

BOYS 2

Supporting Boys and Young Men to
Develop Healthy Sexual Relationships



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Acknowledgements

Barnardo's and Home Office BOYS 2 Research Project

The Boys 2 Research Project was a one year project funded by the Home Office. The purpose of the project was to work alongside Boys and Young Men impacted by Child Sexual Exploitation (CSE) to improve identification, assessment and intervention of this largely hidden group.

Alongside Boys and Young Men we developed standardised assessment tools and intervention resources for front line professionals to support Boys and Young Men to cope and recover from CSE.

Our warmest thanks go to the Home Office in enabling us to undertake this research project.

This resource could not have been developed without the energy and enthusiasm of all those involved. In particular, we would like to thank all the boys and young men that participated in the research, and the schools and front line professionals that supported us in working with them to make this resource possible.

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**Sarah Crawley, Director,
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Part 1:

Boys and Young Men at Risk of Child Sexual Exploitation (CSE)



Introduction

This resource workbook has been developed as part of the Barnardo's BOYS 2 Research Project, a one year research project funded by the Home Office. It is designed to be used by professionals supporting boys and young men at risk of CSE in order to reduce risk and allow them to move toward healthy adult relationships.

BOYS 2 research project shows that there are key areas for intervention when working with Boys and Young Men at risk of CSE, these include:

- **Impact of own previous and ongoing trauma experiences and victimisation**
- **Self-compassion – in particular addressing negative self-perception.**
- **Self-concept – developing positive self-esteem, self-image, and identity**
- **Family dynamics and positive adult modelling**
- **Emotional loneliness - access to supportive adults and peers**
- **Healthy relationship skills – including sexual attitudes and**

sexual identity

- **Sex education**
- **Risk of criminal exploitation**
- **Self-destructive behaviour e.g. self-harm, substance misuse**
- **Emotional literacy and self-regulation**
- **Effective communication skills**
- **Problem solving skills**
- **Positive outlook for future – positive goal setting**

BOYS 2 research highlighted 4 key themes and additional sub themes to be considered when working with boys and young men who may be at risk of CSE.

There are eight themes within the workbook that focus on the themes and sub themes:

- **Getting to know me**
- **Seeing the whole picture**
- **Troubled not trouble**
- **My identity**
- **Healthy relationships**
- **Relationship repair**
- **Problem solving skills**
- **Moving forward**

Using This Resource

An overarching theme from this research is that relationships matter when engaging with boys and young men at risk of CSE. The research highlights that many of the boys and young men have experienced childhood trauma and abuse which has left many fearful of relationships and compounds their vulnerability to CSE and other forms of exploitation.

The boys were clear that while they would engage in support to reduce risk and build resilience they would only progress to engaging in direct intervention if a secure and trusted relationship had been formed to allow them to feel safe enough to do so. It was important that they felt accepted by those offering support, that there was an investment in getting to know them without focus on the concerns present. The boys and young men were clear that they need to feel a sense of control in any work they engage in and that the pace of any intervention is equally set with them.

This resource is not designed to be prescriptive, it remains important that any intervention with boys and young men is individualised to their needs.

It does however include areas that were highlighted in the research as key areas of targeted intervention and support to help reduce risk of CSE and other forms of exploitation.

What is important is that any person using the resources included understands the message from the boys and young men that time must be invested in building a trusted, safe relationship before moving on to other sections of this resource.

This workbook draws on a wide range of theoretical perspectives in order to provide a comprehensive approach to the complex issues experienced by boys and young men at risk of CSE. The key theories drawn on through this integrative approach include compassion focused therapy, mindfulness, cognitive behavioural therapy, and person-centred approaches.

Some of the boys and young men you work with may have additional learning needs.

Sometimes these needs will be obvious. Sometimes they will be hidden. You may need to adapt some of the materials and approaches you use. There is no one size fits all. Every young person will have their own personal strengths and needs. Some useful questions to ask yourself before you start work could be:

-
- **Is there anything recorded about this young person's needs that I should consider? Do they have**

any diagnoses or label used to describe them? Have they had any special educational support such as Education Health Care Plan or specialist worker?

-
- **Is there anything relevant recorded about their health? What about their vision or hearing? Do they receive any specialist health care from a professional such as a doctor, therapist or CAMHS? Are they on any medication or health treatment plan?**
 - **Can you see or hear that they have difficulties in expressing themselves clearly? Is their speech difficult to understand, their use of words unusual, or is having a conversation difficult?**
 - **Is there any evidence that they don't understand things as quickly or reliably as their peers? Do they often get into trouble because they are thought to be disrespectful? Are they the last to 'get the joke'?**
 - **Do they have difficulty with literacy including trying to avoid reading or writing? Do they struggle to get to appointments on time or struggle with managing their money?**
 - **Do they have difficulty with making or maintaining friendships? Do they often end up in fights or misinterpret the intentions of others?**
-

There are lots of different things you can do to offer extra help to the young people with whom you work.

Try things out and see what works best. Try to move away from purely verbal and written approaches. Often boys and young

men with additional learning needs will have speech, language and communication needs which often go unrecognised.

If you feel you would benefit from understanding more about how Speech, Language and Communication Needs (SLCN) may impact on the young people with whom you are working, have a look at the free on-line training resource called The Box which can be found on the Royal College of Speech and Language Therapists website at www.resltpd.org.uk

A good starting point if you feel the young person would need some extra help is to ask them! Many will be very self-conscious about their differences so doing this sensitivity and confidentiality is important.

You can also ask people who know them well for tips on approaches that work best. Ask for help from an appropriate professional such as a speech and language therapist or other specialist if you feel you need more guidance.

You should think about whether the words and sentences you are using make sense to the young person. Take a look at module 6 of The Box for some general guidance.

Some young people use means of communication other than words. This could include drawing, pictures, gestures, signing or communication aids. If you think the young person you are working with needs such inclusive communication, get advice from a speech and language therapist.

You should make written materials as easy as possible to follow. There is a lot of guidance out there. For example, look at module 8 of The Box. There are useful guidance sheets written by the Plain English Campaign www.plainenglish.co.uk.

Part 2:

Workbook Exercises



The workbook is not designed to be prescriptive, it is important that you have invested time in building a trusting relationship using problem free discussions to allow the child to assess us and our worth to support them before moving to other areas of the workbook. Exercises in this workbook should be adapted to meet the needs of the individual you are working with and their learning style.

Theme 1

Getting to Know Me





Be aware that this phase may take longer for young people who have additional communication and learning needs. Repetition of favourite activities may be needed to help the young people feel secure enough to develop relationships (something that is harder when you have difficulty with communication.)

Exercise 1.1

Problem-free Discussions

Intervention Area: Relationship Building

SUMMARY

It is important to acknowledge areas of concern held with the child to support an open and transparent relationship. It is also important that they receive the message that they are more than their behaviour or the concerns. Engaging with them about aspects of their lives not immediately connected with the presenting issues can be an effective way to build a relationship and allow the child to assess our ability to help them. First impressions definitely count with children and investing now will make it easier for the child to decide if we are worth trusting enough to allow us to work with them. Activities that allow the child to feel physically and emotionally safe in the relationship are likely to enhance the relationship building stage. The activities should demonstrate to the child that the practitioner wishes to know the whole person and enables the practitioner and child to begin building a shame-free relationship.

The exercises also support the young person to identify their strengths, abilities and resources. Problem-free discussion also allows you to explore previous times when things have gone well, or been better,

in order to identify existing strengths and skills that can be drawn upon.

ACTIVITIES:

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

Name Anagram - ask the young person to identify positive traits or things they like using letters of their name. For example:

