



IFM-SEI

international falcon movement
socialist educational international

CHILDREN ON THE MOVE



**“Emotional Wellbeing in displaced
young people, and how you can support it”**

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This initiative was born within the framework of the "Children on the Move" event of the International Falcon Movement - Socialist Educational International (IFM-SEI) and the Youth Department of the Council of Europe . We met as a group of young participants from different nations and different academic, professional and cultural backgrounds, to discuss child migration. For us as doctors working with children and adolescents it was striking that trauma and other mental health difficulties kept cropping up in the discussions.

It is clear that the mental health of young migrants is affected by different experiences related to violence, terror and the social determinants of health that are affected by uprooting. There was a strong feeling from the group that people recognised the huge importance and impact of mental health here, however felt that this was an overwhelming problem, and felt underprepared to deal with it. There was a concern that this huge burden of trauma and mental ill health couldn't be approached without specialised training, and that the expert professionals who could, are not consistently available in these contexts of violence and poverty

That is why our intention is to provide tools to members of organizations that relate to migrant populations, especially young people, to address, detect and provide early and appropriate intervention for improvement in emotional wellbeing of children.

With the advantage of our international links we have been able to collate interventions taking into account the experience of organizations around the world, with professional support from community paediatricians and child



Who is this for?

psychiatrists.

We hope this resource will be helpful for people working with young people who have been displaced, such as young refugees, asylum seekers and internally displaced people.

- Youth workers, looking to welcome children from refugee/asylum seeking families into a mixed group.
- Youth worker working specifically with displaced young people.
- Foster carers, caring for unaccompanied asylum seekers.
- Aid workers (medical or non medical) working in refugee camps.
- Anyone wanting to know more about how to help a young person suffering from the trauma of being uprooted
- Medical staff coming into contact with displaced young people.

Whilst this resource is focussed on the context of displaced young people, a lot of the tools suggested are relevant for supporting the emotional wellbeing of young people in general, and we hope that this can enable you to feel more confident that you can help.

Glossary of terms

There are many words used to describe people who have been forced to leave their home, for whatever reason.

The reasons for migrating are various, including fears for your personal safety or the safety of your family due to war, persecution, famine, natural disasters, and also economic reasons such as not being able to provide for your family in your home country or area. The main terms used when talking about these issues are:

Refugee: This is a person who has successfully applied for asylum and been given refugee status
asylum seeker - This is a person who has applied for asylum and is awaiting a decision
internally displaced person - This is a person who has been forced to leave their home (for any of the reasons mentioned above), but who has not crossed an internationally recognised state border.

Migrant: This is a term which refers to any person who has moved to live in another place from the one in which they were born. Although this term is neutral and encompasses all of the other terms used here, it has been used in the media to portray people in a negative way.

Economic migrant: This is used to refer to a person who has moved to another country in the hopes of making a better life e.g more likely to get a better paying job. This term is often used negatively in the media. A related term is “ex-pat”, which also refers to a person living in a country different from where they were born. This term has more positive connotations and suggests that the person has had choice in where they settled.

Unaccompanied asylum seeker: This is a person under the age of 18 who has arrived in a host country to claim asylum without an accompanying responsible adult e.g a parent or other family member.

Trafficked person: This is a person who has been brought to another country by an organised gang, for the benefit of that group. This encompasses situations such as being brought to a country for prostitution or for modern slavery.

Whatever reason people have for uprooting, people in any of the above categories can have the same traumatic journey and be at risk of mental ill health as a result.

A useful website that explains the many legal terms (UK based) surrounding migration is: <https://www.refugeecouncil.org.uk/glossary>

Health definitions

Mental health



- This term is used widely in the health sector.
- It is defined by the WHO as 'A state of wellbeing in which every individual realises his or her own potential, can cope with normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community'
- This is a positive definition, however young people, including young displaced people, often have a different understanding. They often view the term 'mental health' to mean 'mental illness', and associate it with negative and stigmatising connotations. This stigma acts as a barrier, putting young people off from talking about difficulties they are having.

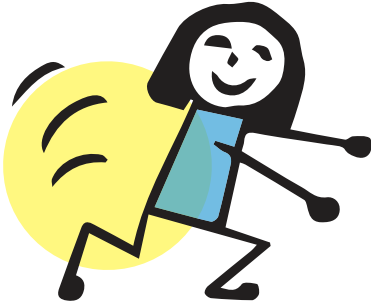


Emotional wellbeing

- This is a term used to describe a similar concept to mental health, but it is used more often in the education sector .
- This is a broader term which encompasses not only diagnosable conditions such as stress, anxiety and depression, but also underlying factors which may contribute to them, as well as positive emotional states and resilience. It is a less medicalised term, and therefore has less of the stigma that is associated with the word 'mental'.
- There has been an explosion of terms used to describe experiences in this area, such as 'emotional well-being and mental health', 'emotional well-being and health', 'social and emotional health', 'mental health'. Many use these terms interchangeably but others argue there are significant differences. We have decided to use the term 'emotional well-being' in this resource.



Background



Children and young people who are displaced (e.g as refugees or asylum seekers), are at a higher risk of **emotional disorders** such as depression, post traumatic stress disorder and anxiety amongst many others. These young people experience trauma in many parts of their journey:

- Before leaving, in their home country, trauma may be from war, persecution, loss of family or friends
- During the journey, they may experience further trauma such as fear for their physical safety, seeing others in danger (e.g on boat crossings), being separated from loved ones, being imprisoned.
- When they arrive in a place of safety, they can still experience trauma and extra distress in the form of age disputes, uncertainty as to where or how long they can stay in a place, racism and lack of social or emotional support.

Children are particularly vulnerable to the effects of disasters and trauma, as they are less able to independently meet their own physical, emotional and developmental needs. When children and young people develop mental illnesses it can have long lasting effects on their lives, such as educational underachievement, substance abuse/dependance and suicide. These effects can extend long into adulthood.

