YOUNG PEOPLE HAVE THE RIGHT TO SAY WHAT THEY THINK SHOULD HAPPEN WHEN ADULTS ARE MAKING DECISIONS THAT AFFECT THEM, AND TO HAVE THEIR OPINIONS TAKEN INTO ACCOUNT.
“Thank You” to all those who have supported the work of the PEST project over its 4 year lifespan particularly, the PEST trainers team: Anna, Regan and Rose and the young people and staff from our partner organisations listed below 😊

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YWCA Livingston
Save the Children
Canongate Youth Project / Options +
LGBT Youth Scotland
Global Citizen Corp
Fostering Network Scotland
West Lothian Having Ur Say Group
The Rock Trust / Underground
Midlothian Youth Platform
Donaldson’s
Glasgow Association for Mental Health – Young Carers Project
Young Gypsy/Travellers Lives at Article 12 in Scotland
NHS Western Isles
Penumbra Edinburgh Self Harm Project

For their contributions to the Work In Progress resource, thanks go out to:

Lynne Tammi, National Coordinator, Article 12 in Scotland
Joan Robertson, Self Esteem Trainer

Without you – and many others that are not individually mentioned here – PEST would never have been the success it was. It has been a pleasure to work with you all!

Tara Fisher, PEST Project Coordinator.
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WELCOME TO WORK IN PROGRESS!

Set out in two parts, Work in Progress aims to provide young people and youth workers with inspiration and practical tools to develop and deliver peer-led project work. The contents reflect the work of Article 12 in Scotland’s PEST (Peer Education Skills Training) project. PEST worked with various groups of young people from across Scotland between July 2006 and June 2010 to promote and support peer-led initiatives as a vehicle for empowering young people to make change happen.

“PEST stands for Peer Education Skills Training but it also stands for young people taking action for themselves and for their peers. We chose the name PEST because young people are often perceived to be a nuisance, as pests, but we believe that young people can take positive and constructive action to tackle issues that are important to them. The PEST project is about using peer education to skill young people up to tackle whatever they want to know more about or whatever they want to change. The PEST project is about providing support and training to young people and the organisations that they are involved with so that they can make change happen.”

Part one takes a look at the core values and influencing ideologies, the underpinning principles, of working to empower young people to make change happen.

Part two offers tools, techniques and case studies designed to enable the planning, implementation and evaluation – Plan, Do, Review – of peer-led initiatives.

USING WORK IN PROGRESS

To help you to navigate your way through this resource there is a section of general resources that can be applied to any piece of peer-led group work as well as a Project Planning section to assist you in developing the beginning, middle and end of your initiative.

Look for the symbols below to tell you whether an activity is a ‘planning’, ‘doing’ or ‘reviewing’ activity.

- PLANNING  - DOING  - REVIEWING
UNDERPINNING PRINCIPLES

PEER-LED INITIATIVES:

The concept of peer-to-peer education is not a new one. Examples can be traced as far back as the work of Aristotle in ancient Greece! The first recorded and much written about example of peer-to-peer work is that of Dr. Andrew Bell’s (Scotland 1753–1832) “monitorial” or “Madras” system established in Madras, India in the early 1800’s. Despairing at a lack of able and willing teachers Bell devised a system where older boys, under “expert” supervision, were trained to teach younger boys.

The “Madras” system, later adopted by Joseph Lancaster (England 1778–1838) became more commonly known as the Lancastrian system and was widely adopted by schools in the UK and around the world. However, it should be noted that in Lancaster’s case (and to a lesser degree in Bell’s case) the thinking behind the system was more one of saving money rather than one of the empowerment of young people!

More recently, peer education has become a popular method in youth work. Traditionally used in the 1960’s as a method of “educating” marginalized young people around health and lifestyle issues, peer education methods have developed since the 1990’s to encompass a range of issues and peer-led initiatives.

In terms of the PEST project, peer-led methods were applied to developing peer education workshops and resources and undertaking peer-led research and consultations all with the overall aim of fostering young people’s empowerment and participation.

YOUNG PEOPLE’S PARTICIPATION:

Participation has become a ‘buzz’ word in recent times. Yet, despite its common usage no single definition has been widely agreed or accepted. Perhaps this lack of a common definition is reflective of an understanding that participation, and in particular the participation of young people, has different meaning to different people and is therefore difficult to define in generic terms.

Some use the term consultation to describe participation; but given that consultation generally means asking, or being asked, for information or opinion, the effect is an imbalance of power in that the individual seeking the information has control of both the agenda and the process. Whilst consultation can facilitate the individual’s right to influence matters that affect them it cannot facilitate the individual’s right to control their own destiny.
The Freechild Project conceptualise participation thus:

- **ALL COMMUNITY MEMBERS EQUALLY MAKE DECISIONS, TAKE ACTION**
- **YOUNG PEOPLE INITIATE, SHARE DECISIONS & ACTION WITH ADULTS**
- **YOUNG PEOPLE CONSULTED, ADULTS ACT**
- **YOUNG PEOPLE ASSIGNED ACTION BUT INFORM DECISION-MAKING**
- **ADULTS INITIATE SHARED ACTION WITH YOUNG PEOPLE**
- **YOUNG PEOPLE INITIATE, YOUNG PEOPLE TAKE ACTION**

Loosely adapted from Roger Hart’s Children Participation: From Tokenism to Citizenship UNICEF Innocenti Essays, No. 4, UNICEF/International Child Development Centre, Florence, Italy, 1982. This model © 2003 The Freechild Project. All Rights Reserved.

Figure 1: Freechild Spiral @ www.freechild.org

The Freechild spiral is symbolic of the liberatory power of effective participation. At the eye we find oppression: manipulation, tokenism, children and young people as decoration or tools to promote an adult agenda. As the spiral unfolds the level of participation increases to the point that, at the tail, we find liberation: equality, collaboration, shared ownership and responsibility.

Tammi, L., develops Freechild’s concept further stating that transgenerational power sharing is key to young people’s participation. Power is shared through inclusion, capacity building and opportunities for individuals to mobilise at all levels of society. Thus, participation is built on the principle of power sharing:
**Figure 2: Transgenerational power sharing. Tammi, L. (2009)**

**Power with:** equilibrium across the gender, race, age, religious, economic and social spectra: equality and respect for the hopes and aspirations of each and every individual.

**Power to:** individuals have the opportunity to equip themselves with the skills and knowledge necessary to make informed life choices and to find, and assert, their position and role within family, community and society.

**Power within:** individuals build and mobilise their own capacities, are social actors, rather than passive subjects, and manage and control the activities that affect their lives.

*From: Tammi, L., Without Conditions Attached: towards making participation rights a reality for all Scotland’s children and young people (2009).*

**EXPERIENTIAL LEARNING:**

Experiential learning is underpinned by the principle that, as experts on their own lives, the individual or group is the best starting point for any learning, development or action.

Experiential learning (often referred to as non-formal learning) is learning through reflecting on our actions. Experiential learning focuses on the learning process (rather than the learning outcome in the case of formal learning experiences such as schooling) for the individual or the group.

David Kolb developed the most established model of experiential learning. In his model the process begins with an experience ("concrete experience"), followed by reflection ("reflective observation"). The reflection is then assimilated into a theory ("abstract conceptualisation") and finally these new (or reformulated) hypotheses are tested in new situations ("active experimentation"). The model is a recurring cycle within which the learner tests new concepts and modifies them as a result of the reflection and conceptualisation.

*For more information on this model see: Kolb, D., et al, Organizational psychology: an experiential approach, Prentice-Hall, New Jersey (1971).*
To put it more simply...
Every action we take has three stages:

1. PLANNING.  2. DOING.  3. REVIEWING.

These stages apply not just in training courses or workshops but also in our daily lives.

THINK ABOUT IT:
It is Friday night, what is the first thing you do? You PLAN what you are going to do, where you are going to go and who you will be with. As soon as you are ready you then head off out into the night to DO what you PLANNED to do. On the Saturday morning (or maybe the afternoon if you had a late night) you REVIEW what you DID. Was it good, bad, OK? Would you do the same things again the following Friday? Or would you make some changes to what you did? Will you make different PLANS for future nights out? So as you can see we are constantly PLANNING, DOING AND REVIEWING it is what helps us to make decisions and to change the way we do things for the better both in our personal life and in the way we work.

Adapted from:
PLAN, DO, REVIEW ... WHAT'S IT ALL ABOUT?

PLANNING

- Means being prepared for those expected and unexpected outcomes and situations that can occur during a project or an event.
- Means being prepared for unexpected questions that might arise.
- Means that everyone will have a role using the skills that they have.
- Means that all of us know the importance of being ready for anything and everything (Just like when you are out on the town on a Friday night!!)
- Means practice, practice, practice: always have at least one dry run before your first "official" event, what looks good on paper might not always work out as you think.

DOING

- Means delivering well planned resources and activities that are relevant & interesting to your target audience.
- Means being aware of the learning and communication needs of your group. Not everyone is comfortable with reading and writing or speaking English, so make sure that your activities are varied and can be easily understood by all participants. Include opportunities for participants to speak about their experiences to get their message over through role play or creative arts or through group discussion. To do this effectively, be aware that you may need some support workers to help you, for example, signers for those who communicate using British Sign Language.
- Means being self-aware: know yourself, your strengths and weaknesses. The 'Personal Development' section of this resource can help you and others in your group with this.
- Means knowing your stuff – if the aim of your peer-led initiative is to inform participants about a topic then make sure that you have done some research to enable you to answer all the questions that might arise. If you do not have all the answers off the top of your head ... don't worry! It is helpful to have a list of internet links or other sources of information that you can give out to people where they can find out more.
- Means making the learning fun. There are lots of ideas in the 'Activities' section for things you can do with groups.
PLAN, DO, REVIEW ... WHAT'S IT ALL ABOUT?

REVIEWING
- Reviewing is also known as ‘evaluating’. You might have taken part in an evaluation of something at school, work or in your youth centre.
- When planning a review, there are three categories you should consider:

WHY you are doing it, for example:
- To know if you achieved what you wanted to.
- To make improvements for next time.

WHO it will involve, for example:
- Your target audience.
- The peer educators.

WHAT you expect to achieve, for example:
- To get positive feedback about good stuff that you have done.
- To find out how your project has affected others.

- When thinking about reviewing or evaluation, think: cause and effect. Evaluation means looking at how your actions (cause) impact on those around you (effect) highlighting not only the good points but also areas of concern and potential for improvement.
ACTION PLANNING

THEMES: Planning, Activism.

AIM: To give a basic framework for your peer-led initiative.

RESOURCES: Flip chart paper, marker pens, blu-tac.

DURATION: 45 minutes – 1.5 hours. GROUP SIZE: 3+

LEVEL OF COMPLEXITY: XX

ACTIVITY:

- The basis of an action plan comes from answering some standard questions that are common to any planning that we do day-to-day: Why, What, Who, Where, When and How.

- Once you have identified your project aims and objectives, you need to ask yourself questions like:

  Why are we doing this? What needs to be done?  
  Who is doing what? Who needs to be contacted?  
  When are the deadlines? Where will it take place?

- The answers to these questions can be recorded as a list of instructions that can then be typed up and distributed to everyone in the group. Always put people’s names or dates in bold or red so that they stand out.

- Alternatively, you may want to use a timeline to record your action plan. Get a roll of paper and draw a long timeline similar to the personal development timeline on page 24. Use different coloured pens to clarify aspects of the action plan: red = what, green = when, blue = who etc.

- It may not be possible to give everyone a copy of the timeline, but it will look better on the wall of your group room than a list of instructions!

VARIATIONS:

To make action planning more interactive, you could try putting the key planning words – what, who, where, when and how – onto individual sheets of flipchart paper, stick them up around the room and ask participants to write or post – it their suggestions under each heading. This method can be quite random but it is a good basis for your action plan before sitting down to work out the nitty gritty details.
SETTING GROUND RULES /
GUIDELINES FOR WORKING TOGETHER

It is important to set some ground rules for groups, particularly when the people within a group have not worked together before, to create a safe environment to work in. The ground rules are different depending on the context e.g. residential project or day session, short or long term project, age and maturity of the group. These factors will also determine whether or not the ground rules are adhered to.

Here are 2 suggestions to kick things off which are more about the facilitator’s relationship with the group:

• Please feel free to ask questions.
• We will try not to use jargon and abbreviations.

Other common ground rules that you can suggest if your group are not very vocal or experienced are:

• No pressure to say or do anything that you don’t feel comfortable with.
• Please give everyone a chance to speak.
• Don’t feel that you need to ask permission to leave the room.
• Sometimes, there are no right and wrong answers.
• Have respect for other people’s experiences, which are all different.
• Make an effort to get to know each other.
• Please keep to time.
• Put your mobile phone off or to silent.

