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GLOBAL YOUTH WORK TOOLKIT

SERVE
Solidarity in Action

youthlink

FOREWORD

We live in a young world: children and young people (those aged 24 years and under) make up nearly 40 percent of the world's population. The number of young people between the ages of 15 and 24 account for 18 percent of the global population. About 85 percent of the globe's young people live in developing countries. Almost 240 million youth live on less than $1 a day and 462 million youth survive on less than $2 a day. About 133 million youth in the world are illiterate. 41 percent of the world's unemployed are young people. This simply cannot be allowed to continue unchallenged.

From its inception in 2003 SERVE has been committed to working with young people to play a key role in the pursuit of international development. In particular SERVE has outlined as two of its fundamental aims:

:: To contribute in the long term to the emergence of a youth sector that is a confident and enabled stakeholder in the pursuit of the development agenda.

:: To resolutely implement and foster HIV/AIDS prevention and education programmes in **SERVE's** youth work.

SERVE has and will continue to work to achieve these goals through the following interventions:

:: Specific and prioritized commitment in the long term to the capacity development of the global youth sector.

:: Professionally delivered leadership training of a substantial number of young people between the ages of 15–24;

:: Provide life-saving HIV/AIDS prevention programmes to thousands of young people;

:: Search for solutions to the enormous problem of youth unemployment that affects every nation.

One of the key ways for **SERVE** to undertake these interventions is through robust well-structured youth work. **SERVE's** Global Youth Work Toolkit forms a key instrument in achieving the goals of our development agenda. Through the Global Youth Work Toolkit **SERVE** can continue to bring best practice in youth work across the island of Ireland and in our partner countries. The Toolkit provides a framework for working with our partners to develop their capacity to provide meaningful youth work. In addition, the Toolkit provides completed programmes for engaging with young people to build their leadership skills, assist in their personal and social development, and strengthen their resolve to engage positively in their community and country.

Gerry O'Connor
Director of SERVE

ACKNOWLEDGMENTS

SERVE would like to acknowledge the help and support we have received from the Irish Redemptorists in producing this resource. Their commitment to the most abandoned in society, especially young people, was the catalyst that envisioned the work of **SERVE** and they continue to partner with us in realising our mission of a more just and equal world. The support provided by the Irish Redemptorists has significantly contributed to the long-term vision of **SERVE** and the realisation of this resource towards reducing vulnerability and empowering young people living in poverty.

www.redemptorists.ie

SERVE would also like to thank Youth Link: NI, the inter-church youth service, who have been incredibly generous with their time and expertise. Youth Link's vision is of Churches working together to build excellence in youth work and ministry, enabling young people and youth practitioners to be agents of transformation in a divided society.

www.youthlink.org.uk

SERVE would like to thank Include Youth for their support and contribution to the toolkit. Include Youth is an independent non-governmental organisation that actively promotes the rights, best interests of and best practice with disadvantaged and vulnerable children and young people. Include Youth's vision is of a society that realises and fulfils the rights of all children and young people.

www.includeyouth.org

SERVE would like to acknowledge the support of European Union Erasmus+ who supported the delivery of Youthwork Training to partner organisations in Zimbabwe, Mozambique, Namibia and Botswana in 2018. This Toolkit was the foundation of that training programme.

http://ec.europa.eu/programmes/erasmus-plus/

INTRODUCTION

During the course of 2018, staff from Young Africa's bases in Botswana, Namibia, Mozambique and Zimbabwe gathered at their respective centres for workshops for Youthwork Training. These training events were a component of the **SERVE/Young Africa** – Building Capacity to Advance Young Africa 2017-2019 programme, funded through the European Union Erasmus+ Programme. Other components of this programme included child safeguarding, finance and administration, leadership and management and a pilot access programme called Achieve. Please see **www. serve.ie/serve-erasmus-partnership** for a Toolkit which covers these programme components

SERVE and **Young Africa** have worked together in partnership for several years. Our main target group is young people, and our main intervention is the provision of holistic and effective vocational training, business training and life-skills training. Youthwork training was included as part of the **SERVE/Young Africa** – Building Capacity to Advance Young Africa 2017-2019 programme, so that partner staff are equipped with practical skills and knowledge to engage effectively with young people.

SERVE has been engaging in youthwork and training with our partners in Ireland and overseas since 2003. This part of our work has kept us rooted in the constantly changing needs of young people. This resource has been a "work in progress" for many years and has been tried and tested by people who work with young people on a daily basis. **Youthwork** is about making an intervention at the important transition between childhood and adulthood. Through youthwork, we strive to engage with young people and to provide a safe environment to work with them towards personal and social development. Good youthwork can make all the difference in enabling young people to make positive choices around relationships, health and careers. Through their social and personal development, young people can become positive role models to their peers.

Our aim is to provide a Toolkit that is easy to use and participatory in its approach. The Toolkit can be used by community groups, church groups, volunteers and anybody who has an interest in working with young people or youth work. Though it is extensive, it is still a guide and for maximum impact its implementation should be overseen by a trained Youth Worker. The Toolkit is divided into four sections offering youth work training, youth leadership training, development through art work and workshops for young people.

The youthwork training section offers training for adults in how to be effective volunteer youth workers – this was the main focus of the training provided through the **SERVE/Young Africa** – Building Capacity to Advance Young Africa 2017-2019 programme. This section will specifically train participants in meeting the needs of young people, fostering and sustaining positive relationships. We endeavour to point to best practice in youthwork. Through combining and utilising these skills the participants will be equipped to confidently engage with young people to nurture positive development so that they make better life choices.

HOW TO USE THIS TOOLKIT

	Who is it for?	Key features	Who can deliver this?
YOUTH WORK TRAINING	**Those who are:** - 18+, - working with young people or have the potential to, - affiliated with an established organisation, - committed to working within the appropriate child protection boundaries	- tailor made training for each group, - level of training varies from essential to advanced, - designed to be relevant to training globally	**Those who:** - hold a relevant 3rd level qualification or have 3+ years of relevant youth work experience, - who have agreed to SERVE's service level agreement
RECIFE YOUTH LEADERSHIP TRAINING PROGRAMME	- 15 – 17 year olds, - already a part of an existing organisation, - each group must have an identified support worker, - 6 – 12 month commitment, - minimum of 4 different groups must take part	- delivered over 4 days or 3 day residential, - leadership training based on Justice, Compassion and Humility, - young people carry out monthly activities within their community, - peer education and personal development, - fun and interactive training	- are 18+, - have previous youth work experience, - can commit to the full length of programme, - have agreed to SERVE's service level agreement
EXPLORING YOUR IDENTITY: BODY MAPPING WORKSHOP	- 12+, - interested in exploring identity through art	- no upper age limit, - no previous art experience required, - personal development programme, - stand alone programme, - can be delivered in a variety of contexts, - participants do not have be part of an existing group	- are 18+, - have an interest in using art to engage young people, - have agreed to SERVE's service level agreement
WORKSHOPS FOR YOUNG PEOPLE	- 14 – 17 year olds or 18+, - Already part of an existing organisation	- can be delivered as a series or as stand alone workshops, - personal development, - address particular needs impacting young people	- are 18+, - have an understanding of the issues raised through the workshops, - have experience of working with young people, - have an understanding of the context in which they will be working, - those who have agreed to SERVE's service level agreement

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Youth Work Training

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1.1 INTRODUCTION

The programme is designed to provide participants with the skills and knowledge that will enable them to become effective (volunteer) Youth Workers in their own community setting. Together participants will explore the key themes and aspects of youth work to enable them to make a positive contribution to their own organisations. Emphasis will be on creating a positive training environment focused on the needs of participants, the context in which they live, and their experiences to date.

Participation in this programme will:

:: Build leadership capacity within local communities

:: Build on participant's talents, interests and passions

:: Increase participant's ability to understand the needs of young people within their own community and appropriate ways to respond

:: Enhance their knowledge and skills in group work, programme planning and evaluation

:: Gain insight into the ways in which core values underpin all aspects of youth work.

PROGRAMME DESIGN - CRITERIA FOR TAKING PART

The Youth Work Training programme has been designed to enable participants, who work with or want to work with young people, to acquire and develop competence in the key areas of youth work. The programme is open to all, provided:

:: They are over the age of 18

:: They are a member of an organisation that does, or hopes to, work with young people

:: They have a basic level of reading and writing

:: They can make a commitment to the organisation with whom they have worked for 12 months.

The programme is sub-divided into five thematic sections as detailed below:

:: 1. What is Youth Work?

:: 2. Leadership Styles for Youth Workers

:: 3. Skills in Youth Work

:: 4. Programme Planning

:: 5. Policies and Procedures.

The programme has been constructed and laid out in a way that enables a good degree of flexibility in terms of developing a session plan, while ensuring that specific needs of the programme are met.

The content of the programme will differ on each occasion it is delivered depending on the context. The programme will reflect the context of the participant group, their experience of youth activities, or other specific needs. The exercises chosen will naturally depend on the level of knowledge and experience of the group and the programme should be pitched appropriately.

Facilitators, who will have received training, will engage in discussion and listening to establish the needs of participants and design the programme accordingly. Consideration will be given to the context and how the training is to be used.

[See Appendices for Resources]

GUIDE FOR USE

All exercises are level-specific with a corresponding key:

B

Basic

I

Intermediate

A

Advanced

E

Essential

All exercises are subdivided according to theme.
Any exercises marked with an essential key **(E)** must be delivered.

Facilitators can pick and choose the exercises they consider most relevant to the group based on their level of experience and understanding, and, on the needs of the group as discussed.

In all cases groups must undertake the 'What is Youth Work?' and 'Policies and Procedures' exercises. If they have covered the workshops previously, the facilitator must recap.

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1.2 EXERCISES

WHAT IS YOUTH WORK?

REFLECTION QUESTIONS(B)

Participants should individually complete the identity shield, highlighting key experiences, thoughts and values that have motivated them to become involved in the training. Prior to completing the task, facilitators should walk participants through the activity and give examples of what they might include. Once everyone has completed the task they should be encouraged to share their reflections either in small groups with each other or altogether depending on the size of the group.

Purpose: To introduce participants to the concept of reflective practice within a youth work context. It is also about giving participants the opportunity to reflect on their personal motivations, values and reasons for undertaking the training

Materials: Pens

Worksheets: 'Identity Shield' handout - Pg 31

WHAT IS YOUTH WORK? (B)

In small groups participants should divide a flip chart page into six sections and in each section provide a different example of what youth work is or can be, e.g. sport, crafts, team work games etc. Each group should then present their ideas to the larger group. During the discussion, the facilitator should acknowledge that all activities have the potential to be youth work provided they promote the personal and social development of young people. They should be asked to reflect on their ideas of what youth work is and if they promote the personal and social development of young people.

Purpose: For participants to begin considering what youth work is within their own context

Materials: Flip-chart paper, marker pens

Worksheets: None

YOUTH WORK THEORY (I)

Input from facilitator, followed by group discussion.

Purpose: To introduce participants to the values of youth work as well as some of the key concepts underpinning the reasons why we work with young people

Materials: None

Worksheets: 'Youth Work Theory' handout - Pg 32. 'Youth Work is When' handout- Pg 33.

WHAT IS A YOUNG PERSON? (B)

Input from facilitator, followed by group discussion

Purpose: To provide participants with an understanding of what constitutes
a young person

Materials: None

Worksheets: 'What is a Young Person?' Handout - Pg 34

NEEDS OF YOUNG PEOPLE (I)

Small group activity. Draw an outline of a person on flipchart paper and record
the following on the sheets:

:: Young people's needs (belly)
:: Young people's concerns / issues (head)
:: Sources of pressure / influence on young people (shoulders)
:: Things that motivate young people (right leg)
:: Things that de-motivate young people (left leg)

Each group should feedback their ideas to the larger group and a group discussion
should take place around the key issues raised.

Purpose: To give participants an understanding of the needs of the young people they
work with

Materials: Flip-chart paper, marker pens

Worksheets: None

MASLOW'S HIERARCHY OF NEEDS (I)

Input from facilitator regarding the content of Maslow's theory with comments from
participants on how they might apply this theory at different stages.

(NB) Participants need to have undertaken **Needs of Young People (I)** prior to doing
this exercise

Purpose: To provide participants with an understanding of theory in relation to the
needs of young people

Materials: None

Worksheets: 'Maslow's Hierarchy of Needs' handout - Pg 35

PRINGLE'S NEEDS THEORY (B)

Facilitators provide input explaining Pringle's Needs Theory. Participants work in small groups or pairs in order to complete a worksheet stating ways in which their youth setting can apply this theory.

Purpose: To introduce the theory to the group and allow them to consider ways they can appropriately respond to the needs of young people

Materials: Pens

Worksheets: 'Pringle's Developmental Needs of Young People' handout - Pg 36

ROLE OF THE YOUTH WORKER (B)

Small group activity. Participants should work together to complete 'The Role of a Youth Worker' questions.

Purpose: To encourage participants to reflect on their role as a youth worker taking into consideration their roles and responsibilities as well as their organisation's purpose and ethos

Materials: Pens

Worksheets: 'The Role of a Youth Worker' Questions - Pg 37

LEADERSHIP STYLES FOR YOUTH WORKERS

WORLD LEADERS PART 1 (B)

Participants individually choose people they consider to be a world leader, followed by a continental leader, a national leader, local leader and finally someone in their life. The participants then talk to the person next to them about what they feel are the qualities that make these people good leaders. The facilitator will then ask the participants to present their answers to the wider group and the facilitator may comment on and challenge their answers.

Purpose: To get participants to begin thinking about the qualities of leadership with a view to considering the attributes of an effective youth worker

Materials: Pens and paper

Worksheets: None

CHARACTERISTICS OF AN EFFECTIVE YOUTH LEADER PART 2 (B)

Small group activity. Each group draws an outline of a person on flip chart paper. They then must consider the skills and qualities of an effective youth worker and represent these attributes on the person-outline using only symbols and drawings. For example, for good observation skills they might draw big eyes, for compassion for young people they draw a big heart, or for good time management skills they draw a watch.

Purpose: To explore and develop an understanding of the key attributes required to be an effective youth worker

Materials: Pens, flipchart paper

Worksheets: None

STYLES OF LEADERSHIP (B)

Small group activity. Participants are split in three groups. Facilitators should pick three participants to act as leaders within each group. Each leader will take on a particular leadership style. The leadership styles are autocratic, democratic and laissez-faire (the approach of leaving things to take their own course without interfering).The wider group of participants should not be aware that the leaders have been asked to adopt a particular style.

The groups are set the task of using only paper, sticky tape and eggs to produce a self-supporting tower that will support an egg. The tallest, most beautiful tower wins. Throughout the activity the leaders rotate around groups so that each group experiences the different styles. There is then a debrief discussion where the facilitator will draw out how people felt about the different styles. Facilitators provide input and explanation of the different styles. The facilitator will mark corners of the room with a leadership style and proceed to read statements. The participants must choose an autocratic, democratic or laissez-faire response and move to the appropriate corner.

Using the 'Leadership Styles' worksheet, paired participants will then give examples of when each style is appropriate and inappropriate within a youth work setting.

Purpose: To interactively introduce participants to the three leadership styles. Participants can then begin thinking about the different styles they might adopt in different contexts and situations

Materials: Paper, eggs, Sticky Tape

Worksheets: 'Leadership Styles Statement' handout -Pg 38.
'Leadership Styles' worksheet- Pg39

SKILLS IN YOUTH WORK

Communication

WHY PLAY GAMES? (B)
As an introduction the participants should list all of the games they have played within a youth work context. Together as a group they should explore the purpose of these games. **Materials:** Pen and paper **Worksheets:** None

COMMUNICATION GAMES PART 1 (B)
Play a range of communication games with the participants. See Appendix: 'Communication Games'. **Purpose:** To explore the different skills that are required to be an effective youth worker **Materials:** Conditional on communication games chosen **Worksheets:** None

WAYS WE COMMUNICATE PART 2 (B)
Small group activity. Participants should identify the different ways in which we communicate. Discussion should take place around this topic and facilitators should provide input to guide the conversation and make additional information available. **Purpose:** To get participants thinking about the different ways in which we communicate as this is such a major aspect of the role of the youth worker **Materials:** Pens **Worksheets:** 'Ways We Communicate with Young People' worksheet - Pg 40

IMPORTANCE OF LISTENING IN YOUTH WORK (B)

Participants think of a time when they were listened to. On a worksheet they then record the situation, how they knew they had been listened to, and how that made them feel. Participants then think of a time when they were not listened to and record the situation, how they knew they had not been listened to and how this made them feel. This should be followed by group discussion of why this is important in youth work.

Purpose: To understand the consequences of good and bad experiences of being listened to

Materials: Pens

Worksheets: 'Importance of Listening' worksheet - Pg 41

Note: Facilitator may want to use 'Role Plays' communication game as a way of helping participants complete the activity.

ASSESSING YOUR OWN SKILLS PART 1 (B)

Participants will complete a worksheet responding to a variety of questions in relation to communicating with young people.

Purpose: To encourage participants to reflect on their own skills and habits when communicating with young people

Materials: Pens

Worksheets: 'Assess Your Own Skills' worksheet - Pg 42

CHALLENGE FOR IMPROVEMENT PART 2 (I)

Participants complete and share the 'Challenge for Improvement' worksheet.

Purpose: To identify the skills and areas for improvement in their communication with young people

Materials: Pens

Worksheets: 'Challenge for Improvement' worksheet - Pg 43

Building and Sustaining Relationships with Young People

INTRODUCTION TO BUILDING RELATIONSHIPS (B)

Small group activity. Participants answer three questions that help them understand why young people become involved in youth groups and what young people's expectations of youth workers are. The questions are:

:: Identify ways in which young people become involved in youth groups?
:: Why do young people become involved in youth groups?
:: What do they expect of their youth workers?

Purpose: To help participants reflect on the nature and purpose of their relationship with young people

Materials: Marker pens, flip-chart paper

Worksheets: None

MAKING CONTACT WITH YOUNG PEOPLE

Large group discussion. Participants will identify appropriate circumstances where youth workers can make initial contact with young people and discuss practical ways in which to do this.

The circumstances for making initial contact with young people are likely to differ depending on context, however some suggestions might include;

:: Through local churches
:: Through local schools
:: Through local community centres.

The facilitator should ensure the agreed boundaries for making initial contact with young people are in line with the organisation's child protection policy.

Purpose: Identify appropriate circumstances where youth workers can make initial contact with young people and clearly express the importance of using proper channels

Materials: None

Worksheets: None

BEFRIENDING OR BEING A FRIEND? (I)

Input from facilitator on the distinction between befriending and being a friend. It is important that the facilitator emphasises that youth workers should befriend young people but not be their friend. This should be clear in order to maintain appropriate boundaries.

Purpose: To explore in greater depth the role of the youth worker and to introduce participants to the concept of professional boundaries and the limits of their role

Materials: None

Worksheets: 'Befriending or Being a Friend' handout - Pg 44

Team work

TEAM BUILDING EXERCISES (B)

This exercise should contain as many team-building exercises as possible that will encourage healthy competition between small groups. There will be prizes for the winners. Exercises are limitless and of course depend on your location so be creative!

Purpose: To highlight interdependence as well as promote trust and the need for team work in any successful task. Team work is not just an optional positive, it is necessary to undertaking any project

Materials: Conditional on chosen team-building games (See Appendix 5:1)

Worksheets: None

THERE'S NO 'I' IN TEAM (B)

Small group activity. Participants should identify factors that support and hinder good teamwork. Facilitator should then provide input on factors for effective teamwork and distribute the teamwork handout. Discussion should take place around power issues and clear roles and responsibilities.

Purpose: To understand the purpose of teamwork in greater depth and begin to figure out how their own team functions together

Materials: Marker pens, flip-chart paper

Worksheets: 'Teamwork' Handout - Pg 45

TEAM MAPPING (B)

Using markers and paper, participants individually map their teams, illustrating their team structure and hierarchy and their different roles and responsibilities.

Purpose: To take the time to think about and represent their team visually and consider their view in comparison to other members' view of the team

Materials: Marker pens, flipchart paper

Worksheets: None

Group Work Skills

TUCKMAN'S THEORY OF GROUP FORMATION (A)

Input from facilitators regarding Tuckman's theory. Participants are provided with a handout.

Purpose: To develop participants' understanding of the process that any group will go through during their formation

Materials: None

Worksheets: 'Tuckman' Handout - Pg 46

ROLES IN GROUPS (A)

In large groups (maximum of ten participants per group) open a discussion around a topic relevant to the culture of the participants focusing on a controversial point. The group should discuss the topic, coming to a single position on the issue. Facilitators should observe throughout making notes of group dynamics, interactions, how decisions are made, and general behaviour. Facilitators must decide on three topics for discussion in advance and prepare a suitable question for each topic.

Purpose: To interactively introduce the participants to the different roles that may be adopted by young people in a group, and illuminate the different behaviour displayed as a result of the roles adopted and the dynamics at play in the group

Materials: None

Worksheets: 'Roles and Groups' Handout - Pg 47

Managing Conflict

WHAT IS CONFLICT? (B)

Small group exercise. Participants brainstorm the question 'What is Conflict?', making a record of all their statements on flipchart paper. Facilitator should provide a brief input on the sources and causes of conflict and how to apply this information to a youth work setting.

Purpose: To introduce the nature of conflict within a youth work context

Materials: None

Worksheets: None

CONFLICT STYLES (B)

Participants complete a questionnaire in order to assess their style of dealing with conflict. Having completed the questionnaire and been designated a conflict style all participants will divide into their conflict groups which will be represented by a particular animal picture. The groups will then discuss the characteristics of their own style commenting on the aspects with which they agree and disagree.

Purpose: To introduce participants to the idea that they possess a conflict management style and to highlight the existence of other styles

Materials: Pens

Worksheets: Pictures of animals - Pg 48-57. Conflict Styles Questionnaire' - Pg 58-60.

CONFLICT SCENARIOS (I)

Small group activity. Each group will be given a different conflict scenario and the groups will have to state what the issue is and identify the best way to respond and why. They will feedback their responses to the large group and discussion will take place. The facilitators will then provide input based on best practice.

If time permits, the groups may be able to role-play their scenario including their chosen response.

Purpose: To identify practical ways of responding to common conflicts within a youth setting.

Materials: None

Worksheets: 'Conflict Scenario' handout - Pg 61

DIFFICULT BEHAVIOURS IN GROUPS (I)

In pairs, participants should list the types of difficult behaviour they might encounter in group work. Participants will also consider strategies for managing such behaviour.

Purpose: Highlight that not all types of difficult behaviour are physical and they may include; not listening, people who talk too much, verbal bullying, exclusion etc.

Materials: None

Worksheets: None

CONFLICT PUZZLE (A)

Participants receive the 'Conflict Puzzle' handout and facilitators provide an overview. Participants are then paired and asked to apply the puzzle in real life scenarios.

Purpose: To help participants better understand the fundamental nature of conflict and thereby respond more effectively to specific conflict situations that they may encounter

Materials: None

Worksheets: 'Conflict Puzzle' handout - Pg 62

PROGRAMME PLANNING

CONTRACT (B)

Participants engage in large group discussion about the necessity of formulating a contract with the young people with whom they're working. The discussion will focus on the questions:

:: What is a contract?
:: Why do we need it?

The facilitator will refer back to the contract the group had written at the beginning of this training as an example.

Purpose: To develop participants' understanding of the need to include young people in establishing boundaries and code of conduct before undertaking a piece of work with them

Materials: Paper, pens

Worksheets: None

COMMUNITY MAPPING (B)

Facilitator makes presentation on how to complete a community map. The community map should detail location, people, activities, resources, issues and needs. Having done this, specific questions can be asked such as; areas of risk to young people, area of benefit to young people, areas where young people are excluded etc. The community map will form a tool for identifying future youth work projects. The participants should then present their community maps to the large group. The facilitator will critique and request other participants to comment. The maps form the basis for group discussion and future planning.

Purpose: To help participants to think about their community in a new and critical light and then identify the stakeholders, resources, ongoing activities and needs of their community

Materials: Flip-chart paper, coloured pens

Worksheets: Completed sample community map - Pg 63

PLANNING AN ACTIVITY (B)

Small group activity. Participants work together to plan an activity for young people. They then deliver this activity to the wider group as if the wider group were young people. Participants receive feedback from their peers and facilitators on the success of the planning. Participants complete a worksheet in the process.

Purpose: To gain an insight into the various components that must be considered when planning an activity. This exercise also gives participants an opportunity to test out their activities and get feedback from peers and facilitators

Materials: Pens and other materials made available by the facilitators for the running of the activities

Worksheets: 'Planning an Activity' worksheet - Pg 64

RESOURCE CONTACT LIST (B)

Small group activity. Participants brainstorm organisations and agencies that can assist them in their youth work and the roles that they might play. Participants complete the worksheet.

Purpose: To enable participants to see the benefit of working in partnership with other organisations

Materials: Pens

Worksheets: 'Resource Contact List' worksheet - Pg 65

STAGES OF PROGRAMME DEVELOPMENT (I)

Participants split into four groups and are asked to discuss one stage of the 'Stages of Programme Development' model and identify factors that should be considered during this stage of the model. Following this the facilitator offers input on best practice.

Purpose: To introduce the concept of youth work planning and the process to be used

Materials: Pens

Worksheets: 'Stages of Programme Planning' model worksheet - Pg 66

PROGRAMME DELIVERY (A)

Small group activity. Participants work together to identify a topic of interest to young people with whom they work. They are required to research the topic and devise a four week programme that demonstrates their understanding of programme development. Participants follow guidelines set out in the handout. Participants then receive feedback from peers and facilitators.

(NB) Facilitators must ensure that the participants' planned programmes are feasible so that they do not feel disempowered if their organisations are unable to facilitate the running of the programme after training.

Purpose: To provide opportunity to put their learning into practice, to receive feedback from peers and facilitators and to have a practical next step after training

Materials: None

Worksheets: 'Programme Planning' handout - Pg 67

POLICIES AND PROCEDURES (E)

CHILD PROTECTION AND SAFEGUARDING (I)

Lead an information session on child protection and safeguarding that covers each aspect of the 7 Standards. The information session must include 'what is abuse', scenarios, UNCRC, minimum standards and videos about safeguarding. Facilitators should then promote the necessity of having a Child Protection Policy and implementing it to the highest standards.

This is not child protection training and the participants are NOT being trained as Child Protection Officers.

This exercise provides input on the best practices in child protection and informs participants of the importance of child protection and safeguarding issues.

Facilitators should begin by gauging the level of information already known to the participants and encourage group sharing and learning among participants.

Participants are then given the 'Four Types of Abuse' handout which helps them categorise different forms of abuse and look at the complexity of abuse.

In small groups participants complete the 'What is Abuse?' worksheet. The facilitator should not give any extra information and participants should complete the worksheet based on the information presented. Small groups then feed back what they consider to be abuse. The purpose of this discussion is to explore the different forms of abuse and lead to a realisation that not all cases have simple yes/no answers.

The facilitators should show videos as and when it is suitable to assist with the discussion during the course of the information session.

Participants receive the 'Is this Cause for Concern?' scenarios worksheet, and in small groups discuss the scenarios and rate them in order of seriousness and urgency from 1 to 8.

In feedback to the participants, the facilitator must make it clear that where a participant believes a child to be at immediate risk of abuse, they must respond and act immediately. The participants will receive a sample child protection reporting form handout.

Next the participants receive and discuss the UNCRC Handout, and are invited to consider the implications for youth work.

Facilitator offers input on the 7 Standards, these standards represent a comprehensive set of tools, which are intended to help the organisation address the challenges of keeping children safe. **The 7 Standards can act as a guide in the interim of a full child protection policy being developed.** Participants receive the '7 Standards' handout.