However, worries and fears, and developing a resilience to them, are a natural part of childhood development. Young migrants in particular show a great deal of resilience, and may or may not need support to overcome their adversities. They may not feel able to ask for help, may not know if or what help is available, or may not want or need it. All of these young people are individuals with unique experiences and unique abilities to overcome these. Therefore, it is important for everyone working with child and young migrants to be aware of the trauma and emotional distress they may be experiencing, to recognise if a young person may need more support, and to create an environment where children are able to express feelings and ask for help if they want to.



Recognising when a child or young person is in distress

Emotional difficulties can manifest in very diverse ways due to:

Culture:

Cultural background defines the way reality, difficulties and pain are interpreted, and affects our responses to these stresses. For example, in some cultures people who are feeling low in mood, or anxious, might become withdrawn or have panic attacks, however in other cultures similar feelings might be expressed as physical pain.

Gender:

Young people from all backgrounds can find it difficult to talk about their feelings, but this is particularly true amongst boys and young men.

Age:

Children gradually develop abilities as they grow, including the ability to understand more abstract concepts such as depression. Children develop at different rates, therefore can respond to difficulties in a huge range of ways which might not look obviously like conditions like depression or anxiety.

As well as or instead of seeming sad or worried, young children can also display feelings of depression or anxiety as aggression or destructiveness. They may also play in a repetitive way, or reenact traumatic events.

Experiences:

Children and young people who have undertaken a long journey, especially if they have done this without adult support, may feel much older than they are, and may feel pressure to cope with feelings and situations like an adult.

Things you may notice

Every child and young person is an individual, however here are some things you may notice if they are having emotional difficulties:

Avoiding or withdrawing from activities

- Low mood can present with withdrawing from activities the person previously enjoyed. You might see this as the young person stopping socialising with friends, or stopping attending clubs.
- Low mood goes along with low motivation, so children or young people with low mood might become withdrawn from activities due to lack of energy and not initiating activities.
- Anxiety or PTSD can also show as avoiding activities. In PTSD, young people might avoid a situation or area which reminds them of a trauma.

They may also find seemingly innocuous things quite distressing such as smell, sounds or other sensations that trigger very traumatic memories. Intrusive thoughts can impact in many ways including lessening concentration

- More general anxiety might be associated with situations such as groups of people, and the young person might avoid these situations.
-

Behavioural difficulties or changes

- Younger children can find it difficult to understand emotions therefore the emotions from trauma such as fear or sadness may be expressed as aggression or oppositional behaviour
- Children or young people with anxiety, when encountering something that triggers their anxiety, may show explosiveness or oppositional behaviour. In older children and teenagers, emotional difficulties can present with risk taking behaviour such as sexual behaviour or drug taking.
- Social skills which children have developed, such as toilet training, can be delayed or go backwards following trauma, and bed wetting is a common presentation of emotional difficulties in children

Physical symptoms

- Physical symptoms - Emotional difficulties, stress, depression or anxiety can present in children as physical symptoms like headaches, stomach ache or other pain.

Eating problems and self harm

- Emotional difficulties can present with either under or over eating in children and young people. They may not be interested in food or be anxious about food in particular.
 - Some young people use self harm as a way to cope with emotional difficulties. This can be in the form of cutting or other injuries to the skin, or serious conditions such as anorexia nervosa
-

It has been shown that teaching young people ways to express emotions and difficulties can help reduce self harm (get ref from sarah)

Poor school performance

- Children or young people with depression may lose concentration, and this can show in their school performance
- Many of the other ways emotional difficulties can present can also affect school performance e.g avoiding activities, behavioural difficulties, withdrawal.

Sleep problems

- Many forms of emotional difficulty can involve problems with sleep. This can include difficulty falling asleep or waking up in the middle of the night, nightmares or night terrors.
- Treating difficulties with sleep is very important to allow children to recover from trauma and other emotional difficulties (see section on sleep below).

Excessive need for reassurance

- Conditions such as anxiety and depression can present as children seeking excessive or repetitive reassurance at times of stress such as bedtime, storms, school time.
- This can also be a more generalised behaviour of seeking attention or reassurance, related to fears of bad things happening.



Remember some of these symptoms might also be related to physical illnesses that might need addressing by a doctor.



Interventions

Can I help?

It can feel like you need specialist training in order to help children and young people address the difficulties they face, but there are many ways we can help without needing to be psychiatrists - as friends, foster carers, youth leaders or in any other role we have.

Ways everyone can help:

- Listening effectively, and recognising when a child or young person is in distress.
- Knowing when more help is needed and how to help the child or young person get this help (13).
- Practical interventions such as.

Helping them access fun, normal activities such as sports, youth groups and crafts.

Grounding techniques - practical things to do to help with symptoms of panic.

Here are some practical tips on how to communicate well with young people, how to listen, and to create an atmosphere to help children and young people to express their feelings.

How to listen, and how to help a child communicate feelings



This sounds obvious, but the ability to actively listen, and to give the child or young person space to talk if they want to, is the most important thing you can do to help a child or young person with emotional difficulties. This advice on communication is aimed at creating an environment where the child or young person feels able to express difficulties, if they want to. The child or young person will often not want to talk about traumatic experiences and that is OK.

Communication changes with the age of the child, so we have also included some advice specific for different ages.

General tips for good communication, and creating an environment where young people feel able to express difficulties:

- Listen with your full attention
- Convey a real respect for each child or young person

Let the child lead -listen, show interest in what they're doing by gently commenting or asking questions

- Allow time to build a trusting relationship
- Understand how to communicate non- verbally as well as with words
Set a positive tone - Give encouragement to the child, and lots of praise and reassurance throughout. Show acceptance for what they're saying, without showing your own negative emotions such as shock, anger or judgement.

This might be difficult if the child is talking about things that you find shocking.

Try not to be judgemental or critical.

