

CONSEQUENCES

GOOD

BAD

For me

For people close to me

• Tell the young person that the next session will be about consequences of offending. The homework is to prepare for this by listing the consequences of offending for the young person and people close to him or her.

Exercise 2

To Think about the Consequences to those Close to You

Purpose

To enable the young person to consider how his or her offending affects family and friends.

Process:

You are intending to enable the young person to think about his or her offending from the point of view and feelings of parents, brother and sister, carers, girl/boyfriend.

Ask first who do you care about most? Why do you care about them so much?

Now ask the young person to tell the story of their last offence. Then ask them to imagine they are one of those they care about (their mother/father/brother/sister or boy/girlfriend.)

What was it like for them?

- Police calling at the home?
- Going to the police station?
- Going to the panel or court?
- Wider family and neighbours knowing?
- Worries? Anger? Shame? Embarrassment?
- How will this affect the relationship with the young person?
- How are they likely to react to the young person?

Repeat this with other people that the young person has mentioned if you feel that the young person has not fully understood the purpose of the exercise.

Output

The young person will have developed empathy for how those close to him or her are affected by offending.

Recap and homework

Ask the young person to summarise what they have learnt in this session. If they have forgotten significant parts, remind them.

The homework is to choose the one person that has been most badly affected by their offending and to think about what they are sorry about.

Session 3

Exercise 1

To Think about Consequences to Yourself

Purpose

To enable the young person to consider what he or she might lose from offending

Process:

First ask the young person how they got on with their homework. Reinforce any efforts and success. Challenge any avoidance.

You will need a page of flipchart, some scissors and glue or paste.

From a selection of magazines ask the young person to make up a collage of the things they value in life. Discuss what makes these valuable.

Now ask how would they feel if they lost what is important to them

- Discuss what might cause such losses.
- Then focus on how offending might cause loss, e.g. custody, family, health, employment etc

Output

The young person will be aware of how offending could risk what the young person values most in life.

Worker Notes: