

RURAL SCHOOLS
COMMUNITY RELATIONS PROGRAMME

VALE CENTRE
Friday 18th February 2005

Facilitated through
The Junction, Community Relations Centre:

Maureen Hetherington
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FACILITATORS

Organisers:

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Facilitators:

Jim Arbuckle

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Donal Doherty

Séamus Kealey

John Kelly

Paul McBride

Damien McSorley

Arielle Semmel

PROGRAMME PLANNER

- 10.00am Welcome and introductions to facilitators
Young people do a warm up exercise. – ‘Do this, Do that’

Young people counted into groups of seven – ensure mix

Format: Seven experiential workshops, 7 groups of young people each spending approx. 25 minutes on each workshop.
- 10.20am: First session
- 10.45am: Group swap workshop - Second session
- 11.10am: Group swap workshop - Third session
- 11.35am: All the groups come together and give a statement about how they’re feeling, either individually or in their small groups. Entire group play a game together.
- 12.00: Break for lunch. Try to get the young people to mix with other schools over the break.
- 12.30pm: Group swap workshop - Fourth session
- 12.50pm: Group swap - Fifth session
- 1.10pm: Group swap - Sixth session
- 1.30pm: Young people stay within their small groups for evaluation session. Each group’s facilitator will oversee and help the young people with remembering the day’s event and for writing their feedback and comments of the day.

The facilitators will be tasked with eliciting constructive criticism for future reference and areas for improvement as well as what worked well including the level of learning.
- 1.50pm: Appreciation and thanks to the teachers/pupils/facilitators
- 2.00pm: Facilitators tidy up/complete evaluation forms and return

Children depart for home
INTERACTIVE LEARNING ACTIVITIES

Facilitators are provided with workshop details and materials

Small Workshops:

The Potato Game
Human web and Human bingo
Perceptions
Ally the Alien
Animals – Conflict Awareness
Friends like these
The Island Exercise

Large group exercises:

Do this - Do That
Mix Up Game

THE POTATO GAME

Objective: To help people recognise and appreciate some ways in which they themselves are different/similar to others, and to appreciate how others are different/similar to them

Materials: One potato per person, one spare potato, evaluation sheets, file block, and pens

Part one:

- Give each group member a potato and ask him or her to study it in detail
- Write down the potato's characteristics
- Get to know the potato by discussion and written feedback
- Give the potato a suitable name
- What sport/music/career the potato likes

Part two:

- Take back the potatoes and place on a tray using the extra potato
- Get each person to identify their potato
- Discuss with the group why its their potato

Part three:

- Reasons as to why the name suited their potato (name, gender)
- Ask what their potato can be transformed into (chipped, mashed, boiled, roasted etc)

Part four:

- Evaluation and discussion
- Points raised
- Personal knowledge
- Learning

Part five:

Take a minute to explain to the young people that the potato represents a person from a different background or gender to them. The overall point is that if they both can build up a relationship and see a future for a potato within such a short period of time then the possibilities of what they can do with an actual person are endless.

THE HUMAN WEB

Objective: To get the group to build communication skills and work with trust and confidence to get the task done. Cooperation is crucial to getting this task completed.

Materials: No materials needed.

Get the entire group to stand shoulder to shoulder in a circle, then get them to close their eyes and put their left arm into the middle of the circle and hold another person's hand, then get them to do the same with their right hand. The facilitator must ensure that none of the group opens their eyes during this.

The task in hand is for the group to rearrange themselves into a circle with no arms crossing over and with all members facing the same direction. If, during this exercise, any of the group let their hands go, the whole process must restart.

After the large group effort, split the group into two smaller groups and repeat the exercise.

It is not important if the task is achieved successfully or not in the big group, the process is important.

At the end of the task, explain to the group that this is how our situation is in Northern Ireland: we get so far and then someone breaks away and we have to restart, or we get to a point that leaves us in a stalemate – this is particularly true of politicians who fail to engage or hold back from the process of engaging.

The exercise reveals the need for communication and cooperation, no matter how difficult it is. The exercise also highlights the need for trust which is achieved by listening to others and working through the task in order to try to get a satisfactory outcome.

HUMAN BINGO

Objective:- To explore the importance of engaging with others, with the realisation that working together can help achieve better outcomes for all. To look at difference in a way that appreciates that we are all different, we all have strengths and weaknesses and by finding out about our differences we can come together to combine our strengths.

Materials: Each member of the group is given a sheet of paper (the bingo sheet) and a pen.

Each person must find a member of the group to complete (successfully) a task on the bingo sheet. The person who successfully completed that task must sign the person's bingo sheet.

- The first person to fill a vertical line will get a prize
- The first person to fill a horizontal line will get a prize
- The first person to complete the entire sheet will be given a prize.
(Sweets or fruit)

Working as individuals, the group will endeavour to work for themselves to get the prize when in fact, if they work together, they could all receive a prize.

When someone brings up a completed sheet, check some of the answers by making the group members act out the actions.

Finish off by looking at the different strengths and weaknesses within the group – how people were able to do different things. It is important to acknowledge difference and accept that we are all unique both as individuals and the groups we belong to. Through working together and combining our different skills, we can achieve much more.

Human Bingo - find a person who can:

Do a handstand	Roll their tongue	Do a cartwheel	Speak a language other than English
Skip	Play an instrument	Do a bunny hop	Sing
Play netball	Play football	Stick out their tongue and touch their nose	Say the alphabet backwards

PERCEPTIONS

Objective: To look at how we view things in the world and what we see or don't see! (depending on the information that is given to us). To acknowledge that people view and see things differently. The importance of receiving and studying all the information, and looking at things from different perspectives in order to allow us to make informed decisions.

Materials: A wide range of pictures/drawings/images (from The Junction). Paper and pens for each member of the group.

Exercise:

The facilitator will distribute one image at a time to each member of the group. The young people are then asked to write down what they see in each of the images. (Facilitator will help those that have difficulty in writing). The facilitator will gradually introduce information about the image to help the young people to get a clearer picture of what they are looking at. The participants can help each other to see the image more clearly.

When all the images have been shown the facilitator will discuss the need to acknowledge that people view and see things differently, the importance of receiving and studying all the information, and looking at things from different perspectives in order to allow us to make informed decisions. The overall outcome is that we all look at the same image and see things differently from others around us. In reality, we all see things differently depending on how we hear and receive information, which ultimately gives us a different perspective on life from others.

ALLY THE ALIEN

Objective: This exercise requires young people to explore how they perceive and treat difference – young people are challenged on how/why they acquire prejudice including looking at the external environment that influences them.

Materials: A large A1 sheet with a picture of Ally the Alien – a small green man from Mars (stereotypical notion of what a martian looks like including green skin!).

Exercise:

Introduction of Ally the Alien. Ally has landed on earth. He is very sad because he has no friends and he looks very different to earth people. He is laughed at and rejected by those he tries to befriend.

The young people are broken into small groups and are asked a series of questions (Young people are also given a large sheet to draw changes on Ally):

- What would you do to Ally to make him fit in?
- What does Ally need to do to fit in?
- What would his culture be on Mars?
- What would his culture be on earth?

Feedback in large group.

The young people are then asked:

- Is Ally happy now with all the changes you have made to him?
- Do you think he will now fit in/will this make him happy?
- On realising that this may not make him happy, would you now think of taking a different approach?
- How should we treat Ally in order for him to feel accepted?

ANIMALS – CONFLICT AWARENESS

Objective: To get young people to explore how they deal with conflict and what characteristics they display when confronted with verbal and physical violence such as arguing, bullying, fighting with siblings and parents and other children etc.

Materials: animal characters, each with a description of how they handle conflict – eg. *The donkey; is hard working and contributes a lot. She can also be stubborn about changing a point of view* (taken from Who we Are – dealing with difference, Irish School of Ecumenics Training Resource).

