**Workshop: PJ’s Story**

This workshop plan is designed for you to edit to an appropriate length for the time you have available. Optional activities are indicated in the workshop plan.

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|  | | | | | **Duration:** | 30-60 minutes |
| **Description:**  This workshop enables activists to understand the importance of community in every individual's life, the restorative and positive effects community has and how we can achieve community development to reduce incarceration rates. | | | Workshop outcomes: By the end of this workshop, students will: Understand the valuable role of local community in individual well-beingMake connections between behaviour and community engagement using real world examples (PJ’s Story)  * Commit to or complete an action to promote community-based support within their school | | | |
| **Prior knowledge:**  None required. | | | **Resources:**   * Projector or screen * PJ’s Story video on YouTube – bit.ly/PJstory * Butchers’ paper, whiteboard space and/or flip charts * Writing paper * Coloured post-it notes * Marker pens and/or dry erase pens | | | |
| **Section** | **Time guide** | **Content** | | **Key questions and prompts** | | |
| **Introduction and starter activity** | 5 mins | Explain that the workshop is focused around the impact of community on individuals. Ask the participants to take a piece of paper and write down one or two sentences about what community means to them personally.  When they have finished, they should fold the paper and put it to one side. They will need this at the end of the workshop. | | * Is community about people or place? * Who do you share your community with? * Is community important and why? | | |
| **Activity 1** | 5 mins | Play PJ’s Story (bit.ly/PJstory) on the screen or projector.  While the video is playing, ask participants to make a note of any emotions they notice that PJ experiences. Discuss some of the key emotions and reasons why they occurred. | | * Does he have goals and aspirations? * What changes his emotions from negative to positive? * What might cause his frustrations? * What motivates him? | | |
| **Activity 2** | 10 mins | Split the participants into groups of four or five. If you have a small class, you can do this activity together.  Using butchers’ paper or whiteboard space, ask students to write three headings:   1. The Beginning 2. Turning Point 3. Success   Using each of the headings ask the groups to discuss and note down important milestones, events and emotions in each of the stages of PJ’s progression, examining his journey from where he was to where he is now. | | The Beginning   * What was his relationship with community in the beginning? * What made him get off track?   Turning Point   * What was his turning point? * What changed his outlook on life and his future direction? * What changed in his connection to community?   Success   * What has he achieved? * What is his success? * How does he associate with his community in the end? | | |
| **Activity 3 (Optional)** | 10 mins | Come back together and display the timelines on the wall. Ask each group to walk through the timelines and discuss the role of community in each section. Using two different coloured sets of Post-it notes, ask the participants to note negative community influences on one colour, and positive community influences on the other.  On a separate whiteboard or flip chart, create two areas and write the headers “Positive” and “Negative”, or use icons to represent these. Invite participants to put their Post-it notes in the relevant section, grouping with similar themes from other participants as they post them up. | | Positive   * Gained an understanding that he was also responsible for the community * Sense of belonging * Music as an outlet for communication   Negative   * Nowhere to go for support * Lack of understanding of his situation * No community activities he could participate in | | |
| **Conclusion and Plenary** | 5 mins | Summarise the key themes identified by the group and ask them to think about what is available within their own communities if they are in need, or what kinds of activities they can participate in if they are bored.  Ask participants to unfold the descriptions of community that they wrote earlier. Invite participants to share their reflections on what community means to individuals now that they have explored PJ’s story. | | * What made him get off track? Lack of community support and boredom. * What was his turning point? Community services that helped engage him. * How has this changed his future direction? Given him something to aspire to.   Emphasise that each of these aren’t necessarily ‘Indigenous issues’, but are common to all people. | | |
| **Follow Up Action** | (15 mins if completed within the workshop) | You can complete this action at the end of the workshop if you have time. If you don’t have time, set this task for participants to complete in their spare time.  Ask participants to consider ways in which the in-school community could be improved. Ask them each to write a brief letter or email to the principal of the school outlining their ideas. | | * What kind of support is available for students in the school? * What happens to students who behave poorly? * How can students make sure their voices are heard? | | |