



INTRODUCTION AND CLOSING



WARM-UP GAME



ISSUE-BASED GAME



DISCUSSION



ACTIVITY

ISSUE-BASED GAME

PERCEPTIONS AND STEREOTYPES

POINT OF VIEW CIRCLE

Aim of activity:

To encourage empathy and understanding that events/people/issues can be perceived very differently by different people. The game allows participants to consider others' points of view and to think more philosophically.

Description:

Activity can either be in one large group or smaller groups of at least six people. Ask the group(s) to stand in a circle. One person should stand in the middle of the circle with their hands by their sides; they will need to stand still. Go round the circle and ask every member of the group to tell you how many hands, ears and eyes of the person in the middle they can see. Find two people with different views to repeat how many eyes, ears and hands they see.

De-brief:

As the facilitator of this exercise you need to act as a provocateur. Try to explore the exercise by asking who is right. People will say that everyone is right. Ask them how they know that the person across the circle is correct. They may say that they have seen the person before. Explore how past experience can influence our opinions on things. Ask what people have to do in life if they want to see things from a different perspective. This conversation can be as long or short as you want. The main aim of the exercise is

to highlight how if you want to see the full picture you must see things from many points of view.

Variation:

If the conversation is going well, you wish to take this exercise further and replace the person with a particular issue such as animal testing, climate change, voting in elections etc. Now ask the group what different arguments for or against the issue people might hold. It is important to avoid asking what their own opinions are but to keep things philosophical. When each person has identified an argument relating to the issue ask them to write it down on a piece of paper and put it in front of them. Ask people to swap round to different places in the circle, and make the case for the other side of the argument.

Helpful hints:

As the facilitator of this exercise you need to act as a provocateur to encourage people to participate and elicit different points of view, highlighting how people can see things differently.

Time:

10 minutes

variation: 15 minutes



ISSUE-BASED GAME

TRUST

TRUST CIRCLE

Aim of activity:

To explore the nature of trust and begin to develop trust between participants, through a fun physical game.

Description:

Divide participants into groups of 4-6 people. Invite the groups to stand in circles. One person stands in the middle of each circle and closes their eyes. With their eyes closed, gently turn them around, point them in the direction of someone on the edge of the circle then give them a gentle tap on their shoulder to send them on their way. The people on the edge of the circle must keep the person in the middle safe. If they are walking towards them they must stop them by gently resting both hands on their shoulders then turn them, point them in the direction of someone else and send them on their way with a gentle tap on the shoulder. Allow the exercise to run for one minute then stop and invite someone else to have a go at being the person in the middle.

De-brief:

Bring everyone back into the large circle and ask just one or two people to share the experience of being the person with the eyes closed trusting the group or part of the group with responsibility for the person with their eyes closed.

Helpful hints:

As with all exercises that involve closing eyes, do not use blindfolds. The person with their eyes closed must feel they are in control of when they open and close their eyes. The exercise should build trust not fear and anxiety.

Time:

Discussion: 10minutes
Group debrief: 5 minutes



ISSUE-BASED GAME

PERCEPTIONS AND STEREOTYPES

STRANGER

Aim of activity:

To explore dramatically feelings of unease, unfamiliarity and anxiety at the meeting of a stranger. Discussion should draw out similarities with some of the feelings that are experiences when young people and police meet on the street.

Description:

The facilitator(s) asks all the participants to walk around in the room silently and begin moving around each other, without speaking, touching or any eye contact. The facilitator(s) then gives the participants the following instructions:

- Move around each other fast without making eye contact with anyone you pass.
- Do the same again, but this time make eye contact with everyone you come into contact with.
- Do the same again, but this time every time you make eye contact pause for two seconds.
- Do the same again, but this time as you make eye contact, you approach the person as if you are going to speak to them, but realise they are not who you thought they were and move on.
- Do the same again, but this time smile and shake hands with everyone you come into contact with.

De-brief:

At the end of the exercise ask people to share the experience and feeling generated by each of the types of contact. Discussion should draw out similarities with some of the feelings that are experiences when young people and police meet on the street.

Time:

Discussion: 10 minutes
Group debrief: 5 minutes



ISSUE-BASED GAME

PERCEPTIONS AND STEREOTYPES

FOUR FACES

Aim of activity:

To explore physical perceptions through a fun, physical game.

Description:

The walls in the room are each given a theme, with directions on how to position your body in front of each wall. The participants are asked to run to each wall alternately and assume the characteristics of the wall that they are occupying:

- Wall 1: (high posture) aspiration in mind.
- Wall 2: (low posture) fear in mind, trying to hide.
- Wall 3: (medium posture) escape in mind.
- Wall 4: reluctant partnerships, distrust.

De-brief:

At the end of the game, ask a couple of people to reflect on the physical postures that people made and how different types of mind sets can be expressed through physical posture.

Time:

Discussion: 5 minutes

Group debrief: 5 minutes



ISSUE-BASED GAME

TRUST

TWO BODIES, ONE MIND

Aim of activity:

To allow participants to get to know and trust each other through a physical game.

Description:

In pairs, work out a way to travel across the room together, whilst remaining in constant physical contact, ensuring the pairs hands, feet, backs are touching at all times. Participants must also have a minimum of four body parts touching the ground.

De-brief:

At the end of the exercise ask a couple of people to share the way of moving that they have developed.

Time:

Discussion: 10 minutes

Group debrief: 5 minutes



ISSUE-BASED GAME

INTERACTION

STRANGER IN YOUR HOUSE

Aim of activity:

To explore dramatically negative and frustrating interactions.

Description:

The facilitator(s) divides the group into pairs. The facilitator(s) then 'label' each pair A and B, setting up the following scenario:

A gets home and finds B there, but A has no idea why B is there or how they got in.

A interrogates B. B can only respond with evasive body language and by saying the word "No".

The exercise is repeated but this time using positive open body language and the word "Yes".

A and B switch roles after 3 minutes.

De-brief:

At the end of the exercise ask people to share the experience and feeling generated by each of the types of contact. Discussion should draw out similarities with some of the feelings that are experienced when young people and police meet on the street.

Time:

Discussion: 10 minutes

Group debrief: 5 minutes



ISSUE-BASED GAME

SHARED EXPERIENCE

EXPERIENCES OF YOUTH

Aim of activity:

To encourage empathy and allow participants to acknowledge their similarities through improvising shared experiences of youth.

