

CONSTRUCTIVE RESETTLEMENT

01 **ACTIVITY**

EXPLORING THEIR OWN IDENTITY

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro





EXPLORING THEIR OWN IDENTITY



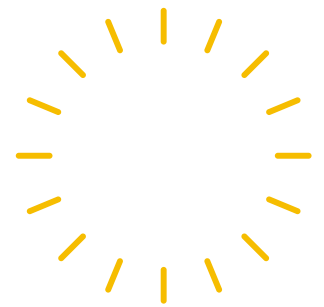
SESSION OBJECTIVE

An introductory session exploring with **C** how they feel about themselves and their identity.

METHOD

In this session you will be using archetypes/characters. The archetypes are models that represent a pattern of behaviour, and represent aspects of character traits we can all easily identify with.

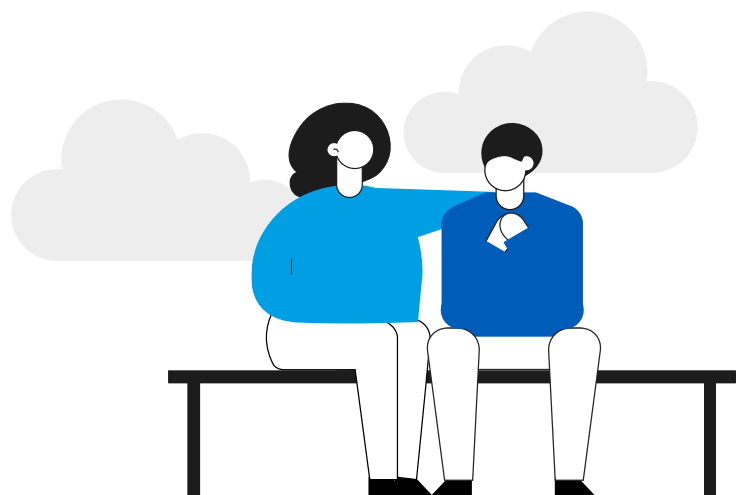
The aim of this session is to really get **C** thinking about how they see themselves and aspects of their identity. Throughout this session, it's important to discuss how our identity can shift from one aspect to another due to particular contexts and situations. Encourage them to think about the here and now.



KEY THEMES

CONSTRUCTIVE

CUSTOMISED





Session leader	Child
<p>1. Check in – ask C if they have an outcome in mind for the session and explore how you can both work together safely.</p> <p>2. Introduce the session and talk through the archetypes as characters.</p> <p>3. Ask C to pick one from the four characters that they think represents themselves. Encourage them to think about the character that resonates with them as who they are and who they see themselves as being, as well as giving personal examples.</p> <p>4. Now ask C to identify five family members/significant people in their life and ask them to match to the characters.</p>	<p>C to talk about what they want to get out of the session and how you can both work together to get there.</p> <p>C to say which parts of themselves they associate with each of the archetypes/characters.</p> <p>C to choose a character that most fits with them at the present moment and give examples of how they identify with them.</p> <p>C to explain which parts of the character they relate to the most and why.</p> <p>C to use examples of how they identify with the characters they attributed to their family members.</p>

REFLECTION ACTIVITIES:

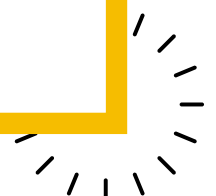
Once you’ve finished, it’s important for **C** to reflect on the habits, behaviours and attitudes that come with either:

A. Overplaying the favourite characters

B. Underplaying the least favourite characters

Ask **C** to reflect on their characters and how they have a positive and negative impact on themselves, their family and their community.

You can also discuss the interplay of ethnicity and gender, for example feminine stereotypes and how this affects how they see themselves.



