



Making Better Decisions

CashBack 180 is a twelve-week youthwork programme designed by Mayfield and Easthouses Youth 2000 Project (Y2K). It supports young people aged 11-18 who are considered at risk of anti-social behaviour and face poor life chances. Through group work and one-to-one sessions the aim is to improve young people's confidence, resilience, wellbeing, connections and skills; supporting them on their journeys to a positive future.

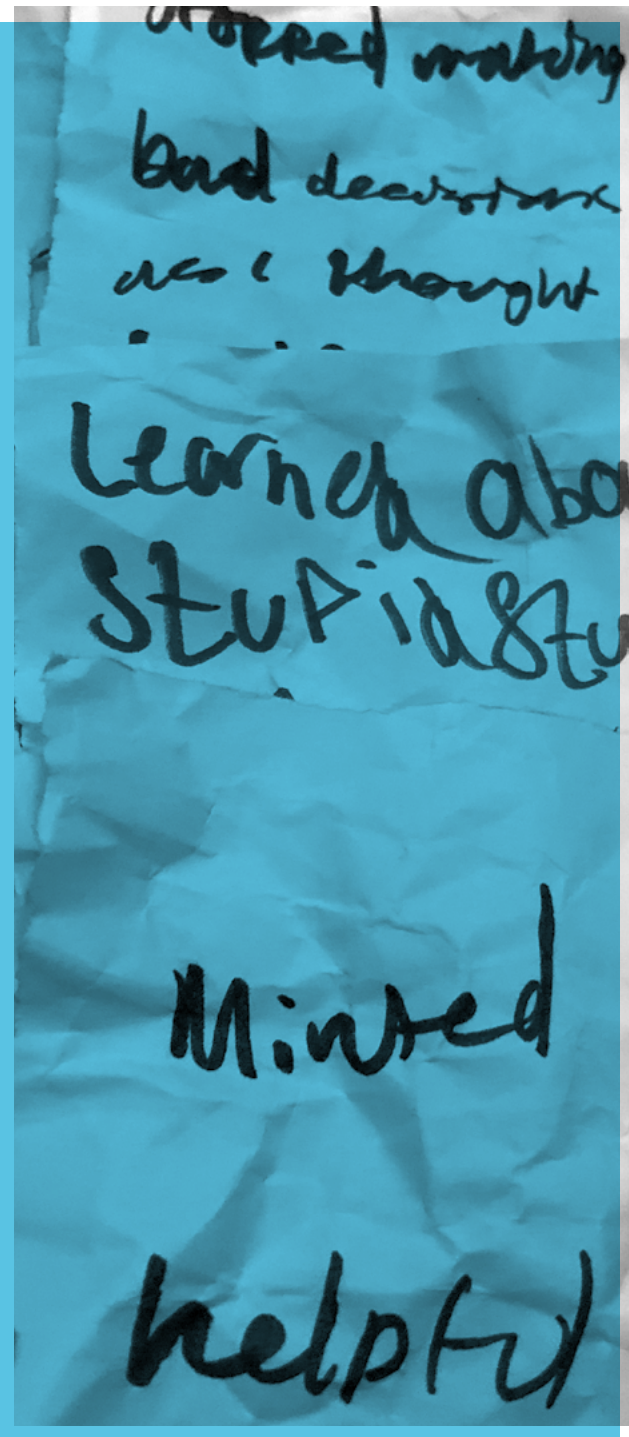
At Beeslack Community High School, Penicuik, six pupils took part in the programme in autumn 2020. They were selected because of increasing concerns about their behaviour in school and in the local community. A deterioration during lockdown had led to police involvement.

Through CashBack 180 young people have support from Y2K youth workers. They are also introduced to speakers from Police Scotland, Scottish Fire and Rescue Service and Health in Mind who talk to them about different types of risk behaviour.

In this case study three young people reflect on their involvement in CashBack 180; what they enjoyed, how it felt different from interventions at school and what they learned.

*Illustrative photo used to protect anonymity

“...got us all thinking – what we should and shouldn't do, what's sensible and what's not.”
[Young person]



Learning from lived experience

[Researcher]: What bits have you enjoyed most, what's been the best part of it?

[Young Person]: Like the bit where the people came in. That was quite fun.

That was people who had issues in the past and they were coming in and telling you?

Yeah.

What was useful about that, why did that make you think about stuff?

Because when they were younger, they were making the same mistakes as like people our age do now. And it all just leads up.

When you were listening to them, were you thinking, 'I can hear a bit of me in that'?

Yeah, when they were talking about their young age.

Thinking differently, talking differently

[Young person]: I think about it more, instead of just doing it.

[Researcher]: How, why, what do you think different?

Because you just like, see when you're doing something, you just remember you were told not to do that - we've spent two periods talking about no' doing it!

But people would maybe tell you to stop doing stuff before, so what's happened now? What's the extra bit that's made you think more about it?

You're like talking to people, like the people that are teaching you, you can actually be honest with, it's not like one of our teachers who are teaching you, so it's better.

Do you find it easier to talk about stuff [as part of this programme] than you did before?

Yeah. They're not like teachers.

The things we've been taught is nothing we've been taught about in school.

Memories and surprises

[Researcher]: What's the best thing you've learnt, the most interesting you've learnt?

[Young person]: Most things we've been taught I knew already, but I knew like the basics of it, now I've learnt more about it.

Learned the risks... Staying safe... Learn about the stupid stuff we do... stealing, fires...

I'd just say not being a bampot*. Just not being a wee bampot. [*expletive replaced]

Tell me something that you've learnt that surprised you?

The fire service are always having to do stuff. They're always getting called out, like small fires, and they could be like doing something better like stopping a house fire.

“ You're like talking to people, like the people that are teaching you, you can actually be honest with, it's not like one of our teachers who are teaching you, so it's better. [Young person]



In the accompanying case study, Mrs. Semple, Deputy Headteacher Pupil Support, describes the reasons behind the school's recent use of the programme, and its impact on young people.