J

joker

O

outgoing

H

honest

N

nice

D

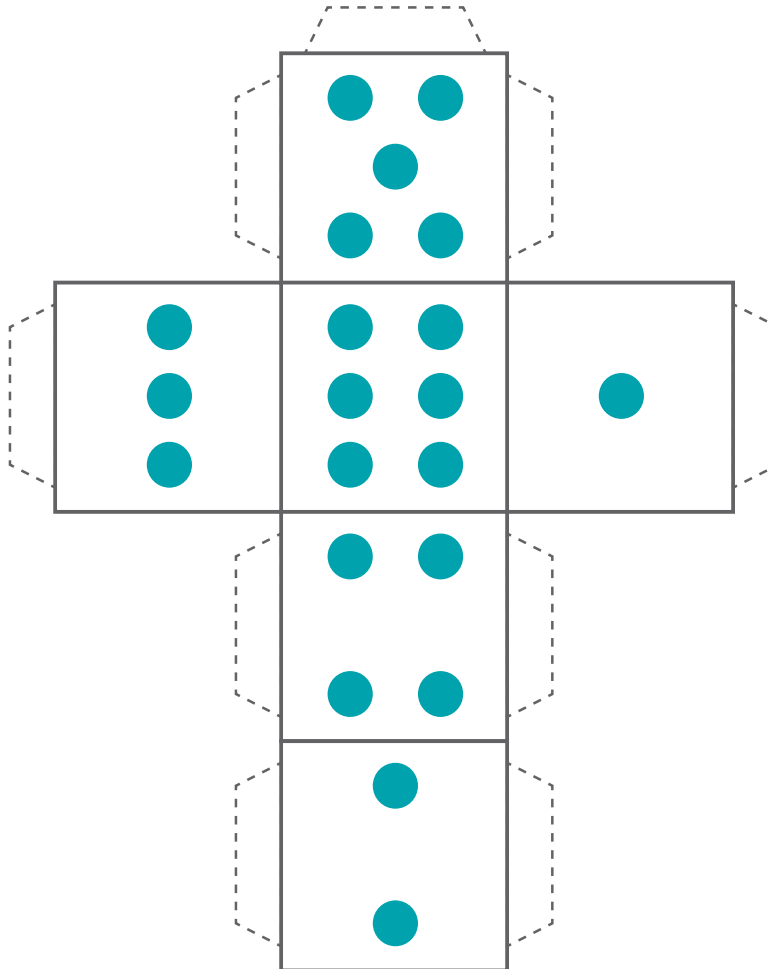
determined

O

open

E

encouraging



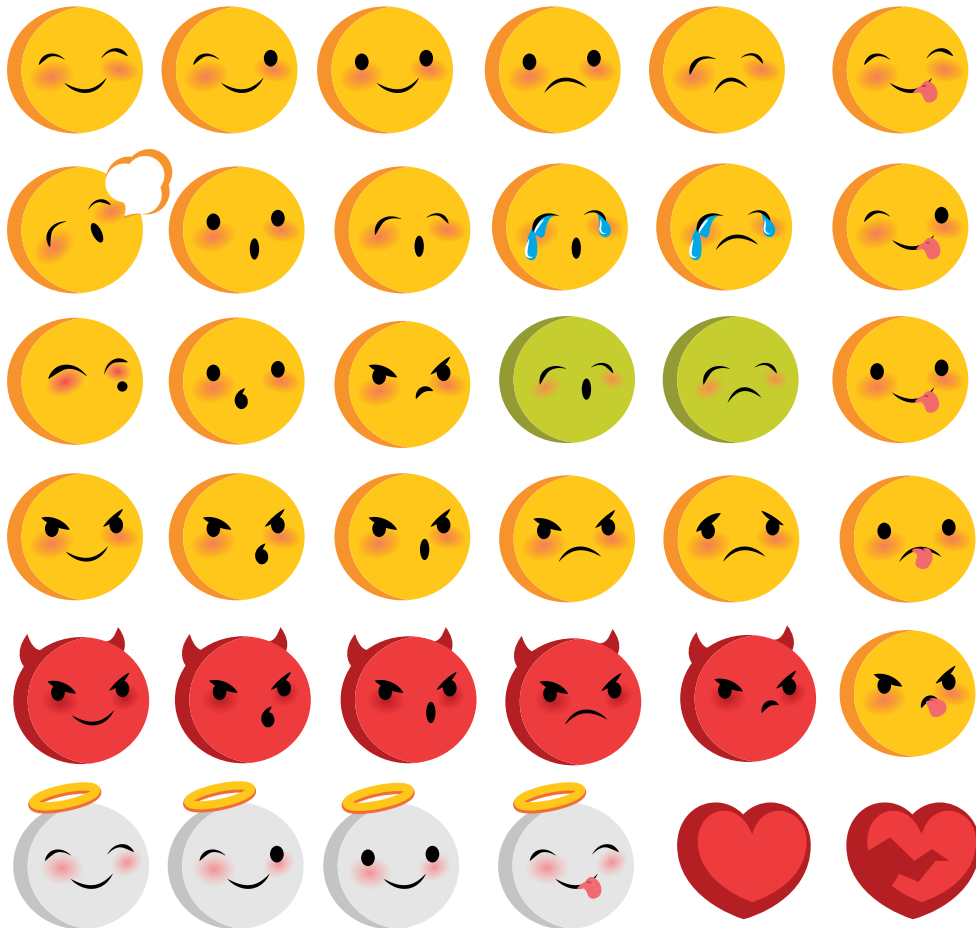
Activities that encourage moving around, playfulness and acceptance are likely to support the building of a trusted relationship.

You could also play this game using a ball, instead of rolling the dice you could roll or throw the ball to each other and take turns to ask questions. Activities that encourage moving around, playfulness and acceptance are likely to support the building of a trusted relationship.

Roll and relate - Using a dice agree safe topics for each number. Then each take a turn to roll the dice asking and answering each other's questions. Safe topics could include:

- What foods do you like?
- The pet I would most like to have is...
- My favourite music is
- Something I am proud of...
- The superpower I would most like to have is...
- One thing I am good at is...

Exercise 1.1



Emoji Lingo - Children often use imagery to talk to each other rather than words. In this exercise ask the child to use an emoji chart to tell you something they like about themselves using emojis. The practitioner should also try telling the child something they like or feel they are good at using only emojis. This is a good way to begin using emotions and feelings words with children who may not have developed a full range of emotional vocabulary. The child may also enjoy inventing emoji messages or using them to create short stories. You could also play emoji catchphrase using the emoji chart. The child may also like to create themselves using emojis. There are hundreds of free Emoji charts that include people, places, food, animals, sports etc. freely available on line to add to the collection.

...ask the child to use an emoji chart to tell you something they like about themselves using emojis.

Exercise 1.2

Attunement Activities

Intervention Area: Building a Trusting Relationship

SUMMARY

Attunement is the awareness of the needs and emotions of others as well as an understanding of how to react to them appropriately. During early childhood care givers may engage children in activities such as, 'Pat a Cake', 'Simon Says', the 'Shopping List Game' for example. Each of these games are fun and enhance attunement and attachment between the child and caregiver. Where children have missed out on attunement activities or experiences in early life they can still develop their attunement skills and ability but may not want to play 'Pat a cake' or 'Simon Says'. Children with a high level of attunement in their relationships are reported to have greater self-awareness, be more confident in themselves, and are able to adapt and respond to changes more effectively. A child's ability to 'tune in' to their own and the needs of others is important because it impacts on their ability to have healthy attachments, as well as build and maintain relationships.

Here are some effective activities to strengthen Attunement:

ACTIVITIES:

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

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

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

Follow My Lead - For this you can use just your hands, or if you prefer an instrument such as drums, keyboards, rain sticks etc. The exercise consists of tapping a rhythm that the other person has to follow.

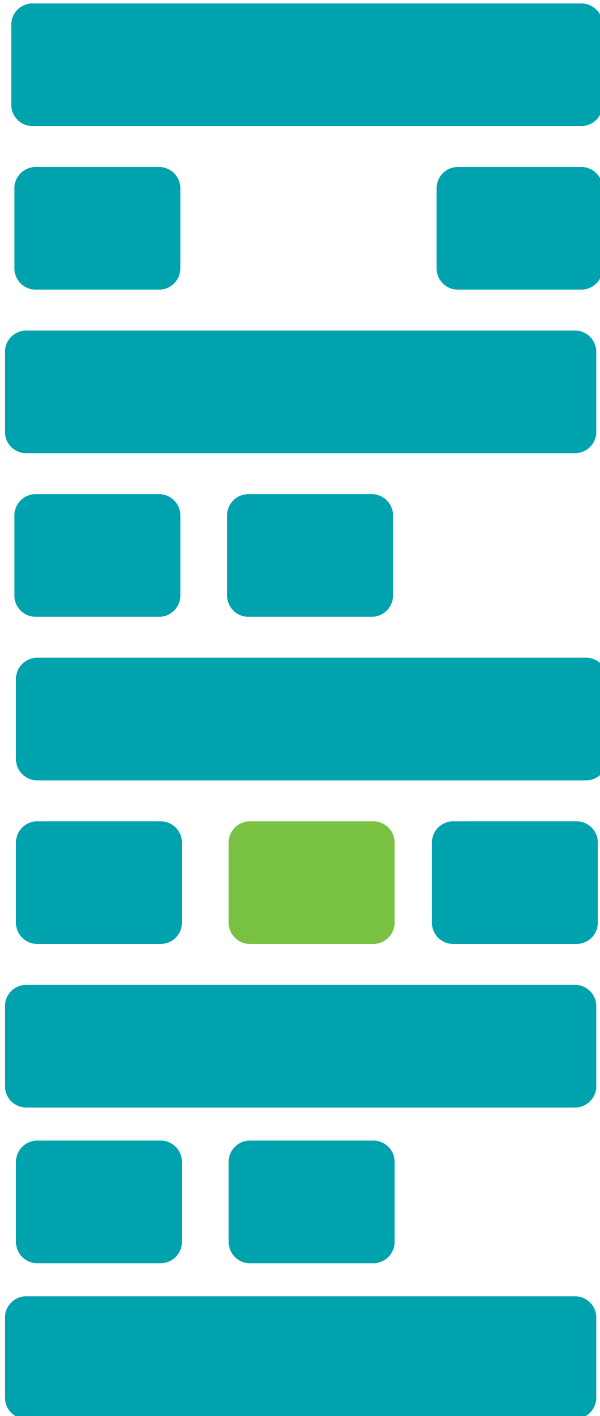
Feelings Charades - Take it in turns to act out and guess a feeling.



One! Two! Three!
Four! we declare a
thumb war

Thumb war - The practitioner and child clasp hands and count to 4, saying one, two, three four we declare thumb war. The child and practitioner then move their thumbs trying to pin each other's thumb down. The first one to pin the other's thumb down scores a point. You can make the battle as long or as short as you both want to. This provides opportunity to be playful, enjoy humour together as well as creating opportunity to regulate emotions such as excitement, frustration, and anticipation.

Exercise 1.2



Turn taking - Playing a board game can be a great way to share emotions, build feelings of trust, connect with the child as well as teach the child rules around turn taking. 'Jenga' or 'tumble tower' games are a good way to engage adolescents in play. You may also find writing questions, tasks or positive statements on the blocks enhances the relationship building. It is a good idea to keep these safe questions and tasks as the child will need to feel both physically and emotionally safe in the relationship building phase.

'Jenga' or 'tumble tower' games are a good way to engage adolescents in play.



Theme 2

Seeing the Whole Picture





Some of these activities are quite abstract and involve imagination and thinking creatively. Not all young people with additional needs will be able to apply these abstract ideas to themselves. Look out for any who are misunderstanding the purpose of these activities and may need activities simplifying into something like a mind-map or Talking Mat perhaps.

Exercise 2.1

My Journey

Intervention Area: Understanding How Past Experiences Impact Me Today

SUMMARY

Acknowledging past adversity without expectation that the child will tell you about these experiences is key to building trust in the relationship. Conveying that the child is able to stay in control of how much or little they tell you as well as how they choose to tell you creates a sense of emotional safety that is likely to support openness. There are a number of ways that children can be supported to reflect on their life or their journey so far safely.

My journey worksheet can be used in a number of ways. Its purpose is to support developing a positive relationship with the child. The journey analogy depicts a journey you are travelling together, and as their practitioner you will be a positive, supportive and consistent role model. Some children will feel able to put both negative and positive life events on their journey while others may wish to use symbols such as clouds, sunshine or rain to represent positive, negative or neutral life events. It is important for the practitioner to be attuned to the child throughout this exercise as they may need you to co regulate difficult memories that

are triggered for them. As you support the child to recall positive and or negative life events and help to regulate their emotional response to these you will be deepening the trust between you and the child. The child may learn that you can be trusted to help manage difficult feelings. As you progress on the child's journey your role will change to helping them to self-regulate painful or difficult emotions and feelings. It is important to be led by the child as to how much they feel able to process in this exercise. It is important that the child is supported to safely make connections to life events, their current perception of them and the messages they may have left the child with, both about themselves and others. Things that help this exercise are, compassion, empathy, time, biscuits and tea/hot chocolate or the child's favourite drink/snack.

