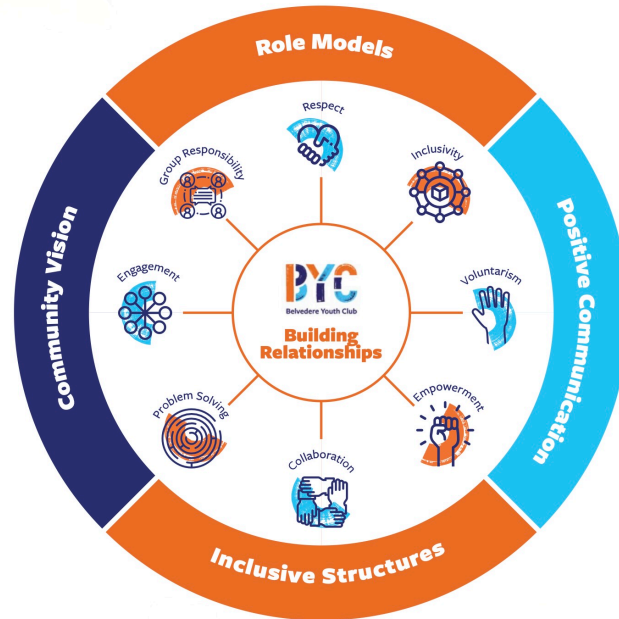


BYC Training for TY Students



Session 1: Getting to know BYC and each other

Session 2: Building Relationships

Session 3: Community

Session 4: Restorative Language

Session 5: The 6 RP questions - Emma

Session 6: RP and RJ - Martin

Session 7: Power and stereotypes

Session 8: What have we learnt?



Session 1: Getting to know BYC and each other

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would preferably not seat together but at opposite places in the circle.

Material needed:

4 or 5 Balls

Paper/block notes and pens for participants

Computer, screen and clicker

Listening piece

Flipchart, paper and markers

Stickers for names?

Welcome and introduction - 2mn

Participants can be invited to use a label to put their name on it.

Welcome warmly participants, explain that in BYC we use circle as much as we can, as it promotes equality and connection and that you hope everyone is comfortable. Explain that for their work placement, they will get to know more about the ethos and practices BYC uses in their work with young people. These sessions will have several objectives:

- Support them in their work placement with BYC
- Give them an introduction to Restorative Practices

Explain that RP is a philosophy and a set of skills to build healthy relationships and solve conflict in a creative/non violent way. Explain that you will come back to it more at the next session, but that relationship building is very important in BYC and in youth work in general and that you hope that this work placement will be an opportunity for them to make meaningful connections with each other, with staff members and above all with YP in the club.

Opening circle - 10mn.

Explain how we use the listening piece. Run the opening circle starting with yourself.

Community agreements - 5mn

On the flipchart write 'Community Agreements' and ask the following questions: What do you need to feel comfortable in the session? What rules

can we agree on to enjoy working together. If the group does not come up with ideas, give one or two yourselves: 'we listen to each other', 'we use positive language' etc...

Take all their ideas and keep the Community Agreements on the wall for each future session.

Energiser: Pattern Balls - 10mn

Purpose: To practice cooperation / To learn names

Time it takes: 10 minutes

What you need: 3 to 5 balls

How it's done:

1. Ask the group to stand in a circle with about a foot of space between people.
2. Give the rules: Everyone raise one hand.
 - The facilitator will throw the ball to someone, who will then throw it to someone else.
 - The person throwing should call out the name of the person they are about to throw it to. This person should not be next to them and should still have a hand raised. Once you have caught and thrown the ball, lower your hand.
 - Remember who threw it to you, and to whom you threw it. You will be repeating the pattern after it is established.
3. When the last person has caught the ball, the pattern has been established. Practice the pattern a few times, until it goes smoothly, continuing to use each other's names. You may remind people to keep an eye on the person who threw the ball to them. Add in additional balls, until the group has three or four balls in the air.

Debrief briefly the game asking how everybody feels. Explain you may offer the game again over the week to see if you can improve.

Ice breaker activity: In Common. 15mn

Purpose: To discover what the group has in common. To build communication and group decision-making skills

What you need: Paper and pens

How it's done:

1. Ask participants to pair off with someone they don't know well, and draw up a list of 10 things they have in common. Suggest that they think about

as many categories as possible, such as food, social activities, sports, movies, books, cars and work experience, both likes and dislikes. Give the partners two minutes to draw up their list.

2. Now, ask each group to merge with another group, and find at least 4 things they have in common. Their respective lists can be a starting point, but they are free to expand beyond this. Again, give the groups two minutes to find common ground.
3. You may choose to allow the small groups to keep merging with each other until you finally end up with the entire group discussing things they have in common (find minimum 2). The larger the groups get, the more time you may want to allow for discussion.
4. To debrief, ask:
Was it harder to find things in common as a large group or earlier in the process?
Were you surprised?
How can we strengthen our bonds as a group?
How can we form new bonds?"

BYC History and building. 15mn.

Ask participants to Pair up with someone and go around the building to find out (in any order):

- When was BYC created and for whom?
- What is BYC famous for in the recent years?
- Name one famous person who attended BYC
- How many rooms can YP use in BYC?
- What do all the rooms downstairs have in common?
- Who is Gillian? What does she do and where is her office?
- What is on the menu today?

When all pairs are back, share the answers and add any additional elements you think are relevant.

Expectations and Fears. 15mn

Invite participants to first individually think for a few minutes and write down what they expect to get from their work experience and what they may be worried/anxious about. Allow a few minutes for them to write.

