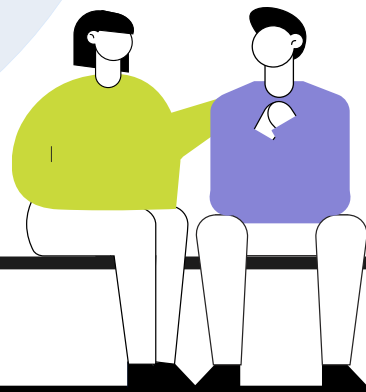




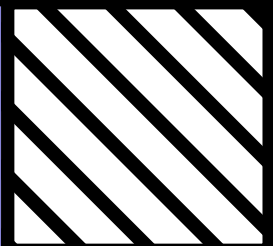
**CONSTRUCTIVE
RESETTLEMENT**



CHILD

DISCOVERY

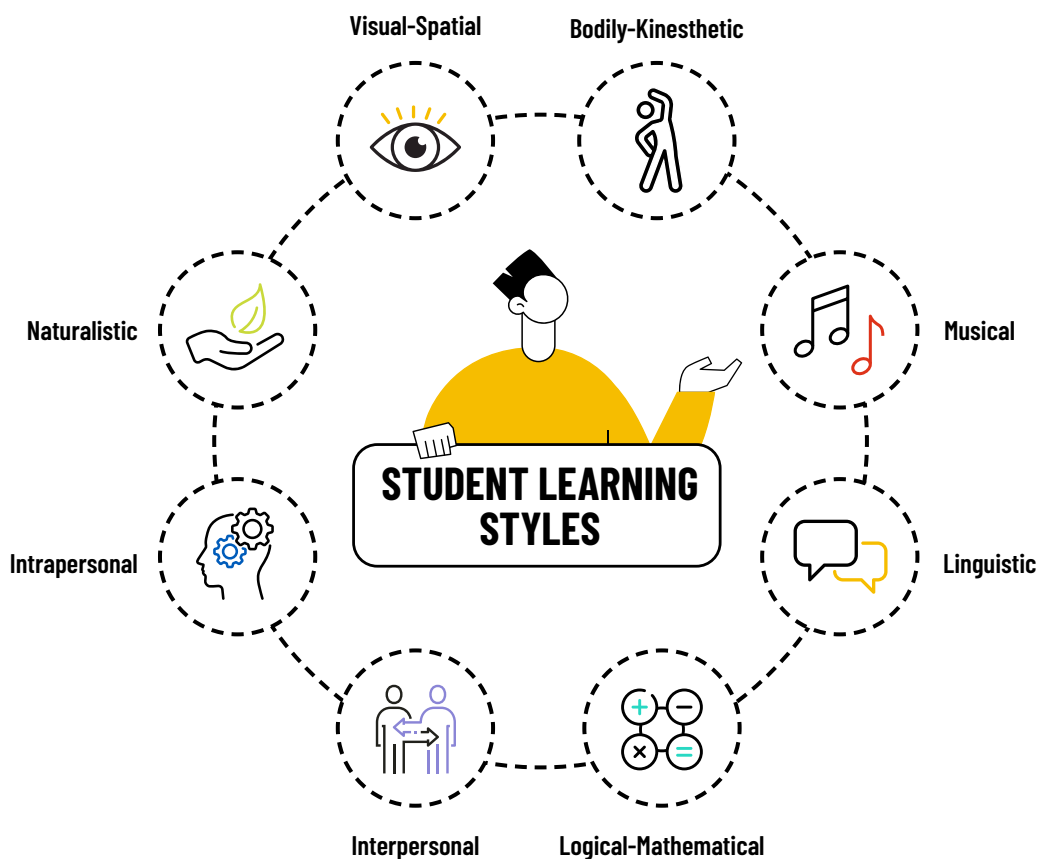
WORKSHEETS



Session Evaluation and Learning Styles

Consider how you will support the child to capture the work done in each session. Be mindful of various learning styles, speech, language and communication needs and various neurodiversities. Some children may prefer alternatives to reading / writing worksheets etc. and may prefer to engage verbally. Some like to draw and doodle whilst talking.

