

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Young People and Society 2: Self-Care session

- Hello, as some of you know, my name is Bethany, and I am here running an eight-session programme on self-care. As you can see, today is session seven. Today's theme is journalling. But before we get to the main activity, we'll begin with a couple of icebreakers.
- The first icebreaker is called Keep the Rhythm that we played in week 2. This is just to remind everyone of each other's names and introduce ourselves to anyone who has not been here before. So, I will demonstrate how it works and then we will have a couple of rounds.
- Our new icebreaker this week is called Signs. We will go around the group and pick a silent movement that will be our signal. The aim of the game is to send the signal around the room. We do this by first doing our signal, followed by someone else's signal to pass it to them. We will send someone outside of the room for us to pick someone to start and then that person will guess where in the room the signal is.
- That was great, thank you for participating everyone. Before we begin our main activity, I would like to remind you why we are running this programme on self-care. The programme should work with any age, between eleven and twenty five. However, it was created with fifteen to eighteen year olds specifically in mind, because of their GCSE and A-Level exam years.

- Self-care is important for everyone to practice in some way. Some people may already have self-care activities that they do but they might not know that is what it is.
- The goal of self-care is to reduce stress and anxiety levels, to prevent physical, mental and emotional illnesses, and to protect and care for your general health.
- As discussed from the first week, this is a safe space to share your opinions and to ask questions and we will try and help you to find answers to your questions. If you feel that it would be helpful, there are some fidget toys and other things that you are all more than welcome to borrow.
- With that being said, if you get into small groups, I have big pieces of paper with questions on and I will hand out markers for you to write your discussions and answers on. There are no wrong answers; these questions are just to refresh your memory of what we looked at in the first week. As you can see, the questions are; What do you think self-care is? What is the purpose or function of self-care? What does self-care mean to you and why is self-care so important? What kind of activities could you use for self-care?
- You have around five minutes, don't worry if you don't get much down for all of the questions. This is just to refresh from the previous sessions.
- Ok, great everyone. Thank you for doing this. I will give you another piece of paper and these are questions to answer more specific to journalling and focusing on practicing gratitude. You will have another five minutes to do this.

- In terms of self-care, practicing gratitude is important. Did you know that the same part of your brain that controls stress also controls gratitude? This means that intentionally practicing gratitude could lessen your stress levels (Travers, 2024). Journalling comes in many forms, but it helps you to think about your day and what you are grateful for, even thinking about what is stressing you out and working what you can and cannot control. Journalling is an approach that you can use to process these thoughts and feelings.
- The questions for this part are; What are you grateful for? What is stressing you out? What might be some challenges with journalling? What questions or prompts could you use to help you journal?
- Thank you very much for participating in this activity. So, you can either stay in the same groups or switch. The next thing I would like you to do is to discuss in your groups what the importance is of focusing on gratitude and being mindful on what happens during your day. If you are comfortable, I would like each group to feedback three reasons why they think that journalling could be important as a form of self-care.
- In terms of evaluating the effectiveness of the programme for young people, my idea is to have four suggestion boxes with cue cards and pens. The four boxes with symbols on them and explanations of what they mean.

Box 1 is a star, meaning what you have enjoyed, what has helped them and what you have learned.

Box 2 is a cross, meaning what you did not like or what was unhelpful.

Box 3 is an arrow which represents what you think could be improved or what you would have done differently.

Box 4 is a question mark, which is for any unanswered questions you may have from the session, the programme or the topic.

- This idea for this to let the young people voluntarily choose to participate and it will be encouraged and then the young people could choose whether or not to put their names down on the paper to put into the boxes. The idea with this is to let the young people feel like they have enough control over their situations and choices to help them feel comfortable sharing their honest thoughts and questions.

- Lastly, I would not present this to young people necessarily but for this presentation of this session, I am going to quickly talk about the links between the planning of the session and links to youth work theory. Each session of the programme hopes to meet the Five Pillars of Youth Work (Youth Work Wales Review Group, 2022); Participative because participation is voluntary but would be encouraged. Expressive because each session has a different kind of way for young people to learn to express themselves. Empowering because the sessions will let them choose to join in and hopefully let them feel like they have enough control to feel comfortable in the room. Educative because the aim of the programme is to help young people learn how to use self-care to their advantage, especially in terms of stress concerning GCSE and A-Level exam years. Inclusive because each session should easily be able to be adapted to various young people's needs. Similarly, the programme also aims to meet the values of

the National Occupational Standards for Youth Work, such as, Active Participation and involvement, Equity, diversity and inclusion, and Partnership with young people and others (CLD Standards Council Scotland, 2019).

- Thank you so much for participating and for listening. If you have any questions, feel free to ask.

References:

CLD Standards Council Scotland. (2019). *National Occupational Standards for Youth Work*. CLD Standards Council Scotland.

Travers, M. (May 2024). *A Psychologist Explains the Neuroscience of Your 'Gratitude Practice'*. Forbes.

Youth Work Wales Review Group. (2022). *Youth Work Wales: Principles and Purposes*. Education Workforce Council.