



# Living in Safety and Stability




# 1


**Purpose:** To introduce participants to the programme and to provide them with an understanding of what it means to live in safety and stability.

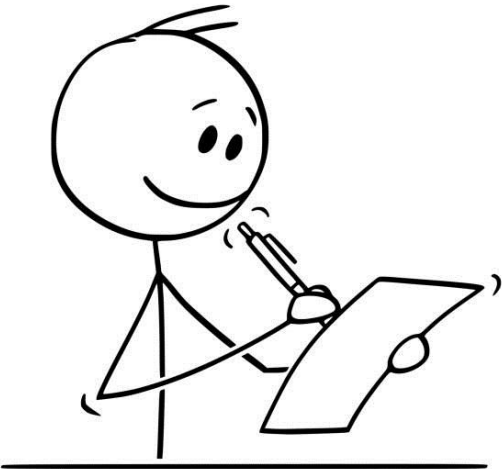
**Participant learning objectives:**


1. Be aware of programme expectations
2. Understand what it means to live in safety and stability

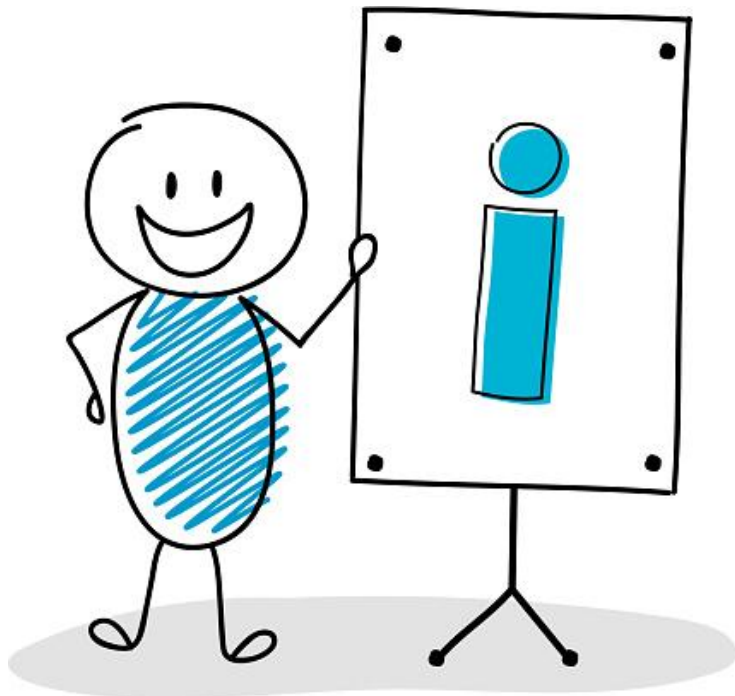
CONTENT	METHODS/ RESOURCES <i>Slides 1-11 can assist with this session.</i>	APPROX. TIME
<b>What is Living in Safety and Stability</b>	<b>Resources:</b> Flipchart Markers Flipchart stand/ Blu Tac Group discussion – What do we mean by Living in Safety and Stability? Answers can be written on flipchart for all to see.	15 minutes
<b>Name Game - Optional</b>	Ask participants to bring their chairs into a circle. Ask them to tell the group their name and their favourite food that begins with the first letter of your name.  Example: My name is Tom and I like Tayto Crisps. The participants must remember all the people’s names and foods before them. The last person to go has all the names and foods to remember!  Tip: Leader goes first to make participants feel at ease.	5-20 minutes depending on group size

