

Consultation Report

Nov 2009

**Machynlleth's Young People:
Will they stay or will they leave?**

by



on behalf of

Bro Ddyfi Communities First

in partnership with Ysgol Goedfig Dyfi Forest School

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Introduction

When: The consultation day was held on the 3rd November 2009 in Machynlleth.

Who: The consultation day involved a total of 38 Year 11 pupils from Ysgol Bro Ddyfi, Machynlleth. Our thanks are extended to the young people who took part so willingly in the consultation, to the Headmistress, Mrs Liz Pugh, for her permission and support, and to the school staff for their co-operation during the day.

The aims of the day:

- ✧ to find out what the pupils interest are;
- ✧ what they intend to do when they leave school;
- ✧ whether they will remain in the area when they leave school - and why/why not;
- ✧ to introduce the concept of different learning styles.

Background:

This consultation was funded by Bro Ddyfi Communities First and came about through partnership working between Bro Ddyfi Communities First and Ysgol Goedwig Dyfi Forest School. The Bro Ddyfi Communities First team were keen to explore and understand the attitudes and feelings of pupils at Ysgol Bro Ddyfi towards their local community, and the importance – or otherwise – that staying in Machynlleth played in their aspirations.

The second aim of the consultation was to raise awareness among those who took part about their own individual learning needs. Ysgol Goedwig Bro Ddyfi Forest School include encouraging people to understand ‘how they learn’ in some of the work they do; this individual learning style could be in a Visual, Auditory, or Kinesthetic way. The second aim of this consultation was to include a taste of how individuals discover their own particular style, and how that insight might enable them to achieve better performance or make different choices for themselves as a consequence.

Dynamix is a Welsh social enterprise that provides training, facilitation and consultation services and has built up a good reputation in this area through its 20 year history. Dynamix specialise in working with young people and using participative and fun activities to engage inclusively . Dynamix were contracted to carry out this consultation on behalf of the two partners. The consultation was run bilingually by a Dynamix facilitator, with assistance from two Forest school workers.

Methodology:

In contrast to traditional surveys and questionnaires as a method of consultation, Dynamix make use of consultative, participative activities to ensure young people feel able to give their opinions. The activities are designed to be both fun and active to maintain everyone's interest in the process. A range of techniques are used to cater to every person's individual preferences for giving their opinions, be that physically, visually, verbally in large groups or in smaller groups or in the written form and the activities do not rely on a high literacy level or high confidence level. Games are used to ensure the atmosphere is both positive and spirited as well as to balance out the strong, contemplative activities with lighter, relaxing ones.

This, hopefully, results in young people feeling comfortable and confident enough to participate fully in the experience using this focus group style of facilitated consultation, and to feel included and to believe that their thoughts and opinions count – and are counted. However, it is also

important to emphasise that this methodology does not give responses that are representative of any group in any way, that the results cannot and should not be used or interpreted in this way, and that information is gathered in a non-standardised way and so statistical analysis is not possible. Instead, it delivers a rich, qualitative narrative, useful insights and valuable information, and a positive experience for those taking part.

Dynamix draw on a range of activities that have been tried and tested over many years and evidence that they are at a leading organisation in this area can be seen in the books that Dynamix have published in such methodology: “Participation: Spice it Up”, “Rights: Spice 'em up” and “Young Spice: Participation for under 11s”. As well as drawing on well tested methodology Dynamix pride themselves in being creative and adaptive to ensure fresh methods are used and they meet the needs of the specific piece of work.

Dynamix methodologies are underpinned by strong values in line with being a co-operative. Dynamix are also strong advocates of the 7 Principles of Participation identified by young people on behalf of the Welsh Assembly Government. Dynamix's commitment to these:

Information: The information and activities must suit their ages and are easy to understand for everyone. Being up front and clear about what we are doing and why in order to ensure everyone has enough information to get properly involved. We are clear about what difference the young people taking part will make, to whom we will give the information they give us and how it will make changes.

It's their choice: Young people should be able to decide whether they want to take part. Once we have given the young people information at the start, we then consult them about how they would like to take part and in what ways. We use activities that enable the young people to take part as much as they want to take part.

No discrimination: We make sure that everyone feels welcome and we use activities to enable the young people to take part – whatever their needs and interests. We advocate a good representative proportion of the people you are consulting.

You get something out of it: We use fun activities and games to ensure the young people enjoy taking part. We inform the young people and we value their opinions, which empowers them and builds their confidence so that they benefit from taking part.

Respect: We give everyone a chance to have a say using a range of methods to maximise their ability to take part. We make it clear that their opinions, ideas, views and experiences are important and we respect them, take them seriously and treat them fairly.

Feedback: We are clear about what difference their contributions makes and how their ideas will be used. We advocate ensuring that everyone has access to the report and support the production of a young people's friendly version of any feedback.

Improving how we work: We take very seriously the principle that the ideas the young people give are used to make an actual difference to the decisions that get made following the consultation.

Programme of consultation activities

Programme	Purpose / issue addressed
Hello, intro and aims	To ensure YP are aware of the purpose of the day
Making it work	To give the young people ownership of the day
Human Bingo	To set the atmosphere of participation, communication and fun
Jigsaw	Issue 1: The activities the young people enjoy
Big Wind Blows	Issue 2: The young people's future plans
Hot spots and grot spots	Issue 3: Reviewing the young people's opinion of Machynlleth
Paper carousel	
yes/no/maybe mats - Quiz	Issue 4: Young people's discussion about remaining in Machynlleth after leaving school
Talking stick interviews	
Learning styles matrix	To raise the young people's awareness of their own learning styles
Personal postcards	Issue 5: Young people's personal reflections
End game & goodbyes	To finish on a fun note

See the original bilingual programme from the day in the appendix

Description of activities:

Human Bingo

An activity to get people moving around, talking to each other and finding out each other's names and other interesting facts. It's a good ice-breaker.



Jigsaw

An activity used to get people into random groups and as an information gatherer. Again it has an element of fun to complete the jigsaw and then to follow the instructions on the jigsaw. (See appendix B)



Big Wind Blows

An information gathering exercise which also gets people moving around and sitting in different seats. This turns counting how many of them have certain ideas in a fun, physical game.

Hot spots and grot spots

An activity to get people concentrating on an area or venue (e.g. a town, school, etc). In small groups the young people draw a map of the area and then highlight on the map which areas are good and bad.

Paper carousel

An information gathering exercise in smaller groups, which enables quieter, or less confident voices to be recorded. Each group was given a heading and write down as many ideas as they can before the papers are moved around clockwise, so that they have had a chance to contribute to all three questions. Although this is a written activity, the grouping of young people allows those who are confident and happy in their writing skills to take the lead in copying down everyone else's ideas.

yes/no/maybe mats

An activity to enable people to move around and answer particular questions by standing on or near one of the three mats. If people wish to explain why they can do so using the talking stick.

Talking stick interviews

A way of giving everyone an uninterrupted opportunity to speak, as only the holder of the stick can pass comment on the topic being consulted. This is a useful activity to enable young people to listen to each other's point of view and can lead to debate. It also enables only those who feel confident to speak to the whole group to be put on the spot.

Learning styles matrix

A matrix is used to get people to begin thinking about their own learning styles. In this particular matrix the young people fill in a survey and then give themselves their own scores, which enables themselves to identify in which ways they learn best (e.g. a concrete sequential thinker, an abstract random thinker , etc)

Personal postcards

A quiet personal activity enabling people individually to contemplate their future e.g. where they will be living, job aspirations, relationships, etc.

Reviewing the programme

The bilingual nature of the day meant that the activities took longer to run than anticipated. The time available was also affected by a morning assembly being held at a short notice. The overall affect was that the learning style session was very brief. The consultation activities were completed in full, but it was not possible to spend the intended amount of time on the session in terms of a fuller discussion of what the pupils had discovered about their own learning styles. Nevertheless, it did deliver a taste of what could be done through such an 'Approaches to Learning' experience.

All activities were enjoyed and the overall feeling was that the event had been a tremendous success.

At the end of the session the young people completed a dot target to evaluate how useful the session had been. In this method they place a dot close to the center if they feel the session has been successful or outside of the circle if the session was unsuccessful or somewhere in between to show their feeling about the session.

They judged the session on (1) whether they had learnt something new, (2) whether they felt involved, (3) whether the session had been useful for their future and (4) whether they had had fun in the process of taking part. See the picture below to review the response. The area the session scored highest in was whether they had had fun.

See picture below.

LEARNED
SOMETHING NEW /
DYSGU RHYWBETH
NEWYDD.

FELT INVOLVED /
WEDI CYMRYO
RHAN.

~~REMOVED~~

FUN /
HWYL.

BEEN A HELP
FOR THE FUTURE.
HELP AM Y DYFODOL

Results:

1st Issue: **What activities do you enjoy?**
 Activity: **Jigsaw**

The young people were asked to list their top 5 hobbies. Below you can see the list of activities they enjoyed in order of their frequency. The number indicates the number of times the activity was mentioned by different young people.

Football	17
Rugby	13
Listening to music	11
Watching TV	9
Swimming	8
Shopping	8
Singing and dancing	7
Acting	6
Netball	6
Face book, Twitter and Bebs	5
Eating	4
Badminton	4
Basketball	4
Snooker	4
Art	3
PS3	3
Sleep	3
Baby sitting	2
Chatting on MSN	2
Reading	2
Computers	2
Motorbikes	2
Radio	2
Darts	2

Pop stars	1
Dog walking	1
Hair and makeup	1
Drinking	1
Sports	1
Holidaying	1
Cycling	1
Working	1
Xbox live	1
Zoo	1
Having fun	1
Running	1
Watching rugby	1
Table tennis	1
Round town with mates	1
Gymnastics	1
Hockey	1
Sex	1
Pool	1
Jokes	1
Science	1
Documentaries	1
Eating chocolate	1

Summarised by Dynamix:

Sporting & active	61
Computer & internet	10
Other indoor, individual activities	34
Arts and Performance	18
Shopping or outings	10

Social and games	8
Food and drink	6
Working	3
Other	4

This is a physically active method which enables young people to express whether the following statements apply to them by movement. The number of young people who agreed with the statement below was recorded. For some of the statements the young people were asked to give details verbally. These were recorded on a flipchart.



- A) Pupils who think they will be in Machynlleth in 10 years 3 out of 38 young people
- B) Pupils who know what they want to do in the future 20 out of 38 young people

For those young people who knew what they wanted to do in the future they were asked what profession they would choose?

Profession	no.	Later observation from Dynamix
Beautician / hairdresser	3	Further ed or apprenticeship
Doctor	2	High education needed
Journalist	1	High education needed
Nursing	1	High education needed
Carpenter	1	Further ed or apprenticeship
Teacher	1	High education needed
Dancer	1	Specialised training
Sports	1	Not enough information to comment
Engineering	1	High education needed
Plumbing	1	Further ed or apprenticeship
Heating	1	Further ed or apprenticeship
Mechanic	1	Further ed or apprenticeship

- C) Pupils who have been a volunteer or intend to in the future 16 out of 38 young people
- D) Pupils who would want to be an apprentice 13 out of 38 young people

E) Pupils who want to go to college or university

25 out of 38 young people

For those young people who wanted to go to college they identified the following colleges/
University?

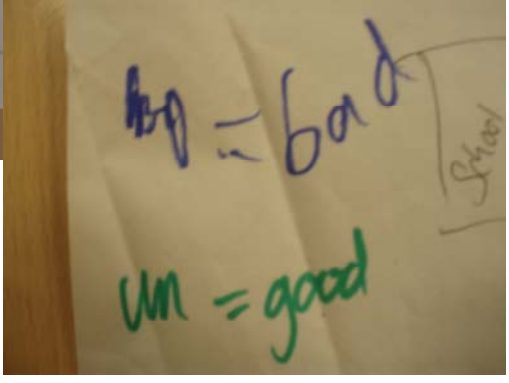
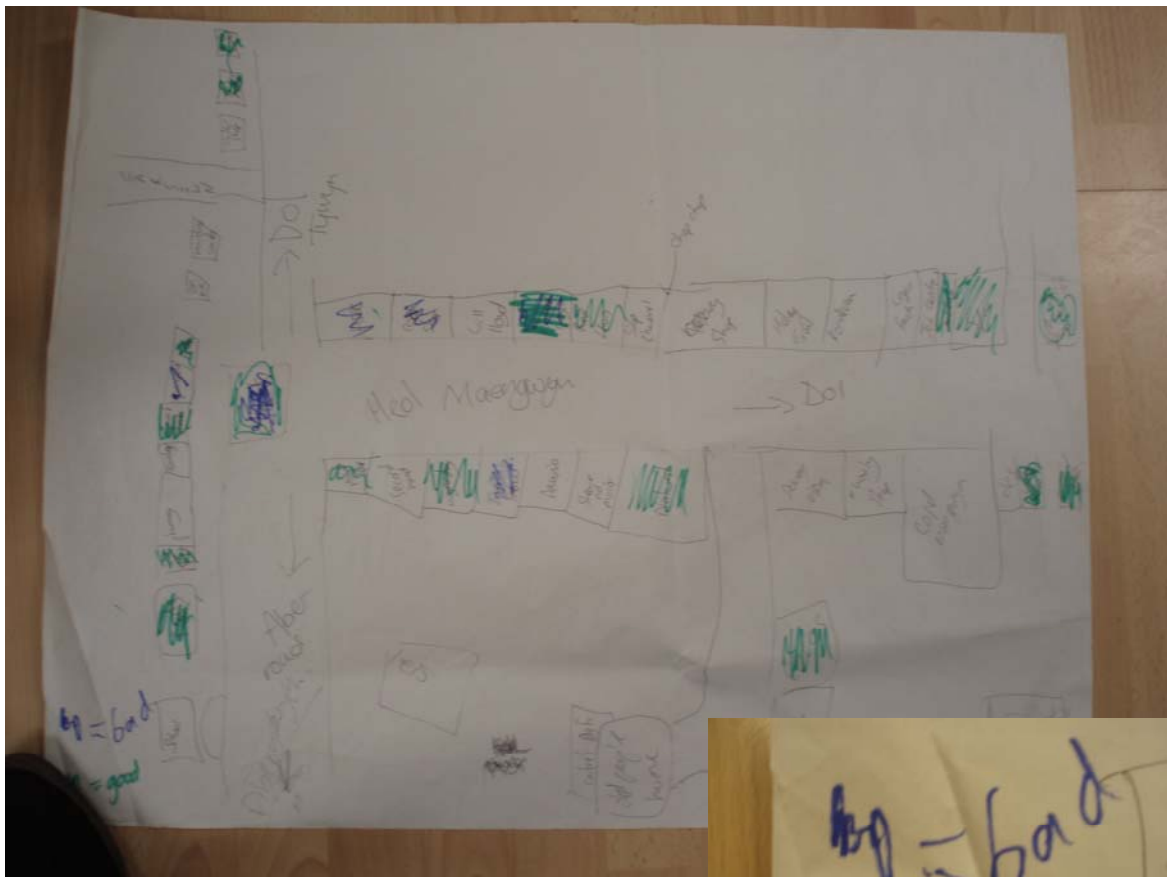
Location	no.	Later observation by Dynamix
Carmarthen	3	In Wales
Newtown	3	In Wales
Exeter	2	In England
Cardiff	1	In Wales
Swansea	1	In Wales
Brecon	1	In Wales
Dollgellau	1	In Wales
Shrewsbury	1	In England
Aberystwyth	1	In Wales
Leicester	1	In England
America	1	Abroad
Africa	1	Abroad

3rd Issue:
Activities:

What is good and what is bad in Machynlleth? Hot spots & grot spots

This is a visual active method which allows the young people to think in detail about what is good about their area and what they don't like.





Following the mapping, the young people identified the following places in Machynlleth:

- Hot Spots
 Red Lion
 Astro turf
 Rugby club
 New tesco
 Snack Shack

- Grotspots
 Richard Lloyd hairdressers
 No cinema
 The rest of Machynlleth
 Too many charity shops
 Football Stand

This activity led onto the paper carousel on the following page which provides more detail.

This is a group activity in which the young people share ideas in smaller groups around 3 questions. These ideas were written by young people and for ease of reading have been grouped into categories by Dynamix.

What is bad in Machynlleth?	
<p>Lack of facilities & activities</p> <ul style="list-style-type: none"> No Fun Dull and boring No Cinema Lack of activities <p>Facilities or services are not good enough</p> <ul style="list-style-type: none"> School Stands Train station No casualty Police station Have to pay for the toilets <p>Shops & food outlets aren't good enough</p> <ul style="list-style-type: none"> Hairdressers Co-op Hippy shop Chinese Spar Antique Shops Charity Shops Morrison's No healthy food cafes 	<p>Social problems</p> <ul style="list-style-type: none"> Too much trouble Society Crime Boy racers Drugs Drinking Smoking Vandalising Chav's <p>Appearance</p> <ul style="list-style-type: none"> Town clock Litter Messy Needs modernizing – Old fashioned

What is good in Machynlleth?	
<p>Sports</p> <ul style="list-style-type: none"> Leisure centre Rugby Club <p>Other facilities</p> <ul style="list-style-type: none"> Transport School Buildings Senedd Owain Glyn Dwr Park Train Station 	<p>Shops & food outlets</p> <ul style="list-style-type: none"> Restaurants Hairdressers Bank Snack shack Tesco coming to Machynlleth Reeds Kebab <p>People</p> <ul style="list-style-type: none"> People

What we would change about Machynlleth:

Facilities and services

Cinema
Better park
Public trampolines
More sports clubs
More places to go when it rains
A massive maze
Giant ball pool
Somewhere for teenagers to hang out
Skate park
Fair
Concert hall – so don't have to travel 2 hours or more to see fave bands
Heated pool with wave machine, slides and diving boards

Shops and food outlets

Better shops
Better shops
Tesco/Asda
Nice place to eat
KFC
HMV
Tesco

Social

Nicer people
No school



This is a physically active method which enables young people to express their answers through movement. The young people were given a choice of 3 answers to each question: YES, NO or MAYBE. The numbers of young people for each of the 3 answers was recorded.

To develop their answers the young people were encouraged to give comment using an interview method called a Talking Stick. The answers they gave verbally were also recorded.

Do you like Machynlleth?

Yes	Maybe	No	Total who responded
10	5	16	31

Do you want to be living in Machynlleth in 20 year time?

Yes	Maybe	No	Total who responded
6	14	16	36

Some of those who said 'yes' explained why they wanted to stay in Machynlleth:

1. Machynlleth will get better over time – Businesses will come to the area. For example they will have a housing business locally next year and Tesco is coming
2. Friends will stay in the area. They also felt that many people who say they will leave will actually end up staying
3. They will inherit a house in the area
4. It's their home town
5. Scenery is great
6. Food is great locally

“Many people who say they will leave will actually end up staying”

“It's our home town. The scenery is great. The food is great and tescos's is coming”

Some of those who said 'maybe' explained why they weren't sure they wanted to stay in Machynlleth:

1. It's too small
2. They've already been here too long
3. They would come back to see family and friends so wouldn't need to stay to see them

Some of those who said 'no' explained why they didn't want to stay in Machynlleth:

1. They would leave to get good jobs – In fact many people had to go outside Machynlleth even for work experience. They felt it was a small town with a lot of competition for jobs. 14 Pupils agreed they would leave to get good jobs
2. They said there was nothing to do here. 11 pupils agreed they would leave because there is nothing to do in the area.

3. They said that because it was a small town it meant everyone knows their personal business

“It's a small town with a lot of competition for jobs”

“It's a small town and everyone knows your personal business”

If there were colleges with relevant courses locally would you attend?

Yes	Maybe	No	Total who responded
31	2	3	36

Some of those who said 'yes' explained why they would:

1. It would guide them for the future, give them further education life skills, helping generally with life skills, help to get on to other courses and help in life generally
2. It would make it easier to get a job
3. It would be closer to home so easier to get to
4. A chance to learn the things you don't get taught in school

“It'd make it easier to get a job”

Some of those who said 'maybe' explained why they were torn between the choice of staying or moving:

1. They would prefer to be somewhere else (e.g. Newtown)
2. They felt doing a course would be a chance to meet new people as well as stay in contact some people they already know

Some of those who said 'no' explained why they wouldn't:

1. They didn't believe the course would work.
2. They didn't believe a course would help.
3. They don't believe the course would happen.

“Things get wrecked here”

“We've been promised things before but nothing ever happens.”

If relevant apprenticeships were available locally would you go on them?

Yes	Maybe	No	Total who responded
30	2	6	37

Some of those who said 'yes' explained why they would:

1. Earning money. It would be learning and getting paid at the same time
2. It'd be a chance to get more experience and learn
3. They could learn from adults what they had learned when they were our age

What do you think you'll be doing in 10 Years:

- Live in South Wales or South Africa
- Living Cemmaes, carpenter, married, own house
- Older, top mechanic, relationship
- In a relationship, living away from Machynlleth but still in Wales. Visiting family and friends often. Don't know what job.
- With girlfriend, living away from Machynlleth, working in plumbing or heating
- In relationship, teaching, Cardiff
- In some hot country on a work trip, possibly Australia.
- In a relationship, living in London, sports journalist for a national newspaper
- Married with kids, army, Newtown
- Prison
- Living just out of Machynlleth, brick lying, build my own house
- In work, nice house, 2 kids, drive a car
- Married, one baby, Wellington
- In a relationship, 2 children, Cardiff, nursing/hairdressing, family in Machynlleth
- Married
- Married
- English teacher, married with children
- Journalist
- Photographer, France, married, finished university, big house
- In a relationship, traveling or in ideal job, living in America, big house, no children yet
- Flat in Cardiff bay, in relationship, physiotherapist
- Married, second child on the way, hair dressing/ beauty therapy, Llandidlose or Newtown,
- In a relationship, own business, in Wales, three kids.
- Own business, in a relationship, 3 kids, living in Wales
- In relationship, working in motorsports industry, big house in the country, at least one child
- Job – scientist/joke book author.
- Relationship, with a child, working with journalists or lawyers, in Wales, drive own car
- In relationship, doctor, kids, countryside
- In relationship, living abroad, big house, sports teacher
- Relationship, married, sports teacher, North Wales, one child
- Happy, married, three baby boys, England- just outside London, owning own hair and beauty salon,
- Single, in a business working my way up, flat and car, side job of some sort
- Big house, pets, nice cloths and jewelry
- Married, 2 children, earning £80,000 a year in Cardiff
- In a relationship, drama teacher, in Wales, proper home with dog.

Conclusions

Key figures:	Source/activity:
3 out of 38 young people expected to be in Machynlleth in 10 years time	Issue 2 Windblows
When the young people were asked whether they would like to be in Machynlleth in 20 years time 6 out of 36 said yes and 14 feeling unsure how they felt.	Issue 4 Yes/no/maybe mats
Over half of the young people knew already what they wanted to do in future	Issue 2 Windblows
6 out of 15 had a profession in mind that would necessitate them attending University	Issue 2 Windblows
8 out of 15 had identified a profession that would require training in the form of a college course or an apprenticeship. Professions identified that could be relevant included beautician, hairdresser, carpenter, plumber, heating engineer and mechanic	Issue 2 Windblows
A third of the young people said they wanted to do an apprenticeship locally when asked and 31 out of 36 said they would attend a relevant course locally	Issue 4 Yes/no/maybe mats
Two thirds of the young people expressed that they wanted to go to college or university and when asked, about where they would like to go 11 out of 17 identified Welsh colleges and universities	Issue 2 Windblows
In discussing Machynlleth faults, the young people identified a lack of entertainment facilities, and an improvement of existing facilities and services, as well as the need to increase the quality and range of shops and food outlets or generally tackling the appearance of the town and some of its social problems.	Issue 3 Paper carousel
The young people said primarily developing a range of things to do and places to go, and secondarily increasing the range of shops and food outlets would improve Machynlleth	Issue 3 Paper carousel
In stating their hobbies, the young people placed sports and being active as their most favourite, with computer, internet and other individual indoor activities coming in second and arts and performance coming in third.	Issue 1 Jigsaw

Discussion:

The prospects of Machynlleth keeping its young population in the area do not look good when we consider that only **3 out of 38** young people expected to be in Machynlleth in **10 years** time. When, at a later point in the consultation, the young people were asked whether they would like to be in Machynlleth in **20 years** time the proportion did increase a little with **6 out of 36** saying yes and **14 feeling unsure** how they felt. It is important to recognise the difference between being able to stay in Machynlleth and wanting to stay in Machynlleth.

