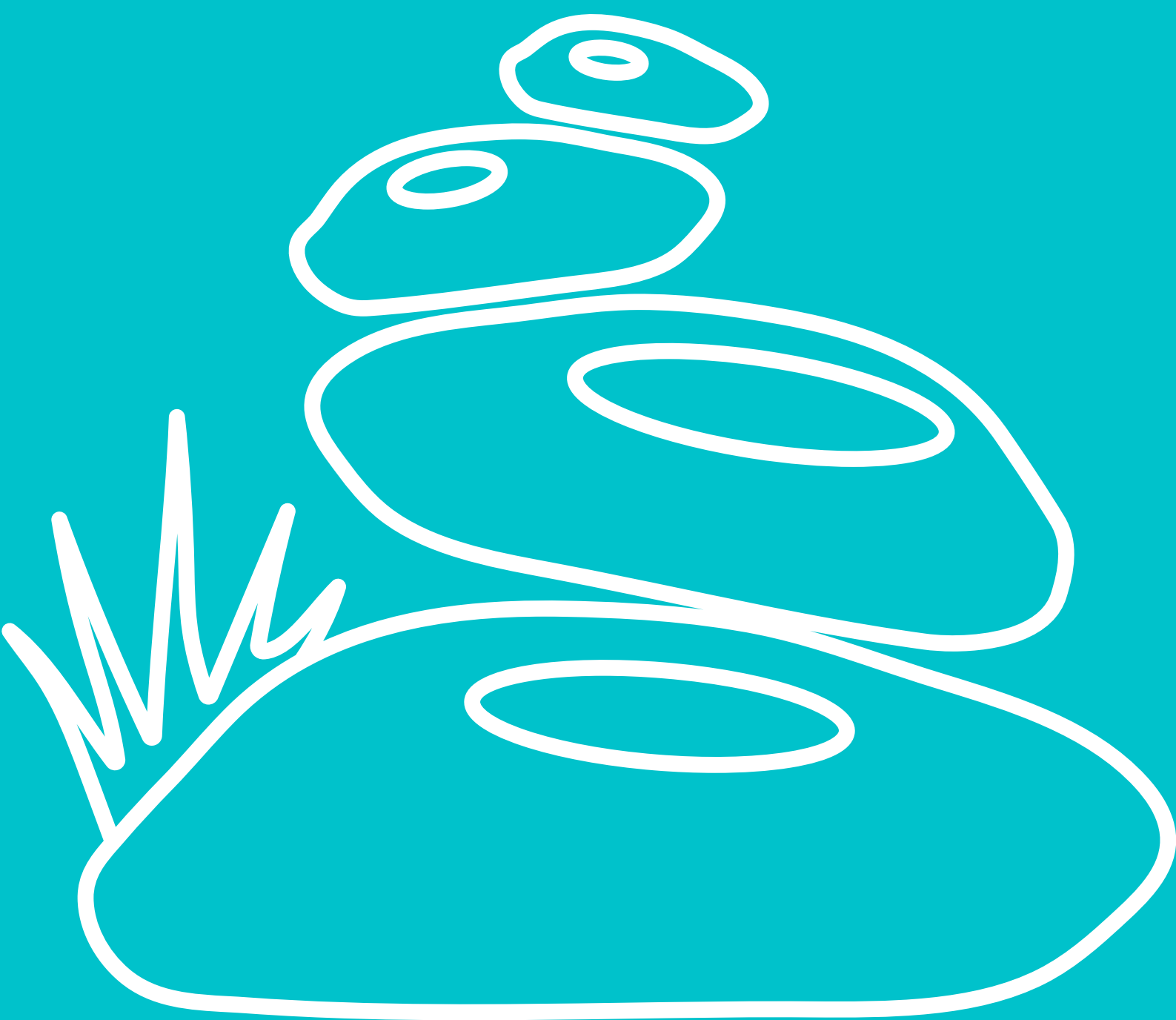


Stepping Stones



Your Guide to this Guide

Here are some helpful tips for using this guide ...

Tips for 'Getting Started'

Pre-Course Questionnaire

- Something we have tried in our setting is to complete the pre-course questionnaire during **Week Two**: this gives students time to settle in during week one and to understand the ethos of the courses.
- ***Make sure your group know that the questionnaires will be used to measure progress and used in an end of course report, but that the information is reported anonymously.***
- There may be some in your group that need one-one help with their questionnaire.
- Before students fill in the questionnaire ask them to answer based on how they have felt over the past few weeks.
- Keep the completed questionnaires in a locked and secure place until you need them again in week 6.
- You can insert questionnaire data into your end of course evaluation report if that is helpful.

Refreshments and Review

- Within our setting we offer water, hot chocolate with cream and marshmallows, and biscuits: we find this is a good way to make young people feel relaxed and comfortable, but you can do whatever works best in your setting.
- Make sure you know if there are any dietary requirements etc.
- When reviewing each week, you can look back on the question you used from the previous week and see how students got on with it.
- If more appropriate for your group, and a way to focus on the positives, ask each student to share a highlight from their week. We have found this works well as it's consistent and enables to young people to build their 'muscle of positivity'.

Guidelines

- Setting guidelines is important in order enable the group to feel safe to share, as it sets a clear boundary for all.
- It is important for all students to know what is expected from each other in terms of behaviour.
- Outlined in the Leader's Guide are different suggestions for approaches to setting up guidelines with your students, so that you can choose the one that works best for you and your group.

Ice Breakers

- These are short activities designed to break the ice: keep an eye on time with these as icebreakers have the tendency to take more time than needed.
- They are designed to introduce the theme, connect the group and put them at ease ahead of the main activity for each session..

Tips for 'Main Activity'

Main Activity Options

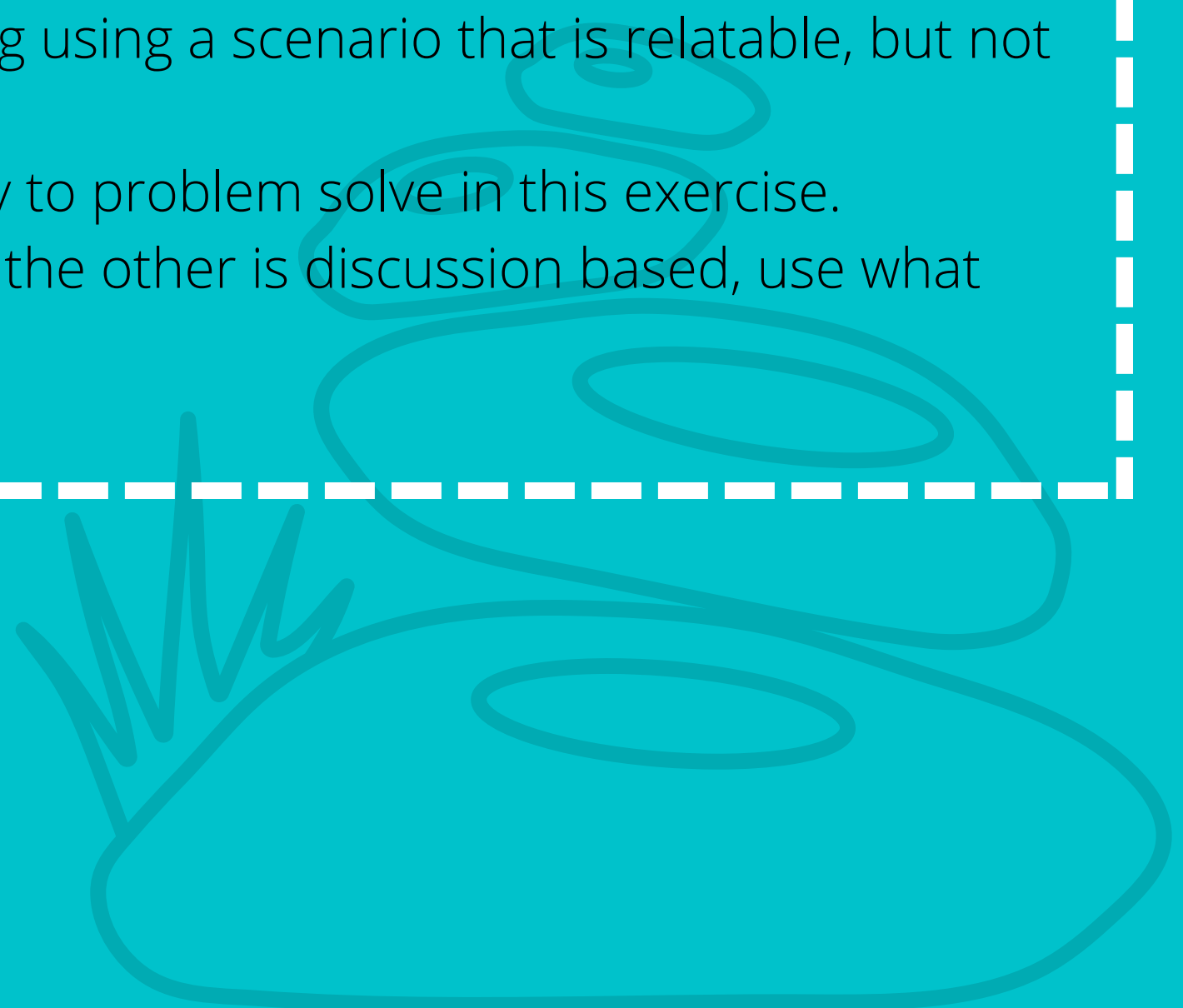
- The main activities have suggested variations as you know your young people and what they will respond best to, eg: a more physical activity or a clip and discussion.
- There are also options for you as youth workers, to choose what works for your style of delivery.
- We hope that by giving options we are creating something that will enable all settings to run the course.
- 'Stepping Stones' is yours to use, so you can hold it loosely and use what works most effectively to get the point across in a way that is beneficial for your group.

Action

- After the main activity in some weeks we have included opportunities for young people to respond more personally and reflect on how they can apply what they have learned.
- We realise that there is a lot of content in this course in the time frame you have, so it is left to your discretion whether you use the 'Action' section or included scenarios if time is against you.

Scenarios

- The aim of this exercise is to create peer learning using a scenario that is relatable, but not *too* personal.
- Make sure the young people get the opportunity to problem solve in this exercise.
- There are two options available: one is a sketch, the other is discussion based, use what works best for you.



