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# Big Book of Literacies Training:

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A resource bank for supporting  
young people with their  
literacies

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# Contents

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## Big Book of Literacies Training: Introduction

Introduction to Big Book of Literacies Training.....	5
Guide to the Sections.....	8

## Section 1: The Case for Youth Literacies

The Case for Youth Literacies Work.....	20
Community Learning and Development (CLD) and Curriculum for Excellence (CfE) .....	23
Working with Young People to Develop their Literacies.....	32
Supporting Young People With Their Literacies .....	35
Reflection & Evaluation .....	39
Activities Relating to this Section .....	40

## Section 2: Getting it Right for Learning

Getting it Right for Learning .....	71
Young Person's Working Agreement (ground rules) .....	73
Challenging Behaviour .....	78
The Right Space for Learning .....	80
Linked themes within literacies work.....	82
Hints and Tips:	
for Making Learning more Accessible to all the Young People you Work with.....	89
Perception of Young People in Scotland .....	91
Support for young people.....	113

## Section 3: Integrated Literacies Activities

Integrated Literacies .....	116
Activities Relating to this Section .....	119






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## Section 4: Literacies Learning Next Steps

Approaches to Literacies - Dedicated Literacies .....	180
Scottish Government's Vision for Literacies .....	182
Accessing Resources for Literacies .....	185
Learning Plans .....	186
Theoretical Basis for Literacies .....	189
Techniques (some ideas) .....	189
General Hints: .....	192
Working with More Advanced Literacies .....	193
Numeracy and Young People.....	195
Additional Support Needs .....	197

## Section 5: CPD Section: Ideas on where to go for further learning

Introduction .....	207
Continuous Professional Development for Youth Work .....	208
Scotland's Adult Literacies Professional Development Framework .....	212
Continuing Professional Development for Community Learning and Development .....	214
The Standards Council for Scotland and i-develop: .....	215



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## Section Headings

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Introduction to the Big Book of Literacies Training (BBLT)

Section 1: The Case for Youth Literacies Work

Section 2: Getting it Right for Learning - Supporting Young People with Their Literacies

Section 3: Integrated Literacies Activities

Section 4: Literacies Learning Next Steps

Sections 5: CPD Section - Ideas on where to go for Further Development

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# Introduction to Big Book of Literacies Training

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## Who is it aimed at?

The Big Book of Literacies Training (BBLT) is a resource for supporting practitioners working with young people (14 – 25) on their literacies. It is particularly aimed at young people who are facing issues with their own literacies, although it may be relevant to other groups who have perhaps faced barriers with their literacies in the past, in particular some adult learners and those whose first language is not English. The resource would also be suitable for use with a number of others including offenders and those at risk of offending. Curriculum for Excellence states that literacy and numeracy is a responsibility of all, therefore it is important that practitioners have the skills, knowledge and understanding to support young people. Research from a variety of sources suggests that strong skills in literacy and numeracy can assist young people in making successful transitions from youth to adulthood. Almost every aspect of life involves using literacies in some form. If a young person experiences difficulties with literacies, it can pose barriers to progression and they experience disadvantage. Awareness of literacies issues can be an asset to staff and strategies for supporting young people to develop their literacies can make a difference to their future. This resource can be used to support staff and learners in a variety of contexts including youth work, adult literacies, training, prisons school and others. The resource is targeted at work with young people who are finding it difficult to engage with literacies and suffer most disadvantages.

## What is the resource?

This resource is designed to be used, not as a prescriptive pack, but as and when relevant to work with young people. Some of the resource is designed for reference to inform practitioners working on youth literacies, and includes information on policy and initiatives relating to this agenda. BBLT also includes practical exercises for training with staff or for use with young people (Section 3 Integrated Literacies activities). You will also find some activities in other sections where they specifically relate to that theme. The resource provides a guide to literacies issues affecting young people, and explores how best to respond

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effectively to young people who may have an issue with literacies. This resource will assist organisations to be more literacies aware and be prepared for the challenges which low levels of literacies present.

Many organisations have contact with young people as part of their core business, and may be unaware that institutional barriers exist which make it difficult for young people to access the service of their organisation. The 2009 Scottish Survey of Adult Literacies Literacies found that around one quarter of the Scottish population (26.7%) may face occasional challenges and constrained opportunities due to their skills ([link](#)). Awareness may not only help the young people, but also improve the performance of the organisation and make it more accessible to all.

## Hints for using BBLT

The refreshed Big Book of Literacies Training has been organised into five colour coded sections, for ease of use. You will find a coloured box at the top of each sheet with the name of the section that you are in. This is particularly useful if part of the resource is to be downloaded, to navigate back to the source of the material. Each section contains a list of contents, to help you to locate the information that you need.

