



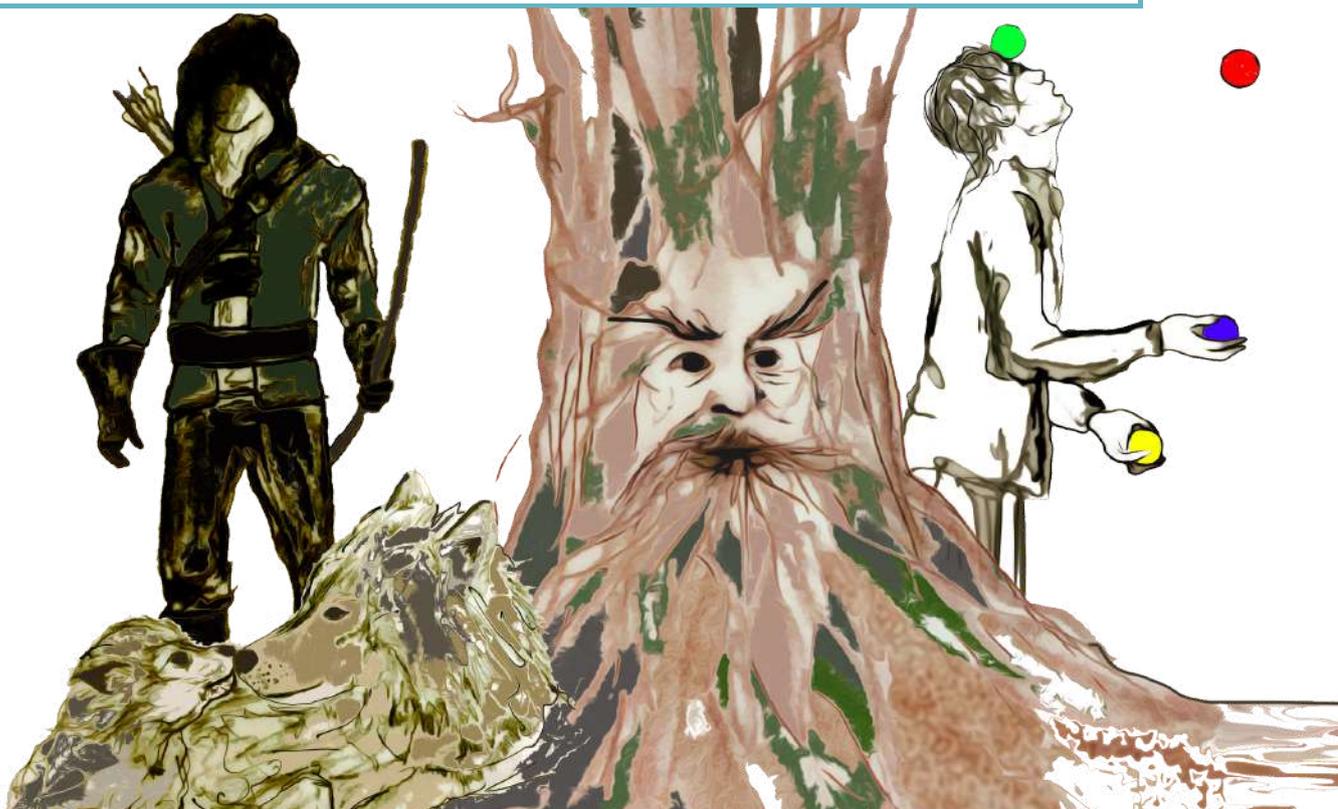
Beacon House **THE  
STUDIO  
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# Module Two Pack



This symbol in the training modules indicates an accompanying worksheet or resource is available

