

GIRLS' TALK

Supporting Girls to Develop Healthy Sexual Relationships



Taith Service

**Believe in
children**



Barnardo's
Cymru



ARIENNIR GAN Y LOTERI
LOTTERY FUNDED

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Bibliography

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Ceri Evans
Children's Service Manager

Part 1

Girls Who Display Harmful Sexual Behaviour



Introduction

This resource workbook has been developed as part of the Barnardo's Taith Service Girls' Research Project, a three year research project funded by The Big Lottery. It is designed to be used by professionals supporting girls who engage in concerning or harmful sexual behaviours in order to reduce risk and allow them to move toward healthy adult relationships.

Both the Taith Girls' Project research and wider findings show that key areas for intervention when working with girls displaying harmful sexual behaviours include:

- Impact of own trauma experiences and victimisation
- Self-compassion - in particular addressing shame-based difficulties
- Self-concept - developing positive self-esteem, self-image, and ideal-self
- Family dynamics and positive maternal modelling
- Emotional loneliness - access to supportive adults and peers
- Healthy relationship skills - including sexual attitudes and sexual identity
- Sex education

- Risk of sexual exploitation
- Self-destructive behaviour
e.g. self-harm, substance misuse
- Self-soothing/self-regulation
- Effective communication skills
- Problem solving skills
- Positive outlook for future - positive goal setting
- Continuing education

There are five themes within the workbook:

- Setting the Scene
- My Life Experiences
- Positive Self
- Healthy Relationships
- Self-regulation and Positive Strategies

Using This Resource

The workbook draws on a wide range of theoretical perspectives in order to provide a comprehensive approach to the complex issues experienced by girls displaying harmful sexual behaviours. The key theories drawn on through this integrative approach include compassion-focused therapy, mindfulness, cognitive behavioural therapy, and person-centred approaches.

The five themes consist of:

1. Setting the Scene

Building trust and establishing a positive relationship is crucial to any successful intervention. Research shows that young people who have displayed problematic sexual behaviours can often feel guilt and shame, feel they are defined by their behaviour, and such feelings can impact on their level of openness and engagement with support services.

The purpose of this section is to support the development of a trusting, non-judgemental relationship between practitioner and young person. It firstly focuses on 'problem-free' activities in order to establish a meaningful connection in which both participants are valued and have worth within the relationship. Attunement exercises help reinforce positive attachments within the relationship and once a trusting relationship is established work can commence on addressing the difficulties in a way that is encouraging, supporting and non-blaming. The section explores with the young person their life experiences and relationships with others in a way that demonstrates to the young person that their practitioner is interested in the whole person. The final section enables both practitioner and adolescent to identify and prioritise the young person's

strengths and areas of need in a way that empowers the young person and encourages engagement.

2. My Life Experiences

The Taith Service Girls Research Project identified that a high percentage of females accessing the service have significant trauma histories including sexual abuse, physical abuse, emotional abuse, neglect and domestic abuse. While this is also prevalent for the males accessing the Taith service, the frequency of levels of abuse, and number of multiple abuse experiences are significantly higher for adolescent females.

Work undertaken with young people displaying harmful sexual behaviours should, therefore, take these factors into consideration. This section of the workbook provides therapeutic techniques that can be utilised in supporting young females to address the issues that may be present as a result of such experiences.

These exercises are not a replacement for therapy or counselling, they are to support the therapeutic work undertaken with professionals when working with young people displaying concerning or harmful sexual behaviours. The key theories that underpin the following work are Mindfulness and Self-Compassion. This workbook provides examples of exercises pertinent to these theories, however this list is not exhaustive.

We would recommend that professionals be familiar with concepts of therapeutic techniques in order to fully utilise the activities when working with traumatised young people. There is growing evidence to suggest that mindfulness

Using This Resource Continued

practice can be beneficial for all young people in helping them develop empathy, and the skills required for concentration and impulse control; therefore, these exercises would be useful for young people in general.

3. Positive Self

The purpose of this section is to explore adolescent girls' level of self-concept, to identify factors that impact on their view of themselves, and to encourage positive self-belief.

Self-concept has three components:

-
- The view you have of yourself (**Self-image**)
 - How much value you place on yourself (**Self-esteem or self-worth**)
 - What you wish you were really like (**Ideal self**)
-

(Carl Rogers)

This chapter will help young people explore their self-concept, along with their perception of others and beliefs of how others view them. The focus of this work is to reduce the possibility of risky behaviours linked to low self-esteem, negative self-perception, and to increase protective factors and encourage the development of positive self-belief and self-identity.

4. Healthy Relationships

The development of healthy friendships, familial relationships, and sexual relationships are highlighted as being protective factors for adolescent females who display concerning or harmful sexual behaviours. It is important, therefore, to address the difficulties they may experience within relationships with family, peers, and sexual partners.

The Taith Girls' Research Project identified 'unsatisfactory mother-daughter relationship' as a factor for many adolescent females who display concerning or harmful sexual behaviour.

Bullying was another prevalent factor for a number of the females and the research also identified that unclear or distorted perspectives regarding acceptable behaviours in sexual relationships was present for these girls. In addition, a high percentage of adolescent females presented with multiple behavioural difficulties and poor social adaptation.

The activities in this section therefore aim to address the identified issues and support the young person in developing healthy non-sexual and sexual relationships.

5. Self-regulation and Positive Strategies

This section looks at increasing a young person's emotional vocabulary, supporting them in being able to differentiate between positive and negative emotions, and the ability to express their emotions in a productive manner.

It also looks at the physiological effect of emotions in the body, such as anger and stress, to support the young person in identifying the triggers and 'early warning signs' that they may be becoming emotionally distressed.

Self-soothing exercises support a young person's ability to identify emotions and calm themselves when experiencing negative feelings. Self-soothing strategies can be effective in preventing escalation of circumstances. Promoting these skills in a young person provides them with the tools to recognise, understand and communicate such feelings.

Prior to introducing new self-soothing strategies, it is useful to identify any current strategies that the young person utilises. You may consider introducing the 'My bag of calm' exercise, to help the young person recognise existing effective strategies that they may have. Resources such as squeeze balls, post-it notes, pillow, pictures etc bring an interactive element to the exercise and also provide visual reminders to encourage young people to access the strategies they represent.

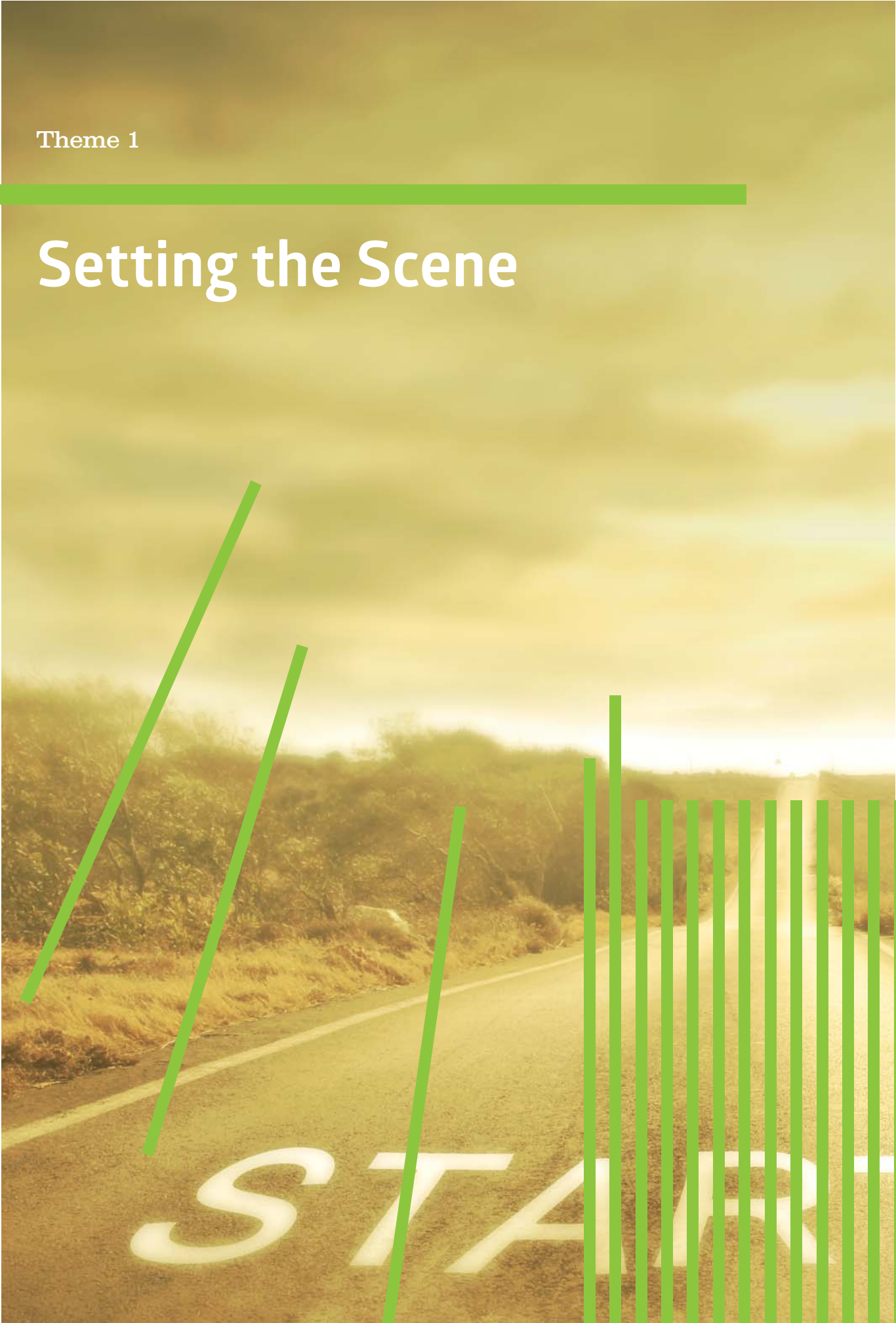
Part 2

Workbook Exercises



Theme 1

Setting the Scene



Exercise 1.1

Problem-free Discussions

Intervention Area: Relationship Building

SUMMARY

To engage with the young person about aspects of their life not immediately connected with the presenting issues. Adolescents are often more at ease in describing family, friends, likes, interests, rather than speaking in terms of feelings and reflections. The activities demonstrate to the young person that the practitioner wishes to know the whole person and enables the practitioner and young person to begin building a shame-free relationship.

The exercises also support the young person to identify their strengths, abilities and resources. Problem-free discussion also allows you to explore previous times when things have gone well, or been better, in order to identify existing strengths and skills that can be drawn upon.

ACTIVITY:

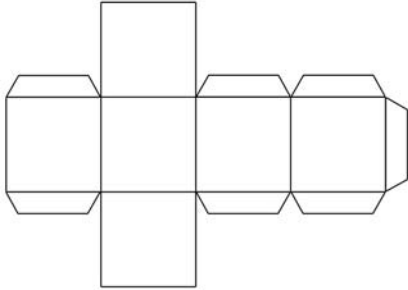
This process can be undertaken through straightforward discussion or by using 'get to know you' activities:

Name Anagram – ask the young person to identify positive traits using letters of their name. For example:

- J** joyful
- A** adventurous
- N** neat
- E** enthusiastic

- D** determined
- O** outgoing
- E** encouraging

Setting the Scene



Discussion Dice - Using the template provided you can create as many dice as you wish to include discussion points/questions such as:

- What foods do you like?
- The pet I would most like to have is...
- What is your favourite colour?
- If you were an animal what would you be?
- If you could fly to the moon who would you take with you?
- A good friend is someone who...
- What is your favourite TV programme?
- The superpower I would most like to have is...
- If you had a magic bus, where would you go and who would you take?
- What is the best thing about school?
- When I need help I go to...
- One thing I am good at is...
- Which do you prefer - cold or hot weather?
- How can someone tell when you are happy?
- How can someone tell when you are sad?
- How can someone tell when you are angry?
- Where do you spend your free time?
- Something I am proud of...

Barnardo's All About Me board game is a useful resource and can be purchased from the [Barnardo's website](#).

You may wish to create the dice prior to undertaking the activity, alternatively you can spend time cutting out and creating the dice with the young person, and decide during the activity which questions you would like to use.

There are also a number of worksheets in **Section 3** of this workbook that can be used to support problem-free discussion and help the young person begin to recognise and identify their unique strengths, abilities and resources.

Worksheet:

'Dice'

For all the supporting literature and files please go to the flash pen and print off.



Attunement Activities

Intervention Area: Relationship Building through Attunement

SUMMARY

Children and young people with high level of attunement in their relationships are reported to have greater self-awareness, be more confident in their self, and are able to adapt and respond to changes more effectively. A young person's ability to 'tune in' is important because it impacts on their ability to have healthy attachments, as well as build and maintain relationships.

Here are some effective activities to strengthen Attunement:

ACTIVITIES:

Mirroring (Movement)

Both people face each other and then the practitioner begins a slow movement that the young person has to follow. Use a range of movements but ensure that your pace is slow and steady. Remember to alternate the exercise.


Drumming

You can either use hands on a surface that will generate sound, or drums if you have them available. Try to alternate percussions between soft – loud – soft sounds, and slow – fast – slow speeds. Continue this exercise for several minutes exploring different rhythms and speeds.

You can also use this exercise to explore possible feelings that different rhythms and speeds of sound represent for the young person. You could explore 'drumming out' the identified feeling as a symbolic way in which to help the young person express themselves.

Follow My Lead (Music)

For this you can use just your hands, or if you prefer an instrument such as drums. The exercise consists of tapping a rhythm that the other person has to follow. Alternate the exercise and increase the activity by expanding on the original rhythm.



A young person's ability to 'tune in' is important because it impacts on their ability to have healthy attachments, as well as build and maintain relationships.

Follow My Lead (Actions)

Similar to the music exercise, this activity consists of creating physical movements that the young person then follows. Again, alternate the exercise. You can increase the activity by building on the number of movements each time you switch roles.

Follow My Lead (Words)

This is similar to the classic game 'Simon says'. It is a game of follow my lead where the practitioner first says one word and the young person follows. The practitioner then repeats the word then adds another, which the young person has to follow. Continue adding an additional word to the sequence until one of you cannot continue. Record the number you achieved in your sequence.

Feelings Activity (1)

This is a straightforward exercise where first the practitioner acts out a feeling which the young person has to identify. The roles are then reversed. After each person has taken a turn, discuss which non-verbal signals you recognised in the other.

Feelings Activity (2)

The practitioner acts out the feeling that the young person shows in a particular state e.g. fed up, angry, and the young person has to guess which feeling they are simulating. Again, the roles are then reversed.



Exercise 1.3

My Journey

Intervention Area: Relationship Building – Exploring Life Experiences

SUMMARY

The My Journey worksheet can be used in a number of ways which are outlined in the following activities. Its purpose is to support developing a positive relationship with your young person. The journey analogy depicts a journey you are travelling together, and as their practitioner you will be a positive, supportive and consistent role model.

ACTIVITY:

Life Map - It can be helpful to map out a time-line if a young person has experienced a number of life events or changes such as moving school, home, or placement. The Life Map provides an opportunity to explore the impact of such events, and can address such areas as separation, loss, trauma or bereavement.

Positive Changes - It is important to identify wherever possible the positive changes and experiences of a young person. The 'My Journey' exercise can be utilised to explore achievements, success and positive life experiences. It can also be used to encourage the young person to explore goals for their future, to facilitate positive outcomes and a sense of hope.

Our Journey - The 'My Journey' exercise can also be used to map your treatment intervention journey and you may wish, along with your young person, to map barriers and successes in terms of undertaking the work and positive outcomes.

Setting the Scene



The journey analogy depicts a journey you are travelling together, and as their practitioner you will be a positive, supportive and consistent role model.

Worksheet:

'My Journey'

For all the supporting literature and files please go to the flash pen and print off.



Relationship Islands

Intervention Area: Relationship Building – Exploring Relationships

SUMMARY

This exercise enables the young person to define relationships in their lives and explore how they would like these to be managed. It can provide insight into significant positive relationships, those that may be having a negative impact on the young person, and the frequency and level of the young person's involvement with such relationships.

ACTIVITY:

- Provide the young person with a copy of the Relationship Islands worksheet. Explain to them that each island has a different purpose, and that they decide who and what is placed on each island. This can include people, pets, and favourite items such as clothes, books, DVDs, games, and food.
- 1st Island - Explain that the largest island is their island, and can include whoever and whatever they love and want in their life every day. Ask the young person to draw or write in who or what it is they would like to include on this island.
- 2nd Island - This is connected to the first by a bridge with a gate. This island is for those people and things that they don't necessarily want in their lives every day, but would like to have around often or sometimes. Ask them to draw or write in who or what they would like on this island. It is important to emphasise that only they can open the gate and decide whom to let across.



People and Things I Don't
Want In My Life/ Dislike



People and Things I
Want In My Life Every
Day

-
- 3rd Island - Note how this is further away from the others, that it is not connected to the first two islands so nothing can cross over. Explain to the young person that they can place here people or things that they do not wish to have on their island (in their lives). Discuss the sharks in the water and their purpose. Ask the young person to draw or write who or what they would like to place on this island. The young person may choose to place people or things in the water with the sharks, as this is their exercise they can decide who or what goes where.
-

As you progress through this exercise, you can explore with the young person the reason for their choices and the differing relationships in their lives. They may, however, not choose to expand on their decisions.

Worksheet:

'Relationship Islands'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 1.5

Strengths and Needs Wheel

Intervention Area: Relationship Building – Strengths and Areas of Need

SUMMARY

This activity is an opportunity for the young person to identify and prioritise their strengths and areas of need. This can be used either in conjunction with an existing assessment framework or as a stand-alone exercise with the young person.

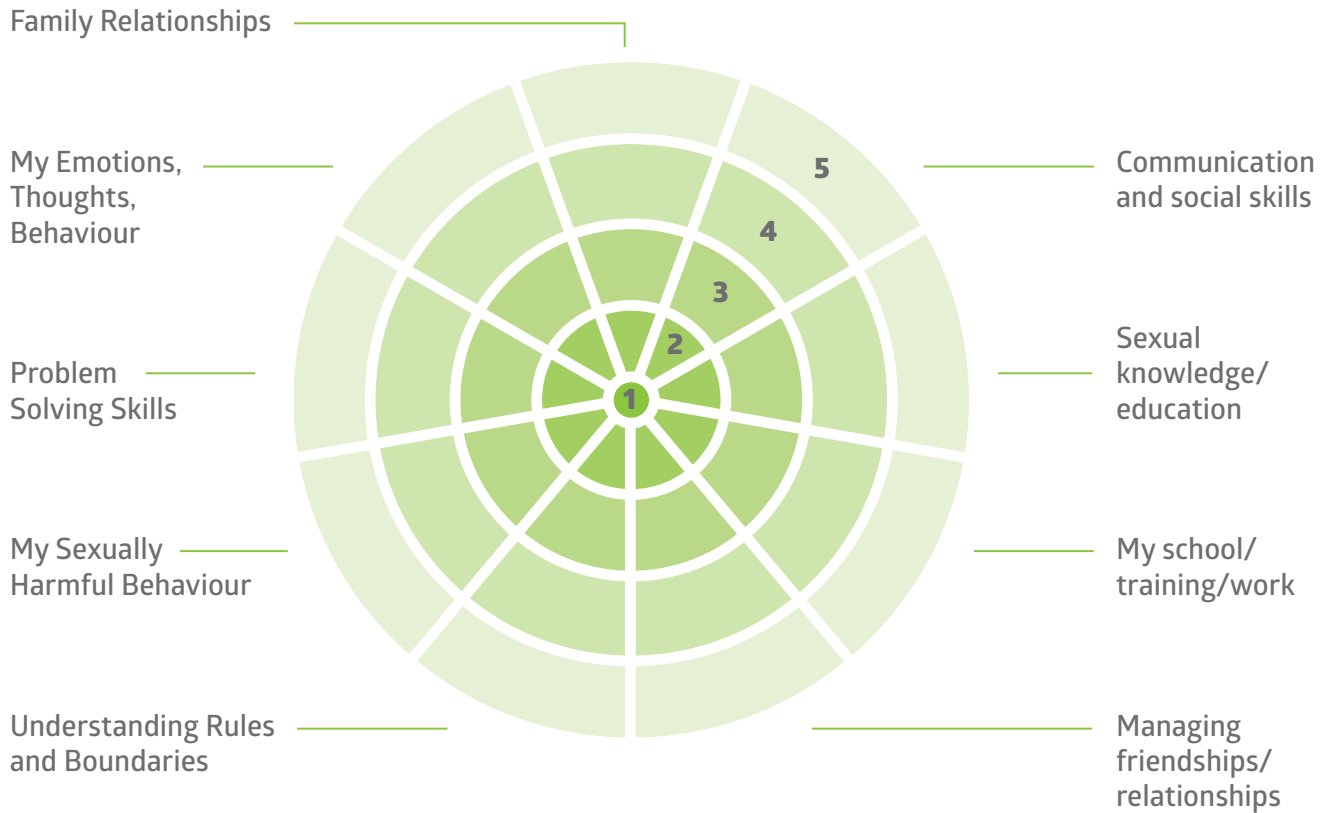
ACTIVITIES:

Ask the young person to consider each area on the wheel, and then discuss with them whether this is an area of strength or whether this is an area of need that requires further support.