A table of activities has been provided in this section to help navigate to the appropriate activity. This resource has embedded links to useful information throughout, where a link is available it will be in brackets and underlined e.g. ([link](#)). This is a web link, a gateway to another website taking you out of BBLT. If the link is broken, please let Education Scotland know by clicking this ([link](#))

## Accrediting Literacies Learning

Literacies learning provides an excellent opportunity for young people to start to build a portfolio of qualifications. This can demonstrate their achievements and attainment. There is plenty of choice and a wide range of qualifications to fit a variety of learning contexts and styles.

Amazing things provides a guide to the youth awards in Scotland and the Awards Network website provides a searchable directory of youth awards in Scotland. ([link](#)) Literacies

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learning can be used as evidence within a young person's portfolio, when working towards an award. The SQA website provides information on qualifications suitable for literacies learning accreditation opportunities. ([link](#))

## Why Literacies?

Throughout this resource we have used the term literacies for consistency. This refers to the skills, knowledge and understanding required for literacy and numeracy practices, for example to read and understand a bus timetable; to write a letter or to create a CV.

## Big Book of Literacies Training update June 2013

Some new information has become available since launching the BBLT in November 2012 and has been added to the resource.

This includes:

- Addition of a new bullet, Digital Responsibilities, added to additional information to support the BBLT information (P17)
- CfE Briefing 10 - on Curriculum for Excellence and Community Learning and Development (P23)
- Digitally Agile Community Learning and Development links to the website and reports of the Project (p24)
- Guidance for Community Learning and Development and the Scottish Statutory Instrument for Community Learning and Development (P26)
- Standards Council for Community Learning and Development information on registration (P27)
- Information on literacies and activity agreements (P81)
- Additional information on financial support with link to Young Scot website. (P83)
- New top tip added to activity 16 (P107)
- Information in points for discussion/reflection about Digital Responsibilities section in additional materials for BBLT (P168)

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# Guide to the Sections

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## Introduction to the Big Book of Literacies Training (BBLT) and table of activities.

### **1. The Case for Youth Literacies Work**

Background and context to literacies work with young people, including the policy context. Activities to help practitioners explore literacies work with young people and develop their understanding of where literacies fit within a national context.

### **2. Getting it Right for Learning - supporting young people with their Literacies**

How to ensure that learning is provided in a way that is accessible and engaging for young people.

### **3. Integrated Literacies Activities**

Activities that have been used for working with young people on their literacies. Some activities are aimed at practitioners to help them to develop their practice and may be adapted for use with young people to develop their literacies further.

### **4. Literacies Learning Next Steps**

Ideas on how to help young people take learning to the next stage in development.

### **5. CPD Section**

Ideas on further development either in literacies or working with young people.

## Activities for Young people

Material that can be used for working on literacies with young people is also included in the resource bank. It can be adapted to suit the context that the young people are working in. Activities that have been created for practitioners may also be adapted for work with young people.

A table of activities to help navigate around the Big Book of Literacies Training has been included in every section. Most of the integrated literacies activities are in **Section 3 Integrated Literacies Activities**, however there are resources at the end of each to help develop practitioner's understanding of literacies.

Section 1 The Case for Youth Literacies Activity table			
Activity and page number	Title	Description/aim	Target audience
1 P42	Where do you use literacies?	Help demonstrate how literacies activities are part of everyday life and consider different contexts where literacies are used.	practitioners
2 P44	Age & Circumstances Activities	Identify issues and circumstances that create opportunities for literacies learning in a young persons' life.	practitioners
3 P49	Defining Literacies	Explore different meanings of literacies used in Scotland in different contexts.	practitioners



4 P52	Background to Literacies Work with Young People	Understand how low levels of literacies may affect access to services. Highlight the importance of producing clear and accessible information about services for young people.	practitioners
5 P55	What Does Youth Literacies Look Like?	Understand the breadth of youth literacies work and the range of contexts explored and identify youth literacies provision within the participant's area.	practitioners
6 P59	Reflecting on Youth Literacies Practice	Explore what the effective youth literacies looks like and create a space to explore and adapt this practice.	practitioners
7 P60	What Beliefs are Key for Youth literacies Practitioners? Time: 30 min	Explore an understanding of effective youth literacies practice and build on this foundation.	practitioner
8 P63	Exploring literacies work with young people Youth Work and Literacies Time: 1 hour	Emphasise the connections between the aims and practice of youth work and that of literacies.	practitioner





9 P65	A Social Practice Approach to literacies with young people	Provide an example of an integrated programme for young people, which uses a learner centered social practice approach.	practitioner
10 P67	Confidence Building 30 minutes	Develop the group's confidence in delivering youth literacy work.	practitioner
Section 2 - Getting it Right for Learning			
11 P95	Perception of Young People in Scotland	Identify vocabulary linked to young people and the media considering positive and negative images of young people.	Practitioners/ young people
12 P96	Facts about young people in Scotland	Explore perceptions of young people in Scotland.	Practitioners/ young people
13 P98	Chasing Out the Demons	Increase awareness of the characteristics which make learning a positive or negative experience and develop a positive approach to learning	Practitioner
14 P101	How We Learn	Reflect on the participant's own views of learning and identify the key components involved in learning	Practitioner





