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The RisKit Programme: Operational Manual

KCA UK
progressive
responsive
effective

University of Kent

Contents

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1 Introduction

1.1 What is RisKit?

The RisKit programme is a multi-component risk reduction programme for young people who are vulnerable to risks including drug and alcohol use, early and unprotected sex and offending.

It has been developed in the project's initiation phase from consultation with young people, a review of the research literature and interviews with local stakeholders. It has learnt much form the experience of KCA in delivering the enhanced intervention for young people on drugs and alcohol.

1.2 What is this manual?

This manual describes the programme that has been developed for use in Kent schools from September 2009. It will be used by KCA with about 150 young people by March 2011 in order to:

- Provide a programme that is evidence-based and aims to reduce risk behaviours.
- Evaluate the effect of the programme on those who go through it.

1.3 Lessons taken from the initiation and pilot phases

From our evidence review, the consultation with young people, the interviews with stakeholders and the pilot phase, we have taken the following main lessons.

- The top risks that young people are concerned about are:
  - Drugs (primarily cannabis, but also cocaine and other party drugs)
  - Alcohol
  - Unprotected, unwanted and early sex.
  - Violence and fighting.
- Many young people already have quite detailed knowledge on these risks and the theory of how to avoid them, although the level of this knowledge is not the same across all young people.
- Many programmes on risk reduction have had only limited or short-term effects.
- Successful programmes on reducing risk behaviours target social and life skills, rather than just increasing knowledge.
- There is a wide variety of other agencies who are involved in working on risk reduction in Kent. The RisKit programme needs to build sustainable links for young people with these agencies.
- The pilot programme was accepted by the young people it was targeted at.

- The optimum group size to go through the eight-week follow-on phase is 5 or 6 young people.
- The programme provides a good opportunity to address a wide range of targeted risk behaviours, especially including drugs, alcohol and sexual health.
- It is difficult to provide the anticipated level of structured groupwork to young people who are not in mainstream education as they often find it hard to concentrate on any activity. Nevertheless, some young people in alternative education were able to engage and benefit from the pilot programme.
- The programme describes structured activities, but its success will rely heavily on the skills of the workers in making these activities flexible to the needs and interests of participating young people.
- Enhanced skills in groupwork and in motivational interviewing (for one-to-one interviews) will be required of the workers delivering the programme.
- The targeted young people are at an age where they tend to be increasing their levels of drug and alcohol use, as well as other potentially risky activities (e.g. sex). It will therefore be difficult - in the absence of a control group who do not go through the programme - to demonstrate that it has an effect in reducing these behaviours. We should be able to analyse behaviours before and after the programme, and to gain information from young people on the effect of the programme on their behaviours.

2 The targeted participants

2.1 Indicators for inclusion in the programme

The RisKit programme is targeted at young people who are:

- Aged between 13 and 16 years old (in practice, the programme will focus on school people in years 9 and 10, and the first term of year 11).
- Males and females.
- Vulnerable to the targeted risk behaviours. The targeted vulnerabilities to risk include:
  - Already engaging in these risk behaviours.
  - Displaying risk factors for these risk behaviours, including:
    - Impulsivity.
    - Lack of engagement in school.
    - Problems in relationships with family, teachers and/or peers.
    - Problems with anger management and/or communication skills.
    - Contact with adults who are involved in dependent substance use and/or drug dealing.

The RisKit programme is *not* designed to meet the specific needs of young people who are:

- Already dependent on drugs or alcohol.
- Suffering from serious mental health problems.

KCA workers who identify young people who fall into these groups in the course of their work on RisKit will refer them to the appropriate services.

2.2 Method for targeting

2.2.1 Sites

It is intended that the RisKit programme will delivered at secondary schools in Kent, with a specific focus on schools in deprived areas, where greater concentrations of children displaying the targeted risk behaviours are likely to be found.

These areas include the districts of:

- Swale
- Thanet
- Shepway
- Dartford
- Gravesham

Other schools that serve highly deprived wards within less deprived districts will also be targeted.

2.2.2 Individuals

Participating schools will be asked to screen the eligible age group, using the *Adolescent Risk Behaviour Screen* (ARBS, attached in appendix I). It is intended that the 15 young people who score most highly on the ARBS will be invited to join the programme.

3 The content of the RisKit programme

There will be eight components of the programme:

- Site preparation and research.
- Screening and recruitment.
- An introductory two-session drug and alcohol awareness course.
- A supplementary eight-session programme on life skills for risk reduction.
- One-to-one motivational and assessment interviews with participants in the supplementary programme.
- Creation of links between the young participants and outside agencies who can support them in reducing risks.
- Supported planning of risk reduction activities.
- Six-month follow up to evaluate progress and support continuation of risk reduction.

3.1 Site preparation and research

Once a site has been selected to host the programme, KCA staff will:

- Identify staff who will help them to implement the programme.
- Arrange suitable rooms and times in which to run the programme.
- Agree processes for screening and recruitment of participants.
- Agree processes for gaining informed consent from parents and young people.
- Research the availability of other services in the area which can support young people to reduce their risk behaviours.
- Make contact with these services in order to build links between them and the RisKit programme participants. This will involve making provisional bookings for local services:
  - For the service to participate in the 6th session of the supplementary programme
  - For the participants to visit a local service for the 7th session, or to other activities to be planned flexibly for the participants

3.2 Screening and recruitment

3.2.1 Recruitment to the two-week introductory programme

The planned process is that all young people who are eligible for the programme (by age) will be invited to fill in the ARBS, with assurance of anonymisation so that their teachers do not see their individual responses.

The 15 young people in each year group who score highest on the ARBS will be invited to take part in the two-week introductory programme. There is scope for some flexibility, with teachers being able to suggest pupils who did not score highly, or ho did not take the test. But this should be on the basis of their known vulnerability to risk behaviour, rather than any opinion on behaviour or engagement in education only.

If extremely high scores are found, KCA staff will invite the young person concerned to take part in an immediate one-to-one interview to assess whether there is a need for assessment under the Common Assessment Framework and/or immediate referral to appropriate, individual support.

3.2.2 Recruitment to the eight-week supplementary programme

KCA staff will use a combination of information in order to identify between five and six participants in the introductory programme. This information will include:

- The initial ARBS score.
- The participation of the young people in the introductory programme.
- Discussion with teachers and other school staff who know the young people.

They will use this information to decide who is most likely to benefit from the supplementary programme (combining a judgement of their vulnerability with their readiness for the programme and the need to create a group that works for all its participants).

Informed consent to take part in the programme and evaluation will be sought from the young person and, if necessary (e.g. where an appropriate adult judges that the young person lacks the capacity to make an informed judgement) their parent or carer (see appendix VII).

3.3 Introductory drug and alcohol awareness course

The aims of these sessions will be:

- To start building rapport with the young participants.
- To select those participants who could benefit most from involvement in the supplementary eight-week programme.
- To ensure that all participants in the eight-week programme with an adequate knowledge of risks related to drug and alcohol use.

See appendix II for the content of these sessions.

3.4 Eight week programme on life skills for risk reduction

These sessions are planned in order to:

- Cover the main issues that were identified by the research evidence and the young people's consultations.

- Invite young people to identify the risks that they are most concerned about and then to learn life skills for reducing these risks.
- Use effective techniques from previously successful programmes, including cognitive behavioural and motivational interventions.

Each session is planned to last between 40 and 60 minutes. They can take place at weekly intervals, or more frequently, depending on the needs of the school.

The eight sessions have been divided across five blocks. Each block covers a particular type of life skill. Each session covers a specific area within the block. Table one below shows the breakdown of blocks and sessions.

Table 1: Breakdown of blocks and sessions for the eight-session supplementary programme on life skills for risk reduction

Block number	*Block title*	*Session number*	*Session Title*
1	Identifying risks and solutions	1	Introduction
		2	Why do people take risks, how do people reduce risks?
2	Communicating and asserting	3	How do we protect ourselves against risks?
		4	Expressing needs and feelings
3	Managing anger	5	Dealing with anger
4	Reducing risks	6	Reasons to change
5	Finding alternatives	7	Making contacts
		8	Final plans

The session plans for this programme are included as Appendix IV.

3.5 One-to-one motivational and assessment interviews

There will be three one-to-one meetings between each participant in the supplementary programme and KCA staff:

- At entry to the eight-week programme.
- Between sessions 4 and 6 of the programme.
- At exit from the programme.
- At six months after the end of the programme.

During these meetings, KCA staff will use brief, motivational interviewing techniques in discussing current risk behaviours and supporting behaviour change.

In preparation for the first one-to-one interview, the KCA worker will find out whether any of the young people are already in contact with social services, YOS, YISP, FGC or PAYP.

At the first one-to-one interview, the KCA worker will verify information on any local service contacts, and will seek to find out whether the young person has a need or desire to be in contact with any of these services. If the young person gives their consent, the KCA worker will then put them directly in touch with the relevant agency/ies

Between sessions 4 and 6, the KCA worker will convene a meeting of the local representatives of these agencies to discuss what kind of support could be offered to the participants in ways that meet their needs. These discussions will review progress for those participants who have (a) expressed a need and (b) given their consent for information to be discussed with these agencies (at either initial or interim interviews). The meeting will also provide an opportunity to discuss what can be offered to meet the needs of other participants, and to prepare for the activities planned for sessions 6 and 7 of the programme.

At exit and follow-up interviews, the KCA worker will again ask the young person if they have a need/interest in contacting these other agencies, and if they consent to be put directly in touch with them

At the entry, exit and follow-up interviews, a timeline follow-back questionnaire on drugs and on alcohol (see appendix III) should be used and filled in (as part of a motivational interview). These invite the young people to reflect on their recent use of drugs and alcohol, and pave the way for a motivational discussion of the problems and risks associated with these behaviours. These questionnaires will also serve as quantitative measures of risk behaviour.

The interviews at programme exit and follow-up will also focus on the timeline plans that young people have made for making and sustaining changes to their risk behaviours. This will provide opportunities to provide extra support to the young people in making these changes.

All one-to-one meetings will be recorded on the summary record sheet (appendix V).

4 Evaluation

Evaluation will focus on process and outcomes for the young people.

4.1 Qualitative

The qualitative evaluation will aim to examine:

- Ability of the programme to engage young participants.
- The views of participating young people, workers and schools on the process and effect of the programme.

The methods which will be adopted to generate qualitative information on the programme will be:

- Regular discussions between University of Kent researchers and KCA staff.
- Ongoing, participatory evaluation of the eight-week programme by participating young people. KCA staff, using the session plans, will encourage young people to record their impressions of each session. The flipcharts will be collected, discussed and analysed by University of Kent researchers.
- Participatory evaluation sessions with the a sample of young participants at session 8 of their programme.
- Feedback sheets to be filled in by KCA staff after each session of the eight-week supplementary programme (see appendix VI).

4.2 Quantitative

We plan to use the time-line follow backs of alcohol and drug use for gathering quantitative data on outcome.

KCA staff will administer these instruments with young people during one-to-one sessions at entry, exit and follow-up. They will record who filled out each one (using anonymous coding) in order that individuals can be tracked between instruments. University of Kent staff will discuss and analyse the filled in instruments to assess their utility for use in the roll-out phase.

We will also use proxy indicators of effect. These indicators will include:

- Numbers of young people who are ‘c-carded’
- School attendance.
- Records of police and YOS contact.

Young people will be asked for their consent to have their school and YOS (if any) records accessed at the same time as they are asked for consent to take part in the programme and evaluation.

KCA workers should record the numbers c-carded on the session feedback sheets for the relevant session.

5 Appendix I: Adolescent Risk Behaviour Screen (ARBS)

The Adolescent Risk Behaviour Screen has been designed for use in identifying adolescents who are most vulnerable to risk behaviours.

It has been condensed, using psychometric factor analysis, from a much longer list of questions. The questions included in it are those that were the most powerfully predictive of a wide range of risk behaviours.

It has also been designed not to ask respondents direct questions about their own risk behaviours. Such behaviours are stigmatised and often punished. The ARBS avoids asking directly about them in order to encourage honest reporting.

Full information on the ARBS is included in the article:

M.K. Jankowski et al (2007) 'Development of a Screening Tool to Identify Adolescents Engaged in Multiple Problem Behaviors: The Adolescent Risk Behavior Screen (ARBS)', *Journal of Adolescent Health* 40:180.e19 –180.e26

6 Risk Behaviour Questionnaire

please circle the answer that fits you best

1. How often do you wear a seat belt when riding in a car driven by someone else?

Never	Sometimes	Most of the time	Always

2. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

Yes	No

3. During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight?

Yes	No

4. During the past 12 months, how many times were you in a physical fight?

0 times	1 or more times	2 or more times

5. Have close friends or relatives worried or complained about your drinking?

Yes	No

6. How wrong do you think it is for someone your age to smoke cannabis?

Very wrong	Wrong	A little bit wrong	Not wrong at all	I don't know

7. How much do you think people risk harming themselves (physically or in other ways) if they smoke cannabis regularly?

No risk	Slight risk	Moderate Risk	Great Risk	I don't know

8. How wrong do you think it is for someone your age to use MDMA/ecstasy, cocaine, speed or another illegal drug?

Very wrong	Wrong	A little bit wrong	Not wrong at all	I don't know

9. About how many adults have you known personally who in the past year have sold or dealt drugs?

None	1 adult	2 adults	3–4 adults	5 or more

Thank you for completing this questionnaire.

7 Appendix II: Content of the two-session introductory programme

7.1 Aims and Objective

Young people will be offered a series of sessions covering some of the basic facts and general issues around drug and alcohol misuse, providing an overview of different drugs, their effects and the risks. Sessions will also look at drug categories and the law, health and drug and workplace issues. Young people will be able to request other topics to be covered at the first session

7.2 Content

The content of the sessions is flexible to the needs and expressed interests of the young people. They and the KCA facilitators can choose from a menu of exercises, including:

- *Introduction to KCA YPS / purpose of sessions / confidentiality*
- 'How cocaine is made' video
- How do you know what is in a drug?
- Call my Puff' exercise (Cannabis)
- Discussion of stimulants, depressions and hallucinogens
- Focus on street drugs: risks, effects, methods of use. Emphasise solvent danger
- Focus on current drug laws: which drugs are Class A, B and C and which are legal; penalties
- Drug Jenga
- Pour a drink' exercise
- Explore safe-drinking guidelines
- Health risks of excessive drinking – body map
- 'Play your drinks right' card game
- *Evaluations*
- *Certificates*

Activities in italics are included in each programme.

Appendix III: Content of the eight-session supplementary programme

RisKit Session Plan – Session 1

Block 1 – Identifying risks and solutions

Session 1 - Introduction

Session length – 45 minutes approx.

Aims of session

- To introduce participants to the goals and methods of the programme.
- To enable them to set ground rules that are safe for them.
- To help them identify some of the issues they want to work on.

Rationale

This session will create an environment in which the young people feel safe, will practice participating in the group, and will develop 'discrepancy' between risk behaviours and their awareness of the consequences of risk behaviour.

Resources required

- Flipchart paper
- Marker pens
- Different coloured postit notes
- Bluetack

Preparation

- Draw a ladder of harm on one piece of flipchart paper, with 'risky' written at the top, and 'safe' written at the bottom.
- Write 'Your Say' on a flipchart and stick it to a wall near the door of the room.

Content

1. Intro (15 minutes)

- Welcome to RisKit group – general housekeeping.
- Aims of project and reasons for selection.
- Explain that the programme is not just about drugs and alcohol. "We are interested in any things that you think are risky and that you are worried about".
- Confidentiality to be fully explained both how KCA will respond within our own confidentiality policy and what responsibilities the YP have about keeping issues confidential.
- Setting of ground rules – set by young people with assistance of practitioners. Ground rules for the sessions are to be agreed upon, written on flipchart paper and signed by those in the group. YP should be reminded of these at the start of each session.

- Prepare for session evaluation – point to the 'Your Say' flipchart on the wall, and say that people can write anything on the flipchart that they want to say about what they are doing, as the session goes along, and at the end.

2.a) Identifying risks – Ladder of harm (25 minutes)

- Invite participants to brainstorm potential risks for young people
  - They can write or draw risk activities and substances down on post-it notes – one on each postit note, and then place it on a central piece of flipchart paper.
- Continue until there are at least 10 postits on the flipchart, and all participants have contributed some risks.
  - If any of alcohol, drugs, fighting or sex are not on it, ask if they should be. If not, why not?

2.b) Ranking risks

- Then ask the group (as a group) to look at all the postits on the flipchart, and move them on to a different flipchart which has a ladder drawn on it.
  - They are allowed/encouraged to discuss where they are putting the postits, and why, and to move each others postits around if they can agree it.
- Show the group the final ladder. Check with them whether this is what they agree on the most and least risky substances and behaviours.
- Invite discussion of why those at the top are the most risky.

2.c) Reasons and consequences

- Then draw a + sign on one side of the ladder and a – sign on the other.
  - Tell the group that positives might be reasons why some people do the substance/behaviour and negatives might be bad things that happen because of the substance/behaviour.
- Ask the group to describe the positives and negatives of each of the behaviours/substances, starting from those at the top of the ladder.
- Invite them to write their suggestions down on postits and place them next to the substance/behaviour on the appropriate side of the ladder.

3.d) Summary

- Show the final flipchart and summarise what it says about the positives and negatives of the more risky behaviours/substances.
- Tell the group that they will be working more on the risky behaviour/substances that they have identified in the next session.

4. Session evaluation

- Ask the participants to write down on postits at least one thing they did like about the session, and one thing they did not (different coloured postits for likes and dislikes). Invite them to also write suggestions for what they want to do in future sessions (a third colour of postit).

