



### Session overview

These sessions have been designed to support recovery, teach skills and open up discussion. This ending session is about bringing it all together and reassuring the young person that they are able to move forwards.

### Information for practitioner

Hopefully you have built a good rapport with the young person and they are feeling more equipped to build a life that works for them. They may have some concerns over the ending of the programme and this session is designed to review how far they have come, remind them of the strategies they now have in their toolkit and identify any ongoing or future support that may be available. It is important to leave the young person feeling empowered, equipped and optimistic.

#### Resources needed for this session

- Big paper and pens

## Session

Check in with the young person as to how they are feeling about this being the last session together. Do they have any questions about moving forwards?

Review the initial session where they shared their hopes and fears and see what has changed.



Open this up to a review of all the different sessions you have done together. Check how they feel about what you have covered and whether they have any questions.



Remind them of all the different self-care strategies they now have in their toolbox and discuss the ones they found particularly useful or are still using.



Using the big paper  
and pens

## Activity

To think about the future it's really useful to remember what makes us us – who we want to be; what's important to us; how we enjoy our lives and what we want to do with our time and energy.


Encourage the young person to draw and/or write down the things that are important to them on a big piece of paper.



Be as creative as possible; this piece of work can be a touchstone for them to take away and keep, to refer back to, to remind them of who they are and who they want to be. Within this, it might be useful to be specific about what they can do and who they can turn to if they have any concerns or difficulties.

### This could include but is not limited to:

- Hobbies
- Values – what's important to them
- Characteristics, skills and qualities they value in themselves
- Characteristics, skills and qualities they value in others
- Future dreams and aspirations
- The support they have around them
- Healthy relationships
- Physical things they like to have around them (music, books, something tactile, photos, pictures, mementos, etc)
- Mantras – positive statements about what's important to them, what they want to remember, how they want to make decisions etc
- Aspects around their own safety
- Hopes and enjoyments at school
- Drawings and doodles
- Anything else that feels important

-  Remind them of the letter from someone with lived experience that was in their pack right at the beginning of this process – if they were to write a similar letter, what would they want other people to know?


Alternatively, they could write a letter to their future selves – think five or ten years' time – and anything they especially want to remember and take forward.



## Closing activity

### Looking after yourself exercise to close

You could pick a final option if there are any you haven't covered and think might be useful. Or revisit one from earlier that would be nice to do again.

-  Reassure the young person that the progress they have made is because of them and how engaged they have been and how very skilled they now are at managing whatever life throws at them.