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# Youth Group Session Plans



# An introduction...

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**M**ade To Be is a resource that aims to promote positive messages about self-worth and identity amongst girls as well as exploring some of the other issues that girls or their friends could be facing. We will do this through the provision of interactive resources for the young people as well as guidelines and session plans for leaders to enable girls groups to form.

Made To Be aims to equip girls to be aware of potential issues in their lives and look out for warning signs as well as signposting them to specialist organisations if needed.

This material provides session plans to assist in the delivery of the Made To Be resources to groups. The material will help girls to explore their relationships, think about their emotions, consider the things that have good or negative impacts on their lives and any potential challenges they may be facing.

The session plans are based on e-books and videos that can be found in the Made To Be section of the Salvation Army website.

We would also strongly encourage young people to use the Made To Be journal in addition to these sessions. The journal helps to underpin some of the themes that are featured, and has a strong emphasis on helping to build up resilience and create greater understanding and ability to deal with some of the emotions and situations that could potentially be a problem for young girls.

You can get hold of copies of the journal by emailing [youth@salvationarmy.org.uk](mailto:youth@salvationarmy.org.uk)

The material is aimed at girls aged 12–14, but can be used with other age groups. It is the beginning of a journey with girls, rather than a destination.

## **Purpose**

Provide a space to raise and discuss issues that may be a concern to young people. Give time to explore how girls can deal with the issues raised in their own lives. Explore with girls how to be a good friend to someone who is struggling with the issues that are raised.

## **Before using the material**

In advance of using the material with young people it is important to complete the following actions:

Make sure you are confident in delivering the topics that are covered and that you gain extra training or support if needed.

Gain full awareness of the process for dealing with disclosure and your safeguarding policy (if working in a Salvation Army setting please make sure that you are fully adhering to the Safe & Sound policy).

Ensure you have a behaviour management system in place (eg, group rules).

Be clear that your role is primarily to facilitate discussion, not teach or preach.



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Ensure that as a worker you have some form of supervision in place.  
Ensure you have the correct audio, visual and printed materials available.

## General Do's and Don'ts

### Do...

Question your own beliefs and prejudices that may be leading you to see an issue in a certain light.  
Recognise that the issues covered can affect any young person, regardless of their socio-economic background, faith, community, gender, sexual identity, ethnicity or physical/mental ability or disability.  
Create a non-judgmental, safe space where people can be honest.  
Explain that the information shared is confidential, but safeguarding concerns will have to be shared outside the group.  
Validate the experiences that are shared.  
Signpost to appropriate services.  
Be careful about offering personal opinions.  
Speak from the 'I/we/us' position – eg, 'It can make us feel really bad if someone hurts us.'  
Encourage the group to draw up values to promote a positive environment where girls can share their views if they wish without fear of judgment.

### Don't...

Promise to keep any disclosures secret.  
Offer support that is outside of your role or remit.  
Talk too much; the space is for the young people to share their views.  
Allow any one participant to dominate

the discussion.  
Use stereotypes of girls or boys. When possible, always challenge participants' use of stereotypes.

## Session Format

These sessions have been created so that you can use them in the varying contexts that you might be working in. Therefore we have provided you with a mix-and-match approach. It's your group, so you can shape the session to suit the needs of the young people you are working with and the context in which you are working. You may wish to add additional resources to provide more depth, invite speakers, or spread some of the sessions over several weeks.

## Your Setting

You know your young people and the community in which you are working; therefore we would encourage you to use these sessions as a basic framework in which you can add what you think is needed. With this in mind, you might want to think about what engages your young people the most and would create enough interest to get people to come along. Do you need to base your session around food, or possibly music? It might be that your young people would be keen to come to something that was billed purely as a girls' discussion group. Make sure you spend time taking this into consideration before launching, in order to ensure that as many people as possible engage in these sessions.

## Online Resources

Each session will include an animated ebook and video from a specialist. You can access these resources via the Salvation Army website – [salvationarmy.org.uk/madeto-be](http://salvationarmy.org.uk/madeto-be)

### The Salvation Army

The Made To Be material has been created by The Salvation Army, in partnership with specialist individuals and agencies. The Salvation Army is a Christian church and registered charity.

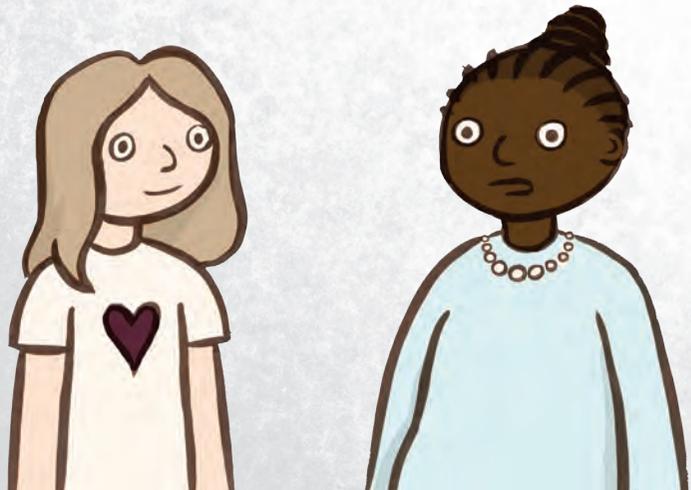
The Made To Be material is suitable for delivery in any context; however, there are faith-based elements that you could add to your sessions if appropriate. We would encourage you to use the 'Journal/ Reflective' sections of the sessions as an opportunity to incorporate a prayer activity or quiet space / opportunity for prayer. In addition to this, a Made To Be prayer guide can be found on the Salvation Army website, and we would encourage you to point your group towards that for their own personal prayer time and reflection.

### Signposting

Throughout the material we recommend that young people speak to a trusted adult if a particular issue or concern arises; please

ensure that if this is yourself or someone you are pointing young people towards that they are aware of relevant safeguarding procedures and that they are equipped to deal with an issue well. Please also state to your young people that not all adults that they feel comfortable talking to will have the knowledge to help support them specifically so we would also encourage you as a group leader to re-iterate at the end of each session the Childline phone number (0800 1111) and their 1-2-1 chat and emailing facilities. Please also make sure you are fully aware of Salvation Army safeguarding responsibilities if running these sessions in a Salvation Army setting.

Also as leaders it is necessary to recognise that you will not be able to address every need a young person has and in some circumstances expert intervention will be required in order to facilitate the right help. You will need to know when to pass issues on to the right person or agency.



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# Introductory Session

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## Introduction

This session will enable you to establish the format and set-up of your Made To Be group. The idea is that you will use this time to set the scene and establish a group ethos for moving forward.

The coming weeks are an opportunity for you to engage with the girls in an environment that is most appropriate for them, their interests and culture. Therefore this session is an opportunity to establish how that could look for you and the young people that you are working with.

## Planning Your Session

This session is all about laying ideas on the table, enabling your young people to help shape the set-up, so that it is something useful and suitable for them and will hopefully encourage them to keep coming back!

## Outcomes of the session

- Create a relaxed and welcoming environment.
- Establish the values and running of the group.
- Clearly communicate in an open and honest way what you will potentially be covering.
- Introduce the group to the Made To Be journal.