The wheel sections are numbered 1 – 5 to enable the young person and/or practitioner the opportunity to prioritise levels of need. These numbers are designated as:

1. **Greatest need**
- where I need **the most** support
2. **High need**
- where I need **a lot of** support
3. **General issue**
- where I would like **some** support
4. **Strength area**
- where I feel I do well
5. **Greatest Strength**
- where I feel I do **very** well

The subject areas selected are areas of intervention identified by the Taith Girls' Research Project. You can, however, tailor the wheel to reflect the strengths and needs of the individual young person.



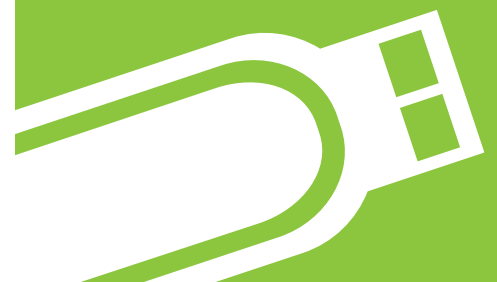
Description of numbers:

1. Greatest need
- where I need **the most** support
2. High need
- where I need **a lot of** support
3. General issue
- where I would like **some** support
4. Strength area
- where I feel I do well
5. Greatest Strength
- where I feel I do **very** well

Worksheet:

‘Strengths and Needs Wheel’

For all the supporting literature and files please go to the flash pen and print off.



Theme 2

My Life Experiences



Exercise 2.1

Feeling Safe

Intervention Area: Creating a Safe Therapeutic Environment

SUMMARY

A young person's life experiences can often overwhelm them with painful, negative emotions and memories. Feelings such as these can impact on a person's perception of themselves and others, which in turn impacts on their feelings, thoughts and behaviours towards themselves and those around them.

ACTIVITIES:

Here are two widely used and effective activities to facilitate establishing a safe place, and ways in which the young person can explore these feelings and develop helpful strategies in managing the impact:

A Safe Place

The first part of the activity is to create a Safe Place. Begin by encouraging the young person to spend some time thinking about a place where they can feel safe and calm. This can be a real place or an imaginary location.

Once they are able to do this, ask them to either draw a picture or write a description of the safe place. Encourage them to include as much detail as possible including what they can see, hear,

feel, smell and taste. Examples that young people have shared include tree houses, dens in the woods, hideaways in the clouds to name but a few. Encourage the young person to focus on how they feel when they are in their safe place.

Once this part of the exercise is completed, explain to the young person that they can visit their safe place at any time, for example when they are feeling scared or upset. It may be that within the duration of your intervention you need to remind them of their safe place and encourage them to visit.

Feelings Chest

The second part of the activity focuses on helping the young person begin managing distressing feelings and memories. This can be either a practical or visual exercise.

The activity involves the young person creating a chest (or box), in which they can place any difficult feelings or memories. Spend time discussing with them how they would decorate their Feelings Chest. Consider shape, size, colour, pattern, using decorative materials e.g. glitter, sparkles, stickers, fabric etc.

It is important that the young person is aware that they control what feelings and/or memories go into the chest, and also what they chose to remove. They may wish to place a lock or chain around the box to secure it – either metaphorically or by creating one from materials provided.

This exercise can be used to support a young person in separating out multiple or mixed-up difficult thoughts and feelings, and to address these individually in a manageable way that is not overwhelming. They can choose which feeling they want to remove and address, and when they wish to return it to the security of the chest. This can be a useful exercise to close a therapeutic session.

Graffiti Wall

The Graffiti Wall provides the young person with the opportunity to express thought, feelings or to describe issues in an open and safe way. There are two options with the Graffiti Wall:

- 1 Provide an A3 sized worksheet on which they can keep a record of their thoughts and feelings.
- 2 Provide an A3 sized laminated worksheet on which they can scribe their thoughts and feelings and then wipe clean.



Worksheet:

'Safe Place', 'Feeling Chest' and 'Graffiti Wall'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 2.2

My Masks

Intervention Area: Addressing Blocks and Unhelpful Coping Strategies

SUMMARY

These activities involve exploring with the young person how we sometimes 'wear masks' in order to feel safe or to protect ourselves. Discuss with them how 'wearing a mask' involves letting others see only the parts of us that we want them to see or know about, because we may not want to show our true selves. Therefore wearing a mask, means we are only letting people see a part of us, showing only what it is we would like other people to think and see.

ACTIVITIES:

Exploring My Mask

This activity explores the Masks we may wear, and what does it tell people about us? Using the Mask cut-out ask the young person to write/draw/make a Mask of what they think other people know about them – encourage them to think about that they tell others about who they are, what they like, their behaviour, skills and abilities.

Behind the Mask

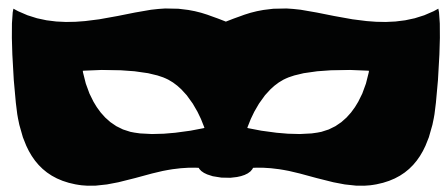
On the inside of the mask, ask the young person to write in thoughts and feelings they often try to hide from other people, or find too hard to share. Assure them that they do not have to share this with anyone if they do not wish to. Once the task is complete, ask them to consider whether these are positive or negative thoughts and feelings.

Points to consider:

- Are there certain times when they wear a mask?
- Are there certain people with whom they wear a mask?
- If they felt safe enough, would they like the opportunity to share these thoughts and feelings with someone they trust?

What I Would Like Others to See

Now, looking at your Mask, think about what may be missing, what is it that others may not know about you? Are these things that you would want them to know? Using the silhouette below, fill in the things that people may or may not know about you – how are these different to your Mask? Are they things you would like others to know?



Worksheet:

'My Masks'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 2.3

The Journey from Shame to Self-worth

Intervention Area: Addressing Shame to Increase Self-worth

SUMMARY

Many of the young people who have displayed concerning or harmful sexual behaviours often experience overwhelming shame. When internalised, feelings of chronic shame can result in disconnection from self, others, and the wider world. A young person experiencing shame can feel like an outsider, and can often struggle to trust in themselves, others, and in their life experiences.

Shame-based feelings can include inadequacy, humiliation, guilt, shame, and remorse (Hanson et al. 2008). These emotions can be both powerful and crippling, and can deprive a young person of their internal sense of personal power (Obsatz 2006).

Shame-based emotions can detrimentally impact on a young person's behaviour, they may exhibit negative behaviours that reinforce their feelings of worthlessness. Self-sabotaging behaviours can result in a young person blaming themselves and/or blaming others, which perpetuates a shame-blame cycle of maladaptive thinking and behaviour.

In terms of engagement, such difficulties can impact on the level to which a young person will participate, as chronic shame can inhibit them

from truly expressing themselves and from trusting others. Overcoming shame involves the young person feeling valued and loved, being able to develop trust in their self and in others, and by increasing their level of self-worth and confidence.

SUPPORT SUGGESTIONS:

- **Recognising and understanding negative emotions - enabling a young person to address negative feelings and refrain from externalising them onto others is beneficial to both their sense of self-worth and their perception of others.**
- **Separate the behaviour from the person - assure them that it is the behaviour that is not appreciated not them as a person. It is important that they do not define themselves by their mistakes and then associate it with their core identity.**
- **Understand their behaviour may be as a consequence of an unmet need - once achieved you can work on positively meeting this need using strengths-based means e.g. using Good Lives principles.**
- **Support and develop**

Shame-based feelings can include inadequacy, humiliation, guilt, shame, and remorse (Hanson et al., 2008).

understanding of appropriate and acceptable behaviours, and then support in setting boundaries without shame.

N.B. These suggestions can be completed as stand-alone exercises or incorporated into exercises within the workbook.

Practitioners can directly support young people to feel good about themselves by encouraging them to:

- Accept that they cannot change the past, but in the present they can begin to create changes that will support and develop them in the future.
- Explore instances when they have accomplished something - identify what it is that they did, how they did it, and ways that they can do this again.
- Look at all that they are and not just the negatives that generate the shame. Ask them to think of themselves as a jigsaw which has hundreds of pieces, made up of their qualities, skills, personality, achievements and experiences. Ask them to see the whole picture, acknowledging that while there are some negatives they are many more positives. Encourage them to look for evidence of their skills, contributions, accomplishments, value, and to remind themselves of these on a regular basis (see next point).
- Practice self-compassion activities towards self and others. Keep a Reflections Diary to record daily their positive qualities and accomplishments. Encourage them to think about what it is they improved on that day, what positive characteristics they displayed, what was achieved, and how they may have helped others?
- Forgiveness - continual self-blaming is not

Exercise 2.3 Continued

constructive in helping the young person accept responsibility and move forward. Reinforce that forgiveness is not 'letting them off' but the first step in acknowledging past behaviours, facing the responsibility and then taking the necessary steps to moving forward in a positive and constructive manner. It may be useful to ask them to verbalise or write down 'I forgive myself for.....'

- Check it out - encourage young people to ask for appropriate positive feedback to identify areas that need further support, access guidance on how this can be achieved, and also to highlight what they are doing well.
- Explore alternative perspectives. Ask them to imagine a close friend shares with them similar negative thoughts and feelings. Explore how they would respond to their friend, what judgements would you make, what advice or support would you give them? Then ask them to consider whether they would allow themselves this level of fairness and support, and if not why?

- Reconnect with and develop unused skills and talents. Reinstating these skills and abilities helps develop self-esteem, identity, confidence and a sense of achievement.

- Consider a positive future. Explore with the young person their hopes, goals, dreams and encourage them to consider realistic ways in which such aspirations may be achieved. Encourage them to participate in self-compassion exercises to support the development of a positive self.

Exercises within this workbook can assist you in implementing these suggestions. Below are two popular and effective activities that can support addressing shame-based issues:

ACTIVITIES:

'One Good Quality' Exercise

First ask the young person to recall a good event. The focus is to recall this as a positive experience. Ask them to fully focus on the good event, encouraging them to remember sounds, smells, images, what they were doing and who was there so that it is big and strong both in their mind and body. Encourage them to imagine it soaking into them, into their mind and body and becoming a part of them. Ask them to focus on the feelings they had at the

good event and now when it has become part of them.

The young person may want to share their good event with you and if so encourage them to recall and absorb as much of the experience as possible. Alternatively they may wish not to share and focus on re-experiencing and assimilating the good event.

After you have spent sufficient time on this part of the exercise, ask the young person to 'Think of a good quality that you have'. Or alternatively 'Think of a good thing that you have done'.

Once they have identified a good quality, good deed, or both, you can then facilitate positive discussion to support the young person's feelings of self-worth and of being valued.

'Letting Go' Exercise

This exercise involves running through a script with the young person to support them in being able to let go of feelings of guilt and shame.

'Imagine that it is a beautiful sunny day and you are sitting by the shore facing the powerful sea. You feel safe, happy and strong.

By your side is a supportive and knowledgeable person. Perhaps this is someone you know, or maybe a historical figure, or possibly a guardian angel. Whoever it is you know deep down that they are an honest, caring and wise being.

Imagine in front of you a small boat tied up nearby. Inside the boat is an open box that you can easily reach. You can see inside the box.

You are still feeling safe, happy and strong.

While you continue to focus on feeling safe, happy and strong, lightly bring to your mind something that you are ashamed of. Imagine that the thing that you are ashamed of is now a small object on the ground in front of you.

Your supportive person remains by your side and you are talking with them about some of the things that have led to you feeling ashamed. You don't need to go through the whole story, just take a few seconds telling them the heart of the problem. While you are doing this, see if you can feel a letting go inside.

Perhaps imagine bowing your head to the object that represents the shame. You acknowledge that it exists and that it is what it is.

Place the object into the box on the boat. You can now see the object in the box, let it go as much as you can'.

These instructions can be repeated as many times as you like if there are a number of things about which the young person is feeling ashamed. If this is the case, repeat the exercise of creating a small object in the sand, placing it into the boat, and letting go.

Exercise 2.4

Exploring My Senses

Intervention Area: Mindfulness to Reduce Negative Effect and Increase Connectedness

SUMMARY

Mindful awareness techniques support a young person to focus their attention and bring them into the present. Explain to the young person that a useful practice is to actively notice what they are experiencing right here right now, and this can be done by using all of their senses. Encourage them to take a few slow deep breaths, focus on what is going on around them, and then ask themselves:

- What can I hear?
- What can I see?
- What can I feel?
- What can I smell?
- Can I taste anything?

Focusing this way helps reduce such things as stress and anxiety and can bring about a feeling of calm and increased positivity. Using all five senses helps increase our feelings of 'connectedness' to those around us, as well as to all things around us. Feeling 'connected' can help us to develop positive relationships and support to help us grow as individuals.

ACTIVITIES:

Exploring My Senses

The purpose of this exercise is to see how aware we are of our senses in our day-to-day lives. This could include such things as going for a walk in the park or along the beach, sitting in a room or eating a meal.

The Senses Worksheet contains circles on which you can record what you can see, hear, smell, taste, and feel through touch.

Example: Sitting on the beach in the winter watching the sea:

I SEE waves in the sea getting bigger and closer, and then breaking and crashing onto the beach.

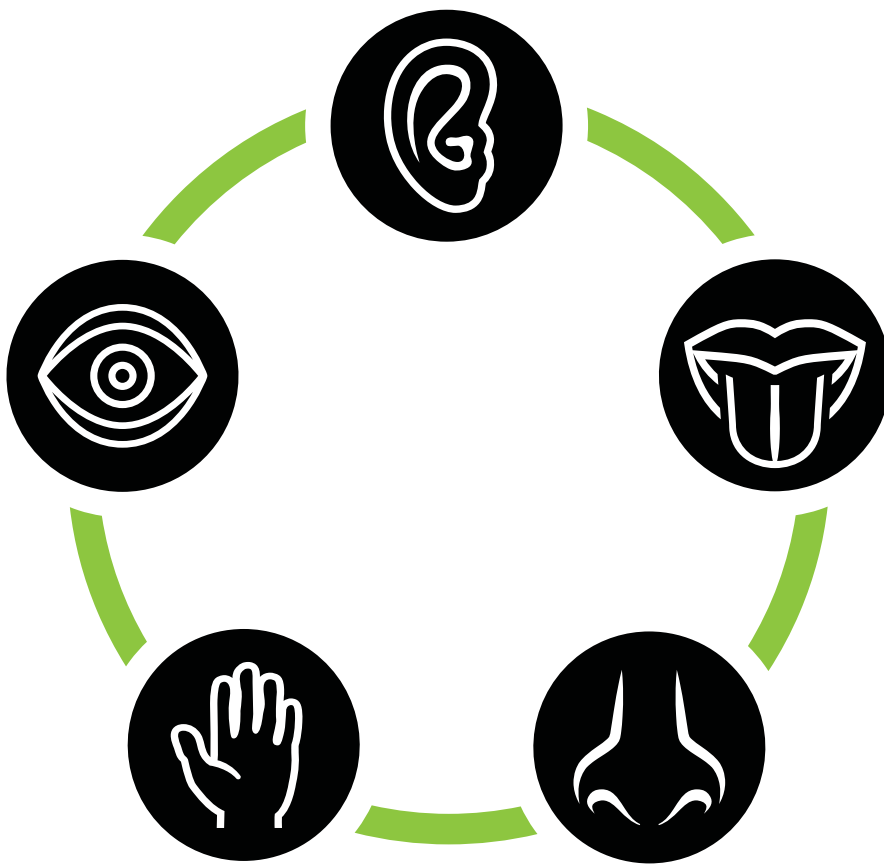
I HEAR the rumble of the waves as they come closer, the crashing sound as they break, and the sound of the gulls calling in the air.

I SMELL all the smells of the seaside, and chips from the chip shop nearby.

I TASTE the salt in the air, and my mouth watering from smelling the chips.

I TOUCH the sand and it feels gritty and wet and covers my fingers, and **FEEL** the cold air blowing my hair and on my face.

Using all 5 senses helps increase our feelings of 'connectedness' to those around us, as well as to all things around us.



Worksheet:

'Exploring My Senses'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 2.5

Calming and Focus

**Intervention Area:
Mindfulness exercises
Continued – Calming
Strategies to Focus On
the Here and Now.**

ACTIVITIES:

Refocus

There may be times when young people find themselves thinking about and/or having negative feelings about things that have happened in the past, or find themselves worrying about the future. This exercise focuses on when this happens and encourages young people to notice what is taking place, in order to prompt them to focus on what you are doing here and now. Encourage them in that moment to take calming breaths and adopt a phrase that will help them refocus. It can be useful to provide them with a visual prompt such as a card or item to support them in focusing on the now.

My Calming Jar

When frustrated or angry this can be a useful tool to help you to calm down and start to focus. To make your own calming jar you will need:

- A plastic bottle or jar
(e.g. plastic drink bottles)
- A funnel
- Chunky glitter and fine glitter
- Glitter glue/or clear PVA glue
and extra glitter - to give a
different viscosity
- Food colouring (optional)

Start by shaking the calming jar and, as you watch the glitter sparkling and swirling, imagine the glitter as your own swirling thoughts in your mind. Watch the glitter slowly settle as you too begin to settle, are calming down and beginning to focus. You may wish to visualise calming patterns and shapes in the liquid. Once the glitter has settled to the bottom of the jar and the water has cleared, imagine this is the clarity in your own mind now that you too are calm and focused. Once you feel calmer and able to focus on the issue talk with someone about what frustrated or angered you, and to explore ways in which to solve your problem.

Exercise 2.6

Feelings and Thoughts

**Intervention Area:
Mindfulness exercises
Continued – for feelings
and thoughts**

ACTIVITIES:

My Weather Report

Children and young people receive mixed messages about expressing emotions, so it can be useful to remind them that, as with the weather outside, they cannot change emotions or feelings. All that they are able to change is the way in which they relate to them. This exercise encourages young people to express their feelings in the form of a weather report. Examples of words can include 'stormy, windy, sunny, cloudy, damp, calm, hot, thundery, tornado, rainy, breezy, bright, foggy, clear'. By focusing on their feelings in the moment, and creating their own 'weather report', young people are able to describe and observe their present emotional state without exacerbating their emotions.

Bubble Meditation

This exercise encourages the young person to firstly be aware of their thoughts, and then provide a way in which they can let such thoughts go, to prevent rumination or worrying unduly. Read through the following script with your young person in a slow, calm voice and then allow them the time to try the exercise out:

'Find yourself a comfortable sitting position, making sure your back is straight and your shoulders are relaxed. Gently close your eyes and slowly start to image bubbles rising up in front of you. In each bubble is a thought, or feeling. Watch the first bubble – what is inside it? See it rise up with the thought and feeling inside, and then observe it slowly floating away into the distance. Try not to focus on the thought or feeling inside, only observe it as it floats out of sight.

After your first bubble has completely floated away, watch the next bubble rise up. What thought or feeling is inside this bubble? Do not force yourself to fill your bubble, if you have no immediate thought or feeling allow your bubble to be empty, and again observe as it slowly floats away from view.'

Exercise 2.7

Self-compassion Checklist and Reflections Diary

Intervention Area: Self-compassion

SUMMARY

Introduce the topic and take time to explore with the young person their understanding of compassion in terms of emotional and physical wellbeing. Discuss with them how having compassion means feeling what other people are feeling, for example when someone is feeling upset, or sad. Describe how by having compassion for ourselves and others we show understanding and sensitivity to the situation.

