

Be the Hero

Session Plan for 11-18 Year Olds



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Introduction to We-CTV - Be the Hero

We-CTV is a National Programme of the No Knives Better Lives initiative. No Knives Better Lives is a Scottish Government initiative to work with local organisations to provide information and support on knife crime and the dangers of carrying a knife.

The initial aim of We-CTV was to educate as many young people as possible about the consequences of knife crime in order to prevent young people from ever picking up a blade. The young people sought to deliver solutions to the problem of knife crime, including teaching their peers, in line with the youth-led ethos of the Scottish Youth Parliament (SYP).

The Scottish Youth Parliament hosted a National Production Day for the participants on how to develop their creative ideas and produce powerful films. Experts in video production, as well as knife crime and violence, attended to offer advice and support to entrants.

Once all the ideas and inspiration from the production day were converted into films, the completed videos were hosted online and the public were invited to select their favourites. The winning films were announced at an awards ceremony.

We-CTV 2014/15

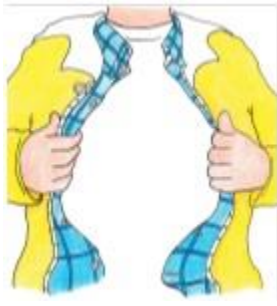
This year, We-CTV is bigger and better than ever! The competition has been widened, and as well as discouraging knife crime, it will also focus on other forms of interpersonal violence. We're inviting young people to 'Be the Hero' and fight crime with creativity.

Entrants will be able to produce an anti-violence creative item from three categories:

- Art
- Literature
- Multimedia

Later in the pack there are more details on the specifics of the competition and information on the categories. We hope you enjoy taking part in the 'Be the Hero' Session and entering the We-CTV Competition!

The Scottish Youth Parliament



Be the Hero - Facilitator Toolbelt



Session Facilitation

Every hero needs a tool belt. In this section of the pack we have put together some tools and advice on how the session should be delivered. Throughout this pack, you will find facilitators' notes to support your delivery.

This year, the We-CTV competition has widened to focus on these aspects of interpersonal violence:

Youth Violence	Relationship Abuse	Bullying
<ul style="list-style-type: none">• Sectarianism• Gang Violence• Knife Crime	<ul style="list-style-type: none">• Physical Abuse• Verbal Abuse• Psychological/Emotional Abuse• Financial Abuse	<ul style="list-style-type: none">• Peer to Peer• Cyberbullying• Sexting

The aim of this session and the competition is to raise awareness among as many young people as possible, educating them about the consequences of interpersonal violence.

All the activities are designed to give the participants the fundamental knowledge for them to select one of the interpersonal violence topics and be able to comfortably create a piece of work for one the categories.

After this session the participants will be asked to produce a creative item to enter into the competition. This creative item will go through a judging process to determine whether the group will move onto the next stage.

If they are chosen they move forward to the National Production Day on 11th November 2014.

Key Messages

By naming this pack 'Be the Hero', we are seeking to encourage young people to identify situations in which they could prevent interpersonal violence. We are not advising participants to put themselves into a position that endanger them, and this should be emphasised throughout the session.



When you are delivering this session, it is important to convey the project's key messages, which are:

- To encourage young people to think about what they can do to make a positive difference **without** putting themselves at risk;
- To promote awareness and positive change around interpersonal violence through creating content which can be shared with their peers.

Creating a safe space

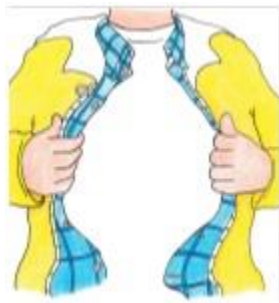
This project covers some sensitive topics that may affect young people in different ways. It is important, before you start the session, that you as the facilitator inform the group about support. We advise you to ensure there is a safe space (room/area) outside the discussions where young people can go if they feel overwhelmed. If you are facilitating the session, we would recommend the presence of a trained practitioner in the safe space.

Tell the group that during the session they are going to be covering some sensitive subject matter and that you will need to have some ground rules. The group should show respect when people are speaking and giving opinions, and none of the conversations in the sessions will leave the room. It should be established that if they need to leave the room because they are finding it overwhelming, it is perfectly alright to do so. However, in accordance with child protection, if a disclosure is made, then this must be passed to a Child Protection Officer to be acted upon. SYP's Child Protection Officer is Jamie Dunlop, Jamie.d@syp.org.uk who will happily advise on the process.

If you are unsure about how to create a safe space or need a little more information about how to give support, please click on the links below.

<http://www.smhfa.com> - Mental Health First Aid

<http://www.breathingspacescotland.co.uk> - Breathing Space Toolkit



Timings

The session timing has been structured to take 55 minutes. However this can be flexible.

The session could be delivered in a variety of settings. We encourage a group work approach to ensure that young people develop ideas and support mechanisms within peer groups.

Introduction to Interpersonal Violence (5 minutes)
Activity - Define Hero (20 minutes)
Activity - Be the Hero (10 minutes)
Activity - Using your Creativity (10 minutes)
Handouts and Evaluation of Session (5 minutes)



Resources

You will need the following tools to run the session:

- Copy of the Introductory Pack
- Flip Chart Paper
 - Three pieces pre-headed with categories of interpersonal violence (Introductory Activity)
- Pens
- Post It notes
- Blank Outline of a Hero (Appendix A)
- Be the Hero Scenarios (Appendix B)
- Evaluations (Appendix D)
- Copies of the Competition Criteria (Please see www.syp.org.uk/we-ctv-2014-W21page-496- to download these)

Space

You will need a room which has space for a variety of activities.

As mentioned earlier, you should ensure there is a separate room for you to have your safe space.



Glossary

Interpersonal Violence - The intentional use of physical force or power against another person, group or community that has a high likelihood of resulting in injury, death, psychological harm or deprivation

Violence - Behaviour involving physical force intended to hurt, damage, or kill someone

Abuse - Threat with cruelty or violence on a regular occurrence

Sectarianism - Bigotry, discrimination or hatred arising from attaching importance to perceived differences between subdivisions of religion, class, or factions of a political movement

Sentence - The punishment assigned to a defendant found guilty by a court, or fixed by law for a particular offence

Sexting - The sending of sexually explicit photos, images, text messages, or e-mails by using a mobile phone or other mobile device

Cyberbullying - The act of harassing someone online by sending or posting mean messages, usually anonymously

Financial Abuse - Financial abuse can take many different forms, but all are aimed at limiting and controlling the partner's current and future actions and freedom of choice

Psychological/Emotional Abuse - Emotional and psychological abuse includes a range of non-physical controlling behaviours that cause emotional damage and undermine a person's sense of well-being

Verbal Abuse - Verbal abuse is the use of words to cause harm to the person being spoken to. It is difficult to define and may take many forms. Similarly, the harm caused is often difficult to measure. The most commonly understood form is name-calling. Verbal abuse may consist of shouting, insulting, intimidating, threatening, shaming, demeaning, or derogatory language, among other forms of communication

Physical Abuse - Physical abuse is when someone deliberately hurts or injures you. It can include hitting, kicking, hair pulling, beating with objects, throwing and shaking
Source: Collins Online Dictionary



Frequently Asked Questions

Where can I deliver 'Be the Hero - We-CTV Session'?

We-CTV can be delivered in a variety of educational settings such as schools, youth groups or libraries. Any organisation that works with young people within an educational context could deliver the 'Be the Hero - We-CTV Session' and enter the competition.

Can I use social media to promote We-CTV?

Yes! The official hashtag is **#wectv**

Some suggested text for tweets or status updates:

- The #wectv competition is back! Find out how you can help address issues of interpersonal violence for young people: <http://ow.ly/yTMcW>
- Do you want to help address issues of interpersonal violence for young people in your area? Get involved in #wectv: <http://ow.ly/yTMcW>
- We-CTV is back! Check out our website to find out more information and to register your interest: <http://ow.ly/yTMcW> #wectv
- Creative? Interested in filmmaking? Why not enter the #wectv competition? Details here: <http://ow.ly/yTMcW>
- Creative? Interested in writing? Why not enter the #wectv competition? Details here: <http://ow.ly/yTMcW>
- Arty? Why not enter the #wectv competition? Details here: <http://ow.ly/yTMcW>
- #wectv is your chance to showcase your creative skills and make a difference! Details here: <http://ow.ly/yTMcW>
- You can help address issues of interpersonal violence in your area by showcasing your creative skills: <http://ow.ly/yTMcW> #wectv
- Get involved in #wectv and help address issues of interpersonal violence for young people in your area. Be the hero: <http://ow.ly/yTMcW>
- #wectv is your opportunity to be the local hero! Find out more here: <http://ow.ly/yTMcW>
- Could you fight crime with creativity? Check out the details of how you can be the hero with #wectv: <http://ow.ly/yTMcW>
- The #wectv competition is back! Find out how you can fight crime with creativity: <http://ow.ly/yTMcW>

You can also share and expand on this content on Facebook and Instagram!



Remember, according to the competition rules, you can't publish your entries prior to the announcement of the winners. This includes social media.

How should I approach my delivery of the Session?

As the categories within the competition are sensitive, facilitators will need to be extra vigilant. If an issue is raised by a young person, ensure that a safe space is created to allow the young person to discuss this with a trained practitioner in a separate room away from peers.

This practice follows the National Guidance for Child Protection in Scotland (2014). If you have any questions/concerns about Child Protection then please contact SYP's Child Protection Officer, Jamie Dunlop on Jamie.D@syp.org.uk

How do I arrange a session with SYP?

If you work with young people, and would like SYP to come out and deliver a session in your school, youth club or community group, contact Jamie Dunlop, Youth Engagement Coordinator on Jamie.D@syp.org.uk

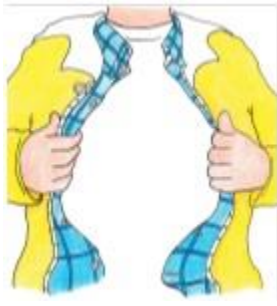
Who can I contact for further information/support?

If you have any questions, please contact the following for further assistance:

Jenny Mouncer
Development Manager
Jenny.M@syp.org.uk

Claire Conachy
Projects Officer
Claire.C@syp.org.uk

SYP Office
0131 557 0452



Be the Hero

We-CTV Session

Activities



Introduction

This session has been devised to give an introduction to interpersonal violence as well as to the We-CTV competition.

All the activities in this session are designed to give the participants the fundamental knowledge for them to select one of the topics and be able to comfortably create a piece of work for one the categories.

What do we mean by interpersonal violence?

The Violence Protection Alliance definition of interpersonal violence is:

“Interpersonal violence refers to violence between individuals, and is subdivided into family and intimate partner violence and community violence. The former category includes child maltreatment, intimate partner violence, and elder abuse, while the latter is broken down into acquaintance and stranger violence and includes youth violence, assault by strangers, violence related to property crimes, and violence in workplaces and other institutions.”

Violence Protection Alliance -

<http://www.who.int/violenceprevention/approach/definition/en/>

This year's We-CTV competition is focusing on these areas of interpersonal violence:

Youth Violence	Relationship Abuse	Bullying
<ul style="list-style-type: none">• Sectarianism• Gang Violence• Knife Crime	<ul style="list-style-type: none">• Physical Abuse• Verbal Abuse• Psychological/ Emotional Abuse• Financial Abuse	<ul style="list-style-type: none">• Peer to Peer• Cyberbullying• Sexting



Introduction Activity

(15 minutes)

You should explain what the aims and objectives of the session are and provide an overview of the We-CTV competition.

To get the group thinking about the subject area, have prepared headed pieces of flipchart paper on the wall with the categories of interpersonal violence and one for additional/miscellaneous (see table above). Ask the participants to write definitions and examples on Post-It notes and stick them to the pieces of flipchart.

With great power comes great responsibility

This activity introduces participants to the meaning of interpersonal violence. The group may not have an extensive knowledge about the subject area. This activity will draw out what knowledge the group has already.

There is a glossary of terms in the Facilitator's Tool Belt (page 9). The facilitator should run through these with the group, and correct any misconceptions. This means the session starts with a shared understanding of the problems the competition is aiming to address.

NOTE: Before running this activity, you may wish to read up on some of the facts around each type of interpersonal violence. The table below signposts to resources which directly relate to the competition categories. However, there will be reference to other forms of violence outside of the boundaries of this competition. For purposes of this competition, please ensure that you are familiar with the competition rules and boundaries.

Youth Violence	Relationship Abuse	Bullying
<ul style="list-style-type: none"> Sectarianism - http://tinyurl.com/kc hxfxq Gang Violence - http://tinyurl.com/cv chkml Knife Crime - http://tinyurl.com/lv 7lqd3 	<ul style="list-style-type: none"> Physical Abuse - http://tinyurl.com/86 2aby4 Verbal/ Psychological/ Emotional Abuse - http://tinyurl.com/l8 yd3xc Financial Abuse - http://tinyurl.com/lkg hv2f 	<ul style="list-style-type: none"> Peer to Peer - http://tinyurl.com/lb 96mv6 Cyberbullying - http://tinyurl.com/p8 c5q59 Sexting - http://tinyurl.com/ch m4vdj



Activity - Define Hero

Define Hero

What is it that makes a hero? (20 minutes)

To start participants thinking about what being a hero means to them, the participants will be given an outline of a hero on paper folded into three sections. They will be asked to draw a part of their hero, fold the paper over and then pass it on to the person sitting next to them.

- Ask the group to start drawing the head and shoulders of their hero and name the hero. (5 mins)
- Next get the group drawing on the middle of the body to write/draw what character traits a hero should have (e.g. strong, wise and non-judgemental), particularly in terms of being able to prevent violence. (5 mins)
- Ask the group to draw on the legs and add examples of what super hero powers they would have. (5 mins)

Once every hero is finished, get the participants to pass the hero along one more time to the first person who started to create the hero. Get the participants to unfold their hero and present the hero their group has developed to the wider group. (5 mins)

With great power comes great responsibility

This pack is asking the young people involved to 'Be The Hero'. To introduce this concept, this activity focuses on encouraging young people to think about what character traits they should display in order to be a hero safely and not put themselves in harm's way.

The participants will be asked to add content on the outline of the hero and pass the outline along to the next person.

When the hero is finished they will be asked to present the hero. This is to see if any common themes and character traits come out of the activity. The facilitator should write up a list of the main traits identified by the groups.

A key message for you, the facilitator, to communicate is that individuals will interpret a hero with different approaches, but they are still a hero.



This links into the competition by encouraging the participants to think of ways in which violence can be prevented, and how they can communicate that to their peers.

You will find the outline of the hero in Appendix A.

Activity - Be the Hero

Be the Hero Scenarios (15 minutes)

Split the participants into small working groups of two or three participants. Each group should be given one of the scenarios in Appendix C.

Ask the participants to identify wrongdoing, victims, and where/ how they could be a hero in each situation. At the end, get the participants to present what they would do in each of these situations.

Ways of safely being the hero:

- Not laughing along at offensive 'jokes' and comments which incite any form of discrimination or poke fun at violence;
- Alerting a relevant staff member, counsellor or other trusted adult to a situation where someone might be at risk;
- Don't encourage any form of violence. Laughing along or turning a blind eye can often encourage acts of violence/ bullying or provide an environment for them to happen. By conveying a zero tolerance stance towards any form of violence, you can make a difference.



With great power comes great responsibility

This part of the session is designed to encourage young people to think about what they can do to make a positive difference without putting themselves at risk. In order to do so, this exercise aims to highlight that having the right attitude and an intuitive sense of right and wrong can truly make a difference in society. That's what makes a hero.

It is important to stress to the participants that being a hero doesn't mean putting yourself in a situation where you could be a victim. The point of this session is to get young people to recognise what steps they can take to ensure they adopt an attitude that discourages violence and convey that attitude to their peers. Scenarios have been developed to explore three diverse situations and encourage the participants to consider where they could 'Be The Hero' in each situation.

There is a varying range of interpersonal violence in the scenarios, and this is so you as the facilitator can really focus on the point that violence in any form is not condonable.

Further instructions for running this activity are in Appendix B.



Activity - Fight Crime with Creativity - We-CTV

(20 minutes)

Remind participants what the We-CTV competition is all about. You can find more information about the competition at <http://www.syp.org.uk/we-ctv-2014-W21page-496->.

Using flip chart paper, groups will use ten minutes to plan ideas to enter into the competition. They will then use this to explain their idea to workers/other groups within a five minute period.

If more than one group is participating, reduce time of planning to ensure time for delivery.

The creative categories in the competition are:

Creative Category - Art - 2D Images	
Media	Examples
Drawing/graphics	<ul style="list-style-type: none"> • Posters (must be a drawing, not a photo) • Drawing • Painting
Photography	<ul style="list-style-type: none"> • Colour • Black and white • Digital • Film
Textiles	<ul style="list-style-type: none"> • Cross stitch • Quilt • Embroidery • Applique <p><i>Designs could be on an item of clothing, as well as a stand-alone piece.</i></p>



Creative Category - Literary - Text Only	
Media	Examples
Creative writing	<ul style="list-style-type: none"> Poem Short story
Discursive Writing	<ul style="list-style-type: none"> Essay (no more than 1000 words) Newspaper article Blog piece

Creative Category - Multimedia	
Media	Examples
Short film/animation	<ul style="list-style-type: none"> A television advert A short film A music video
Audio clip (15 - 45 seconds)	<ul style="list-style-type: none"> Short podcast Radio feature/article Song Rap

The interpersonal violence topics are:

Youth Violence	Relationship Abuse	Bullying
<ul style="list-style-type: none"> Sectarianism Gang Violence Knife Crime 	<ul style="list-style-type: none"> Physical Abuse Verbal Abuse Emotional Abuse Psychological Abuse Financial Abuse 	<ul style="list-style-type: none"> Peer to Peer Cyberbullying Sexting

Examples of activity:

- A group chose picture collage to enter into the Art category focusing on Relationship Abuse. This led to their creation of a collage using magazine cut outs to portray a person crying surrounded by words associated with Relationship Abuse.
- A group chose to enter a poem about Cyberbullying. This led to their creation of a poem detailing the dangers of social media to young people, specifically using examples of young people's fatality to showcase its impact.



If the participants are finding it hard to think about creative content, there is a link below to previous We-CTV entries. These could be shown during sessions for inspiration.

<http://www.syp.org.uk/we-ctv-2010-2013-W21page-78->

With great power comes great responsibility

This 20 minute activity allows participants to put into practice the knowledge developed from this session and start to develop ideas to enter into the Creative Concept stage of the competition.

By using creative activities, participants will develop their understanding of the competition's entry requirements. Additionally, participants will have the opportunity to develop new creativity and teamwork skills.

This activity will encourage participants to develop interest in entering into the competition. Further information on entering into the competition as well as entry deadlines can be found via this link: <http://www.syp.org.uk/we-ctv-2014-W21page-496->



Useful Websites

National Organisations

Scottish Youth Parliament - <http://www.syp.org.uk/>

No Knives Better Lives - <http://noknivesbetterlives.com/>

Childline - <http://www.childline.org.uk/Pages/Home.aspx>

WithScotland - <http://withscotland.org/>

Initiatives

Stop The Violence Campaign (The World Association of Girl Guides and Girl Scouts current international advocacy campaign) - <http://www.stoptheviolencecampaign.com/en/home>

Bullying

Beat the Bullying - <http://www.beatbullying.org/>

Respect Me - <http://www.respectme.org.uk/>

Cyberbullying

Take Back The Tech - <https://www.takebackthetech.net/>

CEOP - <https://www.thinkuknow.co.uk/>

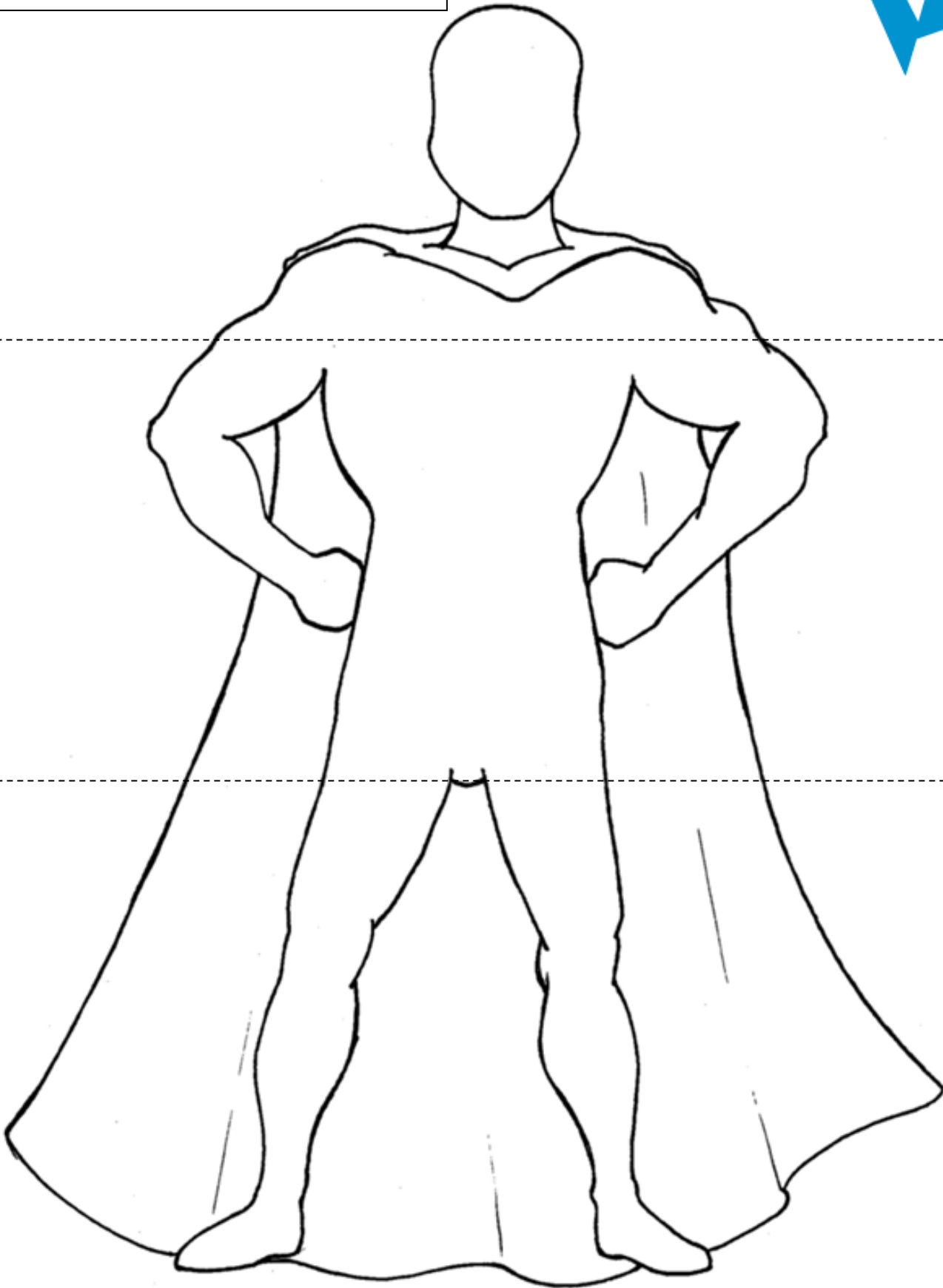
Kidsmart - <http://www.kidsmart.org.uk/>

Childnet - <http://www.childnet.com/>



Appendices

Appendix A - Hero Outline





Appendix B - Be the Hero Scenarios

Scenario 1

Peter has just moved to the area and has only made a few friends so far. When at a youth group, one of his new mates starts bragging that he has brought a knife out with him, and that he is going to go and threaten a boy from the other side of town for looking at his girlfriend in the wrong way. He says that he is only going to use it to threaten him, not to hurt him, and none of the other lads in the group think there is anything wrong with it.

Who is the wrongdoer?

Who is the victim?

How could Peter be the hero in this situation?

What are the problems/issues Peter could face?

Scenario 2

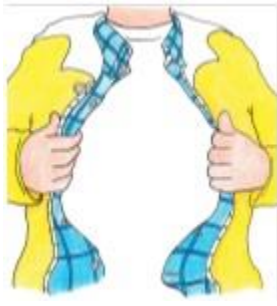
Katie is sitting next to her friends at lunch texting her mum her plans for the evening. She isn't really paying attention when she overhears her two friends Amy and Leah having a conversation from the other side of the table. She hears that they have been sending hurtful and mean instant messages to a girl in school called Holly for weeks because of all the weird posts she has put up on Facebook and Twitter.

Who is the wrongdoer?

Who is the victim?

How could Katie be the hero in this situation?

What are the problems/issues Katie could face?



Scenario 3

Wayne wants to show his friend Clark a nude picture of one of the girls in his school. Wayne was sent the picture by the girl's ex-boyfriend who has apparently been sending it to all the lads he knows.

Who is the wrongdoer?

Who is the victim?

How could Clark be the Hero in this situation?

What are the problems/issues Clark could face?



Facilitators Notes

This activity is to start the group thinking about how they can affect change in a positive manner and 'Be the Hero'.

Scenario 1

This scenario is focused on knife crime. Peter, who is new to the area, is hanging out with his new friends at a youth group when one of his friends brags he is in possession of a knife.

- Firstly get the group to identify who is the wrongdoer in the group. In this scenario it is the young person who is possession of the knife as well as the other friends who he is out with, because they do not speak up to identify that carrying a knife is wrong.
- Then get the participants to identify who the victim(s) might be in this situation.

The victim in this scenario would be the person that the other young person is intending to threaten with the knife.

If the group doesn't already identify that anyone who comes into contact with this young person could be at risk, you the facilitator should bring this to their attention.

- Ask participants to explain how Peter could 'Be the Hero' in this scenario.

Peter might think talking to his friend will make them angry or put him in a difficult position. The most important point is that he should not put himself in the place of harm, as he could antagonise the situation and make himself the target or victim.

Peter should immediately disassociate himself from the group and speak to someone running the youth group. In the absence of a youth worker, he should remove himself from the situation and contact the police. The penalties for knife crime and being associated with knife crime are severe, hence why Peter should remove himself from the group. By notifying the police that the boy is carrying a knife, he may be able to prevent an incident before it occurs.

- Ask participants to identify the barriers that Peter could come up against.

The most important message to stress as a facilitator is that situations like this should not be ignored and there are safe actions Peter can take. It is not easy to 'Be the Hero' in situations where you are afraid of isolation, but being the hero means always doing the right thing, even if it is difficult.



Scenario 2

This scenario is focused on cyberbullying. A young person is sitting at school on her lunch and he overhears that two of her friends have been sending hurtful and malicious instant messages to another young person in the school.

- Ask the group to identify the wrongdoer.

In this scenario it is Katie's two friends, Amy and Leah, because they have both been sending the malicious messages

- Then get the participants to identify who the victim(s) might be in this situation. The victim of this scenario is Holly, who has been receiving the messages.
- Ask participants to identify how could Katie could 'Be the Hero' in this scenario.

It is important in this scenario that Katie isn't a bystander.

Katie could chat with her friends and ask them if there is a reason behind them sending these messages, and also make friends aware that bullying can have a detrimental effect on the young person involved. However, this might make Katie the target of the malice.

Katie should report this to someone in the school who she is comfortable speaking with, like a teacher or school counsellor, because this is happening to a girl in her school. She could also get help from them or they can get help at BeatBullying.org which is a bullying prevention charity.

- Ask participants to identify the barriers that Katie could come up against. As in the previous scenario there may be an element of fear that she will lose her friends, but there is also a risk that she might become the target of the bullying if she doesn't make someone aware.

If you would like to look in depth into the subject of cyberbullying we have provided links to organisations who specialise in this area in the useful websites section of this pack.



