

# Making Positive Choices:

A book of resources to support or introduce young people to peer education in staying away from gangs and not becoming entrenched in criminal behaviour



Gangs are such bullies and there behaviour is disgusting



**Making Positive Choices**

Published by Upsteps Publishing 2016

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# Foreword

In November 2014, Lancashire Police were awarded Home Office funding to develop a project aimed at preventing children and young people's involvement and exposure to gang related crime.

The project team sought innovative and sustainable Programmes of work to support the project across Central and South Lancashire.

I am thrilled with the positive response by schools to Resource Creatives, they have undoubtedly addressed the issues of gang related activity in a positive way whilst creating an improved understanding of the risks and consequences of being involved in gangs.

I have seen first hand the horrendous upset and tragedy that being a member of a gang brings. We do have a responsibility to do all that we can to prevent this in the future.



**Jill Johnston**  
*Detective Chief Inspector  
Early Action  
South Division*





# Say No to GANGS

Don't be like this guy



Be like him





# Editorial

Thank you for taking the time to look through this book; it has been created to showcase the work children produced during the 'Making Positive Choices' workshops. We hope you like it and that you can use the ideas and exercises provided. At Resource Creatives our ethos is 'Engagement is Key', we use art and performance when delivering workshops to help children and young people engage in understanding difficult issues.

This book contains some of the amazing artwork and poetry created by year 5 and 6 pupils at some of the 27 schools we reached. The workshops embedded restorative approaches and we have incorporated a variety of exercises that will support these practices to enhance and enable positive decision making, and more importantly help to deter young people from joining gangs and involvement in criminal activity.

A big thank you to Lancashire Constabulary and all the schools who invited us in to work with them.

Jane Wignall  
Andy Winters  
February 2016



For further information on this programme please contact Jane Wignall at Resource Creatives: [jane@resourcecreatives.co.uk](mailto:jane@resourcecreatives.co.uk) [www.resourcecreatives.co.uk](http://www.resourcecreatives.co.uk)

For further information on Restorative Practices please contact Andy Winters at Writing Wrongs: [andy@writing-wrongs.org](mailto:andy@writing-wrongs.org) [www.writing-wrongs.org](http://www.writing-wrongs.org)





**G**ames

**A**ttitude!



**N**ames

**G**angsters

**S**top



# Feedback From Teachers and Children

Fun, educational.

It was good, they involved us.

It was good, it has taught me about making bad decisions.

That was really fun' 'I liked the man who took it'.

Fun, busy, Really good session.

Fun, entertaining, well cool.

Excellent, Brilliant, Informative, Interesting.

They enjoyed it and found it informative.

Didn't realise so many people get hurt, upset.

Good, made me think.

At the time they commented how serious it was and really took on board the key messages being put across.

Enjoyed it!

Children remained engaged throughout.

Relevant activities. Training reinforced what we do in school.

Children will think more about 'gangs' and being pressured into doing things they don't want to do. Children were engaged throughout. The children were still discussing the workshop as they left school.

Straight after and in the following weeks, the children talked about it but may need reminding now. It made them think about their future.

A lot of children will comment on their actions out of school and offer to make sensible alternative decisions

Lot's of the children see gangs as glamorous. It was good to see the reality from someone who works with gangs. It has given them food for thought and the early knowledge of what life they will have if they join a gang.

Greater awareness of responsibility. Developed discussion points relating to choices  
Children seeing the police as a positive.

Enjoyed it. Engaging. Thinking carefully before taking decisions. Thinking about consequences

The children really enjoyed the session and understood the key messages.

They have used some of the discussions to rationalise decisions

I felt it really worthwhile from an angle we don't usually take. They were engaged and did talk about it after too

You made the children think about what sort of person they want to be.

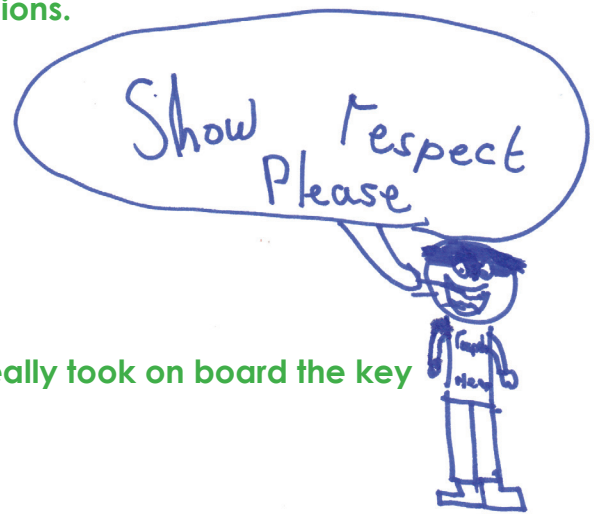
Is there anything else to follow it up?

Effective ways to raise awareness of how children should take greater responsibility for their actions.

Fantastic workshop, thank you

Thank you very much for the workshop and I hope this continues for future years. Keep up the good work!

Thank you very much for coming into school and giving our children some important 'food for thought'.









# Making Positive Decisions Programme

Here is a brief overview of the programme. It can be delivered in one go or split into sessions.

- 1 Introduction:** Explain to the class that they are going to find out about the realities of being in a gang and how joining a gang can have a negative impact on friends and family. Moreover, explain that we are all responsible for our own actions and that we all have our own identity.
- 2 Gangs:** Write the word GANG on the center of the board or flipchart. Then get the class to come up with as many definitions as they can.
- 3 Peer Mentoring:** Worksheets on understanding the role of a peer mentor
- 4 Stereotyping exercise:** This is a great way to get the pupils to think about others as individuals regardless of fashion, ethnicity, faith, class etc.
- 5 Restorative Justice:** Explanation of restorative practices and questions
- 6 Case study:** Use the case study on page 17, or use a local or national news story, or maybe a short DVD clip.
- 7 Storyboard exercise:** Using the case study or other example, draw the story out on a flipchart or board, using matchstick figures. This gets the class to explore thoughts, feelings and actions. See page?
- 8 Ripple effect:** Tell the 'Two Stones' story. Afterwards, using the case study, draw a series of circles on the board (a bit like a target) then get the class to work out who was effected by the negative behaviour. The names of the most effected are written near the centre moving outwards to the least effected. Afterwards ask the class if they have ever done a good turn for anybody. Then illustrate how one good turn ripples out and has a positive effect on others.

Note: Please use some of the magic icebreakers in between sessions. There is also a word search and a poetry dictionary to help pupils write a creative poem. They could also design a poster aimed at young people and the dangers of gangs.





# Gangs

Gangs use weapons such as guns, bats, and knives. They only want girlfriends and no wives. They are mental people who think they're cool, but their actions cause them to be fools. Their guns are their tools and that's how they got kicked out of their school. They live the thug life, going around stabbing people with a knife. They go around all night taking drugs and selling them, thinking their bad sniffing and smoking makes them mad. Stealing beer and drinking wine. Just the stealing crossed the line. The only thing they're scared of is jail. Once they get there all they want is bail. They walk around thinking they own the streets.





# GANGS

Simple life is better.

## Why make positive choices?

Making positive life choices will help young people identify and realise the hopes and dreams they want for themselves.

## What is a gang?

Ask children to come up with ideas of what a gang is and write on the board/flip chart or work in groups using post-its or your preferred method. There are different types of gangs. A gang can just be a group of friends who hang out with each other. They often have similar ages, live in the same area, go to the same school and have common interests. Being part of this type of gang can be fun. There is no pressure to hang out and often friends drift in and out of the gang.

However, there is another type of gang. This type of gang takes part in criminal activity. Often young people will be pressurised into joining a criminal gang. Being in a gang like this is often dangerous. This type of gang has people of many different age groups and younger members are recruited in order to commit crimes. This type of gang sometimes carry weapons and get involved in illegal activities such as drug dealing, violence and theft. Once a person has joined a gang like this then it is difficult to leave it.

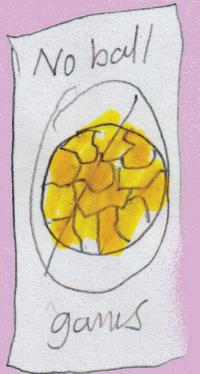
## Why join a gang?

There are many reasons that children may want to be drawn into being part of a gang. This could include: boredom, lack of positive activities, lack of parental attention, looking for excitement, wanting status and power, to stop being bullied, to feel a sense of belonging, identity and protection or wanting money.

## How can a child leave a gang?

Advice from former members of gangs include: Never tell a gang that you want to leave directly, try to start doing other things and keeping away from the gang. Ask for support from other people you trust, family, friends; get them to support you and tell the gang you are not in and eventually they will get the message. Dress the way you choose, don't be dictated to by the gang. Giving children as young as primary age information about gangs is beneficial as early intervention is an effective strategy for preventing children becoming involved in gangs, violence, crime or antisocial behaviour.



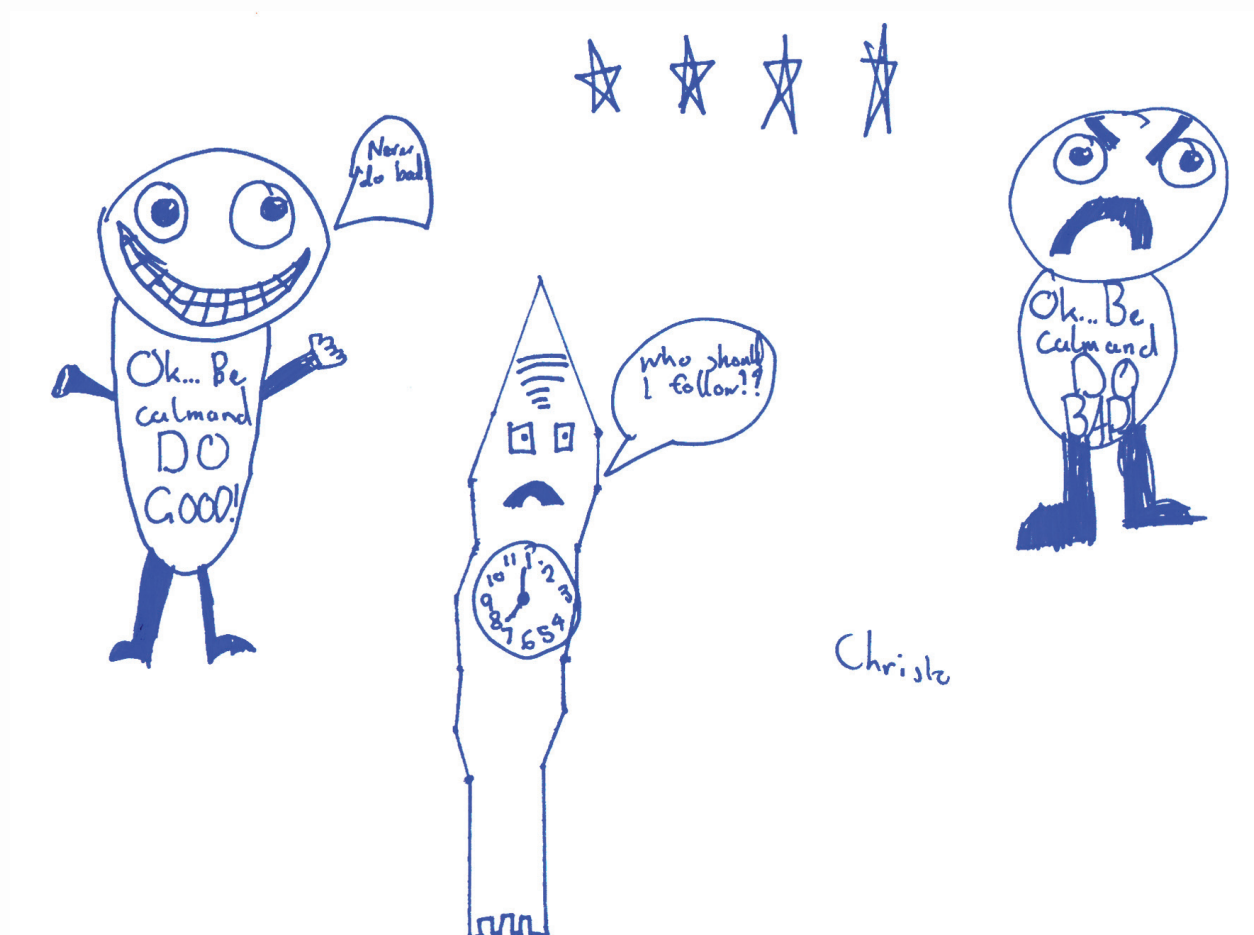


# Understanding the role of a Peer Mentor

Peer mentoring skills include being able to listen and support others and help them to get support if they need it. This could include making sure others are not excluded and can join in, having someone to talk to when they feel sad or are being bullied. Sharing ways to cope.

**Ask children to complete the following either as a group or individually.**

Qualities (others can be added)	Which qualities does a peer mentor have?	Which qualities does a friend have?
Confidentiality		
Respect		
Love		
Empathy		
Opinions		
Support		
Advice		
Trust		
Encouragement		





# Lombrosso

An anti-stereotyping exercise  
Use the head shape  
under the text

## Tell the story...

This can be  
elaborated or used in your own style.

I once studied criminology. Criminology is the science of crime. This means that just by looking at you I can tell if you have committed a crime or whether you might commit a crime in the future.

Go back to the 19th Century to Lombrosso who is regarded as the founding father of Criminology. He set out to prove that violent criminals were born and not made and had certain physical characteristics. Lombrosso went to a prison and lined up hundreds of prisoners and with the help of his assistants he measured noses, lips, eyes, jaws, foreheads, arms, legs etc. He found that there are 27 characteristics shared by criminals and that if you have 7 or these characteristics then it is fair to say that you are a born criminal.