Once you have clarified that the young person has an understanding of compassion, complete with them the 'Good For Me' list to identify things that help them feel positive, are soothing, or calming. These can include having a kind thought about yourself, feeling positive about something you have done or achieved, or something/someone in your life, or a way to treat yourself with caring.

ACTIVITIES:

'Good For Me' List:

1.

2.

3.

4.

5.

6.








My Reflections' Diary

Following on from the previous exercise, introduce to the young person the Compassion Diary (Part 1). Explain that the purpose of this home task is to support them in identifying and utilising the compassion strategies they have identified. This will encourage them to routinely engage in self-care activities.

For each day LIST ONE THING that you appreciate about yourself and/or your life. This can be:

- **A kind thought about yourself** - e.g. about who you are, the way you are with others
- **Feeling positive about something you have done or achieved**
- **Something in your life**

...by having compassion for ourselves and others we show understanding and sensitivity to the situation.

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:	Saturday:	Sunday:
						

Worksheet:
'My Reflections' Diary'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 2.8

Compassion for Others Checklist and Diary

Focus: Compassion for Others

SUMMARY

This activity explores all the people in the young person's life who they have the opportunity to show compassion towards.

ACTIVITIES:

As with the previous exercise, complete with the young person a 'List of Ways that I can be Compassionate towards Others'. These can include feeling kindness or showing kindness to someone, feeling positive about something they have done or achieved, or doing something positive for someone else.

A List of ways that I can be compassionate towards others:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Compassion for Others' Diary

As with the 'My Reflections Diary' exercise, once the young person has compiled the above list they can then complete their 'Compassion for Others' Diary as a home task to encourage them to practise some of the identified compassion strategies towards others.

Exercise 2.9

Therapeutic Story Work

**Intervention Area:
Therapeutic
Technique Promoting
Self-compassion, Self-
concept, Resiliency
and Problem Solving.**

SUMMARY

Storytelling is a familiar medium often experienced throughout their childhood. Therapeutic stories utilise storytelling as a therapeutic intervention, using the language of the young person to effectively explore unresolved emotional and/or behavioural difficulties.


Working with the young person's unconscious therapeutic stories can address an actual issue, describe a parallel situation, or consist of both. This non-confrontational process, using images, colours, and metaphors, enhances the experience to which a person can relate to, without feeling they are the primary focus of the exercise, or discomfort often experienced from direct discussions about their difficulties. The projection of the young person's issues onto the story's character can enable them to fully explore and navigate through the issues without feeling emotionally overwhelmed.

In addition, supporting the young person to create therapeutic stories encourages the

development of their emotional literacy, i.e. their ability to recognise, understand and appropriately express their own feelings and the feelings of others.

Whilst the young person is key to the development of the main character and storyline, therapeutic stories will contain a spine from which the story is then progressed. This spine should include:

- 1 **A theme – this will be the emotional issue such as managing a feeling e.g. anger, coping with loss, low self-esteem, bullying.**
- 2 **A character – preferably one with which the young person can identify. Consider characteristics that reflect their own likes and dislikes.**
- 3 **Obstacles – can be either people or situational barriers that trigger the issue.**
- 4 **An objective – what are the presenting issues/behaviours that the character needs to change/resolve?**
- 5 **The vehicle for change – what strategies will enable this change?**
- 6 **The future – the positive solution and outcome for the character.**



Working with the young person's unconscious therapeutic stories can address an actual issue, describe a parallel situation, or consist of both.

Creating the Story – The Rocky Little Path Story Board

1 Theme – Managing Anger.

2 Character – Rocky Little Path.

3 Obstacles – the inability to constructively manage feelings of anger, or adopt strategies to manage this positively. This struggle causes emotions to spill over and leaves a negative view of self and the external world. This is described using the analogy of a journey through the woods, where the character encounters physical barriers that represent the thoughts and feelings experienced.

4 Objective – the story's character experiences uncontrollable outbursts of anger that are often directed at people and things around them. The focus is for the character to recognise these feelings, understand their physical effect, and then to develop effective strategies that will improve wellbeing and emotional regulation.

5 Vehicle for change – strategies identified include body scan, breathing exercises, counting down, mindfulness exercises.

6 The future – focuses on future opportunities and set goals to instil hope and achieve positive outcomes.





THE ROCKY LITTLE PATH

IT WAS A BRIGHT AND SUNNY SUMMER'S DAY AND THE ROCKY LITTLE PATH WAS WINDING HIS WAY THROUGH THE BEAUTIFUL COUNTRYSIDE. IT WAS A CALM AND PEACEFUL DAY WITH JUST THE SOUND OF THE BIRDS SINGING FROM THE BRANCHES OF THE TREES. THE LUSH GREEN LEAVES OF THE TREES WERE SHIMMERING AND SWAYING IN THE BREEZE AND LOOKED LIKE THEY WERE DANCING TO THE SONGS OF THE BIRDS.

THE SUN WAS SHINING BRIGHTLY IN THE SKY BUT SADLY THE ROCKY LITTLE PATH COULD NOT SEE ITS BEAUTY AND BRIGHTNESS. YOU SEE THE ROCKY LITTLE PATH WAS ALL LUMPY AND BUMPY AS HE HAD NOT BEEN LOOKED AFTER FOR SOME TIME.

THE ROCKY LITTLE PATH COULD NOT JOIN IN WITH THE BIRDS SINGING BECAUSE OF THE FEELINGS HE HAD FROM BEING SO LUMPY AND BUMPY. THE ROCKY LITTLE PATH DID NOT LIKE THE FEELINGS BUT DID NOT KNOW WHY HE FELT THIS WAY OR WHAT TO DO ABOUT THEM.

I WONDER WHAT KIND OF FEELINGS THE ROCKY LITTLE PATH MAY BE HAVING?



TRY AS HE MAY THE ROCKY LITTLE PATH COULD NOT CHANGE OR GET RID OF THE LUMPY BUMPY FEELINGS. ONE LITTLE BIRD SAW HOW UNHAPPY THE ROCKY LITTLE PATH WAS FEELING AND DECIDED TO FLY DOWN TO TRY TO HELP. BUT HE QUICKLY FLEW OFF AGAIN WHEN THE ROCKY LITTLE PATH SHOOK AND GROWLED AT HIM TO MAKE HIM GO AWAY. THE ROCKY LITTLE PATH DID NOT WANT THE BIRD TO SEE HOW LUMPY BUMPY HE LOOKED AND FELT.

THE ROCKY LITTLE PATH WAS VERY UNHAPPY. HE WONDERED IF HELP COULD BE FOUND IN THE COOL CALM WOODS. HE HAD HEARD THAT THE COOL CALM WOODS HELPED YOU FEEL BETTER BUT WASN'T SURE HOW.

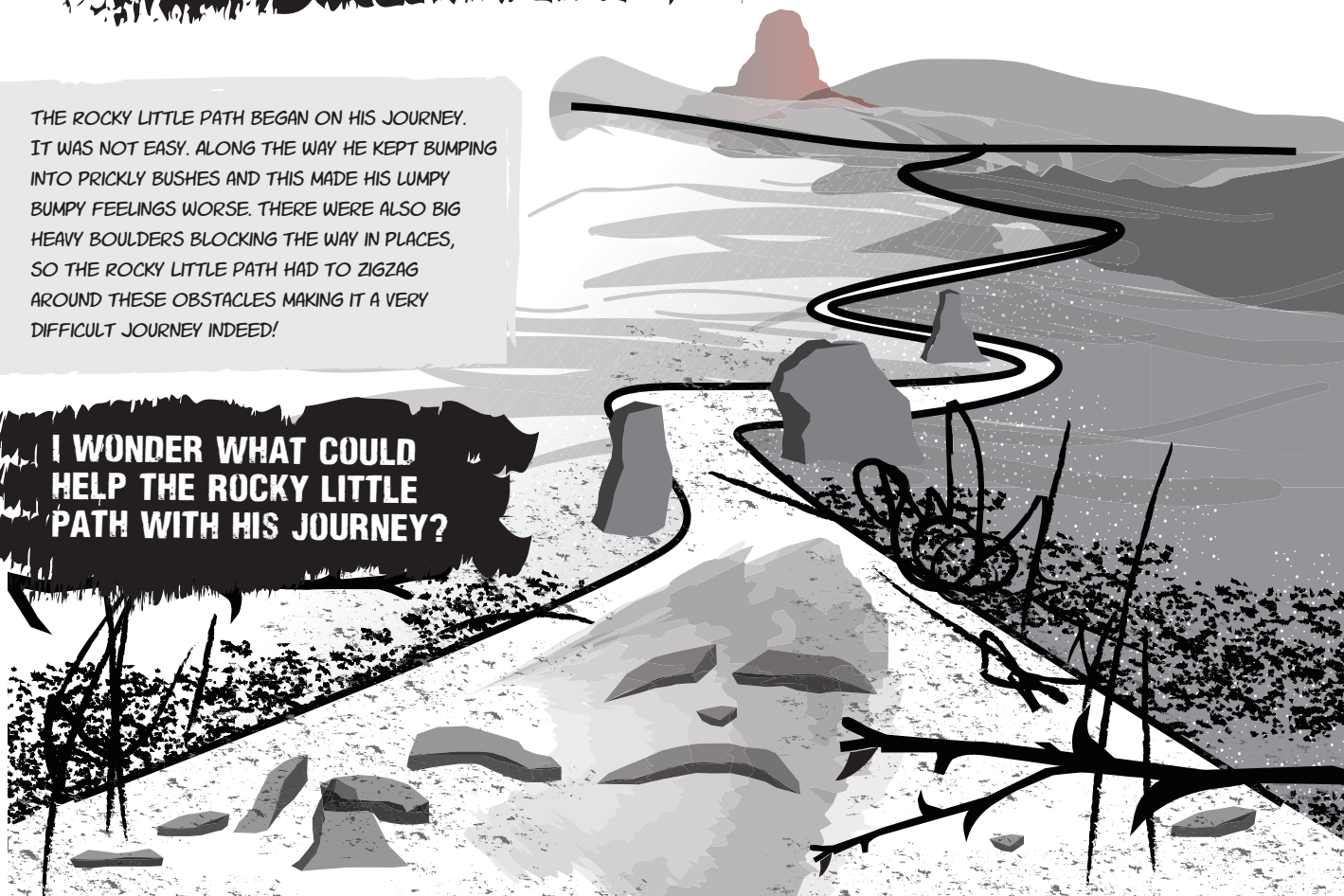
ALL HE KNEW WAS THAT TO GET THERE WOULD BE QUITE A JOURNEY. TO GET TO THE COOL CALM WOODS HE WOULD FIRST HAVE TO CLIMB THE RED MOUNTAIN, PASS THE LAVA LAGOON, AND FINALLY CLIMB DOWN CRANKY CREVICE. THE ROCKY LITTLE PATH KNEW HE HAD TO REACH THE COOL CALM WOODS IF HE WANTED HELP WITH HIS LUMPY BUMPY FEELINGS, SO HE SET OFF TO FIND THE RED MOUNTAIN.



CLOSE YOUR EYES AND TRY TO IMAGINE THE COOL CALM WOODS... WHAT CAN YOU SEE? WHAT MIGHT YOU HEAR? WHAT MAY YOU BE ABLE TO SMELL? HOW DO YOU THINK THE COOL CALM WOODS HELPED THE ROCKY LITTLE PATH WITH HIS FEELINGS?

THE ROCKY LITTLE PATH BEGAN ON HIS JOURNEY. IT WAS NOT EASY. ALONG THE WAY HE KEPT BUMPING INTO PRICKLY BUSHES AND THIS MADE HIS LUMPY BUMPY FEELINGS WORSE. THERE WERE ALSO BIG HEAVY BOULDERS BLOCKING THE WAY IN PLACES, SO THE ROCKY LITTLE PATH HAD TO ZIGZAG AROUND THESE OBSTACLES MAKING IT A VERY DIFFICULT JOURNEY INDEED!

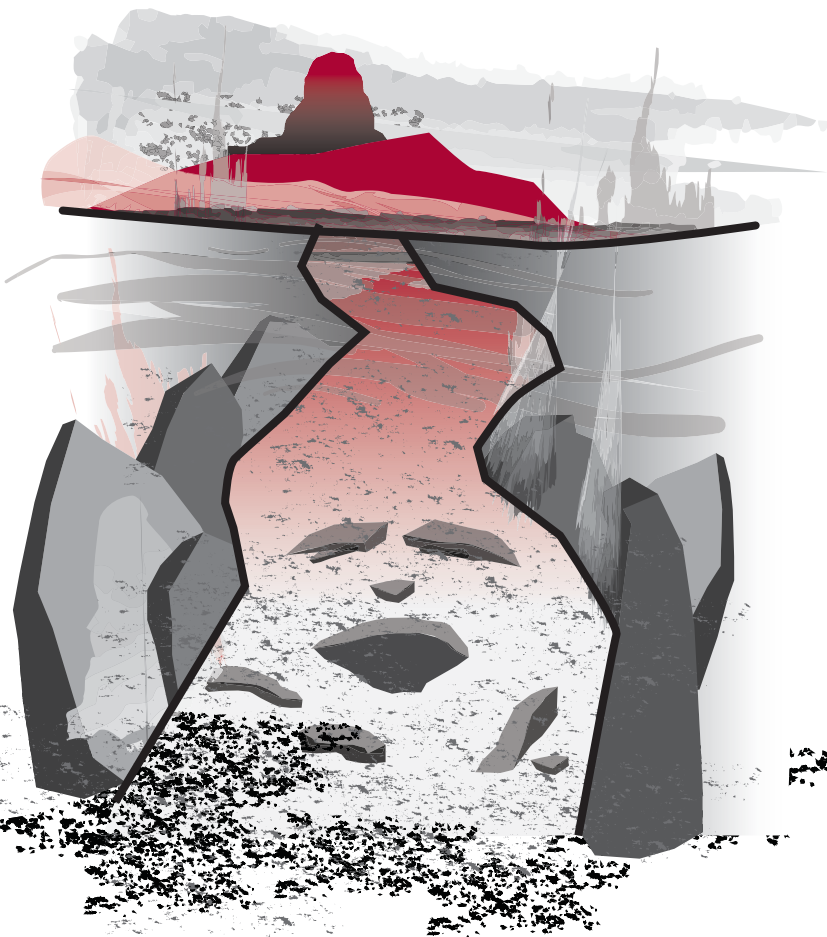
I WONDER WHAT COULD HELP THE ROCKY LITTLE PATH WITH HIS JOURNEY?



ON AND ON PUSHED THE ROCKY LITTLE PATH AND HE SLOWLY BEGAN TO CLIMB RED MOUNTAIN. RED MOUNTAIN WAS SHARP AND STEEP AND THE ROCKY LITTLE PATH WAS GETTING HOTTER AND MORE TIRED AS HE CLIMBED. THIS WAS NOT HELPING HIS LUMPY BUMPY FEELINGS. SUDDENLY, FROM UNDER THE GROUND THERE CAME A DEEP RUMBING SOUND, AND THE ROCKY LITTLE PATH BEGAN TO SHAKE 'WHAT COULD THAT BE?' HE THOUGHT, AND STOPPED IN HIS TRACKS.

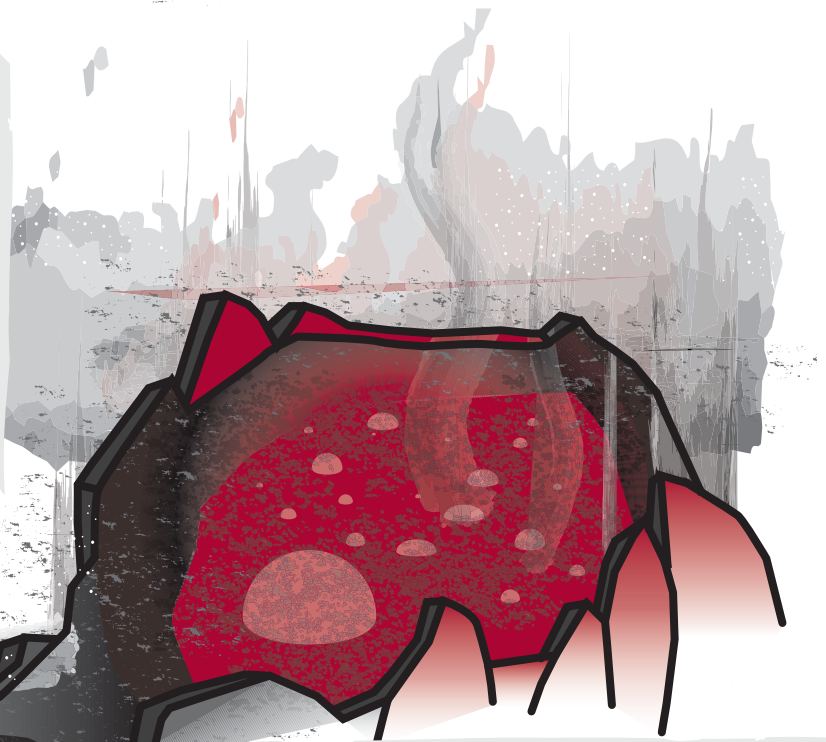
THE ROCKY LITTLE PATH KNEW THAT TO REACH THE COOL CALM WOODS HE HAD TO GO ON. HE CARRIED ON CLIMBING UP AND UP BUT WAS FEELING HOTTER AND HOTTER THE HIGHER HE WENT. HIS LUMPY BUMPY FEELINGS WERE NOW GIVING HIM STRANGE FEELINGS IN HIS TUMMY AND HE WAS FINDING IT HARD TO THINK STRAIGHT.

I WONDER WHAT FEELINGS THE ROCKY LITTLE PATH HAD IN HIS TUMMY? WHY DO WE THINK HE WAS FINDING IT HARD TO THINK?



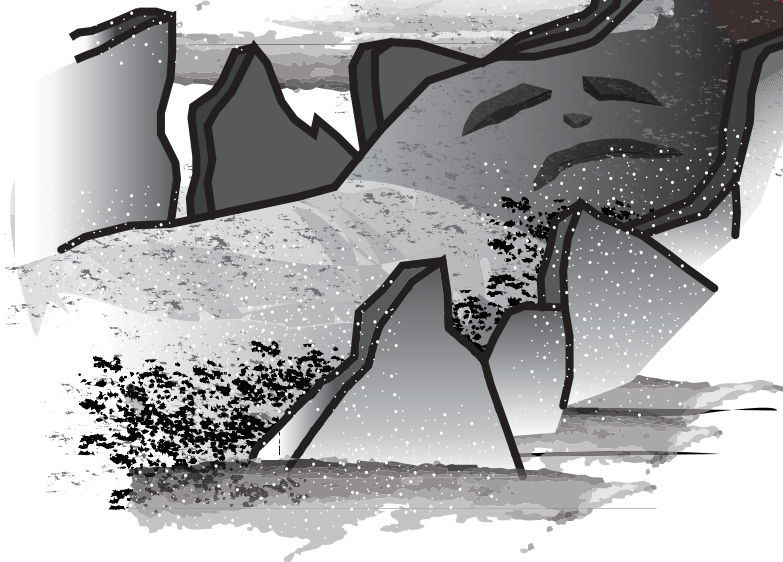
THE ROCKY LITTLE PATH KNEW HE COULDN'T STOP NOW. HE HAD TO KEEP GOING AND PUSHED ON TO THE TOP OF RED MOUNTAIN. TO HIS AMAZEMENT, AT THE TOP OF RED MOUNTAIN WAS A HUGE BUBBLING AND STEAMING POOL OF THICK LAVA. THE ROCKY LITTLE PATH REALISED THAT THIS WAS WHAT HAD CAUSED THE RUMBING SOUND, AND THAT HE HAD REACHED LAVA LAGOON - AND IT LOOKED LIKE IT WAS BUBBLING OUT OF CONTROL!

LETTING OUT A GASP, THE ROCKY LITTLE PATH FELT A LITTLE AFRAID AS THE RED POOL OF LAVA WAS EXTREMELY HOT, AND THERE WAS A STRONG SMELL IN THE AIR WHICH WAS QUITE UNPLEASANT.



