



Empowering young people affected by violence to  
keep themselves and others safe

# **Training plan: how to train new volunteers**

**Version: September 2022**

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## 1 – Introduction

### How to use the training plan

This plan provides the content for trainers to follow when training new volunteers on how to deliver a StreetDoctors session.

The aim is for all new StreetDoctors volunteers to:

- ♥ Feel confident to begin delivering sessions using the session training plans and with support from existing team members
- ♥ Know the key messages that StreetDoctors intends to deliver in sessions
- ♥ Observe how the unique elements of StreetDoctors sessions are taught
- ♥ Practice sections of StreetDoctors sessions using the training plan provided
- ♥ Know what impact data is gathered and shared with central team

### Training principles

We want you, our volunteers, to be aware of how our training plan works. For a skills based workshop to be meaningful and achieve the intended aims, learners must go through Kolb's stages:

- **Concrete foundation** of knowledge i.e. How the body works
- **Reflection** on that knowledge in new contexts i.e. Squash demonstration 1 and 2
- **Cognitive processing** of knowledge application i.e Watching the AS ALERT demo
- **Active application** of their knowledge i.e. Practicing the AS ALERT demo

Our training plan supports young people to acquire a deeper understanding of what to do in a medical emergency and why. This is achieved by engaging them using multiple techniques, each of them relying on some key principles.

Sessions are one hour therefore covering key principles should be a priority. Volunteers should be guided by the following principles to effectively utilise these 60 minutes to provide young people with lifesaving skills.

**Use simple key messages** – don't be diverted into detail about how the body works or complex medical concepts. Delving into deeper and more complex concepts will make it hard for learners to organise information into simple, memorable structures. This is referred to as imprecision.

*[Vollers JM. Teaching and Learning Styles. International Anaesthesiology Clinics. 2008 ; 46 : 27-40].*

**Keep content relevant** – our sessions are about young people understanding the medical consequences of violent injuries and facilitating discussions about attitudes to violence. Going vastly off-course can cause learners to draw incorrect conclusions between the extra information and our key messages. This is referred to as globetrotting.

*[Vollers JM. Teaching and Learning Styles. International Anaesthesiology Clinics. 2008 ; 46 : 27-40].*

**Deliver sessions interactively/ask questions** - didactic training (doing all the talking yourself) can impair a learner's development. By actively using a mixture of demonstrations, and open and closed questions, you're helping trainees develop connections between facts and concepts. This reinforces their knowledge.

*[Barnett R. A Will to Learn: Being a Student in an Age of Uncertainty. pp 126127. Maidenhead: McGraw-Hill Education; 2007].*

*[Chapman J, Watson J, Adams J. Exploring changes in occupational therapy student's approaches to learning during pre-registration education. Br J Occup Ther. 2006 ; 69 : 457-463].*

**Practice, practice, practice** – young people are more likely to help in a medical emergency if they have had a chance to practice the skills you've taught them. This is the final stage that ties all the knowledge together. Trainees will make the neural connections helping them to transfer learning before applying it to real-life situations. This cements new knowledge for future use.

*[Barnett R. The Limits of Competence. pp 11-16. Buckingham: Open University Press, 1994].*

Understanding and implementing the above ensures all StreetDoctors sessions are delivered to a consistent high standard. It gives young people the best possible chance of learning lifesaving skills and the confidence to feel able to replicate them in a medical emergency.

**Demonstrating Best Practice** – Throughout this facilitation plan we want you to model how new volunteers should be working together. This includes how you introduce yourself, to how you work together with your co-trainer. Demonstrating the same techniques volunteers should be using where the deliver sessions to young people.

**Remember StreetDoctors sessions are intended to be simple to understand, inclusive, interactive, and fun!**

## 2 - Training plan

### Equipment

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Training plans</li> <li>• Flip chart and pens</li> <li>• Body organ pictures</li> <li>• 10 x Plastic Cups</li> <li>• Squash</li> </ul> | <ul style="list-style-type: none"> <li>• Water bottle</li> <li>• Wooden spoon</li> <li>• Bucket and water</li> <li>• Stoma bag and Catheter</li> <li>• AS ALERT cards</li> <li>• 2 x CPR Dummies</li> </ul> | <ul style="list-style-type: none"> <li>• Plastic Jar and plasticine</li> <li>• Concussion goggles</li> <li>• Evaluation forms</li> <li>• Certificates</li> </ul> |
|---|---|--|

