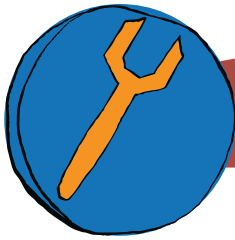


KEEP ME SAFE



TOOL 1E: WORRYOMETER

LINKED TO:

- Sections 1.4, 1.5, 1.6 & 2.1



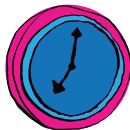
WHY?

- To get a sense of how unsafe or worried children are feeling
- To allow exploration of what is making children feel unsafe, what helps them feel safer and less safe
- To help with safety planning for individual children
- To help children identify what worries them
- To help children begin to differentiate between big worries and little worries. This can also enable better prioritising in the case planning process



WHO WITH?

- Children as individuals, in groups or as a family
- Children aged 5 – 14 years



TIME?

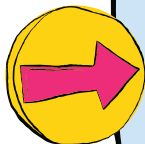
- 5-30mins



YOU'LL NEED?

- The template

KEEP ME SAFE



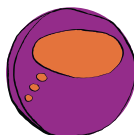
WHAT TO DO:

- Introduce the concept of safety and how you might experience it in your body: 'we're going to talk about feeling safe. When I feel scared or unsafe I can feel it in my body. Can you think of how I might feel it in my body – what happens in my tummy? To my palms? To my heart?'
- Then introduce the worryometer: 'sometimes I imagine that I've got a big thermometer in my tummy from my belly button up to my throat and sometimes I try to work out how worried I am: like if I'm not worried it might be here [point to navel] or if I'm really worried it might be here [at the throat].'
- Check in to see if the kids get the concept – maybe by asking them to tell them how they feel at different times of the day.
- Ask children to colour in or mark how worried they feel right now, if the base of the worryometer is 0 (meaning not worried at all about anything) and the top is 10 (the most worried I've ever been, about lots of things)
- Explore gently what is causing them to feel worried – maybe they want to draw these things next to the thermometer or you could play a guessing game and draw the pictures yourself until you guess the right things.
- Hand out copies of the printed worry-o-meter and finish by asking 'what could help get that worry meter closer to 0?' Brainstorm ideas that might help or, again, draw pictures or play a guessing game if that's easier for the child.



SOMETHING DIFFERENT?

- Show kids an old fashioned thermometer (with mercury bead that rises and falls according to temperature) if you have one available.
- Draw a big thermometer on a piece of paper and call it the 'worryometer'. Explain how thermometers measure temperature and ask children if they have ever seen or used a thermometer.
- Kids might feel more comfortable cutting images, words or pictures from magazines; using stickers; sculpting answers from plasticine.
- It may also be useful to explore what are the biggest worries children have and what are smaller worries and perhaps exploring how to deal with some of those worries so there are less worries adding up to make a high temperature.
- If you are working with 2 or more children, facilitate the process so that ways one child uses to reduce worries may be used or adapted by other children and they can help each other with ideas.



TO THINK ABOUT:

- Some kids don't have many spaces or things that make them feel safe: be mindful of this and don't assume anything.
- Help create some spaces for kids where they can feel safe, being mindful that they need to be sustainable (ie its OK that there is a safe space in your refuge but this needs to be recreated at their new flat etc).



HAZARD ZONES:

- Be aware that kids might want to disclose information about what is worrying them. Take it gently and don't probe. Make this as fun as possible. The focus is on awareness of how worried they are and then, if possible, getting an understanding of what is worrying them.

Worryometer