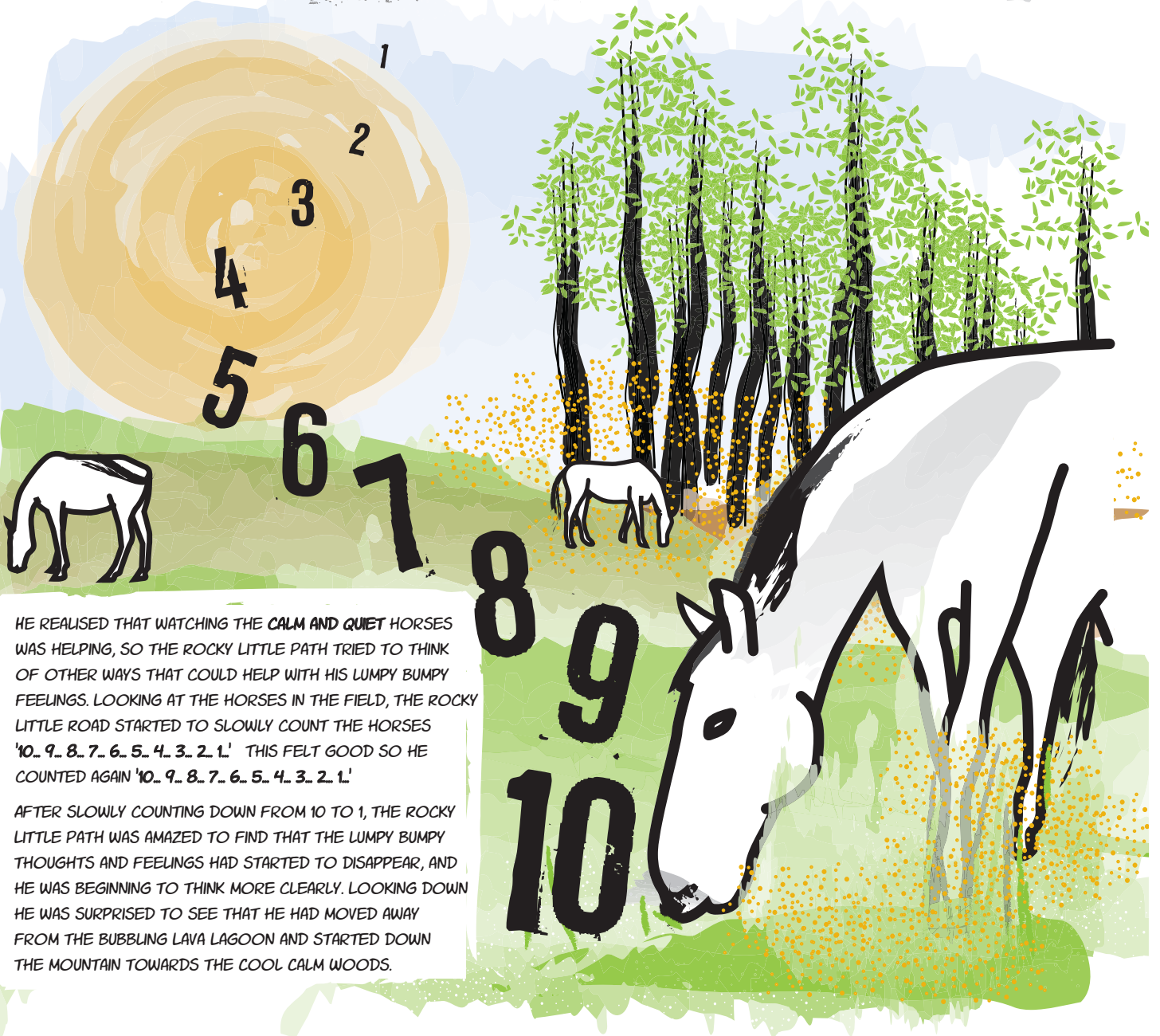
AFRAID THAT HIS LUMPY BUMPY FEELINGS MIGHT CAUSE HIM TO TIP INTO THE LAVA, THE ROCKY LITTLE PATH UNDERSTOOD THAT THE ONLY WAY TO STOP THIS WAS TO QUICKLY FIND THE COOL CALM WOODS. THERE WAS ONE PROBLEM THOUGH, HOW COULD THE ROCKY LITTLE PATH FIND HIS WAY THERE WHEN HE WAS FEELING SO HOT AND TIRED, HAD STRANGE FEELINGS IN HIS TUMMY, AND WAS FINDING IT HARD TO THINK STRAIGHT?

CAN YOU THINK OF WAYS TO HELP THE ROCKY LITTLE PATH?



AS ALL THE LUMPY BUMPY FEELINGS AND THOUGHTS BUZZED AROUND IN HIS HEAD, THE ROCKY LITTLE PATH LOOKED INTO THE DISTANCE AND SPOTTED A CLUSTER OF TREES... IT WAS THE COOL CALM WOODS!

HE COULD SEE THAT CALMLY GRAZING UNDERNEATH THE TREES OF THE COOL CALM WOODS WAS A FAMILY OF WILD HORSES. AS THE ROCKY LITTLE PATH WATCHED THEM GRAZE HE BEGAN TO NOTICE HOW THEY CALMLY AND QUIETLY GRAZED IN THE FIELD, THEIR TAILS SWISHING IN THE WARMTH OF THE SUN. AS HE CONTINUED TO WATCH THE HORSES NEAR THE COOL CALM WOODS THE ROCKY LITTLE PATH BEGAN TO NOTICE SOMETHING ELSE - THE STRANGE FEELING WAS EVER SO SLOWLY LEAVING HIS TUMMY. THE ROCKY LITTLE PATH BEGAN TO FEEL A LITTLE BETTER.

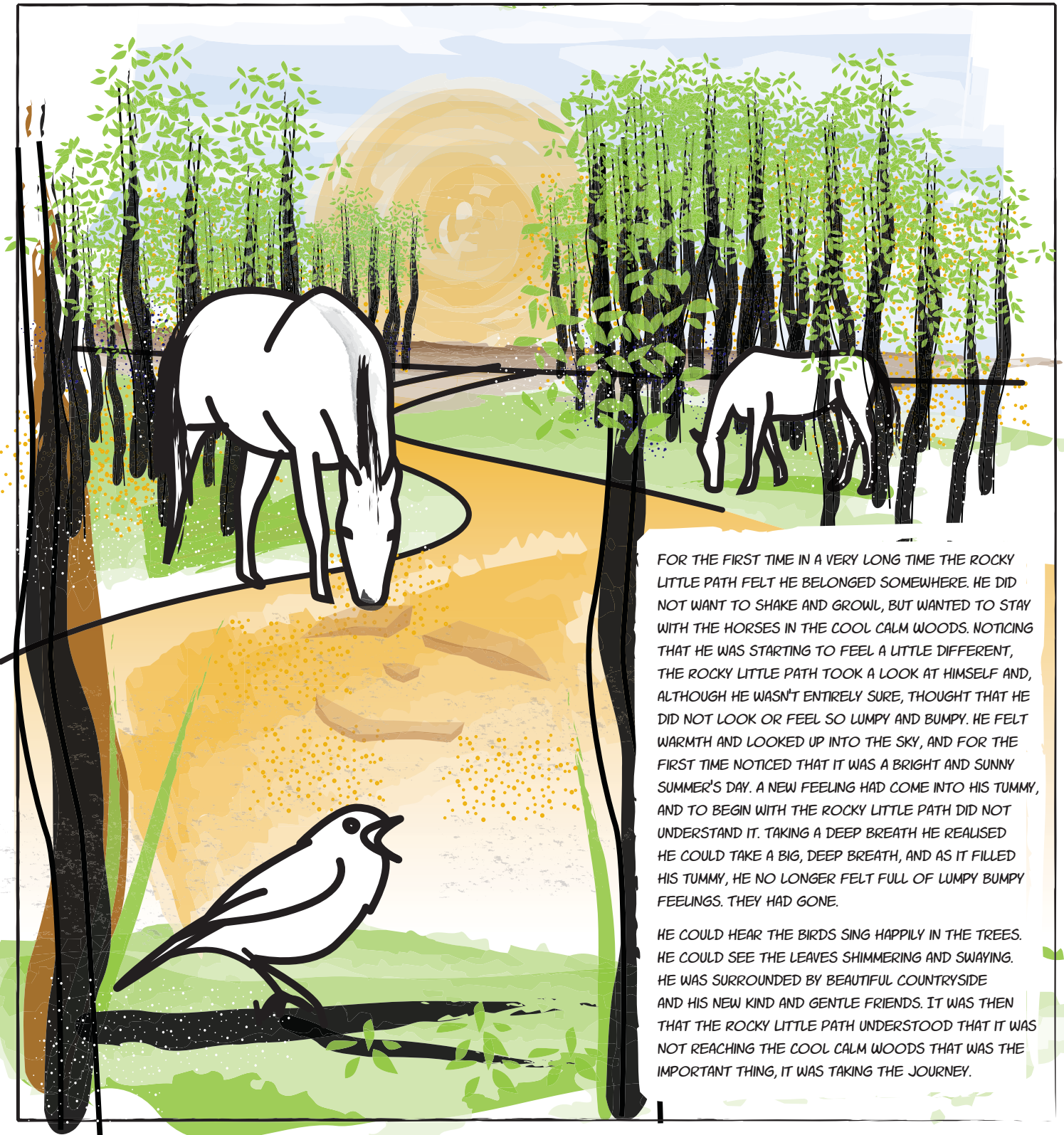
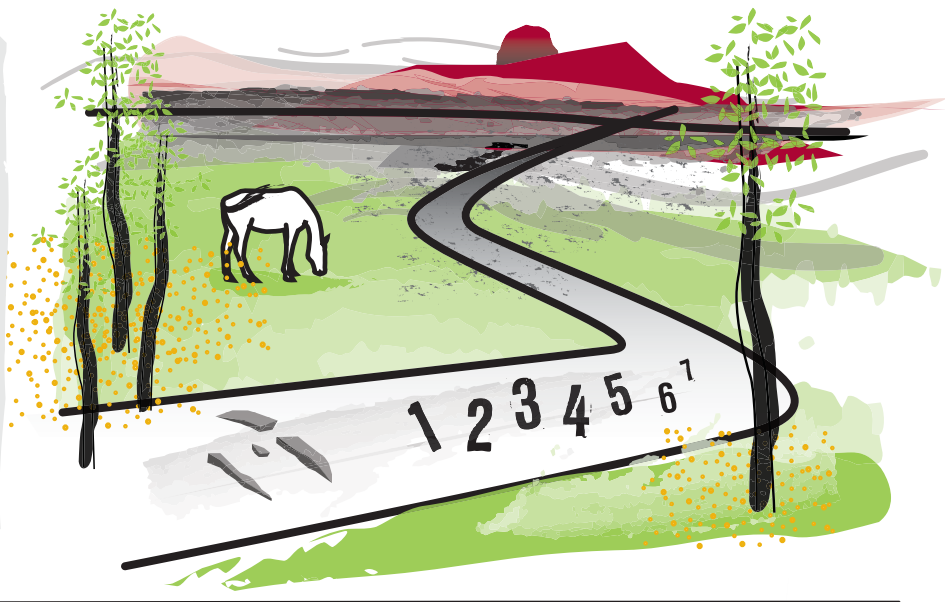


HE REALISED THAT WATCHING THE CALM AND QUIET HORSES WAS HELPING, SO THE ROCKY LITTLE PATH TRIED TO THINK OF OTHER WAYS THAT COULD HELP WITH HIS LUMPY BUMPY FEELINGS. LOOKING AT THE HORSES IN THE FIELD, THE ROCKY LITTLE ROAD STARTED TO SLOWLY COUNT THE HORSES '10.. 9.. 8.. 7.. 6.. 5.. 4.. 3.. 2.. 1!' THIS FELT GOOD SO HE COUNTED AGAIN '10.. 9.. 8.. 7.. 6.. 5.. 4.. 3.. 2.. 1'

AFTER SLOWLY COUNTING DOWN FROM 10 TO 1, THE ROCKY LITTLE PATH WAS AMAZED TO FIND THAT THE LUMPY BUMPY THOUGHTS AND FEELINGS HAD STARTED TO DISAPPEAR, AND HE WAS BEGINNING TO THINK MORE CLEARLY. LOOKING DOWN HE WAS SURPRISED TO SEE THAT HE HAD MOVED AWAY FROM THE BUBBLING LAVA LAGOON AND STARTED DOWN THE MOUNTAIN TOWARDS THE COOL CALM WOODS.

THE ROCKY LITTLE PATH COULD NOT BELIEVE IT - WAS HE STARTING TO CHANGE THE LUMPY BUMPY FEELINGS HE'D HAD FOR SO LONG? NOT DARING TO BELIEVE IT HE TOOK A SLOW DEEP BREATH COUNTING 1. 2. 3. 4.. AS HE BREATHED IN, THEN BREATHING OUT SLOWLY COUNTING 1. 2. 3. 4. 5. 6. 7..

AS HE CARRIED ON BREATHING IN AND OUT SLOWLY HE BEGAN TO CLIMB DOWN CRANKY CREVICE MOVING CLOSER AND CLOSER TO THE PEACEFUL GRAZING HORSES AND COOL CALM WOODS. ON REACHING THE BOTTOM OF CRANKY CREVICE, THE FAMILY OF HORSES SPOTTED THE ROCKY LITTLE PATH AND TROTTED OVER TO SAY HELLO. THEIR SOFT NOSES NUZZLED HIM AND HE FELT THEIR FLUFFY MANES GENTLY SNUGGLE AGAINST HIM TO WELCOME HIM.

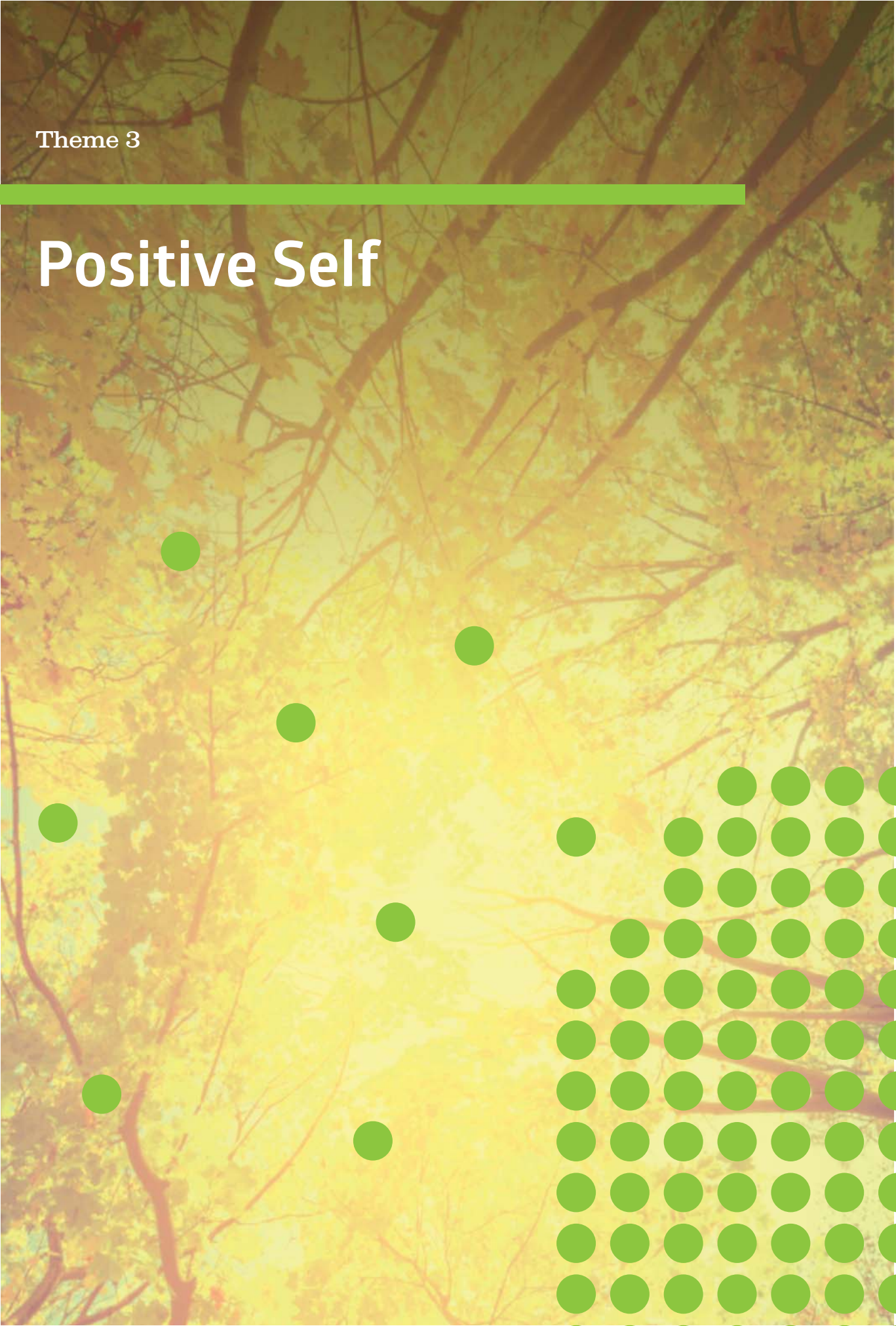


FOR THE FIRST TIME IN A VERY LONG TIME THE ROCKY LITTLE PATH FELT HE BELONGED SOMEWHERE. HE DID NOT WANT TO SHAKE AND GROWL, BUT WANTED TO STAY WITH THE HORSES IN THE COOL CALM WOODS. NOTICING THAT HE WAS STARTING TO FEEL A LITTLE DIFFERENT, THE ROCKY LITTLE PATH TOOK A LOOK AT HIMSELF AND, ALTHOUGH HE WASN'T ENTIRELY SURE, THOUGHT THAT HE DID NOT LOOK OR FEEL SO LUMPY AND BUMPY. HE FELT WARMTH AND LOOKED UP INTO THE SKY, AND FOR THE FIRST TIME NOTICED THAT IT WAS A BRIGHT AND SUNNY SUMMER'S DAY. A NEW FEELING HAD COME INTO HIS TUMMY, AND TO BEGIN WITH THE ROCKY LITTLE PATH DID NOT UNDERSTAND IT. TAKING A DEEP BREATH HE REALISED HE COULD TAKE A BIG, DEEP BREATH, AND AS IT FILLED HIS TUMMY, HE NO LONGER FELT FULL OF LUMPY BUMPY FEELINGS. THEY HAD GONE.

HE COULD HEAR THE BIRDS SING HAPPILY IN THE TREES. HE COULD SEE THE LEAVES SHIMMERING AND SWAYING. HE WAS SURROUNDED BY BEAUTIFUL COUNTRYSIDE AND HIS NEW KIND AND GENTLE FRIENDS. IT WAS THEN THAT THE ROCKY LITTLE PATH UNDERSTOOD THAT IT WAS NOT REACHING THE COOL CALM WOODS THAT WAS THE IMPORTANT THING, IT WAS TAKING THE JOURNEY.

Theme 3

Positive Self



Exercise 3.1

‘What Do I Think and Feel About...’ Quiz

Intervention Area: Self-concept and Connectedness

SUMMARY

This first exercise is a brief questionnaire to help the facilitator and young person begin to identify her thoughts and feelings in relation to herself and others. It may be useful to complete this pre and post intervention to assist with evaluating the effectiveness of the work undertaken.

There are two areas to the questionnaire, firstly the young person’s perception of themselves, and, secondly, the young person’s perception of their ability to access support around them.

This exercise offers the opportunity to open further dialogue regarding a young person’s attitudes and beliefs around these areas, and identify areas of need and strengths.

Areas that can be explored further from this exercise, and are supported by the material throughout the workbook, include:

- **Self-concept**
- **Self-belief**
- **Emotional Regulation**
- **Anger Management**
- **Effective Problem Solving Strategies.**

In addition, key factors relating to positive relationships in terms of family, friends and intimate relationships can be explored in respect of the young person’s perception of being able to access support from others i.e. the ability to talk to others, share difficulties and feeling supported.

What Do I Think and Feel About...?

Name: _____

Date: _____

Please take your time to read through the following statements and answer the questions based on how you feel. Remember – there is no right or wrong answer, this is about what you think and feel..