Ask the group to agree the ground rules. It is important to get consensus so if you need to refer back to them no one can say that they didn’t agree to them!

Write up your ground rules, guidelines or whatever you decide to call them on the flipchart and, if possible, stick up on the wall.
WHAT ARE ADDITIONAL SUPPORT NEEDS?

WHAT DO WE MEAN BY ADDITIONAL SUPPORT NEEDS?

The Scottish Government’s Code of Practice suggests the following as examples of factors which may give rise to additional support needs:

**Learning Environment**
- inflexible curricular arrangements
- inappropriate approaches to learning and teaching
- more able young people
- young people with English as an additional language

**Family Circumstances**
- homelessness
- parental drug or alcohol misuse
- young people who are parents
- young people who are carers
- young people looked after by the local authority

**Disability or Health Need**
- motor or sensory impairment
- specific language impairment
- autistic spectrum disorder
- learning difficulties
- ADHD
- depression or other mental health problems

**Social and Emotional Factors**
- young people who are being bullied
- young people who are suffering racial discrimination
- young people who are bullying
- young people with behavioral difficulties

This is far from being an exhaustive list – there are many more examples which could have been given. However, this does not mean that every child fitting one of the above categories necessarily has additional support needs. This will depend on the amount and type of support required by the individual child.

Enquire is a service that provides information and advice around Additional Support Needs. http://www.enquire.org.uk/
PLANNING THERMOMETER

THEMES: Activism, Action Planning.

AIM: The thermometers technique can be used to stimulate discussion on a number of topics and helps groups to prioritise.

RESOURCES: A ‘HOT’ card, a ‘COLD’ card, a long piece of string, ‘Project Component’ cards (found on the following pages).

DURATION: 1-1.5 hours.

GROUP SIZE: 2-20
(for larger groups, split into smaller groups and give each their own set of thermometer resources).

LEVEL OF COMPLEXITY: XX
(this activity may require some previous experience of participating in project work).

ACTIVITY:

• Split a large group into smaller groups of 4-6 people.

• On the floor, lay out the ‘Hot’ & ‘Cold’ cards with a piece of string in between to represent the thermometer.

• Give each group a set of ‘Project Component’ cards that can be photocopied from the following pages. Please add your own cards that are specific to your own project.

• Explain that the different components of a project should be laid along the thermometer depending on how important each component is.

• The group should make their decisions by discussing the components and coming to a common agreement.

• Those components that are most important or require immediate action should be at the ‘hot’ end; those that are less important or do not require immediate action should be at the ‘cold’ end.

• Once finished, ask each group to feed back to the others about why they placed the cards where they did. The groups should then negotiate to merge their priorities into one list.

• You now have a list of priorities for action!
PROJECT COMPONENT CARDS

- Informing Others
- Planning Your Work
- Recruiting a Group
- Doing Research
- Advertising Your Project
- Fundraising
- Informing the Media
- Finding Other Organisations to Work With
PROJECT COMPONENT CARDS

- Learning New Skills
- Getting Recognition for Your Work
- Brainstorming Ideas
- Accessing Training
- Personal Development
- Reviewing and Evaluating Your Work
- Developing Resources
- Presenting Your Work to Others
- Developing a Workshop
CAUSE AND EFFECT TREE

THEMES: Group Discussion, Action Planning.

AIM: An exercise to look at the causes, effects and potential actions on a particular issue.

RESOURCES: Flip chart paper and stand, marker pens, post it notes, 'Cause and Effect Tree' stencil on following page.

DURATION: 30 minutes - 1 hour. GROUP SIZE: 2+.

LEVEL OF COMPLEXITY: XXX (depends on the discussion topic).

ACTIVITY:

- Draw the 'Cause and Effect Tree' stencil on to a piece of flipchart paper.

- On a post-it note, write the topic for discussion. For example, Young People and Smoking.

- As a group, discuss the causes of you topic. These should be noted at the roots of your tree, either directly on to the paper or you could ask the people in the group to note their ideas on post-it to stick on instead.

- Then discuss the effects of the causes on your topic. These should be noted in the branches of your tree.

- Finally, if relevant, you can discuss potential actions. These should be noted in the apples falling from the tree.

VARIATIONS:

This activity could be done individually too, just photocopy the stencil and ask your participants to fill out one each. Each person then presents their tree while the facilitator notes down the commonalities on the flip chart.
Projects rarely go exactly the way you expect them to. Conflicts can occur at any time, their causes can be many and varied, predictable or unpredictable. Conflict can occur within the group or between individuals. Human nature dictates that we cannot and will not all agree with the same things at the same time in the same way so be realistic and accept that during your project you will definitely experience, and have to deal with, some degree of conflict. The key to dealing effectively with conflict is to remain alert, be prepared, keep your cool and above all else do not become involved in the conflict.

**Common Causes of Conflict**

- **TIMING:**
  Long sessions without sufficient breaks can lead to low energy levels and lack of interest in the focus of the session. The use of evaluation tools like Mood Meters can help you to check out feelings and energy levels regularly and adapt your programme or activity to meet the mood of your group.

- **FEEDBACK:**
  Poorly delivered feedback can be misunderstood or perceived as criticism even though this was not the intention of the speaker. When giving feedback, it is important to respect the feelings of others, to focus on what they said or did and to give reasons for your point of view. It is better to say, “I disagree strongly with what you have just said because...” rather than “How can you be so stupid, don’t you see that...”

- **INAPPROPRIATE ACTIVITIES:**
  It is inevitable that not all activities will suit all the participants all of the time. Good project planning will make you aware of any particular needs that members of your group may have to ensure their equal participation in a task, for example low levels of literacy. Also, be aware of any sensitive emotions which might be triggered by a particular activity or topic, make sure everyone knows that they are at no time under any pressure to say or reveal anything about themselves that they do not feel comfortable with, allow people time to warm up before and wind down afterwards, remember to allow enough time for debriefing and discussion so that everyone feels that their opinions and participation are valued.

- **RESPONSIBILITIES:**
  Some people thrive on responsibility while others avoid it like the plague! Keep in mind that for some participants this may be a completely new and very scary experience. Make sure that all participants are comfortable and understand what they are being asked to do and when they are expected to do it. Don’t hesitate to intervene if you think that something isn’t appropriate. Remember also that the participants are experts in their own lives, strengths and areas for improvement. During your planning process and skills assessment, let them decide what they want to be responsible for and the support that is on offer to them if they run into difficulties.
Preventing Conflict: Top Tips!

- Be prepared to adapt your sessions or training programme according to the feelings, the energy levels, and the needs of the participants. If people are tired or have something else on their minds, sometimes it is best to put what you are trying to achieve to one side and come back to it at a later time one the situation has been resolved.

- If a conflict situation occurs, involve everyone in identifying ways to deal with the conflict; don’t feel that it is only your responsibility to ‘solve the problem’.

- To ease tensions in the group, have a structured discussion about the situation; ask everyone to sit down and talk for few minutes in small subgroups to help put the situation into perspective. See the ‘Six-Step Guide to Conflict Resolution’ on next page for ideas about how this discussion could be structured.

- Encourage everybody to listen actively and calmly to each other to help to clarify the differing positions, opinions and interests of everyone involved.

- Look for solutions that may resolve the problem without ‘recreating’ the conflict.

- Offer to talk to those involved privately at another time.

- Be prepared to postpone seeking a solution, particularly if addressing one conflict leads to a more serious conflict, try to wait for another more appropriate time to resolve the issue. Remember to inform those involved of your intentions and the reasons for your actions.

- Holding regular review meetings with everyone involved in your project – either individually or as a group – is one way of ensuring that you are providing a forum for issues to be raised before they hit crisis point.
THE SIX-STEP GUIDE TO CONFLICT RESOLUTION

The foundation for any effort to collaboratively negotiate solutions to conflicts is a positive, respectful atmosphere in which to communicate. In reality you may have to accept that the relationship between the group or individuals involved is not one of trust, therefore, you have two options to consider: Build a sense of trust as a first priority or accept the lack of trust, and practically consider how to work together in spite of it.

The following six-step guide can help you with this challenge:

1. **Name the Problem**: So often, we are reluctant to clearly identify the problems and challenges that inhibit us. By naming the fear, its sources and its triggers, we free ourselves to put that issue on the table.

2. **Establish Ground Rules**: This is a critical tool for clarifying needs and expectations in negotiation. See page 9 for a guide to setting group expectations.

3. **Re-evaluate the Goals of the Group**: Set aside conflict negotiation for a while in order to ask the members of the group, “What do you want to achieve from your involvement? What is helping this? What is hindering this?” As individuals respond to these questions, they begin to identify sources of frustration and conflict that can become an action agenda. In some cases, this group activity is accepted more easily than facilitating a mediation session between two or more conflicting individuals.
4. **Recognise the Positives:** As well as the above questions, also ask “What has gone right in the past? What do we wish to replicate for the future?” This approach turns the conflict on its head. By reframing the situation to focus on positive elements, your group may be able to successfully shift from adversarial orientations to problem-solving attitudes.

5. **Gaining Perspective:** Recognise the importance of seeing the bigger picture in understanding the meaning of a specific conflict. Addressing specific concerns cannot be done in a vacuum; they must be understood within the context that they are occurring.

6. **Be Brave:** Conflict negotiation is an act of profound courage. It requires you to confront and acknowledge your fears as well as those of others, and face the threats embedded in the conflict that people often would prefer not to acknowledge. As a facilitator of a situation where people are stuck in conflict, you should resist the urge to punish/chastise people or to solve the problem alone. Instead, you need to accept your responsibilities to facilitate a process by which the people can seek effective solutions together. If you approach this role with respect for the courage that is required, the people will feel much more confident and more willing to take the risks involved in the process.
During the course of your project, you and the other members of your project group will learn new things about each other and the world around you. New skills may also be learned and you will get to know more about yourself by developing new talents and drawing on the ones that you already have in your contributions to the project.

To help you to evaluate this personal development further down the line, it is important to reflect on where people are at in the here and now. This will assist individuals in setting personal aims and objectives for the project as well as assessing the strengths they currently have that could influence roles within your project.

In this section, you will find many tools to reflect, plan and evaluate personal development. Most are self-explanatory; below are short explanations of a couple that aren’t. Please feel free to adapt them to suit!

- **Spiders Webs**: This is a great tool for creating a visual reflection of your current skills and for evaluating your skills development at a later date by making comparisons between your webs. The webs can be used ‘before, during and after’ a training course or a series of sessions to measure the impact on your learning.

Across the page, there are two sample webs for you to use; the first was used during the PEST project by the peer educators that took part. It has headings to reflect core skills that were likely to be developed by participating in the peer-led initiatives that PEST supported. The second web is blank to allow you to fill in your own headings that are relevant to your piece of work.

Fill in the numbered sections of each wedge of the web to assess your skills as follows:

1 = I need a lot of practice at this
2 = I need some practice at this
3 = I’m OK at this
4 = I’m good at this
5 = I’m very good at this

The completed web will give you an ‘at-a-glance’ guide to the things that you well and the things that you may want to develop further.

- **Timelines**: Timelines are usually associated with project planning but can also be useful for reflecting on past experiences; were they positive or negative? What were the external factors that you could not control? Looking back, what would you do differently now? See the example on page 24 for some inspiration.
PERSONAL DEVELOPMENT

MY STRENGTHS ARE...

THINGS I MIGHT NEED HELP WITH ARE...

NAME:

THINGS I WANT TO LEARN / SKILLS I WANT TO DEVELOP ARE...

MY AIMS FOR THE PROJECT ARE...

SOMETHING I AM PROUD OF ACHIEVING IS...

A PROBLEM I HAVE OVERCOME IS...

NAME:

I HELP OTHERS BY...

WAYS I HELP OUT AT HOME ARE...
THE WEB
USE THE WEB TO RATE YOUR SKILLS

GETTING TO KNOW OTHERS
RESEARCH SKILLS
SPEAKING OUT IN GROUPS
USING COMPUTERS & INTERNET
BEING ASSERTIVE
GROUPWORK SKILLS
LISTENING TO OTHERS
EXPERIENCE OF PEER EDUCATION PROJECTS

1 = I need a lot of practice at this
2 = I need some practice at this
3 = I’m OK at this
4 = I’m good at this
5 = I’m very good at this
Please answer the following statements as honestly as you can. It is up to you if you share all of your answers with your group or not. You might find it helpful to think of this exercise in terms of your role as a Peer Educator.

1. Something I do very well is...

2. Something I don’t do very well is...

3. A problem I’ve had to deal with recently is...

4. I’m glad that I...

5. I get nervous when...

6. One way that I care for others is...
7. Something that makes me happy is...

8. People can rely on me to...

9. Something I am doing better this year than last is...

10. One aim I have for the project is...

11. I am proud of myself because...

12. Something I would like to do better is...
FUTURE GOALS

NAME: ..............................................................................................................................
DATE: ..............................................................................................................................

