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CEREDIGION
County Council

Project PICK-YP



Ceredigion Youth Justice and Prevention Service in partnership with Aberystwyth University and The Home Office.



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POLICE AND CRIME
COMMISSIONER



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INTRODUCTION

This booklet is aimed to provide practical guidelines for professionals seeking to improve their engagement with hard-to-reach young people with a view to reducing offending and limiting the risk of exploitation. It is largely geared towards Youth Offending Teams and Youth Workers, in both the statutory and voluntary sectors who aim to reach young people in our communities. It is also an appropriate reference point for specialist organisations such as the police, the fire service and health and education professionals that wish to do targeted outreach work with specific groups of young people.

These guidelines will help you to view young people and their behaviour within the context of the family, the community and their peers. It will provide you with clear boundaries for your work to ensure that you are aware of your own limitations as well as the possibilities for changing lives. It will enable you to understand and manage the risks associated with this type of work appropriately.

We want all young people to benefit from positive opportunities, which make a real difference to their lives, and a youth work sector equipped and empowered to achieve ongoing positive outcomes for young people now and in the future.



BACKGROUND TO SOC

Serious and organised crime – what is it?

Serious and Organised Crime (SOC) has been the focus of much regional and national interest, particularly with the advent of ‘county lines’ which served to highlight the involvement and exploitation of young people in SOC business models. Wales in particular has been a major feature in the regional landscape of widespread drug distribution, with many rural and coastal towns vulnerable to SOC groups from major cities. The recently launched Welsh SOC Strategy highlights the need to support the most vulnerable and introduce early interventions with those most at risk.

In response to the continued threat of SOC and related criminal activities, the 2017-18 National Strategic Tasking and Coordination Group (NSTCG) annual plan, divide threats from organised crime into three ‘pillars’. Principally, these consist of Vulnerabilities, Prosperity and Commodities. Child Sexual Exploitation and Abuse is aligned to the vulnerability pillar along with Modern Slavery/Trafficking and Immigration crime. The Pursue, Prevent, Protect and Prepare approach is linked to current SOC youth vulnerability initiatives, and map closely to the Prevent (Raise awareness of the reality and consequences; Intervene to stop people being drawn into different types of serious and organised crime; Develop techniques to deter people from continuing in serious and organised criminality) and Protect (Protect people at risk of becoming victims; provide more information to the public on these issues and also on child sexual exploitation).

How do young people get drawn into Serious and Organised Crime?

Young people can be drawn into becoming involved in SOC in a variety of ways; most significantly, organised criminals target vulnerable young people as commodities in the delivery of sex work and drug supply networks. Vulnerability can be a result of Adverse Childhood Experiences – or ACEs – which are a range of risk factors linked to traumatic events that have been identified to predict a range of negative health and social outcomes. The core 10 ACEs include: physical, social and emotional abuse, household substance use, mental illness, and

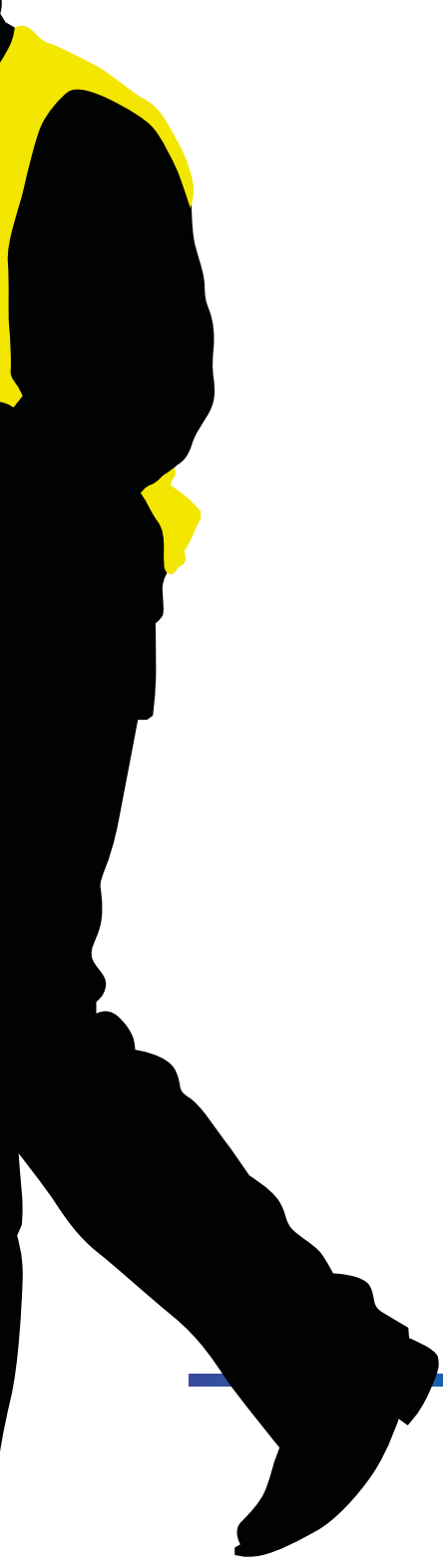


incarceration, and parental separation; the links between substance misuse and crime generally are well documented, but several studies have found a strong link between substance misuse and ACEs.

Public Health Wales has been a major source of research into ACEs and resilience. Focusing predominantly on mental health, it is found that having four or more ACEs was closely correlated with negative psychological consequences, but this was significantly reduced for children who had a trusted relationship with at least one adult and also those who had regular participation in sport. Alongside these developments, discovering new pathways to building resilience and negating the impact of ACEs are at the forefront of Public Health Wales and Welsh Government's agenda and the Future Generations and Well-being Act (2015).

Turning the tide – building resilience and increasing well-being

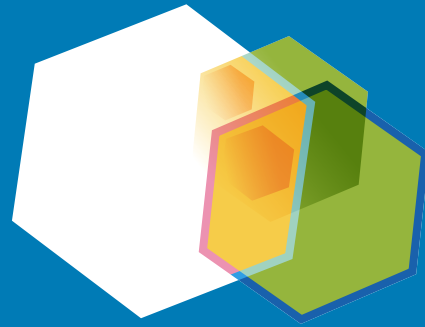
Building resilience is a key aspect of this workbook; we can't eliminate the threat of SOC but we can help young people think about getting involved in these activities in a different way. At a broad level, resilience refers to the way in which people can cope and overcome problems they face. More specifically, it relates to thinking patterns that enable positive growth and development in order to remain positive in the face of adversity. With increasingly complex situations being faced by young people in the ever-changing modern world, resilience has become an important way to understand how young people make the successful transition into adulthood, particularly when they have encountered severe difficulty and hardship along the way. There are several factors that contribute to overall happiness in children; surprisingly income is not a significant predictor of happiness, Some of these additional elements are areas schools have the ability to influence, such as building positive relationships and increasing student participation.



