



# Life-skills, Leadership and Limitless Potential (LLLP)

## 12-session programme



Programme designed by Abi Billingham

Please contact Kate D'Arcy regarding any questions or feedback you might have:  
[kate.d'arcy@beds.ac.uk](mailto:kate.d'arcy@beds.ac.uk)



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# Introduction

We should not underestimate the difficulties that children and young people can face when coming into new groups. Experiences of school, family and peer groups may inform their comfort levels in the group setting and their confidence and capacity to take advantage of the opportunity that is on offer. If past experiences of groups involve feeling anxious, intimidated and embarrassed then they may enter the setting with a range of behaviours which serve as a barrier to their engagement. Compounding this may be young people's experience of sexual violence and exploitation, which can add multiple layers of complexity in regard to individual need and group dynamics.

Our role as facilitators is, first and foremost, to create a space where - as much as possible - all participants can feel safe, regardless of experiences and background. This is no easy task when working with 'high risk and high vulnerability' young people. But it can be done, and to great effect! While working to group objectives, we must also be acutely aware of, and responsive to, individual need in this setting. Please refer to the preparatory checks that we suggest in the introduction to this toolkit.

Wherever possible, we should be aiming to create a fun and relaxed space where young people who have experienced sexual violence can develop their critical thinking and other life skills; a supportive and welcoming peer network; and a place where they are able to develop a sense of clarity and control over their identity, competence and place in the world. We want to create spaces where young people who have experienced sexual violence can take power and use it for their own and other people's good. Embedding participatory principles and techniques in our practice is, we believe, one way to do this!

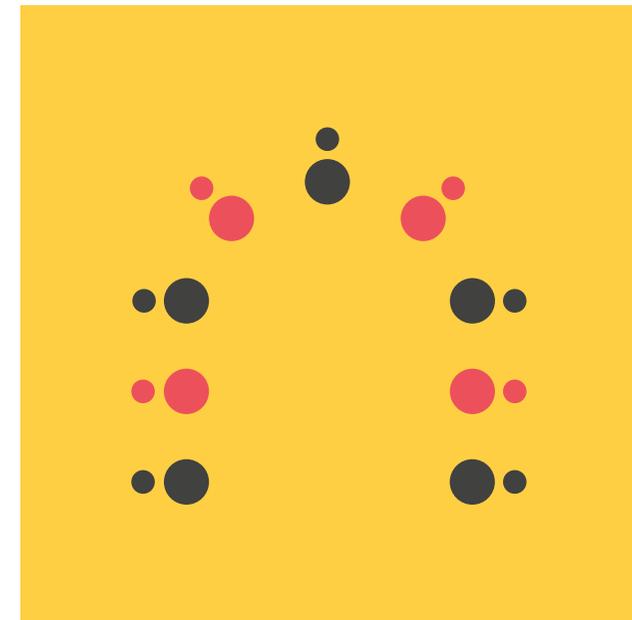
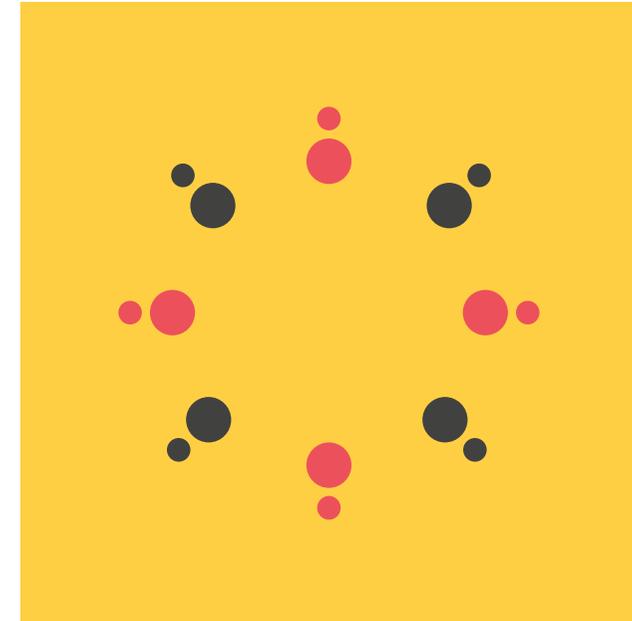
The programme is structured as 12 session plans. Each session plan is estimated to last three hours and is made up of a range of exercises and activities. You will see that the type of activity is specified (be it team work; game; energiser or group discussion). Each exercise is broken down into different stages to aid delivery. We have provided 'facilitator notes' if there are issues that need further consideration. We specify the duration of each exercise but this may vary depending on the size of your group, how much time you want to dedicate to the particular exercise or issue and whether you allow conversation to develop naturally and pursue issues that arise in the moment and that the group seem animated and passionate about.

At the end of many of the exercises there is a 'deconstruction' stage. This is where you ask the group of young people why they think you have asked them to complete the exercise, what it was like to take part and the benefits and challenges of it. This technique is useful for a number of reasons:

- From the outset you are asking and demonstrating that you believe young people are competent to think critically about the activities and discussion they are involved in.
- It encourages reflective practice where young people and practitioners share their views on the purpose of exercises and the benefits and challenges that arose.
- While this is a simple mechanism at the end of exercises, it also sets the tone of the approach - that you are placing the young people as experts, you are interested in their opinions and that they are capable of thinking and offering up those opinions.
- It creates a good opportunity for young people to practice articulating their thoughts in a public and group space.
- It can provide a good foundation for developing skills in giving and receiving constructive feedback (which is addressed later in the programme).

We advise that you consider how you set the space. Certain layouts of furniture can create physical barriers and make it hard for people to integrate and begin to feel comfortable (classroom layout, for example). A horseshoe or circle of chairs can be good for first sessions – they suggest equality and openness. Be careful though, they can also feel very exposing if you are uncomfortable in groups.

Examples of good furniture layouts



## Introductions and games:

Rather than repeat the same welcome and introduction for each session in this toolkit, we have outlined below how we would begin each session from session two. Session one has a longer version of this and a greater focus on creating a safe space. We assume that you will begin each session with an introduction and welcome such as this, and therefore have not written it into the session plans.

We have provided a game for each session. Some of these are exercises for team building, energizing, getting to know each other or for calming the group and encouraging a shared focus. You can of course make up your own games should you want to.

## Overview of sessions

- Sessions 1 – 3: setting the scene. These focus on creating a safe space and exploring the key concepts of the projects such as: sexual violence, young people’s participation, child and human rights.
- Sessions 4 – 7: developing life-skills. These include: effective communication, assertiveness, giving feedback, debating and presenting.
- Sessions 8 – 10 : developing project ideas for the young people’s efforts to prevent sexual violence. We are assuming that they will continue to work beyond the life of the 12-session programme in order to bring those ideas into reality!
- Sessions 11 – 12: reviewing learning, measuring change, endings and evaluation. These sessions are important at the end of the project to help young people review their progress and to safely end sessions together.

## Session 01

**Creating a safe space;  
getting to know each other;  
project mapping;  
pre- and post-evaluation  
questionnaire; individual  
goals and outcome setting**

# Exercise 01

## Welcome and introduction

### Type of exercise:

Facilitator presentation

### Aims:

- To enable young people and facilitators to begin to get to know each other and feel comfortable in the group setting
- To create a safe space for all participants
- To ensure that all procedural requirements regarding registration and evaluation have been met

### Duration:

15 minutes

### Materials:

None



# Exercise 01

## Welcome and introduction

### Stage 1

Welcome the young people to the group. Briefly introduce all the facilitators and any specific roles they have that are important to explain. Give a very brief explanation of why you are all there.

Ask each person in the group to introduce themselves. They can provide their name, their age and perhaps a reason that made them decide that they wanted to be involved in the project.

### Stage 2

Explain any housekeeping issues that need to be shared. These should include:

- Location of toilets
- Accessibility information: toilet, lift etc
- Scheduled break times, start and end times of session
- Check that young people have satisfied all applicable registration procedures

# Exercise 02

## Truth and lies

Type of exercise:

Game

Aims:

- For young people and facilitators to begin to get to know each other and feel comfortable in the group setting
- To introduce the idea of group dynamics and assumptions and judgements and how these can undermine the safe space

Duration:

30 minutes

Materials:

None



# Exercise 02

## Truth and lies

### Stage 1:

Explain to the group that you will do an icebreaker called 'Truth and Lies'. Everyone in the group should think of one thing that is truthful and one thing that is a lie about themselves.

Explain that they should take it in turns to introduce themselves again and to tell the group their truth and lie. Their aim is to convince the group that both are truths about themselves. The aim of the group is to guess which is true and which is the lie. The group are not allowed to ask any follow up questions. They just have to guess based on what they have seen of that person in the group so far.

Once the group have attempted to guess the truth, the participant should then reveal their truth. Repeat this process for each participant (including facilitators).

### Stage 2

Once everyone has had their turn, ask the young people whether they heard anything that was surprising about other people, that they did not expect. This will often generate some interesting conversation and helps to get people 'warmed up' in a light hearted way.

# Exercise 02

## Truth and lies

### Deconstruction:

Ask them why they think you have asked them to complete the exercise. What it was like to do that exercise?

Follow up with suggesting that it is helpful to use games to get to know each other. It can also be useful to introduce the idea of assumptions and judgements we make of people in new groups or situations without knowing them. This could be going on right now in the group setting.

Ask the group what the word 'assumptions' means to them. Feedback that assumptions are when we think we know what 'type' of person someone is, just by looking at them, by what they are wearing, how they speak etc. We assume that we know something about that person because of how they 'present' themselves to us. Often, however, these assumptions can be quite limiting and inaccurate. If we don't attempt to learn about people beyond the assumptions we make, we may never get to know who they are, what experiences they have had, what we may have in common and what we can learn from each other.

One danger of making assumptions is that we don't allow time to really get to know people, that we exclude people instantly, or discriminate, because we think they are a certain 'type', or 'not like us': people whom we don't have things in common with or we don't 'like'. Explain that you will be exploring discrimination in more detail later in the programme.

### Facilitator notes:

Depending on how much time you have, you can make some important points using this exercise. Acknowledge that coming into new groups can be a very difficult thing to do and we may worry that people are judging us or we may be making assumptions or judgements about other people. Explain that you know too well that young people may be, or perceive people to be, giving them 'unwelcoming looks'. Explain that this sort of behaviour when first entering a group is understandable due to anxiety and nervousness. Sometimes this sort of hostility can be used as a defence mechanism to protect ourselves from seeming vulnerable or to exercise power over others. But explain that the way you will be working will aim to address and avoid this hostility. The aim is to create a safe space where everyone has an equal right to feel comfortable and happy to be there. Naming this behaviour and its cause and consequence so explicitly can help to undermine these negative power dynamics. It also sends a clear message that you as facilitators understand how group dynamics can work. You are making it safe for the young people to be vulnerable and/or let their defences down. If they do, the chances are that they will have a much richer experience!

# Exercise 03

## Anyone who

Type of exercise:  
Game

### Aims:

- To help young people and facilitators to begin to get to know each other and to feel more comfortable in the group environment
- To introduce an informality and element of fun into the programme
- To energise the group
- To provide an informal way of learning a little more about each other

Duration:  
20 minutes

Materials:  
None



# Exercise 03

## Anyone who

### Stage 1:

Explain to the group that you are now going to do an exercise that involves moving around quite quickly within the circle of chairs. Ask one person to volunteer to go first. That person should stand in the middle of the circle and you should remove the chair that they were sitting on. There should now be one less chair than the number of people playing the game. Facilitators should play this game too.

Explain that the aim of the person standing in the middle of the circle is to reclaim one of the chairs around the circle. They should do this by making statements that start with "Anyone who...". They should complete this statement with things that are true of them and that may also be true of others in the group. For example:

- Anyone who brushed his or her teeth this morning
- Anyone who ate breakfast this morning
- Anyone who likes pizza
- Anyone who is wearing trainers
- Anyone who has brown eyes

If the statement is true of people sitting around the circle, those people should stand up and try and sit in a chair somewhere else in the circle. They are NOT allowed to return to their own chair or to sit in a chair that is directly either side of them.

At this stage there is a lot of movement in the circle as people rush to sit in a new chair and to avoid being the person who is left with out a chair. At this point the person who has been in the middle of the circle should also try to find a seat so that they are no longer the person making the

statements and left standing. They may not be successful in this. If this is the case they continue with another 'Anyone who... ' until they manage to get a seat.

You will need to warn the group about being too rough and to be mindful that they are not hurting anyone in their attempt to secure a chair!

### Stage 2

When the person in the middle has claimed a chair, the next person left without a seat takes their turn in the centre of the circle and repeats the previous stage.

## Exercise 03

# Anyone who

### **Deconstruction:**

Once you have played for long enough (hopefully so that everyone has a go in the middle of the circle), ask the group why you have asked them to play this game.

Suggest that: it is fun; it gets the adrenalin, blood and oxygen pumping around the body so it wakes us up; we learn more about other people in the group and we change the dynamics in the group through being more physically close to each other.

## Exercise 04

# Creating a safe space: Group agreement & confidentiality

### Type of exercise:

Group discussion

### Aims:

- To ensure that young people have designed, defined, and are clear about the 'rules' by which they want the group to operate
- To illustrate confidentiality boundaries and young people making disclosures in the group setting
- To encourage young people to be in control of what they decide to discuss in the group setting
- To begin to create safe spaces for young people

### Duration:

45 minutes

### Materials:

Post-its, tube of toothpaste



# Exercise 04

## Creating a safe space: Group agreement & confidentiality

### Stage 1

Explain to the group that you will collectively create a group agreement. Explain that this will be decided by them based on how they want the group to run, how they want people in the group to behave towards each other and how they will collectively manage difficulties in the group setting if and when they occur.

Ask them to turn to the person sitting next to them to discuss briefly the 'rules' that they think should be included in the agreement. Give them five minutes to do this. You can give them post-its to record their thoughts.

### Stage 2

Next ask the pairs to shout out some of their ideas. After each idea is presented, the facilitator should consult with the wider group to:

- establish what they understand this rule to mean.
- ask if they agree that it should go into the group agreement and why.

Facilitator should keep asking for ideas that have not been discussed yet, until all the pairs have exhausted their ideas. Facilitator should encourage the group to break down concepts or actions as they could mean different things to different people. For example:

- Respect – What is this? What are people doing if they are being respectful? How would we know if someone is being respectful?
- Listening – how do we know if someone is listening?
- Participating – what does this mean? Is someone participating

just by listening? Within their own comfort zone and capacity?

If the delegates do not raise the following issues, the facilitator should do so:

- Confidentiality (see toothpaste exercise below).
- Sharing personal information, consequences for them and impact on others. Ask the group to throw out ideas of how it might impact on others if we share stories that may be distressing or re-traumatising.
- Respecting difference: explore what 'difference' might include.
- Non-discrimination: what is this? Treating people differently and unfairly because of difference.
- Creating space for others to talk. Ask the group to think about whether they are often the first to talk in group settings. If they are ask them to recognise that others in the group may not find it as easy as they do. Sometimes, holding back allows others to speak and share opinions and ideas that we may not hear otherwise. This makes the group discussion more interesting as we hear from more than just a handful of people.
- Recognising and reflecting on power dynamics - recognising your own confidence and comfort levels in the group setting and how this might effect others opportunity to speak.
- Remembering that some people might speak different languages and it is important to think about how this can be managed so that everyone benefits fully from the programme?

## Exercise 04

# Creating a safe space: Group agreement & confidentiality

### Facilitator notes:

Group work is different from one to one. The young people are sharing their ideas with more than one person. It cannot be guaranteed that people in the group will keep their information confidential. No matter how much we feel committed to the group agreement and confidentiality, professionals and young people do break confidentiality – often without thinking about it or doing it deliberately. Young people may want to share personal information, but they should be mindful about how they do this because of how it might impact on them and how it might affect others in the group who are less ready to share personal stories and who may have had very different experiences and outcomes.

Facilitators will need to set boundaries and expectations in regard to whether they are creating a space where young people can feel safe to disclose or share personal experiences. This may depend on the history of the group and whether they are used to working with each other. It will also depend on the risk assessments that were completed prior to the programme.

# Exercise 04

## Creating a safe space: Group agreement & confidentiality

### Stage 3

Ask the group to explain what they understand confidentiality to mean. Once they have offered their explanations you can summarise using the following statement:

#### Confidentiality

'Confidentiality' means that any information shared with someone in trust can only be passed on to someone else with the agreement of the person disclosing it.

Next explain what your boundaries are regarding confidentiality. These will vary depending on country and service context. As standard these should be that you will break confidentiality when:

- Someone discloses information that makes you believe that they or another young person or vulnerable adult is at risk of significant harm.
- Someone discloses information that makes you believe that a serious crime is going to be committed.
- Someone discloses information about a serious crime that has been committed and it is in the public interest to share that information.
- You discover or suspect that someone is carrying a weapon or drugs in the session.

### Stage 4

Using a tube of toothpaste ask a member of the group to squeeze out the entire contents of the tube on to a sheet of paper. When they are satisfied that they have emptied all they can, hand the empty tube to another member of the group and ask them to put all the toothpaste back into the tube. Explain that there are rules, as follows:

- They are not allowed to tamper with or damage the tube in any way
- They have to keep it clean in doing so
- They have to get every last 'smear' of toothpaste back in the tube

The group will soon come to the conclusion that it is impossible to put the toothpaste back in the tube.

## Exercise 04

# Creating a safe space: Group agreement & confidentiality

### Stage 5

Ask the group what the toothpaste exercise represents in relation to confidentiality and disclosure of personal information?

Once they have given their views, explain that:

- Once they say something in the session, they cannot take it back.
- This means that once the practitioner has heard information from young people that raises concerns, they cannot pretend they have not heard it, and they must act on it and in some cases break confidentiality.
- Others have the information and cannot 'un-know' it.
- Emphasise to the group that the space is safe and confidential and they are in control of what they choose to disclose in the session.
- However, they should make their decisions regarding sharing personal details based on the knowledge that there are boundaries to this confidentiality.
- You should also assure them that you can and will hear what they want to tell you, should they want to share difficult experiences.

## Exercise 04

# Creating a safe space: Group agreement & confidentiality

### Deconstruction:

Ask the group why it is important that we do this exercise? Suggest the following if they do not cover this:

- To establish a safe space where young people feel they are in control of what gets discussed.
- To ensure that young people understand confidentiality boundaries and information sharing processes.
- To help young people understand how to talk about things in the group setting that is 'ok' for them and for others in the group.
- To support the development of peer support and peer 'policing' in regard to group dynamics and conflict.

### Facilitator notes:

It is important that young people are clear that it is not possible to guarantee that people won't speak outside of the space and this should inform their decision to disclose.

It is important, however, to emphasise that group members can share information if they want to, particularly if they want help. There may also be things they want and need to speak about but do not want to make a personal disclosure. Helping them to think about talking in the third person and not using real names or locations in their discussions can be useful in them being able to speak about issues that affect them in a way that is safe for them.

Ask all the group members (young people, facilitators and project workers) to sign the group agreement as a demonstration of their commitment to trying to uphold it.

# Exercise 05

## Project background

### Type of exercise:

Group discussion

### Aims:

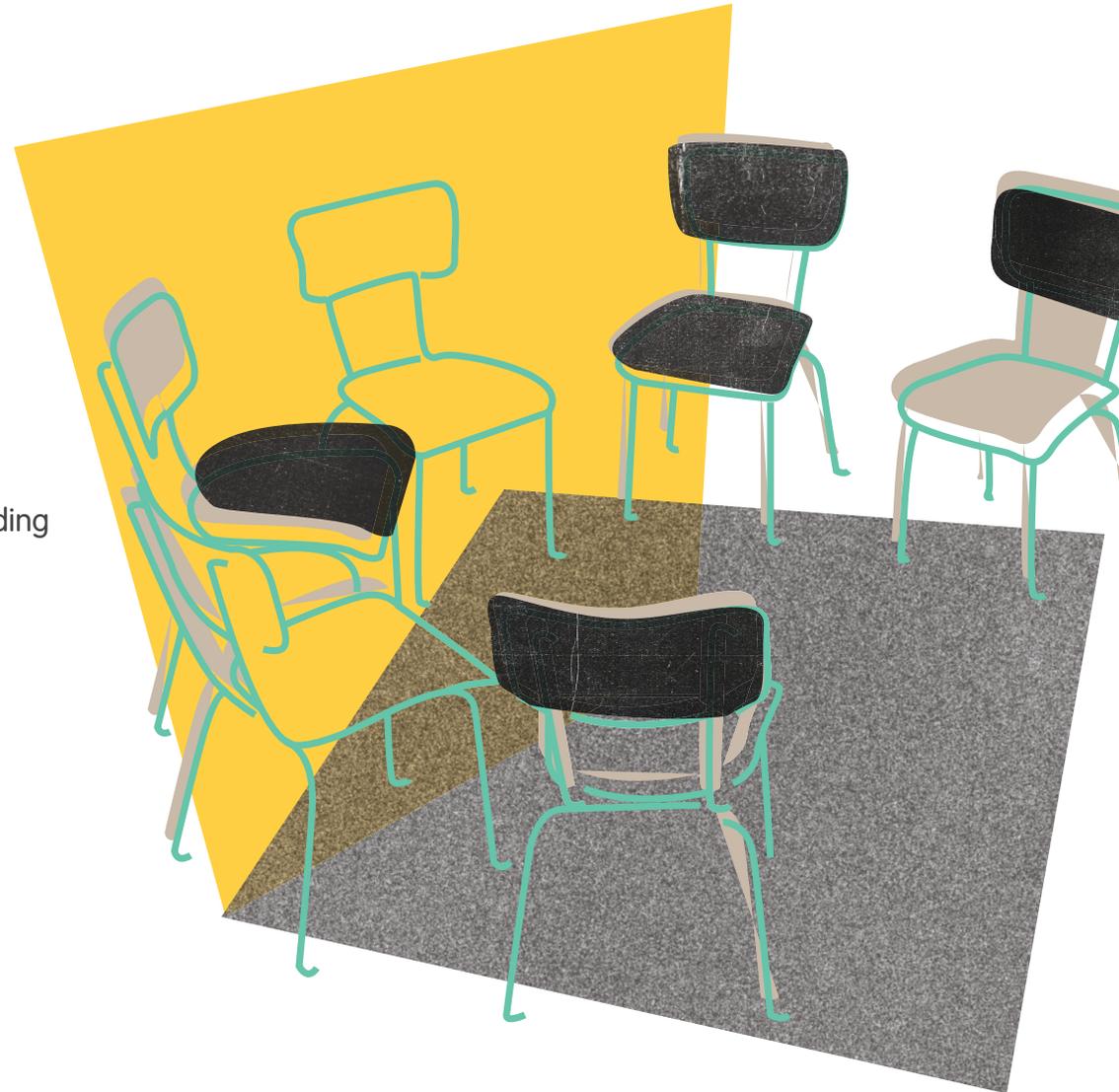
- To provide understanding of the programme and the LEAP project, from which this programme originated
- To provide a visual and interactive introduction to the multi-faceted (and sometimes complicated) project
- To demonstrate a different way of communicating with young people in order that they retain a full and accurate understanding of the project they are involved in

### Duration:

20 minutes

### Materials:

Picture maps on flip chart paper; pens



# Exercise 05

## Project background

### Stage 1

Ask the group to explain their understanding of why they are there and what they will be doing. At this stage you do not need to correct them, just capture all their ideas on flip chart paper. Once they have finished, you as facilitator explain that you are now going to explain the programme and the wider project in more detail.

### Stage 2

Place four large pieces of paper around the room. These should be folded up in order to hide the content on each page. Each picture should describe an element of the project (as below).

Reveal each picture one by one. After each 'reveal', ask the young people what they think the picture represents. What does it tell them about the project? Annotate or complete the pictures as the young people come up with the correct information about the project.

After each picture, allow the group to ask any questions they have in regard to that particular picture.

Only when they have exhausted their response to each picture should the facilitator fill in any gaps of information or understanding and provide a summary of that particular stage of the project.

