


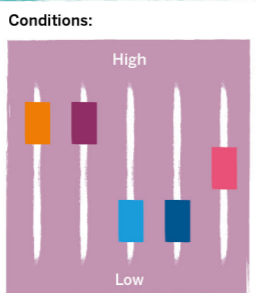
The Children's Society **deepr.** **Breathing**



Invite the young person to breathe in sync with you. Breathe in gently for 4 seconds through the nose, hold for 7, breathe out through the mouth for 8.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Talk through and even practice the process first.
- Explain this breathing technique can help with anxiety or sleep if you repeat it 4 times.
- You may want to try this with the video on.

Benefits: This helps to ground you and the person you're working with. Synchronicity enhances trust and togetherness. It also gives people a sense of being held.

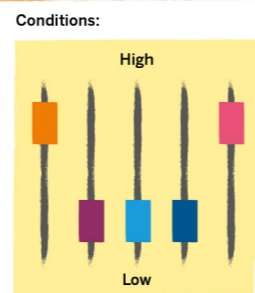
The Children's Society **deepr.** **Hum a song**



What's the song in your head today? Can you hum it and have the other person guess which song it is?

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- You can also do this by clicking a pen, tapping or clapping.
- Consider trying this with younger children.
- Make sure you and the young person feel comfortable to try this method.

Benefits: Humming a song allows a different form of contact that is light and fun. It requires you to listen to each other attentively and may provide talking points.

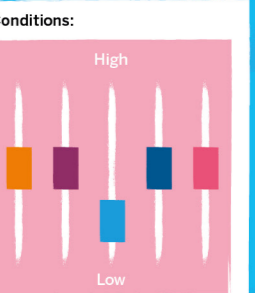
The Children's Society **deepr.** **Go for a walk**



Invite the young person to go out for a walk, on their own, while communicating.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Encourage people to tell you a little bit about their environment.
- This can encourage young people who feel isolated or bored to do something active.
- Check if it's ok to go out and make sure they go home afterwards.

Benefits: This creates a 'real world' activity you can do together, despite being apart. Walking helps our mental health and allows you to literally 'move on' from a difficult topic.

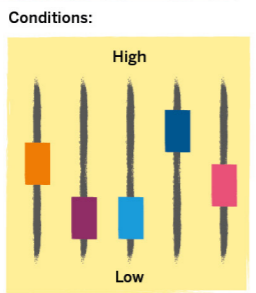
The Children's Society **deepr.** **Place in the house**



Encourage the young person to think about their favourite place in the house, inviting them to describe and then go to that place, if possible.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Encourage them to tell you a little bit about their environment.
- Why not share your favorite place too?
- You can say you normally see them in the house and this can add a sense of normality.

Benefits: This gives a young person some control over the environment in which a call takes place, and gives them permission to seek more comfort and privacy.

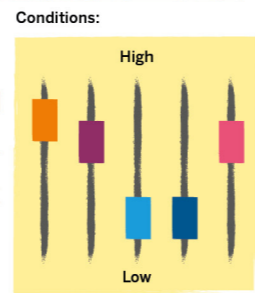
The Children's Society **deepr.** **Self-hug**



Invite the young person to raise their hands, wrap their arms around their back and give themselves a squeeze.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Make this invitational and let them know it's fine if they don't want to or aren't able to.
- A self hand-hold can create similar feelings.
- This is especially important when we can't meet each other.

Benefits: When done together the self-hug can evoke a sense of warm touch. It can release endorphins and bring a few smiles to people's faces.

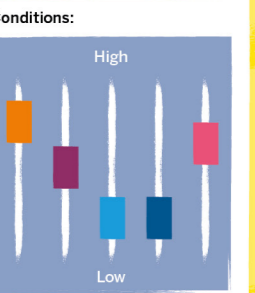
The Children's Society **deepr.** **Just 'be' with each other**



Invite the young person to draw, write, look something up etc with you on the phone or online for a moment without needing to speak.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Make sure your video is on
- This works well when people have something to do to maintain their attention (eg a creative activity).

Benefits: Being 'alone together' can create presence and a sense of togetherness - without social pressure or expectation to interact or fill the silence.

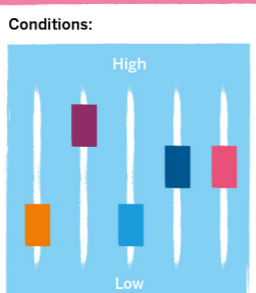
The Children's Society **deepr.** **Helping by sharing**



If the young person isn't comfortable telling you about themselves, ask them what advice they would have about supporting other young people like them.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- Ask, 'what do you think other young people /adults/ professionals need to understand?'
- Let them know how this helped you as a practitioner.

Benefits: This can help the young person feel in control by enabling them to take on an expert role. It also helps to explore a topic by creating some distance from it.

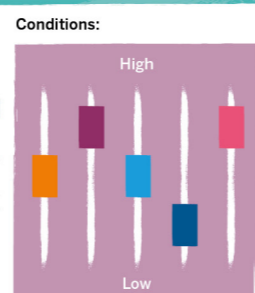
The Children's Society **deepr.** **Happy about...**



Based on your judgement, invite the young person to reflect on something that makes them happy.

