

Old's Cool



Intergenerational Practice Toolkit

Contents

- 3 Introduction**
- 4 Aims of toolkit/ who is this toolkit for?**
- 8 How to use this toolkit**
- 9 The Old's Cool Intergenerational Practice model**
- 10 Guiding principles**
- 12 Programme framework**
- 13 Media partners**
- 14 Curriculum for Excellence**
- 16 Evaluating your Old's Cool Group**
- 17 Benefits of Intergenerational Practice (IP)**
- 18 Guidelines for best practice working with schools**
- Appendix 1 Example Activities**
- Appendix 2 Useful Links/resources**

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Introduction

The Citadel Youth Centre's Old's Cool Intergenerational Project was launched in August 2015. The aim of the project is to train and support young people at risk of disengaging from school, to facilitate intergenerational activity with older people, and to present a record of their work to the wider community.

To achieve this, specific objectives have been identified as follows:

- To develop the communication skills and confidence of the young people
- To improve the level of understanding between older and younger people in Leith
- To evidence the potential value of youth work in general and intergenerational practice in particular, for delivering the educational outcomes of the Curriculum for Excellence (CfE).

As part of the project, this toolkit was created in order to share the Old's Cool model of Intergenerational Practice and to highlight best practice when working in partnership with schools.

Feedback was also collected from practitioners in the development of this toolkit.

"I just thought all older people were the same and never had a sense of humour, but that's changed since I came to Old's Cool." (Young Person)

"Before Old's Cool I was often lonely, coming and meeting the kids each week has given me a new lease of life." (Older Person)

"Meeting the older people and trying new things has made me more confident, I now speak out so much more in class."

(Young Person)

"Young people don't get the credit they deserve, those I met on Old's Cool were the highlight of my week." (Older Person)



Toolkit aims

This toolkit has been designed to highlight and share the Citadel Youth Centre's - Old's Cool model of Intergenerational Practice (IP).

This toolkit will support you in delivering the Old's Cool model to 'hard to reach' young people (S1-S4) in schools who are at risk of disengaging from education.

It will introduce you to the guiding principles behind the Old's Cool model, which includes a primary focus on communication and oracy skills and enabling relationships between young and older people to flourish. The model encourages young people to act as *facilitators*, by providing them with real life IP experience.

This toolkit provides an understanding of how to link the Old's Cool model of IP alongside the Scottish context of CfE. It also explores how you can evaluate your own Intergenerational activities.

Example activities of the Old's Cool model that you can deliver are also included in the toolkit.

Who is this toolkit for?

This toolkit has been designed for practitioners involved in delivering schools based IP work. In particular, it is targeted at youth workers looking to replicate the Old's Cool model of IP in the schools they are working in, or would like to target.

As a result, it will be of benefit to youth workers and any staff working to establish IP within a school setting. This can include primary and secondary teachers, classroom assistants, community learning & development, social care professionals and third sector professionals of all backgrounds.

The guiding principles contained within the Old's Cool model can be applied to other forms of IP therefore, may be of interest to practitioners looking to deliver community based intergenerational work.



Why deliver an Old's Cool programme?

The Old's Cool model is targeted at 'hard to reach' young people (S1 – S4) and those who have difficulties in their communication and oracy skills. Additional indicators may also include poor attendance, low attainment and lack of motivation.¹

Oracy refers to the set of skills associated with speaking and listening and the ability to communicate effectively using spoken language. With 90% of talking in the classroom being led by teachers, the Old's Cool model offers young people the opportunity to develop vital communication skills needed to succeed in work and life.²

1 www.ican.org.uk/~media/Ican2/Whats%20the%20Issue/Evidence/2%20The%20Cost%20to%20the%20Nation%20of%20Children%20s%20Poor%20Communication%20pdf.ashx

2 www.esu.org/___data/assets/pdf_file/0026/13796/Oracy-State-of-speaking-report-v2.pdf

Aims of the project:

- Young people will increase their communication and oracy skills, which will give them a better chance of finding employment when they leave school
- Young people will be more engaged in their education and therefore more likely to stay in education
- Young and older people will have increased their understanding of the other generation, improving social capital.