Think about creative ways that you can capture the discussions from the session. Some suggestions include colouring in a flag, taking pictures of the selections made during the session or audio recording summary feedback comments by the child at the end of the session. Be creative and look for new original ways to capture the work.



ADAPTED FROM
Lathan, Joseph, PhD 'An Educator's Guide to Teaching Styles & Learning Styles', University of San Diego Online

Wipers is the trading name of Wipers Youth C.i.C, a community interest company registered in England and Wales. Company Registration Number: 9316750

SESSION ONE

WHERE ARE YOU FROM?

AIM

This session aims to help individuals explore their relationship with their geography.

OUTCOMES

Develop greater awareness of how where we live can impact our personal self-identity.

IDENTITY AWARENESS

“Be identity aware in every interaction you have with children.
What message does the child give you about their identity?
What messages are you giving the child?”

**Neal Hazel, Professor of Criminology and
Criminal Justice, University of Salford**

RESOURCES NEEDED



Pen & Paper or Laptop / Tablet



Local map

ACTIVITY

Use either a hard copy or an online digital map and invite the child to find their 'area' – region, city/town, borough, and street. Explore if they have lived in any other boroughs or attended school, clubs or have family that live in any other areas or surrounding counties. You can explore what it means to them to be from that area. This can be very localised like a particular estate or post code or more generic, like 'London' or 'England' etc.

QUESTIONS FOR DISCUSSION:

- ▣ What's it like living in your area?
- ▣ What do you like about your area? What don't you like about your area?
- ▣ What are the people like?
- ▣ Is the area diverse?
- ▣ What's the vibe like?
- ▣ Do you know any famous people from the area?

Share your own answers to these questions, based on where you live/have lived and your experiences and knowledge to help stimulate a 2-way conversation.

Children from ethnic minority backgrounds may live in areas where they are the majority or feel like they are in the majority ethnic group. Explore if this is the case and if they have an accurate understanding of their local demographics, the history of the area and the journey of ethnic minority communities within that area.

IDENTITY AWARENESS

Do they stress an aspect of their life that's important to how they see themselves?

Do they stress a particular role that they have?

Do they focus on a specific relationship?

POINTS TO CONSIDER

Many children may have strong connections to their local area which shapes their identity. In some instances, this may be tied into pro-offending lifestyles, or connections to particular estates and/or post codes or more generic geographical markers like local football teams or even the general reputation of the area.

Be aware of the messages the child is giving you about their identity. Are they indicating elements of their identity that allow offending? Also be aware of the messages you are giving the child about their identity - are you reinforcing that who they are is defined by what they have done? Be intentional to separate them from their behaviour and avoid negative labelling when discussing their risks and needs.

GIVING CHILDREN FRESH A.I.R. HELPS THEM TO DEVELOP THEIR PRO-SOCIAL IDENTITY

A Activities that allow children to explore a more positive identity

I Interactions that foster and affirm positive identity
(e.g. people saying positive things about us)

R Roles, either activity-related or personal that can reinforce positive identity

- Neal Hazel, Professor of Criminology and Criminal Justice, University of Salford



SESSION TWO

WHAT IS YOUR ANCESTRY?

AIM

This session aims to help individuals explore their ancestry and ethnicity.

OUTCOMES

Enhance our appreciation of the importance of our ancestry, heritage, ethnicity and culture in shaping a pro-social identity.

RESOURCES NEEDED



Pen & Paper or Laptop / Tablet



World Map



UK Census 2021 Ethnicity dataset

ACTIVITY

1

Invite the child to locate on a world map the country/s that they identify as being part of their heritage and ancestry. If they have dual / mixed heritage, they should select all the countries that are part of their heritage.



WHAT DOES ANCESTRY AND HERITAGE MEAN?

The term “ancestry” is used to describe human diversity. Ancestry can simply be defined as the decent or the lineage of a person. All beings on this earth have their own ancestry. When we trace back the history, we can think of our ancestors who are our great grandparents, and we are descendants of their ancestry. On the other hand, heritage is the inherited customs, traditions, beliefs, monuments, and artifacts from our ancestors. Heritage includes both physical objects and intangible things. The key difference between ancestry and heritage is that the ancestry is the lineage of the people while the heritage is the inheritance from the ancestry.

