

<b>OBJECTIVE</b>	To explore how people choose to react in conflict situations.
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• White paper boiler suits</li><li>• 2/3 red whiteboard markers</li><li>• A video camera or camera (if possible), or notebook and pen</li><li>• A safe obstruction free area</li><li>• Hooter, flip chart paper and pens</li></ul>
<b>TIME</b>	1 hour
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Spend time with the group coming up with a real life situation where a gang fight took place. It could be something they have seen or heard of before or been involved in.</li><li>• Ideally, the situation you are looking for is where weapons have either been used or could have been present but not used and there were two groups of people involved. (Example detailed below).</li><li>• Set the scene and divide the group into two.</li><li>• Give them the boiler suits to put on and ask them to spend some time recreating their side of the situation and discussing roles. Allow 10 minutes for this.</li><li>• Reinforce the agreement for the activity. Examples may be 'no running', 'freeze like musical statues, when the hooter sounds'. Agree 'pens are not to be used forcefully' to prevent harm.</li></ul>

## TOP TIP...

Good relationships between staff and young people are essential. Negotiate boundaries with the group and stick to them. Use a safe, relaxed environment where young people have the chance to reflect and learn.

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## WARNING

Emphasise the purpose of the session, why they are actually taking part, and encourage 'buy in' to the learning. This is fundamental. If this is not done right there may be no outcomes and there is a risk of injury.

- Where possible use a camera or video camera to capture the essence of the activity. Alternatively, staff or a young person can help write certain trigger words or phrases or draw facial expressions during the confrontation.
- The facilitator's role is now to lead and enforce the group's agreement preventing anyone from getting carried away. You are ready to begin...
- Ask the group to play out the situation they have recreated. Reinforce that red pens are to be used like weapons. At appropriate times use the hooter to stop the activity like musical statues.
- Now you have a frozen situation to review. Remember the aim of this session is to create discussion and hopefully enable young people to reflect on their own experiences.

## POINTS FOR DISCUSSION

You now have the foundations for a fun review session. Questions could include...

Where did people have red pen on their suits? Pick this apart and create discussion on where the plan had been to use pen (weapon). What damage would have been done? What could the effects have been of this? Link this to the other human body activities, if you have already done them.

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## **POINTS FOR DISCUSSION**

What was said to start the argument? Was there a need to actually be there in the first place? How could the situation be diverted to get a different outcome? What would have been their better outcome?

Alternatively, play back the video and have an immediate review of the situation and ask whether people knew that they had acted in this way.

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## SCENARIO

Two gangs of young people border each others' areas in the park. After a chance encounter during a kick about, JK, a key player in one gang ends up talking with and walking home with Jess, a girl from another gang. They are seen walking alone together and when this happens she decide she better disappear back to Ali, her boyfriend and rival gang leader and his gang. JK walks off home despite lots of provocation.

Ali doesn't want to leave it there. News spreads and he makes arrangements to meet JK in the park. JK's mates call round to his place and tell him that Ali is looking for him and they've arranged for both gangs to meet up for JK and Ali to sort it out one way or another.

On the way out JK thinks to himself it has been rumoured that Ali may carry a knife. He pauses, opens up a kitchen drawer and puts a three inch knife his pocket.

The two rival gangs meet up... it's up to you to decide what happens next.

## NOW WHAT?

Split the group into two, give the gangs names and assign parts to different people to play.

There will need to be parts to play for JK and the rest of JK's gang, Ali, Jess and the rest of Ali's gang.

For both gangs decide what is going to happen then prepare to play out the result of the confrontation.

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## THINGS TO CONSIDER

Whilst discussing what will happen.

What's the motivation for each of the characters and their gangs? What do they want? For each character how will they react to this situation? What will they be feeling? Thinking? Their physiology? What will they do?

What choices does Ali, JK, Jess and each gang have at different points of the argument? At what point are the characters in control of the outcome?

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# BODY PARTS / BODY MAP: WHAT'S THE DAMAGE?

<b>OBJECTIVE</b>	To dispel a common myth that 'there are safe places to stab or be stabbed'.
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• Pens large paper (to draw around a torso)</li><li>• Set of pictures of the major organs</li><li>• A 30cm ruler or a human torso model (see further information)</li></ul>
<b>TIME</b>	30 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• This activity can be done in pairs, small groups or as one big group. There are two options depending on the resources available to you.</li><li>• Option 1. If you can source a life size human torso model (the local health promotions department may have one). This has proved to be a useful way of introducing this activity and learning about the body and helps young people to bring these ideas to life.</li><li>• Ask your group to put all the organs back in the right places. It will probably prompt some interesting questions and comments!</li><li>• Option 2. Draw around a person in the group to recreate a life size torso on the paper on the floor.</li><li>• Using the pictures ask the group to identify the major organs and place them on the torso outline as to where they think they belong.</li><li>• Using the picture of the anatomy torso you may need to move them around to put the pictures in the right places. The organ pictures are life size. You should have a human body map for discussion.</li></ul>

## TOP TIP...

Involve an appropriate professional to help facilitate the session.