Group discussion about how we handle conflict – different ways of dealing with situations.

Young people are then asked to select an animal that most represents the way they handle conflict. Young people are encouraged to take more than one card after discussion around different behaviour within the home and when at school, with friends etc.

Young people are paired up and talk to each other about what they chose and why.

Large group feedback.

General discussion about ways of dealing with conflict and how we can approach conflict in a constructive way.

FRIENDS LIKE THESE

Objective: An exercise that gets young people to get to know each other better. Young people are made aware of the commonalities that they share with each other.

Materials: A sheet with a list of questions that are framed to find out about individuals in the group.

Exercise: In large group, a general discussion about commonalities and differences between young people – what makes people different. Groups we belong to and do not belong to.

Each person is handed a questionnaire and paired off. They interview their partner and write down the answers.

In the large group, young people introduce each other to the group and read out what they discovered about their new friend.

General group discussion about what was unusual about some of the findings and also what were the common themes that came across for most of the young people etc.

THE ISLAND EXERCISE

Objective: To create awareness of human rights issues, issues of equality and how we co-exist with each other.

Materials: A3 sheets, markers, crayons, pens etc.

Exercise: Young people are divided into small groups:

Brief:

You are the survivors from a holiday cruise ship. You have been marooned on an island. It is unlikely that you will be rescued anytime soon. You must live together on the desert island.

Task:

- Name your island and give your new 'tribe' a name
- Come up with five rules that will enable you to live together and survive on the island.

Feedback in large group.

- How do the young people feel about each island?
- Are the rules safe for them?
- How would they handle conflict?
- How would they deal with difference?
- Do the rules exclude anyone that they know?

FACILITATORS EVALUATION SHEET

As Facilitators on this programme, your feedback on the workshops is of importance to help inform future work. Please take five minutes to answer the following questions:

1. What workshop did you facilitate?
2. How did you find the workshops? For example; too long/too short/manageable/too many in the group?
3. Did the young people find the sessions easy to follow?
4. Is there anything that you would change within the delivery of the workshop Yes/No? What and Why?
5. Did you have adequate help and support throughout the day?
6. How did the young people find the evaluation procedure?

Facilitators Evaluation

Potato Game – Damien McSorley

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

I found the workshop time very manageable. It wasn't too long or too short. The group size was ok too, with about 14 in each group.

Did the young people find the session easy to follow?

At the beginning I explained the aim of the session and they seemed to be quite clear about what they were doing.

Is there anything that you would change within the delivery of the workshop? Yes/No What and Why?

I think that the steady flow from one group to another with no break was difficult. I had no problems with the children being very attentive and involved. I introduced some games since I felt young people needed to be energised.

Did you have adequate support throughout the day?

I had plenty of help and support and I was happy with the information I had on handout.

How did the young people find the evaluation process?

Young people participated in this and seemed to find the day enjoyable. They learned from the various workshops with the most important being to respect each other.

Human Bingo & Human Web – Donal Doherty

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

Good time frame, maybe could be a little longer, good size groups.

Did the young people find the session easy to follow?

They seemed ok with it.

*Is there anything that you would change within the delivery of the workshop?
Yes/No What and Why?*

Maybe instead of individual sheets, which take time to read all the animals could be up on a sheet as well.

Did you have adequate support throughout the day?

Yes

How did the young people find the evaluation process?

They were enthusiastic about it as a group but maybe some participants didn't have a chance to share. This would have helped with a small sheet.

The Desert Island Exercise - Alison Bryon

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

They were very manageable once you got used to the format. The first few groups were a bit tougher. Some of the groups could have carried on with the exercise longer. It was interesting with the issues coming up though some of the groups were quieter. In general though a good length of time.

Did the young people find the session easy to follow?

Yes, I think they did alright with it.