## Resources

- Made To Be introductory video
- A Made To Be journal for each group member
- Large sheets of paper
- Marker pens
- Made To Be prayer resource

<p><b>Introductory Activity</b></p>	<p>Spend the opening part of this session creating a relaxed and welcoming environment in which the group can get to know each other over food/nibbles, non-threatening 'getting to know you' games or some kind of activity/hobby.</p>
<p><b>Thoughts to Ponder</b></p>	<p>Explain the Made To Be material and the idea that this is a group which will aim to cover some big topics, but will also provide a space in which the young people can encourage each other, learn more about themselves and learn how to deal with things that might be an issue for them or their friends.</p> <p>Split the group into smaller groups and ask them to discuss and write down on large sheets of paper the following:</p> <ul style="list-style-type: none"> <li>• How they would want the room to be set up.</li> <li>• What they would like to see included to help make this a welcoming environment</li> <li>• Additional ideas and activities that they would want to make part of their time together (eg, food, music, sport etc)</li> </ul> <p>Come back together as a group to discuss what everyone has come up with.</p>
<p><b>Creative Element</b></p>	<p>Explain that being part of a group like this requires a shared sense of ownership, openness and compromise. The idea is that each member will help to support the others, build each other up and celebrate being their individual selves.</p> <p>As a whole group use a large piece of paper to take it in turns to write down the values that you want to have as a group. You can then spend time decorating it so that it can be displayed in each of your sessions.</p>
<p><b>Going Deeper</b></p>	<p>Watch the Made To Be introductory video.</p> <p>Explain that we can all at times find ourselves struggling in life for one reason or another. The coming weeks will help us to unpack the following:</p> <ul style="list-style-type: none"> <li>• That we are Made To Be the unique person we are</li> <li>• That we are Made To Be more than what society, unhelpful people in our lives, social media and the media in general can sometimes tell us we are</li> <li>• That we are Made To Be people who can support each other and be good friends to those that are struggling</li> </ul>



<b>Journal/Reflective Element</b>	<p>Give a copy of the Made To Be journal to each of the group. Explain that this is for them to take home, keep and fill in. This isn't for them to bring in and share; it's an opportunity to write down their thoughts and feelings and get to know more about themselves in the process.</p> <p>Make sure that if at any time they are writing in their journal and feel they are becoming aware of issues that are troubling them, they can talk to a trusted adult (see signposting section) or contact Childline.</p>
<b>Further Discussion</b>	<p><b>Explain:</b> The Made To Be introductory video introduces us to the themes that are going to be covered in the coming weeks.</p> <p>We will unpack the issues of:</p> <ul style="list-style-type: none"> <li>• Struggling with our identity (knowing who we are)</li> <li>• Self-harm</li> <li>• Depression</li> <li>• Emotional abuse</li> <li>• Exploitation</li> <li>• Eating disorders</li> </ul> <p>We will look at these topics by getting to know six fictional characters that are struggling with one of these areas in their own lives.</p> <p>At the heart of everything that they will be looking at is the development of a greater sense of self-worth and a firm assurance and knowledge of who they are Made To Be.</p> <p>The group will aim to build each other up. This will be a strong theme throughout the coming weeks, alongside the desire to equip ourselves in knowing how to deal with these topics if they are an issue for ourselves or our friends.</p>
<b>Closing</b>	<p>Share with the group the plan for when and where they will meet for their next session and encourage them to start journaling in their own time if they wish to.</p> <p>If appropriate for your group, also point them towards the Made To Be prayer resource which can be found on the Made To Be pages of the Salvation Army website. You could encourage group members to use some of the ideas in that resource over the next week too.</p>

# Identity

## Introduction

This session will explore identity, using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Ellie who is experiencing changes and struggling to understand who she is and how to fit in. Ellie has recently moved into high school and is trying to understand the world around her, and she is faced with many questions.

This session will provide questions for young people to think about and respond to. There will be opportunity for them to stop and reflect on issues in their own lives that could be a cause for concern.

## Planning your session

Ellie's story addresses the issue of identity and proposes questions that many girls could be thinking about. Throughout the session young people will start to explore this topic and will have an opportunity to think about their own identity, the questions they have and what they feel are the challenges they face.

You can use any or all of the elements in the plan. These are suggestions; you may wish to add additional elements for the needs of your group or focus particularly on one aspect.

## Outcomes of the session

Encourage girls to explore the pressures they experience day by day. Identify some of the industries which are seeking to undermine girls' value and self-esteem.

Understand where to seek help.  
Identify which pressures and messages impact the young people most negatively.  
Understand some of the effects of negative pressures and messages.  
Identify some of the positive influences in their lives (the anchors).

## Resources

Audiovisual equipment  
Made To Be animated e-book (Ellie's story)  
Magazines (if budget allows)  
Pens  
Waves and Anchors hand-out  
Paper



<b>Introductory Activity</b>	<p>Provide all group members with a selection of magazines and encourage them to cut out pictures of people they want to be like and the objects that they want to own.</p> <p>Alternatively, if budget doesn't allow for sourcing a selection of magazines, get the group to consider what they want to be in life and what they would spend their money on if they had a limitless budget and unlimited opportunities</p>
<b>Thoughts to Ponder</b>	<p>Show the group the e-book of Ellie's story. Ellie is struggling to know who she is and feeling the pressure of trying to fitting in.</p> <p><b>Reflective question:</b> Ask the young people to think about whether they have similar feelings or questions that are bothering them about their own identity.</p> <p><b>Exercise:</b> Thinking about the pressures: In small groups/pairs get the young people to think about some of the other pressures or questions that people their age could be thinking about or struggling with. Invite feedback from the exercise.</p> <p><b>Explain:</b> Some of the messages and pressures we experience or hear can impact us in a practical way, and could result in the following:</p> <ol style="list-style-type: none"> <li>1. Changing our appearance.</li> <li>2. Focusing all our time and energy on how we look.</li> <li>3. Unhealthy dieting and eating issues.</li> <li>4. Self-hatred.</li> <li>5. Depression.</li> <li>6. Low self-esteem.</li> </ol>
<b>Creative Element</b>	<p>Ask the group either to look at a photo of themselves on their phones, or to draw a picture of themselves on a piece of paper. Encourage them to list the things that they like to wear, the places they like to go to, their hobbies and who they hang out with. This will help create a snapshot of themselves.</p> <p>As a group, discuss who or what influences the different choices and decisions that we make in our lives. Then challenge the group to think individually about whether they are reflecting who they want to be in all areas of their lives. This is a personal reflection question and they don't need to feed back their answers.</p>

**Going Deeper**

Give each participant the Waves and Anchors hand-out.

**Explain:**

Some of the messages we've thought about when watching Ellie's story, as well as the other pressures we've discussed in small groups, can leave us feeling pretty terrible about ourselves. It can sometimes feel like we'll never be good enough and we can end up feeling pretty lost and confused.

It can feel a bit like being a boat blown about on a rough sea, being dragged whichever way the waves and wind move us.

The reality is that the sea is always going to be rough, but we all have anchors in our lives which help us to stay strong wherever the winds and the waves push us.

These might include:

- Good friends.
- Loving family.
- My faith.
- Journaling.
- Knowing the things I am really good at... (eg, writing, sports, being a good friend etc).
- Choosing not to watch/read certain things that make us feel bad or have a negative impact on how we see ourselves... (eg, magazines which promote negative body image, adverts, music videos etc).

Invite participants to complete the exercise individually. When completed, ask people to feed back their thoughts.

**Explain:**

We need the anchors so we can be stronger in our lives than the waves. We make this happen by focusing on and investing more time and resources in the anchors than the waves.

**Journal/Reflective  
Element**

Provide the girls with a piece of paper and ask them to write down things that impact their self-esteem and identity in a negative way. It could be things people have said or messages they receive from different sources like social media.

Once they have written down their thoughts, ask them to screw up the paper and throw it away in the bin. This is to challenge the group to not accept everything that they hear causing them to be pulled in different directions and therefore making them struggle to know who they really are.

Ask the girls to write on a separate piece of paper something that they like about themselves and keep this message somewhere safe.

Explain that sometimes, sadly, it is easier to believe the negative messages than the positive ones, and that we must all make sure we take time to focus on discovering the things that we can love about ourselves that make us truly the people that we are Made To Be.

This is a good point in the session to remind everyone that there are useful ideas and exercises in their Made To Be journals that will help them to expand on this in their own time.

<p><b>Further Discussion</b></p>	<p>Thinking back to Ellie’s story – some of the areas where she is struggling to know what to think about and what she should do relate to some of the messages that bombard her on a daily basis from a whole load of different sources.</p> <p><b>Explain:</b> The beauty, fashion, toy, health/dieting, magazine and exercise industries make money out of selling us things that they tell us we need.</p> <p>They sometimes do this by making us feel bad about ourselves, or presenting us with something that they describe as an issue that their product will solve. So we then buy the product, as we think that what they are offering is something we desperately need – even though quite often we don’t need it at all!</p> <p>It is important to recognise that we have a choice about how much we let these messages stay in our heads.</p> <p><b>We can:</b></p> <ul style="list-style-type: none"> <li>• Refuse to watch certain adverts and programmes.</li> <li>• Stop buying magazines that promote negative body images.</li> <li>• Keep an eye out for the messages we are being sold and choose to reject them in our heads.</li> </ul> <p><b>Summarise:</b> Show the video from Meg Cannon. This is to reinforce that everyone is unique and of value.</p>
<p><b>Closing</b></p>	<p>Encourage the young people to create a culture of acceptance of each other within their friendship groups, clubs and schools etc. We are all Made To Be unique (meaning ‘one of a kind’); so if we don’t all quite look the same or act the same, then that is more than OK – in fact, it’s how it should be – and is something to celebrate rather than a reason to bring each other down.</p> <p><b>Ask the group:</b> If we are struggling to cope with any of the pressures, where could we go to get help?</p> <p>Challenge the group to consider the messages that they take on board over the next week. And with each advert, TV show, conversation etc, get them to think about what messages they want to take on board and which messages they need to filter out, so that they can be who they were Made To Be.</p>



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# Emotional Abuse

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## Introduction

This session will explore emotional abuse using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Gwen who is experiencing emotional abuse in the form of bullying from her peers at school.

## Planning your session

Gwen's story addresses the issue of emotional abuse and provides an example looking at bullying from her peers. We will also look at abuse within a relationship even though this doesn't feature in Gwen's story.

There is the option to use any or all of the elements of the plan. These are suggestions and you may wish to add other elements for the needs of your group or focus on just one aspect of emotional abuse.

## Outcomes of the session

- Identify examples of emotional abuse using Gwen's story.
- Identify that desire for power and control is at the root of abuse.
- Understand some of the effects of emotional abuse.
- Understand how to be a good friend to someone experiencing abuse.

## Resources

- Audio-visual equipment
- Made To Be animated e-book (Gwen's story)
- Pens
- 'Why Exercise' hand-out
- Post-it Notes



<p><b>Introductory Activity</b></p>	<p>Welcome the group and ask the young people to think about the last time someone said something positive to them and how it made them feel. Invite the young people to write it down. You will go back to this and reflect on it later on in the session.</p>
<p><b>Thoughts to Ponder</b></p>	<p>Show Gwen’s story to the group using the e-book. In small groups discuss what Gwen is going through.</p>
<p><b>Creative Element</b></p>	<p><b>Snakes and Ladders:</b>                  The things people say to us can be a bit like playing snakes and ladders. Some words cheer us up, lift our mood and make us feel good. These are like ladders giving us a boost and strengthening the friendship we have with someone. But sometimes the things people say are a lot less positive. People may not mean them to be, but some comments are like snakes, slipping us up, triggering negative emotions and making us feel bad. These kind of comments can depress our mood, meaning we have to pick ourselves up to get back to where we were before.</p> <p>Ask the group to think about comments or phrases they hear or observe every day directed at themselves or other people. They may be things they hear amongst friends, or things they hear or see in other relationships (at home, at school or in their free time) or in other environments such as social media, advertising etc.</p> <p>Ask the group to sort the phrases into ‘snakes’ and ‘ladders’. Where do the positive messages tend to come from? Where do the negative ones come from? Are there any interesting patterns they notice about them?</p> <p><b>Explain:</b> It can be helpful to stop and think about where we hear the positive and negative messages in our lives. By identifying if there are certain areas or relationships that aren’t positive for us, it could empower us to talk to someone to get help or take a step towards a decision to make a change if and where we can.</p>

## Going Deeper

### Show video from Dr Kate Middleton.

**Explanation:** Dr Middleton talks about bullying as a form of emotional abuse. This is when negative and hurtful words are used to upset people and make them feel bad about themselves.

Words are powerful things and can sometimes leave their mark on us for a very long time. Words and abusive actions have the power to manipulate, control and destroy us, and sometimes this can start to happen in subtle ways and can creep into our lives before we even realise what is going on.

**STOP and THINK:** Have you ever been in a situation where another person has hurt you emotionally?

- How did this make you feel?
- Does this situation still affect you? If so, why?
- Do you think that person was aware of the impact on you of what they did or said?

Remind the group of the advice that Dr Kate Middleton has given, and encourage them to act on that if they are experiencing a situation that is worrying or upsetting them.

### Exploring emotional abuse further

**Explain:** Gwen's story particularly focuses on the emotional abuse that she is receiving in the form of bullying from people at school.

It is also really important to think about emotional abuse within a relationship and what that can look like.

Give each participant the 'Why Exercise' hand-out. In small groups/pairs, complete the quiz.

#### **Explain:**

- None of the answers is correct.
- The reason why someone abuses another person is because:
  - They choose to.

<p><b>Journal/Reflective Element</b></p>	<p><b>Personal reflection:</b>                  Think about a person in your life that brings out the best in you.</p> <ul style="list-style-type: none"> <li>• In what way do they make you feel good about yourself?</li> <li>• What values are being exchanged that make this a good relationship?</li> </ul> <p>Good values are important in relationships and act as a solid foundation. Think about the values you want to have in your relationships and friendships. Maybe write down your top five and look out for them in your relationships and friendships. Reflect back on the introductory activity and remind the group of how a positive relationship can make us feel. Remind the group to continue using their Made To Be journal as that contains more information and exercises to help them think about the different relationships and friendships they have.</p>
<p><b>Further Discussion</b></p>	<p>In small groups/pairs, discuss: How could someone be a good friend to someone who is experiencing emotional abuse or bullying from a person or people in their life?</p>
<p><b>Action</b></p>	<p>How can you take what you have learnt to improve the lives of others? This session has highlighted the importance of healthy relationships and has given examples of how emotional abuse or bullying can happen in many different areas of people’s lives.</p> <p><b>Individual or Group Activity:</b> Provide the group with large sheets of paper and coloured pens and get them to write down some of the key messages and things that they have learnt in this session that they would want to share with others.</p>
<p><b>Closing</b></p>	<p><b>Explain:</b> We have looked at two different forms of emotional abuse in this session including bullying at school and abuse within a relationship.</p> <p><b>Ask the group:</b> If we or someone we know is experiencing abuse, where could we go for help?</p> <p><b>Once answers have been given, explain:</b></p> <ol style="list-style-type: none"> <li>1. If possible, a good step is helping the person experiencing abuse to talk to an adult they trust (see signposting section).</li> <li>2. If they’re not up for doing that, encourage them to look on the Made To Be website to read some more information on the subject.</li> <li>3. Call Childline to seek advice.</li> </ol>

# Exploitation

## Introduction

This session will explore exploitation, using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Lexi. Lexi is experiencing a form of exploitation by a man much older than she is. Lexi is struggling to know what to do and whether people would understand if she asked for help. The aim of this story is to help the young people think about this topic and feel empowered to recognise warning signs and know where to ask for help.

