

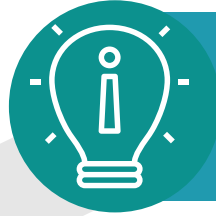


What does Loneliness look like?

This activity will support participants to understand what loneliness may look like using who, when, where and why? considering what is meant by 'community' (local to the participants) and how participants can get involved.



60 minutes approximately



Loneliness, community



8 -12 participants



By the end of this activity participants will be able to:

- Compare the difference between loneliness and aloneness.
- Identify and explain the potential needs of (young) people and strategies to reduce loneliness.



Aim

To give participants an introduction to the concept of (youth) loneliness and identify and articulate loneliness. Participants, using specific words and images, will also be able to identify who may be at risk of loneliness in their community.



Suitable for 14 + (key stage 4 and above)

Part of the 'Making Connections that Count'
www.youthcymru.org.uk



Session overview: What is loneliness?

Time	Activity description	Group set up	Aim(s)	Resources
5	Introduction to session/project group contract setting	Whole group	To set group culture and provide session context	Flipchart/ pens Space - such as a hall!
10	Ice breaker We recommend using 'Desert Island'	Whole group	To support participants to engage in main session	Ice breaker section resources chosen by facilitator and /or participants
15	Part 1: what does loneliness look like?	Breakout groups	Reflection on participants communities	Activity sheet 2 & Resource sheet 3: locations and people.
10	Part 2: communities discussion	Whole group	Compare the difference between loneliness and aloneness.	Flipchart paper/pens
10	Part 3: What can we do to help?	Whole group	Identify and explain the potential needs of (young) people and strategies to reduce loneliness through step 3.	If appropriate, use the social action 'our community' loneliness toolkit
5	Part 4: Has this session met the intended outcomes?	Whole group	Confirm that outcomes have been met.	Session plan or outcomes, flipchart and pen
5	Evaluation: We recommend using the young persons evaluation	Whole group	How did the young person feel about the session went?	From the evaluation section resources

Full session Resources list explainer

Youth Achievement Award (YAA) or "Participant Journal" - if a participant is taking part in completing a journal or an accreditation such as a **Bronze Youth Achievement Award**, please ensure that they are aware they are to keep the copies of activity sheet 1 and 2 as evidence of them engaging in the session.

All resources sheets are available as a presentation and an images can be enlarged to meet the needs of your session and used with a projector or another device that can display in the landscape orientation.

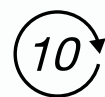
Resources:

- **Ice Breaker:** 'desert island'
- **Part 1 -3:** focuses on what loneliness may look like for different community groups and how participants can help.
- **Part 4:** reviewing outcomes.
- **Evaluation:** young persons evaluation.
- **Participants activity sheet:**
- **Resource sheet 1 & 2:** person and locations prompt that can be used throughout the session.
- **Resource sheet 4:** definitions
- **Resource sheet 5:** help & support



- Pens/pencils / flipchart paper / plain paper and Post-it notes
- Tablet / laptop / projector
- Wi-fi/data

Part 3 : Download the social action 'our community ' loneliness toolkit if participants want to look at community social action.

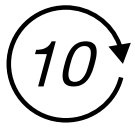


This symbol represents how many minutes approximately to spend on an activity.

If young people are working away from the main group, print and send out the session resources, evaluation and other sessions you are planning to use.

If you have the required skills and equipment, this session works well using the findings from the mind-mapping exercises in **Participant Activity Sheet 1 from session 1. They are a .PNG (image) file** so can be uploaded to a [Whiteboard / Jamboard](#) or other platform as a background image for a digital adaptation if you have the skills and resources to do so.

Padlet: can be a great resource for many online activities and for this one its perfect! Facilitators can create a wall where participants can collectively collaborate in the physical space and /or online.



MINUTES
APPROXIMATELY

Desert Island

@YOUTHCYMRU_REACHOUT



Desert Island – You have decided that the world is too big and you want to live on a desert island where there are no other people. You travel by sea- it's rough and makes you feel a little sick. The boat drops you off on the shore. There is small cabin, with a solar panel on top and one plug socket. You might get signal from a phone if you travel 2 hours. There are lots of edible plants and some small animals on this island, but there are no dangerous animals-but in the water we are not too sure.

