



Transforming Lives Programme

1. Outcomes

- To help young people gain an understanding of the possible consequences of risk taking behaviour including gangs, county lines, alcohol and substance abuse and Antisocial behaviour (ASB).
- To provide information and informal learning opportunities to ensure young people are able to make informed choices in the future.
- To provide support through positive activities to raise personal aspirations and build resilience.
- To provide opportunities for ongoing mentor style support to ensure the positive changes are maintained.
- To provide information and guidance to enable parents/carers to have a clear understanding of how to effectively parent a young person who is taking risks and displaying negative behaviours.

2. Programme Structure

Session plans are designed to focus on specific topics that directly link to Transforming Lives outcomes. They are not intended to be a script for each activity but they offer a structure that will help facilitators provide evidence of each session's contribution to learning outcomes. They assist the monitoring and evaluation process throughout the delivery of Transforming Lives programme.

Face to Face and Virtual Transforming Lives will offer a suite of session plans which facilitators will use to deliver the programme. Session plans allow for creativity and flexibility on how they are delivered. Facilitators will be able to adapt their sessions to respond to local needs and to the needs of young people. They will be able to adjust sessions to addresses issues that emerge during the programme.

Facilitators can invite people with lived experience who have turned their lives around in a positive way. They can also invite professionals with expertise on specific subjects such as drugs, knife crime and victim support. Facilitators must ensure that the content of sessions delivered by invited guests are in line with Transforming Lives learning objectives. This is necessary to ensure that the programme can provide evidence of its impact as part of the monitoring and evaluation process.



Transforming Lives session titles are as follows:

- Opening session.
- Choices and Conflict
- Crime and Antisocial Behaviour.
- Drugs. There are 2 session plans on drugs. Facilitators can invite a guest speaker to deliver a session based on her lived experience of substance misuse. The second option is for professionals to deliver the session and they can also invite guests from specialist services alcohol and substance misuse services.
- County Lines, Exploitation (Child Criminal Exploitation and Child Sexual Exploitation).
- Weapons and knife crime.
- Digital Safety Awareness.
- Victim Support.
- Round up session.

Each local authority district will identify at least 2 cohort facilitators who will:

- Coordinate the delivery of Transforming Lives programme in their area.
- Invite experts on specific subjects to help co-deliver sessions. Examples include Cambridgeshire Child and Adolescent Substance Use Service (CASUS), Police, Youth Offending Service, Victims Support and individuals with lived experience of being involved in drug use and knife crime and how they turned their lives around.
- Complete and submit an evaluation report to the Transforming Lives Board.

Session Title	Opening Session		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To help young people gain an understanding of the purpose of the group. • To jointly identify and agree group rules. • To encourage group cohesion. • To ensure that young people feel safe and respected • To build and establish positive relationships between facilitators and young people. 		
Time	Activity	Facilitator	Resources
10 minutes	<ul style="list-style-type: none"> • Icebreaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. 		<ul style="list-style-type: none"> • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its. • Team building activities. • Work sheets.
30 minutes	<ul style="list-style-type: none"> • Discuss what young people's hopes and fears of participating in the project are and what they want to gain from the project. • Outline expectations on attendees and facilitators. • A team building activity to develop relationships and build trust. • Discuss the benefits of learning as a group. 		
10 minutes	<ul style="list-style-type: none"> • Introduce and complete the baseline pre and post intervention questionnaire. 		
Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> • Hold a review session with facilitators. • Capture initials of young people that attended sessions and who has withdrawn from the project. This will help provide attendance data. • Capture young people's feedback from pre and post intervention questionnaire. 		

	<ul style="list-style-type: none"> • Discuss facilitators and young people's feedback, observations on young peoples' interaction and participation with each other and with facilitators. • Note what went well and issues to consider for future sessions. • Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. • Ensure that Exploitation (Child Criminal Exploitation and Child Sexual (CCE)/ Exploitation (CSE)) Risk Assessments have been completed for all young people before the next session. 		
Session Title	Choices and Conflict		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To help young people identify emotions and choices (antecedents) and predict consequences (reactions). • To help young people identify relationships they have with different people. • To help young people learn about healthy relationships and unhealthy relationships. • To help young people learn skills to make safe decisions and manage conflict. 		
Time	Activity	Facilitator	Resources
10 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session 		<ul style="list-style-type: none"> • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its. • Team building activities. • Videos • Work sheets.
10 minutes	<ul style="list-style-type: none"> • Define conflict and how conflict comes about. • Discuss types of conflict in young people and families' lives. 		
10 minutes	<ul style="list-style-type: none"> • Discuss peer pressure, healthy relationships vs unhealthy relationships. 		
15 minutes	<ul style="list-style-type: none"> • Discuss strategies that can be used to resolve conflict, common methods of dealing with conflict and how to agree to disagree. 		
5 minutes	<ul style="list-style-type: none"> • Recap and end of session. 		

Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> • Hold a review session with facilitators. • Capture initials of young people that attended sessions and who has withdrawn from the project. • Identify how the learning objectives were met. • Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators • Note what went well and issues to consider for future sessions. • Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these have been addressed.
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Session Title	Crime and Antisocial Behaviour (ASB)		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To develop an understanding of what is a crime and ASB. • To gain an understanding of the impact and consequences of crime and ASB on individuals, families and local community. • To look at legal issues for young people involved in crime and ASB. • To develop knowledge of how and where to get support. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session 		<ul style="list-style-type: none"> • Partner organisations: <ul style="list-style-type: none"> ○ Youth Offending Service ○ ASB teams in District Councils
10 minutes	<ul style="list-style-type: none"> • Ask young people to give examples of crime and discuss what crime is. E.g. online crimes and physical assault. • Ask young people to give examples of ASB and discuss what ASB is. E.g. unacceptable noise levels, intimidating behaviour - swearing, making threats. • Discuss the differences and similarities between ASB and crime. 		<ul style="list-style-type: none"> • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its.


10 minutes	<ul style="list-style-type: none"> • Discuss the consequences of getting involved in crime and ASB on young people, their families and local community. • Discuss peer pressure and the risks of being there when a crime is committed. 		<ul style="list-style-type: none"> • Videos • Work sheets.
15 minutes	<ul style="list-style-type: none"> • Using a photo or video on a run-down area, ask young people what they would change, ideas they have that can improve the area. 		
5 minutes	<ul style="list-style-type: none"> • Discuss what to do if you are concerned that you or someone you know is involved in ASB and crime. • Discuss confidentiality. 		
5 minutes	<ul style="list-style-type: none"> • Recap and end of session 		
Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> • Hold a review session with facilitators. • Capture initials of young people that attended sessions and who has withdrawn from the project. • Capture facilitator and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators • Note what went well and issues to consider for future sessions. • Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 		

Session Title	Drugs		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To understand the impact of drugs on the user, the family and the community. • To hear a real-life story of drug use and how easy it is to fall prey to addiction. • To understand the reasons why we take drugs in the first place. • To find out about the consequences of substance abuse and addiction. • To learn some of the ways to avoid drug use and addiction. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session 		<ul style="list-style-type: none"> • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its. • Videos • Work sheets.
10 minutes	Background: To describe my background: school life and family. And then show a video of me a few years down the line, an addict being interrogated by the police. How did things get so bad?		
10 minutes	The journey – and the ease of losing control: Explaining how recreational use and experimentation with friends quickly led to more serious substance abuse.		
10 minutes	The descent – and its consequences: Depiction of a life in addiction, and the social, physical and moral consequences.		
5 minutes	Rehab – and what I learned. Reflections on the key reasons that I – and others – succumb to addiction.		
5 minutes	Interactive Q&A		
5 minutes	Recap and end of session		
Evaluation and	Co-facilitator's role <ul style="list-style-type: none"> • Hold a review session with facilitators. 		

Session Review	<ul style="list-style-type: none"> • Capture initials of young people that attended sessions and who has withdrawn from the project. • Capture facilitator and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators • Note what went well and issues to consider for future sessions. • Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed.
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Session Title	Drugs		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To understand the impact of drugs on the user, the family and the community. • To learn about the impact of drugs on one's physical and mental health. • To identify risk factors and protective factors associated with substance abuse (drugs and alcohol). • To understand peer pressure and how to resist it. • To learn about the law and consequences of using and distributing drugs. • To find out more about specialist services that support young people. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session 		<ul style="list-style-type: none"> • Partner organisations: <ul style="list-style-type: none"> ○ Health – school nurses ○ Police • Coloured pens, pencils • Fearless: <ul style="list-style-type: none"> https://www.fearless.org/en/professionals/resources/drugs
5 minutes	<ul style="list-style-type: none"> • Find out young people's knowledge of drugs. Ask them to write or name the most common drugs in their community. • What are common drugs mostly used by young people? 		

10 minutes	<ul style="list-style-type: none"> An activity around how drugs impact physical mental health and community. 		<ul style="list-style-type: none"> Flipchart paper. Hard copies of feedback forms for each young person. Laptop and projector. Post its. Videos Work sheets.
10 minutes	<ul style="list-style-type: none"> Discuss why young people get involved in drugs and how some of them distribute drugs. 		
10 minutes	<ul style="list-style-type: none"> What problems and issues do young people involved with drug dealers' face? Why would they find it hard to leave? Discuss, loyalty, choices, violence, consequences. How would a dealer react when young people get robbed or do not do what they are told? 		
5 minutes	<ul style="list-style-type: none"> What to do if you are concerned that you or someone you know is using and or distributing drugs. E.g. Talk to Frank https://www.talktofrank.com/ Revisit confidentiality 		
5 minutes	Recap and of end session		
Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> Hold a review session with facilitators. Capture initials of young people that attended sessions and who has withdrawn from the project. Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators Note what went well and issues to consider for future sessions. Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 		

Session Title	County Lines, Child (CCE) Criminal Exploitation and Child Sexual Exploitation (CSE)		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To understand the definition of exploitation, grooming and county lines • To understand the difference between being in a gang and having a group of friends. • To know how to get help if you or someone you know is being exploited or seems to be at risk. • To learn about what the police will do. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session 		Partner Organisations: <ul style="list-style-type: none"> • SAFE Team • YOS Prevention • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its. • Videos • Work sheets. Visit the Fearless.org : <ul style="list-style-type: none"> • Running the Lines: https://youtu.be/aS1tlx47-uc • The Struggle: https://www.fearless.org/en/pro
10 minutes	<ul style="list-style-type: none"> • Ask young people to come up with the definitions of grooming and exploitation. • What is the difference between grooming and exploitation? 		
10 minutes	<ul style="list-style-type: none"> • What is a County Line? • The grooming line activity: Ask the young people to put these images into some sort of order – using the context of grooming – then discuss afterwards. Link discussions to the stages of exploitation / grooming.  <p>County Lines Images.docx</p>		
10 minutes	<ul style="list-style-type: none"> • Briefly discuss consent in the context of grooming. Then ask young people to watch the Tea Consent video via this link: https://www.youtube.com/watch?v=oQbei5JGt8 		

5 minutes	<ul style="list-style-type: none"> Discuss the Sexual Offences Act 2003. The law covering Child Sexual Exploitation and sex offences. 		professionals/resources/gangs-(county-lines)
5 minutes	<ul style="list-style-type: none"> Activity on how protect yourself from exploitation and county lines. 		<ul style="list-style-type: none"> Exploited https://www.fearless.org/en/professionals/resources/cse
	<ul style="list-style-type: none"> Discuss what to do if you are concerned that you or someone you know is at risk of county lines and child criminal exploitation and/or child sexual exploitation. 		<ul style="list-style-type: none"> I Didn't Know - Child Sexual Exploitation Essex Police) https://www.youtube.com/watch?v=KkhpKb5j3pY
5 minutes	<ul style="list-style-type: none"> Recap and end of session 		<ul style="list-style-type: none"> Know the Signs - David's story – Full (West Yorkshire Police) https://www.youtube.com/watch?v=59kk-DIq6vY
Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> Hold a review session with facilitators. Capture initials of young people that attended sessions and who has withdrawn from the project. Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators. Note what went well and issues to consider for future sessions. Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 		

