

Session overview

This session allows the young person to explore the positive things in their life and their strengths. Reflecting on our strengths helps in our recovery.

Information for practitioner

Working on strengths can be challenging, especially when a young person has been focusing on negative things in their life, so it's important to be encouraging and flexible in this session. It's about opening a chink of light that there are things they themselves can do that will help them move forwards.

Pre-session action

Select a "Looking after yourself" exercise in advance for the close of the session.

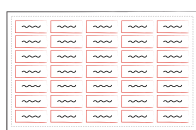
Resources needed for this session

- Characteristics cards
- Strengths and qualities worksheets

Session

Check in with the young person as to how they are since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.



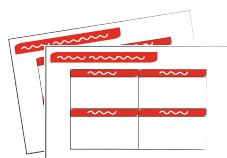
Characteristics cards

Activity 1

- Using the list of words, talk about what they mean and find examples of when the young person has shown these characteristics. Some of the words or concepts may be new, the practitioner should tease out the young person's understanding.
- Are there any characteristics that you would add to the list?
- Identify the ones that are important for the young person – things they have or are, and things they would like to develop further.



Practitioner to reflect that the young person has many qualities to build their recovery on.



Strengths and qualities worksheets

Activity 2


- Using the cards, ask the young person to fill in as many as they choose. They may want to begin doing this on their own, which is fine – the practitioner can then help them when they've had a go.



The young person doesn't have to fill in three things for each point, they may struggle to find anything positive initially so the **practitioner may need to be both patient and encouraging.**



Talk through what they have put and ask them how they feel /felt for each thing. This may elicit more things to put in as you go along. Practitioner to be aware that the young person might not see some of their characteristics as strengths; this may need pointing out to them.

-  Practitioner can suggest that the young person might like to hold on to their cards, including blank ones, so that they can continue to add to them as they think more about their strengths.



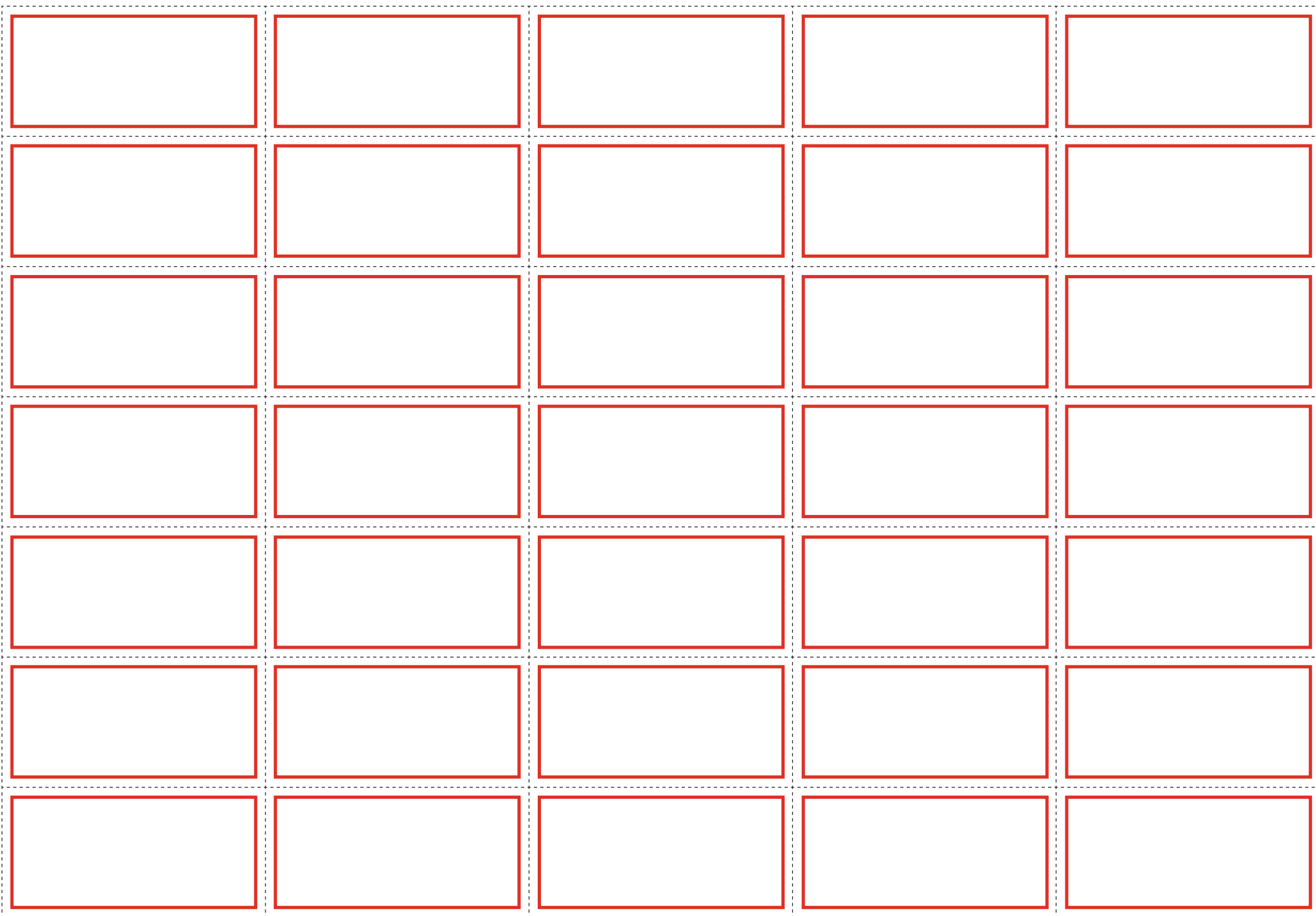
Reflection on this session:

When we spend time thinking about our strengths and qualities our brain focuses on these positives rather than the negatives. This can help lift our mood and develop our sense of self worth.



Looking after yourself exercise to close

Courage	Creativity	Curiosity	Open-mindedness	Love of learning
Self-respect	Honesty	Humour	Teamwork	Fun-loving
Calmness	Kindness	Love	Resilience	Self-regulation
Ability to relax	Fairness	Leadership	Forgiveness	Gratitude
Loyalty	Logic	Determination	Appreciation of beauty	Social & listening skills



Things I am good at:	Compliments I have received:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.
Things I like about my appearance:	Challenges I have faced:
<ol style="list-style-type: none">1.2.	<ol style="list-style-type: none">1.2.

I've helped others by:	Things that make me unique:
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
What I value the most:	Times I've made others happy:
<p>1.</p> <p>2.</p> <p>3.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

How I'm a good friend:	Things I enjoy doing:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.
Things I do to care for myself:	Times when I've surprised myself:
<ol style="list-style-type: none">1.2.3.	<ol style="list-style-type: none">1.2.3.