



ACTIVITY SHEETS

(Adapted from the interactive Activities and Quizzes on the CD for use in group face-to-face sessions)

PART 1

1.1 Identifying feelings

Write the number of the face in the **Feelings** box that best represents the possible feelings behind each facial expression below.



Feelings:

- Sad
- Angry
- Irritated
- Anxious
- Happy
- Disappointed
- Frightened
- Confused
- Disgusted

1.2 Feelings and behaviours

Identify which words are **feelings** and which are **behaviours** and write them in the correct columns.

Feeling	Behaviour (<i>being</i>)

- Helpful
- Aggressive
- Jealous
- Suspicious
- Angry
- Guilty
- Scared
- Defensive
- Delighted
- Rude
- Defiant
- Lonely
- Worried
- Anti-social



1.3 Trauma

Fill in the **missing words**:

Young people who have experienced a lot of trauma are always ready to..... and protect themselves from being They need to feel in..... In their world control means safety and being able to..... Their behaviours that show this are often.....

Words to choose from: **unacceptable hurt defend cope control**

1.4 Pain-based behaviour

Write each type of **pain-based behaviour** listed below in the correct FIGHT , FLIGHT or FREEZE column.

FIGHT	FLIGHT	FREEZE

- Sudden, uncontrolled outbursts
- Running away
- Trauma re-enactment
- Aggression
- Self-injury
- Defiance
- Withdrawal
- Inability to regulate emotions
- Trauma re-enactment



PART 2

2.1 Preventing outbursts

From the list of words below fill in the **missing words** in these strategies to **PREVENT** outbursts, incidents of aggression and other challenging behaviours from happening:

- (a) Provide a stable and calming environment where young people feel - where structure, routines and activities stay the same so that they can feel in knowing what will happen and when it will happen.
- (b) Staff need to plan ahead, to..... what's happening and..... them if there are any changes
- (c) Watch for non-verbal of distressed or aggressive behaviour
- (d) Always have 'Quick Grab' activities ready to..... and engage
- (e) As we said in the previous section, we need to get to know the young people and develop positive with them
- (f) We need to supervise at all times, but not just being there, but also things with them.
- (g) And it's important to think about how we work and always try to the way we do things
- (h) Use good communication skills to listen and talk to children calmly and with.....

secure	control
explain	warn
indicators	distract
relationships	doing
improve	respect



2.2 Communication Skills

For each of the **responses** (from **Scenario 1b**) below, identify the Communication Skill that was used from the list and write it in the correct speech balloon.

1. *Uh-huh*
[]

2. *How can I help you?*
[]

3. *So tell me exactly what happened?*
[]

4. *Frankie, I can see you're really upset*
[]

5. *So you were jumping on the bed with Tom, you fell over against the wall where the poster was and it got a tear in it. Is that right?*
[]

6. *And now you're scared 'cos Tom is veeery angry with you?*
[]

List of Communication Skills

Open question

Validation

Encourager

Reflecting

Door opener

Summarising



2.3 10 Guiding Behaviour Strategies

After viewing each scenario (**Scenarios 2-6**), pick the *two strategies* from the list below that were used to guide the young person's behaviour in each scenario.

1. Managing the surroundings
2. Giving cues
3. Giving choices
4. Giving attention (or ignoring)
5. Showing a caring gesture
6. Standing close
7. Co-starting
8. Distracting
9. Directing
10. Providing 'time away'

Scenario 2: Two strategies Shawn used to guide Frankie's behaviour:

- (a)
- (b)

Scenario 3: Two strategies Anna used to guide Tom's behaviour:

- (a)
- (b)

Scenario 4: Two strategies Shawn used to guide Frankie and Tom's behaviour:

- (a)
- (b)

Scenario 5: Two strategies Anna used in this situation to guide Ben's behaviour:

- (a)
- (b)

Scenario 6: Two strategies Anna used in to guide Frankie's behaviour:

- (a)
- (b)



2.4 Cultural Sensitivities and Special Needs

Answer the following questions from Marty's interview:

1. What did Marty mean when he said, "Diversity's the big one"?
 - (a) Aboriginal young people are interested in lots of different activities.
 - (b) There are many different Aboriginal communities with very different ways of doing things.
 - (c) All young people have different problems.

2. What did Marty say was the "key" in connecting with a young Aboriginal person?
 - (a) Getting to know them as an individual person
 - (b) Sharing ideas about your interests.
 - (c) Getting to know the young person's family.

