**Session Plan**

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|  | **SESSION TITLE:** | **Community Core Content Session (3 hours)** (Understanding your community now, Community Spirit) |
| **SESSION AIM/S:** | * To provide young people with an understanding of their community and surroundings * Discuss and acknowledge the changes that happened within the local community during lockdown. * Understanding the importance of a close group within the local community and the impact of things like ‘clap for carers’ * How can we continue the community spirit established during lockdown after things go back to normal? |
| **SESSION OBJECTIVE/S:** | * Identify and discuss recent changes to our community * Understand likes and ‘would be better if’ and what changes we would like to see within our community * Understand how young people can make a difference to our community * Map out our community to enable understanding and focus on our local surroundings * To understand why community spirit is so important and why it is more important for some than others * What the potential impact is for not having a community and how it can have a bigger impact on certain people. * Establish a plan both as a group and as individuals on how to build on the community spirit created during lockdown. |
| **RESOURCES REQUIRED** | 1. Hand sanitiser, Antibac wipes and face masks 2. A3 Paper and marker (for trainer) 3. A3 pieces of paper 4. A mixture of craft items: *(no specific requirements)* examples such as: Coloured paper, crayons, scissors, glue, paints and paintbrushes, pens, coloured markers, stickers etc 5. Paper plates 6. Resource packs to be made (1 per YP and 1 for trainer) in plastic wallet/folder:  * Printed copies of Handout package * A pen * 2 x A4 pieces of paper |
|  | **OFSTED LINK/DETAIL** | 218 - Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults  220 - Provision for the spiritual development of pupils  223 - Provision for the cultural development of pupils  218 – Activities explore the young people’s attitudes and beliefs to contribute positively through individual and group discussions  220 - The above activities generate discussion for the young people to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values. Their willingness to reflect on their experiences  223 – Young people are able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.  217 - At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience.  218 - Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.  222 - Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.  223 - Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain . |

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| Topic | Timings | Activity | Slides | Resources |
| Set-up | 10 Minutes - before participants arrive | **TRAINER SET UP**   1. Set up large tables, to allow teams of 3-5 to sit comfortable (socially distanced) 2. Place a mixture of craft items (see resources) on each group of table 3. Place 1 x A3 piece of paper and marker on each table 4. Set up laptop and projector or screen, play slideshow and leave on slide #1 5. Ensure facemasks and hand sanitisers are available for participants 6. Wipe down all surfaces to be used by participants throughout the session e.g chairs, tables, marker pens, light switches, door handles. This is to be done at the end of the session also.   **WHEN PARTICIPANTS ENTER ROOM:**   * Have participants form a socially distanced queue for the PPE stations and sanitise their hands - they must also do this before they leave. Highlight that they are encouraged to take a mask at this point (but is not mandatory) They are encouraged to wear this mask if leaving the room e.g going to the bathroom   **WHEN ALL PARTICIPANTS ARE IN THE ROOM READY TO BEGIN:**   * Explain general housekeeping – highlight fire exits and clear walkways, first aid box, ask anyone with any injuries, bathroom location. Outline any instructions around how to walk safely socially distanced around the room. | N/A | 15 x A3 pieces of paper  Hand sanitizer  Face masks  Laptop and projector or screen  Slide #1  A range of craft items*(no specific requirements)* examples such as:  Coloured paper, crayons, scissors, glue, paints and paintbrushes, pens, coloured markers, stickers etc |
| Set-up | N/A | **TRAINER SET UP PRIOR TO SESSION (10 MINUTES)**   1. Place 1 bottle of hand sanitizer on each table 2. Place 1 x A3 piece of paper and a marker on each table 3. Set up laptop and projector or screen, play slideshow and leave on slide #1 4. Place a copy of the printed handout document with a pen, in a plastic folder on each YP’s desk |  | 3 x bottles of hand sanitizer  5 x A3 paper sheets  5 x marker pens  Laptop and projector or screen |