Description:

- In small groups of 4-6, everyone is asked to reflect back on when they were teenagers (the young people in the group are asked to reflect on their current experiences). Participants should think about friends, places they hung out, what they liked to do, music, food, media etc. Each group is then asked to create a frozen image/photograph, depicting them interacting with their peers/friends as teenagers. The facilitator(s) then ask each group to bring their image to life and show to the wider group.
- Improvisation 2
The group is split into police and young people. The police group is asked to create an improvisation, based on their perception of young people. The young people's group is asked to create an improvisation, based on their perceptions of the police. The improvisations are shown to the whole group.

De-brief:

At the end of the exercise ask people to share the experience and feeling generated by each of the improvisations. Discussion should first draw out similarities between all people's experiences of being young. Next reflect on the police's and young people's perceptions of the other group. Are the police right about how they view young people today? Are young people right about how they view the police? How do the perceptions expressed make people feel? Should and how can these perceptions be changed?

Time:

Improvisations: 20 minutes

Debrief: 10 minutes



ISSUE-BASED GAME

PEER PRESSURE

BELONGING TO THE GROUP

Aim of activity:

To explore through improvisation the difficult nature of belonging/not-belonging to any group and to allow participants to acknowledge similar experiences despite differences in age and occupation.

Description:

In small groups of 6 (mixed police officers and young people), improvise the following scenarios:

- Some police officers are in the police barracks, getting ready (putting on uniform equipment, etc.), when they begin to have a discussion about their work and some of the types of people they target for stop and search. Some of the views aired are inappropriate and begin to make some officers feel uncomfortable....how do they react?
- A group of young people are getting ready to go out, everything is lively and fun, but then a few young people begin to talk about some of the more aggressive and dangerous things that they'd like to do, but not everyone shares their feelings.... how do they react?

De-brief:

Bring the groups back together ask people to share the experience and feeling generated by each of the improvisations. Discussion should first draw out similarities with some of the feelings and experiences in the totally

different scenarios. Discussion points should include: If faced with this situation, how would you handle it? How much power/control would you really have? What structures are in place to protect you? How would 'peer pressure' impact on your ability, to make the right choice in that situation? And what is the right choice?

Handy hints

The workshop should be facilitated carefully understanding that for both groups it is difficult to acknowledge that friends or colleagues sometimes do the wrong thing and how hard it is to resist peer pressure.

Time:

Improvisations: 15 minutes

Debrief: 15 minutes



ISSUE-BASED GAME

SHARED EXPERIENCE

WHAT WE HAVE IN COMMON?

Aim of activity:

To allow participants to get to know each other and identify things they have in common in a fun and physical way.

Description:

Divide the group into pairs and ask them to identify ten things they have in common without speaking. Make sure the groups are mixed. E.g. both participants might like golf or dancing and have to mime out the activity until they find ten they both have in common. Get participants to raise their hands and turn it into a race to see who can identify their commonalities the quickest.

De-brief:

Ask the quickest and slowest pairs to demonstrate the ten things they have in common and get the wider group to guess what these are. Ask the group to reflect on how easy it was to find things they have in common.

Time:

15 minutes



ISSUE-BASED GAME

PERCEPTIONS AND STEREOTYPES

FROZEN IMAGES

Aim of activity:

To explore how different groups can perceive and understand concepts and activities differently. The game also graphically represents potential differences between young people and the police and how they can be changed through changing body language.

Description:

- Divide the participants into small groups of 4-6 (mixed police officers and young people). The facilitator(s) should call out different situations and ask the groups to create a tableau (frozen image) representing the situations, E.g. a day at the beach, a football match, a house search, an arrest, a body-search, losing a game, a fight, a burglary, a party, etc.
- Divide the participants into new groups, this time they should be police or young people only in each group. This time the facilitator(s) should call out more abstract concepts and ask the groups to create a tableau (frozen image) representing the concept, E.g. power, oppression, insecurity, enemies. After each tableau, the facilitator(s) should note the similarities or differences between the different groups' representations of the concepts. Do groups interpret the concepts in the same or different ways? How do they choose to display them? Facilitator(s) should then ask each group to reverse the concept and show positive images e.g. freedom, safety, friendship, democracy.

De-brief:

Ask the group to reflect on the experience of making tableaux. Discussion should note the similarities and differences and reflect on the importance of physical posture and body language in conveying ideas. Discuss how easy it was to change to concepts to positive ones by changing the body language and how this lesson might be taken into everyday life.

Time:

20 minutes



ISSUE-BASED GAME

INTERACTION

WORKER AND HELPER

Aim of activity:

To explore dramatic power imbalances.

Description:

The facilitator(s) divides the group into pairs ensuring good mix of young people and police officers working together. The facilitator(s) then label each pair “worker” and “helper.” The workers in the group stand on one side of the room and the helpers on the others. The workers should then give their helpers assignments without speaking, so through physical gestures, such as move closer, pause, run, walk backwards, dance etc. The worker should stand at a fixed point and only the helper moves around the room doing the worker’s bidding. The helper should follow the workers instructions but can refuse, if uncomfortable. Roles should be reversed so that both people can experience being worker and helper.

De-brief:

At the end of the exercise ask people to share the experience and feeling generated by each role. Discussion should draw out similarities with some of the feelings that are experienced when young people and police meet on the street and there is a power imbalance. Participants should reflect on how it felt to be the worker or the helper. How was power in the form of instructions communicated by the workers? How did this make the helpers feel?

Time:

15 minutes



ISSUE-BASED GAME

INTERACTION

BODY LANGUAGE

Aim of activity:

To explore physically the impact that body language can have on interactions.

Description:

The facilitator(s) divides participants into groups of around 8 people. Each group forms a circle at arm's length from each other. One participant stands in the middle of the circle to "experience" the groups' body language. The participants strike the following four positions, holding each for about 30 seconds based on the facilitator(s) instructions.

- First position: holding hands, warm, friendly posture.
- Second position: protective posture, the participants walk towards the middle person and join hands with their arms stretched above the head of this person creating a "roof".
- Third position: dismissive, the participants turn around and walk away from the middle so that the circle gets bigger, people stand with their backs to the person.
- Fourth position: aggressive, angry posture, the participants face the person in the middle looking aggressively at them.

After all the positions have been made, someone else from the circle can have a turn at being in the middle. Next try varying the positions, ask the groups to perform the positions in the role of "police officers" and "young people" e.g. how do you think police officers would show they are being dismissive through their body language or how would young people position themselves to show anger and aggression when in a group.