- Look out for body language - your own and the child's

Be aware if your body language may be showing shock or judgement, as this may make it more difficult for the young person to voice their concerns

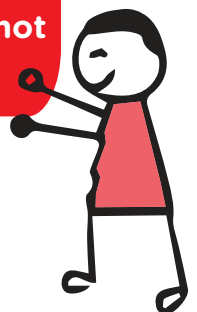
- Create a safe space

This could be a quiet area of a youth club, with opportunities to draw or write as well as talk

This could also be the recognition that a child or young person might want privacy in order to talk, and ensuring there is somewhere that they can talk to you in private

- Be aware of confidentiality

This can be a worry for some young people who may have had negative experiences with for example police or the border agency. Make sure the young person knows that unless they are at serious risk of harm or danger you will not pass on any information without their consent.





The language barrier

This is an obstacle to varying degrees at different stages of a young displaced persons journey. It could be a significant barrier for example in the context of a young person newly arrived in a country where they don't speak the language, either newly arrived and seeking asylum or living in temporary refugee camps. It may not be a significant barrier at all, if the young person is internally displaced, or some time after arriving in a host country and the young person is confident in their new language.

However, language barriers are an issue for many.

Firstly, all of the suggestions above apply if you are working with someone with whom you don't share a language. The non verbal points such as providing a safe and secure environment are perhaps even more important, as it may take more thought and time for a young person to communicate what they would like to.

You may be working with an interpreter, if so it is important to still talk to the child or young person, addressing them, rather than talking about them with the interpreter.

Communicating with different ages

1

Younger children (pre-school):

- Play, puppetry and storytelling can be very useful in helping young children express how they are feeling .
- Let the child lead. Listen and show interest in the activity they are doing.
- Use simple, connected terms and speak honestly. Although young children may have a large vocabulary, don't take for granted that they would be able to understand complex sentences about unfamiliar concepts.
e.g 'I feel scared today because...' 'I was sad yesterday when...'

2

School age children:

- Diagrams, illustrations and books are useful props for communicating feelings. Use picture books or more advanced books depending on the child's reading ability.
- Use 3rd party stories - e.g 'what if that were you?' 'how would you feel if...?' These kinds of questions, about characters from books, films, tv or real life, can help children voice concerns or ask questions in a less direct way.
- Allow time for children to ask questions and to answer them

3

Older teenagers/young people

- Be aware that young people who have undertaken these kinds of long journeys may feel very independent, and may feel that they have to act as an adult.
- Older children and teenagers are more likely to have specific worries about confidentiality. They may be unclear about the distinctions between different professionals e.g doctors/social workers/border police. It may be helpful to patiently explain the differences in professionals, if you need to talk to anyone else about what the young person has disclosed to you.

Example confidentiality statement:

“unless you are at serious risk of harm or danger we will not pass on any information to anyone without your consent. What you tell us will not in anyway affect your claim for asylum in the UK”

Sleep

Some young displaced people may have very disordered sleep when they arrive, not sleeping at night and either being exhausted, or sleeping in the day. Being sleep deprived adds to the psychological distress of young people, and makes it more difficult to heal from trauma. It can mimic the symptoms of PTSD, ADHD, and mania.

Firstly, listen to the young person, why aren't they sleeping well at night? Some reasons previously given have included

- Safer to sleep during the day
- More success of boarding trucks etc during the night
- Traffickers mostly travel at night



Some basic interventions that newly arrived unaccompanied asylum seeking young people have found helpful.

- Night light
- Eye mask
- Earplugs
- Worry dolls



If you recognise that a young person is having trouble sleeping, their primary care doctor may be able to give further help to address this.



Grounding techniques

Post traumatic stress disorder is one of the conditions that is more common in children and young people who have been refugees or asylum seekers. In PTSD it is common to have intrusive memories of traumatic events. These memories can feel very real as though they are happening right now. Grounding techniques are different ways to focus or 'ground' yourself in the present, so that these memories are less distressing.

Grounding techniques are used by therapists in interventions such as trauma focussed cognitive behavioural therapy, but along with other mindfulness techniques they are useful and often quick skills you can use to help a child or young person who is suffering from a panic attack or intrusive memory. They can also be used in a less urgent setting as general relaxation techniques (24).

Here are some examples of grounding techniques that might be helpful:

5-4-3-2-1 Grounding technique

This is a technique to take you through your 5 senses to help you feel calm and in the present. It works for children but older young people and adults might find this helpful too.

Take a deep belly breath to begin



5 - LOOK: Look around for 5 things that you can see, and say them out loud. For example, you could say, I see the computer, I see the cup, I see the picture frame.



4 - FEEL: Pay attention to your body and think of 4 things that you can feel, and say them out loud. For example, you could say, I feel my feet warm in my socks, I feel the hair on the back of my neck, or I feel the pillow I am sitting on.



3 - LISTEN: Listen for 3 sounds. It could be the sound of traffic outside, the sound of typing or the sound of your tummy rumbling. Say the three things out loud.



2 - SMELL: Say two things you can smell. If you're allowed to, it's okay to move to another spot and sniff something. If you can't smell anything at the moment or you can't move, then name your 2 favorite smells.



1 - TASTE: Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can't taste anything, then say your favorite thing to taste.

Take another deep belly breath to end.

Cognitive awareness questions

Another technique is to ask the young person a series of questions related to the immediate surroundings. This will help to re-orient them in the current place and time. For instance, you could ask:

**What day
is today?**

**What
season
is it?**

**What is
the date?**

**How old
are you?**

**What
month
is it?**

**Where
are you?**

**What year
is it?**

Deep breathing

Deep breathing is a very important aspect of helping to keep yourself and your body calm. When you are stressed or anxious your body automatically switches to 'fight or flight' mode, your heart rate increases, muscles tense and breathing is shallower. Consciously taking deep, slow breaths is a way to switch your body back to being physically relaxed, which helps your mind to be more relaxed as well.

Children and young people may need props to help them concentrate on deep breathing, here are some ways to help:

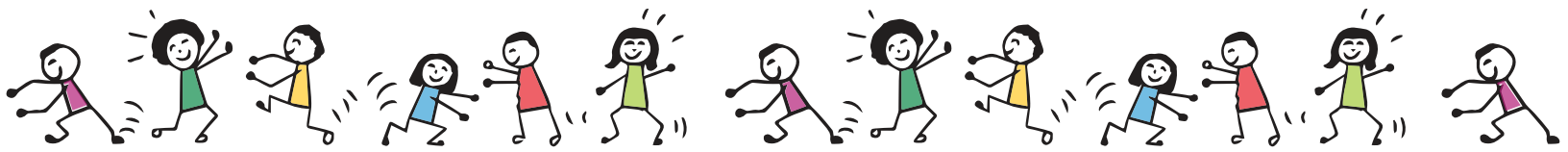
- Watch your belly - Watch it expand as you breathe in and get smaller when you breathe out.
 - Place a stuffed toy on your belly to bring attention to your belly breaths - watch it rise and fall with your breathing.
 - Use the star:
-

Star Breathing

Start at any “Breathe in” side, hold your breath at the point, then breathe out. Keep going until you’ve gone around the whole star.



The ‘Coping skills for kids’ website has a useful list of other quick ways to calm down: <https://copingskillsforkids.com/calming-anxiety/>



CHILDREN ON THE MOVE



Workshop

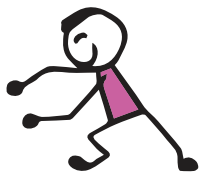
“Emotional Wellbeing in displaced young people, and how you can support it”



Communication activity



Here is an activity that you may find helpful. It can be used as a one off activity in a group, or a more ongoing activity. We hope it gives children and young people an enjoyable way to express themselves and talk about identity and feelings.



It involves worksheets that guide children to think about emotions such as happiness, sadness and worry, and behaviours that go along with them, as well as worksheets helping children to express identity and explain stories and experiences.



Being able to identify feelings and express them rather than push them away, and being able to understand how our behaviours are connected to feelings, is a key part of psychological therapies. This workshop is not a psychological therapy but uses the understanding from research into these therapies that these abilities are key in recovering from a wide range of conditions such as PTSD, depression, anxiety and eating disorders.

Workshop on feelings

In the context of a weekly, ~1.5 hour long group nights:

Can be used as a one off group night, or ongoing as something that children return to for a part of each session.

In less structured situations, e.g youth club or club house e.g in many latin american IFM organisations:

Can be also used as a structured activity, or an area of the space that is available over a longer time, as a drop in that children can return to to build up and add to worksheets.

On camps:

Can be an ongoing activity in a drop in area which has facilitators available (e.g a safe space or chill-out area)



Age:
6-16

Size of group:

Individual or any size of group, but ensure you have enough facilitators available to talk with children during and/or after the activity.

Type of activity:

Drawing/colouring, and discussion

Vision:

To provide a space within which children feel comfortable to talk about feelings and emotions, and to provide tools for children to express themselves as much as they want to.

We would recommend that if this is used as a one-off group night activity, there should be an opportunity to return to this in some way.



Objectives:

- For children to come up with a guide to themselves and/or, their emotions (likes, dislikes and anything else about their life they feel is important).
- To share as much or as little of this as the children want to, with the other children and facilitators in the group.
- To encourage self expression, and empathy with other people.
- To think about ways of working with negative feelings, where appropriate.

Materials:

- Worksheets on a variety of topics and blank paper
- Pens
- Colouring pencils
- Craft materials

Instructions for setting up:

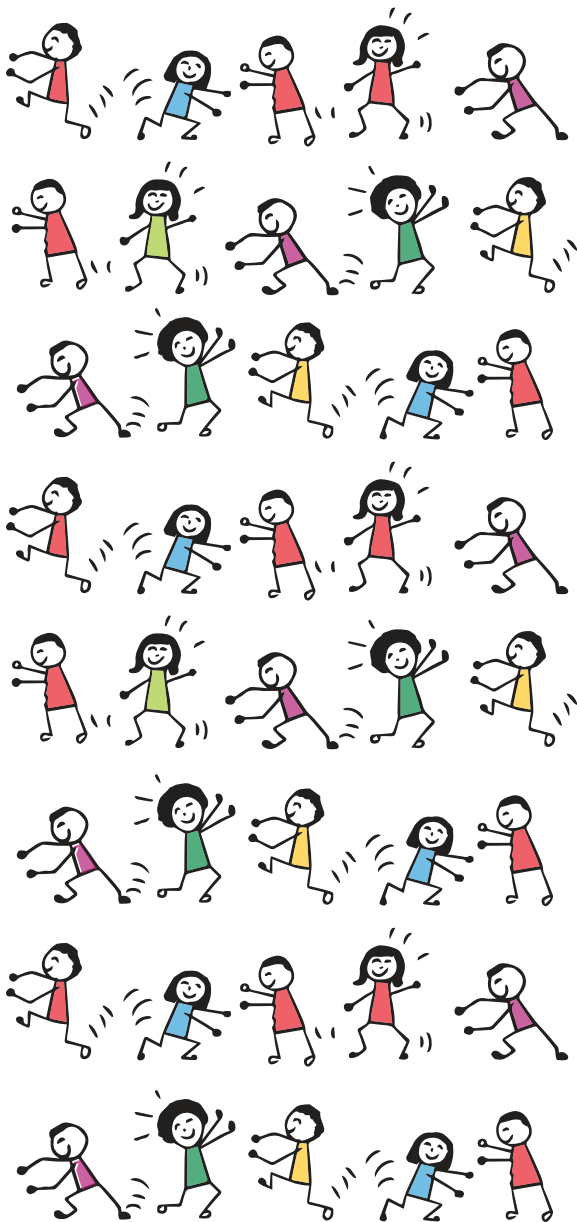
- Lay out a variety of worksheets on different tables, enough that the children have a choice of what they want to express (try to have spare so that children don't feel they can't work on a particular topic because it has run out)
 - We've grouped the worksheets in themes, you can focus on a particular theme or use worksheets from a variety of themes, as you like
- **Themes:**
 - Identity - worksheets around general identity, and also specific difficulties, motivations or strengths the child might have
 - Understanding Emotions - identifying and recognising different emotions - positive and negative
 - Awareness of emotions - staying in the present moment
 - Understanding how what we think affects how we feel
 - Understanding our responses (behaviours) to emotions
 - Significant experiences, journeys or thoughts that the child might want to talk about
 - Feedback and ongoing individual strategies
- Also lay out blank paper, in case children want to talk about a topic not covered
- Provide a variety of craft materials throughout the room

Instructions for children:

- We would like everyone to make a booklet or folder about themselves and their feelings.
- You can use any of the worksheets around the room to fill in, draw or colour on.
- You can also use blank sheets for extra space.
- Use any of the craft materials.
- We will come back together at the end of the group to talk about it.
- You can share as much of what you have done with the group as you want, if you don't want to share anything, you don't have to, you can keep your sheets just for you.
- Or, if you want to share your work, but not with the whole group, that's OK too. You can show it to any of us during the activity or afterwards if you want to.
- You can add to these booklets/folders throughout the term (or event/camp) if you want to.
- Important: This is a safe space where everyone can talk about themselves as much as they want to. This means it is not OK to tell other people's stories outside of this space.

Instructions for facilitators:

- Explain the activity to the group at the beginning, and importantly explain about confidentiality within the group. You may want to agree ground rules with the group regarding sharing their experiences within the group, perhaps as a poster that everyone can contribute to, or you can explain some rules already drawn up. E.g: Don't interrupt. Let others talk.
- Respect other people's stories. Don't tell other people's stories outside of this space. 'How would you feel if someone talked about you and what happened to someone you don't know?'
- Let the child lead.
- Set a positive tone, and give lots of praise, encouragement and reassurance.
- Gently ask questions - Try to make these open, e.g 'what might she be saying in this picture?'
- Don't be judgemental or critical - Being critical of a child or others around the child, even when you may perceive them as 'bad', can be confusing and hurtful. We are trying to help children explore their own world, ask what they think.
- Remember that all behaviour has a reason. Even if the child or someone else has or is doing hard or unkind things, there are reasons for this, they are not just being 'bad'.



Instructions for facilitators:

- Try to help children to be specific about things we don't like. E.g. instead of 'I don't like my cousin', say 'I don't like it when my cousin shouts at me'
- Look out for body language - Your own and the children's. This is easier when children are talking about positive emotions and experiences, however it is just as important for children to be able to talk about negative ones. You may find yourself shocked or horrified at what a child has said, however showing this can be intimidating, confusing and frightening to the child.
- If a child wants to tell you something, but asks you to promise not to tell anyone else, you need to explain confidentiality in an age-appropriate way. E.g If you tell us that you or someone else is in danger, we may need to tell someone else, but we would talk about this with you first.

Extra points (other ways to use worksheets):

Some worksheets might be useful as pointers to have displayed on the wall in general, to help children express feelings. E.g tension scale

Other ways we can help



ROAD TO GOOD HEALTH

6

Physical
Sensations



5

Behaviors



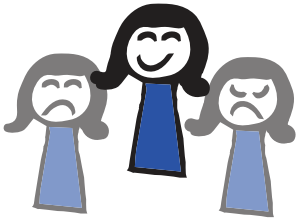
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Thoughts



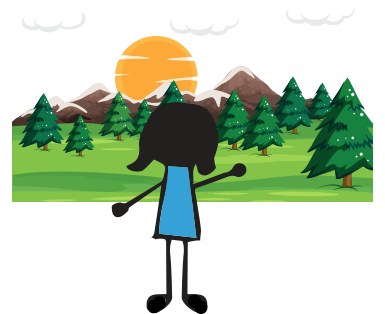
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Emotional
wellbeing



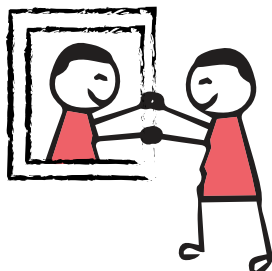
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Emotion Awareness



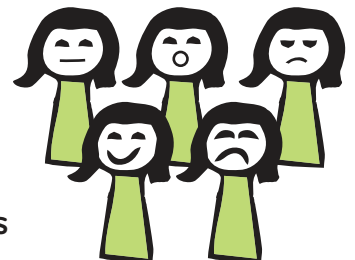
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About me



2

Emotions





About Me



1

My name is _____

I am ____ years and ____ months old

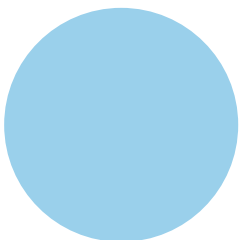
The place I was born is called

Some things I like

Some things I don't like



This is me! Put a picture of yourself here. Maybe you want to draw a self-portrait? Or you could stick in photo!



2

My family

This is the drawing of my family



What are they saying

3

My religion

My religion is called _____

It says that _____

Some things I like about it

Some things I'm not so sure about



4

My Home

Somewhere I would like to live

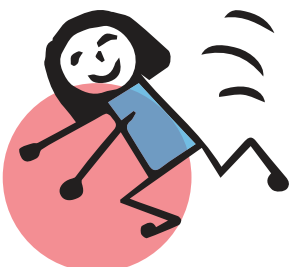
Who I would like to be with me



5

NOT

Somewher I wouldn't like to live



6

My birth family



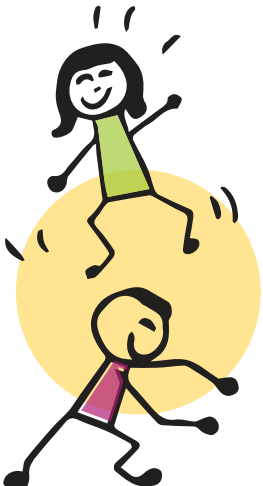
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My new family

People in my new family

Some things I like about my new family

Some things I'm no-so sure about or find difficult



Skin



Who do you know who has the same color skin as you?

Who do you know who has different color skin?