Tips for 'Reflection'

Make a Note

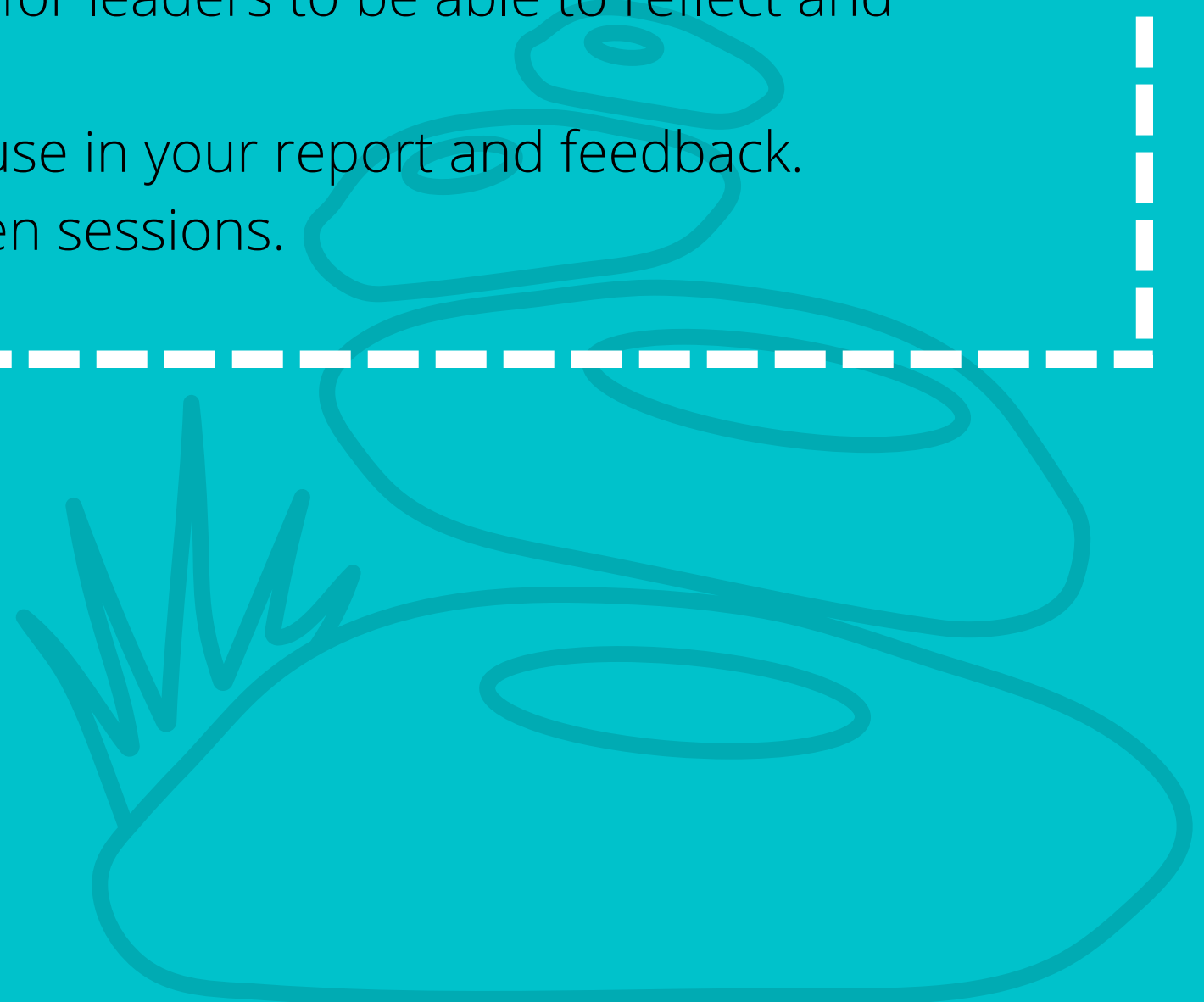
- This is an opportunity for young people to try and put some of the tools they have acquired into action.
- Choose one of the questions that is appropriate for your group.
- If you need to, break it down into manageable chunks so they see it as achievable.
- If writing things down is too hard for some students, you could get them to draw their response, or simply chat with them one-one and record their responses for them, if appropriate in your setting they could also voice record it.

Final Thought

- A positive thought to leave young people with as they leave the session.
- For some weeks we have given you variations, so that you can choose the thought that you prefer, or you could even come up with your own.
- You may want to read these final thoughts aloud and explain them a little for your students.
- You may want to discuss the thought as a group.
- Or just leave it with them for self-reflection.

Feedback

- This is an opportunity for the young people to share how the session has felt for them.
- It's important to invite young people to close their eyes, so that they have choice and feel gently led.
- It's important to explain that we are asking them to close their eyes so that everyone can feel safe and be honest in their sharing.
- Explain to students that this is a process of self-reflection for them so that they can see how the course is helping, but also a useful way for leaders to be able to reflect and make changes if needed.
- Record the data that is shared, so that you can use in your report and feedback.
- Keep all recording locked in a safe space between sessions.



Post Course Evaluations

- When using the post-course evaluation ask young people to think about how they felt when they started, and where they are now, when they answer.
- If they would like you could hand out pre-course questionnaires to help young people compare.
- Remind them that if their scores haven't moved massively this is not necessarily due to lack of progress made, but is sometimes due to them starting the course with a deeper awareness of themselves, and this is a positive thing.

Debrief and Reports

- At the end of each session debrief with your co-worker on how the session went.
- Make notes of any concerns and if needed pass them on to the safeguarding lead at the setting you are partnering with.
- Making notes along the way helps with reporting at the end of the course, and also to track progress made and identify any concerns that need dealing with.
- All notes must be kept in a locked draw and anonymised with initials.
- In our setting we write a report that includes both qualitative and quantitative data so that we, the school, and funders can see the impact and progress we have made with young people.
- You can do this in whichever way works best for you; we are happy to share our methods if requested.

**We hope that this guide makes a difference in your setting.
Use it as a tool and continue to be the
awesome youth work practitioner that you are.**



Stepping Stones

Stepping Stones is a six week course that aims to provide support, guidance, and practical tools aimed at helping young people take the next steps needed to achieve more focused learning and a confident and happy outlook. In this leader's pack you will find a step by step guide for delivering Stepping Stones. It has been designed with flexibility in mind so that you have can deliver it using your skills, your resources, bespoke to your young people, in your context.

Course Outcomes

By the end of this course young people will have:

- encouraged one another and taken part in group learning to build their confidence.
- begun to develop a way of evaluating the situation(s) they face.
- worked as a team to begin to overcome obstacles they face.
- begun to develop the skill of critical thinking so that they are empowered to make different choices moving forward.
- developed and practiced using a practical tool kit to connect with life in a more manageable way.

Measuring Outcomes

Young people will:

- complete a pre-course evaluation form to assess where they are at the start of the course.
- set their own outcomes and expectations at the start of the course to encourage a personal sense of achievement.
- complete a post-course evaluation form to see how the course has impacted them.
- reflect on their own pre-course expectations, to see their progress and identify and celebrate achievements.

Session Outlines

- 1 Building:** Working as a group to build confidence and resilience, using peer learning, team games and reflection.
- 2 Foundations:** Giving young people tools to explore who they are and what they are good at. Aiming to use this as a foundation to help them begin to believe they are good enough and can succeed.
- 3 Obstacles:** Looking at the obstacles young people face and, together, using team games, scenarios, and critical thinking, to come up with solutions that they can try out.
- 4 Small Steps:** Reviewing the goals set at the start of the course, identifying progress made, and together looking at the small steps that can be taken to move a little further forward.
- 5 Support for Success:** Identifying each young person's personal support system and looking at how they can use it successfully; they will also be signposted to a wider support system, helping them to both grow and achieve.
- 6 Next Steps:** Reflecting on the tools that have been used over the last few weeks to make a realistic, supported plan to move forward.

Building



This session is all about welcoming the group, making them feel relaxed, and breaking the ice, so they can connect with one another. The session will also look at what happens when negative comments take over and will introduce peer-based learning to tackle this.

Everything you need to prepare and deliver this session is outlined below and bingo sheets are available in the resources pack.

Resources

Pens
Register
Folders
Bingo Sheets
Post it notes
Refreshments (if providing)
Notebooks for all students
Pre-course questionnaire
Flip Chart paper and pens



Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- For young people to feel relaxed and welcome.
- For young people to have time to connect as a group.
- To enable the young people to encourage and build each other's confidence.
- To enable young people to practice accepting praise and compliments.

LEARNING OBJECTIVES:

- For young people to feel safe and relaxed.
- For young people to have an opportunity to learn from each other.
- For young people to develop in confidence.

Welcome

Welcome young people, provide refreshments, introduce yourself. You could ask each young person to share their name and their favourite biscuit or crisps (this helps to break the ice and to get to know the young peoples' names).

Overview:

Note: Find out if the young people know why they are here? They often don't, so the next bit is very important.

Explain: "This course is called Stepping Stones. Over the next six weeks we will have refreshments together, play games, and do activities that aim to give you support, guidance and practical tools. We hope this will give you the next steps needed to achieve more focused learning and a happier, more confident outlook."



Guidelines

It is important for the group to set guidelines around how they expect each other to behave: this helps to create a safe space and to set expectations and boundaries from the beginning.

You will have started to get to know your group, so this can be led in three different ways that will best suit your young people.

Explain: "As a group we are going to come up with some guidelines of what we expect from each other for the next five weeks. For example, recognising what we share in the group is confidential unless you share something that will hurt you or others and then this will be passed on appropriately."



OPTION ONE

Use flip chart paper and get one young person to write whilst the rest of the group share ideas. You could even ask the group to sign the guidelines once they are written down as a sign of commitment to them, if you felt this appropriate.

OPTION TWO

Ask the young people to think individually of a guideline for the group and write it in their notebook. Share each guideline with the group, while one person writes them on the flip chart. Reflect and agree on the guidelines together.

OPTION THREE

Simply have a group discussion about what the guidelines should be. This is a more informal approach and will work well with older participants as it demonstrates trust in the group as no formal agreement is expected.

Human Bingo

Each young person will be given a bingo sheet that has different things on it that they may have done or a feature of their personality, eg: Find someone who plays a sport. They will then collect signatures for each square and shout bingo when the squares are filled.



After the Game:

Explain: "Today's session is about how we can encourage each other and build each other up. Through the game you will have got to know other people a little better, but also seen some of the things people have achieved and learned about who they are; each of us will have something on our sheet to be proud of."



Sticky Note Compliments

To get started:

As a group discuss some of the compliments that people might receive; this can just be a group discussion or you can use the flip chart to present ideas.

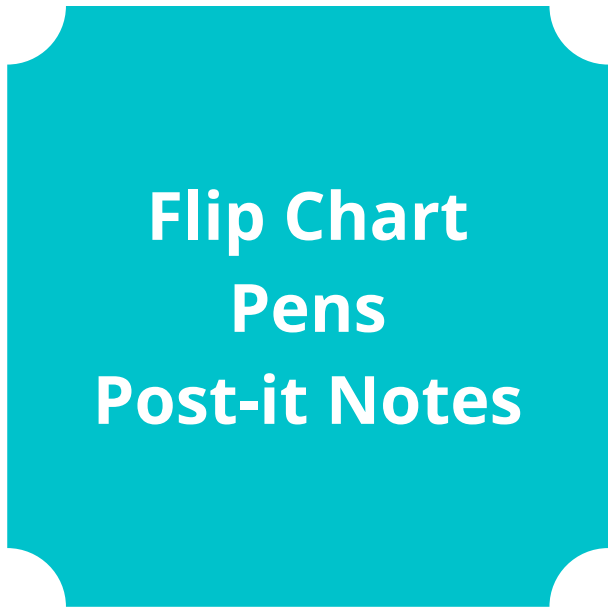
Main Activity:

UNFAMILIAR GROUP

If the group do not know each other: ask them to write 3-4 **compliments that they have received from other people** on some post-it notes. Then ask them to stick them on to themselves and share with the group.

