

ONE KNIFE, MANY VICTIMS MARK'S STORY

A Practitioner Toolkit

Working with young people in Scotland to address the issues of knife carrying, conflict and violence



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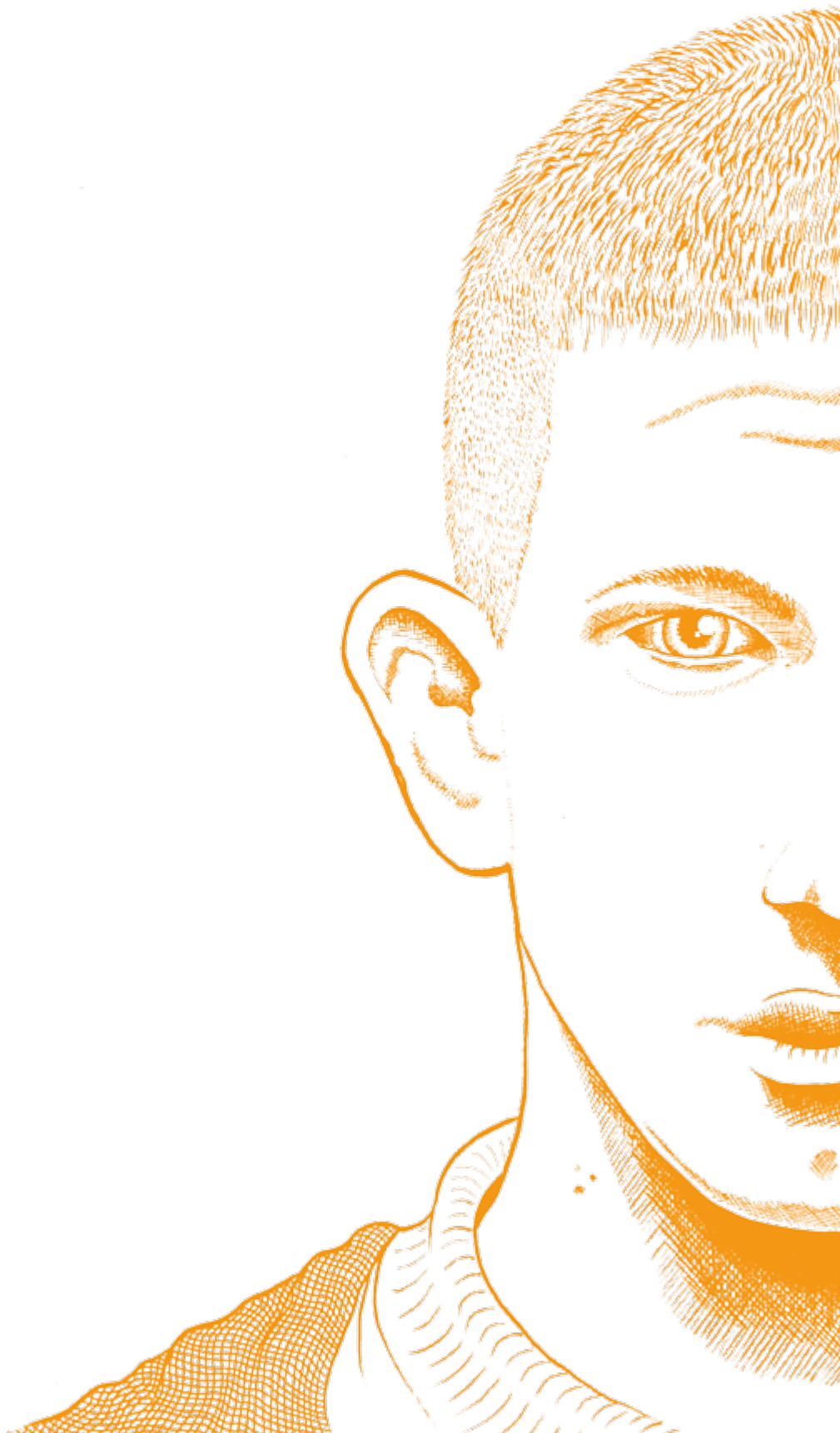
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INTRODUCTION

This toolkit is designed to be used with the NKBL film, *One Knife, Many Victims (Mark's Story)*.



The film tells Mark's story. His night kicks off like any other, but a decision he makes early on will turn his life upside down. And it's not just his life that's ruined - his decision affects everyone round about him too. The film is a hard hitting educational resource which highlights the risks and consequences of carrying a knife.

Based on research with young people and parents the central message is that if you carry a knife you may end up using it. And if you do, you run the risk of ruining the lives of those close to you, not just the person you stab.

Watch the video to familiarise yourself with the story and content before exploring the toolkit.

NO KNIVES, BETTER LIVES

There are two parts to the toolkit.

PART 1– WORKING WITH YOUNG PEOPLE TO AFFECT CHANGE

This part of the toolkit focuses on the skills; qualities and values workers need to support young people's personal and social development.

- It acknowledges that professionals are not part of this story – so where, when and how can professionals intervene in young people's lives in a way that would prevent the knife attack?
- It develops techniques like observation, listening, dialogue & reflection so that workers can positively influence attitudes, choices and behaviour.

PART 2 – ACTIVITIES FOR WORKING WITH YOUNG PEOPLE

This section focuses on giving young people the skills and qualities they need to positively change their lives.

- It focuses on supporting young people to understand who they are, the decisions they make and the factors which influence them.
- It provides tools for building resilience to adverse risks.
- It develops ways to reflect on and learn from experience.

It engages young people in fun and creative activities mixing new and existing NKBL materials in the context of Mark's story.

WORKING WITH YOUNG PEOPLE TO AFFECT CHANGE

**Preparation for anyone working with
young people on the issue of knife
carrying, knife crime and associated
issues young people face when
growing up.**

GOOD INTERVENTIONS

INTRODUCTION

When you watch the video it won't take long before you notice that there are no professionals or adult leaders involved in Mark's Story. Why then are we asking you to use these materials in your professional and adult leadership role?

Knife crime has fallen dramatically since the No Knives Better Lives programme began and research suggests that educational work has been particularly effective at making a difference.

