

WHERE SAFETY BEGINS

TRAIN THE TRAINER

WORKBOOK



NORTHERN
COMMUNITY
LEGAL CENTRE



EMPOWERING
COMMUNITIES

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Northern Community Legal Centre would like to acknowledge the Gunung-William-Balluk clan of the Wurundjeri people, part of the Kulin Nation, the traditional owners of the land on which our Broadmeadows office stands. Our catchment extends from Seymour on Taungurung Country all the way to Brunswick on Wurundjeri Country. We acknowledge the legacy of colonial resistance of Aboriginal and Torres Strait Islander peoples and pay respects to Elders past, present and emerging.

NCLC would like to acknowledge the Hume Empowering Communities Fund administered by Hume City Council.

NCLC would also like to acknowledge and thank Audrey Dalton-Power, NCLC Youth Community Development Worker who designed and delivered the program, as well as the schools that participated in this pilot project including: Roxborough Secondary College, Greenvale Secondary College, Kolbe Secondary College, Hume Central Secondary College, Dallas Primary School, Meadow Heights Primary School and Broadmeadows Primary School.

ABOUT THE PROGRAM

The Where Safety Begins project piloted a program in the Hume region for young people aged 10-14, which aimed to mitigate trauma arising from family violence and other related social issues.

The program worked with young people to enhance resilience, strengthen identity and belonging, and promote safety and wellbeing, through fun and interactive best practice tools and activities. These included resources from Respectful Relationships, adapted and embedded into modules that can be easily delivered within schools and youth centres. Tools were also incorporated from other best practice frameworks, and new tools and activities were also developed and implemented by NCLC's Youth Community Development Worker, often in collaboration with the wellbeing staff from schools participating in the program. Tools and activities were selected or developed on the basis that they were appropriate to the target age-group, aligned with the program objectives, and were responsive to the cultural diversity of the young people that participated in our program.

Young people participating in this program learned to identify their needs, build their capacity to manage emotions, recognise personal strengths, engage with trusted supports and self-advocate when it comes to decisions that impact their lives.

The overall objective of the program was to support young people to build resilience and protective factors that would help them to cope or recover from trauma experienced, reach out and effectively engage with available supports, and be able to implement self-care strategies that promote both physical and psychological safety.

The program has six core modules:

Identity and Belonging

Exploring the young person's connection to self and others

My Voice, My Life

Discover personal strengths, boundaries and goals that will assist in feeling more in control of their life.

Social Butterfly

Exploring social connections and addressing conflict with friends and family

Supportive Circles

Identifying their inner circles and people they can trust for support.

Understanding the Body

Young people can learn more about the role the body plays in expressing and processing feelings.

Mapping Emotions

Naming and relating to different emotions and feelings to find their source and connection.

These modules are delivered by NCLC's Youth Community Development Worker and can be run as a one-off workshop, blended model or through a six-week course.

In addition:

- Each module can be tailored to the ages and genders of the young people attending.
- Length of modules and session times can be varied as needed.
- Teachers, school support staff or program leaders are invited to participate in the delivery of the activities! (optional)

This workbook has been created to provide tips and tools for educators or community workers who are facilitating group work. All activities should be subject to suitability and consideration of the age, demographics and experiences of the participants.

TRAUMA-INFORMED PRACTICE

What is trauma?

Trauma occurs or is the symptom of a shocking, life threatening or overwhelming event occurring to someone or a group of people. The event or situation will often involve a deep sense of helplessness with a particular inability to control what was happening.

What is trauma-informed practice?

Trauma-informed practice is an approach that recognises the impact trauma may have on individuals who access your service. Trauma-informed practice is s

separate from trauma-focused therapy or group work, which aims to address trauma directly. This project is not trauma-focused as it is not group therapy but it is trauma-informed.

Understanding Trauma-Informed Practice

As group facilitators, we aim to avoid anything that may trigger a trauma response, although due to the complexity of trauma, this can be hard to do.

Six Guiding Principles for Trauma-Informed Practice:



(Centers for Disease Control and Prevention, 2023)

Safety

Creating a safe space:

- What does the room look and feel like?
- Where is it located?
- What can you hear?
- What guidelines and boundaries are discussed?
- How can you talk about privacy and consent within the group while also making it a learning opportunity?
- Keep clear and consistent expectations around attendance and lateness, follow up on participants who have dropped off.
- Remember that strong, clear and fair boundaries help students to feel safe.

Safety includes physical as well as psychological safety. While working with young people in groups, creating a safe space is central to successfully facilitating a session. This may include not allowing new people to enter once the group begins, avoiding outside noise where possible or large windows where other people may be able to look in. It may also include low lighting, comfortable seats on the floor or gentle music. Try to imagine that you as the facilitator are creating container for the participants, so that they are able to feel secure in an uncomfortable situation.

Trustworthiness and Transparency

Trust is built by remaining clear, consistent and honest around what the intentions of the group are and each of the activities. Transparency facilitates rapport and trust building. This can be done by clearly setting out group guidelines or expectations around confidentiality and privacy. It is recommended as a facilitator to share your own common experiences relevant to the topics (while being mindful of not oversharing any personal, inappropriate or traumatic events). Participants often feedback that learning more about their facilitators assists in rapport building and developing a deeper understanding of the nuances of each topic.

Avoid doing a challenging activity, such as one that involves body-based meditations, until you can sense the young people trust the adults in the room.

Consistency is part of trust building, run the activities at the same time, same place, with minimal disruptions.

Peer Support

Peer support assists young people to feel safe, connected, open and not alone. These activities are designed to encourage young people to support each other, listen and be mindful of their judgements while they are in the group, while reinforcing boundaries at the same time.

For example:

- Setting an expectation about a judgement free space.
- Speaking openly about using shame as a tool to control people or put people down throughout your activities.
- Providing positive encouragement after students have shared: "Thank you for sharing that story, I really liked what you said about self-esteem."

Collaboration and Mutuality

Collaboration occurs through contributing to the group together and avoiding hierarchies while maintaining professionalism. Similar to empowering voice and choice, this encourages young people to provide insight into how the group runs or the topics you cover, to avoid it being a top-down approach or overly structured.

For example, allowing students to have input into the curriculum:

- "What topics are you interested in learning about?"

And role modelling responsibility for group interactions:

- "We as facilitators will also follow the guidelines, so we will not speak over you or interrupt you when you're sharing."

Empower Voice and Choice

Engagement must involve choice alongside encouragement. Similar to collaboration, it's important to centre participants' voices and provide space for feedback, ideas and flexibility. While creating a challenging environment may be part of the program, it is also important to listen to the feedback of students regularly. Allowing space for choice empowers young people as they begin learning about consent and boundaries, keeping in mind how each of these steps can assist in participants learning of topics.

For example:

- “While we want to encourage you to speak, you can pass if you are uncomfortable sharing.”
- “Are you interested in learning more about this topic or moving on to the next one?”
- “How was this session for you today?”

Cultural, Historical and Gender Issues

Recognition of participants' unique lived experiences using an intersectional framework is crucial to facilitating a safe and welcoming space. Intersectionality recognises different identities, which may influence the way in which people experience the world. These identities are informed by cultural background, preferred language, race, gender expression, socio-economic status, local community, and abilities. Taking an intersectional approach can assist in recognising the experiences of marginalisation and how that may impact participants' experience of the group.

If you are predominantly working with a group of young people for a particular cultural background, take a cultural lens to each of your activities, do research into the topic or speak with another professional who may have more cultural knowledge.

Additional points

Fun and Joy in psychoeducation

Centring humour, fun and play within psychoeducation helps keep participants engaged throughout, while also experiencing joy with trusted adults. Joy can assist in confidence and trust building, whilst also reminding participants that these topics or activities do not need to be grim or boring.

Access to Support

Access to additional support is critical when conducting group work. Ensure students have access to the wellbeing team during school or have numbers and safety plans established that include numbers to afterhours services such as the Kids Helpline.

STRUCTURE AND SUITABILITY

The program was designed as a 6-week program for smaller groups, but also included activities that could be delivered to a full class. However, it is important to adapt and modify or carefully select the activities depending on the learning environment, the size of the group, and the need to implement trauma informed principles which may better controlled in small groups.

Whole class

(20-30 students)

Some activities work well in a whole classroom environment. Students may feel more comfortable remaining within the classroom environment because of the structure, boundaries and familiarity. It is sometimes perceived as less threatening and provides students the ability to work quietly on the activities, allowing more space for processing and less pressure to partake in discussions. Teachers are often necessary in whole class activities as they can assist in regulation and familiarity for the students. If you are working with teachers who are not present or able to contain students, seek additional support from co-facilitator, year level co-ordinator or Principal.




Group

(5-8 students)

Some activities work better in a smaller, intimate group where students can open up, talk and share their personal experiences. Although it is important to pick up on how students are feeling when it is there time to speak and show up for a small group. This might feel more exposing and therefore spending time building rapport and safety is crucial.

In this project we avoided delivering to large groups of students (whole year levels) due to the complexity of the topics and need for multiple facilitators.

The table provided below has been included to assist in recognising if an activity may be appropriate for a group depending on what stage the group is in or the needs of the whole class engaging in the activity.

	This activity should be safe and suitable for most young people.
	This activity may not be appropriate for all young people and facilitators discretion should be used.
	The intention of this activity is to activate feelings and emotions, as such, this should be used when there is rapport, trust and a secure container.

