



**SEEKING BELONGING  
LET'S TACKLE YOUTH  
AND GROUP BASED  
VIOLENCE**

**CrimeStoppers.**



# OPENING COMMENTS

**Together, we must urgently understand and address the drivers and motivators of youth violence. To do this, we as trusted adults need to develop an empathetic understanding into the lives of young people at risk of and involved in violence, conflict and exploitation. We need to recognise the threat that this challenge is having on our young people's futures, mental health and well-being. A threat that poses an enormous and often devastating impact on communities if left untreated and unchallenged.**

**The time to change is now. Early intervention and change are key.**

Let's learn how we forge lasting trust within young people and ensure they foster a sense of belonging in their community. Let's build on lifting up our young people so they feel valued, seen and heard. Let's create communities that have a deep sense of connection, understanding, network and belonging.

This resource is brought to you by the charity West Country Crimestoppers and creative provider, Unique Voice CIC. After nearly 10 years of working in partnership through the youth crime prevention project 'What Would You Do?' it's time to share our knowledge and resources with communities far and wide. We hope this resource will be used by teachers, educators, youth workers, police and many more organisations who have a front row access to the younger generation. This resource amplifies the power of young people's voices through a film which calls for a change in our culture on how we talk about, tackle and challenge youth and group based violence.

WHEN THE WORLD FEELS SO BIG

FULL OF CHALLENGES AND HATE

BEING PART OF A GROUP

MAKES YOU FEEL LIKE YOU ARE SAFE

TOGETHER FEELS BETTER THEN BEING ALONE

AND WHEN WE FEEL LOST BELONGING FEELS HOME

BUT WANTING TO BELONG CAN LEAD US TO DANGER

THE WRONG GROUP CAN TURN YOU INTO A STRANGER

WRITTEN BY THE CHILDREN FROM WESTBURY PARK

# ABOUT CRIMESTOPPERS

CRIMESTOPPERS IS AN  
INDEPENDENT CHARITY THAT GIVES  
YOU THE POWER TO SPEAK UP TO  
STOP CRIME, 100% ANONYMOUSLY.

WHOEVER YOU ARE, WHEREVER  
YOU LIVE, FROM COMMUNITIES TO  
COMPANIES.

BY PHONE AND ONLINE, 24/7, 365  
DAYS A YEAR.

We also share advice on how to  
protect the people you care about  
from crime, so everyone can feel safe.

After receiving your call or a  
completed anonymous online  
form, we create a report that brings  
together all the information you gave  
us, making sure it doesn't contain any  
information that could identify you.



# Help stop children being exploited by criminals.

Violence, weapons, drugs,  
grooming for sex, and  
modern slavery.

Speak up.  
Keep them safe.  
Tell our charity  
what you know  
**100% Anonymously.**

[crimestoppers-uk.org](https://www.crimestoppers-uk.org)



Crimestoppers Trust is a registered charity.  
UK Registration Nos. 1108687/SC037960.

**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

# WHY DO PEOPLE USE CRIMESTOPPERS?

Our research confirms that nearly a fifth of the public have known about a crime, but chose not to talk to the police (*according to insights drawn from various research projects commissioned by Crimestoppers*).

## SOME OF THE REASONS FOR PEOPLE NOT SPEAKING OUT INCLUDE:

- I DO NOT WANT TO TALK TO THE POLICE
- I NEED TO REPORT SOMEONE I KNOW
- I AM WORRIED THAT OTHERS WILL KNOW IF I SPEAK OUT
- I AM NOT SURE IF WHAT I KNOW WILL HELP
- I DO NOT WANT TO GET INVOLVED WITH COURTS

Last year we sent police forces over 185,000 anonymous crime reports - that's 507 per day and 21 per hour... but what do we mean by anonymous?

You may be thinking about using our service, or just want a deeper understanding of our anonymity promise so that you can reassure someone else. Crimestoppers employs around 100 members of staff who are supported by a huge number of volunteers working at national and regional level.

We are proud to welcome volunteers from all communities across the UK to support our charity. Because, at Crimestoppers, we believe in the power of people to stop crime.

**THE POWER IS IN SPEAKING UP. SILENCE ALLOWS CRIMINALS TO PROSPER. TO HURT US AND THOSE WE CARE ABOUT.**

**THE POWER IS ALSO IN HELPING OTHERS SPEAK UP. LETTING EVERYONE KNOW THAT THEY DO NOT NEED TO BE SILENCED. THAT THROUGH CRIMESTOPPERS' ANONYMITY THEY CAN BE SAFE AND STOP CRIME.**

## Criminal gangs are harming your community

If you have information, contact our charity and tell us what you know. You will remain 100% anonymous. Always.