| Welcome | 6 Minute | **INTRODUCTION & WELCOME**   1. Welcome the participants to the session 2. Introduce yourself 3. Explain where hand sanitiser and mask stations are and encourage them to use freely throughout the session. 4. Explain the aims and objectives of today's session:  * ***Identify and discuss recent changes to our community*** * ***Understand likes and ‘would be better if’ and what changes we would like to see within our community*** * ***Understand how young people can make a difference to our community*** * ***Map out our community to enable understanding and focus on our local surroundings*** * ***To understand why community spirit is so important and why it is more important for some than others*** * ***What the potential impact is for not having a community and how it can have a bigger impact on certain people.*** * ***Establish a plan both as a group and as individuals on how to build on the community spirit created during lockdown***. | Listening | Slide #1 |
| What is Community? | 7 Minutes | **WHAT IS COMMUNITY?**   1. Read out the definition of community. Example Script: ***‘What is community? A community is a group of people who share something in common. You can define a community by the shared attributes of the people in it’*** 2. Ask the participants if they know what the 4 main types of a community are. Example Script*:* ***‘There are 4 main types of a community- does anyone know what these are?’*** 3. Allow participants to shout out answers and verbally acknowledge these. 4. Click through Animations 1-4, revealing each type of the community and introduce these to the participant. Example Script:  * **[Animation 1] *‘Interests: Communities of people who share the same interest or passion’*** * **[Animation 2] *‘Action: Communities of people trying to bring about change’*** * **[Animation 3] *‘Place: Communities of people brought together by geographic boundaries’*** * **[Animation 4] *‘Practice: Communities of people in the same profession or undertake the same activities.’*** | Listening  Speaking  Group Feedback | Slide #2  **[Animation 1-4]** |
| Importance of Community | 5 Minutes | **IMPORTANCE OF COMMUNITY**   1. Ask the participants why they think having and building a strong community is important 2. Allow the participants to shout out their answers – acknowledge and praise 3. **[Animation 1]** reveal the answer and read out to participant | Listening  Speaking | Slide #3 |
| Introduction to Activity : Community Mapping | 3 Minutes | **INTRODUCTION TO COMMUNITY MAPPING**   1. Introduce the participants to the activity, Example text ***‘I would like you to work within your teams to create a map of your local community- be as creative as you like and feel free to use any resources we have available on the tables- you have 15 minutes- how you present these are entirely up to you, on screen is an example’*** | Listening | Slide #4 |
| Community Mapping | 15 Minutes | **ACTIVITY: COMMUNITY MAPPING**   1. Allow the participants 15 minutes to work within their teams to create their community map 2. Walk around the room, be available and periodically check in on the groups to see how they are doing 3. Address room and remind participants when there is 10 minutes remaining 4. Address room and remind participants when there is 5 minutes remaining | Listening  Speaking  Group Feedback  Creativity  Team Work | Slide #4  A range of craft items *(no specific requirements)* examples such as: Coloured paper, crayons, scissors, glue, paints and paintbrushes, pens, coloured markers, stickers etc |
| Likes and ‘Improvements | 6 Minutes | **LIKES AND IMPROVEMENTS**   1. End previous activity and engage the participants to focus back on yourself and the slides 2. Ask the participants to now look at their community maps and think about what they think could make their community better and like about their communities and what changes they would like to see 3. Give some examples from the slide    1. *(Note: Examples in* ***Red*** *are ‘it could be better if..’,* ***Green*** *are ‘Likes’ and* ***Pink*** *are ‘example changes to their community’)* 4. Allow participants to shout out answers and reasoning | Listening  Speaking  Group Feedback | Slide #5 |
| Activity 1 | 10 Minutes | **LIKES, IMPROVEMENTS AND CHANGES**   1. Explain the next activity to the participant. Example script: ***‘Now we have established what we like and What we would like to change about our communities, I would now like you to work together to showcase your likes and any changes you would like to see within our community. Once we are done- We will allow each team to share their creations with the rest of us!’*** 2. Allow the participants to complete this activity 3. Walk around the room, get involved and offer support where required | Listening  Speaking  Group Feedback  Creativity  Team Work | Slide #5  A range of craft items*(no specific requirements)* examples such as:  Coloured paper, crayons, scissors, glue, paints and paintbrushes, pens, coloured markers, stickers etc |
| Presenting our community maps | 17 Minutes | **PRESENTING OUR COMMUNITY MAPS**   * End the creative session and introduce the presentation activity. Example script ***‘OK, times up! I have seen some really great work- well-done. I’d now like each team to come up to the front of the room and present their community map with a brief description of their ideas and how they presented them’*** * Allow each group 2.5 Minutes at the front of the room to present their community maps to their peers – comment, congratulate and be involved where possible! | Listening  Speaking  Group Feedback | Slide #6 |
| How can we make the change or get involved? | 6 minutes | **HOW CAN WE MAKE A CHANGE OR GET INVOLVED?**   1. Read out the examples of how participant can get involved and make a change within our community 2. Ask the participant to shout out any other ideas they may have 3. **[Animation 1]** Introduce the participant to your LAG and provide details of your groups and how they can get involved. | Listening  Speaking | Slide #7  **[Animation 1]** |
| Thank you & Close | 2 Minutes | **THANK YOU AND CLOSE**   1. Thank participants for attending, and provide them with some reflection starters. Example script ***‘I would like you to take away our thoughts on our community and have a think about how we can work together to improve parts of our community.’*** 2. Inform the participants we will now break for 10 minutes and let them know the time they are to return | Listening  Reflection | Slide #8 |
| Break | 10 mins | **BREAK**  **Trainer Set-up (while Participants are on break)**   1. Remove any of my community mapping materials 2. Open Google Countdown timer, set to 10 minutes keep open on tab 3. Display slide #10 for when participants walk in |  | Slide #9 |
| Welcome | 2 Minutes | **INTRODUCTION & WELCOME**   1. Ask participants to sit at an available chair 2. Welcome the participants to the session 3. Explain where hand sanitiser and mask stations are and encourage them to use freely throughout the session. | Listening | Slide #10 |
| Ice-Breaker | 15 Minutes | **THIS OR THAT**   1. Slide #11 -Ask Participants to remove Handout #1 and Handout #2 from their participant packs 2. Explain the activity. Example Script: ***‘I am going to show 2 items on the screen, 1 will be under the letter A and the other under the letter B- I would like you to hold up either A or B to which item you prefer.’*** 3. Play through the animations and call out the letter and item when revealed, allow participants to show their chosen letter before moving on.   **[Animation 1] *Lemon or Lime***  **[Animation 2] *Rugby or Football***  **[Animation 3] *Morning or Night***  **[Animation 4] *PS4 or XBOX***  **[Animation 5] *Burger King or McDonalds***   1. Slide #12 Introduce community spirit. Example Script: ***‘Things like the ‘Clap for Carers’ and the VE day celebrations during lockdown gave us the opportunity to meet our neighbours and the local community. Better relationships with them were built during this time and this session is designed to address the idea of keeping that bond going even when both the situation and the routines change.’*** 2. Slide #13 Inform participants on session aims and objectives. Example script: ***‘This session is designed to address the idea of keeping that bond going even when both the situation and the routines change.We are going to look at what was positive about these relationships and how having them could be an even more positive thing when life goes back to ‘normal’’*** | Speaking & Listening  Individual & Group work | Slide#11  **[Animation 1-5]**  Slide #12- #13  Handout #1-#2 |
| Clap for Carers | 10 minutes | **VIDEO - YOUNG PEOPLE**   1. Introduction to video, example script: ***‘We are now going to watch a video to see one of the most common community activities that took place during lock down’*** 2. Play video on Slide #14: <https://youtu.be/Z5EpwAUwLkk> 3. Ask the group ***‘What did you see in that video that showed community spirit?’*** 4. Allow a group discussion or volunteers to feedback to the group | Listening | Slide Deck #14  Internet connection  YouTube |