<p><b>Find Your Partner</b></p>	<p><b>Resources:</b>  <a href="#">Sticky Labels X number of participants</a>  <a href="#">Markers</a></p> <p>This activity is a good icebreaker and works well with a larger group (at least 12) to get them mixing and talking with one another. Ask participants to line up facing a wall. Inform them that you are going to place a sticky label on their back. The sticky label has the name of one half of a famous couple. Once everyone has a label, they must walk around the room and ask questions to find the other half of their couple. Once they have found their other half, they must stand beside them. Once everyone is in a couple, ask them to tell the rest of the group who they are.</p> <p><b>Participants must not tell one another the name written on their back.</b></p> <p>Use examples relative to the age of the group. You can use famous couples from movies, books, reality programmes, celebrity couples, comedy acts etc. Some well-known examples include:          Beyonce and Jay-Z          Homer and Marge          Romeo and Juliet          Ant and Dec          Tom and Jerry          Meghan and Harry          Jack and Jill          Adam and Eve</p> <p><b>Debrief:</b> Was this exercise hard/ easy?          Do you know much about your famous couple? Who is the most famous couple in Northern Ireland?</p>	<p>Find Your Partner</p>  <p>20 minutes</p>
<p><b>Contract</b></p>	<p><b>Resources:</b>  <a href="#">Slide 6</a>  <a href="#">Flip chart</a>  <a href="#">Markers</a>  <a href="#">Blu Tac/ Flip chart stand</a></p> <p>This activity involves working with the group to agree a set of guidelines, a contract or an agreement about hopes, fears, and expectations, and can be a</p>	

	<p>good way to explore important themes, establish a safe environment and way of being together that allows everyone to be clear and feel safe. Gather ideas from the group around ground rules/ ways of being together that will enable everyone to participate, learn and enjoy the experience. As facilitator, write all ideas on a flip chart for all to see. Check for shared understanding and agreement from all group members throughout the process. Ensure the contract is on display throughout the duration of the programme and re-visit as necessary.</p> <p>Examples of things to think about:          Child Protection          Confidentiality          Mobile phone usage          Session times          Language          Respect for people, places and things          Conflict          Non-negotiable rules e.g. disrespect/drugs/ alcohol</p> <p>Remember to make it appropriate to the age and needs of the group.</p>	
<p><b>Hopes and Fears for the Programme</b></p>	<p><b>Resources:</b>          Post-it notes (2 colours)          Pens          2 X flip chart paper. One labelled 'Hopes' and one labelled 'Fears'.</p> <p>Bring participants into a full circle. Provide participants with a Post-it note of each colour. Ask participants to write on one colour – hopes for the programme and fears on the other. They can write more than one hope/ fear. Stick the flip chart papers on the wall. Once everyone has completed the activity, ask them to stick their notes on the appropriate flip chart. Go through them as a group, taking note of any common themes. Participants can remain anonymous if they wish. Facilitator should explore how hopes can be achieved and mitigations in place to reduce fears.</p> <p><b>Tip:</b> Leader provides examples of their own hopes and fears first.</p>	<p>20 minutes</p>

<p><b>Baseline Assessment</b></p>	<p><b>Resources:</b>  <a href="#">Baselines assessment – Beginning of programme</a>          Inform participants of the purpose of a baseline assessment; to help understand participant’s needs, to help measure their potential and to help measure progress they have made throughout the programme. Explain that a second assessment will be conducted at the end of the programme which will allow the worker to compare knowledge and understanding before and after.</p> <p>Baselines should be completed independently. However, clarify any questions/queries with individuals as they arise.</p>	<p>20 minutes</p>
<p><b>Factors which Influence Living in Safety and Stability</b></p> 	<p><b>Resources:</b>  <a href="#">Sticky notes</a>  <a href="#">Pens</a>  <a href="#">Flip chart and stand/ blu-tac</a></p> <p>Provide participants with some sticky notes. Ask them to write down things/ people/ideas that have the biggest influence on their lives.</p> <p>This may be things/ people such as family, friends, media, youth club, money, anxiety, drugs/ alcohol, school etc.</p> <p>Ask participants to stick their answers onto the flip chart at the front of the room. Once everyone has finished go through the sticky notes. Is there anything that is popular amongst the group? Why?</p> <p>Discuss what are the biggest influences on their lives - do these make their lives safer and more stable? Or less safe and less stable?</p> <p><b>Debrief:</b> Remind participants that no matter what our current situation, we can help ourselves live safer and more stable lives.</p> <p>This can be done through making better decisions and developing our resilience/ coping strategies.</p> <p>Ask participants if they can think of any suggestions to live safer and more stable lives – how can we help ourselves?</p>	<p>20 minutes</p>

