**Module Three­­­ | Worksheet 1A**

**Still Face Experiential Exercise**

Get into pairs and decide who is the talker and who is the listener - ideally you should repeat the task, switching roles so each person experiences both sides of the exercise.

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| **Part One** | The talker speaks about something that is important to them. The listener warmly listens, nodding and responding to what is being said until the bell rings. This part should last 30 seconds. |
| **Part Two** | When the bell rings, the listener develops a still face, becoming expressionless, perhaps even breaking eye contact. This part should last 1 minute. |
| **Part Three** | When the bell rings again, the listener comes back to good listening. This part should last 30 seconds. Spend some time reflecting on your experience. |

**Module Three­­­ | Worksheet 1B**

**Still Face exercise Reflection questions**

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| **Part One** | * What was it like in the moments when you were talking and feeling listened to? * What emotions did you have? * What did you notice about how free flowing your words were? * How happy were you to talk to the person who was listening so well? |
| **Part Two** | * What did you notice the moment the still face came? * What emotions did you experience? * Did you notice anything in your body change? * What happened to your ability to find the right words for the information you wanted to share? * What did you notice about how much or how little you wanted to continue to talk to the person? |
| **Part Three** | * What emotions did you notice when the listener came back? * How did you feel on their return? |

**Module Three | Worksheet 2**

**Attachment Implications for Practice**

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| **How might this information influence and change how you understand what you're seeing?** |
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| **How might this information influence and change how you intervene and support a child who has experienced early attachment difficulties?** |
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**Module Three | Worksheet 3**

**Cognitive Functioning Implications for Practice**

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| **How do you understand the cause and the meaning of the behaviours you are seeing in impacted cognitive functioning?** |
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| **What implications does this knowledge have in how you might assess and intervene?** |
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**Module Three | Worksheet 4**

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| **Scenario 1** | **Resilient child's perception** | **Traumatised child's perception** |
|  |  |
| **Scenario 2** | **Resilient child's perception** | **Traumatised child's perception** |
|  |  |
| **Scenario 3** | **Resilient child's perception** | **Traumatised child's perception** |
|  |  |