**Now create a born criminal.** Materials: A4 paper and pencils

Draw a head shape like the shape on this page and ask children to draw the same as large as the paper they are using. Then add the following:

**Eyes** – small and beady or big wide eyes

**Eyebrows** – bushy or a mono brow

**Nose** – large and beak like or squashed flat

**Lips** – very thin or very thick

**Teeth** – jaggedy

**Hair** – long and straggly or short stubble

**Facial hair** – stubble, moustache, beard

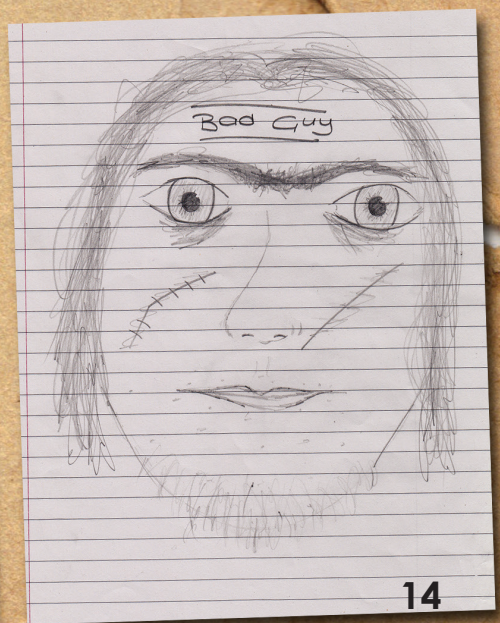
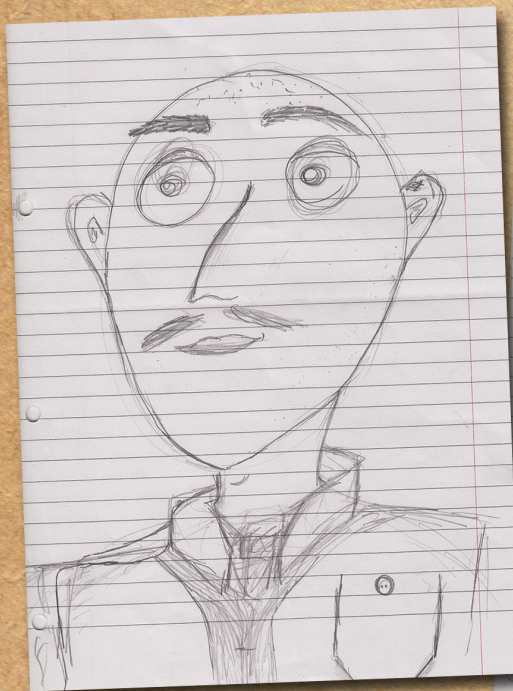
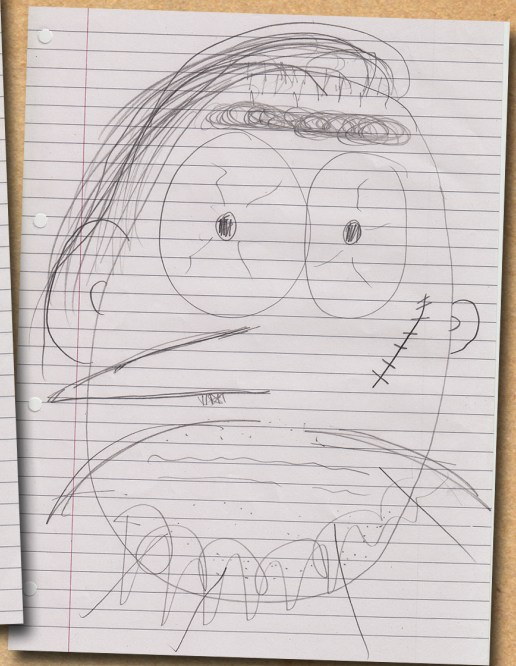
Then you could add tattoos, scars, deep wrinkles.

Now ask the children to show their pictures or display their 'rogues gallery'. Ask if they think their picture looks like a criminal and if they agree with Lombrosso that you can tell a criminal just by looking at them. Then you can tell them that although he was a genius Lombrosso was proved wrong. The prisoners he studied looked the way they did because most of them had been soldiers and were battle scarred. They had prominent features because they were hungry and had diseases caused by poor diet.

So remember, nobody is born to commit a crime.  
It is something you choose to do. Also you  
can't tell a criminal by the way they look.  
Anyone is capable of committing a crime.  
Make the right choice.









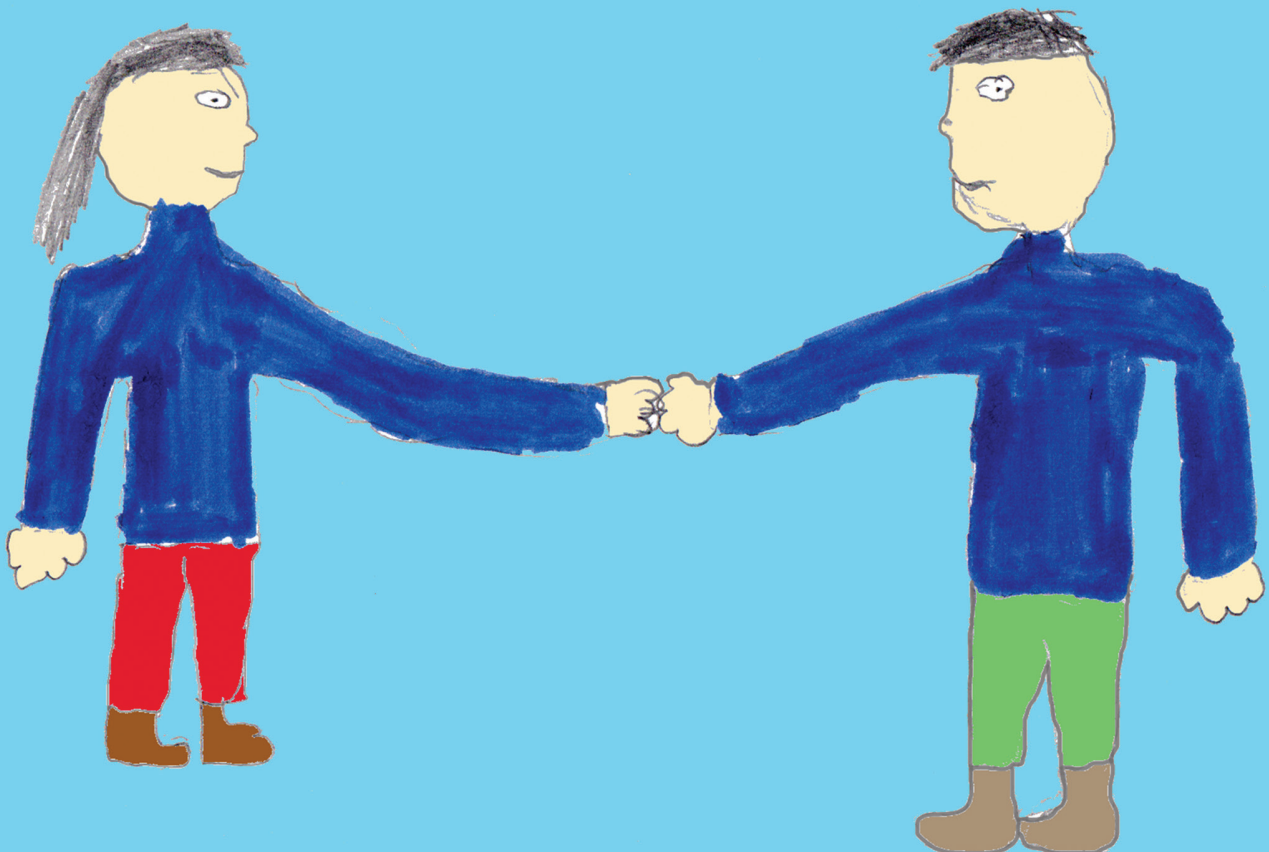
# Explanation of restorative practice

Restorative Practice is a way of communicating that helps everyone involved in an incident feel that they have a voice and can share their version of a story and how they think and feel. It is a way of making things right, supporting positive decision making, learning to make the right choice and the ability to solve problems, build good relationships and learn how to have empathy.