PREPARATION GUIDES

SESSION OVERVIEWS

Ideally, the intervention should be delivered over six weekly sessions consisting of a half-day programme of activities addressing specific aspects of SOC activity and risk. However, depending on the time/resources available and specific issues that may be of critical importance, using individual sessions is also encouraged. A summary of the key sessions includes:



SESSION #1 – Getting to know you; emotions and behaviour

The initial session is designed to introduce the young people to the staff and outline the various activities and expectations that necessitate the running of the sessions. The session moves into a discussion on emotions – what they are and how we can control and act upon them. The young people produce pen portraits of themselves and multi-media are used to explain how our brains/decision making processes work.

SESSION #2 – Staying safe online

Many young people are active social media users (despite platform age limits) and have unrestricted access to smart phones and Internet connected devices (e.g. X-Box Live). The implication of social media usage in 'county lines' activity is well documented and this session challenges ideas regarding privacy and connectivity (friends, sharing, likes, etc..) along with targeting specific online behaviours including making/sharing explicit content and identifying strangers.

SESSION #3 – Substance Misuse

For the majority of young people, although they have heard of drugs, it is perhaps less likely they have had first hand experience of what they were and/or had consumed illicit substances. However, other products, such as energy drinks, are used widely. The aim of this session is to address some misconceptions regarding the effects of substances and the way in which the illicit drug market operated.

SESSION #4 – Relationships, Touching and Consent

In the backgrounds of many young people are concerns over sexualised language, the ability to 'read' the intentions of other people and generalised tendencies to over-trust or misread the motives of others. These sessions address the key aspects associated with finding, developing and maintaining healthy reciprocal and mutually beneficial relationships, alongside examples of behaviours not considered appropriate by law or social norms.

SESSION #5 – Missing persons; incl. MISPER drama

Many young people develop unfavourable attitudes towards authority figures, through a mixture of cultural, familial and/or peer influences. The 'MISPER'¹ missing person drama activity is a role play used to highlight the challenges and disruption from a young person going 'missing' and the importance of carers knowing their whereabouts.

SESSION #6 – Reward Day/Outdoor Activity Challenge

The final session should be a reward day that is mixed alongside confidence building activities and allows the young people to confront some of their past and present behaviours. For example, the use of outdoor activity centres provide challenging activities, including things like 'high ropes' and 'zip lines' which for many young present significant physical and mental obstacles. The key message is how to address these barriers, through seeking help or taking smaller steps, which are in turn linked to real life SOC examples.

¹ Dyfed-Powys Police

GENERAL HOUSEKEEPING

Creativity is one of our greatest sources of energy which means facilitating expression could be the right catalyst to get energy flowing through the lives of the participants. Facilitating group work can be a truly fulfilling and exciting experience for all involved. When approaching a new group of young people it's best to be yourself, know what you are doing and try to have fun. These following ideas cover some of the basic principles that are needed to create a successful, engaging, experience people can often miss or not give much thought to. If you **do the groundwork, bring everyone into the room** and *remember you get what you give* you should create a positive and enriching experience for all.



The diversity of backgrounds of the young people referred to the SOC programme undoubtedly brings challenges in terms of managing personalities and conflicts.

- **Be prepared! Take sufficient materials, know your space, test AV equipment, staff, etc.**
- **Try not mix groups of different ages – 1-2 years is fine, but ages 10 and 14, for example, leads to problems in understanding and exposure to issues such as sexual consent.**
- **Avoid where possible delivering sessions in public buildings or where other people are present as this can lead to shyness and/or disruptive behaviour. A youth club is ideal and is already equipped for young people to feel comfortable.**

IDENTIFYING THE YOUNG PEOPLE

We aimed our intervention at the young people who are not engaged with from the usual range of education or other services for children and young people, activities or constructive leisure pursuits. In the context of reducing offending or risk of exploitation by young people, we are particularly concerned with young people who are at risk of offending due to their distance or exclusion from those services that help them to reach their potential and reduce the likelihood of them committing offences and causing harm to themselves and others. You can use the checklist at the end of this workbook to gather and assess the evidence for SOC risk and involvement.

#1: GROUNDWORK

Failing to prepare is careless. Setting a clear and focused intention for your time together is really useful. Find out what the group's needs are, plan your session in advance and make sure the space is set up before they arrive. Create an open and trusting atmosphere. Try to greet every young person who enters the room, make eye contact and welcome them into the space. This will ease them in and help everyone to feel more comfortable. Build a safe space by naming group agreements (usually called rules, but everyone wants to break the rules, especially young people) and don't forget to mention consent or privacy in accordance with the school's or organisation's policy. The group will want to know why they are here and what they will be doing, so set clear and achievable goals for the time and resources you have. The real gem of any workshop is engaging the imagination so do this as soon as you can. If you can capture their imaginations early on the group will be much more likely to fully participate.



#2: BRING EVERYONE INTO THE ROOM

This starts with that initial greeting but does not stop there. Every person has a unique, and valid desire to be seen and heard. How do you bring everyone into the room? Make eye contact, ask direct questions and create opportunities for everyone to be seen and/or heard. Pay attention to the energy of the room; if the young people are clearly disengaged, change it up, shake it up and move on.

#3: YOU GET WHAT YOU GIVE

The group will meet you at the energy you come with so be aware of where you are at on the day. If you are not engaged or excited about the tasks you are bringing then it's likely they won't be either. They will surely let you know if your activities are weak, boring or long and if they do, don't take it personally, it's all part of your own learning journey. Use simple direct language. Try not to undermine them, check they understand your instructions without patronising them. Never put any young person down (or yourself). Maintain a sense of equality by giving everyone a chance to speak. Give space for questions. Clear endings are just as important as strong beginnings, create space for reflection and give thanks.