Start of conversation — End of conversation

Conditions:




Presence Equality Accountability Autonomy Whole self

Top tips:

- It's really important you've had enough time to acknowledge any challenges first.
- Ask people to simply share one positive word that sums up what makes them happy.
- Help them focus by asking, 'what has made you smile recently?'
- You can also quietly reflect, draw it or to write about it.

Benefits: Recognising happiness can encourage kindness toward yourself and others as it places attention on the positive in people. However, this needs to be applied sensitively, as some people can also feel low instead, when they can't think of anything they are happy about.

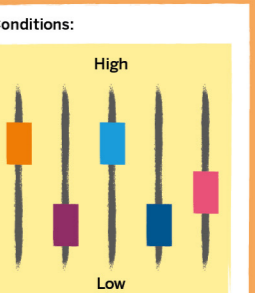
The Children's Society **deepr.** **Turn your camera on**



If possible, ask the young person if they would like you to turn your video on so they know who they are talking to.

Start of conversation — End of conversation

Conditions:



Presence Equality Accountability Autonomy Whole self

Top tips:

- Invite them to turn their camera on and point it to the ceiling if they aren't comfortable showing themselves. They may lower the camera in time!

Benefits: This can make that you feel less like a stranger and brings you a little closer to an 'in real life' interaction.

The Children's Society **deepr.** **Share a recorded video**

Consider recording an introduction video of yourself, explaining a little about who you are, about the service and sharing it.

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Keep it short, light and simple and make sure you are comfortable (don't do it if you're not!)
- Check with a manager before you share it.
- Share the video in advance of a call.
- Don't share if this can put you or the young person at risk.

Benefits: This can make a young person feel like you care and have made an effort to connect with them. It also takes away some of the anxiety around having to talk to a stranger.

The Children's Society **deepr.** **The milkshake game**

If you were a milkshake, what would you be? What makes up your milkshake?

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Share something about each other using the milkshake template.
- You can explain the milkshake game verbally or share a picture of it.

Benefits: This helps you get to know each other in a fun way. This may help you identify common interests.

My best meal ever:
My weekend is for:
What makes me smile:
You'll know I am annoyed when:
If I were a milkshake I would be called:

The Children's Society **deepr.** **Creating a drawing**

Invite the young person to create a drawing of what happened or how they feel.

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Set a time for the drawing (ie 5 mins).
- Stay on the phone (offer to listen to some music together).
- Ask the young person to describe their drawing.
- If they have a smartphone of their own, they can take a picture and share it.

Benefits: This helps to engage a young person non-verbally, using their creative skills. This can be helpful if a young person is struggling to articulate something verbally.

The Children's Society **deepr.** **Imagine a place to meet**

Explain you normally enable a young person to choose where you meet. If you were able to meet, what place would they have chosen and why?

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Encourage them to tell you a little bit about their connection to this place.
- Maybe share a little of one of your favourite places.

Benefits: This helps a young person experience choice despite not being able to act on it.

The Children's Society **deepr.** **Invitational**

Frame activities or actions as invitations so they feel non-compulsory, eg 'I invite you to tell me...'

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- It's useful to offer alternatives eg 'if you'd rather not, maybe take this opportunity to grab a hot drink.'
- Frame any invitation in a way that gives the other person permission to opt out.

Benefits: Invitations can break down power dynamics, relieve pressure and help people feel 'in control' and therefore comfortable. This approach encourages greater autonomy, self-responsibility and equality.

The Children's Society **deepr.** **Pick an emoji**

Invite the young person to share which emoji best reflects their day or mood?

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Go first!
- Explore what an emoji means to them (don't make assumptions).
- Make it more fun by sharing a GIF.
- Support the young person to name the emotion.

Benefits: Young people can struggle to describe emotions using words. Emojis are something that they are familiar with. This allows you to help the young person learn how to articulate their emotions.

The Children's Society **deepr.** **Your 5 most used emojis**

Suggest that you both get to know each other better by sharing the top 5 emojis you use most.

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- Go first!
- You can use the emojis as talking points about what is going on in your life and how you feel.

Benefits: Looking up your own emoji history can help you reflect on what you felt recently. Exchanging them can quickly generate intimacy while retaining control over how much you share.

The Children's Society **deepr.** **Internal weather**

As an initial check-in in a conversation, share both ways with the young person, 'What does your internal weather look like today?'

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- You can do this again at the end of the conversation to explore if the internal weather has changed.
- Don't assume sunshine is positive or rain is negative; explore what a 'weather-type' means.

Benefits: Young people can struggle to describe emotions using words. This allows you to help the young person learn how to articulate their emotions. Like emotions, the weather can change during the day or week.

The Children's Society **deepr.** **Imaginary safe space**

Encourage the young person to think of a safe space they can access in their mind when they feel they need it.

Start of conversation — End of conversation

Conditions:

Presence Equality Accountability Autonomy Whole self

Top tips:

- This needs to be done sensitively.
- You can help them imagine this space but make it optional to share.
- Invite them to think of the five senses (seeing, hearing, touching, smelling, tasting).

Benefits: This enables the young person to ground and enter a comfortable place where they can be their whole true selves. It can generate insight into their needs. The young person can also use this to self-ground on their own.