Restorative practice in schools accepts conflict as part of life and sees its potential for learning new skills. It encourages pupils and staff to take responsibility for their feelings and behaviour. It gives people the confidence to handle conflict in positive ways.

We have made restorative approaches central to this programme. We aim to encourage young people to explore their feelings and to take responsibility for their actions. Being part of a gang can give a young person a false sense of security and status. The reality is that joining a gang is often a gateway to criminal behaviour and violence. This programme enables pupils to make positive decisions.

Restorative approaches are based around the 5 key questions on the opposite page.





# RESTORATIVE QUESTIONS

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- What can you do to make things right?



Responsibility

Hello



Essence

Similarities

Peace

Equality

Care

Trust

Thank  
you

Please



Help



# Gangs - A Case Study

This case study links to the storyboarding exercise that follows. Your chosen case study could be a story from a local newspaper, a pertinent storyline from a TV Programme, educational video or you could simply make one up.

The following storyline involves a 9 year old boy called Jimmy who joins a gang of young people, led by a 17 year old boy called Jeff, who are terrorising their neighbourhood.

Each day after school Jimmy walks home alone. On his way he passes a row of shops. A gang of boys and girls hang out outside the newsagents. They are often abusive to passers by and a few of them have been arrested for dealing drugs. One day on his way home one of the gang, a 17 year old called Jeff stops to talk to Jimmy. He asks him what he's been doing at school, which football team he supports and which TV shows he likes. Jimmy stops and talks to the gang every day and as each day passes he stays with them longer and longer. His mum and dad ask him why he is coming home late and he tells them that he is just hanging out with friends at the shops. His mum tells him that he shouldn't be hanging out with older children and says to him that he must come home straight after school.

The next day Jeff stops Jimmy. Jimmy explains that he's got to go straight home because his mum and dad are worried. Jeff laughs and tells him not to take any notice of his mum. Jeff gives Jimmy £10 and tells him that there's a lot more money for him if he hangs out with them. Jimmy gets home late and tells his mum that he stopped off at a friend's house. The next day Jeff gives Jimmy a small package. He tells him to hide it at home overnight and to bring it back the next day.

This goes on for a few weeks. Each day Jimmy stops at the shops and hangs out with the gang. Then Jeff gives him a package to hide at home. Jimmy's mum and dad are getting worried about his change in attitude. Jimmy has become rude and sometimes aggressive at home. Some of the neighbours have seen him messing about with older boys and girls outside the shops and he has started bunking off school. Mum and dad have noticed that Jimmy has cash in his bedroom. When confronted he says that he found it. Mum searches Jimmy's room and finds a small plastic bag full of cannabis; she immediately calls the Police.

When the Police arrive Jimmy admits everything. He breaks down in tears and tells his mum that he was hiding the drugs for the gang. He was scared because once, when he refused, they said that they would hurt him. The police explain to him that what he has done is illegal and dangerous. However, because he is under 10 years of age he cannot be prosecuted as he is below the age of criminal responsibility. This is why older members of gangs use young people. The police officer tells him that if he carries on hanging out with the gang then he could end up going to jail.

Make a list of positive and negative things linked to being in a gang.

Gangs are so horrible



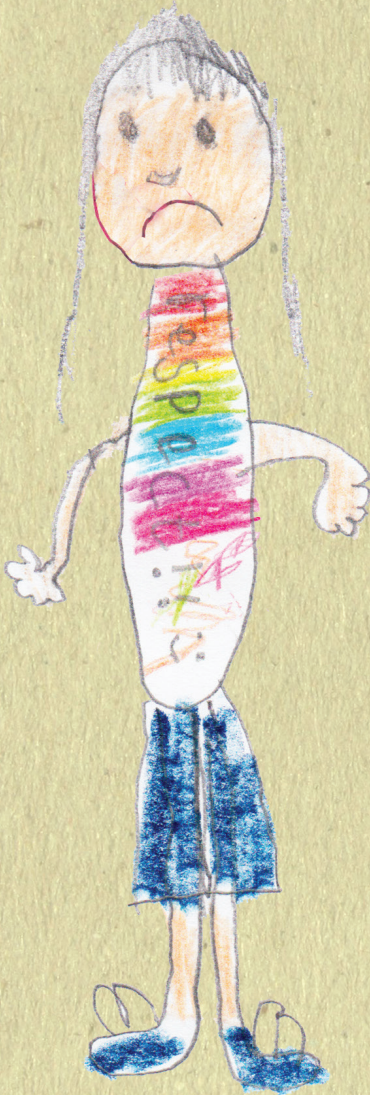


# Storyboarding Explanation

Storyboarding is a powerful way in which to bring a case study to life. It is simple yet very effective. It gives the opportunity to engage young people in the process of storytelling, moreover it enables them to explore thoughts, feelings and actions. You will need a flipchart or whiteboard and a marker pen.

Divide the flipchart into six squares. Begin your storyboard using matchstick men. Draw the storyboard frame by frame getting the class to come up with the thoughts and feelings of each character.

Ask the class what sort of face the characters would have at each frame. For instance, if the characters are happy, then they might have a smiley face. If they are not happy, then they might have a sad face.



## Frame 1:

Jimmy is happy on his way home from school. The gang are pretending to be friendly and offer Jimmy money.

## Frame 2:

Jimmy is now feeling a sense of belonging towards the gang. He feels tough and happy. Jeff is giving Jimmy packs of drugs for safekeeping.

## Frame 3:

Jimmy wants to stop hiding drugs for the gang. However Jeff intimidates and threatens him. Jimmy is scared.

## Frame 4:

Mum finds drugs in Jimmy's bedroom. She is shocked, worried, disappointed and concerned. Jimmy is scared and upset.

## Frame 5:

The police arrive. The police officer has a stern word with Jimmy and points out that it is only his age that prevents her from arresting him. Jimmy is ashamed, scared and sorry.

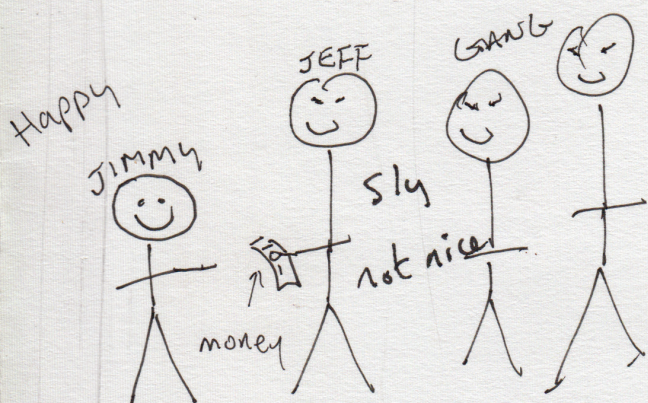
## Frame 6:

Jimmy is no longer involved with the gang. His behaviour and school attendance has improved.