Approach a new group of young people the same way you would approach a new potential friend, with respect and an open mind. Working with groups is a practice in its own right. In order to get good at it, you simply need to practice. It's true, some people have a natural aptitude for group work but being a good writer does not necessarily make you a good facilitator. Practise your workshop ideas with others, attend trainings, get feedback and read up on group practice.

FOR COMMUNICATING WITH YOUNG PEOPLE

TOP TIPS TOP TIPS TOP TIPS

TIP#1

Talk to young people using simple terms.
Write down what you've said and explain what is going to happen next.

TIP#2

Give young people time to process the information and don't be afraid to ask them about their needs so that you can support them to understand.

TIP#3

Check the young person has understood what you've said.
Too much information at once is hard to follow and they may feel too uncomfortable to say they've not understood.

TIP#4

Make sure to give young people a say in their decisions.
Don't presume they won't understand.

TIP#5

Ask the young person how they prefer to be communicated with.
Young people may have specific preferences.

TIP#6

Get to know the young person and let them get to know you too.
It's harder to talk to someone you don't know.

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SESSION #1

Getting to know you;
emotions and behaviour



Suggested Timetable

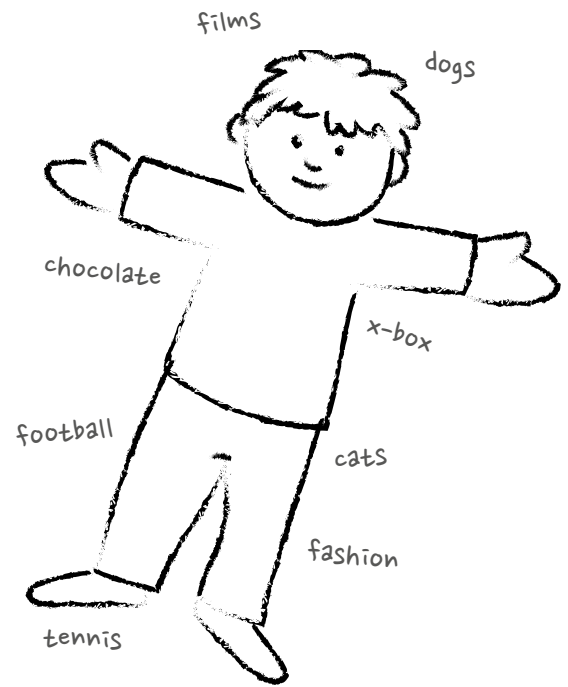
9:00am	Collect students from schools
9:30am	Check in – drink/snack – Rules/Rewards
9:45am	This is me – getting to know you
10:00am	Understanding Emotions - Video
10:30am	“Body in a Box” – emotional reactions
10:45am	Emotions game – coloured tower blocks
11:15am	Reflection and Discussion
11:45am	Workbook and/or Session Evaluation
12:00pm	Lunch
12:30pm	Return to Schools

The aim of Session 1 is to get young people to open up about themselves and the way in which they respond to different situations and people. Many young people referred for being at risk of SOC victimisation are vulnerable - physically and emotionally - and have developed deeply entrenched defence mechanisms to hide these perceived weaknesses.

The initial session is also important in terms of setting boundaries and acceptable behaviour standards for young people taking part. Many will feel shy and reserved when discussing personal issues; hence, as well as developing these skills the initial session also serves as a notable ice-breaker! Many young people will not really understand the terminology so useful ways to introduce feelings and emotions are to watch video clips and discuss well known scenarios to open up dialogue regarding how our emotions can impact upon how we respond in certain situations.

THIS IS ME

Staff and young person to draw a simple drawing of themselves, their families and pets stating their likes and dislikes and hobbies. The young person should then introduce themselves through the drawing (guidance may be required from staff to present) and staff and young people are then encouraged to ask questions for example if they are gamers, what games do you like to play? Or what is your dog's name etc..



UNDERSTANDING EMOTIONS

We looked at the different emotions based on the "Inside Out" film.



This exercise enables the young person to expand their emotional vocabulary and identify the feelings they may be experiencing. Also to understand overlapping feelings.





EMOTIONAL REACTIONS – BODY IN A BOX

Split the young people into smaller groups and give them an emotion to discuss. Using a large sheet of paper draw an outline of person, we ask the young people to describe how these feelings will look on a person and explain on the paper how that emotion may affect the body.

“JENGA” – EMOTIONS GAME

We created a Jenga game based on the “Inside Out” emotions. In groups of no larger than 4, staff and young people to play and respond to the questions on each block.

CREATING THE GAME

Each block was painted in the colours of the characters of the “Inside Out” film.



DISGUSTED – GREEN

WHAT JOB AT HOME DO YOU HATE DOING?	DESCRIBE A TIME YOU FELT DISGUSTED?	YOU ARE DOING AN ART PROJECT. YOU MAKE A MISTAKE AND WANT TO START AGAIN. DO YOU?
SHOW A DISGUSTED FACE	WHAT WOULD YOU DO IF SOMEONE CALLED YOU A NAME?	YOU HAVE BEEN PUT IN A GROUP AT SCHOOL WITH SOMEONE YOU DON'T LIKE, WHAT DO YOU DO?
WHAT FOOD DON'T YOU LIKE?	WHAT SUBJECT DON'T YOU LIKE?	WHAT IS SOMETHING THAT YOU HAD TO DO BUT DIDN'T WANT TO DO?
HOW CAN YOU TELL SOMEONE THAT YOU DON'T WANT TO DO SOMETHING? WHAT IF YOU STILL HAD TO DO IT?	IF YOU COULD CHANGE ANYTHING ABOUT YOURSELF, WHAT WOULD IT BE?	WHAT IS SOMETHING THAT ANNOYS YOU?
SOMEONE IS DRUMMING ON THEIR DESK, YOU ARE TRYING TO CONCENTRATE. WHAT CAN YOU DO?	HOW DO YOU MAKE SOMETHING YOU DON'T LIKE TO DO MORE FUN?	IF YOU COULD CHANGE ONE THING ABOUT YOUR PARENTS, WHAT WOULD IT BE?

