



Training Guide



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1. Introduction

Thank you

Thank you for deciding to volunteer with GSUS Live – an exciting mobile resource brought to you by the Christian charity, Counties. Your commitment to this work is much appreciated both by Counties, and particularly by the local hosting church(es). The mobile classroom provides an opportunity to connect with the local schools and for Christians to work together in their community.

We are certain that everyone involved with the mobile classroom desires that it should fulfil its prime purpose of introducing people to the person of Jesus Christ. It is important, therefore, that those who help in any way should understand what is expected of them, and how they can best contribute to making the visit a positive experience for all who come to the resource.

Introduction to Counties

For more than 100 years, Counties has been sharing the good news of Jesus Christ with communities across the UK, inspiring and equipping local churches.

We do this through three main areas of our work – evangelists, training, and resources.

Our evangelists are self-employed but receive a monthly gift from Counties as funds allow. They work throughout England and Wales in a variety of settings, including: church planting, leading school assemblies, visiting prisons, witnessing at agricultural shows, leading holiday clubs and camps, manning market stalls, running café churches and evangelism courses, and in community door-to-door visiting.

Counties offers an extensive range of training throughout the year to help churches grow through evangelism and local mission. These include; day conferences, seminars, workshops, Evangelist Training Programme, One2lead and TEAM Gap year (Training in Evangelism and Mission), as well as Neighbourhood Chaplains team training which aims to equip and encourage a church team to reach out to people in their local communities.

From major mobile exhibitions through to books and leaflets for the individual, there are plenty of Counties' resources available to help people share the Good News. Our innovative Life Exhibition and GSUS Live, along with Key to Life, have reached thousands of school children with the story of Jesus.

Visit www.countiesuk.org for further information.

GSUS Live tablets overview

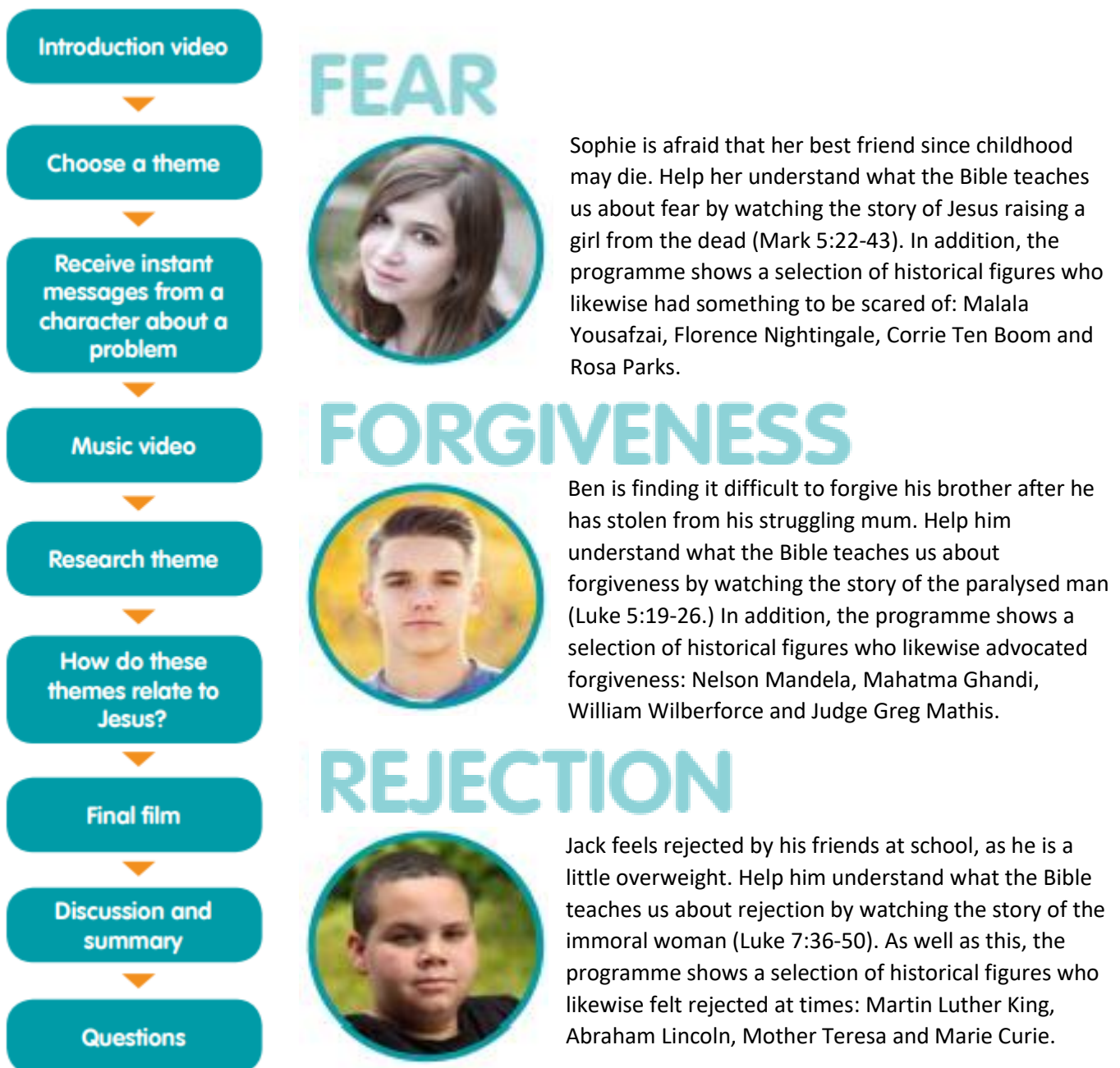
The aim of GSUS Live is to enhance students' understanding of some of the key teachings of Jesus, which in turn may be the start of a life-changing process for some young people.

The GSUS Live resource is a mobile classroom which provides a set of tablets inside a school classroom or hall. It is designed to take classes of up to 32 key stage 3 students for a minimum of a 45-minute session. Key Stage 3 represents school years 7, 8 and 9 – students of ages 11-14. The programme can be used for years 10 and 11 however the volunteers will need to think about how to have the discussion at the end.

1.1. GSUS Live Programme

The aim of GSUS Live is to enhance students’ understanding of the key teachings of Jesus, which in turn may be the start of a life changing process for some young people.

It is designed to take classes of up to 32 Key Stage 3 students for a 45-to-60-minute session. The classroom provides a stimulating environment in which the students investigate Jesus’ teaching about fear, forgiveness, and rejection. The content of the sessions encourages a reflective approach to the concepts being studied.



To conclude the session there is time for students to give feedback and ask questions. This is also a time to relate when Jesus felt fearful, rejected and scared. This is followed by a short plenary which explains who Christians believe Jesus is, why he came to this earth and why this is important to the Christian faith.

2. Training and Responsibilities

2.1. Training Day

It is general practice that the van will be delivered to either the first school or a local church on the Friday or Saturday the week before lessons and is the designated training day. The Agreement signed on behalf of Counties and the Local organiser states that:

- Any person involved in GSUS Live must complete the appropriate training from Counties.
- At no time should the unit be under the supervision of any person who has not been recently trained. The LO should be aware of who is supervising GSUS Live at all times.

Example timings for the training day are:

09:30-11:30	Training for Set Up and Take Down Team
Break	This is time allocated to the coordinator to make any tweaks
12:30-14:30	Training for Presenters
14:30-15:30	Pack up GSUS Live ready to move to a school

(Trainer and Van will arrive and meet the Local organiser 30min prior to training)

2.2. Volunteer Responsibilities

The following paragraphs are extracts showing your responsibilities taken from an agreement designed to clarify the expectations of both Counties and you in the provision and use of the GSUS Live mobile classroom. A detailed copy of the agreement is available upon request.

- You will assume responsibility for any damage loss or breakage caused through negligence by a team member or student.
- Any person involved in unit set up, unit take down, preparation of technical equipment and presentation of the GSUS Live material must complete the appropriate instruction, preferably on the day allocated for training. At no time should the unit be under the supervision of any person who has not been recently trained.
- At all times the unit and parts thereof must be operated according to the prescribed procedures. Failure to do so may result in legal liability. The Weekly Report Sheet must be completed and returned to the Project Co-ordinator before the Monday of the following week. **It is vitally important that the Take-Down Checklist is used as part of the packing away process and not regarded as a document to be completed at a later date (appendix 1).**
- If for some reason stock levels have been overlooked or an unexpected amount of product used, an element of common sense should be employed with regard to replenishing easily accessible non-proprietary items such as cleaning products or paper etc without having to wait for the next visit by the Project Coordinator.
- Safeguarding is a crucial consideration for negotiations with the schools and the recruitment of presenters. Local organisers must ensure that all members of the presenting teams are covered by a local child protection policy and have completed a recent Enhanced DBS disclosure.
- You should ensure the classroom has a high standard of cleanliness.
- In any newsletters, interviews, press releases or prayer information about GSUS Live, Counties (in partnership) should be mentioned as the provider of this resource.

3. Leading the Session

Session timings

Your session will be between 45min-1hr long. Factors that affect your timings include school lesson length, registration time and location of where GSUS Live is.

This is something you need to discuss with your teachers as you cannot afford to run over into other teachers' time or your next lessons. A guide to timings is as follows, however it is likely that you will have longer at the start and end of the lesson.:

Organising and arranging students	5 Minutes	
Introductory video	3 Minutes	
Welcoming & introduction to the lesson	5 Minutes	<i>+5 Minutes can be added to talk about the GSUS Live Logo</i>
Students following a character on their tablet	24 Minutes	
Summary	5 Minutes	
Questions and exit	3 Minutes	<i>+5 Minutes can be added to show additional video</i>
	Total: 45 Minutes	

Before the students arrive

- Start a new session on the presenter iPad
- Place headsets in the correct places and you may choose to fold the tablets down
- Make sure that the printer has enough paper
- **Ensure all tablets are reset after previous lesson**

As the students arrive

- Allow students to take their seats
- (Ask if anyone has a medical condition affected by flashing lights)


Introduction

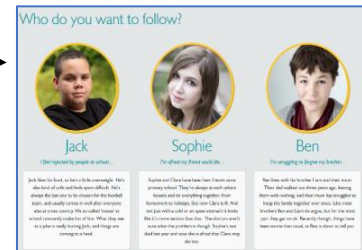
- Welcome the students & their teacher(s)
- Introduce yourself and any other helpers on the resource.
- Start the introduction video - using the iPad. Prompt the students to watch for themes during the video. Volume is controlled on the apple TV remote.
- Turn off classroom lights (optional)

Optional Introduction. This introduction uses the GSUS Live logo to open the session explaining why Jesus is fundamental to Christianity. Ask the pupils what they may think the letters represent.

- **G:** God
- **US:** You and me.
- Guide the students to think about what is separating the 'G' and 'US'.
- **S:** Sin. (Explain what Christians believe sin is.)
- This provides the opportunity to explain to the students, that Christians believe we are separated from God, now and forever, because of our sin.
- **LIVE:** God showed his power over sin, by raising Jesus from the dead. Christians believe this means we can have a relationship with him today and for eternity.

Start of the multimedia session

- Turn classroom lights on. (Optional)
- Introduce the students to GSUS Live and the objective of GSUS Live.
 - Ask the students: What themes arise in the video?
 - Summarise they will be thinking about Fear, Forgiveness and Rejection.
- Show “Who do you want to follow?” 
 - Explain they will choose one of the characters and explore a specific topic in more detail. They are going to help their chosen character to solve a dilemma
 - Explain use of headphones and tablets
 - Instruct students to begin by entering their names on the GSUS Live app



Session Content

- You will have an opportunity to explore one of the characters on the training day.
- Prior to this you may access the demo videos at: vimeo.com/509770942 (PW: SOPHIE), vimeo.com/509755744 (PW: JACK) & vimeo.com/509748826 (PW: BEN)

During the Session

- During a session, you may follow the progress of the students from the presenter dashboard on the computer. Click on the ‘View Experiences’ block.
 - You will see a list of all the experiences, with the student names and their progress through the system.
- You may wish to turn the classroom lights off or down
- watch for students' hands getting stuck.

Once they have finished going through the programme, ask the students to place headphones onto the desk and close the iPad case.

Summary of Session (Plenary)

The plenary is a time after the programme where you are able to link the three themes of fear, forgiveness and rejection to the life of Jesus. It is also a time where you are able to share your experience of times, as a Christian, you have been afraid, rejected or have encountered forgiveness and how your faith has helped you.

- What was your favourite bit? What did you enjoy?
- Hands up, who looked at Ben/Sophie/Jack?
- Why did you choose that character? Can you share any of their story for the class?
- Can you think of any times when Jesus felt any of the same feelings as your chosen character?

It is also a chance to share why, as Christians, we believe Jesus’ death on the cross is really important to us. HOWEVER, REMEMBER, THIS IS NOT AN OPPORTUNITY TO PREACH... We are simply here to share what Christians believe about Jesus.

There are several summary options: Summary 1 is less detailed and gives you an opportunity to personalise your talk. Summary 2 has more detail meaning you don’t have to add anything. If not already used, the optional introduction can also be used to explain using the logo.

This section is titled: ‘What we believe’. It is important to stress that this is what Christians believe.

Summary 1. This summary uses 5 points, to be expanded upon, to explain Christians believe that we all have a sin problem and the importance of Jesus.

- We all have problems.
- God understand our problems.
- God sent Jesus to help us.
- Jesus died and came back to life to deal with the cause of our problems.
- God helps those who call on Him.

Summary 2.

- In our lives we will all struggle with feeling accepted, being afraid and forgiving other people.
- Christians believe the reason that we struggle with these things is because there is something broken in our world.
- In the programme, we saw how Jesus dealt with the problems that people experienced around Him.
- Christians believe that Jesus makes a difference in our world today, and in the lives of the people who follow Him.
- We saw this explained in the final video, in which we learned that Christians believe that Jesus fixed our broken world when He died on a cross 2000 years ago.

If you have additional time at the end of the lesson, you can use additional videos on the presenter iPad or/and open the group to asking any questions.

When the session has finished

- Thank all the students for participating.
- Save PDF's or Print the printouts (if not done so already).
- Hand the printouts to the teacher.
- Dismiss the class. Be mindful of a bottleneck as they leave.
- Close the session on the computer and reset the session
- Fill out paperwork.

Once all the students have left you will need to reset all the student tablets; please see appendix 7.

Helpful thoughts when leading a session:

- Speak to the teacher. This will give you an idea of the ability of the class and opportunities to tailor the lesson, with any topics they have been studying. If it is an ethics lesson, you may want to think about explaining the validity and evidence of the Bible.
- Timings. Keep an eye on timings throughout the session. Keep the introduction as short as possible, allowing time with the programme and the summary at the end.
- 'Christians believe' Make sure you use this rather than saying, 'I believe'. You are there to teach them about Christianity and what Christians believe, not what they should believe.
- Explain jargon. If you use words i.e. 'sin' explain what they mean.
- Share experiences. Share your own story/testimony or have another person to share their testimony.
- Ask Questions. Be careful of putting students in uncomfortable situations when asking questions. Never ask a direct question about an individual. Ask the question: Is there anything that surprised you? Ask the question: Would you change any of your responses?
- Locking tablets. You may want to ask students to lock/place tablets face down at the end of the interactive part of the lesson, to prevent them being distracted in the plenary.

4. Running a session

4.1. Overview of the session

The GSUS Live resource has the following concepts within the software environment:

- **A session**

A session is a single run-through of the GSUS Live resource for one class of students. A session must be created by the presenter before the student tablets can be used. A session includes details of the school, class and the presenter's name. All the data from the session is stored on the local database, along with the data for each student experience that happened in the session.

- **An experience**

Each student desk where students have entered their names becomes an 'experience'. An experience represents the journey of the two students, the profile they select (e.g. Jack/Sophie/Ben), the students' progress, and the answers they give.

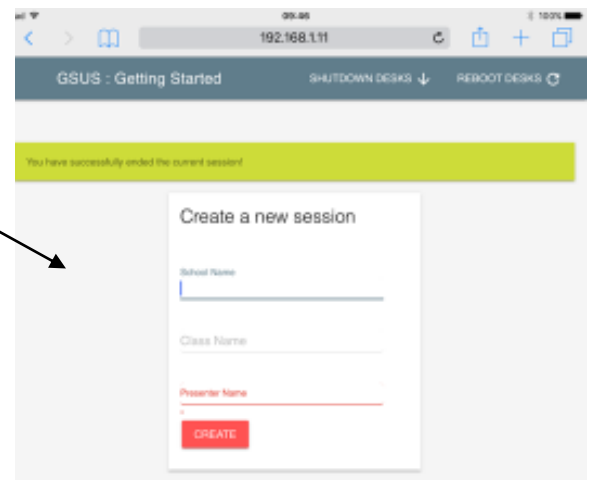
- **Student iPads**

Each tablet is numbered for easy identification. The student tablets will not be usable until a session is active. Once the whole system has been successfully started (as per instructions in appendix 7), a new session can be created.

4.2. Starting the session

(once the classroom has been set up)

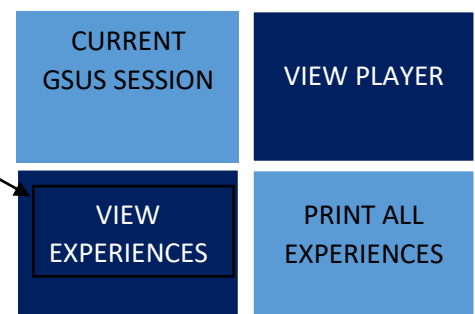
1.	Open the presenter control page on the PC
2.	Log in and create a new session on the PC
3.	Fill in form
4.	Click "Create"
5.	Ensure student iPads are on
6.	Ensure iPads are connected to GSUS Live wifi
7.	Open GSUS Live App (iPad) password is 0316



4.3. Monitoring the session

During a session you may follow the progress of the students...

1.	From the presenter dashboard, click on 'View Experiences'
2.	You will see a list of all the experiences, with the student names, and their progress through the system
3.	To update this throughout the lesson, press 'Refresh'



4.4.1. Saving the experiences as a PDF

Prior to ending the session, you save all the student experiences to be passed on to the teacher.

1.	On the PC: From the presenter dashboard, click on 'Print all experiences'
2.	This automatically creates a PDF that is saved to downloads on the PC.
3.	Open downloads and rename file
	<ul style="list-style-type: none"> This can be actioned at any time prior to ending the session. At the end of the week, all the saved PDF's can be loaded on a memory stick and given to the teacher.



4.4.2. Printing the experiences

Prior to ending the session, you can print all the student experiences – the printer will need to be plugged in using the ethernet cable to the router.

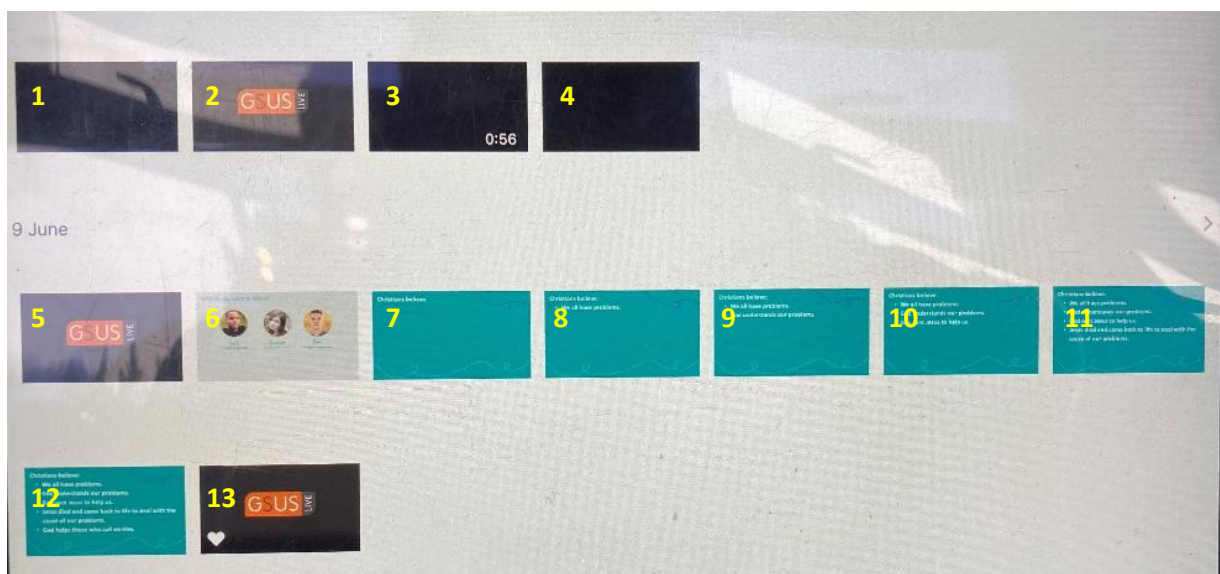
1.	On the PC: From the presenter dashboard, click on 'Print all experiences'
2.	This automatically creates a PDF
3.	Open PDF and send to printer
	<ul style="list-style-type: none"> A printout can be actioned at any time prior to ending the session. Each tablet will produce two printouts.

4.5. Using the Apple TV

To Airdrop onto the screen

1.	Open up photos on the iPad
2.	Press the Share button 
3.	Scroll down and press Airplay 
4.	Press Home Cinema
5.	The photos play in order (shown below)
	The videos may need to be unmuted to play

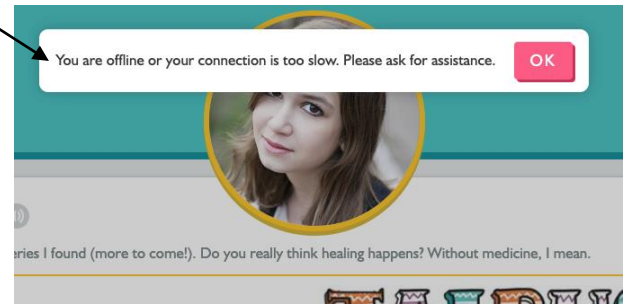
(if you are unable to use air play, in the sound equipment box there is a pre-loaded memory stick)



4.6. Disconnecting from Wi-Fi

If during the session the user's device disconnects from Wi-Fi the following message may appear. If the iPad freezes, follow the same steps.

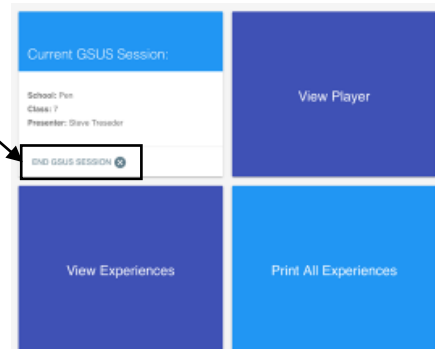
<i>Message appears</i>	
1.	Open settings a connect to Wi-Fi
2.	Return to the programme and press OK
<i>If it has reconnected to the Wi-Fi then the session will continue, if the iPad remains frozen or this message has not occurred try from step 3</i>	
3.	Turn off Wi-fi
4.	This should force the message to occur
5.	Try steps 1 and 2 again
<i>If these steps fail, you may need to close the programme and restart from the beginning</i>	



4.7. Ending and Restarting the Session

Ensure you have printed or saved the session prior to ending it. Once the session is ended the print data will be lost.

1.	Press 'End the current session', (so a new one can be set up)
2.	Double press on the home button on the student iPad and close any open app's by swiping up
3.	Start a new session
4..	Open a new app on the student iPad's



4.8. End of the day

1	Press 'end GSUS session' to close current session
2.	Turn off computer, using keyboard
3.	Put all Student tablets on charge Make sure all tablets are on charge or off To turn off student iPads you will need to press and hold the lock button
4.	Put speakers and lights on charge
5.	Turn off the screen (either the projector or classroom display)
6.	Tidy and clean student desks
7.	Complete paperwork and reports
8.	Report any problems to Counties
9.	Clean and lock up classroom

4.9. Reporting Problems


Any problems during the tour, big or small, please create a help desk ticket with Spiceworks even if you have solved the problem or spoken to a member of Counties staff.

Email: help@gsuslive.on.spiceworks.com

5. Classroom

5.1. Classroom Set up

- On arrival at the school, please sign in and make your school contact aware that you have arrived on site.
- Please make sure you are wearing appropriate clothing for moving the equipment.
- The driver will position the van as close to the classroom as possible, to minimise the moving of equipment. (Make sure there is enough room at the side and the rear of the van to move equipment.)

	Instruction	Additional comments
1	Check access route to classroom and decide if you need to use the sack trolley or if it will be easier to just carry the boxes.	Place any cones/barriers where needed to keep access clear.
2	Take photos of classroom and rearrange any desks if required.	Do this prior to bringing the equipment in; notes about the classroom layout would have been discussed at site visits. Photos will allow the classroom to be returned to the original configuration after use.
3	Move equipment from van to classroom, apart from boxes labelled – leave on van.	If possible, when unloading into the classroom do not stack boxes in classroom.
3a	You may need to move the Van	
4	Plug in Computer system (Appendix 7.) This can now be turned on	
5	Plug in tablets box.	
6	Attach each tablet to the magnetic charger.	There will be some spare tablets not charging. The tablets will turn on if charging.
7	Set up student desks with 1 mat, 1 headphone splitter and 2 headphones.	
8	Lay out banners around the classroom. Set up banners around classroom.	Look for best visual impact, use as many or as few as needed. All banners interlock.
8a	Attach Velcro banner bars (if required.)	
9	Set up projector and screen.	GSUS Live projector only needed if the school isn't able to provide one.
10	Set up Apple TV.	Follow instructions in the box (Appendix 6).
11	Set up speakers (plug in if near socket)	Make sure they are fully charged.
12	Set up lights (plug in if near socket)	Make sure they are fully charged.
13	Move any empty boxes/banner bags back to the van.	If space in the classroom, they can be stored behind banners.
14	Lock van. If not already done so in 3a	Move to parking space.
15	Prior to the lesson lay out tablets and connect headphones	Wipe screens
<i>You may wish to consider charging tablets/lights/speakers over the weekend ready for the following week.</i>		

Steps 4-11 can be done at the same time.

6. Frequently Asked Questions

(A copy can be found in the tablet box)

Make sure that you arrive at least an hour before the first lesson. This enables you to set up the system, run through the programme and – if there is a problem – enables time to sort it, without any pressures. Teachers will also already be in school.

When reporting issues with tablets: each tablet is numbered for ease of identification. Please use this number when reporting issues.

Problem	Steps to follow
Entering the iPad	<ul style="list-style-type: none"> • Password 0316
Disabling locked features	<ul style="list-style-type: none"> • In settings go to “screen time” • Click on “content & privacy restrictions” • Unselect content & privacy restrictions
All the student tablets are showing a white page saying “Page cannot be found”	<ul style="list-style-type: none"> • Check that the PC is on and fully booted • Check the router and booster shows a green lights
The presenter control page says “Page can’t be found”	<ul style="list-style-type: none"> • Check that the PC is on and fully booted • Check the router and booster shows a green light • If the PC has turned on, check the tablet is connected to the Wi-Fi • Unplug ethernet cable to PC, plug it back in and restart the PC
Some student tablets are showing a white page saying “Page cannot be found”	<ul style="list-style-type: none"> • If some tablets are showing the problem, and others are working, then there is no issue with the PC. • Close app and restart • If this doesn’t work check the tablet is connected to Wi-Fi
Tablet not connected to Wi-Fi	<ol style="list-style-type: none"> 1. Go to settings 2. Connect to GSUS Live (unit 1) GSUS Live 2 – 5G (unit 2) 3. Password: stuart123 (lowercase)
Low ink warning on iPad	<ul style="list-style-type: none"> • Take out the toner and shake • Contact the resource coordinator to find out about changing the toner
Headphones low noise	<ul style="list-style-type: none"> • Check connection is correct and not loose • Replace and place broken headphones in Broken Box • This could also be a headphone splitter issue
Tablets freeze half way through the session	<ul style="list-style-type: none"> • Follow instructions in 4.6
Speakers turning off	<ul style="list-style-type: none"> • Using the Music Centre App, connect Bluetooth Speaker • Using settings, ensure sleep mode is not active

Appendix 1. GSUS Live Reporting Documents

Tour Summary

Local Organiser:

Location:

Date:

School	Forms	
1.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
2.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
3.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
4.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
5.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
6.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

School	Forms	
6.	Weekly Report Form	<input checked="" type="checkbox"/>
	End of week pack down Form	<input checked="" type="checkbox"/>
	Student total	(0,000)

End of Tour		
Total Students		
Remaining reems of paper		
Spare headphones		

Please ensure all paperwork has been sent electronically to gsuslive@countiesuk.org

Weekly Report Form

This form must be filled in each week. Please send an electronic copy at the end of each week to GSUSLIVE@COUNTIESUK.ORG

School:

Week commencing:

Number of pupils in the school:

No. KS3 pupils in school:

Please fill in the number of pupils per lesson:

	Morning			Afternoon			Extra	DAY TOTAL
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
							WEEK TOTAL	

List of All Presenters during the week:

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

What was the school site like? (Vehicle access, student access etc)

High points of week:

Any problems/broken equipment? Please email: help@gsuslive.on.spiceworks.com

Print Name:

Signed:

Date:

Please ensure this is sent to gsuslive@countiesuk.org at the end of the week.

End of Week Take-Down Form

It is vitally important that the Take-Down Checklist is used as part of the packing away process and not regarded as a document to be completed later.

	Instruction	Additional comments	Initial
1	Position van in a suitable location for access.	Place any cones/barriers where needed to keep access clear.	
2	Bring in empty boxes from van or behind banners.		
3	Pack up speakers and Lights	Ensure there are still 2 speakers and 4 lights!	
		How many have been used this week and packed away?	
4	Unplug and store Apple TV		
5	Dismantle projector and screen if used.	If not used please put N/A	
6	Dismantle banners from around the classroom. Large banners require 2 people.	Remove any Velcro banner bars. Be careful not to cause damage; ensure you lower the banners slowly.	
		How many have been used this week and packed away? Large: Small:	
7	Disconnect headphones and splitters.	Place in respective boxes.	
7a	Fill in spare headphones log.	How many spare headphones?	
8	Turn off and pack away tablets. Do not attach charger.		
9	Turn off computer system.	Follow server cupboard instructions (Appendix 7).	
10	Return all equipment to the van.	Follow van packing layout (Appendix 4). Ensure equipment is strapped securely.	
11	Check classroom – check all equipment has been removed.	Ensure classroom is returned to original photos.	
13	Fill out weekly paperwork	(appendix 1)	
14	Sign out of school.	Return any keys or ID badges.	

- I confirm that all equipment has been removed from the school.
- I confirm that any broken/lost equipment has been reported to Counties.
- I confirm that the equipment has been stored and secured in the van according to the guidance and images located in the van.

Print Name:

Signed:

Date:

Please ensure this is sent to gsuslive@countiesuk.org at the end of the week.

Appendix 2. Notes to aid presenter

<Black Screen> Introduce selves and Church(es)

<GSUS Live Logo> Welcome to GSUS Live

Just before we start – exits, flashing lights, no food, listen whilst a presenter is talking etc; also please don't start to use the equipment until you get the signal from me.

So to start – watch this...<assistant dims lights; show introductory video; assistant turns lights up after>

<GSUS Live Logo> Did anyone notice any words on the screen during the video?

Today [as part of your study of Christianity] we will be looking at Jesus' teaching on Fear, Forgiveness and Rejection. OK – anyone here scared by anything? I wonder if anyone here has felt rejected at any time – maybe not being picked for a team, not invited to a party or given the elbow by a group of people who you thought were your friends. And forgiveness – maybe at some point you've done something wrong – you know you've messed up and you've wanted to be forgiven and given a new start; or maybe it's been the other way round – maybe someone has done something wrong to you and they've said sorry, but you find it hard to forgive them. This is what we'll explore in the next hour. <on main screen: the three characters>

In your pairs we are going to ask you to choose one of these people – you will hear their story and you will have the chance to give them some good advice. Choose carefully which character you want to help – don't just choose because they are a girl or a boy – maybe think about the issue they are dealing with and if that's interesting to you and your partner. You will get a printout of your answers.

Before we go any further I need you just to listen to these important instructions otherwise you will not be able to enjoy the next part of the lesson. In a moment there will be a screen in front of you. If the screen is black, touch the screen. You will then need to enter your names on the screen...and then touch on the character you are going to choose to follow and confirm by pressing 'yes'; after that just follow the instructions...if you want any help just put up your hand and xxx or I will come and help you. Make sure desks are clear <raise monitors> Take headphones and put them on – volume control is on wire. Students follow the programme.

[When progress gets to 100% they will be doing final reflection – tell them when they see 3 videos they can watch these till all have finished.]

<take down monitors> <put headphones back> <Ben/Sophie/Jack on main screen> <assistant starts printing printouts>

Did you enjoy that? Which bit did you like best? Hands up who looked at Ben/Sophie/Jack? Do you think you managed to help them? Did you give them some good advice? [Did anything surprise you/confuse you? If you did it again would you give the same answers?]

Going through situations like these is part of life – I don't know anyone who has got through life without any troubles. At GSUS Live, we as Christians believe that God sent Jesus to help us, and that he died and came back to life so he can still help us with the situations we face including the ones we've looked at today.

We believe that Jesus was both a human being - flesh and blood like you and me - and also at the same time, the Son of God. 2000 years ago Jesus faced all three of these issues and many others

himself, so we believe that God understands the problems we face and that if we call on him, he will help us.

Rejection – Jesus was rejected by the crowds who had originally supported him – the Bible says that when they were asked who should be crucified they chose a guy called Barabbas to go free and that Jesus should be condemned to be crucified. Then he was rejected by two of his closest friends – Judas betrayed him to the authorities for a bag of silver, and Peter, who was his best mate, ran away and denied even knowing him.

Fear – The Bible says that Jesus knew he was going to die and in a place called the Garden of Gethsemane he was so agonised/so afraid that he sweated drops of blood. He knew that he had to die but he also knew that it was going to be really, really painful.

Forgiveness – the Bible says that even on the cross in pain, Jesus said “Father forgive them” – he didn’t just mean the Jews, or the Roman soldiers, but all of humanity, not just then, but now as well. And we believe that if we are sorry and ask him, Jesus continues to forgive us and gives us a new start every time we mess up.

I have been through all these myself too at various times..., but my faith has helped me to get through and to keep going through life.

I hope you have enjoyed your RS lesson today. I want to thank you for being excellent students. Please if you would leave quietly and carefully when instructed by your teacher. Don’t forget to collect your belongings.

Thank you.

[If spare time, talk about helping friends, listening, and being a good friend, also not adding to anyone’s problems – esp. Rejection!]

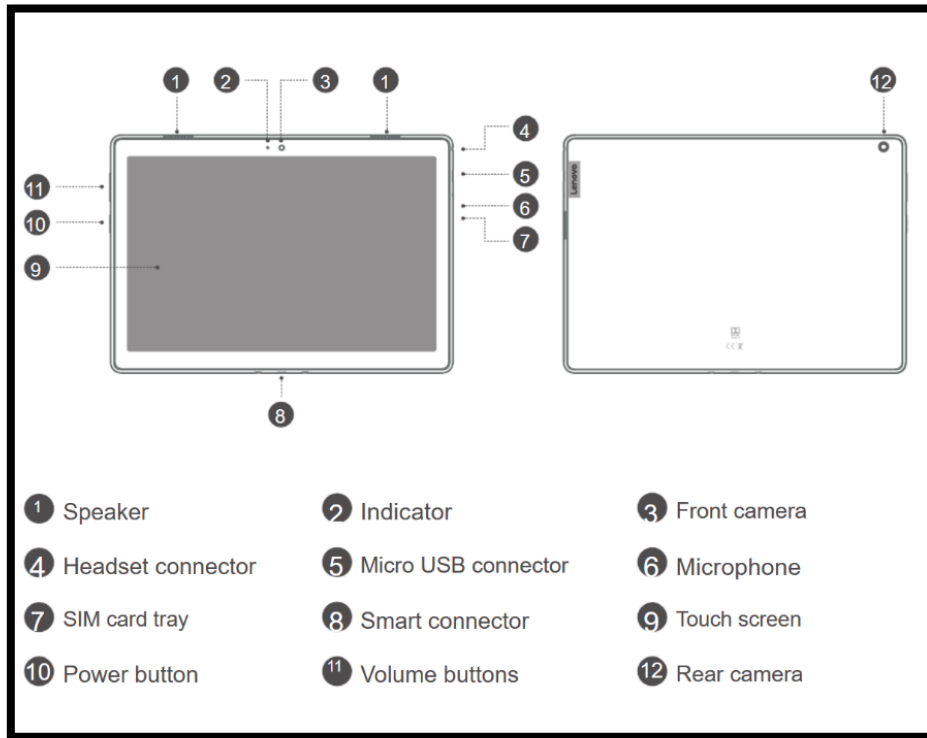
[God-Saviour-Us – Christians believe that what connects us to God is Jesus and what He did on the cross made that possible. He paid the price for our imperfection, our Sin – he was the perfect sacrifice that enables us to have a relationship with God]

Christians believe that:

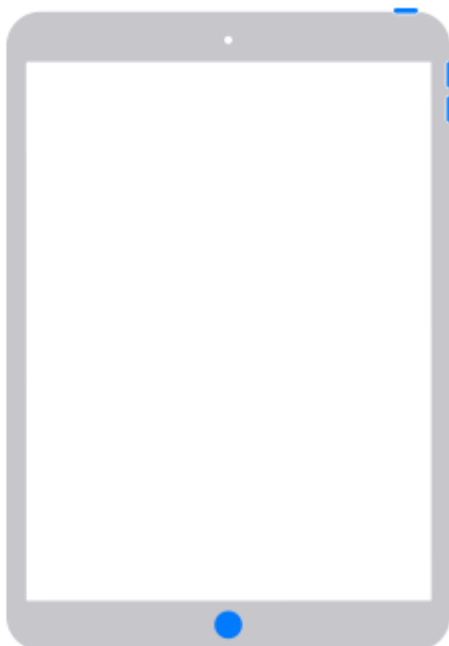
- We all have problems;
- God understands our problems;
- God sent Jesus to help us;
- Jesus died and came back to life to deal with our problems;
- God helps those who call on Him.

Appendix 3. Tablet controls

Tablet controls (Unit 1)



iPad controls (Unit 2)



Top button

Press to wake your device or put it to sleep.
Press and hold the top button to turn your device off or on.



Volume buttons

Use to adjust the volume when listening to music, watching videos or playing games.



Home button

Use the Home button to [unlock your iPad](#) or [make purchases using Touch ID](#). Press the Home button once to go to the Home screen. Press and hold to [activate Siri](#).

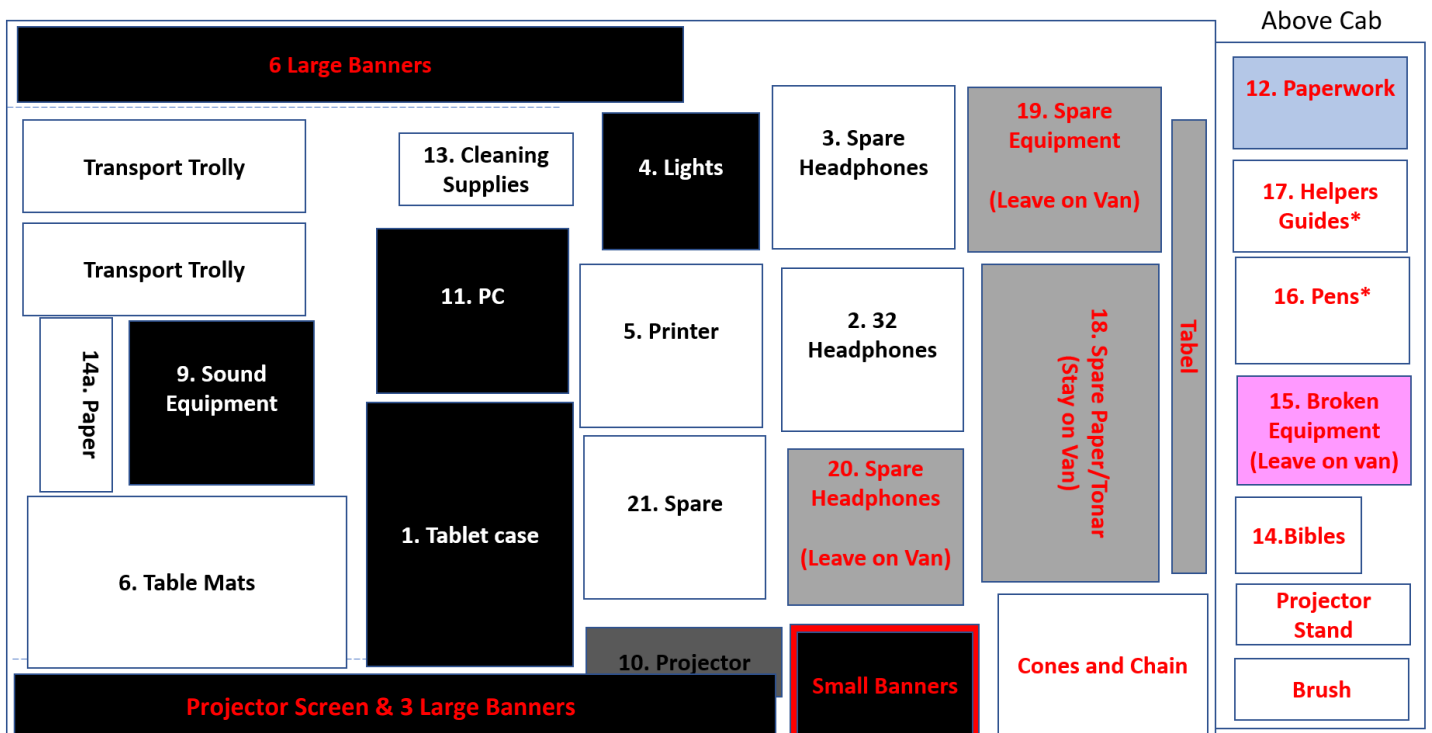
Appendix 4. Van layout

(Located on Van door)

Equipment should be loaded in the van as follows.

- Equipment in red should be stored in the location shown.
- There are 4 black boxes marked to stay on Van. (This includes 2 spare paper boxes and 1 spare equipment)
- The boxes located above the Cab can be left on board, as these are for training.
- All other equipment can be laid out like the layout below.

It is important that the boxes do not slide around in transport.



Equipment marked in **Red** should be stored in location as shown, all other equipment should be stored that it does not slide around.

*Equipment for training

Van Graphics



Appendix 5. Box contents

(List to be located on Van door)

Boxes to take into classroom

1. **Large Pelicase:** 20 Tablets and iPad – 2 people required to lift
2. **42L Box:** 32 Headphones
3. **42L Box:** Spare headphones and spare headphone log
4. **Pelibag:** Lights
5. **42L Box:** Printer
6. **50L Box 5:** Silicone table mats
7. **Very small box:** Velcro Banner Bars (inside box 6)
8. **Very small box:** Headphone splitters (inside box 2)
- 8a. **Very small box:** Cable cover (inside box 6)
9. **Medium Pelicase:** Sound equipment
10. **Medium Pelicase:** Projector
11. **Medium Pelicase:** PC
12. **Small Blue Box:** Paperwork
13. **Medium Box:** Cleaning supplies
14. **Very small box:** Bibles
- 14a. **Medium box:** Paper

Boxes that stay on the Van

15. **Small pink box:** Faulty equipment – Stays on Van
16. **Small box:** Pens – For training day only, Stays on Van
17. **Small box:** Helpers guides – For training day only, Stays on Van
18. **Large Black box:** Spare paper/toner – Stays on van
19. **42L Black box:** Spare equipment – Stays on van
20. **42L Black box:** Spare Headphones– Stays on van
21. **42L Box.** Spare

Not in boxes

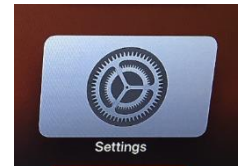
- 9 large banners
- 5 small banners
- 2 Transport Trolleys
- Brush
- 4 Cones and chain
- 4ft table
- Projector stand
- Projector screen

In the cab: torch, first aid kit, high vis jacket, jump leads, fire extinguisher

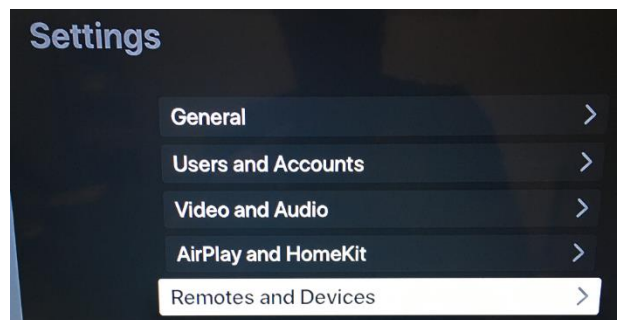
Appendix 6. Apple TV and Speakers

GSUS LIVE requires the following process to be followed to work correctly

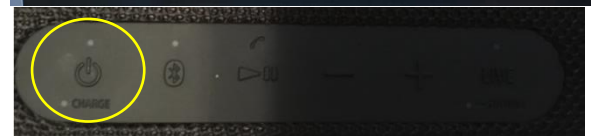
1. Open up sound equipment Peli-case.
2. Plug in Apple TV using HDMI Cable.
3. Turn on TV and chose correct source.
4. Use the remote to access settings, the top of the remote is a scroll pad and mouse when clicked.



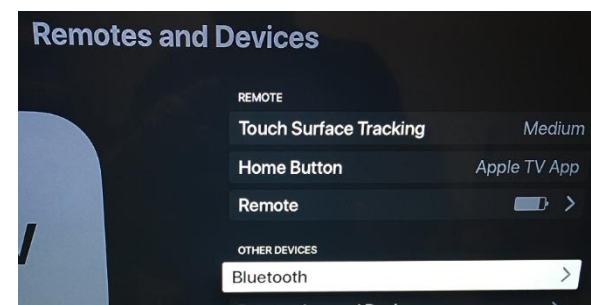
5. Navigate to “Remote and Devices”.



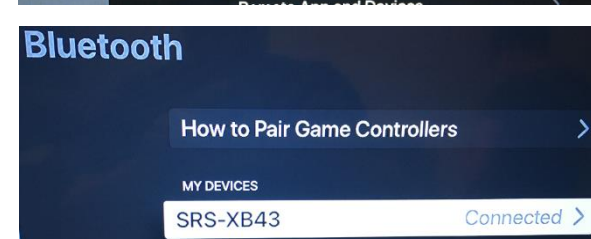
6. Turn on speakers – press and hold till the speaker lights up.
7. Press ST Pair on rear of speakers – press once, you should hear a single tone beep, repeat on second speaker, they will then say “left” “right”.



8. On the TV, select Bluetooth.



9. Select SRS-XB43 – the speakers will then say Connected.



Your speakers are now connected.

To see how much battery the speakers have press and hold the BATT button.

Dave Thomas: 07398 280 329

Appendix 7. System Set up and shut down
 Please follow the instruction to ensure GSUS Live loads correctly.

1. Start up – PC

- | | |
|---------------------------------------|---|
| 1. | Open up the PC Box. |
| 2. | Plug in white extension lead to power |
| 3. | Plug power and yellow internet cable to the printer if using. Printer in box 5. |
| 4. | Slot in Wi-Fi booster. The pole extends (A). |
| 5. | Turn on PC (B). |
| 6. | Turn on iPad and printer. |
| PC Password: <i>gsus-live-is-live</i> | |



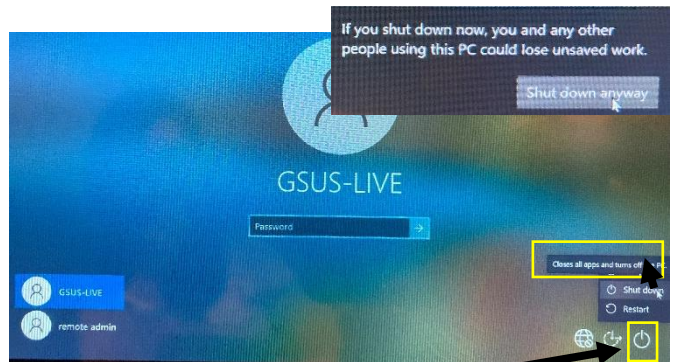
2. Start up – student iPad's

- | | |
|-----|--|
| 7. | Load the presenter control page on PC and start a session. |
| 8. | Turn on the student iPads.
Press the app on the iPad. |
| 9. | If student log in page does not show on the tablets, complete steps 12-13. |
| 12. | Opens settings a select Wi-fi. |
| 13. | Select 'GSUS Live' network.
Press home to GSUS live app. |

- Copy of Instructions from 4.7
- | | |
|-----|--|
| 1. | Press 'End the current session', |
| 2. | Double press on the home button on the student iPad and close any open app's by swiping up |
| 3. | Start a new session |
| 4.. | Open a new app on the student iPad's |

3. Start up – Printer (ensure paper is loaded)
 • Plug in Yellow ethernet cable and power.

4. Turning off the Computer (during the week)



- | | |
|---|---------------------------------------|
| 1. | Press 'end GSUS Session' see 4.6. |
| 3. | Charge tablets or turn them off. |
| 4. | Use the keyboard to shut down the PC. |
| Please try not to update the PC! | |

Additional instructions (5 -10) for final pack up day

- | | |
|-----|---|
| 5. | Turn off all tablets. Do not put them on charge. |
| 6. | Unplug Printer power and yellow internet cable, only unplug from the printer end. |
| 7. | Remove Wi-Fi booster and store as shown. |
| 8. | Unplug extension lead from power. |
| 9. | Tidy all cables within the box. |
| 10. | Use grey mats to cushion PC and Router. |



Appendix 8. Pictures of classroom set up

The desks

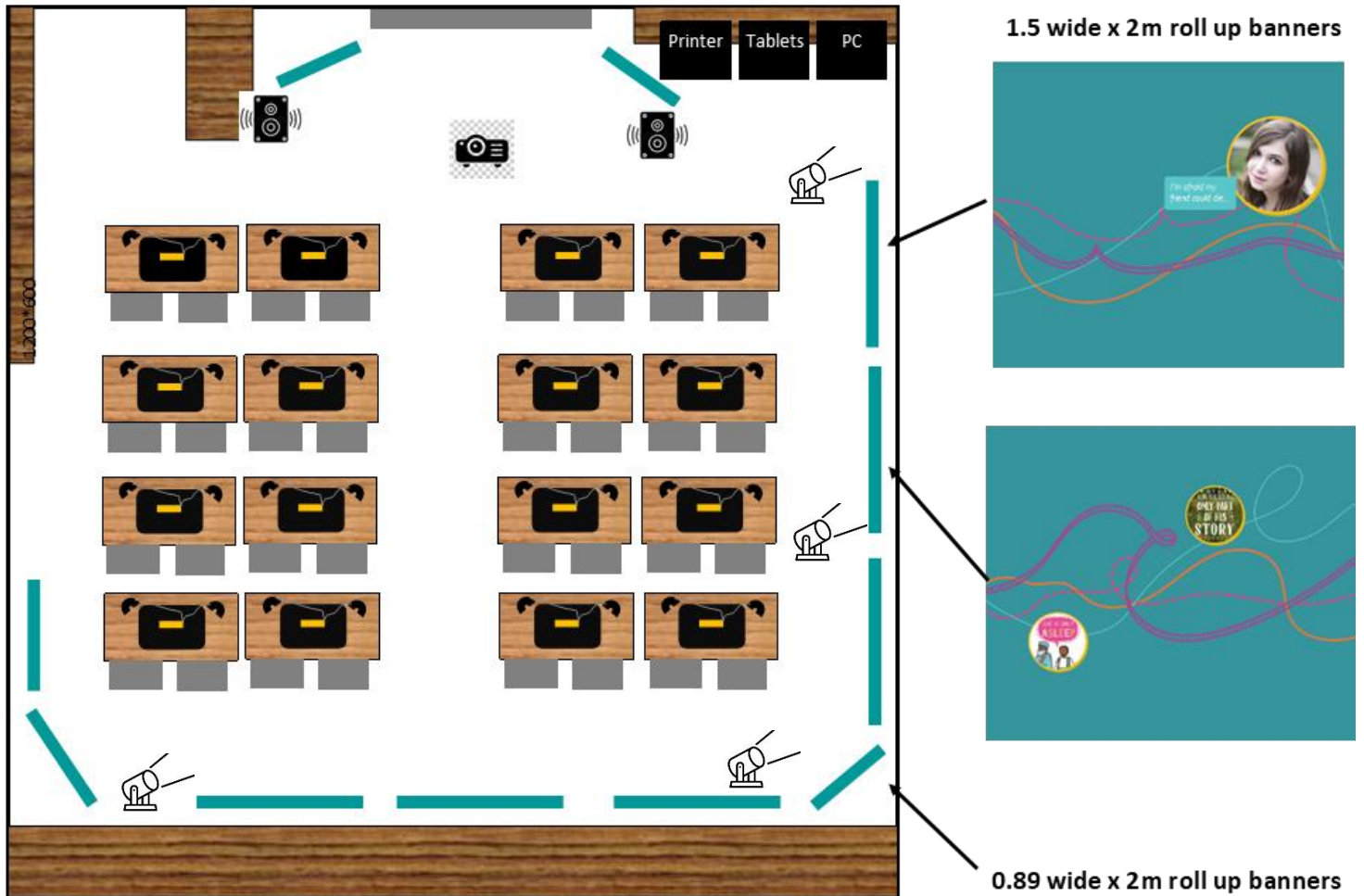
Each student desk is comprised of...

- A Tablet
- Headphone splitters
- Two pairs of headphones

Other Equipment

- PC
- Tablet box
- Printer
- Speakers and Projector
- Lights

To scale: Classroom size to scale: 8m*8m



Banners are used to create a wall that goes around the student desks. Use as many as required and in the position, you believe will create a good atmosphere in the classroom.

Before



After



Appendix 9: Lights

(BeamZ battery uplight PAR)

REMOTE CONTROLLER

BLACK OUT MODE
Press <BLACK OUT> off existing modes. Press <BLACK OUT> return the last modes.

AUTO MODE
Automatic mode will enable you to run the automatic programs on the product.
To turn on Automatic mode:
1. Press <AUTO> on the remote controller.
2. Press <+> or <-> to choose between the different auto programs.

SOUND MODE
Sound-Active mode will enable the product to respond to the music.
To turn on Sound-Active mode:
1. Press <SOUND> on the remote controller.
2. Press <+> or <-> to choose between the different sound programs.

STROBE MODE
To adjust the strobe speed of the automatic program and the sound active program.
1. Press <STROBE> on the remote controller.
2. Press <+> or <-> to either increase or decrease the speed of the program.
3. Press <STROBE> again to turn off the strobe.

SPEED MODE
To adjust the speed of the automatic program and the sound active program.
1. Press <SPEED> on the remote controller.
2. Press <+> or <-> to either increase or decrease the speed of the program.

SENSITIVITY MODE
To adjust sound sensitivity for in Sound-Active mode
1. Press <SENSITIVITY> on the remote controller.
2. Press <+> or <-> to either increase or decrease sound sensitivity.

DMX / % MODE
To enable DMX or disallow DMX on the product.
Press <DMX> on the remote controller, the product work on the DMX controlling modes.

MANUAL MODE
1. Press <MANUAL> on the remote controller.
2. Press <R>, <G>, , <W>, <A> or <UV> (red, green, blue, white, amber or uv) to choose your colour.
3. Press again <R>, <G>, , <W>, <A> or <UV> (red, green, blue, white, amber or uv) to close your colour.
4. Press <+> or <-> to either increase or decrease the percentage of each colour.

FADE/UNIT MODE
To adjust the FADE speed of the automatic program, the sound active program and the manual mode.
1. Press <FADE> on the remote controller.
2. Press <FADE> again to turn off the Fade mode.

NUMBER 1-9
To adjust the brightness value of the automatic program, the Sound active program and Manual Mode.
Press digit <1> to <9> to change different brightness on the device.