### Overview of training plan

Description	Time
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Icebreaker</li> <li>• Outline the aims and objectives of any StreetDoctors session</li> </ul>	10 minutes
<b>How to deliver the bleeding session</b> – key aspects are: <ul style="list-style-type: none"> <li>• Preparation</li> <li>• How the body works – where is a safe place to stab someone?</li> <li>• Squash demos</li> <li>• AS ALERT – cards and practical skills</li> </ul>	45 minutes
<b>Break</b>	10 minutes
<b>How to deliver the knocked out session</b> – key aspects are: <ul style="list-style-type: none"> <li>• What does it mean to be knocked out?</li> <li>• Identifying symptoms of concussion</li> <li>• What to do if someone is knocked out + breathing</li> <li>• What to do if someone is knocked out + not breathing</li> </ul>	45 minutes
<b>Evaluation &amp; Debrief</b> <ul style="list-style-type: none"> <li>• How to input no. of YP attending data</li> <li>• How to input evaluation form data</li> <li>• Session debrief framework</li> </ul>	10 minutes
<b>Question time</b>	10 minutes

For the purpose of the training plan, you are referred to as “trainers” or “TTTs”  
 Anything underlined and italic are instructions on how to deliver particular elements of the training

## Detailed outline of training plan

### Introduction

10 minutes

Section of training plan	Activity	Time	Equipment	Facilitator Name
Icebreaker	Your choice – get to know everyone’s name!	7 mins		
Key Reminders and Notes space	This models how we want volunteers to introduce themselves, who they are what they do and why they are here today. This build rapport, ask the YP their names and what they want to learn from the session.			
Overview of session	Give a brief timetable of the session	1 min		
Outline the objectives and aims for new volunteers	Objectives: <ul style="list-style-type: none"> <li>▪ To gain a clear outline of both SD sessions</li> <li>▪ To understand the key aspects of each session – and how best to train young people</li> </ul> By the end of the session a new volunteer should: <ul style="list-style-type: none"> <li>▪ Be confident to deliver alongside an existing volunteer</li> <li>▪ Understand where to find full information on how to deliver a session</li> </ul>	3 mins	Training plans – Bleeding + Knocked out  Flip chart paper  Pens	

## How to deliver a bleeding session

45 minutes

Section of training plan	Activity	Time	Equipment	Facilitator Name
Playbook	<ul style="list-style-type: none"> <li>Explain the Playbook a volunteer area with resources of all elements of StreetDoctors – They will find downloadable copies of the training plans here</li> <li>Pathway playbook &gt; All SD Volunteers &gt; Training Resources &gt; Training Plans</li> </ul>	<b>2 mins</b>		
Key Reminders and Notes space	<p>Reiterating to volunteers that all the information they need about being a SD volunteer is on the playbook it is a resource to utilise.</p> <p>You may want to get familiar with some of the elements yourself prior to this training. Demonstration preparation through checking resources in advance. Highlight this to volunteers.</p>			
Pre-session preparation (same principles for both sessions)	<ul style="list-style-type: none"> <li>Outline where to find an equipment list – Training Plans</li> <li>Discuss room layout – Semi circle is best, no tables, keep the space between you and the young people active. Do not stand behind a desk, be aware you will be moving around the space this is an interactive session for young people</li> </ul>	<b>5 mins</b>	<b>*Appendix 1 – How to be Prepared</b> Printed training plan (to give out to all new volunteers (copies in each room))	

	<ul style="list-style-type: none"> <li>Discussion with the other volunteer(s) – who will lead which section, This is so important for co facilitation ideally you do this the day before and recommended for new recruits as you get familiar with the content. As a minimum this should be done 30 mins before the session divide sections up equally therefore each volunteer is aware of when they will be delivering and when they will be supporting</li> </ul>				
Key Reminders and Notes space	Demonstrate this in your own facilitation, clearly show the sections that you will be leading on while your co-trainer provides support.				
Introducing the session	<ul style="list-style-type: none"> <li>Introduce yourself to the YP, get them talking early as they're more likely to engage with the session</li> <li>Sometimes you may have to wait for YP to arrive. Wait for most of them to be there before starting</li> <li>Go through Group Agreement with YP – There is an example at the back on the training plan this is an important step for setting expectations for the session.</li> </ul>		<b>*Appendix 3 – Group Agreement</b>		
Apply Pressure Video	<ul style="list-style-type: none"> <li>Give an outline of the content</li> </ul>		Play Apply Pressure film located on playbook		

