

Title:	Respect Young People's Programme 4 day facilitator training
Objectives/Outcomes	Aim: To be able to confidently facilitate and deliver the Respect Young People's Programme with families. 1. To better understand the dynamics and impact of CAPVA on families 2. To learn techniques to support parents and young people to reduce violence and abuse. 3. To feel more confident assessing safety and risk for parents and young people using harm.
Resources required for delivery:	• PowerPoint Presentation • Break out groups • Virtual whiteboard SAFEGUARDING: Risks • Disclosures of CAPVA from participants • Learner becoming upset during the training Risk Management • Ensure you have a contact for staff line managers • Effective signposting information to local supporting agencies • Trainers should wait on the call / in the room until all learners have left to allow the opportunity for a chat. • Explain how learners can message the trainer privately, that cameras should be on and what to do if learners want to take a break from content. Trigger warnings given.
Relevant Materials and Links	Access to RYPP manual and website Training Outline Powerpoint Presentation x 4 Videos and Additional Activities – links in powerpoints and trainer notes

Pre-course	Learners need to be able to access the RYPP Manual and Participants Pack prior to the session or at the very latest on the day of the first session. It is vital that only learners who have attended the sessions are able to have access to the RYPP practitioner website in order to contain the copyright of materials.
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Day 1

Time	Duration	Activity	Resources
9.30	15 mins	- Introduce trainers and who Respect are. Discuss the fact that Respect is the lead service for behaviour change work accreditation. We have a male victim's helpline and have developed a toolkit for working with male victims. - Check people are familiar with teams/ zoom. - Show people the ground rules and agree them At this point discuss trigger warnings – speak to one of the trainers – message us in the chat. Remind learners that this can be emotive work. - Check they have a printed manual and participants guide	Check learners have: - RYPP manual - training pack Slides 1-5
9.45	20 mins	Group activity: Breakout rooms of 4 for 10 mins Name	Slide 6

		• Role • Think of one word to describe what you were you like as a teenager In whole group- Take brief feedback on the above to the whole group Explain that we do this exercise to remember that adolescence is a stage we go through and that many of us are very different to how we were as teenagers. This is a crucial time for brain development and the opportunity to make change preventing violence in the future. It is also good to remember how hard it feels to be a teenager!	
10:05	15 mins	Brief explanation of the programme and its structure. Brief explanation of training structure The RYPP is delivered over 3-6 months via one or two face to face sessions per week - a total of 19 sessions (9 with the young person, 7 with the parent, two with the family). There are 2 preparatory sessions with parents and the young person, this helps to build a relationship and assesses risk and programme suitability. The work with the young person consists of a series of structured weekly sessions run individually or in groups. The programme can also be delivered via groupwork with parents and young people if appropriate. If the RYPP is working with families with multiple needs, additional time or sessions may be needed to reflect these additional challenges. If you turn to page 7 and 8 of the RYPP you'll see a diagram of how the programme runs. A flow chart and a table listing what sessions occur in each week. Explain the colour coding- green for parent session, grey for YP and teal for the whole family work.	Slide 7-9 P8 of manual
10:20	5 mins	Understanding CAPVA Explain the definition we use (slide 11)	Slides 10 and 11

		Group Activity- appoint a spokesperson to feedback. In breakout groups of around 4 for 10 mins discuss: what contexts makes CAPVA more likely to occur in families? Have they come across any of these in their practice? Take feedback- 3 from each group	
10:40	5 mins	Explain the ecological model and how CAPVA is often happening as a result of a mix of factors/ contexts. Let learners know we will talk through some of what we know are the most influential factors from research, experience working with families and talking to practitioners.	Slide 12
10:45		Break	
11.05	1 hour	Exploring influences on CAPVA	
		1. Trauma and trauma responses Explain the physical response to trauma and the impact of chronic trauma. Explain how this links with CAPVA and difficulties regulating emotions for children and parents. Video on fight/ flight response. 2. Attachment Video on attachment styles- how might different attachment styles influence relationships between teenage children and parents? Consider disrupted attachment patterns and violence within the family (links with adoption). Reminder that attachment styles can be changed with positive relationships with trusted adults a very important influence for young people. 3. Adolescence How does adolescence and puberty influence young people's behaviour? How do parents sometimes find it difficult when their child is growing in independence?	Slides 15-30 (includes videos on fight/ flight response, attachment and adolescence)

