

# PEER EDUCATORS HANDBOOK

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



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# PEER EDUCATORS

# HANDBOOK

Published August 2016



# CONTACT

## **No Knives, Better Lives**

YouthLink Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh  
EH12 5EZ

**Tel:** 0131 313 2488

**Fax:** 0131 313 6800

**Web:** [www.noknivesbetterlives.com](http://www.noknivesbetterlives.com)

**Email:** [nkbl@youthlinkscotland.org](mailto:nkbl@youthlinkscotland.org)

**Twitter:** @NKBLScotland

**Facebook:** [www.facebook.com/No-Knives-Better-Lives](http://www.facebook.com/No-Knives-Better-Lives)

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# INTRODUCTION

## INTRODUCTION

This handbook is a support resource for young people, like you, who are training to be No Knives, Better Lives peer educators. It is full of helpful information about the role of a peer educator and ideas for activities that you can use in your sessions with other young people. It will help you further develop the skills and knowledge you have gained so far.

## A BIT ABOUT NO KNIVES, BETTER LIVES (NKBL)

NKBL is a national campaign to try to prevent young people from carrying knives. It started in 2009 when knife carrying and knife crime was a major problem in Scotland. Things aren't as bad now but it is still an issue and it's still important to try to stop it ever happening. Any time a knife is used against someone it can be fatal and we need to keep making sure that young people know the dangers of carrying a knife so that it doesn't become such a big issue again.

NKBL works by getting the message to young people in Scotland that carrying a knife has really major legal and personal risks and consequences. NKBL does this by using social media and advertising (you might have seen street stencils and posters in your area) and by training people who work with young people to make sure they know about the risks and consequences of carrying a knife and also by training peer educators (that's you) to spread the word to other young people

## A BIT ABOUT NKBL PEER EDUCATORS

Peer education is an important and effective way of raising awareness of the risks and consequences of carrying a knife. Since 2009 hundreds of young people have trained with as NKBL peer educators and carried that message to other young people in their communities. It is a vital part of the whole NKBL programme and the time and commitment given by NKBL peer educators is greatly appreciated.

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# 1. GETTING STARTED

An introduction to peer education  
and running your own sessions

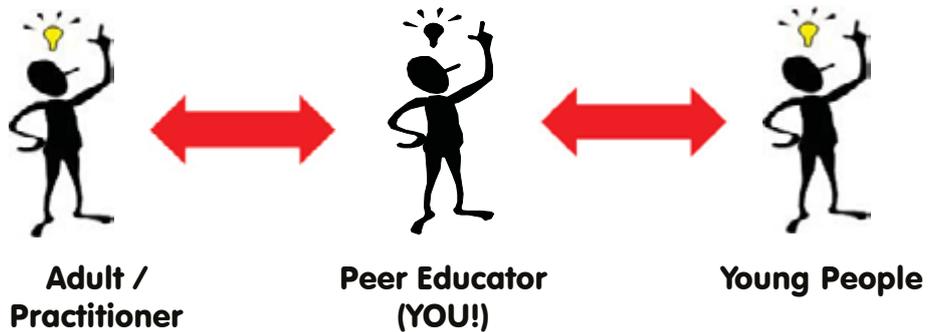
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## WHAT IS IT

Peer education is a way of learning which enables young people to work with other young people. This learning draws on the positive strength and experiences of your peer group/ friends.

In this case, you as a peer educator are helping to spread learning to other young people in your local area with the support of an adult / practitioner (teacher, youth worker, support worker).



This is based on the idea that the young people are the experts in their own lives.

Peer educators (that's you guys) are expected to treat the other young people that they work with as their **equals**.

So when you develop and deliver your own session this means that everyone there is learning and contributing together.

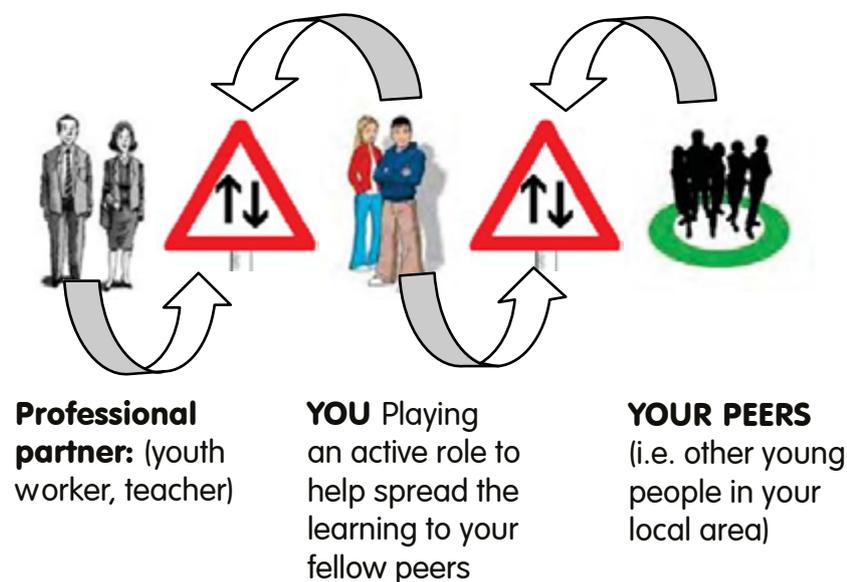
This form of education is different because it's not what you might get at school. Instead, you as a peer educators group have the decision to learn and develop together in a way that **you** think will work best.

Working with a practitioner you have the choice about what learning you want to deliver. You as young people know what the important issues are in your community so you can decide what learning is needed. You have the opportunity to make a positive difference in your local community, enabling those around you to make healthy, positive choices.

## HOW DOES IT WORK?

Peer education is working together as peer educators with your target group (other young people) and professional practitioners (teachers, youth workers) always learning and sharing experiences together as equals.

This means that it is very important that what you do and how you are going to do it is agreed by everyone involved. By doing this **you** as peer educators can really take **ownership** of what you are doing and bring about the change you want to see. The diagram below summarises this idea:



## **WHY DELIVER PEER EDUCATION?**

- You are young peer educators and are more likely to be get an open and honest conversation with other young people.
- Young people have a much better understanding of the issues facing other young people.
- Peer educators will have more credibility (are cool or on the same wave length) among young people that adult educators may not have.
- Studies have shown that peer education can be successful in ways that formal education (i.e. school) cannot, especially if working with at risk or vulnerable groups.
- It's a great way for you to be actively involved in your own community, developing new skills that can be applied to lots of different areas of your lives, school, college or work.

## **WHY BOTHER? WHAT'S IN IT FOR ME?**

- First of all it's fun!
- As a peer educator you get the chance to develop something that you have a genuine interest in, alongside other young people just like you.
- You have the opportunity to bring about a real positive change in your community.
- You develop important personal qualities such as communication, empathy and self-esteem that can have a real impact on lots of areas of your life including your school work and your relationships with others!
- When it comes to applying for jobs or further education, volunteering demonstrates that you are a driven, motivated and capable individual.

## HOW DOES IT WORK?

- Your hours spent as a peer educator can count towards important awards such as the Youth Achievement Award, Saltire Award or Duke of Edinburgh Award.
- These are fantastic achievements that stay with you throughout your life!
- You have real ownership of something that matters to you, being able to give something back to the community while earning respect from others.
- You can act as a positive role model for others, making a real difference in somebody's life.
- These are just some of the general advantages to being a peer educator. You will all have your own reasons for choosing to do this training and it's great to always have these in mind throughout the process! It might be worth noting some of these down in the thought cloud below.



Most of the work that you will do as a peer educator will involve working with groups of young people. Sometimes this can be quite daunting, especially if you have never met the group before. One way to feel more confident about working with groups is to understand a bit more about how they work, which is what this handout is for!

## WHY WORK WITH A GROUP?

- Group work is a really effective way of learning from each other.
- Everyone has different opinions, values and attitudes a group environment is the perfect place to share and discuss these.
- Individuals can feel less threatened in a small group environment than if they were alone.
- Group environments help support individuals – you are not alone when you're in a group!
- Groups are great at getting new ideas and enthusiasm to tackle bigger issues in the community – it would be harder to address issues of knife crime, youth violence and anti-social behaviour in your local area if there was just one of you.

## THE LIFE OF A GROUP..

Groups evolve. People grow and change and so does the group. The classic 5 stage model of a group is outlined below. Some people find this model useful for understanding how a group works.

### 1. Forming (Getting together)

- People are keen to establish personal identities and make personal impressions on the group i.e. First impressions.

## THE LIFE OF A GROUP...

### 2. Storming (Setting boundaries)

- This stage can be quite uncomfortable and can involve some conflict.

### 3. Norming (Learning roles)

- Trust within the group and a group identity is formed. Less committed group members tend to drop out at this stage.

### 4. Performing (Doing what the group is there to do)

- The group has a positive identity and the focus of the group is in unison.

### 5. Mourning (Ending the group)

- There is no longer a specific need for the group to meet. This stage can feel like a personal loss to group members.

Groups often move between these stages in different orders. The idea is that all groups must complete all of the stages for the desired outcome to be reached.



Think of a group you have been involved with in the past / present. Can you identify any of these stages happening?

A facilitator is **not** a teacher, trainer or lecturer. Instead, they are there to help encourage everyone in the group to listen and contribute. Anyone can be a facilitator; it just takes practice, patience and a willingness to learn!

## **WHAT IS MY ROLE AS A PEER EDUCATOR?**

As a peer educator your role is to facilitate the group you are doing a session with. This basically means you should help the group progress towards its aim. You may have decided this aim yourself or it may be in relation to a specific event. For example, if you are asked to do a half an hour session to a P6 class on risk awareness, your aim is to make the class more aware of risk by the end. However, the way in which you choose to get there is up to you!

As the facilitator you should aim to...

- Make a plan for your session in advance and be prepared to change this depending on the group you are working with.
- Keep the group (young people) focussed on the task.
- Encourage everyone to take part in the activities.
- Listen and contribute to others.
- Recap and go over activities and ideas that come up to make sure everyone understands.
- Make sure everyone is safe and respected – it is really important that everyone is comfy and can be themselves in the group.
- Allow young people space to discuss things that are important to them in relation to the topic.

- Allow young people space to discuss things that are important to them in relation to the topic.
- You should never feel like you, as a Peer Educator / facilitator, need to know all the answers! It's ok to not know everything there is to know about anti-social behaviour, youth violence and knife crime.
- Your role is to share what you do know and do all the things above. There's nothing wrong with saying "I'm not sure but I'll try and ask someone who might know and get back to you."

## THINGS TO THINK ABOUT WHEN FACILITATING...

### Be prepared

- Setting up the room and your resources before hand will only take 5 minutes but can make a **huge** difference in the smooth running of your session.

### Self-awareness is really important when you are facilitating

- We all have attitudes and prejudices towards things and it's good to recognise these to make sure they don't get in the way of your role.

### Your communication style

- People communicate in different ways. Being aware of your tone, language and body language can help a session run smoothly.

### People learn in different ways

- Ask the group what's working for them and go from there!

## SOME DO'S and DON'T'S OF FACILITATION

### DO

- Know people's names (and if you don't use name tags!).
- Be an active listener.
- Give everyone a chance to contribute.
- Respect yourself and others equally.
- Be sensitive to verbal and non-verbal forms of communication.
- Plan, prepare and be creative.

### DON'T

- Be judgemental.
- Block people into corners.
- Be defensive towards constructive criticism.
- Put others down.
- Respond aggressively or passively. Being assertive will work better.
- Get side-tracked and forget what you're there to do.

## 6 TOP FACILITATION TIPS ARE...

### 1. Remember your role

Sometimes things go wrong. Remembering what you are there to do can help keep you on track.

### 2. Follow the pace of the group

If they need more time on a certain activity be flexible.

### **3. Remain as neutral as possible**

Sometimes things go wrong. Remembering what you are there to do can help keep you on track.

### **4. Know your own strengths and weaknesses**

Reflect on your own thoughts, feelings and triggers after the session so that they do not interfere with the facilitation process.

### **5. Look after yourself**

You know yourself best! Do whatever you need to do before and after to make yourself feel relaxed and comfortable during the session.

### **6. Speak clearly, slowly and engagingly**

If you sound bored chances are they will be too!

Communication is key to a peer educator! Being aware of how you communicate with others will have a huge positive impact on your role as a facilitator, as well as your relationships more generally.

It has been suggested that when communicating with someone...

**7%** is the words we use.

**38%** is the music we provide e.g. tempo, tone, volume.

**55%** is the dance we demonstrate.

From this it is clear that it's more than just what we say that's important, it's also how we say it!

## TOP TIPS FOR POSITIVE BODY LANGUAGE

### Use appropriate eye contact

- Too much can be intimidating, the right amount shows you're interested!
- Remember to spread this across all the members of your group.