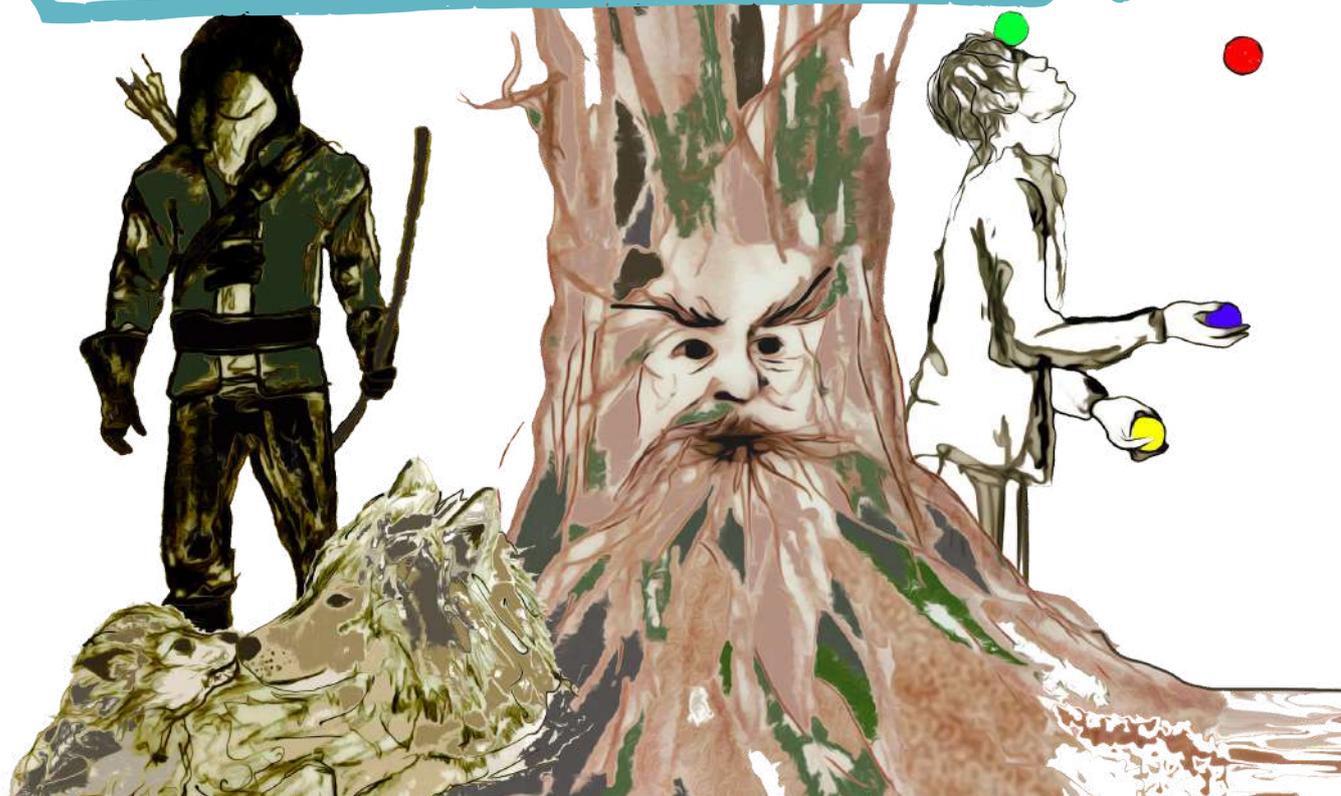




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Module Two  
Worksheets





# Module Two

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## Worksheet 1A



Think about your own resources, what do you rely on to get through tough times?