De-brief:

At the end of the exercise ask people to share the experience and feeling generated by being part of the group or being in the middle. Discussion should draw out how important body language is at communicating feelings and perceptions. How does it feel when a group of people are making these positions? Draw out similarities between interactions on the street when both young people or the police might be on their own or in groups.

Time:

15 minutes



ISSUE-BASED GAME

TRUST

LEADING AND FOLLOWING

Aim of activity:

To encourage participants to work together and to begin developing trust between participants.

Description:

The facilitator(s) divides the group into pairs ensuring a good mix of young people and police officers working together. The facilitator(s) then label each pair A and B.

A is the “leader” and B is the “follower.” A directs B around the room. They do this by putting their hand on B’s shoulder and pressing when they want B to move and reducing the pressure when they want B to stop. When B must make a turn, A must indicate this by moving their hand in the direction they would like B to go. A is responsible for the safety of B and must ensure that they do not bump into other people or obstacles. Once both participants are comfortable with their roles, B should close their eyes and allow A to direct them around the room on touch alone. The “blind” person can stand still or open their eyes at any point when they feel unsafe. Next the roles are reversed, so that both people can experience leading and following.

De-brief:

At the end of the exercise ask people to share the experience and feelings generated by each role. Discussion should draw out how people felt about leading or following and what actions made them feel safe or unsafe: Which was the easier or harder role? Did they feel safe as the follower? Was it hard to be the leader? What type of non-verbal communication was easiest to follow?

Time:

15 minutes

Discussion: 10minutes

Group debrief: 5 minutes



ISSUE-BASED GAME

SHARED EXPERIENCE

THE CULTURE GAME

Aim of activity:

To allow participants to get to know each other and learn more about each other's cultures.

Description:

You will need to create culture cards in the five categories, each containing a different question. Divide the participants into groups of 6, ensuring a mixture of police and young people in each group. Groups should sit in small circles, taking turns to throw the dice and answer the question on the corresponding category and card. If someone throws a six (6) they can choose which category to answer a question from.

There are five different categories of cards: food and celebrations (dice 1), Religion (dice 2), Stories (dice 3), Living environment (dice 4), Family (dice 5). Ideas for questions under the different categories include:

Food & celebrations

- What does a typical dinner look like in your home? And a breakfast?
- What kind of food is usually served at parties?
- Who prepares food? Does this differ at different times or for different events?
- What role does eating (and/or drinking) play within your family?
- What dishes do you know which are only available in your culture?
- Which are important celebrations in your family?
- Which are important celebrations in your culture?
- How do you celebrate a birthday?
- How do you celebrate a wedding?

Religion

- What does 'religion' mean to you?
- What part does faith (e.g. religious belief) play in your everyday life?
- What do you know about other religious beliefs?
- Describe a celebration which is related to your religion?
- What norms/rules are created by your religion?
- Which prejudices do you know exist about your religion or culture?

Stories

- Which stories have played a part in your childhood/upbringing (could also be historical stories)?
- Which folk stories do you know?
- What are typical figures from stories that you know? Such as the clever fox or Donald Duck?
- Which family stories are important?
- What do you think people will tell about you later?

(And what are you doing now to shape the story which will be told about you...)

- About which historical event have you been told stories (by parents or relatives or neighbours, etc.)?
- Which event, that has happened in your life, do you reckon will later be written in history books?

Living Environment

- Where did you grow up? (in the city or in the countryside? Could you describe it for us?)
- Where did your parents grow up?
- What was your favourite thing to do when you were about ten years old?
- What are your hobbies?
- What could you do in and around your neighbourhood in your spare time when you were growing up?
- Which place would you want to live in if you could pick any place on earth? Why?
- Where in your neighbourhood would you take a visitor? Why?

Family

- Who is in your family?
- What family member are you proud of and why?
- What's your favourite family tradition?
- What makes your family special?
- What does your ideal family look like?

Time:

40 minutes

Resources:

Dice and coloured cards to make the culture cards



WARM-UP GAME

PRISONER

Aim of activity:

To get participants moving, energised and to practice and learn names.

Description:

Everyone is asked to sit in a circle. An odd number of participants are needed – facilitator(s) can always join in. Ask participants to get into pairs, one person sitting on a chair and their partner standing behind them. One person will be left standing behind an empty chair. Discard all other chairs not being used. Those sitting down are the “prisoners”, those standing behind them are the “guards”. Any guard with an empty prison, i.e. no prisoner sitting in front of them, must try to fill it by calling the name of one of the prisoners seated. That prisoner then tries to escape to the new prison by making a mad dash for the empty chair in front of the guard who has just called his or her name. The guard standing behind the prisoner trying to escape must try and stop this by tapping the prisoner lightly on the shoulder or back. If the guard manages to tap his or her prisoner before he/she escapes, then the prisoner remains, if, however, the guard misses, then the prisoner is free to go to the new prison. There will now be a new guard with an empty prison and he or she must call out the name of a prisoner sitting down - it can be the same one but, preferably, someone new - to try and fill the empty prison in front of them. Guards must stand at all times a little way behind their prisons, with their hands behind their

backs. Prisoners must sit firmly on their chairs and not perch on the edge! The game should continue until it builds up a bit of speed and everyone has had a ‘turn’ and then swap the participants over, to give new guards and prisoners a go.

Helpful hints:

Please watch out for anyone not being chosen and don't let the game run for too long or they'll get bored.

Time:

15 minutes

Resources:

Chairs



WARM-UP GAME

NAME GAMES

Aim of activity:

To break the ice and to allow people to get to know each other, learn or be reminded of each other's names and reasons for participating in the project in a relaxed way.

Description:

1. Name and what you hope to get out of the workshop.

Everyone is asked to sit in a circle and asked to introduce themselves, their reasons for participating and what they hope to gain from the workshop.

2. Variation: Name and one word to describe your day/feelings.

Everyone is asked to sit in a circle and asked to introduce themselves, their reasons for participating and give one word to describe their day so far or how they are feeling, E.g. happy, interesting, apprehensive, energised etc. Return in the closing session to this activity asking people to describe their day or how they are

feeling now and reflect what about the workshop has changed those feelings.

3. Variation: Word, sound and action

Everyone is asked to stand in a circle and asked to introduce themselves, their reasons for participating and share one word, one sound and one action that introduces who they are e.g. "My name is Joe, my word is enthusiastic as that is how I am feeling today, my sound is boom and my action is dance move as I like to dance." Once you have been round the circle once, you go round again asking people to just say/do their word, sound and movement. Increase the speed as you go round the circle to increase the energy.