What nice names are there for your skin color?

What names are there that aren't so nice?

How do you feel about the color of your skin?

What good things are there about your skin color?



My Home



People who live in my home

What's it like in my home

What I like most about my home

What I like least about

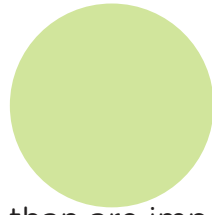
My community

What would you like to change about the area you live in

What could you do about this things



My map



Here is a picture of me and some people and places than are important to me.

A day in my life

A description of me

- My eyes are
- My skin is
- My hair is
- Some other things about me
- Some times I feel the odd one out



A story about me

About me

My name is

I am... years and... months

The place I was born is called

Something I like

Some things I don't like



My Life Graph

Very Good Things

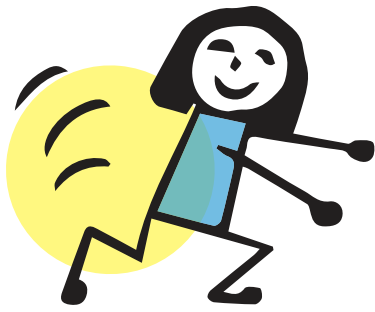
Good Things

When I was very young

Now

Bad Things

Very bad Things



Specially Me

Some abilities and difficulties that are special to me

What this is like for me



There are some things that

There are some things that **I don't understand**

There are some things that **upset me or I get sad about**

There are some things that **scare me**





Different moods



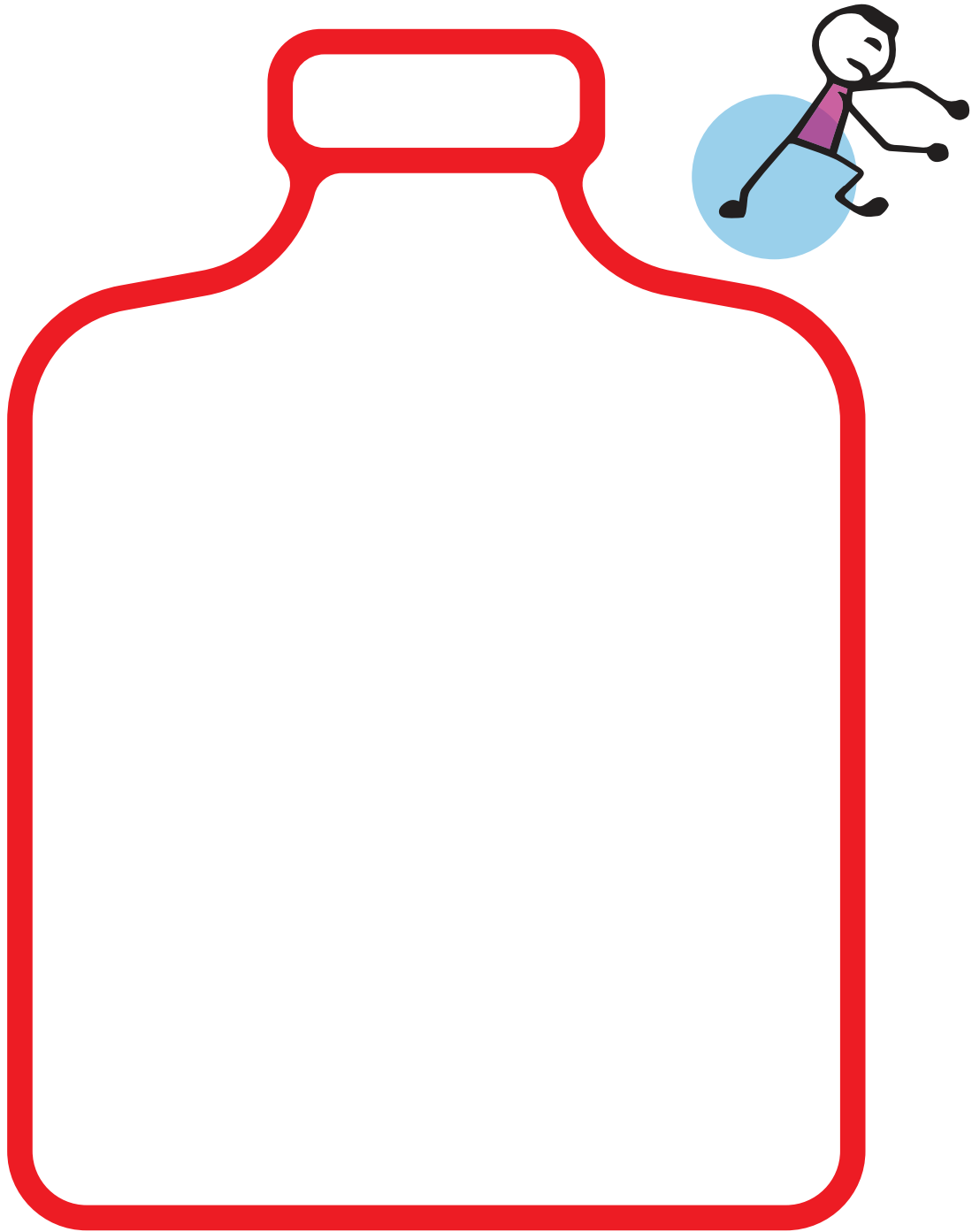
- This face looks like

- I feel like this when

- What I would like is

A 'Tears collector'

Imagine this jar could sort out sad and difficult things. What would you put in it?



Good and bad secrets



Worry



Worry



One thing I worry about

What I would like to happen

Some thing or people that might be able to help me



Being let down



When was the last time you felt let down?

How did you feel?

When was another time you felt let down?

How did you feel?

Being upset

Something somebody did that I felt upset about...

What was this like for me

Possible reason they did this...

What I can do about something like this

Things that hurt me

Something that gets at me



Think of something or somebody that gets at you

How do you feel?

What do you feel like saying or doing?

What might happen if you do this?

What could you do instead?

What might happen if you do this?