<p><b>Quiz</b></p>	<p><b>Resources:</b>  <a href="#">True/ False Quiz</a>  <a href="#">True/ False A4 Signage</a></p> <p>Place True/ False signage at either side of the room. Ensure you have a copy of the quiz and the correct answers to hand.</p> <p>Ask participants to stand in the middle of the room. Call out the statements on <b>Appendix 1.2</b> and ask participants to walk to the signage they think is correct. Quiz participants further i.e. why do they think it is True/False? What do they think the correct answer is?</p> <p><b>Debrief:</b> Do these statistics shock you? Remember, all children and young people experience tough times. This programme will help provide the right support and skills to deal with these tough times better.</p>	<p>15 minutes</p> 
<p><b>Check-Out/ Evaluation</b></p>	<p><b>Resources:</b>  <a href="#">Informal evaluation ideas</a></p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>





## PARTICIPANT BASELINE - START

TO BE COMPLETED INDEPENDENTLY AT THE BEGINNING OF THE PROGRAMME

Please circle your answer.

**Do you understand the purpose of the programme you are participating in?**

Yes      No

**Rate your ability to:**

	Poor				Excellent
Stay safe online	1	2	3	4	5
Stay safe in the community	1	2	3	4	5
Manage money	1	2	3	4	5
Deal with difficult emotions	1	2	3	4	5
Deal with difficult or risky situations	1	2	3	4	5
Maintain a healthy lifestyle	1	2	3	4	5
Ask for help when you need it	1	2	3	4	5
Be confident/ believe in yourself	1	2	3	4	5

How positive do you feel about your future?

Not positive

Very positive

1      2      3      4      5

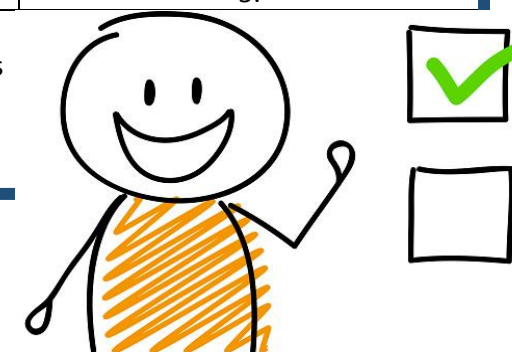
Learner's name: .....

Youth Club: .....



# Quiz

	QUIZ	True	False
1.	There are 200,000 people aged 15 and under in NI		372,627 based on Statistical data (2020)
2.	46% of young people feel like they are not good enough when they compare themselves to other people on social media	YouGov Survey results	
3.	One in ten children and young people in NI live in poverty		Joseph Rowntree Foundation suggest that one in four children live in poverty (Poverty in NI, 2022)
4.	Around one-third of children and young people have reported being bullied	Independent study by NI Anti-Bullying Forum. However, think of bullying behaviour which goes unreported.	
5.	Over 100,000 get free school meals	100,042 - Dept of Education and Trussell Trust data	
6.	On average, people check their phones 50 times a day		Average 85 times per day based on Nottingham University Research. Is this possibly higher among teens?
7.	A quarter of those leaving school go on to university		37.9% of the entire UK population go on to Uni (UCAS, 2021)
8.	Legally, you can get a job at 13 in NI	Yes, however can only do light work e.g., paper round. Restrictions on hours, duties etc. until you are 16 (NI Direct)	
9.	We should aim to do 30 minutes of physical activity each day		NI Direct suggest at LEAST 30 minutes for children over the age of 5.
10.	It only takes one caring and supportive adult to make our lives safer and more stable	Yes – one adult such as a youth worker, teacher, parent, sibling, sports coach etc. can help us overcome difficult times. Important to talk and stay connected.	



**TRUE**



**FALSE**