FAMILIAR GROUP

If the group know each other: ask them to each write **a positive word or sentence about each member of the group** on the post-it notes. Then ask them to stick them on to themselves and share with the group.



Reflection questions:

Ask participants how they felt hearing the good things others said about them?
Ask the group why it may be hard sometimes to take compliments?

Note: *As leaders or as a group reaffirm the compliments to the people that have doubts about them.*

Explain: "When you feel doubts about yourself and the negative voices creep in, try to remember the reassurance the group gave you today, and try to practice this at home."

Scenarios: 'Leaking'

Explain: "Sometimes it is easy for the compliments to leak out and the negative thoughts to come in, especially if other people around us tear us down instead of building us up. We are going to look at a scenario together and think about how we can stop the positive comments from leaking out."

15
Mins

Leaders Note: *The aim of this exercise is to create peer learning, using a scenario that is relatable, but not too personal. Make sure the young people get the opportunity to problem solve in this exercise. There are two options available: one is a sketch, the other is discussion based, use what works best for you and your group.*

CREATE

Scenario:

Both leaders to play a role, one as the 'victim' and one as the 'bully'. The victim is playing a game online when the bully starts to say nasty things (leaders to act out).

Stop:

Tell the young people they can change the way the victim responds, and they can come in to the sketch and play a friend online to change the situation, but they *cannot* change the bully.

Play out their suggestions a few times and discuss the different options the victim has. The aim is for the victim to remain built-up and not to take the negative comments to heart.

DISCUSS

Scenario:

Set the scenario for the young people, explain that there are two people gaming online, and one is being very rude to the other.

Ask: What could they do to change the situation? They can change the way the victim responds, or they could think about what would happen if there was another person involved, *however* they can not change what the bully says.

Spend some time discussing different options, aiming to make it a more positive experience for the victim.

Now allow 5 minutes opportunity to reflect on the scenario and to see if young people connect with it personally and can learn from it:

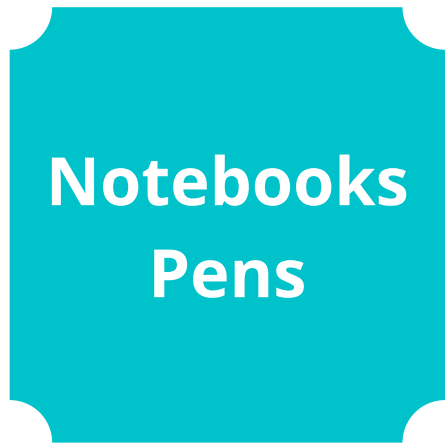
- How did you find the scenario?
- Have you ever been in that situation?
- What would you do differently after this discussion?

5 Mins

Make a Note

Choose **one** or more of the following questions that you feel is most appropriate to ask your group. Encourage them to write their answer in their notebooks.

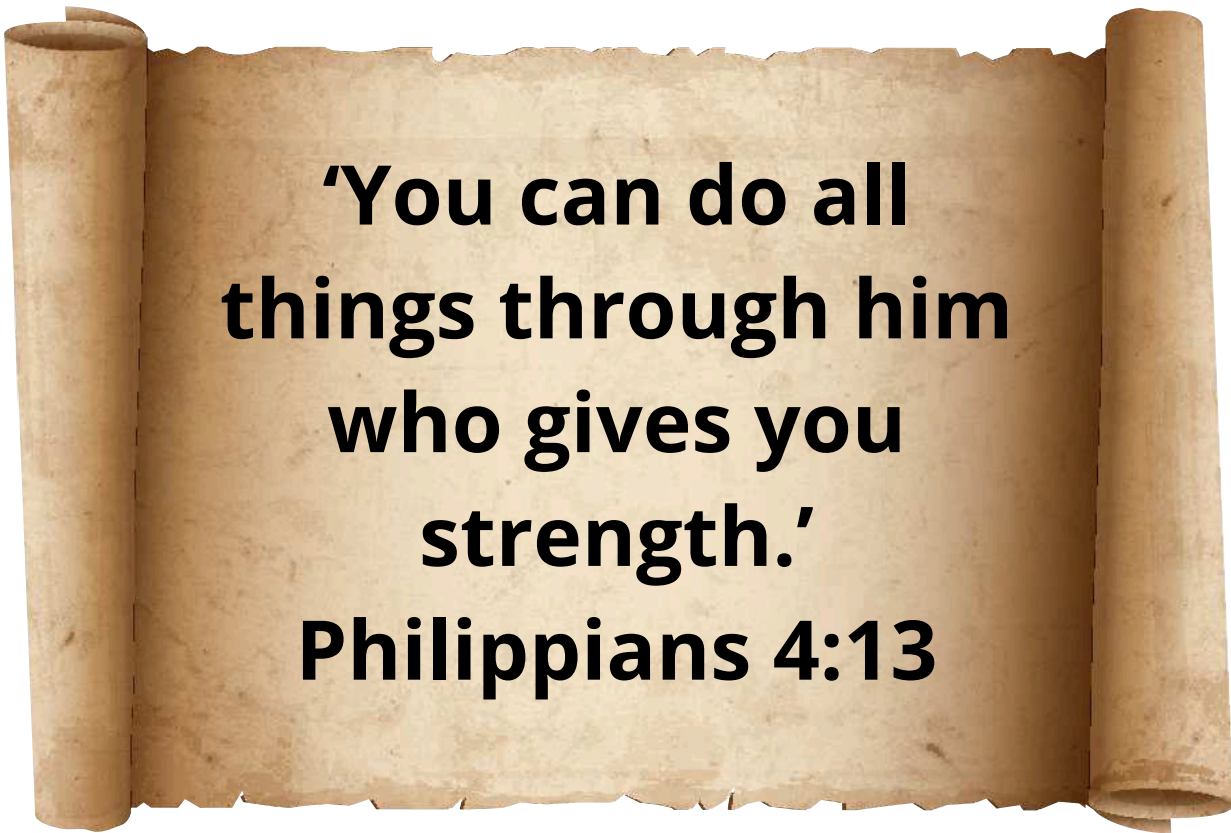
- 1. What similar scenario might you face this week?
- 2. What will you try and do differently after today's session?
- 3. Who will you share this with, so they can support you?
- 4. How will you celebrate your progress?



Final Thought



This is a good way to finish the session and to leave young people with something to reflect on.



Although this is from the bible, the point is that we all need help to remain positive, so be with people that give you encouragement and support.



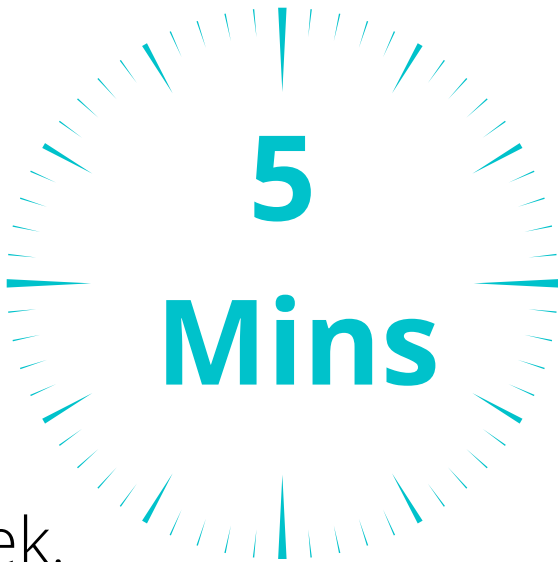
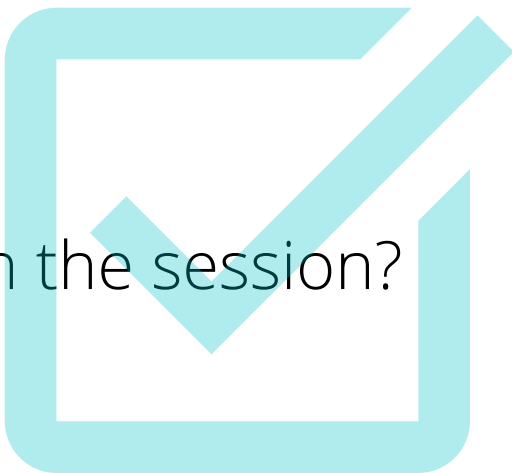
You may agree or disagree with this statement and that is fine, but this week try to find someone who builds you up, who encourages you and makes you feel proud of being the awesome **you** that you are.

Feedback

An exercise to find out how the young people connected with the session.

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

- "Put your hand up if you enjoyed the session?
- Put your hand up if you found anything difficult or hard in the session?
- Put your hand up if the session helped you today?"



Thank young people for coming and wish them well as they go about their week.

Foundations



So often young people feel unsure what they are good at, or even what they enjoy doing. Negative messages around them often reinforce that they are not good enough. This session is intended to give participants tools to explore who they are and what they are good at, we also hope it will set a foundation to help them to begin to believe they are good enough and can succeed going forward.

Resources

Pens
Register
Folders
A3 paper
Drawing cards
Scissors and Glue
Refreshments (if providing)
Notebooks for all students
'I am Awesome' Worksheets



Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- To give young people the tools to find activities that build them up.
- To help young people discover what they are good at and that they can achieve.
- To explore what it means to achieve and to help them realise that they are already doing so.
- To use activities that help young people to encourage and build one another up.

LEARNING OBJECTIVES:

- For young people to discover what they enjoy and are good at.
- For young people to be encouraged and built up, to begin to know they can achieve.
- For young people to find things that they are interested in that will help them to grow.
- For young people to hear more positive messages to combat the negative.

Welcome & Recap

Welcome: Welcome back the young people and serve refreshments.

Guidelines: Recap the guidelines set last week.

Review: Ask the young people to get their notebooks out from the end of last week's session, so that you can review the 'Make a Note' task together. Ask if anyone would be comfortable to share what they wrote. Reflect with them as to whether they put their learning into practice over the last week and find out how they got on. Remind them that it's a process and a journey and something we will continue to practice.

5 Mins

Refreshments

Guess What It Is Yet?

This is a drawing game that will explore gifts and help young people to reconsider comparing themselves to others.

