Restorative Practices and Restorative Approaches: A Programme for Young People
This programme will refer to the perpetrator as ‘Young Person’ and will refer to the victim as ‘Victim’. You may wish to use your own terminology, for instance ‘Harmer’ and ‘Harmed’ or ‘Wrongdoer’ and ‘Wronged Party’.

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Participation Contract, Player Profile Worksheet, Team Talk questions, Team Sheet, Match Worksheet, Mind Mapping Worksheet, Restorative Approaches versus Punishment and Revenge Worksheet, Letter Writing Template, Restorative Contract, Restorative Plan, From Birth to Now and Beyond... a Timeline, You’ve got to hand it to me!, My Shirt, Knowing Myself, Word Search and Case Studies.

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This programme will refer to the perpetrator as ‘Young Person’ and will refer to the victim as ‘Victim’. You may wish to use your own terminology, for instance ‘Harmer’ and ‘Harmed’ or ‘Wrongdoer’ and ‘Wronged Party’.
Restorative Justice works to resolve conflict and repair harm. Restorative Justice gives young people the chance to understand the impact of what they’ve done and offers them the opportunity to repair the harm caused. It helps young people to recognise/formulate their Personal Value System, take responsibility for their actions and understand the consequences of their behaviour on both the victim and the wider community. Ultimately, it gives them a chance to put things right.

Restorative Justice gives victims the chance to tell the young person about the impact of their crime, to receive answers to their questions and to accept an apology.

Restorative Justice holds young people to account for what they have done, personally and directly, and helps victims to get on with their lives.

Restorative Justice is being used successfully in the Criminal Justice System, Schools, Workplaces, Care Homes and Health Services.

Restorative Justice’s effect on reducing reoffending can be measured in terms of economic benefit. Independent expert analysis* of the economic benefits of Restorative Justice has revealed that diverting young offenders from community orders to a pre-court restorative justice conferencing scheme would produce a saving to society of £7,050 per offender.

* Matrix Evidence: Economic Analysis of interventions for young offenders (Nov 2009)
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Writing Wrongs has been written and developed by Andy Winters and Lesley Parkinson of Restorative Justice and Education Services Ltd.
Writing Wrongs

Writing Wrongs is a programme for young people, using Restorative Approaches and Practices, designed for use in Youth Justice Organisations. Writing Wrongs can be used as a stand-alone programme. However, it can also be used as a starting point for any intervention. Before a young person is asked to address their own offence via an intervention programme such as Knife Crime, Car Crime, Violence, Theft, etc., they should have a comprehensive understanding of how their behaviour has affected others. It is equally important that the victim is offered a chance to see that the young person has thought about and addressed these issues.

Writing Wrongs draws on Cognitive Behaviour Therapy (CBT) and Solution Focused Therapy (SFT), encouraging young people to work out their own ways of dealing with problems in positive ways.

Writing Wrongs is a practical tool, with detailed session plans and resource sheets to support effective delivery of the programme. The CD-ROM provides the facility to deliver the programme electronically.

Young people are encouraged to investigate the causes and consequences of their/an offence, using the following structure:

- Player Profile
- Team Talk
- Team Sheet
- Match
- Match Report

The Writing Wrongs framework can be used with the facilitator and young person working one-to-one, or with small groups, encouraging young people to address the motives for specific offending behaviour and to gauge the full impact that an offence has on both direct and indirect victims.* The Writing Wrongs programme results in the young person writing a meaningful and sincere Letter of Explanation.

Writing Wrongs also consists of a number of resources that support the main framework; these resources can be used to support young people - to reflect on themselves and their actions, the events leading up to an offence, and the consequences.

Writing Wrongs has been designed for use in Youth Offending Teams, The Secure Estate, Probation and The Young People’s Service. There is an alternative version designed for use in schools.

This is an interactive programme which utilises visual, auditory and kinaesthetic learning styles (VAK). We offer an excellent training package to support the delivery of Writing Wrongs.

For any more information on Writing Wrongs please go to our website: www.writing-wrongs.org

* Direct Victims: people who are affected directly by the offence, for example the person who has been assaulted, the person who owns something that was stolen or broken. Indirect Victims: people who are affected but who are not the people who have been offended against, for example, the young person’s or victim’s parents.
Young Person

Writing Wrongs offers the opportunity to:
• explain what happened and why it happened
• put right any harm caused by way of a meaningful apology
• regain self respect and build up self-esteem
• consider how things would be done differently if a similar situation happened again

Victim

Writing Wrongs offers the victim the opportunity to:
• explain the true impact of the offence
• be given acknowledgement of the harm caused
• ask questions
• have a sense of peace of mind about the future
• receive an apology and regain a sense of confidence within the community
How to use this Programme
How to use this programme

There are a variety of ways to use this programme effectively:
• One-to-one with the young person
• One-to-one with the young person, informing the victim separately of the progress of the programme
• Young person and victim with facilitator*
• Group work, using the case studies and/or local and national news stories
• To prepare young people for a full restorative conference

Within this pack you will find detailed session plans and resource sheets to support delivery of the programme, a pack of cards for use during the programme, a CD-ROM which can be used for digital teaching and learning, a resource pad, stress balls and a bag to carry all items. Each session lasts for approximately one hour, but timings are flexible and can be tailored to suit individuals and groups.

This programme can be used as a starting point for other programmes used in a Youth Justice setting. Whatever offence the young person has committed, Writing Wrongs is an excellent introduction, enabling the young person to come to terms with the impact of their offence. Before delivering this programme, please take time to read this booklet and look at the CD-ROM. For details of practitioner training, please go to our website: www.writing-wrongs.org

* Suitable for a facilitator trained in victim-offender mediation

Pre-programme requirements

Youth Justice Organisations will decide whether or not Restorative Approaches are appropriate for particular individuals. The Youth Justice Board offers the following guidance:
• Is there a direct victim?
• Is it safe to engage the young person in Restorative Justice? (Does the young person accept responsibility? Is the young person of sound mind?)
• Is the victim willing to take part in the process?

If you assess the young person as showing no remorse whatsoever for the offence, and perhaps blaming the victim for his/her actions, then it would be wise not to invite the victim to become involved in the process. However, once the process is underway the young person may begin to accept responsibility and may at some point wish to invite the victim to join the process. It is important to ask the victim if/how they wish to participate; if the victim does not wish to participate, a copy of the completed Writing Wrongs programme and a Letter of Explanation can be forwarded on.
Writing Wrongs Programme

- **PLAYER PROFILE:** Get to know the young person and assess his/her preferred learning style/s.

- **TEAM TALK:** The young person discusses and then records the events leading up to the offence and the offence itself. A Restorative Approach to conflict or wrongdoing is applied in this session, using/adapting the key questions provided on the *Team Talk* resource sheet. 1-1 sessions should use the young person’s own issues; group work is based around one of the case studies or a relevant newspaper report.

- **TEAM SHEET:** A series of cards are dealt with the names of people who might have been directly or indirectly affected by the offence, and the names are recorded on a *Team Sheet*.

- **MATCH:** The young person is given a *Match* resource sheet illustrated as a football pitch (there are six other scenario sheets to choose from on the CD-ROM). The names of those affected through the young person are written on one side of the pitch. Those most affected are placed near to the centre; those least affected are placed further out. This is repeated on the other side and the process is done from the victim’s perspective.

- **MATCH REPORT:** Following the previous four stages the young person is now able to gauge the true impact that his/her behaviour has had on the direct victim and on the wider community. The young person can now begin to write a sincere Letter of Explanation. A letter writing frame is provided. Young people begin to plan ahead using the Restorative Contract and Restorative Plan.
How to use this Framework:
Working with Individuals

Note: The following session plans are designed for use by a facilitator working with the young person in a one-to-one situation, using the young person’s own issues/behaviour. Facilitators trained in victim-offender mediation will be able to deliver the programme with the young person and victim together.
# One-to-one Session 1: Player Profile

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Trainer to introduce themselves and the <em>Writing Wrongs</em> programme and objectives. Introduce the <em>Participation Contract</em>.</td>
<td>Listen, ask questions and agree to the <em>Participation Contract</em>.</td>
<td><em>Participation Contract</em> and pen, stress ball. Understanding of aims and objectives of the programme/ <em>Participation Contract</em> in place.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>To fill in <em>Player Profile</em> and to answer questions.</td>
<td>Young person to reflect on themselves and gain an understanding of their preferred learning style/s.</td>
<td><em>Player Profile</em>, pen and stress balls.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Trainer (or young person) to assess the <em>Player Profile</em>.</td>
<td>Knowledge of preferred learning style/s of young person.</td>
<td><em>Player Profile</em> and pen.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>To support completion of first part of <em>Participation Contract</em> and explain what will take place in the next session.</td>
<td>Complete the first part of the <em>Participation Contract</em>, questions and answers.</td>
<td><em>Participation Contract</em>, stress ball. First section of <em>Participation Contract</em> completed.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Ask the young person to bring an object/photograph to the next session, something that they are able to talk about.</td>
<td>Questions and answers.</td>
<td>Stress ball. Link made between this session and the next.</td>
</tr>
</tbody>
</table>

*Writing Wrongs*
### One-to-one Session 2: Team Talk

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Listen to explanation of object/photograph that young person has brought to talk about.</td>
<td>Talk about object/photograph, explaining why it is important.</td>
<td>Object/photograph. Trainer learns more about the young person/what is important to him/her.</td>
</tr>
<tr>
<td>Ice breaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Briefly talk through last session to recap.</td>
<td>Briefly talk through last session to recap.</td>
<td>Participation Contract, stress ball. Context of this session.</td>
</tr>
<tr>
<td>Recap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>Record details of the young person’s offence, using the questions on the Team Talk resource sheet to explore the impact of the offence. Refer to the Team Talk suggested activity (page 43). It may be necessary, depending on the nature of the offence, to help the young person identify the victim/s.</td>
<td>Answer questions and begin to consider impact of offence on self and victim.</td>
<td>Team Talk suggested activity sheet (page 43), Team Talk resource sheet (pages 44-45), Asset Form, stress ball. Knowledge of the offence, greater understanding by young person of the impact of the offence on self and others, Restorative Approach applied.</td>
</tr>
<tr>
<td>Team Talk – details of the offence. A Restorative Approach to conflict or wrongdoing is applied in this session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Identify with young person the main consequences of an offence on both the young person and victim. Keep a record of any co-offenders, victim/s and others affected by the offence for use in Session 3.</td>
<td>Identify with the trainer the main consequences of an offence on both the young person and victim.</td>
<td>Stress ball. Understanding of main consequences of an offence on the young person and victim.</td>
</tr>
<tr>
<td>Consolidation exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### One-to-one Session 3: Team Sheet

<table>
<thead>
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<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes Ice breaker</td>
<td>Word, number or card game.</td>
<td>Word, number or card game.</td>
<td>Writing Wrongs resource/s. Young person relaxed and engaged.</td>
</tr>
<tr>
<td>5 minutes Recap</td>
<td>Briefly talk through last session to recap. Re-introduce named victim/s from last week’s session and, if necessary, co-offender/s.</td>
<td>Briefly talk through last session to recap.</td>
<td>Participation Contract, stress ball. Context of this session.</td>
</tr>
<tr>
<td>20 minutes Identify the number of people affected by an offence</td>
<td>Hand the young person half of the cards from the pack (young person’s cards – coloured red). Ask the young person to turn the top card over. Then ask him/her whether he/she thinks the named person on the card has been affected by the offence through the young person. If they think the person has been affected they should place the card face up; if not, they should place the card face down. Encourage discussion. Repeat activity for the victim’s cards (coloured yellow).</td>
<td>Respond to cards and questions.</td>
<td>Card pack, stress ball. Understanding of number of people affected by an offence.</td>
</tr>
<tr>
<td>15 minutes Sorting information exercise</td>
<td>Before handing over the Team Sheet, add the names of the young person/young people and victims/s and the names of those affected by the offence who may have been discussed during Session 2. Support young person in activity or scribe for them.</td>
<td>Using the upturned cards from the previous activity, write down the names of those affected by the offence on the Team Sheet (Team 1 relating to young person, Team 2 relating to the victim).</td>
<td>Team Sheet. Understanding of those affected by an offence relating to both the victim and young person, direct and indirect victims.</td>
</tr>
</tbody>
</table>
## One-to-one Session 3: Team Sheet - Continued

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Once the <em>Team Sheet</em> has been completed for both the young person’s side and victim’s side, discuss with the young person how those listed on the <em>Team Sheet</em> have been affected: is it directly or indirectly?</td>
<td>Take part in discussion.</td>
<td><em>Team Sheet.</em> Understanding of those affected by an offence relating to both the victim and young person, direct and indirect victims.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Discuss with the young person the number of direct and indirect victims.</td>
<td>Discuss with the trainer the number of direct and indirect victims and complete <em>Participation Contract.</em></td>
<td><em>Team Sheet, Participation Contract,</em> stress ball. Consolidation of what has been learnt today and third section completed of <em>Participation Contract.</em></td>
</tr>
<tr>
<td>Plenary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## One-to-one Session 4: Match

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice breaker</td>
<td>Word, number or card game.</td>
<td>Word, number or card game.</td>
<td>Writing Wrongs resource/s. Young person relaxed and engaged.</td>
</tr>
<tr>
<td>5 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recap</td>
<td>Briefly talk through last session to recap.</td>
<td>Briefly talk through last session to recap.</td>
<td>Participation Contract, stress ball. Context of this session.</td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision-making exercise</td>
<td>Support young person in activity; discuss with young person their reasons for placing those affected by the offence at various points on the Match resource sheet.</td>
<td>Using the completed Team Sheet from last week’s session and one of the Match resource sheets, transfer the names of those affected by the offence onto the Match sheet, placing those most affected by the offence nearer to the centre point. Use one half of the Match sheet for Team 1 (young person) and the other half for Team 2 (victim). Can use CD-ROM interactive Match resource to drag and drop names onto pitch.</td>
<td>Team Sheet from last week’s session and Match resource sheet, CD-ROM, stress ball. Young person consolidates their understanding of how far direct and indirect victims are affected by an offence.</td>
</tr>
<tr>
<td>5 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plenary</td>
<td>Discuss with the young person how specific actions (relating to the offence) have caused disruption to individuals and the wider community.</td>
<td>Discuss with the trainer how specific actions (relating to the offence) have caused disruption to individuals and the wider community and complete Participation Contract.</td>
<td>Participation Contract, stress ball. Knowledge and understanding of the impact of an offence, increased self-awareness and sense of personal values, fourth section of Participation contract completed.</td>
</tr>
<tr>
<td>10 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You’ve got to hand it to me resource</td>
<td>Explain activity and support young person.</td>
<td>Complete activity.</td>
<td>Writing Wrongs resource: You’ve got to hand it to me. Increased self-awareness, increased sense of personal values.</td>
</tr>
</tbody>
</table>
### One-to-one Session 5: Match Report

<table>
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<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes – Ice breaker</td>
<td>Word, number or card game.</td>
<td>Word, number or card game.</td>
<td>Writing Wrongs resource/s. Young person relaxed and engaged.</td>
</tr>
<tr>
<td>5 minutes – Recap</td>
<td>Briefly talk through last session to recap.</td>
<td>Briefly talk through last session to recap.</td>
<td>Team Sheet, Match resource. Context of this session.</td>
</tr>
<tr>
<td>5 minutes – Revise knowledge and understanding</td>
<td>Re-visit the key questions relating to the feelings of those affected by the offence, using the Team Talk resource sheet if necessary.</td>
<td>Re-visit the key questions relating to the feelings of those affected by the offence, questions and answers with trainer.</td>
<td>Team Talk resource sheet, stress ball. Young person is reminded of the key issues relating to the impact of an offence.</td>
</tr>
<tr>
<td>10 minutes – How to put things right</td>
<td>Ask the young person what they think/feel should take place to repair the damage caused by the offence. If not suggested by the young person, the facilitator introduces writing a letter as one solution.</td>
<td>Suggest ways that might help repair the damage caused by an offence.</td>
<td>Stress ball. Ideas suggested that may help repair the damage caused by an offence.</td>
</tr>
</tbody>
</table>
How to use this Framework:

Working with Groups

We have provided nine case studies for use when working with groups of young people, which are also available as audio tracks on the CD-ROM. Topical case studies from local or national newspapers can also be used.