(Please circle the number)

About Me...	Never	Sometimes	Often	All of the time
I feel confident	1	2	3	4
I try new things	1	2	3	4
I feel there are interesting things about me	1	2	3	4
I feel angry	1	2	3	4
I can solve problems in a positive way	1	2	3	4
I have friends who support me	1	2	3	4
I behave differently when with different groups of people	1	2	3	4

(Please circle the number)

I Talk to Others About...	Never	Sometimes	Often	All of the time
Things I like	1	2	3	4
Things I don't like	1	2	3	4
How I feel about myself	1	2	3	4
How I feel about others	1	2	3	4
To get their points of view	1	2	3	4
To help solve issues	1	2	3	4

Worksheet:

'What Do I Think and Feel Quiz'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.2

About Me

Intervention Area: Promoting healthy Self- Concept and Healthy Behaviours

SUMMARY

During their adolescence and teenage years, girls and young women are bombarded with messages relating to perceptions of what it means to be 'female' - their physical appearance, behaviours, abilities, and gender expectations. We know that relationships with family and peers, romantic relationships, are pivotal in how girls develop emotionally, socially, and behaviourally; however, they are often overwhelmed with unhelpful messages from media, fashion, companies etc. all of which impact on the construction of a person's self-image, identity and self-worth.

The difficulties faced by young females are often around being able to decipher which messages are positive in order to support the development of a healthy self-concept.

ACTIVITIES:

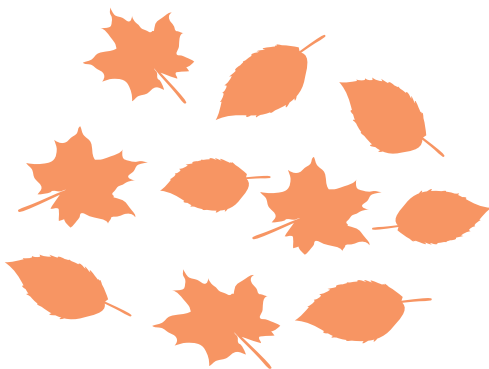
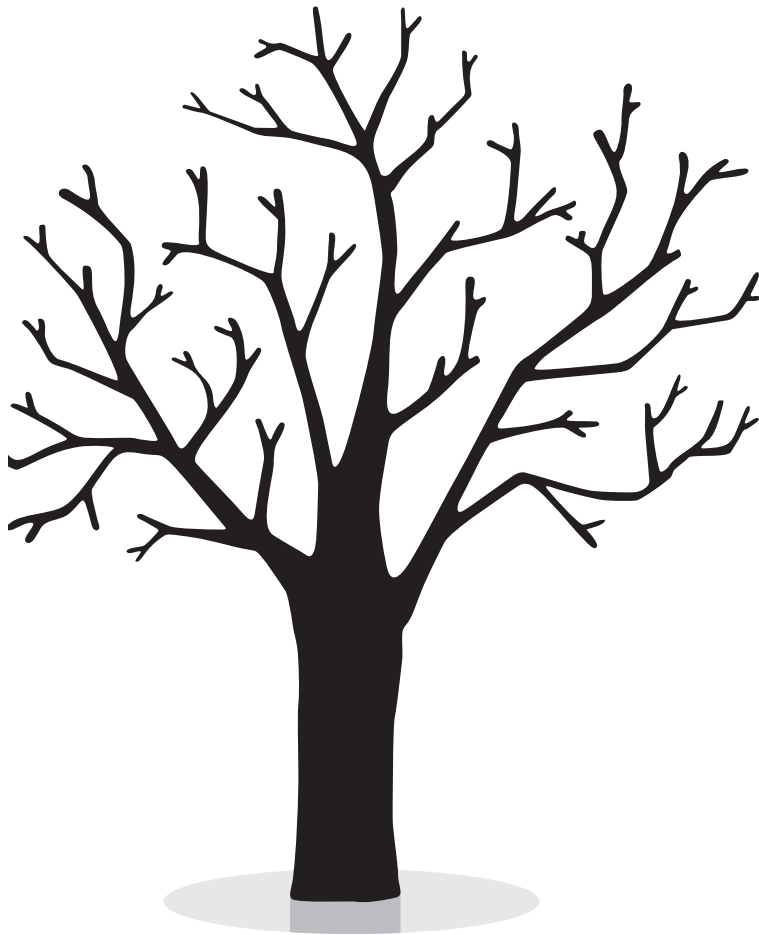
'About Me' Exercise

This exercise enables the young person to explore aspects of their personality, behaviour and individuality. The worksheet contains a variety of characteristics each listed individually on a leaf; they can either choose from the selection provided or create their own. Using the tree and growth analogy, the young person can be supported in exploring positive traits that enable them to grow and develop, and identify areas where they feel they may need further nurturing and support.

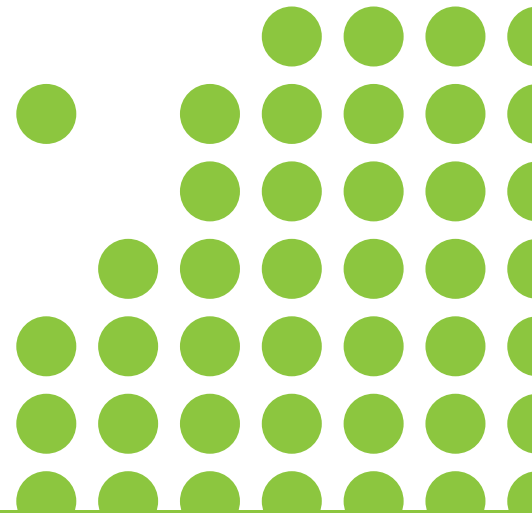
The objective of the exercise is for the young person to place on the tree the characteristic or behaviour which they wish to continue to grow and develop. Alternatively, those characteristics or behaviours that they wish to decrease or extinguish can be placed on the leaf pile next to the tree.

When undertaking this exercise it is important to discuss each choice with the young person, in order to identify:

- **What they think of that particular trait/behaviour**
- **Whether they feel this is a positive or negative attribute**
- **Their reason for where they place the leaf on the worksheet**
- **How they think they will feel once they have achieved this outcome.**



The difficulties faced by young females are often around being able to decipher which messages are positive...



Worksheet:

'About Me'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.3

Body Image

Intervention Area: Self-Concept – Body Image

ACTIVITIES:

'What is Body Image?' Exercise

The first part of this exercise involves asking the young person to write down on the worksheet all the things that come to mind when they hear the term 'body image'. Through discussion, explore with them all the thoughts and images that this term conjures up in their minds?

'Positive and Negative Body Image' Exercise

The purpose of this activity is to encourage the young person to begin to differentiate between negative and positive body image. Using the worksheet provided, ask them to create their own definitions of:

- What is positive body image?
- What is negative body image?

Then, using the statements from the earlier exercise, sort them into those they would

consider positive body image descriptions and those which they would consider as negative body image descriptions.

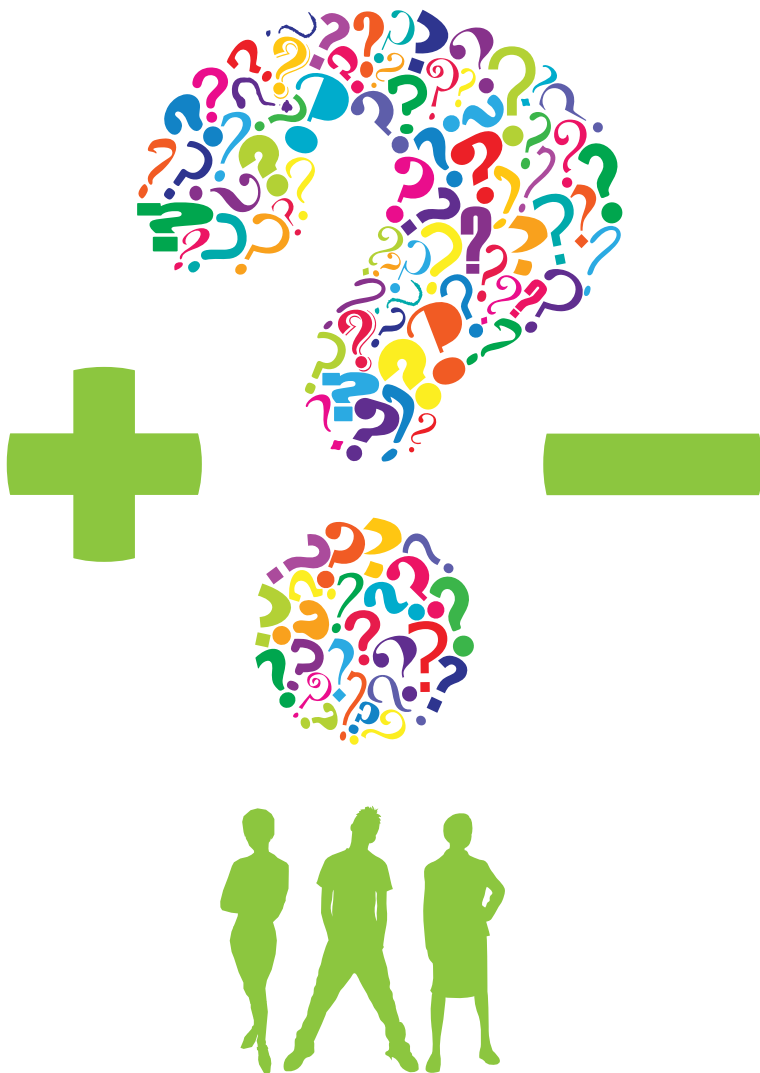
Discuss with the young person myths that they are aware of in terms of body image. Explore messages young girls receive from TV, film, magazines and celebrities and discuss how realistic it is to live up to such images. Also explore the impact this may have generally on a young girl's views of herself, the way they feel, and whether this can impact on their relationships.

'My Own Body Image' Exercise

This exercise involves supporting the young person to explore attitudes and views about their own body image. Once they have completed the worksheet discuss with them:

- Why people may feel the way they do about their body image – what affects our body image, who/what influences how we feel?
- Does having a positive body image mean looking good? (This is an opportunity to explore further the young person's self-beliefs about their own body image and definition of positive body image).
- How do our ideas and beliefs about our body (body image) impact on how we feel about ourselves as a whole (self-esteem)?

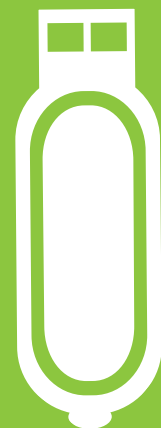
Explore messages young girls receive from TV, film, magazines and celebrities and discuss how realistic it is to live up to such images.



Worksheet:

‘What is Body Image?’,
‘Positive and Negative Body Image?’
and ‘My Own Body Image’

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.4

Seeing Me

Intervention Area: Positive Self-Concept for the Young Person

SUMMARY

This purpose of this activity is to support the young person to recognise and celebrate internal qualities and characteristics that contribute to their individual identity, including qualities, skills and uniqueness that makes them 'who I am'.

ACTIVITIES:

Below are four statements for the young person to reflect on. Allow the young person to either choose from the selection of templates, or they can create their own. Ask them to consider and note down:

- Qualities that I have include...
- Things that I am good at...
- Things I enjoy doing...

In addition, explore with the young person:

- Words that describe how I feel about myself today...
- What I like about my friendships...
- What are my interests/hobbies - what I currently do, what would I like to have a go at?



About Me

Name:

Birthday:

Age:

Hometown:

Status

What words describe how I feel about myself today...?

Interests

Things I enjoy doing...

Friends



My 'Wall'

Things I like about myself...

Qualities that I have ...

Things I feel I'm good at...

Worksheet:

'My Book' and 'In the Mirror'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.5

My Appreciation List

Intervention Area: Increasing Self-esteem

SUMMARY

The purpose of this activity is for the young person to begin to consider their self-esteem and how this impacts on their day to day functioning.

Begin by explaining to the young person that self-esteem can be described as the beliefs that you have about yourself. These include beliefs about the person that you are, how you view your relationships with others, and your place in the world.

Discuss with the young person how, when we talk about self-esteem, we talk about levels of self-esteem. Provide examples, such as low self-esteem can mean that we may have a negative view of ourselves, that we have difficulty trusting others, that we can tend to blame ourselves. Alternatively, high self-esteem can be that we are aware of our strengths, are confident, have trusting relationships, can accept and learn from our mistakes.

The exercise consists of the young person identifying positive aspects within their life. For example:

- 'I like myself because...'
- 'I am proud of
- 'I feel good about ...'
- 'My friends would tell you I am good at ...'
- 'I have been told that I (positive statement)'
- 'My favourite activity is ...'
- 'People who care about me are ...'
- 'My favourite place is ...'
- 'A time I felt good was ...'

Using the Peacock worksheet, encourage the young person to write each statement on an individual feather. Reinforce to them that they do not have to fill in the feathers all at once. Facilitators can use this exercise as an ongoing activity to encourage the young person to continue considering positive aspects of themselves.

The overall purpose of this activity is to support the young person in feeling good about themselves, and recognise the positive choices that they do make, no matter how small they may consider these to be.

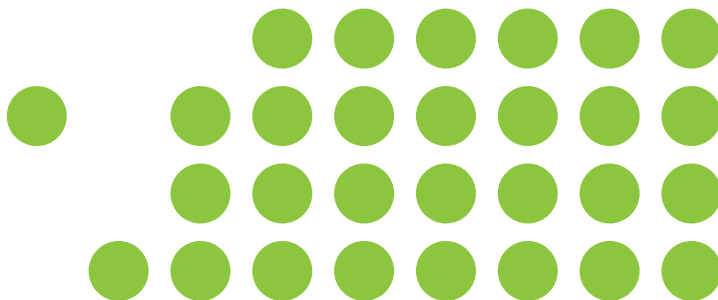
...support the young person in feeling good about themselves, and recognise the positive choices that they do make, no matter how small...



Worksheet:

'Peacock'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.6

What Makes Me Happy

Intervention Area: Improving Wellbeing

SUMMARY

The purpose of this activity is to encourage the young person to reflect on the influences in their lives that provide a positive impact and create in them a sense of wellbeing. The focus is to bring to the forefront of the young person's consciousness positive factors within their lives that they can draw on when levels of self-esteem and confidence are low.

ACTIVITIES:

Rays of Sunshine Exercise

Explain to the young person that the activity is to explore those things in their lives that make them feel happy or bring about a sense of wellbeing. The suggestions below are some of the areas that you can both explore:

On each of the rays of sunshine make a list of:

- People and pets who bring a smile to your face – e.g. my dog, Tara my friend, Jack my younger brother, my grandpa, my teacher.
- Places that make you smile when you think of them – e.g. the beach, being in the park with my friends, my auntie's house, on holidays...

- Items that bring a smile to your face – e.g. photos with my friends, family etc., a cherished gift, ice cream on a hot day, my favourite top.
- Things that you like to do that make you feel good – e.g. listen to music, go for a walk, ride a bike, cooking (with someone), relaxing bath.

Then in the centre of the sun encourage the young person to reflect on one significant positive experience that they can recall, and record as much detail about that event that they can remember. Encourage them to reflect on the images, smells, sounds, people, interactions, and all the feelings that these create within the young person.

Worksheet:

'Rays of Sunshine'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 3.7

Seeing Me Collage

Intervention Area: Self-concept.

SUMMARY

The purpose of this activity is for the young person to create a 'Seeing Me' collage that depicts their view of themselves as an individual. It may be useful to reflect on previous completed exercises for ideas. Encourage the young person to consider such aspects as their personality, skills, qualities, interests, emotions, relationships. Also, ask them to think about how other people view them and how they present themselves in the wider world e.g. the image of a waterfall to represent being loud or outgoing, flip flops to represent a chilled, calm manner, a bouncy ball to reflect a more hyperactive trait etc.

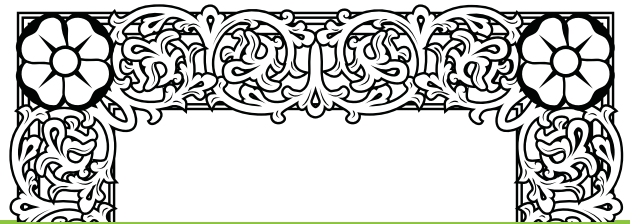
ACTIVITIES:

Encourage them to use a variety of materials and textiles available including pictures, words, fabric, textured materials such as shells, beads etc.

Spend time throughout the exercise indirectly exploring with them their choice of image, material, words, and which element of their self this represents. It may be that the young person is not able to directly reflect on a particular choice, but is including it as part of their 'make up' and identity.

As well using as the information gained in previous exercises, ask the young person to consider including places they have been, people they admire, future goals they aspire to achieve. Explore with them how such experiences and aspirations are also part of our identity and shape who we are and the decisions we make. They may want to reflect on such questions as 'Who am I right now?' Or 'Who am I becoming?' if it is appropriate.

On completion of the activity reinforce to the young person that each individual is made up of a rich tapestry of qualities, skills, experiences, emotions etc. which all shape identity and sense of self.



Worksheet:

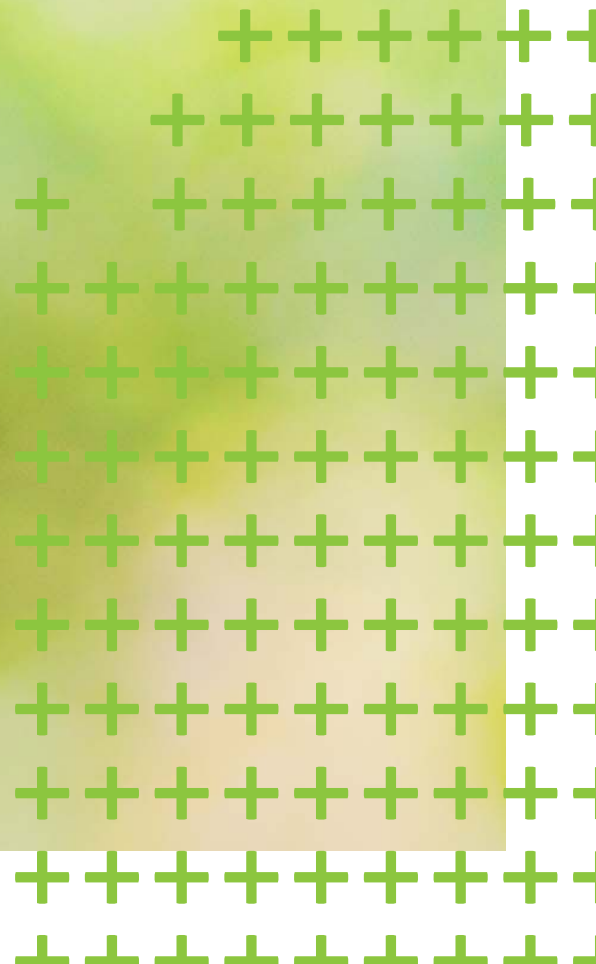
'Seeing Me'

For all the supporting literature and files please go to the flash pen and print off.



Theme 4

Healthy Relationships



Exercise 4.1

Defining Relationships

Intervention Area: Introduction to Relationships

How would we describe a 'Relationship'?

The first part of this activity is to ask the young person, think about how they would describe 'a relationship'. Use a Spidergram to help illustrate their thoughts and comments, and facilitate exploration of what it is that connects us to a person that we consider as part of the 'relationship'. This leads into the next activity which examines the difference between positive and negative relationships.

Definitions:

This activity introduces the concept of positive and negative relationships. The purpose of this exercise is to encourage the young person to begin to differentiate between healthy and unhealthy relationships, and these concepts are then explored in more depth in the following activities.

Ask the young person to consider how they would define:

-
- **A Healthy Relationship** – considering such factors as both are equal, has communication, trust, respect, honesty, individuality, acceptance, support and safety.
-
- **An Unhealthy (or Abusive) Relationship** – considering such factors as unequal relationship, misuse of power and control, loss of identity, unsupportive, unsafe.
-

Make sure to ask the young person, if they have not already addressed this in the previous exercise, to also consider:

-
- **Dating abuse (within adolescent relationships)** – considering such factors as physical, emotional, sexual, verbal abuse including threats, bullying, intimidating, manipulating, controlling, harassing, violence, using technology to abuse, regardless of whether this is during or after the relationship.
-

Exercise 4.2

Relationships in My Life

Intervention Area: Types of Relationships and Support Networks

SUMMARY

Relationships come in many forms in a person's life, and will each have a different purpose and meaning to those involved. The purpose of this activity is to explore the different relationships in a young person's life and their purpose, so that they may identify positive support networks. The following exercises explore the different types of relationships a person can have, as well as their impact.