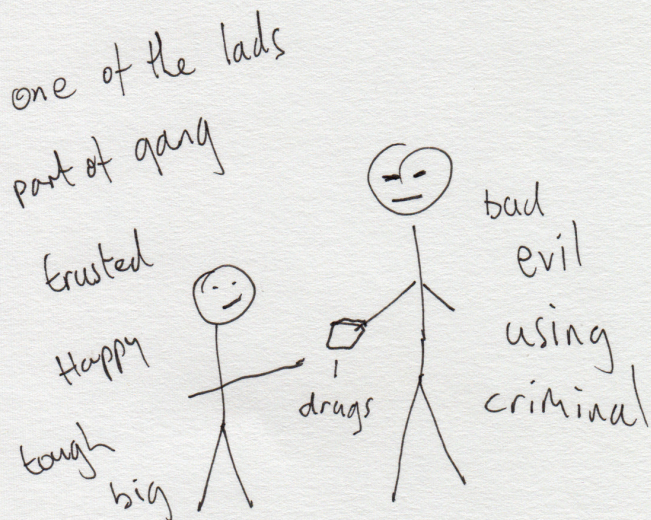


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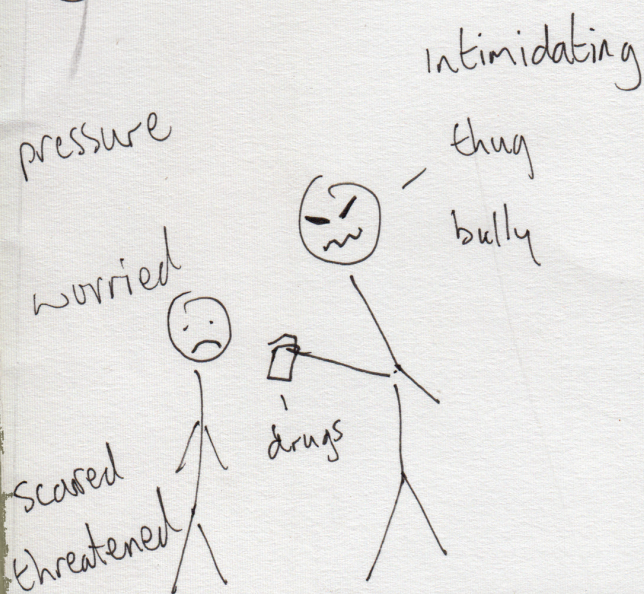
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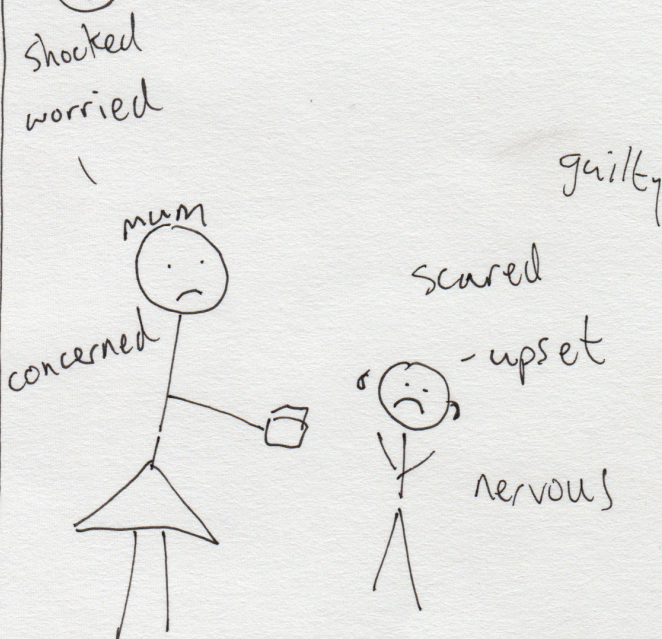
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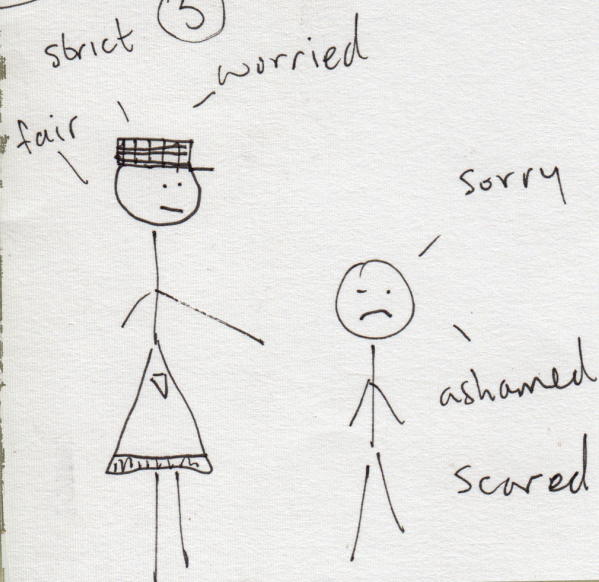
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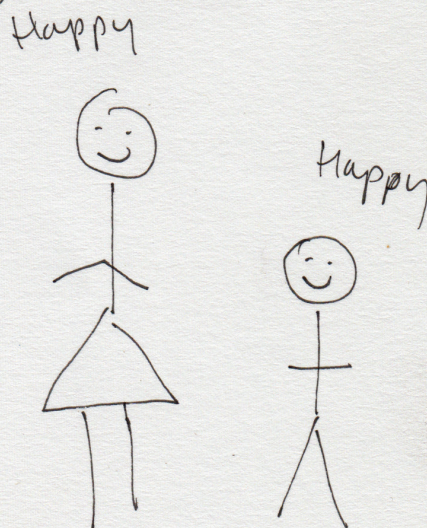
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# Emoticons



Examples of emoticons for  
storyboarding



## Lab Rappers

Gangs, Gangs are bad all day,  
And their life ain't okay.

All gangs all go and steal,  
So trust me this is very real.

Nobody likes the toughest gang,  
Cause their guns always go bang,

Gangs are the opposite of good,  
Cause all them wear a hood.

So I hope you've learnt a lesson today  
And don't join a gang cause your life  
won't be okay

~~guns~~



## Men, Ben and Aron

~~Knives~~

~~Gangs~~





## **A metaphor for work using Restorative Approaches**

By Andy Winters

The two schoolboys put down their pens and looked at each other with a huge sigh of relief and trepidation.

“Very well class” said the Schoolmaster; “that was your final exam, some of you will go to college, some may get apprenticeships, some of you will achieve greatness. As for you two, you never listened and you never followed the rules. It is up to you to make the effort. Good luck in whatever you do”.

On the way out a travelling merchant stopped the two boys at the gates to ask directions to the next village. The two boys pointed the way and in return he presented each of them with a stone. ‘Take this stone and cast it in water, then make a wish. The ripples will represent your journey through life; don’t waste it’.