We suggest you make good use of circle time.
Please see guidelines on page 55.
# Groups Session 1: Player Profile

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 minutes</strong>&lt;br&gt;Introduction to programme, explanation of <em>Participation Contract</em></td>
<td>Facilitator to introduce themselves and the <strong>Writing Wrongs</strong> programme and objectives. Introduce the <em>Participation Contract</em>.</td>
<td>Listen, ask questions and agree to the <em>Participation Contract</em>.</td>
<td><em>Participation Contract</em> and pen, stress ball.&lt;br&gt;Understanding of aims and objectives of the programme/<em>Participation Contract</em> in place.</td>
</tr>
<tr>
<td><strong>20 minutes</strong>&lt;br&gt;<em>Player Profile</em> (Learning Styles questionnaire)</td>
<td>Trainer to introduce <em>Player Profile</em>. Ask questions and assist young people in completing answers, if necessary.</td>
<td>To fill in <em>Player Profile</em> and to answer questions.</td>
<td><em>Player Profile</em>, word search and pen.&lt;br&gt;Young people to reflect on themselves and gain an understanding of their preferred learning styles.</td>
</tr>
<tr>
<td><strong>10 minutes</strong>&lt;br&gt;<em>Player Profile</em></td>
<td>Trainer (and/or young people) to assess the <em>Player Profiles</em>.</td>
<td>Assess <em>Player Profile</em> or assist trainer.</td>
<td><em>Player Profile</em>, word search and pen.&lt;br&gt;Knowledge of preferred learning styles of young people.</td>
</tr>
<tr>
<td><strong>10 minutes</strong>&lt;br&gt;Plenary</td>
<td>To support completion of first part of <em>Participation Contract</em> and explain what will take place in the next session.</td>
<td>Complete the first part of the <em>Participation Contract</em>, questions and answers.</td>
<td><em>Participation Contract</em>, stress ball.&lt;br&gt;First section of <em>Participation Contract</em> completed.</td>
</tr>
<tr>
<td><strong>10 minutes</strong>&lt;br&gt;Plenary/circle time</td>
<td>Ask the young people to form a circle to discuss what they think they will gain from taking part in this programme.</td>
<td>Take part in circle time.</td>
<td>Stress balls.&lt;br&gt;Link made between this session and the next.</td>
</tr>
</tbody>
</table>
## Groups Session 2: Team Talk

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td><strong>Ice breaker/circle time</strong></td>
<td><strong>Complete activity sheet and take part in circle time.</strong></td>
<td>‘<em>From birth to now and beyond...a timeline</em>’ resource.</td>
</tr>
<tr>
<td></td>
<td>Introduce ‘<em>From birth to now and beyond...a timeline</em>’ then use circle time to</td>
<td></td>
<td>Trainer learns more about participants; young people recognise links between former</td>
</tr>
<tr>
<td></td>
<td>discuss how past experiences can influence our behaviour and attitudes today.</td>
<td></td>
<td>experience and current behaviour and attitudes.</td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Recap</strong></td>
<td><strong>Briefly talk through last session to recap.</strong></td>
<td><em>Participation Contract</em>, stress balls. Context of this session.</td>
</tr>
<tr>
<td></td>
<td>Briefly talk through last session to recap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td><strong>Case study</strong></td>
<td><strong>Listen to/read case study/newspaper report.</strong></td>
<td><em>Team Talk</em> suggested activity sheet (page 43), stress balls, case study, CD-ROM.</td>
</tr>
<tr>
<td></td>
<td>Read out a case study or play the audio from the CD-ROM. A recent newspaper</td>
<td></td>
<td>Young people begin to think about the causes and consequences of an offence.</td>
</tr>
<tr>
<td></td>
<td>report can be used in place of the case study. Try to choose a case study that</td>
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<tr>
<td></td>
<td>has relevance to the group. Refer to the <em>Team Talk</em> suggested activity (page 43),</td>
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<tr>
<td></td>
<td>and complete from the point of view of the wrongdoer/wronged party in the case</td>
<td></td>
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<tr>
<td></td>
<td>study.</td>
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</tbody>
</table>
# Groups Session 2: Team Talk - Continued

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Using a flipchart or interactive board, talk through the offence with the group and list all those affected by the offence (young people, victim/s and others) – this can be done as a group, in pairs or individually. Before the end of this session, identify the main young person and victim, through discussion. There may be more than one main victim and young person. Use the questions on the Team Talk resource sheet to explore the impact of the offence. Keep a record of any co-offenders, victim/s and others affected by the offence for use in Session 3.</td>
<td>Contribute to discussion and record information if necessary.</td>
<td>Team Talk resource, Stress balls. Understanding (by young people) of how many people can be affected by an offence.</td>
</tr>
<tr>
<td>Case study</td>
<td></td>
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</tr>
<tr>
<td>10 minutes</td>
<td>Use circle time to discuss how consequences of an action can be far reaching. Oversee completion of section 2 of Participation Contract.</td>
<td>Take part in circle time. Complete section 2 of Participation Contract.</td>
<td>Participation Contract. Second section completed on Participation Contract.</td>
</tr>
<tr>
<td>Circle time, plenary</td>
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</tbody>
</table>
## Group Session 3: Team Sheet

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Suggested ice breaker – <em>A Grey Elephant from Denmark</em>&lt;br&gt;Word, number or card game.</td>
<td>Word, number or card game.</td>
<td><em>Writing Wrongs</em> resource.&lt;br&gt;Young people relaxed and engaged.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Recap Briefly talk through the last session to recap. Re-introduce the case study/newspaper report discussed last week. Identify main young person and victim from last week’s case study. There may be more than one young person and victim, but try to keep the focus on the central figures. Individuals can work with different young people and victims, if necessary.</td>
<td>Briefly talk through last session to recap.</td>
<td><em>Participation Contract</em>, CD-ROM, case study, stress balls.&lt;br&gt;Context of this session.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Identify the number of people affected by an offence Hand the group half of the cards from the pack (young person’s cards – coloured red). Ask the first member to hold the pack and turn the top card over. Then ask him/her whether they think the named person on the card has been affected by the offence through the young person. If they think the person has been affected they should place the card face up in the circle; if not, they should place the card face down. Encourage discussion. They then pass the pack to the next person, and so on, until there are a number of cards face up. Repeat activity for the victim’s cards (coloured yellow).</td>
<td>Take part in card activity.</td>
<td>Card pack, stress balls.&lt;br&gt;Understanding of number of people affected by an offence.</td>
</tr>
</tbody>
</table>
## Group Session 3: Team Sheet - Continued

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Write on the <em>Team Sheet</em> the names of the young person and victim and add in the relevant section (Team 1 or Team 2) the names of others affected by the offence who were discussed during Session 2. All the cards upturned in the circle are written onto the <em>Team Sheet</em> (Team 1 relates to the young person and Team 2 to the victim).</td>
<td>Take part in card activity and complete <em>Team Sheet</em> if asked.</td>
<td>Card pack, <em>Team Sheet</em>, stress balls. Understanding of who has been affected by a particular offence.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Once the <em>Team Sheet</em> has been completed for both the victim’s side and young person’s side, discuss with the group how those listed on the <em>Team Sheet</em> have been affected: is it directly or indirectly?</td>
<td>Take part in discussion.</td>
<td><em>Team Sheet</em>. Understanding of those affected by an offence relating to both the victim and young person, direct and indirect victims.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Suggested extension activity: hand each young person in the circle a card. Then ask them to speak about the offence from that particular person’s perspective, or ask the group to ‘hot-seat’ the card-holder in character.</td>
<td>Take part in card activity and complete <em>Participation Contract</em>.</td>
<td>Card pack, <em>Team Sheet</em>, <em>Participation Contract</em>, stress balls. Consolidation of what has been learnt today and third section completed of <em>Participation Contract</em>.</td>
</tr>
</tbody>
</table>
## Group session 4: Match