After the session

- Note where and when the session took place on the back of each flipchart.
- Discuss any likes/dislikes/suggestions and what they mean for future sessions.

- Roll-up the flipcharts for storage and retrieval (rolling up flipcharts with the postits on the outside makes it easier to read them when you unroll them)

RisKit Session Plan – Session 2

Block 1 – Identifying risks and solutions

Session 2 – Why do people take risks, how do people reduce risks?

Session length – 45 minutes approx.

Aims of session

- To encourage participants to recognise the triggers that encourage risk taking.
- To begin to develop solutions that reduce and prevent risk.
- To prepare for more detailed work on communication, anger management, reducing risks, and planning alternatives.

Rationale

This session will develop the participants' feelings of discrepancy and self-efficacy[1]. It will develop their awareness of triggers of risk-taking and how they can find other ways to deal with these triggers.

Resources required

- Flipchart paper
- Marker pens
- Postit notes
- Bluetack

Preparation

- Bring the 'ladder of harm' flipchart from the previous week.
- Take 4 pieces of flipchart and write down the left-hand side (equally spaced): "Where?", "When?" "With who?" and "Consequences?".
- Write 'Your Say' on a flipchart and stick it to a wall near the door of the room.

Content

1. Intro (5 minutes)

- Welcome to 'RisKit' group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.

[1] Self-efficacy is the confidence that a person has that they can overcome any challenges they face, combined with the feeling that it is up to them to make that change.

- Remind participants about the 'Your Say' flipchart.
- Show the 'ladder of harm' flipchart from session 1. Ask if anyone wants to add anything to it.
  - If any of alcohol, drugs, fighting or sex are still not on it, ask if they should be.

2.a) What are the triggers of risk? (25 minutes)

- Explain what is meant by a trigger: "A trigger can be a place, a time, an event, or a person that makes it more likely that someone will take a risk which has bad consequences". Explain that this exercise is about these triggers.
- Put the 4 prepared flipcharts up on the wall. Write the top 4 risks at the top of each flipchart, one per flipchart.
- Ask the participants to consider the questions on the flipchart. For each risk behaviour:
  - Where does it happen?
  - When does it happen?
  - Who does it happen with?
  - What consequences does this lead to?
- Invite participants to stand up, write their answers on postits, and stick them on the appropriate places on the flipcharts.
- Encourage participants to draw lines between the various answers (risks may happen in different places, with different people, and with different consequences).
- Ask if there's any other triggers that make these risks more likely – ask participants to put them on postits on the flipchart and draw the links.

2.b) Review

- Review the results, emphasising (and drawing if necessary) the links between risks and their triggers
  - E.g. when drinking takes place with my mates, in the park, on Friday nights, it can lead to people getting drunk and fighting.
  - E.g. unprotected sex is triggered when a girl is at a party, late at night, and her friends have left, she's with a boy, she's smoked some weed, and it could lead to HIV and/or pregnancy.

3. Dealing with triggers (10 minutes)

- Ask the participants to discuss how the triggers and their consequences could be avoided?
  - Ask them for specific examples of when they or their friends have been in situations like this and have avoided taking risks and suffering the consequences.
  - Encourage any silent participants to say what they think, in general, about a solution that has been suggested by someone else.
  - Practice reflective, empathic listening, with special emphasis on highlighting occasions when participants mention the importance of staying calm, finding, communicating their needs clearly, being tolerant to others needs and finding alternative ways to get what they wanted.
  - Write each suggested solution or avoidance of triggers down on a postit.
- So how can we deal with triggers? Summarise the discussion, including a description of tools for dealing with triggers, including:
  - Communicating clearly.
  - Listening to others.
  - Keeping calm and dealing with anger.

  - Planning alternatives.
- As this is discussed, write a circle on a flipchart for each of these strategies (and any others that come up in discussion) and place the relevant postits on it.
- Explain that next week's session will be about how to communicate with others so that they understand your needs, and you understand theirs.

4. Session evaluation (5 minutes)

- Ask the participants to write down on post its at least one thing they did like about the session, and one thing they did not (different coloured postits for likes and dislikes). Invite them to also write suggestions for what they want to do in future sessions (a third colour of post it).

After the session

- Note where and when the session took place on the back of each flipchart.
- Discuss any likes/dislikes/suggestions and what they mean for future sessions.
- Roll-up the flipcharts for storage and retrieval[2]

[2] Rolling up flipcharts with the postits on the outside makes it easier to read them when you unroll them

RisKit Session Plan – Session 3

Block 2 – Communicating and asserting

Session 3[3] – How do we protect ourselves against risks?

Session length – 45 minutes approx.

Aims of session

- To introduce participants to the idea that they have both rights and duties to reduce risks to themselves and others.
- To learn about assertive communication skills.
- To practice these skills in the context of the risks that participants are concerned about.

Rationale

This session will develop the participants' confidence and self-efficacy in dealing with situations where risk behaviours may occur.

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Postit notes
- Bluetack
- Assertiveness diagram
- Scenarios for practising assertiveness

Preparation

- Print out copies of the Assertiveness diagram (attached here).
- Print and cut out the 'Scenarios for practising assertiveness' (attached)
- Bring the 'dealing with triggers' flipchart from the previous week.
- Take a piece of flipchart and write the following bullet points on it:
- We have the right to be treated with respect.
- We have the right to say 'no' and have our 'no' respected.
- We have the right to express our feelings.
- We have the right to protect ourselves from risks.

[3] This session is adapted from the TCU IBR sessions 'Acting to Protect Your Health' and 'Communication Styles'.

Content

1. Intro (5 minutes)

- Welcome to 'RisKit' group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.
- Remind participants about the 'Your Say' flipchart.
- Show the 'dealing with triggers' flipchart from session 3. Ask if anyone wants to add anything to it.
- Tell the group that this session and the next one will help them to develop ways of using the strategies for dealing with risk triggers that you discussed in the last session.

2.a) Introduction on rights and risk (5 minutes)

- Introduce the concept of one's personal right to avoid risks. Include the following key points:
  - We all have the right to refuse to put our health at risk.
  - We have the right to tell others in no uncertain terms about our decision not to take a risk. This means that no one has the right to force us to take a health risk.
  - The flip side is that we *don't* have the right to push or force other people to risk their health. If someone wants to use a condom when they have sex with us or if they don't want to drink alcohol, or use drugs, we should respect *their* right to protect their health.

2.b) Discussion of rights and risks (10 minutes)

- Show the group the flipchart on rights and read it out.
  - We have the right to be treated with respect.
  - We have the right to say 'no' and have our 'no' respected.
  - We have the right to <u>express</u> our feelings.
  - We have the right to protect ourselves from risks.
- Invite the participants to discuss how these rights can help them reduce risk behaviours. In particular:
  - Do you agree with these rights?
  - Which of these rights is the most important for you?
  - How can we make sure we respect the rights of others?
- It is anticipated that participants will have had some bad experiences relating to these rights. They may, for example, say that 'noone respects us', 'I say what I want, but my parents/teachers never listen', or 'they think we're not old enough to make up our own minds, but we are'. Listen reflectively[4] to such concerns. And then ask them for their suggestions as to how they can persuade adults that they should be respected and that they can make their own decisions. Lead their responses (or lack of response) towards a discussion of how we can communicate with others so that they respect and listen to us.
- "So now we are going to talk about how you talk about risks.'

3.a) Three styles of communication (10 minutes)

- Distribute the 'Assertiveness' diagram sheet.
- Lead a discussion about communication styles, their characteristics, and their possible outcomes. Model the styles, and provide examples as you lead the discussion.

[4] i.e. show the participants that you have heard and understood them by paraphrasing their words

- Start by saying: There are *three communication styles* which all of us have used at one time or another. These styles generally reflect our attitudes about ourselves and our attitudes about other people. We can have a passive style, an aggressive style, or an assertive style. As you'll see, an assertive style is best because it respects both our personal rights and the rights of others.
- The *aggressive* style: Write 'Aggressive' at the top of a flipchart, or on a whiteboard. Ask "What do people do when they're communicating aggressively? How do they talk? What else do they do?
- Invite participants' ideas on this, and write them down
- Continue until people have created a list that looks like
  - Sarcasm, piss taking, or threats
  - Shouting or screaming
  - Intimidating gestures; finger-pointing; glaring
  - Interrupting or silencing others (*Shut up!*)
  - Blaming or name-calling (*It's your fault, you stupid fool!*)
  - Put downs and jokes at another person's expense
- If some of these do not come up, then ask the participants if they are part of aggressive communication.
- The *passive* style. Write 'Passive' at the top of a flipchart or whiteboard. Ask "What do people do when they're communicating aggressively? How do they talk? What else do they do?
- Invite participants' ideas on this, and write them down
- Continue until people have created a list that looks like
  - Hesitation, uncertainty
  - Looking down or away when talking with others
  - Keeping quiet (fear of expressing your ideas, opinions, needs)
  - Covering up what you really feel (*It's okay that you hurt my feelings)*
  - Self-blame; self put-downs (*It's my fault /I'm so stupid*)
- If some of these do not come up, then ask the participants if they are part of passive communication.
- The *assertive* style. Write 'Assertive at the top of a flipchart or whiteboard. Ask "What do people do when they're communicating assertively? How do they talk? What else do they do?
- Invite participants' ideas on this, and write them down
- Continue until people have created a list that looks like
  - A level, polite tone of voice
  - Facial expressions and gestures matching mood and words spoken
  - Level eye contact; look at the person with whom you are talking
  - Listen well; avoid interrupting when others talk
  - Speak for yourself (Say: *I feel; I think; I believe; I would like, etc.)*
  - Avoid blaming others (Don't say: *You make me; you should; you are, etc.)*
- If some of these do not come up, then ask the participants if they are part of passive communication.