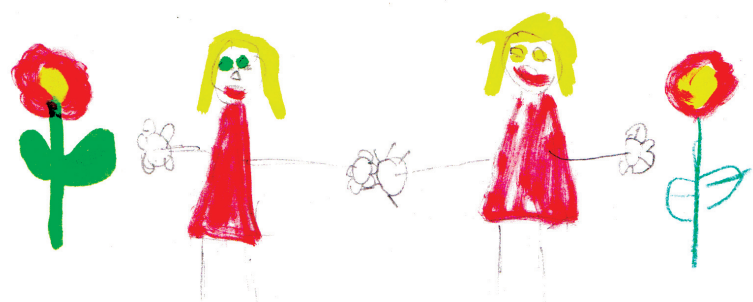
As they made their way home, the first boy took his stone from his pocket.

“A measly old stone, what use is it. The merchant was a wealthy man; he could have at least rewarded us with a coin. Anyhow, why should I make a wish? I’m the brightest student in the school, much brighter than you and besides I already have a job at my fathers inn”. He dropped the stone into a small puddle by the side of the road and carried on walking home.

The second boy kept his stone in his pocket. “I’m not sure what I want to do”, he thought. “My family are poor and cannot help me find a job nor can they afford to send me to college”. He shrugged his shoulders and set off home.

Many years later another merchant stopped at the village for refreshments. He took his golden carriage to the Inn. “Innkeeper “ he said “take my beautiful horses to the Smithy and have them re-shod”. “Yes sir” said the Innkeeper.





On his return the Innkeeper was asked by the merchant to prepare his finest room. The Innkeeper obliged with great fervour. "Is there anything else I can help you with?" asked the Innkeeper. "I would like you to prepare a meal with your finest food", replied the merchant

The Innkeeper watched the merchant tuck into his feast. He couldn't help notice that his clothes were cut from the finest cloth and his shoes were made from the softest leather. He seemed worldly wise as if he might have travelled to every continent on Earth.

"Sir", said the Innkeeper. "You are indeed a splendid fellow. You must have attended the finest schools and universities in the land. Oh, how I envy your riches. I am but a humble Innkeeper, however, I am the most intelligent and successful man from my village. I can honestly say that I did the best that I could and no man from my background could ever hope to be like you."

The merchant carried on eating his food.

"Please pray tell, what is the secret of your success?" asked the Innkeeper

The merchant looked at the Innkeeper and wiped his mouth. He let out a huge belly laugh and put his arms around him. "Don't you remember me? I was the poorest boy in the village. My family had no money and so I set off in search of work. I ploughed fields and learned to love the land. I worked on farms and learned to love animals. I helped to build schools and hospitals and learned the importance of community then I found myself in the boiler room of a great steam ship, which gave me a taste of risk and adventure. The work was hard and there was little time to think, let alone eat. One day I stood on the deck and there in my pocket was the stone given to me by the merchant. I threw it into the ocean and made my wish. Just like the ripples in the ocean my hopes and dreams were carried to the four corners of the earth".



**R**emember.

**E**xcellent.

**S**orry.

**P**eople.



Sorry

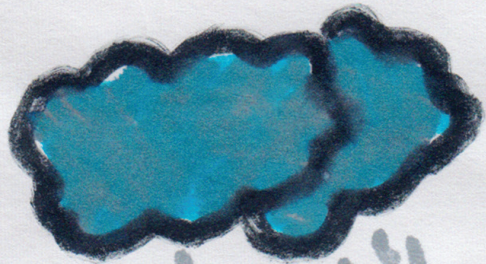


**E**vents.



**K**orurage.

**T**each.



Teuch

peopole



eventory.





# Ripple Effect Explanation

The ripple effect is a great method of illustrating how the actions of a minority can affect a whole community. It shows how every action has a reaction. Either using the case study provided in this booklet or any other pertinent stories from local or national news, once you have storyboarded the case study then you can then use the ripple effect for both victims or perpetrators.

Draw a ripple diagram with a line drawn down the centre and label one side harmed/victim, the other perpetrator/harmer or whichever vocabulary you prefer to use.

Ask the group/young people to think of people who might have been affected by the case study or issue you are discussing.

Place those most harmed close to the centre and less harmed further out.

Use this exercise as a discussion tool to talk about wider implications, how many people have been affected, longer-term effects and how they can make amends.

## Positive Ripples

The Ripple Effect is also a good method of illustrating how good deeds can have positive reactions that can ripple out into the whole community.

*Suggestion:* ask a young person to tell you when they have done a good deed, storyboard this to illustrate how many people have been affected by just one good deed. Films can also be used to great effect to case study good deeds.





# Poetry Dictionary

Alone	phone, cone, tone, atone, bone, lone, own, leprechaun, Joan, known, drone, drawn, grown, groan, throne, thrown, stone, sown, sewn, sown, zone, reborn.
Best	vest, guessed, confessed, pest, rest, messed, test, chest, jest, crest, dressed, west, lest, nest, guest, well dressed, suggest, digest, conquest, arrest, detest, northwest, southwest, impressed.
Brave	save, pave, Dave, cave, shave, stave, rave, bathe, crave, slave, knave, they've, wave, waive, forgave, behave, enslave, deprave, misbehave, aftershave, microwave.
Boy	toy, joy, noise, ploy, Roy, buoy, coy, Troy, choirboy, cowboy, destroy, convoy, corduroy, saveloy.
Bully	sully, woolly, gully, fully, pulley, awfully, fearfully, dreadfully, hopefully, frightfully.
Class	mass, brass, grass, lass, gas, amass, bass, crass, alas, landmass, ass.
Care	share, wear, fair, fare, air, stair, stare, bear, bare, flair, flare, transfer, heir, prayer, dare, they're, hair, where, swear, chair, armchair, highchair, pear, pair, declare, nightmare, despair, sportswear, footwear.
Dad	glad, mad, sad, had, add, cad, grandad, Trinidad, Brad, footpad, nomad, fad, lad, bad.
Fear	dear, mere, clear, steer, freer, skier, reindeer, peer, tear, beer, sphere, career, sheer, shear, veer, we're, adhere, Lancashire, volunteer, atmosphere, veneer, pioneer, appear, disappear, revere, severe.
Friend	trend, tend, mend, lend, bend, send, fend, penned, vend, backend, offend, mispend, extend, Northend, Southend, intend, contend, blend.
Gang	slang, bang, prang, harangue, sang, fang, tang, dang, hang, clang, rang, twang, shebang, overhang, orang-outang, boomerang.
Girl	curl, whirl, swirl, unfurl, pearl, twirl, earl, uncurl, showgirl, cowgirl, papergirl, mother of pearl.
Good	mud, sud, flood, could, should, would, bud, hood, neighbourhood, childhood, withstood, driftwood, Fleetwood, spud.
Happy	clappy, flappy, pappy, nappy, chappie, snappy, scrappy, sappy, unhappy, slaphappy.