**Speak up.  
Stay safe.**

[crimestoppers-uk.org](http://crimestoppers-uk.org)

**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

# ABOUT UNIQUE VOICE



We are a Community Interest Company delivering creative programmes in Bristol, South Gloucestershire and across the South West using the Arts as a medium to make a positive and long-lasting social impact. We create programmes designed to enable young people to learn, develop and grow in all aspects of their educational and emotional development whether that is through classroom-based learning or through our holiday provisions for vulnerable young people.

Here at Unique Voice, we believe that social and emotional education is the most important learning that children and young people can receive. We want to enable young people to thrive with the resilience to overcome adversity, the confidence to make positive decisions and a strong moral compass to guide them on their journey through life.

*We have been recognised by UNESCO to be successfully using the medium of drama and creativity to tackle conflict amongst young people. The work we deliver links to DFE guidelines, PSHE framework and Global Goals and has been acknowledged by the Centre for Excellence in Outcomes for Young People. We have worked with over 100,000 young people.*

The work at Unique Voice shows that drama and creative activities are excellent tools to achieve peace in communities and schools. No technical knowledge of drama or the Arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their participants.

We proudly work with organisations across sectors to ensure programmes presented to the younger generation are relevant, impactful and full to the brim with creativity.

**FIND OUT MORE ABOUT THE WORK  
WE DO HERE: [UNIQUEVOICE.ORG](https://uniquevoice.org)**



## County Lines

County lines refers to gangs and organised criminal networks which export illegal drugs into suburban, rural and coastal areas, using dedicated mobile phone lines or “deal line.”

The crime sees County Lines gangs exploit children and vulnerable adults to move drugs and money.

### Signs to spot?

- A child or young person (sometimes as young as 12), during school hours or unusual hours (e.g. early in the morning, late at night)?
- A child or young person who seems unfamiliar with the local area?
- A child or young person being approached or intimidated by a controlling peer or group?
- A child or vulnerable person who is deliberately avoiding authority figures such as police officers or security guards?
- More people calling at a local address than normal? Sometimes at unsociable hours?
- Suspicious vehicles or people at an address?
- A neighbour has not been seen for a while?



## Child Sexual Exploitation

CSE is a form of child abuse where the victim is usually given something, whether food, money, drugs, alcohol or gifts, in exchange for sexual activity with the abuser. Offenders target vulnerable young people and use their power over the child to ‘persuade’ them. It can affect any child, anytime, anywhere – regardless of their social or ethnic background.

### Signs to spot?

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.



**Because someone called Crimestoppers...**

*My daughter is getting the support she needs*

**Your information can save lives.**

**CrimeStoppers.**

**0800 555 111**

100% anonymous. Always.

# HOW THIS RESOURCE CAME ABOUT

This resource was influenced and inspired by the crime prevention programme 'What Would You Do?'. The 'What Would You Do?' programme is the first of its kind, was piloted in 2014 and has now been delivered across the West Country. It is known that many children, parents and carers are aware of crimes being committed and who the perpetrators are in their communities but they will not go to the Police with that information.

Having worked in several communities with this project over the years we have unlocked a model that works in ensuring that the key messages of Crimestoppers are understood and help to keep everyone safe. This has involved young people at the heart of the delivery design. After taking part in creative workshops, young people are inspired to deliver / perform / record these messages back to the community. During the pandemic, we adapted the model so that the final showcase could involve young people starring in their own films, made and produced with their opinions and aligned with the Crimestoppers message of speaking up, stopping crime and staying safe whilst remaining 100% anonymous.

The film 'Belonging', on which this resource is based, was made with the young people who attend Westbury Park in Bristol. In 2021, it was premiered at St Michael's Community Centre with families, community members and Deputy Mayor Councillor Asher Craig in attendance.

The legacy of the film continues with this resource as it calls for educators and professionals to consider using it to tackle youth violence.

# OVERVIEW OF FILM



## CLICK TO WATCH THE FILM HERE

The film was made with the amazing Westbury Park and explores the important topic of youth violence and exploitation.

The children and young people worked hard to study real life case studies and use their own experiences to help shape this film's style and approach. They all believed that trusted adults played a vital role in spotting signs and symptoms of youth violence and really wanted to promote how belonging in the most positive form could be a crucial feeling attached to tackling this topic.

Our film stars worked hard over the course of our workshops and filmmaking process, learning to speak to camera, remembering lines and even illustrating the film themselves.

**THANK YOU, WESTBURY PARK  
FOR YOUR INCREDIBLE WORK.**

# TOP TIPS ON HOW TO USE THE RESOURCE

The activities in this resources are categorised into 3 outputs, encouraging you to consider using the film in different ways. The film itself creates an engaging stimulus for all of the activities and discussions within this resource.