CONSTRUCTIVE RESETTLEMENT



CHARACTERS

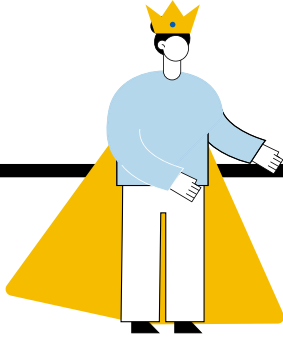
We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro



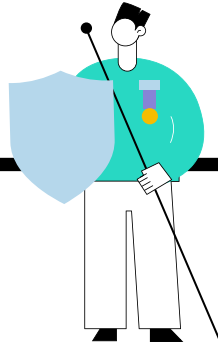
CHARACTER QUALITIES

RULER



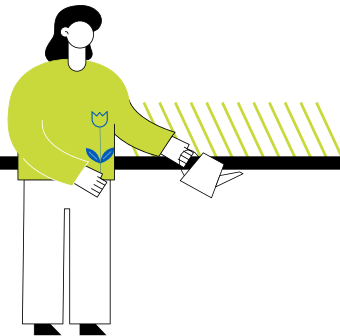
- + Rational
- + Strategic
- + Authoritative
- + Attentive to detail
- + Clear objective
- + Sets direction

WARRIOR / HERO



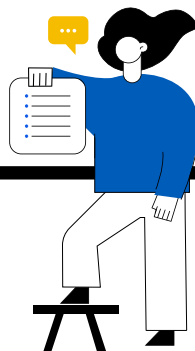
- + Competitive
- + Goal driven
- + Motivating
- + Champion
- + Challenging
- + Risk taking
- + Determined to win

CAREGIVER



- + Compassionate
- + Emotionally intelligent
- + Reassuring
- + Good listener
- + Builds trust
- + Supportive
- + Open and encouraging

REBEL

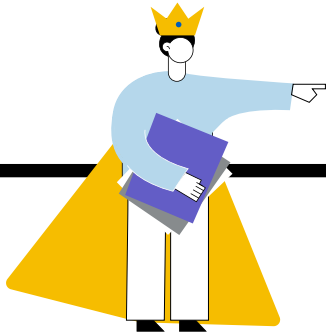


- + Creative
- + Imagineer
- + Innovates
- + Optimistic
- + Visionary
- + Provocateur
- + Experiments
- + Sows seeds



OVERPLAYING CHARACTERISTICS

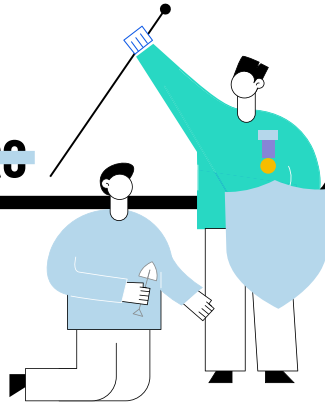
RULER



CONTROL FREAK

- + Perfectionist
- + Hypercritical
- + Overcautious
- + Boring
- + Inflexible
- + Cold and distant

WARRIOR / HERO



BULLY

- + Intimidating
- + Winning at all costs
- + Impatient
- + Domineering
- + Aggressive

CAREGIVER



SMOTHERER

- + Suffocating
- + Unfocused
- + Intrusive
- + Over-emotional
- + People pleasing
- + 'Pink and fluffy'

REBEL



RULE-BREAKER

- + Chaotic
- + Confusing
- + Frustrating
- + Unrealistic

CONSTRUCTIVE RESETTLEMENT

02

ACTIVITY

EXPLORING IDENTITY IN RELATION TO OTHERS

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro



02

EXPLORING IDENTITY IN RELATION TO OTHERS



APPROX. 30-40 MINS

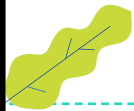
SESSION OBJECTIVE

To encourage **C** to think about how they think they are seen by others.

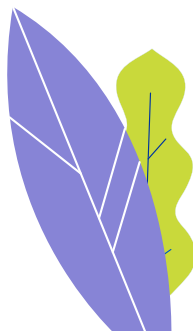
METHOD

This is a storytelling activity using the archetypes from Activity 1.

KEY THEMES



CO-CREATED



COORDINATED



Session leader

1. Introduce session as using storytelling to think about themselves and those around them. Ask **C** to divide a page into 6 equal parts into a storyboard and number them 1-6 in order.

2. Tell **C** to build a scene using the character they chose as themselves, as well as those of their family/people around them. In this scene, they will have to undergo a mission with obstacles in the way.