		4. Neurodivergence Neurodivergent young people over represented in CAPVA statistics- not enough support for families. Talk about moving away from arguments about intentionality and reflect on how violence might be meeting the needs of the young person- what function is it serving? 5. Domestic Abuse Explain triangles and how domestic abuse perpetrators can disrupt power dynamics. 6. Social learning theory Explain how experiencing domestic abuse can teach young people that violence can work to get what you want. Learning about gender roles. Many young people experience DA and don't use harm. 7. Entitlement Balance of entitlement and responsibility in contemporary adolescence. Restricted freedoms with less responsibility, an over focus on material things, this can also come from gendered beliefs and sense of entitlement and families (understandably in most cases) compensating for something eg. bereavement, family separation etc. 8. What young people say Vicky Baker research- reminder that some young people using harm have also been victims of abuse.	
12:30		Lunch	
1315	20 mins	Demographics and CAPVA stats quiz- use chat for answers. Explain the lack of data collection around CAPVA and that this should be taken into account when looking at statistics. Key messages- CAPVA is more prevalent than people think and it is gendered.	Slides 32-38 (click for answer)
13:35	40 mins	Risk and safeguarding: Whole group question: what are red flags\risks you would be concerned about? Show list on slide	Slide 40

		Go through slides on safeguarding approaches, and multiagency referral pathways.	Slides 40-48
	15	My Violent Child What needs to happen for abuse to stop? – chat brainstorm followed by showing theory of change model	Video embedded in slide
14:15	15 mins	Break	
14:30	45 mins	Meeting the family for the first time Pick one or two parents of children of teens and demonstrate on them – tell the group to notice the type and order of questions Demonstrate with a group member. Ask the group what they noticed the questions were and then go through the slides of how this is done with a family together and summary, before explaining how they'll practice when there aren't children Practice in pairs in breakout rooms discuss one of your own children, or a child that you have been working with – 7 mins each way plus debrief between and after.	Slides 53-61 Reference the funnel for the practice on p14 of manual.
15:15	15 mins	Questions	
15:30		End of Day 1	

Day 2

Time	Duration	Activity	Resources
9.30	30	Welcome and Recap	
		Recap Week 1– the first family session (F1) Explain that we are now moving into the second week of the programme. This branches out into individual work. Show page 8 of the manual. Point out week 2 – we will start by going over the young person session first (YP1) and then we'll move to the parent session of the same week (PC2) Approaching the Issue (YP1) Week 2 Go through the slides for this. The important things to note are that these are young people who have the potential to be physically violent to staff – it is essential to safety plan thoroughly and also to work with young people around some of the shame and reluctance to discuss behaviour that they will likely have. Asking direct questions about abusive behaviour can feel difficult- Opening up the conversation early about why we are doing the work is important because YP like honesty and clarity about the support- it removes shame if we ask direct questions in an open and transparent way.	Slides 1-10
10:00	45 mins	Ecograms (YP 1)	
		Explain that an ecogram is a way of building a picture of a young person's support network which is useful for safety planning and understanding family dynamics. We use the metaphor of animals to explore the characteristics of people in the support network. This exercise can also be done with play-doh, stones/ pebbles, stickers or something the young person is interested in. Give each person 7 mins to draw an ecogram with themselves in the middle represented by an animal. Then draw the people around them as animals.	Paper and pens Slides 11-13