This resource will work best in tackling this topic when presenting in an early intervention style. Even if you are working with young people who have no lived experience of this topic, this is an important way to safeguard and advise them ahead of possible future challenges.

## OUTPUT 1 USING THE FILM IN AN ASSEMBLY / PRESENTATION

20-30 minute assembly plan / presentation with talking points for KS2 children

## OUTPUT 2 USING THE FILM IN A WORKSHOP STYLE SESSION

1 hr workshop plan with engaging activities, e.g. KS2 PSHE style session or youth session

## OUTPUT 3 USING THE FILM IN THE COMMUNITY

20 minute script / talking points so that you could use it at a parents/carers evening / community event. This includes signposting and safety tips.

# THINGS TO PREPARE

- Decide on which activity you plan to use and which group you will work with
- Download any supporting presentations attached to the activity (*these can be found on [www.wyld-wccs.co.uk](http://www.wyld-wccs.co.uk)*)
- Ensure that the group you are presenting to are ready for this type of activity. You may consider sending letters out to parents/carers or informing your manager that you plan to run this activity to ensure all emerging conversations or potential disclosures by young people are well supported and managed.

# THINGS TO CONSIDER

This is a creative scheme of work that uses public speaking, games, drama, art and discussions to underpin the learning in an accessible and fun way. This resource complements the PSHE curriculum and, in addition to this, the learning objectives have been linked to the four pillars of learning created by UNESCO:

## LEARNING TO KNOW:

To provide the cognitive tools required to better comprehend the world and its complexities and to provide an appropriate and adequate foundation for future learning.

## LEARNING TO DO:

To provide the skills that would enable individuals to effectively participate in the global economy and society.

## LEARNING TO BE:

To provide self-analytical and social skills to enable individuals to develop their fullest potential psycho-socially, effectively as well as physically, for an all-round complete person.

## LEARNING TO LIVE TOGETHER:

To expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

**IT HAS ALSO BEEN BASED ON THE PRINCIPLES LISTED BELOW:**

**CHILDREN'S FEELINGS ARE VALID AND SHOULD BE HEARD.**

**CHILDREN HAVE THE RIGHT TO FEEL SAFE.**

**CHILDREN HAVE THE RIGHT TO KNOW WHERE TO GO FOR HELP.**



# OUTPUT 1

## USING THE FILM IN A 30 MINUTE ASSEMBLY/PRESENTATION

### THINGS TO PREPARE:

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- 6 PROPS OR ITEMS OF COSTUME. E.G. WIG, HANDBAG, SKATEBOARD, CLIPBOARD...

## STEP 1

### OUR COMMUNITY

**AIM:** To understand the meaning of community and explore positive and negative behaviours from community members.

1. Welcome the children and young people (CYP hereafter) to the assembly by displaying the introductory slide [slide 1].
2. Introduce the assembly by informing the CYP that they are going to hear extracts of and watch films made by Year 5 students from Bristol with the help of Unique Voice and Crimestoppers.
3. Before exploring the topics of the assembly any further, invite students to immerse themselves in the following extract which you will discuss in more detail.
4. You may wish to turn the lights off or down for a fully immersive experience.
5. Click to play the video [slide 2]
6. If you have turned the lights off or down, now is a good time to turn them back on.
7. Thank the CYP for their focus and attention.
8. Click to reveal the next activity [slide 3].

## STEP 2

### CONTEXTUALISATION OF BELONGING

**AIM:** To explore the concept of belonging, considering factors such as identity, groups, feelings and emotions.

1. Invite CYP to reflect on the statement "Being part of a group makes me feel..." and to put their hands up to share their thoughts.
2. Take a few suggestions from your group, without discussing these for now.
3. Click to reveal the belonging word cloud [slide 4].
4. Give the CYP a few moments to take in the word cloud on the screen. You may wish to ask CYP to read out some of the words of their choice.
5. After a few moments, ask the CYP the following questions, discussing answers for each:
  - Which words stand out to you?
  - Which words make you feel positive?
  - Which words make you feel negative?
6. Click to reveal the definition of Choice [slide 5].

## STEP 3

### THE CHOICES WE MAKE

**AIM:** To understand the concept of choice and consequences.

1. Briefly invite CYP to suggest some choices they have made today, you may wish to give an example such as "I chose to walk to school today".
2. Click to reveal the next question "What choices do we make to feel like we belong?" [slide 6]
3. Ask the CYP to turn to a partner and to reflect on this question through a brief discussion.
4. After a few moments, invite the CYP to put their hands up and to share some of their thoughts.
5. Conclude this section of the assembly by discussing the impact of our choices, using the following slide as a springboard for your summary [slide 7].
6. Click to reveal the definition of Belonging [slide 8].