However we can't be complacent. We need to continue to reduce levels of violent crime and contribute to ensuring Scotland is a good place to be young and grow up. Mark's Story gives us an insight into how things can easily go wrong in young people's lives. These tools and techniques have been developed to support young people to overcome the obstacles and choose a positive pathway into their adult life.

One of the benefits of the No Knives Better Lives campaign is that it is a resource for workers and volunteers from a wide range of professions, backgrounds and experiences. Therefore it is important that we all work to a shared set of principles and approaches. Sticking to these will give you confidence and consistency in delivering the Mark's Story learning activities with the young people you work with.

The activities are designed to be flexible and can be completed individually, with a partner or as part of an organised training session.

THE THREE ESSENTIALS

While working on NKBL interventions with young people we ask you to adhere to these three essentials:

1. Young people choose to participate.
2. The work must build from where young people are.
3. It must recognise the young person and the worker as partners in a learning process.

Either as an individual or with your colleagues, complete the worksheet (below) by thinking about the setting you work in and how you will deliver the Mark's Story learning activities. Fill the worksheet in to answer the following question:

- **What is it about your work context that will help you or hinder you in applying the three principles?**

GOOD INTERVENTIONS

TOP TIPS

Think about the following:

- If you normally have a formal role with the young people e.g. as a police officer or a teacher, how will it be made clear that they can opt out of these particular activities?
- How easy is it for the young people to feel like equal partners in the learning?
- What is the young person's previous experience of violence and crime (both as victims and perpetrators)?
- What do you know about violence and knife crime in the area you are working in?
- If you work in an unusual setting such as on the street, how easy is it to engage in learning?
- Do you have sufficient time with the young people to do this well?
- How old are the young people - are they old enough to be exposed to this content?
- Are you aware of any young people with additional support needs in the group and how will they be met?

Remember that NKBL is a preventative resource. We would like young people taking part to feel more confident in themselves and more resilient to risks they face in their communities. We also want you to feel confident about delivering the resources in a positive way. Mark's story is poignant but isn't done to cause alarm or distress. We want young people to realise they are part of the solution. However be aware that it may upset some young people and have strategies in place to plan your intervention and to deal with any matters which arise.

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GOOD INTERVENTIONS

GOOD INTERVENTIONS – THREE ESSENTIALS

Complete the following thinking about the context you work in.

Young people choose to participate	
Help	Hinder
The work must build from where young people are	
Help	Hinder
It must recognise the young person and the worker as partners in a learning process	
Help	Hinder

GOOD INTERVENTIONS

TO DO OR NOT TO DO - THAT IS THE QUESTION!

The No Knives Better Lives (NKBL) campaign first began by targeting areas in Scotland where there were high recorded incidence of knife crime and violence. In more recent years the campaign has become available Scotland wide.

Imagine you are the head teacher of a school where there is consistently very low incidence of knife crime. You attend a community safety partnership meeting where they are proposing not to take part in the NKBL campaign due to their excellent record on crime. Think about how you respond.

TOP TIPS

You can engage in this activity in a number of ways:

- If you have a large group of workers, split into two smaller groups and allocate one group to come up with all the arguments for opting out of the NKBL campaign and the other to come up with all the arguments against opting out.
- Allocate roles to individuals e.g. Local Councillor, Secondary School Head Teacher, Primary School Head Teacher, Social Justice Youth Worker, Community Safety Officer, Campus Cop or School Link Officer, Head of Youth Services etc.
- Use it individually to think more clearly about why you want to use the NKBL resources in your role and context.
- Mind map a list of the benefits and disadvantages.
- Discuss to what extent doing NKBL activities can prevent knife crime and if there are other alternative measures.

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GOOD INTERVENTIONS

Remember there is no compulsion on any authority or any individual to take part in the NKBL campaign. Where the risks of knife crime have always been low, it is likely that they will remain low. Nevertheless we hope that anyone working with young people will see the wider benefit of these resources and be able to adapt them to fit their local context.

GOOD INTERVENTIONS

WHERE, WHEN AND HOW - INTERVENTION SCENARIOS

Here we introduce different scenarios that you can explore for yourself or discuss with colleagues. Where, when and how you would use the Mark's Story learning activities (see worksheet below).

Use the worksheet provided to explore different scenarios you might face so that you can plan the best way to introduce Mark's story into your own practice.

TOP TIPS

There are no prescribed answers. It's important that you draw on your own knowledge and experience to make sound judgements. The most important thing is that you get to know the young people you are working with and that you make sure you are adhering to the three essentials (see above).

Here are some other good practice tips:

- If the group is completely new to you, it is good to spend time getting to know them before embarking on Mark's Story.
- Keep positive.
- There will be information that you are required to pass on if it is disclosed to you (e.g. suspected child abuse). Make sure young people know that and follow the guidelines set by your employer.
- Be friendly and respectful.
- Being funny is good, but make sure the joke's on you not the young people you're working with.
- Don't discipline individuals in front of the group. Be discreet and take them to the side. Stay calm, clear and consistent.

TOP TIPS CONTINUED

- If the group are a very far removed from knife crime and are strongly opposed to it, this might not be for them!
- Work with a partner if you can. If something comes up, one of you can go and deal with it. If you dry up your partner can step in. You can share tasks and you will each connect with the group in different ways. You can also learn from each other and give moral support.

Remember that these scenarios are based on real situations which can arise when working with young people. Once you have looked at the scenarios provided you are welcome to use the worksheet to think through your own work situation. This worksheet will be useful to revisit any time you find yourself working with new groups or in a new situation.

GOOD INTERVENTIONS

WHERE WHEN & HOW – INTERVENTION SCENARIOS

Use this framework to work out the best way to intervene for each scenario. Only look at the guidance notes after you have considered your own response.

Scenario No:

QUESTIONS	YOUR THOUGHTS AND IDEAS
Why would you intervene?	
Where would you intervene?	
When would you intervene?	
How would you intervene?	
What would you do?	

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SCENARIOS

Scenario 1:

You are invited to work with a group of young people identified by the local school as having 'behavioural issues'. The school has heard that you have been trained to deliver the NKBL resources and has asked you to use Mark's Story with the group. There are 25 young people aged 15 in the group. No further information has been provided.

