



The Butterfly Room
Therapeutic & Diagnostic Services

Larwood School
Webb Rise
Stevenage
Herts
SG1 5QU

The Butterfly Programme

A programme that has been developed to promote emotional health and wellbeing, enhance communication skills and encourage positive relationships. The aim of the programme is to build confidence and self-esteem in young people through activities, group work and discussion. The programme will also encourage self-awareness that will aid young people's ability to build positive relationships and also manage their own behaviour.

The programme is part of the school's fabric supporting a positive culture throughout the school aiding development of the whole child. This enhances future successes through personal development and prepares children for life after school and encourages contribution to the wider society.

The programme will be delivered weekly for one hour for each group for a whole term. Parental engagement will be adopted and the programme will be monitored and evaluated to ensure positive impacts are being made.

(Please note this is not being funded by DSPL2)

School Support Information:

The Butterfly Room Counselling / Play Therapy Support:

Individual 1:1 counselling sessions / Play Therapy sessions to support children and young people.

Costs: £45 per session

Volunteer Placement:

The Butterfly Room provides placement opportunities for final year counselling students and is able to offer these services to schools at a reduced rate of £25 per session. The counselling is offered in

either; blocks of 6 sessions £ 150 per block, or open ended with options for school to part pay with parents self-funding additional sessions.

The Butterfly Room Art Therapy Support:

Individual 1:1 Art Therapy sessions for children aged 4 years + . Sessions can be delivered in blocks of 6, 10 or open ended with 6 weekly review points.

Cost: Charged at £45 per session

Art for Anxiety Therapy Group:

A 10 week course for children who are struggling with worries, self-esteem and/or anxiety. Facilitated by two Art Therapists. Aimed at children aged 7-11 years but can be adapted to older years.

Week 1: Introduction and establishing a group contract

Desired outcomes:

- Set boundaries and establish group rules to fully benefit from participation.
- Encourage child centred decision-making skills.
- Empower young people to make good choices for better outcomes.
- Encourage group work.
- Build confidence and self-esteem.

To start introduce yourself and explain what the programme/sessions are. Ask all group members to introduce themselves one at a time, name/age/favourite hobby. Complete starting questionnaire.

Aim

To establish a new group, introduce all and to produce a set of rules to which everyone has contributed.

You will need

- A large wall/1 x flip charts
- Flipchart sheets
- Marker pens
- Positive ball – (resource) to end session
- Smiling is infectious poem (book marks)

What to do

Cover two separate areas of wall with paper or use two flip charts, put out a selection of pens ready for when the young people arrive. Explain the task and the importance of making a group contract. To stimulate thoughts use questions like:

- What would make this group good for you?
- How do you like people to talk to you?
- What will you do to make this group a success?

Once everyone is clear, hand out pens and the group can start writing their thoughts on the paper. Explain that no one has the right to change or cross out someone else's comments – there will be time to explore and challenge all comments at the end and come to a group agreement. Suggest that points already made can be agreed by putting a tick next to them, ensure that all group members participate and that no one takes over the wall. Once everyone has finished ask the group to stand back and review what has been written, are there common themes? How many ticks are there? Does anyone want to talk about the comments or ask any questions? Re-write on fresh sheet the finalised group contract. Finally ask each member of the group including staff to sign and date the contract. Display at each session as a reminder of the group rules.

Suggestions if help/encouragement is needed:

How do you like to be treated? Kind/with care, listened too, no name-calling, show respect.

Ask what the school rules are?

What is a kind way to treat others?

What would you like to achieve from working in the group?

Finish with the poem and task all children to infect others with a smile, peers/teachers/family etc. Give all a bookmark.

Week 2: Getting to know me

Desired outcomes:

- Young people build a sense of identity and an acceptance of self.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills.
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to explore their self and accept who they are. To encourage good social skills.

You will need

- 'About me' resource pg1
- A3 sheet, 1 per child
- Colouring pencils
- Mirror box (self esteem activity)

What to do

Complete 'About me' resource. Discuss questions accordingly and explore answers being child centred at all times.

Once finished continue on the about me theme, give each child an A3 sheet and ask them to draw around both their hands. In between the hands draw 5 circles big enough to write in. The drawing should look like two hands juggling 5 balls. Ask the children to write one of their favourite things in each ball so they end up with 5 of their favourite things.

Suggestions:

Colour

Number

Football team

TV programme

Book

Author

Film

Actor/Actress

Music

Sport

Computer game

Animal

Food

Children can decorate their work. Once completed go round each child so that they can share with the group their favourite things.

