



# POWER

Path Of Wellness,  
Empowerment  
& Recovery

---

Healing from Technology-Assisted  
Child Sexual Abuse (TACSA)



Marie Collins  
Foundation

The Marie Collins Foundation is a specialist charity that works to improve the outcomes for victims and survivors of Technology-Assisted Child Sexual Abuse (TACSA). This means we want no further harm to occur to any child who has been groomed online, had intimate images shared or taken, had a fake sexual image made of them, or been sexually harmed or abused through any other use of the internet or technology. We have created this free resource to be used by practitioners who work directly with children and young people – including those impacted by TACSA – to support recovery.

It is important to note that this is not an 'online safety' resource. Such resources often focus only on prevention which can be inappropriate to use with victims and survivors as they can appear victim blaming. Online safety resources don't allow the exploration of thoughts and feelings on the journey to recovery that this resource seeks to provide.

If you are reading this, you will have already completed an e-learning package which will have prepared you for how to use the resource. It can be used with a range of suggested age groups, with this particular resource being aimed at young people aged 13-16. As a practitioner you must be mindful of not just the chronological age of a child but also their capacity to understand to ensure you utilise the age-appropriate resource.

The resource has been designed as a minimum of 8 sessions, which includes a getting to know you session followed by 3 mandatory foundation sessions, then the practitioner and young person can select from a range of targeted sessions before ending their time together with the mandatory closing session. Within each session there may be additional resources to access. However, the resource is not limited to 8 sessions, further sessions can be facilitated should the practitioner and young person choose. The resource has been created from a combination of research, the voices of those with lived experience, professional experience and the expertise of the Marie Collins Foundation.

Although as a practitioner you may not directly work alongside the young person's parent(s)/carer(s) you can direct them to support material designed specifically for them on the Marie Collins Foundation website, please visit: [mariecollinsfoundation.org.uk/How-We-Can-Help/I-am-a-parent-or-carer](https://mariecollinsfoundation.org.uk/How-We-Can-Help/I-am-a-parent-or-carer)

The professional relationship between the practitioner and the young person will be a key element in the effectiveness of this resource. Practitioners should make themselves aware of the following:

**Empowering the young person:** where possible every opportunity should be taken to give the young person some control. Consider: how much choice does the young person have on when the sessions take place, what notes or records are made and who will see them. For example, if the young person's sexuality is not relevant to the concerns, then is there a need to record this, and share it with others? Empowering the young person will support the development of their self-esteem, their feelings of self-worth and their confidence within the sessions.

**Reassurance:** It is incredibly distressing for a young person to repeatedly talk about what has happened to them and can cause more harm. Practitioners do not need to know the details of any incident to use this resource. Specialist police officers should be the only people who may have seen any images. When meeting a young person you need to be clear that you haven't seen any images and that you won't see any.

**Practitioner Bias:** Recent research (1) has highlighted how practitioners fail to recognise that online sexual abuse can be as harmful as offline sexual abuse. These views can lead to victim blaming language where the victims and survivors are seen as being responsible for their own abuse and this can come across to the young person either deliberately or via unguarded comments.

**Limitations of resource:** This resource cannot be used as a replacement to therapy or counselling. It is a programme of work to support the young person on their path to recovery. If the young person is already receiving therapy, good practice would be to discuss this intervention with their therapist to ensure the process would not be overwhelming.

**How to use this resource:** Prior to using this resource you will have completed the e-learning module and will now need to familiarise yourself with the material before facilitating any sessions with a young person.

**The resource is comprised of 4 stages, with clear session overviews and contact with the young person and family being made prior to the resource being used.**

### Stage 1 – Opening session

This session aims to build the trust and rapport between the practitioner and the young person.

### Stage 2 – Foundation sessions

There are 3 mandatory sessions, which will be relevant to the young person regardless of the TACSA.

### Stage 3 – Targeted sessions

Practitioners and young people will choose at least 3 sessions from a broad range of different topics that explore supporting the young person in their recovery.

### Stage 4 – Closing session

This provides the opportunity to reflect on the sessions and look at how far the young person has come in their recovery and the strategies they can utilise as ongoing support. It is important that the young person knows this intervention has finished.

## Our Human Needs

Sometimes it is useful to have a framework to understand how and why things happen in life and how we can help ourselves to be happy, healthy and emotionally well. It can also help to remove self-blame and judgement when things haven't turned out the way we hoped.

A useful framework comes from the Human Givens approach, which identifies a set of needs that all human beings have to meet in order to be in a state of wellbeing. When we meet these needs in balance and in healthy ways we are able to build a life that works for us. However, sometimes we don't or can't find healthy ways to meet these needs and so we either don't manage to meet them or meet them in less healthy ways, which can create problems.

### Our emotional needs include:

- **Security** – to feel safe in at least one area of our life.
- **Control** – a sense of autonomy or agency in what happens to us.

(1) Hamilton-Giachritsis C, Hanson E, Whittle H, Alves-Costa F, Pintos A, Metcalf T, Beech A. Technology-assisted child sexual abuse: Professionals' perceptions of risk and impact on children and young people. Child Abuse Negl. 2021 Sep;119(Pt 1).

- **Attention** – both giving and receiving in order to feel seen by those around us.
- **Status** – seeing that others value us for our contribution.
- **Community** – to feel connected and a sense of belonging to the wider group.
- **Emotional connection** – closer relationships to a few individuals so that we feel accepted.
- **Privacy** – time to reflect and think our own thoughts.
- **Achievement** – a sense that we are stretching ourselves and developing.
- **Meaning** – what gets us up in the morning, often met through being needed by others or by being part of something important.

Three physical needs – **nutrition, movement** and **sleep** – also help us to feel emotionally well.

Children have the same needs as adults and sometimes it is more difficult for them to meet their needs, mainly because they have less day-to-day **control** in their lives. They are generally expected to follow and fit in with the rules of their family and school. At school they can't choose what to wear or even when to go to the toilet. At home they may have little choice over what they eat or when they go to bed (potentially impacting how they meet their need for **nutrition** and **sleep**). They may have less access to privacy, especially if they share a bedroom.

When we recognise that all human beings, whatever their age, are looking to meet these same needs, it's apparent that we become vulnerable if this is not possible. We can see how potentially easy it could be for any of us to be groomed by someone with an ulterior motive. By making us feel seen (giving **attention**) and valued (**status**), by making us feel accepted (**emotional connection**) and by providing a sense of being needed or part of something important (**meaning**) we can be taken in by people whose intentions are harmful.

When this happens, the fallout can also mean that it's harder to meet our needs. For example, when we discover that we've been taken advantage of, it is hard to feel **secure** and we often feel out of **control**.




When we can't meet our needs, human beings become stressed – which makes our emotions stronger and harder to manage and this in turn makes it harder to think clearly. Finding ways to calm strong emotions will help us find ways to meet needs in healthy ways again.

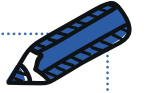
When supporting a young person who has been the victim of TACSA, we need to be aware of their unmet needs. We can work with them to help them manage strong emotions and develop strategies to feel calmer. We can work to help them regain a sense of **control** over their lives. We can make them feel more **secure** and create an environment where they can build healthy relationships, meeting their needs for **attention, status, community** and **emotional connection** again. This will help restore their sense of **meaning**. When we understand that all human beings have the same set of needs, we remove blame and judgement when things go wrong and we can help young people work towards meeting their needs in healthy ways again and support the journey to recovery.



**One way to check in with someone over how they are currently meeting their needs is a questionnaire. Please use the questionnaire provided on the next page.**

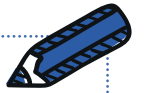
If scores are consistently at the lower end for a particular question(s), then this might begin to identify appropriate support to help that young person find ways to feel calmer and meet their needs better.

How satisfied were you with the following aspect of your life in the <b>last week</b> ?									
1	I had a sense of control over day-to-day events								
2	I was able to relax when I felt I needed to								
3	I felt able to give attention to others								
4	I felt that life was meaningful								
5	I had interest or pleasure in doing things								
6	I felt able to remain calm enough in challenging situations								
7	I had time and space for myself								
8	I felt safe and secure								
9	I slept well								
10	I had a sense of closeness or connection with someone								
11	I felt positive and hopeful								
12	I dealt with my problems effectively								
13	I felt that I achieved something								
14	I felt valued and respected								
15	I felt able and welcome to socialise with others								



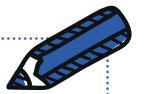
**The session we did today was...**

**I would like to share with you...**



**The session we did today was...**

**I would like to share with you...**



**The session we did today was...**

**I would like to share with you...**

## OPENING SESSION

### **Getting to know each other**

This session is beginning the process of building a connection between the young person and practitioner to support their recovery. This will be the opportunity to discuss expectations and give clarity on what is to come.

## FOUNDATION SESSIONS

### **Relationships**

This session is to set out what good and healthy relationships look like and how to behave and treat each other in ways that feel safe and respectful.

### **Dealing with change**

This session is to explore the different things that may change in a person's life – good and bad, expected or unexpected – and how you can anticipate and prepare for some changes and how you can manage changes.

### **Managing and understanding emotions**

This session is to help the young person understand how emotions are triggered and what effect they have on the mind and the body. Widening understanding of emotions beyond simple angry/sad/happy etc and to have greater awareness of how to manage their own emotions.

## TARGETED SESSIONS

### **Acceptable and unacceptable behaviours in relationships**

This session looks at behaviours that are acceptable and unacceptable in relationships and how we might respond to these whilst developing an awareness of the different contexts.

### **Feeling safe**

This session allows the young person to explore what feeling safe looks like in their life, and what and who offers them the feeling of safety. This will allow discussion around safe places and people.

### **Telling people about the support I need**

This session gives the young person opportunity to explore how they can tell certain people in their life what support they need without having to find the words to vocalise it. This session will provide families and other trusted adults with ways to interact with the young person in a way that is helpful and supportive to them.

### **Victim blaming**

This session is an opportunity to discuss language and attitudes – some of which are quite common in society – but which victim blame rather than place the responsibility with the abuser.

### **Self-blame**

This session gives the young person opportunity to consider scenarios where we may blame ourselves but where we need to look at the context of a situation in order to reframe our thinking – preventing us from blaming ourselves.

### **Intrusive thoughts and reframing**

This session is an opportunity to explore managing unhelpful or intrusive thoughts.

### **The pressure to consent**

This session builds on the targeted session Self blame, offering a more focused look at the issue of consent not just in regards to sex but in other life experiences. It will explore the issue of consent for young people and support the development of their thinking, empowering them to find ways to do only what they feel comfortable with.

### **Dealing with change in a relationship**

Building on the core session of “Dealing with Change” this session looks specifically about when relationships change. When someone doesn’t support you in a way you thought they would or behaves differently towards you. Accepting and knowing that relationships can change and sometimes people change too.

### **Building strengths**

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.

## **TARGETED SESSIONS - TACSA**

### **TACSA – Image taken and shared with consent then shared or shown to another person without consent**

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with another person without consent.

### **TACSA – Image taken and shared with consent then shared widely after a relationship ended**

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with other people when their relationship ends.

### **TACSA – Image taken and shared with consent then shared widely by another young person**

This is an opportunity to explore thoughts, feelings and responses when someone you trusted shares an image with other people after tricking you into believing you were in a relationship.



### **Grooming**

This is the term given when one person acts or says something to increase the chances that another person will do what they want. This session will allow the young person to explore what grooming can look like.

### **It's so hard to tell someone what happened and to talk**

This session provides the opportunity for the young person to develop an understanding as to why it can be so difficult to tell when someone causes us harm. By identifying these barriers it is possible to find ways to break them down.

### **Financial exploitation, or 'sextortion'**

This session looks at how anyone can be manipulated and blackmailed or exploited and how quickly this can happen. It provides an opportunity to discuss what this might look and feel like and what we might do.

### **"Who has seen it?" Coping with an image being out there**

This is an opportunity to talk about the young person's fears when an image of them has been shared and to help them with their thoughts and feelings around this.

## **CLOSING SESSION**

### **What makes us us?**

These sessions have been designed to support recovery, teach skills and open up discussion. This ending session is about bringing it all together and reassuring the young person that they are able to move forwards.



### Session overview

This session is beginning the process of building a connection between the young person and practitioner to support their recovery. This will be the opportunity to discuss expectations and give clarity on what is to come.

### Information for practitioner

If appropriate you **must** tell the young person that you have not seen any images of them and never will. This is vital as it will be an overpowering and distracting thought from the young person.

### Resources needed

- Big paper and pens

## Session

Check in with the young person as to how they are feeling since everyone came together in a meeting to talk about what would be happening. 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.

---



### **Introduce yourself & why you are there**

Not your job description but done in a simple way that puts the young person at ease. Practitioner to explain that they have not seen any images and won't and that there is no expectation to talk about what has happened as the sessions will focus on recovery and moving forward.



### **Confidentiality and recording**

These sessions offer a safe space for a young person on their recovery journey so it is imperative that there is clarity around how we record what happens and what we share with others.

It is important to remind the young person of the boundaries we work to around confidentiality; when we have to share information for safeguarding reasons and the information that may be recorded. Practitioner to be mindful of using the terms confidentiality and safeguarding ensuring that the young person has an understanding of what the terms mean. Examples of situations when we need to break confidentiality should be given to enhance understanding because a young person's perception of what constitutes risk may not be the same as ours.

Recording of information should be accurate, clear and relevant and reflecting on these three areas as we record can be helpful.

If information is being shared it needs to be relevant, adequate, accurate, concise, timely, secure and recorded.

As a practitioner when you record information the young person should be fully informed, and if not a safeguarding concern they should give consent for any information to be shared.



### **Expectations**

Discussion on expectations for young person and practitioner. This is to include, but is not an exhaustive list: meeting on an agreed regular basis, no other practitioner is to cover a session, both young person and practitioner to actively participate, to be open to and respectful of each other's thoughts and opinions, to be clear on time keeping and where sessions take place, no expectation to share anything that the young person doesn't want to share, after the foundation sessions future sessions can be selected together, reiterating this is not about blaming them for anything that happened.



### Lived experience letter

Discuss how it felt for the young person to receive a letter from someone with lived experience.



Using the big paper and pens

### Activity: Communication using technology

Both young person and practitioner write or draw the ways in which they communicate using technology. This will include specific apps, emails, webcam, emojis, banking/shops, work meetings on Zoom/Teams, memes etc making sure you have a broad range of examples.

Reflection from this activity is that there are many ways to communicate, and that technology is a huge part of all our lives.

**Questions to ask – in any order – for both practitioner and young person to talk about their own experiences.**

- What do we like/dislike about some of the ways we communicate?
- Do we communicate with some people differently?
- Does it make communicating better or easier?
- Have we faced any problems with any of these ways of communicating?

Discussion to be expanded to consider what happened, how it felt and whether it changed the use of that medium. For example, a meme sent as a joke but not being funny.

- What do we do when we aren't sure about something, or when we don't feel comfortable?
- Do we talk about how we use technology, like we might about school or a hobby? If so, who to?
- Is it difficult to talk to someone if we experience something we aren't sure about or feel uncomfortable with?

Discussion may include sharing our worries about technology and the response that may receive, it being taken away from us, not being understood, being judged, feeling like we did something wrong etc.

- Who might we feel ok to talk to?

Young person may only identify friends, practitioner to encourage the opportunity to identify trusted adults.



### Reflection on this session

The main purpose of this activity was to get to know each other and build rapport and a sense of open communication.



## Closing activity

### Fears and hopes

Start with fears so that worries are validated first before we move onto their hopes as this will allow a focus on a positive end to the session.

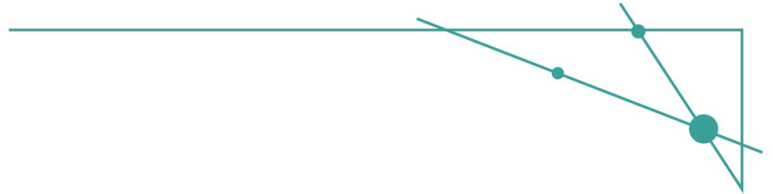
- **Can you share with me 2 or 3 worries or fears you may have about what we are going to do together.**
- **Can you share with me 2 or 3 hopes you might have about our time together.**

Reflect and address each hope and fear being honest and reassuring.

The fears and hopes activity can be reviewed in future sessions to see how things change.



Marie Collins  
Foundation



You are not alone.

I am writing this letter to you because I am a survivor of abuse, I have been where you are, and this is what I would like you to know.

You are believed and it wasn't your fault. You didn't deserve what was done to you. Abuse thrives in silence and often leads to feelings of blame and shame. But you don't need to feel ashamed or guilty. No matter what happened, the only person to blame is the person who did this to you.

You might not have reacted in the way that you thought you would. This might feel complicated and confusing, and these feelings can sometimes silence us as victims and survivors. But you don't have to justify how you feel. Your feelings are valid, whatever they may be, and they don't make you any less deserving of help and support.

It might feel like everything in your life has changed and those close to you may be hurting too. But it's important you know you did not cause this pain.

Other people may find it difficult to talk to you about what has happened in case they upset you or because it can be hard to find the right words. But I want you to know that there are people who will listen to you and who want to support you.

It's not always easy. It can feel overwhelming now, but it won't always be this way. There will be good and bad days throughout your recovery journey. Even though you might have a wobble every now and then, it doesn't mean you are going backwards, it's all part of the journey.

You're still whole as a person. You didn't deserve this, but you do deserve to live a life full of enjoyment and happiness, where you feel safe, supported and in control.

You can get through this.  
-From Charlie





### Session overview

This session is to set out what good and healthy relationships look like and how to behave and treat each other in ways that feel safe and respectful.

### Information for practitioner

This session is not solely about romantic/intimate relationships and will include friendships, relationships with peers, teachers and practitioners, family and even the people we come across day to day such as retail or transport workers.

### Pre-session action

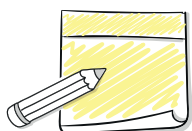
Select a “Looking after yourself” exercise in advance for the close of the session.

#### Resources needed for this session

- Post-it notes to write each quality on
- Paper to record relationships named

Check in with the young person as to how they are since your opening session together. 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.



Using the post-it notes explore the questions in **bold**:

### **What qualities do you think you need in a relationship?**

This will allow discussion on what relationships need to include, for example: caring, dependent, supportive, listener, empathic, trust, things in common, encouraging, make you smile and laugh, respectful, honest, loyal, fun, there for you, discussion, equality.

### **What different types of relationships do you have in your life?**

Include discussion about the different relationships they have, for example: family, peers, practitioners (include the relationship for these sessions), social media apps and chats, online, gaming, VR community, school, shopkeepers.



Differentiate on the post-it notes those they know online, in real life or both.

### **What does each relationship give to your life? Are the different qualities we need in a relationship present?**

Include responses such as: support, functional (e.g.. shopkeeper, bus driver), love, security, shared interests, friendship, dating, a buzz/excitement, sense of belonging, sense of being special/loved.



Utilise the examples of qualities from the post-it notes as a discussion aid for different relationships. This will involve discussion as to whether qualities are consistently present or only at times or if things have changed.

### **What do I bring to the relationship?**

Include discussion around how we connect and engage with people and what may be expected of us.



Be mindful that this may include negative responses that need to be acknowledged and explored.



Reflect that relationships are a balance of give and take and that healthy relationships take effort and shared expectations for both sides.

### **If you had to describe in one or two words how each relationship makes you feel what would you say?**

Practitioner needs to acknowledge that relationships are not necessarily easy all the time, that we do have to nurture them but that the foundation of a good relationship is important for it to be healthy.





If the young person gives examples that are unhealthy or have a negative impact on them this must be acknowledged.

**Looking at what we have talked about around qualities, which trusted adult would you be willing to approach if you needed support between sessions?**

Be aware there might not be someone who the young person feels displays all the qualities. Encourage them to think of somebody who could offer support and safety if needed.

---

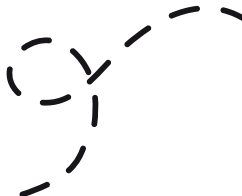


**Reflection on this session:**

It is important that when we look at what is healthy in a relationship that we also look at what happens when things aren't what we thought they were or don't make us feel as safe and secure as we perhaps should. There are targeted sessions (see contents page) that could develop this discussion further, supporting the young person in their recovery.



**Looking after yourself exercise to close**



## Session overview

This session is to explore the different things that may change in a person's life – good and bad, expected or unexpected – and how you can anticipate and prepare for some changes and how you can manage changes.

## Information for practitioner

In the guidance below are some examples to start off the different conversations – don't leap in with all of these at once but elicit what you can from the child's own thoughts. Use any additional ideas to add depth and breadth encouraging the young person to share their ideas.

