



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.

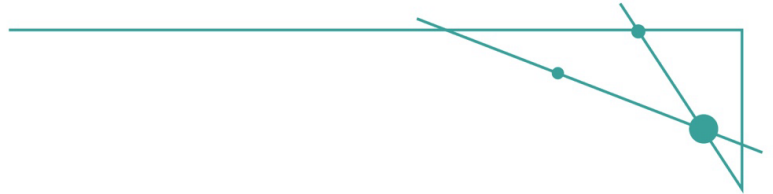
- **Can you share with me 2 or 3 worries or fears you may have about what we are going to do together.**
- **Can you share with me 2 or 3 hopes you might have about our time together.**

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

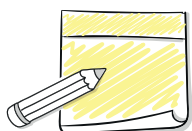
Select a “Looking after yourself” exercise in advance for the close of the session.

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.

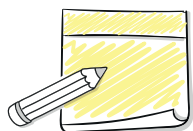
Resources needed for this session

- 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"**.

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

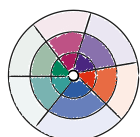
Check in with the young person as to how they are since your last session. Any thoughts or feelings that you may need to reflect on and address before you begin this session.

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

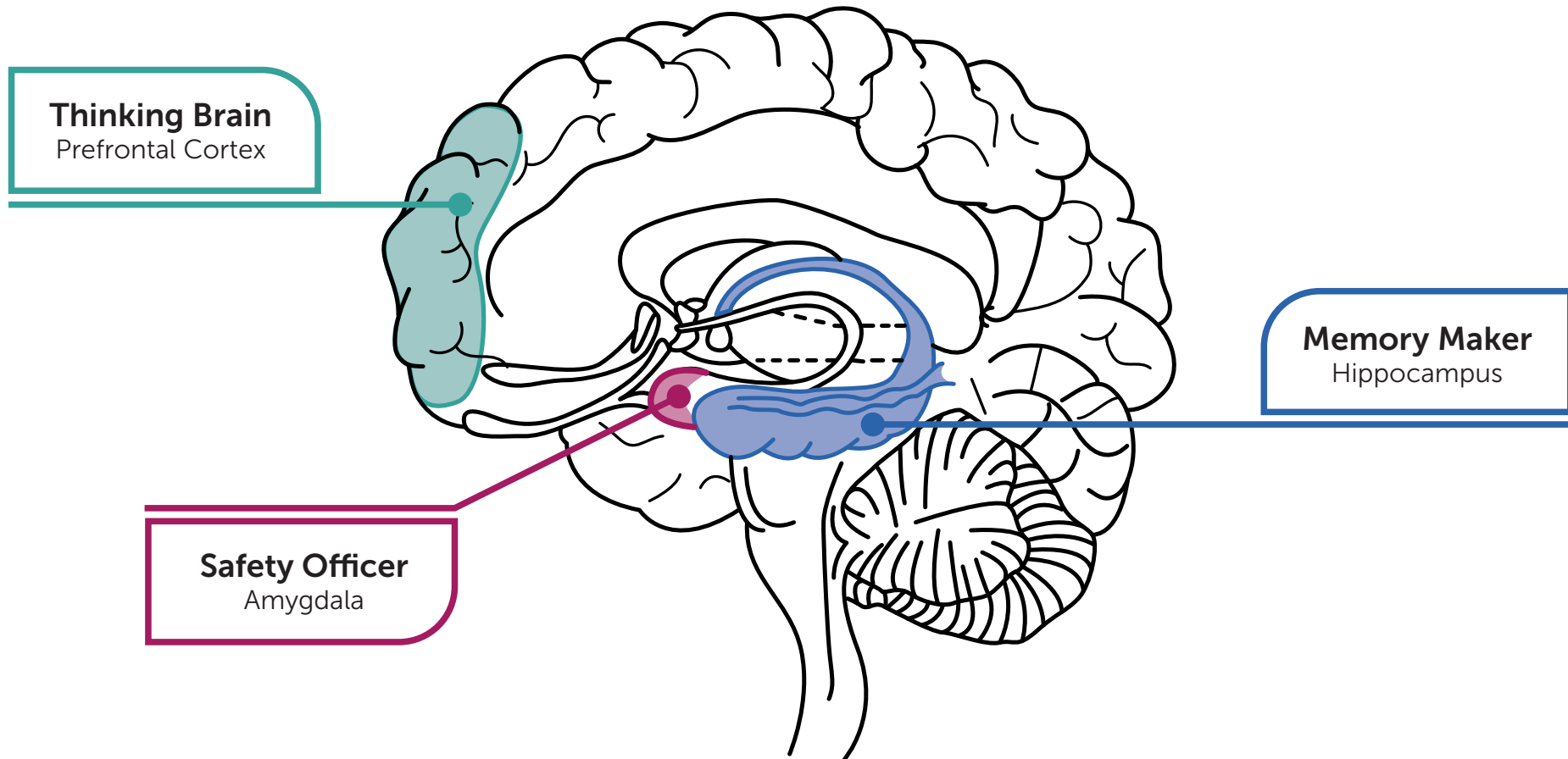
Our emotions are a very useful resource that help us stay safe. When we've had an intense experience, the brain learns how to cope from what it did last time. For example: if storming off kept us safe in the moment, we may default to this behaviour next time we feel a strong emotion even if this is not 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

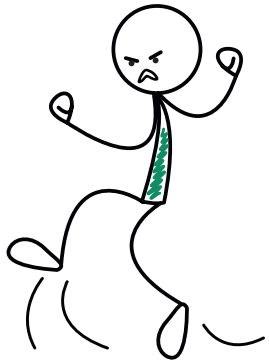
Pick one of the techniques that can help calm strong emotions, for example: "54321" or "extended exhale breathing".

The brain



Emotions & feeling wheel





Jumping up and down



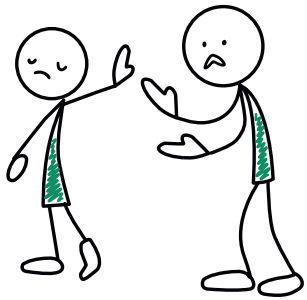
Storming off



Shouting



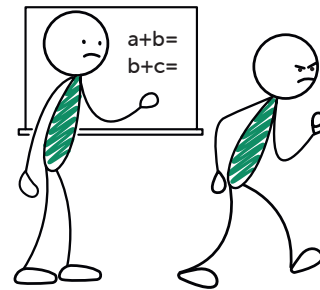
Crying



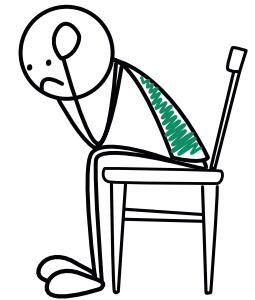
Ignoring someone



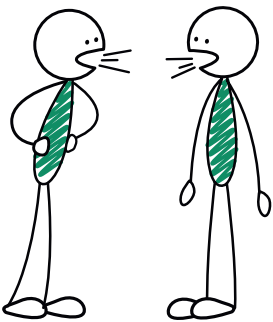
Avoiding a situation



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