		• Break out rooms: Split them into pairs and give them 5 mins each way to explain their ecogram / ask questions (10 mins total in the room). • Subsequently, in the larger group, ask how it was to do and draw out that it can be a helpful way to explore the young person's world. • Share some ideas in the group about how else you could do this activity in creative ways. Note that some people may struggle thinking metaphorically in that way and coming up with animals. This activity can be adapted to meet the needs of the young person.	
		This is the end of the young person sessions for week 2 – have a look again at page 8 – we are moving onto the parent work of week 2 – so if you're doing the YP work this parent work would be happening simultaneously. If you're the only worker, you'll be booking both individual sessions in that week.	P8 of manual
10:45		Break	
11:05	30 mins	Moving Away from Guilt (PC1)	
		Explain the slides and demonstrate how influences works – get them to try it with their own child or do it for a family they have supported (there's a table in their participants guide). Remind learners to add additional categories if they want to. The manual uses the term “schlopps” but in practice this confuses practitioners and it is easier referring to points. This exercise is not difficult but does require full attention to avoid confusion. The purpose of this exercise, done with parents is to help diminish that self- blame and guilt which can cause barriers in their ability to change. Signpost learners to the grid in their pack and the manual p23	Slides 14-19

		Imagine that each point is a measure of influence. In this exercise we want you to either answer the questions as a parent about your child, or you can answer the questions from the perspective of a parent you have supported or a parent and child you know well. Trainer to model an example of this. If you are completing this grid on your child, you will begin by giving yourself 10 points as a measure of the influence that you have had on the child's challenging or difficult behaviour. If you are doing it from the perspective of another parent the primary carer would have 10 points. When moving down to the next row you'll see the other parent. Now if you feel the other parent had twice as much influence as you on your child's difficult behaviour you will award 20 points, if you think half you will award 5. It could be that when you do this with a parent they say "5 times more influence" in which case they would be awarded 50 in the grid. You can give points to people that haven't been around for whatever reason, think about the impact on a child who may not be living with their parents for whatever reason, absent parents, parents in prison or even bereavement. Equally you can award 0 for things that you feel are irrelevant and you can add to the grid factors that aren't already there. Spend 5 mins answering the questions – turn your cameras off and come back in 5. We now want you to total up your column – add each score together until you have a total. Then divide 10 by the total number, and then multiply that by 100. This is the percentage of the total influence you've had/ the parent has had on your child's negative behaviour.	
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		Get them to put their final numbers in the chat. This will usually be a small percentage (under 10%). Its key to remember that this isn't an exact science, this is a rough indicator. It's certainly not a measure of good or bad parenting and it's important to let parents know that this low score doesn't mean that they make little difference in their child's life, they are still significant. This also provides an opportunity to explore the parent's perspective of what is going on for their child.	
11:35	30 mins	Sequence Analysis & Family agreement (PC2)	
		• Explain what a sequence analysis is to learners and how it works • Show video Jason's Story • Show learners slides for SA for Jason (direct to participants guide as versions also in there) • Place learners in breakout rooms (groups of around 4) ask people to fill out the Analysis of Jason's story in their participant's guide – give 15 mins for this page 22 In the large group take limited feedback from some groups	Jason's story embedded in slides Slides 20-24
12:15		Lunch	
13:00	60 mins	Make and revisit Family Agreement	
		Explain what the family agreement is using slides- it is a container to support parents and young people and done as a negotiated tool with input from both. This process is teaching parents and children how to negotiate better and consider each other's needs. It also creates structure and safety to build on. Talk through how behaviours need to be prioritised for the family agreement: 1. Most Risky and Unsafe behaviours 2. Behaviours having a long term impact on the child	Slides 25-28