[Continued Overleaf]

Purpose: To highlight the importance of child protection and safeguarding best practice in all youth work settings. This exercise should promote the best interests of the child and instill a child centered approach to youth work where the guiding principle is **KEEPING CHILDREN SAFE.**

Materials:
:: Video: 'What makes children feel safe?'
:: Video: 'How you should recognise and respond to child protection concerns'
:: Video: 'What would make children feel safe in your organisation'
:: Video: 'What are the consequences of getting it wrong'
:: Paper & pens

Worksheets:
:: Handout: ' Four Types of Abuse' - Pg 68
:: 'What is Abuse?' Worksheet - Pg 69
:: Is this a Cause for Concern? Scenarios - Pg 70
:: Handout: UNCRC - Pg 71
:: Handout: 'The 7 Standards' - Pg 72
:: Handout: Sample child protection reporting procedure form - Pg 73-75

PARENTAL PERMISSION (B)

When taking under 18s on a residential, it is essential to receive parental permission at least 3 days prior to departure. This will give you adequate time to accommodate the needs of the participants. You must therefore receive a completed permission form for each participant. These forms will supply medical and dietary information as well as emergency contact details.

Materials: Parental Permission Template – Appx. 4

HEALTH & SAFETY

RESPONDING TO ENVIRONMENT (B)

Facilitators inform the group of the importance of responding to their setting when implementing appropriate H&S. Participants are asked to divide a sheet of paper into two headings - 'Activities in usual places of work' and 'Activities in a residential setting'. After they have completed this task the participants are given the 'Home v. Residential H&S' handout which outlines the appropriate answers.

Purpose: To get participants to begin looking at their environment, the potential risks, and what policies and procedures need to be put in place when carrying out youth activities

Materials: None.

Worksheets: 'Home or Residential' Handout - Pg 76, pens, paper

RISK ASSESSMENT (B)

Participants are given the 'Risk Assessment' worksheet. Facilitators explain how to use the assessment form and the importance of risk assessment in order to provide a safe environment for children and young people in their care. Use the Risk Assessment form to get the participants to walk around the venue and complete the worksheet.

Purpose: To reinforce the importance of providing a safe environment for the young people in your care and to give participants an opportunity to practice carrying out a risk assessment

Materials: Pens

Worksheets: 'Risk Assessment' Worksheet - Pg 77

Note: Participants must take into consideration dangers specific to children and young people.

SERVE
Solidarity in Action

Youth Work Training

Worksheets

SERVE
Solidarity in Action

IDENTITY SHIELD

TO ME YOUTH WORK IS…

THE LAST PIECE OF YOUTH WORK I WAS INVOLVED IN

THE BEST PIECE OF YOUTH WORK I WAS INVOLVED IN

MY STRENGTHS IN YOUTH WORK ARE…

MY MOTTO FOR YOUTH WORK IS…

YOUTH WORK THEORY

YOUTH WORK VALUES
INCORPORATING EDI

EQUITY, DIVERSITY AND INTERDEPENDENCE

CORE PRINCIPLES

TO GUIDE PRACTICE

CENTRAL THEME

Personal &
Social Development

- Participation
- Testing Values & Belief
- Promotion of Acceptance & Understanding

EQUITY, DIVERSITY AND INTERDEPENDENCE
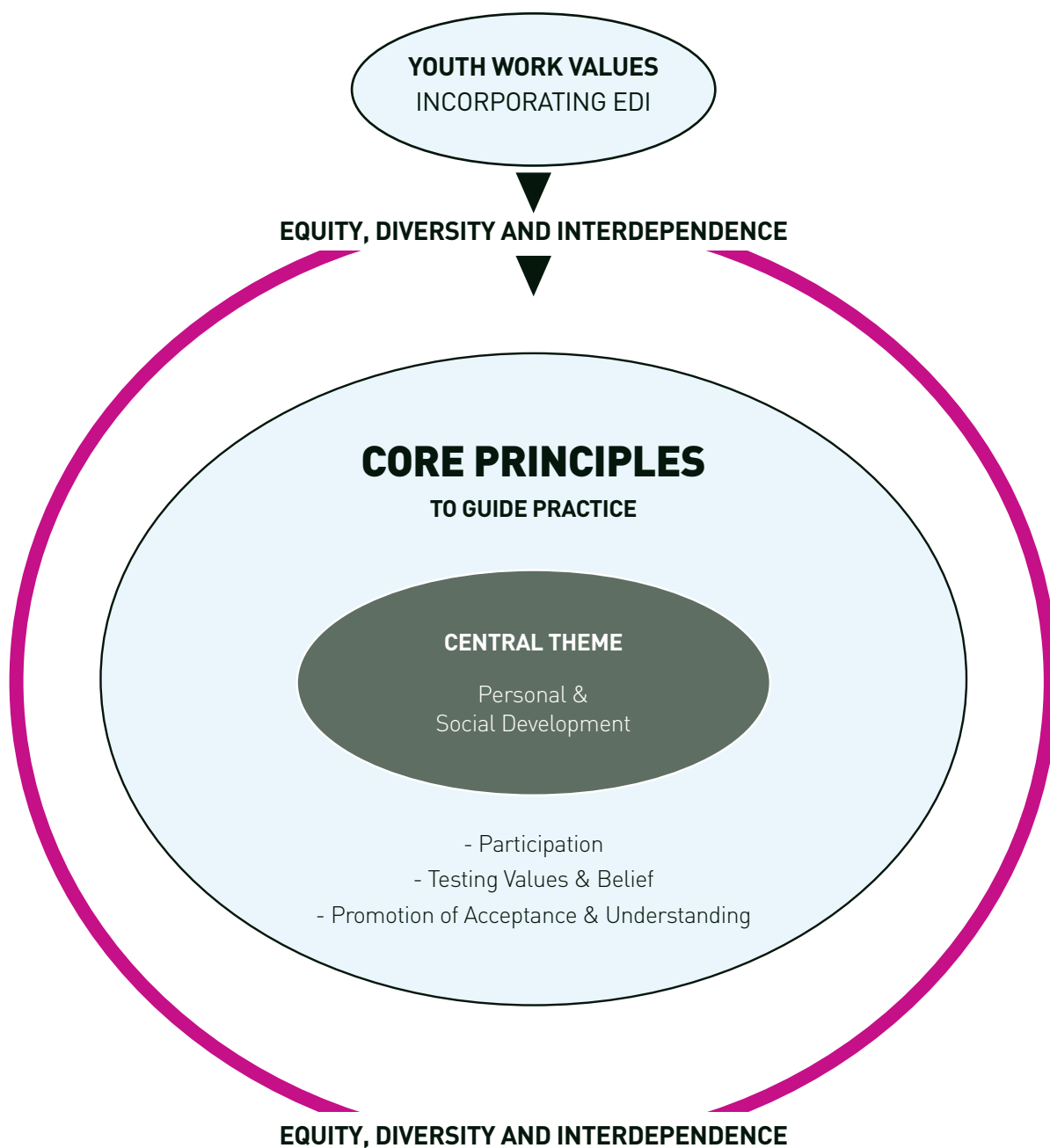
- Central Theme

Personal and Social development of young
people

- Core Principles

- Preparing y.p. for participation

- Promoting acceptance and understanding
  of others

- Testing values and beliefs

Reference – Youth Work: A Model for Effective Practice. Department of Education NI. 2003

**[Note: participation = yp´s involvement in the design, management and evaluation of projects,
programmes and organisations]**

YOUTH WORK IS WHEN...

YOUTH WORK IS WHEN...

YOUNG PEOPLE CHOOSE TO TAKE PART

WORK BEGINS WITH THE NEEDS AND INTERESTS OF YOUNG PEOPLE

YOUTH WORKERS AND YOUNG PEOPLE WORK TOGETHER TO DEVELOP ACTIVITIES AND PROGRAMMES

YOUNG PEOPLE ARE DEVELOPING NEW SKILLS

YOUNG PEOPLE CAN MEASURE THEIR OWN DEVELOPMENT

WHAT IS A YOUNG PERSON?

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF CHILDREN DEFINES A CHILD AS

"" Every human being under the age of 18'

AND UNCRC DEFINES A YOUNG PERSON AS

"" Persons between the ages of 15 and 24

Around the world, the terms youth, adolescent, teenager, kid, and young person are interchanged, often meaning the same thing. Youth generally refers to a time of life that is neither childhood nor adulthood, but rather somewhere in-between.

MASLOW'S HIERARCHY OF NEEDS

ABRAHAM MASLOW

Occupation: Psychologist

Theory: 'A Theory of Human Motivation'

Maslow's concept of a 'hierarchy of needs' suggests that people must fulfil more basic needs before moving on to other, more advanced needs.

The pyramid suggests that people first need to have their most basic needs met before they can begin to seek ways to meet their other needs.

MORALITY
CREATIVITY
SPONTANEITY
PROBLEM SOLVING
LACK OF PREJUDICE
ACCEPTANCE OF FACTS

SELF-ESTEEM, CONFIDENCE, ACHIEVEMENT, RESPECT FOR OTHERS, RESPECT BY OTHERS

FAMILY, FRIENDSHIP, SEXUAL INTIMACY

SECURITY OF BODY, OF EMPLOYMENT, OF RESOURCES, OF MORALITY, OF THE FAMILY, OF HEALTH, OF PROPERTY

AIR , FOOD, WATER, SLEEP, SHELTER, WARMTH

SELF-ACTUALISATION

LOVE/BELONGING

ESTEEM

PHYSIOLOGICAL

SAFETY

PRINGLE'S DEVELOPMENTAL NEEDS OF YOUNG PEOPLE

Needs of Young People in the Youth Group Based on Pringle's Developmental Needs of Young People.

MIA KELLMER PRINGLE

Occupation: Psychologist
Theory: 'The needs of Children'

Pringle believed that all needs are interrelated and interdependent and that if a child is to reach their full potential then all their social, physical, emotional and cultural needs must be met. She also believed that needs should be met using a holistic approach rather than viewing them from a hierarchical manner.

NEEDS	WHAT CAN YOUR YOUTH GROUP OFFER?
Love and Security	
New Experiences	
Praise and Recognition	
Responsibility	

THE ROLE OF A YOUTH WORKER QUESTIONS

The role of a youth leader. In this worksheet you should include some of the things you have learned so far about these. It may also be useful to chat some more with youth leaders in your own youth project and with the group doing the course.

**What are the main roles and responsibilities
of a youth leader in a youth club / youth group?**

**What do they have to do to ensure the health
and safety of all the young people in that setting?**

**Give a few examples of how effective leadership
can impact positively in the lives of young people:**

**Give a few examples of how effective leadership
can impact positively on a youth organisation/ group:**

LEADERSHIP STYLES STATEMENTS

A YOUNG PERSON IS RUNNING WITH SCISSORS IN THEIR HANDS

YOUNG PEOPLE ARE STANDING AT THE DOOR AND SWEARING AT EACH OTHER

YOU ARE TRYING TO FIND OUT IDEAS FROM MEMBERS OF THE YOUTH GROUP ABOUT ACTIVITIES TO DO

CLOSING TIME: TIME FOR EVERYBODY TO GO HOME

THERE IS A DEADLINE FOR A PROJECT (E.G. TRIP) AND THERE ISN'T MUCH TIME

YOUTH LEADER SAYS TO YOU: "WE'VE $100 TO SPEND ON EQUIPMENT. WHAT EQUIPMENT SHOULD WE BUY?"

THE OLDER YOUNG PEOPLE WANT TO ORGANISE AN ACTIVITY NIGHT

FEMALE MEMBER APPROACHES THE LEADER TO TALK ABOUT THEIR IDEAS FOR A YOUNG WOMEN'S GROUP

LEADERSHIP STYLES WORKSHEET

Sometimes these styles are appropriate to use in youth work, and sometimes they are not. Below, give one example when each style would be appropriate and one time when it would be inappropriate

	Democratic	Autocratic	Laissez-Faire
Appropriate			
Inappropriate			

WAYS WE COMMUNICATE WITH YOUNG PEOPLE

COMMUNICATION
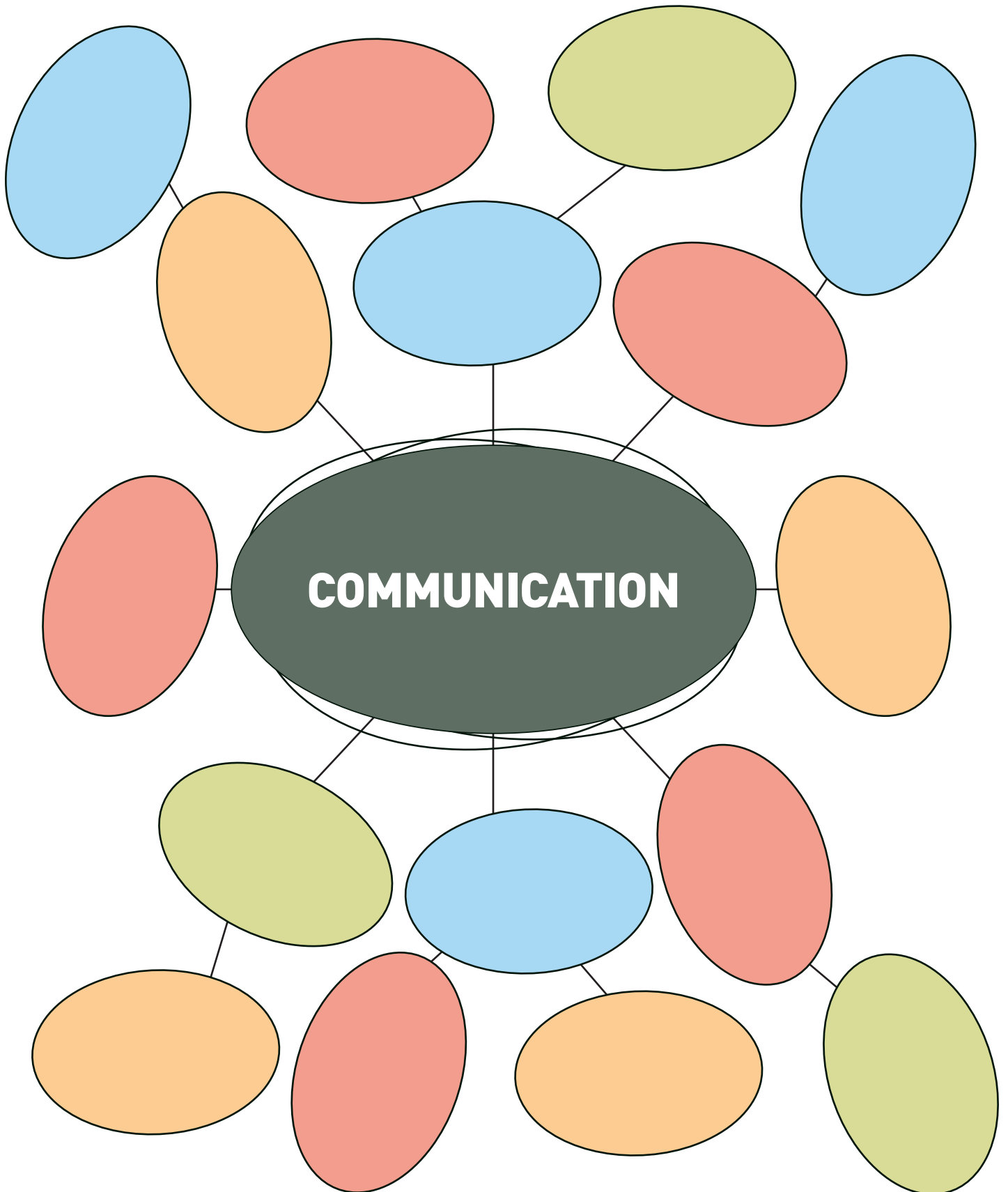
IMPORTANCE OF LISTENING

Identify a situation where you felt listened to. How did you know the person was listening? How did it feel to be listened to?

Identify a situation where you felt that you were not listened to. How did you know the person was not listening? How did it feel to not be listened to?

Why is listening to young people important?

ASSESS YOUR OWN SKILLS

Think of the different ways you communicate with young people and rate how often you use some of the following skills/techniques in your youth work.

HOW OFTEN DO YOU?	VERY OFTEN	OFTEN	SOMETIMES	NEVER
Start a conversation with young people				
Keep up a conversation with young people				
Show interest in young people speaking				
Speak in a clear tone				
Keep eye contact				
Actively listen to what is being said				
Consider young people's point of view				
Encourage young people to speak				
Use questioning to clarify what is being said				
Use appropriate language for young people				
Use non verbal language appropriately				
Read young people's body language				
Express your point of view				

CHALLENGE FOR IMPROVEMENT

Communication Skills I am good at when working with young people are:

Communication Skill 1:

Communication Skill 2:

Communication Skills I would like to improve on in order to work better with young people are:

Communication Skill 1:

Communication Skill 2:

BEFRIENDING OR BEING A FRIEND

QUESTION:
SHOULD YOUTH WORKERS BE FRIENDS WITH YOUNG PEOPLE?

Friends are chosen – but we cannot choose which young people to work with or focus on – we need to be fair [even if we don't like them!]

Friends are equals and are mutually supportive – but we are to be there for the young people, they are not there to listen to our stories and troubles! We are not one of them!

We are there in a 'mandated' way, on behalf of the organisation, not just as an individual. We have to work within organisation's rules and boundaries.

TEAM WORK

TEAM members should recognise their interdependence and understand that both personal and team goals are best accomplished with mutual support.

What makes a good team?

	Effective Teams	Ineffective Teams
Goals	Clear, shared by all	Confused, vague, disagreement
Involvement / commitment	Everyone is actively involved in getting the work done	Indifferent, lack of commitment
Trust	Members trust each other, are not afraid to say what they think or feel	Members mistrust each other, afraid to criticise or be criticised
Conflict	Conflicts are acknowledged and openly discussed	Disagreements are ignored or covered up
Creativity	Group is flexible, spontaneous, imaginative, tries new ways of doing things	Routine operations, roles are rigid, members in a rut
Communication	Members speak freely to each other and encourage others to speak	Directed to the leader, interrupting each other, individuals dominate conversations

STAGES OF GROUP DEVELOPMENT - TUCKMAN

Stage 1: Forming

During the initial stage of a group coming together...

- members get to know each other
- members attempt to define the task and how it will be done
- members attempt to establish initial ground rules for group behaviour
- members discuss subjects or problems not relevant to the task.

Because there is so much going on in the beginning, the group accomplishes little that concerns its project goals and may expect help with clarification and direction from the tutor.

Stage 2: Storming

Realising that the task is different and/or more difficult than the group imagined and impatient about the lack of progress...

- members start arguing even if they agree on the real issue
- members become competitive and defensive
- members rebel against accomplishing the task and the tutor who set it.

Again, there is little progress towards the project goals and the tutor may be called upon to mediate conflicts.

Stage 3: Norming

During this stage the group becomes more cooperative and...

- members have come to an agreement about the task
- members accept the group ground rules for behaviour
- members are clear about their roles
- the group has a sense of identity and are more friendly.

The group takes 'ownership' of and is able to start making progress on the project.

Stage 4: Performing

The group has settled its relationships and has a clear purpose...

- members have insight into the group process
- members know how to work with each other and all participate
- members can work through group problems.

Once the group reaches this stage, a lot of work can be achieved.

ROLES IN GROUPS

TASK FUNCTIONS

INITIATOR
Proposes ideas and suggestions; provides direction for the group; gets the group started.

INFORMATION SEEKER
Asks for required facts and figures; requests explanations and clarification of ideas; makes the group aware of information gaps.

INFORMATION GIVER
Provides the group with relevant information; researches, organizes, and presents needed information.

OPINION SEEKER
Asks for others' opinions; tests for group opinions and consensus; tries to discover what others believe or feel about an issue.

OPINION GIVER
States personal beliefs and interpretations; shares feelings; offers analysis and arguments.

CLARIFIER-SUMMARISER
Explains ideas and their consequences; reduces confusion; sums up group progress and conclusions.

EVALUATOR-CRITIC
Assesses ideas, arguments, and suggestions; functions as the group's critical thinker; diagnoses task and procedural problems.

ENERGISER
Motivates group members to do their best; helps create enthusiasm for the task and, if needed, a sense of urgency; serves as the group's "cheerleader."

PROCEDURAL TECHNICIAN
Assists with preparations for meetings including suggesting agenda items, making room arrangements, and providing needed materials and equipment.

RECORDER-SECRETARY
Keeps and provides accurate written records of a group's major ideas, suggestions, and decisions.

MAINTENANCE FUNCTIONS

ENCOURAGER-SUPPORTER
Praises and agrees with group members; provides recognition and person-to-person encouragement; listens empathetically.

HARMONISER
Helps resolve conflicts; mediates differences among group members; emphasizes teamwork and the importance of everyone getting along.

COMPROMISER
Offers suggestions that minimize differences; helps the group reach consensus; searches for solutions acceptable to everyone.

TENSION RELEASER
Alleviates tension with friendly humor; breaks the ice and cools hot tempers; monitors tension levels and tries to relax the group.

GATEKEEPER
Monitors participation; encourages quiet members to speak and talkative members to stop; tries to control the flow of communication.

OBSERVER-INTERPRETER
Explains what others are trying to say; monitors and interprets feelings and nonverbal communication; expresses group feelings; paraphrases other members.

FOLLOWER
Supports the group and its members; accepts others' ideas and assignments; serves as an attentive audience member.

SELF-CENTERED FUNCTIONS

AGGRESSOR
Puts down members to get what he or she wants; sarcastic and critical of others; may take credit for someone else's work or idea.

BLOCKER
Stands in the way of progress; presents negative, disagreeable, and uncompromising positions; uses delaying tactics to derail an idea or proposal.

DOMINATOR
Prevents others from participating; asserts authority and tries to manipulate others; interrupts others and monopolizes discussion.

RECOGNITION SEEKER
Boasts about personal accomplishments; tries to impress others and become the center of attention; pouts or disrupts the discussion if not getting enough attention.

CLOWN
Injects inappropriate humour or commentary into the group; seems more interested in goofing off than working; distracts the group.

DESERTER
Withdraws from the group; appears "above it all" and annoyed or bored with the discussion; remains aloof or stops contributing.

CONFESSOR
Seeks emotional support from the group; shares very personal feelings and problems with members; uses the group for emotional support.

SPECIAL INTEREST PLEADER
Speaks on behalf of an outside group or a personal interest; tries to influence group members to support non-group interests.
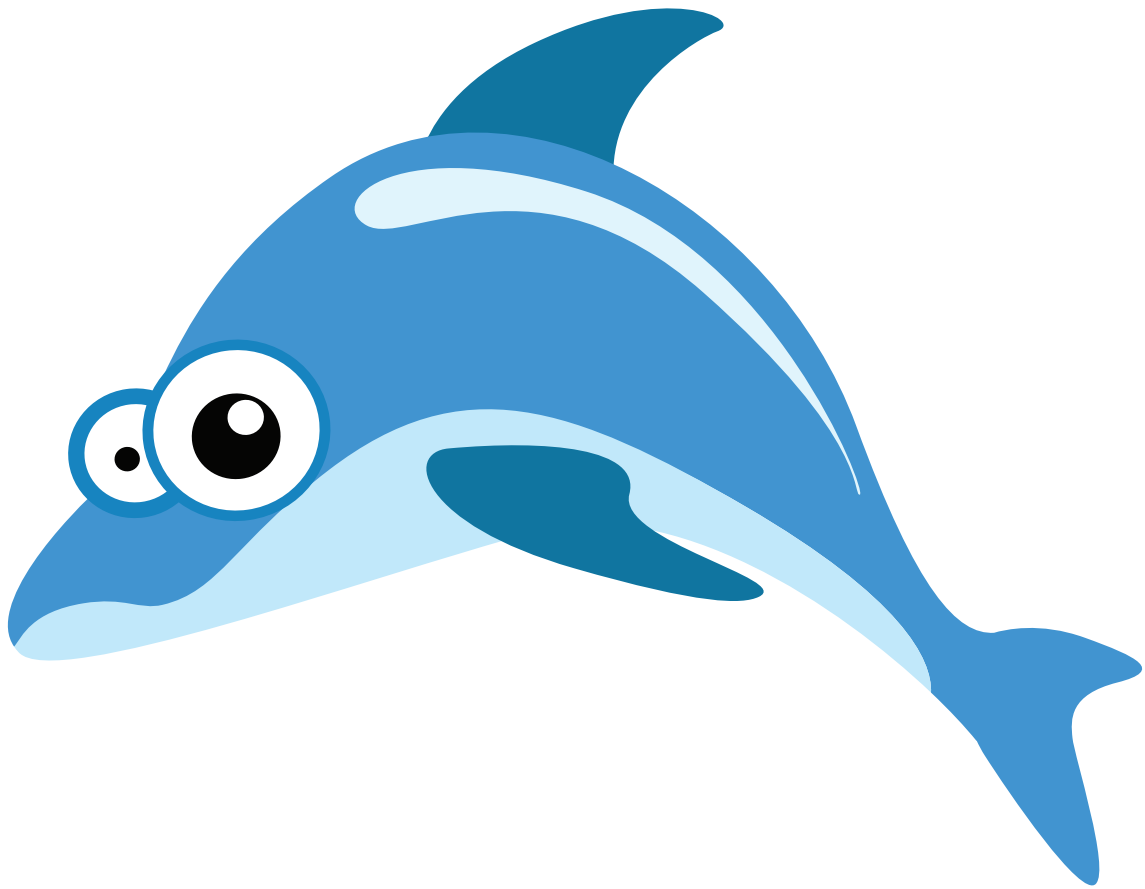
COLLABORATOR

Choosing a collaborative style enables people to work together so everyone can win. Using this style, people try to find a solution that will help everyone meet their interests and help everyone maintain good relationships.

A dolphin usually chooses a collaborative style. Dolphins use whistles and clicks to communicate with each other to catch food cooperatively and to summon help. For example, when a dolphin is sick or injured, other dolphins will help it to the surface so it can breathe.

Although the dolphin usually chooses to be a collaborative problem solver, it can also choose other styles depending on the situation. For example, if a dolphin has a baby and a shark is in the area, the dolphin will choose to use a competitive style to deal with the shark. Continuing to use its favorite style of cooperation would greatly endanger the life of the baby dolphin.

COMPETER

Choosing a competitive style means that a person is putting his/her interest before anyone else's interests. In fact, sometimes people who use the competing style try so hard to get what they want that they ruin friendships.

A lion can be a symbol of the competitive style. The lion's roar helps the lion to satisfy its interests. For example, if the lion's family is hungry and needs food, the lion may use its strength and loud roar to get the food because it is important for the family.

However, the lion can also choose to use a compromising or accommodating style when playing or resting with a lion cub.

COMPROMISER

People choose a compromising style when it is important for them to satisfy some of their interests, but not all of them. People who compromise are likely to say "let's split the difference" or "something is better than nothing."

A zebra can be a symbol for the compromising style. A zebra's unique look seems to indicate that it didn't care if it was a black horse or a white horse, so it "split the difference" and chose black and white stripes.