## STEP 4

### BELONGING, THE FILM

**AIM:** To watch the 'Belonging' film and introduce the emotions felt by the characters in the film.

1. Explain to the CYP that they are now going to watch a short film which talks about the topic of belonging.
2. This film has been created by young people for young people. The events are based on true stories and explore what it means to belong and the impact this has on people and their communities.
3. Play the film to the CYP [slide 9].

## STEP 5

### THE CYP'S THOUGHTS ON THE FILM

**AIM:** To generate thought and conversation around the topics of the film.

1. Once you have played the film, invite the CYP to share their thoughts on what they have seen using the following slide and a springboard for reflection [slide 10]. This can be a hands up or think, pair, share activity.

## STEP 6

### THE CHARACTERS, HOT SEATING

**AIM:** To identify strategies for coping with peer pressure and feelings of helplessness.

1. Hot seating is an activity where a character (played by a staff member or CYP) is interviewed by the rest of the group about their background, behaviour and motivations. It is a great medium to explore specific events, perspectives and experiences related to a theme, event or idea. Hot seating here is amended to give advice to the characters in the film.
2. Introduce the activity [slide 11].
3. Ask the CYP to put their hands up and highlight some of the characters they heard from in the film.
4. Invite a staff member to sit on a chair in front of the group and to embody one of the characters suggested by the CYP. You may wish to give them a piece of costume or prop to support their characterisation.
5. Now ask the CYP to think about what advice they could give this character, imagining that they are a part of their community. They could be a teacher, a brownie leader, a PCSO, a bus driver, a grandparent, a carer...
6. Invite the character sitting on the chair to take advice from the CYP. Once they have taken a few suggestions, invite them to recap the advice and to highlight what really stood out to them.
7. Repeat this activity for the other characters from the film. You may wish to select a CYP to embody these new characters.
8. Conclude this activity by celebrating the CYP and thanking them for their advice, highlighting that the trusted adults in their lives are there to support them and to help them find solutions to their problems, however big or small.

## STEP 7

### SPEAK UP, STAY SAFE

**AIM:** To synthesise the learning and signpost to individuals and organisation within the community.

1. Click to reveal the final reflection [slide 12].
2. Bring the assembly to a close by explaining that it is healthy and normal to want to be part of a group.
3. Ask the CYP to suggest who some of the trusted adults they could turn to are if they find themselves in a situation where being part of a group makes them feel unhappy or unsafe.
4. Reiterate that trusted relationships make us feel safe, seen and respected.
5. Ideally, please name and profile people and organisations that are relevant and specific to your community and geographical area.
6. Thank the CYP for their contributions, celebrating their investment and ability to overcome challenges.
7. If time permits, please play this additional film about trusted relationships [slide 13].

## OUTPUT 2

USING THE FILM IN A WORKSHOP STYLE SESSION: 1 HR WORKSHOP PLAN WITH ENGAGING ACTIVITIES, THINK PSHE STYLE SESSION OR YOUTH SESSION.

### THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- A TIMER
- PRINTED SHIELD TEMPLATES (1 PER 3-5 CYP)
- COLOURING PENS, PENCILS TO DECORATE THE SHIELD, OR CRAFT MATERIALS IF YOU HAVE TIME.
- PRINT AND CUT OUT SCENARIO SLIPS (1 PRINT OUT, 1 SLIP PER GROUP)

## STEP 1

OPENING CIRCLE – BELONGING

**AIM:** To establish a safe and inclusive environment while introducing the topic for the workshop.

1. Invite the CYP to join you in a seated circle.
2. Greet the CYP and introduce the topic of the workshop: building a strong and positive community where people feel safe, happy and like they belong, referring back to the film and/or assembly.
3. Click to reveal the reflection stimulus "I feel like I belong when..." [slide 2]
4. Ask the CYP to complete the following sentence : I feel like I belong when... You may wish to go round the circle one by one or to take suggestions from confident participants.
5. Use the listed questions as a springboard for discussion [slide 3].
6. Invite your group to reflect on the questions, taking a few suggestions for each question.
7. Click to lead into the next activity [slide 4].

## STEP 2

WARM-UP – STOP, GO, JUMP, TAP, EXPLORING EMOTIONS

**AIM:** To investigate a range of emotions expressed through body language and facial expression.

1. Invite your group to find a space in the room, while balancing it.
2. Inform your group that you are going to call out different instructions and that you would like them to follow these.
3. Ask them to walk around the space neutrally, making sure they respect each other's personal space and do not bump into each other.
4. When you call Stop, they must stop, when you call Go, they must start walking again, when you call Jump, they must jump on the spot, when you call Tap, they must tap the floor with one hand.
5. Play a few rounds of this, alternating the instructions.
6. Now explore different emotions. When you say Go add an emotion, for example "Go, sad". The CYP must now move around the space showing the different emotions using their facial expressions and body language.
7. Suggested emotions are: sad, happy, angry, scared, lonely, excited, nervous...
8. Thank the CYP for their involvement and ask them to sit on the floor where they are.
9. As a group, discuss the different emotions you explored in this activity using the questions as a springboard [slide 5].

## STEP 3

COMFORT, STRETCH, PANIC

**AIM:** To explore levels of comfort with emotions and body sensations associated to different situations.

1. Introduce this activity by asking your group if we all react in the same way to different situations [slide 6].
2. After taking a few answers from your participants, highlight that because we are all unique individuals with unique experiences, abilities, likes and dislikes, we all react to different situations in different ways.
3. Inform the CYP that there is an imaginary line running across the room. One end of the line is the "Comfort" zone and the opposite end of the line is the "Panic" zone. The middle of the line is the "Stretch" zone. [slide 7]
4. Inform the CYP that you are going to read out different scenarios and that you want them to place themselves along the imaginary line, representing how they feel about these scenarios.
5. Remind the CYP to ignore where their peers are moving to and to answer as truthfully as possible.
6. Scenarios may include: being asked to speak in public, saying hello to someone you know, being left out, hanging out with older people, being asked for advice, having a fight with a friend, someone making a negative comment about you... Please feel free to adapt these scenarios to suit your group's lived experiences and abilities.
7. After each statement, invite your group to observe where each other are and to reflect on the following questions:
  - What makes this situation feel comfortable to you?
  - What makes this situation feel like a stretch for you? How do you know that this is a stretch situation? What signals does your body send you? How can you respond to this kind of stretch situation?
  - What makes that situation feel like a panic for you? How do you know that this is a panic situation? What signals does your body send you? How can you respond to that kind of panic situation?
8. After exploring the different scenarios as a group, reflect on the following questions to consolidate this activity [slide 8].

## STEP 4

### WHEN I DON'T FEEL LIKE I BELONG I...

**AIM:** To identify how the CYP respond to feeling like they don't belong and to highlight trusted adults.

1. Remind the CYP that it is really important to feel like we belong, like we have people around us who care about us and who we can trust... but sometimes it doesn't always feel like that.
2. Ask the CYP to find a space in the room, balancing the space, and as a whole group, follow this guided movement sequence. Click to play the audio [slide 9].
3. Gently bring your group back into focus, asking them to sit down on the floor where they are and how the activity felt for them, taking a few answers.
4. Discuss in more detail what the CYP uncovered in this activity using the questions as a springboard for discussion [slide 10].
5. Ask the CYP to share examples of some of the sensations, words or shapes they represented. (These may include: swirly tummy, tiny little dot, sticky hands, upset, fuzzy head, feeling frustrated, furrowed brow, difficulty concentrating, being lonely, big red square...)
6. Remind the CYP that we all might feel like this at different points in our lives, and that's ok. But when we struggle or feel like we don't belong, it's really important to turn to a trusted adult and to ask for support.
7. Conclude this activity by asking the CYP who the trusted adults they can turn to are.

## STEP 5

### BUILDING CONFIDENCE AND SELF-ESTEEM

**AIM:** To highlight the importance of resilience and self-esteem in making positive choices and to celebrate the CYP within the group.

1. Invite the groups to join you in a seated circle and introduce the concepts of confidence and self-esteem [slide 11].
2. As a group, reflect on the following questions:
  - What helps to build confidence in a person? (Trying new things, developing skills, helping others, being appreciated...)
  - Where does self-esteem come from? (Successful experiences, others being nice to us, accomplishing goals...)
  - It is ok to have weakness or make mistakes? (We have strengths and weaknesses, mistakes are learning opportunities, we can overcome difficult times or challenges with confidence in our ability to learn...)
3. Change the slide then invite the CYP to turn to the person next to them and inform them that you are going to give them 30 seconds each to give their partner as many compliments they can think of [slide 12].
4. Encourage the CYP to think about things they look up to in each other, positive experiences they have shared, and skills they have noticed.
5. Set a timer for 30 seconds. Once the timer is up, instruct pairs to swap roles around and set a new timer for 30 seconds
6. Once the second timer is up, use the following questions as a springboard for reflection [slide 13].
7. Read the recap with your group: Confidence and self-esteem help us to build our ability to bounce back from tricky situations and recover quickly from difficulties, like when we feel like we don't belong or are pressured into doing things we know we shouldn't [slide 14].