		Discuss as a whole group why verbal abuse could be left off the family agreement. Explain the risks involved with not attending school but remind that this agreement should be needs- led. • Back into same breakout rooms to fill out the family agreement form. (15 mins) Guidance in participants manual Group Feedback 1. What behaviours should be targeted in the safety plan? 2. Which of these, if ignored, would lead to no significant consequence? (Ditch those for now) 3. What behaviours of the young person might warrant rewards? What rewards would fit? 4. What consequences might be levied for what behaviours? Raise the issue about police/barriers.... 5. Back up and safety plan if the calming down stuff doesn't work. What support do the parent/s have? Safety must be the number one priority in the end – other consequences should follow at a safer future time. In the large group take limited feedback from some groups. Key messaging: more positive reinforcement than negative; realistic rewards and consequences; natural consequences can work well; parents withdrawing privileges can be easier to apply than grounding/ confiscating items which may risk escalation eg. not giving lifts/ cooking on demand. Family agreement should aim to give more responsibility to the young person if safe to do so, encourage quality time between parent and child and build parental confidence.	
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		Make reference to the agreement tying in with TI approach.	
	15 mins	Show Ruth's agreement slide • Is this agreement likely to work? What flaws can we spot? • Then show Ruth's review of how the agreement went wrong • Was there anything that Ruth didn't do? She actually only set but never followed the agreement. • How might it be useful to show this to a parent upfront? Explain that the agreement is a process that needs constantly reviewing and adjusting. The aim is to enable families to understand this is a relational process, and how to manage conflict better. The agreement is a vehicle to achieve this but not a magic wand. It is important to be realistic with parents. Sometimes your role will be to help parents give more freedom and responsibility to the child, sometimes it will be giving them confidence to set firmer boundaries.	Slides 29-31 Video embedded in slide- continue on
14:15	15 mins	Break	
14:30	45 mins	Personal Constructs	
		Explain construct theory is a theory of personality and cognition developed by the American psychologist George Kelly in the 1950s.[1] Kelly proposed that the ways we see the world influences our behaviour and relationships based on what he called personal constructs. These schemas, or ways of seeing the world are built up over time based on our individual experiences. The RYPP has adapted a technique called the repertory grid interview. The repertory grid has various uses within organisations, including goal setting and helping us understand interpretation of other people's world-views. The examples used in the RYPP focus on qualities in relationships.	Slides 32-34

		Offer the first three, one at a time– kind, moody and good listener – asking people to fill out the opposite (unkind or not moody aren't allowed) then to put their answers in the chat. Note that for some answers the continuum is very different than for other answers – and that the opposite poll gives different meanings to the provided word. We see these things differently depending on our experiences (schemas) Ask them to fill out all their own polls in the participants guide. (cameras off for 5 mins) Place a mark on the continuum where you think are at your best in your relationship with someone you are close to (partner/parent/child) Where are you on that continuum at your worst moments? (Use a different colour) Where would you put the other person on that continuum? – average score (not best and worst) Breakouts – 10 mins - Share in 3s in breakouts what you notice and find interesting about your rep grid Back in the larger group ask what you could ask clients about the grid – generally it's interesting to ask for loads of examples and also to ask which continuum's they'd most like to change on – these can become goals for intervention	
15:15	15 mins	Explain to the group that this is the end of Week 3 – which is all about preparing both the parent and the young person for the family agreement so that it is a collaborative process. The YP prep is in YP2 called What's Next? It's not properly marked on page 8 but it's in there – page 92 of the manual. Alongside the personal construct exercise, YP 2 also includes - gratuitous acts of kindness and feelings work which don't need practice. In week 4 you bring both parties together and complete the family agreement. The paperwork for the family session in week 4 is found in F2. We don't need to practice F2 as we have worked through potential issues when exploring PC2.	
15:30		End of Day 2	

Day 3

Time	Duration	Activity	Resources
9.30	15	Check in and Recap	
		Remind the group what they have covered by going through page 8 and demonstrating that we are now about to begin work for 5 week of the programme – separating out again into individual YP and parent work.	
09:45	20	De-escalation and Button Pressing PC3	
		De-escalation & Button Pressing (PC3) Ask the Group – what is button pushing? Explain this session is about getting parents to ‘pick their battles’. Not getting pulled into things/ arguments about things that don’t really matter. In chat: participants to put – when you were a teen how did you push your parent’s buttons/ or how does your teenager push buttons? Next- How did/ do parents push yours? 10 minutes • Play rope pulling video and explain exercise • Explain that the teenager can only push buttons if the parent responds to them. If they don’t get a response, they are likely to give up. • discuss calming down and safety for parents (where in the house is safe? What to do if there’s an incident etc) • Ask group for strategies they might use with families or themselves <u>Calming Down Strategies for Parents</u> • Stretch and breathe – what’s the routine going to be? • Dance – to what music? Do you have access to this in your bedroom? • Phone a friend - who will calm you down?	