This session will provide questions for young people to think about and respond to. There will be opportunity for the young people to stop and reflect on issues in their own relationships that could be a cause for concern.

## Planning your session

Lexi's story addresses the issue of exploitation and provides an example looking the issue of grooming and exploitation within a relationship. Throughout the session young people will start to explore this topic and have the opportunity to ask questions.

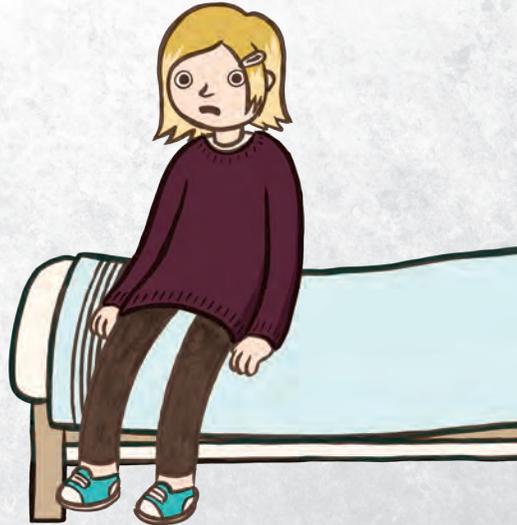
You may use any or all of the elements of the plan. These are suggestions and you may wish to add extra elements for the needs of your group. This is a sensitive and large topic and you may wish to add further resources, invite a specialist and discuss over several weeks.

## Outcomes of the session

- Identify what exploitation is.
- Understand where to seek help.
- Identify how to stay safe online.
- Understand some of the effects of exploitation.
- Understand that reporting issues is more important than keeping someone's secret.

## Resources

- Audio-visual equipment
- Made To Be animated e-book (Lexi's story)
- Pens
- 'Online Safety Checklist' hand-out.
- 'Is This Good?' hand-out.



<p><b>Introductory Activity</b></p>	<p><b>What emotions do you experience when...</b></p> <ul style="list-style-type: none"> <li>• Someone tells you that you look beautiful?</li> <li>• An older guy likes you?</li> <li>• You get bought things for no reason?</li> <li>• You get invited to lots of social events?</li> <li>• Someone wants to be your friend?</li> <li>• Someone would rather spend time with you than anyone else?</li> <li>• You receive lots of complimentary texts?</li> <li>• Someone asks you to do something you don't want to do?</li> </ul> <p><b>Summary:</b> During our lives we can experience good and bad relationships. Sometimes it is difficult to know the difference when the messages we receive don't always feel negative, but they can sometimes lead to bad situations or the development of a dangerous relationship.</p>
<p><b>Thoughts to Ponder</b></p>	<p>Show Lexi's story to the group.</p> <p>Lexi is in a relationship with an older guy and has reached the point where she needs help.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• What are the pressures in Lexi's life?</li> <li>• What would your advice to Lexi be if you were her friend?</li> </ul>
<p><b>Creative Element</b></p>	<p>If you could design a poster to be displayed on the back of your toilet doors at school that you know Lexi would definitely see, what would you want to be included on that poster?</p> <p>Spend some time in small groups creating your posters.</p>

<p><b>Going Deeper</b></p>	<p><b>Watch the video from Anne Read.</b></p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. In small groups/pairs discuss whether Lexi's story could ever happen to them or someone they know.</li> <li>2. What do they think the warning signs are for a potentially exploitative relationship?</li> <li>3. Are there ways in which we can do things to keep ourselves safe, both in the real and virtual worlds?</li> </ol> <p>Ask the groups to feed back their thoughts.</p> <p><b>Explain:</b> Lexi is in a dangerous and exploitative relationship. Keeping ourselves safe is really important. This is also important when we are online. We can feel like we are safe even though there are many risks online.</p> <p>Give each participant the 'Online Safety Checklist' hand-out.</p>
<p><b>Reflective/Journal Element</b></p>	<p>How can we support each other to ensure we keep safe?</p> <p>In small groups encourage the girls to discuss how they can support their friends and others in their school by creating and communicating a positive message campaign that would help to empower those around them to be aware of dangers.</p> <p>Encourage the girls to continue to use their Made To Be journals in their own time as they include further ideas to help them process some of their thoughts and emotions.</p>

<b>Further Discussion</b>	<p><b>Exercise:</b> Give each participant the 'Is This Good?' hand-out. In small groups/pairs, complete the quiz.</p> <p><b>Explain:</b> All of the answers should be 'bad'.</p> <p>Exploitation starts with grooming.</p> <p>Grooming is a way of making someone like you so that you can convince him or her to do what you want. That can include:</p> <ol style="list-style-type: none"><li>1. Use of drugs and/or alcohol</li><li>2. Sense of belonging</li><li>3. Gifts and cash</li><li>4. Charm</li><li>5. Sexual relationship</li><li>6. Declarations of love</li><li>7. Demonstrations of status</li><li>8. Compliments</li><li>9. Leverage</li></ol>
<b>Closing</b>	<p>How can you be a good friend to someone who is being exploited?</p> <p>Get the group to feed back their thoughts.</p> <p><b>Ask the group:</b> If someone we know (or maybe we ourselves) is experiencing exploitation, where could we go for help?</p> <p>Once answers have been given, explain:</p> <ul style="list-style-type: none"><li>• If possible, helping the person experiencing exploitation to talk to an adult they trust is a good step.</li><li>• Even if the person won't seek help, we need to tell an adult.</li><li>• Exploitation is really dangerous and the person being exploited could end up being raped, beaten up and/or forced to drink or take drugs. Keeping someone safe is always more important than keeping their secret.</li></ul>

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# Depression

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## Introduction

This session will explore depression, using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Mia. Mia is struggling with her own emotional wellbeing. Her life feels a little out of control and she is experiencing changes that are making her feel sad.

This session will provide questions for young people to think about and respond to. There will be opportunity for the young people to stop and reflect on issues that may be having a negative effect on their own emotional wellbeing.

## Planning your session

Mia's story addresses the issue of depression and highlights an example of how depression can start.

There is the option to use any or all of the elements of the plan. These are suggestions and you may wish to add extra elements for the needs of your group.

## Outcomes of the session

- Identify what depression is.
- Understand where to seek help.
- Identify why some people suffer from depression.
- Understand the factors that lead to depression.
- Understand how to be a good friend to someone suffering depression.

