Session 3: Group Formation- E.F.T (Evaluation for Transformation)   Aspire Programme

TIMES	WHAT	DETAILS	EQUIPMENT NEEDED
15	**Ice Breaker**	Convergence- two teams, one team has ball and has to tag players on other team. If a player is tagged they are now on the other team.	Ball or object (netball/rugby ball)
10	**Loosener/deinhibitizer**	Zah- Pass the pulse around the circle. Get silly and loud	
10	**Connect**	"Hot and Not"- Highlight of the week (hot) and lowlight/challenge (not). Connect, and try to learn more about their lives as people. Encourage that 'everyone has something to share' If you notice a young person say anything strange/concerning (e.g. "I ran away from home") make a mental note and bring it up with the young person after the session.	Talking object e.g. rubber chicken (if needed to encourage one person talking at a time)
20	**Main activity**	Four worlds- (Go through the whole group) One young person in the middle at a time, puts four other participants (each representing one of their four worlds: *School, Peers, Family, Community*) close to themselves or far away to themselves depending on how close their relationships are within them. Rotate volunteer participants	Four volunteers (rotating)
15	**Discussion activity/debrief**	E.F.T- What does school/peers/family/community look like to you? What's something good from each of these worlds? What's something not so good? Everyone gets paper and pens, and reflect on young person's four worlds (School, Cultural community, Family, Neighbourhood community). Ask to share a positive and negative with the group. ***Listen, and try to establish what support networks are in place, or need to be in place.***	Paper, pens (felt tips?) Workbook activity

<u>Purpose:</u> E.F.T (Evaluation for Transformation) is a valuable and effective way for both young people to reflect on who is in their four worlds, and also for the facilitator to identify the support networks in their four worlds, and also identify gaps in support e.g. they are disconnected from their family systems.
The purpose for this session is to look deeper into the lives of young people. This provides a platform of context for the rest of the year to relate to. Facilitator should really listen and take notice of the young people's worlds, and note down interesting/concerning details (identify if there is a need for social worker intervention?).

<u>Activity briefs:</u>

<u>Convergence:</u>
Establish group boundaries, and split group into two teams. One team has ball and has to tag players on other team. Participants cannot run if they are holding the ball, must pass the ball for it to move anywhere (similar to netball). If a player is tagged they are now on the other team. The tagging team may not throw the ball, must be in contact with the ball when tagging someone.

Equipment: Ball or object (netball/rugby ball is ideal)

<u>Zah:</u>
Gather group to stand in circle. This simple energizer is all about how much energy you put in. Make up a story about why you are doing this activity; e.g. "In Iceland the farmers used to do this activity to keep warm…" Pass the 'pulse' around the circle. You pass the 'pulse' by moving your arm across your body in the direction you want to send it (left or right), and yelling "ZAH!" Once group gets confident with it, speed up the pace, and anyone who takes too long leaves the circle, and walks around the outside of the circle, distracting those still playing (no touching).

If group is very confident, you can add in variations (or save variations for if you play this again)
Variations:
- Feet instead of hands
- "Bounce!" – bob on the spot and click fingers (skips the person directly next to you, and 'bounces' to the person after them)
- Silent Zah (actions only

<u>Hot and Not:</u> Highlight of the week (hot) and lowlight/challenge (not).
Connect, and try to learn more about their lives as people. Encourage that 'everyone has something to share' If you notice a young person say anything strange/concerning (e.g. "I ran away from home") make a mental note and bring it up with the young person after the session.

Establish this as group culture, keep connection with young people's lives a priority for every week. You can link in last weeks topic to this e.g. "Where did you see good teamwork, when in your week did you show respect to someone?"

Four worlds:
Gather group to stand in a circle. One at a time, (Go through the whole group) one young person in the middle puts four other participants (each representing one of their four worlds: *School, Peers, Family, Community*) close to themselves or far away to themselves depending on how close their relationships are within them. E.g. really good relationships with family, the participant representing family is close. Bad relationship with school, participant representing school is far (don't go overboard with how far). Rotate participants, and ask them to be honest. It's about both them reflecting on their worlds, and you seeing what support networks there are for the young people you're journeying with. Ask key questions to clarify- e.g. "So who is family for you? Mum? Dad? Siblings?" "What do you think your community is?"

E.F.T (Evaluation for Transformation:
Everyone will have a page on this in their workbook. Sit group down and ask them to reflect on their four social worlds (School, Peers, Family, Community). Give them time to think of a positive influence from each world, and also a negative/something they'd like to see change. Invite young people to share. **Listen***, and try to establish what support networks are in place, or need to be in place*.
Link this with the previous activity- What does school/peers/family/community look like to you? How do you think these different worlds see you? Why is it important to look at who's close to us? What does this mean for how we live now?