However, a zebra may not choose a compromising style for all things. A zebra may choose a cooperative or competitive style like the dolphin or lion depending on the situation.
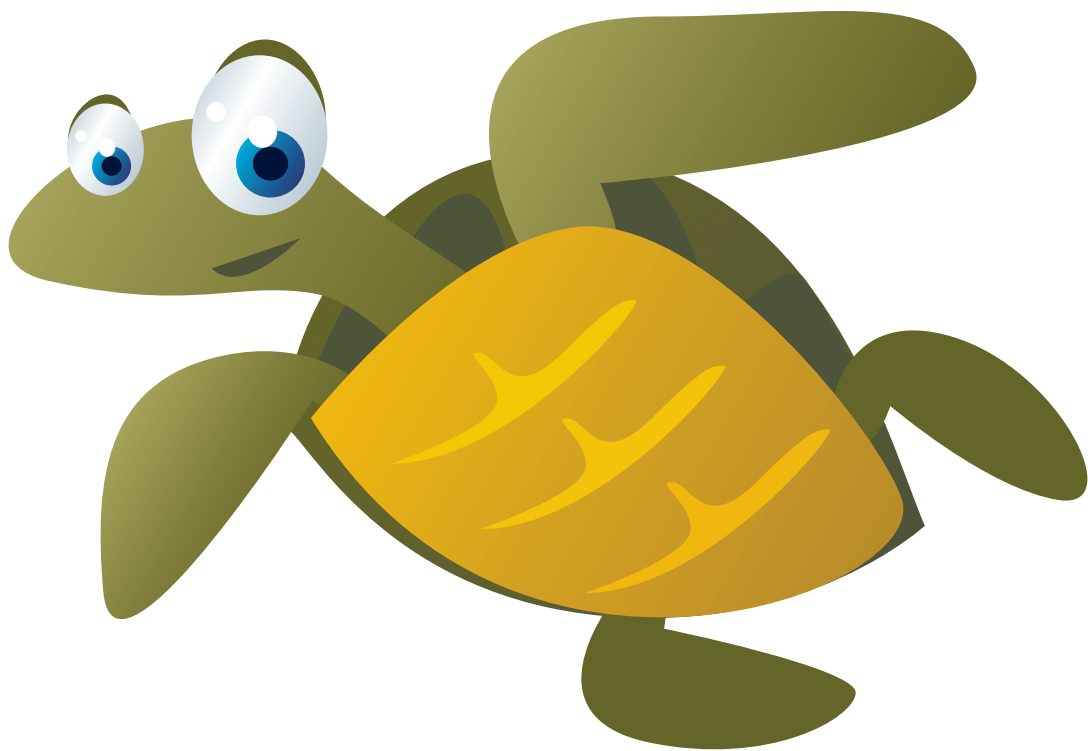
AVOIDING

People who chose the avoiding style do not get involved in a conflict. A person choosing the avoiding style might say "you decide and leave me out of it."

A turtle is a symbol for the avoiding style because it can avoid everything by pulling its head and legs into its shell to get away from everyone.

A turtle also chooses other styles at times. It does not always choose to stay in its shell, because it would miss out on everything from eating to swimming.

ACCOMMODATING

People who choose an accommodating style put their interests last and let others have what they want. Many times these people believe that keeping a good friendship is more important than anything else.

A chameleon is a symbol of the accommodating style because it changes its colour to match the colour of its environment. By changing its colour to accommodate its surroundings, the chameleon fits quietly into its environment.

Although the chameleon may always change its colour to accommodate its surroundings, it may choose other styles when it is hunting for food, taking care of its young, or hiding from enemies.

CONFLICT STYLE QUESTIONNAIRE

We all deal with conflict in different ways. Answer the following questions as honestly as possible to help you understand how you normally deal with a conflict.

Answer **TRUE** if the statement describes you and your usual behaviour
Answer **FALSE** if the statement does not describe you and your usual behaviour

	Question	T	F	
1	I will give in, rather than fight a friend or loved one			A
2	I try my best to win every time, even if it hurts someone's feelings			B
3	I try to avoid people who are angry or upset			C
4	I don't mind giving up something if the other person meets me half way			D
5	I like to work things out so everyone gets what they wanted			E
6	When I have a fight with someone, I quickly forgive and forget			D
7	If I lose an argument, I look for ways to get even			A
8	I would rather not get into arguments if I can avoid them			C
9	I don't mind taking the time to work out an agreement			E
10	I stick up for myself if my interests are at stake			B
11	I don't like to hurt other people's feelings			A
12	I like to listen to other people's solutions, then suggest my own			E
13	I love a good argument			B
14	I feel I can never win, so I just stay out of fights			C
15	I don't always have to win. I can choose my battles			D
16	Some people say I am a tough competitor			B
17	I am a great negotiator who knows how to win without compromising			E
18	I want people to like me, even if we fight			A
19	I am often accused of walking away when the going gets tough			C
20	We all have to give and take to get along in this world			D

Add up your score

Go down the questions and for each of the ones you answered **TRUE** to give a point to the corresponding letter.

Then total up the number of A´s, B´s, C´s etc. to find out which letter has the highest score

	A´s
	B´s
	C´s
	D´s
	E´s

If you have a total in one letter that is higher than the other, look over the page to find out your preferred conflict style

If you have a tie in scores don´t worry, just look at all the corresponding styles and choose the one you think best describes you

CONFLICT AND NEGOTIATION STYLES

When to Use Which

(B) COMPETER
Often appropriate when:
- An emergency looms.
- You are sure you are being right and being right matters more than preserving relationships.
- The issue is trivial and others really don´t care what happens.

Often inappropriate when:
- Cooperation has not yet been attempted.
- Cooperation from others is important.
- Used routinely for most issues.
- Self-respect of others is diminished needlessly.

(E) COLLABORATOR
Often appropriate when:
- The issues and relationship are both significant.
- A creative outcome is important.
- Time and energy are available for discussions.
- Reasonable hope exists to meet all concerns.

Often inappropriate when:
- An immediate decision needs to be made regarding health and safety.
- Used routinely for most issues.

(D) COMPROMISER
Often appropriate when:
- Cooperation is important but time or resources are limited.
- When finding some solution, even less than the best, is better than a complete stalemate.

Often inappropriate when:
- Finding the most creative solution possible is essential.
- You can´t live with the consequences.

(C) AVOIDER
Often appropriate when:
- The issue is trivial.
- The relationship is insignificant.
- Time is short and decision is not necessary.

Often inappropriate when:
- You care about both the issues involved and the relationship.
- Used habitually for most issues (leads to `explosions´ or `freeze out´).
- A residue of negative feelings is likely to linger.
- Others would benefit from constructive and considerate confrontation

(A) ACCOMMODATOR
Often appropriate when:
- You really don´t care about the issue.
- when the relationship is more important than the issue

Often inappropriate when:
- You are likely to harbor resentment.
- Used habitually in order to gain acceptance (outcome may be lack of self-respect).

CONFLICT SCENARIOS

1. Two young girls in your group are not speaking since one accuses the other of saying nasty things about her behind her back. This is causing tension in your group and other young people are being forced to 'choose' one side or the other. What would you do? Why? What skills would be required?

2. The colleague who is responsible for cleaning up the centre at the end of each session has not done so for the past four sessions. You find it annoying and unfair, since you have had to do it as well as your own jobs. What would you do? Why? What skills would be required?

3. Two young boys are getting angry with each other and it looks like they are about to get violent with each other. What would you do? Why? What skills would be required?

4. A few of the young men will not allow girls the same age to join them in a game of football. What would you do? Why? What skills would be required?

CONFLICT PUZZLE

TEACHER/STUDENT

RELATIONSHIP

FRIENDS

FAMILY

RELATIONSHIP BREAKUP

BULLYING

ISSUES

EXAM PRESSURE

VERBAL ABUSE

VIOLENCE

BEHAVIOUR

AVOIDANCE

HURT

ANGER

FEELINGS

SADNESS
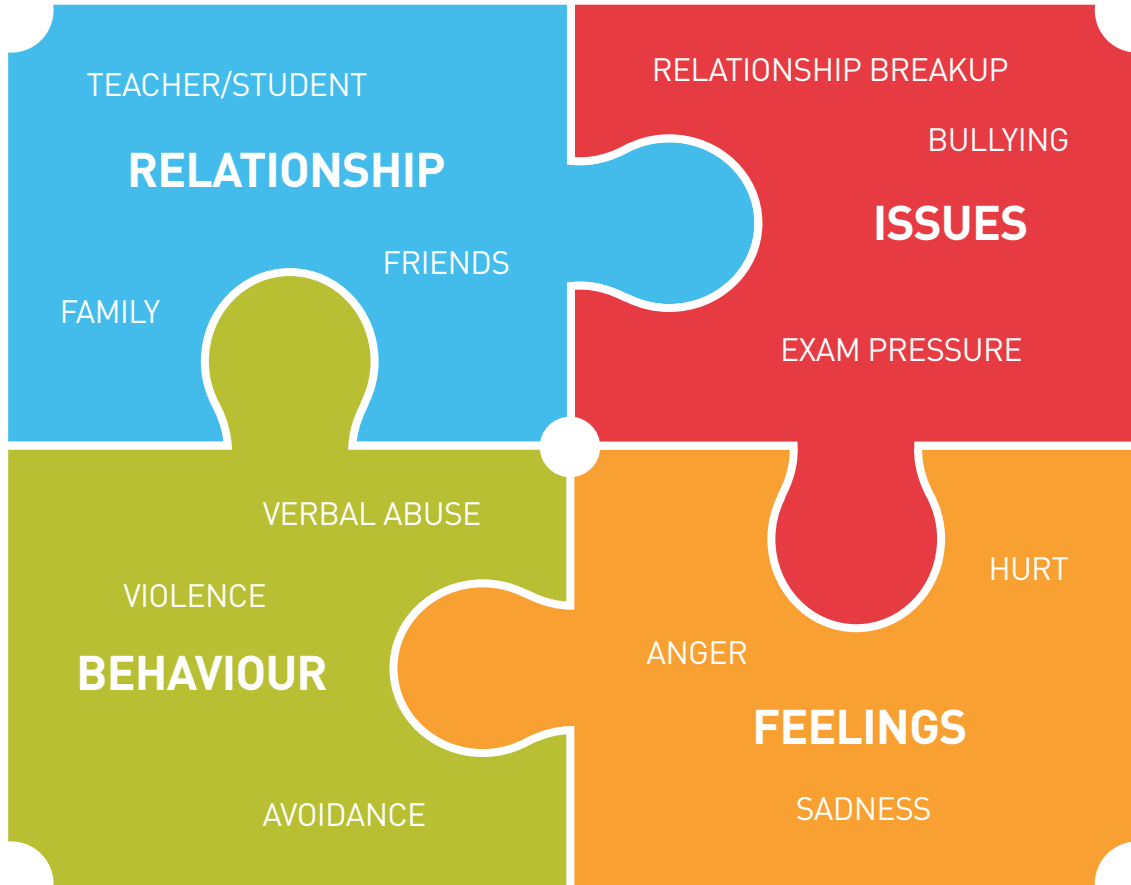
Using the conflict puzzle, give an example of a conflict situation.

COMMUNITY MAPPING

Issues
Health
Education
Inequalities
Violence

Activities
Youth Club
Church
Services
Sports

COMMUNITY MAPPING

People
Minister/
Priest/Sr
Teacher
Health
Worker

Resources
Buildings
People
Transport
Technology

Needs
Housing
Support
Love
Jobs
Training

PLANNING AN ACTIVITY WITH YOUNG PEOPLE

Name of activity:	
Date of activity:	
Venue of activity:	
Aims (how will this activity develop young people):	
Brief description of the activity:	

Target age group:		**Size of group:**	

Outline of the session (time, roles, games etc.)	
Resources/ materials required	
My role:	
My tasks:	
How will you cooperate with others:	
Method of evaluation:	

RESOURCE CONTACT LIST

Provide details of organisations in your local area that have services that your youth group could use

Organisation	Address, Telephone, E-Mail	Services Provided	Usefulness To Youth Group

STAGES OF PROGRAMME PLANNING

EVALUATION

IMPLEMENT CHANGES

USE A VARIETY OF METHODS

INCLUDE YOUNG PEOPLE

IDENTIFY NEED

UNDERSTAND CONTEXT

INCLUDE YOUNG PEOPLE

AGE OF YOUNG PEOPLE

CLEAR ROLES AND RESPONSIBILITIES

ONGOING REVIEWS

VARIETY OF ACTIVITIES

AIMS AND OBJECTIVES

METHODS OF DELIVERY

KNOW WHAT RESOURCES YOU HAVE

DELIVERY

PLAN & DESIGN

Identify 4 ways that you can involve young people in the development and evaluation of a programme.

1

2

3

4

PROGRAMME PLANNING

In small groups – identify a topic of interest to you and the young people you work with.

You are required to research the topic and plan a 4 session programme for young people on the topic. Once the planning is complete you will be asked to present the plan back to the group where you will receive feedback on your programme from peers and facilitators.

Ensure that you:

- Outline what you expect to have achieved at the end of each session

- Identify the age of the young people you will work with and the context you will be working in

- Identify your methods of delivery / input / interaction e.g. ice breakers, games, discussions, activities etc

- Outline the planning and preparation that would be required, e.g. booking rooms, gathering information and resources

- Overview the session plan and content e.g. times of activities, roles of volunteers etc

- Demonstrate how you would involve young people in all stages.

FOUR TYPES OF ABUSE

EMOTIONAL

- Name calling
- Labeling
- Verbal
- Put downs
- Blackmail

PHYSICAL

- Beating, slapping, or hitting
- Pushing, shaking, kicking, or throwing
- Pinching, biting, choking, or hair-pulling.
- Burning with cigarettes, scalding water, or other hot objects

FOUR TYPES OF ABUSE

SEXUAL

- Fondling - Touching or kissing a child's genitals, making a child fondle an adult's genitals.
- Violations of bodily privacy - Forcing a child to undress, spying on a child in the bathroom or bedroom.
- Exposing children to adult sexuality - Performing sexual acts in front of a child, exposing genitals, telling "dirty" stories, showing pornography to a child.
- Commercial exploitation - Sexual exploitation through child prostitution or child pornography.

NEGLECT

- Physical – such as not providing food, shelter or supervision
- Medical – such as not providing medical or mental health treatment
- Educational – such as a failure to educate the child or attend to special needs
- Emotional – such as failure to provide psychological care or permitting the child to use alcohol or other drugs

NOTE: Where there is an adequate child protection policy in place, it should take precedence

WHAT IS ABUSE?

In small groups discuss:
Is this Abuse ... or Not ?

- A 12 year old is slapped with a hand?

- A baby is shaken by its mother?

- A father sleeps in the same bed as his 12 year old daughter?

- A mother sleeps in the same bed as a 14 year old son with a disability?

- Parents walk around naked in front of their children?

- A mother tells her young son that she wished he´d never been born?

- A 12 year old boy forces a 7 year old girl to masturbate him?

- A man persuades a 10 year old into sexual acts by offering affection and money?

- A 13 year old is beaten with a belt for telling lies?

- A 6 year old girl is left on her own at home for several hours every night while her mother goes out to work?

- A 7 year old boy is sent out to sell chocolate on the streets for 10 hours a day?

- A 10 year old girl is told to go out and not to return home until she has enough money to buy food for supper?

- A 2 year old is tied to a post while her mother is making bricks by hand

NOTE: Where there is an adequate child protection policy in place, it should take precedence

IS THIS A CAUSE FOR CONCERN?

Scenario	Rating 1-8
Scenario 1 Mr Baker is one of your most generous and oldest sponsors. He has visited several of the children he has supported over the years. You hear that he has been questioned by police in the UK about possession of pornographic images of children. He recently paid a child he supported, who is now an adult, to visit him on holiday.	
Scenario 2 Two children who attend your youth group are living with their grandmother. It has come to your attention that they have poor hygiene and are often dressed inappropriately for cold weather. The children often complain of being hungry and neighbours have expressed concerns about their wellbeing.	
Scenario 3 You are the programme manager of a project. On one of your visits to a project a teenage boy complains that the director has been touching him and other boys inappropriately. When you approach the subject with the director he gets very angry and demands to know who told you this. He names the boy that he thinks has told you and warns you he is always making up stories, as he is very disturbed.	
Scenario 4 A male member of the local staff asks for a few days off to get married. You congratulate him. Afterwards, it becomes clear that the bride is 14 years old.	
Scenario 5 You are moved to a new camp. A female colleague tells you something that worries you. She says that if you want to survive here you need to make sure you are happy to have sex with the camp manager. He tries out all the new arrivals. It's either that or he'll make your life very difficult.	
Scenario 6 In a water aid project your staff tell you that there is a local family whose child is chained up outside their home. It is said that the child is possessed and that there is no other way to control him. The staff have known about this for months and although they are upset they don´t think there is anything they can or should do to interfere.	
Scenario 7 A man comes to confide in you that he is worried about the village priest. It is rumoured that the priest takes photos of very small children and sells them to tourists and visitors to the church. The priest has asked this man to bring his sons to the church for a private blessing.	
Scenario 8 You are working for an NGO in a city. There are rumours that criminals and some tourists are involved in the sexual exploitation of street children. A few times you have seen men taking the children off to local bars for drinks and snacks.	

NOTE: Where there is an adequate child protection policy in place, it should take precedence

UNCRC

Declaration of the Rights of the Child

1	All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.
2	All children have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
3	All children have a right to a name and to be a member of a country.
4	All children have a right to special care and protection and to good food, housing and medical services.
5	All children have the right to special care if disabled in any way.
6	All children have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
7	All children have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful. All parents have special responsibilities for their child's education and guidance.
8	All children always have the right to be among the first to get help.
9	All children have the right to be protected against cruel acts or exploitation, e.g. they shall not be obliged to do work which hinders their development both physically and mentally. All children should not work before a minimum age and never when that would hinder their health, and their moral and physical development.
10	All children should be taught peace, understanding, tolerance and friendship among all people.

SERVE has identified the following articles from the UNCRC to introduce you to this document.
For a full copy of the UNCRC go to **www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf**

THE 7 STANDARDS OF BEST PRACTICE IN SAFEGUARDING CHILDREN

The standards indicate the expected level of performance that all areas of the organisation should reach and their purpose is to protect:

- Children – ensuring a safe environment and minimizing risk of abuse to them

- Members of the Organisation, Staff, Volunteers, Associates and Collaborators by clarifying how they are expected to behave with children and what to do if there are allegations and suspicions about the safety of a child

- The integrity of the organization and its mission by modeling best practice in keeping children safe

THE 7 STANDARDS

Standard 1	A written policy on keeping children safe.
Standard 2	Procedures-how to respond to allegations and suspicions.

Standard 3	Preventing harm to children
	    - Recruitment and vetting
	    - Running safe activities for children
	    - Codes of behaviour

Standard 4	Training and education

Standard 5	Communicating the safeguarding message:
	    - To children
	    - To parents and adults
	    - To other organisations

Standard 6	Access to advice and support.
Standard 7	Implementing and monitoring the Standards.

CHILD PROTECTION REPORTING PROCEDURE FORM

CONFIDENTIAL

Case number:

Child's name:

REFERRAL DETAILS:

Time:		Date:		Place:	

REFERRER'S DETAILS:

Name:	
Address:	
Contact:	
Occupation:	
Relationship to child:	

CHILD'S DETAILS:

Age:		DOB:		Gender:	

Address:	

CHILD PROTECTION REPORTING PROCEDURE FORM (CONTINUED)

Changes in child's behaviour?

Any other information:

Details of concern: (including child's words if possible)

Is there any need to take immediate action?

CHILD PROTECTION REPORTING PROCEDURE FORM (CONTINUED)

Who else knows?

Actions taken to date?

Completed by:

Date:

Signed off by:

Date:

HOME OR RESIDENTIAL

Health and Safety Considerations

Home

Fire evacuation procedure & equipment

Insurance - e.g. excluded activities, numbers, etc...

Door duty - list of names

Accident / incident - logging & reporting

Kitchen area and considerations

Substances - e.g. glue, paints & pills

Footwear in sports area

Allergies / medical conditions

Pick up times and procedures by parents

Policies

OR

Residential

Ratio of staff to young people

Staff responsibilities e.g. Night shift

Sleeping arrangements

Transport

Permissions & contact details

Medication

Young people's money

Supervision e.g. of small groups

Fire evacuation etc in residential centre

HEALTH AND SAFETY RISK ASSESSMENT

Identify possible risks to the health and safety of both staff and young people. Suggest ways of how you might reduce the risk.

DESCRIPTION OF HAZARD	LOCATION	WAYS OF REDUCING RISK
Water has been spilt	Kitchen	Clean it up and tell people to be careful

Date: **Signature:**

SERVE
Solidarity in Action

Section Two: RECIFE Youth Leadership Training Programme

youthlink

2.1 INTRODUCTION

The Recife Training programme has been adapted from a number of existing programmes. It is designed to be delivered across a variety of contexts including schools, youth and community settings and church groups.

The Recife Training programme is inspired by Micah chapter 6 verse 8 ˝Act justly, love tenderly and walk humbly with your God˝. It is also inspired the philosophy of Paulo Freire´s education model, where education is guided by passion and principle, to help students develop consciousness of freedom, connect knowledge to power, and the ability to take constructive action. The success of this programme lies in the belief that all young people are talented and gifted, with something valuable to contribute to society.

This programme is designed for people of 15-17 years of age. Its purpose is to give them the tools to respond effectively to the needs of their communities. The programme will bring together several teams of young people from different communities, schools, or youth groups etc. The different teams will receive training together and meet together each month for the duration of the programme. Teams must come from an organisation with an existing governance structure i.e. a youth group, school, church group. This will ensure that when they return to their communities they have a supporting organisation and their work is not happening in a vacuum.

The programme is designed to provide participants with the basic skills and knowledge that will enable them to become youth leaders in their own community setting. It will include opportunities to exchange thoughts and experiences with other young people from different communities. Together they will explore the attributes required to make a positive contribution to their own communities. Emphasis will be on creating a youth centered training environment focused on the needs of participants, the context in which they live, and their experiences to date.

Why Recife?

The Recife Youth Leadership Training draws on the theory and ideals of the radical educationalist Paolo Freire who was born in Recife, the capital city of Pernambuco, Brazil in 1921. SERVE has named the youth leadership training after the place of Freire's birth to be a reminder of the importance of his ideas and model in developing and strengthening young people as leaders. It is SERVE's hope that the message that young people can affect change in their communities be nurtured wherever the Recife youth leadership training is used.

We believe that young people already have the power to effect change in their own community. Using Paolo Freire's model of critical thinking this power can be unlocked to enact the values of Justice, Compassion and Humility. Participation in this programme will:

:: Build leadership capacity among young people within local communities
:: Encourage participants to listen and share with other young people from backgrounds and experiences different to their own
:: Build on participants' talents, interests and passions
:: Increase participants ability to understand the needs within their own communities
:: Develop trusting relationships with people from their own communities and others
:: Lead to working together on projects that impact positively on their communities
:: Encourage young people to consider the values of Justice, Humility and Compassion when working to benefit their own communities.

PROGRAMME DESIGN

THE FACILITATION TEAM

Lead Facilitators

The responsibilities of the lead facilitators fall under the categories of Programme Coordinators and Trainers.

As programme coordinators the lead facilitator establishes the programme. They liaise with different youth and community organisations to gain their involvement and recruit participants. They recruit support workers and support facilitators. Importantly the lead facilitators organise the training sessions.

As trainers the lead facilitators oversee the training sessions, provide the expertise, and complete the bulk of teaching. They are assisted in this training by support facilitators.

The lead facilitators will have received training in how to run this programme.

Support facilitators

The role of the support facilitator is to assist the lead facilitators in the delivery of the programme training sessions. Their primary role is facilitation of the team exercises and small group exercises, however they also contribute to all other aspects of the training as directed by the lead facilitators.

In some cases, due to a shortage of personnel for the running of the programme, the role of facilitator can be taken up by a support worker during training. In order for a support worker to undertake the role of a facilitator during training they will have to have received training in facilitation themselves by the lead facilitators. If a support worker is going to act

as a facilitator they must not have responsibility for facilitating small group exercises with the group for whom they are support worker e.g. the support worker for the team from Youth Connect Club will not facilitate any small group exercises with that team.

PROGRAMME STRUCTURE

The recommended duration of the programme is a minimum of 6 months, and can be extended to 12 months (inclusive of participant training, and implementation of the work by the participant teams). This can be negotiated depending on context. The lead facilitators coordinating the programme should begin by identifying community and youth organisations for involvement. Having done this they should then select a support worker from each organisation.

There should be a minimum participation of four groups and no more than six groups, with each group representing a different school or community group etc. If there are too few this would limit shared learning which would defeat the purpose of the programme, namely that shared learning and shared experiences unlock the power of young people already there. Too many groups would be impractical and make training and the subsequent Engine Meetings too difficult to manage effectively. Participants on the programme will be supported by facilitators during training and a support worker for the duration of the programme.

The support workers will initially identify possible teams for participation on the Youth Leadership programme. Teams should consist of six to eight people. Potentially one or two participants may decide to drop out after training, so this would ensure there are enough on the team to be able to continue to carry out their activities.

Teams should be recruited on the basis that they are part of an existing youth or community organisation. The participants on each team will all come from the same organisation, however they do not necessarily need to know one another to be part of the Recife team. This will provide them with an important structure within which to work and in practice ensures they have a venue for weekly carriage meetings. Importantly, the support worker will be drawn from the existing youth or community organisation. It is at the discretion of the lead facilitators to request a different support worker. Depending on the number of young people who wish to participate on the Recife Training Programme it may be necessary to interview candidates. Where it is appropriate to interview candidates for the Recife Training Teams, the lead facilitator will use the interview questions provided (see Appendix Two: Interview Questions). Remember the interviewers should not look for the eight most articulate young people with the best interview skills. The interviewers need to be able to create a team with a good mix of people and personalities to meet the needs of the programme. Make sure the selected groups are aware of the training dates and the follow up schedule for the duration of the programme. **If people cannot commit to the full length of the programme then they should not be selected.**

Training

The programme training is outlined comprehensively in this manual.

Training must be undertaken in a single block e.g. residential or 9am to 5pm each day for four consecutive days. Participants must attend all sessions of training.

After each session there should be a facilitator debrief in which they check in with each other and see how they're getting on. They should also discuss the progress of the day and use observation sheets as a tool to do this **(Worksheet Section Pg)**.

Engine Meetings

Engine Meetings take place on a monthly basis and include all teams and their support workers. The primary purpose of the Engine Meetings is for the teams to share their experience of delivering their activities, exploring what contributed to successes and learning from failures, and receive feedback from the wider group. Engine Meetings provide an opportunity to increase capacity and build on learning gained during training. This might involve hosting a guest speaker, watching a film, addressing a current affairs issue, games training etc. After the Engine Meetings time should be allowed for teams to socialise with one another. Importantly, any social activity should not eat into time allocated to the Engine Meeting or the agenda of the meeting.

Carriage Meetings

Each team holds their own Carriage Meetings which take place on a weekly basis and in their own community. The purpose of these meetings is to plan and work towards their act of service project. Teams use this time to think about practicalities such as time and date of events, resources required and the roles and responsibilities of each team member. Support workers attend these meetings and provide assistance where needed, it is not the role of the support to chair the meeting or lead the proceedings.

Participants are expected to attend all weekly **Carriage Meetings** and monthly **Engine Meetings**, and carry out their project activities on a monthly basis.