		• Positive self talk – what will work? • Sit in the toilet for a few minutes! Hand out for parent on page 54 to consolidate what you've discussed. It can be very hard to remember when under so much stress. Therefore, allowing them to keep a copy, or take a picture of completed handout on their phone allows them to refer to it and to be reminded of the techniques they have discussed when they need to use them. Demonstrate 4-7-8 breathing repeat x4 (or another breathing technique) • breathe in quietly through the nose for 4 seconds • hold the breath for a count of 7 seconds • exhale forcefully through the mouth, pursing the lips and making a “whoosh” sound, for 8 seconds • repeat the cycle up to 4 times	
10:05	40	The Miracle Question (PC5 and YP3)	
		Explain that the same technique is used with the young person and the parent. It can be done as a drawing- what would your family dynamic look like if your problems had disappeared? Or as a more general solution focused “Miracle question” or “problem gone” conversation. The idea for us to ask clients to imagine that this intervention has worked as well as they could hope for and to envision this future by asking a series of questions about it that solidify it. Ask the whole group - What kind of questions could they ask to really cement this image of the future for the parent/ child? • Do you feel differently in your body? • Do you sleep differently?	

		- Do you look different? etc Practice the technique Get each person to think of a change they want to make in their life and draw something that represents life once the change is made – can be a scribble or sketch – this should take around 5 mins (remind group to pick something they will feel comfortable speaking about) Cameras can be off for this. Practice in pairs in breakouts following the directions on the slide – work for 5 mins each way interviewing partner (10 minutes total – more time if needed) Point to prompt questions in practitioner handout - What do you see in this sketch? - What difference will this change make in your life? - How will you spend your time differently? - Who will be most pleased with the change in you? - What will they notice is different about you? - How might that have happened? Back to the whole group and take feedback- draw out how this technique can be motivating. Discuss how to use scaling questions alongside this. (if 0 is no progress at all and 10 is where you want to be where are you now? How did you get from 0- ? What would it look like if you were one further along?	
10:45		Break	
11:05	20 mins	Agree/Disagree (YP3) week 5	
		Demonstrate - Use slide of vote with hand- thumbs up, down and meh - do statements on the slide as examples	

		Explain that practitioners should use questions/ curiosity as a technique to encourage the young person to explore their values and beliefs. Be clear this is not about a right/ wrong answer.	
11:25	20 mins	Anger Management – (YP 3) Week 5	
		Ask for examples of anger and what it looks like and abuse- draw out what the difference is (you can do this on a whiteboard) Anger is a feeling but abuse is a behaviour. Often anger is used as an excuse for abusive behaviour but it is different and YP will often be able to recognise times when they have felt angry but not used abusive behaviour. In families where there has been domestic abuse YP and parents may associate anger and abuse and this can mean that anger feels very unsafe. Anger & Abuse (YP3G & YP3) Ask the questions and request some chat answers. • What is anger? • What use is it to us? Key message throughout the programme is that anger the feeling is normal and healthy, abuse as a behaviour is not OK.	
11:45	20	The Anger Scale- (YP 4) Week 6	
		• Look at the 'Axe Wielding Maniac Scale' in the participants handbook and the manual • What are the 3 things that have bothered you in the past month? • Write your 'sore points' in beside the appropriate number on the scale. • Discuss as a whole group	
12:05		Lunch	
12:50	15 mins	Sore Points & Tension & Resentment (YP 4) Week 6	