QUESTIONS FOR DISCUSSION:

- ▣ Have you ever been to the country/s of your heritage?
- ▣ What’s the weather like?
- ▣ What’s the landscape like?
- ▣ Are there any nice places to visit?
- ▣ Are there any animals / wildlife unique or very common to the area?
- ▣ What do you like about the country of your heritage?
- ▣ What don’t you like about the country of your heritage?

Share your own answers to these questions, based on your own heritage and ancestry to help stimulate a 2-way conversation.

ACTIVITY

2

Ask the child to identify their ethnicity from the list provided. Explore with the child what they know and how they feel about the ethnic group with which they identify.



WHAT'S THE DIFFERENCE BETWEEN 'RACE' AND 'ETHNICITY'?

'Race' and 'ethnicity' have been and continue to be used as ways to describe human diversity, Race refers to dividing people into groups, often based on physical characteristics. Ethnicity refers to the cultural expression and identification of people of different geographic regions, including their customs, history, national origin, tribal heritage, culture, language, and religion. In basic terms, race describes physical traits, and ethnicity refers to cultural identification. Race may also be identified as something you inherit, whereas ethnicity is something you learn or choose. For example, whereas someone might say their race is "Black," their ethnicity might be Italian. Likewise, someone might say their race is "White," and their ethnicity is Irish.

QUESTIONS FOR DISCUSSION: YOUR COUNTRY OF HERITAGE

- What languages are spoken?
- What's the food like?
- What do you like to eat?
- Are there any traditions, holidays or festivals that are observed?
- Do you know any of the challenges that people from your ethnic group have faced?
- Do you know any triumphs or achievements of people from your ethnic group?
- What history do you know?

Again, ensure this a two-way conversation by sharing your own ethnicity identification and your own knowledge and experiences of being from your ethnic group.

QUESTION FOR DISCUSSION:

"HOW MIGHT KNOWING THIS INFORMATION ABOUT YOUR ANCESTRY HELP YOU MAKE GOOD DECISIONS IN THE FUTURE?"

Discuss the importance of drawing strength and wisdom from your ancestral roots and culture to help one progress and advance, develop and thrive.

POINTS TO CONSIDER

If you are aware of the ethnicity of the child prior to the session, it is helpful to prepare beforehand and gather some basic information on historical, social and cultural facts of their ethnic group that will enable you to progress discussions. Sharing knowledge that a child may not know about their own ethnic group, can be very empowering for them, particularly learning something new about achievements and triumphs of those that share their ethnicity. By being an active participant in this activity and taking an interest in their identity it communicates a message of celebrating ethnic and cultural diversity, positive self-identity and encourages the young person to do the same.



SESSION THREE

WHAT IS YOUR FAMILY HISTORY?

AIM

This session aims to help individuals explore their family stories.

OUTCOMES

Increase the recognition of the power of our family histories to help us develop a pro-social identity.