Once complete ask each child one at a time to look in the 'special box' explore that we are all important. (self esteem activity – all through session talk about the box being extra special/irreplaceable/important/must look after it) when child looks into box they see themselves in a mirror and realise they are special etc.

Week 3: Personal Qualities

Desired outcomes:

- Young people can identify their personal qualities and explore the impact of these.
- Young people can develop an understanding of differences.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to explore their self, building confidence and self-esteem and also to recognise differences between each other and develop acceptance of difference.

You will need

- 'Personal qualities' sheet
- 'Things that make me proud' sheet
- 'Valuing myself' sheet

- Colouring pencils
- Game – ‘What would you do’

What to do

Discuss what a personal quality is, encourage children to think what about what qualities they have. Give each child a ‘personal qualities’ sheet to complete, encourage discussion talk about the meaning of some qualities. Next complete ‘things that make me proud’ sheet, use the qualities sheet to encourage discussion and there are examples on the sheet.

Explore what being proud is, what does it feel like? How can you get it? Do we like feeling proud? When finished ask each child to share what they are proud of. ‘Valuing myself’ sheet complete using previous activities, discuss what a strength is and encourage discussion about what we are good at. Last question ‘ what can make me a better and stronger person’ talk about well being, looking after yourself and others, reflect on what makes us proud and encourage this type of behaviour to promote more positive behaviour, try and stay child centred ensuring the children explore this for themselves.

Play game – ‘what would you do’

Week 4: Feelings

Desired outcomes:

- Young people can identify their feelings.
- Young people can explore their feelings.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to develop the skills to identify their feelings, explore their feelings and manage their feelings.

You will need

- Feelings resource – ginger bread sheets (individual)
- Big sheet of paper – (draw round body)
- Pens

- Feelings cards

What to do

Ask one of the children to lie down on the big piece of paper, ask the other children to help to draw around the child. Once complete sit around the drawing and encourage a group discussion on feelings, discuss what feelings are and what they mean to us. Use the feelings cards to prompt discussion. Explore how we feel in certain situations and where about on our bodies we feel it. Take it in turns to write/draw on the drawing to show feelings. Identify that we are all different and we may feel things in a different way to other people.

Ask each child to take their own picture of the ginger bread man and identify on it the kind of feelings they have and where they feel it in their own bodies. Once complete ask each child to share one of the feelings they have and how they feel it (if they are happy to share, they do not have to share) explore briefly how our feelings can have an effect on our behaviour, what might happen if we feel unhappy? What might we do? What could we do? Prompt positive solutions for negative feelings. Acknowledge responsibility of our own feelings and behaviours.

Thank all children for sharing feelings and thoughts so openly.

Finish

Ball – Stop, relax and think ball.

Week 5: Feelings (continued)

Desired outcomes:

- Young people can explore their feelings.
- Young people can recognise how feelings affect their behaviour.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to develop the skills to identify their feelings, explore their feelings and manage their feelings.

You will need

- 'How are these people feeling' resource
- 'Name your feelings' resource

- 'Me and my feelings' resource

What to do

Encourage children to look at the first worksheet and identify other people's feelings from facial expression, follow into 'name your feelings' worksheet encouraging children to use their new skills to identify and name what they are feeling. Encourage discussion throughout. Complete 'me and my feelings' worksheet.

Game – 'Mountain of emotions'

Week 6: Building Positive Relationships

Friendship activities.

Desired outcomes:

- Young people identify what friendship means to them.
- Young people recognise what makes a positive relationship.
- Empower young people to make positive choices.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to develop the skills to recognise and build positive relationships.

You will need

- What is a friend resource sheet - exploration
- How to be a good friend activity in pairs
- Qualities of friendship resource sheet.

What to do

Discuss 'what is a friend' and on a sheet of paper share and write down ideas. Encourage exploration of what makes a good friend? How can we be a good friend to others?

Divide the group into two groups, using the resource ask them to pick 6 cards which make them good friends then share to each other.

Then complete the 'qualities of friendship' activity.

End

In a circle each person goes round and thanks everyone for something they have done for him or her today or recently. Rachel thank you for.....

Helping, caring and sharing ball.

Week 7: Let's think positive

Making a positive difference to others and myself.

Desired outcomes:

- Encourage group work.
- Promote active listening skills
- Encourage positive thinking
- Encourage young people to make good choices for positive outcomes for themselves and others around them.
- Help young people to develop their confidence and self-esteem.
- Promote making a difference to our world

Aim

To aid young people to develop the skills to think positively. To enable young people to think about their actions and their consequences. To encourage young people to make

positive choices for better future outcomes and to think about others around them, in school, in their home and in the community.