3. Say if the following statements are TRUE or FALSE:
 - (a) You can work with Aboriginal children from Noongar, Wongai and Yamaji tribes in the same way TRUE / FALSE
 - (b) You need to know about the history of Aboriginal people to understand young people in care. TRUE / False

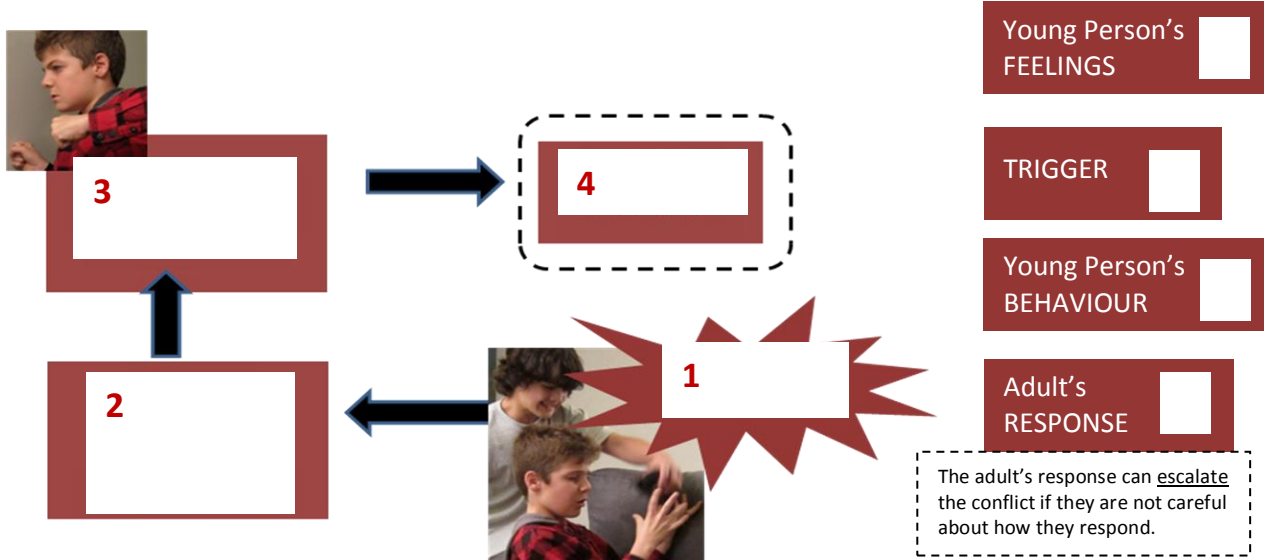
4. Which of the following activities would be useful to connect Aboriginal young people to their culture?
 - (a) Watching documentaries of where they are from.
 - (b) Having contact with their family
 - (c) Taking them to significant events like NAIDOC and Reconciliation Sorry Days
 - (d) Going to watch a an Aboriginal band playing. (e) Going to a local Aboriginal organisation
 - (f) All of the above



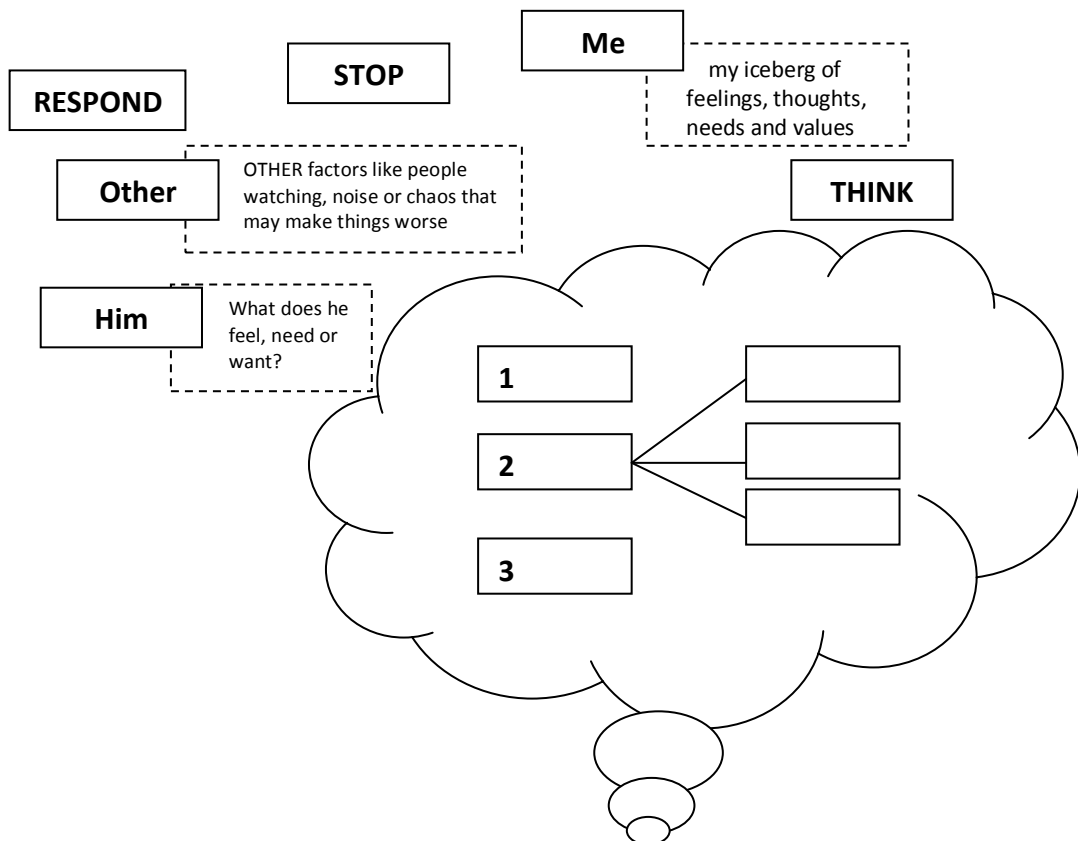
PART 3

3.1 Behaviour Cycle

Write the correct labels for the 4 phases of the Behaviour Cycle



There are three steps to follow that will help you to stay grounded.
Fill in the labels in the correct order:





3.2 Responding to an upset young person.

Say whether the following statements are **TRUE** or **FALSE**:

(a) It's OK to argue with young person that is upset

TRUE FALSE

(b) It's better to approach an agitated young person from the side

TRUE FALSE

(c) It's better to communicate with an upset young person at their eye level.

TRUE FALSE

(d) You need to tell an aggressive young person to "calm down"

TRUE FALSE

(e) When a young person is very upset and behaving badly, you must explain at the time why their behaviour is inappropriate.

TRUE FALSE

(f) A caring touch may help to calm a young person who is very scared or angry.

TRUE FALSE

(g) It's better to say very little when a young person is very upset.

TRUE FALSE

(h) To help calm the young person, tell them that there is nothing to be upset about.

TRUE FALSE



3.3 Non-verbal indicators of upset

After watching a replay of **Scenario 5**, which of the following non-verbal indicators of agitation did you see in Ben:

pacing

clenched fists

rolling eyes

pursing lips

sighing

tapping fingers

fidgeting



3.4 Defusing responses (Scenarios 7-11)

After viewing each scenario, choose the **best defusing response** (out of 3) to de-escalate the behaviour caused by the strong upset emotions of the young person:

Scenario 7:

What would you say to defuse emotionally charged Stacey?

- 1:** *Don't worry, your Mum will make it up to you.*
- 2:** *Stacey, calm down! It won't help to carry on like that. Let's see if we can get you to the movies.*
- 3:** *It's OK to be upset. It's a big disappointment. In fact it's OK to feel really angry. But hey, Stacey, I know you can handle this. Come with me outside and let's see if there's another way we can get you to the movies.*

Scenario 8:

What would you say to defuse emotionally charged Tom?

- 1:** *It looked like the ball hit you by accident, Tom. You're good with ball games, Tom, and you're older. I'm sure Frankie didn't mean to hit you. I saw how excited he was getting. Hey, keep going – there's not a lot of time left before dinner!*
- 2:** *Tom, cut out shouting and swearing like that. Frankie didn't hit you on purpose.*
- 3:** *Tom, I know you get frustrated with Frankie, but that's no excuse to blame him for hitting you. I'm sure he didn't do it on purpose.*

Scenario 9:

What would you say on entering the bathroom to defuse Stacey's aggressively strong anger?

- 1:** *Stacey, I can see you're very, very upset. And it seems that you want to be left alone, so I'll give you the space, but I'll be outside in the garden in a couple of minutes if you want to talk privately about what's happened.*
- 2:** *Stacey, come out of there and tell me what's up. I need to know what's upsetting you so that we can sort things out.*
- 3:** *Stacey, locking yourself in the bathroom won't work 'cos there's kids standing at the door. Come outside with me and then you can talk.*



Scenario 10:

What would you say to defuse emotionally charged Frankie?

- 1:** *OK, you both want to play on the X-Box. You know that's not possible. You need to take turns. Who's going to wait until the next game?*
- 2:** *Hey, we don't want any fighting now. One at a time. You go first, Tom.*
- 3:** *If you're going to fight, then no-one will play.*

Scenario 11:

What could you say to defuse emotionally upset Tom?

- 1:** *Calm down Tom! Don't get mad at us! We didn't make the decision.*
- 2:** *I can see you're really upset. Change can be scary and I would be upset too. I hear you saying that we don't care and I'd like you to know that that's not true at all. Would you like to come with me and talk about what's happening?*
- 3:** *Getting upset like this is only going to make things worse. Come with me and let's talk about it.*

Practice Scenarios (Revision)

In **Scenarios 12-16** you can see Anna or Shawn dealing with young people in their workplace. In each scenario the first response doesn't work very well. Then we see them do it a second time with a better result.

Try to pick what they do differently the second time in each scenario.