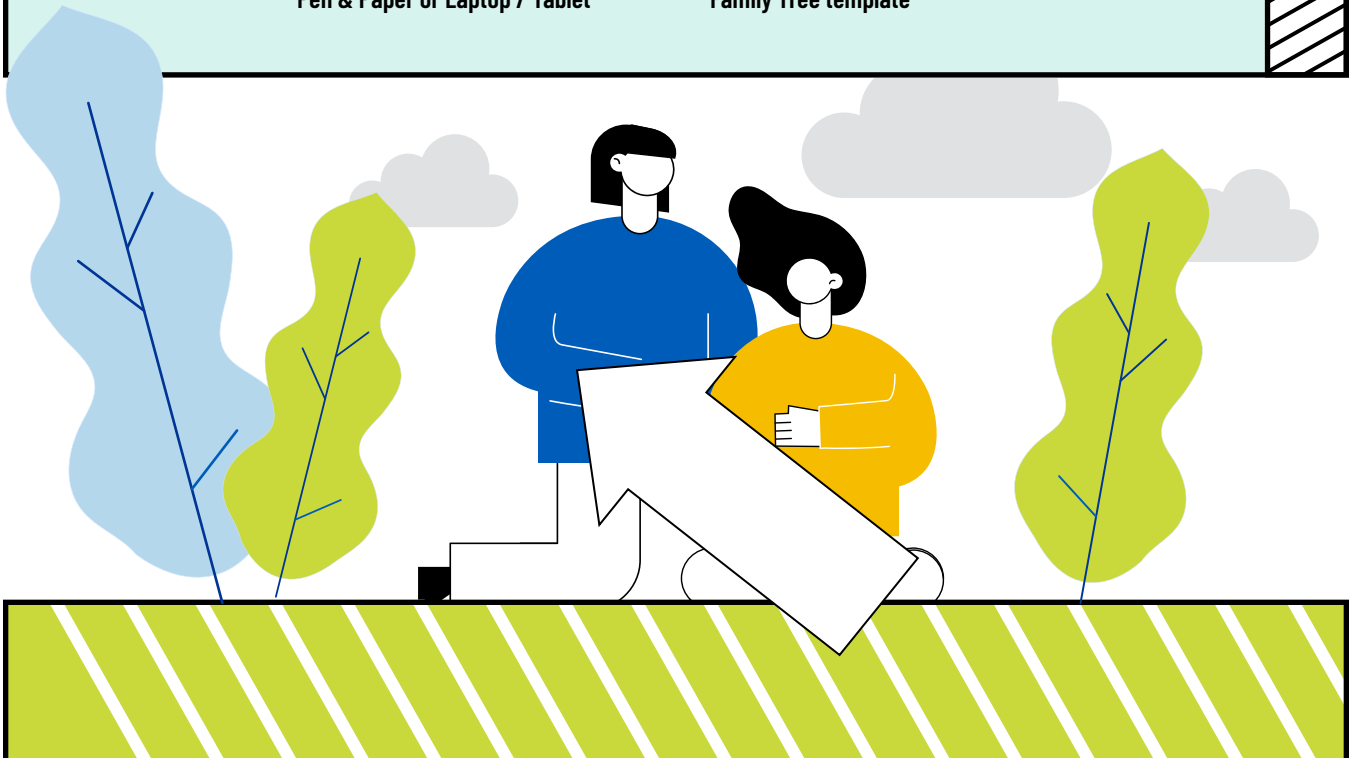
RESOURCES NEEDED



Pen & Paper or Laptop / Tablet



Family Tree template

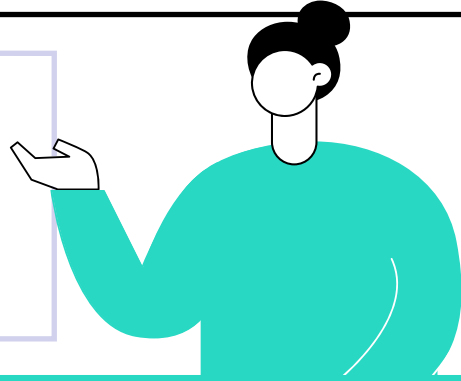


Points To Consider

Be mindful to explore these conversations with caution and sensitivity, as these discussions can sometimes be triggering for children, especially if they have negative family stories and histories, have absent family members, have been a looked after child or have experienced attachment issues. Be sure to emphasize that your family history doesn't **define** you - you still get to make your own choices in life and choose your own path; but knowing your family history can **refine** you (make you better, stronger and smarter not to repeat other people's mistakes), as well build on the positive steps achieved so you can reach even higher.

ACTIVITY

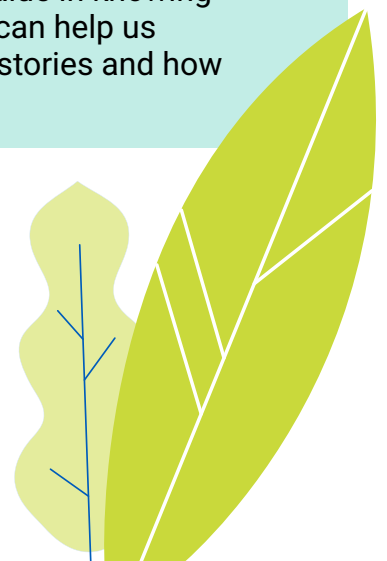
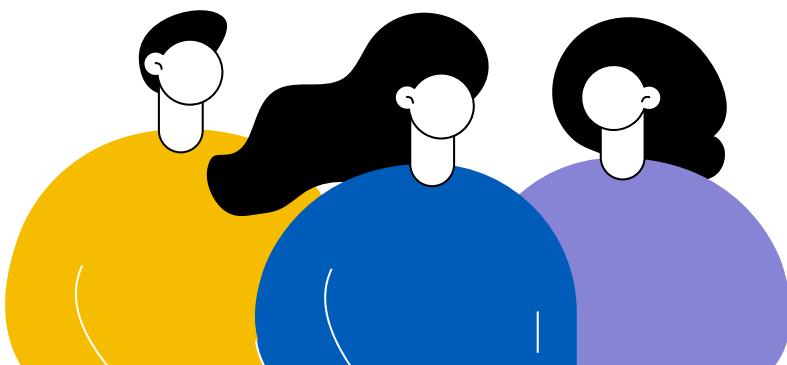
Invite the child to complete as much of their family tree as possible. As they do, talk about what you both know about your parents and grandparents.



QUESTIONS FOR DISCUSSION:

- ❑ What do you know about the lives of your parents, grandparents and great grandparents?
- ❑ Do you know where they were born, went to school, what they wanted to be / do when they grew up?
- ❑ Do you know any stories about your parents or grandparents?
- ❑ Any challenges they had to overcome, any triumphs or achievements?
- ❑ Do you think you have inherited any traits from your parents or grandparents?

You could challenge them to find out this information and have conversations with their family (especially grandparents) if possible. Emphasize the value in knowing one's roots and how the journeys of our ancestors from yesterday can help us navigate our journeys today. Share your own parent / grandparent stories and how that has impacted you.





SESSION FOUR

WHO AM I?

AIM

This session aims to help individuals identify and celebrate their strengths and personal attributes as well identifying areas of personal development that they may want to improve upon.

OUTCOMES

Strengthen protective factors of increased confidence and higher self-esteem to contribute towards development of a pro-social identity.

RESOURCES NEEDED



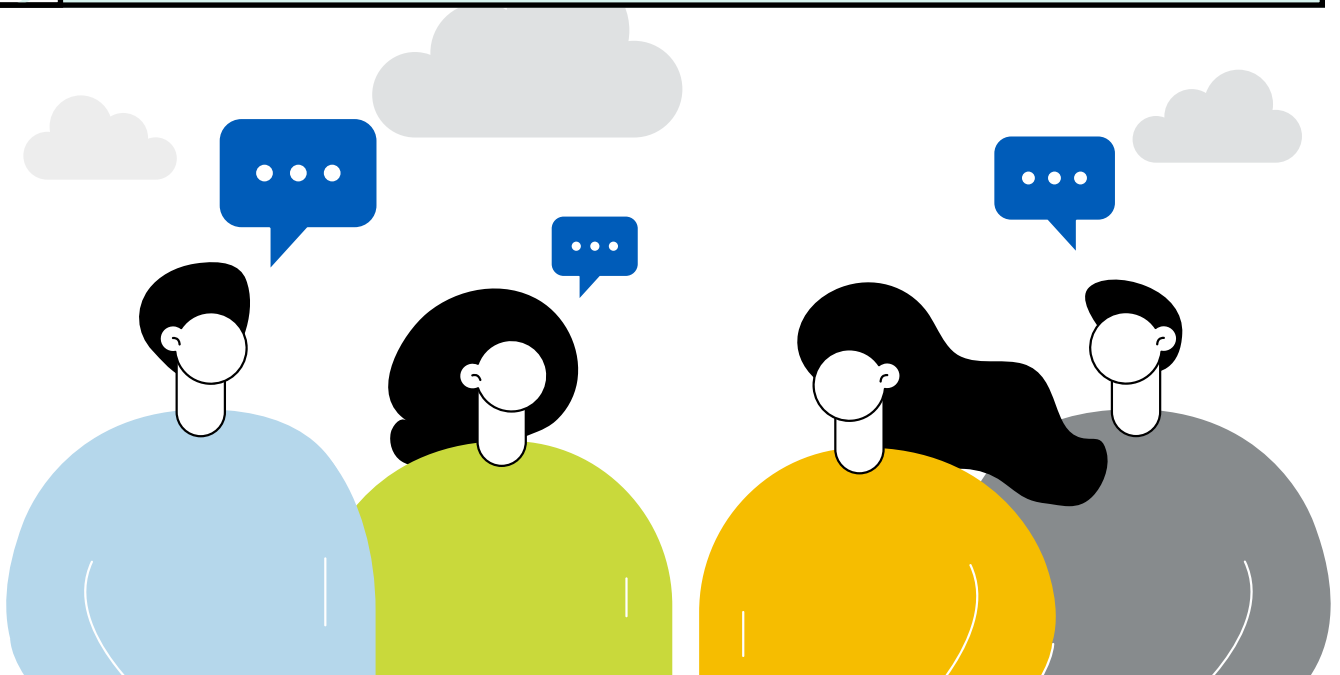
Personal Qualities & Attributes worksheet