4. Variation: Favourite holiday destination

Everyone is asked to move around the space, shake hands with people they bump into. Every time they meet someone new they should share their name, favourite holiday destination and what they like about that place/country.

5. Variation: Native American name game

Everyone is asked to stand in a circle and asked to introduce themselves by creating a positive name for themselves, based on:

- Something visual about them
- Something they are known for
- What their friends or family think about them

For example "brown eyes dreaming."

Having done this, go round the circle asking each person to share their name and what it means. Then one person starts by calling out someone's name and that person in turn has to call out someone else's name, for example: "brown eyes dreaming to red hair smiling", this goes on

until everyone has had a go or before the energy goes.

6. Variation: Catch my name

Participants should sit or stand in a circle. A beanbag or small, soft ball is given to one of the participants. Ask them to throw it to someone else in the group, calling out the name of the person they are throwing to. Ask that person to throw to someone else. Allow this throwing and catching process to continue until it is achieved with some speed. Follow-up: Introduce another beanbag or ball, so that two are being thrown at the same time. Instruct the thrower to remain silent and tell the catcher to shout out the name of the person who has thrown to them. Instruct the thrower to remain silent and ask everyone to call out the name of the thrower.

7. Variation: Folding chairs

All participants sit on their chairs in a circle, one person stands in the middle. Going round the circle, participants state their name. There is one empty seat in the circle. The person who has an empty seat to his right, slaps the chair and calls the name of someone in the circle. This person must run and sit on the empty chair as quickly as he can. The person in the middle must try to pinch the now vacant seat. The person who sits to the right of newly vacant seat must slap this chair as quickly as they can and state a new name, etc. Game continues until it runs out of energy and/or most people have had their name called.

Time:

5-10 minutes

Resources:

Chairs, bean bags



WARM-UP GAME

GETTING TO KNOW YOU GAMES

Aim of activity:

To break the ice and for people to get to know each other, learn each other's names and reasons for participating in the project in a relaxed way.

Description:

1. Favourite programme or animal

Everyone is asked to pair up with the person next to them. Amongst themselves they should share their name and something they enjoy watching or used to watch on TV every week without fail and describe what they enjoy about the programme, E.g. plot, actors, action, etc.

Variations on this can be sharing their name and the animal you they think they're most like and why? What are the qualities of the animal you most identify with?

Back in the larger circle, each person is asked to introduce their partner and share what they like to watch or their favourite animal.

2. Variation: Two truths and a lie

Everyone is asked to pair up with the person next to them. Amongst themselves they should share their name and three things about themselves. Two of the things should be the truth and one should be a lie. The other person should try and guess which of the three things is not true and why.

E.g. "I'm Anass, I like rap music, I won a poetry competition when I was 12 and I play the guitar."

Back in the larger circle, each person is asked to introduce their partner and share one fact about them. It can be either the truth or the fact that they do not like rap music or play the guitar.

Time:

15 minutes

Resources:

Chairs



WARM-UP GAME

FRUIT BOWL

Aim of activity:

To get participants moving and energised and to develop speaking and listening skills.

Description:

Everyone is asked to sit in a circle. Give each person the name of a fruit in sequence, E.g. apple, pear, banana, apple, pear, banana, and so on until everyone has a fruit name. Nominate one person to stand in the middle of the circle (or ask for a willing volunteer!) and take their chair away - you now have one less chair than there are participants. The person in the middle shouts out the name of one of the fruits allocated and all participants with that fruit name must dash out of their seats and run to another chair. They are NOT allowed to go back to their own chairs, and in large groups they are also not allowed to simply move to the seat next to theirs. As the 'fruits' are changing places, the person in the middle must also try and find a seat. When everyone has dashed to swap seats, there will be one person left in the middle again. He or she calls out the name of a fruit - it can be the same one or a different one - and the whole process begins again. If, however, the person in the middle calls out "FRUIT BOWL!" everyone in the circle must change places and move to a new seat. Two fruits can also be called at once.

Helpful hints:

This is a game which can become very frantic and some young children can get silly with the excitement of it all and begin pushing and shoving their way onto chairs so the facilitator(s) may need to calm participants down.

Time:

10 minutes

Resources:

Chairs



WARM-UP GAME

MILL AND GRAB

Aim of activity:

To divide the group into pairs or smaller groups and to mix people up so they are not always working with the same people.

Description:

Ask the group to walk slowly around the room in different directions. The facilitator(s) calls a number, e.g. five, seven. The participants must run to make circles of five, holding their hands up together. Those left over go on one spot, and can perhaps form another group. The facilitator(s) then waits until all the groups are ready, then calls another number, e.g. two or four. If the facilitator wants groups of seven for the next activity, he/she stops with seven, tells groups to keep in their seven and sit down.

Helpful hints:

Emphasise that groups must be mixed, men, women, police, young people etc.

Time:

5 minutes



WARM-UP GAME

THE RAIN GAME

Aim of activity:

To bring participants back together after activities and raise energy levels.

Description:

Everyone is asked to sit in a circle. The facilitator(s) begins to rub the palms of his/her hands together, making a swishing sound. The participants should join in. Once all the participants are mimicking this action, the facilitator(s) then begins snapping his fingers, in the rhythm of rain falling, with the participants joining in. Next, the facilitator(s) begins slapping his hands on his lap, imitating the sound of louder rain. The “rainstorm” reaches its peak as the facilitator(s) then begins stomping his feet, while the participants follow. Next, the facilitator(s) winds the storm down again, with the participants following his actions: clapping, snapping, palms rubbing, until the storm is over and everything is quiet.

Helpful hints:

This can get noisy!

Time:

5 minutes



WARM-UP GAME

ANYONE WHO?

Aim of activity:

To get participants moving and energised and recognising similarities between participants.

Description:

Everyone is asked to sit in a circle. Nominate one person to stand in the middle of the circle (or ask for a willing volunteer!) and take their chair away - you now have one less chair than there are participants. The person in the centre will say a statement starting with "anyone who..."

For example: They might say, "anyone who is wearing blue," "anyone who likes horses," "anyone who rides a bike" etc.

Everyone in the group who is wearing blue, likes horses or who rides a bike will have to get up and move to another seat and the person in the middle must also try and find a seat. No one is allowed to go back to their original chair, and in large groups they are also not allowed to simply move to the seat next to theirs. When everyone has dashed to swap seats, there will be one person left in the middle again. He or she calls out the next "anyone who..."