	<ul style="list-style-type: none"> <li>▪ Instruct new volunteers to warn YP the content may be upsetting to watch as it demo a bleeding person</li> <li>▪ <u>Emphasise that it's ok for YP to leave the room if needed</u></li> <li>• Post film discussion – highlight key points from it</li> </ul>			
Key Reminders and Notes space	SD sessions are mostly low tech and therefore unlikely to be in a space where you have access to a computer and projector. Advise volunteers they can skip this when delivering. Instead start the session asking young people what knowledge they already have of helping in an emergency.			
How the Body Works	Demonstrate using new volunteers as young people <ul style="list-style-type: none"> <li>▪ Go through 1 or 2 organs only in the interest of time</li> <li>▪ Highlight the key points from this exercise</li> <li>▪ Demonstrate “safe place to stab” exercise</li> </ul>	<b>12 mins</b>	Body organ cards Body Outline – Pre-drawn for time <b>*Appendix 2 – Key Points</b>	
Squash demo 1 – Bottle & Knife	Demonstrate using new volunteers as young people Highlight the key points from this exercise: <ol style="list-style-type: none"> <li>1. Why you shouldn't take the knife out</li> <li>2. Why it is best to lay an individual down and raise legs.</li> </ol>		<b>*Appendix 2</b> Bottle & 'Knife' (Wooden spoon) Squash Water	
Squash demo 2	Demonstrate using new volunteers as young people <ul style="list-style-type: none"> <li>▪ Focus on losing 1 &amp; 2 pints only in interest of time</li> <li>▪ Highlight the key points from this exercise</li> </ul>		<b>*Appendix 2</b> 5 x Pint Glasses Squash Bucket and Water	
Key Reminders and Notes space	These demos must be quick 4 minutes for each section then get groups to practice, here is where you will ask experienced volunteers to support the groups as they practice. This models what volunteer should be doing when we ask young people to practice ASALERT, Recovery Position and CPR. If there are enough experienced volunteers give one to each group if not one experienced vol per two groups			

Practice	<ul style="list-style-type: none"> <li>▪ Split the room into 3 groups</li> <li>▪ Give each group the opportunity to practice (<b>5 mins</b>) then demonstrate one of: how the body works, squash demo 1 or squash demo 2 (<b>3 x 4 mins</b>)</li> <li>▪ <u>TTTs act as YP – don't present as challenging YP. This is about new volunteers becoming confident with content</u></li> </ul>	<b>10 mins</b>	As Above	
Explaining AS ALERT	<ul style="list-style-type: none"> <li>▪ <u>Treat the new volunteers as YP</u></li> <li>▪ Hand out AS ALERT cards in a random order</li> <li>▪ Ask new volunteers to get cards in correct order</li> <li>▪ Explain reasons behind order of AS ALERT</li> <li>▪ Demonstrate the practical steps of AS ALERT</li> </ul>	<b>10 mins</b>	Flipchart Pens Bottle & 'Knife' (Wooden Spoon) AS ALERT cards Water	
Key Reminders and Notes space	<p>Explain that volunteers will need to read through the training plans and you will be showing a quick demonstration. Point out key areas of this section aim in to encourage young people to consider what actions they need to take. Emphasising if its not safe what they can do in calling an ambulance.</p> <p>Give modification tips on how to get YP to demonstrate, either they demo on you as a trainer, they give instructions on what the actions are, get them to group off and demo on each other without being watched by everyone.</p>			

	When someone does participate encourage them and then thank them. Acknowledging it hard to go first.			
Demonstrating AS ALERT	<ul style="list-style-type: none"> <li>▪ In their 3 groups, new volunteers given <b>4 minutes</b> to demo AS ALERT to trainers. They can choose to do the card bit or the practical bit.</li> <li>▪ <b>1 minute</b> feedback for each group</li> <li>▪ <i><u>TTTs act as YP – don't present as challenging YP. This is about new volunteers becoming confident with content</u></i></li> </ul>	<b>7 mins</b>		
Key Reminders and Notes space	Spit volunteers into groups again to practice AS ALERT they only have a few minutes so this must be quick. Experienced volunteers again to support.			

**BREAK** (10mins)

Include availability to answer any questions at this stage

## How to deliver a knocked out session

45 minutes

Section of training plan	Activity	Time	Equipment	Facilitator Name
Key Reminders and Notes space	Explain that this session requires a lot of encouragement for YP to participate. They can be reluctant to do demonstrations. Having the group agreement at the start and giving an overview of what to expect during the session will help expectations. What else could be done to encourage participation?			
What is Knocked Out?	<ul style="list-style-type: none"> <li>▪ <u>TTTs to ask new volunteers the 3 questions below</u></li> <li>▪ What does being knocked out mean?</li> <li>▪ How can you check someone is knocked out and not sleeping?</li> <li>▪ Why might someone be knocked out?</li> <li>▪ <u>Ensure new volunteers answer in simple terms – no jargon!</u></li> <li>▪ <u>Explain asking those Qs is how to deliver it in sessions</u></li> </ul>	<b>3 mins</b>	Flipchart  Pens	
Vital organs and breathing	<ul style="list-style-type: none"> <li>▪ <u>TTTs to ask new volunteers the 2 questions below</u></li> <li>▪ What are the three most important organs and why? <ul style="list-style-type: none"> <li>○ Heart – Pumps blood</li> <li>○ Brain – Body’s control centre</li> <li>○ Lungs – required for oxygen intake from breathing</li> </ul> </li> </ul>	<b>3 mins</b>	Organ Cards	

	<ul style="list-style-type: none"> <li>How do we breathe?</li> <li><i>Ensure new volunteers answer in simple terms – no jargon!</i></li> <li><i>Explain asking those Qs is how to deliver it in sessions</i></li> </ul>			
Draw out the Knocked out flow chart.	<ul style="list-style-type: none"> <li><i>Emphasise the use of visual aids in training and how to use them properly</i></li> </ul> <p>There are three outcomes if someone is knocked out</p> <ol style="list-style-type: none"> <li>Wake immediately</li> <li>They remain knocked out but are breathing</li> <li>They are knocked out and not breathing</li> </ol>	<b>Ongoing in previous activities</b>	Flipchart Pens	
Key Reminders and Notes space	<p>There are tips in the training plan to make this section interactive. Young people should always be encouraged and thanked for contributing. In this section if young people make an incorrect guess do not tell them they are wrong.</p> <p>Try instead Great answer I can see why you think that – then give the correct answer</p> <p>Does anyone have tips for this section?</p>			
Concussion	<ul style="list-style-type: none"> <li>Why is it dangerous if someone is knocked out but wakes immediately?</li> </ul>	<b>7 mins</b>	Flipchart Marker pens	

	<ul style="list-style-type: none"> <li>▪ Demonstrate how concussion happens using glass jar simulating the brain moving around in the skull</li> <li>▪ Damage to the brain tissue can lead to temporary or permanent damage depending on severity</li> <li>▪ This can result in an injury you cannot see</li>   <li>▪ <u>Get the new volunteers to ask you the question below. You will give examples of answers YP likely to give. Get them to write on answers on the flipchart.</u></li> <li>▪ What are the symptoms of a concussion? <ul style="list-style-type: none"> <li>○ Dizzy, nauseous, headaches, blurry vision, difficulty concentrating, feeling faint</li> </ul> </li>   <li>▪ <u>Ask the volunteers; why is being concussed dangerous?</u></li> <li>▪ Brain injury from being knocked out can be life threatening, the brain can swell which can lead to irreversible damage.</li>   <li>▪ <u>Explain YP need to understand symptoms of concussion, why it is dangerous and how to get help.</u></li> <li>▪ If these symptoms are seen in yourself or someone who has been knocked out attend A&amp;E or call 999.</li> <li>▪ Call 111 – Non emergency line or 999 if you identify any of the symptoms discussed.</li> </ul>			
Key Reminders and Notes space	<p>Demonstrate here how you work together with one trainer demonstrating the section and the other trainer writing answer on flipchart paper. Explain to volunteers you must be in constant collaboration with your training partner listening to them and watching them. You can provide verbal prompts e.g. now my partner (use their name) will talk to you about the effect of concussion, now my partner will write up your suggestions</p>			

Concussion Goggles Demo	<ul style="list-style-type: none"> <li>▪ Demonstrate using the Drunk Goggles young people should <ul style="list-style-type: none"> <li>○ Walk around space</li> <li>○ Try and use phone, suggest checking the weather or Instagram</li> <li>○ Try and write on flipchart paper</li> </ul> </li> <li>▪ Ask how they feel?</li> <li>▪ <u>Emphasis for hygiene reasons the mask must be sanitised with surface wipes after each use</u></li> </ul>
Key Reminders and Notes space	<p>This is a fun section, if the YP have not been as responsive inform them this section is a good way of simulating a concussion and they will be asked to do tasks. You can encourage them to <i>safely</i> try and walk round the space, write on the flipchart paper and unlock their phone in a set time period. Make it a competition them ask them what made it hard and why. Use these answers to link back to concussion.</p>
Knocked out and breathing	<p>Quick fire questions to new volunteers (no jargon allowed in answers):</p> <ul style="list-style-type: none"> <li>▪ Why is it dangerous if someone is knocked out but breathing? <ul style="list-style-type: none"> <li>○ Tongue can slip back and block airway</li> <li>○ Vomit – choking hazard</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can you tell someone is breathing? <ul style="list-style-type: none"> <li>○ Look – chest rising and falling</li> <li>○ Listen – hear breathing with ear</li> <li>○ Feel – breathing with back of your hand</li> </ul> </li> </ul> <p><i><u>Emphasis for covid-19 precautions they may prefer to look and listen at a distance, you can demonstrate on resus dummies</u></i></p> <ul style="list-style-type: none"> <li>▪ How to help someone knocked out and breathing</li> </ul> <ol style="list-style-type: none"> <li>1. First check it is safe for you to help</li> <li>2. Shake and wake</li> <li>3. Look listen feel</li> <li>4. Call 999</li> </ol> <ul style="list-style-type: none"> <li>▪ Ask new volunteers what information must you give to the 999 call operator?</li> <li>▪ What is the next step after calling for an ambulance? <ul style="list-style-type: none"> <li>○ Recovery position / roll over</li> </ul> </li> </ul>			
Recovery position	<p><b>See one:</b> Trainers to show how to teach “roll over” aka recovery position</p> <p><b>Do one:</b> Split into 3 groups, practice putting each other into the recovery position</p> <p><b>Teach one:</b> <u>Trainers to act as YP</u>– each group to teach them “roll over”</p>	<b>10mins</b>		

Key Reminders and Notes space	<p>Quickly demonstrate roll over emphasise they will know how to do recovery position however what are the best ways to get YP to participate.</p> <p>Keep it simple, volunteers do the demo first, then get the YP to talk you through then spit them up into groups to practice themselves.</p>
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<b>Section of training plan</b>	<b>Activity</b>	<b>Time</b>	<b>Equipment</b>	<b>Facilitator Name</b>
Knocked out and NOT Breathing	<ul style="list-style-type: none"> <li>▪ <u>Trainers to ask new volunteers the 3 questions below</u></li> <li>▪ Someone has been knocked out how do you check they are not breathing?               <ul style="list-style-type: none"> <li>○ Look, listen, feel</li> </ul> </li> <li>▪ <u>Explain to new volunteers repetition of key messages will help young people to remember</u></li> <li>▪ <u>Explain in the next question they will refer to the vital organs</u></li> <li>▪ Previously we discussed the most important organs and why. What were these organs?               <ul style="list-style-type: none"> <li>○ Heart, brain, lungs</li> </ul> </li> </ul>	<b>5 mins</b>	Flipchart  Pens	