FEAR – PURPLE

WHAT IS YOUR BIGGEST FEAR?	WHAT'S THE HARDEST THING YOU HAVE EVER DONE?	WHAT MAKES YOU THE MOST NERVOUS?
SHOW A SCARED FACE	TELL US THREE FEARS	WHAT IS SOMETHING YOU HAVE LIED TO YOUR PARENTS ABOUT?
WHAT ADULT WOULD YOU GO TO IF YOU HAD A SERIOUS PROBLEM?	YOUR FRIEND HAS MADE UP A GAME, IT LOOKS DANGEROUS. WHAT WOULD YOU DO?	WHAT IS THE MOST TROUBLE YOU HAVE EVER BEEN IN WITH YOUR PARENTS?
WHAT IS THE HARDEST THING ABOUT BEING A CHILD?	DESCRIBE A TIME WHEN YOU FELT SCARED?	WHAT IS THE SCARIEST THING YOU HAVE EVER DONE?
YOUR BALL WENT ACROSS A BUSY ROAD THAT YOU AREN'T ALLOWED TO CROSS, WHAT DO YOU DO?	HOW WOULD YOU GO ABOUT TELLING YOUR PARENTS SOMETHING REALLY HARD?	HOW CAN YOU TELL IF A FRIEND IS SCARED?

ANGRY – RED

DESCRIBE A TIME WHEN YOU FELT ANGRY?	YOU ARE TELLING YOUR MUM A STORY AND SHE IS NOT LISTENING, WHAT DO YOU DO?	DESCRIBE A TIME WHEN YOU FELT JEALOUS?
HOW WOULD YOU REACT IF SOMEONE INSULTED YOU?	WHAT WOULD YOU DO IF YOUR PARENTS SAID YOU COULDN'T DO SOMETHING YOU WANTED TO?	DESCRIBE A TIME WHEN YOU LOST YOUR TEMPER, WHAT COULD YOU HAVE DONE DIFFERENTLY?
WHAT IS THE ANGRIEST YOU HAVE EVER BEEN?	WHAT DO YOUR PARENTS DO TO MAKE YOU REALLY ANGRY?	YOU ARE ANGRY WITH YOUR TEACHER, YOU MAKE A FACE WHEN HER BACK IS TURNED, WHAT MIGHT HAPPEN?
SHOW AN ANGRY FACE	WHAT IS THE MEANEST THING YOU HAVE EVER SAID OR DONE TO SOMEONE?	WHAT IS THE MEANEST THING ANYONE HAS SAID OR DONE TO YOU?
DESCRIBE A TIME WHEN YOU FELT FRUSTRATED?	YOUR FRIEND IS MAD BECAUSE THEY THINK THAT YOU HAVE BEEN SAYING THINGS ABOUT THEM BUT YOU DIDN'T, WHAT DO YOU DO?	WHAT IS SOMETHING POSITIVE YOU CAN DO WHEN YOU GET ANGRY?

SAD – BLUE

TRUE OR FALSE: WHEN YOU'RE SAD IT'S BEST TO KEEP YOUR FEELINGS TO YOURSELF	WHAT DO YOU DO WHEN YOU ARE SAD?	DESCRIBE A TIME WHEN YOU FELT DEPRESSED/SAD
DESCRIBE A TIME WHEN YOU FELT DISAPPOINTED	DESCRIBE A TIME WHEN YOU FELT GUILTY	TRUE OR FALSE: IT'S NORMAL FOR PEOPLE TO FEEL SAD AT TIMES
SHOW A SAD FACE	WHEN WAS THE LAST TIME YOU CRIED?	HOW COULD YOU TELL SOMEONE THAT THEY HURT YOUR FEELINGS?
NAME TWO THINGS YOU'LL DO TO TRY AND FEEL BETTER THE NEXT TIME YOU'RE SAD	HOW DOES YOUR BODY FEEL WHEN YOU ARE SAD?	HOW MIGHT YOU KNOW IF YOUR FRIEND IS FEELING SAD?
HOW COULD YOU HELP A FRIEND IF THEY ARE SAD?	WHO CAN YOU TALK TO WHEN YOU FEEL SAD?	JOHN IS SAD BECAUSE NO ONE IS PLAYING WITH HIM AT BREAK. WHAT CAN HE DO?

Photocopy, or scan and print, the labels to use on your blocks

JOY – YELLOW

DESCRIBE A TIME WHEN YOU FELT HAPPY

DESCRIBE A TIME WHEN YOU FELT PROUD

DESCRIBE A TIME WHEN YOU FELT SAFE

MAKE EYE CONTACT WITH THE PERSON TO YOUR RIGHT AND LOOK HAPPY FOR 5 SECONDS

THREE STRENGTHS

TELL US ONE GOOD THING THAT HAPPENED TODAY

IF YOU COULD MEET ANYONE, WHO WOULD IT BE?

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

WHAT IS YOUR BIGGEST DREAM?

WHERE IS YOUR FAVOURITE PLACE?

WHAT ONE THING HAVE YOU NOT DONE THAT YOU REALLY WANT TO DO?

WHAT IS YOUR FAVOURITE ANIMAL?

WHAT IS YOUR FAVOURITE ICE CREAM?

WHAT ARE YOUR FAVOURITE THINGS TO DO?

WHAT IS YOUR FAVOURITE MEAL?



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SESSION # 2

Staying Safe Online



Suggested Timetable

9:00am	Collect students from schools
9:30am	Check in – drink/snack – Rules/Rewards
9:45am	Talking Point: Suggested video - Snapchat Safety 2018 (youtube/23xR2Wg25jo)
10:00am	Discussion on Social Media usage and age restrictions (see note regarding GDPR below)
10:30am	“How Risky” statements in 4 groups
10:45am	Video: See note below regarding agency media usage
11:15am	Vote with your feet activity
11:45am	Workbook and/or Evaluation/Feedback
12:00pm	Lunch
12:30pm	Return to Schools

One well established route into young people’s lives is via social media. Many young people will have multiple social media accounts, even if the age limits for these platforms don’t correspond to your target group. In particular, adults looking to exploit young people will often make contact via social media or messaging apps posing as young/er people wanting to befriend the victim.

Online Videos: There are numerous agencies and services nationwide and internationally that create videos around internet safety and CSE. To prevent re-using videos that the young people will have seen numerous times it is worth researching what has been recently released by our partner agencies, voluntary sector and leading agencies in the field.