<b>Help</b>	yelp, kelp, whelp.
<b>Hurt</b>	curt, blurt, shirt, dirt, skirt, pert, alert, flirt, pert, spurt, alert, concert, squirt, convert, desert, exert.
<b>Kind</b>	mind, blind, find, bind, dined, lined, rind, wind, hind, spellbind, remind, unwind, humankind, signed.
<b>Laugh</b>	bath, wrath, graph, café, naff, staff, giraffe, flagstaff, epitaph, chaff, gaff, riffraff.
<b>Love</b>	glove, above, shove, hand in glove, push and shove, dove, guv, foxglove, turtledove.
<b>Mate</b>	great, late, bait, crate, berate, fate, slate, trait, skate, spate, rate, create, wait, state, date, schoolmate, estate, illustrate.
<b>Miss</b>	kiss, bliss, hiss, sis, dis, Francis, justice, injustice, abyss.
<b>Mum</b>	gum, some, sum, e-by-gum, glum, plum, plumb, thumb, strum, come, hum, dumb, chewing-gum, bum, scum.
<b>Play</b>	tray, spray, pray, prey, affray, stray, way, may, say, grey, clay, stay away, hay, hey, tray, slay, come what may.
<b>Play-ground</b>	found, sound, mound, pound, round, bound, ground, aground, downed, sound, astound, around.
<b>Police</b>	fleece, grease, niece, peace, please, trees, she's, flees, fleas, crease, he's, cease.
<b>Sad</b>	mad, glad, bad, Brad, pad, gad, lad, fad, dad.
<b>Scared</b>	heard, herd, flared, blurred, stared, cared, bared, unheard, referred, word, flared, bird, paired, shared.
<b>School</b>	fool, tool, rule, mule, gruel, cool, duel, spool, cruel, ghoul.
<b>Sir</b>	care, mare, bare, lair, dare, hair, hare, fair, fare, glare, share, flare, flair, pair, pear, blur, scare.
<b>Smile</b>	vile, rile, mile, pile, style, file, trial, bile, tile, while, denial, guile, once in a while, dial, Nile.
<b>Tease</b>	fleas, please, trees, frees, freeze, bees, knees, appease, seas, sees, she's, he's, knees, wheeze, breeze.
<b>Trouble</b>	double, bubble, rubble, stubble, burst your bubble.
<b>Write</b>	flight, fight, plight, blight, white, bite, kite, light, sight, height, tight, might, mite, alight.



# Poetry Examples

Before you write your poem remember to use pace and rhythm. Don't forget to use simile and metaphor. (What do you mean, who are they?) They help you to describe things. For instance a handshake can be soft, hard or clammy. What is it as soft as? As soft as pink candyfloss. What is it as hard as? As hard as a brick wall. What is it as clammy as? How could you describe a football? We know that its round. That doesn't really get the imagination going does it? What is it as round as? It's as round as a big red sunset, sitting on the horizon. How does it move? It falls out of the sky like an eagle ready to pounce.

Try this exercise: What would fear: Feel like, Taste like, Smell like, Sound like, Look like.

## Fear

It feels like an angry wasp on a sunny day.  
It tastes like sour milk  
It smells like rotten eggs  
It sounds like a loud scream in a dark forest  
It looks like a snarling dog.

Use the Rhyming Dictionary to create some brilliant Shape Poems: Use the following shapes: A person; A police officer; A circle; An animal; a building; a tree or anything else you can think of. Write a poem about the shape you have chosen and form it into the shape of the word. For example if you chose a person, either draw a person or cut one out of a magazine or print one out. Draw the outline of the person onto a pad and write in your words. You could type the words to make a shape.

An Acrostic Poem is good fun. It doesn't have to rhyme. Use words that are relevant to the subject. Here is an example of an Acrostic Poem: The letters of a name or place are used to make other words. Here's one for Kindness. It's loads of fun:

**K**eeps smiling  
**I**s helpful to others  
**N**o problem  
**D**oes good  
**N**ever be in a gang  
**E**asy to be helpful  
**S**hows that you care  
**S**unshine

Choose a word from the Rhyming Dictionary. Use these games: On your own: Think of at least 12 rhyming words. In pairs: Each person takes it in turns to write down a rhyming word. Last person to get a word is the winner. Go around the group. Each person has to come up with a rhyming word.

Try this exercise: Think of your hero or role model. It might be a member of your family, a teacher, an actor, a pop star, a sportsperson etc. If the person you have chosen is for instance your mum if she was an animal what would she be? If she was a car? If she was a building? A piece of clothing? A Pop star? A Film Star?



**R**elible always have people's respect and you will be good

**E**xcellent everyone can be excellent

**S**uper everyone can be super and do the right thing

**P**eaceful we need to be good and make peace

**E**veryone everyone can do it.

**C**areful we need to be careful on the streets.

**T**ry your best always do this and you can achieve what you want!





# Love Life

Letting people controll you is not good

Only bad will hurt you

Videnee is a horrible thing dont do it

Everyone deserves a good life

Live your life good and get in gangs

Ignore gangs

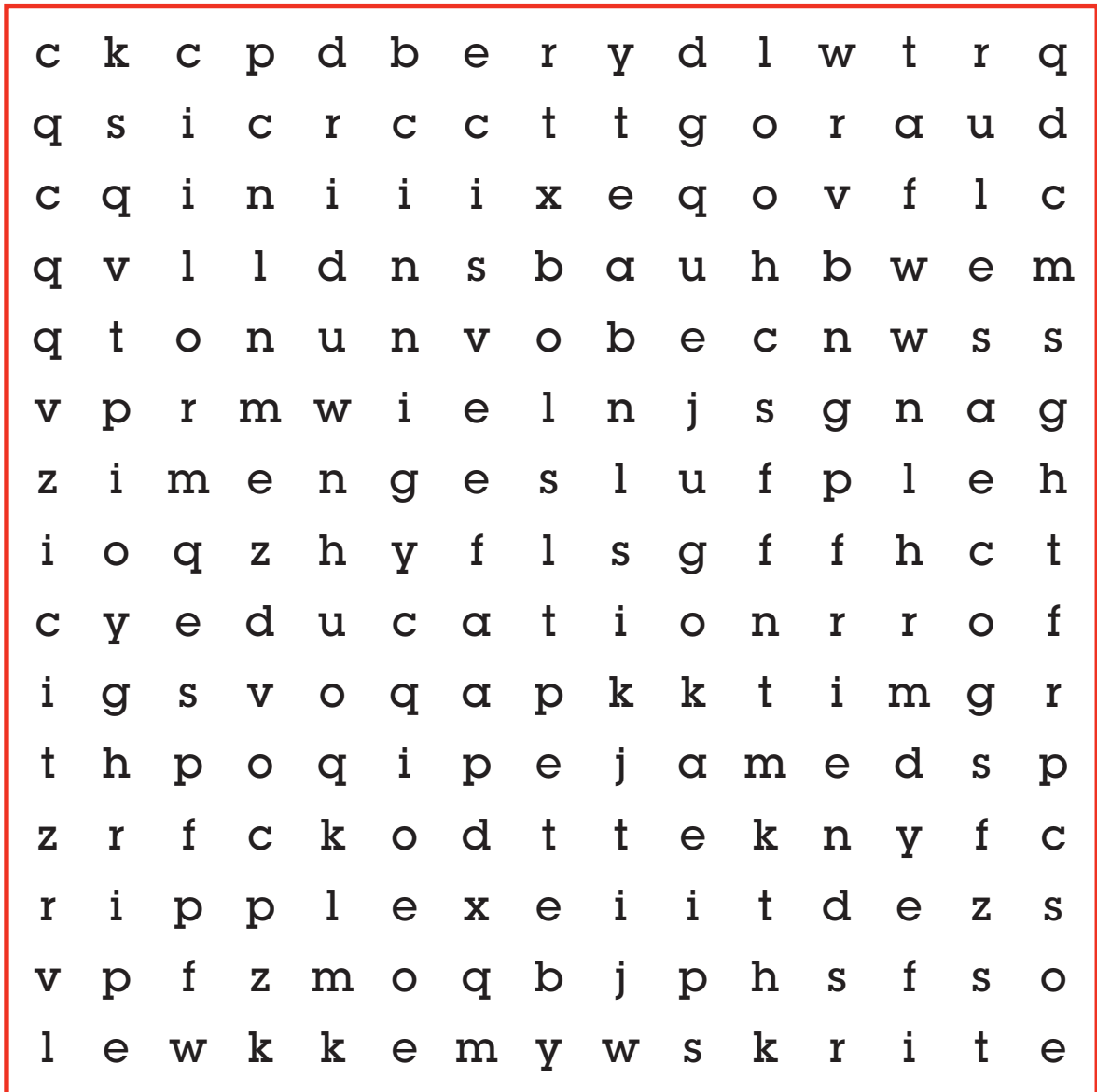
Friendship is important

Everyday is worth it but being in gangs is not worth it.