## Resources

- Audio-visual equipment
- Made To Be animated e-book (Mia's story)
- Pens
- Luggage labels
- Marbles or stones



<p><b>Introductory Activity</b></p>	<p>Sometimes it can feel that our lives are full of too many challenges. We are going to be thinking about how we can search for hope and joy amongst some of our tougher times.</p> <p><b>Finding your happy thought</b></p> <p>Give each young person a marble or stone to hold, and ask them to imagine that this object represents a really happy thought that they have had at some point. Provide the young people with space to think about what their happy thought may be. It may be a friend, a place, a book... anything. Encourage them to keep their marble or stone on them so that they can take hold of it and remember their happy thought whenever they need or want to.</p> <p>Another idea is to encourage the group to keep a 'happy days/ thoughts' diary, a book where they keep reminders of good things – photos, receipts, notes – anything that reminds them of the good times and people in their life.</p> <p>Did you know that when you are feeling low, your brain finds it harder to remember times when you were feeling happier? Sometimes we have to give it a helping hand by having things around to remind us of good things and good times in our life.</p>
<p><b>Thoughts to Ponder</b></p>	<p>Show the group Mia's story. In small groups discuss what Mia is going through.</p>
<p><b>Creative Element</b></p>	<p>One of the hardest skills to learn as an adult is how to manage the more difficult emotions and lift your mood when you are feeling low. Due to the changes going on in their brains, adolescents experience emotions and mood swings which are more dramatic than those of adults, and so they tend to find this particularly tricky. They are just learning. So it is good to encourage them to try out lots of different things that might make them feel better, and to learn which ones work and why.</p> <p>Start by sharing some of your own experiences: what helps you to feel better after a rough day? What kinds of things do you do when you know your mood needs a lift? Think about which are positive and which might be less so, and share some of this with the group.</p>



<b>Creative Element</b>	<p>Give the group three luggage labels each. Get them to write on each of the labels one thing that cheers them up when they are having a bad day. Get them to swap the labels with others in the group so that they can see how to help each other when they are struggling.</p> <p>Get the group to draw what they think depression looks like.</p>
<b>Going Deeper</b>	<p><b>Show the group the video of Dr Kate Middleton.</b></p> <p><b>Discuss:</b> What key messages come from the video that can help yourselves and others?</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• In small groups/pairs, discuss: Why do some people suffer with depression?</li> <li>• Ask the groups to feed back their thoughts.</li> <li>• Explain:       <ol style="list-style-type: none"> <li>1. For some people with depression, difficult experiences in their lives can lead them to be more prone to struggling with the illness.</li> <li>2. Sometimes some of the chemical transmitters that carry messages in the brain can become out of balance and make people struggle with low moods.</li> <li>3. Some people might be more likely than others to suffer with depression – for example, if they have a family member who has suffered with it. Some of this might be linked to factors related to their personality, or to other genetic influences that can be passed down in families.</li> </ol> </li> </ul> <p>These three things we call factors. Depression is a very complex illness and there is rarely one clear cause. For most people it is a combination of some or all of these three factors that contribute to their becoming ill. For this reason treatment often targets a combination of factors as well: for example, medication (which aims to correct any chemical imbalance in the brain) and talking therapies.</p>

<p><b>Reflective/Journal Element</b></p>	<p>One thing that helps when we are feeling low or having a tough time is how we look after ourselves. The little things we do to be kind to ourselves can make us feel better: this is called ‘self-nurturing’. Sometimes people find this quite hard and tend to be quite harsh on themselves, pushing themselves, being very self-critical or getting very frustrated with themselves. Self-nurturing is about treating yourself the way you might care for another person to help cheer yourself up.</p> <p>Get the group to spend time on their own creating their own ‘pamper pack’. This is a list of ideas that they think will help them when they are experiencing feelings of sadness. This could include spending time with friends, eating a treat, having a hot bath, praying, reflecting, reading a magazine etc. The idea of this exercise is to help the girls think about how they can build up their own stockpile of ‘go to’ ideas to help them cope a bit better when life feels tough.</p> <p>Encourage the group to continue using their Made To Be journal in their own time as it is full of ideas that will be able to help them process and manage their emotions including feelings of sadness.</p>
<p><b>Further Discussion</b></p>	<p>In small groups/pairs, discuss: How could you be a good friend to Mia? Ask the groups to feed back their thoughts.</p> <p><b>Explain:</b> Depression can make it really hard for someone to talk about what’s going on for him or her. It can also prevent them from feeling able to be part of social stuff.</p> <p><b>Discuss:</b> What can we all do to help our emotional wellbeing?</p>
<p><b>Closing</b></p>	<p><b>Ask the group:</b> If we or someone we know could be suffering from depression, where could we go for help?</p> <p>Once answers have been given, explain:</p> <ol style="list-style-type: none"> <li>1. If possible, helping the person to talk to an adult they trust is a good step.</li> <li>2. The person needs to visit their GP in order to see whether they have a diagnosable condition.</li> <li>3. They can visit the Made To Be web pages so that they can find out some more about the issue.</li> <li>4. Suggest that they call Childline to get support and advice.</li> </ol>



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# Self harm

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## Introduction

This session will explore self-harm using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Emma. Emma is struggling with her emotions and she doesn't feel in control of her home life. Emma's emotions have reached an intense point and this has led to her hurting herself.

This session will provide discussion questions and things to ponder. There will be opportunity for the young people to stop and reflect on how they manage their emotions and the difficult situations they may be facing.

## Planning your session

Emma's story addresses the issue of self-harm and focuses on the pressures and overwhelming nature of our emotions.

You may use any or all of the elements of the plan. These are suggestions and you may wish to add extra elements for the needs of your group.

## Outcomes of the session

- Identify what self-harm is.
- Understand where to seek help.
- Identify why people self-harm.
- Identify some resources that may help someone cope without self-harming.
- Understand how to be a good friend to someone who is self-harming.

## Resources

- Audio visual equipment
- Made To Be animated e-book (Emma's story)
- Pens
- 'Survival Kit' hand-out



**Introductory Activity**

It doesn't matter who you are or where you live, life is always going to involve some challenges. Sometimes these are little things – everyday things like getting homework in on time or trying not to be late for school. Sometimes life throws bigger things at us which might be more difficult and trigger some tricky emotions – exams, breaking up with a boy/girlfriend, or changes at home like parents splitting up.

When we're under pressure or stress it can be a bit like blowing up a balloon. At first we feel we can handle a little bit of pressure (you might want to demonstrate this by blowing a bit of air into the balloon). But as it builds up it gets harder to cope with (blow more air into the balloon). Sometimes when we're really under pressure it can feel as if we might burst at any moment.

Draw a large circle on a piece of flip-chart paper and draw lines through it so that the circle is split into eight equal sections like a pie chart (make sure the sections are equal at this point as the group are just sharing ideas; let them know that they will be adjusting the size of the sections later according to how big or small different pressures are for them).

Get the group to discuss different pressures that they or their friends could face and fill in the sections of the pie chart accordingly.

**Thoughts to Ponder**

**Show the group Emma's story.**

**Discuss as a group:** What emotions is Emma experiencing?

The video talks about someone who is self-harming.

1. Self-harm is a strategy for coping with difficult feelings or situations.
2. It's about releasing feelings that have built up and seem overwhelming or unmanageable. Some people think self-harm makes their feelings more 'real' or visible and helps them believe themselves to be more in control of the pain.
3. It is risky, and most people wish they did not do it, but for some people it is the only thing that seems to work.
4. If someone is self-harming, they need support with dealing with the difficult feelings and issues, and to explore more positive strategies they could use to deal with what they are feeling.