Checking Online Presence: Under General Data Protection Regulation (GDPR) most social media services have chosen to place an age restriction of 13 to their services. It does become apparent in the sessions which services the young people use as they swap account details and follow each other online. Be vigilant and challenge this. Ask about security settings and online visibility. Ideally aid the young person in changing their settings and talk to parents if they are under 13.

HOW RISKY EXPLANATION



1. Split young people into smaller groups
2. Present each group with 12 statements and ask them to place these in an order of perceived risk. 1 being lowest risk and 12 being the highest risk
3. Facilitator should ensure that all young people are included in the discussion.
4. Facilitator should adopt a controversial stance to encourage young people to reflect and reason, for example; if group places “need to be loved” at a low risk, facilitator suggests that “need to be loved” may result in young people getting drunk with strangers, meeting strangers from Facebook etc..
5. Each group presents their agreed order to larger group

Facilitator encourages discussion and debate about different levels of risk. Facilitator must be aware that the context of the scenario could influence the risk rating, for example “14 yr old girls gets into car with 21 yr old Male” – could potentially be high risk or could be no risk if the 21 yr old is her brother.

RESOURCES

- ‘**HOW RISKY**’ Statements (1 set per small group)

AIMS

- To encourage young people to discuss and explore their perception of risk
- To help young people articulate their own opinion whilst considering the opinion of others

OUTCOMES

- Enhanced communication skills
- Increased understanding of risk
- Increased understanding of how emotional vulnerabilities can influence choices

HAVING AN OLDER BOYFRIEND

KEEPING SECRETS FROM PARENTS/CARERS

POSTING NAKED IMAGES ON FACEBOOK

NEEDING A BOYFRIEND

HAVING LOTS OF FRIENDS ON FACEBOOK

GOING TO PARTY HOUSES

VOTING WITH YOUR FEET!

The aim of the game is to test young people's ideas on acceptable behaviour in relation to social media; it is designed to create cognitive dissonance in the participants minds (i.e. that it is difficult to hold competing opinions in your head). The aim of the vote with your feet element is that people must both make a decision and also move around the room. It is effective as a tool to challenge and divide opinions as it requires active participation – anyone not voting with their feet will be left in the middle of the room!

GENERAL GUIDE:

- Have everyone stand in the middle of the room;
- Divide the two sides into 'agree' and 'disagree';
- When the statements are read out, the participants should 'vote with their feet' by moving to the side of the room which corresponds to their opinion.

Unlike a more traditional 'raise your hand' type vote, the format works as soon as people start to move – very few people will want to be left in the middle!



GETTING A LIFT WITH STRANGERS

KEEPING A RELATIONSHIP A SECRET

MEETING SOMEONE FROM FACEBOOK

GETTING DRUNK WITH STRANGERS

STAYING OUT WITHOUT PERMISSION

WANTING TO BE LOVED

VOTE WITH YOUR FEET STATEMENTS

People are who they say they are online	It is ok to pull a moonie off the back of a bus	Only my friends can see the messages I send
Taking screenshots of Snapchats never happens	Parents always know what happens on Social Media	Social media is public
It is ok to take and share nude photos of someone who is over 16 years old	If someone sends you a picture you own it	Asking for a naked picture is 'grooming'
Sometimes it is easier to send someone a picture just to shut them up	Having nude content on your phone is ok as long as you don't send it on	Everyone does it (Social Media)
'Sexting' doesn't harm anyone	If you are both under 16 years old it's ok to send nude photos	I have never added someone I don't know on Social Media
Only Girls send photos of themselves	Finding naked content is easy	

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SESSION # 3

Substance Misuse

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Suggested Timetable

9:00am	Collect students from schools
9:30am	Check in – drink/snack – Rules/Rewards
9:45am	Introduction - worker, background, service and aims/objectives of the session
10:00am	Energizer: Drug alphabet
10:30am	Begin Substance information: Each session will start with the question “what is a drug?”
10:45am	Categories of Drugs: (Depressants, stimulants, hallucinogens)
11:15am	Round up: If all information has been covered ask the group one at a time for one thing they have learned Easily Fooled!
11:45am	Workbook and/or Evaluation
12:00pm	Lunch
12:30pm	Return to Schools

One of the major areas of activity in regard to SOC and young people concerns the consumption and supply of drugs. Age appropriateness is a major issue here; for those young people in primary school, then discussions on the use of stimulants and possibly alcohol, solvents and tobacco/vaping, are more useful as these are likely to be the type of substances they can access. The ‘gateway’ effect of these substances is also worthy of discussion; for older participants, the exploitation angle is a key message – many older drug users appear as role models to vulnerable young people and are easily influenced by the appearance and/or promise of money, drugs, status or ‘friendship’.

Many agencies employ specific third-sector organisations and/or dedicated drug workers to provide guidance and support to young people on these topics. It can be useful to access these services both in the delivery of the sessions and in relation to any ongoing support and signposting that may need to be provided to service users. Often the session can be the start of an ongoing relationship with drug workers for those who may already be involved in drug use.

EASILY FOOLED!

One useful exercise is to recruit a known adult to arrive part way through the first exercise and deliver a box of sweets, ideally in an unmarked container or Tupperware box. They should place the container in the room somewhere and acknowledge a member of staff. Later in the session, the sweets should be shared amongst the young people (and unaware staff!) – the leader should then ‘thank’ someone for their friend who brought in the sweets. The confederate should then reveal to the group they didn’t know this person; this is likely to present as a mild shock to anyone who ingested any sweets and highlight the issue of accepting substances from apparent acquaintances.



Preparation: Identify target age group, background of the group and any specific needs/information needed (Drug specific, generic) – Own use, family use, peer use, locality, risks etc.. This information will need to be obtained with plenty of time to gather resources and put together a suitable lesson plan. Ideally a substance misuse service would be able to deliver this session.

Resources: varying age groups may require some more kinaesthetic learning materials such as drugs box, beer goggles, activities, flash cards, drug card games, leaflets to take away and Bean Boozled game (picking jelly beans out of a container with some bad ones planted in the pot), word searches, perceptions of drug user/dealer, beer pong (units), Jenga with questions on each block. Flip chart/pens, Power point.