4. Practising assertive communication (15 minutes)

- Distribute slips of paper with one of the *'scenarios or practising assertiveness'* written on each slip. Provide the "opening line" to which the participants can respond. Use the following directions:

- Step 1: Tell participants that their slip describes a situation that requires a response. Ask each person to consider their situation, and to develop a passive response.
- Step 2: When the group is ready, go around the room. Have each person read his/her situation aloud, and then give a passive response after the you have provided the opening line. Lead a brief discussion using the following questions:
  - How did it feel to give a passive response in this situation?
  - What thoughts went through your head?
  - How would you normally respond in this type of situation?
- Step 3: Instruct participants to trade scenarios with someone in the room. Ask them to read their new situation and to develop an aggressive response. Go around the room as before and allow each person to experience giving an aggressive response. Provide opening lines to encourage spontaneous responses. Lead a brief discussion with the following questions:
  - How did it feel to give a passive response in this situation?
  - What thoughts went through your head?
  - How would you normally respond in this type of situation?
- Step 4: Ask participants to trade scenarios again, and develop an assertive response. Review the characteristics of the assertive style discussed earlier. Remind participants to keep their rights, and the other person's rights in mind as they build their response. After each situation, ask other group members for constructive feedback on the assertiveness of the response given. Encourage discussion of whether each person's rights were respected. Provide clarification and coaching, as needed. Process the exercise using the questions like:
  - How did it feel to do this exercise?
  - Which type of response felt the most comfortable for you?
  - What are some differences in feelings that you noticed with each of the types of responses?
  - What style of response comes easiest for you? Is this the style you use the most? Do you think it causes you problems? Explain.
  - Why is it hard to respond assertively?

After the session

- Note where and when the session took place on the back of each flipchart.
- Note any issues that came up that should be discussed in one-to-one session, or in future sessions.
- Roll-up the flipcharts for storage and retrieval.

ASSERTIVENESS

Passive	Assertive	Aggressive
Doesn't stand up for rights, timid, a push-over	Direct, honest, firm. Respects own rights and rights of	Ignores other people's rights. Loud, angry and disrespectful
Rights ignored. Misses goals.	Stands up for rights. Reaches goals.	May start a fight. Misses goals.

Assertive Tips

- Use a level, polite tone of voice
- Use facial expressions and gestures that match your mood and words spoken
- Level eye contact; look at the person you are talking to.
- Listen well; avoid interrupting when others talk
- Speak for yourself (Say: *I feel; I think; I believe; I would like*)
- Avoid blaming others (Don't say: *You make me; you should; you are,*.)

Session 3: Scenarios for practising assertive communication.

Deciding on what game to play on the computer.

("So what do you want to play?")

………………………………………………………………………………………………………

Responding to a friend who wants to borrow money.

("Come on, lend me £3. You owe me a favour.")

………………………………………………………………………………………………………

Responding to someone who is very angry with you.

("You stupid idiot! I never want to see you again.")

……………………………………………………………………………………………………

Responding to someone who has suggested you smoke some weed, and you don't want to.

("Look, it's really good stuff. You'll feel great.")

………………………………………………………………………………………………………

Someone jumps in front of you in the dinner queue.

("OK. I'm in a hurry.")

………………………………………………………………………………………………………

Responding to a boy or girl who stood you up the night before.

("Alright. Sorry about last night. I got busy and forgot.")

………………………………………………………………………………………………………

Dealing with someone who wants to pick a fight.

("Look, we can sort this right now!")

………………………………………………………………………………………………………

Responding to someone who wants you to go and buy some beer for them.

("Come on. You look older than me.")

……………………………………………………………………………………………………

Responding to a boy or girl who wants you to get off with you at a party (and you don't want to)

("Just think what we could be doing…")

RisKit Session Plan – Session 4

Block 2 – Communicating and asserting

Session 4 – Expressing needs and feelings

Session length – 45 minutes approx.

Aims of session

- To learn more about effective communication.
- To learn how better to express needs and feeling
- To practice these skills in the context of the risks that participants are concerned about.

Rationale

This session will develop the participants' ability to express their needs and feelings so manage the situations and triggers in which they are exposed to risk.

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Postit notes
- Bluetack

Content

1. Intro (5 minutes)

- Welcome to 'RisKit group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.
- Remind participants about the 'Your Say' flipchart.
- Remind the group that this session and the last one are meant to help them to develop ways of using the strategies for dealing with risk triggers that you discussed in the second session.

2. Making a character with needs (10 minutes)

- Take the flipchart of risks and triggers that was created in session 2 (exercise 2a) and stick it on a wall. Remind the group that this flipchart shows the triggers that <u>they</u> described to the risks that <u>they</u> chose.
- Introduce the concept that a person who is experiencing these triggers for risk has needs. Ask them to give examples of these needs (start by giving some examples. E.g. for a boy who has been drinking with his mates in a park on Friday night with his mates, he might need to stop drinking, or not to be hassled, or to have some help getting home. A girl who has been left alone at a party might need to find her friends, or to call her parents)
- Split the participants up into two groups of at least two people each.

- Ask each group to draw a person on a piece of flipchart who has these needs (they can draw in what s/he is dressed like, what s/he is drinking/smoking, where she is, and/or who she is with).

3. Expressing feelings and needs (20 minutes)

3a. Explain that to express our needs and feelings, we need to:

- Acknowledge our needs and feelings
- Take responsibility for our needs and feelings
- Avoid blaming other people for how we feel.

Write these needs up on a flipchart as you say them. Emphasise the words 'responsibility' and 'avoid blaming'.

3b. Examples of blaming 'you' statements

- Draw a big speech bubble coming out of the mouth of the characters the participants have drawn.
- Look at each character in turn with the whole group. Ask each group to say how their character might blame others for their needs. Ask them to write these statements down on postit notes and stick them in the speech bubbles.
- Help them if they cannot come up with such statements. For example
    - The boy out drinking with his mates might say "You can just piss off and leave me alone."
    - The girl left alone at the party might say to her friends when she finds them "You never look out for me".
- Encourage them to come up with at least three such statements for each character. When they or their friends have been in similar situations, what did they say? Did they blame other people?

3c. Examples of 'I' statements that avoid blaming

- Show how each of these 'you' statements can be turned into responsible 'I' statements that do not blame. For example:
    - "I know that I need to go home".
    - "I feel angry when you leave me alone", or "I need to call my parents".
- Encourage participants to write the 'I' statement on a postit and use it to replace the blaming 'you' statement
- Show how each of the blaming 'you' statements can be turned into a responsible 'I' statement that <u>both</u> expresses a need <u>and</u> avoids blaming.
- Use the discussions around 3b and 3c to remind participants of the differences between passive, aggressive and assertive communication, and to give participants more practice in learning the differences between them.

Practising expressing a need without blaming (10 minutes)

- Ask participants to think of a situation over the next week where they are going to have to express a need. This could be with a teacher, a friend, a parent or a brother/sister.
- Ask each participant to say what that need will be, and to say how they are planning to ask for it.

- Invite other participants to help them turn their statements of need into 'I' statements that avoid blaming.
  - For example, a participant may want to ask her brother or sister to stop borrowing her clothes. S/he may start by saying "You always borrow my clothes and ruin them". S/he could be encouraged to say "I feel angry when you take my clothes without asking".
  - Another example. A participant might want to save up for a new computer game, but a friend is encouraging him/her to go out to a party and buy some alcohol on the way. S/he may start by saying "You always make me waste my money on beer". S/he could be encouraged to say "I need to save my money so I can't go out".
- Invite them to practise expressing their feelings using 'I' statements, and let us know how it went next week.

After the session

- Note where and when the session took place on the back of each flipchart.
- Note any issues that came up that should be discussed in one-to-one session, or in future sessions.
- Roll-up the flipcharts for storage and retrieval.

RisKit Session Plan – Session 5

Block 3 – Anger management

Session 5 – Dealing with anger

Session length – 45 minutes approx.

Aims of session

- To recognise what leads to anger.
- To learn the effects that this has on thoughts, reactions and behaviours.
- To explore ways of changing thoughts, physical reactions and behaviour.
- To practice skills of assertive communication and expressing needs using responsible 'I' statements.