Note: the emphasis here should be on how the characters interact with each other and not so much on the scene context, so try not to spend too long on thinking up a scenario.

Using each square:

- + **Sq. 1** – place/setting
- + **Sq. 2** – task facing main character chosen by **C**
- + **Sq. 3** – things that hinder main character
- + **Sq. 4** – things that help
- + **Sq. 5** – main action/ turning point
- + **Sq. 6** – aftermath/what follows main action

Use family members as other characters in the story interacting with the main character, exploring their strengths/ weaknesses.

Child

C to discuss what they want to get out of the session.

C to create this scene, if needed getting prompts/inspiration from favourite films/ TV shows but using their own characters for themselves and their own family/ people around them.

C to fill out storyboard, being as creative as possible and with prompts where needed.

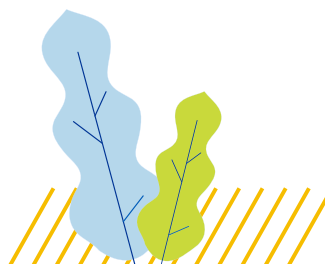
C to think creatively about how the people around them fit into the story, starting a conversation between their character and another in the story.

REFLECTION ACTIVITIES:

What has **C** found out about themselves?

What do they notice about their relationship with others?

Is there any aspect of the story that surprised them?



CONSTRUCTIVE RESETTLEMENT

03 **ACTIVITY**

IDENTITY MAPPING - EXPLORING IDENTITY DISRUPTORS

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro



03

IDENTITY MAPPING - EXPLORING IDENTITY DISRUPTORS

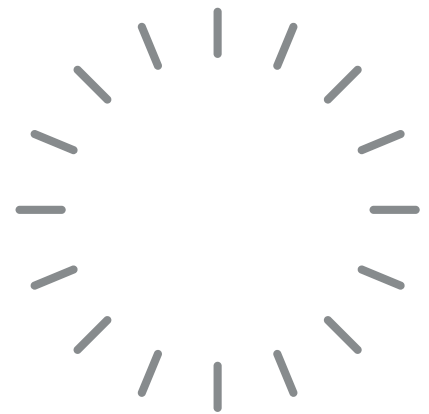
APPROX. 40 MINS

SESSION OBJECTIVE

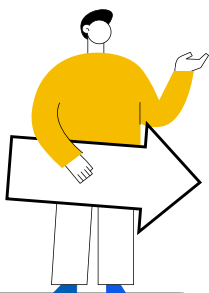
To explore events or landmarks that have shaped who and where **C** is today.

METHOD

This session involves creating a visual autobiography. It can be used to reflect on **C**'s journey so far, pinpointing moments where they feel something changed in their life and how this may have affected them and their behaviour.