ACTIVITIES:

On the worksheet provided, ask the young person to list all their different relationships and people within those relationships. Examples can include:

- Family e.g. mother, father, sister, brother, step-parent
- Wider family e.g. aunts, uncles, cousins, grandparents
(Some may wish to differentiate relationships with immediate family e.g. parents, siblings, and wider family e.g. aunts, uncles, grandparents, cousins etc.)

- Foster family e.g. adult foster carers, foster children, foster carers' family
- Residential family e.g. staff and young people with a residential placement
- Friendships - male and female
- Romantic relationships - boyfriend/girlfriend
- Professional - teacher, doctor, social worker, counsellor, police etc

During the exercise explore such things as:

- How often do you see them?
- How close do you feel to them?
- Do you see them for a specific reason? e.g. doctor, teacher
- Do you see them at certain times?
- What type of things could you talk to them about?

Worksheet:
‘Types of Relationships’



Exercise 4.3

People & Relationships – Scrap Book

**Intervention Area:
Positive Relationship
Characteristics
Including Positive
Attitudes, Beliefs
and Behaviours**

ACTIVITY:

For this activity you will need:

- A scrapbook
- Old magazines/newspapers
- Variety of images
- Craft materials e.g. fabric, ribbon, buttons, glitter, stickers, glue, coloured pens

This exercise explores and identifies positive and supportive people and relationships in the young person's life*. Using a variety of pictorial and written mediums, ask the young person to

create a collage about each person and/or relationship that they feel is important to them.

The young person may not know where to begin so encourage them to think about such aspects as:

- What is it they value in that person/ relationship e.g. characteristics, strengths, values and beliefs?
- How that person/relationship makes them feel?
- How do they benefit?
- What do they bring to the relationship (e.g. characteristics, strengths, values and beliefs)?

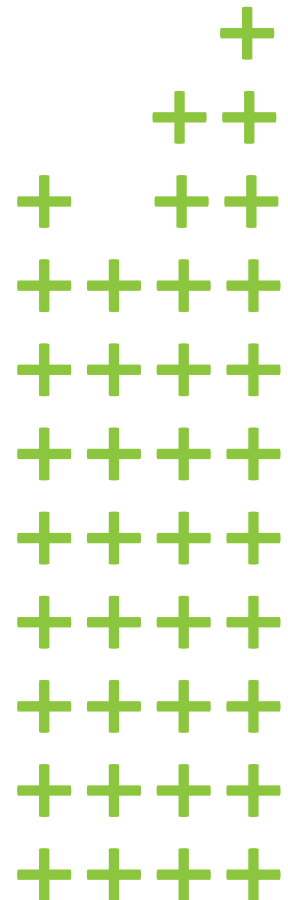


...ask the young person to create a collage about each person and/or relationship that they feel is important to them.

Encourage the young person to browse through the materials and select materials that they feel represent that person or relationship. For example:

NB Relationships may be non-human e.g. pets

People and Relationships - Scrap Book



Exercise 4.4

Different Behaviours in Different Relationships

Intervention Area: Social Boundaries and Acceptable Behaviours

SUMMARY

The purpose of this exercise is to explore what the young person perceives to be acceptable behaviours in each of their relationships, to help reduce risk of future incidents of inappropriate sexualised behaviour, and also their own vulnerability to exploitation. The activity helps identify the young person's understanding of social boundaries and appropriate behaviours, and whether they are able to apply their understanding in a variety of contexts.

ACTIVITY:

Using the 'Behaviours in Relationships' worksheet, first ask the young person to label each bubble with the type of relationship that they identified in the previous activity e.g. family, friends etc.

Working together cut out and discuss each of the behaviours provided. There are blank strips if you identify additional behaviours or behaviours specific to the individual with whom you are working.

The next step is to ask the young person to stick in each bubble the behaviours they feel are acceptable within that type of relationship. You will note that some behaviour may be considered acceptable in all the relationship types, so these should be stuck into every bubble. Others may be more specific to a certain type of relationship.

Both during the exercise and once it is complete, talk through the differences identified, taking the time to explore any misunderstandings that the young person may exhibit.

It is often useful to reflect how changes in a relationship can alter the level of acceptability for behaviours. For example, on meeting someone for the first time, a person may shake hands, but on getting to know that person better and forming a good relationship, a person may feel it is acceptable to joke and tease with them.



Behaviours in Relationships



Worksheet:

‘Behaviours In Relationships’

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.5

Boundaries

Intervention Area: Developing Appropriate Physical, Social, Emotional and Sexual Boundaries to Promote Healthy Relationships

SUMMARY

Before a young person is able to develop and maintain healthy relationships, it is important that they are able to understand and construct appropriate boundaries to protect their thoughts, feelings and physical selves.

Being aware of when to say 'Yes' and 'No' can often be challenging for young people. If they have grown up in an environment with unclear boundaries, often they may not understand how they work, or be clear when it is ok to say 'Yes' or 'No'. The following activities will explore the importance of healthy boundaries, what they look like and how they work, so that they may continue to develop their own and learn to respect others.

ACTIVITY:

What is a Boundary?

This exercise is to simply explore what a young person understands by the term boundaries. Using a flipchart draw out with them what they perceive a boundary to be, and encourage them to share examples. Often young people will provide examples of school rules. Explain to them while they are correct in thinking that boundaries are enforced by rules, boundaries are what we create around ourselves to keep us safe. Ask the young person to think about their personal boundaries in terms of physical, emotional and social connectedness to others.

ACTIVITY:

3 Types of Boundaries (See handouts)

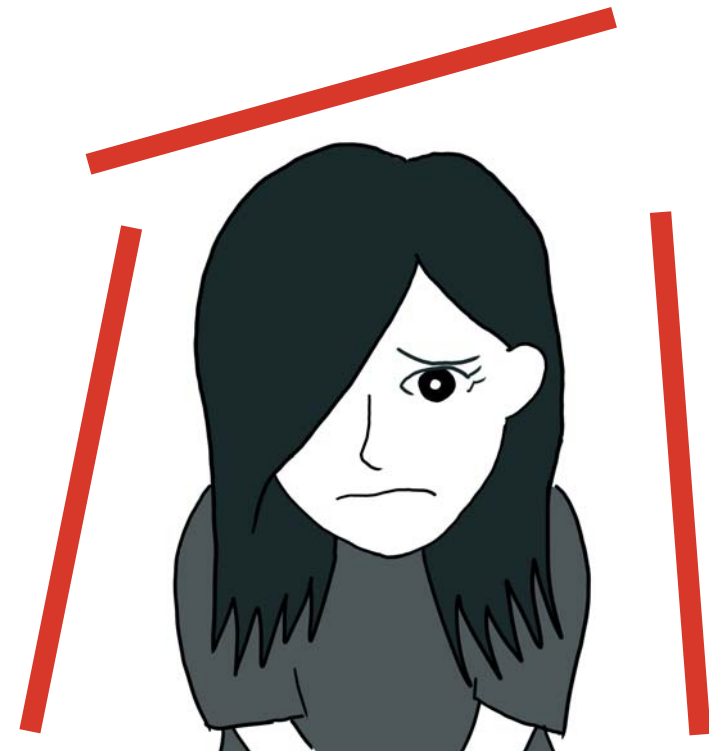
Using the handouts, describe the different types of boundaries that a person may have around themselves:

1. Rigid Boundaries – these kinds of boundaries are inflexible, unmoving and can often restrict us in our ability to interact and connect with others on both a physical and emotional level. Rigid boundaries are often created from a need to feel safe, not let anyone 'in', and can restrict a person in engaging with people and events around them. While a person can effectively say 'No' to the bad things around them, rigid boundaries also result in them saying 'No' to the good things in life. Consequently, a person can feel isolated and lonely at the expense of this control.

Healthy boundaries are where a person is consistent and clear, and are certain in their ability to say 'No' about the things that make them feel bad or unsafe...

2. Unclear Boundaries – these kinds of boundaries are often inconsistent and blurred. Unclear boundaries often result in a person feeling unable to say 'No' and instead say 'Yes' to everything whether they wish to or not. It may be that they don't want to hurt anyone's feelings, anger them, or feel they don't have a right to say no, but consequently can be left feeling overwhelmed, unhappy and out of control.

3. Healthy Boundaries – Healthy boundaries are where a person is consistent and clear, and are certain in their ability to say 'No' about the things that make them feel bad or unsafe, and 'Yes' to the things that make them feel good about themselves. Having healthy boundaries means that you feel confident and in control of where your boundaries lie and are not influenced by how other people respond. Healthy boundaries are flexible and move appropriately as we grow and develop into adulthood.



Handout:

'Rigid, Unclear and Healthy Boundaries'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.5 Continued

ACTIVITY:

'What Do My Boundaries Look Like?'

This activity involves asking the young person where they think their boundaries lie. Using the corresponding worksheet, ask them to describe what their boundaries are like at this moment in time. It is useful to reflect on previous exercises regarding relationships and behaviours to generate examples and discussion about how their boundaries can fluctuate between rigid and unclear. It is important to highlight to the young person where unhealthy boundaries are causing complications or difficulties in their life.

Key questions to explore include:

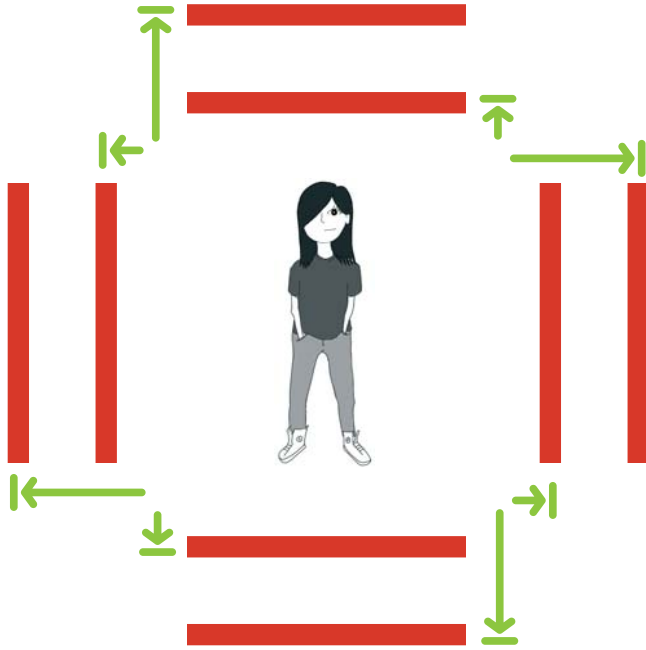
- 1 What do you notice when you look at your boundaries?
- 2 What healthy boundaries do you have in your life now?
- 3 What is preventing you from setting the boundaries you want in your life?
- 4 What do you need to happen to be able to set healthy boundaries?
- 5 Has anyone ever broken your boundaries (physical, social emotional)? How did this feel?
- 6 Have you ever broken someone else's boundaries? Why? How did it affect your relationship?

ACTIVITY:

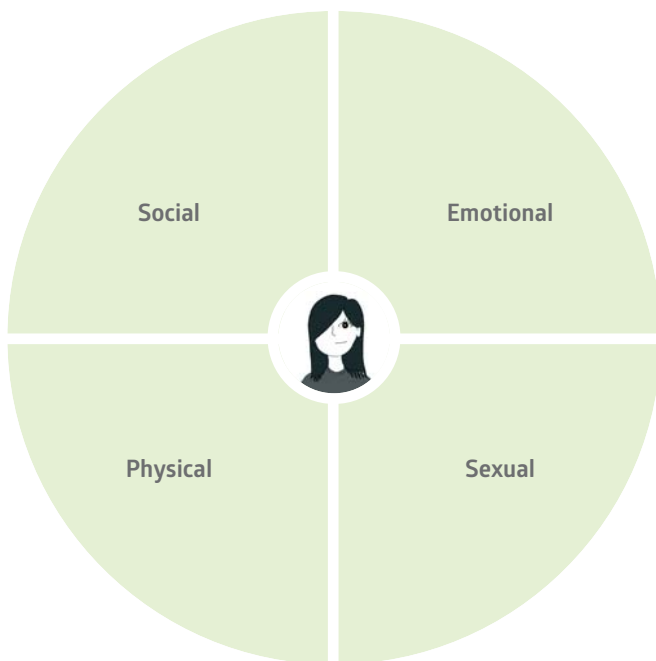
'Setting My Boundaries?'

The next step is to identify what they would like their boundaries to look like – what healthy boundaries would they like to establish and what actions are needed in order to do so.

Encourage the young person to draw this out on a worksheet, asking them to describe and include how they would feel with these new effective boundaries in place. For example at home, in school, out with friends, in my relationships etc...



It is important to highlight to the young person where unhealthy boundaries are causing complications or difficulties in the life.



Worksheets:

‘What Do My Boundaries Look Like?’

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.5 Continued

ACTIVITY:

Hula Hoop Exercise

A fun and straightforward way of demonstrating personal space boundaries to a young person is through the use of hula hoops. There are several ways in which you can use the hoops and your decision should take into consideration the possible impact of a young person's prior negative experiences. You can use either use one size hoop or a range of different sizes to explore levels of comfort and appropriateness when the invisible personal space barrier is reached.

Relationships Hoops

Activity (A)

Using multiple hoops you can explore with the young person:

- Existing relationships – where do these fit? For example close friends and family may be within the inner circle, teachers and less familiar peers more towards the middle and outer circle, strangers within the outer circle.
- Reviewing – have I got the right boundaries with the right people? Should they be closer or further away? Do I want to change anything?

- Thoughts and feelings – am I sharing my thoughts and feelings appropriately within my relationships? What is my relationship with the person I share with? What do I need to think about when I share private thoughts and feelings with someone e.g. how long have I known them, can I trust them, am I happy to share with them, do they share with me?

Activity (B)

- Information hoops – on individual strips of paper ask the young person to write examples of information you would share, ranging from small unimportant information up to very personal and private information. This does not have to be actual examples from the young person but their perceptions e.g. sharing your favourite music or TV programme, telling someone about your weekend, explaining difficulties in a relationship, or sharing intimate details of a sexual relationship.

An effective way to communicate clear boundaries can be found in Section 5 of this workbook.

- Once this is complete, you should have several examples of information people share. Remind the young person how the outer hoop represents people you know the least, and the inner hoop those with whom you are closest.
- Then ask the young person to place each strip of paper into the relationship hoop to indicate with whom they would be happy to share that piece of information. For example placing 'sharing your favourite TV programme' in the outer hoop representing strangers/people you know the least as this is 'safe' information.
- When all the strips have been placed in the relevant hoops, explore with the young person whether the level of information privacy corresponds with the appropriate level of relationship. Discuss with them their decisions, reinforcing appropriate decisions and unpicking any choices that may indicate an inappropriate boundary. Explore with them their thinking around their choices including such factors as nature of relationship, length of relationship, level of relationship, appropriate power balance within that relationship, trust, freedom of choice etc.

Worksheet:

'Hoops'

For all the supporting literature and files please go to the flash pen and print off.



Facilitator Notes

Boundaries for self - Key points:

· Self – a person's body, feelings, thoughts, personal space, and time belongs to them. What boundaries would you put into place to support this? Who is allowed in your personal space? Who can occupy your time and when? How can you appropriately and freely express your feelings and thoughts in a way that does not harm others?

Likewise, a young person who has yet to learn to set personal boundaries may not recognise that other's need their own space. Understanding another's physical, emotional, social and sexual boundaries is essential for the young person to develop healthy relationships.

Boundaries of others - Key points:

· Others - rules and boundaries set by others need to be adhered to otherwise there can be consequences. Boundaries can differ depending on the circumstances, for example an individual's personal boundaries, boundaries within school, at home etc. Are these boundaries clearly understood? What can help the young person to stick to these boundaries? What boundaries does the young person struggle with in particular?

Barriers to setting Boundaries:

· Negative self-belief – a young person's belief that they have no right to say no, sense of worthlessness, they role is to meet the needs of others.
· Emotional need – feelings, thoughts and behaviours are triggered and the young person is unable to self-regulate and maintain boundaries.
· Belonging need – the need to feel loved, accepted, part of a family or group overriding the young person's ability to set boundaries and stick to the boundaries of others.
· Life experience – the young person has not experienced environments that have clear and consistent healthy boundaries. They may have been exposed to both rigid and unclear social, physical, emotional and sexual boundaries.

Exercise 4.6

Exploring My Relationships

**Intervention Area:
Own Positive
Characteristics and
Positive Characteristics
within Relationships
with Others**

SUMMARY

This worksheet encourages young people to think about which are the most significant relationships in their lives, what are the particular characteristics or strengths within these relationships, and also to consider what qualities and attributes they bring to their relationships.

ACTIVITY:

Ask the young person to complete the worksheet. If they identify more than three strengths within their relationships with others, you can explore with them in which order they would prioritise these strengths, and also which of their relationships contains the most number of strengths or characteristics that they have identified.

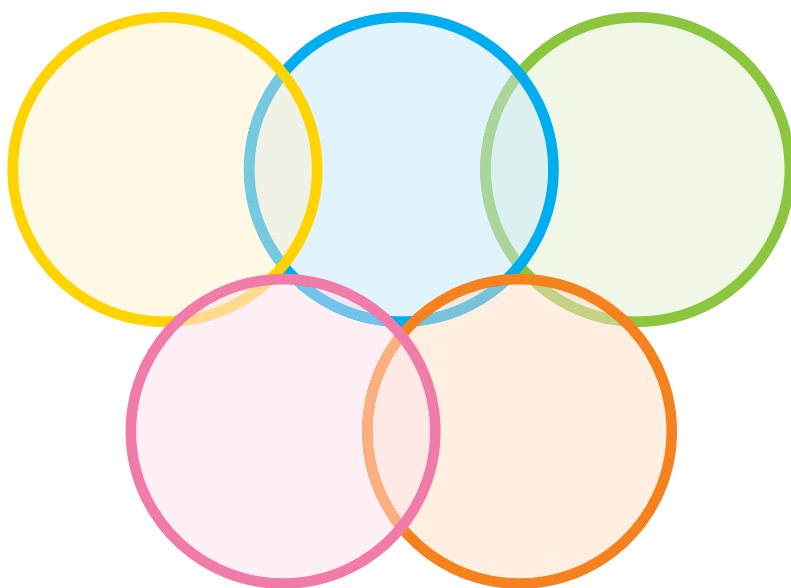
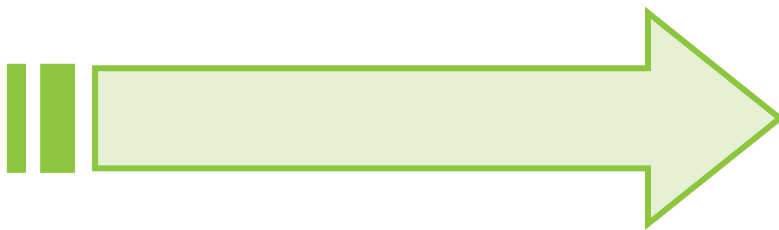
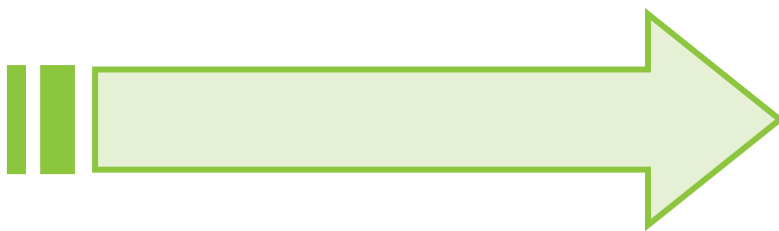
It is also interesting to discuss with the young person any similarities between the strengths and qualities of others and what they feel they bring to the relationship. You can explore with them whether their relationships with others mirror their own strengths and qualities.

If a young person has identified strengths and qualities very different to their own, you can explore with them whether they would wish to develop these for themselves, and if so discuss ways in which they can begin to do so. It can be helpful to discuss or plan situations that encourage and support a young person to practice positive relationship skills.

This worksheet can also be used to parallel the positive impact of healthy relationships alongside the impact of unhealthy relationships the young person may be experiencing.



It can be helpful to discuss or plan situations that encourage and support a young person to practice positive relationship skills.



