**PEER Magic 6 Training Day Plan**

**10.30-4 pm**

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| **Activity** | **Resources** | **Equivalent Magic 6 Session** |
| **10:30 Welcomes and what is this about** |  | **Magic 1** |
| Name game, questions, hopes for the day |  |
| Consent forms and evaluation documents | Training Forms and Google Self |
| **11.00 Agree/Disagree** |  |
| Participants are asked imagine a line and at each end are ‘Agree’ and ‘Disagree’ [and in the middle for unsure!]. Facilitators then read out statements **– start with funny ones -** to encourage members of the group to position themselves on the imaginary line as to whether they agree/disagree or are unsure. Start with funny statements and then you can introduce serious statements about your work together. Facilitators should generate discussion during this exercise to ensure the group can have their say but must also ensure they share facts with the group to ‘myth bust’. |  |
| **11.15 Mapping Activity** |  |
| Participants are split into smaller groups to draw a map of their community with all the services, housing, places of worship, shops, places to eat etc. They will the write on pink ‘post its’ the things they like about their community and stick this to their map. On green ‘post it’s’ they will write the things they don’t like and the things that they feel are missing from their community and stick these to the map.  |  |  |
| **11.45 Break** |  |  |
|  |  | **Magic 2** |
| **12. Group feedback of positives and negatives** |  |
| Group discussion and feedback matching strengths to challenges: Participants are asked, one by one, to share a positive place or experience that they have mapped and to say how these things help them to feel happy, healthy and safe in their community. After each example, facilitators ask if anyone has a challenge around a related issue. If so, this is shared with the group, if not another challenge is discussed. The group then helps identify what we can learn from the positive experience to improve the challenging situation. At the end, the group as a whole will have heard each other’s community experiences both positive and negative. |  |
| **12.15 Ranking - Choosing priority themes for action** |  |
| Each group will now rank issues from most to least important from their communities that will have realistic and achievable actions. These will then be shared with the larger group. Having heard from each other the group must decide as a whole one issue from each group that can be put into a final action plan. |  |
| **12.30 Lunch** |  |
| **1.20 Ice –breaker ‘Objects’** |  | Magic 3 is using a chosen method with others |
| Participants bring to the session an object that is important to them. Participants are split into smaller groups. Facilitator begins by choosing an object that someone else has brought and asks who it belongs to and the meaning behind it. That person then chooses another in the same way and so on until all the group have introduced themselves, their object and the meaning as to why it is important to them. |  |
| **1.30 pm How to find out more about priority themes for action – you choose** |  |
| Trainees are asked to volunteer to run an activity they know (or from a book). They run it with other people in this group to look at one of the issues. |  |
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| **Or Interviewing young people and community leaders** Another way of finding out from people is to ask them about the successes they have achieved. Participants *Use the young reporter template? Or write questions* to ask other people to tell you when they have succeeded in making a change for their communities or in their own lives. |  |
| **2.10 pm Group reflection – what worked? What would we do again?** |  |  |
| Introduce session recording sheets | Session recording and Final assessment Pages from the manual on participation levels. |  |
| 2.20 Break |  |  |
| **2.35 pm Action Planning Grid**  |  | **Magic 4** |
| Having heard from each other the group decides as a whole one issue to make an action plan on. In small groups again, an action grid is produced to show what they want to do to bring about change on for this issue, why that is important, practical steps on how to achieve it and who needs to be involved. Participants then take a tour round the room to see each other’s ideas. If there are too many ideas for the time you have, vote on which ones to take forward first and then repeat the action grids (without the why) for different steps of this action.

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| **WHAT** | **WHY** | **HOW** | **WHO** |
| A celebration | To learn about others | Book venue and advertise | CommunityMembers |

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| **3.00 pm - Role play action?** |  | Magic 5 would be doing this for real |
|  |  |  |
| **3.10 pm Fire in your step activity.**  |  | **Magic 6** |
| **3.45 pm Evaluation –using individual forms.** | Own training forms and google selves. |