## Pre-session action

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

### Resources needed for this session

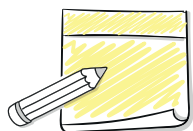
- Pen
- Big sheet of paper
- Post-it notes.

---

## Session

Check in with the young person as to how they are since your last session. 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.



Using the post-it notes explore the questions in **bold**:

### **Is change always negative?**

Discuss and write down on post-it notes as many examples of change as you both can think of – through this you will elicit positive as well as negative change. For example: moving house, growing up; changing school; being given a present; getting a new friend; losing a friend; leaving school; getting a pet; getting a haircut; finding a new band you like; passing an exam; choosing GCSEs; going on holiday; getting ill; cancelling plans; other people's choices; your choices; the seasons; birth and death; flowers turning to fruits; climate change; general elections; prices going up; getting a job; taking up a new hobby; adolescence; getting new clothes; getting braces; parents divorcing; new year's resolutions etc.

### **Which are positive and which are negative?**

Divide a piece of paper into two halves and move the post-it notes into either 'positive' or 'negative'. Tease out what would make them positive and what would make them negative and whether situations move them from one place to the other. Look at whether there's anything positive to be found in the negative changes and vice versa.

### **What can you control?**

On the post-it notes identify whether you can control or not control each change. Be aware that some examples may be in between the two depending on circumstances. Discuss whether this makes a difference as to whether they are positive or negative?

### **Which changes might be expected, and which might be unexpected?**

Reflecting on two or three examples, discuss how some changes can be prepared for and some can happen without warning, and how this can change how you feel about the change.

Practitioner and young person to think about a change that they have each experienced, one that does not cause them distress to reflect on.



List any good and bad things about these changes, including anything they have learnt about themselves and others.



### **Noticing change**

**Using one of the examples from the post-it notes, what might you notice if someone was struggling with this change?**

This may include for example: sadness, stress, withdrawn, moody, avoidant.

**What advice would you give them?**

For example: having a routine in which changes can happen; exercise to burn stress and clear thoughts; finding ways to relax – think of some examples; acceptance – how do we accept change and move on? set realistic goals and have realistic expectations; find things you enjoy; be kind to yourself.



Using the worksheet look at a change that you might face in the near future.



### **Looking after yourself exercise to close**

"Circles of control" exercise is particularly useful for this session.

What is the change?

Your positive thoughts around the change.

Your worries around  
the change.

What can you do  
to help with some of  
the worries?

What can you control  
about the change?

What can't you control?

In five years' time what might the change  
look like?

Who could you talk to about the change?

**Change happens.** When you're going through a tough time it's worth remembering and saying to yourself **"this too will pass"**.

Large empty rounded rectangular box for notes.

Medium empty rounded rectangular box for notes.

Large empty rounded rectangular box for notes.

Medium empty rounded rectangular box for notes.

Medium empty rounded rectangular box for notes.

Medium empty rounded rectangular box for notes.

**Change happens.** When you're going through a tough time it's worth remembering and saying to yourself **"this too will pass"**.

# Foundation session: Managing and understanding emotions

## Session overview

This session is to help the young person understand how emotions are triggered and what effect they have on the mind and the body. Widening understanding of emotions beyond simple angry/sad/happy etc. and to have greater awareness of how to manage their own emotions.

## Information for practitioner

Exploration of emotions - it is very helpful to understand that all human beings experience emotions that lead to different behavioural responses. The point here is to understand the emotional response and remove blame from behaviours. Along with the recognition of our emotions, finding techniques to calm strong emotions can help.

## Pre-session action

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

### Resources needed for this session

- Emotions wheel
- Diagram of brain
- Behaviour cards

---

## Session

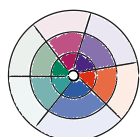
Check in with the young person as to how they are since your last session. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

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

### Feelings

Begin by listing some basic emotions together and why they happen. For example: happy, sad, angry, afraid, calm and they happen as a response to situations we experience.

Now break each of the emotions listed down into other feelings that might be happening. For example: sad might be pain, disappointment, shame, grief, misery; happy might be joy, excitement, hope, cheerfulness, ecstasy, contentment.



Emotions wheel

Introduce the **emotions wheel** and spend some time looking at it together, exploring how the primary emotions contain a range of different emotions.

We don't generally feel one emotion at a time. Practitioner and young person to **pick three emotions** they are feeling now.

Are there any emotions in different parts of the emotions wheel that feel similar? For example: I'm scared of riding my bike fast **and** I also find it exciting; I'm happy that I won the high jump **and** I'm embarrassed to be mentioned in assembly; I am **content** to chat to my friends online **and** I'm anxious that I haven't done my homework yet; I'm excited to meet people online **and** I'm worried that I don't really know who they are.

It can be useful to see each emotion in three different ways:

- The emotional **feeling** (e.g.. sad, happy, angry)
- Where we feel this in our **bodies** (e.g.. butterflies in our tummy, jittery feeling, tension headache, fidgety)
- How we **behave** as a result of that emotion (e.g.. cry, laugh, storm off, ignore someone)

Now pick one or two emotions and think about them in the above terms. Explore all the different physical feelings and behaviours that might occur in you (or a hypothetical person if this is easier) to go with that particular emotion.



Reassure the young person that the experience of emotions and how they make us feel is **human** – and by understanding emotions we empower ourselves to **respond rather than react**.

### **Bodily reactions**

Sometimes we notice the feeling first; or sometimes we notice a reaction within our body.



Brain  
diagram

Introduce basic explanation of the brain using the diagram.

- The safety officer's job is to look out for potential danger, and it is constantly taking information from what we see, hear, smell, taste and touch, deciding whether there is a threat or not.
- It produces our emotional responses to what's around us.
- When these emotions get too intense – especially if it feels like there is a threat, whether that's real or not, it can cut us off from the thinking part of our brain.
- This is an important survival strategy (think jumping out of the way of a car without thinking about it) but it's not so useful when we need to respond to things that are more complex.
- So, when we experience strong emotions, we find it harder to think clearly – the safety officer is too excited and we therefore react without thinking.

Practitioner and young person to think about a time when they did something 'in the heat of the moment', one that does not cause them distress to reflect on. For example: replying to a message without thinking or beeping their horn when driving.

### **How did your bodies respond?**

For example: heart rate increased, sweaty palms, panicky breathing.



## Behaviours

### In your 'heat of the moment' example what happened next?

Start to reflect on how an emotion presents in three different ways: the emotion, the bodily response and the behaviour.

### Practitioner to share the following information with the young person.

Behaviour is an important form of communication but because it is not as clear or direct as words it isn't always seen and understood and can therefore be easy to misinterpret.

When we realise that behaviour is driven by an emotional response it can make it easier to understand someone else's behaviour – and even our own.

### Behaviours are often trying to do one of two things:

- To obtain or gain something – more time, understanding, order, calm, peer or adult attention, a desired object or activity, or sensory stimulation.
- To avoid something – a stressor, a frustration, a task that may be difficult, boring or easy, a physical demand, an activity or person we don't like.



Behaviour cards

Using the **behaviour cards** think about possible emotions that might be causing that behaviour.

Can we always tell what emotion someone is feeling from their behaviour? For example: someone may look angry but actually be scared; or they may seem very calm but actually be sad.

### Thinking about some situations you may have been in, and how you behaved, do you think people misinterpreted how you were feeling? Did you always know what emotions and feelings had been behind your behaviour?



Practitioner must reflect that this is not about judging past behaviours but understanding the emotional process that everyone has.



It may be useful to look at what else was going on when we behaved in a particular way.

For example, sometimes we seem to manage a difficult situation calmly while at other times our emotions seem to take over. If we look at what else has been going on, for example, how much sleep we've had, how things are in our friendship group, how safe we are feeling at that time, whether we've come from a calm happy event or a stressful one, then we can sometimes make sense of the resulting behaviour. Practitioner can share their own examples of times when they feel they have had more or less choice about their responses in a particular situation.



### **Reflection**

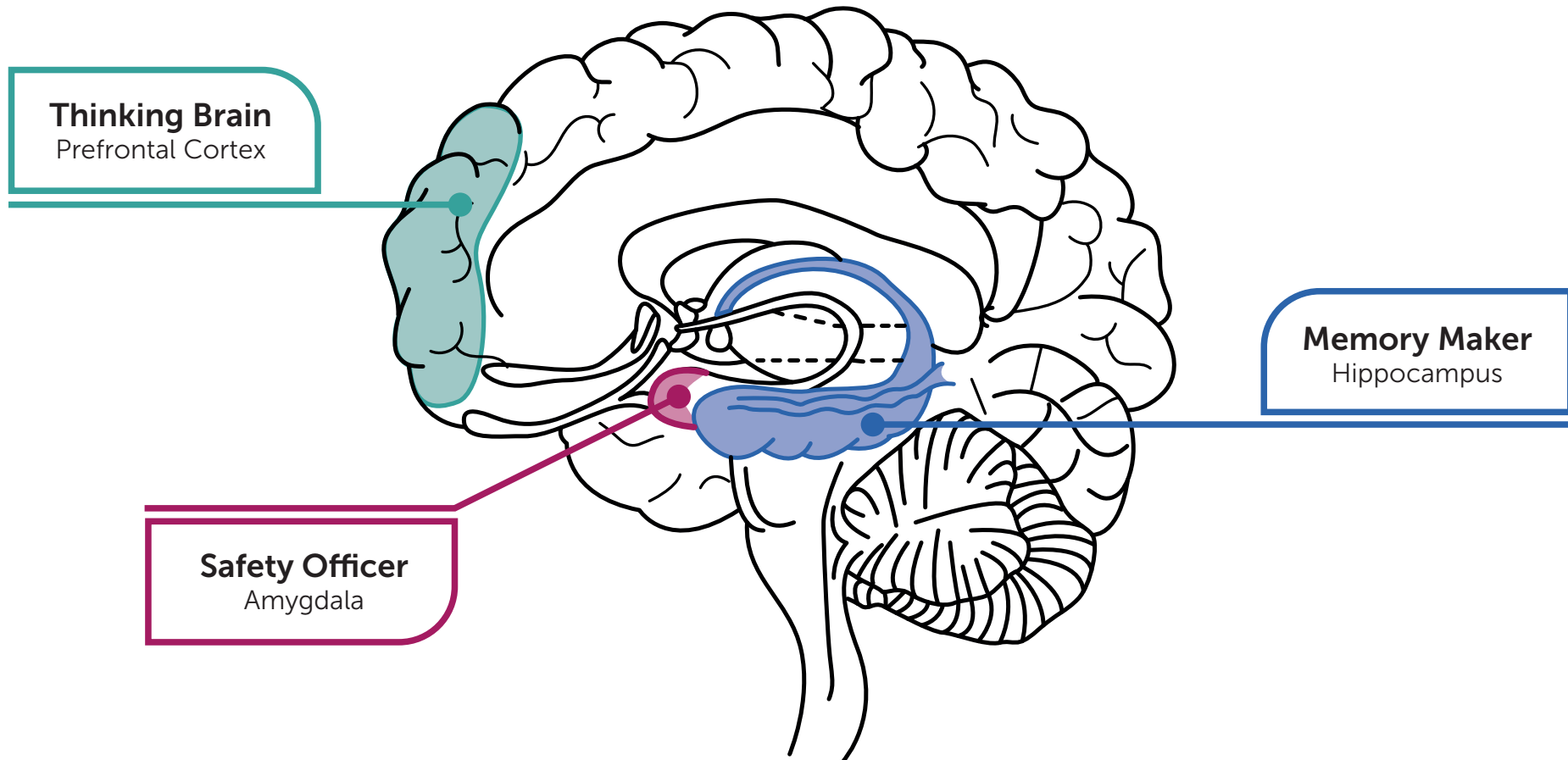
Our emotions are a very useful resource that help us stay safe. When we've had an intense experience, the brain learns how to cope from what it did last time. For example: if storming off kept us safe in the moment, we may default to this behaviour next time we feel a strong emotion even if this is not a helpful behaviour this time. We can learn how to interrupt that pattern (to an extent) – if we are able to calm our strong emotions quickly.



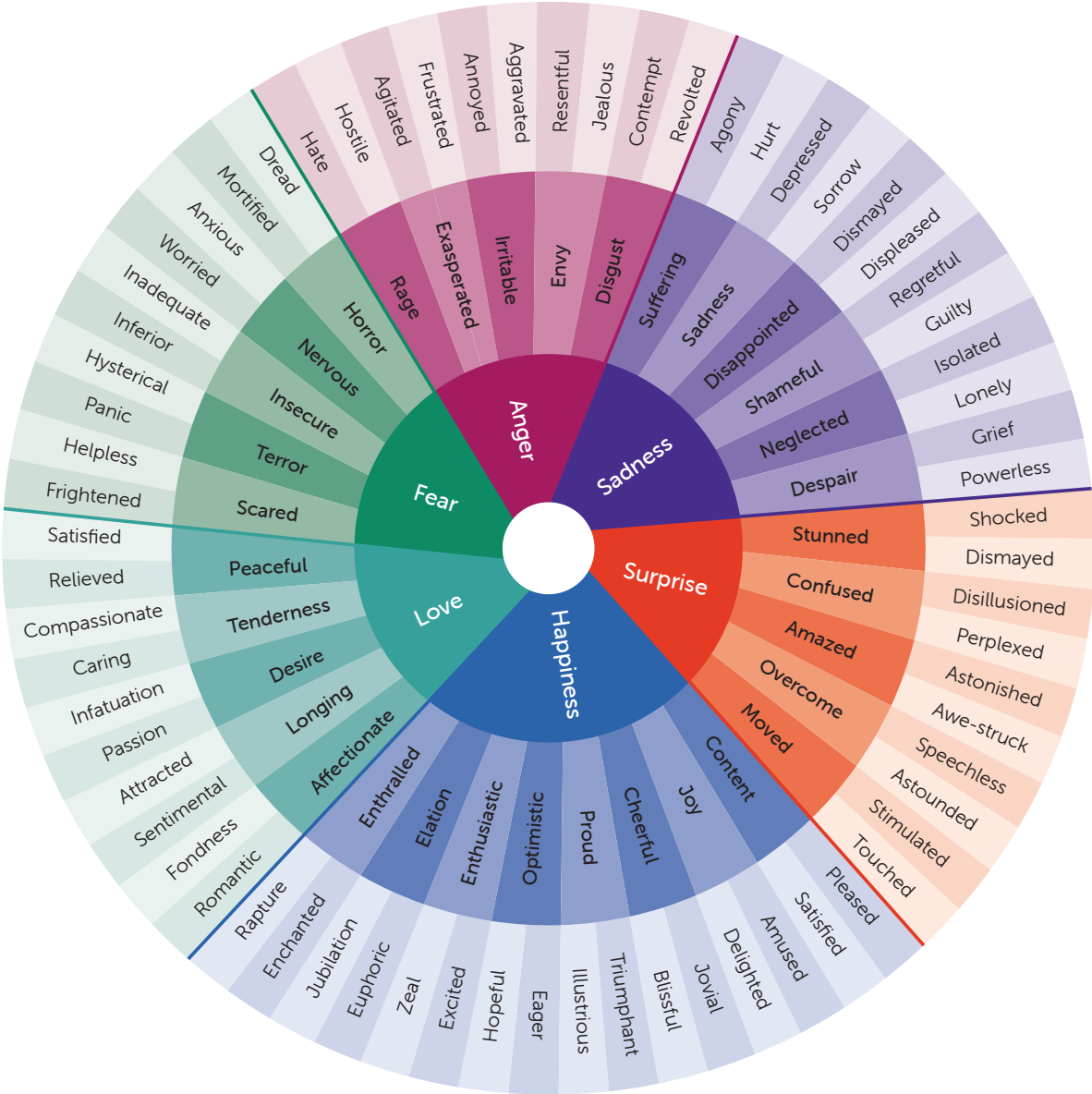
### **Looking after yourself exercise to close**

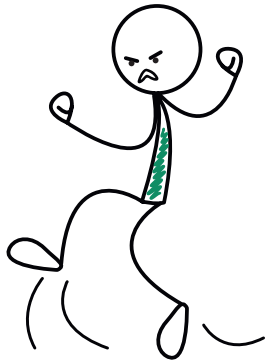
Pick one of the techniques that can help calm strong emotions, for example: "54321" or "extended exhale breathing".

# The brain



# Emotions & feeling wheel





Jumping up and down



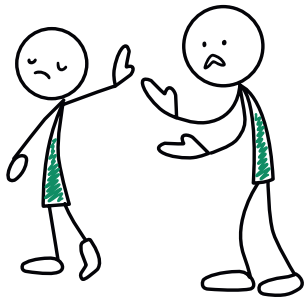
Storming off



Shouting



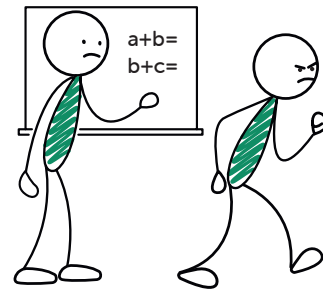
Crying



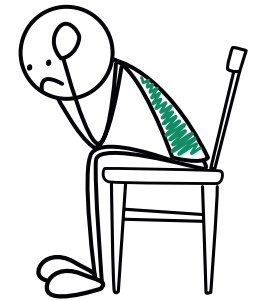
Ignoring someone



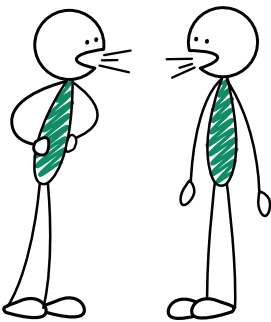
Avoiding a situation



Leaving a lesson



Sitting in the corner



Answering back

SMIRKING



LOOKING  
AWAY

FIDGETING

SLAMMING  
A DOOR

TALKING  
LOTS

Charlie was  
**staying off school**

Jamie was  
**tapping**

Jordan was  
**hiding**

River was  
**staring into space**

Rowan was  
**avoiding a place**

# Targeted session: Acceptable and unacceptable behaviours in relationships

## Session overview

This session looks at behaviours that are acceptable and unacceptable in relationships and how we might respond to these whilst developing an awareness of the different contexts, and introducing the concept of coercive control.

## Information for practitioner

The relationships we are looking at may be intimate, partner relationships or could be relationships with family or friends – in fact with anyone.

There is a particular emphasis in this session on the examples relating to online relationships.

During this session the young person – and practitioner – are expected to share examples. Be mindful not to blame our own behaviours that we may reflect on during the activity.

## Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

### Resources needed for this session

- Statement cards
- Hierarchy cards

---

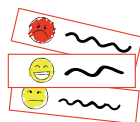
## Session

Check in with the young person as to how they have been since your last session together. 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.

### Relationships

In most relationships there is always a bit of ‘give and take’ as we may do things one person wants to do on occasion and then do things that we want to do on other occasions. Problems can occur when someone expects us to do everything they say. When they do this, it doesn’t always seem unreasonable so can be difficult for us to see that things might not be right.



Statement  
and hierarchy  
cards

### Activity

Place the statement cards across the spectrum of acceptable, to feeling uncomfortable, through to unacceptable behaviour. Discuss each one considering whether the behaviour is fixed in place or moveable depending on the context.

This gives you as practitioner the opportunity to discuss some of the intricacies as there are examples that may be more complex and need unpicking to be able to consider the situation and context.

Both of the following examples could sit in different places across the acceptable to unacceptable spectrum depending on the discussion.

For example, *“Says I should do what they want to do”*. This could be that you might always do what you want and now they want a choice, or it could be that you always have to do what this person wants and you rarely/never have choice.

Another example would be “*sharing funny memes*”. This may be seen as harmless but what if we offend someone? Are they always funny?



Consider the following questions in an open discussion with both practitioner and young person to share examples.

- **What would you do if you came across a behaviour you felt was unacceptable?**
- **Does the intention behind the behaviour make a difference?**

For example, sharing a meme because someone is intentionally laughing at you or sharing without realising it was hurtful.

- **Depending on who it is, does it change how you react and feel?**
- **How does it differ if the behaviour was a ‘one-off’ compared to something that happens again and again?**
- **How might such behaviours affect how in control you feel about things?**
- **How do you challenge that in a kind way?**
- **Have you ever said or done anything that someone else might have felt was unacceptable?**
- **How does it feel to think about that now?**



#### **Reflection on this session:**

It is easy to not notice increasingly unacceptable behaviours when they come gradually, one after another. Coercive control starts in this way – these behaviours become normalised, bit by bit and any attempt to say how you feel is dismissed and you are made to feel like you are wrong. It is possible to not even notice that it is happening, so much so that what behaviours would have seemed totally unacceptable at the start of the relationship feel normal.



#### **Looking after yourself exercise to close**





**ACCEPTABLE**



**FEELS  
UNCOMFORTABLE**



**UNACCEPTABLE**

I feel safe most of the time

Tells me what to wear

Sharing funny memes

Leaves me out sometimes

We don't often agree

They give me choices

I look forward to seeing them

We make decisions together

I keep my opinions to myself

Says I need to do as I am told

I feel listened to

We make decisions together

Sometimes talks to me,  
sometimes ignores me

They are the only person  
who understands me

Phones me to check where  
I am or what I am doing

They would rather we spent  
time only with each other

Wants to know who I have  
been talking to

Enjoy spending time with  
lots of people

Tells me no one believes anything I say

I never know what mood they are going to be in

Says sorry when we they do something wrong

Says "you would if you loved me"

Have fun together most of the time

They stick up for me when someone is being unkind

I'm worried they will tell someone what I have said

Says I should do what they want to do

Scared they won't want me anymore

Takes photos and shares them without me knowing

We share passwords to things as we don't have secrets

Makes jokes about me in front of others

Questions where I was and who I was with when I shared a post on snapchat

Tells me to block certain people online (friends, family, ex-partner)

Tells me that I've sent intimate pictures before so should just send them

Says they will send intimate pictures of me to other people if I don't send more

If I don't answer messages straight away they get cross at me



--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

--	--	--

## Session overview

This session allows the young person to explore what feeling safe looks like in their life, and what and who offers them the feeling of safety. This will allow discussion around safe places and people.

## Information for practitioner

It may be useful to record discussions in some way, whether on paper or online format, as the feeling of safety may change as sessions progress. It can be useful to look back and reflect, and can show the young person how things change.

You may need to offer your own examples of what makes you feel safe to encourage conversation.

## Pre-session action

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

### Resources needed for this session

- Paper and pens

---

## Session

Check in with the young person as to how they have been since your last session together. 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.



Paper and pens

- **What is safety and what does it look and feel like for you?**

Create a visual representation (this allows the young person to refer back to what is safe for them) of the different examples which may include: people, animals, places, sights, sounds, smells, fidgets, something tactile, visualisation, reading, a movie/TV, distraction, and movement.



It is important to break some of these down further to gain a better understanding. For example, the young person says they feel safe in their bedroom or at home; what does that really mean? At home could mean because Dad is there and I can hear him working or cooking, it could mean because the dog is there. Being in their bedroom could be more specific to items within the room or the smell or its look.

- **How does it feel to be safe?**

- **Are there times and/or places when you don't feel safe?**



Discussions may include: where are you, what are you doing, who are you with, what is happening – try and elicit what it is that makes them uncomfortable/unsafe.

- **How does it feel when you don't feel safe, what happens?**

It may be useful here to consider the dynamic between emotions, bodily responses and behaviours covered in the foundation session "*managing and understanding emotions*".



This discussion provides us with the potential to identify triggers to be able to prevent the feeling of being unsafe. It may also be useful here to refer to some of the "*Looking after yourself*" exercises as a support.

- **How do I create a sense of safety in different places for example, when I am at school/at the shops/at a friend's?**



Discussion should include who needs to be aware and how we might tell them. There is an opportunity to produce something that can be provided to school or parent/carer to help the young person in their recovery.



**Reflection on this session:**

Overall reflection is that we can't always be safe at every moment of time or we would never do anything or go anywhere! However, it is important to be able to take appropriate risks from a place of safety and to know that the safe place will still be there.



**Looking after yourself exercise to close**

# Targeted session: Telling people about the support I need

## Session overview

This session gives the young person an opportunity to explore how they can tell certain people in their life what support they need without having to find the words to vocalise it. It will also provide families and other trusted adults with ways to interact with the young person in a way that is helpful and supportive to them.

## Information for practitioner

This session can be revisited to consider different people in the lives of the young person.

It could be useful to start with parents/carers as this relationship can be affected by what has happened. This work can be a bridge to rebuild connection and trust, and for the young person to share what they need from home.

You need to allow time for the young person to think about which question cards they want to complete. Some young people may need support going through the cards, whereas others may want to do this in their own time, considering each one. Be aware, taking note of their body language, not being afraid to ask them what they need.

## Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

### Resources needed for this session

- Questions card packs

---

## Session

Check in with the young person as to how they have been since your last session together. 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.



Questions card packs

### Activity

Identify who the young person would like to share their thoughts with, for example, parent/carer, teacher, friend, brother, Grandma and so on.



Practitioner needs to acknowledge that there are a lot of cards – being mindful of not overwhelming them – and the young person doesn't have to think about all of them. Allow them to go through the cards selecting a few that they want to start with.

On a fresh piece of paper, work with the young person to express what they want to say.

### Examples:

Telling school, *“What would help is... sitting near the classroom door so I feel like I can get out of the room if I need to.”*

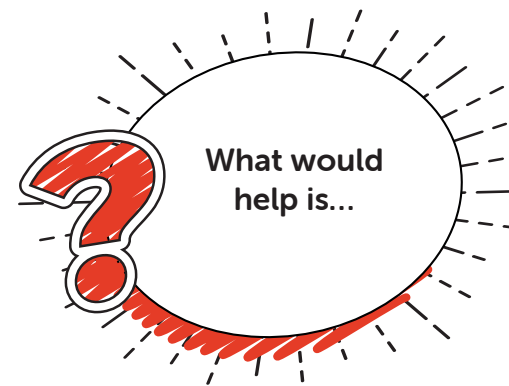
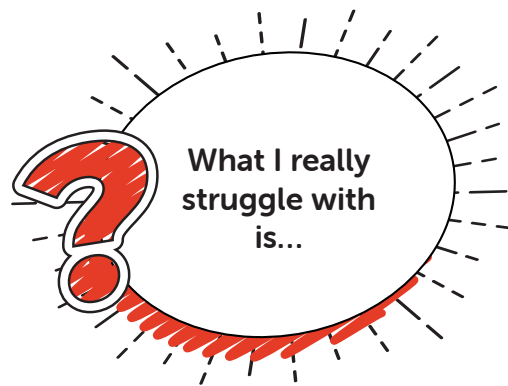
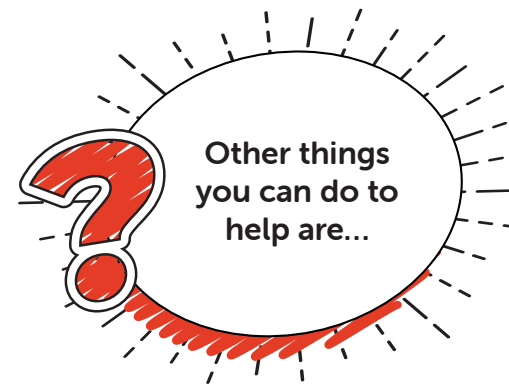
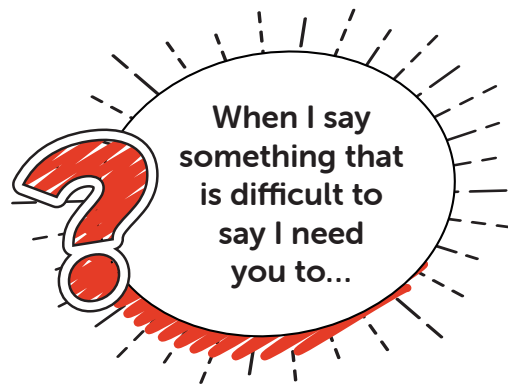
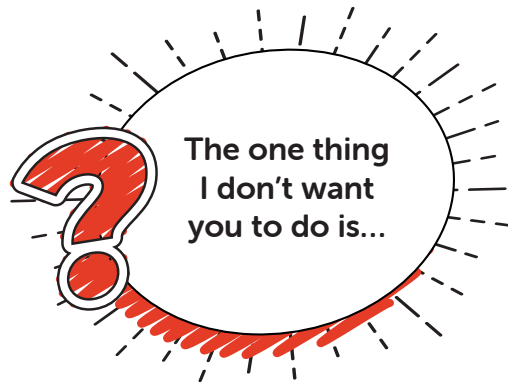
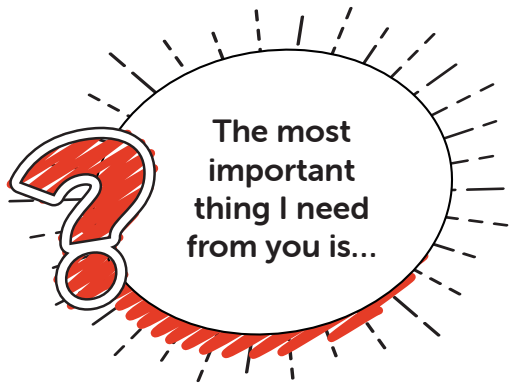
Telling home, *“The best time to talk is... when we walk the dog.”*

Telling a friend, *"The most important thing I need from you is... to listen and not try and fix things."*

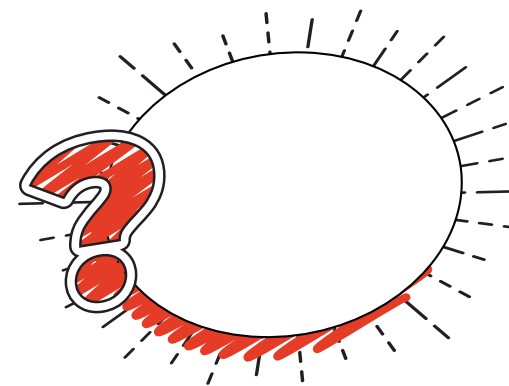
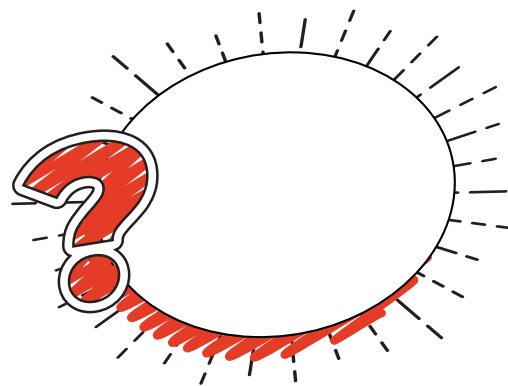
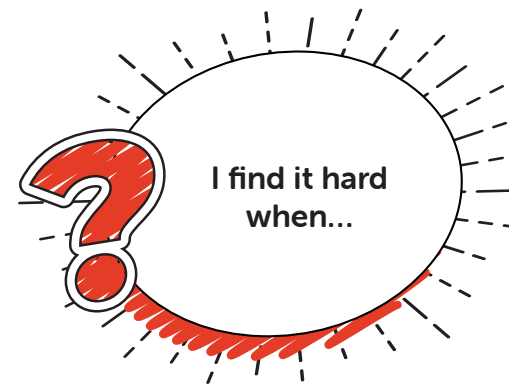
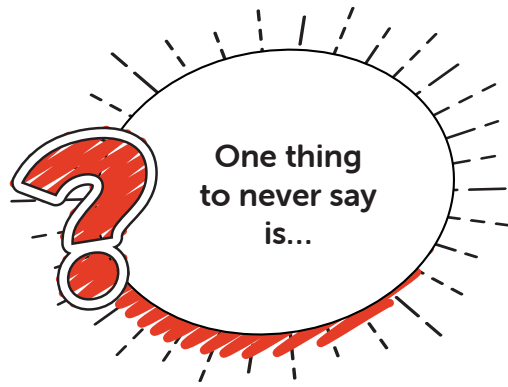
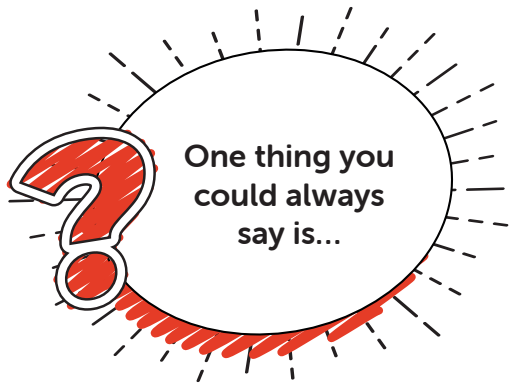
Telling my brother, *"One thing never to say is... that it's my fault for taking the picture."*

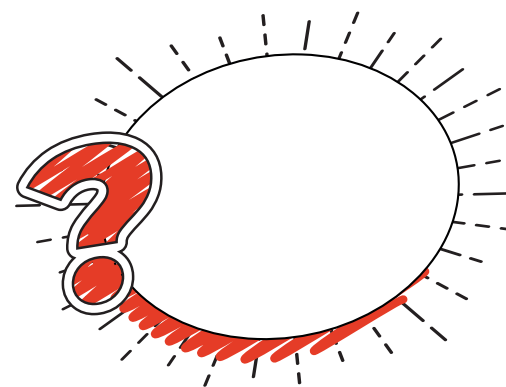
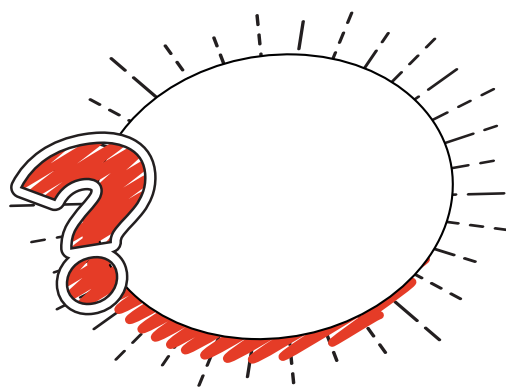
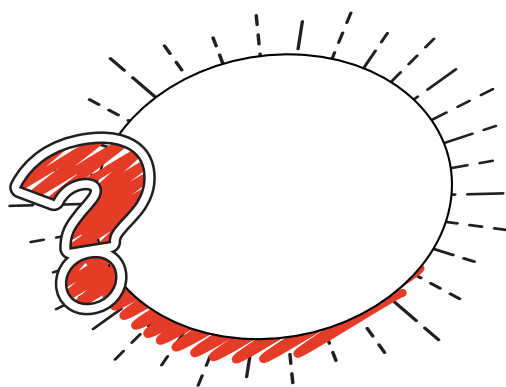
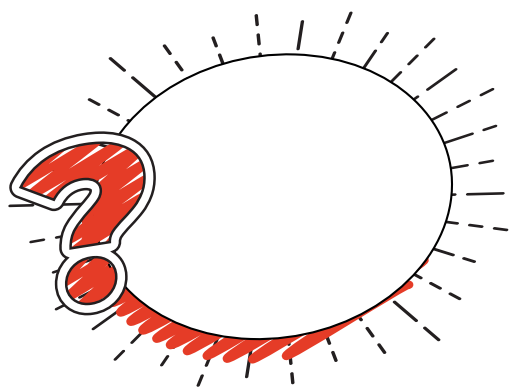
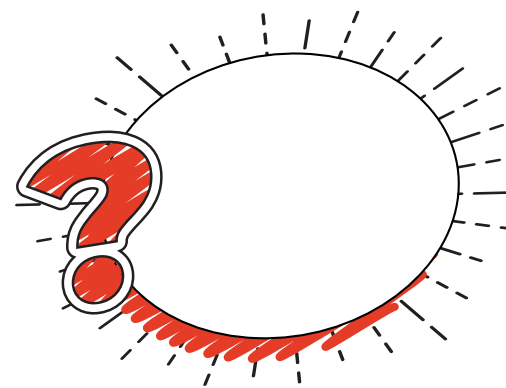
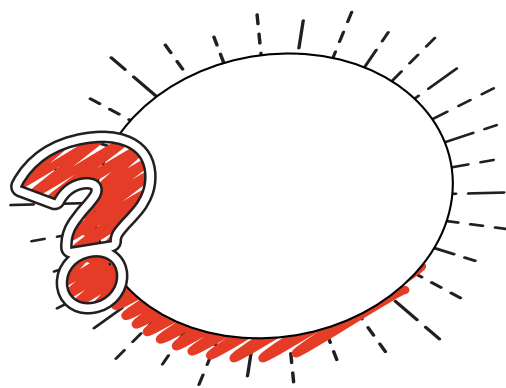
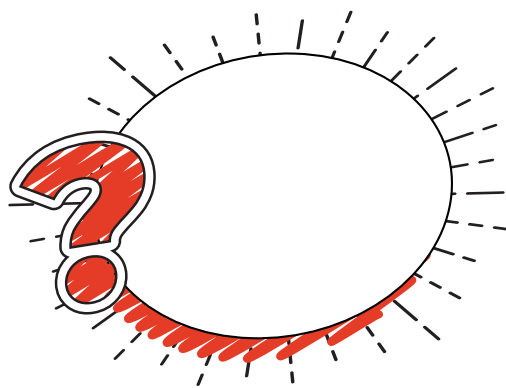
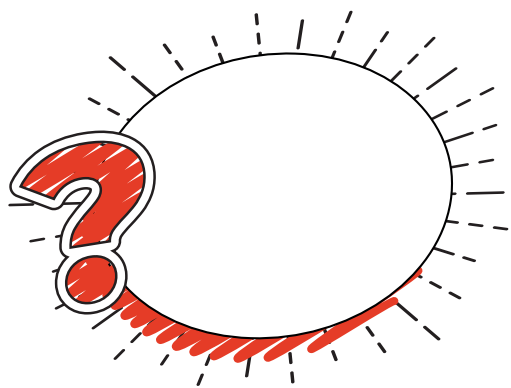
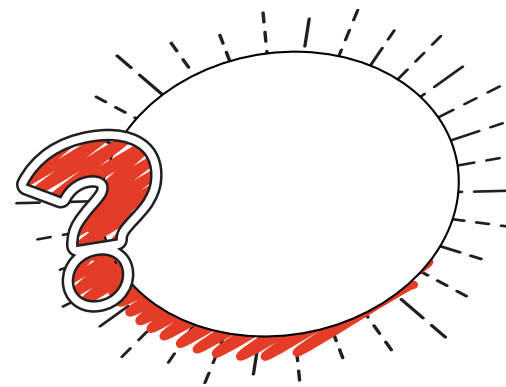
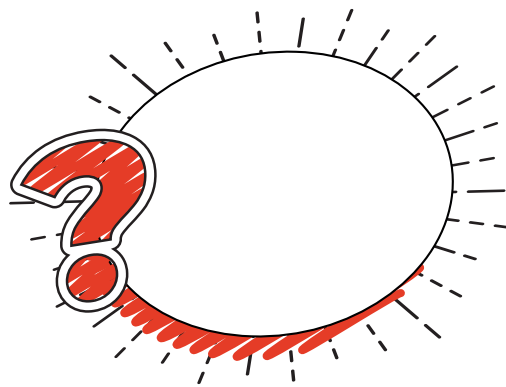
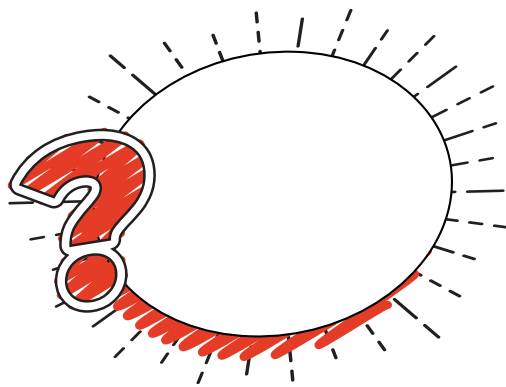
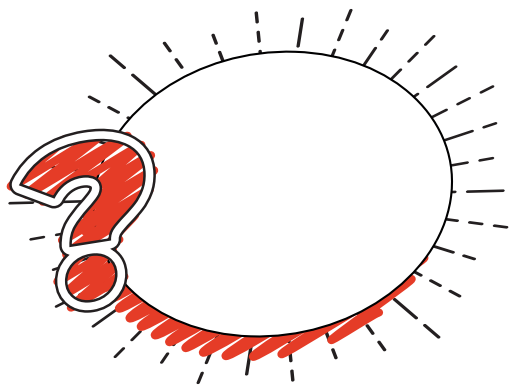


**Looking after yourself exercise to close**









## Session overview

This session is an opportunity to discuss language and attitudes – some of which are quite common in society – but which victim blame rather than place the responsibility with the abuser.

## Information for practitioner

This session particularly refers to technology-assisted child sexual abuse (TACSA) harm, but discussions can be widened to talk about bullying and other forms of abuse, depending on the young person.

It is important to be very conscious of your own language in this session to prevent any blame.

You may need to be tactful in challenging language used during this session as it is possible that the young person might use victim blaming language themselves. For example *“they shouldn’t have sent the picture if they didn’t want anyone to see”*.