Scenario 2:

You have read in the paper that someone was arrested for causing a disturbance at a house near the local community centre where you work. Some young people at the centre said there was a fight and the girl who was arrested broke a bottle and attacked her ex-boyfriend. He is critically injured in hospital. You've not met the girl before, but you think this might be the right time to introduce the NKBL resources to young people that regularly attend the community centre.

Scenario 3:

A group of boys that you have been working with ask if they can come to your community office to use the wifi. You let them access the internet and use social media. At first they just seem to be chatting to friends, but you notice some worrying exchanges kick off. Some of the messages seem to be from a character that is known for being a bit of a bully. The group seem reluctant to tell you why they are arranging to meet outside the local off-license later that night.

Scenario 4:

As a Campus Cop you have heard reports a young person you are familiar with was boasting about carrying a knife to school. You don't know if it's true or not. You've been trying to keep in touch with this pupil and their peer group to build up a bit of trust and to try and reduce tensions between them and other groups in the school. You've already been trying to encourage these groups to come along at lunch times to a new drop-in room where people can play the x-box, have a break from school work and just chill out and chat.

GOOD INTERVENTIONS

SCENARIOS

Scenario 5:

You've been working with a group of girls for a few months. One of them has revealed scars from self-harming on her arms. When you privately asked her about it, she said she was previously involved with a boy that was running in a gang and started carrying a knife. She said she became a bit obsessed with it and started hurting herself. In her words it was "to see what it was like". Her Mum found out and she was referred for counselling and hasn't cut herself for about 4 months now. She is no longer involved with that boy but says she constantly worries about seeing him or the gang members.

Scenario 6:

You work in one of the best schools in your area as the Community Liaison Officer. The main focus is usually on hard work and exams, but once exams are over there are lots of house parties where things can get out of hand. Some young people let off tensions that have built up throughout the term and indulge in taking alcohol and drugs to excess. This occasionally leads to fights and serious injuries. You've been asked to think about ways you can work with pupils throughout the year that might keep end of year celebrations on a high.

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GUIDANCE NOTES

Although a lot of the information depends on the context you are working in, we have put together some guidance about what you should and shouldn't do in each scenario.

Scenario 1:

Firstly there is a need to meet with key personnel in the school to find out more. For instance what is the cause of their behavioural issues? Why is the school interested in Mark's Story? What else has been done with the group in relation to behavioural interventions? If possible you should meet with individuals in the group or the group as a whole and talk to them about what being involved in Mark's story would mean. Do they feel it's something they want to be part of or not? What would they want to get out of that type of involvement? If some are keen and some aren't provisions need to be made for members of the group that wish to opt out. It may also be the case that some of the group would benefit from other interventions. Remember Mark's story focuses on knife carrying and knife crime and won't help the school or individuals deal with all of its behavioural issues. If this group have no prior involvement in any form of violence, crime or knife related issues and the group are not interested, it is better to leave it.

GOOD INTERVENTIONS

GUIDANCE NOTES CONTINUED

Scenario 2:

Often when an incident occurs in a community shock waves ripple through and there is a surge of interest in how to prevent such incidents from occurring in future. This can be a good time to broach the subject of knife crime with young people you work with. The benefit of Mark's Story is it is a fictional character, therefore it doesn't tell the story of anyone that was involved in the local incident. At the same time there is a need for sensitivity. Some people will be hurt and upset about what has happened and you may need to think about what additional support services are available to those affected. It's crucial that you talk to young people and colleagues in preparing any inputs. You may also want to talk to police and make them aware that you are planning to do this work. It is inevitable that the local incident will come up in conversation and you need to have a clear plan for how to handle it. If information is disclosed to you that has criminal or protection implications you are required to follow your employer's procedures. Make sure you know what they are.

Scenario 3:

Could this be the ideal moment? By just saying something like... "hold on a minute guys...I've got this video that I was hoping to show you. It only takes a few minutes but I'd really like your views on what you think?" Often, the advice is to make sure sessions are well planned. However

this scenario calls upon using your gut instinct to be the person that stands in the way of something which you observe as 'not being right'. Showing the Mark's Story video right there and then gives you a way to simply engage in dialogue about what they see and how it makes them feel. It could give them second thoughts about what is going on for them and will hopefully give them ways of opening up about it to you. Through Mark's Story you create a situation where there is scope to ask questions such as 'Have you ever carried a knife?', 'Do you know anyone that has?', 'What do you think about knife carrying?', 'What sort of things lead to violence and crime?' and so on. We know from research that young people often get involved in violence and crime due to the absence of adults that question and monitor behaviour. Therefore Mark's Story could be the perfect tool in that moment. You don't need to do any of the activities and exercises, but kick-starting some conversation will be enough and could lead to ongoing interest from the group in doing more.

Scenario 4:

It looks like the groundwork is already underway and this would be a good time to introduce Mark's Story. With the focus of attention on Mark it is easier for groups, particularly where there are tensions, to reveal their views and feeling without having to talk directly about personal issues. It can be a good way for quieter group members to raise their voices. Make sure you pay attention to giving everyone a fair chance. Also make clear at the beginning that young people can choose to take

GOOD INTERVENTIONS

GUIDANCE NOTES CONTINUED

Scenario 4 continued:

part and choose to opt out. It's a powerful message to get over, especially within a school setting. You will have to be aware and be clear with young people about protocols in place regarding your responsibilities as a police officer, especially if any personal information is disclosed. Are there normally teachers involved? This may be a time that you ask them not to be present, but to be on hand if you need them. Think carefully about key things you want to achieve with this group and better still engage them early on in deciding three key things they want to achieve from doing these activities. That way you make it relevant and useful to their own context.

Scenario 5:

There are different ways of taking this forward. It may be possible to use Mark's Story as part of a one to one intervention with her so that you both explore her hopes and fears and support her to get the protection and support around her that she needs. There is also an opportunity to introduce Mark's Story to the wider peer group and with the girl's permission to involve her in sharing her own story as part of group work. In going forward you need to have separate conversations with the girl and with the group. You could have a conversation with the Mum to make her aware that you have had this discussion and that you are thinking about introducing the Mark's Story activities to the group. The fact

that the girl has been involved in 'a gang' there are wider repercussions to consider. Talking to colleagues should reveal how much is known about the current context and allow you to weigh up the risks involved in sharing Mark's Story.

Scenario 6:

This scenario requires a lot of thought given to it in advance. Pupils might feel they are being patronised by being introduced to Mark's Story. It's important that any young people engaged have a real understanding of why the story and activities are being introduced to them. Better still they need to see why it's relevant to them. If that bit doesn't happen then it is easy for key messages to get lost. Therefore start by trying to determine what the key messages are. One option is to bring a group of pupils together to be part of the planning group so that they work with you to decide the best way to introduce these materials to the school. They will have a good feel for how it will be received. They can also play an active part in delivering the activities in the school. If the message comes back that this won't work then pay heed to the advice. Alternatively, it may be possible to do some form of research or polling exercise to gauge the levels of interest in this kind of work and work with those expressing an interest. Another alternative is to target key individuals that have been identified as being 'at risk' for various reasons. In inviting them to take part it would be good to meet with them and have an open discussion about why they have been identified and make it clear that they have a choice as to whether they want to take up the offer or not.

STRENGTHENING SKILLS

This section looks at brushing up on some of the skills you need as a worker when engaging in issue based work.

OBSERVATION SKILLS

When working with young people observation is one of the most important skills. It's useful to have questions running in your head such as:

- Is that boy/girl okay?
- They don't seem to be their normal chirpy selves today...
- Have they had breakfast this morning?
- Why is their pal not with them tonight?
- They're a bit quiet, why are they not saying anything?
- Why do they seem to be hiding inside their jacket all the time?
- How did they get that cut on their face?
- They seem a bit nervous...

This active inquiry keeps us alert to changes in attitudes, moods or situations and can warn us of risks that young people may for good reason be trying to hide.

STRENGTHENING SKILLS

Mark's story gives us a real-life story to observe where there are hidden agendas all around. Watch the video and see what you are able to observe in each scene.

TOP TIPS

Think of ways that you could have intervened in this story if you knew Mark. One of the learning points from this story is that most of us know a Mark somewhere, but we may not be noticing the warning signs.

Remember when engaging in these activities make sure that you take an active interest in all of the young people in the group. Make sure the quiet ones get a chance to have their voice heard. Watch body language. Think about the things you can't see.

STRENGTHENING SKILLS

OBSERVATION SKILLS

Note what you observe in each scene using the grid below.

SCENES	ACTIONS	THOUGHTS	FEELINGS	INFLUENCES
The Bedroom				
The Kitchen				
Walking down the road with pals				
Garage with Dad				
In the Park				

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STRENGTHENING SKILLS

LISTENING SKILLS

Find a partner to do this exercise with and test out your listening skills.

You will need:

- Drawing paper (2 to 3 sheets each).
- pens or pencils.
- a clock or phone to time the exercise.
- copies of the NKBL images (below).

Get into pairs and sit back to back. Take one of the NKBL images. Person A views the image and describes it to Person B. Person B draws what is being described. You don't have to be good at drawing. Stick images are fine. Time the activity and stop after two minutes.

Then Person B describes a different image to Person A. Share and discuss results.

STRENGTHENING SKILLS

Questions

Think about the following:

- For the person describing, was it difficult to give clear instructions?
- For the person drawing, how did you decide what to draw – was it the instructions or did you have to make assumptions?
- What does this tell you about communication?
- Was it more difficult to listen when you couldn't see the person's body language?
- Were any of the instructions mis-interpreted?

TOP TIPS

Here are some tips for good listening:

- Relax and prepare to listen.
- Stop talking.
- Remove distractions.
- Empathise and keep an open mind.
- Be patient.
- Avoid giving opinions or showing prejudice.
- Watch body language.
- Don't jump to conclusions, seek clarification and paraphrase to show that you have heard "So are you saying..."

STRENGTHENING SKILLS

Remember that in Mark's Story there are lots of instances where Mark isn't really being listened to. Can you identify them? If you were there, how would you listen? Research finds that we as humans always draw meaning and inferences from what others say based on our own past experience. When working with young people we have to assume a level of ignorance. That means we don't pretend to know their life or their world – we can't – it wouldn't be genuine. We can only keep an open mind and ask questions to test out our assumptions. Asking the right questions shows that we care. It is another aspect of active inquiry we referred to in 'observation skills'.

PICTURES 1-6

STRENGTHENING SKILLS



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STRENGTHENING SKILLS



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STRENGTHENING SKILLS

DIALOGUE

Martin Buber believed that real educators teach most successfully when they are not consciously trying to teach at all, but when they act spontaneously out of their own life...“then he can convince the adolescent that there is human truth, that existence has a meaning.” This is pertinent to exploring an issue like knife crime because research has found that those involved find it difficult to value themselves.

All of the activities in the Mark’s Story learning activities are designed to support you to engage in effective dialogue with young people and encourage them to value themselves and others.

David Bohn sets out three basic conditions for dialogue:

- **Participants must suspend their assumptions** – not ignoring it but holding it up for challenge and exploration.
- **Participants must view each other as peers** – which is in line with the three essentials we covered earlier.
- **In the early stages there needs to be a facilitator who holds the context of the dialogue** – leading from behind and becoming redundant as quickly as possible.

Practice Run

With a colleague or a small group, role play one of the activities in these resources (E.g. Mark's Map, Resilience Builders or the Interactive section) so that you can practise some of the situations that might arise. Focus on developing good dialogue with young people. Although we know that lots of you will have fun pretending to be teenagers again, the purpose of this exercise is to let you have a practice run in a safe environment and not a test of your acting skills. Nevertheless the more you put into it, the more you get out. Don't be afraid to give it your best shot.

TOP TIPS

Reflect back on your practice run and discuss how well you met the conditions for dialogue. For example:

- Was it tempting to lead from the front rather than from behind?
- Did you try to persuade the group to agree with your view or did you let them form their own views or come to a common viewpoint?
- Did it feel like a conversation that flowed?
- Did you put more of yourself in than you expected?
- Were you able to get group members to think about things from other perspectives?

STRENGTHENING SKILLS

Remember that in seeking ways for young people to change their attitudes and behaviours we can find ourselves examining our own views and beliefs. This is a positive thing, we don't have all the answers. We are partners in the learning process. It's also common that some young people have never really been asked their views before. This could be the first time they've consciously tried to form an opinion. Therefore we need to value all the contributions and create an environment where members with opposing views contribute with equal value. Finding ways to make group members comfortable with disagreement will aid good group dynamics.

The NKBL website has some good advice about having a conversation with young people about their involvement in knife crime.

REFLECTION

In this work relating to Mark's Story we have included a reflection tool called STAR Reflection.

The 'father' of Action Learning, Reg Revans, has said that 'there can be no learning without action and no action without learning'. Therefore to affect change in young people it is essential to include an element of reflection both for yourself as a practitioner and for the young people you are working with. While there are different theories on reflection, they can be summarised as follows:

- **Returning to the plan** - was there a plan, did the young person choose to engage in this?
- **Connecting with the feelings** - what did it feel like to be involved?
- **Recognising the results** - what did it achieve, for whom, how often etc.?
- **Evaluating the experience** - what has it changed or improved since the experience began?

STRENGTHENING SKILLS

Ask yourself:

How often do I sit down with a young person or a group of young people and take them through a process of reflecting on their learning?

How often do I reflect on my own practice, experience and learning?

Use the STAR Reflection framework to reflect on this part of the learning which is aimed at developing your own practice.

Remember this will give you some insight into how easy or difficult it might be for young people to work through. When doing it as part of the Mark's Story learning activities you will be able to share the emotions you felt while doing the exercise.

STRENGTHENING SKILLS

Questions

This is your opportunity to think about a situation you have experienced and what you have learned from it. Think about something which has happened to you which was important, or made you think or that you often remember. It can be good or bad e.g. a holiday, a party, moving house, going to a new school, meeting a new friend, falling out with someone and so on.

Now fill in these sections as much as possible. You can draw pictures if you don't like writing.

SITUATION: Start by describing the situation before it happened. How much did you know?	Write here
TASK: What did you hope to do and why?	Write here
ACTION: What did you actually do, how often, where, when and with whom?	Write here
RESULTS: What were the results? Did you reach your goal? If yes, what made that possible? If not, why not?	Write here
REFLECTION: What did you learn and what has improved or changed?	Write here

Now think about what you could do next or in future as a result of what you have learned.

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ACTIVITIES FOR WORKING WITH YOUNG PEOPLE

**GIVING YOUNG PEOPLE THE SKILLS
AND QUALITIES THEY NEED TO
CHANGE THEIR LIVES.**

MARK IN THE MIDDLE

Watch the video and think about all the people surrounding Mark that we meet in the story.

In the activity below place the character's from the film into the following categories:

- **'push'** for those that positively push Mark in the right direction.
- **'pull'** for those that negatively pull Mark in the wrong direction.

Now discuss the following:

- Which group is the biggest?
- In what way are different people having a positive or negative influence on Mark?
- Why is the Dad in both push and pull?
- Did alcohol affect the role that the girls played?
- Did the use of phones and social media have any effect?
- Are there categories that people would change?
- Is Mark having a positive or negative influence on the others?
- How easy is it to avoid or get rid of the people having a negative pull on your life?

MARK'S MAP

TOP TIPS

Different people have different roles and influences in our lives. Often this is positive and at other times there are people that can have a negative influence. What we say to each other and how we communicate can make a big difference one way or the other. It's important that we are able to identify when the people around us are pushing us in the right direction or pulling us in the wrong direction.

Here we have allocated the characters in the story to either 'push' or 'pull' but there are no definite answers. The aim of the exercise is to generate a good dialogue about why people would be in one or the other.

Remember follow up this exercise by asking group members to make their own list of people that are pushing them in the right direction and pulling them in the wrong direction. They do not have to share this information, but it is good to discuss with the group ways that they can deal with people 'pulling' on them. Remind group members to try to be aware of different influences and to try not to be pulled in the wrong direction.

PUSH	PULL

RESILIENCE BUILDERS

DECISIONS, DECISIONS!

Watch the film again to identify a list of all the points where Mark has a decision to make. You can do this as small group discussions or as a whole group.

In small groups, invite group members to pick one decision and discuss the following:

- Did Mark make the right decision in that moment?
- What could have influenced his decision?
- What could have allowed him to make a different decision?
- What alternative choices does Mark have?
- What difference would it have made if he chose your alternative?

Now invite each group to present back their results to each other.

STORYBOARD

Using either the template provided or this excellent storyboard software 'Storyboard That' (access to IT is required) ask group members to create the alternative Mark's Story. There are different ways to do this:

- Focus on one scene and create an alternative story.
- Think about what could have happened before.
- Explore what happened next.
- Create a positive ending.

We have also provided the original script to guide you.

TOP TIPS

This is a great opportunity to unleash young people's creative talents and to support them to build their confidence and develop new skills. For example:

- Using the storyboard software will introduce the group to new resources that can be useful for all forms of storytelling. If you create a short cartoon strip the group can perform it scene by scene.
- Script writing is a great way to develop literacy skills and think about the difference between writing a story, writing for a cartoon and writing dialogue for a play.
- It's a good opportunity to explore how one decision leads to another and how little things can make a big difference to whether there is a positive or negative ending.

RESILIENCE BUILDERS

Remember to stay focussed on the purpose of the exercise. You want group members to realise that although things seem bad for Mark, there is always an alternative. It's unlikely that Mark wanted his night to end that way. Young people need to know the options they have and trust themselves to do the right thing.

RESILIENCE BUILDERS

The template consists of five rectangular panels arranged in three rows. The top row has one large panel. The middle row has two smaller panels side-by-side. The bottom row has two smaller panels side-by-side. Three speech bubbles are positioned as follows: one in the top panel, one overlapping the middle and bottom rows, and one in the bottom-left panel.

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RESILIENCE BUILDERS

MARK'S STORY - THE SCRIPT

BEDROOM

Mum to Mark: "You be safe and don't be home late."

Mark to baby sister: "Hiya cheeky"

FB Message from Jordan Greenhill - Alright man just got a heads up
"yer pal" Ian is meant to be heading to the park tonight

FB Response from Mark – Aye whatever man cheers

FB Message on Ian Henderson's page – Can't wait to go down to the
park tonight it's gonna get mental :)

KITCHEN

Mark looks again at Ian Henderson's FB message – Can't wait to go
down to the park tonight it's gonna get mental :)

Jordan Greenhill likes this message and replies – Aye man, there's
gonna be a squad of us ;-)

Mark to himself when there's a knock at the door: "O' shit!"

IN THE STREET WITH HIS PALS

Auntie Karen: "Mark where are you going?"

Mark: "The park."

MARK'S STORY - THE SCRIPT

IN THE STREET WITH HIS PALS

Auntie Karen: "Aye... watch yerself"

Mark: "Aye a will"

Karen: "Awe o' yis... I'm watching you."

Ian Henderson's group passes: "Many cans you got?"

Mark group – Pal 1: "Here, there's yer best pal Ian"

Pal 2: "See if he tries any shite the night... don't stand for it right"

Pal 3: "He needs telt. He thinks you're scared of him."

Mark: "He should be the one that's scared."

Pal 1: "Scared o you?!"

GARAGE

Dad to Mark: "Where are you going son?"

Dad to Mark's pals: "All right troops"

Dad: "What you up to?"

Mark: "Nothing much"

Dad: "Where are you off to tonight?"

RESILIENCE BUILDERS

MARK'S STORY - THE SCRIPT

GARAGE

Mark: "To play football."

Pals: "To the park."

Dad: "That's alright... what are you doing here?"

Mark: "Can I get a tenner?"

Dad: "Awe I might have guessed... you're in luck. Listen your maw worries about you...send her a wee text the night, will you... and stay out of trouble... you hear me?"

Mark: "Aye"

Dad: "Right beat it... get oot ma garage."

THE PARK

Girl with drink to Mark: "You want tae kiss ma pal... there's Abby there look... C'mon you're gonnae kiss ma pal."

Ian Henderson to Mark: "Heard you're looking for me (pushing) you better get oot ma park... a swear to god."

Ian Henderson to Mark: (Being stabbed) – "what have you done."

MAY THE FORCE BE WITH YOU

This exercise explores forces for and against change using a technique called 'Force Field Analysis'.

Use this to encourage group members to think about things they want to change or achieve in their own lives. For example:

- You can start by thinking back to Mark's story. What could he do to change his situation?
- They group might feel that they share some of the issues Mark is dealing with, like friends putting pressure on them or falling out with people in their neighbourhood or at school. What do they want to change or improve about that situation?
- It's good to think about things you can do in your life to make yourself feel good. You can mind-map things the group think they can do to make themselves feel better.
- You could ask the group to think about small acts of kindness which they could do for others, that would have a good effect on them as individuals.

Remember research shows that when we help others it releases chemicals which have a good effect on our brain and helps to build our resilience. It may be possible to look at volunteering roles in your own setting or invite the local volunteer centre to come and talk to the group about local opportunities.

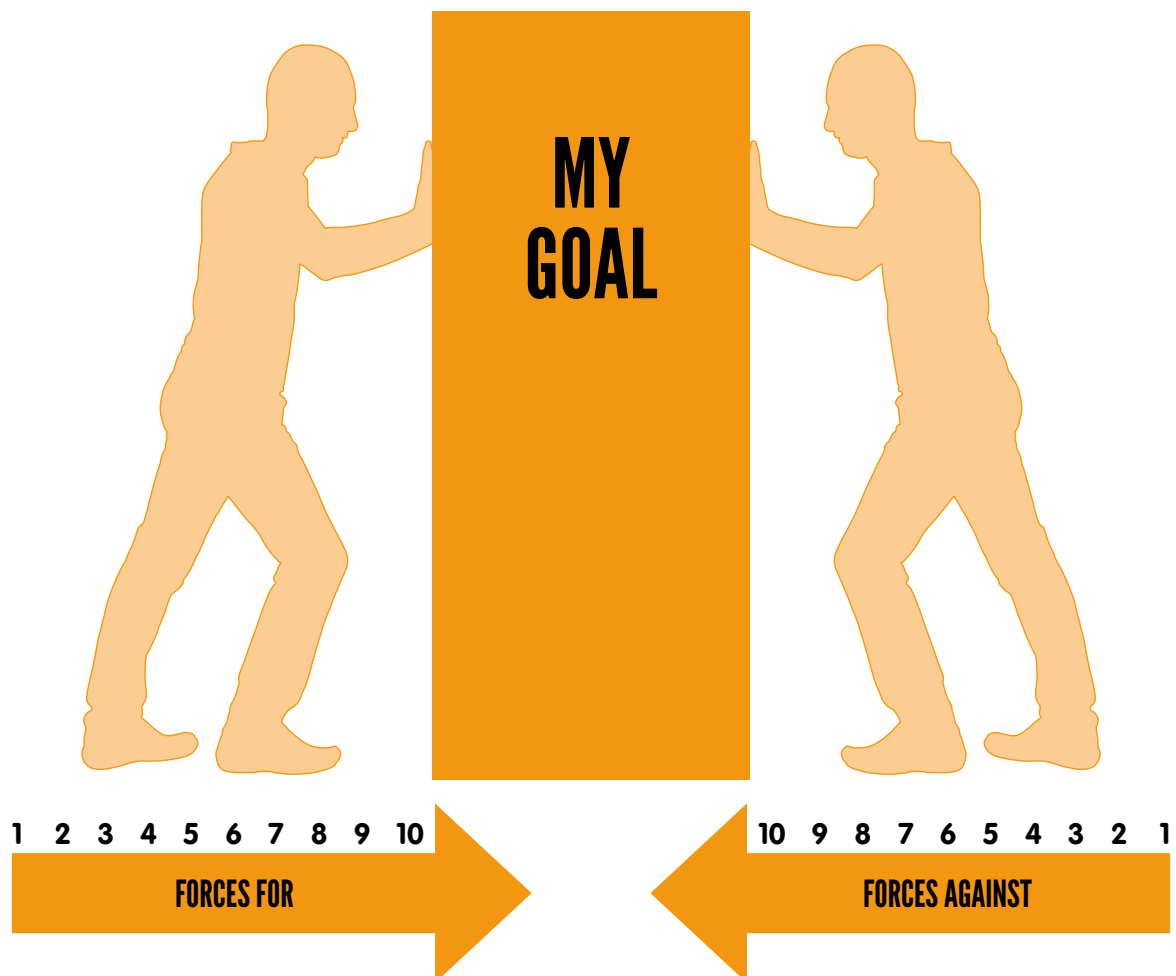
RESILIENCE BUILDERS

FORCE FIELD ANALYSIS

In the middle: Describe the a change you would like to make about yourself or a goal you want to achieve e.g. getting a job, cutting down on drinking, losing weight, taking up a new hobby or passing exams etc.

- To the left: Identify all the **forces for**.
- To the right: Identify all the **forces against**.

Don't forget to indicate how strong the forces are by placing them far away (1) or close to your goal (10).



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STAR REFLECTION

To learn from something, whether it's good or bad we have to be able to reflect back on it and use what we have learned to influence decisions we make and things we do in the future. Use the worksheet below to guide young people through a reflective exercise.

TOP TIPS

It's important that you explain to group members the benefits of doing this type of exercise for example:

- It is a recognised technique that is being used more and more in job interviews that helps you describe your qualities and experience.
- It helps us think about what we are learning.
- We can ask questions of ourselves like what could we have done better, what might we do the next time?
- It makes it clear that getting things wrong is as important as getting things right. If we reflect on them in a positive way then we open our minds to new opportunities and we're more likely to stop making the same mistakes over and over again.

RESILIENCE BUILDERS

Questions

This is your opportunity to think about a situation you have experienced and what you have learned from it. Think about something which has happened to you which was important, or made you think or that you often remember. It can be good or bad e.g. a holiday, a party, moving house, going to a new school, meeting a new friend, falling out with someone and so on.

Now fill in these sections as much as possible. You can draw pictures if you don't like writing.

SITUATION: Start by describing the situation before it happened. How much did you know?	Write here
TASK: What did you hope to do and why?	Write here
ACTION: What did you actually do, how often, where, when and with whom?	Write here
RESULTS: What were the results? Did you reach your goal? If yes, what made that possible? If not, why not?	Write here
REFLECTION: What did you learn and what has improved or changed?	Write here

Now think about what you could do next or in future as a result of what you have learned.

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INTERACTIVE ACTIVITIES

The following activities are adapted from the 'Sharp Solutions' Toolkit.

WHO'S IN CONTROL?

Objective: Increase understanding of the differences between internal and external control.

Time: 40 minutes.

Resources: Blindfolds for pairs, and a safe space for the group to move around.

Method:

- Explain to the participants that they will work in pairs. One person will be blind folded and the other person will lead.
- Give a safety brief to identify boundaries and any areas to keep away from to avoid actual dangers. Stay in sight of the whole group to safely manage the activity and help provide feedback.
- Brief the leader (sighted) to take the other who is blindfolded on a journey. No further brief is given to the blindfolded pairs. (3-5 minutes). Bring the group back together and remove the blindfolds to review the experience.
- Ask the pairs to chat through their experience. Broaden the discussion to the whole group.

INTERACTIVE ACTIVITIES

Points for discussion

“How did you feel when being led?” – All leaders were given the same brief, but it was interpreted differently by each individual. Likewise each blindfolded person experienced their journey differently.

“Was there any real or perceived risk?” – Link to real versus perceived risk activity.

“Who was in control?” – Aid the discussion to challenge that although the leader was leading and some will feel they had total control (external) that actually the blindfolded person could have chosen not to engage, take their blindfold off, or just not moved – so...

“Who has real control?” (Internal) Demonstrate this by the staff asking a group member to lead them, as if they thought they were in control. The staff member does not move at all. With this in mind, swap over and ask the blindfolded person to choose the experience they would like from their partner for example easy, challenging, etc. Bring the group back in and revisit the elements of how it felt and that the feeling of control taken internally will generally make people feel better and assist in getting what they expect from a situation.

INTERACTIVE ACTIVITIES

Key points to highlight

A young person has more control over the decisions they make than they often think. Use the learning from this activity as a frame of reference to challenge young people in their thinking about the choices they make. Everyone has choices – sometimes it is difficult to see that there are choices they can make. For example, when a young person may say their mates make them do something, or there is nothing to do but get in trouble in their area. As a youth worker you may be able to help show different choices and alternatives to their existing behaviour.

INTERACTIVE ACTIVITIES

CIRCLE OF INFLUENCE

Objective: Explore and identify the key influences in participants' lives.

Time: 30 minutes.

Resources: flip chart sheet for each participant with concentric circles drawn on it, flip chart pens and use the online interactive version to guide your preparations.

Method

- Working individually, each participant writes their name in the centre circle.
- In the next circle out they identify the close relationships in their lives who have shaped and influenced their thoughts and opinions (might be mother, father, friends etc.). Encourage participants to think about the messages they received from those people. Were they positive or negative?
- In the next circle out think about other relationships that are a bit more distant than the people close to you. This might be people in your class at school, a social network, a club or society, work mates etc. What messages have they received from this group?

INTERACTIVE ACTIVITIES

- In the next circle think about wider influences. These are people that you might not have a direct relationship with but they influence your life, such as teachers, social workers, youth workers newspapers, media, film, music and others relevant to you. Work in pairs and share some of your thoughts with a partner.
- Now come together as a whole group to discuss the way in which we are all shaped and influenced by the people around us, both positively and negatively, and the need for us to question and form our own thoughts and opinions.

Points for discussion

Explore how friendship patterns may change or how they can be changed. Encourage group members to differentiate between different groups they belong to e.g. school, home, or a youth group. Discussion could then move on to how young people influence each other to get into trouble and how positive and negative peer pressure can affect people. Further sessions may be used for drawing patterns for the time period a year or two ago to see how relationships have changed over the years.