My happiness page

Here are some things that make me feel happy



'I' statement

This is a good way of talking - it helps us be clear and helps others to listen.
Just remember these 3 steps:

1. I fell...
2. When...
3. I would like...

Here's an example:

1. I fell... annoyed.
2. When... I get shouted at.
3. I would like... to be asked nicely.

Try it for yourself:

1. I fell...
2. When...
3. I would like...

You don't need to use all three steps all the time. You can just use one or two of them if you want. Just remember to use the word, 'I'.

Practise saying 'I' statements aloud.



My first aid kit

When life gets tough, here are some things I can do to help me





Put-downs are things people say about us that are unfair. They say them to make us feel bad or small. They are comments that assume we are no good, and that we will carry on being no good. They can leave people feeling really bad.

- Think of some put-downs that you've heard...

- What can you do if someone puts you down?

Problems

We all have problems sometimes. Here are some questions that can help us work out what to do

1

What was or is the problem?

2

How do I feel about it?

3

What do I wish would happen?

4

What different things could I do? Which would you like to try?

5

What would happen if i did those things?





Personal Power

Personal power is about feeling strong on the inside it's about what I can do and making wise choices. It's nothing to do with physical strenght.

Some choices I have in my life.

Conseunces are what happens because of something else that has happened
- what happens next.

Working out the consequences of our choices helps us use our choices and personal power in a good way, in a way that helps us and is fair.

Personal Power

If it work out the consequences of the choices I make, I can work out how to use my personal power in a good way that will help me and be fair to others.

This is how it works

Personal Power	Choices	Consequences
Name Calling	1. Calling people nice name they like	→ People like it and they like me
	2. Calling people bad thet can make them unhappy	→ People get angry and i get into fights and get told off

If call people names they like there are good consequences. So it would be be good use of my personal power to do this.



Personal Power

Personal Power	Choices	Consequences
		→
		→

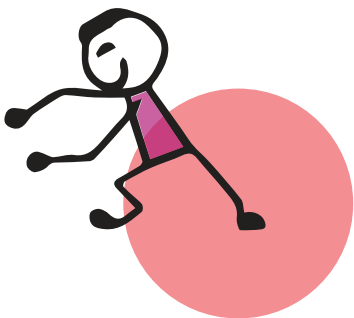
Personal Power	Choices	Consequences
		→
		→

My magic wand

Thing in my life I would chang if I had a magic wand.



**Some people and things
I would like to sort out
of my life**



Not-so-good ways of showing anger

When we're angry we may do some things that aren't too good.
Think of some things that you or other people have done.



Explosions in our bodies



When we feel angry things happen to our bodies. Some people get a red face, feel tight, or feel that they might explode.

What happens to your body when you get annoyed, frustrated or angry?

My tension scale

Mark on this tension scale some things that you have felt angry about. Sometimes it's only little things that can trigger an explosion in us.



Building up to it

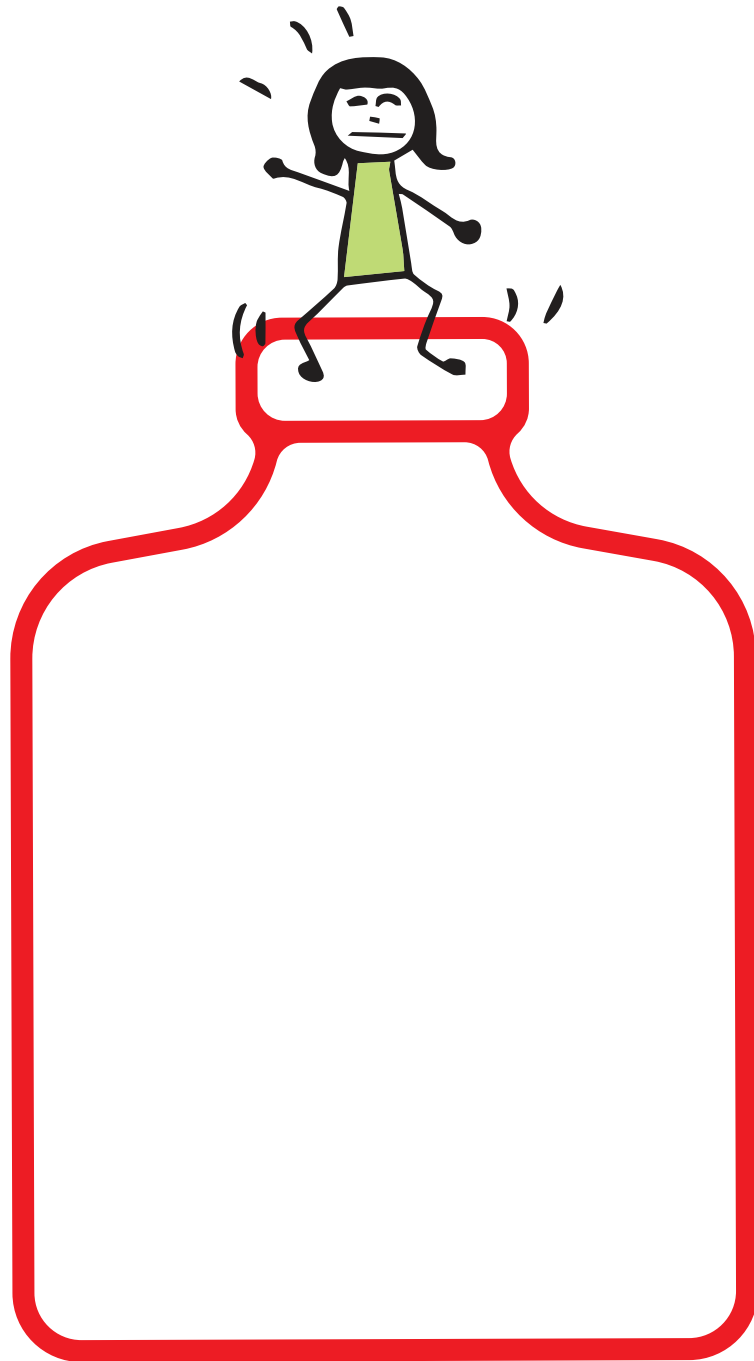
Write down something which made you feel angry. What did you do?