# Exercise 05

## Project background

### Picture 1

- Map of Europe with the four partner countries that deliver the LEAP project (silhouetted with no country names added)
- Uni of Bedfordshire logo
- A board room style table with chairs around the edge with young people and professionals seated around the table
- The euro currency symbol

Annotate the picture with the correct responses to the following questions:

Q. Where in the world has the programme taken place?

A. Europe.

Q. What countries have been involved as project partners?

A. UK, Bulgaria, Romania, the Netherlands. (SV and participation services in each country).

Q. Who led the project?

A. University of Bedfordshire.

Q. What project oversight/management has been in place?

A. Advisory group in place and young people's advisory group.

Q. Who funded the project?

A. The European Commission with input from each of the partner projects.

### Picture 2

- A work book / toolkit
- 4 groups of young people (stick people with colourful clothes on) under the names of each country
- 4 more larger groups of young people around the edge of the paper

Q. What is the book in the middle of the picture and what is it for?

A. A workbook programme/ toolkit. That will be used to deliver the Life skills leadership and limitless potential programme that this group are involved in.

Q. Who is delivering the programme and toolkit?

A. Youth and adult facilitators in each country who have trained in how to deliver the programme.

Q. Who is the programme for?

A. Young people who have been affected by sexual violence or who have an interest in the issue and in preventing other young people from experiencing SV.

# Exercise 05

## Project background

### Picture 3

- A group of young people in a circle holding hands around the toolkit
- A clock face
- Light bulb
- Tools

Q. What is the aim of the programme?

A. To increase the life skills of young people, such as communication, dealing with conflict, confidence and critical thinking.

Q. How long are we here for?

A. 12 sessions (the answer will vary from project to project).

Q. What does the light bulb represent?

A. New ideas from young people's perspectives on how to prevent other young people from experiencing sexual violence and how young people can be involved in these efforts.

### Picture 4

- Question mark
- Group of young people
- Group of young people (stick people with colourful clothes) with an empty speech bubble

Q. What happens after the programme in each country?

A. Young people have the skills to develop their own projects to prevent other young people experiencing sexual violence.

Q. What does the speech bubble represent?

A. Young people being able to express their views and have their voices heard and to influence decision making in efforts to prevent sexual violence towards young people.

# Exercise 05

## Project background

### Deconstruction:

- Ask young people to think about why we did that exercise.
- Explain the importance of ensuring that they have a clear understanding of the projects they are involved in, their reach, the possible impact they will have - and what the projects are not!
- Ask if it was useful and gauge feedback. Explain that it is important that the young people involved have clear expectations about what they are getting involved in.

### Facilitator notes:

It is important to give a 'health warning' for the project. Remind the group that they completed pre-risk assessments in order to make sure they wanted to be part of this programme; that the programme should not cause distress; remind the group that we are looking at the issue of sexual violence; that we will never ask them to share personal experiences; that everyone will have different experiences; that despite this the programme may raise emotions or affect thinking on personal issues; remind the young people of the support networks available to them should this happen and explain that you will address this in more detail later in the session.

# Exercise 06

## Hopes and fears

Type of exercise:  
Group discussion

### Aims:

- To gauge young people's concerns about the project and to address those concerns in the group setting
- To begin to think about how they could benefit and what they hope to be different for them as a result of the project

Duration:  
20 minutes

Materials:  
Flip chart paper and pens, post its



# Exercise 06

## Hopes and fears

### Stage 1

Ask the young people to turn to the person sitting next to them. They will work in pairs for the next five minutes.

Based on their full understanding of the project and its remit, they should begin by talking to their partner about what they hope to get from the project. This could be anything – little or small. It could be hopes for themselves, for the group, for young people in general, for wider society. They should put their ideas on post-its.

### Stage 2

Using flip chart paper draw two columns, one titled 'hopes' the other titled 'fears'. Ask the group to feedback their ideas from their discussion on their hopes. Go around each pair and ask them to stick their post-its in the 'hopes' column. You can ask them to elaborate on their post-its if more detail is required.

Once everyone has shared their hopes, reflect on the complete list. Are there any similarities across the hopes?

### Stage 3

Next ask them to work with their partner again and this time to discuss any fears they may have about the project. Again, these could be anything: that they are worried they may not be able to make every session; that they find it difficult to trust people; that they aren't very good at speaking in groups; that they don't want young people to continue to be stereotyped or their efforts to go ignored.

Once the pairs have had five minutes to discuss this, ask them to share their post-its once again. You should try and make sure that everyone gets a chance to speak without putting pressure on people if they don't want to.

As much as you can, use examples of what is going to happen in the project and how you will be working (young people led, experiential and participatory) to put their minds at rest and deal with their concerns. Where the concerns need some more thought about logistics, resources and delivery, you may need to explain that you will go away and get more information before you can address this.

## Exercise 06

# Hopes and fears

### Facilitator notes:

Young people may have similar fears, and it can be useful to highlight this and make it clear that they are not alone with their concerns, and that it is ok and reasonable to be worried about new experiences. Assure the group that, even if they haven't expressed their concerns, they can do this at any point and that they may find this easier as they get more comfortable in the group setting.

## Exercise 07

# Individual outcomes and goal setting

### Type of exercise:

Lone working

### Aims:

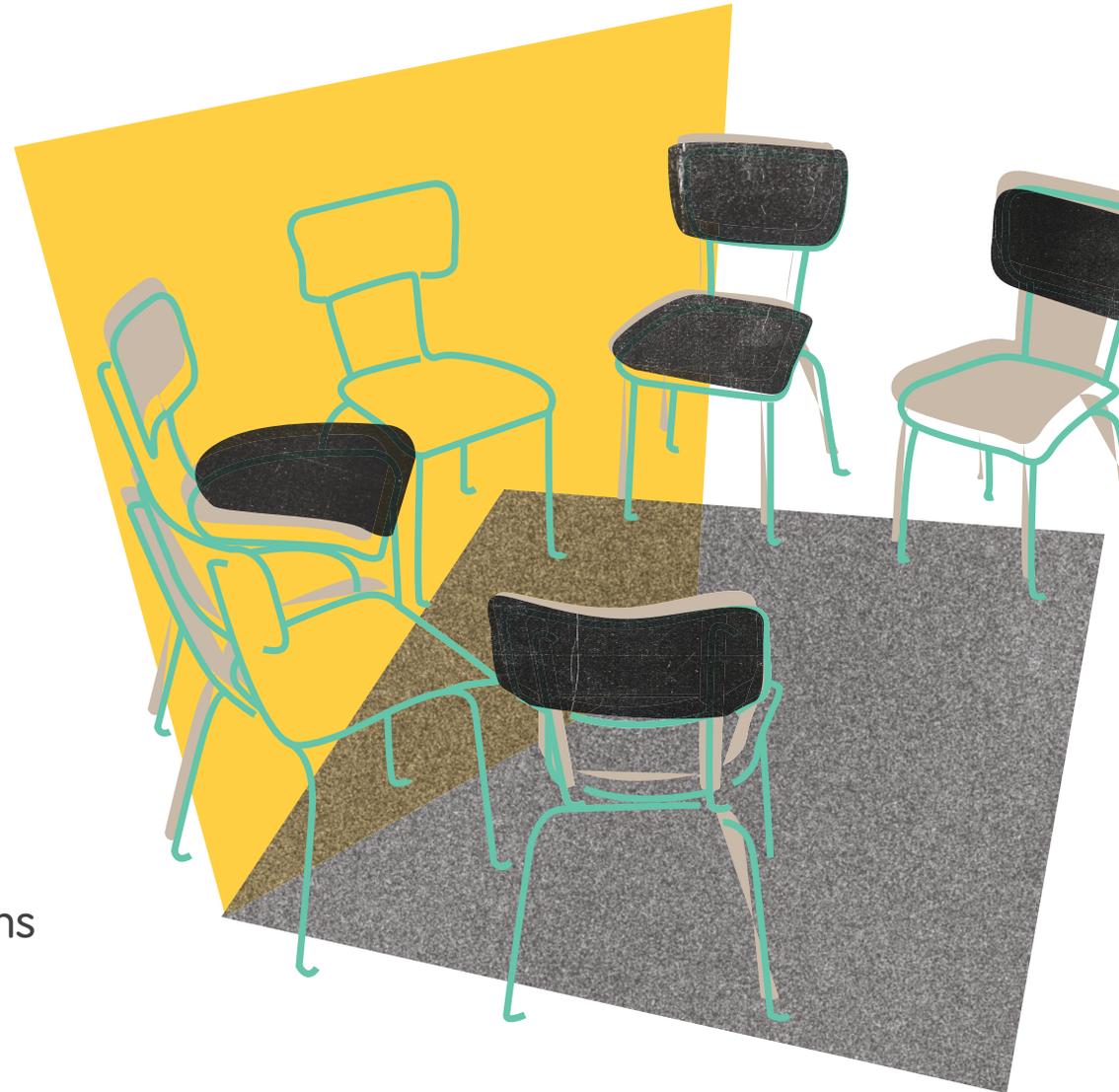
- For young people to set their own 'desired outcomes' from the project
- For young people to understand that what they want from the project is of equal (if not more) importance than the project facilitators or organisers
- To set the tone as a young person led project
- To generate distance travelled data that can contribute to the evaluation of the training programme

### Duration:

20 minutes

### Materials:

Best hopes and individual goal setting forms, pens



# Exercise 07

## Individual outcomes and goal setting

### Stage 1

Leading on from the 'hopes and fears' discussion, explain that you will spend some time on what they hope to get from the programme as individuals. It is not based on what we want to achieve as the facilitators/organisers.

Ask the young people to take a moment to think about the following question on their own (you may need to write this on the wall so they can refer to it in their thinking):

Based on your understanding of the project, what are your best hopes from our work together over the 12 sessions?

Another way of saying this is:

What would be useful for you as a result of being part of the 12 sessions?

### Stage 2

Once they have had a few minutes to think about this, ask them to turn to the person sitting next to them and share with each other what they are thinking in response to this question. Have a brief sharing of responses amongst the wider group (if people are happy to – again don't insist that people share if they don't want to). You need to check that people understand the question. Best hopes should be realistic and achievable in the time you have and within the remit of the programme (reference mapping). The facilitator will need to remind the young people of this if the 'best hopes' seem to be outside the remit of the programme.

Young people may have more than one 'best hope', they can identify

up to three if they want to. Best hopes can be seemingly big or small achievements. The point is that they are important and of use to the person who owns them. For example: 'I want to have more confidence in group settings'. Or, 'I want express myself better' 'I want to develop a group of friends'.

Hand out the 'Best hopes and goal setting form'. Ask them to write their responses on the form in the relevant boxes in response to question 1. Each best hope should go in a separate table - as shown on the form.

### Stage 3

Next ask them to think about one thing they would be doing differently at the end of the 12 sessions that would tell them that they have achieved their best hope/s. Again, ask them to share these with the person sitting next to them and also ask for some examples. This will allow you to make sure that they understand the question. Answers might include, for example: 'I would be talking more in group discussions', or 'I would be talking clearly and calmly', or, 'I would be communicating with group members outside of the group'.

They should write their responses to this question under the relevant best hope on the form provided, in response to question 2.

## Exercise 07

# Individual outcomes and goal setting

### Facilitator notes:

The things they notice should (as much as possible) be physical and/or behavioural signs that tell them that they have, or are, achieving their best hopes. The best hope might be a feeling such as being happier, but the signs that would tell them they are happy might be smiling more, laughing, talking openly etc. It is much easier to measure things that are demonstrable than internal feelings!

This can be a difficult process. It is also really easy for people to come up with things that they would not be doing if they achieved their best hope. For example, 'I wouldn't be feeling nervous', 'I wouldn't be getting angry because no one understands me'. If they start responding with negative statements, then ask them individually 'Ok, if you weren't doing that, what would you be doing instead'. Keep asking this until they get to a positive sign that they have achieved their best hopes.

You will need to make time to go around each young person and check one-to-one that they are clear and happy with their best hopes and outcomes. You need to avoid moving on from this point while some of the group have not completed it fully because they don't understand what you are asking them to do.

## Exercise 07

# Individual outcomes and goal setting

### Stage 4

Next ask the young people to work on their own. Using their forms they should think about each best hope they have identified and scale themselves against them from 0 – 10, where '0' is 'not achieved' and '10' is 'fully achieved'. They will complete these scales at the beginning of the programme, at the middle and at the end. By the end of the programme they should have three scaling scores to review and assess distance travelled.

Again, go round the group checking that they all understand the question. Once complete, you should ensure that the young people have written their names on the forms and then collect them so they are ready to be re-distributed in the middle of the programme.

### Facilitator notes:

Be very clear with the group that this is not an assessment of their 'achievement'. It is just a way of understanding where they 'are at' with their own desired outcomes and also where they want to go and what they want to achieve from the project. It is really important that you as facilitators know what they want to get out of the programme so that you can support them to get there and help them notice the things that will tell them that they are there!

# Exercise 07

## Pre- and post-questionnaire

### Type of exercise:

Lone working

### Aim:

- To gather baseline data to measure knowledge and learning from the programme

### Duration:

15 minutes

### Materials:

12-session programme

Pre- and post-questionnaire



# Exercise 07

## Pre- and post-questionnaire

### Stage 1

Explain that you would like the young people to have 10 minutes to themselves to answer a questionnaire. The questionnaire is designed to help us understand whether the project has been useful to them and whether we have achieved the goals that the overall project sets out to achieve.

Explain that there are 4 questions as follows:

1. What is sexual violence?
2. How should we prevent young people from experiencing sexual violence?
3. Why should young people, rather than adults (teachers, social workers, police, youth workers etc) be involved in preventing other young people from experiencing sexual violence?
4. How could young people be involved in preventing other young people from experiencing sexual violence?

Explain that they should write down as many answers to these questions as they can think of. Each individual example, idea or answer should go in a separate box under the relevant question in the 'beginning of LLLP' section. They will be asked to complete the questionnaire at the end of the programme and at this point they will use the boxes under 'End of LLLP'.

Once the young people have completed their questionnaires, you should make sure they have named their sheets and then collect them all in, so that you can re-distribute them at the end of the LLLP programme.

### Facilitator notes:

It is important that you don't give them answers or help them with this exercise. In order for the data to be valid and used to measure knowledge gain, you should not contribute to their answers as it would not be a true representation of their current knowledge levels.

However, you do need to establish that they understand the questions in order that they can answer them fairly. So, you may want to ask for one example from the group to each question. This will illustrate to you that the group understand. You can also ask the group to explain what they think the questions mean, until you are happy that all members are clear. You will need to visit each young person individually to check in with their understanding.

Because literacy levels will vary across the group, you may find it sensible to complete this evaluation tool before while you are completing the risk assessment process with young people, prior to the group sessions starting. This will vary group by group.

# Exercise 08

## Closing

Type of exercise:  
Group discussion

Aims:

- For the young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

Duration:  
10 minutes

Materials:  
None



## Exercise 08

# Closing

Finally, ask the group to join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. People do not have to talk if they don't want to. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 02

**Individual distance  
travelled assessment;  
human and children's  
rights; participation**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Chairs

Type of exercise:  
Game

Aims:

- To develop team building in the group
- To begin to build the sense of team/peer support in the group
- To start to notice power and leadership dynamics to prepare for future conversations on power
- To support the idea of communication and solution strategies/finding as a team

Duration:  
20 minutes

Materials:  
None



# Exercise 02

## Chairs

### Stage 1

Before this exercise all furniture in the room needs to be pushed to the side so you have as much space as possible. Chairs should then be placed randomly around the room in the space you have created. There should be one less chair than there are number of participants. Everyone should be standing up.

### Stage 2

Ask one person in the group to be the 'seeker'. Explain that their aim is to sit in a chair. When they manage to sit on a chair, his or her go at seeker is over and the person who is left standing then takes a turn.

The aim of the rest of the group is to stop the seeker from sitting in a chair. They must move around the room and sit in a chair if they think the seeker is going to try and sit in it. In doing so they are stopping the seeker from sitting down.

This game involves lots of movement as the group will move around as they attempt to prevent the seeker from getting a chair.

Explain the following rules:

- No one is allowed to run
- No one is allowed to push and shove and cause harm
- Only one member of the group is allowed to be sitting in a chair at any given time
- People are not allowed to 'block' the path of the seeker, they can only sit in chairs to divert them.

### Stage 3

After the group have played the game once and the seeker has achieved their aim, stop momentarily and reflect with the group. Ask questions such as:

- What worked and what didn't work in preventing the seeker from sitting?
- What is required as a group to collectively block the seeker?
- What are you doing as a group that tells you that you are working well together?

Choose a new seeker and start again! Keep going for as long as the group want to, or have time to.

You may also want to add the rule that the group are not allowed to speak to each other! When you come to deconstructing the exercise, you can reflect on how it made it more difficult, how they overcame these difficulties and what other methods of communication they used to complete the task effectively.

# Exercise 02

## Chairs

### Deconstruction

Ask the delegates why they have been asked to do this exercise. Suggest the following:

- To encourage team building and support and consideration for each other.
- To have fun and feel energised.
- To get into a problem solving and positive frame of mind.
- To analyse group dynamics and power and reflect on whether there are a few individuals who are leading. Leadership isn't always a problem as sometimes we need people to take a lead in order to get things done. But if there is one dominant voice at the expense of hearing ideas from others this becomes problematic.
- Does it work when just one person leads the problem solving process? Do we get more options and ideas when we make space for quieter and less confident members of the group to speak?
- This can develop into critical thinking into 'what is good leadership'.

## Exercise 03

# Individual self-evaluation – Star of Change

### Type of exercise:

Lone working

### Aims:

- To provide initial base-line data for self-assessment
- To measure young people's distance travelled on the project
- For young people to reflect and think critically about the development of their resilience, safety, confidence, self-worth, relationships and engagement in decision-making

### Duration:

30 minutes

### Materials:

Individual assessment outcome star forms, red, blue and green pens



## Exercise 03

# Individual self-evaluation – Star of Change

### Stage 1

Explain to the group that there are 'evaluation tools' to complete at the beginning of the programme. Explain that evaluation tools help you to understand whether and how the programme has been of use to the young people and whether it has had a positive impact. Explain that this tool explores specifically how the programme affects them in terms of their ability to deal with big and difficult emotions and to 'bounce back', as well as their safety, confidence, self-worth, relationships and engagement in decision-making.

Explain that you would like them to complete the Star of Change at the beginning, middle and end of the programme.

Each statement asks them to respond on a scale of 0 – 10. The scale should reflect where they feel they are on the day they complete it. '0' means 'not achieved' and '10' means 'fully achieved'. It is OK if they go backwards!

Explain that you would like them to use different colour pens each time they complete the star as follows:

Beginning: red pen;

Middle: blue pen;

End: green pen.

## Exercise 03

# Individual self-evaluation – Star of Change

You should take some time to make sure that the young people understand the statements on the Star of Change. This could take some time as the concepts may seem rather abstract at first. You can do this by working your way through each statement and asking the group what they understand them to mean. You should aim for the following understanding:

- I know what I like, need and want: This is about knowing yourself, feeling clear in different situations about what you want, even if faced with people or ideas which are quite powerful and overwhelming.
- I am confident: This means different things to different people (and so is very hard to measure). You might ask what someone would be doing that would tell them that person was confident. This might mean that someone is secure in themselves, accepts themselves as they are and has the courage to be themselves. Acknowledge that our confidence levels change in different situations and with different people.
- I feel part of a safe and supportive group: This is about the group and about them being comfortable, not feeling anxious, not feeling judged, free to be themselves and have their opinions listened to and encouraged.
- I believe in myself and my ability: This might include young people believing they are good at something and that they have a right to belong in the group, that they are equally entitled to be there and to be treated well as anyone else in the group.
- I feel I have something of value to contribute: This might mean that they think they have interesting thoughts and ideas and questions. It might also be that they have skills and an attitude

that is of value, for example, how they support others, have a positive attitude, bring humour, help to solve problems.

- I have the opportunity to influence decisions that affect me: This is about trying to understand whether they feel they have access to decision making. They can think about who currently makes the decisions that affect them in their lives, what part they play in the decision making and how regularly they have the opportunity to be involved. They may feel they don't yet have the skills to influence decisions or take advantage of opportunities.
- I can deal with big and difficult emotions, such as anger, sadness and jealousy: This is about resilience, about their ability to 'bounce back' despite adversity. Can they move on when these sorts of big and difficult emotions arise or do they get stuck in them and find it difficult to walk away or move on?

Explain that some of these questions are specifically about the group setting but others might be relevant for other areas in their lives. You should also be very clear that this is not an assessment or test of their abilities. It will help you to know whether the programme has been useful for them – or not!

## Exercise 03

# Individual self-evaluation – Star of Change

### Stage 2

You should allow enough time to go round everyone in the group supporting them to understand the statement. Again, asking one-to-one, 'what does that statement mean to you', will help you to gauge their understanding.

Once they have completed the Star of Change, ensure they have written their name on their sheet, gather them in and explain that you will re-distribute them half way through the programme.

### Facilitator notes:

You should be mindful that these sorts of statements may cause some emotional distress. It may highlight for the young people that they are fairly low on the scale and that acknowledging this for themselves might be difficult. Be attuned to this and ensure you have a plan in place to support individuals during or after the sessions, should they need this.

# Exercise 04

## Introduction to human rights

### Type of exercise:

Group discussion

### Aims:

- To create a foundation of knowledge in order to move on to discuss children's rights and participation
- For young people to understand the concept of human rights
- To think of day-to-day scenarios where human rights are not being upheld

### Duration:

30 minutes

### Materials:

Copy of the UDHR booklet

[www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)



# Exercise 04

## Introduction to Human rights

### Stage 1

Explain that you are going to explore human rights and participation, how these are linked and why they are relevant to this programme.

First do a brief board blast asking the group to give ideas about what they think human rights are. We don't want to hear a list of human rights, but rather what is a 'right', what makes a right different from a 'need' or a 'want'? The group may come up with ideas such: 'it's what all human being are entitled to', 'it's a way of being treated', 'it's a way to make sure people are equal', etc.

Explain that the following definition of human rights might help us to understand what rights are:

"Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example if a person breaks the law, or in the interests of national security. These basic rights are based on values like dignity, fairness, equality, respect and independence. But human rights are not just abstract concepts – they are defined and protected by law. In Britain our human rights are protected by the Human Rights Act 1998."

Equality and Human Rights Commission:  
[www.equalityhumanrights.com/en/human-rights/what-are-human-rights](http://www.equalityhumanrights.com/en/human-rights/what-are-human-rights)

Ask the group to think of examples of human rights. Capture these on flip chart paper. Some may be rights, some may not be!

### Stage 2

Explain that there is a Universal Declaration of Human Rights (UDHR) that was created in 1948 and sets out fundamental human rights that should be universally protected.

Split the group into small groups and hand each group a copy of the UDHR booklet. Give them 10 minutes to look through this booklet and read some of the human rights. Ask them to talk about:

- Which ones appeal to them the most? Why?
- What ones are most important or relevant? Why?

Ask them to share their views briefly in the larger group.

# Exercise 04

## Introduction to Human rights

### Stage 3

If they haven't done so, highlight the first two articles of the UDHR. Ask them for their views on these. Do they understand them? Why are they important? Explain that they establish that all human beings are equal and equally entitled to the human rights set out in the UDHR. You may want to extend this conversation by asking if they can think of examples in the world or in their communities where any of these rights are at threat or withheld.

#### Article 1

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."

#### Article 2

"Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status...."

# Exercise 05

## Power walk

Type of exercise:  
Group exercise

### Aims:

- To introduce the United Nations Convention on the Rights of the Child (UNCRC)
- To consider differences in disadvantage and power held by young people and adults
- To consider the structural inequalities embedded in society which can undermine the rights of children and young people

Duration:  
45 minutes

### Materials:

Power walk characters, Power walk statements,  
child friendly version of UNCRC  
[www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)



# Exercise 05

## Power walk

### Stage 1

Explain to the group that you are going to do an exercise to explore human rights a bit further. Explain that this will focus particularly on the rights of children and young people.

Give each young person a piece of paper with a character written on it. The characters are listed in the attached resource: power walk characters. If there are fewer than 25 young people, reduce the number of characters, making sure you do not take out too many from one group (e.g. all the powerful ones, or all the vulnerable ones and have a mix of age, genders, ethnicity, sexuality etc). Ensure that they majority of them are young people and children. THEY SHOULD NOT SHARE THEIR CHARACTER WITH ANYONE AT THIS STAGE.

Explain to the young people that they should all stand in a row at one side of the room, as if at the starting line of a race. You are going to read out some statements. These are in the attached resource: power walk statements.

Explain that each young person takes 2 steps forward if their response to the statement is a 'Yes'. 1 step forward if their response is a 'maybe/possibility'. 0 steps if the answer is a 'No.'

