



3. Quick session plan

Time (minutes)	Activity
0 - 10	<p>Play full video</p> <p>Introduction to session Hand out lyrics (resource 2) and explain that the aim of the session is to raise awareness of and explore issues around gang culture.</p> <p>Explain that the track is split into four sections: making choices; confrontation; authority and think first, and that the session will explore each of these</p>
10 - 20	<p>Choices</p> <p>Individually young people list the choices they have had to make to this point today (e.g. getting up, having breakfast, coming to school etc) ask for some members to feedback a choice they made and for each one, as a full group, discuss:</p> <ul style="list-style-type: none"> • Why they made each choice ('because I was hungry') • Why would the opposite choice have been the wrong choice? (I would be hungry) • Who else might your choices impact (e.g. teachers if I can't concentrate because I'm hungry) <p>Highlight that the choices we make can impact both ourselves and others, in either a negative or positive way. We need to think about the consequences of our choices before we make them</p>
20 - 30	<p>Confrontation</p> <p>Every reaction has a consequence. Considering the outcome of our reactions should help us decide what reactions would best help us out on our journey.</p> <p>Group discussion: How do people confront each other today? (Include the use of social networking and cyber bullying)</p> <p>Multiple choice exercise (use resource 22) We have the opportunity to choose our reactions, each choice will end with a different consequence</p>
30 - 40	<p>Authority</p> <p>Authority is a permanent feature in society and our lives. It's not something that's going to go away. It's something we have to learn to live in harmony with. Ultimately authority plays a role in keeping our society safe - that's always worth remembering.</p> <p>Group discussion: What does authority mean to you? Who in your view has 'authority'? (note responses on flip chart)</p> <p>Look at verse three lyrics and discuss What are both characters views of authority? Where have these attitudes come from?</p>
40 - 50	<p>Think First</p> <p>Group discussion: At what point does the main character need support from other people to make the right choices? Who can support him at each step of his journey? What does he need to do to support himself? What benefit does 'thinking first' give to your journey through life?</p> <p>Highlight to group support mechanisms available to them:</p> <ul style="list-style-type: none"> • Teachers, youth workers, Kooth, Childline, What? Centre etc.
	Revisit discussion around consequences and impact of choices to close session

VERSE ONE - CHOICES

4. Session outline

Key outcome

To identify with the lead character in the video and give an introduction to the consequences of making the wrong choices.

Activity	Approximate time (minutes)	Resource number
The choice game	15	5
The List	20	6 and 7
Exploring verse 1	5	8 and 9
Group discussion – choices	10	10 and 11
Additional resources	Various	11, 12 (Ice breaker) & 13, 14, 15

Session round up

This session aims to show that choices are not only a daily activity, but an important part of deciding the outcome of what journey you take through life and where you end up.

Choices are something that need a measure of thought, care and attention if they are to enable us to get the best for ourselves and others.

They are a fundamental part of our everyday lives, they can be small, insignificant and need little thought, while at times they can be big, significant and require plenty of thinking.

The impact our choices have upon us and others is worth thinking about. This session is a chance to consider the importance of our choices and how getting them right benefits our journey through life.

VERSE ONE - CHOICES

5. Making choices quiz

1. How many choices does the average person make in a day?

2. How important do you consider choices to be?

3. Who do you think your choices could affect?

4. What factors influence your choices the most?

5. You are going out with your friends. What do you do before you leave the house?

6. You are at a party, you have an argument with your friends and decide to go home - do you?

7. If you are out walking, what's the best thing to do

8. You are walking home on your own and a group of people demand you give them your money or phone. Do You?

9. Some of your mates are talking about going to the local park to have a fight against another group of young people, what do you do?

10. You're with your mates on the bus and one of them mentions that they have a knife on them, what would you do?

VERSE ONE - CHOICES

6. The list

Young people think of all the choices they have made up to this point in their day or if it is early in the day, the choices that they made yesterday.