List of key benefits:

- ✓ **Supports** young people to become facilitators of intergenerational activity with older people
- ✓ **Improves** young peoples' communication and oracy skills
- ✓ **Introduces** young people to new media, enabling them to choose and present a record of their work to the wider community
- ✓ **Increases** understanding between older and younger generations
- ✓ **Realises** the educational outcomes of the Curriculum for Excellence (CfE) framework.



The Old's Cool model is a highly effective way of improving young peoples' communication and oracy skills and it provides them with the opportunity to experience working alongside adults in a mutually beneficial way. In particular, it supports the young people to act as facilitators of IP which has lots of benefits for both young and older people (see p17 for a complete list of these).

You should also consider the skills and qualities required to deliver the Old's Cool model. Fundamentally, you should have strong communication skills, in order to lead by example. An empathetic attitude towards both young and older people alongside good organisation skills and creativity will allow you to successfully deliver the programme.

On completing the Old's Cool programme your young people will leave with a broadened sense of community, improved communication and oracy skills and most importantly, the ability to engage positively with older people. These transferable skills can be applied to other areas of their lives, greatly increasing their chances of social and economic success.

The Old's Cool model of IP can also support your young people in achieving the key educational outcomes of Curriculum of Excellence (CfE), see p14 for a complete list of these.



Although many young people will benefit from the Old's Cool model, it is not suited to all young people. Be mindful of whom you invite on the programme, as some pupils with additional support needs may find the informal structure particularly challenging.

How to use this toolkit

This toolkit has been designed to provide you with the knowledge and skills required to deliver your own Old's Cool Intergenerational programme.

Fundamental to this, is the understanding of the Old's Cool model of IP and its guiding principles to working with young people. We recommend reading this toolkit in its entirety to gain a fuller understanding of how to deliver this, however if you are pressed for time we have the following tips:

- **The Old's Cool model of Intergenerational Practice**
This section is the foundation of the toolkit and will provide you with everything you need to adopt your own Old's Cool model.
- **Example Activities**
If you need some inspiration, or are pressed for time, jump to this section for tried and tested Old's Cool activities.
- **Evaluating your Old's Cool Group**
Use this section for guidance on how best to evaluate your Old's Cool Group.
- **Useful links/resources**
There are many resource packs providing IP advice and these are detailed in the useful links/resources – see p24 of this toolkit.



The Old's Cool model of Intergenerational Practice

The Old's Cool model of IP innovatively draws together both youth work and intergenerational practice. The following section explains both the guiding principles behind the model as well as the programme framework for delivery.

The foundation of Old's Cool is based upon a youth work approach. Youth work has three essential and defining features:

- Young people choose to participate
- The work must build from where young people are
- Youth work recognises the young person and the youth worker as partners in the learning process.

We recommend reading *YouthLink Scotland's Statement on the nature and purpose of Youth Work* to familiarise yourself with these key features³.

In adopting the Old's Cool model, you will also use intergenerational work as a method for building communication skills and confidence in your young people. Generations Working Together (GWT) use the following Beth Johnson Foundation definition of IP⁴:

"Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contribute to building more cohesive communities."

When delivering the Old's Cool model it is important to recognise that it is not about having an exhaustive list of prescriptive activities to be copied. The Old's Cool model builds on your existing knowledge and skills and we encourage you to utilise your own ideas when delivering to your group.

No one will know the needs of your group better than you and for that reason this toolkit does not try to enforce a detailed programme of activities that must be followed. Rather you should look at it as a series of *guiding principles* you can adopt to deliver your own unique Old's Cool programme.

³ www.youthlinkscotland.org/media/1255/statementonthenatureandpurposeofyouthwork.pdf

⁴ <http://generationsworkingtogether.org/downloads/5252d276ca45aGWT%20brochure%20FINAL.pdf>

**YOUTH WORK
APPROACH**



**INTERGENERATIONAL
PRACTICE**



Old's Cool

Guiding principles

1 Communication and Oracy

The Old's Cool model focusses on communication and oracy skills and you should lead by example. Think about how you communicate and the many ways you are able to achieve this. Language should be inclusive and comprehensive to young people.



By communicating effectively with your young people, you will also provide them with an initially positive experience of working alongside adults. For young people who may find communicating with adults challenging, this will be an excellent way to engage them.

You should also aim to challenge and widen your young peoples' world view. Explore media-generated stereotypes of young and older people in order to enable both generations to improve their understanding of each other.