What was behind this?



Bottling up

Some things are difficult to think or talk about.
Sometimes we bottle these up inside.



Instead of exploding

If we bottle things up, they can sometimes explode, and we get in trouble.
What things can you do to help calm down, stay out of troubles, and deal with the problem.



The anger rules



It's okay to be angry.

Anger is helpful as it tells us that something isn't feeling right.

When I feel angry it's important that:

1. I don't hurt myself.
2. I don't hurt others with words or fists
3. I don't hurt things around me

Instead I can...

Angry things we can do

Sometimes we're so angry we feel like really having a go at somebody or something. But if we do that, we could make more trouble for ourselves. Here are some other angry things we can do.

- Thump a pillow. Stamp your feet. Quickly clench and spread your fingers lots of times.
- Count to 10 and then work out what to do.
- Do something physical, like running, dancing, or riding a bike.
- Draw a paint in a really angry style – some people like to scribble and splash away on old paper or newspaper.
- Write down how you feel – this doesn't have to be polite or kind, and you don't have to write in proper sentences – nobody else needs to see it, so say whatever you want! You could try writing down:
 - What happened
 - What you would really like to say
 - All the names you would like to call someone

You could then tear the paper into tiny bits

- Pretend to talk to the person and tell them what you think – or talk to a teddy.
- Listen to music, or sing.
- Talk to someone.

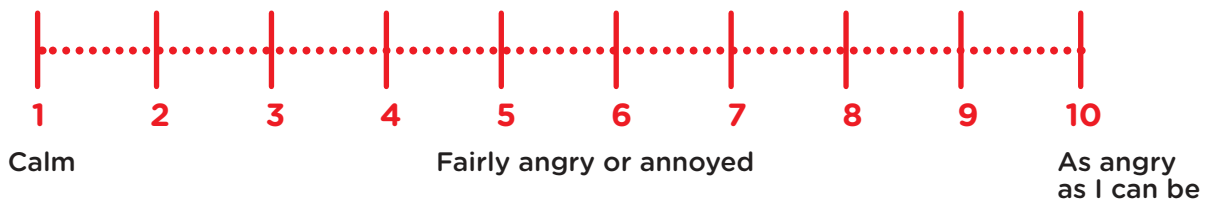


This Week

One time I felt annoyed or angry this week was...

Because...

If I measured my anger on the tension scale it would be at number...



My body felt

What I did

What I would have liked

Other things I could have done?

Violence



Violence I have seen or experienced

What it felt like

Some possible reasons for why this was going on

Other things people could do instead

When we're having a fight

Think of a time you were having a fight or a bad disagreement with someone.
What was it like for you?

Things people can do to help stop there being bad fights and disagreements



Becoming partners and working it out together
helps us get things sorted out better.

Unwinding

Things that help me feel good and recover if I'm feeling said or angry



Some good things

I can say to myself

Other people have said about me



Some special things

About a friend of mine called...

About someone in my family called

About me...

Giving

Praise



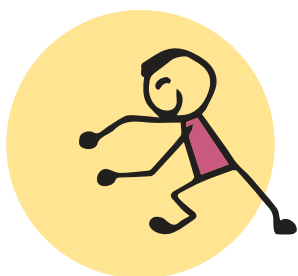
When people say nice things about me, I feel...

Some nice things I can say to other people

When people praise me, I can say



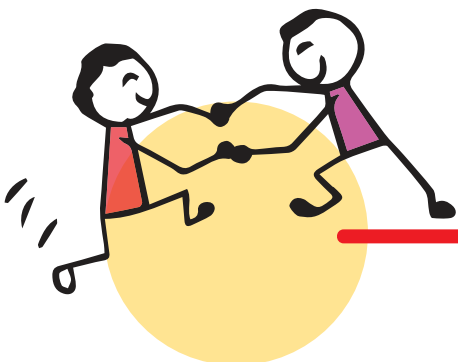
I know that I'm good at



Being involved

Some things I like doing or would like to do, with other people.

Things I like or would like to help out with.



Listening

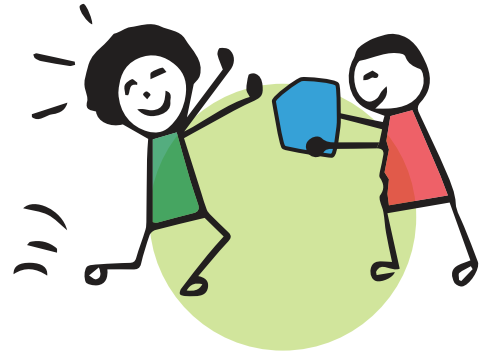


What's its like when someone is listening to me

Things that help good listening

Listening helps people feel good, and helps us learn

Sharing



Think of a time when somebody shared something with you. What was it I like?

If 2 people both want the some thing, what can happen?

What happen when we share?



Some ideas For my future

Putting someone I know on the spotlight

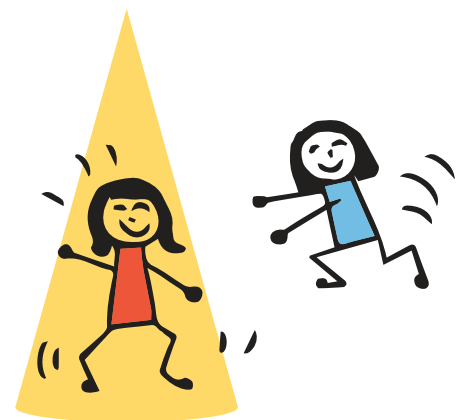
Their name is...

This is what they look like...

Things they enjoy...

Things I like about them...

Things I don't like so much, or am not sure about...



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**“Emotional Wellbeing in displaced
young people, and how you can support it”**

Germán E. Vélez - Jessie Fleming