<table>
<thead>
<tr>
<th>Time/Content</th>
<th>Trainer Activity</th>
<th>Learner Activity</th>
<th>Resources/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes Ice breaker</td>
<td>Word, number or card game.</td>
<td>Word, number or card game.</td>
<td>Writing Wrongs resource/s. Young people relaxed and engaged.</td>
</tr>
<tr>
<td>5 minutes Recap</td>
<td>Briefly talk through last session to recap.</td>
<td>Briefly talk through last session to recap.</td>
<td>Team Sheet, CD-ROM, stress balls. Context of this session.</td>
</tr>
<tr>
<td>30 minutes Decision making exercise</td>
<td>Support young people in the activity.</td>
<td>Using the completed Team Sheet from last week’s session and one of the Match resource sheets, transfer the names of those affected by the offence onto the Match sheet, placing those most affected by the offence nearer to the centre point. Use one half of the Match sheet for Team 1 (young person) and the other half for Team 2 (victim). Can use CD-ROM interactive Match resource to drag and drop names onto pitch.</td>
<td>Team Sheet from last week’s session and Match resource sheet, CD-ROM, stress ball, Team Talk resource sheet. Young people consolidate their understanding of how far direct and indirect victims are affected by an offence.</td>
</tr>
<tr>
<td>5 minutes Plenary</td>
<td>Discuss with the young people how specific actions (relating to the offence) have caused disruption to individuals and the wider community.</td>
<td>Discuss with the trainer how specific actions (relating to the offence) have caused disruption to individuals and the wider community and complete Participation Contract.</td>
<td>Participation Contract, stress ball. Knowledge and understanding of the impact of an offence, increased self-awareness and sense of personal values, fourth section of Participation Contract completed.</td>
</tr>
<tr>
<td>10 minutes You’ve got to hand it to me resource</td>
<td>Explain activity and support young people.</td>
<td>Complete activity.</td>
<td>Writing Wrongs resource: You’ve got to hand it to me. Increased self-awareness, increased sense of personal values.</td>
</tr>
<tr>
<td>Time/Content</td>
<td>Trainer Activity</td>
<td>Learner Activity</td>
<td>Resources/Outcomes</td>
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</tr>
<tr>
<td>5 minutes</td>
<td>Word, number or card game.</td>
<td>Word, number or card game.</td>
<td><strong>Writing Wrongs</strong> resource/s.</td>
</tr>
<tr>
<td>Suggested ice breaker: 1089</td>
<td><strong>Young people relaxed and engaged.</strong></td>
<td></td>
<td><strong>Team Sheet, Match</strong> resource.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Briefly talk through last session to recap.</td>
<td>Briefly talk through last session to recap.</td>
<td><strong>Context of this session.</strong></td>
</tr>
<tr>
<td>Re-cap</td>
<td></td>
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</tr>
<tr>
<td>5 minutes</td>
<td>Re-visit the key questions relating to the feelings of those affected by the offence, using the <em>Team Talk</em> resource sheet if necessary.</td>
<td>Re-visit the key questions relating to the feelings of those affected by the offence, questions and answers with trainer.</td>
<td><strong>Team Talk</strong> resource sheet, stress balls.</td>
</tr>
<tr>
<td>Revise knowledge and understanding</td>
<td></td>
<td></td>
<td><strong>Young people are reminded of the key issues relating to the impact of an offence.</strong></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Ask the young people what they think/feel should take place to repair the damage caused by the offence. If not suggested by the young people, the facilitator introduces writing a letter as one solution.</td>
<td>Suggest ways that might help repair the damage caused by an offence.</td>
<td><strong>Stress balls, flipchart.</strong></td>
</tr>
<tr>
<td>How to put things right</td>
<td></td>
<td></td>
<td><strong>Ideas suggested that may help repair the damage caused by an offence.</strong></td>
</tr>
<tr>
<td>30 minutes</td>
<td>Shuffle the relevant victim cards and hand out one card to each group member. Hand out the letter template and ask each young person to write a Letter of Explanation from the young person to the person on the card. Support the writing of the Letter of Explanation, acting as scribe if necessary.</td>
<td>Write a Letter of Explanation, using the letter writing frame if necessary.</td>
<td><strong>Letter writing frame, card pack, stress balls.</strong></td>
</tr>
<tr>
<td>Letter writing activity</td>
<td></td>
<td></td>
<td><strong>Well informed and sincere Letter of Explanation.</strong></td>
</tr>
<tr>
<td>10 minutes</td>
<td>**Circle time: ask the young people to read out their letters and talk about what they have learnt from the <strong>Writing Wrongs</strong> programme.</td>
<td><strong>Take part in circle time, complete Participation Contract.</strong></td>
<td><strong>Card pack, Participation Contract</strong></td>
</tr>
<tr>
<td>Circle time/Plenary</td>
<td></td>
<td></td>
<td><strong>Letter of Explanation completed, Participation Contract completed.</strong></td>
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Case Study 1

Car Crime - Anti-Social Behaviour - Neglect

Name: Scarlet
Age: 15
School: City High

Date: Friday 14th September
Scarlet had agreed to babysit for her five year old brother, Joe. Mum and dad were going out for a meal with friends. They said that they would return at about 11pm and they left details of where they would be along with mobile phone numbers. They told Scarlet that she could have friends around as long as they were quiet and did not disturb Mr. and Mrs Smith next door.

Mum and dad left the house at 7pm. Scarlet phoned two school mates, Jenny and Sandra, and asked them to come around to watch a film. Jenny and Sandra arrived at 7.30pm. They brought with them four cans of strong lager and a bottle of vodka.

By half past eight they had consumed all the lager and were now drinking vodka. They switched off the film and instead put on a CD. Mr. and Mrs Smith asked them to turn down the volume. Sandra swore at them and Scarlet turned the music up even louder. When the vodka ran out the three girls decided to take the keys to Scarlet’s mum’s car and drive to the off licence. They left Joe alone in the house.

None of the girls could drive and they crashed the car into a parked van belonging to Dave Brady, a local builder. A crowd gathered round. Police and Paramedics rushed to the scene. Fortunately the girls escaped with minor injuries. However, Dave Brady’s van was a write-off and so was mum’s car.

Fortunately Joe was found safe and well, fast asleep on the sofa back home.
Case Study 2

Burglary

Name: Hassan
Age: 14
School: Non-attendee

Date: Tuesday 3rd March

At 11am Hassan and his friend Kevin were hanging around on the local park. Neither of them attended school and their parents did not support the school’s attempts to re-engage them.

Hassan and Kevin were bored and had no money. They walked past some houses which backed on to the park. Kevin spotted a garden shed with its door open. Inside they could see two mountain bikes. Hassan suggested that they climb over the garden fence and steal the bikes. However Kevin thought about the consequences and persuaded him not to.

At 2pm that afternoon, Hassan returned to the park alone. He climbed over a fence, entered the shed and took one of the bikes. He then noticed that there was an open window to the kitchen. He climbed into the house and searched for valuables. He looked through drawers and cupboards. He took jewellery from a bedroom and a wallet which he found in a drawer in the kitchen. A neighbour of the victim saw Hassan throw the bike over the fence and called the police.

Hassan was arrested near to the scene.
Case Study 3

Assault - Public Order - Anti-Social Behaviour

Name: Liam
Age: 17
Employment: Unemployed

Date: Tuesday 14th August

Liam and his girlfriend Carla had recently split up. They had only been seeing each other for a few weeks, but Liam’s girlfriend decided to stop seeing him because she didn’t like hanging out with his friends. Liam and his friends would go to the park each Friday night where they would drink any alcohol that was available and also smoke cannabis. They could get quite rowdy and would often be rude or intimidating towards passersby.

The incident which ended the relationship happened one Friday evening when Carla’s aunt was walking her dog on the park. She saw one of Liam’s friends smash a bottle on a park bench. When she confronted him he swore at her and another one of the group threatened to hit her. Carla apologised to her aunt and then went home with her. Carla’s aunt told her mum and dad all about the incident and Carla promised to stay away from Liam.

Three weeks later Carla and her mum went to the local shops. Liam and his friends were outside. Liam’s friends started to insult Carla for finishing with Liam and then Liam also joined in. Mum told them to leave her alone and one of the group threw a punch which hit Carla’s mum in the face. Carla reacted and went to hit the offender. The group then surrounded Carla and her mum and kicked and punched them before running off.

The whole incident was captured on CCTV. Some witnesses came forward, however some felt too frightened to speak up.
Case Study 4

Nuisance Phone Calls - Wasting Police Time - Criminal Damage

Name: Jack
Age: 12
School: City High

Date: Tuesday 22nd February

Jack was a very active young person. He would always be climbing trees or walls. In school he couldn’t sit still and was often excluded for disruptive behaviour.

One Tuesday morning Jack wanted to get out of a maths lesson so he set off the fire alarm. The whole school was evacuated and the fire brigade were called out for a false alarm. Jack was a suspect; he denied committing the offence and there was no evidence against him.

A week later, whilst on an exclusion from school, he went to a phone box and called out an ambulance to a house on his street. The ambulance and a police car arrived shortly after the call. Jack watched the commotion until the emergency services realised that it was a prank call and they left.

Jack continued to make the calls. He told one of his friends about it until word had got around the whole school that it was Jack who was responsible for a spate of prank calls.

The police were informed and they placed cameras on the phone box. Jack was caught red handed. He admitted to all the previous calls.
Case Study 5

Trespass - Criminal Damage

Name: Robert  
Age: 14  
School: City High

Date: Sunday 12th May

Robert decided to visit his cousin, Tony. He took a shortcut through a building site where a new housing estate was under construction. He climbed over a fence and decided to look around one of the houses. Inside he found a can of yellow spray paint which is used by builders to mark out where hidden pipes are such as water, gas and electricity. Robert picked up the can and sprayed his name on an inside wall. He then went outside and sprayed his name throughout the site.

He took the can of paint with him and once he got to his cousin’s they both went around the estate and sprayed two bus stops, a shop front and a post box. Robert and Tony were easily identified by their names and when the police called at Robert’s house he still had yellow paint on his hands. Robert was given a three month Youth Rehabilitation Order. Tony received a Final Warning.
Case Study 6

Street Robbery

Name: Luke
Age: 17
Employment: Unemployed

Date: Saturday 20th December

Jim and Anne Jones were in the city centre doing some Christmas shopping. They were both carrying bags of shopping and had just one more present to buy. They had bought their 14 year old son a football kit and now they needed to get his twin sister an MP3 player. They went to a large electronics store and saw the player that they wanted.

On the way to the bus stop, Anne decided to go to the cash point to withdraw £10 for a pizza on the way home. She placed her bags on the floor and as she entered her pin number a young male named Luke ran towards her and attempted to steal her bags. Jim got hold of Luke. However three of Luke’s friends surrounded Jim and they knocked him to the ground. Anne came to his rescue and she was also attacked.

Luke and his friends ran off with three bags of shopping. In their rush to escape they bumped into an elderly lady who hit her head on the pavement and was knocked unconscious. Two policemen gave chase and caught Luke.

He was taken to the police station and was also found to be in possession of two stolen credit cards and a small amount of cannabis.
Case Study 7

Gangs - Knife Crime

Name: Jerry
Age: 16
School: City High

Date: Tuesday 29th November

Jerry Davies lies on the floor, blood streaming from a stab wound to his right thigh. He is surrounded by a crowd of people as two paramedics push through to help him.

Jerry was brought up on the Oaktrees Estate. When he was growing up his older brother Tony was a member of the local gang ‘The Oaktree Boys’. Jerry loved listening to Tony’s exploits. He’d tell tales of fights with rival gangs, car chases by the police and money making scams. Jerry looked up to Tony and he decided at an early age that he would become a member of the gang.

He started out just hanging around with the older boys. Before long he was carrying drugs for them and stashing money and weapons. Jerry soon became targeted by the police. His home was searched on several occasions and he appeared in Court for a variety of offences including: Possession of an Offensive Weapon, Assault, Affray, Public Order and Handling Stolen Goods. Jerry’s mum was very stressed out by his behaviour. She had to take so much time off work to go to Court or pick him up from the police station that she eventually lost her job.
By the time Jerry was established as a trusted member of the gang his brother Tony was now one of the top boys. Tony received a 6 month prison sentence for dealing Class A drugs. Whilst inside he realised that he had wasted much of his life. He realised that he couldn’t be in a gang all his life and now with a criminal record it might be more difficult to get a job. Tony wrote a letter to Jerry, telling him to settle down at school and to keep out of trouble. He knew that Jerry was good at fixing bikes and engines so he explained that if he went to college he’d be better off earning money as a mechanic than getting involved in gangs.

Jerry talked to his mum and told her that Tony was right. He was going to stop hanging out with the gang. He knew that it wouldn’t be easy. The gang might think he was soft; worse still they might think he’s involved in a rival gang. How do you leave a gang? His mum said that if it meant moving away from the area then that’s what they would do.

The next day Jerry set off to school. He was going to talk to his form tutor about college courses. On the way he was spotted by a rival gang from the Rosetrees Estate. His brother Tony had beaten one of them up a few months earlier and they wanted revenge. They chased Jerry, finally catching him outside the school gates. Jerry was outnumbered and about eight boys rained blows on him. During the attack one of the Rosetree boys plunged a knife into Jerry’s upper thigh before they all ran off.

Fortunately Mr. Blake, a physics teacher, was a first-aider and he managed to plug the wound with his finger. The paramedics said that if a first-aider had not been there, Jerry would have died from the loss of blood in a matter of minutes.
Case Study 8

Anti-Social Behaviour

Name: Group of Young People
Age: 10 - 18

Date: Friday 29th June

The Rosetrees is a large Housing Estate close to the City Centre. Many of the younger residents often complain about being bored. The youth club closed down a few months ago and now large groups of young people often hang out on the streets. Many local residents have complained about the noise and rowdy behaviour of the young people and the police regularly pass by to check on them.

There have been complaints of harassment, underage drinking, cannabis, graffiti, fighting and bad language. Local residents are often too nervous to go to the shop and the shopkeeper, Sammy Rizzo, says that he is losing trade because of the large groups of young people causing anti-social behaviour.

When asked to move on by Sammy, the young people say that they are not doing anything wrong. Some of the local residents sympathise with them because the youth club closed down. However, Local Councillor Mrs Malik points out that there is broken glass on the pavement, there is graffiti sprayed and written across the walls outside the shops and when some of the young people have been drinking they can become physically and verbally abusive.
PC Emmanuel receives numerous complaints from elderly residents who are scared to go out at night. Mrs Malik says:

“The kids can be out all hours. They wake people up after midnight with their shouting, especially if they have been drinking. We get mothers taking toddlers onto the park and sometimes in the morning it can be littered with broken glass, empty tins and other rubbish.”

She goes on, “But the worse thing is half the time they don’t even consider other people. They don’t even realise that they are behaving in an anti-social manner. Windows have been smashed, gardens have been ruined, parked cars scratched and the bus stop and phone box have been totally wrecked. Just imagine how many people have been affected. These things have to be paid for. Who pays? Did you know that the estimated financial cost of anti-social behaviour in England and Wales is over £3 billion per year?”
Case Study 9

Gambling - Theft

Name: Ricki
Age: 17
Employment: Apprentice/Unemployed

Date: Monday 14th April

Ricki left school last year. He gained 7 GCSE’s and then secured an apprenticeship in catering at a local restaurant. The Head Chef, Ali, liked to gamble on the horses and he would send Ricki to the local betting shop to place bets. The manager of the shop knew that Ricki was underage but she turned a blind eye.

The first time Ricki went into the betting shop he saw adults shouting at televised racing, urging their horses on. There was televised dog racing and football betting. It seemed exciting. It was the horse racing that Ali was interested in. Ricki would place bets for him every day and then collect the winnings. Ricki placed more bets than he collected winnings. In fact, he worked out that Ali was losing about £100 a week.

One day Ricki went to place a bet and decided to spend £10 on a roulette machine. Most Bookmakers have gambling machines installed. The flashing lights and the lure of big payouts can be quite tempting. However, the bookmakers run a business and they are not in the habit of giving money away.
On this particular day Ricki was in luck. He won £180, which was more money than he earned in a week. It wasn’t long before Ricki played the machines each time he went to place a bet for Ali. He started to go in after work and at lunchtimes.

Ricki had £700 savings in the bank. He withdrew the lot and spent it over a two week period. He won some, lost some, won some and lost some more, eventually losing all his money. He then started borrowing money from his friends and family until he had to avoid them because he couldn’t pay it back.

One Monday morning Ricki was asked to take the weekend’s takings from the restaurant to the bank. He had to pass the betting shop on the way to the bank and decided to pop in for a £10 bet on the machines. He lost the £10 and started to play the machine with some of the restaurant’s money.

The restaurant manager became worried because Ricki had been gone a while. The Head Chef said that he would walk to the bank and look for him. He had an idea that Ricki would be in the betting shop. He was shocked when he arrived. Ricki had spent £200 of the takings. Ricki burst into tears as the Chef screamed at him.