2 Co-production

Fundamental to the delivery of the Old's Cool model is working co-productively with your young people. Explain to your young people from the beginning that you will be working in partnership with them. Rather than instructing them on what to do, you should view your young people as partners in the process, drawing on their knowledge and skills to shape your programme.

Taking this co-productive approach will instil a sense of responsibility in your young people and change the balance of power from you as the practitioner, in their favour.



3 Participation

Many of the key components of youth work are also shared with the Old's Cool model of IP. Voluntary participation, a key feature of youth work, plays a fundamental role in the model.

Both the young and older people choose to participate. Voluntary participation fosters a positive group atmosphere, which in turn will increase the participation of your young people. This also helps to create a co-produced environment where both young and older people feel they have something to contribute.

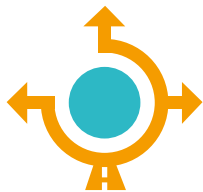
You should aim wherever possible to maximise the participation of both your young and older people.



4 Flexibility

Be flexible and reactive when planning and delivering your programme. If an activity doesn't work, respond to the emerging needs of your group. The Old's Cool model targets young people who are disengaging from school, many of whom may have learning difficulties and challenges affecting how they engage. Knowing when to adjust activities will ensure you create a positive educational experience that is mutually beneficial and responsive to both parties.

You should also take an asset based approach when working with your young people; this will help you to capture what skills and ideas they can bring to the group



5 Commonality

Concentrate on the similarities between generations; not the differences. On the surface, young and older people may look physically different with dissimilar interests. However, once you get to know the group, it's clear many of the key issues impacting on their lives are shared between both generations.

Some issues that affect young and older people include: safety, whether that be walking home late at night or using public transport; mental health issues are also a concern: anxiety, depression and social isolation are not age-specific. Challenges regarding employment can take place at all stages of life, whether it is the start of your career or adapting to life post retirement. By focussing on the similarities your young and older people share, you will enable relationships between them to prosper.

"Concentrate on the similarities between generations; not the differences"



Programme framework



A 12 - 16 week programme is recommended when delivering the Old's Cool model and this is divided into 3 phases.

PHASE 1>

Preparation & Training (5 - 7 weeks)

You will work directly with your young people in school, to prepare them for their role as facilitators of intergenerational activity.

During this phase you will take the time to develop relationships with your young people, while also preparing them with the relevant basic oracy and communication skills they will need for their role as facilitators.

PHASE 2>

Intergenerational Activities (5 - 7 weeks)

You will support your young people to facilitate and record a programme of intergenerational activities of their choice, with a group of older people within a community setting.

PHASE 3>

Presentation & Celebration (2 weeks)

You will support your young people to select and edit their records of intergenerational activity into a presentation (of their chosen medium).



Our media partners

Our partners have included:

- **Media Education** www.mediaeducation.co.uk
- **Impact Arts** www.impactarts.co.uk
- **Edinburgh Sculpture Workshop** www.edinburghsculpture.org
- **Wee Replicators** www.weereplicators.com
- **Malena Photography** www.malenapersonson.com
- **Edinburgh Arts Festival** ww.edinburghartfestival.com



We have also explored the following forms of media:

Film, photography, audio interviewing and recording, music and soundscape creation, 3D printing, coding, wood and clay sculpture making.



Curriculum for Excellence

The Old's Cool model can be used to evidence the educational outcomes of the Curriculum for Excellence (CfE) framework. By using this toolkit to create your own Old's Cool programme, you will support your young people in developing the four capacities of the CfE:



Successful Learners

The Old's Cool model allows both young and older people to gain new skills and learning opportunities. Communication and future employability skills are also improved.



Confident Individuals

Old's Cool increases young peoples' confidence and self-esteem by providing them with the opportunity to build positive relationships.



Responsible Citizens

Young and older people are encouraged to explore their views in relation to their local community.



Effective Contributors

Old's Cool encourages team work and for young people to contribute equally. Furthermore, young people are also encouraged to take ownership of their work.