15 P104	Self Reflection Learning journey	Practitioners reflect on their own learning and consider the influences on their practice	Practitioners
16 P106	Literacies reflection on own skills - How does it feel?	Recognising the barriers to developing effective reading skills and demonstrating the difficulty in understanding unfamiliar text	practitioner
17 P110	Alternatives to a cold sell approach Time: 45 min	Encourage thinking about the meaning of literacy and use innovative ways to raise the issue of literacies with the general public.	Practitioner
18 P111	Facilitator/tutor Self-Assessment Questions	Reflect on practitioners own attitude to learning and identify any areas for further development.	Practitioner

### Section 3 - Integrated Literacies Activities

19 P123	Integrated Literacies - Case Study Tasks	Build your knowledge and understanding of integrated literacies practice and how to implement it into your own practice when working with young people and reflect on how to incorporate literacies learning into fun and meaningful activities for young people.	Practitioner
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20 P126	It's Not What You Do It's the Way That You Do It – Making Integrated Youth Literacies Programmes	Explore the process of integrating literacies work around an activity or topic of interest.	Practitioners/ young people
21 P128	Additional Activity – Integrated youth Literacies programmes	Practice creating integrated literacy learning experiences based on the needs of the learner.	Practitioner
22 p130	The Skinflints guide to budgeting - Financial Capability Case Study Development Group	Explore numeracy in the context of money and improve basic numeracy skills, putting numeracy into the context of everyday life.	Practitioner
23 P132	Understanding Literacies in your Life Time: 20-30 minutes	Raise awareness of the existing 'Knowledge, Skills and Understanding' of participants to help understand that young people have existing skills prior to attending provision.	Practitioner
24 P135	Literacies Issues (decoding exercise)	Develop an increased level of understanding and empathy for young people who struggle with their literacies.	Practitioner





25 P 138	Contemporary Literacies (ITALL)	Raise awareness of the barriers young people may face when dealing with everyday tasks.	Practitioner
26 P142	Words and Colours Time: 15 minutes	Increase awareness of the difficulties some people have faced when reading (based on dyslexia training).	Practitioner/ young people
27 P145	Exploring literacies issues that young people face Time: 50 minutes	Examine the literacies issues that young people face, exploring the role of a practitioner working with young people in supporting and developing young peoples' literacies.	Practitioner
28 P148	My Concerns Time: 30 minutes	Explore the concerns participants may have in integrating literacy and numeracy work into their own practice.	Practitioner
29 P150	Integrating Literacies into the Arts	To engage young people in writing through art.	Young people



30 P151	Integrating literacies: Poetry Time: 30-60 minutes	Illustrate how literacies can be integrated into activities and enable the group to experience integrated literacy activities. Introduce the group to and stimulate ideas for creating writing.	Practitioner/ Young people
31 P155	Integrating Literacies: Music Time: 50 minutes	Illustrate how literacies can be integrated into youth work activities and enable the group to experience integrated literacy activities using music as a theme.	Practitioner/ Young people
32 P160	Integrating Literacies: Football Time: 30 minutes	Illustrate how literacies can be integrated into youth work activities and enable the group to experience integrated literacy activities. Using football as a theme.	Practitioner/ Young people
33 P163	Tucking In - integrating literacies: numbers Time: 50 minutes	Illustrate how literacies can be integrated into youth work activities and enable the group to experience integrated literacies activities through numbers.	Practitioner/ Young people



34 P165	Planning a programme	Create a programme of learning for literacies and young people.	practitioner
35 P166	Contemporary Literacies; literacies and new media	Production of a piece of factually accurate, writing in full prose, which is well structured and written, grammatically and spelled correctly.	practitioner
36 P172	Communication – Say What You Mean and Mean What You Say Mobile phone exercise	Exploring communication with young people, encouraging effective communication.	Young person



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## Additional Support Materials for the BBLT

The Big Book of Literacies Training is a resource that has grown over the years and includes a number of links to further additional materials. A number of support materials to back up this resource are hosted on Adult Literacies Online ([link](#))

This includes:

### Additional Activities to Support the BBLT

- Ideas to encourage intergenerational activities
- Facts about young people in Scotland Activity
- Example of Youth Literacies East Ayrshire Council's

### Additional information to support the BBLT

- Historical Perspective to Youth Literacies
- Introductory Exercises and Icebreakers
- Evaluation

## Acknowledgements

Education Scotland and YouthLink Scotland would like to thank the following for their contributions and reviews of the Big Book of Literacies Training.

Original BLT development Group

Big Book of Literacies Training reference Group

BBLT Reviewers and Contributors

We would like to acknowledge the contribution from of all the reviewers and contributors to this resource, without which it would have been and impossible task.