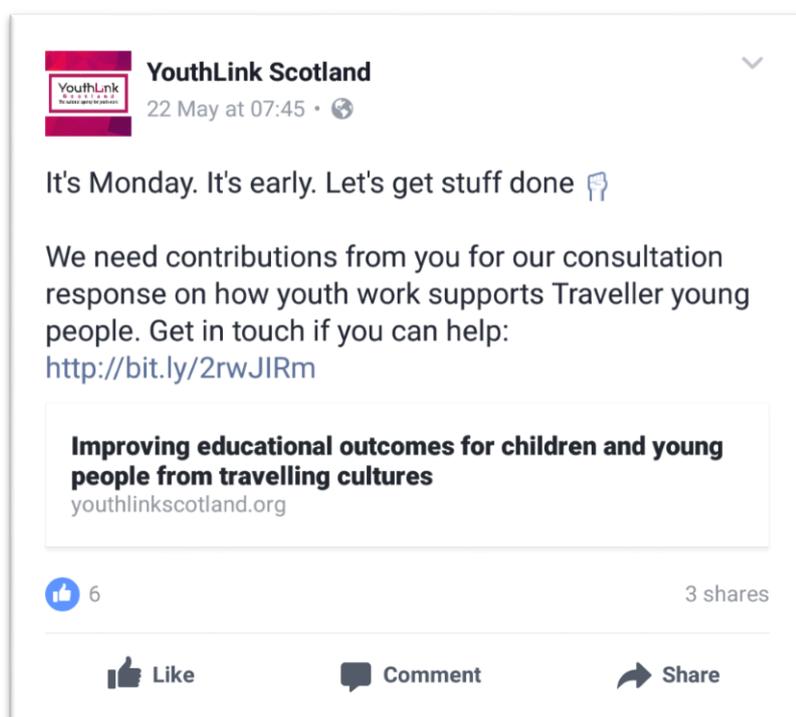
Post-It consultation

Use different coloured Post-Its to explore the topic of inclusive youth work. Using three different colours to stand for likes, dislikes, and ideas encourage young people to write one idea onto each Post-It and stick them onto a wall. The Post-Its are then grouped according to which ones are similar. You can then get the young

people to vote for what they feel is the main problem and the best idea.

Use the following statements and questions above as prompts:

- Youth worker asks me about my needs and ensures I can take part.
- I feel I can be myself at the youth club.
- I am excluded from taking part.
- I feel safe and welcomed at the youth club.



Screenshot of Facebook post by YouthLink Scotland. Post reads "It's Monday. It's early. Let's get stuff done. We need contributions from you for our consultation response on how youth work supports Traveller young people. Get in touch if you can help".

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RECORDING Send to Emily Beever (ebeever@youthlinkscotland.org) by 7th August 2017

Organisation:	
Country:	
Consultation activity/activities used:	
Date(s) of consultation:	
Practitioner name:	
Role:	
Practitioner email address:	

Questions	Reflective comments
Link to online consultation outputs <u>OR</u> Photographs of written outputs	
Key messages from young people (e.g. what qualities did young people think a dream youth worker should have? What positive experiences did young people have in youth work?)	
How many people did you consult with?	
What was the age range of the young people?	
What worked well during the consultation?	
What did not work well? What problems did you encounter?	
Any other comments	
I give permission for the ALL IN project to use the images and words produced by the young people I work with.	Signature: