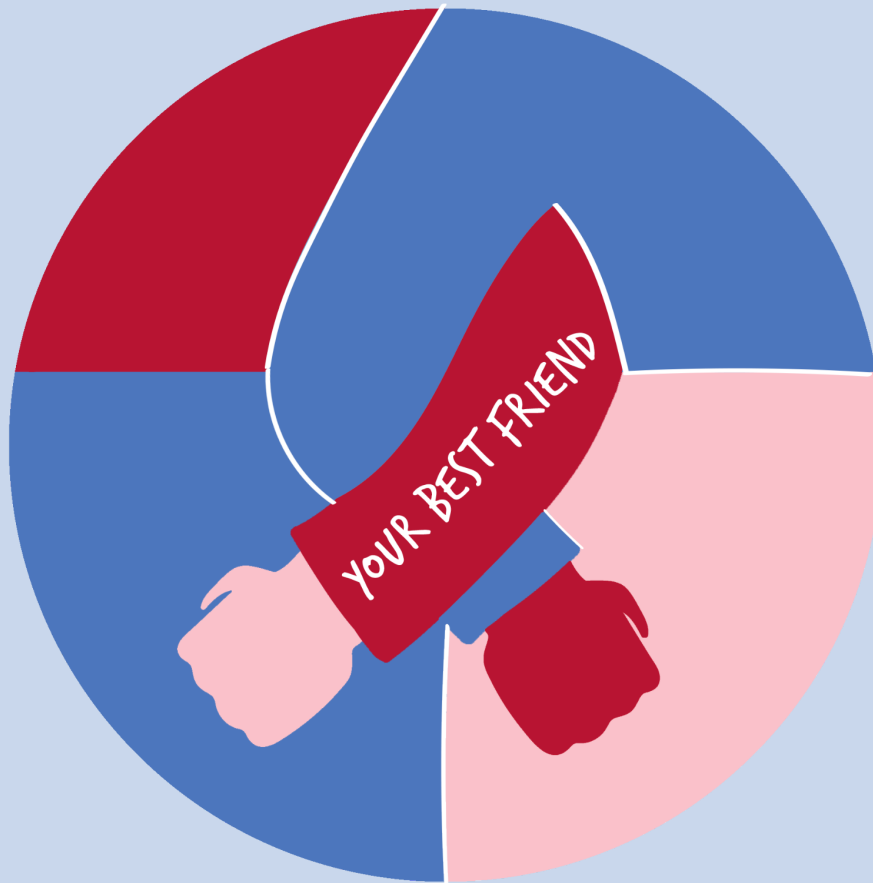


Friends Can Tell

Peer Supporter Session Plans



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With help from Brighter Lives North West, Groundwork, Lancashire BME Network and Dias DVC

About Your Best Friend

The Your Best Friend project aims to empower young women, girls and non-binary young people with knowledge and confidence to keep themselves and their friends safe.

Girls, young women and non-binary young people seek help from each other and online, not traditional services. The project aims to place what they need where they already are.

We co-created resources and social media content with young people and subject experts, which you will see through these sessions. These have reached millions of young people on social media, raising awareness of red and green flags in relationships.

As we were working together on this project, young people told us that as well as raising awareness they wanted spaces to talk to and learn from each other. We hope these sessions plans help you create those spaces.

How to use these session plans

It might be that your group likes watching films and doing tasks but not chatting, or it might be that you love discussions. You might only meet for 45 minutes or two hours. Look through the suggested content, questions and activities and decide which ones you want to do and how long to spend on each one. You don't have to do all of the suggestions in each session, just the ones that will be most interesting for your group - for example, you might want to focus on one set of questions in depth instead of all of them. Or you might want to watch a video to set the tone and then do an activity, but feel shy talking.

It's up to you to use these to make a session which will suit your group. It might be that some language we've used doesn't feel comfortable or relevant, in which case, use words that feel better for your group. If you do this, be thoughtful about the changes you make and try to make sure the meaning of the session will stay the same.

When we designed these sessions, we tried to make sure they weren't sessions where you get taught one thing as the right option. We wanted them to be spaces where everyone brings their own opinions and ideas to learn from each other and make their own decisions. The Learning Areas cover what we think you'll get from each session but they're not targets to hit or miss.

Because these sessions are focused on learning from each other, they don't contain lots of advice. If you do want more practical advice on things like self-care, getting help from the police or specialist services or blocking people online, you can find that [here](#), on our website.

Session One: The Power Gap

Learning Areas

- People form an opinion on how nudes relate to social pressure
- People reflect on how age relates to a difference in power in a relationship
- People can list some pros and cons of being in a relationship with people who have power

Content You Could Use, e.g. videos, podcasts etc.

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[How to Send Nudes with Ruby Rare](#)

[It's My Vagina - Sex Education](#)

[KUWTK: Scott Disick Admits to Dating 19-year-old Sofia Richie](#)

[Riverdale: Veronica finds out about Archie and Grundy](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

Are nudes about being attracted to someone and being connected to someone emotionally? If not, what are they about?

- If you were attracted to someone, what might you do to show them you liked them – would sending a nude be your first option?
- Does having or sending nudes make you cool or impressive to other people? Is this different for girls and boys and non-binary people?
- What does sending nudes have to do with self-esteem?

How do we act when we're under pressure? Why is that? How would we like to act in an ideal world?

- Think of a time when you were under a little bit of pressure – not a situation that's going to be stressful to remember. How did you act?
- Think of someone who really impressed you under pressure. What did they do? Can you see yourself acting like that in the future?
- Do you think having good self-esteem helps with responding under pressure?
- In the UK, taking and sending nudes is illegal if either the person sending it or the person they're sending it to is under 18. How well understood do you think this law is by young people? How much do you agree or disagree with it as a law?

Sometimes we can feel under pressure when someone has more power than us, for example by being older, being seen as really cool or having more money. What are the pros and cons to being in a relationship with someone older or with power?

- Is it seen as cool to have an older partner?
- Sometimes having an older partner can make people feel like their maturity is recognized – why might that be important to young people?
- Does wanting an older partner have anything to do with self-esteem?

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions.

Who Has The String? (we were kindly given permission to use this by Ailish's friend David, who invented it)

Ask for two volunteers. Give each of them a length of string and ask them to tie it together. Keep your hand holding the string in the middle of the room. Explain the two volunteers are stand-ins for two people whose relationship you will talk about (Sam and Alex - you can change the names if you want! We have used unisex names to be inclusive). Read the script. As the story changes, the person with more power pulls the string to gain more of it. Ask after each event how the string should move. The length of the string/ amount of control is agreed on by a rough consensus in the room. At various points you can ask the volunteers to move around the room, showing how levels of freedom change as the relationship goes on.

SCRIPT

Sam and Alex meet at a party. They get on well and exchange numbers. They keep chatting and begin dating. They have a lot in common but have enough differences in taste and opinion to stay interested. However, this does mean they have quite a few arguments about big world issues and little things.

String?

These arguments get heated and although Alex keeps a cool head, Sam can lash out and call Alex "stupid," "an idiot," and questions Alex's intelligence. Alex knows this is just because Sam is a very passionate person so doesn't say anything, even though it hurts their feelings.

String?

Sam and Alex happily continue to see each other and things begin to get serious. They decide to move in with each other. Sam has a nicer flat so makes space for Alex in their flat and Alex gives up some of their things so they can both live together. They make a chore wheel so the chores are shared equally.

String?

To celebrate, Sam and Alex decide to have a flat-warming and invite all their friends. Except, Sam doesn't want Alex to invite their friend Jo as Sam doesn't like Jo. Although Alex is upset, they decide to give in to what Sam wants as Sam said it was in Alex's best interests.

String?

One morning Sam points at something in the newspaper about an issue Alex supports and laughs about it. Normally Alex would explain why this is important to them and why Sam shouldn't laugh about it. But Alex remembers all the times Sam has made them feel foolish for holding certain beliefs. Worrying this will happen again, Alex decides not to say anything, Sam making fun of them.

String?

Misfortune strikes from time to time and in this case Alex has lost their job. Sam realises Alex is very upset about this so says not to worry and that they will support them until Alex finds a new job and gets back on their feet.

String?

Sam begins to take advantage of their financial power over Alex and doesn't give Alex the money to see their friends when they want. Alex starts to feel isolated from everyone but Sam. When Alex brings up the situation with Sam, Sam says Alex shouldn't have relied on Sam for money.

String?

Let's review: - Alex doesn't feel confident talking about difficult matters with Sam

- Alex can't see their friends when they want, and can't see Jo at all
- Alex is financially reliant on Sam and Sam exploits this

What does Alex have left?

String?

One day, out of nowhere, Sam cooks Alex a lovely meal because Alex was looking a little down lately. Alex is delighted and settles down to enjoy the evening with Sam.

String?

Like many people, Alex uses social media and decides to post a picture of the meal. Jo sees and gives it a "like." Sam sees that Jo has liked Alex's photo and wants to know why Alex and Jo are still in contact. Despite Alex's protests that it's just a "like", Sam demands to see Alex's phone whenever they want, after all, Sam does pay the bill. Alex gives up the phone with almost no protest.

String?

Isolated and unhappy, Alex feels there isn't anything left in them in this relationship. They try to break up with Sam. Sam says that Alex is the only important thing in their life now and without Alex, Sam might as well just kill themselves. Feeling as though they have no choice, Alex decides to stay with Sam.

String?

After a long time of feeling powerless, Alex happens to bump into Jo at the supermarket. Although afraid of what Sam might do, Alex begins talking to Jo about everything that had been happening with Sam. Being a good friend, Jo says they will help Alex out and offers some help. Alex decides to leave Sam.

The narrator of the script cuts the string.

Weekly Reflection

(if you want you can use this as a way to close the session, going in a circle with everyone saying one thing, or open the session with it the same way the next week)

How did it feel to talk about relationships in a group? Notice this week if you talk about relationships more or less than you did before.

Session Two: Blinded by the Butterflies

Learning Areas

- People think critically about stories in the media and society

- People reflect on ideas of love just being about passion and being possessive

Content You Could Use, e.g. videos, podcasts etc.

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[Honest Trailer: The Kissing Booth](#)

[Radio 1 Playlist](#)

Any music video with the themes explored in the session - what can you think of? Some options could be [River by Bishop Briggs](#) , [Graveyard by Halsey](#) , [Leave Me Lonely by Ariana Grande](#) or [Fine China by Juice WRLD \(clean version\)](#)

[Maddy and Nate \(Euphoria\): Toxic](#)

[Will Smith: Love Makes You Do Crazy Things](#)

[FriendsCanTell posts on Red and Green Flags](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

When we talk about love, how do passion and control overlap?

- What sort of messages do we get about passion? One I can think of is that it makes you jealous.
- Have you heard phrases like 'love makes you do crazy things'? What other phrases have you heard? How might this lead to us seeing control as a natural part of passion?
- When people ask their partner to change clothes/ not see friends/ share all personal details, how much of that is about being in control of someone else or out of control of their own feelings?

Is there more to love than passion?

- How might you act if someone you love was sad or had a difficult decision to make?
- Is love different at different stages in your life? So do you think love feels the same on a third date as the day you move in together or when you wake up together after twenty years as a couple?
- How is love between siblings/ parents/ romantic partners/ friends the same and different?

Can you think of a story, movie, song or other piece of media that shows relationships differently to the mainstream?

- What did falling in love look like in this?
- What did you like about it or not like about it?

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions.

Re-Write the Playlist

Look at the Radio 1 Playlist. Find the lyrics of the top songs – do the lyrics support any of the following messages?

- If you love someone you physically can't bear to be apart.
- You should change for the person you love.
- Being sexy is the most important thing a person can be.
- Love can fix all your problems.
- Breaking someone's heart is an awful thing to do.
- People in love belong to each other.

What do you think of these messages? If you're not keen, re-write the lyrics to tell the story of love that you want.

Body Scan

Feelings are partly about emotions but also about physical sensations, e.g. feeling sick if you're disgusted, feeling tense and hot if you are angry.

Draw a basic outline of a person and using two different colours draw/ write on the body where in your body you feel fear and where you feel excitement, e.g. heart beating quickly, hard to concentrate. (If you notice yourself starting to get caught up in these feelings while you're thinking about them, do some doodles or get up for a walk instead.)

How do fear and excitement feel different in your body? How do they feel the same? One reason young people sometimes feel confused in new relationships is because these feelings can be quite similar in some ways.

How could this knowledge help you check in with a friend about how they're feeling in their new relationship when it all might be new and very intense?

Weekly Reflection

(if you want you can use this as a way to close the session, going in a circle with everyone saying one thing, or open the session with it the same way the next week)

Look at the #FriendsCanTell social media campaign and see how many red flags from the campaign you can spot in TV shows/ music videos/ etc. over the week. If there are any that really strike you, share the social media post with where you saw it to get the word out.

Session Three: Treading a Fine Line

Learning Areas

- People think about how to get someone to see their relationship from your point of view without telling them what to do or making them feel threatened or judged
- People consider the idea of decisions not being 'right or wrong' but individual judgment calls

Content You Could Use, e.g. videos, podcasts etc. (feel free to use something else if you prefer!)

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[How To Make Hard Choices: TED Talk](#)

[Put a Finger Down TikTok](#)

[Draw The Line](#)

[#FriendsCanTell film](#)

[FriendsCanTell posts on Red and Green Flags](#)

[Friends Can Tell podcast \(real people in conversation about their experiences\)](#)

[Recognisable: an LGBT survivor story zine](#)

[Why Doesn't She Just Leave? \(survivors speak about why they stayed in abusive relationships\)](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

When people see things differently to you, at what point do you get defensive?

- What sort of words or tone do you get annoyed at?
- What would make you trust someone was being helpful rather than judging you or getting in your business?
- How could you apply this to talking to a friend?

Sometimes when it comes to human relationships, there is no exact rule book. Leaving a toxic relationship can mean huge risk or losses. The toxic partner might continue contacting someone even after they officially break up. How do you make decisions in complicated situations, when there is no one wrong or right answer?

- (Acknowledge this is a really big question!)
- People have a right to make their own decisions and will get to decisions in their own way. They might have information you don't that influences their decision. Can you always measure a successful decision based on if the person did what you wanted?
- Regardless of how the situation ended up, what behaviour would you look back on and say 'I was proud I acted that way'?
- How do you cope if it goes wrong and not beat yourself up, even when you tried?

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions.

Reflecting on current resources

Look at these scenarios from [The Mix's Instagram deck](#), our [Put a Finger Down TikTok](#), [Draw The Line](#) and [the YANA film](#). Which of these has the best tone? What do you like or dislike about them? Are there other things you've seen (about relationships or something else) that you think is a good example of changing someone's mind without being pushy? If you want, you can give us feedback on the resources specifically from the #FriendsCanTell campaign by going to this survey <https://www.surveymonkey.co.uk/r/5V67W9Y>. You can also let us know how you'd finish the question: 'The resource that made me feel most confident to help a friend was... because...' and email it to innovation@safelives.org.uk with the subject line 'Evaluation of Safe Young Lives Resources'. For the second question, you can add if you saw something that was outside of the campaign. This feedback will be used by our researcher to help make changes for young people in the future.

Recognisable

Read Neo's story in the zine '[Recognisable](#)'. In it, they contact multiple people for help. Write an extra page to add to the zine from the perspective of one of the people Neo goes to for help. You can read them to the group if you want.

Of the people they contacted for help, who do you think was the most helpful? What do you think of their responses?

Weekly Reflection

(if you want you can use this as a way to close the session, going in a circle with everyone saying one thing, or open the session with it the same way the next week)

Think about what you've done this week that you've been proud of, even if it didn't go perfectly.

Session Four: The Time to Step In

Learning Areas

- People can identify chances to step in
- People have decided where the line is for them in terms of things being 'too dangerous'
- People strengthen their understanding that there is not just one right choice and different people will need different solutions (e.g. going to the police is an option that might be great for some people but isn't always right for everyone).

Content You Could Use e.g. videos, podcasts etc. (feel free to use something else if you prefer!)

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[Time to Step In Navigator](#)

[Lauryn Leaves Curtis \(Top Boy\)](#)

[Trevor Noah: Why We Should Be Taking Kim and Kanye's Feud Seriously](#)

[Kim Kardashian/ Kanye West Instagram Posts](#)

[The YANA film](#)

[Lesley by Santan Dave](#)

[Friends Can Tell podcast](#)

[Love Island: Rosie and Adam](#), [Love Island: Gemma and Luca](#), [Love Island: Millie and Liam](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

When do you keep a secret for a friend and when do you break trust to get help?

- Who would you go to?
- Would you get help if you were a bit suspicious?
- If your friend had bruises?
- If your friend was being abused emotionally?
- How would you know?

Is it always easy for someone in an abusive relationship to leave?

- What might make it difficult?
- What emotional barriers make it hard to leave?
- What practical barriers make it hard to leave?

When we were designing these sessions, young people told us they wanted to be treated as individuals and not told what to do, but then they also said they wanted clear instructions on how to help a friend. How can we learn to cope with uncertainty and making hard decisions when there isn't a rule book?

- Do you think we can just make one rule that will help everyone?
- If you said yes, think about someone who is different to you, for example has a different race, sexuality or religion. Does this rule still work?
- Is it easier or harder to treat everyone as individuals?

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions.

Case Studies

Read these case studies. Use the navigator to help you discuss which options might be best for each young person. Decide what support you'd give to each person if they were your friend.

Amy (15) is going out with Ben (18). She has been skipping school with him a lot since her Dad went to prison last year - she can't stand being around teachers or police, as they never understand. You don't see her much but she was out at the park last night and when she was drunk she told you Ben's been making her have painful sex she doesn't want.

Maya (16) has a girlfriend Leila (16) who she met online. Leila has all of Maya's passwords and has started encouraging Maya to meet her in person, or at least send her some pictures to show she's really interested. Maya's stressed about school and this is distracting her from exams. She wants to get advice from an adult but her Mum teaches at the school, so she thinks it would get back to her and her Mum would NOT be OK with Maya liking girls... You have an assembly for Pride Month and you catch Maya crying in the toilets after and she tells you what's going on.

Kemi (14) is going out with Shakeel (15). Shakeel's started selling drugs to make money, some of which goes on beautiful presents for Kemi. He's really funny in class but very different when they're around his friends, telling her what to do and to be quiet. Kemi's pretty scared of his friends so she just does what he says. You walk past them one day and you can't believe how quiet she is, she normally is always making jokes and chatting.

Clara (19) and Ryan (19) have a one-year old baby together. Clara gave Ryan all her attention before the baby but now she's tired and Ryan gets angry she doesn't take care of the house or his needs like she used to. She works with you part time but today she tells you Ryan wants her to quit. Her having extra 'pocket money' doesn't make up for him being bottom of her priorities after work and the baby.

Spot the Red Flag

Watch some recent clips from Love Island, or the ones selected here [Love Island: Rosie and Adam](#), [Love Island: Gemma and Luca](#), [Love Island: Millie and Liam](#) . You can also do this with the [Kim Kardashian/ Kanye West Instagram Posts](#) or [The YANA film](#).

Raise your hand, shout 'red flag' or hold up a red post-it when you see something you think is a red flag. Explain why you think it's a red flag. Open the space for people to agree or disagree. Keep a total for every red flag the group agrees on and reflect on how many there are at the end. How many red flags are enough to take action?

Weekly Reflections

(if you want you can use this as a way to close the session, going in a circle with everyone saying one thing, or open the session with it the same way the next week)

What small action can you take today that might bring about a bigger change you'd like to see in the world?

Session Five: Feeling Helpless

Learning Areas

- People can see it's not their fault if their friends don't leave a relationship
- People can name who can support them
- People can name self-care strategies to protect against burn out

Content You Could Use, e.g. videos, podcasts etc. (feel free to use something else if you prefer!)

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[Inside Out: Mixed Emotions](#)

[Trigger Warning: Breakfast](#)

[Why Doesn't She Just Leave? \(survivors speak about why they stayed in abusive relationships\)](#)

[The Sister Speaks: Dating App Disappearance](#) (be sure to not use this video as an excuse for victim blaming, but a discussion point for how we manage frustration when we're helping a friend)

[Black Dog by Arlo Parks](#) (this is about supporting someone with mental health not abuse but has similar messages)

[What is Self-Care: Mental Health Literacy](#)

[What does self-care really mean?](#)

[Teen Life Skills: Boundaries](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

Sometimes it can be frustrating if you can see a relationship is bad but the other person doesn't want to leave. What reasons might people have for staying in relationships (even if we disagree with them)?

- What keeps people in any relationship? Can relationships have both good and bad bits?
- What might your friend be going through if they have mixed emotions, like love, shame and fear?
- What sort of value do you think society puts on being single or in a relationship?

How can you look after your own mental health when supporting other people?

- What limits do you want to put on what you will or won't/ can or can't do? Are there things that someone might ask you that aren't your job as a friend?
- Are there times when you stepping in to help isn't helpful?
- Sometimes what your friend needs is support but what you need is a break. What do you do when what you and your friend need is in conflict?
- What makes you feel better after you've done something that takes away your energy?
- What early signs do you get that you need to do something to de-stress? Why is it important to notice early signs rather than wait till later?

Sometimes it can feel lonely helping someone, especially when their problem is secret. What can you do to help with this?

- Where are good places to get help for yourself?

- If there aren't any adults or close friends you could go to, are there people online whose opinion you would listen to, e.g. any YouTubers, people on discussion boards?

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions.