<p><b>Creative Element</b></p>	<p>Give each participant the 'Survival Kit' hand-out. Invite participants to complete the exercise individually.</p> <p>Refer back to the pie chart wheel you created as a group at the beginning and get the girls to work individually to create their own chart, but this time making the sections of the wheel bigger or smaller depending on how big a pressure that issue is for them.</p>
<p><b>Going Deeper</b></p>	<p><b>Watch the Rachel Welch video.</b></p> <p><b>In small groups/pairs, discuss:</b></p> <ul style="list-style-type: none"> <li>• What do you understand about self-harm from Emma's story?</li> <li>• What does anger feel like to you? (In the video Rachel explains that anger can be frightening because we don't always know when it's going to happen or how to express it.)</li> <li>• Do you have a coping mechanism for managing your anger when it happens? (Rachel says in the video that there is nothing wrong with feeling angry and it is possible to learn how to manage it and find ways to process it that won't cause you to become upset.)</li> <li>• What could we do when we are experiencing anger or are very upset? Think about strategies – eg, leaving the situation (walking away), taking some time out, doing something you know will make you feel better or talking to someone.</li> <li>• Do you ever feel pressured to act or be someone that others want you to be? These pressures can come from lots of outside influences, and the emotions that these pressures bring can affect our self-worth.</li> <li>• Have you ever felt as if you are not in control? This is something we see in Emma's story and something she is really struggling with.</li> <li>• Think about how you cope when you experience days when you don't feel in control.</li> </ul> <p><b>Summarise the key things Rachel raises in the video:</b></p> <ul style="list-style-type: none"> <li>• Tell someone.</li> <li>• Write a letter.</li> <li>• Find something that helps.</li> <li>• Don't give up.</li> <li>• Listen.</li> <li>• Don't judge.</li> <li>• Look after yourself.</li> </ul>

<p><b>Reflective/Journal Element</b></p>	<p>So far we've talked about pressure when it is difficult. But of course sometimes pressure can be a good thing. Think about times when people are encouraging you to try harder, to work more and aim higher. If we really want to reach our potential most of us need some pressure to stretch us. But we all have a point where pressure can get too much. We need to get good at managing and dealing with pressure so that it doesn't cause us problems.</p> <p><b>Encourage the group to follow this exercise:</b>          Draw a stick figure of yourself. Next, add arrows pointing at yourself and write on them the things you feel are placing you under pressure.</p> <p>Next, think about whether that pressure is positive (ie, it is helping you grow, aim higher or achieve more) or whether it is negative (eg, someone bullying you or being unfair to you). Go over the arrows in two colours to show which are which.</p> <p><b>Now you can start to think about the different kinds of pressure:</b></p> <ul style="list-style-type: none"> <li>• <b>For the positive kind:</b> what can you do to lessen/reduce that pressure? Perhaps you can add an arrow pointing back out and write things on it that help – eg, support from your mum/dad/teacher, time with your mates, a good night's sleep.</li> <li>• <b>For the negative kind:</b> are there things you need to do to try to reduce those pressures? You might want to discuss some of them with the person leading your group.</li> </ul> <p>Encourage the group to continue to use their Made To Be journal at home. In particular, point them towards some of the exercises on Day 18, Day 20, Day 21 and Day 23.</p>
<p><b>Closing</b></p>	<p><b>Ask the group:</b> If we or someone we know is self-harming, where could we go for help?</p> <p><b>Once answers have been given, explain:</b>          If possible, helping the person who is self-harming to talk to an adult they trust (see signposting section) is a good step.</p> <p>Alternatively refer them to Childline as well as SelfharmUK (the organisation that Rachel Welch works for).</p>

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# Eating disorders

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## Introduction

This session will explore eating disorders using the Made To Be animated e-book and accompanying resources. In this session the young people will be introduced to Jamille. Jamille is struggling with her body image, which is having an impact on her eating habits.

This session will provide discussion questions and things to ponder. There will be opportunity for the young people to stop and reflect on how they view their body and how this impacts their self-worth.

## Planning your session

Jamille's story addresses the issue of eating disorders and how easy it is to become concerned with our own body image.

You may use any or all of the elements of the plan. These are suggestions and you may wish to add extra elements for the needs of your group.

## Outcomes of the session

- Identify what eating disorders are.
- Understand where to seek help.
- Identify the different factors that lead to someone having an eating disorder.
- Understand how to be a good friend to someone with an eating disorder.

## Resources

- Audio-visual equipment
- Made To Be animated e-book (Jamille's story)
- Pens
- 'Inside Outside' hand-out
- Large sheet of paper



**Introductory  
Activity**

**Mirror Messages**

**Ask the group:** What do you think about yourself? We all have a concept of ourselves and who we think we are. It's complex – and it's about much more than what we look like – but at the same time what we think about the way we look plays a part. And this is especially important at times when our bodies are changing, like during adolescence.

Of course it's not just our own opinions about how we look that matter. Most of us feel under pressure because of other perspectives on what we could or should look like. Friends, family and the media all influence what we think about our own bodies. What words do you hear in your head when you look in the mirror? Are they positive, saying good stuff about what you see? Or negative? Or is there a mixture?

As a whole group draw a mirror on a large piece of paper and ask the group to draw arrows coming out from it on which they can write words that come to mind when they look in the mirror. An extension option here is to go through the things people have written afterwards and highlight them in groups where outside influences have played a role in putting that thought into place. So for example, you might highlight in one colour all the ones where the media have influenced them or make them feel a certain way. It is a very healthy thing to consider where some of those thoughts come from and identify that they may not all be realistic or fair.

**Thoughts to  
Ponder**

**Show the group Jamille's story.**

Jamille is struggling with her body image and this is having an impact on her emotions and how she sees herself.

**Discuss in the group:**

- What do you observe in Jamille's behaviour?
- Is there anything in her behaviour that would concern you if this were your friend?
- Do you ever feel pressurised to follow restrictive diets?
- Where do these pressures come from?
- Is body image important to girls?
- Why is it important?
- Are there pressures to look a certain way?
- Where do these pressures come from?
- How do you think girls feel when they don't look the way they think they should?

<p><b>Thoughts to Ponder</b></p>	<p><b>Media Pressures</b></p> <p>Explain to the group that even though media pressures are not the sole trigger for eating disorders, in terms of lower-level body image worries and disordered eating they are very influential; and the age range of this group is the one most affected by media pressures.</p> <p><b>Play the following video for the group:</b> <a href="https://www.youtube.com/watch?v=iYhCn0jf46U">https://www.youtube.com/watch?v=iYhCn0jf46U</a> <b>or the body evolution one:</b> <a href="https://www.youtube.com/watch?v=17j5QzF3kqE&amp;spfreload=10">https://www.youtube.com/watch?v=17j5QzF3kqE&amp;spfreload=10</a></p> <p>Following the video get the group to discuss the pressure they feel from media images/portrayals/stories etc.</p>
<p><b>Creative Element</b></p>	<p>Ask the young people to imagine that they are creating an advert for girls aged 11–16 using the theme ‘promoting positive body image’.</p> <p>You may wish to show the ‘Always – Like A Girl’ campaign advert from YouTube as an example.</p> <p>The advert concept needs to:</p> <ul style="list-style-type: none"> <li>• Have a slogan.</li> <li>• Break down negative thoughts and messages about body image.</li> <li>• Encourage girls to see themselves as they truly are.</li> </ul> <p>Spend time in groups coming up with ideas.</p> <p>When feeding back to the wider group at the end, if there is an idea that everyone is really keen on in particular then why not spend another session creating your advert?</p>
<p><b>Going Deeper</b></p>	<p><b>Watch the video by Dr Kate Middleton.</b></p> <p><b>Discuss:</b> Does the media have an impact on our perceived body image and diet?</p> <p><b>Explain:</b> Dr Middleton talks about how we can get caught up with how celebrities look and we can end up trying to follow this through diets and/or doing and trying other things to make us look as much like these celebrities as possible. This can be a big pressure and an unachievable target (refer back to the YouTube videos) which could not be good for us at all.</p>