- Stick an A3 piece of paper or a flip chart paper up on the wall.
- Choose one player to draw first (find Drawing Cards in your resource pack).
- Give player a card, ask them not to show anyone, and to draw just a line or a tiny bit from the word on the card, eg: for a 'house' card they could draw a line of the roof, or the whole roof on the first go to make it easier.
- The next person then comes and draws the next part of the picture **without** knowing what it is; it's like a drawing Chinese whispers.
- Keep going, taking it in turns to draw the next bit, until you have a whole drawing. Player one can decide to call time when they think the picture looks like what it was supposed to be; maybe it won't ever look like what was described on the card, but it will still be fun!

5 Mins

A3 Paper
Drawing Cards
Pens

Explain:

"Hopefully that was fun! In that game one person was in the know: they knew what to try and draw, they had knowledge the rest of you didn't, and therefore they may have appeared to have more skill. So often there are tasks that we try hard at, and yet, never feel we are as good at them as others, and that is OK. But it's all about discovering what *you* are good at, what *you* enjoy, what's *your* passion and what *you* can achieve. As we go on this journey of discovery together remember that comparing doesn't help, it leads to despair and distracts us from what we can do well. Find your niche and celebrate it."

Scenario: 'Better Than You Think'

Explain: "Often we feel like we are not very good at anything, yet we do things all the time, without even realising it, where we use courage, perseverance and determination - all these are great skills to have! In this scenario we are going to look at some of these attributes, try to see if you can recognise any of them in yourself?"



Leaders Note: The aim of this exercise is to create peer learning, using a scenario that is relatable, but not too personal. Make sure the young people get an opportunity to problem solve in this exercise. There are two options available: one is a sketch, the other is discussion based, use what works best for you.

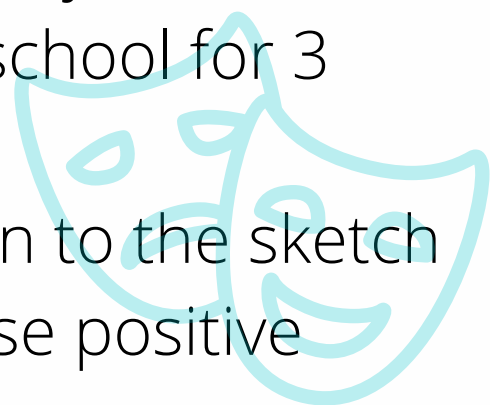
We are running the sketch first to help young people connect with positive skills, so they can draw out their own in the next activity.

CREATE

Scenario: *[Leaders or young people can play the roles in this sketch.] Tommy is struggling with getting into school. Last week he managed one day, however, this week with help he managed to get into school for 3 days. Tommy is at home now and he is sad and feels like he is not good enough because he only managed 3 days...*

Stop: As a group discuss and think about why Tommy might feel like this?

- As a group come up with some positive skills that Tommy has displayed by going to school for 3 days?
- Ask one person to go in to the sketch and tell Tommy all these positive things.



DISCUSS

Scenario: *Tommy is struggling with getting into school. Last week he managed one day, however, this week with help he managed to get into school for 3 days. Tommy is at home now and he is sad and feels like he is not good enough because he only managed 3 days...*

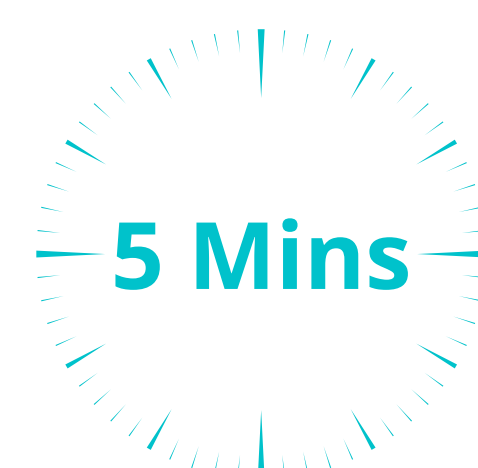
Ask: As a group discuss and think about why Tommy might be feeling like this?

- As a group come up with some positive skills that Tommy has displayed by going to school for 3 days?
- Ask: "What would you say to Tommy if you met him?"



Now allow 5 minutes opportunity to reflect on the scenario and to see if young people connect with it personally and can learn from it:

- How did you find the scenario?
- Have you ever been in that situation?
- What would you do differently after this discussion?



Main Activity: 'I Am Awesome'

Explain: "Today we are going to take some time to look at things that you are good at, skills you have, or things that you enjoy. If you struggle to find anything that you are doing now, think of what you could try in the future to build up your skill set."

15
Mins

Give young people a blank sheet of paper, coloured pens and the 'I Am Awesome' worksheet from the resource pack:

1. Invite the young people to look at the worksheet and choose two colours to complete the key at the bottom of the sheet. Ask them to use their first colour to highlight in the things they **already enjoy or do**, then to use their second colour to highlight things **they'd like to try** in colour two.
2. With their blank paper ask young people to write their name in the middle and then to look at the things they have highlighted on their worksheets and choose some to copy onto their paper. Ask them to choose things they feel they enjoy the most.

Worksheets
Paper
Coloured Pens

"Take a second to look at your paper, there are things you are good at. When you feel like you can't do anything or you start to compare yourself to others, remember: you have gifts, you are important, you can do things! Believe in **you**, celebrate who you are and what you can do."



Make a Note

Choose **one** or more of the following questions that you feel is most appropriate to ask your group. Encourage them to write their answer in their notebooks.

1. What similar scenario might you face this week?
2. What will you try and do differently after today's session?
3. Who will you share this with, so they can support you?
4. How will you celebrate your progress?



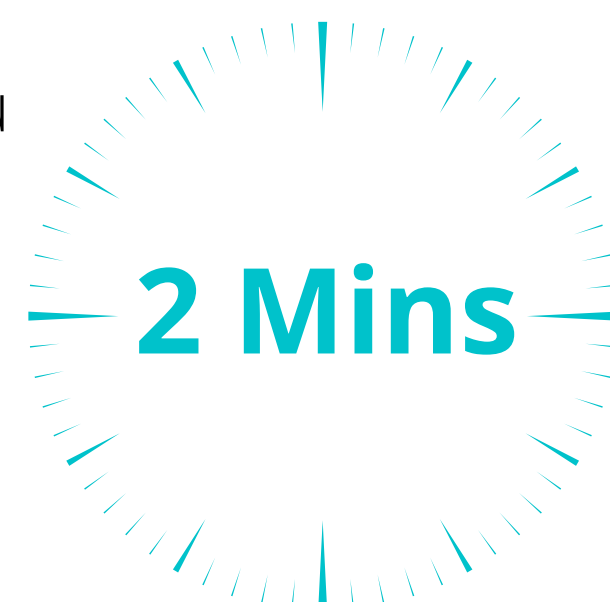
Notebooks
Pens

Final Thought

This is a good way to finish the session and to leave young people with something to reflect on.



"We are all different and have different skills and gifts. The gifts you have are unique to you and are awesome, as are you! Don't forget that this week."



Feedback

An exercise to find out how the young people connected with the session:

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

"Put your hand up if you enjoyed the session?"

Put your hand up if you found anything difficult or hard in the session?"

Put your hand up if the session helped you today?"

Thank young people for coming and wish them well as they go about their week.



Obstacles

In this session you and your team will welcome the group back, and ensure they feel relaxed and safe so that you can continue to build relationships.

This week's session will look at the obstacles young people face. Using team games, scenarios and critical thinking, we will be trying to empower the young people to come up with solutions that may help them manage the obstacles they face. Everything you need to prepare and deliver the session is outlined below.

Resources

A cup
Register
Guidelines
Small table
Blindfold
Random small objects
Paper and pens
Folders and notebooks
Refreshments (if providing)
Video clip and equipment
(if you choose to use)



Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- For young people to feel relaxed and welcome.
- For young people to share the obstacles they face in a safe environment.
- To enable the young people to practice peer learning by sharing ideas to overcome obstacles.
- To enable young people to develop practical solutions to the obstacles they face.

LEARNING OBJECTIVES:

- For young people to feel empowered and safe to share in the group.
- For young people to learn from each other and develop critical thinking as a group.
- For young people to develop tools they can use practically outside of the group.

Welcome & Recap

Welcome: Welcome back the young people and serve refreshments.

Guidelines: Recap the guidelines set last week.

Review: Ask the young people to get their notebooks out from the end of last week's session, so that you can review the 'Make a Note' task together. Ask if anyone would be comfortable to share what they wrote. Reflect with them as to whether they put their learning into practice over the last week and find out how they got on. Remind them that it's a process and a journey and something we will continue to practice.



Refreshments

1,2,3

Give each young person a piece of paper:

Explain that you would like them to think back to when they were little and whether they can remember **one goal** they really wanted to achieve then, eg: ride a bike, kick a ball etc. Ask young people to write/draw the following on their paper:

- numbers **1,2 & 3** evenly spaced down the paper.
- **next to number 1** - a picture of the goal they wanted to achieve.
- **next to number 2** - a picture of any obstacle that got in the way of them achieving this goal, and write next to this why it made their goal hard to reach.
- **next to 3** - a picture of them achieving their goal and write next to this how they felt.



Pens & Paper

Invite young people to share their drawings and story with the group.

Explain:

"This week we are looking at the obstacles we might face and what we can do to try and overcome them. In the opening activity we thought about things we wanted to do when we were little, what got in the way, and how we succeeded in the end. When we were little we had to learn so many things for the very first time, and it's no different now - we learn, we make mistakes, we learn again and we may eventually succeed. So today we will learn and share together our obstacles and our ideas to overcome them."

Obstacle Intro.

This activity has two options: one is more creative and the other prompts more of a discussion. Choose the option you think will work best for your group.

Option 1

Overcoming Obstacles

You will need: a cup, a table, some random small objects, and a blindfold.

Ask for a volunteer and explain that their task is to take the items off the table and put them into the cup. This sounds easy, but they will be blindfolded and only have 30 seconds to do it!

[Let all young people who want to have a turn, others can help place the items.]

After everyone who wanted to has had a turn, ask them the following:

- How easy or hard was that?
- What were the obstacles?