Ricki lost his apprenticeship and was charged with theft. The betting shop manager was warned for allowing underage gambling.
Direct and Indirect Victims

Case Study 1: Car Crime – Anti-Social Behaviour - Neglect
Direct Victims: Dave Brady, Mr. and Mrs Smith, Joe.
Indirect Victims: Mum, Dad, Jenny’s and Sandra’s families, other neighbours, road users, witnesses, Dave Brady’s family, Mr. and Mrs Smith’s family, paramedics, police.

Case Study 2: Burglary
Direct Victim: House owner.
Indirect Victims: Neighbours, users of the park, house owner’s family, Dean’s family, police.

Case Study 3: Assault - Public Order - Anti-Social Behaviour
Direct Victims: Carla, mum and aunt.
Indirect Victims: Carla’s family, offenders’ families, people who want to use the park for walking dogs, children who play on the park, shoppers, witnesses.

Case Study 4: Nuisance Phone Calls - Wasting Police Time - Criminal Damage
Direct Victims: School, fire brigade, ambulance service, police, neighbours.
Indirect Victims: Jack’s family, people who may have genuinely needed the emergency services, police.

Case Study 5: Trespass - Criminal Damage
Direct Victims: Construction company, Council, Post Office and shop owner.
Indirect Victims: Construction workers, bus users, post box users, shoppers, family.

Case Study 6: Street Robbery
Direct Victims: Jim Jones, Anne Jones, elderly lady, owners of stolen credit cards.
Indirect Victims: Jones family, elderly lady’s family, shoppers, shop owners, police.

Case Study 7: Gangs - Knife Crime
Direct Victims: Jerry.
Indirect Victims: Jerry’s mum, Mr. Blake, paramedics, crowd at scene, Tony, residents at Oaktrees Estate and Rosetrees Estate, police, school staff and students.

Case Study 8: Anti-Social Behaviour
Direct Victims: Local residents, Sammy Rizzo.
Indirect Victims: Mrs Malik, PC Emmanuel, family and friends of young people, police, government, tax payer.

Case Study 9: Gambling - Theft
Direct Victims: Restaurant manager and friends who lent money.
Indirect Victims: Friends, family, Head Chef, co-workers, betting shop staff.
Writing Wrongs - Participation Contract

Name: ..............................................................................................................

DOB: .................................................................................................

I agree to fully engage with the Writing Wrongs programme. I will do my best to understand the full impact that offending behaviour has on the victim and wider community.

I understand that there are five stages to the programme and I will complete all five.

After each session I will score myself points out of 10, 0 being poor and 10 being excellent.

<table>
<thead>
<tr>
<th>Session</th>
<th>I enjoyed this session</th>
<th>I understood this session</th>
<th>I completed this session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player Profile</td>
<td>Date:</td>
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<tr>
<td>Team Talk</td>
<td>Date:</td>
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<tr>
<td>Team Sheet</td>
<td>Date:</td>
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<tr>
<td>Match</td>
<td>Date:</td>
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<tr>
<td>Match Report</td>
<td>Date:</td>
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Player Profile

The Player Profile (Learning Styles questionnaire) is an engaging way of getting to know the young person, at the same time finding out about the young person’s preferred learning style: visual, auditory and kinaesthetic (VAK).

We have started with the Player Profile for a number of reasons:
• Firstly, it encourages the young person to pick up a pen
• Secondly, it lets the young person know that the facilitator is interested in them
• It allows the young person to talk about their likes and dislikes
• It gives the facilitator a general idea of the young person’s preferred Learning Style

How to use the Player Profile

Once the name, age, etc. have been filled in, the Player Profile then asks 18 questions.
Ask the young person to choose only one answer from each question.
When answering the questions, circle the icon (eye, ear, hand) next to the chosen answer.
Once all 18 questions have been answered, count all eyes, ears and hands.
Mostly eye symbols indicate a visual learner, more ear symbols indicate an auditory learner and a greater number of hand symbols indicate a kinaesthetic learner.
If there are 10 eyes, 5 hands and 3 ears then it is likely that the young person responds better to visual stimulus.
Read out the profile for the visual learner and ask the young person if they agree.
This is an excellent icebreaker!

Note: If the young person scores high for one particular learning style then try to build up his/her weaker learning preferences.
For instance, if they scored high as a kinaesthetic learner, then it is important that they also learn to listen and look at things more often in order to gain a better understanding. It is better to be a more rounded learner than to have one strong preference.
Player Profile

Name: ............................................................................................................

Age: ...............................................................................................................

Favourite Pastime: ........................................................................................

Favourite TV Show: .......................................................................................

Favourite Film: ...............................................................................................

Favourite Music: ............................................................................................

Hero: .............................................................................................................

My Ambition: ............................................................................................... 

Answer these Player Profile questions, circling the symbol (最喜欢 最想要 最想避免) next to your answer:

1. I would rather:
   a. read a book/magazine最喜欢  b. listen to a radio最想要  c. play a game最想避免

2. I prefer:
   a. going to the cinema最喜欢  b. hanging out with mates最想要  c. reading magazines or comics最想避免

3. I would rather:
   a. go fishing最喜欢  b. watch sport最想要  c. listen to music最想避免

4. I would rather:
   a. tell a joke最喜欢  b. listen to a joke最想要  c. watch a funny video最想避免

5. You have just been given a new bike. It needs to be assembled. Would you:
   a. read the instructions最喜欢  b. just work it out yourself最想要  c. ask for advice最想避免

6. Somebody stops you to ask directions to the nearest train station. Do you:
   a. point the way最喜欢  b. draw them a map最想要  c. tell them the way最想避免

7. When you think of your friends do you:
   a. remember what they look like最喜欢  b. talk like最想要  c. their attitude最想避免
8. If you meet a new person how do you get to know them?
   a. listening to them b. looking at them c. how they make you feel

9. Think of your favourite song. What is the best thing about it?
   a. the tune b. the words c. the memories that it brings back

10. At the cinema, what is the most annoying thing?
    a. people talking b. people walking in front of you c. having to sit down for a long time

11. At a sports event do you:
    a. shout and sing along with the crowd b. sit and watch the game c. listen to the commentary on the radio

12. At a concert do you:
    a. watch the band b. listen to the music c. dance

13. You volunteer to help out at a community event. Which of these three tasks would you prefer to do?
    a. help to put up the equipment b. help people with enquiries c. draw a poster to promote the event

14. If you had to apologise to somebody, how would you prefer to do it?
    a. write a letter b. tell them directly c. help them by doing a chore

15. Somebody wants you to pass on a message. Do you:
    a. write it down b. remember it in your head c. say the message out loud repeatedly

16. On a beach would you prefer to:
    a. read a book or magazine b. swim and play games c. chat to friends

17. If you witnessed a crime, how would you remember the offender?
    a. the way they dressed b. their voice c. their body language

18. It’s the Cup Final. Would you rather:
    a. go to the stadium b. watch it live on the big screen c. listen to it live on the radio
### A Visual learner...
- enjoys reading
- understands diagrams
- competent writer
- likes to draw
- can be quiet
- interested in fashion
- remembers places and faces
- likes the use of colour

### An Auditory learner...
- good listener
- remembers interesting facts
- likes music
- chatterbox
- gets told off for talking in class
- easily distracted
- likes telling jokes and stories
- likes listening to funny stories

### A Kinaesthetic learner...
- fidgets
- loves hands on activities
- can’t stay still for long period of time
- impulsive
- uses body language to communicate
- gets bored easily
- learns new things by getting involved
- good at fixing things
Team Talk

When talking about the offence with the young person, it’s important to discuss feelings before, during and after the event.

One effective way of doing this is through storyboards. You can do this by using a flip chart or A4 paper.

Divide the paper into nine sections: three squares across and three down. Then start a storyboard of the offence. Use as many pieces of paper as you need.

You don’t need to be good at art. Use matchstick figures and basic line drawing.

A. Start off the story prior to the offence and ask the young person about their thoughts and feelings. For instance, had they been drinking? Did they give in to peer pressure? Or were they bored? Was the offence impulsive? Did they need to steal to fund their lifestyle?

B. Move the story on to how they felt during the offence. Did they get an adrenalin rush? Was it exciting? Were they scared? Did they consider the consequences?

C. Then move on to after the offence. Did they feel any remorse? Did they get what they wanted? What did it feel like being arrested? What are the longer term consequences?