My journey can be an opportunity to explore the impact of life events, and can address such areas as separation, loss, rejection, trauma or bereavement. It can also support children to sequence life events and make sense of any current concerns or behaviour.



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

If the child finds completing the My Journey exercise difficult then they may prefer to engage in an activity that helps them to depict PAST, PRESENT and FUTURE using imagery. They may do this using colour, or words. It is useful to have magazines with images they can cut out or paints and a canvas if they prefer to use colour to depict their past, present and future.

It is useful to have magazines with images they can cut out or paints and a canvas if they prefer to use colour to depict their past, present and future.

Exercise 2.1

THE QUEST BOARD

Children may prefer to travel on a quest through their life, deciding which life events or areas of support they would feel safe enough to work through with the practitioner. It is important that the quest has a safe place where the child can return to problem free discussions if they need to.

This board is designed to help the child feel a sense of control over his support and to understand the purpose of the work that he is undertaking. Helping the child to understand that there will be an end point to the work is important to prevent him from feeling rejected when work starts to come to an end. The board will therefore introduce this idea early on and will help the child to understand the role of the practitioner in helping him on his journey.

The board can be adapted to suit the child that you are working with and they can be encouraged to help with the design, which can use any number of real or imaginary themes.

THE QUEST

The quest represents the intervention and the tower represents the end goal for the child. In this case, the child needs help to reduce his confusion and worry, and therefore when he reaches the tower he knows he will have reached his goal and achieved his quest.

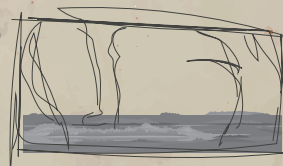
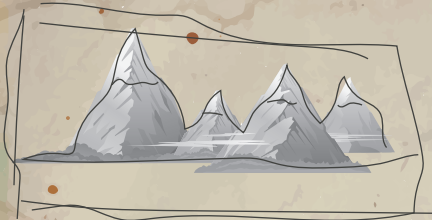
In order for this child to achieve his goal he needs to pass through all the areas on the journey, these will be areas of intervention that have been identified with the young person. For this boy the areas relating to his emotional literacy, self-identity and understanding of healthy relationships have been identified as areas that will help him to achieve his goal. However the worker is also aware that the boy has experienced trauma that may prevent him from fully engaging with these themes. To illustrate this, the swamp, representing trauma experiences, has spread to cover these themes. The boy is therefore encouraged to consider that processing his traumatic experiences may help him to achieve success in other areas of work.

In each session the boy can choose to go to any area he wishes. In this case, the Skate Park has been chosen by the child to represent a safe place for him. If he chooses to go here in a session it means that you spend time playing games, chatting, going out for a walk or a skate! However the young person will understand that if he spends every session like this it won't help him to achieve his goal of getting to the tower.

What using this quest board means is that you have to be prepared prior to session to engage in any area that the child chooses. So have something in mind that you can do under each theme/ category of support.

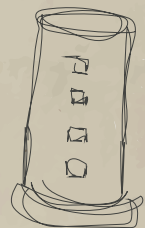
THE QUEST

ME MOUNTAIN



SAD TIME SWAMPS

RELATIONSHIP RIVER



TOWER OF CONFUSION AND WORRY

FEELINGS FOREST



SKATE PARK OF SAFETY



Exercise 2.2

My Relationships

Intervention Area: Relationship Building and Exploring Relationships

SUMMARY

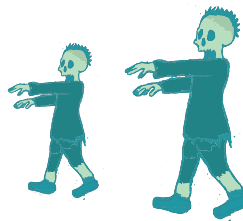
Relationships come in many forms in a person's life and will each have a different purpose and meaning. The purpose of these activities is to explore the different relationships the child has and its purpose, so they may identify positive support networks and those which are potentially damaging to them.

ACTIVITIES:

Zombie Mansion - Use a cut-out or ask the child to draw their version of Zombie Mansion. Explain to them that each room has a different purpose, and that they decide who and what is placed in each room. This can include people, pets, and favourite items such as clothes, books, DVDs, games, and food.



- **1st room - Explain that the largest room in the mansion is theirs, and can include whoever and whatever they love and want in their life every day. Ask the young person to draw or write in who or what it is they would like to include in this room.**
- **2nd room – This room has a teleporter to allow those in room 2 to visit room 1. This room is for those people and things that they don't necessarily want in their lives every day, but would like to have around often or sometimes. Ask them to draw or write in who or what they would like in this room. It is important to emphasise that only they can activate the teleport to decide who visits their room and when they return.**
- **3rd room – Note how this is further away from the others, that it is not connected to the first two rooms so nothing can cross over. Explain to the child that they can place here people or things that they do not wish to have in their room (in their lives).**



The Zombies live in the basement, the child has the key to that room. The child can decide to place people in with the zombies, these may be people they dislike, don't trust (don't want in their lives)

Ask the child to draw or write who or what they would like to place in the basement. The young person may choose to place people or things in with the Zombies, as this is their exercise they can decide who or what goes where. It is important not to ask too many questions about why the child has placed people where until the exercise is complete. Rather than ask why they have put someone in a different room to them or in with the zombies, ask if there is anything that person/thing could do to move out of the room their in or get away from the zombies. Themes that typically come up in this exercise are bullying, those the child feels has hurt or rejected them, those the child dislikes for other reasons. Some children may begin to use this exercise to explore difficult or unhealthy relationships while others will not feel ready to be open. Use the exercise as an opportunity to continue getting to know them, their likes, dislikes and their relationships.

Some children may be fearful of the zombies so, If zombies are not suitable then this exercise can also be completed using a school bus or another theme they feel more comfortable using. Ask the child where they would be sitting on the bus, who may be sitting closest too them, who would be driving, who would the bus stop for and who may it drive past.

Exercise 2.3

Feeling Safe

Intervention Area: Creating a Safe Therapeutic Environment

SUMMARY

A child's life experiences can often overwhelm them with painful, negative emotions and memories. Feelings such as these can impact upon their perception of self and others. This can also impact upon their thoughts feelings and behaviour towards themselves or others around them. Many of the boys who took part in this research felt people gave a greater focus to their behaviour than the reasons why the behaviour may exist. Their behaviour was described for example as challenging, aggressive or manipulative with little understanding of what the boys may be trying to communicate. This section considers activities to facilitate establishing a safe place to explore difficult or painful feelings safely and develop helpful strategies in managing the impact. Other activities will help the boys and others supporting them to better understand what may lead to them displaying behaviour that can lead to them presenting in the way described.

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



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

Once they are able to do this, ask them to either draw a picture or write a description of the safe place. Encourage them to include as much detail as possible including what they can see, hear, feel, smell and taste. Examples that children have shared include tree houses, dens in the woods, hideaways in the clouds to name but a few. Encourage the child to focus on how they feel when they are in their safe place. Once this part of the exercise is completed, explain to the child that they can visit their safe place at any time, for example when they are feeling scared, angry or upset. It may be that within the duration of your intervention you need to remind them of their safe place and encourage them to visit.

This can be a real place or an imaginary location.

Exercise 2.3



Feelings Chest - Some children may need support to explore and name feelings before they can complete this exercise. Building a child's emotional vocabulary will benefit them in being able to begin using feelings words in their communication rather than resorting to behaviour to let us know how they are feeling. If this is the case use the feelings list below.

This activity focuses on helping the child begin managing distressing feelings and memories. This can be either a practical or visual exercise. The activity involves the child creating a chest (or box), in which they can place any difficult feelings or memories. They may want to decorate their Feelings Chest. Consider shape, size, colour, pattern, using decorative materials e.g. paint, stickers, fabric etc. It is important that the young person is aware that they control what feelings and/or memories go into the chest, and also what they choose to remove. They can write down feelings and use a shredder to get rid of them before locking inside the chest if they wish. They may wish to place a lock or chain around the box to secure it, either metaphorically or by creating one from materials provided.

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

This exercise can be used to support a young person in separating out multiple or mixed-up difficult thoughts and feelings...



...you could laminate the feelings wall and then wipe away the feelings at the end of the session.

Graffiti Wall - The graffiti wall provides the young person with the opportunity to express thoughts, feelings or describe issues in an open and safe way. Provide an A3 size worksheet of the wall on which they can keep a record of their thoughts and feelings. If they prefer you could laminate the feelings wall and then wipe away the feelings at the end of the session.

Theme 3

Troubled Not Trouble





There are some ‘big words’ used in the exercises in this section. Be aware that many young people with additional learning needs may be confused. If you ask ‘do you understand?’ they may just say yes! Always check out understanding by asking the young person to explain what they understand by a word or concept. You may need to replace with a simpler word or even use the child’s own word instead.

Some boys will be able to expand their vocabulary by gradual exposure to the new words but don’t let anyone miss out on the value of the exercise simply because the words are too complex for them right now.

Exercise 3.1

A Developmental Approach

Intervention Area: Developmental Approaches

SUMMARY

Many of the boys and young men who took part in the research experienced disruptions in attachment relationships resulting in difficulty in self-regulation and ongoing relational problems. Failing to view behaviour through a developmental lens may lead to us pathologising the child meaning we risk seeing them as trouble rather than troubled. Our approach when we see the child as trouble is very different to that when we are able to connect their early life experiences with current functioning across areas of development. If we use a developmental lens to see the child then their behaviour is more understood allowing us to convey empathy, compassion and acceptance. When we change our lens we respond in a way that makes it easier for both us and the child to build a trusting relationship.