The Old's Cool model can also be used to evidence the following CfE experiences and outcomes.⁵



Working with others

Understanding rights and responsibilities - HWB 09a

Welcoming others as individuals - HWB 10a

Improving my learning and encouraging others - 11a

Representing my community gives me confidence - HWB 12a

Helping create positive change in my community - HWB 13a

Making friends and working as a group - HWB 14a

Relationships

Understanding the importance of being cared for; how to sustain different relationships - HWB 44A

Positive friendships and relationships - HWB 44b

Planning ahead

Identifying my strengths and achievements; preparing for the future - HWB 19a

Listening, talking and writing

Engaging with others and valuing their contribution - LIT 02a

Presenting useful information to an audience - LIT 06a

Engaging with others in a confident and expressive way - LIT 10a

Contributing to a public performance - EXA 01a

Local knowledge

Discovering interesting places to visit and work in the local area - SOC 10a

Understanding how the needs of a group in my local community are met/ understanding inequality - SOC 16a

Learning how discrimination affects people - SOC 16b

Using a computer

Using technology to enhance learning TCH - 04a

Using multimedia to communicate information to others - TCH - 08b



Evaluating your Old's Cool group

Evaluation is fundamental to the delivery of the Old's Cool model. Without evaluation you won't know the impact your Old's Cool programme has had on the young people.



Take the time before and after each session to evaluate with your young people. This will help them in their role as facilitators to plan activities and to evaluate their achievements. It can also provide them with the space to discuss where things could be improved.

You should encourage your young people to think about how they communicate in their sessions, both with each other and the older people. For example, did they speak confidently? Were they able to review and evaluate their own performance? Could they listen and follow instructions effectively?

In order to measure the distance travelled in regards to your young peoples' communication skills, you can make use of self-evaluation confidence wheels. These provide a highly effective way of measuring each young person's confidence. We recommended getting your young people to complete these at the start, mid-point and end of your programme for best results.

Name:	Start Date	Mid Date	End Date
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TALKING Giving My Opinion

Talking to People

LISTENING Asking Questions

5

4

3

2

2

3

4

5

Speaking Out in Front of a Group

Leading an Activity

Encouraging Other People

Including Everyone

HELPING

My Target (Start):

My Target (Mid):

Focus on creative ways of capturing feedback. Evaluation doesn't have to be dull and repetitive. It is a good idea to change how you evaluate each week. This will ensure your young people continue to share genuine and honest feedback.

Set reasonable expectations and speak to your funder about what can realistically be achieved within your timeframe. Positive changes may take time to appear; therefore it's important not to get discouraged if you don't see immediate results.

By recording school attendance data you can also evaluate whether your young people have increased their engagement. This information should be available from schools.

Make use of your referral process to capture feedback from teachers on where they feel their young people are at. As a result of engaging in Old's Cool you will be able to measure positive progression. By asking the following questions you can record a baseline out of 10, of each young person's confidence and communication skills:

- 1 *'How likely is this young person to give an opinion on a topic in class/explain something to a fellow pupil?'*
- 2 *'Overall how would you rate this young person's communication skills?'*
- 3 *'How would you rate this young person's attention/engagement in*

Benefits of Intergenerational Practice (IP)

The following is a list of the benefits of IP developed by staff from The Citadel Youth Centre and Pilmeny Development Project, who have worked in partnership to deliver the New Spin Intergenerational Café since 2010. These can be applied to a wide range of intergenerational settings including schools:

Young People

- Improved confidence in communication
- Opportunity to develop relationships with older people
- Equal status with older people
 - *breaking norms*
- Positive contact with adults
- Being listened to by older people
- Improved confidence in self
 - *'I can do that'*
 - (stretching comfort zones)
- Opportunity to impart learning

Older People

- Opportunity to socialise
 - *Older people have a sense of belonging*
- Reduce social isolation
 - 'loneliness'
- Improved mental health and Wellbeing
- Improved physical health*
- Improved resilience*

Shared learning – cooking, arts and crafts
Challenging STEREOTYPES

Guidelines for best practice working in schools

Working with schools can come with challenges. Schools are often inundated with offers from projects offering programmes that they want to deliver to their pupils.

Guidance staff time is also at a premium and in order to ensure that you stand out from other projects, it is important you communicate clearly what your Old's Cool Programme will deliver. Highlighting the impact you will have on these can help you to build relationships with your target schools.