### Demonstrate 'open' body language

- It shows that you are welcoming others into your discussion.

### Respect personal space

- You don't want people to feel uncomfortable during sessions.

### Imitate the body language of other people

- We relate best to those who are like us!

### Avoid looking distracted / bored

- e.g. looking out of the window, drumming your fingers, checking your phone.

### Don't forget to smile!

- A genuine smile goes a long way.

## RESPONSE STYLES

Everyone has their own ways of responding to people. A helpful way to think about this in your role as a peer educator is in terms of **assertiveness**. This idea follows the belief that we all have the right to be treated with respect, have our views listened to and to be able to say no when we need to.

It is suggested that there are three response styles. Below is an example with each style and a response to a situation.

Example – everyone is talking at once during a session you are facilitating:

Response	Style	Approach	Behaviour
<b>Passive</b>	Behaving as if other people's rights matter more than yours	Let them get on with it	Fidgeting, lip biting, no eye contact
<b>Aggressive</b>	Behaving as if your rights matter more than those of other people	Tell them all to shut up and listen to you	Shouting, staring, clenched fist
<b>Assertive</b>	Respecting yourself and others equally	Ask the group to talk one at a time	Speaking up, relaxed posture, smiling

Being aware of your style can help you think about your responses and reactions to others when you are facilitating sessions. Always try to hold an awareness of your body language, and the pitch and tone of your voice, in mind.

## WHAT IS REFRAMING?

Our thoughts about ourselves can have a big impact on how we respond to others. Reframing things can help you to respond from a 'more assertive place' in challenging situations.

Changing **NEGATIVES** into **POSITIVES**.

For example:

"That session didn't go according to plan, I'm rubbish at this"

"It wasn't perfect but I did my best and I've got some good ideas for next time"

Negative	Reframe	Positive
Criticising		Supporting
Blaming		Encouraging
Complaining		Listening
Nagging		Accepting
Threatening		Trusting
Punishing		Respecting
Bribing / Rewarding to control		Negotiating difference

**AND DON'T  
FORGET TO  
LISTEN!**

**How do we show that we are actively listening  
to someone?**

- **Check back** e.g. "Did you mean..."
- **Summarise** e.g. "So it sounds like you're saying..."
- **Ask questions** e.g. "Tell me more about..."
- **Body language** e.g. nodding, leaning forwards.
- **Don't interrupt or finish their sentences** – This shows that you are genuinely interested in what they are saying and are not making assumptions.

No matter how much you plan your peer education sessions, something always happens! You could run out of time, people could be ill or you could encounter difficult behaviour that you find hard to deal with. This handout aims to try and help you deal with some of that behaviour.

## **WHAT TYPES OF DIFFICULT BEHAVIOUR MIGHT I ENCOUNTER?**

Difficult behaviour can vary hugely. Something may be difficult in one situation but not another. Similarly you could be co-leading a session with a fellow peer educator and find that you get annoyed by completely different people.

Some types of behaviour that may be difficult to deal with are listed below:

- **Young people shouting out.**
- **People talking over each other.**
- **Not joining in.**
- **Having a go at people (including you).**
- **Complaining all the time.**
- **Texting.**
- **Being aggressive.**
- **Not paying attention.**
- **Swearing.**
- **Telling you your session is rubbish.**

I'm sure you can think of many more examples!

## WHAT DOES IT MEAN?

These behaviours will all affect the dynamics of the group you are working with. Young People behaving this way might make us react in lots of different ways. We might shout at them, ignore them, ask them to leave, let them intimidate us; the list is a long one.

Difficult behaviour is often very frustrating and understanding it a bit more can help us to deal with this. A useful thing to bear in mind if you find yourself starting to get frustrated with an individual is:

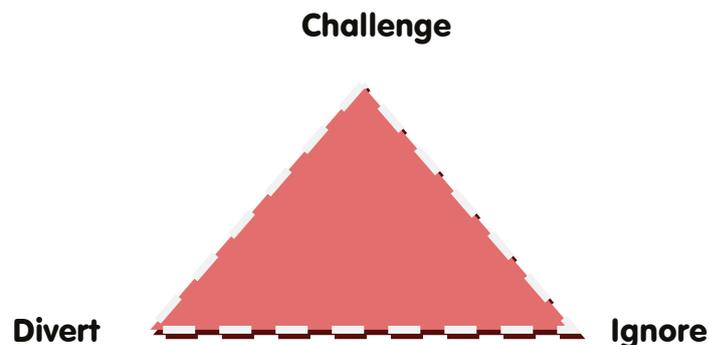
**A person is NOT their behaviour!**

If someone is behaving in a certain way, it doesn't mean they are that way, it just means their needs in that situation are causing them to behave like that.

**Remember! We cannot control someone else's behaviour – we can control our own!**

## HOW CAN I RESPOND?

Generally, our reactions to difficult behaviour can be looked at with three different responses:



It is important to think carefully about which one of these reactions is appropriate in a situation. Choosing the wrong one could make the situation worse.

Some useful things to remember are:

**When Challenging think about why you are doing it.**

Is it because you want a certain outcome or just because you feel like you should?

If you do decide to challenge, avoid asking 'why?'

Instead try and ask a reflective question such as:

"What were you trying to achieve when you did that?"

This will help the young person think about their behaviour more. Be aware of your body language, tone of voice and the appropriateness of the situation (e.g. in front of their friends).

**When Ignoring remember it is not the person you are ignoring, just that aspect of their behaviour.**

The idea behind this reaction is that you should pick your battles.

However, some behaviour can't be ignored, such as violence or discrimination.

Similarly, if the behaviour is always ignored the person may not learn why it is inappropriate.

It might be useful to ignore the behaviour at the time, but then challenge the person later when they are on their own.

**Diverting is a useful response if someone is in an extreme state. They might be really angry for example and at that specific moment all of their thoughts and behaviours are channelling this anger.**

Challenging or ignoring will not help you in this situation, in fact it could make matters worse.

Instead you can ask a question like:

“Did you get caught in that rain this morning?”

This will refocus their attention.

When they have calmed down you could then talk about what happened with them.

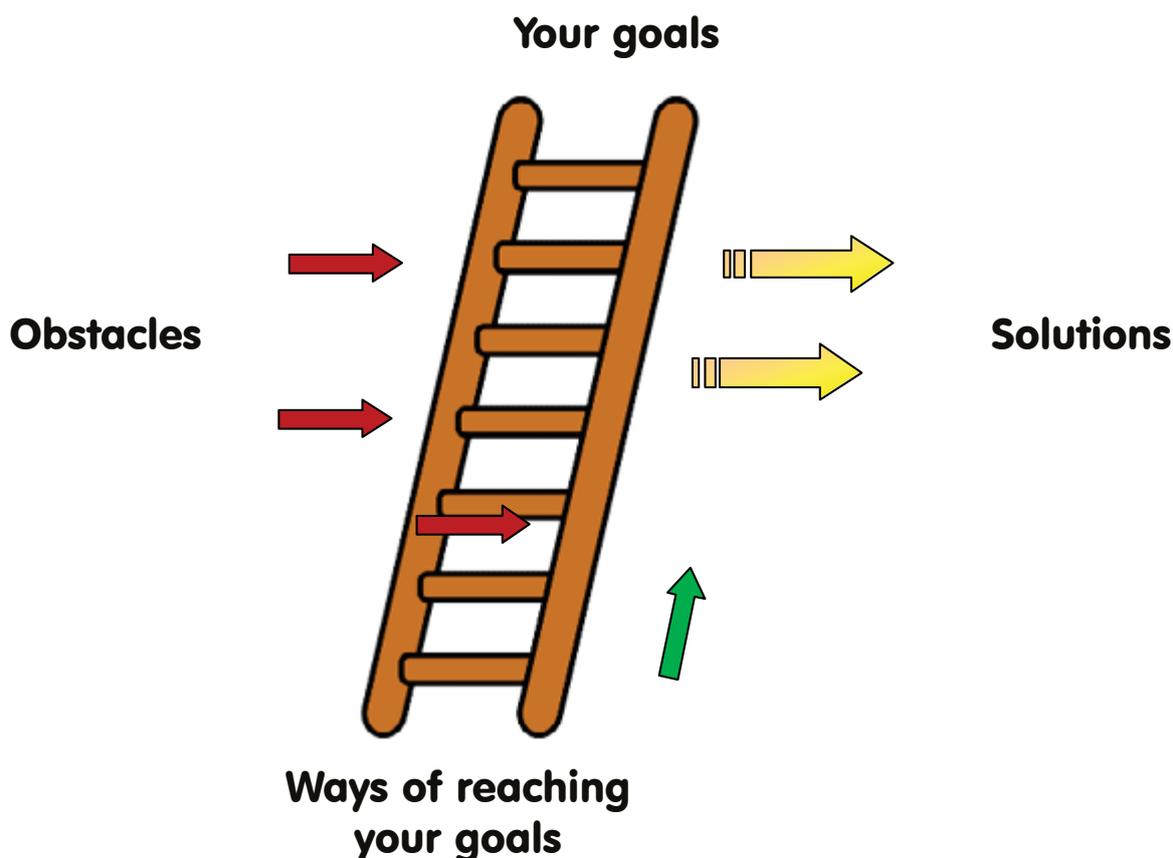
**And when you need it.....Ask for help! You are not alone!**

# REACHING YOUR GOALS

This handout has been made to make you think more about **YOU**. Becoming a peer educator is more than just helping your community.

It is also about appreciating the real value that you hold as a person and using this to help reach your goals. By appreciating what you have to offer you can take ownership of getting where you want to be in life, both now and in the future!

This tool is designed to help you think about your goals. The goals can be anything you want; personal, practical, for now or in the future. Try thinking about what your goal is from becoming a peer educator by using the life ladder below. If you find this structure helpful, you could look at other goals in your life in the same way.



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Preparing the structure of your session is really important. Getting this right will mean your session is more likely to run smoothly and you'll be closer to achieving what you set out to do. Below are some questions to think about during this planning stage.

## **WHAT IS THE SESSION AIMING TO DO?**

- Be clear about your aims throughout planning and delivery. This will help you to focus the activities and games to meet the needs of the young people and avoid you getting side-tracked.
- Make sure that what you plan is open to change as the aims of the young people might change as the session develops. This will help you be flexible to the needs of the group.
- For example "Help this group think more about risk" is a more useful aim than "The group must learn all the legislative consequences of carrying a knife."

## **WHO IS THIS SESSION FOR?**

- When planning your session always keep your audience in mind. A session for a class of 11's during school is going to be different to one for a group 16 year olds at a youth club.
- Try and plan activities that are relevant to your group. Doing this will help them to engage and therefore help meet your original session aims.
- Try and speak to whoever is in charge of the group beforehand to help get an idea of what the group might benefit most from.

## **BE FLEXIBLE**

- Try and adapt what you are doing to what the group needs.
- If your session is on reducing violence but there's a really interesting discussion about the risks associated with drink driving that you feel would be of benefit to the group, go with it!
- As long as it's constructive and still meeting your overall aim for the session (e.g. reducing risky behaviour) then following group need can make the impact of your session much more effective.

## **PLAN**

- Planning activities in advance is essential. That is not to say that these can't be adapted to the group, but it gives the session some structure.
- If you rock up with nothing prepared you're more likely to panic and the group aren't going to get what they need from the session.
- Pre-preparing activity materials and arriving ten minutes early to set up the room really does have a huge impact on the smooth running of the session.

## **EVALUATE**

- At the end of a session always try and get some kind of feedback from the group.
- This could be as simple as asking them what they liked best and what they liked least.

## ALSO THINK ABOUT SELF-EVALUATION

- Try asking yourself how you feel the session went.
- What did you like best and worst?
- What activities do you think the group got the most out of?
- Is there anything you would change?
- What did you learn about yourself during that session?

## USE THIS LEARNING

- By reflecting on what has happened, you can use the experience to improve future sessions.

## SESSION STRUCTURE

Generally sessions try to look at the following types of activities. They don't need to be in this order and every session cannot contain all these things:

### 1. Energiser/ Icebreaker

A general 'get to know people' activity. Example – Name Game.

Look at the activities in the '**Energisers**' section of the Peer Educators Resource to get some ideas.

### 2. Information gathering activity

This is to try and gauge where the group are at in their knowledge. A simple brainstorm on "what could happen if you carry a knife" for example, could help you to see what the group already know and thus what they need from you.

Or a quick game of 'Stand up if' could gauge how much a group knows about your topic.

### 3. Exploring attitudes

Exploring young people's attitudes to your topic (i.e. anti-social behaviour, knife crime) is a great way of addressing this issue in your local area.

Example – Agree / Disagree.