## STEP 6

### RESILIENCE SHIELDS

**AIM:** To empower the CYP to reflect on their own strengths and strategies for staying safe.

1. Ask the CYP to get into groups of 3-5 and hand each group a shield template and some colouring pens or craft materials [slide 15].
2. Using the template, invite the CYP to create their own "Resilience Shields" instructing them to decorate their shields with symbols, images or words that represent safety, resilience, confidence and self-esteem. These may include: be kind to yourself, reach out, find time to relax, spend time with people who make you feel good, practise your skills and hobbies...
3. Encourage CYP to reflect on their own strengths and strategies for building resilience when designing their shields.
4. After giving the groups some creative time, inform the CYP that they will be using their shields in the following activity [slide 16].

## STEP 7

### MAKING POSITIVE CHOICES

**AIM:** To identify dilemmas which might affect community members and to offer solutions using the shields.

1. Split the group into 4 and hand each group a scenario slip.
2. Scenarios may include: being pressured to do something that makes you feel uncomfortable, being called nasty names by older children, witnessing anti-social behaviour in the local park, being asked to transport a parcel for someone... Please feel free to adapt these scenarios to suit your group's lived experiences and abilities.
3. In their groups, CYP will role-play the scenario they have been given.
4. One person in the group will be the shield bearer and can freeze the scene when they see fit to share advice with the characters in their scenarios by using strategies from their shield to resolve the situation.
5. Give the groups some time to rehearse and be on hand to support them before inviting confident groups to share their performance.
6. After each performance, reflect on the tools used and the positive choices that were explored.
7. Remind the CYP that the charity Crimestoppers can also help (100% anonymous, not part of the police, no court involvement...).
8. Conclude this activity by celebrating your group's ability to make positive choices and to create a safe and welcoming community for all.

