

AIM

This session introduces the team to what an Evening Session is, how it works and the concepts of TRUE. It also helps them bond further and create an identity as a team.

OUTCOMES

- Write Team Charter
- Introduce TRUE
- Write a brief 'Story of Positive Change'
- Choose two Project Managers for tomorrow
- Discuss tomorrow's plan and activities

Time of Session: 60 min

Resources needed:

- Flipchart paper, A4 paper and pens
- The Ideas Bible
- 'Stories of Positive Change' from Evening Session Resources

Delivered by: Mentor

SESSION OVERVIEW

1. Introduction to TRUE – 2-3 min
2. Exploring Diversity – 10 min
3. Team Charter – 15 min
4. Teamwork and Communication – 10 min
5. Stories of Positive Change – 10 min
6. Choosing Project Managers – 10 min

What you will need to do before the session:

- Read over the concepts of TRUE.
- Choose and plan your name games and teamwork games for the session.
- Collect and prepare all the resources you will need for this session.

1. Introduction to EVENING SESSIONS AND TRUE – 2-3 min

Spend a couple of minutes explaining the purpose of the Evening Sessions and the concept of TRUE (Trust, Responsibility, Understanding and Empathy).

2. IMPACT STUDY - EXPLORING DIVERSITY: 10 min

Note: This summer an Impact Study is being conducted based on exploring the value of diversity. Mentors must present the Activity (A, B, or C) they have been allocated. If you are unsure which activity you have been allocated, please ask your Programme Leader.

Preparation: Have a supply of flipchart paper, A4 paper and pens.

activity a

- Have team members sit in a circle and explain that this is an icebreaker session to get to know each other a bit better by talking about themselves, their interests, hobbies and life experiences.
- Ask team members to take it in turns to say a specific number of things about themselves or give each member 30 seconds to talk about themselves.
- After each team member has spoken, ask a volunteer to write down all the topics the team discussed.

ACTIVITY B

- Split team into two groups.
- Ask participants to list (on flipchart paper) things they enjoy that were made / introduced to the UK by someone from a different social group / ethnicity / faith.
- Join groups again and have each group share what they wrote. Mentors should contribute a set of examples if participants do not mention these themselves (eg. specific food, music, sports, celebrations from other cultures).
- Conclude the session by having each participant say the one thing from the list(s) that is most important to him/her.

ACTIVITY C

- Have team members sit in a circle and explain that this is an icebreaker session to get to know each other better.
- Ask participants to find differences between them. They can first collect obvious things that come to mind, and then go deeper by taking turns talking about their life experiences, interests and preferences when it comes to living and working together.
- Get one or two volunteers to record the differences that come up.
- Then say: "Of course, sometimes differences make it harder to understand each other and to work together well. But they also often offer opportunities. Let's talk about that. How do you think you individually or we as a team can benefit from some of these differences?"
- Again, ask volunteers to record what the group says. Try to encourage participants to suggest how some of the differences might allow them to have new experiences on NCS and how some of them might make the team more productive and/or creative.

3. Team Charter – 15 min

Aim: The Team Charter ensures that the next few weeks are safe, respectful and welcoming for everyone. It is written by the team, so they will be more likely to follow and respect it.

- Explain that the Team Charter is a set of principles that the team decides on. It is written and owned by the team and describes how they want to act as a group. It is their job to make it happen. This is different from the **Code of Conduct**, which is non-negotiable.
- **The team are free to put anything in the charter, but it cannot break the Code of Conduct.** Some suggestions for consideration by the team might include:
 - Showing respect for others and property, including venues (e.g. being mindful of noise as a venue may be a place of work for others; leaving things in a better state than when we found them)
 - Intolerance of bullying and exclusion of/by any team member(s)
 - Social media use
 - Acceptable Language
- Once they've finished, ask them to explain how it will work. Ask how they will make sure that it happens. What will happen if someone breaks it? How do they want to keep it safe?
- Make sure everyone signs it to show that they are all in agreement.

Participant Code of Conduct

1. Follow safety rules and the law.
2. Never leave the site without a Mentor.
3. Do not enter other people's rooms or flats.
4. Be in your room after 10.45pm.
5. No alcohol, drugs, legal highs, knives, fireworks or other dangerous items.
6. Respect and include other people, including not using discriminatory language.
7. Challenge yourself (in other

4. Teamwork and communication game – 10 min

Choose teamwork/communication games from The Ideas Bible.

You can also choose any favourite activities of your own that have a communication or teamwork focus. After each game, ask the team how they found the games, and explore what they can learn about teamwork/communication from them.

- What was easy about the activity and why?
- What was hard about the activity and why?
- How would they do it better next time?

5. Stories of positive change – 10 min

(If you didn't do this at PC Kick-Off!) Introduce the ideas behind 'Stories of Positive Change'.

- Give each member of the team one of the sheets of paper from the Evening Session Resources.
- Ask the team to each think of an example of a time when they learnt something new about themselves, or a time when they learnt something positive about others. Tell your team to pick a story they feel comfortable sharing in future Evening Sessions.
- Ask each person to write down his/her 'Story of Positive Change'/Learning on the piece of paper and fold it.
- Collect each story and stick them in your resources folder.
- You can select a random one and read out the 'Story of Positive Change'.

6. Choosing Project Managers – 10 min


Introduce the concept of Project Managers, explaining that:

- there will be two Project Managers every day;
- each person will be a Project Manager one or two times during the programme;
- their role is to lead and encourage the team through the day's challenges;
- they will be responsible throughout the day and will lead a review activity at the end of every day;
- the team will review their performance at the end of each day. They will also have time at the end of the Evening Session to personally reflect on their performance with you.


Choose two Project Managers for tomorrow – there are badges included in your resource pack to use if you would like. Allow the Project Managers time to read the job description.

Youth-led sessions

Remember that one aim of the Project Manager's role is to make the Evening Sessions more youth-led.

- Do this by involving the Project Manager in the planning for the next Evening Session.
- Allow the Project Manager to go through the Evening Session plan with you and decide which activities they would like to lead.
- Also keep an eye out for this icon, which means an activity can be led by a Project Manager! 

Wrap up the session by covering any details for the rest of the evening and the following day – Wave Time, bedtime, breakfast etc.



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Impact Survey Feedback:

Please could you take 5 min to feedback on the activity you delivered using the QR code or this link:

<http://bit.ly/NCsday1?>