**ANGER**

Activity: discuss these key points and tools, bringing to mind any children or teenagers you have already helped to handle this emotion. Add any further points or tools you wish to share with the whole group.

* In PRESENT time
* A hardwired response to SELF-PROTECT when feeling threatened (whether real or perceived... )
* Often expressed as hurt/upset
* CROCDILE brain takes charge: F, F or F!
* Anger contains ENERGY - needs a safe release
* Culturally we store anger - this can lead to depression and explosive acting out later on...
* Seeing more acting out e.g. Laddish/Ladette behaviour (substance abuse reduces inhibitions)
* Anger different from (infantile) RAGE which is often present for neglected or abused children - from a triggered fear of ANNIHILATION.
* Shame induces RAGE as it destroys the Self.
* This is the root of the "anger" we see in looked after children, making SAFETY (boundaries and trust) critical when providing support.
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**TOOLS**

* Safety first (theirs and others)
* Validation is vital – we need to really hear what they are angry about
* Space to express why angry (Anger Jar / Angry pages from Draw on Your Emotions / Sand tray etc.)
* Provide opportunity for safe (clean) energy release (Bean bag, play dough, ripping paper etc.)
* Use creative arts / writing (teenagers) e.g. “*Wreck this Journal*” (Kerry Smith) to provide contained ways to express the anger – which can be so terrifying if never previously named
* Once trust established, teach MIND and BODY awareness:
* 3 part brain model & about our Chimp’s dominance
* Anger Poster - offers a reminder/ guide (DON’T hurt/DO calm down/DO talk etc.)
* Increased body awareness gives advanced warning and time to choose safe actions
* Breathing/Grounding/Mindfulness help in short and long term (to re-wire the brain)
* Stress the gap between the feeling and what we DO with it: Personal power (I’m in charge of me) makes it possible to choose to walk away then TALK later (clean v dirty anger)
* Transactional Analysis concepts: Parent-Adult-Child/ Drama Triangle (etc.) provide a safe structure and understanding for why we get angry …
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**LOSS**

Activity: discuss these key points and tools, bringing to mind any children or teenagers you have already helped to handle this emotion. Add any further points or tools you wish to share with the whole group.

* In PAST time.
* Results from human instinct to BOND & attach
* Grieving is a vital, human healing process.
* LOSS not just about death - also family break-up, home, pets, friends, teachers etc.
* Loss can be overwhelming so safety and trust need to come before any talk or activities.
* Children experience many losses so important to help them learn to acknowledge grief and loss and accept them to as part of life...
* When a loved one has died, children "jump in and out" of grief (like puddles) - and sometimes seem unaffected. Whereas generally for adults it is like swimming in a sea.
* How children feel loss is linked to their developmental stage & may last for years.
* Stuck grief is common and has many negative effects: on relationships, energy, learning...
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 **TOOLS**

* Establish trust first
* Work in a safe space
* Be brave! Naming the loss gives "permission" to talk about feelings
* Above all accept and validate all emotions. Be OK with tears
* “Normalise” the 5 Stages of Loss: denial, numbness, anger, depression, bargaining (Kübler-Ross)
* Find out and share information with the key adults in a child/teenager’s life about their age/developmentally relevant expression of loss
* Explain there is no "right" way or order to feel these things: totally individual
* Play or activity is often a good vehicle for younger children to process death and other loss
* Use some of the fantastic stories and resources on loss commercially available
* Group work can be powerful and comforting e.g. through Charities like Penhaligon’s Friends
* RITUAL is important - to honour, say goodbye etc. People must find their own ways: letter, plant, totem pole etc.
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**ANXIETY**

Activity: discuss these key points and tools, bringing to mind any children or teenagers you have already helped to handle this emotion. Add any further points or tools you wish to share with the whole group.

* In FUTURE time
* Results from an overactive and dominant CHIMP brain seeing danger where there isn’t any
* Core underlying beliefs at the root of the fear (MINDSET)
* This can be deep-rooted and stubborn, especially where the fear originates from very early (non-verbal) experience
* Over-thinking often present. So learning e.g. MINDFULNESS provides useful relief from over-thinking and helps to build inner resilience
* Explore new information for the computer by using rational thinking (alter MINDSET)
* As well as re-setting thinking around the fear, more DOING is essential. Get more endorphins through activities - sport, dance, drama, yoga
* For anxiety we need to work on creating greater BODY AWARENESS and a new MINDSET
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**TOOLS**

* Establish safety & trust first
* Work in a safe space
* VALIDATE the worries (avoid playing down, reassuring, contradicting, fixing...)
* Teach 4-2-6 breathing and / or MINDFULNESS and only prompt talk when person is CALM
* Use containers e.g. WORRY BOX (either physically or metaphorically) and CREATIVE ARTS (sand tray, drawing, puppets, music, story work etc.) to support expression of the worries
* Help person to create BODY SENSATION AWARENESS and naming, noticing anxiety in the body
* Teach about the CHIMP brain (always fearful and trying to take charge)
* Teach how we must use the Human brain to help us re-set the computer (change how we view whatever is causing the anxiety – our MINDSET)
* Discover the underlying irrational negative core beliefs e.g. No-body likes me; I always mess things up… and support the person to change these
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**TRAUMA**

Activity: discuss these key points and tools, bringing to mind any children or teenagers you have already helped to handle this emotion. Add any further points or tools you wish to share with the whole group.

* From PAST time.
* Originates from a real or perceived threat of annihilation.
* Can be a single event or cumulative regular events.
* Was overwhelming - resulted in FREEZE response.
* Stuck trauma is far more common that we realise.
* Can result from: unmet physical or emotional needs when young, car accidents, falls, operations, medical interventions, bullying, family separation, natural disasters...
* All children who have suffered abuse or neglect experience trauma. However not all trauma gets stuck.
* The BODY remembers - trauma can get stuck as energy and be re-triggered in current time.
* We DO HAVE the natural resources to heal trauma but will need support to do this.
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**TOOLS**

* Establish safety & trust first
* Work in a safe space
* NB! If trauma symptoms are persistent, seek help from a child therapist specialising in trauma

For single events and non-persistent symptoms:

* Adult tells the child their version of what happened, inviting the child to tell or show it in their own way
* Use the creative arts to offer opportunities to show/express what happened: sand tray, drawing, play dough, miniature toys etc.
* Allow time and space for repetition (e.g. cars keep crashing etc....) This slowly releases the stuck energy
* Teach BODY AWARENESS - spotting what's going on
* Encourage them to be aware of what sensations they can feel when drawing, talking about the event etc.
* This slowly releases the stuck trauma energy
* Never push a person to re-experience the original trauma. Make it clear that they are in charge and can breathe and STOP at any time!