🌟 The fun things I want to do are:

🌟 The places I want to go are:

🌟 The people I would like to meet are:

🌟 The qualifications I want to achieve are:
SELF ESTEEM THERMOMETER

THEMES: Self Esteem.

AIM: The thermometer technique can be used to stimulate discussion on a number of topics and helps groups to prioritise.

RESOURCES: A ‘HOT’ card, a ‘COLD’ card, a long piece of string, photographs of celebrities / characters from TV programmes.

DURATION: 20 minutes – 1 hour. GROUP SIZE: 2 – 20 people*. LEVEL OF COMPLEXITY: X
* (for larger groups, split into smaller groups and give each their own set of thermometer resources)

ACTIVITY:

• Split a large group into smaller groups of 4 – 6 people.

• On the floor, lay out the ‘Hot’ & ‘Cold’ cards with a piece of string in between to represent the thermometer.

• Give each group a set of celebrity / character photos.

• Explain that the different celebrities / characters should be laid along the thermometer depending on how good the group think their self esteem is.

• The group should make their decisions based on actual or fictional events that are occurring in that person / character’s life.

• Those with good self esteem should be at the ‘hot’ end; those with lower self esteem should be at the ‘cold’ end.

• Once people have finished, ask each group to feed back to the others about why they placed the cards where they did.
SELF ESTEEM ACTION PLAN

THEMES: Self Esteem, Personal Development, Goal Setting.

AIM: To look at what self esteem is; what helps to build good self esteem and what can threaten self esteem.

RESOURCES: ’Foundations of Self Esteem’ and ’Balloons and Daggers’ handouts (on the following pages) and ball point pens.

DURATION: 1-1.5 hours.

GROUP SIZE: 2+

LEVEL OF COMPLEXITY: XX

ACTIVITY:

• Start off the session by discussing the different elements of the ’Foundations of Self Esteem’ handout.

• Give everyone a copy of the ’Balloons and Daggers’ handout to fill in on their own. People can join into pairs but only if they want to and feel comfortable talking with someone else and sharing personal information with them. In the balloons, participants should write the things that help their self esteem and in the daggers, they should write the things that threaten their self esteem.

• Finally, refer back to the ’Foundations of Self Esteem’ handout and ask the participants to write something under each of the elements that they can do to maintain or improve that area of their self esteem.

VARIATIONS:

If you have time, cut out large balloon shapes and dagger shapes from different coloured paper for people to give people more space to write their self esteem ‘lifts’ and ‘threats’ upon.
FOUNDATIONS OF SELF ESTEEM

Security
Feeling safe in yourself and at home. Feeling a sense of personal safety when you are out and about.
To help me feel secure, I will...

Sense of Worth
Feeling worthwhile and valuable. Feeling equal to others.
To build my sense of worth, I will...

Identity
Knowing yourself and liking yourself. Knowing and accepting your good points and faults. Feeling comfortable with yourself.
To strengthen my sense of identity, I will...

Belonging
Feeling connected to my friends and/or family. People like me and I understand why.
To help my sense of belonging, I will...

Sense of Competence
I have skills and abilities. I know what I’m good at and what I’m capable of.
To feel competent, I will...

Purpose
I have goals and ambitions. I can achieve the things I want to.
To build my sense of purpose, I will...
GROUP JUGGLE

THEMES: Ice-breaker, Energiser.

AIM: A fun game to get to know others or get your group up for it.

RESOURCES: A bag of various items that can be thrown and caught, for example, juggling balls, pieces of fruit, small toys, rubber ducks...whatever!

DURATION: 20–40 minutes.

GROUP SIZE: 5–15 people.

LEVEL OF COMPLEXITY: XX

ACTIVITY:

• Ask the group to make a circle.

• Take a ball out of the bag and pass the ball around the group. When someone receives the ball, they should say their name and sit on the floor.

• This is the important bit! For the next round, ask everyone to stand up again and throw the ball in the same sequence, so everyone should throw the ball to the same person as last time EXCEPT this time around, each person has to remember the name of the person that they threw the ball to and shout their name as they throw the ball to the other person.

• Have a few practice rounds, with everyone throwing the ball to the same person each time, shouting their name as they do it.

• Once the group have mastered this with one item, introduce more items from the bag, following the same throwing sequence throughout and watch the group juggle in full flow😊

• This activity does require concentration and some patience to get it right. When mastered, it is possible to juggle almost as many items as there are participants!
**DRAGON’S TAILS**

**THEMES:** Icebreaker / Energiser.

**AIM:** To get your group moving and feeling up for it!

**RESOURCES:** 2 long pieces of material. You could also use socks, snakes (not live ones obviously!) or anything that is long and can be grabbed.

**DURATION:** 15–30 minutes, depending on how many rounds you play.

**GROUP SIZE:** 6–20 people.

**LEVEL OF COMPLEXITY:** X

**ACTIVITY:**

- Split your group into two teams.
- Ask each team to form a chain of people, with each person facing the front, holding the person in front of them at the waist ...as if you were doing the Conga!
- Now you have two Dragons; the person at the front of each chain is the ‘head’; the person at the back is the ‘tail’. Members of each team should take turns at being either the ‘head’ or ‘tail’ for each round.
- Give the each ‘tail’ one piece of material each and ask them to tuck it into their waistband or belt. The ‘head’ of each Dragon has to catch the ‘tail’ of the other.
- Line up your Dragons, facing each other, then shout ‘Go’!
- The winning team is the Dragon that wins the most tails out of 3 or 5 rounds.
ICEBREAKER

TOILET ROLL GAME

THEMES: Icebreaker.
AIM: To get to know people in the group in a fun and informal way.
RESOURCES: A toilet roll.
DURATION: 15 – 45 minutes, depending on the size of your group.
GROUP SIZE: 4–20 people.
LEVEL OF COMPLEXITY: X

ACTIVITY:
• Ask the group to sit in a circle.
• Give them one of the following scenarios or make up your own!

Scenario 1 - More suitable for younger groups:
"You woke up this morning with a stinking cold, your head is thumping, your throat is sore and your nose is full of snot. Take as much toilet roll as you think you will need to unblock your nose!"

Scenario 2 - More suitable for older groups:
"You were out last night up the town with your mates. On the way home you stopped off for a massive doner kebab with extra chilli sauce but now your stomach feels well dodgy. How much toilet roll will you need this morning?

• Then pass the toilet roll around the group, encouraging everyone to take as much as they want.
• When everyone is finished, announce that each person now has to tell the rest of the group something about themselves for every piece of toilet roll that they have taken!"
I WANT, I GOT TREES.

THEMES: Planning and Evaluation.

AIM: To gather the expectations of your group before an activity and check out whether or not these were met afterwards.

RESOURCES: Flip chart paper, coloured marker pens, post-it notes, ball point pens, blu-tac, trees stencil.

DURATION: 15 - 30 minutes. GROUP SIZE: 3+. LEVEL OF COMPLEXITY: X

ACTIVITY:

• Using the trees stencil at the bottom of this page, draw the 'I Want' tree on one sheet of flipchart paper and the 'I Got' tree on another sheet.

• Before your session or project begins, hand out post-it notes to your group and ask them to write the things that they want from taking part. Their post-its become the leaves of the tree!

• At the end of your session/project, ask the group to transfer their 'I Want' post-its over to the 'I Got' tree if their expectations were met. Ideally, the 'I Want' tree should be empty. However, if some expectations have not been met, you now have the opportunity to discuss how to rectify this.

• Also offer your group the opportunity to add more to the 'I Got' tree if they wish.
'ALL ABOUT ME' PONCHOS

THEMES: Ice-breaker, Assertiveness, Presentation Skills.

AIM: To give participants an opportunity to get know each other better by exploring the things that are important to them individually.

RESOURCES: A pad of flipchart paper, marker pens, scissors, blu-tac.

DURATION: 45 mins-1 hour. GROUP SIZE: 3-15 people. LEVEL OF COMPLEXITY: X

ACTIVITY:

• Give each person a sheet of flipchart paper and ask them to draw the following stencil on the sheet of paper.

• Ask each person to draw/write things in each section.

• When finished, fold along the dotted line and cut out the circular hole so that the 'poncho' can be worn over the head.

• When everyone has finished, each person presents their poncho to the group by putting it on and describing the things that they have drawn and written.

• People might be shy to do this at first, but with encouragement, people get into it! If someone is very nervous, they can sit down to present their poncho but they should still be encouraged to wear it.

• When all of the ponchos have been presented, put them up on the wall for people to look at later.

VARIATIONS:

• You could also use this as an evaluation tool; just change the section headings to reflect the things that you want people’s opinions on.
WHAT IS PEER EDUCATION?

THEMES: General, Peer Education.
AIM: To raise awareness and understanding of peer education.
RESOURCES: Flip chart paper, marker pens and questions.
DURATION: 45 minutes – 2 hours, depending on the size of your group.
GROUP SIZE: 4–15 people.
LEVEL OF COMPLEXITY: XX

ACTIVITY:
- Write the following questions onto a piece of flipchart paper and stick them onto a wall or flipchart stand.
  - What does the word ‘peer’ mean to you?
  - What do you think ‘peer education’ is?
  - What makes learning easy and what makes learning difficult?
  - What do you think are the benefits and difficulties of using peer education?
- Split the large group into smaller group of 3, 4 or 5.
- Give each small group a piece of flip chart paper, ask them to discuss the questions & write their answers onto the paper. When discussing the question about learning, it might be helpful to ask the participants:

  "Think of a time you were learning something either at home, school, college or work;
  Was it a positive experience? What helped or hindered your learning?
  What would you have changed to make the experience better?"

- Ask each small group to present their answers to the rest of the group to see what similarities and differences there were between each group’s answers.

VARIATIONS: If you want to do this exercise with 2 or 3 people, you can do it as a small group discussion using the same questions. Likewise, when working with young people with literacy difficulties or English as a second language, a group discussion may be more suitable with a facilitator recording short answers or key words.
PEER EDUCATION - DEFINITIONS

WHAT DOES "PEER" MEAN?

Peer means equal: meaning we all learn together and that all our contributions are of equal worth. Whatever age you are you have a peer group, for example: your fellow students in school or college, your friends, people in a learning group, people at your work etc.

WHAT IS PEER EDUCATION?

- Informal learning that gives empowerment and independence to participants.
- A non-formal education system. It is an excellent system for facilitating young people's learning, not from a formal "educator" but from each other's knowledge and experience.
- Non-conventional learning in an inspirational way, which is encouraging and flexible towards participants.
- It focuses on groups sharing responsibility and "equal teaching equal".
- A system that can change attitudes and beliefs about learning, particularly if previous experiences of formal education has been negative.
- Peer education is not only for young people it is for everyone!

Peer Education and training is based on the principle that people — whatever their age — are the experts on their own lives. It gives an equal focus to the PROCESS of completing a set task rather than only focusing on the PRODUCT of a task. This gives an opportunity for those involved to gain knowledge and skills for their own personal development. Think of it like a cross Europe train journey:

A PROCESS approach would be a train that meanders along, making regular stops at stations of relevance where the passengers would be given the opportunity to alight from the train and spend some time learning about the area, the people and their culture. In the time between stations, passengers have the opportunity to reflect on what they have learned and discuss that learning with each other.

A PRODUCT approach would be the cross-country express train that thunders through the stations en-route offering the passengers nothing more than a glimpse of the world outside their window. They would reach their destination quickly but would have missed out on many new experiences along the way.

Summed up by this Taoist quote:

"The way is the goal. The ultimate quest has no ending, and that fact is what gives the quest its ultimate value"
INTRODUCTION TO PEER EDUCATION

PEER INSIDE

THEMES: Peer Education, Personal Development.

AIM: A tool to help individuals to identify the skills and qualities required by a peer educator as well as to identify their own skills and qualities that they can bring to a peer-led project.

RESOURCES: A wide roll of brown or white paper, multi-coloured marker pens, sticky tape, blu-tac, glue, glitter, stickers and anything else for decoration.

DURATION: 1-1.5 hours. GROUP SIZE: 4-16 people.

LEVEL OF COMPLEXITY: X

ACTIVITY:

• Split the group into small groups of 2, 3 or 4.

• Give each small group a 2.5m long piece of paper. Depending upon the width of the paper, you may have to give each group 2 x 2.5m strips and ask them to tape them together to make one, wide strip.

• Each group should nominate someone to lie down on top of the paper while someone else draws around them. This will give you an outline for your peer educator.

• Ask each group to discuss and agree upon the skills and qualities that they think a peer educator needs and why.

• The groups should ‘fill’ their peer educator with the skills and qualities that they have agreed on and decorate their peer educator with an outfit and a hairdo!

• Each person in the group should then select a different coloured marker pen and either circle the skills and qualities that they personally have or make a list of their own skills and qualities in the space around the peer educator.