Invite them to Pair and Share what they are comfortable sharing. Then ask is any pair brave enough to share some of their expectations and fears with the whole group? Discuss and reassure.

If necessary, energiser: The big wind blows. 5mn

Purpose: To see what the group has in common, To get everyone moving

Time it takes: 5-10 minutes

What you need: Chairs, preferably without arms, arranged in a circle

How it's done:

1. Gather the group in a circle, each person in a chair, with no extra chairs. Stand in the middle of the circle as you give directions, and remove your chair from the circle.
2. Explain that as the person without a chair, you are the "Big Wind."
 - The Big Wind calls out, "The big wind blows for everyone who..." and finishes the sentence by naming some characteristic which he or she shares with others. (It must be true for the person playing Big Wind.) For example, the Big Wind could say, "The big wind blows for everyone who is wearing jeans." Everyone who shares that characteristic must move to a new seat.
 - No one can move to the seat to either side of their current seat. The Big Wind also tries to get a seat.
 - Whoever is left standing becomes the next Big Wind.
 - If the Big Wind cannot think of a characteristic, he or she can call, "Hurricane," and everyone must find a new seat.

Plan for today. 10mn

Explain the plan for today clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle - 10mn.

Run the closing circle starting with yourself and thank everyone for their participation.

Session 2: building relationships

Setting: Closed circle of chairs - make sure it is as closed as possible despite the screen. Facilitators would preferably not seat together but at opposite places in the circle.

Material needed:

Computer, screen and clicker

Listening piece

Flipchart, paper and markers

Stickers for names?

Opening circle - 5 mn.

Run the opening circle starting with yourself and modelling. Energy levels, someone you admire and why.

Energiser: electron repulsion - 10mn

Purpose: To run around, have fun safely, To explore how hard it can be to have to avoid someone.

What you need: A large enough room, free of things that can be broken or potentially compromise the safety of the participants. Chairs should be moved to the edges of the room, and all things that can be spilled should be secured.

How it's done:

1. Have participants stand up and move chairs and other "things" out of the way. Instruct them that they are to silently choose someone in the room that they will attempt to stay as far away from as possible without leaving the room. Emphasise that there are other people in the room besides them, so it is important to play this game with the utmost safety.
2. Everyone is to choose someone silently. This game is nonverbal. Have them start to move around the room - no running, only walking. Allow this to go for about a minute or so, then have them stop.
3. Now tell them that they still must stay as far away from the person they chose as possible, but now they are to choose someone else from the group that they have to use as a buffer. That is, they must try to keep the second person they chose in between them and the person they are trying to stay away from. Have them begin again.
4. More than likely, in no time the group will be walking very fast around the room, almost appearing to be chasing one another. After they start to

get tired, call an end to the activity and have them get back in their seats.

5. Debrief: how was it like to play that game?

Relationships - Pair and Share - 10mn

Invite participants to individually think for a few minutes: how does it look like and feel like when you have a good relationship with someone?

Invite them to Pair and Share. After a few minutes, ask if any pair wants to share what they discussed. Write on the flipchart the most important feedback you get.

Building relationships - Small group exercise - 15mn

Invite participants to split in small groups and give them a sheet of the flipchart paper and markers. Ask them to answer the question: what works well for you to build good relationships with people around you?

After checking each group does not need more time, ask them to report to the wider group. Keep the posters on the wall. Emphasise that they already know many ways of building good relationships. RP is about doing it consciously and systematically.

My best day - 20mn

Purpose: To think about, relationships, peer pressure, and how other people affect our values and decisions and/or bring joy in our life.

1. Explain that participants will be working alone to imagine their ideal day. Stress that no one will have to share with the wider group. They should think about what they would do, at what time, and with whom. There are no financial restrictions; they can use as much money as they want during this one day.
2. Next, have participants form several small groups. Without sharing what they thought about individually, ask each group to come up with the ideal way they'd spend a day together, as a group. Stress that they do not need to talk about their individual days to create a group day. Again, there are no financial restrictions.
3. To debrief, ask people to silently consider the following questions:
 - How close was your personal ideal day to your group day?
 - What did you give up? what did you gain?
 - Is this similar to real life in any way?

Ask if some people want to share their answers to the questions and open a discussion.

Energiser: touch blue - 10mn

Purpose: To help participants break the ice and become more comfortable with physical contact.

Time it takes: 10 minutes

How it's done:

1. Ask all the participants to stand up. Explain that you are going to call out something, and that everyone has to touch someone who fits what you call out. For example, you might call out "Touch blue!" Everyone has to touch somebody else wearing blue.
2. It's important to stress that any touching must be appropriate. No one should be hurt or made to feel uncomfortable. It's also not necessary to actually touch the color called, but rather the person wearing that color/thing, etc.
3. Explain that you can't just touch your own shirt or jeans. Call out several categories like, "Touch somebody wearing earrings!." Once people understand the activity, other people can call out categories.

Barriers - Pair and Share - 20mn

Invite participants to individually think for a few minutes: What are the biggest obstacles to build good relationships?

Invite them to Pair and Share. After a few minutes, as if any pair wants to share what they discussed. Write on the flipchart the most important feedback you get and discuss. If it has not been mentioned in the discussion, bring up the idea of fear, power unbalance, stereotypes etc... Discuss as a group the best ways to overcome these obstacles.

Plan for today - 5mn

Explain the plan for today clarifying what is expected from them and the support they can get. Answer any questions they would have.

Closing circle - 10mn.

Run the closing circle starting with yourself and thank everyone for their participation.