Session Title	Weapons and Knife Crime											
Date												
Learning Objectives	<ul style="list-style-type: none"> To learn about risks and consequences of carrying weapons and the potentially devastating legal and personal risks and consequences of carrying or using a knife. To build young people's resilience by ensuring that young people are aware of the influences and pressures that can lead to the decision to carry a knife and how these can be managed or avoided. To ensure that young people are aware of the importance of doing something if they know someone else is carrying a knife. 											
Time	Activity	Facilitator	Resources									
5 minutes	<ul style="list-style-type: none"> Ice breaker activity to welcome participants and help everyone introduce themselves. Each facilitator explains their professional background and role. Explain the aim of today's session 		<ul style="list-style-type: none"> Partner Organisations: STEVENSON, Jim 453 Jim.Stevenson@cambs.pnn.police.uk (Hunts, City, South & East Cambs) (Tom.Nuttall@cambs.pnn.police.uk). (P'boro & Fenland) https://www.youthandpolicing.co.uk/plans/knife-crime/ https://www.fearless.org/en/professionals/resources/downloads Coloured pens, pencils Flipchart paper. Hard copies of feedback forms for each young person. Laptop and projector. Post its. 									
15 minutes	<ul style="list-style-type: none"> Ask young people to write or name reasons young people carry a knife or any weapon. Discuss possible reasons young people carry a knife or weapon. Ask young people to write or name the local slang words for knife, carrying a knife, stabbed, gang, gang member and police. <table border="1" data-bbox="331 1082 1413 1375"> <thead> <tr> <th>Term</th> <th>Examples of Slang equivalent</th> </tr> </thead> <tbody> <tr> <td>Knife</td> <td>Blade, borra, burner, cutter, nank, shank, tool</td> </tr> <tr> <td>Carrying a knife</td> <td>Armed, carrying, packing, tooled up</td> </tr> <tr> <td>Stabbed</td> <td>Duppied, shanked, sheffed</td> </tr> <tr> <td>Gang</td> <td>Crew, hood, mandem, posse, squad</td> </tr> </tbody> </table>	Term		Examples of Slang equivalent	Knife	Blade, borra, burner, cutter, nank, shank, tool	Carrying a knife	Armed, carrying, packing, tooled up	Stabbed	Duppied, shanked, sheffed	Gang	Crew, hood, mandem, posse, squad
Term	Examples of Slang equivalent											
Knife	Blade, borra, burner, cutter, nank, shank, tool											
Carrying a knife	Armed, carrying, packing, tooled up											
Stabbed	Duppied, shanked, sheffed											
Gang	Crew, hood, mandem, posse, squad											

	Gang member	Blud/blood, roadman, rude boy, squaddie		• Videos
	Police	5-0, feds, jakes, pigs, po-po		
15 minutes	<ul style="list-style-type: none"> • Ask young people to watch Mark's story video https://www.youtube.com/watch?v=H9v9OB2_1rY • Discuss Mark's story. • Why do you think Mark took the knife with him? • Do you think Mark knew he would stab someone that day? • Do you think his friends would have acted differently if they knew he was carrying a knife? • What is the impact of Mark's action on him, friends and the community? • What do you think is the impact of Mark's behaviour on the victim's family and on Mark's family? • Who else is affected when people are injured or killed? • Discuss joint enterprise and consequences. If you knew Mark had a knife would you be willing to go to prison with him. 			
5 minutes	<ul style="list-style-type: none"> • Discuss what to do if you are concerned that you or someone you know is carrying a knife or other weapons. 			
5 minutes	Recap and end of session			
Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none"> • Hold a review session with facilitators. • Capture initials of young people that attended sessions, young people that did not attend and who has withdrawn from the project. • Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators • Note what went well and issues to consider for future sessions. 			

	<ul style="list-style-type: none"> Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 	first
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Session Title	Digital Safety Awareness		
Date			
Learning Objectives	<ul style="list-style-type: none"> To recognise forms of exploitative behaviours, and explore the real motivation behind this behaviour. To identify and understand what cyber bullying looks like and the impact on the person who is being bullied. To understand the consequences and legislation around sharing sexual images. To find ways of coping if under pressure to share images. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> Ice breaker activity to welcome participants and help everyone introduce themselves. Each facilitator explains their professional background and role. Explain the aim of today's session 		<ul style="list-style-type: none"> Coloured pens, pencils Flipchart paper. Hard copies of feedback forms for each young person. Laptop and projector. Post its. Videos Work sheets. CEOP: https://www.ceop.police.uk/safety-centre/ Sharing Sexual Images (Avon and Somerset Constabulary) https://www.youthandpolicing.co
5 minutes	<ul style="list-style-type: none"> Ask young people to name platforms that young people use and what is being sent on these platforms e.g. Tik Tok, Snapchat and Facebook. 		
10 minutes	<ul style="list-style-type: none"> Activity on the law around sexting, revenge porn, taking photographs and sending one's and other people's photographs. Why are the reasons young people send naked pictures and selfies? What does the law say? 		
5 minutes	<ul style="list-style-type: none"> How do you say no? 		