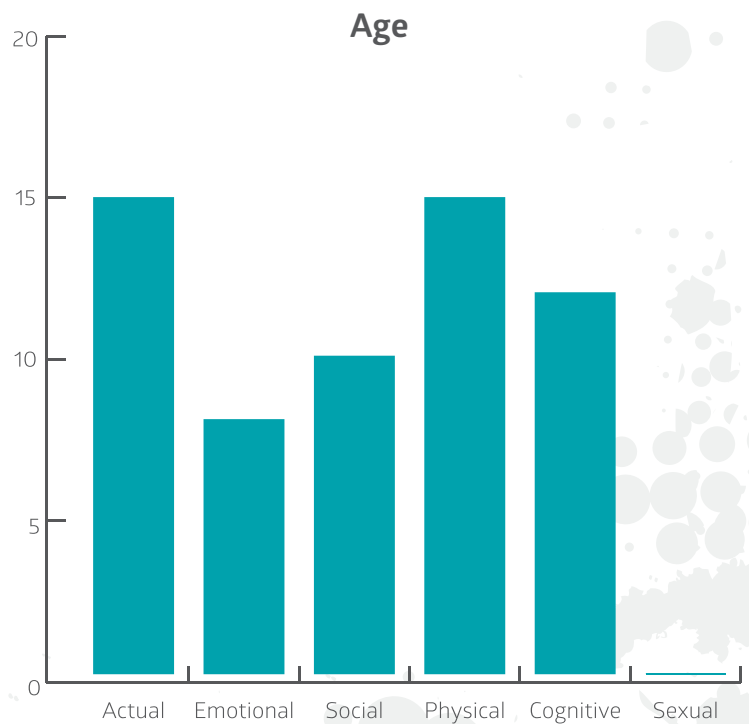
This exercise is useful to do with those struggling to understand or support the child; this may be teachers, parents, carers or other professional support networks. Ask the adult to consider the child's actual or chronological age. Then ask them to consider where they may place the child's emotional age, for example you may suggest they consider the child's ability to

manage situations such as a relationship fall out with peers, not getting something they want or having to go to school when they don't want to. Then ask the adult to consider the age and stage of development the child's behaviour may best fit. For example they may consider their 15 year old child to display emotional responses that are more akin to a younger child; they may describe tantrums or foot stamping. Explain that in the moment when the child is behaving more in line with the emotional development of a younger child they need us to change our response to them so it is in line with the younger child and not their 15 year old self. This is likely to be a much more effective response, helping the child to feel understood and more likely to trust us to help co regulate their difficulties in the moment until we are able to support them to develop the skills needed to do this without our support.

The adults should be encouraged to think about the child's cognitive, social and physical functioning in the same way. For example by asking them to consider the child's ability to function within their peer group in a social context, the child's ability to problem solve or their cognitive/ thinking ability. Where the child is believed to function below their chronological age in these areas our response again needs to be developmentally sensitive to that age and stage of development rather than responding in a way that is unlikely to meet the child's needs and convey the messages and learning we would wish.

This exercise is useful to do with those struggling to understand or support the child...

It may be appropriate for some children that we also consider their sexual development in the same way. Children who are at risk of CSE or display Harmful Sexual Behaviour, which was the case for many of the boys and young men who took part in this research, are often described as having advanced sexual development rather than acknowledging that their sexual development is likely to have been disrupted. This means that we focus on the sexual behaviour without exploring the reason for its existence. It is important that we understand non sexual and sexual development in our work with children if we are to best help them and others understand what has caused the behaviour to exist and what may be causing it to continue. Most problematic or harmful sexual behaviour demonstrated by children is not sexually motivated and may be meeting other needs, for example, belonging, emotional regulation, intimacy or connectedness.



Exercise 3.1



Take feelings seriously and help make sense of them (label them)

Create a safe environment in which child feels they can open up and share difficulties

Treat behaviour as an expression of emotions; try to work out what the behaviour is communicating

Don't meet strongly expressed emotions with more strong emotions

Support them to take on more (less) responsibilities

Teach reasonable risks and safe limits

Support healthy friendships and age appropriate social activities

Establish fair and consistent rules

Provide opportunities for new challenging experiences

Help to problem solve difficulties

Encourage them to set goals and help to manage time effectively



Exercise 3.2

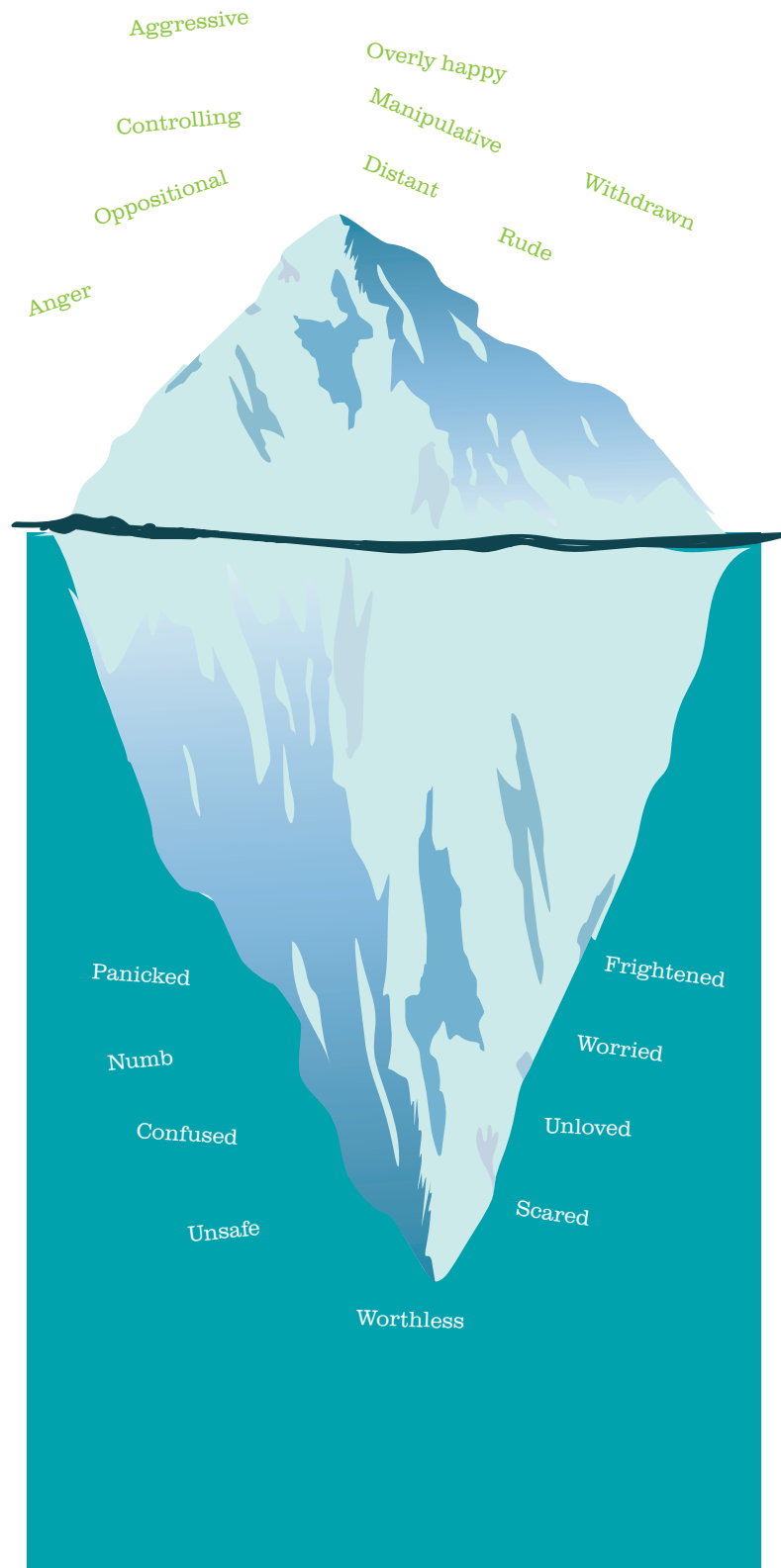
Child First, Behaviour Second

**Intervention Area:
Understanding How
Thoughts and Emotions
Impact upon Behaviour**

SUMMARY

Ice berg - Help the child understand that the tip of the ice berg represents behaviour. Help them to consider what kinds of thoughts and feelings may lead to positive or negative behaviour. Help them connect their own behaviour with thoughts and feelings. For example ask them how they may react if they feel a teacher has given them a bad mark because they don't like them. Then ask them to consider how their reaction may change if they accept their effort was not good enough which resulted in the bad mark being given. Help them to see that most of the time people focus on behaviour rather than what lies beneath- like the iceberg, the biggest bit of us bit of us, (our thoughts and feelings) is not considered and only the behaviour gets responded to. By responding to our thoughts and feelings in a way that is better understood we can change our behaviour.





The exercise encourages a non-blaming approach while seeking responsibility taking.

Exercise 3.3

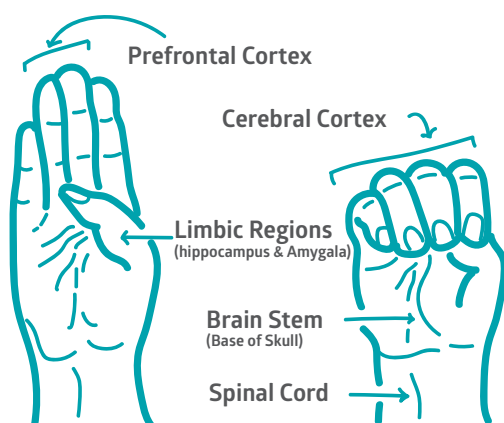
Flipping Your Lid

Intervention Area: Understanding Behaviour

SUMMARY

Helping children understand how the brain works can be useful in helping them understand their behaviour and also how they can control it. Dan Siegal, a psychiatrist came up with a really useful way to explain the brain to children wherever you may be. Dan described a way to use your hand to imagine the brain.

Hand Model of the Brain



THE BRAIN:

The fingers represent the neocortex. The thumb is the mammalian brain. The palm is the reptilian brain. All 3 together make up our human brain.

The Neocortex (top) is used for logical thinking and problem solving, the mammalian brain (middle) is used for emotions and play, the reptilian brain (bottom) triggers us to Fight, Flight (run away) or Freeze when we feel threatened.

When you feel threatened you 'FLIP YOUR LID' and can't use the top part of your brain to problem solve- only FIGHT, FLIGHT or FREEZE.

This helps explain why behaviour may not seem logical to us or the child. It may also help explain why they react to certain situations, feelings, places, people, senses in a way they feel they have little control over. You could begin to introduce problem solving and ways of coping, helping the child to feel more in tune with their feelings, emotions and reactions.



Use examples of situations that may take us to survival mode until our logic or problem solving brain kicks in.

When we feel threatened, anxious or stressed our brain goes into survival mode. Use examples of situations that may take us to survival mode until our logic or problem solving brain kicks in.