| Discussion: What did the Clap for Carers do for the local community?  What were the positive aspects to come from it? | 15 minutes | **REFLECTING ON SOME ACHIEVEMENTS MADE DURING LOCKDOWN**  ***Aim:To get the group talking about the changes in the community that came from things such as the weekly Clap for Carers.***  **INSTRUCTIONS:**   1. Introducing the activity: Example script: ***‘Relationships changed when everyone was restricted to staying in their own homes, for some the only interaction came from this new weekly routine. E.g - Some people spoke to Neighbours that they haven’t previously spoken with. Let's look at some of the changes you have noticed within your communities we are going to focus on 4 questions:***  * ***What were the significant changes in your street during the Clap for Carers?*** * ***What did you personally like the best and why?*** * ***Who do you think benefited most by having regular contact with neighbours and why?*** * ***What do you think it would be good to continue the community spirit post lockdown and for what reason?’***  1. Ask Participants to remove Handout #3 from their packs 2. Allow the team 10 minutes to complete their handouts, walk around the room offering support where required. 3. Inform the participants we will now break for 10 minutes and let them know the time they are to return | Group Discussion  Listening  Speaking | Slide Deck #15  Hand out #3 |
| Break | 10 minutes | **BREAK**  **Trainer Set-up (while Participants are on break)**   1. Display slide #17 for when participants walk in |  | Slide #16 |
| Recap | 11 minutes | **LET’S RECAP**   1. Ask participants to remove Handout #4 from their packs 2. Ask the participants to complete this handout with the following information:   ***3 things they have learnt***  ***2 things they find interesting***  ***1 thing you would like to know more about***   1. Walk around the room, offering support where required 2. Ask for volunteers to share their answers with the group 3. Ask participants to leave these handouts in the middle of their tables for the trainer to collect at the end of the session. | Listening  Speaking | Slide #17  Handout #4 |
| Activity – How to continue post lockdown | 25 minutes | **HOW TO CONTINUE POST LOCKDOWN**  **INSTRUCTIONS:**   1. Slide #18- Introduce the group to other ideas that we saw happen within our community. Example text ‘***Clap for Careers wasn’t the only thing that started to bring people together.***  * ***We began helping out neighbours who were unable to go shopping.*** * ***People phoned up elderly relatives to check they were ok and help relieve some of their boredom.*** * ***People took up challenges to raise money for charities like Captain Tom.*** * ***Global movements began.*** * ***People made masks for each other.*** * ***Quizzes and zoom calls became very popular.*** * ***Exercising changed by using technology to keep you in touch with others e.g Joe Wicks’***  1. Slide #19- Ask the participants ***‘What do you think would be good to continue from this routine post lockdown and for what reason?’*** 2. Allow the participants to share their answers with the wider group 3. Slide #20 - Out of all of the answers pick the top favourite 2 and ask the participants to take out Handout #5 from their participant packs 4. Facilitate an open discussion whilst asking participants to complete this handout, focusing on the 4 questions:  * ***What do you want to continue post lockdown?*** * ***List 5 ways you could make this happen*** * ***Are there 3 main hurdles in your way?*** * ***Who can help you achieve this?***   *Trainer note: [This will have a number of effects on the group. They will have written down a specific way for them to have a positive effect on the local community and so will start thinking about how possible it is for them to create a positive change in their direct community. This will in turn help them realise the significance of both them as a young person (and help build faith regarding social action)]* | Speaking & Listening  Group Discussion | Slide #18 - #20  Handout #5 |
| Conclusion and Round up | 10 minutes | **CONCLUSION AND ROUND UP**   1. Ask the participants 2 questions:  * ***Q1: How do you feel about the discussions we have had today?*** * ***Q2: Do you think your local community would benefit from what you have come up with?***  1. Allow some volunteers to share their answers with the group. 2. Encourage them to take what they have written down back into their communities to help the community spirit continue. | **Listening**  **Speaking**  **Group Feedback** | Slide #21 |
| Thank you | 3 Minutes | **THANK YOU AND CLOSE**   1. Thank the participants for attending 2. Remind participants to take their packs with them 3. Remind participants to form a queue to sanitise their hands when leaving the room 4. Trainer to wipe down all chairs, tables, door handles, marker pens and light switches used in session. 5. Close | Listening | Slide #22 |