1. **Ask them to write down each one on the template provided (resource 7) or if the groups are larger make a list on a piece of paper.**
2. **Ask the young people to look at their list and split it into categories based on whether they think their choices have had a small, medium or big impact on their day.**

You can either use the template provided (resource 7) or, list on paper and mark them with S, M or B to distinguish the category it fits into

3. **Now ask them to decide if those choices had a positive or negative impact on their day.**

Mark with + for positive and – for negative to distinguish the category it fits into

4. **Once completed get the young people to select five choices they have made and ask the following questions to create discussion.**

Q. Why did you make each of the choices that you did?

Q. What was the result of each of these choices?

Q. Who did these choices impact?

Session round up

We've reflected on choices within our own circumstances and the impact they can have on us and others. Challenging you to think about specific circumstances and what your response would be.

We now want you to look at the situation of an individual through a music video and the choices they have made in their life's journey. We want you to explore and evaluate the choices they have made and the impact they have had.

VERSE ONE - CHOICES

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7. The list - worksheet

Choice	Small / medium / big impact	Positive or negative impact

VERSE ONE - CHOICES

9. Verse one lyrics and facilitator notes

Lyrics

Terra D

I want to be number one with a real reputation
Everybody respects for the same temptation
Why would I join a crew the reasons I did
To get rich, safety, protection if it goes wrong

Cirus

Ok you got a reputation right now
Big man in the ends that people want to fight now
Is this how you wanna live, I really don't think it is
You need to wise up and think come on put the knife down

Terra D

I'm not happy with my life but this is how it is
I ain't got a choice it is the man that I roll with
CBK is the crew that I'm involved with
We rolling, controlling, we owning the roads with

Cirus

This don't have to be a part of your life, get out
You do have a choice and a voice just step out
Be motivated, stay focused
Draw a line, meet new friends round ya ends and get your rep down

Questions for the group

In small groups ask them to discuss what is going on in this verse and answer the questions below. If time allows, ask the groups to feedback to the class.

- What positives does Terra D see in becoming a member of a gang?
- Is Terra D happy with his situation? Why?
- What advice is Cirus giving to Terra D? should Terra D accept the advice?
- Do you think this is good advice? Would it be easy to follow through on?
- What advice would you give Terra D?

Facilitator notes

Terra D is talking about why joining a gang would be a positive choice. The lyrics identify the reasons for this as to get rich, for safety and protection and ultimately to gain a reputation and respect.

Cirus questions whether Terra D is really happy with this lifestyle and questions whether the reputation will last, Terra D responds that 'I'm not happy with my life' and states that there is no choice.

Cirus advises Terra D that there is a choice and that by reducing the reputation and meeting new friends Terra D may be able to leave the CBK

VERSE ONE - CHOICES

10. Discussion topic - choices (identifying the central character)

*Before you view the video clip, hand out the full lyrics (resource 2b). After it has been viewed, show the image of the central character (resource 11).

After watching the video clip for the first time it might be good to give the main character an Identify. Show the image of the central character and decide what the characters name, gender, ethnicity is.

This is a good chance to explore the issue of stereotyping and what assumptions we make about people who find themselves in this type of scenario or situation.

After you have created an identity use the following questions to explore the themes and issues brought out in music video, highlighting the importance of choice and the difference between good and bad choices illustrating that there is always a choice.

What choices has the central character made?

What could the impact be upon themselves and others?

Does the individual have a choice?

What are the things that could have impacted or influenced some the choices the individual has made?

Has he made the right choice?

You may also want to use the facilitator notes for verse 1 for some useful prompts (resource 9).

VERSE ONE - CHOICES

11. Think First central character



THINK FIRST *before you do what you do.*

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VERSE ONE - CHOICES

12. Additional resources

Ice breaker activity – make your choice

Read out each of the true or false statements (resource 13) and get the young people to choose whether they think the statement is true or false.

They can do this by either using the true and false cards provided (use resource 14 templates) or by moving to one side of the room for true and the other side of the room for false.