### Relational

*Examples*

- The calming feeling from a pet
- Trusting a friend
- Feeling love from a parent or partner

### Emotional

*Examples*

- Breathing
- Movement
- Self-affirming statements

### Intellectual

*Examples*

- Feeling good at school work or work
- Reading books
- Being good at a particular skill

### Psychological

*Examples*

- Being able to reason
- Being able to reflect
- Being able to problem solve

### Creative

*Examples*

- Gardening
- Messy play
- Art, singing, dancing



*Module Two*  

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**Worksheet 1B**

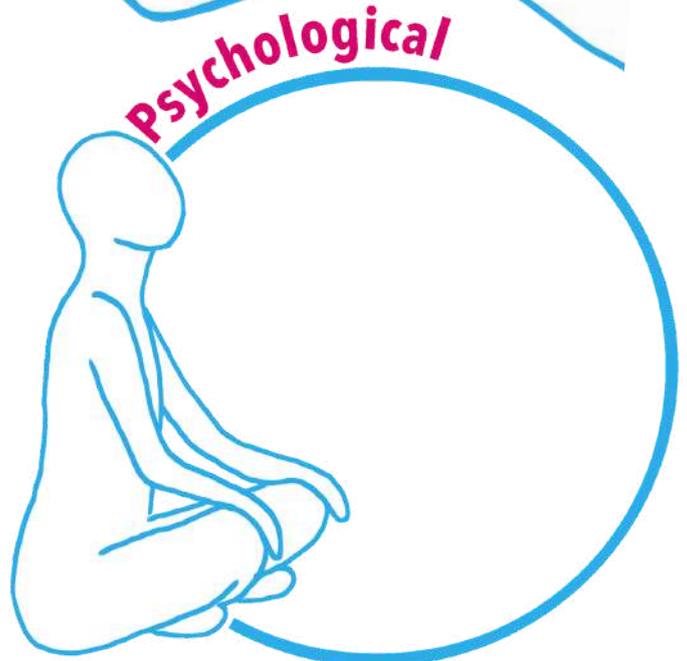
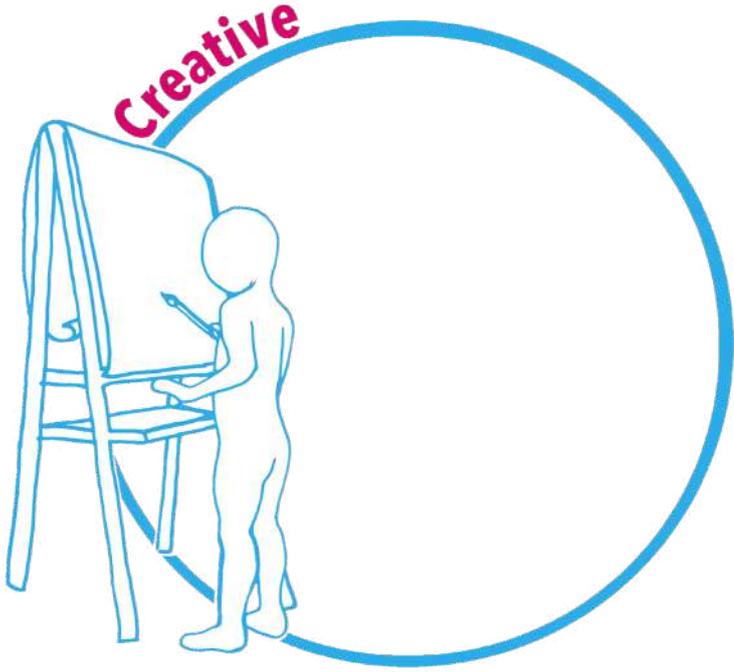
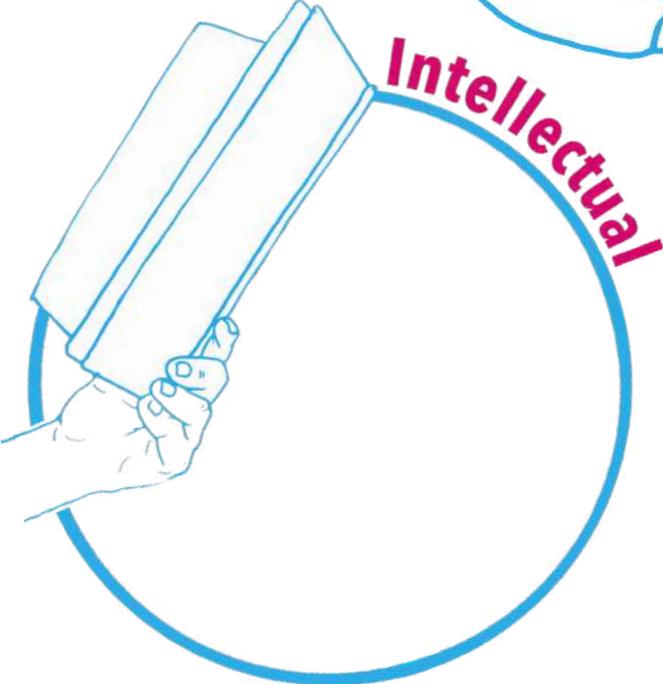
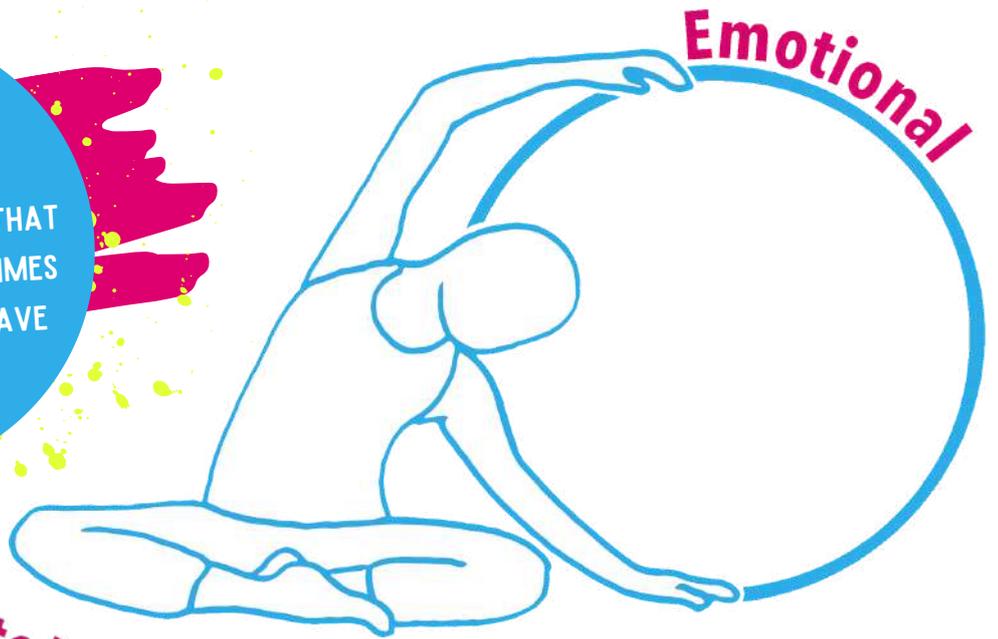


