


# Teaching Guide



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# Introduction

## How to use this pack

We know how hard it is to find time to deliver training. To make it as easy as possible for you to share the learning from this course with your colleagues, we have developed this Teaching Guide to support you to deliver each module as a 50-minute session with staff from your organisation. This could be as part of a staff meeting, during a designated training day, or whenever you can find a spare hour to get people together!

Each of the six modules that make up the online version of I'm a Teenager...Get Me Into There! have been adapted into a short session with a selection of quick activities. You can decide to follow these plans exactly or adapt them yourself to suit the group you will be working with and the time you have available. Each session uses resources you can find on the I'm a Teenager...Get Me Into There! course website.

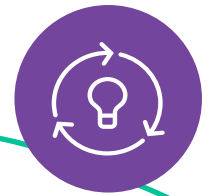
You can run these sessions without any equipment, but it might be helpful to have some pens, flipchart paper and post-it notes available. It may also be useful to have access to a projector or screen, especially for modules where you will be showing video resources.

If you deliver any of these sessions, we'd love to hear from you about how it went, and if you have any suggestions to make these plans even better! In addition, if you've enjoyed this course and these resources and would like a conversation about working with us to deliver more in-depth, facilitated training, please get in touch.

You can contact us at [info@curiousminds.org.uk](mailto:info@curiousminds.org.uk)

# Module 1

## Perceptions of Young People



### Introduce the module and aims:

5 mins

This module looks at our perceptions of teenagers and where they come from. We consider the dangers of stereotypes and how they might affect your interaction with young people. We will present examples of how teenagers are portrayed in the media and contrast them with some real-life experiences presented by young people in their own words.



**Aims:**

- Consider what your preconceptions of young people are
- Understand how our perceptions of young people are formed
- Understand how this affects our interactions with young people

### Ask each member of the group to say the first word that comes into their head when they think of teenagers.

10 mins

Write these on a piece of flipchart paper/whiteboard/anything that everyone can see. Sort the words into two columns - positive and negative words (or use a highlighter or circle in different colours)



**Discuss with the group:**

- Did you select more negative or positive words?
- Why do you think these particular words came into your head?

### Ask the group to suggest where they might form their ideas about teenagers. Make sure this includes:

15 mins

- News articles
- Fictional stories about young people
- Famous young people
- Stories about young people from other people you know
- Seeing young people as part of your day-to-day life
- Working with young people
- Knowing young people personally



**If working with a big group, split into smaller groups of 3-5 people.**

**Ask each group to rank these suggestions in terms of how much influence it has on their perceptions of young people.**

**Come back together and discuss everyone's rankings. Were there any differences?**

**Return to your list of words from the previous activity.**

- Where do the positive and negative words come from?
- Do you notice any patterns (e.g. negative words come from the media, fictional stories; positive words come from real life experience)?

# Module 1

## Perceptions of Young People



**Watch one or two of the films made by young people from Oldham Theatre Workshop.**

15 mins

Look at these questions. Spend 2 mins thinking about them individually, then discuss your answers with a partner. Then allow time for each pair to share some of their ideas with the group.

**Ask participants to write on post-it notes:**

5 mins



- Any lightbulb moments
- Any actions they will take
- Anything they would like to learn more about/questions they have

Stick these in three sections on the wall, then collect them in to respond to in the future.

### Notes



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# Module 2

## Re-writing the Rule Book: Written and Unwritten Rules



### Introduce the module and aims:

5 mins

This module looks at the way you communicate the rules of your venue to your visitors and how that might affect young people. You will examine the written rules and unwritten rules that exist and what you can do to help your visitors understand what's expected of them and what they can expect from others.



- Aims:**
- Consider the different ways you communicate the rules of your venue
  - Interrogate the rules you have in place and why they are important to you
  - Explore how the written and unwritten rules of your venue can be interpreted and their impact on young people

### Ask participants about where in their everyday life they encounter rules.

5 mins

- Are these written or unwritten rules?
- How are they communicated?
- How do you know they exist?
- What would happen if you don't follow them?
- Are they fair? Or do you find them unfair?



Try to make sure they cover:

- Text-based rules
- Colour-coded rules
- Symbols
- Unwritten rules/expectations

### Think about your venue, from the moment visitors come through the door until they leave, paying particular attention to the following:

15 mins

- The rules visitors will encounter (Include all the spaces they may visit, for example a welcome desk, the shop, café, cloakrooms etc. as well as galleries and exhibitions)
- How these rules are communicated (colour coded, symbols, text based)
- Where is the rule placed and is it accessible to all visitors?
- Why the rules are in place (safety, navigation etc)
- How are these enforced?

As a group, or in small groups, complete the table found in activity 2 of the Written Rules section on the website or in the learners' pack.

# Module 2

## Re-writing the Rule Book: Written and Unwritten Rules



### Now, think about unwritten rules in your venue.

10  
mins

- Now, think about unwritten rules in your venue.
- Are there any rules or expectations for visitors that are not written anywhere visible to them?
- How would a new visitor be expected to understand and follow these rules?
- How might this make a young visitor coming to the venue for the first time feel if they were told off for not following this rule?

Add any unwritten rules to the table completed in the previous activity.

### As a whole group, or in smaller groups, look at the tables of rules you have completed.

10  
mins

What small changes could you make to help a new visitor to your venue feel clear about the rules they need to follow and why?

How could this help visitors feel more welcome, confident and safe in your venue?

#### Think about:

- Are there any rules that don't feel necessary/important?
- Are the reasons for rules communicated clearly?
- Could any rules be communicated in a different way (text-based, symbols, colour coding)?
- How would a visitor know these rules exist?
- Are there any unwritten rules that would be more effective if written down?

### Ask participants to write on post-it notes:

5  
mins



- Any lightbulb moments
- Any actions they will take
- Anything they would like to learn more about/questions they have

Stick these in three sections on the wall, then collect them in to respond to in the future.

# Module 3

## Interactions with Young People



5  
mins

### Introduce the module and aims:

This module focuses on the visitor experience from a young person's perspective and what front of house staff can do to welcome them. We will explore manageable, practical changes and actions you can take to ensure young people and staff have a positive experience and feel more comfortable interacting and engaging. Although we are focusing on young people this can work with all visitors.



Aims:

- Consider how we interact with young visitors
- Reflect on what it was like to be a young person yourself
- Empathise with young people's real life experiences

10  
mins

### Reflect on what it was like to be a teenager.

**Individually, think of a situation when you were stopped from doing something by an adult.**

- What were you stopped from doing?
- How were you stopped from doing it?
- How did you feel?
- Were you able to discuss the reasons why you were stopped?

**Now think of a time when someone supported you to do something.**

- What was said or done that made it a positive experience?
- How did you feel?
- What difference did it make?

**In pairs, discuss one or the other of these memories.**

10  
mins

### Introduce 'sliding door moments':

**A sliding door moment in a cultural venue is when staff feel uncomfortable dealing with a situation which could escalate into conflict and confrontation. This may be a subtle incident such as asking young people not to touch a piece of artwork, or a more serious incident where young people are asked to leave due to their behaviour.**

**Play one or two of the scenario films (Part 1 only!)**

**Ask the group:**

- What barriers did members of staff put in place in each of these scenarios?
- What effect did this have on the young visitors?
- What advice would you give to the member(s) of staff to create an 'enabler' rather than a 'barrier', leading to a more positive experience?

**Then watch Part 2 to see what 'enabler' could be put in place instead.**

**Was it the same as was suggested by the group?**



# Module 3

## Interactions with Young People



15 mins

**In small groups, discuss any ‘sliding door moments’ you have experienced in your venue, particularly involving young people.**

These could be situations with positive or negative outcomes, where ‘enablers’ or ‘barriers’ were put in place.

**Discuss:**

- What happened?
- What were the enablers/barriers?
- Could you/the people involved have done anything differently?
- What learning can you take from this scenario?

As a group, think about what actions you could take to ensure there are more positive outcomes of situations like these in the future. Could you practice potentially challenging scenarios together and try out different approaches?

5 mins

**Ask participants to write on post-it notes:**



- Any lightbulb moments
- Any actions they will take
- Anything they would like to learn more about/questions they have

Stick these in three sections on the wall, then collect them in to respond to in the future.

### Notes



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# Module 4

## The Teenage Brain



5  
mins

### Introduce the module and aims:

This module will give you a basic understanding of how the human brain develops (don't worry, you don't need a science degree!) which will help you understand how teenagers experience your venue. This can help us understand sometimes unpredictable teenage behaviour and why it is particularly important to welcome and engage with young people.



**Aims:**

- Understand the basic development of the human brain
- Consider how teenage brain development affects behaviour
- Think about how this influences young people's engagement with cultural venues

10  
mins

### Ask the group:

**When was the first time you went to a cultural or heritage venue independently (not on a school trip or being taken there by someone older than you)?**

#### Individually:

Draw a quick sketch or write a short description of what you remember about the visit. Where did you go? Why did you go there? What did you see? What did you see, hear, smell or feel? Do you remember any interactions with staff? Did you feel welcome, comfortable and safe, or uncertain, self-conscious or nervous – or a mixture?

#### Ask 2-3 people to share and discuss as a group:

What observations have you made of young people in your venue? Have you ever noticed them being particularly quiet or cautious? Or loud and energetic? Have they ever been confrontational? If they are in a group, do they behave in any ways that are noticeably different from older groups?

15  
mins

### Watch the film about the human brain made by young people from Oldham Theatre Workshop.

**Tell the group that you are going to create your own human model of the brain.**

- Ask one volunteer to be the brain stem, or reptilian brain. They should sit on the floor.
- Ask another volunteer to be the limbic system, or mammalian brain. They should kneel behind the first volunteer.
- Ask four more volunteers to be the neocortex, or human brain. They should stand in a semi-circle around the second volunteer.
- Ask the group what they remember about each part of the brain from the film. Remind them of some of the key points using the information on the module page on the website if you need to.
- Ask each part of the brain to come up with a word and an action to summarise their function. E.g. the volunteer playing the limbic system might say "emotion" and mime crying or laughter.

**Once everyone has decided on their action and word, get them to act out the working human brain. You might want to film this too!**

# Module 4

## The Teenage Brain



15  
mins

### Explain the following information about the teenage brain to the group:

**By the time children become teenagers and begin to live increasingly independent lives, their mammalian and reptilian brains are developed, but the human brain, and in particular the prefrontal cortex, is still developing and continues to be shaped into their 20s.**

This means that the part of the brain which influences how young people make decisions based on empathy, understanding consequences and long-term planning is still growing. Because of this, when teenagers are in a situation where they feel uncertain or unwelcome, they are more likely to be influenced by their mammalian or reptilian brain. This explains why they might react with emotions or mood or revert to their survival instincts. This can sometimes lead to situations of conflict, discomfort or just deciding to leave somewhere they don't feel totally comfortable!

Additionally, teenagers are more sensitive to stress during adolescence. The amygdala, situated in the limbic system, or mammalian brain, is the center for emotional response. Young people are more likely to experience an 'amygdala hijack', when they are suddenly and overwhelmingly overcome with an emotional response to a situation. This can lead to a surge of anger or fear that could lead to a 'fight or flight' outcome or can lead to immense joy or laughter.

Teenagers process much more through their emotions, meaning that incidents during teenage years impact for lifetimes. This is the most passionate and creative point in people's lives and young people often have an acute sense of fairness. Cultural and heritage organisations that make more effort to build connections with young people find that they bring a huge amount of energy, insight and the ability to spot and challenge injustice. It is also the perfect time to make a connection that can grow into a lifelong relationship.

### In pairs, or small groups, discuss the following scenario, then feed back your ideas to the group:

Imagine you have a colleague who thinks having more young visitors would be a bad thing. They might have past negative experiences of young people behaving in a challenging way and think that encouraging more young people to come would lead to more conflict situations.

- How could you use what you have learned in this module to explain to them why young people's behaviour can sometimes be unpredictable or challenging?
- How could you help them empathise with how young people experience your venue for the first time, especially if they've never been somewhere like this independently before?
- Why might it be particularly important and impactful to make sure young people have a positive experience if their prefrontal cortex is still developing?
- What would you encourage your colleague to do next time they see a new young person or group of young people come into your venue?

### Ask participants to write on post-it notes:

5  
mins

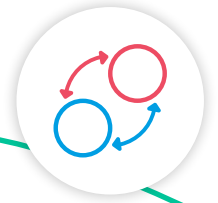


- Any lightbulb moments
- Any actions they will take
- Anything they would like to learn more about/questions they have

**Stick these in three sections on the wall, then collect them in to respond to in the future.**

# Module 5

## Red Zone / Blue Zone



### Introduce the module and aims:

5  
mins

This module introduces a helpful tool for identifying and changing the visible and invisible barriers in your venue that may make younger visitors feel uncomfortable or unwelcome.



Aims:

- Understand what is meant by Red/Blue Zone behaviour
- Think about how language can trigger Red/Blue Zone behaviour
- Consider what could be Red/Blue Zone triggers in your cultural venue

### Use the text from the module 5 page to introduce the Red and Blue Zone concepts to the group.

15  
mins

**Give some examples of being in the Red and Blue Zone.**

**Ask the group to think individually of a time they have been in each Zone.**

**In pairs, share examples, and think about the following questions:**

- What triggered it?
- What did you feel?
- What did this make you do?
- How did this impact other people around you?
- Did this have any long-term effects on you or others?

**Ask one or two of the pairs to feed back to the rest of the group.**

### Look at the Red and Blue Zone triggers from activity 2.

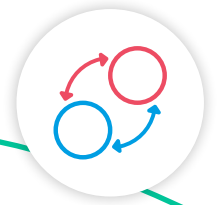
10  
mins

**If you can, copy these onto cards or post-it notes in advance of the session.**

**Ask the group to collectively identify which are Red Zone triggers and which are Blue Zone triggers.**

# Module 5

## Red Zone / Blue Zone



### Work in small groups.

15 mins

Using the triggers from the previous exercise, think of a time when you have noticed something in your venue having that effect on a visitor or a member of staff (or yourself). These could be either Blue Zone or Red Zone triggers.

Each group should try to think of at least 3 examples for each of things from your venue that has triggered these reactions.

### Ask participants to write on post-it notes:

5 mins



- Any lightbulb moments
- Any actions they will take
- Anything they would like to learn more about/questions they have

Stick these in three sections on the wall, then collect them in to respond to in the future.

### Notes



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# Module 6



## Mapping Your Venue

**Note:** This final module will draw on what you have learned from this course, so please only do this after you have completed some of the other modules.

### Introduce the module and aims:

5 mins

In this module you will consider some of the barriers young people might experience at your venue that could put them off visiting or working with you. You will think about small, practical changes that are within your power which could make your venue more welcoming and engaging for young people, and for all visitors!



**Aims:**

- Use your learning from the course to identify potential visible and invisible barriers in your venue that put young people off
- Consider practical, manageable solutions that could make your venue more welcoming to young people
- Create an action plan to begin to make these changes a reality.

### Recap some of the learning from previous modules you have completed as a group.

5 mins

**Ask each member of the group to share one thing they have learned or an action they have taken after completing a previous module.**

**OR**

**Ask members of the group to write one thing they have learned or an action they have taken on a post-it note and stick them onto a wall or piece of flipchart paper, then share with the whole group.**

### In small groups, on a large piece of paper, draw a simple map of your venue.

20 mins

**Make sure you include the outside of the venue and the route a visitor would take walking up to it.**

**Imagine you are a young person visiting the venue. On the map you have drawn, label anything you think could be a barrier to them having a positive experience. Include anything that has the potential to make someone feel uncomfortable or out of place, confused or uncertain. It might include:**

- Cost of entry, placement of donations boxes, how clear concessions are, cost of items in the shop or café
- How rules are displayed and enforced and any unwritten rules or expectations
- Where staff are situated, how formal they appear (think about uniforms or security), how they interact with visitors
- The exhibits/events they see – are they the target audience? Will they see anything they relate to?
- The wording on any information, labels, handouts or programmes that are available – can they understand them?
- How accessible is the venue? If they have any additional needs will these be met? Is it clear how they can ask for support if they need it?
- What about the architecture of the space? Is it grand? Old? Modern? Big? Small? How might they feel if they've not been somewhere like it before? Is it clear where they can and can't go?

# Module 6

## Mapping Your Venue



15  
mins

**As a whole group, ask each group to share some of the barriers they identified.**

**Decide as a group whether each is:**

- A barrier that cannot be changed
- A barrier that would be difficult to change
- A barrier that could be changed by us/colleagues

**Put these into a table on a piece of paper or whiteboard everyone can see:**

Barriers that cannot be changed	Barriers that would be difficult to change	Barriers that could be changed by me/colleagues

5  
mins

**For each of the actions that could be changed, decide as a group:**

- **How** could it be changed?
- **Who** would need to do this?
- **What** resources or support would they need?
- **When** could this be done?
- **What** is the first thing that needs to happen?

**Make sure everyone leaves the session in agreement about the changes you have decided as a group to make and knowing what they need to do next to put these ideas into action.**

**Curious  
Minds**