	<ul style="list-style-type: none"> <li>▪ If someone is KO and not breathing, oxygen is no longer getting to these vital organs as the heart is no longer pumping blood around the body.</li> <li>▪ What can you do to help? <ul style="list-style-type: none"> <li>○ Call 999 – What do you say?</li> <li>○ Is it safe to help</li> <li>○ CPR</li> </ul> </li> <li>▪ <u>Ensure new volunteers answer in simple terms – no jargon!</u></li> <li>▪ <u>Explain asking those Qs is how to deliver it in sessions</u></li> </ul>			
CPR demonstration	<p><b>See one:</b> TTTs to show how to teach CPR</p> <p><b>Do one:</b> Split into 3 groups, practice giving tips on CPR</p> <p><b>Teach one:</b> TTTs to act as YP – each group to teach them how to do CPR</p> <p><u>TTTs act as YP reluctant to join in, or as YP doing CPR with poor technique</u></p>	<b>10 mins</b>	CPR Dummies	
Key Reminders and Notes space	<p>Practice how they will instruct YP give visual aids when interlocking fingers. Show the heel of the hand. Lock your arms and demonstrate what that means e.g no lose elbows. Using all your body weight on the chest.</p> <p>Mention that YP are often curious about hurting someone or breaking ribs, discuss someone is clinically dead and damage done to ribs can be repaired in hospital the priority is getting blood to the vital organs, heart, brain and lungs.</p>			

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## Evaluation

15 minutes

Section of training plan	Activity	Time	Equipment	Facilitator Name
Evaluation	<ul style="list-style-type: none"> <li>▪ Trainer shows evaluation forms and certificates</li> <li>▪ NOT REQUIRED - will be demonstrated later in the day Trainer demonstrates on Lamplight how to:               <ul style="list-style-type: none"> <li>○ Input YP attending data</li> <li>○ Input information from evaluation forms</li> </ul> </li> <li>▪ Trainers share framework for debriefing after sessions – In the appendix and in training plan</li> </ul>	<b>10 mins</b>	Evaluation Forms  Certificates	
Key Reminders and Notes space	<p>Having a debrief is an important part of reflecting on your practice and areas for improvement as well as a reflection on what the young people gained from the session. Where you can the DP staff who attended to session should also be encouraged to participate. Place the debrief in your groups whatsapps, this provides encouragement to others and shows the rest of the team what they are achieving as a collective.</p>			

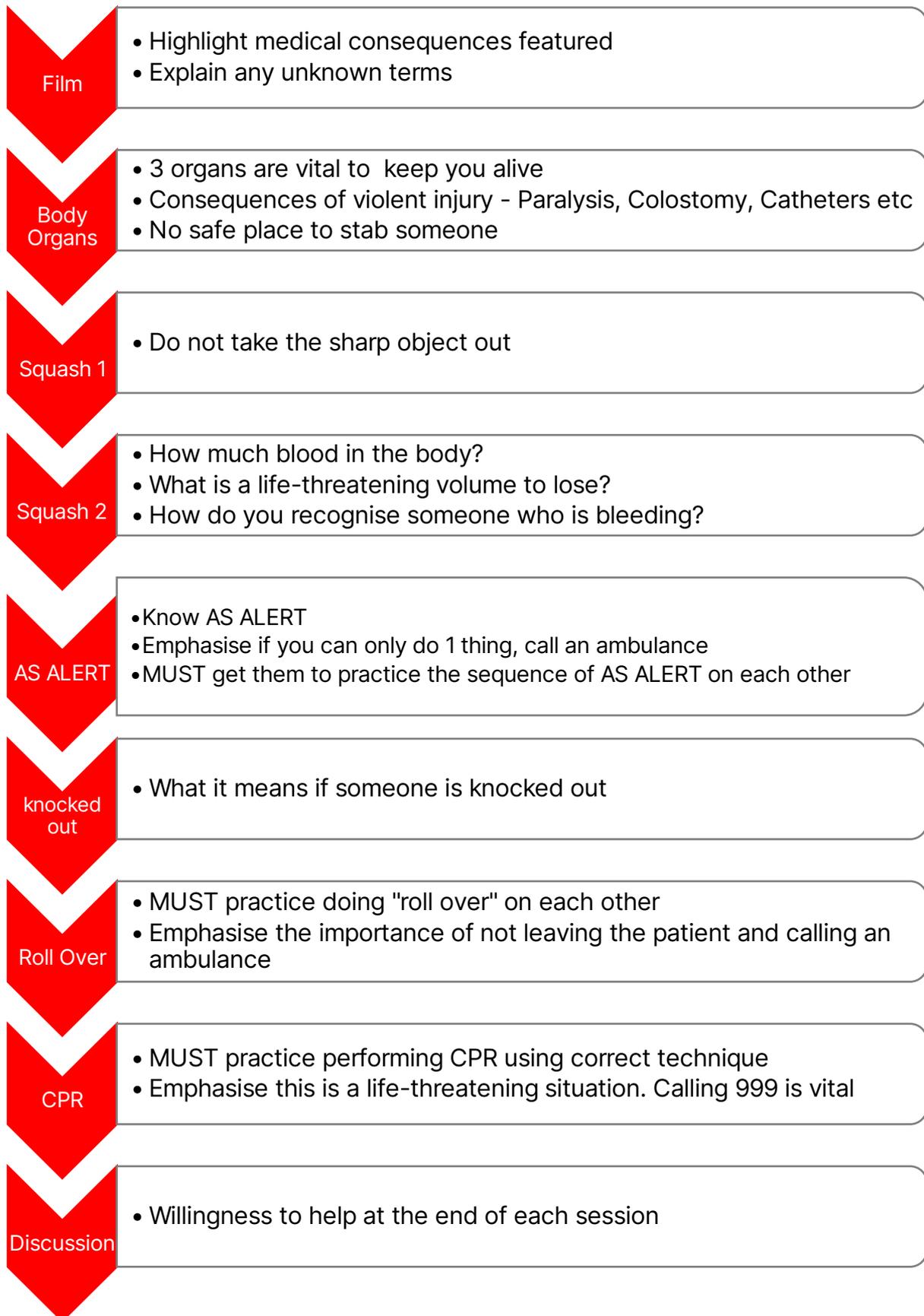
### **3 – Conclusion of training session**