### Stage 2

Read out the statements, one by one. Allow the young people time to think about their character and whether they should move forward or not. Once they have made their move, they should stand still and wait for the next statement.

# Exercise 05

## Power walk

### Stage 3

Once the statements have finished or the group is significantly 'spread out' ask people to stay where they are and facilitate a discussion using some of the reflection questions below.

Ask different characters in the group to:

- Reveal their character to the group – who were they?
- Explain where their character ended in the race and how that feels.
- What stopped them being able to move forward?
- How did it feel when they were unable to move forward?
- How did it feel to be the one always moving forward ahead of others?
- Do they feel included in society/community?

The next questions specifically apply to children's rights from the UNCRC. Without explaining their origin, ask the young people to raise their hand to the following questions if:

- They think that decisions in their lives are made in consultation with them
- They are able to influence the decision that affect them
- They feel they have an identity in the country that they live in
- They feel protected from hurt and mistreatment
- They feel they can seek out information and understand what is best for them
- They are able to play and rest
- They feel free from abuse and kidnap
- They are free from exploitation and violence
- They feel they know their rights

# Exercise 05

## Power walk

### **Deconstruction:**

Ask the group to reflect on why you have asked them to do this exercise. What do the outcomes of this power walk say about society?

Explain that the last questions you have been asking about their characters are questions that represent children's rights. Young people are having their rights undermined on a daily basis simply as a result of being young and even more as a result of other disadvantage or abuse they face. This disadvantage is often created due to the inequalities that are present in our social systems.

# Exercise 05

## Power walk

### Stage 4

Provide young people with a hand-out of the child friendly version of the UNCRC. It can be found here:

[www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)

Explain that the UNCRC is a set of rights specifically designed for children and young people.

Ask young people to turn to the person sitting next to them and to have a quick look at, and discussion using, the UNCRC and decide which rights would be restricted or undermined by the experience or threat of sexual violence and abuse. You may want to facilitate this as a larger group discussion. You have not done work on sexual violence yet, so this will be a brief look at this issue, which you will return to over the coming sessions.

Do some quick feedback by asking people to shout out the Articles and why they would be undermined by sexual violence.

Then provide an overview of the rights that are specifically related to experiences of abuse or can be violated in the aftermath of abuse as a result of young people losing control of decision making. Also reference the rights that refer to young people being actively involved in decision making.

# Exercise 06

## Introduction to participation

### Type of exercise:

Group exercise

### Aims:

- To introduce the young people to the principles of participation
- To introduce the different stages of participation that can be applied to work with or by young people
- To illustrate that the LLLP project is aiming to support young people to develop skills so they can develop their own participation efforts

### Duration:

1 hour

### Materials:

Flip chart paper, participation ladder stages, participation scenarios



# Exercise 06

## Introduction to participation

### Stage 1

Explain to the group that you are going to explore what 'participation' means. Ask the young people to work in pairs. They should have 5 minutes to have a conversation about what they think 'participation' is. What does it mean, especially in regard to young people's participation? Ask them to share their views with the rest of the group and capture their thoughts on flip chart paper.

### Stage 2

Use the following definitions of participation to explain what we might mean by 'participation'.

"sharing decisions which affect one's life and the life of the community in which one lives". (Hart, 1992)

"Children taking part in and influencing processes, decisions, and activities that affect them, in order to achieve greater respect for their rights" (Lansdown, 2002)

Ask the group what this means to them. Is there anything that people don't understand? Check people's understanding of community. This is a big concept that will mean many different things to different people – some may not understand the word at all.

### Stage 3

Next ask the young people to work in pairs again to think about what the basic principles of participation are. Another way of understanding 'principles' is the 'rules'. What would have to be happening for an approach or a project or service to be classed as participatory?

Give them 5 or 10 minutes to think about this in pairs. If they had to sum up participation in no more than 10 bullet points, what would the bullet points be? To ensure they understand the task, ask the group to shout an example of a principle. This might be: hearing from those who don't have their voices heard; being included etc.

# Exercise 06

## Introduction to participation

### Stage 4

Ask them to feed back their ideas to the wider group and capture their views on flip chart paper. Each pair should give a principle, explain it and then add it to a list of principles. Then move on to the next pair until all their ideas are exhausted.

You should then provide the following list of principles on flip chart paper. These are not the only principles but are useful as a starting point in the things to look out for that would tell us if something was participatory or not.

- People knowing they usually hold the most power and letting other people be in control or have power
- Listening to and focusing on the reality of other people's lives as they see it (normally the people who are least powerful)
- Learning from people we don't normally learn from, not just adults and those in authority
- Believing that everyone has the ability to make decisions and should influence these
- Hearing the views and experiences of the least powerful people and those we don't normally hear from
- Letting people speak and make decisions who don't normally have the opportunity to
- Being aware of yourself and your power and position in the world and how this impacts on others
- Sharing of information and ideas (not just one sided)
- Learning is happening all the time: reflecting on challenges and adapting
- The people experiencing the issues are the experts

- Creating opportunities for young people to represent themselves and to have power to make decision and influence change

### Stage 5

Explain that you are going to do a practical exercise to explore the principles in more detail.

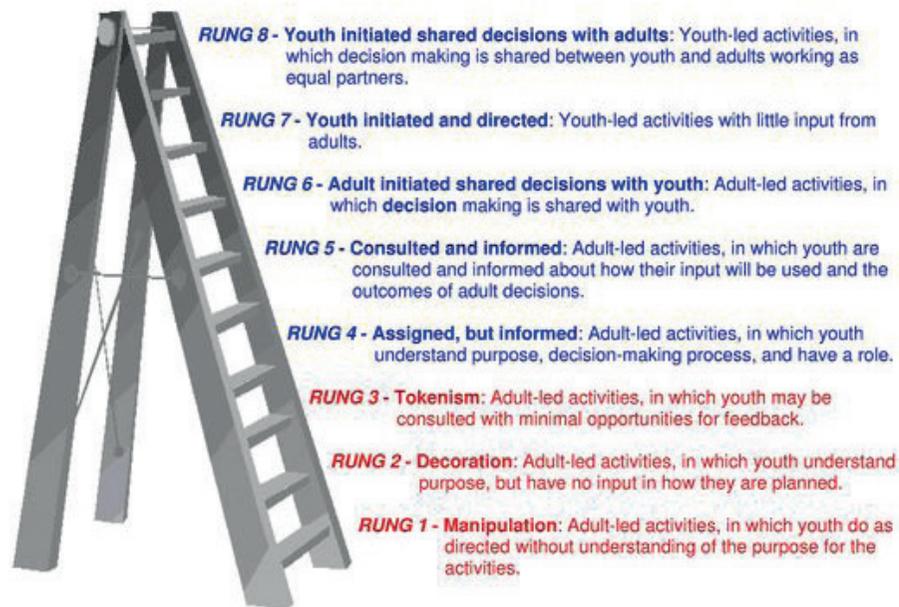
Lay out on the floor the different stages of Hart's ladder of participation. You should have the eight different stages stretched out across the room. As you do this you should discuss each stage from Stage 8 (which represents participation) to Stage 1 (which represents non-participation). For example:

8. Child initiated, shared decisions with adults
7. Child initiated and directed
6. Adult initiated, shared decisions with children
5. Consulted and informed
4. Assigned and informed
3. Tokenism
2. Decoration
1. Manipulation

# Exercise 06

## Introduction to participation

Hart's ladder of participation. See below.



You can use Hart's work in Children's Participation. From tokenism to citizenship (1992), to understand these different stages in more detail.

It is important to note that the ladder actually uses quite complex words, which might not be clear to young people, and young people might want to design their own ladder – this activity was used with some young people on the LEAP project.

# Exercise 06

## Introduction to participation

### Stage 6

Once you have discussed stages, read out some scenarios of young people's involvement and ask the group to position themselves on the ladder based on what stage of participation the scenario represents. You can add your scenarios, but these might include:

1. Young people sitting on an interview panel to recruit a new social worker. They haven't seen the interview questions prior to the interview or had a chance to influence what the interviewees get asked in the interview.
2. A focus group of young people who are asked to come together once to give their view on a funding bid that has already been written and the project to be funded has already been designed.
3. A charity advisory board made up of young people. The Board meets monthly to decide what services the charity should develop in the future and how they should be run. The Advisory Board members have all used the services of the charity in the past.
4. Young people making a film on issues that affect them. They have written and shot the film with help from a production company. They need adult professionals to help them to screen the film and get decision makers to view it.
5. Young people who have written training programmes for professionals to teach them how to work with young people better in the future. The training is owned by the organisation they have been working with and they get paid to deliver the training.
6. Young people being allowed to decide what paint colour gets used to decorate a new youth centre.
7. A young person speaking at a conference where the agenda has been set by adults – the young person only stays for the time it takes to talk to the audience.
8. Young people who see that lots of girls are leaving school early as they get pregnant. They decide to set up a space in their library during lunch time where young women can come to information and ideas on sex and relationships and contraception. The young people ask an external sexual health service to come into the space to give out condoms.

After each scenario ask the group why they have placed themselves where they are standing on the ladder of participation. What evidence did they see in the scenario that led them to that position? Do they have a view on that type of participation? What are the pros and cons?

Ask them which stages of the ladder seem to truly bring about power shifts in favour of young people. Bring their attention to the 3 lower rungs of the ladder. These are often 'tokenistic' in order to 'tick boxes' for funders but do not represent any kind of power shift in favour of young people.

Finally, after each scenario, ask them to think about the principles that were explored previously. Which of these are being demonstrated in the scenarios? They can refer to the list that you created earlier in the exercise.

## Exercise 06

# Introduction to participation

### Deconstruction:

Ask why they think you have asked them to do this exercise.

Suggest that:

- The project is partly about young people gaining the knowledge and skills in order that they can be involved in participation projects, or lead and initiate them.
- In order to do this, it is important that they understand what participation is.
- That young people are regularly asked to be involved in tokenistic participation (or non-participation).
- It is not always possible for professionals/adults to relinquish all control due to the constraints of funding, their own power to influence change etc. But being clear with young people about what they can expect (in adult initiated participation) is important in order to set expectations and avoid disappointment and frustration.

# Exercise 07

## Closing

Type of exercise:  
Group discussion

Aims:

- To enable young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

Duration:  
10 minutes

Materials:  
None



## Exercise 07

# Closing

Finally, ask the group to join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day. People do not have to talk if they don't want to. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 03

**Sexual violence;  
consent; the importance of  
young people's voices**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Group counting

### Type of exercise:

Game

### Aims:

- To develop a shared focus amongst the group and a sense of being 'in tune' with each other
- To develop group strategies to solve problems
- To help the group to be calm and reflective

### Duration:

15 minutes

### Materials:

None



# Exercise 02

## Group counting

### Stage 1

Explain that this game involves them counting to 20 as a group. This does not mean speaking in unison. It means that they must say numbers in sequence as individuals until they collectively reach 20.

There are rules:

- They have to stand in a circle with their backs to each other;
- An individual cannot say more than one number at a time. For example, one person would not be able to count '1,2,3...'
- If more than one person speaks at a time, for example two people attempt to say '3', then the group must start counting from 1 again and try to work their way up to 20.

Allow the group to attempt the group counting and let them find their own way with it initially. You should just be the person telling them they have to go back to 1 as a result of people talking over each other.

### Stage 2

The group will probably not get to 20 straight away. Once they have given it a go, stop the group and ask them to reflect on:

- What's happening when it works and you count as a group as you are meant to? What are you doing well as a group?
- Where is it going wrong? What's stopping you from getting to 20? Are there just a handful of people who are doing most of the counting?
- How can you make sure that as many people in the group are counting as possible?

They should start to identify the strategies that are helping or hindering them from reaching their group goal. For example, are they trying to count too quickly and getting flustered, or are they not 'sensing' when someone is going to speak? Ask them how you can 'sense' if someone is going to speak if you can't see them? Can you hear people's breathing or notice them getting ready to speak? What do they need to do as a group to be more 'in tune' with each other? For example, listen, be aware of other people and their small movements and signs.

# Exercise 02

## Group counting

### Deconstruction:

Once again, ask why you have asked them to do this exercise. Suggest that:

- It is a game and can help people to feel relaxed at the beginning of the session.
- It helps the group to be more in tune with each other.
- It helps to think about how you achieve a common goal as a group
- It helps to focus, to be calm and still and ready to work for the rest of the session. This can help if the group enters the setting with different levels of energy, stress, excitement and anxiety.

### Facilitator notes:

You may want to set the target number lower to start with and then raise the target to 20, 30 etc! It can get very funny and frustrating for the group and there is often a huge cheer when they finally reach their target number!

# Exercise 03

## Sexual violence

Type of exercise:  
Group activity

### Aims:

- To increase understanding of sexual violence
- To introduce a definition of sexual violence
- To challenge myths, misconceptions and 'victim blaming'
- To think 'critically' about their own beliefs and opinions in regard to sexual violence

Duration:  
45 minutes

Materials:  
Sexual violence cards, flip chart paper, pens



# Exercise 03

## Sexual violence

### Stage 1

You should explain that you will be talking about sexual violence, and that this is a sensitive subject that may raise personal and strong emotions for people in the group. Remind them that if they feel they need a break, or if they would like to talk outside the group they should request this. Say that you are not asking them to talk about their personal experiences, but rather you want to talk generally about the subject.

Draw attention to the ground rules and the confidentiality boundaries that they all signed up to, reminding them that they are in control of what they choose to disclose, and that what gets spoken about in the group must be respected and not spoken about outside the space. Warn them against disclosing in front of the group.

Begin with a board blast entitled 'What is sexual violence?' Ask the young people what the term means to them and write down on the flipchart any answers that they shout out. Give a brief summary of what the young people have come up with.

In order to encourage more in depth thinking about what sexual violence means, you might find it useful to ask:

- What is an act of sexual violence?
- Can you think of examples? For example, rape, sexual assault, Female Genital Mutilation (FGM), sexual exploitation, sexual bullying.
- Who perpetrates sexual violence and who is the victim of it?
- Who holds the power? Victim or perpetrator?
- Could sexual violence take place if the perpetrator didn't

- have power over the victim?
- How do people get or exert power in order to perpetrate sexual violence?
- Does sexual violence have to be physical?
- Do people always know they are perpetrating sexual violence? Why?
- Is it wanted/un-wanted?
- Do people always know if they have experienced sexual violence?
- Do young people generally have a good understanding of sexual violence?
- Is it something that young people generally experience? To what degree?

Hopefully the young people will be able to recognise that sexual violence includes a number of sexual acts including sexual exploitation, rape/ non-consenting sex, forced marriage, female genital mutilation, forced prostitution, forced viewing of pornography, sexting, revenge porn. Explain that the experiences that young people have can constitute sexual violence without them realising it.

# Exercise 03

## Sexual violence

### Stage 2

Depending on the size of the group, you may want to do this as one large group discussion or split them into smaller groups for this next stage. Provide the young people with the sexual violence cards and ask them whether they think that they represent an act of sexual violence. They should lay out the cards under the following categories: 'yes', 'no' and 'maybe'. Once they have done this ask them to explain why they believe certain acts represent sexual violence and others don't. If they are working in small groups you can ask for the different views of the groups in response to each statement.

### Stage 3

Next provide the young people with the following definition of sexual violence:

"Sexual violence incorporates any behaviour that is perceived to be of a sexual nature, which is unwanted or takes place without consent or understanding' (Beckett, 2013)

Highlight the words 'perceived' and 'consent' and 'understanding' and 'unwanted'. Ask the group what they understand these words to mean.

This definition makes it clear that what is perceived to be a sexual act may vary from one person to the next. For example being whistled at in the street may not be perceived as a sexual act for some, but for others it will be and it may also be unwanted. Someone may not be aware that sexual violence is taking place due to their lack of understanding of a situation, and without understanding someone is unable to give

informed consent to a sexual act.

Next ask the young people whether, based on the definition, they would want to re-categorise any of the sexual violence cards. Encourage discussions about why they may want to make some changes. What is it about the card that now makes them see it as sexual violence, or not? Is there a possibility that it is unwanted, not consented to, not understood as sexual violence?

Explain that all of the cards can reflect sexual violence. However, some will need contextualising in order to illustrate this. For example, 'being involved in a line up' is sexual violence if it is unwanted sexual activity. How easy is it for someone to say no in this scenario? Even if the person involved seems to consent, we have to consider whether they had constrained choices when taking part. For example, were they overpowered by a group of people, did they feel threatened? Was it safe for them to say no? What would have happened if they tried to say no? Who held the power in that situation?

Explain that some cards, such as lap dancing, prostitution, topless modelling are often contentious as some people believe that this is not a form of sexual violence but a choice for the people who do it. Some may argue that the sex industry in general is damaging to women and girls especially, that it objectifies and commodifies them and contributes to and normalises people's experiences of sexual violence.

## Exercise 03

# Sexual violence

### **Deconstruction:**

Ask the group why you have asked them to do this exercise.

Suggest:

- Many people don't have a clear understanding of what sexual violence is.
- This exercise has hopefully enhanced their own understanding and thinking on the issue.
- It is important to think critically about the issue and challenge our own views on what can be a very taboo and sensitive subject where people often feel blamed for their experiences.
- This will support their work in preventing sexual violence in the future.

# Exercise 03

## Sexual violence

### Facilitator notes:

A discussion on the sex industry can provoke some very strong responses. It is important to acknowledge any difference in opinion and that we will all hold potentially different views as to what constitutes sexual violence and what constitutes 'choice'. Using the definition can help us to interrogate these examples. Is someone getting involved in the sex industry with a full understanding of what this entails and the impact that it may have on him or her now or in the future? What do we mean by consent? Does someone have the freedom and capacity to consent or are they involved in any of the above examples due to constrained choices? Are some of these examples seen to be of a sexual nature by some people more than others? For example, being whistled at in the street.

The 'social norms' that exist in young people's social spheres and cultures will influence their opinion on what constitutes sexual violence. Culture generally, and the 'sexualisation' of young people and exposure to pornography, may normalise some of the sexual acts identified in this activity.

Your role as facilitator is not to insist that the young people adopt your own views on the issue of sexual violence (which can be polarising and political). It is simply to encourage them to think more critically about the issue, asking them to consider alternative perspectives and to recognise that there many complexities and factors involved and also to raise their own awareness and knowledge of the subject.

You must be vigilant for 'victim blaming'. Young people (and adults) will often blame the victim, based on what they are wearing, the 'type' of person they are, the fact that they have done it before, that they seemed 'up for it', they 'led them on', they went to the party therefore they should have 'expected' it, or 'I would never let it happen to me'.

It is essential that these opinions are challenged and that this is done publicly in the group setting. You should do this sensitively and diplomatically, and in no way should you condemn young people for holding these opinions or make it a personal issue! They are, after all, simply reflecting common views, myths and misconceptions in general society and media. BUT, if you do not challenge these views you are sending a message to other young people in the group (who may have had some of these experiences of sexual violence) that you agree with the myths and that somehow it was their fault that they experienced sexual violence. We should be stating very clearly and explicitly that sexual violence is the fault and responsibility of the perpetrator and not the person who has experienced it.

# Exercise 04

## Consent

Type of exercise:  
Group activity

### Aims:

- To increase understanding of consent
- To introduce a definition of consent
- To debate and think critically about their own beliefs and opinions in regard to consent

Duration:  
30 minutes

Materials:  
Definition of consent, consent scenarios,  
flip chart paper, pens



(adapted from Barnard's 'Bwise 2 sexual exploitation'  
and Abianda Practitioner Training)

# Exercise 04

## Consent

### Stage 1

Explain that you are now going to look in more detail at consent as this is such an important part of understanding sexual violence – as we saw in the sexual violence definition.

Begin with a board blast asking 'what is consent' and if they can provide examples of it. Answers might include: being allowed to do something, parents/carers giving consent to go on a trip, teacher consenting for a student to leave the classroom, giving permission, saying yes etc.

It might help to steer the conversation by asking about the situations in which we give consent. For example, do we consent to someone borrowing our belongings, or borrowing money? If they haven't mentioned it yet, ensure that consenting to sex is included on the board

blast.

### Stage 2

Show the group the UK's legal definition of consent (\*\*\*\*you might use a different definition if located in another country).

The UK definition is: 'A person consents if he/she agrees by choice and has the freedom and capacity to make that choice' (Section 74, Sexual Offences Act, 2003).

Highlight the words 'freedom' and 'capacity'. First ask the group to explain their understanding of the two words. Explain the meanings:

Capacity: capable of, or able (physically, mentally, emotionally).

Freedom: Not restricted in any way, free.

Next ask the group to identify the different ways that someone's freedom or capacity to make a choice might be restricted or constrained. Such as:

Capacity: Being drunk, using drugs, communication difficulties and special needs, being disabled, not having all the information about a situation in order to make a decision or informed choice, lack of confidence or self-esteem and other vulnerabilities.

Freedom: Feeling threatened, being tied up/constrained, wanting to be

# Exercise 04

## Consent

accepted, pressure from peers, being in a gang or pressured to join a gang; fear; intimidation; cultural restrictions and expectations.

### Stage 3

Split the group into smaller groups and provide each group with four consent scenarios. Ask them to read each scenario as a group and discuss whether they think consent has been given in the scenario. They should discuss why they think it does/doesn't and be ready to feed their views back to the wider group. Is there a difference of opinion? What are the differing views?

### Stage 4

Facilitate a wider group discussion with feedback from each group on each of the scenarios. Ask what conclusion each group came to – consent or no consent? Did anything surprise them about the scenarios? Was there a difference of opinion? If so, what was this and what debate did they have?

Further probing might include: was it difficult to tell if someone had made a choice or not? Was it easy to tell if their freedom or capacity was restricted?

# Exercise 04

## Consent

### Deconstruction:

Ask the group why you have asked them to do this exercise. Suggest:

- To increase their understanding of consent.
- That research suggests that many young people and adults don't have a clear understanding of consent in the context of sex and sexual violence.
- To understand that it is not always clear whether someone has consented or not. We cannot always 'see' whether someone has their freedom or capacity restricted. It is important to think critically about possible scenarios to understand what might be restricting someone's choices even if it looks like they are making a 'free' choice.

### Facilitator notes:

All of the scenarios represent non-consent. Where young people think consent does exist, draw their attention back to the legal definition and ask whether capacity or freedom is restricted in any way. This will help to increase understanding of the more subtle dynamics of the scenarios.

Again, the young people may be very critical of other young people's behaviour (especially young women's sexual behavior) and this may come out in discussion when you are delivering this exercise. Again, it is important to remind the group that sexual violence can happen to anyone and the responsibility for sexual violence sits with the perpetrator who is using power and control to abuse.

# Exercise 05

## Traffic light activity

Type of exercise:  
Group activity

### Aims:

- To encourage the group to link the themes of sexual violence, participation and children's rights
- To start debating and thinking critically about these issues
- To start thinking about the importance of young people's involvement in preventing sexual violence
- To develop public speaking skills and assertiveness

Duration:  
30 minutes

Materials:  
None



# Exercise 05

## Traffic light activity

### Stage 1

Explain to the group that there is an imaginary line across the centre of the room with 'agree' at one end of the line and 'disagree' at the other and 'don't know/maybe' in the middle. Explain that they will hear statements and they should place themselves along the line depending on whether they agree or disagree with the statement. It may be that they don't know, or they both agree and disagree – in which case they would place themselves somewhere near the middle.



Ask the group to think about what they have learnt so far about children's rights, participation and sexual violence and respond to the following statements:

1. Young people who have experienced sexual violence always have their opinions listened to and considered
2. Young people who experience sexual violence are too vulnerable to be involved in decision making
3. It's more important to work on keeping young people safe than involving them in the decision making that affects their lives
4. Services/professionals do everything they can to meet the human rights of children and young people who have experienced sexual violence
5. Young people shouldn't be involved in efforts to prevent sexual violence

After each statement, ask some of the young people to offer an explanation of why they have positioned themselves where they have, asking for their views on the statement. Ask the rest of the young people whether they want to comment on what they have heard from their peers and whether they agree or not.

# Exercise 05

## Traffic light activity

### Deconstruction:

Ask the group why they think you may have asked them to do the exercise. Suggest that:

- It helps to develop critical thinking on the issues they are addressing through participation.
- It starts to challenge myths and stereotypes about SV, young people and participation.
- It supports young people to recognise that our views may sometimes be upsetting/frustrating/add odds with others.
- It helps to practice group and public speaking.
- How we choose to disagree and offer a counter argument is important in order that a debate can take place and people feel free to talk and understand different perspectives. Explain we will do more work on debating and constructive feedback.