- Question 1** In space it is impossible to cry?
- Question 2** “Copyrightable” is the longest word in the English language that can be written without repeating a letter?
- Question 3** Slug’s don’t have any noses?
- Question 4** Most Eskimoes have fridges?
- Question 5** An Ostrich’s eye is bigger than it’s brain?
- Question 6** Thomas Edison, who invented the lightbulb, was afraid of the dark?
- Question 7** There are no anagrams of the word “stationed”?
- Question 8** Taphephobia is the fear of losing your teeth?
- Question 9** Over 80,000 photographs are taken around the world every second?
- Question 10** The letter “t” is the second most common letter used in the English language?

VERSE ONE - CHOICES

13. True or false answers

True or false - answers

- Question 1** In space it is impossible to cry?
True (there is no gravity, so tears cannot flow)
- Question 2** “Copyrightable” is the longest word in the English language that can be written without repeating a letter?
False (it’s “uncopyrightable”)
- Question 3** Slug’s don’t have any noses?
False (they have four)
- Question 4** Most Eskimoes have fridges?
True (to keep their food from freezing)
- Question 5** An Ostrich’s eye is bigger than it’s brain?
True
- Question 6** Thomas Edison, who invented the lightbulb, was afraid of the dark?
True
- Question 7** There are no anagrams of the word “stationed”?
False (“antidotes”)
- Question 8** Taphephobia is the fear of losing your teeth?
False (it’s the fear of being buried alive)
- Question 9** Over 80,000 photographs are taken around the world every second?
False (approximately 2,700 are)
- Question 10** The letter “t” is the second most common letter used in the English language?
True

VERSE ONE - CHOICES

14. True or false cards template

TRUE

FALSE

VERSE ONE - CHOICES

15. Activity - making choices

Alternative way to run resource 5 (choice game)

Using the 'choice game' (resource 5) explore some of the questions and responses with the class or group.

Explain to the group that most of the answers will have an A, B, C or D response, which they will have to choose (to help label four corners of the room with A, B, C or D which the young people have to move towards or get them to raise their hand for each response).

Also explain that it's important that they can justify the choice they have made, as they will be asked when feedback is given.

Use the facilitator notes provided within the PowerPoint note section, to explore further facts or information regarding each of the answers. It is up to you as the facilitator to decide which answers to bring emphasis to and spend time exploring.

VERSE TWO - CONFRONTATION

16. Session outline

Key outcome

To identify what our triggers are and how we confront people.

To look at the possible consequences of different types of confrontation.

Activity	Approximate time (minutes)	Resource number
Group discussion - how do we confront each other	15	17
Exploring verse 2	10	18 and 19
The look	10	20 and 21
Multiple choice exercise	15	22
Additional resource (conflict staircase)	Various	23

Session roundup

This session aims to show we have the opportunity to choose how we react, and that each choice will end with a different consequence.

VERSE TWO - CONFRONTATION

17. Discussion topic

How do people confront each other today?

Group discussion focusing on how people confront each other today, include the use of social networking and cyber bullying.

In pairs, ask students to think of a time when they were involved in confrontation:

What started it?

How did it make them feel?

VERSE TWO - CONFRONTATION

19. Verse two lyrics and facilitator notes

Lyrics

Terra D

Confrontation this is how I deal with it
Look at me wrong and I will straight finish with it
I'm from the area, no go area
If you see Terra it will be more scarier

Cirus

Why would you do a kid wrong like that, just cause he looks at you don't mean he wants to fight ya?
And what's this postcode stuff all about
We were brought up there, don't own it slow down

Terra D

And if I go to a rave man I'm looking flash dapper
If you look at my girl the whole night will shatter
I'm a big boy mana lyrical rapper
I do this bada everyday

Cirus

Hold on let me stop you
You need to think about confrontation and where it's got you
Think that you've moved from the bottom to the top you've
Not done that at all, focus more on having a positive life and pass through

Questions for the group

In smaller groups ask what is going on in this verse before feeding back to the whole group.

- What does Terra D class as possible confrontation?
- How does Terra D intend to deal with this confrontation?
- What are Terra D's views on 'the area'?
- What advice is Cirus giving to Terra D? should Terra D accept the advice?
- Why does the person acts this way?
- What is his trigger?
- What is he feeling when he reacts?

Facilitator notes

Terra D is concerned about how people look at him/her. If this look is perceived as confrontational Terra D will respond in a negative way. The lyrics do not explicitly refer to violence, however the undertones from the language used could be construed as such:

- 'Look at me wrong and I will straight finish with it'
- 'If you see Terra it will be more scarier'
- 'If you look at my girl the whole night will shatter'

Cirus in the meantime is asking why Terra D would hurt somebody for a look, and that it doesn't mean that person wants to fight.

Cirus also questions Terra D's views on 'the area', stating that they were bought up in the same postcode but that doesn't mean they own it. Lastly, again Cirus advises that Terra D can still have a positive life / outcomes by moving on from the CBK

VERSE TWO - CONFRONTATION

20. Activity - the look

Use this session to discuss reactions students have to the way people look at them and what they think different looks mean. This is also a good opportunity to bring in some intergenerational aspects.

Split the class into smaller groups before showing the class the images of various people (these are provided), ask the students to discuss in their groups:

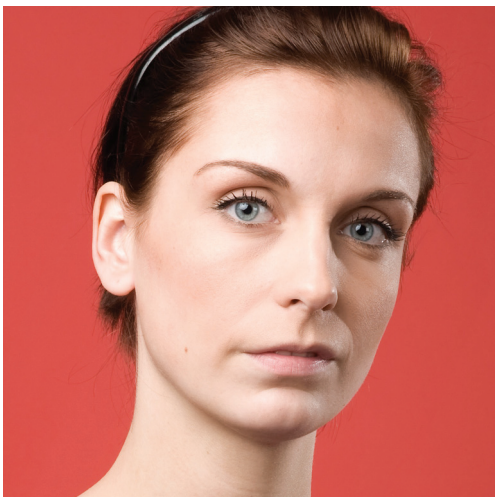
- What do you think their look is saying?
- How would you react to it?

Ask the groups to feedback what their group thinks to the class.

Use their feedback as an opportunity to discuss the groups different perceptions of 'the look' and ask if past experiences impact on our reactions to this?

VERSE TWO - CONFRONTATION

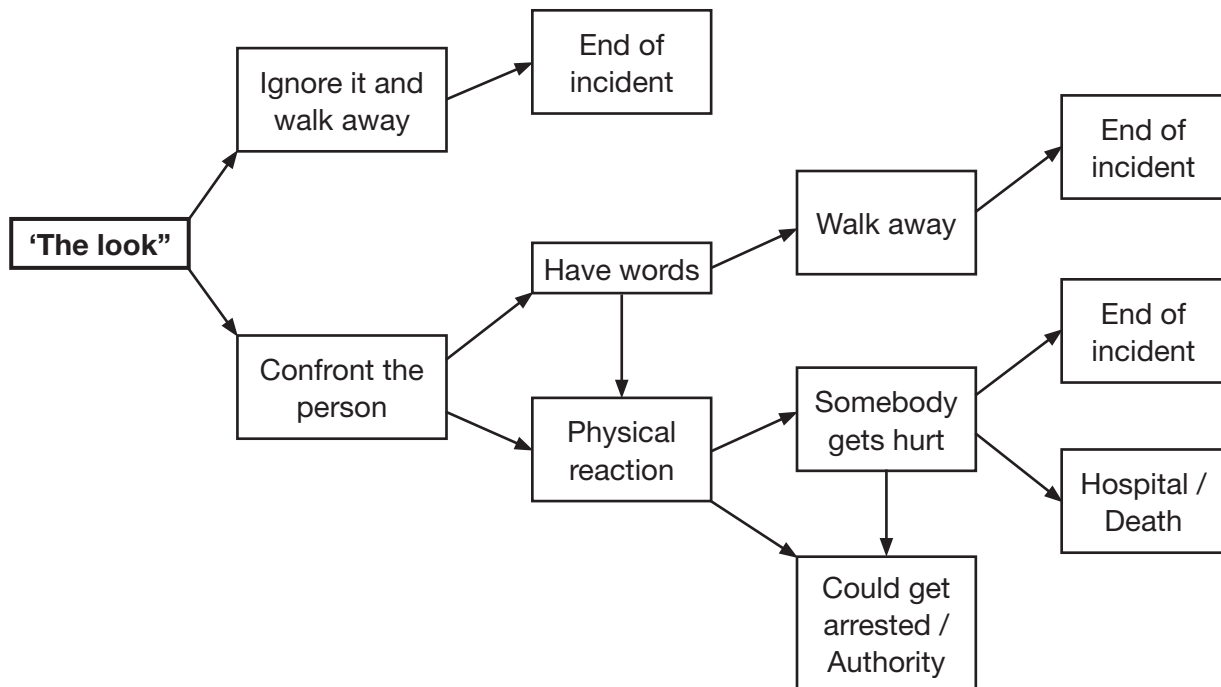
21. The look - images of different looks