- ♥ Take questions from new volunteers
- ♥ Re-iterate training principles for StreetDoctors sessions from page 3
- ♥ Offer facilitation tips you have learned from Train the Trainer weekend and from your own experience

## Appendix 1: Session preparation

Before	On the Day	YP Arrive
<p>Establish where equipment is stored - usually SU locker or another volunteers home</p> <p>Venue &amp; Address</p> <p>Confirmation of session with regional coordinator</p> <p>Who is your co-trainer. Message them before to arrange a location to meet and travel to venue together</p> <p><b>NEVER DELIVER A SESSION ALONE</b></p>	<p>Arrive 30 mins early</p> <p>Meet Staff inform them of how the session will run and what support to provide - behaviour management, encourage participation, safeguarding concerns</p> <p>Prep Room: Draw body outline</p> <p>Write up group agreement</p> <p>Circle of chairs</p> <p>Set up Videos on playbook</p> <p>Fill glasses</p> <p>Divide the training plan</p>	<p>Greet young people</p> <p>Use informal ice breaker</p> <p>Try and learn names (or write them down!)</p> <p>Explain:</p> <p>What StDrs is</p> <p>The purpose of session</p> <p>Who you are</p>

## Appendix 2: Key messages to teach young people



## Appendix 3: Group agreement

To help young people be aware of how you will all spend the teaching session together, write the following on flipchart paper/whiteboard during your preparation time.

As part of your session introduction, check trainees agree with the points and edit/add items based on what they suggest.

- ♥ Keep mobile phones on silent and in my pocket/bag
- ♥ One person speaks at a time
- ♥ Use friendly words
- ♥ If you're not sure, ask a question
- ♥ Respect each other
- ♥ Keep stories or experiences confidential if asked to do so
- ♥ Encourage each other to share what you know
- ♥ If something is upsetting, you can leave and come back when you're ready
- ♥ This session involved practicing life saving skills, you can choose to decline if you prefer not to participate in physical demonstrations where you come into proximity to other participants. You can give verbal instructions instead and practice at home or with friends after the session.

## Appendix 4: Session debrief

It's good practice at the end of StreetDoctors sessions to debrief as a team. Invite delivery partner staff to join you if they're available. The following questions provide a framework to guide your debrief:

- ♥ What went well in the session?
- ♥ What could have been improved?
- ♥ Any comments from young people or staff that add to the above questions?
- ♥ Any concerns about the safety of young people or any follow up meetings for young people needed with staff\*

Please make a note of the content of your session debrief (removing any information that is confidential or would identify a young person). Share it on Lamplight in the "summary section" of a teaching record and **add it on to your WhatsApp groups** so others can learn from your session.

If you feel able to give feedback to each other on training styles, both complementary and constructive comments, please do so. It's all about everyone becoming the best trainer possible!

**\*if there are any safeguarding concerns please phone the Out of Hours number at your earliest opportunity.**