ESTABLISHING A SMALL GROUP PROGRAM

Group establishment takes place in four phases. Each phase is crucial to the development and success of the group. Tracking each phase helps for professional reflection and recognition of what tasks are and are not appropriate.

Pre-Group Phase - Beginning Phase - Middle Phase - Ending Phase

Pre-Group Phase

Part 1 Preparation

Preparation is the first important step to beginning group work. Ensuring you are clear on your goals and having a clear idea of your target audience will assist in the initial stages of development. Your approach may change once you begin meeting with the young people and trialing activities.

Planning considerations:

- What do tools or resources do you need?
- Can additional training assist in your facilitation?
- How will the sessions be structured?
- What is the purpose of the group?
- What rules need to be established?
- How many facilitators are there?
- How many participants?
- Where will it be hosted?

Part 2 Assessment

From the experience of this pilot project, assessment is one of the most important steps. We recommend a minimum of a 20-minute meet and greet or short intake and assessments with each participant. This should involve explaining the group and general boundaries, checking in on their ability to commit to a group, building rapport and comfortability with a facilitator, and assessing the participant's current mental health status or experiences of family violence or other forms of trauma. Participants in acute crisis may not be appropriate for group work and can instead be referred for private counselling or case management.

While selecting participants, it is important to consider balancing personalities in the room. It is great to have a mix of shy and talkative students, as well as leaders and listeners. Each play an important role in creating the group dynamic.

Beginning phase

Establishing rapport and comfortability is your most important tool when commencing a group. Spending the first session or two engaging in light and fun activities can assist in this process, as well as sharing stories and playing games that have some psychoeducation elements. Focusing on team building, guidelines, fun, boundaries, confidentiality and privacy will assist in creating a strong container. There are also important wellbeing and educational topics that can be interweaved into these activities.

Middle phase

During the middle phase you can begin delving deeper into topics, challenging participants to open up more and try new activities that may be intimidating (such as meditation or somatic work). This phase of the group allows you to deliver the more difficult and meaningful activities, while also bringing up more emotions and sensitivities. This can be rewarding and challenging for facilitators, although if we have established safety, trust and group cohesion, we now see the pay off.

Ending phase

The ending phase is all about cooling down and celebrating the progress, helping participants think about where they want to go next and how they can honour the group. You may be able to provide a parting gift to participants (i.e., movie voucher) and certificate of completion. It is also recommended to provide meaningful congratulations and acknowledgements to the participants who opened up, challenged themselves and contributed to the group. This can be a sentimental and reflective activity where you focus on each participants strength. To conclude, you can attach a feedback form for them to fill in at the end of the session.

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MODULE 1
IDENTITY AND
BELONGING

Learning intention

This module assists young people to explore their identity and sense of belonging. Young people are at the stage of development where they are ready to understand themselves and their communities. These activities improve self-esteem and interpersonal awareness. This may include cultural identity and hobbies or what makes someone and their families unique.

Essential Question

What is my identity and where do I feel like I belong? What are some of my family's and community's strengths?

ACTIVITY 1: PERSONAL IDENTITY WHEEL



Equipment:

Handout, pens, white board and markers

Information:

The Personal Identity Wheel is a worksheet activity that encourages students to reflect on how they identify outside of social identifiers. The worksheet prompts students to list adjectives they would use to describe themselves, skills they have, favourite books, hobbies, etc. It is best used as an icebreaker activity. The wheels can be used as a prompt for small or large group discussion or reflective writing on identity.

Time:

25 minutes

Method:

- 1) Distribute the personal identity wheel handout.
 - Give students 10 minutes to fill it out and decorate.
- 2) In pairs or small groups, have students share their personal identity wheels.
 - Give students 10 minutes to share.

Note: If in small groups and if time permits, mix up groups for different rounds of sharing.

Possible questions to debrief on:

- Which components of your personal identity were harder to share out?
- Which, if any, personal identities are informed by your social identities (age, race, gender, sex, etc.)
- Can anyone share a skill they are proud of?
- Who would like to share the three adjectives they used to describe themselves?
- Can anyone share their personal motto?
- What were some things people found in common with each other?
- Who struggled with this activity and why?

Considerations and learnings

This activity worked particularly well when getting to know students and encouraging dialogue or rapport building. Students were able to identify ways in which they were similar or different to each other. Collecting the work sheets at the end can assist in understanding your participants better and further personalising your talks or sessions. If students struggle with this task, it provides a good opportunity to check in regarding their ability to recognise personal attributes or things that they like and begin exploring this further.

Source

University of Michigan (2022)

The image shows a circular 'Personal Identity Wheel' form. The wheel is divided into 12 segments, each with a label around the perimeter. Starting from the top and moving clockwise, the segments are: 'Favorite Music', 'One Skill you are Proud of', 'Favorite Movie', 'Favorite Book', 'Favorite Food', 'Favorite Hobby', 'Favorite Color', 'Personal Motto', 'Number of Siblings', 'Birth Order', and 'Favorite Color'. The center of the wheel contains the text 'Three Adjectives to Describe Yourself' followed by three numbered lines (1., 2., 3.) for writing. Below the adjectives is a line for 'Name'.

Image Source: University of Michigan 2022 Personal Identity Wheel

ACTIVITY 2: STEP IN



Equipment:

Space

Information:

One way to build trust is to learn about people. When we learn about people's backgrounds, interests, and perspectives, we begin to understand who they are. This deeper understanding and willingness to share our histories creates a bond and connection.

Time:

15 minutes

Method:

Ask everyone to form a large circle.

Read a series of statements and anyone who can answer "yes" takes a step into the circle.

After each statement, each person steps back to the full circle.

Include 10-25 statements, for example:

- I have siblings.
- Me and my siblings fight sometimes.
- I speak another language.
- I was born in a different country.
- I have family overseas.
- I have been in Australia for less than 2 years.
- I've sometimes felt judged by someone at school.
- I've had a time where I felt lonely.
- There are some days I find it really hard to be at school.
- It's been difficult to make friends starting school this year.
- My family has experienced some struggles.
- I have pets at home.

Considerations and Learnings

This activity is a great way to get to know students, although when initially tried, it did not work well with a large group that didn't have a pre-existing rapport with the facilitators. Accordingly, we recommend that this activity is conducted with smaller groups, where the questions can be adjusted in response to the needs and experiences of the students and there is a clear purpose.

Source

Peggy McIntosh (1989). White Privilege: Unpacking the Invisible Knapsack

ACTIVITY 3: LETTER WRITING



Equipment:

Quiet space, music, paper, pens

Information:

Students get to write two letters, one to their past self and one to their future self. This is a reflective and positive practice.

Time:

25 minutes

Method:

- 1) Sitting in a circle with students, open up a discussion around receiving or giving advice, intuition and self-motivation.
- 2) Explain that this activity is about the ability to give yourself advice and listen to yourself, help map out feelings or make a big decision. Discuss how this can assist in long term planning and reflection. Remind them that this is totally private- no sharing is necessary.

It can help to put examples on to the board:

“Dear Audrey, I am writing this letter to myself to help figure out what I want to do about my friendships this year...”

- 3) Put relaxing music on and ask students to find their own place to write a letter to their past self. The letter should be a short letter of encouragement, acknowledging the current difficult times but letting the younger version of themselves know that it got better and there are future opportunities ahead. Encourage students to include two positive things that will happen in the future in their letter.

- Allow 20 minutes for this task.

4) Now encourage students to write a letter to their future selves, something they can open at the end of the year. Set the date and begin!

- Encourage students to share their hopes, dreams and current struggles. What is it like in the future? What are some new experiences?
- Give students the opportunity to seal their letters and open them in six months' time.

5) Ask students to reflect on this, how did it feel in their mind and bodies to think about their past and future self.

Considerations and Learnings

This activity worked particularly well with a group of students who had a good rapport with each other and the facilitator. Students dived right into this task and spent 30 minutes writing a letter to themselves. We conducted this activity at the end of a six-week program.

ACTIVITY 4: SELF ESTEEM- LOW BLOWS AND BUILDERS



Equipment:

Safe space, music, paper, pens, white board

Information

Students are asked to reflect on what self-esteem is and how it impacts us, recognising what influences our self-esteem and worth.