Variation:

Next you can challenge participants to choose things that make them unique/which they do not have in common with others. For example, they

might say "anyone who is a twin", "anyone who has been stopped by the police more than 10 times" etc.

The safety in this exercise lies in the participants deciding what their question to the group is. More variations include objectives for the project, family or environment, things you find hard, hopes or dreams.

Time:

10 minutes

Resources:

Chairs



WARM-UP GAME

CREATE A SHAPE

Aim of activity:

To get people working together. This is a very popular drama game and a useful technique which can be developed easily towards improvisation or physical theatre.

Description:

Divide everyone into small groups (4-6). Call out the name of an object and all the groups have to make the shape of that object out of their own bodies, joining together in different ways while the facilitator(s) countdown slowly from ten to zero. Usually every group will find a different way of forming the object. Examples could be: a car, a fried breakfast, a clock, a washing machine, a fire, etc.

Time:

5 minutes



WARM-UP GAME

WINK MURDER

Aim of activity:

To get people working together and practicing their concentration and acting skills! This game can also help to reduce inhibitions.

Description:

Everyone is asked to sit in a circle. Choose a “detective” - he or she leaves the room. Remaining participants shut their eyes and bow their heads - ensure no-one cheats! The facilitator(s) walks around outside of the circle and taps one of the participants on the back - he/she then becomes the “murderer”. The murderer must not be revealed to the other players. He or she must then murder the others in the circle by winking silently at them. Those murdered should die horribly - either by collapsing or by falling off their chairs (as noisily and dramatically as possible!). The detective is reintroduced as soon as the murderer is chosen and, by standing in the centre of the circle, must try to guess who the murderer is. The detective is allowed two or three guesses. Other players must try not to give away who the murderer is. If the detective doesn't guess in the two or three goes, the murderer is then asked to reveal him/herself by standing up. Either way, a new detective and murderer are chosen and the game begins again. Theatrical/acting skills can be introduced by asking participants to think about and portray their methods of death when dying, e.g. strangulation, falling off a cliff, poisoning, etc. Consider choosing two murderers on occasions - to make the game more interesting.

Helpful hints

The facilitator(s) should praise 'good' deaths, watch carefully for cheats, take care not to allow the detective too much time and be fair to all participants when choosing murderers and detectives.

Time:

15 minutes

Resources:

Chairs



WARM-UP GAME

CIRCLE TURN AROUND

Aim of activity:

To encourage team work and negotiation and raise energy levels. This game also allows participants to reflect on the nature of groups.

Description:

Divide participants into two smaller mixed groups. Each group should stand in a circle facing the middle. Bind together the ankles of each person next to each other, so that everyone in the circle is bound together on both sides. Participants are requested to change the circle so it is facing outwards without releasing the strings and without crossing your legs. Both groups start at the same time and it's a competition to see which group can turn the circle the fastest.

Helpful hints

The facilitator(s) should ask the winning team how they were able to turn the circle the fastest, who lead the team and gave instructions, how did the group dynamics work?

Time:

5 minutes

Resources:

String or scarfs



WARM-UP GAME

THE SHAKE

Aim of activity:

To warm-up and energise the group.

Description:

Participants form one large circle and lead by the facilitator(s) do the following (with attitude!):

Shake the left hand 16 times

Shake the right hand 16 times

Shake the left foot 16 times

Shake the right foot 16 times

Shake everything 16 times

Next repeat 8 times, 4 times, twice and once. After the last one, all jump into the air and come down in a karate stance, “HAIIII YAAAAAH”
If so desired, repeat or work back up to 16 times the movement sequence.

Time:

3 minutes



WARM-UP GAME

HOUSE PERSON STORM

Aim of activity:

A fun game to get participants moving and energised.

Description:

Divide the participants into groups of three. Two participants form a house (hands together over their heads), the third person sits inside. One person remains in the middle; they are allowed to give a command: “house,” “person” or “storm”. If the person yells “house” all the participants making up houses must switch places and quickly form a new house over a person. If the person yells “person” all residents must seek a new house and if they yell “storm” everyone must change places.

The person left standing in the middle is allowed to give a new command. At each command, participants must change places.

Time:

10 minutes



WARM-UP GAME

KEEPING THE BALL IN THE AIR

Aim of activity:

To encourage participants to work as a team.

Description:

Everyone stands in a circle. The aim is to keep the ball in the air as long as possible. Each person should hit/tap it upwards towards someone else in the group who will hit it upwards to someone else in the group. You are not allowed to smash the ball or hit the ball twice in succession. Count out loud for each hit.

Variations include having those who miss the ball sit out so that the circle decreases in size till it gets down to one winner. The rest of the group can watch and count the hits. When the group gets really good at the game you might want to introduce two balls at a time.

Helpful hints:

This is a really popular game. If the group is very large, you can create two groups, making sure there is a mixture of young people and police in both groups. Maybe there can be a match now between the two groups to see who keeps the ball up the longest. Remember the keep score and the group can attempt to break the record in subsequent workshops.

Time:

10 minutes

Resources:

Ball made from newspaper wrapped tightly in sellotape



DISCUSSION

SAFETY: SETTING THE GROUND RULES

Aim of activity:

To encourage participants to get to know each other, explore the nature of safety and to set the ground rules for the project.

Description:

The facilitator(s) asks a few questions, which are initially answered individually. Participants can choose to write down the answers or just think about them. The purpose is to create the opportunity for participants to think through their answers before being required to share their thoughts with the group.

Possible questions:

What do you mean by safety?

When do you feel safest?

How safe do you think young people / police feel?

Do you feel part of the community?

Within small groups (4-6 people), participants should discuss the same questions and then go on to discuss what rules are needed to be able to work safely and confidently together on the project. Each group should record these on a flipchart.

De-brief:

Bring everyone back into the large circle and display the flipchart sheets

on the wall ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider conversation and drawing out the similarities and differences in the types of rules participants think are important. Together choose which are the final ground rules for the project, this may include voting if there are disagreements over what the rules should be. These should be recorded on a flipchart that can be displaced and revisited during future workshop sessions.

Helpful hints:

Ground rules can include everything from conduct and behaviour during the session (e.g. participants should be on time, respect each other's opinions, switch off mobile phones etc.) to larger safety and security issues (e.g. anything shared in the project sessions must stay in the project sessions or involvement in 'serious' criminality forfeits membership of the project etc.).