Be aware that you may be dealing with a young person who believes that they are to blame for what has happened. The point to emphasise is that perpetrators are where the blame lies.

## Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

### Resources needed for this session

- Statements cards

## Session

Check in with the young person as to how they have been since your last session together. 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.



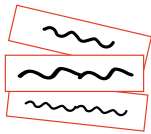
Ask the young person what they think victim blaming is – they may already have a clear idea, or they may not know.

Practitioner to explain that it is the term given when someone has harmed another person but the person who was harmed gets blamed for it instead of (or as well as) the perpetrator.



Share the definition below, highlighting the importance of the statement in bold showing that the UK Government are very clear on the harmful impact it has:

“Victim blaming is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. **It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.**”



Statements  
cards

### Activity

Both the young person and practitioner to share any examples of victim blaming that they know, have heard or have seen written.

Using the statements on the cards, discuss with the child the victim blaming language.

Some are clearly about TACSA, others about bullying or other abuse.

#### Discussion points might include:

- **What might be going on here?**
- **Why is this victim blaming?**
- **What assumptions are being made about the victim and the circumstances?**

Victim blaming occurs when people talk about what actions they believe a victim could/should have taken – or not taken – to avoid being harmed.

The reality is that harm and abuse can happen regardless of a victim's choices and when someone is abused, groomed or otherwise pressured, the fault lies wholly with the abuser, not the victim.



When thinking about TACSA the victim may feel complicit in the abuse/harm because they engaged in conversation, or encouraged conversation, or because they flirted or sent 'normal' pictures. We must reiterate to the young person that just because you engage in some way doesn't mean the other person (perpetrator) has a right to harm you in ANY way.



### Reflections

What do you think are the reasons for victim blaming?



This discussion should take place before the practitioner gives examples to ensure the voice of the young person is heard.

#### Reasons for victim blaming could include:

- **A lack of understanding**
- **Not directing the blame at the perpetrator**
- **Focussing on the risk rather than focussing on the cause of the harm**
- **A way of protecting themselves from thinking it might happen to them**
- **Looking only at the behaviour of the young person**
- **Not thinking about the complexity of what is happening for the victim**
- **They are annoyed that they now have to manage a situation**
- **They are dismissive of the harm/impact**
- **An instant emotional response being transferred onto the young person**

There is a theory that blame is a strategy to keep ourselves protected from harm. That if we create a reason as to why something happened, then we can believe that it won't happen to us, as we can control our safety – which leads them to blaming the victim. For example: I walked home through a dark park and someone pushed me and stole my phone. Someone might tell you that you shouldn't have walked home through a dark park and they think that it won't happen to them as they wouldn't do that. The person to blame for what happened is the person who decided to hurt someone and steal from them.

**It is NEVER the victims fault.**

**What might be the effects of victim blaming?**

- **People don't seek help:** People are often worried that they are going to be blamed, and so when something has happened they may not want to come forward, or may not feel comfortable telling someone what happened.
- **The abuser is not held responsible:** Victim blaming can minimise or mask the actions of the perpetrator, and in some cases create an environment where the offender's actions are even seen as justifiable.
- **Self-blame and/or shame:** When people blame the victims, the victims may think it was their fault and then may believe they deserved it. For the victim there can be a range of impact:
  - *Feeling ashamed or guilty.*
  - *Ostracised by friends.*
  - *Encouraged by others not to report or seek support.*
  - *Negative thoughts, self-blame and creating the 'if only I had/hadn't done...'* mindset.
  - *Fear of being a 'bad-luck magnet'.*

**Can you think of a time when you have heard victim blaming language being used? And how can we challenge it?**

- ✓ Encourage the child to think of their own examples as this may help their understanding and ability to challenge.
- ✓ Using the statement cards think about some ways of responding to develop our skills in challenging unacceptable assumptions, attitudes and behaviours around victim blaming.
- ✓ In doing the above, think about a response if you hear someone else being blamed, but also think about how you might respond if someone was saying it about you.

**Was it easier to think about what we say when it relates to someone else?**

It can be difficult to challenge what people say about us, practise different ways of saying, *"I don't like what you just said; it feels as though you are blaming me."*



**Looking after yourself exercise to close**

**They were asking for it**

**What was she wearing?**

**You shouldn't have been drinking**

**They're always doing stupid things**

**Why did they go to that chat room?**

**She should have said no**

**Well he broke the law**

**He knew what he was doing**

**I would never do anything like that**

**You should have known better**

**She's had loads of boyfriends**

**He's a player**

**Why would you walk home on your own?**

**You shouldn't have taken a picture of yourself naked**

**You must have sent mixed messages**

**He knows not to send images of himself – why did he do it?**

**They clearly weren't listening in our e-safety lessons**

**They should have left the relationship sooner**

**If they hadn't sent the image this  
wouldn't have happened**

**If you hadn't chatted with them on  
snapchat it wouldn't have happened**

**It's not like they haven't  
done it before**

**Why did he go and meet him –  
he should have known better**

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

Empty text box

## Session overview

This session gives the young person opportunity to consider scenarios where we may blame ourselves or feel complicit in what has happened, but where we need to look at the context of a situation in order to reframe our thinking – preventing us from blaming ourselves.

## Information for practitioner

The emotions a person feels after being harmed can be powerful and often include wishing it had never happened. It's hard to remember that decisions are not always as clear cut as they look when we look back after the event.

Because of this we can end up blaming ourselves, usually by questioning our actions and wishing 'if only I had done...' We may even feel complicit in what happened, blaming ourselves for our actions and decisions, even though the reality is that we were manipulated into those actions. Those who care about us can also blame themselves and think their own 'if only' thoughts.

What frequently happens is a failure to blame the person who caused the harm. We don't see that someone else is to blame and is putting us in a position where there is little to no choice.

Practitioner to check with the young person their understanding of the word complicit to ensure that when behaviours are discussed, this can be explored.

There is a misconception that young people don't look at risk in their decision making. They do, although their risk assessment skills are still developing. As human beings we take calculated risks every day and sometimes those decisions don't work out how we hoped. Just because we made a decision that had a bad outcome does not mean that we were responsible in any way or that we deserved to be harmed, abused or manipulated. It's really important not to conflate a **decision** (for which we are all responsible) with an **outcome** of being a victim of abuse or manipulation (for which we are not responsible).

Be mindful that the young person might share examples that are personal to them and that may include harm.

## Pre-session action

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

### Resources needed for this session

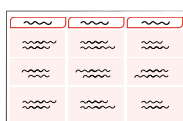
- Statements sheet

---

## Session

Check in with the young person as to how they have been since your last session together. 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.



Statements sheet

### Activity

Look at the statements and read across the self-blame brain and the reality brain explanations.



Discuss the statements and then together come up with more situations where a person may blame themselves – and fill in the self-blame brain and the reality brain. As you do this look at how you can encourage the reality brain to be louder than the self-blame brain.





### Reflection on this session:

Even though the young person may have felt they had to – or even at the time wanted to – ‘go along with’ what was happening, this does not mean they are to blame for what ultimately happened as the situation had been manipulated to remove or limit their choices.



### Looking after yourself exercise to close

### INCIDENT

After being at my friend's house, the bus home was late and I couldn't let my parents know as my phone died.

I sent an intimate image to my boyfriend/girlfriend/partner and they shared it with someone else.

I was asked to a party that my parents said I wasn't allowed to go to. I went anyway with my friend. I met a boy/girl who I talked to lots during the night. They started to touch me. I was really uncomfortable but didn't know what to do.

### SELF-BLAME BRAIN

- I should have left earlier.
- I should have charged my phone.
- I should have asked to borrow someone's phone to call home.
- This is all my fault.

- I shouldn't have sent the picture.
- I shouldn't have trusted them.
- I should have just said no when they asked for it.
- I should have explained more clearly why I didn't want to.

- I shouldn't have gone to the party.
- I shouldn't have lied to my parents.
- I should have said I didn't like them touching me.
- I should have said no and walked away.
- I shouldn't have led them on.

### REALITY BRAIN

This is not my fault, these things happen. I can't control a bus being late. I can understand why my parents were worried but there was nothing I could do at that time. I'd like to get in the habit of checking my phone battery before I set off.

They put pressure on me to send that picture. They said if I loved them I would send it. I did try to explain but I was worried they would break up with me. I trusted them and they have broken my trust. They are in the wrong. No image should be shared without permission (consent).

I should be able to talk to someone and like them without them making me feel uncomfortable. And I definitely should be able to talk to someone without them touching me without permission. I can accept that lying to my parents might not have been a good idea but that doesn't mean that this was ok. No one deserves for this to happen, it is unacceptable behaviour.

## Targeted session: Self blame statements

Your examples could include peer pressure, knowing something worrying but not telling anyone, meeting someone.



**INCIDENT**

**SELF-BLAME BRAIN**

**REALITY BRAIN**

--	--	--

--	--	--

--	--	--

# Targeted session: Intrusive thoughts and reframing

## Session overview

This session is an opportunity to explore managing unhelpful or intrusive thoughts.

## Information for practitioner

Working at changing our thoughts can be challenging as it feels as though thoughts come whether we want them or not. This session allows you and the young person to explore how we can change our thoughts and reframe them, so they help us feel better and move forwards.

## Pre-session action

Select a *“Looking after yourself”* exercise in advance for the close of the session.

### Resources needed for this session

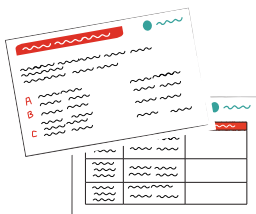
- Big paper
- Pens
- Challenging and changing unhelpful thinking worksheet

---

## Session

Check in with the young person as to how they have been since your last session together. 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.



Worksheets



Paper and pens

Begin by working through the worksheet on challenging and changing unhelpful thinking – there’s lots in there, so allow time for discussion and examples with plenty of thinking time to come up with different ways to deal with different thoughts.

For the second worksheet ‘changing through challenge’, discuss any types of thinking that the young person recognises within themselves. Then, using some paper create thought bubbles and rewrite any thoughts that you can challenge or change together. They might be happy to share their own thoughts, or you may discuss hypothetical thoughts.

These worksheets will take most of the session, and you can then invite the young person to keep a record about some of their unhelpful thoughts. It might be a specific thought that keeps happening or a specific behaviour, for example not going to a particular lesson, and what thought prompts this.



Encourage them to record when it happened, where they were, who else was about, what was the situation. This can often help a young person spot any patterns in when the thoughts are coming (particular places or people for example). They might bring this to the next session to work on reframing those thoughts with you, or they may be happy to think of reframes and challenges as they go.



### Looking after yourself exercise to close

Thoughts like buses would be a useful activity to end this session with if not already done – or revisited.

It doesn't always feel as though we have much control over our thoughts and feelings. When something horrible has happened we can hang on to this and our thoughts and feelings about the event keep coming back, making us feel worse. There are a number of different ways in which we can think unhelpfully, and these can become a pattern or a habit. We need to be able to recognise when we are doing this and work in some strategies to break the pattern. You do need to spend a bit of time and energy reframing your thoughts but the more you practise the easier it gets!

The **first question** to ask yourself is:

## Is this thought useful to me?

If the answer is no, then it's worth either blocking it, changing it or challenging it. Try the ABC of negative thinking:

**A**

**Accept the thought.** It's just a thought. Having a thought doesn't mean it's true. See it, name it ("oh, there's the negative thought!") and accept that it's there (and that it's not helpful – or true).

**B**

**Block it.** Sometimes it's just enough to see it, recognise that it's unhelpful, and release it – let it go. This can take practice. You may find you keep returning to your thought. But every time you tell your brain to let it go, your brain finds it a bit easier to do so. This can be useful if you have an action to go with it. It might be a shake of the head (no I don't want this thought) or a flick of the hand (brush that thought away).

**C**

**Change or challenge.** If blocking works, there's no need to do any more – block it and get on. But sometimes it's good to challenge the thought and rewrite it into a different thought – a more useful one.

## Changing through reframing:

Taking out the sense of it being **permanent** by adding time-bound words to our thoughts – yet, at the moment, up to now, right now etc:

- They're all talking about me **At the moment**, they're all talking about me (reminding ourselves that this won't go on forever)

Taking out the **all-encompassing** words (all, everyone, everywhere, no one, nowhere, nothing etc)

- They're all talking about me **Some people** are talking about me (reminding ourselves that actually it's not everyone)

Taking out the personal element – actually, I'm affected by the situation, but it's not just about me

- They're all talking about me They're all talking about **this situation** (reminding ourselves that it's wider than just me )

When we combine all three elements:

They're all talking about me **At the moment, some people are talking about this situation**

## Challenging and changing unhelpful thinking

Some examples of reframing – talk about what the reframes bring and see if you can think of more...

Thought	Way of reframing it	Your ideas (go through the reframing above if you need to)
It's all my fault.	Things can go wrong for anyone.	
They did that because they don't like me.	There's lots of reasons why that might have happened – most of them are nothing to do with me.	
I must have done something wrong.	I wonder what this looks like from another perspective.	
My alarm didn't go off – my whole day is ruined.	I may be late but I can still get some good things out of today.	
I can't do this maths problem – I'm really stupid and can't do anything.	I can't do this maths problem at the moment. I might be able to if I try again. Or there are lots of things I can do though.	
Everyone will be talking about what happened!	Some people may talk about this, but most people are too busy worrying about their own stuff – and anyway the next thing will come along soon and then people will be talking about that.	
I'll never get over them.	Maybe I'm not ready to move on yet.	
I always lose my keys.	I have sometimes mislaid my keys; I usually find them again. It seems to happen when I'm stressed.	
Nothing's ever going to get better.	Things always change; nothing goes on forever.	

When you've done a bit of reframing, you can try challenging the thought, by identifying the way in which it is unhelpful.

What?	Questions and thoughts to challenge this thinking	Your notes and thoughts
<p><b>Catastrophising</b></p> <p>The importance of a problem is over-exaggerated and/or only the worst outcome is considered as a possibility.</p>	<p>What evidence do I have for this thought? Is it the only interpretation?</p> <p>How likely is this to come true? What are other possible outcomes?</p> <p>What's the worst that could happen? What's the most likely thing to happen? When has this worked out ok in the past? Is there anything practical I can do?</p> <p>What's more likely to make it ok? What will I think in one week/month/year?</p>	
<p><b>Generalising</b></p> <p>Thinking one event affects much more than its scope, such as over-sleeping ruining your day or struggling with your homework making you think you're rubbish at that subject.</p>	<p>What has this actually affected?</p> <p>Reset from now – every moment is a new moment.</p> <p>Has anything been gained from this?</p> <p>What has actually changed in the grand scheme?</p> <p>What am I pleased with/grateful for?</p>	
<p><b>Magical thinking and personalisation</b></p> <p>Assuming that you control more than you do, such as thinking things unrelated to you are 'your fault' or that not stepping on the cracks will make your day better.</p>	<p>Is this something I can control?</p> <p>Serenity mantra – look for serenity to accept the things that cannot be changed, courage to change the things that can and wisdom to know the difference.</p> <p>I can let this go – it's not about me.</p> <p>I can only control my own thoughts and behaviours, not those of other people.</p>	

What?	Questions and thoughts to challenge this thinking	Your notes and thoughts
<p><b>Unfounded expectations</b> Of others: assuming what others are thinking Of events: predicting disaster/success with no evidence. Of self: 'I should...' thoughts</p>	<p>Do I really know what they are thinking? Can I ask them rather than assume? Where is the evidence for this? What is the evidence to the contrary? What would happen if I didn't...?</p>	
<p><b>One-sided vision</b> Only seeing the negative and not the positive. Focusing only on what you need to do and not where others are working.</p>	<p>What is the other side of this belief? What would someone else say about this? Write down all possibilities from all perspectives. What would it look like if this went really well? Can I ask someone to help?</p>	
<p><b>Black and white thinking</b> Permanent and absolute – when you use words such as always, never, every etc. If I'm not a success I must be a failure etc</p>	<p>What are the alternatives? What ideas are in the middle? What/where would be 'good enough'? What small change could I make? Write down all the different possibilities, however unrealistic.</p>	





**Finally we can have some mantras  
that allow us to feel more accepting of the situation**

This too will pass.

I can only do my best.

It won't feel like this forever.

I can't control anyone else's behaviour, and I can decide my own.

It is what it is.

I've done all I can for now.

Everything will be ok. Everything is ok.

I am brave. I am strong. I have the power to accept what is happening right now.

## Session overview

This session builds on the targeted session **Self blame**, offering a more focused look at the issue of consent not just in regards to sex but in other life experiences. It will explore the issue of consent for young people and support the development of their thinking, empowering them to find ways to do only what they feel comfortable with.

## Information for practitioner



You do not have to have used the Self blame session to use this one but it may be helpful for you to have read through it.



**You must make it clear that they will not be expecting them to share any personal experiences or information. However, it is important to be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.**



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

## Pre-session action

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

---

## Session

Check in with the young person as to how they are since your last session together. 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.

### Activity

- **When might we come across consent?**



Practitioners are to partake in this exercise giving their own examples.

Examples here might include consent for school trips, consent to giving your personal information on apps, borrowing something from a friend, asking if you can give someone a hug, consent to medical treatment, to agree to meet someone/service, taking a photo, accepting cookies on websites, image sharing, breaking a confidence.

### Resources needed for this session

- Scenario cards
- Persuader and response cards

Consent is also a legal term that relates to sex. The minimum age in the England and Wales to consent to have sex with someone is 16 years old, includes LGBTQ+. As well as being 16 a person must have the 'choice, freedom, and capacity' to consent. This means that it is their choice to want to do something they weren't forced or coerced into it, and they were fully conscious, and understood what they were agreeing to.

- **How might asking for or giving permission/consent be done without using words?**

Examples might include putting your arm out to the nurse giving you an injection, jumping up and posing ready for the photo to be taken, relaxing and enjoying yourself, nodding, smiling for the camera, joining in.

- **What might we see if permission/consent isn't given?**

Examples might include freezing, having to be pushed along to join in/pose for the picture, feeling uncomfortable and being able to see that in your body, not being enthusiastic, not being able to look at the person, silence, withdrawn, grumpy.



### Reflection of discussion

Consent means you agree or give permission – verbally or in other ways – when you are fully aware of what you are agreeing to.



Scenario cards

### Activity

Using the scenarios young person and practitioner to choose persuader phrases that they might hear. Select and discuss possible responses from the cards that they might be able to use in each situation.



Give the young person the opportunity to add their own thoughts for how they might respond.



Be aware that they may also add phrases that might be heard from a persuader perspective.



Persuader and response cards

By the end of this exercise the aim is for the young person to have more options on how they might respond and more awareness around giving and asking for consent to a wide variety of situations.

Practitioner to be aware that as you discuss scenarios and phrases it might be useful to consider some of the following questions, exploring and opening up discussion from the responses the young person gives.

- **What if you do whatever is asked of you but you don't feel comfortable?**
- **How does it feel to be able to say what you want?**
- **How does it feel to be able to say what you don't want?**
- **How does it feel when a persuader hears your response but ignores it and continues until they wear you down?**
- **How does it feel when a persuader hears your response and accepts it?**



### **Reflection**

There are times when we believe we have consented, but we haven't really had the freedom to make a choice that is best for us, or the one that makes us feel comfortable and happy. Sometimes we are coerced, forced or even threatened (whether physical threat of harm or non-physical threats like sharing images with others) for example, 'giving in when continually asked for an image'. Influencing decisions by pressure or fear or force isn't consent. Even if we then do it, we haven't actually given true consent. It is important to know that we can give ourselves permission to be firm when expressing what we want or don't want.



### **Looking after yourself exercise to close**

**SCENARIO**

Image sharing

**SCENARIO**

Offered a vape

**SCENARIO**

Creating AI/Deep fake

**SCENARIO**

**SCENARIO**

**SCENARIO**

**SCENARIO**

**SCENARIO**

**SCENARIO**

**PERSUADER  
PHRASES**

**You owe me**

**PERSUADER  
PHRASES**

**You've done  
it before**

**PERSUADER  
PHRASES**

**It'll be funny**

**PERSUADER  
PHRASES**

**You would if  
you love me**

**PERSUADER  
PHRASES**

**Go on, you  
know I like it**

**PERSUADER  
PHRASES**

**Everyone is  
doing it**

**PERSUADER  
PHRASES**

**It's no big deal**

**PERSUADER  
PHRASES**

**It's normal**

**PERSUADER  
PHRASES**

**Why not  
though?**

**PERSUADER  
PHRASES**

**Don't be  
a loser**

**PERSUADER  
PHRASES**

**Don't you  
love me?**

**PERSUADER  
PHRASES**

**If you don't I'll  
share it on**

**PERSUADER  
PHRASES**

**Just this once**

**PERSUADER  
PHRASES**

**It's special  
for us**

**PERSUADER  
PHRASES**

**I did it  
for you**

**PERSUADER  
PHRASES**

I'll ask someone  
else who will

**PERSUADER  
PHRASES**

What's the  
problem?