Look at the activities in the '**Challenging Attitudes**' section of the peer educators Resource to get some ideas.

### 4. Passing on information

This could be seen as the central purpose of peer education. However, be careful not to make it the only purpose.

Bombarding people with information for an hour is likely to result in not much going in! By mixing up the activities you can make a bigger overall impact, which will help to meet your overall session aim.

Look at the activities in the '**Information Sharing**' section of the peer educators Resource to get some ideas.

### 5. Problem solving

This is where the young people look at the issues of the topic you, the peer educator, and the young people have chosen. This could be made up risk taking scenarios and talking about ways people can resolve them.

Or better still, focussing on more real local problems and thinking about ways of making a difference practically, including looking at ways of changing personal behaviour.

Look at the activities in the '**Assessing Risk**' section of the peer educators Resource to get some ideas.

## **6. Endings**

End the session with an activity that looks at what the young people have learned, this is called consolidation.

Look at the activities in the '**Consolidation**' section of the peer educators resource to get some ideas.

## **7. Evaluation**

Examples of evaluations for young people can be found in the '**Evaluation**' section of the peer educators resource.

There is also an example of a self-evaluation for the peer educators to use.

These are just examples. You can think of your own that might be more suitable to you and your groups needs if necessary.

# PEER EDUCATORS SELF-ASSESSMENT FORM

**(Complete this section before delivery of session)**

**Name of group:**

**Date:**

**Name of Peer Educator(s) delivering:**

<b>Number of young people</b>
<b>Age of young people</b>
<b>Session Plan (list of activities)</b>
<b>Peer Educators Roles (Who is doing what)</b>

# PEER EDUCATORS SELF-ASSESSMENT FORM

**(Complete this section after delivery of session)**

<b>How did the young people engage with the activities?</b>
<b>How did the young people engage with the Peer Educators?</b>
<b>What was the best parts of the session?</b>
<b>What parts did not work so well?</b>
<b>Overall what did you learn from the experience</b>
<b>Future Planning (next session?)</b>

# CAN YOU TELL US WHAT YOU THOUGHT?

1. Have you learned more about (insert topic) \_\_\_\_\_ ?



No Stayed the same



Yes a little



Yes, a lot!

2. Are you more aware of how to keep safe in risky situations?



No Stayed the same



Yes a little



Yes, a lot!

3. Are you more able to make informed choices about (insert topic) \_\_\_\_\_ ?



No Stayed the same



Yes a little



Yes, a lot!

4. What was the most important thing you have learnt?

# CAN YOU TELL US WHAT YOU THOUGHT?

**5. Any other topics you would like to discuss or know more about?**

**Thanks for filling in this form and we hope you enjoyed the sessions that we delivered!**

**From** \_\_\_\_\_

# YOUNG PERSONS EVALUATION

Groups Name:

Are you:

Male	Female	Rather not say
------	--------	----------------

Are you:

Under 12	13-15 yrs	16-18 yrs	19+
----------	-----------	-----------	-----

Did you think the session was...

Amazing	Good	OK	Boring
---------	------	----	--------

Can you name one thing you've learnt?

--

Are you more aware of how to keep yourself safe in risky situations?

Yes, a lot	Yes, a little	No, stayed the same
------------	---------------	---------------------

Are you able to make informed choices about (insert your topic)

Yes, a lot	Yes, a little	No, stayed the same
------------	---------------	---------------------

Anything else you'd like to say...?

--

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# YOUNG PERSONS GROUP EVALUATION

## Brain

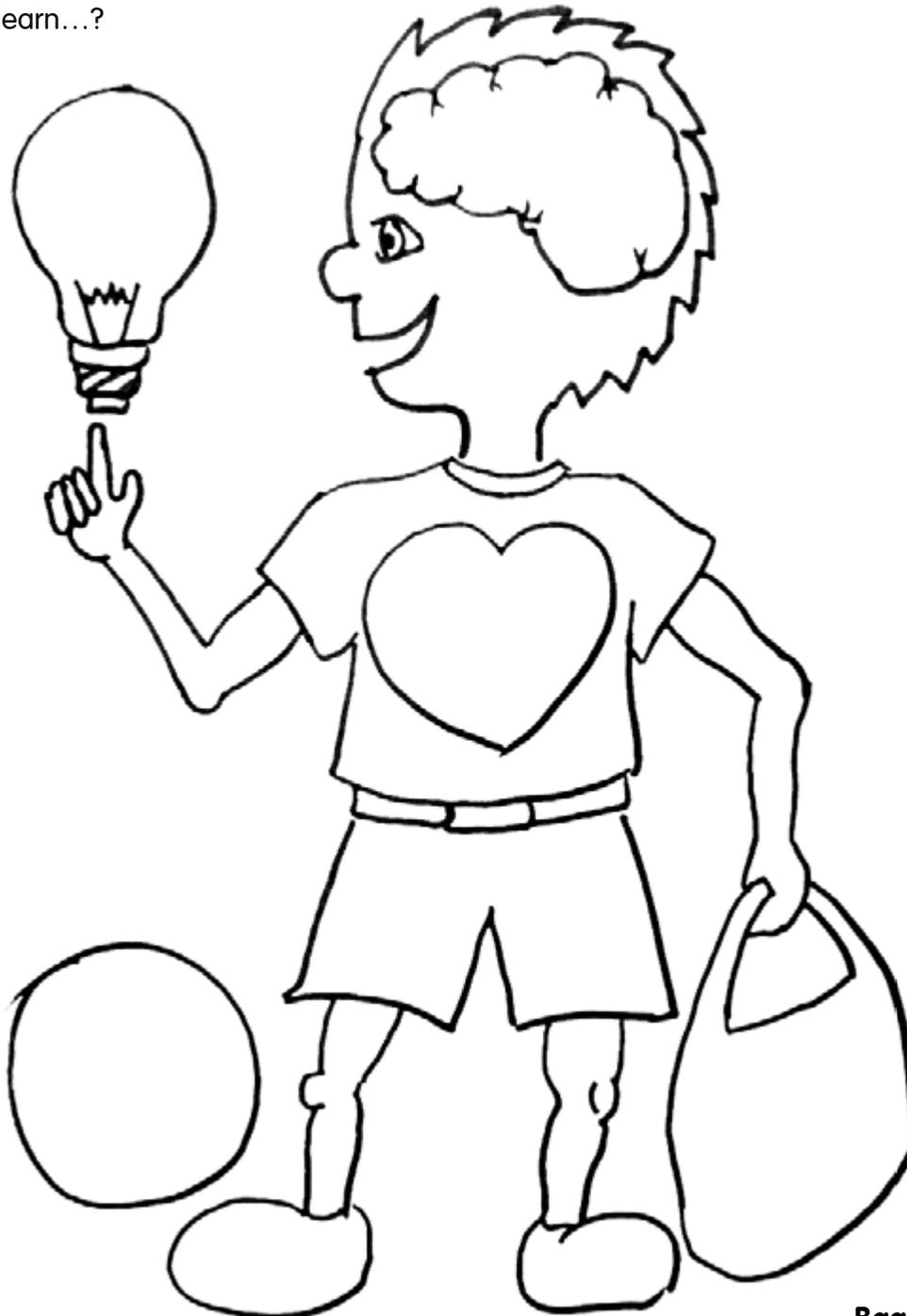
Something that you have learned

## Light bulb

Is there anything else you would like to learn...?

## Heart

Something that you loved



## Ball

Something you would kick out

## Bag

Something from today that you will take away

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# 2. ENERGISERS

Activities you can use to get groups warmed up for your session

# FINGER GRAB

<b>OBJECTIVE</b>	This is a fun interactive ice breaker.
<b>EQUIPMENT</b>	None
<b>TIME</b>	5 – 10 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• You stand in a circle in your group.</li><li>• Each person has their left hand palm open looking towards the ceiling and their right hand index finger pointing down and touching the palm of the person on the right.</li><li>• When everyone has done that, count to 3 and once number 3 has heard everyone with their left hand you will try to grab the finger of the person on their left and with your right hand you will try to pull your finger away from the other person's hand.</li><li>• You can repeat a few times after it is done.</li></ul>
<b>POINTS FOR DISCUSSION</b>	You can use this game if need to inject some energy to the group. Or if you finish an activity or lesson early this can be used as a filler exercise or after a 'fact heavy' exercise.

# THE NAME GAME

<b>OBJECTIVE</b>	Quick and easy icebreaker to understand who is in the group and what everyone's name is. Also this game will give the practitioner an understanding of the group's knowledge on substances.
<b>EQUIPMENT</b>	Stickers for name badges (if needed)
<b>TIME</b>	10 – 15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Get the group to sit in a circle.</li><li>• Each person has to introduce themselves and they have to name something to do with a given topic i.e. alcohol – name a drink beginning with the same letter (Adam – Ale, Barry – Beer, Carina – Cider). Or Youth Violence: Graham – Gangs, Fiona – Fighting, Sarah – Stabbing.</li><li>• If any of the participants cannot think of an answer encourage the rest of the group to help.</li></ul>
<b>POINTS FOR DISCUSSION</b>	<ul style="list-style-type: none"><li>• You change the topics depending on the group i.e. you can ask the group names of drugs legal and illegal, also street names of drugs. This will give the peer educator an idea of what the group know about drugs.</li></ul>

## TOP TIP

If you want to make it harder you can get the group to repeat the names of participants that went before them. (1st young person introduces themselves, then 2nd person repeats 1st young person, then introduces themselves, 3rd young person repeats 1st and 2nd young person's then introduces themselves and so on.)

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# COUNTING UP

<b>OBJECTIVE</b>	This is a fun ice breaker to get a group of young people working together.
<b>EQUIPMENT</b>	None
<b>TIME</b>	5 – 10 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Get the group to stand in a circle.</li><li>• Tell them that as a group they have to count up to a certain number, 20 for example, without two people saying the same number at once.</li><li>• Anyone in the group can call out the next number at anytime.</li><li>• If two people say the same number they have to start back at the beginning.</li></ul>
<b>POINTS FOR DISCUSSION</b>	This is a good diverting activity if the group are not working well together. To change it you can ask them all to stand in a circle with their eyes closed and try and count.

## TOP TIP

You can start the target number at 10, if this is easily achieved then set it higher for the next round i.e. 15 to 20.

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# THE SUN SHINES ON

<b>OBJECTIVE</b>	This is a fun and high energy activity, good to use with quiet groups.
<b>EQUIPMENT</b>	Chairs – 1 each
<b>TIME</b>	15 – 20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Each person will need a chair.</li><li>• Arrange the chairs into a circle with one chair per one young person with the practitioner in the middle.</li><li>• The practitioner then calls out 'The sun shines on....' Then adds a statement which applies to the group i.e. 'everyone with brown hair'. All those with brown hair must get up and swap seats and the practitioner in the middle tries to get one of the empty seats.</li><li>• The person left standing in the middle then calls out another statement which applies to them.</li></ul>
<b>POINTS FOR DISCUSSION</b>	<p>Add other rules like you must not return to your own seat or the seats either side of you when swapping.</p> <p>Or you can give ownership to participants by changing 'Sun shines on....' To 'Have you ever....' It is possible to use statements such as 'Have you ever tried alcohol?' or 'Have you ever seen someone drunk?' etc.</p>

## TOP TIP

Another idea is for the Peer Educator to provide the statements for the group by putting them in a hat and the person in the middle has to choose a statement to read out.

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<b>OBJECTIVE</b>	This is a good energiser for the group and everyone can take part. It is also a good way for the peer educator to gauge the level of knowledge of the group.
<b>EQUIPMENT</b>	Chairs, 1 per young person
<b>TIME</b>	10 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• No resources, however, practitioner might want to have a list of statements planned before the activity.</li><li>• Have the group sitting in a circle.</li><li>• Explain confidentiality and that they don't have to take part if they don't want to.</li><li>• Practitioner to say 'stand up if.....' then a statement/question i.e. can you name an illegal drug?</li><li>• Allow 10 seconds for people to make their choice.</li><li>• Ask the people standing for their answers/feedback.</li><li>• Ask them to sit down and repeat with another statement.</li></ul>

## POINTS FOR DISCUSSION

You can keep it simple, 'can you name a brand of beer? ...have you ever seen a drunk person?'

More adventurous '...have you ever tried alcohol?' or 'can you name a side effect of smoking?'

Or for more knowledgeable groups, '...can you name a Class A Drug?' or '... can you name a stimulant drug?'

## TOP TIP

If you have a person in a wheelchair you can change "stand up" to "hands up".

# GOOD THING BAD THING

<b>OBJECTIVE</b>	Good icebreaker to start off a session.
<b>EQUIPMENT</b>	None
<b>TIME</b>	5 – 10 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Get everyone in a circle.</li><li>• Go round the group and ask everyone to say a good thing and a bad thing that has happened to them during the last week.</li><li>• Tell the group that these can be as trivial or as serious as they wish.</li></ul>
<b>POINTS FOR DISCUSSION</b>	If you want to create a more positive atmosphere you could do just a 'good thing'.