### Facilitator notes:

This exercise is great for getting debates going. You should encourage people to 'have their say' and allow the debate to develop. You can also ask follow up questions in order to explore issues in more details. For example:

- Why have you chosen to stand there?
- Why don't young people have their opinions listened to?
- What impact does this have on young people?
- Why is it important that young people are listened to and influence decisions?
- What happens if young people aren't listened to?

The questions that you ask will help the young people to think in as much detail as they can about the issues and to explore perspective that they may not have considered before. Be patient and support young people who are not used to articulating their views to speak. It is important that you reflect back what you 'think' you have heard. For example "Am I right in understanding that this is what you are saying...?" This will demonstrate that you are listening and trying to understand their views.

Be sure to support as many member of the group to speak as possible. Some will be more confident to do this than others, and it is your job to make sure that the same people are not speaking all the time but that, equally, people don't feel pressured to talk.

## Exercise 06

# Take it or leave it (closing)

### Type of exercise:

Group discussion

### Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

### Duration:

20 minutes

### Materials:

Paper and pens



# Exercise 06

## Take it or leave it (closing)

### Stage 1

Finally, ask the group to join the circle. Give each young person a piece of A4 paper and provide coloured pens. Ask them to fold the piece of paper in half and explain that you would like them to draw on one side of the paper what they will 'take away' from the session. For example, what did they find useful, what was interesting, what was fun etc. On the reverse side of the paper they should draw what they will 'leave behind'. This might be something that they didn't enjoy, that made them feel uncomfortable, embarrassed, that was difficult or not useful for them.

Explain that it is not about doing a wonderful piece of art, and they should capture their views in any way they want on the paper. They could put a selection of words and images if they want to. Give them about 5 minutes to work on their own to do this.

### Stage 2

Take it in turns to go around the group and for the young people to share their cards, explaining the things they will take and leave. You can do some probing; such as why is that useful/not useful for you? what was it about that that you liked/disliked? The facilitators should do this exercise too.

Thanks them for their involvement, give them details of the next session and then close the session.

## Session 04

**Life-skills:**

**Communication, listening  
and questioning styles**

## Exercise 01

# Welcome and introduction

See page 07



## Exercise 02

# Newspaper game

### Type of exercise:

Game - team building

### Aims:

- To support team building and a supportive peer group
- To develop group strategies to solve problems
- To reflect on leadership and group dynamics

### Duration:

15 minutes

### Materials:

Newspaper sheets



# Exercise 02

## Newspaper game

### Stage 1

Clear the furniture to the edge of the room so that you have a large space to conduct this game. Provide each young person with a sheet of newspaper. Ask them to find a space, place their sheet on the floor and then stand on it.

Explain that the aim of the game is to make sure that each member of the group has always got a piece of newspaper between them and the floor. Explain the following rules:

- No part of a group member's body or clothes (for example shoes) may be in contact with the floor
- It is the responsibility of the whole group to make sure that all group members are not in contact with the floor
- They are not allowed to use furniture to avoid the floor
- No one is allowed to get hurt.

### Stage 2

Next ask everyone to step off his or her pieces of newspaper and then take one piece away. Then ask them to step back on to the paper and to ensure they are obeying the three rules. There is now one less piece of newspaper than there are people, so the group has to figure out how they will collectively meet the rules of the game. It is likely at this stage that two members of the group will share the same piece of newspaper.

### Stage 3

Keep repeating stage 2, each time reducing the number of sheets of paper that the group has available (you may want to remove multiple pieces at a time to speed the exercise up). It will become harder and harder for them all to be not in contact with the floor and standing on newspaper. As they attempt each round of the game, you should ask them to think about how they might achieve the aims of the game, reminding them that as long as they don't break the three rules above, they can do what they need to in order to achieve the aim.

## Exercise 02

# Newspaper game

### Deconstruction:

The deconstruction can follow the points above. Ask them what it was like to complete the task and why you have asked them to do this exercise. Listen to their opinions. Suggest that:

- It encourages team building and helps them to practice group problem solving
- It helps them to understand what works when trying to solve problems as a group and what doesn't work
- It may help them realise they can rely on each other and need to rely on each other
- It might help with breaking down barriers as it brings people closer physically
- It's fun!

### Facilitator notes:

If or when they start to struggle, you should stop the group and ask them to reflect on what works. When are they at their best as a group? When are they most effective in solving a problem together? They should think of things like: when we listen to each other's ideas, when we take our time. Ask whether they can achieve the aim if just a few people are trying to solve the problem while others remain uninvolved in the game. Ask them how they can make sure that all members of the group are on board with the ideas and also understand what is being suggested as a solution.

With some encouragement, the group should start thinking about different and creative ways to use the newspaper (and each other) in order that they can keep going, round after round. For example, they may decide to give each other piggybacks in order to reduce the number of feet that need to stand on the newspaper. They may rip the paper into smaller pieces to make more pieces for them to stand on. They may start to stand on one foot and use each other to balance.

# Exercise 03

## Communication

Type of exercise:  
Group discussion

Aim:

- To understand what is effective and non-effective communication

Duration:  
30 minutes

Materials:  
Flip chart paper and pens



# Exercise 03

## Communication

### Stage 1

Explain that you are going to start working on developing skills that may help in their own efforts to prevent sexual violence through participation projects.

Begin this section with a board blast asking 'what is communication?' Allow the group time to come up with as many ideas as possible. Probing questions might include:

- How do we communicate?
- With whom?
- Why do we communicate (to be heard, to be understood, to develop relationships, to understand people, to connect, to be part of something, to learn, for self-expression and self-representation)?
- Is communication important? Why?
- Are some types of communication more effective than others?

### Stage 2

Next do a board blast with two columns called 'good teacher' and 'bad teacher'. Ask the group to think back to being in school or college – recognising that this might not have been a happy experience for some of them. Ask them to think about teachers they had and different things that made them both a 'good' or a 'bad' teacher.

The group should collectively throw ideas out and these should be recorded on the flip chart.

Ask them to elaborate on why these qualities are either good or bad. For example: why is a teacher that doesn't shout good? What impact does this have on a student and their ability to learn? Why is a teacher that seems to have favourites bad? How might this impact on other student's self esteem. Why would a teacher that points out individuals in a class be a bad teacher? Could this also be a good thing? What are the different ways that a bad teacher would communicate compared to a good teacher?

Ask the group to think about why this is exercise important when thinking about how we communicate with people.

Explain that teachers will have a communication 'style' which will impact on how comfortable people feel, how able they are to learn and how effective they are at communicating.

# Exercise 03

## Communication

### Stage 3

Next create two columns titled 'effective communication' and 'non-effective communication'. Ask the group to turn to someone sitting next to them and create a list for each heading. What makes communication effective or non-effective? What is someone doing if they are communicating badly or well?

When they have had some time to think about this ask each pair to take it in turns to provide one example for each column. They shouldn't repeat what has already been suggested. These examples should be recorded on the flip chart paper. Keep going with feedback until all ideas are exhausted.

### Deconstruction:

Ask the group why they think you have asked them to think about communication. The discussion might include:

- Understanding how to communicate effectively can help us to express our needs, wants and opinions.
- We can engage in debate and learn from each other.

# Exercise 04

## Listening

Type of exercise:  
Group exercise

Aims:

- To introduce listening as a mode of communicating
- To introduce the importance of listening to increase understanding and to avoid making assumptions

Duration:  
15 minutes

Materials:  
Flip chart paper and pens



# Exercise 04

## Listening

### Stage 1

Explain that you are now going to focus on some of the effective forms of communicating that they have identified. First you will explore listening.

Ask the group to get into pairs. They should name each other A and B. They should sit back to back on chairs. You should give the Bs a piece of paper and a pen. Partner A should then think of an image or an object. They should not share this with their partner. They should now try and describe the image or object in order that B can draw it.

B should draw what A describes. B is not allowed to ask questions of A in order to clarify what they are hearing.



### Stage 2

After five minutes B should reveal to A what they have drawn. Is it a reflection of the image or object that A had in their mind? There is often lots of laughter at this point as the group discover the strange pictures that have been drawn!!

Ask the group to reflect on what it was like to do the exercise. Ask the Bs what helped them to draw a clear picture. What does A need to do to communicate this to them clearly?

### Stage 3

Now repeat the exercise with B describing an image and A drawing what they hear.

Once they have completed this task, you can ask the whole group to share their pictures – what they have drawn and what they were supposed to have drawn!

Ask them how it was to complete the exercise. What happened when they didn't understand what their partner was telling them and they weren't able to clarify through questions? Did they make things up? Guess?

# Exercise 04

## Listening

### Stage 3

Next create two columns titled 'effective communication' and 'non-effective communication'. Ask the group to turn to someone sitting next to them and create a list for each heading. What makes communication effective or non-effective? What is someone doing if they are communicating badly or well?

When they have had some time to think about this ask each pair to take it in turns to provide one example for each column. They shouldn't repeat what has already been suggested. These examples should be recorded on the flip chart paper. Keep going with feedback until all ideas are exhausted.

### Deconstruction:

Ask the group to think about why they have done this exercise. What did it tell you about listening and communication generally? Suggest:

- It is important to have a 2-way conversation in order to get a full understanding.
- Without being able to ask questions we can't clarify what we have heard, we can't check with our partner to know that we have heard properly, we might make assumptions as a result and get things wrong.
- It can be very hard to understand fully when you can't see someone's face – we express a lot through our faces.

# Exercise 05

## Listening to each other

### Type of exercise:

Group exercise

### Aims:

- To try out listening skills under different conditions
- To learn how to be more effective listeners
- To introduce the idea of 'active' listening

### Duration:

45 minutes

### Materials:

None



# Exercise 05

## Listening to each other

### Stage 1

Ask the group to divide into pairs. Again, they should label themselves A and B. Ask them both to think about everything that they have done today so far. This might include what time they woke up, what mood they were in, what they had for breakfast, how they got ready, who they spoke to, how they got to the group today, what mode of transport, what was the traffic like, who did they meet on the way, have they been to school/college, what happened there.

Remind them that they should only share the information that they are happy for the other person to know about them, but they should also try to provide as much trivial detail as they can. For example, what colour was their toothbrush, what brand of toothpaste did they use.

Next explain that, on your instruction, they should start telling each other everything that they have already done today. The aim for both A and B is to make sure that they have told their partner and they only have a very short time to do it. Then shout 'go'!

### Stage 2

The chances are that they are both going to speak at once. After a couple of minutes stop the group. Ask the group:

- What was that like? What impact did it have on you?
- Could you achieve your aim? Why?
- How much did each partner hear from the other? Why? What was that like?
- Did they feel like they were being listened to? Why?

- Was it effective in making sure you understood each other? Why?
- What has it shown about how to communicate effectively?

They should be able to get to the idea that if both people speak at the same time, they don't listen to each other and nor do they get heard. Effective communication is where one person is speaking at a time.

### Stage 3

Next, form trios and ask each trio to find a separate space in the room. Within each trio ask them to decide who is the speaker, listener and observer.

Ask the 'speakers' to stand up and go to an area of the room where you can give them secret instruction. Give them the following instructions: They should tell the 'listener' about an experience in their life or at school that has made a big impression on them. They should think about this for a minute while you instruct the 'listeners'.

Brief the 'listeners' outside the room so the others cannot hear. They are going to listen carefully to what the 'speaker' says, but they should pretend not to be listening. Ask them to suggest ways that they can show that they are not listening and not interested? (Expected responses may be: not looking at speaker, bored face, no encouraging smiles, fidgeting.)

Next, ask the 'observers' to stand up and give them the following instructions. Their job is to carefully observe the other two (speakers and listeners) and keep notes on what happens so that they can describe it.

# Exercise 05

## Listening to each other

### Stage 4

Before you start the activity you should check with each group that they understand what they have to do – without giving the game away! When you are happy that all the speakers, listeners and observers know what they should do, then....

Shout 'Play!'.

### Stage 5

After five minutes stop all the trios. When they have all finished, ask the 'speakers' to stand up. Ask:

- How was it to tell their story?
- How did they feel?
- What impact did it have on them?
- Why do you think the listeners were not listening/not interested?

Allow everyone to talk if they want to because they may be very frustrated!

Next ask the observers to explain what they saw in the listener. How did they see them behave? What were they doing that told them that they were not listening?

Let the speakers know about the instruction that you told the listeners. If emotions rise, allow the listeners to prove they did listen and were interested, by repeating the story.

### Stage 6

Next, rotate roles within each trio so that speakers become listeners, listeners become observers, and observers become speakers. Ask the new 'speakers' to tell a story using the instruction above, and ask the new 'listeners' to show that they are listening carefully.

Allow 5 to 10 minutes for the groups to finish. Ask the speakers to stand up and ask:

- How did you find telling your story?
- How did you feel?
- What did the listener do that made you feel good, that made you think that they were interested in the story?
- How did you know they were listening?
- How did this impact on your ability and willingness to speak?

Ask the group to think of all the different ways we might be able to show that we are actively listening. This might include: nodding, making noise of acknowledgment, checking in we have heard right – seeking clarification, eye contact, body language that is directed at the communicator.

Ask the observers to give their comments and discuss. What did they see the listener doing and what did they notice about how this impacted on the speaker? Was there anything that surprised them?

## Exercise 05

# Listening to each other

### Deconstruction:

Ask the group to summarise what they have learned from this activity. Suggest that:

- We communicate a lot through how we show someone we are listening.
- Active listening can support people to feel comfortable to speak and shows them that you are interested and concerned for what they are telling you.
- Active listening may encourage a speaker to speak in more detail and feel confident to share more.
- Suggest that listening well is actually quite hard work, and even if someone is quietly observing and listening they are still contributing.

Ask them to think about why listening might be important for young people trying to prevent sexual violence. If they decide to do participation projects they will need to understand opinions and ideas in order to represent people accurately. Listening well will help them do this.

# Exercise 06

## Questioning styles

Type of exercise:  
Group exercise

Aims:

- To understand and practice different questioning styles
- To link their learning on listening to learning on questioning
- To understand that different questions encourage a deeper understanding of issues

Duration:  
30 minutes

Materials:  
Questions and question styles on flip chart paper



# Exercise 06

## Questioning styles

### Stage 1

Begin with a brief board blast with the title 'Questions: what are they?' You can get the conversation going by asking:

- Why do we use questions?
- What do questions provide us with?
- Why are questions useful?
- Are there times or ways that questions are not useful?
- What about when we don't want to answer questions? Why would this be the case?
- Why are questions useful in doing participation work?
- Are there different types of questions?
- Are there 'good' questions and 'bad' questions?
- Do different circumstances require different questions? What examples can they think of?

Suggest that if we can ask the right questions and listen to the answers well (as they have already explored) we might get accurate information in order that we don't have to make assumptions or misunderstand people or situations.

Can they think of any examples when they were not asked the right questions and as a result were misunderstood? If people are happy to share these examples you can then ask them to suggest what would have been better questions to ask in that situation.

### Stage 2

Provide a selection of questions on flip chart paper. These should be a selection of different questioning styles. They should include examples of:

- Closed: Do you like pizza?
- Open: What is it that you like about pizza?
- Clarifying: Am I right in understanding that you like pepperoni but you don't like mushroom pizza? Probing/Follow up: Why is it that you don't like mushrooms?
- Leading: What about pizza for dinner?
- Judgemental: Is it because you are young that you don't like mushrooms?
- Assuming: I think we would all be happy with pizza for dinner wouldn't we?

Ask the group to identify the difference between the questions.

- What sort of responses are they likely to get?
- Would we get yes/no or one word responses, or would they encourage people to speak?
- Would they elicit rich information, would they allow us to understand an issue or situation more fully? Would they help us to understand an individual better?
- What is it like when you are asked leading or judgmental or assumptive questions?

Following this discussion, reveal the names of the questioning styles.

# Exercise 06

## Questioning styles

### Stage 3

Explain that you are going to do a quick exercise to practice using different styles of questions.

Ask the group to work in pairs. They should name themselves A and B. Provide them each with a subject matter (or they can choose something light-hearted) - for example, favourite films, favourite food. The partners should take it in turn to find out as much as they can from each other on the subject matter. A is only allowed to ask closed questions, while B can use open questions and probing questions. Allow them 5 minutes each to ask each other questions.

If B identifies that A has tried using something other than a closed question, they should not respond to the question. Inform the group they should be trying to find out as much and as detailed information as they can from their partner.

### Stage 4

When they have both had a go, ask them to reflect on the exercise.

- What information did they get from their partner?
- Who got the most information?
- What were the most useful questions to get more details?
- Who got the most interesting information and how?

### Deconstruction:

Ask the group what that was like for them? Has it taught them anything new? If so, what? Ask them why it is important to consider how we listen and ask questions. Allow a free discussion and reflection before you move to closing the session.

# Exercise 07

## Closing

Type of exercise:  
Group exercise

Aims:

- For the young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

Duration:  
30 minutes

Materials:  
Name cards for each member of the group,  
paper, pens



# Exercise 07

## Closing

### Stage 1

Start by asking the group to sit in a circle and explain that you are going to do a final exercise to send the session.

First simply ask the group to take it in turns to say one thing that they have found most enjoyable or useful from this particular session and why.

### Stage 2

Next explain that you have name cards for each member of the group (including the facilitators) and you have folded them up and put them in a hat (or something equivalent). Explain that you would like each group member to draw out a card from the hat. If they pull out their own name they should put it back in the hat and draw another card.

Once everyone has drawn a name card they should then think of one thing that they have come to learn about that person that they admire. This might be something they have seen them doing during the sessions so far. Give them some time to think about this.

Next take it in turns for the group to say whose name they drew out of the hat and the one thing they want to say about them. When they have finished, give them a chance to say what it was like to say those things and also hear them. Vulnerable young people can find it very hard to hear positive things about themselves, or to think about positive things. Giving them a chance to reflect on this is important.

Finally, thank everyone for working hard, explain when the next session will be and close the session.

## Session 05

**Life-skills:**

**Power, assertiveness  
and conflict resolution**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Human bingo

Type of exercise:

Ice

Aims:

- To help young people to feel at ease with each other
- To help young people feel at ease after re-entering the group
- To find out surprising things about each that we may not have guessed on first impressions

Duration:

15 minutes

Materials:

Human bingo sheets, pens



# Exercise 02

## Human bingo

### Stage 1

Give each young person a Human Bingo worksheet. Explain that each box on the grid contains a statement. For example: 'Someone who has a tattoo'. They must fill in as many boxes as they can with people's names from the group.

In order to fill in the boxes they must move around the room asking others whether any of the statements apply to them. If they do they can write that person's name in the box.

They have 2 minutes to fill as many boxes as possible. If they get a full house (all boxes completed), they should shout 'BINGO'! If after 2 minutes no one has completed all boxes, the person who has completed the most out of the 16 boxes is the winner.

Ask the group if they learnt anything about someone in the group that surprised them. Ask if they would have assumed this fact about this person prior to doing the exercise.

### Deconstruction:

Ask young people why you have asked them to do this exercise?  
Suggest:

- Gets everyone moving and the blood pumping, ready to start a session
- Gets the group in touch with each other again and helps to learn new and surprising things about each other
- Helps us see that we make assumptions about people without knowing the reality.

## Exercise 03

# Uppers and Loweres

Type of exercise:

Icebreaker

Aims:

- To understand the concept of power
- To think critically about power and how it features in sexual violence and in participation
- To understand that sexual violence involves the act of taking someone's power away, whereas participation involves people taking back power for themselves and others

Duration:

15 minutes

Materials:

Flip chart paper and pens, uppers and lowers chart (see below)



# Exercise 03

## Uppers and Lowerers

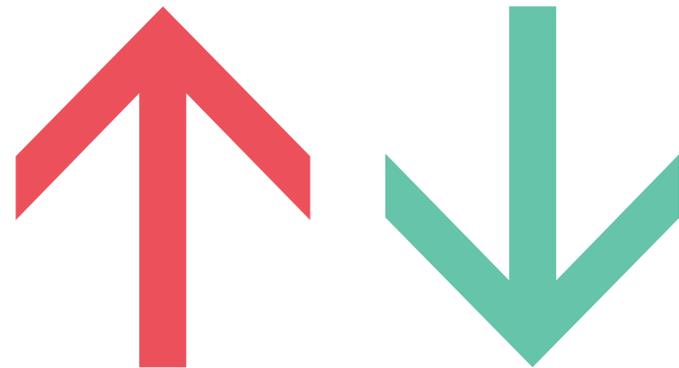
### Facilitator notes:

During your conversation on sexual violence, the issue of power and control should have been identified as being key to sexual violence. The person/s perpetrating will have power and control over the person who is being abused/exploited/victimised. Explain to the group that you will explore power in more detail.

### Stage 1

Firstly ask the group to share their views on what they think 'power' means. You probing questions might include:

- What does it do?
- Who has it?
- Is it just people who have it? What about countries, buildings, institutions, organisations, political processes?
- Who doesn't have it?
- What is the impact of power?
- Is it a good or a bad thing?
- Is there a balance of power in the world/society/communities as they see it?



# Exercise 03

## Uppers and Loweres

### Stage 2

Introduce the idea of 'uppers' and 'lowers'. Explain these as:

Upper: someone who is dominant or holds/takes more power.

Lower: someone who is subordinate, is less powerful, generally doesn't have their voices heard or have influence over things.

Ask the group if they can give an example of an upper/lower relationship. Once they have done this and you are happy that they understand the concept of 'uppers' and 'lowers', ask them to split into pairs.

### Stage 3

In their pairs, ask the group to think about the different sort of upper/lower relationships and to come up with as many examples as they can. These might include:

- Boss – employee
- Parent – child
- Police – public
- Senior – junior
- Teacher – student
- School bully – victim
- Service provider – service user
- Barrister – court advocate
- Barrister - witness
- Abuser – victim of abuse
- Board of Trustees – key worker/youth worker

### Stage 4

Next, they should shout out their answers and you should write them on a chart (see below) on flip chart paper. Once they have a long list of examples, ask them the

- When someone is an upper, how do they behave?
- What impact does that have on the lower? How does it make the lower feel and behave?
- How can both uppers and lowers change their behaviour in order to adjust the power balance and avoid the more negative impact of unequal power?

## Exercise 03

# Uppers and Loweres

### Facilitator notes:

You may find that some of the behaviours being described are the same for many of the relationships, as are the changes that people could make. It is important to reflect that the upper role is not always negative and does not always involve an abuse of power. For example, could a teacher be a supportive role, police a protective role? If the group don't identify this, you should ask probing questions to help them think about this.

When discussing what the uppers and lowers could change in their own behaviour to address the unhealthy balance of power, it is crucial that you are not inadvertently sending the message that abused people/young people are somehow responsible for or to blame for the abuse that they have experienced. You should make this point explicitly, as it is easy for people to assume this meaning, especially when there is so much victim blaming in regard to sexual violence and exploitation.

When talking about the changes that uppers and lowers could do, they may identify that lowers could be 'assertive', to stand up their rights and for what they want. If this is discussed (you should raise this if no one else does) you should ask:

- How easy is it to stand up to the face of power?
- How easy is it to speak your mind if you are feeling intimidated or judged?
- What if you are scared of the consequences? What if it is not safe to do so?
- What if your rights have been taken away – what opportunity or ability would we have to influence the power balance?

## Exercise 03

# Uppers and Loweres

### Deconstruction:

Ask the group why you have done this exercise. Discuss:

- That these dynamics may happen in their own group, but more likely they will happen in different environments they find themselves in outside of the group.
- If they develop participatory work they may also find that these dynamics occur when they come into contact with the public and with professionals.
- That we all need to be aware when we are in an upper role and how this effects on others and their ability to be heard and contribute.
- That there are ways that both uppers and lowers can try to change the power dynamics for the better, so that there is a safer, more equal and representative relationship.