Time:

Discussion: 15 minutes

Group debrief: 15 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

WHAT IS TRUST?

Aim of activity:

To encourage participants to get to know each other and explore the nature of trust.

Description:

Within small groups (4-6 people), participants should discuss the following

- What is trust? And how do you define it?
- How important is it for you to trust people?
- What damages trust?
- Once lost, can trust be regained?
- What needs to be in place, in order for you to trust someone?

De-brief:

Bring everyone back into the large circle and ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider conversation and drawing out the similarities in how people experience trust, how it is lost and gained (note how similar the police's and young people's answers are).

Helpful hints:

It is often useful for the facilitator to share early on during introduction to

the session or in the debrief some of their personal experiences/answers to the questions. This gives people a sense of the level of information sharing and can serve to put people at ease. You may want to record some of the themes discussed on trust on flip charts to come back to at the end of the session.

Time:

Discussion: 15 minutes
Group debrief: 10 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

WHO DO YOU TRUST?

Aim of activity:

To encourage participants to get to know each other and explore the nature of trust.

Description:

Within small groups (4-6 people), participants should discuss the following:

- Who do you spend your time with and consider to be your friends?
- Where are the places you feel most safe?
- Who are the people you trust and feel safe around? Why?
- What relationships do you have with adults, parents, teachers?
- How much trust do you have in these adults?

De-brief:

Bring everyone back into the large circle and ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider conversation and drawing out the similarities in what makes people feel safe and who they trust (note how similar police's and young people's answers are). It is important to highlight the answers the young people share about their trust in adults.

Helpful hints:

It is often useful for the facilitator to share early on during introduction to the session or in the debrief some of their personal experiences/answers to the questions. This gives people a sense of the level of information sharing and can serve to put people at ease. You may want to record some of the themes discussed on trust on flip charts to come back to at the end of the session.

Time:

Discussion: 15 minutes
Group debrief: 10 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

HOW ARE YOU PERCEIVED?

Aim of activity:

To encourage participants to get to know each other and explore the nature of perceptions and stereotypes.

Description:

Within small groups (4-6 people), participants should share the following:

- Use one word to describe how you see yourself, giving reasons for your choice.
- Use one word to describe how you think people actually see you, giving reasons for your choice.
- If there is a difference in how you see yourself and how others see you, share how this makes you feel.
- Use one word to describe how you would like people to see you, giving reasons for your choice.

De-brief:

In wrapping up the discussions, facilitator(s) should reflect on the differences between how people who like to be seen and how they are actually seen and how this can make people feel.

Helpful hints:

It is often useful for the facilitator to share early on during introduction to the session or in the debrief some of their personal experiences and perceptions in answering the questions.

Time:

Discussion: 10 -15 minutes

DISCUSSION

CONFRONTATIONAL SITUATIONS

Aim of activity:

To encourage participants to get to know each other and explore the nature of interaction and conflict.

Description:

Within small groups (4-6 people), participants should discuss the following:

- What are the potential causes of a confrontational situation?
- What steps can be taken, to reduce confrontation?
- What are the potential causes of a confrontational situation between police and young people?
- What steps can be taken, to reduce confrontation? And by who?

De-brief:

Bring everyone back into the large circle and ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider conversation and drawing out/re-emphasizing the causes of conflict and steps that can be taken to reduce it. It is important to highlight the answers that the young people and the police give and solutions they offer. Share these with the wider group and evaluate how effective these might be and what they would take to implement.

Helpful hints:

It is often useful for the facilitator to share early on during introduction to the session or in the debrief some of their personal experiences/answers to the questions. This gives people a sense of the level of information sharing and can serve to put people at ease. You may want to record some of the themes discussed on trust on flip charts to come back to at the end of the session.

Time:

Discussion: 15 minutes
Group debrief: 10 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

PERCEPTIONS OF YOUNG PEOPLE

Aim of activity:

To explore police officers perceptions of young people and highlight similarities in participants' experiences as young people.

Description:

The group should be divided into smaller groups of 4-6, with at least two police officers in each group, depending on numbers of officers in attendance. The young people in the groups are asked to lead the discussion posing the following questions to the police:

- How do you see young people today? How do you think young people are perceived by the police generally...?
- What impact does the job you do have on your opinions of young people and vice versa?
- What was it like to be a young person when you were growing up?
- What kind of things did you do? How did you spend your time?
- Were you rebellious? Did you respect authority?

De-brief:

Bring everyone back into the large circle and ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider conversation and highlighting the similarities between the experiences of the police officers when they were young and the young people today.

Time:

Discussion: 15 minutes
Group debrief: 10 minutes

Resources:

Chairs, flipchart and pens



DISCUSSION

EXPLORING THE NATURE OF FRIENDSHIP, BELONGING AND PEER PRESSURE

Aim of activity:

To explore the nature of friendship, belonging and peer pressure and the impact these can have on perceptions and actions.

Description:

Within small groups (4-6 people), participants should discuss the following:

- How would you define a gang?
- What's the difference between a gang and a group of friends?
- Are the police a gang?
- How important is it to be part of a group?
- How much value do we place on friends' / peers' opinions?
- In what ways do our friends' / peers' opinions influence how we see ourselves, but also our actions?
- How difficult is it to speak out, if you disagree with the group?

De-brief:

Bring everyone back into the large circle and ask people to share the answers that they discussed in the smaller groups and how they felt about the exercise. Emphasis should be placed on drawing everyone into the wider con-

versation and highlighting the pressures of all participants to belong to the "group" and similarities between the perceptions and experiences of the police officers and young people.

Helpful hints:

The facilitator(s) should be conscious that officers may find the focus of the discussion around their perceptions of youth difficult.

Time:

Discussion: 15 minutes
Group debrief: 10 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

PROBLEM SOLVING

Aim of activity:

To explore the nature of problems often faced by young people and encourage empathy and support as participants attempt to solve the problems together.

Description:

Divide the group into three small groups, each group should discuss one of the following problems:

- A young person fits the description of a suspect in a street robbery, but unknown to the police the young person is innocent – what are the potential dangers for conflict and how can they be averted? E.g. Discussing issues around police conduct and young people's behaviour, mannerisms and perspectives.
- A young person is out with friends, who have decided to commit a criminal act, but had no awareness of their decision and has been unwittingly involved, through association or presence – what are the potential critical factors involved? E.g. Discussing issues of loyalty, friendships, allegiance, betrayal.
- A young person is anxious and distrustful of the police to the extent that if he or she is approached or thinks they're going to be approached by the police, they respond aggressively and defensively, possibly taking flight – how can this problem be solved? E.g. Discussing issues of trust,

fear, past experiences and young peoples' behaviour, mannerisms and perspectives.