Worksheets:

'Exploring My Relationships'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.7

Relationships' Paperchain

**Intervention Area:
Parental Relationship
Repair – To Decrease
Emotional Loneliness
and Increase Emotional
Support.**

SUMMARY

Themes within parent-child connectedness are trust, communication, structure and time together. Young people experiencing relationship difficulties can find it hard to see any positives in the other person or within their interactions with them, and that issues particularly within the mother-daughter relationship can have a significant impact on a young girl's sense of identity and self-worth.

Many of the exercises within the workbook can be delivered as joint activities between mother and adolescent, to support the development of positive relationships.

ACTIVITIES:

'Relationship Paperchain' Exercise

The following activity focuses on promoting mutual appreciation between the young person and their primary carer e.g. mother, and exploring ways in which to improve their relationship. This can be adapted to support any

significant relationship that the young person wishes to improve. The aim is to identify positives about themselves, each other, and what they would like within their relationship.

First, using strips of coloured paper ask them to write down five things they like about the other person – scribing one on each strip of coloured paper.

Next, ask them to write down five things they like about themselves, again on individual strips of paper. This can be challenging as it can be difficult to overcome feelings of self-doubt and self-criticism.

Finally ask them to write down five positive things they each like, or would hope to see happen within their relationship. e.g. 'being able to talk', 'spending one-to-one time together', or 'go for a walk'.

The final part of the exercise involves each person sharing what they have written about the other person, about themselves, and what their hopes are for their relationship. Once all the statements are read through, work together to link all the strips together to create the chain. Discuss how each link is symbolic of a link in their relationship chain, and by recognising and appreciating each link, the chain grows stronger. There is the option of expanding this exercise at a later date, i.e. as more positives are identified, or to include other family members, so that more links can be created and strengths identified.

Exercise 4.8

'Time Together Jar'

**Intervention Area:
Relationship Repair
and Increasing Levels
of Emotional
Connectedness to
Support Networks.**

SUMMARY

This is a creative exercise to promote positive relationship interactions between the young person and those that care and support them.

ACTIVITY:

For this activity you will need:

- A jar
- Wooden craft (lollipop) sticks
- Sticky Labels
- Craft materials - e.g. Ribbon, Stickers, Glitter etc. (Optional)

This is a straightforward activity for parent/carer and daughter to do together. This can follow on from the paperchain exercise or be a stand-alone activity.

The purpose of the exercise is for both mother and daughter to spend time identifying as many ways in which they can spend quality time together. Reinforce to them that these do not have to be very time-consuming or expensive activities, but achievable 'together time' sessions in which they are both willing to participate in together. It may be useful to have an agreed timescale for their 'time together' jar activities.

Once they have their list of suggestions, write each suggestion on a craft stick and place it in the jar. Encourage them to decorate the craft sticks and decorate the jar and label to create a sense of ownership and emotional investment in their 'Time together Jar'.

Once the exercise is complete, ask the young person and her mother to agree a time in the week where they are able to spend one-to-one time together, taking it in turns to choose an activity from the jar.

Reinforce that the activities in the jar can be added to as and when they identify other ways in which they can spend time together.

If this activity is used within the family context, it can be adapted to also include other members of the family if both parties wish to do so. Alternatively, it may be used within the wider support network, to promote positive relationships between all those involved in supporting the young person.

Exercise 4.9

What is Bullying?

Intervention Area:
Identifying Physical,
Verbal and Emotional
Bullying and its Impact.

ACTIVITY:

What is Bullying?

Create a list of all the words you would associate with bullying, and its impact. You can then produce a creative visual image, such as the Word Cloud example below. There is a range of free online word cloud generators that you can use.

Words frequently used include:

Punching

Hitting

Teasing

Spread rumours

Threats

Gossiping

Leaving out

Kicking

Stealing

Damage property

Name-calling

Being mean

Ignoring

Harass

Pushing

Tripping

Intimidating

Scare

Obstructing

Cyber-bullying

Pretend friend

Exercise 4.10

What Would I Do?

Focus: Identifying Appropriate Responses to Bullying Behaviour

ACTIVITY:

Using the cards, discuss with the young person each scenario and ask them to decide whether they feel they would (a) take part, (b) leave, (c) intervene, or (d) tell someone. Discuss with them the reasons for their decisions.

1. Lucy (14) sends all her friends a text that claims that Joanne (13) is pregnant, which is a lie.
2. Charlie (12) is walking down the school corridor with her arms full of school work. As Katie (15) walks past she knocks these out of Charlie's arms, laughs, and then deliberately walks over them as she passes.
3. Tracy (16) arranges to meet Jane (16) in town on Saturday, but you know that she has no intention of turning up. Tracy tells you that she will be going along with friends to spy on Jane as she waits. Tracy's intention is to humiliate Jane.
4. Paula takes John's dinner money off him every day, and threatens to beat him up if he tells anyone. John then gets into trouble for stealing food from others' lunchboxes because he is hungry.
5. Suzie says she does not like Amy, so encourages all her friends to ignore her and exclude her from their groups.
6. Chantelle is new in school and has made friends with Cathy and Cathy's group of friends. But then she finds out that they have only pretended to be friends with her so that she will trust them and tell them private information. They have then circulated this information online.
7. Nia (13) humiliates James (11) during lunchtime by grabbing his genitals and making sexual remarks.
8. Your best friend asks you to join in making fun of Becky whom she doesn't like. Becky has recently started her periods and is very self-conscious about this. Your best friend wants to embarrass Becky in front of everyone.

You may wish to create some of your own scenarios pertinent to the young person you are supporting.

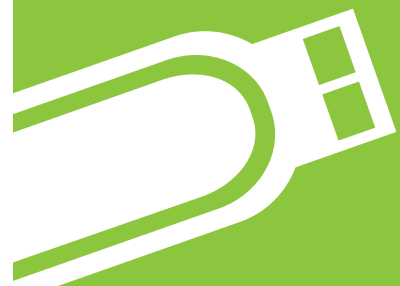
-
9. A new girl in your youth club is struggling with her reading. Others pick up on this and on the way home start teasing and making sarcastic comments. You see that the new girl is getting upset.
-
10. Alison fancies a female peer. Every time Alison sees the girl she tries to kiss, hug and touch her, although it is clear the girl does not want this attention. She tells Alison to leave her alone, but Alison ignores her and continues with this behaviour.



Worksheet:

'What Would I Do?'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.11

How Would You Feel...?

Intervention Area: Perspective Taking and Victim Impact

SUMMARY

The purpose of this activity is for the young person to consider the perspective of the victim of bullying, and attempt to identify thoughts and feelings associated with experiencing bullying behaviour.

ACTIVITIES:

Ask the young person to fill in the missing sections of the statements by imagining how they may feel and think in that particular situation. During this exercise the young person may recognise parallels with a personal experience, so if appropriate encourage them to reflect on how they felt and what they thought at the time. Key factors to consider are what do they recognise about the feelings associated with bullying and exclusion, can they relate this to any of their own behaviours, and if so what would they do differently in the future?

When I am called a name I didn't chose or like

I feel

I think

When someone says something mean about my family

I feel

I think

When my friends pokes fun of and laugh at another girl/boy

I feel

I think

When others deliberately leave me out of things and/or ignore me

I feel

I think

When I am being picked on or bullied and my friends do nothing to help

I feel

I think

When my boyfriend/girlfriend finishes with me because I won't agree to do what he/she wants me to do

I feel

I think

Exercise 4.12

Healthy Sexual Relationship Jigsaw

**Intervention Area:
Acceptable and
Unacceptable
Characteristics within
Relationships**

ACTIVITY:

What We Need for a Healthy Relationship

Using the Jigsaw worksheet and Behaviour cards, work with the young person to identify what they would/would not want in their relationships. Ask them to think about what behaviours would be positive and negative, and how they would like to be treated/treat others. Using each jigsaw piece, ask them to decide the following:

- **Things I definitely need**
- **Things I would like**
- **Things I can do without**
- **Definite No-No's**

Key Points to explore with the young person:

- An abusive relationship does not have to include physical harm - abuse in a relationship can be verbal, emotional or sexual.

- Abuse in a relationship is not always obvious - it can be subtle such as constant put downs, eroding confidence, manipulating feelings etc.
- Abuse in a relationship does not have to be directly towards you – it can include threats to harm others in your life including family, friends, your children.
- Abusive behaviour can include the abuser threatening to harm themselves, or they may use emotional blackmail in an attempt to manipulate and control.
- Abusive behaviour is not just something that happens face-to face - it can occur in a variety of ways including using technology such as social media, texting or phone calls to abuse.
- Abusive behaviour can occur just once, a few times, or often within a relationship – no matter how often it happens it is still abuse.
- Trust in yourself – if something does not feel right, if you feel uncomfortable or that behaviours in your relationship are unhealthy you are probably right. If you are not sure check it out!

Worksheet:

'Healthy Sexual Relationship Jigsaw'



Exercise 4.13

Rainbows and Raindrops

Intervention Area: Key Components of Healthy and Unhealthy Relationships for the Young Person

SUMMARY

This activity can follow on from the previous exercise or be used as a stand-alone activity.

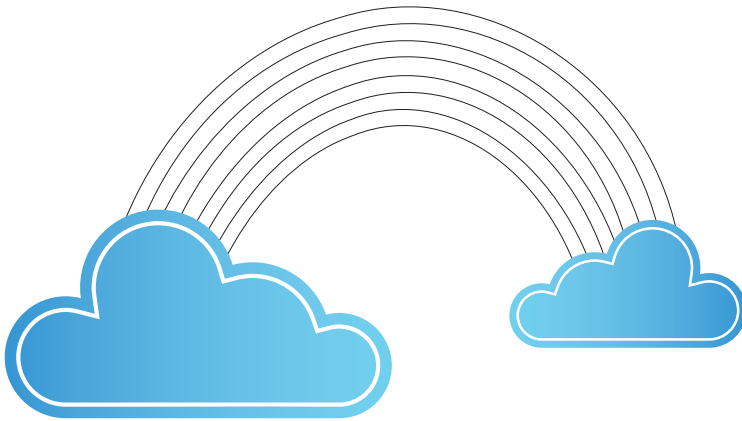
ACTIVITIES:

Using the Behaviour cards, ask the young person to choose seven key elements they would want in a relationship and then scribe each one on the rainbow.

Repeat this exercise by then asking them to choose seven elements that they would not want and then scribe on the raindrops.

Key Points to Explore with the young person:

- What is the difference between whether a relationship is healthy, unhealthy or abusive?
- Is it always clear whether a relationship is unhealthy or abusive?
- Why is consent important in a relationship?
- Why is balance important in a relationship?



Indicators that a relationship is healthy or unhealthy/abusive:

Feeling good about yourself when you are around them

You can be yourself, they are easy to be around

There is equal give and take by both

There is openness and trust between both, it is safe to share, you both communicate well

You equally spend time together and apart, this is not a problem.

You respect each other, you can listen to each other's viewpoint even if you don't agree

You feel safe, you do not feel fear in any part of your relationship

vs

vs

vs

vs

vs

vs

vs

Feeling sad, alone, scared, angry or worried

Feeling you can't be yourself, you have to be someone/something else I have friends who support me

You are doing all the giving, you are feeling controlled

You do not feel safe to share, you do not trust, communication is poor

You are made to feel guilty when apart, there is pressure to be together

You do not feel respected, you cannot express yourself or disagree with them

Feeling fear

Worksheet:

'Rainbows and Raindrops'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 4.14

Amy's Story

Intervention Area: Harmful Sexual Behaviour and its Impact on Victims

SUMMARY

The following exercises accompany the 'Amy's Story' Animation depicting the story of a teenage girl who displays harmful sexual behaviour towards her brother. Within the animation there are 'Think Points' that ask the observer to consider the following:

1. What do we think might be going on for Amy? How might she be feeling/thinking? What could help her? **(Emotional Triggers)**
2. What do we think about Amy's relationship? How might she be feeling/thinking about herself/her boyfriend? What would we be saying to Amy? **(Relational Triggers)**
3. What might be going on for Amy? What strategies could she use to better manage her emotions? **(Choices)**
4. What should Amy do/not do? **(Choices and Consequences)**

5. What could help Amy understand her thoughts, feelings, behaviour? **(Support Strategies)**

6. How does her younger brother feel/think about the incident? **(Victim Impact)**

7. Problem solving - what alternative problem solving strategies could Amy use? **(Effective Problem Solving)**

The following activities further explore such concepts as Consent and Power difference, and Victim Impact both generally and in relation to Amy's Story.

Once the activities have been completed regarding Amy's Story, recap each area to address the young person's own harmful sexual behaviour and its impact.

ACTIVITIES:

Consent

- Introduce the topic area and ask the young person what they think 'consent' means. Young people may be more familiar with the terms 'giving permission' or 'agreement'.

Provide non-sexual examples such as consent to medical treatment, parents signing a consent form for a school activity etc.

- Next ask the young person to consider the meaning of consent with regard to sexual behaviour.

Key Points:

When considering a person's ability to give consent, the need to:

- **Be 16 or over (legal age of consent)**
- **Understand what is happening, and be able to think through the implications and consequences of what they are consenting to.**
- **Have a choice – they are agreeing to the decision freely and not being coerced, pressured, manipulated or threatened into it.**
- **Be able to change their mind at any point.**

- Show the animation and discuss whether in that situation Amy's brother Jayden was consenting or not consenting, whether he was able to consent, and whether they think the situation was legal or illegal.

Power Difference

- Define Power – ask the young person what they think the term 'power' means. Idea storm such factors as age, size, authority, nature of relationship, gender, fear etc.
- Good and Bad Power – ask them to give examples of good and bad use of power. Ask the young person to consider what it feels like to have power over another person, and someone have power over them.
- Animation – discuss the power difference between Amy and her brother Jayden, and if there was good/ bad use of power in that situation.

VICTIM IMPACT

Ask the young person to think about the following questions:

- What is a Victim? – write a definition of what they think the term 'victim' means.
- Why do you think it may be important to understand how a victim might feel?
- Amy's Story – replay the animation and ask the young person to complete the worksheet.



Jayden's Feelings

- In what way was Jayden a victim?
- How do you think Jayden felt during the situation with Amy?
- Describe how you think Jayden was affected afterwards by what had happened.
- Thinking about how the situation affected Jayden, what did...
 - He feel about what happened?
 - He feel about himself?
 - He feel about his sister Amy?
 - He feel about what would happen next?

Worksheet:
'Amy's Story'



Theme 5

Self-regulation and Positive Strategies

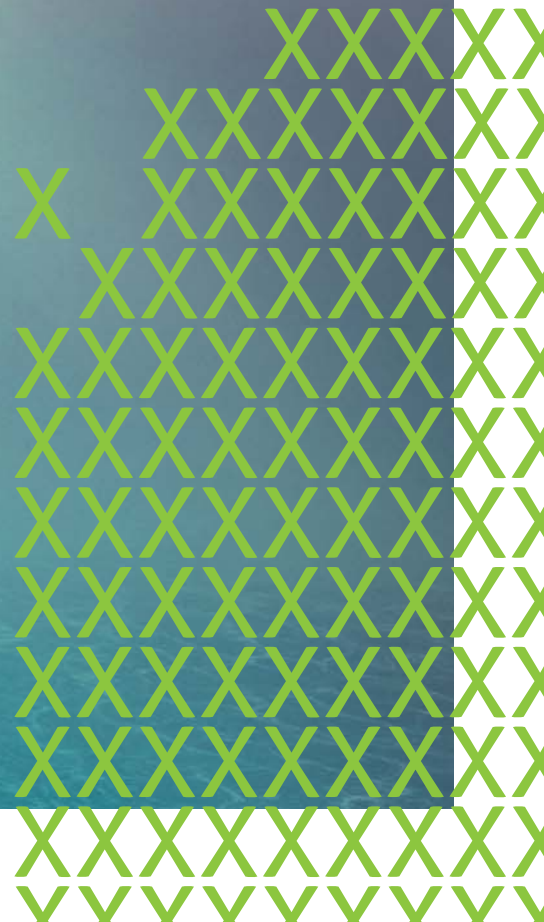
X

X

X

X

X



Exercise 5.1

Words for Feelings

Intervention Area: Developing Emotional Literacy

SUMMARY

Often, young people do not have sufficient understanding or range of vocabulary to express positive or negative emotions, and this can often result in emotional responses being displayed as negative behaviours.

ACTIVITIES:

This exercise asks the young person to consider each emotion word and then place them into one of the categories – 'Positive'/'Negative' or 'Both'.

Some words may be unfamiliar, so take the time to identify and discuss each of these in order to support the development of their emotional literacy.

Remember to discuss the words that are familiar, in order to clarify understanding and explore times when they may have experienced such feelings.

Also explore which are the dominant emotions in a young person's life – negative or positive – and how this impacts on their emotional wellbeing, behaviour, relationships etc.

happy
angry
sad shocked
bored
confused

Worksheet:

'Words for Feelings'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 5.2

Feelings in My Body

Intervention Area: Self-Regulation – Emotional Awareness Within the Body

SUMMARY

This exercise explores the physiological impact of emotions on the body. Often, young people find it difficult to recognise the impact of positive or negative emotions, or sometimes confuse one for the other.

Enabling young people to notice feelings developing in their body is the first step to them being able to manage the emotion and subsequent behavioural response. Identifying the feeling helps them stop and think, and where applicable, implement self-talk, self-soothing, or problem-solving strategies.

ACTIVITIES:

Ask the young person to focus on one emotion e.g. anger, worry, fear and then to identify the physical indicators when experiencing this feeling within their body.

Examples of emotions in the body include:

- Clenched fists
- Sweaty hands
- Dry throat or mouth
- Heart beating fast

- Upset stomach, bowel problems or headaches
- Clenched feeling in the stomach – butterflies in the tummy
- Breathing fast and/or shallow
- Mind racing or going blank
- Lots of jumbled thoughts at once, nothing making sense
- Feeling jittery, jumpy or on edge
- Feeling anxious, upset or angry
- Twitchy muscles e.g. in arms or legs
- Muscles tightening e.g. in the face or jaw, hands, arms or legs

Use this exercise to explore a range of positive and negative emotions such as anger, stress, excitement, nervousness to facilitate the young person's recognition and understanding of emotions on their body, and the behaviours they display as a consequence.

This exercise can also be used to explain the 'fight, flight or freeze' response, how this affects the body, and ways in which they can learn to bring this under control.

Worksheet:

'Feelings in My Body'



Exercise 5.3

Emotional Self-Awareness

Intervention Area: Emotional Regulation - Emotional Self-awareness

SUMMARY

This activity is aimed at increasing a young person's emotional self-awareness, i.e. the ability to be aware of and recognise their own feelings, in order to increase their capacity to effectively regulate their emotions.

ACTIVITIES:

1. The first statement asks the young person to identify an emotion linked to place, situation or person. For example 'I am most happy when I am with my best friend'.
2. The second statement asks the young person to identify feelings as a consequence, for example 'I feel annoyed when people let me down.'
3. The third statement asks the young person to think about the thoughts generated from experiencing a feeling. For example 'I think negative thoughts about how I look when I see pictures of celebrities in magazines'.

TIP: Use the feelings words from Exercise 5.1 as prompts.

1. I am _____
when _____

2. I feel _____
when _____

3. I think _____
about _____
when _____

Exercises assisting them to communicate these feelings can be found further on in this workbook.



Worksheet:

'Emotional Self-awareness'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 5.4

Three Types of Communication

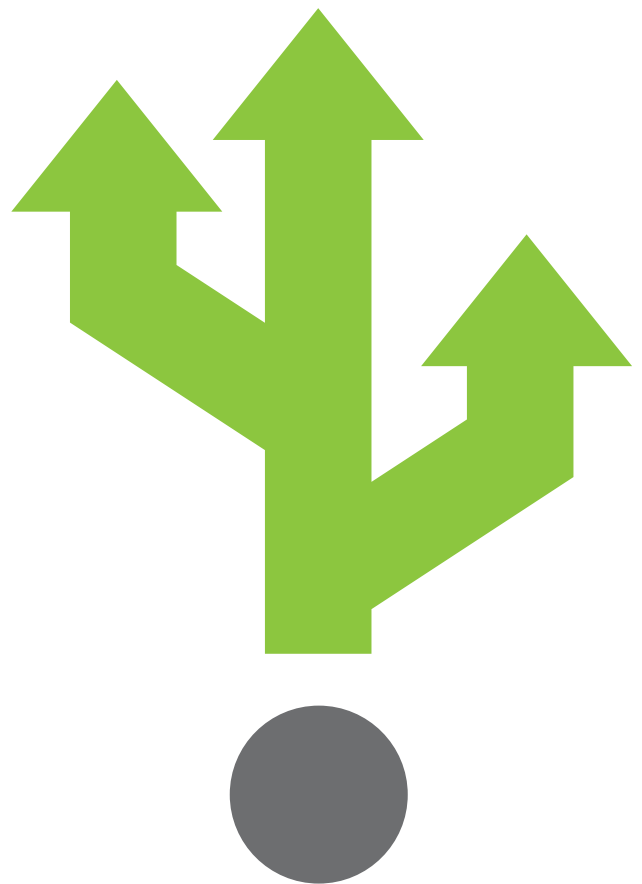
Intervention Area: Effective Communication

SUMMARY

This section explores effective communication strategies. The following exercises allow the young person to differentiate between aggression, submission and assertion, and which is the most effective way to communicate your needs. The Handout provides examples for each communication style and highlights thoughts, benefits and costs linked with each method.