The Railroad Model

TRAINING
(AT THE BEGINNING OF THE PROGRAMME)

ALL TEAMS ATTEND

**KICK STARTS THE
FIRST ENGINE MEETING**

**MONTHLY
RAILROAD
MODEL
CYCLE**

ENGINE MEETING
(ALL TEAMS ATTEND) MONTHLY

**CARRIAGE MEETING
WEEKLY** → **CARRIAGE MEETING
WEEKLY** → **CARRIAGE MEETING
WEEKLY**

**EACH TEAM HOLD
THEIR OWN CARRIAGE
MEETING**

ACTIVITIES
EACH TEAM WILL PLAN AND
COMPLETE A MONTHLY ACTIVITY
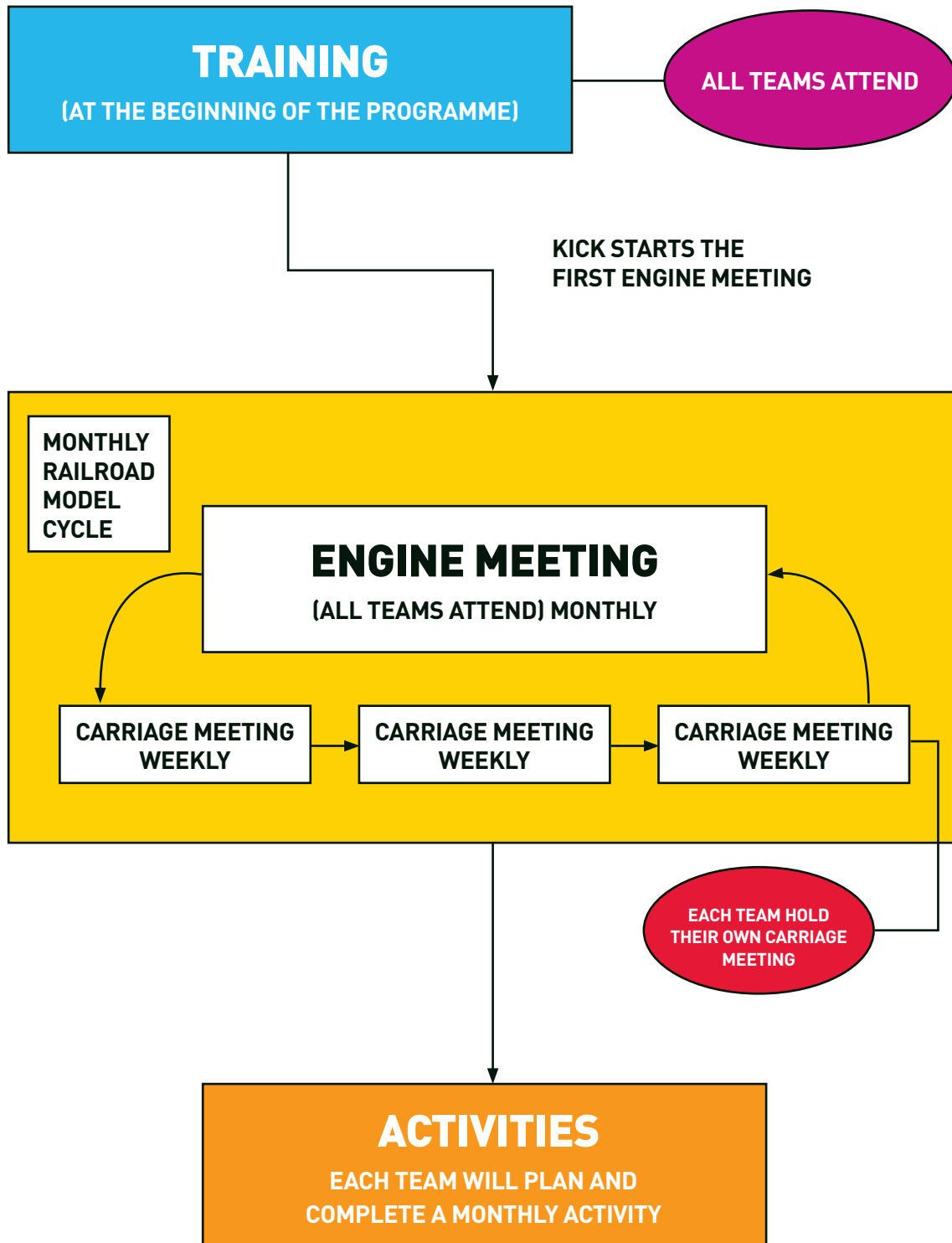
STAKEHOLDER RELATIONSHIPS

The facilitation team includes a maximum of two lead facilitators, who will coordinate the programme and lead training. The rest of the facilitation team consists of support facilitators.

Each team needs to be assigned a facilitator for team activities. Therefore if there are five teams participating on the programme there will be a team of five facilitators.

During planning of the training sessions the lead facilitators will assign roles based on individual strengths and abilities.
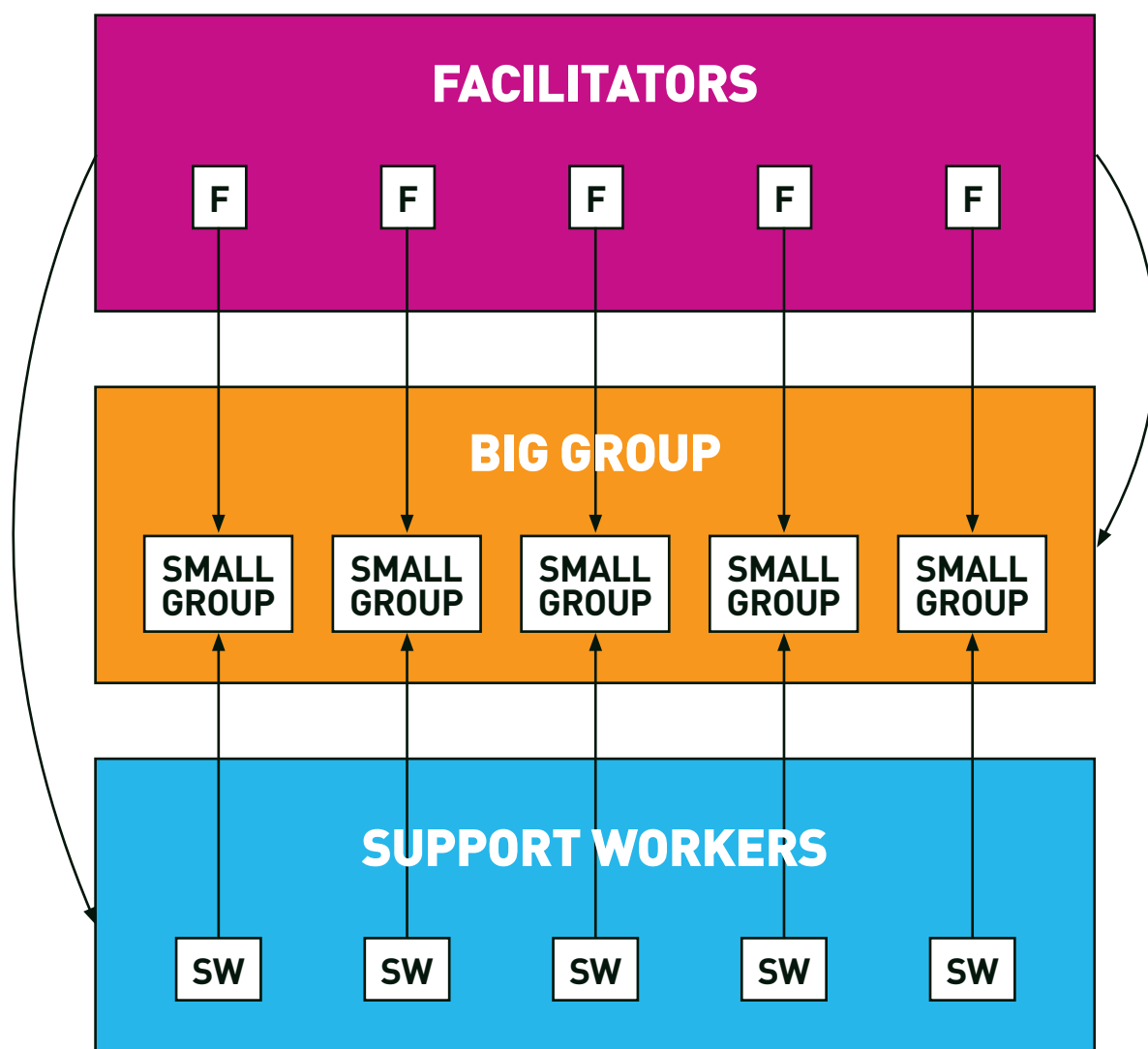
LINE OF INTERACTION

LISTEN, PLAN, ACT, REFLECT KEY SYMBOLS

The 'Listen, Plan, Act, Reflect' cycle is an important aspect of the Youth Leadership programme and is based on the philosophy of Paolo Freire. The exercises throughout this training programme are linked to this cycle. The cycle keys below will be used to highlight which aspect of the 'Listen, Plan, Act, Reflect' cycle is relevant to each exercises.

LISTEN   PLAN   ACT   REFLECT

ROLE OF THE SUPPORT WORKER

The Support Worker plays a key role in helping the participants fulfill their commitment to the programme.

This role should be fulfilled by an adult who knows the young people and more importantly has a local knowledge of their environment. The Support Worker can support the programme facilitator in recruiting participants, supporting them during the training and continue to support the group at a community level.

Areas where the Support Worker would help:
:: Recruitment and pre-training planning
:: Support during training
:: Support weekly Carriage Meetings
:: Support monthly Engine Meetings
:: Support and provide oversight for monthly activities

The role of the support worker is invaluable during the lead up to training in terms of assisting in the planning of recruitment, providing local knowledge and functioning as a point of contact.

The support worker is not directly involved in training, however their presence and support to programme facilitators in whatever way the facilitators see fit is recommended.

The support worker assists in ensuring the weekly carriage and monthly engine meetings are in line with the training and vision of the programme. The primary role of the support worker for most of the programme duration is to support group actions that have been planned at carriage and engine meetings.

This could mean providing access to meeting spaces, giving oversight and advice, being a link with the facilitation team, reminding the group of realistic targets. The support worker should not try to plan or manage the group actions, nor should they do the work themselves. The group should not be seen as helpers for the support worker.

The support worker's duty is to make sure the participants fulfill the commitments of the programme, achieve their goals, and become effective youth leaders. Essentially they are there to help the participants "get over the finish line".

SCHEDULE OF PROGRAMME CONTENT

SESSION ONE

Exercise	Page #	Suggested Time (minutes)
Responding to Environment	88	**5**
Icebreakers	88	**30**
Introduction to Programme	88	**10**
Hopes, Concerns and Contract	89	**20**
Secret Friend	89	**10**
Wheel Exercise: Team names and symbols	90	**45**
Party Piece	90	**10**
Introduce Vision	91	**15**
Exploring Justice, Compassion, Humility	91	**15**
Silent Dramas	92	**45**
Paulo Freire and the Listen, Plan, Act, Reflect cycle	92	**15**
The Railroad Model: Programme Structure	92	**15**
Personal Journal	93	**15**
Evaluation	93	**15**

SESSION TWO

Exercise	Page #	Suggested Time (minutes)
Welcome and Recap Vision	94	**15**
Icebreakers	94	**20**
Introduction to Team Work Skills: Egg & paper	94	**60**
Communication Games	95	**60**
Gift Box Exercise	95	**45**
The Magical Mystery Tour: Team-Building Exercise	96	**50 - 180**
The Affirmation Exercise	97	**30**
Personal Journal	97	**15**

SESSION THREE

Exercise	Page #	Suggested Time (minutes)
Welcome and recap	98	**15**
Icebreakers	98	**20**
Facilitators' Meetings Role Play	98	**20**
5 Person Meeting	99	**20**
Basic Rules for an Effective Meeting	99	**10**
Leadership characteristics	100	**45**
Community Mapping	100	**60**
Team Roles and Elections of Chairperson and Secretary	101	**30**
First Engine Meeting	101	**45**
Evaluation	102	**20**
Social Activity and Celebration	102	**90**

2.2 EXERCISES: SESSION ONE

RESPONDING TO ENVIRONMENT

Welcome the participants. Introduce the team of facilitators. Provide an overview of health and safety information as required.

Materials: Name badges, coloured pens

Worksheets: None

ICEBREAKERS

Icebreakers at this stage of the training should encourage and help participants to get to know one another. For example name games, likes and dislikes, etc. See Appendix.

Purpose: Icebreakers have a variety of purposes; they make people feel comfortable, ease nerves, re-energise, mix up comfort groups to get to know new people, form new groups, while getting participants to lead icebreakers is a good way to build confidence

Materials: Conditional on chosen icebreaker.

Worksheets: None

INTRODUCTION TO PROGRAMME

Facilitators provide a brief overview of the programme without giving too much detail. Facilitators should introduce participants to the handbooks and explain their purpose. Facilitator should address house-keeping issues at this stage. Use this time to take any questions the participant might have at this stage.

Purpose: To ensure that participants are clear on the objectives and schedule for the programme

Materials: Participants handbook and pens

Worksheets: None

HOPES, CONCERNS AND CONTRACT

In pairs participants should discuss hopes and concerns for the programme and the coming days and complete the worksheet. Having done this, they should feed back their points to the wider group. Facilitator will address these through large group discussion.

Contract: split into your small groups and come up with guidelines for the following:

:: What to expect from the leaders
:: What to expect from each other
:: How to respect each other
:: How to listen to each other
:: Anything else that may be important.

Record suggestions on a flip-chart page. Ask each group to feed back the guidelines they have chosen and explain them. Then ask if they are happy to accept these guidelines as the group's contract (to be reviewed when needed). Discuss until everybody agrees. Once agreement has been reached key points are written on a single flipchart sheet and everybody signs their name to it.

Purpose: The purpose of the contract is so that everybody is clear on ground rules. The contract can be referred to during training as a working contract. The hopes and concerns activity gives participants a chance to voice what's going on with them and ask any questions they might have

Materials: Flip-chart paper, coloured pens, pens.

Worksheets: 'Hopes and Concerns'. - Pg 104

SECRET FRIEND

Each person in the programme will be given a secret friend. The purpose of this is to enable participants to get to know others in the group through random acts of kindness, for example something from the tuck-shop, write a poem, share a snack, help them out with a task. The identity of the secret friend will be revealed at the social activities at the end of the training. The secret friend's name should be drawn from a hat. Facilitators will be included.

Purpose: The secret friend activity encourages mixing, a sense of community, and adds positively to group dynamics.

Materials: Paper, pens, container to hold names

Worksheets: None

WHEEL EXERCISE: TEAM NAMES AND SYMBOLS

Participants should join their own small teams. Each group's facilitator introduces the wheel exercise and completes it themselves before the group. Facilitator cannot prepare the answer to 'How I'm feeling now'. Each participant will individually complete his/her own wheel. Participants should be encouraged to share.

Each team is asked to come up with a name and a symbol that represents their team. They should make a poster and prepare a short presentation for the large group using as much creativity as possible. A prize will be awarded to the best group.

Purpose: Group sharing gets the team talking and people become more open and confident in sharing their views. The badge of identity is a way of creating new group identities that enables participants to overcome stereotypes based on old identities.

Materials: Flip-chart paper, coloured pens, pens

Worksheets: 'Wheel Exercise'. - Pg 105

PARTY PIECE

Tell the participants that on the last day of the training each group will present a party piece of their choice. Participants should be encouraged to use any free time or break time to prepare this. There will be a prize for the best group.

Purpose: This is an ongoing team building exercise that revolves around a fun activity and gives participants a chance to express their talents.

Materials: None

Worksheets: None

INTRODUCE VISION 🎧

Time should be taken to help participants better understand the vision of this programme. This should include the background, underpinning values, the purpose, and the skills and abilities that will be acquired through it. Facilitators should outline why and how this will be of benefit to the participants and their communities.

Facilitators will have an understanding of the programme background and vision from their training, the vision is also outlined in the introduction of this programme.

Purpose: Participants understand the particular vision and ethos of this programme

Materials: None

Worksheets: None

EXPLORING JUSTICE, COMPASSION AND HUMILITY 🎬

Write down the words Justice, Compassion and Humility, on separate flip-chart sheets and put these on the walls around the room. Split the participants into three smaller groups who will then engage in word-association and produce as many words as possible to represent the three themes. The groups rotate after a short period of time so that all participants engage with each theme. They then choose two words for each theme and write these on their worksheets.

Purpose: To better understand what these terms can mean and provide ways of possibly looking at them afresh. Participants should come away understanding that these are the values that should inform all their projects and activities throughout the programme

Materials: Flip-chart paper, coloured pens, pens, blue-tack

Worksheets: 'Guiding Values' - Pg 106

SILENT DRAMAS

Participants are put into groups of no more than six. They should choose one of the values, Justice, Compassion or Humility, and produce and perform a silent drama that demonstrates what their value means to them. The rest of the participants must guess which value is being represented in the drama.

Purpose: This allows participants to feed their new understandings about these values back to the wider group. It deepens their understanding and provides examples of how these values look in practice for the participants

Materials: None

Worksheets: 'Guiding Values' - Pg 106

PAULO FREIRE AND THE LISTEN, PLAN, ACT, REFLECT CYCLE

Explain Paulo Freire's philosophy. Then explain what participants are being trained to do: the 'Listen, Plan, Act, Reflect' cycle. This will inform their thinking on how to plan and undertake the tasks associated with the engine and carriage meetings that they will learn about in the next exercise.

Purpose: Give them background and theory to the programme and introduce for the first time the key learning of the 'Listen, Plan, Act, Reflect' cycle

Materials: None

Worksheets: 'Paulo Freire Factsheet'-Pg 107 , 'The Model in action: Listen, Plan, Act, Reflect Cycle'. - Pg 108

THE RAILROAD MODEL: PROGRAMME STRUCTURE

Explain the process of the Railroad Model, including the purposes of, and differences between, the engine and carriage meetings.

Purpose: Provides a clear understanding of how the programme will work and what is being asked of them in the follow up process.

Materials: None

Worksheets: 'The Railroad Model' - Pg 109

PERSONAL JOURNAL

Participants complete their journal at the end of the session. Invite participants to share their experiences of the training so far. Just take a few comments.

Purpose: The Personal Journals allow participants to express and process what they have learned that day

Materials: Pens

Worksheets: 'The Journal: Session One' - Pg 110

EVALUATION

See Appendix

Purpose: This allows the facilitators to gain insight and feedback on how the training is going for the participants. It allows them to respond to suggestions as to how things could be done in future sessions, e.g. participants may request the inclusion of more icebreakers. The information from the evaluation would inform the design of future training.

Materials: Conditional on evaluation chosen

Worksheets: None

2.3 EXERCISES: SESSION TWO

WELCOME AND RECAP VISION

Ask participants what they remember from the last session, run through house-keeping again, ask have they any questions etc.

Materials: Participants' handbook

Worksheets: 'Railroad Model' - Pg 107, Paulo Freire Factsheet - Pg 105, Listen, Plan, Act, Reflect Cycle' - Pg 106

ICEBREAKERS

See Appendix: Icebreakers

Materials: Conditional on icebreaker chosen

Worksheets: None

INTRODUCTION TO TEAM WORK SKILLS: EGG AND PAPER

This is a team activity. Teams work with the same materials to produce a self-supporting tower that will support an egg. The tallest, most beautiful tower wins. The best tower receives an award at the social activity.

Purpose: For the group facilitator to see how the group works as a team. The Facilitator should observe; group dynamics, teamwork, community skills, and gauge the overall competency level of the groups.

Materials: Newspapers, sticky tape, eggs

Worksheets: 'Facilitator's Observation' Sheet - Pg 111

COMMUNICATION GAMES

See Appendix: Communication Games

Purpose: Build better communication skills and understand the key role played by listening in communication

Materials: Conditional on game chosen

Worksheets: None

GIFT BOX EXERCISES

Guide participants through each of the four gift boxes. Once complete participants should add up their scores and find which four letters represent them. Discuss the results in smaller groups and report back to large group. Facilitators should emphasise the value of each trait and how one is not better than any other.

Purpose: This is a basic exercise to introduce, and value, diversity in a group. It gives participants a chance to learn more about themselves and see the different personality traits in their team

Materials: Participants' handbook, pens, flip-chart paper, coloured pens

Worksheets: 'Gift Box 1, Gift Box 2, Gift Box 3, Gift Box 4, Find Your Letters' - Pg 112 -116

THE MAGICAL MYSTERY TOUR: TEAM-BUILDING EXERCISE

The participants are told that are going on a "bus" journey, that they will leave the starting point "bus-stop" together and all must return together. The facilitator should have a pre-arranged route however participants do not know the route. The "bus" is formed by a line of participants in pairs following the facilitator "bus-driver". The "bus" crashes and facilitators allocate disabilities, signified with bandages:

:: Broken leg
:: Blinded
:: Broken arm
:: Two broken legs.

The participants must help each other to follow the "bus-driver" all the way back to the starting point "bus stop".

The exercise is concluded with a debrief asking participants how they felt depending on their condition during the game.

This section of the training should contain as many team-building exercises as possible that encourage healthy competition between small groups. There will be prizes for the winners to be awarded at the social activity. Exercises are limitless and of course depend on your location so be creative! Exercises to consider include:

:: Obstacle courses
:: Mini-Olympics
:: Relay races
:: Bear Traps
:: Parachute Games
:: Etc.

(N.B) Participants should be told wear appropriate clothing and shoes in advance for this session of the training.

Purpose: To highlight interdependence as well as promote trust and the need for team work in any successful task. Team work is not just an optional positive, it is necessary to undertaking any project

Materials: Bandages for the Magical Mystery Tour exercise. More materials are conditional on further team-building games

Worksheets: None

THE AFFIRMATION EXERCISE

The purpose of this exercise is to create an opportunity for participants to affirm one another. This is a small group exercise. This will be achieved through participants sharing a statement of affirmation about their experience with one another during training.

Purpose: To provide an opportunity for individuals to share the positives they see in other team members. This builds confidence and creates stronger bonds

Materials: Affirmation booklets to be created by facilitators, pens

Worksheets: None

Note: You can create the booklets by stapling 10 pieces of A5 paper together. Each participant writes their own name on the front page, the booklet is then passed around the group for other participants to write an affirming comment on one of the pages.

PERSONAL JOURNAL

Participants complete their journal at the end of the session. Invite participants to share their experiences of the training so far. Just take a few comments.

Materials: Pens

Worksheets: 'The Journal: Session Two' - Pg 117

2.4 EXERCISES: SESSION THREE

WELCOME AND RECAP

Ask participants what they remember from the last session, run through house-keeping again, ask if they have any questions etc.

Materials: Participants handbook

Worksheets: None

ICEBREAKERS

See appendix: Icebreakers

Materials: Conditional on icebreaker chosen

Worksheets: None

FACILITATORS' MEETINGS ROLE PLAY

Facilitators demonstrate a bad and ineffective meeting, followed by a professional and successful meeting. Tips to consider: bad/good communication, late/on time arrival, properly/improperly resourced, Getting to business/procrastinating.

Proposal: To demonstrate the causes and consequences of a bad or good meeting, and the role of individual members in contributing to a bad or good meeting

Materials: Chairs, pens and notepad

Worksheets: None

FIVE PERSON MEETING

The purpose of this exercise is to show the impact of bad communication and negative behaviour. A team of five are selected and told to hold a meeting to discuss this year's Christmas party etc.

Each participant's head is labelled with an instruction: **agree, disagree, ignore, laugh at, shout at**. The five people sit in a semi-circle facing the rest of the participants. Each person should treat each other according to the label on their heads. The participants are not allowed to be aware of the label they themselves are wearing.

A debrief session follows this, and participants discuss: how things went, how did it feel, are they able to guess what was how they were labelled. The rest of the participants can make comments and give observations at this stage.

Purpose: The negative aspects of labelling according to stereotypes and illustrate the need for giving each person a chance to contribute to a meeting

Materials: Labels, pens, notebooks

Worksheets: None

BASIC RULES FOR AN EFFECTIVE MEETING

This will summarise the lessons from previous activities. Give time for further questions.

Purpose: Give participants a model of how to hold a successful carriage meeting

Materials: None

Worksheets: 'Basic Rules for an Effective Meeting' - Pg 118

LEADERSHIP CHARACTERISTIC

Participants should read and understand the five vacancies on the committee. They should then read the descriptions of the twelve characters that have applied to these positions and make individual choices. In small groups, the participants should debate and then make group decisions on who will fill the vacancies. A unanimous decision must be made.

Participants individually then provide feedback on flip-chart sheets about the positive and negative aspects of the process using the evaluation worksheet.

There should be a clear development in decision-making and team-work skills from the paper and egg exercise.

Use the Methods of Decision Making worksheet to show participants the different styles of decision making that can be used in undertaking the work of the programme.

Purpose: This exercise helps with team building. Facilitators will see how decisions are made by the team and can note if lessons have been learned from the paper and egg exercise

Materials: Pens, flip-chart paper, coloured pens

Worksheets: Leadership Characteristics (roles, volunteer descriptions, individual and group choice) - Pg 119-120, Team Evaluation sheet - Pg 121, Methods of Decision Making - Pg 122

COMMUNITY MAPPING

Facilitator makes presentation on how to complete a community map. The community map should detail location, people, activities, resources, issues, needs. Having done this, specific questions can be asked such as: areas of risk to young people, areas of benefit to young people, areas where young people are excluded etc. The community map will form a tool for identifying future service-projects. The participants should then present their community maps to the large group. The facilitator will critique and request other participants to comment. The maps form the basis for group discussion and future planning.

Purpose: To help participants to think about their community in a new and critical light and then identify the stakeholders, resources, ongoing activities and needs of their community.

Materials: Flip-chart paper, coloured pens, completed sample community map

Worksheets: 'Community Map Template for facilitator' - Pg 123

TEAM ROLES AND ELECTIONS OF CHAIRPERSON AND SECRETARY

Facilitator explains the roles of all team-members and the roles of the chairperson and secretary. Participants return to their small groups and elect a chairperson and secretary by secret ballot. Facilitator then announces the results and reminds participants that all team members have a role to play.

Purpose: To put a committee in place and outline each participant's key role in the programme. This gives the facilitator an opportunity to explain that being organised helps everybody achieve the goals of the programme.

Materials: Pen and paper

Worksheets: 'Team-Roles'- Pg 124

FIRST ENGINE MEETING

The participants return to their small groups and begin their first Engine Meeting using their Community Map, sample agenda and team meeting minutes. They discuss and plan the first project based on their training and information and issues highlighted in the Community Maps.

The Small Groups will then make a presentation to the wider group using flipcharts to explain their plans for the first proposed project.

Facilitator then critiques the planned projects and calls to attention reservations about the plans. At this stage it is unlikely that the groups will have produced perfectly realised or achievable plans, but that is ok. The facilitator will give advice and suggestions on how to make changes and points for consideration during the Carriage Meetings. Participants should bring the minutes and other materials needed (including their Community Map) to their next meeting.

Purpose: To put everything learned into practice in a controlled way so that their first action is realistic and achievable. It means they are finishing the training with their first action planned so that they are in a good position to succeed.

Materials: Pen and notepads, Community Maps

Worksheets: 'Sample Agenda' - Pg 125, 'Team Meeting Minutes' - Pg 126

EVALUATION

For the final evaluation participants should be asked to consider the training programme, the facilitators, the facilities, the food provided throughout, etc. In order to undertake this evaluation successfully the facilitator should consider a more in depth evaluation format available in the appendix.

Participants also complete their journal at the end of the session. Invite participants to share their experiences of the training so far. Just take a few comments.

Materials: See Appendix for evaluation form

Worksheets: 'The Journal: Session Three' - Pg 127

SOCIAL ACTIVITY, REVEAL SECRET FRIEND AND CELEBRATION

The social activity will wrap up the Training Programme. This will give the participants an opportunity to socialise and celebrate their experience of the programme. Participants and facilitators should now reveal who their secret friend was and be given time to chat among themselves about what they did to fulfill the task. Participants will present party pieces. Participants will receive their awards for competitions undertaken throughout the programme. Please ensure that everybody receives a prize for having achieved something! Ideally there should be party food, music, games, etc. It is advised that facilitators also present a party piece to the group.

Materials: As required when organising the "party"

Worksheets: None

SERVE
Solidarity in Action

RECIFE Youth Leadership Training Programme

Worksheets

youthlink

HOPES & CONCERNS

Hopes	Concerns

THE WHEEL EXERCISE

How am I feeling now
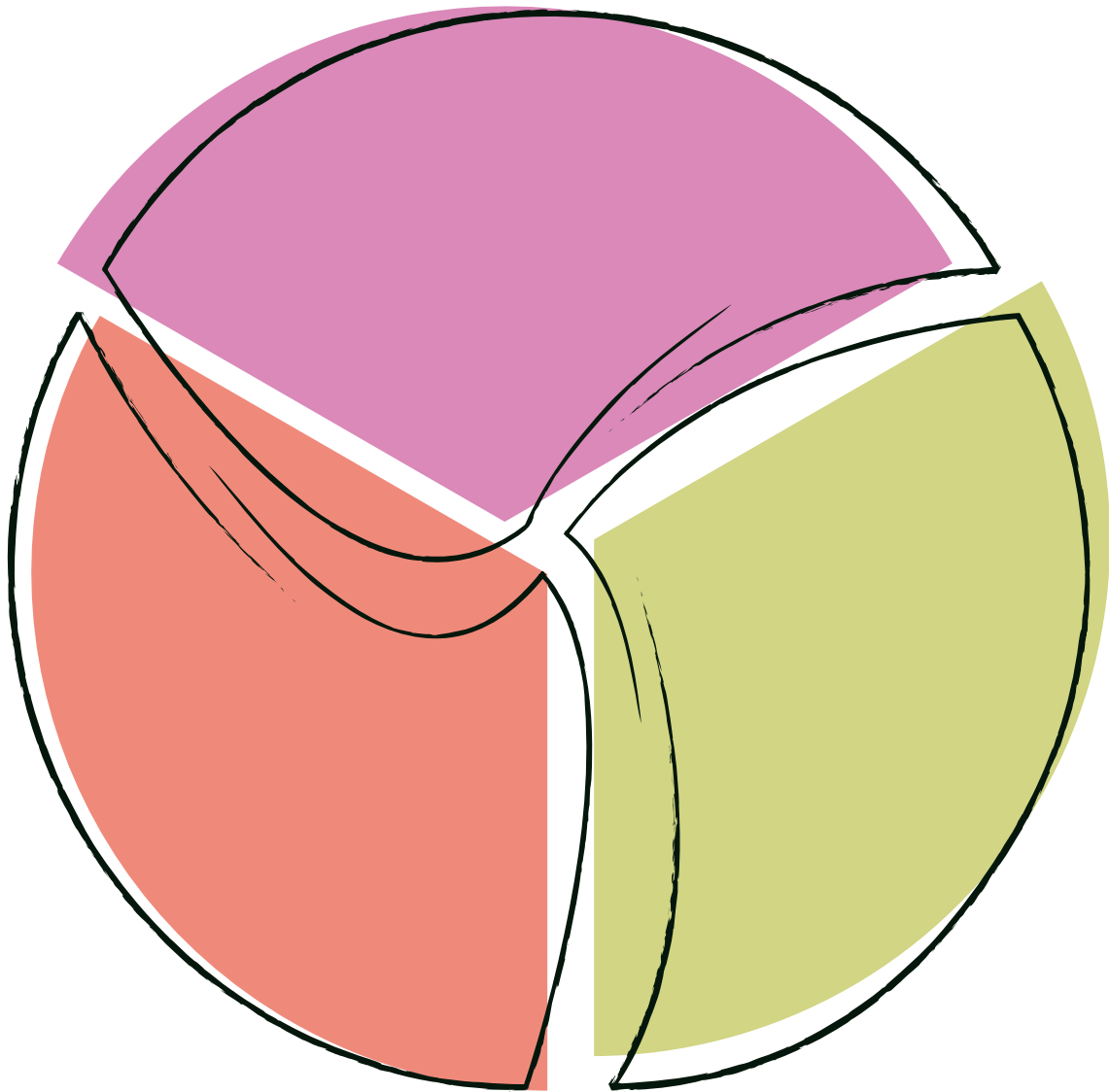
One thing I enjoy
doing during my
free time

An important
event in my life

GUIDING VALUES

Justice

Compassion   Humility
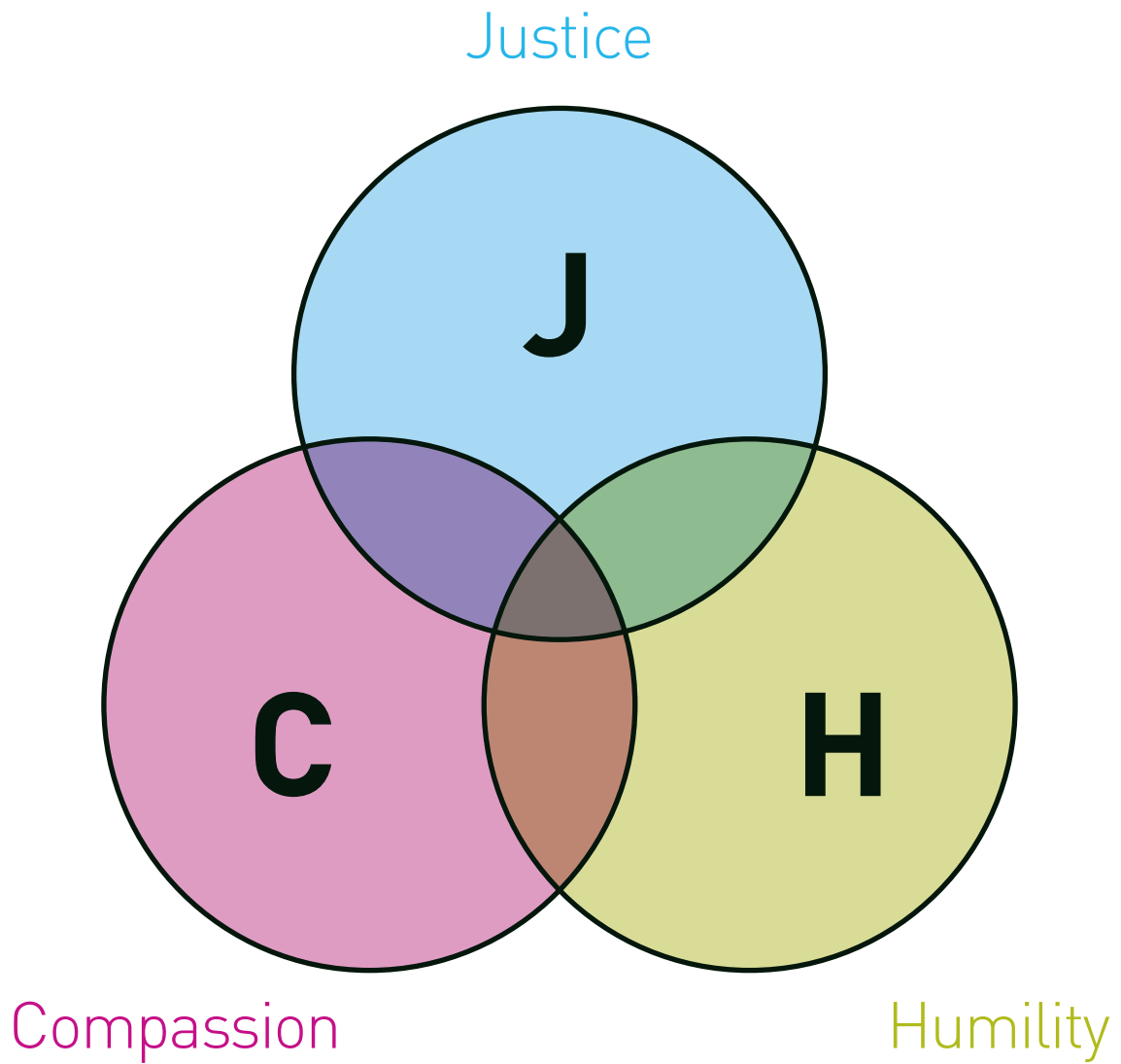
Justice	Compassion	Humility

PAOLO FREIRE FACTSHEET

NAME: PAOLO FREIRE
BORN: 19/09/1921
DIED: 02/05/1997
COUNTRY: BRAZIL
JOB: EDUCATOR AND PHILOSOPHER

WHAT DID HE COME UP WITH?:

The Problem-Posing Model is his alternative to the Bank Education Model.

The Bank model deposits information in the students head. This means the teacher has all the power to decide what the student should know and the student is passive. Passive means that the student simply accepts what they're being told and has no input in their own education.

In the Problem-Posing Model, the students take an active role in their own education. They look at their environment, identify needs, come up with ways of responding and put them into action.

The Listen, Plan, Act, Reflect cycle is based Paulo Freire's philosophy.

THE MODEL IN ACTION

What you are being trained to do
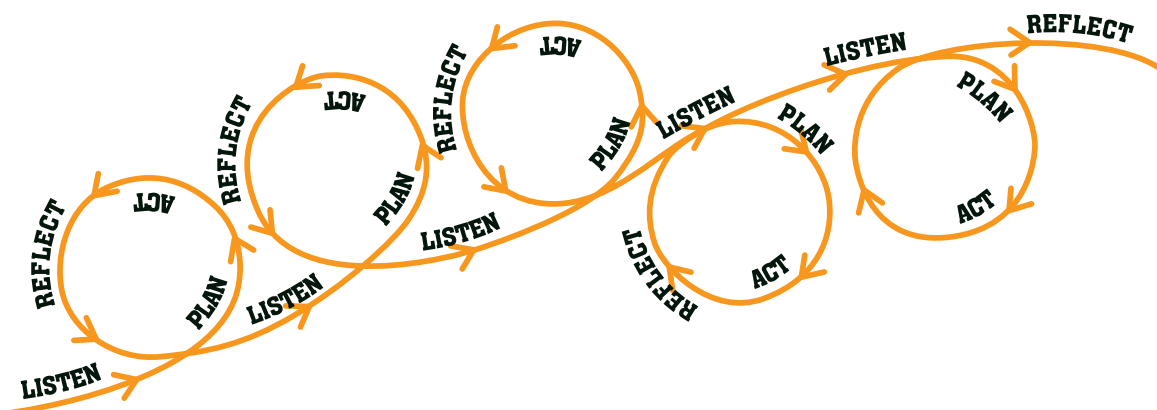
IT IS HOPED THAT FROM THIS TRAINING, YOU WILL LEARN:

:: HOW TO **LISTEN** TO THE NEEDS OF YOUR COMMUNITY.

:: HOW TO LOOK, THINK AND **PLAN** A RESPONSE TO THESE NEEDS.

:: HOW TO CARRY OUT THAT **ACT**ION AS A TEAM.

:: HOW TO **REFLECT** UPON YOUR ACTIONS AND
LEARN FROM YOUR MISTAKES AND SUCCESSES.

We hope you will learn how to work with a group and be able to make a difference in the lives of other people.

N.B. This training works on the basic idea that everyone is special and unique.

NONE OF US IS AS GREAT AS ALL OF US.

THE RAILROAD MODEL

To run our group meetings successfully, and to stay on the right track, we need to follow the railroad model.

:: ENGINE   :: CARRIAGE   :: CARRIAGE

MONTHLY MEETINGS

ENGINE: MONTHLY PLANNING / EVALUATION MEETING.

THE DRIVING FORCE FOR THE CARRIAGES.

FOLLOW UP MEETINGS

CARRIAGES: WEEKLY MEETINGS.

:: **HOW HAS OUR PLAN PROGRESSED?**
:: **HAVE WE ANY CONCERNS?**
:: **WHAT STILL NEEDS TO BE DONE?**

JOURNAL: SESSION ONE

What did I learn today?

What challenged me most today?

What was the most enjoyable part of the day?

FACILITATOR OBSERVATION SHEET

SKILL	EXAMPLES
Listening	
Planning	
Leadership	
Time management	
Communication	
Team Spirit	

NOTES

GIFT BOX ONE

Tick a box

I Prefer to mix with large groups			I prefer a few close friends
I always like having people around me			I prefer my own company
People say I'm easy to get to know			People say I am difficult to get to know
I often talk without thinking			I often think without talking
I like to say what I mean			I keep my thoughts to myself
I like to find noisy places		**OR**	I like to find quiet places
I tend focus on others around me			I tend focus on myself
I talk more than I listen			I listen more than I talk
I like to let my energy show when I am around others			I like to conserve my energy for the most important things
I tend to wander about a lot in social situations			I tend to protect my own space
Total ticked			**Total ticked**

Outgoing   **O**   **I**   **Introverted Realist**

GIFT BOX TWO

Tick a box

I tend to reflect a lot on past experiences				I tend to think of what could be in the future
I like to be realistic				I Like to be idealistic
I am a practical person				I enjoy theories
I tend to be matter of fact about things I do				I tend to be enthusiastic in what I do
I like to work steadily		**OR**		I like to work when I'm inspired
I like routine work				I like new and varied work
I like to deal with practical details				I like to reflect on the bigger picture
I like to get things done				I Like to create new ideas
I am realist				I am a dreamer
Being practical is most important				Being creative is most important
Total ticked				**Total ticked**

Realist **R**   **D** **Dreamer**

GIFT BOX THREE

Tick a box

Logical			Emotional
When asked to do something reasons are most important		When asked to do something trusting the other person is vital
I like to come across as thoughtful and reasonable		I like to come across as sincere and likable
Dealing with others I am usually logical & practical		Dealing with others I am usually understanding & forgiving
In a group I usually focus on the facts & topic talked about		In a group I usually focus on atmospheres and feelings
People are more likely to see me strong minded		People are more likely to call me soft-hearted
I don't notice tensions in groups I belong to	OR	I always pick up the tensions in groups
I find it difficult to praise and encourage people		I find it easy to praise and encourage people
I tend to be seen as logical		I tend to be seen as sensitive
I focus on plans and ideas		I focus on people
I tend to remain calm in stressful situations		I find it difficult to remain calm in stressful situations
Total ticked		**Total ticked**

Logical   **L**   **E**   **Emotional**

GIFT BOX FOUR

Tick a box

Flexible	F		S	Structured
I like new Ideas				I distrust new ideas
I like to hear all sides in an argument				I usually make up my mind pretty quickly
Making decisions often worries me				I like making decisions
I tend to distrust people in authority				I usually respect people in authority
Rules and regulations usually irritate me				I see rules and regulations as necessary
Personal freedom is important		OR		Boundaries are important
I like to take things as they come				I like to plan ahead
I like situations that change a lot				I like things to stay the same
I like to be impulsive				I like to decide in advance
I like to see the big picture				I like to get into details
Total ticked				**Total ticked**

Flexible **F** **S** **Structured**

MY LETTERS ARE

FIND YOURSELF: IS IT REALLY YOU?

Using the letters from the four gift boxes above, find the same combination below to find out who you are...

IRLS	Focused and practical. Dependable and detailed planners, self – motivating and steady workers. Tend to be brief and to the point.
IRES	Good with caring for people's needs. Have a strong sense of duty, work well with details and with how people feel about things.
IDES	Quietly determined and conscientious. Have a strong sense of right and wrong and work for the good of everyone with creativity and perseverance.
IDLS	Creative and hard workers in areas that they feel strongly about. They are clear logical thinkers and wont budge on points they feel important. Good at challenging and clarifying vague situations.
IREF	Friendly, quiet and modest about their skills. They dodge arguments, prefer to support and not to take the lead. They live in the present moment and don't push to organize too much.
IRLF	Quiet but good at observing things and people. Notice more than they say. Don't like to waste energy and need to be drawn into things with their quiet humour and logical skills.
IDEF	Quietly enthusiastic, like learning and communicating about their own interests. Can take too many things on and get wrapped up in ideas to the exclusion of people. Like to live simply.
ORLF	Down – to – earth and yet easy – going. Like sport and activity more than too much theory. Prefer to get on and do rather than discuss.
ORLS	A contradiction. While extroverted and comfortable in social situations, you are also in your own head a lot. Great at combining fun with practicality and organisation. Goal orientated and enthusiastic but nervous about the unfamiliar and new experiences.
OREF	Easy – going and friendly, natural celebrators. Tend to know what's going on in relationships and can remember facts and details. Practical and people - centred in their work and friendships.
ODLF	Very quick and accurate with words. Don't like routine but prefer problem solving. They are good at arguments and enjoy them. They can usually find logical reasons for what they want to do.
IDLF	Perform best in exams and like theoretical and logical subjects. Avoid too many parties and small talk and prefer deep conversation and work only on what interests them.
ODES	Strong sense of caring for others. Tend to build a sense of community with understanding and consistency in their relationships. Can take on undue responsibility for the feeling of others.
ODLS	Outgoing and competent, able to talk well and are good at organising their thoughts logically. Very good at building enthusiasm in others.
ODEF	Creative and imaginative. Can be original problem – solvers and can improvise effectively when they have not planned ahead. Very good at arguing their case and winning.
ORES	Good with people and building harmony between individuals and groups. Take care of individuals well and encourage everyone. Not happy with theory and ideas but prefer what affects people.

JOURNAL: SESSION TWO

How do I feel now?

What did I learn today?

What challenged me most today?

What was the most enjoyable part of the day?

What did I least like about the day?

How many new people did I talk to today?

BASIC RULES FOR A GOOD MEETING

The basic rules for a good meeting are:

TIME	Set and keep to starting and finishing time.
AIM	Have a clear purpose for the meeting. State it at the outset. Check at the end whether the aim was met.
ROLES	Be clear on how the aim is to be met and who has responsibility for what.
DECISIONS	Read the minutes of the last meeting, noting decisions taken. Check that these decisions were carried out. At the end of the meeting recap on decisions taken during the meeting, clarifying who has to do what by when.

LEADERSHIP CHARACTERISTICS

Situation

You are one of six leaders who will plan a winter programme for your club. The task of the leaders is to select five committee Chairpersons from among the members, to plan different events. The Chairpersons will be club members, working with other club members. Twelve club members have volunteered to act as Chairpersons.

THE FIVE COMMITTEES AND THEIR FUNCTIONS ARE DESCRIBED BELOW:

1. SOCIAL ACTIVITIES – develop activities to bring together members and the community with an emphasis on fun and enjoyment.

2. ACADEMIC ACTIVITIES – stimulate an interest in learning, skills and knowledge by having exhibits, demonstrations, discussions, films, etc – with an emphasis on discovery.

3. PUBLIC RELATIONS – publicise information regarding the club via the news, media, etc to improve its community image and make it more widely known.

4. COFFEE BAR – prepare menus including refreshments for visiting teams and special occasions and also to stock and equip coffee bar – as the members would want it.

5. FINANCES – devise plans to raise money and how to spend it, keep records etc.

COMMITTEE	INDIVIDUAL CHOICE	GROUP CHOICE
1. Social Activities		
2. Academic Activities		
3. Public Relations		
4. Coffee Bar		
5. Finances		

LEADERSHIP CHARACTERISTICS (CONTINUED)

Volunteers' Descriptions

RAJ	Raj prefers his own company and chooses not to attend many of the social events. However he is excellent at organising and planning, and has many years' experience working in a café.
GERRY	Gerry is a political activist and is always involved in some cause or another. He has proven leadership qualities and organised a successful campaign to raise money for facilities in the local youth club.
ANDY	Andy is a part time model and very popular among his friends. He has not been involved in any task-orientated activities except for helping to decorate the club for the Christmas Dance after being voted 'Most Popular Male of the Year'.
JANE	Jane is an attractive young female and is very popular. She is also a great athlete however football is her only activity over the past few years and she hasn't had much involvement with other events. She is a perfectionist, however, and is easily frustrated when working with people.
AHMED	Ahmed is rather shy and withdrawn and his volunteering was a surprise. It is rumoured he sees a councillor regularly. Taking on a leadership role could be helpful for him.
GLORIA	Gloria is very outspoken and, at times, described as obnoxious by others. She volunteers for many activities but she is rarely chosen for specific tasks despite having a reputation for being a hard worker.
AYA	Aya did an excellent job in a leadership position as Head Girl at school. She and her boyfriend John have frequent arguments causing her to be upset regularly. There are rumours of a possible break-up.
JOY	Joy is active in a local drama club. She was co-chairperson at a community art show, which was well received but poorly attended. However, she and Dorien are dating the same boy and are presently not speaking to each other.
JOHN	John is a long term member of the Youth Committee and does an adequate job. He is somewhat sensitive and prefers to do things himself instead of delegating. As a result, lateness is one of his consistent characteristics.
CARLOS	Carlos played a key role in the establishment of the Youth Committee. He is outgoing and enjoys his social life. However, in the past he has been in trouble with the police.
DORIEN	Dorien is a bubbly smiling individual who enjoys having fun, dating and socialising. While popular with the boys, she has proven unpopular with some of her team members.
BETTY	Betty is already heavily involved in other activities but she volunteered because she felt she was needed. She has done public relations work for the past events and can do an excellent job if she can find enough time.

TEAM EVALUATION SHEET

1. HOW WAS THE LISTENING IN THE GROUP?

2. HOW DID WE CO-OPERATE WITH EACH OTHER?

3. HOW HAVE WE MADE DECISIONS (MAJORITY RULE, CONSENSUS...)?

4. WHAT IS THE TEAM SPIRIT LIKE IN THE GROUP?

5. IS THERE ANYTHING WE HAVE TO WORK ON AS A RECIFE TEAM?

TEAM EVALUATION SHEET

Methods of Decision Making

It is neither possible nor desirable to involve everybody in every decision.

The more concerned we are that a group takes an active role in carrying out a decision, the more important it is that they share as fully as possible in making the decision.

THE PLOP	Here the team makes a decision by not making a decision. Someone makes a suggestion, but it drops like a stone into a pond, and no one pays any attention to it at all. If the person who made the suggestion really felt enthusiastic about it, the fact that it was totally ignored could make that person withdraw or resist later suggestions.
ONE PERSON DECISION	This is quickly made, but later when the decider later looks for help from others to carry it out, she/he may find herself/himself carrying it out alone.
TOPIC DROPPING	One person can also prevent a group from reaching a decision by introducing a new point just as the group is ready to decide something. If the point is relevant, it should be allowed, though it should have been brought in earlier. If it is not relevant, it should be recognised as a distraction, and should not be allowed to prevent the group making a decision.
THE HANDCLASP	One person makes a suggestion. Another says, "What a great idea!" and, without further discussion, the matter is decided. These kinds of decision are made more frequently than you might think. They often pass unnoticed at the time, but resentment can come to the surface later.
THE CLIQUE	This decision is made by a small group who plan beforehand to get their way. As they are better organised than those who disagree, they are often successful on the immediate issue, but they bring a spirit of rivalry rather than co-operation into the group.
THE MINORITY	These decisions are not as consciously organised as those of the clique, but a few powerful personalities dominate the group and then wonder why the others are not as keen as they are.
MAJORITY VOTE	In big groups this is often the most effective way to make a decision. However, the group may lose the interest or loyalty of the minority who voted against a decision, especially if the feel their point of view was not heard.
SILENT CONSENSUS	Some groups aim at unanimous decisions. These are good, if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed when some members have not felt free to disagree and have kept silent.
CONSENSUS	This is an agreement that is made after all opinions have been heard. It often involves compromise on the combination of various possibilities. Everyone's viewpoints are discussed fully, weighing up the advantages and disadvantages of each. It takes time and care to create an atmosphere in which everyone feels free to express themselves, but this method builds unity, co-operation and commitment. It does not mean listening to people, and then doing what we were planning to do in the first place. It does means adapting plans to take account of the concerns of all. It may take longer to make a decision this way, but it will often be carried out more quickly and wholeheartedly.

COMMUNITY MAPPING

Issues
Health
Education
Inequalities
Violence

Activities
Youth Club
Church
Services
Sports

COMMUNITY MAPPING

People
Minister/
Priest/Sr
Teacher
Health
Worker

Resources
Buildings
People
Transport
Technology

Needs
Housing
Support
Love
Jobs
Training

TEAM ROLES: SOME GUIDELINES

"The success of a team depends on everyone doing their fair share."

:: ALL TEAM MEMBERS:

1. Be punctual and attend all meetings as arranged.

2. Make your best contribution to each meeting.

3. Respect the other team members by avoiding distractions and listening to each other.

4. Remember and fulfil commitments you make during meetings.

5. Attend and participate in all events and activities.

:: CHAIRPERSON:

1. Be prepared for each meeting and have a written agenda.

2. Start and close the meeting punctually.

3. At the beginning, allow an opportunity for AOB (Any Other Business).

4. After the minutes of the previous meeting are read and necessary amendments made, sign the minutes.

5. Present each item, ensuring that everyone has a chance to speak and is listened to.

6. Keep the team focused on the topic, without being domineering.

7. At the close of each meeting, give each member a chance to state the commitments they've taken on during this meeting.

8. Arrange date/ time/ venue/ possible agenda items for the next meeting.

9. Attend all Monthly Meetings. If unable to attend, make sure you are represented by another team member.

:: SECRETARY:

1. Bring any correspondence received to the attention of the Chairperson before the agenda is drawn up.

2. At the beginning of each meeting, read the minutes of the previous meeting and make any necessary corrections.

3. Record attendance, excuses, apologises and the time, date and venue of each meeting. Also give a brief account of correspondence received/sent since the last meeting.

4. Don't allow your role to stop you from contributing to the discussion.

5. Record decisions made, who is to do what and by when. At any time during the meeting, seek clarification about any decisions made.

6. It is advisable to make short notes during the meeting, not full minutes. Full minutes should later be written into a Minutes' Book. Write up minutes soon after the meeting to ensure accuracy.

7. Check the minutes with the Chairperson before the next meeting.

8. Attend all Monthly Meetings. If unable to attend, make sure you are represented by another team member.

SAMPLE AGENDA

:: **DATE/TIME/VENUE OF MEETING**

:: **1. WELCOME AND INTRODUCTION FROM THE CHAIRPERSON.**

:: **2. RECORD ATTENDANCE AND APOLOGIES FOR NON-ATTENDANCE**
Take note of absences that are not explained.

:: **3. MINUTES FROM THE LAST MEETING**
To be read, necessary corrections made, accepted by all present, signed by Chairperson.

:: **4. MATTERS ARISING FROM THE LAST MEETING**
This relates to developments on plans/issues from the last meeting or the Engine Meeting
– each member updates the team on how their commitments are coming along; this includes
an update on any communication/letters/emails received.

:: **5. SPECIFIC AGENDA ITEMS**
These are the main points for discussion – refer to 'Seven Steps of Planning' for guidance
at Engine Meetings.

:: **6. ANY OTHER BUSINESS**
Points that are not on the agenda, but that may need to be raised.

:: **7. DATE/TIME/VENUE OF NEXT MEETING.**

TEAM MEETING MINUTES

:: **DATE:**
:: **PRESENT:**
:: **ABSENT:**

ITEM	DISCUSSION	DECISION

:: **APPROVED AND SIGNED:** .... :: **DATE:** ....

JOURNAL: SESSION THREE

What did I learn today?

What challenged me most today?

What was the most enjoyable part of the day?

Section Three: Exploring Your Identity: Body Mapping Workshop

3.1 INTRODUCTION

Body Mapping is a technique with its roots in art therapy. It has been utilised in exploring issues as diverse as HIV/AIDS, sexuality, history of abuse, conflict resolution, and has the potential to be used in many more settings. The success of this programme lies in the belief that art by its very nature celebrates individuality and allows everybody to make a creative contribution to society. The tradition of art as a form of expression of the community is universal and offers a catalyst for bringing people together.

This programme is designed for people of 12 years of age and up. The purpose of the Body Mapping Programme is to explore both personal identity and the role the individual can play in the larger community. In order to explore this theme a combination of activities will be used including group discussions and a range of art practices and techniques. The participants will create a **Body Map** expressing their personal identity through the illustration of their life's story so far and their aspirations for the future.

The Body Maps will be exhibited together as a collective piece of work to celebrate the culmination of the programme. This exhibition is in actual fact a crucial part of the process as it fulfils the community aspect of the programme. By displaying the Body Maps together the individual's place within the wider community is celebrated. By the nature of the programme and due to the participants shared and similar experiences of life in their community, clear connections and links will be evident between individual Body Maps.

Programme Objectives:
:: To develop stronger relationships and bonds between participants through a shared endeavour strengthening the community

:: To generate work by members of the community for display within the community

:: To encourage participants to express themselves orally and visually

:: To encourage discussion of the role individuals can play in the larger community.

Importantly, this programme will empower the community to produce art completely irrespective of their access to resource material or perceived cultural, class and sociopolitical restrictions. The act of creating art within the community will empower people to express their communal identity and experience of life rather than look to external sources for expression and identification.

PROGRAMME DESIGN

WHAT IS A BODY MAP

A Body Map illustrates the story of someone's life. A Body Map is normally on a large scale as it involves someone lying down on a piece of paper and tracing around their outline. This outline is then coloured and decorated, making it as personal as possible to the individual. The background of the Body Map often contains both text and symbols to represent different aspects of the person's life. Below are some examples of Body Maps to give you a clearer idea of what the finished product may look like:

[Body Mapping Examples]

CREATING A BODY MAP
Outlined below there are five steps to creating a body map:

Step one

Draw outline 1 – Future   Draw outline 2 - Past (outlines should overlap)

Step two

Fill shapes created by overlapping bodies with different colours / shades (stick roughly to a colour scheme.) Each outline should have its own basic colour. e.g. use green, blue and red.

Step three

Add patterns along edges and inside some small shapes. e.g. Dots, stripes, zig zags.

Step four

Add body adornments to add personality e.g. necklace, ring, shoes, sunglasses etc.

Step five

Paint background around the figure. Add symbols in background to represent different aspects of identity.

THE FACILITATION TEAM

Lead Facilitators

The responsibilities of the lead facilitators fall under the categories of Programme Coordinators and Trainers.

As programme coordinators the lead facilitators establishes the programme. They liaise with different youth and community organisations to gain their involvement and recruit participants. They recruit support workers and support facilitators. Importantly the lead facilitators organise the training sessions.

As trainers the lead facilitators oversee the training sessions, provide the expertise, and complete the bulk of teaching. They are assisted in this training by support facilitators.

(N.B) The lead facilitators will have received training in how to run this programme.

Duties of the Lead Facilitators include

:: Organise venue for sessions and potentially separate venue for exhibit

:: Organise time slots and bookings

:: Enrolment of participants

:: Sourcing resources and materials

:: Network with an existing organisation in the community

:: Oversee and manage the support facilitators

:: Arrange for a ceremony to go with exhibition:
   photos, press, food, invites, promotion, certificates

:: Responsible for health & safety and proper use of facilities

Support Facilitators

The role of the support facilitator is to assist the lead facilitators in the delivery of the programme art sessions. Their primary role is facilitation of the team exercises and small group exercises. Support facilitators also contribute to all other aspects of the art sessions and body mapping as directed by the lead facilitators.

PROGRAMME STRUCTURE

The Programme is divided into five art sessions. Over the course of the five sessions participants will produce personal Body Maps. Upon completion of Body Maps participants will then prepare a presentation for the exhibition. Once all participants have completed their Body Maps and prepared presentations there may be time to hold a rehearsal of the exhibition. Finally the participants will host an exhibition of the body maps.

Outputs

:: Body Map artwork produced by the participants

:: Participants host exhibition of the Body Maps

Outcomes

:: A shared experience of producing art and working together on a creative process

:: An exploration of the individual's identity and the role they can play within the community.

:: A celebration of the individual and the community as a whole through the exhibition

These in turn will lead to the achievement of the programme objectives outlined above.

SCHEDULE OF PROGRAMME CONTENT

SESSION ONE

Exercise	Page #	Suggested Time (minutes)
Welcome	136	**5**
Icebreakers	136	**10**
Introduction to Programme	136	**10**
T-Shirt Design and Fashion Show	136	**35**

SESSION TWO

Exercise	Page #	Suggested Time (minutes)
Welcome and Recap	137	**5**
Icebreaker	137	**5**
One Word	137	**10**
Body Map Outline	137	**35**

SESSION THREE

Exercise	Page #	Suggested Time (minutes)
Welcome and Recap	138	**5**
Icebreaker	138	**5**
Working with Symbols	139	**15**
Creating Your Own Symbols	139	**20**
Symbols on your Body Map	140	**15**

SESSION FOUR

Exercise	Page #	Suggested Time (minutes)
Welcome and Recap	141	**5**
Icebreaker	141	**10**
Discussing Community	141	**15**
Embellish your Body Map	141	**20**

SESSION FIVE

Exercise	Page #	Suggested Time (minutes)
Welcome and Recap	142	**5**
Ice breaker	142	**10**
Planning Exhibition	142	**20**
Complete Body Maps	142	**25**
Prepare Presentations	143	**40**

Exhibition	143	**90**

3.2 EXERCISES: SESSION ONE

WELCOME

Welcome the participants. Introduce the team of facilitators. Provide an overview of health and safety information as required.

Materials: Name badges, coloured pens

ICEBREAKERS

Icebreakers at this stage of the training should encourage and help participants to get to know one another. For example name games, likes and dislikes, etc. See Appendix: 'Icebreakers'.

Purpose: Icebreakers have a variety of purposes; they make people feel comfortable, ease nerves, re-energise, mix up comfort groups to get to know new people, form new groups, while getting participants to lead icebreakers is a good way to build confidence

Materials: Conditional on chosen icebreaker

INTRODUCTION TO PROGRAMME

Facilitators provide a brief overview of the programme without giving too much detail. Introduce the idea of art as a means of self expression and discuss the theme of identity. Facilitator should address house-keeping issues at this stage. Use this time to take any questions the participant might have at this stage.

Purpose: To ensure that participants are clear on the objectives and schedule for the programme. Introduce the idea of art as a means of self expression and discuss the theme of identity

Materials: None

T-SHIRT DESIGN AND FASHION SHOW

Each participant is given a T-shirt. Participants are encouraged to decorate the T-shirt using their name and various symbols depicting their hopes/ambitions, likes/dislikes etc. At the end of the workshop the volunteers and participants could display their work in a fashion show.

Purpose: To begin to put the theme of identity into practice

Materials: T-shirts for each participant, art materials

3.3 EXERCISES: SESSION TWO

WELCOME AND RECAP

Welcome the participants. Ask participants what they remember from the last session and provide a brief reminder of the overview of the programme and its purpose. Run through house-keeping again. Ask if they have any questions etc.

Materials: None

ICEBREAKERS

Icebreakers at this stage of the training should encourage and help participants to get to know one another. For example names games, likes and dislikes, etc. see appendix: Icebreakers.

Purpose: Icebreakers have a variety of purposes; they make people feel comfortable, ease nerves, re-energise, mix up comfort groups to get to know new people, form new groups, while getting participants to lead icebreakers is a good way to build confidence

Materials: Conditional on chosen icebreaker

ONE WORD

Lead discussion based around the theme of identity. This is followed by a group activity where participants write one word to describe the person sitting next to them.

Purpose: To broaden participants understanding of the theme of identity

Materials: None

BODY MAP OUTLINE

Participants make a start on their Body Map by assisting one another to trace their outline on the canvas/paper. A background colour may then be added and at the end participants add hand and foot prints as they wish.

Purpose: To begin the first stage of the body map

Materials: Canvas/Paper and art materials

3.4 EXERCISES: SESSION THREE

WELCOME AND RECAP

Welcome the participants. Ask participants what they remember from the last session. Run through house-keeping again. Ask have they any questions etc.
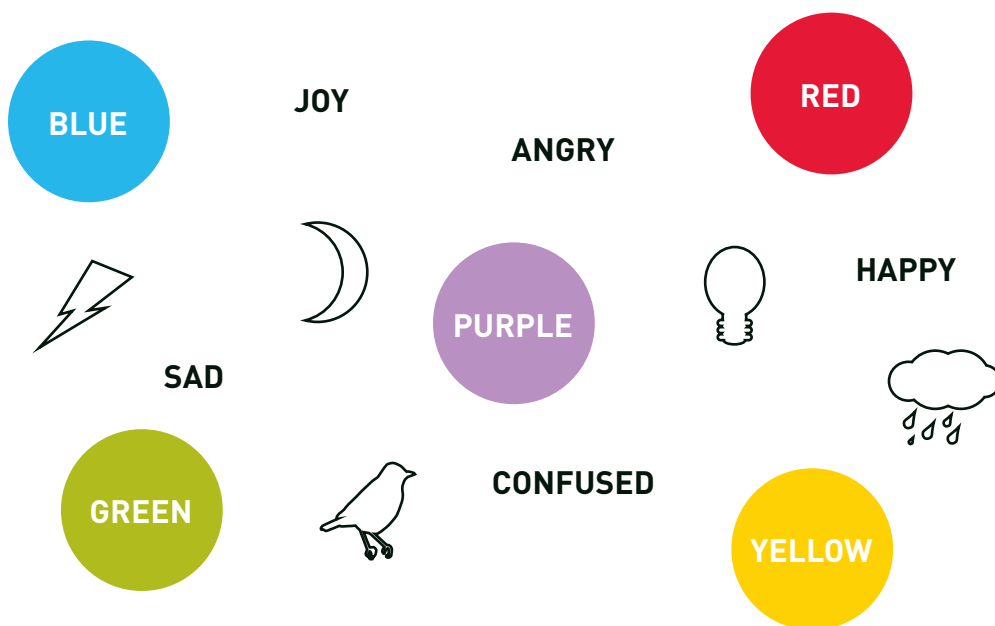
Materials: None

ICEBREAKERS

See Appendix: Icebreakers

Materials: Conditional on chosen icebreaker

WORKING WITH SYMBOLS

Introduce participants to the idea of representing their identity through symbols and colours. Participants are then given a set of symbols, text and colours and asked to put these three things together. At the end of the activity they should have a series of shapes, each with a colour and an adjective to describe it.

For example see suggestions below.

BLUE   JOY   **RED**

                              ANGRY

                                                             HAPPY

PURPLE

SAD

GREEN   CONFUSED

                                                         YELLOW

Purpose: This introduces participants to the idea of representing their identity through symbols and colours. It encourages the participants to think about symbols in a more abstract sense

Materials: Paper, art materials, set of pre-made symbols

CREATING YOUR OWN SYMBOLS

In this exercise participants will plan and create symbols they can use on their body map.

Purpose: This encourages participants to create symbols representative of their own identity and experience for inclusion on their body map.

Materials: Paper, art materials, set of pre-made symbols

SYMBOLS ON YOUR BODY MAP

Once happy with their designs the participants may begin to draw them onto their Body Maps. Participants then make a small presentation about the progress of their body maps to the rest of the group.

Purpose: To progress with the body map using symbols to represent identity and experiences.

Materials: Body Map Canvas/Paper, art materials, and template symbols the participants have made.

3.5 EXERCISES: SESSION FOUR

WELCOME AND RECAP

Welcome the participants. Ask participants what they remember from the last session. Run through house-keeping again. Ask if they have any questions etc.

Materials: None

ICEBREAKERS

See Appendix: Icebreakers

Materials: Conditional on chosen icebreaker

DISCUSSING COMMUNITY

Group discussion on the idea of community – what makes a good community? How could they make their community a better place?

Purpose: To consider the role of the individual in the community and how this, and hopes for their community, might be represented in their body maps

Materials: None

EMBELLISH YOUR BODY MAP

Participants use Community Discussion to further embellish the Body Maps. In addition participants continue to add colour and symbols to the Body Maps reflecting this discussion.

Purpose: To reflect the influence of community on identity and root artwork in the local environment.

Materials: Body Map Canvas/wallpaper, art materials

3.6 EXERCISES: SESSION FIVE

WELCOME AND RECAP

Welcome the participants. Ask participants what they remember from the last session. Run through house-keeping again. Ask if they have any questions etc.

Materials: None

ICEBREAKERS

See Appendix: Icebreakers

Materials: Conditional on chosen icebreaker

PLANNING EXHIBITION

Facilitators should lead a discussion on ideas for the exhibition, set a date and provisional time, and assign duties for the preparation of the exhibition space.

Purpose: To organise the exhibition and assign duties.

Materials: Pens and notebooks

COMPLETE BODY MAPS

Participants take the time left to complete Body Maps for the exhibition

Materials: Body Map Canvas/paper, art materials

PREPARE PRESENTATIONS

If participants are satisfied that their Body Maps are finished they can work on their presentations for the exhibitions. The presentations should be short simple statements about their work and the thought process that led to the final piece of art. If the participants take all the remaining time to work on their Body Maps they can complete these presentations at home.

Purpose: This allows participants to articulate their experience of the Body Mapping programme and explain their Body Maps

Materials: Pens and notebooks

EXHIBITION

Each participant who has a completed Body Map is given two invitations to invite family or friends to the exhibition where snacks and drinks will be provided. On the day of the exhibition completed body maps are used to create a gallery of art work around the venue while participants stand beside their own work. Invited guests are encouraged to ask questions about the body maps and to move around the gallery. At some point during the event, participants should be presented with a certificate of achievement from the lead facilitator as a way of having their hard work acknowledged.

Purpose: To showcase the work of the participants to their family and friends. The exhibition is also an opportunity to praise and recognise young people's talents and hard work to continue to build on their confidence and self esteem. This exhibition is a significant part of the programme as it brings the programme to an official end. Ideally the art work remains 'on show' for a period of time after the exhibition.

Materials: Snacks and drinks, resources required for creating the gallery e.g. tape, tacks, certificates of achievement etc.

SERVE
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Workshops for Young People

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4.1 INTRODUCTION

During the design of the toolkit we recognised, not only the importance of training volunteers to work more effectively with young people but also the importance of providing materials that will enable them to test out their new skills and knowledge with a variety of topics.

This section includes six short workshops that address a variety of issues considered relevant to young people everywhere. The purpose of each workshop is to explore a particular topic and enable young people to develop personally in this area.

The workshops include:
:: Self Awareness
:: Health and Wellbeing
:: Relationships
:: Sexual Health
:: Mental Health
:: Interpersonal Skills

**Each workshop is designed for young people and young adults
and by participating in these worksheets they will:**
:: Increase their self confidence
:: Develop their communication and group work skills
:: Increase their knowledge of topics relevant to them
:: Deepen their understanding of how they are affected by particular issues
:: Identify ways in which they can continue to develop personally.

Importantly, each of these workshops have been designed to encourage young people to identify issues that are prevalent within their own life and enable them to take positive steps towards managing them.

Each workshop could be used as basis for a longer personal development programme, for example, 'Self Awareness' could be adapted to a 4 week programme using the materials provided as well other resources, guest speakers, field trips etc.

4:2 PROGRAMME CONTENT

SELF AWARENESS

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
What is Self Awareness	148	**10**
About Me	148	**30**
My Ideal Island	148	**20**
What is Good About Me?	149	**15**
Break		**15**
Body Mapping	149	**30**
Evaluation	Appx.	**5**

HEALTH AND WELLBEING

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
Defining Health and Wellbeing	150	**15**
Healthy/Unhealthy	150	**30**
Break		**15**
Taking Risks	150	**20**
Alien Exercise	151	**20**
Anger and Violence Group Discussion	151	**20**
Evaluation	Appx.	**5**

RELATIONSHIPS

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
Types of Relationships	152	**30**
Relationship Cards	152	**30**
Break		**15**
Perfect Partner Auction	152	**30**
A Healthy Relationship	153	**20**
Evaluation	Appx.	**5**

SEXUAL HEALTH

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
Feeling Comfortable	154	**20**
Discussing STIs	154	**40**
Break		**15**
STI - True or False?	154	**20**
HIV Quiz	155	**35**
A Sexual Relationship	155	**20**
Getting Help	155	**15**
Evaluation	Appx.	**5**

MENTAL HEALTH

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
What is Mental Health?	156	**15**
Getting it Together Game	156	**50**
Break		**15**
Suicide Awareness	157	**20**
Suicide – Fact or Myth	157	**30**
Looking After Yourself	157	**15**
Evaluation	Appx.	**5**

INTERPERSONAL AND TEAM SKILLS

Exercise	Page #	Suggested Time (minutes)
Ice Breakers	Appx.	**30**
Communication Skills	158	**60**
Break		**15**
Decision Marking Scenarios	158	**40**
Nuclear Shelter Debate	158	**30**
Team Building Activities	158	**60**
Evaluation	Appx.	**5**

EXERCISES

4:3 SELF AWARENESS

WHAT IS SELF AWARENESS?
Split the young people into groups with flip chart paper and ask the question what is self awareness? Ask the groups to feed back to each other and explain further.
Purpose: To introduce participants to the concept of being 'self aware'
Materials: Flip-chart paper, markers

ABOUT ME
Participants will individually complete the 'About Me'. Explain that the rest of the group are going to see or hear the answers given so it is important only to answer questions that they do not mind sharing. Once they have completed this they can then read out their answers or pass their answers around, this is a great way for the group to get to know one another.
Purpose: To encourage participants to think about themselves in relation to what makes them unique and individual. The exercise should encourage participants to think positively about themselves and understand that difference is ok.
Materials: Pens
Worksheets: 'About Me' - Pg 161

MY IDEAL ISLAND
Participants will individually complete the 'Ideal Island' worksheet. They should identify who and what they want on the island i.e. family, food, etc, things that are important to them. Invite participants to share what they have put on their island and why.
Purpose: To encourage participants to reflect on their own life and consider what is important to them
Materials: Felt tip pens
Worksheets: 'Ideal Island' - Pg 162

EXERCISES

WHAT'S GOOD ABOUT ME?
In pairs or small groups, ask participants to write their name on the 'What's good about me?' worksheet. Their partner or other members of the small group write in what they think is good about that person. This is an affirmation exercise, only positive comments are appropriate. **Purpose:** To encourage participants to think positively about others and to feel affirmed by their peers. **Materials:** Pens **Worksheets:** What's good about me? - Pg 163

BODY MAPPING
Participants will individually complete the body mapping exercise. Then in small groups, ask participants to share their body map with others. **Purpose:** To provide participants with an opportunity to explore in depth where they have come from and where they want to go as well as identifying and exploring their own value base and what steps they need to take to move forward in their own life. **Materials:** Pens **Worksheets:** 'Body Mapping' activity - Pg 164

EXERCISES

4:4 HEALTH AND WELL-BEING

DEFINING HEALTH AND WELLBEING

Split participants into three groups, using flip chart paper and markers, each group will complete a different definition. One group will define physical health, one will define social health and the other will define emotional health. Each group will then feedback their definition. The facilitator will give input on what each of the areas include.

Purpose: To introduce the topic of 'Health and Wellbeing' to participants and to ensure that the concept is understood by the whole group

Materials: Flip-chart paper, markers

HEALTHY/UNHEALTHY

Split participants into two groups. Each group will draw around someone in their group on flip chart paper to form a figure. Ask group one to complete an unhealthy person and group two to complete a healthy person. E.g. what they eat, how they look, do they exercise, etc. Both groups will feedback and discuss.

Purpose: To interactively allow participants to explore what they consider being 'heathy' and 'unhealthy' looks like

Materials: Flip-chart paper, markers

Note: Facilitators should be aware that some issues raised by this excercise may be of a sensitive nature to some young people

TAKING RISKS

Ask participants to sit in a circle. Give each participant one of the 'Risk Cards', asking them not to share what is on their cards. Place 'Risky A4' sheet on one side of the circle and the 'not risky A4' sheet on opposite side of circle. Ask each participant to read out what is on their card and then decide if it should go on the risky or not risky side. They should then explain their decision. It is important that facilitators stress that they are not asking if they have done it, just their opinion. Only the person who has the card can speak or make the decision. Once all the cards have been placed on either risky or not risky, the facilitator should invite participants to suggest changes in relation to where cards have been placed.

Purpose: To encourage participants to consider potential risks they take in their own lives and to discuss the potential consequences of taking particular risks.

Materials: Risk cards scenarios, A4 'Risk/Not Risky' pages - Pg 165-170

EXERCISES

ALIEN EXERCISE
Split participants into small groups. Give out the 'Alien Exercise' to each group and ask them to complete the task. Each group will then present their ideas with the wider group. **Purpose:** To challenge participants view on what they consider 'normal' and important in relation to gender norms **Materials:** Flip-chart, markers, 'Alien Exercise' Handout Pg 171-172

ANGER AND VIOLENCE GROUP DISCUSSION
Facilitators will lead a group discussion that should encourage participants to think about the impact of anger and violence. They should consider the following questions to encourage discussion: What makes you angry? How can anger lead to violence? How can we manage our anger? What are the physical signs of anger? Why is it important to control our anger? Who else is affected by our anger? **Purpose:** To help participants better understand what makes them feel angry and to consider the consequences of responding negatively or inappropriately to their anger **Materials:** None **Note:** This exercise has the potential to raise issues for some young people who may have experienced violence as a result of anger. Therefore we recommend this should only be delivered by a facilitator who knows the group well and is confident in managing the discussion.

EXERCISES

4:5 RELATIONSHIPS

TYPES OF RELATIONSHIPS

Split participants into three groups. Give each group a category, Professional, Personal and Intimate and ask them to think of people that fit into that category i.e. family, neighbour, partner, teacher, one night stand etc and write them down on the flip-chart paper. Encourage participants to think about how they feel about this person, how they know them, things they do together etc. Allow the groups to swap categories so that everyone has a turn with each category. Discuss answers as a big group.

Purpose: To help participants think about the different relationships they are involved in and the nature of those relationships and to also understand there are different types of relationships.

Materials: Flip-chart paper, markers

RELATIONSHIPS CARDS

Give out the relationships cards and the list of actions. Ask participants to consider each of the relationships and then match it to an appropriate action. Once the task is complete, discuss the decisions made.

Purpose: To encourage participants to consider what is appropriate for some relationships and what it not. The exercise should also highlight the importance of appropriate boundaries within all their relationships.

Materials: Relationships Cards, List of Actions - Pg 173-177

PERFECT PARTNER AUCTION

Give each participant $160 spending money, then using the handouts they can purchase the qualities they view as most important in their perfect partner. At the end of the activity the facilitator should ask the participants about their choice and generate a group discussion.

Purpose: To challenge the participants view on what they believe to be important when choosing a partner. The exercise should show how we do not need to settle for just one thing in real life relationships and that we will be attracted to a person concerning both their physical attributes and personality. We must think of both these things when picking a partner.

Materials: 'Qualities' cards - Pg 178-179

EXERCISES

A HEALTHY RELATIONSHIP
Split participants into two groups, one will to discuss healthy relationships and one will discuss unhealthy relationships; this should not be limited to relationships that are 'romantic' by nature but should include family, friends etc. Both groups should record their responses on flipchart paper. Once completed both groups feedback and discuss. Make sure to discuss where young people can get help from if they feel they are in an unhealthy relationship. **Purpose:** To encourage participants to think about the nature of a healthy and unhealthy relationship and to help them identify ways they can get help if they feel they are involved in an unhealthy relationship **Materials:** Flip-chart paper, markers, facilitator's notes: 'A Healthy Relationship' - Pg 180-181 **Note:** Facilitator should remind participants that they should only share what they are comfortable with other in the group knowing. A discussion around boundaries at the beginning of the exercise is recommended.

EXERCISES

4:6 SEXUAL HEALTH

FEELING COMFORTABLE

Split participants into small groups. Using flip chart paper and markers ask each group to write down all the words that they know for sex, body parts or sexual activities including slang words. When finished discussing and ask young people to explain some of the words they have used. Once all the words/phrases are explained and understood by the group, ask the participants to connect some of the terms with a feeling for example, loving, aggressive etc.

Purpose: To help participants feel more comfortable with discussing sexual health. There may be some participants who are not comfortable with this exercise and facilitators will need to manage this

Materials: Flip-chart paper, markers

DISCUSSING STI'S

Split participants into small groups and ask them to discuss what they know about STI's. The facilitator will then discuss a range of common STI's, including their symptoms and treatments.

Purpose: To inform participants of the different STI's and their side affects

Materials: 'STI 's, The Facts' - Pg 182 'STI Fact Sheet'- Pg 187-189

STI – TRUE OR FALSE

Place the A4 'True' and 'False' words on either side of the room. Read out the statements and ask participants to decide whether or not they think the statement is true or false by moving to the appropriate side of the room.

Purpose: To further explore the risks associated with various STI's

Materials: A4 'True or False' pages, 'Sexually Transmitted Infections: True or False' - Pg 183-186

EXERCISES

HIV QUIZ

Either in pairs or individually, ask participants to undertake the quiz. Review answers as a Group.

Purpose: To test the participants awareness of the topic and to inform them of the facts around the issue

Materials: 'HIV and AIDS Quiz' - Pg 190-191

A SEXUAL RELATIONSHIP

Ask the group what type of relationship they think you should be in when you have sex with someone and record their responses onto flip-chart paper, e.g. a healthy, respectful, trusting relationship, long term relationship or one night stand. The facilitator should then challenge their responses with questions (see facilitator's notes for this exercise) and encourage discussion.

Purpose: To provide an opportunity for participants to explore the nature of a sexual relationship and what constitutes an appropriate healthy sexual relationship

Materials: Flip-chart paper, markers, Facilitator's Notes 'A Sexual Relationship' - Pg 192

GETTING HELP

The facilitators will discuss with participants where and how they might get help if they have any sexual health problems, queries or questions. It is important that the facilitator researches what services are available in the local area and how young people can access them.

Purpose: To discuss where young people might be able to get help and inform participants of local services that can assist with sexual health issues

EXERCISES

4:7 MENTAL HEALTH

WHAT IS MENTAL HEALTH?
Split participants into small groups. Each group will answer the question 'What is mental Health?' and record their responses on flip-chart paper and then feedback to the wider group. **Purpose:** To introduce the topic of Mental Health to participants **Materials:** Flip-chart paper, markers

GETTING IT TOGETHER GAME

Facilitators should refer to the Getting it Together Pack. Ask participants to sit in a circle. Lay out header cards on the floor where everyone can see them (these can be colour coded).
 	
   - Green – 'True or False'
   - Red – 'Why?'
   - Purple - 'What and How'
   - Blue - ' Feel Good Factor
   - Orange - 'Describe ....'
 	
Explain that you have a pack of cards, which is divided into five groups and each of these cards has either:
 	
   i. A question to answer
   ii. A statement to respond to
   iii. A task to do
 	
Explain that one at a time they will take a card. They should read the statement out and answer the question, respond to the statement or do the task on the card. Ask for a volunteer to take the first card. Encourage discussion and try to generate ideas from the group. Create a safe environment but not a situation where young people over disclose. Remind participants of the importance of personal responsibility in relation to discloser and personal sharing.
 	
Purpose: To interactively explore with participants aspects of mental health through asking questions and responding to statements. Together the participants will draw from their own experiences to look at how everyday situations can impact their mental health
 	
Materials: 'Getting it together game' cards - Pg 193-197

EXERCISES

MENTAL HEALTH

SUICIDE AWARENESS

Split participants into small groups. Each group will answer two questions: 1. What is suicide? 2. What might lead to suicide? Each group will record their answers then feedback and discuss with the wider group.

Purpose: To introduce the topic of suicide. The exercise will also allow the facilitator to gauge the level of understanding among the group in relation to suicide

Materials: Flip chart paper, markers

SUICIDE – FACT OR MYTH

The facilitator will place the ' Fact' and 'Myth' pages at opposite ends of the room. They will then read out a statement about suicide from the 'statement' section of the 'suicide; truth or myth' page. The participants will then walk to the corresponding side of the room depending on whether they believe the statement is truth or a myth. After every participant has picked a side, the facilitator will then read out whether the statement was a myth or a fact. There will also be an explanation of why the statement was a fact or myth provided alongside the answer.