De-brief:

Bring everyone back into the large circle and ask each group to present their problem and the solutions that the group came up with for solving them. It is interesting to probe at how the problems were solved, if police and young people had similar solutions and if the wider group agreed that the solutions proposed would help.

Helpful hints:

The facilitator(s) should be conscious that young people might find some of these discussions 'close to home' and ensure that examples shared are kept abstract.

Time:

Discussion: 10 minutes
Group debrief: 20 minutes

Resources:

Chairs, flipchart and pens

DISCUSSION

GETTING TO KNOW THE POLICE

Aim of activity:

To get to know the police officers in the group, understand their motivations for joining the police and experiences in their role.

Description:

In a large circle, the facilitator(s) should ask the police participants the following questions:

- What drives you, inspires you to do the job you do?
- As police officers, how valued do you feel in the community and in general society?
- In what ways do you feel this impacts on how you approach your work?
- There are gaps between generations, in terms of outlook, values, priorities and culture. How up to date would you say the average police officer is, in terms of youth culture and cultural diversity of the community he or she serves?
- How do we change mind-sets/outlooks within the police and wider society?
- Having spent a lot of time connecting and engaging with young people during this project, how do you feel this process has impacted on your daily interactions with young people within the communities you serve?

The facilitator(s) should give space for the young people to pose questions to the police and for the police to pose the questions to the young people.

Helpful hints:

This can be a difficult discussion and requires honesty and self-reflection. The facilitator(s) should have discussed with both the police and the young people in advance so that they are prepared for the discussion.

Time:

Discussion: 40 minutes

Resources:

Chairs

DISCUSSION

ISLAND UTOPIA

Aim of activity:

To identify together the problems in the local neighbourhood and to explore how you might change them.

Description:

Divide the participants into smaller groups ensuring that the police and young people are represented in each of the smaller groups. Participants are informed that their city/neighbourhood (choose the city where the project takes place) suddenly finds itself inexplicably on an uninhabited island about the same size of the city. As the city has inexplicably moved in its entirety, all can be redesigned, all the “problems” from the past can be corrected. You are the chosen ones to make those changes!

As a group, imagine:

- The structure of the city?
- Which amenities would you place where?
- What rules and laws would be applied?
- What else is needed to create your ideal living environment?

Design on the flip chart the new city that your group envisions.

De-brief:

Stick the different flip chart city maps around the room. Bring everyone back into the large circle and ask each group to present their new city, what problems were identified and how will the new city be organised with what amenities and rules so that those problems don't occur. Once each group has presented, open the discussion up to the whole group. Note what people liked and disliked about the new cities. What were striking differences between the proposed cities and the city where you live now? How are things regulated/arranged in the city now, and what is their impact on you and your lives? What could be done differently in the present circumstances?

Time:

Discussion: 1 hour, 15 minutes

Resources:

Large sheets of paper (flip chart sheets), pens in different colors, tape



INTRODUCTION AND CLOSING

INTRODUCTION

Aim of activity:

To welcome people to the session and project and ensure that everyone is at ease.

Description:

The facilitator(s) should lead the discussion, covering the following:

- Introduce the team, and review of the ground rules.
- Provide a brief break down of workshop/aims of session, issues of contention and what it is hoped the session will achieve.

Time:

10 minutes



INTRODUCTION AND CLOSING

CLOSING DISCUSSION

Aim of activity:

Close the session formally, acknowledge and where possible resolve any issues and tensions, reinforce any learning coming out of the session.

Description:

The facilitator(s) ask the participants to share some of the following:

- What have you enjoyed about the workshop?
- Give one word to describe how you're feeling and an aspiration for the future
- What have you learned about yourself?
- What have you learned during this meeting?
- What would you want others to learn from this?
- What can you use outside of this meeting?
- Is it necessary to have a follow up to this meeting and how what kind of follow up would this be?
- Is it necessary to take action? Who would do what?

Summarise issues that have arisen and any learning from the workshop.

Time:

15 minutes



INTRODUCTION AND CLOSING

THE WELL

Aim of activity:

To close the session and get a sense of how participants are feeling about the workshop.

Description:

Participants should stand closely together in a circle as if standing around a well. If possible, all should put their left hand forward, with their thumb pointing sideways. Stand closely together so that your thumb slides into the fist of your neighbour, keeping your right hand free to throw an idea into the well. Go round the circle and ask each person to throw into the well (using their right hand) one word that best characterises today's workshop for them, e.g. "fun", "confidence", "excitement", "frustration", "misunderstanding" etc...

Variation: You can ask people for one sentence on how they feel about the workshop or one thing they would like to change.

Handy hint:

The words that people choose will give you a good sense of how people are feeling about the workshop. There should be no discussion about the words people share; otherwise you'd hinder the openness of the participants.

Time:

5 minutes



INTRODUCTION AND CLOSING

WHAT FEELING LINGERS

Aim of activity:

To close the session and get a sense of how participants are feeling about the workshop.

Description:

All participants should sit or stand in a circle. Ask the participants to reflect on the workshop and identify which feeling sticks with them the most. Go round the circle and ask each person to demonstrate this feeling with a word, e.g. “exhilarated” “miserable” “hopeful” “happy”.

- Variation 1: Ask people to make an expression to illustrate that feeling (e.g. a happy face, a bored face or an inquisitive face).
- Variation 2: Ask people to make a sound illustrating that feeling.
- Variation 3: Ask people to show a movement illustrating that feeling.

Handy hint:

It is interesting if you start the session with this exercise and then do it again at the end and compare the differences in people’s feelings having participated in the workshop. Facilitators can reflect on these differences.

Time:

4 minutes



INTRODUCTION AND CLOSING

THE YELL

Aim of activity:

To close the session with high energy.

Description:

All participants should stand or sit in a circle. Going round the circle each person should raise their right hand and share a word or a short phrase which refers to the workshop or the group. After each person, the group should react with a cheer as to how the word or sentence reflects the workshop. The word or sentence that gets the most acclaim becomes the group yell. Count to three; on 3 everyone raises his right hand and yells the group sentence / word.

Time:

3 minutes



INTRODUCTION AND CLOSING

THE SHUFFLE

Aim of activity:

A fun activity to end a session on a positive note.