KEY THEMES

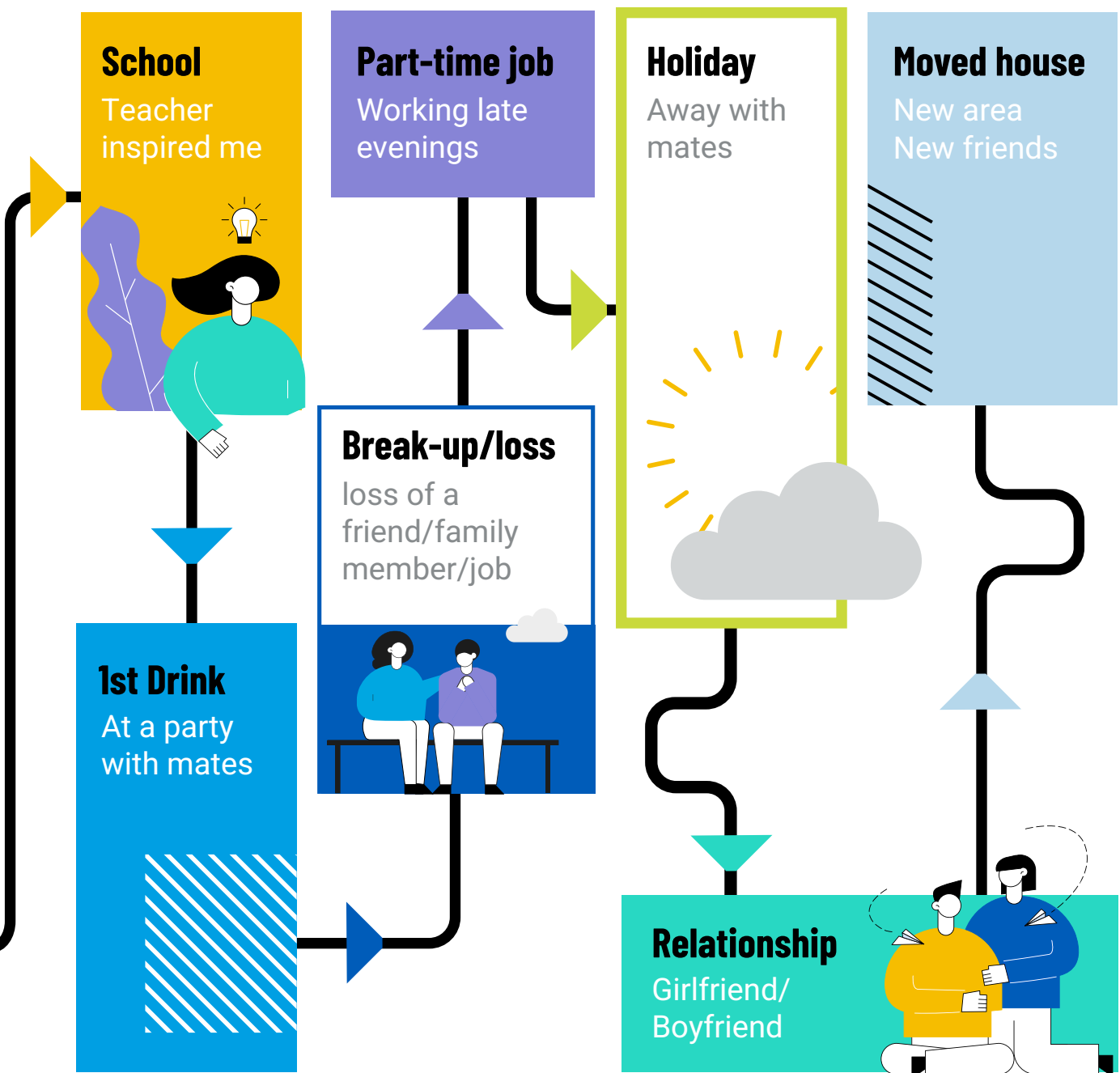


CO-CREATED

CUSTOMISED



EXAMPLE OF A 'LIFE MAP'



Session leader	Child
<p>1. Introduce the session as a way for C to think about their life up to this point.</p> <p>2. Ask C to draw a map of their life on a big piece of paper, from birth to now. Encourage them to be as creative as possible in how they present it.</p> <p>3. Encourage C to consider both positive and challenging times that have shaped who they are today.</p> <p>4. Ask C to choose 2-3 landmarks from their life that seem most significant to them.</p> <p>Explain to C that during each of the stages an archetype/character would have been present and shaped their identity during that event (good or bad). Ask them to identify which character they think would have been there.</p>	<p>C to think about the significant landmarks, milestones, and turning points that form the map of their journey to where they are now. Get C to think about key decisions they've made, individuals, role models or experiences that have influenced them, detours they have taken, times they were tested and obstacles they have overcome.</p> <p>C to take each one and imagine a snapshot of that landmark. This may be an image of them at the time, the place they were in, the people around them, or it could be something entirely symbolic. C to write a description of what this particular landmark means to them, what they've learned and how it has influenced/impacted them.</p>



REFLECTION ACTIVITIES:

Ask **C** to consider what they've written – how have these events shaped where they are?



CONSTRUCTIVE RESETTLEMENT

ACTIVITY

p04 THE C AND THEIR SOCIAL COMMUNITY

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro



04

THE C AND THEIR SOCIAL COMMUNITY

APPROX. 30 MINS

SESSION OBJECTIVE

To get C thinking about the relationships and social networks around them.