VERSE TWO - CHOICES

22. Activity - multiple choice exercise

We have the opportunity to choose our reactions; use this exercise to find out where your choices could lead.



VERSE THREE - AUTHORITY

24. Authority

Key outcome

How we define and view authority

Activity	Approximate time (minutes)	Resource number
Group discussion - what does authority mean to you?	5	25
Defining authority	15	25 and 26
Authoritative figures	15	25 and 27
Exploring verse 3	15	28 and 29
Additional resources	Various	30, 31, 32

VERSE THREE - AUTHORITY

25. Discussion topic and activity

What does authority mean to you?

Group discussion

Conduct a group discussion on the above topic

Defining authority

Split the class into smaller groups and ask them to create a definition of authority, print a copy of the ten words provided for each group. These words are both positive and negative. Ask the groups to use at least three of these words in their definition

Ask the groups to share their definitions with the class. You may want to discuss some of the points raised or the words used.

Authoritative figures

Ask the group:

If you did something wrong, who would you be most concerned about finding out?

Show pictures of authority figures, police, parents, wider family, community members, teachers (these are provided)

Ask the group to vote on who they would be concerned about by raising their hands.

Discuss as a group who came out top and why. Link this to a discussion about respect for authority figures and whether the aspect of consequences has an impact on level of authority.

E.g. is there more respect for police officers than parents because committing a crime may lead to a criminal record and not just being grounded?

VERSE THREE - AUTHORITY

26. Define authority

POWER

ORDER

OBEY

KNOWLEDGEABLE

TRUSTWORTHY

CONTROL

KIND

SAFE

PUNISH

JUSTICE

VERSE THREE - AUTHORITY

27. Images of authority



Police officers



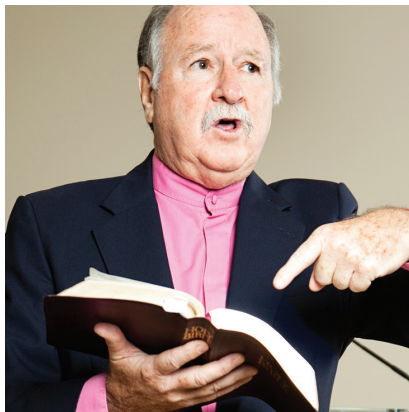
Family



Referee



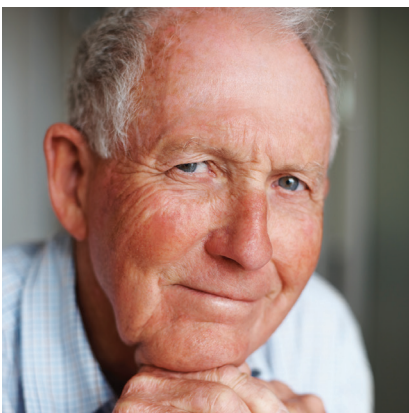
Teacher



Religious leader



Parent



Grandparent



Youth worker



Security guard

VERSE THREE - AUTHORITY

29. Verse three facilitator notes

Lyrics

Terra D

The police try harass me but I'm not having it
Stop and search me for me for no reason I damage him
Touching me so forceful, I swear I could of battered him
I always get blamed for the things that are happening

Cirus

Yeh it is life shattering, but you chose to get involved with lives that are shattering
Police patrol the roads stop bad things happening
So if you got a weapon I suggest you don't carry it

Terra D

They don't patrol the roads they harass, we are targets
Because we role with certain lads they think we're the hardest
You'll never see me in a box never I'm the sharpest
I'm taking control of my life I'm the smartest

Cirus

Every action has a consequence
And if the action is rolling with them certain friends
The consequence will be police in certain ends
Checking on certain things, this is what we call authority

VERSE THREE - AUTHORITY

29. Verse three facilitator notes

Questions for group

In smaller groups ask what is going on in this verse before feeding back to the whole group:

- How does Terra D view the police? What reasons does Terra D give for holding this view?
- What is Cyrus's response to this?
- How does Terra D see himself?
- What advice is Cyrus giving to Terra D? Should Terra D accept the advice?

Facilitator notes

Terra D feels that the police target and harass him for no reason. This can be seen in the lyrics of both of Terra D's paragraphs in this verse.

Cyrus tries to explain that the police are there to do a job: 'this is what we call authority' and that if Terra D insists on being with the CBK then the police are likely to check that they are not committing crimes, which means stopping and searching the members.

Cyrus also advises Terra D not to carry a weapon.

VERSE THREE - AUTHORITY

30. Activity - the debate

Read the debate rules (resource 31) to students before splitting the group into two teams one will debate for and one will debate against the following statement:

‘The role of the police is to keep the community safe. They do this with fairness and equality’

Once the debate has taken place the whole group votes for or against using the voting cards (these are provided for you to print - resource 32) or by show of hands.

* if group is large enough use talking mats instead of voting cards (e.g. one end of room = for and the other end = against)

VERSE THREE - AUTHORITY

31. The debate rules

- Two teams will take part in the debate
- Each debate will take about 20 minutes
- One team will propose the motion
- The other team will oppose the motion
- Each team will have a debating team of at least four people
- Each team will have two main speakers on the platform - the 1st speaker and 2nd speaker
- Each team will have two additional speakers on the platform - the 3rd speaker and the 4th speaker

How the debate will begin

1. The team proposing the motion (For) will begin the debate
2. The 1st speaker will propose the motion
3. They may speak without interruption
4. They may speak for between 3 to 4 minutes
5. The team opposing the motion (Against) will then follow
6. Their 1st speaker will oppose the motion
7. They may speak without interruption
8. They may speak for between 3 to 4 minutes
9. The 2nd speaker (For) will second the motion
10. They may speak without interruption
11. They may speak for between 3 to 4 minutes
12. The 2nd speaker (Against) will oppose the motion
13. They may speak without interruption
14. They may speak for between 3 to 4 minutes

How the debate will then proceed

1. The 3rd speaker (For) will speak for the motion
2. They may speak without interruption
3. They may speak for up to one minute
4. The 3rd speaker (Against) will speak opposing the motion
5. They may speak without interruption
6. They may speak for up to one minute
7. The 4th speaker (For) will speak for the motion
8. They may speak without interruption
9. They may speak for up to one minute
10. The 4th speaker (Against) will oppose the motion
11. They may speak without interruption
12. They may speak for up to one minute

How the debate will further proceed

1. The chair may invite any additional contributions from the floor of the house

Vote

1. The chair will call for a vote which may be made with for / against cards (resource 32)

VERSE THREE - AUTHORITY

32. Voting cards template for the debate

FOR

AGAINST

VERSE FOUR - THINK FIRST

33. Session plan

Key outcome

To explore why it's so important to Think First when we make decisions. To identify who and what influences the decisions we make and highlight who can support us to make the right decisions or help and guide us when we make the wrong ones.