Who Am I worksheet



Work produced from sessions 1 - 3



ACTIVITY

PERSONAL QUALITIES & ATTRIBUTES WORKSHEET

1

Invite the child to draw a circle around the words they think best describe them. Discuss their selections with them. Explore any patterns or themes that emerge. **NOTE:** You may already be using or be aware of other activities, worksheets or resources that help children reflect on their qualities and attributes. Feel free to use other methods or develop your own and add additional skills such as singing, cooking, sport or computers etc. The goal is to help children identify their strengths, qualities and positive attributes.


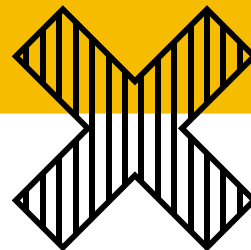
PEOPLE'S PERSONAL CHARACTERISTICS ARE KEY TO THEIR PERSONAL IDENTITY

POINTS TO CONSIDER

This activity can help provide a useful insight into how the individual sees themselves and give you clues as to how they may see their place in the world. Should a child select predominantly negative qualities and attributes during this activity, this may indicate low self-esteem and negative self-image. Make sure that you share with them your reflections on some positive attributes you may have noticed about them during your previous sessions.

Always keep the vision of the child and their strengths and interests at the heart of decisionmaking.

– Neal Hazel, Professor of Criminology and Criminal Justice, University of Salford



**When Personal and Structural Support are aligned
CHILDREN ARE MORE LIKELY TO ENGAGE
and see their place in the world differently**

– Neal Hazel, Professor of Criminology and Criminal Justice, University of Salford

ACTIVITY

WHO AM I WORKSHEET

Invite the child to complete the 'Who Am I' worksheet, filling in all the boxes using the main takeaways from the previous three sessions. Ask them to:

- ▣ Add their qualities and attributes from session 4 to the Personal Qualities box.
- ▣ Include the positive attributes / lessons from their family stories from session 3 to the Family History box.
- ▣ Insert their self-assigned titles from session 1 (e.g. British, English, Londoner etc.) to the Geography & Culture box.
- ▣ Include the achievements, qualities and strengths from their ancestry and heritage in session 2 to the Ancestry & Heritage box.

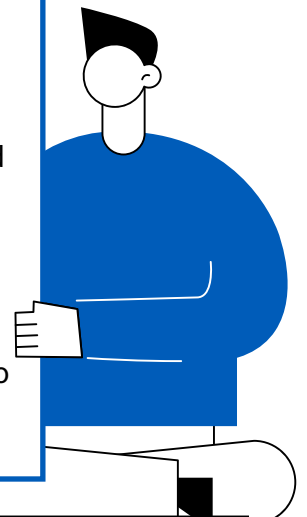
Invite them to reflect on all the multiple layers that contribute to their self-identity – their roles (e.g. a son, brother, daughter, sister, cousin etc.) as well as their heritage, nationality and personality.