Introduction: worker, background, service and aims/objectives of the session, confidentiality, referral pathways (self/concerned other)



Energize: Drug alphabet - Each participant will go through the alphabet and think of a Substance that starts with that letter (A for Amphetamine, B for Booze and circulate until they get to the letter Z)... Drug BUZZ, participants will in turn count 1, 2 and every multiple of 3 will be a drug name, if a participant says a number instead of a drug name the game will start again from the first person and continue again.

Begin Substance information: Each session will start with the question “what is a drug?” and explanation given “a drug is a substance that changes the way your mind and body work”. Explain risks cross over all substances regardless of legality. Cover Categories of Drugs (Depressants, stimulants, hallucinogens). If in preparation a certain substance/s are identified cover all basic info, short term, long term risks and then harm reduction. If the session is a generic talk use flip chart to identify relevant substances highlighted by the group from each category and give information. Ensure the risks of Poly drug use are covered in each session.

With younger age groups the kinaesthetic games will identify topics, substances etc. but still the risks and harm reduction must be highlighted but information must be age appropriate. Lessons for younger age groups can include Energy drinks, Tobacco and basic alcohol information.

All through the session check for understanding and allow for questions from the group.

Round up: If all information has been covered ask the group one at a time for one thing they have learned about a substance and one way they could keep themselves or somebody else safer. Explain referral pathway.

Written/verbal feedback: smiley face/straight face/sad face, target tool (a pre prepared target with 5 rings and Young people will place a sticky note on where felt appropriate for the session, closer the bullseye the better) or ask the group for a mark out of 5 for the session, 1 being bad and 10 being good)



SESSION # 4

Relationships, Touching and Consent



Suggested Timetable

9:00am	Collect students from schools
9:30am	Check in – drink/snack – Rules/Rewards
9:45am	Discussion point – what is a relationship?
10:00am	Floating Debate
10:30am	Online video – safe/unsafe touch
10:45am	Personal Space activity
11:15am	‘Drinking tea’ video on consent – YouTube/Thames Valley Police
11:45am	Workbook and/or Feedback Sheets
12:00pm	Lunch
12:30pm	Return to Schools

The aim of this session is to instill an understanding of the way in which our interpersonal behaviour can be influenced by the way we present ourselves to others in a physical sense. Whilst we may all have a general idea regarding what we see as OK, many other people – particularly from other cultures, sexuality or gender, for example – may have different ideas. Young people are just beginning to explore relationships and sexuality; hence, the aim of this session is to get them to appreciate the complexities of human interaction.

It is important to keep in mind that this topic can be embarrassing for young people (and even those delivering the session!) – too much information or non-age appropriate discussions can have a negative impact on engagement and comprehension. Many agencies produce a range of online media content which has been designed specifically with the target audience in mind and young people are receptive to this type of activity when accompanied by the appropriate level of discussion. The activities allow a level of understanding relating to how people interact in normal day-to-day activities alongside more pressing issues such as consent.

FLOATING DEBATE

1. Facilitator lays AGREE, DISAGREE & DON'T KNOW sheets across the room.
2. Young people are presented with a series of statements and are asked to adopt an AGREE/DISAGREE or DON'T KNOW stance
3. Participants try and encourage people of opposing opinions to conform to their by providing explanations for their chosen stance.
4. If a young person changes their opinion they must adopt their new position in the room



It is the role of the facilitator in this session to encourage and promote debate resulting in young people moving around the room as they reflect on their own opinion.

This challenge values and beliefs and forces young people to take a physical position to defend their own opinion or to follow the opinion of others. This aids the facilitators to see group dynamics and a level of understanding and different roles within the group: example, leader, following, joker and manipulator.

RESOURCES

- Floating debate statements
(see purple box, page 31)
- 3 sheets Agree, Disagree, Don't know

AIMS

- To enable young people to become aware of their own values and beliefs
- To provide the facilitator with insight into the knowledge and understanding of the group
- To create a safe space to explore CSE and its complexities
- To provide insight into group dynamics and culture
- To encourage interaction and participation

OUTCOMES

- Increased awareness of values and beliefs
- Increased communication and negotiation skills
- Increased understanding and acceptance of others



APPROPRIATE BEHAVIOUR?

- There is nothing wrong with two 15 yr olds having sex
- If someone gives you alcohol or drugs, you should have sex with them
- It's OK to take legal highs because they are legal
- If a 16 yr old boy has sex with his 11yr old sister it's not abuse because he loves her
- If you sleep with lots of people it means you are popular
- If someone loves you, they want to know where you are all the time
- It's OK to send naked photos to your boyfriend/girlfriend
- It's risky for a 13yr old to get into the car with a 21yr old
- Young people should not tell if they have been abused by a family member or friend
- It's OK to smoke weed so long as you stay away from legal highs
- Parents should not let their 14yr olds boyfriend/girlfriend have a sleep over in the house
- Boys get sexually abused
- Young people take drugs to help them forget about their problems
- Yours boyfriend/girlfriend will love you more if you sleep with people to pay off debts
- It's OK to have sex with your boyfriend/girlfriend if they are 'out of it'
- A relationship should be based on trust
- It's a laugh to spike someone at a party
- Everyone wants to be loved
- Paramilitaries control communities
- Sex is not as good if you use a condom

PERSONAL SPACE ACTIVITY

Split the group into two and line up facing a partner. Naming different individuals, one person walks towards the other and the standing person puts their hand up in a stop gesture when they reach a distance that is comfortable in relation to that individual. Individuals can be family member, friend, shopkeeper, police, teacher, stranger etc..

Feedback from pairs then is done using pre-prepared flip-chart with a three ring target. Ideally family and friends would be in the bullseye. People in position of trust in the middle ring and members of the general public on the outer ring. If they've deemed the stranger as suspicious discuss further about risk assessing where they are placed.