Draw yourself or write your name in the middle of a bit of paper. Think about everyone in your life who supports you and write their names around you. This can be people who are good listeners or are caring but also people who give good practical advice or are funny and good at taking your mind off things. Then think about all the hobbies and activities that you do that make you feel good and write those around you too. Finally, add any beliefs or stories that give you foundations to build from.

Look at all the rich things you have backing you up when you have to face something difficult. Now lay everyone's papers out together (or put them on the wall). From building this group, you now also have support from everyone here, who are supported themselves by everything on their bits of paper. Take a moment to think about the power of all of us being connected and sharing support and self-care with each other. Leave space for anyone to comment on what comes to their mind.

(If you're feeling creative, you could all bring in magazines about your hobbies, labels from your fave face mask, photos of your friends etc. and make a giant collage or a self-care zine.)

Weekly Reflection

If you want you can use this as a way to close the session, going in a circle with everyone saying one thing, or open the session with it the same way the next week. Or people can reflect or journal about these privately during the week.

What would your job/ school/ community/ the places you go this week look like if there was a culture of everyone helping each other?

Session Six: It's Not Normal – The Real Impact

Learning Areas

- People understand some of the context that violence against women and girls happens in
- People decide on one part of the system they want to challenge and develop a plan of action

Content You Could Use, e.g. videos, podcasts etc.

Videos, songs or articles can be used to set the scene, give an example, make a point clear or relatable and start discussions. These are some options but feel free to use something that will feel relevant to your group, like something in the charts or trending at the moment

[Systems thinking: a cautionary tale](#) (explaining how changing one piece of a system can have knock-on effects)

[Link to Systems Map](#)

Key Questions and Back Up Questions (in case people need prompting!)

You can do these just as discussions with people sitting together, or as mind maps where people can talk and write, or using online tools like Menti - just as a few examples!

Look at the image above. It tries to capture the elements which cause toxic relationships to happen in the first place or make them harder to stop. Have we missed anything? If so, add it.

Now think: Which of these elements is most important to us as a group?

If this element was working the way we wanted it to, how would it work?

Who are the people in positions of power or care in this area?

Which of those people do we want to talk to?

What do we want to say?

What one thing will you do going forward to help make a change? If you post this on social media with the #FriendsCanTell hashtag then you can inspire others to take action too and we can keep track of all the amazing things that are happening.

Activities

These can work well to engage a group and give everyone a chance to join in, because some people feel shy in discussions

Planning for Action

Look at the illustration of all the organisations and people who are involved in shaping how we think about relationships as inspiration.

Then draw your own mind map of all the things that you think contribute to shaping the way we have relationships in our society. Try and think outside of the box - the systems thinking video can show how unexpected elements can sometimes be important.

Now think back over your conversations from the last 6 weeks. Were there issues that came up over and over again? Which people or organisations could make the biggest change to the issues which are most important to you? Decide as a group and then mark those parts of the system with a sticky note or highlight them in a certain colour.

Of these that are highlighted, choose one to focus on. Discuss how you could change that bit of the system. This [activity](#) from [Turning The Tide](#) might help.

Once you have chosen an action to take, break down your plan into steps of what you will need to do and what resources you will need. Make sure to put times with actions so you know when they will be done. Let anyone in the room who wants to be involved pick the jobs they'd like to do. Make sure the plan is made clear to everyone by everyone taking a photo or sharing it in a group WhatsApp. And then... good luck making it happen!

Using your Voice

Follow the following questions from the 'Key Questions' box.

- Which of the elements in the mind map is most important to us as a group?
- Who are the people in positions of power or care in this area?
- Which of those people do we want to talk to and what do we want to say?

Then sit together and each of you can write a letter, email or social media message to the person saying what you want to say. Post the letter, social media message or email and get your voice to the people who need to hear it.

Weekly Reflection

(if you want you can use this as a way to close the session, going in a circle with everyone saying one thing)

How would you like to carry what you've learned in the last 6 weeks forward in the future?

Reflections for each week – to do at the end of the session

You can do these by going round and asking everyone to give feedback verbally, getting people to put their answers on post-its or big bits of paper, by filling in a SurveyMonkey each week or printing these off and getting people to fill them in. They'll help you make sure the sessions keep getting better and help you keep learning, as well as hear what you're already doing well.

What do we think about today's session? Was it...?

- Flexible
- Inclusive
- Open-minded
- Equal
- Supportive

Do you have anything else to say about the five points in the list above, e.g. why you thought it was/ wasn't flexible?

What was the best bit of today's session?

What's one bit of the session you'd change?

Is there anything you want the group to do differently for your next session?