<p><b>Going Deeper</b></p>	<p>Ask the group to think about things they try to do or not do in order to look good. This might include putting on make-up as well as dieting etc. Then ask the group to divide them into things which are healthy things to aim to do and which might not be so healthy. Note that this is not such a black-and-white issue, particularly now that fasting pattern diets are so popular. This kind of behavior, particularly amongst teenagers, used to be seen as disordered/unhealthy but might now be seen as apparently 'healthy'.</p> <p>It would also be good to raise the issue of 'emotional health' as well as 'physical health', and perhaps think about some of the things that can be unhelpful, not just physically but because they have other negative impacts – eg, making us obsess about food, making us feel bad etc.</p>
<p><b>Reflective/Journal Element</b></p>	<p>There are various positive exercises that could be good at this point. One suggestion would be to get each person to write one positive thing about every other person in the group. As a leader you would then need to sort them all out and give the group members each their own list of positive things. This can be very powerful but needs wise leadership!</p> <p>Challenge the group to continue to find encouraging words to share with each other, helping to create an ongoing supportive ethos and atmosphere within the group. Ask the group if there are other areas of their lives in which they could share supportive and encouraging words with those they come into contact with?</p> <p>Remind the group to continue to use their Made To Be journal in their own time as it is full of ideas to help build confidence and a greater sense of self-worth.</p>
<p><b>Further Discussion</b></p>	<p>In small groups/pairs, discuss: Why do some people suffer from eating disorders? Ask the groups to feed back their thoughts.</p> <p><b>Explain:</b></p> <p>For many people who suffer with an eating disorder, the first step will be choosing to go on a diet, perhaps due to societal pressures from the influence of the media or fashion industries. However, lots of people go on diets and this does not lead to them developing an eating disorder.</p>

## Further Discussion

The five things that work for or against someone suffering with an eating disorder are:

- Biology (natural body size etc)
- Genetics (inherited traits like ease of vomiting, anxiety, appetite regulation, perfectionism etc)
- Psychology (going through difficult situations, suffering from depression etc)
- Environment (support or lack of it from family and friends, feeling controlled at home, eating together as a family etc)
- Society (Photoshopped images, dieting adverts etc)

Eating disorders are on some level usually about controlling life and dealing with difficult feelings and situations. Give each participant the 'Inside Outside' hand-out. Invite participants to complete the exercise individually.

**Explain:** The things that we most value in people are usually not about how they look. We need to think about this in relation to ourselves as well.

## Closing

Ask the group how they could be a good friend to someone else who may be suffering from an eating disorder.

**Explain:**

1. If we know someone who has an eating disorder it can be really hard to help them.
2. It's really important that they seek medical attention if they are struggling, as they are at risk of serious physical harm including death.
3. The person may seem obsessive and secretive; this is part of the illness and is not a choice they are making.

**Ask the group:** If we or someone we know has an eating disorder, where could we go for help?

**Once answers have been given, explain:**

If possible, helping the struggling person to talk to an adult they trust is a good step.

Remind the group of the Childline number (0800 1111) and that they can also have a one-to-one chat with a Childline counsellor or send an email if they would prefer.

# Future plans - next steps

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## Introduction

This session will enable you either to conclude your Made To Be group sessions or consider as a group how or if you would like to continue meeting.

This will also be an opportunity for you to spend some time as a group reflecting back and evaluating what you have learnt in recent weeks.

## Planning Your Session

This session is all about celebrating the time that you have had together, as well as ensuring that you either finish things well or that an ongoing plan is established.

## Outcomes of the session

- Decide what your ongoing plans as a group are.
- Recap on things that you have learnt.
- Celebrate your time together.
- Evaluate your time together.



<b>Introductory Activity</b>	Spend the opening part of this session thinking about the key messages you have learnt in recent weeks and the main things that you would want to pass on to other girls. List these things on a large piece of paper to refer back to later.
<b>Celebration time</b>	Spend time in celebration together in whatever way your group prefers – eg, eating food, doing an activity or hobby, making and drinking milkshakes, listening to music, playing a sport, learning a dance routine etc.
<b>Creative Element</b>	<p>Refer back to the list that the group made in the introductory activity and challenge the group to pass on what they have learnt to other girls.</p> <p><b>Discuss:</b>  How can we share positive messages with other girls?  What could we all do on a daily basis to help empower each other?</p>
<b>Going Deeper</b>	<p><b>Watch the Made To Be introductory video again.</b></p> <p>Explain to the group that we have spent these past few weeks looking at some challenging stuff that some of us or our friends might be struggling with. It is important to remember that if there has been something that has troubled us, we should speak to a trusted adult (see signposting section) or contact Childline, and we shouldn't carry stuff around and not share it if it is of concern or worrying us.</p>
<b>Journal Reflective Element</b>	<p><b>Discuss:</b>  How have people found the process of journaling?  Is it something that people are going to carry on doing?</p>

<b>Further Discussion</b>	<p>Create different areas around the room with four large pieces of paper and a pile of Post-it Notes at each station.</p> <p>On each of the large pieces of paper write one of the following questions (or use your own questions if it helps for your own evaluation purposes) and ask the group to write their answers and comments on a Post-it Note and stick it to the piece of paper.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"><li>• Use five different words to explain what you have liked/ disliked about being a part of this group.</li><li>• What is the main thing that you have learnt over these past weeks?</li><li>• Do you feel differently about yourself because of being a part of this group and using the Made To Be resources?</li><li>• If you were to carry on meeting in this group, what would you like to do and what topics would you want to cover?</li></ul>
<b>Closing</b>	<p>Discuss with the group the ongoing plans; or if this is the final session, conclude what has taken place over the past few weeks.</p> <p><b>Remind the group:</b></p> <ul style="list-style-type: none"><li>• To continue to journal if they have found this a useful tool.</li><li>• To seek help or support if there is an issue that is concerning them.</li><li>• To support their friends and help to build each other up.</li><li>• To share the Made To Be resources with others.</li><li>• To communicate positive, affirming messages within their schools, communities etc.</li><li>• To challenge the messages that can come from different people and different areas such as the media, that can damage their self-esteem.</li><li>• To stay safe and be strong together.</li></ul>



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Make some notes here

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# Make some notes here

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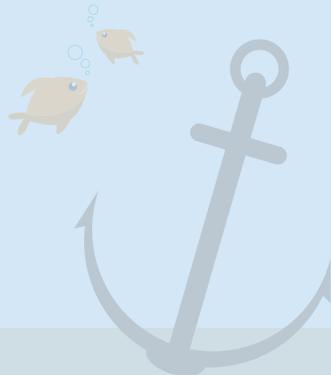
# Waves and Anchors

**Write on this side:**

1. The things that leave you feeling overwhelmed and blown about by the sea of pressures and negative messages around you
2. Describe what the feelings that they bring out are