Rationale

This session will develop the participants' skills in reshaping their responses to triggers of anger and violence (cognitive restructuring).

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Red and blue postit notes
- Bluetack

Content

1. Intro (5 minutes)

- Welcome to 'RisKit group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.
- Ask the participants to remind each other what they learnt about in the last session. Did anyone use 'I' statements to express their needs this week? If so, what happened?
- Remind participants about the 'Your Say' flipchart.
- Tell the group that this session is about dealing with anger and is an opportunity for them to practise some of the things they have learnt about identifying triggers, communicating assertively and expressing needs with responsible 'I' statements.

2. Brainstorm anger triggers (10 minutes)

- Ask the group to brainstorm things that make them angry. Write each of them down on a red postit and put it on a flipchart.
- Make sure that everyone contributes at least one trigger.

- The list might include:
    - People winding me up.
    - People taking/stealing things from me.
    - People hitting me.
    - People taking the piss.
    - Being told to wait.
    - Being ignored.
    - Being criticised
    - When something doesn't work.
    - When someone lets me down.
    - When someone breaks a promise.
    - Being accused of something I didn't do.
    - People telling lies about me.

3. The chain of anger (15 minutes)

- Explain that the things on the list are 'triggers' to anger. When we experience an anger trigger it leads to a 'chain of anger'.
- Put a flipchart on a wall, or table, horizontally (i.e. longer edge along the top and bottom).
- Write 'Chain of anger' along the top, and then just underneath "Trigger → Thoughts → Physical Reactions → Actions"
- Put one of the postits for each participant from the brainstorm under "Trigger". Ask each participants to describe what thoughts, physical reactions and actions this leads to.
    - Ask "what do you think when this trigger happens?" Write the answer down on a red postit note and put it under Thoughts.
        - E.g. for the trigger "people winding me up", they might say "It pisses me off"
    - Then ask "and how does your body feel when this thought happens" (e.g. "when you're pissed off"). Write the answer down on a red postit and put it under physical reactions.
        - E.g. the answer might be I feel tense, I get nervous, I feel hot, or I feel strong.
    - Then ask "and how do you act when you feel like that" (e.g. "when you're tense", or "when you get nervous"). Write the answer down on a red postit
        - E.g. "When I get nervous, I start shouting", or "When I feel tense, I kick off"
- Draw lines connecting each Trigger to the relevant thoughts, reactions and actions. This is the chain of anger. Explain how we need to break the chain by learning to change the ways that anger triggers make us feel and act.

Short relaxation exercise (5 minutes)

- Explain that you are going to show the participants a quick way to relieve tension and feel more relaxed when they experience a trigger.
- Ask the participants to sit down comfortably and to
    - Take a deep breath and slowly breathe out.
    - As you breathe out, imagine the tension and stress draining away with your breath as it leaves your body.
    - Repeat this twice more.
- Warn the participants not to take more than three breaths or they might get dizzy.

5. 'Breaking the chain of anger' (15 minutes)

- Take the flipchart paper for the 'Chain of anger'. Write 'Breaking' before 'The chain of anger' at the top.

- Ask the group how they could think about the first trigger differently.
    - For example, for 'people winding me up', instead of thinking 'that pisses me off', they could think 'they're just trying to make me angry'. For people accusing them of something, instead of thinking 'they're having a go at me', they could think 'they've just made a mistake'.
- Write these new thoughts down on blue postits and place them under 'Thoughts'.
- Ask the group what the physical reaction to this new thought would be.
    - For example, the physical reaction could be 'keeping calm', or 'taking a few deep breaths', 'counting to ten'.
- Write these new reactions on the blue postits and place them under 'Physical reactions'
- Ask the group what actions these physical reactions lead to. Prompt them to say what an assertive (not aggressive or passive response would be). How could they express their needs to that person, without blaming them.
    - For example, the action might be 'walking away', or 'asking that person why they are accusing me'', or calmly saying 'I feel angry when you accuse me of something I didn't do'.
- Place their answers on blue postits under 'Actions'
- Show the participants how they have created new thoughts, reactions and actions that have broken the chain of anger.
- Invite them to practice using deep breaths and new thoughts to break the chain of anger in the coming week.

After the session

- Note where and when the session took place on the back of each flipchart.
- Note any issues that came up that should be discussed in one-to-one session, or in future sessions.
- Roll-up the flipcharts for storage and retrieval.

RisKit Session Plan – Session 6

Block 4 – Preparing for change

Session 6 – Reasons to change

Session length – 45 minutes approx.

Aims of session

- To recognise that changes happen in our attitudes and responses to risk.
- To prepare for making changes to protect us from harmful risks.
- To start thinking about how to put what we have learnt on this programme into practice
- To introduce participants to an outside, specialist service that can help them make and sustain changes.

Rationale

This session will develop the participants' recognition of discrepancy between current and desired risk behaviours, and will help them develop motivation and plans for change. It will do so in the presence of a worker from an outside agency who can help them work on a specific area that they have identified as problematic.

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Postit notes
- Bluetack
- The flipcharts from sessions 1 ('ladder of harm') and 4 (the characters)..
- A worker from an outside agency. This person should be invited on the basis of the risks that young people have identified in earlier weeks of the programme. For example, if the participants have identified unprotected sex as a particular issue, then a professional from local young people's sexual health services should be invited. If violence and anger management have been identified, then it may be appropriate to invite a worker from the local Youth Inclusion and Support Panel. The potential agencies to invite should already have been identified in the preparation phase for the programme at each participating school.

Content

1. Intro (5 minutes)

- Welcome to 'RisKit group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.

- Ask the participants to remind each other what they learnt about in the last session. Did anyone use deep breathing and/or new thoughts to reduce their anger this week? If so, what happened?
- Remind participants about the 'Your Say' flipchart.
- Tell the group that this session is about dealing with risk and learning how to reduce harmful risks while gaining confidence to take risks that lead to good things.

2. Getting to know the guest

- Introduce the guest from the outside agency. Invite them to tell the group about who they are and what they do.
- Invite members of the group to tell the guest what they have been doing over the last few sessions, using the flipcharts from sessions 1 and 4.
- Invite a short, general discussion of the risks that have been identified and how the guests and other agencies can help with them.

3. Why do people take risks?

- Choose one of the risks that have been identified by the group (perhaps the one that is most relevant to the guest)
- Ask participants, including the guest, to take turns to come up with reasons why someone may take this risk. Each person should be asked to explain why they have put the answer down that they have. Practitioners can also take their turn in this activity adding any relevant answers that the group may not have put down.
- After a variety of answers have been recorded ask each YP to circle in a different coloured pen:
    - The main reason why they first took this risk
    - The main reason why they continue(d) taking this risk
- Practitioner-led discussion: Are the reasons that a person continues to take risks the same reasons why they started to use it? The YP are to be encouraged to think about their own reasons for taking risks. Do they actually enjoy them now, or is there anything they would rather be doing with their time or money?
- After the young people have finished this discussion, invite the guest to comment on any issues that come up that are relevant to their work.
- Finish with a brainstorm of alternative ways to relax, meet friends, spend time and have fun, to be placed on one flipchart and brought to the next session.

After the session

- Note where and when the session took place on the back of each flipchart.
- Note any issues that came up that should be discussed in one-to-one session, or in future sessions.
- Roll-up the flipcharts for storage and retrieval.

RisKit Session Plan – Session 7

Block 4 – Preparing for change

Session 7 – Making contacts

Session length – 45 minutes to 1 hour.

Aims of session

- To introduce participants to at least one agency that can help them reduce harmful risks and support positive risks.
- To plan making changes to protect us from harmful risks.
- To develop contacts that will help the participants support their changes after the programme has finished.

Rationale

The participants are likely to need support after the session if the changes they have made are to be sustained. This session will help the participants to feel more confident in approaching and using local services that can provide this support. It will also involve them being supported to make a timeline plan to reduce their risks and make positive changes.

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Postit notes
- Bluetack
- Transport to the local service.
- A private room at the local service.
- Tea, coffee, squash and biscuits in this room.
- The involvement in the group of a worker from the local service. Invite the worker to prepare anonymous but real stories about one or two young people who have used the service to reduce risks and make positive changes. These will be delivered in the form of a timeline (see below) to the group. They. should include
  - The problems the young people were originally facing.
  - The risks they were initially taking.
  - The first steps they took to get help.
  - The various types of help they got.
  - Any obstacles they faced.
  - How they overcame these obstacles.
  - Where they got to/where they are now.
- Bring the flipchart with the brainstormed alternative activities on it (from session 6).

Content

1. Intro (5-15 minutes)

- Gather in the allocated room, with tea, coffee, squash and biscuits.
- Welcome to the invited worker. Invite them to explain who they are and what their service does.
- If appropriate, invite the worker to show the group around the building.
- Back in the room, welcome to 'RisKit group - revisit last session, emphasising the ground rules set by the group and reminding participants about confidentiality issues.
- Tell the group that this session is about finding out about the local service, and also about planning for what happens after the RisKit programme ends.