• Each small group then presents their peer educator to the rest of the group.

VARIATIONS:

• If there are low levels of literacy or if English is the second language of your group members, you can use the prompt cards over the page to stimulate discussion about skills and qualities.

• If your group are unable to lie down on the floor, the ‘peer educator’ template can be pre-drawn and hung on a wall or laid down on a large table for people to add to.
INTRODUCTION TO PEER EDUCATION

PEER INSIDE PROMPT CARDS

- CAN SHOUT LOUDLY
- PASSIONATE ABOUT THE TOPIC
- MAKE FRIENDS EASILY
- CAN GET MY MESSAGE ACROSS
- CAN BOSS PEOPLE ABOUT
- LOTS OF ENERGY
- BRAINY
- CONFIDENCE
- FRIENDLY
- LIFE EXPERIENCE RELATING TO THE TOPIC
### Introduction to Peer Education

#### Peer Inside Prompt Cards

<table>
<thead>
<tr>
<th>Group Work Skills</th>
<th>Can Use My Own Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable</td>
<td>Can Use a Computer</td>
</tr>
<tr>
<td>Good Organiser</td>
<td>Can Deal with Conflict</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Chilled Out</td>
</tr>
<tr>
<td>Fast Learner</td>
<td>Youth Work Experience</td>
</tr>
</tbody>
</table>
### Peer Inside Prompt Cards

<table>
<thead>
<tr>
<th>WANT TO HELP OTHERS</th>
<th>KNOWLEDGE OF THE SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>GET ON WELL WITH OTHERS</td>
<td>SENSE OF HUMOUR</td>
</tr>
<tr>
<td>PATIENCE</td>
<td>RESEARCH SKILLS</td>
</tr>
<tr>
<td>CREATIVE</td>
<td>GOOD LEADER</td>
</tr>
<tr>
<td>LIKE MEETING NEW PEOPLE</td>
<td>LISTENING TO OTHERS</td>
</tr>
</tbody>
</table>
A PEER EDUCATOR DOES

Facilitate trust, openness and safety
Accept people as they are
Listen, clarify and help people see alternatives
Respect confidentiality
Realise that not all problems can be solved and that not all people want help
Work in partnership with other organisations

A PEER EDUCATOR DOES NOT

Tell people what to do
Judge people or try to challenge them
Give advice or offer solutions
Put people down
Discuss what was said in a group unless they have permission
Attempt to provide support and information beyond what he/she is qualified to do
WHAT IS COMMUNICATION?

THEMES: Communication.

AIM: To explore what communication is, the various ways in which people communicate and some potential barriers to effective communication.

RESOURCES: A flipchart pad, a flipchart stand/blu-tac, multi-coloured marker pens, positive body language handout.

DURATION: 30 mins–1 hour. GROUP SIZE: 2–12 people. LEVEL OF COMPLEXITY: XX

ACTIVITY:

• Start off by asking the group to identify the parts of the body that we use to communicate. This should include the brain, eyes, nose, ears, mouth, body and hands. Draw them onto the flipchart paper.

• Next, ask the group how we use the different body parts to communicate or how they can affect how we communicate with each other, for example:

  BRAIN – judgements, morals and values

  EYES – reading, watching and looking, winking, eye contact

  NOSE – identifying people and places, expressions, nice/bad smells

  EARS – hearing speech, listening to others

  MOUTH – talking, singing, shouting, different languages, expressions, sticking out your tongue, blowing a kiss, swearing

  BODY – open and closed body language, clothes, tattoos and piercings, hairstyles

  HANDS – sign language, Braille, hand gestures, texting, email

This list is a guide; please feel free to add your own ideas!

• With a different coloured pen, list the barriers to communication next to the appropriate body part e.g. not understanding a foreign language.

• Give out and discuss the ‘Positive Body Language’ handout to finish off.
POSITIVE BODY LANGUAGE

Respect people’s personal space

Use appropriate eye contact

Demonstrate “open” body language
- for example: do not cross your arms

Observe other people’s body language and copy it. This will help to improve rapport, we relate best to those who are like us

Show that you are listening. Keep your body still and your head turned towards the other person. Avoid playing with objects, looking out the window, drumming your fingers or generally appearing distracted by other things

Support your verbal messages with complimentary non-verbal messages

Emphasis and/or describe important points with positive gestures

Genuine smiles work wonders! 😊
COMMUNICATION & FACILITATION SKILLS

COMMUNICATION BREAKDOWN

THEMES: Communication.

AIM: To explore how communication breakdowns occur and to identify ways in which they can be overcome.

RESOURCES: Flipchart paper, flipchart stand or blu-tac, marker pens, post-it notes, ballpoint pens.

DURATION: 45 mins – 1 hour. GROUP SIZE: 4–16 people. LEVEL OF COMPLEXITY: X

ACTIVITY:

• In the large group, come up with a variety of examples of communication breakdowns that they have experienced either at home, school, work or out and about. For example, trying to get a refund in a shop, trying to sort out a problem over the phone, an argument with a friend, partner or parent, attending a review meeting or an interview at the job centre.

• As a group, come up with a top 5 communication breakdowns. Write each one on a fresh sheet of flip-chart paper.

• Split the group into smaller groups. Ask the groups to come up with solutions to the breakdowns, write them onto the post-it notes and stick them onto the relevant sheet of paper.

• Come back together as a group to review what everyone has come up with.

VARIATIONS:

This exercise can also be very useful if communication has been difficult within your group or when setting group expectations for working together as it is focussed on solutions to the problem.

If there are literacy difficulties within your group or the participants have English as a second language, this activity can be facilitated as a large group discussion without the need for writing.
**Assertiveness Skills**

**Assertive, Passive, Aggressive?**

**Basic Concepts:**

Assertion theory is based on the idea that everyone has basic human rights:

- The right to be treated with respect.
- The right to make mistakes and be responsible for them.
- The right to refuse requests without having to feel guilty or selfish.
- The right to ask for what you want while also accepting that the other person has the right to say 'no'.
- The right to be listened to and to be taken seriously.
- The right to say "I don't understand".
- The right to ask for information.

**There are 3 response styles:**

- Passive
- Aggressive
- Assertive

A passive response is to behave as if other people's rights matter more than yours.

An aggressive response is to behave as if your rights matter more than those of other people.

An assertive response is to respect yourself and others equally.

You may think that you have a basic personality type: "timid", "pushy", "shy", "bossy". By using your assertiveness skills you can work towards what you want rather than pushing others around or being a pushover. People will respond differently to you too.

The thoughts we have about ourselves can help or hinder. Often we put ourselves down by saying things like "They won't like me if I say this", "I am crap at this" etc. We can change this by saying more positive and helpful things about ourselves instead, like "I have the right to ask for what I want" or "It wasn't perfect but it was OK".

**Making Requests**

1. Be clear about what you want
2. Plan and Practice
3. Make your request short ("This is mine. I want it back.")
ASSERTIVENESS
SKILLS

BROKEN RECORD
This can be used when making requests if people are trying to get round you, or if you are not being
listened to, or for saying ‘no’. A broken record sounds like it is stuck in a groove; it goes on and on.
Decide what you want to say and stick to it, then repeat your statement without getting sidetracked
into a tangent.

SAYING ‘NO’
We have the right to say no.
Listen to your body and your feelings: What do you really want to say? What do you really want to do?
If you are not sure, you can say, ‘I don’t know. I need more time or more information.’
When you say ‘no’, say it early and if possible, say it first.

NO EXCUSES
Keep your body assertive, don’t smile and keep good eye contact. (Practice an assertive stance – back
straight, shoulders back – in front of the mirror, also practice at keeping eye contact with people,
practice on family or a friend.)
To make it easier to say no, you may want to offer an alternative suggestion, negotiate.
When we say no to someone, we are rejecting his or her request, not the person.

FOGGING
If you respond to an insult with more insults, it builds up. You do not need to do this: you can ‘fog’.
Fogging swallows up insults like fog swallows up sights and sounds. When other people say insulting
things, you don’t have to react by arguing or getting upset, you can absorb it into the imaginary fog
that you have around us.
If it’s true you can respond, “That’s right”.
If it’s not true, you can respond “You could be right” or “it’s possible” or “you might be right”.
Keep the answers short and bland. This may seem very strange at first but fogging offers an alternative
to distress and violence.
ASSERTIVE, PASSIVE, AGGRESSIVE QUIZ

Please complete the following questions as honestly as you can, as the outcomes will help identify and address your strengths and weaknesses.

1. YOU ARE AT A PLANNING MEETING AND THE CHAIRPERSON ASKS YOU TO TAKE THE MINUTES. THE CHAIRPERSON MUST HAVE FORGOTTEN THAT YOU TOOK THE MINUTES AT THE LAST MEETING.
   DO YOU?
   A) Say nothing, you really don’t mind doing them
   B) Explain that you did them the last time and that it should be someone else’s turn
   C) Bang your fist on the table and say there is no way you are doing the minutes again

2. THE LAST ITEM ON THE AGENDA OF THE PLANNING MEETING IS YOURS. EVERYONE IS KEEN TO FINISH AND GO HOME. YOU FEEL THAT THE GROUP HAS NOT DISCUSSED YOUR ISSUE PROPERLY AND IS GOING TO MAKE A QUICK DECISION JUST TO GET AWAY.
   DO YOU?
   C) Accuse the group of not caring about your issue
   A) Think that perhaps a quick decision will be the right one and not say anything
   B) Suggest that rather than rush a decision the group could discuss the issue at the next meeting

3. AT A WORKSHOP YOU ARE FACILITATING YOU NOTICE TWO OF THE PARTICIPANTS ARE TALKING AND LAUGHING WHILE YOU ARE SPEAKING.
   DO YOU?
   B) Ask them to respect your right to be listened to
   C) Start chatting loudly and laughing when they are speaking
   A) Just ignore them; everyone knows they are losers anyway
**ASSERTIVE, PASSIVE, AGGRESSIVE QUIZ**

4. WHILE WAITING FOR YOUR WORKSHOP TO START, SOMEONE STARTS TO TELL A RACIST JOKE.  
   **DO YOU?**  
   A) Say nothing, you don’t want them to ask questions about your ethnic background  
   C) Get angry and leave the room saying you don’t want to work with a bunch of racists  
   B) Ask them to stop telling the joke as you find it offensive

5. DURING A TRAINING EVENT SOME PEOPLE SAY THEY DON’T LIKE THE TRAINING PROGRAMME AND ACTIVITIES. THEY DON’T KNOW THAT YOU HELPED PLAN AND DESIGN IT.  
   **DO YOU?**  
   B) Let them know you were involved in the planning and design and overall you have had good feedback  
   C) Join in with them and slag it off  
   A) Ask them what planning and design qualifications they have

6. YOU HAVE LOST THE RECEIPTS FOR SOME RESOURCES YOU BOUGHT FOR YOUR WORKSHOP.  
   **DO YOU?**  
   A) Just forget it, you couldn’t ask for the money back without a receipt  
   C) Demand the money— you should not have to get the resources anyway  
   B) Apologise for losing the receipt, but ask for the money back anyway

7. YOU ARE FACILITATING A TRAINING SESSION. EVERYONE IS TALKING AT ONCE.  
   **DO YOU?**  
   A) Let them get on with it, it is an interesting debate  
   B) Ask the group to talk one at a time  
   C) Tell them all to shut up

8. YOU FEEL THAT SOME PEOPLE ARE DOMINATING A GROUP DISCUSSION.  
   **DO YOU?**  
   A) Complain to the other trainers afterwards  
   C) Walk out  
   B) Ask the people during a break to please give others the chance to contribute
ASSERTIVE, PASSIVE, AGGRESSIVE QUIZ

When you have answered all the questions please check if you answered mostly A’s, B’s and C’s then see below for the results.

MOSTLY A’S = PASSIVE
MOSTLY B’S = ASSERTIVE
MOSTLY C’S = AGGRESSIVE

REMEMBER!!!

Although this quiz is not an accurate measure of your personality it can help you to think about how you deal with people and situations when you are trying to communicate your thoughts, feelings and opinions.

Sometimes it can be difficult to say what you really feel but if you are passive you are denying yourself the right to be listened to and you may end up feeling frustrated or depressed. If you are aggressive you might upset other people and make others feel unsafe and insecure. Being assertive is the best way to communicate; speaking clearly and staying calm will give you the best chance to get your message across.

WHAT MAKES A GOOD FACILITATOR?

The dictionary states that to facilitate is...

‘To make easier, to help the progress of’

Bearing in mind the following - anyone can learn to be a Facilitator - it just takes a bit of practice and a willingness to accept constructive criticism.

The role of the facilitator within a group is...

- To keep the group focussed on the task
- Remain as neutral as possible
- To involve and encourage everyone in the group
- To listen and contribute
- To remind the group what has been discussed

A good group facilitator...

- Speeds up or slows down a group as required
- Protects others in the group from ridicule
- Is aware of different learning styles
- Is aware of other people’s body language
- Is flexible
- Doesn’t feel that they need to be the expert with all the answers
- Allows people space to discuss things
- Knows their own strengths and weaknesses

A facilitator is not...

- A trainer
- A teacher
- A lecturer
GROUP FACILITATORS NOTES AND CHECKLIST

Before the group arrives:

- Check the seating arrangement: if possible, set the seats up in a circle to help people feel more relaxed. You may need to ask permission to move the furniture around if you are not using your own group room, so check this out first.
- If there are several of you facilitating the session, agree who is doing what section of the workshop beforehand.
- Spread yourselves out amongst the group, don’t all huddle together. This will help the discussion flow.
- Smile and welcome people as they arrive.

When the group arrives:

- Try to identify people who are shy, confident or jokers by their actions as they arrive. This will help you later on to make sure that everyone is included and that no one person is dominating the discussion.
- Introduce yourself and explain why you are there.
- Give clear instructions about what you will be doing with the group during the workshop.
- Let people know when the break will be, where the toilets are and the time your workshop will end. This will help people to feel comfortable.
- Set the group expectations (see page 9).

‘Opening up’ a topic:

- Make your work easy — think about who you are going to start with to get the workshop going, choose someone who is chatty.
- If someone doesn’t want to speak, don’t force them to.
- Avoid questions that can only be answered ‘yes’ or ‘no’. Try starting questions with what, why, who, what or how or use phrases like, ‘what’s your opinion on...’, ‘in your experience...’ etc.
- If everyone is reluctant to speak, you might want to ask people to work together in pairs as people tend to open up more in small groups.
- Use people’s names where possible but don’t put them on the spot.
COMMUNICATION AND FACILITATION SKILLS

GROUP FACILITATORS NOTES AND CHECKLIST

During the discussion:

- Know your own body language and that of the group members (see page 45 for info on body language).
- Encourage people to interrupt and ask questions if they want to.
- Facilitators should float around the group, encouraging discussion of the topic.
- Discussions can be lively but avoid direct confrontation.
- Try to maintain a relaxed atmosphere. To help this you may want to consider having snacks & refreshments available for people to help themselves to during the activities or playing some low music while people are working.
- Remember: Silence is not always a bad thing!
COMMUNICATION AND FACILITATION SKILLS

PREPARING TO FACILITATE

Delivering your first workshop or face-to-face session with your peers can be quite a nerve-racking experience. As mentioned previously in this resource, planning and preparation are essential to easing any nervousness that you may feel; if you know what you are talking about, you will feel more confident talking about it!

With this in mind, it is always a good idea to pilot your session – this will give you a chance to practice your facilitation skills and to see if there is anything that you would like to change before the ’real’ sessions take place. For your pilot, choose a sympathetic audience that you feel comfortable with ... maybe staff or other young people from your group that you know. It is easier to laugh off any mistakes you might make in front of people you know! However, also make them aware that you want honest feedback from them about their opinions of the workshop to enable you to make any changes.

As well as using tools like the ’Facilitator’s Checklist’ on page 53, you can also do some personal preparation to help yourself to feel more comfortable. Try these breathing exercises to help you to feel calmer:

Before the Session:

**Little, Middle, Big Breath** – This is a breathing exercise that requires you to move your arms around, so you might want to do it before the participants arrive 😊. Find yourself a bit of space and follow the steps below:

- Start with your hands hanging loosely by your sides.
- Bring your hands up and together until they are in front of your stomach while gently breathing inwards.
- Pause for a moment.
- Return your hands to your sides while breathing out.
- Pause for a moment or two.
- Next, bring your hands up and together to your chest while taking a larger breath in this time.
- Slowly breathe out and put your hands back to your sides.
- Pause for a second or two.
- Raise your hands this time right up and over your head and stretch upwards while taking in a big, deep breath.
- Bring your hands from above your head to your sides, making a big circle with your hands as your hands swing slowly downwards.
- Repeat these steps three times over.
- ’Shake out’ your arms and legs to finish.
COMMUNICATION AND FACILITATION SKILLS

During the Session:

These two breathing techniques can be done ‘under wraps’, so you can do them in front of people, in public and no one will notice! Perfect for moments where you might feel stressed during your session.

**Tense and Relax** – This is an exercise that uses your muscles to help you feel relaxed and can be done almost anywhere.

- Start off in a sitting position.
- Gently tense and relax your toes, then you ankles, calves, thighs etc. all the way up and out to your fingertips tensing and relaxing each group of muscles as you go.
- Repeat this cycle three times.
- If you are able, ‘shake out’ your arms and legs to finish.

**Breath Holds** – A very simple breathing technique.

- Inhale for 10 seconds.
- Hold your breath for a second or two.
- Exhale for 10 seconds.
- Repeat this three times.

As well as breathing exercises, you can do other things to make yourself comfortable:

- Wear clothes and shoes that you feel comfortable in.
- Always make sure that you have a chair so that you can sit down if you want.
- Conversely, if you like to move around when you are facilitating, make sure you have space to do so...everyone has their own style!
- If your mouth gets sticky when you are nervous, make sure you have something to drink near you.
- If something does go wrong, laugh it off! If you react in a tense manner, it may make the others in the group feel tense too.
- Split the different parts of the session between you and the other facilitators so that everyone gets a break.
- Don’t be afraid to leave the room to get some air if you need to
- Think of your own coping strategies; what could you do to make yourself feel more relaxed?
THE RIGHT CATEGORY

THEMES: Human Rights.

AIM: To explore the rights that young people have in the UN Convention on the Rights of the Child (UNCRC).

RESOURCES: A deck of UNCRC playing cards
(young people can get a deck for free from respond@article12.org).

DURATION: 1–1.5 hours.

GROUP SIZE: 4–20 people.

LEVEL OF COMPLEXITY: **

ACTIVITY:

- Before you start, remove cards 41–54 from the deck of cards as they are irrelevant for this exercise.
- Shuffle the remaining cards & split into four. Split your group into four & give each group a pile of cards.
- Allocate each group one of the following categories: Survival, Protection, Development & Participation.
- Ask the groups to trade cards until they have all the cards for their category.
  This may not be as straightforward as it seems!
- Once everyone has finished trading cards, get the group together again to feedback why the traded or didn’t trade cards and why they thought their cards fitted into their category.

VARIATIONS:

With a smaller group or if you are short of time, you can do this exercise by asking the individuals in the group to select cards from the deck and then discuss what category their card should go into.

This can also be done as a round table exercise. Write the categories on to separate pieces of A4 paper and ask the group to put the cards in the appropriate categories.

ADDITIONAL RESOURCES:

- Article 12 in Scotland
- Scottish Commissioner for Children and Young People
- Child Rights Information Network (CRIN)
- UNICEF

www.article12.org/rights.html
www.sccyp.org.uk
www.crin.org
www.unicef.org.uk
**UNCRC TWISTER**

**THEMES:** Human Rights.

**AIM:** To explore the rights that young people have in the UN Convention on the Rights of the Child through the classic game ‘Twister’.

**RESOURCES:** The Twister game and a deck of UNCRC playing cards*  
* young people can get a deck for free from respond@article12.org.

**DURATION:** 30 minutes – 1 hour.

**GROUP SIZE:** 2 – 6 people playing, 1 person to deal the cards.

**LEVEL OF COMPLEXITY:** XX

**ACTIVITY:**

- Lay the Twister game mat out in a large space so that people can fall over and not crash into anything!

- There are four colours on the Twister mat: blue, red, yellow and green.

- There are four categories of rights the UNCRC; participation, survival, development and protection.

- Assign each category a colour, for example, red = participation, green = survival, etc.

- To play, spin the ‘Twister’ spinner to select the arm or leg that the player must place on the coloured circle. The card dealer then picks the card off the top of the deck and reads the article that is printed on it. The player then has to say what category that right should be in. This will determine the colour of circle that the player is to put their arm or leg upon.

- Don’t be too picky about what category an article should be in; this is just a fun way to raise awareness of the rights in the UNCRC. If you want to have more of a group discussion on this topic, use ‘The Right Category’ activity on page 57.
YOUTH RIGHTS

RIGHTS MONTAGE


AIM: To promote young people’s rights in a creative, visual way.
    To explore representations of young people’s rights in the media.

RESOURCES: Flip chart paper, magazines, newspapers, scissors, glue, multi-coloured marker pens, UNCRCP playing cards (young people can get a deck for free from respond@article12.org), human rights information materials.

DURATION: 45mins – 1.5 hours.

GROUP SIZE: 3-15 people.

LEVEL OF COMPLEXITY: XX

ACTIVITY:

- This activity can be done individually, in pairs or small groups.

- Give each person / group a sheet of flipchart paper.

- Using the UNCRCP playing cards or the human rights information materials, ask each person / group to pick a human right that they want to promote.

- Using the magazines and newspapers, ask each person / group to make an advert promoting the human right that they have chosen.

- When finished, each person / group presents their advert to the larger group.

VARIATIONS:

Instead of choosing one specific human right to promote, you may want your group to make adverts that promote a category of human rights.

Suggested headings could be: Protection, Participation, Survival and Development.

ADDITIONAL RESOURCES:

Amnesty International

Article 12 in Scotland

Equality and Human Rights Commission

www.amnesty.org.uk/index.asp
www.article12.org/rights.html
www.equalityhumanrights.com
DIY HUMAN RIGHTS CONVENTION

THEMES: Rights, Setting Group Expectations.

AIM: To develop a human rights convention specific to the group you are working with or the environment that you are working in.

RESOURCES: Flipchart paper, marker pens.

DURATION: 1 – 1.5 hours.

GROUP SIZE: 3 – 15 people.

LEVEL OF COMPLEXITY: XX

ACTIVITY:

• As a whole group, agree on a definition of what a ‘convention’ is and what it does i.e. an agreement, a list of things everyone in a group is entitled to.

• In pairs or groups of 3, ask the participants to make a list of their Top 10 most important rights that young people should have.

• As one large group, compare the lists to see what similarities and differences there are between the lists.

• Discuss the rights that are different between the lists, making sure that everyone gets a chance to state their opinion. Decide which ones are more or less important.

• Negotiate a new Top 10 of entitlements that is agreed by the whole group.

VARIATIONS:

This exercise can be very effective if you are working with a group of young people who share a common interest, for example, when working with young carers, looked after young people, etc as they can use their common experience to make a convention that reflects their lives.

Likewise, this exercise can be useful for making a group agreement for working in a specific environment like a classroom, youth centre or on residential.

ADDITIONAL RESOURCES:

Amnesty International
Article 12 in Scotland
Equality and Human Rights Commission

www.amnesty.org.uk/index.asp
www.article12.org/rights.html
www.equalityhumanrights.com
FAMILY FOOTPRINTS

THEMES: Self-Awareness and Identity, Presentation Skills.

AIM: To consider the different cultures of a population of a town or city. To reflect on our own family movements and the reasons behind them. The overall aim of the session is to allow parallels to be drawn between the groups own families and immigrant families so that they can understand the similarities between them.

RESOURCES: Flip chart paper, coloured marker pens, family trees handouts (on following pages), ball point pens, post-it notes, multi-coloured wool or string, push pins, scissors, blu-tac, relevant wall maps.

DURATION: 2-4 hours.

GROUP SIZE: 6-12 people.

LEVEL OF COMPLEXITY: XXX

ACTIVITY:

• To introduce this workshop, start with a group discussion to make a list of the different cultures that live in your village, town or city. Then make a list of the reasons why people come to live or visit your village, town or city.

• Ask each member of the group to make their family tree on a piece of flipchart paper. Give out the example of a family tree as a guide. Keep it relatively simple: only go back a couple of generations!

• Give out the 'Family Trees 2' sheet and ask people to write out a list of significant individuals on their family trees, for example, parents, grandparents, brothers and sisters or aunts and uncles.

• On a large wall, put up the following maps; a map of your local area, a map of Scotland, map of the UK, map of Europe and a map of the World.

• Ask each person in your group to choose a colour of wool or string to represent their family’s movements. Using the push pins, attach the string to the maps to show the places where people have moved to and from. Stick a post-it onto each string with the person’s name and reason for moving.

• Finally, each person should present their family footprints to the rest of the group. Compare the reasons for moving to the lists that the group compiled at the start of the workshop and discuss the similarities and differences.
FAMILY FOOTPRINTS

⚠️ BE AWARE:

Speaking about family histories can be complex and traumatic for some people. Make it clear to your group that they only need to disclose information that they feel comfortable with. This activity is something that should be done with a group who have some level of familiarity with each other and youth workers should be present to deal with any emotive issues or conflict that may arise.

ADDITIONAL RESOURCES:

This activity can be used as part of a wider programme tackling racism and discrimination against others. There are excellent workshop resources available from Show Racism the Red Card at:

http://www.srtrc.org/home

Please don’t feel that you need to buy all of the maps needed for this exercise as they can be expensive. Maps may be available to borrow from your local library, just be careful not to damage them! There are also lots of maps available online which can be suitable for this activity:

- WORLD MAP  http://www.world-maps.co.uk/
- EUROPE MAP  http://www.fedee.com/maps/europemap.html
- SCOTLAND MAP  http://www.scotland-map.com/
FAMILY FOOTPRINTS

Name:
Relationship:
Born in:
Lives or lived in:
Did they move? Why?:

Name:
Relationship:
Born in:
Lives or lived in:
Did they move? Why?

Name:
Relationship:
Born in:
Lives or lived in:
Did they move? Why?
DEVELOPING A SURVEY

THEMES: Survey Research.

AIM: Develop a basic survey to gather information or to support a campaign.

RESOURCES: Flipchart paper, marker pens, a computer with internet access.

DURATION: 2 – 3 hours. GROUP SIZE: 2+. LEVEL OF COMPLEXITY: XXX

ACTIVITY:

• First of all consider, what do you want to find out?

• It is important to discuss the different types of questions that you can ask in a survey. Explain the difference between ‘open’ questions – the respondent is free to give any answer they wish – and ‘closed’ questions – the respondent is given limited answering options. Also, consider ranking questions, true / false or agree / disagree statements and multiple choice.

• If possible, split your group into pairs or small groups and ask them to come up with their own survey questions on some flipchart paper. If your survey is large, it may be easier to give each group a section of the survey to work on. Almost everyone in the group will have had experience of filling in a survey at some point in their lives, some may have been involved in undertaking survey research at school or college, so you may be surprised at the level of knowledge already present. Each group should present their questions to the rest of the group for discussion.

• Once agreement has been reached on the questions, use an online tool like Survey Monkey to build the electronic version of the survey. It is straight forward to use and has a ‘basic’ option available free. With the ‘pro’ version, paper copies of the survey can also be printed out to give to people who may not have access to the internet.

VARIATIONS:

Subscribing to the pro version of Survey Monkey is a good option if you are looking to set up a more complex survey or if you will be using surveys quite often. This option also gives you access to advanced features and software that will analyse your results for you, presenting them in easy-to-interpret graphs etc. Remember, an organisation can subscribe and all of the projects within the organisation can use the subscription, so it might be an idea to ask the Coordinator of your youth centre if this is something they would be interested in.

ADDITIONAL RESOURCES:

Survey Monkey
http://www.surveymonkey.com/
**END STATEMENTS**

**THEMES:** Group Discussion, Evaluation

**AIM:** A pocket-sized evaluation tool that can be used anywhere.

**RESOURCES:** The ‘End Statements’ cards on the following pages, scissors, a laminator (optional).

**DURATION:** 15 – 30 minutes.

**GROUP SIZE:** 4+

**LEVEL OF COMPLEXITY:** X

**ACTIVITY:**

- Photocopy and cut out the cards.
- At the end of your session or activity, ask everyone to sit in a circle.
- Pass the cards around either in a small bag or fanned out – face down like playing cards – and ask everyone to pick one.
- Go the round the circle asking everyone to finish of their statement.
- You can do two or more rounds if you want more opinions and feedback from each member of your group.
- If you are using the cards often, laminate them. This also makes them water resistant if you want to use them outside.
<table>
<thead>
<tr>
<th>Activity</th>
<th>End Game Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best thing about the event was...</td>
<td>The worst thing about the event was...</td>
</tr>
<tr>
<td>The most interesting thing was...</td>
<td>The most boring thing was...</td>
</tr>
<tr>
<td>The funniest thing was...</td>
<td>The most serious thing was...</td>
</tr>
<tr>
<td>I would have liked more of...</td>
<td>I would have liked less of...</td>
</tr>
<tr>
<td>The thing I liked doing most was...</td>
<td>The thing I least liked doing most was...</td>
</tr>
</tbody>
</table>
### End Game Statements

<table>
<thead>
<tr>
<th>I felt most confident doing...</th>
<th>I felt least confident doing...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt unhappy about...</td>
<td>I was happy about...</td>
</tr>
<tr>
<td>Something that made me smile was...</td>
<td>Something I would have changed...</td>
</tr>
<tr>
<td>I will take with me...</td>
<td>Something new that I learned was...</td>
</tr>
<tr>
<td>I felt most relaxed when...</td>
<td>I felt most anxious when...</td>
</tr>
</tbody>
</table>
MOOD METERS

THEMES: Evaluation and Reviewing.

AIM: To get feedback from people in your group about a workshop, event or session that you are running.

RESOURCES: Flip chart paper, marker pens, post-it notes, ball point pens, blu-tac.

DURATION: 30 minutes, can also be ongoing throughout an event.

GROUP SIZE: 4+

LEVEL OF COMPLEXITY: X

ACTIVITY:

• Turn a sheet of flip chart paper on its side so that it is 'landscape' style. On the sheet of paper, draw out the Mood Meter using example below as a guide. The smiley face represents positive things, things the group liked; the unhappy face represents things that didn’t go too well.

• Give out post-its and pens to the people in your group and invite them to stick their comments on the relevant part of the Mood Meter. Remember to ask your group to be honest about the things they didn’t like so that you can change things to make future sessions or events better.

• You can ask for feedback on many elements of your workshop, event or session. You may want to know about the venue or your own performance as a peer educator as well as the content of your workshop, event or session that you delivered. Feel free to stick sheets or paper together to make your Mood Meter longer.
**EVALUATION BODY**

**THEMES:** Evaluation technique.

**AIM:** To gather information on what participants have personally gained during a session.

**RESOURCES:** Flip chart paper, sticky tape, a marker pen, post-it notes, ball point pens, blu-tac, outline stencil (next page).

**DURATION:** 15 - 30 minutes.

**GROUP SIZE:** 3+

**LEVEL OF COMPLEXITY:** X

**ACTIVITY:**
- Stick a few sheets of flip chart paper together to form one large square sheet.
- Draw out the body on the paper, following the stencil on the reverse of this page.
- Give out pens and post-its to your group and ask them to make comments and stick them to the relevant parts as follows:

```
BRAIN  -  something I have learned
HEART  -  something I enjoyed
HAND   -  something I will take away with me
BIN    -  something I disliked and would want to change
```

- This can be done anonymously. You may also want to use different coloured post-its for the different sections, particularly if there are a lot of people leaving comments as they can get mixed up otherwise.

**VARIATIONS:**
- This activity can be adapted if reflecting on what it means to people to belong to a particular group. For example, if using this with a group of young parents:

```
BRAIN  -  how has being a parent changed how I think about things
HEART  -  things I enjoy about being a parent
HAND   -  skills I have learned as a parent
IN     -  things I would change about being a parent
```

This is just an example, feel free to adapt this to make it relevant for your group.
INTRODUCTION

Throughout the PEST project, it was not unusual for groups to contact the press to help them to achieve their aims. Although, this can be a daunting prospect if you haven’t done it before!

Many communities have local newspapers or radio stations which can be invaluable to your project to recruit peer educators, to raise funds, to let people know about an event that you have planned or inform the community about what your project intends to do or has done. Local press are also more likely than national media to cover your project or campaign as they are specifically set up to cover stories with a local community interest, so this makes them a good place – and a less scary place! – to start as there is less competition for coverage than in the national press.

Here are some tips to get you started:

• Find out what avenues you have available locally. Check out the lists of local newspapers and radio stations at: http://www.mediauk.com/tags/local for contact details.

Also, look out for the free papers coming through your door or do a search online as not all local papers are listed here.

• Make up your own contacts list. This will be helpful for you now and for any future projects that you are involved in.

• Take a look at the stories in your local newspapers as this will give you an idea of the type of story they cover and how you should pitch your story. If there are lots of photos – particularly of groups receiving awards etc – than there is a good chance that they will want a picture of your group too, so have some prepared before you make contact.
• Remember that almost anything can be turned into a news story, so don’t be afraid to take a punt!

• Call the Editor of your local paper to explain your appeal or story as they will then be able to put you in contact with the most appropriate journalist for you to speak to.

• Once you have a named contact, get to know them better by inviting them to come along, meet your group and find out more about your project.

• Remember that all journalists & newspapers, whether local or national, have to work to strict deadlines, so don’t be late with your story but also don’t be offended if there is no time for you to see a copy of your article before it goes to print.

• Once your article has been published, let the journalist concerned know what positive results came from it. For example, that you had X number of people contact you about becoming a peer educator, or your group managed to raise £X for your project – thanks to the newspaper publishing your appeal.

• Always say ‘Thanks!’ to the journalist for their time and effort, it is good for your relationship and may improve your chances of getting more coverage in the future.
NEW PROJECT LAUNCHED TO COUNTER “ASBO-YOUTH” STEREOTYPE
‘Young people can be the solution to community problems’

Article 12 in Scotland was established in 1996 and is a young person led network that works to promote young people’s participation and information rights as set out in international human rights charters. Article 12 in Scotland believe that young people care about their participation and information rights, and the participation and information rights of others, and that given the knowledge and the opportunity they will take positive action to make Scotland, the UK, Europe and the World a place where young people are given access to the information and opportunities necessary to participate as equal citizens at all levels of society.

As new research is due to be released highlighting that young people in the UK cause more problems for communities than their peers in other European countries, Article 12 in Scotland is set to launch a new peer education initiative - the PEST Project.

“PEST stands for Peer Education Skills Training but it also stands for young people taking action for themselves and for their communities. The name PEST was chosen because young people are too often perceived to be a nuisance, as pests, but Article 12 in Scotland believes that young people can take positive and constructive action to tackle the issues that are important to them”, said Tara Fisher, the PEST Project Coordinator.

The PEST project provides support, resources and training to young people and the organisations that they are involved in to make change happen, to be the solution not the problem.

PEST is a four year project funded by the Big Lottery fund. It has a Scotland-wide remit. PEST is looking for partner organisations who would be interested in accessing the support available to develop peer-led projects on any topic that young people want to tackle.

--------------------END---------------------

Word Count: 292

For more information please contact:
Tara Fisher, PEST Project Co-ordinator
07745 309 496    tara@article12.org    www.article12.org
CONTACTING THE LOCAL PRESS

(SAMPLE FORM)

(Insert the name of your organisation or project here)

PHOTOGRAPHY/FILMING PERMISSION FORM

As part of our activities, (your project) occasionally uses still and moving images for publicity purposes. We would like your permission to photograph/film you for possible inclusion in our publications, website and other organisational material. The image(s) will remain the property of (your project) and will be used for the designated purpose(s) of promoting (your project).

PART 1

Name: ............................................................................................................................

Address: ..........................................................................................................................

Contact number: ........................................... E-mail address: ...........................................

I permit (your project) to use photographs/film footage of me in (your project) publications and website.

Signed: ........................................... Date: ..............................................................

(This section must be completed and signed by all individuals. Individuals 16 years of age and over DO NOT need to complete part 2).

PART 2

If you are under 16 years old please give your date of birth, name & contact details for a parent/guardian and ask the parent/guardian contact to sign and date this section:

Date of birth: ..............................................................................................................

Name of parent/guardian: ............................................................................................

Contact number: ..........................................................................................................

I permit (your project) to use photographs/film footage of * ........................................... in (your project) publications and website. (*Insert name of young person under the age of 16)

Signed: ........................................... Date: ..............................................................

(This section to be completed and signed by parent/guardian ONLY if individual is under 16 years of age)
PLANNING EVENTS

Large or small, an event can be a really good way to wrap up your project, present your work to others and to celebrate your achievements. Like anything, planning is essential and will determine the type of event you have. Below are some of the things that you need to consider.

**BUDGET:**
How much money have you got, if any? Do you have access to free resources that you could use for your event, like IT equipment or a group room within your youth centre?

**TARGET AUDIENCE:**
Will your event only be for other young people and staff within your organisation? Do you want to invite other people from the local community? Examples could be your local decision-makers – Community Council, Councillors, MSP’s – your friends and family, funders and people who supported your project, other young people’s organisations or representatives from the local police or local health board.

**ADDITIONAL SUPPORT NEEDS:**
Always ask your guests to let you know of any additional support or communication needs that they have in advance to help you to plan your event. Make sure that your venue is accessible for wheelchair users. You may need to have BSL signers or a hearing loop for those who are Deaf or hearing impaired. If your event is for young parents, you may want to provide a crèche for their children. These things will have an impact on your budget, which is why planning your event is very important.