Time:

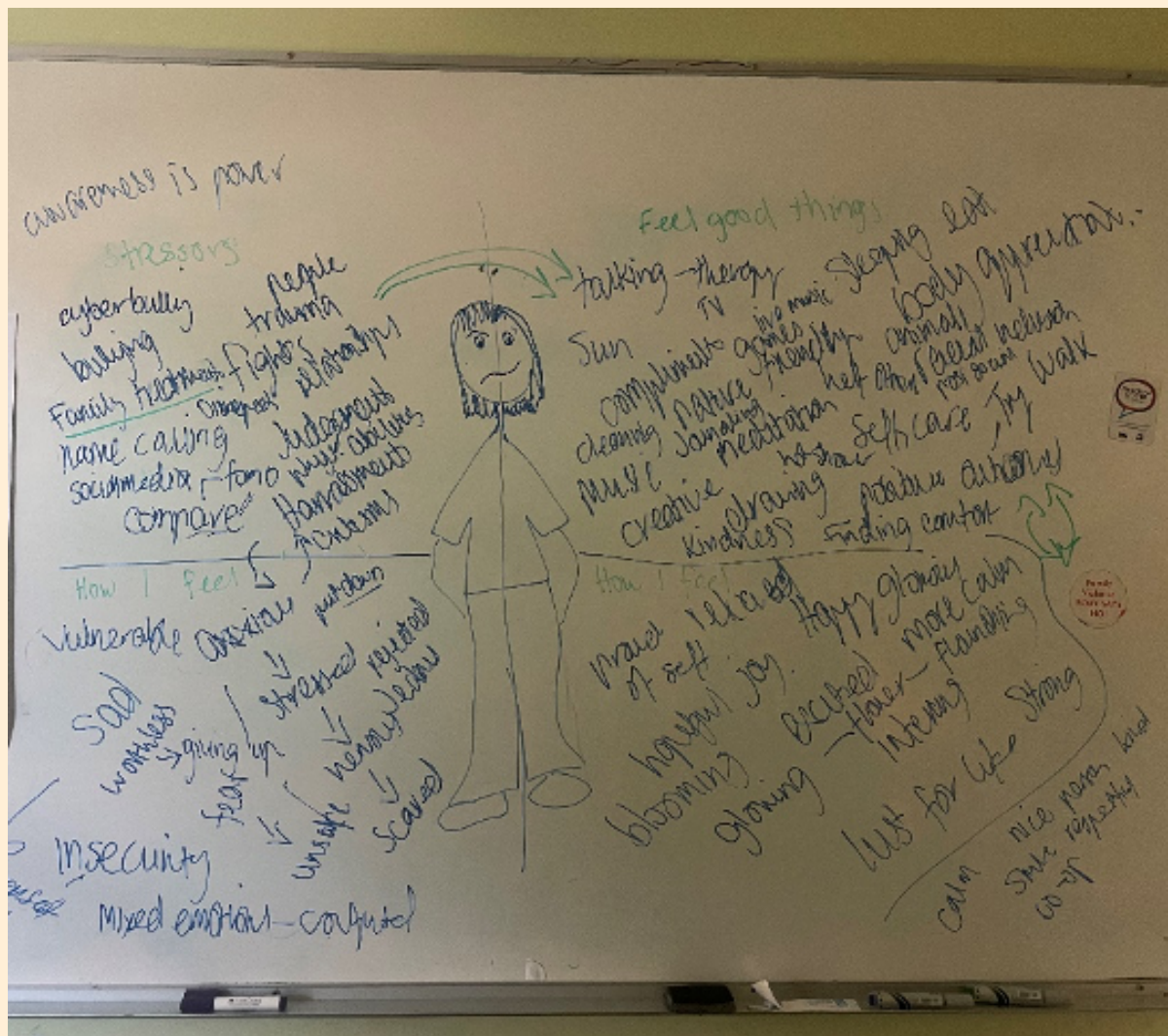
50 minutes

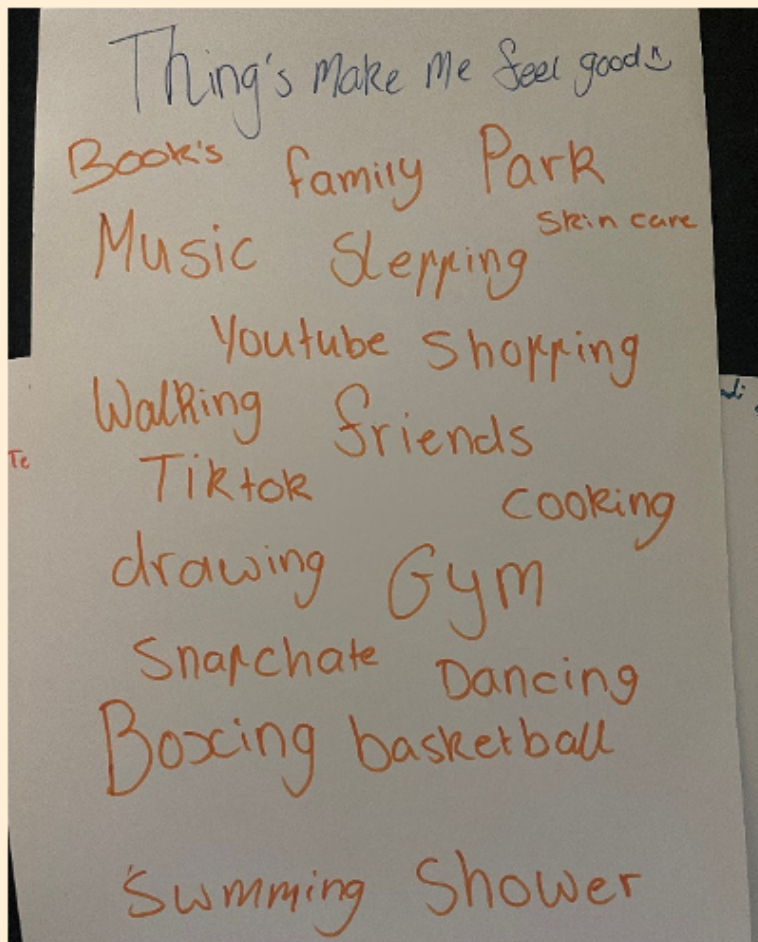
Method:

- 1) Starting with the white board, draw a human body with four sections on the outside. One half of the body is sad and the other is smiling. Get another facilitator to start describing what self-esteem is and open up the questions to the room.
- 2) One half of the body drawing reflects negative triggers for self-esteem (stress, social media, fights, lack of sleep etc.), get students to call out things that may impact self-esteem.
- 3) Underneath, write out what this makes us feel or underlying emotions involved (sad, depressed, anxious)
- 4) Ask students to describe how this might look on the outside, emphasize that sometimes it is obvious (head dropped, no eye contact) other times it can be hidden, in a façade of confidence or bullying.
- 5) Moving to the opposite side get students to highlight things that improve self-esteem (laughing, sunshine, fun sports, journaling, talking about feelings with trusted adults)
- 6) Highlight how our emotions may shift when we focus on self-esteem building activities.

7) Afterwards, get students to reflect by drawing or writing out things that build their self-esteem up by making them feel good. Get creative! Ask students to pinpoint an event or issue that can damage their self-esteem (we call them blows), and teach students that to counter that, they can find an activity that builds it up.

8) Reflect and share afterward.





Considerations and Learnings

This activity worked particularly well with a group of students who have good rapport with each other and the facilitator. Drawing on the whiteboard is also a fun way to keep students engaged.

Follow Up Questions

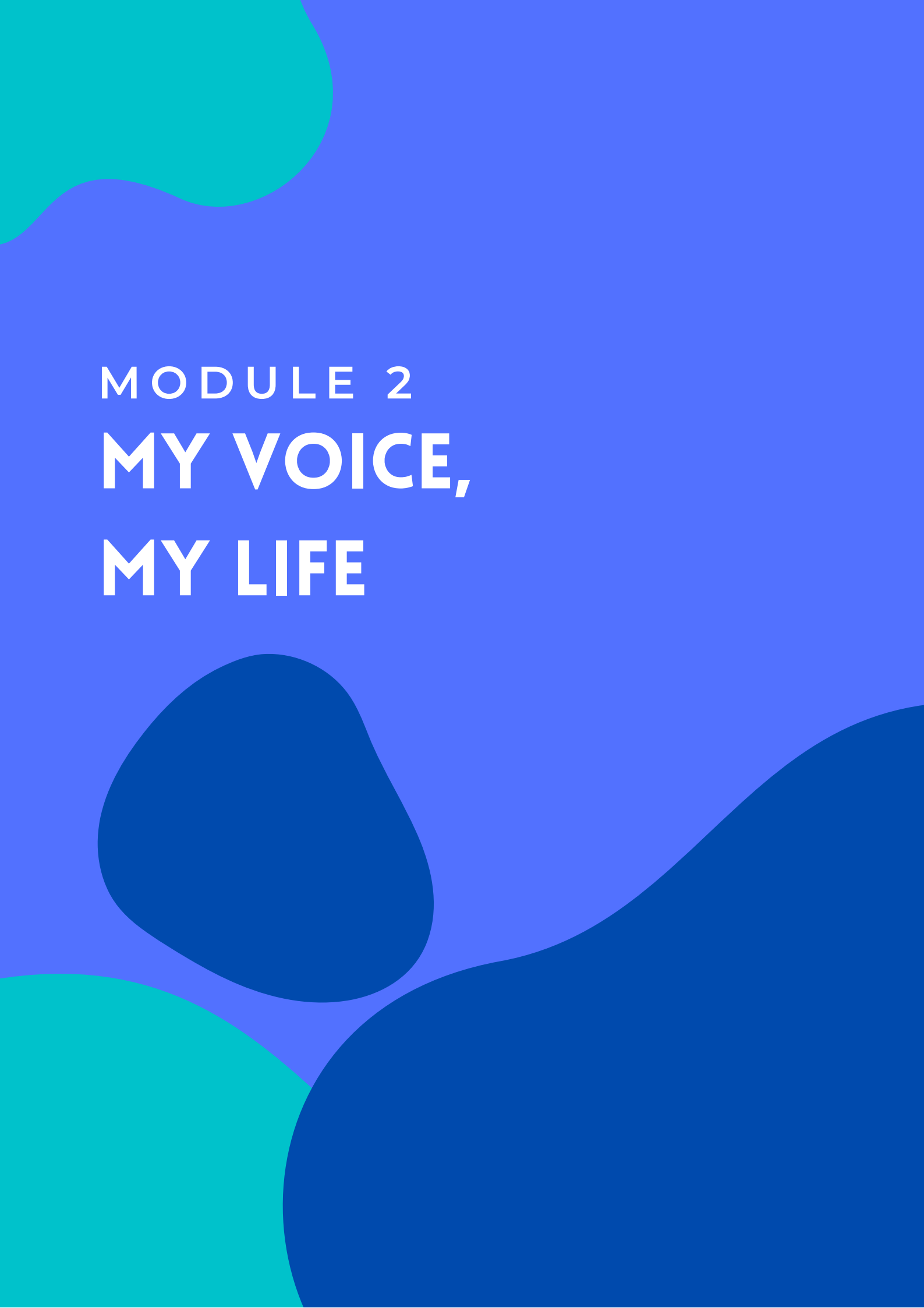
- 1) What is something you learnt about yourself today?
- 2) Ask students to incorporate an 'I can' statement into the feedback, for example: "I can... recognise my support networks and I know when to reach out for help. I can find ways to take care of myself and identify when I am not feeling great."