**Consider reflecting with the children and young people you work with, what resources do they already have?**

**The following page has a resource to support you with this.**

RESOURCES ARE THE THINGS WE ALREADY HAVE INSIDE OF US THAT HELP US WITH TOUGH TIMES, SOME PEOPLE HAVE LOTS OF RESOURCES AND OTHERS HAVE A FEW RESOURCES.

EVEN THE PEOPLE WITH LOTS OF RESOURCES NEED TO BE REMINDED THAT THEY ARE THERE SOMETIMES AND YOU PROBABLY HAVE MORE THAN YOU THINK!





# Module Two

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## Worksheet 2



What do you already do that you could use as brainstem calming activities?

SKIPPING NETBALL PAINTING AEROBICS DANCING KARAOKE SANDING DOG WALKING

HORSE RIDING GYMNASTICS LAUGHING TENNIS SKATING FRISBEE FLYING A KITE YOGA

JAZZ KARATE CLAY MODELLING DECORATING COLOURING KNITTING RUNNING ROWING

SKIPPING NETBALL PAINTING AEROBICS DANCING KARAOKE SANDING DOG WALKING



# Module Two

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## Worksheet 3



Can you identify your own psychic wound?

Does it feel caring?

Did you access your own ability to be calm and grounded by being read to?



# Module Two

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## Worksheet 4



**What have you learnt?**

**What have you discovered?**

**What are you satisfied with?**



# Module Two

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## Worksheet 4



**What are you dissatisfied with?**

**What are you surprised by?**

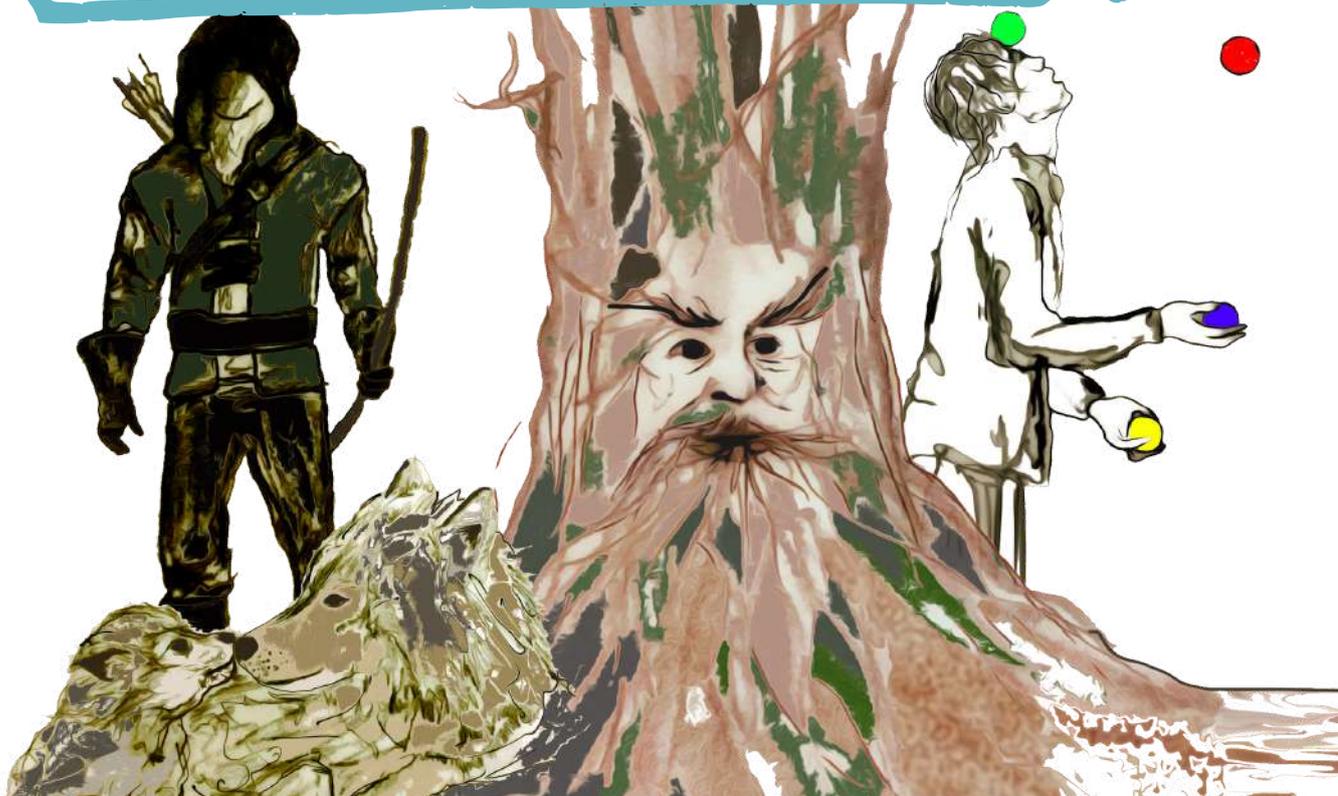
**What is your next step?**



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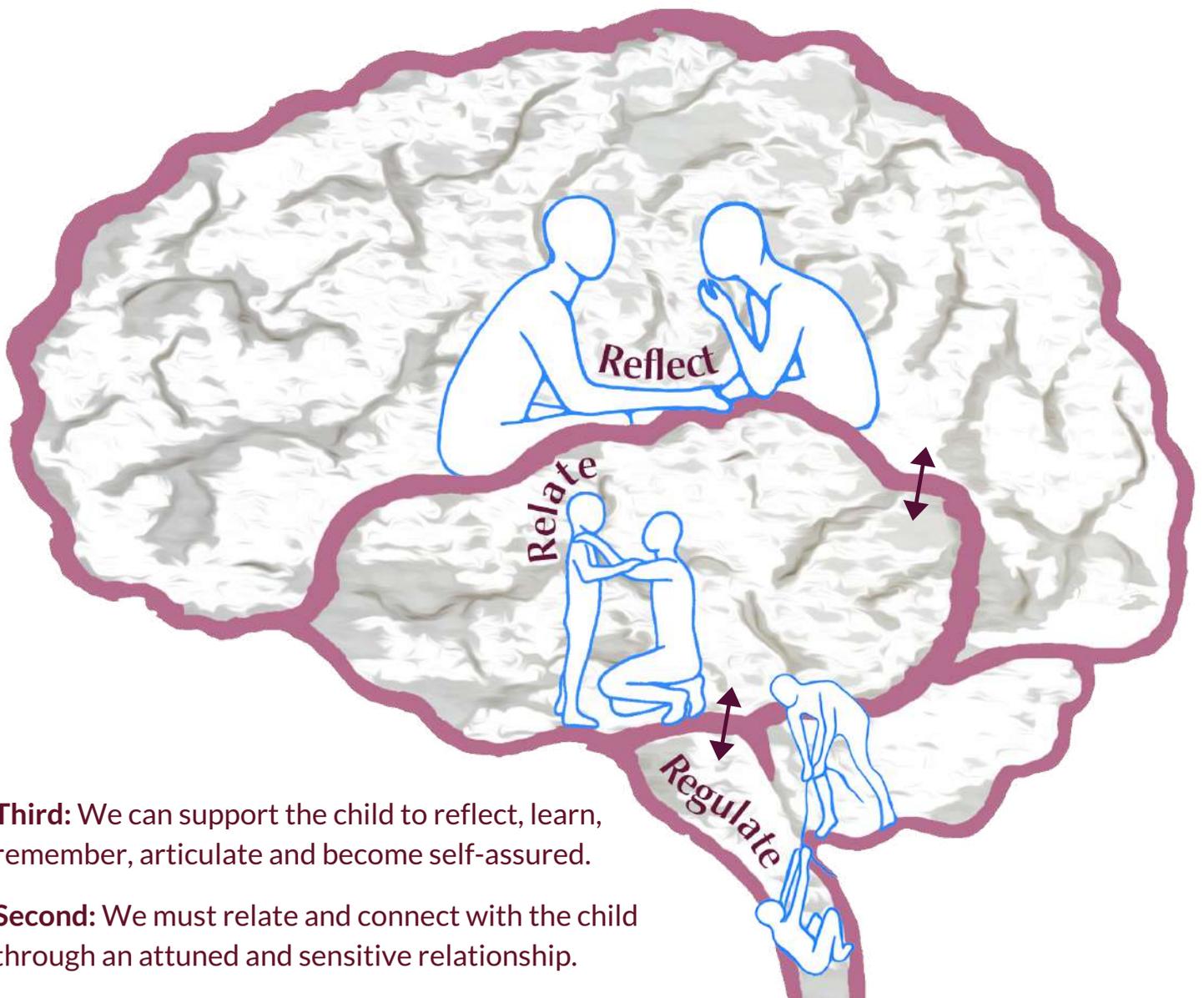