Activity	Approximate time (minutes)	Resource number
Group discussion how do we make choices?	5	34
Our influences	15	35 and 36
Exploring verse 'Think First' (full track) Including support mechanisms	15	37, 38 and 39
Where will Terra D be?	5	37, 38 and 39
Problem solving	10	40 - 44
Additional resources	Various	41 - 45

Session round up

This session aims to make students realise how important it is to 'Think First' when making decisions. To encourage them to realise that taking the time to think could lead to more positive choices and outcomes.

It also makes students think about who/what really influences them and whether this is a good thing.

VERSE FOUR - THINK FIRST

34. Discussion topic

The importance of making choices

Group discussion focusing on how people make choices

Ask students how they make choices, do they know when they're making choices?

Do they think or not think first?

Highlight that thinking often leads to more positive choices and not thinking more often to negative choices.

VERSE FOUR - THINK FIRST

35. Activity

What / who influences your decisions?

Split the class into smaller groups. Give each group a set of 'influencer cards' (resource 36) also give the groups the blank cards included for any other ideas.

Ask the groups to rank on a scale of not a lot to a lot based on how much they are influenced by each.

Conduct a group discussion about the results, discuss the order each of the groups ranked the influencers in and ask why some influences are stronger than others.

*It may help to put time limits on this activity so that students do not debate or think about this too much.

VERSE FOUR - THINK FIRST

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36. Influencer cards for activity 35

FRIENDS

MEDIA

MUSIC

PARENTS
FAMILY CULTURE

LAW AND
CONSEQUENCES

TEACHERS

ALCOHOL
AND DRUGS

COMMUNITY

VERSE FOUR - THINK FIRST

38. Verse four lyrics and facilitator notes

Cirus

So you need to think first
Before your life get worse
Where do you want to be in 9 or 10 years?
In a prison, or in a hearse, or in a house on a hill with kids and ya girl
If you were thinking the third then I suggest ya wise up before ya times up
You can own something, you can be someone
It's better than taking the heat to someone
Because that heat, brings more beef
And more beef, brings more heat
It's a never end circle, it goes on
Be determined; don't let you friends get a word in
Just get wise and think you can deal with it
Draw a line, underline and make it worth it
Because if you want to stop, you deserve it
Things may come along, but u-turn it
But I guess you need to stop and...

Questions for group

In smaller groups ask what is going on in this verse before feeding back to whole group:

- What message is Cirus trying to get across to Terra D?
- Do you think it would be easy for Terra D to leave the CBK? WHY?
- What support might Terra D need to move on?

Facilitator notes

Cirus is giving the advice that Terra D can still get out of the gang lifestyle and culture and have a positive ending, in addition that the consequences of not doing so could be prison or death.

VERSE FOUR - THINK FIRST

39. Discussion topic - support mechanisms

Hand out full lyrics (resource 2b) and show think first video.

Using the lyrics, discuss the content by splitting class into smaller groups:

- When does the central character need support from other people to make the right choices?
- Who can support him at each step of his journey?
- What does he need to do to support himself?

Ask the groups to feedback and highlight the support mechanisms available to them – you can use resource 39a to help with this.

E.g. teachers, youth workers, Kooth, Childline, What?

Ask the groups now to think about where they think the character will be in:

one month

one year

five years

Encourage the group to think of a positive outcome (e.g. they have accessed relevant support) as well as negative

VERSE FOUR - THINK FIRST

39a. Information on support mechanisms

Support mechanisms

Who could Terra D go to for support / help to leave the CBK?

Teacher

Youth worker

Parent

Friend

Childline

<http://www.childline.org.uk/explore/crimelaw/pages/gangs.aspx>

Free Phone 24/7

0800 11 11

Kooth.com

Free online counselling service for young people in Dudley

<https://www.kooth.com>

The What? Centre

Specialist young peoples' advice and information services and therapeutic counselling

<http://www.thewhatcentre.com>

01384 379992

VERSE FOUR - THINK FIRST

40. Activity

Problem solving

Choose one of the problem solving tasks 41, 42, 43 or 44

Use this session to highlight the consequences of making the wrong decision and the need for support from others in making the right one - we can't always solve everything ourselves and these problem solving tasks highlight that we need to 'think first' before we make decisions.

