

Using the Wall with Youngsters **- Some questions/discussion prompts**

Please note – The resource sheet ‘Explaining the Cycle of Development to Youngsters’ gives a detailed description of each of the different developmental stages, together with some suggestions as to how they could be discussed with a young person.

Please also note that below are some suggested phrases – the Wall is intended to be used creatively, not prescriptively so please use the language you are comfortable with and that will help the young person engage with the resource most effectively.

Looking at the Wall

- Explain that the Wall is a way of helping us to understand how we grow up.
- Start off a discussion about growing up eg When a baby is born, what do they need?; what do they start to do as they get a bit older; and then .. and then?
- What sorts of things do children like to do at different stages? What changes do they go through – both individually and also in terms of life events? What do children at different stages need? From cuddles and affection to being able to go out and explore, mix with other children ...
- This could lead into looking at the affirmations – “Here are some of the messages we might hear that encourage us as we are growing up. (You might feel this is better done separately or in a different way so as not to overwhelm the youngster with too much information.)

Using the Wall

- Begin to build up the Wall – which bricks does the pupil feel are in place? Add encouragements where appropriate eg by sharing what you see the youngster doing that is indicative of the brick being in place eg putting a hand up in class is a good way to ‘Call for Care’ (one of the Red bricks).
- You could ask them to identify which specific behaviours are getting them into trouble/are bothering them. If you use the Problem Solving Wall on the website, they could type these into the Pupil Information section and then go about using the Wall to identify which bricks they would like support with.
- S/he might be aware of the behaviour that they want/need to modify – “Looking at the bricks – I wonder which of these, if we helped you to learn how to do get them under your belt, would lead to some positive changes?”
- “So, you are wanting to begin to change your behaviour so that you are (insert specific desired behaviour). Looking at the bricks – I wonder which of these, if we helped you with them, would lead to some positive changes?”
- Which would you like to have a go at?
- Which one brick do you think would make a difference if you could get it into your Wall?
- ‘What will you be doing a bit more of when you’ve got that brick more securely into the Wall?’
- ‘Are there new skills you could learn to help you get that brick in place?’

Using the affirmations

“Which of these positive messages do you like to hear in particular?” “

“Which would you like to hear a bit more of?”

“What do the adults do that helps to give you these positive messages?”

What if the youngster begins to become despondent or is struggling to find positives?

- Stop the process and reflect upon what bricks are in place. Ask the youngster what they do/can do that links with these. Share what you see him/her doing - and what you see as evidence of this.
- Consider using the solution-**focused questions** in the Resource section to help promote a more positive self-belief

Useful additional resources (found in the 'Resource' as well as in the 'Working Together for Change' area)

- Explaining the Wall to Youngsters
- Comprehensive Table
- Solution-focused approaches
- Contracting
- Set of Affirmations