You may take:

- one piece of music
- one essential item
- one luxury item

What would you take?
Why?



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Part 1: What does loneliness look like?

Ice breakers

10

We recommend using-
'Desert Island'.

what is loneliness?

15

In this activity, participants are asked to access a room that can accommodate participants to write. Participant activity sheet 1 to be given out to each participant and is a useful prompt to consider whether they would like to work on their own or in smaller groups.

The facilitator introduces the session as exploring what loneliness looks like and consider who might be experiencing feeling lonely. Participants are now to focus on the wider effects/issues of loneliness in their community. Read out resource sheet 3 - definition to the whole group to remind participants of what loneliness is defined as.

The facilitator asks the participants to split the paper into sections: **WHO, WHY** and **WHEN?** Then the facilitator provides an example to the participants:

This activity will be looking at who is lonely in our communities, so can include other people - not just young people. As we want to get the participants to think about loneliness as an issue across all groups in society.

EXAMPLES:

Who? older person, young person

When or where? around holidays, alone at home

Why? families may not see them, bereavement

The example provided is an assumption and may not be representative of the participants community.

The facilitator asks participants in their breakout groups to think about others in their community and then complete each section on the flipchart with their thoughts and ideas on - **WHO** would be lonely? **WHEN** or **WHERE** might they be lonely? **WHY** would this group be lonely?

After these answers and ideas have been captured, the facilitator takes the **top 3 who?** Statements from all the groups and be written on a flipchart paper. Then as in the example matches the corresponding answers for when or where and why?

The facilitator asks participants to go back into groups their **breakout groups** to use the **activity sheet** to capture the answers of individual groups (e.g., participants who are leaving home/ care, older people living in a care home, young parents, people living in rural areas, etc.). Each participant should have an **example of 3 people** within their community written down.

Part 2: Communities - whole group discussion

5

The facilitator then has a final discussion with the whole group on how many different members of our communities can feel lonely and that it is not an issue exclusive to any type or group of people. **This will be added to a flipchart with each group building on the examples in part 1.**

The facilitator could comment here:

Follow on with examples of anyone in our community can be lonely and that they may experience loneliness differently to others. **One last point to add is that it is normal to feel lonely at times.** It is where loneliness starts to affect the mental health or developing new relationships where further problems can develop.

It may be appropriate to inform participants: loneliness can potentially be a sign of something needing to be addressed and/or changed in their lives.

Part 2: What does loneliness look like?

Facilitator Notes

To aid discussion, some examples of WHO would be lonely: participants, living in rural areas, living alone, single parents, low income, from LGBTQ+ community, from BAME (black and minority ethnic) community, participants living in areas of high deprivation, or being perceived as different from the wider community in general, etc.

To aid discussion, some examples of WHY members of these groups may be lonely: experiences such as trauma, no connections with family members or friendship groups, bereavement, being bullied or experiencing a breakdown in relationships, societal constraints, geography (e.g., living in a rural setting). Can these be controlled by the person affected by loneliness and how (resilience, coping strategies, etc.)?

To aid discussion, some examples of WHEN might they be lonely: being on your own for lengthy periods of time, not connecting with others that (young) people identify with in their community, being/feeling 'different' to others in the community, etc.

To aid discussion, some examples of WHAT we could do about it: practice self-kindness, reach out to others in our community/online, access support, set goals and create a plan of action, etc.

Free space - facilitator notes:

Rethinking & finisher for the main part of the session

Part 3: What can we do to help?

5

The facilitator informs the participants : now, it is time to look at strategies we can use to reduce loneliness. These can be as creative as the participants can think of and, therefore, could be activities or actions to develop in the future for the facilitator to expand and explore with the whole group.

Ideas could include:

- Meet neighbours.
- Send cards/a letter/call/email to family members and friends.
- Send a 30 second video to someone with a positive message.
- Meet with older people and hear their stories.
- Organising a tea dance to do an intergenerational social action to meet others in your community.
- Creating an online group for young people or Instagram story, TikTok clips to motivate others to share their experiences.

Note: Youth Cymru have created a social action resource pack that may be useful if young people are wanting to engage in social or community action - not required for this session, but is available for you to use.

Once most of the points from the breakout groups have been considered, the facilitator then asks the whole group if there as any additional points they would like to add.