Now let the group try the task again, but this time they get a full minute on the clock and someone else is allowed to give them instructions. Ask:

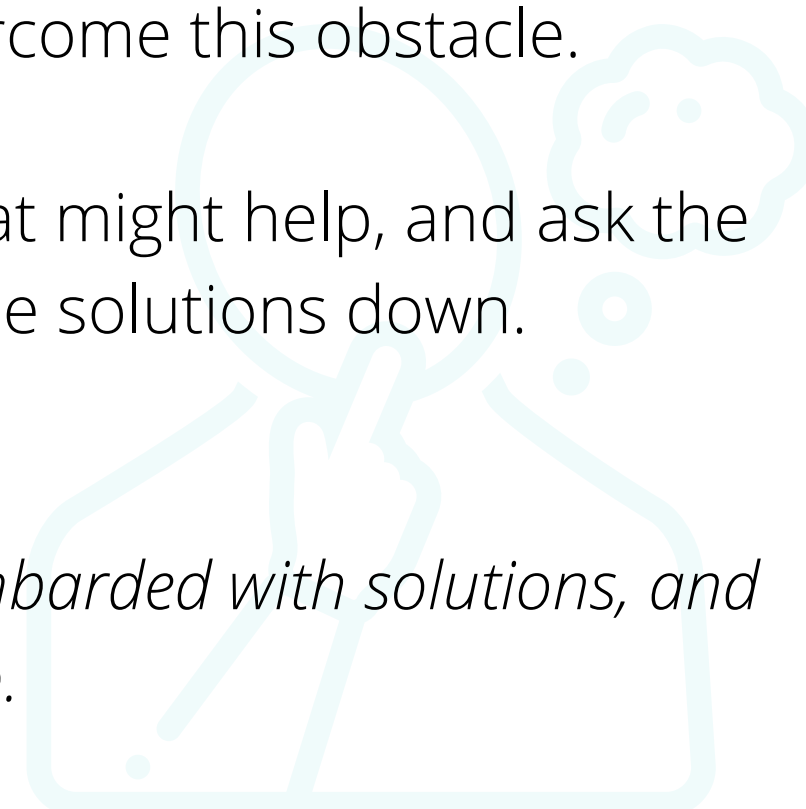
- How was it this time?
- Was the task easy with help?

Explain: "Sometimes we struggle to overcome the things that get in our way, but, with help, we can learn, manage and grow."

Ask each young person to get out their books and a pen. Explain to the group that you are now going to ask them to look at one of their own personal obstacles so that we can consider how to overcome it together:

- Ask each young person to write down or draw an obstacle they face in their life **now** e.g: homework is too hard for them.
- Ask them to write next to it one thing they could do to overcome this obstacle.
- Ask each young person to share with the group.
- As a group, see if you can come up with some solutions that might help, and ask the young person whose obstacle is being shared to write these solutions down.
- Ask the group if they have found the exercise helpful.

Leader's Note: *Make sure that the young people do not feel bombarded with solutions, and remind them they have the final choice in what they do or don't do.*



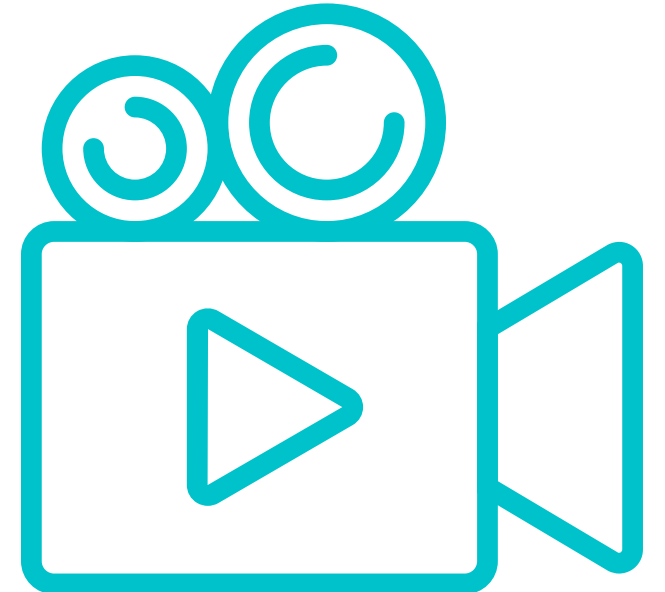
Obstacle Intro

This activity has two options: one is more creative and the other prompts more of a discussion. Choose the option you think will work best for your group.

Option 2

Obstacles Video

[Click here for the video](#)



Laptop
Speaker
Video
Notebooks
Pens

Ask:

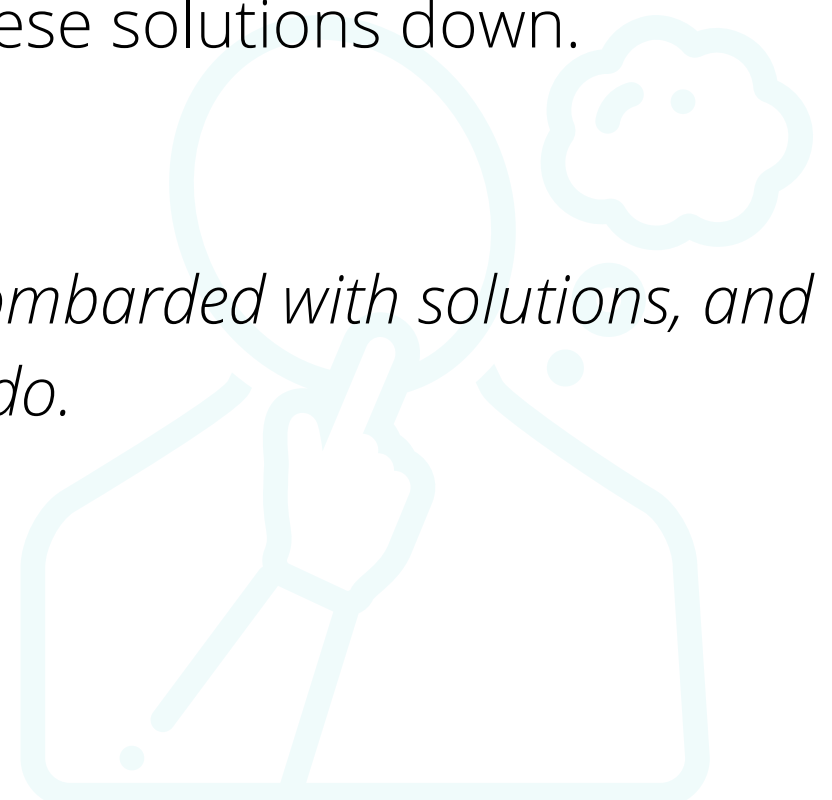
1. What did you think of that video?
2. Did anything strike you about the little girl (she never gave up!)
3. What do you think inspired the dad to keep entering the contest?
4. What helps you when you want to give up?
5. Who can you ask for help when you need it?

Explain: "Sometimes we struggle to overcome the things that get in our way, but, with help, we can learn, manage and grow."

Ask each young person to get out their books and a pen. Explain to the group that you are now going to ask them to look at one of their own personal obstacles so that we can consider how to overcome it together:

- Ask each young person to write down or draw an obstacle they face in their life **now** e.g: homework is too hard for them.
- Ask them to write next to it one thing they could do to overcome this obstacle.
- Ask each young person to share with the group.
- As a group, see if you can come up with some solutions that might help, and ask the young person whose obstacle is being shared to write these solutions down.
- Ask the group if they have found the exercise helpful.

Leader's Note: *Make sure that the young people do not feel bombarded with solutions, and remind them they have the final choice in what they do or don't do.*



Scenario: Negative Voice

Explain: Sometimes when we are trying to overcome our obstacles or get a task done doubts about our ability and negative self-talk creep in. We are going to look at a scenario together and look at how we can silence that inner doubting voice so that we can achieve.

10
Mins

Leaders Note: The aim of this exercise is to create peer learning using a scenario that is relatable, but not too personal. Make sure the young people get an opportunity to problem solve in this exercise. There are two options available: one is a sketch, the other is discussion based, use what works best for you.

CREATE

Scenario:

Both Leaders to play main roles of 'Student' and 'Negative Voice'. In this scenario the Student is trying to do their home work but having doubts that they can't do it. The Voice whispers negative thoughts.

Stop:

- Explain to young people that they can change the reaction the Student has to the doubts.
- They can send people into the sketch, but they cannot change the doubts being spoken.
- Go through changes to the sketch a few times to try and reach a positive outcome.

DISCUSS

Scenario:

A student is trying to do their homework, but self doubt is creeping in.

Ask:

- How, as a group, can they help the student?
- Can they change the voices and add different perspectives?

Spend time trouble-shooting the scenario and coming up with different solutions to try and reach a positive outcome.

Now allow 5 minutes opportunity to reflect on the scenario and to see if young people connect with it personally and can learn from it:

- How did you find the scenario?
- Have you ever been in that situation?
- What would you do differently after this discussion?



5 Mins

Make a note

Choose **one** or more of the following questions that you feel is most appropriate to ask your group. Encourage them to write their answer in their notebooks.

1. What obstacle(s) might you face this week?
2. What one thing could you do to overcome it?
3. Who will you share this with, so that they can support you?
4. How will you celebrate your progress?

**Notebooks
Pens**

5 Mins

Final Thought

2 Mins

This is a good way to finish the session and to leave your group with something to reflect on.

**We may not overcome
every obstacle life throws
at us, but we will grow and
learn from it.**

Remember that it's ok to not get everything right first time, we all have our training wheels on and are learning together.

Feedback

An exercise to find out how the young people connected with the session:

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

"Put your hand up if you enjoyed the session?"

Put your hand up if you found anything difficult or hard in the session?"

Put your hand up if the session helped you today?"

Thank young people for coming and wish them well as they go about their week.

2 Mins



Small Steps



In this session you and your team will welcome the group back, make them feel relaxed and safe, and continue to build relationships. This week we will review the goals the young people set in session two. The aim for this session is to take these goals and demonstrate how we can break them down into small, manageable, and achievable steps. Everything you need to prepare and deliver the session is outlined below.

Resources

Register
Folders
Pens
Cones or Rope
Big paper for islands
Notebooks for all students
Big paper and marker pens
Refreshments (if providing)



Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- For young people to feel relaxed and welcome
- For young people to recognise that everything starts with the first step.
- To enable young people to define and recognise achievable goals.
- To share with the young people practical tips to help with achieving their goals.

LEARNING OBJECTIVES:

- For young people to learn that their goals are valid.
- For young people to begin developing the ability to set achievable goals
- For young people to feel empowered to try to achieve their goals

Welcome & Recap

Welcome: Welcome back the young people and serve refreshments.

Guidelines: Recap the guidelines set last week.

Review: Ask the young people to get their notebooks out from the end of last week's session, so that you can review the 'Make a Note' task together. Ask if anyone would be comfortable to share what they wrote. Reflect with them as to whether they put their learning into practice over the last week and find out how they got on. Remind them that it's a process and a journey and something we will continue to practice.

5 Mins

Refreshments

When I Was Little...



Ask each young person to describe to the group what they wanted to be when they were little, e.g: an astronaut, artist, footballer etc. Ask them the following:

- Has that changed and why?
- What do they want to be now?
- Why is the second more achievable?

10 Mins

Explain:

"It is brilliant to have hopes, dreams, and ambitions, however, it's also good to know *how* we can achieve them and understand what steps we'll need to take to get there. Today we are going to look at how we can break our goals down and create manageable steps to achieving them."



Stepping Stones/ Goals

Option 1:

Set up this activity before the session starts.

Create a horizontal line with rope/cones at either end of the room; the distance between the lines can be as short or long as you like. You will need 4 large sheets of paper for the young people to use.