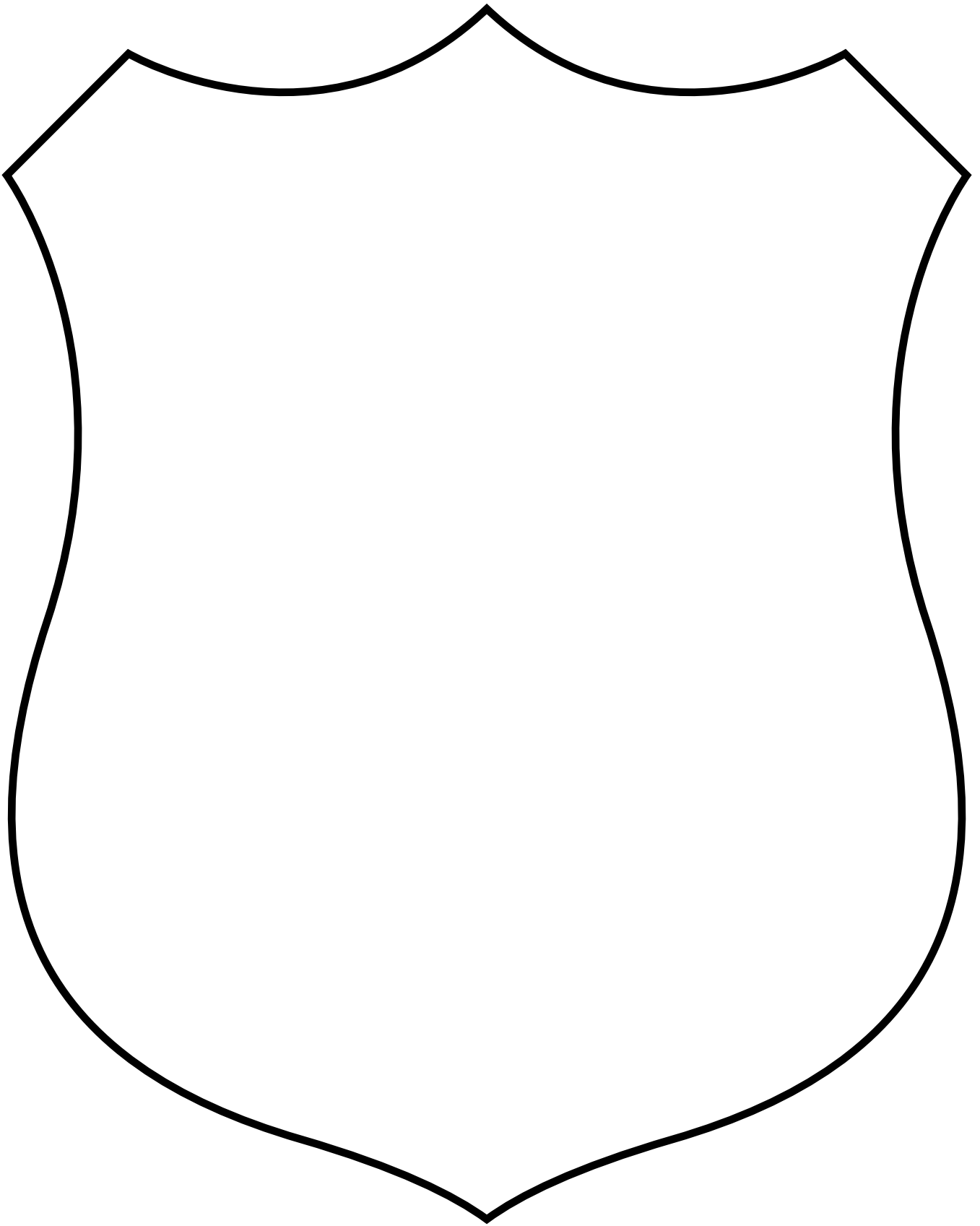
## STEP 8

### CLOSING CIRCLE

**AIM:** To recap key learning and allow time for any questions.

1. Invite participants to join you in a seated circle [slide 17].
2. Ask each member of the circle to think of one word that sums up the workshop for them.
3. Ensure that all CYP know they can report anything they feel upset, worried or uncertain about.
4. Reflect together on what the key learning has been for them and what changes they might consider making to make positive choices, develop resilience and resist the influence of peer pressure.
5. Reiterate who can help them if they are experiencing these issues and how to keep safe.

# Resilience Shield



**Being pressured to do  
something that makes  
you feel uncomfortable.**

**Witnessing  
anti-social behaviour  
in the local park.**

**Being called nasty names  
by older children.**

**Being asked to transport  
a parcel for someone.**

# OUTPUT 3

## USING THE FILM IN THE COMMUNITY

30/45 MINUTE SCRIPT AND TALKING POINTS FOR EDUCATORS TO USE AT A PARENT/CARER EVENING/COMMUNITY EVENT

### THINGS TO PREPARE

- DOWNLOAD THE SUPPORTING PRESENTATION
- PRINT OR HAVE THIS STEP BY STEP PLAN AVAILABLE
- PRINT LETTER TEMPLATES (EITHER 1 PER PARTICIPANT OR SEND DIGITALLY AS A FOLLOW ON RESOURCE)

## STEP 1 INTRODUCTION

**AIM:** To welcome participants and introduce the themes of the intervention.

1. Welcome the group and briefly explain that we are going to explore themes surrounding youth violence and exploitation through the lenses of belonging and influences [slide 1].
2. Discuss how we as professionals and community members can challenge our own preconceptions and thought processes to help tackle these issues within our settings and communities.
3. Invite your group to reflect on the statement "My influences come from..." for a few moments and ask for suggestions [slide 2].
4. Now click to reveal the following reflection point and invite the group to reflect on the statement "Young people's influences come from..." [slide 2].
5. Compare answers from the first and second reflection points, highlighting that influences come from the same places for CYP and adults: family, friends, the media, past experiences, community...
6. Our influences impact our decisions and choices and we need to have empathy and understanding of why a CYP might make some of the choices they make.

## STEP 2 THE FILM

**AIM:** To introduce the film as a springboard for the session.

1. Invite participants to reflect on the following points while watching the film [slide 3]. Give participants some time to read this slide.
2. Click to play the film [slide 4].
3. Once the film is over, use the following questions as a springboard for discussion [slide 5].

## STEP 3 SIGNS AND SYMPTOMS

**AIM:** To identify risk and risky behaviour.

1. Click to reveal Arslan's statement [slide 6].
2. Highlight to participants that as stated by Maslow's hierarchy of need (1954), "love and belonging" is the third most important human need, after "physiological needs" (our most basic needs: air, food, shelter...) and "safety needs" (financial security, health, resources...).
3. So what happens when CYP don't feel like they belong? Where might they seek belonging? What are the signs and symptoms to look out for?

4. Discuss behavioural changes, sudden secrecy, declining school performance, unexplained wealth, association with known gang members, overuse of social media... highlighting that these are only some examples. Equally, you may not witness any of these signs or symptoms.
5. Depending on their life experiences and abilities, our young people will present entirely different behaviours and stress responses: [slide 7]
6. Discuss these behaviours and stress responses, highlighting the significance of open communication, active observation and early intervention.