**VENUE:**
Where will you hold your event? This will depend on your budget and also on your target audience. Your venue should be somewhere that everyone can get to easily; event for local people? You need a local venue. However, if you are having an event for people from other towns and cities, you may want a venue in the centre of your town near the main train & bus station. Consider using unusual venues: nightclubs, theatres and bars often have function rooms that can be hired out for a reasonable fee.
• **RISK ASSESSMENT:**
When you have identified any additional support needs of your target audience and chosen your venue, the next step is to undertake a risk assessment. Risk assessment is the process where you:

- identify hazards
- analyse or evaluate the risk associated with that hazard
- determine appropriate ways to eliminate or control the hazard

Basically, a risk assessment is a detailed look at your venue to identify things that may cause harm, particularly to people. After you have identified the risks, you evaluate how likely and severe the risks are, and then decide what measures should be in place to prevent or control the harm from happening. This could include having to look for another venue should you decide that you cannot prevent or control the risks. You can find examples of risk assessment forms and checklists on pages 79-80.

• **PROGRAMME:**
What is the purpose of your event? A presentation of your work, a launch of a resource, a film screening, a celebration ...or maybe a mixture of many of these things.

• **TIMINGS:**
It is a good idea to allow people some time to arrive before the start of your event, about 30 minutes should be long enough. During this time, you could have some tea, coffee and juice available. In terms of your programme, be generous with your time estimations; your guests won’t mind if your event finishes early but it can be inconvenient if your event goes on longer than you said it would.

• **AUDIO & VISUAL EQUIPMENT:**
What will you need for your presentation? Things to consider are: laptop, screen, projector, video camera, digital camera, wifi internet connection, speakers and microphones. These will be more or less essential depending upon the size of your venue & audience. Check what your venue can offer in terms of audio/visual (AV) equipment. Be aware that some places will charge you extra to hire their equipment.
**REFRESHMENTS:**
Whether or not you decide to have refreshments at your event will depend on the purpose of your event and your budget, although you don’t always need money to provide some food and drink at your event. Don’t be afraid to blag it! Approach local bakers or sandwich shops to see if they would donate food in exchange for advertising.

**AT THE VENUE:**
Are the tables and chairs set up how you want them? Can everyone see the presentation area? Do you know where the toilets are in case anyone asks? If your event is taking place in a large building, will people know where to go? Signs or people to direct your guests might be required. It is also a very good idea to test your audio/visual equipment before your guests arrive, then if there are any technical problems, you will have time to sort them out before your event starts.

**PRE-EVENT PREPARATION:**
This may be last on the list, but this is one of the first things that you will have to do! Once you have planned your event and considered the above, you need to invite people. An invitation should include the following:

- **Event Title / Name**
- **Date and Day of Event**
- **Venue**
  (include the postcode of your venue so that people can look up directions online)
- **Start and Finish Times**
- **RSVP Date**

These days, it is not always necessary to spend money on having invitations printed to handout, although paper invites & posters can still be very useful for promoting your event to strangers or people without access to a PC. Consider using your organisations website, email distribution lists, social networking sites or tools like the invitation facility in Gmail to advertise your event. Also consider printing out copies of the programme and other handouts or information about your project to give to your guests.

**EVALUATING YOUR EVENT:**
In terms of evaluating your event, see the evaluation tools on pages 70-71 of this resource for ideas.
# Risk Assessment Form

**Activity/Event:**

**Date:**

**Participants:**

**Staff/Volunteers:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hazards</th>
<th>Who Might Be Harmed?</th>
<th>Existing Control Measures</th>
<th>Assess Risk/Identify Any Further Action Needed</th>
<th>Assessors Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SAFETY MANAGEMENT CHECKLIST**

(Your Logo)

**VENUE/DATE:**

**ASSESSOR:**

<table>
<thead>
<tr>
<th>PREMISES SAFETY MANAGEMENT CHECKLIST</th>
<th>RISK ASSESSMENT (✔️) AND SIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fire Safety</td>
<td></td>
</tr>
<tr>
<td>2. Electrical Safety</td>
<td></td>
</tr>
<tr>
<td>3. Slips, Trips and Falls</td>
<td></td>
</tr>
<tr>
<td>4. Lighting</td>
<td></td>
</tr>
<tr>
<td>6. Waste Receptacles and Collection</td>
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<td>7. Crowd Management and Security</td>
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<td>8. Structural Safety</td>
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<td>9. Water, Food and Drink</td>
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<td>10. Sound (Noise &amp; Vibration)</td>
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<td>11. Emergency Evacuation</td>
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Using digital media is becoming more and more popular to get people together, to get creative in your methods or to get your message out there. What do we mean by Digital Media? It means electronically creating and publishing digital audio, digital video and other digital content using a computer and various pieces of hardware such as mobile phones, smart phones, games consoles, video cameras, digital cameras, as well as a whole raft of online tools, some of which are available for free.

Developing a digital medium element to your project does not need to be expensive; almost everyone has access to a mobile phone with a camera and access to a computer either at home, school, the local library or in the youth centre. However, this should be considered carefully. It is too easy to fall into the trap of developing a social networking page because it is the ‘in thing’ but if it has no real purpose, then it is pointless. The aims that you hope to achieve by using digital media should be well thought out and discussed at the planning stage of your project, not an afterthought.

Skills within your group are also a big factor in using digital media; maybe you are a youth worker reading this section and thinking, ‘I haven’t a clue about any of this stuff!’ You are not alone! Training sessions on utilising the tools mentioned below are becoming more popular, so look out for them in your local area. If you are a young person reading this, the likelihood is that you will have heard of or are using at least one of the tools below, a perfect opportunity for you to be taking the lead in your peer education project – and maybe teaching your youth worker some new skills too!

In the next few pages, there is a small selection of tools to get you started. there are many more available online; don’t be afraid to search for yourself.
• **Setting up a Network:** If the members of your project group are scattered across the country, setting up a group through a website like the ones listed below is a good idea. Ning used to be free but now charges a monthly subscription to host your group. The others listed are free and many others can be found if you put ‘alternatives to Ning’ into a search engine. Documents, photos and film can be uploaded for your group to access. Sub-groups can also be set up within the group. All of the websites offer different features, so check which one would suit you best before you commit your group to one particular tool.

  ► Ning  http://www.ning.com/
  ► Social Go  http://www.socialgo.com/
  ► grouply  http://www.grouply.com/
  ► Spruz  http://www.spruz.com/

• **Communication Tools:** These tools are a useful and cost effective way of contacting your group as both of these tools have free features available. Very little equipment is required to take advantage of free calls and conference calls; many new laptops come with a mic, speakers and webcam built in.

  ► Skype  http://www.skype.co.uk/
  ► ooVoo  http://www.oovoo.com/

• **Podcasts:** Podcasts use audio and video to broadcast information via the internet. Podcasts can be downloaded by people to their mp3 or mp4 players. Podcasts are particularly useful if you want to produce a series of articles on the same topic, people can then subscribe to the whole series of programmes. Again, all you need is something with an mp3 recording facility to gather the information for your podcast and some software – like the free software from Audacity – to compile and edit your podcast for broadcast.

  ► Audacity  http://audacity.sourceforge.net/
• **Digital Storytelling**: Below is a selection of websites where you can see examples of digital storytelling and find out more about it. This can be a very creative tool for getting your message or story out to a wider audience.

  - Photovoice: http://photovoice.org/
  - smories: http://smories.com/
  - Tales of Things: http://www.talesofthings.com/
  - Centre for Digital Storytelling (US): http://www.storycenter.org/services.html
  - DigiStories UK: http://www.digistories.co.uk/links.htm

• **Text, Video and Photo Blogs**: Blogs are like digital diaries where people make regular entries to describe or comment on events, a project or their day-to-day lives. They don’t all have to be text based; video and photo diaries can also be very effective.

  - Blogger: https://www.blogger.com/start
  - Wordpress: http://wordpress.org/
  - You Tube: http://www.youtube.com
  - Flickr: http://www.flickr.com/

• **Social Networking Sites**: The popularity of these sites has mushroomed in recent years and are mainly used by individuals to keep in touch with friends or family. However, many companies and charities also utilise these sites to promote themselves and gain new followers. They can be really effective if you are promoting a particular campaign.

  - Facebook: http://www.facebook.com/
  - Twitter: http://twitter.com/
  - Google Buzz: http://www.google.com/buzz
**Using Digital Media**

**Digital Media Training, Advice and Information:**
- Young Scot: http://www.youngscot.org/
- eHow - Internet section: http://www.ehow.com/internet/
- Ollie Bray: http://olliebray.com/

**Free Software:**
- Google: http://www.google.co.uk/

**Other Considerations:**

**Safety**
The internet is full of useful information and tools that can help you connect with others across the world. However, it also has people and things who are not who or what they appear to be. For your safety and the safety of others consider putting links such as the following on your blogs and networking sites:

**Child Protection Online**
- Child Exploitation and Online Child Protection Centre (CEOP) http://www.ceop.gov.uk/

**Reporting online abuse and bullying**
- Respect Me Anti Bullying Campaign http://www.respectme.org.uk/cyberbullying_intro_txt.html
- Digital Code: Zip It, Block It, Flag It (CEOP): https://www.ceop.police.uk/reportabuse/
Pace of Change  There are thousands of websites offering tools for you to use, so it is inevitable that some will be more popular than others. Currently, there seems to be trends in web-based tools meaning that some are popular one year but then have gone bust the next. This is something to consider in terms of choosing which tools to commit yourself to so that you can – at least try! – avoid having to ‘migrate’ your digital content to other sites in the future.

Maintenance  Using digital media can be a cost effective way to get the most out of equipment that you already have within your youth project. However, a ‘cost’ to consider is that of maintaining and moderating any online forums or networks that you set up as part of your project. If possible, this responsibility should be shared by one than one person in the group as it can often turn out to be a bigger, more time consuming job than people initially realise. A dormant site that is not maintained is not useful to anyone and may do more to turn people away from your project that to attract them to it.

Data Protection  It is very important that you obtain permission from the people that will be in your digital content, particularly, but not exclusively, when you are using film and photos. There is a sample permission form on page 86. It is also good practice to make people fully aware of how you intend to use their contributions and where you intend to publish the final product. Do bear in mind that people may say things that they later do not stand by; often, once something is uploaded to the web through a site like those mentioned above, it cannot be taken down.

Similarly, before you commit to using a particular tool, check who owns the digital content once it is uploaded. For example: once you upload photos to Facebook, the images belong to Facebook. Interestingly, the network site Social Go offers a ‘Data Ownership Guarantee’ to reassure users that once they upload content, it remains the property of the user.

In terms of Data Protection law, it is the law of the country where the data is collected or stored that applies, not the country that the you are in which is something else you might want to check out carefully as some of the sites that you upload to may collect or store their data out with the European Economic Area (the European Union and Iceland, Liechtenstein and Norway) so will be subject to laws different to European or UK law. For example: in the USA The Children’s Online Privacy Protection Act of 1998 (COPPA) applies to commercial websites that are directed at children under 13 or, even if not so directed, knowingly collect information from children under the age of 13. The most far-reaching provision of COPPA requires that such websites must, before collecting, using or disclosing personal information from a child, obtain verifiable consent from the child’s parent. This is why many USA websites prohibit children under 13 from registering and using the website.
PHOTOGRAPHY/FILMING PERMISSION FORM

As part of our activities, (your project) occasionally uses still and moving images for publicity purposes. We would like your permission to photograph/film you for possible inclusion in our publications, website and other organisational material. The image(s) will remain the property of (your project) and will be used for the designated purpose of promoting (your project).

PART 1

Name: ..........................................................................................................................................

Address: ........................................................................................................................................

Contact number: ...........................................  E-mail address: .....................................................

I permit (your project) to use photographs/film footage of me in (your project) publications and website.

Signed: ......................................................... Date: .................................................................
(This section must be completed and signed by all individuals. Individuals 16 years of age and over DO NOT need to complete part 2).

PART 2

If you are under 16 years old please give your date of birth, name & contact details for a parent/guardian and ask the parent/guardian contact to sign and date this section:

Date of birth: ..................................................................................................................................

Name of parent/guardian: ..................................................................................................................

Contact number: ...............................................................................................................................

I permit (your project) to use photographs/film footage of * ..................................................... in (your project) publications and website. (*Insert name of young person under the age of 16)

Signed: ................................................................. Date: ...........................................................
(This section to be completed and signed by parent/guardian ONLY if individual is under 16 years of age)
ACCREDITATION
AND RECOGNITION

The skills and knowledge that are developed through involvement in a peer-led initiative are useful and transferrable to other areas of life. As part of your project, you may want to consider offering formal recognition of the personal development of the participants. This is not always a priority for all young people, so encourage participation in these schemes but always at the will of the individual themselves.

- **Youth Achievement Awards**

  Youth Achievement Awards are a peer assessed award for young people aged 14 plus. The Awards work on four levels:
  
  - **Bronze** is about taking part in activities.
  - **Silver** is about helping to plan and run activities.
  - **Gold** is about taking responsibility to organise activities, and
  - **Platinum** is about undertaking training and leading a peer-led project.