Then make a storyboard for the victim. Using the same technique, ask what the victim thought/how the victim may have felt prior to, during and after the offence.

This is a good time for the young person to reflect on decision making. Get them to think:

1. At the time of the offence what did I gain or hope to gain?
2. Two weeks after the offence what had happened?
3. In three years time what do I want to be doing with my life? If I re-offend, how will this affect me and others?

The next time a young person considers any wrongdoing they can think: 1, 2, 3.
# Team Talk

## Questions for the Young Person

### What happened?
- What happened? What were you thinking about at the time? What have you thought about since?
- What did you feel like prior to the offence? What did you feel like during the offence?
- What did you feel like afterwards? Did you consider the consequences?

### Who has been affected?
- Who has been affected by what you did? In what way have they been affected?
- How do you think the victim felt at the time of the offence?
- How do you think the victim felt afterwards?
- How would you feel if you had been the victim?
- Have you ever been the subject of an offence? What did it feel like?

### How might we involve those affected in putting things right?
- What do you think are the victim’s feelings towards you?
- What do you think needs to happen next? What do you think you need to do to make things right?

### What could you/others do differently in the future?
## Team Talk

### Questions for the Victim

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What happened?</th>
<th>What did you think when you realised what had happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What have you thought about since?</td>
<td>How did you feel at the time?</td>
</tr>
<tr>
<td></td>
<td>How have you felt since the offence took place?</td>
<td></td>
</tr>
</tbody>
</table>

### Who has been affected?

| How has this affected you and others? | What has been the hardest thing for you? |

### How might we involve those affected in putting things right?

<table>
<thead>
<tr>
<th>What do you think needs to happen to make things right?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your thoughts towards the young person? Would you be willing to meet the young person?</td>
</tr>
<tr>
<td>Would it help if you received a Letter of Explanation?</td>
</tr>
</tbody>
</table>

### What could you/others do differently in the future?
Those affected on young person’s side
- Mum
- Dad
- Brother/Sister
- Carer
- Extended Family
- Girlfriend
- Boyfriend
- Best Friend
- Friends
- Schoolmates
- Acquaintances
- Teacher/s
- Employer
- Workmates
- Housing Association
- Youth Worker
- Training Provider
- Community Support Officer
- Police
- Paramedics/Ambulance services
- Hospital Staff
- YOT Worker
- Neighbours
- Those living near scene of offence
- Witness
- Those who read about the offence in a newspaper

Those affected on victim’s side
- Husband/Wife/Partner
- Son/ Daughter
- Mum
- Dad
- Brother/Sister
- Carer
- Extended Family
- Girlfriend
- Boyfriend
- Best Friend
- Friends
- Schoolmates
- Acquaintances
- Teacher/s
- Employer
- Workmates
- Housing Association
- Youth Worker
- Training Provider
- Community Support Officer
- Police
- Paramedics/Ambulance services
- Neighbours
- Those living near scene of offence
- Witness
- Those who read about the offence in a newspaper
Team Sheet

<table>
<thead>
<tr>
<th>Name of Young Person:</th>
<th>Name of Victim/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those affected through Young Person (Team 1)</td>
<td>Those affected through Victim (Team 2)</td>
</tr>
<tr>
<td>1</td>
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</tbody>
</table>
Match Resource Sheet
Football Pitch

Team 1

Team 2

Young Person

Victim

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Example of a completed Match Resource Sheet based on Case Study 1

Team 1

Teacher
Friends
Police
Neighbours
Witness
Paramedics
Brother
Young Person Scarlet

Team 2

Dave’s clients
Police
Those living near scene of offence
Friends
Paramedics
Witness
Employer
Neighbours
Victim
Mr. and Mrs Smith, Dave Brady

Those who read about the offence in a newspaper
Those who read about the offence in a newspaper

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Writing Wrongs: 
A Letter Writing Frame for an Explanation

Dear ......................................,

Why are you explaining what happened?

What did you do wrong?

What was the impact on others?

What can you do to put things right?

What would you do differently in the future?

Yours sincerely,

...................................... (your name).
Writing Wrongs is designed as an engagement tool. Young people are saying:

‘It was good fun.’

‘I now realise how many people are affected by just one crime.’

‘I liked doing the cards.’

‘I learned a lot and enjoyed it.’

Practitioner Feedback:

‘I feel that I gained a better understanding of the restorative process.’

‘Very interactive and informal approach - easy to follow.’

‘Excellent training tool.’

‘Insight into spin-off effects of offending.’

‘Great practical skills in talking with young people and using the tools provided.’
Restorative Contract

I understand the need to ‘put right’ the wrong that I have been involved in and I agree to the following contract.

I will do my best to:

•

•

Signed:
## Restorative Plan

<table>
<thead>
<tr>
<th>Target</th>
<th>Responsibility</th>
<th>Resources</th>
<th>Timescale</th>
<th>Outcomes</th>
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</table>
Cards

The playing cards included in the Writing Wrongs pack have a number of uses. They are an integral part of the Writing Wrongs process and are used at the Team Sheet stage (session 3) and the Match stage (session 4). However, we have also made them into a standard deck of playing cards, which can be used to play card games of your choice, as an icebreaker or as a way of ending a session.

The cards can also be used in group work sessions, when the facilitator needs a volunteer. For instance, if you have a group of eight young people and you need one of them to participate in an activity, deal out eight cards and agree that the person with the highest card will volunteer.

Another use is to deal each person three cards. They must then take it in turns to speak from the person’s perspective whose name appears on the card (for example, by making three statements that the named person might say, or asking questions that the named person might ask, or being ‘hot-seated’ by the rest of the group).

The others must guess who it is.

The cards can also be used with groups when introducing the case studies. When using Case Study 3, for example, read the case study with the group and then deal a card. If the card says ‘mum’, then one of the young people present should talk about the case study from mum’s perspective (this can be either the victim’s or the young person’s mum, or both).
Circle Time Guidelines

Sitting in a circle, ensure that there is a comfortable environment and that all members of the group are happy about where they are seated.

Make it fun by starting with one of our suggested ice-breakers.

Take time to allow the young people to create their own rules for the session, for example: listening to other people’s opinions, allowing people to be heard, etc.

Explain to the group what they are about to discuss, or invite suggestions from the group for topics they would like to speak about.

Explain that there is no pressure to speak. The group should respect somebody’s right to silence.

The stress ball can be used, giving the holder of the ball the right to speak.

Give the group ownership of their time. Circle time belongs to the members of the circle.

Once the group start to discuss the issues at hand, let them get on with it.

The members of the circle may open up and show their feelings and emotions. It is important that the group learns to overcome disruptive behaviour through discussion and rule making.
You’ve got to hand it to me!

Use the outline of the hand provided, or ask the young person to draw an outline of their own hand.

Next give them a coloured pen and ask them to write on the hand all the good things which their hand has done, for example: stroked a dog, held a baby, carried shopping, tidied up, etc.

Then, with a lead pencil, ask the young person to write down on the hand all the bad things that their hand has done, for example: harmed somebody, stolen something, destroyed something, written something, etc.

Once this is done, discuss all the positive things with praise.

Then, discuss each action that has been written in pencil. After each action has been discussed, and the young person accepts that they were wrong and that they now show remorse, rub out the words with an eraser.

Then ask what positive things they will do with their hands in the future, eg. types of employment, help in the community, house maintenance, child care, etc.

Try this also with pictures of:
- mouth: good/bad things that have been said
- ear: good/bad things that have been heard
- eye: good/bad things that have been seen
You’ve got to hand it to me!
You've got to say it to me!
You’ve got to listen to me!
You've got to show it to me!
From birth to now and beyond... a timeline

This is an excellent way to enable young people to reflect on their lives. It enables them to look at the positive and negative events and experiences which have led them to committing an offence.

The young person may have started substance misuse at an early age. They may have experienced conflict or violence, maybe bereavement. They might have negative role models. They might be hungry, they may just be bored and experimental.

Are they leaders or followers?

They might have some good experiences such as positive role models, holidays, and achievements.

This journey, or timeline of events, can help the young person to talk about the problems they have faced and are now facing.

Do these problems have a direct influence on their offending behaviour?

The young person may have had an idyllic childhood or they might be living a chaotic lifestyle. By addressing these issues it will help the facilitator to guide them through the obstacles which they may face.