# 3. TEAM BUILDING

Activities you can use to help groups get to know each other

# TWO TRUTHS AND A LIE

<b>OBJECTIVE</b>	This is a good team building game for the young people to get to know one another.
<b>EQUIPMENT</b>	Paper and pens
<b>TIME</b>	10 – 15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Get everyone to think of three sentences/statements about themselves.</li><li>• Two should be true and one should be made up.</li><li>• Whoever goes first has to tell the rest of the group their three sentences.</li><li>• The group can then ask questions about the sentences to try and figure out which one is made up.</li><li>• The group vote on which they think is the lie and then the person tells everyone.</li><li>• This is repeated for everyone in the group. If the group is large divide it into subgroups to save time.</li></ul>
<b>POINTS FOR DISCUSSION</b>	Alternatively you could get everyone to write something about themselves and put it in a hat. Then go round and everyone has to pick one out and guess who it is.

## TOP TIP

Make sure that the young people don't over share and disclose any personal information.

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<b>OBJECTIVE</b>	This is a good way for the group to get to know each other and find out what they know on a given topic.	
<b>EQUIPMENT</b>	Pen and bingo sheet each and space to move around	
<b>TIME</b>	20 minutes (variable depending on group size)	
<b>METHOD</b>	<ul style="list-style-type: none"> <li>• Make sure everyone in the group has a pen and bingo sheet.</li> <li>• Peer educators will have to make up the bingo sheet beforehand (see example below).</li> </ul> <p>Find a person who....</p>	
<b>Has Blue Eyes</b>	<b>Can name a Class A Drug</b>	<b>Can name a clear spirit</b>
<b>Can give an example of youth violence</b>	<b>Can name something that can be used as a sharp weapon</b>	<b>Can name a drink that has caffeine in</b>
<b>Can describe what knife crime is</b>	<b>Has been abroad</b>	<b>Has a pet</b>

# HOPES AND FEARS

<b>OBJECTIVE</b>	To help individuals think about what they want to get out of the sessions and to increase their levels of self-awareness. It's also a good way for you to track if you're meeting the needs of your group.
<b>EQUIPMENT</b>	Hope tree and fear snake (drawn pictures on A3 paper of a tree and a snake), pens, post-its
<b>TIME</b>	10 minutes, but should follow up at end of training
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Stick up pre-made 'hope tree' and 'fear snake' on the wall.</li><li>• Ask the group to think individually about a hope that they have for the peer education sessions; something they want to get out of it by the end. They should write this on a post-it and stick this on the tree.</li><li>• Ask the group to also think of a fear that they have in relation to the sessions. They should stick this on the snake.</li><li>• Discuss any general themes that emerge.</li></ul>
<b>POINTS FOR DISCUSSION</b>	<p>Return to the tree and snake at the end of the session and discuss everyone's in turn.</p> <ul style="list-style-type: none"><li>• Have the hopes been fulfilled?</li><li>• Are the fears still there?</li></ul>

## TOP TIP

It might be good to have some examples to start off with i.e. Hope = to have fun. Fear = that others won't listen to me.

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<b>OBJECTIVE</b>	To establish a learning agreement for the group, establishing boundaries for training.
<b>EQUIPMENT</b>	Flipchart paper and markers
<b>TIME</b>	20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Draw a big hot air balloon picture on the flip chart. Make sure that it has a canopy, ropes, a person in the basket and a big weight on the basket.</li><li>• Explain that this picture represents them as a group. They need to think about what should happen to make the group a success.</li><li>• Use the picture to represent a contract as follows:<ul style="list-style-type: none"><li>Canopy: What will help the group fly?</li><li>Ropes: What will hold it all together?</li><li>Person: What each individual can bring.</li><li>Weight: What will bring the group down and stop it flying?</li></ul></li><li>• Try and encourage everyone to put as many ideas in as possible and discuss each one and why it is important.</li><li>• If they are happy to do so, ask all the group to sign the picture and explain that this represents them agreeing to the learning agreement.</li></ul>

## POINTS FOR DISCUSSION

There are loads of different ways to establish a group contract. It's just about picking a way that you think will work best for that group. Other ideas are listed below:

- Just writing ideas on flipchart paper.
- Having a set of pre-made 'contract cards' of things you would and wouldn't like to see. Ask the group to sort these into ones that they do and don't want in their learning agreement. Include blank cards for them to add their own ideas.

## TOP TIP

Stick this on the wall and refer to it throughout your sessions to remind people of boundaries and to help deal with difficult behaviour.

<b>OBJECTIVE</b>	This is a good activity to find out what the group understands about risk taking behaviours and what experience they have had of risk taking.
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• Safe space for moving about.</li><li>• Drawn picture of a bomb and shield on separate paper and some post it notes.</li></ul>
<b>TIME</b>	15 – 20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Get the group to stand in a circle.</li><li>• Ask the group members to pick another group member without telling anyone. This person will be their bomb.</li><li>• Ask the group members to stay as far away from their bomb as possible, do this for about 30 seconds/1 minute.</li><li>• Then get the group back in a circle and get them to pick another person, this person will be their shield.</li><li>• Explain that when they move around they must keep the shield in between them and the bomb.</li><li>• The peer educator then counts down and when they reach zero everyone has to freeze.</li><li>• The peer educator shouts stop. Once the group stops moving the group have to point to their shield and bomb and if the shield is successfully in between them and the bomb they are still alive.</li></ul>

- Afterwards ask the group to take 2 post-it notes each. On one piece ask them to write down a risk about the chosen topic i.e. drugs, alcohol, knife crime etc., and stick it on the bomb.
- On the second post-it write how they think that risk might be prevented and stick these on the shield.

## **POINTS FOR DISCUSSION**

It might be an idea to think of some of the issues you want to discuss with the group before hand.

### **TOP TIP**

The young people might come up with the same risks so before any discussion make sure you group the similar ones together.

# CIRCLE IN, CIRCLE OUT

<b>OBJECTIVE</b>	Helps ensure that the groups' needs are being met by getting people to think about what they want from the sessions.
<b>EQUIPMENT</b>	Flip chart paper, post-its, pens
<b>TIME</b>	5 minutes to explain, then depends on you
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Draw a large circle on a piece of flipchart paper and explain that this represents the session.</li><li>• Ask people to think about things that they want included in the session and to write these on a post-it and stick it inside the circle.</li><li>• Also ask them to put things that they don't want on a post-it outside the circle.</li></ul>
<b>POINTS FOR DISCUSSION</b>	This activity is intended to be ongoing throughout your peer education sessions. The group should be invited to add or move post-it's in or out of the circle when they wish to.

## TOP TIP

By keeping an eye on the post-it's you can try and make sure your sessions are matching what the group wants from you.

# 4. INFORMATION SHARING

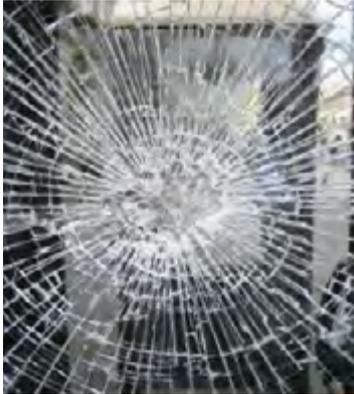
Activities you can use to communicate facts to young people about knife carrying and other related topics

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# ALCOHOL CATCHPHRASE WORKSHEET

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



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# DRUG CATCHPHRASE WORKSHEET

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



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<b>OBJECTIVE</b>	<p>This is a fun visual activity looking at drug and alcohol as topics, where the young people have to identify what is in the images; there are many ways you can do this.</p> <p>Round 1 – Guess the Drugs Round 2 – Drunk Catchphrase</p>
<b>EQUIPMENT</b>	<p>Paper, pens, picture pages</p>
<b>TIME</b>	<p>10 – 20 minutes</p>
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Split the group into smaller groups of 3 or 4.</li><li>• Hand each group a sheet of paper and pens to write down their answers.</li><li>• Hand out each sheet of pictures to the groups giving them 5 minutes for each one.</li><li>• Once completed go over the answers.</li></ul>
<b>POINTS FOR DISCUSSION</b>	<p>Discussion points for Guess the Drugs – where do participants learn about drugs?</p> <p>Discussion points for Catchphrase – why do we have so many slang names for drinking? Why is getting drunk acceptable in Scottish society?</p>

## TOP TIP

Make sure that the young people don't over share and disclose any personal information

## Answers

<b>Guess the Drugs</b>	<b>Drunk Catchphrase</b>
<b>1. Magic Mushrooms</b>	<b>1. Smashed</b>
<b>2. Mkat, meow meow, mephedrone</b>	<b>2. Mashed</b>
<b>3. Skunk, commonly known as cannabis (also a brand name from a herbal cannabinoid)</b>	<b>3. Plastered</b>
<b>4. Pot – Cannabis</b>	<b>4. Rubbered</b>
<b>5. Roofies street name for Rohypnol</b>	<b>5. Cabbaged</b>
<b>6. Speed/Crack (Crack Cocaine)</b>	<b>6. Buckled</b>
<b>7. Bubbles, street name for mephedrone</b>	<b>7. Hammered</b>
<b>8. Jellies, street name for valium</b>	<b>8. Steaming</b>
<b>9. Caffeine</b>	<b>9. Trollied</b>
<b>10. Grass – Cannabis</b>	<b>10. Guttered</b>

### TOP TIP

If the group get all the answers fast you will know that they have a high level of drug and alcohol knowledge, if they are struggling to get any answers, drugs and alcohol may not be a big issue for them.

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<b>OBJECTIVE</b>	This can be a fun and exciting game, however, some young people might not like the idea of bursting balloons. As a Peer Educator you will have to write 10 or so true and false statements about your given topic before this activity.
<b>EQUIPMENT</b>	Balloons, questions / statements / answer sheet, true and false signs
<b>TIME</b>	20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• In advance blow up balloons with a question from your chosen topic in it.</li><li>• Put up the TRUE and FALSE signs at opposite ends of the room.</li><li>• Ask the young person to come up one at a time to burst a balloon or ask the group to burst the balloon together (to make it more fun, say no hands or feet are allowed).</li><li>• Ask the young people to read out the question found inside the balloon and ask the group to attempt to answer the question.</li><li>• Then the group must move to either the TRUE or FALSE sign. It would be best to keep the questions as TRUE or FALSE questions or closed questions, for example:  It is illegal for any shop to sell a non-domestic knife to anyone under the age of 18? True or False? Correct answer: True.  Drinking alcohol can change how you feel and think? True or False? Correct answer: True.</li></ul>

## POINTS FOR DISCUSSION

You could make this into the young person's game called corners. Put a pre-made question in the balloon such as:

How many people die from smoking every year in Scotland?

A) 5000      B) 7000      C) 10000      D) 13000

Correct Answer = D

Have four signs with A, B, C and D on them and put them in the four corners of the room. Young people then have to vote with their feet to what they think the correct answer is.

## TOP TIP

Plan in advance and make sure you have a copy of the answers and correct information you need before the activity.

# BALLOON BRAINSTORM RELAY

<b>OBJECTIVE</b>	To generate ideas about the topic you want to discuss.
<b>EQUIPMENT</b>	Balloons, flip chart paper, pens
<b>TIME</b>	20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Divide the group into two (or more if it's quite a large group) and give each group a balloon.</li><li>• Line the groups in rows, with a piece of flipchart paper stuck to the wall in front of each team.</li><li>• Explain to the group that they have to, in their own teams, take it in turns to write down something that relates to the topic you have chosen for the activity on their piece of flip chart paper.</li><li>• To get to and from the flip chart paper they have to carry the balloon between their legs and pass it to the next team member without using their hands.</li><li>• After a chosen amount of time (a few minutes should be sufficient) stop the teams.</li><li>• Discuss the ideas that came out during the relay, relating them to your chosen topic more generally.</li></ul>

## POINTS FOR DISCUSSION

This is a good way of brainstorming in a fun way.

## TOP TIP

If there are 2 teams playing at the same time get them to focus on different things e.g.

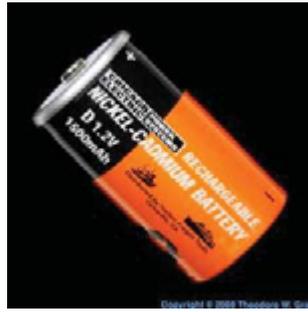
Brain Storming about Peer Education

- Group 1 focus on 'What is a peer?'
- Group 2 focus on 'What is Education?'