**PERSUADER  
PHRASES**

It would be  
really cool

**PERSUADER  
PHRASES**

Do something  
for me

**PERSUADER  
PHRASES**

You'll enjoy it

**PERSUADER  
PHRASES**

You might  
as well

**PERSUADER  
PHRASES**

If you want to be  
with me, you need to

**PERSUADER  
PHRASES**

Then I'll know  
you really care

**PERSUADER  
PHRASES**

I'm not  
asking much

**PERSUADER  
PHRASES**

I'm only asking  
because I love  
you so much

**PERSUADER  
PHRASES**

No one will  
find out

**PERSUADER  
PHRASES**

**PERSUADER  
PHRASES**

**PERSUADER  
PHRASES**

**PERSUADER  
PHRASES**

Unfriend  
them online



Switch off /  
shut down



I don't  
want to



I'm doing  
homework tonight



Sending GIF  
as a response



Expressing how  
you feel



I've got to go,  
got swimming



It's dinner,  
got to go



I look awful,  
no chance!



That feels  
uncomfortable



I don't think  
that's fair



That was  
last time!



Sending  
emoji



I don't  
know you



Don't  
rush me





I don't mess with people like that



Repeating the same message



Nah, I'm not into that



OMG I'm so tired



I'm shy



If you loved me you wouldn't make me



Parents check my phone



Photos go into an app on my parents' phone so I can't



You're too old!



Stop!



I'm not comfortable with that



Why would you ask / keep asking me to do something I'm not comfortable with?



I need time to think about it



If it's no big deal then it's no big deal if I don't



Sorry, no



Got to log off now



I'll tell you if I want to do it – but not if you keep going on about it



No thanks



Not my style



That's not a fair thing to ask



I don't feel the need to



Nah, you're alright



Short replies – not getting into dialogue about it which creates conversation and connection



RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

RESPONSES

## Session overview

Building on the core session of “Dealing with Change” this session looks specifically about when relationships change. When someone doesn’t support you in a way you thought they would or behaves differently towards you. Accepting and knowing that relationships can change and sometimes people change too.



**Choose this session if the young person is struggling with how their friends have been with them following the TACSA event.**

## Information for practitioner

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

---

## Session

Check in with the young person as to how they are since your last session together. 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.



Begin by talking to the young person about the friends they had in primary school or even before. Have their friends changed over the years. It may be that their first friends came about because their parents were friends; then friends often come from your class at school or even who you sat next to on your first day. And you may meet other friends from different hobbies that you do. Acknowledge from this that friendships naturally change over the years and this is normal.



During the following discussions the practitioner is to add their thoughts from their own experiences where appropriate.

### **Discuss some of the reasons why a friendship changes.**

Elicit some of the following examples (and any others that come up):

- You grow apart
- You or they move away
- Something happens to change the dynamic (for example moving to secondary school or another person joining the group)
- Something happens that changes the way you see someone or how they see you
- You or they start dating
- You disagree about things that are important to you both.

Sometimes people don’t support you when you thought they would and this session is specifically about when this happens.

**Can you think of examples, both in person and with technology, when someone has responded to something in an unexpected way.**

This might include:

- Not laughing at a joke you told
- Being upset about something you didn't realise would upset them
- Choosing a different friend over you to do an activity
- Not inviting you somewhere when previously they would
- Avoiding or ghosting you
- Not wanting to talk about something you want to talk about
- Talking behind your back
- Saying mean things about you in a group chat
- Not responding to messages even though they have read it
- Sharing pictures they have of you that they know you don't like
- Creating jokes that you aren't part of



Practitioner to reflect that all of these things can be very hurtful and can make us feel as though we have done something wrong.

**What are some of the things we can do when this has happened?**

The below examples could be used if needed. Be aware that these different approaches won't all work in the same way or be appropriate for every situation. This is about looking at different things you can do at different times.

- Talk to the person and tell them how they made you feel
- Apologise if you realise you have upset them (for example an insensitive joke)
- Call them out for being mean
- Ignore them
- Leave or mute the chat group
- Block them
- Do some grounding techniques, such as 54321 (see Looking after yourself exercises) to help when upsetting things happen.
- Seek support from a trusted adult or friend
- Check in with your own values – being true to yourself and knowing that you are not stooping to their level can help you manage difficult situations.
- Find something else to do to keep yourself busy – join a lunchtime club, read a book, write in a journal, remove yourself from their presence

- Do some stress-busting activities like going for a run, doing some star jumps, doing some mindful colouring or a breathing technique
- Find something else to do to keep yourself busy – join a lunchtime club, read a book, write in a journal, remove yourself from their presence
- Do some stress-busting activities like going for a run, doing some star jumps, doing some mindful colouring or a breathing technique
- Spend time with other people who make you feel happy and who don't treat you in a way that causes you upset or hurt
- Find an activity or club where you can meet people with similar likes and values to yours



### **Reflections**

You can't change or control other people and how they behave, you can only choose your response. Everybody deserves to be treated with care and respect. Be honest and true to yourself. It can feel very lonely when people have let you down. Look at what the young person has in place to reduce this and to cope with how they are feeling, acknowledging that this isn't always something that is easy to do but something that will help them in their recovery.



### **Looking after yourself exercise to close**

## 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.

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

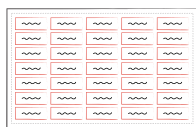
### Resources needed for this session

- Characteristics cards
- Strengths and qualities worksheets

## Session

Check in with the young person as to how they are since your last session together. 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.



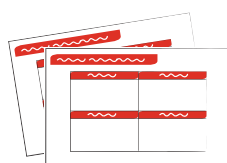
Characteristics cards

### Activity 1

- Using the list of characteristics, talk about what they mean and find examples of when the young person has shown them.
- Are there any characteristics that you would add to the list?
- Identify characteristics 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 the worksheets with as many characteristics 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 may need to be aware that the young person may 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.



### **Reflections**

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**

<b>Wisdom</b>	<b>Creativity</b>	<b>Curiosity</b>	<b>Open-Mindedness</b>	<b>Love of Learning</b>
<b>Courage</b>	<b>Honesty</b>	<b>Humour</b>	<b>Persistence</b>	<b>Zest</b>
<b>Self-respect</b>	<b>Kindness</b>	<b>Love</b>	<b>Emotional Intelligence</b>	<b>Compassion</b>
<b>Calmness</b>	<b>Fairness</b>	<b>Leadership</b>	<b>Teamwork</b>	<b>Fun-loving</b>
<b>Ability to relax</b>	<b>Forgiveness</b>	<b>Determination</b>	<b>Resilience</b>	<b>Self-regulation</b>
<b>Listening skills</b>	<b>Appreciation of beauty</b>	<b>Gratitude</b>	<b>Hope</b>	<b>Social skills</b>
<b>Perspective</b>	<b>Loyalty</b>	<b>Logic</b>	<b>Responsible</b>	<b>Integrity</b>




Things I am good at:	Compliments I have received:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Things I like about my appearance:	Challenges I have faced:
<ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li></ol>

I've helped others by:	Things that make me unique:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
What I value the most:	Times I've made others happy:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

How I'm a good friend:	Things I enjoy doing:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
Things I do to care for myself:	Times when I've surprised myself:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

# Targeted session: TACSA – Image taken and shared with consent then shared or shown to another person without consent

## Resources needed for this session

- Scenario 1  
Sam & Ali

### Session overview

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with another person without consent.

### Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written so as to depersonalise this from the young person. Be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any other potential impact this topic might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioners must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

### Pre-session action

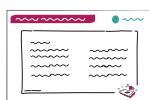
Select a *"Looking after yourself"* exercise in advance for the close of the session.

---

## Session

Check in with the young person as to how they have been 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.



### Scenario 1 Ali and Sam

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.

- **What are your thoughts about the relationship between Sam and Ali?**

Discussion should include reflection on the positive aspects of the relationship along with aspects that may feel uncomfortable with. For example: they like each other, they worry about whether they are wanted, they like to spend time with each other, they share intimate images, Ali doesn't listen, Ali is complimentary, Ali uses coercion to get what they want.



It is important to highlight that this is just a snippet of a relationship and discuss whether this is reflective of relationships the young person is aware of or has had themselves.

- **Is there anything that you would say is unacceptable behaviour in this scenario?**

Discussion would include: sharing/showing intimate image without consent, lack of concern for how Sam feels, pressuring them into sending images, not listening to when they say they don't want to, no reassurance that they don't have to do anything they don't want to, behaving in a way that makes Sam feel worried – withholding replying to Sam as a way to get what they want (coercion).

Consider discussing flattery and how the buying of a chocolate bar could be very thoughtful but how there is a possibility that a gift comes with an expectation which could be coercive, abusive, controlling.

- **Does Sam trust Ali?**

Discuss Ali showing Sam the image and whether that is acceptable. Sam raised this as a worry but this is not acknowledged by Ali at all.

- **How might Sam and Ali be feeling?**

Discuss the validity of feelings and accepting how we feel when other may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.

- **If Sam told you about what had happened what would you say?**



This is an exercise that practitioner and young person need to do together.

Imagine you are the person Sam trusted to talk to and Sam tells you what happened. What would you say? What might Sam need? What advice you would give? What might you say about their relationship?



### Reflections

The reflective question on this exercise is whether we would listen to our own advice if Sam were saying it to us.

- **Does it make a difference what gender Sam and Ali are?**

Would your response be different if this was not a heterosexual relationship?



Consider different types of relationships, cultures, genders and identities in your discussion.



### Looking after yourself exercise to close

Ali and Sam are 16 and have been seeing each other for the last few months.

They spend a lot of time together on Snapchat, talking and sharing pictures. They have taken and shared nudes but recently Ali has had to talk Sam into sending them.

One day in school, Ali left their friends and spent lunchtime with Sam. Ali even bought their favourite chocolate bar for Sam, which Sam thought was sweet. That night on Snapchat, Ali tells Sam that they looked amazing at school today.

Ali messages telling Sam that they look hot. Ali says "send me a picture with no underwear on". Sam replies laughing saying "you're bad".

Ali says "I was just messing" but tells Sam they want to see their body. Sam smiles but says "no, not now, I've got homework to do".

Ali says that Sam hasn't sent a picture in ages and can't help how hot they are. Sam stops smiling and says "no, you'll only show it to Alex again. I don't want to".

Ali laughs and says "go on, you know you love me".

Sam doesn't reply and soon after Ali sends Sam a picture of a sad face emoji. Ali asks if Sam doesn't want to be together anymore and questions whether Sam even fancies them. Sam says not to be silly, they love being together, but then hears nothing more from Ali.

Sam worries that they have upset Ali and ruined things between them. They've always shared pictures and talked easily.

Late that night Ali sends a naked image and says "your turn". Sam sends a picture, saying it's for them only. Ali doesn't say anything but sends the fire emoji.



# Targeted session: TACSA – Image taken and shared with consent then shared widely after a relationship ended

## Resources needed for this session

- Scenario 2 Ali and Sam
- What might have happened next? worksheet

### Session overview

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with other people when their relationship ends.

### Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written to depersonalise this from the young person to be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioner must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

### Pre-session action

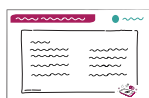
Select a *"Looking after yourself"* exercise in advance for the close of the session.

---

## Session

Check in with the young person as to how they have been 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.



### Scenario 2 Ali and Sam

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.



Although we don't know much about the relationship between Sam and Ali it is clear that Sam sharing screenshots on a group chat is unacceptable behaviour.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Ali shared an image with Sam, they did not consent to that being shared on and this is **NOT** their fault.



- **What are your thoughts about Sam taking screenshots?**



Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views. Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Ali might be feeling?**

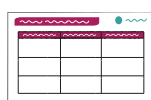
Discuss the validity of feelings and accepting how we feel when other may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.

- **Does it make a difference what gender Sam and Ali are?**

Would your response be different if this was not a heterosexual relationship?



Consider different types of relationships, cultures, genders and identities in your discussion.



What might have happened next?  
worksheet

### Activity

Practitioner and young person to work together using the form to write thoughts about what might have happened next, the impact and what Ali might need.

### What happened next

Consider what happened with Sam and Ali but also think about what might have happened with friends, in school with peers and potentially staff if anyone becomes aware of what has happened, police, parents, siblings and so on.

### Impact

Think about how examples given can be broken down to be able to think more clearly so it isn't too overwhelming.

For example: "Ali is blamed". What does this look like? Break this down into who is blaming Ali and for what. To cover just this example of blame you will need more than one section in the table. Other examples may also need more than one section when broken down further.

- **What do you think Ali might need?**

This section will include examples of things that we can't control as they are the thoughts and behaviours of others. In these examples practitioner needs to support the young person to consider their own response and what they can control in order to cope with each situation.

### For example:

*What might have happened next* – Ali is blamed by a teacher for having shared the image in the first place.

*Impact* – Ali feels hurt, to blame, sad, guilty, responsible, angry because they didn't deserve this, feels awkward around that teacher, doesn't want to go to their lesson, feels let down.

**What do you think Ali might need?** – For the teacher to understand that Ali didn't agree for the picture to be shared. Ali may want to be able to say this to the teacher – or may not. If Ali talks to the teacher they may hear what Ali says but they may not. Ali needs to hear from a trusted adult that this isn't their fault. Is there someone Ali could turn to? Ali needs to find a way to feel comfortable in class, could speaking to Head of Year /Pastoral Team help? Ali needs some support to manage how they are feeling, who might be there for them?



Each example can develop into new questions about what might be needed. This is an opportunity to continuing exploring what might be useful both practically and emotionally.

Other examples may include: being labelled, blamed, being or feeling as though you're in trouble (and with these examples think about who that might be and what is being said or done), changes in school classes, phone being taken away, being monitored or checked on, lonely, self-blame, ostracised by friends.



**Looking after yourself exercise to close**



After seeing each other for a while Ali and Sam, aged 16, aren't together anymore.

When they were together, they had shared nudes of themselves with each other on Snapchat. Sam had taken screenshots of some telling Ali they liked to look at them when they weren't together.

When they split up Sam shared images on the year group Snapchat and some people took screenshots.

What might have happened next?	Impact	What do you think Ali might need?

# Targeted session: TACSA – Image taken and shared with consent then shared widely by another young person

## Session overview

This is an opportunity to explore thoughts, feelings and responses when someone you trusted shares an image with other people after tricking you into believing you were in a relationship.

## Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.

The scenario has been written to depersonalise this from the young person to be clear that we are not asking them to share anything personal. Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.

Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. Practitioner must be aware and be prepared to pause or stop totally before any distress is caused. Utilise the looking after yourself exercises to support the young person if the session is stopped.

## Pre-session action

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

### Resources needed for this session

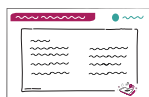
- Scenario 2  
Sienna and Josh
- What might have happened next?  
worksheet

---

## Session

Check in with the young person as to how they have been 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.



### Scenario 3 Sienna and Josh

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.



Practitioner must be clear that Josh sharing screenshots of Sienna on a group chat is unacceptable behaviour as is grooming her in order to obtain those images.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Sienna shared an image with Josh, she did not consent to that being shared on and this is **NOT** her fault.

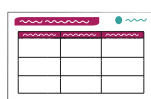
- **What are your thoughts about Josh taking screenshots?**



Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views. Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Sienna might be feeling?**

Discuss the validity of feelings and accepting how we feel when others may try to influence those feelings. It is important to recognise how feelings might manifest and be seen in our behaviours.



What might have happened next?  
worksheet

### Activity



Practitioner and young person to work together using the form to write thoughts about what might have happened next, the impact and what Sienna might need.

### What happened next

Consider what happened with Sienna and Josh but also think about what might have happened with friends, in school with peers and potentially staff if anyone becomes aware of what has happened, police, parents, siblings and so on.

### Impact

Think about how examples given can be broken down to be able to think more clearly so it isn't too overwhelming.

For example: "Sienna is blamed". What does this look like? Break this down into who is blaming Sienna and for what. To cover just this example of blame you will need more than one section in the table. Other examples may also need more than one section when broken down further.

- **What do you think Sienna might need?**

This section will include examples of things that we can't control as they are the thoughts and behaviours of others. In these examples the practitioner needs to support the young person to consider their own response and what they can control to cope with each situation.

### For example:

**What might have happened next?** – Sienna is blamed by a friend for having taken and shared an image with Josh.

**Impact** – Sienna feels hurt by what her friend has said, sad, guilty, responsible, angry because they didn't deserve this, thought her friend would be supportive.

**What do you think Sienna might need?** – For her friend to understand that Sienna didn't agree for the picture to be shared and never thought Josh would share it. Sienna may be able to say this to her friend, but she may not. If Sienna talks to her friend, she may hear what Sienna says but she may not. Sienna needs to hear her friend is there for her. Sienna needs some support to manage how she is feeling, who might be there for them?



Each example can develop into new questions about what might be needed. This is an opportunity to continuing exploring what might be useful both practically and emotionally.

Other examples may include: being labelled, blamed, being or feeling as though you're in trouble (and with these examples think about who that might be and what is being said or done), changes in school classes, phone being taken away, being monitored or checked on, lonely, self-blame, ostracised by friends, bullied.



### **Looking after yourself exercise to close**

Sienna has been told by her friend that Josh fancies her. She is surprised but excited that he likes her.

Josh contacts Sienna on Snapchat and they begin to chat about all sorts. Sienna is so happy; no one ever really asks about her life and interests. It feels good.

They don't really talk at school, Josh is busy with his mates and he says that he doesn't want everyone to know his business.

Sienna didn't think anyone would ever fancy her but Josh always says nice things. He tells her she is beautiful and doesn't get why she doesn't have a boyfriend already. He makes her smile.

Josh asks Sienna to send a picture of her in her underwear. He says that's what boyfriends and girlfriends do, that everyone does it, "it's no big deal".

Sienna isn't sure but Josh called her his girlfriend, and she is just so happy. She sends a picture, and he tells her she is gorgeous. Josh then tells her to send one without the bra.

At school the next day people are calling her names and laughing at her. She receives a message that includes the image she sent to Josh. When she sees him he laughs at her. She messages him asking why but he never replies.





What might have happened next?	Impact	What do you think Sienna might need?

## Session overview

This is the term given when one person acts or says something to increase the chances that another person will do what they want. This session will allow the young person to explore what grooming can look like.

## Information for practitioner

The difference between the type of behaviours below is about intent and harm.

You do not know what example the young person might use but be mindful to ask them to focus on something that doesn't cause them upset or harm.

Practitioner to note additional guidance within the session information.

## Pre-session action

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

### Resources needed for this session

- Chat log examples

---

## Session

Check in with the young person as to how they have been 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.

### Activity

- Think about a time when you wanted your friend or parent to do something (can be something like drive you somewhere or buy you something)
- How did you go about asking for it?
- Did you choose a particular time to ask?
- Did you start dropping hints saying how much you liked it?
- Did you choose one parent/friend over another as you felt they were more likely to do it for you?
- Did you try to enhance the connection with the person you were asking, such as talking about something you have in common or something you know they like?
- Think about your behaviour when you were asking: did you show how good you are, or describe how happy it would make you feel or offer to do something for them?
- Do you think the person you were asking was aware that you wanted something?

- **Did they do anything to resist what you wanted? (For example: a parent saying no I have to go and do the shopping, a friend saying that their dinner will be ready soon.)**
- **When and how did you know that the person’s decision to not do what you want was final?**



### Reflection

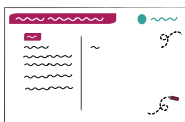
The behaviours and examples above are normal and there was no intent to cause anyone any harm, we simply looked at how we might get something that we wanted. This is normal human persuasive behaviour and because of this it can be incredibly difficult to spot when things become harmful, abusive and inappropriate.

What we do know is that people who want something from us that is harmful, abusive and inappropriate will try and get what they want by behaving in the same way BUT they don't stop when they should. They won't listen to what we want or how we feel, they will continue to put pressure on us and they will ignore our resistance whether verbal or through our actions, they are persistent, they don't care about us.



**These people are groomers. This is NOT normal human persuasive behaviour, they intend to cause harm.**

A groomer isn't someone we would necessarily know is a groomer when we first meet them, and **what happens isn't because of who we are or what we do**. It is important to remember that they are the ones deliberately behaving in a way that will cause harm. **We are NOT to blame in any way at all.**



Chat logs

### Activity 2

Read through the examples of chat logs together and highlight comments that feel uncomfortable and/or inappropriate and highlight grooming behaviours that we have discussed – persistence, deflection, attempts to divert the conversation, flattery, inappropriate questions and comments, sexualised comments, trying to gain personal information, moving to another app/video call.