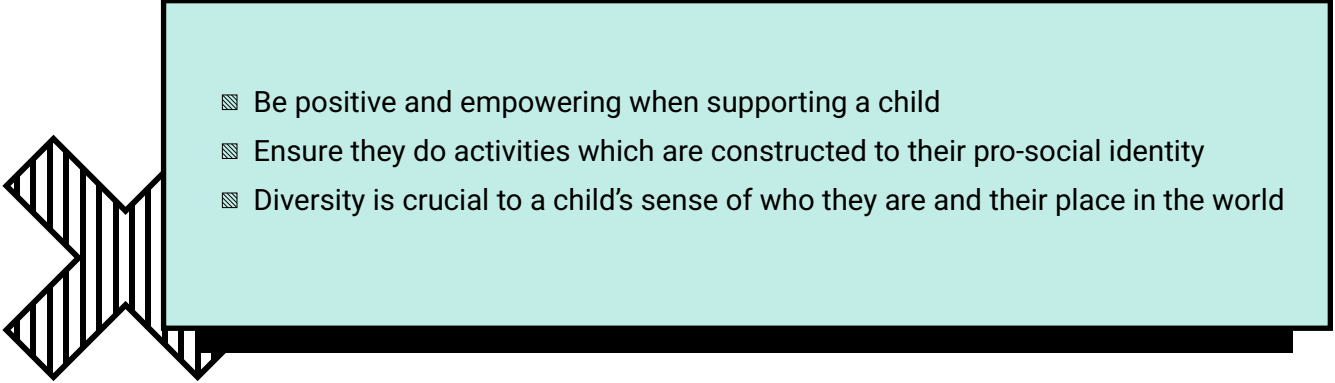
- ▣ Are there any particular parts of their identity that they relate to more?
- ▣ How do they see themselves with regards to their ancestry, ethnicity and nationality?
- ▣ Do they identify as British, English, Irish, Scottish or Black, African, Caribbean, Asian, or Black British, Asian British etc.?
- ▣ Do these identities overlap and complement each other or contrast and present challenges?
- ▣ Are there particular parts / aspects of their identity that they are most proud of?
- ▣ How do they feel others in their lives 'see them' – e.g. parents, family and friends, teachers, police etc.?

2

POINTS TO CONSIDER

Discussions around teachers, police or other professionals may lead to disclosures of experiences of discrimination, racism or feelings of unfairness based on racial heritage. These are very serious matters and should be approached with sensitivity and compassion. If these topics come up during sessions, best practice approaches are to first and foremost listen to young people and let them express. Do not attempt to rationalize or minimize their experiences or feelings of racism or discrimination as this can cause additional trauma. Ask the young person if they feel they would like further support and if so refer them to a specialist organisation that deals with anti-racism and racial trauma.



- 
- ▣ Be positive and empowering when supporting a child
 - ▣ Ensure they do activities which are constructed to their pro-social identity
 - ▣ Diversity is crucial to a child's sense of who they are and their place in the world

Kind Happy Friendly Funny Helpful

Brave Interesting Honest Reliable Cheerful

Popular Successful Trustworthy Lovable Quick Thinking

Mature Ambitious Trustworthy Responsible Motivated

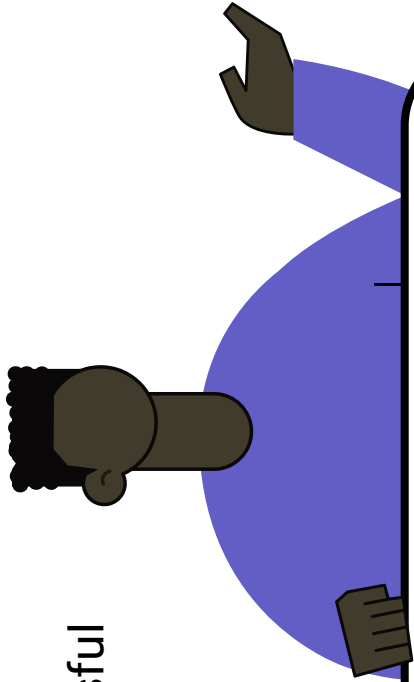
Patient Patient Sensible Adventurous Relaxed

Impulsive Intelligent Dependable Well Organised Supportive

Gentle Assertive Thoughtful Gentle

Attractive Hard Working Loyal

Humorous Exciting Caring Creative A Leader Clever



PERSONAL QUALITIES & ATTRIBUTES
 Draw a circle around the words you think describe you best

WHO AM I?

PERSONAL QUALITIES

FAMILY HISTORY

GEOGRAPHY & CULTURE

ANCESTRY & HERITAGE