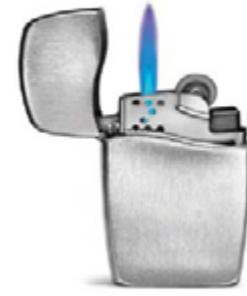
# SMOKING CARD 1



**Carbon Monoxide**  
Can be found in car fumes



**Cadmium**  
Used in batteries



**Butane**  
Lighter Fuel



**Ambergris (Whale Sick)**  
Can be found in perfumes



**Benzene**  
Can be found in petrol



**Arsenic**  
Can be found in Rat Poison



**Nicotine**  
Can be found in pesticides  
(bug spray)



**Cloves**



**Formaldehyde**  
Used to pickle dead animals



**Chocolate**



**Honey**

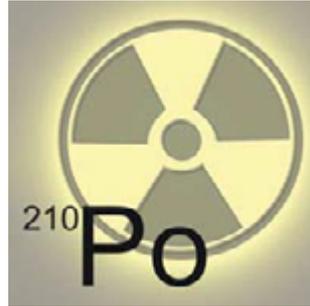


**Hydrogen Cyanide**  
Used on Death Row

# SMOKING CARD 2



**Carbon Monoxide**  
Can be found in car fumes



**Cadmium**  
Used in batteries



**Butane**  
Lighter Fuel



**Ambergris (Whale Sick)**  
Can be found in perfumes



**Benzene**  
Can be found in petrol



**Arsenic**  
Can be found in Rat Poison



**Nicotine**  
Can be found in pesticides  
(bug spray)



**Cloves**



**Formaldehyde**  
Used to pickle dead animals



**Chocolate**



**Honey**



**Hydrogen Cyanide**  
Used on Death Row

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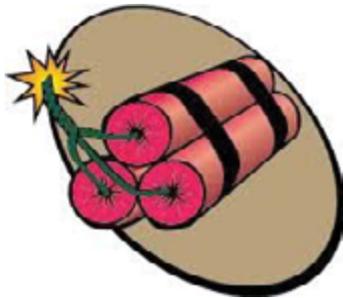
# SMOKING CARD 3



**Carbon Monoxide**  
Can be found in car fumes



**Cadmium**  
Used in batteries



**Nitric Acid**  
Found in explosives



**Butane**  
Lighter Fuel

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# WHAT IS IN A CIG?

<b>OBJECTIVE</b>	This activity focuses on smoking and what chemicals can be found in a cigarette. This activity is easy and fun and would suit all abilities.
<b>EQUIPMENT</b>	'What is in a cig' cards
<b>TIME</b>	10 – 15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Hand out 'What is in a cig' cards.</li><li>• Ask the group to put them into 3 categories.<ol style="list-style-type: none"><li>1. Yes – it's in a cigarette</li><li>2. No – it's not in a cigarette</li><li>3. Not sure</li></ol></li><li>• Once they have split all the cards, ask them to move the not sure into the YES and NO piles.</li><li>• Once the groups have completed the task, go through each one explaining that all cards should be in the 'yes' pile as all are contained in cigarettes.</li></ul>
<b>POINTS FOR DISCUSSION</b>	It would be helpful if you looked up why these chemicals are present in cigarettes beforehand.

## TOP TIP

For large groups of 10-15 young people, give each person a 'What's in a cig' picture card and have Yes and No signs at opposite sides of the room. The young people then move to the sign that suits their card.

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## DRUG NAMES

<b>Cannabis</b>	<b>Asthma Inhaler</b>	<b>Legal Highs</b>
<b>Heroin</b>	<b>Ritalin</b>	<b>Nicotine</b>
<b>Ecstasy</b>	<b>Paracetamol</b>	<b>Alcohol</b>
<b>Cocaine</b>	<b>Cough Mixture</b>	<b>Caffeine</b>

## CATEGORIES

<b>Medical</b>	<b>Social</b>	<b>Illegal</b>
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<b>OBJECTIVE</b>	This activity is designed to get the young people to think and discuss what drugs are and why people use drugs. This is a basic exercise and some groups might find it a bit easy. However, it will give the peer educator a good idea of what knowledge the group already has
<b>TIME</b>	10 – 20 minutes
<b>RESOURCES</b>	<ul style="list-style-type: none"><li>• 12 x drug pictures</li><li>• 3 x category cards</li><li>• 12 x drug name cards</li></ul>
<b>METHOD</b>	<ul style="list-style-type: none"><li>• This exercise works best with small groups of 4 – 6.</li><li>• Hand out the 12 pictures and see if the group can identify them.</li><li>• Then hand out the name cards and see if they can match them up.</li><li>• Get the group to discuss the different types of drugs and why people would take them.</li><li>• Then hand out the 3 category cards – social, medical and illegal.</li><li>• Get the group to put the drugs under the categories they fit into.</li></ul>

**POINTS FOR  
DISCUSSION**

The Peer Educator should have knowledge of the drugs and their effects before delivering this exercise.

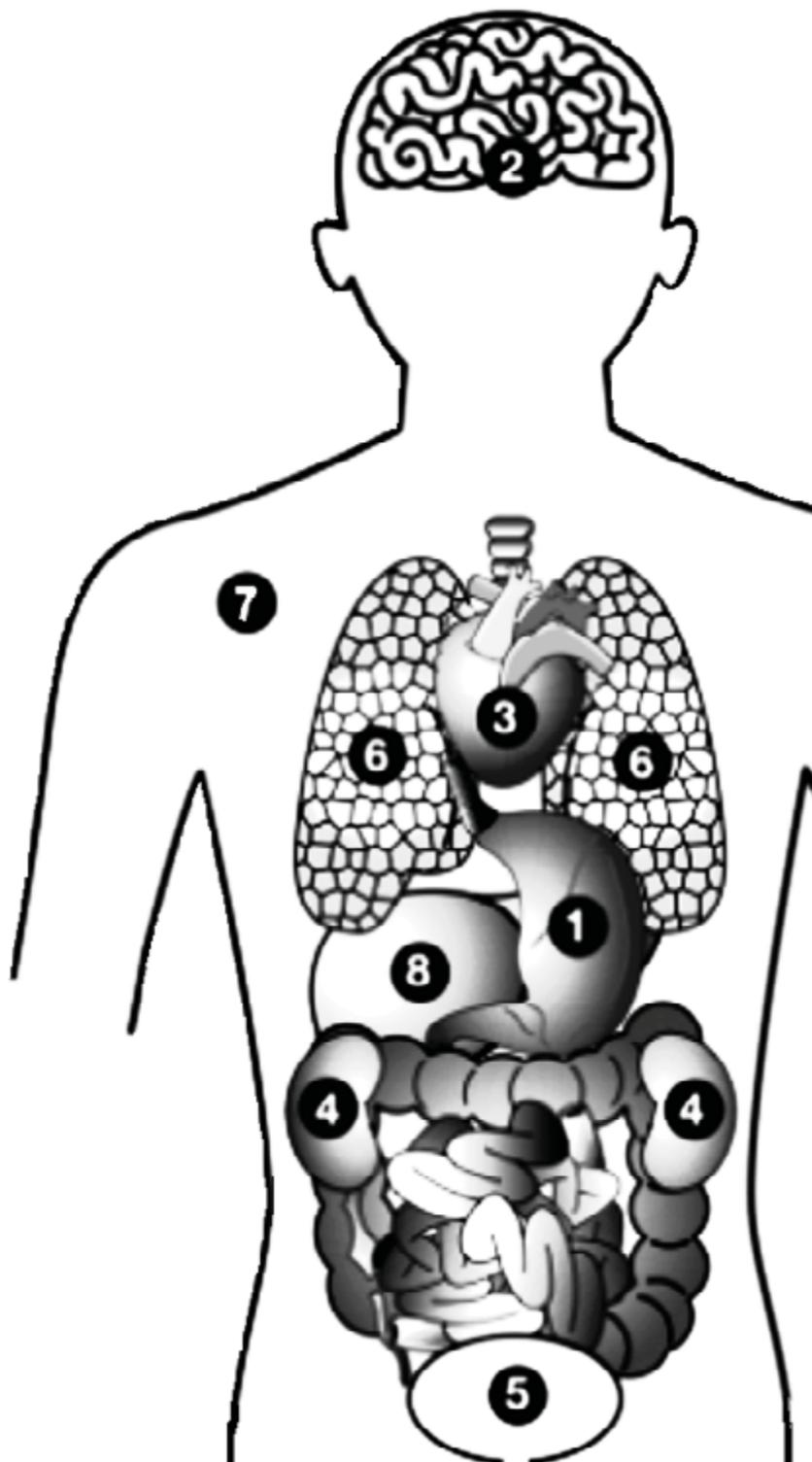
**TOP TIP**

Try and get the young people to discuss why people take drugs (not just illegal ones) before starting this exercise.

# BOOZE ON THE BODY (ANSWERS)

<b>1. STOMACH</b>	Booze will be absorbed by the stomach lining into your bloodstream. Stronger alcohol gets absorbed faster, especially shots and fizzy drinks makes you drunk faster.
<b>2. BRAIN</b>	(See separate sheet).
<b>4. KIDNEYS</b>	Filter the blood, keep the good proteins and expel the waste. Kidneys keep your water in the body balanced – until alcohol arrives. Alcohol makes your body get rid of water more than it can absorb – dehydration, parched throat, headache, nausea and fatigue.
<b>5. BLADDER</b>	Alcohol disrupts the kidneys from absorbing water therefore the water ends up in the bladder. The bladder then fills up with water from the fluid that you drink (and those frequent trips to the toilet begin).
<b>6. LUNGS</b>	Alcohol travels to your lungs and evaporates through tiny lung sacs so when you breathe out you can smell the booze. Sometimes the next day you can smell stale alcohol and toothpaste – nice!
<b>7. SKIN</b>	The blood flow to the skin is increased, causing a sweaty, greasy flushed look.
<b>8. LIVER</b>	90% of alcohol leaves your system through the liver, 1 unit per hour, drink more than this and you are 'topping up'. The more you top up the drunk you become, too much can make you feel sick, slur your words or even pass out. The other 10% leaves your body through sweat breath and directly through urine.

# BOOZE ON THE BODY (ANSWERS)



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# BOOZE ON THE BODY

Name all the organs in the body and how alcohol affects each organ.

1.

2.

3.

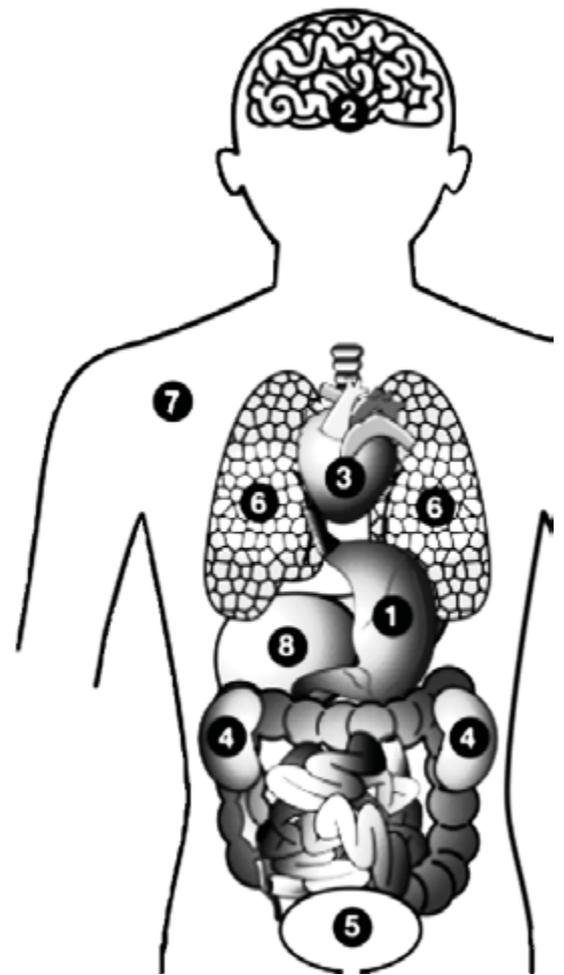
4.

5.

6.

7.

8.



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# BOOZE ON THE BODY

<b>OBJECTIVE</b>	(Suitable for young people 13yrs +)  This activity focuses on how alcohol affects the body and brain and how this could have an impact and influence decision making and how participants assess risk.
<b>EQUIPMENT</b>	Booze on the body worksheet, booze on the body answer sheet (for peer educator) and pens
<b>TIME</b>	20 – 25 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Hand out the worksheet, this can be in pairs of small groups of 4 – 5 young people.</li><li>• See if the group can name all the organs on the body.</li><li>• Then ask the groups to write the effects that alcohol has on the body.</li><li>• Discuss what the groups have done.</li><li>• Go over the answers by using the answer sheets provided.</li></ul>
<b>POINTS FOR DISCUSSION</b>	Remind participants about confidentiality and disclosures during this lesson as there may be participants in the group who have already had experiences with alcohol.

