

**THROUGH THEIR EYES**

Guidance notes

**POLICE LINE DO NOT CROSS**

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Project Through Their Eyes is the third project produced by Safeguarding in Partnership. In order to appreciate the project, it is important to consider it alongside the two earlier projects. All three projects contain materials, information and resources for teachers to use in schools, or professionals to use in individual work. They are also useful for doing work with parent groups.

**Project 10** is focused on teaching children about their rights and responsibilities in law. The sessions cover an overview of what young people need to know about the law: thinking about victims, risks from those closest to us, to crime in the community. It is aimed primarily at children in Years 5, 6, 7, and 8. It can be delivered to children who are older, and to parents.

**Project Right Click** focuses on every-day situations/events, in which risks are omnipresent and which can be heightened by influences or agents online. The sessions are designed to be interactive and are based around films scripted for Right Click. It is aimed at children and young people from 11 years – 18 years+. It has been designed to educate and empower young people to be more safe in their communities and online, and to be more aware of the dangers to them. The topics represent every day dangers, so they can be challenging. Great care has been taken with the issues, not to unduly alarm or gloss over risks. There is information to increase the confidence of the teacher, and again, these materials can be used with parent groups. While these topics can be complicated and sensitive, this is no reason to avoid educating and empowering young people. They face these ever-present dangers on a daily basis.

**Project Through Their Eyes**, moves on to showing children and young people what happens when the law is broken. The sessions have films and presentations which show different situations where laws may be broken. These are variously shown through the eyes of the Police, a range of services, family members, and some perpetrators/victims. The sessions cover: Arson; Open Water Safety; Knife crime; Drug dealing, Hate crime; Antisocial behaviours; Theft; Railway safety; Sexual assault; Far right Radicalisation; Road Traffic safety; Domestic abuse; Assault by a stranger.

The aim of Through Their Eyes is to show young people: how laws protect us all; how challenging adolescent behaviours and group pressures can go wrong, sometimes tragically; and give the young people insight into the impact of difficult outcomes on those involved, their families, communities, and the services that seek to help in emergencies.

The concept of Through Their Eyes is presented in multifaceted ways in the sessions. It is expressed in ways which are: literal and visual; or in the articulation of someone's fears or regrets; or in statements about the law by service professionals; or in something which is unresolved.

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The project begins with a session on exploring the concepts of right and wrong, including looking at from whom do young people learn what is right and wrong. The group is introduced to five friends who meet at the house of one of the group. As the story unfolds, they are invited to comment on the personalities, relationships, and their actions.. The group ends up breaking the law and the focus shifts to looking through the eyes of: Ava's parents when they find out what has happened; a paramedic called to the scene; the family's neighbours; the Police; and the family of Mrs Walker.

Thereafter, each session covers a crime. There are teaching materials about the law relating to the crime, the circumstances in which such crimes can happen, and the consequences that can follow when the law is broken. These consequences affect the young people, but also those around them. In the example of the Anti Social Behaviour script. Firstly, we see how adults have networks and sources to tap into, from which they can gain information about behaviours. Secondly, the adults talk about how behaviours escalate, for example when one graffiti becomes "permission" for more. Thirdly, that behaviours which are different in presentation and time, such as graffiti, litter, noise, damage to property, underage drinking, are shown to be part of a bigger picture, antisocial behaviour. Fourthly, when alcohol is part of the event, risks multiply... missed school, hiding evidence, being found out to have lied, not remembering what happened after drinking alcohol, and the vulnerabilities this brings. Fifthly, it all costs money and time and joint effort to deal with situations and outcomes for the young people and their communities. Emergency services have been consulted and involved in the making of the films. We envision they may want to make use of the films in their work.

The sessions address why must the law be clear? The answers are: Firstly, the law applies to everyone, so it is important that we all know what the law is and understand our responsibility not to break the law. Secondly, it is completely clear to the Police what powers they have, which they need to enforce. Thirdly, any doubt or confusion can then be tested in court. This is helpful for young people managing the challenges of adolescence, when the developmental imperative is to distance themselves from the older generation and challenge boundaries. They need to and will challenge those around them. The sessions give information, so the group can think about why we have laws, and that we all need and benefit from a system of criminal justice. In the discussions, there are opportunities for them to be able to rehearse strategies to keep themselves safe and to see what they can do to keep others safe too.

Situations play out in different ways. The risks/outcomes are not neat nor always resolved. Life is rarely so. Some end in tragedy or serious harm, others in getting help that is much needed, while others quite clearly show that the perpetrator will have to face the consequences of their actions, and some end unresolved. All the sessions are vehicles for teaching, learning, discussions about life, times when we face challenges, community notions, loyalties and feelings. The purpose is to explain how situations are seen by those who are affected or those on whom we depend, while increasing understanding and empathy for others

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The final session draws the ideas of right and wrong, together with the law, and looks at the psychology of young people in groups. The session reviews the messages in the films, focussing beyond the stories and looking into why these young people ended up in situations where the law was broken, and why at times, they placed themselves at risk. The films tell stories of young people in their daily lives, in their families, schools, and communities. The aim being to show issues and dilemmas that they can recognise. The aim is that they will see themselves in the characters and be more able to see risks.

The overall message is that the law tells us what is right and wrong. They learn that they are responsible for what they do and the consequences of their actions. They are helped to see how and why they might end up doing something wrong, or even breaking the law. Reasons such as: Firstly, they didn't think beforehand, about the consequences of their actions. Secondly, they got swept up in the moment, by what a group was planning, without thinking. Thirdly, they were the victim of bullying, and didn't know what to do and had no help. Fourthly, there was one person who behaved badly, and what they did, got others in trouble.

## **Young people are given strategies**

Know about the law: We all have to abide by the law. You may not be sure whether what is happening is right or wrong, you will still be held responsible for what you do, if you do wrong.

Take a deep breath and pause for a few minutes: Even if what is happening is exciting and fast moving. A deep breath increases the oxygen in your system, and this will help you think. Pausing buys you time, you can still say yes, but it shows the others you might say no.

Think, do you actually want to do this?: It can be great to be asked to join in, but are you sure you want to? Before you decide, ask yourself what could go wrong?

You are responsible, so you make your own decision: Once you have decided, especially if it is not to join in, be clear. Then move away, you can say your parent has said you have to go home.

Report wrong doing, when it is safe to do so: It may be that you are a witness to or the victim of wrongdoing. Watch carefully and be aware of your surroundings. Prioritise your safety. Report when you can, to a trusted adult.

Tell the truth: If you get caught after you have done something wrong or illegal, don't lie. There will be witnesses or evidence, so lying won't save you from the consequences. Everybody makes mistakes, it is what you do after the mistake that counts!