In order to support you in working in schools we recommend you follow these Do's and Don'ts:

DO:

1 DO build awareness of your programme – In order to recruit groups of young people to work with, it's important you raise awareness of your programme. Arrange school visits to meet with guidance staff at your target schools to highlight the benefits of the Old's Cool model. You should also make use of appropriate promotional materials and social media to maximise publicity.

2 DO establish positive relationships with your target schools – This is fundamental to developing long term relationships. Look to build on pre-existing relationships. If you have a key contact at a school, use this as a way of getting your foot in the door.

3 DO feedback to schools – When working with schools, have proactive discussions with guidance staff. You should give regular feedback on how each young person is performing in your group. Speak in the common language of teachers and include key CfE educational outcomes as they can provide evidence to support partnership working in schools.

4 DO know the background of your group – Prior to starting your Old's Cool group, make sure you receive referral forms for all your young people. This will ensure you are aware of any learning needs they may have. Emphasise to your target schools the importance of a dynamically sound group. For example, a group made up of young people with all of the same learning needs is unlikely to succeed. Encourage guidance staff to include some young people who can lead by example and raise the attainment of their peers.

5 DO make use of partners – It is challenging delivering the Old’s Cool model on your own. If possible look to draw on partners who can support you. In doing so you will free up time to build relationships with your target schools. It will also enable you to make your programme more exciting.

For example, working with media specialists can provide you with expertise that you may have little or no experience in. In doing so, you may be able to deliver workshops in music, film, photography and digital or visual art which are known as attractive prospects for schools.

DON'TS:

1 DON'T be afraid to remove a young person from your group – If a young person is struggling in your sessions, the impact they can have on group dynamics can be significant. Removing a young person from your group if explained appropriately, will not damage your partnership with the school. Not every young person is appropriate for Old’s Cool and keeping them in the group unnecessarily could potentially do more harm than good.

2 DON'T assume guidance staff have an awareness of intergenerational practice – Keep in mind that intergenerational practice may be a new way of working for many guidance staff and as a result, this may impact

the uptake. You should set out clearly the benefits intergenerational practice can have on each young person’s communication skills and confidence.

3 DON'T assume schools have informed young people about your programme - It is essential each young person is informed about the programme before starting, so that they know what they are signing up for. You will be working co-productively with your young people and the importance of this should be emphasised to schools. By offering to come in and meet the young people in school prior to the programme starting, you can also let them know directly how Old’s Cool is delivered.

4 DON'T underestimate the importance of space – Having a regular and appropriate space that you use each week, will help you deliver your sessions. You should make clear to your target school, how important an appropriate space is. The Old’s Cool model is very interactive and a cramped inappropriate space will be counterproductive to this.

5 DON'T become disheartened if schools don't get back - Rather than become frustrated, remember establishing relationships with schools is challenging and takes time. Make sure you factor in appropriate time for relationship building with your target schools, well in advance of when you anticipate starting.

Appendix 1: Example activities

In adopting the Old's Cool model you're likely to receive a wide range of referrals for young people (S1-S4). As a result, many young people will have a variety of different learning styles and needs. When delivering your own Old's Cool programme having an exciting, interactive and varied programme will make the success of your group more likely.

In order to achieve this you should actively build up your repertoire of activities that you can draw on. It is also worth considering the following points:

- Let the young people know the structure of the programme. A flip chart at the start outlining the key activities and overall aims is a great way to start a session.
- Young people enjoy variety, try to keep your sessions varied and make use of group discussion, alongside arts and interactive activities to achieve this.
- Be aware of the length of your sessions. Depending on the age and learning needs of your group, sessions may need to be shortened.
- Don't be tempted to reduce the overall length of your programme. The length of the Old's Cool programme is important to allow young people the space to develop positive relationships with both staff and older people.

- Photography is a powerful tool for engaging young people in intergenerational activity. Encourage your young people to use cameras and take regular photos. This will help you to engage young people who may not initially be keen to participate. Be aware however some young people may focus their time using cameras, as a way of avoiding other tasks.
- Use problem solving exercises to promote team work between generations. This will also improve your young people's ability to communicate positively with older people.
- By utilising iPads your young people can explore a wider variety of media by taking pictures, recording video and creating audio recordings of interviews with older people. Music can also be produced by using the music making software GarageBand. Assigning tasks using iPads is a great way of engaging young people who may initially lack the confidence to speak in a group. iPads are also an easy, portable way of showing online media to older people who do not always have access to the internet at home.