## TOP TIP

It's sometimes a good idea to have a set of beer goggles handy for this exercise to give the young people the experience of feeling drunk.

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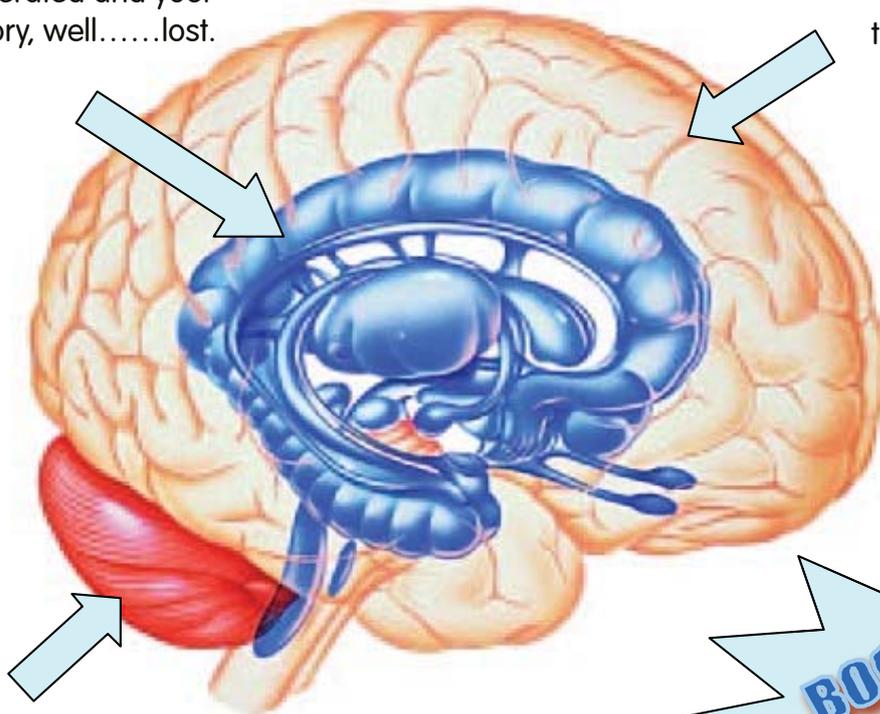
# BOOZE ON THE BRAIN (ANSWERS)

## LIMBIC SYSTEM

This part controls emotions and memory. The effects of alcohol mean that emotions tend to be exaggerated and your memory, well.....lost.

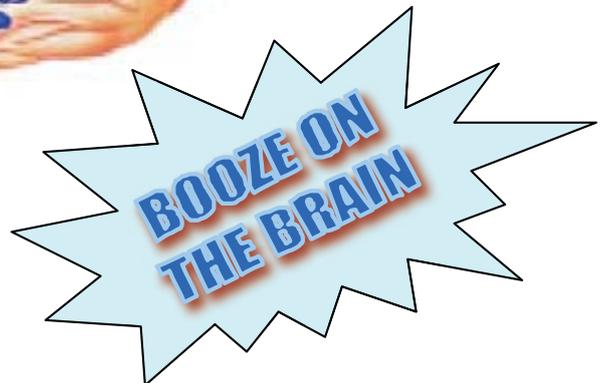
## CEREBRAL CORTEX

Processes thoughts, functions becomes depressed when drinking alcohol, more talkative, can't judge or think clearly, trouble seeing and hearing, can't feel pain as easily.



## CEREBELLUM

Coordinates the movement of your muscles. When drinking alcohol you become uncoordinated and your balance is affected (ever wonder where the phrase 'falling down drunk' comes from).



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# 5. ASSESSING RISK

**Activities you can use to get a group thinking about risk behaviours and staying safe**

<b>OBJECTIVE</b>	This is a good activity to find out what the group understands about risk taking behaviours and what experience they have had of risks taking.
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• Safe space for moving about</li><li>• Drawn picture of a bomb and shield on separate paper and some post it notes</li></ul>
<b>TIME</b>	15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Ask the group to stand in a circle.</li><li>• Ask the group members to pick another group member without telling anyone. That person will be their bomb.</li><li>• Ask the group to stay away from that person as it's their bomb without leaving the selected safe space. Do this for about 1 minute.</li><li>• Then get the group back in a circle and get them to pick another person. This person will be their shield.</li><li>• Explain that when they move around they must keep the shield in between them and the bomb.</li><li>• The Peer Educator then counts down and when they reach zero everyone has to freeze.</li><li>• Peer Educator shouts stop. Once the group stops moving get the participants to point to their shield and bomb and if the shield is successfully in between them and the bomb they are still alive.</li></ul>

- Afterwards ask the group to take 2 post it notes. Write down on one a risk about their topic e.g. smoking drinking, drugs or knife crime and get them to stick it on the bomb. Then, on the other post it write one thing they can do to reduce the risk and stick it on the shield. Discuss the findings with the whole group.

## **POINTS FOR DISCUSSION**

This can just be used as an ice breaker and you can have an informal chat about risk factors and harm reduction if you don't have the time.

### **TOP TIP**

Gives you an idea of what level the group are at.

<b>OBJECTIVE</b>	To encourage people to be more aware of the causes and effects of violent behaviour.
<b>EQUIPMENT</b>	Cause and effect tree outline, flipchart paper, pens, scenarios, and blank leaf shaped action cards
<b>TIME</b>	45 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Divide the group into smaller ones, giving each a piece of flipchart paper. Have your 'cause and effect tree outline' up on the wall for them to copy.</li><li>• Give each group a different scenario related to your topic e.g. violence and knife crime. Try not to make these too long and detailed. The whole point is to encourage the groups to think about why your scenarios have happened.</li><li>• Ask the group to talk about the following, writing them on their tree:  Potential Causes: Roots of the tree. Potential Effects: Top of the tree.</li><li>• After about 15 minutes ask the group to come back together and briefly feedback their scenario and discuss what they thought. Encourage the other group to feed into this.</li></ul>

## **POINTS FOR DISCUSSION**

Ask the group as a whole to think about things that could prevent the effects from occurring.

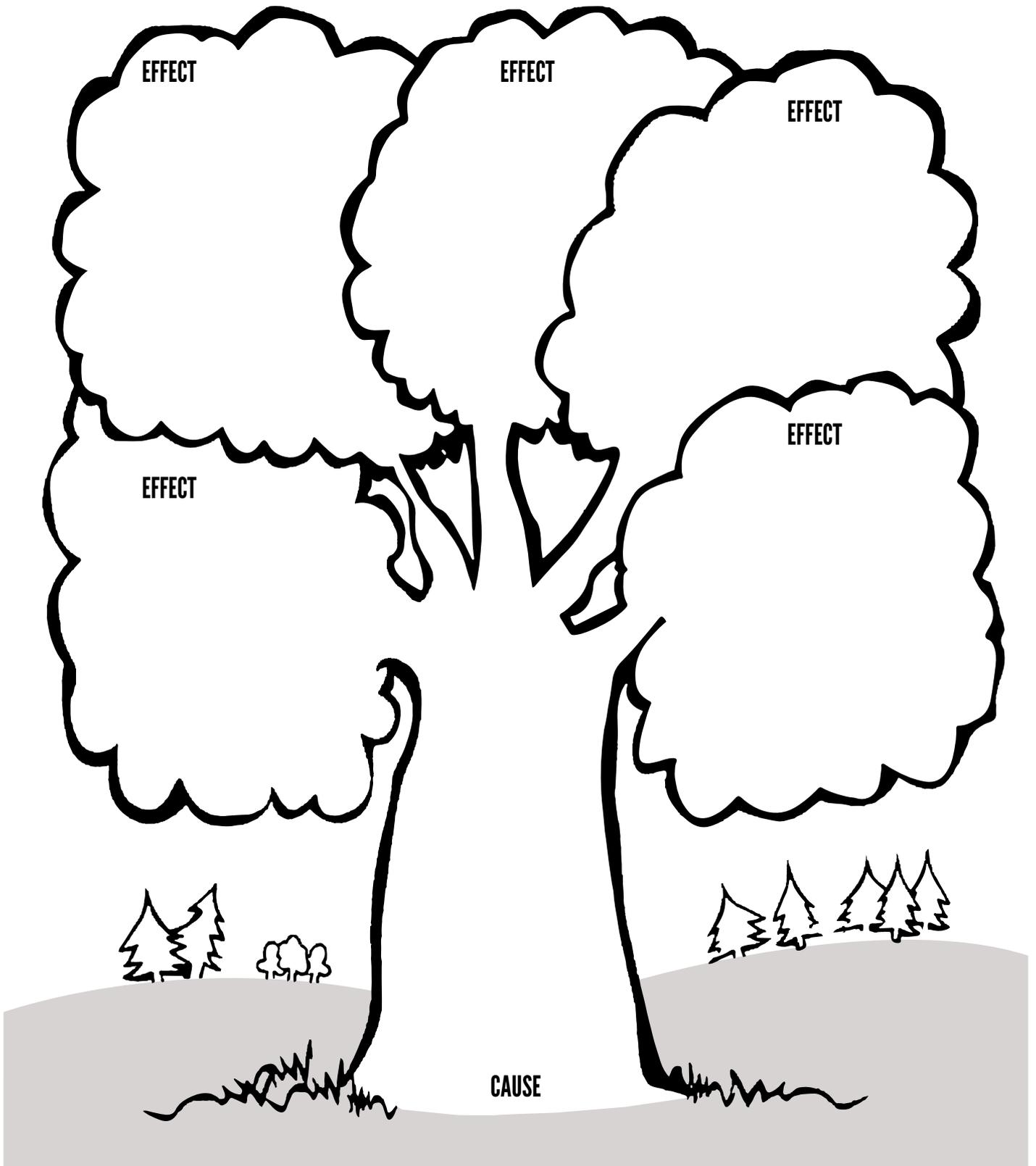
Write down these ideas on the blank leaf shaped action cards and stick these to the chart as if blowing in the wind.

## **TOP TIP**

You can use the image provided to get you started.

# CAUSE AND EFFECTS TREE

Grow a cause-and-effects tree. Write a cause on the tree trunk. Write its effects on the branches.



<b>OBJECTIVE</b>	<p>This is an activity in which the young people can act out as scene/story to understand the impact of conflict.</p> <p>The situation the peer educator is looking to create is where weapons have either been used or could have been present but not used between two groups of people. One member of each group will wear a white boiler suit and they will be the potential victims of the conflict.</p> <p><b>You may wish to have an adult practitioner present during this activity due to issues it might raise. Please also be aware that members of the group may have been involved or know of someone who has been affected by these issues.</b></p>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• White boiler/ paint suits.</li><li>• Pens and paper.</li><li>• Large open space.</li><li>• Big chunky marker pens (these are used to represent the knife).</li></ul>
<b>TIME</b>	60 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Split the group into two smaller groups.</li><li>• Get each group to form the identity of a gang, group, neighbour group etc. It could be something they have heard of before or been involved in.</li></ul>

- Peer Educator then sets the scene: i.e. 2 rival gangs in the park.
- Give a boiler suit to each group, which one member will wear and take the role of the potential victim/victim.
- Each group member will then develop their roles within the group.
- What happens when both groups meet?
- Peer Educator gets the groups to run through the meeting in slow motion.

## POINTS FOR DISCUSSION

- Is a knife present?
- If so, and it has been used, where were they aiming?
- What are they thinking?
- How are they feeling?
- What they might have been doing just before etc.
- The person being stabbed can talk about how they'd react, would they stand there and be stabbed or would they move.
- How would they angle their body etc?
- What are the final outcomes? What happens after the event itself?

### TOP TIP

Marker pens sometimes go through the suits so make sure whoever wears them is wearing dark clothes.

<b>OBJECTIVE</b>	Look at the pros and cons of a night out.
<b>EQUIPMENT</b>	Flip chart paper, pens
<b>TIME</b>	25 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Lay the flip chart paper on the ground and draw round one of the young people, or get the young person to draw round their own body outline on a single sheet of flip chart. Now you have a body bit template.</li></ul> <p>There are several things you can do with the template:</p> <ul style="list-style-type: none"><li>• For Good Night/ Bad Night draw a line down the middle of the body.</li><li>• Give the group the scenario you have developed.</li><li>• Get the group to write down the short term effects, long term effects, social/ emotional effects and how to stay safe in relation to the scenario.</li></ul>

## TOP TIP

Use the diagram here as a guide or use a big sheet of paper and draw round.