You will need

- 'Lets think positive' resource sheet
- Thermometer (anxiety or stress) resource sheet
- Samaritans 'being positive' resource
- Wishes & hopes resource sheet

What to do

Use the first resource to encourage discussion around what thinking positive means. Highlight that our thinking has an impact on how we feel and behave. Use the thermometer resource (let each child choose whether they want to explore anxiety or anger) ask the children to first of all think about the types of things that make them feel the way the thermometers suggest. Then ask the children to think about what they can do to calm down from each level using their positive thinking to create a more positive response to each scenario. This activity is child led so that they are able to identify what works for them as individuals, this helps to build confidence and independence.

Move on to the Samaritans resource (attached)

Lastly using the wishes and hopes resource explore the children's answers, discuss answers.

End

Motivating me ball

Week 8: Future goals and aspirations

Whole school project – Plan assembly for 'Fill a bucket'

Desired outcomes:

- Young people recognise what makes a positive relationship.
- Empower young people to make positive choices.
- Encourage group work.
- Enable young people to develop social skills.
- Help young people to develop their confidence and self-esteem.
- Encourage self development and future thinking
- Empower young people to make a positive contribution to those around them.

Aim

To encourage young people to recognise that they have the ability to make a positive contribution to those around them.

You will need

- Reflection activity – Look through booklets
- 'What is kindness' activity – Cotton Wool V Sandpaper resource.
- Planning activity – Read 'fill a bucket book'

What to do

Reflect on all that we have achieved so far in group. Encourage self-awareness and personal growth. Look through booklets that we have worked on, share achievements so far.

Using the Cotton wool V Sandpaper resource let the children look at the boxes and explore the difference between the two materials, explain how this will help them to identify how kind and unkind words can feel. Explore the cotton wool – soft, fluffy, nice and then explore the thought that kind words can feel like this too. Then explore sandpaper – hard, harsh, rough, hurts and explore how unkind words can feel like this too. Which would you rather feel? Make other people feel?

Find some space and put each box in the corners of the room (depending on where you are just leave some space between the boxes) then read out the statements (attached) ask the children to go to the box that they think highlights how it would make them or someone else feel. Give some scenarios and ask the children how they would react or could react.

Plan assembly using 'fill a bucket' resources attached. Read the book to them then ask each child to write one way to be kind and examples of what they did and how it made them feel (this will be typed out and read out individually by each child in assembly)

End

Apple pie game.

Week 9: Reflection, Poster

Desired outcomes:

- Empower young people to make positive choices.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.
- Aid reflection skills to enhance recognising achievements.

Aim

To aid young people to develop the skills to enhance reflection skills and focus on achievements and future goals. Celebrate success.

You will need

- Reflection – look at what we have completed and what we have learnt so far.
- Thank you for activity
- Posters

What to do

Look through folders and use visual aid attached to show children how much they have covered and explore and share achievements. Encourage children to look at achievements in each other. Go around and ask each child to share at least 1 thing they have achieved by completing The Butterfly programme. Look at the 'I Can' statements explore them. Ask each child to then thank one member of the group for something they are grateful for. Make a poster to reflect The Butterfly Programme – what has it done for you? How can it help others? Posters will go up around school.

Week 10: (last) Reflection, achievements

Questionnaires & plan presentation

Desired outcomes:

- Encourage children to look at their achievements
- Empower young people to make positive choices.
- Encourage positive future aspirations.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid children to look at their achievements and future aspirations. Encourage children to feel proud and plan a presentation around this.

You will need

- Look at achievements – play game 'I went to The Butterfly Programme and I?'
- Planning presentation resource attached.

What to do

Look through folders and at posters encourage children to think of their achievements. Play the game 'I went to The Butterfly Programme and I' – go round in a circle stating what you did and remember to say what others have said too, ending in a long list of what everyone has achieved.

Plan presentation – attached resource.

Week 11: Last session – parents/presentations

Desired outcomes:

- Young people identify what friendship means to them.
- Young people recognise what makes a positive relationship.
- Empower young people to make positive choices.
- Encourage group work.
- Enable young people to develop social skills.
- Promote active listening skills
- Help young people to develop their confidence and self-esteem.

Aim

To aid young people to develop the skills to build positive relationships.

You will need

- What is a friend resource sheet
- How to be a good friend resource sheet
- What is a positive relationship – social skills resource?

What to do