Explain:

- Ask the group to get into pairs, each pair will be given two pieces of paper.
- Each pair needs to cross the gap between the ropes without touching the floor or letting go of the paper, if they do let go they lose it.
- Award points for how quickly pairs cross, and for how well they communicate and work as a team. **[But don't tell them this point system before the game!]**
- Set any other rules you feel appropriate for the game e.g: they must always have one foot on the paper, this is a timed race etc.
- Give them a minute to make a plan.
- When all pairs reach the other side announce the winner based on your point system - this may surprise those who assumed it would be first to cross the rope!



Rope/Cones
Big paper
Pens

Explain: "You may have thought this task was about who could get across the fastest, but it was actually about teamwork and communication too. Sometimes in life we set goals, but we may miss out some of the steps needed to achieve them well. Breaking down our goals into small steps makes them more accessible and achievable."

Reflection

Leader's Note: This activity provides a great opportunity for peer learning, however young people may need help to break down their goal into small steps initially.

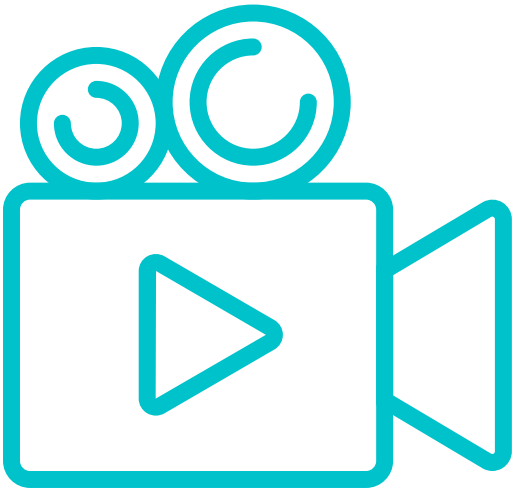
Give each young person a big piece of paper and explain that they are going to have the opportunity to break down their goals into small steps. Ask them to do the following:

- Write or draw a personal goal at the top - something they want to achieve in the next month. This can be anything from: school work; beating a level on a game; getting a personal best in a sport; an entrepreneurial idea etc...)
- Draw 3 large footprints leading up to the goal.
- Write a small step towards their goal inside each footprint; remind them that each step is an achievement in itself.
- Ask the young people to share. As a group ask the question: 'Are the steps small enough and achievable, is there anything that needs changing?'
- Ask if the group found the task helpful?

Option 2:

If you would rather use a more straightforward activity, you could show a video:

[Click here to see the video](#)



Ask:

1. What did you think of the video?
2. Do you think breaking things into little steps works?
3. What obstacles might you find to achieving your little steps?
4. What helps you when trying to reach your goal?

Explain: "You may have thought this task was about who could get across the fastest, but it was actually about teamwork and communication too. Sometimes in life we set goals, but we may miss out some of the steps needed to achieve them well. Breaking down our goals into small steps makes them more accessible and achievable."

Reflection

Big paper
Pens

Leader's Note: *This activity provides a great opportunity for peer learning, however young people may need help to break down their goal into small steps initially.*

Give each young person a big piece of paper and explain that they are going to have the opportunity to break down their goals into small steps. Ask them to do the following:

- Write or draw a personal goal at the top - something they want to achieve in the next month. This can be anything from: school work; beating a level on a game; getting a personal best in a sport; to an entrepreneurial idea etc...)
- Draw 3 large footprints leading up to the goal.
- Write a small step towards their goal inside each footprint; remind them that each step is an achievement in itself.
- Ask the young people to share. As a group ask the question: 'Are the steps small enough and achievable, is there anything that needs changing?'
- Ask if the group found the task helpful?



Scenario: Be Prepared

Explain: "Sometimes we set a goal that is a bit too big, or that we are not quite ready for. We are going to look at a scenario together and look at how we can best prepare to reach our goals."

10
Mins

Leaders Note: The aim of this exercise is to create peer learning using a scenario that is relatable, but not too personal. Make sure the young people get an opportunity to problem solve in this exercise. There are two options available: one is a sketch, the other is discussion based, use what works best for you.

CREATE

Scenario:

Leaders to play out the following scene:

An athlete that is trying to climb a mountain, the athlete has done no training and isn't getting very far.

Stop:

This time ask the young people to get the athlete to go back to before they started to climb the mountain; get them to give the athlete advice as to what he/she should do to prepare for this climb.



DISCUSS

Scenario:

An athlete is about to climb a mountain, but has done no training.

Ask:

- What could go wrong because the athlete is not prepared?
- What advice could you give the athlete?
- Spend time trouble-shooting the scenario and coming up with solutions.



Now allow 5 minutes opportunity to reflect on the scenario and to see if young people connect with it personally and can learn from it.

5 Mins

- How did they feel giving the athlete advice in the scenario
- Did they learn anything from where he/she went wrong?
- What would they do differently when they are setting goals for things they want to achieve?

Make a Note

Choose **one** or more of the following questions that you feel is most appropriate to ask your group. Encourage them to write their answer in their notebooks.

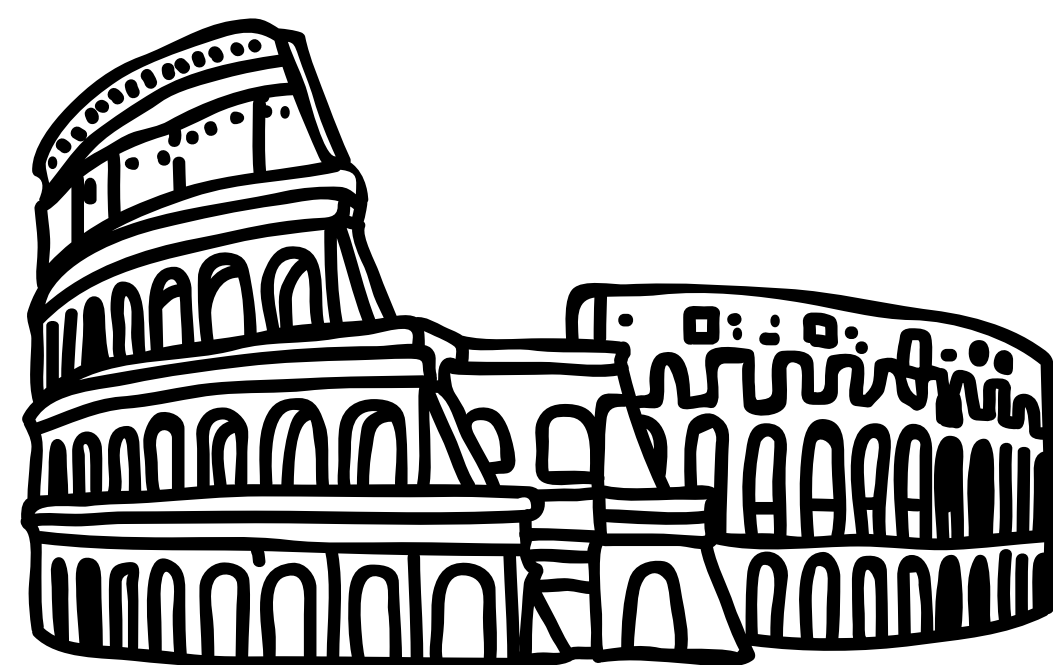
1. What is your goal for the next month?
2. What one step could you make towards it?
3. Who will you share this with so that they can support you?
4. How will you celebrate your progress?

Notebooks
Pens

5 Mins

Final Thought/ Feedback

Remember that Rome wasn't built in a day: it takes lots of small steps to achieve our goals, a lot of patience, and a lot of kindness to ourselves.
Celebrate each step you make as that is just as significant as achieving the goal itself.



An exercise to find out how the young people connected with the session:

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

"Put your hand up if you enjoyed the session?"

Put your hand up if you found anything difficult or hard in the session?"

Put your hand up if the session helped you today?"

Thank young people for coming and wish them well as they go about their week.



5 Mins

Support for Success

In this session you and your team will welcome the group back, make them feel relaxed and safe, and continue to build relationships with them from last week. This week we will help the young people identify their personal support system and look at how they can use it successfully. They will also be sign posted to a wider support system, helping them to both grow and achieve. Everything you need to prepare and deliver the session is outlined below and work sheets are available in the resource pack.

Resources

Pens
Register
Folders
Blindfold
Cones/chairs
Notebooks for all students
Refreshments (if providing)

50MINS - 1HR

Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- For young people to feel relaxed and welcomed.
- For young people to recognise that there is support out there for them.
- To enable the young people to identify their own support system and how they can use it to help them achieve their goals.
- To build on the practical tips identified last session to help them achieve their goals.

LEARNING OBJECTIVES:

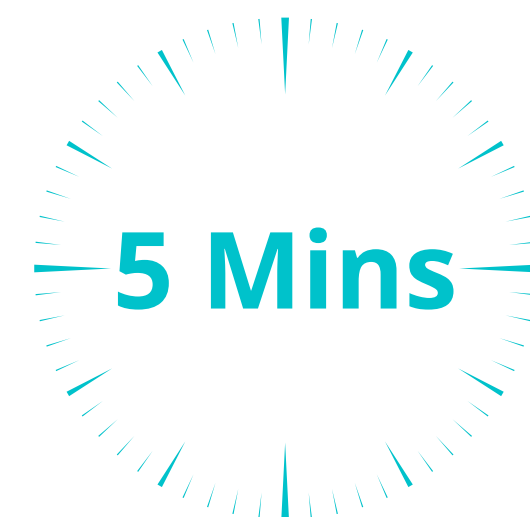
- For young people to learn that support is important to success.
- For young people to begin developing the ability to evaluate and change their goals if necessary.
- For young people to feel empowered to seek support if needed and to ensure they know about support available to them.

Welcome & Recap

Welcome: Welcome back the young people and serve refreshments.

Guidelines: Recap the guidelines set last week.

Review: Ask the young people to get their notebooks out from the end of last week's session, so that you can review the 'Make a Note' task together. Ask if anyone would be comfortable to share what they wrote. Reflect with them as to whether they put their learning into practice over the last week and find out how they got on. Remind them that it's a process and a journey and something we will continue to practice.

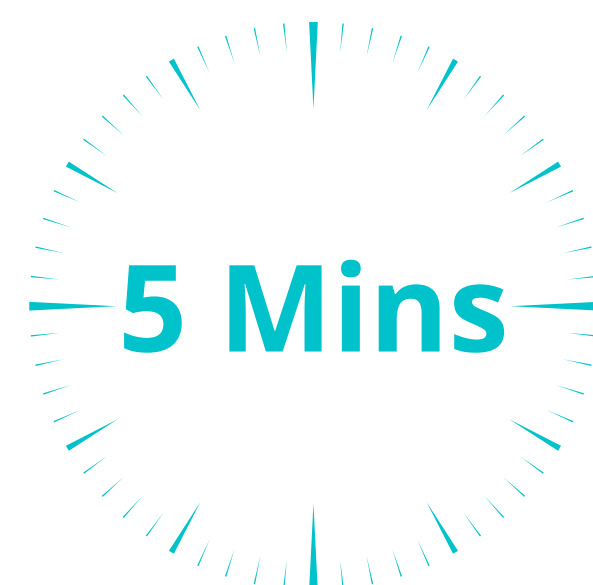


Refreshments

Achievements

- Ask each young person to share a time when they achieved something that they set out to do?
- Who did they celebrate with?
- How did it feel to share that achievement with someone else?