ACTIVITIES:

- Q. What is assertiveness?
- Q. What is the difference between being submissive, aggressive and assertive?
- Q. Think of your own behaviour – how would you best describe the way you communicate your needs?



Worksheets:

'Feelings in My Body'



Exercise 5.5

Changing 'You' Messages into 'I' Messages

Intervention Area: Effective Communication Strategies to increase Positive Behaviours

SUMMARY

When upset or angry a person can often be tempted to blame others for feelings and behaviours, for example 'you are being really mean to me', 'why are you getting at me all the time?', and then further react by putting the other person down. The other person may then perceive this as the young person being aggressive and unfair, and they may then reply in a similar way. This style of communication is a 'no-win' situation for everybody.

This exercise looks at an alternative way to communicate the message effectively using Assertive communication. This is done by describing the facts of the situation without including blame, which then reduces the probability of adverse reactions by others.

ACTIVITY:

There are two parts to the 'I' message. The first part 'I feel...' allows the young person to express the feeling that is generated. The second part 'when...' identifies the reason that created the emotion.

The key to successfully transforming a 'You' message into an 'I' message is to remove the trigger 'You' word that can often generate a negative reaction from others.

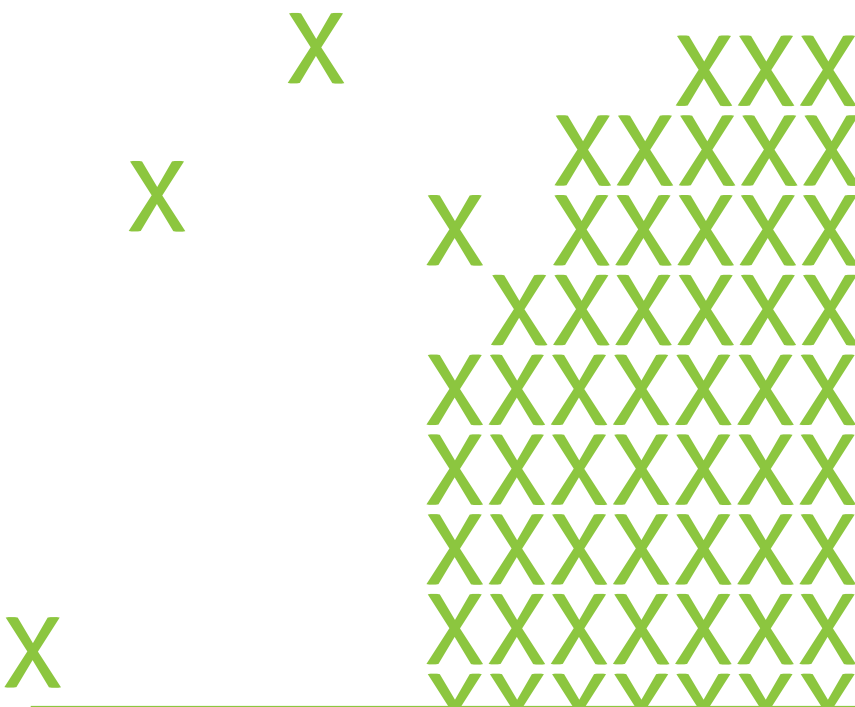
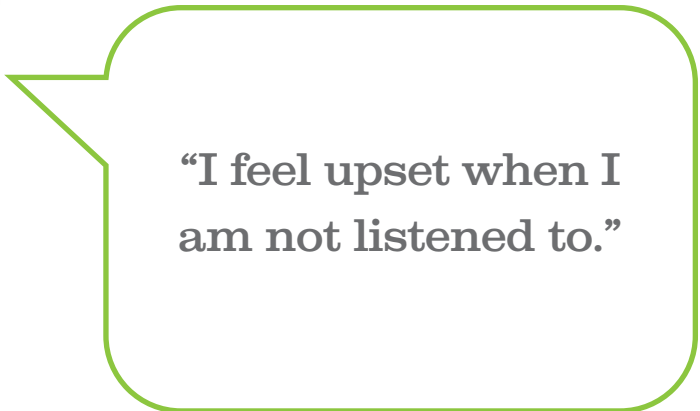
Ask the young person to read through the examples on the worksheet, then have a go at rephrasing their own 'You' Messages into 'I' messages.

It is important to acknowledge that it can be difficult to completely exclude the 'You' word from the whole discussion, but by encouraging them to remove it from the initial stages of expressing themselves they are able to remain calmer and more in control of their emotions and responses.

Once the young person feels comfortable and confident in using 'I' Messages, they can then expand on this and begin to use 'I' Statements to effectively express how they would like a situation resolved.



The key to successfully transforming a 'You' Message into an 'I' Message is to remove the trigger 'You' word that can often generate a negative reaction from others.



Worksheet:
'You and I Messages'

For all the supporting literature and files please go to the flash pen and print off.



Exercise 5.6

“I” Statements

Intervention Area: Effective Communication for Problem Solving

The 'I' Statement expands on the concept of 'I' Message by allowing the young person to describe why the situation makes them feel that way, and then effectively express how they would like a situation resolved.

There are four Steps to the 'I' Statement.
STEPS 1 and 2 include the original 'I' Message:

STEP 1 helps you to describe how you feel

STEP 2 helps describe the situation, avoiding using the word 'you'

STEPS 3 and 4 then expand on this to identify why the situation is having an undesired effect, and how the person would like this resolved:

STEP 3 allows you to explain why the situation or behaviour makes you feel this way

STEP 4 gives you the chance to explain what it is you would need/want to make it better.

Here's an example outlining the difference between a 'you' statement and an 'I' statement:

YOU

You never listen to me.

You are constantly interrupting and being rude.

You really have no clue about how to have a conversation.

Just get lost!

I

I feel really annoyed.

When I am talked over.

Because I feel what I am saying isn't being heard.

I'd like to take turns talking so we both can listen to each other.

Once you are confident that the young person understands each stage, support them in completing the 'I' Statements worksheet. Repeat as necessary.

• Step 1

I feel...

• Step 2

when...

• Step 3

because...

• Step 4

What I need/want is...

Worksheet:

'I' Statements

For all the supporting literature and files please go to the flash pen and print off.



Exercise 5.7

Conflict Resolution

Intervention Area: Perspective Taking and Conflict Resolution

SUMMARY

To promote the use of conflict resolution as a way in which to problem solve disagreements or difficulties. Conflict resolution focuses on communicating effectively without the use of verbal aggression, violence, running away or going against feelings. Positive conflict resolution promotes safety, positive self-esteem and consideration of others.

ACTIVITIES:

Ask the young person to read the scenarios 1 and 2 and then discuss the issue, how the people involved may be feeling, and their own thoughts of the possible choices. Ask them to consider:

- Which choice would make the situation worse?
- Which choice would effectively resolve the situation?
- Is there another option?

Scenario 1:

Joanne was sitting on a chair in youth club. She gets up to go to the bathroom. When she returns Sarah is now sitting in that seat. Joanne wants her seat back but Sarah is not willing to move. What are Joanne's choices?

- Hit Sarah and start a fight between them. Result – someone gets hurt, both get told off and banned from youth club. No-one gets the chair.
- Explain calmly and discuss the situation, Joanne and Sarah agree to compromise, one of them goes to get another chair to sit together. Result - everyone having a chair, no-one gets hurt.
- Ask the Youth Worker to help with the situation. Result - both girls explain calmly their thoughts and feelings; the Youth Worker helps with the decision, each gets a chair, no-one is hurt.

Scenario 2:

Chantelle hears a group of girls make fun of her clothes. Abby is part of the group and has previously bullied Chantelle. Chantelle is upset and angry and feels like crying. What are Chantelle's choices?

- Yell at the group of girls, hit Abby in the face, run away and hope nothing else happens. Result - someone gets hurt, all the girls including Chantelle are in trouble, Abby bullies Chantelle even more, Chantelle continues to feel miserable.

Positive conflict resolution promotes safety, positive self-esteem and consideration of others.

-
- Chantelle goes onto the group to tell them how their comments have made her feel. Result - the group do apologise but later all the girls directly tease Chantelle about her clothes.
 - Chantelle explains to a teacher what is happening and both go to address the group. Result – the group and Abby stop bullying Chantelle.
-

Now ask the young person to read scenarios 3 and 4, and discuss what they feel are all the options – negative and positive – and which one the character should choose.

Scenario 3:

Amber and Tara are best friends and spend all their time together, including sleepovers at weekends. During the summer holidays, a family move in next door to Amber and she makes friends with the daughter Kiera, who is the same age. Since making a new friend Amber no longer bothers with Tara, and when out with her new friend they both run away if they spot Tara nearby. When the new term starts, Tara goes up to Amber to try and say hello. Kiera is with her and they both stare at Tara and then turn away, ignoring her. What are Tara's choices?

Scenario 4:

Josie and Kieran are sitting together at lunchtime. Josie gets up to talk to a friend on the next table, leaving her lunch and bag on the table. Kieran takes the crisps out of Josie's lunch bag and hides them. When she comes back Josie sees the crisps are missing and suspects Kieran has taken them. What are Josie's choices?

Final Exercise

Ask the young person to think about a situation they have been in recently where were not able to effectively solve the problem i.e. someone was hurt, they got into trouble or experienced negative consequences. Ask them, if they could to go back to that situation, how would they change it, and why?



Exercise 5.8

My Bag of Calm

Intervention Area: Self-soothing Strategies

Creating a Bag of Calm involves identifying useful reminders for ways in which to manage thoughts, feelings and/ or behaviours. By creating their own Bag of Calm young people have access to what appear to be everyday objects, but will have their own meanings and reminders.

Here are some suggestions for you to use with young people to create their own:

Squeeze ball – squeeze out those negative thoughts and feelings. Your squeeze ball will always bounce back into shape no matter what.

Elastic band – we can be flexible, and stretch ourselves. But don't be 'stretched too thin', take a step back, say 'no', or we may get into a knot or even snap.

Dice – there are choices, other possibilities that can be explored. Sometimes you can't control life but you can explore opportunities and options.

Coloured pencil - 'black and white' thinking can often be unhealthy. Having set views can sometimes have a negative impact. A colourful perspective allows for variety, allows you to be open to healthy thoughts and feelings.

Pencil - you are the 'author' of your destiny; you have the power to 'write' how your story turns out, and decide positive outcomes.

Eraser – It is OK to make mistakes. Trying to be 'right' all the time is not realistic and can often get us into sticky situations. Look at ways to positively problem-solve any mistakes made.

Post-it notes – write reminders and affirmations that have a positive impact for you e.g. helping you with positive thoughts and feelings, or keeping a focus of the positive goals. (See also Deck of Cards)

Paperclips – Single or a chain linked together can represent the positive people in your life and the need to hold onto them.

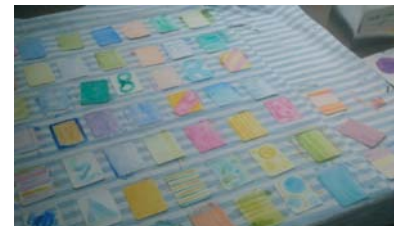


Timer – allow yourself time to relax, set a time to take a break from both physical and emotional demands. Recharging your batteries helps you make clear decisions, and manage any challenges ahead.

Deck of Cards – a card to symbolize the choices in your life. Remember it is you who ‘holds all the cards’, you are in control of making positive decisions about your life. Look at the deck of cards and chose one that you feel best fits you.

Or - cover the patterned side of the card with a plain covering or paint, and then apply a new design. You may want to try to match the new design with the card, or write your own inspiration quote.

For example:



BAG of Calm



Exercise 5.9

Maslow's Hierarchy of Needs

Focus: Identifying Individual Needs and Understanding Motivating Factors of Unmet Needs.

Introduce the young person to the Collage provided of Maslow's Hierarchy of Needs. Use paper to draw out the different levels and explain each heading:

- Essential Needs
- Safety and Security
- Love and Belonging
- Self-Esteem
- Cognitive Needs
- Aesthetic Needs
- Self-Actualisation

Work together to think of as many examples as you can for each of the seven levels of Need.

Use examples when working through the collage to explore what happens both physically and emotionally to a person – for example a teenage girl constantly arguing with her mother may result in her feeling unloved, unsafe, and cut off from family support.

ACTIVITY:

Table of Needs

Using the Table provided ask the young person to identify which area of Maslow's Hierarchy they think relates to each need. It may be useful to include additional needs pertinent to the young person.

ACTIVITY:

My Maslow Collage

Once they have successfully completed the previous exercise, help the young person to create a collage of their own needs using a range of materials. Support them to think of as many different needs as possible, writing the word if they cannot find a pictorial representation.

Using the collage they created discuss with them their own needs and what is:

- The positive impact of having their physical and emotional needs met?
- The impact of not having their physical and emotional needs met?
- What might happen as a result of their needs not being met?

If it is pertinent to the young person's circumstances this, exercise can be utilised to help the young person's understanding of the connection between their own harmful sexual behaviour and an unmet need.

...a teenage girl constantly arguing with her mother may result in her feeling unloved, unsafe, and cut off from family support.

ACTIVITY:

What Motivates Me?

Identifying with the young person what motivates them can provide insight into drivers for particular behaviours and actions. By supporting the young person to recognise connections between unmet Need and harmful sexual behaviour, work can then be undertaken to identify positive strategies or behaviours.

Using flipchart and pens create a Spidergram with the young person exploring:

- What is motivation?
- What motivates you?

Provide examples of factors that often motivate people such as money, family, success or achievement. Through your discussions, support the young person to link their motivation to the relevant need, and explore how this can impact on their behaviour and actions.

ACTIVITY:

Helpful or Unhelpful Motivation

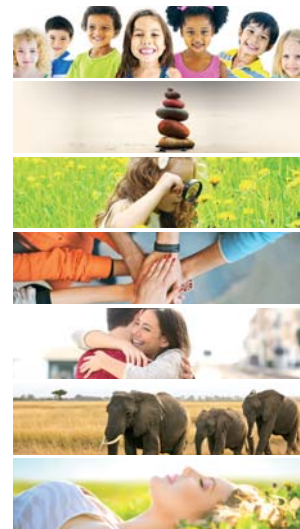
Leading on from the previous exercise, work with the young person to identify which factors are

positively motivated and which factors are negatively motivated. Split these into two categories – Helpful Motivation and Unhelpful Motivation.

This can support a young person in recognising how behaviours/ actions can be positively motivated by having their needs met, or be negatively motivated due to unmet needs. For example, having their Love/belonging needs met means that a person feels they can trust and love friends and family, resulting in positive and supported relationships. When this need is unmet, a person can feel unable to trust and love others, and feel lonely or hostile towards others resulting in such behaviours as bullying.

***Where applicable extend this exercise to explore motivations for the young person's harmful sexual behaviour. Support them in understanding and identifying which unmet Need is triggering the behaviour, and what sexual behaviours they have displayed as a result.**

It may be the case that different unmet needs trigger different behaviours, for example self-soothing, feeling unloved, isolation or lack of belonging to peers, and this will need to be explored in-depth with the young person.



Worksheets:

‘Table of Needs’ and ‘Maslow’s Hierarchy of Needs’



Exercise 5.10

Focusing on the Solution

Focus: Solution-focused techniques to support Problem Solving

SUMMARY

A solution-focused approach encourages the young person to explore their own strengths and resources to problem solve. This method encourages the adolescent to imagine change and consider a preferred future by focusing on their strengths and coping skills. These techniques enable the young person to set goals to address challenges and achieve positive outcomes, and also to consider what the future could look like once this is achieved.

Here are some popular and effective solution-focused techniques – remember you can be as imaginative as you like e.g. drawing steps, a mountain to climb, or using stepping stones.

ACTIVITY:

Scaling Exercise

Expressing the amount or level of difficulties experienced can be a challenge for young people. Scaling questions can help identify the degree of difficulty, and measure any changes within such situations. Ask the young person: On a scale of 1-10, with 1 being the problem at its worst and 10 being the problem resolved:

- Where are you now?
- Where do you need to be?
- What will help you move up 1 point?
- What is stopping you moving down one number?
- What will you notice if you move up one or two numbers?

The Miracle Question

Ask the young person to consider the following:

'Image one night that there is a miracle and the problem you are struggling with is solved. You were asleep so you are not aware that the miracle has happened, so when you wake how will you know that the miracle has taken place? What will be different? What changes would there be to show that there has been that a miracle overnight?'

This method encourages the adolescent to imagine change and consider a preferred future by focusing on their strengths and coping skills.

Preferred future

This exercise asks the young person to provide a description of their preferred future which does not contain the presenting problem. Ask them to concentrate on how they think life would be without the difficulty, including as much detail as possible.

Key points to ask them to consider include:

- 'What will you notice about your life when the problem is sorted?'
- 'How will things be different?'
- 'What will you be doing differently?'
- 'What else will you be doing, or what will you be doing instead?'
- 'How will your family/friends be able to tell that things have improved?'
- 'How will other people around you be able to tell that the problem is sorted?'
- 'Tell me more about what that looks like...'

X

X

X



Exercise 5.11

Goal Setting

Focus: Goal Setting to Achieve Positive Outcomes

SUMMARY

Goal Setting is an effective process that encourages the adolescent to consider a preferred future and then be motivated to set goals to enable them to turn this ideal into reality. By setting short, medium and long-term goals the young person is beginning the positive process of taking steps to support them achieve what they want out of life.

Goals will need to be:

- A description of what is wanted, not what is not wanted
- Positive
- Specific
- Realistic - achieved using their own strengths and resources
- Consist of small, manageable stages
- Visible in order to monitor progress one point?
- What is stopping you moving down one number?
- What will you notice if you move up one or two numbers?

ACTIVITIES:

Goal Setting

Ask the young person to complete the worksheet identifying a positive goal that they would like to achieve. Using positive language discuss with them:

- The purpose of the goal and reasons for setting this particular objective.
- How they feel they will do that.
- When this happens what will it mean.
- By when they would like to achieve this.
- What skills and qualities they can draw on to achieve their goal.

Achieving My Goal

This exercise asks the young person to focus on the impact of achieving their set goal. The worksheet corresponds with aspects of the 'Preferred Future' exercise as it asks the young person to consider what they will see, hear and feel once they have accomplished their objective. This is particularly useful in motivating the young person and sustaining focus.

By setting short, medium and long-term goals the young person is beginning the positive process.

Key Points to Support the Young Person:

- Be solution focused, not problem-focused - focus on what you can control, not what's out of your control.
- Changes to plan do not mean end of the plan - use events as learning experiences. Be flexible and open-minded; change often brings opportunity.
- Aim for achievement not PERFECTION! Accept limitations.
- Be compassionate towards yourself and others.
- Take care of yourself - have 'time out', 'emotional breaks' look after your mind, body and emotional self, practise mindfulness
- Get Connected - don't be isolated, connect with those that support you.

Worksheets:

'Goal Setting' and 'Achieving My Goals'

For all the supporting literature and files please go to the flash pen and print off.



Choices!

Short cut, or the longer route with more rewards

Let's Go!

? pick a card

20 points

Journey Rewards

? pick a card

WE'RE ALL VICTIMS!

10 points

Journey Rewards

Come On!

? pick a card

? pick a card

25 points

Journey Rewards

? pick a card

POWER

Into The Future

your future...

AM I?

? pick a card

5 points
Journey Rewards

? pick a card

So Close

? pick a card

Worksheet:

'Girl's Talk Game'

For all the supporting literature and files please go to the flash pen and print off.



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