This exercise can be used to create:

- A short autobiography
- A story
- A poem
- A song lyric
- A cartoon
- A picture
- A film
## From birth to now and beyond... a timeline

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>When and where I was born:</td>
<td></td>
</tr>
<tr>
<td>My mum and dad or carer:</td>
<td></td>
</tr>
<tr>
<td>My family:</td>
<td></td>
</tr>
<tr>
<td>Where I live and have lived:</td>
<td></td>
</tr>
<tr>
<td>My favourite things:</td>
<td></td>
</tr>
<tr>
<td>My favourite people:</td>
<td></td>
</tr>
<tr>
<td>My good experiences:</td>
<td></td>
</tr>
<tr>
<td>My bad experiences:</td>
<td></td>
</tr>
<tr>
<td>People who I get on with:</td>
<td></td>
</tr>
<tr>
<td>People who I don’t get on with:</td>
<td></td>
</tr>
<tr>
<td>How others would describe me:</td>
<td></td>
</tr>
<tr>
<td>What I want to be doing in 5 yrs time:</td>
<td></td>
</tr>
<tr>
<td>How I will get there:</td>
<td></td>
</tr>
</tbody>
</table>
Writing Wrongs - My Shirt

This exercise can be done gradually over the five sessions or it can be completed at the end of the programme. There are a few ways in which to use this template:

1. Using *Maslow’s Hierarchy of Needs*, ask the young person to fill in the shirt from the bottom to the top by illustrating the following themes:
   - Physiological needs: air, food, water, shelter, sleep, etc.
   - Safety: security, family, health, employment, etc.
   - Social needs: friendship, family, relationships, etc.
   - Esteem: confidence, achievement, respect of others and by others, etc.
   - Self actualisation: truth, justice, wisdom, meaning, etc.

2. Give the young person a template of the shirt and ask them to fill it in with words or pictures that currently describe how they are thinking and feeling, such as:
   - How they feel
   - Likes and dislikes
   - Negative influences
   - Positive influences
   - Heroes
   - Villains

3. Simply get the young person to design their own shirt, perhaps using pictures from magazines, paint, felt tips, printed words from newspapers, etc.

NOTE: This session is more effective if the template of the shirt is enlarged from A4 to A3 or even bigger.
Writing Wrongs - My Shirt

Name: .................................................................
Physiological Needs
- Hunger
- Thirst

Safety Needs
- Security
- Protection

Social Needs
- Sense of Belonging
- Love

Esteem Needs
- Self-esteem
- Recognition
- Status

Self Actualisation
Writing Wrongs - Knowing Myself

This resource enables the young person to highlight the places where he/she feels most comfortable and safe, and to identify the people they feel comfortable and safe with.

It also enables the young person to recognise the places where he/she feels uncomfortable and in danger, and to highlight the people who make them feel uncomfortable and afraid.

This leads the young person towards an understanding of the implications of offending behaviour and its impact on other people and places.
How to use this resource

1. First, print off the resource sheet (over the page) and ask the young person to write their name in the centre.
2. Ask the young person to write down – in the circles - the places where they feel safe (for example, bedroom, school, park, friend’s house, youth club, etc.).
3. Ask the young person to add – in the circles - the names of the people they feel comfortable with (for example, mum, dad, best friend, gran, teacher etc.).
4. Next - in the flashpoints/explosions - ask them to write down the places where they feel unsafe (for example, estates, town centre, park, street, home, etc.).
5. Repeat, with names of people that make them feel afraid or uncomfortable.
6. If necessary, use more than one resource sheet.
7. Use the information on the sheet/s to ask the following questions:
   - Why do you feel safe/unsafe at ............................................... ?
   - Why does ............................................... make you feel safe/afraid?
   - Have you had any good/bad experiences in this place?
   - Do you think that anybody is afraid of you?
   - Would anybody feel uncomfortable in the places where you feel safe?
   - Why does ............................................... make you feel comfortable?
   - Which people feel safe in your company?
   - Do you respect the people and places where you feel most comfortable?
   - What does the word ‘respect’ mean to you?
8. Discuss with the young person how offending behaviour can make people feel afraid to visit certain places and can change perceptions towards groups of young people.
Name: .............................................................................

Shelter

Danger

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Family Prediction

This can be done on paper or in your head.

- Ask somebody to think of how many brothers they have
- Double it
- Add three
- Times by five
- Add the number of sisters they have to the result of the previous questions
- Multiply by 10
- Add the number of living grandparents
- Subtract 150
- Ask them to tell you the answer

If the steps have been followed correctly, the first digit of the result will be the number of brothers they have, the second digit the number of sisters they have and the last digit the number of living grandparents.
A Grey Elephant from Denmark

All of the group are asked to think of a letter of the alphabet, a country, an animal and a colour. Your prediction is that most people will come up with a grey elephant from Denmark.

Method - First ask everybody to:
• Think of a number between 1 and 9
• Multiply it by 9
• Add the two digits together, for example, if they thought of 3 then multiplied by 9 they will have 27. 2 plus 7 is 9
• Then ask them to subtract 5 from their answer. The answer will always be 4
• Ask them to correlate their number with a letter of the alphabet, for example, 1 is A, 2 is B, so 4 will be D
• Ask them to think of a Country beginning with the letter D; most will say Denmark
• Then for the second letter of the country, ask them to think of an animal that they might find in a zoo. It’s nearly always an elephant
• Finally ask what colour their animal usually is

After you have done the above, ask the group if anybody has written a Grey Elephant from Denmark!
The 1089 Prediction

Ask a member of the group for a three figure number, for example, 124, 679, 543, etc.

Once you have the number, reverse it:
Example: 152 reversed is 251

Take away the smallest from the largest:
Example: 251 - 152 = 099

Once you have your answer, which in this case is 099, reverse the numbers again, so you now have 990

This time add them together
Example: 099 + 990 = 1089

If you follow this process the answer will always be 1089

However there are a couple rules:
Don’t use noughts and don’t duplicate numbers eg. 112, 454, 677, etc.
Writing Wrongs - Magic T Puzzle

Cut out the shape below and cut along the dotted lines. Place the 4 pieces into an envelope and draw a capital T on the front of the envelope. Hand the envelope to the young person and ask them to take out the pieces and make the letter T. (It’s a lot more difficult than it looks)!
## Word Search

| k | o | d | u | w | x | r | a | p | s | h | d | s | m | k |
| r | o | c | h | t | f | p | h | r | g | f | n | u | m | f |
| o | b | f | u | y | o | a | u | b | e | r | m | g | i | a |
| w | h | w | f | l | x | o | s | c | b | i | o | m | t | m |
| d | a | d | o | e | b | s | i | i | d | e | p | r | c | i |
| s | m | g | j | h | n | l | j | p | a | n | m | y | i | l |
| m | y | r | g | u | o | c | l | u | b | d | c | h | v | y |
| r | y | i | x | p | b | g | e | e | r | s | x | j | o | k |
| w | e | c | o | m | m | m | i | n | y | i | l | q | a |
| n | r | h | r | r | e | r | a | c | f | t | t | h | f | p |
| l | m | h | c | s | y | y | q | c | z | e | e | q | b | k |
| t | s | d | o | a | n | n | n | n | n | o | e | r | o | q |
| e | m | r | b | e | c | i | t | s | u | j | m | l | k |
| s | r | u | n | o | i | t | r | e | p | a | i | r | x | n |
| y | r | s | z | c | a | t | t | e | v | r | g | e | t | g |

- apology
- carer
- community
- dad
- family
- friends
- justice
- letter
- meet
- mum
- neighbours
- offence
- police
- repair
- sorry
- teacher
- victim
- work

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Restorative Justice and Education Services

Restorative Justice and Education Services (Company No. 7269753) provides resources and training for Restorative Practices and Approaches in Schools and Youth Justice Organisations.

For further information please go to the Writing Wrongs website at www.writing-wrongs.org or e-mail at: writingwrongs@hotmail.co.uk

Contact Andy Winters, Youth Justice Consultant on 07932 665546 or Lesley Parkinson, Education Consultant on 07906 746193

Restorative Justice Support Agencies

Restorative Justice Consortium: www.restorativejustice.org.uk
Youth Justice Board:  www.justice.gov.uk
National Curriculum:  www.education.gov.uk
IIRP UK (International Institute for Restorative Practices):  www.iirp.org/uk