Purpose: To help participants gain a better understanding of suicide and dispel common myths about suicide. The exercise should also encourage discussions and questions about suicide that help them become better informed

Materials: 'Suicide Fact or Myth' Cards - Pg 198-200

Note: The facilitator should be skilled in group work as this exercise may raise difficult emotions for young people who have been affected by suicide.

LOOKING AFTER YOURSELF

The facilitator will lead a group discussion on ways in which young people can look after their own mental health. They should ask participants to identify practical ways of improving their mental health e.g. regular exercise, talking through problems with others etc. It is recommended that the facilitator researches the local area in relation to services and other resources available to young people and mental health.

Purpose: To help participants identify practical ways they can look after their own mental health

EXERCISES

4:8 INTERPERSONAL AND TEAM SKILLS

COMMUNICATION SKILLS
Play a range of communication games with the participants. See Appendix: 'Communication Games'. **Purpose:** To explore the different skills that are required to be an effective communicator when you are part of a team **Materials:** Conditional on games chosen

DECISION MAKING SCENARIOS
Facilitators should refer to the 'What would you do' cards. Explain to participants that you have a selection of decision making cards. Ask for a volunteer to take one of the cards, read it aloud and tell the group what they would do in that situation. Repeat this process until all the cards have been chosen. The facilitator should then lead a discussion on decision making and the importance of making good choices. **Purpose:** To encourage participants to think about how they make decisions and the consequences of making decisions that have not been thought through. **Materials:** 'What would you do?' Scenarios - Pg 201

NUCLEAR SHELTER DEBATE
Facilitators should refer to the 'Nuclear Shelter Debate' activity. They should describe the scenario to the whole group and give out the scenario sheet. Split the group into small groups and give each group 15 minutes to complete the task. Ask the teams to record their decision as well as the reasons for their choice. Give out the additional information sheet. Allow five minutes only for groups to discuss any implications of the additional information. Ask each group to summarise its decisions and reasons. **Purpose:** To provide an opportunity for the group to work in teams and to encourage them to think critically and to negotiate with each other. The exercise will also challenge participants in relation to issues of equal opportunities and people's preconceptions about others. **Materials:** 'Nuclear Shelter Debate' handout, 'Nuclear Shelter Debate' additional information handout - Pg 202 - 204

EXERCISES

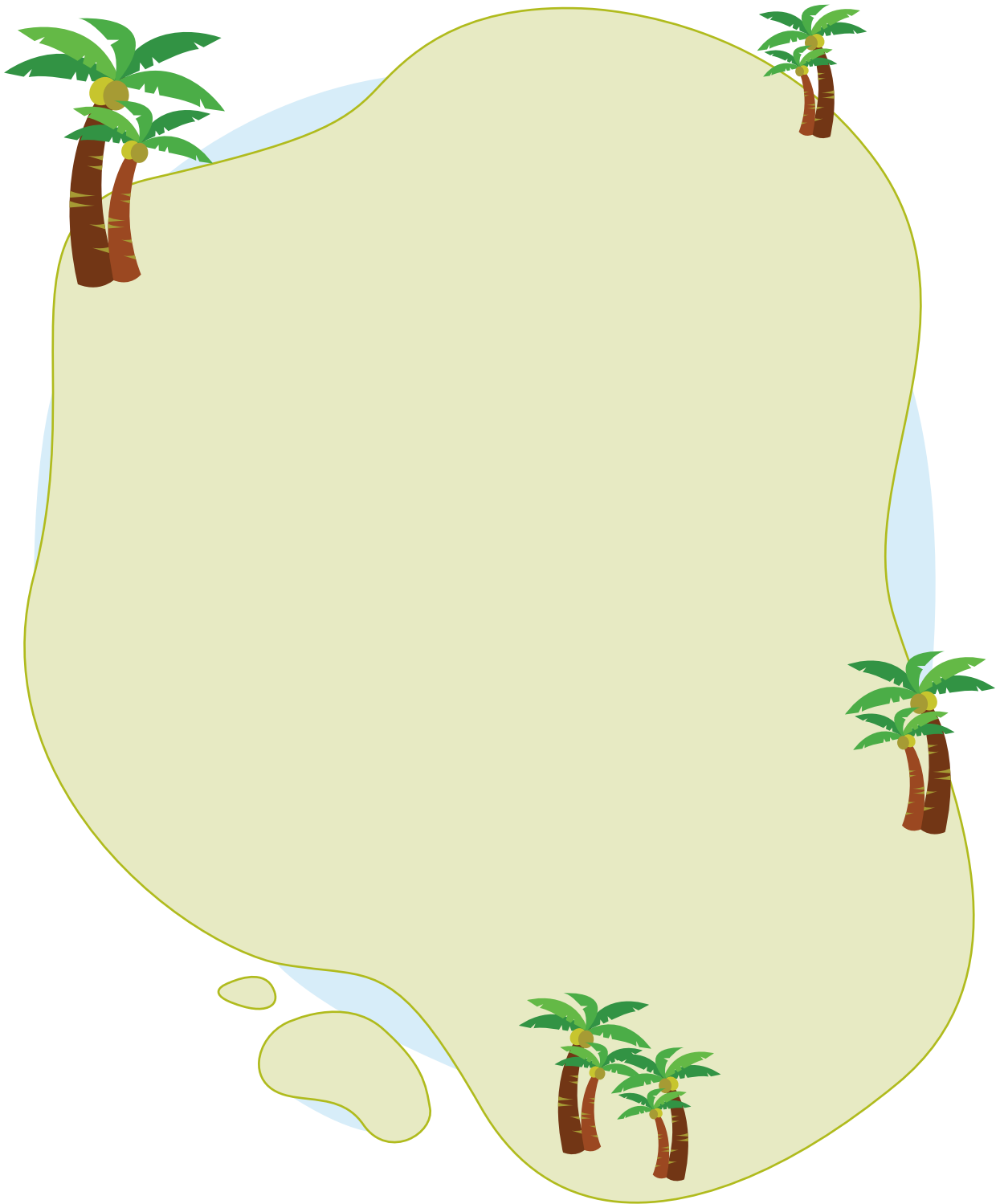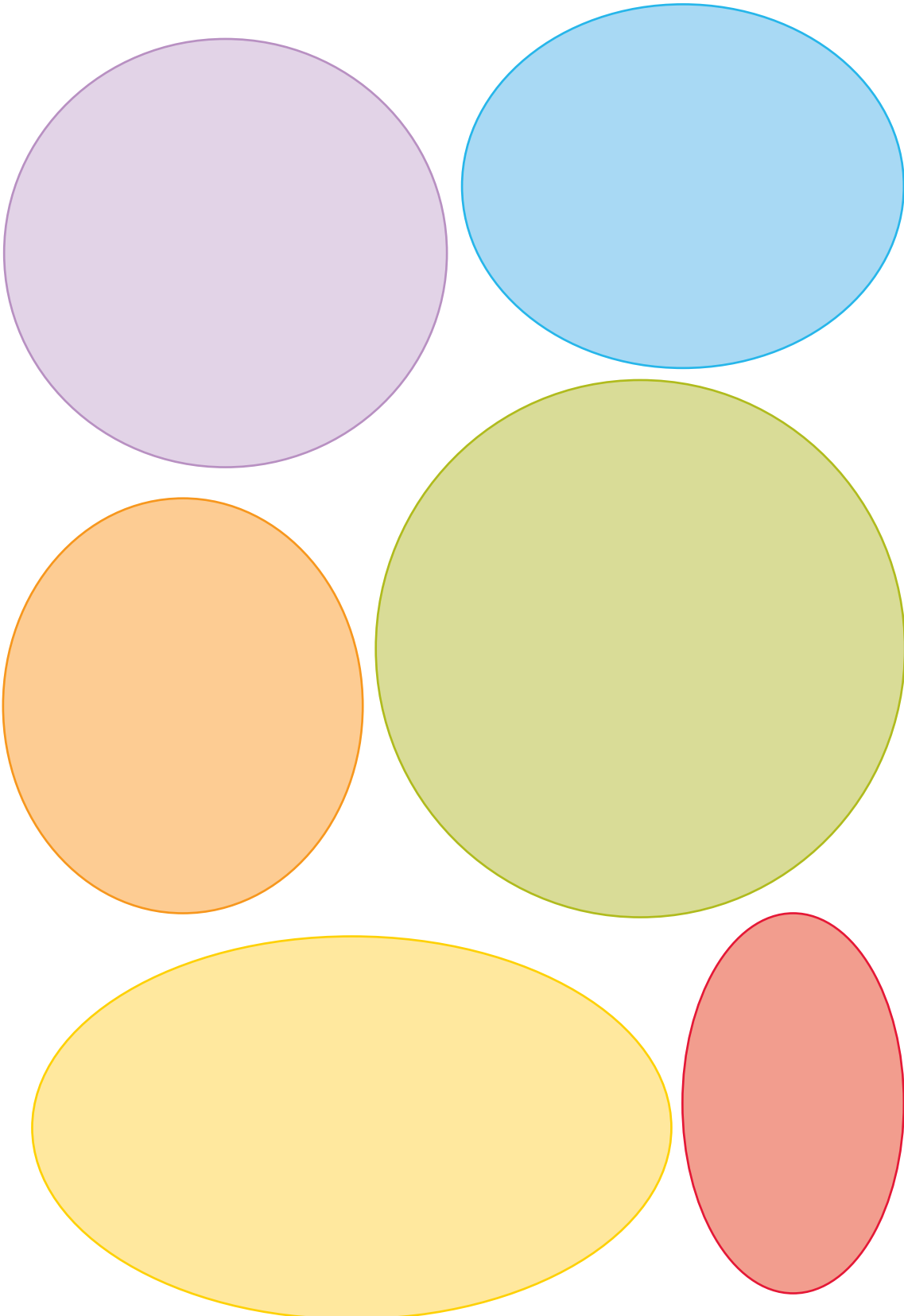| TEAM BUILDING ACTIVITIES |
|---|
| This exercise should contain as many team building exercises as possible that will encourage healthy competition between small groups. There should be prizes for the winners. Exercises are limitless and of course depend on your location, so be creative.

Exercises to consider:

- Human Knot
- Relay Races
- Land mines
- Parachute Games

Purpose: To highlight interdependence as well as promote trust and the need for team work in any successful task

Materials: Conditional on chosen team building activities |

SERVE
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Worksheets

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ABOUT ME

WHERE DID I LIVE WHEN I WAS GROWING UP?

WHAT TRADITIONS RUN THROUGH MY FAMILY?

WHO ARE MY FAMILY?

WHAT ARE SUNDAYS LIKE IN MY HOME?

WHAT DO I LIKE/DISLIKE ABOUT BELONGING TO MY COMMUNITY?

WHAT ARE THE BIG OCCASIONS IN THE YEAR FOR MY FAMILY?

WHO ARE MY HEROES/ROLE MODELS IN THE MEDIA, RELIGIOUS SETTINGS, ETC?

WHAT THINGS ABOUT ME MAKE ME A GOOD FRIEND?

WHAT ARE MY HOBBIES AND INTERESTS?

WHAT IS MY EARLIEST MEMORY OF MY RELIGIOUS IDENTITY/BACKGROUND?

MY IDEAL ISLAND

WHAT'S GOOD ABOUT ME?

BODY MAPPING

What experiences have you had that have developed you?

What do you love in your life?

Where do you want to go? What steps do you need to take to get there?

What is your vision for the future?

What responsibilities do you have?

What makes you feel happy and hopeful?

What are your roots? Where do you come from?
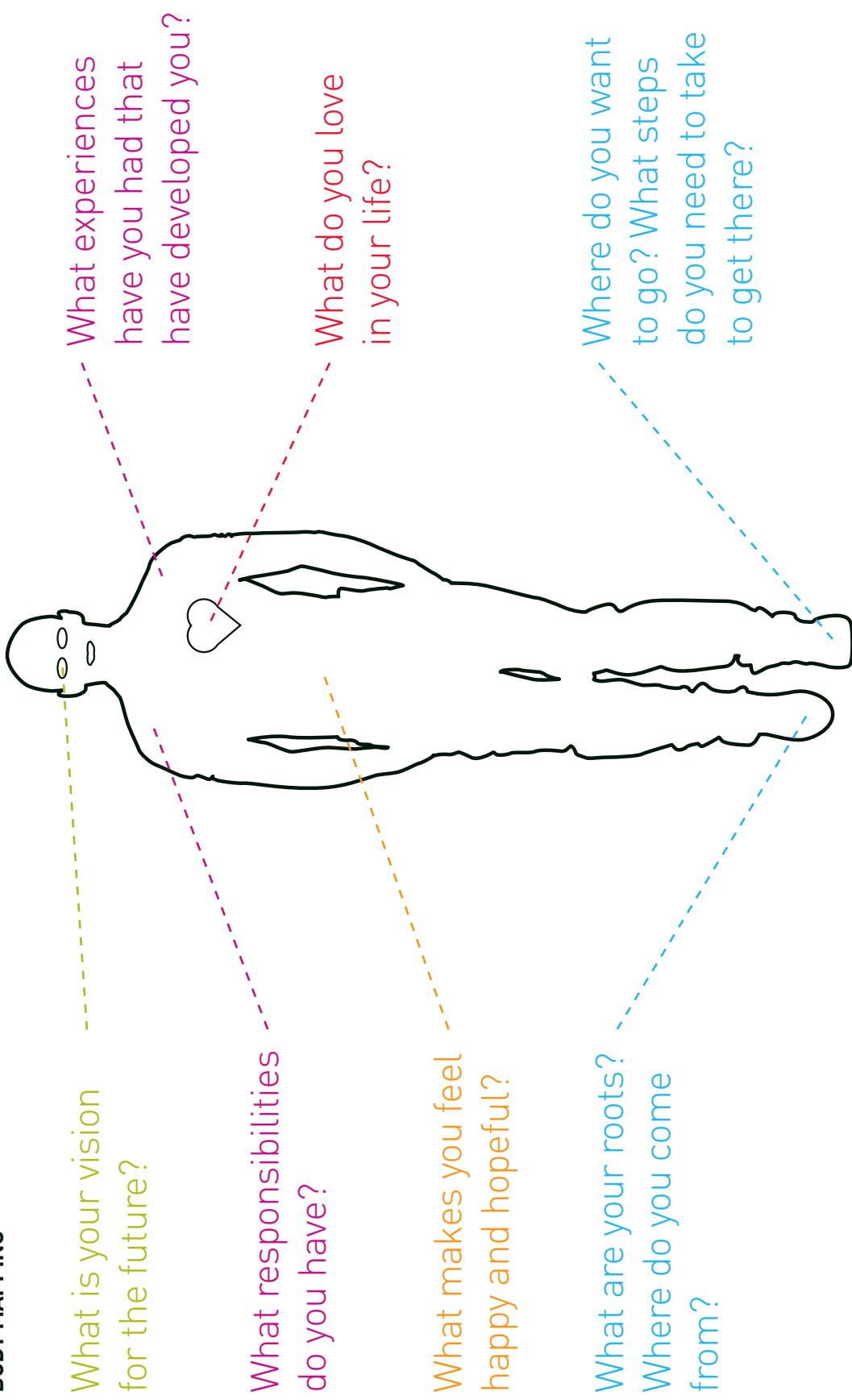
RISKY

NOT
RISKY

TAKING RISKS CARDS

Meeting up with someone you have met online	Leaving your drink on a night out
Spending all of your money in one day	Not using condoms
Leaving a nightclub alone	Binge drinking
Misusing solvents	Getting into a car when the driver has been drinking alcohol

TAKING RISKS CARDS

Not wearing a seatbelt	Cheating when in a relationship
Rioting	Carrying a knife
Drug dealing	Walking home alone at night
Not telling parents/carers where you are	Hanging around with young people who are in trouble with the police

TAKING RISKS CARDS

Using drugs at parties	A man hitting a woman
Smoking cannabis	Sleeping on the streets
Borrowing money when you can't pay it back	Going out on a date
Staying over in a friend's home	A couple having sex in a car after dark in a public place

TAKING RISKS CARDS

A woman hitting a woman

Thinking a girl means 'yes' when she says no

A young couple having sex at a party while drunk

A young man telling his friends that he has had sex with his girlfriend

ALIEN EXERCISE HANDOUT

Alien's Guide to Femininity

An alien has just arrived on Earth. It has taken the form of an adolescent female and is socialising with other young girls. It has 4 priorities:

1. To stay safe

2. To make friends

3. To fit in and be accepted by other young people

4. To be held in high esteem amongst those she socialises with

It is your job to guide the alien as to how she should achieve the above points. For example, you must advise her on factors such as:

- Appearance

- Lifestyle

- Behaviour

- Attitudes

- Relationships

- Personality

- And any others you can think of

ALIEN EXERCISE HANDOUT

Alien's Guide to Masculinity

An alien has just arrived on Earth. It has taken the form of an adolescent male and is socialising with other young males. It has 4 priorities:

1. To stay safe

2. To make friends

3. To fit in and be accepted by other young people

4. To be held in high esteem amongst those he socialises with

It is your job to guide the alien as to how he should achieve the above points. For example, you must advise him on factors such as:

- Appearance

- Lifestyle

- Behaviour

- Attitudes

- Relationships

- Personality

- And any others you can think of
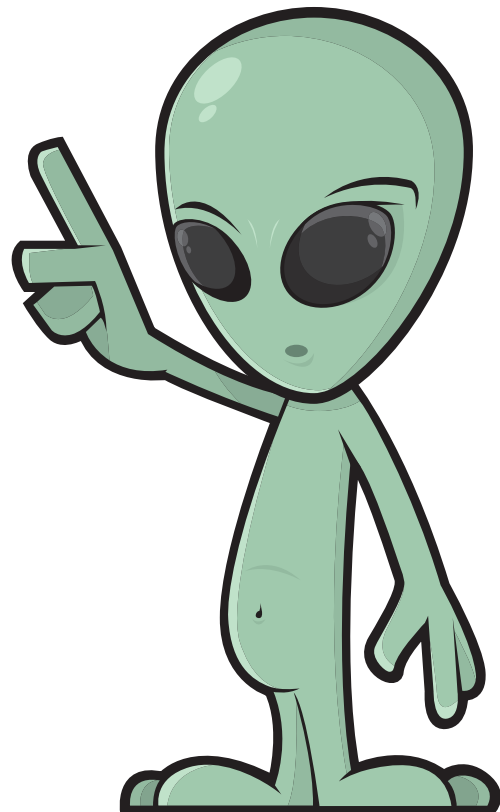
RELATIONSHIP CARDS

Best friend	Brother
Sister	**Boyfriend**
Mother	**Father**
Grandparent	**Teacher**

RELATIONSHIP CARDS

Employer	Shop assistant
Youth worker	Priest
Girlfriend	Stranger at a party
Younger pupil at school	Someone you have only met online

LIST OF ACTIONS CARDS

Losing my temper	Asking for advice about a job
Showing my new outfit	Talking about a disagreement with
Asking for a loan	Asking to borrow clothes
Talking about a teacher I don't like	Gossiping about a friend

LIST OF ACTIONS CARDS

Telling a rude joke	Sharing a serious problem about home
Asking for a date	Hugging
Going shopping with	Asking which colours suit me
Writing a letter to	Chatting online with

LIST OF ACTIONS CARDS

Crying in front of	Going to the cinema
Discussing my future	Staying over at their house
Talking about a bully	

QUALITIES CARDS

$40 Hot lips

$60 Smart

$60
Perfect bum

$40 Funny

$40 Gorgeous
hair

$40
Nice smile

$80 Hot body

$20 Friendly

QUALITIES CARDS

$60 Treats me with respect	$60 Trust each other
$40 Talking things through	$20 My family like him/her

FACILITATOR'S NOTES: A HEALTHY RELATIONSHIP

What Makes a Healthy Relationship?

- Mutual respect   - Trust

- Honesty   - Support

- Fairness/equality   - Separate identities

- Good communication

What is an Unhealthy Relationship?

- Disrespectful   - Controlling

- Abusive behaviour   - Verbal insult

- Nasty putdowns   - Gets physical by hitting or slapping

- Forces someone into sexual activity   - No communication

- No trust

FACILITATOR'S NOTES: A HEALTHY RELATIONSHIP

You might want to ask yourself…

Are you going out with someone or have you met someone who…

- Is jealous and possessive towards you, won't let you have friends, checks up on you, and won't accept breaking up?

- Wants a lot of commitment early on in the relationship – talks about or wants to live together or get engaged (even marriage) prematurely? Insists on seeing you often?

- Has a lot of mood swings – you tread on eggshells because you never know when or what will set them off?

- Is often verbally abusive, uses threats to hurt, embarrass or restrict your freedom? Uses bullying language during arguments?

- Points out traits they see as faults – uses sensitive information you have shared with them to criticise and hurt you?

- Refuses to accept that the relationship is over? As far as they are concerned it continues for as long as they decide.

- Minimises abusive moments as if each time is a total one-off. Blames you for making them act violently or abusively. Will not take responsibility for actions? Is scary? You have felt frightened of them?

- Reacts aggressively when they are angry – possibly hitting walls, punching/breaking objects, swearing or speeding while driving?

- Makes you choose between them and your family/friends?

- Uses guilt-trip phrases like "If you really loved me you would…." to control your behaviour.

If some of these examples of behaviour ring a bell – check this relationship out with someone you trust. Remember we cannot change another person. Will you be able to live a happy life if faced with this behaviour on a daily basis? Get some support and advice – being hurt or emotionally abused is never your fault!

SEXUAL HEALTH TRUE OR FALSE

Sexually Transmitted Infections (STI's)
The Facts

Sexually transmitted infections (STI's) are passed on from one person to another during sex whether penetrative sex, oral sex or other forms of sexual activity.

There are at least 25 different STI's. The most common are:-

- CHLAMYDIA
- GONORRHOEA
- HEPATITIS

- GENITIAL WARTS
- HERPES
- HIV

Some STI's are caused by bacteria, others by viruses.

Infections can be passed on during foreplay, full sexual intercourse does not have to take place e.g. fingers or mouth.

Some STI's can be treated or controlled by medication. However there is no cure for HIV but there are treatments for its effects.

Some STI's cause long-term damage to health and can even kill.

Some STI's don't have symptoms for a long time. This means that a person might be infected without realising it and pass it on to someone else.

Anyone can get an STI. Someone could get infected by having sex once with someone who is infected.

It is possible to have more than one infection at a time.

If you think that you may have an infection you should see your G.P. or go to your local sexual health clinic.

SEXUAL HEALTH AGREE OR DISAGREE

Sexually Transmitted Infections (STI's)
True or False

Listen to the following statements. Do you agree or disagree?

1. A sexually transmitted infection is an infection,
   which is passed on when you have sex.

2. You can get an STI from toilet seats and swimming pools.

3. You have to sleep around to get an STI.

4. You can only have one STI at a time.

5. The only way to avoid getting an STI is not to have sex.

6. All STI's can be cured at a clinic.

7. Using a condom always stops you from catching a STI.

8. You will always know at once when you have got
   an STI because it hurts when you have a pee.

9. All STI's will kill you.

10. AIDS is a STI.

SEXUAL HEALTH TRUE OR FALSE - ANSWERS

1. True: but it doesn't have to be penetrative sex (the man's penis is inside the woman's vagina). There is some risk of passing on some STI's through oral sex and on fingers during sexual activity.

2. False: just like you can't catch an STI from cups, by being breathed on, coughed on or from food or water.

3. False: you only need to sleep with one person who is infected once.

4. False: it is possible to have more than one STI at a time. You may not have symptoms so it is always best to get yourself checked out by your doctor or at the GUM clinic (genito-urinary medicine)

5. False: using a condom can reduce the risk.

6. False: many STI's can be cured but some cannot. Even if it can't be cured it can be controlled or future attacks prevented.

7. False: if used correctly condoms can protect against STI's, but there is still a small risk that an infection can be transmitted (oral sex). There is always a risk of infection unless it is between two people who are completely free from infection. The only way to know this is by getting yourself and your partner checked out at a clinic.

8. False: some STI's don't have any symptoms, particularly females. Other infections which are not passed on during sex can give you some of the symptoms of an STI e.g. cystitis can make it hurt when going to the toilet which you can get without having sex.

9. False: most STI's are not life threatening although HIV in the vast majority of cases has led to AIDS. Those with AIDS will eventually die.

10. False: HIV is an STI, but AIDS is a condition in which someone's immune system is so deficient that eventually they die of infections. HIV can also be transmitted through blood transfusions with infected blood, needle sharing, from pregnant mothers passing it on to their unborn child or by breast feeding.

TRUE

FALSE

STI FACT SHEET

Sexually Transmitted Infections

STI'S	CAUSED BY	SYMPTOMS	EFFECTS ON HEALTH	TREATMENT
Chlamydia	Bacteria	**May not be any symptoms for a long time.** - Discharge - Heavy periods - Inflammation - Need to go to the toilet more often - Pain/burning sensation when going to the toilet - Painful lower abdomen	If left untreated in women, it can spread to the womb and fallopian tubes. Infection here can lead to pain, blockages and infertility.	Antibiotics need to be taken for at least a week.
Genital Warts	A Virus	Growth/Warts in the genital area. These can take a year to appear after infection.		An ointment sometimes works. Otherwise treatment such as freezing the warts is necessary. Treatments can take months.
Gonorrhoea	Bacteria	Most women and men don't have any symptoms. If there are symptoms these are different for both sexes. **Women:-** - Unusual discharge - Burning when going to the toilet - Painful lower abdomen - Heavy periods **Men:-** - Burning when going to the toilet - Yellow discharge from the penis	If left untreated, it can cause serious problems e.g. arthritis or make women infertile.	Antibiotics can cure it completely.
Herpes	A Virus	Small painful blisters or sores around the genital area, which heal in a week or two. **There may also be:** - Tingling or itching - Feeling as though you have the flu - Painful sensation when going to the toilet.	A pregnant woman may infect her baby though this is rare.	There is treatment for the first episode and for people who have frequent episodes (unusual). There is also treatment to relieve the pain in the blisters.

STI FACT SHEET

		Sexually Transmitted Infections		
STI'S	**CAUSED BY**	**SYMPTOMS**	**EFFECTS ON HEALTH**	**TREATMENT**
HIV [Can be transmitted through other forms]	A Virus	Most people have no symptoms for years but most people who are HIV positive will eventually develop AIDS.	Most people develop AIDS within 8 – 10 years. People with AIDS get serious infections and will eventually die.	There is no cure for HIV or AIDS although there are drugs and treatments to delay the start of AIDS and to help people with AIDS live longer.
Hepatitis B [Can be transmitted through other forms]	A Virus	There may be no symptoms but usually they come in two stages, starting between 1 and 6 months after infection **1st stage:-** - Feeling as though you've got the flu with a cough and sore throat - Feeling very tired - No appetite - Painful joints **2nd stage:-** - jaundice for between 2 & 8 weeks - Yellowish skin and whites of eyes - Darkish brown urine - Light and clay coloured faeces - Sore abdomen - Weight loss	If left untreated in women, it can can spread to the womb and fallopian tubes. Infection here can lead to pain, blockages and infertility.	Antibiotics need to be taken for at least a week.
Syphilis	Bacteria	**Symptoms may be noticed.** - A painless sore, lasting 2 or 3 weeks on or near the genitals, mouth or anus within the first 3 months of infection. - A rash may appear on the body up to 6 months after infection. - Flu like symptoms lasting between 2 & 6 weeks.	Without treatment the infection remains within the body and many years later, may cause permanent damage to the heart, brain and other organs. Pregnant women are screened for syphilis so that treatment can be given to avoid passing the infection to the baby.	Antibiotics

STI FACT SHEET

		Sexually Transmitted Infections		
STI'S	**CAUSED BY**	**SYMPTOMS**	**EFFECTS ON HEALTH**	**TREATMENT**
Pubic Lice (crabs)	Small lice living in pubic hair and spread by close contact between bodies. Can also live on your eye lashes and bed clothes.	- Severe itching around the genitals - Small nits (eggs of the lice) on hair	None	The lice can be killed quickly by applying special lotion, which can be obtained from your chemist.
Trichmoniasis	A small parasite which infects the vagina and urethra	**Up to 3 weeks after infection** - Women may have a yellow or white discharge, which smells and causes itching - Men are less likely to notice any symptoms and may infect their partners without knowing.		A course of tablets
Thrush	A yeast called Candida albicans, often present on the skin causing problems. If the yeast multiplies it causes thrush often affecting the moist areas of the genitals.	- Thick white discharge - Possible swelling around the entrance to the vagina - Soreness and pain on passing urine - Itching in the affected area - Men experience inflammation on the penis and sometimes itching	Although it is possible to catch thrush during sex, it usually occurs without.	Women are given a course of pessaries to insert into the vagina and cream to reduce the itching. Men are given cream.

HIV AND AIDS QUIZ

1) What is the difference between HIV and AIDS?

☐ HIV is a virus and AIDS is a bacterial disease

☐ There is no difference between HIV and AIDS

☐ HIV is the virus that causes AIDS

2) Is there a cure for AIDS?

☐ Yes   ☐ No

☐ Only available on prescription

3) Approximately how many people are living with HIV worldwide?

☐ 33 Million   ☐ 23 Million

☐ 13 Million

4) Can you get AIDS from sharing the cup of someone with HIV?

☐ Yes   ☐ No

☐ Only if you don't wash the cup

5) Can insects transmit HIV?

☐ Yes   ☐ No

☐ Only mosquitoes

6) HIV can make a person ill because...

☐ It makes a person lose weight very suddenly

☐ It reduces the body's core temperature

☐ It attacks the immune system

7) Does HIV only affect gay people?

☐ Yes   ☐ No

☐ Only gay men   ☐ Only gay women

8) HIV is believed to have evolved from a similar virus found in which animal?

☐ Baboon   ☐ Chimpanzee

☐ Elephant   ☐ Guinea pig

9) What is the risk of transmitting HIV during oral sex?

☐ Just the same as anal or vaginal sex

☐ There is a 50% chance that HIV will be transmitted if one person is HIV positive

☐ The risk is very low, but increased if either person has cuts or sores on their mouth or genitals

10) Which of these drugs is most commonly used on its own to reduce mother-to-child HIV transmission?

☐ Aspirin   ☐ Tenofovir

☐ Paracetamol   ☐ Nevirapine

11) Rank the following countries from that with the highest population living with HIV/AIDS to the lowest.

☐ India   ☐ Angola

☐ China   ☐ Nigeria

☐ USA   ☐ South Africa

1.   4.

2.   5.

3.   6.

HIV AND AIDS QUIZ - ANSWERS

1) HIV is the virus that causes AIDS. A person can live a relatively normal life for many years if they are diagnosed with HIV, but they are said to have AIDS when they develop a HIV related illness.

2) NO. There is no cure for AIDS. This means it is important to be aware of prevention methods such as safe sex to protect yourself.

3) 33 million people were living with HIV at the end of 2007, and the vast majority of these people were in sub-Saharan Africa.

4) NO. It is not possible to become infected with HIV from everyday casual contact such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to infected blood or bodily fluids.

5) NO. Insects cannot transmit HIV. When taking blood from someone mosquitoes do not inject blood from any previous person. The only thing that a mosquito injects is saliva, which acts as a lubricant and enables it to feed more efficiently.

6) It attacks the immune system. HIV affects a person's immune system, which makes them more vulnerable to infections, and can make them very ill.

7) NO. HIV can affect anyone from any part of the world, no matter whether they are gay, straight, old or young.

8) Chimpanzee The SIV virus found in chimpanzees is very close to HIV. It is believed that the virus crossed species to humans.

9) The risk is low. The risk of HIV transmission through oral sex is much smaller than that through anal or vaginal sex. If the HIV positive person has bleeding wounds or gums there is a greater chance of HIV transmission.

10) Nevirapine. A single dose of nevirapine given to the mother at the onset of labour and to the baby after delivery roughly halves the rate of HIV transmission.

11) The top 3 in the world are;
1. South Africa
2. Nigeria
3. India

The next places are as follows but do not represent the country's position in the world rankings.
4. USA (Global Position - 9)
5. China (Global Position - 13)
6. Angola (Global Position - 24)

FACILITATOR'S NOTES: A SEXUAL RELATIONSHIP

The following questions can be used as a guide for leading a discussion following the exercise:

- If these things are present does it mean you must have sex?

- What if you're not ready or don't want to?

- What if these things are not present is it still ok to have sex?

- If you have had sex with this person before does this mean you must straight away again?

- Do we still need to consider these things when picking new partners, having previously had sex?

- Does sex equal love?

- If you have sex with a friend are you still friends after?

- What is more important sex or friendship?

- What is the difference between sex and love?

You should also make the participants aware that changing a relationship to a sexual one is a big step. So they shouldn't be pushed into doing something they are not ready for or don't want to do.

GETTING IT TOGETHER ACTIVITY

What and how?

How does bullying affect young people's emotional health?	**What can young people do to look after their emotional health?**
What can parents and carers do to promote their children's emotional health?	**What can make some young people feel so bad about themselves that they self harm?**
What is the difference between emotional health and mental illness?	**How does emotional health affect our school or college work?**

GETTING IT TOGETHER ACTIVITY

Describe...

Something you do to cheer yourself up when you are feeling down

Two things you have heard others say or do that hurt someone

A real life situation or one you have seen on TV where people supported and helped each other

A real life situation or one you have seen on TV where people have hurt others and damaged their confidence and self esteem

GETTING IT TOGETHER ACTIVITY

Describe...

When you did something to support someone	**When you told someone they had done well or were good at something**
A time when you felt really good about yourself	**A time when you did something to cheer someone up**

GETTING IT TOGETHER ACTIVITY

Why?

Why do some people who lack confidence and self esteem abuse alcohol and other drugs?

Why do some people care more about their physical health than their emotional health?

Why do some people feel the need to criticise others?

Why is emotional health important for everyday living?

Why are people prejudiced toward those with mental illness?

Why do some people find it easier than others to cope in difficult situations?

GETTING IT TOGETHER ACTIVITY

The Feel Good Factor

Ask each member of the group to say something they are good at

Tell the group about something you enjoyed doing recently with your family or friends

Ask each member of the group to say something they have done that they are proud of

Take a piece of paper and write down something you will do in the next few days to help you relax and feel good

Tell the person sitting next to you something you like about them

Young people to make up a question that everyone has to answer

FACT

MYTH

SUICIDE – FACT OR MYTH

Statements

1. You should never ask people who are suicidal if they are thinking about suicide or if they have thought about a method, because just talking about it will give them the idea.

2. Young people never think about suicide, they have their entire life ahead of them.

3. Females are more likely to be suicidal.

4. People who talk about suicide are just trying to get attention.

5. People who are suicidal do not want to die.

6. Once people decide to die by suicide, there is nothing you can do to stop them.

7. Suicide only strikes people of a certain gender, race, financial status, age, etc...

Answers

1. Myth – Asking people if they are thinking about suicide does not give them the idea for suicide. It is important to talk about suicide with people who are suicidal because you will learn more about their mindset and intentions. It may allow them to diffuse some of the tension that is causing their suicidal feelings.

2. Myth – Suicide is the third leading cause of death for young people aged 15-24. Sometimes children under 10 die by suicide.

3. Truth – Males COMPLETE suicide more often than females. However, females ATTEMPT suicide 3 times more often than men. Perhaps the reason fewer females complete is that they tend to choose less immediate or more reversible methods than males.

4. Myth – People who complete suicide usually talk about it first. They are in pain and often reach out for help because they do not know what to do and have lost hope. If suicide is talked about do not overlook it!

5. Truth – The vast majority of people who are suicidal do not want to die. They are in pain, and want to stop that pain.

6. Myth – Suicide can be prevented with the right intervention. Most people who are suicidal can ask for help in different ways, often sending out ˋinvitationsˋ for help.

7. Myth – Suicide can happen to anyone.

WHAT WOULD YOU DO? CARDS

(a) A friend tells you a secret about another friend. You think that what you have just heard is untrue, but the first friend will not believe you.

(b) You borrow an item of clothing from your sister/brother without asking and spill coffee on it. It will not come out.

(c) You have a part time job in a garage. Your brother asks you to borrow a tool from there one weekend so that he can work on his car. Taking tools off the premises is not allowed.

(d) A new student at your school is very unhappy. Some of the other students have been calling her names because she is a bit overweight.

(e) You are a volunteer in your local youth club. You see your friend who is also a volunteer steal some money from the manager's office. He promised not to do it again.

NUCLEAR SHELTER DEBATE SCENARIO

World War Three has been declared. A community has only one small nuclear shelter. It will take only six people. These people will form the basis of a future society, once the war is over and it is safe to come out again.

Choose six out of the following list of people who should go into the shelter.

An engineer	A farmer
A priest	A teacher
A doctor	A disabled man

NUCLEAR SHELTER DEBATE SCENARIO

A young woman	A 6 month old baby
A retired 70 year old man	A factory worker
An actor	A nurse
A construction worker	You have only fifteen minutes to decide. Write down on the paper provided, which six people should go into the shelter and why.

NUCLEAR SHELTER DEBATE ADDITIONAL INFORMATION

The farmer is 78 years old

The doctor has a PHD in classics, not medicine

The engineer is female and a recent immigrant from a neighbouring country

The factory worker is a machinist in a clothing factory

The disabled man has Down's syndrome

The teacher's main subject is art

The construction worker is a young woman

The nurse is a male and just qualified

APPENDICES

5.1 APPENDIX ONE

NAME GAMES

WHAT'S IN A NAME
Write your name on a flip-chart and give some information on it e.g. are you named after someone? What does your name mean? Do you have a nickname? Go around the whole group and do the same. Our names are a part of who we are and our identity. **Materials:** Flip-chart paper, coloured pens

BLANKET GAME
Divide your group in two. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team can not see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person's name first, wins. Whoever loses, goes to the other team. **Materials:** Large sheet/parachute

MY NAME IS...
Participants sit in a circle and each person says their name. After this each person says their name as quietly as possible. Then each person says their name as loud as possible, then as slowly possible, and as quickly as possible. **Materials:** None

MY NAME IS AND I WALK LIKE THIS...

With the group in a circle, each player takes a turn to introduce themselves and show the group a silly way of walking.... 'My name is Paul, and I walk like this...' and then each member must imitate the silly walk to get to the other side of the circle.

'I dance like this' and show a simple short dance move to be imitated.

Materials: None

SNOWBALL

Each person writes their name on a piece of paper and crushes it into a ball. Then the group has a brief paperball 'fight' until the leader calls 'stop' and asks everyone to pick up a paperball, read the name on it and find and greet that person.

Materials: Pen/paper

BEAN BAG NAME GAME

Everyone stands in a circle and says their name. Call out someone's name and throw a beanbag to them. Ask them to do the same. They must not throw it to the people directly beside them or to someone who has already had a go. This continues until everyone has taken part and the bean bag comes back to the leader. It is important for everyone to remember who they have received the bean bag from and thrown it to. Repeat the exercise, following the same sequence, introducing new beanbags. See how many the group can handle.

Materials: Minimum of five Beanbags (use balls if bean bags are unavailable).

CATCH MY NAME

A fun way of learning names. The group stands in a circle and begins by throwing a beanbag or bouncing a medium-sized ball, such as a children's football, across the circle from one person to another. Make sure people are ready to throw and ready to catch. Eye contact is important. Now, introduce yourself as you throw or bounce the ball across the circle – "Hi, I´m David". Once everybody has had a go at that, continue the game but this time say the name of the person that you are throwing to – "Jessica to Kevin". The group should ensure that everybody receives the ball. One way of doing this is for everybody to hold one hand up until they have caught the ball or each person folds their arms when they have thrown it.

:: As a variation, the catcher can call out the name of the thrower

:: Ask everybody to call out the name of the thrower

:: More balls can be added in so that it develops into a group juggle

:: Don´t make name games into an actual test – people are less likely to learn names if they feel pressurized. Keep it light and enjoyable

:: A useful adaption for language learner – use word categories so that each person throwing the ball must say a word in the name category.

Materials: Medium sized balls

NUTTY NAMES

Going round a circle, people introduce themselves by adding a word beginning with the same letter as their first name, for example, "Peculiar Pete", "Jumping Josephine" or "Sorted Sid". They could also add an action.

:: To help remember the names, you could pass a ball around the circle with each person saying the nutty name of the person they are throwing to

:: Or, you could go round twice and the second time they must say the name and do the action of the person on their left

:: Even the simplest name games do help you to remember names – it has been scientifically proven.

Materials: None

ICE-BREAKERS AND ENERGISERS

ALL CHANGE

Get everybody to sit in a circle of chairs, including leaders. Remove one of the leader's chairs so they have to stand in the middle. The facilitator calls out a category e.g. people wearing something blue, or people with brown hair etc. If someone fits this category they have to change seats, but not to a seat next to them. This gives the person in the middle the opportunity to "steal a seat". A new person will be in the middle if the first person manages to steal a seat. This person calls out a new category and the process repeats itself. When the game facilitator shouts "all change" everyone must change seats.

Materials: Chairs

BALLOON BURST

Each participant ties a balloon to their ankle. The aim of the game is for each person to burst all other participants' balloons by standing on it. The last person with an inflated balloon is the winner.

Materials: Balloons, string

HOT POTATO

Participants stand in a circle. Music is played while two balloons are passed around the circle in opposite directions. When the music stops the two people who are left holding the balloons must race to burst their balloon by sitting on it. Add more balloons and repeat the game.

Materials: Balloons, music

ELEPHANTS AND GIRAFFES

Participants stand in a circle. One person stands in the middle and points to someone and shouts "**Elephant**" or "**Giraffe**".

Elephant: The person pointed to uses his/her arm as a trunk. The elephant's ears are formed by the people on either side lifting their outer arms so their hand touches the elephant's head.

Giraffe: the person pointed to lifts his/her arms together above their head to form a giraffe's head and neck. The persons on either side squat down to form the strong body of the giraffe.

If anyone makes a mistake they are out and have to sit down. This game can be extended, modelling other animals.

Materials: None

ALPHABET SOUP

Lay out **26** pieces of paper around the room each with a different letter of the alphabet written on it. Ask participants a question e.g. their name, favourite food, colour etc. Each participant should move to the letter that matches the first letter of their answer. Discuss answers with the wider group.

Material: Pens, paper

NEWSPAPER HITTING

Get the group into a circle, with one member in the middle holding a rolled up newspaper. The player with the newspaper shouts the name of one of the other participants. This participant has to shout a name of another group member, before the person with the newspaper can hit them. If the person with the paper can hit someone before they call out another name, they are back in the circle and the other person takes over the newspaper.

Materials: Circle of chairs, newspaper

CONCENTRIC CIRCLES

The participants stand in two circles – one on the inside and one on the outside. Both circles must be facing each other. A group facilitator reads one question at a time – preferably from a list devised by the participants. The first question might be to ask the person you are facing their name. Then everyone on the inside must move one person to the right. Then another question is asked i.e. favourite pop group, where you live, hobbies, favourite food, sport, and so on. More exciting and random questions could be added.

Continue like this until everyone on the inside circle has met everyone on the outside circle. The purpose of the activity is to talk and listen to one another and to find out more about the people in the group.

Materials: List of prepared questions

ADVERTISEMENT GAME

Get participants to write a short advertisement on themselves without mentioning their names. All advertisements are brought together and participants try to guess which belongs to which group member.

Materials: Pens, paper

FIND YOUR PARTNER

Write names of pairs (Mickey/Minnie, Salt/Pepper etc) on paper and stick to participants' backs. Participants should not see the name on their back. The object of the game is to find your partner without speaking.

Materials: Pre written post-its of famous couples

GRAND NATIONAL

For five minutes everybody is a horse in the Grand National! Instructions for the leader to call out are as follows:

- :: Canter: All to tap their own legs lightly and slowly
- :: Gallop: More speed tapping own legs
- :: Left: Turn to person on left and tap their knees
- :: Right: Turn to person on right and tap their knees
- :: Jump: Jump out of seat like jumping a hurdle
- :: Double Jump: As above, only twice in quick succession
- :: Water Jump: Jump, and hold your nose on the way down
- :: Whip: Slap the whip and shout 'yeehaw'
- :: Rickety Bridge: Rattle over a bridge – with sound effects
- :: Photo Finish: Smile for camera, and say 'Cheese'

Materials: None

FRUIT SALAD

A game that is easier to play than to explain – and great fun! Everyone thinks of the name of a type of fruit. The object is to say the name of somebody else´s fruit three times before they can say the name of yours. Before you begin, go round the circle with everybody naming their fruit – they must all be different.

Person **A** steps into the middle of the circle. Let´s assume their chosen fruit is "apricot". **A** then has to try to say the name of one of the other fruits (e.g. "kiwi") three times really quickly. Whoever chose kiwi as their fruit (person **B**) has to start saying "apricot, apricot, apricot" straight away. However if **A** manages to say "kiwi" three times before **B** starts saying "apricot, apricot, apricot" then **B** has to be in the middle and **A** joins the circle again. **B** then has to say the name of anybody else´s fruit three times and can only be stopped by that person saying the name of **B´s** fruit. When people get good at this, it is quite difficult for the person in the middle to get out again. They have to keep trying to say the name of different people´s fruit until they catch someone out.

Materials: Chairs

TRAFFIC LIGHTS

A physical warm-up game. The leader calls out traffic light colours in any order, trying to catch people out.

:: "Green" – Walk/run around the space

:: "Amber" – Stand on one leg without over-balancing

:: "Red" – Stop still – or lie down on the ground!

Materials: None

COMMUNICATION AND TEAMWORK GAMES

LINEUP

Ask young people to line up. Works best with 8-10 in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of....

:: Height, from smallest to tallest

:: Birthdays, from January through to December

:: Shoe size, from smallest to largest

:: Alphabetical first names (A-Z)

:: Alphabetical mothers first names

:: Alphabetical grandmother's first names!

:: Anything else you think up

Materials: None

OBSERVATION GAME

Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

Materials: None

COMMUNICATION

Two people sit back to back. One person is given a page with a simple pattern on it. This person has to describe the pattern to the person other who then draws it on a blank A4 page. The winners are the pair who get the best resemblance.

Materials: Pre drawn pattern, paper, pens

1-2-3

Arrange the group into pairs.

Allocate one person in the pair as ´A´ and the other person as ´B´.

Invite each pair to count One, Two, Three alternatively – i.e. person A says One, person B says Two etc. They should spend a few moments doing this.

Then encourage pairs to speed up.

Ask that instead of saying ´**one**´, participants use a clap; so the sequence (with each word or action said alternatively) is ´**Clap, Two, Three**´.

After some moments of doing this ask that instead of saying ´**two**´, that this be replaced with a ´Jump´; so the sequence now goes ´**Clap, Jump, Three**´.

Again, allow a few moments for each pair to do this before replacing three with a ´Farmyard noise and suitable action´ so the final sequence is now ´**Clap, Jump, Farmyard noise & action**´.

Materials: None

LEADER/FOLLOWER

Divide participants into pairs.

One person agrees to be ´the leader´ and the other agrees to be ´the follower´. Explain from the outset that these roles will eventually be reversed.

The leader holds out their hand, palm forward, about 20- 25 centimetres from the follower´s face. His/her fingertips should be at the same height as the follower´s forehead and the heel of the hand even with the chin.

The follower must try to maintain the same spatial relationship (distance between the palm and the face), as the leader guides the follower through a variety of movements and positions.

Advise the leaders to be aware of their surroundings.

After a few minutes, the leader and follower change roles.

Open up the discussion with questions like:

:: Who preferred leading? Why?

:: Who preferred Following? Why?

:: How did it feel to be the leader/follower?

Materials: None

TEN SECOND OBJECTS

In small groups. The name of an object is called out and the group has to make the shape of that object out of their body shapes, while the leader counts down slowly from ten to zero. Usually every group will find a different way of forming the object. Examples could be:

:: A car

:: A ship

:: A washing machine

:: A fire

:: A clock

Materials: None

ROLE PLAYS

In pairs, participants are labelled A's or B's. The facilitator chooses a role play and gives each partner a certain role to act out, this can be done separately so A's and B's are unaware of each others roles. When the facilitator says 'action' each pairs acts out their role. In all role plays each participant must commit to their role and exaggerate feelings for the purpose of the exercise. It is recommended that a number of role plays are carried out as well as a facilitated discussion on each to draw out learning.

Purpose: To explore the impact of both positive and negative communication in a fun, interactive environment

Suggested role plays:

Friends

A: Asked to speak about something they enjoy doing e.g. sports, art

B: Asked to ignore their partner explicitly and appear disinterested

B: Asked to speak about they feel passionately about

A: Asked to turn the conversation around and to make everything about themselves

Parent and child

A: Parent is very angry that the child has done their housework

B: The child receives an A+ in an exam and is running home excited to tell his parent

HUMAN KNOT

The whole group forms a large circle and slowly walks toward the centre. Everyone should now try to hold hands with two other people across the circle. When there are no free hands, the leader breaks the link between any two people and the group have to carefully untangle themselves into a line – without talking. You may end up with the whole group in one line or two or more smaller groups. Believe it or knot, it works!

Materials: None

CLAP CLAP

Invite the group to form a circle, stand still and to close their eyes.

Acknowledge that participants have been asked to think about moments in their lives that may have been difficult or challenging to them. Recognize that some stories have been heard, whilst other stories have not been heard. Encourage everyone to take a moment to silently reflect, and to acknowledge both their own and other people´s stories, heard and unheard.

Ask participants to re-open their eyes.

Invite each young person to touch the finger-tips of the person next to them. Take a step back if more space is needed so that everyone can stand in the circle forefinger to forefinger.

Ask the group to concentrate. They are going to attempt to clap their hands simultaneously with the facilitator leading.

Repeat twice.

Next, advise participants that no-one will lead the clap; instead the group will try to sense the right moment and try to clap together.

Repeat two or three times.

Materials: None

GUESS THE LEADER

The group stands in a circle. One person (the detective) leaves the room. Somebody in the circle is chosen as the leader. The leader begins making a simple repeating movement which everybody copies. The detective returns and stands in the centre of the circle. Every now and again the leader should change the movement. Everybody else changes as soon as they realise. The rest of the group should try not to look directly at the leader, so that they do not give him/her away. The detective tries to spot the leader and as soon as he/she does, the game is over and a new detective is chosen.

A good leader will be able to change the movements subtly or even quite blatantly without giving anything away through facial expression. The group as a whole can soon become proficient at playing this game – which really does help develop group awareness.

Materials: None

BEAR TRAPS

Mark out grids on the floor using rope, tape or whatever you have at hand. This should correspond to a map showing the only safe route across the trapped area. You need two teams to compete. Each team competes to get everyone across the field. The team should cross in a line, holding hands. They are not allowed to talk to each other at all. If anyone in the team says anything the group must begin the crossing again. If a person steps on a bear trap he/she goes to the back of the line, and the whole group must begin the crossing again. This game can be varied by imposing a time-limit of 15 minutes so the group must cross before the time runs out. If somebody in the group talks, one minute is taken off their time.

Materials: Rope, tape, paper, map

COUNT TO 20

Sit or stand in a circle. The idea is for the group to count to twenty, one person saying one number at a time. Somebody is chosen to start the count. Anybody can say the next number – but if two or more people speak at the same time, counting must start again from the beginning. It is possible to get to twenty if everybody really concentrates – but try and relax as well.

:: Try doing it with and without eye contact
:: Other variations include members of the group facing outwards and closing their eyes or counting back from twenty to one.

Materials: Chairs are optional

5.2 APPENDIX TWO

SUGGESTED INTERVIEW QUESTIONS
:: 1. Why have you applied to be part of this training?
:: 2. What kind of activities are you involved in your local community?
:: 3. What do you hope to gain from participating in this training programme?
:: 4. What would you like to see change in your own community?
:: 5. Have you taken part in any other training programmes?
:: 6. Can you tell about a time when you have been part of a team?

5.3 APPENDIX THREE

EVALUATION METHODS

THUMBS UP THUMBS DOWN
Participants stand in a circle and are asked to evaluate the session based on: Thumbs Up – Good Thumbs Down – Not so good Thumbs in the middle – Fair **Materials:** Thumbs

FLIPCHART ISLANDS
Using flip chart paper, the facilitator writes down different words to describe the evening, e.g. good, enjoying, boring, O.K, could be better, too long, interesting. They then ask participants to stand on the flip chart page that best describes the session for them. Facilitator should ask participants to elaborate or explain their choice. **Materials:** Flip chart paper, markers

1 – 10
Ask participants to rate the session using a scale of 1-10. A variety of questions could be asked for example, on a scale of 1-10 (1 being poor and 10 being excellent) how did you find the icebreakers, food, venue, session content etc. **Materials:** None

POST IT NOTES
Ask participants to write comments on aspects of the session and the stick them up on a wall/flip chart page. The facilitator may ask for general feedback or ask specific questions. **Materials:** Post-it notes

TARGET PRACTICE

Facilitators draw a large circle on flip chart paper. They will then draw a second circle inside this and continue to add circles depending on the number of topics that need to be evaluated. The final product will resemble a target. Each circle will be given a title e.g; food, training content, venue, facilitators etc. Each target area will then be assigned a colour of post-it note. Should a participant wish to leave feedback concerning a particular area, they can write it on the corresponding colour of post-it note and stick it on the relevant target.
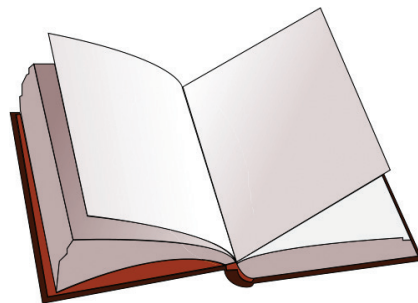
Materials: Flip chart paper, post it notes, pens

DAILY EVALUATION

Use the Daily Evaluation sheet to help participants identify what they enjoyed most and least about the session, key learning (a 'light bulb moment') and what they would like further information on.

Materials: 'Daily Evaluation' sheet

DAILY EVALUATION

EVALUATION

QUESTION 1
Did you learn anything new from participating in the programme?

QUESTION 2
Did the programme help you to build relationships with fellow participants from a different community?

QUESTION 3
Did you have a chance to talk/learn about things that were interesting or challenging to you?

QUESTION 4
What have you enjoyed most about the programme?

QUESTION 5
What have you least enjoyed about the programme? What would you change? How could the programme be improved?

Thank you for taking the time to complete this evaluation.

PARENTAL PERMISSION FORM

AS A PARENT OR GUARDIAN, I GIVE PERMISSION FOR:

Child's name:	

TO PARTICIPATE IN THE FOLLOWING ACTIVITY OR EVENT:

Event or Activity:	

AT THIS TIME & DATE:

Time:		Date:	

PARENT/GUARDIAN DETAILS

Parent/Guardian name:	
Home Phone:	
Mobile/Cell Phone:	
Address (including Postcode):	
Relationship to Child:	

DIETARY REQUIREMENTS OF PARTICIPANTS

SPECIAL NEEDS OR REQUIREMENTS OF CHILD

Signature:		Date:	

CERTIFICATE OF COMPLETION

This is to certify that

_____

has successfully completed

_____

Signature

Date