Re – thinking & finisher for the main part of the session

Part 4: Has this session achieved the intended outcomes?



The facilitator refers to the learning outcome(s) for this session. Do participants all agree on the outcomes have been met? The facilitator can 'test' that learning outcomes have been met by a 'pop' quiz with prizes, etc.

Three questions to ask participants to reflect on:

- What is loneliness?
- What is the difference between loneliness and aloneness?
- What can we do to help our communities to support loneliness?

Note: For evidence for a Youth Achievement Award, facilitators should record this feedback and observe participants giving suggestions/answers.

Endings:

Facilitator(s) thank participants for their contributions and give a brief introduction to the next session, so participants know what to expect/give them something to look forward to.

Facilitator to invite any last questions from the group and remind them that there is a range of information and guidance support available to them (see posters) and urge them to seek any further support from them, their youth workers, teachers, parents, their GP, etc.



Participant Activity Sheet : What does loneliness look like?

WHO would be lonely?

- 1.
- 2.
- 3.

WHY would this group be lonely?

- 1.
- 2.
- 3.

WHEN might they be lonely?

- 1.
- 2.
- 3.

What could we do to help them?

- 1.
- 2.
- 3.

Resource Sheet 1: people



People sitting outside in the community (e.g. homeless)



People looking for friends



lost someone to bereavement



Waiting to see family members



Sitting in a stadium full of people



Someone only getting material things

Resource Sheet 2: locations



On a beach or desert Island



On a park bench



Home alone



Coffee shop waiting for someone to turn up



Walking home



Stadium crowd

‘A subjective, unwelcome feeling of lack or loss of companionship. It happens when we have a mismatch between the quantity and quality of social relationships that we have, and those that we want.’ (Welsh Government, 2020).

Resource sheet 4: Help & support



If you need support please speak to a trusted adult
alternatively please check out our support organisations or
safeguarding section of our toolkit.

Check in: Don't forget if issues have been raised please get help and support



Young People's Session Evaluation



@YOUTH CYMRU_REACHOUT

HOW DID WE DO TODAY?

WE ARE COMMITTED TO PROVIDING YOU WITH THE BEST YOUTH WORK SUPPORT AND EXPERIENCE POSSIBLE, SO WE WELCOME YOUR COMMENTS. PLEASE FILL OUT THIS QUESTIONNAIRE AS HONESTLY AS YOU CAN, AND REMEMBER YOUR ANSWERS ARE CONFIDENTIAL AND ANONYMOUS.

PLEASE RATE THE QUALITY OF THE SESSION/ACTIVITY:



DISAPPOINTING



NOT SO GOOD



NEUTRAL



GOOD



EXCEPTIONAL

PLEASE RATE HOW MUCH YOU ENJOYED THE SESSION/ACTIVITY:



NOT AT ALL



A LITTLE BIT



NEUTRAL



QUITE A LOT



VERY MUCH

DID/DO YOU FEEL THAT THE SESSION/ACTIVITY...

MADE YOU FEEL LISTENED TO?

YES | NO | UNSURE

MADE YOU FEEL SAFE AND SECURE?

YES | NO | UNSURE

HELPED YOU WITH YOUR EMOTIONS?

YES | NO | UNSURE

HELPED YOU MAKE PROGRESS?

YES | NO | UNSURE

UNDERSTAND AND RESPECT WHO YOU ARE?

YES | NO | UNSURE

WAS FUN AND ENGAGING?

YES | NO | UNSURE

HELPED YOU MAKE NEW FRIENDS/CONNECTIONS?

YES | NO | UNSURE



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Young People's Session Evaluation

@YOUTH CYMRU_REACHOUT



PLEASE FEEL FREE TO TELL US ANYTHING ELSE (WHAT YOU ENJOYED, ETC.):

IS THERE ANYTHING YOU WOULD CHANGE ABOUT THIS REACHOUT 2.0 SESSION/ACTIVITY?

PLEASE RATE YOUR OVERALL SATISFACTION WITH THE SESSION/ACTIVITY:

NOT
SATISFIED

QUITE
SATISFIED

NEUTRAL

VERY
SATISFIED

EXTREMELY
SATISFIED

THANK YOU FOR TAKING YOUR TIME AND
COMPLETING THIS QUESTIONNAIRE.



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