Description:

Participants form one large circle together with their arms around each other's waists. The group makes small steps to the right until someone calls "stop". He or she should say something positive about the group, e.g. a positive group quality, or a recollection, a feeling, etc. When the speaker is finished, the group shuffles in small steps to the left, until someone again calls stop, and states another positive attribute. After this, the group shuffles to the right, etc. Keep going until most people have had the chance to share a positive thought.

Helpful hints

Listen well, in this activity you can discover the power of the group, but probably also discover where work needs to be done!

Time:

5 minutes



ACTIVITY

MISSION (IM)POSSIBLE

Aim of activity:

To encourage the participants to work together on a fun and frantic activity.

Description:

The group has to work together as a whole. The group gets 10 assignments they have to solve in 50 minutes – for some they will have to divide up and act in smaller groups, others they have to do as a whole group but they must work together to get all the assignments done while the clock counts down.

The mission:

“In the next 50 minutes, you must have completed the following...”:

1. *Create a group drawing which features all the participants from the project, capturing their personalities and characteristics.*
2. *Create a list of the top 5 most successful activities of the project as agreed by all participants.*
3. *Create a list of the top 5 least successful activities of this project as agreed by all participants.*
4. *Write, perform and record a short rap or song about the project.*
5. *Write, perform and record a TV advertisement exploring why young people and police should participate in projects like this.*
6. *Put everyone in order of age and take a picture of them.*
7. *Everyone must write down a short wish (on a flip-chart) regarding the relationship between police and youngsters.*
8. *Everyone must write down one thing that he / she has learned during this project.*
9. *Create 8 tableaux (frozen images) that reflect what was learned/achieved or experienced in each workshop session. Take a photo of each.*
10. *Create five propositions for a debate in the neighborhood on young people, the police and society.*

De-brief:

Bring everyone back into the large circle and run through the 10 assignments (or however many were created in the time), ask people to show and reflect on the different assignments and what was created. Reflect on how tasks were divided up, what was easy to achieve and what activities needed more negotiation, if not all assignments were completed why not?

Helpful hints:

The materials that are created as a result of the assignments can be used to organise the closing meeting or other events. Propositions, for example, may be used for a debate session. The most successful activities can also be used in a workshop with guests to share the project in a public session. The photo collages can be divided and hung in the police station and youth centre as a memento from the project. The advertising spot can be used to recruit new young people and police officers for the next year.

Time:

50 minutes

Resources:

stopwatch or clock, flip chart, markers, stack of A-4 paper, pens and pencils, camera that can take video or still images (or camera phone), laptop



ACTIVITY

EXPLORING STOP AND SEARCH

Aim of activity:

To explore through drama the nature of local ID checks, stop and search laws and practice, share the youth and police experience of stop and search and role play stop and search interactions to allow police and young people to put themselves in the other's shoes.

Description:

The facilitator(s) work with the young people and police to stage two improvised stop and search scenes:

1. A negative stop and search

The facilitators ask a small group of police officers to act as young people, hanging out on the street, being boisterous but not criminal. They are instructed that at some point in their improvisation, a small group of young people playing police officers will stop and search them. Both the groups playing police and the young people

are told to approach and interact with the other group negatively.

The facilitator(s) freeze the scene at points throughout the improvisation and ask the wider group watching, the following questions:

- *How realistic is the scene compared to their personal experiences?*
- *What does it feel like to be a police officer or a young person involved in a negative interaction?*
- *How should the scene continue? What should police and young people do next?*

At the point where the scene 'appears' to be out of control the facilitator(s) should stop the action. Invite the wider group to comment on what went wrong and why, but also to reflect on how the scene could have been approached differently to deliver a positive, non-confrontational stop and search interaction.

2. A positive stop and search

The facilitators ask a different small group of police officers to act as young people, hanging out on the street, being boisterous but not criminal. They are instructed that at some point in their improvisation, a small group of young people playing police officers will stop and search them. Both the groups playing police and the young people are told to approach and interact with the other group positively trying to make the stop and search as non-confrontational as possible.

The facilitator(s) freeze the scene at points throughout the improvisation and ask the wider group watching, the following questions:

- *How realistic is the scene compared to their personal experiences?*
- *What does it feel like to be a police officer or a young person involved in a positive interaction?*

- *How should the scene continue? What should police and young people do next?*

At the point where the scene runs out of energy the facilitator(s) should stop the action.

De-brief:

Bring everyone back into the large circle and ask people to reflect on the exercise and the two scenes. It is helpful to use the scenes to get people to reflect on their experiences and feelings in reaction to the experience.

Helpful hints:

Ask the police officers to bring in their uniforms to use during the role play. Where comfortable, role plays can be done on the street to add to the realism of the encounter. The role plays can often be fun and light hearted with young people and police enjoying playing the other's role but discussions can quickly turn serious with police and young people failing to recognise poor behaviour and negative experiences. This should be carefully managed to ensure that everyone's experiences are validated and emphasis is placed on learning lessons and improving encounters for the future.

Time:

40 minutes



ACTIVITY

WORKSHOP ON STOP AND SEARCH

Aim of activity:

To explore the nature of local stop and search laws and practice, and share the youth and police experience of stop and search.

Description:

A larger discussion on stop and search with invited experts. Invite a range of local experts on stop and search, this could include a lawyer, academic, member of NGO or campaign group or local senior police officer to reflect on the law, policy and practice of stop and search. Police and young people from the project should also be asked to share their experiences. Participants should work together to determine key themes, questions and issues to be addressed, experts to invite and which format they would like the workshop to have.

Time:

1.5 hours



ACTIVITY

VISIT TO THE POLICE STATION POLICE ASSAULT COURSE

Aim of activity:

To allow the young people to learn more about the police and processes within the police station. If the visit includes a visit to the police assault course, this allows participants to work together jointly on a challenging physical activity.

Description:

Arrange to take the young people from the group to a visit to the police station. The officers in the group should meet them and give them a tour of the station looking at the uniforms and equipment, custody suite, control room, intelligence etc. Useful to provide a space and ask senior officers and others not involved to also come and meet the young people for a discussion on policing.

Some police forces have assault or fitness courses/equipment to train or test police officer fitness. A fun activity is to arrange a visit of the whole group and organise a competition with mixed groups.

Helpful hints:

If the activity includes a visit to the police station, it is important that a lawyer or member of an independent NGO attends to ensure that all advice on procedure is independent and correct.

Time:

2 hours