Module Two  
Posters & Resources



## The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.



**Third:** We can support the child to reflect, learn, remember, articulate and become self-assured.

**Second:** We must relate and connect with the child through an attuned and sensitive relationship.

**First:** We must help the child to regulate and calm their fight/flight/freeze/collapse responses.

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



# Tapping In

## THE CALM PLACE INSTALLATION

### **Preparation**

Ask your client to close their eyes or focus on their hands or a spot on the floor if closed eyes doesn't feel safe. Start with circular breathing: breathing in through the nose to the count of 3 and out of the mouth to the count of 5.

### **Brainstem**

Start by exploring, with your client, the sensations in the body that being calm brings up for them. Ask them to name sensations associated with calmness and identify where they experience them in the body. Take your time with this and expand with them where possible "*I wonder if...*" and "*is there anything else?*". Once they are established, tap them in 10 - 12 times tapping slowly (as per the video).

### **Limbic Brain**

Ask your client to create a landscape, imaginary or real, where they think this calm experience may take place. Be curious and take your time, learning as many details as possible as this is what cements the relationship to this place; what they see, smell, hear and even taste amplifies the experience and checking "*is there anything else?*". Once it is established, tap it in 10 - 12 times tapping slowly (as per the video).

### **Cortical Brain**

Ask your client to think of a name, a title or a single word that encapsulates the entire experience. Once they have one, tap this in 10 - 12 times tapping slowly (as per the video).

Ask the client to hold all the elements of the experience in mind, repeating back all the elements that have been spoken about and then tap this in 10 - 12 times tapping slowly (as per the video).

# DON'T CHANGE EXTRAORDINARY ONE

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THEY SAY HE'S TOO QUIET.  
THEY SAY SHE'S TOO INQUISITIVE.  
THEY SAY HE'S TOO ENERGETIC.  
THEY SAY SHE'S TOO SENSITIVE.

THEY SAY THESE THINGS THINKING IT WILL HELP,  
BUT IT DOESN'T REALLY.  
IT ONLY CAUSES WORRY AND THE PRESSURE TO CONFORM.  
THE TRUTH IS, CHANGING WOULD BE A TRAGEDY.

BECAUSE WHEN THEY SAY "TOO QUIET,"  
I SEE INTROSPECTION.  
DON'T CHANGE, THOUGHTFUL ONE.  
YOU'RE GONNA BRING QUIET WISDOM TO THE CHAOS.

BECAUSE WHEN THEY SAY "TOO INQUISITIVE,"  
I SEE PROBLEM SOLVING.  
DON'T CHANGE, LITTLE THINKER.  
YOU'RE GONNA TO BRING ANSWERS TO THE TOUGHEST QUESTIONS.

BECAUSE WHEN THEY SAY "TOO ENERGETIC,"  
I SEE VITALITY.  
DON'T CHANGE, LIVELY ONE.  
YOU'RE GOING TO BRING LOVE AND LAUGHTER TO DESPERATE TIMES.

BECAUSE WHEN THEY SAY "TOO SENSITIVE,"  
I SEE HEART.  
DON'T CHANGE, DEEP FEELER.  
YOU'RE GOING TO BRING COMPASSION TO HURTING SOULS.

THEY MIGHT SAY CHANGE IS NEEDED.  
BUT I ASK THAT THEY LOOK A LITTLE DEEPER AND OBSERVE A LITTLE LONGER.  
FROM WHERE I STAND, THESE INDIVIDUALS ARE JUST AS THEY SHOULD BE:  
ON THEIR UNIQUE PATH, BRINGING THE WORLD EXACTLY WHAT IT NEEDS TO THRIVE.

DON'T CHANGE, EXTRAORDINARY ONE.  
YOU'RE GONNA LIGHT THIS PLACE UP.