Additional activity (not piloted): Family Arm of Coats

This activity helps young people identify the parts of their family that they are proud of. This activity provides young people with the opportunity to try and think differently about what's going on at home and with the people in their life.

Source

Kids Central Toolkit (2007). My Family is Special. Tool 3G: Family Coat of Arms
<https://www.acu.edu.au/about-acu/institutes-academies-and-centres/institute-of-child-protection-studies/kids-central-toolkit/tools-and-resources/my-family-is-special>

The background is a solid blue color with several large, organic, wavy shapes in a darker blue and a teal color. The teal shapes are located in the top-left and bottom-left corners, while the darker blue shapes are in the middle and bottom-right areas.

MODULE 2
**MY VOICE,
MY LIFE**

Learning intention

Students are given tools to figure out what their personal strengths and goals are. This encourages a sense of achievement and purpose. Students are encouraged to feel responsible for setting these goals, while also being encouraged to be simple and realistic.

This process allows students to feel more in control of their lives and their voice.

Essential Question

How can I make my own choices to direct my life and use my voice to empower myself?

ACTIVITY 1: GOAL SETTING, VISION BOARDS



Equipment:

White board, pens, paper, drawing and craft materials.

Information:

This activity is about setting goals and figuring out what the young person is really interested in or wants to work toward. This isn't about achieving any huge milestones, just reflecting, organising and visualising their dreams.

Time:

60-90 minutes

Method:

- 1) This is a solo activity. You can play an inspiring YouTube clip, put on some fun music and get talking about dreams and goals.
- 2) Begin by drawing out goals out like a mind map on the board. Circling 'you' in the middle and all of the things you'd like to do. Aim for three to five things.
- 3) Rate them out of 5 in terms of priority. For example, playing full piano songs without looking at notes. This might get a 4/5 priority (low) but nonetheless something the student may like to achieve.

- 4) Practicing yoga three times a week might get a 2/5 as a higher priority.
- 5) Once they've got a selection of goals, lay them out in action plans. Encourage students to think broadly about this and explaining that this is a 'no shame' space. Tell students this is just for them, and they only have to share if they want to.
- 6) Once they each have a goal down on their paper, ask students to consider:
 - How will they achieve this goal?
 - Who can help them?
 - When they want to achieve it by?
- 7) Lastly, students will draw themselves successfully achieving this or creating a collage that represents some of these ideas. Encourage humour and playfulness in this activity.
- 8) Ask those who feel comfortable to share their Vision Board. Encourage students to take them home to put on their bedroom wall.

Considerations and learnings

This activity worked particularly well with younger students on a holiday program who were heading into year 7. While we tried this with an older group, we ran out of time, so make sure you have plenty of time to get crafty!

Source

Respectful Relationships (2018). Year 7 – 8 Learning Materials.

ACTIVITY 2: SHARK BOUNDARIES



Equipment:

Quiet space, music, paper, pens, white board

Information

Students are able to learn about boundaries and safety in this session. They are encouraged to reflect on what boundaries they are learnt growing up and what they want to take forward. For this activity, we recommend facilitators read Ursula Benstead – 'The Shark Cage'.

Time

50 minutes

Method

1) Begin with one facilitator discussing what boundaries are and how they impact us. Read out this section taken from Shark Cage:

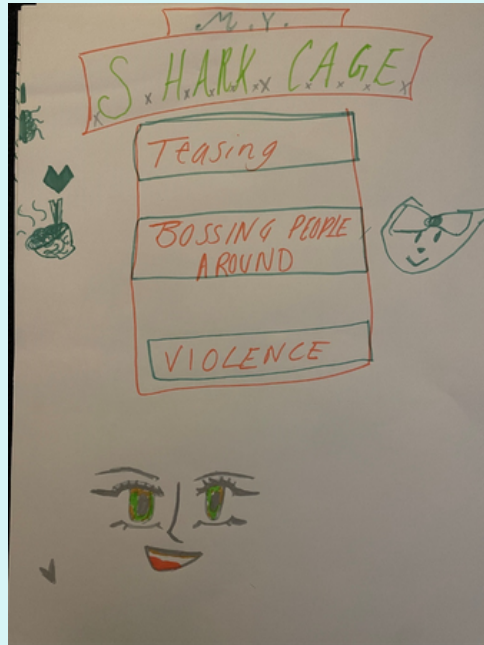
The world is a big, beautiful ocean. There are lots of beautiful, colourful, harmless, friendly fish and there are sharks too-lots of them! They are more present in some waters than others, but they are around. They are predators and they are dangerous. To survive in this ocean, you need a good Shark Cage. Where do we get our Shark Cage from? People aren't born with Shark Cages. It is up to the people around us when we are young to help us build a Shark Cage. Our caregivers and everyone we come in contact with in childhood contribute to the type of Shark Cage we build.

Let's think of each bar in the Shark Cage as a boundary or a basic human right. If we are taught that it's not acceptable for people to shout at us or call us names, that's one bar in the Shark Cage created. If we are taught through words and actions that it is not acceptable for people to hit us, then that's another bar in the Shark Cage. If we are taught in words and actions that it's not acceptable for people to touch us in ways that make us uncomfortable, that's another bar. Once the bars are in place, sharks bang up against them and find it harder to get close enough to take a bite and hurt us.

Building a Shark Cage when it has already become normal to have sharks biting at us is really hard. Most of us have Shark Cages with missing bars that need work. That is OK because we can work on and repair our Shark Cage at any time. We just need the right blueprint, assistance and tools. So, there is nothing wrong with you. Imagine a mermaid has come along to teach you, she has learnt these lessons before and wants to teach you how to build a cage, you can learn from her, or you can learn from other friends who have strong shark cages.

(Note: this can be rewritten to suit your program)

- 2) As one facilitator is reading out the shark cage story, another worker will draw a huge ocean on the board and begin live storytelling with drawings.
- 3) Explain the complications and intricacies of shark cages, the hidden sharks and sneaky ones dressed as dolphins. Include anything you may feel is relevant to the students.
- 4) Emphasise that once you have a strong cage, nice, cool fish come and hang out with you, and you build a community away from sharks. Remind students that it's not their responsibility to fix sharks, which is for professional adults to do.
- 5) As a group, begin drawing your own shark cage with boundaries written along the bars. Discuss how at their age, what your boundaries were like and how they became stronger as you got older.
- 6) At the end, share your cages and one boundary that stands out to you. I like to remind students that this is an act of self-love, but that it takes time to learn, and mistakes are often our biggest teachers.



Consider posing scenarios as a way of supporting students to further explore the concept of boundaries.

For example:

You are with a group of friends, one of them is a boy and he keeps trying to sit next to you and talk during class. You've told him twice that you don't want to talk in class but each time you said it in a joking way, and he continues. One night you're at a birthday together and he tries to put his arm around you, you tell him no this time, but he doesn't listen, not until you really clearly say no, get up and move, does he finally back off. You aren't interested in him in that way. A few months later he starts dating a friend of yours, and you start to notice some unhealthy habits they get into, it seems like he calls her all the time and doesn't stop ringing or texting until she answers and gets really angry when she doesn't tell him where she is, he tells her she isn't allowed to have male friends at school anymore. She confides in you that she doesn't know what to do but thinks he must really like her, and she can help him be less anxious.

Questions

- What are some boundaries here that might have been missed?
- Does your friend have a good set of boundaries?
- Did you notice him disregard your boundaries?

ADDITIONAL ACTIVITY



Finally, assist the students to participate in a guided meditation to further explore body signals, and identify their own boundary that is most often pushed.

Method

- 1) “Find a comfortable space, sit down, close your eyes (if you want) take a deep breath and relax your body.” Do this a couple of times until the energy in the room calms.
- 2) “Now imagine this scenario happens, eyes still closed.” You can provide students with a short description of a boundary being crossed but ensure that it is not overwhelming. Example: Your sibling keeps coming into your bedroom and you’re beginning to fight about it because you want privacy.
- 3) “Imagine how this makes your body feel, are your eyes tensing, hands feeling odd, chest heavy. What does it feel like when someone isn’t listening to your boundary? Or maybe you don’t know how to tell them, and you feel a little bit helpless?”
- 4) Encourage students to sit with this feeling for a little bit and feel the comfortability if it is there. Remind students that feeling ‘numb’ is okay as well.
- 5) “You’re going to say in your mind really clearly, to yourself or to the imaginary person “You need to stop doing this- I don’t like it- It’s a no from me.”
- 6) Ask students, “How does this feel? What comes up for you now?” Everyone can share one feeling in their body i.e., sick, uncomfortable, numb. Let students know that all thoughts and feelings are welcomed.