Ask the child to consider that they are alone in the house and have heard a bump in the middle of the night. Ask them to consider what they may do next, some may say freeze, others may say run (flight), others may say fight. Let them describe what they may be doing and then tell them that they then remember that they have been asked to look after a neighbour's dog and that the noise was the dog knocking over a box in the kitchen. Ask them what they would do now that they feel safe enough for their problem solving brain to work. The child may then want to think about real life events where their survival brain seems to take over. Children with unresolved complex trauma may be more switched on or alert to threat. We call this hyper-vigilance. This means that they may be using their bottom brain and middle brain much of the time. This can get in the way of their ability to develop problem solving and thinking skills. For a child who is expected to develop and learn, this can cause big difficulties particularly in school.

Exercise 3.4

Feelings in my Body

Intervention Area: Controlling My Reactions

SUMMARY

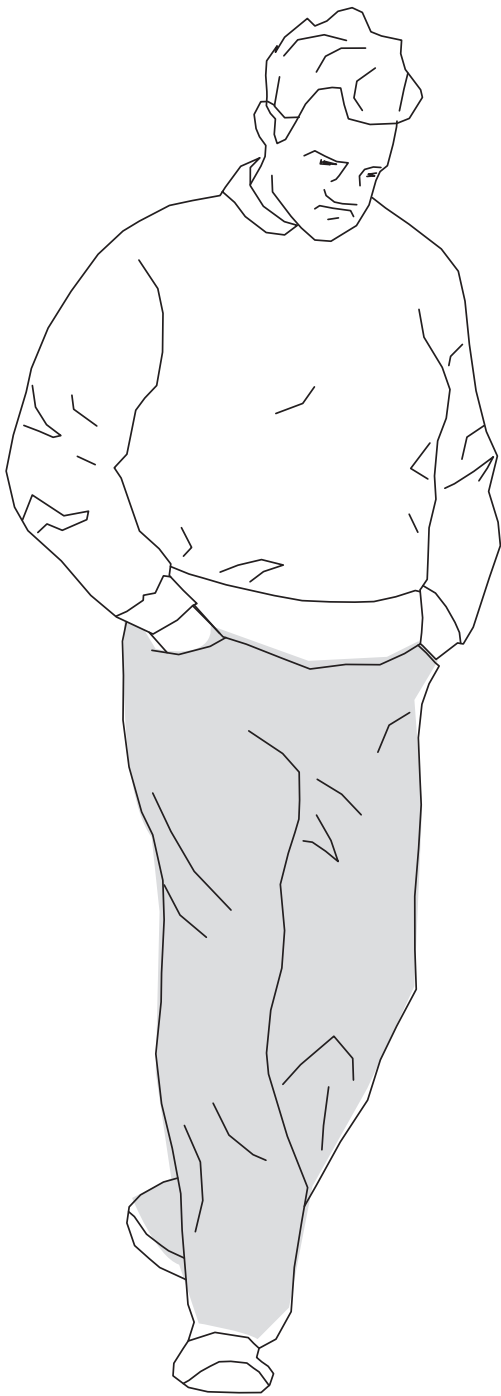
This exercise explores the physiological impact of emotions on the body. Often, children find it difficult to recognise the impact of positive or negative emotions, or sometimes confuse one for the other. Enabling young people to notice feelings developing in the body is the first step to them being able to manage the emotion and subsequent behavioural response. Identifying the feeling helps them stop and think, and where applicable, implement self-talk, self-soothing, or problem-solving strategies.

ACTIVITIES:

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

Examples of emotions in the body include:

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



Use this exercise to explore a range of positive and negative emotions such as anger, stress, excitement, nervousness to facilitate the young person's recognition and understanding of emotions on their body, and the behaviours they display as a consequence. This exercise can also be used to explain the 'fight, flight or freeze' response, how this affects the body and ways in which they can learn to bring this under control.

Some children may need support to develop an emotional vocabulary before you begin this exercise with them.

Theme 4

My Identity





Some (not all) boys and young men with needs such as significant learning disabilities and autistic spectrum conditions can have rather rigid and stereotyped views on identity. This helps them to make sense of their world but can be challenging for others. This needs to be handled sensitively and non-punitively. Seek help from an expert if you and the young person you are working with struggle with this issue.

Exercises 4.1 & 4.2

Identity

Intervention Area: Positive Self

SUMMARY

During their adolescence and teenage years, boys and young men are bombarded with messages relating to perceptions of what it means to be 'male' - their physical appearance, behaviours, abilities, and gender expectations. We know that relationships with family and peers, romantic relationships, are pivotal in how children develop emotionally, socially, and behaviourally; however, they are often overwhelmed with unhelpful messages from media, fashion, music companies etc.

Some children may need support to develop an emotional vocabulary before you begin this exercise with them. All of which impact on the construction of a person's self-image, identity and self-worth. The difficulties faced by boys are often around being able to decipher which messages are positive in order to support the development of a healthy identity and self-concept.

EX 4.1 'What is Identity?'

The first part of this exercise involves asking the child to write down all the things that come to mind when they hear the term 'identity'. Through discussion, explore with them all the thoughts and images that this term conjures up in their minds? You could use pictures from magazines or catalogues as well as music lyrics or computer games to support discussion of male identity. Try to find images or examples that do not necessarily fit with stereotypical perceptions of what it is to be a man. Images of a male nurse, male sports stars, males as nurturers etc.

EX 4.2 'Positive and Negative Identity'

The purpose of this activity is to encourage the child to begin to differentiate between negative and positive identity. Ask them to create their own definitions through narrative or pictures of:

- **What is positive identity?**
- **What is negative identity?**

Then, using the statements or pictures from the earlier exercise, sort them into those they would consider positive male identity descriptions and those which they would consider as negative male identity descriptions.

Discuss with the child myths that they are aware of in terms of identity. Explore messages boys receive from TV, film, magazines and celebrities and discuss how realistic it is to live up to such images. Also explore the impact this may have generally on a boy's view of himself, the way they feel, and whether this can impact on their relationships.



Exercise 4.3

My Own Identity

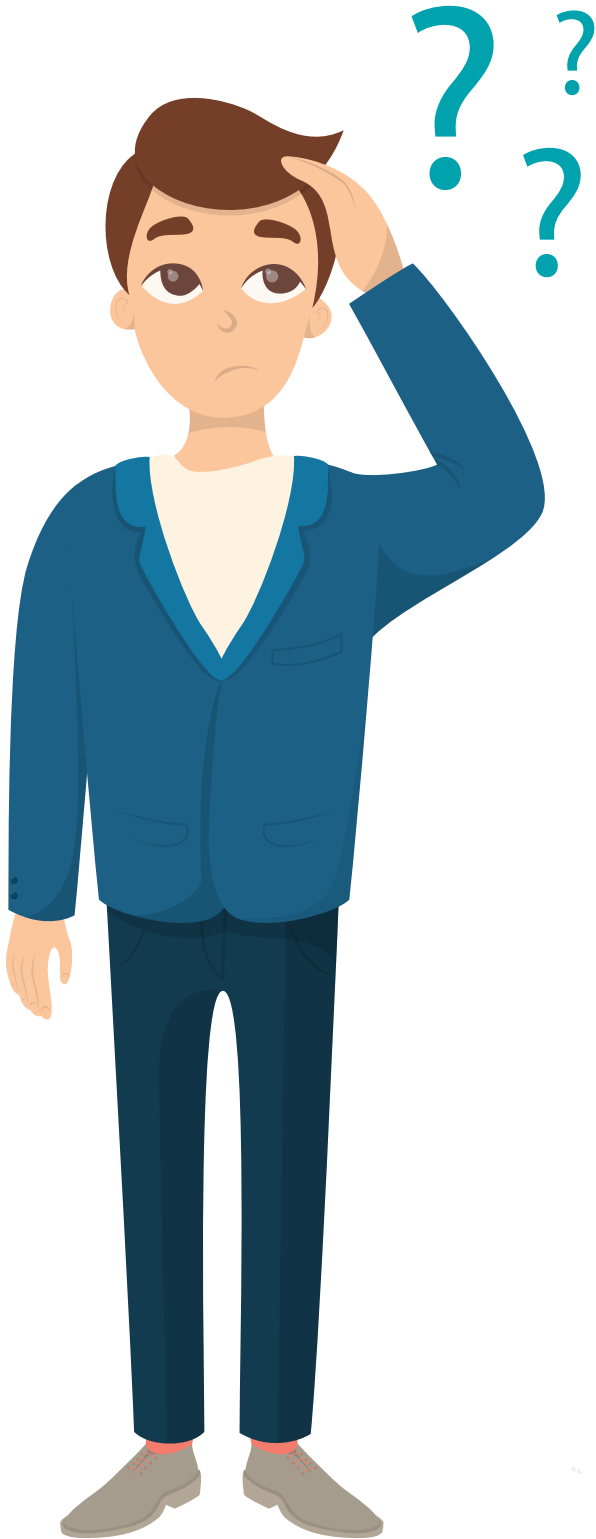
Intervention Area: Positive Self

SUMMARY

This exercise involves supporting the child to explore attitudes and views about their own identity. They may wish to design a collage using magazines or use digital images to build this. Once they have completed the exercise discuss with them:

QUESTIONS:

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



Discuss their
own collage once
completed

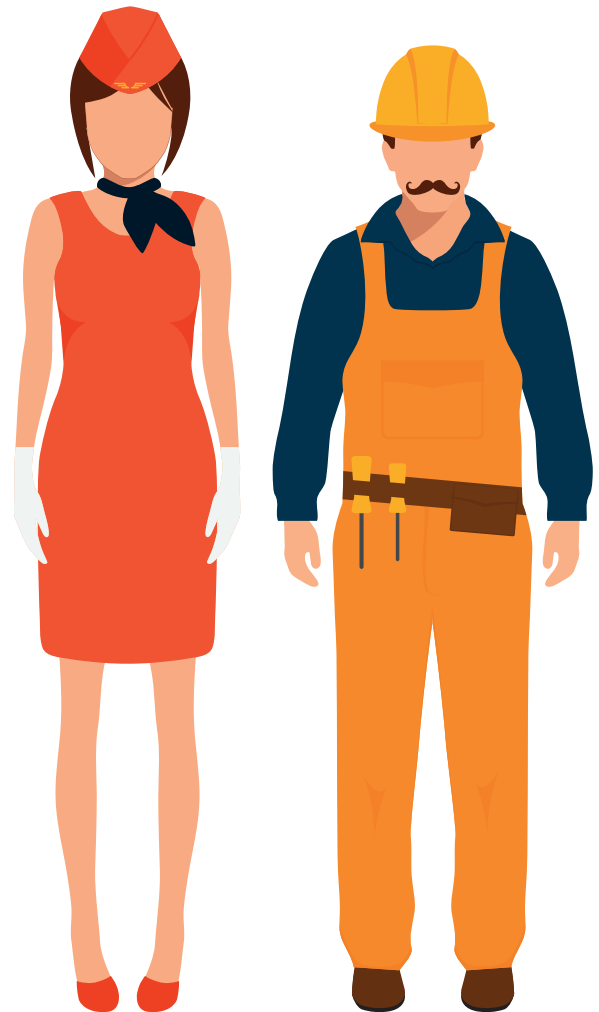
Exercise 4.4

Exploring Gender Stereotypes

Intervention Area: Relationship Building

SUMMARY

Male V's Female tasks: Ask the child to indicate whether or not the below tasks should be done mainly by a man, a woman or both. Cut out the words and ask them to place the cards underneath the headings and when they have done this explore their responses.