- **What do you think the young person was thinking in these situations?**



### Reflection



Practitioner must be aware that victims and survivors often blame themselves for engaging in conversations or sending images and can feel complicit in their abuse. For example: “if I hadn't carried on chatting it wouldn't have happened”, “if I had said no, it wouldn't have happened.”



Practitioner to highlight in chat 1 when the groomer gives their age they ask if that is ok. This is done intentionally to place perceived consent with the young person.

- ✔ Practitioner to make it clear that a **victim of grooming and TACSA is NEVER complicit and DID NOT choose to be harmed or abused.**
- ✔ The chat log examples are real and it is clear that the young people chatting tried various ways to change the direction of the conversation.
- ✔ It is important to know that saying no to someone isn't the only way to show that you don't want to do something. We can say no with our behaviour and with other words. The chat logs show that the groomer chooses not to hear these deflections and continues to persist with their own agenda.



### **Looking after yourself exercise to close**

## Chat 1

**Groomer:** would love to see u!!

**YP:** yh wish u could

**Groomer:** no cam on phone?

**YP:** no no phone at all!

**Groomer:** no webcam?

**YP:** not allowed

**Groomer:** y?

**YP:** dad caught me talkin to boy

**Groomer:** were you undressed?

**YP:** no not really

**Groomer:** were you in your underwear?

## Notes



Activity questions - sheet that young person can read through

### Chat 2

**Groomer:** where r u anyway?

**YP:** at home in TOWN

**Groomer:** whereabouts is that?

**YP:** near XX and XX

**Groomer:** im not too far away from u.  
How old did you say u were?

**YP:** 15. U?

**Groomer:** 18. That ok?

**YP:** yh

**Groomer:** ru home alone?

**YP:** at the min yh

**Groomer:** til when?

**YP:** Mum be home soon

**Groomer:** what time?

### Notes



Activity questions - sheet that young person can read through

### Chat 3

**Groomer:** I could phone u

**YP:** not got phone atm

**Groomer:** skype? Zoom?

**YP:** no keeps crashing

**Groomer:** webcam?

**YP:** my brothers got it

**Groomer:** go get it

**YP:** nah, my brother is using it for work meetings.  
He's just got a new job. What do you do?

**Groomer:** ah no. go c if he's using it, be good to  
c u now

### Notes



Activity questions - sheet that young person can read through

### Chat 4

**Groomer:** been hot today

**YP:** yh too hot

**Groomer:** like being on holiday!

**YP:** I wish I was on holiday!

**Groomer:** u got bikinis to wear?

**YP:** yh

**Groomer:** or do u go topless?

**YP:** no way!

**Groomer:** everyone would be checkin u out

**YP:** thx

**Groomer:** reckon u will do it one day?

**YP:** myb

### Notes





Activity questions - sheet that young person can read through

### Chat 5

**Groomer:** hiya, how r u sexy?

YP: im gd ty

**Groomer:** where you from

YP: XX

**Groomer:** how old r u?

YP: 14. U?

**Groomer:** Yeah. 38

**Groomer:** you got any pics to send?

YP: not rly

**Groomer:** y don't u take some now?

YP: nah im just chillin after school, cba

**Groomer:** wont take a min

YP: im having a snack, starvin!

**Groomer:** go on, would love to see you

YP: nah im good ty

**Groomer:** if you had a cam we could watch each other

YP: watch me eat my snack? LOL!

### Notes




# Targeted session: It's so hard to tell someone what happened and to talk

## Session overview

This session provides the opportunity for the young person to develop an understanding as to why it can be so difficult to tell when someone causes us harm. By identifying these barriers it is possible to find ways to break them down.

## Information for practitioner

Practitioner needs to be aware of how the harm the young person experienced came to be known, whether it was discovered or whether it was disclosed. Both will have an impact on the young person, see the Marie Collins Foundation resource "Discovery vs Disclosure" for more information (available at [mariecollinsfoundation.org.uk](http://mariecollinsfoundation.org.uk)).

 Practitioner must inform the child that there is no expectation during this session to make a disclosure of any kind or talk about the harm they have experienced. The activity has been depersonalised so the young person is thinking of someone else and not themselves although they may choose to apply it to their own situation.

Practitioner to note additional guidance within the session information.

## Pre-session action

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

### Resources needed for this session

- Pens
- Brick wall worksheet
- Illustrations of young people

---

## Session

Check in with the young person as to how they have been 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.




Worksheets

### Activity

Cut up the brick wall sheet of paper so you have individual bricks.

Writing on one brick at a time both practitioner and young person to consider **what might prevent a young person from telling someone about the harm they have experienced through technology.**

As each brick is written place it over the image of the young person.

 Before being written onto the brick, practitioner must support the young person to break down the examples to be able to understand what the barrier truly is.

The following shows how we would break down an example the young person might give into a number of bricks.


Young person says "scared of what might happen."


This could be broken down into places e.g. at home, school, online.

Each of these could be broken down to include different people e.g. at home being mum or grandad.

The people could be broken down into what they might say or do e.g. mum thinks it is my fault and has taken my phone away.

Other examples to consider and break down may include: worried about getting into trouble (parents, family, school, police, with groomer/offender); feeling to blame; not being believed; don't know how someone will respond; trusting someone; finding the right time, place, person; embarrassed; being unable to find the right words; shame; don't know how to say; didn't know who would help; thought I could handle it myself; thought I would be taken away from home; told that I would not be believed; it would cause arguments; it would be dismissed.

 Practitioner to be aware that groomers manipulate young people to believe they are making choices and will blame them. They may hear things such as: no one will believe you, you started this, everyone does it, I didn't make you, it was just a joke, people will be disgusted with you. This will compound any feelings of self-blame. These would also be barriers.

 Practitioner must consider that practitioners and services can also be a barrier even in ordinary conversations whether about harm or not. What we say and do and how we behave will affect the strength of the connection that is built. The unconditional positive connection we have with a young person – without distraction – is what enables them to trust us.




### Reflection

The activity will provide a visual representation of the barriers in front of the young person that keep them from talking to others. Be mindful that this is very isolating.

However, as much as a wall can be built it can also be destroyed. That can be a daunting prospect and may take time.

- **How might we take the wall down? What can destroy the bricks?**

This may have been discussed as the bricks built up, if so, reflect back on those discussions or begin a new discussion.


 Practitioner needs to demonstrate the deconstruction of the wall to ensure the visual aid is understood by the young person as this represents the notion of recovery.

Some bricks we can take away in one go for example: "I don't know who to talk to" – discussion on identifying a trusted adult. This could be written on the back of the brick and referred back to if necessary.

Other bricks we may not be able to remove in one go. We may need to chip away part of the brick. For example: "It's my fault." Bring told it is not your fault won't

remove the brick but hearing this will start to chip away at it. Practitioner to tear a piece of the brick away to demonstrate this can still have an impact. The more we hear this the more we believe it and the more the brick will erode.

- **What else could be done to make holes in the wall and make it easier for us to tell someone what happened?**

-  Include what the young person as well as others can say or do. This can also include the "Looking after yourself" exercises within these sessions.



### **Reflection**

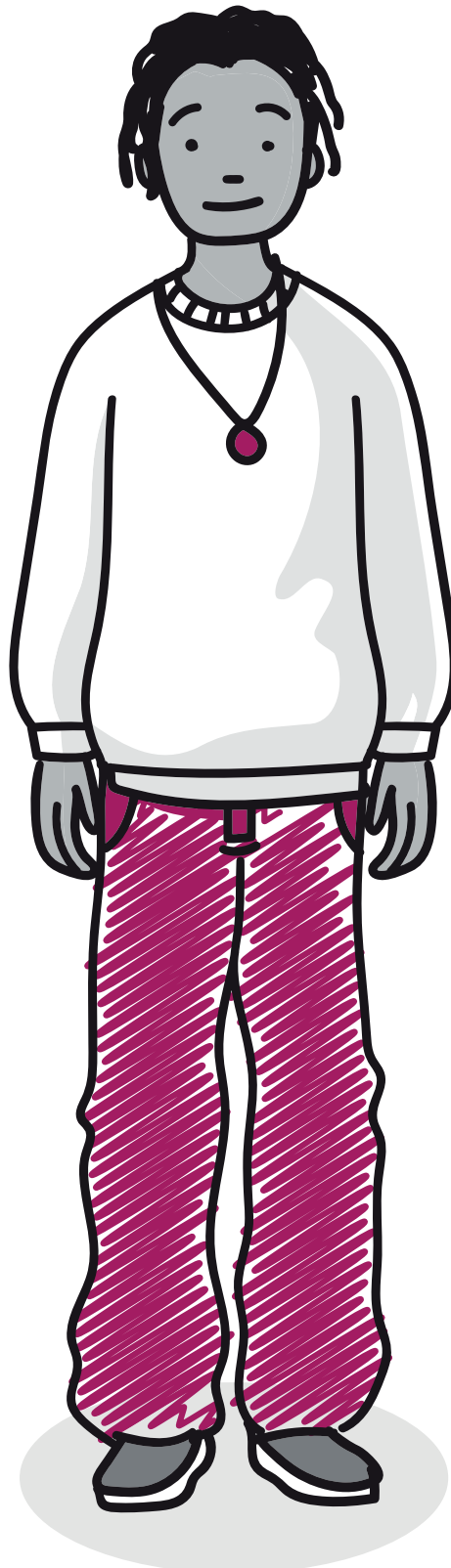
By breaking down our fears we take some control back and those fears may not seem as powerful.

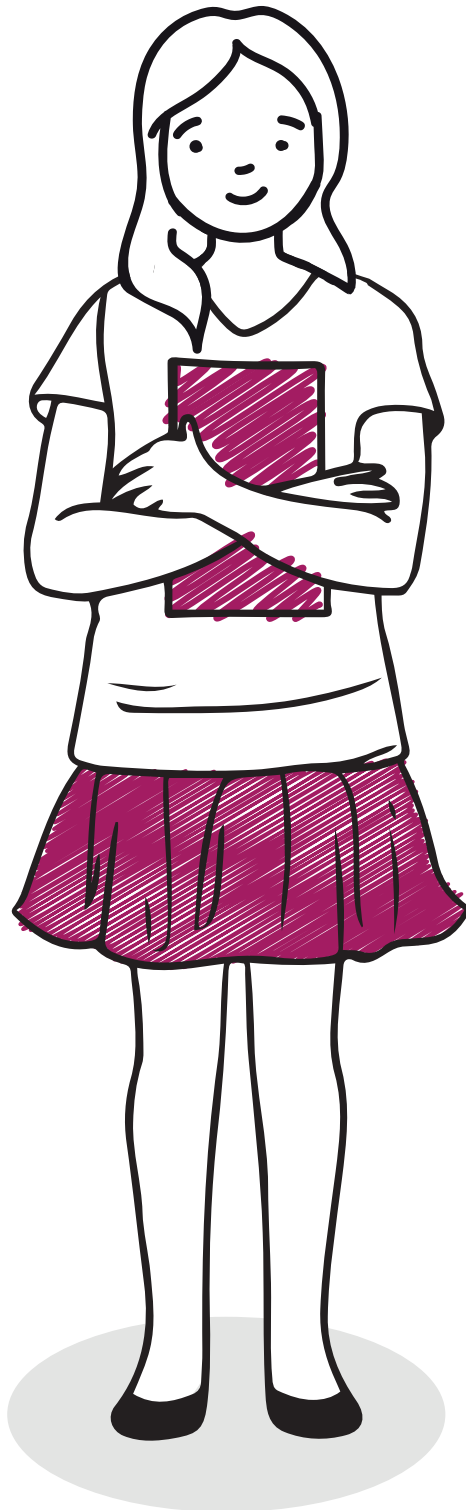
We may find ways to be able to access support having thought more about what stops us.

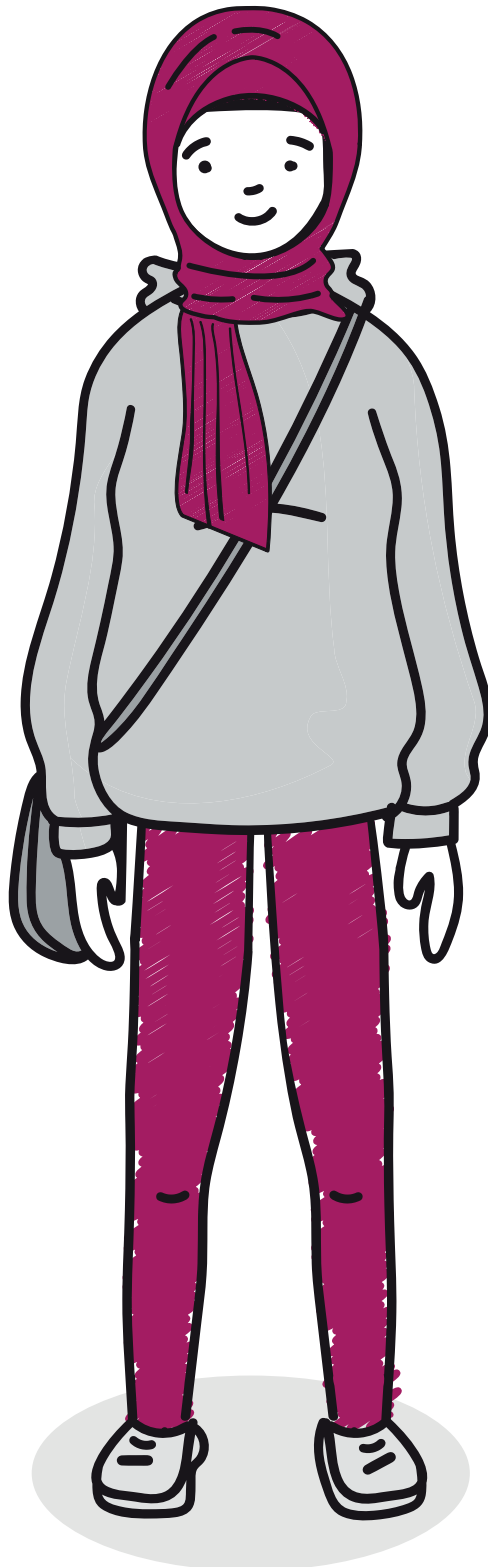
We all have barriers to communicating about different situations and while we may not remove every brick being able to identify them can help us to connect better.



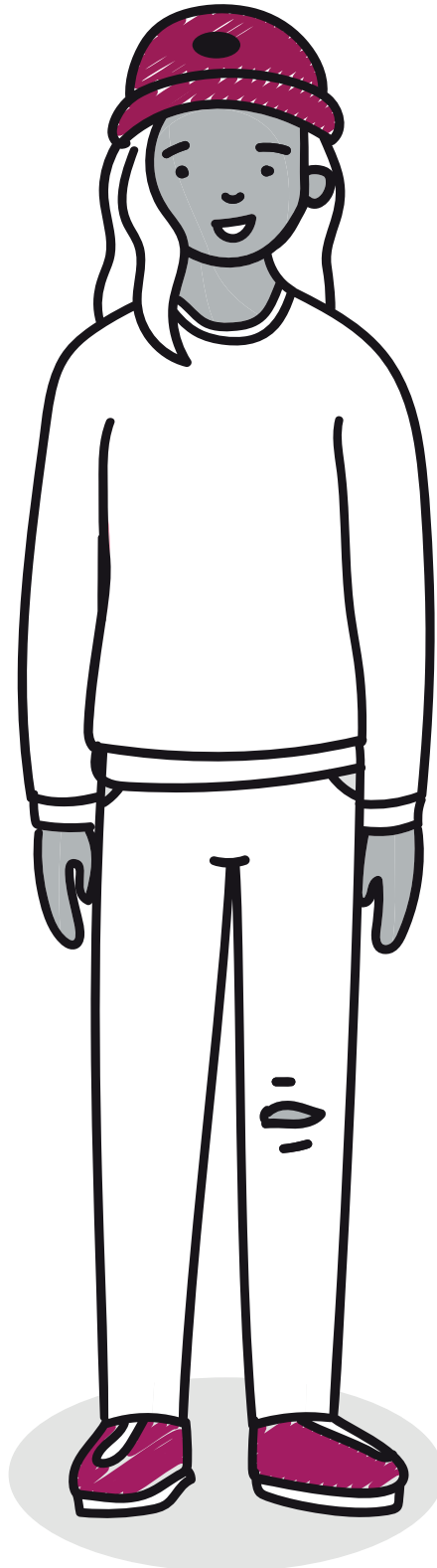
### **Looking after yourself exercise to close**