# Exercise 04

## Assertiveness

Type of exercise:  
Group activity

### Aims:

- To increase understanding of passive, assertive and aggressive behaviours
- To introduce the idea of 'personal rights' and how assertiveness can protect these
- To reflect on personal strategies in regard to assertiveness
- To practice assertiveness techniques

Duration:  
45 minutes

### Materials:

Top tips for assertive behaviour sheets, Assertive behaviour worksheets



# Exercise 04

## Assertiveness

### Stage 1

Explain that one way of contributing to a balance of power between uppers and lowers is developing techniques to be more assertive. Again it is important to reiterate here that some relationships may be abusive, in which case the lower can have very little power to change this. We mustn't suggest that being assertive will somehow prevent people from experiencing abuse. Remember, the responsibility of abuse sits firmly with the person perpetrating the abuse.

Begin a board blast asking the question: what does 'assertive' mean?

Ask the group to think of all the behaviours or actions they think represent assertiveness. What would someone be doing that would tell them that they are being assertive? This might include: confidence, speaking loudly and clearly, making eye contact, not being scared, standing up for yourself/what you believe in. What would someone be doing if they were confident or not being scared, how would we know? Can we always see assertiveness? What about people who know their own mind or know themselves? Does this help someone to be assertiveness?

Next ask them to do the same for what they think passive means.

### Facilitator notes:

This exercise needs to be handled with care. Some people in the group may have had their identity constructed (by themselves and others), as a result of being victimised through sexual violence or other forms of oppression. As a result they may have come to see themselves as non-assertive with no power or choice. Constructs such as 'victim' can be limiting and unhelpful in people believing they can have or take power, or believing there is hope for change. Equally, the construct of 'victim' doesn't always allow us to see where people have demonstrated strengths and resistance in the face of, and in surviving, oppression.

In the delivery of this exercise then, you should be mindful of these dynamics and suggest that being 'assertive' shows itself in many ways, sometimes in ways that can't be seen (assertiveness in thought perhaps). This exercise is simply exploring the idea of assertiveness in its simplest forms and can be a useful exercise to do before moving onto conflict resolution.

# Exercise 04

## Assertiveness

### Stage 2

Next explain that you are going to read out three simple scenarios (you could ask member of the group to read out the scenarios if you would like to). Each scenario shows the same characters and situation but with different techniques in terms of the characters getting what they want.

After reading each scenario, ask the group to think about:

- Did Sarah get what she wanted?
- What did she do to get what she wanted?
- Did they both come out of the scenario getting what they wanted or being happy with the outcome?
- Did she use aggression to get what she wanted?
- Did someone else suffer or feel uncomfortable as a result of her getting what she wants?

Suggest that each of the scenarios represent Sarah being assertive, passive and aggressive. They should easily be able to identify which scenario is which. A very simple explanation of these terms is as follows:

- **Passive:** don't say what you feel, a risk that you get taken advantage of
- **Aggressive:** defensive, put others down to protect yourself, snap, take over, violent
- **Assertive:** achieve your own goals and respect others rights; decisions made through negotiation; explaining your perspective and listening to others before making a decision

Clarify that people get what they want in different ways, and we mustn't confuse assertiveness with being aggressive or fearsome.

Hand out the top tips for assertive behaviour sheets.

# Exercise 04

## Assertiveness

### Stage 3

Next, hand out the assertive behaviours worksheet. Explain that this sheet outlines some of the behaviours and body language that we might expect when someone is being assertive, passive or aggressive.

Ask them to have a few minutes on their own using these sheets. Do they recognise any of their own behaviour? Reassure them that it might be difficult to be honest with ourselves about this. Ask which style feels most familiar to them and what do they think the advantages or disadvantages of it are for them? For instance, passive behaviour can be a protective strategy to minimise risk of conflict. Aggressive behaviour may also be a way of protecting ourselves as it keeps people at a distance and stops them getting close. It may also represent fear of being seen as weak or vulnerable.

Ask the group if anyone feels brave enough to share their thoughts on themselves and why they have categorised themselves as such. Assure them this is not a judgement or assessment of them, but a chance to reflect on our own and other's behaviour in some situations.

Bring to their attention the list of 'personal rights' on the sheet. Talk through these and ask if any one has any opinion on these. You might want to ask how being assertive can help to protect these personal rights.

### Stage 4

Next explain that you are going to do some practicing of assertiveness based on their understanding so far. Ask the group stand in a circle. Ask two people to go into the centre of the circle. They should label themselves A and B.

You should read out one of the scenarios from the list below and ask the pair to role-play the scenario quickly and for A or B to respond to the scenario in an assertive way. If they struggle with this, ask other members of the group to take their place and demonstrate different ways to be assertive and not to have their personal rights overruled.

Scenarios:

1. A is queuing for a bus. The bus stop is busy. When the bus arrives, B pushes past A and boards the bus.
2. A orders food in a café and it is not cooked properly.
3. A is in a shop and just about to pick up the last packet of biscuits from the shelf when B comes up beside you and takes the packet.
4. A has borrowed B's shoes and has brought them back really dirty.
5. B wants to go out to the cinema with friends but they are sure their parent/carer (A) is going to say no, B goes into the sitting room where A is.
6. A is out with their mates who are drinking alcohol. B offers A some and A says no. B starts to make fun of A.
7. A asks B to hold onto some perfumes and makeup that they stole from a shop.

# Exercise 04

## Assertiveness

### **Deconstruction:**

Ask the group what it was like to do this exercise. Was it useful? Was it stuff they already knew? Was there anything that surprised them?

Suggest that assertiveness is not something you can get overnight. It is something that comes with practice and as we feel more confident in ourselves and our personal rights. Assure the group that you will all be at different stages with feeling and being assertive. This is fine. Suggest the first step is having a good understanding of it.

# Exercise 05

## Role models for conflict resolution

### Type of exercise:

Group activity

### Aim:

- To develop and share strategies for managing conflict and being assertive

### Duration:

45 minutes

### Materials:

Flip chart, paper and pens



## Exercise 05

# Role models for conflict resolution

### Stage 1

Using their new knowledge, ask the young people to think of one person who is really good at handling conflict in an assertive way. Who do they know who is good at getting what they need or want, without being abusive but at the same time is not a 'pushover'. They should think of someone who would be a good role model in resolving conflict. This could be a support worker, a friend, career, social worker, old teacher.

Ask them to think about the things that make that person good at handling conflict. What is it that they do in conflict that makes means they protect their personal rights but are not aggressive and can handle difficult situations well.

Ask one person to share who they have chosen and why. This will demonstrate whether they have understood your task.

## Exercise 05

# Role models for conflict resolution

### Stage 2

Split the group into small groups of three or four people. They should each share the role they have chosen with their group and explain why. Provide each group with a piece of flip chart paper and pens. Ask them to draw the silhouette of a person on the paper.

Next ask them to work together to answer the following questions:

1. Name three things they do that make you think that they are particularly good at handling conflict and being assertive.
2. What would they need to tell themselves to manage situations in this way?
3. What advice do you think this person would give to you about how to handle possible difficulties you may face?

They should each think of their role models and use these examples to come up with answer to the questions. They should collectively get as many responses to the questions as possible. They should write their responses in or around the silhouetted person on their sheets. They should put answers to question one in their arms and legs; answers to question two in the torso; and answers to question three in/around their head.

Give them about 15 minutes for this task.



## Exercise 05

# Role models for conflict resolution

### Stage 3

Ask each group to feedback their work. Each group should answer each of the three questions. They should explain to the rest of the group what they have written and why they think this is important.

#### **Deconstruction:**

Finally ask the group what they thought of that exercise. How was it for them? Ask why you have asked them to do this and how this has been useful for them. Discuss:

It can be useful to think of someone else doing things well in order to understand what works and what doesn't work in resolving conflict.

It can be hard to imagine ourselves doing these things but we can still get an idea of what might work by thinking about other people's strategies.

# Exercise 06

## Closing

Type of exercise:  
Group activity

Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

Duration:  
30 minutes

Materials:  
None



# Exercise 06

## Closing

### Stage 1

Finally, ask the group to join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. People do not have to talk if they don't want to. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 06

**Life-skills: Giving and receiving feedback; body language; Individual outcome and goal setting; Individual distance travelled assessment**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Standing in order

Type of exercise:

Game

Aims:

- To encourage group communication
- To introduce the idea of body language in an informal way
- To get the group working physically with each other

Duration:

10 minutes

Materials:

Chairs



(Adapted from Laugh, run and move to develop together, By Michèle Meuwly and Jean-Pierre Heiniger, Terre des Hommes)

# Exercise 02

## Standing in order

### Stage 1

Explain to the group that you are going to set them a few tasks. They must complete these tasks without speaking to each other.

They should set out a row of chairs – one for each person in the group. Each person should stand on a chair. First ask them to place themselves on the chairs in order of height, from the shortest to the tallest. They should be able to complete this fairly quickly and easily - although they will need to help each other to move across the chairs into the right position in the line. Then ask them to place themselves in order in regard to the following:

- Alphabetical order using their surname
- By age
- The month they were born in
- By house/flat number

### Deconstruction:

When they have finished this, you should ask them to reflect on the exercise. What worked, what didn't work in competing the tasks. Why did you ask them to do it? Suggest that:

- It introduces the idea of communicating in different ways (other than speaking).
- It requires that you depend on each other as a team.
- It requires that you trust each other to help.

# Exercise 03

## Giving and receiving feedback

Type of exercise:  
Group exercise

Aims:

- To understand the value of giving feedback
- To understand and practice different techniques to give and receive feedback

Duration:  
10 minutes

Materials:  
None



# Exercise 03

## Giving and receiving feedback

### Stage 1

Explain that you are going to explore how we give helpful feedback to one another. Understanding it, giving it and receiving it.

Begin by asking the group to explain what feedback is. Capture their responses on flip chart paper. Probe and develop the discussion to cover:

- Feedback is a way of telling people what we think
- Giving our opinion
- To provide information so things can get better
- To identify where things have gone well and how they could be improved
- It isn't a personal 'dig'
- Feedback is constructive, for example -said in order that things can progress/get better
- It should be about the problem, the 'thing' and not about the person
- It can be useful to have an 'objective' opinion or a third party opinion

Ask the group to provide examples of bad feedback i.e. when have they had feedback that had a negative impact, rather than a positive one.

Responses may include:

- When it is personal
- When you are made to feel like everything is rubbish and you are no good
- When it feels like you are being told what to do
- When it feels like you are being told off

### Stage 2

Present the 'tips for feedback' below.

(Source NCVO: [knowhownonprofit.org/people/your-development/working-with-people/feedback](http://knowhownonprofit.org/people/your-development/working-with-people/feedback)).

You should put these up on the wall so they can be seen throughout.

Feedback should be based on:

- Behaviour NOT the person
- Evidence NOT assumption
- Description NOT value judgments
- Specifics NOT generalities
- Discussion NOT telling
- Information NOT gossip

Suggest to the group that both the person who is giving feedback needs to prepare to give the feedback as well as the person receiving it.

## Exercise 03

# Giving and receiving feedback

### Stage 3

Explain that you would like the group to practice giving and receiving feedback. Ask them to sit in a circle. Explain that, two at a time, they will take it in turns to come into the circle. Each pair will be given a scenario. They should take on the roles in that scenario and proceed to give and receive feedback based on it. The aim is to make sure that the scenario does not escalate into conflict and that the issue is resolved. The rest of the group should watch and identify what goes well and what could be improved.

The first pair should take their place and you should read the scenario below:

Two friends are out shopping (A & B). They meet another group of friends and A decides they want to go with the other group of friends. B doesn't want to go and is annoyed as A does this a lot. If A goes, they will be leaving B on their own.

Let the pair have a go at giving and receiving feedback. This might be quite funny but also quite difficult for the pair. It's ok if they don't do a brilliant job.

When they have had a go (successfully or not) ask them to stop, and thank them for participating. Ask the rest of the group who were observing, what they think they did well. Were they successful at giving feedback? What worked? What could they do differently?

It is easy to make feedback seem like it is a personal dig. It is also easy to be defensive when someone gives you negative feedback, when someone complains or challenges you. Rather than pausing to let the feedback or message sink in, people often rush in to contradict the speaker or justify your position. This reaction can weaken your ability to listen and can change a conversation into a conflict.

# Exercise 03

## Giving and receiving feedback

### Stage 4

Before you proceed with more scenarios, introduce and reflect on tools that can be used for giving and receiving feedback (below is just one approach – you may prefer to use different tools that you are aware of).

Explain that for giving feedback you can use EEC: Evidence, Effect and Change. Explain that for receiving feedback you can use PAC: Patience, Ask, Confirm.

You can place the following table on a wall with just the headings and ask the group to identify what each of these words means when giving and receiving feedback. As they give their thoughts you can populate the table with the following information:

EEC: giving feedback	PAC: receiving feedback
<p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>- Give an example of the person's behaviour or actions</li> <li>- NOT about their personality</li> </ul>	<p><u>Patience:</u></p> <ul style="list-style-type: none"> <li>- Pause, take a minute to let the feedback sink in</li> <li>- Try not to get defensive</li> <li>- Don't immediately jump in!</li> </ul>
<p><u>Effect:</u></p> <ul style="list-style-type: none"> <li>- Describe the effect that their behaviour has on you or the situation</li> <li>- Don't be emotional</li> <li>- Be factual and clear</li> </ul>	<p><u>Ask:</u></p> <ul style="list-style-type: none"> <li>- Ask questions to clarify the perspective of the person giving feedback</li> <li>- Try and understand their perspective</li> <li>- Show you are listening and want to understand</li> </ul>
<p><u>Change:</u></p> <ul style="list-style-type: none"> <li>- Suggest what could be different</li> <li>- What could they change to reduce the effect?</li> </ul>	<p><u>Confirm:</u></p> <ul style="list-style-type: none"> <li>- Check that you understand their perspective and feedback properly</li> <li>- Confirm you understand where they are coming from</li> <li>- Then respond with your view</li> </ul>

## Exercise 03

# Giving and receiving feedback

### Stage 5

Ask another pair to go into the centre of the circle and explain that you would like them to try the same scenario but this time to use the EEC and the PAC models of giving and receiving feedback. Before they start ask them to think about:

- What evidence could you provide that is about the actions of the friend rather than about them personally?
- What effect does it have on you? How can you describe this in a non-emotional and reasonable way?
- How would you like things to change and how can explain this to them in a way that they don't feel like you are telling them what to do and that they are likely to go along with?
- How can you take time to pause and clarify that you understand the feedback and let them know that you 'hear' them?

Allow the second pair to practice the scenario. When they have finished, ask the rest of the group to give feedback as before.

### Stage 6

Next ask another pair to stand in the circle and repeat the process using the following scenario to test their feedback skills.

A friend regularly borrows your clothes and they bring them back to you dirty or broken.

You can continue with this exercise with different scenarios of your choosing should you want to.

### Deconstruction:

Ask the group what it was like to do this exercise. Was it easy to give feedback or not? Why? Explain that it can be hard to give feedback because we don't want to offend people. Also we may be wary that we might create conflict or bad feeling. Remind the group feedback is used to make things better or to develop and grown. If it's done well, it can be useful for everyone.

# Exercise 04

## Body language

Type of exercise:  
Group exercise

Aims:

- To understand body language
- To demonstrate how body language communicates feelings

Duration:  
10 minutes

Materials:  
Emotion cards



# Exercise 04

## Body language

### Stage 1

Following on from the previous exercise, reiterate to the group that people can sometimes get defensive when they feel like they are being criticised (which feedback can often feel like if delivered poorly, or if the person on the receiving end is used to, and expects, negative criticism).

Ask the group how we might know if someone is being defensive without them using words. They should come up with the response of 'body language'. Once this is established, ask them what else body language might tell us. They should do a quick feedback of the sorts of feelings and behaviours we might be able to identify through body language.

#### Facilitator notes:

Be mindful of people's comfort levels with the group attention on them for long periods of time. Some will be more comfortable with this than others. There may also be people in the group who are not at ease doing role play exercises. You should encourage everyone to be involved and to assure them that it is not about being a wonderful actor. BUT you should not pressure people to do this if they really don't want to.

### Stage 2

Ask the group to stand in a circle and provide each member with an emotion card. They should not show this card to anyone else. One-by-one they should go a round the circle acting out through their own body language what emotion card they hold. For example, 'angry' might be an aggressive stance, leaning forward with a cross face and arms folded. 'Relaxed' might be sat on a chair with their arms up and resting back on the chairs either side. 'Scared' might be someone with his or her head and shoulders slumped, looking at the ground and fidgeting slightly.

Each group member should act out their emotion and the rest of the group should try and guess what emotion they are demonstrating. Keep going until the group guess.

This is a quick 'warm up' for the exercise to follow. Ask the group how body language is useful for when we give feedback? It can help to gauge how people are taking our feedback and how willing they are to listen.

# Exercise 05

## Group sculptures

Type of exercise:  
Group exercise

Aims:

- To further practice communicating through body language
- To practice giving and receiving feedback

Duration:  
45 minutes

Materials:  
None



# Exercise 05

## Group sculptures

### Stage 1

Split the group into small groups of approximately four people.

Explain that you are going to set them tasks which involve them creating a 'sculpture' as a group that portrays something. They will have 5 minutes to prepare their sculpture. They will then perform their sculpture to the rest of the groups who have to try and figure out what the sculpture is showing.

Before you begin you need to make sure that everyone understands what you mean by 'sculpture'. Explain that this is a frozen image. For example, you might ask them to create a sculpture of a family eating dinner. This would be a frozen scene that involves no movement but still manages to create the scene of a family meal through the positioning and body language of each of the actors in the group.

Explain that each member of the group must have a role in their sculpture. Explain that after each sculpture 'performance', the audience will try and guess what they sculpture represents. They will also provide feedback of what they have seen, based on the tips for giving feedback that they learnt at the beginning of the session.

### Stage 2

Work your way through each of the sculpture tasks below. Give the group up to 5 minutes to arrange prepare their sculptures. Each group should take it turns to show their sculpture to the rest of the group.

#### Task one

A film title: each group should come up with a film title and create a group sculpture that demonstrates the film title as clearly as possible.

#### Task two (in secret give each group a different scene from the list below)

A scene: at the beach, at the cinema, at the club.

Explain that the final sculpture will be a moving sculpture. It should start with a frozen image and then on your count of three it should move.

#### Task three: moving image (in secret give each group a different scene from the list below)

A car; a food processor; a lawn mower.

### Stage 3

After each sculpture, go through the feedback from the audience. You should manage this process carefully. It can easily erupt into conversations that verge on arguments as people start to get defensive. Remind the group of the ECC and PAC techniques they learnt earlier (see previous pages).

# Exercise 05

## Group sculptures

### **Deconstruction:**

Ask the group why they think you have asked them to do this exercise. Ask them how it was to give and receive feedback.

Suggest that:

- Some people find this very hard to receive and give feedback
- It can remind them of a time when they have been criticised, when they did not succeed
- It is also something that they may not have practiced or understood previously
- Applying these techniques practically helps us get better at them

Be patient and support them to constantly go back to the tips for giving feedback. These should be techniques that are used as much as possible throughout the rest of the programme so that giving and receiving feedback becomes second nature and just an element of good practice.

# Exercise 06

## Evaluation

### Type of exercise:

Lone working

### Aims:

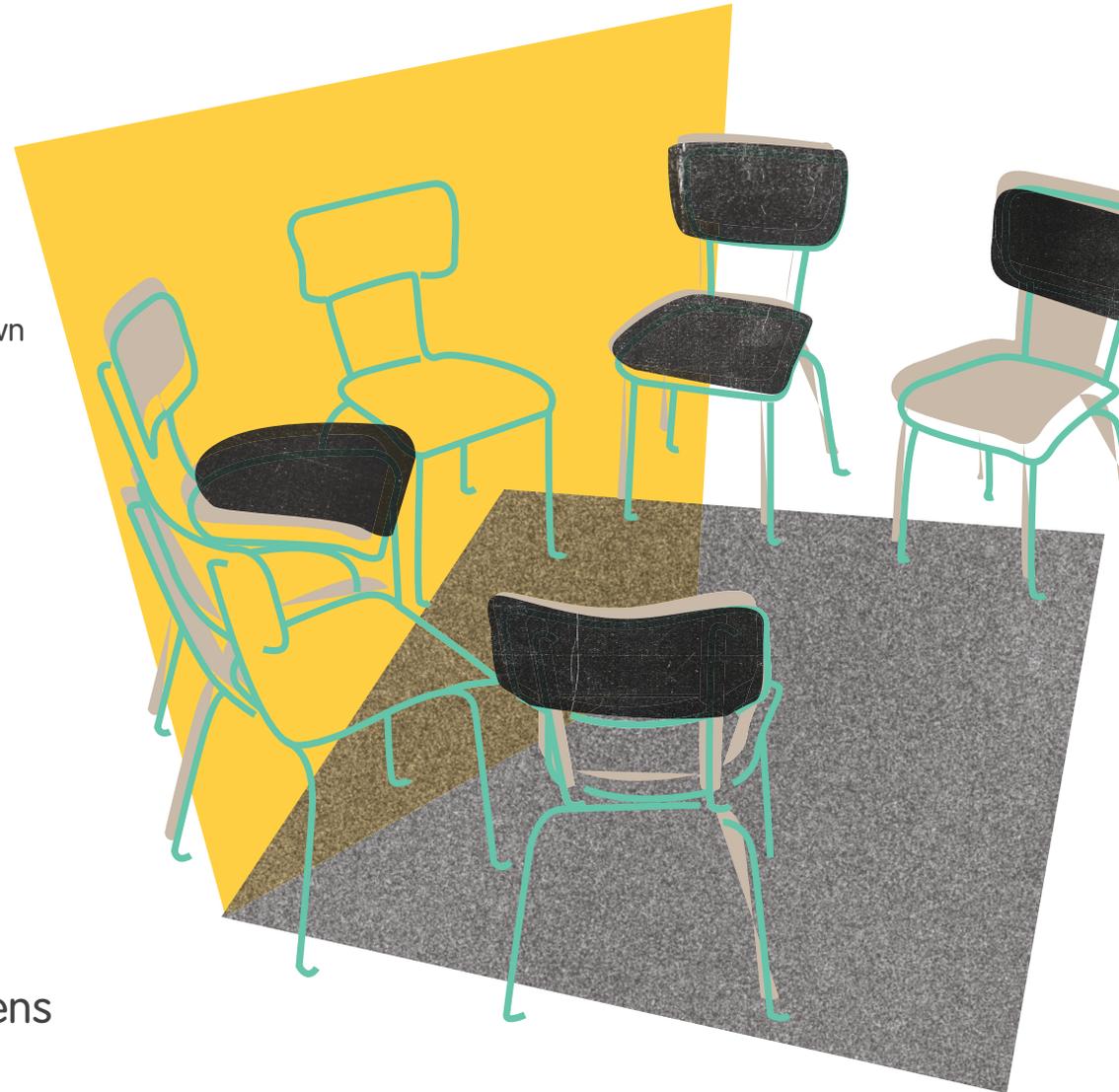
- To enable young people to measure progress against their own 'desired outcomes' from the project
- To generate distance travelled data that can contribute to the evaluation of the training programme
- To measure young people's distance travelled against the outcomes
- To help young people to reflect and think critically about the development of their resilience, safety, confidence, self-worth, relationships and engagement in decision-making

### Duration:

30 minutes

### Materials:

Individual outcome and goal setting forms, individual distance travelled assessment, blue pens



# Exercise 06

## Evaluation

### Stage 1

Explain that the rest of this session will be used to re-visit their self-assessments and the goal setting they started at the beginning of the programme.

Distribute the best hopes and goals setting forms that they completed at the outset of the programme. These should have their best hopes that they defined and also their first scaling scores. First ask them to re-read the best hopes that they chose.

Using their forms they should think about each best hope they have identified and scale themselves against them from 0 – 10 where '0' means 'not achieved' and '10' means 'fully achieved' They may decide that they are at the same place on the scale, further on or perhaps have dropped down the scale. Remind them that this isn't an assessment of their ability but just to capture whether the programme is helping them to get where they wanted to through their best hopes.

### Stage 2

Next ask the young people to turn to the person sitting next to them. Using their new scaling, ask them to have 2 minutes each to:

- Share three things that have been doing to get to where they are on the scale or,
- If they have slipped, share three things they have been doing that stopped them from slipping even further than they did

Ask if anyone would like to share with the wider group what their three actions were. If people share you can follow up with questions such as: how did you manage to do that? Did anyone else notice? How has doing these things been good for you? What does it say about you that you have been able to do these things?

### Stage 3

Finally ask the group to work in their pairs again and ask the following question:

Let's say that next time we do the scaling of your best hopes, you are one point further along your scale. What would you be pleased to see yourself doing that would tell you 'I'm one point further along the scale'?

Ask the young people to think about this question and share their answer with their partner. It could be a tiny thing they are doing that would tell them they had moved along their scale. You can ask for an example answer from the group to help with clarifying the question. If someone says, 'I would be happier', probe to understand what they would be doing that would tell them they were happier.

When they have finished these conversations, they should hand their best hopes form back to you. Again, check the scaling has been completed for the middle scale and that their name is on the form.

# Exercise 06

## Evaluation

### Facilitator notes:

As well as providing distance-travelled data, these exercises are useful in helping young people to recognise what they have been doing to get to their best hopes. Sometimes we don't notice the good things we have been doing, so specifically focusing on this is important. This approach can help them to recognise their own competence, which in itself can be motivating to do more!

### Stage 4

Next hand out the young people's Star of Change forms. These should have their first self assessments marks on the form in red pen. Explain that you would like them to complete the Star of Change for the second time but this time using blue pen.

Remind them that this tool specifically explores how the programme impacts them in terms of their ability to deal with big and difficult emotions and to 'bounce back', safety, confidence, self-worth, relationships and engagement in decision-making.

Remind them that each statement asks them to respond on a scale of 0 – 10, where '0' means 'not achieved' and '10' means 'fully achieved'. It is OK if they go backwards!

You should take some time to make sure that the young people understand the statements on the Star of Change. You can do this by working your way through each statement and asking the group

what they understand them to mean. You should aim for the following understanding:

I know what I like, need and want: This is about knowing yourself, feeling clear in different situations what you want, even if faced with people or ideas which are quite powerful and overwhelming.

I am confident: This means different things to different people (and so is very hard to measure). You might ask someone would be doing that would tell them that persona was confident. This might mean that someone is secure in themselves, accepts themselves as they are and has the courage to be themselves. Acknowledge that our confidence levels change in different situations and with different people

I feel part of a safe and supportive group: This is about the group and about them being comfortable, not feeling anxious, not feeling judged, free to be themselves and have their opinions listened to and encouraged.

I believe in myself and my ability: This might include young people believing they are good at something and that they have a right to belong in the group, that they are equally entitled to be there and to be treated well as anyone else in the group.

I feel I have something of value to contribute: This might include that they think they have interesting thoughts and ideas and questions. It might also be that they have skills and an attitude that is of value, for example, how they support others, have apposite attitude, bring humour, help to solve problems etc.

# Exercise 06

## Evaluation

I have the opportunity to influence decisions that affect me: this is about trying to understand whether they feel they have access to decision making. They may want to think about who currently makes the decisions that affect them in their lives, what part they play in the decision making and how regularly do they have the opportunity to be involved. They may feel they don't yet have the skills to influence decisions or take advantage of opportunities.

I can deal with big and difficult emotions, such as anger, sadness and jealousy: this is about resilience, about their ability to 'bounce back' despite adversity. Can they move on when these sorts of big and difficult emotions arise or do they get stuck in them and find it difficult to walk away or move on?

Explain that some of these questions are specifically about the group setting but others might be relevant for other areas in their lives. You should also be very clear that this is not an assessment or test of their abilities. It will help you to know whether the programme has been useful for them – or not!

### Stage 5

You should allow enough time to go round the group supporting them to understand the statement. Again, asking one-to-one, 'what does that statement mean to you', will help you to gauge if they understand the statement.

Once they have completed the Star of Change, ensure they have written their name on their sheet, gather them and explain that you will re-distribute them when you are half way through the programme.

# Exercise 07

## Closing

Type of exercise:  
Group exercise

Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

Duration:  
15 minutes

Materials:  
None



## Exercise 07

# Closing

Finally, ask the group to join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. People do not have to talk if they don't want to. Facilitators should do this exercise too.

Thanks them for their involvement, give them details of the next session and then close the session.

## Session 07

# Life-skills: Presenting and debating

## Exercise 01

# Welcome and introduction

See page 07



## Exercise 02

# Look up, look down

Type of exercise:

Game

Aim:

- To calm the group ready to start the session and help them to focus on a shared task

Duration:

10 minutes

Materials:

None



# Exercise 02

## Look up, look down

### Stage 1

Ask the group to sit in a circle. Explain that you will repeatedly ask them to look down and then to look up. When you ask them to look down, they should look into their laps or at the floor. When you ask them to look up, they should lift their head and look at another member of the group in the circle.

If they look at someone in the group who is looking back at them, they are both out! If they look at someone who is looking at another member of the group (and therefore not looking back at them) – then they remain in the game. The aim of the game is to avoid looking at someone who is looking back at you and to be in the last two people in the game.

Keep repeating 'look down', 'look up' until there is a winning pair left in the circle.

If they are out as a result of meeting the gaze of someone across the circle, both people should leave the circle and stand at the edge of the room. Those people who are out should remain silent to allow the game to continue.

The facilitators should play this game too.

You should attempt to instill the rule that you cannot pretend to not be looking at someone when you raise your head. You can play a number of rounds of this game quite quickly, so those people who go out early on, get another chance to play.

## Exercise 03

# Basic principles of presenting

### Type of exercise:

Group exercise

### Aims:

- To introduce the basic elements of presenting
- To practice delivering simple presentation

### Duration:

40 minutes

### Materials:

Paper and pens



# Exercise 03

## Basic principles of presenting

### Stage 1

Ask the group to think about the things we have to remember when we are presenting or speaking in public? What do we need to be clear and get our message across effectively? Capture their views on flip chart paper. Ideas might include:

- Know your topic.
- Know your audience and the relevant issues for their local area.
- Find out what people want to get out of your presentation.
- Structure your presentation with a beginning middle and end
- Be honest. If you don't know something... say that, then inform your audience that you will find out and let them know.
- Keep it interesting, interact with your audience, ask them questions, use different methods of communicating your message.
- Be prepared. Know what comes next and make sure you have all the resources you need on hand and ready.
- Be clear and ensure that your audience understands you.
- Know what your opening statements are – this will help you get off to a good start.
- Be calm on the inside! Take deep breaths through your mouth.
- Leave pauses. It might feel unnatural but it will give people time to take in what you are saying and you time to think about what comes next.
- Have water with you and take sips. This stops a dry mouth and also gives you time to collect your thoughts and think about what comes next.
- Have notes to refer to.
- Speak more slowly than you would normally. Speak up and check that everyone can hear you in the room.
- Nerves are completely natural! Lots of preparation will help you feel more confident and in control.
- Smile!!

# Exercise 03

## Basic principles of presenting

### Stage 2

Next explain that any presentation would normally follow the same structure and principles such as:

Principles of presentation:

- Let people know what you are going to talk about
- Do it. Talk about a point of interest
- Tell people what you have told them

Put these up clearly for all to see.

### Stage 3

Ask the group to work in pairs. Provide them with the list of strengths questions (below) and explain that you would like them to ask each other the questions and that they will be presenting the answers back to the rest of the group. These will be two minute presentations simply to practice the basic principles.

Give the pairs 5 minutes each to ask the following questions and record the answers.

- Can you tell me something that you are good at or that you are pleased with about yourself?
- Can you tell me a story that tells me how you have used that strength or skill in the past?

- What would your friend/parent/carer/worker say is one of your strengths?

### Stage 4

Next give the pairs a further 10 minutes to prepare their presentations. They can check these out with their partners to check that they are representing them accurately. They should apply the basic principles of presenting the information they have about their partner and be ready to present this to the wider group.

For example:

'I am going to talk to you about Rachel's ability to make people laugh. Rachel regularly makes people laugh. For example she did this when XXXX. Her mum thinks XXXX of her skills to make people laugh. I have told you about Rachel and her great sense of humour and ability to make people feel better through laughter. Thank you!'

### Stage 5

Ask each person to deliver their presentation about their partner. After each presentation ask for feedback from the group. This should include what they did well and ideas for how they could make it even better. Between each presentation, remind the group of the list of things they came up with (above) that could help them to present.

## Exercise 03

# Basic principles of presenting

### Deconstruction:

After everyone has had their go at presenting, ask the group what it was like to do the exercise? Did they discover anything surprising? About themselves and other people? Congratulate them on their first public speaking! Suggest that it gets easier the more we do it and the more prepare and know our subject.

### Facilitator notes:

Some people may find it agonising to speak in front of the group. You will need to approach this with some caution. At this stage in the group work, it may be appropriate to gently push them to do it. You should encourage them by assuring them that they are not being judged or assessed. Sometimes asking what is the worst thing that could happen, can help to put things in perspective and make people feel ready to present. But be mindful not to push too much. Putting people out of their comfort zone could have problematic effects for vulnerable young people, such as panic attacks and not wanting to come back. It must ultimately be their choice.

# Exercise 04

## Debating: backwards and forwards

### Type of exercise:

Group exercise

### Aims:

- To understand and practice providing a counter argument (rebuttal)
- To practice debating

### Duration:

30 minutes

### Materials:

Debating statements



# Exercise 04

## Debating: Backwards and forwards

### Stage 1

Explain that you would like the young people to get into pairs. They should sit in chairs opposite each other. They may want some paper and a pen to take notes throughout the exercise.

Do a quick board blast around the following questions:

- Ask the group whether they think they are good at arguing!
- What we are doing when we are arguing. Suggest that we are disagreeing with someone, we have a different opinion or we want something different.
- What can happen when people argue? Suggest that tempers can rise, people start to get cross or shout at each other. Things may sometimes result in violence.

Next ask:

- What is debating?
- In what ways is it different from arguing?
- What are we trying to achieve through debating?

Suggest that we may still be in opposition with other people's opinions, but debating is a process of arguing a point in a diplomatic way. It helps us to understand issues from different perspectives. It also helps decisions to be made based on hearing all the opinions and facts.

Ask what happens in debating.

Suggest that debating can be more structured than a random argument. Generally there is a topic or theme that is being debated, we hear the positions or statements from each side of the debate and then it gets discussed. Often in debates, there is a 'Chair'. This is someone who oversees the conversation and makes sure that all sides are fully represented and have their chance to speak. They generally try and make sure it doesn't escalate into an argument!

# Exercise 04

## Debating: Backwards and forwards

### Stage 2

Explain that you would like them to quickly practice the idea of giving a counter-argument (or a rebuttal) through some mini-debates with each other.

In pairs, they should name themselves A & B. Explain that you will shout a starting statement. A should take on the argument 'for' that statement (for example, that they agree with it). B should immediately take on the argument 'against' (for example, that they disagree with A's statement). A should then disagree (or present a rebuttal) to B and B should do the same. They should keep the rebuttals going for as long as possible

For example, the statement is: 'young people should be allowed to vote'. The rebuttals might go something like this:

A: Young people should be able to vote because the decisions that are made affect them.

B: I disagree because young people are too young and don't understand what they are voting on.

A: But it is their human right to influence the decisions that affect them...

Ask them to try the exercise with the first statement. When they have had one minute you should stop them and ask how it was. What was difficult? What was easy? What was interesting? How could they improve their rebuttals? Discuss the challenges and how they could do it better next time.

### Stage 3

Next ask them to try again using the following statements (or others of your choosing). Give them one minute for each statement and see if they can keep the rebuttals going for this amount of time. You can extend their time to 1.5 or 2 minutes per statement if they seem to be doing well.

- Kim Kardashian is a good role model for girls
- Young people should be allowed to vote
- There should be a curfew for young people at night
- All dangerous dogs should be put down
- Teachers should be allowed to hit children
- Footballers earn too much money
- Page three modelling should be a career that is encouraged in schools

## Exercise 04

# Debating: Backwards and forwards

### Deconstruction

Next ask the group to come into a circle and give their feedback on the exercise. What was it like to do? Why did you ask them to do the exercise? Suggest that:

- There is similarity between debating and giving constructive feedback and assertiveness
- An essential element is listening and then being able to respond clearly and calmly and convincingly
- It can be really hard to stay calm if it is a subject that you feel passionate about
- Preparation for debates is important so that in the moment you don't get too emotional and you can keep a clear argument

# Exercise 05

## Presenting an argument and debating

### Type of exercise:

Group exercise

### Aims:

- To practice developing and delivering a presentation
- To practice developing a counter argument
- To practice debating skills

### Duration:

1.5 hours

### Materials:

Paper and pens, flip chart paper, blue tac



# Exercise 05

## Presenting an argument and debating

### Stage 1

Explain that they are going to work in two groups. You are going to provide a subject for the groups to debate. One group will argue in favour of the issue, the other will argue against. Recognise that they may in fact hold the opposite views than what they are being asked to argue for – this doesn't matter. The focus of the exercise is to practice their skills for debating and presenting – it shouldn't matter what the issue is.

Provide the group with paper and pens and flip chart paper. The group should use these materials as the need to.

Explain that they will need to:

- Develop their argument: prepare a short presentation that sets out their perspective on the issue. Why are they for or against it? What is their explanation and what is their evidence?
- Practice their presentation: each member of the group should take a part in presenting (small or large). The whole group must be included
- Consider the rebuttal from the other team and consider their counter arguments: think through what the other team might say for or against the issue. How could they counter the possible rebuttals from the other team.

Provide the following motion for debate and allocate the position of 'for' and 'against' to either team:

Education and increasing awareness will prevent young people from experiencing sexual violence.

### Stage 2

#### Develop their argument

In their groups they should spend five minutes thinking about what their argument for or against this statement could be. As individual they should write down their ideas on post its.

Next they should appoint a chair. This person will facilitate the discussion and the development of their argument as a group. The chair should ask the group to feedback their individual thoughts and put them all together on flip chart paper. They should discard any repetition.

Next the groups should sort their ideas into 7-10 different arguments. They should list these and also think of a title for each argument. Such as 'The case for sex and relationship education (SRE)', 'The responsibility of adults'. These are the headings for each of their 7-10 arguments and help to prompt their thinking and discussion when they come to debate.

### Stage 3

Each group can split into pairs and take 2 or 3 of the titles. They should develop these into full arguments. They should think about the evidence they have to support these arguments, explain why they believe in this argument. Each pair should prepare their argument and present them back to their groups. They should have 7 – 10 arguments as a whole group that they can present in the debate. They should practice presenting them all together before the debate begins.

## Exercise 05

# Presenting an argument and debating

### Stage 4

Finally they should think about what the rebuttal from the other team might be. What could the argument be in opposition to their arguments? They should think this through and discuss the sort of counter-response they could provide.

## Exercise 05

# Presenting an argument and debating

### Facilitator notes:

During their preparation you should spend time with each group helping them to form their arguments. This may be a really challenging process for the young people. They have to consider the possible arguments to support their side (whether they agree with these or not) and then find a way of putting these into words!

On the surface of things, all the young people might want to agree with the motion. You will need to support the 'against' team to think of other options. For example:

- They might think that children shouldn't speak about sex in the education setting, that we need to protect children from this?
- What else can prevent young people experiencing sexual violence as an alternative?
- Who else should be involved in this?
- Should it just be down to educating young people?
- What about work with potential perpetrators?
- What about work with families?
- What about creating safe space?
- What about media involvement?

The 'for' team may find it easier to argue in favour of the motion. None-the-less, you can help them to consider:

- Why is it important for young people to be educated?
- How would this prevent sexual violence?
- Why is this the only or the most important way to prevent sexual violence?
- Why is this more powerful/useful than focusing on other areas?

## Exercise 05

# Presenting an argument and debating

### Stage 5 – The debate

Set the room out so there are chairs on either side of the room facing into the centre. The teams should sit on either side of the room facing each other. The order of proceedings should be:

1. The team arguing 'for' should present their view first.
2. The team arguing 'against' should present their view
3. The Chair to facilitate a debate:
  - Each team to ask questions and provide a rebuttal to various points
  - Each team to offer a counter argument to the rebuttals
4. Close the debate

Based on the arguments presented, the Chair (you) should present an overview of the arguments for and against. You should then ask the whole group to now vote whether or not they agree or disagree with the motion. Tally up the numbers for 'for' and 'against'.

### Deconstruction

Ask the groups to feedback their view on the exercise. What was it like for them? What did they find difficult? How did the other team do? What skills did they draw on that they have learnt so far on the LLLP programme? How were these skills useful? Can they see a time when they would use these debating skills in the future? Did it feel different from having argument? How?

Applaud the groups for taking part and taking on such a big task.

## Exercise 06

# Take it or leave it (closing)

### Type of exercise:

Group discussion

### Aims:

- To enable young people to reflect on the session and what they have found useful
- To encourage a sharing of thoughts and develop critical thinking

### Duration:

20 minutes

### Materials:

Paper and pens



## Exercise 06

# Take it or leave it (closing)

### Stage 1

Finally, ask the group to join the circle. Give each young person a piece of A4 paper and provide coloured pens. Ask them to fold the piece of paper in half and explain that you would like them to draw on one side of the paper what they will 'take away' from the session. For example, what did they find useful, what was interesting, what was fun etc. On the reverse side of the paper they should draw what they will 'leave behind'. This might be something that they didn't enjoy, that made them feel uncomfortable, embarrassed, that was difficult or not useful for them.

Explain that it is not about doing a wonderful piece of art, and they should capture their views in any way they want on the paper. They could put a selection of words and images if they want to. Give them about 5 minutes to work on their own to do this.

### Stage 2

Take it in turns to go around the group and for the young people to share their cards, explaining the things they will take and leave. You can do some probing, such as why is that useful/not useful for you? what was it about that that you liked/disliked? The facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 08

**Preparation for participation projects: The importance of young people's voices; young people's experience of sexual violence, the problems and the solutions.**

## Exercise 01

# Welcome and introduction

See page 07



## Exercise 02

# Spaghetti and marshmallow towers

### Type of exercise:

Team building exercise and game

### Aims:

- To develop strategies as a team
- To develop team working skills

### Duration:

20 minutes

### Materials:

Dried spaghetti, packets of marshmallows  
(per group)



## Exercise 02

# Spaghetti and marshmallow towers

### Stage 1

Split the group into small groups of three or four people. Explain that they should compete with each other as teams to create a spaghetti tower!

Explain that each group will have a bag of marshmallows and a packet of spaghetti and they have to make a tower out of these materials. The rules are as follows:

- they have 10 minutes to work as a team to create the tower
- they are only allowed to use the marshmallows and the spaghetti
- the tower must be able to stand up unaided for 5 seconds for it to qualify

The winning team are the ones who create the tallest tower that can stand up for at least 5 seconds.

Check that each team understands the task and set them to work.

### Stage 2

When ten minutes is up, instruct the teams to stop what they are doing. One by one ask the teams to show their towers and test whether they can stand up un-aided for 5 seconds. The team with the tallest tower wins!

## Exercise 02

# Spaghetti and marshmallow towers

### Stage 3

Finally, they should think about what the rebuttal from the other team might be. What could the argument be in opposition to their arguments? They should think this through and discuss the sort of counter-response they could provide.

### Deconstruction

Ask the groups what that was like? Ask them what was easy or difficult about it. Ask why they think you have asked them to complete the task. What was required to complete the task? Were they able to work as a team to get things done? What did they do that showed they were working as a team?

## Exercise 03

# Adverts for participation

### Type of exercise:

Group activity

### Aim:

- To enable young people to explain creatively why they should be involved in the efforts to prevent sexual violence

### Duration:

1 hour

### Materials:

Paper and pens



# Exercise 03

## Adverts for participation

### Stage 1

Explain that this and the next few sessions will be a space for the group to start thinking about their own participation projects.

To begin this process and remind the group of early conversations, ask them to briefly discuss why young people should be involved in efforts to prevent sexual violence against young people.

### Stage 2

Next ask them to work in groups of three. Explain that they will have 30 minutes to create a short advert selling the idea of why young people should be involved in efforts to prevent sexual violence. They should imagine this as a TV advert. They may want to think about the following features:

- What can young people offer? What qualities do you bring as a group of young people?
- What would people be missing out on if they didn't include young people in the efforts to prevent sexual violence?
- How do young people help to solve the problem?
- Can they remember any of the principles of participation that would be useful to highlight in their advert to really sell their idea?

### Facilitator notes:

During the 30 minutes you should spend time with each group, helping them to work through these questions and to hear their ideas for their advert. Help them to think about the qualities of adverts: they are brief, catchy, they have slogans, they keep referring to the 'product' they are trying to sell, they are trying to convince you that you can't live without the product.

## Exercise 03

# Adverts for participation

### Stage 3

Arrange the space as a performance space with an audience. Each group should take it in turns to perform their adverts. You should ensure that the audience is quiet and ready to watch the performances and remind people of how difficult it can be to perform in front of people. The audience can help by listening, giving their attention and being respectful.

Before the performances start you should instruct the audience that you want them to provide feedback after each performance. They should think about one thing that the group did well, and one thing they could do to make things even better.

After each performance you should elicit this feedback from the audience. You should allow about 10 minutes per group for their performance and their feedback.

### Deconstruction

Ask the young people what it was like to do that exercise. Was it useful for them? Explain that it was a creative way to remind ourselves why it is so important for young people to be a part of the efforts to prevent sexual violence amongst young people.

If young people in your group do not enjoy drama and role play, you may want to provide a range of arts and crafts materials and ask them to create a group or individual collage. This can be a great way for people to express themselves and also produces some pieces of art that can be displayed as evidence of their work and process should they come to doing public events.

## Exercise 04

# Problem wall and solution tree

### Type of exercise:

Group activity

### Aims:

- To identify the problems in society which allow sexual violence against children and young people to take place (from a young person's perspective)
- To identify the solutions to these problems, from a young person's perspective

### Duration:

1 hour

### Materials:

Problem wall, solution tree, paper chair cut outs, paper leaves cut outs



# Exercise 04

## Problem wall and solution tree

### Stage 1

Cover one wall in the room with flip chart paper. One half of the paper should be filled with a brick wall (drawn onto the paper). The other half of the paper should have a large tree drawn on it with bare branches.

Title the wall of bricks 'Problem wall'. Title the tree 'solution tree'. Put a heading across the whole wall:

How does society allow sexual violence against young people to take place and what needs to change to prevent it?

You may need a brief discussion about the meaning of 'society'. Society has many different elements. It includes, individuals, family and friends, communities, media, internet, schools/education, government, laws, systems and procedures.

Ask for a few responses to this question from the group to gauge whether they understand the question. Ask if anyone in the group wants to discuss the question or understand it in more detail before splitting into small groups.

### Stage 2

Split the group into small sub-groups (approximately three people per group). First of all give them 15 minutes to discuss all the problems they can think of in relation to this question. For example, 'there are no safe spaces for young people', 'gangs are in our communities and creating risk', 'young people and parents don't understand what sexual violence is', 'sexual violence is normal in peer groups', 'schools do nothing about sexual violence that is happening under their noses', 'there is not enough protection of young people on line which is where so much abuse goes noticed' etc. The problems are the things that are supporting sexual violence against young people to flourish. They should try to avoid thinking of the solutions to these problems at this stage. Every problem that they identify should be written on the paper brick shapes.

### Stage 3

Ask each of the groups to feedback the problems that they have identified. Each problem and brick should be stuck onto the problem wall.

You should seek one problem from each group and then move on to the next, this is called carousel feedback. Ask the groups not to repeat any problems that have already been put on the wall. Once all the problems have been exhausted ask them for their opinions on what is on the wall over all. Does it surprise them? What is it like seeing all of these problems that they have identified?

# Exercise 04

## Problem wall and solution tree

### Stage 4

Next ask them to repeat the exercise with the solution tree. This time they should use the leaves and write down the changes that need take place in order to deal with the problems they have identified. They can respond to any of the problems, not just the ones they have identified in their small groups. It is important to focus on change and solutions as this is hopefully what they will be aiming for through any future participation work.

For example, the problem may be: 'schools do nothing to address sexual violence that is happening under their noses'. The changes required might be: teachers to be trained on sexual violence, local policy to prioritise sexual violence as an all school issue, national policy to make compulsory a curriculum that teaches about sexual violence, schools to have per support groups where students can share their concerns.

Explain that many changes may be required for one problem.

Allow the groups another 15 minutes to consider the changes/solutions. They should write down each of their ideas on the paper leaves.

### Stage 5

Once again seek feedback from the small groups. Following this, you should take some time to consider whether any of the solutions can be gathered into groups or themes. For example, there may be themes emerging of: training for professionals; work with parents; changes in policy; educating young people; creating safer spaces.