METHOD

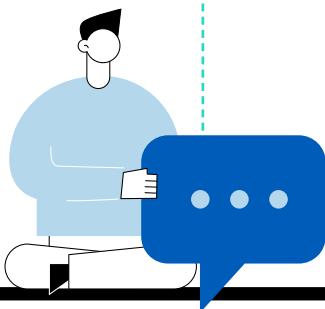
This activity involves visually representing C's social community, getting them to think about their futures and how they might want the support systems around them to change.



KEY THEMES

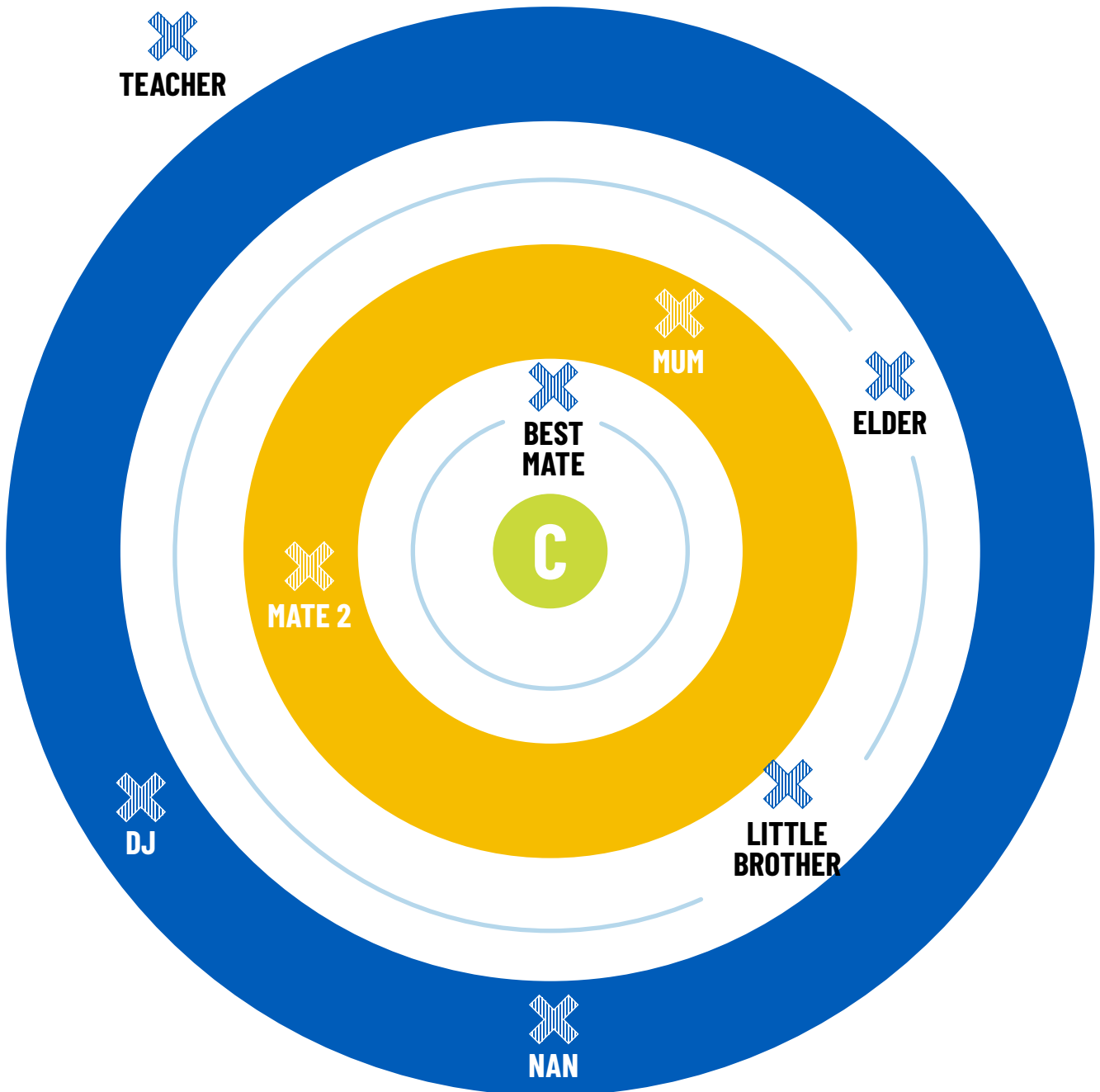
CONSTRUCTIVE

CUSTOMISED



EXAMPLE OF A 'SOCIAL ATOM'