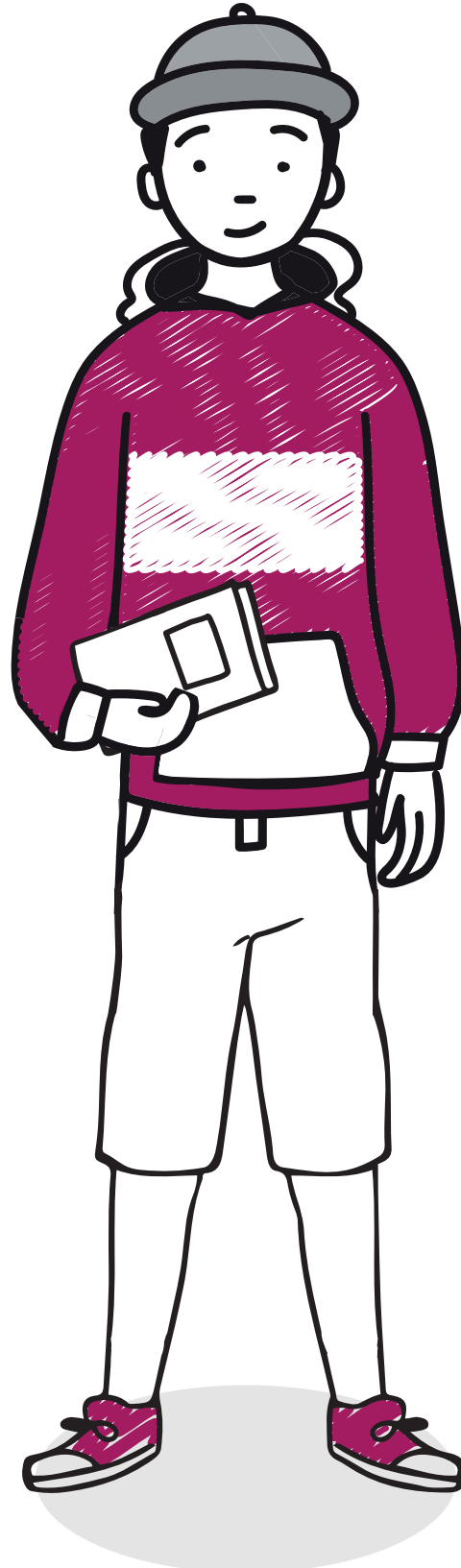



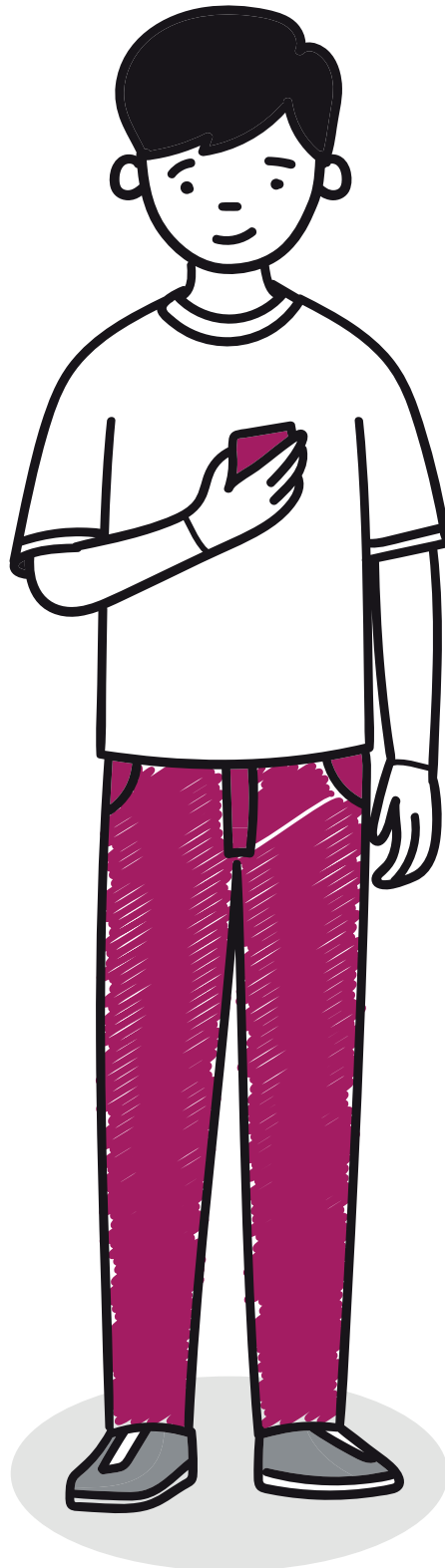


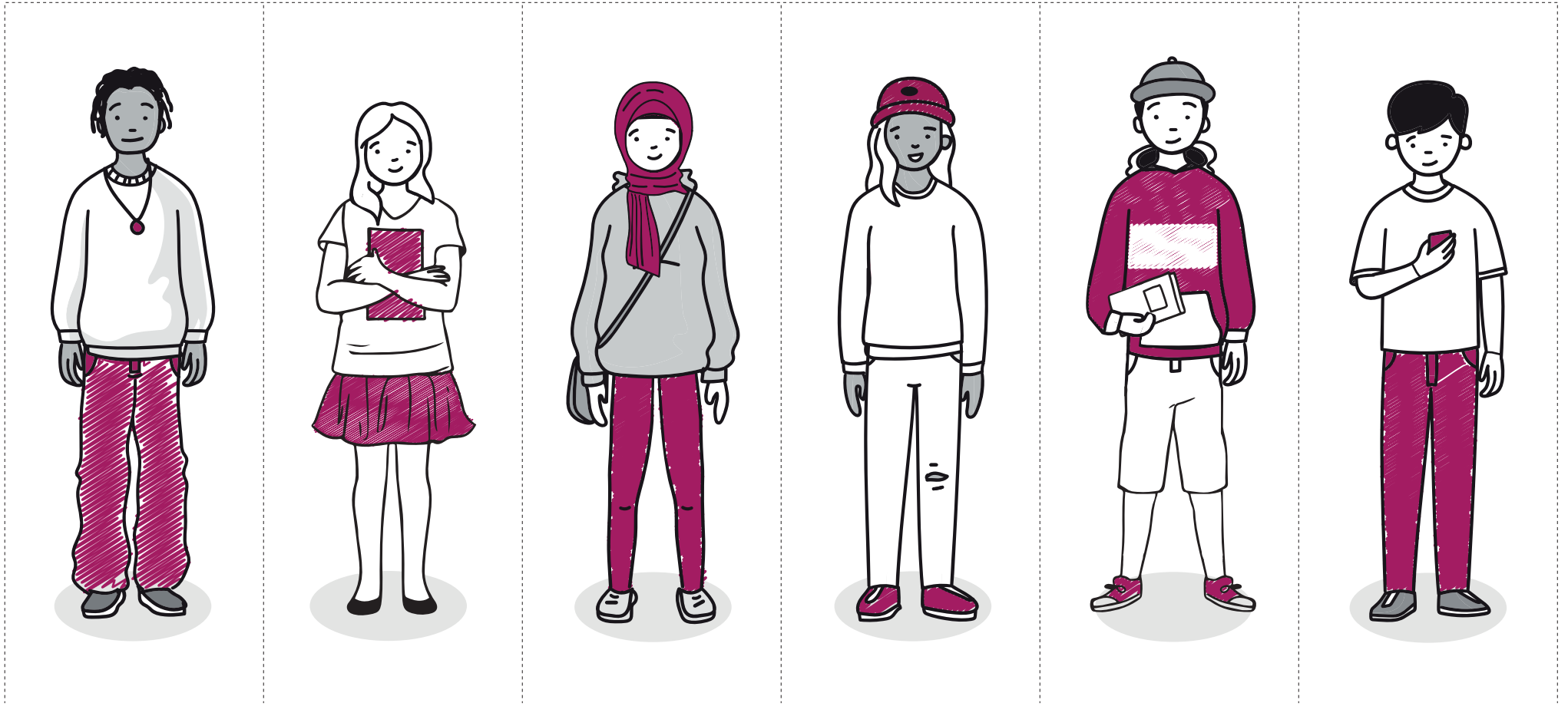














# Targeted session: Financial exploitation, or 'sextortion'

## Session overview

This session looks at how anyone can be manipulated and blackmailed or exploited and how quickly this can happen. It provides an opportunity to discuss what this might look and feel like and what we might do.

## Information for practitioner

The scenarios have been written to depersonalise this topic from the young person



**Be clear that we are not asking them to share anything personal.**



Be aware that there have been a number of young people who have died by suicide where there has been financial exploitation/sextortion after sharing an image or where a deep fake image has been created. Be aware, if appropriate, of signposting the young person to support from **ChildLine**, 0800 1111 childline.org.uk, **Hopeline247** 0800 068 41 41 papyrus-uk.org/papyrus-HOPELINE247, and **CEOP Report**, ceop.police.uk/ceop-reporting



**Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.**



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

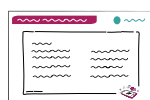
## Pre-session action

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

## Session

Check in with the young person as to how they are since your last session together. 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.



Scenario 1  
The woman  
and the bank

### Activity

Read *The woman and the bank* scenario and discuss what happened to her.

**Consider the following moments from the scenario:**

- **How she might have been feeling at the time of the call.**
- **The pressure that was put on her to rush.**
- **The feeling once she had done as she was asked.**
- **When she noticed the money had gone.**
- **When she spoke to the bank.**

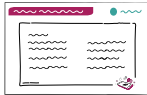
## Resources needed for this session

- Scenario 1 - The woman and the bank
- Scenario 2 - The young person and the picture



### Reflections may include:

Feeling tricked, falling for a scam, losing money, feeling foolish, shame, fear and panic, feeling sick. There may be positive reflections at times for example relief at 'the bank' helping them.



### Scenario 2 The young person and the picture

Now read *The young person and the picture* and discuss what happened.

### Consider the following moments from the scenario:

- Meeting and getting on with someone online.
- How they felt when things got spicy.
- When asked for a picture and in receiving her naked image.
- Feeling rushed into sending a picture before the chat ended.
- Being told they needed to send money straight away and the screenshot of their contacts.
- Who might the young person have talked to?



### Reflections may include:

Much of the same as the previous scenario. Discussion can be opened up around feeling connected to someone and the giving and receiving of intimate images.

- How do we feel about what happened to the woman and what happened to the young person?



It is important to draw upon the parallels in the stories and in how quickly a situation can change and how anyone can be tricked and coerced. When someone puts pressure on us by deliberately causing fear and panic it is difficult to think clearly.

- In situations like these, how might you find ways to gain control of the situation and find some time to think before responding?



Practitioner must make it clear that this isn't about blaming the woman or the young person.



### Reflection

It is normal to worry, feel scared and to panic when someone puts pressure on us and gives us no time to think. It isn't always obvious what someone's intention is, we naturally want to believe the best in people especially if they are offering to help in some way or if we connect with them. Being manipulated by someone can happen to anyone, you are not to blame.



### Looking after yourself exercise to close

A woman receives a phone call from her bank saying they believe her card has been used by someone else and there is a payment on it they need to check. She is asked to confirm her full name, post code and bank details. She isn't sure but she is reassured by the person on the phone that it is part of their security to check these details out. She says that maybe she should check her banking app but is told that it won't show up as she is calling from a different department in the bank and that she needs to verify her identity so she can stop

any more money leaving her bank account, saying that we "need to move fast". The woman provides the information needed to secure her account and the call ends with the bank saying they will issue her a new card number.

Later that day the woman logs into the banking app and finds £500 has been taken. When she calls the bank she is told that no-one from the bank has made contact with her and that would never ask for bank account details as security.







I met someone online last night, we chatted and shared memes and selfies and got on really well. It got a bit spicy. I said I needed to go soon and she asked me for a picture of myself naked. I wasn't really sure but she said she wanted it so she could think of me tonight. She sent me a picture of herself with no clothes on and said it was my turn. So I sent one. It went a bit quiet, I wasn't sure if she liked the picture, or me. I asked if she was still there and she replied with a screenshot of my contacts from my socials and said I had to send money tonight or she would send the picture to all of them. She said I needed to do it straight away or she would send the image.

# Targeted session: "Who has seen it?"

## Coping with an image being out there

### Session overview

This is an opportunity to talk about the young person's fears when an image of them has been shared and to help them with their thoughts and feelings around this.

### Information for practitioner



Only choose this session if the young person is willing and comfortable to explore this topic as it will be specific to their experience.



**You MUST reassure them that you have not seen any images and won't** – this session is about helping them address their fears and moving towards recovery.

This session refers to Report Remove tool developed by IWF (Internet Watch Foundation) and NSPCC. **Ensure you are aware of the tool and how it works.** Information can be found **Report Remove (iwf.org.uk)**

### Pre-session action

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

### Resources needed for this session

- Emotions wheel
- Feelings statements cards

## Session

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

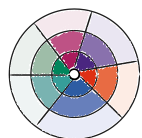
Inform the young person what we are going to do in this session, sharing the overview.

### Report Remove tool

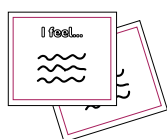
Explain to the young person that before you look at the activity in this session that you want to share information on Report Remove tool. You may want to check if they know what this is.



It would be beneficial to look at information on the tool together using the ChildLine link. The tool is a way in which the young person can take positive action to report and remove any sexual images or videos of themselves. They can access further information on the ChildLine website here: **Report Remove | Childline**



Emotions  
wheel



Feelings  
statements  
cards

### Activity

Using the emotions wheel from the *foundation session Managing and understanding emotions* ask the young person to pick some of the emotions that come up for them when thinking about the image being shared.

- **Using blank cards, encourage the young person to write feelings statements based on these emotions. For example, I feel scared that more people will see the image; I feel angry with [the person] for sharing it.**



Acknowledge and validate all the emotional responses to the situation – these emotions are entirely understandable.



Refer back to the session Managing and understanding emotions when we talked about these emotions in terms of their **feelings**, what happens in their **bodies** and what **behaviours** come from each emotion.

- **Taking each card from the above activity consider how each one might present in terms of their bodily sensations and behaviours. Add these to the cards.**
- **What might they need to help with each feeling?**



### Reflection



Acknowledge that we know it is distressing that anyone has an explicit image that should not have been shared, though it is worth remembering that although it feels like it is 'out there' and everyone has seen it, it likely hasn't been seen by as many people as we fear it may have.



Reassure the young person that they are not the image, that it does not define them.

Practitioner to consider one of the following stories to share with the young person.

- **Many years ago a young journalist was very excited to see his first byline in the local paper. He was so proud to have his name in print and felt like he had finally arrived. His life was going somewhere. Fame at last. The very next day was Friday, when the journalist and his family would order fish and chips from the local van. In those days, fish and chips was always wrapped in newspaper and our young journalist was horrified to see his own byline wrapping his dinner. It had taken just 24 hours for his glorious newfound fame to have become yesterday's news.**

OR

- **It is said that King Solomon once charged his wise men to invent for him a sentence, to be always on display, and which should be true and appropriate in all times and situations. They presented him the words: "And this, too, shall pass..."**



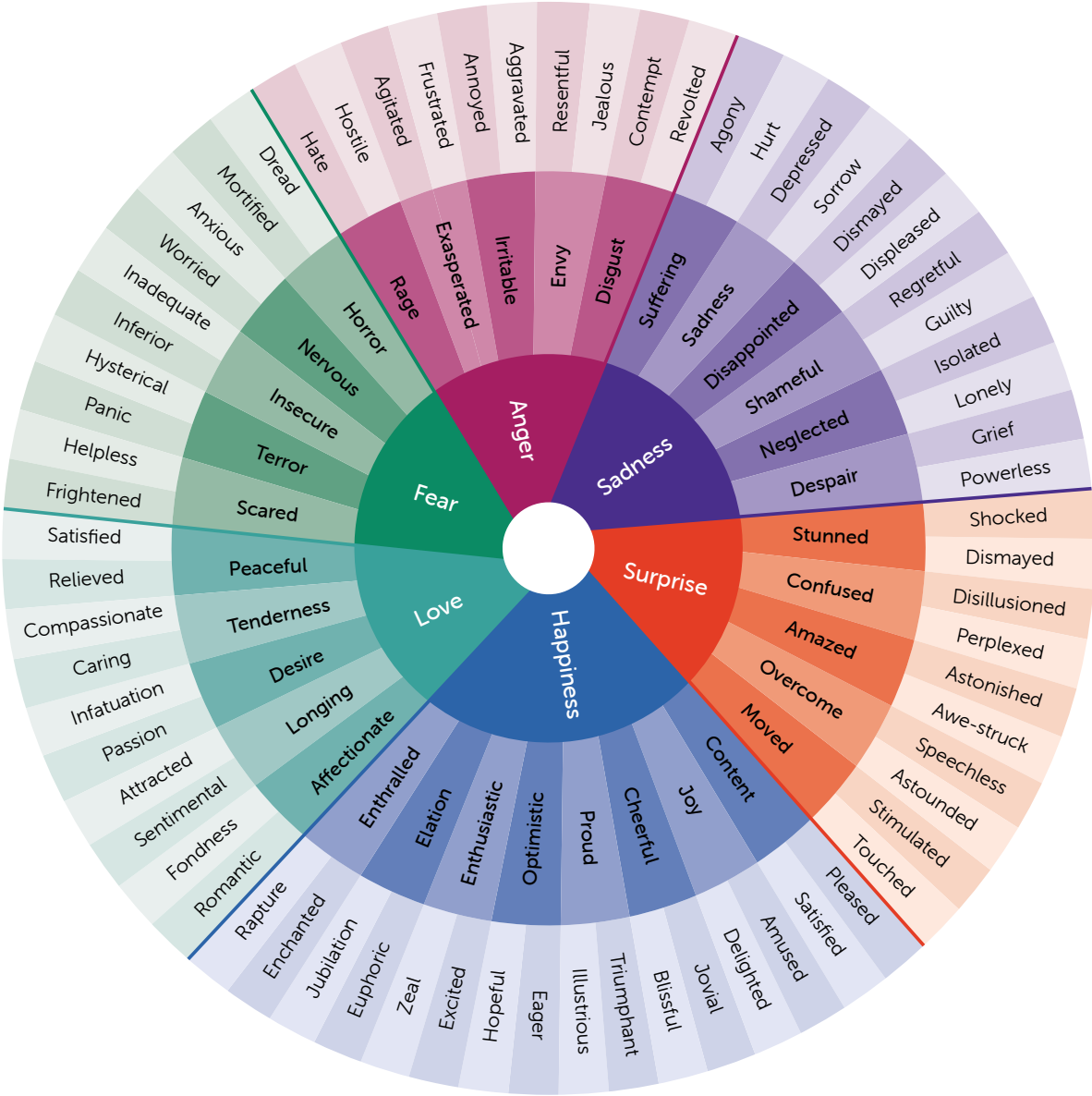
The second story brings with it a phrase that the young person may find helpful to remind themselves that it won't always be like this.



### Looking after yourself exercise to close

(Circles of control would be useful to revisit here or the hero's journey)

# Emotions & feeling wheel



I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...



These self-care strategies form a set of exercises or ideas that can be shared with young people to give them a range of tools, which will help them manage different difficult situations. The strategies can be revisited time and again, and with repetition will become even more effective.

At the end of each session a “looking after yourself” strategy will have been selected and will be worked through together. This will allow the young person to not only build up a range of tools to look after themselves but will give them the opportunity to ‘de-brief’ from each session, leaving with a positive strategy for self-care.

### Extended exhale breathing

**Explanation:** When we feel stressed or anxious our bodies respond to this with a range of physical changes. Most of these happen without us being able to control it, but one of the changes is to our breathing. When we are calm we breathe in a particular way and when we become anxious or stressed our breathing changes to become shallower, quicker and higher in the chest. We can hack this system by deliberately learning how to breathe in a calm way – this will then trigger the relaxation response and help our bodies – and our minds – feel calmer. When we are calmer we are much more able to respond to things in ways that are more useful.

**How to do it:** There are just two things to do to stimulate the relaxation response: Firstly, breathe from your belly – imagine there is a balloon in your tummy that you are inflating with every inbreath – this is easiest to practise lying on your back with one hand on your chest and the other on your tummy. Your tummy should move out with each inbreath, whereas your chest shouldn't move much.

Secondly, make the outbreath longer than the inbreath – you could count (7 in and 11 out – or 5-8 or a number that works for you), or have a phrase to say (a shorter one for the inbreath and a longer one for the outbreath, such as ‘I am calm’ (on the inbreath) and then ‘I am feeling very relaxed’ (on the outbreath)). You could also imagine yourself playing a recorder or singing, as that uses the same breathing action.

**When it's useful:** This can be useful when you start to feel anxious or if something happens that produces a strong emotional response. It's a skill, though, so it's easier to do if you practise it when you're already feeling calm. If you do this, you will have more control over your responses when you begin to feel anxious. You could try practising this kind of breathing for a couple of minutes once or twice a day – maybe as you are going to sleep or before you get out of bed in the morning. It's good to do when you know you have a difficult event coming up, for example before an exam or a difficult conversation.



## The 5-4-3-2-1 technique

**Explanation:** This is a grounding technique that comes from mindfulness and is useful because it is quick, easy and you can do it at almost any time or place to make an immediate difference. In fact, it takes less time to do than it takes to explain!

**How to do it:** First, notice five things you can see, then (and if you like you can shut your eyes, but you don't have to) notice four things you can feel – this can be things like your feet on the ground or your sleeve on your arm, or could also be internal things like feeling hungry. Now notice three things you can hear, then two things you can either smell or taste. Finally take one deep breath from your belly, with a longer outbreath, and then open your eyes (if they were closed). If you notice your thoughts drifting, don't worry, just gently bring them back to the exercise.

**When it's useful:** Any time you want to take a moment away and reset your emotions. Because you can do it anywhere, people won't even know that you're doing it. You can vary it with other techniques, such as noticing everything around you that's a particular colour or shape.





## Journalling

**Explanation:** By writing down our thoughts we get them out of our heads and often this means they stay out of our heads. It also helps us sort our thoughts out and even come up with solutions to problems. By putting our thoughts into words we start to make sense of them and we also notice how thoughts and feelings come and go.

**How to do it:** There are lots of different ways to try this beyond the stereotype of writing a daily diary entry. The purpose is to take some time to record your thoughts and feelings. You could have a lovely notebook, or you could type on your laptop, you could record voice messages. You could do it every day or just when you feel the need. The best thing to do is experiment and find what works the best for you.

**When it's useful:** This is something to do when you're on your own and wanting to make sense of how you feel. The more often you do it the easier it gets, and the more things seem to make sense.



## The AWARE technique

**Explanation:** The emotion of anxiety is there to protect us and to keep us safe, but it can get out of hand. Sometimes it stops us from doing the things that are good for us or that we want to do. Sometimes the anxiety voice is very loud and it often wants you to avoid doing the very thing that will make you feel better. This is particularly true when it triggers social anxiety. It feels as though doing what the voice is telling us, for example not going out, will quieten that voice, but in fact the opposite is true. The more the anxiety voice has its own way, the stronger it gets.

This technique allows you to challenge the anxiety voice making it less powerful.

**How to do it:** AWARE stands for five things to do when you notice the anxiety voice getting louder.

**A** **Accept** and acknowledge the feelings of anxiety. Recognise them. It's ok – there they are. They are not you. You can even name the anxiety voice if it's helpful. (Ideally, give it a silly name: "Oh that's just Mr Worryhead again.")

**W** **Watch**, wait and scale. What is it wanting you to do/not do? How loud is it on a scale of 0-10? – It doesn't matter what the number is but giving it a number means you can see it going up and down which reminds the brain that it is temporary and variable.

**A** **As you were:** act normally – keep doing whatever you were planning to do. Try not to let the anxiety voice have its way.

**R** **Repeat.** Back to the first A and acceptance, scale it again, keep resisting whatever the anxiety voice wants you to do/not do.

**E** **Expect** the best – this feeling will pass. It will be ok. You know the anxiety voice when it gets like this and it's usually lying. The world won't end and you'll feel better and calmer again soon – especially if you can manage to push back against the anxiety voice and what it wants you to do.

**When it's useful:** This is particularly useful for social anxiety or when anxiety makes us want to avoid things that we need to do or that are good for us – like meeting up with good friends, learning new skills, taking exercise or going to school or particular lessons, etc. If we can challenge the anxiety we definitely feel better and it's easier to do those things again next time.



## A positive spin

**Explanation:** Noticing the good things in life encourages the brain to notice more good things and helps us feel more positive. When bad things have happened it's really easy to only notice bad things and to feel like nothing good will ever happen again. This is your brain trying to protect you and keep you safe, but it's got caught in a loop and it needs you to restore the balance. It needs you to find the positive things again.