You should attempt to bundle up the solution leaves into their themes on the tree and annotate them with a theme title. The grouping of themes can be quite time consuming to come to unanimous decisions. Explain that the facilitators will take away their responses and try and theme them and present their ideas back to the group when you next meet.

# Exercise 05

## Problem wall and solution tree

### Type of exercise:

Group exercise

### Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage the sharing of thoughts and develop critical thinking

### Duration:

30 minutes

### Materials:

None



# Exercise 05

## Problem wall and solution tree

### Stage 1

Finally, ask the group to stand in a line at one side of the room as if they are at the starting line of a race. Explain that you will read out a number of statements about how people may have experienced today's session. If they can say 'yes' to the statement they should take one step forward. If they would say 'no' to the statement, they should take a step back. Check if anyone needs you to explain again.

Statement include (you can add your own):

- Today I had fun
- Today I felt energised
- Today I felt empowered
- Today I was confident to speak my views in the group
- Today people listened to my opinions
- Today I feel confident that I can make the changes I want to make
- Today I feel motivated
- Today I felt inspired
- Today I feel part of a team
- Today I feel informed
- Today I feel knowledgeable

### Stage 2

Ask everyone to re-join the circle. Take it in turns to go around the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 09

**Preparation for participation projects: Scoping the realms of power and influence; dealing with challenges; examples of young people's efforts to prevent sexual violence**

## Exercise 01

# Welcome and introduction

See page 07



## Exercise 02

# Human bombs and shields

### Type of exercise:

Game and energiser

### Aims:

- To energise the group
- To help the group feel relaxed with each other and ready for the session

### Duration:

10 minutes

### Materials:

Space to move about



## Exercise 02

# Human bombs and shields

### Stage 1

Explain that you are going to play a game called human bombs and shields. Ask the young people to identify one person in their group who will be their 'shield' and one person who is their 'bomb'. They must not tell anyone who they have chosen. The aim of the game is to not let your bomb to get close to you. They should do this by positioning themselves in the room so that their 'shield' is always positioned between them and their 'bomb'.

Check whether anyone needs you to explain the rules again.  
Then shout 'go'!

There will be a lot of movement as people move around the room trying to make sure that their shield is protecting them from their bomb! They may find however, that they are their bomb's chosen shield, in which case they will be trying to get away from someone who is trying to get close to them!

There will be a lot of chaos and laughter.

### Stage 2

Ask the group to come back to a circle and talk about what that was like. They can now reveal who their shield and their bomb were!

## Exercise 03

# Scoping realms of power and influence

### Type of exercise:

Group exercise

### Aims:

- To introduce the different contexts in which their prevention efforts may take place
- To consider the different levels of power and resources they may have in each context and how this may affect their ability to influence change

### Duration:

1 hour

### Materials:

Solutions from previous session (themed), flip chart, paper and pens



## Exercise 03

# Scoping realms of power and influence

### Stage 1

First share with the group the work you have done on the solutions that they identified last session. You should be able to present back to them how you have organised the different themes from their ideas.

Once you have explained this, ask the group for their views. Are there any solutions that they think are missing, or should go under a different theme?

Once the group are generally happy with the themes you have proposed, you can move on.

### Stage 2

Explain that you want to use their solution themes to explore the different domains, or contexts, in which activity might take place. For example their ideas might be best carried out with/in:

- Individuals who have experienced sexual violence
- Families and homes
- Peer groups or other young people
- Schools
- Community or neighbourhood
- Wider society

You should put this list of contexts on the wall.

Next ask whether, as a group of young people who are trying to bring

about change, they have the same amount of power in each of these contexts. For example, do they have the same power and influence in their peer groups as they would with wider society. How is it different? Do they need different things to influence change in each of the contexts? For example, how are the resources they need to reach schools and to educate children and teachers different to the resources they would need to reach individuals who have experienced sexual violence?

## Exercise 03

# Scoping realms of power and influence

### Stage 3

Next you should split the young people into small groups. Provide them each with a list of their themed solutions and flipchart paper and pens.

Ask them to work their way through the themes and decide which context the activity would take place in and where they would need to bring about change. For example: training for professionals might be in the schools context and in the community and society contexts. Educating young people might sit in schools, peer groups and community.

Give them 20 minutes to complete this and then ask each group to feed back their views. Assure them that they all may have slightly different answers, which is to be expected. Ask them to explain why they have made their decisions.

### Stage 4

Next as a whole group ask them to think about the sort of resources they will need to reach each context in order to influence change.

For example:

- Individual: links with services for young people, youth groups;
- Family: links with services for parents
- Peer groups: online and social media, credible stories
- Schools: understanding of the curriculum and demands on schools, links with decision makers, knowing their priorities;
- Community: local events, knowledge of community leaders who can 'open doors'
- Society: understanding of policy (local and national), media coverage, links with local authority decision makers and members of parliament

Suggest that each context will present different challenges in regard to 'getting in' and having their voices heard and influencing changes. Suggest that knowing about human and children's rights in each of these contexts will be important. Suggest that they have individual resources including the life-skills that they are developing on the programme in terms of assertiveness, debating and communicating will help them to communicate their messages.

## Exercise 03

# Scoping realms of power and influence

### Deconstruction

Ask the group why they think you have done this exercise. After they have given their views, explain that this should help in thinking about where the solutions and changes will need to take place and therefore where they as a group need to try and have influence. They may find they want to, or need to, bring about change across all contexts. They should recognise, however, that in each context they may face different challenges and will need different resources which may be harder to come by.

## Exercise 04

# Judgements, stereotypes and challenges

### Type of exercise:

Group exercise

### Aims:

- To foresee the possible judgements, stereotypes and challenges they may face in trying to prevent sexual violence
- To explore different strategies they may be able to use to deal with the judgements, stereotypes and challenges

### Duration:

1 hour

### Materials:

Post its, pens, flip chart paper



## Exercise 04

# Judgements, stereotypes and challenges

### Stage 1

Explain that you would like the group to start to think about and prepare for the possible challenges they may face in different contexts and when trying to bring about change.

Do a quick board blast asking what these judgements, stereotypes and challenges (JSCs) they may face when/if they come face to face with people in different contexts. Who are these people? For example:

- Family
- Friends
- Associates
- Teachers,
- Social workers,
- Youth workers
- Police
- Politicians
- Academics
- Media journalists

They should list all the JSCs they can imagine. For example, professionals deliberately sabotaging their efforts because they don't want to relinquish their control to young people, professionals trying to catch the young people out, professionals judging them for perceived past behaviours rather than current achievements, political figures 'side-lining' the young people's efforts at public events etc.

Next ask what assumptions might be made? What might the difficulties be in regard to the power dynamic between their group and these people? How might they behave towards or speak to the young person? Will this be appropriate?

Explain that it is important that we assess what might happen so that the young people are prepared to deal with issues they have identified, should they occur.

### Stage 2

In smaller groups ask the young people to discuss what sort of ways they might be able to respond to these JSCs? What can we do as a group and as individuals to overcome this? Ask them to come up with strategies to as many of the identified behaviours as possible. They can record their ideas on post its. Remind them about the assertive behaviours that they have explored in previous sessions. Would these help?

After about 15 minutes, ask for feedback. They should stick their post it next to the corresponding behaviours on a piece of flip chart paper next to the challenging behaviours that they came up with.

## Exercise 04

# Judgements, stereotypes and challenges

### Stage 3

Explain that you would now like them to put some of these strategies and techniques into practice.

Set up a circle of chairs with one chair in the middle. Explain that we are going to practice our responses to difficult behaviour from professionals in the training room.

One young person should sit in the centre and the people in the circle should take on the role of external people and/or professionals. They should take it in turn to so speak to the young person in a way that presents a challenge or reflects some of the JSCs they have identified.

The young person has to find a way of resolving the issues:

- Without raising their voice
- Without getting into an argument or being aggressive
- Without taking it personally and being defensive
- Without making judgemental statements

Encourage the young people to draw on everything they have learnt so far about power, assertiveness and communication.

### Deconstruction

After each young person (who wants to) has had a go in the middle, ask them what it was like to do this exercise. What did they find easy? What did they find hard? Did they learn anything about themselves or the strategies they could use? Ask the rest of the group for an example of something they did well and something they could change next time to make things even better.

## Exercise 05

# Examples of young people's efforts to prevent sexual violence

Type of exercise:

Group discussion

Aim:

- To provide examples of work created by young people to prevent sexual violence and child sexual exploitation (CSE)

Duration:

30 minutes

Materials:

None



## Exercise 05

# Examples of young people's efforts to prevent sexual violence

### Stage 1

Explain that you are going to present some examples of young people's participation projects on the issue of sexual violence and child sexual exploitation. Explain that this might help them to start turning their solutions themes into practical ideas for projects.

#### Facilitator notes:

In each area and country, there will be different activity taking place in regard to young people's efforts to prevent sexual violence. You should seek out examples to show the young people. Below are some examples which may be useful:

- **SECOS, It's not your fault.** A film and educational resource for young people to support them in understanding that CSE is not their fault.
- **What works for us:** A young people's national advisory group. Young people have influenced research, media coverage of issues such as CSE, influenced awareness raising campaigns. [www.beds.ac.uk/\\_\\_data/assets/pdf\\_file/0015/293100/14361\\_PR-and-M\\_WWFU-report\\_v7\\_HR\\_1.pdf](http://www.beds.ac.uk/__data/assets/pdf_file/0015/293100/14361_PR-and-M_WWFU-report_v7_HR_1.pdf)
- **NGY on Unity Radio:** The Unity Radio project aims to help tackle child sexual exploitation through the creation of a multi-media digital network created by young people. It includes a weekly radio show (the Ngy show) that talks about healthy relationships. They have guest speakers including MP's to further their influence.
- **Gangs films:** Four films made by the University of Bedfordshire in partnership with young people in England on the issues of sex and relationships in gangs. The films have been shown at various local community and national events in order to raise awareness.

## Exercise 05

# Examples of young people's efforts to prevent sexual violence

Ask the group to suggest which contexts the groups of young people might be able to influence as a result of their efforts. For example, NGY Unity Radio will have influence in the local community due to it being a local radio station, but they may have society influence through the guest speaker and being on digital radio. SECOS may have influence for individuals who are at risk of CSE and also in schools where they deliver their resource.

### Stage 2

After showing each example, ask the group:

- What did you think about that example?
- Do you think it was/would be effective?
- Why? What would work about it?
- What might be the challenges of this particular example?
- Could anything be done differently to make it more effective?

Check in with the group what it was like to see examples of other young people's work. Was this inspiring, scary? Has it given them any ideas as to the 'vehicle' they could use to make the change they are hoping for? Suggest that they all aim to bring about change but in different ways. They have all chosen different methods or 'vehicles' to bring about change. Arguably each 'vehicle' has different degrees of power to influence change depending on what context they are in.

Explain that in the next sessions you will be asking them to start thinking through their own ideas in more detail, specifically what 'vehicle' or method they could use, the resources they might need and what they might need to do in order to create their 'vehicle' for change.

## Exercise 06

# Closing: One step forward one step back

### Type of exercise:

Group exercise

### Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage the sharing of thoughts and develop critical thinking

### Duration:

20 minutes

### Materials:

None



## Exercise 06

# Closing: One step forward one step back

### Stage 1

Ask everyone to re-join the circle. Take it in turns to go round the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 10

**Preparation for participation projects: Prioritising themes; vehicles for change; action planning**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Group trust

Type of exercise:  
Game

### Aims:

- To encourage trust amongst the group
- To develop a sense of responsibility towards each team member and their wellbeing
- To help the group feel relaxed with each other and ready for the session

Duration:  
20 minutes

Materials:  
Scarf



# Exercise 02

## Group trust

### Stage 1

Ask the group to stand in a circle. Explain that you are going to play a group trust game. One person should stand in the middle of the circle. They will be blindfolded. The rest of the group will stand shoulder to shoulder with each other so there are not gaps in the circle.

Explain that the person who is blindfolded will walk forward. They will keep walking. It is the responsibility of the group to keep them safe. The group must stop the person in the middle from harming themselves and when they reach the edge of the circle they should stop them (gently) and turn them around and send them on their way across the circle.

Before you begin, you should acknowledge how daunting this might feel for some people. Explain that you will not make people do this if they don't want to. Ask the group what they need to do to keep the person in the middle safe. Suggest:

- They need to concentrate and keep their eyes on the person in the middle at all time.
- Be able to communicate quietly with each other to ensure it is clear who is going to stop the person and turn them around.
- Be gentle, handle the blindfolded person with care, no sudden or harsh movements.
- Be sensitive to the fact that not all people are comfortable with being blindfolded and some may find it very hard to trust people.

### Stage 2

Once someone has nominated themselves to go first you should carefully blindfold them, checking that they cannot see and that they are comfortable. You should start the process by turning the blindfolded person round on the spot twice so they don't know which way they are going when they first start walking.

Keep going with each person for a about a minute. Remove their blindfold and congratulate them. Ask if anyone else would like to have a go and repeat the process.

# Exercise 02

## Group trust

### Deconstruction

As the group what it was like to carry out this exercise? What was it like to be blindfolded and to put your trust in others. What was it like to be around the circle caring for them? What was their responsibility? Ask why you have asked them to complete the task. Suggest that: it is good to think about how to care for others, it can help to build trust amongst the group, it is a simple way of demonstrating that you have 'got someone's back' and you are being considerate of their needs.

### Facilitator notes:

This exercise is later in the LLLP programme for a reason! This can be a very challenging exercise for young people who have difficulties with trust. As a result of experiences of sexual violence and feeling let down in the past, young people may not want to be blindfolded. Under no circumstances should you force people to do this exercise. There is a possibility that being blindfolded will trigger traumatic experiences and panic attacks.

You should take this exercise very slowly and it is your role to be the calming influence, to control the exercise and to hold a safe space for people.

For those who don't want to go in the middle, they can be in the circle caring for others. This role, however, can also be tricky. Young people who haven't got experience of caring relationships may not have much practice of tending to other people's needs and keeping them safe. The responsibility can be a bit much for some people and as a result of them not knowing what to, they can be a bit too rough and inconsiderate. Asking the preparatory questions at the outset (above) is useful to prepare the group for both roles.

# Exercise 03

## Themes of change

Type of exercise:  
Prioritising themes

Aims:

- To practice debating skills
- To prioritise their own themes of change in order to provide a focus for the own prevention and change efforts

Duration:  
40 minutes

Materials:  
String, themes of change cards, smiley and sad face placards



# Exercise 03

## Themes of change

### Stage 1

Following the previous session you should have a fairly clear list of themes but there may need to be some refining in order to make the next steps clearer. You should present these themes on individual cards/sheets of paper. These are the themes of change.

Again, at the outset of the session you should present these themes back to the group and check whether they accept what you are proposing form the basis of their participation projects. You should allow opportunity to amend these if the group feel they don't represent their opinions.

You should now have a finalised deck of themes of change cards.

### Stage 2

Place a length of string across the room. At one end of the string place a placard with a sad face on it and 'low priority' written on it. At the other end of the string place a placard with a smiley face on it and 'high priority' written on it.

One by one, work through the theme cards/sheets and ask the group to place them along the line of string based on whether they think the changes are low or high priority in their efforts to prevent sexual violence against young people. They should make these decisions on the basis of where they could have the most influence, what they are most interested in and what seems the most exciting theme to work on.

This may be a tricky process as you are aiming to get a unanimous decision on each card and there may be a difference of opinion. This is a good opportunity to facilitate debate. Explain that if they have a strong opinion as to where the card should be positioned, they need to think about how they will present their argument. They should draw on skills that they have practiced in the earlier session in regard to assertiveness, debating and constructive feedback.

Your role as facilitator is to ensure that a healthy debate takes place and people are a platform to speak, offer opinion and be listened to. Encourage members of the group to provide feedback on opposing perspectives and to explain why they agree or disagree.

Carry on with the exercise until there is broad agreement on the prioritisation of the themes of change.

# Exercise 03

## Themes of change

### Facilitator notes:

While there is a definite outcome you are aiming for with this exercise (having the change themes prioritised), the focus should also be the practicing of debating techniques. Part way through the exercise, ask the group to reflect on what techniques work and don't work so well. Ask them:

- what it is like to have their opinions heard and listened to.
- what are the challenges of expressing an opinion so that people adopt your opinion?
- should we be trying to get people to adopt our opinions?

### Stage 3

Finally ask the individuals to place themselves along the string next to the theme of change that they are particularly interested in working on through participation work. For example, some may be more interested in doing peer mentoring, whereas others may be more interested in doing community awareness raising or lobbying government.

Hopefully you will be able to identify groups based on what they are interested in. These should form the groups for the next exercises where they will be developing and presenting ideas about their 'vehicle for change'.

## Exercise 04

# Examples of young people's efforts to prevent sexual violence

### Type of exercise:

Group discussion

### Aim:

- To provide examples of work created by young people to prevent sexual violence and CSE

### Duration:

30 minutes

### Materials:

Examples of participation work (films, resources), internet



## Exercise 04

# Examples of young people's efforts to prevent sexual violence

### Stage 1

Next explain that you are going to present some more examples of young people's participation projects on the issue of sexual violence and child sexual exploitation (again you might need to look for local resources in other languages).

#### Facilitators notes:

In each area and country, there will be different activity taking place in regard to young people's efforts to prevent sexual violence. You should seek out examples to show the young people. Below are some examples which may be useful:

- Association of Young People's Health (AYPH) Be Healthy Project: Young Health Advocates who have created films, booklets and other resources to support their peers, to explain to young people what they can expect when they start using services and what barriers sexually exploited young people face in accessing services.
- Manchester Active Voices: A peer mentoring programme that includes mentoring for females on issues such as sexual exploitation.
- Photovoice: Photographic and digital storytelling projects that offer young people the opportunity to explore and reflect on their experiences of, and perspectives on, the impact of sexual exploitation and trafficking.
- Abianda Young Trainers: Young women who have been affected by gangs (including sexual violence) deliver training to professionals in order that they can better support other gang-affected young women.

## Exercise 04

# Examples of young people's efforts to prevent sexual violence

### Stage 2

After showing each example, ask the group:

- What did you think about that example?
- Do you think it was/would be effective?
- Why? What would work about it?
- What might be the challenges of this particular example?
- Could anything be done differently to make it more effective?

Explain that next you will be asking them to start thinking through their own ideas in more detail, specifically what 'vehicle' or method they could use, the resources they might need and what they might need to do in order to create their 'vehicle' for change.

# Exercise 05

## Vehicles of change

Type of exercise:  
Group activity

Aims:

- To think about creative ways the group can bring about change
- To begin to think about the resources that are required to deliver their change/prevention efforts

Duration:  
1 hour

Materials:  
Flipchart paper and pens



# Exercise 05

## Vehicles of change

### Stage 1

Explain that they are now going to work in the priority groups that they identified earlier in exercise 2 and start to design possible 'vehicles' for change. In other words, what methods will they use to bring about change? For example: photography, film, mentoring, campaigning etc. as they have seen through other young people's work. You should aim to have three groups working on different themes and different vehicles of change. Explain that the group will present back their ideas and they will choose which idea to pursue as their participation project.

### Facilitators notes:

It will be important to establish whether this is just a practice exercise or whether it will be realistic to take their ideas forward. This will depend on your remit and your resources. But it is essential that you are transparent with the group about this from the outset.

In their groups, present them each with a large piece of paper with an image of a car. For example:



# Exercise 05

## Vehicles of change

Explain that you would like them to draw and write on the car in order to answer the following questions:

### Above the car:

What is the vehicle of change? What is your method? For example: film, drama, social media campaign, training professionals/parents, peer mentoring/awareness raising. Why have they chosen this method?

### In the driving seat:

Who is leading the project? Who is driving the project forward? Young people? Young people and professionals? Professionals with some input from young people? Young people from different areas of the country? Young people from a particular service, town or community?

### Under the bonnet/the engine:

What is fuelling the project? What is required to keep the project going? Commitment, passions, leaderships, professional support, peer support, trust, shared ambition, a clear vision for change.

### In the wheels:

What resources are needed? Money? People? Things? Time? They should also think about how to get their project going and keeping it going. How often will they meet after the programme in order to complete the project.

Explain that they don't need to have to have all the answers, but they should try and think of as many details as possible – especially about the 'vehicle of change' or their method for bringing about change.

## Stage 2

Next ask the groups to share their ideas with the rest of the group. You should ensure there is a process of feedback involved in the presenting, so that ideas can be developed and also so the group can practice their giving and receiving feedback skills. Useful questions to ask in the facilitation of feedback can be:

- What was good about this idea?
- What did they do well in presenting their ideas?
- Can you make any suggestions that would make it even better?

Have a general conversation about what ideas the group should focus on to develop further and put resources into. This decision may not be able to be made instantly as you may have check resources and ideas with service managers etc. Again, you must be transparent with the young people about this.

## Exercise 06

# Closing: One step forward one step back

### Type of exercise:

Group exercise

### Aims:

- To enable the young people to reflect on the session and what they have found useful
- To encourage the sharing of thoughts and develop critical thinking

### Duration:

20 minutes

### Materials:

None



## Exercise 06

# Closing: One step forward one step back

### Stage 1

Ask everyone to re-join the circle. Take it in turns to go round the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 11

**Preparation for  
participation projects:  
Measuring change; helpful  
relationships; representation  
of young people**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Holding people's secrets

Type of exercise:

Game

Aims:

- To explore the importance of protecting our privacy and respecting other young people's secrets and stories
- To explore our responsibilities in holding other people's stories or secrets in a respectful and sensitive way

Duration:

20 minutes

Materials:

Paper and pens



## Exercise 02

# Holding people's secrets

### Stage 1

Ask the young people to sit or stand in a circle. Explain to the young people that this is a serious exercise about trust and respecting each others stories and secrets.

Ask the young people to think of something about themselves that they would not want anyone to know. Ask them to write this down on a small piece of paper or make a picture of it, fold it up and not to show it to anyone.

### Stage 2

Now ask the young people to pass their piece of paper with the secret to the person to their left. No one should look at the folded pieces of paper.

Ask the group what it feels like to have someone else holding their secret. Do they feel safe? Comfortable? Nervous? Worried? How does this feel to see their secrets go out of their ownership and control?

Now ask each person in turn how it feels to hold someone else's secret or story. Is there anything they can do in their handling of the secret that might make the owner of the secret feel more comfortable or safe? What is our responsibility when handling other people's stories? How can we make sure we are being respectful and responsible to the person who owns the secret or story? How shall we use what we have learned here in our prevention efforts?

### Facilitator notes:

You should consider with the group how might this be particularly important when they are holding stories of sexual violence during their participation work. Explain that they may be going on to tell stories about how sexual violence impacts on young people in order to prevent it. They may be representing other young people's experiences and stories. Why is this exercise important for when they are doing that? Discuss the dynamic of secrecy in the perpetuation of sexual violence: that is often used to silence victims and not report the abuse or to make them feel it is their fault. Young people who have been affected by sexual violence may have these fears in regard to sharing or representing views/ideas and stories. It is therefore even more important that we are doing this safely and respectfully.

Explain that it is our responsibility to tell people's stories or represent other young people in a way that doesn't create or increase stigma. Our efforts to prevent sexual violence against young people should not increase harm, discrimination or stigma.

Participants can now hand the secret back to the owner and they can destroy their pieces of paper and relax!

# Exercise 03

## Signs of change

Type of exercise:  
Group exercise

### Aims:

- To articulate what they want to achieve through their participation work
- To identify the changes that will tell them that they have achieved their aims

Duration:  
50 minutes

Materials:  
Flip chart paper and pens



# Exercise 03

## Signs of change

### Stage 1

You should be able to give some feedback and clarify the group's chosen idea for their participation project. Explain whether this is something that is feasible to explore or not. Ask if they have any questions and discuss these as necessary.

### Stage 2

Split into small groups and provide each group with a large piece of paper and ask them to draw a map of roads. Explain that these are the roads that their vehicle will take in bringing about change. They should discuss and annotate the maps with:

- The places the vehicle will go to disseminate their messages (for example, local council, police, schools, conferences, events).
- How will the vehicle be used at these locations?
- Pictures in each location that represent the desired change: for example more young people aware, professionals delivering their services better, policy being changed to respond to the issues of sexual violence, more money generated for projects.
- Around the edge of their paper they should write the things that would be different that would tell them that they had brought about change.

Give them 15/20 minutes for this.

Using the project or 'vehicle' that they agreed last session, complete the next task.