(see following page)



Session leader

1. Introduce the session as enabling **C** to think about the community around them, where they sit in it, and where they want to be in the future.
2. Session leader to share this information with **C**; **Social Atom**:
 - + A diagram that represents the self in relation to other people, life events and the emotional nature of those relationships
 - + A tool for understanding life relationships
 - + A basis for exploring social dynamics in groups
 - + Clarifies the present and can create a point for change
3. Session leader to ask **C** to think about 8 people they associate with in their day-to-day lives. Session leader to allow **C** to lead but give prompts on how each person has influenced **C**'s identity.

Session leader to put the list of the 8 people in eye view, so this can be referred to whilst creating social atom/ community map.

Support by recapping some of the things said about each person from the earlier discussion.

Remember: do not influence their decision – it is purely their perception. This activity can be repeated for their future to show where they see themselves in 5 and/or 10 years. It can be done a few times in different potential scenarios, e.g. if they get a job.

Child

C to list family/significant others they associate with in their day-to-day lives (good or bad).

C to share who each person is and how they have influenced or impacted their lives.

C to draw on a large piece of paper with them in the centre.

They need to place family members/ significant others around the figure of themselves, using physical distance on the paper to represent the closeness of their relationship – i.e. the closer they place the figure, the closer their relationship.

C to use cut outs of the characters, labelled as people they are placing around themselves based on 'the ruler', 'the warrior', 'the caregiver' and 'the rebel'.

C to re-create the map a few times to reflect where they see themselves in the future.

REFLECTION ACTIVITIES:

What has **C** found out about themselves?

What do they notice about their relationships with others?

Is there any aspect of the story that surprised them?

C should reflect on the social support they can see from the visual.

CONSTRUCTIVE RESETTLEMENT

05

ACTIVITY **IDENTIFYING 'CHANGE HOOKS'**

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro





IDENTIFYING 'CHANGE HOOKS'

(can be continued or completed at home)



APPROX. 30 MINS

SESSION OBJECTIVE

To get **C** thinking about what they can/want to achieve and what they believe are the challenges they face in getting there.

METHOD

This activity uses images and other resources to create an A2 visual representation of their 'New World' in the form of a scene or mood board.

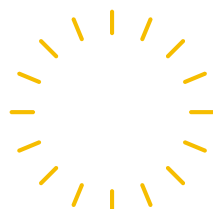
Do encourage **C** to use a variety of resources, including books, magazines, internet images, drawings/paintings and words.

KEY THEMES

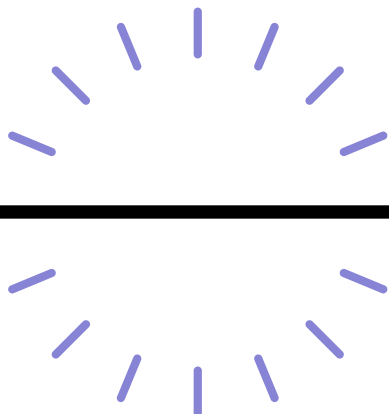
CO-CREATED

CUSTOMISED

CONSTRUCTIVE



Session leader	Child
<p>1. Introduce the session and explain the aims</p> <p>2. Provide C with the resources to create the image.</p> <p>3. Ask C the following:</p> <ul style="list-style-type: none"> + What really matters to you? + What is integral to your selfhood? + What fits (or does not fit) your sense of vocation? + What is yours to do in the world? + What does your New World look like? + What are the facts behind the challenges you are facing? + What is your timeline for achieving your vision? 	<p>C to ask any questions and discuss what they would like to get out of the session.</p> <p>C to choose resources they would like to use to create their piece.</p> <p>C to cut and stick images etc. onto an A2 size paper, bearing in mind the session leader's questions.</p> <div data-bbox="807 1066 1439 1335" style="border: 2px solid yellow; padding: 10px; margin-top: 10px;"> <p>REFLECTION ACTIVITIES:</p> <p>How does C think this mood board might change in 5 or 10 years?</p> </div>



CONSTRUCTIVE RESETTLEMENT

06

ACTIVITY

RETELLING YOUR STORY

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro





SESSION OBJECTIVE

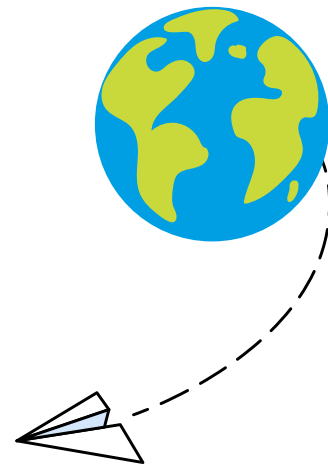
To get **C** discussing their future and what lies between them and achieving this vision.

METHOD

This activity draws on the mood board/ scene from Activity 5, and uses the archetypes from Activity 1.

The session will also lead into reflections on overcoming fear.

As session leader, you should support **C** in visualising their future – what it looks and feels like to be there.



KEY THEMES

CONSISTENT

CUSTOMISED

CONSTRUCTIVE



Session leader

1. Introduce the session and explain the aims.
2. Ask **C** to tell their future story using the work created in Activity 5. Ask **C** to consider different questions drawing on other sessions:
 - + Who are the other major characters?
 - + How can they help you?
 - + What are you able to influence?
 - + What can you do little or nothing about?
 - + What might get in your way?
 - + Character – over/ underplay
 - + Behaviour – how does this character manifest in you (for this project)?
 - + Action/ remedy – what can you/ your characters do differently?
3. Feed back on what **C** is saying, e.g.:
 - + I observed...
 - + I imagine that...
 - + I feel...
 - + My and/ or your action is to...

Child

- C** to ask any questions and discuss what they would like to get out of the session.
- C** to consider questions asked by session leader.

REFLECTION ACTIVITIES:

- C** to identify fears and discuss ways of overcoming them.



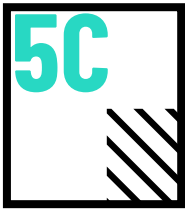
CONSTRUCTIVE RESETTLEMENT

5C CHECKLIST TO HELP EVALUATE YOUR APPROACH

We have developed six exercises, to be used either in sequence or individually, to help guide an identity-focused approach. The overall objective of these exercises is to aid practitioners explore and develop the child's identity, both self-biographically and framed in a wider narrative. These can be used in one-to-one sessions with the children you are working with (referred to throughout the exercises as 'C').

Authors: Neal Hazel, Caroline Drummond, Mark Welsh, and Katie Joseph
Citation: Hazel N., Drummond C., Welsh M. and Joseph K. (2019) Using an identity lens: Constructive working with children in the criminal justice system London: Nacro





TO HELP EVALUATE
YOUR APPROACH

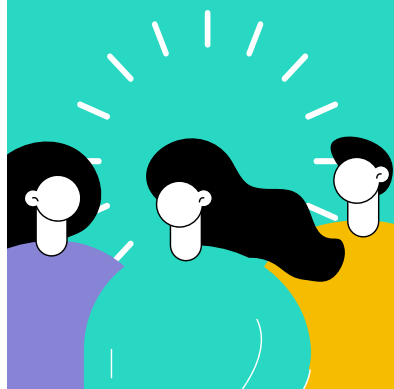
CONSTRUCTIVE

How does the support guide and enable identity development?

How does the support motivate and prepare the child for positive identity development?

How is the support oriented towards the future, rather than just the present/ past?

How are positive outcomes for the child targeted and measured?

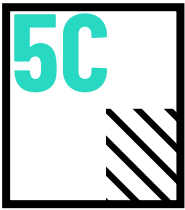


How does the support empower the child to be able to make positive choices?

How are activities, roles and interactions facilitating and supporting identity development?



How does the support identify and build on the strengths of the child?