**How to do it:** There are lots of different ways to do this; you could try any the examples below. Set aside a few minutes every day to record one of the following:

- List up to three good things that happened today.
- List up to three hobbies and activities that bring me joy and why.
- Describe my favourite location in my house and why I like it.
- One thing I've learned this week that I'm thankful for.
- Who or what made me smile in the past 24 hours and why?
- Describe my favourite smell/sound/sensation/taste/sight – in as much detail as possible.
- Write about someone famous who has helped my life in some way.
- Name a great book I've recently read/tv show I've watched/song I've listened to and why?
- What is today's weather and one positive thing I can say about it?
- When was the last time I had a genuine belly laugh and why was it so funny?
- What's one lesson I can learn from rude people?
- What makes me happy when I'm feeling down.
- Look around the room and list all the items that I like.
- Write about a challenging person in my life for example, someone I frequently disagree with, and the qualities I like about this person.

**When it's useful:** If you have some time to yourself and you're feeling a bit down, or it feels like things are going wrong, this will help reset the brain to notice some of the positives in life as well. It's something you can do on your own, but you could also try doing it with a friend or trusted adult.



## Thoughts like buses

**Explanation:** We are not our thoughts. Just because you think something or something crosses your mind doesn't make it true. But often when we think negative and destructive thoughts they feel very real and we can get caught up in the same thoughts going round and round, causing more upset, misery and distress. But we have more control over our thoughts than you might think!

**How to do it:** Let's imagine that you are sitting on a lovely bench in your favourite place in nature. It also happens to be a bus stop. You can see the buses coming and going, and on the front of every bus is the destination – these are your thoughts. You don't have to get on every bus that comes by – you can choose. If you see a familiar bus arriving that you don't like, you don't have to get on – you already know where it goes and how it goes round and round. It's not taking you anywhere of value, so stay on your bench. Maybe choose another bus – a bus where you remember a really good holiday, or your favourite food, or one where you plan something nice to do. If you find yourself on the wrong bus, you can just ring the bell and get off and come back to that bench.

**When it's useful:** This can be done when you feel your thoughts running away with you on a negative spiral – perhaps a thought you've had many times before. Reminding ourselves that we don't have to just accept every thought as it appears helps reset the brain. It can take a bit of practice, but the more you reset yourself and come back to the bench, the more your brain gets the message that you don't have to have these unhelpful thoughts. Another way of looking at it is to think of your thoughts like clouds – you are the sky above. The clouds may cover the sky sometimes, and some stick around longer than others, but they are not you and they always pass in the end.



## Sleep hygiene

**Explanation:** It really is true that we feel better about things when we get enough sleep. This is because while we are asleep the body and mind are still busy with physical repair and emotional processing. Sleep helps us sort things out and resets both body and mind. We all need good sleep to help us manage the ups and downs of everyday life but sometimes our sleep can be interrupted. Stress and worry can affect our sleep, and young people are even more disadvantaged because their bodies want to sleep when society expects them to be awake and at school! There are lots of different things we can do to help promote good sleep – you don't have to do all of these, but if you are having trouble sleeping it's worth trying some of them and seeing what works for you.

### How to do it:

- Try to keep to a routine – keep your bedtimes and getting up times reasonably stable as this encourages the brain to be ready for both sleeping and waking up.
- A pre-bed routine also helps the brain to recognise that it's time for sleep. Things like –
  - Reading or music for around ten minutes before lights out.
  - A hot bath or shower.
  - A warm milky drink.
  - Turning off any screens at least an hour before lights out.
  - Audio books – so long as you can turn them off or set them only for a short time.
- Keep your bedroom temperature cool as the body needs to lower its core temperature to sleep.
- Avoid caffeine after 2pm – especially important if you feel anxious as caffeine mimics the anxiety response so can make you feel worse.
- Try to have a quick tidy in your bedroom before you prepare for sleep as this will help your brain put thoughts from the day aside.
- Keep a pad and pen by your bed to record worries so you can dismiss them until the next day.
- When you get up, open the curtains and get lots of light – morning light helps keep us awake when we need to be and regulates the sleep rhythms.
- White noise can help sleep, whether it's a fan or the sound of a rainforest.
- Exercise during the day will help make you physically tired and also burns cortisol (the stress hormone).
- Healthy eating and not eating anything very rich or sugary before bed can also make a difference.

**When it's useful:** If you are having trouble sleeping or feeling tired during the day then it can be helpful to look at your sleep routines. Often just small tweaks can make a really big difference.



## The Worryspace

**Explanation:** If you find that you are spending a lot of time worrying about what's happening or feeling very negative and anxious, it's not always easy to turn these thoughts off. Giving them space but also boundaries can help. By giving your brain a dedicated time when you are allowed to worry – the worryspace – it can often be easier to dismiss the worries the rest of the time, saving them up for the worryspace. In repeating this exercise time and again it may be that when we get to our worryspace we find some of those things aren't so very worrisome anymore.

**How to do it:** Allocate a time in your week – maybe about 20-minutes, but no longer than an hour – when you are allowed to worry. During this time, think about the things that are making you worry and feel anxious – you can write them down, you can cry about them, you can feel overwhelmed, you can tell someone else about them. But only for that allocated timeframe. If you start to have these thoughts at other times, tell your brain that you will think about them in the worryspace. Make a note if you need to and then turn your thoughts to something else. If your brain knows that you will give it time then it will be more able to turn away from the worry when you don't want it there.

**When it's useful:** Any time when sad or worrying thoughts are stopping you from being able to get on with the things you need or want to do. Giving yourself dedicated time and permission to worry makes it easier to turn our thoughts to more useful things the rest of the time.



### Move more

**Explanation:** Two important things happen when we move our bodies that can help us feel happier in our minds as well as healthier in our bodies. Firstly, the body releases endorphins – chemicals that literally lift our mood. Evidence shows that even in people who have a diagnosis of mild to moderate depression just 150 minutes of movement a week is as effective at lifting their mood as taking medication. The other thing movement does is to burn off the stress hormone cortisol. This is released when we feel stressed or anxious and it tends to hang around in the body. By moving our bodies we burn this off which lifts those feelings of stress.

**How to do it:** The most important thing is to find something that works for you – you don't have to go running or visit the gym (though you can if you like). Walking, stretching, dancing to music at home, jumping up and down, swimming, rollerblading, playing Twister, doing star jumps, there are so many things you could try! Whatever works for you! And just five minutes will make a difference.

**When it's useful:** Good as part of your daily routine, but particularly good if you have a wave of strong emotions, such as anger, anxiety, unhappiness, panic, frustration etc. When using it to calm really strong emotions try something more intense, like jumping up and down or running on the spot really hard for five minutes. Over time, the more we move the better we generally feel.



## Mindfulness

**Explanation:** Anxiety and stress tend to focus on the past or the future – what’s happened already or what we want or don’t want to happen. Mindfulness is about bringing our thoughts into the moment, the right now. By bringing our attention to our thoughts, feelings and observations about right now we can calm the inner voice and reset ourselves.

**How to do it:** There are lots of different things you can try for this. Being creative is often a really good way of being in the moment – whether that’s drawing, baking, colouring or crafting. The point is just to be in the moment, so you can do it with any activity. Bring your attention to every detail of what your body is experiencing. For example, when you clean your teeth notice every tooth and the feel of the brush on your gums, pay attention to the taste of the toothpaste and imagine the shape of your mouth and the toothbrush. You can even eat a snack mindfully. Look at the snack first and smell it, observe the texture and colour. Then take a tiny bite and notice how it feels on your tongue and how it changes as you chew and prepare to swallow. Then try with a larger mouthful. Really take your time.

With any of these activities it’s really important that you don’t judge – it’s not about doing anything ‘right’ – it’s just about noticing what you are doing right now, being curious and interested and letting the past and the future just drift away for the moment.

**When it’s useful:** Mindfulness helps us step away from stress and anxiety. The more we practice, the easier it gets, and it can be a really calm place to be. It’s great to do at the end of the day as part of a wind-down; or as you get up to prepare yourself for the day ahead.

It’s also really useful if you just need a bit of time out during the day and it helps you focus your mind on something else.





## A hero's journey

**Explanation:** By framing our experiences as a story in which we are the hero is a powerful way to help us move through difficult experiences. In any good story there are chapters where our hero faces really difficult challenges and manages to overcome them. By looking at our own experiences in this way we can take control of where we want the story to go next.

**How to do it:** Ask the young person to think about what has happened as though it were a chapter in a story. It's important to remember that the central character (the young person) is the hero – we like them; we are on their side; we have faith in them. Remind them that they are still near the beginning of the book – there are lots of chapters still to come. Explore the different ways in which the next chapter may be written, finding as many ways as you can that lead to a positive outcome. Encourage reflection on all the different resources and strengths that our hero has – what can they do to overcome their challenges? What different ways will they find to recover from their experiences? Peek ahead to ten chapters, or twenty chapters further down the book – what is happening now? What skills and qualities does our hero have? How are they using these skills to create a life that works for them?

**When it's useful:** This is an effective way to put distance between a traumatic event and the person who has experienced it. When we feel stuck or defined by a situation it can be useful to see it as simply a chapter in a much longer narrative. It shapes the story but only as much as the author wants it to. This is about empowering people to move forward into recovery.



## Three chairs of perspective

**Explanation:** This is an exercise that manifests a compassionate voice that we can use to calm our inner critic. By imagining how we would support a friend in a similar situation we can encourage our own self-compassion.

**How to do it:** Arrange three empty chairs in your room. Ask the young person to think of something where they have blamed themselves – this may be to do with something that has happened to them but does not have to be. Each chair represents a different way of thinking about what has happened.

The first chair represents the young person's self-blame and the thoughts and emotions that go with that. The second chair represents the feelings that other people are judging you. The last chair takes the perspective of a supportive friend or wise counsellor.

Ask the young person to physically sit in each chair and express out loud what that perspective feels like. In each chair, the young person can use words or just noises to represent that perspective, but ask them to notice the tone of voice, the emotions that accompany the words and even the posture adopted in each chair. Try to understand how each perspective feels. When the young person is in chair 3 encourage them to talk directly to the emotions and thoughts expressed in chairs one and two. What do you say? What advice do you give? How do you relate to each perspective from a more detached point of view?

Don't spend too long in chairs one and two and always finish in chair three. Reflect to the young person that they already have the ability to use a more supportive voice to themselves. It can be helpful to give this voice, or aspect of themselves a name (a superhero name can be good, like 'Captain Calm' or 'Mrs Kindness') so that when they are feeling down on themselves they can step outside and ask, "What would Captain Calm say about this?"

**When it's useful:** This is great for young people who enjoy role playing or who struggle to understand others' points of view. It engages the observing self so that we can take a step back and be more compassionate to ourselves.



### Relaxing your body - Progressive Muscle Relaxation (PMR)

**Explanation:** When the body is tense, the mind is too, and where the body goes, often the mind follows. Therefore, if we are feeling stressed and anxious, one solution is to work on relaxing our bodies and notice that the mind also calms down as a result. One way of doing this is a progressive muscle relaxation exercise.

**How to do it:** Essentially, you bring your attention to the muscles in your body – starting either with the top of your head or with your feet – and then move through the body, consciously relaxing each muscle and muscle group as you go. It's a calming process that engages mindfulness and allows you to be more in tune with your body. If you are struggling to know how to relax, tense the muscles first and then relax them, so you can feel the difference. You can just do this in your own way or use the script if you want some direction. The practitioner or a parent/carer could read the script to help you relax or you could record it and play it to yourself when lying in bed getting ready for sleep. Don't rush through the script, take your time and pause as you allow different parts of your body to relax.

**When it's useful:** This is a great thing to do before going to sleep as it really relaxes both body and mind. If you want to do something similar during the day you can focus on one bit of your body – such as your hands – and just clench and relax your fists a few times.



### Script for a PMR (feel free to adapt and make your own):

I am going to direct your attention to your body and the different muscles in your body, starting with the top of your head. Focus your attention on the very top of your head. Be aware of how it feels and how your scalp feels across the top of your head and all around your hairline. Start to feel the muscles across your scalp relax and loosen. You can feel any tension melting away as your scalp loosens and relaxes. Move your attention to your forehead and let that relaxation wash down from your scalp and into your forehead and face. Across your forehead and your temples you can feel the muscles relaxing... relaxing and smoothing out... good. Your forehead feels smooth and comfortable and the whole of the top of your head is relaxed.

Now move your attention to your face. Feel the muscles round your eyes start to relax. All the small muscles around your eyes and your eyebrows are softening and relaxing. They are loosening and smoothing out. Your eyelids feel comfortable and at ease and the muscles around your eyes feel so comfortable. Now the muscles across your face and in your cheeks also start to relax. Your cheeks loosen and you can feel your jaw loosening and any tension in your jaw melting away... The muscles around and beneath your ears are softening as your jaw relaxes. Perhaps your mouth will open slightly as the muscles in your chin relax, and that's fine. Your tongue rests comfortably in your mouth and your face is relaxed.

Bring your attention to your neck now and the back of your neck. From your hairline at the back and down your neck, feel the muscles loosening and elongating. As the muscles soften, your neck feels comfortable and relaxed and your head feels light and easy just resting on your neck. If you want to move your head to the side or if your chin wants drop slightly that's fine... move if necessary so that your head and neck can enjoy feeling very relaxed. You feel very comfortable and your neck is relaxed and at ease.

As the muscles in your neck continue to relax you can feel this relaxation moving now into your shoulders as your attention moves down into your shoulders. Across your shoulders the muscles relax and your shoulders feel loose and comfortable. They feel relaxed and comfortable. If you want to just roll them gently as they relax that's fine.

Now feel the muscles in the tops of your arms relaxing, down to your elbows, and your arms are feeling heavy and comfortable as they relax and any tension drops away. Feel this warm comfortable sensation move down, through your elbows and down your lower arms... and into your hands. Your hands are relaxing, your palms feel soft and your fingers relax. All the muscles in your arms are now relaxed, all the way down to your fingertips, and you feel warm and comfortable....

Bring your attention now to your chest and to your breathing. Your breathing is even and relaxed. It is unforced and easy, and you can feel your breath moving in and out... in and out. Feel your chest area relax as you breathe in and out... in and out.... Good.

All the muscles between your ribs are relaxed and comfortable and just gently supporting your breathing as the breath moves in... and out... Your breath is moving easily and the muscles in your upper back and chest area are softening and relaxing... relaxing. Focus for a moment more on your breath; with every in-breath imagine the breath moving through your whole body, washing your whole body with a feeling of calm and peace... The breath moves easily and brings that relaxation through your entire body. With every out-breath, feel any tension melting away, leaving your body

more and more calm, more and more relaxed... so comfortable and so peaceful. In... and out.... In... and out... that's right. Your breath is calm and easy, you are peaceful and relaxed.

Breathe deeply now down into your stomach and feel your diaphragm and stomach relaxing too. Bring your attention fully to your stomach and feel your abdomen loosen and relax. Your stomach supports your breathing and each breath relaxes your stomach more.

As the abdomen relaxes with every breath you can feel your lower belly, your hips and the muscles in your lower back begin to soften... with every out-breath, your lower back is relaxing and feeling loose and easy. The muscles feel long, soft and comfortable and you feel so relaxed.

As these large muscles in your lower back soften and relax you can feel your hips and pelvic area relaxing more and more and down to the tops of your legs. Feel the long muscles of your thighs loosening and relaxing, your hamstrings relaxing and down into your knees. Your knees feel soft and comfortable and that feeling of relaxation moves down through your knees and into your calves and shins. Your legs feel warm, heavy and comfortable.

Your whole body feels relaxed and comfortable. Good. Feel your ankles relax and soften and feel this easing of tension move finally into your feet. Let your feet relax. Feel your instep smoothing and the arch of your feet softening. The muscles feel comfortable and soft all the way down to your toes as finally your whole body is so relaxed, so comfortable. Just enjoy that feeling of being totally relaxed. Relaxed and comfortable and totally at ease.

Now your whole body is relaxed, all your muscles are soft and comfortable, and you are feeling so peaceful... as relaxed as you can be and so comfortable, so calm.

**Optional:** Now begin to imagine you are in a place... somewhere that you really like. A relaxing place in nature, maybe. It can be a real place that you have been to... or it might be somewhere imaginary, or even fantastical. Wherever it is, this is a place where you feel relaxed and secure and a place that is your place and you have complete control of how it looks and how it behaves - it is a safe and comfortable place that you can bring this place to life in your mind's eye. Look around you and think about what you can see. What is the space like? What is the light like? Look at the colours around you and see and feel the textures. Think about how the place feels and how it feels for you to be there. Are you standing or sitting, or even floating in this place? Engage all your senses ... perhaps you can hear things – or perhaps you can even smell or taste something in this place Spend a moment just being here and enjoying that feeling of comfort and complete relaxation... notice how calm you feel and how relaxed your body now is.

**Use if you are doing this during the day rather than as an aid to sleep:** Now it's time to bring your awareness back to this room, feeling wonderfully calm and relaxed. I'll just count to five to give you time to reorient yourself and bring your attention back to the here and now. One... noticing again the room around you... Two... maybe you can hear the everyday noises around you again ... Three... noticing the space around you, the sense of your arms and legs... Four... feeling alert and present in the room and ready to open your eyes... Five. Open your eyes.

Feel free to stretch and take a minute to readjust.



### Session overview

These sessions have been designed to support recovery, teach skills and open up discussion. This ending session is about bringing it all together and reassuring the young person that they are able to move forwards.

### Information for practitioner

Hopefully you have built a good rapport with the young person and they are feeling more equipped to build a life that works for them. They may have some concerns over the ending of the programme and this session is designed to review how far they have come, remind them of the strategies they now have in their toolkit and identify any ongoing or future support that may be available. It is important to leave the young person feeling empowered, equipped and optimistic.


### Resources needed

- Big paper and pens

Check in with the young person as to how they are feeling about this being the last session together. Do they have any questions about moving forwards?

Review the initial session where they shared their hopes and fears and see what has changed.

Open this up to a review of all the different sessions you have done together. Check how they feel about what you have covered and whether they have any questions.

-  Remind them of all the different self-care strategies they now have in their toolbox and discuss the ones they found particularly useful or are still using.




Using the  
big paper  
and pens

### Activity


To think about the future it's really useful to remember what makes us us – who we want to be; what's important to us; how we enjoy our lives and what we want to do with our time and energy.

Draw and/or write down the things that are important to the young person on a big piece of paper.

-  Be as creative as possible; this piece of work can be a touchstone for them to take away and keep, to refer back to, to remind them of who they are and who they want to be. Within this, it might be useful to be specific about what they can do and who they can turn to if they have any concerns or difficulties.

### This could include but is not limited to:

- Hobbies
- Values
- Characteristics, skills and qualities they value in themselves
- Characteristics, skills and qualities they value in others
- Future dreams and aspirations
- The support they have around them
- Healthy relationships
- Physical things they like to have around them (music, books, something tactile, photos, pictures, mementos, etc)
- Mantras – positive statements about what's important to them, what they want to remember, how they want to make decisions etc
- Aspects around their own safety
- Hopes and ambitions at school
- Drawings and doodles
- Anything else that feels important

-  Remind them of the letter from someone with lived experience that was in their pack right at the beginning of this process – if they were to write a similar letter, what would they want other people to know?

Alternatively, they could write a letter to their future selves – think five years' time – and anything they especially want to remember and take forward.



### **Looking after yourself exercise to close**



## Copyright notice

2024 Marie Collins Foundation. All rights reserved.

Subject to the provisions of this notice, this TACSA pilot resource, all its contents, information or material is the copyright of the Marie Collins Foundation exclusively.

You may share and make adaptations to the work, including but not limited to: by copy, distribution and transmit the work, only when the conditions have been met.

By attribution - You must attribute the work in the manner specified by the Foundation or licensor, (but not in any way that suggests that they endorse you or your use of the work without the expressed written consent of the Foundation).

This work is not intended for commercial purposes.



Marie Collins  
Foundation

[info@mariecollinsfoundation.org.uk](mailto:info@mariecollinsfoundation.org.uk)

[mariecollinsfoundation.org.uk](https://mariecollinsfoundation.org.uk)

Charity Nos: 1144355 / SC048777 Company No: 7657115

 [MarieCollinsFoundation](https://www.facebook.com/MarieCollinsFoundation)  [@MCFcharityUK](https://twitter.com/MCFcharityUK)  [mariecollinsfoundation](https://www.instagram.com/mariecollinsfoundation)

Date of publication July 2024

Designed by Creative Makeover