2. Positive timeline stories (15 minutes)

- Put a flipchart in a prominent place, in landscape (horizontal) orientation.
- Ask the invited worker to tell one or two real-life stories about people who have successfully used the service (as described above in the 'resources required' section).
- While the worker is telling the story/ies, draw a timeline from right to left. Briefly note next to the timeline the main points of the story:
    - The problems the young people were originally facing.
    - The risks they were initially taking.
    - The first steps they took to get help.
    - The various types of help they got.
    - Where they got to/where they are now.
- Quick drawings can be used to symbolise specific steps. E.g drawing of a football to symbolise someone taking up sport, drawing of a bottle with a line through it to symbolise somebody stopping drinking.
- Ask the worker to be specific about any obstacles the young people faced along the way, and how they overcame these obstacles.
- Put two boxes on the flipchart – one for obstacles faced, one for solutions to these obstacles, fill in a summary of what the worker says, and draw a line between the boxes.
- Invite participants to question, comment or relate the stories to their own experience.

3. My timeline (20 minutes)

This exercise can be done in pairs, or individually, depending on how relations in the group have developed.

- Prominently display last week's flipchart with brainstormed alternative activities on it. Point it out to participants, reminding them that *they* produced it.
- Give each participant a flipchart sheet and some pens.
- Ask them to think about the next six months of their lives. "What changes do you want to make?", "Are there activities on the brainstorm flipchart that you want to do?"
- Invite them to write them on the timeline, in the order of things they want to do sooner, then things they want to do later.
- If there are significant events coming up (e.g. exams, Summer holidays, family changes such as a new baby, or a wedding, or a sibling moving out), invite them to put them on the timeline.

- While they are writing/drawing the timeline, ask "Who can help you make these changes?", "What obstacles will you face?", "How will you overcome them?". Invite them to write or draw their answers on the timeline.
- During this work, you and the worker can go around the group and help them think about the changes they want to make and any support they might need.
- When they have finished ask them to show their timelines to the group.
- Invite the worker to reflect positively on the work they have done and to emphasise how this and other local services can support them.

4. Wrap-up

- Thank the worker for their involvement.
- Thank the participants for their work.
- Tell participants that next week is the final session of the programme. It will be spent on working on their plans and evaluating the programme.
- Gather in the flipcharts, telling their creators that they will be able to keep them after next week.

After the session

- Note where and when the session took place on the back of each flipchart.
- Note any issues that came up that should be discussed in one-to-one session, or in future sessions.
- Roll-up the flipcharts for storage and retrieval.

RisKit Session Plan – Session 8

Block 5 – Finishing and evaluating

Session 8 – Final plans

Session length – 50 minutes approx.

Aims of session

- To finalise plans for making changes to protect us from harmful risks.
- To evaluate the programme.

Rationale

The participants have, we hope, learnt a lot during the programme. This final session is an opportunity to reflect on and consolidate this learning, as well as to gather information on the strengths and weaknesses of the programme itself. It is also an opportunity to finalise plans for making and supporting changes in risk behaviours.

Resources required

- Flipchart paper
- Marker/whiteboard pens
- Postit notes
- Bluetack
- A digital camera.
- Prepare two flipcharts which have an empty graph with two axes on them. Write numbers 0 to 10 up the vertical axes (for ratings), and 1 to 8 along the horizontal axes (for sessions). Write "Interesting?" on the top of one flipchart, and "Useful to you?" on the top of the other. See below for an example.
- Bring the list of local agencies and resources that was created in the preparation phase.
- Bring the flipcharts from the previous sessions, as well as the timelines created in session seven.
- Bring a certificate for each participant. The certificate should have their name, your name, the name of the school and the number at which they can contact you on it.
- Stick up the flipcharts from previous sessions around the room (in chronological order of creation) before the session starts. Clearly write on each flipchart the number of the session in which it was created.

Content

1. Intro (5 minutes)

- Welcome to the last 'RisKit group - emphasise the ground rules set by the group and remind participants about confidentiality issues, especially that other people's plans should not be discussed with anybody else outside the group.
- Tell the group that this session is about remembering the things we have learnt and finishing plans for making changes.

2. Remembrance (10 minutes)

- Ask participants in turn to describe what they learnt in each session by referring to the flipcharts.
- Note any particular themes that come out strongly, any positive or negative comments that they make about particular sessions or exercises, and any missing items (e.g. sessions/exercises that are not mentioned or remembered).
- Ask if anyone has any comments or questions on these previous sessions.
- Congratulate the group on the work they have done and the progress they have made.

3. Finalising timelines (15 minutes)

This exercise can be done in pairs, or individually, depending on how relations in the group have developed.

- Give back the timelines that participants created in the last session.
- Ask them to look again at their timelines, and make any changes or additions in the light of the reminder they have just had of what they have learnt in this programme.
- Ask them to put specific dates to actions that they have put on their timeline, especially for those activities that are early on.
- Ask them to put specific names to the people who can help them that are mentioned on the timeline. Help them with names of individuals and agencies if they do not already know them.
- If any activities involve phoning people up, ask them to put specific phone numbers on the timeline. Help them with numbers if they do not have them.
- Ask if it is OK to take a photo of their timeline. This can be done with them holding it, but there should be at least one photo of each person's timeline that is close-up enough that the timeline can be read in the photo (this is so the photo can be used in follow-up interviews).

4. Evaluating RisKit (10 minutes)

- Stick up the two flipcharts with empty evaluation graphs on them.
- Explain that we are going to use these graphs to help us find what worked well and what did not work so well about the programme.
- Give each participant a different coloured pen.
- Tell them you would like them to use each flipchart to give ratings to each of the sessions: one graph for how interesting they found each session, and one graph for how useful it was to them.
- Tell them that there is one number along the horizontal axis which represents the rating, or mark they give to each session. So if they want to give session number 4 a rating of 5 out of 10 for being interesting, then they would put a dot at the level of 5 above the horizontal number 5.
- Invite them to put a dot on each graph for each session.

- Once they have finished putting on dots, invite them to join up the dots using the same colours) in order to finish the graph[5].
- Invite them also to put postits on the 'Your Say' flipchart for the whole programme. Some participants can be doing this while others are doing the graphs.
- Ask them all to stand up and have a look at the graphs and the 'Your Say' flipcharts. Ask "What do you think this tells us about how useful and interesting this programme is?"
- Note their responses.
- Tell them that this information will be used in deciding how to change the programme for other participants.

4. Wrap-up (5 minutes)

- Ask the participants to sit in a circle.
- Thank the participants for their work.
- Ask them in turn to each say something that they have learnt from (or liked about the person sitting to their right (including the person sitting to the left of you).
- Give participants the phone number for your office, and tell them that they can call you if they need any help with putting their plans into action.
- Ask them if it is alright if you meet them again in six months to discuss how they are getting on.
- Hand out certificates to each participant, and personally thank them for their contribution to the programme.
- Take a photo of each person with their certificate.

After the session

Immediately

- Note where and when the session took place on the back of each new flipchart.
- Note any issues that came up that should be discussed in the final one-to-one session, or in follow-up sessions.
- Put a masculine or feminine symbol (or 'm' of 'f') and the age of the participant by each line on the graph, according to the age and sex of the participant who did that line.
- Roll-up the flipcharts for storage and retrieval.

By the next day

- Set up the final one-to-one meeting with each participant.

Three weeks after

- Phone any services that are mentioned on each person's timeline to see if contact has been established.
- Send each participant two photos (one of them with their certificate and one of their timeline), with a personal, *handwritten* letter which thanks them again for their participation, refers to some of the individual things they contributed or did on the programme and to your phone

