Introductory Session 1

Preparation needed

- Projector/PC if needed
- Flipchart/whiteboard and marker pens if needed
- Allocate parts of session amongst mentors
- Session to be delivered in small groups or as part of a larger assembly.

Introductions.

Introduce yourself to the group and inform them that you are part of the MVP Programme in the school. Make sure to get across your enthusiasm for MVP.

You will have received training, so have a go at communicating what the MVP Programme is, what it means to you and how you think that the work will help the young people and the school.

Reinforce the message that the group you are working with are not the problem but part of the solution.

Ask the group to raise their hands if they are with friends. Hopefully all will raise their hands (Don't worry if they all don't). Tell them to look around the room.

End this part by saying that MVP will help them simply be the friends they truly want to be.

Mentor Notes:

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Learning Intentions:

- To introduce the values of the MVP programme and to explore these through several key activities.
- To discuss the term bystander and its use within the MVP Programme.
- To discuss the power that bystanders have to prevent abuse.

Go over these intentions and tell the group that this session will start to introduce them to the MVP Programme.

Mentor Notes:

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Group Agreement

Remember from your training the types of issues that are discussed in MVP. Remember its important individuals feel comfortable to get involved in these discussions.

Say to the group –

- Within MVP we talk about issues like bullying and violence.
- We know that many people have been or are still affected by these issues.
- These people are often our friends.
- We want you to feel both safe and able to get involved in all of our discussions.
- We want to build a team of people who stand up to these issues.

Ask the group – What do you think you would want or need to keep you safe as well getting involved in our lesson today?

Start to get some responses from the group. These might include respect others, listen, don't talk over others, confidentiality. Write words on a flipchart/whiteboard.

At the end add some of your own words in.

Tip *– It's always good to add "keep yourself safe".* **Tell the group it`s ok if anyone wants to take some time out if they get upset.**

End activity and thank the group for their input. Tell the group you will keep the list and use it within other MVP sessions.

Mentor Notes:

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Bringing in the bystander / developing leadership

Ask the group -

What is a bystander? Get some responses from the group.

When you hear the word bystander what do you often think about? – Some may say its people who stand by and do nothing.

In smaller groups ask them to discuss why bystanders may stand by and do nothing? Give them 2-3 minutes to discuss this before getting responses. These may include: fear, not their business, don't know what to do, someone else will deal with it.

Tip – if the group doesn't mention "not their business" then you mention it.

Ask - when does something become your business? Get some responses and inform them that the next activity will help them answer that question.

Tell the group that we are now going to do a 'visualisation activity'.

Ask the group –

What do we mean when we say visualisation activity? Say to the group you are going to get them to close their eyes and imagine that someone they care about is the victim of abuse.

Note – this activity has the potential to cause upset to individuals. Before you start it's always good to point at the group agreement you have completed.

Use the following text during the activity:

- **Can I ask that you close your eyes? (PAUSE)**
- **I want you to think about a person you care about. It may be your parents, your brother, your sister, your best friend. (PAUSE)**
- **Now imagine that they are in a room somewhere or out in the street, and someone is verbally abusing them or physically hitting them. (PAUSE)**

- **Now imagine that there is a third person in the scenario, a bystander who is able to do something but chooses to stand by eventually walking away leaving the person alone. (PAUSE)**

Ask the group to open their eyes and give short time for them to re-focus on you.

Ask the following

1. **How did you feel imagining that scene?**

Get responses. Many will say angry. Ask the group to raise their hands if they are angry. Most if not all will raise their hands.

2. **What words would you use to describe the bystander?**

You will get a variety of words here including coward. You may also get the word 'scared' shouted out. If not you should add this to the list.

3. **Why do you think the bystander chose to do nothing here to help?**

Go over responses which again will repeat the discussion you may have just had.

Consider asking the group if they have ever seen something like this and done nothing?

4. **Do you think friends see other friends being treated like this and feel they cannot do anything?**

Suggest to the group that we may be forced to do nothing because we feel just like the person in the activity.

5. **How would it feel not to be able to help a friend?**

The group will feel bad that they sometimes can't be the friends they want to be.

6. **What is the potential impact of this abuse on the person you imagined to be in this situation?**

7. **Get some responses focusing on physical and emotional injury.**

Ask the group to raise their hands if they felt that the bystander could have done something to have stopped this happening.

When hands are raised ask the group to look around the room at their classmates. **Suggest** to the group that we all agree with each other.

Ask – If you knew a friend or another person would step in and help you would that make it easier for you to do something?

Say - If you know that friends think the same as you do then you will be more likely to ask them for help or discuss an issue. Use the hand raising activity in any MVP discussion.

Why all the 'raising of the hands' – you will have noticed that the audience is being asked to raise their hands a lot. This isn't just to keep them involved, it's about allowing them to see how their friends and classmates feel and think on a particular issue.

End the activity by going over the following points

- Stepping in to stop abuse can be difficult. It takes courage.
- Helping or challenging others is leadership. To be a leader you sometimes need courage.
- MVP will develop your leadership skills around these issues.
- We want to help you develop your leadership so you can help and even challenge others.
- Every time you raise your hands as a group you are seeing that your friends think the same as you.
- Tell the group that another reason why people don't intervene is because they don't want to be seen to be different.
- You and your classmates share a sense that abuse is wrong.
- MVP will place you in the role of a bystander and discuss what you can do to stop violence.
- Importantly MVP will give you SAFE choices to help you make our school and our communities safer.
- MVP will make a difference in our school community.

Thank the group for their involvement.