## POINTS FOR DISCUSSION

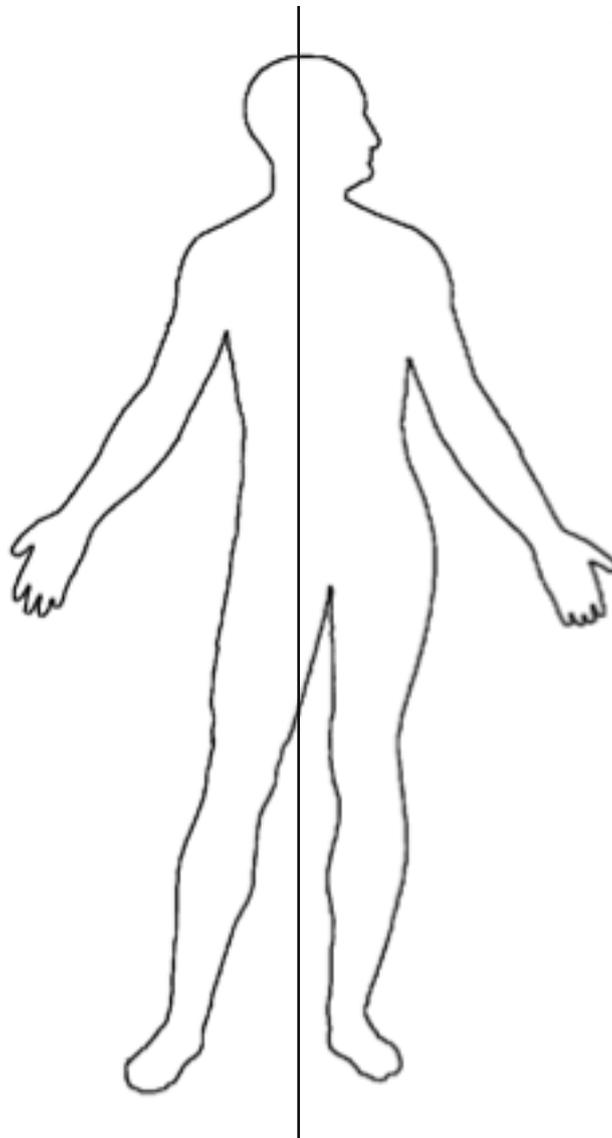
This is an exercise that can be adapted to suit the needs/size of your group. Peer Educators will develop their own scenarios.

Examples:

- 16 year old girl drinking in a park.
- 18 year old boy taking a knife to a party.

Good night

Bad night



<b>OBJECTIVE</b>	This activity will look at how participants perceive risks and how they rank risk from high to low. It will also get the participants to think out of the box and look at the wider implications that can occur through risk taking behaviours.
<b>EQUIPMENT</b>	High risk and low risk signs, risk statement cards
<b>TIME</b>	15 minutes
<b>METHOD</b>	<p>Small groups of 4 – 5</p> <ul style="list-style-type: none"><li>• Place the high risk and low risk signs at opposite ends of the room.</li><li>• Hand out the risk statement cards to the group.</li><li>• The group have to place them in a line from high risk to low risk.</li><li>• Once the group have completed the task, ask them to discuss why they chose the order that they did.</li></ul> <p>Large group with 10+</p> <ul style="list-style-type: none"><li>• Give one risk statement card to every young person.</li><li>• Ask the group to stand in a straight line.</li><li>• Put the high risk sign and the low risk sign at opposite ends.</li><li>• Ask the participants to move to where they think their statement should be on the risk line.</li></ul>

- Once the group have completed the task ask them to discuss why they chose the order that they did.

**POINTS FOR DISCUSSION**

The Peer Educator will have to create 10 risky statements on their chosen topics.

**TOP TIP**

Keep the statements simple so you don't lose the engagement of the group.

<b>OBJECTIVE</b>	<p>This activity explores how young people assess risks. The activity is designed to draw out discussions with young people about pressures that they may have faced and how to stay safe or reduce the harm that could be involved.</p> <p>The Peer Educator will already have 15 statements that are different level of risks e.g.</p> <ul style="list-style-type: none"><li>• 14 year old boy starting to smoke.</li><li>• 12 year old boy trying alcohol for the first time with his parents.</li><li>• Carrying a knife for protection.</li></ul>
<b>EQUIPMENT</b>	15 risk statement cards, traffic light resource – red, amber and green cards
<b>TIME</b>	15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• This activity would suit small groups of 4/5 participants.</li><li>• Before starting this exercise discuss with the group general links that can be made with peer pressure and risk taking behaviour.</li><li>• Give each group the picture of the traffic light, explain that 'red' is high risk, 'amber' is medium risk and 'green' is low risk.</li><li>• Then give each group the risk cards. They have to decide as a group whether the statements on the cards are high, medium or low risk.</li></ul>

## METHOD

- Once the groups have completed their traffic lights, ask them to move around the room and look at the other groups 'lights', noting any differences/similarities in their opinions.
- Once they have all had a chance to see the other groups, open up a dialogue encouraging them to speak about their findings, and ask other groups questions about their choices.

## POINTS FOR DISCUSSION

For Larger Groups

- Resources.
- 3 large coloured paper circles red, yellow, green (use flip chart).
- Statements.

Method

- Place the circles on the floor.
- Peer Educator to read out a statement.
- Young people have to move (vote with their feet) to the appropriate circle.

## TOP TIP

Keep the statements simple and relevant to the group.

# **6. CHALLENGING ATTITUDES**

**Activities you can use to help discussion  
about attitudes, behaviour and making  
informed choices related to knife  
carrying and other topics**

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<b>OBJECTIVE</b>	This exercise can be used as a way of challenging young people's views or finding out how much information a group of young people know about a certain topic.
<b>EQUIPMENT</b>	4 x flip chart paper, 4 different coloured pens
<b>TIME</b>	15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Decide what topic you would like to get information on or challenge young people's views on.</li><li>• Topics can be youth violence, anti-social behaviour or drugs and alcohol.</li><li>• Split the alphabet on the four sheets of flip chart.</li></ul>
<b>EXAMPLE</b>	<ul style="list-style-type: none"><li>• Decide what topic you would like to get information on or challenge young people's views on.</li><li>• Topics can be youth violence, anti-social behaviour or drugs and alcohol.</li><li>• Split the alphabet on the four sheets of flip chart.</li></ul>

**A.**

**B.**

**C.**

**D.**

**E.**

**F.**

**G.**

**H.**

**I.**

**J.**

**K.**

**L.**

**M.**

**N.**

**O.**

**P.**

**Q.**

**R.**

**S.**

**T.**

**U.**

**V.**

**W.**

**X.**

**Y.**

**Z.**

- Split the group into 4 smaller groups, giving each group a different coloured pen and one of the flip chart sheets.
- Give the groups 1 minute to write as many words down on their sheet (starting with the letters they have) that are relevant to the topic.
- Once they have done this rotate the flip charts round so that all groups get the opportunity to write down ideas on all sheets.
- Once all groups have had a chance to write down on all fours sheets stick them to the wall so that everyone can see.
- Go over all the words ensuring that everyone understands the reasons why they used them.

## **POINTS FOR DISCUSSION**

Discuss with groups what has been written and challenge any language or words that may cause discomfort.

## **TOP TIP**

You will know what group wrote down what word from the colour of the writing, so if you don't want to challenge a word in front of the whole group, you can speak to the smaller group first.

<b>OBJECTIVE</b>	<p>This activity is for the young people to think about making informed choices. It's a good activity to engage young people in discussion about what they think risk taking is and how to reduce the harm.</p> <p>The peer educator should think of statement cards before the activity.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• It's OK to carry a knife as long as you use it for protection.</li><li>• Cannabis is harmless and should be legal.</li><li>• The law for buying alcohol should be increased to 21yrs old.</li></ul>
<b>EQUIPMENT</b>	Statement cards, agree and disagree signs
<b>TIME</b>	15 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Place the agree and disagree signs at opposite sides of the room.</li><li>• Each young person will get a statement that they will have to read out.</li><li>• The group will then have to decide whether they agree or disagree with the statements by voting with their feet.</li><li>• Ask the participant why they chose the side they went to and open up a discussion.</li></ul>

## POINTS FOR DISCUSSION

You can replace Agree/ Disagree with True/ False and have factual closed questions that don't need discussion i.e:

Cocaine is an upper drug – True, cannabis is a downer drug – False.

## TOP TIP

If there are young people unsure what side to go to, ask the other people in the group to try to discuss the reasons to help them decide.

<b>OBJECTIVE</b>	The purpose of this activity is to get young people thinking about what type of people would be involved in risk taking behaviours and their reasons behind it.
<b>EQUIPMENT</b>	Paper, pens and body outlines
<b>TIME</b>	30 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Split the group into pairs or small groups of 3, depending on numbers.</li><li>• Give each group a flip chart piece of paper – blank or with a body outline.</li><li>• Ask them to draw someone that they know who would be involved in the risk taking topic chosen i.e. carrying a knife, taking drugs, drinking alcohol etc.</li><li>• Ask them to think of someone with challenging behaviour that they think they have difficulty getting on with and ask them to draw what they look like, this could be someone they know or a character they have seen in TV or films.</li><li>• Try and get the group to personalise their character:<ul style="list-style-type: none"><li>Clothes they wear</li><li>What are they always doing</li><li>On phone, smoking, drinking etc.</li></ul></li></ul>

- Tell them it is important that this activity is anonymous and they need to have a fake name and they can't tell others who the character is based on.
- Then ask them to think about why they think that person behaves the way they do.

Are there things going on in their lives at school or at home?

Do they have trouble fitting in?

Do they care about what others think?

Do they have a reputation to live up to?

Have they been labelled by others?

- Then take all the drawings together and now they have formed a gang.
- Get the group to give the gang a name and identity.
- Discuss the relationships between the members in the gang.

What needs are they fulfilling in the gang.

What are they getting if they are out of it.

Any power dynamics, who is the ring leader etc.

## POINTS FOR DISCUSSION

The same principle works if you are looking at group situations.

- For example of you are talking about peer education and they are drawing someone they find difficult to work with.
- You can show how that person might be getting some of their needs met by the group situation and how this may affect their behaviour.

## TOP TIP

As a Peer educator try and get the young people to understand how people react in different situations and how to empathise without judging.

<b>OBJECTIVE</b>	Make people aware of stereotypes and challenging values.
<b>EQUIPMENT</b>	Confession cards (same number as group size) and pens
<b>TIME</b>	20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Prepare strips of paper with topical words or phrases on the top, e.g. gang member; someone who carries a knife.</li><li>• Explain to the group that the answers given in this activity are completely anonymous and that it's really important that no-one asks others or tells anyone what they've written.</li><li>• Get the group to sit in a circle and give each member a confession card, asking them not to show this to anyone.</li><li>• Ask each person to write down the first thing that comes to their head when they see what's written at the top. They should write this at the bottom of the paper. Explain that there's no right or wrong answer and it's really important that they write down their gut reaction to the word. When they are done they should fold over their answer so it cannot be seen.</li><li>• When everyone is finished, ask the group to pass their card to the person on their right. Repeat the exercise until everyone has written on the card.</li><li>• Collect in all cards and write up the responses under each phrase for everyone to see. It is important that nobody sees the original so that handwriting cannot be identified.</li></ul>

- Go through each card in turn and discuss the responses. Get the group to think about what is written and how this links to the idea of stereotypes.

## **POINTS FOR DISCUSSION**

Encourage them to talk about the role stereotypes and prejudices can have on situations of conflict and ways of addressing this.

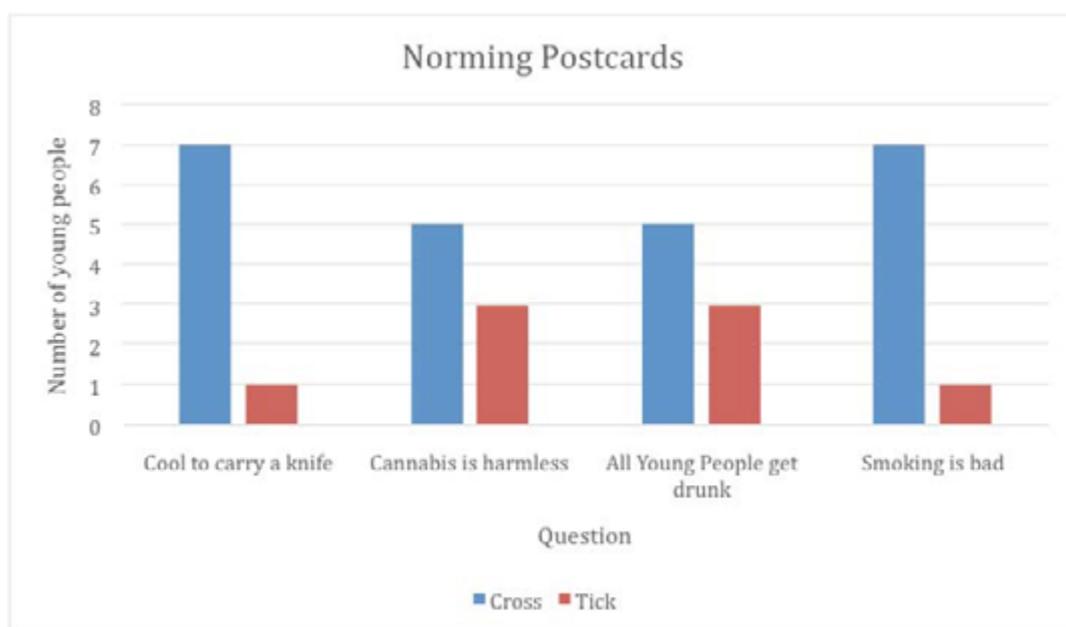
### **TOP TIP**

It would be good to have two Peer Educators working together with this exercise - one doing work with the group and the other writing up what the young people have written.

<b>OBJECTIVE</b>	Address norms surrounding knife carrying / risk taking behaviours.
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>• Post It notes (same colour and size).</li><li>• Pens for each person (all identical).</li><li>• Hat/ cap or small box.</li><li>• Flip chart paper, three different coloured markers.</li><li>• Statements (see examples).</li></ul>
<b>EXAMPLES</b>	<ul style="list-style-type: none"><li>• 'Carrying a knife makes you look cool.'</li><li>• 'It's ok to attack someone if you think they deserved it.'</li><li>• 'If you were drunk it wasn't your fault.'</li><li>• 'I'd date someone who carries a knife.'</li><li>• 'You are safer if you carry a knife.'</li><li>• 'I carry a knife.'</li></ul>
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Copy the statements onto the bottom of the flip chart paper.</li><li>• Write numbers up the left hand side, according to the number of young people in your group.</li><li>• You will now have an outline of a bar chart.</li><li>• Hand out the post its and pens to the young people.</li></ul>

- Ask them to put a tick or a cross on the post it, depending on their answer to the question.
- Put the posts in a hat or small box, shake them up.
- The count the ticks and cross to each question and add the results to the bar chart.

Example of information for 8 young people.



## POINTS FOR DISCUSSION

Talk about the results from the group. Was there any surprising information that came from the exercise.

### TOP TIP

It is possible to calculate percentages from your results, using resources available as a group to create norming postcards with one of the group statistics presented.

If everyone does a different one you'll have a whole set by the end!

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# 7. CONSOLIDATION

**Activities you can use to assess  
how much the group has learned  
about the risks of knife carrying  
and other related topics**

<b>OBJECTIVE</b>	<p>This is an exercise that can be adapted to suit the needs / size of your group. The peer educator will have to decide what topic they would like to do. Below are a few suggestions.</p> <ol style="list-style-type: none"><li>1. Alcohol – short and long term effects of alcohol – social and emotional...</li><li>2. Drugs – choose a drug, cannabis, cocaine etc. Short, long term effects, social and emotional effects.</li></ol> <p>This is a good way to know what the young people have learned from the previous activities and what areas that might still need to be covered with your group.</p>
<b>EQUIPMENT</b>	Flip chart paper, pens
<b>TIME</b>	25 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Lay the flip chart paper on the ground and draw round one of the participants, or get the participant to draw their own body outline on a single sheet of flip chart.</li><li>• Now you have a body bit template.</li><li>• The peer educator then informs the young people of the chosen topic (see above).</li><li>• Or the peer educator can come up with a scenario involving a few different characters and get the group to draw what those characters look like and how they behave.</li></ul>

## EXAMPLES

- 16 year old boy smoking and drinking with his mates in the park at the weekend.
- 17 year old girl at a house party with her mates.

Once the young people have finished get them to present their findings to the rest of the group.

## POINTS FOR DISCUSSION

Ask the young people to write the physical and emotional harm on the body and what risks the person might come in contact with outside the body.

## TOP TIP

It might be good to write the following terms on the paper to help the young people to generate ideas.  
Short term effects, long term effects, social and emotional effects.

<b>OBJECTIVE</b>	<p>This is a great activity for young people to build an understanding of a chosen topic.</p> <p>Topic: Peer educators will have to choose their own topics.</p> <p>Example of topic: Exploring safety and violence with young people.</p>
<b>EQUIPMENT</b>	<p>Space, chairs, markers and flip chart</p>
<b>TIME</b>	<p>30 minutes</p>
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Give each young person a number of 1 or 2.</li><li>• All 1's sit or stand in a circle facing outwards.</li><li>• All the 2's sit or stand in a circle around the 1's.</li><li>• Each 1 and 2 should be facing (If there is an odd number the peer educator can jump in to even out the game).</li><li>• Explain you will ask a question about the chosen topic (example – violence within your community).</li><li>• Each person will answer then the people in the outer circle will step one place to their left (clockwise) so that they are facing a new partner.</li><li>• They will then get a new question to discuss.</li><li>• Repeat for several questions.</li><li>• Some sample questions are below (however make up your own own to suit the needs of the topic and young people of your group).</li><li>• Facilitate a discussion around the feedback from the group either after every question or at the end.</li></ul>

## EXAMPLE QUESTIONS

1. Where are the places in the community that you feel safe? Why?
2. Where are the places in the community that you don't feel safe? Why?
3. What do you think are the most serious types of violence in your community? Why?
4. What do you think are the reasons for violence in your community? Why?
5. What type of actions do you think would be helpful in stopping violence in your community?

## POINTS FOR DISCUSSION

It might be an idea for the peer educator to write down the key points from this exercise on flip chart.

### TOP TIP

Keep the questions short and have a fast pace to the activity to keep the young people engaged.

<b>OBJECTIVE</b>	Help young people realise their skills and encourage a positive group dynamic.
<b>EQUIPMENT</b>	Plain t-shirts, marker pens, space to move around
<b>TIME</b>	20 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Give everyone in the group a plain t-shirt and ask them to spend 5 minutes designing the front in a way that represents the 'chosen topic' to them.</li><li>• While they are doing this, ask them to think about the positive qualities they have noticed about other group members during the sessions.</li><li>• If t-shirts aren't available you could stick paper to people's backs and miss out this design stage.</li><li>• Tell the group they have about 5 minutes to go round the room and write things on the back of other people's t-shirts.</li><li>• What they should write is things that they like or respect about that person. Ask them to try and be as personal as possible and not just write the same thing on everyone.</li><li>• They should try and write at least one thing on each person, and can write more than one if they wish. They should not tell the person what they've written.</li><li>• Come back together and get each person to look at the back of their t-shirt. Use your remaining time to generally discuss what has come out of the activity.</li></ul>

## POINTS FOR DISCUSSION

- Are there things they are surprised at?
- Are there things they expected to see but no one has written?
- What ideas have come up generally and why are these important?

## TOP TIP

This is a great exercise to do at the end of a training day or residential.

<b>OBJECTIVE</b>	Understand the risks involved in a given topic, and how to prevent these from happening, giving the young people a sound understanding of their topic.
<b>EQUIPMENT</b>	Balloon cut-outs, dagger cut-outs, shield cut-outs, pens, blu-tack
<b>TIME</b>	25 minutes
<b>METHOD</b>	<ul style="list-style-type: none"><li>• Leave a pile of pre-made balloon cut outs in the middle of the group.</li><li>• Ask everyone to write on the balloon something that they feel is a personal need. This can range from things that they think they need to be good peer educators to needs for their own self-esteem. Give them some examples if they seem stuck. Ask them to stick these balloons on a designated area of the wall when they are done.</li><li>• When all the balloons are stuck up, move any that are the same or very similar next to each other. Check that the group understands what each of the needs mean.</li><li>• Now place the pre-made daggers in the middle. The daggers represent threats to these needs. Ask the group to write threats on the daggers and stick them pointing towards the balloons and see how they threaten these needs.</li><li>• Ask them to try and do at least two threats / daggers each if possible.</li></ul>

- After the group seems finished, facilitate a discussion of the daggers they have suggested. Can the daggers be a threat to all the need balloons, any similarities?
- During this discussion ask the group to think about things that could protect the need balloons from being popped by the daggers. When ideas are offered, add these to the 'shield' cut-outs and stick them in appropriate places on the wall.

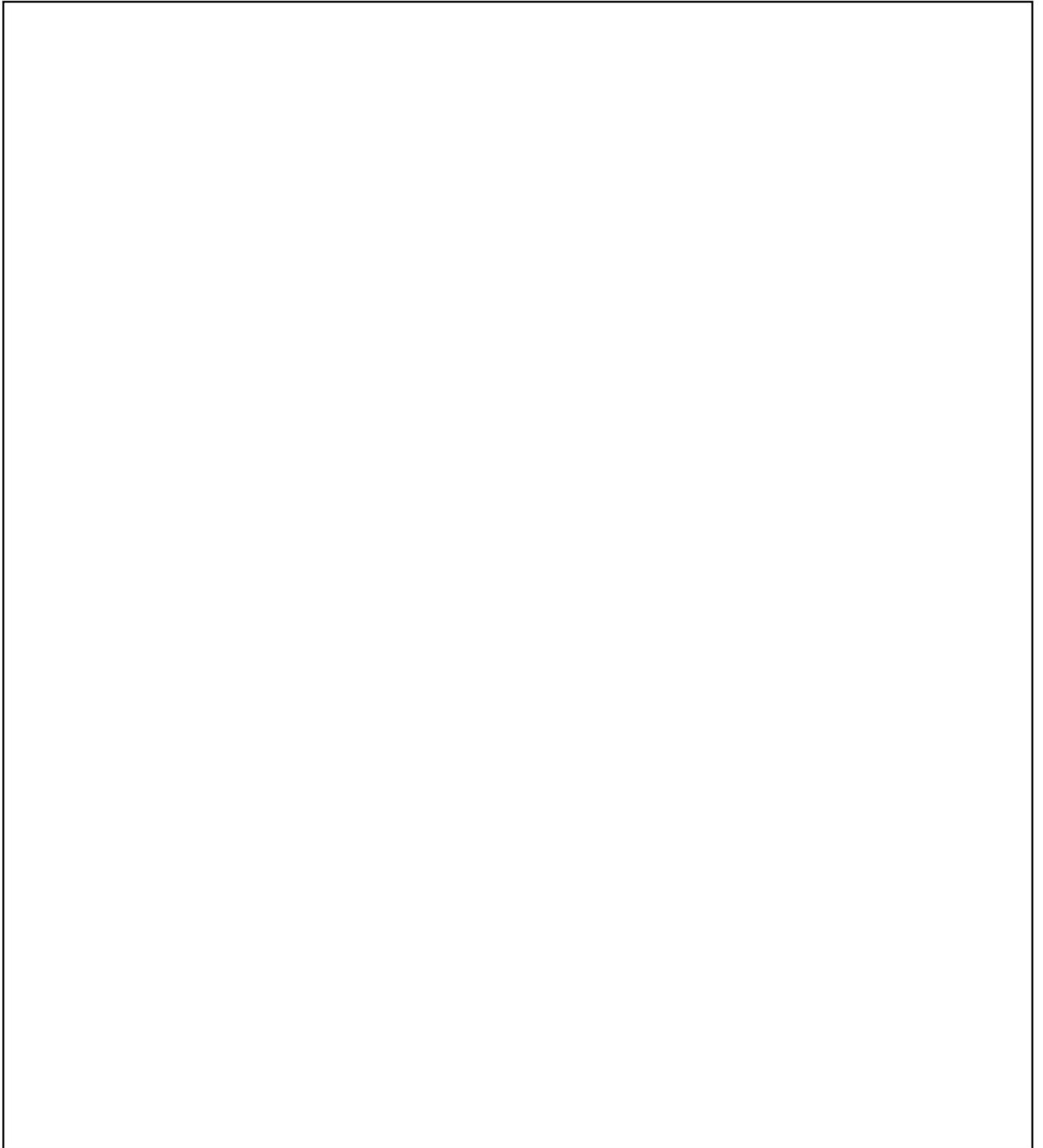
## POINTS FOR DISCUSSION

Try and keep the needs balloons simple with the personal needs. You can also make the balloons into scenarios – 'Have a house party' 'Going to a nightclub' 'Going to a music festival' etc.

## TOP TIP

This exercise will show you what the young people are feeling and what they get up to. This is also a way of developing your own ideas for scenarios for other activities i.e. body bits.

# NOTES



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YouthLink Scotland, Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ  
**T:** 0131 313 2488 | **E:** [info@youthlinkscotland.org](mailto:info@youthlinkscotland.org) | **W:** [www.youthlinkscotland.org](http://www.youthlinkscotland.org)  
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