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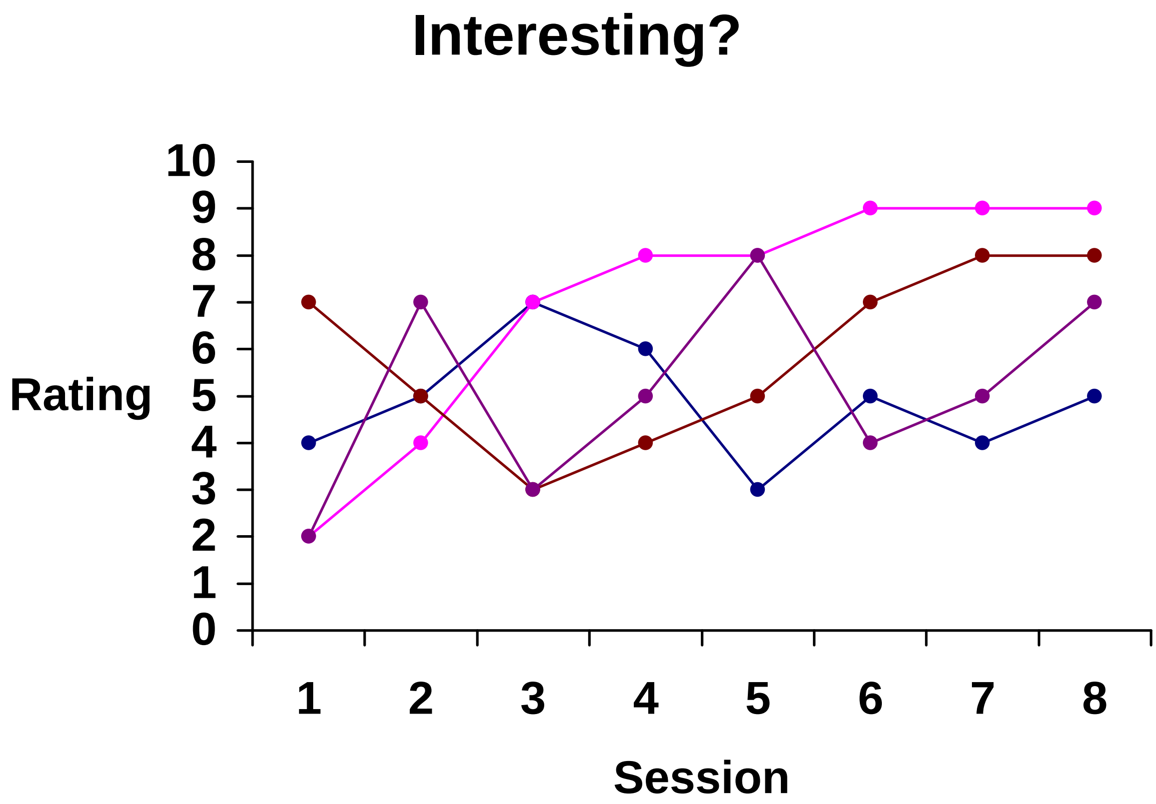
[5] This graph will enable the University of Kent to calculate average scores for each session.

call to the service, and reminds them that they can call you if they need any help with implementing their timeline.

In six months

- Set up a follow-up one-to-one meeting. Bring the timeline as a basis for discussion.

Example of evaluation graph to be written on flipchart.



8 Appendix IV: Timeline follow-back instrument and instructions

Instructions for Filling Out the Timeline Alcohol Use Calendar

To help us evaluate your drinking, we need to get an idea of what your alcohol use was like in the past <u>two weeks</u>. To do this, we would like you to fill out the attached calendar.

- Filling out the calendar is not hard!
- Try to be as accurate as possible.
- We recognize you won't have perfect recall. That's OKAY.

What To Fill In

- The idea is to put a number in for **each day** on the calendar.
- On days when you did not drink, you should write a "0".
- On days when you did drink, you should write in the total number of drinks you had.
- We want you to record your drinking on the calendar using Standard Units. *For example,* if you had 6 units, write the number 6 for that day. If you drank two or more different kinds of alcoholic beverages in a day such as 2 units of beer and 3 units of wine, you would write the number 5 for that day.

It's important that something is written for <u>every</u> day, even if it is a "0".

Your Best Estimate

- We realize it isn't easy to recall things with 100% accuracy.
- If you are not sure whether you drank 7 or 11 drinks or whether you drank on a Thursday or a Friday, **give it your best guess!** What is important is that 7 or 11 drinks is very different from 1 or 2 drinks or 25 drinks. The goal is to get a sense of how frequently you drank, how much you drank, and your patterns of drinking.

Helpful Hints

- If you have an appointment book you can use it to help you recall your drinking.
- Holidays such as Easter and Christmas are marked on the calendar to help you better recall your drinking. Also, think about how much you drank on personal holidays & events such as birthdays, vacations, or parties.
- If you have regular drinking patterns you can use these to help you recall your drinking. For example, you may have a daily or weekend/weekday pattern, or drink more in the summer or on trips, or you may drink on Wednesdays after playing sports.

Completing The Calendar

- A blank calendar is attached. Write in the number of Standard Drinks that you had each day.
- The time period we are talking about on the calendar is

from ______________________ to ______________________.

- In estimating your drinking, be as accurate as possible.

- DOUBLE CHECK THAT ALL DAYS ARE FILLED IN BEFORE RETURNING THE CALENDAR.
- Before you start look at the STANDARD DRINK CHART on the next page.

Units in common drinks

- One bottle of alcopop = 2 units

  (e.g. Bacardi Breezer, Smirnoff Ice, Archer's Acqua, Red Square, Reef)
- One 500 ml can of lager or cider = 2 units
- One glass of wine = 2 units
- One bottle of wine = 10 units
- One 25 ml (small) bottle of spirits (e.g. Vodka, Rum, Whisky) = 10 units

Instructions for Filling Out the Timeline Drug Use Calendar

To help us evaluate your drug use, we need to get an idea of what your use was like in the past two weeks. To do this, we would like you to fill out the attached calendar.

- Filling out the calendar is not hard!
- Try to be as accurate as possible.
- We recognize you won't have perfect recall. That's OKAY.

What To Fill In

- The idea is that for **each day** on the calendar we want you to indicate whether you "used" or "did not use**"** drugs.
- On days when you **did not use drugs**, you should write a "0" in the box.
- On days when you did use drugs, you should put a "✓" in the box.

It's important that something is written for every day, even if it is a "0".

Your Best Estimate

- We realize it isn't easy to recall things with 100% accuracy.
- If you are not sure whether you used a certain drug on a Thursday or a Friday of a certain week, **give it your best guess!** The goal is to get a picture of how many days you were using drugs and your patterns of use.

Helpful Hints

- Holidays such as Easter and Christmas are marked on the calendar to help you better recall your use. Also, think about whether you used drugs on personal holidays and events such as birthdays, vacations, or parties.
- If you have **regular drug use patterns** you can use these to help you recall your use. For example, you may have weekend/weekday changes in your drug use or your drug use may be different depending where you are or whom you are with.

Completing The Calendar

- A blank calendar is attached. **Each day** should contain a "0" for no drug use or a **"✓" for drug use**.
- The time period we are talking about on the calendar is

  from __________________________ to _________________________.
- In estimating your drug use, be as accurate as possible.
- **DOUBLE CHECK THAT ALL DAYS ARE FILLED IN BEFORE RETURNING THE CALENDAR.**

Timeline Calendar							
Name							
Date							
Use these calendars to insert the dates for the last two weeks, then ask the young person to fill in according to the timeline follow back instructions							
Alcohol							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
Number of units							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
Number of units							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
Number of units							
Drugs							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
0 or ✓							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							
0 or ✓							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Date							

0 or ✓							

9 Appendix V: Summary record of one-to-one meeting

RisKit – Summary of 1:1 meeting

School / Agency	
Programme start date	
Worker name(s)	

Pre-programme □ Mid-programme □ Post-programme □

Initials of Young Person		Date of Interview	
Action Points (if any):			

Any Child Protection / Safeguarding concerns? Yes □ No □

If yes, please complete and attach a concerns report.

10 Appendix VI: Feedback sheets for process evaluation.

RisKit programme

Session record form	
Location:	**Date:**
Session number:	
Number of participants: Exercise 1: [insert name] How engaged were participants in this exercise? (make relevant number **bold**) Totally uninterested 0 1 2 3 4 5 6 7 8 9 10 Fully engaged	**Planned number:**
Exercise 2: [insert name] How engaged were participants in this exercise? (make relevant number **bold**) Totally uninterested 0 1 2 3 4 5 6 7 8 9 10 Fully engaged	
Exercise 3: [delete this if no exercise three or insert name] How engaged were participants in this exercise? (make relevant number **bold**) Totally uninterested 0 1 2 3 4 5 6 7 8 9 10 Fully engaged	
Did you use any additional, optional exercises? Yes/no If yes, which one/s:	

To what extent did today's exercises fit the stated rationale of the session (e.g. developing discrepancy, confidence and self-efficacy, communication and assertiveness, anger management, planning for change, widening contacts for future work)? No fit to rationale 0 1 2 3 4 5 6 7 8 9 10 Very close fit to rationale Any comments on this:
What parts of the session worked well, and why?
What parts of the session did not work well, and why?
Did the session plan fit into the time available? ____ minutes too short/too long/just right Delete as appropriate
Any other comments:
If any participants were C-carded during this session (who have not been c-carded in another session of this programme), please fill in the box below: ☐Number of young people C-carded who have not been C-carded before (e.g. in other youth work).

11 Appendix VII: Consent form for young person.

Below is the consent form which should be ticked, initialled and signed by each young person participating in the RisKit programme. If they are not considered able to give informed consent, then consent should be sought, using this form, from their parent or guardian.

Consent Form

Title of Project: RisKit

Please tick and initial each box

1.	I confirm that the aims and content of the RisKit programme have been explained to me and that I have had the opportunity to ask questions	❑
2.	I understand that my participation in RisKit is voluntary and that I am free to leave at any time, without giving any reason	❑
3.	I understand that researchers of the University of Kent may look at records that are held about me by my school and youth offending service.	❑
4.	I agree to take part in the RisKit programme	❑
5.	I agree to take part in the RisKit evaluation	❑

Name of participant	Date	Signature
Worker	Date	Signature

12 What is RisKit?

RisKit is a multi-component risk reduction programme for young people who are vulnerable to risk taking behaviour including drug and alcohol use, early and unprotected sex and offending.

It has been developed, in consultation with young people, through a review of research literature and interviews with local stakeholders. It draws on the experience of KCA in delivering enhanced early intervention with young people on drugs and alcohol.

The RisKit programme is delivered by specialist Early Intervention Workers from KCA Young Persons' Service. KCA worked in collaboration with a range of other specialist agencies to ensure that RisKit meets the individual needs of each participant. Partners in the RisKit project include Healthy Schools, Family Group Conferencing, Sexual Health Services and Positive Activities for Young People (PAYP).

The RisKit programme is targeted at young people who are:

- Aged between 13 and 16 years old (in practice, the programme will focus on school pupils in years 9 and 10, and the first term of year 11).
- Vulnerable to specified risk taking behaviours.

13 The benefits for participating schools

RisKit aims to engage young people who are identified as being particularly vulnerable to a range of risk-taking behaviours.

Such behaviours include:

- Impulsivity
- Lack of engagement in school
- Problems in relationships with family, teachers and/or peers
- Problems with anger management and/or communication skills
- Association with adults who are involved in dependent substance misuse and/or drug dealing

The RisKit programme targets those young people who are already involved in these risk behaviours as well as those who may be displaying risk factors for progressing to such behaviours.

Each RisKit participant will be afforded the opportunity to explore these issues in depth, aided by staff with specialist knowledge.

RisKit aims to help young people explore the reasons why they might take risks in order to help them reduce or avoid risk-taking behaviour.

The RisKit programme is commissioned by Healthy Schools and Kent Drug and Alcohol Action Team. As a result, appropriate educational establishments are able to access RisKit **without charge**.

14 Guidelines for best practice

- The school is to identify two members of staff to act as School Lead Workers for the project. These workers are asked to co-ordinate the programme on the school's behalf - to ensure that timetables are considered, rooms are booked, etc.
- It is important for the RisKit timetable to remain as agreed. As numerous partner agencies are involved, any changes to the programme dates can jeopardise the levels of support offered to each group.
- Assuring the confidentiality of the risk questionnaire distributed to the participating year group is vital. Questions may not be answered honestly if young people are worried about who may see their answers.
- The expertise of school staff will be drawn upon when deciding which young people will be selected for a RisKit group, supporting the aim of creating a positive group dynamic to help ensure sessions are productive.
- It is advised that parents and carers of participating young people are notified of their involvement in the programme. A RisKit information letter for parents will be available from your KCA worker. A copy of this is provided in this pack.
- It is preferable that rooms used for RisKit are different to the participants' usual classrooms. This helps with establishing a new dynamic within each group as the programme can be seen as separate from the pupils' academic lessons.
- The location of the room should also ensure that the confidentiality of the young people in the group remains protected.
- Although school staff are not always present in the RisKit sessions it is asked that, when groups are taking place, someone is available to support KCA workers, if required.
- The provision of transport to the session held at external premises (e.g. Connexions) is the school's responsibility. This is a vital part of the RisKit programme - an opportunity to signpost the participants to supporting outside agencies – and it is **essential that this is facilitated.**

15 Components of the RisKit programme

There are eight components to the programme and these will be undertaken by KCA:

- Site preparation and research
- Screening and recruitment through the Adolescent Risk Behaviour Screen (ARBS)
- An introductory two-session drug and alcohol awareness course
- The supplementary eight-session programme on life skills for risk reduction
- One-to-one motivational and assessment interviews with participants in the main programme
- Creation of links between the young participants and outside agencies who can continue to support them in reducing risks
- Supported planning of risk reduction activities
- Six-month follow up to evaluate progress and support continuation of risk reduction

16 Content of the RisKit programme

The eight sessions on life skills for risk reduction are:

- Identifying risky behaviour
- Why do people take risks, how do people reduce risks?
- Communication & assertiveness
- Expressing needs and feelings
- Dealing with anger
- Reasons to change
- Making contacts
- Final plans

17 Information on agencies and aftercare

The lead agency in the delivery of RisKit is **KCA Young Persons' Service**. KCA is a voluntary sector organisation which has extensive experience in working with young people aged between 10 and 18.

KCA workers aim to provide interventions to young people in order that they will be able to make more informed choices in their lives.

KCA work collaboratively with a number of other specialist agencies. This will enable RisKit participants to benefit from a varied support network.

Partner agencies involved in RisKit include:

- Connexions
- Sexual Health Outreach Nurses
- Youth Inclusion and Support Panels (YISP)
- Stepahead Support
- Youth and Community
- Positive Activities for Young People (PAYP)
- Family Group Conferencing
- Relevant staff from within the participating school

Some or all of these agencies can be brought in to work with individual young people to help them address issues that may be identified over the course of the programme.

A KCA worker will contact each RisKit participant six months after the initial programme has ended. Workers will be able to review the progress of each young person and make referrals to relevant agencies if further support is required.

18 Methods of evaluation

18.1 Qualitative

The qualitative evaluation will aim to examine:

- The ability of the programme to engage young participants
- The views of participating young people, workers and schools on the process and effect of the programme

The methods which will be adopted to generate qualitative information on the programme will be:

- Regular discussions between University of Kent researchers and KCA workers
- Ongoing, participatory evaluation of the eight-week programme by young people. KCA staff, using the session plans, will encourage young people to record their impressions of each part of the programme. Flipcharts will be used to record the discussion. These will be analysed by University of Kent researchers.

18.2 Quantitative

The timeline follow-back questionnaire on alcohol and drug use will be used for gathering quantitative data on outcomes. The questionnaire records the levels of drug and alcohol use of each participant.

KCA staff will administer the questionnaires with young people during one-to-one sessions at entry, exit and follow-up. They will record who filled out each one (using anonymous coding) in order that individuals can be tracked between interventions.

We will also use proxy indicators of effect. These indicators will include:

- Number of young people who are 'C-carded'
- Levels of school attendance
- Recorded police and Youth Offending Service (YOS) contact

Young people will be asked to consent to KCA workers accessing their school and YOS (if any) records. This will be discussed at the same time as they are asked to consent to take part in the programme and evaluation.

19 Risk Behaviour Questionnaire

Your answers will be kept safe and will not be seen by school staff

1. How often do you wear a seat belt when riding in a car driven by someone else?

Never | Sometimes | Most of the time | Always

2. During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

Yes | No

3. During the past 30 days, did you go without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight?

Yes | No

4. During the past 12 months, how many times were you in a physical fight?

0 times | 1 or more times | 2 or more times

5. Have close friends or relatives worried or complained about your drinking?

Yes | No

6. How wrong do you think it is for someone your age to smoke cannabis?

Very wrong | Wrong | A little bit wrong | Not wrong at all | I don't know

7. How much do you think people risk harming themselves (physically or in other ways) if they smoke cannabis regularly?

No risk | Slight risk | Moderate Risk | Great Risk | I don't know

8. How wrong do you think it is for someone your age to use MDMA/ecstasy, cocaine, speed or another illegal drug?

Very wrong | Wrong | A little bit wrong | Not wrong at all | I don't know

9. About how many adults have you known personally who in the past year have sold or dealt drugs?

None | 1 adult | 2 adults | 3–4 adults | 5 or more

Thank you for completing this questionnaire. If it has raised any concerns for you then please contact support staff at your school or a KCA worker.

20 RisKit: Information for parents, guardians and carers

Dear Parent/Guardian/Carer

I am writing to inform you that your child has been selected to attend the RisKit Programme at school.

This programme, which has been designed to help young people reduce risk taking behaviours, is aimed at young people between 13 and 16 years of age who are considered to be most vulnerable to risk taking behaviour and who have been identified using the Adolescent Risk Behaviour Screen – a short questionnaire validated for this purpose.

RisKit involves eight sessions – each providing life skills for risk avoidance – which will be delivered by workers from KCA with support from other youth services.

During the programme, young people will take part in discussions and group exercises. These exercises are based on the latest evidence on what works in helping young people reduce risks. Participants will also have 1:1 meetings with the KCA workers and will be invited to make plans to avoid risk behaviours when the programme has finished.

Six months after the programme, KCA workers will meet the young people to review progress and see how they are getting on.

The RisKit programme is being evaluated by the University of Kent, to find out how well it meets the needs of the young people who go through it. The evaluation will involve reviewing the information that is gathered by the KCA workers, as well as information provided by the school and other agencies (depending on the young person's consent). Some young people will also be invited to take part in evaluation exercises.

No information that identifies the young people or the schools involved in the programme will be published in the evaluation report.

If you have any questions about the programme, please do not hesitate to contact your local KCA worker. Contact details can be obtained via the school.

Developed in collaboration with KCA UK and Kent Drug and Alcohol Action Team

University of Kent team:

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For more information on the RisKit programme, contact the Young Persons Team

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RisKit