Considerations and learnings

This activity worked well with two groups of female students who had good rapport with facilitators and each other. Using humour and storytelling throughout increased the impact of the session, particularly when drawing out the shark cages. The final section on ‘Body Signals’ is suitable depending on how the students are feeling after the activity but are an essential component to embodying the practice of setting and reflecting on boundaries.

Source

Benstead, U (2023). The Shark Cage.

Follow up question:

- What is something you learnt about yourself today?

Additional activities (not piloted)

1) Assert this! Interdependency

This activity has been designed to help students understand the concept of assertiveness. Students identify a range of situations in which it is useful to be assertive and practise techniques for assertiveness and problem solving.

Source

Respectful Relationships (2018). Year 7 – 8 Learning Materials. P44

2) Character Strengths

This activity assists students to identify the qualities or strengths that they value in others and can recognise a range of character strengths.

Source

Respectful Relationships (2018). Year 5 – 6 Learning Materials. P16



MODULE 3
SOCIAL
BUTTERFLY

Learning intention

This module intends to help young people understand themselves socially, how they can better communicate with strangers, friends and family in their life.

Essential Question

Who do I enjoy spending time with and what makes me feel uncomfortable in social situations?

ACTIVITY 1: CONFLICT AND FRIENDS



Equipment:

White board, pens, paper, music, space, printed signs

Information:

This activity is about young people exploring what happens with friendship conflicts and how to address this. We recognise that young people who have experienced relational trauma may have difficulty in rupture and repair, as such this activity aims to create an open dialogue for conflict resolution skills.

Time:

40 minutes

Method:

- 1) Print off signs saying:
 - a. I'm okay with this.
 - b. I'm uncomfortable with this.
 - c. I'm unsure.

Hand signs out to participants.

- 2) Read out short, prewritten scenarios about small to large conflicts in friendships that may occur and get students to hold up the signs and then discuss.

- 3) After this, create a line down the room, with one end being okay / uncomfortable.

4) Read out more complex scenarios and get students to place themselves somewhere on the line.

5) Discuss how you would resolve or address these issues and expand on each conflict.

Considerations and Learnings

Students responded well to this activity and were highly engaged throughout. It was a really good opportunity to give tips and advice and share relatable personal stories.

Source

Designed by Roxborough Secondary College and Northern Community Legal Centre 2023

Additional Activities (not piloted)

ACTIVITY 1: ROLE PLAY



Information:

This activity is about recognizing how the mind may tell us something will happen, even when it might not. The intention is to go through role play and predict what might happen.

Time:

25 minutes

Method:

- 1) Break into trios, each get a piece of paper with instructions on it and questions about what might happen.
- 2) Students get 5 minutes to read the scenario and without reading the script, answer the question 'What are you thinking will happen?' before beginning the role play.
- 3) Students act out role play in groups of three which is intended to have a different outcome than expected.

Source

Respectful Relationships (2018). Year 7 – 8 Learning Materials.

ACTIVITY 2: STORYTELLING, STORY ACTING



Equipment

White board, pens, paper, music, space

Information:

This activity is about young people being able to retell a story to someone in pairs and then share it with the group. The idea here is that people get a chance to act out someone else's story with a clear structure. Each story must consist of a hero, a challenge, at least 5 characters (get creative and direct towards class needs, use a theme such as heroism, social media, anxiety etc.) Students then act it out as someone reads out the script.

Time:

50 minutes

Method:

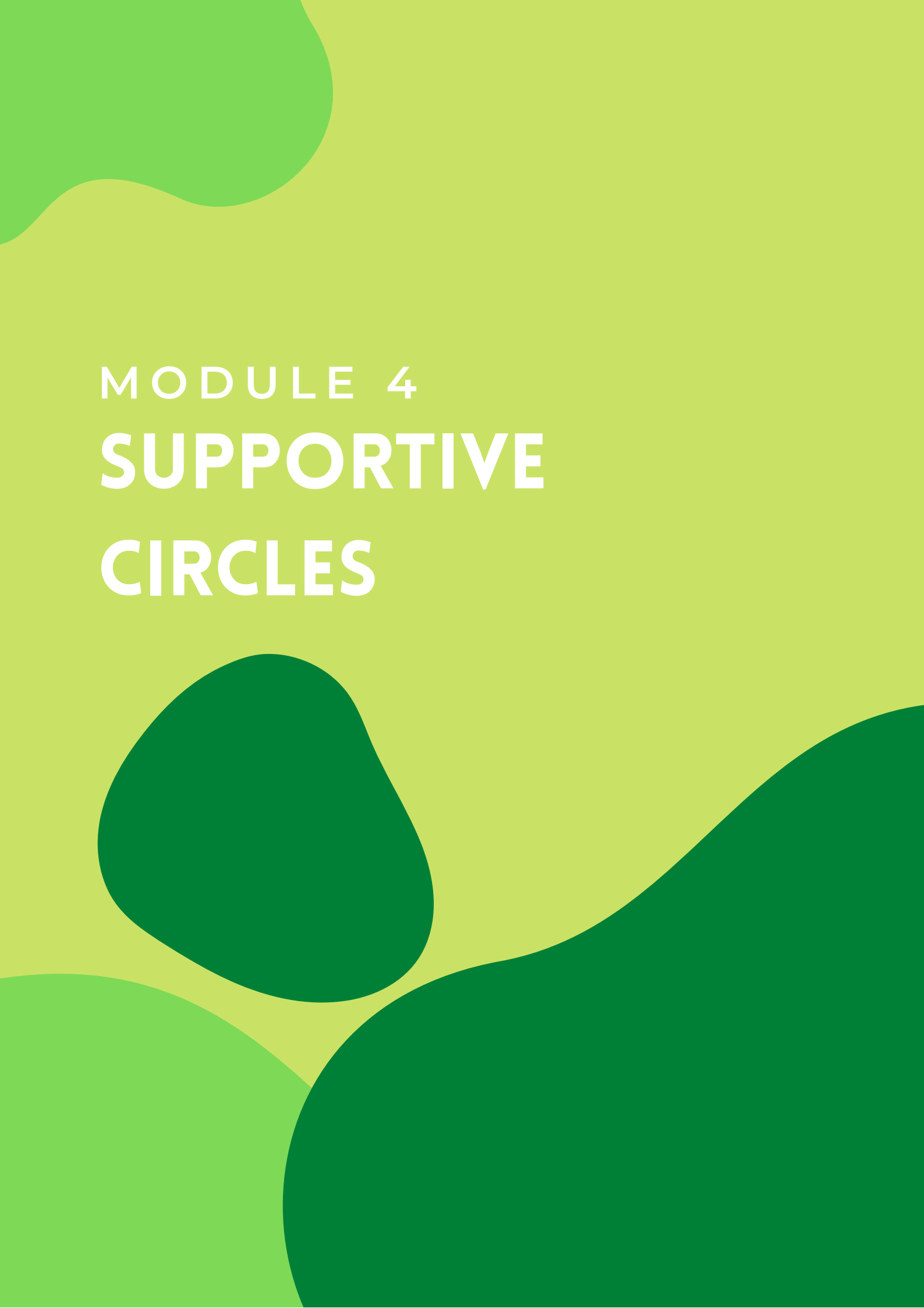
- 1) Break into pairs and write a short story. It can be funny and playful but must include key topics.
- 2) Students come to the front of the group and read out their story, allocating characters as they appear in the script, each person must act out their role, narrated by the two students.
- 3) Students are allowed to pass once if they don't want to act. But each student must have a turn at some stage.
- 4) Guided by the facilitators, the activity is intended to be inclusive and fun, but also encourage students to reflect on how it feels to play a role of someone else, particularly being a hero, or scared or angry etc.

Source

Respectful Relationships (2018). Year 7 – 8 Learning Materials.

Follow up questions:

- What is something you learnt about friendships today?
- How can you introduce some of these ideas into your friend groups?
- I can... recognise ways to resolve conflicts and seek help when I need.

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MODULE 4
**SUPPORTIVE
CIRCLES**

Learning intention

This module assists young people to explore and identify their inner support circles, the people they trust and who they would go to for advice or information. This includes individual self-care, emotional regulation strategies and safe and supportive friends or adults to speak with.

Essential Question

Who are my support networks and what is the purpose of interdependency? How can I take care of myself and my friends when we are facing adversities?

ACTIVITY 1: PRACTICAL SELF-CARE



Equipment:

Butcher's paper, pens, blue tac

Information:

Writing down and exploring different self-care tips and strategies can really help students who are feeling overwhelmed or have spare time. These important steps create routines and structures in their lives that make them feel good and connected.

Time:

25 minutes

Method:

- 1) Write down four topics on butchers' paper and stick them up on the walls spread out: Distraction; Relaxation/Meditation; Soothing the senses; Move your body.
- 2) Students walk around and add suggestions under each topic, crossovers are expected i.e., Taking a bath, going for a walk with my dog, sniffing lavender, etc. Facilitators are encouraged to add suggestions too.