Furthermore, it is important to note that the young people's opinions did appear to change even further through the course of the consultation on the issue of staying in Machynlleth. Although **16 out of 36** had said they didn't want to be living in Machynlleth in 20 years time, when they were asked later if they would attend relevant courses and or apprenticeships if they were available

locally over 30 out of 36 said they would. So it was clear that more local opportunities for their future would effect whether they wanted to stay in Machynlleth.

In fact, we can take a look at what part the young people's future aspirations play in whether they will stay in the area. They feel that the lack of jobs opportunities will force them to leave Machynlleth to find work. We found that **over half** of the young people knew already what they wanted to do in future. Of these, **6 out of 15** had a profession in mind that would necessitate them attending University, which would take them out of the area. However **8 out of 15** had identified a profession that would require training in the form of a college course or an apprenticeship, which local colleges could look into making available to enable the young people to stay in the area. Professions identified that could be relevant included **beautician, hairdresser, carpenter, plumber, heating engineer and mechanic**. In fact, **a third** of the young people said they wanted to do an apprenticeship when asked and **31 out of 36** said they would attend a relevant college course. However, many are cynical that such opportunities will become available and feel that they have been promised things in the past which have not come about.

Will going to college or university result in young people leaving the area? Well, **Two thirds** of the young people expressed that they wanted to go to college or university and when asked, about where they would like to go **11 out of 17** identified Welsh colleges and universities. Therefore it seems that the young people show a commitment to remaining in Wales, even if that doesn't extend to remaining locally in Machynlleth.

Of course, the consultation revealed that there were other reasons why young people might chose to leave Machynlleth other than their future prospects. Generally, the young people feel that Machynlleth is too old fashioned with little for many young people to do. In discussing Machynlleth faults, the young people identified a **lack of entertainment facilities, and an improvement of existing facilities and services, as well as the need to increase the quality and range of shops and food outlets or generally tackling the appearance of the town and some of its social problems**. When the young people identified a range of measures to improve Machynlleth they narrowed down the list above to **primarily developing a range of things to do and places to go, and secondarily increasing the range of shops and food outlets**. This is certainly food for thought, from the level of local community through to statutory organisations working in the area, if they are considering what steps they need to take to entice young people to stay within the area. In fact, when it comes to prioritising new developments in facilities for young people it's worth referring to where their interests lie. In stating their hobbies, the young people placed **sports and being active** as their most favourite, with **computer, internet and other individual indoor activities** coming in second and **arts and performance** coming in third. It is interesting to note that many see Tesco as the saving grace for Machynlleth!





RHAGLEN

PROGRAMME

- | | |
|-----------------------|------------------------|
| ✧ CYFWLYNO | ✧ INTRO |
| ✧ AMCANION | ✧ AIMS |
| ✧ GWNEUD IDDO WEITHIO | ✧ MAKING IT WORK |
| ✧ NAWR | ✧ NOW |
| ◦ DIDDORDEBAU | ◦ INTERESTS |
| ✧ Y DYFODOL | ✧ THE FUTURE |
| ◦ GWNEUD BETH? | ◦ AFTER SCHOOL – WHAT? |
| ◦ BLE? | ◦ WHERE? |
| ✧ MACHYNLLETH | ✧ MACHYNLLETH |
| ◦ PETHAU DA | ◦ THE GOOD |
| ◦ PETHAU DRWG | ◦ THE BAD |
| ◦ ANGEN NEWID | ◦ THE NEEDING CHANGE |
| ✧ Y DYFODOL | ✧ THE FUTURE |
| ◦ CWIS | ◦ QUIZ |
| ✧ DULLIAU DYSGU | ✧ LEARNING STYLES |
| ◦ G.C.G | ◦ VAK |
| ◦ GARDENER | ◦ GARDENER |
| | ◦ |
| ✧ CYLCH EISTEDD | ✧ SITTING CIRCLE |

HWYL FAWR!!

GOODBYE!

Congratulations

Your group is now complete.

You have ten minutes to complete the following tasks:

- ✧ Collect some paper and pens from the front.
- ✧ Draw around your hands. Now write your name in the outline of your hand.
- ✧ List 5 of your hobbies around the hand.