My Identity

Bath Children	Clean the kitchen	Change nappies	Clean windows
Take children to school	Cook meals	Fix cars	Decorating
Sew buttons on a shirt	Ironing	Peel potatoes	Go out to work
Wash clothes	Clean the car	Gardening	Shopping
Fit plugs	Wash up	Tell people off	Look after children
Change a bulb in the light	Make tea	Take out the bins	Take the child to the doctor
Walk the dog	Fix a leak	Help with homework	Put the children to bed

Who Should Do what?

Arrange the cards above into the headings:

• **MAN**

• **WOMAN**

• **BOTH**

Exercise 4.5

What Does it Mean to be a Man?

Intervention Area: Male Identity

SUMMARY

Ask the young person to consider what it takes to be a man. So what should a man look like, think like, behave like? Also what kind of personality should a man have? The words below can be used to help young people think about this. They can write/stick these alongside the cut out above. Encourage them to think of others themselves.



My Identity

Gentle	Ugly	Smart	Cool	Sexy
Mean	Brave	Big	Hard	Dumb
Flirty	In control	Weak	Loving	Strict
Small	Energetic	Cheerful	Moody	Affectionate
Caring	Aggressive	Quiet	Powerful	Loud

Ask the young person to consider what it takes to be a man.

Exercise 4.6

Boys will be Boys

Intervention Area: Identity Myths

SUMMARY

This exercise helps explore identity myths and stereotypes in a fun game playing way.

Print and cut out the image of the segmented man or make your own. You could choose to use an image of a male the child looks up to such as a famous sports star or celebrity.

The child and adult take it in turns to answer questions about what it is to be a man. It doesn't matter if the adult is male or female, the game is meant to be a fun way to explore the child's thinking in a safe way and for each of the players to decide if the answer provided warrants the player keeping the body part. Themes include sex education, sex and the law, stereotypical beliefs. The first to make a whole man is the winner.



- Q1 Boys don't cry
- Q2 Boys are stronger than girls
- Q3 Boys reach puberty later than girls
- Q4 Boys take more risks than girls
- Q5 Pornography is a good way to learn about sex and relationships
- Q6 Splitting the bill on a date is the right thing to do
- Q7 Sex is the most important thing in a relationship
- Q8 Gay boys and men are creative
- Q9 Boys need to take control in a relationship
- Q10 The legal age for sex in the UK is 16
- Q11 Teenagers can see a doctor on their own
- Q12 It's a girl's responsibility to consider contraception
- Q13 Paying compliments is a good way to let someone know you like them
- Q14 Taking someone to an expensive restaurant is the best way to get a second date
- Q15 It's understandable to get angry if the other person changes their mind during sex
- Q16 If you nag someone enough they will agree to go out with you
- Q17 Suicide takes more male lives than females
- Q18 Age is not really important in a relationship
- Q19 The only way to tell if someone is consenting to sex is to ask
- Q20 You have to do what you have to do to survive no matter what
- Q21 Boys who show their feelings are weak
- Q22 You have to know how to look after yourself
- Q23 Asking for help is a sign of weakness
- Q24 Going along with your friend's behaviour is more important than dealing with the consequences
- Q25 Boys are better at sports than girls
- Q26 Being funny is more attractive than being intelligent
- Q27 Being loyal to your friends is what counts
- Q28 Boys should just go along with what a partner wants
- Q29 Boys have less right to say 'no' to sex
- Q30 Sexual health is more important for girls
- Q31 If I could change my name I would change it too
- Q32 I like my...

You can add to the themes and questions you feel individual children may benefit from exploring. You may also wish to play this game with the child and their parents or carers to support positive modelling.

- Q33 One thing I like about you is...
- Q34 If I need support I let people know by...
- Q35 Boys who are attracted to other boys are just confused

Theme 5

Healthy Relationships





Young people with attachment difficulties, learning needs or SLCN can all experience difficulties with building and maintaining relationships. You may need to check out their understanding of words such as ‘abuse’ ‘healthy/unhealthy’ and even ‘relationship’ before you begin on this topic. Be sensitive to the fact some may have a very different experience of what friendship and relationships means. This is a topic that may need making very ‘concrete’ for people in terms of like/don’t like, good/bad, want/don’t want etc.

Exercise 5.1

My Relationships

Intervention Area: Healthy Relationships

SUMMARY

Relationships come in many forms in a person's life and will each have a different purpose and meaning. The purpose of these activities is to explore the different relationships the child has and its purpose, so they may identify positive support networks and those which are potentially damaging to them. This exercise enables the child to define relationships in their lives and explore how they would like these to be managed. It can provide insight into significant positive relationships, those that may be having a negative impact on the child, and the frequency and level of the child's involvement with such relationships.



How would you describe a 'Relationship'? - The first part of this activity is to ask the child to think about how they would describe 'a relationship'. Use a Spider diagram to help illustrate their thoughts and comments, and facilitate exploration of what it is that connects us to a person that we consider as part of the 'relationship'. You could use imagery from media that depicts various relationships. Explore different types of relationship that they know of e.g. parental, teacher/student, sibling, friendship, boyfriend/girlfriend. You may explore what we receive/gain from different relationships e.g. love, care, respect, trust, understanding, shared interests. Also explore what they contribute or bring to their relationships. This leads into the next activity which examines the difference between positive and negative relationships.

Use a Spider diagram to help illustrate their thoughts and comments...

Definitions:

This activity introduces the concept of positive and negative relationships. The purpose of this exercise is to encourage the child to begin to differentiate between healthy and unhealthy relationships, and these concepts are then explored in more depth in the following activities. Ask the child to consider how they would define:

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

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

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

Exercise 5.2

Power in Relationships

Intervention Area: Relationship Building

SUMMARY

Explore with the young person what they think the term power means. You could come up with a definition or use pictures to illustrate this, e.g. child/adult, teacher/student, authority status, size/age, fear in relationships, gender etc.

ACTIVITIES:

Power wheel - Ask the child to put their name in the centre of the wheel and then write the names of other people in their life in the outer wheels. Explore those who have power over them and those they have power over. Introduce good and bad use of power using the examples below or those you prepare for the child based upon their circumstances.

1. A teacher giving a pupil a bad mark for an essay because the pupil is disruptive in their class
2. A youth worker walking past when they see 2 children they know fighting in town
3. A father punching a 13 year old boy in the face because he has been told the boy is bullying his son
4. A teacher invites a 15 year old pupil in his class to his house one night after school for extra tuition

Explore those who have power over them and those they have power over.

Power Wheel



Exercise 5.3

Behaviours in my Relationships

Intervention Area: Social Boundaries and Healthy Relationships

SUMMARY

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

ACTIVITIES:

Using the 'Behaviours in Relationships' worksheet, first ask the child to label each bubble with the type of relationship that they identified in the previous activity e.g. family, friends etc. Working together come up with a list of behaviours that are often seen in healthy and unhealthy relationships. Cut them out and discuss each behaviour. There are blank strips if you identify additional behaviours or behaviours specific to the individual with whom you are working.

The next step is to ask the child to stick in each bubble the behaviours they feel are acceptable within that type of relationship.

You will note that some behaviour may be considered acceptable in all the relationship types, so these should be stuck into every bubble. Others may be more specific to a certain type of relationship.

Both during the exercise and once it is complete, talk through the differences identified, taking the time to explore any misunderstandings that the child may exhibit. It is often useful to reflect how changes in a relationship can alter the level of acceptability for behaviours. For example, on meeting someone for the first time, a person may shake hands, but on getting to know that person better and forming a good relationship, a person may feel it is acceptable to joke and tease with them.



Behaviours in my Relationships



Both during the exercise and once it is complete, talk through the differences identified

Exercise 5.4

What We Need for a Healthy Relationship

Intervention Area: Acceptable and Unacceptable Characteristics Within Relationships

SUMMARY

Draw a jigsaw with the number of themes you would like to discuss with the child. Work with the child to identify what they would not want in their relationships. Ask them to think about what behaviours would be positive and negative, and how they would like to be treated/treat others.

Using each jigsaw piece, ask them to decide the following:

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

Key Points to explore with the young person:

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

financial or sexual. Abuse in a relationship is not always obvious - it can be subtle such as constant put downs, eroding confidence, manipulating feelings etc.

- **Abuse in a relationship does not have to be directly towards you – it can include threats of harm towards others in your life including family, friends, your children.**
- **Abusive behaviour can include the abuser threatening to harm themselves, or they may use emotional blackmail in an attempt to manipulate and control.**
- **Abusive behaviour is not just something that happens face-to face - it can occur in a variety of ways including using technology or social media, text or phone calls to abuse.**
- **Abusive behaviour can occur just once, a few times, or often within a relationship – no matter how often it happens it is still abuse.**

Abuse can include the withdrawing of something you need or want

- **Trust in yourself – if something does not feel right; if you feel uncomfortable or that behaviours in your relationship are unhealthy you are probably right. If you are not sure check it out.**



Theme 6

Relationship Repair





The activities in this section are well suited for time spent together without too many words. Some young people may prefer to draw or collage their ideas rather than write their suggestions. Be as creative as you can and use the young person's own interests to personalise the activities.