***Is there anything that you would change within the delivery of the workshop?
Yes/No What and Why?***

No, I think it went well.

Did you have adequate support throughout the day?

Yes, it was organised wonderfully and I felt that there was help if ii needed it. I feel that things went smoothly.

How did the young people find the evaluation process?

I'm not sure - they seemed responsive and excited enough to share their opinions.

Ally the Alien – Paul McBride

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

Perfect numbers, time was adequate, workshops were easily implemented and explained. The children found them easy to understand and to evaluate.

Did the young people find the session easy to follow?

Yes.

*Is there anything that you would change within the delivery of the workshop?
Yes/No What and Why?*

No.

Did you have adequate support throughout the day?

Yes, facilitators and supervision numbers were adequate.

How did the young people find the evaluation process?

Good memory jogger for them.

Ally the Alien – Seamus Kealey

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

Perfect, great to see change and thought and critical thinking of the young people.

Did the young people find the session easy to follow?

Yes, easily explained which allowed for critical thinking.

*Is there anything that you would change within the delivery of the workshop?
Yes/No What and Why?*

No.

Did you have adequate support throughout the day?

Yes

How did the young people find the evaluation process?

Yes we used a fun evaluation call 'check out charlie'.

The Animal Game – Arielle Semmel

How did you find the workshops? For example; too long/too short/manageable/too many in the groups?

Perfect

Did the young people find the session easy to follow?

Yes.

*Is there anything that you would change within the delivery of the workshop?
Yes/No What and Why?*

Yes, I think that Human Bingo and the Human Web should be split as two sessions as the young people would prefer not to be sitting for two or more consecutive sessions, they need to be on the move.

Did you have adequate support throughout the day?

Yes

How did the young people find the evaluation process?

Fine, they seemed a little jaded about talking/thinking

EVALUATION BY THE YOUNG PEOPLE

- Each facilitator will stay with the last group of the day for the evaluation.
- A sheet of A1 flipchart paper and markers will be used for the evaluation.
- Each facilitator is given a list of key words in reference to the events of the day.
- The facilitator will read out the key words to the group and ask the group members to write a comment around each key word:

Key words:

Division / Community / Unity / Segregation / Sectarianism / Religion /
Peace / Games / School Uniforms / Politics / Similarities / Division /
Trust / Facilitators / Vale Centre

EVALUATION BY YOUNG PEOPLE

Comments fed back at the end of the last session (see evaluation format).

Key words used by facilitators:

Division / Community / Unity / Segregation / Sectarianism / Religion / Peace / Games
/ School Uniforms / Politics / Similarities / Division / Trust / Facilitators / Vale Centre

Group 1:

Everybody is different
Everybody needs to speak up
Being shy won't get you anywhere
Helped me learn to respect others
You go to give your own point
You got to make new friends
You had lots of fun
You got to make your own island

Group 2:

Respect people
Happy
Everyone is different
Made new friends
Enjoyable
Everyone has his or her own opinions
Good craic
Fun

Group 3:

People shouldn't need to change for other people
Teamwork
Everyone's different
Have discussion with other people
To be nice
To be appreciated
Treat people the way you want to be treated
Don't laugh at people who are different
Be yourself
Don't worry about what you look like
Be happy
Accept people
Good fun
New friends
Getting off school
Accept people for who they are
No uniform

Group 4:

Nice games

Nice leaders would like to come back

Give everyone a chance to speak

Like more games

Group 5:

Today I learned how to make new friends even if I don't know them

Things we liked – the potato game and human bingo

Things we would change – longer time

Today we learned how to interact with friends and adults

Learned to respect friends we don't know

Group 6:

People have different skills

Getting to know people in our group

Some things are harder than they look – seem

Communication

Help others

Try different things

Meet new people

Group 7:

Liked the maze – team work

Potato game – describing

The animal game – making up game

Ally the alien – don't change people

Friends like these – finding out about people/information

We liked meeting people and making new friends while playing games