5 minutes	<ul style="list-style-type: none"> Discuss what is meant by banter, cyberbullying and malicious communications and how to avoid manipulation online. 		<p>uk/wp-content/uploads/2018/09/Sexting-Lesson-Plan.pdf</p> <ul style="list-style-type: none"> SENDING NUDES: #ITHAPPENEDTOME (Hampshire Constabulary): https://www.safe4me.co.uk/portfolio/sending-nudes-ithappenedtome/
10 minutes	<ul style="list-style-type: none"> Identify ways in which things could spread online even when one thinks they sent the information privately to someone they trust. What to do if it all goes wrong. Explain how the police deal with a report. 		
5 minutes	<ul style="list-style-type: none"> Activity - Keeping safe on line and ways to report inappropriate behaviour. 		
5 minutes	<ul style="list-style-type: none"> Recap and end of session 		
Evaluation and Session Review	<p>Co-facilitator's role:</p> <ul style="list-style-type: none"> Hold a review session with facilitators. Capture initials of young people that attended sessions and who has withdrawn from the project. Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators Note what went well and issues to consider for future sessions. Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 		

Session Title	Victim support		
Date			
Learning Objectives	<ul style="list-style-type: none"> • To understand the rights of victims and their families. • To understand the role of a victim as a witness. • To explain support available to people affected by crime including victims, their families and other people involved. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> • Ice breaker activity to welcome participants and help everyone introduce themselves. • Each facilitator explains their professional background and role. • Explain the aim of today's session. 		<ul style="list-style-type: none"> • Partner Organisations: 'ANDREW, Jaime 9670' <Jaime.Andrew@cambs.pnn.police.uk> • Coloured pens, pencils • Flipchart paper. • Hard copies of feedback forms for each young person. • Laptop and projector. • Post its. • Videos • Work sheets. Victim Support https://www.victimsupport.org.uk/
10 minutes	<ul style="list-style-type: none"> • Ask young people to write or name who is a victim of a crime or ASB. • Discuss who else is a victim and why e.g. friends and relatives of the victims 		
10 minutes	<ul style="list-style-type: none"> • Discuss the impact of crime or ASB on individuals, families and community. • Discuss the rights of victims and their families. 		
20 minutes	<ul style="list-style-type: none"> • Discuss the court process and the role of victims as witnesses • Discuss emotional support offered to victims and their families • Discuss practical support offered to young people and their families 		
5 minutes	<ul style="list-style-type: none"> • Recap and end of session 		
Evaluation and	Co-facilitator's role <ul style="list-style-type: none"> • Hold a review session with facilitators. • Capture initials of young people that attended sessions and who has withdrawn from the project. 		

Session Review	<ul style="list-style-type: none"> Identify how the learning objectives were met. Capture young people's feedback from pre and post intervention questionnaire. Capture facilitators and young people's feedback, observations on young peoples' interactions and participation with each other and with facilitators Note what went well and issues to consider for future sessions. Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed. 		
Session Title	Round up session		
Date			
Learning Objectives	<ul style="list-style-type: none"> To support young people to reflect on their experience of the project. To engage young people in assessing if the project's aims were met. 		
Time	Activity	Facilitator	Resources
5 minutes	<ul style="list-style-type: none"> Ice breaker activity to welcome participants and help everyone introduce themselves. Each facilitator explains their professional background and role. Explain the aim of today's session. 		<ul style="list-style-type: none"> Coloured pens, pencils Flipchart paper. Hard copies of feedback forms for each young person. Laptop and projector. Post its. Survey Monkey questions Videos Work sheets.
30 minutes	<ul style="list-style-type: none"> A fun quiz to assess what young people remember from each session. Ask young people to share what they enjoyed about the project. Ask young people to share what did not work for them. Find out what could have been done differently to improve their experience. 		
10 minutes	<ul style="list-style-type: none"> Remind young people what to do if they are concerned that they or someone they know is involved in crime, ASB, exploitation or carrying a weapon. Signpost young people to professionals they can contact for support after the project ends. 		
5 minutes	<ul style="list-style-type: none"> Thank young people for taking part in the project. Tell them when they will get their "certificate of participation". 		

Evaluation and Session Review	<p>Co-facilitator's role</p> <ul style="list-style-type: none">• Hold a review session with facilitators.• Capture initials of young people that attended sessions and who has withdrawn from the project.• Identify how the learning objectives were met.• Capture young people's feedback from pre and post intervention questionnaire.• Discuss facilitators and young people's feedback, observations. Comment on young peoples' interaction and participation.• Note what went well and issues to consider for future sessions.• Discuss and note any action taken that relates to safeguarding disclosures and/or incidents regarding health and safety, first aid and how these will be addressed.
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