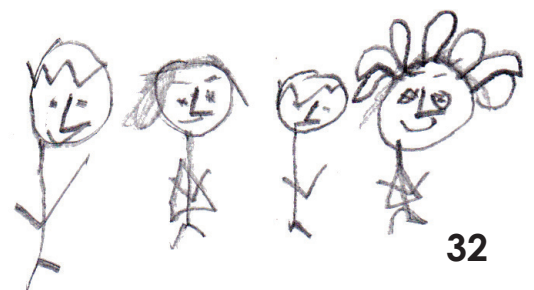
# Wordsearch

Gangs are evil!!



community  
crime  
education  
friends  
gang  
teacher  
trouble  
helpful

kindness  
law  
police  
prison  
ripple  
rules  
school





Graffiti 

Anti-Bullying

Nasty

Go away



Say NO!



## Positive decision making 1-2-3



During talking to young people about their behavior ask them to reflect on their decision making; ask them to think: **1 - 2 - 3**

1. At the time of the offence what did I gain or hope to gain?
  2. Two weeks after the offence what had happened?
  3. In three years time what do I want to be doing with my life?  
If I re-offend, how will this affect me and others?
- The next time a young person considers any wrongdoing they can think: **1 - 2 - 3**



# Magic Engagers

## Family Prediction

This can be done on paper or in your head. • Ask somebody to think of how many brothers they have • Double it • Add three • Times by five • Add the number of sisters they have to the result of the previous questions • Multiply by 10 • Add the number of living grandparents • Subtract 150 • Ask them to tell you the answer

If the steps have been followed correctly, the first digit of the result will be the number of brothers they have, the second digit the number of sisters they have and the last digit the number of living grandparents.

## The 1089 Prediction

Ask a member of the group for a three figure number, for example, 124, 679, 543, etc.

Once you have the number, reverse it: Example: 152 reversed is 251

Take away the smallest from the largest: Example:  $251 - 152 = 099$

Once you have your answer, which in this case is 099, reverse the numbers again, so you now have 990

This time add them together Example:  $099 + 990 = 1089$

If you follow this process the answer will always be 1089

However there are a couple rules: Don't use noughts and don't duplicate numbers eg. 112, 454, 677, etc.



# A Grey Elephant from Denmark

Your prediction is that most people will come up with a grey elephant from Denmark.

Method - First ask everybody to:

Think of a number between 1 and 9, Multiply it by 9

All of the group are asked to think of a letter of the alphabet, a country, an animal and a colour.

Add the two digits together, for example, if they thought of 3 then multiplied by 9 they will have 27. 2 plus 7 is 9

Then ask them to subtract 5 from their answer. The answer will always be 4

Ask them to correlate their number with a letter of the alphabet, for example, 1 is A, 2 is B, so 4 will be D

Ask them to think of a Country beginning with the letter D; most will say Denmark  
Then for the second letter of the country, ask them to think of an animal that they might find in a zoo. It's nearly always an elephant

Finally ask what colour their animal usually is After you have done the above, ask the group if anybody has written a Grey Elephant from Denmark!







# We would like to thank the following schools for taking part:

It is always a pleasure and a privilege to go into Primary Schools and work with enthusiastic staff, thank you to you and all 1350 year 5 and 6 children who have taken part in this project, we hope you like your book.

- |                           |                                |
|---------------------------|--------------------------------|
| 1. St Stephens            | 15. Queens Drive Primary       |
| 2. English Martyrs        | 16. Pool House                 |
| 3. Eldon Street Primary   | 17. St Josephs                 |
| 4. St Theresa's           | 18. St Bernards                |
| 5. St Augustines          | 19. Sacred Heart               |
| 6. Ingol Primary          | 20. Kingsfold                  |
| 7. Fulwood and Cadley     | 21. Sherwood                   |
| 8. Brockholes             | 22. Kennington                 |
| 9. Greenlands             | 23. Holy Family                |
| 10. Lea County Primary    | 24. Penwortham Priory Primary  |
| 11. Ashton Primary        | 25. Cop Lane Primary School    |
| 12. Frenchwood            | 26. Golden Hill Primary School |
| 13. Fishwick Primary      | 27. St Leonards                |
| 14. Grange Primary School |                                |

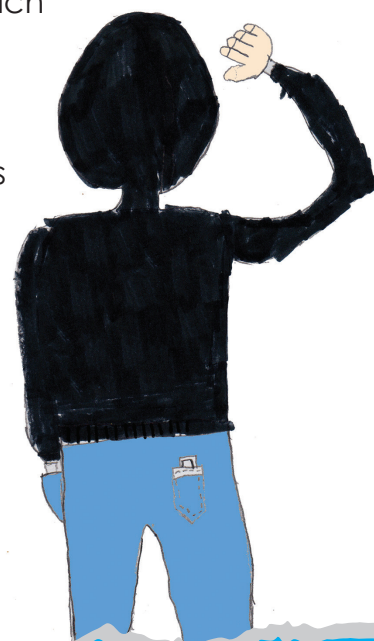
In spring 2015 the Preston Police Early Action Team worked closely with Resource Creatives to deliver interventions to local primary aged children. The aim of the sessions were to educate the children in making good life choices, based on restorative justice principles. The Early Action Team and Resource Creatives visited each school and discussed the initiative which they were able to adapt to the needs of the individual school, so a bespoke package could be delivered.

Resource Creatives then delivered the sessions to over 20 schools, which were very well received. The sessions consisted of group work and breakout sessions, completed in a fun and age appropriate way.

As a result of this work Resource Creatives were able to promote the work of the Police Early Action Teams and with the consent of parents refer children onto them in order to provide on-going support.

The aim of the Police Early Action Team is to prevent young people from entering the criminal justice system by working with the family to meet their needs. Any agency can refer into the teams which cover the whole of Lancashire by ringing 101 and asking for their local Early Action Team.

**PS 2766 Helen Dixon**  
*Early Action Team*  
*Preston*





NEVER talk  
to gangstas alone you  
could be in danger...



**Lancashire  
Constabulary**  
police and communities together



WORKING WITH YOU  
SAFER COMMUNITIES. LESS CRIME.



Home Office

THINK  
EARLY ACTION  
THINK PREVENTION



Resource  
Creatives

ISBN 978-0-9954566-0-0



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