		Play Balloon Video Discuss the balloon metaphor with the group and how it helps the young person to visualise the building of resentments. Explain how it encourages the young person to begin thinking about self-care and finding ways to ease the stresses of daily life so they reduce the potential for just 'blowing up' or exploding.	
13:05	45 mins	Signals & Time Out (YP4) Week 6	
		Using the forms in the participants guide let people know that they will be asked to share their example in pairs so it's good to choose something they are comfortable to share. Then ask them to complete the form for themselves. They can use an example from the anger scale or a different one. Cameras can go off here. • Sore points - Think about the things that you have most heatedly argued about with someone recently • Body signals – where do you feel anger in your body – head? Chest? Shoulders? Gut? Jaw? Hands? Legs? • Behaviour signals – how do those close to you first know you're angry? And then? • Emotional signals – which of the list of emotions (or others) fit most often for you during these arguments • Mental signals (or self-talk) – think about when you wind yourself up – what are your patterns of thinking – do you run back over things/ plan a response/ ask rhetorical questions/ objectification Breakout rooms – speak about what you've put with others for 15 minutes. What catches your interest about it? Feedback in whole group.	

		Show Time Out slide- explain how it works for YP and how it should not be used. It is an extension of the agreement made with the YP as part of the working agreement and is giving them some responsibility for managing their feelings.	
		Explain that we have just covered all of week 6 young person work. In this week the parent has a review of family agreement and parenting styles session.	
13:50	15 mins	Break	
14:05	15 mins	Parenting Styles (PC 4) Week 6	
		As a whole group read parenting style questions on slide or in manual • Consider what this may be like for some parents – take feedback • Give warning prior to undertaking exercise, so parent/carers are prepared • Safety plan for session end Give some examples from practice if possible. It's important that the cohort understand what this may feel like for parent/carers. Discuss safety & wellbeing as part of this session. Discuss that it is important to reflect on where our parenting responses come from in order to change patterns but it can also build empathy with the child as parents remember what it feels like to be parented.	
14:20	20 mins	Costs and Benefits (YP5) Week 7	
		• Show Tracey's story If Tracey continues to act like this then what will be the impacts on her? • What are the costs and benefits for her of using abuse within her family? (Use whiteboard to draw up a list) • Think about the impact of ongoing behaviour like that shown in the story on Tracy's mother / the impact on her brother. Focus on: • Other person's feelings	

		• Their relationship with Tracy • Their lives/social lives outside the home This is again an opportunity for the young person to observe an abusive scenario as a third party. To unpick and identify the impact of Tracey's abusive behaviour on those close to her.	
14:40	40	Role Models (YP5) Week 7	
		This exercise enables the YP to identify alternative behaviours to abuse. By asking them to think about positive role models in their lives who deal with conflict well. Ask them to think about how the person they have chosen would react to difficult situations. The role model does not have to be "perfect" at everything just good at managing particular situations. • Think of a something you want to navigate in life that is problematic or tricky. • Write your answers to the role model questions • Break out rooms – 15 mins - In pairs you're going to discuss each question on the role models exercise – discussing your answers one at a time. • Back to the room - Take feedback as to what this was like to do Remind learners that the advice the role model would give you is actually coming from you- it is sometimes easier to reflect on what to do when we are stuck if we think about what someone else would do. YP could also reflect on a time they managed a situation really well/ didn't react in an abusive way etc.	
		Tracey's Story and Role Models are part of YP5 in week 7– we will be showing all of the video work at the end so they can see how it goes together. There is no parent session in week 7. This can be used to catch up any missed content if needed.	
15:20		Questions	
15:30		End of Day 3	