SESSION # 5

Missing persons;
incl. MISPER drama



Suggested Timetable

9:00am	Collect students from schools
9:30am	Check in – drink/snack – Rules/Rewards
9:45am	What is a missing person – police definitions and what young people think? (Discussion ideally led by local police officer or PCSO)
10:15am	MISPER – Missing Persons role play drama
11:15am	Missing persons discussion and/or recap of project overall
11:45am	Workbook and/or Evaluation/Feedback Sheets
12:00pm	Lunch
12:30pm	Return to Schools

Many young people lead disorganized lives with little in the way of supervision and boundaries regarding whom they socialize with, where and what time they need to be home. The session is largely built around the missing persons drama. This can take as much time as is necessary and the use of props (e.g. police uniforms, parental-type clothes such as the mother’s dressing gown, phones, make-up etc..). The more authentic this is the generally the more engagement in the role play. Sections can be added or deleted according to the size of the group and age.

The key message is that although young people are absorbed in their own lifestyle, very often there are others who may be concerned for their welfare. In particular, when there is a history of any missing person activity or suspected exploitation, then this risk can be elevated. Alongside the recognition of welfare is the realisation that agencies such as the police may in fact prioritise searching for young people over other critical incidents and ultimately their behaviour could risk the lives of others.

MISPER DRAMA



Cast of Characters

Sian – Katie – Call Handler
Male at party – Sergeant
Police officer #1 – Police officer #2
Police officer #3 – Mum #1
Mum #2 – Mum #3 – Louise



Sian

It's going to be a great party tonight

Katie

I know. It's more fun hanging around with older people but my mum is such a cow giving me a curfew it's embarrassing and if I tell her about the party she won't let me go.

Sian

Same here. Just tell your mum that you're coming over to mine and I will do the same.

Katie

Good idea, she won't mind me coming over to yours.

Sian

Oh so exciting I can't wait. Who do you think will be there?

Katie

I hope that really fit guy and his friend are there. Oh Yeah – message me later.

Call Handler

Dyfed Powys Police. Do you wish to report an incident?

Mum #1

Yes please I'm really worried about my daughter Katie Jones, she is 14.

She said she was going to her friend's house and she was supposed to be home by 10pm. It's now 12:30am and she hasn't come home. She's not answering her phone.

Call Handler

Do you know the name and address of the friend?

Mum #1

Yes, Its Sian Evans, her address is 50 Sycamore Place, Aberystwyth. I've tried ringing the number Katie gave me for the address but there is no reply. I have even rung the hospital. Please can you help I am so worried I really don't know what to do.

Call Handler

We will send an officer around to see you immediately.

Mum #1

Oh, thank you so much.

Male at Party

Come on girls drink up, there's plenty here.

Call Handler

Bravo station, we have a report of a missing 14 year female.
Can officers please be dispatched?

Sergeant

From Bravo Alpha, officers will be dispatched immediately.

Police officer #1

From Bravo 1, please show me attending the home address to make
further enquiries with the missing persons mum.

Police officer #2

From Bravo 2, please show me attending the home address
of the friend.

Police officer #1

From Bravo 1, I have attended the missing person's home address.
I have a description and photo. She is 14 yrs. old approximately
5 foot 4. Slim build with long dark hair. She was wearing black
skinny jeans, a red hoodie and black Vans trainers carrying a
silver rucksack when she left the house but it's not known whether
she has taken a change of clothes. She may have approximately £20
cash with her as she was given her pocket money this evening.
I have tried ringing her phone but still no reply.

Call Handler

Thank you Bravo 1 – to officers conducting search please confirm
you have received the description.

Sergeant

From Bravo Sergeant Information received.

Police officer #2

From Bravo 2 information received.

Police officer #3

From Bravo 3 I will visit local places.

Police officer #2

Hello, Mrs Evans? Can I come in please?

Mum #2

Oh my god what's happened?

Police officer #2

We are making enquiries regarding a female called Katie Jones.
Have you seen her today? She hasn't gone home tonight.

Mum #2

No we haven't but our daughter is supposed to be staying with her.
Oh no, where's Sian?

Police officer #2

Do you know details of any other friends or places where they might have gone?

Mum #2

There is another friend Louise Thomas she used to spend a lot of time with Sian but they don't seem so close anymore. She lives at 29 Church Street. I don't have her number though.

Police officer #2

We will visit Louise and keep you updated.

Police officer #2

Control from Bravo 2, I have attended the home address of friend Sian Evans and spoken to her parents Mike and Sue. They thought that Sian was staying at Katie's house so it appears that we have 2 missing girls. Description of Sian – approximately 5 foot 2 mid length blond hair with pink streaks wearing black skinny jeans, grey hoodie and blue trainers carrying a black bag and white rucksack when last seen this afternoon. Parents have attempted to ring her mobile but there was no reply. I have an address for another friend, on my way there now.

Sergeant

Bravo 2, please update with any further information.

Call Handler

Bravo station we have an incoming call, we need a welfare check to be carried out immediately please to an address in Southgate, any officer free to deal?

Sergeant

Bravo 3, could you attend please.

Bravo 1 and 2 to continue missing person search.

Police officer #2

Mrs Thomas?

Mum #3

Yes

Police officer #2

Could I speak to Louise please?

Mum #3

Why?

Police officer #2

We are looking for 2 young females who are missing and we believe Louise may know them so wanted to know if she had any idea where they might have gone.

Mum #3

Louise, can you come here please?

Police officer #2

Hello Louise, we are just wondering if you can help us please.
Do you know Sian and Katie?

Louise

Yes

Police officer #2

They have been reported as missing and we are really concerned about them. Do you have any idea where they might be? I know you might think you are snitching, but we really need to locate them and make sure that they are safe.

Mum #3

Louise, if you know anything, you need to tell the Police.
If it were you I would be really worried and would hope your friends would help out.

Louise

I don't speak to Sian much anymore, she's always with Katie now. They have got into this other group with some older people so they usually meet up with them.

Police officer #2

Do you know who the new friends are?

Louise

No not really sorry. I only know what I've heard Sian say - They usually go out of town and they have been drunk a few times.

Mum #3

Louise, why haven't you said anything about this to me,
I could have spoken to Sian's mum.

Police officer #3

Control from Bravo 3, I am at the address of the welfare call.
Could the triage team contact me please? I am going to be committed here for some time.

Call Handler

Bravo 3 - Yes that's noted.

Police officer #2

Control from Bravo 2, the missing girls could possibly be out of town. Could we notify officers in the other sections please?

Sergeant

Information received.

Call Handler

Bravo station, we have an incoming call of an RTC on the road just outside the Industrial Estate not yet known if there are any injuries.

Police officer #2

From Bravo 2 do you want me to attend to that?