3) At the end, each student gets to say their favourite activity i.e., my favourite way to chill out is to hang out with my friends or go to the movies.

4) Facilitator closes class and takes the butchers back to office and creates booklet with these suggestions to give to students at the end of program.

Considerations and Learnings

This activity works well with students who already have established rapport with their facilitator and peers and feel comfortable sharing strategies. Some students may write inappropriate ideas down, which may be a sign that they aren't ready or comfortable to do this activity yet. Otherwise, encourage students to be creative and humorous if that helps!

Source

Caraniche (2021) Practical Self-care.

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MODULE 5

**UNDERSTANDING
THE BODY**

Learning intention

This module is based on somatic experience. Young people learn about how feelings and thoughts can interact with our bodies, creating strong sensations and experiences. Young people learn breathing and movement exercises to help relax their bodies and feel their emotions properly.

Essential Question

Why does my body feel heavy sometimes? How come I can feel emotional pain in my body? Why does it feel like it vibrating at other times?

ACTIVITY 1: RELEASING EMOTIONS



Equipment:

Speaker, yoga mats

Information:

This activity is about recognising where emotions sit in the body.

Time:

25 minutes

Method:

- 1) Ask students about which emotions they find difficult or struggle to sit with.
- 2) Explain to students that sometimes when a feeling is overwhelming, we can begin to feel a bit numb. "The curious thing with emotions is they don't respond well to being dismissed or ignored, they just want to be noticed' 'if we keep our emotions buried deep inside or at arm's length- they act more like a toddler, asking for attention all the time".
- 3) Ask young people to sit cross legged on the floor, begin with gentle stretches to warm up the body and three calm breaths, eyes closed (or open if more comfortable).

4) Once settled into the positions, direct students to begin thinking of situation that really annoyed them recently, maybe it was being late to something or how their sibling spoke to them. Encourage students to not go into any memory they feel scared of.

5) “Imagine you’re back in the situation and recognise how your body feels. Maybe your hands are tense, or your chest starts to get a bit more racey. Imagine the colour red is radiating in the body and this is a feeling of anger. Have a think about where it sits in the body, what does it look like?”

6) “While in this moment, take a deep breath in, clench your fists and tense your shoulders, face, arms, legs and then release and breathe out- do this two- three time”.

7) When participants are ready take three calming breaths and practice a grounding activity. Think of the emotion joy, imagine a big yellow light around your tummy shooting off in all directions jiggle arms, legs and do a little dance to shake out the feeling.

Sources

Respectful Relationships (2018). Year 7 – 8 Learning Materials. Victoria State Government. Education and Training.

ACTIVITY 2: BODY SIGNALS



Equipment:

Music

Information:

This activity is about encouraging students to recognise body language emotions-when someone is frustrated or sad or happy.

Time:

45 minutes

Method

- 1) Draw a body on the whiteboard, get the students to pick 2-3 feelings and show them where they might show up on the body.
- 2) Explain that this helps us identify what our feelings or body is trying to tell us when we feel happy, stressed, scared etc.
- 3) Give students the chance to draw themselves by pairing up with one other person, trace body on butcher's paper, and map out where the emotion sits in the body.
- 4) Explain that everybody is different, get them to come up with five different feelings.
- 5) Ask students: "Where do you feel stress? Where do you feel anxiety?"
- 6) Draw the different sections on the body.
- 7) Add some thoughts that might sit around the head that correspond to the feelings.
- 8) Help students to recognise that the feeling of excitement sits in the same body area where nervousness might feel. Like, 'scited' (scared and excited).
- 9) Finish with a breathing exercise, reminding how to calm the body down.

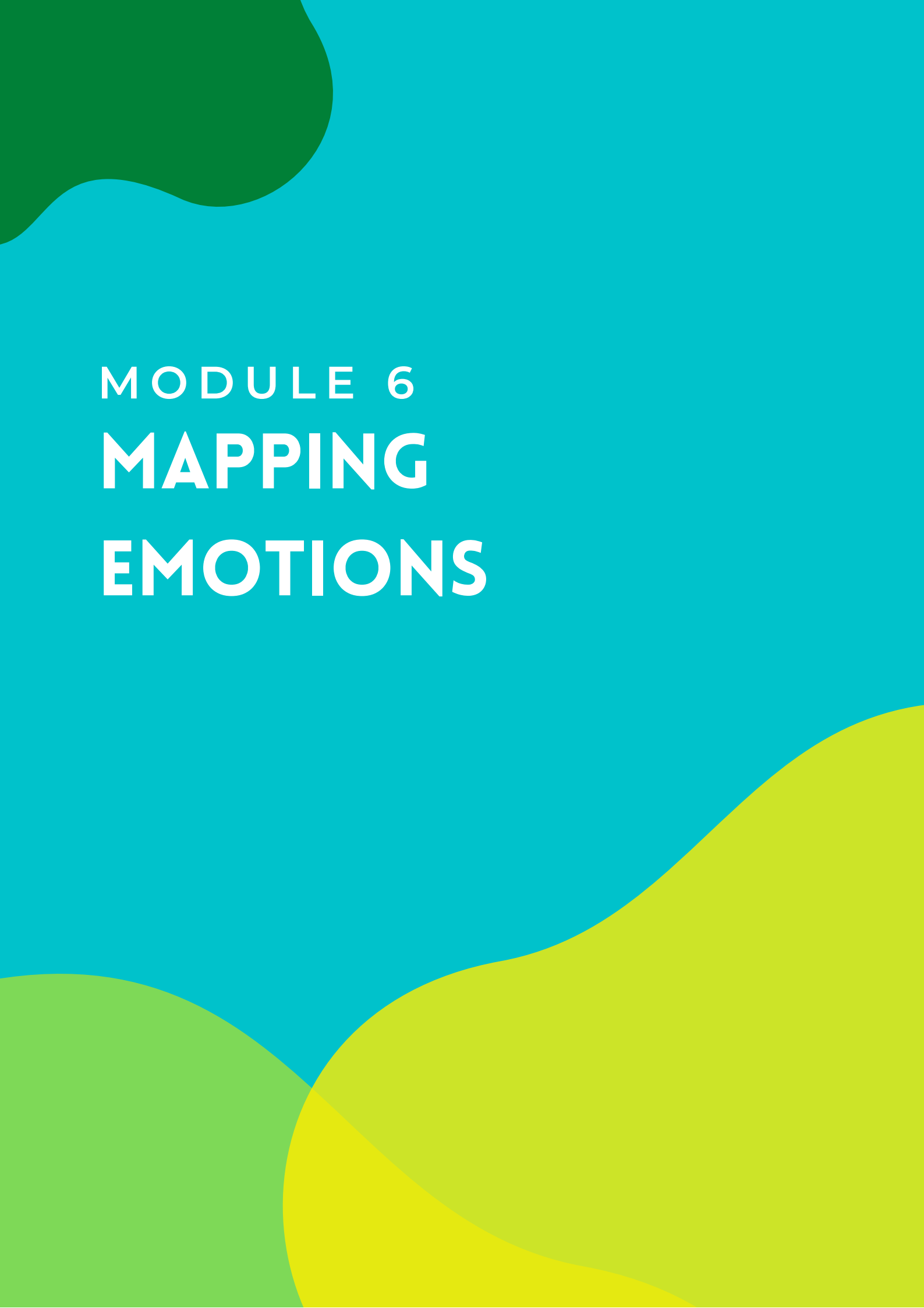
Follow up questions:

- What did you learn about your own body today?
- How can I work with my body instead of against it?
- What is my body trying to tell me?
- Encourage students to finish with an 'I can' statement. For example: I can... recognise that my body is reacting to a feeling, emotion or thought and I can use different techniques to calm it down.

Sources

Siegal, D (2023)

Respectful Relationships (2018). Year 7 – 8 Learning Materials. Victoria State Government. Education and Training.

The background is a solid teal color. In the top-left corner, there is a dark green organic shape. At the bottom, there are two large, overlapping organic shapes: a light green one on the left and a yellow-green one on the right. The text is centered in the upper half of the page.

MODULE 6
**MAPPING
EMOTIONS**

Learning intention

For this module young people are encouraged to name, recognise and relate to different emotions using logic and mindfulness. The aim is to connect the human feelings with a clear and descriptive emotion, getting down to the exact experience and therefore regulating the mind and body. For example, a reaction or behaviour may present as an angry outburst, however the feeling underneath might be jealousy or exclusion, and then sadness.

Essential Question

Why do we feel different sensations and emotions and how do I get to understand them better?

ACTIVITY 1: NAME THE EMOTIONS



Equipment:

White board, pens, paper

Time:

25 minutes

Method:

- 1) Break into pairs or trios to brainstorm a list of emotions. Challenge them to get 20 within the next minute.
- 2) Ask the group with the longest list to read theirs out. Ask other groups to add any extras that they had which were not on this group's list.
- 3) Ask if anyone has any theories as to why we have developed so many words for emotions in our language.
- 4) Explain that emotions can get muddled up and confused with one another- sometimes because they can feel similar to each other even if they are opposites.
- 5) Get creative- make up some extra emotions that you feel like go hand in hand. For example, scited- scared and excited. Or hangry- hungry and angry.

6) Encourage students to connect the emotions that they think are opposites (for example, excited and scared; curious and anxious).

7) This is a great opportunity to discuss the power of curiosity when feeling anxious. Discuss examples of times when you've felt nervous and overwhelmed- and try being curious about what emotions you're feeling, where they are sitting in the body and what is triggering them. Curiosity cured the 'anxious' cat!