  The Awards are accredited by ASDAN and qualify for credits through the Scottish Credit and Qualifications Framework (SCQF).

  For more information, contact the Youth Scotland Awards Team –
  t: 0131 554 2561 e: awards@youthscotland.org.uk
  http://www.youthscotland.org.uk/projects/youth-achievement-awards.htm

- **Millennium Volunteers**

  The Millennium Volunteers Awards programme recognises volunteering by young people aged 16–25. This is a FREE national awards scheme with awards being presented for 50, 100 and 200 hours of volunteering.

  For more information and to sign up contact your local Volunteer Centre –
  http://www.volunteerscotland.org.uk/

- **Participative Democracy Certificate**

  This certificate has been developed by Youthlink Scotland in partnership with Adam Smith's College in Kirkcaldy and is based on decision making in groups. It recognises the development of communication skills, decision making and negotiation in the context of democratic engagement. It is worth two credits at level 5 of the Scottish Credit and Qualifications Framework (SCQF): level 5 is the equivalent a credit standard grade or a SVQ 2 or an Intermediate 2. Each credit is based on 10 hours of learning activity.

  For more information, contact Youthlink Scotland –
  t: 0131 313 2488
  http://www.youthlinkscotland.org/index.asp?MainID=8544
**WEB-BASED RESOURCES**

**Article 12 in Scotland:**
http://www.article12.org/

**SALTO-YOUTH:** SALTO-YOUTH is a network of 8 Resource Centres funded by the European Commission to work on European priority areas within the youth field.
http://www.salto-youth.net/

**SALTO-YOUTH Toolbox:** Toolbox is a facility to upload and search for resources to support work with young people.
http://www.salto-youth.net/tools/toolbox/

There are many, many tools available through the Salto Toolbox web pages. Below are listed some publications that may be useful if you are targeting a specific group of young people. Many of the booklets focus on setting up international projects with these groups, however, the activities can easily be adapted to suit the context that you are working in:

**No Barriers, No Borders:** A guide to planning and delivering mixed ability projects.
http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/NoBarriers/

**No Offence:** Projects with Young (ex-) Offenders.
http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/NoOffence/

**Over the Rainbow:** Setting up LGBT Projects.
http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/OverTheRainbow/

**ID: Inclusion and Diversity** (include in ‘footprints’).
http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/IDBooklet/
**WEB-BASED RESOURCES**

*EM Power*: Empowerment of Young Ethnic Minority Women.
http://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/EmpowerBooklet/

*PIPO - Peering In, Peering Out*: Peer Education in Cultural Diversity.
http://www.salto-youth.net/rc/inclusion/inclusionpublications/otherinclusionpublications/PeerEducation/

http://www.salto-youth.net/participationpublications/

*Compass*: An excellent and very comprehensive human rights education resource manual for use with groups of young people in a variety of settings.

*Compassito*: Similar to Compass but more suited to human rights education with children in a variety of settings.
http://www.eycb.coe.int/compassito/contents.html

*Salto Evaluation Guide*
http://www.salto-youth.net/tools/Evaluation/evaluationcdrom/

*Evaluation Tools*
http://reviewing.co.uk/_tools.htm#now
**Case Study 1**

**Title:** Midlothian Youth Platform Additional Support Needs Peer Research Project.

**Project Aims:** To gather information on the support that young people with additional support needs had received during their time at school and their plans and aspirations upon leaving school.

**Timescale:** April 2009 – March 2010.

**Who was involved?** Young people and staff from Midlothian Youth Platform, a youth forum made up of young people of various ages from across Midlothian.

Young people and staff from Saltersgate School, a special education school in Dalkeith.

Staff from Midlothian Council, members of local disability advocacy organisation ForwardMid and staff from Enquire additional support needs information service also provided support to the project group.

**What was it all about?** Following on from other pieces of peer-led survey research that Midlothian Youth Platform undertook in their local areas, Midlothian Council asked the MYP if they would conduct a piece of research with young people with additional support needs to see if their needs were being met in school. The aim of this was to feed the information into a Midlothian Council disabilities strategy.

Many of the young people from the MYP group who volunteered for this project either had some form of additional support need themselves or had a close relative who did, so there was a common aim amongst the group to gain more knowledge and understanding of additional support needs and how to work better with young people affected by them.

By assessing their own skills & knowledge, the group identified key areas that they wanted to learn more about. These included: peer education, research methods & knowledge of different conditions e.g. autism.

**Challenges:** Although some members of the group had been involved in survey research previous to this project, these methods were found to be problematic when working with young people with communication and literacy difficulties. The group spent a lot of time developing a visual, symbols based portfolio that was designed to be interactive and accessible to young people with a variety of needs.

The group were also keen to involve young people with additional support needs in mainstream schools in Midlothian but were unable to do so due to limited resources.
CHALLENGES: The timescale of this project was challenging at times. The group met regularly, at times weekly, over the period of the project. However, the motivation of the group ensured that the work was completed despite the time commitment required.

OUTCOMES: Following the focus groups at Saltersgate, the findings were compiled and presented to the Equalities Unit at Midlothian Council.

Saltersgate School indicated that they would like to use the visual portfolio that the project group developed with future school leavers as part of their planning to leave school.

Closer relationships were developed between the young people at Midlothian Youth Platform & Saltersgate School as well as between MYP and other organisations concerned with equality for people with additional support needs.

On an individual level, all of the group participants reported that they had increased knowledge of additional support needs and what is meant by this term. The young people also reported that their skills in terms of working with young people with additional support needs had also improved as had their skills at developing and undertaking peer-led research.

All members of the group worked towards their Platinum Youth Achievement Awards during this project.

FURTHER INFORMATION

A copy of the project report can be requested from:
Clare Taylor-Brown, Youth Participation Worker,
Community Learning & Development, Midlothian Council
Clare.Taylor-Brown@midlothian.gov.uk

Enquire – Additional Support Needs Information Service
http://www.enquire.org.uk/

ForwardMid
http://www.forwardmid.org.uk/
**TITLE:** Donaldson's School Right Signs Project.

**PROJECT AIMS:** To inform Deaf young people of their human rights.
To develop Deaf-friendly resources to promote human rights.

**TIMESCALE:** February 2009 – May 2010.

**WHO WAS INVOLVED?** Young people and staff from Donaldson's, a school based in Linlithgow for young people who are Deaf, profoundly hard of hearing or experience speech and language difficulties.
PEST and Article 12 in Scotland staff.

Hearing young people from Falkirk Children's and Youth Theatre.

**WHAT WAS IT ALL ABOUT?** Following a meeting between PEST staff and Donaldson's Transitions project worker, it became apparent that there was a lack of resources for Deaf young people around their human rights. There is often an assumption from the hearing community that all Deaf people can read English, however, this is not the case. With this in mind, it was decided to set up a project to develop resources around rights issues translated into British Sign Language (BSL).

The project had two phases: phase one was the translation of Article 12 in Scotland's 'Bust Card' into a BSL format. The 'Bust Card' outlines a young person's rights if they are stopped and searched, arrested or detained by the police.

Following this, phase two looked at wider rights issues for Deaf and hearing young people. The group from Donaldson's partnered with a group of hearing young people from Falkirk Youth Theatre to explore the similarities and differences in terms of rights issues for both groups. A funding application was made to the European Commission Youth in Action programme to produce a short film that was multi-lingual in that it included BSL, English spoken word and English subtitles.
**CASE STUDY 2**

**CHALLENGES:** Overcoming communication & language barriers was the biggest challenge in this project. The project would never have been a success without assistance from the Donaldson’s staff to act as a bridge between the hearing group and Deaf group or without a willingness from both groups of young people to understand each other better and find common ground.

**OUTCOMES:** The young people gained new skills and knowledge from participating in this project. Practical skills such as film making but also knowledge of each other, how they are different but also how they face many of the same challenges as ‘young people’ as opposed to being ‘Hearing’ or ‘Deaf’. They also gained a greater understanding of their rights and how rights are more or less relevant depending upon your lived circumstances.

A DVD was produced and launched in May 2010.

**FURTHER INFORMATION**

For more information about this project contact:

Billy Docherty, Transitions Project Coordinator  
Wdocherty@donaldsons.org.uk

Donaldson’s  
www.donaldsons.org.uk

Falkirk Children’s and Youth Theatre  
http://skin.bebo.com/Profile.jsp?MemberId=8159433864

Youth In Action Programme  
CASE STUDY 3

TITLE: Glasgow Association for Mental Health (GAMH) Young Carers Group.

PROJECT AIMS: To undertake a peer-led research project exploring the rights of young carers. This also involved planning and delivering two events.


WHO WAS INVOLVED? Members of the GAMH Young Carers Project from across Glasgow. GAMH and PEST staff.

WHAT WAS IT ALL ABOUT? Initially, when PEST and the GAMH Young Carers group decided to work together, we had no topic! It was a classic example of a group of young people who wanted to do something peer-led because they felt it would be something different for them to do, but they weren’t sure what they wanted to do a project about. The first step was to work out what the project would focus on. During discussions at this point, it was clear that there was a strong feeling within the group that people did not understand what it was like to be a young carer, particularly when caring for someone with a mental health condition. But it also was apparent that the young carers in the group seemed to be unaware that they had a right to expect the help that they and their families needed, that their expectations of services and agencies involved with their families were not unreasonable.

We started to talk about rights for young people, particularly within the UN Convention on the Rights of the Child (UNCRC). Only one person in the group had ever heard of the UNCRC as they had done a presentation about it at college. The feedback from the group was that they felt that other young carers involved with GAMH groups across Glasgow would have this same lack of knowledge. It was decided that we would focus our work on the UNCRC as the group felt that young carers were less likely to stand up for their rights if they had no knowledge about them.

It was decided to organise two events with a dual purpose; first to inform the GAMH young carers about their rights but also to start the discussion about what rights are priorities for young carers with a view to forming a charter of rights for GAMH young carers. The group also felt that it was important to organise fun activities for the events too as it was important for them and their peers to have some recreation time to relax with their friends.

Both events took place in Glasgow, one in October 2009 and one in February 2010.
**CASE STUDY 3**

**CHALLENGES:** There were no exceptional challenges with this piece of work as the motivation of the young people involved was outstanding. The support from GAMH staff and management in terms of providing staffing and financial support for the events was also excellent.

**OUTCOMES:** The young people involved with the various GAMH Young Carers groups across Glasgow are more informed about their rights in the UNCRC.

The young people in the project group learned a variety of new skills and knowledge through training as peer educators and planning their events.

A Charter of Rights for GAMH Young Carers published in July 2010.

**FURTHER INFORMATION:**

For a copy of the project report, contact:

Rena Ali
youngcarers@gamh.org.uk
**CASE STUDY 4**

**TITLE:** Options + Identity Project.

**PROJECT AIMS:** To explore the identity and cultural diversity of Edinburgh.

**TIMESCALE:** September 2008 – April 2009.

**WHO WAS INVOLVED?** Young people from the Canongate Youth Project Options + Project.

PEST and Options + Staff.

CLAN (City Literacy and Numeracy) Edinburgh.

**WHAT WAS IT ALL ABOUT?** Following discussions around opportunities for employment in Edinburgh, it was decided to do some project work around the multi-cultural make up of the city by exploring the reasons why people move between countries and the variety of reasons why people come to Edinburgh for short visits or to stay permanently.

This included foundation work on the historical movements of the participant’s families, most of whom had migrant relatives who had either moved to Scotland from elsewhere or who had moved from Scotland to live abroad. We explored the history of Europe, the reasons behind the creation of Europe and the rights that European citizens possess, including rights to work within the European Union. Discrimination against minority groups was also a key topic within the programme.

The group decided to make a DVD to promote an ‘alternative’ image of Edinburgh. They planned a residential at Innerwick Residential Centre in East Lothian in January 2009 with the twin aims of storyboarding the DVD and learning film-skills with assistance from CLAN Edinburgh.

**CHALLENGES:** The topics within this project were challenging at times, exploring family histories can often bring up stories that have not surfaced for some time. Also, challenging stereotypes can be productive but heated and need to be handled carefully.

The group had not participated in work like this before which presented opportunities and challenges, particularly when taking responsibility for tasks and attendance at the weekly sessions. The composition of the group changed throughout the lifespan of the project, some participants were core members from start to finish, while others came and went at different stages, so flexibility was key.
OUTCOMES: The group learned more about themselves & their community, there was a notable improvement in cohesion, communication, motivation and confidence within the group, particularly in the latter half of the project.

The group filmed and produced a DVD and launched it in April 2009.

FURTHER INFORMATION:

For a copy of the project report, contact:
Neil Hyndman, Options + Coordinator
neil@canongateyouthproject.org

CLAN Edinburgh
http://www.clanedinburgh.org/learn/online/