If you are stuck for inspiration you can use the following tried and tested activities:





CLAY EMOTION PEOPLE ACTIVITY

Aim: To increase the communication skills of your young people; raise awareness that mental health issues are not age specific and that both young and older people can be affected.

CfE outcomes:

HWB 14a, HWB 44a, HWB 44b, LIT 10a, SOC 16a, SOC 16b

For this activity ask your young people to pair up with an older person and give each pair an emotion to portray as a clay person. Example emotions which you can write on paper and hand out include: happiness, anxiety, sadness and anger. Following this you should ask each pair to present their clay person to the rest of the group.

As some of your young and older people may be experiencing poor mental health, it is important to facilitate this activity sensitively. Encourage each group to keep discussions about emotions general; rather than discussing anyone in the groups individual and personal experiences.

Time: 25 minutes.

Resources: Air drying clay or play-doh, pens, paper.





GINGER BREAD PERSON ACTIVITY

(adapted from the Beth Johnson Foundation)

Aim: To explore stereotypes of both young and older people; to provide evidence of how your young people have improved their understanding of the other generation.

CfE Outcomes:

HWB 13a, HWB 14a, HWB 44b, LIT 06a, LIT 06a, LIT 10a, SOC 16a, SOC 16b

Ask your young people in small groups to draw gingerbread shapes on a large sheet of paper, with one representing younger people and the other older people.

Next, ask those who have drawn a 'younger' person to draw what an older person thinks of a younger person – what they look like and what they do. Similarly, ask those who have drawn an 'older' person to draw what a young person thinks of an older person – what they look like and what they do.

This activity is a great way of addressing stereotypes of both generations. By delivering it in phase 1 and then again at the end of the programme, you can record attitudinal change in your young people and see how their views may have changed.

Time: 25 minutes

Resources: Paper and pens





SLANG GAME

(adapted from the Beth Johnson Foundation)

Aim: Encourage group discussion through exploring the use of language across generations.

CfE Outcomes:

HWB 14a, LIT 02a, LIT 06a, LIT 10a, SOC 16b

This activity can be used in phase 1 of your programme with your young people and/or as an intergenerational activity with your young and older people together in phase 2. The activity can be delivered as a paired activity or as part of a larger group.

For best results in phase 2, we recommend splitting your group into smaller groups or pairs of both young and older people. Next, hand out blank copies of the slang chart. You can use the following example sheet or select your own words to use:

Each group should then complete their blank slang chart sheet. Please note that each group should have someone in it that is comfortable writing. Once each group has completed their sheet, they should nominate a person(s) who are comfortable sharing their answers back to the wider group.

Furthermore you can make use of iPads with this activity to enable your young people to record answers digitally.

Resources: pen, paper, flip chart, copies of slang chart if using in pairs/smaller groups

Time: 20 mins

You should be conscious that some words and phrases that the older people use may no longer be deemed politically correct. To address this, set aside time at the start and end of each session to explore with your young people why these particular words are no longer appropriate to use.

Example words	Young people's words	Older people's words
Good/nice		
Friend		
Police		
Money		
Attractive girl/woman		
House		
Friend		
Goodbye		

Appendix 2: **Useful links/resources**

A Digital World for All – Findings from a programme of digital inclusion for vulnerable young people across the UK
<https://bit.ly/2xYfVaM>

Generations Working Together – Education Resource Pack
<http://bit.ly/2nYsiO8>

I can talk series: The Cost to the Nation of Children's Poor Communication
<https://bit.ly/2KH9VGF>

National Youth Work Strategy 2014-2019
– Our ambitions for improving the life chances of young people in Scotland
<http://bit.ly/2BWq2j7>

Oracy – The State of Speaking in Our Schools
<https://bit.ly/2rTukRT>

Youth Scotland's – Curriculum for Excellence Experiences and Outcomes – A guide for Youth Work
<https://bit.ly/2kcpOcT>

Youth Link Scotland's – Statement on the nature and purpose of youth work
<http://bit.ly/2F0Lmmb>

The following resources are also a good starting point to find out more about how the Old's Cool model of IP has been delivered by the Citadel Youth Centre previously:

Old's Cool Film and Information Booklet
<http://bit.ly/2EnQrnJ>