Call Handler

Bravo 2, yes could you go to the RTC please?

Call Handler

Bravo station, we have an incoming call from a female who has come across two young girls along the main road near New Quay. She is going to keep them safe in her vehicle until officers arrive. She says both girls are in a state of distress.

Police officer #1

From Bravo 1, show me on the way.

Police officer #1

I have the girls with me. Both are intoxicated and are in a distressed state. It seems that they have just been left in the middle of nowhere and are trying to walk home. I will try to see if I can get any more information. Could you update the parents and ask them to meet us at the station please? Could you also see if a female officer is available too please?

Call Handler

Thank you Bravo 1

Sergeant

Last message received.



END

SESSION # 6

Practical Activity/
Reward day



Final Day

The final day is a hands-on practical day designed to reflect on the project and also provide something to aim for in terms of fostering engagement and limiting drop out.

These opportunities will ideally be arranged before the program begins in order to provide a point to aim for as a reward for completing the intervention. The choice of activity is largely dependent on facilities available in the area, costs and the type of young people in the group. Suggested activities - undertaken in the project - included:

- **Mindfulness**
- **Adrenaline Challenge**

Suggestion 1 involved a morning at a pottery painting workshop, where the young people were able to select a base ornament, which they then paint and collect at a later date once fired. One striking observation was that many young people – boys in particular – initially appeared to be unlikely candidates for pottery painting; however, the mindfulness aspect of this activity is not to be underestimated and all of the participants undertook the task with extreme care and diligence.

Suggestion 2 was a day at an outdoor activity centre which was designed to challenge the young people in situations which required them to relinquish some control and to trust the equipment and staff. For many young people in these cohorts, opportunities to engage in physical activity is often limited; hence, exerting themselves in unfamiliar situations often is highly rewarding and can lead to interest in joining sports clubs etc.. One key observation from these events was how often the more vocal and seemingly brave individuals would often see a reverse in their attitudes when faced with a risky situation such as a zip-line or climbing wall. Similarly, as the days unfolded most would show an increase in their confidence through the successful completion of various activities.



SOC PARTICIPANT EVALUATION AND CHECKLIST

IDENTIFICATION FORM

ID:

Date of completion: / /

Date of Birth: / /

Contact Number:

Gender:

OCG Reference Number:.....
(if OCG individual is linked to if applicable)

Ethnicity:

ETE Status: *School / College / Employed / Unemployed / Other (please specify)*

SYSTEM Score:.....

ACES Score:.....

SOC Participant - Evaluation and Checklist

Reason for Identification

Please include why the young person has been identified as suitable taking into account the identification criteria

Known links to OCG / Local Intelligence

Details of Any Violent Behaviour: *(Suspected / Reported / Convicted)*

Any Other Relevant Information: *(e.g. substance misuse / mental health / Looked After Child/ risk to staff etc.)*

CHANGES IN BEHAVIOUR - can be indicative of involvement in SOC activities.

Examples of these include unaccounted periods of absence and changes in general attitudes towards people and activities.

Has the child in the last three months:

- Frequently gone missing and/or been found out of the local area
- Returned from missing episodes with injuries, or looking dishevelled
- Shown changes in behaviour; more secretive/withdrawn/isolated from peers or not mixing with usual friends
- Had unexplained absences from, or not engaged in school/ college/ training/ work
- Become increasingly disruptive, hostile or physically aggressive at home or school, including use of sexualised language and language in relation to drug dealing and/or violence
- Expressed issues around invincibility or not caring about what happens to them
- Has new peer groups and/or relationships
- Any additional parental concerns

Assessment: *(enter any evidence or areas of specific concern/further investigation):*

Level of Concern: Low Medium High

POSSESSIONS AND ACTIVITY - Young people are often offered inducements – usually financial and/or drugs – as ‘payment’ for their ‘services’ or to entice them into SOC activities. Unexplained sums of money can indicate involvement in drugs supply along with mobile phones for communication with controllers.

Has the child in the last three months:

- Been found with large quantities of drugs or weapons
- Ever found with drugs inside rectum or vagina
- Possessed unexplained amounts of money, mobiles, credit, clothing, jewellery, new hair cut or other items/gifts
- Has an increased interest in making money
- Reports being taken to parties, people’s houses, unknown areas, hotels, nightclubs, takeaways or out of area by unknown adults
- Has multiple mobile phones, sim cards or use of a phone that causes concern - multiple callers or more texts /pings than usual
- Been in possession of hotel keys/cards or keys to unknown premises
- Entering or leaving vehicles cars with unknown adults
- Receiving rewards of money or goods for introducing peers
- Relationships with controlling /older individuals or groups
- Young person linking with adults or suspicious contacts on line.

Assessment

Level of Concern: Low Medium High

SOC Participant - Evaluation and Checklist

PERSONAL AND PHYSICAL - Involvement in SOC activities can be dangerous and stressful for the young people being exploited. Responses to this vulnerability can manifest themselves in a number of ways, including self-harm and drug use.

Has the child in the last three months:

- Exhibited evidence of self-harm or significant changes in emotional well-being
- Disclosed incidences of sexual/ physical assault followed by withdrawal of allegation
- Repeated STI's and/or pregnancy
- Shown fear of reprisal from 'gang' members or violence from young people or adults
- Developed increasingly disruptive, hostile or physically aggressive at home or school, including use of sexualised language and language in relation to drug dealing and/or violence
- Been abducted or forcibly imprisoned
- Shown an increasing use of drugs or alcohol

Assessment

Level of Concern: Low Medium High

AGENCY INFORMATION - Many young people at risk of involvement in SOC have previously been linked to other agencies, either through concerns regarding their own behaviour and/or their parents, siblings or peers.

Has the child in the last three months:

- Linked to increased referrals to agencies for other known peers
- Are any adults or young people who the young person is known to have direct contact with known to the police because of concerns around offending behaviour?
- Has there been multiple referrals for incidents in the same location
- Shown an unwillingness or otherwise unable to engage with agencies

Assessment

Level of Concern: Low Medium High



Cyngor Sir
CEREDIGION
County Council



Ceredigion Youth Justice and Prevention Service

Ceredigion County Council, Canolfan Rheidol

Rhodfa Padarn, Llanbadarn Fawr

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