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<b>METHOD</b>	The human body introductory information sheet gives you some information about each of the organs and their use as well as other information. The aim of this is to provide basic information if asked specific questions. This can be found in Appendix 1.
<b>ALTERNATIVE ACTIVITIES</b>	If you have more time why not involve the group in creating a life size person using materials available to you e.g. newspaper, paper boiler suit, tape, etc.
<b>POINTS FOR DISCUSSION</b>	<p>Using the 30cm ruler if you have a life size model to work with. You are now able to measure and show your group how far a one inch blade would go in. What damage would it do? How about a 3 inch or 6 inch blade?</p> <p>What organs could be damaged? What happens if they don't work properly? What does that mean for somebody who's been stabbed? Is there a safe place to stab someone?</p>
<b>WARNING</b>	<p>During this session you may be asked questions you don't know the answer to. If you are unsure as to the answer to a question – then tell the young person you will try to find it out and get back to them. It's ok not to know all the answers.</p> <p>In doing this activity, young people often know stories of people who survived an attack or suggest Tupac Shakur who in one incident, was shot five times and survived. A key point to draw out is that survival of a weapon attack is usually due to the skill of the medical services and a massive amount of luck. Would anyone want to take that chance?</p>

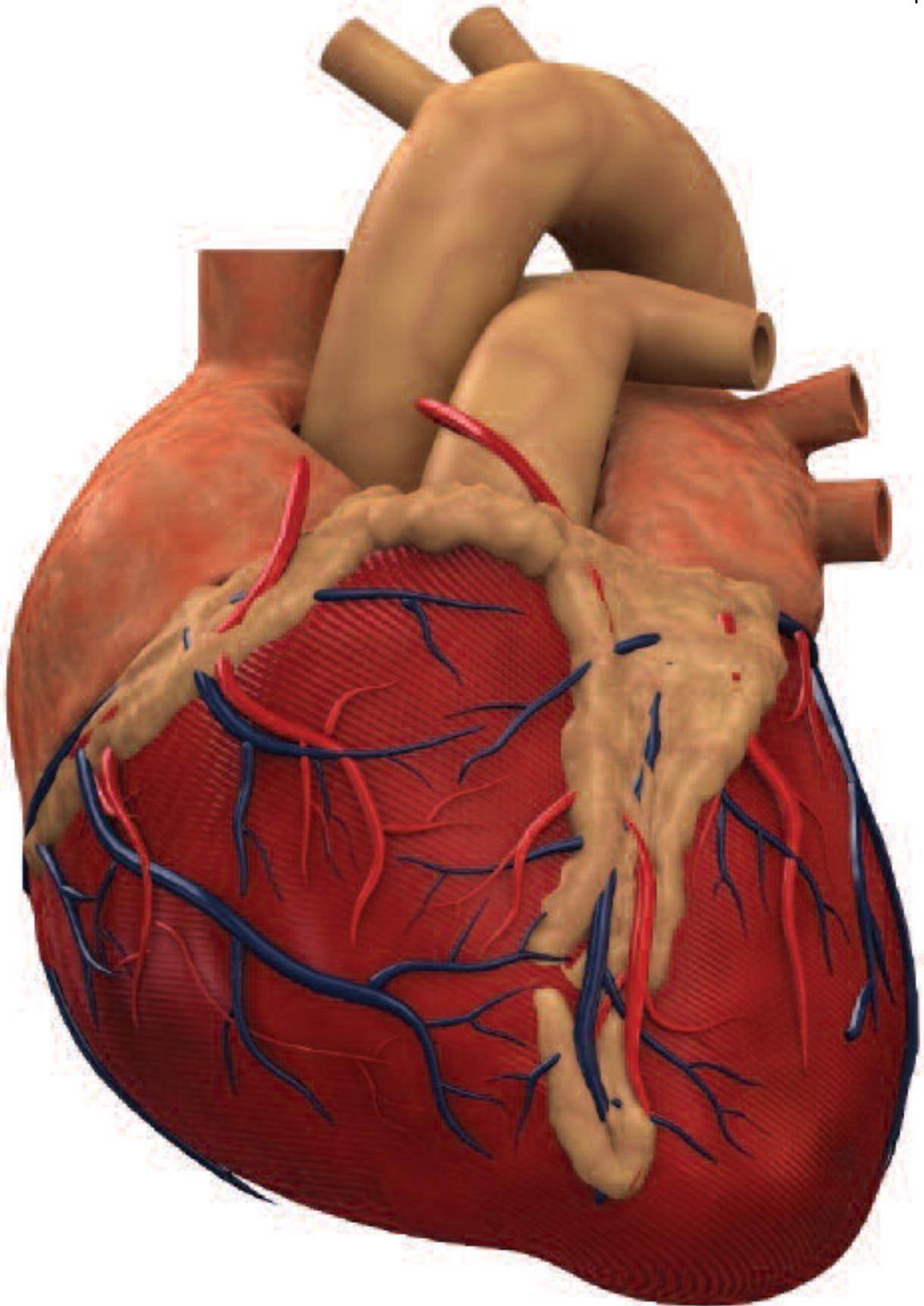
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