

Girls and gangs: Session 2 Reflect and protect

Aims:

- To explore views about what is a safe person or a risk person
- To discuss stereotyping of young people involve or at risk of gang involvement
- To explore how aware we are of our own surrounding and who lives and works around us

Objectives:

- To gain understanding of the communities in which we live and see how they differ or are the same as others.
- Gain awareness of your own stereotypical views on gang/gang members' background.
- Gain awareness of how you feel in your community and why

1. Warm up energiser: **yes no game** (10mins)

Break into groups of 3 or 4, then pair into 2, one person asks the other one question and they are not allowed to say yes or No, if they do they are out. This should be done until there is only one winner.

2. Fly Guy/My Guy (40mins)

Intention:

This exercise is to explore some of the perceptions young people have about gangs and gang members, what someone may look like, how they may dress, what type of background they may come from.

Fly Guy/My Guy

Split group into groups of 3 or 4, give each group some flipchart paper and fold in to. The groups are given markers and 2 of the groups are asked to draw on one side of the paper a fly guy (Gang-member) and the other my guy (safe guy), the other group draw a fly girl and a My girl.

At the side of their picture they should answer these questions:

- Age
- Relationship
- Ambitions
- Family life
- School life
- Area they live
- Add own comments e.g. has a child, smokes etc.

Each group individually can feedback to the main group, Facilitator to encourage discussion.

Are the images put forward by groups real or stereotypical; if real the facilitator should explore individual experiences, feelings and outcomes? If stereotypical then facilitator should explore where

these influences come from e.g. media, music, TV, books. Emphasis should be made about how you know someone is safe and what preventive measures should be taken e.g. don't meet anyone you met online alone, don't get into a car with someone you think you know, tell your parents where you're going, have phone to hand. (You cannot say somebody is safe because how they dress, what car they drive or the colour of their skin, male or female)

3. Who are the people in your neighbourhood? (10mins)

Intention:

For the young people to gain an awareness of 'hotspots' in their area to recognise their own coping strategies to avoid these areas also to look at natural safety resource we have in our communities friends, neighbours, shops, police station, phone box, bus times.

Who are the people in your neighbourhood?

Ask group to sit on their chair hands on laps, ask them to relax, take 3 deep breathes , tell group to meditate for a short while on their journey to school today you want them to close their eyes, , think about who you saw, what you saw, was there any smells, was there anything different today, was the bus on time, how many people did they see smile, did they see anyone upset. Plot the journey they take each day who do they know, how many young people do they see, how many elderly people do they know, are there any dangers areas where they live, if so had do they avoid it, what are the good things taking place where they live, how do the young people occupy themselves in their area; if they could change one thing what would it be? Feedback shared with group.

Facilitator to explain this exercise is about, building awareness of ourselves our surroundings being alert and vigilant. Knowing the area in which you live. What make you feel you belong to the area where you live? Who live in your area? Do you know your neighbour? Does anyone (no names) where you live have a reputation, how do you know it's true? How do you avoid danger where you live?

End Session