VERSE FOUR - THINK FIRST

41. Problem solving - the Bridge JLS

JLS have a concert that starts in just 17 minutes and all of the band members must all cross a bridge to get there. The four members begin on the same side of the bridge and you must help them to get across to the other side.

Due to the age of the bridge, a maximum of two people can cross at one time. To make matters worse, it is night-time and there is only one torch. The torch is always required when crossing the bridge and the torch must be walked back and forth, it cannot be thrown, etc. Each band member walks at a different speed and a pair must walk together at the rate of the slower man:

Aston takes 1 minute to cross

Marvin takes 2 minutes to cross

Ortisé takes 5 minutes to cross

JB takes 10 minutes to cross

For example, if Aston and JB walk across first, it takes them 10 minutes to cross. If Aston then returns with the torch, a total of 11 minutes will have passed. There is no trick behind this, it is the simple movement of resources in the appropriate order.

Answer:

Aston and Marvin cross: 2 minutes

Aston returns: 1 minute

Ortisé and JB cross: 10 minutes

Marvin returns: 2 minutes

Aston and Marvin cross: 2 minutes

Total: 17 minutes

VERSE FOUR - THINK FIRST

42. Problem solving - the bridge Little Mix

Little Mix have a concert that starts in just 17 minutes and all of the band members must all cross a bridge to get there. The four members begin on the same side of the bridge and you must help them to get across to the other side.

Due to the age of the bridge, a maximum of two people can cross at one time. To make matters worse, it is night-time and there is only one torch. The torch is always required when crossing the bridge and the torch must be walked back and forth, it cannot be thrown, etc. Each band member walks at a different speed and a pair must walk together at the rate of the slower man:

Perrie takes 1 minute to cross

Jesy takes 2 minutes to cross

Leigh-Anne takes 5 minutes to cross

Jade takes 10 minutes to cross

For example, if Perrie and Jade walk across first, it takes them 10 minutes to cross. If Perrie then returns with the torch, a total of 11 minutes will have passed. There is no trick behind this, it is the simple movement of resources in the appropriate order.

Answer:

Perrie and Jesy cross: 2 minutes

Perrie returns: 1 minute

Leigh-Anne and Jade cross 10 minutes

Jesy returns: 2 minutes

Perrie and Jesy cross: 2 minutes

Total: 17 minutes

VERSE FOUR - THINK FIRST

43. Problem solving - the treasure

You are in a room with two doors leading out. Behind one door is a chest overflowing with jewels and gold, along with an exit. Behind the other door is an enormous, hungry lion that will pounce on anyone opening the door. You do not know which door leads to the treasure and exit, and which door leads to the lion. In the room you are in are two individuals. The first is a knight, who always tells the truth, and a knave, who always lies. Both of these individuals know what is behind each door. You do not know which individual is the knight, or which one is the knave. You may ask one of the individuals exactly one question. What should you ask in order to be certain that you will open the door with the chest behind it, instead of the hungry lion?

Answer: You ask one of the individuals what the other one would say if you asked him which door is holding back the hungry lion and then open this door.

VERSE FOUR - THINK FIRST

44. Problem solving - the River

A man wants to transport a fox, a chicken and some corn across a river. He has a rowboat, but it can only carry the man and one other item. If the fox and the chicken are alone together, the fox will eat the chicken. If the chicken and the corn are alone together, the chicken will eat the corn. How does the man do it?

Answer: He takes the chicken and then comes back. He then takes the fox and brings the chicken back. He then takes the corn and comes back. Finally he takes the chicken.

VERSE FOUR - THINK FIRST

45. Higher or lower - choice thought and influence

For this activity you need a set of playing cards

The challenge is to guess whether the next card is higher or lower than the one before. The player must make it to the tenth card without getting any wrong.

At any stage the player can choose help. Two people are chosen at random to see the next card and advise the player as they wish to go higher or lower. The player must decide if they want to listen to their advice or not.