### Stage 3

Next ask the groups to feedback their ideas. They will be all talking about the same vehicle (method), but they may have some interesting and different ideas as to how to use the vehicle to bring about change. Each group should have approximately 10 minutes to feedback their ideas and to get feedback from the group.

Ask the group to consider:

- What did they like about the ideas?
- Are there similarities across the ideas?
- Could any ideas be combined?

You should keep notes or annotate their work further in order to capture their thoughts about how to combine ideas, or any new ideas that are created through the wider group discussion.

Explain that they are starting to get an action plan of what they want to achieve and how they will know if they have achieved it.

# Exercise 04

## Helpful relationships

Type of exercise:  
Group exercise

Aim:

- To explore the relationships and resources they will need for the participation work

Duration:  
30 minutes

Materials:  
Flip chart paper and pens



# Exercise 04

## Helpful relationships

### Stage 1

As a whole group, they should gather around their chosen vehicle of change that was created in the previous session. Hand out post its to each young person. Ask them to think about all of the people and services that will be helpful to them in their effort to prevent sexual violence.

Young people should offer their ideas for discussion. When they identify a relationship they should discuss how this relationship will be useful. What will the person or service be doing that would tell the group that the relationship is useful?

These might include:

- Parent/carers
- Positive peers
- CSE support service: resources and participation support
- Local councillors
- Local newspaper
- Teachers
- Social worker
- Funder
- Media journalists
- Film production team

Each person or service or resource should be written on separate post its and stuck around the edge of the vehicle of change. They should also add detail to the post it as to what the person or service will be doing that will be useful.

### Stage 2

Assuming that each of these relationships are helpful to the group, they should next draw lines from one person/service to another if they come into contact with each other or are linked in any way. For example, a Sexual Violence support service might be linked with social services and family/carers. So one line should go from the SV service to the social worker and a second line should go from the SV service to the parent/carer. Or, a media journalist might be connected with the funder and the media production team. You should draw a line from journalist to funder and journalist to production team.

They should work their way through all of the individual relationships and services and mark who they are each linked with. Along the adjoining lines they should write what each of the relationships offers the group and how it is useful. For example providing encouragement, laughter, resources and participation support, emotional support, giving lifts to meet the group and event, funding, money for transport and refreshment costs.

The end product should be like a spider web of connections, all passing through and around the group's vehicle in the middle.

## Exercise 04

# Helpful relationships

### **Deconstruction:**

Ask the groups to reflect on the web. What do they think about it? What does it tell them about the support they currently have to deliver their prevention efforts? What does it tell them about the individual people and services? Does it surprise them to see how each of them are connected and the amount of support they could draw in to bring about change?

## Exercise 05

# Representation of young people

### Type of exercise:

Group exercise

### Aims:

- For the group to take control of constructing their group identity
- For the group to have the opportunity to decide how they want to be represented

### Duration:

1 hour

### Materials:

Flip chart paper and pens



# Exercise 05

## Representation of young people

### Stage 1

Explain that you would like the group to think about how they would like to be represented publically. It is important that they can create and control the 'narratives' of their identity, or the stories about them as change agents, especially when they are associating themselves with the issue of sexual violence through their work together. Do they want, for example, to be known as young people affected by the issues or interested in them? Do they want to be known as 'experts by experience'? This may also include how their local area is represented, as they may want to disrupt the negative reputation of an area or prevent myths being perpetuated.

### Stage 2

Ask young people to work in small groups. Explain that you would like them to work on creating their group identity including how they would like to be seen by the outside world.

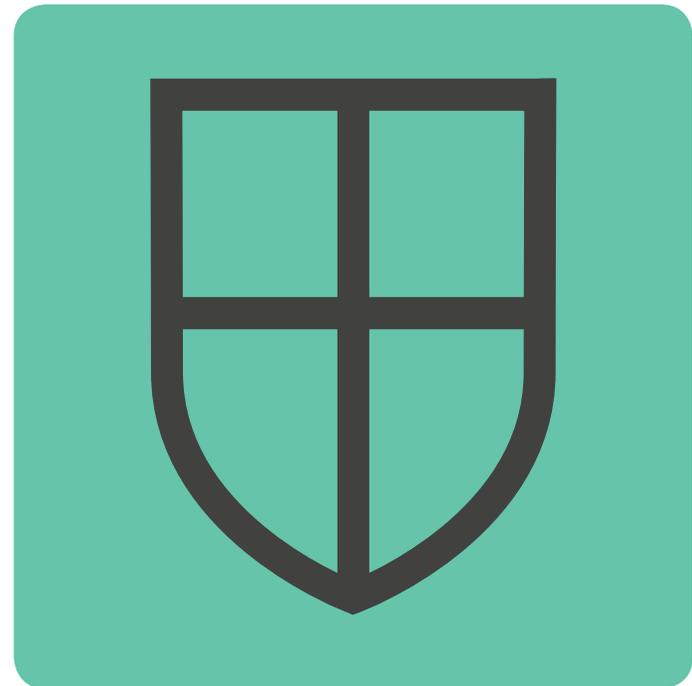
On large pieces of paper, they should draw a shield. The shield should be split into 4 quarters. In each quarter they should write or draw their responses to the following question:

1. Why did we take part in the project?
2. What are our strengths - what have we brought to the programme?
3. What's special about us (that we want others to know)?
4. Who do we speak up for/represent?

Give the groups 30 minutes to complete the task.

### Stage 3

Ask the groups to feedback and share and explain their shields to the group.



## Exercise 05

# Representation of young people

### **Deconstruction:**

Ask what was useful about that exercise and why it is important to do. Ask them to consider why it is so important that young people define their own identity in relation to the project. You should also ask them to think about how this might be important over time. When they are older, in jobs or with families, what identity would they like to look back on?

You should show some examples of where this exercise has been used on a project with young people who had been victims or witnesses in police investigations or court processes. For example, see: Making Justice Work. <http://bit.ly/1TayYCu>

## Exercise 06

# Closing: One step forward one step back

### Type of exercise:

Group exercise

### Aim:

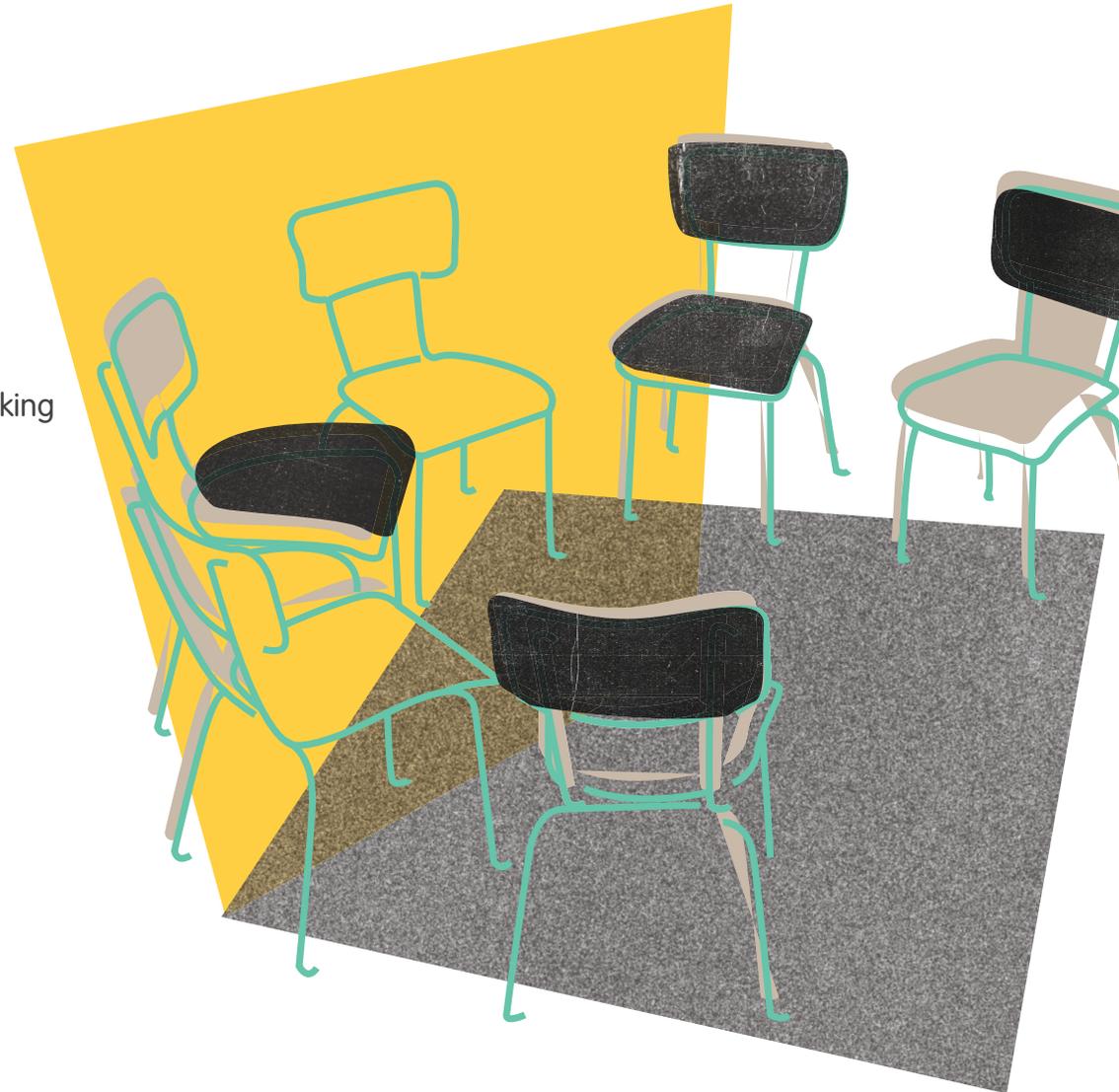
- To enable the young people to reflect on the session and what they have found useful
- To encourage the sharing of thoughts and develop critical thinking

### Duration:

15 minutes

### Materials:

None



## Exercise 06

# Closing: One step forward one step back

### Stage 1

Ask everyone to re-join the circle. Take it in turns to go round the group and say anything they want about the day. This might be something they enjoyed, that has stuck with them, that didn't work for them so well, how they are feeling at the end of the day etc. Facilitators should do this exercise too.

Thank them for their involvement, give them details of the next session and then close the session.

## Session 12

**Ending and evaluation:  
Focus group; put it in the  
post; individual outcomes  
and goal setting; individual  
distance travelled  
assessment**

## Exercise 01

# Welcome and introduction

See page 07



# Exercise 02

## Focus group

Type of exercise:  
Group discussion

### Aims:

- To enable the young people to reflect on the programme
- To discuss the approach used in the programme and how this may be useful for young people

Duration:  
1 hour

Materials:  
Note taking materials



# Exercise 02

## Focus group

### Stage 1

Explain that you will be asking them to be part of a group conversation called a focus group, in order to capture their views on the project, what they thought about the way you have worked with them and how it might be useful for young people.

They will be asked a selection of questions and they should give their honest views in response. They should try and see this as an informal conversation.

### Facilitator notes:

The focus group should be a one-hour session conducted towards the end of the 12-session programme. It should be conducted as a general conversation about the participants' views of the approach to working with young people who have experienced sexual violence through the participation work. You are not asking them to talk about their own experiences. You should explain that they will be asked to comment in the third person, even though they may be drawing on their own experiences and feelings to answer the questions.

It is important to remind the participants of the confidentiality agreement and the toothpaste exercise that they did at the outset of the project. They should be reminded to be in control of what they decide to talk about in the group on the basis that they do not know (and cannot guarantee) whether it will be held in complete confidence.

Someone should be taking notes of the responses as the data will need to be fed back to the project lead in order to capture and disseminate evaluation data. You should explain this to the young people and also that none of their responses will be attributed to them individually, they will remain anonymous and young people should feel free to comment as truthfully as they can.

# Exercise 02

## Focus group

### Stage 2

Work your way through the following focus group questions allowing time for people to speak and being mindful of group dynamics to ensure that all young people have the opportunity to give their views.

Suggested questions for the focus groups are:

#### Content of programme:

1. What have you noticed about the way we have worked with you on the programme? How would you describe it? (participatory approach)
2. Does the way of working differ from other projects or services young people are 'normally' involved in? If so, how?
3. What learning and skills do young people need who have experienced sexual violence? Why?

#### Learning for C & YP

4. What are the skills and learning that young people can gain from this type of project and way of working? (For example, managing their emotions, supporting others)
5. How could young people who have experienced sexual violence use the skills and learning from this sort of project in their day-to-day lives? (For example, relationships, safety, employment, school)
6. How might these skills and learning impact on young people's family and intimate relationships and friendships? (For example, stress reduction, trust, working with negative emotions)
7. Is there anything about the way of working that would help young people to keep safe or to manage the risks they face in their day-to-day lives?
8. How might this way of working influence young people's confidence, self worth, ability to deal with difficulties in their lives, ability to think in different ways about the issues they face, ability to deal with big and difficult emotions?
9. Is there anything else you would like to say about this type of project and the way it has been delivered to you? Should it be continued?

## Exercise 03

# Put it in the post – evaluation exercise

Type of exercise:

Lone working

Aim:

- To capture stories of significant change

Duration:

45 minutes

Materials:

Paper and pens



## Exercise 03

# Put it in the post – evaluation exercise

### Stage 1

Provide each member of the group with a pen and a piece of paper. Explain to the group that you would like them to write themselves a letter about their time on the programme. Explain that you want them to write to themselves in the third person. For example, they should address the letter to themselves (e.g Dear Sam), and rather than saying, “when I started the programme I was nervous...”, they should write, “when you started the programme you were nervous...”. They should imagine that they have been looking down on themselves during the programme and they are now commenting on their experience as a third party ‘outsider’.

### Stage 2

Next explain that they can write what they want in the letter BUT you would like them to address a number of questions in the letter to themselves. These are:

1. What were their thoughts and/or feelings when they started the programme?
2. What are their thoughts and/or feelings now they have completed the programme?
3. Have they managed to overcome any fears or concerns they had at the outset and how have they managed to do this?
4. What have they learnt or discovered about themselves?
5. What changes have they seen themselves make as a result of the programme?
6. What do these changes or discoveries tell them about who they are as a person? For example: ambitious, caring, political, insightful, supportive etc.
7. What advice would they give to themselves in the future, in order that they can keep going with the positive work they have been doing?

## Exercise 03

# Put it in the post – evaluation exercise

### Facilitator notes

The letter can be purely written in text, or they can include imagery/ pictures if they would prefer this. If there are people in the group with limited literacy skills, then you can draft a template of a letter in order that they fill in the gaps (this will of course, restrict the responses that you get back).

### Deconstruction:

Ask the participants if any of them would like to read their letters to the wider group. They should obviously not be forced to do this. Ask the group what it was like writing to themselves in this way. Why do they think you have asked them to do this exercise? For example: to help them reflect on their hard work and progress, to have the chance to reflect on their personal journey through the programme, to recognise that they probably feel differently now to how they did at the beginning of the programme as initial fears have been overcome, that writing in the third person can help us to comment more objectively on our achievements rather than being self-critical in a first person account.

Explain that you will keep copies of the letters for the purpose of evaluation. You should make sure that they keep a copy of the letter as their own reminder of the changes and progress that they have made.

## Exercise 04

# Pre- and post-questionnaire

### Type of exercise:

Lone working

### Aim:

- To gather end data to measure knowledge against outcomes

### Duration:

20 minutes

### Materials:

12-session programme pre- and post-questionnaire



# Exercise 04

## Pre- and post-questionnaire

### Stage 1

Explain that you would like the young people to have 10 minutes to themselves to answer the questionnaire that they completed at the beginning of the programme. Remind them that the questionnaire is designed to help you understand whether the project has been useful to them and whether we have achieved the goals that the overall project sets out to achieve.

Remind them that there are four questions, as follows:

1. What is sexual violence?
2. How should we prevent young people from experiencing sexual violence?
3. Why should young people, rather than adults (teachers, social workers, police, youth workers etc) be involved in preventing other young people from experiencing sexual violence?
4. How could young people be involved in preventing other young people from experiencing sexual violence?

Explain that they should write down as many answers to these questions as they can think of. Each individual example, idea or answer should go in a separate box under the relevant box. They should not repeat the words they put down at the beginning of the programme, just add new ones if they can think of them.

Once the young people have completed their questionnaires, you should make sure they have named their sheets and then collect them all in.

### Facilitator notes:

It is important that you don't give them answers or help them with this exercise. In order for the data to be valid and able to measure knowledge gain, you should not contribute to their answers as it would not be a true representation of their current knowledge levels.

However, you do need to establish that they understand the questions in order that they can answer them fairly. So, you may want to ask for one example from the group to each question. This will illustrate to you that the group understands. You can also ask the group to explain what they think the questions mean, until you are happy that all members are clear. You will need to visit each young person individually to check in with their understanding.

# Exercise 05

## Evaluation

### Type of exercise:

Lone working

### Aims:

- To enable young people to measure progress against their own desired outcomes from the project
- To generate distance travelled data that can contribute to the evaluation of the training programme
- To measure young people's distance travelled against the LLLP outcomes
- To help young people to reflect and think critically about the development of their resilience, safety, confidence, self-worth, relationships and engagement in decision-making

### Duration:

45 minutes

### Materials:

Individual outcome and goal setting forms,  
individual distance travelled assessment,  
green pens



# Exercise 05

## Evaluation

### Stage 1

Explain that the rest of this session will be used to re-visit their self-assessments and the goal setting they started at the beginning of the programme.

Distribute the best hopes and goals setting forms that they completed at the outset of the programme. These should have their best hopes and also their first and second scaling scores. First ask them to re-read the best hopes that they chose.

Using their forms they should think about each best hope they have identified and scale themselves against them from 0 – 10, where '0' is 'not achieved' and '10' is 'fully achieved'. They may decide that they are at the same place on the scale, further on or perhaps have dropped down the scale. Remind them that this isn't an assessment of their ability but just to capture whether the programme is helping them to get where they wanted to through their best hopes.

### Stage 2

Next ask the young people to turn to the person sitting next to them. Using their new scaling, ask them to take 2 minutes each to:

- Share three things that they have been doing to get to where they are on the scale or,
- If they have slipped, share three things they have been doing that stopped them from slipping even further than they did

Ask if anyone would like to share with the wider group what their three actions were. If people share you can follow up with questions such as: how did you manage to do that? Did anyone else notice? How has doing these things been good for you? What does it say about you that you have been able to do these things?

When they have finished these conversations, they should hand their best hopes form back to you. Again, check the scaling has been completed for the end scale and that their name is on the form.

# Exercise 05

## Evaluation

### Facilitator notes:

As well as providing distance-travelled data, these exercises are useful in helping young people to recognise what they have been doing to get to their best hopes. Sometimes we don't notice the good things we have been doing, so focusing on this specifically is important. This approach can help them to recognise their own competence, which in itself can be motivating to do more!

### Stage 3

Next hand out the young people's Star of Change forms. These should have their first self assessment marks on the form in red pen and their second in blue. Explain that you would like them to complete the Star of Change for the third time but this time using green pen.

Remind them that this tool specifically explores how the programme affects them in terms of their ability to deal with big and difficult emotions and to 'bounce back', safety, confidence, self-worth, relationships and engagement in decision-making.

Remind them that each statement asks them to respond on a scale of 0 – 10, where '0' means 'not achieved' and '10' means 'fully achieved'. It is OK if they go backwards!

You should take some time to make sure that the young people understand the statements on the Star of Change. You can do this by working your way through each statement and asking the group what they understand them to mean. You should aim for the following understanding:

- I know what I like, need and want: This is about knowing yourself, feeling clear in different situations what you want, even if faced with people or ideas which are quite powerful and overwhelming.
- I am confident: This means different things to different people (and so is very hard to measure). You might ask someone what they would tell them that persona was confident. This might mean that someone is secure in themselves, accepts themselves as they are and has the courage to be themselves. Acknowledge that our confidence levels change in different

# Exercise 05

## Evaluation

- situations and with different people
- I feel part of a safe and supportive group: This is about the group and about young people being comfortable, not feeling anxious, not feeling judged, free to be themselves and have their opinions listened to and encouraged.
- I believe in myself and my ability: This might include young people believe they are good at something and that they have a right to belong (in the group), that they are equally entitled to be there and to be treated as well as anyone else in the group.
- I feel I have something of value to contribute: This might include that they think they have interesting thoughts and ideas and questions. It might also be that they have skills and an attitude that is of value, for example, how they support others, have apposite attitude, bring humour, help to solve problems etc.
- I have the opportunity to influence decisions that affect me: This is about trying to understand whether they feel they have access to decision making. They can think about who currently makes the decisions that affect them in their lives, what part they play and how regularly they have the opportunity to be involved. They may feel they don't yet have the skills to influence decisions or take advantage of opportunities.
- I can deal with big and difficult emotions, such as anger, sadness and jealousy: This is about resilience, about their ability to 'bounce back' despite adversity. Can they move on when these sorts of big and difficult emotions arise or do they get stuck in them and find it difficult to walk away or move on?

setting but others might be relevant for other areas in their lives. You should also be very clear that this is not an assessment or test of their abilities. It will help you to know whether the programme has been useful for them – or not!

### Stage 4

You should allow enough time to go round the group supporting them to understand the statement. Again, asking one-to-one, 'what does that statement mean to you', will help you to gauge if they understand the statement.

Once they have completed the Star of Change, ensure they have written their name on their sheet, gather them in.

Explain that some of these questions are specifically about the group

# Exercise 06

## Closing

Type of exercise:  
Group activity

### Aims:

- To reflect on the achievements and impact of the programme as a group
- To clarify next steps

Duration:  
15 minutes

Materials:  
None



# Exercise 06

## Closing

### Stage 1

You should decide how you are going to close the 12-session programme. Are you going to have a celebratory event? You should consider the following:

- You must be clear with the young people what the next steps are. This should have been clear from the outset. They will have formed strong bonds through the group work (we hope) and potentially will have come to rely on the group. It may be upsetting for them to feel that things are ending.
- You should have already answered for yourselves how the work will continue, how you will maintain contact with the group and how you will keep momentum going for the work they have started.
- Do not underestimate how difficult it can be for young people to deal with endings. Encourage them to understand that the end of the programme doesn't represent the end of your time together and their hard work.

### Stage 2

Explain that each young person should pick two other delegates in the room. They should not tell anyone whom they have chosen. Each young person should now move around the room trying to create the shape of an equilateral triangle between their chosen two delegates and themselves.

There will be constant movement in the room with people moving away from each other but a general sense that people are connected and moving.

Ask the young people to stop and to suggest how this represents them as a peer group. Suggest that even though they will all get on with their day-to-day lives, they are still connected by their time together and the learning they have gone through together. They will also maintain their peer group of support through their work on their project in to the future.

# Exercise 06

## Closing

### Stage 3

You should ask the group to join the circle and explain to the young people that you will say the first half of a sentence and ask the young people to complete each sentence based on their experience of their work together. The young people should complete each sentence as it relates to them and their feelings.

You should read out a statement for each young person and go around the circle until everyone has completed a statement. Example statements are:

- The high point for me was when ...
- The low point for me was when ...
- The hardest thing for me was ...
- The easiest thing for me was ...
- What surprised me was ...
- Something I knew would happen was ...
- Nobody listened when ...
- I'm really pleased that I ...
- I wish I had ...
- I felt like going home when ...
- If I'd had a camera ...
- If I could do it again I would ...
- I wish I had been asked ...
- I was annoyed when ...
- My motivation went down when ...
- My motivation went up when ...
- I was helped by ...
- I was not helped by ...

- I helped ...
- I appreciated ...
- I was appreciated by ...
- I'd like to complain to ...
- I'd like to congratulate ...
- I'd like the practitioner to tell me ...
- What I found difficult, easy, interesting, satisfying ...
- I felt ... when you ... (One round about each person)
- What I learned ... What I'm beginning to learn is ...
- If only ... Next time ...
- I'd like to thank, apologise to, congratulate ...
- Now the sessions are ending I feel....
- One last thing I'd like to say is ...

The young person can be offered the chance to create the beginning of their own sentence that they feel should be reflected on. The practitioner and young person can ask this of each other. This ensures that the young person has control over what is evaluated and can respond to statements that are not prescribed by the practitioner.

### Stage 4

Finally ask if anyone wants to offer any final thought and reflections. Thanks them for their commitment and involvement. Close the session and the 12-session programme.



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