Explain: "Last week we set our goals and broke them down into small steps. This week we will look at how we can evaluate those steps and make changes if we need to, but our *main focus* this week is recognizing that we all need support and identifying who our supporters are and where we can go to get more help if we need it."



Asking for Help

OPTION 1

Set up the activity: A simple obstacle course, using chairs and cones; make sure you risk assess it and supervise during activity.

Explain:

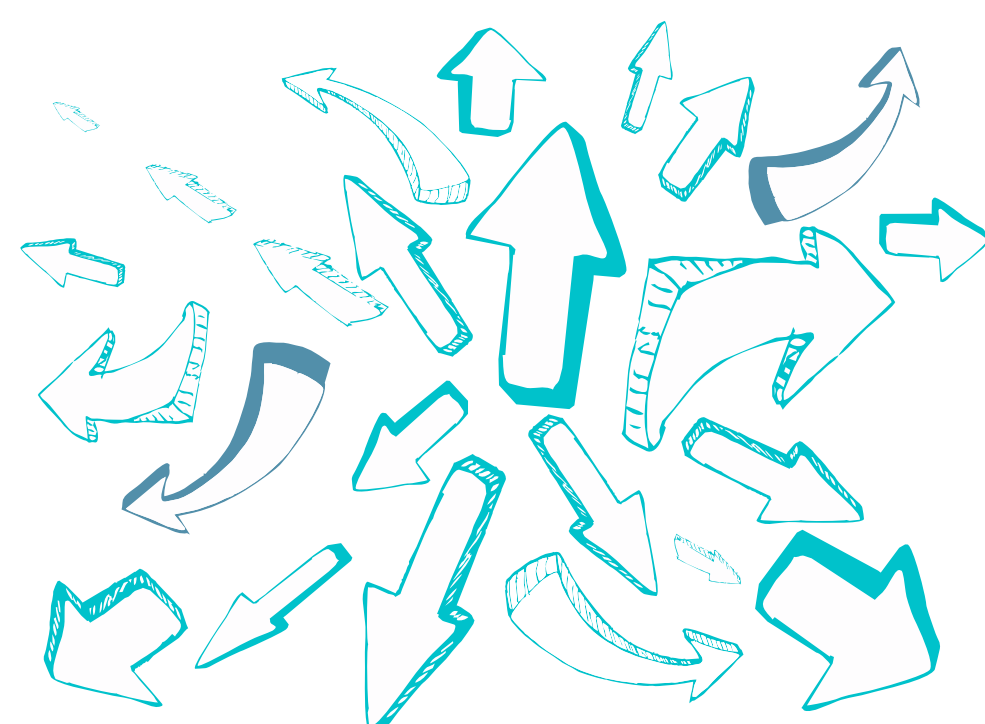
"In front of you is a simple obstacle course. You will each get a turn to cross the course, but you will be blindfolded. Before you start, you can map out your steps. There is no time limit, but everyone else must remain silent and cannot give you any help."

Ask: How did it feel to do that alone and blindfolded?

Now ask some of the young people to do the obstacle course again, this time with someone directing them and ask the whole group to cheer them on.

Ask: How did it feel this time with others helping and supporting you?

Explain: We can map out our steps and set our goals, and we will achieve. But to have the support of others makes the achieving feel better, more worthwhile, and easier.



**Chairs/cones,
Blindfold**

OPTION 2

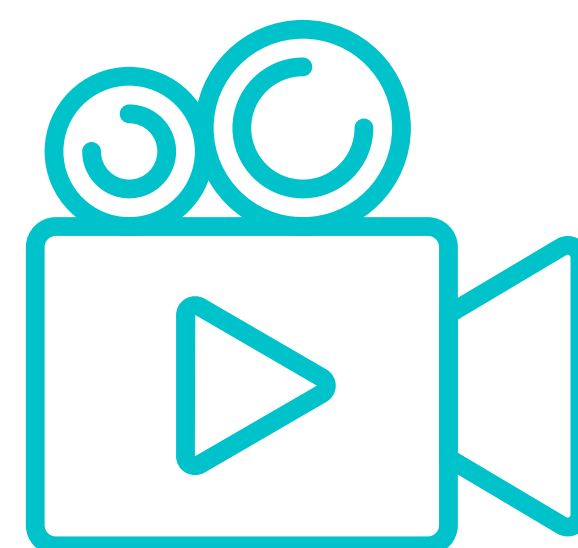
If you would rather use a less physical activity, you could play the video below.

[Click here to watch the video](#)

Ask:

1. What did you think of the video?
2. What was the boy missing when he wasn't using all his strength?
3. What stops us from asking for help?
4. What are the benefits of asking for help?

Explain: We can map out our steps and set our goals, and we will achieve. But to have the support of others makes the achieving feel better, more worthwhile, and easier.



Who is My Support?

In this next activity we are going to look at who our young people have in their lives giving them encouragement and support:



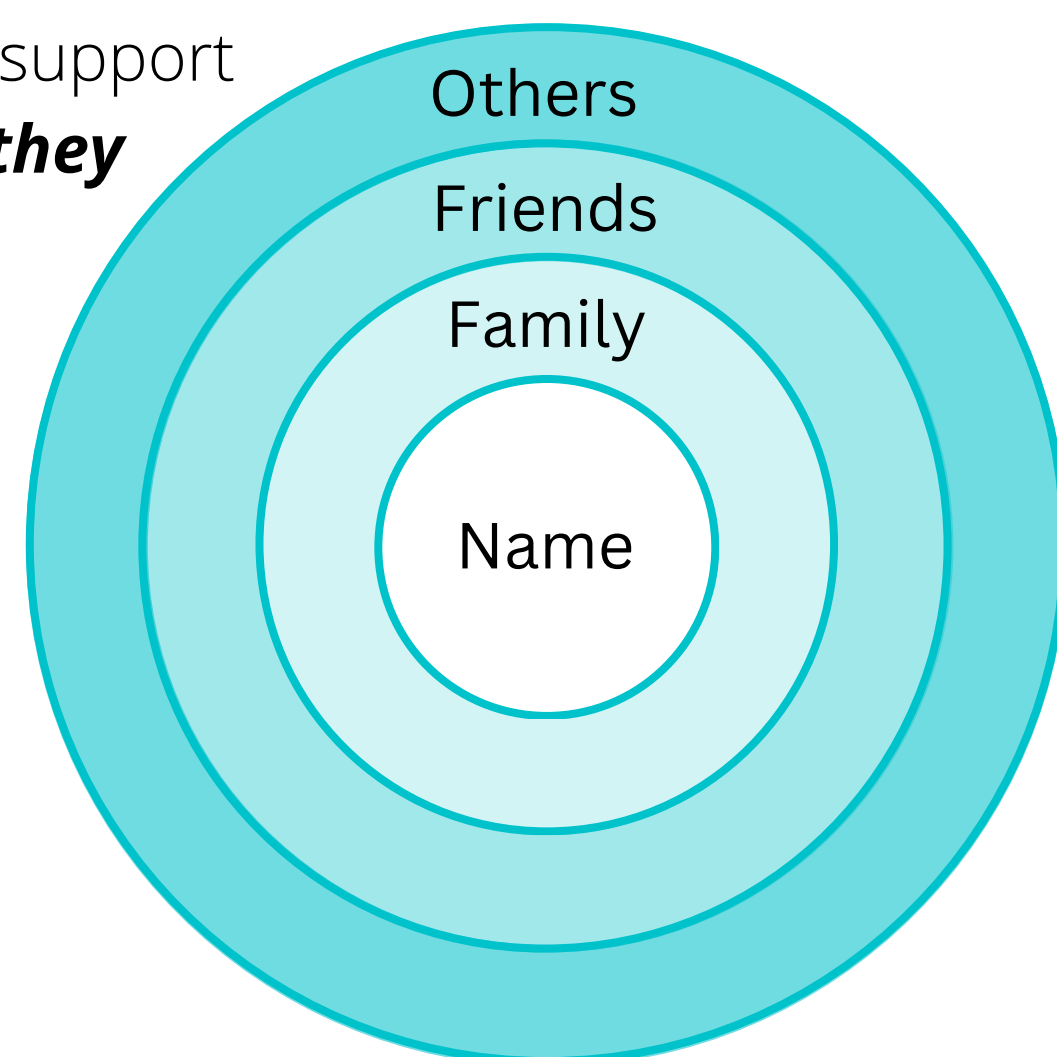
Ask each young person to get out their notepad and pen and do the following:

- Write their name in the middle of the page and draw a circle around it.
- Draw another circle, slightly larger, and write the title 'family' inside it.
- Draw another circle, slightly larger, and write the title 'friends' in it.
- Draw one more circle where they can write the title 'others'.
- Finally, draw one more circle that says 'extra support'. Give young people the extra support worksheet and explain that there is extra help available that they may not be aware of already.

Notepad
Pen
Worksheets

Give the group five more minutes to fill in the image they have created, putting in the names of people and groups that do, or could, support them. Now ask them to look at their Support Circle: **how do they feel knowing they have access to that support?**

Explain: "We all need outside help from time to time and that's ok; we also support other people and I am sure each one of us here is in someone else's support circle. Life can be hard and knowing we have others there is helpful and comforting."



Small Steps

Explain: "We are now going to look back at the small steps we created last week and look at how we can use our support system to help us achieve our goals."

- Give each young person their small goals footprint picture from last week's reflective activity.
- Ask them to write or draw next to each footprint the name of someone that could help them in achieving that step and how?

Ask:

- Looking at your steps a week on is there anything you want to change?
- As a group can we also help you make your steps easier?

Discuss as a group.



Make a Note

Choose **one** or more of the following questions that you feel is most appropriate to ask your group. Encourage them to write their answer in their notebooks.