INTERACTIVE ACTIVITIES

A RELATIONSHIP MUST BE...

Objective: To explore what is valuable in a relationship.

Time: 30 minutes.

Resources: A relationship must be... handout. Pens, flip chart.

Method:

- Give participants a copy of the handout 'a relationship must be...' and ask them to complete it.
- Ask the group to share their lists and get the group to agree the top 8 priorities.
- Ask the group to think about how these qualities are demonstrated in a relationship in a positive way and when they become negative:

Fun: Friends can be good at encouraging you to have fun, but you might have different ideas of what fun is. For example it can be fun when your friends encourage you to come out to play football but how do you react when they suggest it would be fun to steal something from the local shop?

Trust: It's good to be able to talk openly to your friends about things you couldn't tell anyone else, but how do you react when they tell you they've done something illegal?

INTERACTIVE ACTIVITIES

Forgiving: We all make mistakes but are we able to forgive people that do wrong by us? What does it take to be able to forgive someone? Is it possible to forgive too much – for instance if someone is causing us to feel bad about ourselves?

Points of discussion

Discuss with the group the different types of relationships they may have. Are the qualities, experiences and expectations the same in each relationship e.g. with a girlfriend/boyfriend, family member, peer etc. Make sure you discuss 'strategies' for dealing with some of the challenges which come along. You could also post and share your top 8 priorities on social media and see how much your wider friends and family agree.

TOP TIPS

All relationships get tested over time. The best relationships are when people stick by you and forgive you when you make mistakes and people that respect you for making good judgements, even if this goes against the views and beliefs of the other person in the relationship.

INTERACTIVE ACTIVITIES

Write down eight things that are important to you in a relationship

e.g. fun, trust, understanding etc.

Now cut these out and place them in order of importance where

1=most important and 8=least important.

WHERE DO YOU STAND?

Objective: To explore various viewpoints on relationships.

Time: 20 minutes.

Resources: Agree/Disagree statements.

Method:

- Mark one end of the room 'agree' and the other as disagree. The participants are told they will be read a series of statements and they should place themselves in the room depending on how they feel about the statement.
- It helps to mention there is a barbed wire fence along the middle of the room and that they must stand at one side or the other of this.
- Read out the statements and facilitate a discussions around decisions made. The group members have the opportunity to change positions depending on what they have heard and you should encourage group members to try to persuade those on the other side to come to their side of the room.
- After each statement is read out participants move into position.
Statements could include:

INTERACTIVE ACTIVITIES

1. If I felt in danger I would carry a knife.
2. You are less likely to be bullied or attacked if you carry a knife.
3. It's easy to avoid trouble where I live.
4. A lot of people who say they carry knives don't really, they just say so to act big.
5. I feel confident to tell my friends what I think, even when they disagree with me.
6. I would never do anything to hurt my best friend.
7. I would do anything for my best friend, even if it meant getting into trouble.
8. If I had a new girlfriend/boyfriend that my best friend didn't like, I would dump them.
9. I like going new places and meeting new people.
10. If someone appeared to not like me, I would get angry and have it out with them.
11. If my friend was behaving in a risky way, I'd have to have a chat with them.
12. If I saw a friend hurting someone (verbally or physically) I'd try to do something to make them stop.

INTERACTIVE ACTIVITIES

13. If my friends were all drinking, and I didn't want to that would be cool because my friends respect me.

14. If my friend was offered an illegal drug and wanted to just try it, I'd do it too because that's what friends do.

Variation

A variation on this activity is to send one or two people out the room. Appoint one of the remaining group as the decision-maker and instruct everyone else to follow their decision. Invite the person out the room back in again and ask the first few questions. This lets you look at the role peer pressure plays. You can then discuss peer pressure with the group and encourage them to answer the remaining questions by truly making up their own mind.

Points for discussion

What do you do to keep safe? What usually happens when someone has a different point of view from you? Was it difficult to take up a different position from your friends? If everyone agrees does it make it right?

TOP TIPS

Remember that knowing your own mind and being confident that you are making the right decision is your magic key to a successful future. Always make decisions you will feel good about the next morning. We all have something called our 'gut instinct' it is your inner strength and inner wisdom telling you when something is wrong. Listen to it and trust it.

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INTERACTIVE ACTIVITIES

HOW FAR WOULD YOU GO?

Objective: To explore the morality of a group in terms of their attitude toward certain behaviours.

Time: 30 minutes.

Resources: 'How far would you go' handout and pens.

Method

- Definitely won't do.
- Maybe do.
- Definitely do.

Points for discussion

Discuss why they think some offences are more serious than others.
Discuss as a group – Why they would go so far and not any further?
– What factors might influence people not going further? – What is the collective morality of the group? – Discuss how the young people might be able to stop themselves from going as far as they do – Do they want to stop themselves going further? Why?

Another way of using this exercise is to give each group member a copy of the handout and ask them to tick the ones they would NOT commit then discuss.

INTERACTIVE ACTIVITIES

TOP TIPS

All of these things are illegal. You shouldn't do any of them as they can have negative consequences that will last a long time. The important thing is to learn ways to build your confidence and resilience. Surround yourself with good people that won't try to persuade you to make negative choices. But the best decisions are the ones you make for yourself.

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INTERACTIVE ACTIVITIES

Arrange the following into categories of 'How Far Would You Go'.

Drive without a license	Carry an offensive weapon
Set fire to a building	Have sex with someone without their consent
Park your car illegally	Drunk and disorderly
Beat up an old age pensioner	Steal a car
Steal from old people	Drink under age
Murder	Steal goods from a shop valuing £20
Steal goods from a shop valuing £200	Punch someone
Vandalise something	Break into a car
Vandalise a car	Drive under age
Carry air guns	Use abusive language
Drive without car insurance	Attack a person in a gang fight
Steal someone's handbag	Give a false name
Stab someone	Assault a police officer
Possess cannabis	Smash a shop window
Breach of the peace	Burgle a house
Deal in cannabis	Deal in heroin

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