## STEP 4 BUILDING PROTECTIVE FACTORS AND A SENSE OF BELONGING

**AIM:** To highlight the positive aspects of belonging and how to profile oneself as a trusted adult.

1. Click to reveal the statement "Building protective factors and a sense of belonging... it takes a village!" [slide 8].
2. Discuss the role of positive relationships, supportive environments, mentorship and extracurricular activities. Highlight that protective factors that can increase a sense of belonging include connectedness to family or other caring adults outside the family, frequent and positive shared activities with parents/carers, positive engagement with teachers in supportive school climates and involvement in safe and prosocial after-school activities.
3. Ask participants the following questions (be ready to summarise the feedback):
  - What is available in your local area and community for the CYP in your care?
  - What can we do if there is little to no opportunity?
4. Discuss and take suggestions from your group about the proactive steps they can take to encourage change within communities to prevent youth and group based violence e.g. creating an Independent Advisory Group or writing to a local MP.

5. Invite participants to consider writing to a local decision maker using the template letter (next page). Ask them to highlight their concerns about youth and group based violence and to make suggested solutions to these issues. This can be sent as a follow-on resource for participants to complete in their spare time.
6. Click to reveal Wang and Eccles' statement [slide 9].
7. Encourage participants to reflect on this statement and questions, taking a few answers and thoughts from the group.
8. Invite participants to consider how they present themselves as a Trusted Adult for the CYP in their care throughout their childhood and through transitional phases [slide 10]
9. Encourage participants to share how they present themselves as a Trusted Adult with the person sat next to them. Give them a few moments to do so.
10. Transition into introducing the video as highlighting the key qualities and features in trusted relationships [slide 11].
11. Conclude this activity by highlighting the importance of taking proactive steps to profile ourselves as Trusted Adults, build protective factors and create safe, inclusive and welcoming environments for our young people to thrive in.

## STEP 5 CLOSING - RESOURCES AND SUPPORT

**AIM:** To recap learning and offer space for questions and further support.

1. Click to reveal your closing statements [slide 12]
2. Summarise the key takeaways and express gratitude for the group's participation.
3. Additionally, please provide information on local resources, support networks, and organisations available for parents/carers and CYP, sharing helpline numbers, community programs, and workshops that focus on youth violence and support.
4. Invite your participants to stay for any further discussion or questions as you play the final clip [slide 13]



Your full name:  
Your full address:  
Your postcode:  
Date:

Dear {MP NAME},

My name is {YOUR NAME} and I am a constituent of {YOUR CONSTITUENCY}. I am writing to you today because I am concerned about the increase in violence that impacts young people in our area.

{IF APPLICABLE} I appreciate the work you are already doing on this, such as raising the issue in Parliament.

This issue is something that is particularly important to me because {EXPLAIN KEY REASONS AND ANY PERSONAL EXPERIENCES THAT HAVE INFORMED THIS}.

- According to the Children's Commissioner - Still Not Safe Report (Feb 2021), 14,700 children were referred to children's services with concerns about gangs.
- According to Bristol City Council Information and Analysis Team, 11-16 year olds committed 243 serious youth violence offences in 2016-2017
- According to Safer Bristol - "Preventing Gang Involvement and youth Violence Strategy" 2017-2020, 1 in 3 offences from young people in Bristol were crimes of violence.
- According to Safer Bristol - "Preventing Gang Involvement and youth Violence Strategy" 2017-2020, 5,400 16 year olds in Bristol had emotional health likely to require support.
- {PLEASE INSERT FACTS AND FIGURES THAT ARE RELEVANT TO YOUR LOCAL AREA}.

In light of this, I am calling for an urgent review of the youth violence strategy in our consistency.

Will you join me in asking our local authority to provide the following:

- An assessment of the youth provision currently available and whether it is meeting the needs of local children and young people in our constituency.
- A review of the mechanisms for community consultation and engagement, such as if there is an Independent Advisory Group (IAG), Safer Neighbourhood Board or equivalent for our area and how these groups feed into any local youth violence strategy.

In addition, I would ask that you call on the Government to adequately fund local authorities to invest in sustainable long-term youth work. Would you support a debate in Parliament about this important issue?

With young people's wellbeing and mental health seriously impacted by Covid-19, it has never been more important for us, as a society, to respond to this issue.

As such, I hope you will treat this matter as one of urgency. I would be very happy to meet with you to discuss my concerns further.

I look forward to hearing from you.

Yours sincerely,  
{YOUR NAME}



**WITH THANKS TO**

**WESTBURY PARK SCHOOL**

**NISBET TRUST**

**AVON AND SOMERSET POLICE**

**WE HOPE THAT YOU'VE FOUND THIS RESOURCE USEFUL.  
WE'D LOVE TO HEAR YOUR FEEDBACK, THOUGHTS OR QUESTIONS.  
PLEASE DO NOT HESITATE TO GET IN TOUCH.**

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**CrimeStoppers.**

