**Guidance/session plan for Direct work video sessions**

This resource pack will allow for sessions to take place over video calls. The worker should have a physical copy of the resource pack and the child should have their copy (sent by post), so that the activity/worksheet can be spoken through/worked on together.

Also attached is a cover letter template that can be edited and sent out with the resources to explain to parents/carers what is in the pack and what they might need ready for the sessions. It also sets the expectation that if it is possible, the activities should be done somewhere the child can concentrate and talk with the worker ‘alone’.

The coronavirus activity is included for parents to use with children if they want, or for workers to use if the child speaks about worries in relation to the situation during their work.

The sessions can still be done with children who are too young to read/write as the worker would need to be reading through the activities in order to engage the child, and so the activities can be done ‘together’. The worker can complete the writing for the child on their own copy of the activity. If a parent/carer is remaining present during the video call session, then they can do the writing for the child, but this should be avoided where possible so that the child can be seen alone and given the opportunity to speak without them being present.

Below is a session plan outline but this is only to be used as a guide. Workers should be mindful of the child’s age and ability. For example, it is unlikely that you will get through the whole ‘All about me booklet’ in one session with a young child, as trying to engage them in an activity only via video is likely to be difficult. The sessions can also be done in any order. Further sessions may be needed to explore wishes/feelings in relation to specific concerns or to address things that come to light.

**1st session – Getting to know you, pen picture, exploring child’s understanding of involvement, confidentiality.**All about me booklet: When talking about favourite toys use this to be interactive and ask them to physically show you the toy, this may also create an opportunity for the bedroom to be seen.
Ask for the child’s understanding of who you are, your role, and children’s services involvement. If unaware then explain (taking into account age and understanding).
Explain about confidentiality and sharing of concerns, again considering the child’s age and ability.

**2nd session – Bee outcomes**Happiness honeycomb: Talk through each outcome with the child and ask them to circle a score ,0-5, for each one, 0 meaning they do not feel/reach that outcome at all, 5 meaning they completely feel/reach that outcome, 1, 2, or 3 meaning they are somewhere between.
Use the definitions of the outcome as a guide but provide age related examples, especially for younger children, re resilience, ambition and independence. For example, respectively, when you feel angry/sad do you know what can make you feel happy again? Do they try their best at school and know what they want to be when they are older? Can they feed/get dressed by themselves?

**3rd session – Feelings/emotions**Bear cards activity (if worker has them): Lay a small selection of bears out that still gives the child some options of bears that look happy, sad, angry and scared.
One emotion at a time, ask the child to pick bears that feel happy, sad, angry and scared. When they identify each emotion, ask them what makes them feel each one and speak about how they manage their emotions.
Also ask them what makes parents/carers feel each emotion.
You can also ask the child to choose a bear that represents them, and different family members and ask them to explain why. You can use the bear cards to ask how they are feeling about any situation.

Alternative activity= Label the feelings cards (printed 4 on a page) – match the face to the correct emotion/feeling by drawing a line between them. As above – conversation around each emotion in relation to themselves, and parents.

Alternative activity= How do you feel today activity board: use as a visual prompt for a conversation starter.

**4th session – Graded Care Profile & Worries**

The graded care profile activity covers basic care, health, safety, emotional warmth, guidance & boundaries, and stimulation/education.

AND

Worry cloud activity OR House of worries, good things and dreams activity.

You can refer to the answers given for the graded care profile as a prompt for something that may be worrying the child if they say they don’t have any worries.

**5th session - Self-esteem**

How do people see me activity OR I am an amazing person activity (for younger children)

Suggested extension activity: ask the child what their parents/carers and significant other family members think of them/ how they would describe them.

**6th session – Protective behaviours (PB) and understanding of their support/friendship network**

Support hand activity: Hand template for child’s pack, Worker only support hand sheet.

**7th session – PB**

Early warning signs: Body template for child’s pack, Worker only early warning sign sheet.

AND

I can feel calm, safe and relaxed when… activity

**8th session - Review happiness honeycomb & goodbyes**

Happiness honeycomb activity: Use the activity sheet from the previous session, add the date and go through each outcome again with the child. Use this as an opportunity to see if their scores for the outcomes have changed and discuss why with the child.

Goodbyes: if no other work is identified re specific needs/concerns