Exercise 6.1

Building Bridges

Intervention Area: Relationship Repair, to Help Improve Feelings of Social and Emotional Loneliness

SUMMARY

Themes within parent/carer-child connectedness are trust, communication, structure and time together. Children experiencing relationship difficulties can find it hard to see any positives in the other person or within their interactions with them. Relationships can have a significant impact on a child's sense of identity and self-worth.

This exercise can be delivered as a joint activity between parent/carer and child, to support the development of positive relationships.

ACTIVITIES:

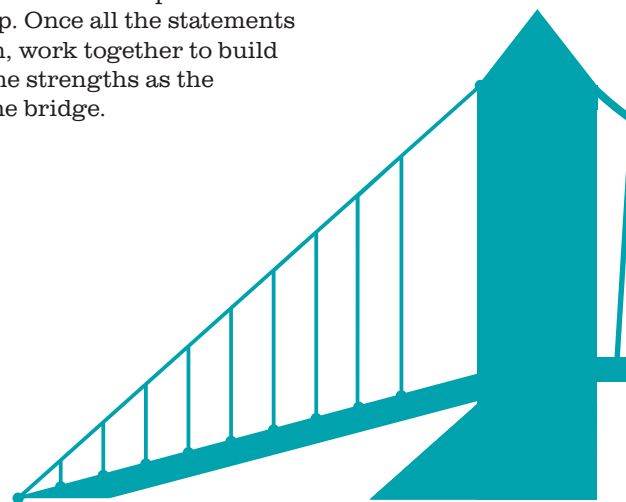
Building Bridges - The following activity focuses on promoting mutual appreciation between the child and their primary carer and exploring ways in which to improve their relationship. This can be adapted to support any significant relationship that the child wishes to improve. The aim is to

identify positives about themselves, each other, and what they would like within their relationship.

First, using a list of strengths asks them to write down five things they like about the other person.

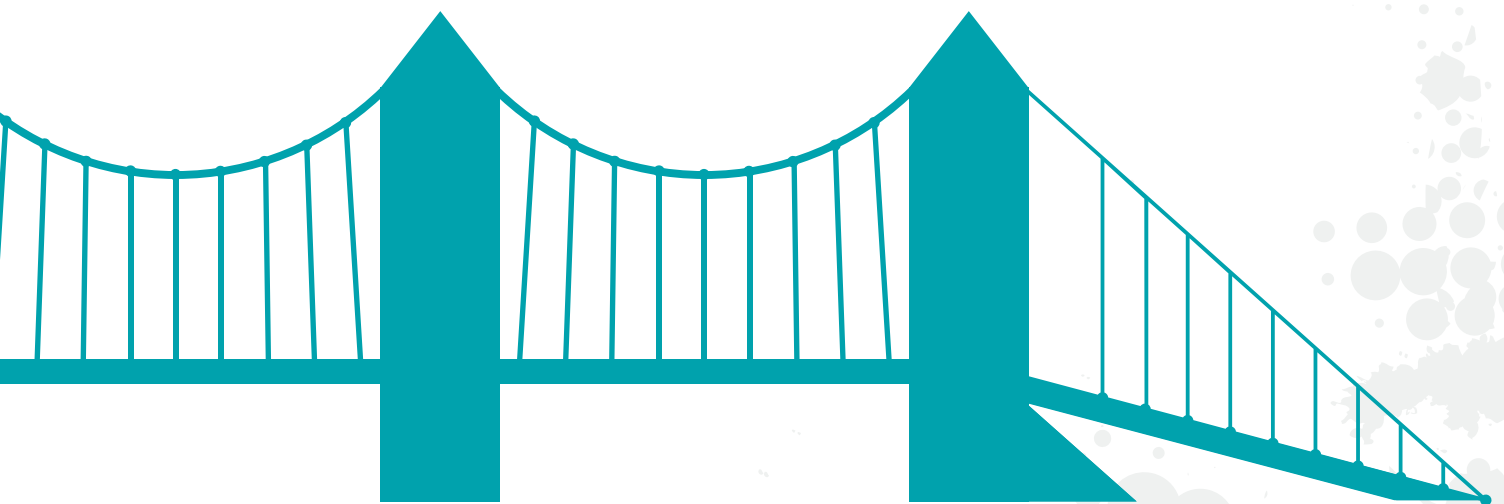
Next, ask them to write down five things they like about themselves. This can be challenging as it can be difficult to overcome feelings of self-doubt and self-criticism. Finally ask them to write down five positive things they each like, or would hope to see happen within their relationship e.g. 'being able to talk', 'spending one-to-one time together', or 'go for a walk'.

The final part of the exercise involves each person sharing what they have written about the other person, about themselves, and what their hopes are for their relationship. Once all the statements are read through, work together to build a bridge using the strengths as the foundation for the bridge.



This exercise can be delivered as a joint activity between parent/carer and child, to support the development of positive relationships.

There is the option of expanding this exercise at a later date, i.e. as more positives are identified, or to include other family members, so that a stronger or larger bridge can be created and strengths identified.



Exercise 6.2

Time Together Jar

Intervention Area: Relationship Repair and Increasing Emotional Connection to Support Networks

SUMMARY

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

ACTIVITIES:

For this activity you will need:

- **A jar**
- **Wooden craft (lollipop) sticks**
- **Sticky Labels**
- **Craft materials**


This is a straightforward activity for parent/carer and child to do together. This can follow on from the building bridges exercise or be a stand-alone activity. The purpose of the exercise is for both parent/carer and child to spend time identifying

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

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

Once the exercise is complete, ask the child and parent/carer to agree a time in the week where they are able to spend one-to-one time together, taking it in turns to choose activity from the jar.

Reinforce that the activities in the jar can be added to as and when they identify other ways in which they can spend time together. If this activity is used within the family context, it can be adapted to also include other members of the family if both parties wish to do so. Alternatively, it may be used within the wider support network, to promote positive relationships between all those involved in supporting the child.



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

Theme 7

Problem Solving and Coping Skills





This section may be very difficult for any young person whose learning or communication difficulties impact on their ability to take different perspectives or make predictions. You may find it helpful to look out for video clips to watch and discuss rather than word-based scenarios.

It may be too difficult for some to think about how something makes them 'feel'. It may be more useful to make it tangible by asking what they would say or do. Take the lead from the young person in adapting the words you use and the activities to try to meet their personal needs. Don't be afraid to take a pause at this stage. If you have had any difficulties in previous topics, then this topic will be particularly challenging. You may need to think about creating something bespoke for your young person.

Exercise 7.1

Understanding Emotions and Feelings

Intervention Area: Problem Solving Skills

SUMMARY

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

ACTIVITIES:

This exercise helps to build an emotional vocabulary and literacy. Ask the child to consider each emotion word and then place them into one of the categories – 'Positive'/'Negative' or 'Both'. Some words may be unfamiliar, so take the time to identify and discuss each of these in order to support the development of their emotional literacy.

Remember to discuss the words that are familiar, in order to clarify understanding and explore times when they may have experienced such feelings. Also explore which are the dominant emotions in a child's life - negative or positive - and how this impacts on their emotional well-being, behaviour, relationships etc.

Happy
Sad Angry
Shocked
Bored
Confused

SUMMARY

I feel, I think- what should I do? - The purpose of this activity is for the child to develop perspective taking skills and ability.

ACTIVITIES:

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

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

I feel...

I think...

When someone says something mean about my family

I feel...

I think...

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

I feel...

I think...

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

I feel...

I think...

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

I feel...

I think...

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

I feel...

I think...

Key factors to consider are what do they recognise about the feelings associated with bullying and exclusion, can they relate this to any of their own behaviours

Exercise 7.3

Solution, Options, Disadvantages, Advantages

Intervention Area: Relationship Building

SUMMARY

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

ACTIVITIES:

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

- **What is the situation they find themselves in?, what does this mean regarding feelings, emotions etc.?**
- **What are the options? - Fight?, Flight? Freeze?, Problem Solve?**
- **Which choice would make the situation worse? (Disadvantages)**
- **Which choice would effectively resolve situation? (Advantages)**

• Is there another option?

Scenario 1:

- **James was sitting on a chair in the school canteen. He gets up to go to the bathroom. When he returns Simon is now sitting in that seat.**

James wants his seat back but Simon is not willing to move. What are James's choices?

- **Hit Simon and start a fight between them.**

Result – someone gets hurt, both get told off and risk detention/exclusion No-one gets the chair.

- **Explain calmly and discuss the situation, James and Simon agree to compromise, one of them goes to get another chair to sit together. Result - everyone having a chair, no-one gets hurt.**
- **Ask a teacher to help with the situation. Result - both boys explain calmly their thoughts and feelings; the teacher helps with the decision, each gets a chair, no-one is hurt.**

Scenario 2:

Charlie hears a group of boys make fun of his clothes. Andy is part of the group and has previously bullied Charlie. Charlie is upset and angry and feels like crying. What are Charlie's choices?

-
- **Yell at the group of boys, hit Andy in the face, run away and hope nothing else happens.**
-

Result - someone gets hurt, all the boys including Charlie are in trouble, Andy bullies Charlie even more, Charlie continues to feel miserable.

-
- **Charlie goes onto the group to tell them how their comments have made him feel. Result - the group do apologise but later they directly tease Charlie about his clothes.**
 - **Charlie explains to a teacher what is happening and both go to address the group. Result - the group and Andy stop bullying Charlie.**
 - **Creating storyboards that consider ways to help others solve problems can be a useful and non-threatening way to help children resolve difficulties without it feeling like the problem is theirs. Using stick people as drawings helps the child take part in the evolving story without worrying about if the drawing is good or not.**
-

You can make the stick people move, give them emotions and feelings. Make sure the limbs are attached to the corners and use dots at different places on the face to create different emotions. You can also draw emotions inside the body if you like.

Exercise 7.4

Choices and Consequences

Intervention Area: Relationship Building

SUMMARY

The story board is a useful way to explore perspective taking and problem solving safely. Use the story or one the child creates to explore problem solving and solutions. How may Tom be feeling?, What is he thinking?, What are his options?, What would be the consequences for Tom?



Use the story or one the child creates to explore problem solving and solutions.

This is Tom; he lives with his mum, step-dad Steve and sister Hollie.	Tom's dad left home when he was 6 years old, he hasn't seen much of him since.	Tom liked Steve at first but since Hollie came along he doesn't get along with him so well.
Tom has started to get into trouble at school. He has begun to skip some lessons he doesn't like.	His teachers don't seem to notice if he is there or not, neither do his friends.	Tom hangs out at the park more and more when he is skipping school. He meets Jay and Robbie, they seem cool.
They invite Tom to their flat and encourage him to stay off school. Tom thinks they really get him, not like his parents or friends.	Tom begins to drink alcohol with his new friends, they have asked him to start paying his way.	Tom is not sure what he should do, but doesn't have anyone he could ask for advice.

Exercise 7.5

My Calm Box

Intervention Area: Relationship Building

SUMMARY

Creating a box of Calm involves identifying useful reminders for ways in which to manage thoughts, feelings and/ or behaviours. By creating their own Box of Calm young people have access to what appear to be everyday. Here are some suggestions for you to use with young people to create their own:

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

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

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

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

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

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

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

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

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

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

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

SUMMARY

Meeting My Needs - Introduce the child to the Collage provided of Maslow's Hierarchy of Needs. Use paper to draw out the different levels and explain each heading:

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

ACTIVITIES:

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

ACTIVITIES:

My Maslow Collage - Once they have successfully completed the previous exercise, help the child to create a collage of their own needs using a range of materials. Support them to think of as many different needs as possible, writing the word if they cannot find a pictorial representation. Using the collage they created discuss with them their own needs and what is:

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

If it is pertinent to the child's circumstances this exercise can be utilised to help the young person's understanding of the connection between CSE or their own harmful sexual behaviour and an unmet need. You may begin to explore how the unmet needs could be met in more healthy ways.

Theme 8

Moving Forward





The most important thing here is to make whatever plan for 'moving on' you create meaningful for the young person themselves. Aim to use whatever words or images make sense for them. Photographs can often be the most personal way to do this but may not be appropriate in some circumstances. If you use drawings or symbols, make sure these are both acceptable and meaningful to the young person.

Exercise 8.1

Goal Setting

Intervention Area: My Better Future

SUMMARY

Goal Setting is an effective process that encourages the child to consider a preferred future and then be motivated to set goals to enable them to turn this ideal into reality. By setting short, medium and long-term goals the young person is beginning the positive process of taking steps to support them achieve what they want out of life. It is important that those caring for and supporting the child are encouraging and notice when small steps are taken towards a goal being achieved.

Goals will need to be:

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

- **What will you notice if you move up one or two numbers?**

ACTIVITIES:

Goal Setting - Ask the child to consider a positive goal they would like to achieve. Using positive language discuss with them:

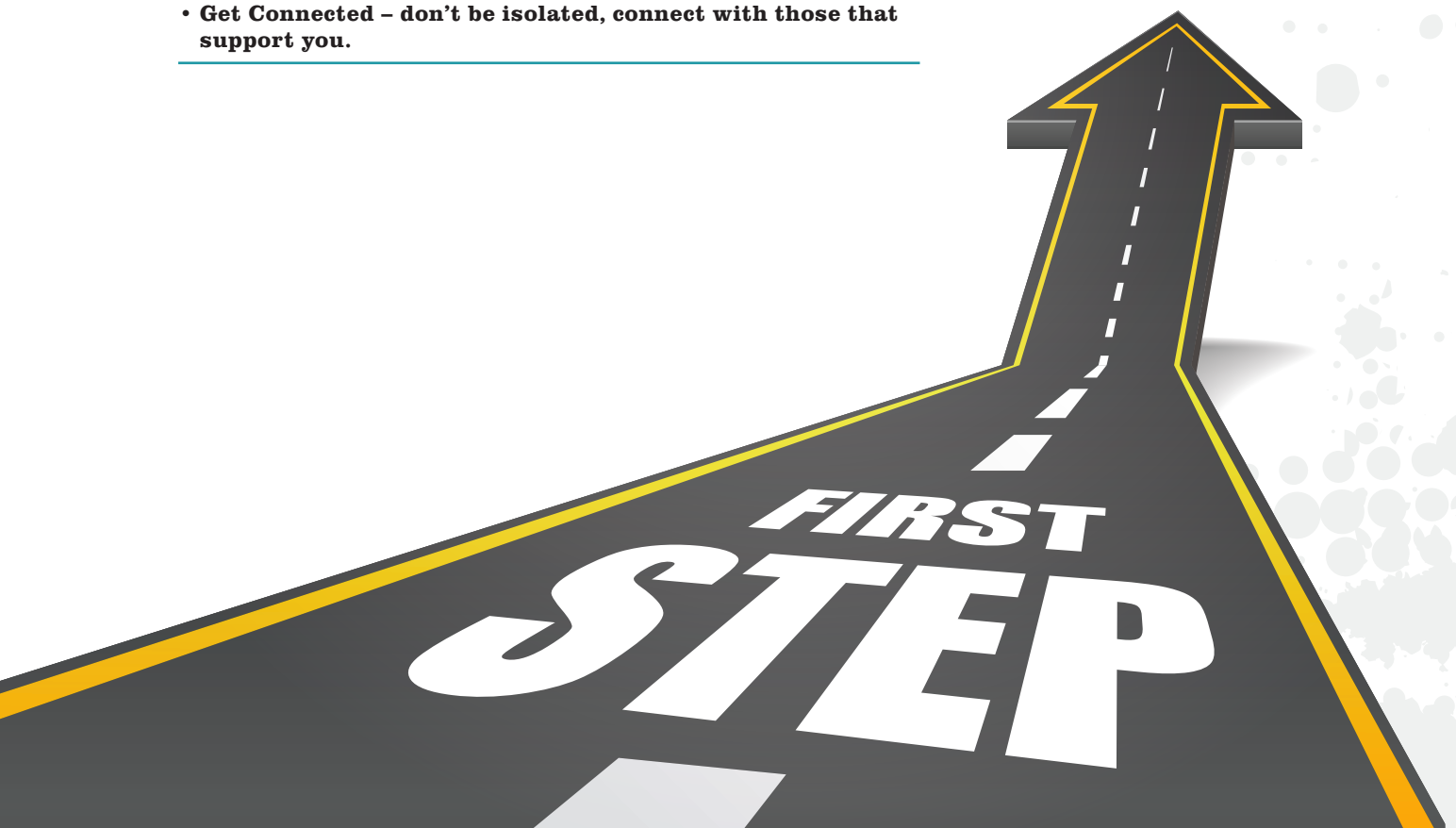
- **The purpose of the goal and reasons for setting this particular objective.**
- **How they feel they will do that.**
- **When this happens what will it mean.**
- **By when would they like to achieve this.**
- **What skills and qualities they can draw on to achieve their goal.**

ACTIVITIES:

Achieving My Goal - This exercise asks the child to focus on the impact of achieving their set goal. The worksheet corresponds with aspects of the 'Preferred Future' exercise as it asks the young person to consider what they will see, hear and feel, motivating the young person and sustaining focus.

Key Points to Support the Young Person:

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



Exercise 8.3

Solution Focused Goals

Intervention Area: My Better Future

SUMMARY

A solution-focused approach encourages the child to explore their own strengths and resources to problem solve. This method encourages the child to imagine change and consider a preferred future by focusing on their strengths and coping skills. These techniques enable the child to set goals to address challenges and achieve positive outcomes, and also to consider what the future could look like once this is achieved. Here are some popular and effective solution focused techniques – remember you can be as imaginative as you like e.g. drawing steps, a mountain to climb, or using stepping stones.

ACTIVITIES:

Scaling Exercise - Expressing the amount or level of difficulties experienced can be a challenge for children. Scaling questions can help identify the degree of difficulty, and measure any changes within such situations. Ask the child:

On a scale of 1-10, with 1 being the problem at its worst and 10 being the problem resolved:

- **Where are you now?**

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

The Miracle Question

Ask the child to consider the following:

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

Preferred Future - This exercise asks the child to provide a description of their preferred future which does not contain the presenting problem. Ask them to concentrate on how they think life would be without the difficulty, including as much detail as possible. Key points to ask them to consider include:

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

Past Present and Future

It is important for the child and those supporting them to be able to acknowledge the positive progress made by them. This can be represented by considering the point at which we first met them, where they feel they are currently and the ongoing journey to get where they eventually want to be.

You could revisit My Journey with the child and acknowledge the positive steps taken, or if the child used the Quest board it may be that you acknowledge it is the end of the quest. It is important that we celebrate endings of our relationships and acknowledge that endings are as important as beginnings. The transition out of support is important and children should not feel like they have been dropped off the edge of support or have no safety net to draw on when it is needed.

The child and family will need to feel empowered to move out of support and this can feel as scary as accepting it was initially. This needs to be acknowledged and thought given to who the child can turn to for support if needed in the future.

Exercises 8.5, 8.6 & 8.7

Support in the Future

Intervention Area: My Supports

ACTIVITIES:


Safety Net - Use a pop up basketball post or empty bucket to shoot hoops/get the ball in the bucket and explore any future worries or concerns the child may have when they get a ball in the net. Encourage them to be open, offer permissions that we all continue to need support. Remind them of how well they have done throughout your time together.

Looking to my Future - This exercise supports the child in looking forward while acknowledging how far they have come. The child recalls how they felt and what was going on in their life at the start of your work together. Draw out 3 cliffs, the child can write their thoughts, feelings and behaviour in the cliff and perhaps recall how they felt so close to the edge at the beginning of your work together.

Next ask them to complete where they are now, on the middle cliff. You can add a climbing rope at the side to represent the climb they have had to get here. Again ask them to consider where they are now in relation to thoughts, feelings and behaviour.

The final cliff has a bridge that can be safely walked across with support each side. Ask the child to add what is waiting on the final cliff, where they would like to be and the steps they have taken and will continue to take to get there. You can ask them how they will feel, what it will look like when they achieve their goals.

Helping Hand - It is important to acknowledge that we all continue to need support from others to achieve the future we want for ourselves. Draw around each other's hand and label each finger with the words, someone I live with, someone at work or school, a friend, someone in my community, someone in a public place. Ask the child to consider if they have supports in each of these areas that they can continue to call upon if needed. Ask them to consider if they are a support to someone else. Finally use the palm to add a message of support and encouragement for each other in the future. Remind the child that they have developed so many skills throughout your time together and encourage them to let you know when they have got to their end goal or need additional support to get there.



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acknowledge that we
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Credwch
mewn plant
Believe in
children



Barnardo's
Cymru