8) Ask students to connect words that relate to each other, providing plenty of examples and encourage creativity. While students are connecting their words, start drawing up the Snowman game (similar to Hangman) on the board, with the key word being C U R I O U S / C U R I O S I T Y. Give hints to the students on how best to understand or unpack their emotions, how can your emotions be approached.

Sources

Respectful Relationships (2018). Year 5 – 6 Learning Materials. Victoria State Government. Education and Training.

ACTIVITY 2: EMOTIONS LASAGNE



Equipment:

White board, pens, paper

Information:

This activity is about exploring how feelings have layers and understanding what emotions may sit under the surface.

Time:

10 minutes

Method:

- 1) Begin by asking students “What is a lasagne”- layers?
- 2) Explain that you will be exploring emotions using this analogy.
- 3) “Often, we have one obvious feeling or emotion that sits on top, easy to see and feel. What is an example of this?”
- 4) Prompt students to provide an answer like anger, mad or excited.
- 5) Describe to students that while we may be expressing this emotion, sometimes there are other feelings underneath that are harder to express or feel. This could be sadness or tiredness. Explain that there may be even more layer’s underneath, like grief or disappointment, which may be a harder emotion to sit with or feel.
- 6) Once students understand the concept of layered emotions, ensure that you explain that everyone is different, and all they need to do is explore these emotions or feelings with a bit of openness and curiosity.

ACTIVITY 3: ICEBERG EMOTIONS



Equipment:

White board, pens, paper

Information:

This activity is about feelings and emotions that sit under the surface.

Time:

25 minutes

Method:

- 1) Draw a large iceberg on the whiteboard.
- 2) Begin explaining the basis of 'what lies beneath', which explores how emotions and feelings are layered and sometimes difficult to process or be aware of because we can 'squash' them.
- 3) Explain the concept of Thought- Emotion- Behaviour and what happens when the emotion is under the surface. You can draw this on the board and provide examples.
 - Thoughts: "They are making fun of me," "They don't like me"
 - Feelings: Ashamed, upset, hurt, embarrassed
 - Behaviours: Dashing away and not telling anyone what has happened
- 4) Students can work independently and draw their own iceberg, this isn't for sharing and is a closed activity.
- 5) Students add a behaviour or emotion that sits on top of the iceberg, one they may be aware of. Underneath they add what they could guess the feeling really is. Facilitator can use their own examples and remind students it is about exploring these feelings and being curious. Explain that this is just about getting to know ourselves better.

Sources

Respectful Relationships (2018). Year 5 – 6 Learning Materials. Victoria State Government. Education and Training.

Respectful Relationships (2018). Year 7 – 8 Learning Materials. Victoria State Government. Education and Training.

ACTIVITY 4: SOURCES OF STRESS



Equipment:

White board, pens, butcher's paper

Information:

This activity is about exploring what causes stress for us and others, and how it impacts the body. This activity is also suitable for 'Understand the Body'.

Time:

35 minutes

Method:

1) Divide students into groups of about four. Set each group the task of brainstorming around the Question: What are some of the stresses and challenges people around your age can face? Ask them to also think about how these stressors might change over time, who they might influence and how they might affect someone. For example, school stress might be stronger when assignments are due or there are exams or tests coming up.

2) As groups report back, have two scribes collect a comprehensive list on large sheets of paper (or on the board) using the headings below:

- Life event (e.g., moving house) ...
- Home...
- Future...
- School...
- Friends...
- Sport...
-

3) Reflecting on a particular stressor, name 2-3 coping strategies people can use to help relax or calm themselves. Facilitator to use an example such as spending time with pets.

Sources

Respectful Relationships (2018). Year 5 – 6 Learning Materials. Victoria State Government. Education and Training.

Respectful Relationships (2018). Year 7 – 8 Learning Materials. Victoria State Government. Education and Training.

Siegal, D (2023)

Follow up questions:

- What is something you learnt about emotions today?
- Ask students to provide an 'I can' statement. For example: I can... recognise the diverse emotions I, and others, may feel.

ICE BREAKERS

Icebreakers are a great tool to use before, during or after a session. While they are not all technically about breaking the ice, they can help shift the mood or energy in the room, settling students or shaking up the space to bring in excitement. It is important to always have a list of emergency activities so that if you need to change any your lesson outline, you have some ideas on hand. Make a list of your favourite ones to bring along to sessions!

CREATE ME!

- 1) Split into groups of three, each group gets 3 pieces of A4 paper folded into three.
- 2) First group draws a silly and creative pair of legs on the piece of paper, after 3-5 minutes, without looking at what each other have drawn, pass the paper to the next person.
- 3) Group then draws middle waist of the person, without looking, pass it on.
- 4) Group then draws the head of the person on the paper.
- 5) At the end, everyone unfolds the paper they have and admires the creative and piece of art!

THIS OR THAT

- 1) Ask silly would-you-rather questions and have your group move to different areas based on what they chose.
- 2) Then, have them present their arguments and see if they can change the other students' minds.

Questions:

- Would you rather have the ability to look into the future or change the past?
- Would you rather have telekinesis (the ability to move things with your mind) or telepathy (the ability to read minds)?

- Would you rather have universal respect or unlimited power?
- Would you rather spend a week in the forest or a night in a real haunted house?
- Would you rather have skin that changes colour based on your emotions or tattoos appear all over your body depicting what you did yesterday?
- Would you rather solve world hunger or global warming?
- Would you rather be able to talk to animals or speak every foreign language?
- Would you rather text or call?
- Would you rather swim in the beach or waterfall?
- Would you rather be covered in fur or covered in scales?
- Would you rather go back to the past and meet your loved ones who passed away or go to the future to meet your children or grandchildren to be?
- Would you rather be famous on social media or get one million dollars?
- Would you rather your only mode of transportation be a donkey or a giraffe?
- Would you rather have edible spaghetti hair that regrows every night or sweat (not sweet) maple syrup?
- Would you rather summer or winter?
- Would you rather morning or night-time?

NAME Pictionary

- 1) Have students write their names by drawing pictures of objects that start with the correct letter. For example, someone with the name Ann would draw an apple, a nose and a nest.
- 2) Then, have the group try to spell and guess each person's name.

MIRROR DRAMA ACTIVITY

- 1) In pairs, players face each other. They choose one person to lead and one person to follow. The goal of the game is for the players to feel completely in sync with one another.
- 2) Coach the leader to make their movements slow. Increase the speed after a few moments, give suggestions to stand or sway.

GROUNDING

- 1) Standing up, spread out.
- 2) Imagine you're a tree with roots into the ground, slumped down looking at the ground, imagine they are deep into the earth, try to move and uproot but it's hard, feel the heaviness in the legs.
- 3) Begin by swaying from side to side, feel the movements in your spine, begin moving your arms gently.
- 4) As your spine moves around, begin some gentle stretches of the arms, legs should stay connected to ground.
- 5) Start lifting your head, imagine your leaves are going and stretching out nice and big to meet the sun.

SALT AND PEPPER

- 1) Come up with pairs of things like salt and pepper, sun and moon, etc.
- 2) Separate the pairs and write only one of them per piece of paper, then tape one on the back of each person.
- 3) Everyone must walk around asking yes or no questions to find out what word they have.
- 4) The next step is to find their pair, then sit down together to learn three facts about each other.

WHOSE STORY IS IT?

- 1) Everyone writes down their silliest or funniest (but true) story, fact about them etc, on a piece of paper.
- 2) The stories get dropped into a hat, are randomly picked, and read out loud, and everyone has to try and guess which story belongs to who.
- 3) This is another way to pick up fun facts about your students.

I AGREE

- 1) Write down several statements, assumptions, or cliches about a topic that's relevant to your group.
- 2) You can then ask participants to vote on the statements they agree or disagree with and lead a discussion on the results before starting the meeting.

Examples:

- Reasons I find it hard to fall asleep.
- What causes heart rate to increase?
- Why do we feel numb or nothing something?
- Why do we make jokes when we feel awkward?

TWO SIDES OF A COIN

- 1) Put everyone into pairs and have one person share a recent, negative experience.
- 2) Then have them discuss and identify something positive that came from the experience.
- 3) Switch to the other partner. This will help everyone get into a more optimistic and problem-solving mindset.

DON'T JUDGE ME (USE MINDFULLY)

- 1) Have each student anonymously write something they felt shame/guilty/embarrassed/weird about during the week - whether it's school or personal.
- 2) Then have everyone share words of encouragement and forgiveness. By practicing vulnerability, your team will build trust with each other while also getting the guilt off their chest.

MOVE IF YOU...

- 1) Have students sit in a large circle with one person in the middle. The middle person calls out for a certain group of people to move — for example, “Move if you have brown hair” or “Move if you have been to another country.”
- 2) If the students fit the criteria, they must run to a new seat in the circle. The one student left standing is in the middle for the next round.

BLOBS

- 1) First, draw a category from a hat (i.e., colour)
- 2) Then, have students race to see who can make a group of four to five the fastest based on a similarity within that category (i.e., they are all wearing blue).

PLAY CATCH

- 1) Have students stand in a large circle and play catch with a large beach ball. The trick? Write get-to-know-you questions all over the beach ball and whoever catches it must answer the question their hand rests on.