Day 4

Time	Duration	Activity	Resources
9.30	15	Check in and Recap	
09:45	15	Miracle question Family blob cards (PC5 and YP3)	
		Show the family blob cards and explain that this is used as the solution focused version of the YP3. Facilitator to explain that the session with parents uses creative techniques to explore current family dynamics. It can also be used in a solution focused way to explore how the parent would like the family dynamic to look.	
10:00	45	Externalising (YP 6) Week 8	
	15	Explanation of externalising – Externalising is a technique from narrative therapy. This is used in therapeutic settings with young people who were often labelled. For example YP with eating disorders and neurodivergent YP. The idea was to separate the YP somewhat from their label or “problem” so they didn’t feel so swamped or defined by it in a way that makes change feel impossible. • Show the internalising slide. Point out that while this is a normal way to speak it also builds the problem into the person. • An example of an internalised problem description is “I’m useless”. • Examples of externalised problem descriptions include “This useless feeling” or “The Uselessness”. • Show the externalising slide – it’s not such a normal way to speak but it frees the person somewhat from the problem. The best way to understand it is just to see it in practice: Show the black dog video- this is an example of depression being externalised.	

	30	Externalising Practice Individually (cameras can go off) Draw a representation of a problem or an idea that has often influenced you to behave negatively - it could be a thought, an attitude / belief or something you've said. (Give some examples: impatience, depression, anxiety, aggression, perfectionism, a self-critic is one that most people have!) In pairs in breakout rooms interview each other on the script – swap after 12 minutes total 24 mins in room Back to room - take feedback as a larger group	Pen and paper Questions in learner pack
10:45	15 mins	Break	
11:05	1 hour	CBT, Self Talk and Wind up/Wind down (YP 6) Week 8	
		This technique is from CBT. - Ask for an example of an incident of Capva that someone has a good idea of or use video (Ryan - play from 17:27) - They need to know what the argument was about – use the iceberg template to explore the behaviour, thoughts, feelings, beliefs and self talk. - Ask people to choose a time when they lost their temper (they can use the same example as on their anger management activity) and fill the iceberg in their learner pack out for themselves (10 minutes) Break out room for 10 mins in pairs to share and help each other with sections 3 and 4 (expectations and fears). They can also help each other come up with some positive self- talk that might have changed their response to the situation. - If you have a group that dislikes personal work, you could put them in small groups to iceberg a young person who has recently been violent.	

		• Note that its sometimes easier for an outsider to figure out expectations/ beliefs and fears as they are like the lenses of our glasses – we can't see them but they affect the way we see the world – others can see them more easily. • Assemble again as a full group to reflect and check understanding. Encourage pairs to share the positive self- talk they came up with.	
12:05	45	Lunch	
13:05	20	Conflict Resolution (YP7)	
		Assertiveness As a group brainstorm Assertive behaviour – what does this look like? How is it different from aggression? Passive aggressive behaviour – put in the chat as many different examples as you can.	
	40	Conflict Resolution contd (YP 8, PC 7) Week 10	
		• Ask for two volunteers. • A young person asks their parent to lend them some money to go out, but their request is refused. • Explain that during the roleplay each character must try to get what they want, using aggression and passive aggression. • Show the clarification and solution stage slide. • I feel, I need, I fear • Split participants into groups of 3 (12 mins) – mother, yp and worker. Into breakout groups • The worker will structure the mother and YP to go through the argument sticking to structure.	

		Both parent and child do the above session in week 10 of the programme – this is relapse prevention work to help them when inevitable conflicts arise.	
14:00	15 mins	Break	
14:15	30 mins	Video Conversation	
		• Show break for change video • Explain restorative work – point out that this and the family agreement are what are most effective in the RYPP • Discuss model – show slide • Play Kates video demo (not the whole thing) • Check if learners have questions or worries about the video conversation	
14:45	30 mins	Closure & Endings, Dousing The Flames (YP9)	
		• Explain the revision nature of this exercise • Recap – snowball/share grid slide • Explain why positive endings are important for children who have had difficult/ traumatic endings in their past • Letter to the YP/ certificate/ celebration is important- it's also nice to do this with the parent as well.	
15:20	20 mins	Things to think about before delivery- practical issues and outcomes monitoring ideas.	
15:30	10 mins	Feedback forms and questions	
		End of Day 4	