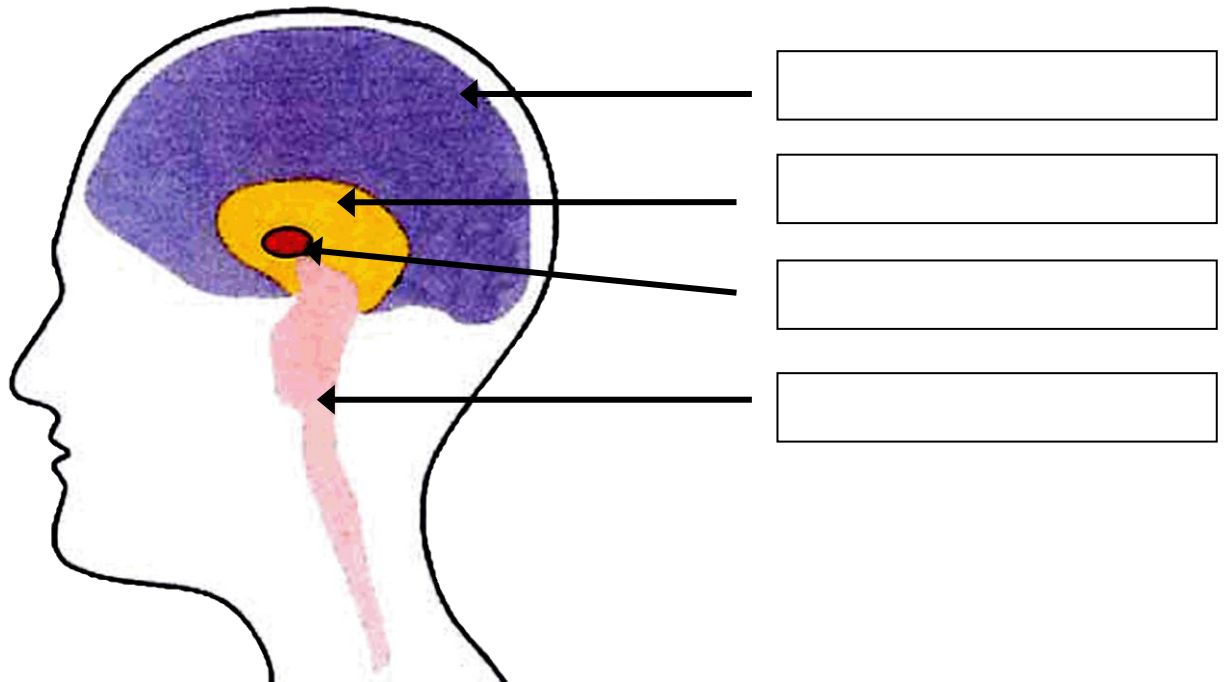
To build your skills, you should practice at least one of these scenarios with a colleague.



PART 4

4.1 Trauma and the Brain *(not included)*

Label the parts of the brain below



Survival brain

Amygdala (emotionally charged memories)

Limbic system
(Emotions, feelings)

Cortex (thinking)



4.2 Post-incident reflection

After viewing **Scenario 17**, fill in the TIC-TAC steps of the **post-incident reflection** in the correct order below:

1	
2	
3	
4	
5	
6	

APPLY Apply and practice the young person's chosen 'COOL-IT KEY' in a role-play.

TALK To get the young person to talk about what happened and then summarise what they have said in just a few words

CONSIDER Reflect on the affects of the behaviour on their self and others.

IDENTIFY Identify the trigger and the feelings that caused the behaviour of the young person.

CLEAN UP Decide what needs to happen to make things right.

THINK THINK of a 'COOL-IT KEY' (something different to do when they start to feel upset)



4.3 Post-incident reflection responses

From the list below, write in the correct interview stage for each response:

- T**alk
- I**dentify
- C**onsider
- T**hink
- A**pply
- C**lean Up

Well, what do we need to do to make things right?

So when you got mad at Tom, who was affected?

It seems to me that when someone won't do what you want, you get angry and then you start shouting and punching.

Can you think of something different that you can do when you start to feel angry?

So tell me exactly what happened, right from the beginning

Let's practise so that you'll be able to do that next time, okay?



4.4 New Behaviour Goals

Choose the correct heading for each goal below for re-educating young people when they have unacceptable behaviour.

- Learning to move past feeling rejected and to feel that they belong and can trust those around them
- Learning about consequences and what will happen when they behave certain ways and how to build self control to choose how they behave
- Learning to solve problems, meet goals, make decisions with a feeling that they can cope.
- Learning ways to feel supported and safe enough to be able to let go fears
- Learning how to recognise their feelings and how to calm themselves down when emotions build up.
- Learning to show respect and concern, to be able to share, take turns and cooperate with others

Responsibility	Safety	Mastery	Trust
Respect and consideration of others		Self-calming	