Scenario 3

This scenario is focused on sexting. A boy had received a picture of his friend's ex-girlfriend which he wants to show to others.

- First, as previously stated, get the group to identify who is the wrongdoer in the group. In this scenario it is Wayne and the friend in possession of the picture that are in the wrong. This is due to the picture being shared without consent from the ex-girlfriend.
- Then get the participants to identify the victim/s might be in this situation. The victim of this scenario is the ex-girlfriend whose picture is being shared.
- Ask participants how Clark could 'Be the Hero' in this scenario.

Clark should ask Wayne not to send him the image and make it clear he does not want to see it.

Clark should also report this incident, which is bullying.

Wayne and the ex-boyfriend could put themselves in danger of being reported to police for their actions and could face criminal punishment. Clark should take all necessary steps.

- Ask participants to identify the barriers that Clark could come up against.

Clark could put himself at risk of bullying by confronting the bullies. However, he may also make the situation worse.

Even by just refusing to look or receive the image, Clark may make himself a target. However, he should not be a bystander to this bullying.



Appendix C - Curriculum for Excellence Links

<u>Activity</u>	<u>Code</u>
Defining Hero	LIT 3-10A EXA 4-05A
Using your Creativity	LIT 3-24A ENG 3-30A EXA 3-01A EXT 4-14A
Be the Hero	HWB 3/4-10A HWB 3/4-12A HWB 3/4-08A HWB 3/4-09A HWB 3/4-16A



Appendix D - Evaluation

To help us ensure the success of the We-CTV project this year, we need to assess our engagement. Please complete the following form after each session and submit it to Rhiannon Burney, Youth Engagement Worker, at Rhiannon.b@syp.org.uk

We hope you've enjoyed today's session with the team from the Scottish Youth Parliament. Please provide feedback on your experience of the session.

1. How would you rate today's session?
2. Do you feel that you have learned more about interpersonal violence?
3. How confident do you feel about entering the competition?
4. Which aspect of today's session made you feel the most informed about the competition?
5. Which aspect of today's session made you feel least informed about the competition?
6. Do you feel you are now ready to enter the competition?
7. If no, are there any areas you would like support



Thank you for your participation in today's session.

Personal Information

THIS SHEET WILL BE KEPT SEPARATELY FROM YOUR FEEDBACK ON THE SESSION

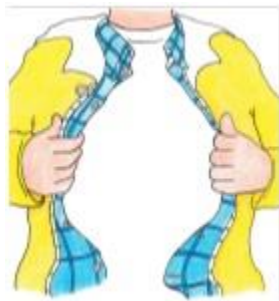
In order to monitor participation in our sessions, we request you provide us with the following details. Please note these are for the SYP's performance monitoring purposes only and your personal details will not be stored, or passed onto anyone else or any other organisation.

Gender:

Age:

Local Authority:

Postcode:



Appendix E - Booking form

Please fill in the information below with as much detail as you can, if you have any questions please contact Jamie Dunlop, Youth Engagement Co-ordinator, on 0131 557 0452.

Main Contact

Name of Main Contact			
Organisation		Job Title	
Email Address		Phone Number	
Postal Address			

Session/Workshop

At the Scottish Youth Parliament we can deliver a range of Sessions and Training to engage young people. Our Youth Engagement Team can deliver a number of interactive and informative sessions to a variety of different audiences and sized groups. Please let us know which of the below you would like us to deliver. Descriptions each of the sessions can be found at www.syp.org.uk/youthengagement			
Sessions or Workshops		Training or Events	
What is the Scottish Youth Parliament?		MSYP Training	
Political Literacy		Support Worker Training	
Rights (UNCRC)		V3 Pupil Council Training	
Citizenship		We-CTV	
Campaigning		Bespoke sessions and training are available on consultation. Please contact Jamie Dunlop for more information.	
Democracy Day			

Group Details

Name of Group			
Number of Young People Expected			
Address (inc. postcode) of Venue			
Date of booking		Time of booking	
Is there any additional information we should be aware of?			

Please note that this is a provisional booking form. You will receive confirmation regarding attendance from SYP Staff. Please return this form to Jamie.d@syp.org.uk