TO HELP EVALUATE
YOUR APPROACH
(continued)

CO-CREATED

How do services engage with the child to ensure full participation?



How are the child's informal supporters prepared and included in planning and support?

How is the child encouraged to feel engaged with planning and actioning support?

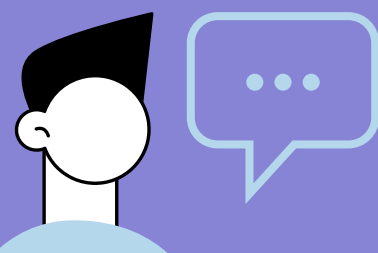


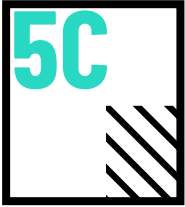
CUSTOMISED

How is the support tailored to the child's specific identity route?

How does support recognise the importance of diversity on identity and its development?

How does the support tackle all barriers on the child's route?





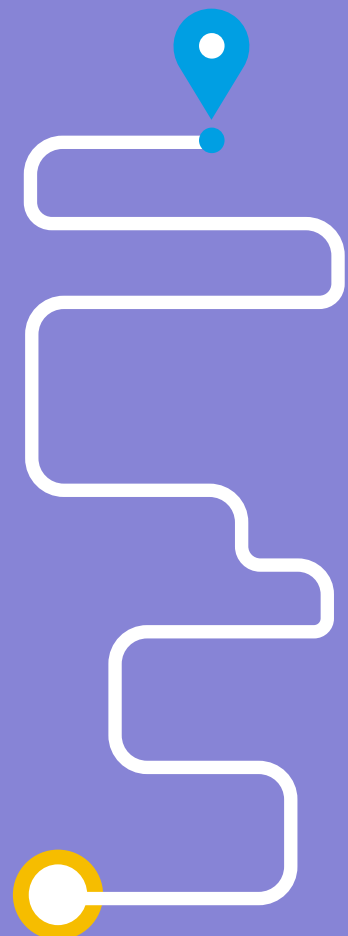
TO HELP EVALUATE
YOUR APPROACH
(continued)

CONSISTENT

How are any transitions being anticipated to provide a seamless transition in any programme?

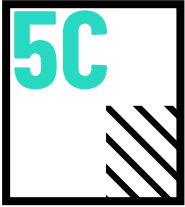


How is identity development the focus from the start?



How is support ensured after the end of any statutory period?

How is the stability of support relationships assured?



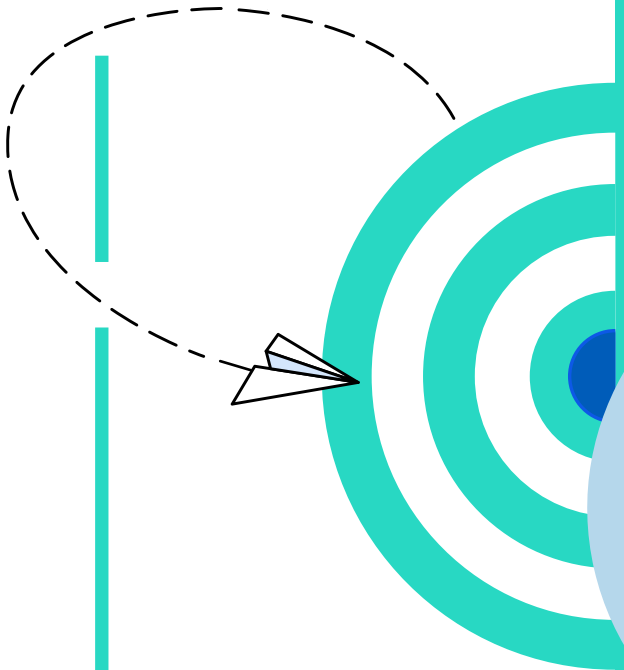
TO HELP EVALUATE
YOUR APPROACH
(continued)

COORDINATED

How is it ensured that all agencies are focused on identity development?

How does information flow efficiently between agencies?

How can agencies hold each other to account?



How are all necessary partners across sectors identified, engaged and managed?

How is planning coordinated?