GIANT JENGA

- 1) Buy a giant Jenga set and put a question on each block! Every time a student pulls a block, they'll answer a question — and there's sure to be a lot of laughter as students try to keep the tower from tumbling down!

GIANT KNOT

- 1) Create a shoulder-to-shoulder circle.
- 2) Have each student grab two other hands from two different people across the circle.
- 3) Now the entire circle must figure out how to untangle the giant knot of arms and people without letting go.

RACE FOR THE TRUTH

- 1) Have each person stand on the starting line while a leader lists off general facts. (For example, I have a dog.)
- 2) If the stated fact is true for any of the students, those students must move forward a step. Whoever crosses the finish line first wins!

POWS AND WOWS

- 1) This is a great game to help a classroom or team of students build camaraderie. Have each person share one good thing and one bad thing from their day. It's simple, but effective!

NAME Pictionary

- 1) Have students write their names by drawing pictures of objects that start with the correct letter. For example, someone with the name Ann would draw an apple, a nose and a nest.
- 2) Then, have the group try to spell and guess each person's name.

RAINBOW CATEGORIES

- 1) Have two students stand up.
- 2) Let the group pick a category (like animals) and a colour (like orange).
- 3) The students must then alternate, trying to name orange animals for as long as possible until one hesitates.
- 4) When one person stops, the other student wins.

COMMON THREAD

- 1) Divide students into groups of four and have them sit together in these small groups.
- 2) Give each group five minutes to chat among themselves and find something they all have in common. It could be that they all play soccer, or pizza is their favourite dinner, or they each have a kitten.

ROSE, THORN, BUD

- 1) With the Rose, Thorn, Bud icebreaker, team members can quickly convey what's on their mind by sharing three bits of information:
 - a. Rose: A recent positive happening like a personal highlight or win
 - b. Thorn: A challenge or roadblock they need support on
 - c. Bud: An idea for the future they'd like to share, or excitement for events in motion

FROWN KING OR QUEEN

- 1) Make it a competition to see which of your team members has the gnarliest frown and bestow upon them the title of Frown King or Queen. Bonus points if you actually go out of your way to make a paper crown.

DESTINATION CHARADES

- 1.) Each person to silently think of a destination.
- 2) Each person will act out their destination and have others try to guess what they were thinking of.
- 3) Ensure each person has three clues that they can give the group if there isn't any progress.
- 4) Additionally, you can make this a themed game where student can only choose from a specific continent or maybe choose the destination they dream about going to make it more personal.

SIMON SAYS

Simon Says is a game as old as time, but it never stops being fun. The leader of the group will instruct players to do an action beginning with the words, "Simon says..." like, "Simon says touch your knees," or, "Simon says grab your elbow." Whoever doesn't do the actions proclaimed will be booted out of the game.

"Simon Says, smile, frown, show an emotion, show happy, show sad" etc.

FUN QUESTIONS

Asking fun questions is an easy and effective ice breaker game. To play, simply go around the room and have each person provide an answer to a fun question. The questions are up to you, but if you're stuck, here are a few ideas:

- If you're stranded on a desert island and have the option of bringing three items with you, what three items would they be?
- If you could be any animal, what would you be and why?
- What was the first concert you ever went to?
- If you could have any celebrity over for dinner, who would it be and why?

WHO IS IT?

- 1) Have everyone write a unique, strange, or unexpected fact about them on a piece of paper.
- 2) Then, put the pieces of paper into a hat and mix them around. Pull from the hat and read each fact.
- 3) Allow the team to try and guess who wrote it. After they guess, ask the employee who wrote the fact to identify themselves and give any further context if necessary.

APPENDIX A: SAMPLE LESSON OUTLINE

Keeping a clear and simple lesson outline will assist in the early stages of trialling activities or updating co-facilitators on program ideas.

Activity	Time/Materials
<p>Introduction Guidelines / container</p> <ol style="list-style-type: none"> 1. What said in the group stays in here – privacy. 2. Only need to share what you're comfortable with. 3. Listen and care for each other in this space. <p>What do you know about wellbeing? What might today be about? What does a youth worker do?</p> <p>Icebreaker: Would you rather</p> <ol style="list-style-type: none"> 1. Be able to read peoples mind or move objects with your mind. 2. Speak to animals or speak a foreign language. 3. Spend one week in a forest or one night in a haunted house. 4. Understand your own emotions or read other people's emotions. 	<p>15 minutes White board Markers</p>
<p>Activity 1 <u>Name the Emotions</u> Equipment: White board, pens, paper</p> <p>Time: 25 minutes</p>	<p>15 minutes</p>

<p>Method:</p> <ol style="list-style-type: none"> 1. Break into pairs or trios to brainstorm a list of emotions. Challenge them to get 20 within the next minute. 2. Ask the group with the longest list to read theirs out. Ask other groups to add any extras that they had which were not on this group's list. Count how many you've come up with 3. Ask if anyone has any theories as to why we have developed so many words for emotions in our language. 4. Explain that emotions can get muddled up and confused with one another- sometimes because they can feel similar to each other even if they are opposites. 5. Encourage students to connect the emotions that they think are opposites I.E excited and scared. Curious and Anxious. 	
<p>Activity 2: <u>Emotion Lasagne</u></p> <p>Equipment: White board, pens, paper</p> <p>Information: This activity is about... all the feelings and emotions that sit under the surface.</p> <p>Time: 5 minutes</p> <p>Method:</p> <ol style="list-style-type: none"> 1. What is a lasagne- layers? 2. What sits on top- work your way down to the bottom, what is underneath 	

<p>Going back to activity I- connect all the emotions that are related to each other drawing lines between them.</p>	<p>20 minutes</p>
<p>While students are connecting their words, start drawing up a Snowman game on the board, with the key word being C U R I O U S / C U R I O S I T Y. Give hints to the students on how best to understand or unpack their emotions, how can your emotions be approached.</p>	
<p>Combine words to come up with your own meaning. 1. Get creative- make up some extra emotions that you feel like go hand in hand. i.e., Scited- Scared and excited. Or Hangry- Hungry and Angry.</p>	
<p>Closing Group <i>Here you can allocate some time to closing the session, asking any questions or playing some more games.</i></p>	<p>5 minutes</p>
<p>Reflections <i>This section can be useful to fill in post session so that you have direct notes from this particular activity.</i></p>	

FEEDBACK AND SURVEYS

At the beginning of group, we provided students with a scale to assess how they are feeling at school or at a home with a series of questions. We complete this task again in the last session to assist in reflecting on the changes.

We will also provide a feedback form on a series of questions that are relevant to the group activities. We recommend providing students with your feedback and reflections first, to remind them of the hard work, vulnerability and progress made in the sessions. It may also help to summarise the activities you did together and discuss them before they complete the feedback forms.

Before and After

How am I feeling..

1- Strong no | 2- Not really | 3- Unsure | 4- Kind of | 5- Strong yes

I have been feeling quite chilled out and calm at school lately				
1	2	3	4	5
I know different ways to calm myself down when I do feel stressed				
1	2	3	4	5
I bounce back from difficult situations pretty quickly				
1	2	3	4	5
I feel comfortable talking to my friends about what is going on in my life				
1	2	3	4	5
Sometimes I feel anxious meeting new people				
1	2	3	4	5
I don't really know what my goals are or what the near future looks like				
1	2	3	4	5
I feel comfortable talking to adults about what is going on in my life				
1	2	3	4	5
I feel comfortable and confident in who I am				
1	2	3	4	5
I have a good understanding of my different emotions				
1	2	3	4	5
I struggle to say how I'm feeling or what I need sometimes				
1	2	3	4	5

How am I feeling..

1- Strong no | 2- Not really | 3- Unsure | 4- Kind of | 5- Strong yes

I have been feeling quite chilled out and calm at school lately				
1	2	3	4	5
I know different ways to calm myself down when I do feel stressed				
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1	2	3	4	5
I have a good understanding of my different emotions				
1	2	3	4	5
I struggle to say how I'm feeling or what I need sometimes				
1	2	3	4	5

Findings

- Most students improved in self-esteem and confidence.
- Some students had great improvements in feeling calmer at school or finding ways to calm themselves down.
- A few students requested more focus on stress management (Stress management was not an activity completed in the group).
- We are most impressed with students feeling more comfortable talking to adults, which was prevalent on the scale and in written feedback.

Considerations and learnings

- Ensure you have a date, full name and year level on the top of the scale to avoid confusion when comparing changes.
- Run through the changes with the students.
- Provide more time of reflection.
- Provide positive feedback and reflections prior to beginning the survey or feedback.
- Guide them to think about how they usually feel, not just on that day.
- Make sure the scale is as specific as possible to the group activities, which may be difficult if they change throughout the sessions due to differing needs or interest.

Examples of some feedback questions

Did you find it easy to follow what the facilitators (Audrey, Sophie, Nermeen) were talking about?

Please circle:

0- The worst

3- Bad

5- Not Bad

6- Good

8- Very Good

10- Extremely Good

Additional Comments:

Do you feel confident in using the skills you learnt about personal boundaries outside of the group?

Please circle:

0- Not at all

3- Unsure – most likely not

5- Maybe

6-Need more support

8- Most likely

10- Yes!

Additional Comments:

REFERENCES

This workbook includes activities from the following sources. While we have referenced each activity and worksheet, we have also blended activities and ideas from each of the sources and as such, some activities are not directly taken from the reference.

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