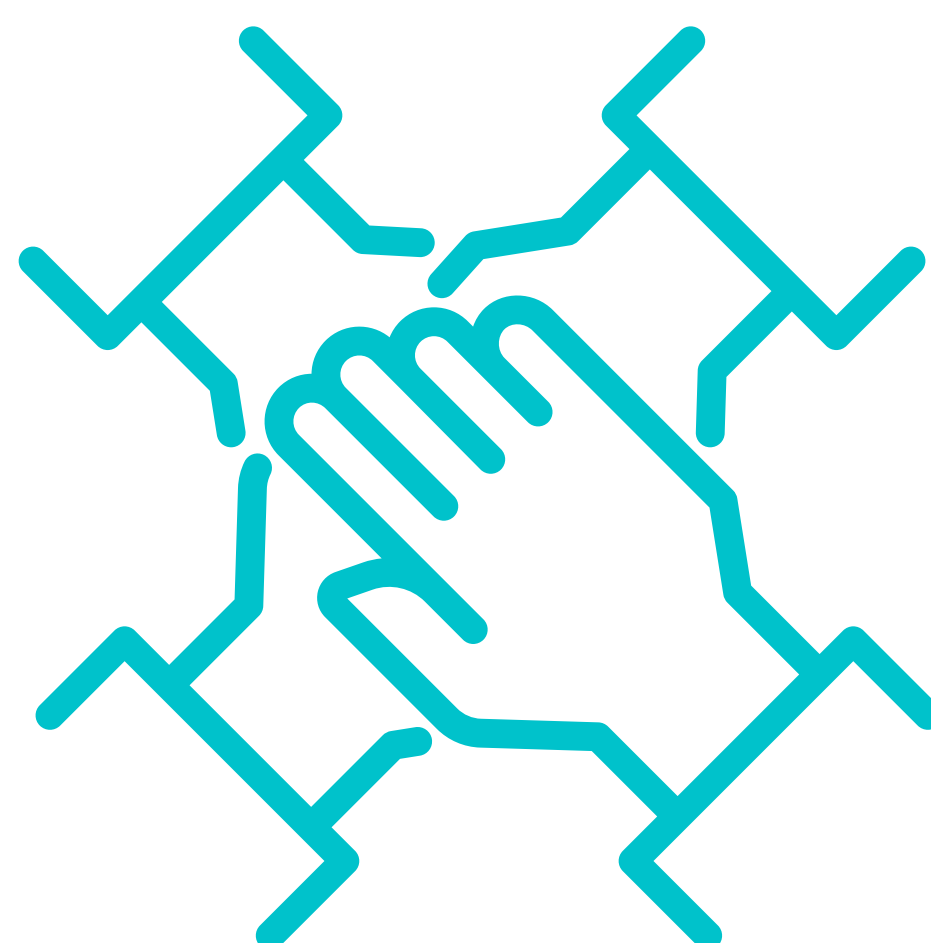
1. What is your goal for the next month?
2. What one step could you make towards it?
3. Who will you share this with so that they can support you?
4. How will you celebrate your progress?

**Notebooks,
Pens**

5 Mins

Final Thought/ Feedback

Remember that you can achieve on your own but we can all be much better together, with the right help, support, and encouragement.



An exercise to find out how the young people connected with the session:

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

“Put your hand up if you enjoyed the session?
Put your hand up if you found anything difficult or hard in the session?
Put your hand up if the session helped you today?”

Thank young people for coming and wish them well as they go about their week.

5 Mins



Next Steps



In this session you and your team will welcome the group back, make them feel relaxed and safe, and continue to build relationships with them from last week. This week we will help the young people to celebrate their successes and to reflect on the progress they have made. It will enable them to recognise the tools that they have used over the last few weeks and help them to make a realistic, supported plan to move forward.

Everything you need to prepare and deliver the session is outlined below and work sheets are available in the resource pack.

Resources

Pens
Register
Folders
Notebooks
Party Hats (for option one)
Paper (for option two)
Envelopes and paper
Pre-course questionnaire
Refreshments (if providing)



Getting Started

Any section with an orange heading describes a section which helps you to get the session started; this includes an introduction, guidelines and icebreakers.

Main Activity

Any section with a green heading describes a main activity. These will usually take up most of the session and will be used to get the main aims across. Main activity options are available to suit your context.

Reflection

Any section with a blue heading describes a reflective activity. This will usually take place near the end of the session, with the aim being for each participant to reflect and respond to what they have been learning about.

AIMS

- For young people to feel relaxed and welcomed.
- For young people to recognise what they have achieved over the last few weeks.
- To enable the young people to celebrate their successes.
- To enable young people to feel confident and prepared to move forward.

LEARNING OBJECTIVES:

- For young people to grasp and celebrate achievements.
- For young people to reflect on what they have achieved and to make goals for going forward.
- For young people to feel empowered to try to achieve their goals

Welcome & Recap

Welcome: Welcome back the young people and serve refreshments.

Guidelines: Recap the guidelines set last week.

Review: Ask the young people to get their notebooks out from the end of last week's session, so that you can review the 'Make a Note' task together. Ask if anyone would be comfortable to share what they wrote. Reflect with them as to whether they put their learning into practice over the last week and find out how they got on. Remind them that it's a process and a journey and something we will continue to practice.



Refreshments

Celebrate!

There are two options for this activity - both involve writing and sharing: choose which one you think would best suit your group...

Option 1



Party hats
Pens

- Give each young person a party hat.
- Ask them to write on their party hat two things that they want to celebrate from the Stepping Stones course.
- Ask them to get a leader or a member of the group to write one thing on the hat, that they think the young person should celebrate from their time on this course.
- Share and celebrate these things as a group.

Explain: "Today we want to celebrate all that you have achieved over the last few weeks, and look forward to what you will achieve over the next few, and beyond!"

Option 2



Paper
Pens

Give each young person a piece of paper and ask them to do the following:

- Write their name in the middle, or draw themselves if they prefer.
- Draw 3 balloons above their name or their drawing.
- Write in two of the balloons two things they want to celebrate from the course.
- Ask them to get a leader or a member of the group to write one thing in the remaining balloon that they think the young person should celebrate from being on the course.
- Share and celebrate these things as a group.

Explain: "Today we want to celebrate all that you have achieved over the last few weeks, and look forward to what you will achieve over the next few, and beyond!"

Once Upon a Time...

Explain: “Today we are going to play a short game that you may have played when you were younger; this is a bit of fun, but hopefully will remind you that you are not alone on your journey.

Game rules:

- One person starts a story (usually just a sentence or a few words).
- The person next to them then carries on.
- The story keeps going until it comes to a natural end, or the leader chooses to stop it.



Explain: “In that game we relied on someone else to tell us the next part in the story. In a similar way, when you move on from this course, you will need to rely on people and ask for help, which is good, but hopefully you will also feel confident enough to set your own goals and smaller steps and feel more better equipped to achieve them.”

How Far I've Come

Leaders Note: There will not be enough time to offer all of the following options to young people, so choose an option that will work best for your group.



Option One: A Letter to My Future Self

Paper
Pens
Envelopes

Give each young person a piece of paper and explain that today they are going to write a letter to their future selves... Ask them to include the following:

- One thing they like about themselves.
- One thing they have achieved.
- How they have celebrated their achievements.
- One thing they would like to achieve and a smaller step towards getting there.
- They can add anything else that they feel is helpful and they can share if they would like.

Ask the group to put their letters in an envelope with their name and tutor written on it and tell them that at the end of the first term, you will make sure they get them back, to remind them of how far they have come.





Option Two: A Stepping Stone

Give each young person a stone.

Explain: “This stone is something you can take away and put somewhere where you can see it every day, to remind you of how far you have come. You can decorate it and write whatever you want on it to encourage yourself. If you get stuck and need ideas just ask.

Stone Ideas (Only two will fit on a stone so they can choose which ones they like best):

- One thing they like about themselves.
- One thing they have achieved.
- How they celebrated their achievements.
- One thing they would like to achieve and a smaller step towards getting there.



**Stones
Pens**

Scenario: Leaving the Group

Leaders Note: The aim of this exercise is to create peer learning using a scenario that is relatable, but not too personal. Make sure the young people get an opportunity to problem solve in this exercise. There are two options available: one is a sketch, the other is discussion based, use what works best for you.



CREATE

Scenario pt 1:

Leader to play a young person who has attended a similar course to ours (not a specific young person). As the young person the leader shares their fears about leaving the group (not reaching goals, not having support, missing people in the group etc.).

Stop: Ask the group to come up with ways they could help comfort and advise the young person. Send a volunteer into the sketch to act this out.



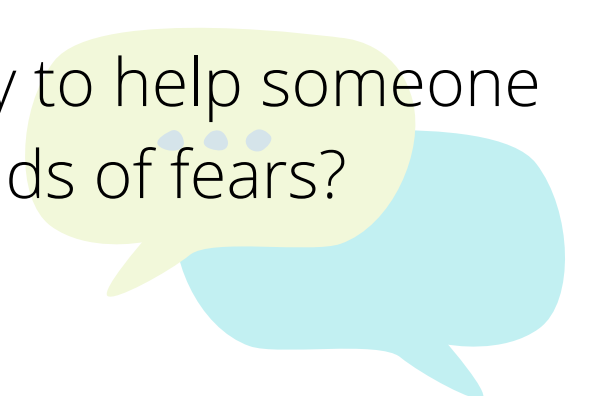
DISCUSS

Scenario pt 1:

A young person, who has attended a similar course to ours, has fears and worries about leaving the group. Some of their fears are around not reaching their goals, not having support, and missing people in the group too much.

Ask:

- How would you try to help someone who had these kinds of fears?



Scenario pt 2:

Now leader act out the hopes the young person has about leaving the group (that they will feel more confident, have tools that can help them persevere etc.).

Stop: Ask the group if they share any similar hopes to the young person?

Scenario pt 2:

Explain that the young person also has hopes: that they will feel more confident, that they now have tools that can help them to keep going when they feel doubt.

Ask:

- Do you share any similar hopes to the "young person?"

Now allow 5 minutes opportunity to reflect on the scenario and to see if young people connect with it personally and can learn from it.

- Ask them how they felt giving the young person advice in the scenario?
- Ask them if they could learn anything from the scenario?

5 Mins

Post Course Evaluation

At the beginning of the Stepping Stones course young people filled in a pre-course questionnaire to see how they were feeling about life, and themselves when they started the course. This post-course questionnaire will hopefully help young people and leaders to see the progress they have made.

- Give young people their post-course evaluation sheet to complete.
- Go through these as a group and compare with pre-course questionnaire.
- Discuss these changes, highlighting and celebrating the positives.

5 Mins

Post-course
questionnaire
Pens

Final Thought and Feedback

[In session 6 do this exercise for both today's session and the whole course]

Explain that you are going to ask some feedback questions to see how young people thought the session went. Invite the young people to close their eyes or look down, and explain that this is to allow everyone to feel safe and comfortable in sharing.

"Put your hand up if you enjoyed the session?"

Put your hand up if you found anything difficult or hard in the session?

Put your hand up if the session helped you today?"

"You've got this! Go out there and be amazing YOU, knowing that we are cheering you on from the sidelines, and are here if you need any further help."

Thank everyone for attending the course. If appropriate, signpost other activities you do and places young people can go for ongoing support. Praise them for all they have achieved and wish them well with their next steps.

5 Mins



Stepping Stones

Created by BM Associates
Co-Created by Martha Barnes
Edited by Kate Hurd

in Partnership with Wendover Youth Centre
www.wendoveryouth.co.uk