**Write on this side:**

1. The things that allow you to feel anchored and remind you of who you really are in the midst of the sea of pressures and negative messages around you (e.g. people who love you, things you're good at, activities that make you feel safe).
2. Describe what the feelings that they bring out are



# Online safety checklist

Do	Don't
<ul style="list-style-type: none"><li>• Learn more about Internet safety.</li><li>• Have good privacy settings on my social media profiles.</li><li>• Regularly check my social media privacy settings haven't been reset to a lower security setting.</li><li>• Make sure my social networks cannot access my location via my mobile.</li><li>• Learn how to keep myself safe online.</li><li>• Always remember that people might not be what they appear to be online.</li><li>• Change passwords regularly.</li><li>• Keep as much information as possible to myself online.</li><li>• Talk to someone if I'm being hurt or made to feel uncomfortable on- or offline.</li><li>• Ask my parents what they are happy for me to share online.</li><li>• If people are continually bothering me or are posting inappropriate stuff, I may have to consider deleting and/or blocking them.</li></ul>	<ul style="list-style-type: none"><li>• Give my...<ul style="list-style-type: none"><li>- Full name</li><li>- Home address</li><li>- Phone number</li><li>- Passwords</li><li>- Names of family members</li><li>- Credit/debit card numbers</li></ul></li><li>• Keep things that upset me or make me uncomfortable to myself.</li><li>• Post pictures or information about anyone else online without getting their permission.</li><li>• Post inappropriate pictures of anyone, including myself.</li><li>• Respond to unkind/rude texts or messages.</li><li>• Share my password with anyone, including my best friend or boy/girlfriend. The only people who should know my password are the adult(s) responsible for me.</li><li>• Text or post anything that I wouldn't say to someone's face.</li><li>• Download or install software or anything on my computer or phone without checking with the adult(s) responsible for me.</li></ul>



# Is this good?

	Good	Bad	Depends
My boy/girlfriend buys me an expensive smartphone and pays the bill.			
My boy/girlfriend is a lot older than me.			
My boy/girlfriend wants to rush into sexual stuff.			
My boy/girlfriend has lots of access to drugs/alcohol and pushes me to use them.			
I've sent naked/sexual pictures of myself to someone.			
I've done sexual stuff with some of my boy/girlfriend's friends.			
I've got no way of being sure that my boy/girlfriend is who they say they are because they're someone I only know online.			
I'm 14 and my boy/girlfriend wants us to have a baby together.			
My boy/girlfriend wants to know all my secrets.			
My boy/girlfriend makes me feel quite uncomfortable, but they're really nice some of the time.			
We've been going out three months but I've never met any of my boy/girlfriend's family or friends.			
I'm scared of not doing what my boy/girlfriend tells me to do.			

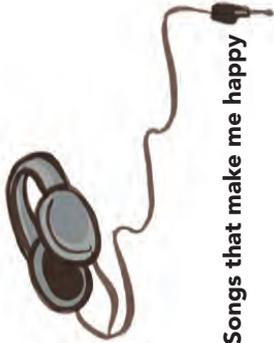


Self harm can be the only coping mechanism that seems to work for some people. However, there are other things that people can do which might help.

Here is the chance to design your very own Survival Kit for when situations and feelings seem too overwhelming to cope with.

# SURVIVAL KIT

Complete the kit with things that make a difference to you



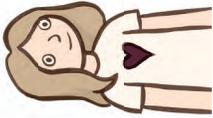
**Songs that make me happy**

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**People who encourage me**

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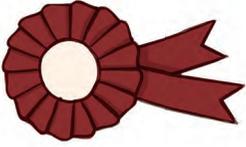
**Things I'm proud of myself for**

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**Places to walk that help me feel calm**

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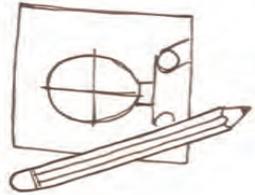
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**Arty things that help me get my feelings out**

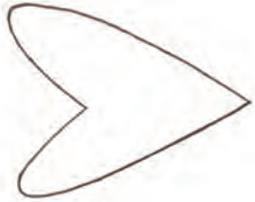


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**People who inspire me**

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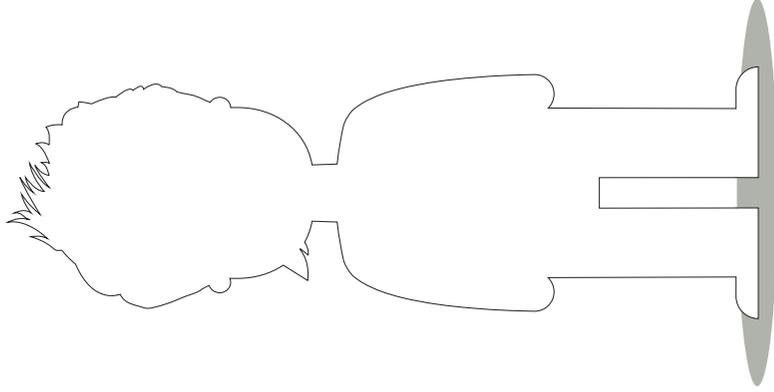
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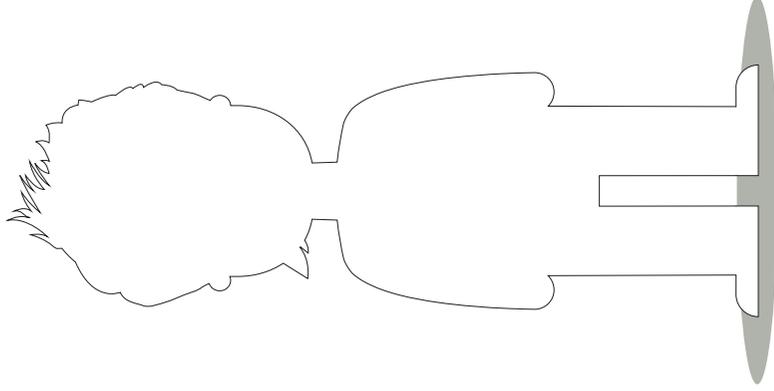


## Eating disorder handout

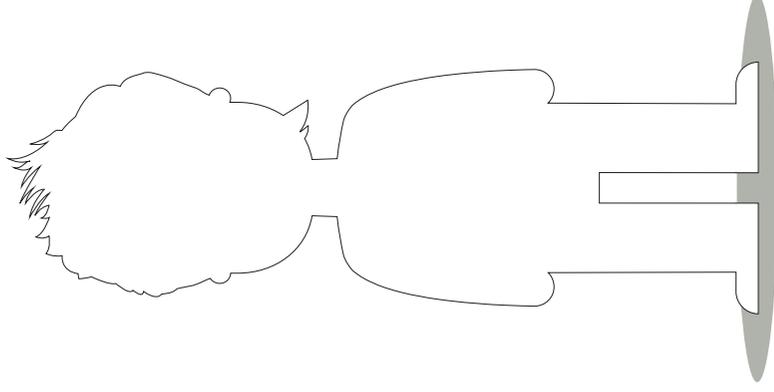
Think of a family member, a friend and a teacher/youth worker that you really respect. Inside each body, write the things that enable you to respect and care about them that are about their personality, values and actions. On the outside of each body, write the things about how they look that mean you respect and care about them.



**Family member**



**Friend**



**Teacher/youth worker**



**MADE**  
**TO**  
**BE**



**[salvationarmy.org.uk/made-to-be](https://salvationarmy.org.uk/made-to-be)**

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